Educational Administration: Theory and Practice
2024, 30(5),5105-5118
ISSN: 2148-2403
https://kuey.net/ **Research Article**

Entrepreneurship Development Programme And Venture Creation: The Issue Of Effectiveness

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Citation: Alice Mongjam et al. (2024) Entrepreneurship Development Programme And Venture Creation: The Issue Of Effectiveness, *Educational Administration: Theory and Practice*, *3*(5), 5105-5118
Doi: 10.53555/kuey.v30i5.2822

ARTICLE INFO

ABSTRACT

The present paper aims to examine the effectiveness of Entrepreneurship Development Programme (EDP) offered by the Institute of Co-operative Management (ICM) on the venture creation aspect of the trainees of this institute. The researchers collected data from 404 respondents trained by ICM using a structured schedule through face-to-face interview and telephone calling. Data was analyzed using SPSS software. The findings reveal that the EDP training influences its trainees to become the first-generation entrepreneurs in their families. A significant 68.56% established their ventures post-EDP training. Additionally, the study highlights the marked changes in both occupation and income levels of EDP participants. According to the findings of the study, there is a need to check the efficacy of the system of loan sanction as it affects the process of venture creation. In conclusion, these findings underscore the value of EDPs as a catalyst for regional economic development.

Keywords: Entrepreneurship Development Programme, Venture creation, Manipur, Effectiveness, Regional development.

1.0 Introduction

The importance of entrepreneurship development and the role played by entrepreneurial activity for a nation's economy has been emphasized repeatedly by various literatures all around the world (Cancino et al., 2015; Galvão et al., 2017). This enhanced significance given to entrepreneurship in the last two decades had resulted in a substantial rise in entrepreneurship education and training initiatives (Lyons & Zhang, 2018). Entrepreneurship development programmes hereafter EDPs, a programme by the Government of India, is one such entrepreneurship training initiative. The present study aims to explore the intriguing landscape of Manipur, a unique and dynamic state in the northeastern part of India. Certain scholars argue that the approach to implementing entrepreneurship training and education should be tailored to the level of regional development (Li & Matlay, 2005; Lindh &Thorgen, 2016). In less developed regions, focus should be on fostering self-employment or venture creation while in more developed regions, greater emphasis should be placed on traditional academic studies (Dodd and Haynes, 2012). Regions play a key role in improving entrepreneurship and innovation due to localized learning and training process (Lindh & Thorgen, 2016).
Manipur's significance as a region for studying EDPs is underpinned by the distinctive economic, cultural and infrastructural characteristics. Economically, the state is faced with slow industrialization compared to the rest of the country, which can be primarily attributed to capital constraints, inadequate infrastructure, geographical structure, and limited entrepreneurial activity. This economic obstacle presents a challenge for entrepreneurship development in the state, making it an ideal case to understand how EDPs can mitigate such obstacles and foster economic growth. Culturally, Manipur is known for its rich heritage and diverse tradition. Hopp & Stephan (2012) in their study revealed that different levels of entrepreneurial activities are associated with the different cultural and contextual factors. This cultural diversity can be leveraged to understand how entrepreneurship development not only drive economic growth but also preserves and promotes the cultural identity. Infrastructurally, the geographical landscape, characterized by hilly terrains poses transportation

difficulties. These unique characteristics make Manipur a compelling region for studying the role of EDPs, highlighting the need for targeted EDPs tailored to overcome the region's specific challenges.

EDPs have garnered significant attention from academicians, policymakers, stakeholders all over the world. These programmes are designed to help equip individuals with the required entrepreneurial skills, knowledge, and attitude (Fayolle, et al., 2016, Klingler-Vidra et al., 2019), start and grow businesses (Agarwal & Lenka, 2018), create employment opportunities (Jeng & Hung, 2019), increase economic conditions of the participants (Shetty et al., 2022), resulting in the overall economic growth of that region (Stoica & Roman, 2020). In the social context, EDPs are likely to replenish deprived regions by enabling participants from those regions to create ventures after being trained by this programme, thereby enlarging employment opportunities for the local community (Zatepilina, 2015). EDPs are based on the concept that entrepreneurial abilities are not something a person is born with, but are developed through life experiences and education/training (Fayolle et al., 2016; Gedeon, 2017). In general, individuals who have received entrepreneurship training tend to perform effectively in their entrepreneurial endeavors. This is substantiated by findings from a recent study conducted by Meyer & Hamilton (2020) which revealed that female entrepreneurs with prior entrepreneurial training displayed higher motivation, enhanced intention to expand their business and other better business development prospects than those female entrepreneurs who had not received any form of entrepreneurial training. Entrepreneurship education and training programmes also positively influences participants' entrepreneurial skills, orientation and leads to the establishment of new ventures (Galvão et al., 2020; Seun & Kalsom, 2015; Suminar et al.,2021).

