

UNIVERSITY OF KWAZULU-NATAL

TITLE:

**Perceptions towards entrepreneurship education, and entrepreneurial success of
informal hairdressing salons owners in richards bay, kwazulu-natal.**

By

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Master of Business Administration**

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College of Law and Management Studies

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DECLARATION

I, Buyile Rebecca Cele declare that:

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ABSTRACT

The purpose of this study was to explore the perceptions of hairdressing salon owners in the informal sector towards the role of entrepreneurship education. Entrepreneurship education relates to the deliberate transmission of entrepreneurial knowledge that encompasses thoughts, expertise, and mindsets relevant to business creation and survival. The literature reviewed on the entrepreneurial and management skills necessary for informal hairdressing salon business success indicates that salon owners place more importance on technical skills to succeed, e.g., creating different hair designs. They pay minimal attention to the entrepreneurial education and management side of the business, which reduces the positive impact this industry can have toward the country's economic growth. A qualitative exploratory research approach was adopted to probe the perceptions of hairdressing salon owners in the informal sector on the subject. Data was collected from conducting in-depth interviews with twelve owners of hairdressing salons in Richards Bay selected through non-probability purposive sampling technique. This research found that interviewed participants were optimistic about the value of entrepreneurship education, and they perceived business and management skills as necessary for salon business success in Richards Bay.

Even though the participants have never engaged in formal and structured entrepreneurship education, they were able to identify innovative ways that can be employed to enhance the success of their business in this industry. Overall, this study gave insight into the perceived role of entrepreneurship education in the informal hairdressing industry, which contributes to the literature on this topic. Recommendations include encouraging owners of informal hairdressing salons to join associations such as Afro Hair Salon and Beauty Employees Association for Southern Africa, which offers different services and support for black-owned businesses in the hairdressing and beauty sector. Moreover, use other platforms such as social networks to access information and business-related courses online to acquire business knowledge. The salon owners were also encouraged to utilize the services of the Small Enterprise Development Agency, which offers mentorship, advice, counseling, guidance, and access to essential business contacts. This study contributed to the existing knowledge through the identification of success factors perceived to be necessary for the informal hairdressing industry.

Keywords: entrepreneurship education, entrepreneurial skills, entrepreneurial success, hairdressing salon industry, informal sector and management skills.

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CHAPTER ONE: OVERVIEW OF THE STUDY

1.1 Introduction

This study is primarily conducted to explore the perceptions of informal hairdressing salons owners on the role of entrepreneurship education, and on entrepreneurial and management skills necessary for entrepreneurial success. The study focuses the most on the owners of informal hairdressing salons in Richards Bay, located within the Northern region of KwaZulu-Natal province and the hub of economic activity within Umhlathuze Municipality. The motivation of exploring entrepreneurship education on the informal hairdressing salon industry arises from the reality that the majority of salons in this industry are owned by entrepreneurs who have limited entrepreneurship education. And, this educational limitation has an impact on the capacity of entrepreneurs to carry a meaningful contribution to the country's economy (Charman, 2016). In contrast, informal entrepreneurship has proved to be of significant importance to job creation, alleviation of poverty, and unemployment (Amoakoh, 2016).

In South Africa, the hairdressing industry is the largest sub-sector of the cosmetic and personal care industry falling under Services SETA, and it comprises of workers and the self-employed in the hairdressing and barbering facilities. It has been approximated that Small and Medium-sized Enterprises (SMEs) account for 73 percent of all companies in the hairdressing subsector, where the owner or manager is expected to perform several functions on an ever more dynamic market (Services Seta, 2016). Moreover, a study conducted by Gobile (2015) stated that hairdressing salon owners and workers employed as managers within the hairdressing salons lack management qualifications because, in this industry, more emphasis is on technical skills. As a consequence, hairdressing salon owners and managers end up overlooking the management and entrepreneurial side of the business.

Gwijja, Eresia-Eke and Iwu (2014) indicated that prior research has shown that markets in numerous countries acknowledge entrepreneurship education and training as a critical force to the economic process; because of the effect it has on the development and sustainability of entrepreneurial activities. However, the study emphasised that while in isolation, education cannot thoroughly prepare entrepreneurs to achieve success, it has the potential to extend entrepreneurs' chances of success in business. Oluchi and Ahmed (2017) shared a similar view that entrepreneurship education is important because it offers approaches to making sure that individuals are trained with the skills needed to survive in society.

It prepares learners for self-employment, which continues further to empower them economically and socially by providing lifelong copying skills, knowledge, and understanding. However, Iwu, Gwija, Tengeh, Cupido and Manson (2016) argued that forms of education offered in many institutions focus totally on the theoretical side and fail to present and expose the practical entrepreneurship knowledge. The authors further stated that this entrepreneurship education is aligned to processes that involved acquiring knowledge, attitudes, and values from public or private schooling settings, and this might not be suitable for entrepreneurs within the informal sector. This study seeks to advance an understanding of entrepreneurs' perspectives within the informal hairdressing salons industry on how do they perceive entrepreneurship education within the business. Furthermore, it aims to explore entrepreneurial and management skills that appeared to be necessary to enhance entrepreneurial success within the informal hairdressing industry. The study findings could be of significance in creating more innovative ways on how to support salon owners' entrepreneurship endeavours.

1.2 Background and motivation for the study

Unemployment is undeniably one of South Africa's significant macroeconomic challenges. The country is currently faced with an extremely high unemployment rate (Stats SA, 2019). In recent years there has been more acknowledgment and acceptance of the informal sector as one way that has changed the model of how to do business. The informal sector is regarded as an essential segment of the economy that offers livelihoods, employment, and income for millions of workers and business owners (Katambwe, 2016; Fourie, 2018). Moreover, the study by Makibelo (2014) stated that South African informal sector has the ability to help reduce poverty and contribute to job creation. However, undertakings in this sector implement less defined business management practices compared with the formal sector. Also, lack of skills to run these businesses competently reduces the positive impact this sector can have toward the country's economic growth. The informal economy in South Africa, and also in other different countries of the world, includes various business activities, which fall into different sectors. Apparent types of businesses classified as the informal business sector include street trading and hawking, spaza shops, shoe repair, informal hairdressing salons, and the provision of transport services such as taxis. The informal business activities have now also included car guard services at shopping malls and other public spaces in the central business district areas (Katambwe, 2016; Meyer, Meyer and Molefe, 2016).

In the study by Steenkamp and Bhorat (2016), the emphasis is placed on the fact that, given the absolute scale of the unemployment problem, the informal sector must be an integral part of any discussion on the growth of employment in South Africa.

South Africa's hairdressing salon industry has progressed and become noticeable as a trade and career. However, it is generally not regarded as a well-respected profession since a higher proportion of the hair salons in the industry are not formalised and are not registered (Serviceseta.org.za, 2016; Amoakoh, 2016). A large number of informal hairdressing salons in most towns and townships is attributed mainly to the growing urban population (Ramafikeng, 2016). And, many people within the informal hairdressing industry, in particular, end up doing hairdressing not purposefully but because most started by trying something else which did not succeed (Department of Higher Education and Training, 2018). This behaviour leaves the hairdressing profession with a bad reputation and perceived as a profession for failures. The report by the Department of Higher Education and Training (DHET) report, reported on current challenges faced by South African hairdressing industry. These include the perception of hairdressers as low-income earners. There is a scarcity of colleges that offer formal hairdressing qualifications and financial constraints faced by students pursuing formal hairdressing qualification. There are also administrative issues; limited earning potential regardless of qualifications. The industry is an unregulated industry with no consequences for not formalising. Also, the perception that it is too complicated, costly, or difficult to register the business accompanied by fear of the unknown as to how formalising will alter how the salon functions; and what rules and regulations will be imposed on the salons should they formalise (Service Seta, 2019).

However, Amoakoh (2016) argues that the importance of hair salons revolves around relieving unemployment and poverty, which can be achieved through the creation of self-employment, and this will decrease dependence on the government or other employers for jobs and the creation of jobs for others. Also, it allows the conception of entrepreneurship mindset on the owners. It permits the development of human capital through the enhancement of training skills. It fosters managerial skills and the ability to analyse situations and taking opportunities. Owning a hairdressing salon results in the emergent of an entrepreneur that begins to apply skills to manage entrepreneurially. Chimucheka (2014) defines entrepreneurship education as the development and advancement of entrepreneurial mindset, skills, competencies, knowledge, and concepts in the field of entrepreneurship. And it allows an individual to start and manage entrepreneurial undertakings successfully.

The value that could be achieved through entrepreneurship education creates a need to gain in-depth insight into how the owners of hairdressing salons perceive entrepreneurship education within the informal hairdressing industry.

1.3 Research gap

Based on the literature reviewed for this study, there is a need to pursue further research on entrepreneurship education and managerial skills that are necessary for the entrepreneurial success of the owners of salons in the hairdressing industry, especially in the informal sector. Hence this study aims to explore the perceptions of salon business owners in the informal sector toward the role of entrepreneurship education and the subjective perspective they have on entrepreneurial and management skills necessary to achieve business success in this industry.

The majority of the studies conducted in the hairdressing salon industry explored the following areas:

- There is a limited number of systematic literature and statistics that are currently available for this industry. As such, there is still a need for a reliable analysis to provide vital information that will allow important decisions to be made. The analysis of the economic impact of the hairdressing industry report by Service Seta (2016) focused largely on measuring the wider economic benefits to the South African economy as a result of those activities carried out within the hairdressing industry.
- The challenges faced by the owners of the salon mostly during the start-up and developmental stages of their salons, as well as strategies they used to address them. (Ramafikeng, 2016). However, the question remained whether salon owners have adequate entrepreneurship knowledge and skill to identify and implement effective strategies to meet these challenges.
- The lack of research skills by salon owners, a study by Dzansi and Amoakoh (2014), assessed the attitude of hair salons towards marketing research, and the findings were that marketing research is not much practiced among hair salons studied. The study recommended that owners or/and managers that operate these businesses should be encouraged and given support to engage in marketing research. However, the engagement in marketing research will require owners of salons to have specific knowledge and skill to be able to undertake such research, and this can be acquired through formal entrepreneurship education.

- Lack of adequate business knowledge and experience, a study by Johnson (2015) identified that salon owners lack sufficient knowledge to sustain their business beyond five years. It also explored strategies and technology salon business owners can use to increase the practice success rate.

1.4 Purpose of the study

The research study gathered perceptions of 12 hairdressing salon owners operating their businesses informally in the Richards Bay area. The study focused on the opinions of these entrepreneurs on the role of entrepreneurship education, and their perceptions on entrepreneurial and management skills necessary for salon business success in this industry. The perceptions probed will be used to gain insight and contribute to the current literature in entrepreneurship education and entrepreneurial success in the informal sector.

1.5 Problem statement

The informal sector, not only in South Africa but internationally, has mostly been absent from economic analysis and policy discourse. It has been considered as the 'forgotten' sector in most South African economic studies, economics journals, and economic policy publications. Ramafikeng (2016) identified that the majority of research on the informal sector throughout Latin America, Asia, and Africa groups focuses on a broader aspect of the informal sector without paying full attention to the specific types of informal enterprises such as hairdressing salons. According to Ramafikeng (2016) and Dzansi and Amoakoh (2014), the demand for hairdressing salon services indicates an excellent possibility for this industry to expand more. However, the rapid explosion of informal hairdressing salons in South Africa has caused a forceful, competitive rivalry within the industry, which threatens the existence and growth of hairdressing salons. Smith and Myres (2019), have noted with great concern that it has become normal to view business owners who function without formalised aspects of a registered business to be categorized as "survivalist," and as "base of the pyramid." However, these are terms used to label those individuals who are economically and educationally marginalised, they run their micro-enterprises at a zero growth trajectory that survive from day to day earnings. Furthermore, there seems to be a related narrative in articles and discussions proposing that workers in this industry in some way lack the agency, ability, or suffer from learned vulnerability (Smith and Myres, 2019).

According to Radović-Marković (2016), this kind of exclusion usually leads to lifetime economic and social vulnerability. Thus, socio-economic inclusion of marginalised groups can

be encouraged through innovative educational programs that are based on an individual's growth and which adopts flexibility and personality enabling development. Proper education, such as necessary life skills and management skills that support business development with an emphasis on developing entrepreneurial capabilities, can lead to improvements in social, economic, and personal lives. Therefore, it is the task of any society to identify marginalised groups who are outside the formal education and understand their needs and situations in which they are located (Radović-Marković, 2016).

Hence the need for this study, which seeks to explore hairdressing salon owners' perspectives on the role of entrepreneurship education, and perceptions on entrepreneurial and management skills necessary for entrepreneurial success in the informal sector, in a different geographical context, which is Richards Bay in KwaZulu-Natal.

1.6 Aim of the study

The study aimed to explore the perceptions toward entrepreneurship education and on entrepreneurial and management skills necessary for business success of informal hairdressing salons owners in the Richards Bay area.

1.7 Research objectives

To address the stated research aim, the study has to achieve the following research objectives:

- To explore perceptions of hairdressing salon owners in the informal sector on the role of entrepreneurship education in the business.
- To investigate the perceptions of hairdressing salon owners in the informal sector on entrepreneurial skills necessary for business success.
- To investigate the perceptions of hairdressing salon owners in the informal sector on management skills necessary for business success.

1.8 Research questions

1.8.1 Main research question

What are the perceptions of informal hairdressing salons owners in Richards Bay area toward entrepreneurship education, and on entrepreneurial and management skills necessary for business success?

1.8.2 Research sub-questions

More specifically, the main question led to the following questions:

- What are the perceptions of hairdressing salon owners in the informal sector on the role of entrepreneurship education in the business?
- What are the perceptions of hairdressing salon owners in the informal sector on entrepreneurial skills necessary for business success?
- What are the perceptions of hairdressing salon owners in the informal sector on management skills necessary for business success?

1.9 Research methodology

The research methodology as the process of how the inquiry should be embarked on, including the use of theoretical and philosophical assumptions upon which the analysis of this inquiry is grounded (Saunders, Lewis and Thornhill 2016).

According to the research authors, there are three approaches in which the theory can inform the research study. The deductive approach is where the research has a clear theoretical position that is designed to test the theory through the collection of data. The inductive approach is where the researcher aspires to explore a subject and advance theoretical explanation as the data gathered and investigated. And, the abductive approach begins with the observation of a surprising fact and develops a plausible theory of how this might have occurred.

This research study followed an inductive approach. The researcher gathered data by conducting semi-structured interviews using open-ended questions, and the data was then analysed to identify themes, the researcher observed for broad patterns and generalisations from themes identified. The researcher produced a thematic description of themes to test existing explanations and theories.

According to Saunders and Lewis (2018), research philosophy refers to a system of beliefs and assumptions about the development and nature of knowledge. There are five research philosophies that the research can assume, that is; positivism, critical realism, interpretivism, postmodernism, and pragmatism. These philosophies are differentiated based on the three categories of assumptions; ontological assumptions, epistemological assumptions, and axiological assumptions (Saunders, Lewis and Thornhill, 2016).

A qualitative research approach located within interpretivism philosophy was adopted to probe the perceptions of hairdressing salon owners in the informal sector on the subject, i.e., entrepreneurship education and the role it can have on entrepreneurial success. It is said that qualitative research is often associated with interpretive philosophy because researchers in this

type of study need to make sense of the subjective and socially constructed meanings expressed about the phenomenon being studied Saunders, Lewis and Thornhill, 2016).

1.10 Research design

When designing research, the first methodological choice is whether to follow a qualitative, quantitative, or mixed methods research design and to decide whether the research project will be exploratory, descriptive, explanatory, evaluative or a combination of these designs (Saunders, Lewis and Thornhill 2016). The qualitative exploratory research design was employed because the study involved collecting subjective data from hairdressing salons owners through probing questions, listening, and clarifying their responses to try and understand the meaning which respondents attached to entrepreneurship education and entrepreneurial success. Research designs have research strategies that ensure coherence within the research study (Saunders, Lewis and Thornhill, 2016):

- Qualitative research strategies include action research, case study research, ethnography, grounded theory, and narrative research strategies.
- Quantitative research strategies include: experimental and survey research strategies.

This qualitative exploratory research study adopted a grounded theory strategy because this type of strategy enabled the researcher to inductively develop generalization from data collected by a series of interviews carried out on owners of informal hairdressing salons in Richards Bay. However, Saunders and Lewis (2018) noted that there is an element of deduction in this type of strategy, which is introduced when the data gathered lead to the generation of predictions which are then tested in further interviews.

1.11 Target population

The target population for this study was owners of informal hairdressing salons in Richards Bay and its immediate surroundings.

1.12 Sampling strategy and techniques

The sampling methodology employed in this research study is non-probability purposive sampling since the sample selection was determined by owning an informal hairdressing salon in Richards Bay and being able to assist the researcher in answering the research study questions. Hairdressing salons were visited on door-to-door bases, and gatekeeper's letter was obtained from willing participants as interviews were to be conducted. On data collection, the informed consent was explained, giving full clarification on the purpose of the study. When

participants were satisfied and willing to participate, they signed the informed consent, and the sample selection process continued until data saturation was reached. The researcher noted that this kind of sampling is prone to bias, and cannot be considered to be statistically representative of the target population (Saunders, Lewis and Thornhill, 2016).

1.13 Sample size

The sample size for this research study were 12 participants. According to Creswell and Creswell (2018), qualitative studies are characterised by a small number of participants, and the sample size depends on the qualitative design being used. Data saturation was reached on the 12 participants. Initially, 19 participants were recruited, and two interviews were done to test the appropriateness of the data collection instrument before the actual study was conducted.

1.14 Data collection instrument

The interview guide was used as a data collection instrument, and the interview process focused on the participants' perceptions toward entrepreneurship education and management skills necessary to improve the success of their business in the informal hairdressing industry. Two pilot interviews were done before the main study in order to establish the suitability of the interview guide. Data were collected by conducting individual one-on-one, face-to-face interviews. Open-ended, semi-structured questions were used. Participants were initially contacted telephonically to scheduling appointments for the interview. The answers were recorded on audiotape. This method was useful, since the study was explorative in nature and gaining insights on the value the participants ascribed to entrepreneurship education and entrepreneurial success was necessary to meet the objectives of the study (Saunders, Lewis and Thornhill, 2016).

1.15 Data analysis

Data collection and data analysis co-occurred since the study adopted the Thematic Analysis technique (Saunders, Lewis and Thornhill, 2016). To analyse qualitative data collected during interviews, the researcher followed the following steps as suggested by Creswell and Creswell (2018):

- Organizing and preparing data for analysis by making transcripts
- Reading through all data to obtain a general impression of the data collected.
- Coding of data based on the actual language of the participants.

- Identification of key themes or patterns from data for further exploration.
- Compare existing explanations and theories with emerged thematic patterns
- Draw and verify conclusions

1.16 Significance of the study

First, the study will contribute to the entrepreneurship education sub-field, specifically in the informal hairdressing salons, by adding to the body of knowledge that exists. Second, the information is provided to the owners of informal hairdressing salons on how entrepreneurship education can be used as an enabler for the success of their business in this industry. Third, hairdressing salon owners are informed of entrepreneurship education and training programs that exist for their benefit. Fourth, this study looked into the existing perceptions of owners running informal hair salon businesses in their specific context to allow identification of support that is needed to meet their particular needs in this sector. Lastly, the study will also help to generate more in-depth insights into other interventions necessary for the promotion of successful entrepreneurship in the informal hairdressing sector.

1.17 Ethical consideration

According to Creswell and Creswell (2018: 88), researchers need to safeguard their study subjects, establish a trusted relationship with them, foster scientific honesty, defend against abuse and offensiveness that can impact their organisations or institutions, and tackle new challenges. This research study was carried out ethically; firstly, hairdressing salon owners signed gatekeepers' letters to permit participation in the research. Consequently, their participation was voluntary. Secondly, the University of KwaZulu-Natal Research Ethics Policy has been adhered to, and an Ethical Clearance Certificate (Appendix) has been obtained in this regard. In addition, issues relating to informed consent, anonymity, and confidentiality have also been considered. Further information on the ethical problems relevant to this study is addressed in Section 3.12 in Chapter 3.

1.18 Limitations of the study

The main limitation of the study is that the collected data might not represent the entire Richards Bay hairdressing salon business industry, as the research was limited to informal sector hairdressing salons. Moreover, focusing on hairdressing salons in the Richards Bay area limited the generalisability of the study's conclusion to other areas like big cities and the rural regions since Richards bay is a small town.

The goal of this study was to examine and explain conceptions of the role of entrepreneurship education and of the entrepreneurial and managerial skills required for business success. Only hairdressing salon owners were seen as individuals who could best address research questions. As a result, the salon hairdressers were not interviewed as this study did not seek to include their perceptions, and they would not have been able to provide answers to the objectives of this study effectively. However, hairdressing salon workers form part of the hairdressing salon industry.

