

**ATTITUDES AND INTENTIONS OF UNDERGRADUATE STUDENTS  
TOWARDS ENTREPRENEURSHIP AS A CAREER OPTION IN OMAN**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
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**DEPARTMENT OF COMMERCE**

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**SCIENCES**

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**ATTITUDES AND INTENTIONS OF UNDERGRADUATE STUDENTS TOWARDS  
ENTREPRENEURSHIP AS A CAREER OPTION IN OMAN**

**BY**

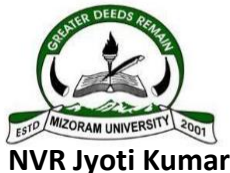
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Submitted

In partial fulfillment of the requirement of the Degree of Doctor of Philosophy in  
Commerce of Mizoram University, Aizawl



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**Senior Professor**

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**MIZORAM UNIVERSITY मिज़ोरम विश्वविद्यालय**

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**Re- Accredited 'A' Grade by NAAC in 2019**

**CERTIFICATE FROM THE SUPERVISOR**

This is to certify that the thesis entitled “**Attitudes and Intentions of Undergraduate Students towards Entrepreneurship as a Career Option in Oman**” submitted by Mr. Tumati Raja Raja Narendra (MZU/Ph.D/1731 of 22.05.2017) for the degree of Doctor of Philosophy (Ph.D) of the Mizoram University, embodies the record of original investigation carried out by him under my supervision. He has been duly registered and the thesis presented is worthy of being considered for the award of the Ph.D degree. This work has not been submitted in the past for any degree in this or any other University or Institute of learning.

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## **DECLARATION**

Mizoram University

September 2023

I, Tumati Raja Raja Narendra, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Commerce.

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## **PREFACE**

Investigating undergraduate students' attitudes and intentions regarding entrepreneurship as a chosen career is the primary research aim of the study. Additionally, the study aims to evaluate how well-informed undergraduate students in Oman (officially known as the Sultanate of Oman, located in West Asia) are regarding the function and encouragement of formal institutions like the government and other organisations (structural support), academic institutions like universities (academic support), and social and cultural organisations (relational support) in fostering entrepreneurship. The study also aims to assess how Omani students' sociocultural and demographic traits affect their attitude towards entrepreneurship growth. To examine how the personality traits of Omani students affect their intentions and attitudes towards entrepreneurship, and finally, to examine the challenges that Omani students face while deciding on entrepreneurship as a career choice.

Very few studies have been conducted to determine entrepreneurial intentions, attitudes, behaviour, and other factors influencing Oman's situation. For example, a study conducted by Varghese et al. (2015) focused on attitudes towards entrepreneurship among young people in Oman at the university level. Other studies that have been conducted only touch marginally on entrepreneurial behaviour and its determining factors. Multiple studies conducted in Oman highlighted university students' perceptions and attitudes towards entrepreneurship in Oman, concentrating on Sultan Qaboos University. However, research on college students' attitudes and intentions is minimal, such as a study conducted by Ibrahim et al. (2017) on graduates' attitudes towards entrepreneurship in Oman. This study only focused on attitudes, and the number of respondents was limited.

Moreover, a study conducted in 2015 in one of the government colleges on intentions and attitudes specifically focused on students from one specialty in the college. Furthermore, in a study conducted in 2016, the sample size was only 50; according to

Bryman & Bell (2003), for any study to be valid, the sample size was supposed to be at least 100. Similarly, many studies conducted in Oman focused on the benefits and limitations of entrepreneurship, such as a study conducted by Magd & McCoy (2014) on the barriers and benefits of entrepreneurship. Besides other studies, at least four of them covered challenges faced by entrepreneurs in Oman.

Despite the government's efforts, there is still a growing concern for students who do not have sufficient entrepreneurial skills to venture into business. Recent studies prove that Omani students have narrow business perspectives and see themselves as job seekers, not job creators (*Oman News*, 2018). Therefore, understanding the importance of entrepreneurs in the development of Oman's economy is an effort that needs to nurture the culture of entrepreneurship. From the government's perspective, it is concerned with promoting an enterprise culture among college students to build an innovative and entrepreneurial society. Should this traditional attitude persist, Oman's economy's growth may be challenging to achieve (UNCTAD, 2014). Therefore, the need arises to study Omani college students' attitudes and intentions towards entrepreneurial development and investigate why, despite the government's efforts, Omani graduates are still job-seeking and not job-creating.

The results of this research are essential for the following stakeholders:

- First, the study's findings might assist policymakers in analysing the attractiveness and feasibility of new venture formation in the Omani environment and taking the appropriate steps.
- Second, the findings of this study help the government decide how to encourage more people to be entrepreneurs. Independent of the global economic cycle, Oman is experiencing a financial crisis as a result of oil and gas volatility. Hence, the most promising solution to youth unemployment lies in college graduates' ability to become job providers through entrepreneurial initiatives rather than job seekers. Therefore, the study's findings assist the government in developing a targeted plan to encourage graduates to start their own businesses.

- Third, this study can help the Ministry of Education (MoE) and the Ministry of Higher Education, Research and Innovation (MoHERI) draft new policies and implement them across the board.
- Fourth, the study findings can assist educational institutions such as schools, colleges, universities, training centres, and other institutions in identifying appropriate methods to stimulate entrepreneurship in education and training for both future and present entrepreneurs. Besides, the results of this study will inform them on how to influence students' attitudes and intentions to encourage intrapreneurship.
- Fifth, it is hoped that the research findings will contribute to the growing body of knowledge on entrepreneurship in the Oman context, especially regarding its attitudinal dimension. Likewise, the results hope to highlight any variations in the attitude towards entrepreneurship across the preceding demographic characteristics to tailor policies and educational programmes accordingly.
- Lastly, it is also hoped that researchers on entrepreneurship would benefit from this study, directly or indirectly, regarding the research approach and results' applicability.

The entire study is divided into eight chapters. They are as follows:

*Chapter 1: Introduction* - The introduction chapter is crucial in any research since it frames the foundation for the rest of the work. Hence, the introduction chapter in this research highlights various important aspects related to this study, such as the study's background, the study's aim, the rationale of the study, the objectives of the study, hypotheses, research questions, the expected contributions of the study, and the scope of the study. The introduction chapter also deals with the methodology and research design in detail.

*Chapter 2: Development of the Omani Economy and Entrepreneurship* - This chapter introduces the reader to the business situation, socio-demographic, and cultural factors of Oman and entrepreneurship education in Oman. Besides, the growth of the Omani economy and entrepreneurship. Moreover, Five-year development plans, the

Oman constitution and council, Vision 2020 and Vision 2040, the oil and gas sector, the private sector, and the role of small businesses; financial structure; entrepreneurship in Oman; and student attitudes and intentions towards entrepreneurship in Oman are some of the concepts discussed. Additionally, this chapter discusses the government's and its supporting institutions' involvement in promoting entrepreneurship in Oman.

*Chapter 3: Revisiting Entrepreneurship and a Review of the Literature* - There are two sections to this chapter. While Part 1 revisited entrepreneurship, Part 2 discusses a review of the literature. Part 1 includes the development of entrepreneurship, types of entrepreneurship, stages of entrepreneurship, various perspectives on entrepreneurial opportunity, and entrepreneurship theories. Whereas, Part 2 provides the literature examined for the study and analyses the nature of entrepreneurship, entrepreneurial attitudes and intentions, and their importance to economic development. It also examines the role of the government and its support structures in promoting entrepreneurship. Besides, this chapter reviews selected literature about entrepreneurial development measures, the factors that influence entrepreneurial development, and the role of learning in entrepreneurial growth, with particular attention to the Omani context. Furthermore, examine the barriers confronting Omani students in their selection of entrepreneurship as a career choice. Subsequently, a model that can stimulate interest in enterprise development among Omani undergraduate students was addressed. Exploring selected literature on these issues offers the background information and insight needed to investigate and understand the factors influencing Oman's entrepreneurial growth.

*Chapter 4: Demographic Profile of Undergraduate Students in Oman* This chapter discusses - This chapter is divided into three sections. They are the respondents' demographic profile, their previous experience, and their family background.

*Chapter 5: Findings on Entrepreneurial Attitudes, Intentions, Perceived Support, Personality Characteristics, and Barriers among UG Students in Oman* - The major findings of the investigation are presented in Chapter 5. It will first go over the reliability statistics. It will then present the study's core themes, which are student



attitudes towards entrepreneurship, entrepreneurial intentions, perceived support for entrepreneurship, students' awareness of the government's role in promoting entrepreneurship in Oman, demographic and socio-cultural characteristics that influence student attitudes towards enterprise development, and barriers to youth entrepreneurship. Moreover, this chapter presents the results that will analyse the impact of entrepreneurial personality traits such as need for achievement, instrumental readiness, subjective norms, and locus of control on entrepreneurial intention and attitude. Additionally, the null hypotheses for family income per month, the father's employment, the respondents' education, and the study programme Furthermore, correlation and regression analyses for attitudes, intentions, perceived support, and hurdles to entrepreneurship. Finally, correlations related to the effect of entrepreneurial personality traits on entrepreneurial intention and attitude were presented.

*Chapter 6: Factor Analysis:* This chapter presents the factor analysis for entrepreneurial attitudes, intentions, perceived support, and barriers to youth entrepreneurship. Influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude. Students' awareness of the government's role in promoting entrepreneurship in Oman, and finally, undergraduate students' demographic and socio-cultural characteristics that influence their decision to become entrepreneurs.

*Chapter 7: The Study's Findings and Their Relationship with Other Studies:* The findings of the study and their relevance to previous research are presented in Chapter 7. The information was presented in accordance with the objectives. The first objective is to investigate undergraduate students' opinions and intentions regarding new company growth in Oman. The second objective is to examine Omani undergraduate students' understanding of the government's role and perceived support for entrepreneurship in Oman. Besides, to examine Omani undergraduate students' understanding of the government's role in supporting entrepreneurship in Oman and Omani undergraduate students' perceptions of support and entrepreneurship. Furthermore, the third objective is to determine how students'

demographic and socio-cultural variables impact their attitude towards company growth. The fourth objective is to investigate the influence of entrepreneurial personality traits on entrepreneurial intention and attitude. The need for achievement, instrumental readiness, subjective norms, and locus of control are all factors to consider. The fifth objective is to investigate the obstacles that prevent Omani students from choosing entrepreneurship as a career path, and the sixth goal is to encourage entrepreneurship in Oman.

*Chapter 8: Major Findings, Conclusions, Recommendations, and Proposed Strategy for Young Entrepreneur Development in Oman* - The last chapter, Chapter 8, discusses the study's conclusion, main findings, and recommendations to various stakeholders. This chapter also examines the proposed strategies for the growth of young entrepreneurs in Oman, as well as future research suggestions and, lastly, the study's limitations. The presentation of the conclusions derived from the results and analysis in this chapter marks the completion of this study. Through a thorough assessment of the literature and data analysis contained within the study, a study on the attitudes and intentions of Omani students towards the growth of the entrepreneurial sector in Oman has been conducted. This chapter addresses the findings and conclusions in light of the study's goal. Additionally, suggestions based on the findings that had been drawn from the data were made.

Lastly, the thesis concludes with Appendices and Bibliography along with the bio-data and particulars of the candidate.

## ACKNOWLEDGEMENT

The following people deserve my gratitude since, without them, I would not have been able to complete this research.

I would like to start by expressing my sincere gratitude to my guru, Sri Sivananda Murthy, for providing me with the drive and fortitude to complete this study.

*"Mathru Devo Bhava, Pithru Devo Bhava, Acharya Devo Bhava,"* translated as *"Salutations to one's mother, Salutations to one's father, and Salutations to one's teacher,"* are Vedic verses that form the foundation of ancient Indian culture. There is no better moment than the present to put these words of advice into practice.

I want to express my sincere gratitude to my PhD supervisor, Prof. NVR Jyoti Kumar, Head, Department of Commerce, Mizoram University, India, for his essential guidance, unwavering support, and insightful comments. His vast knowledge, wealth of experience, and patience have continuously inspired me in both my academic work and daily life. Meetings and chats with him were essential for me to think creatively and form multiple perspectives in order to develop a thorough and objective analysis. The countless cups of coffee that kept us lucid and allowed us to experience those "aha" moments.

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Many thanks to the student respondents who took part in the study and contributed important information that made it possible for me to carry on with my research. My thesis would not have any content without you.

I also want to express my appreciation to Oman Tourism College for enabling me to carry on with my PhD.

I want to take a moment to thank my parents, my wife, and my son. Without their wonderful support and compassion, especially from my wife Tanya, my father Narasimha Rao, and my mother Jhansi, I would not have been able to finish my research. Even if I occasionally find them annoying, it is because of my wife's and parents' encouragement that I was able to stay on track and complete the research.

I also would like to acknowledge five colleges in Oman for allowing me to disseminate my study questionnaire and for their cooperation.

Finally, a thank you note to everyone who helped me, directly or indirectly, finish this research.

Above all, I owe the most gratitude to God Almighty for blessing me with some of my greatest experiences.

(TUMATI RAJA RAJA NARENDRA)

## TABLE OF CONTENTS

Chapter	Contents	Page
	Certificate	
	Declaration	
	Preface	i
	Acknowledgement	vii
	Table of Contents	ix
	List of Tables	x
	List of Exhibits	xiv
	List of Abbreviations	xvi
I	Introduction	2
II	Development of the Omani Economy and Entrepreneurship	29
III	Revisiting Entrepreneurship and a Review of the Literature	64
IV	Demographic Profile of UG Students in Oman	140
V	Findings on Entrepreneurial Attitudes, Intentions, Perceived Support, Personality Characteristics, and Barriers among UG Students in Oman	155
VI	Factor Analysis	282
VII	The Study's Findings and their Relationship with Other Studies	308
VIII	Major Findings, Conclusions, Recommendations, and a Proposed Strategy for Young Entrepreneur Development in Oman	335
	Appendix - I	364
	Appendix – II	377
	Appendix – III	384
	List of References	406
	Bio-Data of the Candidate	431
	Particulars of the Candidate	432

## LIST OF TABLES

<b>Table No.</b>	<b>Title</b>	<b>Page</b>
3.1	Barriers to Entrepreneurship	129
4.1	Gender	139
4.2	Age group	139
4.3	Place of birth	140
4.4	Permanent residing area	140
4.5	The position in the Family	141
4.6	Education	141
4.7	Program of the study	141
4.8	Name of the College	142
4.9	Degree Completion date	143
4.10	Overall demographic profile of the respondents	143
4.11	Past experience of the respondents	144
4.12	Family background of the respondents	146
5.1	Reliability Statistics	155
5.2	Student attitudes towards entrepreneurship	156
5.3	Family's Income per month * Attitudes Towards Entrepreneurship	158
5.4	Chi-Square Tests	159
5.5	Father's Occupation * Attitudes Towards Entrepreneurship	160
5.6	Chi-Square Tests	161
5.7	Education * Attitudes Towards Entrepreneurship	162
5.8	Chi-Square Tests	162
5.9	Program of the study * Attitudes Towards Entrepreneurship	163
5.10	Chi-Square Tests	164
5.11	Entrepreneurial Intention	165
5.12	Family's Income per month * Entrepreneurial Intention	168
5.13	Chi-Square Tests	169
5.14	Father's Occupation * Entrepreneurial Intention	170
5.15	Chi-Square Tests	171
5.16	Education * Entrepreneurial Intention	172
5.17	Chi-Square Tests	172
5.18	Program of the study * Entrepreneurial Intention	173
5.19	Chi-Square Tests	174

5.20	Perceived support for entrepreneurship	175
5.21	Family's Income per month * Perceived support for entrepreneurship	178
5.22	Chi-Square Tests	179
5.23	Father's Occupation * Perceived support for entrepreneurship	180
5.24	Chi-Square Tests	181
5.25	Education * Perceived support for entrepreneurship	182
5.26	Chi-Square Tests	182
5.27	Program of the study * Perceived support for entrepreneurship	184
5.28	Chi-Square Tests	184
5.29	Government's role and its support structures to promote entrepreneurship in Oman.	186
5.30	Family's Income per month * Government's role	190
5.31	Chi-Square Tests	190
5.32	Father's Occupation * Government's role	192
5.33	Chi-Square Tests	192
5.34	Education * Government's role	194
5.35	Chi-Square Tests	194
5.36	Program of the study * Government's role	195
5.37	Chi-Square Tests	196
5.38	Demographic and Socio-cultural characteristics influence student attitudes towards enterprise development.	198
5.39	Family's Income per month * Demographic and Socio-cultural characteristics	201
5.40	Chi-Square Tests	202
5.41	Father's Occupation * Demographic and Socio-cultural characteristics	203
5.42	Chi-Square Tests	204
5.43	Education * Demographic and Socio-cultural characteristics	206
5.44	Chi-Square Tests	206
5.45	Program of the study * Demographic and Socio-cultural characteristics	208
5.46	Chi-Square Tests	209
5.47	Barriers to youth entrepreneurship	210
5.48	Family's Income per month * Barriers to youth entrepreneurship	214
5.49	Chi-Square Tests	215
5.50	Father's Occupation * Barriers to youth entrepreneurship	216
5.51	Chi-Square Tests	217

5.52	Education * Barriers to youth entrepreneurship	218
5.53	Chi-Square Tests	218
5.54	Program of the study * Barriers to youth entrepreneurship	219
5.55	Chi-Square Tests	220
5.56	Overview of Entrepreneurial attitudes, perceived support, intentions & barriers to youth entrepreneurship	222
5.57	Need for Achievement	223
5.58	Family's Income per month * Need for Achievement	225
5.59	Chi-Square Tests	226
5.60	Father's Occupation * Need for Achievement	227
5.61	Chi-Square Tests	228
5.62	Education * Need for Achievement	229
5.63	Chi-Square Tests	229
5.64	Program of the study * Need for Achievement	231
5.65	Chi-Square Tests	231
5.66	Instrumental Readiness	233
5.67	Family's Income per month * Instrumental Readiness	235
5.68	Chi-Square Tests	235
5.69	Father's Occupation * Instrumental Readiness	237
5.70	Chi-Square Tests	237
5.71	Education * Instrumental Readiness	239
5.72	Chi-Square Tests	239
5.73	Program of the study * Instrumental Readiness	240
5.74	Chi-Square Tests	241
5.75	Subjective Norms	242
5.76	Family's Income per month * Subjective Norms	244
5.77	Chi-Square Tests	245
5.78	Symmetric Measures	245
5.79	Father's Occupation * Subjective Norms	246
5.80	Chi-Square Tests	247
5.81	Education * Subjective Norms	248
5.82	Chi-Square Tests	249
5.83	Program of the study * Subjective Norms	250
5.84	Chi-Square Tests	251
5.85	Locus of Control	252
5.86	Family's Income per month * Locus of Control	254
5.87	Chi-Square Tests	255
5.88	Father's Occupation * Locus of Control	256



5.89	Chi-Square Tests	257
5.90	Education * Locus of Control	258
5.91	Chi-Square Tests	258
5.92	Program of the study * Locus of Control	260
5.93	Chi-Square Tests	260
5.94	Overview of the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude	262
5.95	Null Hypotheses – Family Income per month	263
5.96	Null Hypotheses – Father’s Occupation	264
5.97	Null Hypotheses – Respondents Education	265
5.98	Null Hypotheses – Program of the study	266
5.99	Testing of study’s Hypotheses	267
5.100	Correlations – Attitudes, Intentions, Perceived support, and Barriers to entrepreneurship.	268
5.101	Correlations - Influence of Entrepreneurial Personality Characteristics on Entrepreneurial Intention and Attitude	269
6.1	KMO and Barlett’s Test - Entrepreneurial Attitudes, Intentions, Perceived Support, Barriers to Youth Entrepreneurship	278
6.2	Total Variance Explained - Entrepreneurial Attitudes, Intentions, Perceived Support, Barriers to Youth Entrepreneurship	279
6.3	Rotated Component Matrix <sup>a</sup> - Entrepreneurial Attitudes, Intentions, Perceived Support, Barriers to Youth Entrepreneurship	281
6.4	Final Nine Factors - Entrepreneurial Attitudes, Intentions, Perceived Support, Barriers to Youth Entrepreneurship	287
6.5	KMO and Barlett’s Test – Influence of Personality Characteristics	288
6.6	Total Variance Explained – Influence of Personality Characteristics	289
6.7	Rotated Component Matrix <sup>a</sup> – Influence of Personality Characteristics	290
6.8	Five Final Factors – Influence of Personality Characteristics	293
6.9	KMO and Barlett’s Test – Students’ Awareness of the Government’s Role	294
6.10	Total Variance Explained - – Students’ Awareness of the Government’s Role	294
6.11	Rotated Component Matrix <sup>a</sup> – Students’ Awareness of the	295

	Government's Role	
6.12	Final Three Factors - – Students' Awareness of the Government's Role	297
6.13	KMO and Barlett's Test – Demographic and Socio-cultural Characteristics	298
6.14	Total Variance Explained - Demographic and Socio-cultural Characteristics	299
6.15	Rotated Component Matrix <sup>a</sup> - Demographic and Socio-cultural Characteristics	299
6.16	Final Two Factors - Demographic and Socio-cultural Characteristics	301
8.1	Entrepreneurship Programmes and their Goals	340

## LIST OF EXHIBITS

<b>Exhibit No.</b>	<b>Title</b>	<b>Page</b>
2.1	Oman map, Times of Oman (2017)	29
2.2	Oman before 1970, Amazing Oman (2014)	30
2.3	Qaboos bin Said, the former sultan of Oman, Times of Oman (2015)	31
2.4	Majlis-Ashshura, Oman, Oman Observer (2016)	34
2.5	Oman's current Sultan HE Haitham Bin Tariq	35
2.6	Oman in 2019, Times of Oman (2020)	37
2.7	Block 53, an oil field in Oman	38
2.8	Various Banks in Oman, Muscat Daily (2021)	42
3.1	Stages of Entrepreneurship	68
3.2	Three views of Entrepreneurial Opportunity	70
3.3	Theories of Entrepreneurship	74
3.4	Factors affecting student's attitudes towards Entrepreneurship development	87
3.5	Entrepreneurial Behaviour Influencing Factors	88
3.6	Theory of Planned Behaviour	97
3.7	Personality Traits of Entrepreneurs	100
3.8	Theory of reasoned action: Framework	107
3.9	Attitudinal Factors – The theory of Planned Behaviour	109
5.1	Student attitudes towards entrepreneurship	157
5.2	Family's Income per month * Attitudes Towards Entrepreneurship	159
5.3	Father's Occupation * Attitudes Towards Entrepreneurship	161

5.4	Education * Attitudes Towards Entrepreneurship	162
5.5	Program of the study * Attitudes Towards Entrepreneurship	165
5.6	Entrepreneurial Intention	166
5.7	Family's Income per month * Entrepreneurial Intention	169
5.8	Father's Occupation * Entrepreneurial Intention	171
5.9	Education * Entrepreneurial Intention	173
5.10	Program of the study * Entrepreneurial Intention	175
5.11	Perceived support for entrepreneurship	176
5.12	Family's Income per month * Perceived support for entrepreneurship	179
5.13	Father's Occupation * Perceived support for entrepreneurship	181
5.14	Education * Perceived support for entrepreneurship	183
5.15	Program of the study * Perceived support for entrepreneurship	185
5.16	Government's role and its support structures to promote entrepreneurship in Oman.	187
5.17	Family's Income per month * Student awareness of the Government's role	191
5.18	Father's Occupation * Student awareness of the Government's role	193
5.19	Education * Student awareness of the Government's role	195
5.20	Program of the study * Student awareness of the Government's role	197
5.21	Demographic and socio-cultural characteristics that influence student attitudes towards enterprise development.	199
5.22	Family's Income per month * Demographic and socio-cultural characteristics	203
5.23	Father's Occupation * Demographic and socio-cultural characteristics	205

5.24	Education * Demographic and socio-cultural characteristics	207
5.25	Program of the study * Demographic and socio-cultural characteristics	209
5.26	Barriers to youth entrepreneurship	212
5.27	Banks and other financial institutions do not provide loans to start-up businesses.	213
5.28	Family's Income per month * Barriers to youth entrepreneurship	215
5.29	Father's Occupation * Barriers to youth entrepreneurship	217
5.30	Education * Barriers to youth entrepreneurship	219
5.31	Program of the study * Barriers to youth entrepreneurship	221
5.32	Overview of Entrepreneurial attitudes, perceived support, intentions & barriers to youth entrepreneurship	222
5.33	Need for Achievement	224
5.34	Family's Income per month * Need for Achievement	226
5.35	Father's Occupation * Need for Achievement	228
5.36	Education * Need for Achievement	230
5.37	Program of the study * Need for Achievement	232
5.38	Instrumental Readiness	234
5.39	Family's Income per month * Instrumental Readiness	236
5.40	Father's Occupation * Instrumental Readiness	238
5.41	Education * Instrumental Readiness	240
5.42	Program of the study * Instrumental Readiness	242
5.43	Subjective Norms	243
5.44	Family's Income per month * Subjective Norms	246
5.45	Father's Occupation * Subjective Norms	248
5.46	Education * Subjective Norms	249

5.47	Program of the study * Subjective Norms	251
5.48	Locus of Control	253
5.49	Family's Income per month * Locus of Control	255
5.50	Father's Occupation * Locus of Control	257
5.51	Education * Locus of Control	259
5.52	Program of the study * Locus of Control	261
5.53	Overview of the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude	262
8.1	A model that helps stakeholders in strategizing entrepreneurial development among the students in Oman	342

## LIST OF ABBREVIATIONS

Acronym	Details
CBO	Central Bank of Oman
GCC	Gulf Cooperative Council
GDP	Gross Domestic Product
GEDI	The Global Entrepreneurship and Development Institute
GEM	Global Entrepreneurship Monitor
IDE	Innovation Driven Entrepreneurship
IMF	International Monetary Fund
KOM	Knowledge Oasis Muscat
KMO	Kaiser–Meyer–Olkin test
LLC	Limited Liability Company
MoE	Ministry of Education in Oman
MoHERI	Ministry of Higher Education and Research & Innovation
NCSI	National Center for Statistics & Information
NGO	Non-government Organisation
OECD	Organisation for Economic Cooperation and Development
OTF	Oman Technology Fund
PG	Postgraduate
SME	Small and Medium Enterprise
SMEF	Small and Medium Enterprise Fund
SPSS	Statistical Package for Social Sciences
UAE	The United Arab Emirates
UK	United Kingdom

UG	Undergraduate
UNCTAD	United Nations Conference on Trade and Development
UNDP	United Nations Development Programme
VCC	Venture Capital Companies



**CHAPTER 1**  
**INTRODUCTION**

<b>Section</b>	<b>Title</b>	<b>Page</b>
1.1	The Background of the Study	2
1.2	Aim of the Study	9
1.3	Rationale of the Study	10
1.4	Objectives of the Study	12
1.5	Hypotheses	12
1.6	Research Questions	13
1.7	Expected Contributions of the Study	14
1.8	Scope of the study	16
1.9	Methodology	17
	1.9.1 Research Approach	17
	1.9.2 Justification for employing the quantitative approach	18
	1.9.3 Research Design	19
	1.9.4 Population and Sampling	20
	1.9.5 Research Instrument, i.e., Questionnaire	21
	1.9.6 Effectiveness of the Instrument (Questionnaire)	22
	1.9.7 Sources of Data	23
	1.9.8 Research Ethics	23
	1.9.9 Data Analysis	24
1.10	Limitations of the Study	25

## **CHAPTER 1**

### **INTRODUCTION**

The introduction chapter is crucial in any research since it frames the foundation for the remainder of the work. Hence, the introduction chapter in this research highlights various important aspects related to this study, such as the study's background, the study's aim, the rationale of the study, the objectives of the study, hypotheses, research questions, the expected contributions of the study, and the scope of the study. The introduction chapter also deals with the methodology and research design in detail.

#### **1.1 THE BACKGROUND OF THE STUDY**

Entrepreneurs are arguably the pillars on which societies are built. Entrepreneurial activity has been identified as one resource that needs to be tapped by developing countries to compete in a globalising market economy (Kanungo, 1998). Besides, entrepreneurial development has assumed great significance as it is key to economic growth. Entrepreneurs are the seeds of industrial development. Its fruits are more significant, such as employment opportunities, increased per capita income, a higher standard of living, and balanced regional development (Khandwalla, 1998). Entrepreneurship has been an essential driver of financial growth, productivity, and social development. However, according to Douglas & Shepherd (2000), academicians, practitioners, and policymakers have recently recognised its importance. Kuratko & Hodgetts (2004) revealed that entrepreneurship is significant for social development through increased job opportunities and consequent economic prosperity. According to Casson (1982), in developing economies, the promotion of entrepreneurship has become a priority for governments and financial establishments because of its contribution to the economy. Furthermore, governments, institutions, and individuals who responded to calls for setting up business units believed that growth was made possible by governments, institutions, and individuals.

Entrepreneurship is defined by Shane & Venkataraman (2000) as "*the process of creating a new venture or a new organization.*" Through that process, valuable things will be created from nothing (Timmons, 1978) by contributing time, work effort, money, and risk to get intrinsic rewards such as personal satisfaction or autonomy and extrinsic rewards such as monetary rewards. According to Peters (2005), entrepreneurship is the capacity of an individual to innovate, bear risks, foresee the project's prospects, and have the confidence and competence to meet unforeseen and adverse conditions. Nickels et al. (2010) stated that people exposed to entrepreneurship reported great benefits, including freedom in decision-making, higher self-esteem, challenge, and a greater sense of control. However, Peters (2005) stated that entrepreneurial research is mainly conducted in two main directions: first, focusing on entrepreneurs with related factors like internal personal characteristics, specific traits, and human capital factors; and second, focusing on exogenous factors like the general environment, culture, political system, and economic growth.

Bakotic & Kruzic (2010) noted that entrepreneurship promotion had become one of the main issues in most industrial countries' public policies. The activities of entrepreneurs are crucial to the economic growth and prosperity of modern societies. Entrepreneurship is a mindset that assigns different values to resources and creates opportunities; it is a philosophy that encourages creativity and innovation and is unique (Shane & Venkataraman, 2000). In contrast, Postigo et al. (2006) acknowledged the significance of education and its role in entrepreneurial activity, stating that it is critical to attracting the young and educated towards a knowledge-based environment. However, entrepreneurship education and business know-how can only affect entrepreneurial intentions if they change essential attitudes and perceptions, such as the perceived desirability of self-employment and entrepreneurial self-efficacy. According to Emmanuel et al. (2012), educational institutions can make a positive contribution to improving the entrepreneurial orientation of people by equipping them with skills like creativity, locus of control, and ambitious drive to make them able to sense opportunities and create jobs for themselves and others in society.

Unemployment is one of the biggest challenges in the Gulf Cooperation Council (GCC), Kingdom of Bahrain, Kuwait, Sultanate of Oman, Qatar, Saudi Arabia, and the United Arab Emirates (*Gulf News*, 2017). To address the issue, GCC policymakers want to shift more of their workforce away from government sector jobs and into fast-growing new industries outside of oil. However, despite recent efforts at diversification, the task is challenging; few non-energy businesses are thriving in the GCC (Shediac & Samman, 2010). The GCC countries need to reduce the leading role of the public sector in their economies by promoting the private sector's growth and fostering entrepreneurship (*World Bank Report*, 2010). The aim is to increase productivity in the private sector and create an environment conducive to entrepreneurship, which will generate knowledge-based and high-value-added companies and economic activities (*Gulf News*, 2017).

Similarly, entrepreneurship will strengthen small and medium-sized enterprises' bases and minimise the heavy demand for government sector jobs (Hvidt, 2016). Youth involvement in the economic struggle is of paramount importance. Developing them to have the spirit and drive towards entrepreneurship would mean preparing them to become successful and valuable members of society and making society entrepreneurial (Keskg et al., 2010). Unlike the traditional approach of focusing development on adults, particularly retirees, earning a living does not imply becoming a social entrepreneur. Although it makes a slight economic difference, their limited time cannot impact the passing of their successes to others. Therefore, economic prosperity lies in developing youth (Shediac & Samman, 2010).

The Sultanate of Oman attempted to direct development through five-year plans, and the first plan was launched in 1976. The latest is the Ninth Five-Year Development Plan (2016–2020), announced on January 2, 2016 (*Times of Oman*, 2016). Each five-year plan is nested within a long-term development strategy. The first plan, covering the period from 1970–95, and the second, covering the period from 1996–2020, are normally referred to as Vision 2020 (NCSI; 2016). The Vision 2020 plan seeks diversification, industrialization, privatisation, and increased integration into the global economy. In the

current plan, small and medium-sized enterprises (SMEs) in tourism, agriculture, and fisheries are encouraged to develop the national economy's role in the private sector (*Times of Oman*, 2016). Furthermore, SMEs are seen as vehicles to attract domestic and foreign private investments, raise the private sector's share of GDP, and provide new work opportunities, particularly for the national workforce. The Ninth Five-Year Plan is expected to generate 50,000 -70,000 new jobs a year. (MONE, 2010; Rippenburg, 1998; NCSI, 2016).

Potter & Hofer (2007) stated that the Organisation for Economic Cooperation and Development (OECD) had documented several entrepreneurial programmes in OECD-member countries, such as changing people's attitudes towards entrepreneurship and fostering a culture of entrepreneurship among students, employees, unemployed people, and public sector staff in Wales, UK. On the other hand, in Finland, the government uses modern technology to detach entrepreneurship training from specific training locations to promote entrepreneurial attitudes among employees and provoke creative and innovative approaches to problem-solving (OCED, 2004). Shane (2003) summarised that one strategy that has helped many developed and developing countries overcome the problem of unemployment has been the development of entrepreneurship. Conversely, Ward et al. (2005) specified that the oversupply of the graduate workforce, unemployment growth in their community, and a lack of response to graduates' unemployment problems go hand in hand. On the other hand, the necessity to move to a competitive market-based economy created an essential basis for paying more attention to entrepreneurship.

Reynolds et al. (1999) stated that proposing new ideas is based on entrepreneurship's role in increasing job opportunities, competitiveness, workforce productivity, technology development, wealth generation, and social welfare. Besides, Brooks (2015) claims a strong relationship between entrepreneurial development and a country's economic growth, which has resulted in a severe consideration of entrepreneurship in new economic theories. Entrepreneurship has long been regarded as a disruptive force in economic, social, and development circles. Nonetheless, Curtis et al. (2013) stated that a

better understanding of Oman's attitudes and intentions towards entrepreneurship would allow role players to evaluate, reinforce, and change strategies to improve entrepreneurial behaviour in the country, thereby contributing to economic development, wealth creation for all, and poverty alleviation.

The literature on entrepreneurship has consistently recognised that attitudes and intentions have a significant influence on the likelihood that a particular individual will become involved in entrepreneurial activity (Arenius & Minniti, 2005; Gatewood et al., 1995), and this will influence the decision to start a business (Evald et al., 2011; Minniti & Nardone, 2007). Specifically on entrepreneurial self-efficacy, the ability to recognise opportunities, and the fear of failure. These are three of the strongest predictors of entrepreneurial intention and behaviour found in entrepreneurship studies. There is general agreement in the literature that they positively correlate with starting a new business (Arenius & Minniti, 2005; Koellinger et al., 2007).

Past experiences indicate that the activities of entrepreneurs bring overall economic prosperity to nations. Many developing economies are boosted by entrepreneurial ability, innovative potential, and entrepreneurial human capital. Beugelsdijk & Noorderhaven (2004) found a strong positive correlation between entrepreneurial characteristics and the regional economic growth rate. This entrepreneur is the visible hand of the market process, which, by engaging in the pursuit of entrepreneurial profits, inadvertently improves others' economic welfare by engaging in riskier behaviour than non-entrepreneurial persons (Norton & Moore, 2006). Cachon & Cotton (2008) explored some strong relationships between entrepreneurial orientation and potential entrepreneurs' attitudes. Robust entrepreneurial exposure will ultimately lead to an increase in entrepreneurship and global competitiveness. Nonetheless, Rodermund (2004) stated that personality traits and parenting styles might also affect entrepreneurial competence and entrepreneurial interests. A study on Romanian students confirms that self-efficacy and the desirability associated with creating a venture are positively related to entrepreneurial intent (Shook & Bratianu, 2008).

Identifying the characteristics of entrepreneurs and understanding prospective entrepreneurs' entrepreneurial profiles has grown in importance in developing entrepreneurially oriented educational programmes and start-up processes (Lee & Peterson, 2000). Research findings indicate that entrepreneurship education is the most relevant factor when it comes to business creation. On the other hand, personal characteristics have an essential role in shaping motivation to start a business (Raposo et al., 2008). According to a study of potential Malaysian entrepreneurs, demographic factors have no significant influence, but personality dimensions positively correlate with entrepreneurial inclination (Othman et al., 2008).

Academic researchers have begun to explore the entrepreneurial interests of potential entrepreneurs. Rodermund (2004) conducted an exploratory study in Germany and concluded that entrepreneurial personality (low agreeableness, high extraversion, openness, and conscientiousness) could ascertain future entrepreneurial prospects. The same study also stated that authoritative parenting styles were linked to the entrepreneurial competence of future entrepreneurs. On the other hand, Beugelsdijk & Noorderhaven (2004) noted that entrepreneurial competence could predict the entrepreneurial interest and entrepreneurial career development of potential entrepreneurs. By contrast, other researchers like Ramayah & Harun (2005) found that an entrepreneurial personality profile mainly consisted of the following: a high need for achievement; high entrepreneurial intention; instrumental readiness; high entrepreneurial acceptability; creative behaviour; initiative-taking; and taking responsibilities. Additionally, entrepreneurial qualities proposed by Martinez et al. (2007) are: involvement in various types of risks; self-efficacy; an internal locus of control; the need for independence and autonomy; the accomplishment of tasks with energy and commitment; team building; working in teams and independently; working under pressure; leading others; analytical competencies; and persistency in following the aims.

According to Martinez et al. (2007), entrepreneurial self-efficacy refers to the strength of a person's belief that they can successfully perform entrepreneurship's various roles and

tasks. It consists of five factors: marketing, innovation, management, risk-taking, and financial control. According to Chen et al. (1998), entrepreneurial self-efficacy was positively related to the intention to start one's own business. It was found through research that the total entrepreneurial self-efficacy score differentiated entrepreneurship students from other groups. Entrepreneurship students have higher self-efficacy in marketing, management, and financial control than management and psychology students. It was found that business founders had higher self-efficacy in innovation and risk-taking than non-founders. This study demonstrates the potential of entrepreneurial self-efficacy as a distinct characteristic of the entrepreneur (Cachon & Cotton, 2008).

Earlier research defined attitude as the tendency to respond in a generally favourable or unfavourable manner concerning the attitude's object (Ajzen, 1982; Rosenberg & Hovland, 1960; Shaver, 1987). Robinson et al. (1991) define attitude as essentially composed of three types of reactions: affective, cognitive, and behavioural components. The affective component consists of positive or negative feelings towards the object. The cognitive component consists of beliefs and thoughts about an object. The behavioural component is made up of behavioural intentions and a proclivity to behave in various ways towards the object. Because attitudes and intentions are precursors of entrepreneurial action, an understanding of the attitudes and those that may impact them is critical to promoting more significant entrepreneurial initiatives (Gibson et al., 2011). A wide range of case studies have investigated youths' entrepreneurial attitudes and intentions, particularly among university students, in various contexts worldwide. The cases cited are from the United States (Gibson et al., 2011; Gibson et al., 2014; Harris et al., 2008; Wurthmann, 2014), China (Zhang et al., 2014; Peng et al., 2013), Malaysia (Shariff & Saud, 2009; Ismail et al., 2013), and Spain (Lián et al., 2011; Veciana et al., 2014). Moreover, GEDI and GEM also measure the scale of entrepreneurial attitude, aspiration, and intention in different countries by employing various indicators and releasing the data in their annual reports on the global entrepreneurship index. The current study draws inspiration from previous studies. It attempts to make a valuable



contribution to the existing stream of literature by assessing the entrepreneurial attitudes and intentions of college students in Oman.

## **1.2 AIM OF THE STUDY**

There has been research in entrepreneurship for several decades; a great deal of this research has investigated the reasons for creating new enterprises and the entrepreneurial characteristics of those responsible for the emergence of new firms. However, an important question is why some individuals decide to pursue entrepreneurial activities while others do not. Research has investigated the possible reasons behind this behaviour and found that some of it is down to individual characteristics, the economy, and others in their environment (Audretsch & Evans, 1994; Hofstede, 2004). Other studies have investigated the utility derived from choosing self-employment over traditional career opportunities; it is argued that individuals would choose self-employment as a career option if the utility derived from this choice exceeded the utility derived from employment (Eisenhauer, 1995; Douglas & Shepherd, 2000; GEM 2008).

By exploring the above factors, the study addresses a research gap in entrepreneurship by identifying Omani youth's attitudes and intentions to start a new business. It was mainly in response to Johnson's, Simon's, & Wijnbenga's (2006) calls for discipline-based research into the effects of higher education on entrepreneurship. Interestingly, although today's university students make up a significant share of the pool of potential entrepreneurs (Mueller, 2004), there appears to be a shortage of studies into students' intentions to get involved in entrepreneurial undertakings.

Investigating undergraduate students' attitudes and intentions regarding entrepreneurship as a chosen career is the primary research aim of the study. Additionally, the study aims to evaluate how well-informed Omani undergraduate students are regarding the function and encouragement of formal institutions like the government and other organisations (structural support), academic institutions like universities (academic support), and social and cultural organisations (relational support) in fostering entrepreneurship. The study

also aims to assess how Omani students' sociocultural and demographic traits affect their attitude towards entrepreneurship growth. To examine how the personality traits of Omani students affect their intentions and attitudes towards entrepreneurship, and finally, to examine the challenges that Omani students face while deciding on entrepreneurship as a career choice.

### **1.3 RATIONALE OF THE STUDY**

Many analysts believe that changing the attitude of graduate students towards self-employment and building entrepreneurial bases is required for any country, and Oman is no exception. Research in that area is currently lacking in Oman. The few studies that addressed entrepreneurship in an SME framework concentrated on the entrepreneurs' challenges (Christina et al., 2014; Khalfan et al., 2014; Najat et al., 2015). The other studies that attempted to identify the main factors influencing students' attitudes and intentions towards entrepreneurship have used qualitative approaches and sampling methodologies, the results of which cannot be generalised to reflect the attitudes of the whole population of students in Oman (Ammal & Mathi, 2014; Abir & Zahran, 2014; Rakesh et al., 2015). There is a need for nationally representative studies based on a quantitative approach to explain the critical determinants of the students' attitude towards entrepreneurship in Oman. That will help decision-makers draw up effective policies.

Very few studies have been conducted to determine entrepreneurial intentions, attitudes, behaviour, and other factors influencing Oman's situation. For example, a study conducted by Varghese et al. (2015) focused on attitudes towards entrepreneurship among young people in Oman at the university level. Other studies that have been conducted only touch marginally on entrepreneurial behaviour and its determining factors. Multiple studies conducted in Oman highlighted university students' perceptions and attitudes towards entrepreneurship in Oman, concentrating on Sultan Qaboos University. However, research on college students' attitudes and intentions is minimal, such as a study conducted by Ibrahim et al. (2017) on graduates' attitudes towards

entrepreneurship in Oman. This study only focused on attitudes, and the number of respondents was limited.

Moreover, a study conducted in 2015 in one of the government colleges on intentions and attitudes specifically focused on students from one specialty in the college. Furthermore, in a study conducted in 2016, the sample size was only 50; according to Bryman & Bell (2003), for any study to be valid, the sample size was supposed to be at least 100. Similarly, many studies conducted in Oman focused on the benefits and limitations of entrepreneurship, such as a study conducted by Magd & McCoy (2014) on the barriers and benefits of entrepreneurship. Besides other studies, at least four of them covered challenges faced by entrepreneurs in Oman.

In both the government and the private sector, many developmental programmes exist in Oman to enrich the entrepreneurial culture. At this convergence, it would be fruitful to know whether these programmes in Oman are developing an entrepreneurial culture and if Omani students are responding with appropriate entrepreneurial activity or not. If authorities understood more about Oman's younger generations' attitudes and intentions towards entrepreneurship, they could help develop enterprise policies that improve entrepreneurial activity. The Sultanate of Oman has not yet conducted a comprehensive study that addresses young people's attitudes towards entrepreneurship at the college level, so this is the first attempt to study the entrepreneurial intentions and attitudes of students in Oman towards entrepreneurship.

Despite the government's efforts, there is still a growing concern for students who do not have sufficient entrepreneurial skills to venture into business. Recent studies prove that Omani students have narrow business perspectives and see themselves as job seekers, not job creators (*Oman News*, 2018). Therefore, understanding the importance of entrepreneurs in the development of Oman's economy is an effort that needs to nurture the culture of entrepreneurship. From the government's perspective, it is concerned with promoting an enterprise culture among college students to build an innovative and entrepreneurial society. Should this traditional attitude persist, Oman's economy's growth

may be challenging to achieve (UNCTAD, 2014). Therefore, the need arises to study Omani college students' attitudes and intentions towards entrepreneurial development and investigate why, despite the government's efforts, Omani graduates are still job-seeking and not job-creating.

#### **1.4 OBJECTIVES OF THE STUDY**

The study's central research aim is to investigate the attitudes and intentions of undergraduate students towards entrepreneurship as a career option. The specific objectives of the study are:

1. To assess the level of awareness of Omani undergraduate students about the role and support of the government and other formal institutions (structural support), educational institutions (academic support), and socio-cultural institutions (relational support) in promoting entrepreneurship.
2. To evaluate how demographic and socio-cultural characteristics of Omani students influence their attitude towards entrepreneurship development.
3. To examine the influence of personality characteristics of Omani students on their entrepreneurial intentions and attitudes.
4. To examine the barriers confronting Omani students in their selection of entrepreneurship as a career choice.
5. To develop a Model that helps stakeholders in strategize entrepreneurial development among the students in Oman.

#### **1.5 HYPOTHESES**

The present study seeks to test the following hypotheses:

H1: There is no significant association between the student's father's occupation and their opinions on attitudes towards entrepreneurship.

H2: There is no significant association between education and students' opinions on their awareness of the government's role and support.

H3: There is no significant association between the student's program of study and their opinions on entrepreneurial intention.

H4: There is no significant association between the family income of the students and their opinions on subjective norms.

H5: There is no significant association between the student's program of study and their awareness of the government's role in promoting entrepreneurship.

## **1.6 RESEARCH QUESTIONS**

There is a general agreement that attitudes towards entrepreneurs, entrepreneurial activity, and social function are determinant factors for students deciding on an entrepreneurial career. Empirical studies reveal a negative image of entrepreneurship among the younger generation (Wong, 2015). Many studies disclose that students have an unfavourable attitude towards new venture creation and that only a small percentage have the firm intention of creating a new business venture. Besides, studies show a vast potential for entrepreneurial development in the Sultanate of Oman.

Unless the government and other support institutions are clear about the intentions and attitudes of Omani students towards entrepreneurship as their career option, it will be difficult to evolve a strategy for entrepreneurship development. In this context, it is imperative to study the Omani students' intentions and attitudes towards entrepreneurial career endeavours.

This study has been conducted to address the current gap in entrepreneurship research by attempting to answer the following research questions:

1. What obstacles do Omani students face if they decide to pursue entrepreneurship as a career?

2. How do the demographic characteristics of students influence their attitude towards enterprise development?
3. How do the personality characteristics of Omani students influence their attitude towards entrepreneurship?
4. To what extent are Omani students aware of the government's role and that of other formal institutions in promoting entrepreneurship?

