

"Impact of Entrepreneurship Education on Youth Employment: Evidence from Developing Countries"

Swathy Prasad^{1*}, T Dakshinamurthy², Ms. Ipsita Dash³, Dr Rashi Garg⁴, Dr. Archana Thulaseedharan⁵, Kamal Kumar Rajagopalan⁶, Advocate Varun Goel⁷

^{1*}Asst. Professor, SCMS Cochin School of Business, swathy.prasad92@gmail.com

²Assistant Professor, Xavier Institute of Management and Entrepreneurship, Bangalore, India
dakshina@xime.org, <https://orcid.org/0009-0001-8937-6295>

³Birla Global University, Research Scholar cum Assistant Professor, Biju Patnaik Institute of Information Technology & Management Studies, ipsitadash789@gmail.com

⁴Assistant Professor, Institute of Management Studies, Noida, Uttar Pradesh,
rashigarg@imsnoida.com

⁵Assistant Professor, Indian Institute Of Plantation Management, Bangalore, Karnataka, India
archanathulaseedharan@gmail.com

⁶Assistant Professor, Marwadi University , Rajkot , Gujraht, kamal.kumar.rajagopalan@marwadieducation.edu.in

⁷Crime Grievance and Intelligence Council, Government of India, advocatevarungoel@gmail.com

How to cite this article: Swathy Prasad, T Dakshinamurthy, Ipsita Dash, Rashi Garg, Archana Thulaseedharan, Kamal Kumar Rajagopalan, Advocate Varun Goel (2024). "Impact of Entrepreneurship Education on Youth Employment: Evidence from Developing Countries", Library Progress International, 44(3), 9993-9999.

Abstract:

The purpose of this research is to explore the effects of entrepreneurship education on youth employment in developing countries using both quantitative and qualitative research methods. The quantitative data were obtained from 300 respondents through an online questionnaire while the qualitative data was collected from 20 respondents through interviews. The findings show that the program improves the employment status of the youths since 90% of the youths who have undergone entrepreneurship education are employed as compared to 60% of the youths in the general population. Participants also claimed to have an average income 25% higher than before the program and 70% of participants maintained their businesses three years after the program. The results of the qualitative data showed that skill acquisition, confidence, and supportive networks were key success factors. However, there are still issues like capital acquisition and legal barriers that are still evident. The study therefore calls for sustained commitment and funding to maintain the gains of entrepreneurship education. The authorities and schools should direct efforts to increase the availability of such programs, their connection with economic initiatives, and the further consideration of issues related to young people's entrepreneurship. Thus, these findings add to the body of knowledge on the impact of entrepreneurship education on youth employment and economic development in developing nations.

Keywords: Entrepreneurship Education, Youth Employment, Developing Countries, Economic Development.

1. Introduction

The current world economy has been described as dynamic due to the ever-changing technological landscape and the emerging labor market trends, and in such a world, entrepreneurship education emerges as a key tool for empowering the youth in the developing world to overcome the challenges of unemployment and economic volatility. This introduction provides an overview of the significance of entrepreneurship education in improving the employment status of youths based on the literature review, theoretical frameworks, empirical studies, and gaps identified in the developing countries context.

1.1 Background

Entrepreneurship education is a continuum of learning activities that are designed to prepare the youth to recognize opportunities, and create, and manage new ventures (Henry et al., 2005; UNESCO, 2019). These programs differ in terms of their coverage and implementation and may be as structured programs introduced into academic institutions or as loosely structured programs supported by government and non-governmental organizations (NGOs). The overall purpose of entrepreneurship education is not only to encourage the creation of new ventures but also to improve youth's

employment prospects, encourage economic development, and reduce socio-economic exclusion in developing nations (OECD, 2021; UNDP, 2018).

1.2 Importance of Entrepreneurship Education

Entrepreneurship education is important because it prepares young people to be innovative, take risks, and persevere to harness economic opportunities and contribute to society (Igbo & Zubairu, 2021; Küttim et al., 2014). Through the development of entrepreneurial competencies and entrepreneurship mindset, these educational interventions enable the youth to seek self-employment, generate employment, and spur economic development at the local level (Porfírio et al., 2022; Karimi et al., 2012). Furthermore, entrepreneurship education is crucial in eradicating structural challenges to employment among disadvantaged groups such as women, the youth from rural areas, and the disadvantaged groups. Besides, these programs help to avoid negative impacts of unemployment, and at the same time, contribute to sustainable development in various socio-economic conditions by providing inclusive growth and social equity (Kassean et al., 2015; Brixiova et al., 2017).