1.19 Outline of the dissertation

The research report is structured into five Chapters, as follows:

Chapter 1 – Introduction

Firstly, the main objective of the study was introduced in Chapter one, followed by the background and motivation for the study. The next sections were on the focus of the study, the research problem statement, the aim of this study, research questions, and research objectives. Then, the research methodology and research design, including sampling strategy, data collection, and data analysis, were briefly introduced. Chapter one also outlined the ethical consideration taken, the significance and limitations of the research study. Lastly, Chapter one briefly outlined the chapters of the full research study and concluded with Chapter one summary.

Chapter 2 – Literature review

Chapter two begins with an introduction, which gives an overview of the whole section and the resources of the literature used. The chapter proceeded to describe the hairdressing salon industry in South Africa. Then, chapter two presented a theoretical framework in which the study is grounded. And lastly, the review of existing literature that will assist in achieving objectives of this research study, on the following sub-headings was conducted: Characteristics of the informal sector, role of entrepreneurship education in the business; Hairdressing salons as Small-Medium sized Enterprises; Concept of Entrepreneurial success; Defining entrepreneurial skills and Management skills in the informal sector

Chapter 3 – Research methodology

Chapter three describes the research methodology and research design used in this research study. Chapter three begins by restating the aim of the research and illustrate the research process followed. The chapter provides a detailed discussion of the following: Research

paradigm the researcher undertook when conducting this study; Research designs and methods followed, giving reasons for choosing these in seeking to meet the objectives of the research study; Demographic details of the Richards Bay area, the study site are also outlined; The target population, sampling strategies, sample size, and how the instrument was constructed was discussed and Data collection methods, control of data quality, data measurement, and data analysis were discussed in detail. The chapter concludes by discussing comprehensively ethical considerations, the limitations of the study, the research schedule, and the chapter summary.

Chapter 4 – Presentation of results and discussion of findings

This chapter presents an analysis of the data collected. Themes emerged from thematic analysis using computer-assisted data analysis software QSR NVivo 12. A brief overview of the participants' demographic profile was discussed, followed by an interpretation of the analysis of themes and implications of the findings. Then the study findings were discussed drawing reference from existing literature.

Chapter 5 – Conclusion and recommendations

Chapter five discusses the conclusions of the research, implications of this study, limitations of the investigation, and what was done to overcome them.

The researcher and the participants offer recommendations to solve the research problem, and suggestions for future studies are provided.

1.20 Chapter summary

Chapter one begins with an introduction which served to give orientation to study where the purpose and location of the study were introduced. The introduction section also provided the underlying reason for pursuing research on entrepreneurship education in the informal hairdressing salons industry because of the reality that most of the businesses in this industry are owned by entrepreneurs who have limited knowledge. The motivation section provided a detailed discussion of the background to the research problem where arguments were made on the importance of hairdressing salons in relieving unemployment and poverty. The problem statement section presented the challenges in the informal hairdressing salons of high demand for hairdressing salons. However, this demand is hindered by a high proliferation of this type of business, resulting in low-profit margins requiring and competitive market. There is also a lack of research paying close attention to specific types of informal activities, such as hair salons. This kind of exclusion experienced by individuals in the informal sector usually leads

to lifetime economic and social vulnerability and how these can be overcome by increasing entrepreneurial success in this sector through educational programs. The research study aim, research objectives, research questions were formulated. The research methodology, research design, sampling strategy, data collection, and analysis were also briefly discussed to provide the pathway that will be executed to meet the objectives of the study. The target population included small and medium-sized owners in the informal hairdressing salon sector in Richards Bay. The data collection process included semi-structured interviews using the interview guide and data analysis was provided in systematic steps. This chapter also discussed the ethical issues, the importance of the research, which illustrated how this research would contribute to the current knowledge base in the field of entrepreneurship education, and study limitations. The chapter concluded with a chapter layout of the dissertation. The following chapter, chapter two, presents the literature on entrepreneurship in the informal sector, the South African hairdressing industry, entrepreneurship education, and entrepreneurial success in the informal SMEs, including hairdressing salons.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter begins by giving a detailed description of the hairdressing salon industry in South Africa, followed by a discussion of several theoretical models. The literature review began by laying a background on the characteristics of the informal sector, its contribution, and the challenges associated with it. The role of entrepreneurship education in informal businesses is discussed to achieve the first objective of this research study. The entrepreneurial skills necessary for success in the hairdressing industry of South Africa will be investigated in line with then hairdressing salon industry in South Africa to meet the second objective of the study. The core business management practices necessary in hairdressing salons are reviewed to reach the third objective.

In conducting a literature review, keywords such as entrepreneurial education, entrepreneurial skills, entrepreneurial success, hairdressing salon industry, informal sector, and management skills were utilised to search and access peer-reviewed publications from the following search engines and repositories:

- NEXUS: Current and completed South African research;
- SA e-publications: South African Journals;
- EBSCO Host
- Google Scholar
- UKZN Library
- eBooks
- Books

The Lussier model will be applied as the theoretical framework to understand why some entrepreneurs fail and others succeed in the informal sector. According to Gaetsewe (2018), the Lussier model is a success versus failure prediction model, and it is a non-financial model that is suitable for small business research. The Lussier model considers 15 factors associated with a firm's success and failure, and because entrepreneurship leads to economic growth thus more successful entrepreneurs are desirable and fewer failures that result in wasting valuable resources (Hyder and Lussier, 2016). By being able to understand better the reasons why informal hairdressing salons succeed or fail, this study can contribute to increasing the success-to-failure ratio.

2.2 Hairdressing salon industry in South Africa

The hairdressing and cosmetics industries are mainly made up of small and medium-sized companies. Seventy-three percent of all hairdressing companies are reported to be SMEs. SMEs contribute significantly to the economies of most African countries, and hair salons are no exceptions. Nonetheless, some of them do not perform well, and the non-performance of those businesses does not arise from only one reason but a variety of reasons ranging from poor management, financial constraints to ineffective marketing practices (Amoakoh, 2016). In addition, the hairdressing and beauty industries are characterised by low entry barriers and high levels of competition, which also reduce profit margins. (Service SETA, 2016).

There are a large number of people involved in the informal sector at the moment. However, the actual number of hair salons in South Africa is minimally registered. This lack of data is due to an increasingly growing informal market, making it hard to keep track of a precise number. South Africa nevertheless has a flourishing beauty salon and hairdressing industry, which is said to be split into two main sectors, i.e., a large Afro sector and a much smaller Caucasian sector. It is estimated there are around 34,000 Afro salons and about 3,000 Caucasian hairdressing salons in the country. The black hair industry comprises mostly of women employees who also make up the majority of the informal segment of the hairdressing market (Services SETA, 2016).

The Department of Higher Education and Training Report (2018) stated that the hairdressing industry plays a vital role in the economy, both in the formal as well as informal sectors of the economy. It reported that the hairdressing industry employs approximately 1 180 224 people, and its input to the Gross Domestic Product (GDP) is about 0.62%. At the same time, the contribution to employment is 2.02. There are 6337 employers in the formal sector and approximately 34 000 in the informal sector. And the hairdressing industry is highly unregulated with a large informal sector (DHET, 2018). According to Services SETA (2016), critical skills gap that have been identified in the hairdressing industry were listed as follows:

- Improved communication skills and client etiquette; learning how to interact with clients to obtain the right information to provide them with a comprehensive and complete hair analysis
- Problem-solving skills; to equip hairdressers with the ability to think fast and assist clients
- The conduct of fundamental hair analysis

- Knowledge of product safety and hygiene
- Salon management skills; such as stocktaking, budgets, and product ordering
- Business management / entrepreneurial skills; this included things like how to register a business, manage finances and market the salon

2.3 Theoretical framework

A theoretical framework presents the theory that a researcher chooses to guide the research. It is the application of a model, or a set of concepts drawn from the same philosophy to offer an explanation of an event or shed some light on a particular phenomenon or research problem (Imenda, 2014). Several theories were looked at by the researcher for this study and are discussed in detail below:

2.3.1 Institutional theory

This theory can be used to explain the informal hairdressing salon industry; institutional theory can be assumed to understand why some individuals participate in the informal economy, and others do not. From the institutional theory perspective, any society is seen to consist of both formal institutions as well as informal institutions. Institutions are those rules of the game that govern behaviour where formal institutions are organized laws and regulations that set out the legal practices of the game.

In contrast, informal institutions are unwritten socially shared rules that exist outside of officially authorized channels. They are regarded as the norms, values, and beliefs held by citizens and entrepreneurs regarding what is right and acceptable. In other words, the term institution applies to both informal institutions such as customs or behaviour patterns important to a society, and formal institutions created by entities such as government and public services, further explained Williams (2018). According to Williams, Horodnic and Windebank, (2015), participation in the informal economy arises from the lack of alignment of a society's formal institutions with its informal institutions. This theory could have been more suitable if the study objectives were exploring the reasons for the owners of hairdressing salons to engage in informal business operation; hence this theory was not adopted for this study.

2.3.2 Human capital theory

Human capital theory predicts that when an individual's knowledge and skills increase through education, the resultant will be improved economic outcomes for both individual and community. This theory is also based on the assumption that education can serve as both the determining factor in taking the decision on the choice of career as well as providing benefits

to specific career ventures chosen (Moodley, 2016). The main concepts that human capital theory is based on investment in education and the resultant economic value that can be achieved. Education is one of how businesspersons increase their ability to acquire knowledge and generate higher wages, apart from job training and remarkable talents.

The study by Mamabolo (2017) found that the use of human capital investments as sources of skills differ across the entrepreneurship phases. In the early stage of business development, the use of human capital investments, especially that is obtained through formal education as a source of skills, declines, thus creating a need to acquire more entrepreneurship-specific investments. And, in the established phase, entrepreneurs use skills learned from entrepreneurship education, mentoring, and coaching. The author recommended that since the findings reveal that the human capital investments continually changes over time as the entrepreneurship phases unfold, training institutions, scholars, and policymakers need to treat entrepreneurs according to the stage of the business because of different sources of skills for each entrepreneurship phase. Sources, where different skills can be obtained, included work experience, formal education, entrepreneurship education, and entrepreneurship experience. This theory mostly focuses on the financial returns that can be achieved by an individual after investing in entrepreneurship education, which was not this study intended to explore.

2.3.3 Lussier model

This study adopted the Lussier Model to identify determinants of success or failure of informal hairdressing salons in the Richards Bay area. Lussier (1995) Model identifies a total of 15 factors, indicated in Table 2.1, that contribute to the business's success and failure (Marom and Lussier, 2014):

Table 2.1: Explanation of success versus failure variables

Capital	Businesses that start undercapitalized have a higher chance of failure than firms that start with adequate capital.
Keeping records and controlling finances	Enterprises that do not keep up to date and precise records and do not implement adequate financial controls have a higher chance of failure than firms that do.
Past Industry Involvement	Businesses managed by people without previous industry experience have a higher chance of failure than firms managed by people with prior industry experience.

Past Management Involvement	Businesses managed by people without previous management experience have a higher probability of failure than those that are managed by individuals with prior management experience.
Planning	Businesses that do not pay attention to the development of business plans for their operations have a higher chance of failure than firms that do.
Professional Advisors	Businesses that do not make use of professional advisors have a higher chance of failure than firms using professional advisors.
Education of owner	Individuals that have not obtained any tertiary education but who start a business have a higher chance of failing than people with one or more years of a college education.
Quality of staff	Businesses that are unable to attract and keep the team that displays quality characteristics have a higher chance of failure than firms that can.
Product/Service timing	Businesses that choose products and services that are too new or too old have a higher probability of failure than firms that select products/services that are in the growth stage.
Economic cycle timing	Businesses that start during economic decline have a higher chance of failing than firms that begin during expansion periods.
Age of business owner	People who start their business at a younger age have a higher chance of failing than older people starting a business.
Business partners	A business that depends on one person has a higher chance of failure than a firm started by more than one person.

Parents	Business owners that were born in families where parents did not own a business have a higher probability of failure than owners whose parents did own a business.
Minority	Minorities have a higher chance of failure than non-minorities.
Marketing	Business owners without marketing skills have a higher chance of failure than owners with marketing skills

Source: Marom and Lussier (2014)

According to Gaetsewe (2018), businesses in the informal sector can only contribute positively to economic growth and diversification as well as in the reduction of both poverty and unemployment rates if they are successful. In line with this requirement, this study is grounded on determining what factors are perceived to be necessary for increasing entrepreneurial success in the informal hairdressing salon industry in Richards Bay. Also, understanding such factors would allow entrepreneurs to concentrate on the success factors, thereby increasing their chances of survival. The Lussier model comes in two forms: the full model, which includes all the 15 explanatory factors, and the reduced model. However, both the full and reduced models are said to predict small business success or failure effectively (Gaetsewe, 2018). Therefore, this study adopts the reduced model due to the availability of data.

This study adapted the reduced model and included the following categories:

- Characteristics of the informal hairdressing salon owner – education level of the owner, entrepreneurial skills, and industry experience.
- Informal hairdressing salon characteristics – the quality of staff and service timing.
- Planning and Control – Management of the hairdressing salon, availability of business plans, and professional advisors.

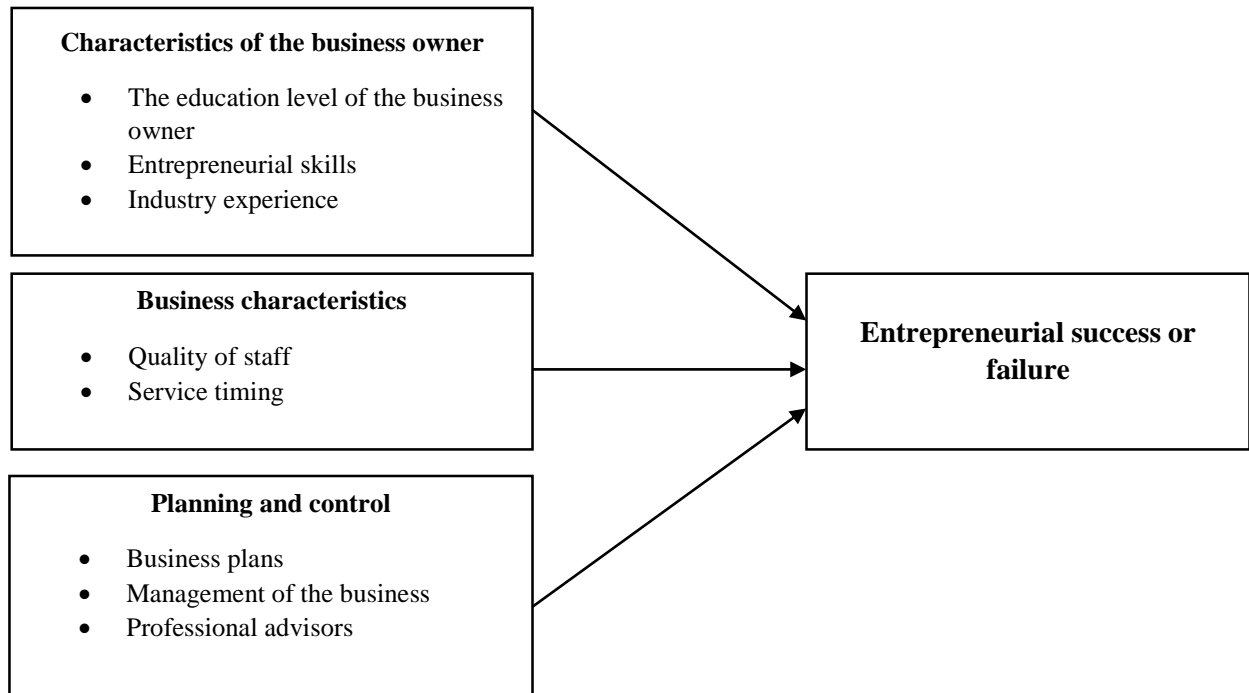


Figure 2.1: Conceptual framework of determinants of hairdressing salon success or failure in the informal sector (Gaetsewe 2018)

2.4 Literature review

2.4.1 Characteristics of the informal sector

According to Charmes (2019), since the early 1970s, when the term 'informal sector' became widely used, there have been many efforts made to develop a more accurate definition. Even after numerous international attempts for defining and standardizing the concept, there remains much uncertainty and misperception among scholars and policymakers about the real meaning and content of what is called the informal sector.

Katambwe (2016) also noted that in general, a precise definition of the term informal sector is challenging to pin down. Nevertheless, there have been numerous attempts over the years to arrive at a working definition. The term tries to capture the reality of the large share of the global workforce that remains outside the world of fulltime, secure, stable, and protected jobs and, in many instances, with no form of social protection.

Whereas, according to Williams (2016), defines informal economy as monetary transactions not declared to the state for tax benefit and labour law purposes when they should be reported, but which are legal in all other respects.

Stats SA (2019) defines the informal sector as comprising of the following two components: Employees who are working in institutions that hire less than five workers and whose salaries and wages are not deducted income tax. It also includes employers, own-account employees, and individuals helping without being paid in their household business who have not registered for either income tax or value-added tax.

Ogunsade and Obembe (2016) define the informal sector as all the legitimate economic activities and services that are not regulated or are not enough covered and recorded for tax purposes by formal institutional arrangements but engage in the production and distribution of lawful goods and services having a share in the market economy.

According to Mau-Quei and Cameron (2019), sectors of a country's economic activity are categorized as belonging to the formal sector or the informal sector where the formal sector includes both public and private sector economic activity. Information gathered from these three sectors, public, private, and informal, provides an understanding of a country's economy.

Globally, the informal sector plays a significant role in employment creation, income generation, and production in many countries. According to the International Labour Office (2018), more than 61 percent of the world's employed population earn their living in the informal sector. However, the high incidence of informality in all its forms has many adverse consequences for workers, enterprises, as well as societies. In particular, a significant challenge for the realization of decent work for all and sustainable development.

The study by Makibelo (2014) stated that the informal sector of South Africa has the capacity to contribute to alleviating poverty and job creation. However, companies in this field have implemented less established business management techniques relative to formal counterparts, and lack of skills to run these businesses efficiently reduces the positive impact this sector can have toward the country's economic growth.

Furthermore, Ogunsade and Obembe (2016) noted that most informal sector in sub-Saharan Africa is dominated by microenterprises or self-employment businesses that function in clothing or apparel business, retail shops, traditional medicine, metalwork, and building construction, hairdressing and tailoring services. Most of these businesses are unregulated by the government. However, this sector contributes significantly to the gross domestic product (GDP), to the supply of labour force and the economic growth of this region. There are internal and external challenges facing small and medium-sized enterprises in South Africa. And, these challenges may present many difficulties to informal sector enterprises due to their inability to

implement effective business management practices. Some of these include the impact of globalisation, exposure to direct investment, lack of innovation, inadequate marketing campaigns, and insufficiency of government regulations. There is also a lack of sufficient expertise and skills to succeed and insufficient in-house planning, which could be due to a lack of proper education and training for business owners. (Makibelo, 2014).

2.4.2 The role of entrepreneurship education in the business

Amadi-Echendu, Phillips, Chodokufa and Visser (2016), defines entrepreneurship education as developing behaviours, skills, and attributes applied individually or collectively to help individuals and businesses to create, cope with, and enjoy change and innovation. Whereas Manyaka-Boshielo (2019) defines entrepreneurial education as a structured, formal transmission of entrepreneurial competencies, and these competencies refer to the concepts, skills, and mental awareness used by individuals during the process of starting and developing their growth-orientated business venture. The author continued to state that effective entrepreneurial education has the potential to ignite economic transformation in the informal sector. However, this productive entrepreneurial enterprise should be based on the understanding of whole education principles.

According to Demiral (2016), knowledge has significantly replaced physical assets and labour in most economies. It is further reported that running a business has gone beyond vocational capabilities since knowledgeable and creative individuals are seen as one of the most critical factors in new knowledge creation and sustainability for all countries. This view has led to a global consensus that one of the essential factors determining the entrepreneurial activities in a country is education. According to Nian, Bakar and Islam (2014), entrepreneurial activities and entrepreneurship education are regarded as vital to the economic development and job creation of a given country, and this has inspired many universities to offer entrepreneurship education subjects both in academic and non-academic programs. The need for small businesses to develop new skills is becoming more of the demand to compete in the marketplace (Alasadi and Al Sabbagh, 2015). And this demand means entrepreneurs are looking for ways to sustain their business by improving their skills and obtaining the necessary training that assists in maintaining the businesses.

Nian, Bakar and Islam (2014) stated that entrepreneurship education has a vital role in developing entrepreneurs; this is because of the entrepreneurship knowledge and skills attained, which has a crucial contribution to economic growth. The study by Oluchi and Ahmed

(2017) emphasized that entrepreneurship education is a need, especially in the time of prevalent unemployment conditions. This entrepreneurship education need is because entrepreneurship skill acquisition prepares individuals for self-employment. Furthermore, the study noted that entrepreneurial education serves as a tremendous advantage in increasing the chances of success as an entrepreneur. According to Chimucheka (2014), measuring and assessing the impact of entrepreneurship education on the performance of SMEs in South Africa is very important, even though the South African government has realized the importance of entrepreneurship education. It is still recommended that all stakeholders, including SME owners and managers, should also make it their responsibility to improve entrepreneurship skills and knowledge. Lackéus (2015) has proposed some innovative ways to assess the development of entrepreneurial competencies, one of them is to depend on perspectives of individuals involved in entrepreneurship rather than other stakeholders' views of what allegedly works since it is difficult for others to reliably guess what those involved experience and appreciate in the educational intervention.

