

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT, KUMASI**

**THE APPLICATION OF ENTREPRENEURIAL SKILLS IN THE FASHION  
INDUSTRY: A CASE OF TANOSO IN THE KWADASO MUNICIPALITY**



**VIVIAN BART-ADDISON**

**DECEMBER, 2021**

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**VIVIAN BART-ADDISON**

**(1142598)**



**A Dissertation Presented to the Department of Fashion Design and Textiles  
Education, Faculty of Vocational Education - Akenten Appiah-Menka University  
of Skills Training and Entrepreneurial Development-Kumasi, in partial  
fulfilment of the requirement for the award of Master of Technology in Fashion  
Design and Textiles**

**DECEMBER, 2021**

## DECLARATION

### STUDENT'S DECLARATION

I, VIVIAN BART-ADDISON, hereby declare that this project report is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere, except for quotations and information from other sources which have been duly acknowledged.

SIGNATURE:.....

DATE: .....



### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this project report was supervised in accordance with the guidelines on supervision of the project reports laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi.

SUPERVISOR'S NAME: **DR. JOSEPH ANTWI BAAFI**

SIGNATURE:.....

DATE: .....

## **DEDICATION**

I dedicate this work to my family for their support.



## **ACKNOWLEDGEMENT**

I am most thankful to the almighty God for his abundant grace and travelling mercies throughout my education. I again thank God for His special care and protection bestowed on me during the course of study at Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi.

I, therefore express my sincere gratitude to my supervisor Dr. Joseph Antwi Baafi for his numerous contributions, patient and assistance during the writing of the project work. May God richly bless him.

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## ABSTRACT

According to Kurz (2010) Entrepreneurship in the fashion industry is a significant issue since the fashion business landscape consists of many small players that compete on the fashion market. He further stressed that the many fashion entrepreneurs who start up their own businesses are confronted with personal and business challenges. These businesses need a structured venture and strong business foundations including entrepreneurial skills to help them survive in difficult times like the COVID 19. Also, it has been established that many start-ups always face challenges during the first few years of a new entrepreneurial venture (Cytak et al, 2016). The purpose of the study explored how entrepreneurial skills could be applied in the fashion industry at the Tanoso in the Kwadaso Municipality. The objective of the study looked into the nature of activities in the fashion industry, the entrepreneurial skills used by the professionals in the fashion industry, the challenges faced by professionals in the fashion industry and the importance of entrepreneurial skills in the fashion industry. The study used the quantitative research design with a sample size of fifty (50). The study adopted convenience and purposive sampling procedures to select the 50 respondents. The research instruments used were questionnaires and interviews guides. The study revealed that entrepreneurial skills can positively enhance Business Growth. It was discovered that business incubators for creative entrepreneurs, the partnership of a fashion designer and business partner could help support the growth of the fashion firms. Finally, the research called for Government support, Banks and Donor agencies to financially support entrepreneurs and further sponsor a comprehensive training programme for successful fashion businesses to enable them gain the required entrepreneurial skills for greater job creation, social stability and economic welfare in Ghana.

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter includes Background of the study, Problem Statement, the Objectives of study, Research Questions, Significance of the Study, Scope of the Study, Limitation of the Study, Definition of Terms and organisation of Study.

#### **1.1 Background of the Study**

The history of fashion in Ghana can be traced to the pre-colonial period when the indigenous Ghanaians used barks of trees and hides of animals to clothe themselves (Adu-Akwaboa, 1994). The development of fashion in Ghana is believed to have started during the colonial period with the introduction of wax prints and “dress” by the colonial masters (Turnings, 2002). Today, Ghanaian Fashion has undergone a complete repair because of modernism and the demand of the global market.

The fashion industry in Ghana has brought creativity to enhance different styles and appearances of people in the past six decades. The cyclical nature of fashion in Ghana has influence researchers in the fashion industry to come out with innovative ideas to create new fashion styles in Ghana. The fashion industry in the world has also become labour driven and therefore needs adequate entrepreneurial skills to produce quality fashion designs and product to satisfy the needs of customers Worldwide. Sarpong et al., (2011) defined Fashion as a particular style that is popular for a period of time. They mentioned that fashion can be clothing, furniture, housing, automobile, food, toys, and the like, but most commonly refers to a style of clothes, cosmetic, dress accessories, that is trendy, or most admirable and worn by many people at a particular

time (Rouse, 1993; Drew 1992). Fashion as defined in a more technical manner comprises all sorts of clothing items, textiles fabrics and their study (Pearsall, 2002). It is clear that, fashion is the use of clothing and accessories for human body. It also includes textiles in the form of things made of fabrics for home, office and industrial furnishings.

Genç et al (2012) defined Entrepreneurship as the process of exploiting opportunities that exist in the environment or that are created through innovation in an attempt to create value. It is said to include the creation and management of new business ventures by an individual or a team". The common aspects of entrepreneurs and innovators' creativeness occurs in diverse areas, such as design, science, technology, the arts and organizational development and they work for many different types of organizations. Creativity has to be part of a system or structure, if we want it to be a useful instrument in helping us to understand or improve our social and physical environment.

The Fashion Industry (FI) can be considered as a subsector of the Textile Industry, which also involves other subsectors such as the Apparel Industry. In this regard, the FI can be defined, opposed to other generic and mass production textile sectors, as an area of commercial activity that specializes in the design of fashion garments that are designed by fashion designers and manufactured in limited quantities (Negarandeh, 2008). This research focuses on this specific industry.

Entrepreneurs contribute to society in different ways for instance as creators of jobs and as a stimulator of economic growth (Davidsson, 2006). Despite the rapid growth of women in professional and managerial jobs, the gender gap in entrepreneurship

remains significant. On average, men are 50 per cent more likely than women to become entrepreneurs. Compared to men, women entrepreneurs use smaller amounts of start-up capital, smaller proportion of equities, and more bank loans. Also, women-owned businesses tend to be smaller and to grow more slowly than those owned by men, suggesting gender-based differences in the value attached to business expansion (Minniti & Arenius, April 29, 2003).

The Fashion Industry (FI) is widely acknowledged as an accessible market. Its low entry barriers, both in terms of needed capital and skills, allow for a very diverse range of motivations and backgrounds among fashion entrepreneurs, and it is one of the causes behind large start-ups entering fashion (Negarandeh, 2008; Malem, 2008; Mills 2011, 2012).

Mills (2011) has best illustrated this variety, by identifying three orientations among entrepreneurs entering the FI. The Creative Enterprise Orientation (CEO) characterises entrepreneurs that have a strong creative impulse, but no clear business aspirations. The Creative Business Orientation (CBO) relates to the entrepreneur that aims to be self-employed and create a successful company and finally, the Fashion Industry Orientation (FIO) which identifies entrepreneurs who want to succeed in the fashion industry and be relevant players. Thus, the differences between the fashion entrepreneurs may influence the importance and nature of the challenges they encounter.

The changing face of communications is also influencing trends & styles of the future. (Trending, Sunday magazine, The Hindu, September 20, 2015) The Selfie is the buzz word today, as it communicates a messages among persons across their friends,

families lines etc. The fashion industry in Ghana is considered as Small and Medium scale enterprises (SME's). The Small and Medium scale enterprises (SME's) sector became more recognised between late 1970's and early 1980's when the economic recession led to a decline in wage employment and industrial growth in many developing countries in Africa (Basu, Blavy, Yuleku 2004; cited in Ankomah, 2012).

Abor and Quartey (2010) asserted that Small and Medium scale enterprises (SME's) are established by individuals known as entrepreneurs and the activities and practices of running the affairs of SME's termed as entrepreneurship (Buane, 2012). Abor and Quartey (2010) concluded that SME's are crucial in contributing to economic development, employment opportunities and Gross Domestic Product (GDP) of economies nation worldwide. They are veritable vehicle for the achievement of national microeconomic objectives in terms of job creation at low investment cost and enhancing of apprentice training. Ojo (2009; cited in Ankomah, 2012) suggested that one of the answers to the difficulties of growth in developing countries like Nigeria is the support for entrepreneurial development system.

In Ghana, the Small Scale Enterprises(SME's) occupy the largest market share of about 90% and previously about 80% of manufacturing employment which ranges from textiles, leather making, agro processing, mechanics, electronic assembling, furniture making, welding and fabrications(Ntiamoah et el, 2016). The entrepreneurial development today has become very significant, in view of it being a key to economic development. The objectives of industrial development, regional growth, and employment generation depend on entrepreneurial development (<https://www.yourarticlelibrary.com/entrepreneur/entrepreneurship>).



Globally, the contribution of SME's to the growth of national economies is significant enough to fuel the engines of national economies (Owiredu, 2014). The Ghana Government has also taken initiative to strengthen the SME's as stated in the 2005 report on the Second Growth and Poverty Reduction Strategy (GPR II 2006-2009) now known as Ghana Shared Growth Development Agenda 2010-2013 framework as part of the agenda to promote SME's and the fashion industry is of no exception. Baidoo (2018) revealed that the SME's remain to be the major avenue that can absorb the unemployed youth of Ghana when supported. According to the Ghana Statistical Service (2017) SME's leads job creation with 71% share of the workforce.

## **1.2 Problem Statement**

Many fashion enterprises in Ghana operate without set standards of production and proper planning systems. This results in large amounts of inventories and failure to meet customers' demands thus failure to grow from small to medium and Medium to Large Enterprise (Newzhele, 2009). In spite of the implementation of SME promotion related programmes being carried out in many developing countries in Africa (United Nations Conference Trade and Development, 2011; cited in Ankomah, 2012).

The fashion industry in the Tanoso Township of the Kumasi Metropolis, though operating on a small scale, the fashion professionals are making effort to expand the fashion businesses. However, these fashion professionals are faced with challenges that impede their progress. It is said that Governments at all levels have taken initiatives to promote the growth of SME's (Freeney & Riding, 1997). As part of the agenda to promote SME's, the Government of Ghana has established institutions including the National Board for Small Scale Industries(NBSSI), Association of Ghana Industries(AGI) to provide specific assistance to SME's with training

opportunities for entrepreneurship development (Auditing and Finance Research, 2014). Also, attempts have been made by Ghana's consecutive governments of the fourth republic to develop and improve the industrial sector of the country. Fashion education has also been improved; it is now being studied at the tertiary level of Ghana's educational institutions, where graduates are expected to acquire quality demand-driven employable and marketable skills that will make them take their roles in the industrial sector, work and be economically productive (Amankwah, 2007). Yet the fashion businesses in Ghana are still dominated by everywhere roadside dressmakers whose market value is very low. Their main production is based on "custom-made" items. The main Ghanaian fashion export destinations comprising of EU countries, U.S.A. and some parts of the ECOWAS have declined due to competition with other African countries and poor finishing of products which make products not able to conform to standards required (Quartey, 2006). The British Fashion Council (2012) stressed that "high failure rates and the lack of business skills and entrepreneurial training" among fashion entrepreneurs is a link that needs to be addressed.

### **1.3 Objective of the Study**

Purpose of the study is to explore how entrepreneurial skills are applied in the fashion industry at the Tanoso in the Kwadaso Municipality.

1. To identify the nature of activities in the fashion industry
2. To identify the entrepreneurial skills used by the professionals in the fashion industry
3. To investigate the challenges faced by the professionals in the fashion industry
4. To find out the importance of entrepreneurial skills in the fashion industry

#### **1.4 Research Questions**

The following research questions were developed to guide the study:

1. What activities are associated with the fashion industry?
2. Which entrepreneurial skills are mostly used in the fashion industry?
3. What are the challenges confronting the fashion industry?
4. What is the importance of entrepreneurial skills in the fashion industry?

#### **1.5 Significance of the Study**

The study will add knowledge to the existing literature to enable people get better understanding of the need to apply entrepreneurial skills in the fashion industry. The study will create awareness of entrepreneurial skill education among the professionals in the fashion industry to enable them practice the skills to enhance business expansion.

The trade and industry Ministry in Ghana would use the study as a basis for national campaign to influence businessmen and women about the need to acquire entrepreneurial skills for business development.

The study will influence the unemployed people in Ghana and elsewhere to practice these entrepreneurial skills thereby creating job opportunities for themselves to bring the unemployment rate down. The study will be used as clear guidelines to business men and women who wish to develop their entrepreneurial skills for business growth.

The work will contribute to the students of vocational studies to help link and apply the entrepreneurial knowledge on the real life economy and even encourage them to start their own businesses.

### **1.6 Scope of the Study**

Out of the Six (6) Metropolitan, Fifty-Five (55) Municipal Assemblies, One Hundred and Fifty-One (151) Ordinary Districts in Ghana, the researcher intends to limit her study to cover the Ashanti Region of Ghana. Ashanti Region has Thirty (30) Districts made up of One (1) Metropolitan, Seven (7) Municipal and Twenty-Two (22) Ordinary Districts. However, the study was limited to only the Tanoso Township of the Kumasi Metropolis due time factor and easy access of information.

### **1.7 Limitation of the Study**

Ideally, the possibility of encountering difficulties in the attempt to carry out this study cannot be undermined. Apart from financial issues which are peculiar to all research in Ghana, there are a lot of short falls that put some amount of restrictions with respect to this study. The number of fashion artisans selected for the study was limited to those operating in the Tanoso Township of the Kumasi Metropolis because time and constraints. In addition, a common constraint of using the questionnaires method for data collection is the difficulty in getting respondents to respond promptly to the questionnaires. Due to the nature of the researcher's job as a teacher, it necessitate that the questionnaires should be left with the respondents to make time to answer them after which they would be collected later. This situation would make it difficult for the researcher to ensure that there was no consultation among the respondents during the process of answering the questions. If consultations were made between respondents, then the genuineness and fairness of the responses could be compromised. Hence, the conclusions drawn may not be reliable.

## **1.8 Organisation of the Study**

The study was organised into five chapters. Chapter one dealt with the introduction of the study as it outlined the Background of the Study, Problem Statement, the Objectives of the Study, Research Questions, Significance of the Study, Scope of the Study, Limitation of the Study, Definition of Terms and organisation of Study. Chapter two considered the existing literature that relates to the objective of the study. Chapter three looked at the Methodology of the Study. Chapter four considered the Presentation, Analysis and Discussion of Findings. Chapter five also dealt with the Summary, Conclusion and Recommendation of the Study. References and Appendices finalised the study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter aims at reviewing existing works in order to identify the entrepreneurial skills in the business arena and to further find out how these skills can be applied in the Fashion Industry (FI). This section is divided into six (6) subsections to help achieve the purpose of the study.

#### 2.2 Concept Review

Genç et al (2012) defined Entrepreneurship as a process of exploiting opportunities that exist in the environment or that are created through innovation in an attempt to create value; and it also includes the creation and management of new business ventures by an individual or a team. They stated further that the common aspect of entrepreneurs and innovators' creativeness occurs in diverse areas, such as science, design, technology, the arts and organizational development and they work for many different types of organizations. Creativity has to be part of a system or structure which can serve as a useful instrument in helping us to understand or improve our social and physical environment.

According to Davidsson (2006) an Entrepreneur can be defined as a person who identifies an opportunity or new idea and develops it into a new venture or project. Thus, to become an entrepreneur is a very challenging job and requires knowledge, intuition and skills that can help to set up a business to generate value, where the value can mean a financial, social or emotional outcome.

Entrepreneurs are acknowledged as being the driving force behind innovative change in our society and the fashion industry is no exception. According to the definition above, it can be concluded that fashion entrepreneur is someone who identifies an opportunity and transforms it into setting up a new fashion venture or a new fashion label.

In other words, the fashion entrepreneur needs to identify business opportunities and determine customer needs by coordinating resources to design, manufacture and supply fashion products or provide a service (Burke, 2008).

According to Cvrtak et al (2016) fashion is based on individual preferences and the taste of people which relates to the part of people's social life as an object of cultural value that accounts for the well-being of people. Thus, Fashion is in people's minds, in their leisure and working time as a way to express identity.

Kurz(2010) stated that the fashion industry consist of PR fashion agencies, consulting firms, special apparel service providers and small size fashion designing companies. Irrespective of size and structure, every company in the textile and apparel industry is in business to generate value by providing consumers with products and services.

Fernandes (2019) revealed the following entrepreneurial skills as the key elements that propels business growth in the fashion industry:

***Ambitious*** - The most successful fashion entrepreneurs are optimistic and determined to succeed, they thrive on reaching small milestones that are stepping stones to their major goal.

***Willingness to Learn*** – Fashion entrepreneurs cultivate the habit of acquiring new skills for personal development. They update their skills to meet changes in technology, the evolution of the industry, sales processes and seeking new knowledge to enhance personal success in life.

***Creativity*** - Fashion entrepreneurs are always ready to build new ideas that brings better results.

***Effective communication*** – Fashion entrepreneurs consider communication as key element that leads to relationship building with their clientele or stakeholders.

**Perseverance** – In continuing to work hard to achieve dreams, most successful fashion entrepreneurs have to suffer devastating defeats in challenging times before getting results.

***Courage and Risk Taking***- In harnessing the power of creativity, one must have the bravery to act on great ideas and plans; and take an unknown step and try things that are unfamiliar. Many entrepreneurs take numerous steps to develop the right combination of skills, traits and knowledge to be successful in their field of work.

Aurik et al., (2017) stated that in the context of entrepreneurship, competencies reflect “skills” or “expertise” namely; human relations competencies, conceptual and relationship competencies, business and management competencies, and entrepreneurial competencies. They said further that the competencies are related to the birth and sustainability of a business.

Aurik et al., (2017) defined entrepreneurial competence as follows:

–Ability to envisage new realities and making them (Markowska, 2011) Competence come true – know why (attitudes, values, motives), Know-how (skills), know who (social skills), know when (insights) & know what (knowledge)”.



–Ability to recognize and envision taking advantage of opportunity and to see the venture through to fruition”.

–Ability to sustain temporal tension, strategic focus and intentional posture combined with entrepreneurial bonding, ability to create and restructure relationships”.

–Ability to recognize and envision taking advantage of opportunity combined with the ability to acquire and utilize resources”.

–Opportunity recognition & market development, relationship, conceptual, organizing, strategic & commitment competencies”.

–New pathways for achieving innovation-related business targets & ability to identify and pursue opportunities”.

–Knowledge, skills and attitudes that affect business - Lackeus (2013) willingness and ability to perform the entrepreneurial job of new value creation; that can be measured directly or indirectly and be improved through training and development”.

Aurik et al., (2017) also agreed that conceptual and analytical competencies are very important for entrepreneurs. Thus, it gives the entrepreneur the ability to recognize and exploit opportunities, management skills, the ability to formulate strategies for taking advantage of opportunities, customer management skills, decision-making skills, hiring skills, leadership skills, delegation and motivation skills, and commitment (Mitchelmore & Rowley, 2010).

Aurik et al., (2017) were of the view that, an entrepreneurial person requires the ability to respond and adapt to ambiguity, this ability encourages entrepreneurs to become dynamic, flexible and self-regulating. In fact, increased levels of competence do not automatically result in expertise (Markowska, 2011). This means that the

development of entrepreneurial competency represents a vital aspect of business sustainability.

Alton (2016) revealed that one of the challenges faced by entrepreneurs is financing. Thus, experienced entrepreneurs do not have it easy when it comes to funding a new business, but they do have few advantages over newcomers. They might have a pool of capital from a business they previously sold or a steady stream of revenue which they can use to fund a new business's cash flow.

Amanza et al (2019) revealed that the management of formal relationships poses a challenge to entrepreneurs that impedes business growth. Hence, effective communication skills is a key that propels business success.

Fernandes (2019) disclosed that networking and partnership with other enterprises are relevant entrepreneurial skills that serve as a potential solution for young fashion designers in the fashion industry. Entrepreneurs make a relevant contribution to the economic growth and the dynamics of the economy; studies by Davidsson 2006; Zhao 2005 and Praag et al 2005.

Genç et al (2012) stated that innovation and entrepreneurship are essential strategies that can bring high level performance in a competitive environment like the fashion industry.