The positive impact of EDPs, both in terms of individual level as well as for the community as a whole have highlighted the significance of EDPs. However, to measure the success of any programme initiative, it is critical to check whether these programmes have met their intended objectives. In the case of EDPs, the ultimate yardstick for measuring success is venture creation or the establishment of new ventures as highlighted by Patel (2014). Venture creation, over the last few years has been in the spotlight since it is a key mechanism that generates employment (Block et al., 2018) and enhances economic development (Arafat et al., 2020). Venture creation is thus the need of the hour to accommodate the large population and its employment. Another essential aspect for measuring the success of EDPs is to ensure that the entrepreneurship training provided aligns with the need of the local regional environment (North & Smallbone, 2006). This emphasis on the regional aspect is crucial because these training programmes should be tailored in order to meet the unique requirements of a region, doing so will potentially lead to the formation of a robust entrepreneurial ecosystem. Several authors, such as Fayolle (2013), Fayolle & Gailly (2008), Honig & Martin (2014) have attracted researchers' attention towards focusing on studies which not only describes programme content and methods but also focuses on the evaluation of entrepreneurship programme's effectiveness and efficiency. This is expected to advance entrepreneurship education and training and extend their benefit to overall development of a region. However, the recent literatures on evaluation of entrepreneurship education and training, highlights a noticeable research gap. In spite the popularity of EDPs in Manipur, there has been a lack of comprehensive studies evaluating their efficacy in creating ventures. In light of these considerations, our present study focuses on evaluating the role of EDPs offered by the Institute of Cooperative Management (ICM) in the establishment of new ventures, with the anticipation that this will contribute to enhancement of the socio-economic development of Manipur.

As we probe further into our study, we test several hypotheses. First, we investigated whether EDP participation effectively encourages trainees of this region to initiate their venture creation. Secondly, we examined whether EDPs lead to a positive economic change among the EDP participants of the region. Next, we analyzed if EDP resulted in significant changes in the occupation of trainees, and lastly, we explored the influence of gender role on venture creation within this context. The study used a descriptive research design with a cross-sectional approach. By analyzing the present state of EDP implementation in the state, their impact on the local entrepreneurial landscape, and the challenges unique to this region, the study aim to furnish valuable insights for policymakers, entrepreneurs, and stakeholders. The study is expected to make contribution to the academic aspect as well as the practical aspect for fostering economic growth and development in Manipur and similar developing regions facing such challenges. The paper is structured as follows: Section 1.1 illustrates the objectives, 1.2 presents hypothesis of the study, Section 2 provides literature review on EDPs, Section 3 outlines the research methodology of the study, Section 4 present analysis and discussions, Section 5 discusses the implications of the study, and Section 6 presents the conclusion and future research directions.

1.1 Objectives of the study

Main objective

- To examine the effectiveness of EDPs on venture creation.

Sub- objectives

- To investigate the number of trainees who have created their venture after the training and those who failed to create their venture and to assess the reasons for the same.
- To examine the impact of EDPs on the creation of first- generation entrepreneurs.
- To compare the occupation of the trainees before and after attending EDPs.

- To determine whether gender of the trainees play a role in venture creation

1.2 Hypothesis of the study

Ho1: Participation in EDPs did not encourage the trained participants to start their own venture.
Ho2: Participation in EDPs has not brought about any positive economic changes among the trained respondents.
Ho3: Participation in EDPs has not caused change in the occupation of the trainees.
Ho4: Gender has no role to play in the creation of venture among trained respondents.

2.0. Literature review

Mohseni et al. (2023) explored the impact of entrepreneurship training on student's entrepreneurial attitude and general self-efficacy beliefs. The study used a quasi-experimental design with an experimental group that received entrepreneurship training and a control group. Findings revealed the positive influence of entrepreneurship training on both self-efficacy beliefs and entrepreneurial attitude. Additionally, the study underscored the significant relationship between entrepreneurial attitude and self-efficacy beliefs, highlighting the importance of education in fostering entrepreneurship among students.

Minja et al. (2023) in their study investigated the impact of co-production in entrepreneurship training programmes on the creative application of entrepreneurship skills in Tanzania. Their study utilized mixed qualitative and quantitative approach and collected data from 418 trained micro-entrepreneurs. The study found that after applying the creative thinking skills learned from the entrepreneurship training, the micro-entrepreneur's co-production went up from 31% to 49 %. Notably, the less common co-production dimensions had a moderately positive effect on creative skill transfer, while more prevalent dimension, co-delivery had a strong positive impact.

In the study conducted by Sancho et al. (2022), the focus shifts from entrepreneurial intention to actual entrepreneurial behavior, addressing the impact of entrepreneurship education at the institutional level. Analyzing data from 212 universities, the study revealed that entrepreneurship programs designed to impart knowledge and foster entrepreneurship skills strengthen the link between intention and behavior, though they do not directly drive the act of creating a venture. This study emphasizes the pivotal role of university-level entrepreneurship training in enhancing the transition from intention to real entrepreneurial actions.

Minja et al (2022) studied the essential but challenging issue of transferring entrepreneurship training knowledge into practical application within microfinance institutions in Tanzania. Their study surveyed 418 trainees and found that different demographic determinants influenced each dimension of training transfer. Elder trainees were less enthusiastic about applying training in near and far contexts, while males showed slightly higher transfer in far and creative domains. Furthermore, individuals with higher education levels were more likely to apply trained skills across all transfer dimensions.

