DOI 10.70906/20231703052062
Article

A Detailed Study on Measuring the Effectiveness of Women Entrepreneurship Training and Skill Development Program

Sania Sami*

S. Roychowdhury**

Abstract

India has prioritized the development and fostering of entrepreneurship across states. Further, the COVID-19 pandemic has shown a plunge in many home-based women entrepreneurs, a new trend that will continue to grow. Thus, the entrepreneurial training program is mushrooming by government and non-government institutions. This study aims to measure the effectiveness of one such training program. The study includes both existing and potential women entrepreneurs. Many studies highlighted the significance of the entrepreneurship training program, but it is also essential to investigate the effectiveness of such a program. Thus, the principal aim of this study was to measure the effectiveness of one such women's entrepreneurial training program. The findings of this study measure the effectiveness of one of such training programs and provide a framework for future training programs. The training effectiveness was evaluated using Kirkpatrick's 4-level training evaluation model. In this study, training effectiveness was measured at two levels. This empirical study recognizes the effectiveness and level of business skills acquired by the women trainees. The study also identifies the scope and areas for future research.

Keywords: *Kirkpatrick's training evaluation model, women entrepreneurs, Wilcoxon signed-rank test, McNemar test, and Mann-Whitney U test*

How to cite: Sami, S., & Roychowdhury, S. (2023). A detailed study on measuring the effectiveness of women entrepreneurship training and skill development program. Journal of Management and Entrepreneurship, 17(3), 52–62

DOI 10.70906/20231703052062

Abstract

1. Introduction

Entrepreneurship refers to an entrepreneur or group of entrepreneurs who take the initiative to create or build new business enterprises. In contrast, an entrepreneur acts as an agent and undertakes all the risks encircling the business activities. Thus, many institutions and policymakers are synchronously putting tremendous efforts into promoting and fostering entrepreneurship in India as they have recognized that the initiation of a new endeavour and the flourishment of the existing ones are major contributors to the advancement of the economy. Peterman and Kennedy (2003) have recognized that entrepreneurship training is some empirical modus operandi to stimulate entrepreneurship among juveniles by endowing them with business-related knowledge and skills. Entrepreneurship training is efficacious in fostering cognitive and motivational results, leading to a surge in business start-ups (Martin et al., 2013). Specifically, our knowledge regarding designing and improving training to effectively promote entrepreneurship is limited (Gielnik et al., 2015). According to a special report on entrepreneurship training by the Global Entrepreneurship Monitor, there needs to be more studies on entrepreneurship training and measuring the effectiveness of training (Martinez et al., 2010) or if training leads to overcoming the shortcomings of entrepreneurial activities. In the study, Botha et al. (2013) affirmed that lakhs of education and training are the perennial ineptitude among women entrepreneurs. Thus, training becomes indispensable to foster entrepreneurship between potential and existing women entrepreneurs. Past researchers (Henry et al., 2003; Ladzani & van Vuuren, 2002) have long-existing that training enhances soft skills besides practical skills essential for entrepreneurs at the early stage. In their

* Affiliation: Indian Institute of Social Welfare and Business Management, Kolkata, India Email: saniasharique656@gmail.com Contact: 9163729897

** Affiliation: Indian Institute of Social Welfare and Business Management, Kolkata, India Email: srcdb@rediffmail.com

study, Pretorius et al. (2005) firmly mentioned that if the facilitator or trainer of the training program can modify the attitude or behaviour of the trainees' women entrepreneurs, then that may pave the way for a surge in business start-ups in the economy.

Further, they stated that imparting knowledge and skills is most accessible and mainly incorporated in the training program; hence, modifying or changing behaviour to promote new start-up ventures is crucial. Often, training programs provide a direful outcome as start-ups after training are thin on the ground by no means of behaviour change owing to such programs. It was also seen that societal culture may encourage entrepreneurial attitude or may detriment the same.

In the last few decades, India has witnessed the burgeoning of women's entrepreneurship across states. Thus, many government and private organizations periodically organize training programs for the progress of women entrepreneurs. These women entrepreneurship training and skill development programs are expected to empower budding and existing women entrepreneurs who want to start, run and grow their businesses. The primary objective of the study is thus to measure the effectiveness of women entrepreneurship training programs for both potential and early-stage women entrepreneurs in West Bengal. The focus of this study is exemplarily on potential and early-stage women entrepreneurs. This research will enhance our understanding of the effectiveness of training among potential and early-stage women entrepreneurs. These training programs are expected to motivate women to secure decent jobs for themselves and others. Moreover, it assists them in overcoming business barriers to develop productive, sustainable, and innovative businesses. The model was developed and used as the framework for entrepreneurship programs in West Bengal and is evaluated and measured on different track outcomes.