## **2.3 Theoretical Review**

### **2.3.1 Fashion Activities**

Sarpong et al., (2011) defined Fashion as a particular style that is popular for a period of time. It can be clothing, furniture, housing, automobile, food, toys, and the like, but most commonly refers to a style of clothes, cosmetic, dress accessories, that is trendy, or most admirable and worn by many people at a particular time (Rouse, 1993; Drew

1992). Fashion as defined in a more technical manner comprises all sorts of clothing items, textiles fabrics and their study (Pearsall, 2002). It is clear that, fashion is the use of clothing and accessories for human body. It also includes textiles in the form of things made of fabrics for home, office and industrial furnishings.

Ford(2013) disclosed that the fashion industry encompasses the design, manufacturing, distribution, marketing, retailing, advertising, and promotion of all types of apparel (men's, women's, and children's) from the most rarefied and expensive haute couture (literally, "high sewing") and designer fashions to ordinary everyday clothing—from couture ball gowns to casual sweatpants. It can also be said that in Ghana, the activities undertaken by the fashion industry include the following: making of necklace, making of earrings, making of fabric bracelets, making of bridal beaded bracelets, making of bags, cloth designing and footwear designing, weaving of clothes, designing and making of dyers.

Ford (2013) stated further that the fashion industry consists of four levels: the production of raw materials, principally fibres and textiles but also leather and fur; the production of fashion goods by designers, manufacturers, contractors, and others; retail sales; and various forms of advertising and promotion. These levels consist of many separate but interdependent sectors, all of which are devoted to the goal of satisfying consumer demand for apparel under conditions that enable participants in the industry to operate at a profit. It implies that the key sectors of the fashion industry is Textile Design and Production.

According to Solomon (2007), entrepreneurship is ‘an on-going process that requires a myriad of talents, skills and knowledge’; Kyrgidou and Petridou (2013) claim that the role of ‘entrepreneurial learning appears quite critical with regard to women entrepreneurs, particularly at the initial stages of their careers’.

Kyrgidou and Petridou (2013) also revealed that e-mentoring can facilitate a dynamic, two-way relationship that benefits both mentor and mentee. The barriers to entry depend on the dimension of the venture, but for a small label it is possible to start basically with a sewing machine, compared to the clothing business where expensive machines are required (Burke, 2008). The on-going economic growth requires not just entrepreneurship and risk-taking from producers, but also from consumers, who must find the will to buy, learn, and take risk (Potts, 2007).

**Table 2.1: Enterprise orientations - Mills 2011**

	<b>Creative enterprise orientation</b>	<b>Creative business orientation</b>	<b>Fashion industry orientation</b>
<b>Motivation</b>	To realise creative potential	To work for oneself	To participate in the fashion industry
<b>Aspiration</b>	To become known as a designer	To make a living by building a successful label	To be successful in the industry
<b>Self-identity</b>	Creative person	Creative person Creative business person	Creative and/or style-focused business person

SOURCE: Mills (2011)

These creative orientations in Table 1 above captures personal motivations leading to a more creative lifestyle on the part of the designer/makers in the fashion industry for ‘fashpreneurs’. Mills’ (2011) framework offers a means of recognizing designers’ various experiences that can be used as an apparatus for adapting support more

appropriately to designers' needs to readjust their business approaches, which further leads to tension because it causes them to digress from their original rationale for starting a label. This tension that lingers between creative, commercial and, indeed, other more customer-oriented activities is difficult to resolve, but professional and specialist help may assist.

### 2.3.2 Entrepreneurial Skills

**Table 2.2: Fashion Entrepreneurs' Portfolio of Skills**

<b>Fashion Industry</b>	<b>Entrepreneur Traits</b>	<b>Starting Your Own Business</b>	<b>Small Business Management</b>
Technical Skills	Creativity, Innovation etc.	Business Plans	Source of Finance
Opportunities	Spot Opportunities	Registration	Accounts
Design & Manufacturing	Networking Skills	Market Research, Trend Research	Small Business Management Skills
Retail & Distribution Supply Chain Management	Risk Management	Marketing & Branding Sales & Negotiation	Project Management Leadership & Teamwork

**Source:** Burke, S. (2008)

Table 2.2 above shows a structured subdivision of the key fashion entrepreneurship topics that portray the various entrepreneurial competences needed for business growth. competences like networking skills, managerial skills, creativity, financial skills, marketing skills, risk management skills, negotiation skills, leadership and teamwork are relevant for the expansion of any fashion business.

Lazear (2005) came up with the concept of skill variety (also referred to as concept of balanced skills) to cover the nature of entrepreneurship and to provide human capital measures that are at the core of task-relatedness. Lazear (2005) stated that skill variety increases both the prospect of becoming an entrepreneur as well the entrepreneurial performance.

Lazear (2003) further argues that individuals can choose between two commercial activities – paid employment and entrepreneurship. Through these commercial activities individuals earn their livings. Thus, individuals that select paid employment try to maximize their income by investing in one skill in particular (other skills are irrelevant for paid employment). In turn, individuals that opt for entrepreneurship try to achieve balance in skills, as they are limited by their weakest skills. In sum, the skill variety approach can be seen as a model of vocational choice and success. Although, the literature uses the term skill variety or skill balance, Lazear's concept is not only about skills but also includes knowledge.

Krieger et al., (2018) defined human capital as knowledge and skills that are acquired through educational and work experiences (Becker, 1964), This definition suggests that education and work are investments into human capital whereas knowledge and skills are the results of these investments. Human capital measures have been employed to explain entrepreneurial choice (Obschonka et al., 2017), endurance (Bruce, 2002) and success (Davidsson & Honig, 2003; Stuetzer et al., 2013).

Krieger et al., (2018) revealed that existing studies use measures based on education or work experience as representations for entrepreneurial human capital (Reuber & Fischer, 1994). Perhaps, there is a relationship between human capital investments

(educational or work experience) and outcomes of human capital investments (knowledge, skills), but the connection is sometimes weak. For example, experience gained through working in a specific field, does not necessarily lead to an increase in knowledge or skills about that field (Sonnetag, 1998). Another example is that scholars often use years of schooling as a representation for human capital, but what has been learned obviously depends both on the type of school (content orientation, instructional quality) as well as individual characteristics, such as motivation or cognitive abilities (Unger et al., 2011).

Krieger et al., (2018) stated that Entrepreneurial tasks such as the discovery and exploitation of business opportunities, marketing and selling products, and negotiating with suppliers. To tackle the issue of task-relatedness of human capital, it is necessary to take a closer look at knowledge and skills as the main constituting elements of human capital. Thus, knowledge which is defined as “the possession and understanding of principles, facts, processes, and the interactions among them” (Marvel et al., 2016).

Certainly, knowledge is of higher value for entrepreneurship if it is related to specific entrepreneurial activities. An entrepreneur should have knowledge of the market, of relevant technologies or of how to run a firm. Knowledge is usually clustered in particular domains (such as accounting, marketing, manufacturing and production, human resources or general management). However, only few studies (Dimov, 2007; Shane, 2000) have investigated the effects of task-related knowledge on entrepreneurship. So far, we know little about which exact task-related knowledge that matters most for entrepreneurship.

Skills “refer to observable applications or know-how” (Marvel et al., 2016) and are thus related to specific tasks. One can distinguish between general skills, such as mathematics or public speaking and cross-functional skills, such as social skills or problem-solving skills. Equally to knowledge, skills that are related to entrepreneurial tasks are more important for entrepreneurship than general human capital (Bosma et al., 2004; Lerner and Almor, 2002). For instance, to negotiate with a supplier, an entrepreneur must have relevant knowledge about the product and its specifications, the supply chain as well as different skills, such as social skills, language skills and business skills to help evaluate an offer.

Krieger et al., (2018) stated that one mechanism to acquire skill variety can be seen in previous entrepreneurial experience. Starting a new venture offers opportunities to learn as the entrepreneur faces challenges on an everyday basis. Learning theories suggest that prior experience facilitates the understanding of new challenges.

Experiential learning requires the transformation of experience into knowledge or skills (Kolb, 1984). Previous self-employment can thus be seen as “the best training to gain specific knowledge and skills in various fields, which are then most productively applied in later entrepreneurship” (Stuetzer et al., 2013). This is both reflected in a high proportion of prior self-employed individuals among nascent entrepreneurs (Evans and Leighton, 1989; Davidsson and Honig, 2003) as well as higher success rates for individuals with entrepreneurial experience.

Marcella and Rowley (2015) stated that planning and control, management of production, time, and administration are particularly important for Growth Management.



Amanza et al (2019) mentioned that entrepreneurial education, skills and experience in the fashion business is essential to business growth. Fernandes (2019) disclosed that networking and partnership with other enterprises are relevant entrepreneurial skills that serve as a potential solution for young fashion designers in the fashion industry.

According to Cvrtak et al (2016) the tasks of a fashion designer vary from company to company but as an entrepreneur, a fashion designer needs a large set of skills. It is a leave-taking from the traditional designer role into the balancing act of two elements - creativity with business skills and art with commerce. Thus, they are confident about their creative work but lack confidence in entering the world of business.

Management, marketing, accounting and financing have to be considered as weak points of fashion entrepreneurs. The following factors can influence and challenge the foundation and growth of a fashion design business: education, individual network, personality, personal background, attitude, role and behaviour of a fashion design entrepreneur (Burke, 2008).

Gehlhar (2005) indicated that, being a successful fashion designer is almost more than just making great garments but rather it is a combination of diverse skills including the following: creativity, business acumen, social skills, managerial skills and dedication. Like in any other industry, entrepreneurship in the fashion industry combines the creation and management of a venture with the specific aspects of the industry, in this case fashion.

Dickerson (2003) pointed out that “The constant in fashion is change”. Also, Drucker (1985) disclosed that there is the need for continuous innovation, which is very typical for fashion industry. Thus, the design part of the fashion industry consists of the aesthetic and technical product development process and the business part includes the business strategy and management of the label. Fashion entrepreneurs must be continuously innovative in their sphere of activity; fashion can be copied but not innovation.

A fashion design entrepreneur is the key person that manages the entrepreneurial process and sets up a business to integrate their design ideas into the marketplace (Burke, 2008). It should be said that there is an increasing recognition by the fashion industry that entrepreneurial and small business management skills are an essential component of the fashion entrepreneurs' portfolio of management skills, together with leadership, team building, communication and networking.

Truly, to become a successful fashion entrepreneur innovation is needed to be able to identify opportunities in a climate of uncertainty and confusion, together with passion and enthusiasm for the products to encourage a person to constantly improve the products' features. Also determination and persistence is need to drive the ideas through the many obstacles and challenges that come up alongside.

In a competitive market, it is not sufficient only to be creative, it is also important to be entrepreneurial with small business and project management skills and to be able to build a network of useful contacts.

Technical skills refer to the technical knowledge needed to design and make the products. Every profession has its unique range of technical and trade skills and, as a fashion apprentice, it will be necessary to learn trade to be able to produce professional products so that the venture and products are commercially viable. Fashion design entrepreneurs have to be aware and in charge of all the following different fields of the business: Research (market research, trend research, consumer behaviour), Product development (aesthetically, qualitatively and technically), Sourcing, Production, Marketing, Distribution, Sales, General management (business strategy, direction of the brand, positioning, pricing, corporate identity) (Burke, 2008). Mills (2011) revealed that social network plays important roles in business development. It can be said that social network is a key business skills that the entrepreneur can use to enhance the fashion industry.

Malem (2008) disclosed that building relationship and effective communication in a chosen market can propel a successful business activity. It implies that the fashion entrepreneur can use these skills to achieve business growth.

Negarandeh (2008) stated that the networking opportunities among the fashion entrepreneurs are limited to the extent that fashion entrepreneurs do not have a formal network organization. The fashion companies are said to be micro companies that the lack of formal network tend to formulate itself into the challenge of using each other's knowledge and experience, and the use of professionals with different backgrounds(used to cover the fashion entrepreneurs' missing skills) (Negarandeh, 2008).

### 2.3.3. Challenges of the Fashion Industry

**Table 2.3: Secondary Findings on Challenges of the Fashion Industry**

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#### **Challenges of the Fashion Industry**

High Competition  
Micro companies' liabilities  
Industry's fast pace  
Creative Commercial Balance

#### **The Challenges Around The Fashion Entrepreneur Persona**

Networking opportunities Orientation  
Human Capital  
Financial Capital  
Social Capital

#### **The Challenges Of The Fashion Entrepreneurial Process**

Growth Management  
Brand & Marketing Management  
Relationship Management  
Finance Management

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**Source:** (Negarandeh, 2008; Mills, 2011; & Malem, 2008)

From Table 2.3 above Nagarandeh et al., (2008) revealed that the fashion industry is faced with three(3)main challenges namely: Industry Challenge(high competition, creative commercial, micro company liabilities etc.), Entrepreneur's Personal Challenge (competent worker, financial resources, social network) and Business process challenge (Managing growth, financial management, relationship management, marketing management etc.). Thus if these three challenges are not strategically addressed it would be difficult for the fashion industry to make progress.

High Competition - The challenge is mainly present due to the low entry barriers of the FI (Negarandeh, 2008; Mills, 2011; Malm, 2008; Jacobs et al., 2016 and Shitetal, 2012). This is viewed as challenging for fashion entrepreneurs entering the commercial segment (Easey, 2009) and trying to expand abroad. Fashion entrepreneur expands internationally, the challenge of dealing with global competition increases immensely. Within the designer segment, the effect of global competition is small. Delta mentions that commercial fashion companies rely on quantity of sales, meaning that these fashion entrepreneurs have a higher need to expand internationally. Independent designers, belonging to the designer segment, depend on low quantity, high value sales.

Creative Commercial Balance - the balance of commerciality and creativity has shown to be determined by the industry segment (Easey, 2009), segment) explain show communication with in this segment is not fluent, and learning from others about manufacturers or suppliers is hard. An explanation is that, this knowledge is necessary or the success of a start-up. Being restrictive in sharing this knowledge maintains a certain advantage over other companies in the industry, thus, creating a higher barrier for entrants.

Fashion entrepreneurs entering the designer segment, as independent designers, experience a fair amount of support from their peers. However, in the commercial segment entrepreneurs encounter a closed environment, thus, there will be the challenge of successfully networking with similar companies to acquire knowledge and support. This conclusion agree with the findings of Riegels (2011) and Negarandeh (2008), although, the commercial and designer segment in the FI are not comparable, where the designer segment is not challenged in this matter.

Financial Management - Malem (2008) mentioned that Gamma explains that cash flow management is a general problem in the FI. Even though costs of a season's collection are carefully planned and anticipated, money needs to be saved in order to finance it.

The fashion industry is an unpredictable and hypercompetitive market with short product life cycles (Saviolo & Testa, 2002). It implies the entrepreneur should have adequate knowledge, skills, enduring attitude, courage and perseverance to adjust to unexpected situations during market volatility. Negarandeh (2008) disclosed that every company is established by a single creative person who diversifies his/her focus in order to exploit their creativity for commercial gain. The ideas and thoughts of the entrepreneur form the basis for decisions and actions within the business. These ideas and thoughts are established in the experience, intuition, creativity, and insight that the entrepreneur use to determine whether the company stays as it is, changes its path, or continues to develop and grow in the same way (Negarandeh, 2008; Mills, 2012).

The challenges of the entrepreneur are related to the characteristics or resources that the fashion entrepreneur contributes to the fashion start up. The four (4) main challenges related to the fashion entrepreneur persona: the orientation, human, financial and social capital of the entrepreneur (Negarandeh, 2008; Mills, 2012). Negarandeh (2008), revealed that fashion entrepreneurs are segmented into two groups and one group is more creatively relevant (creative orientation) and the other is more financially successful (commercial orientation). Thus, the creative and the commercial segments can create undue tension to pose entrepreneurship challenges. Analysis of the creative–commercial tension among designers prompted Mills (2011)

to design an original conceptual framework that emerged from conventionally accepted entrepreneurial approaches and delineated three basic enterprise orientations: creative enterprise orientation, creative business orientation and fashion industry orientation, which are laid out below.

According to Cvrtak et al (2016) new ventures need an adequate amount of capital to survive. A large number of businesses fail due to lack of enough finance backing the venture and that there are further difficulties for small fashion businesses. Owing to the small quantities of clothing pieces which are always in queue when it comes to manufacturing. Fashion entrepreneurs usually have difficulties in accessing financial support because the business ideas are often considered to be high-risk investments and the margins are low. They mentioned further that the value of a creative product is difficult to measure; and that the success of a collection mainly depends on the valuation and personal taste of the customers. Hence it is difficult to indicate the profit of a fashion business. It is also hard for a fashion entrepreneur to predict the return on investment, which makes it less attractive to banks and investors. Thus, Investors invest only if they see a large growth potential and Banks desist from financing fashion entrepreneurs when they determine that the business and entrepreneurial skills of the designer are insufficient.

Negarandeh (2008) mentioned that small starting fashion entrepreneurs lack the implementation knowledge and skills in financial management and that cash management is essential to maintain a level of working capital needed to keep the fashion company running. Malem (2008) mentioned that some starting fashion entrepreneurs do not understand the concepts of revenues (profits and losses), budget

and cash flow management. Thus the Administrative burden of finance management is a challenge with starting entrepreneurs.

### **2.3.4 Importance of Entrepreneurial Skills**

According to Cvrtak et al (2016) the importance of entrepreneurship has been recognized as an impulse to economic growth and personal development. Today, the business environment is changing more rapidly. Competition in almost every industry has become more intensive and many companies are becoming aware of the importance of adjusting their business to the target market in the best possible way in order to stay competitive. The fashion entrepreneur is an innovative person who manages the entrepreneurial process. This usually involves planning, organizing, directing and controlling the input of suppliers, contractors and the design team members, together with accepting the associated business risks. The key words from these explanations are; innovation, opportunity, new venture, enterprise, management and risk taking (Burke, 2008). This implies that the fashion entrepreneur can use managerial skills to enhance the growth of the fashion industry. Entrepreneurs contribute to society in different ways for instance as creators of jobs and as a stimulator of economic growth (Davidsson, 2006).

Kreiger et al., (2018) revealed that Lazear's concept of skill variety has been established in entrepreneurship research and is considered an important extension to human capital theory. Thus, skill variety and its determinants and effects on entrepreneurial outcomes is being embraced in the business arena. Kreiger et al., (2018) stated further that skill variety is an important driver for entry-decisions into entrepreneurship and entrepreneurial success. They mentioned that the acquisition of



skill variety is driven by a purposeful investment strategy or by the possession of certain endowment factors (such as risk aversion or a taste for variety).

According to Marcella and Rowley (2015), excellent communication between fashion entrepreneurs and the stakeholders of the fashion companies has been acknowledged as a significant challenge. Thus, there is high importance of relationship management in order to ensure that current and potential stakeholders get managed in an effective manner. Management of relationships is deemed critical for commercial success (Marcella & Rowley, 2015).

## **2.4 Empirical Review**

This section aims to illustrate the specific findings by other authors.

### **2.4.1 Fashion Activities**

The study revealed the following different fields of business that is related to the activities of the Fashion design entrepreneurs: Research (market research, trend research, consumer behaviour), Product development (aesthetically, qualitatively and technically), Sourcing, Production, Marketing, Distribution, Sales, General management (business strategy, direction of the brand, positioning, pricing, corporate identity) (Burke, 2008).

Plieth et al (2012) conducted a study on the activities of Manomama Apparel in Southern Germany, Europe. They revealed that Manomama was established by Sina Trinkwalder, who was a newcomer to the field of fashion. They stated that the founder did not have any experience or knowledge concerning the process of creating clothes and was unaware of the necessary resources (e.g. machinery, equipment). Her

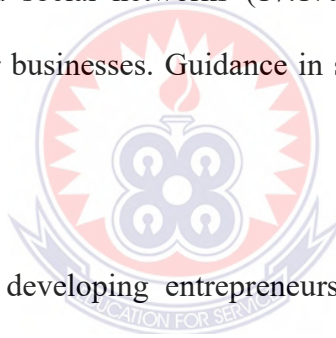
only (financial) resource at the time was her retirement provision but today, Manomama produces more than 70 different garments for children, women and men, as well as accessories and handbags. Products for women included tops, T-shirts, dresses, skirts, trousers, blouses and coats and Men's product ranged from T-shirts, shirts, hoodies, jackets, trousers and coats. For babies and children, baby bodies, shirts, trousers, hoodies and skirts. Accessories also ranged from scarves, belts, bags and jewellery.