Bha & Sarala (2021) in their study critically evaluated the performance of Entrepreneurship Training Institutes (ETIs) in India, which play a pivotal role in fostering entrepreneurs. The study used a combination of qualitative as well as quantitative methods to collect data from sixty entrepreneurs trained from two institutes in the state of Karnataka. The findings reveal the varying impact of different training attributes on the institutes' performance, while also highlighting practical challenges faced by entrepreneurs during business launch and operation. Additionally, the findings place emphasis on the need for hands-on experience and practical skill development and the importance of eradicating dependency syndrome among trainees.

Galvão et al. (2020) aimed to explore how Entrepreneurship Education and Training Programmes (EETPs) influences the development of entrepreneurial competencies and creation of business ventures in their study. Primary data were collected using a structured questionnaire distributed to 103 EETP participants, and analysed using SmartPLS software to construct a Structural Equation Model. Findings reveals the positive impact of respondent's motivation on venture creation, and that participation in EETPs positively influences entrepreneurial orientation and skills which strengthens trainees' s capabilities and competencies, facilitating in creating new ventures.

Galvão et al. (2020) conducted a study on stakeholder's role in Entrepreneurship Education and Training Programmes with Impacts on Regional Development. The research employed semi-structured interviews with diverse stakeholders and revealed the significance of active engagement of stakeholders in entrepreneurship programs to ensure long-term viability. Building stakeholder networks was identified as a fundamental aspect which will promote greater interaction and closer collaboration with entrepreneurs involved in the program. The findings also emphasized the multiple positive impacts of the programme on low-density regions including creation of ventures, job creation, and local investments.

Meyer & Hamilton (2020) investigated on the effects of entrepreneurial training on female entrepreneurs in South Africa. Their study used quantitative research methods and convenience sampling method to collect data from 510 female entrepreneurs of South Africa. Research demonstrated that prior training positively influences motivation, business growth intentions, and various aspects of entrepreneurship education. The authors recommended government support to the female-led businesses through specialized training initiatives and funding opportunities.

Khalid et al. (2019) discussed the significance of entrepreneurship training and its impact on organizational performance. The literature paper reviewed existing literatures and emphasized the importance of entrepreneurial training for businesses across various sectors. Their findings suggested a substantial connection between entrepreneurial training and enhanced organizational performance, supported by the empirical evidence.

In a study by Hernández-Sánchez et al (2019), the impact of entrepreneurial education programs on total entrepreneurial activity (TEA) in Spain was investigated. The research analyzed the relationship between these programs and the entrepreneurial activity rate in different autonomous communities, employing 200 structured questionnaires. Results analysed by SPSS software indicated a positive and significant association between entrepreneurial education programs and increased TEA. Specifically, vocational training and secondary education programs showed the highest influence on TEA. Their findings suggested that integrating entrepreneurial education into the curriculum across educational levels is essential for fostering entrepreneurship in Spain.

Al-Awlaqui (2018) employed the sharp regression discontinuity design methodology to explore the effect of entrepreneurship training on micro-sized businesses. Their study involved a sample of 1330 firms, with 342 assigned to the control group and 382 to the treatment group after optimizing the test bandwidth. The analysis revealed a significant and positive causal relationship between entrepreneurship training and all three dimensions of entrepreneurial orientation. This pioneering study not only addresses a gap in entrepreneurship literature but also emphasize the importance of providing entrepreneurial training to micro-sized businesses as a viable business strategy, offering valuable theoretical and managerial implications.

Ho et al (2018) analyzed the impact of systematic entrepreneurship training on the entrepreneurial alertness and efficacy of adolescent youth by conducting a two-wave online survey involving 328 students from five secondary students. Their study demonstrated that participants who underwent entrepreneurship training exhibited significantly higher levels of entrepreneurial alertness and efficacy in comparison to their non-trained peers. Even after considering gender effects, the study suggests that both passive and active learning components of the program contributed to these enhanced competencies. The findings underscore the effectiveness of entrepreneurship training programs in secondary schools for fostering age-appropriate entrepreneurial skills among young individuals.

Ismail (2018) investigated the efficacy of entrepreneurship training programmes in India and internationally, shedding light on their impact and the mechanisms that underpin their success. The study revealed that these programmes boost the confidence and sense of empowerment among entrepreneurs, aligning with their goal of promoting self-employment through business creation. However, while they contribute to improving business knowledge and practices, their overall effect on entrepreneurship activity was observed to be moderate. Additionally, the study found that the influence on various aspects of business performance, including income, sales, profits and inventory, was relatively modest.

Lyongs & Zhang (2017) delved into the influence of entrepreneurship training programs on participants' inclination to engage in future entrepreneurial activities. Their study suggests that such programmes have a differential impact on individuals with varying levels of resources and capabilities in entrepreneurship. Notably, participants with prior entrepreneurship experience seemed to benefit less from the programme, and those without any experience seemed to gain more. The findings have implications for programme strategy and policy, emphasizing the need to consider the heterogeneous effects of these programmes on participants.

Devi (2016) utilized Chi-Square tests and correspondence analysis to explore the relationship between awareness of government schemes, satisfaction levels, educational levels and various other factors affecting entrepreneurship development in the region. The study highlights the significance of government schemes and the role of education in influencing satisfaction levels and the success of Entrepreneurship Development Programmes.