The study by Demiral (2016), revealed that the effects of education indicators are still ambiguous, and in general, individual attitudes and perceptions are more sensitive to the market-based aspects. Furthermore, Chimucheka (2014) noted that although entrepreneurship education is not an entirely new discipline, there is still substantial indecision and arguments as to whether entrepreneurs are born or entrepreneurial skills can be learned.

Al Mamun, Ali Fazal and Muniady (2019) stated that because micro-entrepreneurs strived and put in lots of hard work to free themselves from the poverty trap, they might perceive learning and adopting entrepreneurial skill as an added burden.

The study conducted by Steenkamp and Bhorat (2016), showed evident data that the business owners operating in the formal sector possess higher levels of education compared to their informal sector counterparts. This gap suggested that the formal education foundation for those in the informal sector is relatively weak, and many of these entrepreneurs fail in their business due to the lack of entrepreneurship knowledge, skills, and attitudes that are required to prosper in business during economic uncertainty. Many entrepreneurs face challenges, not because of the lack of opportunities and resources, but because they don't have the necessary skills and business sense (Steenkamp and Bhorat, 2016). However, the study by Demiral (2016) on factors affecting individual attitudes and perceptions towards entrepreneurship, identified that the effects of entrepreneurship conditions and education on attitudes and perceptions vary

across individuals. The study found that entrepreneurship education at both basic-school and post-school levels do not have any significant influence on perceived entrepreneurship capabilities. However, the study supported the premise that education in both general and entrepreneurial contexts needs to be customized according to individual dynamics, i.e., considering all external factors.

International Labour Office (2018) report also supported the premise that the level of education is a crucial factor affecting the level of running businesses informal because as the level of education increases, the level of informality decreases. International Labour Office (2018) further reported that for hundreds of millions of workers, informality in the means a lack of social protection, lack of rights at work, and lack of decent working conditions, and for businesses, it means low productivity and lack of access to finance.

Blaauw (2017) reported that the informal sector in South Africa presents the alternative and, in most cases, long-term means of survival to thousands of people who cannot find formal employment. The National Development Plan (NDP) outlined large-scale employment targets for the informal sector. The NDP estimated that the informal sector, including domestic work, would create between 1.2 and 2 million new jobs by 2030. In particular, the NDP anticipates the informal sector to absorb jobs that are lost in the formal sector (Skinner and Rogan, 2019). However, entrepreneurship in informal sectors is generally necessity driven, and it is, unfortunately, a reality that many of the entrepreneurs in this sector will never grow their businesses into more economically viable businesses without assistance through skills training such as essential management and financial skills (Meyer, Meyer and Molefe, 2016).

According to Chimucheka (2014) some of the benefits of entrepreneurship education include:

- It aims to train people to be accountable, to invent individuals who can take chances, to be able to control outcomes, and to benefits from results.
- It also helps SMME owners and managers to learn how to prevent and solve business problems.
- Entrepreneurship education can also help enhance leadership and boost the need for
- Achievement.
- It can enhance self-confidence and influence growth-related entrepreneurial and managerial attitudes and perceptions as well as alleviate the fear of failure in business.

2.4.3 Ways to encourage entrepreneurship education in the informal sector

Various approaches could be used to stimulate entrepreneurial learning informally, rather than developing skills through traditional lectures. These approaches could be a driving force for job creation, structural changes, and economic development and offers means to address poverty in communities (Amadi-Echendu, Phillips, Chodokufa and Visser, 2016).

According to Manyaka-Boshielo (2019), constructivist learning theory focuses on the active participation of the learners in the process of learning where past experiences and prior knowledge is critically important. Learning must motivate learners to start with what they know already. This type of education might be an effective entrepreneurial program in transforming the informal sector.

The other solution that will ensure access to entrepreneurship education programs that improve the potential of SMEs is how the government will encourage the establishment and development of SMEs to minimize high failure rates. It has been recognized that education is the secret to success in creating a culture of entrepreneurship in South Africa. The government is therefore expected to pay more attention to the growth and enhancement of access, as well as to the standard of entrepreneurial education. (Chimucheka, 2014).

2.4.4 The concept of entrepreneurial or business success

There is a recognition in the literature that entrepreneur evaluations of success go beyond economic returns, and they have different views on how they see success. Wach, Stephan and Gorgievski (2015) stated that entrepreneurs have a multi-facet view in conceptualizing entrepreneurial or business success. The authors found that entrepreneurial success was structured along with five factors, which were firm performance, workplace relationships, personal fulfillment, community impact, and own financial rewards. The study by Meyer, Meyer and Molefe (2016) emphasized that an entrepreneur must possess the necessary skills to make his/her entrepreneurial venture successful. The authors found that entrepreneurs believe that a successful entrepreneur should have the right integrity, be humble, be willing to learn something new, and have good work ethics.

The study of Wach, Stephan and Gorgievski (2016) on entrepreneurial success reported that most literature grounded in rational economic theory suggests that entrepreneurial success is best defined based on financial gains. This perspective meant that entrepreneurs evaluate their success, predominantly in financial terms. However, the study continued to argue that a focus solely on monetary rewards and related economic indicators of firm performance does not fully

capture notions of success. Because the entrepreneur's subjective evaluation of success includes issues additional to or other than objective economic success indicators, then success cannot be equated with the firm performance or with financial reward. Therefore, there is a necessity to establish a robust understanding of subjective indicators of entrepreneurial success. Fisher, Maritz, and Lobo (2014) stated that entrepreneurship success is a construct that lacks a clear definition. Yet, there is an agreement that society benefits from successful entrepreneurship and so entrepreneurial success is an important concept to understand, and they emphasized that entrepreneurial success is typically understood through the context in which it is found, and from different perspectives.

2.4.5 Defining entrepreneurial skills

In simple terms, skill is defined as the ability to perform a task. However, according to human capital theory (Becker, 1964), skills are obtained through human capital investments in education and work experience. Furthermore, the human capital theory maintains that skills can be learned and old ones perfected while training or performing tasks.

Entrepreneurial skills are defined as the proficiency in performing tasks in the entrepreneurial phases as a result of human capital investments in the form of formal education, entrepreneurial education, work, industry and entrepreneurship experiences which can be improved by training, practice and development (Mamabolo, Kerrin and Kele, 2017). The authors further noted the complexity between differentiating entrepreneurship skills from management skills, which has arisen from literature and concluded that opportunity recognition and exploitation are the fundamental constructs that separate entrepreneurship from management. Thus the core of entrepreneurial skills of opportunity recognition and exploitation differentiates entrepreneurial skills from management skills (Mamabolo, Kerrin and Kele, 2017).

2.4.6 Management skills in the informal sector

According to Iwu and Gwija (2016), informal education in the form of vocational or skills training would be a viable route for improving the informal sector economy. The authors' findings revealed that most businesses in the informal sector are not doing particularly well, owing to the lack of necessary business skills. Makibelo (2014) stated that informal businesses might be too small to adopt advanced business management practices. Therefore, assuming the modest nature of the informal sector, a simplified framework that is more reflective of the business management practices of this sector is suggested. There are ten core business management areas that have been identified to be necessary for the hairdressing salons:

- Marketing management – this involves collecting and maintaining customer data and making investments in marketing through the use of SMS, business cards, flyers, as well as developing a social network business profile.
- Human resource management – this involves the recruitment of hairdressing salon staff, the documentation of formal roles, the training of employees, and compliance with labour laws.
- Communication/Change management – this involves the implementation of processes that will support sustainable improvements in quality.
- Financial management – that is, cost and inventory monitoring, formal record keeping, reporting, and financial analysis.
- Management responsibility – this includes control and oversight, managing operations, and ensuring the integration of all business processes.
- Sales management – that is, the identification of products and services, pricing, and formal recording of customers who have received assistance.
- Product development – improving existing services that will maintain and reach a more extensive customer base.
- Accounting management – that is, the systematic documentation of business transactions.
- Technology management – policies, protocols, processes and systems must be available to implement administrative activities effectively and efficiently.
- Service or product delivery – includes appointment bookings, selling of hairpieces and products to clients, and conduction analysis of rivals and the business environment.

The extent to which these core business management areas are implemented in the informal hairdressing salons may have an implication on business sustainability and the ability to grow (Makibelo, 2014).

2.5 Chapter summary

Chapter two critically reviewed literature relating to the research questions and objectives. The researcher established a comprehensive understanding and insight that relates to research in context by critically discussing and making reference to work that has already been done on the subject of research. Chapter two began broadly by reviewing the literature on the informal sector as a whole, including arguments on its definitions and the definition that this study

adopted. The role of the informal sector was also discussed; however, the challenges also presented by this sector were discussed.

The following section on this Chapter reviewed secondary literature on the role of entrepreneurship education in a business, where different arguments were outlined, including the global consensus that one of the critical factors in determining the entrepreneurial activities in a country is through education. However, some authors revealed that the effects of the education indicators are still ambiguous, especially for micro-entrepreneurs who strive to free themselves from the poverty trap, they might perceive learning and adopting entrepreneurial skill as an added burden. Then, the Chapter discussed literature on the ways to encourage entrepreneurship in the informal sector and the role of hairdressing salons as SMEs. The estimated size of this industry in South Africa and the critical skills gap that exists were also investigated.

Chapter two further reviewed literature on various ways of how entrepreneurs conceptualize entrepreneurial success. This was followed by the identification of business management skills necessary in the hairdressing salons industry. Chapter two briefly discussed Institutional theory and Human Capital theory and discussion of institutional theory to highlight the reason why some individuals engage in informal and others in the formal sector. And human capital theory, which emphasizes the possible economic returns from investing education, and lastly, a discussion of the adopted Lussier model that assists in determining the factors that lead to success or failure of the business.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

Chapter three of this research study describes the research methodology and research design used in the study. The Chapter starts by restating the aim of the study as it was introduced in Chapter one and set out the research process followed. This is followed by a discussion on the research paradigm the researcher undertook when conducting this study. Research designs and methods are then discussed in detail, giving the reasons for choosing the design and methods in seeking to meet the objectives of the study. Demographic information of the Richards Bay area, the study site is also outlined. Following this, the target population, sampling strategies, sample size and how the instrument was constructed is discussed in detail. Data collection methods, control of data quality, data measurement and data analysis are then explained. The Chapter concludes by discussing comprehensively ethical considerations that were taken during the research process, the limitations of the study, the research schedule, and the chapter summary.

3.2 Aim of the study and overview of the research process

This study aimed to explore the perceptions toward entrepreneurship education and management skills necessary for business success of informal hairdressing salons owners in the Richards Bay area.

Three objectives were developed to address the stated research aim:

1. To explore perceptions of hairdressing salon owners in the informal sector on the role of entrepreneurship education in the business.
2. To investigate perceptions of hairdressing salon owners in the informal sector on entrepreneurial skills necessary for business success.
3. To investigate the perceptions of hairdressing salon owners in the informal sector on management skills necessary for business success.

Table 3.1: An outline of the research process

Selection of site and participants	Collection of data	Data analysis	Writing up of findings and conclusions
<ul style="list-style-type: none"> • Hairdressing salon owners in the informal sector in Richards Bay were selected to participate in the study. • Purposive sampling was used until data saturation was reached. 	<ul style="list-style-type: none"> • Individual semi-structured interviews face-to-face using an interview guide were carried out. • Field notes were taken during interviews, and • A voice recorder was utilized to record the conversations. 	<ul style="list-style-type: none"> • The data collected were first transcribed and then coded. • Themes were developed. • Themes were interrelated to the research aim and objectives. 	<ul style="list-style-type: none"> • A qualitative reporting method was used in which the themes that emerged were discussed. • Verbatim responses from the hairdressing salon owners were given to explain the results.

Step one:

Selection of the research area: Richards Bay area was selected due to the researcher's interest as the researcher resides in this area and has visited some of the informal hairdressing salons on a regular basis. The interest in exploring the research topic in this industry arose from this regular interaction with some of the salon owners and workers.

Step two:

Formulating research aim, objectives, and research question: The research aim and objectives were formulated as stipulated in section 3.2. Since the research study followed the qualitative research approach, research questions were developed from the study objectives.

- What are the perceptions of hairdressing salon owners in the informal sector on the effect of entrepreneurship education in entrepreneurial success?
- How do hairdressing salon owners in the informal sector perceive entrepreneurial skills necessary for entrepreneurial success?
- What are the perceptions of hairdressing salon owners in the informal sector on management skills significant for entrepreneurial success?

Step three:

Literature review: Literature review began before the formulation of research aims and objectives; this was to ascertain if the same research problem has been addressed before. A wide range of secondary sources of data was reviewed.

Step four:

Method of data collection: Primary data collection, semi-structured interviews were held utilizing the interview guide.

Step five:

Data analysis: Qualitative data analysis was conducted, firstly by developing codes, followed by the identification of themes, and lastly, research findings were linked to research aim and objectives.

3.3 Research paradigm

The research paradigm represents a set of primary and taken-for-granted assumptions that underwrite the frame of reference, mode of theorizing, and ways of working in which a group operates (Saunders, Lewis and Thornhill 2016). Research paradigms are also called philosophic worldviews and are described as general philosophic viewpoints in relation to the world, including the nature of research that a researcher brings to a study, i.e., they are a basic system of beliefs that guide action (Creswell and Creswell, 2018). According to Saunders, Lewis and Thornhill (2016), there are five significant philosophies in business and management as described in Table 3.2. These are positivism, critical realism, interpretivism, postmodernism, and pragmatism. These research philosophies are distinguishable based on the differences in the assumptions each makes. Ontology is defined as assumptions about the nature of reality. Epistemology is defined as knowledge assumptions, what defines acceptable, valid, and

legitimate knowledge, and how this knowledge can be conveyed to others. Axiology is the role of values and ethics in the research process.

Table 3.2: Definitions of major research philosophies.

Research philosophies	Definition
Positivism	A philosophy of research that is similar to those used in physical and natural sciences. Highly organized approaches are used to promote reproduction, resulting in legitimate generations
Critical realism	A philosophy that focuses on explaining what we see and experience, focusing on understanding the underlying structures of reality that shape observable events.
Interpretivism	A philosophy that advocates the need to understand the differences between people in their role as social actors.
Postmodernism	A philosophy that highlighted the importance of language and power relations, which seeks to advance accepted ways of thinking and to give voice to alternative views.
Pragmatism	A philosophy that argues that research questions and objectives are the most determinant of the research design adopted, the aim of which is often to contribute to practical solutions.

Source: Developed from Saunders, Lewis and Thornhill (2016)

The research paradigm relevant to this study was the interpretivism paradigm as it was best suited to provide answers to research questions and to meet the study objectives set out in Chapter One.

According to Saunders and Lewis (2018), interpretivism relates to the study of social phenomena in their natural environment. This study wished to understand what is going on in the informal hairdressing salons with regards to the owners' perceptions toward entrepreneurship education and its effects on their entrepreneurial success. The main aim of this study was that the researcher understands the informal hairdressing salon industry from the owners' point of view. The interpretive paradigm allowed the researcher to gain an understanding of the perceptions and experiences of the hairdressing salon owners on the subject.

The ontology assumption of the study was that reality is subjective and is based on human associations. The epistemology assumption was that participants were an essential source of understanding the subject. And the axiology assumption for the whole research process was value-bounded.

The researcher was quite aware of the main disadvantage associated with interpretivism, as described by Dudovskiy (2018), which relates to the subjective nature of this approach, and there is a great room for bias on behalf of the researcher. This study is conducted by using the inductive approach as indicated in Chapter one, which is a bottom-up approach to theory development, this approach allowed the researcher to move from specific data gathered during interviews to broader generalization (Saunders and Lewis, 2018).

3.4 Research design and methods

Research design is defined as the general plan of how to go about answering research questions, and three methodological choices can be followed in doing this; quantitative, qualitative, or mixed-method research design (Saunders, Lewis and Thornhill, 2016).

Quantitative research design typically is for testing objective theories by examining the relationship among variables and collecting numerical data, which can be analysed statistically. Qualitative research designs explore and understand the meaning the individuals or groups ascribe to a social or human problem using narrative data, which can be analysed inductively from particular to general themes. And the research design of mixed - method entails the gathering of both qualitative and quantitative data and the integration of the two data forms (Creswell and Creswell, 2018). The authors went on to suggest that such research structures should not be regarded as linear, distinct categories, but as a continuum where qualitative and quantitative ends on a spectrum are different, and mixed methods of study rest in the middle of that spectrum. This study employed a qualitative research design during data collection and data analysis since non-numerical data was collected during interviews and analysed to identify general themes to make interpretations of the meaning of the data. The reasons for choosing a qualitative research design are as follows; firstly, the nature of the study was appropriate for a qualitative design. Second, this design facilitated and provided insight into the perceptions of owners of hairdressing salons in the informal sector on entrepreneurship education and the entrepreneurial and managerial skills needed for entrepreneurial success. Third, this design allowed hairdressing salon owners to express their views on the phenomenon being explored. Finally, it made it possible to build on the available literature in a real context.

According to Saunders and Lewis (2018), within the research designs, there are strategies of inquiry as depicted in Table 3.3, that allow the researcher to answer particular research questions and meet research objectives. Each of these strategies can be used for exploratory, descriptive and explanatory research purposes. Exploratory purpose aims to seek new insights, ask further questions, and assess topics in a new light. The descriptive purpose is designed to produce an accurate representation of persons, events, or situations. And explanatory purpose focuses on studying a situation or a problem to explain the relationship between variables (Saunders and Lewis, 2018). This research study was categorized as qualitative exploratory research because, as described by Creswell and Creswell (2018), the objective of the exploratory research is to describe the research problem that best is understood by exploring the concept or phenomenon. In this study, the concept of entrepreneurial education and the meaning it has on the entrepreneurial success of entrepreneurs in the informal hairdressing salons in Richards bay area was explored.

Table 3.3: Strategies of inquiry

Strategies of inquiry	Description
Experimental designs	Involves theoretical hypothesis and casual studies links between variables
Surveys	Includes a structured collection of data, usually using questionnaires.
Case Study	Involves investigation of a contemporary topic within its real-life context
Action research	It concerns the management of change and involves close collaboration with practitioners and researchers.
Grounded Theory	A strategy in which theory is based on data generated by a series of observations or interviews, primarily involving an inductive approach.
Ethnography	Concerned with understanding another way of life from the perspective of those pursuing that way of life.

Archival research	Uses administrative files and documents as the main source of data
Narrative inquiry	Storytelling, a personal account that interprets an event or a sequence of events.

Source: Developed from Saunders and Lewis (2018)

The study employed the Grounded theory strategy. Grounded Theory is a sociology strategy in which the researcher originates a general, abstract theory of process, action, or interaction entrenched in the views of the participants. (Creswell and Creswell, 2018). According to Saunders, Lewis and Thornhill (2016) Grounded theory was developed as a process to analyze, interpret and explain the meanings that social actors construct to make sense of their everyday experiences in specific situations. This study seeks to analyze and understand the perceptions that hairdressing salon owners have on entrepreneurship education and entrepreneurial success based on their daily experience of functioning in the informal sector. Grounded theory allowed the researcher to collect and analyse qualitative data systematically, the researcher conducted an interview, examined it before performing the next interview, i.e., data collection and analysis was done simultaneously. Analytic codes were developed as they emerged from data and were reorganized into categories, and this was most suitable since the nature of the study was qualitative. In this way, Grounded Theory provided the researcher with a systematic and emergent strategy (Saunders, Lewis and Thornhill, 2016).

3.5 Study site and research setting

The study was conducted in Richards Bay town; Richards Bay is located within uMhlathuze Local Municipality in the north-east of KwaZulu-Natal province which is one of six local municipalities in the area of the uThungulu District Municipality. uMhlathuze Municipality covers an area of 796 km², Richards Bay and Empangeni are the two main towns in this Municipality (South African Cities Network, 2014). According to the uMhlathuze spatial development framework 2017/2018-2021/2022 report (2018), a baseline population in the uMhlathuze Municipality was 410 465 people in 2016 as per the Community Survey, and the highest population densities are found in the formal urban and surrounding areas, i.e., peri-urban areas. Concerning the informal sector, the classification of informal employment is in six categories: manufacturing, construction, trade, transport, finance, and community services. Under community services, activities such as crèches, shebeens, hairdressers, beauty salons,

car washing, car repairs, burial societies, funeral services, and household services increased from 4163 in 1996 to 15 274 in 2011 (South African Cities Network, 2014).

