

Development of a variety of training techniques to improve the efficiency and skill development of indian micro-entrepreneurs

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Abstract

The financial stability of a country is significantly influenced by microenterprises. Particularly in developing countries like India that are moving from traditional subsistence to a highly developed industrial economy, it is essential to economic progress. These microbusinesses are important because they are effective ways to improve society generally, create employment, maintain livelihoods, and increase the country's GDP. To make microenterprises an effective tool for generating employment and building sustainable lifestyles, it is also necessary to provide an appropriate training method for micro-entrepreneurial skill development. The microentrepreneurs' efficiency will increase as a result. A sample of 147 business owners from three Jharkhand districts—Ranchi, Ramgarh, and Lohardaga—who provided legitimate answers was gathered. These areas' demographics have been depicted to provide a sense of the area in which the survey was carried out. Leadership, communication, human relations, technical, and inborn aptitude are the five aspects of talents that have been recognized from earlier research. Success has been quantified as the perceived likelihood of achieving corporate success. The main analysis of the research is how strongly abilities are related to success. To gather information for the research, a questionnaire survey approach was used. Statistical approaches for analysis have included multiple linear regressions, correlation, and descriptive statistics. The study's conclusions demonstrate how skills relate to and impact micro-entrepreneurs' success, which has ramifications that allow for further research in the future.

Keywords:

Microenterprises, Economic Growth, Statistical Tools, GDP, Economic Development, Employment Generation, Sustainable Livelihood, Descriptive Statistics, Social Upliftment, Sustainable Livelihood.

I INTRODUCTION

It is essential to eliminate regional imbalances by helping to industrialize rural and underdeveloped regions and by creating many job possibilities at a capital cost far lower than that of major businesses. MSMEs play an important role in the socioeconomic growth of the nation and are supplemental units that support larger enterprises. MSMEs assist the growth of the industrial sector and makeup over 80% of all industrial companies [1]. About 40% of Indian exports and approximately 45% of manufacturing are attributed to MSMEs. They account for 8% of the Indian GDP, and the sector has grown at a pace of 10.8% [1–2].

The Fourth All India Census of Micro, Small, and Medium Enterprises Final Report, which was released in 2006–07, states that among the registered businesses, there are around 1.5 million microenterprises, or almost 95% of the MSME sector [1, 3]. Microenterprises alone create 6.534 million jobs, or roughly 70% of the 9.309 million jobs created by the MSME sector. Additionally, the MSME sector's gross output is 7075.1 billion, of which 3129.73 billion is produced by microenterprises alone, or roughly 44% of the total MSME sector [2, 3]. MSME encourages the establishment of micro and small businesses across the nation with the aim of fostering self-employment and improving the abilities of current and prospective business owners.

The next stage is to determine how to build the talents we need to acquire in order to reach our professional objectives. The following are the two primary methods for skill development: (i) instruction and training; and (ii) experiences of development [3, 4].

1.1 Education & Training

Training and instruction may enhance professional life in a number of significant ways. Attaining more advanced degrees shows that you are driven and committed to learning and using ideas, theories, and formulas to achieve various tasks and goals [3, 5]. If you need knowledge of a subject matter rapidly, training and education are often the most effective methods to get it. A particular degree or qualification may be required in order to apply for certain occupations [4]. Getting the degree, qualification, or training required to be a competitive candidate could be advantageous if you find yourself up against individuals with greater educational backgrounds. One quick and easy way to narrow down a candidate pool is to use educational requirements. Examples of education and training include advanced degrees, [4, 5], professional licenses, proficiency with computers training, e-learning, independent reading, webinars and seminars provided by professional organizations, training sessions, trainings, and courses offered on campus.

1.2 Developmental Experiences

Even while education and training are crucial for developing skills, it is well recognized that only 10% of adult learning occurs in a classroom setting, using resources like books, recordings, or online courses. This is often due to the fact that learning in these media is more passive. Seventy percent of adult education is experiential [5, 9]. Leadership and work-related experiences may facilitate learning by doing [6, 7]. The leadership and on-the-job experiences listed below may aid in developing various abilities and competencies [7, 8].

