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THE RELATIONSHIP BETWEEN GENDER AND TRAINING ON ENTREPRENEURSHIP DEVELOPMENT IN GOMBE STATE

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Abstract

The study examined the relationship between gender and training on entrepreneurship development in Gombe state, Nigeria. The study utilized conceptual research approach and content analysis, where related literatures on the study were reviewed and analysed. It reviewed and dissected the literature in order to identify the relationship between gender and training on entrepreneurship development in Gombe state. The study found that training has significant on entrepreneurship development in Gombe state. However, the relationship between gender and training on entrepreneurship development in Gombe state was not significant. Therefore, recommends that government and policy makers at all levels should place more emphasis on creating avenue for giving training to the entrepreneurs as training inspire entrepreneur to start and run businesses as proved to be very effective in influencing entrepreneurial activities.

Keywords: Training, Gender, Business Activities, SMEs and Entrepreneurship Development

1. Introduction

Entrepreneurial activities are nothing new. In fact, entrepreneurship activities dates back to ancient times and has steadily evolved over thousands of years (Akpeli, 2019). Entrepreneurship has influenced nearly every aspect of society, from aiding in the development of economies to creating new technologies for modern consumers. Entrepreneurship originated from tribal communities trading goods and eventually led to the invention of money (Bouhadba, 2021). The first instances of entrepreneurship centered on the exchange of goods between ancient tribal societies. The development of agricultural skills created the opportunity for even more entrepreneurship, and this eventually evolved into more specialized skills and

tasks, from crafting jewelry to making weapons to crafting tools for working with crops. Exchanging these goods and services with others was the birth of entrepreneurship. Trade became more nuanced as entrepreneurship continued to evolve. The development of early towns and cities meant that people began to not only trade among themselves but also travel between places to obtain other goods. The use and invention of various modes of transportation, from horses to ships, enabled this movement even more. Entrepreneurship thrived with this expansion. Communities established markets as business centers, and traders developed regular routes — over land and sea — to shuttle items between commercial hubs. Generally, entrepreneurship started with bartering, as people traded goods for other goods (Malebana, 2017).

Similarly, the origin of entrepreneurship started with traders and merchant (Sabah, 2016). The first known instance of humans trading comes from New Guinea around 1700 B.C. by which locals exchanged a black volcanic glass used to make hunting arrowheads for other goods (Waknine, 2021). Ngege (2020) submits that entrepreneurship started when people produce more products than they needed, as such they had to exchange those surpluses. For instance, if a blacksmith produced more than what he needed, he had to exchange the surplus with what he had not, may be some yams or goat etc. by this way, producers came to realize that they can concentrate in their production to produce more and then exchange with what they needed. Through this exchange of produce, entrepreneurship started.

Nigeria in general, and Gombe state specifically entrepreneurial activities started in the ancient days. The early entrepreneurship activities in such era were characterized with production or manufacturing. In most cases often started with a small capital which most of it comes from their personal savings. In other words, the early entrepreneurship started with trade by barter before the advent of any form of money. Akpeli (2019) states that, modern entrepreneurship in Nigeria started with the coming of the colonial masters, who brought in their wears and made Nigerians their middle men. In this way, modern entrepreneurship was conceived. Most of the modern entrepreneurs were engaged in retail trade or sole proprietorship.

Despite the long history of entrepreneurial activities in Nigeria and Gombe specifically, the development and entrepreneurial activities low and not impressive. That is why Nyameh et al. (2019) observes that one of the major factors that have in many ways discouraged this flow of entrepreneurship development in Nigeria is the value system brought about by formal education. For many decades, formal education has been the preserve of the privilege. With formal education people had the opportunity of being employed in the civil service, because in those days the economy was large enough to absorb into the prestigious occupation all Nigerians their goods. As such, the system made Nigerians to be

dependent on the colonial masters. Again the contrast between Nigerian and foreign entrepreneurs during the colonial era was very detrimental and the competitive business strategy of the foreign entrepreneurs was ruinous and against moral standards established by society. They did not adhere to the theory of “live and let’s live”. For instance, the United African Company (UAC) that was responsible for a substantial percentage of the import and export trade of Nigeria, had the policy of dealing directly with producers and refused to make use of the services of Nigerian entrepreneurs. The refusal of the expatriates to utilize the services of local businessmen inhibited their expansion and acquisition of necessary skills and attitude. Because of this, many eventually folded up. Those that folded up built up resentment against business which became very demoralizing to other prospective entrepreneurs. As a result, the flow of entrepreneurship in the country was slowed down.