The following research hypotheses have been formulated concerning the research objectives regarding the effectiveness of a well-designed training program to motivate the potential and existing women entrepreneurs and develop their knowledge and skills in doing business:

H1: The training program is efficacious in improving the business skill knowledge of potential and existing women entrepreneurs.

H2: The training intervention effectively motivates potential entrepreneurs to start up and existing women entrepreneurs to grow their businesses.

The research paper has been organized in the following way: the next section includes an extensive literature review on training and the effectiveness of the training model, which will serve as a base for a contextual approach to research and recognizing the research gap. The third section includes the training model. The methodology for data analysis has been included in the fourth section, followed by the results of data analysis. The fifth section of the paper concludes with a discussion, and finally, the seventh section has limitations and shows a future research direction.

2. Extant Works of Literature and Research Gap

This section includes an extensive literature review to provide insight into entrepreneurship training, which has been recognized as a crucial factor in promoting a positive entrepreneurship culture between potential and existing women entrepreneurs.

In the last few decades, there has been ample study to substantiate the significant growth in the number of women start-ups across the globe following the continual advancement of technologies and recurrent innovation that had steered the business evolution (Gibb, 2002; Schneider, 2017). *Entrepreneurship training* is a well-organized and structured program that furnishes participants with the imperative skillset and perspective for determining and establishing new business endeavours (Cope, 2005; Katz, 2007). Existing research on entrepreneurship training has been initiated to examine the effect of training on university-level students' entrepreneurial intentions (Souitaris et al., 2007). A paired t-test of entrepreneurial career intentions between students was examined regarding the desirability and feasibility of starting a business (Peterman & Kennedy, 2003). Moreover, further attempts were made to invigilate how entrepreneurial competencies mediate the linkage between entrepreneurial personality and

entrepreneurial intention and alertness (Obschonka et al., 2016).

Idrus et al. (2014) study training was given to 40 women entrepreneurs in Malaysia to understand the effectiveness of training. From the study, it was found that the majority of respondents said that the women's entrepreneurship program would help them boost their business efficiency and profitability. Further, it was also found that the respondent ranked the ability to obtain financial assistance for business and creative problem solving as their most important knowledge and skills for their business.

In his research, Ismail (2018) expressed that entrepreneurship training programs positively influence existing and potential entrepreneurs, particularly in fostering improved business practices. It was also found that entrepreneurship training is frequently combined with other interventions, such as micro-finance or grants, that widely influence the program's success.

In the research of Botha (2006), 180 women were included in the study, although training was provided to 116 women. Of the 15 women were potential women entrepreneurs, and it was found that the women entrepreneurship program (WEP) not only trained women to build their businesses but also made them expand their businesses. The study further demonstrates that training women entrepreneurs can generate new skills and knowledge that will ultimately result in business running, improve their confidence in their entrepreneurial activities, and increase profitability and turnover.

Building on these studies, descriptive research was used to ascertain the effectiveness of entrepreneurship training to improve entrepreneurial competencies and comprehend the impact of training intervention on entrepreneurial knowledge and skill.

The effectiveness of the Women Entrepreneurship Training & Skill Development Program was measured at four levels of criteria using Kirpatrick's (1967) model, viz., reaction measures (if training is engaging and productive), learning measure (if trainees acquire relevant knowledge and developed entrepreneurial skill), behaviour measures (if trainees are employing the skills developed through the program) and results in measure (if training program assists in achieving business goals).

***Reaction measure*:** This training phase generally measures the trainees' satisfaction or feelings towards the training program's effectiveness. This level is assessed post-training program and measures the learner'slearner's primary takeaway from the program.

Learning measure: This level measures the learning of trainees, i.e., ascertaining if trainees acquire all the crucial learning outcomes, i.e., the intended knowledge, modifying attitude, boosting confidence, and developing other skills from the training.

It is evaluated through pre- and post-learning assessments to measure the effectiveness of learning on potential and existing entrepreneurs. Generally, this learning is evaluated after three months of the training program.

Behaviour measure: The most crucial and significant level in the Kirkpatrick Model measures the genuine and significant impact of training on the trainees. It measures and assesses whether there is any behaviour change through this program and whether trainees employ the skills developed during the program in their workplace.