Plieth et al., (2012) further revealed that Manomama did set new standards in terms of production, sourcing and processing of materials. In this regard, Manomama processed only organic material for the manufacturing of all garments described above: organic cotton, sweat, spandex jersey, elastane, hemp, merino new wool, vegetable tanned leather, etc. The Production cycles were very fast, with only three weeks from order placement to production of the garment, i.e. knitted and dyed. Cutting, grading and sewing as well as pre-washing done in-house at Manomama.

#### **2.4.2 Entrepreneurial Skills**

Motivation for College students to start fashion business: Garavan and O'Connell (1994). The study explored the motivations (95 references) to start a fashion business, internal (23 references) and external (70 references) factors considered and supports needed (66 references) when students plan to start a business. Thus, more freedom (43.4%) and sense of achievement (36.8%) were the top two motivations. To be their own boss would allow them to have freedom to cultivate their creativity and to be more independent. They further stressed that some students mentioned that they would want to have their own fashion business because of their interest in fashion (35.5%) and being an entrepreneur is an approach to make money (9.2%).

Further, participants were asked the internal and external factors they would consider when they plan to start the fashion business. Time management skills (10.5%), financing knowledge (7.9%) and creativity skills (6.6%) were the three major internal factors that can influence their success. When asked external factors relating to starting and running a fashion business, funding (47.4%) and location (27.6%) were the top two factors considered. Participants also mention effective marketing strategy (10.5%) and funding source of merchandise (6.6%) are other factors behind will bring entrepreneurial success. Not knowing how to start the business made participants believed receiving assistance on creating a practical business plan (35.6%) would be good. Additionally, training in financial management (17.1%) and assist on getting business contact to build social networks (17.1%) were to help them succeed in starting and running their businesses. Guidance in searching of funding (15.8%) and to get start-up loan.



Odia (2013) studied on developing entrepreneurship skills and transformation of challenges into opportunities in Benin City, Nigeria. He revealed that entrepreneurial skills can be acquired through the following avenues: attending entrepreneurial training class, development programme, seminars, workshops etc.

Odia (2013) disclosed further that successful entrepreneurship depended on four (4) major factors namely: knowledge, hard work, skills, attitude (character or integrity). It was also revealed that skills scored 82%, knowledge (96%), hard work (98%) and attitude scored 100%. Thus, attitude scored 100% success in the race of high profile entrepreneurs. Henceforth, attitude (character or integrity) is everything (Harrel, 2005).

Chan et al (2013) also conducted an exploratory study on assessing students entrepreneurial skills development in live projects. The study disclosed that the students who worked with real-life entrepreneurs and financiers had their perception of skills based on quantitative and qualitative data the data was gathered during Weeks 1, 6, and 12 of the programme.

Chan et al (2013) further revealed their findings that showed significant changes in students perception of their skills over time. At the onset were confident about their ability across 17 categories of entrepreneurial skills developed Lichtenstein and Lyons and Lyons.

It was later revealed that there was a significant decline of student confidence in certain skills. Therefore, the study provided insight into the nature and practice of experiential learning approach. The study indicated that development of entrepreneurial skills can be developed by providing a learning environment where students may interact with real business people in live projects.

It was indicated that entrepreneurial education programmes may be improved by considering skill training in a more structured and timely manner since some of the students said the time allotted was inadequate.

Enu-Kwesi and Asitik (2012) conducted a study on Youth Employment and Entrepreneurial Skills Development in the Ajumako-Enyan-Essiam District of Ghana. They revealed the respondents were 105 and that various skills needed to be combined with values to ensure successful entrepreneurship. Skills and values were used as a way of examining entrepreneurial skills development in the District.

They stressed that, the youth who participated in the study admitted that they needed special skills that would enable them to enter the world of business. Yet, apart from the usual apprenticeship training in welding, masonry and other artisanal activities, they were unaware of the changes in technology and the likely impact on jobs and business prospects. Though, 57.7 per cent of the youth consider technical skills as most important for the take-off of entrepreneurial activities, combining the three categories of skills was very important in undertaking business opportunities since multiple skilling was required as production jobs had changed across board, shifting from less skilled to more skilled (ILO, 2005a). Technical skills involved skills such as writing, listening, presenting and organising as well as being a team player and possessing technical know-how (Hisrich & Peters, 2002).

They further disclosed that in assessing the skills of the youth in oral communications, 96 per cent stated that people easily understood them when they speak. Out of this number, 86 per cent attributed this to varied reasons including good communication skills and trustworthiness. On the subject of listening, which helped in the making of informed decisions, 90.7 per cent said that they listen to people, even if they had sound knowledge about what was being discussed, because that provided them with more information (47.7%), and also shows respect (25.2%). The presence of these skills offers opportunities for the youth to be consulted during employment policy making and entrepreneurship training design (ILO, 2005b).

They mentioned that, technical skills alone do not ensure success. Hence, there should be a combination of business management skills, which include human relations, decision making, and negotiation among others as part of the entrepreneurial journey (Hisrich & Peters, 2002). With respect to human relations, they revealed that 91.3 per

cent of the 105 youth stated that they enjoy relating with people, mainly through social interactions, which include friendship, meetings, association activities and discussions. Since business is a social interaction between people, it could be a good foundation for building good customer relations.

They said, one other reason cited was that the youth wanted to assist people and also wished to be assisted by others. This indicated a commitment to teamwork which was needed in the world of business, especially when it came to the formation of business partnership where expertise needed to be shared for the mutual benefits of the partners to improve on their activities.

They also said, keeping information and tasks in order, was essential in any human activity because it facilitated the achievement of set goals. In this regard, 98.1 per cent out of the 105 youth indicated that their interest was ensuring that information and tasks were kept orderly and this enabled them to make quick references, stay focused, build business confidence, avoid getting into difficulties, improve performance, and maintain customers. Enu-Kwesi and Asitik (2012) said that these reasons were related to life skills. They stated that according to Hisrich and Peters (2002), life skills is very essential in business since information management positively relates entrepreneurial competency. They stated that the initial stage of every activity or project demands how to do it and what results to expect, since it is the crucial stage and that taking a decision is one step, but the most important thing is business management skills or the ability to carry out activities that will lead to realizing the results of such a decision especially when challenges had been encountered.

Enu-Kwesi and Asitik (2012) stated that, 96.2 per cent of the youth noted that they have negotiation skills and like bargaining anytime they tried to make purchases because it helped to manage scarce money well and led to increased profits through a reduction in costs and this was linked to Mariotte and Towle (2001) who pointed to the importance of negotiations during transactions as a means to derive mutually beneficial conclusions, in personal or business arrangements.

They also said, the difference between an entrepreneur and a manager is the interpersonal skills of the entrepreneur and it included skills such as discipline, risk taking, innovativeness, persistence, visionary leadership and being change-oriented (Hisrich & Peters, 2002; McClelland, 1961). Regarding innovativeness, 80.8 per cent of the youth wanted to do things differently from what has been established; an indication of entrepreneurial qualities (Benjamin-Schonberger, 2010). The reasons provided were that they wanted to create markets for their products (21.3%), create new inventions (17.5%) or create things of excellence (16%). This was a reflection of the youth's natural disposition for innovation and change which can be capitalized upon as clear means of launching a new enterprise is an innovative process and a great opportunity for society to exploit (Benjamin-Schonberger, 2010; OECD, 2001).

Enu-Kwesi and Asitik(2012) revealed that, 19.2 per cent of the youth said they were not interested in doing things differently from well-established methods. Some said a –well-established way of doing things were quite better than methods that are not tested.” Some also said they wanted to avoid bad practices which would attract criticism. This shows that these categories of youth are not innovative and enterprising and lack the potential for becoming entrepreneurs (McClelland, 1961).

Enu-Kwesi and Asitik (2012) said on the subject of risk taking, 47.1 per cent of the 105 youth were ready to take risks as a sign of determination and to make profits. However, 52.9 per cent would not take risks because they are unsure of the outcomes, and thus would not like to waste resources. The views of these two groups show that taking risk means different things to different people, but entrepreneurs are widely believed to be willing to assume moderate risks and there is a relationship between risk and entrepreneurial activities (McClelland, 1961).

They also said in terms of trying new ideas, which was an indication of risk taking, 86.5 per cent of the youth said they are eager to try new ideas and 96.9 per cent of these offered that experimentation leads to new ideas and products, enables response to change and promotes business growth.

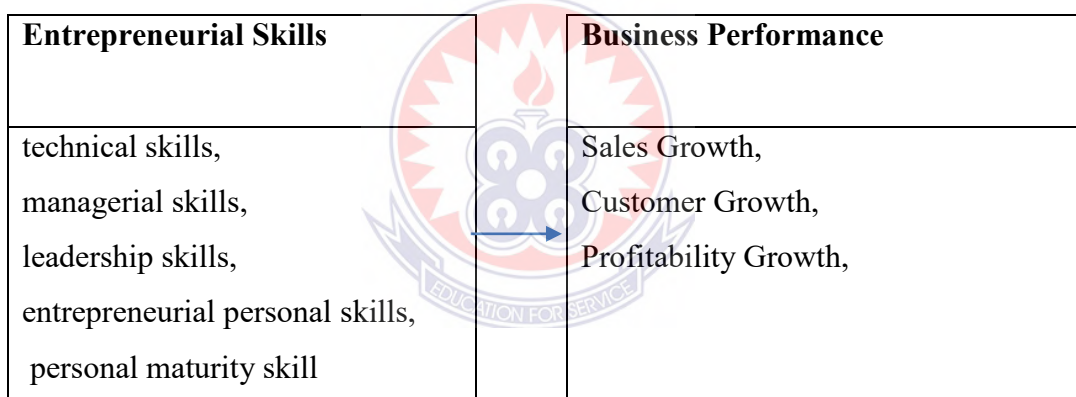
Astuti et al., (2019) conducted a study on entrepreneurial skills and business performance and revealed that the questionnaires used consisted of 39 items split between three instruments that each measured business performance (11-items based on Sanchez and Marin, 2005), and entrepreneurial skills (28-item). These instruments consist of a five-item scale described at either end by "strongly agree" and "strongly disagree". The sample was 181 entrepreneurs of SMEs in the food and beverage sector because this sector has the ability to absorb 66.8% of the workers in Malang. The selection of the city of Malang as the object of research was megacities with 3 destinations namely the city of education, industry and tourism. The food and beverage sub-sector developed into a supporter of tourism.

The findings of Astuti et al., (2019) supported the impact of entrepreneurship contributions on business performance examined by Covin and Slevin, 1991;



Lumpkin and Dess, 2001; Wiklund, and Shepherd, 2005; Shabbir Salman, et al, (2016). They further disclosed that the findings were different from that of Hastin's research (2010), Muthalib, 2014, and Inna (2016), with their results of entrepreneurship not directly affecting business performance. Based on the conception and development of the study, they illustrated in the following research framework in figure. 1 below showing that Entrepreneurial skills (technical skill, managerial skill, leadership skill, personal skill and entrepreneur personal maturity) had a positive and significant impact on business performance.

**Figure 2.1: The Relationship of Entrepreneurial Skills and Business Performance**



**Source:** Astuti et al., (2019)

They concluded that entrepreneurial skills affect SME's business performance, but the relationship between the two was weak, and weak managerial skills appreciated entrepreneurial skills but personal maturity skills were most appreciated. The finding was in line with previous research of Widji Astuti (2007) that business development requires capital but SMEs most need managerial and technical skills; Lee (2018), that entrepreneurial characteristics namely hard workers was a significant predictor of venture success.

### **2.4.3a Challenges of the Fashion Industry**

Plieth et al., (2012) conducted a single case study in the German apparel industry. The apparel industry was characterised by high market volatility and intensive global competition (Vila & Kuster 2008). As labour-intensive industries, the apparel and textile industries were traditionally driven by costs minimization (Taplin 2006). A global shift of the production of apparel to low-cost countries led to a decline in German textile production (Adler 2004). The study revealed that the remaining jobs within the German textile and apparel sector were not production-related, but managerial and coordinative (Taplin 2006).

They said the traditional production forms were abandoned in the 1980s, therefore ‘the ability to use traditional production know-how faded into the background’ (Adler 2004: 310). Moreover, the remaining blue-collar jobs within the German apparel industry, changed from pure sewing labour towards warehouse and transport labour (Adler 2004). From 1980 to 1995, employment in the textile sector decreased by 47% and within the clothing sector by 40% in Europe (Stengg 2001).

Plieth et al., (2012) revealed that the major challenges of Manomama Apparel in Southern Germany, when entering business was the following: knowledge and experience, site and machinery, suppliers, staff and supporters) and but the founder innovative technology to address the issues. They said that the company initially employed people with the respective skills and experience and later used innovative technology to transform the production process.

Sarpomg et al., (2011) conducted a study on the fashion industry in Ghana and revealed that each of the respondents faced two or more challenges. The most serious problem facing the respondents was lack of capital to improve their businesses. All the seventy two (72) respondents lack capital and credit facilities to acquire modern and more efficient equipment, tools and materials to work effectively. Forty one respondents (41) representing 57% had low and irregular income. The income rate depended on the number of fabrics the customers brought to be sewed and this was not predictable as customers usually brought more fabrics to be sewn for them during occasions and festival periods.

Fifty respondents (50), that is, 69% expressed concern about high income tax imposed on them, coupled with high utility bills and rent. Fifty four (54) being 75% of the respondents complain that they do not have market for their products. It is noted that, these respondents apart from serving the clothing needs of their customers sewed some few clothes for sale. However, these clothes usually receive low patronage in the sense that customers most often pay less than the production cost.

Sixty-one (61) respondents representing 85% are faced with competition of imported clothes sold in shops near their premises and second hand clothes that porters carry from door to door which are cheaper compared to the custom made clothes made by the independent fashion designers. This gave a true indication of the assumption that imports of used and cheaper clothes and textiles onto the Ghanaian markets pose a big threat to the success of the Ghanaian fashion businesses.

They stated that, the findings indicated that sixty four (64) being 86% of the respondents lack knowledge and skills in the use of clothing construction techniques for sewing, and they found it difficult to create and make their own styles and for that matter depend solely on fashion catalogues and already made designs from fashion magazines and calendars to cut out their patterns. This hinders creativity and innovation in the local fashion business which makes them less competitive to the imported clothes. Seventy one (71) respondents which represent 99%, suggested the need for financial support and credit facilities to enable them acquire the current and efficient sewing tools, equipment and materials to expand their businesses.

Sixty nine (69) that is 95% were of the view that, organisation of periodic skills and competency based workshops would be of great assistance towards the improvement and upgrading of their work.

In addition, sixty five (65) of the respondents representing 90% agitated for the ban of the importation of fashion goods into the country, whereas forty three (43) being 59%, proposed for the organisation of regular fashion fairs, shows and exhibitions at cheaper cost to enable them participate fully to showcase, sell and advertise their products.

### 2.4.3.b The Challenges facing the Fashion Industry

**Table 2.4: Secondary Findings on interviewers' inputs Fashion Industry**

<b>Challenges</b>		
<b>Challenges in the Fashion Industry</b>	<b>Specific Challenges</b>	<b>Relevance</b>
Orientation	-Commercial/creative motivations Having a clear vision	-Relevant challenge
Human Capital	-Education, skills and experience -Missing skills	-Personal traits - Personal traits and missing Skills represent relevant challenges.
Financial Capital	-Acknowledging and acquiring launch capital	-Not a relevant challenge
Social Capital	-Building and using Social network	- Relevant challenge
Networking Opportunities	-Shared knowledge access -Social connections	Opportunities -Shared knowledge access -Social connections -Only relevant challenge in the Commercial Segment
Creative Commercial Balance	-Equilibrium -Creative relevance -Commercial Performance	Balance -Equilibrium -Creative relevance -Commercial Performance -Relevant challenge -Equilibrium is segment dependent
Industry's fast pace	-Seasonal Intensity -Trends rapid change	-Trends rapid change -Relevant challenge in Commercial Segments -Depends on the company's stage of development (not relevant during start-up phase)
High Competition	-Monitoring competitors -Differentiating from competitors -International companies and Markets influence.	-Differentiating from competitors -International companies and market influence. -Relevant challenge in Commercial Segments.
Micro companies' liabilities	Production minimums -Leverage dis-balance -Noticeability -Work overload	liabilities -Production minimums -Leverage dis-balance -Noticeability -Work overload -Relevant challenge

**Source:** (Almanza et al., 2019)

#### 2.4.4 Importance of Entrepreneurial Skills

Marvel et al. (2016) disclosed that 80% of studies conducted in entrepreneurship by use measure of human capital investment rather than measure of human capital outcomes as follows: The magnitude of the relation between human capital and entrepreneurship varies considerably across different studies (Unger et al., 2011), looking at the relationship between human capital and entrepreneurial success, some report a strong correlation (e.g. Duch-esneau and Gartner, 1990;  $r = 0.4$ ) while others report only weak correlations (Davidsson and Honig, 2003;  $r = 0.06$ ). Krieger et al., (2018) mentioned that one reason for these mixed results might be the use of different investment- and outcome-based human capital measures. Moreover, the differentiation of outcome-based and investment-based human capital measures, one should also look at the transferability of human capital to specific situations. The transferability of the human capital may also be referred to as task-relatedness (of human capital). There exists no singular entrepreneurial task. Instead entrepreneurs face a variety of tasks in order to set up a venture and keep it running (Davidsson, 2006; Lazear, 2005).

Fernandes (2019) conducted a study on secondary school graduates and revealed that 20% of the students who participated in an entrepreneurship education program in the secondary school, later started their own company in the fashion industry after graduation. The investigation was based on the objective of the entrepreneurship education program and the understanding of entrepreneurship as a potential solution for young fashion designers. Thus entrepreneurship education should be approached in the higher education environment. Moreover, this study will also approach the definition of the word entrepreneur as many still reduce it to the creation of a business, yet, being an entrepreneur.

## 2.5 Industry Review

The Fashion Industry (FI) can be considered as a subsector of the Textile Industry, which also involves other subsectors such as the Apparel Industry. In this regard, the FI can be defined, as an area of commercial activity that specializes in the design of fashion garments that are designed by fashion designers and manufactured in limited quantities (Negarandeh, 2008).

Burke (2008) opined that the fashion industry is a fashion cluster reflecting a number of companies that gather in close proximity to form a critical mass providing work, a pool of fashion talents and a fruitful environment to encourage innovation, creativity and competition. It includes supporting industries and services, fashion designers, pattern makers, marketing agencies, publishing, retailers and education establishments that teach fashion skills.

According to Cvrtak et al., (2016) Entrepreneurship in the fashion industry represents a great challenge since the fashion business environment consists of many actors who are competing for the same market share. It is dominated by big players of the industries who put upon trends, and drive consumer preferences and the fashion core on a global scale. It is said that there is a great variety of small actors who compete in the fashion industry and contribute original concepts and ideas into the industry. Cytak et al(2016) further revealed that many fashion design entrepreneurs, who want to compete by running own brands, are faced with many challenges including personal challenges and a variety of external obstacles. Running a stable venture within the fashion industry may be very complex and demanding, especially in a first few years of a new entrepreneurial venture. It is likely additional barriers may occur with new entrepreneurs.

## 2.6 Conceptual Framework

Aurik et al (2017) revealed that a conceptual framework possesses ontological, epistemological, and methodological assumptions.

Ghina et al (2015) disclosed that the procedures necessary to build such a framework are as follows:

### *Phase 1: Ontological assumptions*

Ontological assumptions relate to knowledge of the way things are, the nature of reality, real existence, and real action (Jabareen, 2009).