But, with more people being educated and the fact that government could no longer employ most school leavers, economic programs to encourage individuals to go into private business and be self-reliant were initiated (Mohammed, Abdul Rahaman, Darku, & Baah-Boateng, 2023). Such economic policy programs that are geared towards self-reliance for individuals are programs as Open Apprenticeship Scheme, Graduate Employment Programs etc. and other policies that encourage or make it easy for entrepreneurs to acquire the needed funds e.g.; Peoples Bank of Nigeria, Funds for Small-Scale Industries (FUSSI), co-operative societies, Technical and Vocational Education and Training (TVET) etc. were established to assist entrepreneurs in Nigeria. These changes resulted to the entrepreneur taking this new innovation as an opportunity to break new grounds. The invention of air travel led to air freight, travel agencies, terminal (air) services, inter-state, inter-region and international business (Akpeli, 2019). Currently, one of the strategies developed by the Nigerian government to promote entrepreneurship was the introduction of entrepreneurship courses in tertiary institutions, including TVET institutions. TVET program has been

designed to provide practical skills, attitudes, knowledge and understandings of technology and related sciences for self-reliance (UNESCO 2016). However, ineffectiveness in such training programs has been reported (Ekwochi, 2020). Or it has never yielded positive result.

It is assumed that an effective entrepreneurial training should focus on teaching modern entrepreneurship skills relevant to IT. It is one that provides ample opportunities for students to learn and practice IT skills, allowing them to transform their knowledge into practical entrepreneurship ventures. While this is the expectation, the training programs in developing nations are not yielding the desired result (Ekwochi, 2020). This implies that a gap exist between the practical skills being taught and the skills required for the labor market, as well as a scarcity of training materials. Moreover, most of training programs are inadequate in content and ineffective in training methodology. Additionally, some schools lack electric power supply to use in their workshops which make it difficult to gain practical experience. This is supported by Salisu (2020) that technical and vocational education and training (TVET) training has been ineffective due to issues such as instructional/workshop attendants, women under-representation among instructional staff, a lack of consistent supply of electricity to the instructional rooms, and a lack of youth awareness about the TVET program. Furthermore, the curriculum content also fails to stimulate entrepreneurial acts and give real-life simulations of the entrepreneurship process (Maxwell et al., 2018). This ineffectiveness in training could have a negative impact on attitudes and behavioral control towards entrepreneurship, and eventually venturing intention by the concerned individuals.

It is also perceived that gender of individual trained by entrepreneurial skills play a very significant role in entrepreneurship development. It is in line with the submission of Graetz and Karimi (2022) that gender is a basic factor of the socio cultural environment and might thus be a probable determinant of entrepreneurial ambition. This collaborates with some schools of

thought; Grilo and Irigoyen Crant and Grant, which believe males, are more interested in entrepreneurship than girls. And males have a greater drive and intention to create their own firms than females. It is based on this, the current study, the relationship between gender and training on entrepreneurship development in Gombe state is set up. In order to realize this objective, the study assesses the role of training on entrepreneurship development in Gombe state. It also examines the relationship between gender and training on entrepreneurship development in Gombe state.

2. Methodology

The study used conceptual/literature review and content analysis. The methodology allows the study to observe and analyzes the already present information on a given topic. Conceptual research doesn't involve conducting any practical experiments. Therefore, the previous researches or studies and case studies found in text books and current journal articles that are related to the study, relationship between gender and training on entrepreneurship development in Gombe state were analysed. Thereafter, conclusion was drawn base on the reviewed, observed and analyzed literature.