### **1.7 EXPECTED CONTRIBUTIONS OF THE STUDY**

Entrepreneurship has received a lot of attention because of its significance in terms of economic growth, job creation, sources of innovation, and productivity (Urbano & Aparicio, 2015). Thus, developing countries like Oman encourage youth to be involved in entrepreneurship and consider it a career choice. It is widely known that graduates are an essential source of emerging entrepreneurship (*The Arabian Stories*, 2016). Part of the government's effort to instil entrepreneurial spirit among students is to make the study of entrepreneurship compulsory for all students, regardless of their field of study (Ministry of Information, 2015). Entrepreneurship is vital to economic advancement, employment, and a solution to the excessive number of graduates and social problems. Therefore, it is crucial to know the factors influencing students' intentions to launch a new startup. There is limited research on this issue, even though entrepreneurship has been viewed as essential to economic development and growth (Fayolle & Linan, 2013; Karimi et al., 2014).

It is well known that a career in entrepreneurship offers significant opportunities for individuals to achieve financial independence and benefit the economy by contributing to job creation, innovation, and economic growth (Mnif, 2016). Today's students are tomorrow's potential entrepreneurs, which may explain why a growing number of universities, colleges, and specialised training institutions worldwide offer courses and programmes in entrepreneurship. Concerning this, there is a call for research to understand the determinants of student involvement in entrepreneurship and contribute to

understanding in this area. The results of this research are essential for the following stakeholders:

- First, the study's findings might assist policymakers in analysing the attractiveness and feasibility of new venture formation in the Omani environment and taking the appropriate steps.
- Second, the findings of this study help the government decide how to encourage more people to be entrepreneurs. Independent of the global economic cycle, Oman is experiencing a financial crisis as a result of oil and gas volatility. Hence, the most promising solution to youth unemployment lies in college graduates' ability to become job providers through entrepreneurial initiatives rather than job seekers. Therefore, the study's findings assist the government in developing a targeted plan to encourage graduates to start their own businesses.
- Third, this study can help the Ministry of Education (MoE) and the Ministry of Higher Education, Research and Innovation (MoHERI) draft new policies and implement them across the board.
- Fourth, the study findings can assist educational institutions such as schools, colleges, universities, training centres, and other institutions in identifying appropriate methods to stimulate entrepreneurship in education and training for both future and present entrepreneurs. Besides, the results of this study will inform them on how to influence students' attitudes and intentions to encourage intrapreneurship.
- Fifth, it is hoped that the research findings will contribute to the growing body of knowledge on entrepreneurship in the Oman context, especially regarding its attitudinal dimension. Likewise, the results hope to highlight any variations in the attitude towards entrepreneurship across the preceding demographic characteristics to tailor policies and educational programmes accordingly.
- Lastly, it is also hoped that researchers on entrepreneurship would benefit from this study, directly or indirectly, regarding the research approach and results' applicability.

## 1.8 SCOPE OF THE STUDY

The Sultanate of Oman is dependent on the oil sector, which is a significant contributor to the Gross Domestic Product (GDP). The government desires to reduce the oil sector's dependence and use the proceeds from oil exports to diversify the economy. One of the most effective methods of diversification is the promotion of entrepreneurship to diversify the national economy. Currently, the contribution of SMEs to the GDP is around 13 percent, but the government aims to increase it to 20 percent of GDP by 2022 (*Oman Observer*, 2019). Likewise, for an oil-dependent economy like Oman's, fluctuations in oil prices lead to a substantial reduction in the GDP, which creates economic shocks. The promotion of entrepreneurship can cushion the severity of such financial shocks.

This research investigates the entrepreneurial attitudes and intentions of Omani students by considering their traits and socio-cultural backgrounds. Additionally, this study analyses students' desirability for new business ventures by stimulating their interest in entrepreneurial careers. Besides, this research intends to evaluate the government's role and its assistance in encouraging Oman's entrepreneurship. Also, to investigate how students' demographic and socioeconomic characteristics influence their attitude towards entrepreneurship. Moreover, this research identifies the obstacles defying students in their selection of entrepreneurial careers. Furthermore, this research recommends ways to stimulate interest in entrepreneurial ventures among students in Oman.

The influence of different traits, such as a tendency to take risks, an internal locus of control, a tolerance for ambiguity, and students' innovation, on their intentions to start a business was studied. The influence of socio-cultural backgrounds, family background, education, and national cultural preferences on starting a business was analysed. Finally, the relationship between education and students' entrepreneurial traits and intentions was reviewed. The research surveyed students from five colleges in Oman, including 1) Oman Tourism College, Muscat; 2) Middle East College, Muscat; 3) Higher College of



Technology (HCT), Muscat; 4) College of Banking and Finance, Muscat; and 5) Modern College of Business and Science, Muscat. The survey was conducted in 2019.

Postgraduate (PG) students were not used in the research since postgraduate studies among students are not common in Oman since very few colleges offer PG programmes. Those few students who choose to pursue masters' degrees study abroad to complete their studies. Among these, the first choice is a career in academia. Thus, the selection of undergraduate students is pertinent to the current research study.

## **1.9 METHODOLOGY**

This section analyses the methodological issues and considerations in collecting and handling the study's data. This chapter reviews the research approaches adopted, the research design applied, and the methodology selected. According to Ghauri & Gronhaug (2005), research methodology is a system of rules and principles that will make a researcher's job easier and pave the way for future critique and further research based on similar topics. The methodology has different parts: the study's respondents; the sampling techniques and instruments used; data gathering procedures; and data analysis procedures. Additionally, the criteria for the respondent's selection were presented and discussed.

### **1.9.1 Research Approach**

This study employed a deductive research approach. In comparison, induction involves moving from the particular to the general, as when making empirical observations about some phenomena of interest and forming concepts and theories based on them (Collis, 2009). On the other hand, deduction involves moving from the general to the particular, starting from a theory, deriving hypotheses from it, testing those hypotheses, and revising it (Babbie, 2010).

The research intends to find solutions to problems by carrying out systematic methods to discover unknown facts that have not yet been revealed. Saunders (2009) described two ways of administering research: qualitative and quantitative research. However, Henn et al. (2006) argued that a mixed methods research approach would provide more accurate results and a better understanding of the topic. Besides, Venkatraman & Grant (1986) explained that mixed-methods are instrumental in knowing the differences between qualitative and quantitative findings. Quantitative research is empirical research used to generate measurable data by employing analytical techniques. In contrast, qualitative research deals with people's feelings and thoughts to determine the reason behind that behaviour (Deepa & Mukul, 2011).

This study utilised a quantitative research approach. Kothari (2010) declared that it is called “quantitative research” when the phenomena are expressed in quantitative terms. It is a type of research methodology that quantifies the data and establishes cause-and-effect relationships between variables using statistical or mathematical methods. For example, quantitative research is used to learn about the various vacation packages booked by tourists in a quarter by various tour companies. Besides, according to Ranjith (2005), data obtained through quantitative analysis is measurable and comparable, and it can be presented in tables, charts, and graphs.

### **1.9.2 Justification for Employing the Quantitative Approach**

A quantitative, multi-sectional survey design was recognised as the most appropriate research design and approach for this study for several reasons. Firstly, this study's main objectives could be accomplished by choosing the quantitative approach, which included gathering primary data and examining a theoretical model to foretell expected behaviours (Henn et al., 2006). Earlier studies in the social sciences demonstrate that a theory's explanation and forecast are the two focal points that develop our knowledge about a theory and its expected outcome (Punch, 1998). The author further asserted that, even without an awareness of why developments occur, it is still possible to achieve the

specific results predicted by a theory by applying quantitative tools and techniques judiciously. Previous investigations by Chen et al. (1998); Forbes (2005); Davidson (1995); Krueger (1993), which have used the Entrepreneurial Event Theory (EET) and Theory of Planned Behaviour (TPB) as theoretical frameworks, utilised a quantitative approach to test the correlations among variables in the model. Besides, the quantitative approach helped collect and process a large amount of data necessary for this research to facilitate generalisability (Collis, 2009). Hence, this research selected a quantitative approach and collected primary data through a structured survey instrument. The development of the survey tool and the operationalisation of the constructs are presented in the next section.

### **1.9.3 Research Design**

According to Ram (2010), a research design is the set of procedures employed to gather and interpret the variables defined in the research problem. The research design describes the study type, such as exploratory, experimental, correlational, or descriptive (Creswell, 2003; Babbie, 2010).

A descriptive research design was employed for this study. According to Babbie (2010), descriptive research describes the characteristics of the population or phenomenon studied. This methodology focuses more on the "what" of the research subject than the "why" of the research subject. However, it stated that the use of research design depends upon the type of problem under study. Besides, Kumar & Jeet (2015) pointed out that descriptive research includes surveys and path finding inquiries of different kinds. Similarly, Ghosh (1982) reported that a descriptive study's central purpose is to describe what exists at present. The researcher has no control over the variables; they can only report what has happened or is happening. Moreover, according to Neuman (2006), descriptive research commonly focuses on relating a specific subject matter with higher degrees of certainty and provides a more nuanced and comprehensive description of the subject. For example, what is the current level of employee satisfaction in an

organisation, or to what extent are our managers emotionally intelligent? Such descriptive questions are not interested in identifying causal effects or correlations but are primarily concerned with describing employee satisfaction or emotional intelligence.

#### **1.9.4 Population and Sampling**

A sample is part of a population, and samples are generally collected by researchers to gather data and information about the variable or variables from the wider population to obtain unbiased samples (Ajayi, 2017). According to Collis (2009), there are two sampling methods: probability and non-probability sampling. Data collection is vital in research, as the collected data provides sufficient knowledge for a theoretical framework. It then becomes imperative that selecting the manner of obtaining data and from whom the data will be acquired be done with sound judgement, as no amount of analysis can make up for improperly collected data (Creswell & Clark, 2011). Graduate students were chosen as the expected population involved in the study.

The purposive sampling method was utilised as a sampling method for this study. Purposive sampling, also known as judgmental or authoritative sampling, is a non-probability sampling technique in which the sample is collected based on the researcher's experience and knowledge (Bernard, 2002). Purposive sampling aims to concentrate on the distinct features of a population of concern, which will best qualify it to answer the research questions. Similarly, Guba & Lincoln (2005) found that purposive sampling was the participants' thoughtful choice due to its characteristics. It is a non-random technique that does not need underlying theories or a set number of participants. On the contrary, Mugenda & Mugenda (2008) argued that a simple random technique ensures that each member of a population has an equal chance of being selected. Tongco (2007) indicated that one of the advantages of purposive sampling, apart from participants' knowledge and experience, is their readiness to provide data and their capacity to offer their views, feelings, and actions. Unlike random studies, which intentionally include various cross-

sections of ages, experiences, and lifestyles, the concept of purposive sampling is to focus on people with appropriate characteristics who can help with the proper research.

The study's population was around 3000 students at the undergraduate level in Oman. It was attempted to determine a sufficient sample size as per Mugenda & Mugenda (2008), who considered a 20% sample of a population as adequate. In addition, according to Ogundimu et al. (2016), the majority of statisticians concur that a sample size of 100 is necessary to obtain any form of significant results. 10% is typically a suitable maximum sample size, provided the number does not surpass 1000. A sample of 1000 persons, even among a population of 200,000, will typically produce results that are fairly accurate. Therefore, it was proposed to target 600 respondents (20% of the population) as a sample from 20 colleges offering different undergraduate programs in Oman. However, despite sincere attempts to get approval from all the colleges, only five colleges located in Muscat, the capital city of Oman, granted their consent. They are: 1) Oman Tourism College 2) Middle East College 3) Higher College of Technology 4) The College of Banking and Finance, and 5) Modern College of Business and Science. The survey was conducted in 2019.

Accordingly, 120 respondents from each of five select colleges (totalling 600) have been chosen using the purposive sampling method, and their participation was voluntary and entirely anonymous. However, after administering the questionnaires, in the review, it was found that 122 questionnaires were incomplete; either participants did not respond to some questions, or they provided unsatisfactory and inconsistent responses for most of the questions. As a result, they were excluded. Finally, 478 fully completed questionnaires were finalised from the sample of 600, which constitutes a response rate of 79.6%.

#### **1.9.5 Research Instrument, i.e., Questionnaire**

A questionnaire developed by Venesaar et al. (2006), which was widely accepted in other studies as a standard questionnaire, was used for this study as well. According to Trivedi

& Shukla (1998), whenever a researcher wants to collect data from a large sample of people about their attitudes, opinions, and behaviours, the questionnaire method is the most suitable method for information collection. Nevertheless, according to Bryman (2012), an obstacle with a questionnaire method is that respondents may twist their responses due to social desirability. However, Henn et al. (2006) argued that one of the disadvantages of surveys is that people cannot express their opinions adequately. Therefore, the researcher took enough care to obtain fair responses from the respondents.

The structured questionnaire (refer to *Appendix 1*) comprised 95 questions for testing respondents' attitudes and perceptions towards entrepreneurship using a five-point Likert scale. The questionnaire contains five parts. Part A: Personal information; Part B: Past experience of the respondents; Part C: Family background; Part D contains four sections: D1. Attitude towards entrepreneurship; D2. Perceived entrepreneurship support; D3. Entrepreneurial Intentions; D4. Barriers to youth entrepreneurship; Part E: Personality characteristics influencing entrepreneurial intention and attitude. Part E also contains four sections: E1. The need for achievement; E2. Instrumental preparedness; E3. Subjective standards and E4. Locus of control.

In sections A, B, and C, the respondents had to indicate the appropriate answer by selecting the designated block with a cross. In sections D and E, a five-point Likert scale was used to quantify answers that ranged from strongly agreed with a value of 5 to strongly disagree with a value of 1. The Likert scale provides a reliable measure of the respondent's current position on the range rather than just indicating whether the respondent is favourably inclined on an issue.

### **1.9.6 Effectiveness of the instrument (Questionnaire)**

The questionnaire used was subjected to face and content validity. The questionnaires were first submitted to senior tutors in the Department of Tourism and Business Management at Oman Tourism College. Their inputs were incorporated into the final

questionnaire administered to respondents. A pilot study was conducted in November 2018. The final questionnaire has been designed based on the feedback received in the pilot study.

### **1.9.7 Sources of Data**

Data for the research study was collected from both primary and secondary sources. While a researcher collected the primary data in the field survey by administering a questionnaire, the secondary data was gathered through various published sources. The secondary data was accessed from the following sources: the chosen colleges; the ministry of higher education in Oman; the Ministry of Finance in Oman; the Tanfeedh Office; government publications; the Small and Medium Enterprise Fund Office; the Al Rafd Fund Office; E-Oman; Injaz Oman; Sanad; and CBO-Oman, in addition to research papers and other publications. The information collected from these sources is used to augment the findings from primary sources.

### **1.9.8 Research Ethics**

Researchers must anticipate and discuss any ethical quandaries that may arise in their research, whether qualitative, quantitative, or mixed methods (Berg, 2001; Punch, 2005; & Sieber, 1998). Researchers must anticipate them fervently and aggressively in their research studies and implementation. The research was carried out according to the Research Ethics Policy of Mizoram University and the Data Protection Act in India. For this research, ethical consent was obtained from the respondents before the data collection. This ensured that all respondents were entirely notified and protected throughout the research process, i.e., during data gathering, interpretation and evaluation of findings, presentation, and reporting of results. Participants were asked for their approval throughout the process of collecting, analysing, and writing the research report.

Furthermore, participants were requested to approve if the research was presented and published. For this study, ethical factors were examined from the beginning of the

research process, i.e., the initial proposal. This was observed in identifying the research problem. A letter was developed to get the participants' consent, and it was read or explained to the respondents wherever possible. The letter, referred to in *Appendix-1*, acknowledged the respondents' rights to participate in the study voluntarily and withdraw at any time. The respondents should not be forced or compelled to participate in the survey (Punch, 2005). The purpose and procedures of the study were explained in the letter. Participants were informed that they could withdraw at any time without reason.

The researcher filled out and submitted a research ethics approval form to the college where he is employed. The form was examined and approved by the college's research committee. The data collection began following approval in January 2019 (see *Appendix 2*).

#### **1.9.9 Data Analysis**

The statistical package (SPSS) was used to analyse the data. The data evaluation was done by following the procedure as hereunder:

- First, the data was analysed using the frequency distribution, percentage, rank, and weighted mean. The statistical tool used to ascertain the distribution of respondents as well as the frequency of those respondents who fit a given specified profile, such as gender, age, program of study, family income, is known as the frequency distribution. The percentage was used to calculate both the proportion of respondents and the percentage of respondents who fit a given profile. The ranking method was used to investigate the respondents' attitudes and intentions.
- Second, a reliability analysis was conducted using Cronbach's Alpha to examine the appropriateness of the scales incorporated into the study. Accordingly, the questionnaires were coded and analysed. A value of 0.700 is required for the instrument's reliability and this study revealed a value of 0.884 that is considered reliable and suitable for further analyses.



- Third, correlation analysis was conducted through Pearson Correlation Sig. (2-tailed) to present relationships among dependent variables and the independent variable.
- Fourth, to test the predictive behaviour and the students' entrepreneurial intentions and attitudes, regression analysis was carried out through ANOVA<sup>a</sup>.
- Fifth, the test of the hypothesis was conducted with a Pearson Chi-Square test.
- Finally, factor analysis has been performed through the Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test to assess the convergent and discriminant validity of the scales.

#### **1.10 LIMITATIONS OF THE STUDY**

According to Michael & Miles (1994), recognising a study's limitations presents a chance to illustrate that the study critically thought of the research problem, followed the related literature published on it, and accurately evaluated the methods adopted for investigating the issue. Accordingly, the study has the following limitations:

- Out of 20 colleges (in Oman) contacted for the purpose of collecting primary data, only five colleges in Muscat were permitted to conduct the field study.
- As mentioned, 122 questionnaires were excluded from the data analysis because they were not responded to properly.
- Despite the fact that various scholars have discovered a significant association between entrepreneurial intentions and their desire to start a business, with the current study, it is not possible to predict how many respondents will really

launch a business in the future by conducting a longitudinal study due to the constraint of a limited time period.

## CHAPTER II

### DEVELOPMENT OF THE OMANI ECONOMY AND ENTREPRENEURSHIP

<b>Section</b>	<b>Title</b>	<b>Page</b>
2.1	Introduction	29
2.2	Five-year Development Plans	34
2.3	Constitution and Council of Oman	34
2.4	Vision 2020	35
2.5	Vision 2040	36
2.6	Oil & Gas Sector	38
2.7	Private Sector and the Role of Small Businesses	40
2.8	Financial Structure	41
2.9	Entrepreneurship in Oman	44
2.10	Student Attitudes and Intentions towards Entrepreneurship in Oman	46
2.11	Role of the Government and its Support Structures to Promote Entrepreneurship in Oman.	49
	2.11.1 Riyada's Entrepreneurs Card	50
	2.11.2 Oman's SME Development Fund (SMEF)	51
	2.11.3 Sharakah - Fund for Development of Youth Projects	51
	2.11.4 Ithraa	52
	2.11.5 National Business Center (NBC)	52
	2.11.6 Al Raffd	53
	2.11.7 The Sanad Program	54
	2.11.8 Other Programs	54
2.12	Perceived Support and Entrepreneurial Intentions among Omani Undergraduate Students	55
2.13	Barriers to youth Entrepreneurship as a Career Choice in Oman	57
2.14	Latest Measures Undertaken by GCC Nations to Support Young Entrepreneurs	59

2.15	Latest Measures Undertaken by Oman to Support Young Entrepreneurs	59
2.14	Summary	60

## **CHAPTER II**

### **DEVELOPMENT OF THE OMANI ECONOMY AND ENTREPRENEURSHIP**

#### **2.1 Introduction**

As this study is associated with students' attitudes and intentions towards entrepreneurial development in the Sultanate of Oman, it is essential to introduce the reader to the business situation, socio-demographic, and cultural factors of Oman and entrepreneurship education in Oman. The second chapter addresses the growth of the Omani economy and entrepreneurship. Five-year development plans, the Oman constitution and council, Vision 2020 and Vision 2040, the oil and gas sector, the private sector, and the role of small businesses; financial structure; entrepreneurship in Oman; and student attitudes and intentions towards entrepreneurship in Oman are some of the concepts discussed. Chapter 2 delves more into the government's and its support institutions' involvement in promoting entrepreneurship in Oman. There are numerous such support structures in place in Oman, including Riyadh's Entrepreneurs Card, Oman's SME Development Fund (SMEF), Sharakah, a fund for the development of youth projects, Ithraa, the National Business Centre (NBC), Al Raffd, the Sanad Program, and others, as well as perceived support and entrepreneurial intentions among Omani undergraduate students-barriers to youth entrepreneurship as a career choice in Oman.

The Sultanate of Oman is an Arab country positioned on the Middle East's eastern side, bordering the United Arab Emirates, Saudi Arabia, and Yemen (Exhibit 2.1). It has around 4.8 million people, out of which 50% are expatriate residents, and covers 309,500 square kilometres (World Population Prospects, 2019). Pre-1970, Oman was characterised by political turbulence in the south and the interior; low national illiteracy, poverty, and widespread diseases (Nicollini, 2004; Agius, 2005). Prior to the start of oil exports in 1967, Oman was deeply rooted in the past and lacked income. It was an undeveloped country, which meant an economy that was almost at its minimum standard

of living. Public services such as health, education, and communications were practically non-existent (Wilkinson, 1987).

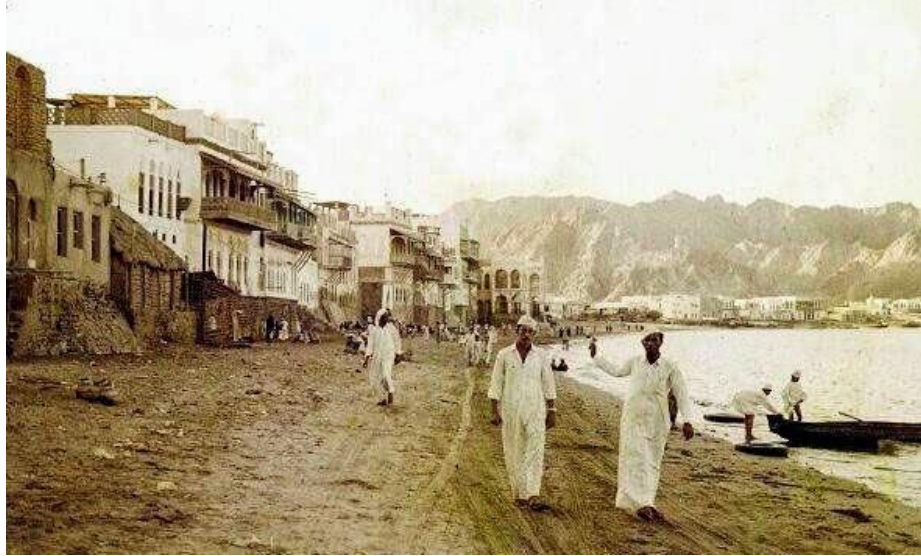


### **Exhibit 2.1: Oman Map**

Source: *Times of Oman* (2017)

In 1970, when Qaboos bin Said, the former sultan of Oman, assumed power, a new era in the country's modern history began. Since then, a renaissance period of infrastructure advancements in all sectors, fuelled by oil wealth, has positioned Oman as one of the most progressive countries in the Middle East (World Economic Forum, 2009). The period from 1970 until 1985 was the period of the institutional foundation of the government. During this time, the basic structure had been formed and the fundamental political, social, and economic directions had been developed. In 1975, the state began to carry out methodical development plans to revive the economy and transfer it from a subsistence economy to a modern one (Dumortier & Lavergne 2002). Oman has attained remarkable progress on both the economic and social fronts since the 1970s with the commercial exploitation of oil and the implementation of structural reform programmes (*World Bank Report*, 1994).

Exhibit 2.2 shown below is Oman before the year 1970.

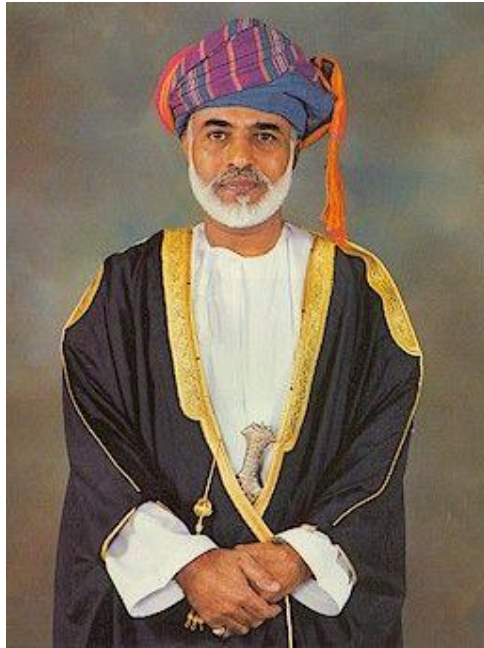


**Exhibit 2.2: Oman before 1970**

Source: Amazing Oman (2014)

During the last century, the discovery of oil laid the foundation for developing the infrastructure and economy in the region. This helped open Oman to the outside world, and a modern economy has driven the country into progressive economic and societal change (Peterson, 1978; Skeet, 1992). Historical heritage, resilient culture, and modernisation have been taken as the framework of a strong identification in the Gulf region and beyond (Valeri, 2007; Pappas, 2015). Given its geographical location as a strategic and economic crossroads, Oman engages in administering the Gulf's access routes to the Indian Ocean and the Strait of Hormuz (Villiers, 1969; Mery, 2000; Nicollini, 2004; Agius, 2005). At the beginning of the 21st century, Oman established an indisputable historical and cultural junction between West Asia, the Arab world, East Africa, and the Indian subcontinent.

Exhibit 2.3 displays the former sultan of Oman, Sultan Qaboos bin Said. He was the longest-serving head of state in the Middle East and Arab world at the time of his death in 2020, having ruled for nearly fifty years.



**Exhibit 2.3: HM Sultan Qaboos bin Said, the former sultan of Oman**

Source: *Times of Oman* (2015)

The Sultanate of Oman has a stable political, economic, and social system (Al Nasser, 2018). The unique relations fostered with adjacent countries have enabled Oman to promote regional, political, and business cooperation (Ministry of Information, 2014). The former Sultan of Oman, Qaboos Bin Said, has always advocated for market-oriented policies and economic diversification as a means of achieving prosperity and growth (Al Markhazi, 2000). Oman is an active member of many regional and international organisations, such as the United Nations, the Non-Aligned Movement, the Arab League, the Organization of the Islamic Conference, the Arab Gulf Co-operative Council (Ministry of Information, 2014). Associations with many countries in the world, mainly Western democracies, have been favourable and supportive. Qaboos Bin Said believed in a positive correlation between the stability of a country's political administration and economic development (Al Nasser, 2018).

One of the Omani government's main concerns is economic development through private sector development, besides public sector provision. Since the Sultanate has a rapidly rising population and its population is better trained and educated, the private sector's



growth is needed if unemployment is not to increase among nationals (World Economic Forum, 2016). Many activities have been implemented to support the private sector's development, both directly and indirectly (Valeri, 2007; Pappas, 2015). Indirect assistance has come from the development of infrastructure amenities, and the government has begun entrepreneurial activities in water utilities, electricity, communications, construction, and tourism. This diversification has further strengthened the government's commitment to expanding non-oil sector businesses in industry, mining, agriculture, and fisheries to eradicate the nation's oil dependence by 2040. In 2020, non-oil sector revenue had tripled from its first development plan in 1976 (Carlos I, 2019). Direct support has been provided through subsidies, interest-free loans, and free land distribution (*World Bank Report*, 1994). These discussions were intended to spur and promote business diversification, and the incentives managed to reduce the risk associated with domestic investment while increasing its profitability.

Additionally, these incentives are directed towards strengthening the use of advanced technology to replace traditional practices in economic sectors, increasing their productivity. Treichel (1999) highlighted that the non-oil sector depended directly on government investment. Similarly, Al Hamed (2000) noted that any improvement in business conditions would necessitate intensive efforts with careful planning and efficient execution. There is a need to harmonise Oman's policies and procedures, and they must be beneficial to the private sector.

According to Al Khamis (2011), these policies should reduce the size of the public sector and expand the private sector. However, Al Shuhuomi (2009) argues that privatisation should be addressed as a matter of policy and not as a temporary measure dictated by falling oil prices. Al Nasser (2018) concluded that there is an increasing trend among companies in many countries to enhance their creative and competitive abilities by allocating some of their income to research and development. Suppose Oman wants to move with the times. In that case, it needs a technological rebirth within the industry,

allowing science and technology to sponsor creativity and excellence and promote Omani companies' technical abilities.

On the other hand, Narayanan & Ismail (2020) claim that Oman's economy is unprotected from trade crashes because of its substantial dependence on oil exports. It is a small producer of primary raw materials. Oil prices are likely to remain volatile, and policy actions will be necessitated to react to future unfavourable shocks by financing considerable budget deficiencies, drawing down earlier acquired foreign exchange reserves, and resorting to external borrowing. The method's response time to shocks would soon be limited. Narayanan & Ismail (2020) called for the urgent implementation of structural reforms in the Oman economy.

## **2.2 Five-year Development Plans**

From 1975 on, the government administered five-year development plans. The plans presented free education and health services and offered budgets for infrastructure, human resource development, and entrepreneurial development. The government also considered an intense entrepreneurial role associated with electronics, communications, water utilities, manufacturing, and tourism. It has even ventured to set and guide private sector development (Ministry of Information, 2015).

## **2.3 Constitution and Council of Oman**

The Sultanate constitution is ordained in the State's Basic Law, which came into effect on November 6, 1996. The Basic Law declares that the Sultanate of Oman is an independent, fully sovereign, Arab, and Islamic state. The rule of governance is a Sultani (Monarchical) one, and its principles are the rule of law, justice, consultation, and equality. The Basic Law establishes public rights, duties, and regulations governing the state's policies in the political, economic, social, cultural, and security areas. All citizens, irrespective of gender, origin, colour, language, religion, creed, or social status, are equal in the law's eyes. Besides, according to Omanuna (2019), the Basic Law provides for a

Council of Oman (Majlis Oman) composed of two chambers: a Council of State (Majlis Addawla) and a Consultative Council (Majlis Ash'shura). The Majlis Oman advises the Sultan on legislative matters. The members of Majlis Addawla are appointed by Royal Decree. The Majlis Ash'shura, consisting of elected members, is selected after a local nomination, and its term is four years.

Exhibit 2.4 displays the Majlis-Ashshura of Oman, the house of representatives of Oman whose membership is chosen democratically.



**Exhibit 2.4: Majlis-Ashshura, Oman**

Source: *Oman Observer* (2016)

## **2.4 Vision 2020**

Oman's Vision 2020 plan limits the government's role and balances the budget, while the private sector would assume a more prominent role in the economy to increase efficiency and competitiveness (Oman Vision Delloitte, 2013). The vision also necessitated privatisation as the Omani economy's driving force, along with diversification, Omani human resources training, and encouraging youth entrepreneurship to compete in the global economy (Ministry of Information, 2016).

*Oil is a finite resource, and its time is limited. Therefore, it is essential not to depend on it solely to finance development. From the beginning, we have stressed this truth, and our efforts have been notably successful. However, oil is still the leading resource, and its price fluctuation is of great concern to everyone. As a result, there is no other way to diversify our national income sources so that oil revenues are only a minor component of this income. This leads us to call upon all citizens to save, invest, pursue business interests, develop industry, tourism, and agriculture, and utilise mineral resources, fisheries, livestock, and other sources of revenue. “(Former Sultan of Oman, His Majesty Sultan Qaboos, 1995).*

## **2.5 Vision 2040**

Exhibit 2.5 shows the current sultan of Oman, HE Haitham Bin Tariq.



**Exhibit 2.5: Oman's current sultan HM Haitham Bin Tariq**

Source: *Times of Oman*, 2020

To transform into a developed country, the Sultanate of Oman, under His Majesty Sultan Haitham Bin Tariq's leadership, creates a productive and diversified economy based on the objectives set out in Oman Vision 2040. Developed in line with the Royal Directives of the late His Majesty Sultan Qaboos, Vision 2040 is a guide and significant reference for planning activities in the next two decades (Diwakar, 2019). Furthermore, the vision

is based on Omani individuals, businesses, and stakeholders representing Omani society's facets. Vision 2040 policies will focus on youth entrepreneurship, more robust economic growth, and better sharing of increased prosperity among social groups. Vision 2040, while anticipating future progress and development aligned with an ambitious work system, targets several economic indicators, including a commitment to increase real GDP per capita by 90% and real GDP growth by 5% annually over the next 20 years (Omanuna, 2020).

Furthermore, it envisions the share of non-oil activities growing to more than 90 percent of GDP and a 40 percent contribution to job creation by the private sector. For this reason, the non-oil sectors are expected to contribute to 93 percent of GDP by focusing their diversification strategy on shifting their economy towards five critical sectors: tourism, logistics, manufacturing, fisheries, and mining, as identified in the Ninth Five-Year Development Plan (*Times of Oman*, 2016). It also aims to increase the share of Omani nationals in the private sector to 42 percent by 2040 and increase foreign investment to 10 percent of GDP. Such comprehensive plans are critically important not just for economic growth but also for the ambitions of millions of young people in the region. Achieving the strategic directions and goals of Oman Vision 2040 is not the government's sole responsibility (Supreme Council for Planning, 2020). Citizens, private sector organisations, entrepreneurs, and civil society all have a role to play.

*"We are keen to ensure the participation of all segments of society and partners in formulating their priorities and aspirations,"* said His Majesty Sultan Haitham bin Tarik, Head of Oman's 2040 Main Committee.

This vision lays the foundations for an empowered knowledge-based society whose members are creative, innovative, and entrepreneurial (*Oman Observer*, 2017). The national priorities of Vision 2040 include inclusive education for lifelong learning to develop future development skills, promote scientific research, build national capabilities, and achieve economic growth and social well-being through youth entrepreneurship. Innovative and sustainable cities are built with advanced IT



infrastructure, and socio-economic prosperity and social justice are nurtured in urban and rural communities (Prabhu, 2019).

In Exhibit 2.6, the Mutrah Souk in Oman's capital city is depicted at night.



**Exhibit 2.6: Oman in 2019**

Source: *Times of Oman* (2020)

## **2.6 Oil & Gas Sector**

The foremost single factor in changing the economic appearance of the Sultanate of Oman and radically altering the course of its events was the discovery of oil in the 1960s, leading to the first commercial export of oil in August 1967. Like many other developing countries, Oman relies mainly on a single commodity export sector to further its commercial and social development schemes (Phenburg, 1998). The oil sector is the most prominent of all economic sectors. Due to its supplement to the GDP, Oman's principal export is oil, and it is the primary source of revenues (Ministry of Development, 1997). However, according to Mirza (2020), Oman's proven oil resources are comparatively small and are supposed to be exhausted. As the production of oil wells is constrained, any effort to improve production would require more high-level international technology and higher production costs.

Exhibit 2.7 depicts Block 53, one of the oil fields in south-central Oman.



**Exhibit 2.7: Block 53, an oil field in Oman**

Source: *Oman Observer* (2020)

Policymakers in oil-producing countries need to forecast oil prices, especially in Oman, as their primary income is from oil and all developmental plans rely on it. This is especially so for the simple reason that oil is a non-renewable resource, and its supply will be exhausted sometime in the future (The Arabian Stories, 2019). Oil prices have crashed many times in the last three decades; this has pushed policymakers to reduce oil dependence and focus more on other means, such as Omanis' entrepreneurial development. This emphasises the necessity of expanding the source of national revenues (AlSyabi, 2000). The policy of diversification of national income outside of the oil sector through public investment in income-generating projects has been Oman's primordial economic development goal since the inception of planning. Thus, entrepreneurship development was identified as one of the critical areas to focus on and develop.

Natural gas is another principal source of energy in Oman. Hence, the government's plans aim at conserving this natural wealth and rationalising its usage. As a result of the exploration programmes, the Sultanate's proven natural gas reserves increased to 29.80

trillion cubic feet in 2000. The increase was due to newly drilled wells as well as developing existing ones. In 2000, some 547.2 billion cubic feet of natural gas were produced, compared to 408.5 billion cubic feet in 1999 (Mirza, 2020). At present, gas is mainly used by reinjecting it into the oil reservoirs to maintain pressure and sustain oil production. It is also used as fuel to generate power in desalination plants, cement factories, and other industrial projects such as textiles, aluminium, and batteries (Ministry of Energy Development, 2016).

## **2.7 Private Sector and the Role of Small Businesses**

According to Keskggn et al. (2010), SME have gained attention in recent years in many countries worldwide, particularly in GCC countries, due to both economic and social issues confronting these economies. Some of the problems are diversification, privatisation of businesses, unemployment, and expatriates' dominance of most small business activities (Ministry of Development, 2000). Oman's long-term objective is to diversify its economy, encourage the private sector by promoting entrepreneurship, and take over the government's current leading role in the development process.

To achieve these goals, the government developed infrastructure facilities and focused on exploiting crude oil and natural gas, for which Oman has comparative cost advantages. On the other hand, the private sector could participate in the rest of the sectors, including manufacturing, agriculture, trade, and services (Miller, 1991). However, according to Narayanan and Ismail (2020), the decline in government spending due to a sharp reduction in its oil revenues forced more private sector involvement in economic development and less dependence on public-sector activity. In this respect, small businesses can play a significant role.

The private sector's participation in expanding the national economy has developed throughout time (Keskggn et al., 2010). This is confirmed by the increasing number of small businesses in Oman and their contribution, among other things, to employment and the gross national product (*World Bank Report*, 2010). One of the Oman authorities'



objectives is to encourage small businesses by backing the various institutions that implement small business support programs. A soft loan scheme has been in operation for small projects and has achieved varying degrees of success (Riyada, 2018). Several agencies help with varying types and levels and feed into different aspects of such projects (Ministry of National Economic Development, 2010). These institutions are the Oman Development Bank (ODB), the Fund for Development of Youth Projects, the Intilaaqah Scheme, a not-for-profit scheme supported as part of the Shell Live WIRE project, the "Sanad Fund," and the Vocational Training Graduate Scheme administered by the Ministry of Social Affairs. The Omani government has also tried to help SME's by offering many incentives to businesses in the private sector and inspiring them to be more active in their economic lives. Participation and support for the private sector more than doubled to RO 33.9 million in 1999 and more than tripled to RO 62.5 million in 2000 (Ministry of Information, 2011).

For the past 41 years, Oman's main export has been oil, which is still the backbone of the economy and constitutes around 80% of total government revenue. As oil has been the source of economic and social prosperity in the past, it has become challenging to develop a diversified and robust economy. Past attempts to diversify the economy have not been fruitful (Al Hamdani, 2013). However, because Oman is estimated to have less than two to three decades' worth of oil reserves remaining, diversifying its economy is more important than ever. These economic and social difficulties have been vital factors in pressuring the government to look at entrepreneurship and self-employment, especially among the young, as crucial components in tackling these challenges and diversifying the economy (Al Moharby & Khan, 2007).

## **2.8 Financial Structure**

The most significant economic sector of any country is the financial system and banking sector. This is regarded as prominent because of its vital role in expanding savings and offering the necessary finance for investments, which are the lifeblood of economic activity. In recent years, the financial system's development has gained increasing

attention, both in academic and policy circles. The subject has been discussed in the context of transitional economies' development (Herms & Lensink, 2000). According to Levine (1997), the financial system plays a crucial role in economic development. The author provides a theoretical contribution showing how financial development may have a positive effect on growth. He stressed financial institutions' role in delivering essential services such as facilitating trading, hedging, diversifying, and pooling risk, which stimulates savings mobilisation and allocates financial savings to the most efficient investment projects by screening and monitoring borrowers. Knowledge of how the financial system's design may improve countries' welfare and influence their economic systems is crucial (Herms & Lensink, 2000). The selection of a particular financial system has direct implications for the types of financial institutions to be established, for regulatory and supervisory design, and for the choice of government policies (Levine, 1997).

An efficient financial system encourages production, capital accumulation, and growth by boosting savings and allocating such resources among preferable alternative uses. Each of these functions is equally important. The efficiency of any financial system depends mostly on how well it performs each function. Similarly, a faulty or inefficient financial system can cause economic crises and slow or even halt growth. This is clear from the recent financial problems around the world. To cope with the financial emergencies, the Banking Law in Oman was revised and updated to consider current domestic and international banking and financial sector developments, officially decreed in December 2000 (Royal Decree 114/2000) (*Times of Oman*, 2012). This new law takes the same broad-based approach as the earlier law and grants more extraordinary investment powers to banks. With the opening of investment banking for commercial banks as part of liberalisation and the adoption of convergent practices elsewhere, the law's announcement undoubtedly increases the Oman economy's confidence. The law will also enhance the trust of international institutions and the dynamism of the national economy, attracting and stimulating considerable foreign investment. Under the borrowing and lending limitations of licenced banks, they have been permitted a greater

degree of exposure to loans secured by real estate and holding real estate securities (Central Bank of Oman, 2011).

Exhibit 2.8 shows the details of various banks in Oman.

Type	Date of establishment	Branch network
<b>Local banks</b>		
NBO	1973	63
OAB	1973	58
Bank Muscut	1981	137
BD	1990	64
Al Ahli	1997	12
Sohar Bank	2006	24
HSBC Bank Oman	(merged 2012 with OIB)	70
<b>Islamic Banks</b>		
Nazwa Bank	2012	10
Al IZ	2013	4

Source: Central Bank of Oman Annual Report (2015). OAB: Oman Arab Bank, BD: Bank Dhofar, NBO: National Bank of Oman

#### **Exhibit 2.8: Various Banks in Oman**

Source: CBO Annual Report, (2015)

Financial assets consist of two types of securities: primary and secondary. Direct securities are claims against real-world units such as bills, bonds, and equities. Secondary securities are financial claims issued by financial institutions or intermediaries against themselves to raise funds from the public. According to Oxford Business Group (2019), in an Omani context, primary securities are loans against trust receipts and bills of exchange, while secondary securities are bank deposits, insurance policies, and central bank currency. Non-bank financial institutions are the major segment. Non-bank financial intermediaries, though small, play an increasingly important role and comprise pension and mutual funds, investment institutions, insurance institutions, securities companies, moneychangers, and leasing companies.

## 2.9 Entrepreneurship in Oman

Promoting entrepreneurship has become one of the policy options for nations to sustain growth and competitiveness. Fostering the entrepreneurial potential of future generations, particularly graduates, is critical for any country. Nurturing and understanding student talents and promoting an entrepreneurial culture will stimulate economic growth and development (Venkatachalam & Waqif 2005).

Graduate unemployment has become a significant concern among policymakers in Oman in the last few years. The number of job seekers has been continuously increasing, reaching 146,385 in 2015, constituting 11.7 percent of the nation's workforce (Muscat Daily, 2015). The number of graduates in the country increased from 12,518 in 2011 to 16,343 in 2015, representing a 14.3% annual growth rate (NCSI, 2015). The dynamics of unemployment in Oman may be attributed to several reasons: the slow growth of the economy and the graduates' attitude towards the workplace. The gross domestic product (GDP) of Oman has been growing at a rate of 4.5 percent in 2015 (NCSI, 2015), which is far below the growth rate of the labour force at 13.4 percent (*World Bank*, 2015). Another dimension to the problem is that Omani graduates have a negative attitude towards working in the private sector and always prefer to work in the government sector. They feel greater job security in the latter (Najat et al., 2015; NCSI, 2015).

Since the start of the Arab Spring in 2011, the government has responded to the graduates' unemployment by creating many job opportunities in the government sector, specifying a minimum Omanisation rate of 34 percent for the private sector, and supporting small and medium-sized enterprises (SMEs) initiatives. However, with the decline of oil prices, the primary government source of income, and the government sector's saturation, these efforts may not be sustainable to tackle the problem. Many analysts believe that changing the attitude of graduate students in Oman towards self-employment and building entrepreneurial skills is more important than ever before.

Entrepreneurship development measures to strengthen business activities, especially in the Arab Gulf region, were identified and established successfully. For instance, Knowledge Economic City in Saudi Arabia, Dubai's Mohamed bin Rashid Al-Maktoum Foundation, Kuwait's Centre for Innovation and Entrepreneurship, the Qatar Science and Technology Park, Madayn-Knowledge Oasis Muscat (KOM), and Bahrain Entrepreneurship Award programmes are all encouraging leads that are in great need (*Emirati News*, 2016). Moreover, India is one of the most encouraging role models. It is an excellent example for emerging nations concerning entrepreneurial development and is perhaps the earliest nation that has created productive business enterprise improvement activities (Gupta, 1989).

According to Acs & Armington (2004), instead of relying on foreign investments and support from major economic organisations, it is more appropriate to encourage entrepreneurship within developing nations so that the rate of imports can be reduced. Therefore, the economy can grow, which can enhance infrastructure. However, the Bureau of Labour Statistics (2008) stated that more than 50% of the developing countries living below the poverty threshold and some of the highest population growth rates need to accelerate and enable individuals to start businesses; otherwise, they may have to face serious negative consequences.

A study conducted by the Oxford Strategic Consulting firm on the Oman Employment Report: Insights for 2016 found that more than one-third of young Omanis (34%) desire to start their own business, listing it as their ideal job role, and the second highest ideal job (28%) is to work in administration. This enthusiasm is stimulating not only the current students and entrepreneurs of Oman but also prospective individuals. Also, Al Mamari (2017) stated that the climate for entrepreneurs is very positive and promising, as the government is helping in many ways. Moreover, Al Hooti (2016) noted that the tourism industry consumes energy and is expected to make a significant contribution to GDP. In contrast, Al Shanfari (2012) stated that regardless of notable improvements in Oman, potential entrepreneurs continue to grapple with access to capital, a skilled

workforce, and technical knowledge. Even though it is getting easier to access, new business funding is still a hurdle, particularly getting a bank loan.

Furthermore, there is an inclination towards big, organised companies rather than new players, particularly in procurement. However, according to the Arab Human Capital Challenge (2009), this difficulty is visible in almost every developing nation. Furthermore, challenges associated with government approvals, access to resources, and a lack of coordination among various officials are highlighted. Nonetheless, these concerns are not restricted to Oman but belong to many countries across the globe. According to *Khaleej Times* (2014), Oman and other GCC countries have come a long way in terms of entrepreneurship growth and have succeeded in diversifying their economies.

To conclude, Oman managed to spread awareness about self-employment and the institutions established to serve its purpose in entrepreneurship and innovation. It is commendable that changes in economic development and diversification are already taking place in Oman and across the GCC. It is wonderful to see a rise in interest in entrepreneurship and innovation amongst the local Omani population and the broader GCC.

#### **2.10 Student Attitudes and Intentions towards Entrepreneurship in Oman**

In Oman, the research associated with the attitudes of college students towards entrepreneurship is very limited. A study carried out by Abir & Zahran (2014) examined the entrepreneurial intentions of students at Sultan Qaboos University. The study revealed that most students have weak entrepreneurial intentions. The study claimed autonomy, work flexibility, and extra cash positively impact students' entrepreneurial intentions. At the same time, the absence of entrepreneurial programmes and training negatively impacts students' entrepreneurial intentions. Moreover, the research

determined that students in Oman are not guided regarding the supportive arrangements implemented by the government and private sector for entrepreneurs.

Another study directed by Ammal & Mathi (2014) appraised undergraduate students' attitudes at Ibri College towards choosing entrepreneurship as an occupation. The study observed that innovative capability, self-confidence, and family-owned enterprise context influence students' attitudes towards choosing entrepreneurship as a career choice. Nonetheless, the study only included respondents from one college, and the sample size was 60, so generalising the results to the rest of Oman may be inadequate.

Other studies by Belwal et al. (2015) regarding students' perceptions of entrepreneurship and enterprise education in Oman discovered that the university students were mostly confident and enthusiastic about starting a new business. However, they do not have the required expertise in how to start a start-up. Further, factors such as valuable connections with the entrepreneurial ecosystem, self-determination, and finance were identified as determinants for starting a new business.

