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Entrepreneurship Training and Housewives' Economic Independence: The Strategic Role of MSMEs and Socio-Economic Moderators

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Abstract

Entrepreneurship training has been widely recognized as an effective strategy to enhance the economic empowerment of housewives, particularly in the context of Micro, Small, and Medium Enterprises (MSMEs). This study aims to examine the effect of entrepreneurship training on the economic independence of housewives, with MSME strategies as a mediating variable and socio-economic factors as a moderating variable. The research sample consisted of 133 housewives engaged in MSMEs and residing in Kembangan District. A quantitative approach using Structural Equation Modeling-Partial Least Squares (SEM-PLS) was employed to analyze both direct and indirect relationships among the variables. The results indicate that entrepreneurship training does not have a direct effect on economic independence. However, it significantly influences MSME strategies, which subsequently contribute positively to economic independence. This confirms the role of MSME strategies as an important mediator linking entrepreneurship training to economic outcomes. In addition, socio-economic factors were found to have a direct effect on economic independence, but they did not function effectively as moderating variables. These findings underscore that entrepreneurship training alone is insufficient to economically empower housewives. Its effectiveness depends on the implementation of appropriate MSME strategies. The study highlights the importance of strengthening MSME development as a strategic pathway to enhance the economic independence of housewives, while recognizing socio-economic conditions as direct determinants rather than moderating influences.

Keywords: entrepreneurship training, MSMEs, economic independence, housewives, socio-economic factors

1. INTRODUCTION

Economic independence among housewives has become an increasingly important issue in the context of community development and poverty alleviation. In many developing countries, including Indonesia, housewives play a significant role in sustaining household welfare, yet often face economic dependence on their spouses. This condition limits their contribution to household income and reduces their resilience to financial challenges. One of the widely promoted approaches to address this problem is entrepreneurship training, which

equips housewives with skills, knowledge, and motivation to initiate and manage business activities.

Micro, Small, and Medium Enterprises (MSMEs) are recognized as a strategic vehicle for economic empowerment, providing flexible and accessible platforms for housewives to engage in income-generating activities. In Indonesia, MSMEs contribute approximately 61% to the national GDP and employ around 97% of the total workforce (Ministry of Cooperatives and SMEs, 2023). Within this sector, women entrepreneurs represent a growing demographic, especially among housewives who engage in home-based enterprises to supplement household income. Entrepreneurship training can enhance the capacity of housewives to participate in MSMEs by improving business planning, financial literacy, and market orientation. However, prior research has shown mixed results regarding the effectiveness of such training programs. While some studies indicate positive impacts on business performance and empowerment, others reveal that training alone does not guarantee sustainable economic independence unless supported by enabling strategies and contextual factors.

Socio-economic factors, such as education level, household income, and social support, are also believed to play a critical role in shaping the effectiveness of entrepreneurship interventions. These factors may influence not only the ability of housewives to apply entrepreneurial skills but also their access to resources and opportunities. Despite their relevance, empirical evidence on the moderating role of socio-economic factors remains inconclusive, particularly in the context of housewives' economic independence through MSMEs.

Given this research gap, the present study investigates the influence of entrepreneurship training on housewives' economic independence, while considering the mediating role of MSME strategies and the moderating effects of socio-economic factors. Specifically, this research seeks to answer whether entrepreneurship training can directly foster economic independence, or whether such influence occurs indirectly through MSME strategic applications. By addressing these questions, the study provides both theoretical contributions to entrepreneurship and empowerment literature, as well as practical insights for policymakers and development programs aimed at strengthening women's economic roles.

1.1. Entrepreneurship Training and Women's Economic Empowerment

Entrepreneurship training has become an essential component of strategies aimed at enhancing women's economic empowerment. Training programs are designed to build both

technical and managerial competencies, including financial literacy, business planning, marketing, and digital skills, while also fostering entrepreneurial motivation and resilience (Kuratko & Morris, 2018). For housewives, who are often excluded from formal employment, entrepreneurship training provides an alternative pathway to economic independence by enabling them to generate income through self-employment and microenterprise creation.