According to Rajaram (2017), In qualitative studies, the researcher is researching phenomena in natural settings. A natural setting is an environment in which an individual generally works. Owners of informal hairdressing salons were interviewed in their salons where possible, and interviews were scheduled for days and times, which are usually known not to be busy. Otherwise, where noise and disruption were unpreventable, nearby restaurants were used, which offered neutrality of the space and were convenient and safe for both the researcher and the participants. The research setting included an interview guide, a recording device, the field notes notepad, as well as a researcher. Since the researcher is part of the research setting, the next section will discuss the role of the researcher.

3.5.1 Role of the researcher in a qualitative study

In qualitative research, the role of the researcher as the primary data collection instrument necessitates the identification of personal values, assumptions, and biases (Creswell and Creswell, 2018). The researcher observed to keep emotions out during the research project and remained as objective as possible. The researcher also displayed sensitivity, probed to obtain understanding, gathered, and reported on data.

3.6 Target population

According to Saunders and Lewis (2018), the target population is the entire population or group that a researcher has developed an interest in researching and analysing. The authors continue to describe the population as a full set of cases from which a sample can be taken or put differently. The population composes of the total collection of all units of analysis about which the researcher wishes to make specific conclusions. Saunders, Lewis and Thornhill (2016) state that such population may be difficult to research as not all elements or cases may be known to the researcher or easy to access, thus in most cases researchers redefine the population to something more manageable namely, target population.

In this study, the target population was owners of informal hairdressing salons in Richards Bay town. Because it was infeasible to include the entire target population in the study, it was important to draw a sample.

3.7 Sampling strategies

According to Kumar (2014), a sample is a subgroup within the target population, and two opposing philosophies guide the selection of a sample in quantitative and qualitative research. In quantitative research, the researcher attempts to select a sample in such a way that it is unbiased and represents the population from which it is withdrawn. Whereas, in qualitative research, a number of factors influence the selection of the sample such as the ease in accessing the potential participants, researcher's judgment that the person knows the phenomenon being studied and how typical the case or unit of analysis is similar or different to the rest of the group selected.

According to Saunders, Lewis and Thornhill (2016) sampling techniques can be divided into two types; probability or representative sampling, and non-probability sampling. In probability sampling, the chance or likelihood of each case being selected from the target population is known and is usually equal in all cases. Furthermore, the sample chosen using probability technique represents the population statistically, allowing for statistical inferences about the population (Saunders and Lewis, 2018). For non-probability sampling, the probability of each case being selected from the target population is not known, and statistical inferences about the characteristics of the population cannot be made, but generalization can still be made, which is not on statistical grounds. The most frequently used probability and non-probability sampling techniques are indicated in Table 3.4 below (Saunders, Lewis and Thornhill, 2016).

Table 3.4: Probability and non-probability sampling techniques.

Probability Sampling Techniques	Non-Probability Sampling Techniques
Simple random	Quota
Systematic random	Purposive
Stratified random	Snowball
Cluster	Self-selection
Multi-stage	Haphazard/Convenience

Source: Developed from Saunders, Lewis and Thornhill (2016)

This study employed the non-probability purposive sampling technique. The researcher used judgment to select owners of informal hairdressing salons, which were going to be able to answer the research questions, allow the researcher to achieve study objectives, and who met

the inclusion criteria. Since Grounded theory strategy was used, new participants were purposively selected according to the developing categories, and this is referred to as theoretical sampling. Theoretical sampling is a particular case of purposive sampling being particularly associated with Grounded Theory (Saunders, Lewis and Thornhill, 2016). The selection of participants continued until theoretical saturation was reached; that is, data collected did not reveal any new properties relevant to categories developed. Saunders, Lewis and Thornhill (2016) outline the strengths and weaknesses of the purposive sampling technique as follows:

Strengths of purposive sampling

- The researcher is able to use judgment to select participants who will best enable the researcher to answer research questions and meet study objectives.
- The researcher is able to select those participants who will provide rich information about the phenomenon studied.

Weaknesses of purposive sampling

- Purposive samples cannot be considered to be statistically representative of the target population.
- Sample bias can take place
- Vulnerability to errors in judgment by researcher

3.7.1 Sample size

In qualitative research, data is usually collected to a point where the researcher does not get new information, or the information is neglectable, i.e., data saturation point (Kumar 2014). Thus sample size and sample strategy do not play a significant role in the selection of the sample. The author further explained that to reach a saturation point depends on how diverse is the information or the phenomenon being studied and the concept of data saturation is more applicable where the collection of information is on a one-to-one basis. The sample size for this study was 14 participants; two of those were interviewed to test the interview guide questions.

Initially, a total of 19 informal hairdressing salons were approached on a door-to-door basis, three declined to participate, and two salon owners were not in the salon after two consecutive visits. Fourteen hairdressing salon owners operating in the informal sector were willing to

participate, and they gave their permission by signing the gatekeeper's letter after the purpose of the study was explained to them.

Participants had to meet the following criteria in order to be included in the study:

- Must be the owner or the manager of the hairdressing salon
- The hairdressing salon should not be registered
- Must have been the owner or manager for at least one year and been in the hairdressing industry for at least three years.
- Be accessible and be willing to participate in the study
- Located in Richards bay or immediate surroundings

3.8 Construction of instrument

In this study, the researcher constructed the interview guide as an instrument for collecting data by conducting semi-structured interviews. According to Saunders, Lewis and Thornhill (2016), a study that includes an exploratory element is likely to include in-depth or semi-structured research interviews. The research design for this study was exploratory; thus, it was necessary for the researcher to understand the perceptions and to further probe on answers given by owners of informal hairdressing salons towards the role of entrepreneurship education and the meaning of entrepreneurial success in this industry through interviews. The interview guide defined as a written list of questions, open-ended or closed, prepared for the use by the interviewer in a person-to-person interaction (Kumar, 2014). The author further emphasized that the research tool acts as an input to the study, consequently the quality and validity of the output, i.e., research study findings and conclusions, depend on it.

In constructing the interview guide, the researcher ensured that the questions directly related to the objectives of the study by:

- Step one: Clearly defining and listing all the specific research objectives and research questions.
- Step two: For each research objective and question, the researcher developed all the associated questions to be answered throughout the study.
- Step three: Then for each question developed in step two, the researcher listed the information required to answer it

- Step four: Finally, the researcher formulated questions that were to be asked to the respondents to obtain the information needed

3.9 Data collection method

Research data can be collected using two approaches, firstly, data can be obtained from primary resources, and this is known as primary data, e.g., observation, interviewing and questionnaire (Kumar 2014). Secondly, data can be obtained from secondary resources known as secondary data, e.g., documents. The author continued to state that the choice of method in collecting primary data depends on the purpose of the study, the resources at disposal, and the skills of the researcher. The method of data collection used in this study is semi-structured interviews. Saunders and Lewis (2018) define semi-structured interviews as a method of data collection in which the interviewer asks about a set of themes using predetermined questions but varies the order in which the themes are covered, and questions asked. Whereas structured interviews involve the use of questions that are predetermined, and the researcher asks participants using similar wording and sequence of questions as specified in the interview schedule and unstructured interviews have complete freedom in terms of structure, contents, question-wording, and order (Kumar, 2014). Face-to-face, one-on-one, in-person interviews were conducted in the following steps:

- **Step one:** The researcher visited informal hairdressing salons in Richards bay on a door-to-door basis recruiting participants for the study, where the purpose of the study was explained, and those who were willing to participate were given gatekeepers letter to permit to be interviewed.
- **Step two:** The researcher used the inclusion criteria as indicated in section 3.7 to judge those participants who were most likely to assist in answering the study research questions and in meeting the research study objectives.
- **Step three:** Two pilot interviews were conducted to test the suitability of the instrument used and formulated questions.
- **Step four:** After a suitable place has been agreed upon, and informed consent was signed, interviews were conducted using the interview guide (Appendix A).
- **Step five:** Interviews were recorded on the audio-tape, and handwritten notes were also taken.

- **Step six:** Interviews content was organized for analysis; this continued until the data saturation was reached; that is, no new insights were gained from additional interviews.

Creswell and Creswell (2018) noted some of the limitations on conducting interviews as following; they provide unintended information filtered through the views of interviewees, they provide information in a designated place rather than the natural field setting. Also, the researcher's presence may lead to bias responses, and that not all people are equally articulate and perceptive.

Whereas Kumar (2014) noted the following advantages of interviews:

- They are appropriate for complex situations where further explanation might be required.
- They are useful for collecting in-depth information through probing questions
- Data can be supplemented by information obtained from responses gained from observation of non-verbal reactions.
- It allows for questions to be further explained or repeated in a more understandable form to prevent misunderstanding by the respondent.
- Interviews have a more extensive application, can be used with almost any type of population regardless of the level of literacy.

3.10 Data analysis

The approach for analysing the qualitative data collected for this study is discussed in this section. Saunders, Lewis and Thornhill (2016) have made a distinction between quantitative and qualitative data that has to be analysed as follows:

Table 3.5: Quantitative data versus Qualitative data

Quantitative data	Qualitative data
Based on meanings derived from numbers.	Based on meanings expresses through words (spoken and textual) and images.
The collection of data results in numerical and standardized data.	Collection of data results in non-standardised data requiring classification into categories.
Analysis conducted through the use of diagrams and statistics.	Analysis conducted through the use of conceptualization.

Source: Developed from Saunders, Lewis and Thornhill (2016).

For this research study, data collected through audio-tape had to be analysed qualitatively, and this began as soon after the first interviews were done. This analysis allowed the researcher to follow up on initial insights suggested by earl interviews and compare it with interviews conducted later, and also to recognize when the data saturation point has been reached. As indicated by Creswell and Creswell (2018), qualitative data analysis is a process that requires sequential steps to be followed from specific to the general.

The following steps were taken by the researcher in analysing data:

Step one: Organising and preparing data for analysis

The researcher had to firstly transcribe interviews from audio recordings to text for qualitative text data analysis. This step involved giving details of the time, date, and place where data was collected, anonymized each participant, and being consistent in the transcribing process. Each interview transcript was saved as a separate file.

Step two: Reading through all data

This step involved getting a general sense of the information communicated by participants, identifying the tone of ideas provided, and an opportunity to reflect on the overall meaning by reading through all data. Broad themes were then developed that reflected these meanings.

Step three: Coding of data

Coding is a process of organizing the data by bracketing text or images and writing a word representing a category.

It involves taking transcribed data gathered during data collection, segmenting sentences or paragraphs into groups, and labelling those categories with a term (Creswell and Creswell, 2018). The researcher used coding to categorize data with similar meanings with the assistance of computer-aided qualitative data analysis software (CAQDAS), QRS NVivo. According to Saunders, Lewis and Thornhill (2016), there are three primary sources of codes:

- Actual terms used by participants – ‘in vivo’ codes
- Derived from data by the researcher
- Derived from existing theory and literature – ‘a priori’ codes

The emphasis was to obtain meaning from participants, and in vivo codes were used to code data. The coding of data allowed the researcher to identify analytical concepts and categories to be considered when selecting more participants since theoretical sampling was employed. Constant comparison of each item of data with others was made to check for similarities and differences, and this step continued until theoretical saturation was reached.

Step four: Generation and interrelating of themes

These steps followed after all data set have been coded. The researcher used QRS NVivo to generate themes for the research data collected and assign codes to the identified themes.

A theme is a broad category integrating several codes that appear to be related to one another, and it indicates an idea relevant to the research question (Saunders, Lewis and Thornhill, 2016).

Step five: Representing and interpreting themes

This step involved a discussion of findings from the analysis of data. The researcher used verbatim responses to enhance the discussion on identified several themes.

3.11 Data quality control

Saunders, Lewis and Thornhill, (2016) stated different issues which may arise due to lack of standardization in semi-structured interviews as:

- Reliability/dependability of the research instrument
- Different forms of bias
- Cultural differences,
- Generalisability/transferability, and

- Validity/credibility

3.11.1 Reliability/dependability

The concept of reliability/dependability concerning a research instrument can be defined as the extent to which repeat measurements under constant conditions will give the same results, i.e., how consistent and stable the research instrument is to produce accurate and predictable measurements (Saunders and Lewis, 2018). To overcome data quality issues, semi-structured interviews that were carried out were not intended to be repeatable since they reflected reality at the time they were collected. That is, the perceptions of hairdressing salon owners towards entrepreneurship education and its effect on entrepreneurial success were subjective to change. According to Saunders, Lewis and Thornhill. (2016) attempting to ensure that qualitative research could be replicable by other researchers is not realistic and feasible without undermining the strength of the qualitative research study.

3.11.2 The forms of bias

The concern about reliability/dependability can also lead to three types of bias. First, interviewer bias where the interviewer 's words, voices, or non-verbal actions generate bias in the way interviewees react to the questions being asked. Second, interviewee / response bias where interviewee perceptions of the interviewer or perceived bias of the interviewer. Lastly, participation bias where the amount of time required for an interview may result in a reduction in willingness to take part (Saunders, Lewis and Thornhill, 2016). As recommended by the authors, for the researcher to prevent quality issues by overcoming interviewer, interviewee and participation bias, the researcher ensured careful preparation for the interviews, the construction of interview guide involved the following:

- The researcher increased her level of knowledge on the topic by reviewing previous literature and theories related to the topic to be able to make an initial analysis and draw on this during the interviewing process.
- The interview themes were derived from the literature and taking into consideration the objectives of the research study.
- The interview themes were used to develop the interview guide, which included questions and probes to obtain more significant explanations from the participants on the topic studied.

- The location chosen was appropriate and convenient for the researcher and participants, and the estimation of how long the interview will take was made beforehand.
- The researcher practiced how she will use her body language to show interest and that she is listening attentively.

3.11.3 Cultural reflexivity

The researcher was quite familiar with the participants' culture as she normally visits different salons regularly to have her hair grooming. This familiarity is one of the reasons she chose this industry to explore the concepts of entrepreneurship education and entrepreneurial success as she has been in contact and interacted regularly. The researcher had listened and participated in informal conversations with owners of informal hairdressing salons in Richards Bay, and she is also familiar with their working environment, thus establishing rapport during interviews did not pose any difficulty since the researcher's face was also familiar to most participants.

3.11.4 The generalisability/transferability

Kumar (2014) defines generalisability/transferability as the extent the results of qualitative research can be generalized or transferred to other contexts or settings. That is the parallel criterion to external validity. Because the study research was a qualitative research using semi-structured interviews, the researcher recognized that the study could not be used to make statistical generalizations about the entire informal hairdressing salon owners in Richards Bay, and also the data was from a small non-probability purposively selected individuals (Saunders, Lewis and Thornhill, 2016).

3.11.5 The validity/credibility

Validity/credibility is parallel to the criterion of internal validity where semi-structured and in-depth interviews can achieve a high level of validity/credibility when conducted carefully using clarifying questions, probing meanings, and exploring responses from a variety of angles (Saunders, Lewis and Thornhill, 2016). As recommended by the authors, the researcher initially, building trust and rapport with the participants was important. Then, the researcher collected sufficient data during interviews and also developed a thorough analysis that accounted for cases that were negative to other cases during analysis by refining the analysis in order to produce the best possible explanation of the phenomenon being studied for credibility. Finally, the researcher asked participants to check the collected data, data analysis,

and interpretations to ensure that the descriptions of the research participants' socially constructed realities matched what the participants projected.

3.12 The measurements

There are two concepts in the research process which relate to appropriateness and accuracy of research findings: Validity refers to the ability of an instrument to measure what is designed to measure, that is, the degree to which the researcher has measured what has set out to measure. And, reliability which refers to the consistency in findings when the instrument is used repeatedly (Kumar 2014). However, in qualitative studies to ensure standardization of research tools as well as processes is difficult because answers to research questions are explored through flexible and evolving methods and procedures, thus to judge the quality of inquiry alternative criteria can be used, namely; credibility, transferability, dependability, and confirmability (Kumar, 2014).

This research study intended to explore the diversity of perceptions towards entrepreneurship education among owners of informal hairdressing salons in Richards Bay and their perceptions towards the effect of entrepreneurship education on entrepreneurial success in this industry. The aim was to find out the perceptions using the interview guide to gain insight on the research topic rather than to measure and quantify. The logic used to construct the research instrument detailed in section 3.8 ensured that the research instrument collected data it was supposed to collect in order to meet the objectives of the research study.

3.13 Ethical considerations

Research participants need to be protected, and researchers need to build trust with them, promote integrity, and prevent misconduct. This section addresses the ethical guidelines used by the researcher to ensure that no damage has been done to the participants or the researcher. Creswell and Creswell (2018:88) noted that ethical problems need to be considered during the course of the study and systematically discussed at all levels of the analysis.

3.13.1 No deception

Once the participants were selected, the researcher told them of the reason, intent, and design of the study. During the interview phase, participants were reminded of the purpose of the research. The reason for the study was strictly academic. The intention of the research was not hidden in order to ensure that the participants were not deceived in any way. Through explicitly defining the true nature of the study, this allowed participants to know what would be expected of them; hence, they were able to give informed consent.

3.13.2 Voluntary participation

The researcher went to the town of Richards Bay and nearby areas to find possible participants. After identifying owners or managers of informal hair salon firms, the researcher confirmed to the participants that they were free to approve or refuse the invitation to participate. When an agreement to take part was reached, the letter of the gatekeeper was signed by each of them. Saunders, Lewis and Thornhill (2016:244) state that the freedom not to participate in a research project is unquestioned, and this right is accompanied by the right not to be harassed to participate.

3.13.3 Informed consent from the participants

It was recognized that the participants would not be in a position to completely grasp the essence of the research process and its consequences. The concept of informed consent requires ensuring that adequate knowledge is presented to those interested in the study, and they are given the opportunity to ask questions and the time to consider without any pressure or coercion to be fully informed, considered and freely offered the decision to choose whether or not take part in the research (Saunders, Lewis and Thornhill, 2016:251). Before the data were collected, a consent form was given to each owner or manager of the informal hair salon company, who met the requirements for research sampling before taking part in the interview. The consent form clearly lays out the goals of the research and how, as participants, it will help to provide the knowledge needed. In addition, the form explicitly indicated that if participants felt that they could no longer participate in the study, they would feel free to withdraw from the study. Information on the researcher, the institution of the study and the level of the study has been made known to the participants to provide a platform for a greater understanding of the research.

3.13.4 Anonymity and confidentiality

Once the participants signed informed consent form, they were entitled to confidentiality of the information. The study did not use the identities of the participants or any information which would make the participants identifiable to safeguard anonymity. The data was presented using the fake identity decided by the researcher for the salon owners who participated, instead of their actual names and addresses. In addition, tapes of interviews and transcripts were stored in a safe location, and the researcher and supervisor were the only ones with access to them.

3.14 Chapter summary

The purpose of chapter three was to describe the process that will be followed by the researcher to collect, organize and evaluate data in order to draw inferences about the perceptions of informal hairdressing salons owners have toward entrepreneurship education and entrepreneurial success. The Chapter began by outlining the aim of the study with specific research objectives. An overview of the research process to be followed was discussed and illustrated in a table format. The study followed an interpretivism paradigm, which was discussed in detail, and the reason for choosing this paradigm was explained. Qualitative research design discussion followed as this was the research design the study employed and the reason for selecting this research design. A detailed strategy of inquiry that allows the researcher to answer the research questions and meet the research objective was discussed. Following this was the discussion of the study site, the role of the researcher as the primary data collection instrument, target population, sample size, and sampling strategies, as well as outlining the strength and weaknesses of the chosen sampling strategy. Chapter three continued to describe how the instrument for collecting data was constructed, data collection methods employed, and how data quality control was also ensured data analysis process was discussed in detail. The Chapter concluded by discussing ethical consideration measures taken and with the summary of Chapter three.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

Chapter four, reports on the research findings based on thematic analysis with the aid of computer-assisted data analysis software Nvivo 12, and provide a discussion on the research findings of this study. The thematic analysis identifies patterns, categories, and recurring themes from collected data. The essential purpose of this approach is to search for themes or patterns that occur across a data set of a series of interviews (Saunders, Lewis and Thornhill, 2016). The chapter begins with a summary of the participants' demographic profile. After this, an outline of the study objectives, research interview guide questions, and themes that emerged from data analysis is tabulated in Table 4.2. The next section discusses the themes that emerged from this study research, supported by extensive verbatim quotes. The views of participants are confirmed or contrasted with the existing literature, and a critical interpretation discussion follows at the end of each theme. Lastly, the chapter concludes with a summary of the results.

This study research adopted the qualitative methodology in an attempt to address the main research objective: *“to explore the perceptions of informal hairdressing salons owners toward entrepreneurship education, and management skills necessary for business success.”* The researcher adopted the Lussier model to identify determinants of success or failure of informal hairdressing salons in the Richards Bay area.

4.2 Profile of participants

This section describes the demographic details of participants, as presented in Table 4.1. A fiction name was used for each participant to ensure anonymity. Twelve owners that run informal hairdressing salons were interviewed. These participants ranged between the ages of 25 and 44 years; only three of the twelve were males. All participants were African and had hairdressing industry experience between three to twelve years. Five of the participants had a tertiary education level, and seven had secondary school education level. One participant had a tertiary cosmetic-related qualification.