A study conducted by Varghese et al. (2012) about attitudes towards entrepreneurship among young people in Oman stated that a significant portion of students have a positive attitude towards starting a business. About 60% of the respondents reported that they have the qualities required to establish a business: they act independently, think creatively, and have high self-esteem. The notable findings of the research are that 67% of respondents expect to start a business in Oman. The same study showed that 66% of female students are passionate about starting a business. Similarly, an empirical study on graduates' attitudes towards entrepreneurship in Oman conducted by Ibrahim et al. (2016) revealed knowledge of business risk. Students' attitudes towards entrepreneurship are heavily influenced by the entrepreneurship programmes they participate in and their business awareness. Furthermore, Ahmed et al. (2010) stated that self-determination and students' ability to innovate will influence their attitudes towards entrepreneurship. Furthermore, Hunjra et al. (2011) stated that students who are more positive and

autonomous in their strengths because of work experience will have a favourable attitude towards entrepreneurship as a career.

According to Matlay (2009), entrepreneurial training is vital for affecting attitudes towards entrepreneurship. Supporting students' participation in regional and global discussions, seminars, and workshops will generate interest in entrepreneurship. On the other hand, Khalfan et al. (2014) noted that many entrepreneurs in Oman had previous job experience of at least a year. In contrast, more than 80% had no prior experience with entrepreneurship. Furthermore, Segumpan & Zahari (2012) researched the attitudes towards entrepreneurship of Omani college students enrolled in business school to analyse the notable differences among the respondents' attitudes. The study divided the respondents concerning business exposure, gender, and family background. The results show that the respondents have a positive intention and attitude towards entrepreneurship. Besides, when the respondents were divided into groups according to demographic variables, there were no significant differences.

A study by Ibrahim et al. (2017) assessed students' attitudes in Oman regarding entrepreneurship. The results sum up that Omani students have a positive attitude and intention towards entrepreneurship; nonetheless, the inclination to start a business independently is relatively low. Additionally, Zhang et al. (2014) expressed that training in business activities may substantially improve the students' attitude towards entrepreneurship. Furthermore, Ibrahim et al. (2017) contend that the government, educational institutions, and business incubators all play an important role in shaping graduates' attitudes towards entrepreneurship. Khan & Almoharby (2007) share a similar view that entrepreneurial activities are significant for the GCC countries' future growth. Similarly, Panikar & Washington (2011) indicated that most students in Oman possess entrepreneurial traits and abilities and show enthusiasm for entrepreneurial activities.



## **2.11 Role of the Government and its Support Structures to Promote Entrepreneurship in Oman.**

*"A country's national economy is built on small and medium-sized industries... these are the fundamentals, the foundations of all national economies."* **Qaboos Bin Said, (2013)**

When His Majesty Sultan Qaboos bin Said took control of the Renaissance in 1970, he contemplated a stable, self-reliant Oman comprised of enthusiastic, diligent individuals who always endeavoured to achieve the best. This implies being an integral part of large Omani corporations or launching a new start-up for oneself. The Renaissance path called for everyone in Oman to walk together.

Like any other Gulf nation, the Sultanate of Oman's economy also relies on oil and gas. However, Oman traditionally depends on fishing, agriculture, and mining. In the early 1960s, Oman's economic liberalisation policies helped it grow remarkably (*World Bank Report*, 1994). Many foreign private companies invested primarily in the oil and gas sector, which helped the country advance rapidly (Ministry of Information, 2016). Due to turbulence in the oil and gas industry, many countries that depend predominantly on oil exports want to diversify their economies.

Similarly, Oman started to broaden its economy by strengthening the private sector and encouraging individuals to start their own businesses instead of relying on government jobs. Moreover, Omanisation was introduced. The state instituted a system in 1988 to replace the international workforce with qualified Omani citizens. Specific ratios of Omani to international workers have been established for various trades and businesses. Companies that followed the requirements were offered unique benefits and allowed to bid on government-related projects.

Furthermore, according to Oman Vision Delloitte (2013), the government of Oman implemented a number of strategies to encourage local residents to start their own

businesses. This practise is unprecedented in the region, as most native people in the GCC generally work in public or semi-government organisations. Although this system worked for many years due to low oil prices and the high unemployment rate, governments want to encourage their citizens to focus more on new start-ups. According to the *Times of Oman* (2013), 323 start-ups were registered in 2013, while that number jumped to 4,300 in 2015.

The Oman Tech Fund, supported by Oman's sovereign wealth fund and global start-up accelerator 500 Start-ups, inaugurated a Wadi Accelerator programme in 2017. Wadi Accelerator offers office space, coaches, and practise sessions on developing new businesses, marketing, and helping with company accounts. Many institutions are set up to finance start-ups in Oman, and these institutions make it easier for SMEs in Oman to obtain finance (Omanuna, 2020).

#### **2.11.1 Riyadh's Entrepreneurs Card**

The Public Authority for Small and Medium Enterprise Development was established under Royal Decree No. 36/2013. The authority maintains financial and administrative autonomy. The Entrepreneurs Card, distributed by Riyadh, is an approved certificate that entitles its possessor to obtain several opportunities and access several amenities. Preference was given to Entrepreneur cardholders to allot government procurement contracts and tenders (Yousuf, 2021). This card aims to support entrepreneurs in launching and developing their businesses successfully. Besides, it helps entrepreneurs conquer the obstacles they face while doing business. Furthermore, by fostering a healthy SME eco-system, we can foster a positive environment for entrepreneurs. According to Riyadh (2020), Riyadh offers its help in consultancy and feasibility studies, mentoring programs, training programs, incubation, business centres, and land allotments for businesses.

### **2.11.2 Oman's SME Development Fund (SMEF)**

SMEF is one of many major development companies driving Oman's commercial, cultural, and social growth (Muscat Daily, 2014). It was set up in 2014 in cooperation with the Omani Authority for Partnership in Development; the company aims to foster an entrepreneurial culture across the nation. According to Otbah Abdullah Al Harmali, Deputy Manager Training (2016), the SME Development Fund meets the SME division requirements and stimulates entrepreneurship among students, teens, and mature people in Oman. He further added that the Fund aims to achieve entrepreneurship through funding, training, regularising, and spreading the concept of entrepreneurship. According to Al Harmali (2016), the objective of SMEF is to promote entrepreneurship and the financing of small and medium businesses in Oman and to build outside capacity through educational institutes, coaching, accounting assistance, incubation, financing, and creating a climate of SME development in partnership with academia, private and public partnerships, banks, and the youth of Oman. Al Harmali also acknowledged that it was essential to direct the SMEF's efforts to instil the proactive prospect of entrepreneurship in all people.

### **2.11.3 Sharakah - Fund for Development of Youth Projects**

Sharakah (Arabic for "Partnership") is a joint-stock organisation chartered by a Royal Decree in Oman's Sultanate in 1998. The main aim of Sharakah is to grant monetary assistance and post-monetary services such as advisory and administrative support to small and medium enterprises (SMEs) in the Sultanate of Oman. According to the Oman Tribune (2003), Sharakah is backed up by partnerships with key government and non-government organisations within Oman associated with various sectors such as manpower, commerce, finance, the education sector, oil and gas, and others. According to Said al Sahib, Vice Chairman of the Board of Directors (2013), *"Since it was established, Sharakah has assisted and trained the Omani SME's and is capable of continuing to sustain itself. Over time, it grows despite the formidable job of assisting new businesses. For over 20 years, Sharakah helped around 190 SMEs with financing*

*surpassing RO 6 million.* He further added that in 2018, Sharakah appraised the proposals of 70 new businesses and, after evaluations, supported more than 40 start-ups either through funding or with full support (Alwatan, 2010).

#### **2.11.4 Ithraa**

The Public Authority for Investment Promotion and Export Development was created in 1996 in relation to setting up the Public Authority for Investment Promotion and Export Development. According to the *Times of Oman* (2013), the vision of Ithraa is to generate new resources by developing investment projects and increasing non-oil exports in the Sultanate of Oman. Ithraa desires to facilitate Omani organisations getting out of Oman and thriving in global business. It inspires firms to think aloud. Ithraa's aim is to render services to Omani organisations that wish to outperform in the global economy (*Oman Observer*, 2012). Moreover, according to Sheikh Ali Rashid Said Al Balushi, Advisor for Planning and Follow-up at Ithraa, they want to help Omani businesses move from a national to an international operation range. Furthermore, Ithraa operates with local companies, providing market knowledge, furnishing industry trends, planning trade committees, B2B agreements with foreign customers and clients, and planning and organising international exhibitions such as the profoundly successful OPEX exhibitions (Oman Tribune 2014).

#### **2.11.5 National Business Center (NBC)**

NBC was founded in 2012 under the Public Establishment for Industrial Estates (Madayn) to support start-ups, entrepreneurs, and SMEs in Oman. According to Madayn (2020), NBC strives to be a top place for encouraging and promoting Omani entrepreneurs. It offers physical dependence, for instance, with high-tech facilities and furniture. Additionally, it provides entrepreneurial training such as one-on-one coaching by trained experts and coaches on business acumen, marketing, accounting, and finance. Besides, according to Nasser Mubarak Al Malki, Deputy General of NBC (2016), NBC encourages Omani entrepreneurs to improve their concepts and develop them into

thriving enterprises by providing access to markets and industry professionals with state-of-the-art and fully furnished office space, meeting places, and presentation amenities. According to The Week (2020), NBC has signed a deal to support the Science Traveller Company. The Science Traveller company offers personal growth and welfare programmes blended with engaging tourist events. Encouraged businesses strive to serve the community by developing invaluable expertise that promotes well-being, personal enrichment, and achievement.

#### **2.11.6 Al Raffd**

Al Raffd offers to fund start-ups; it was founded in 2013 as a financial company intended to assist, inspire, and improve the entrepreneurial growth and progress among the nationals in Oman. Dr. Ali bin Masoud al Sunaidi, Minister of Commerce and Industry in Oman, stated that the Al Raffd Fund has financed approximately 2,563 loans in various economic sectors totaling more than RO 99 million since its inception. He further emphasised that the fund provided 4,229 direct job opportunities to Omani youths. Besides, Tariq al Farsi, CEO of the Fund (2018), confirmed that Al Raffd remains to accommodate SMEs and entrepreneurs and assume its significance in improving the nation's expansion and development. Al Farsi pointed out that one of the drives fostered by the Fund was "Goodness for all" during Ramadan by advertising a catalogue that incorporates a list of SMEs profiting from the Fund's investments who are operating in food and restaurant activities in all governorates of the Sultanate (Muscat Daily, 2015). The support was to buy the Ramadhan basket from the owners of these enterprises' and distribute it to families in need and individuals affected by the Corona pandemic. Besides, according to *Gulf News* (2016), another drive was "shop from home," compelling all recipients to implement home delivery services in inventive ways to overcome weak sales consequences.

### 2.11.7 The Sanad Program

Sanad was created under the directives of His Majesty Sultan Qaboos Bin Said. The purposes of this programme are to employ citizens and to encourage entrepreneurship, primarily youth entrepreneurship. According to Shaikh Abdullah Bin Nasser Al Bakri, the minister for manpower cited in *Gulf News* (2010), the Sanad programme will grant up to RO 10,000 for sole proprietorships and RO 50,000 for partnership LLC companies. The programme also introduced the "Entrepreneur Award." Every year, creative and innovative entrepreneurs will be chosen and honoured with this award (Muscat Daily, 2010). According to Lieutenant General Malik Bin Sulaiman Al Maamari, the Inspector General of Police and Customs and Chairman of the Sanad Programme, *"The award inspires competitiveness and entrepreneurial spirit to develop new businesses. Surely, this award will have an exceptional influence on the advancement of economic projects."*

### 2.11.8 Other Programs

- **Knowledge Oasis Muscat (KOM):** Madayn established KOM in 2003, and it aims to promote the spread of information technology and communication through the promotion of investment in this sector. Muscat Daily (2019) stated that new businesses are trained and nurtured in KOM's two first-class incubators, while enterprises of all types excel in the exceptional facilities offered for start-ups.
- **Oman Development Bank (ODB)** is the leading performer in financing businesses that create Oman jobs. The bank provides several amenities for micro, SME, and large ventures. ODB grants loans to different development sectors such as fisheries, tourism, agriculture, health, industry, education, and IT. ODB's core intention is to help entrepreneurs and diverse areas of society (*Arab News*, 2006).
- **Ministry of Social Development/Livelihood Resources Project:** This project aims to find income sources for entrepreneurs to raise Oman's living standards.

Furthermore, the private sector in Oman has also created various programmes to help entrepreneurs, like the Youth Projects Development Scheme, the Intilaaqa Program by Shell Petroleum Company, and Grofin Oman (a programme to educate aspiring entrepreneurs about best practices). Other programmes include Ajyal Al Mustaqbal, BP Oman, IDO Investments, Iskan Oman Investment Company, GroFin, the Oman Technology Fund, Oman Venture Capital, and Zubair SEC (Oman Daily Observer, 2012). Besides, the commercial bank of Oman, HSBC Bank Middle East Limited, Bank Muscat, Sohar Bank, Bank Dhofar, and the National Bank of Oman also support small and medium enterprises. All these programmes promote an enterprise society (Oman Tribune, 2013). Recently, the Sultanate of Oman launched a new foreign investment law and a company law. A new bankruptcy protection law is also in operation. However, due to the absence of venture capital companies (VCC) in Oman, several potential entrepreneurs remain hopeful of acquiring a public sector job rather than venturing out on their own business.

## **2.12 Perceived Support and Entrepreneurial Intentions among Omani Undergraduate Students**

There have been many conversations in academic studies and among decision-makers about how to encourage youth to seek entrepreneurship as a career because it is viewed as a major driver of economic growth (European Commission, 2013). Entrepreneurial intention (EI) drivers have been the subject of numerous researchers, including those by Hsu et al. (2018), who utilised them as a crucial marker of real entrepreneurial activity. Policymakers and educators need to understand what drives entrepreneurial behaviour in order to increase the effectiveness of public programs and educational initiatives. It is important to promote entrepreneurship among university students since it increases their chances of starting profitable, high-growth enterprises if they have more education (Dickson et al., 2008). Students studying information systems at Sultan Qaboos University were the subject of an investigation into entrepreneurial intent by Al-Harrasi & Al-Salti (2014), which found that the majority of the students had modest entrepreneurial intentions. Money, independence, and job flexibility are found in the

study to have a positive impact on students' entrepreneurial intentions, whereas the absence of entrepreneurship courses in the university has a negative effect. On the other hand, students' opinions of the help that is provided may have more of an effect on individual intentions and decisions than the actual breadth of support systems (Fayolle & Gailly, 2015).

Due to their effectiveness in presenting opportunities beyond the environment of the classroom, entrepreneurial support systems are frequently present (Acs et al., 2014). Every entrepreneur needs some form of support system to get started; hence, the absence of such support may impede the expansion of entrepreneurial activity in the region (Mason & Brown, 2013). The entrepreneurial support system would act as a network of assistance for business owners, offering inspiration and drive to help with daily operations. However, Acs et al. (2014) stated that the assistance an entrepreneur requires varies with time and is dependent on the type of business. Many people, especially in developing nations, want to work for themselves or start their own businesses, yet not everyone has access to financial backing.

The unemployment problem in Oman will gradually rise due to an increase in professionals joining the working population and a saturation of jobs in the public sector (NCSI, 2015). Many analysts think it is crucial to change graduate students' perspectives and goals towards entrepreneurship growth in Oman. In an effort to encourage students to start their own businesses rather than look for employment in both the private and public sectors, the Sultanate of Oman consciously included entrepreneurship courses in the curricula of higher education institutions for all study programmes in 2014 (Muscat Daily, 2015). This was done in recognition of the importance of independence and self-reliance among youth and to tackle unemployment. It prompts the following investigation of the relationship between Omani underground students' perceived support and their entrepreneurial intentions, which is therefore the main topic covered in this study. The main research objective of this study is to examine the connection between Omani underground students' entrepreneurial intentions and perceived support. Personal



and contextual factors might have an impact on one's entrepreneurial intentions. However, this study will examine the effects of relational, structural, and academic support on entrepreneurial intentions. The level of perceived support systems will be covered in the parts that follow.

### **2.13 Barriers to Youth Entrepreneurship as a Career Choice in Oman**

In developed countries, the importance of entrepreneurship in a country's development is universally acknowledged. However, this cannot be said in many emerging countries. For most of them, the issue is not a lack of entrepreneurship but rather an unfavourable business environment and infrastructure that lead to unproductive and negative entrepreneurial activity rather than revenue creation (Coyne & Leeson, 2004). Additionally, most of the entrepreneurship practised in these nations is 'necessity entrepreneurship' and not opportunity-driven (Reynolds et al., 2004). Moreover, unemployment circumstances, coupled with weak social welfare support, push individuals in these nations to begin a new business to survive. Besides, in many of these countries, a rigid and expensive new business start-up process limits an individual's ability to start a new business (Reynolds et al., 2004). Moreover, the absence of entrepreneurial growth in many countries can be attributed to unfriendly entrepreneurial environments.

According to Khalfan et al. (2014), one of the primary barriers to entrepreneurship development in Oman is the absence of the latest leadership and supervisory skills, a lack of needed familiarity with business, inadequate market knowledge, and bad executive experience. Moreover, Ibrahim et al. (2017) stated that the government should increase entrepreneurs' awareness of these difficulties. Furthermore, Belwal et al. (2015) conducted a study in Oman that said that anxiety about business failure and reluctance to take risks were seen as the primary obstacles confronting university students in choosing an entrepreneurial career path.

A study conducted by Magd & McCoy (2014) on Entrepreneurship in Oman: Paving the Way for a Sustainable Future revealed that failure to provide sufficient training relating to entrepreneurship for potential entrepreneurs in Oman is one of the problems, and this could result in a high percentage of new business failures. Besides, the Arab Human Capital Challenge (2009) stated that educational institutes and government authorities should recognise the challenges potential entrepreneurs face and help them progress at various business life cycle stages. Furthermore, according to Dechant & Al-Lamky (2005), it is necessary to keep in mind that support for potential entrepreneurs should not end at the start-up stage but rather continue until sustainable business development.

Research conducted by Bakheet (2018) about student perceptions of business opportunities and barriers for a business start-up in Oman concluded that around 35% of the students were not confident about their abilities in organising the marketing of their new business. According to the same study, the main barriers to students embarking on an entrepreneurial path were reluctance and fear of failure. The research has indicated that entrepreneurial education is needed to train Omani students at programme and course levels more effectively than ever before.

A study conducted by Belwal et al. (2015) investigated Sohar University students' perceptions of enterprise teaching in Oman and mentioned that students were excited about starting their own business. Furthermore, most of them were confident about starting a new company by themselves. However, a lack of business operations knowledge was noticed. Although students are optimistic and eager to start their own business, the requisite knowledge of support and resources and the different ways to create a new business are missing. Belwal et al. (2015) also reported that the main barriers to beginning a business were the fear of failure and dealing with challenging obstacles.

## **2.14 Latest Measures Undertaken by GCC Nations to Support Young Entrepreneurs**

In order to diversify their economies and generate jobs, the Gulf Cooperation Council (GCC) nations have been putting more emphasis on encouraging entrepreneurship, particularly among young people. In addition, almost all GCC nations have started programs, including funding schemes, incubators, and accelerators, to assist young entrepreneurs. For instance, the United Arab Emirates (UAE) has the "Mohammed bin Rashid Innovation Fund" and the "UAE Entrepreneurship Program," which offer cash and support to entrepreneurs (Nader, 2019). In addition, the Gulf nations are focusing heavily on modern technology and innovation, incentivizing young business owners to launch ventures in fields like fintech, artificial intelligence, and e-commerce. Many small businesses in the GCC countries are fighting to survive as a result of the COVID-19 outbreak. However, EIU (2020) stated that to encourage these enterprises, the UAE, Kuwait, Oman, and Bahrain have implemented a number of policies, including subsidies, loans, and tax breaks. Furthermore, the GCC governments are supporting young entrepreneurs in their efforts to launch enterprises that aim to resolve social and environmental problems because they share a strong interest in sustainable development (Nader, 2019). The government provided these enterprises with start-up money, office space, and other advantages.

## **2.15 Latest Measures Undertaken by Oman to Support Young Entrepreneurs**

The Omani government began concentrating on offering tools and support to young entrepreneurs in order to promote entrepreneurship and innovation in the nation. According to Riyada (2020), to encourage entrepreneurship in the country, the government began working with a variety of financial and non-financial organizations. These measures include providing small and medium-sized companies (SMEs) and entrepreneurs with funding options through the Oman Development Bank (ODB), including loans for business establishment, expansion, and working capital. Another programme is run by the Public Authority for Small and Medium Enterprises Development (Riyada), which helps Omani SMEs grow through networking

opportunities, mentoring, and training (IMF, 2020). Young entrepreneurs can also utilise a variety of services from the Oman Chamber of Commerce and Industry (OCCI), including business registration, the issue of trade licences, and access to market data and trade shows (Riyada, 2020). The Oman Technology Fund (OTF) is an additional programme that offers money and assistance to Oman-based companies, particularly those operating in the technology and innovation fields.

According to Fairlie et al. (2012), non-government institutions also have a number of programmes in place to help young businesspeople. The "Raysut Accelerator," which offers finance, mentorship, and resources to young entrepreneurs, is one of the major initiatives in the nation. Additionally, the Oman Technology Fund (OTF) is a different programme that offers money and assistance to companies in Oman, especially those operating in the technology and innovation fields. In addition, Oman offers a variety of incubators and accelerators that help young entrepreneurs flourish. One such organisation is "Injaz Oman," a non-profit that works to help young Omanis develop their entrepreneurial talents (IMF, 2020). Additionally, the Omani government has several initiatives in place to help promote entrepreneurship among young people, women, and college students.

## **2.16 Summary**

In this chapter, the history and status of Oman are broadly explained. This chapter presented background information about the country where the study was conducted and offered an overview of Oman's economy, which the government dominates. Oil and gas are the primary sources of income used to build the country and create its economy. Since oil reserves are limited, Oman was very concerned about taking advantage of its cash reserves to develop the country through generous spending in the public sector and its programs. The private sector succeeded and helped in the development of Oman. One sign is the growing number of businesses in the private sector, which reached over 1,12,000 in 2017 (*World Bank*, 2017).

### **CHAPTER III**

#### **REVISITING ENTREPRENEURSHIP AND A REVIEW OF THE LITERATURE**

<b>Section</b>	<b>Title</b>	<b>Page</b>
3.1	Introduction	64
	<b>PART 1 - REVISITING ENTREPRENEURSHIP</b>	64
3.2	Entrepreneurship Development	64
3.3	Types of Entrepreneurships	67
	3.3.1 Stages of Entrepreneurship	68
3.4	Who is an entrepreneur?	68
3.5	Various Views of Entrepreneurial Opportunity	69
	3.5.1 Economist's View	70
	3.5.2 Sociologists' View	71
	3.5.3 Psychologist's View	71
3.6	Entrepreneurship Theories	71
	3.6.1 Economic Theories	72
	3.6.1.1 Joseph Schumpeter Propounded the Entrepreneurial Innovation Theory	72
	3.6.1.2 Drucker	75
	3.6.2 Sociological Theories	76
	3.6.2.1 Max Weber	76
	3.6.2.2 Hagen	77
	3.6.3 Cultural Theories	78
	3.6.3.1 According to Bert Hoselitz's Theory	78
	3.6.3.2 Thomas Cochran's (1961)	79
	3.6.4 Psychological Theories	79
	3.6.4.1 The Need for Achievement Theory by David McClelland	80
	3.6.4.2 Kunkel (1970) has put forth a Theory of Entrepreneurial Supply	81
	3.6.5 Modern Theories	82
	3.6.6 Other Theories of Entrepreneurship	82
	3.6.6.1 Entrepreneurial Exposure Theory	83
	3.6.6.2 Governmental and Political System of Entrepreneurial Growth	84
	<b>PART II – LITERATURE REVIEW</b>	84
3.7	Attitudes and Intentions of Students towards	85

	Entrepreneurship	
	3.7.1 Entrepreneurial Attitudes	85
	3.7.2 Entrepreneurial Intention	88
	3.7.2.1 Entrepreneurship Education	90
	3.7.2.2 College Environment	93
	3.7.2.3 Risk-taking and Risk Susceptibility	95
3.8	Entrepreneurial Trait Approach	99
	3.8.1 Need for Achievement	101
	3.8.2 Locus of Control	102
	3.8.3 Risk-taking	102
	3.8.4 Innovativeness	104
	3.8.5 Individual Accountability	104
	3.8.6 Motivation	104
	3.8.7 Instrumental Readiness	106
3.9	Theory of Reasoned Action (TRA) and Theory of Planned Behaviour (TPB)	107
	3.9.1 Attitude toward Behaviour	108
	3.9.2 Subjective Norms	108
	3.9.3 Perceived Behaviour Control (PBC)	110
3.10	Factors Influencing Entrepreneurial Intentions and Attitudes of Students	112
	3.10.1 Demographic Factors	112
	3.10.1.1 Gender	113
	3.10.1.2 Age of Entrepreneurs	114
	3.10.1.3 Work Experience	115
	3.10.2 Social Factors	116
	3.10.2.1 Family Background	117
	3.10.2.2 Social Networks	117
	3.10.2.3 Role Models	118
	3.10.3 Economic Factors	119
	3.10.3.1 Capital	120
	3.10.4 Cultural Factors	121
	3.10.4.1 National Culture	122
	3.10.5 Other Factors	123
3.11	Role of the Government and its Support Structures to Promote Entrepreneurship	125
3.12	Perceived Support and Entrepreneurial Intentions among	126

	Students	
	3.12.1 Academic Support	125
	3.12.2 Structural Support	125
	3.12.3 Relational Support	126
3.13	Barriers to student Entrepreneurship as a Career Choice	129
3.14	Development of Students' Entrepreneurial Potential	132
3.15	The Latest Policies and Procedures Adopted by Various Governments to Encourage Youth Entrepreneurship	133
3.16	Summary	134

## **CHAPTER III**

### **REVISITING ENTREPRENEURSHIP AND A REVIEW OF THE LITERATURE**

#### **3.1 Introduction**

Chapter three discusses the relevant literature related to the research topic and objectives. This section's analysis was drawn from journal articles, published reports, books, websites, governmental portals, travel portals, government and non-government newsletters, newspapers, and magazines. Besides, it presents related studies that play an essential role in advancing the research problem. Furthermore, this chapter reviews earlier research results affiliated with the current topic and correlates the authors' ideas. The relationship can be affirming or contradictory, but in any case, it can help the researcher pitch in more to provide answers to the inquiries that are posited in this investigation.

There are two sections to this chapter. While Part 1 revisited entrepreneurship, Part 2 discusses a review of the literature.

#### **PART 1 - REVISITING ENTREPRENEURSHIP**

Part 1 revisited entrepreneurship, including the development of entrepreneurship, types of entrepreneurships, stages of entrepreneurship, various perspectives on entrepreneurial opportunity, and entrepreneurship theories.

#### **3.2 Entrepreneurship Development**

Entrepreneurship has become an essential aspect of the promotion of economic success, wealth, and steadiness. Entrepreneurship has made an indispensable contribution to reducing the level of unemployment and thus job opportunities, particularly among young graduates (Fritsch et al., 2015). Entrepreneurial development activities within countries influence every nation's growth and economic stability. Krueger et al. (2000)



defined entrepreneurship as men and women who take their fate into their own hands by perceiving opportunities and risking their resources (machines, cash, supplies, and men) to set up and run their own business. This is further supported by Kolvereid & Isaksen (2006), who stated that entrepreneurship is a systematic approach to identifying needs and satisfying those needs with creativity and innovation. Further, Maes et al. (2014) describe how entrepreneurship is used to gain economic power and promote self-reliance, self-determination, autonomy, and personal gratification.

The sustainability of a developed or developing society depends on the level of entrepreneurial competencies assumed. Gupta (1989) detailed how those countries with less entrepreneurial activity are likely to be surrounded by the unnerving problems of joblessness, poverty, oppression, and the undue exploitation of resources by a few people. Besides, Faria et al. (2009) stated that unemployment had become an atrocious phenomenon, rising at an alarming rate and disturbing the very nature of society's fabric. Research has shown that people affected by this syndrome are young, particularly fresh college graduates and people from lower socio-economic backgrounds (OECD, 2001).

The idea of enterprise has become an integral and vital approach to advancing confidence and independence among youngsters. Many researchers suggest that new jobs for young people could be created by utilising an invention or new methods of producing a product or offering an old one in a new way through creativity in small businesses. However, McStay (2008) stated that young people lack the necessary entrepreneurial abilities; hence, it becomes difficult for them to succeed in the business world.

According to Hafer (2013), the notion of entrepreneurship can be explained from two main perspectives. The first perspective is focused on "creating opportunities," and the second perspective is termed "innovation." Entrepreneurship is the process of designing, launching, and running a new business that is often initially a small business offering a product, process, or service for sale or hiring the people who create these businesses. J.B.

Say believed that the "*entrepreneur shifts economic resources out of an area of weakness and into an area of higher productivity and greater yield.*" Many scholars, theorists, and researchers try to define entrepreneurship. However, there is no single definition because it all depends on the focus of the one setting and from which aspect one looks at it. Scholars, academicians, and researchers looked at entrepreneurship from various perspectives, including a sociological outlook, an economic view, and a psychological view; others looked at it from the management aspect. In contrast, others look at it from a social perspective. Entrepreneurship is, therefore, a multifaceted idea (Bula, 2012).

Baron & Shane (2008) stated that there is no single agreed-upon definition of entrepreneurship. However, they noticed that the definition of entrepreneurship introduced by Shane & Venkataraman (2000) is highly prevalent. According to the authors entrepreneurship as a field of business directed at understanding how opportunities for innovation in terms of new products, services, markets, production processes, raw materials, and ways of organising existing technologies arise and are discovered (or created) by individuals (entrepreneurs), who develop and exploit these opportunities in different ways to produce a wide range of effects. Besides, Deakins & Feel (2009) defined entrepreneurship as the act of being an entrepreneur, i.e., an entrepreneur who undertakes innovations, finance, and business acumen to transform innovations into economic goods. Further, according to Baron & Shane (2008), an entrepreneur is a person who takes risks and invests their time, energy, and money to start and manage a business, and the idea behind risk is that perhaps a high risk could turn into a grave reward. Also, there is a risk of losing everything, and that is what entrepreneurs are willing to do; they are ready to risk for the potential benefit and a high reward. An entrepreneur is someone who destroys the old order and creates a new one. Besides, an entrepreneur is someone who creates value, innovation, and new things.

According to Hébert & Link (1988), an entrepreneur starting a new business will assume a significant risk. Entrepreneurs must have extreme confidence to cope with all the risks of operating their own business. Apart from confidence, entrepreneurs should have

discipline, innovate continuously, and set creative goals. However, according to Chen (2014), the reward for becoming an entrepreneur is the personal satisfaction that comes from having the freedom to make their own business decisions, make their own rules, do work that they enjoy, create a higher standard of living, and help the community by creating jobs.

The lack of a single definition is due in part to the diverse traditions within the field of entrepreneurship research, which include anthropology (for example, de Montoya, 2000; Firth, 1967; Fraser, 1937); social science (for example, Swedberg, 1993; Waldringer, Aldrich, & Ward, 1990; Weber, 1898/1990); economics (including Casson, 2003; Kirzner, 1973; Schumpeter, 1934; Shane, 2003; These ambiguities are further complicated by the proliferation of "sub-categories" of entrepreneurship research, which introduce additional terminology, including "corporate entrepreneurship," "corporate venturing," "intrepreneuring," "internal entrepreneurship," and "venturing" (Sharma & Chrisman, 1999). Drawing on the above analysis and arguments, the following definitions of the entrepreneur, entrepreneurship, and entrepreneurial activity are therefore proposed:

*Entrepreneurs are those people (business owners) who seek to generate value, through the creation or expansion of economic activity by identifying and exploiting new products, processes, or markets* (Hull et al., 1980; Zimmerer & Scarborough, 2008).

*"Entrepreneurship is the phenomenon associated with entrepreneurial activity."* (Stewart & Roth, 2007).

*"Entrepreneurial activity is the enterprising human action in pursuit of the generation of value through the creation or expansion of economic activity, by identifying and exploiting new products, processes, or markets"* (Cole, 1959).

### **3.3 Types of Entrepreneurships**

According to Ghoshal & Bartlett (1995), there are different types of entrepreneurship. The first type is small-medium enterprise (SME) entrepreneurship; these are often small businesses that will stay small and may have been around for a while. Their primary focus is on local markets, and they are typically service-oriented businesses that participate in regional opportunities but do not go global. Those firms assume a demand regionally and want to address a dry cleaner, a salon, a bakery, a florist, or a restaurant (Watson, 2001). SMEs are essential to an economy in a region because they serve a local need, but their growth is linear, and at some point, they usually tap out of the market.

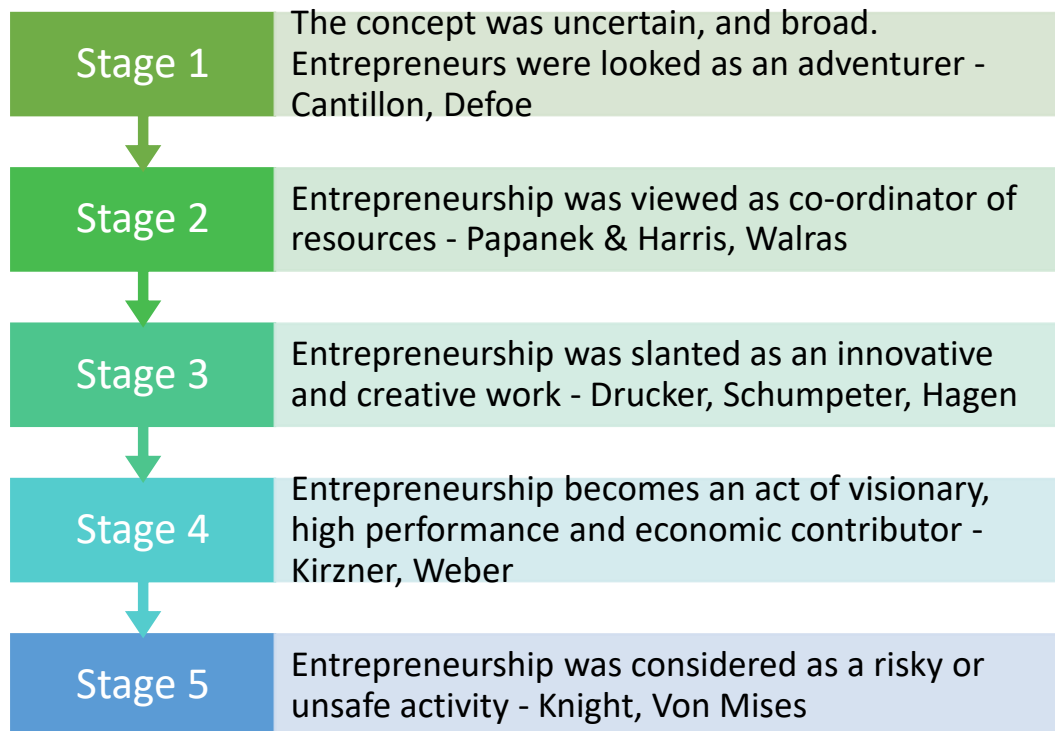
The second type is innovation-driven entrepreneurship (IDE). According to Kirzner & Israel (1973), IDEs are fundamentally different because they seek to serve national or global markets. SMEs are generally required to have relatively low cash and are maintained by the owner of the business. However, Low & MacMillan (1988) indicated that managing or controlling IDE needs more money and resources. IDEs will lose money at first, but then they will experience exponential growth. So, there is a negative cash flow initially, and the company initially requires some capital to run. However, if it works, it will take off and be able to enter unlimited markets. Kirzner (1973) stated that earning a profit is the key to business. However, they will lose for many years when businesses first start. For instance, Amazon.com reported losses for many years before it began to earn a profit.

IDE's innovations allow them to approach much broader markets, so they are focused on the local market and much more comprehensive markets. SMEs are generally controlled by the family of the owner. In comparison, IDEs are going to have shareholders (Entrepreneur, 2014). This distinction is significant because IDEs face greater risk than SME because they must manage multiple stakeholders while continuously innovating while serving the global market. To conclude, SMEs are small businesses scattered geographically, and IDEs are comparatively large globally. IDE's success rate is not very

promising, but if they make it, they get to grow and become very big and end up generating many jobs.

### 3.3.1 Stages of Entrepreneurship

Exhibit 3.1 describes the various stages of entrepreneurship



#### Exhibit 3.1 Stages of Entrepreneurship

Source: Ardichvili et al (2003:107)

### 3.4 Who is an Entrepreneur?

Scholars and researchers have had problems with the definition of an entrepreneur (Wortman Jr., 1987). The definitions of economists and psychologists vary to some extent. Schumpeter (1934) defines an entrepreneur as "*one who successfully innovates*", and by doing so, he directs the use of capital resources. On the other hand, Livingstone & Ord (1980) argue that an entrepreneur's definition should cover all decision-making, including administration, coordination, risk-taking, and innovation. However, many researchers disagree with the tendency of writers to treat entrepreneurship as a single

category. Based on research findings in Africa, entrepreneurship should be divided into categories. They concluded that different activities require different kinds of enterprise. Thus, according to them, the types of entrepreneurs needed in agriculture, retail, trade, and large-scale manufacturing are likely very different. In line with this argument, they define an entrepreneur according to two primary functions: one that ensures resources are available for production and the other that copes with risk and uncertainty (Harris & Somerset, 1971).

McClelland (1961) provides two perspectives on an entrepreneur: one in the context of agricultural production (cash crops) and the other as "full-time" entrepreneurship. According to the former view, he defines an entrepreneur as someone who exercises some means of control over the means of production and produces more than he can consume to sell (for household) income". In the latter context, he defines entrepreneurs as those who receive 75 percent or more of their revenues from entrepreneurial activities. Such people include traders (who do not produce but acquire goods for resale or rental). Independent artisans, such as shoemakers, smiths, and carpenters, control the means of production rather than when they work for a wage and firm operators (e.g., export holders and fisheries).

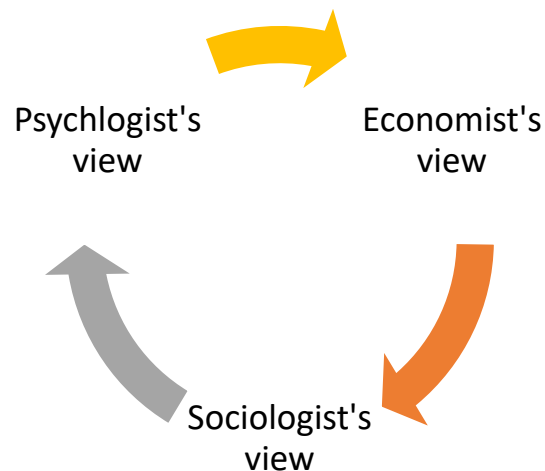
Livingstone, Ord (1980) & McClelland (1961) have not treated entrepreneurship as a single category. They realise that different activities require different enterprises. In this study, an entrepreneur is a risk-taking, innovative individual who establishes a business for profit and seeks business growth or expansion to increase profits. Moreover, small business owners who are not creative and growth-oriented are not considered entrepreneurs.

### **3.5 Various Views of Entrepreneurial Opportunity**

The concept of entrepreneurship has undergone significant changes over time. Nevertheless, the idea of entrepreneurship is not clear. As the concept of

entrepreneurship is intricate in its content, it is shaped by economic, psychological, ethical, sociological, cultural, and religious values (Leibenstein, 1978). Over the years, social scientists have interpreted the phenomenon of entrepreneurship differently according to their perceptions and economic environments. There are five stages in the evolution of entrepreneurship. In Lee (1991), Joseph Massie stated that it is difficult to define what entrepreneurship is and struggles to identify an entrepreneur's qualities because the approaches vary to entrepreneurship. However, different opinions were emerging concerning entrepreneurship. These opinions may be classified into three categories.

Exhibit 3.2 shows the three views of entrepreneurial opportunity.



### **Exhibit 3.2 Three Views of Entrepreneurial Opportunity**

Source: Sarasvathy, S.D (2001)

#### **3.5.1 Economist's View**

Cantillon introduced the entrepreneur concept, and according to him, an entrepreneur means an adventurer, employer, trader, or business owner. According to the economist's view, entrepreneurship and economic growth will occur in places where financial circumstances are most favourable. Hessels et al. (2008) stated that a good development market and effective economic policies foster entrepreneurship development. Papanek & Harris, cited in Vasant (2009), noted that monetary incentives drive entrepreneurial

activities. When an individual recognises that the market for a product or service is out of balance, he or she may purchase or produce it at the lowest possible price and sell it to those who want it at the highest price. However, the absence of entrepreneurship is due to various kinds of market imperfections and unproductive business policies.

### **3.5.2 Sociologists' View**

Sociologists claim that entrepreneurship is destined to develop under a distinct social culture. Cultural values, role expectations, and social sanctions are all tied to the development of entrepreneurship. According to Cochran & Weber, cited in Hisrich et al. (2002), socio-cultural beliefs and direct commercial activities promote entrepreneurship. Weber and Cochran stated that the entrepreneur signifies society's ideal personality. Society's beliefs and values are an essential determinant of attitudes and role expectations. Weber further explained that religious beliefs offer three things: intense effort in professional pursuits, the systematic order of a means to an end, and asset accumulation. It is these beliefs that generate the drive for entrepreneurial growth.

### **3.5.3 Psychologist's View**

The phenomenon of entrepreneurial development has been viewed, explained, and interpreted differently. Among those who have stressed the psychological aspects contributing to entrepreneurial success are McClelland, Schumpeter, Kunkal, & Hagen (Simpeh, 2011). Various psychologists report that entrepreneurship is most likely to develop when a society has an adequate supply of people holding distinct psychological traits. Some of the main characteristics are an urge to do something, having a dream and a desire to fulfil it, identifying gaps in the market, being able to view things differently, a need for achievement, and being able to convince others to start a business. The above viewpoints are sketchy, and none of them is wrong or right. An abundance of factors influence entrepreneurship, and therefore, no single factor by itself can generate it. Therefore, Koh (1995) concluded that entrepreneurship is the outcome of multiple and diverse socio-economic, psychological, and other factors.



### 3.6 Entrepreneurship Theories

Over the years, various theories regarding entrepreneurship and entrepreneurs have been presented. All these theories are varied and pay special attention to different aspects of entrepreneurship. Economists' proposed approaches attempt to explain what entrepreneurship is. Who is an entrepreneur? What role did they play? Psychological theories, on the other hand, explain how the quality of entrepreneurship emerges in people's minds. A review of the entrepreneurial theories proposed by several specialists provides an in-depth study of entrepreneurs and will help understand entrepreneurship's multifaceted nature. Stephen Jay Gould defined a theory as "*facts that do not speak for themselves; they are read in the light of a theory.*" The Oxford dictionary defines "a theory" as "*a supposition or system of ideas explaining something, especially one based on general principles.*" Theories of entrepreneurship include the economic theory, the sociological theory, the cultural theory, the psychological theory, and other theories. Over the years, different thinkers have evolved different theories of entrepreneurship.

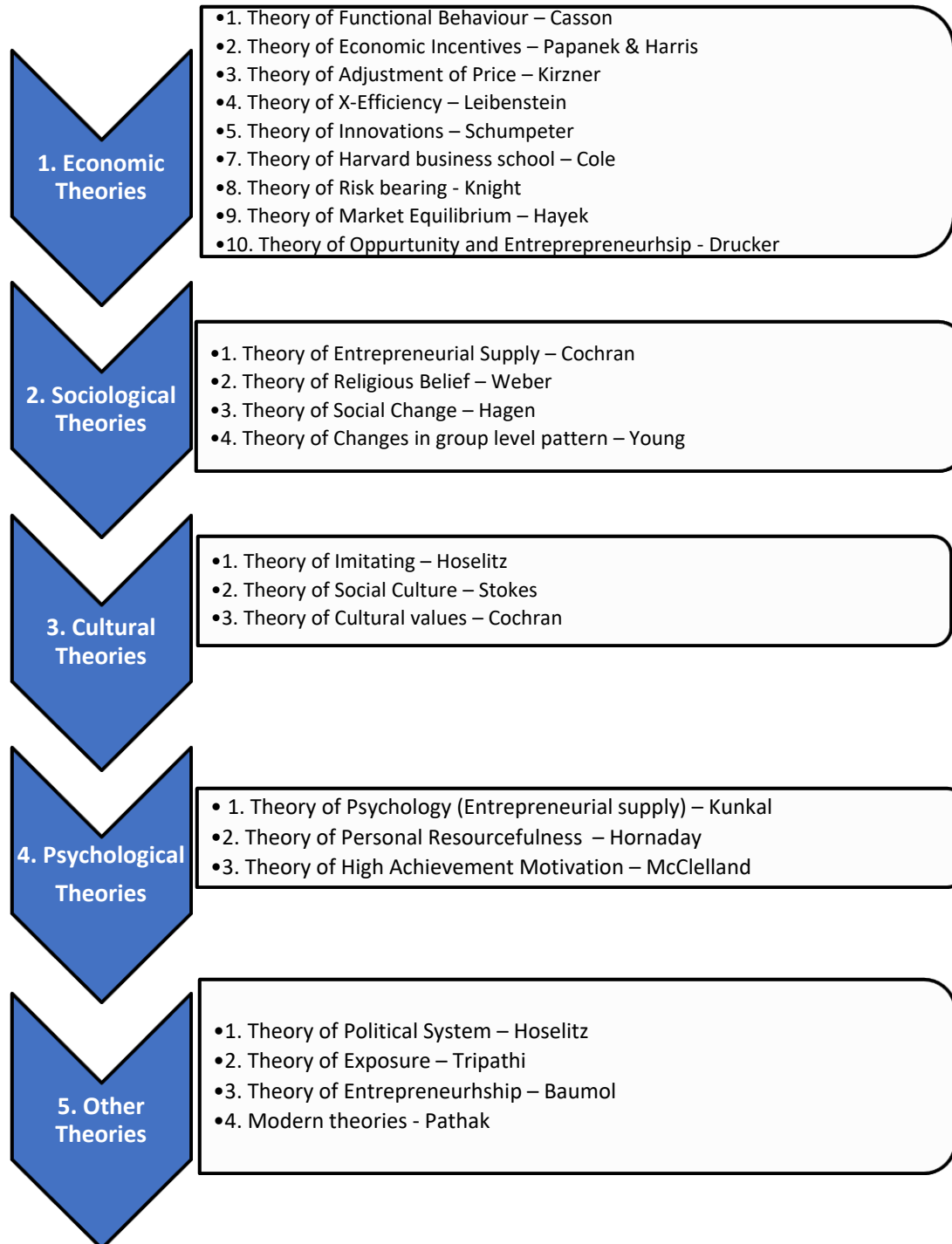
#### 3.6.1 Economic Theories

The economic theory of entrepreneurship proposes that entrepreneurship and economic growth occur when economic conditions are favourable, i.e., when economic incentives are the primary motivators. Financial incentives include taxation policy, industrial policy, sources of finance and raw material infrastructure availability, investment and marketing opportunities, and access to information like market conditions, the technology sector, and others (Basotia & Sharma, 1991). Mark Casson & Richard Cantillon viewed entrepreneurs as agents who buy production factors at a specific price to combine them into a product that they will sell at an uncertain price in the future. Cantillon illustrated a farmer as an entrepreneur who pays out contractual incomes to landlords and labourers and is confident while selling his crop at an uncertain price. Thus, he viewed an entrepreneur as a risk-taker. However, according to William Baumol, economic theory has failed to provide a satisfactory analysis of either the role of entrepreneurship or supply.

**3.6.1.1** The entrepreneurial innovation theory was proposed by **Joseph Schumpeter**. As per this theory, entrepreneurship is innovation. The innovation theory overlooked the earlier theories considered vital for an entrepreneur, i.e., the organising abilities as per the social logical theory and the risk-taking skills as per the economic theory. According to Schumpeter, an entrepreneur is a person who is willing and able to convert a new idea or invention into a successful innovation. Entrepreneurship resulted in the creation of new industries, even though it entailed combining existing inputs in a new way. Schumpeter's example of innovation was the combination of a steam engine with a waggon cart to produce the horseless carriage. However, Welsch & Young (1982) stated that Schumpeter's concept of entrepreneurship is relatively broad-based. Entrepreneurship includes independent businesspeople, executives, and managers who undertake innovative functions.