Success measure: This level measures the direct outcome or results of training. It measures whether a training program assists in achieving business goals in a true sense. In entrepreneurial training, primary and crucial outcomes are measured regarding economic factors, including profitability, growth, quality, sustainability, cost economics, and more.

Analysing trainees' data at each level tends to provide a better and bigger picture of the practical result of the training program. Thus, the Kirkpatrick model provides an actionable measurement plan.

The problem identified by the present study is the disparity between the share of ownership across men and women entrepreneurs in micro, small and medium enterprises in India. This disparity can be bridged through well-designed women entrepreneurship training programs. Thus, the present study explores the significance and measure of the effectiveness of women entrepreneurship training programs on potential and existing women entrepreneurs. Many

governments and non-government institutions provide women's entrepreneurship training, but these programs have certain limitations owing to their specifications. Such programs impart training to women of specific age groups, qualifications, business scale, and experience. However, there needs to be more study that measures the effectiveness of training programs that promote the spirit of entrepreneurship among potential homepreneurs and early-stage women entrepreneurs.

Thus, this paper makes an effort to measure the effectiveness of women entrepreneurship training programs to ensure that such programs effectively increase the ownership share of women entrepreneurs in micro, small and medium enterprises in West Bengal.

Entrepreneurship training and skill development program Model

This section includes a detailed design of the entrepreneurship training and skill development program that provides entrepreneurship training for women entrepreneurs to increase their ownership share in micro-enterprises in West Bengal. There was no constraint to the demographic profile of the target population concerning age (including women above 18), education (no minimum education criteria), etc. The study includes homepreneurs who primarily run non-registered businesses to earn for their family through home-based online businesses. A graphical design of different training phases has been provided to represent the training module.

Training Model

This training model was designed to enhance and develop the entrepreneurial skills of women entrepreneurs. The training model depicted in Figure 1 postulates training program trajectories. Research suggests that intense interactive sessions ensured high learning. The training program involves various techniques: factory visits, case study/ life experience, activity sessions, discussion of entrepreneurs' projects, idea pitching, and lecture methods

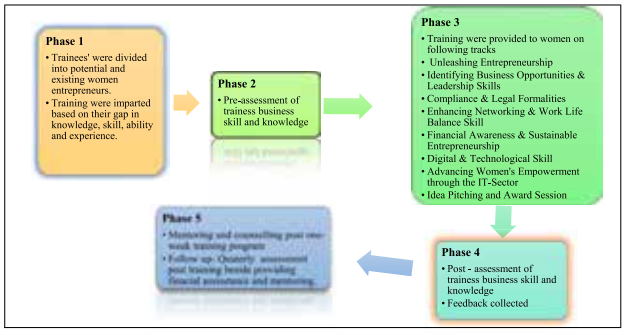

Figure 1. Women entrepreneurship training and skill development program have different phases

Phase 1: Identifying the relevance of training across different trainees' groups

To ensure training has been effectively imparted between potential and existing women entrepreneurs, it is necessary to identify the gap in trainees' knowledge, skill, and ability. A training program must understand and address the trainees and ensure high learning and effectiveness. The trainees were divided into two groups, i.e., potential and existing women entrepreneurs. This grouping provided a broad and clear picture of training effectiveness across potential and existing entrepreneurs. Further existing entrepreneurs were subdivided into two groups: registered and non-registered entrepreneurs. The non-registered entrepreneurs were mostly homepreneurs.

Phase 2: Pre-assessment of business skills and knowledge

Before delegating training between potential and existing women entrepreneurs, a pre-assessment was done to investigate individual trainee expectations from entrepreneurship training and measure their skills, knowledge, and awareness in the context of business opportunities, ideas, government and non-government schemes, etc.

Phase 3: Delegating training

The WET&SDP was designed to promote and foster the spirit of entrepreneurship among women, identify their needs, and assist them in overcoming business hurdles and running the business smoothly. Besides, another objective for training women was to make them self-dependent and create and

make them aware of the many job opportunities in entrepreneurship and the IT sector.

Phase 4: Post-training assessment

After the training program was executed, the self-administered questionnaire was distributed between the trainee group, and their responses were collected for analysis.

Phase 5: Idea pitching

The fifth training phase was one of the crucial sessions, including idea pitching. In the idea-pitching session, women were allotted three-minute stage time to share their business plan and expected assistance.