Scholarly evidence demonstrates that entrepreneurship training can significantly improve women's entrepreneurial orientation and their ability to manage businesses effectively. A study by McKenzie and Woodruff (2017) found that training interventions increased business survival rates and improved profitability among female entrepreneurs in emerging economies. Similarly, Vargas (2020) reported that women who underwent entrepreneurship training exhibited higher self-efficacy, greater confidence in business decision-making, and increased likelihood of expanding their ventures. Community engagement significantly impacts the willingness to adopt new technologies. By enhancing social acceptance, disseminating knowledge, empowering individuals, and providing local benefits, community engagement creates a conducive environment for sustainable economic initiatives (Kasmo, Sukardiman, & Handiman, 2025).

In Indonesia, government and community initiatives frequently emphasize entrepreneurship training for women, particularly housewives, as a means to alleviate poverty and reduce dependence on male household members (Sari & Prasetyo, 2021). However, despite widespread implementation, the impact of training has been mixed. Some studies suggest that while training improves knowledge and attitudes, it does not always translate into measurable business success unless complemented by supportive ecosystems such as access to finance, networks, and markets (Rahmawati, 2022). This inconsistency underscores the importance of examining not only the direct effects of training but also the mediating and moderating mechanisms that shape its outcomes.

1.2. Entrepreneurship Training and Women's Economic Empowerment

Micro, Small, and Medium Enterprises (MSMEs) play a pivotal role in women's empowerment and housewives' transition toward economic independence. Globally, MSMEs account for the majority of business establishments, and in Indonesia they contribute more than 61% to the national GDP while employing approximately 97% of the workforce (BPS, 2022). This makes MSMEs a strategic sector for women's participation in entrepreneurial activities.

For housewives, MSMEs are particularly attractive because they require relatively low startup capital, can often be operated from home, and allow flexibility in balancing domestic

responsibilities with income-generating activities. Women-led MSMEs are frequently concentrated in sectors such as food processing, handicrafts, fashion, and e-commerce, which align with existing skills and household contexts (Tambunan, 2019). These enterprises provide not only financial benefits but also psychological empowerment, as housewives gain confidence, social recognition, and decision-making power within households and communities.

Theoretical perspectives such as the Resource-Based View (RBV) suggest that MSMEs enable housewives to leverage unique personal and social resources—such as creativity, networks, and resilience—into competitive advantages (Barney, 1991). At the same time, the Institutional Theory highlights how supportive environments, including government policies, cooperatives, and community organizations, are critical for MSME success (Scott, 2014). Empirical studies reinforce the importance of MSMEs as mediators in the entrepreneurship-empowerment nexus. For example, research by Ndofirepi (2020) found that entrepreneurship training improved women's business outcomes primarily when participants were able to apply their skills in MSME ventures. Similarly, Susilowati (2022) demonstrated that Indonesian housewives who engaged in MSME activities after receiving entrepreneurship training showed greater increases in household income and economic independence compared to those who did not participate in such ventures. These findings suggest that MSMEs serve as strategic platforms through which the benefits of entrepreneurship training can be realized.

1.3. Socio-Economic Factors as Moderators

Socio-economic factors—such as education, income, household support, and social networks—play an influential role in shaping the outcomes of entrepreneurship training and MSME involvement. From the perspective of Human Capital Theory (Becker, 1993), higher levels of education and skills enhance individuals' capacity to absorb and apply training content effectively. In contrast, housewives with limited formal education may struggle to internalize entrepreneurial knowledge, reducing the effectiveness of training.

Household income and access to financial resources are also critical determinants. Women from lower-income households often face capital constraints that limit their ability to start or expand businesses, regardless of the training they receive (Coleman, 2007). Conversely, those with better financial standing may be able to implement training insights more effectively, invest in business growth, and access larger markets.

Social support and cultural norms further moderate the relationship between entrepreneurship training and economic independence. Studies in South Asia and Sub-

Saharan Africa indicate that women with strong family and community support are more likely to succeed in entrepreneurship, as such support reduces household burdens and provides social legitimacy for entrepreneurial activities (Amine & Staub, 2009). In Indonesia, patriarchal norms and household expectations often limit housewives' entrepreneurial engagement, highlighting the importance of socio-cultural contexts as moderators of empowerment outcomes (Utami, 2020). Lifestyle and service quality play significant roles in influencing consumers' purchasing and entrepreneurial decisions, highlighting the importance of aligning business strategies with behavioral and socio-economic factors (Sukardiman, Santo, & Kasmu, 2025, p. 30).