Schumpeter analysed innovation in terms of entrepreneurship. Entrepreneurs innovate when they introduce a new product; for example, Virgin Galactic sells out tickets to the public for a future space mission. Secondly, an entrepreneur innovates when introducing a new production method; for example, McDonald's was the first company to start a food production system. Thirdly, an entrepreneur innovates when he opens a new market; for example, the Blue Ocean strategy states that organisations should seek out less competitive markets. Next, an entrepreneur invents a new raw material source, such as moving from traditional to non-conventional energy resources. Lastly, an entrepreneur innovates when introducing a new organisation in the industry (Schumpeter, 1965).

Exhibit 3.3 depicts the various entrepreneurship theories proposed by some of the most renowned researchers.



### **Exhibit 3.3: Theories of Entrepreneurship**

Source: Venkataraman, S. (1997)

Schumpeter stated that an entrepreneur is a large-scale businessman. He is a person who creates something new. In contrast to what Schumpeter stated, Hornaday & Aboud (1971) stated that, in practice, an entrepreneur cannot begin with large-scale operations. Schumpeter believed that an entrepreneur could only endure if the factors of production were combined for the first time. Running a newly founded company without performing innovative functions is not an entrepreneurial endeavor. In this case, Schumpeter's opinions are against Ricardo's, where he included the term "entrepreneurial ability" as an autonomous factor of production that is involved with profit (Audretsch & Desai, 2015). Thus, this theory fails to present proper answers to the problems. To conclude, Schumpeter believes that entrepreneurs are primarily motivated by a will to power and seek to find a private empire or choice to conquer.

**3.6.1.2 Drucker** defined an entrepreneur as "one who always searches for change, responds to it, and exploits it as an opportunity" (Deakins & Freel, 2009). Drucker stated that two factors lead to entrepreneurship: resources and innovation. He claims that "innovation builds resources, and resources are anything with an economic value" (Mohanty, 2005; Deakins & Freel, 2009). However, Drucker argues that *"entrepreneurship behaviour rather than personality traits drives and improves entrepreneurship"* (Mohanty, 2005). Nonetheless, several scholars argued against this notion, providing valuable data demonstrating a strong correlation between certain personality traits and entrepreneurial behaviour (Ward, 2005). Drucker further stated that innovation is a means of entrepreneurship. An entrepreneur innovates and generates resources. A resource does not have value until someone sees a utility for it and determines the financial cost. Deakins & Freel (2009) explained that Drucker saw the concept of an entrepreneur differently than other researchers. According to Drucker, entrepreneurs do not necessarily need to be owners of their businesses. Managers who gather supplies and allow them to obtain a financial gain from an opportunity are also entrepreneurs. Anyhow, Drucker's contributions remain significant.

### 3.6.2 Sociological Theories

The sociological theory of entrepreneurship suggests that entrepreneurship is likely to boost a particular social culture. According to Max Weber, individuals' entrepreneurial behaviour in a society is influenced by that society's values, religious beliefs, customs, and taboos. The entrepreneur merely performs a role as per the expectations of society. According to Jean Baptist, cited in Albulescu & Draghici (2016), an entrepreneur combines land, labour, and capital to produce a product. By selling the product in the market, he pays interest on the money, rent on the land, and wages to the laborer; what remains is his profit. For the first time, a distinction was made between a capitalist as a financier, and between an entrepreneur as an organizer. Thus, this theory sees the entrepreneur as an organizer.

On the contrary, Kunkel's behavioural model is concerned with individuals' overtly expressed activities and their relations to the previously and presently surrounding social structures and physical conditions. Behaviours in this model are determined by reinforcing and aversive stimuli present in the social context. Hence, it was concluded that entrepreneurial behaviour is a function of the surrounding social structure, both past and present, and can be readily influenced by manipulative economic and social incentives (Thomas & Norman, 2009).

**3.6.2.1Max Weber** stated that religion has a significant influence on entrepreneurial development. Some faiths have fundamental beliefs about earning and procuring money, and some have more limited ones. He called it the "spirit of capitalism" and the "adventurous spirit. He went on to say that capitalism's spirit is formed when society's mental attitude is favourable to capitalism. Besides, according to Papanek & Harris, cited in Harris & Somerset (1971), entrepreneurial potential is created by appropriating extrinsic-supplied religious beliefs. According to Papanek & Harris, these beliefs enable intensive efforts in professional pursuits, systematic organisation of means to ends, and asset accumulation. Weber argued that the beliefs of Islam, Buddhism, and Hinduism do not support entrepreneurship. However, many sociologists have challenged his stand.

Weber's view on capitalism, according to Samuelson, arose in cultures lacking in the protestant ethic. Hoselitz claimed that Protestants could not start businesses in France as they were not provided with political protection. Also, Roy (2018) objected to Weber. He declared that the rapid development of entrepreneurship in India after independence from the British in 1947 demonstrates that Hinduism is not opposed to capitalism and the entrepreneurial spirit. Furthermore, Carroll reported that ethical values affect entrepreneurial growth but that recognising them all would be unreliable. So, despite some criticism, many scholars have accepted Weber's interpretation of the relationship between religious belief and entrepreneurial growth. However, this view is not accepted universally.

**3.6.2.2 Hagen** introduced one of the critical theories of entrepreneurial behaviour, famously known as the withdrawal of status respect. He views status withdrawal as happening when someone perceives that the social groups in their society do not respect their goals and purposes in life or whose esteem they value. Hagen further proposes that the withdrawal of status would produce four possible responses and four different personality types. An entrepreneur is someone who works in society but lives separately from their work or position. An entrepreneur acts as per society's norms but with no hope of advancement in their working situation or position. An entrepreneur who revolts and attempts to bring in new operating ways (Mishra & Zachary, 2014). An entrepreneur who is inventive and tries to accomplish his goals established by himself.

According to Hagen (1962), a deprived minority group's creativity is the primary source of entrepreneurship. For example, the samurai culture of Japan. Generally, this society had experienced the high rank of which it was deprived later. Recovering this lost influence made the country more productive and robust and produced many entrepreneurs. Moreover, McClelland defended Hagen's concept by acknowledging that a repressed group had more *creativity*. He further stated that India's Jain community produced many successful entrepreneurs because of their awareness of their superiority

and majority complexes. Besides, Cochran noted that the servitude of the minority community could stimulate action to motivate its members.

### **3.6.3 Cultural Theories**

Cultural theories suggest that entrepreneurship is the outcome of culture. Entrepreneurial capabilities originate from cultural values and cultural practises rooted in the cultural environment. Thomas Cochran presented the cultural theory of entrepreneurship. According to him, entrepreneurs are not supernormal individuals but rather society's usual personalities. This theory states that entrepreneurs' achievement is determined by three factors: their attitude toward a profession, the operational description of a job, and role expectations.

Similarly, Hoselitz (1952) implies that culturally negligible groups promote entrepreneurship and economic development. He added that they are uniquely suited to making inventive improvements and developing original innovations because of their ambiguous social position. Also, Weber said that in several countries, "enterprises have emerged from particular socio-economic classes. Besides, according to Stokes (2010), socio-cultural values channel economic action. He suggests that personal and social opportunity and the appearance of basic psychological patterns' may be seen as provisions for an individual's journey into modern entrepreneurship. On the other hand, Leibenstein (1978) advocated that industrial entrepreneurial development is possible where social procedures are balanced, and people's employment choices are not widely available. Society encourages the personality development of enterprising people.

**3.6.3.1 According to Bert Hoselitz's theory**, the supply of entrepreneurship is governed by cultural factors, and culturally, minority groups are the ignition system of entrepreneurial and economic development. In many countries, entrepreneurs have emerged from within a socio-economic class. Hoselitz reveals that in several countries, entrepreneurial talents are found in people with a specific socio-economic background. He further highlighted the role of culturally marginal groups like Jews and the Greeks in

mediaeval Europe, the Chinese in South Africa, and Indians in East Africa in promoting economic development. Further, he has indicated the theory through examples of Christians contributing to Lebanon's entrepreneurship, some notable families in France, and Marwaris in India (Anderson, 1995).

**3.6.3.2 Thomas Cochran's** (1961) presented role expectations, social sanctions, and cultural values in his theory. According to him, the entrepreneur symbolises the community's ideal personality, and their performance is influenced by their attitudes towards the job, social groups' role expectations, and operational specifications. Cochran further revealed that the determinants for the first two factors are society's values. Shifts over time in such variables as technology, institutional deviation, and population will affect the role structure by forming new operational requirements.

Additionally, according to Coacher, in many countries, entrepreneurs have emerged from a particular social class. The Protestant ethnic community of Europe seems to have devoted itself to the evolution of a new type of businessperson. According to Sinha (1996), it is important to highlight various communities and castes, such as Yorubas in Nigeria, Halai Memon industrialists in Pakistan, Parsees and Gujaratis in India, Samurais in Japan, and Kikuyas in Kenya, as the origins of entrepreneurship.

### **3.6.4 Psychological Theories**

The psychological theory suggests that entrepreneurship gets a boost when society has a sufficient supply of individuals with necessary psychological characteristics, such as the need for achievement, vision or foresight, and the ability to face criticism and disapproval. These characteristics are formed during the individual's upbringing; for example, an individual who could have faced trying times during childhood is more likely to develop an entrepreneurial spirit (Landstrom, 1998). Secondly, high standards of excellence are achieved through self-reliance and low parental dominance. When an individual is not accustomed to being guided by their elders' decisions, they are more likely to garner the entrepreneur trait. Psychological theories illustrate how the



psychology of society determines the number of entrepreneurs. This theory has gained notable support from Carland, Kunkel, & Schumpeter (Mohanty, 2005).

**3.6.4.1** The need for achievement theory was developed by **David McClelland**. He suggested the innovative characteristics of the entrepreneurial role. According to McClelland (1967), the entrepreneur is concerned with the need for achievement (n-achievement) and has identified other essential features, such as affiliation and the need for power. As for an entrepreneur's personality, he emphasised the importance of achievement motivation, through which entrepreneurs fulfil economic and social development. The need for achievement was found highest among entrepreneurs through an experiment. Collins et al. (2004) indicated that the Kakinada experiment, known in India as D. McClelland, was conducted by David McClelland in America, Mexico, and Kakinada in India. During the same investigation, young adults were selected and put through a three-month training programme to induce achievement motivation. In the course, content trainees were asked to control their thoughts and talk positively about themselves. Trainees imagine themselves in need of challenges and success, for which they are made to set planned, achievable goals. They tried to imitate their role models; the achievement motivation positively impacted the participants' performance. Consequently, Mitchell et al. (2007) argued that many individuals judged to have high n-achievement could not use it in practise in present-day developing countries unless backed by other reinforcing factors.

Based on the experiment, it was deduced that traditional beliefs do not inhibit an entrepreneur. McClelland identified two characteristics of entrepreneurship, i.e., doing things in a new and better way and decision-making under uncertainty. He stressed that people with a high achievement orientation or a need to succeed are more likely to become entrepreneurs. Furthermore, Hornaday & Aboud (1971) concluded that it is necessary to create a climate (especially in educational institutions at various levels) to enable students to become individuals with high n-achievement. Entrepreneurial people are not influenced by money or external incentives. Also, profits are only a measure of

success and competency and not a motivator for entrepreneurship. Their goal is a personal accomplishment. Thus, McClelland suggests that parents should set high standards for their children to raise their achievement motivation. Besides, Nunan et al. (2000) affirmed that improving existing entrepreneurs' performance by imparting proper training and education.

To conclude, according to McClelland, it is the high need for achievement that drives people towards entrepreneurial activities. This achievement motive is inculcated through child-rearing practices that stress standards of excellence, material warmth, self-reliance training, and low father dominance. Individuals with high achievement motives tend to take a keen interest in high-risk situations, have a desire for responsibility, and have a passion for a concrete measure of task performance.

**3.6.4.2 Kunkel** (1970) has put forth a theory of entrepreneurial supply and created a behaviourist entrepreneurship model. Kunkel opposed the approaches of Hoselitz & Cochran and claimed that marginality does not guarantee entrepreneurship. According to him, there must be some significant factors that must be present for entrepreneurship to work. He further states that industrial entrepreneurship depends on four structural factors found in a society or community. These are imitation structures, demand structures, opportunity structures, and labour structures. According to Kunkel (1970), the supply of entrepreneurs depends on the existence and extent to which these four factors are found in a society. However, entrepreneurship depends on rather particular combinations of being difficult to build and easy to destroy. Alternatively, Mishra & Zachary (2014) opposed the entrepreneurial supply theory and detailed that this theory assumes the perfect arrangements for an entrepreneur's supply.

Nevertheless, generally, there is a disparity between aspirations, structures, and the actual rate of entrepreneurs. It is because there is an inadequate or incorrect understanding of entrepreneurship. In practice, entrepreneurship is governed by some specific combination of generally unavailable factors in the environment.

### **3.6.5 Modern Theories**

Modern researchers have adopted a pragmatic approach to the theory of entrepreneurship. They deliberate on the current circumstances of emerging countries and try to redefine the concept of entrepreneurship. Emerging nations frequently confront difficulties like unpredictable markets, a lack of skilled employees, access to funding, and global competition. Pathak (2018) stated that entrepreneurship comprises a broad spectrum of sectors in which a range of tough choices are required to be implemented. Several entrepreneurs are emerging from various exercises, owning various dimensions. Pathak (2018) categorised entrepreneurship into "profession-based" and "behaviour-based" categories, such as reflecting, discovery, imitative, and buzz entrepreneurs. However, according to Sahoo & Panda (2019), the term "entrepreneur" increasingly crosses the boundaries and gets associated with several characteristics, fields, and specializations. Besides, modern theories focus on industrial entrepreneurship features that deal with various entrepreneurs' socio-economic environments, difficulties, and the government's position towards businesses.

To summarise the various entrepreneurship theories, an entrepreneur is viewed as a risk-taker by economic theory. In the social logical approach, an entrepreneur is an organizer. The innovation theory considers the entrepreneur and innovator, followed by the psychological theory that says entrepreneurs are formed during their upbringing. Finally, the achievement motivation theory states that entrepreneurship can be developed and that traditional beliefs do not inhibit entrepreneurs. Every scholar has looked at entrepreneurs and entrepreneurship based on his perception and provided only a limited view of the entrepreneurial phenomenon. No opinion is right or wrong, or more or less.

### **3.6.6. Other Theories of Entrepreneurship**

Many authors have proposed theories on entrepreneurship. Alfred Marshall's exposure theory of entrepreneurship, the governmental and political system of entrepreneurial

growth, and many other researchers proposed entrepreneurial theories are just a few examples.

#### **3.6.6.1 Entrepreneurial Exposure Theory:**

According to various studies, being exposed to new ideas and opportunities for creativity and innovation leads to the formation of a new venture. Furthermore, there is enough experiential data to verify its validity. Tripathi has mentioned that exposure to modern technology, new ideas, new processes, and different conditions was the dominant factor among Parsi and Hindu entrepreneurs in India, leading them to entrepreneurial development. Alternatively, Elahi & Rehman (2012) stated that education played a vital role in exposing Indian entrepreneurs to Western concepts, leading them to entrepreneurship. Furthermore, Stuart et al. (2009) affirmed that entrepreneurial education could lead to new ventures. A study conducted in the United Kingdom by Phillipa et al. (2005) discovered that positive recognition of social groups for market opportunities could also lead to entrepreneurial development. Finally, according to Mansor & Othman (2011), exposure to entrepreneurial activity within the family or college can lead to entrepreneurship.

#### **3.6.6.2 Governmental and Political System of Entrepreneurial Growth:**

The governmental and political systems can create a desirable taxation system, favourable laws, incentives and subsidies for some industries, protection for entrepreneurs, adequate infrastructure, and liberalised banking procedures. Moreover, Shane (2009) stated that governments should formulate and support systems that can inspire entrepreneurship. However, Johnson (2004) said that governments should offer a secure credit system for potential entrepreneurs. Thus, the commitment of the government and political system can contribute significantly towards entrepreneurial development.

According to Hoselitz, Japanese entrepreneurs could thrive because their political system could unite diverse divisions such as agriculture, handicrafts, banking, fishing, small and large industries, and capital and labour-intensive businesses. Also, there was no colonial interruption. Meanwhile, Boulding stated that the political structure was the *decisive* factor in the entrepreneurial growth of France and Russia. On the other hand, Hoselitz debated that France staggered entrepreneurially because its administrative and government systems did not adequately support entrepreneurs and failed to provide assurance. Conclusively, Boulding stated that the political system could help facilitate industrialization, leading to entrepreneurial expansion.

## **PART II – LITERATURE REVIEW ON ENTREPRENEURSHIP**

Part 2 provides the literature examined for the study and analyses the nature of entrepreneurship, entrepreneurial attitudes and intentions, and their importance to economic development. It also examines the role of the government and its support structures in promoting entrepreneurship. Besides, this chapter reviews selected literature about entrepreneurial development measures, the factors that influence entrepreneurial development, and the role of learning in entrepreneurial growth, with particular attention to the Omani context. Furthermore, examine the barriers confronting Omani students in their selection of entrepreneurship as a career choice. Subsequently, a model that can stimulate interest in enterprise development among Omani undergraduate students was addressed. Exploring selected literature on these issues offers the background information and insight needed to investigate and understand the factors influencing Oman's entrepreneurial growth.

### **3.7 Attitudes and Intentions of Students towards Entrepreneurship**

Entrepreneurship is a broad term that has been studied from different perspectives and in different ways. The literature on entrepreneurship can be found in every discipline associated with people and their behaviour (Mitchell & Campbell, 2012). Naturally, the behaviour of a person is determined by his or her attitude. An attitude is described as an

opinion or response to an object, idea, or state. It describes how confident or cynical, positive, or antagonistic, an individual appears towards that particular object, thought, or state (Van & Boshoff, 2004). This interpretation is not entirely supported. Psychologists and sociologists did not accept a single definition of attitude. However, later research on attitude described it as multidimensional instead of the early theories' unidimensional representation.

According to Fishbein (1976), beliefs are perceptions, knowledge, and feelings about a specific idea or object, which can be reached through direct involvement, interaction, and experience. Besides, Mayer & Sutton (1996) stated that attitudes could be developed based on the intensity of beliefs the person holds about the different attributes or features of a situation, object, or idea.

Students' attitudes towards entrepreneurship were studied in various countries, and each study concentrated on different variables and how they influenced students' attitudes toward entrepreneurship. Previous research has defined attitude as the predisposition to respond in a generally favourable or unfavourable manner concerning the attitude's object (Ajzen, 1982; Rosenberg & Hovland, 1960; Shaver, 1987). Attitude is defined by Robinson et al. (1991) as three types of reactions: behavioural, cognitive, and practical. The behavioural part contains behavioural intentions and a predisposition to act in a certain way towards the goal. The cognitive component includes the thoughts and beliefs of a person. Finally, the affective element carries negative or positive feelings toward the target.

### **3.7.1 Entrepreneurial Attitudes**

As intentions and attitudes are antecedents of entrepreneurial effort, knowledge of the attitudes and factors that may affect them is crucial in promoting more significant entrepreneurial initiatives (Gibson et al., 2011). Numerous studies have examined students' entrepreneurial intentions and attitudes, particularly among college or university

students in various settings worldwide. For example, Shariff & Saud, 2009; Ismail et al., 2013 about Malaysia; Ekpe & Mat, 2012 in Nigeria; Zhang et al., 2014; Peng et al., 2013 regarding China; Bilić et al., 2011 regarding Croatia; Kume et al., 2013 in Armenia, All authors are from the United States of America (Gibson et al., 2011; Gibson et al., 2014; Harris et al., 2008; Wurthmann, 2014); Zampetakis et al., 2009, on Greece and, later, Varghese & Hassan, 2012, on Oman.

Studies advocate that attitude play a crucial role in the behaviour and innovation of people that lead to entrepreneurial success. Koh (1996) defines entrepreneurial attitudes as attitudes towards entrepreneurship, and it is about the degree to which people believe there are excellent chances for a start-up. Attitudes play an essential role in building entrepreneurial movements within a community. Besides, Thomas & Mueller (2000) stated that the willingness to take risks, try new things, believe in themselves, and perceive individuals' experience, knowledge, and skills in starting a new business as entrepreneurial attitudes. Furthermore, entrepreneurial attitudes can impact entrepreneurial undertakings but can also be affected by entrepreneurial pursuits. Entrepreneurial attitudes are necessary to represent the public's general opinions of entrepreneurship, entrepreneurs, and the business community (Nybakk & Hansen, 2008). Moreover, let's suppose public attitudes toward entrepreneurship are positive. In that case, this will create social support, financial means, and networking privileges for entrepreneurs who want to start a new business (Levie & Bosma, 2008).

According to the GEM (2017), the attitude towards entrepreneurial intention varies from student to student. Several factors affect the students' attitude towards entrepreneurship. Understanding the entrepreneurial attitudes of colleges and government authorities can help direct students towards self-employment (Bosma & Levie, 2009). Moreover, Hansen & Nybakk (2008) stated that there are two critical components of entrepreneurial attitudes, i.e., the capacity to take a calculated risk and the ability to identify potential opportunities. Besides, individuals with entrepreneurial attitudes are likely to launch a new start-up. This would imply that risk-takers are highly likely to start a new business,

and risk-attitude influences people's decision to pursue entrepreneurship as their career choice.

Exhibit 3.4 demonstrates factors affecting students' attitudes towards entrepreneurship development.



**Exhibit 3.4: Factors affecting students' attitudes towards entrepreneurship development**

Source: Thomas & Mueller (2000)

Lee et al. (2005) examined the variations in students' attitudes towards entrepreneurial activities in different countries. The study revealed that students' entrepreneurial attitudes significantly depended on each country's entrepreneurial education and unique social



settings. Veciana et al. (2005) studied entrepreneurship among university students and found that entrepreneurs' images, encouragement from educators, and a stimulating college atmosphere influence students' entrepreneurial attitude. According to the study, the students had a favourable attitude toward entrepreneurship; however, their perceptions of its feasibility were negative, and as a result, their intentions were comparatively weak.

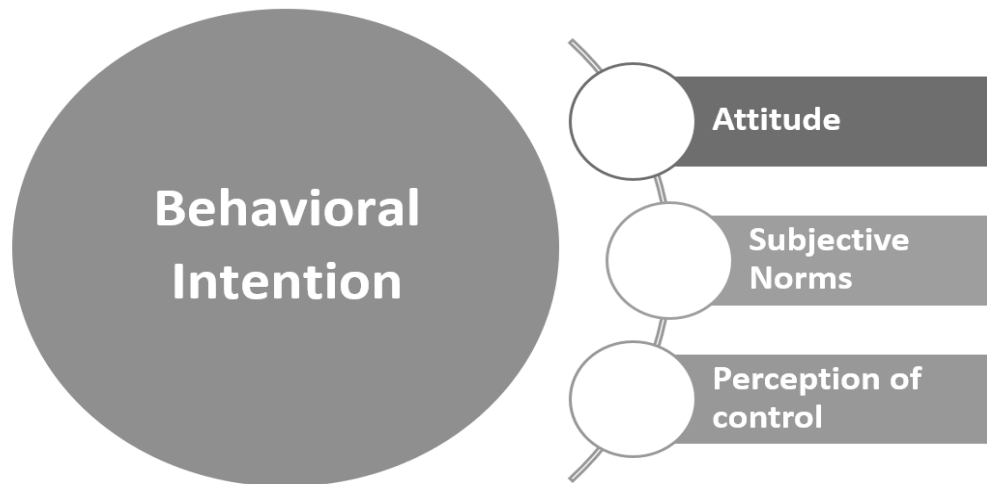
### **3.7.2 Entrepreneurial Intention**

Various authors have defined the term "intention" in convergent ways. According to Ajzen (2011), intentions express "*indications of a person's readiness to perform a behaviour.*" Additionally, Boyd & Vozikis (1994) & Bird (1988) defined entrepreneurial intention as an emotional state that guides and directs an individual's actions, experience, commitment, ideas, involvement, attention, activities, goal setting, commitment, and work-related issues toward the impersonation of entrepreneurial behaviour.

Thompson (2009) clarified that entrepreneurial intention is not a "yes or no" option; alternatively, it is a logical move from selecting self-employment over a company's paid job and committing to an entrepreneurial career.

This idea is followed by what Verheul et al. (2012) & Kolvereid (1996) say is a "*preference for entrepreneurship*" and reflects what Ajzen & Fishbein (1980) have called "*choice intention.*" Grilo & Irigoyen (2006) defined intention as "*latent entrepreneurship*", referred to as an individual preferring to be self-employed instead of a salaried employee. The discovery of latent entrepreneurship is the first step in the entrepreneurial process, which is required but not sufficient for a person to engage in the entrepreneurial model. Besides, according to Thompson (2009) and Irigoyen & Grilo (2006), a latent entrepreneur may have the determination and urge to be an entrepreneur but not make substantial efforts to start a business.

Exhibit 3.5 shows the students' entrepreneurial behaviour and influencing factors.



**Exhibit 3.5: Entrepreneurial Behaviour Influencing Factors**

Source: Thomas & Mueller (2000)

A person's dedication to the entrepreneurial endeavour and his commitment to starting the new business start-up process are the second stage of the entrepreneurial process. Commitment to entrepreneurship indicates Ajzen & Fishbein's (1980) opinion that an intention is an option with commitment and is delineated by the mindset for planning a new business venture (Pistrui & Liao, 2003). The last stage in entrepreneurial intention formation, referred to as "*emergent entrepreneurship*," is the transformation from a commitment stage to a maturation stage, which consists of activities connected with the new business venture (Reynolds et al., 2005). Such activities include collecting further information regarding new businesses by attending workshops, seminars, and courses on entrepreneurship; identifying capital sources; planning for equipment and facilities; and finally, perfecting the business idea, which can offer extra benefits to the target consumers (Sequeira & Peterson, 2009).

According to Bird (1988), both personal characteristics and the environment can influence entrepreneurial intention. On the other hand, some entrepreneurship scholars argue that "situational variables" such as the inflation rate or business regulation and

"individual variables" like personal traits have very poor clues to judge the formation of entrepreneurial intention (Krueger et al., 2000). Intentional factors are complicated and challenging to study. People with closely similar characteristics may behave differently in a changing environment, while some with totally different traits can have the same reaction in the same environment. Even with the same person, with the same potential and resources to become an entrepreneur, it could be hard to anticipate their next move at different moments, and we cannot determine which factor has made a change to their choice. The only thing we know in this case is that their perception has changed.

Consequently, anticipating entrepreneurial intention by focusing only on personal and environmental factors can lead to a "small explanatory power" conclusion (Krueger et al., 2000). In an attempt to identify how youth perceive entrepreneurial growth, some authors such as Reynolds et al. (2001) & Minniti (2007) have focused on the groups of factors that have been traditionally considered determinants for making the individual decision to start a new business: contextual factors, socio-demographic characteristics (e.g., gender, age, educational level, employment status), and individuals' perceptual factors (e.g., self-efficacy, ability to recognise opportunities, fear of failure, regretful thinking, and perseverance). Based on this classification, the research focuses on analysing perceptual factors' roles in the entrepreneurial intention informed by youth in Oman.

### **3.7.2.1 Entrepreneurship Education**

The importance of entrepreneurship to a country makes colleges more accountable for providing students with the necessary entrepreneurial mindset and skills. The responsibility of HEIs increased because entrepreneurship programmes proved crucial for the growth and revival of the economy, as job creation is possible through entrepreneurship (Najim et al., 2013). Al-Mohammad (2010) stated that entrepreneurs who could start businesses increasingly safeguarded their prosperity and stability as more people were employed. Moreover, much research has concluded that employment levels are always high in nations where entrepreneurship activities are active and dynamic.

Gailly & Fayolle (2014) studied the influence of education programmes on participants' entrepreneurial intentions and attitudes. They found that students who received entrepreneurship education significantly impacted their intention to start a business later in life. Similarly, a study conducted by Sánchez (2013) noted that students gained substantial benefits from the entrepreneurship education program. Furthermore, Volery et al. (2012) stated that entrepreneurship education programmes have a positive, incontestable impact on students. However, Oyugi (2015) concluded that entrepreneurship education programs have a limited effect on students as most programmes are theoretically based and there is less scope for exposure. Research has pointed out that most graduates are satisfied with the outcomes of the entrepreneurship education they have received. It was helpful to start a business at a later stage of life (Matlay, 2008). Nevertheless, Chrisman et al. (2012) observed that entrepreneurship programs do not influence business performance; they do, however, affect business creation.

Universities and colleges worldwide are planning and delivering programs about entrepreneurship (Kuratko, 2005), and the regularity of the programme delivery has increased because of its significance to nations. According to Fayolle (2013), one of the main reasons for this development is that entrepreneurial programmes can lead to business creation and positively impact the local economy. However, there has been limited research in emerging countries on the effectiveness of these programmes. Further, Gailly (2013) expressed a marked lack of research on the outcomes of entrepreneurship education. Likewise, Graevenitz et al. (2010) stated that we know a little about the impacts of entrepreneurship programmes on students' intentions to start a business. Additionally, Fayolle (2013) pointed out that some of the present studies' results are vague or self-contradictory.

Graevenitz et al. (2010) argued that the distinction between compulsory and optional programmes was not specified. The impact of mandatory versus optional enrolment in

entrepreneurship programmes and their influence on student intentions were impossible to comprehend. On the other hand, education empowers students to learn from experience and interact productively with their surroundings. Also, educational training exposes and broadens student's horizons (Davies & Gibb, 1991). This means that an individual's capacity to sense morals and customs, as well as economic and social attitudes, is known to influence students' maximum growth.

Entrepreneurship education signifies a unique area of pioneering approach in Oman and the Arab states. According to Al Said et al. (2013), entrepreneurship education has received increased consideration in Oman. The Oman government has adopted specific steps to encourage entrepreneurship education. It is understood that entrepreneurship will speed up Oman's economic growth rate (*Oman Observer*, 2016). Many might accept that entrepreneurship has a more vital role in any country since it can be an economic progress engine, a job creator, and a source of social enrichment. Entrepreneurship is a new transformation, and it is about endless creativity and modernization. It is a significant engine driving many nations' economic growth, innovation, and competitiveness.

One of the key strategies for promoting entrepreneurship in Oman was drafted by the Ministry of Higher Education (MoHE) in 2015. According to the plan, all the HEIs, will integrate entrepreneurial skills into education beginning with the 2015-16 academic year through a course that underpins the entrepreneurial mindset (*Muscat Daily*, 2016). One of the SME Development Symposium's significant recommendations was to introduce entrepreneurship for all disciplines and promote entrepreneurship activities. The MoHE was tasked to commence and coordinate this decision through a committee represented by the higher education sector in the country (Education Council 2016; MoHE, 2016).

Besides, MoHE has numerous plans to collaborate with NGOs and educational institutions to stimulate entrepreneurial activities and continuously promote an entrepreneurial culture. College students were encouraged to think entrepreneurially and

build an innovative society in Oman (SMEF Oman, 2016). As a result, many colleges in Oman have adopted programmes focusing on entrepreneurship education to improve educational quality. Furthermore, according to Al Watan (2016), many programmes have been launched nationally to inspire young people to take up independent business options through government and SME funding organizations. It is believed that these different stakeholder partnerships will provide job creation opportunities, particularly for the young Omani workforce (Dickson, 2013). The government encouraged men and women to equally participate in the process of economic development in the Sultanate of Oman.

Studies on Entrepreneurship claim that education influences individuals' cultural values and entrepreneurship (Hayton et al., 2002; Morrison, 2000). For example, the way people are educated from an early age and the transferable skills acquired during higher education play a significant role in establishing characteristics generally associated with entrepreneurial behaviour (Casson, 1991; Ronstadt, 1985).

### **3.7.2.2 College Environment**

Selcuk & Turker (2009) stated that a conducive college atmosphere that offers expert knowledge, deliverable skills, and motivation for entrepreneurship is a crucial factor influencing students' entrepreneurial intentions and attitudes. Similarly, Schoof (2006) found that a positive college environment toward entrepreneurship development would encourage students to choose an entrepreneurial career. Moreover, institutional guidance placed more weight on entrepreneurial intentions than structural support, emphasising the value of entrepreneurship training in cultivating entrepreneurial pursuits in the economy. Furthermore, Davey et al. (2016) specified that colleges, universities, and higher education institutions play an indispensable role in contributing specialised support, technical help, education, and training regarding entrepreneurship activities to present and future entrepreneurs.

The entrepreneurial potential of prospective entrepreneurs can be enhanced through educational programs. Parker & Praag (2006) found that education improves entrepreneurs' performance directly (with a rate of return of 13.7%) and indirectly (because each extra year of schooling decreases capital constraints by 1.18 percentage points). The indirect effect of education on entrepreneurs' performance is estimated to be 3.0–4.6%. Further, a study conducted by Dionco-Adetayo (2006) concluded that entrepreneurial capacity factors, such as personality traits, learning experiences, social characteristics, culture, and enhancing factors, such as information technology development and the education system, had influenced the potential entrepreneurs' favourable attitude towards entrepreneurship. Besides, Peterman and Kennedy (2003) claimed that educational programmes also significantly impact potential entrepreneurs' entrepreneurial attitudes. Potential German entrepreneurs shifted their interest towards a higher entrepreneurial level after participation in such programmes (Schroder & Rodermund, 2006). Similar results have been reported from the U.S., U.K., and France (Soutaris et al., 2007; Zhao, et al., 2005). According to their findings, educational programmes enhanced the entrepreneurial intentions and attitudes of science and engineering potential entrepreneurs in learning, inspiration, and resource utilization. This indicates that educational programmes can play an essential role in stimulating the entrepreneurial potential of potential entrepreneurs.

The development of entrepreneurial talent is essential to sustaining a competitive advantage in a global economy brought about by innovation. Empirical evidence confirms that entrepreneurial programmes have successfully instilled relatively higher confidence among potential entrepreneurs to pursue their entrepreneurial activities. (Peterman and Kennedy, 2003). Moreover, entrepreneurs' academic experience significantly predicts their entrepreneurial attributes and motivation (Lope & Pihie 2008). The university provides potential entrepreneurs with attitudes that enable them to take responsibility for their actions, be creative and innovative, and develop their creativity in their daily lives. Universities enhance potential entrepreneurs' entrepreneurial potential (Van Burg et al., 2008). Now, entrepreneurship has become a prime university function

(Fitzkowitz, 2004). The common perception of universities as mere institutions of higher learning is giving way to universities viewed as centres of economic growth and development (Chrisman et al., 1995). Universities are almost everywhere globally, focusing on entrepreneurship – not least because the entrepreneurs' future pool consists mainly of university students (potential entrepreneurs).

Entrepreneurship contributes to a country's economy by promoting innovation, stimulating competition, creating employment, and contributing to economic wealth and spending power (Guasch et al., 2002; Holmgren, 2005). Previous research suggests that individual traits influence the intention to start a business (Koh, 1996; Mueller & Thomas, 2001; Robinson et al., 1991). Individuals with a high inclination for risk-taking, a tolerance for ambiguity, and an internal locus of control are more likely to start a new business. However, while investigating the interface between individuals' traits and intentions, these studies do not consider sociocultural elements such as education, entrepreneurial family background, and national culture.

Saleh (2012) conducted a study in Oman and concluded that more than 60% of the respondents thought that it was too risky to start a business in Oman and that 59% believed that there was too much competition to start a business. Another remarkable finding is that 60% of the respondents do not know whether government support to start a business is available in Oman. Moreover, 47% of respondents believe that they do not know about the available opportunities. Almost 60% of respondents believe that they lack professional education to start a business. This study shows us that many respondents (students) are very neutral about their entrepreneurial intentions. They are not ready to decide what their needs are or what they lack to become entrepreneurs.

### **3.7.2.3 Risk-taking and Risk Susceptibility**

According to Antonites & Wordsworth (2009), risk is a function of various unexpected outcomes; uncertainty exists because of change linked to rapidly changing market



conditions. Besides, Wordsworth (2009) argued that risk susceptibility and risk-taking are critical elements of entrepreneurship. Consequently, it is necessary to place more significant emphasis on entrepreneurial training and education. Many researchers and policymakers criticise entrepreneurial education trends as well as the demand for more industry-based or need-based education. Additionally, it has become apparent that there is a good correlation between risk susceptibility and entrepreneurs' achievements in creating new businesses (Wordsworth and Antonites, 2009).

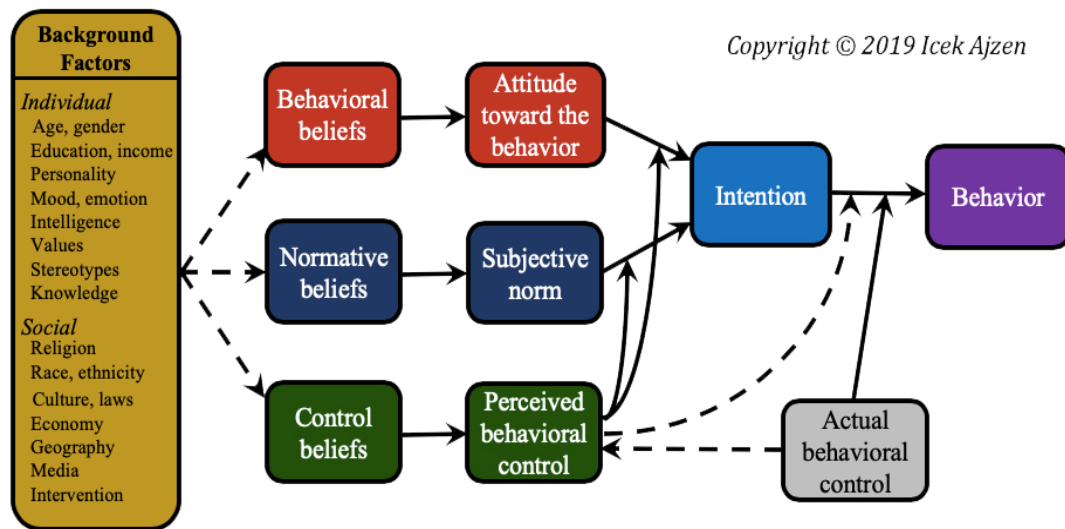
Furthermore, Douglas & Sheperd (2002) declared that risk should be classified as social risk, career risk, family risk, and psychological risk. It has been claimed that high risk-taking is explicitly evident in the business formulation process. In contrast, Bowman (1984) stated that risk has three proportions: risk as an opportunity, risk as a loss or failure, and finally, risk as diversity.

Awareness was one of the most prominent factors transforming students' attitudes towards entrepreneurship (Neck & Greene, 2011). Additionally, a study conducted by Matlay (2005) found that friends and peer influences could affect students' entrepreneurial ambition and potential. At the same time, financial security was viewed as an essential factor affecting students' entrepreneurial attitudes. Gelderen et al. (2008) explain that fear of economic insecurity usually hinders individuals' entrepreneurial ability. A study conducted by Dionco-Adetayo (2006) in Nigeria found that factors such as financial availability, resources, and infrastructure facilities-controlled students' potential and attitudes. In comparison, educational practises and I.T. advancements were noted to have a favourable effect on students' perspectives.

Furthermore, many studies stated that the low level of a country's progress was a helpful factor influencing students' entrepreneurial intentions. Davey et al. (2011) said that entrepreneurship development is higher in underdeveloped and developing countries. More people are willing to start their own businesses to serve the unmet needs of customers (Nabi and Holden, 2008). Furthermore, a study conducted in Iran (2013) to

investigate factors affecting nationals' entrepreneurial intention and attitude concluded that finance, education, job opportunities, previous experience, creativity, and a sense of accomplishment are the significant elements influencing people's attitudes towards start-ups.

Exhibit 3.5 presents the theory of planned behaviour.



### Exhibit 3.6: Theory of Planned Behaviour

Source: Azjen (1985)

According to Guzman-Cuevas et al. (2012), intention towards entrepreneurial behaviour is a strong determinant of entrepreneurial intention, attitude, and potential. Therefore, it is essential to know what affects students' attitudes towards entrepreneurship and how to increase their entrepreneurial intention. They will be the next generation of entrepreneurs and the wheels of the economy. Besides, Van & Boshoff (2004) confirmed a clear understanding that attitude plays a significant role in defining students' learning behaviours in colleges and universities. Hence, educators and universities' sustained attempts to make sure that students develop a positive attitude and behaviour towards entrepreneurship development.

### **3.8 Entrepreneurial Trait Approach**

The personality trait approach to entrepreneurship is one of the most popularly outlined approaches in academic literature. This approach centres around individuals' natures and their supportive personality traits (Nandram & Samsom, 2007). Characteristics include an inclination to take risks, the need to achieve something, and a locus of control (McClelland, 1961). Kirby (2003) declared that the trait approach to entrepreneurship suggests that entrepreneurs will exhibit related traits that can separate them from the general public. Notwithstanding its enormous prevalence, the trait approach to entrepreneurship was reprimanded, and a meaningful discussion succeeded. Besides, the trait approach has also been criticised for holding little interpretive value.

Furthermore, conceptual, and methodological problems have been recognised (Santos & Liñán, 2007; Gartner, 1989; Ajzen, 1991; Robinson et al., 1991). Reynolds (1997) pointed out that notable correlations have been expressed between particular personality traits and being an entrepreneur. Still, the usefulness of these personality traits for predicting entrepreneurship was found to be limited.

Also, concerning entrepreneurship education, the trait approach has produced unsatisfactory outcomes (Weber, 2012). A study directed by Oosterbeek et al. (2010) mapped the influence of an entrepreneurship programme on personality traits and noticed no significant differences in these traits after completing the course. These findings are not surprising given that personality traits are typically remarkably stable over time (Borghans et al., 2008; Caspi et al., 2005) and thus not responsive to manipulation via short-term interference. In contradiction, Chell (1986) argued that the approval of a trait approach to entrepreneurship or any other behaviour signifies that individual cannot be taught or learned to be entrepreneurs.

Despite its uncertainties, Gartner (1990) suggested that the trait approach to entrepreneurship has contributed to our knowledge of entrepreneurship. Consequently,

researchers claimed that the trait approach could not be dropped as it paved the way for entrepreneurial development (Rauch & Frese, 2007; Baum, 2001). On the other hand, Locke & Smith (2001) concluded that personality traits are significant predictors of entrepreneurship but not in isolation. Further experimental studies suggest that personality traits work as distal determinants of a person's decision to be a potential entrepreneur (Hills, 2005).

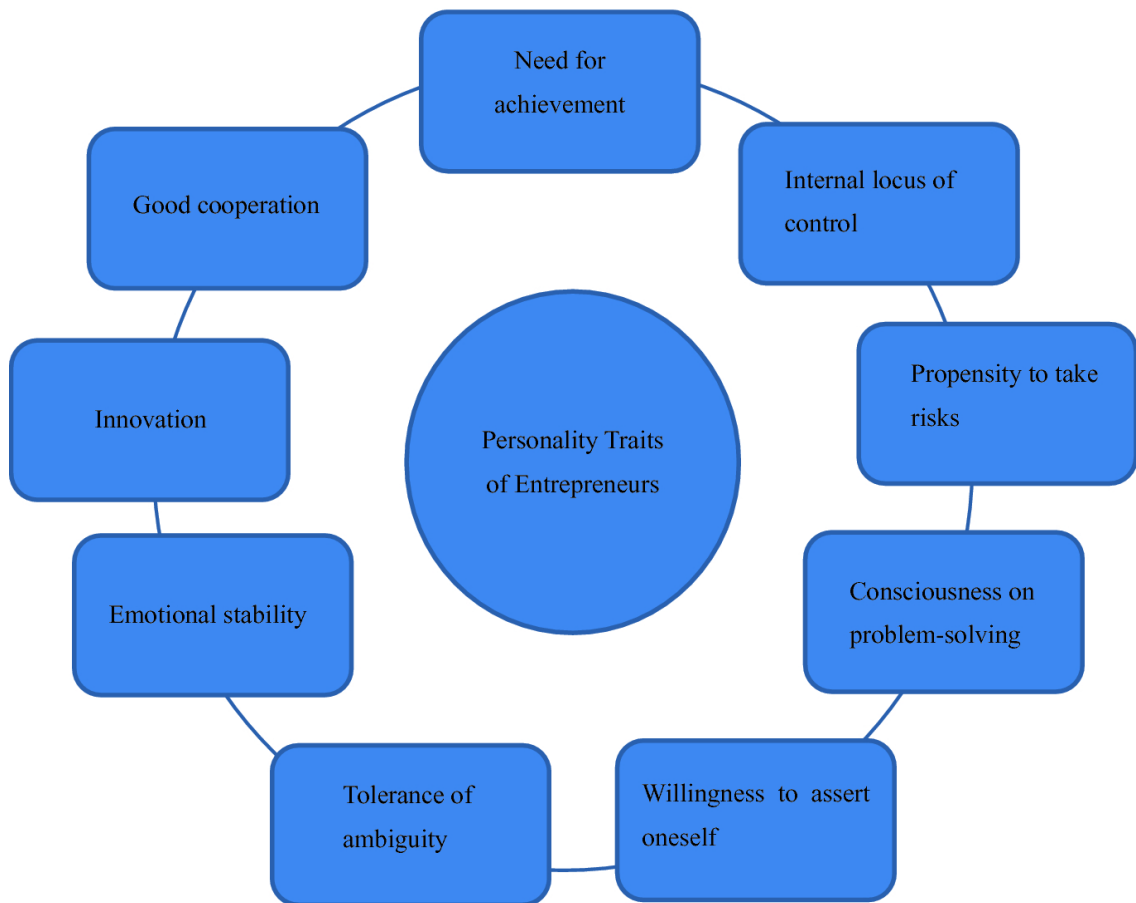
According to Mitchell (2001), a set of cognitive factors connected with entrepreneurship are enthusiasm, knowledge, and opportunity identification. Moreover, in a comparative study of junior and senior entrepreneurs in Germany, Mueller et al. (2007) found that the behavioural patterns of senior and junior entrepreneurs are distinctive. Additionally, this study discovered that senior entrepreneurs preferred to change jobs frequently, while junior entrepreneurs preferred permanent employment. Furthermore, a cross-cultural study conducted by McGrath et al. (1992) about various personal characteristics of entrepreneurs and non-entrepreneurs observed that entrepreneurs have a greater willingness to lead and understood that they could guide their future positive view of change. Finally, according to Mueller et al. (2007), being an entrepreneur is a lifestyle choice rather than an opportunity identification or requirement.

Many researchers concluded that the personality factors of an individual would determine his or her attitude toward entrepreneurship. This attitude toward entrepreneurship is part of an individual's entrepreneurial personality. According to Luthans (1989), personality comprises personal motivation, experience, learning, perception, learning, and socio-economic characteristics. Personality is further described as a set of behaviour models that individuals acquire during their interactions with groups in society that they belong to.

Risk tolerance, need for achievement, internal locus of control, and entrepreneurial alertness are measurements of personality traits that drive an individual to advance their entrepreneurial intentions. Bird & Jelinek (1988) declare that successful entrepreneurs

differentiate themselves from unsuccessful ones by interplaying their internal and external locus of control. Moreover, Frese (2009) stated that locus of control, need for achievement, risk-taking, and innovativeness are significant personality traits, while mental ability, experience, training, and knowledge are essential attributes for an entrepreneurial orientation.

Exhibit 3.7: Indicates the personality traits of entrepreneurs



**Exhibit 3.7: Personality Traits of Entrepreneurs.**

Source: Bird & Jelinek (1988)

Anabela et al. (2013) have studied other factors influencing entrepreneurial intention, including locus of control, need for achievement, tolerance to ambiguity, and innovativeness. They discovered that these variables have no bearing on whether someone intends to start a business. Simultaneously, Sesen (2013) observed that the

relationship between students' need for achievement, access to business information, and the college's supportive environment, on the one hand, and, on the other hand, entrepreneurial intention, is not significant.