Phase 6: Mentoring, counselling, and follow-up

Post-training program mentoring and counselling were provided to a few women trainees from each group to assist them with their business plans and respective fields of concern. This mentoring and counselling were done at the individual level, where each participant shared their business problems. Botha (2006) says mentoring and network assistance significantly boost women's confidence to start or grow their businesses. It was found that many trainees build a close network with their peers.

The trainees will be monitored quarterly, and mentors will be assigned to them according to their business plan and assistance areas.

3. Research methodology

The research methodology includes the techniques of a quasi-experimental study. The study includes statistical techniques viz., Wilcoxon signed-rank test, Mann Whitney U test, and McNemar test to ascertain the training effectiveness at the first two levels. The study population includes 65 women trainees. The study invariably includes a quantitative research design to provide inferential results. A structured questionnaire was used to collect the data from 35 existing women entrepreneurs and 30 potential entrepreneurs across Kolkata. The study mainly includes homepreneurs, micro-enterprise owners, or potential entrepreneurs.

Structured questionnaires were used as data-collecting instruments. The pre-training questionnaire was distributed among women trainees on the first day of the program, and responses were collected on the same day the post-training questionnaire was distributed through email, and responses were collected. The questionnaire was categorized into four sections. The first section includes the demographic profile of the women, whereas the second section includes the business profile; this section also includes questions related to business success (which was filled by existing entrepreneurs only). The third section involves pre-training questions, and post-training questions are considered in the fourth section. Data related to business success and training are measured using a ten-point scale (for business success, poor to splendid; for training, waste of time to very helpful).

Considering that data included in the study are nominal and ordinal, the study employed non-parametric statistical techniques, i.e., Wilcoxon signed-rank test, Mann-Whitney U test, and McNemar test, to measure the effectiveness of the training program.

4. Data Analysis: Result and Discussion

This section includes results that present data and explain the significant findings of the research. The discussion session includes the interpretation of the results and contributes to the primary significance of the research.

Demographic Profile of the Women Trainees

The training program includes sixty-five women, thirty-five (53.3%) existing entrepreneurs and thirty potential women entrepreneurs. The dataset has been split into two parts, i.e., women entrepreneurs and potential entrepreneurs. This file splitting was done to explore the data and draw relevant and accurate results. Most of the trainees in the training group know all three languages: English, Bengali, and Hindi.

Potential and Existing Women Entrepreneurs and Their Profile

Most potential women entrepreneur trainees were aged between 23-28 years, i.e., 38.5%, followed by the age group of 30-39 years (38.5%). The majority of the women trainee group are pretty educated. About 42.85% of the respondents were graduates, and 38.09% of trainees had only higher education. The majority of the respondents (47.6 %) were married (48.6%) were unmarried, and only (1%) of trainees was a widow. Most women agreed that they had never attended women's entrepreneurship training programs before this, whereas six women agreed (28.6%) that they attended such programs before. Most existing women entrepreneurs who attended the program were 36-43 years old (34.57%). Moreover, 70.8% of women were married, only 29% were unmarried (25%), and only 1% were widowed. It was also found that most women entrepreneurs were graduates (33.3%) and postgraduates (25%). The majority of women entrepreneurs are running sole proprietorships (45.8%) and partnership businesses (37.5%), and (75%) of women entrepreneurs get their business registered, whereas (25%) of women are running an unregistered business. It was also found that women mostly ran their business from 6-10 years (45.8%). It was also revealed that the majority of women entrepreneurs (29.2%) in the trainee group have an annual turnover range between Rs. 5-10 lakh, whereas (25%) women entrepreneurs have agreed to have an annual turnover between Rs. 0.5-1.5 lakh and (20.8%) agreed to have an annual turnover of the amount above Rs. 10 lakhs. Around (33.3%) of women ascertained that they have 2-5 employees working under them, whereas only (8.3%) of women agreed to have employees more than 10. Around (41.7%) of women have agreed that they earned a profit between Rs. 1.5-2.5 lakh, and about (29.2%) agreed to earn a profit between Rs. 5- 10 lakh. Trainees were included from all three sectors of enterprises, viz., manufacturing, trading, and service sectors. The maximum population of women entrepreneurs (around (95.8%) affirmed that they had never attended a training program before, whereas only one female trainee agreed to attend such a training program.

Evaluating the effectiveness of the Entrepreneurship Training and Skill Development Program

Kirkpatrick's model is considered an optimum tool to measure and evaluate the effectiveness of a training program. The research design, methodology, and structured questionnaire have been designed to measure the effectiveness of the training program.