Table 4.1: Profile of participants

Fictitious Name	Gender	Age	Hairdressing Industry Experience	Education Level
Participant 1	Female	33	5 years	Secondary School level
Participant 2	Female	28	3 years	Secondary School level
Participant 3	Female	39	7 years	Secondary School level
Participant 4	Female	25	4 years	Tertiary Level
Participant 5	Female	39	12 years	Tertiary Level
Participant 6	Female	28	10 years	Secondary School level
Participant 7	Male	44	6 years	Secondary School level
Participant 8	Female	38	7 years	Secondary School level
Participant 9	Female	38	10 years	Tertiary Level
Participant 10	Female	44	11 years	Tertiary Level
Participant 11	Male	35	5 years	Tertiary Level
Participant 12	Male	46	12 years	Secondary School level

4.3 Report on data analysis and research findings

A total of ten (10) interview questions emerged from the research objectives, as indicated in Table 4.2.

Table 4.2: Framework of data analysis

Research Objectives	Interview questions
To explore perceptions of hairdressing salon owners in the informal sector on the effect of entrepreneurship education in Business success	<ul style="list-style-type: none">• Understanding of entrepreneurship education.• Previous entrepreneurship education.• Perceptions toward entrepreneurship education.• Hairdressing industry experience.
To investigate perceptions of hairdressing salon owners in the informal sector on entrepreneurial skills necessary for business success	<ul style="list-style-type: none">• Success factors in the hairdressing salons.• Entrepreneurial skills necessary for the hairdressing salon.• Innovative ways to improve success.
To determine perceptions of hairdressing salon owners in the informal sector on management skills significant for business success	<ul style="list-style-type: none">• Current entrepreneurial success.• Management skills necessary for the hairdressing salon.• Support necessary in the informal hairdressing salon industry.

The next section unpacks the themes that arose from this study in conjunction with a critical interpretation of the results.

Objective 1: To explore perceptions of hairdressing salon owners in the informal sector on the effect of entrepreneurship education in business success.

Table 4.3: Overview of data analysis steps of objective one

Research objectives	Interview questions	Response / themes
To explore perceptions of hairdressing salon owners in the informal sector on the effect of entrepreneurship education in business success	Understanding of entrepreneurship education	<ul style="list-style-type: none"> • Acquiring business knowledge • Making and managing finances • Growing a business • Running a business and be able to meet the challenges
	Previous entrepreneurship education	<ul style="list-style-type: none"> • Never had entrepreneurship education. • I am putting up some business ideas to sustain the business. • Have a basic and general knowledge of the business. • Yes, I had a training course on hair cosmetics.
	Perceptions toward entrepreneurship education	<ul style="list-style-type: none"> • Managing finances better. • Customer care relations. • Plays a huge role in sustaining business ventures. • It makes me knowledgeable about running the business successfully. • Involves sharing business knowledge with others.
	Hairdressing industry experience	<ul style="list-style-type: none"> • 3 – 5 years (3) • 5 – 10 years (6) • Over ten years (3)

4.3.1 Understanding of entrepreneurship education.

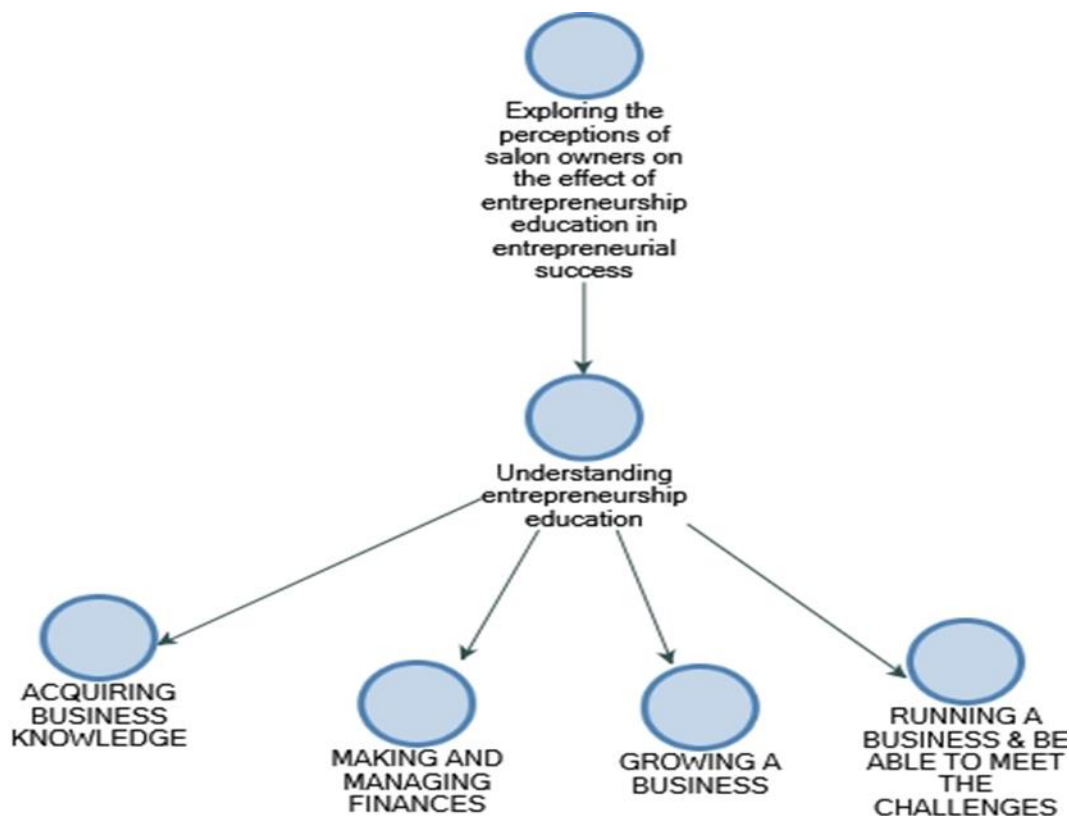


Figure 4.1 Graphical diagram illustrating of general perceptions of salon owners in their understanding of the concept of entrepreneurship education.

In this interview question, it emerged that six participants showed a basic understanding of what entrepreneurship education is and what it involves. Although the comprehension of the concept was different from each participant. Six out of 12 participants, expressed statements that showed they understood the concept of entrepreneurship education, comments such:

“I think it is about learning about the business so that you can find knowledge on how to manage the business, and how to manage money” (Participant 1)

“Is that it is about how you make money and how do you save it. And also, what can I do to grow the business that I have started at that time” (Participant 2)

“It is about how you handle your finances and how to start a business, running a business and be able to meet challenges that come with it” (Participant 5)

“How to manage people and how to handle your finances” (Participant 4)

The following themes emerged from data analysis on understanding entrepreneurship education:

Acquiring business knowledge

Business knowledge is imperative for businesses to be successful. All participants alluded that business knowledge may translate to success in business.

Making and managing finances

Entrepreneurship knowledge surely helps entrepreneurs to refine their money-making skills as well as how to manage finances better.

Growing a business

Entrepreneur knowledge allows entrepreneurs to think critically and look for business ideas to grow and build.

Running a business and be able to meet the challenges

This implies entrepreneurs engages in companies to meet their immediate problems in their environment and also to be able to meet their challenges

The implications for the study

An understanding of the entrepreneurship education concept by all participants was necessary for this research study, as it was the central concept to be explored. The researcher had to ensure that all participants had clear understanding by explaining in simple terms the meaning of the concept before continuing with the interviews. This understanding was to provide meaningful discussion on the perceptions that the owners of informal hairdressing salons have toward entrepreneurship education. After the explanation of the concept, all participants exhibited a positive attitude toward a further discussion on entrepreneurship education. Understanding entrepreneurship education and acquiring business knowledge will most likely translate to business success. However, does not imply that without business knowledge, a business may not be successful. It just means entrepreneurship or business knowledge, and they have a high tendency to be successful.

Discussion of results with the literature

Some of the participants' perceptions of entrepreneurship education showed some understanding of the concept. It was defined as the process of acquiring business knowledge, making and managing finances, growing a business, and running a company to be able to meet the challenges. Although comprehension was different for each participant; however, it was

consistent with the definition provided by Amadi-Echendu, Phillips. Chodokufa and Visser (2016) where they define entrepreneurship education as the development of behaviours, skills, and attributes applied individually and collectively to help individuals and businesses to create, cope with changes and innovation in the business environment. Entrepreneurship education has been reported to have an essential role in developing entrepreneurs because of the knowledge and skills acquisition (Nian, Bakar and Islam, 2014). Thus understanding the meaning and value of entrepreneurship education is one of the variables that can be used to forecast the success or failure of the owner of informal hairdressing salons in his/her business endeavour. Other participants lack understanding of the concept, however, the researcher explained the concept and insight were developed. The deficiency of this perspective was aligned with the findings of Charman (2016) that businesses in the informal sector are owned by entrepreneurs who have limited education, and this limitation has an impact on the meaningful contribution to the economy.

4.3.2 Previous entrepreneurship education

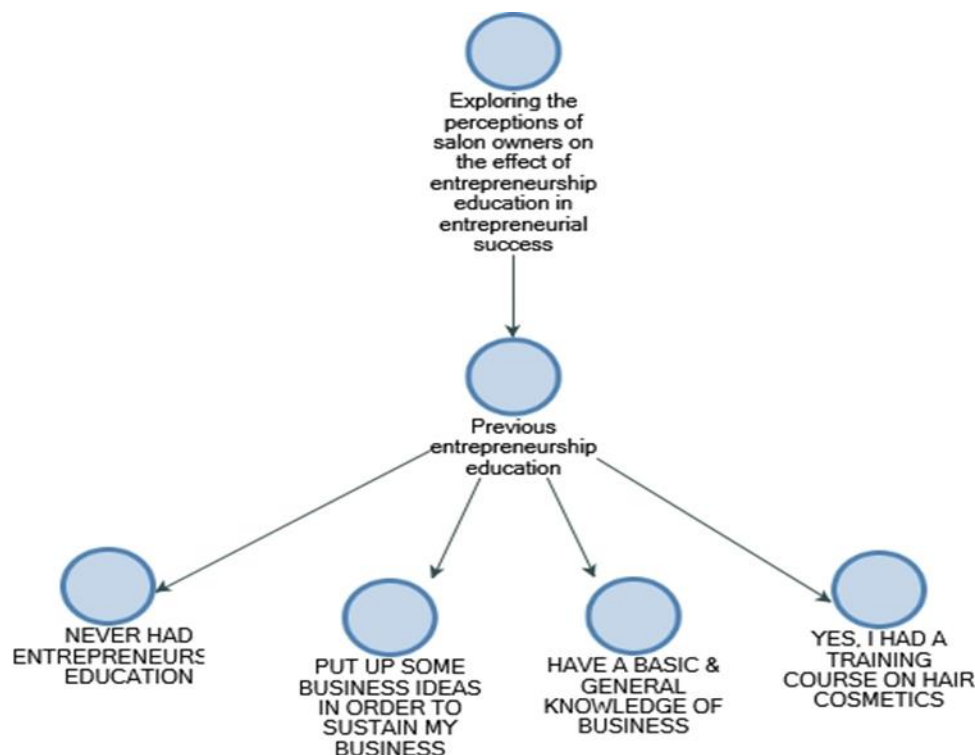


Figure.4.2 Graphical diagram of participants' previous entrepreneurship education

The responses showed that ten of the participants never had any previous formal entrepreneurship education except one who mentioned that she did commercial subjects at the high school level, and one participant had formal tertiary training on hair cosmetics. The following extracts can confirm this from the transcription:

"No, I have never been involved or studied entrepreneurship education before." (Participant 1)

"No I have never been involved, but I can put together different ideas to determine what is it that I need to continue with the business" (Participant 2)

"No there is no reason, it's just that I am busy there is no time for studying" (Participant 4)

"Yes, for a short time... I did commercial subjects, so I do have a little bit of clue of what entrepreneurship education is about" (Participant 5)

"No...due to the fact that I don't have money" (Participant 6)

"No, I've never studied but what I am currently doing is something that I started while I was still at school" (Participant 7)

"Yes, I have done a cosmetics course in Zimbabwe" (Participant 9)

The following themes were generated from the above responses:

Never had entrepreneurship education

Even though entrepreneurship education is widely popular and essential, some may not have had the opportunity to be so educated.

Putting up some business ideas to sustain their business

Businesses are built to continue to support themselves and make a profit continuously.

General and basic knowledge of business

Having the necessary general knowledge business may be helpful, as it will help a business idea develop and in another instance, it may be disastrous, because it may give a false impression of sufficient knowledge of the business.

Implications for the study

The above themes also strengthen the importance of business knowledge and constant update of acquired knowledge in order to keep up with the frequently evolving business world. This point calls for regular updating of business knowledge by entrepreneurs.

Ascertaining any previous involvement with entrepreneurship education shed light that most participants have never been exposed to formal entrepreneurship education and training. The lack of entrepreneurship education involvement showed that salon owners are using general

knowledge to run their businesses, and no formal business systems are in place to ensure the efficient running of the salon.

Discussion of results with literature

Although nine of the participants have been in the hairdressing salon industry for more than five years, they have neglected the management and entrepreneurial side of the business, the emphasis is on technical skills of hairdressing. The said conclusion is consistent with the literature on the hairdressing industry in South Africa, where it has been reported that management qualifications are lacking among salon owners and managers because they put more effort into technical skills to make the business succeed (Gobile, 2015).

According to Oluchi and Ahmed (2017), entrepreneurs who have acquired entrepreneurship knowledge and skills have an incredible advantage in increasing their chances of success as an entrepreneur. The lack of engagement in entrepreneurship education on the owners of informal hairdressing salons in Richards Bay may influence sustenance of entrepreneurial undertakings to the economic growth of the industry even though in isolation education cannot thoroughly prepare entrepreneurs to be successful business owners, but it has a potential to increase entrepreneurs' chances of success in a business (Gwija, Erasia-Eke and Iwu, 2014). According to Lussier model (1995), people without any college education who start a company have a higher chance of failing than people with one or two years of a college education. Mostly, literature has maintained that those individuals that have obtained better formal entrepreneurial education in early secondary school education, gain comprehensive knowledge and advanced competencies that enable personal development in specific professional careers. And this assist individual to start entrepreneurial activities more practically (Jiménez, Palmero-Cámarab, González-Santos, González-Bernal and Jiménez-Eguizábal, 2015).

4.3.3 Perceptions toward entrepreneurship education

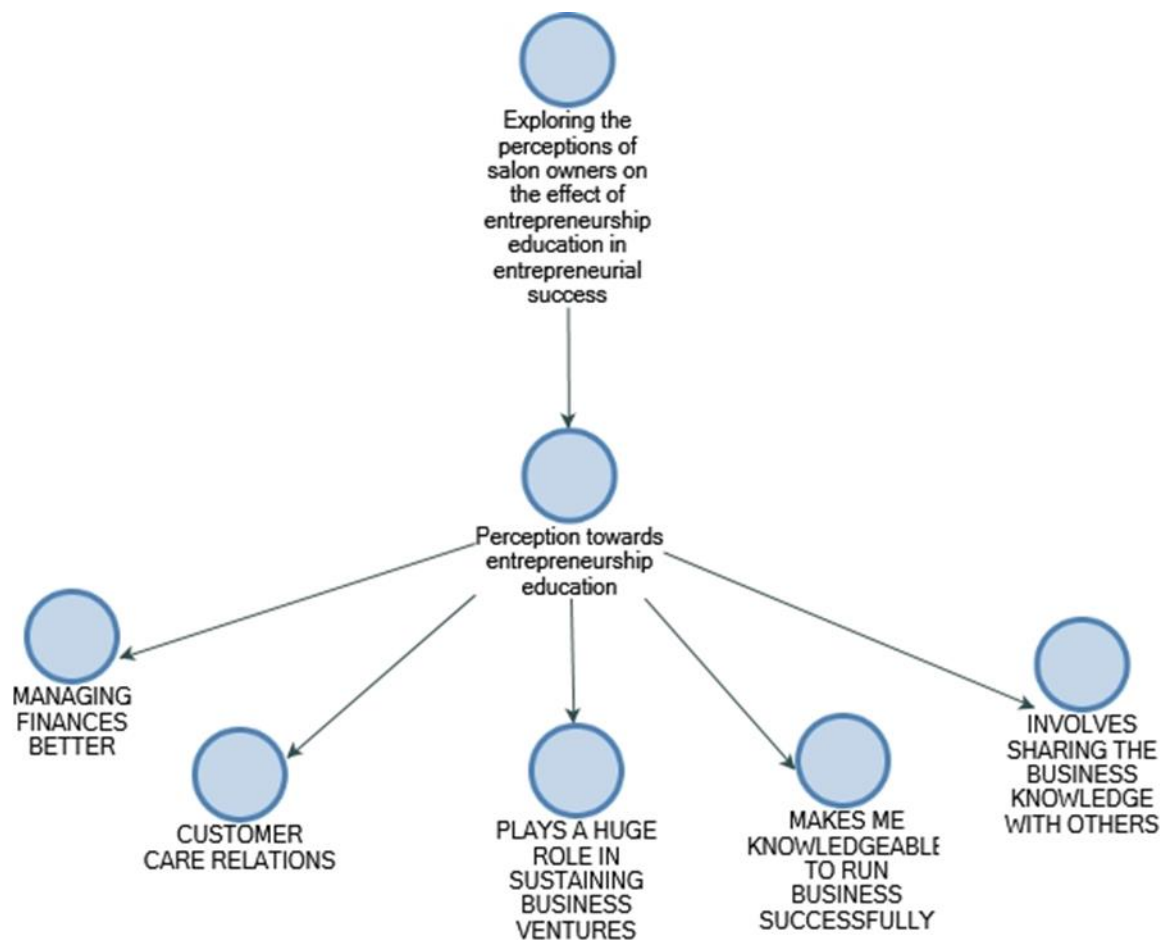


Figure 4.3 Graphical diagram illustrating the perceptions of participants on entrepreneurship education.

All twelve participants interviewed had a positive attitude toward the role of entrepreneurship education on their entrepreneurial success. They expressed that given a chance to be involved in entrepreneurship education will be of great value in how they run their businesses, manage staff, and be guided on how to reach their business targets. They also expressed that entrepreneurship education will also offer personal growth and knowledge of how to expand their business. The importance of entrepreneurship education was well emphasized in developing the skills necessary to run the salons successfully. Below are some extracts from the participants:

"I do need to learn about how to run a business, and I think If I could know more about it, there could be a lot of changes that can happen" (Participant 1)

"I think it can play a huge role, because most people who are in businesses, they don't have ideas of what is going on" (Participant 2)

"I think this can allow successful progression... to learn about how to run a business I can appreciate because I will know that I am also making myself to be successful" (Participant 3)

"I will gain knowledge on how to manage people... I will also learn how to gain profit and how to see a loss in the business" (Participant 4)

"I think it can assist me in growing my business because some of the other things I have noticed that I lack knowledge" (Participant 5)

"After completion, I can teach other people so that they get knowledge" (Participant 6)

"Can play a huge role in my business because I can learn different ways of how to expand my business and make a profit" (Participant 7)

"I think knowing how to run a business is very helpful because you understand more things that you were not aware of" (Participant 9)

The following themes emerged on the role of entrepreneurship education in business:

Managing finances better

Managing finances better is one of the public's primary perception of entrepreneurship; participants believe they will automatically acquire financial skills better, that may translate to better business management.

Customer care relations

Managing customers is another critical perception that is important in acquiring business knowledge. This knowledge is essential as it may help sustain the business.

Plays a huge role in supporting business ventures

All participants all alluded that entrepreneurship knowledge will most likely influence business sustenance in the long-run.

Makes me knowledgeable about running the business successfully

Almost all the participants confirmed and believed that entrepreneurship education would make them more knowledgeable with skills in running a business successfully.

Involves sharing business knowledge with others

There is a wide belief that successful entrepreneurs teach the new ones on how to go about to become successful in their businesses. This belief is shared for the new entrepreneurs to know how to navigate the challenges going forward.

The implications for the study

Participants' perceptions of how entrepreneurship education can have a positive role in entrepreneurial success indicated the perceived value of entrepreneurship education in running businesses successfully.

If participants have all of the above perceptions about entrepreneurship education, then there is the likelihood that it may translate to improve enrolment into entrepreneur studies, which may also improve entrepreneurship success in their various businesses.

Discussion of the findings with the literature

Twelve participants that were interviewed perceived entrepreneurship education as a tool that can assist them in various ways. For example, to manage finances better, maintain customer care relations, can play a huge role in ensuring that they sustain business ventures, and can make them knowledgeable about running the business successfully and being able to share the business knowledge with others. These gave the perceptions of how entrepreneurs in the informal hairdressing industry perceive the role of entrepreneurship education for their entrepreneurial success. Gaining this perspective from the entrepreneurs in the informal hairdressing salon raised a question that what is holding them to engage in entrepreneurship education if they perceive that it can help run their salons successfully. Two participants gave the response of time and financial constraints that are preventing them from persuading entrepreneurship education.