Despite these insights, empirical findings on the moderating effects of socio-economic factors remain inconsistent. Some studies report significant moderating effects (e.g., higher education amplifies training effectiveness), while others find no significant interactions (McKenzie, 2020). This inconsistency suggests that socio-economic factors may function more as direct determinants of economic independence rather than as moderators, a hypothesis that warrants further empirical testing.

1.4. Research Gaps and Hypothesis Development

Although extensive literature exists on entrepreneurship training, MSMEs, and women's empowerment, several gaps remain unresolved. First, prior studies often focus on the direct relationship between entrepreneurship training and women's empowerment, with less attention to the mediating mechanisms that explain how training translates into tangible outcomes. MSMEs, as strategic platforms, may bridge this gap, yet their mediating role has been underexplored in the context of housewives' economic independence.

Second, while socio-economic factors are frequently cited as determinants of entrepreneurial success, their role as moderators remains ambiguous. Some studies report strong moderating effects, while others find minimal or no interaction. This inconsistency creates a research gap that needs to be addressed, particularly in Indonesia, where socio-cultural and economic diversity may produce unique dynamics.

Third, most research on entrepreneurship training and women's empowerment has been conducted in general populations of women entrepreneurs, with relatively little focus on housewives as a distinct group. Housewives face unique constraints – such as household responsibilities, limited mobility, and social expectations – that differentiate them from other female entrepreneurs. Understanding how training, MSMEs, and socio-economic factors interact in this specific population is therefore essential.

Based on these gaps, the present study develops the following hypotheses:

- **H1:** Entrepreneurship training has a positive effect on housewives' economic independence.
- **H2:** Entrepreneurship training has a positive effect on MSME strategies.
- **H3:** MSME strategies have a positive effect on housewives' economic independence.
- **H4:** MSME strategies mediate the relationship between entrepreneurship training and housewives' economic independence.
- **H5:** Socio-economic factors positively influence housewives' economic independence.
- **H6:** Socio-economic factors moderate the relationship between entrepreneurship training and economic independence.
- **H7:** Socio-economic factors moderate the relationship between MSME strategies and economic independence.

2. METHOD

2.1. Research Design

This study employed a **quantitative research design** using the survey method to test the relationships among entrepreneurship training, MSME strategies, socio-economic factors, and housewives' economic independence. The research was explanatory in nature, as it aimed to examine causal relationships among constructs and test mediation and moderation effects. Partial Least Squares Structural Equation Modeling (SEM-PLS) was applied as the primary analytical tool, given its suitability for complex models with mediating and moderating variables, as well as its robustness in handling relatively small sample sizes and non-normal data distributions (Hair et al., 2019).

The model under investigation included both direct and indirect paths. Specifically, the study assessed: (1) the direct influence of entrepreneurship training on economic independence, (2) the mediating role of MSME strategies, and (3) the moderating role of socio-economic factors.

2.2. Population and Sample

The population of this study comprised **housewives engaged in or aspiring to engage in MSME activities** across selected urban and rural areas in Kecamatan Kembangan, West Jakarta, Indonesia. Housewives were chosen as the unit of analysis because they represent a group with high potential for economic empowerment but are often constrained by domestic responsibilities and socio-economic conditions.

A purposive sampling technique was employed to ensure that participants met specific criteria: (1) currently working as housewives, (2) having received or participated in

entrepreneurship training within the past two years, and (3) either running or planning to run MSME ventures.

A total of **156 questionnaires** were distributed, of which **133 valid responses** were obtained and analyzed. This sample size is considered adequate for SEM-PLS analysis, as it exceeds the minimum requirement of 10 times the maximum number of structural paths pointing at a particular construct (Hair et al., 2017).