3. Literature and Empirical Review

Entrepreneurship Development

Entrepreneurship Development is defined as a process of enhancing the skill set and knowledge of entrepreneurs regarding the development, management and organization of a business venture while keeping in mind the risks associated with it (Leverage Edu., 2022). This is carried out through training programs and sessions which are aimed at accentuating entrepreneurial acumen. Pursuing this field as a career, you will be working towards facilitating skill development amongst budding entrepreneurs and assisting them to tackle their struggles with building their businesses. This implies that entrepreneurship development is the process of improving the skill set as well as the knowledge of the entrepreneurs. This can be done through various methods such as classroom sessions or training programmes specially

designed to increase the entrepreneurial acumen. It also means the process of enhancing the capacity to develop, manage and organize a business venture while keeping in mind the risks associated with it. Henceforth, entrepreneurship development is nothing but helping the entrepreneurs develop their skills through training and application of that training. It instills in them the quality of making better decisions in the day to day business activities.

Entrepreneurship development is the process of enhancing the entrepreneurial knowledge and skills via structured training programmes (Vedantu, 2023). It deals with the study of entrepreneurial behaviour, dynamics of business, and its development and expansion. The objectives of entrepreneurship development programmes are to increase the knowledge and skill of existing entrepreneurs and encourage others to become one. Ultimately, it helps in increasing the number of such individuals in an economy. While, entrepreneur development focuses on training individuals who are interested in commencing their venture or expanding their existing one. Furthermore, it concentrates more on encouraging innovation and evaluating the growth potential of an enterprise. This development process helps new firms to perform better and achieve their goals and expand their businesses. As a result, the economy of a nation also improves. Moreover, it enables entrepreneurs to develop and manage their business better along with the financial insecurities associated with it. An increase in the rate of development of entrepreneurship ventures alleviates the problem of unemployment in an economy. Additionally, it decreases the issue of stagnation and increases competition in the market.

Training

The goal of training is to help a learner improve their competence, capacity, and performance. Training helps learners gain new knowledge and skill. The most effective training also helps learners apply this information to their workplace, a process known as transfer of learning or simply learning transfer. Training effectiveness refers to how well your training supports

learning and learning transfer. Jay (2022) asserts that training effectiveness measures the impact of training on the trainee's knowledge, skills, performance, and the company's ROI. The training's goals and objectives should be determined before training occurs, allowing these to be clearly and accurately measured. For example, the trainee's productivity, sales numbers, and overall mood and happiness might be measured before the training occurs, and then once again after it has taken place. This demonstrates the quality and effectiveness of the training provided and enables businesses to either continue doing more of the same or pivot their approach. Therefore, in simple language training effectiveness refers to the measurement of the impact on learners' knowledge, skills, and performance. It also refers to the company's return on investment. Generally, training effectiveness is how well training supports learning and the transfer of training. Organizations must clearly define the training's goals and objectives to accurately measure and evaluate training effectiveness.

Gupta (2023) sees training effectiveness as the degree to which a training program or initiative achieves its intended goals and produces desired outcomes. It assesses the impact and value of training efforts on individual learners, teams, and the organization as a whole. Measuring training effectiveness involves evaluating the transfer of learning from the training environment to the workplace and assessing the tangible and intangible benefits that result from the training program. By understanding and measuring training effectiveness, organizations can make informed decisions to enhance their training strategies and allocate resources more effectively.

Gender

The way Nigerian and Indians see male and female have a strong effect on entrepreneurial intention of graduates in both countries (Mohammed et al., 2023) say that, "gender is a fundamental dimension of the socio-cultural environment and can, therefore, be a possible determinant of Entrepreneurial intention". Gender is one of the most frequently analyzed demographic factors related to a person's desire to

become an entrepreneur. Malebana (2017) finds that men have higher entrepreneurial intentions than women. He further comes to a similar conclusion and states that women are less likely to open new businesses than men. Salisu, (2020), find a significant difference in terms of entrepreneurial spirit between women and men. This research seeks to contribute to this discussion by examining the effect of gender on the training effectiveness and entrepreneurship development.