Kirkpatrick's training model was used to measure women's training programs' effectiveness. The model has four levels of measurement: (a) *reaction measure* (do women trainees like the training program?) (b) *learning measure* (do trainees understand tracks included in the program?) (c) *behaviour measure* (will they apply the business skills acquired in the program?) and (d) *results measure* (does the training program assist in behaviour change of the trainees?).

This study assessed the training effectiveness following the levels mentioned above.

Table 1. Four measurement levels were applied to measure the effectiveness of the training program

Measurement level	**Illustration**	**Time of assessment**
Reaction measures	Respondents' contentment with the program.	This assessment was done immediately after the execution of the training program.
Learning measures	Assess the acquired skills and if there is an increase in their existing knowledge.	The assessment was done both before and post-execution of the training program.
Behavior measures	Assessing the impact of training on the trainees by ascertaining if they used their skills in their business	Assessment will be done quarterly after the program.

Success measures	Measure success of the training program in terms of subjective and objective business success and several start-ups.	Assessment will be done quarterly after the program.

Many statistical techniques were applied to draw a conclusion based on data collected from the sample. The following techniques, viz., Mann-Whitney U test, McNemar test, and Wilcoxon signed-rank test, were used to perform the inferential analysis to ascertain the result.

Post-training, the feedback form was circulated between the trainees. Their feedback was collected to measure if this type of training program can be conducted to promote women entrepreneurs. Table 2 shows the overall experience of the trainees in the three-day program.

Reaction Measure: Trainees' Learning Experience with the Entrepreneurship Training Program

To measure the satisfaction of the trainees, a feedback form was provided to them after the execution of the training program in a context relating to training tracks, facilitators, and the overall environment of the program. The feedback responses were collected to measure the trainees' satisfaction with the training program. All the forty-five trainees in the study submitted their responses in the feedback form. The response was collected on a five-point Likert scale (not at all satisfied:1, slightly satisfied:2, neutral:3, very satisfied:4, and extremely satisfied:5).

Table 2. The reaction of all the trainees

Variables	Level of the learning experience									
	not at all satisfied		slightly satisfied		Neutral		very satisfied		extremely satisfied	
	N	%	*N*	%	*N*	%	*N*	%	*N*	%
Overall track of the program	0	0.00	0	0.00	2	0.03	15	0.23	48	0.74
The facilitator's interaction and training techniques	0	0.00	1	0.01	1	0.01	18	0.28	45	0.69
The facilitator's attitude	0	0.00	1	0.01	2	0.03	28	0.43	34	0.52
The overall environment of the program	0	0.00	1	0.01	7	0.11	20	0.31	37	0.57
Interaction with Chief guests of the program	0	0.00	0	0.00	5	0.76	20	0.31	40	0.61
Idea pitching session	0	0.00	0	0.00	0	0.00	15	0.23	35	0.77

N: (response to variables)

Table 2 shows that most respondents were satisfied with the women's entrepreneurship training program as most of the variables mentioned above have chosen the learning experience between unsatisfied and extremely satisfied. The possible reason behind respondents providing the *best* experience to the idea pitching variable may be because they were able to convey their business ideas between peers, facilitators, and chief guests in the best possible way.

Wilcoxon signed-rank test: measure the significant difference in business skill and knowledge "pre" and "post" training programs

Wilcoxon signed-rank test is the nonparametric test used alternatively with paired t-tests. It measures two sets of scores from the same sample of participants. This study is used to understand whether there was a difference in trainees' business skills knowledge before and after a three-day training program. The dependent variable is business skill knowledge, and the two related groups were business skill knowledge score "before" and "after" training program.

All the respondents were asked to rate themselves on their business skills and knowledge on a ten-point Likert scale twice before and after training. The mean score was computed from the individual score to make

analysis simple and convenient. The mean scores for pre-and post-training were 39.71 and 57.62 for existing entrepreneur trainees, respectively, whereas 30.85 and 59.52 were the pre and post-scores of potential trainees. Table 3 represents the Wilcoxon signed-rank test for ascertaining the overall learning of business skills and knowledge between potential and existing entrepreneurs. The table exhibits the result at a significance level of 0.05 since the p-value of both groups was less than 0.05; hence, it can be ascertained that there exists a significant difference between pre and post-training. The questionnaire includes rating women's knowledge, pre- and post-training in the context of legal formalities, government and non-government programs, sustainable development, and digital and tech know-how. It was found that there was an overall increase in business skills and knowledge post-training programs across both groups. The study found that before training, most of the trainees scored themselves low in the following aspects: legal formalities, digital, awareness of financial institutions, and networking skills.