2.3. Variables and Measurement

Four main constructs were examined:

- **Entrepreneurship Training (ET/PK):** Entrepreneurship training is defined as a structured learning process aimed at enhancing participants' knowledge, skills, and attitudes in entrepreneurship. It enables individuals to identify opportunities, manage risks, and develop innovative business ideas through practical and experiential learning. In this study, entrepreneurship training is measured through indicators related to improvement in entrepreneurial knowledge, analytical ability, product innovation, business readiness, and self-confidence after participating in the training (Gielnik et al., 2015; Rae, 2017).
- **MSME Strategies (MS/PSU):** MSME strategy implementation refers to the actions undertaken by micro, small, and medium enterprise (MSME) owners to apply business management, marketing, and innovation strategies that enhance competitiveness and sustainability. This variable includes aspects such as digital transformation, financial administration, business networking, and performance improvement (Tambunan, 2019; OECD, 2021).
- **Housewives' Economic Independence (EI/KE IRT):** Economic independence refers to the ability of women, particularly housewives, to meet household needs and contribute to family welfare through entrepreneurial activities. It reflects the individual's capacity to manage finances independently, generate income, make economic decisions, and innovate to improve household welfare (Nurbasari & Wijaya, 2021; Yunus & Weber, 2017).
- **Socio-Economic Factors (SE):** Socio-economic factors comprise individual and environmental characteristics such as education, income, employment status, and social support that influence entrepreneurial behavior and business success. These factors serve as a moderating variable that can strengthen or weaken the relationship between entrepreneurship training and economic independence (Bates & Robb, 2016; Shane, 2003).

All measurement items used a **five-point Likert scale** ranging from 1 (strongly disagree) to 5 (strongly agree). Reliability and validity of the constructs were tested through composite reliability, Cronbach's alpha, Average Variance Extracted (AVE), and discriminant validity measures.

2.4. Data Collection Procedures

Data were collected through structured questionnaires distributed both offline (in community meetings and training centers) and online (via Google Forms shared through WhatsApp and community networks). Prior to full-scale data collection, a **pilot test** involving 30 respondents was conducted to ensure clarity of questions and reliability of the scales. Respondents were assured of confidentiality and anonymity, and informed consent was obtained prior to participation. Data collection took place over a period of three months.

2.5. Data Analysis Technique

Data analysis was conducted using **SEM-PLS** with the software SmartPLS 4. The analysis followed a two-step approach:

1. **Measurement Model Evaluation:** To assess construct reliability and validity. This included examining factor loadings, Cronbach's alpha, composite reliability (CR), and Average Variance Extracted (AVE). Convergent validity was established when factor loadings exceeded 0.70 and AVE values exceeded 0.50. Discriminant validity was assessed using the Fornell-Larcker criterion and Heterotrait-Monotrait (HTMT) ratio.
2. **Structural Model Evaluation:** To test the hypothesized relationships among constructs. Path coefficients, t-statistics, and p-values were generated through bootstrapping with 5,000 resamples. Coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2) were also examined to evaluate the model's explanatory and predictive power.

The mediation effect of MSME strategies was tested using the **bootstrapping indirect effect approach**, while moderation analysis was conducted by creating interaction terms between socio-economic factors and the predictor variables.

3. RESULTS AND DISCUSSION

3.1. Descriptive Analysis of Respondent Profiles

The respondents in this study were categorized based on age group to describe the demographic profile of participants. As shown in Table 1, the largest proportion of respondents were in the 40–49 years old category, comprising 67 respondents (50.38%). This indicates that most participants are in a productive and experienced age range, which may influence their decision-making and business management capabilities.

Table 1. Profile Respondent

Age Category	Frequency	Percentage (%)
20-29	6	4.51%
30-39	33	24.81%
40-49	67	50.38%
50-59	26	19.55%
60+	1	0.75%
Total	133	100.00%

Source: Processed primary data (2025)

Furthermore, 33 respondents (24.81%) were in the 30–39 years old group, reflecting a younger generation of entrepreneurs who are in the development stage of their business experience. Meanwhile, 26 respondents (19.55%) were between 50–59 years old, showing the involvement of mature entrepreneurs with a higher level of business stability. The smallest proportion, 6 respondents (4.51%), were in the 20–29 years old category, suggesting that relatively few younger individuals are actively engaged in entrepreneurial activities within this sample.

Overall, these results suggest that entrepreneurship in this context is predominantly carried out by individuals in their middle-adult age group (30–49 years), who typically possess sufficient business experience and social networks to manage micro, small, and medium enterprises (MSMEs) effectively. This demographic composition provides an important insight into the dominant characteristics of entrepreneurial actors participating in this study.