Olugbola (2016) investigated entrepreneurial readiness of youth and the essential components of start-ups success, including entrepreneurial opportunity identification, motivational level, availability of resources, and entrepreneurial ability. Using a hypothetical deductive research approach and structural equation modelling (SEM), the study surveyed 490 students at a university in Malaysia. The findings highlighted the positive effects

of factors such as opportunity identification, motivation and resources, with entrepreneurship training playing a pivotal role in enhancing these aspects.

Ramakrishna (2015) recognized the significant contribution of Rural Development and Self-employment Training Institute and their training methods in fostering self- employment and entrepreneurship among unemployed youth. The study conducted in the southern state of India, Andhra Pradesh revealed that majority of agricultural EDP trainees successfully established their businesses and received some bank financing support. The study further underscored the important role of entrepreneurship development programmes in preparing future entrepreneurs to harness economic growth in the region.

2.1. Background of EDPs

EDPs in India have had two objectives from its inception, the first one being short term objective which are to be achieved immediately after the completion of the programme and the second one a long-term objective. The short-term objective is mainly focused on helping trainees gain entrepreneurial knowledge and skills, while the long-term objective is focused on venture creation. An entrepreneurship development programme consists of three broad phases; the first phase being pre-training phase which is about preparation activities to launch the training programme. The second phase which is the training or the development phase is concerned with bringing changes in the behaviour of the trainees. The third phase which is the post-training phase or the follow-up phase is the phase which is concerned with the assistance in establishing new enterprise and in developing existing enterprises. This paper however will focus only on the third phase of the programme.

Even though EDP trainings are based on the needs of the participants, all EDPs follow a basic model which are to equip the participants with essential technical knowledge and skills, achievement motivation training, information about support systems such as local banks, other financial institutions and all those institutions dealing with supply of raw materials, equipment etc. The participants are also informed about the importance of market survey and are trained to be equipped with managerial skills. Finally, the participants are trained for the preparation of project. The trainees are also coached on how to identify various business opportunities in their business environment through numerous training techniques and counselling by team of expert trainers and practical survey methods. This whole process of training takes about two weeks to six weeks depending on the needs of the participants. Even though participants are said to be fully equipped with the requisite skills and knowledge, without proper support systems which may be in the form of credit or other forms of aids, it would still be difficult for various trainees to go for venture creation just after their training. This is also emphasized by McClelland that Government can improve the business opportunity as well as business success by supporting potential entrepreneurs with numerous aids and guarantees. In India, support systems in the form of special agencies and schemes such as financial institutions which comprises of development banks like IFCI, ICICI and IDBI provides financial assistance to EDP trainees who are new entrepreneurs or existing entrepreneurs looking to upgrade or expand their business. Even though EDP training model comprises of support system in the form of credit, raw material supply, technical and managerial assistance, from the present study it was revealed that support systems for EDP conducted in Manipur are only in the form of financial subsidies and loans granted by schemes such as Prime Minister Employment Guarantee Programme.

To generate employment as well as to provide financial assistance for creation of ventures, Government of India through the integration of two schemes viz. the Prime Minister`s Rozgar Yojana (PMRY) and the Rural Employment Generation Programme (REGP) bought about a new scheme called Prime Minister`s Employment Generation Programme (PMEGP) in 2008. PMEGP is managed and implemented at the state level by Khadi and Village Industries Commissions (KVIC), Khadi and Village Industries Boards (KVIBs) and District Industries bank (DICs) through various Governmental organisations and Institutions. PMEGP scheme has become increasingly important for EDPs since beneficiaries of PMEGP scheme are compulsorily required to undergo EDP training programme for at least 10 days for the release of financial aids or loans from development banks. In Manipur, implementing PMEGP for EDP trainings are conducted by ICM training center situated at Lamphel, Imphal. These training programmes are supported by Khadi and Village Industries Commission (KVIC) as well as District Industries Commission (DIC), Imphal.

2.2. Studies on Venture creation

Venture creation is defined as the planning, organizing and establishing of new organisations and venture creationists are those individuals who generates unique ideas and promote such ideas to the world (Falkang, 2000). Venture creation is considered as the heart of entrepreneurship since it is the one which converts the abstract ideas of an entrepreneur into its concrete form. The process of venture creation starts with the entrepreneurial intention. Isiwu & Onwuka (2017) defined entrepreneurial intention as the state of mind when an individual wishes to, hopes to and desires to become an entrepreneur. When an individual with the intent of becoming self-employed after a training, joins an Entrepreneurship development programme, he/she can be said to be in the first stage of venture creation. The SEE model or the model of entrepreneurial event is a model developed to explain the impact of entrepreneurial intentions on venture creation. In this model, perceptions of feasibility and desirability and propensities to act upon opportunities constitutes entrepreneurial intentions. The perceived feasibility means the degree of an individual`s beliefs in starting a new business, while perceived desirability is the appeal of starting a new business, and propensity to act is the

person`s disposition to act upon their own decisions. Isiwu & Onwuka (2017) stated that an individual who desires, who wishes and who hopes to become an entrepreneur has the entrepreneurial intent. So, when an individual in the hopes of self-employment joins an EDP training, that person is in the first step towards venture creation. The next stage is the entrepreneurial opportunity search and discovery. Aspiring entrepreneurs must search for and discover opportunities since opportunities can be grasped only by those who are prepared to do so. When new products, services, raw materials, and organizing methods can be initiated and sold greater than their production costs, it is termed as an entrepreneurial opportunity. The decision to exploit such entrepreneurial opportunity comes from cognitive abilities of the individual as well as their psychological attributes which includes risk taking propensity, motives and attitude. The last stage is the exploitation of the entrepreneurial opportunity which ultimately results in venture creation.