### **3.8.1 Need for Achievement**

The need for achievement (nAch) can be defined as having a desire and ambition to succeed. Several types of research show the significant effects of nAch on entrepreneurial intentions (Johnson, 1990; Hansemark, 1998). McClelland (1961) asserts that individuals with stronger motives and drives to be successful (nAch) have a higher possibility of turning into entrepreneurs. Many studies support McClelland's theory (Johnson, 1990; Hansemark, 1998; Müller, 1999; Sagie & Elizur, 1999). Besides, Orman (2009) discovered that entrepreneurially predisposed students who had more aerial nAch wanted to set up their own business. Furthermore, Müller (2002) considers that risk-taking ability, internal locus of control, and nAch are three qualities of people with entrepreneurial potential.

McClelland (1965) defined that nAch could be evaluated in groups as well as individuals. He (1965) went on to say that it could be estimated by the spontaneous coding of individuals' views and ideas as they speak in narratives, i.e., their judgements about competition with superiority standards. Further, Rauch & Frese (2007) summarise a relationship between entrepreneurial behaviour and the nAch; the nAch proves that an individual accepts a task that has moderate difficulty, assumes accountability for outcomes, and anticipates feedback. Similarly, McLleland (1961) asserts that entrepreneurs outperform managers (Rauch & Frese, 2007: 358).

According to McClelland (1965: 7), an individual who has high nAch is "*more self-confident, enjoys taking carefully calculated risks, actively researches his environment, and is very interested in concrete measures of how well he is doing.*" Scapinello (1989) noticed that people with high nAch accepted failures and losses easily and learned from their failures. The author further suggested that high-achieving individuals succeed in

their ventures. Nathawat et al. (1997) argued that low nAch was correlated with low ambitions, low capabilities, failure, fewer desires, self-implication, and weak impulses.

### **3.8.2 Locus of Control**

Rao & Moulik (1980) and Sarupriya (1982) discovered that an internal locus of control is an essential quality of entrepreneurs. Pareek (1981) & Reichard (1975) noticed that an internal locus of control emerges as a primary feature of people who act as change agents to improve themselves, their team, or their business. Moreover, Rao & Pareek (1978) stated that the locus of control describes how people assign accountability for actions in their lives. People can examine some of their activities, while others arise from outside factors beyond the individual's control.

According to Baron & Hmieleski (2013), the locus of control is the quality of individuals who overcome difficulties associated with their lives and professions. Furthermore, Ahmed (1985) described how the locus of control is a precious attribute of entrepreneurs as the entrepreneurial environment is related to extreme highs and lows. On the other hand, Timmons (1978) stated that the internal locus of control is a progressive compliance process that allows entrepreneurs to look forward to the future despite harsh financial setbacks. The author further mentioned that through this means, entrepreneurs could confront an unpredictable future with a positive attitude rather than with emotions of incapacity, anxiety, indifference, and despair; besides, according to Venkatapathy (1989), the lower the impact of unfavourable entrepreneurial situations on entrepreneurs' well-being, the greater their resilience. Positive affect is viewed as a sign of coping abilities and sensitivity to high levels of stress.

### **3.8.3 Risk-taking**

Risk-taking is one of the significant entrepreneurial behaviours running across many entrepreneurship discussions (Baumal, 1968; McClelland, 1961; Livingstone & Ord, 1980). According to Hasters & Heier (1988), a relevant question when considering an

entrepreneurial venture is whether the potential rewards are commensurate with the risks (Hasters & Heier, 1988). Moreover, Brockhaus (1987) defined risk-taking propensity as an individual's perceived probability of receiving the rewards associated with a proposed undertaking before subjecting himself to the consequences of failure. The alternative situation provides less compensation as well as less severe consequences than the proposed situation.

Moreover, Coughline & Ikiara (1988) noted that risk is inherent in the factors that determine business efforts. These factors are numerous and complicated, both in accessing them and controlling them. For example, the sale of goods in an imperfect market where the products are identical and prices are fixed may be a significant source of these difficulties, as may be the predisposition of buyers, subject to limited control and prediction (Kierulff, 1976).

A considerable part of the business is thus directed toward minimising uncertainties (Harris, 1985). Furthermore, the entrepreneurial role appears to call for decision-making under uncertainty (McClelland, 1961). Suppose there is no significant uncertainty, and general procedure, however complicated, cannot be said to be involved since there are no risks in such a situation. To be sure, all human activities, including those performed by highly skilled and experienced plumbers, involve decisions under conditions or uncertainty. Nonetheless, the degree of risk is measurable for business executives, who must make decisions under variable conditions. Therefore, to conclude, people who like to work under uncertain conditions perform better under such conditions if they have entrepreneurial abilities. "This is precisely the working situation that individuals with high n-achievement prefer and work best under" (McClelland 1961, p. 211).

In their study of a small business, Green & Fees (1989) provided several criteria for estimating the risk of looking at a specific financial instrument such as the risk of a product or service being developed that is related to competition, such as direct market competition or the risk of an alternative product being developed. The risk related to the



whole economy, such as inflation, exchanges, and unemployment. The danger of being small and subject to changes in local circumstances, such as traffic reconfiguration or amendments to municipal ordinances the risk of illiquidity, or not being able to sell something if one decides to close one's business, and finally, the unpredictable nature of cash flows serves as a proxy for risk.

#### **3.8.4 Innovativeness**

Researchers who are more confident that entrepreneurial roles entail, by definition, doing things differently and better (Livingstone & Ord, 1980, p. 209). The two authors argued that a businessman who does not innovate but simply behaves in a traditional way is not, strictly speaking, an entrepreneur. Moreover, Baumol (1978, p. 65) summarises the entire argument, saying: "it is desirable that an entrepreneur searches for and discovers new information in markets, techniques, and goods." It thus follows that an entrepreneur must locate new ideas and put them into effect. An entrepreneur must see opportunities for success in this endeavour, which are greatly enhanced if they are sufficiently innovative (Harris, 1968).

#### **3.8.5 Individual Accountability**

The entrepreneurial role has also been assumed to signify individual responsibility (McClelland, 1961). Some authors define an entrepreneur as someone ultimately responsible for making decisions (Alexander, 1964). Although it is recognised that decisions of varying complexity are made at all levels of responsibility, Suttan et al. (1956) noted that the essential outlines for businesspeople seem to centre around the concept of guilt; such dedication implies individualism. Besides, the assumption made is that since an entrepreneur does everything for himself, the success or failure of a business depends on his activities. This motivates him to work towards the desired results.

### **3.8.6 Motivation**

According to Timmons & Spinelli (2009), entrepreneurial motivational factors are push and pull factors. Push factors are situations where a person is pushed into self-employment. External factors generate the need for a person to establish their own business. Those situations could be inadequate pay, the fear of layoffs, or conflicts with managers or the company (Burns, 2007). Scheinberg et al. (1988) set notable features and clustered personality characteristics of entrepreneurs into the following dimensions: individual growth, desire for money, and personal endorsement.

According to Burns (2007), those specified features are known as positive motivation or "pullfactors." In contrast, Florida (2001) mentioned that independent thinking and self-employment arise within the entrepreneur, and that external factors do not influence them. Florida (2001) further stated that the idea generation and self-fulfilment of new businesses are also framed as pull factors. Similarly, Shane et al. (2003) reveal that a start-up depends on an individual's willingness to commit. Burns (2007) concluded that motivational factors are the most common reasons for becoming an entrepreneur.

### **3.8.7 Instrumental Readiness**

Kristiansen & Indarti (2004) stated that three contextual aspects (accessibility of business information, access to finance, and social network opportunities) can be regarded as one component in measuring the consequences of entrepreneurial intention. Furthermore, the writers integrated these characteristics to form the phrase "instrumental readiness". This component is used to evaluate the cumulative effect of contextual factors on a person's entrepreneurial intention. According to (Ozaralli & Rivenburgh, 2016), a person's intention can be influenced by their immediate surroundings, their impression of support, and cultural norms. As a result, understanding the entrepreneurial process from its perspective requires assessing an important aspect of the entrepreneurial context that influences students' entrepreneurial orientation and fosters their ambitions.

Although scholars have focused on the situational and environmental elements that influence students' entrepreneurial intentions, limited research has been carried out on the impact of perceptual factors such as perspective and attitude on entrepreneurial intention (Sahoo & Panda, 2019). Furthermore, very few studies have assessed students' entrepreneurial orientation using instrumental readiness.

The ability of an entrepreneur to acquire data to help achieve business goals or clarify business challenges is referred to as “access to information.” According to Singh & Krishna (1994), one of the primary qualities of Indian entrepreneurs is a strong desire to obtain information. Seeking information can include looking for projects, prospects, funding sources, market research, and so on. Entrepreneurs interact not only with those within their business but also with those outside of it.

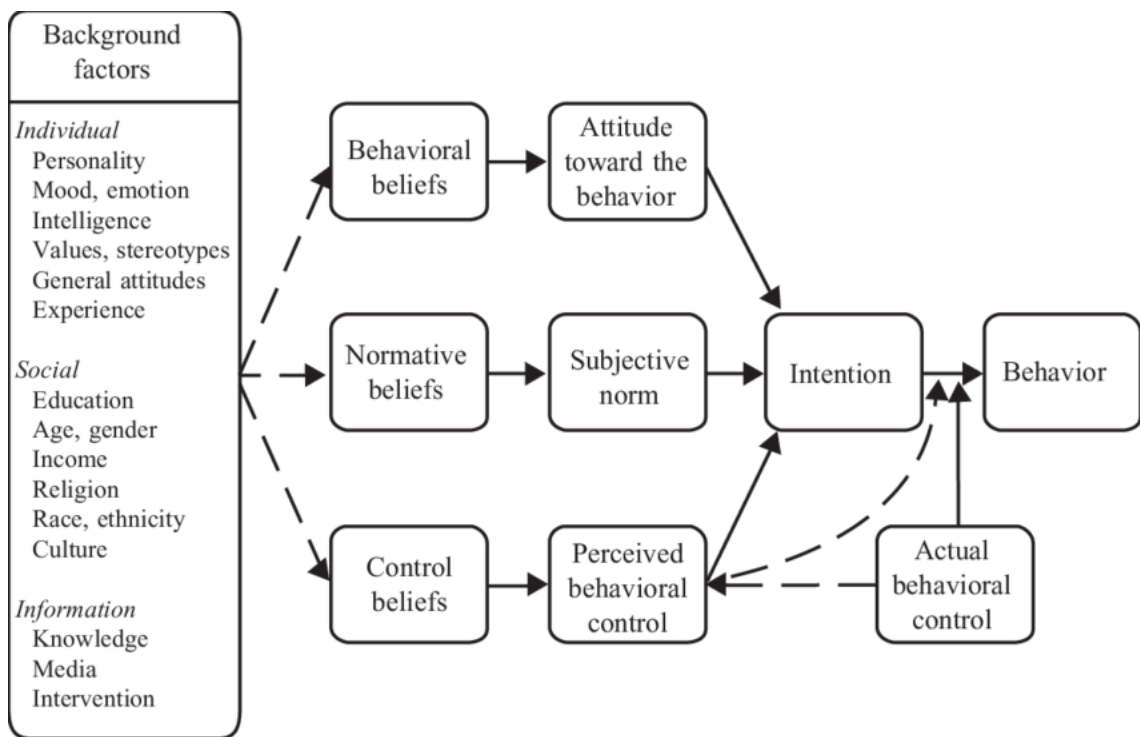
The social network is a commercial tool that is essential to the success of entrepreneurs. As a support system for their enterprise, businesses must cultivate strong social connections and personal relations. According to Azahari et al. (2013), networking is essential for entrepreneurs to get direct or indirect access to intangible or tangible resources.

### **3.9 Theory of Reasoned Action (TRA) & Theory of Planned Behaviour (TPB)**

The theory of planned behaviour was initially generated as the theory of reasoned action (Ajzen & Fishbein, 1972; 1975). The behaviour was determined by behavioural intentions according to the theory of reasoned action (see Exhibit below). The model considered two elements to assess behaviour. First, the 'attitude' factor is personal (i.e., a person's attitude towards a particular behaviour). Second, the social or "normative" factor consists of a person's understanding of society. Under an expectancy-value formulation, the attitudinal factor was suggested to function as the notable (behavioural) beliefs about the perceived results of performing a given behaviour and the individual's evaluation of

the behavioural outcomes. Subjective norms comprise an individual's perception of what "significant others", or social groups would think about their chosen action (Vallerand et al., 1992). Subjective norms are a function of an individual's (normative) opinions regarding what they believe they should do and the motivation to comply with these referents. The relative importance of attitudinal factors and normative factors in determining intentions depends upon the situation, individual characteristics, and the behaviour of an individual (Ajzen & Fishbein, 1972; 1975).

Exhibit 3.8 indicates the theory of reasoned action. It denotes a person's belief that a certain act or behaviour will have an effect.



**Exhibit 3.8: Theory of reasoned action: Framework**

Source: Fishbein & Ajzen (1975)

The TRA theory was examined and endured in several specialities. This theory's gravity shows that it could be used in the present research to know the background of entrepreneurial intentions and behaviour. For example, various authors tested this theory,

including on voting behaviour (Netemeyer & Burton, 1990; contraceptive behaviour, Miller & Grush, 1986; education (Fredricks et al., 1983; entrepreneurship, Ajzen & Fishbein, 1980). The TPB theory (Ajzen, 1991) was an extension of the TRA (Fishbein & Ajzen, 1975); see Exhibit below. As in the first TRA, the intention to engage in a specific behaviour was critical. Intentions were expected to reflect the motivational factors that affect behaviour (Ajzen, 1991). They were suggestions of how resolute a person was to try and how much energy they were preparing to display the behaviour. It is believed that the more reliable the intention for a behaviour, the more likely its realisation in real life.

Moreover, it was also discussed in the theory that some actions might meet the criteria very well. Still, most behaviours' performance relies, at least to a certain degree, on non-motivational factors like the accessibility of opportunities and resources (Ajzen, 1985). As a result, these factors collectively describe a person's real command over behaviour development.

### **3.9.1 Attitude towards Behaviour**

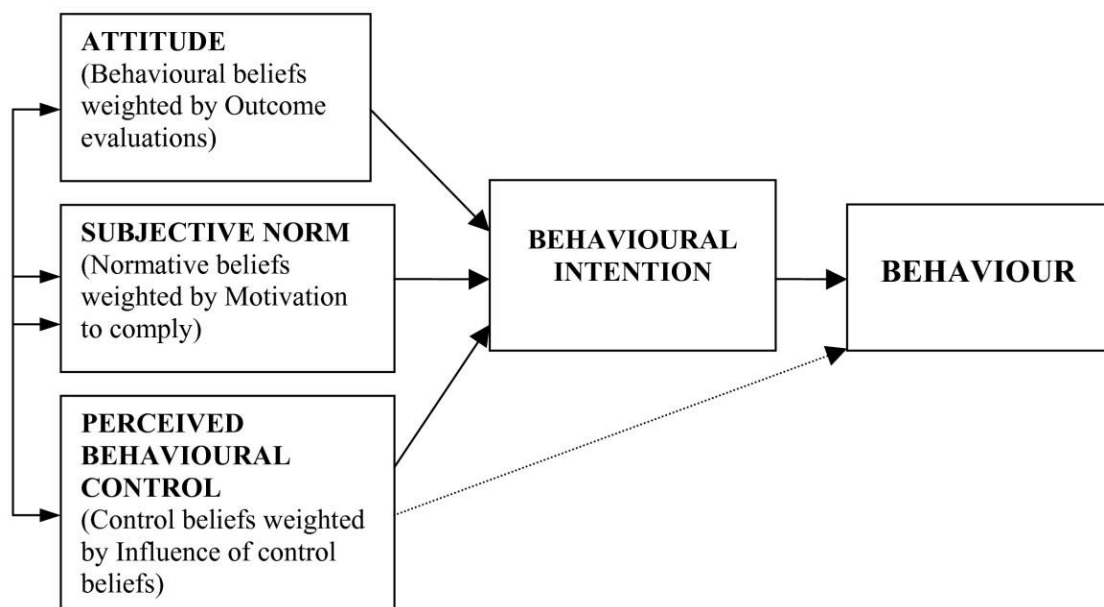
Attitudes are shaped by beliefs and result in a value being placed on the behaviour's consequences (Ajzen, 2002a). Suppose the outcome of behaviour stands out as valid, favourable, accurate, beneficial, and relevant. In that case, a person's attitude will be favourable, with a higher probability of the individual engaging in the behaviour (Rah et al., 2004). When individuals have a positive attitude towards yoga and meditation, yoga and meditation are enjoyable, practical, and fun. Their intention to do yoga and meditation is greater (Lederer & Middlestadt, 2014). This is an excellent example of how the intention to engage in a behaviour is impacted by the attitude.

### **3.9.2 Subjective Norms**

Many studies have been conducted to investigate the role of subjective norms in the progression of entrepreneurial intentions and behaviour. Dong & Zhang (2011) suggest that subjective norms are related to self-reliance and confidence, and people with low

confidence generally rely on other people for their views and decisions concerning entrepreneurship. Wilson et al. (2007) agrees with Dong & Zhang's (2011) statements and clarify that females showed more confidence and reliance on their entrepreneurial capabilities than males. To conclude, subjective norms played a more decisive role in women's entrepreneurial intentions than in men. According to researchers, women generally limit their career ambitions and interests because they lack the necessary capabilities and skills (Bandura, 1992). Moreover, Thébaud (2010) describes that society has defined specific roles as male professions over the years, and females are less interested in those fields. Entrepreneurship is one of them.

Exhibit 3.9 displays the impact of attitudinal factors on intentions and behaviour.



### **Exhibit 3.9: Attitudinal Factors - The Theory of Planned Behaviour**

Source: Ajzen (1991)

Furthermore, Bandura et al. (2001) demonstrated that women perceive their lifestyle and commitments at home as unsupportive of entrepreneurial activity. However, women consider the nature of the entrepreneurial environment more supportive of men than women. Besides, Langowitz & Minniti (2007) found that women assume a lower sense

of control across various new business development activities. Moreover, Williams & Best (1990) argued that female students do not trust their intuitions regarding entrepreneurship; instead, they want to validate their thoughts and feelings with their peers and seek societal approval. The study further stated that men trust their intuitions and are willing to opt for a start-up.

The sense of social pressure to behave in a specific way from individuals who are important to them, such as family, friends, teachers, and neighbors, as well as the individual's desire to conform to such pressure, are examples of subjective norms (Eckhardt, 2009). According to Ravis & Sheeran (2003), one's incentive to follow those people's opinions is magnified by their perception of how much their significant others want them to engage in a particular behaviour. Moreover, Eckhardt (2009) characterizes subjective norms as important views held by people who advise a person to engage in or refrain from engaging in particular behaviours and motivations, which are accompanied by a willingness to do or refrain from doing something that is regarded as important. Subjective norms are a person's opinions about how and what to think about important individuals, and they are motivated to act in accordance with those opinions (Maulana, 2009:58).

### **3.9.3 Perceived Behaviour Control (PBC)**

In situations where there is less voluntary control, even when the intention is excellent, the TRA is not very useful in predicting behaviour, so, to overcome this, the construct of behavioural control was added to the theory; with this, the TPB was born (Ajzen, 1991, Ajzen 2002). Consequently, the TPB is nothing more than the TRA with the new structure attached.

The construct of behavioural control is similar to the concept of self-efficacy theory. However, behavioural control differs from self-efficacy in that self-efficacy is concerned with an individual's perception of *the capability* to perform a behaviour. In contrast, behavioural control is concerned with "perceived *control* over the performance of a

behaviour" (Ajzen, 2002, p. 4), or how easy or difficult it is to perform the behaviour (Ajzen, 1991). A set of control beliefs affects behavioural control. These beliefs help or hinder the individual's performance of the behaviour (Ajzen, 2002b); in other words, they affect the perception of how easy or difficult it is to carry out the behaviour (Ajzen, 1991).

Nehl et al. (2009) conducted a study to comprehend non-smoking behaviour in Caucasian and African American students. Of all the TPB constructs, perceived behavioural control (PBC) appears to be the most potent predictor of non-smoking intention for both students. Concerning non-smokers, PBC is the perception of how difficult or easy it is to not smoke. If the perception is that avoiding smoking is easy, then the intention to not smoke is stronger, and the possibility of smoking is curtailed. On the contrary, if the perception is that abstaining from smoking is very hard, smoking is more plausible. Moreover, according to Wang (2001), given the importance of PBC in preventing smoking among students, interventions that improve the comfort zone are needed instead of focusing on tobacco use's adverse health effects. In summary, according to the TRA and the TPB, attitudes, subjective norms, voluntary control, and behavioural control affect intention and, therefore, our behaviour.

The TPB theory (Ajzen, 1991) declares that intentions dependent upon three factors: 1). The individual's attitude towards the behaviour, i.e., do I want to do this? 2). Subjective norms, i.e., do others want me to do this? 3). Perceived behaviour control, i.e., do I have the ability and resources to do this? The third factor was an extension of the original theory of TRA. A person's attitude towards behaviour and subjective norms were the two earliest motivational factors that affected behaviour. The third factor, perceived behaviour control, was interpreted as a non-motivational factor that also affected behaviour. As a result, these three factors jointly signified a person's actual command over their behaviour and were established to be more stable and reliable predictors of behavioural intentions.



Generally, people have multiple intentions in their brains, and not all plans are implemented. On many occasions, the individual will not convert their intentions into intended behaviour due to external factors. However, the attitude-intention connection is internal and is usually less influenced by changing external factors (Ajzen, 1991). This research centred on all these internal and external connections and examined which factors were reliable predictors of behaviour.

### **3.10 Factors Influencing Entrepreneurial Intentions and Attitudes of Students**

Researchers have made many attempts to identify the factors affecting entrepreneurial attitudes among students. According to Ajzen, many attempts to identify the factors affecting entrepreneurial attitudes among students have failed. According to Ajzen (1991), attitude refers to "*the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question.*" Furthermore, Souitaris et al. (2007) defined entrepreneurship attitudes as "*the difference in personal desirability of becoming self-employed versus employment in some organization.*" However, Chen & Linan (2009) stated that "*attitude toward start-ups is the extent to which the person holds a positive or negative individual valuation about being an entrepreneur.*" Emotions or feelings that drive the possibility of carrying out a behaviour, such as feelings of satisfaction, joy, or sorrow; and thoughts, beliefs, or logical reasoning (Ajzen, 1991; French et al., 2005; Kraft et al., 2005). John Kunkel, E. Hagen, D. McClelland, & J. A. Schumpeter's theories fall into the framework of psychology. Besides, E. F. Papaneeck, Frank Young, Mark Weber, J. R. Hanis, and Cochran's theories are related to the sociological approach. Furthermore, Kirzner, Knight, Hayek, Drucker, and other theories fall under entrepreneurship's economic theory.

#### **3.10.1 Demographic Factors**

Various studies claim that demographic characteristics and family background affect people's ability to become entrepreneurs (Atef & Al-Balushi, 2015). Moreover, Ismail et al. (2015) found a significant correlation between demographic characteristics and the

propensity to become entrepreneurs. Furthermore, other researchers found a link between education level, age (Cumberland et al., 2015), family status, and the likelihood of becoming an entrepreneur.

Besides, some individuals start a business because of heritability. Sometimes the family firm also influences the individual to turn out to be an entrepreneur. It is worth noting that a study conducted by Lindquist et al. (2015) affirmed that heritability is more critical than the influence of education, family status, race, age, and income. Early research indicates that females have a greater chance of becoming entrepreneurs than males due to heritability (Shane & Nicolaou, 2015).

#### **3.10.1.1 Gender**

Varadarajan & Majumdar (2013) conducted a study on the impact of gender on entrepreneurial intention among students in the UAE and revealed a gap between students' high academic results and their low employment rate. This gap is more prevalent among female students compared with their male counterparts. Their study noticed that gender seems to have no effect on entrepreneurial intention. On the other hand, the study concluded that there are many factors, i.e., awareness, family background, and education, which sharply affect entrepreneurial intention. In contrast to Varadarajan & Majumdar (2013), a study conducted by Dabic et al. (2009) in three countries with a sample size of more than 3000 students found that gender has a significant effect on students' attitudes towards entrepreneurship. Their study also reported that male students are more willing to start their own businesses.

According to Kourilsky & Walstad (1998), the number of male entrepreneurs is much higher than that of female entrepreneurs in developed, developing, and underdeveloped nations. Additionally, Hofstede (1980) indicated that males are more attracted to and enthusiastic about choosing entrepreneurship as their career choice. Furthermore, Wison et al. (2004) discovered that women have a lower desire and intention to start their own

business; instead, they prefer to work for reputable organizations. Carter et al. (1997) confirmed this and argued that males are more likely to succeed in a business setting than their female counterparts. Some of the variations between men and women regarding values, intentions, and behaviour towards entrepreneurship can be associated with changes in their economic, social, and cultural settings.

These differences in men's entrepreneurial attitudes, values, and behaviours can be attributed to differences in their social orientations and behavioural motives. The social superiority theories of Pratto & Sidanius (1999), Bem's (1981) gender theory, Eagly's (1987), social role theory and Franke et al. (1997) reinforce that male student can be expected to be more independent, assertive, courageous, and task-oriented than females. The studies further demonstrated that female students are more expressive, supportive, nurturing, associated, with, and sensitive to society's needs than male students. Finally, the same studies concluded that female students should seek advice from their peers and family before making any critical life decisions, including starting a new business. According to Konrad et al. (2000), female students place a higher value on interpersonal values, performance, intimate connections, and continuous information delivery than male students do. Furthermore, Hofstede (1980) discovered that males rated higher on extrinsic motivators, such as higher income, job promotions, and advancement in life, than females.

#### **3.10.1.2 Age of Entrepreneurs**

McClelland (1961) emphasises the significance of the early developmental years, i.e., childhood and youth, in people's improvement towards entrepreneurial actions and progress across their career (Rodermund, 2007). Moreover, according to the World Economic Forum-WEC (2009), examining individuals' developmental years to anticipate their subsequent performance within the framework of entrepreneurship is a new research field. WEC further stated that although this study may offer educators and planners significant results for the planning and execution of entrepreneurship training programs.

Concerning demographic factors, the prevailing notion through various research findings is that women entrepreneurs begin their start-ups at an older age than their male equivalents (Brush & Brush, 2006). According to Reynolds et al. (2000), people in the age group between 25 and 44 years were the most entrepreneurially dynamic. In contrast, a study conducted in India by Sinha (1996) reported that thriving entrepreneurs were comparatively younger.

According to a study conducted by Kristiansen et al. (2003) on Internet café entrepreneurs in Indonesia, they noticed a meaningful relationship linking the age of the entrepreneur and business breakthrough. Entrepreneurs who were older than 25 and above had more chances of success than younger ones. On another note, Kautonen (2008) conducted a study on understanding the more former entrepreneurs in Finland and stated that 16% of firms were founded by individuals aged 50 or over. The study also found that there are limited studies focused on entrepreneurship development in advanced years.

#### **3.10.1.3 Work Experience**

Kolvereid (1996) noticed that people with entrepreneurial backgrounds had a considerably higher degree of entrepreneurial intentions than individuals without such experience. Inversely, a study conducted by Mazzarol et al. (1999) observed that individuals with experience in government organisations were unlikely to be successful entrepreneurs. Moreover, according to Westhead et al. (2009), by practice, experienced entrepreneurs have more opportunities to progress in their business than new entrepreneurs (Westhead et al., 2009). The authors further pointed out that past experiences may have an essential part in successfully recognising the opportunity.

According to research, working-business organisations can help develop creativity and innovation and help identify profitable opportunities. Prosperous entrepreneurs are

favoured because of a link between education and experience (Rosa & Peter, 2003). A study conducted by Ucbasaran et al. (2003) claimed that an experienced entrepreneur who begins a business could be augmented with valuable industry expertise, such as channels of distribution, knowledge of tactics, channels of delivery, and familiarity with recruitment and selection. Further benefits like good relations with regulators, suppliers, customers, new products, new markets, and funding sources can be identified. Even though the experience is multidisciplinary, several authors claimed that individuals with prior entrepreneurial experience would favour people without knowledge and expertise (Binsacca, 2000; Alsos & Kolvereid, 1998).

### **Social Factors**

Entrepreneurship studies conducted by (Storey, 1994; Reynolds et al., 1994; Unger et al., 2009) highlighted the importance of demographic characteristics such as gender, age, and family background and social factors such as ethnic group membership, religious history, and level of education, role models, job experience, and entrepreneurial environment. According to Kanungo (1998), the socio-demographic approach assumes that people with comparable settings will have related traits that can be used to distinguish an entrepreneurial character. In the socio-demographic approach, entrepreneurs are seen as an outcome of the environment and, therefore, factors beyond their personal control.

According to Luthans (1989), among all the factors that influence attitude, cultural elements contribute to personality. Robbins et al. state that personality is an emotional process of motivation, learning, and perception. Culture decides what an individual experiences and learns. Moreover, Luthans (1989) further suggested that social group and family personality progress have the maximum influence. The augmentation of family and social groups in directing the culture is attributed to socialisation. Mussen (1963) described socialisation as an individual's exposure to his or her immediate family and society from birth to adolescence. The individual is expected to learn all the behavioural patterns, norms, and customs that are customary and acceptable to the family and social

group. Moreover, the house ambience and the locality of an individual play an essential role in promoting his or her feelings.

The social environment has to have an inventive spirit that generates creativity, innovation, and ideas to nurture entrepreneurialism. Florida (2001) argues that a more diverse set of creative ideas is possible in a multicultural environment. He further declares that communities with high heterogeneity draw different types of people who generate excellent human capital levels. Jungwirth (2007) reported that human capital is the blend of experience, personal qualities, and abilities that will help create businesses that can contribute to business growth. Florida (2001) concluded that the crucial factor is not the favourable climate, government policies, or culture; besides, the social environment's diversity creates entrepreneurialism. Furthermore, Mueller et al. (2007) supplement this point by stating that individuals encircled by the high quality of human assets are aware of how to turn opportunities into start-ups. Nonetheless, studies conducted by Dhaliwal et al. (2007) concluded that there is no significant correlation between diversity and start-ups.

#### **3.10.2.1 Family Background**

According to Matthews & Moser (1996), parental role models are the most prominent determinant for entering an entrepreneurial career. Moreover, Carsrud et al. (1987) found that students with role models have a greater likelihood of undertaking entrepreneurial pursuits than students without role models. The authors further insisted that inclination towards entrepreneurship is higher if role models are from within the family. Furthermore, Brockhaus & Horwitz (1986) reported that the father, mother, and siblings are the focal role models. Many researchers recognise that individuals with a family enterprise environment are likely to begin their own business and succeed (Matthews & Moser, 1996). In other words, the author's ideas suggest that entrepreneurship is interconnected with family background. Besides, Scott & Twomey (1998) observed that students with entrepreneurial family backgrounds are inclined to be involved in self-

employment and do not favour employment in large organisations. Moreover, Carsrud et al. (1987) mentioned that family members are always a reservoir of support both morally and financially for latent entrepreneurs. To conclude, the family environment with entrepreneurial activities or micro-business activities provides more support and encouragement to potential entrepreneurs than families without entrepreneurial backgrounds.

### **3.10.2.2 Social Networks**

A social network community is a means of finding a chain of community connections. These connections can either speed up or slow down the entrepreneur's interactions with specialists, resources, and business opportunities. According to Hansen (2001), a social network community can help ease the thought process, connect with experts in the industry to clarify uncertainties, boost motivation, find new ideas, offer possible help, and provide support.

Aldrich & Zimmer (1986) state that social networks stimulate business growth by reducing transaction costs, creating business opportunities, and generating knowledge spillovers. Moreover, Elfring & Hulsink (2003) stated that social networks help identify new business opportunities, such as new business model ideas and potential customers. Interactions within social networks serve as an occasion for entrepreneurs to obtain information that may lead to new business opportunities. Furthermore, according to Romanelli (1989), some of the challenges entrepreneurs' faces are identifying a promising prospect and mobilising resources to exploit it. Social networks can help solve these challenges and improve the recruitment of skilled labour, access to capital, and resource mobilisation. In contrast, Hansen (2001) stated that social network availability is less prevalent in developing countries than in developed countries.

### **3.10.2.3 Role Models**

Kolvereid & Isaksen (2006) stated that role models indirectly influence a person's intentions and behaviour towards entrepreneurship. Moreover, gender moderates the

links among role models, attitudes towards entrepreneurship, and entrepreneurial intentions (Ajzen, 1991). Besides, Fishbein's (1980) considered that demographic variables such as gender could affect the attitudinal and standardising determinants of intention. Also, this research tried to recognise the role of gender in entrepreneurship.

Previous studies have paid relatively little attention to the moderating effects of role models on gender. However, a survey conducted by Karimi (2014) concluded that role models in society are having a significant impact on female students, but there is no attraction for male students. In contrast, Kourilsky & Walstad (1998) stated that students' role models play a critical role in stimulating them to be entrepreneurs, both for females and males. In general, role models were also found to be more important for female students than male students. Karimi (2014) also suggested that male students concentrate more on the consequences of entrepreneurship. On the contrary, female students are more susceptible to social factors, their families' views, and judgments of role models about entrepreneurial intention and an entrepreneur's choice.

### **3.10.3 Economic Factors**

Papaneek et al. (1962) claimed that the economic environment is very significant for entrepreneurship development. Financial incentives are viewed as adequate preconditions for the rise of start-ups. According to the authors, financial incentives include government schemes, tax systems, demand and supply positions, infrastructure development, easy financial availability, and resource availability. Besides, Harris (2002) mentioned that advancements in technology, healthy competition, and natural financial means are key for entrepreneurship in any nation.

Entrepreneurship development depends on the familiarity, abilities, and knowledge of start-ups to confidently start a business. The OECD (2001) stated that if the government could facilitate incubation centres and training sessions related to entrepreneurship, it would help gain individuals' courage. Besides, the government's economic policies, such



as building a uniform industrial atmosphere and moderate inflation, can spur robust economic growth and are significant factors in promoting entrepreneurial development. Furthermore, according to Herrington et al. (2008), economic policies should include deregulation, tax benefits for start-ups, privatisation of key industries for healthy competition, and progressive strategies for private sector ventures to activate entrepreneurial development.

The government should provide assistance through its institutes, colleges, and universities to promote entrepreneurship education by emphasising creative thinking, experimentation, innovation, taking proactive leadership, and increasing risk-taking capability. According to Meager (2003), the government needs to create awareness of entrepreneurship's value to a country through workshops, exhibitions, short films, practical sessions, and internships. Moreover, Herrington et al. (2008) stated that the government should educate people through the media, newspapers, and other communication forms. The author further states that the government should identify the types of businesses individuals should start and communicate the information effectively along with the subsidies and benefits to be motivated and willing to take a chance to pursue an entrepreneurial career instead of working for an entrepreneurial organisation. In contrast, Sarasvathy & Venkataraman (2009) stated that easy access to resources, i.e., raw materials, human resources, and infrastructure facilities, are the significant aspects for start-ups. Therefore, if governments desire to encourage their citizens to start businesses, they should focus on these areas. An attitude is further impacted by an individual's socio-economic traits that define his/her behaviour. Because of their educational background and life experiences, millennials have a different perspective on life than middle-aged and older people. The situation they have faced enables them to view the environment differently than others.

#### **3.10.3.1 Capital**

Various researchers have recognised the factors that contribute to entrepreneurship's growth, and many of them have concluded that economic factors are the most influential.

Besides, researchers agree that the absence of entrepreneurship is not prompted by the prevailing socio-cultural or institutional environment but because of the absence of economic factors, especially the availability of capital. Cooper (1994) stated that capital is one of the essential prerequisites to establishing an enterprise. For example, Germany and Japan exemplify how an adequate supply of capital promotes entrepreneurial development and how a lack of capital for industrial pursuits impedes the same. Moreover, funding is presumably the most fundamental obstacle to entrepreneurship (Finnerty & Krzystofik, 1985). Several research barriers have also been identified, including a lack of initial capital, funding difficulty, and the cost of borrowing capital. (Birdthistle, 2008; Shinnar et al., 2012; Smith & Beasley, 2011). Furthermore, Magd & McCoy (2004) noted that access to finance is one of the challenges facing Omani entrepreneurs.

#### **3.10.4 Cultural Factors**

*Culture* refers to the behaviours, ideas, customs, traditions, and beliefs of a specific nation passed through generations. Culture determines which characteristics and behaviours are considered essential, acceptable, or unacceptable. Within a culture, there are standards and behavioural expectations one must follow. These cultural norms can direct which personality traits are deemed necessary. Malcolm Gladwell estimated that culture influences characteristics and defines common attributes as those recognised within a culture. These traits may differ from culture to culture, depending on needs, values, and expectations.

What is a desirable trait in one culture that may or may not be regarded as sought-after, resulting in individuals possessing various characteristics depending on their customs? Besides, according to Oishi (2008), personality attributes diversify across cultures. For example, there is a difference between individualist cultures such as North America, Australia, and European cultures and collectivist cultures such as Africa, South America, the Middle East, and Asian cultures. Gladwell stated that individuals who live in

*independent cultures* tend to believe that personal accomplishment, competition, autonomy, and personal liberty are significant in life. In contradiction, individuals who live in *collectivist cultures* tend to appreciate respect for the elderly, group requirements, and social compatibility needs more than individual wants. These preferences affect an individual's personality in many ways; for example, Robbins et al. (2008) observed that people living in individualist cultures respond positively to entrepreneurship. On the other hand, individuals from collectivist cultures are less inclined to entrepreneurship and exhibit community-oriented personality traits.

Louw et al. (2003) indicated that entrepreneurial influences differ based on the demographic, cultural, personal, and socio-economic environment in which a person is born and raised. Moreover, Shane et al. (1993) advised that entrepreneurial action levels are related to the national culture. Furthermore, Hofstede described that cultural dimension help to observe what are specific entrepreneurial traits and also what are the national characteristics. Hofstede (2003) defines culture as "*a shared set of beliefs and values within a national society that create social acceptance of behaviour.*" Besides, Hayton et al. (2002) specify that *cultural values set the level of entrepreneurial action performed within a society as measured by risk-taking and independence readiness.* Therefore, it is clear from the previous research that the link between entrepreneurial activity in a nation and cultural aspects of entrepreneurship must be studied to understand entrepreneurship development's essential influencing factors. Thoughts, concepts, and knowledge are always considered distinct factors that boost productivity (Florida, 2001). According to the author, start-ups' opinions and ideas should get adequate consideration and receive support in all possible ways; otherwise, it is not easy to foster an entrepreneurial culture in any society.

#### **3.10.4.1 National Culture**

According to Hayton et al. (2002), a country's cultural system influences entrepreneurial behaviour barely to a small degree. Moreover, they mention that investors, bankers,

government financial aid, and friendly business policies play a more significant role in forming an entrepreneurial mindset. In contrast, Wagner (2003) identified that continuing entrepreneurs have to confront the adverse people's perception of remaining a loser, since closing a business shows an individual's incompetence to run a company. According to the author, public opinion about business failures generates a start-up barrier for entrepreneurs. If he decides to open a new business, the odds of success are very slim in the general public's eyes.

To conclude, like the trait approach, the socio-demographic factors in the study of entrepreneurship have been probed for their conceptual weaknesses (Reynolds, 1997; Gartner, 1989; Robinson et al., 1991). According to them, these factors produced discrepant and often contradictory results, and on top of that, these factors were perceived to be insignificant predictors of entrepreneurial behaviour. According to Krueger et al. (2000) & Gartner (1989), based on socio-demographic characteristics, it is not possible to predict who is inclined to become an entrepreneur. Robinson et al. (1991) stated that entrepreneurship is significantly complicated to indicate socio-demographic factors alone. However, Fishbein & Ajzen (2010) claimed that socio-demographic factors, like personality traits, can indirectly influence entrepreneurship; however, these factors alone cannot predict potential entrepreneurs' behaviour and actions.

### **3.10.5 Other Factors**

Moreover, outside factors or immediate circumstances force an individual to dominate the attitude of an individual. For example, when grouped into a highly traditional work setting, an individual with a high need for power and achievement may display frustration and react confrontationally. Therefore, the individual may look agitated and passive. Contrary to the current circumstances, the development theories predict that the person would be better, harder-working, and sincere.

On the other hand, external factors adding to the entrepreneurial effort, including technology advancement, information technology improvements, infrastructure development, economic systems, and educational practices, may influence a person's inclination towards entrepreneurship. To conclude, contributing factors affect students' entrepreneurial attitudes and behaviour, which can be ascertained for thriving entrepreneurship in a country.

### **3.11 Role of the Government and its Support Structures to Promote Entrepreneurship**

According to North (2005), environmental factors play an essential role in developing students' opinions and behaviour, including entrepreneurship. Besides, according to Cope & Pittaway (2007), environmental factors either promote or interfere with entrepreneurial pursuits. They may play an indispensable role in the development of a person's intention to create a start-up. So, environmental factors cannot be overlooked when recognising students' entrepreneurial intentions and attitudes. Studies conducted by Ajzen (1991) & Shapero (1982) studied the relationship between the environment and a person's entrepreneurial process.

Lewis & Massey (2003) declared that the political situation, cultural climate, administrative complexities, and government support measures and procedures are essential in forming individuals' entrepreneurial intentions. Moreover, a study conducted by Minniti & Arenius (2005) described how the subjective perception of the environment rather than the actual atmosphere is believed to be more prominent in determining entrepreneurial intention than the natural environment. In contrast, studies conducted in various countries concluded that students perceive that government support towards entrepreneurial ventures is either absent or limited. Besides, studies conducted in Kenya, Nigeria, and other African nations stated that bureaucratic methods and financial determinants are perceived negatively by students when starting a new business.

Researchers have repeatedly stated that environmental factors, particularly government backing, can improve a person's predisposition to entrepreneurship. Pfeffer (1987) specified that an individual's immediate environment shapes an individual's attitude. Besides, Shapero (1982) reported that entrepreneurial philosophy or worth relies on the social situation to which a person belongs. The author further states that if an individual or student perceives the environmental conditions, such as cultural, environmental, government assistance, and economic support, as favourable to entrepreneurship, their approach towards entrepreneurship development might suit more confidence. No previous studies investigated the consequences of perceived environmental factors and government support on students' entrepreneurial intention and outcome.

Moreover, environmental conditions influence an individual's intention to pursue entrepreneurial development. According to Ajzen (1991), the more resources people believe they have, the fewer barriers or obstacles they anticipate. Consequently, the resources accessible to an individual determine the possibility of behavioural fulfilment (Ajzen, 1991). Furthermore, Richard (1996) argued that access to resources such as start-up funds, incentives for a new business, exclusive perks for new start-ups, and government grants for private companies could boost the determination and spirit of those seeking more challenging careers like entrepreneurship.

In conclusion, individuals are always encircled by various contextual factors that can pull and push them in distinct directions (Hisrich, 1990). A combination of both personal considerations (such as personality) and contextual factors (such as perceived government support) may, therefore, develop entrepreneurial intentions (Boyd & Vozikis, 1994).

### **3.12 Perceived Support and Entrepreneurial Intentions among Students**

#### **3.12.1 Academic Support**

According to Zhang et al. (2014), educational institutions have been using a variety of methods to support their students' entrepreneurship, including teaching them knowledge and skills and assisting them with opportunity identification, business plan development, capacity building, and the acquisition of resources. However, Saeed et al. (2015) discovered that academic institutions can accomplish this in other ways, such as by hosting workshops and conferences. Furthermore, Trivedi (2016) stated that colleges should invite role models and hold networking sessions with students to stimulate their business interests. Furthermore, colleges could function as advisors for their students rather than just traditional teachers, giving them insights and encouraging enterprise formation. An additional method that educational institutions utilize their goodwill to support student entrepreneurship is by giving students a place to launch their firms on campus; later, they can expand outside; by facilitating financial capabilities; and by acting as the students' primary clients.

### **3.12.2 Structural Support**

According to Turker & Selcuk (2009), structural support is the authorities' support for student's perceived entrepreneurial assistance and guidance, including assistance from government and non-government departments. This involves financial assistance, limiting rules and regulations on entrepreneurs, obtaining licences quickly, and providing business opportunities. The research on the efficacy of structural support initiatives that aim to boost entrepreneurship seems to be mixed. The opposite of what Djankov et al. (2002) suggested as a clear relationship between particular regulatory regimes, such as the ease of setting up a company and the rate of entrepreneurship, was discovered by Van Stel et al. (2007). Similar findings were made by Turker & Selçuk (2009), who found that perceived structural support, such as the availability of bank loans and institutional arrangements, has a positive impact on company intentions. This is in contrast to other research using perceptual measures of public policies, which found only a minor influence on entrepreneurial intentions (Engle et al., 2011).

### **3.12.3 Relational Support**

The potential entrepreneur's perceptions and sentiments regarding the assistance he or she will obtain from the community to which he or she connects are known as “perceived relational support”. According to Baughn (2006), other reference groups that are considered most important for people when starting a business are parents, siblings, and spouses. Furthermore, Mustapha & Selvaraju (2015) stated that support and encouragement from family and friends, aunts and uncles, and peers have been linked to the development of entrepreneurs. Furthermore, Nanda & Sorenson (2006) stated that friends and family have the most influence on individual career choices since they serve as fund providers and role models. Furthermore, Mustapha & Selvaragu (2015) found that family influences students' willingness to become entrepreneurs in a positive and significant way.

Role models have a major influence on students' decisions to become entrepreneurs (Baughn, 2006). Besides, according to Postigo (2006), role models frequently offer required info, advice, and support, as well as a good example, and assistance. Postigo went on to say that by leading by example and offering assistance, students will be more plausible and confident in starting their businesses. As a result, the support of role models is likely to influence one's career choice. Additionally, social support is always recognised as a critical factor in predicting behaviour. Al-Harassi et al. (2014) claim that social or relational connections significantly influence a person's entrepreneurial inclinations. As seen from the foregoing, someone may be motivated to embark on an entrepreneurial career if they are aware that they will have this type of assistance when they launch a business.

According to Bandura (2006), people are not entirely independent actors and are not determined by their surroundings. Instead, the combination of behavioural, intrapersonal, and environmental factors led to their acts. Therefore, even if society can affect entrepreneurial behaviour by creating a supportive atmosphere, how each person reacts to



this support system largely depends on them. As a result, entrepreneurship may become a feasible career option for those who see favourable conditions, including positive market prospects as well as supporting regulations. Based on this logic, it is reasonable to conclude that individuals who perceive structural support as encouraging may develop entrepreneurial intentions.

### **3.13 Barriers to Student Entrepreneurship as a Career Choice**

According to Burns (2007), some of the barrier's entrepreneur's face are product disparity, being more efficient and forced to maintain economies of scale, and a need for high capital. Similarly, Wagner (2003) argued that financial institutions, investors, and banks usually regard the risk of business failure at a high rate, and hence are less inclined to fund start-ups and approve loans. On the other hand, Shane & Venkataraman (2000) stated that access to human capital, knowledge markets, and limited access to essential data are significant barriers to entrepreneurs. Moreover, Zhang (2011) noted that first-time entrepreneurs face the various challenges of securing funding for start-up ventures as many views them as inexperienced or risk-takers. In contrast, senior entrepreneurs can obtain capital much faster than novices. Likewise, William (2010) argued that banks and lending institutions' decisions are possibly affected by an entrepreneur's credentials rather than the business's credibility. He further stated that since first-time entrepreneurs cannot prove their achievement, they are less likely to receive funding for their start-ups.

