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ROLE OF TRAINING EFFECTIVENESS ON ENTREPRENEURSHIP DEVELOPMENT IN GOMBE STATE

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Abstract

The continuous decline of entrepreneurial activities and development in Nigeria and Gombe state specifically is alarming. Therefore, the aim of this study is to examine the effect of training effectiveness on entrepreneurship development in Gombe state. The independent variable is training effectiveness, has two dimensions, namely: training measurement and relevant training content. However, dependent variable is entrepreneurship development. The methodology employed in the conduct of the study is cross sectional survey of 229 SMEs registered with Gombe state ministry of trade and industries. The collected data were analyzed using the multiple regression partial least square-structural equation modeling (PLS - SEM). The study found that both training measurement and relevant training content have positive and significant effect on entrepreneurship development in Gombe state. This suggests that training effectiveness if given is a key driver for entrepreneurship development. Thus, the study concluded that training effectiveness has a significant effect on entrepreneurship development in Gombe state. Therefore, the study recommends that training measurement and relevant training content should all be taken into consideration by government when designing training programmes in order to effectively influence entrepreneurial activities/entrepreneurship development. Additionally, it is important for government to be aware of the fact that training if it is very effective can significantly influence entrepreneurship development in Gombe state. Future studies should be conducted in other states and regions in Nigeria to determine if the results of this study can be replicated in other parts of the country. Additionally, future research can use qualitative or mixed method approach.

Keywords: Training Effectiveness, Measurement, Content, Entrepreneurial Activities and Small Business

1. Introduction

Over the periods, there have been declining trends for Nigeria entrepreneurial activities in Global Entrepreneurship Index (GEI). In the data from Global Entrepreneurship and Development Institute (2023) showed that the country's index declined from 28.90% in 2015, 28.10% in 2016, 19.85% in 2017 to 19.75% in 2018, 19.54% in 2019, 19.40% in 2020, 19.35% in 2021 and 19.10% in 2022 respectively, which implied a negative trend of -2.77 %, -29.34 % and -0.54 % for 2016, 2017, 2018, 2019, 2020, 2021 and 2022. On the other hand, the level of unemployment in the country has been worsening. It was asserted unemployment has risen to 21.1% in 2020 (CIA, 2022), and 23.9% in 2016 and Nigeria was ranked 165th nation with high level of unemployment in the world.

Also, the recent report by the National Bureau of Statistics (NBS, 2020), also confirmed that unemployment in the country is soaring upwards as the

country records an unemployment rate of 27.1% in the second quarter of 2020 (National Bureau of Statistics, 2020). Therefore, it could be possible as result of the above scenario; which means that the decline in entrepreneurship could results in unemployment considering that public sector which is mostly relied upon could not provide the required employment opportunities for teeming graduates in Nigeria (Ngege, 2020). Subsequently, employment opportunities could be much more expected from small businesses (Ajuwon et al., 2017).

However, it is assumed that effective training will play very significant role in entrepreneurship development. That is if relevant training content is given and the training is measured in such a way that triggered the development of entrepreneurship. Perhaps, several studies were conducted within the field of entrepreneurship development, such as Adekiya and Ibrahim (2016), Sabah, (2016), Wibowo (2019), Alam et al., (2019, Jardim et al., (2021), and Mohammed et al. (2023). While most of these studies revealed the existence of significant relationship between entrepreneurship developments, others revealed insignificant findings. However, the rate of unemployment cause by decline in entrepreneurship development in Nigeria is alarming (NBS, 2020). This may arise as a result of such studies has not employed same dimensions to explain entrepreneurship development. While, some of such studies used entrepreneurial intention and skills, others employed entrepreneurial education and culture (Malebana, 2017; Wibowo 2019).

Perhaps such studies have attempted in establishing the direct effect of some variables on entrepreneurship development, unfortunately none of such studies considered training measurement and relevant training content on measuring entrepreneurship training effectiveness so as to influence venturing intention into entrepreneurial business. Despite the perceived possible role of entrepreneurship training effectiveness play on entrepreneurship development. Hence, the need to deploy training measurement and relevant training content as measures, to gain insights on how training effectiveness and entrepreneurship development relate. This could eventually create jobs and reduce unemployment.