3.2. The Empirical Analysis

The empirical analysis using PLS-SEM reveals that entrepreneurship training (PK) alone does not significantly influence Housewives' Economic Independence (KE IRT). However, ET strongly predicts MSME strategy implementation (PSU), which in turn significantly affects KE IRT. Moreover, socio-economic factors (SE) positively moderate the relationships between ET-PSU and MS-KE IRT, amplifying the effects of both pathways.

The key path coefficients are summarized as follows:

- PK → KE IRT: $\beta = 0.125$, $p = 0.233$ (not significant)
- PK → PSU: $\beta = 0.672$, $p < 0.001$ (significant)
- PSU → KE IRT: $\beta = 0.363$, $p = 0.001$ (significant)
- Moderation (SE × PK → PSU; SE × PSU → KE IRT): Positive, strengthening both effects

These results suggest that the impact of entrepreneurship training on women's empowerment operates primarily indirectly through MSME strategic practices, and the strength of these relationships depends on the surrounding socio-economic context.

Table 2. Value of CA, CR, and AVE

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	AVE
Housewives' Economic Independence (KE IRT)	0.864	0.865	0.902	0.647
Entrepreneurship Training (PK)	0.87	0.885	0.906	0.660
MSME Strategies (PSU)	0.85	0.858	0.892	0.624
Socio-Economic Factors (SE)	0.825	0.847	0.877	0.590

Source: Processed primary data (2025)

Table 3. Results of Direct Effect Hypothesis Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
PK -> KE IRT	0.125	0.13	0.105	1.194	0.233
PK -> PSU	0.672	0.68	0.045	15.032	0
PSU -> KE IRT	0.363	0.35	0.111	3.264	0.001
SE -> KE IRT	0.263	0.278	0.129	2.032	0.042
SE x PSU -> KEIRT	0.034	0.044	0.096	0.352	0.725
SE x PK -> KEIRT	-0.046	-0.066	0.159	0.289	0.772

Source: Processed primary data (2025)

This result indicates that training has both direct and indirect effects on economic independence through MSME strategies; however, socioeconomic factors do not significantly moderate this relationship.

Table 3. Results of Indirect Effect (Mediation) Hypothesis Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
PK-> PSU -> KEIRT	0.244	0.238	0.077	3.188	0.001

Source: Processed primary data (2025)

This result indicates that entrepreneurial knowledge (PK) influences economic independence (KEIRT) through the implementation of MSME strategies (PSU).