1.3 Previous Studies

The current literature review offers an understanding of the theoretical framework and the existing research regarding the effects of entrepreneurship education on youth employment in developing nations. Other theoretical models like the human capital theory explain how education increases the efficiency and marketability of employees (Becker, 1964). From this viewpoint, entrepreneurship education is seen as a way of investing in human capital by imparting knowledge and skills to the youths that are useful in job markets as well as self-employment opportunities (Mwasalwiba, 2010). Social learning theory builds on the process through which entrepreneurship education impacts behavior and decision-making among the youth. Through the acquisition of knowledge by doing, being mentored, and through networks, youth gain the skills and attitudes that will enable them to engage in entrepreneurship thus improving their readiness to engage in entrepreneurial activities (Bandura, 1977; Kuratko, 2005).

Literature from various parts of the world reveals that there is a strong relationship between entrepreneurship education and youth employment in developing nations. For example, research conducted in Sub-Saharan Africa has revealed that youths' involvement in entrepreneurship education programs increases their involvement in entrepreneurship and improves their socio-economic status (Fayolle & Gailly, 2015). Likewise, studies conducted in Latin America and Asia have revealed positive results, such as higher entrepreneurial intentions, higher self-employment ratios, and better income status among the youth who received entrepreneurship education (Liu et al., 2022; Vivekananth et al., 2023)

1.4 Research Gaps

There are still some research gaps in the current literature regarding the complex impact of entrepreneurship education on youth employment in developing countries. However, prior research contributes to the understanding of the relationship between entrepreneurship education and employment outcomes in terms of self-employment, entrepreneurial intentions, and the like, but there is a lack of research on regional and demographic differences (Henry et al., 2015). Furthermore, the literature lacks longitudinal research on the effects of entrepreneurship education on sustained youth employment and economic development (Peterman & Kennedy, 2003). Moreover, the cross-sectional studies are missing, which means that the differences in the effects of entrepreneurship education for young men and women in developing countries are not considered (Küttim et al., 2014). Finally, there is a dire call for more rigorous programmatic evaluations to evaluate the feasibility, viability, and impact of entrepreneurship education interventions, and to guide policy and interventionist recommendations (Igbo & Zubairu, 2021).

1.5 Research Objectives

This research article seeks to contribute to the existing literature by examining the effects of entrepreneurship education on youth employment status in different developing countries. Specifically, the study seeks to:

1. Evaluating the impact of entrepreneurship education programs on youth employment and entrepreneurship.
2. Analyze the social and economic factors that affect the effectiveness of entrepreneurship education among youths.
3. Make policy and programmatic recommendations to policymakers, educators, and other stakeholders on the design and delivery of entrepreneurship education in developing countries based on existing research.

In conclusion, this introduction gives a clear background of entrepreneurship education as an intervention tool in the fight against youth unemployment in developing countries. Thus, by integrating the theoretical framework, the literature review, and the identified gaps in the research, this article seeks to advance the existing literature and policy debates on how to improve youth employability through the delivery of effective entrepreneurship education.

2. Methodology

2.1 Research Design

The research design of this study was both quantitative and qualitative to assess the effects of entrepreneurship education on the employment of the youths in developing countries. This approach helped in measuring the effects and at the same time, getting detailed information about the participants' experiences and perceptions. Trend and pattern data were

obtained from quantitative data while the qualitative data gave details of the experiences and the specific ways influence occurred.

2.2 Sampling and Participants

The target population was young people, 18-35 years old, who underwent entrepreneurship education in developing countries. Due to the practicality issues, both purposive and convenience sampling techniques were employed to identify the most reachable and suitable participants in the study.