Furthermore, despite declining trends in Nigeria's Entrepreneurship Index for the number of years couple with the ineffectiveness in training and entrepreneurship development, empirical evidences are lacking with respect to the influence of these variables. Secondly, even among the developed nations, no existing study to the best of the researcher's knowledge has ever used training measurement and relevant training content as dimensions of training effectiveness on entrepreneurship development in Gombe state. It is based on these issues this study is set up to address it. However, in order to realize actualize this objective, the study examines the role of training measurement on entrepreneurship development in Gombe state. It also assesses the role of relevant training content on entrepreneurship development in Gombe state.

2. Literature and Empirical Review

Entrepreneurship Development

Entrepreneurship development is the means of enhancing the knowledge and skill of entrepreneurs through several classroom coaching and programs, and training (Ali, 2020). The main point of the development process is to strengthen and increase the number of entrepreneurs. This entrepreneur development process helps new firms or ventures get better in achieving their goals, improve business and the nation’s economy. Another essential factor of this process is to improve the capacity to manage, develop, and build a business enterprise keeping in mind the risks related to it. Therefore, entrepreneurship development is about supporting entrepreneurs to advance their skills with the help of training and coaching classes. It encourages them to make better judgments and take a sensible decision for all business activities.

The process of improving a skill through training is referred to as entrepreneurship development (WF

Marketing 2022). This type of training will assist a person in making better decisions and encourage them to start new businesses. Entrepreneurs are in high demand in today's world, and good entrepreneurship development will enable them to be risk-takers, solution seekers, and idea generators. Fostering entrepreneurial development results in strong business fortunes, which leads to business sustainability and growth. Entrepreneurs have the power to shape economies, communities, and individuals around them through innovation, creativity, and enterprise, bringing foresight and positivity. Entrepreneurship development is concerned with the study of entrepreneurial behaviour, the dynamics of business set-up, development and expansion of the enterprise (Nandani, 2022). Entrepreneurship development concentrates more on growth potential and innovation. Entrepreneurship Development has gained increasing significance in developing an economy.

Entrepreneurship Development could be defined as a process of enhancing the capacity to develop, manage and organize a business venture while keeping in mind the risk associated with it (Mamgain, 2022). Entrepreneurship development (ED) is a process that encourages and enables entrepreneurs to take risks, create solutions and develop business ideas. It is also about developing organizations that promote economic growth and sustainable development. The overall goal of entrepreneurship development is to help individuals, communities and economies grow through the promotion of innovation, creativity and enterprise. This has make entrepreneurship development difficult to have one single definition, as it can mean different things in different contexts. However, some key elements of entrepreneurship development include; training and education programmes that teach entrepreneurial skills; support services such as mentorship and funding opportunities.

Training Effectiveness

Training effectiveness refers to the impact that a training intervention has as measured by the achievement of the goals set before the training intervention (Nguwi, 2021). To enable the assessment of whether the training was effective or not the goals for the training intervention must be agreed upon upfront. In practice, many organizations spend millions of dollars on training without necessarily checking whether the training is bringing the desired results or not. Training effectiveness largely depends on how the training is designed, delivered and implemented. The other key facet of training and its effectiveness depends on the transfer of what has been learnt to the job. This specifically speaks to whether the individual who has attended the training is doing the job better after the training and whether the trainee has more knowledge after the training than before. Without encompassing the above key facets, the training investment is wasted.

Therefore, organizations are investing a lot of money in training and development activities. Some of the training interventions are triggered by the need to adapt to the changing environment especially those changes brought by technological change. Moreover, organizations are aware of the importance of training as it brings a competitive advantage to the business when done properly. Training effectiveness is a measure of the degree to which learning improves employee performance; for instance, how your team members enhanced their sales and communication skills, increased their productivity, or met a business goal (Colman, 2022). This suggests that training effectiveness is the degree to which learning improved employee performance. That is, the impact the training has had on their knowledge and **skills,** but also on the company's return on investment. Therefore, the evaluation of training effectiveness determines how useful the solutions we have delivered to employees are and how they can be improved in the future.