2.3. RESEARCH GAP

Research studies on the area of entrepreneurship education, entrepreneurship intention and entrepreneurship attitude are found in various literatures all around the world. However, studies on the area of Entrepreneurship Development Programme /training are scarce. Literatures on Entrepreneurship Development Programmes mainly focuses on the effectiveness of the training regarding improvement in the entrepreneurial skills and knowledge. Very few literatures focus on how entrepreneurship programmes influence entrepreneurial activities (Béchard & Grégoire, 2005; Farashah, 2013) and lead to the venture creation stage, which considered as the main objective of this programme. Every year in Manipur, hundreds of people get trained under this programme. However, no studies have been conducted so far to check the effectiveness of this training programme in venture creation of the state. Therefore, the present study focuses on examining the effectiveness of Entrepreneurship development programmes in the creation of ventures in the state of Manipur, India. It finds the answers to the research question about whether this training programme is effective in creating ventures of the trainees in this region.

3.0 Research Methodology

3.1 Research Design

The study aims to fulfil the parameters of a descriptive research design and a cross sectional investigation. This approach is chosen because the present research seeks to gather systematic, factual, and precise data about the population under study within a short duration of time. The choice of descriptive research design is appropriate for our present study because it intends to evaluate the effect of entrepreneurship development programme on the venture creation aspects. The population of interest for this study were the EDP participants of Manipur. According to the official records of ICM, there were a total of 3492 participants from 2015-2019.

To gather data for this study, a combination of primary data and secondary data sources were utilized. Primary data was collected through a structured schedule whereas secondary data was collected from ICM, an institute promoted by the Ministry of cooperation, Government of India which conducts EDPs and archives the list of EDP trainees in Imphal, Manipur. With the list of trainees in hand, attempts were made to contact them using the contact numbers from the list, and their consent to participate in the study was sought. Out of the total trainees, only 836 could be reached telephonically and provided their consent for participation. However, during the data collection which was done using a structured schedule through face-to-face interview and telephonic conversations, only 404 trainees successfully completed the survey.

The questionnaire consisted of 28 questions; the contents of the questionnaire were designed to collect the relevant information needed for the study. In order to develop the questionnaire, questionnaire from previous studies were considered and was designed after necessary modifications needed for the study. The questionnaire went through a pilot test consisting of 30 EDP trainees who resided in Imphal district of Manipur. Cronbach Alpha was used to check the reliability of the questionnaire. The score of the reliability test came out to be reliable which was 0.714126. The data is administered using SPSS English Version 20.0 for analysis. Quantitative statistical tools such as Chi-Square tests, frequency and percentages are used for the analysis and interpretation to support the data obtained.

3.2 Rationale of the study

The rationale of the study lies on the importance given to entrepreneurship education and training in fostering entrepreneurship development in recent decades. As a result, Governments are spending huge number of public resources on EDPs to equip individuals with essential skills and knowledge to promote venture creation and create employment opportunities (Brentnall et al., 2018). Manipur, a region marked by unique landscape provides an ideal setting for examining the impact of EDPs. Many academicians and experts have underscored the importance of evaluating the effectiveness/ outcomes of EDPs (Farashah, 2013; Larso et al., 2018). In this context, the present study responds to this need by evaluating the impact of EDPs offered by ICM in Manipur, specifically focusing on venture creation.

4.0 Analysis and Discussions

The following section give insights into the analysis of the data collected, aiming to unveil significant insights and present meaningful discussions. Table 1 shows the demographic profile of the respondents. 240 (59.4%) respondents are male, and 164(40.6%) are female respondents. Majority of the respondents 166 (41.1%) are between the ages of 41 and 50, 125 respondents (30.9%) are between the ages of 31 and 40 years, 67 (16.6%) respondents are above the age of 50 years and 46 (11.4%) respondents are between 20 and 30 years. Out of the 404 respondents, majority 145 (35.9%) respondents were graduates, 113 (28%) respondents were 12th pass or have higher secondary educational qualification, 89 (22.0%) respondents were 10th pass or have secondary educational qualification and 38(9.4 %) respondents have studied only up to 8th standard, 18 (4.5%) respondents have post-graduation qualification and 1 (0.2%) respondent have a diploma degree. Majority i.e., 276 (68.3%) respondents resided in the rural area whereas 119(29.5%) respondents were from urban area and 9 (2.2%) respondents were from semi-urban area. Notably, the demographic profile indicates a significant gender gap among the respondents. This discrepancy raises questions about the gender dynamics in entrepreneurship development. Further, the data highlights the predominance of respondents in the 41-50 age group, which suggest that this age group is particularly interested in EDP trainings.