"My main focus is on working with clients most of the time because I am running the business, but at the same time, I'm also an employee. I'm working as one of the hairdressers in the salon full time. So my focus is on working with clients, so I don't have time to look at other things" (Participant 1)

"No there is no reason, it's just that I am busy there is no time for studying also I don't have money" (Participant 4)

These participants' responses are consistent with the findings of the study conducted by Iwu, Gwija and Tengeh (2016), which indicated that current entrepreneurship education is aligned

to the process that involves acquiring knowledge, attitudes and values from public or private schooling environment. This kind of acquiring business knowledge may not be suitable for entrepreneurs in the informal sector. Other participants could not give any reasons why they have not taken any effort to seek entrepreneurship education.

4.3.4 Hairdressing industry experience

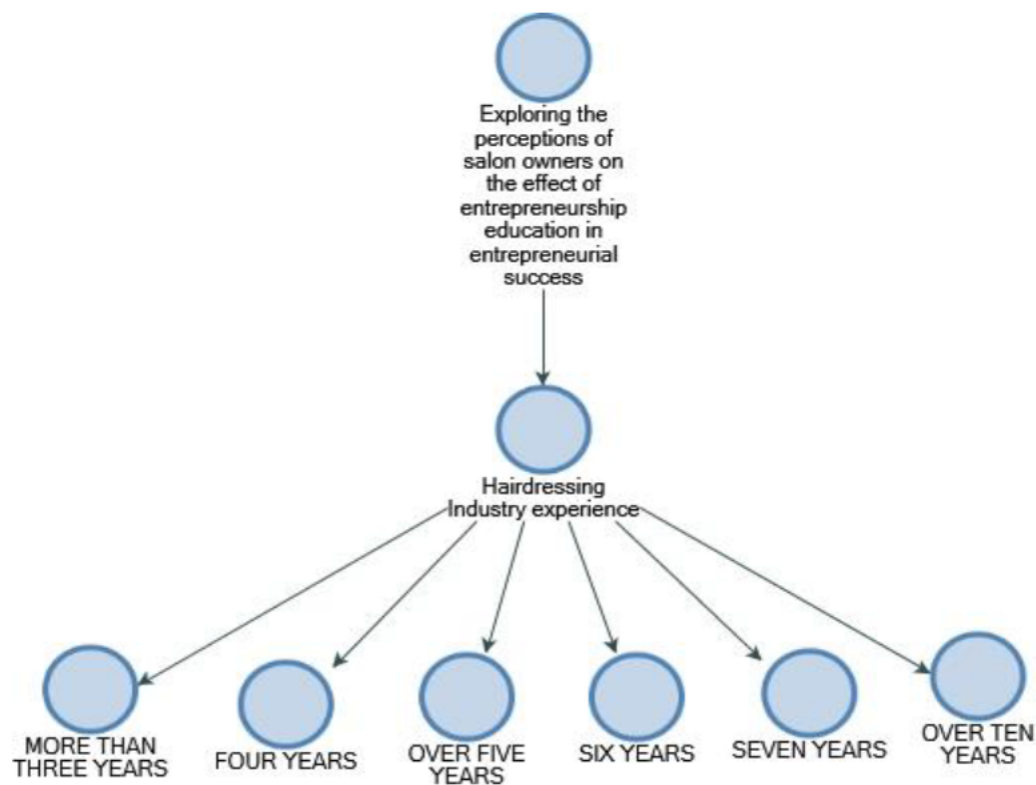


Figure 4.4 Graphical diagram illustrating years of hairdressing industry experience.

This theme shows the number of years each participant had spent or presently spending as a hairdressing salon owner. The years range from 3 years to 12 years.

Table 4.4: Hairdressing salon industry experience

Years of hairdressing salon experience	No. of participants
3 – 5 years	3
5 – 10 years	6
Over ten years	3

The number of years in the hairdressing industry indicated how much experience the owners of salons have in this industry. More than half (6) out of 12 participants interviewed had over

five years of experience in the industry. The participants had sound knowledge of the industry, thereby made a significant contribution to this study.

The implication for the study

The years of experience of hairdressing salon owners have may also influence their successes. Their experiences, whether it was challenging or not, may determine the capacity and strength of the business.

Discussion of findings with the literature

All participants in this research study had an experience of more than three years, and this was one of the conditions for the selection of participants. The years of experience ranges between 3 years to 12 years. One participant indicated that she worked in the hairdressing salon industry and left to pursue other studies, but due to challenges that she faced, she came back to the industry.

"I can't say exactly how many years because I started in 2007, but then I left when I was attending at Majuba College. And I went back because life needed to continue and I needed my things to progress as well" (Participant 5)

This finding was consistent with the report by DHTE (2018), which stated that many individuals in the informal hairdressing industry end up doing hairdressing not intentionally but because most have tried something else which did not succeed.

Another participant has been in this industry since high school age. Still, due to difficulties, the industry is currently experiencing low growth, he is looking for any work that he can get.

"What I am currently doing is something that I started while I was still at school. I started doing haircuts in my neighbourhood then I moved to town until I was able to buy my own business, but if there can be an opportunity to pursue other job opportunities I can grab that opportunity" (Participant 7)

These findings indicate that owners of informal hairdressing salons have accumulated years of experience in the hairdressing salon industry, but somehow they have been operating their businesses informally. This can have many adverse consequences for workers, businesses, and society in terms of sustainable development (ILO, 2018). According to the Lussier model (1995), the business managed by people without prior industry experience has a higher chance of failure than firms managed by people with previous industry experience.

Objective 2: To investigate perceptions of hairdressing salon owners in the informal sector on business success.

Table 4.5: Overview of data analysis steps of objective two.

Research objectives	Interview questions	Responses
To investigate perceptions of hairdressing salon owners in the informal sector on entrepreneurial skills necessary for entrepreneurial success	Success factors in the hairdressing salons	<ul style="list-style-type: none"> • Hard work and commitment to proper work ethics • Search for more knowledge • Keep updated with the latest industry trends • Offering excellent service always • Focus on business and savings culture of the entrepreneur • Having all the equipment and products needed • The excellent working relationship between staff and owner • Business mentors are needed • Having a big salon, and also with lifestyle changes.
	Entrepreneurial skills necessary in the hairdressing salon	<ul style="list-style-type: none"> • Good-customer relations is key • Enjoying and have passion for the business • Honouring client's appointments • Frequent communication with clients • Having mentors and mentoring new entrepreneurs • Hair relaxing, facial makeups and nail skills

		<ul style="list-style-type: none"> • Good employee management • Financial management skills and • Selling complementary products like hair extensions.
	Innovative ways to improve the success	<ul style="list-style-type: none"> • Handling and discipline me in terms of finances very well • Business training workshops • Networking with other business contacts • Holding regular team-building sessions with staff • Employing different marketing methods or strategies to my advantages and giving discounts and exclusive advertising, and • Communicating on social media

4.3.5 Entrepreneurial skills necessary in the hairdressing salon

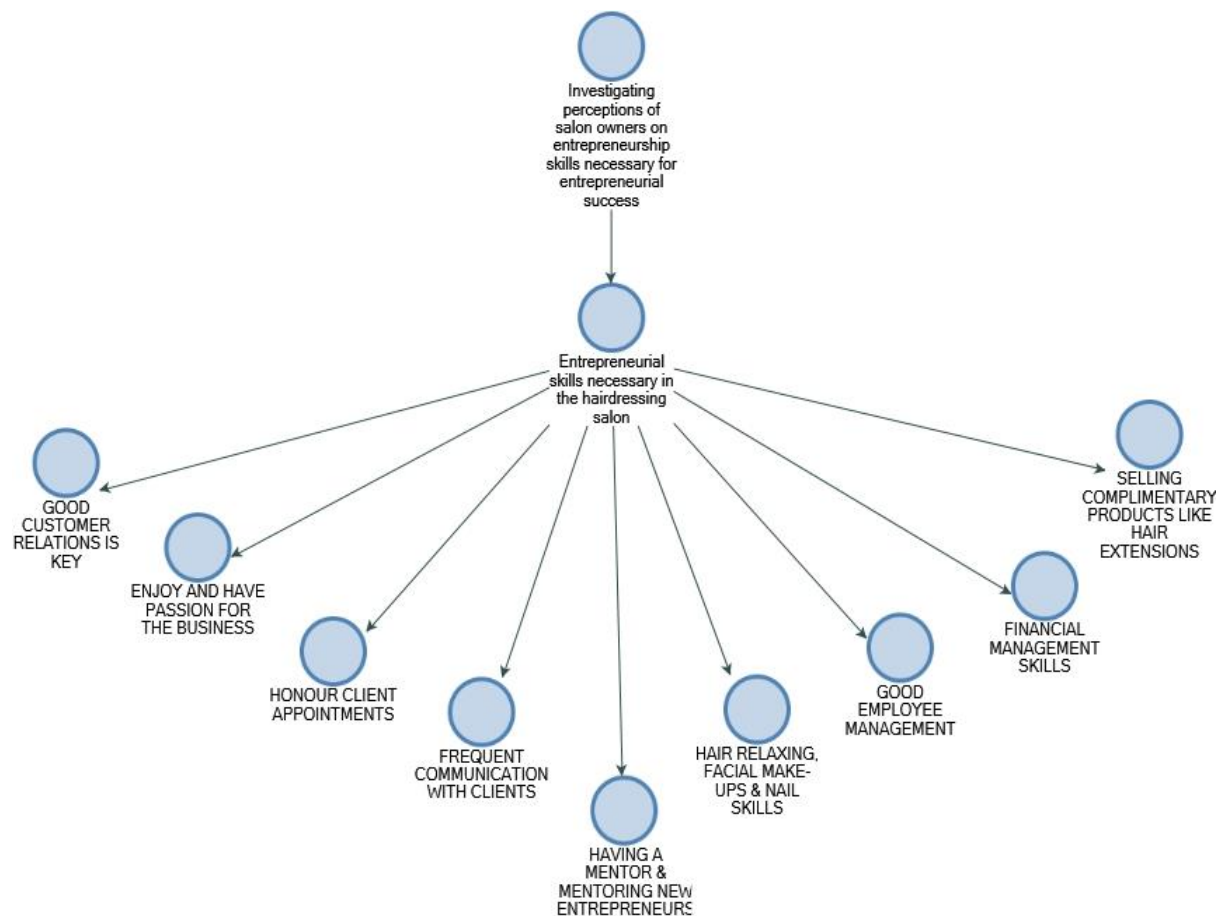


Figure 4.5 Graphical diagram illustrating necessary entrepreneurial skills for a hairdressing salon

In this theme, it became evident that the entrepreneurial skills needed in the hairdressing industry are diverse; participants mentioned technical expertise, administrative skills, interpersonal skills, and business management skills. Below are direct quotes from participants:

"What I think is important is that you must be able to talk to your clients and love them because that ensures that you have work and you have clients...you must always respect that the client is always right" (Participant 1)

"The skill that is needed is to be realistic about your situation...you must be able to communicate with the client and be able to handle people very well...you must also keep an eye on your environment where you are in terms of cleanliness and convenience to clients" (Participant 2)

"Need to be able to braid hair, to do facial makeup and nails" (Participant 3)

"Know how to treat people, especially your staff... know how to use your money"
(Participant 4)

"Passionate about what you are doing, you must be a person who learns fast...also, you must be able to communicate with different people" (Participant 5)

"To sell complementary products, hair extensions just to add what you are offering and getting from the client" (Participant 9)

"Being able to look for people who can grow you personally... who have been in the hairdressing industry for long and who knows how you deal with challenges"
(Participant 10)

The following entrepreneurial skills emerged from participants' direct responses above, which was considered necessary in the hairdressing salon; the capabilities include:

- Good-customer relations is key
- Enjoying and have passion for the business
- Honouring client's appointments
- Frequent communication with clients
- Having mentors and mentoring new entrepreneurs
- Hair relaxing, facial makeups and nail skills
- Good employee management
- Financial management skills and
- Selling complementary products like hair extensions

The diversity of entrepreneurial skills indicated many roles that owners of salons are expected to have to sustain the growth of the business. Most participants were quite aware that they require not only technical skills to be successful in the hairdressing industry. The following hairdressing skills have been identified by participants and maybe catalysts for success. They include: *'excellent customer service relations, passion, professionalism, communication skill, mentorship, hair technical skills, financial management skills, employee management skills, and selling complementary products.'* All of these skills were gotten from the participants' day-to-day experiences.

The implications for the study

Having the above listed technical and soft skills, it will impact positively on the patronage and sales of the hairdressing business industry. This may as well sustain the business very well in the long-run.

Discussion of results with the literature

Participants were not able to distinguish between entrepreneurship skills, management skills, technical skills, personal skills, and interpersonal skills necessary to improve entrepreneurial success in the hairdressing industry. According to (Mamabolo, Kerrin and Keke, 2017), entrepreneurial skills are capabilities required to evolve new products and services and to create solutions to emerging needs in the marketplace. They involve the ability to develop business concepts and a business plan, environmental scanning, opportunity recognition, advisory board and networking, innovation, new resource skills, calculated risk or risk propensity, change orientation, visionary leadership, internal control, creativity, and persistence.

These perceptions suggested that entrepreneurs in the informal hairdressing salons had practical orientation on the necessary skills to be successful in the business. This was aligned to the study by Gwija, Eresia-Eke, and Iwu (2014), which stated that entrepreneurs in the hairdressing industry considered entrepreneurial skills as the essential competencies and a requisite for the success of any entrepreneurial venture. However, many institutions that offer entrepreneurship education focus mainly on the theoretical side and fail to introduce practical entrepreneurship experience (Iwu, Gwija and Tengeh, 2016). However, human capital theory (Becker, 1964) suggests that investing in entrepreneurship education can result in skill development, and old ones can be perfected through training or performing tasks.

4.3.6 Success factors in the hairdressing salons

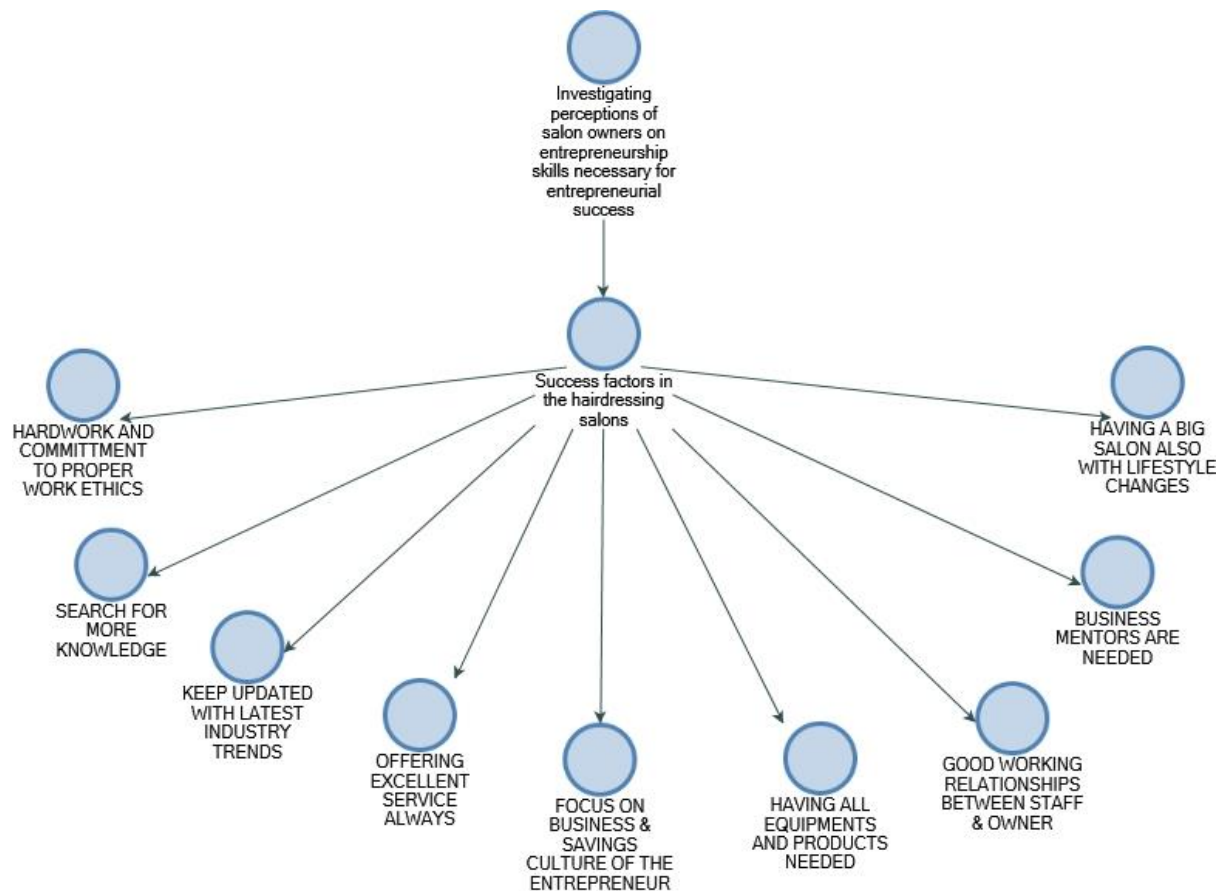


Figure 4.6 Graphical diagram illustrating participants success factors for their hairdressing salon

There was a recognition that participants had various views on the success factors necessary in the hairdressing industry. The success factors highlighted were beyond economic returns; they included both financial as well as non-financial measures. The participants highlighted the following factors.

Below are quoted responses from participants in the study:

"Successful people are very committed, and they work very hard. They seek knowledge, and most of them learn a lot" (Participant 1)

"Also look at his/her lifestyle how it has changed because of saving money" (Participant 2)

"I see as success in the business is when I have everything that I need, or I wish to have. Or if I can be able to invest money" (Participant 3)

"I look at is the relationship between owner and staff, when they work together in harmony and when they respect each other" (Participant 4)

"Person who has succeeded in the business is helpful to other people" (Participant 5)

"A person who has succeeded in business looks back to identify factors that have led to his/her success. It can be the behaviour, or the neatness of the working environment" (Participant 6)

"You need to offer excellent service in a way that if a client comes to you for your service, you can offer good service" (Participant 7)

"Success can be seen when your lifestyle changes when you can buy a car and a house for yourself" (Participant 8)

"Person who owns a big salon, I will normally look as being successful" (Participant 9)

"Keeping with the latest trends in the salon can ensure that I am successful because I will always attract clients with new things" (Participant 10)

"When my salon has all the necessary equipment and products, then I will say I have succeeded" (Participant 11)

The above quotes generated these summarized themes below for better comprehension.

- Hard work and commitment to proper work ethics
- Search for more knowledge
- Keep updated with the latest industry trends
- Offering excellent service always
- Focus on business and savings culture of the entrepreneur
- Having all the equipment and products needed
- Good working relationship between staff and owner
- Business mentors are needed
- Having a big salon, and also with lifestyle changes.

Participants were able to identify entrepreneurial skills that they felt might be able to have a positive impact on their hairdressing salon businesses. And these were identified as being able to display improved work ethics and entrepreneurial technical know-how. Entrepreneurs in this industry are expected to offer good customer services, have financial management skills, be involve in mentorship relationships and maintain a satisfied workforce. If these elements are adopted, their success rate might increase rapidly.

The implication for the study

The subjective evaluation of success by the participants was necessary to ascertain the viewpoints they hold about entrepreneurial success. These individual indicators were to assist in understanding how participants measure their current entrepreneurial success in the hairdressing salon industry.

If the above factors are combined and dutifully implemented by the entrepreneurs in the salon business at Richard's bay, then there is all probability that their business will be successful.

Discussion of result with the literature

All participants who participated in this research study had different views concerning success factors that are required in hairdressing salons. According to Wach, Stephan and Gorgievski (2015), entrepreneurs have multi-facet views in conceptualizing entrepreneurial success. The study finding was aligned with the work of Meyer, Meyer and Molefe (2016) which found that entrepreneurs believe that a successful entrepreneur should have the right integrity, be humble, be willing to learn something new, and have good work ethics. This finding was inconsistent with literature grounded in rational economic theory that defines entrepreneurial success predominantly in financial terms (Wach, Stephan and Gorgievski, 2016). However, it was aligned with the argument that an entrepreneur's subjective evaluation of progress includes issues other than objective economic success indicators and should be understood through the context in which it is found (Fisher, Maritz and Lobo, 2014).