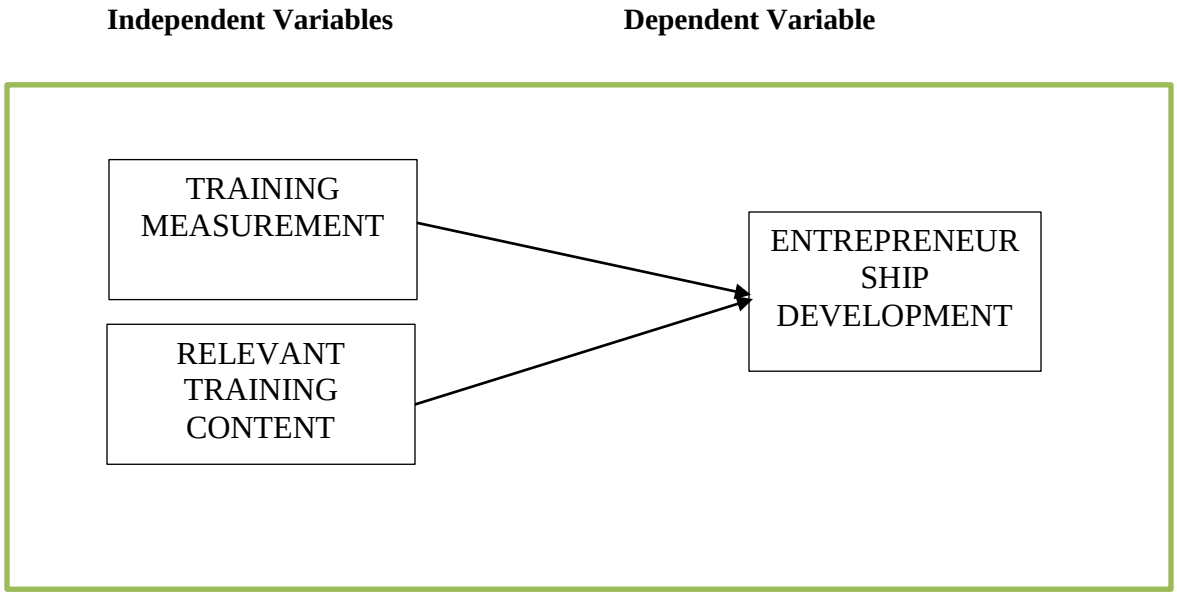
Relevant Training Content

Taylor (2023) views relevant training content as any form of content that's presented to learners to teach them specific skills, procedures and knowledge. The content can be documented in the form of text, visuals, graphics, video, audio and interactive elements, to name a few. What can be used in the training content is based on the

following factors: How simple or complex the topic at hand may be for both the teacher and the learner, an updated or revised version of previous training content or industry needs, the audience's level of understanding the skill in regard to the topic, the training content's goal or requirements for the learner, the organization's size and rate of demand for the content, and the number of resources available is it time, money, skills or software. For example, there are different types of training, including; Coaching, On-the-job training, Circuit training, Leadership training, Instructor-led training, Regulatory or compliance training. Training examples can also include orientation, on boarding, internal and outsourced training, technical and managerial skills training and more. The way we work has changed over the last couple of years, affecting both the work culture and the organizations that host it. It was found that 76% of millennials believe professional development opportunities are one of the most important aspects of company culture.

2.1 Conceptual Framework

Based on the literature reviewed the study then identify the independent variables as training measurement and relevant training content. The study investigates how the independent variables influence entrepreneurship development. The relationship between the independent variables and dependent variable is presented schematically below.



3. Methodology

3.1 Samples

For the purpose of this study, a cross-sectional research design was used. A cross-sectional study is a type of research design that allows the study to collect data from many different individuals at a single point in time (Thomas, 2023). That is individuals that engage in entrepreneurship development, namely; small and medium enterprises (SMEs), start up business, large company and social entrepreneurship in Gombe state. However, it was confined to only individuals who owned and managed the registered two hundred and twenty nine (229) SMEs in Gombe state as at 2023. The information was obtained from the state ministry trade and industry. A multiple regression model was used to determine the effect of each explanatory variable in affecting the entrepreneurship development. The analysis was done through the aid of PLS-SEM version 3.3.7. The regression model that was used is given below:

$Y= \alpha + \beta_i x_i + e_i$ ($ED = \alpha + \beta_1 TM + \beta_2 RTC + e_i$)

Where:

Y = Dependent variable (Entrepreneurship Development)

α = Constant (Intercept)

β_i = Coefficient of independent variables (i = 1 and 2)

X_i = Independent variables (i = 1 and 2)

X_1 = Training measurement.

X_2 = Relevant training content

3.2 Measurement

The dependent variable for this study was entrepreneurship development, as used by (Hassan et al., 2017; Maxwell et al., 2018; Shehu et al., 2021; Ahmed & Sulyman, 2022:). The independent variable for this study was training effectiveness, which was categorized into two, training measurement and relevant training content as used by (Glaub & Frese, 2011; Njoroge & Gathungu, 2013; Olaolu & Abaji, 2020; Ahmed & Sulyman, 2022:).