Females are more likely than men to be self-employed. Females make up 82.5 percent of lone entrepreneurs (compared to 69.8% of males), and they are almost half as likely as men to have a partner (12.4 percent compared to 22.9 percent). Gender inequalities in entrepreneurship include the following: access to credit, finance and capital; networking opportunities for women entrepreneurs; horizontal gender segregation; reconciling work and family life; prejudices and stereotypes about women in business (Meyer & Hamilton 2020). Male entrepreneurs tend to be more of a Pioneer than the female ones. An entrepreneurial mindset is strongly associated with being creative and a pioneer who easily comes up with multiple ideas and business opportunities. However, often women and girls are confined to fulfilling roles as mothers, wives and caretakers. Gender norms position girls as caretakers, which leads to gender inequality in how roles are distributed at the household level. This also results in a lack of education due to the restriction of outside opportunities (Shoma, 2019).

Training Measurement and Entrepreneurship Development

Ringo Ho, et al., (2018) focuses on the impact of systematic entrepreneurship training comprising both active and passive learning activities on entrepreneurial alertness and efficacy among adolescent youth. Reports from a two-wave online survey among 328 students from five secondary schools (aged 13–16 years; 34.8% male and 65.2% female) reveal that those who went through entrepreneurship training (treatment group, N = 142) had significantly higher entrepreneurial alertness and efficacy levels compared to those who did not go through training (control group, N = 186). It also find

that even with gender effects accounted for, the higher entrepreneurial alertness and efficacy levels in the treatment group are due in part to both passive and active/hands-on elements of the program. This study offers direct evidence that conducting entrepreneurship training programs among secondary school students could be an effective means to enhance entrepreneurial competencies among the youth. Specifically, the findings highlight the value of entrepreneurial training in improving age-appropriate competencies of entrepreneurial alertness and efficacy.

Singh, et al., (2023) investigates the impact of digital entrepreneurial education and training and its impact on the digital entrepreneurial intention (EI) through the mediating character of entrepreneurial competence. A total of 391 survey responses were collected from employees using convenient and snowball sampling methods. Findings revealed that digital entrepreneurial education and training showed a positive influence on entrepreneurial competence and EI, with entrepreneurial competence mediating the relationship between digital entrepreneurial education and training practices and EI. This suggests that the study will assist in the development of digital entrepreneurs. The implications of this study are also useful for governments, entrepreneurs, venture capitalists, angel investors and various international development institutions.

Olaolu and Abaji (2020) assess the influence of entrepreneurial training, risk-taking and innovativeness on SMEs development in Nigeria, with specific reference to Abuja Federal Capital Territory. The study employed a quantitative approach. All items of the questionnaire were measured using a 5 point Likert scale. Data were collected from SME owners operating within Abuja Federal Capital Territory. A sample size of 339 was drawn from a population of 2825 SME operators. However, a response rate of 43 percent valid questionnaires was retrieved from the respondents. This research supported the positive effects of entrepreneurial training and innovativeness on SME development. In terms of contribution, entrepreneurial training contributed 49.1 percent while innovativeness

contributed 20.1 percent to the model. In addition, risk-taking has an insignificant small negative relationship with SME development in the study context. The study, therefore, opines that entrepreneurial training should be taken seriously by SMEs operators as the business world experience is much more than an academic exercise. Similarly, SMEs should find a way to innovate if they must survive the harsh and competitive business environment. Finally, the study submits that the business owner should avoid uncalculated risk, as not all risks are worth taking. The experiential results are pertinent to policymakers in order to arouse, buoy up and provide support for SMEs' development through their policies.