### *Phase 2: Epistemological assumptions*

Epistemology reflects understanding and explaining how we know what we know. It is also concerned with providing a reasonable grounding for deciding what kinds of knowledge are possible and how one can ensure that they are both adequate and legitimate (Crotty, 2003).

### *Phase 3: Methodological assumptions*

Methodology echoes the strategy, plan of action, process or design lying behind the choice and use of particular methods that links the choice and use of the methods to the desired outcomes (Crotty, 2003). The question underlying the methodological assumptions is that of how a researcher forms perceptions about entrepreneurial competencies? The transactional nature of this research topic is acquired through its deductive method. It is important to study the previous literature regarding how to develop entrepreneurial competencies, so that it can be combined in building a conceptual framework.



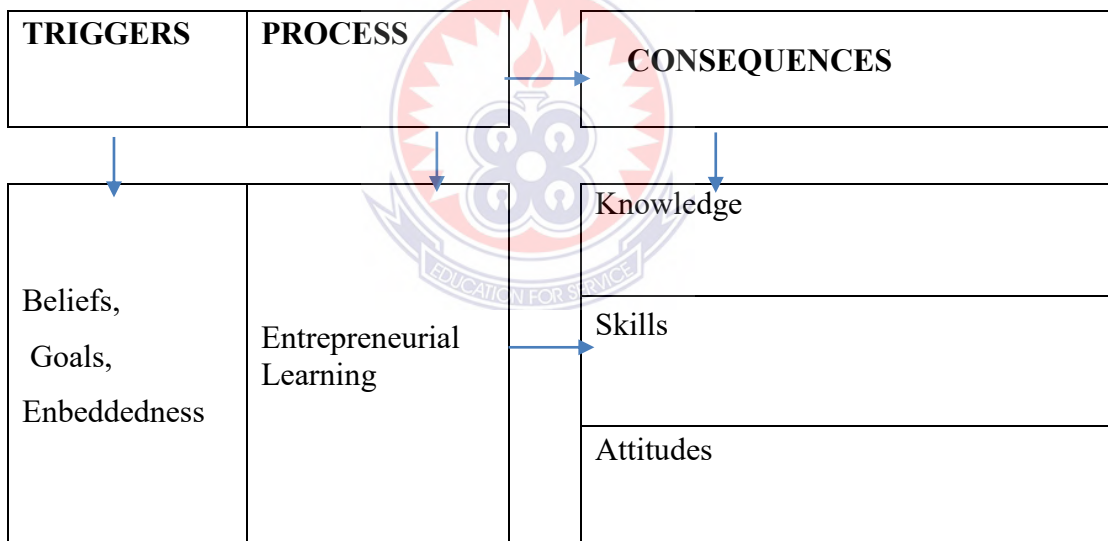
*Phase 4: Integrating concepts*

The aim of this phase is to integrate the processes completed in Phases 1, 2 and 3 and to group together the concepts that emerge from a review of the relevant literature. It describes the ontological, epistemological and methodological assumptions relating to entrepreneurial graduates (Ghina et al., 2015).

*Phase 5: Synthesis Phase*

This phase explains how to develop entrepreneurial competencies. The conceptual framework is constructed from key components of competencies which consist of knowledge/ thought/ know-what/ cognition; skills/ action/ know-how/ conation; attitudes/ emotion/ know-why/ affection.

**Figure 2.2: Entrepreneurial Competencies Framework**



**Source:** Ghina et al., (2015)

*Phase 6: Building the entrepreneurial competencies framework*

This phase constitutes a re-synthesis of several concepts which are reintegrated to construct the conceptual framework of entrepreneurial competencies. The framework of entrepreneurial competencies covers triggers, processes, and consequences. The triggers of competencies include beliefs, goals, and contextual embeddedness. The process of developing competence consists of entrepreneurial learning (Markowska,

2011), such as learning by doing (Lackeus et al., 2013). Lackeus et al., (2013) proposed a framework for how to develop and measure knowledge, skills, and attitudes.

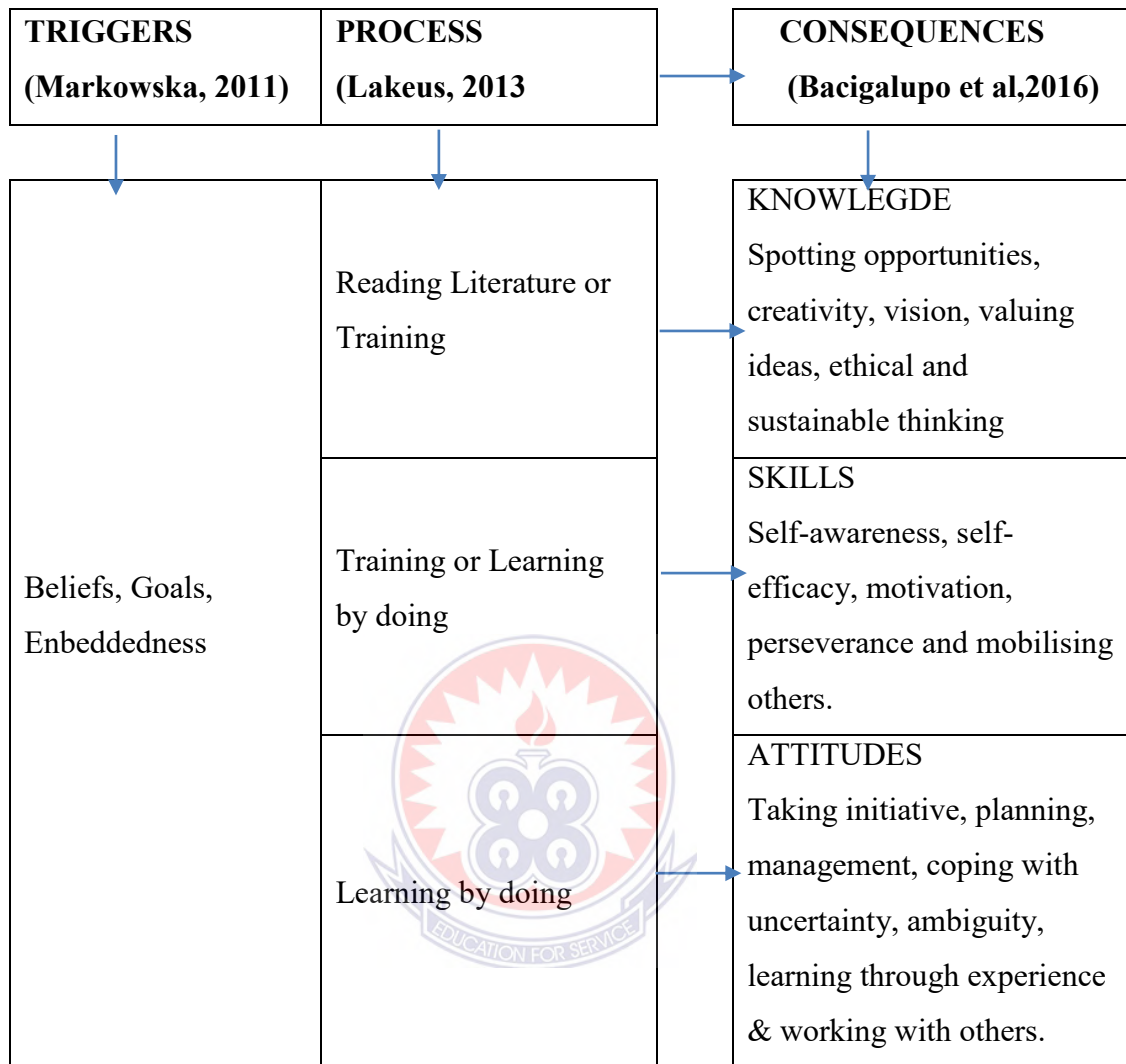
Ghina et al(2015) adapted EntreComp Framework which was made up of three competence-related areas: Ideas and opportunities (Vision, Creativity, Spotting opportunities, Valuing ideas, Ethical and sustainable thinking); Resources (Self-awareness and self-efficacy, Motivation and perseverance, Financial and economic literacy, Mobilizing resources, Mobilizing others); and Into action (Taking the initiative, Planning and management, Working with others, Learning through experience, Coping with uncertainty, ambiguity and risk). Each sub-variables was divided into the categories of knowledge, skills, and attitudes which are the building blocks of competence (Bacigalupo et al., 2016).

The knowledge and concept of entrepreneurial competencies are created through interaction between people and their environment (learning process). Within this view, knowledge about entrepreneurial competencies is seen as a collection of objective constructs. They said epistemological assumption directly influences how the knowledge of Entrepreneurial Competencies is produced.

Ghina et al., (2015) concluded that an important factor within entrepreneurial competencies, apart from knowledge (know what) and skills (know how), was the development of appropriate attitudes and motives (know why), social skills (know who) and insights (know when). These abilities help to visualize new value creation, and making them a reality (Markowska, 2011).

### 2.6.1 Entrepreneurial Competencies Framework

Figure 2.3: Entrepreneurial Competencies Framework



Source: Aurik et al., (2017)

### 2.6.2 Entrepreneurial Performance Framework

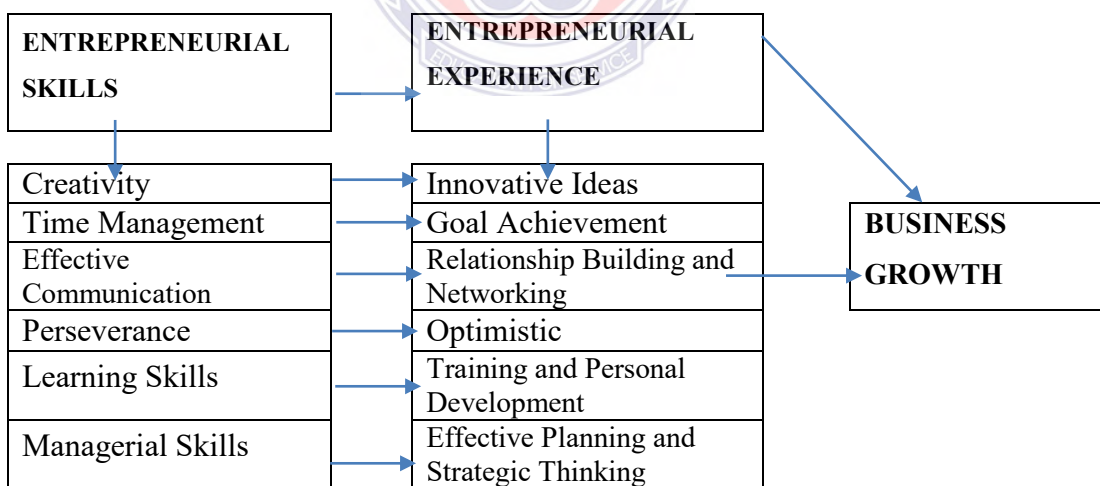
**Table 2.5: Content Entrepreneurial Performance Training**

Motivation	Entrepreneurial Skills	Business Skills
<ul style="list-style-type: none"> <li>• Ability for achievement</li> <li>• Ability to inspire</li> <li>• Expectations of the higher achiever</li> <li>• Obstacles or blocks</li> <li>• Reaction to success or failure</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> <li>• Ability to take risks</li> <li>• Ability to identify opportunities</li> <li>• Ability to have a vision for growth</li> <li>• Interpret successful entrepreneurial role models</li> </ul>	<ul style="list-style-type: none"> <li>• Managerial/Leadership</li> <li>• Business plans</li> <li>• Financial skills</li> <li>• Marketing skills</li> <li>• Operational skills</li> <li>• Human Resource skills</li> </ul>

**Source:** Ladzani & Van Vuuren, (2002)

### 2.6.3 Entrepreneurial Skills Framework

**Figure 2.4: Entrepreneurial Skills for Business Growth**



**Source:** Author's Framework

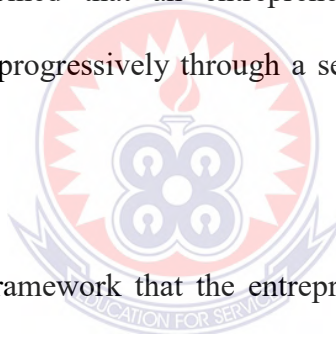
The researcher's framework as shown in figure 2.4 was adapted from Table 2.5 the Content Entrepreneurial Performance Training(Ladzani and Van Vuuren (2002) and also adapted the processes of entrepreneurial competences framework from Figure.2 and Figure.3 by Ghina et al(2015) and Aurik et al(2017) respectively. The

researcher's framework was used as guidelines to explore the existing entrepreneurial competences and entrepreneurial practice that support business growth.

The first loop in figure: 4 is Entrepreneurial Skills; this is intended to induce entrepreneurial practice for business growth. The competencies of entrepreneurs contribute to business performance such as profitability and growth (Bird, 1995).

The second loop is entrepreneurial experience that are meant to enable entrepreneurs learn by experiential processes to expand business operations. Thus, the third loop reflects business growth (outcomes) triggered by entrepreneurial experience (training).

Aurik et al., (2017) opined that an entrepreneurial competency is interpreted objectively and emerges progressively through a series of entrepreneurial processes, teaching or training.



It is deduced from the framework that the entrepreneurial skills such as creativity, time management, effective communication, perseverance, learning skills and managerial skills can be acquired through entrepreneurial training or education. For instance, an entrepreneurship incubation centre can be considered to train entrepreneurs for the entrepreneurial competences. Once the objectives of the entrepreneurship training are implemented by the trainees, they are likely to experience the following practices: innovative ideas, goal achievement, relationship building and networking, optimistic, training and personal development, effective planning and strategic thinking abilities for business growth.

Training and support may help to increase one's desire and ability to pursue entrepreneurship (Garavan & O'Connell, 1994).

Kuratko et al., (2001) also, stated that incubator is an institution adaptable workplaces that give financial, managerial, technical and administrative support services to trainees; where the trainees are enhanced to have access to equipment, pool of knowledge and experience to ensure the survival of their businesses. The entrepreneurial incubators can be said to mean facilities that give creative environment to small business entrepreneurs for special business skills and attitudes.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

Chapter three focused on how to achieve the purpose of the study; thus to find out how entrepreneurial skills could be applied in the Fashion Industry (FI). This chapter considered the research methodology in the following areas: research design, population and sampling, data collection instruments, data collection procedures and data analysis.

#### **3.2 Research Design**

Mugenda and Mugenda (2012) described research design as how the research strategy addresses the specific aims and objectives of the study and whether the research issues are theoretically oriented. The research is a descriptive and adopted quantitative research design to generate quantitative data for interpretation. The interpretation was to enhance the identification of entrepreneurial skills and its application in the fashion industry. The method of presentation was to be Tables and Figures. The statistical method of percentages was also to be employed to analyse data. Thus, the number of respondents who could give particular responses was to be converted into percentages. Preliminary contacts with potential respondents based on information from the literature review served as basis for designing questionnaires for the different respondents. In view of this, questions were prepared for the purpose of the study.

### **3.3 Population and Sampling**

#### **3.3.1 Population**

According to Agyedu et al., (1999) defined Population as the complete set of individuals, object or event having a common observation, characteristics in which the researcher is interested (p. 40). The term population according to Polit and Hungler (1999) refers to the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher to whom the research result can be generalized.

The population in which the sample was taken from was made of various professionals in the artistic careers providing services in shoes making, clothing, furniture, housing, automobile, food, toys, cosmetics, beads etc.) Including technicians who reside in the Tanoso Township of the Kumasi Metropolis.

#### **3.3.2 Sample and Sampling Technique**

Kitchenman and Fleeger (2002) defines target population as the group or the individuals to whom the study applies. Thus, it involves groups or individuals who are in position to answer the questions of the study and to whom the results of the study applies.

The target population reflected independent fashion designers who are clustered in the Tanoso Township areas. The accessible population for the study comprises independent fashion designers who have their settings at Tanoso in Kumasi and the respondents were the following: **1. Beads artisans 2. Dress makers 3. Shoe makers** Thus, the choice of these respondents were made on the basis that they were readily accessible in the area where their shops and offices were located in the Tanoso



Township. It should be stated that the study topic remained within the area of their career expertise and the respondents were in the position to provide the needed data for the study. The study adopted the convenience and purposive sampling procedures to select the 50 respondents. The purposive sampling technique was used in this research based on the research design, purpose, and practical implication of the study. The sample size was 50 which consisted the following: 15 Beads Artisans, 20 Dress Makers, and 15 shoe makers in the Tanoso Township of the Kumasi Metropolis.

### **3.4 Data Collection Instrument**

Questionnaires and interviews was used to collect data for the study. A number of instruments for data collection could have been used but interview guides and questionnaires was considered most appropriate for the study, taking into consideration the following reasons: questionnaires are easy to administer, friendly to complete and fast to score. Most of the target population were semi-illiterate or have low level of education, hence the choice for interview guides and observation. The researcher constructed a close ended and open ended questionnaires, which was validated by the research supervisor. The questionnaires and interview guides was based on the research questions, literature review and the purpose of the study. An interview was conducted whilst questionnaires was being administered to the respondents directly by researcher. The questionnaires was divided into section 'A' which dealt with the demographic characteristics of the respondents whilst other sections 'B'-'C'-'D'-'E' considered questions based on the objectives of the study which were closed ended and which gave possible answers to select from few open ended types. The questionnaires(sections 'B'-'C'-'D'-'E')consist of 31 items split between four instruments that each measured activities of the fashion industry (7-

items), entrepreneurial skills (10-items), challenges facing the fashion industry(7-items) and importance of entrepreneurial skills(7-items) based on Sanchez and Marin, 2005). These instruments consist of a five-item scale described at either end by "strongly disagree" and "strongly agree".

The study was to gather statistical data from Dress Makers, Beads Artisans and Shoe Makers about their views regarding the requisite activities of the fashion industry, skills of the Fashion entrepreneurs, challenges facing the fashion industry and importance of entrepreneurial skills in the Tanoso-Kumasi.

### **3.4.1 Pre-testing**

Pre-testing of the questionnaires was done as researcher selects at convenience six (6) respondents made up of Dress Makers, Beads Artisans and Shoe Makers. The respondents were considered to be part of the actual sample of the study.

### **3.5 Data Collection Procedures**

The questionnaires was administered to collect data from the respondents on activities of the fashion industry, skills of fashion entrepreneurs, challenges facing the fashion industry and importance of entrepreneurial skills in the Tanoso-Kumasi.

The researcher administered the questionnaires to the respondents at their shops and offices. The researcher also gave an orientation to the respondents to enhance their understanding on the purpose and how to fill the questionnaires. The researcher assisted respondents who faced difficulties in filling the questionnaires. After one week, the researcher collected the

Interview was conducted to also collect primary data to help check the validity of data and the representative views of respondents.

### 3.6. Data Analysis

Data analysis is a practice in which raw data is ordered and organised so that useful information can be extracted from it. The analysis would be done by using the quantitative analytical technique. The Methods of presentation will be Tables and Figures. The Statistical method of using percentages to analyse data would be adopted. Thus, the number of respondents who will give particular responses will be converted into percentages.

Quantitative method will be used to analyse the data. The methods of analysis would consider Statistical tools to analyze data. Data analysis is a practice in which raw data are ordered and organised so that useful information can be extracted from it. The analysis was done by using the quantitative analytical technique. Thus, the quantitative approach was used to analyse the data by coding data items in figures and later converted into percentages. In other words, the number of respondents who gave particular responses were coded in figures and converted into frequencies and percentages. The Excel software was used in the process to aid the analysis.