4. Results and Discussion

This section presents the result of data analysis and test of hypotheses formulated for this study. Descriptive statistics, model summary, bootstrapping analysis and multiple regression result tables were presented and analysed. The policy implications and recommendation were drawn thereafter from the findings of the study.

Table 1:
Descriptive Statistics of Variables

Variables	N	Minimum	Maximum	Mean	Std. Deviation
ED	228	2.070	5.021	4.087	.522
TM	228	2.033	4.953	4.030	.516
RTC	228	1.647	4.936	3.923	.579

Source: (SPSS V23 Output, 2023)

From table 1, the mean values for dependent variables; entrepreneurship development (ED) is 4.087 during the study period. Similarly, ED has standard deviation values of 0.522. The minimum value for ED models is 2.070, while the maximum values of ED is 5.021. It can be seen that the models have small errors by looking at the minimum and maximum value of 2.070 and 5.021. This reveals the quality of entrepreneurship development (ED) model in development of businesses in Gombe state.

The independent variable dimensions used in the study were training measurement and relevant training content (TM and RTC) respectively. The mean values for TM and RTC shows 4.030 and 3.923, respectively. Equally, TM and RTC have standard deviation values of 0.516 and 0.579 each. 0.575 The minimum value for TM model is 2.033 while the maximum value is 4.953. However, RTC model has a minimum value of 1.647 and a maximum value of 4.936. It can be seen that one (RTC) out of the two models have small errors looking at the minimum and maximum value of 1.647 and 4.936. This reveals the highest quality and capability of relevant training content (RTC) model in influencing entrepreneurship development in Gombe state. This is further supported with the standard deviation value of .516. This indicates a considerable level of dispersion in relevant training content (RTC) in the entrepreneurship development (ED) in Gombe state during the study period.

Table 2:
Model Summary

Item	Value
R Square	0.499
Adjusted R Square	0.488
Q^2predict	0.444
RMSE	0.756
MAE	0.514

Source: PLS-SEM V4.0 Prediction Summary (2023)

Table 2 presents the relationship between the independent variable (training effectiveness) and dependent variable (entrepreneurship development). R-square depicts the total variation for the dependent variable that could be explained by the independent variables. If r square value is greater than 0.5, implies that the model is effective enough to determine the relationship between the independent and dependent variable (Bruin, 2006: Jain & Chetty, 2019). However, Ozili (2023) suggests that a low r-square model is not necessarily bad. This is because the goal of most social science research modelling is not to predict human behaviour. Rather, the goal is often to assess whether specific predictors or explanatory variables have a significant effect on the dependent variable. Therefore, a low r-square of at least 0.1 or 10 percent is acceptable on the condition that some or most of the predictors or explanatory variables are statistically significant. So, in this study, the r square value is .499, which is acceptable, statistically significant, effective and good to study. Adjusted r-square displays the generalization of the results in the model, which is the variation of the sample results from the population in multiple regressions. It is required to have a difference between r-square and adjusted r-square minimum. In this study, the adjusted r square value is .488, which is not far off from .499, so it is good as suggested by (Jain & Chetty, 2019). Therefore, the model summary table is satisfactory to proceed with the study.

The table 2 also displays the predictive relevance of the study model using Q^2, RMSE and MAE. Q-square measures whether a model has predictive relevance or not. If it is greater than zero ($Q^2 > 0$) the model is relevant and good. Furthermore, Q^2 establishes the predictive relevance of the endogenous constructs. Q-square values above zero indicate that your values are well reconstructed and that the model has predictive relevance (Hair et al., 2013). Moreover, Q^2 provides an internal measure of consistency between the original and cross-validation predicted data. So, given the q square of this study with the value of 0.444, which is greater than zero ($Q^2 > 0$), it suggests that the model has predictive relevance and is good. RMSE in table 2 represents the square root of the average squared differences between predicted and observed outcomes. It is a metric predominantly utilized in regression analysis and forecasting, where accuracy matters significantly. The lower the RMSE, the better the model's ability to predict accurately (Jim, 2023). Conversely, a higher RMSE signifies a greater discrepancy between the predicted and actual outcomes. However, it is opines that RMSE should not exceed one (1), because if it is greater than one it will not predict the outcome (Olumide, 2023). So, going by the above table the RMSE is 0.756, which is not greater than one. It will be deduced that the study can be good predictor.