Ahmed and Sulyman (2022) assess the attitudes of students of Faculty of Communication and Information Science, Kwara State University, Malete, towards entrepreneurship development initiatives. It raises five (5) objectives and questions to achieve its aims. It adopts case study method as its research design and the students of Faculty of Communication and Information Science are its population. It uses simple random sampling technique to administer questionnaires to 250 students. Out of the 250 questionnaires administered, only 200 are returned, representing 80% return rate. The study's findings reveal that the students are aware of entrepreneurship initiatives through the Centre for Technical, Vocational and Entrepreneurship Training and concludes that entrepreneurship initiatives available in Kwara State University, Malete are highly effective to helping the students in becoming self-dependent and establish their businesses after graduation, while it suggests, among others, that entrepreneurship initiatives in Kwara State University, Malete, should be practical oriented in order to give students the opportunity to learn the technicalities attached to their discipline's entrepreneurial activities.

Gender, Training Measurement and Entrepreneurship Development

Bastian et al., (2019) analyze the direct and moderating effects of gender inequality on important individual-level antecedents of entrepreneurial intention. The

United Nations Development Program (UNDP) identified gender inequality as a key contributor to the loss of human development and declared "gender equality" as a sustainable development goal (SDG) in the UN 2030 agenda. Our research draws on the gender inequality index and GEM data from nine Middle Eastern and North African (MENA) countries. Our results show that a culture of inequality leads to limited entrepreneurial behavior by both men and women in a population.

Elliott et al., (2020) reports on the experiences of student peer mentors in the program, in terms of entrepreneurial self-efficacy (ESE) and entrepreneurial intent (EI). Qualitative methods were adopted for this study. Student mentors were interviewed about their experiences and reported increased perceptions of entrepreneurial self-efficacy, a greater awareness of diversity and gender issues, and a changed perspective on problem solving and life in general. Student mentors reported a distinct interest in becoming an entrepreneur at "some time" in their lives, although not necessarily immediately upon graduation. Brixiová et al., (2020) contribute to reconciling mixed findings in the literature on the effectiveness of entrepreneurial training with an analysis that links training and human capital, including tertiary education and non-cognitive skills, with gender gaps in entrepreneurial performance in Africa. We have found that while financial literacy training directly benefits men, it does not raise the sales levels of women entrepreneurs. Instead, tertiary education has a direct positive link with the performance of women. Consistent with our theoretical model where different skills are complements, tertiary education can act as a channel that makes training effective. Regarding non-cognitive skills, evidence shows that women entrepreneurs who are tenacious achieve stronger sales performance. Our results underscore the importance of including tertiary education and entrepreneurial training programs focused on a balanced set of skills, including non-cognitive skills, among policies for women entrepreneurs.

Ramadani et al., (2022) examine the impact of EE on EI among graduates in Bangladesh via the moderating role of gender. A structured questionnaire was created in