- **On-the-Job Experience:**

- Accept a difficult "stretch" assignment that involves covering for your manager or supervisor while they are on vacation, managing a project from beginning to end, temporarily moving to a different area of the company, assisting in the launch of a new initiative, program, or business, assisting in the turnaround of a project that is having trouble, creating a new product or service, instructing your team or others in a task, [8, 9], conduct a team meeting or briefing session, get critical input on how performance may be improved, and then put your plan into action, represent your group in a cross-functional meeting on campus, or act as a liaison between organisations on campus, [9, 10], offer to oversee project budgets in order to hone financial and budgetary skills, compare comparable teams who are renowned for their excellent performance and/or good leadership, [8, 9], and develop a strategy to assist your group in reaching or surpassing objectives, Enquire about underperforming projects, departmental programs, or processes from peers, direct reports, and important stakeholders; act as a backup contact in the event that your supervisor is unavailable; write or report on project deliverables; review the project budget and offer suggestions for cost-cutting and financial tactics that can optimise quality and efficiency [9; 10].

- **Leadership Experience:**

Mentor other co-workers, supervisees, or employees, assist in onboarding new co-workers, lead a project team or manage a group of people who are experts in areas you are not, lead a project that calls for creativity, lead a task force or division-wide project that will affect campus policy, take on a divisional liaison role with HR regarding outreach and recruitment procedures and personnel management, [11], serve as the chair of a selection committee to fill a position, give a presentation at a conference, speak at a meeting, run for office in an organization of professionals on or off campus, or assume a leadership position in a volunteer, social, or community organization [10, 11].

1.3 Skill Development Model

1.3.1 Skilled Human Resources

As high-quality, reasonably priced biosimilars make their way into the developed market, the Indian biopharmaceutical sector is growing. The European Medicines Agency (EMA), Japan's Pharmaceuticals and Medical Devices Agency, the US Food and Drug Administration (FDA), and other regulatory bodies under the International Council for Harmonisation of Technical Requirements for Pharmaceuticals for Human Use have all approved bio-similars made by Biocon-Mylan, Intas, USV, and Lupin. These Indian biosimilar production firms also concentrate on new therapeutic areas, including gene and cell treatments and customized medications [14]. The availability of highly and diversely trained human personnel is necessary to support the expansion of the biotherapeutics business via innovation-driven research and development (R&D) (Fig.1). In particular, instruction must focus on problem-

solving skills, familiarity with modern, cutting-edge technology that satisfy international standards, and understanding of high-quality procedures and goods.



Fig. 1 Recommendations for skill development in India. [14]

- **General Management Skill:** Since they are broad management talents, it is easy to distinguish them from the others, and their relative relevance varies according to the business's growth stage. These are the fundamental abilities of an entrepreneur [14, 15]. Teaching enough skills to solve current issues when the entrepreneur needs them seems to be one of the most important aspects of good training. The more relevant and relatable the training materials are to the trainees, the more successful they will be.
- **Entrepreneurial Skill:** This is the most important component of entrepreneurship courses intended to support the expansion of MSME's [14, 15]. It necessitates a focus on psychological and motivational training that builds the entrepreneur's self-assurance and capacity for initiative. An analysis of profitable entrepreneurship courses found that, *"One important component of the most established business development programs with a strong track record of success is accomplishment motivation training"*.
- **Knowledge-Related Skill:** The industry requires a wide variety of expertise in areas such as legislation, taxes, bookkeeping, funding sources, and market research data. They are always trying to figure out the best management practices in their sector. Finding resources often requires expertise [15, 16]. There are four subheadings within the knowledge-related topics. Four subheadings have been established to further subdivide the knowledge-related topics [16].

Due to their substantial production output and capacity to generate employment, MSMEs are the main drivers of economic development. Depending on the owner's perspective, entrepreneurial success has been interpreted in a variety of ways. A specific component of performance has been identified as success [16, 17]. Factors that impact the business's revenue, assets, or profit performance may be used to assess the venture's success. Entrepreneurial success has been measured by the current research using "perceived business

chance." Numerous academic works have noted that perceived business opportunity is a crucial factor in determining the likelihood of success as an entrepreneur [17, 18].

All nations, whether they have developed or less developed economies, prioritize economic growth. Entrepreneurship has been a more popular way to combat financial instability and promote economic growth in recent years [11, 15]. Social, legal, and institutional elements that affect economic outcomes are all included in entrepreneurship. Innovations started by entrepreneurs are gradual in nature, highlighting the value of innovation [16]. It is believed that entrepreneurship is essential to fostering innovation and technical advancement. According to studies in the literature on entrepreneurship, entrepreneurs must actively participate in economic progress and success. Participants in entrepreneurship development programs (EDPs) have the opportunity to hone and use their innovative skills, initiative, responsibility, and risk-taking qualities. EDPs act as a stimulant to advance economic growth [15].