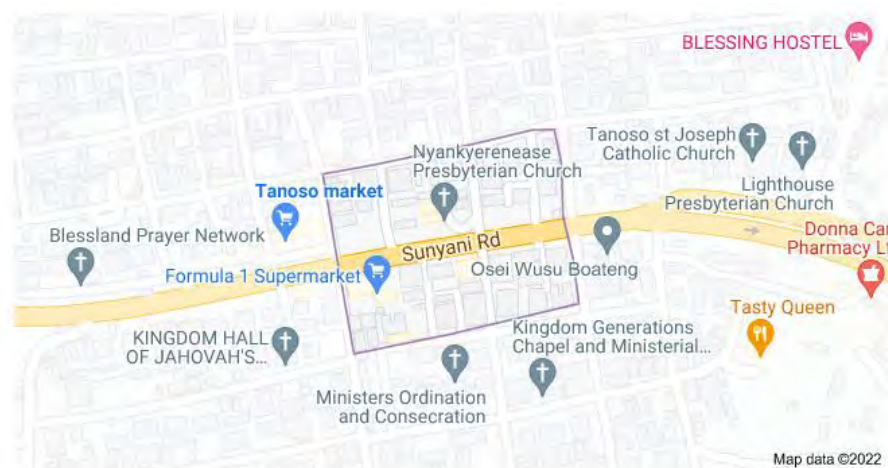
Frequencies, percentages and bar graphs were the statistical tools used to analyse the data.

The Methods of presentation was by use of Tables and Figures. Also, the Relative Agreement Index (RAI) was used to rank the responses on fashion activities, entrepreneurial skills, challenges of the fashion industry and importance of entrepreneurial skills. The RAI was calculated by multiplying the individual frequencies by their corresponding values of responses under each rating of 1-5 and dividing the sum by the product of total number of respondents and 5 which is the highest figure on the five-likert scale. Thus,  $RAI = (1y_1 + 2y_2 + 3y_3 + 4y_4 + 5y_5) / 5n$

### 3.7 Profile of Study Area

The Tonoso Township is in the Kumasi Metropolis and operates under the Kumasi Metropolitan Assembly (KMA) in the Ashanti Region of Ghana. KMA has a land mass of 24,389 square km and its population is 1,730,249. Kumasi-Tanoso is located approximately 500 kilometers(300mi) north of the equator and 200 kilometers (100 mi) north of the Gulf of Guinea and has a population of 31,831 (Ghana Statistical Service, 2018). The town offers comparative advantage to access administrative services via the Kwadaso District Municipal Assembly (KdMA) as well as commercial, health, financial, education and other services. Its connection to KMA which serves as main source of other socioeconomic importance including agriculture, forest produce etc. The town serves as Good Avenue for accessing agricultural produce and active commercial activities including transport services, education, health and general public administration. The industrial sector in the area is dominated by small scale artisans like mechanics, tailors, hairdressers, palm oil processing, gari processing, shoe making and distilling activities.

**Figure 3.1: Study Area**



## CHAPTER FOUR

### RESULTS OF THE STUDY

#### 4.1 Introduction

This chapter presents the results of the study, analysis and discussion of findings. The chapter focused on the purpose of Study, thus, the application of entrepreneurial skills in the fashion industry - Tanoso Township, Kumasi.

#### 4.2 Background Analysis of the Data

This section presents the data on the characteristics of the respondents. The issues covered included age, sex, educational level and working experience of the respondents.

##### 4.2.1 Age Distribution of Respondents

**Table 4.1: Age Distribution of Respondents (Shoe Makers, Dress Makers & Beads Makers)**

Option	Frequency	Percentage	Cumulative Percentage
20-25yrs.	11	22	22
26-30yrs.	16	32	54
31-35yrs.	15	30	84
36 & above	8	16	100
<b>Total</b>	<b>50</b>	<b>100</b>	

**Source:** Author's Field Data, 2021

From the Table 4.1, the results of the study revealed that out of the fifty(50) respondents, 11(22%) were in the age group of 20-25 years., 16(32%) were in the age group of 26-30 years., 15(30%) were in the age group of 31-35 years and 8(16%) were in the age group of 36 years & above.

#### 4.2.2 Demographic Characteristics of Respondents

**Table 4.2: Sex of Respondents**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
Male	20	40	40
Female	30	60	100
<b>Total</b>	<b>50</b>	<b>100</b>	

**Source:** Author's Field Data, 2021

From Table 4.2, the results revealed that out of the fifty (50) respondents, 30(60%) of the respondents were females and that represented majority of the respondents whilst 20(40%) were males represented the minority.

#### 4.2.3 Respondents' Level of Education

The level of education of the respondents was revealed as follows:

**Table 4.3: Level of Education of the Respondents**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
Illiterate	3	6	6
Primary School Level	21	42	48
High School Level	18	36	84
Diploma Level	5	10	94
Degree	3	6	100
<b>Total</b>	<b>50</b>	<b>100</b>	

**Source:** Author's Field Data, 2021

From Table 4.3 the study revealed that out of the fifty (50) respondents 21(42%) of the respondents had a Primary or Basic School Education, 18(36%) had Senior High School Education, 5(10%) had a Diploma Level Education, 3(6%) were Degree holders and 3(6%) and 3(6%) were illiterates.

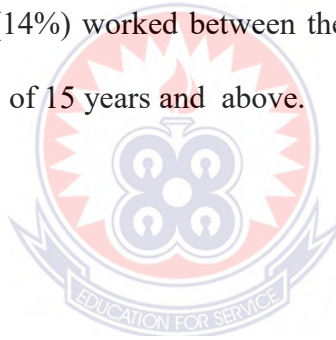
#### 4.2.4 Respondents' Working Experience

**Table 4.4: Working Experience of the Respondents**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
1-4 years	22	44	44
5-9 years	17	34	78
10- 14 years	7	14	92
15 years & Above	4	8	100
<b>Total</b>	<b>50</b>	<b>100</b>	

**Source:** Author's Field Data, 2021

From Table 4.4 the study revealed that out of the fifty(50) respondents, 22(44%) of the respondents worked between the years of 1-4 years, 17(34%) worked between the years of 5-9 years, 7(14%) worked between the years of 10-14 years and 4(8%) worked between the years of 15 years and above.



### 4.3 Nature of Activities in the Fashion Industry

**Table 4.5: Responses on Fashion Activities - Kumasi Tanoso**

Option	Hair Dressing		Dress Making		Beads Making		Decorations		Shoe Making		Cosmetics Making		Furniture Making	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Agreed Responses	44	<b>88</b>	44	<b>88</b>	39	<b>78</b>	37	<b>74</b>	37	<b>74</b>	35	<b>70</b>	28	<b>56</b>
Disagreed Responses	1	<b>2</b>	1	<b>2</b>	4	<b>8</b>	4	<b>8</b>	2	<b>4</b>	6	<b>12</b>	7	<b>14</b>
Neutral Responses	5	<b>10</b>	5	<b>10</b>	7	<b>14</b>	9	<b>18</b>	11	<b>22</b>	9	<b>18</b>	15	<b>30</b>
	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>

**Source:** Author's Field Data, 2021



From Table 4.5 the study revealed that Hair Dressing was a fashion activity in the Kumasi-Tanosos township. Out of the fifty (50) respondents who participated in the study, 44(88%) of the respondents agreed that Hair Dressing was a fashion activity, 1(2%) disagreed and 5(10%) responded neutral.

Dress Making was indicated as another fashion activity in the Kumasi-Tanosos township. Out of the fifty (50) respondents, 44(88%) of the respondents agreed that Dress Making was a fashion activity, 1(2%) disagreed, 5(10%) responded neutral (uncertain). The study further revealed that Beads Making was also a fashion activity in the Kumasi-Tanosos township. Out of the fifty (50) respondents, 39(78%) agreed that Beads Making was a fashion activity, 4(8%) disagreed and 7(14%) responded neutral(uncertain).

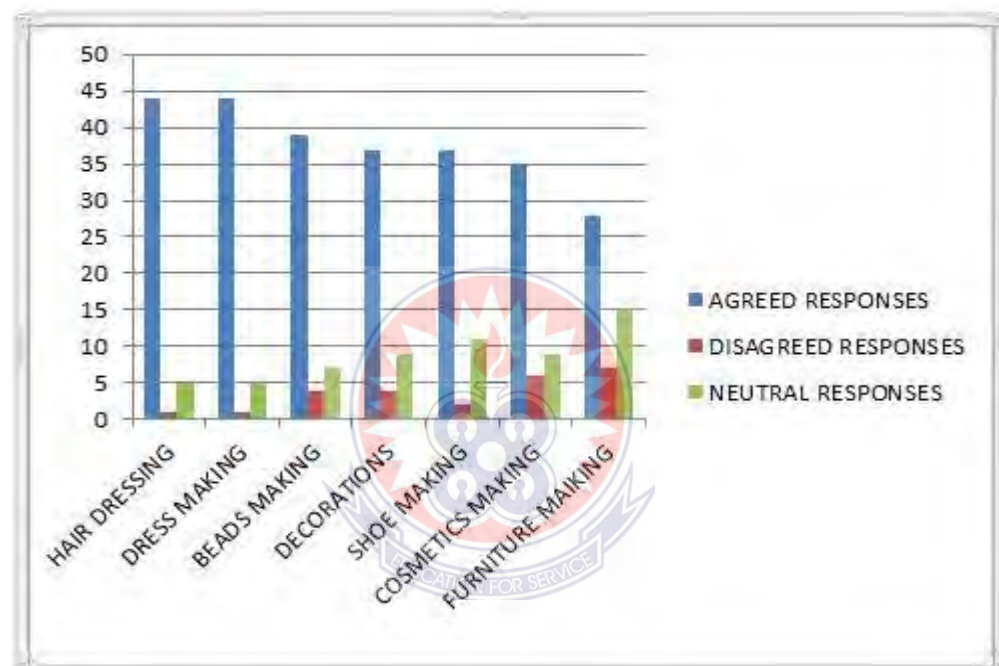
It was also disclosed that Decorations was a fashion activity in the Kumasi-Tanosos township. Out of the fifty (50) respondents, 37(74%) agreed that Decorations reflected a fashion activity in the Kumasi-Tanosos township, 4(8%) disagreed on Decorations being considered a fashion activity and 9(18%) responded neutral (uncertain).

Shoe Making was identified as a fashion activity. Out of the fifty (50) respondents, 37(74%) of the respondents agreed that Shoe Making was a fashion activity, 2(4%) of the total respondents disagreed and 11(22%) responded neutral (uncertain).

From the study, Cosmetics Making was also identified as a fashion activity in the Kumasi-Tanosos township. Out of the fifty (50) respondents, 35(70%) of the respondents agreed that Cosmetics Making was a fashion activity, 6(12%) of the respondents disagreed and 9(18%) responded neutral.

The study also disclosed that Furniture Making was a fashion activity. Out of the fifty (50) respondents, 28(56%) of the respondents agreed and identified Furniture Making as a fashion activity, 7(14%) disagreed and 15(30%) responded neutral (uncertain). From Table 4.5 the responses on fashion activities had been graphically grouped into agreed, disagreed and neutral responses and shown in Figure 4.1 below.

**Figure 4.1: Responses on Fashion Activities**



#### 4.3.1 Rating of Fashion Activities

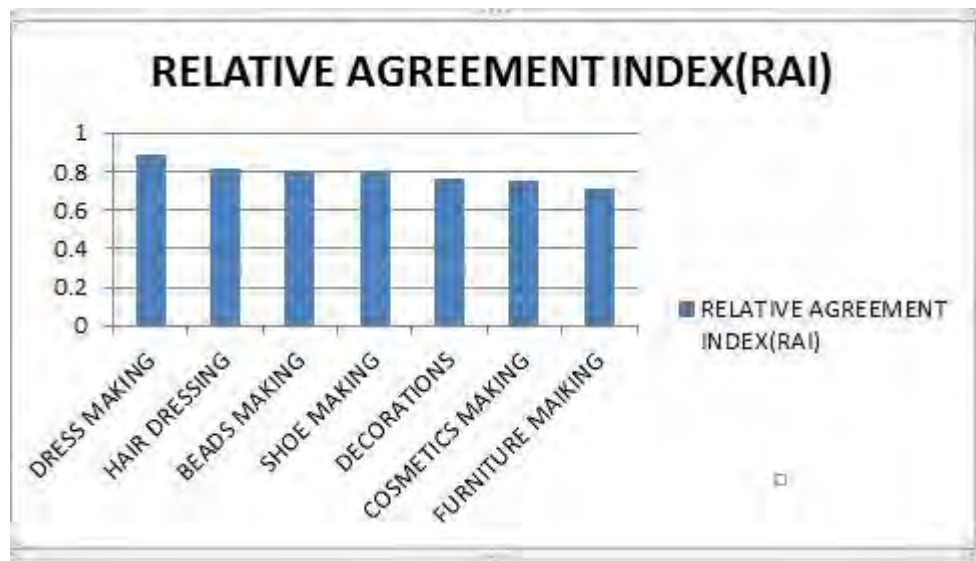
Empirically, the respondents were asked to rate some fashion activities in Kumasi-Tanoso in a five-point Likert Scale with 1-strongly disagree, 2-disagreed, 3-neutral, 4-agreed and 5-strongly agreed. The data was analysed by using a Relative Agreement Index (RAI). The RAI was developed for each measure of fashion activity by multiplying individual frequencies by the corresponding values of fashion activities under each rank of 1-5 and further divided sum by product of total number of respondents and 5(highest figure on the five-point Likert Scale).

**Table 4.6: Respondents' rating on fashion activities-Kumasi Tanoso**

Option	1	2	3	4	5	Total	Weighting	RAI	Rank
Dress Making	0	1	5	16	28	50	221	0.884	1st
Hair Dressing	0	1	5	33	11	50	204	0.816	2nd
Beads Making	0	4	7	22	17	50	202	0.808	3rd
Shoe Making	0	2	11	22	15	50	200	0.800	4th
Decorations	1	3	9	29	8	50	190	0.760	5th
Cosmetics Making	1	5	9	26	9	50	187	0.748	6th
Furniture Making	3	4	15	18	10	50	178	0.712	7th

**Source:** Author's Field Data, 2021

From Table 4.6 Dress Making had highest RAI value of 0.884. The next ranked fashion activity was Hair Dressing with RAI value of 0.816, Beads Making was the third ranked fashion activity with a RAI value of 0.808, the fourth ranked fashion activity was Shoe Making with a RAI value of 0.800, Decorations was ranked fifth with a RAI value of 0.760, Cosmetics Making was also ranked sixth with a RAI value of 0.748 and the seventh ranked fashion activity was Furniture Making with a RAI value of 0.712. From Table 4.6 the results of ratings on fashion activities had been shown graphically in figure 4.2 below.

**Figure 4.2: Respondents' rating on fashion activities**

#### 4.3.2 Discussion of Findings - Nature of Activities in the Fashion Industry

The study identified Dress Making, Hair Dressing, Beads Making, Shoe Making, Decorations, Cosmetics Making and Furniture Making as fashion activities in Kumasi - Tanoso. Majority of the respondents (75%) agreed to the above activities as fashion related. This may be due to the fact that these activities make use of clothing and accessories for human body, home, offices and industrial furnishings. It denotes that Kumasi -Tanoso is a conducive environment that may serve as ready market to boost the production of fashion products. Minority of the respondents(7%) disagreed on the above stated activities because other activities like Hat Making, Pattern Making and Marketing may be more related to fashion activities. 18% of the respondents were not certain on the above stated fashion activities. This may mean people have little knowledge of the fashion activities and therefore find it difficult to categorise the fashion activities. Sarpong et al., (2011) revealed Fashion activities to include clothing making, furniture making, housing, automobile making, food making and toys making. Also, the most commonly fashion activities relate to styles of clothes,

cosmetic and dress accessories that are trendy, most admirable and worn by many people at a particular time (Rouse, 1993; Drew 1992).

Dress Making was ranked the first fashion activity in the study, this implies an activity that creates garments worn on the body for covering, protection or adornment of the body and reflects decency and social status; and these are likely to boost business earnings. Glover et al., (2014) asserted that clothing is a dress making activity that covers, protects or adorns the body. It can be said that wearing clothing can influence dress making activities for the following reasons: Protection Clothing - provides physical safeguard to the body; prevents harm from the climate and the environment; Adornment Clothing- this adds decoration or ornamentation; Identification Clothing - this establishes what someone does; Modesty Clothing- this covers the body according to the code of decency established by society; Status – one's position or rank in comparison to others(<http://www.uen.org>).

***Hair Dressing*** – It is a fashion activity that beautifies the human hair to ensure good looks and make people attractive and presentable. Hair Dressing was ranked the second fashion activity in the study. This may be due to easy entry, less capital requirement as well as less equipment and tools are needed to venture into it.

***Beads Making*** – It is a fashion activity that creates accessory or ornament. It implies Beads making is a way of creating decorative adornment to beautify wearer of the ornament. In Ghana, beads making is a business venture that do not only produce ornaments worn by women and girls to enhance their outlook but also to define cultural, social, or religious status within a specific community. Beads making was ranked the third fashion activity. This means Ghanaians have develop a taste for beads designs that serve as decorative adornment.

**Shoe Making**- It is a fashion activity that deals with using leather, fibre, rubber and other related materials to design foot wears for men, women, boys and girls. Shoe making was identified as the fourth ranked fashion activity. This means it is an income generating activity that only needs a training to acquire the basic skill to operate.

**Decorations** - It is a fashion activity that involves the arrangement of patterns and designs to create attractive scenes and environment. Decorations as a fashion activity was ranked fifth in the study. This implies decorations have become an accepted business venture in the fashion industry due to high demand for decorations during the organisation of the numerous cultural and official events in Kumasi.

**Cosmetics Making** - It is a fashion activity that involves the use of make-ups on specific parts of the body. These make-ups have been termed beauty treatment with its services usually patronized females. The study ranked Cosmetics Making sixth. This implies that Cosmetics Making has just emerged in the fashion industry and has expanded its activity to include Manicure, pedicure, facial scrub, facial massage, body tattoo and body massaging which are sometimes treated or managed by cosmetologists.

**Furniture Making** - It is a fashion activity that involves the use of furniture fittings that are used for home, office and sometimes industrial purposes. Furniture Making was ranked the seventh. This may reflect the fact that furniture fittings are seen as heavy equipment that are not worn directly on the human body to embellish a person's attractiveness.

#### 4.4 Entrepreneurial Skills used by professionals in the fashion industry

**Table 4.7: Responses on Entrepreneurial Skills - Kumasi Tanoso**

Option	Time Management		Creativity		Innovation		Effective Comm.		Identification of Opportunity		Managerial Skills		Perseverance		Learning Skills		Ability to Take Risk		Financial Mgt. Skills	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
<b>Agreed Responses</b>	44	<b>88</b>	43	<b>86</b>	42	<b>84</b>	41	<b>82</b>	38	<b>76</b>	38	<b>76</b>	36	<b>72</b>	34	<b>68</b>	32	<b>64</b>	29	<b>58</b>
<b>Disagreed Responses</b>	2	4	2	4	1	2	1	2	2	4	3	6	3	6	4	8	7	14	4	8
<b>Neutral Responses</b>	4	8	5	10	7	14	8	16	10	20	9	18	11	22	12	24	11	22	17	34
	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>

Source: Author's Field Data



From Table 4.7, the study revealed that Time Management was identified as an entrepreneurial skill. Out of the fifty (50) respondents, 44(88%) of the respondents agreed that Time Management was a skill, 2(4%) disagreed and 4(8%) responded neutral.

Creativity was also identified by the respondents as an entrepreneurial skill. Out of the fifty (50) respondents, 43(86%) of the respondents agreed that creativity was a skill, 2(4%) disagreed and 5(10%) responded neutral.

Innovation was revealed by the respondents as an entrepreneurial skill. Out of the fifty (50) respondents, 42(84%) of the respondents agreed that innovation was a skill, 1(2%) disagreed and 7(14%) responded neutral (uncertain). Effective Communication was also revealed by the respondents as entrepreneurial skill. Out of the fifty (50) respondents, 41(82%) agreed that Effective Communication was a skill, 1(2%) disagreed and 8(16%) responded neutral (uncertain).

Managerial Skills was also identified as an entrepreneurial skill by the respondents. Out of the fifty (50) respondents, 38(76%) of the respondents agreed to Managerial Skills, 3(6%) disagreed and 9(18%) responded neutral. Perseverance was considered by the respondents as an entrepreneurial skill. Out of the fifty (50) respondents, 36(72%) of the respondents agreed, 3(6%) disagreed and 11(22%) responded neutral.