The rank column exhibit data of existing women entrepreneur trainees' comparing "pre" and "post" training score. The table mentioned that 10% of trainees scored higher in pre-training and post-training, and 85.71% of participants scored higher in business skills, whereas only 4% of trainees had mentioned no change in their skill change.

Similarly, the same analysis compared business skill knowledge "pre" and "post" training programs across potential entrepreneurs. From the given table, it was found that only 5% of trainees scored higher in business skill knowledge in "pre" training, and 95% of trainees scored higher in "post" training session.

Table 3. Wilcoxon signed-rank test measures difference in business skill and knowledge pre and post-training

Variable	*N*	Pre-training		Post-training		Test-Statistic		Rank		
		Mean	Sd	Mean	Sd	*Z*	Sig.	Negative rank	Positive rank	Ties
Existing entrepreneurs	35	39.708	16.287	57.625	6.652	-3.728	0.00	3[a]	20[b]	1[c]
Potential entrepreneurs	30	30.857	14.277	59.524	8.512	-3.841	0.00	1[c]	20[b]	0

a. Post actual result < pre-expect result
b. Post actual result > pre-expect result
c. Post actual result = pre-expect result

The result exhibits the significance of the training program as it was found that training business skills and knowledge increases after the training program. This means that trainees have successfully acquired overall business skills and can now design a better business plan and accommodate their business activities specifically and practically. The finding ascribed that the training program effectively increased the business skills and knowledge of potential and existing women entrepreneurs, ultimately assisting women in taking strong business steps.

Mann-Whitney U Test: Measure the Significant Difference Between the Potential and Existing Women Entrepreneurs Regarding Pre- and Post-Training

Mann-Whitney U test was applied to test if any significant difference exists in pre- and post-business skills across potential and existing entrepreneurs. The objective is to determine if existing entrepreneurs have advanced business skills and knowledge (pre-training) or may acquire business skills and knowledge (post-training) compared to potential entrepreneurs. The rank test by business ownership shows that the mean pre-training score for the existing entrepreneurs was 26.08, and for potential entrepreneurs was 16.48. In contrast, the mean post-training score for existing entrepreneurs was 23.15 and 21.98 for potential entrepreneurs.

The significant result (p-value < 0.05) of the Mann-Whitney U test in the pre-training program indicates a significant difference between existing and potential entrepreneurs, and a positive z-value exhibit that existing entrepreneurs have sound business skill and knowledge before training.

However, post-training, the result exists as an interesting inference. The result found that since the p-value is greater than the significance value (0.640> 0.05), there is no difference between business skills and knowledge grasped between potential and existing women entrepreneurs. Although in post-training, existing entrepreneurs scored better than potential entrepreneurs

Table 4. Mann-Whitney U test results

Training	Type of Entrepreneurs	*N*	Mean Rank	*Z*	Sig
Pre-training	Existing entrepreneur	35	26.08	1.686	.032
	Potential entrepreneur	30	16.48		
	Total	65			
Post-training	Existing entrepreneur	35	23.15	.467	.640
	Potential entrepreneur	30	21.98		
	Total	65			

Thus, from Table 4 above, it is inferred that the women's entrepreneurship program was effective for both potential and existing entrepreneurs as the difference between business skill and knowledge have been eliminated across the type of entrepreneurs.

McNemar Test to *Measure the Effectiveness of Women's Entrepreneurship Training*.

The McNemar test provides test results for paired sample tests with only two outcomes and considers only 2x2 data. Though McNemar is a repeated measures version of a chi-square test of independence, the test is not equivalent as the McNemar test does not consider the test for independence, which chi-square does. It measures significant change on a dichotomous variable and consistency in responses across two variables.

Both the potential and existing trainees received training so that they may start up or provide growth to the business respectively. To determine if the training program was effective and if this type of program can be conducted on a larger population of women across the state to promote women's entrepreneurship in the economy. Thus, to measure the effectiveness of women's entrepreneurship training programs on women entrepreneurs, the McNemar test was conducted on both potential and existing entrepreneurs.

The potential entrepreneurs were asked to respond "yes" or "no" to the question: "Are you convinced that you will be able to start up a business after the program?" whereas existing entrepreneurs were asked, "Are you convinced that your business will see the growth after the program?" Their responses indicate the training program's effectiveness in motivating them to start or grow their business effectively.