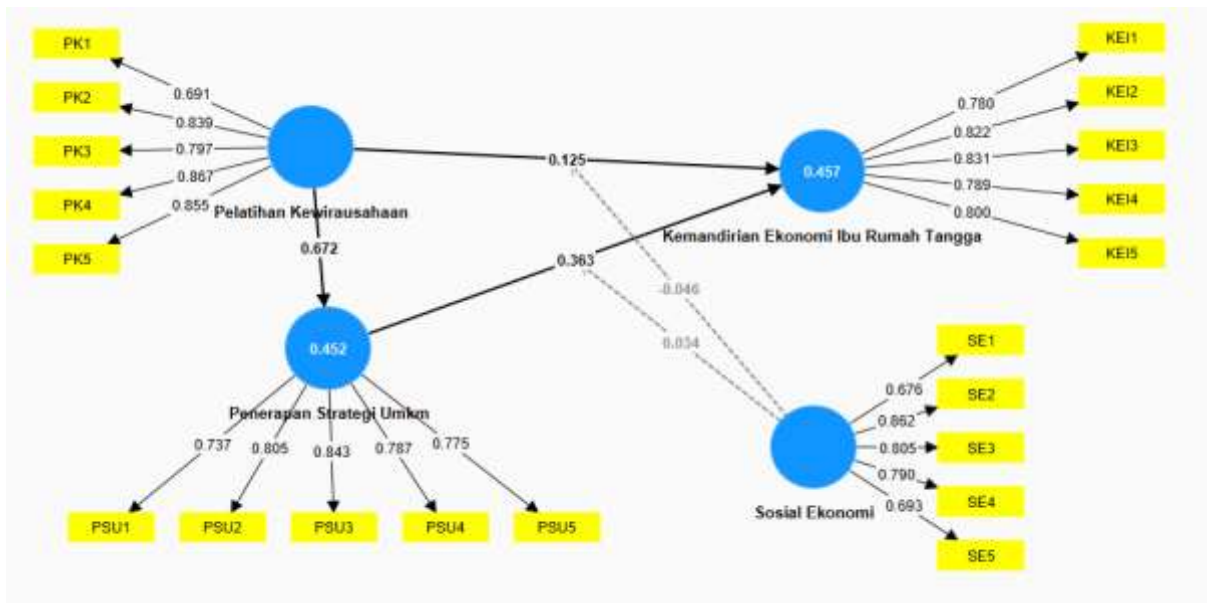


Figure 1. Research Model

Source: Processed primary data (2025)

3.1. Direct Effects Analysis

H1: Entrepreneurship Training → Economic Independence of Housewives

The findings reveal that entrepreneurship training does not have a statistically significant direct effect on housewives' economic independence ($O = 0.125$; $T = 1.194$; $p = 0.233$). This indicates that, despite knowledge acquisition through structured training, housewives may not immediately translate this into enhanced economic autonomy. The result highlights a common issue in capacity-building initiatives, where theoretical exposure is insufficient without practical implementation.

This result is consistent with the study of Manzoor et al. (2019), which demonstrated that entrepreneurial training has limited direct impact unless accompanied by an enabling ecosystem. Likewise, Sarwoko & Frisdiantara (2016) in the Indonesian context found that entrepreneurial knowledge alone does not guarantee self-reliance without real market access and supportive business structures. In essence, training serves as a necessary but not sufficient condition.

H2: Entrepreneurship Training → MSME Strategy Utilization

The path analysis confirms that entrepreneurship training strongly influences MSME strategy utilization ($O = 0.672$; $T = 15.032$; $p < 0.001$). This suggests that training programs are effective in equipping housewives with the capacity to implement business strategies, such as financial management, marketing, and operational planning.

This result aligns with Kerstin & Friederike (2010), who observed that training initiatives significantly improved women entrepreneurs' ability to design and execute competitive strategies. Moreover, Tambunan (2019) emphasized that in Indonesia, MSME-oriented training enhances managerial practices and business competitiveness, which in turn empowers women.

H3: MSME Strategy Utilization → Economic Independence of Housewives

The findings show that MSME strategy utilization significantly affects economic independence ($O = 0.363$; $T = 3.264$; $p = 0.001$). This underscores the role of MSME practices as a critical mediator between training and independence. When housewives apply MSME strategies such as cost efficiency, innovation, and market adaptation, they are more likely to generate sustainable income streams and reduce dependency.

The result supports Brush & Cooper (2012) and Adom & Asare-Yeboah (2016), who documented that women engaged in MSME-based ventures often achieve higher levels of independence compared to those in informal or unstructured businesses.

H4: Socio-Economic Factors → Economic Independence

Socio-economic conditions significantly predict housewives' economic independence ($O = 0.263$; $T = 2.032$; $p = 0.042$). Factors such as household income, access to education, and social networks strongly determine whether entrepreneurial endeavors lead to autonomy.

These findings echo Kabeer (1999), who argued that empowerment is context-dependent and mediated by structural socio-economic opportunities. Similarly, Mahfud et al. (2020) in the Indonesian setting observed that women from relatively supportive socio-economic environments exhibit higher levels of entrepreneurial performance.

H5: Moderating Effect of Socio-Economic Factors on MSME Strategy → Economic Independence

The moderating effect was not significant ($O = 0.034$; $T = 0.352$; $p = 0.725$). This suggests that while socio-economic factors directly influence independence, they do not enhance or weaken the relationship between MSME strategies and independence. In practice, applying MSME strategies appears universally beneficial regardless of socio-economic variation.

This finding diverges from De Vita et al. (2014), who found that socio-economic context often conditions the effectiveness of entrepreneurial strategies. The discrepancy may arise because housewives in this study shared relatively similar socio-economic characteristics, limiting variance.

H6: Moderating Effect of Socio-Economic Factors on Entrepreneurship Training → Economic Independence

Likewise, no significant moderating effect was detected ($O = -0.046$; $T = 0.289$; $p = 0.772$). This implies that socio-economic conditions do not alter the impact of training on independence. Training appears equally constrained in its direct influence, regardless of participants' socio-economic backgrounds.