EDPs have a beneficial effect on both current and prospective company owners, particularly when it comes to establishing improved business practices. Entrepreneurial results will depend on the content covered in these programs, the level of curricular rigor, and the duration of these interventions. Incubation and polishing are necessary for entrepreneurial abilities, and real-world examples have an impact on trainees. Training treatments with poor academic design do not produce high levels of entrepreneurial ambition [18, 19]. EDPs are a whole process that helps people become entrepreneurs, not simply training courses. It gives the trainees advice on sustainable growth in addition to how to launch the firm successfully. In the social context of economic growth, EDPs help people get experience and prepare for entry-level, unskilled occupations [20]. Such initiatives are unquestionably a response to the high unemployment rate in emerging nations. EDPs significantly reduce the poverty of cooperative business society members.

By assisting them in creating business strategies and collaborating with other entrepreneurs, entrepreneurship education and training programs have aided businesses and corporations in their pre-creation stage. It is necessary to assess these training and education initiatives' efficacy and efficiency to make changes. Only when companies break with their local customs can EDPs be successful [11]. Development programs help entrepreneurs by introducing the concept of self-leadership. Training tools and infrastructure, a skilled workforce, and a lack of start-up funds all hinder apprentice training and skill development [18].

1.3.2 Objectives of the study

- Evaluate changes in market competitiveness, innovation uptake, and entrepreneurial confidence.
- Determine the current skill levels, difficulties, and training requirements of Jharkhand's microbusiness owners.
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II LITERATURE REVIEW

Microenterprise is seen as a crucial instrument for accomplishing the goal of inclusive development. Numerous government and non-governmental groups have used a variety of strategies to encourage microenterprises. The researchers suggested two popular strategies used to support microenterprises: the holistic approach and the human capital development method [12]. These two techniques are not only the most popular ones, but they also differ in several aspects. This research examined how different strategies affect microenterprise promotion. The case study technique was used in this investigation. For the same, both quantitative and qualitative data were gathered. Two significant Maharashtra-based companies using this strategy were chosen.

Given their enormous role in preserving socioeconomic balance and inclusive economic development, micro-entrepreneurs are the country's strategic assets. Notwithstanding their economic contribution to India, they continue to face a number of practical challenges, including low levels of financial literacy among business owners, difficulty obtaining reasonably priced loans, poor financial management, and a dearth of creativity. The research by Adnan (2024) showed that financial illiteracy and a lack of innovation have highlighted relevant issues in light of the rising number of company failures worldwide. However, the impact of financial literacy on the performance and inventiveness of organizations is still little understood and dispersed.

In another study, using rural youth as a case study, researchers evaluated the process of sustainable livelihood via skill development in India and its conceptual and theoretical understanding [14]. The study indicated that the rural population in India cannot be disregarded as skill development is necessary for both inclusive and economic growth. Though it won't address or promote the process of well-being and sustainable livelihood, this research attempts to draw attention to the fact that employable skills by themselves have not been able to adequately produce employment among rural young.

Another study aimed to find the obstacles Indian urban women micro-entrepreneurs encounter in their entrepreneurial path [15]. To determine the most significant obstacles that still stand in their way of development, the difficulties posed by the outside world and the shortcomings in their skill sets are examined. According to the findings, women entrepreneurs (WEs) face two main challenges: balancing responsibilities and limited funding. The former is particularly significant for micro-entrepreneurs in the manufacturing sector, while the latter presents the largest obstacle for those in the services sector.

The researchers in another study attempted to identify critical aspects for developing a scale to quantify innovation capacity (IC) in micro-enterprises based on the capability-based approach. The study's questionnaire survey and focus group talks for item creation are based on a sample of 379 Indian microbusinesses. Both exploratory and confirmatory component analysis are used in the development of the scale. According to statistical testing, the scale exhibits discriminant and convergent validity in addition to composite reliability.

Self-employment, additional employment prospects, and national economic development are all facilitated by entrepreneurship. As noted by Kasilingam (2015), a number of variables

have contributed to entrepreneurial talents. They divided the talents of entrepreneurs into three groups: knowledge focused on the market, organization, and production [17].

2.1 Hypothesis

Based on the above discussions and gaps, the following hypotheses are established for this research study.

H1:Business success and leadership ability are positively and significantly correlated.

H2:Business success and effective communication have a strong positive correlation;

H3:Business success and human relations skills have a strong positive correlation.

H4:Technical proficiency and company success have a strong positive correlation.