Nonetheless, Moibi (2002) stated that students generally perceive unemployment difficulties as an interpretation of the government's oversight to offer more jobs and motivate the economy's private sector. The students believe that obtaining their certifications symbolises getting an opportunity either in private or public organisations. However, Nassar (1999) found that students have natural characteristics agreeable to entrepreneurship even though they face difficulties in their effective performance, such as lack of specialised experience, infrastructure and amenities concerns, and other obstacles (Dionco-Adetayo, 1998).

Through the government's extensive campaign on entrepreneurship programs, the awareness of self-employment is far from a certainty. Governments, local communities, educational institutions, and training centres must pay attention to the factors affecting students' attitudes towards entrepreneurship and identify what factors deter their entrepreneurial spirit. Furthermore, a significant factor in choosing entrepreneurship as a career is a need to transcend redundancy or unemployment (Mueller et al., 2007). According to Foerderland (2009), the German government encourages jobless people to start a business by initiating a novel legal entity called one-person firms. The German government's new initiative helped grow more businesses than ever before from 2001 to 2005.

Cooper & Brush (2012) stated that women's entrepreneurship is gaining attention concerning their business prosperity support. The authors point out that women tend to face more barriers compared to their male equivalents. According to Bhatti et al. (2011), reasonably priced childcare facilities are not available, so women cannot enter the job market or focus on start-up. Besides, Nel et al. (2010) argued that work and personal life balance are the most obvious challenges for female entrepreneurs, as start-ups demand a lot of time to be spent. In addition to this, Cooney (2009), in his study of female entrepreneurship in the Travelling Irish society setting, acknowledges female entrepreneurs' time limitations in regular tasks, such as mothers, homemakers, and caretakers.

Table 3.1 shows the internal and external obstacles to the development of young entrepreneurs and SMEs in Bosnia and Herzegovina.

Table 3.1 - Barriers to Entrepreneurship

<b>Internal barriers</b>		<b>External Barriers</b>	
<b>Education &amp; Competence</b>	Abilities	<b>Finance</b>	Irregular Income
	Competencies		
	Knowledge Skills		Borrowing Cost
	Experience		Access to capital
<b>Gender</b>	Gender-Related	<b>Family</b>	Role Models

Attitude	Attitude towards Entrepreneurship		family background
Personality	Self-Efficacy	Law and Administration	Family commitment
	Lack of Confidence		Tax
	Lack of Courage		Registration Procedure
	Motivation		Legislation & Regulations
	Fear of Risk and debt		Administrative burden
	Fear of failure		Corruption
			Bureaucracy
			Social and Economic
		Networks & Social Capital	
		Economic Climate	
		Government	Institutional Support
			Advisory Mentorship
			Infrastructures
			Human Resources
		Others	Market Information & Knowledge
			Competition
Opportunity Recognition			

Source: Džafić, Zahirović, Okičić, & Kožarić (2011)

Funding is presumably the most critical obstacle for entrepreneurs (Shinnar et al., 2012). Moreover, Smith & Beasley (2011) stated that many students in different studies also identify this barrier (i.e., lack of starting capital, raising required capital, and funding complexity). Furthermore, Ribeiro et al. (2014) differentiated financial difficulties between genders; females seem to have more obstacles than their male counterparts in raising their businesses' capital. Moreover, the absence of entrepreneurial role models in the family environment or the immediate family setting can adversely affect the image of entrepreneurship (Pruett et al., 2009). Besides, lack of social support, i.e., religion, caste system, and social order, may be barriers to entrepreneurship. Under the circumstances (Iakovleva et al., 2014), social support is assessed by the subjective-social norm construct (Ajzen, 1991), which distinguishes amongst different cultures and may serve as a barrier.

Sesen & Pruett (2014) claimed that successful young entrepreneurs demonstrate their disappointment with support arrangements available for start-ups. Moreover, a study conducted by Smith & Beasley (2011) concluded that most students clarified that the absence of institutional assistance is a significant impediment to their entrepreneurial projects. Also, Ledyeva et al. (2008) explain that infrastructure facilities are essential to business start-up, and their deficiency is viewed as a barrier to entrepreneurship.

### **3.14 Development of Students' Entrepreneurial Potential**

Many scholars have studied and researched the role of colleges and universities in developing a notion of entrepreneurship. According to Moen & Kolvereid (1997), students studying entrepreneurship significantly increase their readiness to start a start-up, besides enhancing their entrepreneurial attitudes and intentions. Another study, conducted by Frank et al. (2005), concluded that entrepreneurial orientation could have a significant impact on educational providers. Acknowledging colleges can increase students' understanding of business, clarify their doubts about start-ups, stimulate creativity and innovation, and improve opportunity evaluation procedures to empower students to identify and take advantage of opportunities.

Entrepreneurial training also positively influences a student's entrepreneurial intentions (Jones et al., 2008). In comparison, Chrisman et al. (2012) noticed that entrepreneurship programmes influence new business creation but do not significantly impact business continuation and performance. According to the authors, entrepreneurship programmes can serve as a motivating tool for students to begin their own businesses. Still, they cannot support them during the following steps of business planning and administration. In contrast, Robertson & Henderson (2000) stated that although entrepreneurial teaching and training in colleges is blamed for being vague, theoretical trainers and teachers can offer entrepreneurial wisdom for students to guide their selection of entrepreneurship as a career.

On the other hand, colleges were blamed for not having a dynamic curriculum in entrepreneurship. Although some colleges and universities have incubation centres and innovation labs, most do not fully realise their value and potential benefits in formulating a risk-taking atmosphere. Frank et al. (2005) stated a lack of understanding of these facilities and labs' greatness. He further noted that most of these facilities are underfunded and dysfunctional. Besides, Kharabsheh et al. (2011) indicated that most colleges view these facilities as just a way to make extra earnings or keep their part of the requirements. Furthermore, a study by Luis et al. (2011) in Spain revealed that colleges' inadequate attention to entrepreneurship results in adverse outcomes, influencing the prospect of entrepreneurship.

Moreover, the same studies concluded that low exposure and minimum levels of awareness among students towards entrepreneurship, especially in personal, social, and economic terms, would have a catastrophic effect on students and the economy. Furthermore, students with low skills and little exposure to entrepreneurship may pressure the government to deal with unemployment issues. To conclude, universities and colleges should take on the tasks of initiating, developing, and supporting entrepreneurship and inspire, train, and actively support and facilitate networking among students and entrepreneurs.

### **3.15 The Latest Policies and Procedures Adopted by Various Governments to Encourage Youth Entrepreneurship**

The global financial crisis of 2008 and 2014 thrust youngsters into the policy limelight due to a conspicuous rate of unemployment that is much higher than the worldwide unemployment rate. In such conditions, entrepreneurial development has emerged as a fundamental policy aimed at lowering joblessness and generating new employment opportunities in most countries of the European Union and Asia (Euro Found, 2016). However, according to MoF Report (2017) entrepreneurship cannot tackle the youth unemployment problem on its own. Despite the professed favourable intentions and popularity of entrepreneurship in a country, the proportion of young people choosing

self-employment is rather low in many countries, and it is relatively low in the GCC countries. Besides, GEM Report (2016) the causes for this are most likely to be found in the different restraints that young people face when starting their own enterprises, as well as the widespread perception of entrepreneurship as a viable career. To combat this, governments throughout the world have implemented a variety of policies, and entrepreneurship is a high priority for policymakers due to its relevance.

According to *World Bank Group* (2019) the role of technology and digitalization in the process of beginning and operating a business is the subject of more recent research on entrepreneurship. Numerous studies have been conducted to determine whether digital platforms and technology may help or hurt the entrepreneurship process, particularly for young entrepreneurs. Besides, the emphasis on how entrepreneurship promotes social and economic development in emerging economies is another recent development in the literature on young people's entrepreneurship (MERP, 2016). Moreover, studies have been done on how entrepreneurship, particularly for young people in these economies, can help create jobs and boost economic growth.

The entrepreneurial activities of young men and women differ, according to research, with women encountering more obstacles when beginning a firm. In studies aimed at advancing gender equality in entrepreneurship, various obstacles have been identified and addressed. The study of how government policies and programmes affect young people's entrepreneurship has also increased. However, Youth Strategy (2017) Stated that the government support can be quite helpful in encouraging youth entrepreneurship, according to studies, but it's also important to assess how beneficial these policies and initiatives are. Understanding the function of education in fostering youth entrepreneurship has been another topic of focus. According to research, entrepreneurship education can significantly contribute to the development of the abilities and knowledge required for young people to launch and manage successful firms (Euro Found, 2016).

Entrepreneurship is seen as a crucial component of a country's development. As a result, policymakers in every nation develop entrepreneurial projects that can accelerate growth, create jobs, and thus reduce unemployment. These projects include the Small Business Administration (SBA) in the US offers cash, advice, and services to budding entrepreneurs (Premand et al, 2012). The National Youth Business Program of the Canadian government offers money and mentoring to young businesspeople. The "Erasmus for Young Entrepreneurs" initiative in the European Union enables aspiring businesspeople to gain knowledge from established businesspeople in other EU member states (MERP, 2016). The government of the United Kingdom has a programme called "Start-Up Loans" that offers cash and mentoring to aspiring business owners. Young entrepreneurs in Singapore have access to money and resources through the "Start-up SG" programme, which is run by the government. The "New Enterprise Incentive Scheme" is a programme run by the Australian government that offers cash and mentoring to aspiring business owners. Young entrepreneurs in India can access funds and resources through the "Start-up India" initiative, which is run by the government. The "Made in China 2025" programme, run by the Chinese government, encourages young people to be innovative and entrepreneurial (Cho & Honorati, 2013). These new programs, initiated by various governments, aim to inspire young people to launch their own enterprises and stop depending on jobs.

### **3.16 Summary**

According to Ajzen (1991), the best single predictor of behaviour is intention. Besides, Autio et al. (1997) argue that a well-defined belief can influence entrepreneurial intentions through general attitudes such as achievement, money, autonomy, and competitiveness. According to the author, belief can be determined by personal background variables, including gender, age, experience, education, and other factors like social, cultural, and economic factors. The literature proposes that young entrepreneurs have high levels of entrepreneurial intent. The students usually have positive attitudes towards self-employment. However, young individuals experience more significant entry difficulties due to inadequate resources, life experiences, and work knowledge. Further,

this study provides the connection and significance of each antecedent to entrepreneurial intent. This research examines students' entrepreneurial intentions and their awareness of government support programmes for starting a business in Oman. According to the literature reviewed above, people's entrepreneurial intentions improved as they attended entrepreneurship education, training, and assistance. It is more important to provide knowledge about starting a business while also training on how to run a business long term and respond to economic challenges is critical for entrepreneurial growth. The research also stated that youngsters are innovative and ready to take on new challenges induced by technology, competition, and Oman's economic changes.

The attitudes and intentions towards new business development among undergraduate students in Oman would vary depending on factors such as their field of study, their personal experiences, and their perceptions of the business climate in Oman. It is also likely that some students will be more entrepreneurial in their attitudes and intentions, while others may be more risk averse. To summarize, the attitudes and intentions towards new business development among undergraduate students would likely vary depending on factors such as their field of study, personal experiences, and perceptions of the business climate. Some students may have a more entrepreneurial attitude and intend to start their own business, while others may be more risk averse. Further, it is expected that some students may have a general understanding of government programs and resources available to support small businesses and entrepreneurs, while others may have little or no knowledge of these resources. Besides, it is also possible that awareness and understanding of these resources may vary depending on the specific field of study or level of engagement with entrepreneurship-related activities.

Demographic and socio-cultural characteristics can influence a student's attitude towards enterprise development in several ways. Age, gender, race, and socio-economic background can all play a role in shaping a student's perspective on entrepreneurship and their likelihood of pursuing it as a career. For example, research suggests that men are more likely to start businesses than women, and that people from higher socio-economic



backgrounds may have more access to resources and networks that can help them start a business. In addition, cultural factors can also influence a student's attitude toward enterprise development. For example, students from cultures that place a high value on individualism and risk-taking may be more likely to consider entrepreneurship as a career option, while students from cultures that place a greater emphasis on stability and security may be less likely to pursue it. Finally, students' past experiences and exposures can also shape their attitude towards enterprise development. For instance, students who have had a positive experience with entrepreneurship or have been exposed to successful entrepreneurs may be more likely to consider starting their own business in the future. Overall, the attitudes of students towards enterprise development can be influenced by a variety of demographic and socio-cultural factors, and it is important to take these factors into account when developing programs and resources to support entrepreneurship education.

Entrepreneurial personality characteristics can have a significant influence on an individual's entrepreneurial intention and attitude. Entrepreneurial personality characteristics refer to the personal traits and characteristics that are associated with entrepreneurship, such as risk-taking, self-confidence, locus of control, proactiveness, and need for achievement. Research suggests that individuals with high levels of these characteristics are more likely to have a positive attitude towards entrepreneurship and are more likely to intend to start their own business. For instance, individuals who are high in risk-taking are more likely to consider starting a business despite the inherent risks involved, while individuals who are high in self-confidence are more likely to believe in their own abilities to start and run a successful business. Additionally, a proactive attitude, which is the tendency to take initiative and engage in goal-directed behavior, is positively associated with the intention to start a business. On the other hand, individuals who score low on these characteristics are less likely to have a positive attitude towards entrepreneurship and may be less likely to intend to start their own business. Overall, entrepreneurial personality characteristics can play a key role in shaping an individual's entrepreneurial intentions and attitudes. Therefore, understanding

these characteristics can be useful for identifying potential entrepreneurs and developing programs and resources to support their success.

There are several barriers that can confront students in their selection of entrepreneurship as a career choice, including: Many students may lack the knowledge and understanding of what entrepreneurship entails, and the opportunities and challenges that come with it. Starting a business can be risky, and some students may be hesitant to take on such risks, especially if they have not been exposed to entrepreneurship education or successful entrepreneurship stories. Starting a business can be costly, and students may not have the financial resources to start their own business. Students may not have access to the networks and resources that can help them start and grow a business, such as mentorship, funding, and business connections. Students may face societal and cultural barriers such as lack of support from their family and friends, or cultural norms that do not value or encourage entrepreneurship. The fear of failure is a major barrier for students, as they may be hesitant to start a business due to the fear of not being able to make it successful. These barriers can discourage students from pursuing entrepreneurship as a career choice, but with the right support and resources, these barriers can be overcome.

**CHAPTER IV**  
**DEMOGRAPHIC PROFILE OF UNDERGRADUTAE STUDENTS IN OMAN**

<b>Section</b>	<b>Title</b>	<b>Page</b>
4.1	Introduction	140
4.2	Demographic Profile of the Respondents	141
4.3	Past Experience of the Respondents	146
4.4	Family Background of Respondents	148
4.5	Summary	149

## **CHAPTER IV**

### **DEMOGRAPHIC PROFILE OF UNDERGRADUATE STUDENTS IN OMAN**

#### **4.1 INTRODUCTION**

The demographic profile of UG students in Oman is presented in Chapter 4. This chapter is divided into three sections. They are the respondents' demographic profile, their previous experience, and their family background. This chapter discusses the survey's (questionnaire) data analysis and findings. The survey findings are presented in tables and Exhibits with a brief description. Six hundred questionnaires were distributed, 120 respondents from each of five select colleges (totalling 600) have been chosen using the purposive sampling method, and their participation was voluntary and entirely anonymous. However, after administering the questionnaires, in the review, it was found that 122 questionnaires were incomplete; either participants did not respond to some questions, or they provided unsatisfactory and inconsistent responses for most of the questions. As a result, they were excluded. Finally, 478 fully completed questionnaires were finalised from the sample of 600, which constitutes a response rate of 79.6%.

This chapter presents a comprehensive data analysis and the presentation of the empirical results in line with the research questions. This section emphasises using various statistical analysis methods like descriptive statistics, regression of the raw data, and other measures of central tendencies. The findings are presented in a descriptive manner using tabular, graphical, and textual representations arranged according to the order of the posited problems of the study. This section is better placed to meet the demands of the research objectives. The findings are then analysed using a thematic approach.

## 4.2 Demographic Profile of the Respondents

Table 4.1 displays participant gender information.

Table 4.1 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	179	37.4	37.4	37.4
	Female	<b>299</b>	<b>62.6</b>	<b>62.6</b>	<b>100.0</b>
	Total	478	100.0	100.0	

Table 4.1, the respondents' demographic profile, shows that 62.6 percent were female, and 37.4 percent were male. Results are not in conformity with Oman's national population (NCSI, 2020), where Oman's female population is only 38.7 percent, and 61.3 percent are male. To infer, most of the participants in the survey were female.

Table 4.2 details the age group of the participants.

Table 4.2 Age group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	<b>332</b>	<b>69.5</b>	<b>69.5</b>	<b>69.5</b>
	26-30	69	14.4	14.4	83.9
	31-35	58	12.1	12.1	96.0
	Above 36	19	4.0	4.0	100.0
	Total	478	100.0	100.0	

Source: Primary Data

Based on Table 4.2, 69.5 percent of respondents were between the ages of 22 and 25. NCSI (2020) estimates showed that 60 percent of Omani citizens are between the ages of 21 and 26. As a consequence, the results and estimates agree. In addition, 14.4 percent of respondents were in the 26–30 age range, followed by 12.1 percent of respondents in the 31–35 age range, and 4 percent of respondents who were 36 years or older.

Table 4.3 contains information on the participants' birthplaces.

Table 4.3 Place of birth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Muscat	159	33.3	33.3	33.3
	Town	51	10.7	10.7	43.9
	Village	<b>210</b>	<b>43.9</b>	<b>43.9</b>	<b>87.9</b>
	Outside Oman	58	12.1	12.1	100.0
	Total	478	100.0	100.0	

Source: Primary Data

In terms of birthplace, 43.9 percent of the respondents were born in various villages, while 33.3 percent were born in Muscat, the capital of Oman; however, 12.1 percent were born outside of Oman. Some Omani women give birth outside of their home country for a variety of reasons, including the presence of extended family abroad or the regions where their husbands work. Furthermore, 10.7 percent of the respondents were born in different Oman towns.

Table 4.4 illustrates the permanent residence locations of the participants.

Table 4.4 Permanent residing area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Muscat	<b>195</b>	<b>40.8</b>	<b>40.8</b>	<b>40.8</b>
	Town (Nizwa, Sohar, Sur, etc.)	117	24.5	24.5	65.3
	Village	166	34.7	34.7	100.0
	Total	478	100.0	100.0	

Source: Primary Data

40.8 percent of the respondents stay in Muscat, whereas 34.7 percent mentioned that they live in villages, and the rest (24.5 percent) live in various towns throughout Oman.

Table 4.5 shows the specifics of the participants' birth position within the family.

Table 4.5 The position in the Family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1st child	106	22.2	22.2	22.2
	2nd child	84	17.6	17.6	39.7
	3rd and above	<b>288</b>	<b>60.3</b>	<b>60.3</b>	<b>100.0</b>
	Total	478	100.0	100.0	

Source: Primary Data

The majority of respondents, or 60.3 percent, stated that they were the third child in the family when asked about their status. Likewise, 22.2 percent of respondents claimed to be the first child in their family, while 17.6 percent claimed to be the second.

Table 4.6 details the education levels of the participants.

Table 4.6 Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelors without Honours	137	28.7	28.7	28.7
	Bachelors with Honours	<b>341</b>	<b>71.3</b>	<b>71.3</b>	<b>100.0</b>
	Total	478	100.0	100.0	

Source: Primary Data

In education, 71.3 percent of the respondents completed graduation with honours, whereas 28.7 percent achieved a bachelor's degree without honours.

Table 4.7 lists the participants' completed study programmes.

Table 4.7 Program of the study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tourism and Hospitality	<b>118</b>	<b>24.7</b>	<b>24.7</b>	<b>24.7</b>

	HR Management	88	18.4	18.4	43.1
	Accounting and Finance	94	19.7	19.7	62.8
	Event Management	40	8.4	8.4	71.1
	Information Technology	97	20.3	20.3	91.4
	Other Qualifications	41	8.6	8.6	100.0
	Total	478	100.0	100.0	

Source: Primary Data

The majority of participants (24.7 percent) studied tourism and hospitality management programmes as part of their course of study. Business management is the next-highest category, with a 20.3 percent share, followed by Accounting and Finance (19.7 percent) and HR Management (18.4 percent). 8.6 percent studied other subjects, including nursing, agriculture, and engineering, while 8.4 percent studied event management.

Table 4.8 lists the colleges where participants completed their programs.

Table 4.8 Name of the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oman Tourism College	<b>120</b>	<b>25.1</b>	<b>25.1</b>	<b>25.1</b>
	Majan College	76	15.9	15.9	41.0
	Modern College	81	16.9	16.9	57.9
	Middle East College	86	18.0	18.0	75.9
	Gulf College	105	21.9	21.9	97.8
	Other Colleges	10	2.2	2.2	100.0
	Total	478	100.0	100.0	

Source: Primary Data

25.1% of the respondents completed their education at the Oman Tourism College, 21.9% at the Gulf College, 18% at the Middle East College, 16.9% at the Modern College, 15.9% at the Majan College, and 2.2% at other colleges. It is obvious that Oman



Tourism College graduates make up the majority of respondents. The fact that the researcher is employed by this college is one of the contributing factors to this.

Table 4.8 shows the year in which respondents completed their degree.

Table 4.9 Degree completion date

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2019	154	32.2	32.2	32.2
	2018	<b>173</b>	<b>36.2</b>	<b>36.2</b>	<b>68.4</b>
	2017	115	24.0	24.0	92.4
	2016	36	7.6	7.6	100.0
	Total	478	100.0	100.0	

Source: Primary Data

Finally, 36.2% of respondents received their degrees in 2018, whereas just 32.2% did so in 2019. Additionally, 24% of them were done in 2017, and the remaining 7.6% were finished in 2016.

Table 4.10 shows the overall demographic profile of the respondents. Demographic information provides crucial context for research findings by helping to identify the characteristics and backgrounds of the study participants.

Table 4.10 Overall demographic profile of the respondents

<b>A1. Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	179	37.4
Female	<b>299</b>	<b>62.6</b>
<b>A2. Age (Optional)</b>	<b>Frequency</b>	<b>Percent</b>
20-25	<b>332</b>	<b>69.5</b>
26-30	69	14.4
31-35	58	12.1
36 and above	19	4.0
<b>A3. Place of birth</b>	<b>Frequency</b>	<b>Percent</b>
Muscat	159	33.3
Town	51	10.7
Village	<b>210</b>	<b>43.9</b>
Outside Oman	58	12.1
<b>A4. Permanent residing area</b>	<b>Frequency</b>	<b>Percent</b>
Muscat	<b>195</b>	<b>40.8</b>

Town	117	24.5
Village	166	34.7
<b>A5. The position in the family</b>	<b>Frequency</b>	<b>Percent</b>
1 <sup>st</sup> child	106	22.2
2 <sup>nd</sup> child	84	17.6
3 <sup>rd</sup> and above	<b>288</b>	<b>60.3</b>
<b>A6. Education</b>	<b>Frequency</b>	<b>Percent</b>
Bachelor's without Honours	137	28.7
Bachelor's with Honours	<b>341</b>	<b>71.3</b>
<b>A7. Programme of the study</b>	<b>Frequency</b>	<b>Percent</b>
Tourism and Hospitality	<b>118</b>	<b>24.7</b>
HR Management	88	18.4
Accounting and Finance	94	19.7
Event Management	40	8.4
Business Management	97	20.3
Other	41	8.6
<b>A8. Name of your college (Optional)</b>	<b>Frequency</b>	<b>Percent</b>
Oman Tourism College	<b>120</b>	<b>25.1</b>
Majan College	76	15.9
Modern College	81	16.9
Middle East College	86	18.0
Gulf College	105	21.9
Other Colleges	10	2.2
<b>A9. Degree completion date</b>	<b>Frequency</b>	<b>Percent</b>
2019	154	32.2
2018	<b>173</b>	<b>36.2</b>
2017	115	24.0
2016	36	7.6

Source: Primary Data

### 4.3 Past experience of the respondents

Table 4.11 displays the respondents' prior experience, including whether they had previous employment experience and if they were exposed to entrepreneurship training.

Table 4.11 Past experience of the respondents

<b>B1. Have you ever held a job where you were paid?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	109	22.8
No	<b>341</b>	<b>71.3</b>
Cannot say	28	5.9
<b>B2. Do you have a role model in any business?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	161	33.7

No	<b>298</b>	<b>62.3</b>
Cannot say	19	4.0
<b>B3. Have you ever been taught an entrepreneurship course in a college?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	<b>283</b>	<b>59.2</b>
No	178	37.2
Cannot say	17	3.6
<b>B4. Have you ever participated in a workshop or a guest lecture on entrepreneurship?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	<b>272</b>	<b>56.9</b>
No	192	40.2
Cannot say	14	2.9
<b>B5. Entrepreneurship course/workshop increased my interest in a career towards entrepreneurship.</b>	<b>Frequency</b>	<b>Percent</b>
Yes	<b>221</b>	<b>46.2</b>
No	84	17.6
Cannot say	173	36.2

Source: Primary Data

Table 4.11 shows the specifics of the respondent's entrepreneurial experience, which are provided in this section. 71.3 percent of the respondents stated that they had never worked a paid job, while 22.8 percent had prior work experience, and the remaining respondents were undecided.

For the second question, do you have a role model in any business? 62.3 percent of the respondents mentioned no, whereas 33.7 percent suggested yes, and the rest were not sure. Additionally, 59 percent of the respondents were taught entrepreneurship courses in college, and 37 percent did not attend a course on entrepreneurship. Presently, all colleges and universities in Oman are teaching Entrepreneurship courses for all programs based on the ministry of higher education's directives. Next, have you ever taken a college-level entrepreneurship course? 59.2 percent said yes, 37.2 percent said no, and the remaining 3.6 percent were undetermined.

Additionally, 56.9 percent of respondents attended a workshop or guest lecture on entrepreneurship, compared to 40.2 percent who did not and 2.9 percent who were

unsure. In addition, when asked if taking an entrepreneurship course or workshop sparked a greater interest in a career in entrepreneurship, 46.2 percent of respondents responded positively, 17.5 percent negatively, and the remaining 36.5 percent were unsure.

#### 4.4 Family Background of Respondents

Table 4.12 illustrates respondents' family backgrounds, including their parents' education, employment, family income, and whether or not they own a business.

Table 4.12 Family background of the respondents

<b>C1. Parent's education</b>		
<b>Father</b>	<b>Frequency</b>	<b>Percent</b>
No formal education	<b>147</b>	<b>30.8</b>
Primary / Secondary School	133	27.8
Diploma	74	15.5
Bachelors and above	124	25.9
<b>Mother</b>	<b>Frequency</b>	<b>Percent</b>
No formal education	<b>212</b>	<b>44</b>
Primary / Secondary School	159	33
Diploma	59	12
Bachelors and above	48	11
<b>C2. Parent's Occupation</b>		
<b>Father</b>	<b>Frequency</b>	<b>Percent</b>
Own Business	72	15.1
Salaried Employee Private	56	11.7
Salaried Employee Government	<b>226</b>	<b>39.3</b>
Retired	73	14.2
Agriculture	41	9.6
Unemployed	48	10
<b>Mother</b>	<b>Frequency</b>	<b>Percent</b>
Own Business	20	4.2
Salaried Employee Private	33	6.9
Salaried Employee Government	50	10.7
Retired	24	5.0
Agriculture	22	4.6
Housewife	<b>329</b>	<b>68.6</b>
<b>C3. Family Income (Optional)</b>		
	<b>Frequency</b>	<b>Percent</b>
Up to OMR 1000	<b>241</b>	<b>50.4</b>
OMR 1001 to 2000	36	7.5

OMR 2001 to 3000	39	8.2
OMR 3001 and above	76	15.9
Do not know	86	18.0
Prefer not to answer	0	0
<b>C4. Does your family own a business?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	103	21.5
No	<b>375</b>	<b>78.5</b>
<b>(i). If yes, have you worked in your family business?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	21	20.4
No	<b>82</b>	<b>79.6</b>
<b>(ii). If yes, how would you rate your experience working in the family business?</b>	<b>Frequency</b>	<b>Percent</b>
Positive	<b>10</b>	<b>47.6</b>
Negative	5	23.8
Cannot say	6	28.6
<b>C5. What type of business? (You can select more than ONE)</b>	<b>Frequency</b>	<b>Percent</b>
Retail such as footwear, supermarket, furniture	<b>46</b>	<b>31.8</b>
Food-related, for example, café, bakery, and restaurant	39	27.2
Services like a salon, spa, and beauty parlour	18	12.0
Labour supply, engineering, and construction	14	9.5
Repair services and others	28	19.5

Source: Primary Data

Table 4.12 shows the details on the respondents' families that are provided in this section. According to the findings on respondents' fathers' education, 30.8 percent had no formal education, compared to 27.8 percent who had attended school, 15.5 percent who had a diploma, and 25.5 percent who had bachelor's degrees or above. In contrast, when it came to the respondent's mother's education, 44 percent had no formal education, compared to 33 percent who had attended school, 12 percent who had a diploma, and 11 percent who had a bachelor's degree or higher. The findings indicated that the majority of respondents' fathers had neither formal education nor experience in an academic setting. Before 1971, Omanis had a poor literacy rate, with less than 10% of the population being literate (Nasser, 2018). However, the quick reform initiatives of His Majesty the Late Sultan Qaboos caused the literacy rate to steadily rise year after year.

Respondent's father worked in the government in 39.3 percent of cases, while 15.1% owned enterprises and 14.2% were retired. In addition, 9.6 percent worked in agriculture, 11.7 percent worked in the private sector, and the final 10 percent were unemployed. In addition, 68.6% of the respondent's mothers were housewives, compared to 10.7% who worked for the government, 6.9% who worked in the private sector, and 5% who were retired. In addition, 4.6% of people worked in agriculture, and the remaining 4.2% owned their own enterprises.

The findings showed that up to RO 1,000 represents 50.4 percent of the respondent's family's income. 15.9% of respondents said their family income exceeded RO 3001, compared to 18% who said they were unsure. Additionally, 8.2% stated that their family's monthly income is between RO 2001 and 3000, while the remaining 7.5% stated that their family's monthly income is between RO 1001 and 2000.

Other responses include the following: 78.5 % of respondents claimed that their family does not have any businesses, while just 21.5% of respondents' families do. Additionally, only 20.4% of respondents worked on their family enterprises, compared to 79.6% who never did. The findings make it clear that the majority of respondents do not come from families that own businesses. The majority of respondents, while hailing from families that owned businesses, did not work there. Likewise, the results showed that while 23.6 percent of respondents said that their experience was unfavourable, the remaining 28.6 percent chose not to share their opinions. Of the respondents, 47.6 percent expressed a positive reaction to working in the family business.

Finally, what type of business are the respondents' families involved in? 31.8 percent were in the retail sector, such as footwear, supermarkets, and furniture shops. On the other hand, 27.2 percent own food-related businesses such as cafés, bakeries, and restaurants. Besides, 19.5 percent were handling repair services, and 12 percent were involved in service industries like salons, spas, and gyms. Furthermore, 9.5% were in

construction, engineering, and labour supply. It is evident from the responses that they come from a diversity of business backgrounds.

#### **4.5 Summary**

The majority of respondents, nearly 63 percent, were male, and 70 percent were between the ages of 20 and 25, with 60.3 percent being born in the third or higher position in the family, and the greatest numbers having completed tourism and hospitality degrees. Besides, the majority of them have no prior employment experience and claim to have no business role models. Moreover, 60% of respondents' parents worked for the government or private organisations, and more than half reported a monthly family income of less than RO 1,000.

## CHAPTER V

### FINDINGS ON ENTREPRENEURIAL ATTITUDES, INTENTIONS, PERCEIVED SUPPORT, PERSONALITY CHARACTERISTICS, AND BARRIERS AMONG UNDERGRADUATE STUDENTS IN OMAN

Section	Title	Page
5.1	Introduction	155
5.2	Reliability Statistics	157
5.3	Student Attitudes toward Entrepreneurship	157
	5.3.1 Family's Income per Month * Attitudes Towards Entrepreneurship	160
	5.3.2 Father's Occupation * Attitudes Towards Entrepreneurship	161
	5.3.3 Education * Attitudes towards Entrepreneurship	162
	5.3.4 Program of the study * Attitudes towards Entrepreneurship	163
5.4	Students Entrepreneurial Intention	167
	5.4.1 Family's Income per Month * Entrepreneurial Intention	168
	5.4.2 Father's Occupation * Entrepreneurial Intention	170
	5.4.3 Education * Entrepreneurial Intention	172
	5.4.4 Program of the Study * Entrepreneurial Intention	173
5.5	Perceived Support for Entrepreneurship	177
	5.5.1 Family's Income per Month * Perceived Support for Entrepreneurship	178
	5.5.2 Father's Occupation * Perceived Support for Entrepreneurship	180
	5.5.3 Education * Perceived Support for Entrepreneurship	182
	5.5.4 Program of the study * Perceived Support for Entrepreneurship	183
5.6	Students' Awareness of the Government's Role to Promote Entrepreneurship in Oman	187
	5.6.1 Family's Income per Month * Students Awareness of the Government's Role	189
	5.6.2 Father's Occupation * Students Awareness of the Government's Role	191
	5.6.3 Education * Students Awareness of the Government's	193



	Role	
	5.6.4 Program of the Study * Students Awareness of the Government's Role	195
5.7	Demographic and Socio-cultural Characteristics that Influence Student Attitudes towards Enterprise Development	199
	5.7.1 Family's Income per Month * Demographics and Socio-cultural Characteristics	201
	5.7.2 Father's Occupation * Demographics and Socio-cultural Characteristics	203
	5.7.3 Education * Demographics and Socio-cultural Characteristics	205
	5.7.4 Program of the study * Demographics and Socio-cultural Characteristics	207
5.8	Barriers to Youth Entrepreneurship	212
	5.8.1 Family's Income per Month * Barriers to Youth Entrepreneurship	214
	5.8.2 Father's Occupation * Barriers to Youth Entrepreneurship	216
	5.8.3 Education * Barriers to Youth Entrepreneurship	218
	5.8.4 Program of the study * Barriers to Youth Entrepreneurship	219
5.9	Overview of Entrepreneurial Attitudes, Perceived Support, Intentions, and Barriers to Youth Entrepreneurship	223
5.10	Need for Achievement	225
	5.10.1 Family's Income per Month * Need for Achievement	227
	5.10.2 Father's Occupation * Need for Achievement	227
	5.10.3 Education * Need for Achievement	229
	5.10.4 Program of the Study * Need for Achievement	230
5.11	Instrumental Readiness	223
	5.11.1 Family's Income per month * Instrumental Readiness	235
	5.11.2 Father's Occupation * Instrumental Readiness	236
	5.11.3 Education * Instrumental Readiness	238
	5.11.4 Program of the Study * Instrumental Readiness	240
5.12	Subjective Norms	242

	5.12.1 Family's Income per Month * Subjective Norms	244
	5.12.2 Father's Occupation * Subjective Norms	246
	5.12.3 Education * Subjective Norms	248
	5.12.4 Program of the Study * Subjective Norms	250
5.13	Locus of Control	254
	5.13.1 Family's Income per Month * Locus of Control	255
	5.13.2 Father's Occupation * Locus of Control	256
	5.13.3 Education * Locus of Control	258
	5.13.4 Program of the Study * Locus of Control	259
5.14	Overview of the Influence of Entrepreneurial Personality Characteristics on Entrepreneurial Intention and Attitude	263
5.15	Family Income per Month – Null Hypotheses	265
5.16	Fathers Occupation – Null Hypotheses	267
5.17	Respondents Education – Null Hypotheses	268
5.18	Program of the Study – Null Hypotheses	269
5.19	Testing of Hypotheses	270
5.20	Correlations – Attitudes, Intentions, Perceived Support, and Barriers to Entrepreneurship	268
5.21	Correlations - Influence of Entrepreneurial Personality Characteristics on Entrepreneurial Intention and Attitude	269
5.22	Regression	270

## CHAPTER V

### **FINDINGS ON ENTREPRENEURIAL ATTITUDES, INTENTIONS, PERCEIVED SUPPORT, PERSONALITY CHARACTERISTICS, AND BARRIERS AMONG UG STUDENTS IN OMAN**

#### **5.1 INTRODUCTION**

The major findings of the investigation are presented in Chapter 5. It will first go over the reliability statistics. It will then present the study's core themes, which are student attitudes towards entrepreneurship, entrepreneurial intentions, perceived support for entrepreneurship, students' awareness of the government's role in promoting entrepreneurship in Oman, demographic and socio-cultural characteristics that influence student attitudes towards enterprise development, and barriers to youth entrepreneurship. Moreover, this chapter presents the results that will analyse the impact of entrepreneurial personality traits such as need for achievement, instrumental readiness, subjective norms, and locus of control on entrepreneurial intention and attitude. Additionally, the null hypotheses for family income per month, the father's employment, the respondents' education, and the study programme. Furthermore, correlation and regression analyses for attitudes, intentions, perceived support, and hurdles to entrepreneurship. Finally, correlations related to the effect of entrepreneurial personality traits on entrepreneurial intention and attitude were presented.

Determining the respondents' attitudes and intentions regarding entrepreneurship was the goal of the questions in Parts D and E of the questionnaire (see *Appendix I*). The results can be used to evaluate whether respondents think starting a business is a viable career choice. The average or mean ( $\bar{X}$ ) and the standard deviation (S) (variation around the mean) of ten elements evaluating attitudes and intentions towards entrepreneurship as a career option are presented in various tables. The attitudes and intentions towards entrepreneurship are ranked from the most relevant to the least important.

Where Likert scale type questions (where 5 = "Strongly agree" and 1 = "Strongly disagree") are asked, comparatively low numbers express disagreement with the statement, while relatively high numbers symbolise agreement with the statements. A higher number, therefore, suggests that the respondents perceived the statement as true. Similarly, a low number represents disagreement and indicates that the statement is seen as false.

To determine the minimum and maximum length of the 5-point Likert type scale, the range is calculated as  $(5 - 1 = 4)$  then divided by five as it is the greatest value of the scale ( $4 \div 5 = 0.80$ ). Afterwards, number one, which is the least value on the scale, was added to identify the maximum of this cell. The length of the cells is determined below:

From 1 to 1.80 represents (Strongly Disagree).

From 1.81 until 2.60 represents (Do not Agree).

From 2.61 until 3.40 represents (Somewhat Agree).

From 3.41 until 4.20 represents (Agree).

From 4.21 until 5.00 represents (Strongly Agree).

The second method is the traditional way:

The mean score from 0.01 to 1.00 is (Strongly Disagree).

From 1.01 to 2.00 is (Disagree).

From 2.01 until 3.00 is (Somewhat Agree).

3.01 until 4.00 is (Agree).

The mean score from 4.01 until 5.00 is (Strongly Agree)

For the study, the second method, commonly known as the traditional method, was chosen.

## 5.2 Reliability Statistics

Table 5.1 shows the reliability statistics of the study's various dimensions.

Table 5.1 Reliability Statistics

<b>Dimension</b>	<b>Cronbach's Alpha</b>	<b>No of Items</b>
Attitudes towards entrepreneurship	<b>.885</b>	<b>9</b>
Entrepreneurial intention	<b>.930</b>	<b>10</b>
Students' awareness of the government's role	<b>.905</b>	<b>18</b>
Perceived support for entrepreneurship	<b>.854</b>	<b>8</b>
Demographic and socio-cultural characteristics	<b>.884</b>	<b>16</b>
Barriers to youth entrepreneurship	<b>.923</b>	<b>15</b>
Need for achievement	<b>.832</b>	<b>8</b>
Instrumental readiness	<b>.921</b>	<b>6</b>
Subjective norms	<b>.812</b>	<b>4</b>
Locus of control	<b>.901</b>	<b>7</b>

Source: Primary Data

Inference: Cronbach's alpha was used to test their reliability across multiple dimensions. Table 5.1 displays some of the results obtained. The alphas for all items of attitude towards entrepreneurship, entrepreneurial intention, perceived support for entrepreneurship, barriers to youth entrepreneurship, need for achievement, instrumental readiness, subjective norms, locus of control, students' awareness of the government's role, and demographic and socio-cultural characteristics are 0.885, 0.930, 0.854, 0.923, 0.832, 0.921, 0.812, 0.901, 0.905, and 0.933, respectively. All these values are very high, and > 0.7 indicates very strong internal consistency among the given items.

## 5.3 Student Attitudes toward Entrepreneurship

Table 5.2 shows the student attitudes toward entrepreneurship.

Table 5.2 Student attitudes towards entrepreneurship

<b>Student attitudes</b>	<b><math>\bar{X}</math></b>	<b>Percentages (Strongly</b>	<b>Verbal Interpretation</b>	<b>SD</b>	<b>Rank</b>
--------------------------	-----------------------------	----------------------------------	----------------------------------	-----------	-------------

		<b>Agree+ Agree</b>			
I am ready to sacrifice my personal comfort to start a new business.	4.49	91	Strongly Agree	0.743	<b>1</b>
I feel energetic working with innovative colleagues in a dynamic business environment.	4.47	90	Strongly Agree	0.794	<b>2</b>
I get my excitement when my work is among the best.	4.36	87	Strongly Agree	0.923	<b>3</b>
A career, as an entrepreneur is very attractive to me.	4.19	81	Strongly Agree	0.856	<b>4</b>
If I had the opportunity and resources, I would like to start a business.	4.09	76	Strongly Agree	0.974	<b>5</b>
To start my own business is the best way to take advantage of my education.	4.03	73	Strongly Agree	1.168	<b>6</b>
I want to start a business to have more flexibility in my personal and professional life.	3.97	72	Agree	1.062	<b>7</b>
I believe that detailed results are necessary to judge business success.	3.94	69	Agree	1.034	<b>8</b>
I have always worked hard to be among the best in my class/ subject area.	3.93	67	Agree	1.204	<b>9</b>
<b>Total</b>	<b>4.16</b>	<b>78</b>	<b>Strongly Agree</b>	<b>0.973</b>	<b>9</b>

Source: Primary Data

Note: The mean scores and standard deviation were calculated once the percentages for each element had been determined (see Appendix 3).

According to table 5.2 and Exhibit 5.1, student attitudes towards entrepreneurship show that the statement “I am ready to sacrifice my personal comfort to start a new business” has a high mean of  $X = 4.49$  (91%). The respondents resoundingly concur that they are willing to give up their comfort in order to launch a business. Working with creative colleagues in a fast-paced business setting energises me ( $X = 4.47$ ) (90%), and I get excited when my work is among the best ( $X = 4.36$ ) (87%), which are the second and third highest mean scores, respectively. The findings show that respondents are prepared to work in a lively environment and are willing to start their own business.

Additionally, the respondents overwhelmingly concur with the statement, “I find it highly attractive to begin a career as an entrepreneur” ( $X = 4.19$ ) (81%). I would like to launch a

business if I had the chance and the means to do so ( $X = 4.09$ ) (76%). The best approach for me to utilise my education is to launch my own company ( $X = 4.03$ ) (73%). It is evident from the aforementioned statements that the majority of respondents have a positive attitude towards beginning a business, and it appears that most respondents are eventually persuaded to launch their venture.

Furthermore, respondents agreed with the following statements: "I want to launch a business so that I can have more flexibility in both my personal and professional life" (3.97) (72%). I think that to assess business success, precise results are required (3.94) (69%). I've always put in a lot of effort to rank well in my class and academic field (3.93) (67%). I have consistently put forth a lot of effort to rank among the top students in my class and discipline, which received the lowest mean score for attitudes towards entrepreneurship. It shows that the respondents don't believe they are putting in much effort in their classes and topic areas.

Exhibit 5.1 shows the students attitudes towards entrepreneurship.

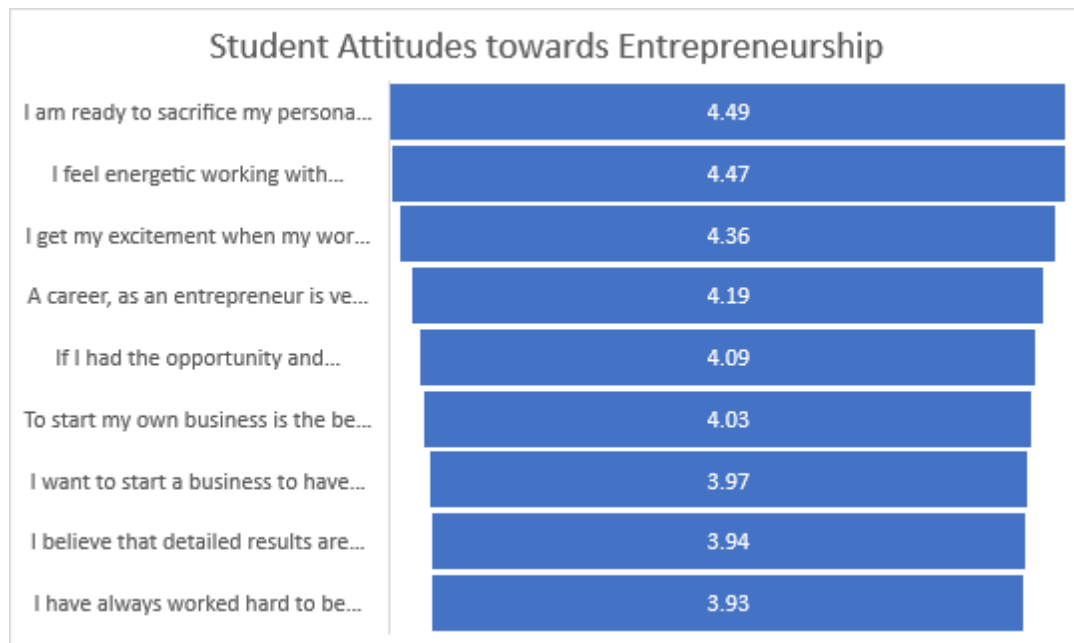


Exhibit 5.1 Student attitudes towards entrepreneurship

### 5.3.1 Family's Income per month \* Attitudes towards Entrepreneurship

H0: There is no significant association between family income and students' opinions on attitudes towards entrepreneurship.

Table 5.3 demonstrates the respondents' monthly family income and its relationship to their attitudes towards entrepreneurship.

Table 5.3 Family's Income per month \* Attitudes towards Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Family's income per month	Up to OMR 1000 per month	Count	1	9	25	114	92	241
		% Income	0.4%	3.7%	10.4%	47.3%	38.2%	100.0%
	OMR 1001 to 2000	Count	0	0	3	19	14	36
		% Income	0.0%	0.0%	8.3%	52.8%	38.9%	100.0%
	OMR 2001 to 3000	Count	0	1	4	21	13	39
		% Income	0.0%	2.6%	10.3%	53.8%	33.3%	100.0%
	OMR 3000 and above	Count	0	3	13	29	31	76
		% Income	0.0%	3.9%	17.1%	38.2%	40.8%	100.0%
	I don't know	Count	1	6	15	38	26	86
		% Income	1.2%	7.0%	17.4%	44.2%	30.2%	100.0%
Total		Count	2	19	60	221	176	478
		% Income	0.4%	4.0%	12.6%	46.2%	36.8%	100.0%

Source: Primary Data

Table 5.4 shows the chi-square test between the family's income of the respondents per month and its relation to attitudes toward entrepreneurship.

Table 5.4 Chi-Square Tests

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.522	16	.634

Source: Primary Data



According to Table 5.4, the chi-square is not significant in the aforementioned table (sig. value is  $0.634 > 0.05$ ), so the null hypothesis cannot be disproved. This indicates that there is no conclusive relationship between family income and individuals' perceptions of their attitudes towards entrepreneurship. It implies that entrepreneurial inclinations are unaffected by family income.

Exhibit 5.2 demonstrates the respondents' monthly family income and its relationship to their attitudes toward entrepreneurship.