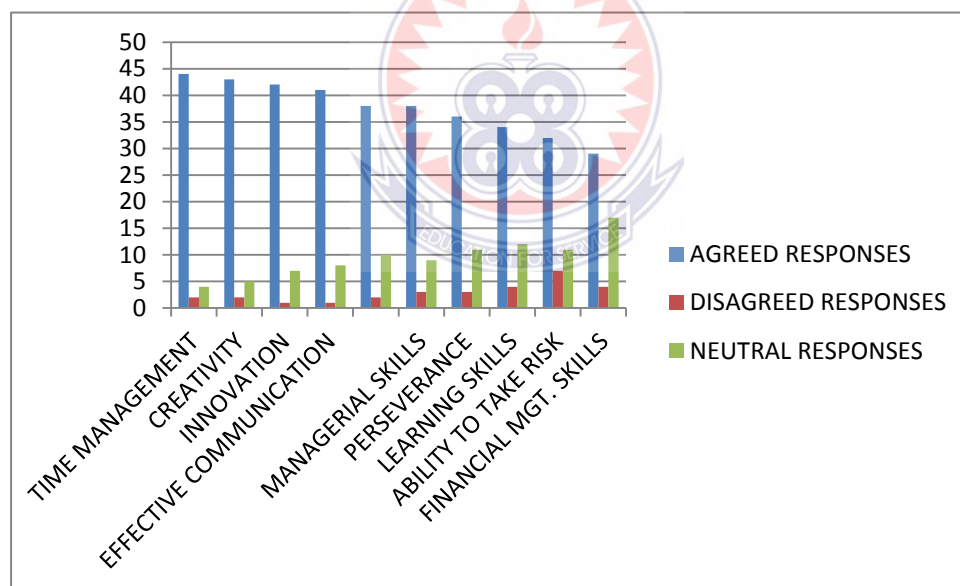
Learning Skills was also considered by the respondents an entrepreneurial skill. Out of the fifty (50) respondents, 34(68%) of the respondents agreed, 4(8%) disagreed and 12(24%) responded neutral.



Ability to take risk was identified by the respondents as an entrepreneurial skill. Out of the fifty (50) respondents, 32(64%) of the respondents agreed, 7(14%) disagreed and 11(22%) responded neutral.

Financial Management Skills was indicated by the respondents as an entrepreneurial skill. Out of the fifty (50) respondents, 29(58%) of the respondents agreed, 4(8%) disagreed and 17(34%) responded neutral. From Table 4.7, the responses on entrepreneurial skill had been graphically grouped into agreed, disagreed and neutral responses and shown in Figure 4.3 below;

**Figure 4.3: Responses on Entrepreneurial Skills**



#### 4.4.1 Rating on Entrepreneurial Skills

Empirically, the respondents were asked to rate some Entrepreneurial Skills that related to fashion operations in a five-point Likert Scale with 1-strongly disagree, 2-disagreed, 3-neutral, 4-agreed and 5-strongly agreed. The data was analysed by using a Relative Agreement Index (RAI). The RAI was developed for each measure of

Entrepreneurial Skill by multiplying individual frequencies by the corresponding values of Entrepreneurial Skills under each rank of 1-5 and further divided sum by product of total number of respondents and 5(highest figure on the five-point Likert Scale).

**Table 4.8: Respondents' rating on Entrepreneurial Skills- Kumasi Tanoso**

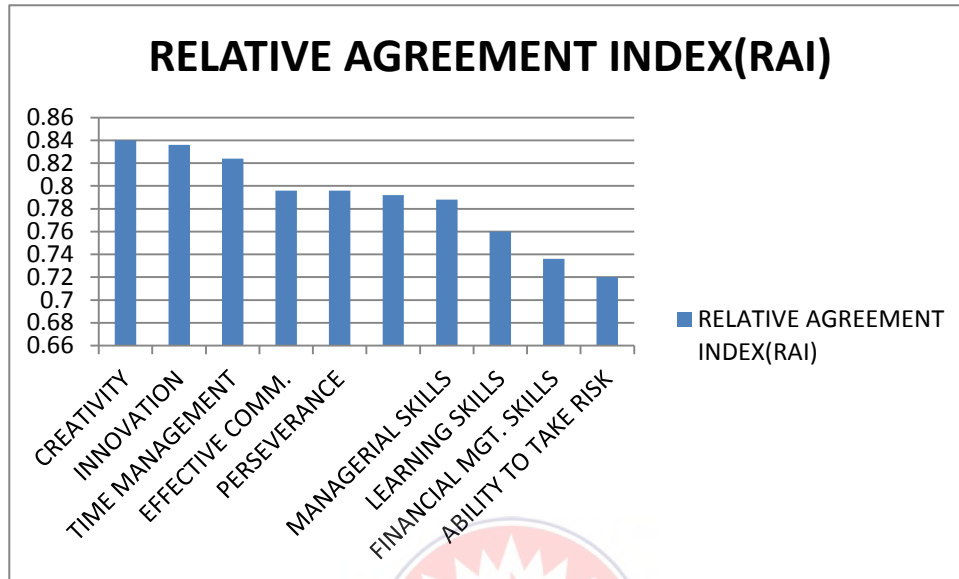
<b>Option</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>	<b>Weighting</b>	<b>RAI</b>	<b>Rank</b>
Creativity	1	1	5	23	20	50	210	<b>0.840</b>	<b>1st</b>
Innovation	0	1	7	24	18	50	209	<b>0.836</b>	<b>2nd</b>
Time Management	0	2	4	30	14	50	206	<b>0.824</b>	<b>3rd</b>
Effective Comm.	1	0	8	31	10	50	199	<b>0.796</b>	<b>4th</b>
Perseverance	0	3	11	20	16	50	199	<b>0.796</b>	<b>4th</b>
Identification Of Opportunity	1	1	10	25	13	50	198	<b>0.792</b>	<b>6th</b>
Managerial Skills	0	3	9	26	12	50	197	<b>0.788</b>	<b>7th</b>
Learning Skills	0	4	12	24	10	50	190	<b>0.760</b>	<b>8th</b>
Financial Mgt. Skills	0	4	17	20	9	50	184	<b>0.736</b>	<b>9th</b>
Ability To Take Risk	5	2	11	22	10	50	180	<b>0.720</b>	<b>10th</b>

**Source:** Author's Field Data, 2021

From Table 4.8 Creativity was ranked at the first position as an entrepreneurial skill with RAI value of 0.840, Innovation was the second highest ranked entrepreneurial skill with a RAI value of 0.836, Time Management was the third highest ranked entrepreneurial skill with a RAI value of 0.824, Effective Communication and Perseverance skills were both ranked the fourth with the RAI value of 0.796, Identification of Opportunities was ranked the sixth entrepreneurial skill with a RAI value of 0.792, Managerial Skill was ranked the seventh with a RAI value of 0.788, Learning Skill was ranked at the eighth position with a RAI value of 0.760, Financial Management Skill was also ranked at the ninth position with a RAI value of 0.736 and Ability to take risks was ranked the tenth entrepreneurial skill with RAI value of 0.720.

From Table 4.8 the results of ratings on entrepreneurial skills by respondents in Kumasi-Tanoso had been shown graphically in figure 4.4 below;

**Figure 4.4: Respondents' rating on Entrepreneurial Skills**



#### 4.4.2 Discussion of Findings - Entrepreneurial Skills used by professionals in the fashion industry

The study disclosed the following entrepreneurial skills: Creativity, Innovation, Time Management, Effective Communication, Perseverance, Identification of Business Opportunities, Managerial Skills, Learning Skills, Financial Management and ability to take risk. Burke (2008) used structured subdivision of the key fashion entrepreneurship topics that portray the various entrepreneurial competences needed for business growth as follows: competences like networking skills, managerial skills, creativity, financial skills, marketing skills, risk management skills, negotiation skills, leadership and teamwork are relevant for the expansion of any fashion business.

Gehlhar (2005) also, revealed that, being a successful fashion designer is not just making great garments but rather the combination of diverse skills including the following: creativity, business acumen, social skills, managerial skills and dedication. These skills can also be considered as business talents, knowledge, know-hows and competencies that triggers business growth for business sustainability. Solomon (2007, 168) disclosed that entrepreneurship is ‘an on-going process that requires a myriad of talents, skills and knowledge’. Majority of the respondents (75%) agreed to the above skills as business related. This may imply that the above mentioned business competencies or skills could induce the creation of new fashion products, increase business profits and influence business growth. Minority of the respondents (6%) disagreed on the above-mentioned entrepreneurial skills because other activities like effective planning skills, team working, IT skills, relationship building, negotiation skills, Marketing skills and networking skills may rather be more related to entrepreneurial skills. 19% of the respondents were not certain Malem (2008) disclosed that building relationship and effective communication in a chosen market can propel a successful business activity. Fernandes (2019) confirms that networking and partnership with other enterprises are relevant entrepreneurial skills that serve as a potential solution for young fashion designers in the fashion industry.

Garavan and O’Cinneide (1994) also stated that getting business contact to build social networks would help business starters succeed in running their businesses. 19% of the respondents were not certain on the above-stated entrepreneurial skills. This may be due to the fact that they lack the adequate knowledge on the needed business skills that could help them identify entrepreneurial skills; such knowledge gap can be filled with specific business training programme - Lackeus (2013)

confirms that, when it comes to the Knowledge, skills and attitudes that affect business; there should be willingness and ability to perform an entrepreneurial job of new value creation; that can be measured directly or indirectly and be improved through training and development. In all, the fashion industry is an unpredictable and hypercompetitive market with short product life cycles (Saviolo & Testa, 2002), hence, adequate knowledge, skills, enduring attitude, courage and perseverance are needed in running such businesses to adjust to unexpected situations like the COVID 19 or during market volatility.

***Creativity*** - It is an entrepreneurial skill that turns imaginations into creative ideas and works to solve business problems. Creativity also uses innovative ways to influence business success. Creativity was ranked first by the respondents. This shows that creativity has become a business notch and without it businesses cannot compete to maximise profit in today's fast paced technological environment.

***Innovation*** – It is an entrepreneurial skill that uses invention or improvisation as a tool to improve existing situation. Innovation was ranked second by the respondents. This may support the reason many businesses are using ICT and advance technology as a strategy for solving business problems.

***Time Management*** – It is an entrepreneurial skill that prioritizes lists of agenda to help deal with the most important tasks in order to meet deadlines and save time. Time Management was ranked third by the respondents. This support the suggestion that effective time management in business ensures efficiency and effectiveness for success in business operations.

***Effective Communication*** – *It* is an entrepreneurial skill that help organize information to make it understandable to all parties (workers, employers, employees, managers, stakeholders etc.). Effective communication was ranked fourth by the

respondents. It implies that if business stakeholders understand each other in their business communications, it would help reduce conflict and further promote a conducive business atmosphere and the right business relationship for business success and growth. Malem (2008) disclosed that effective communication enhances relationship building to propel a successful business activity.

***Perseverance*** – It is an entrepreneurial skill that influences the willingness to move ahead with tasks in spite of difficulties. Perseverance was ranked fifth by the respondents. This supports the reason that today's business environment comes with its challenges, hence one has to continue to work hard to achieve the business dreams. Most successful Fashion Entrepreneurs have to suffer worrying defeats in Challenging Times like the COVID 19 Before Getting Results.

***Identification of Business Opportunities*** – It is an entrepreneurial skill that turns a problem situation into a business prospect. Identification of business opportunities was ranked sixth by the respondents. This supports the suggestion that it is only the entrepreneur who see societal problems and empathise himself with the problem by turning these problem into business opportunities. For instance, entrepreneurs who are into waste management are the likes; they see the filth and yet decide to help society clean the mess.

***Managerial Skills*** – It is an entrepreneurial skill that relates to the ability to plan, organise, control and coordinate specific activities. Managerial skills was ranked the seventh. This may be due to inadequate use of managerial skills. It is said that no business can attain a better growth without effective managerial skills such as planning, organising, controlling and directing. The gap can be filled through managerial training in workshops.

**Learning Skills** – It is an entrepreneurial ability that helps a person gain knowledge, skill and wisdom from an experience. Learning skills was ranked eighth by the participants. This implies learning enhances a person to acquire knowledge, skills, practices, experience and attitudes to help solve society's problems. It stands to reason that the Fashion entrepreneurs cultivate the habit of acquiring new skills for personal and business development. They update their skills to meet changes in technology because the evolution of the fashion industry is becoming tremendous, hence seeking new knowledge is ideal to enhance personal and business success.

**Financial Management Skills-** It is an entrepreneurial ability that help plan, organise, control and coordinate financial activities. Financial management skills was ranked at the ninth position by the participants. This implies many business persons in Kumasi Tanoso lack the skill to keep and manage financial records, hence they do not regard financial skills as a key to business success. This gap can be filled through financial skills training in workshops. Malem (2008) mentioned that Gamma describes cash flow management as a general problem in the Fashion Industry, therefore financial management skills is ideal to prudently help plan and anticipate money needs, save the money in order to use it at the right time to finance the business. Cvrtak et al (2016) also stated that new ventures need an adequate amount of capital to survive, hence, once the capital is secured, financial management skills is needed to manage the financial resources.

**Ability to take risk** – It is an entrepreneurial skill that uses courage as driving force to achieve goals in hazardous situations. Risks are signs of determination and having the zeal to make profits in business. Ability to take risk was ranked at the tenth position by the participants. This implies not many people take risk and always find themselves in their comfort zones, so society accommodates just a hand full

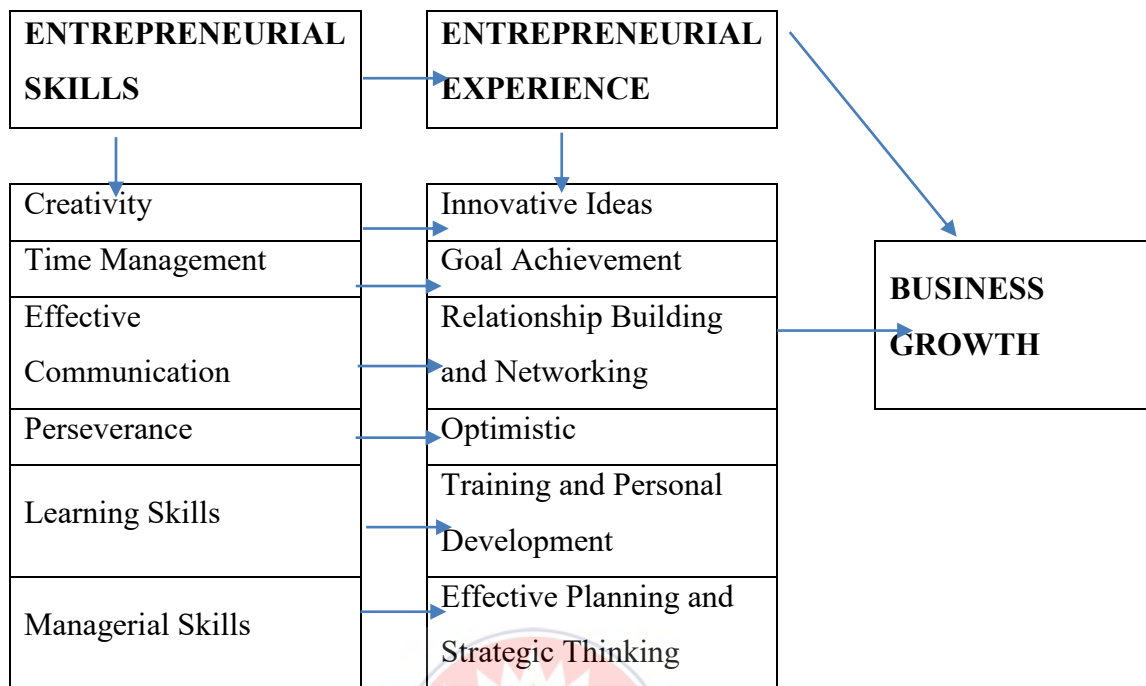
entrepreneurs; this is because they are the only few who connect to the power of creativity, one must have the bravery to act on great ideas and plans; thereby taking unknown steps in trying things that are unfamiliar. Many entrepreneurs take numerous steps to develop the right combination of skills, traits and knowledge to be successful in their field of work. McClelland (1961) disclosed that being willing to assume moderate risks portray a relationship that exists between risk and entrepreneurial activities.

Also, the technical skills which denote the technical knowledge are needed to design and make products for a particular market, is linked to how every profession has its unique range of technical and trade skills. In the fashion industry, a fashion apprentice, would necessarily have to learn the trade to be able to produce professional products so that the venture and products are commercially viable. Fashion design entrepreneurs have to be aware and take charge of all the following different fields of the business: Research (market research, trend research, and consumer behaviour), Product development (aesthetically, qualitatively and technically), Sourcing, Production, Marketing, Distribution, Sales, General management (business strategy, direction of the brand, positioning, pricing, corporate identity) (Burke, 2008) Mills (2011).



#### 4.4.3 Entrepreneurial Skills Framework

**Figure 4.5: Entrepreneurial Skills Framework**



**Source:** Author's Framework

The researcher's framework as shown in figure: 4.9 adapted the works of Ghina et al (2015) and Aurik et al (2017) on processes of entrepreneurial competences respectively. Also, the works of Ladzani and Van Vuuren (2002) on Content Entrepreneurial Performance Training was also adapted by the researcher. The researcher's framework was intended to confirm the findings of the study as it unleashes entrepreneurial competences and entrepreneurial practices for business growth.

The first loop in figure: 4.9 confirm Entrepreneurial Skills intended to induce entrepreneurial practice for business growth. The competencies of entrepreneurs contribute to business performance such as profitability and growth (Bird, 1995).

The second loop of entrepreneurial experience enable entrepreneurs learn by experiential processes to acquire the needed knowledge and skills for expansion in business operations. Thus, the third loop reflects business growth (outcomes) triggered by entrepreneurial experience (training). Experiential learning really requires the transformation of experience into knowledge or skills (Kolb, 1984) and this is exactly what the researcher's framework portrays. Aurik et al., (2017) stated that an entrepreneurial competency is interpreted objectively and emerges progressively through a series of entrepreneurial processes, teaching or training.

The framework confirms that the entrepreneurial skills such as creativity, time management, effective communication, perseverance, learning skills and managerial skills can be acquired through entrepreneurial training or education. Thus, an entrepreneurship incubation centre can also be an option to train entrepreneurs for the needed entrepreneurial competences. It implies that Once the objectives of the entrepreneurship training are implemented by the trainees, they are likely to experience the following practices: innovative ideas, goal achievement, relationship building and networking, optimistic, training and personal development, effective planning and strategic thinking abilities, hence business growth. Training and support may help to increase one's desire and ability to pursue entrepreneurship (Garavan & O'Connell, 1994).

#### 4.5 Challenges Faced by Professionals in the Fashion Industry

**Table 4.9: Responses on challenges of the Fashion Industry**

Option	Lack of Financial Support		High Competition		Lack of Networking		Competent Personnel		Marketing Challenges		Advanced Technology		Inadequate Equipment	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq	Percent	Freq.	Percent	Freq	Freq.	Freq.	Percent
Agreed Responses	42	<b>84</b>	35	<b>70</b>	25	<b>50</b>	33	<b>66</b>	40	<b>80</b>	40	80	41	<b>82</b>
Disagreed Responses	2	<b>4</b>	4	<b>8</b>	1	<b>2</b>	6	<b>12</b>	2	<b>4</b>	4	8	2	<b>4</b>
Neutral	6	<b>12</b>	11	<b>22</b>	24	<b>48</b>	11	<b>22</b>	8	<b>16</b>	6	12	7	<b>14</b>
	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	<b>100</b>	50	100	50	<b>100</b>

**Source:** Author's Field Data, 2021

From Table 4.9, the study revealed that Lack of Financial Support was considered a challenge faced by the fashion industry. Out of the fifty(50) respondents, 42(84%) of the respondents agreed that Lack of Support was a challenge in the fashion industry, 2(4%) disagreed and 6(12%) responded neutral.