H5:Business success and innate talent have a strong positive correlation.

III METHODOLOGY

The current empirical research examines the impact of skill-associated characteristics on entrepreneurial success in a few chosen Jharkhand regions in an effort to add to the body of previous work [15, 16]. In this part, the specifics of data-gathering methods and instruments have been covered.

2.2 Sample Characteristics

A thorough list of 850 microbusinesses gathered from the district industries center of three Jharkhand districts serves as the study's population [11]. 160 micro-entrepreneurs in the Lohardaga, Ramgarh, and Ranchi districts of Jharkhand were given a questionnaire as part of a primary survey; as it was not financially viable to survey every business in the targeted demographic, a simple random sample technique was used. The target population is reflected in the sample [18]. Thirteen micro-entrepreneurs were eliminated from the study's sample because their responses were deemed incorrect and incomplete. Consequently, 147 questionnaires that were fully completed were chosen to analyze the data [14, 18]. Table 1 lists the number of responses from each of the three districts as well as the chosen sample size [18].

Table 1 Distribution of the Sample in the Jharkhand Region's Districts. [12]

Districts	Total Sample Size	Respondents
Lohardaga	50	57
Ramgarh	60	43
Ranchi	50	47
Total	160	147

(Sources: Author)

3.1 Variables

Based on earlier studies and initial expert interviews, five aspects have been determined [16, 18]. There has been discussion on the thorough explanation of the variables used for the research.

- Leadership skills: The technique of using authority to guide and plan the actions of one's followers, either individually or collectively, in order to achieve a goal is known as leadership [18, 19].

- Communication skills: The significance of teaching communication skills and the fact that successful entrepreneurs create efficient communication both within and outside of their businesses [20].
- Human relation skills: Human capital is a key component of every organization, along with other elements [20, 21].
- Technical skills: Entrepreneurs must carry out certain functional duties, much like managers in any other organization.
- Inborn aptitude skills: Some talents and abilities cannot be developed, even with training, and entrepreneurial ideas are innate.
- Business success: As was previously said, there is no precise definition for success. The owner views it and evaluates it using a number of criteria.

3.2 Survey

In accordance with the study's research goal, a structured questionnaire was created. Data were categorized based on the micro-entrepreneurs' demographics in the three Jharkhand districts, including age, gender, caste, and education [11].

3.3 Statistical tools

Advanced statistical methods such as correlation and the Multiple Linear Regression Model, which were computed using the SPSS 20.0 program, were employed in this work [21, 22]. Additionally, basic descriptive statistical procedures have been used to determine means, standard deviations, and percentages.

$$\text{Entrepreneurial Success} = \alpha + \beta_1 \text{leadership} + \beta_2 \text{communication} + \beta_3 \text{human relations} + \beta_4 \text{technical} + \beta_5 \text{inborn aptitude} + \varepsilon_1 \dots\dots\dots 1$$

Where, α is the intercept, $\beta_1, \beta_2, \beta_3, \beta_4$ and β_5 are the regression coefficients, and the error term is denoted by ε_1 .

IV RESULT AND DISCUSSION

4.1 Scale Analysis

Following receipt of the completed questionnaire, the Cronbach's alpha test was used to analyze the scale reliability of the created variables for the 147 samples [21, 22].

4.2 Demographic Information

Table 2 represents the distribution of some important demographic characteristics on which the 147 micro-entrepreneurs in the sample had their data sorted. The average age of the entrepreneurs in the sample is 42.517 [22]. Males own around 89.12% of the sample microbusinesses, demonstrating the predominance of male entrepreneurs over female ones in this area. Despite the caste diversity in Jharkhand, the majority of the sample entrepreneurs (89.12%) fall into the general category [22, 23]. Other Backward Classes (OBC) make up 10.88% [24], Scheduled Castes (SC) make up 4.08 percent, and Scheduled Tribes (ST) make up just 3.40 percent. In terms of the micro-entrepreneurs' educational attainment, 66.67 percent of them have a degree, 24.49 percent have completed upper secondary school, 5.44 percent have completed middle school, and 3.40 percent have just completed basic school [25].

Table 2 Data on Entrepreneurs' Demographics. [26]

<i>Age</i>	Mean: 49.48	-
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	Std. Dev: 9.819	
Gender	Male	85.96
	Female	18.95
Caste	OBC	6.148
	General	6.98
	SC	2.89
	ST	4.58
Education	Primary	25.96
	Middle School	5.89
	Higher Sec.	47.89
	Graduation	88.59

(Sources: Author)

4.3 Descriptive Statistics of the Variables

The descriptive statistics for the variables used in the research are shown in Table 3. For the specified sample, the mean and standard deviations have been computed [26]. Inborn aptitude has the lowest mean of all the independent variables (2.986), whereas communication has the greatest mean (4.776) [29]. The standard deviation is the opposite.