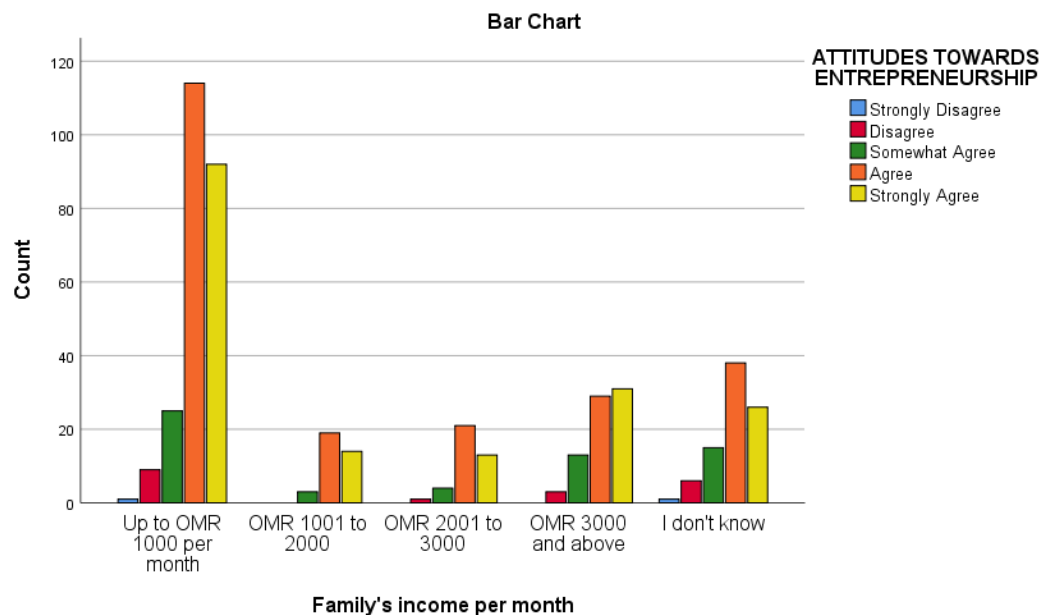


Exhibit 5.2 Family's Income per month \* Attitudes towards Entrepreneurship

The above multiple-bar diagram depicts respondents' attitudes toward entrepreneurship in relation to family income.

### 5.3.2 Father's Occupation \* Attitudes toward Entrepreneurship

H0: There is no significant association between student's father's occupation and their opinions on attitudes towards entrepreneurship.

Table 5.5 demonstrates the student's father's occupation and their relationship to their attitudes toward entrepreneurship.

Table 5.5 Father's Occupation \* Attitudes toward Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
<b>Father's Occupation</b>	Own Business	Count	0	5	8	30	29	72
		% Within Occupation	0.0%	6.9%	11.1%	41.7%	40.3%	100.0%
	Salaried Employee Private	Count	0	1	12	25	18	56
		% Within Occupation	0.0%	1.8%	21.4%	44.6%	32.1%	100.0%
	Salaried Employee Government	Count	2	10	20	89	67	188
		% Within Occupation	1.1%	5.3%	10.6%	47.3%	35.6%	100.0%
	Retired	Count	0	2	9	32	25	68
		% Within Occupation	0.0%	2.9%	13.2%	47.1%	36.8%	100.0%
	Unemployed	Count	0	1	6	21	18	46
		% Within Occupation	0.0%	2.2%	13.0%	45.7%	39.1%	100.0%
<b>Total</b>		Count	2	19	60	221	176	478
		% Within Occupation	0.4%	4.0%	12.6%	46.2%	36.8%	100.0%

Source: Primary Data

Table 5.6 shows the chi-square test between the student's father's occupation and their relation to attitudes toward entrepreneurship.

Table 5.6 Chi-Square Tests

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.440	20	.808

Source: Primary Data

From Table 5.6, the chi-square is not significant (sig. value is  $0.808 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the father's occupation and their opinions on attitudes toward entrepreneurship. It means that attitudes toward entrepreneurship are independent of one's father's occupation.

Exhibit 5.3 exhibits the respondents' fathers' occupation and its relationship to their attitudes toward entrepreneurship.

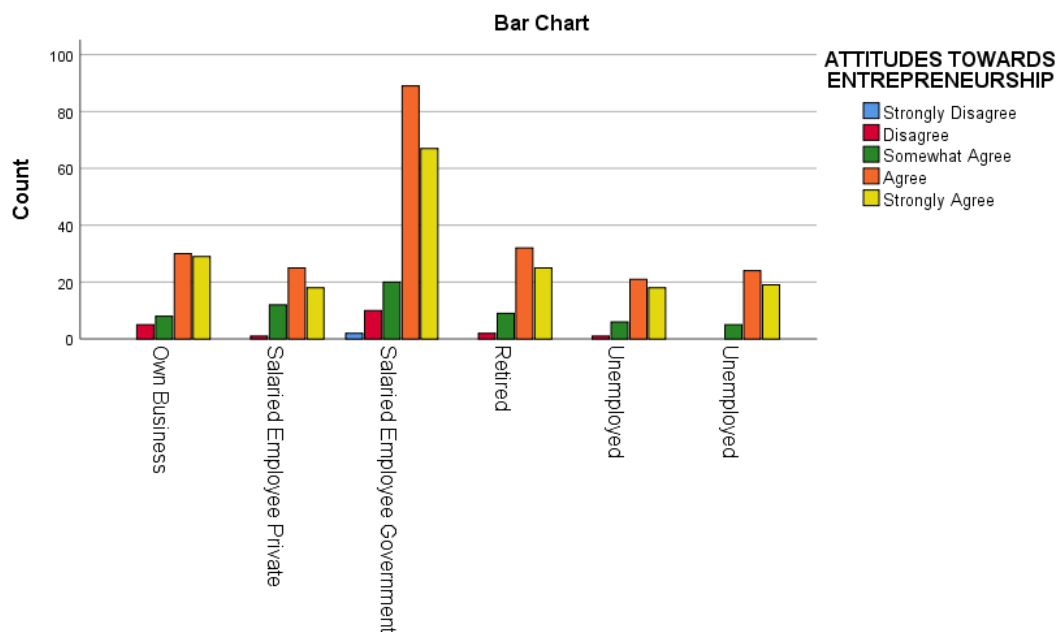


Exhibit 5.3 Father's Occupation \* Attitudes towards Entrepreneurship

The above multiple bar diagram describes the opinions on attitudes towards entrepreneurship with respect to the father's occupation.

### 5.3.3 Education \* Attitudes toward Entrepreneurship

H0: There is no significant association between education and student's opinions on attitudes towards entrepreneurship.

Table 5.7 demonstrates the respondents' education and its relationship to their attitudes toward entrepreneurship.

Table 5.7 Education \* Attitudes towards Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Education	Graduation without Honours	Count	0	4	19	70	44	137
		% Within Education	0.0%	2.9%	13.9%	51.1%	32.1%	100.0%
	Graduation with Honours	Count	2	15	41	151	132	341
		% Within Education	0.6%	4.4%	12.0%	44.3%	38.7%	100.0%
Total		Count	2	19	60	221	176	478
		% Within Education	0.4%	4.0%	12.6%	46.2%	36.8%	100.0%

Source: Primary Data

Table 5.8 shows the chi-square test between the respondent's education and their attitudes toward entrepreneurship.

Table 5.8 Chi-Square Tests

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.742	4	.442

Source: Primary Data

From Table 5.8, the chi-square is not significant (sig. value is  $0.442 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between education and their attitudes towards entrepreneurship. It means that attitudes towards entrepreneurship are independent of education.

Exhibit 5.4 displays the respondents' education and its relationship to their attitudes toward entrepreneurship.

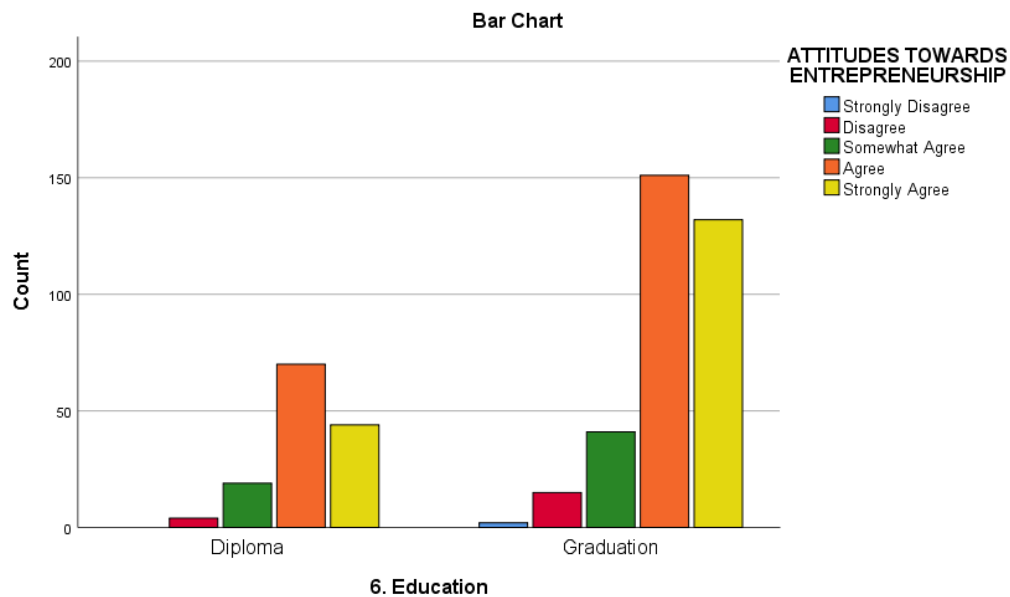


Exhibit 5.4 Education \* Attitudes towards Entrepreneurship

The above multiple-bar diagram shows attitudes toward entrepreneurship in relation to education.

#### 5.3.4 Program of the study \* Attitudes toward Entrepreneurship

H0: There is no significant association between the program of the study and the student's opinions on attitudes towards entrepreneurship.

Table 5.9 illustrates the respondents' study programme and its relationship to their attitudes towards entrepreneurship.

Table 5.9 Program of the study \* Attitudes towards Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
<b>Program of the study</b>	Tourism and Hospitality	Count	0	3	16	61	38	118
		% Study program	0.0%	2.5%	13.6%	51.7%	32.2%	100.0 %
	HR Management	Count	0	8	6	39	35	88
		% Program study	0.0%	9.1%	6.8%	44.3%	39.8%	100.0 %

	Accounting and Finance	Count	1	3	16	41	33	94
		% Program study	1.1%	3.2%	17.0%	43.6%	35.1%	100.0%
	Event Management	Count	0	0	5	18	17	40
		% Program study	0.0%	0.0%	12.5%	45.0%	42.5%	100.0%
	Information Technology	Count	1	3	15	44	34	97
		% Program study	1.0%	3.1%	15.5%	45.4%	35.1%	100.0%
	Other Qualifications	Count	0	2	2	18	19	41
		% Program study	0.0%	4.9%	4.9%	43.9%	46.3%	100.0%
	Total	Count	2	19	60	221	176	478
		% Program study	0.4%	4.0%	12.6%	46.2%	36.8%	100.0%

Source: Primary Data

Table 5.10 demonstrates the chi-square test between the respondent's program of study and its relation to attitudes towards entrepreneurship.

Table 5.10 Chi-Square Tests

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.351	20	.377

Source: Primary Data

From Table 5.10, it is clear that the chi-square is not significant (sig. value is  $0.377 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of the study and their opinions on attitudes towards entrepreneurship. It means that attitudes towards entrepreneurship are independent of the program of study.

Exhibit 5.5 illustrates the respondents' study programme and its relationship to their attitudes toward entrepreneurship.

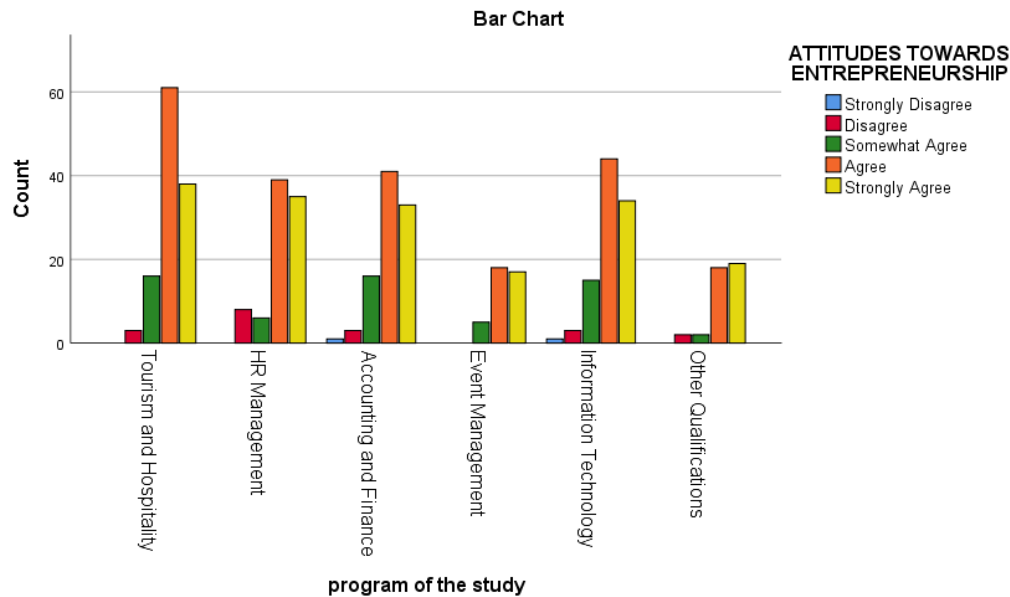


Exhibit 5.5 Program of the study \* Attitudes towards Entrepreneurship

The above multiple bar diagram describes the opinions on attitudes towards entrepreneurship with respect to the program of the study.

#### 5.4 Students Intentions towards Entrepreneurship

Table 5.11 shows students' intentions towards entrepreneurship.

Table 5.11 Entrepreneurial Intention

Entrepreneurial Intention	$\bar{X}$	Percentages (Strongly Agree+ Agree)	Verbal Interpretation	SD	Rank
The only way to make big money is to become an entrepreneur.	<b>4.06</b>	74	Strongly Agree	1.130	<b>1</b>
Working in the government sounds attractive to me.	<b>4.05</b>	74	Strongly Agree	1.045	<b>2</b>
I have sufficient business knowledge that is needed to be an entrepreneur.	<b>4.04</b>	74	Strongly Agree	1.143	<b>2</b>
Working in the private sector sounds attractive to me.	<b>3.82</b>	64	Agree	1.228	<b>4</b>
I Prefer to work for a Multi-National Company for better career	<b>3.77</b>	63	Agree	1.312	<b>5</b>

prospects.					
If I start my own business, my family & friends will respect me.	<b>3.75</b>	63	Agree	1.186	<b>6</b>
Entrepreneurs generally achieve a higher position in society.	<b>3.72</b>	62	Agree	1.243	<b>7</b>
Freedom to express myself is only possible through entrepreneurship.	<b>3.58</b>	57	Agree	1.184	<b>8</b>
If I join a government job, my family & friends will respect me.	<b>3.45</b>	54	Agree	1.302	<b>9</b>
I would rather be my own boss than work for someone.	<b>3.23</b>	44	Agree	1.358	<b>10</b>
<b>Total</b>	<b>3.75</b>	<b>63</b>	<b>Agree</b>	<b>1.213</b>	<b>10</b>

Source: Primary Data

Note: The mean scores and standard deviation were calculated once the percentages for each element had been determined (see Appendix 3).

Exhibit 5.6 shows students' intentions towards entrepreneurial development.

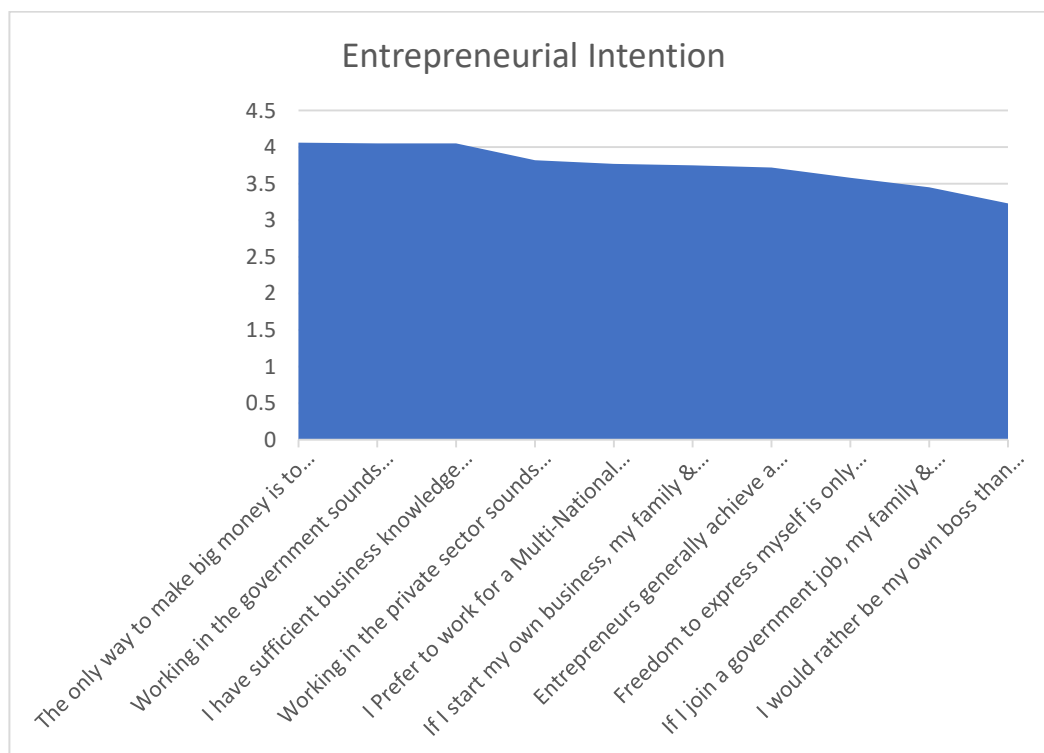


Exhibit 5.6 Entrepreneurial Intention

Table 5.11 and Exhibit 5.6 describe the students' entrepreneurial intentions ( $X = 4.06$ ) (74%); the only way to make a lot of money is to start their own business, which indicates a higher mean. Working in government sounds appealing to me, and I have the necessary business skills to be an entrepreneur, who have been ranked second and third,



respectively, with a mean score of (X 4.05) (74%) and (X 4.04) (74%). Most respondents agree that developing a business is the only way to earn large sums of money. Conversely, many believe that working for the government offers stability and a consistent pay check. They do not go together.

In addition, I think working in the private sector sounds appealing (X=3.82) (64%) and that international companies offer superior career opportunities (X=3.77) (63%) in the fourth and fifth positions. According to the findings, respondents prefer to work for companies, particularly in the private sector. It is clear from the four highest mean scores that respondents' top preference is employment, whether it be in the public or private sector. One of the essential needs of young people is financial stability, and the majority of them think that finding work is the best path to financial freedom.

Similar statements may be found in the sixth and seventh spots: "If I open my own business, my family and friends would appreciate it" (X = 3.75) (63%) and "Entrepreneurs tend to rise in social status" (X=3.72) (62%). According to the respondents, starting a business would earn them a lot of support from their loved ones. In any society, support from family and friends is crucial for young entrepreneurs; the absence of these factors has detrimental effects. On the other hand, it must be underlined that new entrepreneurs must have access to business education. Finally, they claimed that they lacked the necessary business acumen to start their own business.

Furthermore, joining the government will earn me respect from my family and friends (X 3.45) (54%), which is in the ninth spot, whereas having the freedom to express myself is only attainable through business (X 3.58) (57%), which is in the eight spots. The respondents acknowledge that business owners typically hold prominent positions in society and favour working for themselves. They said that business owners would make far more money than other professionals. I'd rather be my own boss than work for someone else, (X 3.23) (44%), has the lowest reported mean scores. We can infer from the statement that those students are not yet prepared to launch their own firms. Most

young entrepreneurs' first preference is to earn money and then start a business, which is understandable.

#### 5.4.1 Family's Income per Month \* Entrepreneurial Intention

H0: There is no significant association between family income and students' opinions on entrepreneurial intention.

Table 5.12 demonstrates the respondents' family's monthly income and its relationship to their intentions towards entrepreneurship.

Table 5.12 Family's income per month \* Entrepreneurial Intention

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Family's income per month	Up to OMR 1000 per month	Count	10	11	50	95	75	241
		% Income	4.1%	4.6%	20.7%	39.4%	31.1%	100.0%
	OMR 1001 to 2000	Count	0	1	10	11	14	36
		% Income	0.0%	2.8%	27.8%	30.6%	38.9%	100.0%
	OMR 2001 to 3000	Count	1	1	11	14	12	39
		% Income	2.6%	2.6%	28.2%	35.9%	30.8%	100.0%
	OMR 3000 and above	Count	1	10	12	26	27	76
		% Income	1.3%	13.2%	15.8%	34.2%	35.5%	100.0%
	I don't know	Count	2	14	20	26	24	86
		% Income	2.3%	16.3%	23.3%	30.2%	27.9%	100.0%
Total		Count	14	37	103	172	152	478
		% Income	2.9%	7.7%	21.5%	36.0%	31.8%	100.0%

Source: Primary Data

Table 5.13 shows the chi-square test between the respondents' family's income and its relation to their intentions toward entrepreneurship.

Table 5.13 Chi-Square Tests

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.807	16	.057

Source: Primary Data

According to Table 5.13, the chi-square is not significant (sig. value is  $0.057 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between family income and their opinions on entrepreneurial intention. It means that entrepreneurial intention is independent of family income.

Exhibit 5.7 demonstrates the respondents' family's monthly income and its relationship to their intentions towards entrepreneurship.

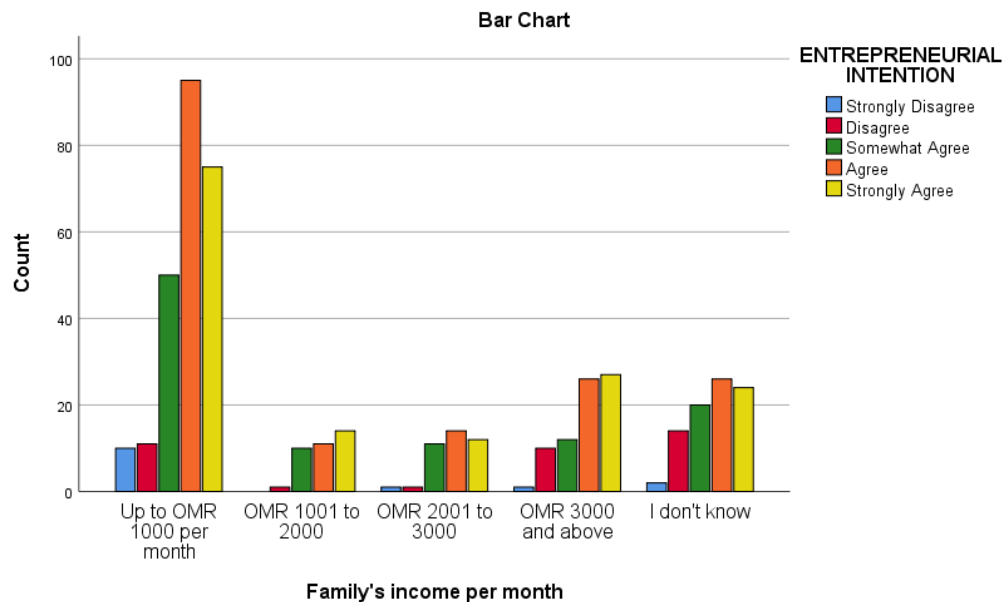


Exhibit 5.7 Family's income per month \* Entrepreneurial Intention

The above multiple bar diagram describes the opinions on entrepreneurial intention with respect to family income.

#### 5.4.2 Father's Occupation \* Entrepreneurial Intention

H0: There is no significant association between father's occupation and student's opinions on entrepreneurial intention.

Table 5.14 demonstrates the respondents' father's occupation and its relationship to their intentions towards entrepreneurship.

Table 5.14 Father's Occupation \* Entrepreneurial Intention

			Strongly Disagree	Disagree	Somewh at Agree	Agree	Strongly Agree	Total
Father's Occupation	Own Business	Count	5	5	13	26	23	72
		% Within Occupation	6.9%	6.9%	18.1%	36.1%	31.9%	100.0 %
	Salaried Employee Private	Count	1	3	15	24	13	56
		% Within Occupation	1.8%	5.4%	26.8%	42.9%	23.2%	100.0 %
	Salaried Employee Governmen t	Count	7	19	36	71	55	188
		% Within Occupation	3.7%	10.1%	19.1%	37.8%	29.3%	100.0 %
	Retired	Count	1	5	20	19	23	68
		% Within Occupation	1.5%	7.4%	29.4%	27.9%	33.8%	100.0 %
	Unemploye d	Count	0	4	7	19	16	46
		% Within Occupation	0.0%	8.7%	15.2%	41.3%	34.8%	100.0 %
	Unemploye d	Count	0	1	12	13	22	48
		% Within Occupation	0.0%	2.1%	25.0%	27.1%	45.8%	100.0 %
Total		Count	14	37	103	172	152	478
		% Within Occupation	2.9%	7.7%	21.5%	36.0%	31.8%	100.0 %

Source: Primary Data

Table 5.15 shows the chi-square test between the respondents' father's occupation and its relation to their intentions towards entrepreneurship.

Table 5.15 Chi-Square Tests

Test	Value	df	Asymptotic Significance (2-sided)
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Pearson Chi-Square	24.855	20	.207
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Source: Primary Data

From the above Table 5.15, the chi-square is not significant (sig. value is  $0.207 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the father's occupation and their opinions on entrepreneurial intention. It means that the entrepreneurial intention is independent of the father's occupation.

Exhibit 5.8 demonstrates the respondents' father's occupation and its relationship to their intentions towards entrepreneurship.

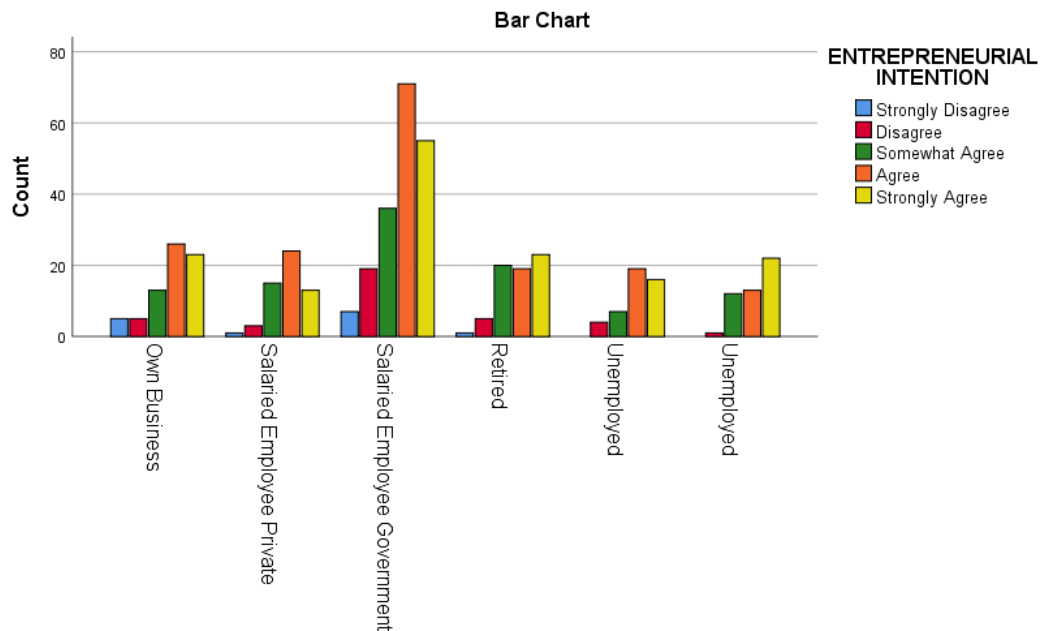


Exhibit 5.8 Father's Occupation \* Entrepreneurial Intention

The above multiple bar diagram describes the opinions on the entrepreneurial intention with respect to the father's occupation.

#### 5.4.3 Education \* Entrepreneurial Intention

H0: There is no significant association between education and student's opinions on entrepreneurial intention.

Table 5.16 demonstrates the respondents' education and its relationship to their intentions towards entrepreneurship.

Table 5.16 Education \* Entrepreneurial Intention

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Education	Graduation without Honours	Count	1	10	34	56	36	137
		% Within Education	0.7%	7.3%	24.8%	40.9%	26.3%	100.0%
	Graduation with Honours	Count	13	27	69	116	116	341
		% Within Education	3.8%	7.9%	20.2%	34.0%	34.0%	100.0%
Total		Count	14	37	103	172	152	478
		% Within Education	2.9%	7.7%	21.5%	36.0%	31.8%	100.0%

Source: Primary Data

Table 5.17 shows the chi-square test between the respondents' education and its relation to their intentions toward entrepreneurship.

Table 5.17 Chi-Square Tests

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.290	4	.121

Source: Primary Data

Table 5.17 indicates that the chi-square is not significant (sig. value is 0.121 > 0.05), so there is no evidence to reject the null hypothesis. It means that there is no significant association between education and their opinions on entrepreneurial intention. It means that entrepreneurial intention is independent of education.

Exhibit 5.16 reveals the respondents' education and its relationship to their intentions towards entrepreneurship.

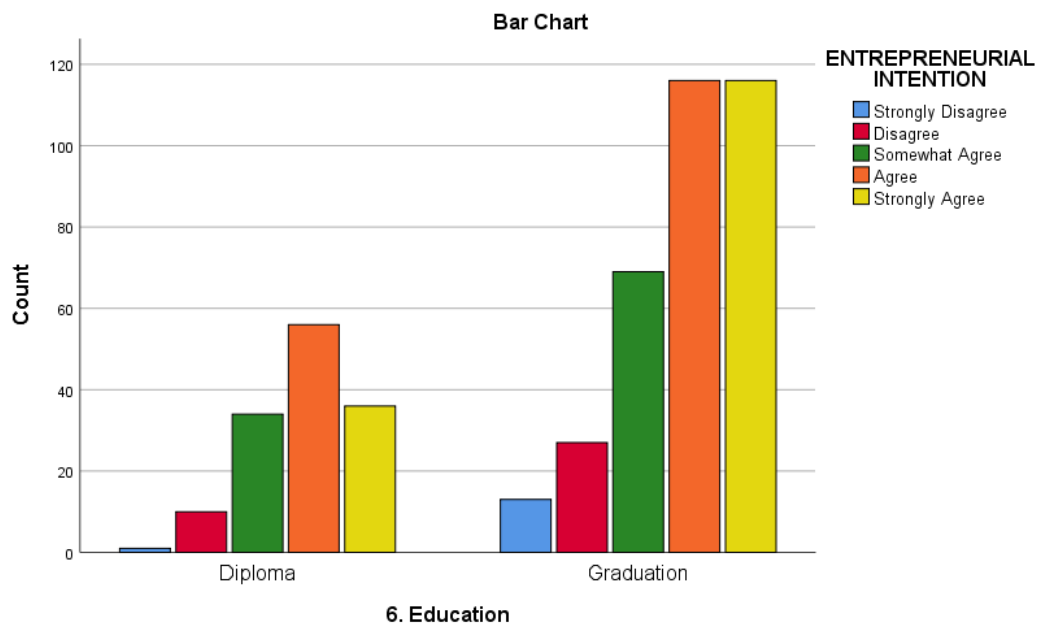


Exhibit 5.9 Education \* Entrepreneurial Intention

The above multiple bar diagram describes the opinions on entrepreneurial intention with respect to education.

#### 5.4.4 Program of the Study \* Entrepreneurial Intention

H0: There is no significant association between the program of the study and student's opinions on entrepreneurial intention.

Table 5.18 demonstrates the respondents' program of the study and its relationship to their intentions toward entrepreneurship.

Table 5.18 Program of the study \* Entrepreneurial Intention

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
<b>Program of the study</b>	Tourism and Hospitality	Count	2	9	26	43	38	118
		% Study program	1.7%	7.6%	22.0%	36.4%	32.2%	100.0%
	HR	Count	3	7	19	35	24	88

	Management	% Study program	3.4%	8.0%	21.6%	39.8%	27.3%	100.0%
	Accounting and Finance	Count	2	12	21	36	23	94
		% Study program	2.1%	12.8%	22.3%	38.3%	24.5%	100.0%
	Event Management	Count	0	2	5	17	16	40
		% Study program	0.0%	5.0%	12.5%	42.5%	40.0%	100.0%
	Information Technology	Count	4	5	24	30	34	97
		% Study program	4.1%	5.2%	24.7%	30.9%	35.1%	100.0%
	Other Qualifications	Count	3	2	8	11	17	41
		% Study program	7.3%	4.9%	19.5%	26.8%	41.5%	100.0%
	Total	Count	14	37	103	172	152	478
		% Study program	2.9%	7.7%	21.5%	36.0%	31.8%	100.0%

Source: Primary Data

Table 5.19 shows the chi-square test between the respondents' family's income and its relation to their intentions toward entrepreneurship.

Table 5.19 Chi-Square Tests

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.210	20	.508

Source: Primary Data

The chi-square in table 5.19 is not significant (sig. value is  $0.508 > 0.05$ ), hence there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of the study and their opinions on entrepreneurial intention. It means that entrepreneurial intention is independent of the program of the study.

Exhibit 5.10 demonstrates the respondents' program of the study and its relationship to their intentions towards entrepreneurship.



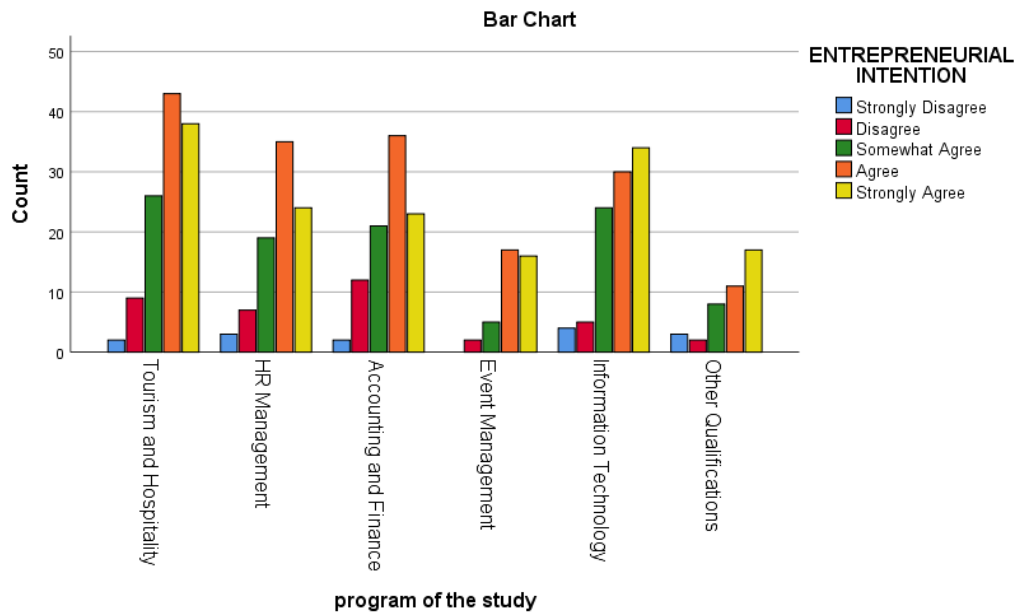


Exhibit 5.10 Program of the study \* Entrepreneurial Intention

The above multiple bar diagram describes the opinions on the entrepreneurial intention with respect to the program of the study.

### 5.5 Perceived Support for Entrepreneurship

Table 5.20 shows students' perceived support for entrepreneurship in Oman.

Table 5.20 Perceived support for entrepreneurship

Perceived Support	$\bar{X}$	Percentages (Strongly Agree+ Agree)	Verbal Interpretation	SD	Rank
The place where I live has sufficient awareness of Entrepreneurship.	<b>4.51</b>	90	Strongly Agree	0.831	<b>1</b>
My experience and knowledge motivate me to become an entrepreneur.	<b>4.35</b>	86	Strongly Agree	0.856	<b>2</b>
The culture in Oman is highly favourable towards entrepreneurial activity. 3	<b>4.29</b>	85	Strongly Agree	0.853	<b>3</b>
Qualified advisors and support through faster licenses office space and permits are made available to start a new business. 4	<b>4.15</b>	81	Strongly Agree	0.930	<b>4</b>
There is a well-functioning infrastructure in place to start a new business in Oman.	<b>4.12</b>	80	Strongly Agree	0.915	<b>4</b>

The entrepreneurship course at my college inspires me to develop ideas for a new business.	<b>4.10</b>	77	Strongly Agree	1.027	<b>6</b>
Entrepreneurs have a positive image in Oman.	<b>4.08</b>	76	Strongly Agree	1.069	<b>7</b>
Government funding through the SME Development Fund, Al Rafd Fund, Injaz Oman, Riyada and Sanad is made available to start a new business.	<b>3.99</b>	74	Agree	1.118	<b>8</b>
<b>Total</b>	<b>4.20</b>	<b>81</b>	<b>Strongly Agree</b>	<b>0.949</b>	<b>8</b>

Source: Primary Data

Note: The mean scores and standard deviation were calculated once the percentages for each element had been determined (see Appendix 3).

Exhibit 5.11 shows the students perceived support for entrepreneurship in Oman.

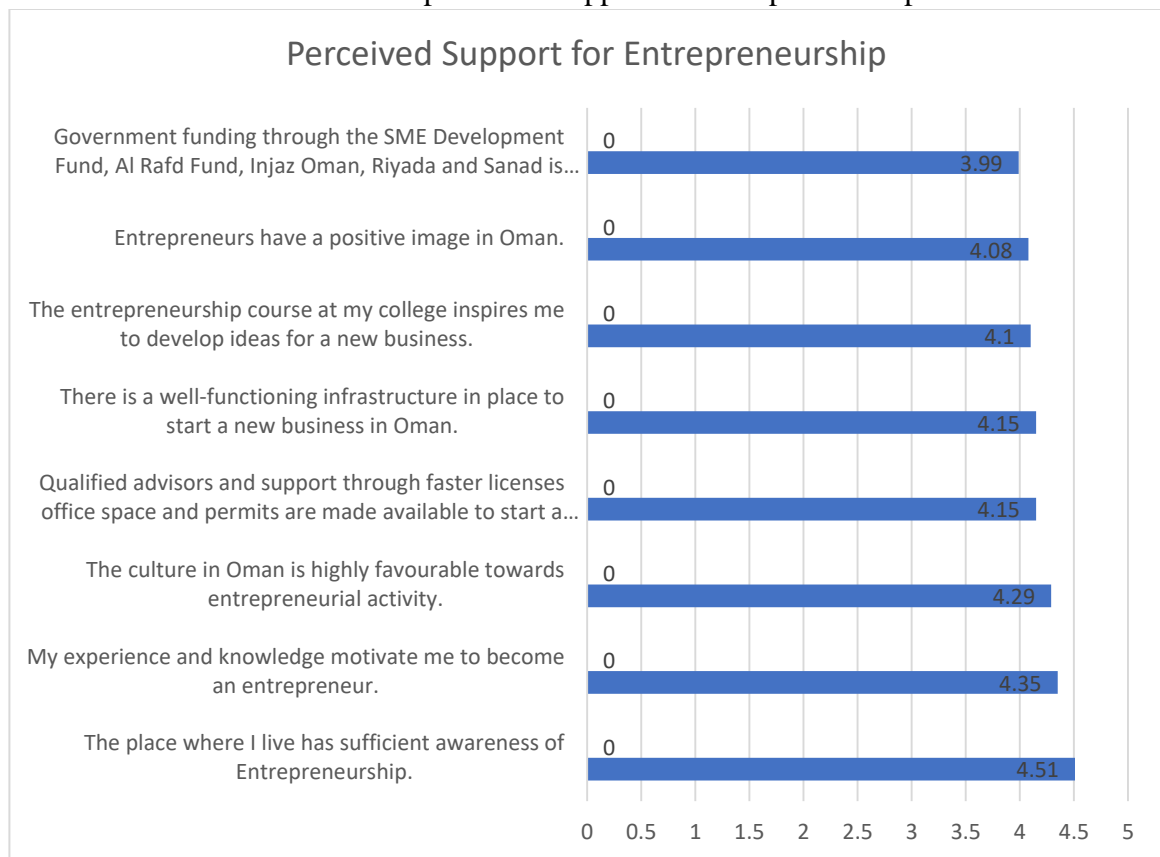


Exhibit 5.11 Perceived support for entrepreneurship

The students' perceived support for entrepreneurship was examined in Table 5.20 and Exhibit 5.11. The highest mean recorded for the area where I reside is that there is

enough awareness of entrepreneurship (X 4.51) (90%), and my background and education encourage me to start my own business (X 4.35) (86%). The findings indicated that respondents were aware of entrepreneurship and that their education and experience were motivating them to launch a business. In addition, the respondents firmly accord with both claims. Oman's culture is extremely supportive of entrepreneurship (X 4.29) (85%). To launch a new firm, qualified advisors and support are made available through expedited licences, office space, and permits (X 4.15) (81%). They contend that the environment is favourable for entrepreneurs and that the government is pushing them to launch new enterprises.

Respondents further strongly agree that there is a well-functioning infrastructure to start a new business in Oman ( $\bar{X}$  4.12) (80%), which is an ideal representation. Moreover, they also admitted that the entrepreneurship course at their college encourages them to develop ideas for a new business ( $\bar{X}$  4.10) (77%). Respondents sense that there is a well-functioning infrastructure available for new people to start a business, and they also deem that an entrepreneurship course at college helped them gather ideas for their business. Furthermore, entrepreneurs have a positive image in Oman, with a mean score of ( $\bar{X}$  4.08) (76%).

The lowest mean scores ever recorded for government funding for new business startups came from the SME Development Fund, Al Rafd Fund, Injaz Oman, Riyada, and Sanad (X3.99) (74%). The respondents believe that they require additional financial assistance from the government through the SME Development Fund, Al Rafd Fund, Injaz Oman, Riyada, and Sanad in order to launch a new company. Based on the findings, respondents are not fully aware of the government's support programmes, and they are also unaware of the advisory services and other help systems put in place to promote entrepreneurship in Oman.

### 5.5.1 Family's Income \* Perceived Support for Entrepreneurship

H0: There is no significant association between family income and student's opinions on perceived support for entrepreneurship.

Table 5.21 demonstrates the respondents' monthly family income and its relationship to their perceived support for entrepreneurship.

Table 5.21 Family's income \* Perceived Support for Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Family's income per month	Up to OMR 1000 per month	Count	2	8	24	107	100	241
		% Income	0.8%	3.3%	10.0%	44.4%	41.5%	100.0%
	OMR 1001 to 2000	Count	0	0	1	18	17	36
		% Income	0.0%	0.0%	2.8%	50.0%	47.2%	100.0%
	OMR 2001 to 3000	Count	0	1	4	21	13	39
		% Income	0.0%	2.6%	10.3%	53.8%	33.3%	100.0%
	OMR 3000 and above	Count	0	2	15	28	31	76
		% Income	0.0%	2.6%	19.7%	36.8%	40.8%	100.0%
	I don't know	Count	0	3	19	39	25	86
		% Income	0.0%	3.5%	22.1%	45.3%	29.1%	100.0%
Total		Count	2	14	63	213	186	478
		% Income	0.4%	2.9%	13.2%	44.6%	38.9%	100.0%

Source: Primary Data

Table 5.22 shows the chi-square test between the family's income of the respondents per month and its relation to perceived support for entrepreneurship.

Table 5.22 Chi-Square Tests

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.645	16	.155

Source: Primary Data

Table 5.22 shows that the chi-square is not significant (sig. value is  $0.155 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between family income and their opinions on perceived support for entrepreneurship. It means that perceptions of support for entrepreneurship are independent of family income.

Exhibit 5.12 reveals the respondents' monthly family income and its relationship to their perceived support for entrepreneurship.

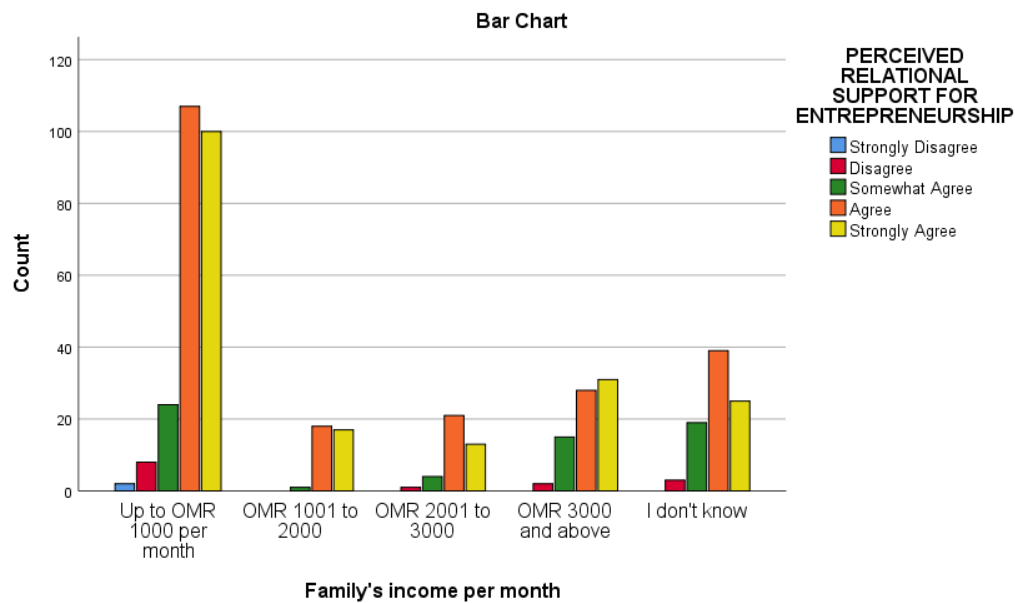


Exhibit 5.12 Family's income \* Perceived Support for Entrepreneurship

The above multiple bar diagram describes the opinions on perceived support for entrepreneurship with respect to family income.

### 5.5.2 Father's Occupation \* Perceived Support for Entrepreneurship

H0: There is no significant association between the father's occupation and the student's opinions on perceived support for entrepreneurship.

Table 5.23 demonstrates the respondents' fathers' occupation and its relationship to their opinions on perceived support for entrepreneurship.

Table 5.23 Father's Occupation \* Perceived Support for Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
<b>Father's Occupation</b>	Own Business	Count	1	4	7	29	31	72
		% Within Occupation	1.4%	5.6%	9.7%	40.3%	43.1%	100.0%
	Salaried Employee Private	Count	0	1	8	30	17	56
		% Within Occupation	0.0%	1.8%	14.3%	53.6%	30.4%	100.0%
	Salaried Employee Government	Count	1	6	27	84	70	188
		% Within Occupation	0.5%	3.2%	14.4%	44.7%	37.2%	100.0%
	Retired	Count	0	1	13	29	25	68
		% Within Occupation	0.0%	1.5%	19.1%	42.6%	36.8%	100.0%
	Unemployed	Count	0	2	5	22	17	46
		% Within Occupation	0.0%	4.3%	10.9%	47.8%	37.0%	100.0%
<b>Total</b>		Count	2	14	63	213	186	478
		% Within Occupation	0.4%	2.9%	13.2%	44.6%	38.9%	100.0%

Source: Primary Data

Table 5.24 shows the chi-square test between the respondent's fathers' occupation and its relation to perceived support for entrepreneurship.

Table 5.24 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.709	20	.607

Source: Primary Data

From Table 5.24, the chi-square is not significant (sig. value is  $0.607 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the father's occupation and their opinions on perceived support for

entrepreneurship. It means that perceived support for entrepreneurship is independent of the father's occupation.

Exhibit 5.13 shows the respondents' fathers' occupation and its relationship to their opinions on perceived support for entrepreneurship.