Table 5. Results of McNemar test for testing effectiveness of the training program

Potential entrepreneurs					Existing entrepreneurs				
Pre-training	Post-training		Total	Sig.	Pre-training	Post-training		Total	Sig.
	Yes	No				Yes	No		
Yes	24	0	24	.031	Yes	20	0	20	.000
No	5	1	6		No	13	2	15	
Total	29	1	30		Total	33	2	35	

Table 5 shows that before training, 80% of potential women entrepreneurs responded yes, and 20% responded no. The post-training response found that 97% of women responded yes, and 3% responded no. The McNemar test recognized that 16% of trainees changed their response from no to yes, and only 3% of trainee responses remained unchanged. Since the *p*-value is significant, the training program was effective.

From the same table, it was also found that the training program was also influential in the case of existing women entrepreneurs as the *p*-value was highly significant because the change of response for expected business growth was more and, in this group, also only 2% trainee response was no to the future growth of the business.

Thus, McNemar test results indicate that the training program was effective for potential and existing women entrepreneurs.

5. Conclusion and Discussion

Entrepreneurship is a broad domain, and many innumerable and crucial factors can be included in promoting entrepreneurship in the economy. The training program has a significant role to play in that context. This study includes a framework for women's entrepreneurship training program and measures its effectiveness. The empirical findings and results of the study recognised the importance of WET&SDP as women acquired the basic skills required for the smooth functioning of businesses. Further, the study exhibits that these training programs assist in start-ups, the growth of businesses generating job opportunities, and assisting women in self-

dependency. It was also found that training programs provide networking opportunities besides delegating business skills between them to gain new insight into business knowledge and problems, boost their confidence in entrepreneurial activities and assist in achieving both subjective and objective business success.

This study assessed the training program effectiveness through two measures- reaction and learning measures, while behaviour and success measures will be assessed quarterly. The two-level study has signified that the training program effectively trained potential and existing women entrepreneurs. Based on the study results, it may be concluded that this training program must be conducted in different regions across India to promote women's entrepreneurship and develop and uplift women's status and economy across states.

The study focused on the role of training in enhancing the skills and knowledge of existing and potential women entrepreneurs. This study attempts to analyse and evaluate the effectiveness of women's entrepreneurship training programs from distinct standpoints to develop a better training model based on the existing training model.

Although the study was designed to measure the effectiveness of training for all four levels, this study only measures the first two levels, viz., learning and reaction measures. Hence, a longitudinal study is required to measure and generalise the overall effectiveness of the training. Moreover, training was imparted to only sixty-five women, and thus, to measure the overall effectiveness of such training and skill development programs, more women must be included in the research. Further, the study includes only training as a variable. In contrast, a future study can include other essential variables or areas of study, viz., sustainability, innovation, entrepreneurial stress, motivational factors, problems, and personality variables, to provide a holistic approach to women entrepreneurship. Thus, it is necessary to add sufficient variables to study and conduct gender comparative research to ascertain the effectiveness of such training programs.

Based on this study, the following recommendations are made:

1. Women's entrepreneurship training programs must be organised periodically in different districts of states, irrespective of age and education criteria, to encourage more women to acquire business and managerial skills and knowledge.
2. Government and private organisations should financially support such training program that facilitates women's entrepreneurship.
3. It is also recommended to use a hybrid training method for imparting the knowledge and delivering the training content.
4. The training program must be supported by financial assistance for women start-ups or expansion of existing businesses.
5. Entrepreneurship workshops should be organised for higher school-level students as today's youth can be tomorrow's well-headed entrepreneurs.

References

Botha, M. (2006). *Measuring the effectiveness of the women entrepreneurship program, as a training intervention, on potential, start-up, and established women entrepreneurs in south Africa*. University of Pretoria.

Botha, M., Niemann, G., & van Vuuren, J. (2013). Measuring the effectiveness of the women entrepreneurship programm on potential, start-up and existing women entrepreneurs in South Africa. *South African Journal of Economic and Management Sciences,* 10(2), 160-183. https://doi.org/10.4102/sajems.v10i2.577

Cantillon, R. (2010). *An essay on economic theory: An English translation of Richard Cantillon's Essai sur la nature du commerce engénéral*. Auburn, Ala: Ludwig von Mises.