Mean Absolute Error (MAE) is a measure of the average size of the mistakes in a collection of predictions, without taking their direction into account. It is measured as the average absolute difference between the predicted values and the actual values and is used to assess the effectiveness of a regression model (Stephen, 2022). The lower the MAE scores the better. This is because MAE is a measure of the average error between the predictions and intended targets, thus, the value is expected to be minimum. Perhaps, there is no ideal value for MAE as it

is returned on the same scale that you are predicting, so an ideal MAE value for one dataset will not be the same for another. Similarly, there is no high value for MAE, as MAE is returned on the same scale that you are predicting. For example, a high value when predicting basket size in a grocery store will be extremely low for a model which is predicting house prices. Going by this study MAE is low with 0,514, this suggest that the model is good.

Table 3:
Test of Hypotheses (Path Coefficient)

Hypotheses Testing	Sample (M)	(STDEV)	T. Stat	P values	Decision
HO_1: RTC-> ED	0.258	0.072	3.473	0.001	Rejected
HO_2:TM-> ED	0.269	0.090	2.935	0.003	Rejected

Source: PLS-SEM V4.0 Path Coefficient, (2023)

Table 3 above presents the two hypotheses that were set up earlier from the beginning of the study. The only value that is very important for interpretation is p value. The value should be below the tolerable level of significance for the study, that is below or equal to 0.05 (Jain & Chetty, 2019). That is if p value is $\leq$ 0.05, the null hypothesis is rejected. However, if p value is $\geq$ 0.05, then the null hypothesis is not rejected. Thus, if a null hypothesis is rejected, it means there is an impact. However, if a null hypothesis is not rejected, it means there is no impact.

In line with the expectation, the result of this study revealed that all the two (2) hypotheses have positive and significant effect. That is both training measurement and relevant training content have positive and significant effect on entrepreneurship development in Gombe state. This can be seen on the table 10 above with training measurement displays a p-value of 0.003 at five percent level of significance. This means that p value has not supports the null hypothesis because it has not exceeds 5 percent (Torres—Reyna, 2007).Therefore, the study reject the null hypothesis one (1) which states that training measurement has no significant effect on entrepreneurship development in Gombe state (p value < 0.05). This implies training measurement has significant effect on entrepreneurship development in Gombe state. This finding is consistent with Ringo Ho et al., (2018), Oluolu and Abaji (2020), Singh et al., (2023) study findings which also reported significant relationship with entrepreneurial competence and SMEs/entrepreneurship development. This implies that as the rate of training given to entrepreneurs increase and measured in return would respond by establishing and developing new businesses, and sustaining the existing one. Surprisingly, it contradicted the findings of Njorege and Gathungu (2013) that revealed existence of insignificant relationship between training measurement and entrepreneurship development.

Similarly, relevant training content depicts a p-value of 0.001 at five percent level of significance. This implies that p value has not supports the null hypothesis because it has not exceeds 5 percent (Torres—Reyna, 2007).Therefore, the study reject the null hypothesis two (2) which states that relevant training content has no significant effect on entrepreneurship development in Gombe state (p value < 0.05). This indicates that relevant training content has significant effect on entrepreneurship development in Gombe state. The study result is also consistent to expectations and corroborate with the previous studies (Glaub & Frese 2011; Sirelkhatim & Gangi 2015; Hassan et al., 2017; Maxwell et al., 2018). In this context, one explanation for this finding may be related to the fact that if relevant training content is given inspired individuals to entrepreneurship development.

5. Conclusion and Recommendations

Based on the findings of this study, that was conducted on the effect of training effectiveness on entrepreneurship development in Gombe state. It

concludes that training effectiveness plays a very significant role on entrepreneurship development in Gombe state. Specifically, both training measurement and relevant training content played a very significant role on influencing entrepreneurship development. Therefore, the study recommends the followings:

i. The Government and policy makers at all levels should measure the kind of training given to entrepreneurs. Training measurement inspire entrepreneurs to establish and run businesses in Gombe state. So, entrepreneurship training programme that is measured and delivered triggers entrepreneurial activities.

ii. The Government and policy makers at all levels should place more emphasis on creating avenue for giving relevant training content to the entrepreneurs as such relevant training content inspire entrepreneur to start and run businesses. Therefore, any entrepreneurship training programme that is relevant with all required content influence entrepreneurs develop businesses as found to be very significant.

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