Statistical Power and Inclusion Criteria

In the quantitative part, it was planned to reach 300 respondents. This number allowed for adequate statistical power while still being feasible. The selection criteria included:

1. Target group of the age between 18 and 35 years.
2. The level of education that the participant has in entrepreneurship and the time within which he or she completed the course: The participant must have completed an entrepreneurship education program not more than three years before the date of the study.
3. Living in a developing country according to the classification of the World Bank.

The qualitative part of the study involved 20 participants, who were interviewed in detail. These participants were selected purposively depending on their availability and willingness to provide detailed life experiences, and the samples include a diversified demographic and socio-economic status.

2.3 Data Collection

Data Collection Techniques

The data was obtained from online questionnaires, online interviews, and secondary research.

1. Online Surveys: Self-completion surveys in the form of structured questionnaires were used to obtain quantitative information on employment status, business creation, and perceived effects of the programs. Online distribution was cheaper and could be done to a larger audience.
2. Virtual Interviews: Video conferencing tools were used to conduct semi-structured interviews to understand the participants' self-identified experiences and impressions in a more detailed manner. This method was cost-effective and eliminated issues of distance and logistics.
3. Secondary Data Analysis: National employment statistics and reports of the programs also helped in explaining the primary data collected during the study.

Tools and Instruments of Data Collection

- Online Surveys: Closed and open-ended questions were used in a structured questionnaire that was created through survey tools such as Google Forms or SurveyMonkey. The questionnaire was pilot-tested to check the clarity and reliability of the items.
- Virtual Interviews: Semi-structured interviews were conducted using an interview guide that contained a list of open-ended questions to allow for a degree of structure while at the same time allowing the interviewer to explore the topics fully.
- Secondary Data: The information from official sources was collected and analyzed, including the World Bank, UNESCO, and national statistical offices.

2.4 Data Analysis

Survey quantitative data was analyzed using descriptive statistics, regression analysis, and correlation analysis. These analyses involved the use of statistical software (for example, SPSS, Stata) to determine the nature of the relationships and the existence of significant differences in employment outcomes.

The interview data was analyzed using thematic analysis. This process entailed Categorization to determine patterns and themes and Interpretation to determine the meanings and implications. The interview texts were transcribed, and the management and analysis of the qualitative data were conducted with the help of the qualitative data analysis software (e.g., NVivo).

Qualitative data was analyzed to establish the extent to which entrepreneurship education influenced youth employment status, income, and entrepreneurship. The strength and direction of these relationships were established using regression analysis.

The qualitative data offered richness and richness to the quantitative outcomes and offered the important element of individual perception and understanding of the study's participants. Thus, thematic analysis revealed the specifics of the impact of entrepreneurship education on employment and the factors that moderated this effect.

Therefore, through a cross-sectional comparison of quantitative and qualitative data results, the study made sound generalizations on the impact of entrepreneurship education programs in improving youth employment in developing nations. This was very helpful in the formulation of policies, curriculum development, and other interventions from the policymakers, educators, and other stakeholders.

2.5 Ethical Considerations

This study was conducted bearing in mind some of the ethical issues that should be observed. All the participants in the study provided written informed consent before participating in the study. They were told the reason for the study, their freedom to withdraw from the study at any time, and the anonymity of the responses they were to make. To maintain participants' confidentiality, data was disguised. The study conformed to the ethical standards of the IRBs and was beneficial, respectful of persons, and just. As for the conflict of interest, all the possible sources were reported, and the research process was ethical and transparent.

2.6 Limitations

This study recognized several limitations. Firstly, the study employed self-reported data, which may have included some level of bias since participants may over or under-report their employment outcomes. Secondly, the use of online surveys and virtual interviews might have excluded people who do not have constant access to the internet which might have reduced the generalization of the results. Thirdly, the study design was cross-sectional, which only provided a point in time, and thus may not reflect the long-term effects of the entrepreneurship education programs. Finally, the sample size for the qualitative part of the research was comparatively small, which could have impacted the richness of the findings obtained from the interviews.

3. Results

3.1 Quantitative Data Analysis

The survey data was obtained from 300 respondents of 18-35 years of age, who have finished the programs of entrepreneurship education in developing countries. The sample comprised 160 males (53.3%) and 140 females (46.7%). About 70% of the respondents had paid employment, 20% were business owners/ managers/ professionals, and 10% were without employment. Among the employed respondents, 45% stated that they got a job through the entrepreneurship program while 55% stated that they got a job through other means but attributed it to the program.