High Competition was revealed by the respondents as a challenge in the fashion industry. Out of the fifty (50) respondents, 35(70%) of the respondents agreed, 4(8%) disagreed and 11(22%) responded neutral. Lack of Networking was also identified as a challenge facing the fashion industry. Out of the fifty (50) respondents, 25(50%) of the respondents agreed, 1(2%) disagreed and 24(48%) responded neutral.

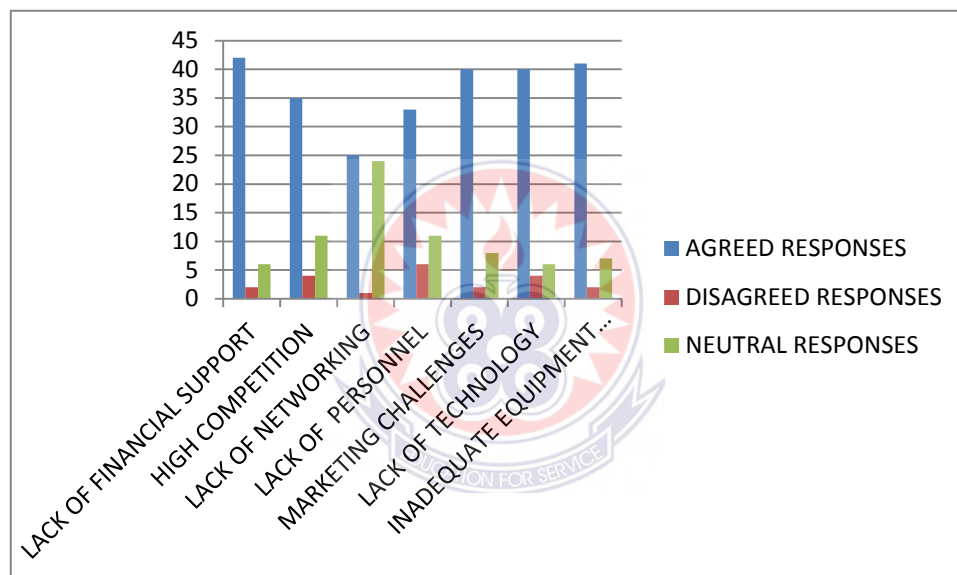
Competent Personnel was revealed by the respondents as a challenge in the fashion industry. Out of the fifty (50) respondents, 33(66%) of the respondents agreed that Competent Personnel was a challenge facing the fashion industry, 6(12%) disagreed to the challenge and 11(22%) responded neutral (uncertain).

Marketing Challenges was considered by the respondents as a challenge in the fashion industry. Out of the fifty (50) respondents 40(80%) of the respondents agreed that Marketing Challenges was a challenge facing in the fashion industry, 4(8%) disagreed to the challenge and 8(16%) responded neutral.

The use of Advanced Technology was identified by the respondents as a challenge in the fashion industry. Out of the fifty (50) respondents, 40(80%) of the respondents agreed that Advanced Technology was a challenge facing the fashion industry, 4(8%) disagreed to the challenge and 6(12%) responded to neutral(uncertain).

Inadequate Equipment was also considered by the respondents as a challenge in the fashion industry. Out of the fifty (50) respondents, 41(82%) of the respondents agreed that getting adequate equipment and tools was a challenge facing the fashion industry, 2(4%) of the respondents disagreed to this challenge and 7(14%) responded neutral (uncertain). From Table 4.9, the responses on challenges facing the fashion industry had been graphically grouped into agreed, disagreed and neutral responses and shown in Figure 4.6 below:

**Figure 4.6: Responses on challenges of the Fashion Industry**



#### 4.5.1 Rating on Challenges Facing the Fashion Industry

Despite the growing awareness of the need for Challenges and entrepreneurial skills in the Kumasi Metropolitan Assembly (KMA), the fashion professionals in the Kumasi-Tanosso township still face some notable challenges and in order to find out the challenges, empirically, the respondents were asked to rate some Challenges that related to fashion operations in a five-point Likert Scale with 1-strongly disagree, 2-disagreed, 3-neutral, 4-agreed and 5-strongly agreed. The data was analysed by using a Relative Agreement Index (RAI). The RAI was developed for each measure of a

Challenge in the fashion Industry by multiplying individual frequencies by the corresponding values of Challenges of the fashion Industry under each rank of 1-5 and further divided sum by product of total number of respondents and 5(highest figure on the five-point Likert Scale).

**Table 4.10: Respondents' rating on Challenges facing the Fashion Industry- Kumasi Tanoso**

<b>Option</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>	<b>Weighting</b>	<b>RAI</b>	<b>Rank</b>
Lack of Advanced Technology	2	2	6	21	19	50	203	<b>0.812</b>	<b>1st</b>
Equipment & Tools	0	2	7	13	28	50	202	<b>0.810</b>	<b>2nd</b>
Financial Support	1	1	6	30	12	50	201	<b>0.800</b>	<b>3rd</b>
Marketing Challenges	1	1	8	30	10	50	197	<b>0.790</b>	<b>4th</b>
High Competition	1	3	11	27	8	50	188	<b>0.750</b>	<b>5th</b>
Lack of Networking	0	1	24	21	4	50	178	<b>0.710</b>	<b>6th</b>
Lack of Personnel	2	4	11	21	12	50	133	<b>0.530</b>	<b>7th</b>

**Source:** Author's Field Data, 2021

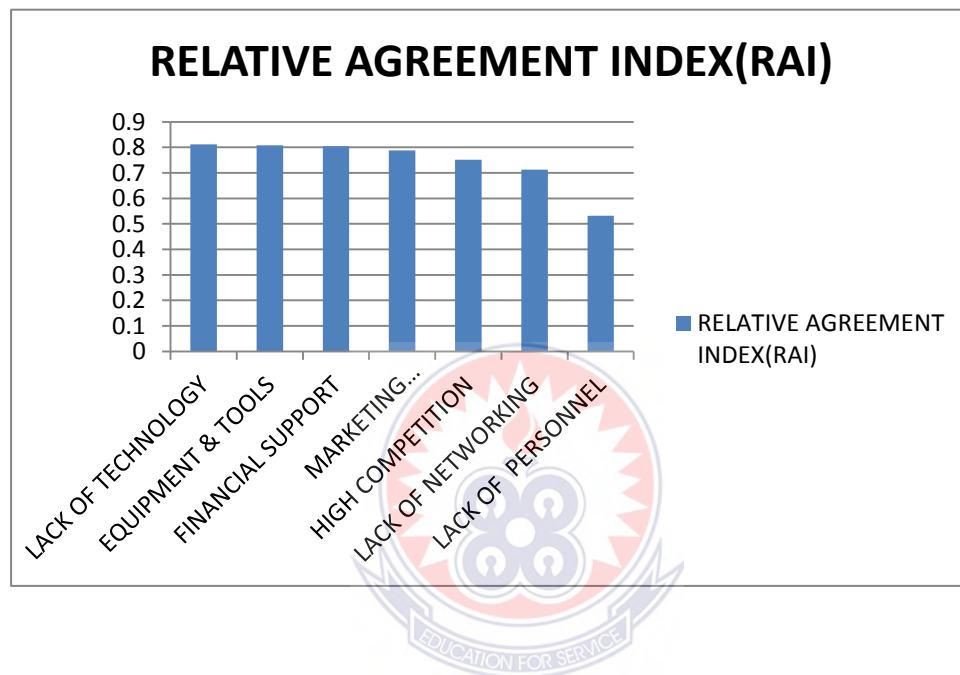
From Table 4.10 Advanced Technology was ranked first position as a challenge in the fashion industry with a RAI value of 0.812. Inadequate Equipment and Tools was the second highest ranked challenge in the fashion industry with a RAI value of 0.810.

Lack of Financial Support was the third highest ranked in the fashion industry with a RAI value of 0.800.

Marketing Challenges was ranked fourth in the fashion industry with a RAI value of 0.790. High Competition was the fifth challenge facing the fashion industry with a RAI value of 0.750. Lack of Networking with other Partners in the fashion industry was ranked sixth with a RAI value of 0.710

Lack of Competent Personnel was the seventh challenge in the fashion industry with a RAI value of 0.530. From Table 4.10 the results of ratings on Challenges of the Fashion Industry in the Kumasi-Tanoso had been shown graphically in figure 4.7 below;

**Figure 4.7: Respondents' rating on Challenges of the Fashion Industry**

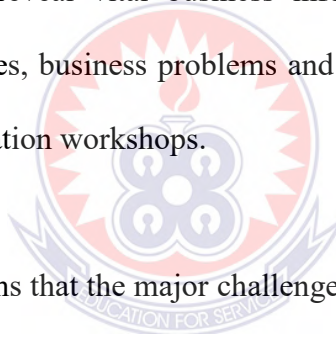


#### **4.5.2 Discussion of Findings - Challenges faced by Professionals in the Fashion Industry**

The study acknowledged Lack of Advanced Technology, Inadequate Equipment and Tools, Lack of Financial Support, Marketing Challenges, High Competition, Lack of Networking with other Partners, Lack of Competent Personnel as Challenges of the Fashion Industry in Kumasi - Tanoso. It should be said that running a stable venture within the fashion industry may be complex and demanding, especially in the first few years of a new entrepreneurial venture. Majority of the respondents (73%) agreed to the above-mentioned challenges. It indicates that these challenges may slow down business activities and growth, hence once identified, these challenges should be

strategically dealt with through training, Government support and Donor support to improve business operations.

Minority of the respondents(6%) disagreed on the above-stated challenges facing the fashion industry because they probably consider high rent, bad road network to shop location, time constrains and lack of respect for fashion artisans as a major concern that affect their business activities. These concerns could be addressed through cross cultural training, time management training and financial support from Government, Banks and Donors. 21% of the respondents were not certain to accepting the above-mention challenges. The reason for these may be due to the unwillingness on the part of business persons to reveal vital business information like monthly or yearly income, business strategies, business problems and the like. This could be addressed through business sensitization workshops.



Plieth et al (2012) confirms that the major challenges facing young fashion businesses (business starters) are adequate business knowledge and experience, suitable site and machinery, suppliers, staff and supporters. This is true because when entering a business, adequate business knowledge and experience, suitable site and machinery, suppliers and staff are a necessity to get the business running as a starter. However, with innovative technology most of the major business issues could be addressed. Thus, new business ventures initially can employ people with the required skills and experience and later use innovative technology to transform the business.



Sarpomg et al (2011) depicted that the fashion industry in Ghana faces challenges such as lack of capital and credit facilities to acquire modern and more efficient equipment, tools and materials to work effectively. However, once these challenges are dealt with through financial support from Banks, Donor Grants and Government support, it may go a long way to improve businesses in the fashion industry.

Lack of Advanced Technology – This implies non-availability of innovative knowledge or device that enhances effective decision making. Lack of Advanced Technology was ranked first among the challenges facing the fashion industry. This may be attributed to the COVID 19 era where all physical business activities came to a halt and the only option was to use advanced technology or knowledge to make business decisions, yet the fashion professionals were not ready in term of the skill training to use ICT or online(internet) platforms to design and market the products or transact business. It could also be due to the high cost of using advanced technology for business operations as against the traditional ways of doing the fashion business. Lucy-Orta (1990) assembled architecture, furniture and technology, and further designed them into fashion technology to collapse the traditional boundaries in the fashion industry in the 1990's.

Inadequate Equipment and Tools - This denotes insufficient equipment and tools for the fashion business. Inadequate Equipment and Tools was ranked second among the challenges facing the fashion industry. This may be due to lack of financial support to help purchase adequate tools and equipment to scale up business activities. Every fashion business needs the required equipment to be able to operate at its fullest capacity.

Lack of Financial Support – this signifies insufficient funds to purchase equipment, needed material, pay adequate salaries and many more. The study ranked Lack of Financial Support at the third position among the challenges facing the fashion industry. This implies difficulties in accessing financial support due to the fact that business ideas in the fashion industry are often considered to be high-risk investments with low profit margins, hence the difficulty in securing financial support from the Commercial Banks.

Marketing Challenges – This indicates inadequate skills in the pricing, advertising, promoting fashion activities to meet the demands for fashion products. Marketing Challenges was ranked fourth among the challenges facing the fashion industry. The reason is that the fashion professional lack the marketing skills and strategy to sell their products. This could be addressed through training in a marketing programme. The American Marketing Association(1985) defines marketing as the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods and services to create exchange and satisfy individuals and organisational objectives. This signifies that any marketing strategy that fails to identify, anticipate customer needs or requirements may not achieve its aim. In Fashion marketing, the fashion designers style should be acceptable or understandable by the customers as designers form mental pictures of the type of people who patronize their products.

High Competition - This indicates the many competitors in the fashion industry. High Competition was ranked fifth among the challenges facing the fashion industry. This may be due to the many contenders produce similar fashion products. The challenges may mainly be attributed to the low entry barriers of the Fashion Industry (Negarandeh, 2008). It implies that the easy entry in the fashion industry accommodates many players in the fashion business and this create undue

competition. However, using innovative ways of doing businesses like using advanced ICT skills and advanced knowledge (fashion technology) can help address the challenges of High Competition in the fashion industry. Thus, not all the players can afford the use of advanced knowledge, hence the high competition may lead to quality fashion products and services. A marketing research skill may also be used to investigate the market shares of competitors and trends in those shares to help in re-strategizing ahead.

Lack of Networking with other Partners – This relates to inability to build a formal link with similar companies to acquire knowledge and support. Lack of networking with other partners was ranked sixth among the challenges facing the fashion industry. This means without formal business linkage, the young fashion entrepreneurs would struggle with business expansion since they lack adequate business experience in the fashion industry. Relationship building skill is key to help establish a network of useful contacts. Also, social network plays important roles in business development. Negarandeh (2008) stated that the networking opportunities among the fashion entrepreneurs are limited to the extent that fashion entrepreneurs do not have a formal network organization. The fashion companies are said to be micro companies in that, the lack of formal network tends to formulate itself into the challenge of using each other's knowledge and experience, and the use of professionals with different backgrounds could be ideal to vary skills to develop the fashion industry.

Fernandes (2019) also disclosed that networking and partnership with other enterprises are relevant entrepreneurial skills that serve as a potential solution for young fashion designers in the fashion industry. In all, networking with similar

companies would help business persons acquire the needed knowledge and support for business expansion.

Lack of Competent Personnel - this refers to absence of skilled fashion professionals. Lack of Competent Personnel was ranked at seventh position among the challenges facing the fashion industry. This implies that the fashion employees in Kumasi Tanoso do not have the requisite fashion skills, knowledge and experience. It is of no wonder, the results of the study reveals that out of the fifty(50) respondents 21(42%) of the respondents had a Primary or Basic School Education, 18(36%) had Senior High School Education, 5(10%) had a Diploma Level Education, 3(6%) were Degree holders and 3(6%) and 3(6%) were illiterates. Training programmes can be organised through workshops help employees gain specific fashion knowledge and skills before the challenge is addressed.

Also, when it comes to working experience, out of the fifty(50) respondents, 22(44%) of the respondents worked between the years of 1-4 years, 17(34%) worked between the years of 5-9 years, 7(14%) worked between the years of 10-14 years and 4(8%) worked between the years of 15 years and above. Thus, the majority of the participants had less years of working experience in the fashion industry whilst the minority of the respondents have more years of working experience. Skill training would be adequate to help fashion employees with less experience acquire the requisite knowledge to become competent in their areas of duty. For in stance training in financial management can help fashion employees with the needed financial experience to address some of the financial challenges that impedes the operations of the fashion business.

#### 4.6 Importance of Entrepreneurial Skills in the fashion industry

**Table 4.11: Responses on Importance of Entrepreneurial Skills- Kumasi Tanoso**

Option	Decision Making		Effective Leadership		Effective Planning		Business Growth		Creation Of Unique Products		Effective Time Mgt.		Increased Business	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Agreed Responses	45	<b>90</b>	37	<b>74</b>	47	<b>94</b>	43	<b>86</b>	46	<b>92</b>	44	<b>88</b>	47	<b>94</b>
Disagreed Responses	0	<b>0</b>	0	<b>0</b>	0	<b>0</b>	0	<b>0</b>	0	<b>0</b>	0	<b>0</b>	0	<b>0</b>
Neutral Responses	5	<b>10</b>	13	<b>26</b>	3	<b>6</b>	7	<b>14</b>	4	<b>8</b>	6	<b>12</b>	3	<b>6</b>

**Source:** Author's Field Data, 2021

From Table 4.11 the study exposed Decision Making an importance of Entrepreneurial Skills. Out of the fifty (50) respondents to take part in the study, 45(90%) of the respondents agreed to Decision Making, None of the respondents disagreed and 5(10%) responded neutral.

Effective Leadership was identified an importance of Entrepreneurial Skills. Out of the fifty (50) respondents, 37(74%) of the respondents agreed to Effective Leadership, None of the respondents disagreed and 13(26%) responded uncertain.

Effective Planning was considered an importance of Entrepreneurial Skills. Out of the fifty (50) respondents, 47(94%) of the respondents agreed to Effective Planning, None of the respondents disagreed and 3(6%) responded neutral.

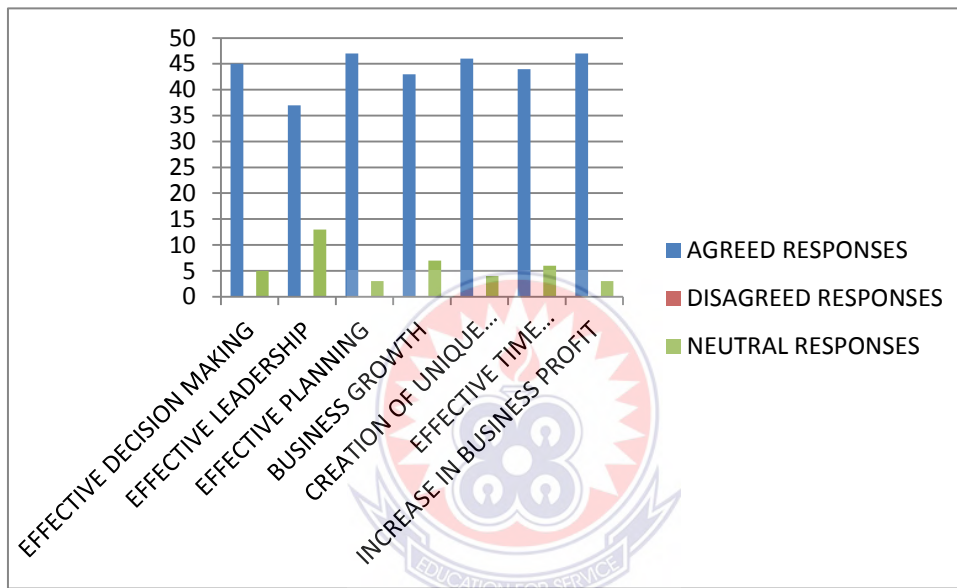
Business Growth was also considered an importance of Entrepreneurial Skills. Out of the fifty (50) respondents, 43(86%) of the respondents agreed to Business Growth, None of the respondents disagreed and 7(14%) reflected neutral.

Creation of Unique Products was indicated an importance of Entrepreneurial Skills. Out of the fifty (50) respondents, 46(92%) of the respondents agreed to the creation of unique products as an importance of Entrepreneurial Skills, None of the respondents disagreed and 4(8%) indicated views that reflected uncertain.

Effective Time Management was revealed an importance of Entrepreneurial Skills. Out of the fifty (50) respondents, 44(88%) of the respondents agreed, none of the respondents disagreed and 6(12%) responded neutral.

Increase in Business Profits was stated as an importance of Entrepreneurial Skills. Out of the fifty (50) respondents, 47(94%) of the respondents agreed, none of the respondents disagreed and 3(6%) responded uncertain. From Table 4.11, the responses on importance of Entrepreneurial Skills had been graphically grouped into agreed, disagreed and neutral responses and shown in Figure 4.8 below.