4.3.7 Innovative ways to improve business success

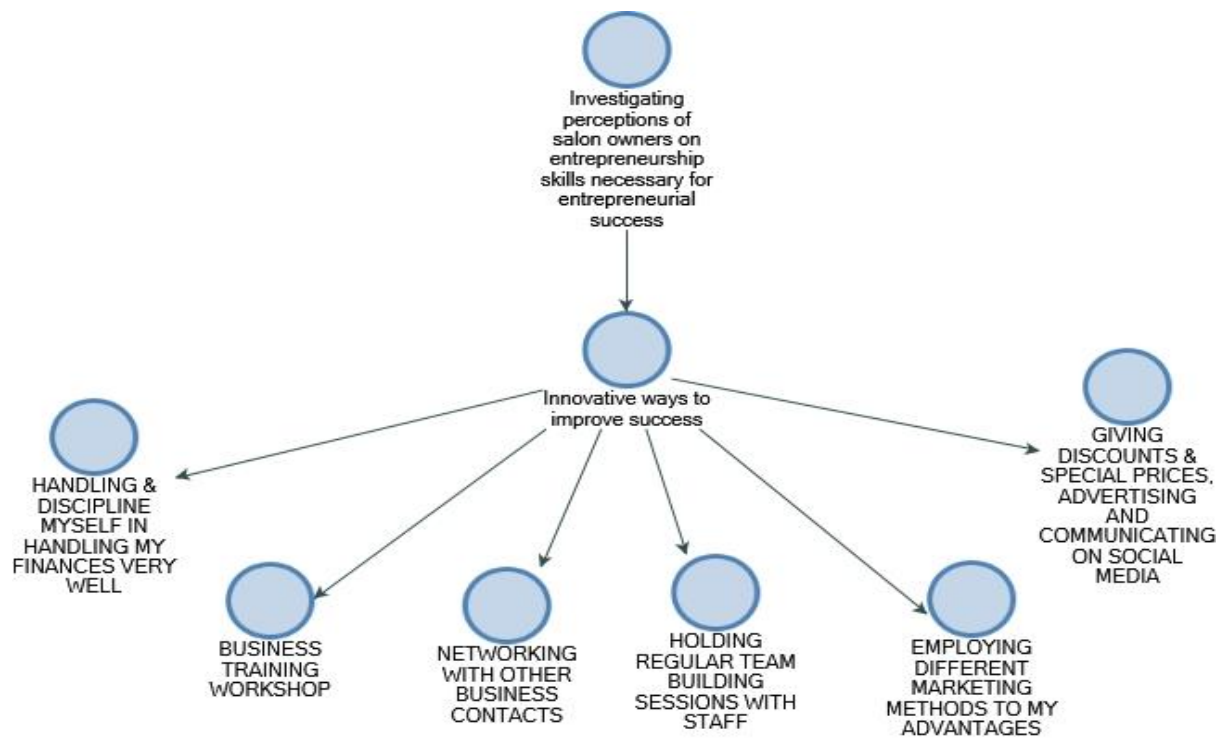


Figure. 4.7 Graphical diagrams illustrating various innovative ways success can be improved in the hairdressing salon industry

Some participants were able to give responses to this question, while others could not think of any new approaches that can assist in ensuring entrepreneurial success in their business. Below are the extracts of the direct quotes from participants:

"Learn how to save money because, in this kind of business, we work now, and we get cash now. So if I can learn and be disciplined to save and get a salary at the end of the month just like anybody else" (Participant 1)

"Workshops can assist us since they are of shorter duration like one to two weeks... to know about how to run our businesses, how to use our equipment and products in an effective way" (Participant 2)

"Networking with other business people, because... will allow me to increase my knowledge on how to run the business" (Participant 3)

"Also, to have team building sessions together as if you are the family" (Participant 5)

"Give discount prices for my services. I also advertise on WhatsApp. I create a group on WhatsApp and inform my clients about special prices" (Participant 9)

"using different ways of marketing my business can help me a lot because more clients will get to know about my business" (Participant 8)

The direct quotes helped to generate the following themes below:

- Handling and discipline me in terms of finances very well
- Business training workshops
- Networking with other business contacts
- Holding regular team-building sessions with staff
- Employing different marketing methods or strategies to my advantages and giving discounts and exclusive advertising, and
- Communicating on social media

Innovation orientation was lacking on some participants, which is an essential attribute for entrepreneurs who are in a competitive business environment. While others were seeking innovative ways of managerial skills such as handling finances, training, ability to manage personnel, and attracting more clients to the salon.

The implication for the study

All the above listed innovative ways are available for entrepreneurs to take advantage of to grow and expand their hairdressing business. These creative ways will be beneficial for entrepreneurs in other ways. First, by increasing and improving their services and profitability and as well moving the business into the formal jobs sector from the informal job sector.

Discussion of results with the literature

Six participants gave innovative ways that they view will help ensure success in the hairdressing industry. Which included marketing the salon, networking with other business owners to broaden knowledge, attending workshops, training on financial management and safe use of products and equipment, practicing hygiene, team building sessions, and the use of social media to connect with clients. These were ideas that seem to be aiming at being cost-effective, practical, and aimed at showing results. Innovation is defined as the practical

implementation of the idea concept to ensure that the set aims on a commercial, profitable basis are met in line with specific opportunities in the market environment. Thus, being innovative is one of the entrepreneurial skills which differentiate the entrepreneur from the small business person or manager. Participants had definite views on the effectiveness of entrepreneurship education with regards to the development of innovative capabilities, which can lead to their entrepreneurial success.

Objective 3: To determine perceptions of hairdressing salon owners in the informal sector on management skills significant for business success.

Table 4.6: Overview of data analysis steps of objective three.

Research objectives	Interview questions	Responses/ themes
To determine perceptions of hairdressing salon owners in the informal sector on management skills significant for entrepreneurial success	Current entrepreneurial success	<ul style="list-style-type: none"> • Intend growing the business • Curious in seeking for knowledge • Expanding my network contacts • Not yet achieved my target, so I have not yet succeeded • Improved staff management and • Slowed growth due to many competitors
	Management skills necessary in the hairdressing salon	<ul style="list-style-type: none"> • Excellent customer relationship with clients • Attention to details of the business • Strong technical know-how of the job • Excellent team and work management of staff • Business mentoring is also needed, and • Offering promotions and bonanzas to clients for increased patronage
	Support necessary in the informal hairdressing salon industry	<ul style="list-style-type: none"> • Business management training is needed • Business registration support • Sought for grants to support to expand and grow my business • Government support • Friends and family support morally, financially and otherwise

4.3.8 Management skills necessary in the hairdressing salon

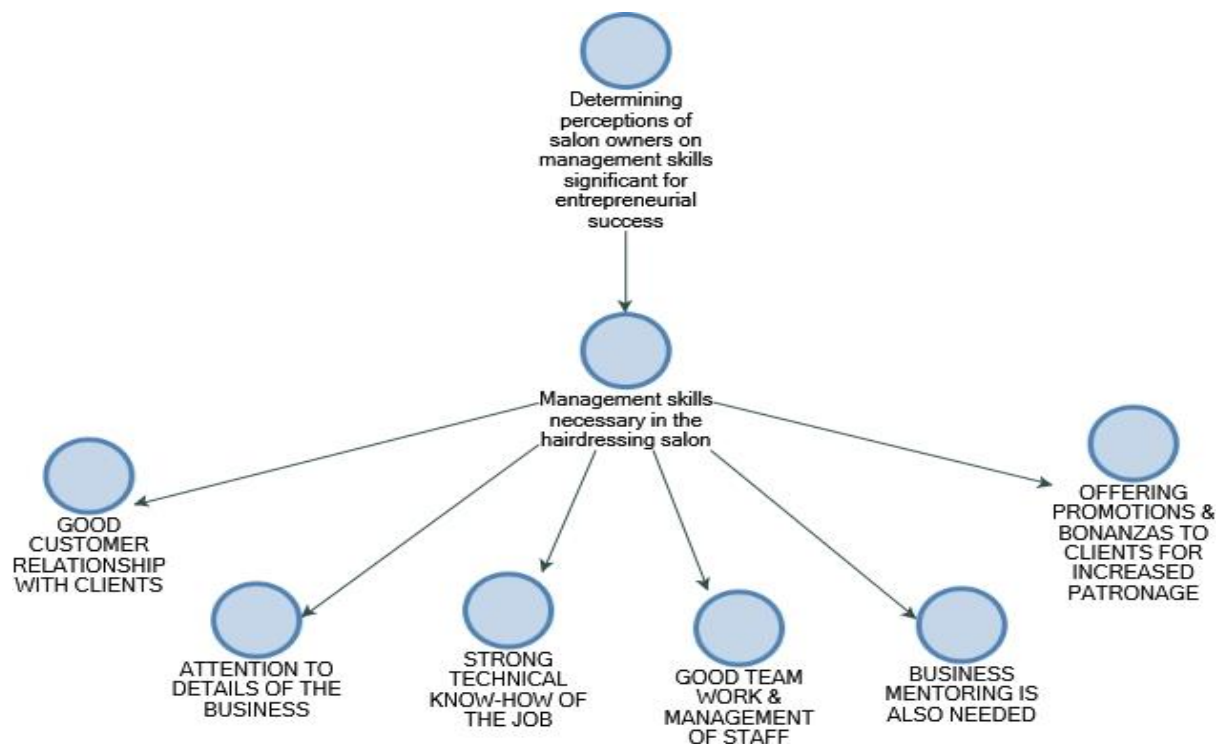


Figure 4.8 Graphical diagram illustrating management skills necessary in the hairdressing salon.

The participant's direct quotations are listed below for perusal:

"For me, it always goes back to that it is not about performing better, but clients prefer to be respected more... another challenge is managing employees; they don't take the work that we are in serious." (Participant 1)

"We have a lot of competition, but I always reassure myself that I am good at what I am doing. I also have a strong team, and I am also able to manage them well" (Participant 2)

"Make specials like if you are coming to do hair relaxer than you'll get a free hair treatment. And if you are coming to do manicure, you won't pay full price, and I will reduce the price. So, this attracts more customers into the salon" (Participant 3)

"Employees who are employed at salons do not respect owners because they know that they are the ones who perform hairdressing with their hands... but if you are knowledgeable it can be quite easy to discipline those employees" (Participant 4)

"Lack of cooperation among co-workers, there is a lot of conflict more especially among female hairdressers.... another challenge is a wasteful use of products, and some hairdressers are not good at reducing costs and think for the business. Even damage to the equipment within the salon is another challenge due to carelessness"
(Participant 5)

In the above quotes from participants, the following themes (management skills) emerged as very necessary in the hairdressing salon industry to deal with challenges that are faced by salon owners on a day-to-day basis. They include:

- Excellent customer relationship with clients
- Attention to details of the business
- Strong technical know-how of the job
- Good team and work management of staff
- Business mentoring is also needed, and
- Offering promotions and bonanzas to clients for increased patronage

The participant perceptions on the management skills that are significant in the informal hairdressing salons gave a good insight into what owners need to be knowledgeable of to successfully running the salon. The specific competency areas that were alluded to included marketing and selling, human relation skills, customer service, technical skills, and previous experience of mentors were considered necessary for entrepreneurial success.

The implications for the study

All of the above are usually recommended by business management specialist when applied adequately in business, it brings profitable results and a sustainable business venture.

Discussion of results with the literature

On determining the perceptions toward management skills necessary for success in the hairdressing salon industry, participants were asked about the challenges they face on a day-to-day basis and how they deal with these challenges. Most responses indicated that they lack core business management skills to deal with daily problems, and this may imply the business sustainability and ability to grow. These findings were consistent with the study conducted by Gwija, Eresia-Eke, and Iwu (2014) and Alasadi and Al Sabbagh (2015), which found that that

managerial skills can increase the chances of success in their businesses by improving its competitiveness. The study conducted by Makibelo (2014) stated that the informal sector applies less developed business management practices compared to the formal sector. These findings were also consistent with Services Seta (2016) report on the critical skills gap that exists in the hairdressing sector, which includes business management and entrepreneurial skills. According to the Lussier model (1995), the business managed by people without prior management experience has a higher chance of failure than firms managed by people with previous management experience. According to Tur-Porcar, Roig-Tierno and Mestre (2018) sustainable entrepreneurship incorporates effective business management, through the existence of policies, procedures and processes. These enable efficient planning, organization, leading, and monitoring of the organization's resources that contribute to maximizing economic rewards and social assistance, and these were found to be lacking in the participants.

4.3.9 Current entrepreneurial success

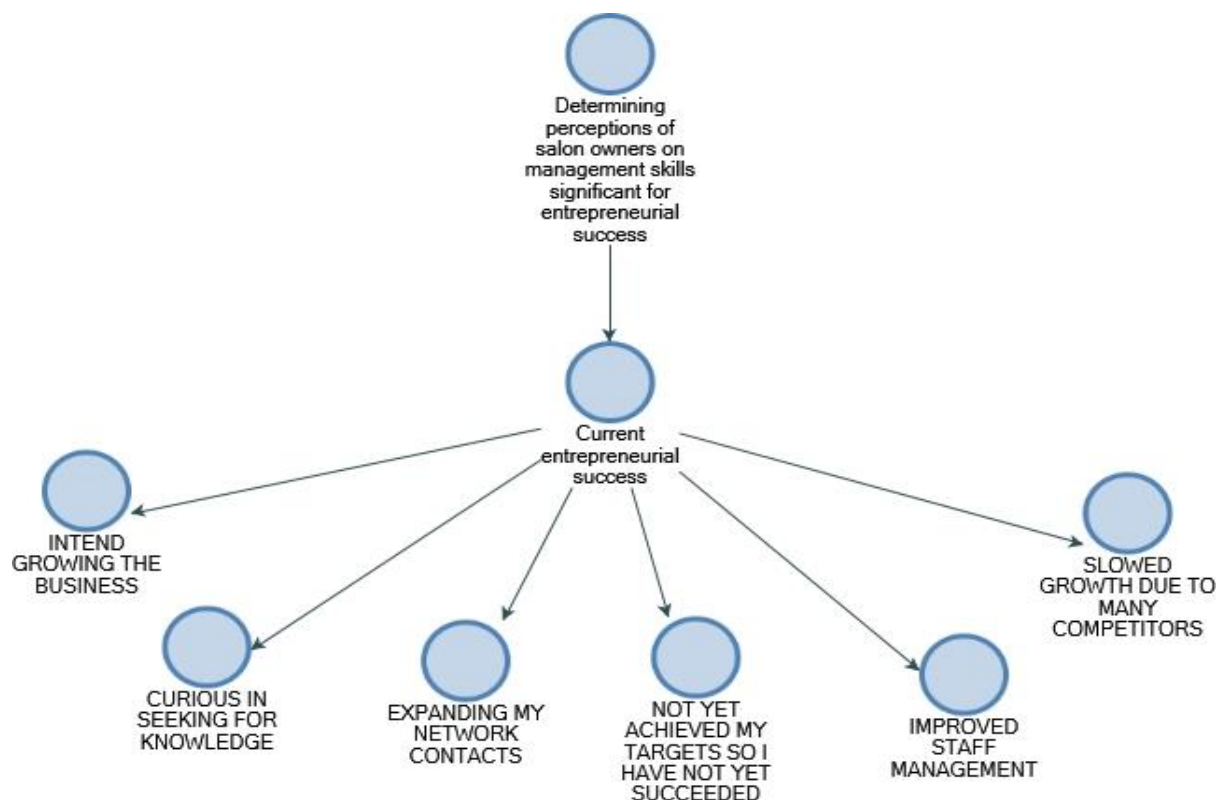


Figure 4.9 Graphical diagram illustrating current entrepreneurial success as stated by participants.

All participants indicated they had not met their entrepreneurial success according to their subjective view, entrepreneurial success in this industry. Although some were positive that in the long run, they would be successful, this is evident in their quotes below:

"My performance is currently deficient...So my focus is on working with clients, so I don't have time to look at other things. I hope next year I can be able to change how I'm doing things and focus on other things. But I also want to expand my services, like to have my products" (Participant 1)

"The fact that I am curious about finding knowledge, and this assists me in gaining ideas on how I should achieve my goals. So I do see that after five years I will be successful" (Participant 2)

"Right now I can say I have not yet succeeded, and I have not yet reached where I want to be" (Participant 3)

"I can say my success when it comes to managing staff is not that bad" (Participant 4)

"I can say that I am on my way to success... I have not yet reached where I want to be" (Participant 5)

"I am growing although at a slow rate because there are too many salons and we are competing for clients" (Participant 6)

"I can say that the business is stagnant, the business is not performing the way it usually performs" (Participant 7)

"Currently I am running a small salon; I have not achieved my goal of owning a big salon" (Participant 9)

"I still encounter a lot of challenges in managing some of the hairdressers in the salon, and at times I get emotional, and this affects the relationship I have with that certain individual" (Participant 11)

The above quotes from 9 participants generated the following themes below, on their perceptions on current entrepreneurial success:

- Intend growing the business
- Curious in seeking for knowledge
- Expanding my network contacts
- Not yet achieved my target, so I have not yet succeeded
- Improved staff management and

- Slowed growth due to many competitors.

The current level of entrepreneurial success that was reported by participants indicated that they are experiencing challenges in the salon industry in terms of entrepreneurial success. And some owners knew what needed to happen to improve their current situation while others shared their business goals.

The implication for the study

All of the above themes indicate participants have the intention to expand and grow (growth intentions) their business further. If they make the move to acquire all the necessary skills needed, then it will impact their businesses positively, and growth it exponentially, which translates to success.

Discussion of results with the literature

Owners of informal hairdressing salons that were interviewed, relative to how they perceive entrepreneurial success, indicated that they have not yet achieved that level of success. The lack of success was attributed to poor performance and business functional areas not going as expected to. This finding was consistent with how business failure has been defined as a business that has not made a profit in the previous year.

The lack of entrepreneurial success in this industry was attributed to various reasons, including the problem of intense competition that exists in this industry, working as both the owner and the employee, need for mentorship, lack of knowledge of how to manage staff and country's economic factors. These findings are consistent with the study of Myers (2019), which noted the economic and educational exclusion of business owners who operate their businesses without a formalized aspect of a registered company. This kind of exclusion usually leads to lifetime economic and social vulnerability.

4.3.10 Support necessary in the informal hairdressing salon industry

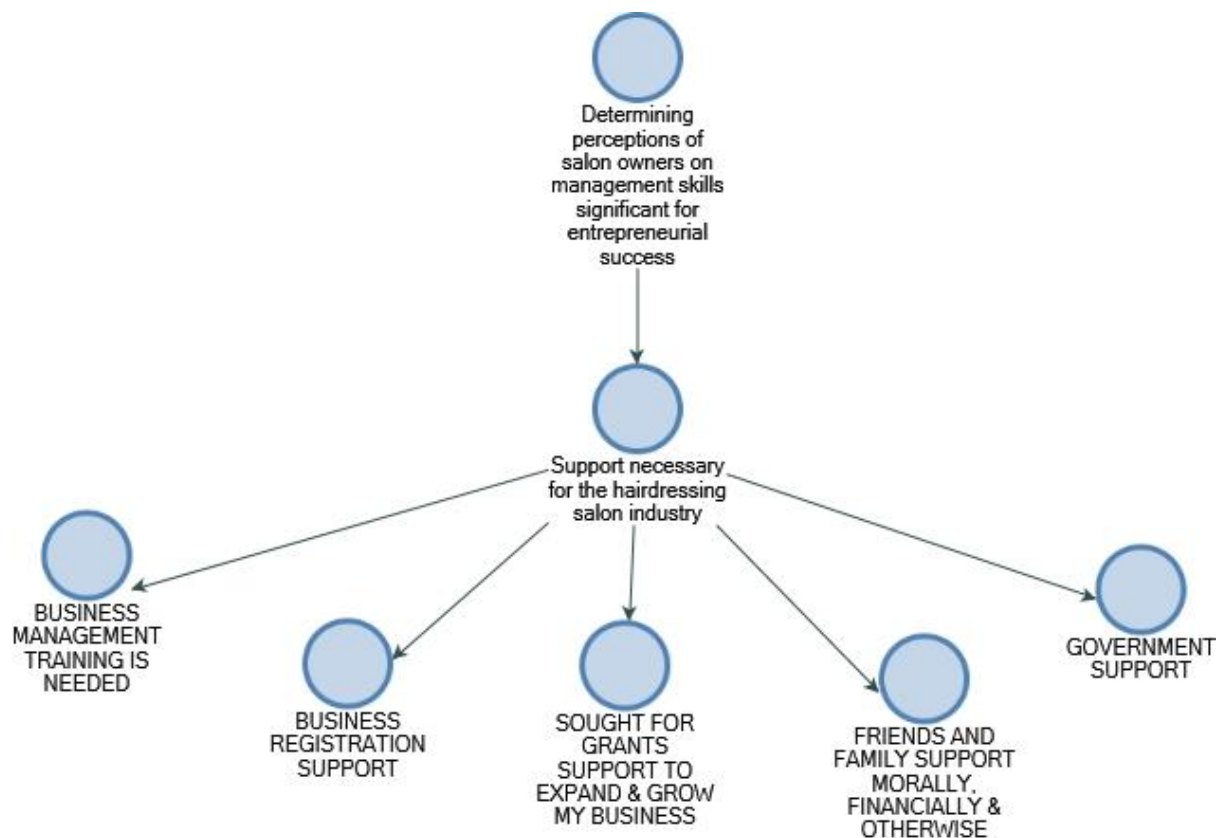


Figure 4.10 Graphical diagram illustrating participants' necessary support for the hairdressing salon industry.