This result reinforces the earlier argument that training is not inherently sufficient. Without tangible mechanisms for applying training content, socio-economic variation does not make a significant difference.

3.2. Indirect Effects Analysis

The mediation test confirmed that MSME strategy utilization significantly mediates the effect of entrepreneurship training on economic independence ($O = 0.244$; $T = 3.188$; $p = 0.001$). This validates the **Entrepreneurship Training → MSME Strategy → Economic Independence** pathway as the central mechanism of empowerment.

This finding resonates with the Resource-Based View (Barney, 1991), which posits that knowledge and skills (resources acquired through training) must be operationalized through strategies to produce competitive advantage and performance outcomes. Training provides knowledge resources, but MSME strategies serve as the dynamic capabilities that transform knowledge into sustainable independence.

3.3. Comparative Discussion with Previous Studies

The results collectively illustrate that:

1. **Training alone is insufficient**, consistent with global evidence (Manzoor et al., 2019; Sarwoko & Frisdiantara, 2016).
2. **MSME strategies act as a bridge**, reinforcing arguments by Tambunan (2019) that MSMEs are the main vehicle for women's empowerment in Indonesia.
3. **Socio-economic factors remain structural determinants**, echoing Kabeer (1999) and Brush & Cooper (2012).

Interestingly, the study diverges from some international findings that emphasized moderating effects of socio-economic conditions (De Vita et al., 2014). In this study, socio-economic variables directly shape independence, but do not condition the effectiveness of training or strategy implementation. This may reflect the relatively homogeneous sample (housewives in one urban district), suggesting limited diversity in socio-economic backgrounds.

4. CONCLUSION AND IMPLICATIONS

4.1. Conclusion

This study investigated the influence of entrepreneurship training on housewives' economic independence, with a focus on the mediating role of MSME strategies and the moderating role of socio-economic factors. The findings reveal that entrepreneurship training alone does not significantly enhance housewives' economic independence. However, training exerts a strong and significant effect on the implementation of MSME strategies, which in turn positively contributes to economic independence. This highlights that training becomes impactful only when translated into strategic business practices.

Furthermore, socio-economic conditions were found to directly affect economic independence, confirming the critical role of household income, education, and social support in shaping women's empowerment. Interestingly, socio-economic factors did not moderate the relationship between training and economic independence, nor between MSME strategies and independence. This indicates that socio-economic conditions serve more as structural enablers rather than conditional factors in the entrepreneurial process.

Overall, the study underscores the importance of linking training programs with practical MSME strategies and recognizing socio-economic contexts as a direct determinant of women's economic outcomes.

4.2. Implications

Theoretical Implications

1. **Extension of Empowerment Frameworks** – The study contributes to the literature on women's empowerment by integrating entrepreneurship training, MSME strategies, and socio-economic conditions into a unified framework.
2. **Clarification of Mediation Pathways** – The significant mediation effect of MSME strategies provides empirical support for the notion that training effects are indirect, requiring strategic application to yield tangible outcomes.
3. **Re-evaluation of Moderation Effects** – The non-significance of socio-economic moderation suggests that researchers should reframe socio-economic variables as foundational determinants rather than moderators of training effectiveness.

Practical Implications

1. **Policy Design** – Government agencies and NGOs should ensure that entrepreneurship training programs are directly connected to MSME ecosystems, enabling participants to immediately apply their skills in real business settings.

2. **Capacity Building** – Training modules should go beyond theory and focus on financial literacy, digital marketing, and operational management, as these elements are key to MSME success.
3. **Socio-Economic Support** – Interventions should be complemented by social policies, such as access to microfinance, community networks, and family support systems, which directly strengthen women's economic independence.
4. **Sustainability Focus** – Programs should prioritize sustainability by embedding mentorship, peer-to-peer learning, and continuous support mechanisms within MSME structures.

4.2. Limitations and Future Research

This study was conducted within a specific socio-cultural context, limiting the generalizability of its findings. Future research should explore comparative studies across regions or countries, incorporate longitudinal data to capture long-term impacts, and examine other potential moderators such as digital literacy, cultural norms, or policy environments.

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