**Figure 4.8: Responses on Importance of Entrepreneurial Skills**



#### 4.6.1 Rating on Importance of Entrepreneurial Skills

Empirically, the respondents were asked to rate some Importance of Entrepreneurial Skills that related to fashion operations in a five-point Likert Scale with 1-strongly disagree, 2-disagreed, 3-neutral, 4-agreed and 5-strongly agreed. The data was analysed by using a Relative Agreement Index (RAI). The RAI was developed for each measure of Importance of an Entrepreneurial Skill by multiplying individual frequencies by the corresponding values of Importance of Entrepreneurial Skills under each rank of 1-5 and further divided sum by product of total number of respondents and 5(highest figure on the five-point Likert Scale).

**Table 4.12: Respondents' rating on Importance of Entrepreneurial Skills-  
Kumasi Tanoso**

<b>Option</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>	<b>Weighting</b>	<b>RAI</b>	<b>Rank</b>
Creation of Unique Products	0	0	4	16	30	50	226	0.904	1st
Effective Planning	0	0	3	22	25	50	222	0.888	2nd
Business Profit	0	0	3	24	23	50	220	0.880	3rd
Business Growth	0	0	7	18	25	50	218	0.872	4th
Effective Time Management	0	0	6	22	22	50	216	0.864	5th
Effective Decision Making	0	0	5	26	19	50	214	0.856	6th
Effective Leadership	0	0	13	29	8	50	195	0.780	7th

**Source:** Author's Field Data, 2021

From Table 4.12 above, Creation of Unique Products was indicated as the most highly rated importance of entrepreneurial skills with RAI value of 0.904.

Effective Planning was the second most ranked importance of entrepreneurial skills with RAI value of 0.888.

Business Profits was the third most importance of entrepreneurial skills with RAI value of 0.880.

Business Growth was the fourth ranked importance of entrepreneurial skills with RAI value of 0.872.

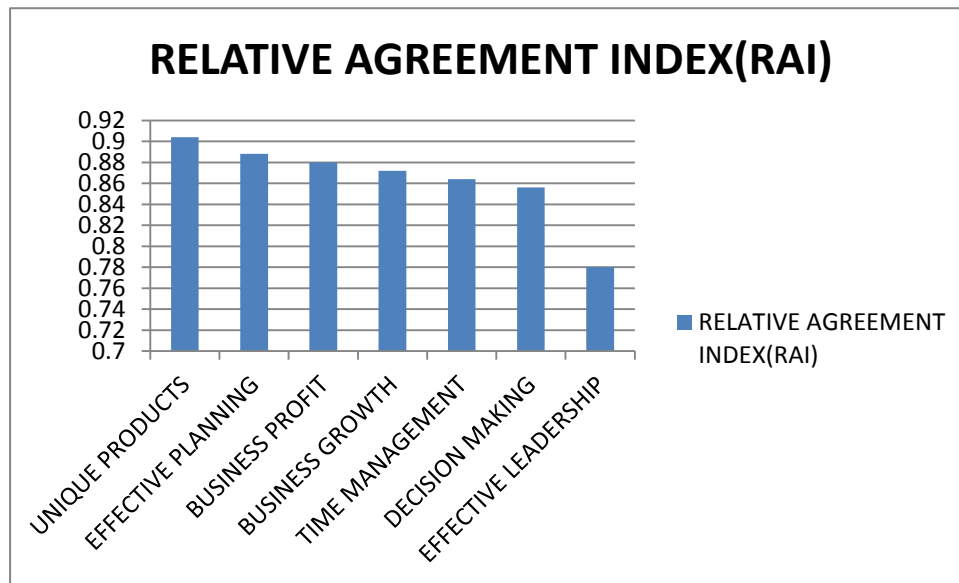
Effective Time Management was also the fifth ranked importance of entrepreneurial skills with RAI value of 0.864.

Effective Decision Making was also the sixth ranked importance of entrepreneurial skills with RAI value of 0.856.

Effective Leadership was the last and Seventh ranked importance of entrepreneurial skills with RAI value of 0.780.

From Table 4.12 the results of ratings on importance of entrepreneurial skill had been shown graphically in figure 4.9 below;



**Figure 4.9: Respondents' rating on Importance of Entrepreneurial Skills**

#### 4.6.2 Discussion of Findings – Importance of Entrepreneurial Skills in the fashion industry

The study identified Creation of Unique Products, Effective Planning, Business Profit, Business Growth, Effective Time Management, Effective Decision Making and Effective Leadership as Importance of Entrepreneurial Skills. Majority of the respondents(88%) agreed to the above-mentioned factors. This implies that using Entrepreneurial Skills may cause business expansion, business freedom, self-reliance and also generate self-employment. None of the respondents disagreed on the Importance of Entrepreneurial Skills because these factors may boost business expertise, marketing and business profitability and further create job opportunities. 12% of the respondents were not certain, their responses were neutral. This may be due to lack of adequate knowledge on the issues relating to Importance of Entrepreneurial Skills, perhaps these respondents never wanted to reveal business information for any competitor to take advantage of it. Thus, being restrictive in sharing business knowledge maintains a certain advantage over other companies in

the industry. However, it creates a higher barrier for knowledge sharing and business expansion as well as barrier for entrants in the industry. Cvrtak et al (2016) stated that the importance of entrepreneurship has been recognized as an impulse to economic growth and personal development. Burke (2008) revealed the importance of Entrepreneurial Skills to include innovation, opportunity, new venture, enterprise, management and risk taking. Davidsson (2006) also described Entrepreneurs as creators of jobs and as stimulators of economic growth. This implies the creation of job opportunities, economic growth, creation of new products and new venture as well as using innovative ways of solving business problems are all part of the importance of Entrepreneurial Skills.

***Creation of Unique Products*** – This relates to using innovative ways to create new products. Creation of Unique Products was ranked at the first position. This means creativity in production a business tool that brings competitive advantage and profits.

***Effective Planning*** – This relates to setting the right goals. Effective Planning was ranked second. This implies setting goals and making projecting business activities is a tool that initiate business strategies to take care of difficult times.

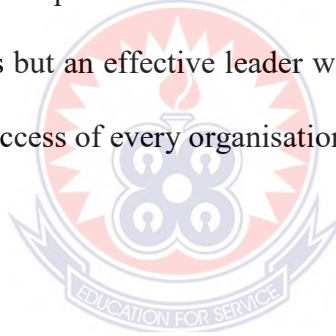
***Business Profit*** - This relates to using business skills to maximise business returns. Business Profit was ranked third, this is due to that profits are the elements that keep people in business.

***Business Growth*** -This relates to using managerial skills to enhance the growth of business. Business Growth was ranked fourth. Growth is ideal in every human and just as business growth gives the business drive for continuity.

***Effective Time Management*** - This relates to prioritizing tasks to achieve efficiency and effectiveness. Effective Time Management time was ranked fifth. This brings efficiency and effectiveness in business when well managed.

***Effective Decision Making*** - This relates to activities that help for making right judgements. Effective Decision Making was ranked the sixth. In every business, good decisions are the actions that bring success and growth. On the other hand bad decisions in business pays a huge price, since one bad decision can collapse a business.

***Effective Leadership*** - This relates to any action or communication that help influence people to help one achieve a goal. Effective Leadership was ranked the seventh. This implies the respondents do not see impact of leadership on business success. Leaders set goals but an effective leader would always plan to fail. Effective leadership is key to the success of every organisation.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

Chapter five focused on the summary, conclusion and recommendations of the study. It summarised how the entrepreneurial skills could be applied in the Fashion Industry (FI).

#### 5.2 Summary

Entrepreneurial skills can be a broad range of various technical skill, creative thinking skill, leadership skill, communication skill, financial skill and business management skills that can be applied to many different job roles and industries. Entrepreneurial skills can be said to be the pre-requisite for business growth and development.

The fashion industry in the Tanoso Township of the Kumasi Metropolis, though operating on a small scale, the fashion professionals are making effort to expand the fashion businesses yet more is desired from the players of the fashion industry. Also, these fashion professionals are faced with challenges that impede their progress in terms of business growth and expansion. It is said that Governments at all levels have taken initiatives to promote the growth of SME's (Freeney & Riding, 1997), yet the fashion professionals are struggling to achieve business success.

The objective of the study looked into the nature of activities in the fashion industry, the entrepreneurial skills used by the professionals in the fashion industry, the challenges facing the fashion industry and the importance of entrepreneurial skills in the fashion industry at Kumasi- Tanoso.

The study adopted quantitative research design with a sample size of fifty (50). Thus, the study adopted convenience and purposive sampling procedures to select the 50 respondents. The research instruments used were questionnaires and interview guides. The study identified Dress Making, Hair Dressing, Beads Making, Shoe Making, Decorations, Cosmetics Making and Furniture Making as fashion activities in Kumasi - Tanoso. Majority of the respondents (75%) agreed to the above activities as fashion related. Minority of the respondents (7%) disagreed on the above stated activities and 18% of the respondents were not certain.

The study disclosed the following entrepreneurial skills: Creativity, Innovation, Time Management, Effective Communication, Perseverance, Identification of Business Opportunities, Managerial Skills, Learning Skills, Financial Management and ability to take risk. Majority of the respondents (75%) agreed to the above skills as business related. Minority of the respondents (6%) disagreed on the above-mentioned entrepreneurial skills and 19% were not certain.

The study acknowledged Lack of Advanced Technology, Inadequate Equipment and Tools, Lack of Financial Support, Marketing Challenges, High Competition, Lack of Networking with other Partners, Lack of Competent Personnel as Challenges of the Fashion Industry in Kumasi - Tanoso. Majority of the respondents (73%) agreed to the above-mentioned challenges. Minority of the respondents (6%) disagreed on the above-stated challenges facing the fashion industry. 21% of the respondents were not certain to accept the above-mentioned challenges.

The study identified Creation of Unique Products, Effective Planning, Business Profit, Business Growth, Effective Time Management, Effective Decision Making and Effective Leadership as Importance of Entrepreneurial Skills. Majority of the respondents (88%) agreed to the above-mentioned factors. 12% of the respondents were not certain, their responses were neutral.

The study revealed that entrepreneurial skills can positively enhance Business Growth, Creation of Unique Products, Effective Planning, Business Profit, Effective Time Management, Effective Decision Making and Effective Leadership; including the creation of job opportunities to confirm the Importance of Entrepreneurial Skills.

### **5.3 Conclusion**

The responses revealed that entrepreneurial skills such as creative skills, financial skill, managerial skills, risk taking skill and perseverance can help promote business in spite of the challenges such as financial support, modern equipment and tools, advanced technology etc.

The study concluded that entrepreneurial skills are relevant for business growth and effective decision making and that good decisions can help solve some of the challenges faced by professionals in the fashion industry.

Thus, skills training through workshops was considered one of the best ways to develop the business skills to grow and sustain businesses.

It was concluded that business incubators for creative entrepreneurs, the partnership of a fashion designer and business partner could help support the growth of the fashion firms.

Agencies like the Government, Commercial Banks and Donors can financially support entrepreneurs and further sponsor entrepreneurial skill training to enhance the adage that entrepreneurship is considered the engine of economic growth. Ndebele (2005) confirms that business development could create economic growth and greater employment.

**Table 5.1: Content Entrepreneurial Performance Training Model**

<b>Motivation</b>	<b>Entrepreneurial Skills</b>	<b>Business Skills</b>
<ul style="list-style-type: none"> <li>• Ability for achievement</li> <li>• Ability to inspire</li> <li>• Expectations of the higher achiever</li> <li>• Obstacles or blocks</li> <li>• Reaction to success or failure</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> <li>• Ability to take risks</li> <li>• Ability to identify opportunities</li> <li>• Ability to have a vision for growth</li> <li>• Interpret successful entrepreneurial role models</li> </ul>	<ul style="list-style-type: none"> <li>• Managerial/Leadership</li> <li>• Business plans</li> <li>• Financial skills</li> <li>• Marketing skills</li> <li>• Operational skills</li> <li>• Human Resource skills</li> </ul>

**Source:** Ladzani and Van Vuuren (2002)

From Table 5.1 Ladzani and Van Vuuren (2002) confirmed with the Content Entrepreneurial Performance Training model to disclose myriads of entrepreneurial and business skills that can propel business growth and expansion for business sustainability.

#### **5.4 Recommendations**

Fashion entrepreneurs should not only strive to acquire entrepreneurial knowledge but skills, attitudes and guidelines for the entrepreneurial behaviour that will enhance business growth.

The educational institutions should not only teach entrepreneurship courses but assist students with the needed experience that will enable students to set up their businesses after graduation. Educational institutions in Ghana should integrate theoretical knowledge with practical implication for company creation.

The Ghana Government should raise awareness for the acquisition of entrepreneurial skills to induce the growth of private enterprises since the private sector is said to be the engine of growth for every economy.

Fashion professionals should partner with other companies for the creation of unique product and services.

The Government of Ghana should support the fashion industry financially to develop the industry. This can help create job opportunities in the fashion industry.

The fashion entrepreneurs who find themselves between the gestation and growth phases of their companies should undergo incubation training for entrepreneurial skills, attitudes and behaviours that can help them overcome some of the challenges facing the fashion industry.



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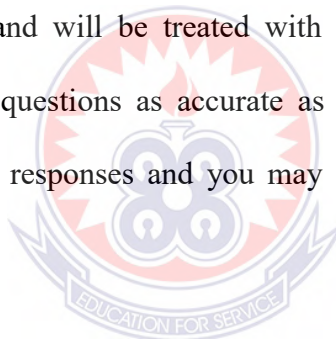


## APPENDIX

### RESEARCH QUESTIONNAIRES/INTERVIEW GUIDE

AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT  
DEPARTMENT OF FASHION DESIGN AND TEXTILES EDUCATION

This questionnaire/interview guide is designed for the purpose of collecting data for a study on: Application of Entrepreneurial Skills in the Fashion Industry- A Case of Tanoso in the Kwadaso Municipality. This research is being carried out by and M. Tech student of the above mentioned University. Please, all information is for academic purpose only and will be treated with utmost confidentiality. Please be specific and answer the questions as accurate as possible. Please, tick [ ] where necessary to reflect your responses and you may fill in blank spaces as you deem appropriate.



#### SECTION A: Demographic Characteristics of Respondents

(Please tick (√) the appropriate response.

1. Age:

20-25yrs [ ] 26-30yrs [ ] 31-35 [ ] 36 and above [ ]

2. Gender: Female [ ] Male [ ]

3. Marital Status: Single [ ] Married [ ] Separated [ ] Divorced [ ]

4. Educational Background: Illiterate [ ] Primary [ ] High School [ ] Diploma [ ]  
Graduate [ ] Others, Please Specify .....

5. How long have you been in the fashion Industry? Less than 1 year [ ] 1-4 years [ ]  
5-9 years [ ] 10-14 years [ ] 15 and above [ ]

6. Do you have any apprentice? Yes [ ] No [ ]

I yes, how many do you have?

Less than 5 [ ] 5-9[ ] 10 and above [ ]

### **SECTION B: The Nature of Activities in the Fashion Industry**

To what extent do you agree or disagree with the Nature of Activities in the Fashion Industry in Kumasi Tanoso. Please rate your responses using a scale of 1 to 5:

Strongly disagree (1), Disagree(2), Neutral(3), Agree(4) and Strongly agree(5). Please tick the box which best reflect your view and state briefly where necessary.

Activities in the Fashion Industry	Responses				
	1	2	3	4	5
1. Dress making					
2. Beads making					
3. Shoe making/ Leather works					
4. Hair dressing					
5. Furniture making					
6. Cosmetics making					
7. Decorations					

**SECTION C: Entrepreneurial Skills in the Fashion Industry**

To what extent do you agree or disagree with the Entrepreneurial Skills in the Fashion Industry in Kumasi Tanoso. Please rate your responses using a scale of 1 to 5:

Strongly disagree (1), Disagree (2), Neutral(3), Agree(4) and Strongly agree(5).

Please tick the box which best reflect your view and state briefly where necessary.

Entrepreneurial Skills	Responses				
	1	2	3	4	5
1. Ability to identify opportunities					
2. Creativity					
3. Ability to take risks					
4. Learning Skills					
5. Effective Communication					
6. Managerial Skills					
7. Time Management					
8. Innovation					
9. Perseverance					
10. Financial skills					

**SECTION D: The Challenges faced by Professionals in the Fashion Industry**

To what extent do you agree or disagree with the challenges of the Fashion Industry in Kumasi Tanoso. Please rate your responses using a scale of 1 to 5:

Strongly disagree (1), Disagree (2), Neutral (3), Agree(4) and Strongly agree(5).

Please tick the box which best reflect your view and state briefly where necessary.

Challenges faced by Professionals in the Fashion Industry	Responses				
	1	2	3	4	5
1. Lack of Financial Support					
2. High Competition					
3. Lack of Networking other Partners					
4. Lack of Competent Personnel					
5. Marketing Challenges					
6. Lack of Advanced Technology					
7. Inadequate Equipment and Tools					

**SECTION E: The Importance of Entrepreneurial Skills in the Fashion Industry**

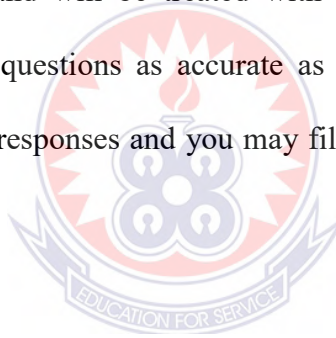
To what extent do you agree or disagree with the Importance of Entrepreneurial Skills in the Fashion Industry in Kumasi Tanoso. Please rate your responses using a scale of 1 to 5: Strongly disagree (1), Disagree(2), Neutral(3), Agree(4) and Strongly agree(5). Please tick the box which best reflect your view and state briefly where necessary.

Importance of Entrepreneurial Skills	Responses				
	1	2	3	4	5
1. Effective Decisions Making					
2. Effective Leadership					
3. Effective Planning					
4. Business Growth					
5. Creation of Unique Products					
6. Effective Time Management					
7. Increase in Business Profit					

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND  
ENTREPRENEURIAL DEVELOPMENT  
DEPARTMENT OF FASHION DESIGN AND TEXTILES EDUCATION**

**INTERVIEW GUIDE FOR RESPONDENTS**

This questionnaire/interview guide is designed for the purpose of collecting data for a study on: Application of Entrepreneurial Skills in the Fashion Industry- A Case of Tanoso in the Kwadaso Municipality. This research is being carried out by an M.Tech. Student of the above mentioned University. Please, all information is for academic purpose only and will be treated with utmost confidentiality. Please be specific and answer the questions as accurate as possible. Please, tick [ ] where necessary to reflect your responses and you may fill in the blank spaces as you deem appropriate.



**SECTION A: Demographic Characteristics of Respondents**

(Please tick (√) the appropriate response.

1. Age:  
20-25yrs [ ]    26-30yrs [ ]    31-35 [ ]    36 and above [ ]
2. Gender: Female [ ]    Male [ ]
3. Marital Status: Single [ ]    Married [ ]    Separated [ ]    Divorced [ ]
4. Educational Background: Illiterate [ ]    Primary [ ]    High School [ ]  
Diploma [ ]    Graduate [ ]    Others, Please Specify .....
5. How long have you been in the fashion Industry? Less than 1 year [ ]    1-4 years [ ]  
5-9 years [ ]    10-14 years [ ]    15 and above [ ]

6. Do you have any apprentice? Yes [ ] No [ ]

If yes, how many do you have?

Less than 5 [ ] 5-9 [ ] 10 and above [ ]

What are some of the activities in the Fashion Industry in Kumasi-Tanos0?

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What entrepreneurial skills do the Fashion Artisans use in Kumasi- Tanoso?

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What are the challenges faced by the Fashion Artisans in Kumasi-Tanos0?

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What are the importance of entrepreneurial skills to the Fashion Artisans in Kumasi-Tanosu?

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