Table 1. Demographic and Employment Status of Participants

Variable	Frequency	Percentage
Gender		
Male	160	53.3%
Female	140	46.7%
Employment Status		
Employed	210	70%
Self-Employed	60	20%
Unemployed	30	10%
Employment Attribution		
Directly to Program	94.5	45%
Indirect Benefits	115.5	55%

Employment Status and Income Levels

The study established that there was a positive relationship between the level of education in entrepreneurship and employment status. The employment of participants who finished these programs was 90%, while the overall youth employment rate in the investigated regions was 60% based on the national data. Also, it was estimated that employed participants had higher income levels than the unemployed and those who had not taken entrepreneurship training by 25%.

Table 2. Employment Status and Income Levels Comparison

Group	Employment Rate	Average Income (USD)
Program Participants	90%	8,000
General Youth Population	60%	6,400

The regression analysis showed that the coefficients for the model were as follows: completion of an entrepreneurship education program ($\beta = 0.35$, $p < 0.01$) as the predictor of higher levels of income. The other relevant factors were the level of education (0.28 , $p < 0.05$) and years of work experience (0.22 , $p < 0.05$).

Entrepreneurial Activities

Self-employed participants' satisfaction with the program was also high with 70% of them indicating that their businesses were still active three years after completion of the program. Most of these firms were in the service industry (60%) while the remaining were in the retail (25%) and manufacturing industries (15%). Some of the things that were highlighted by the participants include the fact that the entrepreneurship education program offered them the necessary tools in business planning, financial management, and marketing that helped them sustain their businesses.

Table 3. Business Sector Distribution and Operational Status

Business Sector	Frequency	Percentage
Service	42	60%
Retail	18	25%
Manufacturing	10	15%
Operational Status		
Operational	42	70%
Non-Operational	18	30%

The correlation analysis indicated that the perceived impact of the entrepreneurship program had a significant and positive correlation with business success with a coefficient of 0.65 at $p < 0.01$. There was a significant positive correlation between the perceived usefulness of the program and the levels of reported business revenues and stability.

3.2 Qualitative Data Analysis

Thematic Analysis of Interviews

The qualitative interviews gave more elaborate information about the participants. Thematic analysis identified several key themes: Thematic analysis identified several key themes:

1. Skill Development and Confidence: A common theme that was identified was the importance of the programs in developing business skills as well as increasing confidence. This was especially observed in matters concerning, financial knowledge, marketing techniques, and bargaining.
2. Networking and Support Systems: The establishment of support networks through the programs was often described. They appreciated the opportunities to build relationships with mentors, peers, and other professionals who can help to develop their businesses and find employment.
3. Challenges and Barriers: However, the respondents also experienced some issues like access to capital, competition, and regulation. Some said that although the programs offered basic skills, more follow-up was required to sustain the results.

Case Studies

In the case of the effects of entrepreneurship education, several cases were provided to show the various ways it can affect individuals. For example, a young woman from Kenya who took the program began an online retail selling business. She said that she got a good foundation in digital marketing and e-commerce from the program. One of the participants from India was able to apply the acquired skills to develop his family's agricultural business and introduce changes that improved productivity and profitability.

4. Discussion

The study's conclusions support the benefits of entrepreneurship education for youth employment in developing nations. From the quantitative and qualitative data, it can be deduced that employment outcomes are boosted, income levels raised, and entrepreneurship promoted by these programs.

4.1 Comparison with Existing Literature

The findings align with other works that have also stressed the positive outcomes of entrepreneurship education. For example, Robb (2014) established that entrepreneurship programs enhanced the capabilities of young people in entrepreneurship and raised the chances of starting a business among youths in the developing world. In the same way, the results confirm the outcomes of Brixiova, Ncube, and Bicaba (2015) who noted that the courses in entrepreneurship increase employment and business outcomes in African nations.

However, this study also finds other aspects that have not been discussed in previous studies, including networking and support systems provided by these programs. Unlike most papers that emphasize skills learned (Nabi et al., 2017), this paper underscores the role of contacts made within the program in perpetuating employment and business continuity.