Table 3 An explanation of the variables' statistics [27, 28]

Variables	Mean	Standard Dev.
Success	5.894	8.495
Leadership	5.964	4.851
Human Relation	8.895	9.658
Technical	5.849	8.896
Inborn Aptitude	8.541	9.588
Communication	9.865	7.958

(Sources: Author)

4.4 Correlation Matrix

The correlation coefficients between the dependent variable, success, and the independent variables of skill-related factors—leadership, communication, human relations, technical, and inborn aptitude—are shown in Table 4 [29, 30]. It indicates whether or not the variables are important and how well they link to one another.

Table 4 Matrix of correlation coefficients for explanatory factors [30, 31]

Variables	Success	Leadership	Communication	Human relation	Technical	Inborn Aptitude
Success	1.0					
Leadership	0.895*	1.000				
Human Relation	0.599	0.895*	1.000			
Technical	0.489*	0.548*	0.895	1.000		
Inborn Aptitude	0.895*	0.541	0.148	0.895	1.000	
Communication	0.548	0.189	0.956	0.941	0.896	1.000

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(Sources: Author)

4.5 Regression Analysis

The regressive values of the variables of independence are shown in Table 5 [31, 32]. It is evident that the leadership and communication coefficients are significant at the 1 percent significance level, while the human relations and inborn aptitude coefficients are significant at the 5 percent significance level [31, 32]. The regression model used to explore the reliance of the skill-related components on success fits well, as seen by the adjusted R² value of 0.876 and the higher F-value significance at 1% [33].

Table 5 Regression Analysis Results

Dependent Variable: Success					
Variables	Coefficients				
Leadership	0.589*(4.895)				
Human Relation	0.849* (18.595)				
Technical	0.079**(2.025)				
Inborn Aptitude	-0.008 (-0.140)				
Communication	0.548**(2.058)				
Adjusted R ²	0.896				
Analysis of Variance	Sum of Squares	Df.	Mena Square	F	Sig.
Models					
<i>Regression</i>	20.648	8	4.895	209.548*	0.000
<i>Residual</i>	2.589	184	0.089		

(Sources: Author)

V DISCUSSION

As shown by the greater positive coefficient of leadership, leadership as a talent has a favorable influence on entrepreneurial success [33, 34]. This implies that business owners in the Jharkhand region see leadership as an essential attribute for the success of their company. The findings support several studies in the relevant literature that indicate leadership is a crucial skill for business owners [34, 35]. Thus, H1 is acceptable in this case.

With a significance level of 1%, the communication coefficient is unusually high. This signifies that improved communication skills help maintain the market's viability. Hence, H2 is allowed here.

According to [36,37], entrepreneurs need human relations skills to manage their company effectively and get a favor. Entrepreneurs in the Jharkhand area also acknowledge that their desire to start their own firm and their belief in its likelihood of success is influenced by innate talent. Therefore, H3 and H5 are proved.

However, there is a weak correlation between technical skills and company success. This could be due to a lack of technical resources and assistance in a recently developing state such as Jharkhand [38]. Thus, H4 is rejected. Workshops, government assistance, and training and development may increase their acquaintance with new and advanced technological know-how, enhancing their technical skills for commercial success.

VI CONCLUSION

A proposed training methodology has been developed in this study that might be used to enhance micro-entrepreneurial skills. The present study provides a thorough understanding of the skill-related factors affecting entrepreneurs' success. The empirical study described in this article has identified five important skill-related criteria that function as accelerators for entrepreneurial success in the Jharkhand region. They include interpersonal, technical, leadership, communication, and natural skills. Entrepreneurs require certain skills to run their firms effectively. The results of the regression in the analysis section demonstrate the significant impact of skill-related characteristics on entrepreneurial success.

A young state such as Jharkhand may expect to see future progress in terms of major industrialization by supporting and encouraging firms to acquire new skills. The results of the present research show that technical skill has minimal bearing on the success of firms in the Jharkhand region, which is in contrast to the literature evaluated. Entrepreneurs in Jharkhand must be exposed to new technologies and their benefits in order to run their companies and compete to remain in the market for a long time.

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