There was a common perception that participants operate in a challenging environment where government, family, and friends are not necessarily supportive. Eight out of the twelve participants had indicated in their verbal response;

"I need a lot of training to know what is the business, where to register my business and learn about different taxes" (Participant 1)

"We do need support, especially from those people who have succeeded in their businesses...we need ideas and to be motivated not give up, we need role models to look up into" (Participant 2)

"If we can get help in terms of registering our business that can be of great help" (Participant 3)

"I have thought of seeking government grants, but there is nothing I can say I have taken a step to" (Participant 4)

"I do need support from my family. Sometimes family and friends do take advantage of your business because they know you are their relative, then they do as they wish, whereas I am in the business, they need to understand that I am also working" (Participant 5)

"I do need support because you find that the business doesn't usually go as I have wished...so I do need support to people who are very close to me" (Participant 6)

"If there are means the government can support we can appreciate so that we can improve our businesses" (Participant 7)

Below are the several themes which present the type of support that participants indicated as significant for their entrepreneurship success. The needed support includes:

- Business management training is needed
- Business registration support
- Sought for grants to support to expand and grow my business
- Government support
- Friends and family support morally, financially and otherwise

Environmental conditions such as adequate government support, support of friends and family, and access to capital were among the support that participants indicated. They indicated that currently, these kinds of support are not adequate.

The following themes present the support that participants indicated as the kind of support that is significant for their entrepreneurship success:

Business management training needed

This type of training is offered by some government agencies or a non-governmental organization (NGO), which is aimed at improving and training entrepreneurs in starting or growing their businesses.

Business registration support

This is a government service in order for entrepreneurs to register their companies or organization, this is usually aimed at having some specific information or data for business policy and planning purposes

Grants support

This is a form of financial assistance made to the specific business to drive growth in particular sectors of the market. It is usually made to assist entrepreneurs in growing their businesses.

Government support

These may be informed by policies, financial assistance, grants, regulations, technical support aimed at driving growth of specific business sectors or a whole industry

The implication for the study

Several of the participants requested for one assistance or the other to grow their businesses. This indicates a readiness to deepen their growth in several businesses. This may also translate to improved successes for the salons.

Discussion of results with the literature

All participants indicated that they need support in this industry; various kind of support was mentioned, which included government support, mentorship, financial support, educational support, family, and friends support. Participants expressed feelings of enthusiasm in terms of getting aid to register their salons and mentorship programs. Some participants felt exploited by their family and friends instead of getting support from them. While other participants cited support from the government even though they have not actively sought help from government institutions.

Lack of support in the hairdressing salon industry is consistent with the study by Ramafikeng (2016), which stated that running an informal hairdressing salon is a constant battle for survival where there is no emotional and financial support for the entrepreneurs. The study by Williams (2016) reported on the advantages of formalizing informal enterprises as this will help in terms of ensuring regulated working conditions such as health, safety, and labour standards. Formalizing will also benefit informal enterprises to overcome structural barriers that prevent them from growing, such as lack of access to advice and support as well as capital. Also, participants lack knowledge of any programs or support services available for hairdressing salon businesses. However, sustainable entrepreneurship includes accessibility to various kinds of supports, such as receiving subsidies, support, and mentoring services from public or private sectors (Tur-Porcar, Roig-Tierno and Mestre, 2018).

4.4 The Lussier model in relation to the study findings

Lussier model is reported to be one of the extensive models in the projection of success and failure of Small and Medium-sized Enterprises (SMEs). This study adopted the Lussier model to examine the efficacy of the variables in this model in relation to the informal hairdressing salon industry in Richards Bay. This model was chosen because it measures non-financial variables, and it includes human capital variables such as industry experience, management experience, and education. The Lussier model was used to determine which variables were found to be more or less important to the success and failure of informal hairdressing salons of the owners who took part in the study (Marom and Lussier, 2014).

Industry experience

According to the Lussier model (1995), businesses that are managed by individuals who have no prior industry experience have a high probability of failure than those who are managed by individuals with prior industry experience.

The findings of this study showed that nine of the 12 owners of hairdressing salons who took part in the study had over five years of experience in the industry. The participants had a comprehensive knowledge of the industry, thereby made a great chance of succeeding in this industry.

Management experience

According to the Lussier model (1995), businesses that are managed by individuals who have no prior management have a high probability of failure than those who are managed by individuals with prior management experience.

The findings of this study disclosed that none of the owners of hairdressing salons, who took part in the study had any formal management qualification. These findings suggested that they had a great chance of failure in the running of the salons.

Professional advisors

According to the Lussier model (1995), businesses that do not have the support of professional advisors have a high probability of failure than those businesses that utilise professional advisors.

The study findings revealed that hairdressing salon owner in the informal sector that were interviewed have access to professional advisors only for hair products, they don't have

professional advisors for business management related activities. These findings suggest that salon owners are able to apply appropriate technical skills as they receive guidance in terms of product usage, but have a high chance of failing in running the salon as a whole.

Education

According to the Lussier model (1995), individuals who do not possess any college education qualification have a high probability of failure than those individuals with one or more years of college.

The study findings discovered that owners of informal hairdressing salons in Richards Bay who took part in the study do not have any college education, this means they have a high chance of failing in the salon business.

Staffing

According to the Lussier model (1995), enterprises that cannot attract and retain quality workers have a high probability of failure than those who are able to attract and maintain quality staff.

The researcher noted that most of the owners of hairdressing salons that were interviewed complained about the challenges they are facing in the management of hairdressers. The most factors that were alluded to include the display of bad attitude by the staff, lack of accountability toward their duties, and not willing to apply cost-effective measures in the salon. This suggests a high likelihood of failure of the salons.

Service timing

Businesses that chose services that are too new or too old have a high chance of failing than those who chose services that are in the growth stage.

The study found that some of the owners of hairdressing salons revealed that they lack appropriate skills to identify new hairstyle trends due to a lack of access to the information at the appropriate time. This finding suggests that there is a high chance of failing if they are not market leaders in this industry.

Business plan

According to the Lussier model (1995), enterprises that do not develop specific business plans have a higher chance of failure than those who do.

The study findings found that owners of hairdressing salons do have any entrepreneurial or management skills to manage their salons strategically. This finding also put the salon businesses at a high risk of failure if no vision and mission have been developed.

4.5 Chapter summary

Chapter four presented data analysis and discussion of findings of data. The chapter began with an overview of the study participants' demographic profile. It emerged that nine of the participants were females, and only three were males. Five of the participants had a tertiary level education; however, these were not related to entrepreneurship education. Only one participant had hairdressing and salon management related training. Emerged themes were grouped according to the interview guide question and the research objective that was to be satisfied by data collected. Verbatim quotes were included to support the themes that emerged. Literature was used to confirm or contrast the findings that arose.

The key findings from the discussion can be summarised as follows:

- Participants' understanding of entrepreneurship education – the researcher, had to ensure that all participants had a clear understanding of the concept to provide a meaningful discussion on the research topic.
- Previous entrepreneurship education engagement – most participants lack any involvement in entrepreneurship education; they were operating their salon based on common knowledge.
- Perceptions they have towards entrepreneurship education – participants had a positive attitude toward the effect entrepreneurship education can have on business success.
- Hairdressing industry experience – participants' industry experience ranged from 3 – 12 years.
- Success factors in the hairdressing industry – according to participant's success included excellent interpersonal skills, knowledge about industry trends, good customer service, adequate equipment, financial management, access to mentorship, and business growth.
- Entrepreneurial skills necessary in the hairdressing salons – the entrepreneurial skills identified were aligned to success factors in the hairdressing salon industry.
- Innovative ways to improve success in the hairdressing industry – with this theme, the researcher was able to identify creative ways participants thought they need to implement to increase their success. Participants mentioned self-discipline toward finances, attending business workshops, networking, team building sessions with

employees, employing different marketing strategies, and maintaining communication with clients via social media.

- Current entrepreneurship success – this was to determine the level of business success participants perceived they have achieved, and it emerged that they have not yet realized business success. However, they maintain a positive outlook on their situation.
- Managerial skills necessary in the hairdressing salons – most participants indicated that they were faced with challenges on the day-to-day management of the salon.
- Support necessary in the informal hairdressing industry – They needed assistance in terms of registering their business, acquiring business management training, and financial support from government, family and friends support.

Participants' definition of entrepreneurship success was aligned to previous literature in defining the term, basically as the development of specific skills and behaviours necessary to cope in the dynamic business environment.

Most of the participants lacked previous entrepreneurship education, and this was consistent with previous studies that entrepreneurs in the informal hairdressing industry ignore the entrepreneurial and management side of the business while putting more emphasis on technical skills (Gobile, 2015).

Owners of hairdressing salons perceived great value on entrepreneurship education, although they have not actively persuaded it. Most participants had fast experience in the hairdressing industry, and this could enhance business success according to the Lussier model (1995). Participants had multi-facet views on success factors necessary in the hairdressing industry, and these factors were not only based on financial terms but also non-financial indicators. Perceptions toward entrepreneurial and management skills essential in the informal hairdressing salon industry showed maturity in the industry as they were practical oriented. The chapter also discussed findings on innovative ways to improve success, support needed in this sector and how participants viewed their current entrepreneurial success

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this study was to identify the perceptions of informal hairdressing salon owners toward entrepreneurship education and the effect it can have on their business success in the Richards Bay area. The study was done to identify factors that are perceived to contribute to the success or failure of hairdressing salons in the informal sector. To adequately proffer evidenced-based answers to the research question and research objectives, the researcher conducted interviews with twelve hairdressing salon owners operating in the informal sector in the Richards Bay area. The research questions were also broken down into ten (10) interview questions of themes. The participants' responses were coded and categorized into several themes according to the perceived patterns or themes. This study's expected outcome was meant to address the following specific objectives:

1. To explore perceptions of hairdressing salon owners in the informal sector on the role of entrepreneurship education in the business.
2. To investigate perceptions of hairdressing salon owners in the informal sector on entrepreneurial skills necessary for entrepreneurial success, and
3. To investigate the perceptions of hairdressing salon owners in the informal sector on management skills necessary for entrepreneurial success.

According to Gaetsewe (2018), the informal sector can only contribute positively to economic growth and diversification as well as the reduction in both poverty and unemployment rates if they are successful. However, defining a firm's success is a challenging task in any business, especially when it comes to small businesses. However, once the success factors have been identified, it would be easier for the government and other stakeholders to assist informal firms in succeeding. Moreover, understanding such factors would allow entrepreneurs to pay more attention to the success factors, in that way increasing their chances of survival.

5.2 Conclusions

5.2.1 Objective 1: To explore perceptions of hairdressing salon owners in the informal sector on the effect of entrepreneurship education in business success.

The study was successful in meeting this objective. The study found that owners of informal hairdressing salons in Richards Bay have optimistic perceptions towards entrepreneurship

education. The participants' understanding of the role of entrepreneurship education was that it enables an individual to acquire business knowledge, manage finances better, grows the business, and meet business challenges.

The perceived value of entrepreneurship education on the informal entrepreneurs included being able to maintain excellent customer care relations, sustain business ventures, run the business successfully, and be able to share business knowledge with others.

Most of the owners of hairdressing salons that were interviewed indicated a lack of previous entrepreneurship education, and they relied on their general knowledge to run the business. Time and financial constraints were some of the reasons noted for the lack of persuading entrepreneurship education.

The limitation of entrepreneurial education can have an impact on their meaningful contribution to the economy (Charman, 2016). However, participants had experience in the hairdressing industry ranging between 3 – 12 years, this will likely increase their chance to be successful in the hairdressing salon industry (Lussier model, 1995).

5.2.2 Objective 2: To investigate perceptions of hairdressing salon owners in the informal sector on entrepreneurial skills necessary for business success.

Participants identified the following success factors as essential in the hairdressing industry:

- Hard work and commitment
- Good work ethics
- Searching for new knowledge
- Keeping updated with hair industry trends
- Maintaining a culture of saving
- Adequate resources and products,
- Maintaining a good working relationship with staff
- Have access to mentorship and
- Be able to expand the business with notable lifestyle change as success factors necessary in the hairdressing salons business.

Moreover, the following were perceived as the entrepreneurial skills necessary for business success in the hairdressing industry:

- Good customer care relations

- Passion about the business
- Honouring clients' appointments
- Ongoing communication with clients
- Mentoring of new entrepreneurs
- Skilfulness in hair relaxing, facial make-up and nails
- Good employee management
- Financial management skills and
- Selling complimentary products

Participants' innovative ways of improving their entrepreneurial success included discipline toward finances, attending business training workshops as they are of short duration, networking with other business owners who have been successful in the industry, team-building sessions with staff, employing different marketing strategies like offering discounts and targeted advertising and communicating via social media.

These findings were insightful about what success factors, entrepreneurial skills, and innovative ways are perceived to be necessary for the informal hairdressing salons. The study conducted was also successful in meeting this research objective.

5.2.3 Objective 3: To determine perceptions of hairdressing salon owners in the informal sector on management skills significant for business success.

On this objective, the researcher firstly determined how entrepreneurs perceive their current success, and the study found that owners of informal hairdressing salons in Richards Bay are surviving on a day-to-day basis. Still, they are hopeful that the situation will improve. The study found that owners of informal hairdressing salons that were interviewed lacked core business management skills. Business management practices that were employed to deal with the daily business operation were done informally like marketing, human resource management, communication, financial management, sales, and service delivery, and this can imply the business sustainability and growth (Makibelo, 2014). Participants indicated various kinds of support that they need in this industry to sustain and grow their business, which included financial and non-financial support from family, friends, and government.

5.3 Implications of this research

This research has contributed to the scarce literature on entrepreneurship education in the hairdressing salons industry operating in the informal sector. This study explored

entrepreneurship education in the informal hairdressing salon industry with an intent to explore various insights on the role of entrepreneurship education in this industry. This study was conducted because previous studies have reported on the lack of entrepreneurship knowledge and management skills among entrepreneurs in the informal hairdressing salon sector. And, the findings of this study showed that entrepreneurs in the informal hairdressing salon industry are interested in entrepreneurship education, and they see great value in it to grow as entrepreneurs, as well as to grow their businesses successfully.

Government policymakers can use the insightfulness brought by this study on the formulation of programs that aim to assist entrepreneurs in the informal sector to improve the impact they have on job creation and combating poverty in South Africa. The study also contributed to the need assessment in terms of identification of support perceived to be necessary for their daily functioning. Participants in this study also had a chance to have a close look into themselves in terms of their current entrepreneurial success and what business goals they have as business owners in the informal hairdressing industry.

5.4 Limitations of the study

The following limitations were acknowledged:

- This study employed the interpretivism approach, which relies on subjective interpretation by the researcher. Thus, there is a great room for bias on behalf of the researcher. The researcher kept an open mind during data collection to minimize this limitation.
- Data collected through interviews cannot be generalized since the researcher's viewpoint, and values may impact the data. Thus, reliability and representativeness of data may be undermined to a certain extent. The researcher maintained an object viewpoint throughout data collection and analysis to ensure a high level of validity of the study through trustworthy and honest.
- The sample size was small, and this cannot adequately represent the target population, thus it cannot be generalized to a broader population.
- Non-probability purposive sampling technique was used and the purposive sample cannot be considered to be statistically representative of the target population, and sample bias can also take place.

5.5 Recommendations to address the research problem

The following strategies can be employed to improve entrepreneurship education among owners of businesses in the informal sector:

- a) The municipality, which is the closest government structure to the communities, should ensure hairdressing salon businesses are knowledgeable about all the support services and programs available to them. These include association like Afro Hair Salon and Beauty Employees Association for Southern Africa (AHBEASA), which offers different services and support for black-owned businesses in the hairdressing and beauty sector (Reeva.com). AHBEASA provides various programs and services, namely:
 - Mentoring
 - Coaching
 - Financial management
 - Interpersonal skills
 - Business ethics
 - Governance
 - Motivation
 - Basic Conditions of Employment
 - HIV/AIDS awareness programs
 - Conferences, competition and Trade Exhibitions
 - Workshops and Seminars
 - Assistance with registration of businesses
- b) The government to develop policies and programs for small informal businesses to have easy access to finance since lack of finance has enormous negative implications on the success of the hairdressing salon. Without access to finance, owners of informal hairdressing salon will not be in a position to purchase up to date production equipment, enlarge their businesses, offer high standard service to its clients, and enrol in formal institutions for entrepreneurship education.
- c) Use of Small Enterprise Development Agency (SEDA), which offers mentorship, advice, counselling, guidance, and access to essential contacts, will increase the entrepreneurial skills of owners of the hairdressing salon industry.
- d) Use of social networks to acquire knowledge about available government and non-government support services, and programs for small enterprises.

- e) Entrepreneurs in the informal sector can also be encouraged to seek entrepreneurship education not only through the formal academic institution, but use online platforms to access affordable short courses with business-related topics.

5.6 Recommendations for future studies

The study was exploratory, it did not attempt to offer final and conclusive answers to research questions but to provide insight and a better understanding of perceptions of owners in the informal hairdressing salons toward entrepreneurship education and its effect on entrepreneurial success.

The study forms the basis of more exploratory conclusive studies in determining methods that can be employed to encouraging entrepreneurship education on entrepreneurs in the informal hairdressing industry. Also, to identify challenges they are likely to be encountered should they pursue entrepreneurship education and find mitigations towards these challenges to enhance business success and increase their impact on the country's economy.

5.7 Chapter summary

Chapter six concluded the research report by discussing how the research objectives were met by the study conducted. The study was successful in meeting the first research objective of exploring perceptions of hairdressing salon owners in the informal sector on the effect of entrepreneurship education in the business. The study found that owners of informal hairdressing salons in Richards Bay have optimistic perceptions towards entrepreneurship education in ensuring entrepreneurial success in their industry. The second research objective was to investigate perceptions of hairdressing salon owners in the informal sector on entrepreneurial skills necessary for entrepreneurial success. Participants were insightful about what success factors, entrepreneurial skills, and innovative ways are perceived to be essential in the informal hairdressing salons. Thus, the study was also successful in meeting this research objective. Lastly, the third objective of the study intended to probe perceptions of hairdressing salon owners in the informal sector on management skills significant for entrepreneurial success. The study found that owners of informal hairdressing salons that were interviewed perceived lack of core business management skills on their daily management of the salon.

Participants indicated various kinds of support that they need in this industry in order to sustain and grow their businesses. Implications of this study were also discussed. This section emphasized the study contribution towards existing literature on entrepreneurship education, how government policymakers can use the insights brought by this study in the formulation of

programs that are aimed to assist entrepreneurs in the informal sector. The study also contributed to the need assessment and business goal planning of owners in the informal hairdressing industry who took part in the study. This chapter also looked at the study limitations and how the researcher overcame these. Lastly, Recommendations to solve the research problem of minimizing economic and education marginalization of entrepreneurs operating in the informal sector were made, and also the recommendations for future studies.

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APPENDICES

APPENDIX A: Interview Guide

APPENDIX B: Ethical Clearance Approval Letter

APPENDIX C: Turnitin Report

APPENDIX A: Interview Guide

Q.1 Understanding of entrepreneurship education

What do you understand about the concept of entrepreneurship education, what do you think entrepreneurship education is all about?

Q.2 Previous entrepreneurship education

Have you ever been involved in any entrepreneurship education before?

Q.3 Perceptions toward entrepreneurship education

If you can be involved in learning about how to run a business, in your opinion, what role do you think this can have on your entrepreneurial success in the informal hairdressing industry?

Q.4 Hairdressing industry experience

How long have you been involved in running your business?

Q.5 Success factors in the hairdressing salons

If you look at someone who has succeeded in the business, what factors do you take into consideration as a measure of that success?

Q.6 Current entrepreneurial success

How do you define your success as an entrepreneur so far?

Q.7 Entrepreneurial skills necessary in the hairdressing salon

What entrepreneurship skills do you think are necessary to increase your entrepreneurial success in this industry?

Q.8 Management skills necessary in the hairdressing salon

Let's look at the management skills and challenges, what challenges are you currently facing in the informal hairdressing salon industry, and how do you manage these?

Q.9 Support necessary in the informal hairdressing salon industry

Now that you have managed your business for more than five years, what other support do you think you need as the owner of the business in the informal sector, with your business not yet registered?

Q.10 Innovative ways to improve the success

What other innovative ways besides entrepreneurship education that you think can improve how you manage your salon successfully?

Do you have any other thing that you would like to add to this discussion we just had?

APPENDIX B: Ethical Clearance Approval Letter



19 August 2019

Mrs Buyile Rebecca Cele (218000113)
Grad School Of Bus & Leadership
Westville Campus

Dear Mrs Cele,

Protocol reference number: HSSREC/00000199/2019

Project title: Perceptions towards Entrepreneurship Education, and Entrepreneurial Success of Informal Hairdressing Salons Owners in Richards Bay, KwaZulu-Natal.

Full Approval – Expedited Application

This letter serves to notify you that your application received on 07 August 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. **PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid for one year from 19 August 2019.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

Yours sincerely,



Prof Urmilla Bob
University Dean of Research

/dd

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
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