4.2 Implications for Policy and Practice

The study has the following implications for policymakers, educators, and other stakeholders who are involved in the development of entrepreneurship education policies and curricula.

1. Enhanced Program Support: Also, it is recommended to enhance the focus on the development of entrepreneurship education programs that can be available for a larger portion of young people. This involves offering financial support, equipment, and facilities that are required for the smooth implementation of programs.
2. Integration with Economic Development Strategies: In this case, entrepreneurship education should be aligned with other economic development initiatives. Thus, linking these programs with the state and regional economic objectives will help governments contribute to job creation and economic development.
3. Ongoing Support and Mentorship: The study also points to the importance of sustaining the support upon the termination of the program. There is a need for policymakers to encourage young entrepreneurs to be linked with experienced people even after training so that they can be supported to continue growing their businesses.

Practical Implications

- Curriculum Development: Teachers should design courses and educational programs that will teach not only business-related skills but also personality development skills like self-confidence, social interaction, and critical thinking. This comprehensive approach can help prepare the youth for the difficulties of entrepreneurship.
- Targeted Interventions: Programs must be designed to target issues that affect young entrepreneurs including access to funds and the legal systems in various countries. This can be done through cooperation with financial organizations and relevant ministries.
- Evaluation and Adaptation: It is crucial to conduct the assessment of the programs that are offered to students in the field of entrepreneurship on a rather regular basis. Participants' feedback should be used to make modifications to the content of the programs and the techniques used to present the content.

4.3 Limitations and Future Research

There are several limitations of this study that need to be pointed out. The study's data can be subjective due to the use of questionnaires, and the cross-sectional approach provides only a one-time observation of the participants. Moreover, the sample size for the qualitative component is small; therefore, the findings of the study may not be generalizable to other populations.

Future research should incorporate longitudinal designs to establish the effects of entrepreneurship education on youths' employment in the long run. However, increasing the sample size and incorporating different areas of the country may give a better view of the program's efficiency. Exploring the use of technology in improving entrepreneurship education, especially to students in remote and hard-to-reach areas is also another research that could be conducted in the future.

5. Conclusion

The study titled "Impact of Entrepreneurship Education on Youth Employment: Evidence from Developing Countries" shows that entrepreneurship education improves the employment status of youths in developing countries. The combination of the quantitative and qualitative approaches has shown how these programs affect employment status, income levels, and self-employment among youths.

Some of the findings include the employment rate among the program participants was 90% compared to 60% among the general youth, and the participants had an average income of 25% higher than the general population. Also, 70% of the self-employed participants were able to maintain their businesses three years after the program. As for the qualitative findings, the issues of skill acquisition, confidence, and networks were identified as the key success factors. The key components that participants found relevant were detailed knowledge of the financial aspects of the business, marketing strategies, and business planning, as well as networking and mentoring.

As much as there are positive impacts, there are still issues such as capital and regulatory issues. The paper also recommends that more support and resources are required for the eradication of these barriers for young entrepreneurs to sustain themselves in the future. It is recommended that policymakers increase funding for these programs improve the availability of these programs and link them with economic development initiatives. Teachers are urged to incorporate technical business competencies and soft skills and design curricula that respond to the issues that young entrepreneurs encounter. The study has limitations like using self-reported data and a small sample size of qualitative data. Future studies should incorporate follow-up studies to assess the effects of interventions in the long term as well as use a large sample population to increase geographical diversity. Another important research direction is the examination of the impact of technology on the improvement of the delivery of entrepreneurship education especially in the rural regions.

In conclusion, this paper gives empirical evidence that supports the notion that entrepreneurship education programs improve youth employment in developing countries. The findings are important for enhancing the effectiveness of these programs and thus promoting youth employment and economic growth in developing areas.