Personal information of respondents		No. of respondents	Percent
Gender	Female	164	40.6
	Male	240	59.4
Age	20-30 years	46	11.4
	31-40 years	125	30.9
	41-50 years	166	41.1
	Above 50 years	67	16.6
Educational Qualification	Class 8th pass	38	9.4
	Class 10th pass	89	22.0
	Class 12th pass	113	28.0
	Graduation	145	35.9
	Post-Graduation	18	4.5
	Diploma degree	1	0.2
Place of Residence	Rural	276	68.3
	Urban	119	29.5
	Semi-Urban	9	2.2
Total		404	100.0

Table 1. Showing demographic profile of the respondents

(Source: Authors Computation)

Table 2 shows the reason for joining EDPs. 169 respondents (41.83%) have joined the training programme to be self-employed, whereas 177 respondents (43.81%) have joined the training programme to get loan from the Prime Minister Employment Guarantee Programme Scheme and 58 respondents (14.36%) joined for other reasons. This finding underscores the significance of financial support in fostering entrepreneurship and raises questions about the accessibility and effectiveness of such government schemes. Further, this diversity in motivations can be a focal point for discussions on the varied expectations and outcomes associated with EDPs.

Statement		No. of respondents	Percent
Reason for joining EDP training	To be self-employed	169	41.83
	To get loan from PMEGP scheme	177	43.81
	Others	58	14.36
	Total	404	100.0

Table 2. Table showing reasons for joining EDPs.

(Source: Authors Computation)

Table 3 shows that majority of the respondents, 307 (75.99%) have a good opinion regarding the EDP training attended by them, while 83 (20.54%) respondents feel that the training was average and 14 respondents (3.47%) feel the training was poor. This high satisfaction rate suggests that EDPs are generally effective in equipping the participants with the necessary skills and knowledge. It is also necessary to explore the reasons behind the ratings of the dissatisfied trainees, since these feedbacks can lead to discussions on areas for improvement in EDP curriculum and delivery.

Feedback about EDP training attended		No. of respondents	Percent
Opinion about the EDP training	Good	307	75.99
	Average	83	20.54
	Poor	14	3.47
	Total	404	100.0

Table 3. Table showing feedback about the EDP training attended by the respondents
(Source: Authors Computation)

Objective 1. To investigate the number of trainees who created their venture after the training and the number of trainees who failed to create a venture after training and to assess the reasons for the same.
Ho1: Participation in EDP did not encourage the trained participants to start their own venture.
Table no.4. and Table no 5 shows that out of the 404 respondents who have participated in the EDP training conducted by ICM, 326 (80.7%) respondents created their own venture. However, 49(12.1%) respondents already had their own venture before attending the training programme. Therefore, the actual number of trainees who created their own venture after attending the EDP programme comes to 277 (68.56%) trainees. Meanwhile, 78 respondents (19.31%) have not created a venture even after attending the training programme. Moreover, the data on the time taken to start ventures, sources of motivation, and assistance received offer insights into the journey of these first-time entrepreneurs. These findings underscore the role of EDPs in encouraging and supporting venture creation.
Further from Table no.5, we can observe the time taken by the trainees to start their own venture after EDP training. 74 (18.3%) respondents took seven to nine months to start their own venture, 50 (12.4%) respondents took less than three months to start their own venture and 23 (5.7%) respondents took one to two years to start their business establishment.
It is also observed from the table that those respondents who created their own ventures after attending the EDP training had received various assistance from the training centre or other agencies. Such trainees also received knowledge regarding financing, subsidies in procuring raw materials and knowledge about technical know-how etc., from the training centre or other related agencies which enabled them to start a new venture. 192 (47.5%) trainees claim that they got help regarding financing from the training centre, while 92 (22.8 %) trainees claim they got help regarding with help with subsidies, while 41 (10.1%) trainees claim that they got help regarding knowledge about technical know-how, and only 1(0.2%) trainee claimed they got support for industrial shed. So, from the above facts we can make a statement that the participation of EDP encourages the trainees to start new ventures of their own.

No. of trainees who owns venture and those who does not		No. of respondents	Percent
Owns venture	Manufacturing/Trade/Business	67	16.6
	Service/Profession	240	59.4
	Others	19	4.7
	Total	326	80.7
Does not own venture	Total	78	19.3
Total		404	100.0

Table 4. Table showing the number of trainees who owns and those who does not.
(Source: Authors Computation)

Details of the trainees who owns their own venture		No. of respondents	Percent
Time taken to start venture after EDP training	Less than three months	50	12.4
	Four to six months	57	14.1
	Seven to Nine months	74	18.3
	Ten to twelve months	24	5.9
	More than one year	49	12.1
	One year to two years	23	5.7
	Started a business before attending EDP training	49	12.1
Areas of help received from the EDP training centre or related agencies in establishing business	Subsidies	92	22.8
	Industrial Shed	1	.2
	Technical Know-how	41	10.1
	Financing	192	47.5
	Total	326	80.7

Table 5. Table showing details of the trainees who owns their own venture
(Source: Authors Computation)

Table no. 6 shows the details of trainees who failed to start a venture after attending the training. Altogether out of 404 respondents, 78 respondents came under this category. 5 respondents (1.23%) stopped their business planning before the training ended, while 73 trainees (18.07%) stopped their business planning after the training ended. Further, the main cause of reason for giving up on the creation of venture was because banks/ financial institutions did not sanction loan to the trainees for their financial requirements of establishing a venture. 73 trainees out of the 78 trainees could not create their venture because of the lack of support from banks/ financial institutions to sanction loan to them. 1 trainee got employed elsewhere and 1 was discouraged by those already in the business. Meanwhile 3 trainees did not have the confidence to start their own venture. When asked whether these trainees approached the training centre to sort out this issue, 74 respondents positively replied while 4 respondents did not approach the training centre to sort out this issue. The training centre helped but the help could not solve the problem of 46 (11.4%) respondents.