Coduras Martínez, A., Levie, J., Kelley, D. J., Sæmundsson, R. J., & Schøtt, T. (2010). Global Entrepreneurship Monitor Special Report: *A Global Perspective on Entrepreneurship Education and Training.*

Cope, J. (2005). Toward a Dynamic Learning Perspective of Entrepreneurship. *Entrepreneurship Theory and Practice*, 29(4), 373–397. https://doi.org/10.1111/j.1540-6520.2005.00090.x

Gibb, A. (2002). In pursuit of a new "enterprise" and "entrepreneurship" paradigm for learning: creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Reviews*, 4(3), 233–269. https://doi.org/10.1111/1468-2370.00086

Gielnik, M. M., Frese, M., Kahara-Kawuki, A., Wasswa Katono, I., Kyejjusa, S., Ngoma, M., Munene, J., Namatovu-Dawa, R., Nansubuga, F., Orobia, L., Oyugi, J., Sejjaaka, S., Sserwanga, A., Walter, T., Bischoff, K. M., & Dlugosch, T. J. (2015). Action and Action-Regulation in Entrepreneurship: Evaluating a Student Training for Promoting Entrepreneurship. *Academy of Management Learning & Education*, 14(1), 69–94. https://doi.org/10.5465/amle.2012.0107

Government of India (2012). SSI in India: Definitions. Development commissioner (MSME), Ministry of Micro Small and Medium Enterprises.

Harper, D. (1996). *Entrepreneurship and the Market Process: An Enquiry into the Growth of Knowledge*. Routledge.

Henry, C., Hill, F. & Leitch, C. (2003). *Entrepreneurship Education and Training*. Ashgate,Aldershot

Hisrich, R. D., &Drnovsek, M. (2002). Entrepreneurship and small business research. European perspective. *Journal of Small Business and Enterprise Development*, 9(2), 172–222. https://doi.org/10.1108/14626000210427348

Ismail, I. B. (2018). An important role of educational supervision in the digital age. International *Journal of Counselling and Education*, 3(4): pp. 115-120.DOI: https://doi.org/10.23916/0020180314230

Katz, J. A. (2007). Education and Training in Entrepreneurship. In J. R. Baum, M. Frese, & R. A. Baron (Eds.), *The psychology of entrepreneurship* (pp. 209–235). Lawrence Erlbaum Associates Publishers.

Kirkpatrick, D. L. (1967). *Evaluation of training.* In R. L. Craig & L. R. Bittel (Eds.), Training and Development Handbook (pp. 87-112). New York: McGraw Hill.

Ladzani, W. M., & van Vuuren, J. J. (2002). Entrepreneurship Training for Emerging SMEs in South Africa. *Journal of Small Business Management*, 40(2), 154–161. https://doi.org/10.1111/1540-627x.00047

Martin, A. J., Nejad, H. G., Colmar, S., & Liem, G. A. D. (2013). Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. *Journal of Educational Psychology,* 105(3), 728–746. https://doi.org/10.1037/a0032794

Martínez, A. C., Levie, J., Kelley, D. J., Saemundsson, R. J., & Schott, T. (2010). A Global Perspective on Entrepreneurship Education and Training. *Global Entrepreneurship Monitor*. http://entreprenorskapsforum.se/wp-content/uploads/2010/05/GEM-Special_report_entrepreneurship-training.pdf

Ministry of Statistics & Program Implementation (2014). All India Report of Sixth Economic Census | Ministry of Statistics and Program Implementation | Government Of India. Mospi.Nic.In. http://mospi.nic.in/all-india-report-sixth-economic-census

Obschonka, M., Hakkarainen, K., Lonka, K., & Salmela-Aro, K. (2016). Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. *Small Business Economics*, 48(3), 487–501. https://doi.org/10.1007/s11187-016-9798-6

Peterman, N. E., & Kennedy, J. (2003). Enterprise Education: Influencing Students' Perceptions of Entrepreneurship. *Entrepreneurship Theory and Practice*, 28(2), 129–144. https://doi.org/10.1046/j.1540-6520.2003.00035.x

Pretorius, M.; Nieman, G.H. & Van Vuuren, J.J. (2005) "Critical evaluation of two models for entrepreneurial education: An improved model through integration", *The International Journal of Educational Management*, 19(5): 413-427.

Schneider, K. (2017). Promoting the Entrepreneurial Success of Women Entrepreneurs Through Education and Training. *Science Journal of Education*, 5(2), 50. https://doi.org/10.11648/j.sjedu.20170502.13

Souitaris, V., Zerbinati, S., & Al-Laham, A. (2007) Do entrepreneurship programs raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business Venturing*, 22(4), 566-591. https://doi.org/10.1016/j.jbusvent.2006.05.002