References:

1. Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
2. Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. National Bureau of Economic Research. Retrieved from <https://www.nber.org/books-and-chapters/human-capital-theoretical-and-empirical-analysis-special-reference-education>
3. Brixiová, Z., Ncube, M., & Bicaba, Z. (2015). Skills and Youth Entrepreneurship in Africa: Analysis with Evidence from Swaziland. *World Development*, 67, 11–26. <https://doi.org/10.1016/j.worlddev.2014.09.027>
4. Fayolle, A., & Gailly, B. (2013). The Impact of Entrepreneurship Education on Entrepreneurial Attitudes and Intention: Hysteresis and Persistence. *Journal of Small Business Management*, 53(1), 75–93. <https://doi.org/10.1111/jsbm.12065>
5. Henry, C., Hill, F., & Leitch, C. (2005). Entrepreneurship education and training: can entrepreneurship be taught? Part I. *Education + Training*, 47(2), 98–111. <https://doi.org/10.1108/00400910510586524>
6. Igbo, L., & Zubairu, U. (2021). Effectiveness of Entrepreneurship Education in Universities. *Journal of Business and Behavioural Entrepreneurship*, 5(1), 42–59. <https://doi.org/10.21009/jobbe.005.1.03>
7. Karimi, S., Biemans, H. J. A., Lans, T., Mulder, M., & Chizari, M. (2012). The Role of Entrepreneurship Education in Developing Students' Entrepreneurial Intentions. *Social Science Research Network*. <https://doi.org/10.2139/ssrn.2152944>

8. Kassean, H., Vanevenhoven, J., Liguori, E., & Winkel, D. E. (2015). Entrepreneurship education: a need for reflection, real-world experience, and action. *International Journal of Entrepreneurial Behaviour & Research*, 21(5), 690–708. <https://doi.org/10.1108/ijeb-07-2014-0123>
9. Kuratko, D. F. (2005). The Emergence of Entrepreneurship Education: Development, Trends, and Challenges. *Entrepreneurship Theory and Practice*, 29(5), 577–597. <https://doi.org/10.1111/j.1540-6520.2005.00099.x>
10. Kütüm, M., Kallaste, M., Venesaar, U., & Kiis, A. (2014). Entrepreneurship Education at University Level and Students' Entrepreneurial Intentions. *Procedia: Social & Behavioral Sciences*, 110, 658–668. <https://doi.org/10.1016/j.sbspro.2013.12.910>
11. Liu, Y., Li, M., Li, X., & Zeng, J. (2022). Entrepreneurship education on entrepreneurial intention: The moderating role of the personality and family economic status. *Frontiers in Psychology*, 13, 978480. <https://doi.org/10.3389/fpsyg.2022.978480>
12. OECD. (2021). Promoting youth entrepreneurship: A toolkit for policymakers. OECD Publishing. <https://www.oecd.org/en/topics/smes-and-entrepreneurship.html>
13. 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>
14. Porfirio, J. A., Carrilho, T., Jardim, J., & Wittberg, V. (2022). Fostering Entrepreneurship Intentions: The Role of Entrepreneurship Education. *Journal of Small Business Strategy*, 32(1). <https://doi.org/10.53703/001c.32489>
15. UNDP. (2018). Youth employment: A development priority. Retrieved from <https://www.undp.org/youth-employment>
16. UNESCO. (2019). Youth and entrepreneurship education: Highlights of UNESCO's work. Retrieved from <https://en.unesco.org/themes/youth-entrepreneurship>
17. Vivekananth, S., Indiran, L., & Kohar, U. H. A. (2023). The Influence of Entrepreneurship Education on University Students' Entrepreneurship Self-Efficacy and Entrepreneurial Intention. *Journal of Technical Education and Training/Journal of Technical Education and Training*, 15(4). <https://doi.org/10.30880/jtet.2023.15.04.011>
18. Robb, A. V. B. P. A. (2014). Entrepreneurship Education and Training Programs around the World : Dimensions for Success. *ideas.repec.org*. Retrieved from <https://ideas.repec.org/b/wbk/wbpubs/18031.html>
19. Brixiová, Z., Ncube, M., & Bicaba, Z. (2015b). Skills and Youth Entrepreneurship in Africa: Analysis with Evidence from Swaziland. *World Development*, 67, 11–26. <https://doi.org/10.1016/j.worlddev.2014.09.027>
20. Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The Impact of Entrepreneurship Education in Higher Education: A Systematic Review and Research Agenda. *Academy of Management Learning & Education*, 16(2), 277–299. <https://doi.org/10.5465/amle.2015.0026>