Details of the trainees who failed to start a venture after EDP training		Frequency	Percent
Stage at which bussiness planning stopped	Before the training ended	5	1.23
	After the training ended	73	18.07
Main reason for giving up	I was not confident to start my own venture	3	0.74
	I got employed elsewhere	1	0.2
	I was discouraged by those already in the business	1	0.2
	Bank/ financial institutions did not sanction loan	73	18.16
Approached the EDP training centre to sort out the issue	Yes	74	18.3
	No	4	1.0
Response from the EDP training centre	Helped but not to the extent required	14	3.5
	Helped but did not solve the problem	46	11.4
	Did not respond or helped	14	3.5
	I did not approach them at all	4	1.0
	Total	78	19.3

Table 6. Table showing details of trainees who failed to start a venture post-EDP.
(Source: Authors Computation)

Objective No. 2**.** To examine the impact of EDPs on the creation of first- generation entrepreneurs.
Table no. 7 shows the figures of trainees who have become the first-generation entrepreneurs in their family after the EDP training. Out of 277 respondents who started their own venture post-EDP, it was found that 84.83 percent trainees i.e., 235 trained respondents were the first-generation entrepreneur in their family which meant that they did not have any family members who were in the business background prior to them. The findings highlight the transformative effect of EDPs in inspiring and enabling individuals to be pioneers in their families.

		No. of trainees	Percentage
First-generation entrepreneurs	I am the first person in my family to create a venture of my own	235	84.83
	I already had family member(s) who owned their own venture	42	15.17
Total		277	100.0

Table.7: Table showing figures of trainees who are the first-generation entrepreneurs in their family

(Source: Authors Computation)

Table no. 8, shows the impact of EDP training on the creation of first-generation entrepreneurs. Out of 277 respondents who started their own venture after EDP training, 107 trainees (38.63%) agree that attending EDP has influenced them to become the first entrepreneur in their family. 58 trainees (20.9%) agree to the above

statement, 51 trainees (18.41%) remain neutral, whereas 24 (8.66%) disagree to be above statement and 37 trainees (13.4%) strongly disagree.

Attending EDP has influenced me to become the first entrepreneur in my family	No. of trainees	Percentage
Strongly Agree	58	20.9
Agree	107	38.63
Neutral	51	18.41
Disagree	24	8.66
Strongly Disagree	37	13.4
Total	277	100.0

Table.8: Table showing the impact of EDP towards becoming first generation entrepreneurs
(Source: Authors Computation)

Objective 3. To compare the occupation of the trainees before and after attending EDPs.
Ho3: Participation in EDPs has not cause a change of occupation of the trainees

In order to compare the change of occupation of trainees before and after joining the EDP training, a chi-square test with 15 degrees of freedom was performed i.e., chi-square=29.825 and p-value<0.001. Since the p-value is less than 0.001, we can interpret that there is significant change in the occupation of trainees after attending EDP training. In case of income of trainees also, since the corresponding p-value is less than 0.001, we can also interpret that there is significant change in the income of the trainees.

Occupation and Income		Before EDP		After EDP		Chi square	p- value
		No.	Pc.	No.	Pc.		
Occupation	Unemployed	49	12.1	27	6.7	29.825	<0.001**
	Employed	34	8.4	12	3.0		
	Student	12	3.0	4	1.0		
	Business/Trade/Manufacturing	59	14.6	94	23.3		
	Profession/Service	226	55.9	237	58.7		
	Agriculture& Allied activities	24	5.9	30	7.4		
Income	Nil	39	9.7	23	5.7	42.935	<0.001**
	Less than Rs. 5,000	37	9.2	18	4.5		
	Rs 5,001 to Rs 10,000	92	22.8	56	13.9		
	Rs 10,001 to Rs 15,000	83	20.5	74	18.3		
	Rs 15,001 to Rs 20,000	56	13.9	69	17.1		
	Rs 20,001 to Rs 25,000	44	10.9	56	13.9		
	25,001 to Rs 50,000	40	9.9	71	17.6		
	More than 50,000	13	3.2	37	9.2		

Table 9: Table showing comparison of occupation and Income of respondents before & after attending EDP

(Source: Authors Computation)
**Significance at 0.01 level of significance

Objective no. 4. To determine whether gender of trainees plays a role in venture creation.
Ho4: Gender of trainees has no role to play in creation of venture.
A chi-square test with 2-degree freedom was performed between the genders of trainees who created new ventures and those who failed to create ventures after EDP training. The corresponding values are Chi-square = 0.733 and p-value = 0.393. Since the corresponding p-value is greater than 0.05, it can be interpreted that gender of trainees plays a role in venture creation. This finding highlights the gender-related challenges in entrepreneurship development, and the need for tailored EDPs that considers gender dynamics specific to the region.