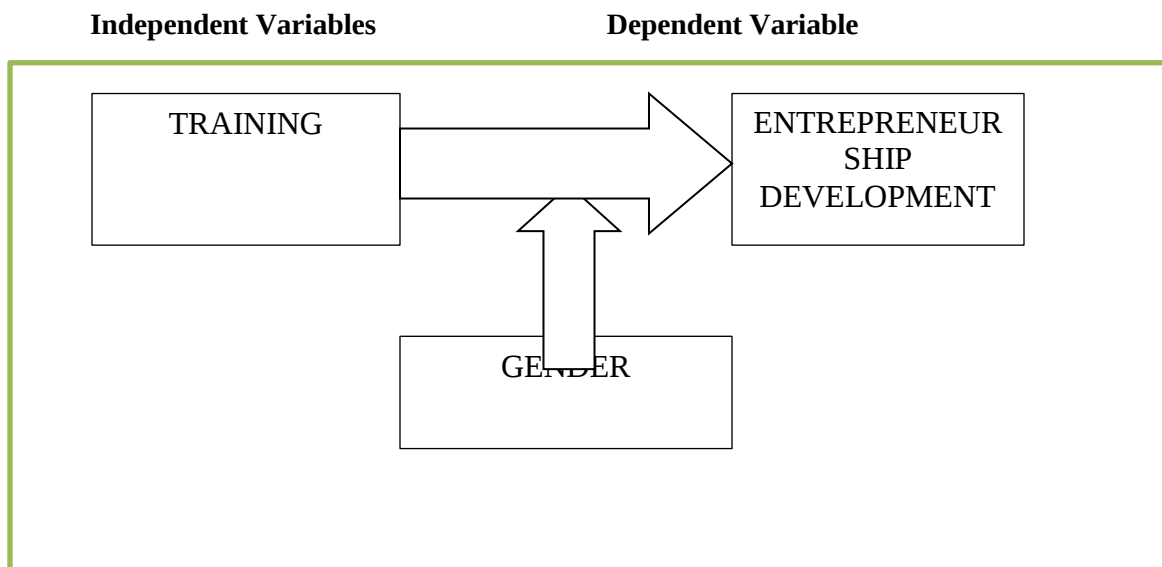
Google Form and distributed to respondents via social media platforms such as WhatsApp and Messenger. The snowball sampling approach was used to yield a sample size of 449 graduates from various Bangladeshi universities. To test the moderation effect, multi-group analysis was performed using the analysis of moment structures (AMOS) software. The findings revealed that EE significantly impacts EI, but gender does not moderate this relationship. Therefore, the higher authorities of Bangladesh and other developing countries must place more emphasis on EE in educational institutions. Additionally, universities should create opportunities for their male and female graduates to become entrepreneurs.

Taneja et al (2023) examine the influence of Experiential Learning (EL) with sub-variables [(i.e., Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), & Active Experimentation (AE))] on the Entrepreneurial self-efficacy (ESE) of the male and female Higher educational institution (HEI) students possessing high Entrepreneurial Intention. The study uses a Liñán and Chen (2009) tool to identify students with high Entrepreneurial Intentions (EI), selecting 323 (195 male and 128 female) respondents possessing 4–5 scores on a scale of 5. The survey

considered three growing Indian regions: Punjab, Haryana, and NCR (National capital region). For EL, a self-structured questionnaire and for the ESE scale of Mcgee, Peterson, Mueller, and Sequeira (2009) was adopted. The results highlight that in the case of male and female students, all sub-variables of EL, i.e., CE, RO, AC & AE of EL, strongly predicted ESE. However, there is a difference in the degree of influence of such dimensions based on Gender. In the case of male degree of influence is maximum with RO followed by AE, CE, AC, but for females the sequence of degree of influence is different as RO is followed by CE, AC and AE. The findings can be helpful to design and support experiential learning system concerning entrepreneurship students of higher educational institutes.

4. Conceptual Framework

From the literature reviewed the study then identify moderating variable gender and the independent variable training and dependent variable entrepreneurship development. The study investigates how the independent variable influences entrepreneurship development. The relationship between the moderating and independent variables and dependent variable is presented schematically below.



Source: Mohammed et al., (2023)

Figure 2: Conceptual Model

5. Conclusion and Recommendations

Determining the strength and functioning of entrepreneurship development in an economy is very important due its role in job creation and poverty alleviation. However, effective training couple with gender plays a very significant role on influencing individuals on entrepreneurship development. Currently, the establishment/development and survival of new business or entrepreneurial activities in Gombe state is not impressive. Based on this, the study examined the Relationship between Gender and Training on Entrepreneurship Development in Gombe State. After literature on the study was thoroughly reviewed, the study found that training has significant role on entrepreneurship development. However, there is no significant relationship between gender and training on

entrepreneurship development. Based on these findings, the study recommends that;

- i. The Government and policy makers at all levels should place more emphasis on creating avenue for giving training to the entrepreneurs as training inspire entrepreneur to start and run businesses. Therefore, any entrepreneurship training programme that is very effective influence entrepreneurs develop businesses as found to be very significant.
- ii. The Government and policy makers at all levels should not considered gender while providing training as training does not related with gender before establishing and developing business. That is entrepreneurship development has no relationship with gender if training is given. Therefore, any training that is effective will help in starting and sustaining businesses.

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