Gender	Statements		Total	Chi-square	P-value
	Created a new venture after EDP	Failed to create venture after EDP			
Female	110	35	145	0.733	0.393
Male	167	43	213		
Total	277	78	355		

Table 10: Table showing gender of trainees who created a new venture and who failed to create venture after the EDP training

(Source: Authors Computation)

5.0 Implications of the study

The present study reveals numerous theoretical as well as practical implications with far-reaching consequences for the domain of entrepreneurship as well as for the design of entrepreneurship development programmes or entrepreneurship trainings. Practically, the implications are of immediate concern to policymakers, programme administrators and stakeholders. The main research findings highlight the profound impact of EDPs on venture creation in the state of Manipur. This emphasizes the need for continued investment in such programmes, with certain interventions, such as the need to enhance the accessibility to financing through government schemes the like Prime Minister Employment Generation Programme (PMEGP). It is also imperative that bureaucratic complexities be reduced, and public awareness be increased regarding financial resources. These practical recommendations can help unlock further entrepreneurial potential latent in Manipur's population.

Further, the study emphasizes the importance of customizing EDP curriculum to reflect the socio-economic and cultural dynamics of the region. By aligning the curriculum to the local market dynamics, and fine-tuning their skills, it would be instrumental in addressing the specific needs of both rural and urban entrepreneurs. The findings also shed light on the gender disparities within the trainee group. Promoting gender-inclusive policies and programmes to bridge these disparities is important. Further research into the factors underlying the variations is essential, equipping policymakers with a deeper understanding of this dimension. The study's focus on the motivation aspect and the kind of help availed, offers an intriguing aspect for future researchers. Deeper exploration on the psychological aspects and support-related aspects can enrich the academic discourse on venture creation.

An intriguing finding from the study is the transformative effect of EDPs, with a significant number of trainees becoming the first-generation entrepreneurs in their families. This implies that such programmes have the potential to empower individuals from families of no prior history of entrepreneurship, enabling a path of economic mobility and independence. Such emergence of first-generation entrepreneurs can have far-reaching impact on the creation of new businesses, job opportunities and economic growth bringing a shift in the socio-economic dynamics. Policymakers and stakeholders should take a note of this findings and make appropriate policies to promote entrepreneurship. Theoretically, the study holds a significant implication as this study is one of the first comprehensive study to examine EDPs and their impact on venture creation. Thus, the study lays the foundation for a deeper understanding of entrepreneurship development within the unique socio-economic context. This aspect of the study adds a distinctive layer to the broader theoretical landscape of entrepreneurial studies. Additionally, the study encourages scholars to probe further into the specific mechanisms and variables which empowers venture creation post-EDP training. Understanding these components are most influential in advancing theoretical foundation of entrepreneurship education.

In conclusion, the study's theoretical implication is two-fold. Firstly, it marks a significant step since this study is one of the pioneering studies in Manipur, which creates avenues for further research in this region. Secondly, the study underscored the need for evolving theoretical framework attuned to the unique context of entrepreneurship development, which can guide policy and programme development not only in Manipur, but also in other similar regions. The practical implication of the study brings immediate attention to the policymakers, programme administrators, and stakeholders.

6.0 Conclusion

Entrepreneurs are not born but are made. Various schemes such as the Prime Minister Employment Generation Schemes, Start-Up India are being introduced and implemented by the Indian government to enable the people of India to become job givers instead of job seekers. Entrepreneurship Development Programme, a flagship programme of the government of India was initiated in order to train aspiring as well as existing entrepreneurs to facilitate the growth and development of entrepreneurship in India. Potential entrepreneurs as well as aspiring entrepreneurs who require financial assistance under Prime Minister

Employment Generation Schemes are required to go through Entrepreneurship Development Programmes training. The objective of this training programme is the creation of ventures by the trainees of the programme. The present study aimed to study the effectiveness of the training programme in achieving the objective of venture creation. The study concludes that the training programmes are effective in venture creation. However, the process of giving financial support in the form of loan sanctioned through the schemes needs to be scrutinized by concerned authorities of Government of India as well as the training administrators. Such financial support in the form of loans ensure that the trainees get the much-required capital to start their own ventures. Doing so will ensure that the venture creation by the trainees of the training programmes is maximized to a much greater level.

6.1. Future Research Directions

It is evident from our study that the scope of EDPs remains open for further exploration, opening up several avenues for future researchers. Firstly, since our geographical scope of investigation is restricted to Manipur, future research can expand this scope to other similar geographical region, such as the other states of north-east India: Assam, Arunachal Pradesh, Meghalaya, Mizoram, Nagaland and Tripura, which experiences similar socio-economic conditions. A comparison of effectiveness of EDPs between the north eastern states as well as; between northeastern states and the rest of the country also seems to be an intriguing research area. By doing so, we can understand the interplay between EDPs and these contextual factors, yielding results that transcend regional boundaries.

Future researches can also employ advanced research methodologies, tools and techniques, both quantitative as well as qualitative. Employing mixed research methods will be able to provide a deeper understanding of the effectiveness of EDPs on venture creation. Qualitative insights will be able to complement quantitative findings and provide a more holistic understanding. Longitudinal studies, for instance, will be able to trace the progress of EDP trainees over time, which will shed light on the long-term sustainability of their ventures such as business growth, job creation, and other business outcomes. Future studies can also focus on the evaluating the quality of training materials, competencies of trainers within EDPs, programme structure and networking opportunities.

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