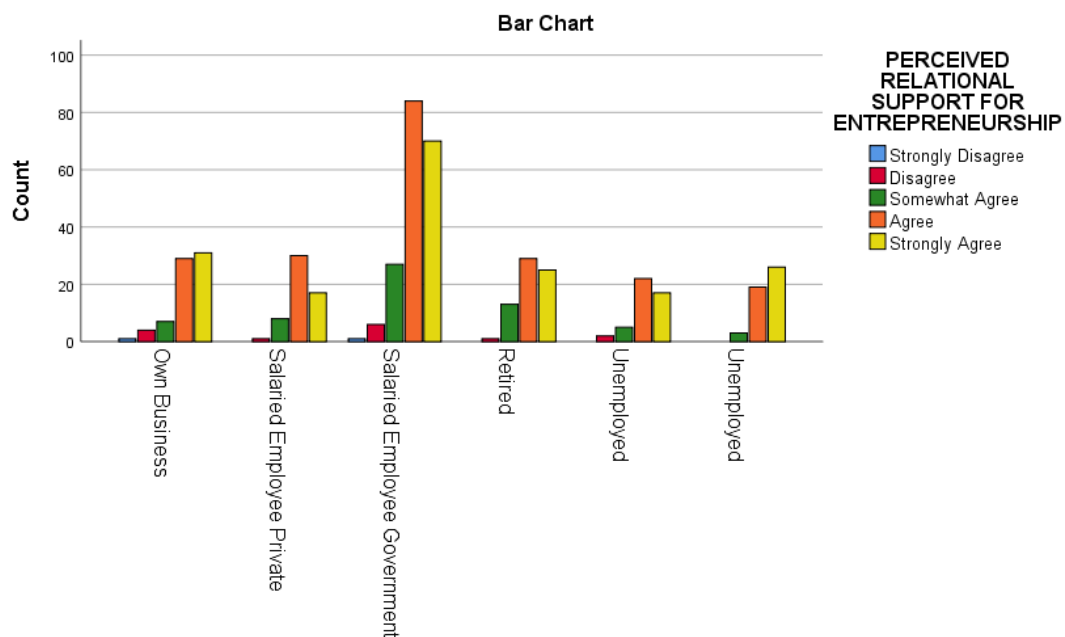


Exhibit 5.13 Father's Occupation \* Perceived Support for Entrepreneurship

The above multiple bar diagram describes the opinions on perceived support for entrepreneurship with respect to the father's occupation.

### 5.5.3 Education \* Perceived Support for Entrepreneurship

H0: There is no significant association between education and student's opinions on perceived support for entrepreneurship.

Table 5.25 demonstrates the respondents' education and its relationship to their perceived support for entrepreneurship.

Table 5.25 Education \* Perceived Support for Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Education	Graduation without Honours	Count	0	3	20	70	44	137
		% Within Education	0.0%	2.2%	14.6%	51.1%	32.1%	100.0%
	Graduation with Honours	Count	2	11	43	143	142	341
		% Within Education	0.6%	3.2%	12.6%	41.9%	41.6%	100.0%
Total		Count	2	14	63	213	186	478
		% Within Education	0.4%	2.9%	13.2%	44.6%	38.9%	100.0%

Source: Primary Data

Table 5.26 illustrates the chi-square test between the respondent's education and its relation to perceived support for entrepreneurship.

Table 5.26 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.574	4	.233

Source: Primary Data

Table 5.26 shows that the chi-square is not significant (sig. value is  $0.233 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between education and their opinions on perceived support for entrepreneurship. It means that perceived support for entrepreneurship is independent of education.

Exhibit 5.14 demonstrates the respondents' education and its relationship to their perceived support for entrepreneurship.



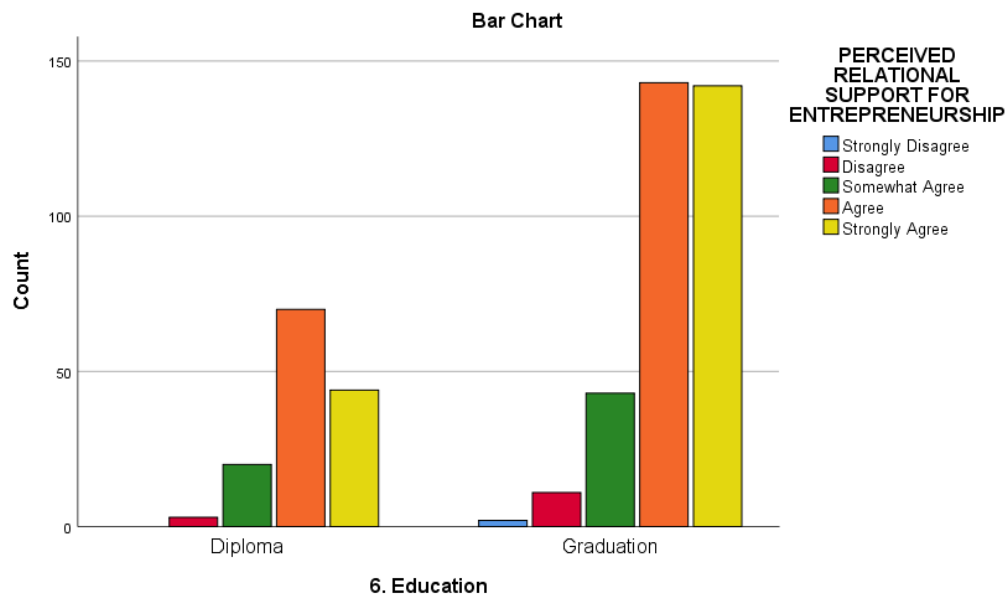


Exhibit 5.14 Education \* Perceived Support for Entrepreneurship

The above multiple bar diagram describes the opinions on perceived support for entrepreneurship with respect to education.

#### 5.5.4 Program of the Study \* Perceived Support for Entrepreneurship

H0: There is no significant association between the program of the study and student's opinions on perceived support for entrepreneurship.

Table 5.27 illustrates the respondents' study programme and its relationship to their perceived support for entrepreneurship.

Table 5.27 Program of the study \* Perceived Support for Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Program of the study	Tourism and Hospitality	Count	0	3	17	54	44	118
		% Study program	0.0%	2.5%	14.4%	45.8%	37.3%	100.0%
	HR Management	Count	0	2	10	39	37	88
		% Study program	0.0%	2.3%	11.4%	44.3%	42.0%	100.0%
	Accounting and Finance	Count	0	3	16	41	34	94
		% Study program	0.0%	3.2%	17.0%	43.6%	36.2%	100.0%
	Event Management	Count	0	2	2	17	19	40
		% Study program	0.0%	5.0%	5.0%	42.5%	47.5%	100.0%
	Information Technology	Count	0	4	13	43	37	97
		% Study program	0.0%	4.1%	13.4%	44.3%	38.1%	100.0%
	Other Qualifications	Count	2	0	5	19	15	41
		% Study program	4.9%	0.0%	12.2%	46.3%	36.6%	100.0%
Total		Count	2	14	63	213	186	478
		% Study program	0.4%	2.9%	13.2%	44.6%	38.9%	100.0%

Source: Primary Data

Table 5.28 demonstrates the chi-square test between the respondent's program of study and its relation to perceived support for entrepreneurship.

Table 5.28 Chi-Square Tests

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.700	20	.094

Source: Primary Data

From the above table 5.28, the chi-square is not significant (sig. value is  $0.094 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of the study and their opinions on perceived support for entrepreneurship. It means that perceived support for entrepreneurship is independent of the study program.

Exhibit 5.15 illustrates the respondents' study programme and its relationship to their perceived support for entrepreneurship.

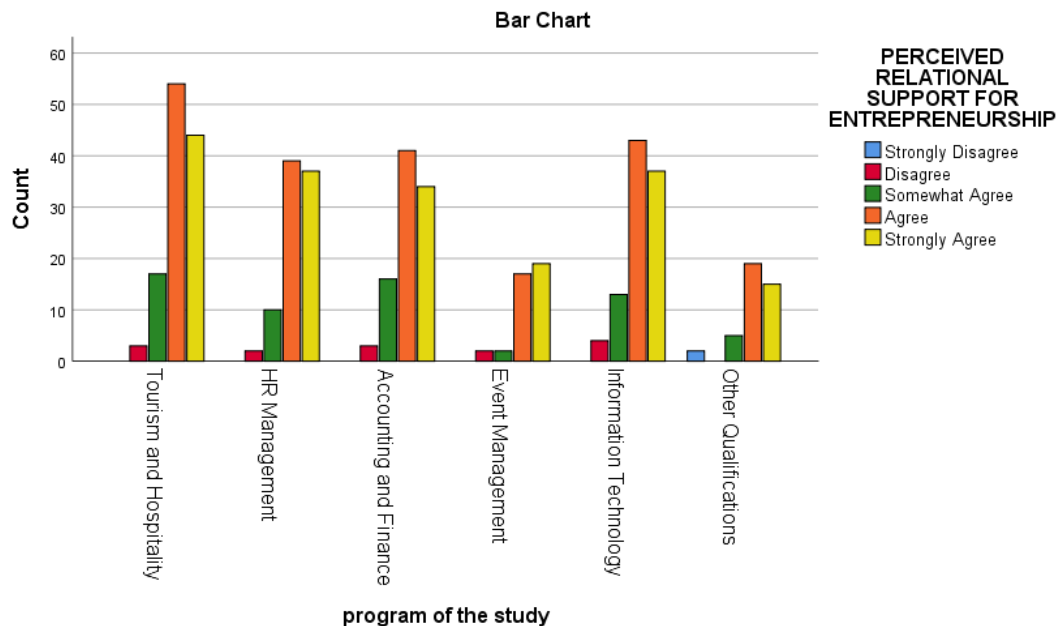


Exhibit 5.15 Program of the study \* Perceived Support for Entrepreneurship

The above multiple bar diagram describes the opinions on perceived support for entrepreneurship with respect to the program of the study.

## 5.6 Students' Awareness of the Government's Role in Promoting Entrepreneurship in Oman

Table 5.29 demonstrates students' understanding of the government's role in encouraging entrepreneurship in Oman.

Table 5.29 Government's role in promoting entrepreneurship in Oman.

<b>Students' Awareness</b>	<b><math>\bar{X}</math></b>	<b>Percentages (Strongly Agree+ Agree)</b>	<b>Verbal Interpretation</b>	<b>SD</b>	<b>Rank</b>
Lack of government support and encouragement affecting youth entrepreneurial activity.	<b>4.33</b>	87	Strongly Agree	0.912	<b>1</b>
I do not have the appropriate technical and practical skills to start my own business.	<b>4.32</b>	87	Strongly Agree	0.936	<b>2</b>
The anxiety of failure would pose a significant challenge to start a business.	<b>4.30</b>	85	Strongly Agree	0.912	<b>3</b>
Qualified advisors and support through faster licenses office space and permits are made available to start a new business.	<b>4.29</b>	84	Strongly Agree	0.853	<b>4</b>
I have to struggle to raise the necessary capital to start a business.	<b>4.24</b>	83	Strongly Agree	0.982	<b>5</b>
I lack the confidence to start my own business.	<b>4.24</b>	83	Strongly Agree	0.988	<b>6</b>
The risks involved in setting up a business are too high. Government employment has security.	<b>4.19</b>	82	Strongly Agree	0.935	<b>7</b>
There is a well-functioning infrastructure in place to start a new business in Oman.	<b>4.15</b>	80	Strongly Agree	0.915	<b>8</b>
Lack of knowledge of the commercial and legal aspects of a business.	<b>4.12</b>	79	Strongly Agree	0.919	<b>9</b>
The entrepreneurship course at my college inspires me to develop ideas for a new business.	<b>4.10</b>	77	Strongly Agree	1.027	<b>10</b>
If I had the opportunity and resources, I would like to start a business.	<b>4.09</b>	75	Strongly Agree	1.078	<b>11</b>
Through the SME Development Fund, Al Rafd Fund, Injaz Oman, Riyada and Sanad, government funding is made available for me to start a new business.	<b>3.99</b>	73	Agree	1.118	<b>12</b>
The fear of numbers and financial statements prevent me from starting a business.	<b>3.99</b>	73	Agree	1.109	<b>13</b>
I have good social networks that can be utilised when I decide to be an entrepreneur.	<b>3.97</b>	72	Agree	1.260	<b>14</b>
Banks and other financial institutions do not provide loans to startup businesses.	<b>3.96</b>	70	Agree	1.136	<b>15</b>
Lack of market expertise may fail my business.	<b>3.90</b>	68	Agree	1.091	<b>16</b>
Lack of entrepreneurship training	<b>3.89</b>	68	Agree	1.165	<b>17</b>

cripples starting a new business.					
I have access to supporting information to start to be an entrepreneur.	<b>3.68</b>	56	Agree	1.305	<b>18</b>
<b>Total</b>	<b>4.09</b>	<b>77</b>	<b>Strongly Agree</b>	<b>1.035</b>	<b>18</b>

Source: Primary Data

Note: The mean scores and standard deviation were calculated once the percentages for each element had been determined (see Appendix 3).

Exhibit 5.16 shows the level of awareness of Omani undergraduate students on the government's role and perceived support to promote entrepreneurship in Oman.

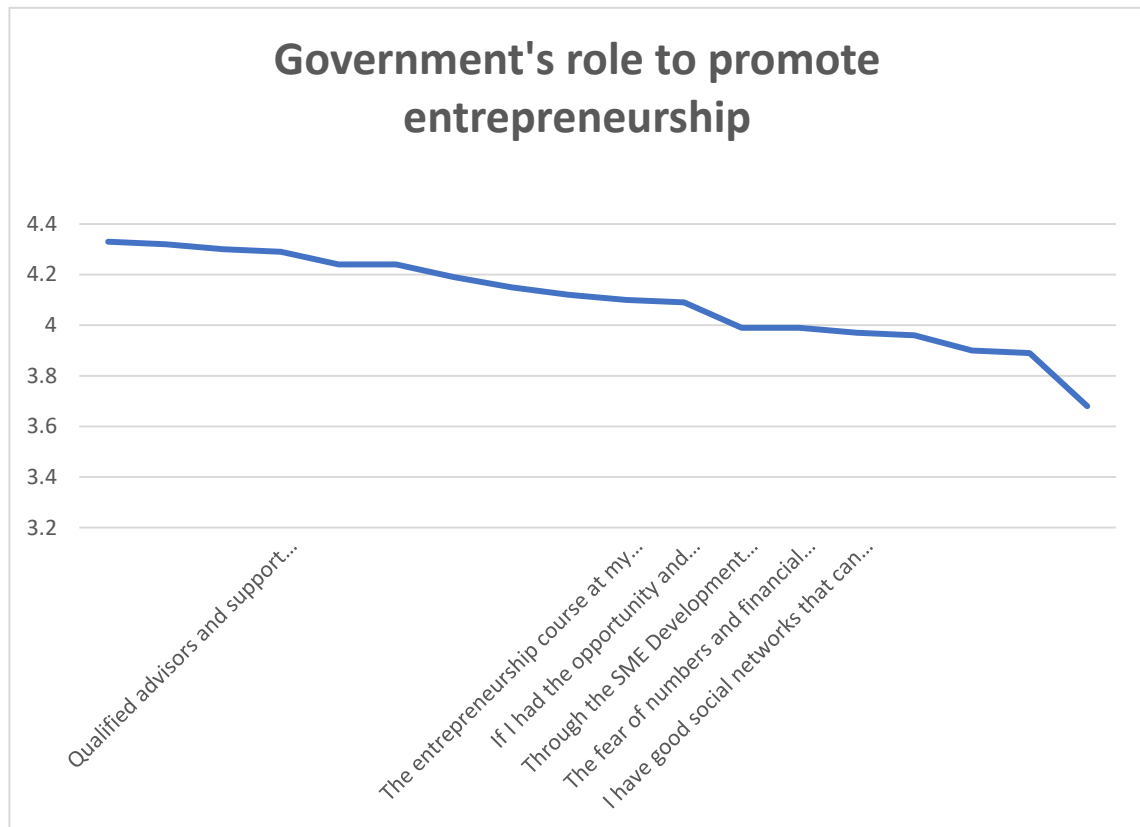


Exhibit 5.16 Government's role to promote entrepreneurship in Oman.

Table 5.29 and Exhibit 5.16 show the students' awareness of the government's role and its support structures to promote entrepreneurship in Oman, with the highest mean score reported for: *Youth entrepreneurial activity is hampered by a lack of government support*

*and encouragement (X 4.33) (87%).* It suggests that many respondents believe that youth entrepreneurship is being hampered by a lack of government support and encouragement. The following second, third, fourth, and fifth mean scores are maintained: *I lack the necessary technical and practical skills to start my own business (X 4.32) (87%); the fear of failure would be a significant barrier to starting a business (X 4.30) (85%); qualified advisors and support are made available to start a new business through faster licenses, office space, and permits (X 4.29) (84%); I must struggle to raise the necessary capital to start a new business (X 4.24) (83%).* It implies that respondents lack the technical and practical knowledge needed to launch their own firm. Many individuals believe that starting a business would be very difficult since they are scared of failing. However, respondents claimed that quicker licences, office space, and permissions made skilled experts and assistance available to establish a new organisation. On the other hand, they assert that it is challenging to obtain cash to launch a business.

The leading mean scores for students' awareness of the government's role and its support structures to promote entrepreneurship in Oman are: *I lack the confidence to start my own business ( $\bar{X}$  4.24) (84%); The risks involved in setting up a business are too high; government employment has security ( $\bar{X}$  4.19) (82%); There is a well-functioning infrastructure in place to start a new business in Oman ( $\bar{X}$  4.15) (80%); I lack of knowledge of the commercial and legal aspects of a business ( $\bar{X}$  4.12) (79%); The entrepreneurship course at my college inspires me to develop ideas for a new business ( $\bar{X}$  4.10) (77%).* According to the results, respondents believe they are hesitant to start their own business because they lack confidence and because starting a business carries far too many dangers, whereas working for the government is safe. Additionally, a well-functioning infrastructure is required in order to launch a new firm in Oman. Furthermore, they believe that a company's commercial and legal aspects are poorly understood. They did, however, say that the college's entrepreneurship classes inspired them to think about fresh company ideas.

Similarly, the respondents agree with the following statements: through the SME Development Fund, Al Rafd Fund, Injaz Oman, Riyada, and Sanad, government funding is made available for me to start a new business ( $\bar{X}$  3.99) (73%); the fear of numbers and financial statements prevents me from starting a business ( $\bar{X}$  3.99) 973%); I have good social networks that can be utilised when I decide to be an entrepreneur ( $\bar{X}$  3.97) (72%); banks and other financial institutions do not provide loans to startup businesses ( $\bar{X}$  3.96) (70%); lack of market expertise may fail my business ( $\bar{X}$  3.90) (68%). According to the statements, money is available for me to launch a new firm through the SME Development Fund, Al Rafd Fund, Injaz Oman, Riyada, and Sanad. They can't start a business because they're anxious about numbers and financial statements. Likewise, they consider that start-ups do not have the opportunity to borrow money from banks or other financial institutions. Furthermore, they anticipated their new business would fail due to a lack of industry understanding. They acknowledge, on the other hand, that they have strong social networks that they can tap into if they decide to establish their own company.

Finally, the lowest mean scores recorded for lack of students' awareness of the government's role and its support structures to promote entrepreneurship in Oman were: entrepreneurship training cripples starting a new business ( $\bar{X}$  3.89) (68%); I have access to supporting information to start being an entrepreneur ( $\bar{X}$  3.68) (56%). Respondents stated that beginning a new business is challenging because of a lack of entrepreneurship training, but that they have access to tools that will assist them in starting their own business.

#### **5.6.1 Family's Income per Month \* Students' Awareness of the Government's Role in Promoting Entrepreneurship**

H0: There is no significant association between family income and student's awareness of the government's role.

Table 5.30 demonstrates the respondents' monthly family income and its relationship to their awareness of the government's role in promoting entrepreneurship.

Table 5.30 Family's Income per Month \* Students Awareness of the Government's Role

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Family's income per month	Up to OMR 1000 per month	Count	10	12	57	101	61	241
		% Income	4.1%	5.0%	23.7%	41.9%	25.3%	100.0%
	OMR 1001 to 2000	Count	1	2	5	18	10	36
		% Income	2.8%	5.6%	13.9%	50.0%	27.8%	100.0%
	OMR 2001 to 3000	Count	0	2	11	16	10	39
		% Income	0.0%	5.1%	28.2%	41.0%	25.6%	100.0%
	OMR 3000 and above	Count	1	3	12	34	26	76
		% Income	1.3%	3.9%	15.8%	44.7%	34.2%	100.0%
	I don't know	Count	2	4	22	35	23	86
		% Income	2.3%	4.7%	25.6%	40.7%	26.7%	100.0%
Total		Count	14	23	107	204	130	478
		% Income	2.9%	4.8%	22.4%	42.7%	27.2%	100.0%

Source: Primary Data

Table 5.31 shows the chi-square test between the family's income of the respondents per month and awareness of the government's role in promoting entrepreneurship.

Table 5.31 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.533	16	.890

Source: Primary Data

From table 5.31, the chi-square is not significant (sig. value is  $0.890 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association



between family income and their opinions on students' awareness of the government's role. It means that a student's awareness of the government's role is independent of family income.

Exhibit 5.17 demonstrates the respondents' monthly family income and its relationship to their awareness of the government's role in promoting entrepreneurship.

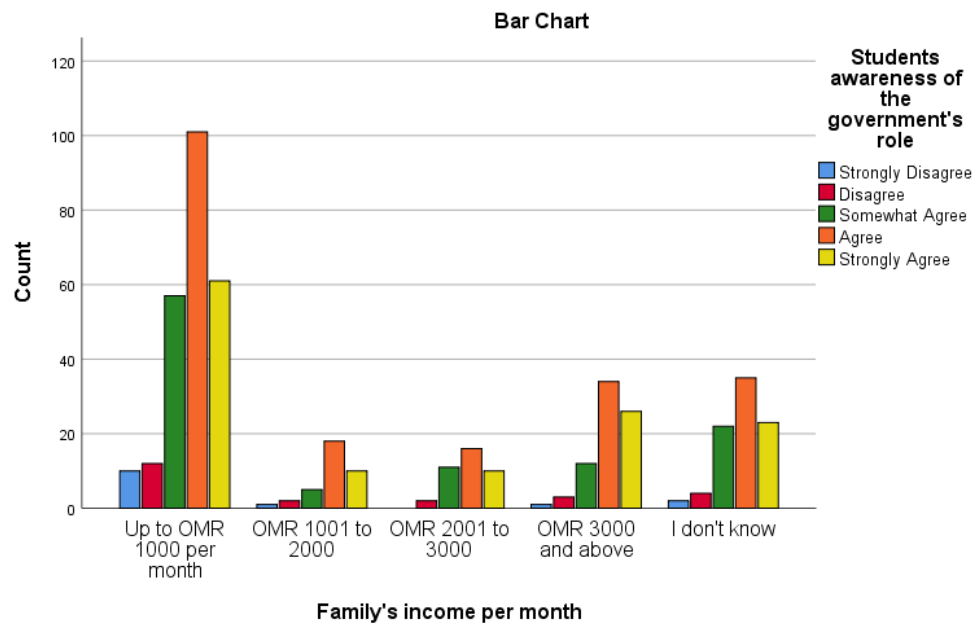


Exhibit 5.17 Family's income per month \* Students awareness of the government's role

The above multiple bar diagram describes the opinions on students' awareness of the government's role with respect to family income.

### 5.6.2 Father's Occupation \* Students Awareness of the Government's Role in Promoting Entrepreneurship

H0: There is no significant association between father's occupation and student's awareness of the government's role.

Table 5.32 demonstrates the respondents' fathers' occupation and its relationship to their awareness of the government's role in promoting entrepreneurship.

Table 5.32 Father's Occupation \* Students awareness of the government's role

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
<b>Father's Occupation</b>	Own Business	Count	3	1	21	25	22	72
		% Father's Occupation	4.2%	1.4%	29.2%	34.7%	30.6%	100.0%
	Salaried Employee Private	Count	1	2	14	21	18	56
		% Father's Occupation	1.8%	3.6%	25.0%	37.5%	32.1%	100.0%
	Salaried Employee Government	Count	5	10	34	89	50	188
		% Father's Occupation	2.7%	5.3%	18.1%	47.3%	26.6%	100.0%
	Retired	Count	2	2	18	29	17	68
		% Father's Occupation	2.9%	2.9%	26.5%	42.6%	25.0%	100.0%
	Unemployed	Count	0	1	8	26	11	46
		% Father's Occupation	0.0%	2.2%	17.4%	56.5%	23.9%	100.0%
<b>Total</b>		Count	14	23	107	204	130	478
		% Father's Occupation	2.9%	4.8%	22.4%	42.7%	27.2%	100.0%

Source: Primary Data

Table 5.33 shows the chi-square test between the respondent's fathers' occupation and its relation to their awareness of the government's role in promoting entrepreneurship.

Table 5.33 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.627	20	.095

Source: Primary Data

Table 5.33 shows that the chi-square is not significant (sig. value is  $0.095 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the father's occupation and their opinions on the student's awareness of the government's role. It means that a student's awareness of the government's role is independent of their father's occupation.

Exhibit 5.18 demonstrates the respondents' fathers' occupation and its relationship to their awareness of the government's role in promoting entrepreneurship.

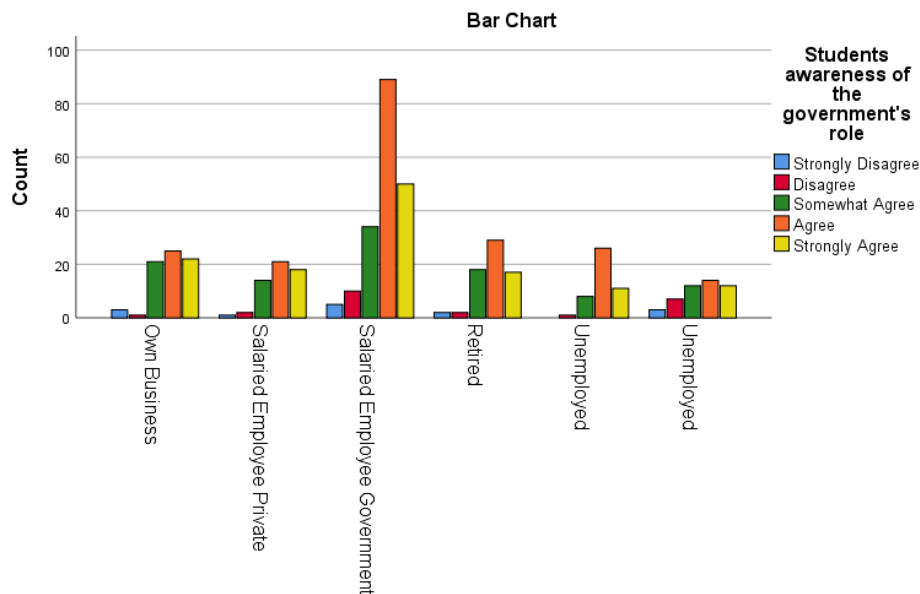


Exhibit 5.18 Father's Occupation \* Students Awareness of the Government's Role

The above multiple bar diagram describes the opinions of the students' awareness of the government's role with respect to their father's occupation.

### 5.6.3 Education \* Students' Awareness of the Government's Sole in Promoting Entrepreneurship

H0: There is no significant association between education and student's awareness of the government's role.

Table 5.34 shows the respondents' education and its relationship to their awareness of the government's role in promoting entrepreneurship.

Table 5.34 Education \* Students awareness of the government's role

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Education	Graduation without Honours	Count	4	8	31	62	32	137
		% Within Education	2.9%	5.8%	22.6%	45.3%	23.4%	100.0%
	Graduation with Honours	Count	10	15	76	142	98	341
		% Within Education	2.9%	4.4%	22.3%	41.6%	28.7%	100.0%
Total		Count	14	23	107	204	130	478
		% Within Education	2.9%	4.8%	22.4%	42.7%	27.2%	100.0%

Source: Primary Data

Table 5.35 shows the chi-square test between the respondent's education and awareness of the government's role in promoting entrepreneurship.

Table 5.35 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.766	4	.779

Source: Primary Data

From Table 5.45, the chi-square is not significant (sig. value is  $0.779 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between education and their opinions on students' awareness of the government's role. It means that a student's awareness of the government's role is independent of education.

Exhibit 5.19 illustrates the respondents' education and its relationship to their awareness of the government's role in promoting entrepreneurship.

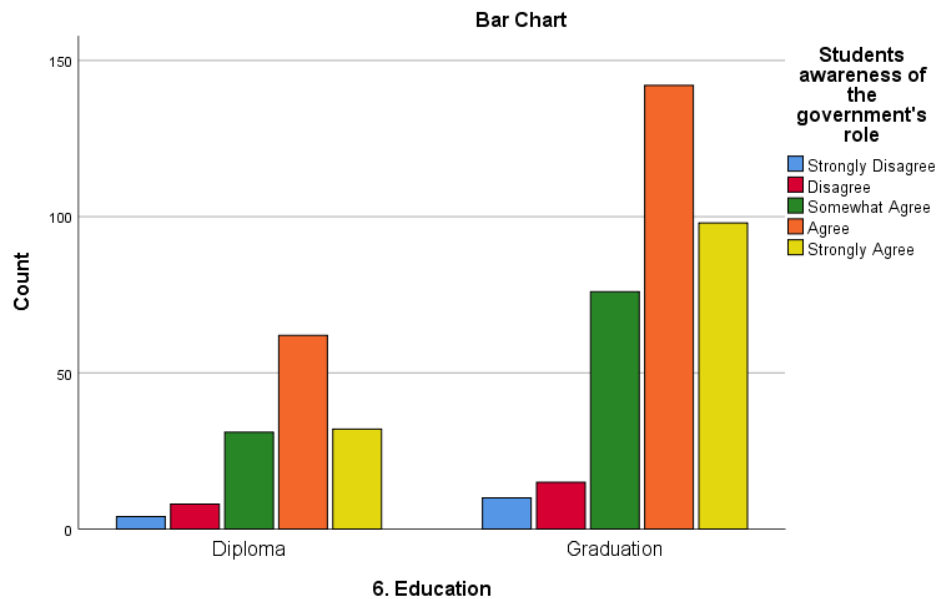


Exhibit 5.19 Education \* Students awareness of the government's role

The above multiple bar diagram describes the opinions on students' awareness of the government's role with respect to education.

#### 5.6.4 Program of the Study \* Students' Awareness of the Government's Role in Promoting Entrepreneurship

H0: There is no significant association between the program of the study and student's awareness of the government's role.

Table 5.36 illustrates the respondents' study programme and its relationship to their awareness of the government's role in promoting entrepreneurship.

Table 5.36 Program of the study \* Students awareness of the government's role

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Program	Tourism	Count	4	6	28	49	31	118

of the study	and Hospitality	% Within program	3.4%	5.1%	23.7%	41.5%	26.3%	100.0 %
	HR Management	Count	3	7	21	41	16	88
		% Within program	3.4%	8.0%	23.9%	46.6%	18.2%	100.0 %
	Accounting and Finance	Count	3	5	24	35	27	94
		% Within program	3.2%	5.3%	25.5%	37.2%	28.7%	100.0 %
	Event Management	Count	0	2	12	17	9	40
		% Within program	0.0%	5.0%	30.0%	42.5%	22.5%	100.0 %
	Information Technology	Count	2	2	17	40	36	97
		% Within program	2.1%	2.1%	17.5%	41.2%	37.1%	100.0 %
	Other Qualifications	Count	2	1	5	22	11	41
		% Within program	4.9%	2.4%	12.2%	53.7%	26.8%	100.0 %
	Total	Count	14	23	107	204	130	478
		% Within program	2.9%	4.8%	22.4%	42.7%	27.2%	100.0 %

Source: Primary Data

Table 5.37 demonstrates the chi-square test between the respondent's program of study and awareness of the government's role in promoting entrepreneurship.

Table 5.37 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.362	20	.498

Source: Primary Data

From the above table 5.37, the chi-square is not significant (sig. value is  $0.498 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of study and their opinions on students' awareness of the government's role. It means that a student's awareness of the government's role is independent of the program of the study.

Exhibit 5.20 explains the respondents' study programme and its relationship to their awareness of the government's role in promoting entrepreneurship.

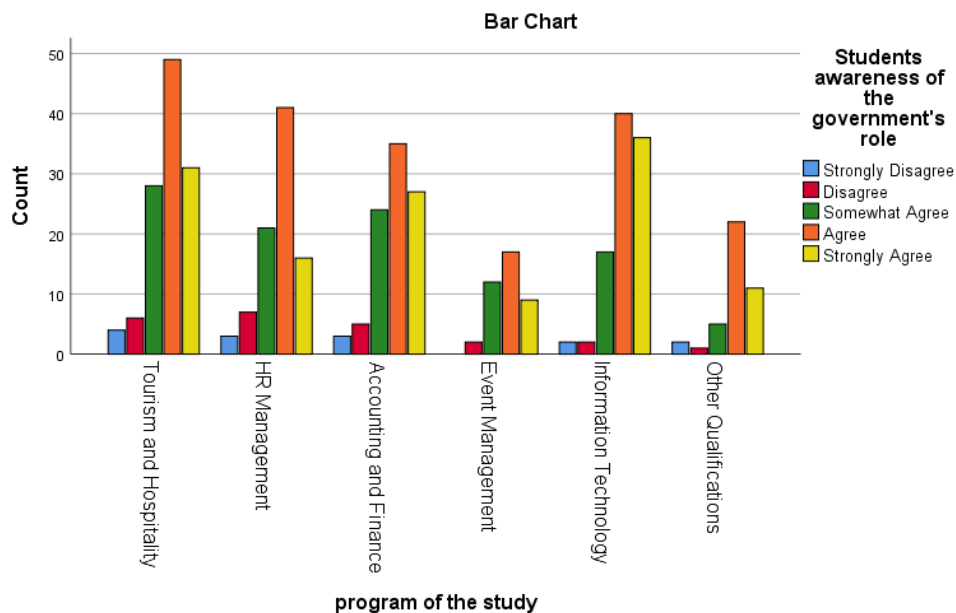


Exhibit 5.20 Program of the study \* Students awareness of the government's role

The above multiple bar diagram describes the opinions on students' awareness of the government's role with respect to the program of the study.

## 5.7 Demographic and Socio-cultural Characteristics that Influence Student Attitudes towards Enterprise Development

Table 5.38 outlines how demographic and socio-cultural factors impact student attitudes toward business growth.

Table 5.38 Demographic and Socio-cultural characteristics influence student attitudes towards enterprise development.

Demographic and Socio-cultural characteristics	$\bar{X}$	Percentages (Strongly Agree+ Agree)	Verbal Interpretation	SD	Rank
The place I live has sufficient awareness of Entrepreneurship.	<b>4.51</b>	90	Strongly Agree	0.831	<b>1</b>
My best friends think I should start a new business.	<b>4.44</b>	90	Strongly Agree	0.782	<b>2</b>
Social/cultural attitude towards youth entrepreneurship is not respected.	<b>4.39</b>	88	Strongly Agree	0.839	<b>3</b>
The culture in Oman is highly favourable towards entrepreneurial activity.	<b>4.29</b>	85	Strongly Agree	0.853	<b>4</b>
Family Responsibilities: to earn a constant source of money, forcing me for a job.	<b>4.28</b>	84	Strongly Agree	0.816	<b>5</b>
My teachers think I should pursue a career as an entrepreneur.	<b>4.18</b>	81	Strongly Agree	0.882	<b>6</b>
The entrepreneurship course at my college inspires me to develop ideas for a new business.	<b>4.10</b>	77	Strongly Agree	1.027	<b>7</b>
Lack of support regarding business start-up by parents and family.	<b>4.09</b>	75	Strongly Agree	0.960	<b>8</b>
Entrepreneurs have a positive image in Oman.	<b>4.08</b>	75	Strongly Agree	1.069	<b>9</b>
I have sufficient business knowledge that is needed to be an entrepreneur.	<b>4.05</b>	74	Strongly Agree	1.143	<b>10</b>
I have good social networks that can be utilised when I decide to be an entrepreneur.	<b>3.97</b>	72	Agree	1.260	<b>11</b>
If I start my own business, my family & friends will respect me.	<b>3.75</b>	64	Agree	1.186	<b>12</b>
Entrepreneurs generally achieve a higher position in society.	<b>3.72</b>	62	Agree	1.243	<b>13</b>
My closest family (Uncles, aunts, and cousins) think I should pursue a career as an entrepreneur.	<b>3.71</b>	61	Agree	1.200	<b>14</b>
If I join a government job, my family & friends will respect me.	<b>3.45</b>	54	Agree	1.302	<b>15</b>
My parents are positively oriented toward a career as an entrepreneur.	<b>3.39</b>	53	Agree	1.216	<b>16</b>
<b>Total</b>	<b>4.02</b>	<b>74</b>	<b>Strongly Agree</b>	<b>1.038</b>	<b>16</b>

Source: Primary Data

Note: The mean scores and standard deviation were calculated once the percentages for each element had been determined (see Appendix 3).



Exhibit 5.21 shows how demographic and socio-cultural characteristics of Omani students influence their attitude towards enterprise development.

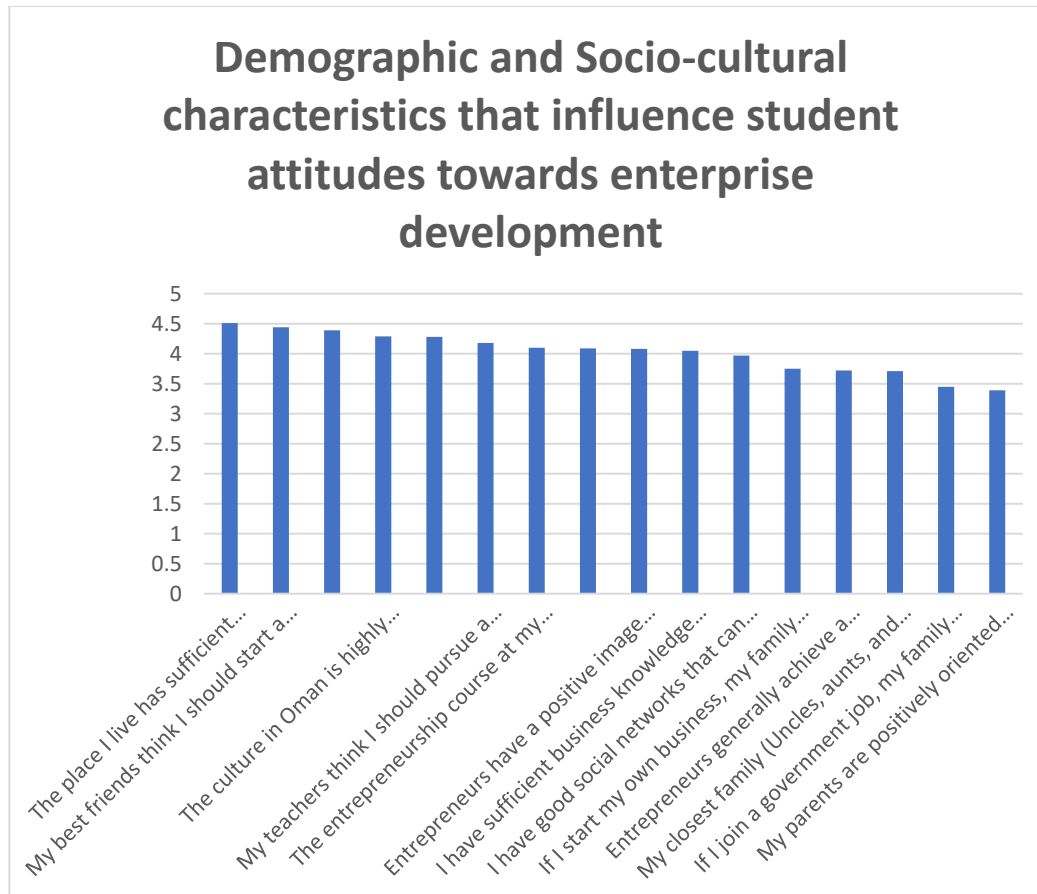


Exhibit 5.21 Demographic and socio-cultural characteristics that influence student attitudes towards enterprise development.

Table 5.38 and Exhibit 5.21 specify the demographic and socio-cultural characteristics that influence student attitudes towards enterprise development. The highest mean scores are for *the place I live having sufficient awareness of entrepreneurship* (X 4.51) (90%); *my best friends think I should start a new business* (X 4.44) (90%); *social/cultural attitude towards youth entrepreneurship is not respected* (X 4.39) (88%); *the culture in Oman is highly favourable towards entrepreneurial activity* (4.29) (85%); and *Family Responsibilities: to earn a constant source of money, forcing me to get a job* (X 4.28) (84%). The respondents indicated that their closest friends advised them to start a new business since starting a new business is well-known in the community where they live.

They further assert that Oman's culture is particularly supportive of business endeavours. However, they did note that young people's social and cultural attitudes towards entrepreneurship are not very favourable.

The leading four mean scores for Demographic and socio-cultural characteristics that influence student attitudes towards enterprise development are: family Responsibilities: *My teachers think I should pursue a career as an entrepreneur* ( $\bar{X}$  4.18) (81%); *the entrepreneurship course at my college inspires me to develop ideas for a new business* ( $\bar{X}$  4.10) (75%); *Lack of support regarding business start-up by parents and family* ( $\bar{X}$  4.09) (75%). Respondents stated that it is their obligation to provide a consistent source of income for my family and that they must therefore work. Furthermore, they believe that their lecturers push students to start their own businesses. They also confirm that their college's entrepreneurship courses inspire me to think about fresh company ideas. They do, however, notice their parents' and family members' lack of enthusiasm about starting a business.

The respondents strongly agree with 2 statements: *entrepreneurs have a positive image in Oman* ( $\bar{X}$  4.08) (75%); *I have sufficient business knowledge that is needed to be an entrepreneur* ( $\bar{X}$  4.05) (74%). According to respondents' comments, Oman's businesspeople have a good reputation and the knowledge needed to succeed in their industry. The remarks indicate that Omani businesspeople have a good reputation, and the respondents have the necessary business skills to succeed as entrepreneurs.

The respondents agree with the following: *I have good social networks that can be used when I decide to be an entrepreneur* ( $\bar{X}$  3.97) (72%); *If I start my own business, my family and friends will respect me* ( $\bar{X}$  3.75) (64%); *Entrepreneurs generally achieve a higher position in society* ( $\bar{X}$  3.72) (62%); *My closest family (uncles, aunts, and cousins) think I should pursue a career as an entrepreneur* ( $\bar{X}$  3.71) (61%). The respondents believe that if they decide to become entrepreneurs, they will have strong social networks to draw on and that their family and friends will look up to them if they establish their

own business. Additionally, they believe that entrepreneurs have a higher social status than the general public. Furthermore, their immediate family (uncles, aunts, and cousins) thinks they should start their own firm.

The lowest mean scores reported by the respondents for demographic and socio-cultural characteristics influencing student attitudes towards enterprise development are *If I join the government job, my family & friends will respect me* ( $\bar{X}$  3.45) (54%); *My parents are positively oriented toward a career as an entrepreneur* ( $\bar{X}$  3.39) (53%). Respondents said that if they worked for the government, their friends and family would respect them, and their parents were excited about the potential of starting a business.

#### 5.7.1 Family's Income per Month \* Demographics and Socio-cultural Characteristics

H0: There is no significant association between family income and student's opinions on demographic and Socio-cultural characteristics.

Table 5.39 demonstrates the respondents' monthly family income and its relationship to their demographic and socio-cultural characteristics that influence enterprise development.

Table 5.39 Family's income per month \* Demographics and Socio-Cultural Characteristics

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
<b>Family's income per month</b>	Up to OMR 1000 per month	Count	15	14	10	108	94	241
		% Income	6.2%	5.8%	4.1%	44.8%	39.0%	100.0%
	OMR 1001 to 2000	Count	1	1	3	14	17	36
		% Income	2.8%	2.8%	8.3%	38.9%	47.2%	100.0%
	OMR	Count	2	3	2	18	14	39

	2001 to 3000	% Income	5.1%	7.7%	5.1%	46.2%	35.9%	100.0%
	OMR 3000 and above	Count	2	4	6	30	34	76
		% Income	2.6%	5.3%	7.9%	39.5%	44.7%	100.0%
	I don't know	Count	1	6	11	35	33	86
		% Income	1.2%	7.0%	12.8%	40.7%	38.4%	100.0%
	Total	Count	21	28	32	205	192	478
		% Income	4.4%	5.9%	6.7%	42.9%	40.2%	100.0%

Source: Primary Data

Table 5.40 shows the chi-square test between the family's income of the respondents per month and its relationship with their demographic and socio-cultural characteristics influence towards enterprise development.

Table 5.40 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.186	16	.511

Source: Primary Data

Table 5.40 signifies that the chi-square is not significant (sig. value is  $0.511 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between family income and their opinions on demographic and socio-cultural characteristics. It means that demographic and socio-cultural characteristics are independent of family income.

Exhibit 5.22 demonstrates the respondents' monthly family income and its relationship to their demographic and socio-cultural characteristics, which influence enterprise development.

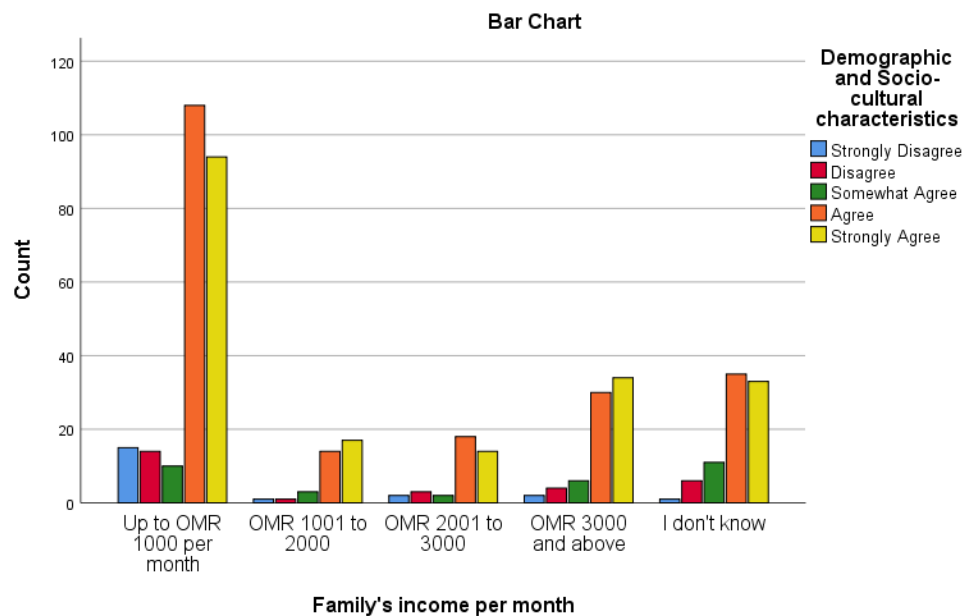


Exhibit 5.22 Family's income per month \* Demographics and Socio-Cultural Characteristics

The above multiple bar diagram describes the opinions on demographic and socio-cultural characteristics with respect to family income.

### 5.7.2 Father's Occupation \* Demographics and Socio-cultural Characteristics

H0: There is no significant association between fathers' occupation and student's opinions on demographic and Socio-cultural characteristics.

Table 5.41 demonstrates the respondents' fathers' occupation and its relationship to their demographic and socio-cultural characteristics that influence enterprise development.

Table 5.41 Father's Occupation \* Demographics and Socio-Cultural Characteristics

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
	Own Business	Count	3	5	7	34	23	72
		% Father's Occupation	4.2%	6.9%	9.7%	47.2%	31.9%	100.0%
	Salaried	Count	2	4	3	21	26	56

<b>Father's Occupation</b>	Employee Private	% Father's Occupation	3.6%	7.1%	5.4%	37.5%	46.4%	100.0%
	Salaried Employee Government	Count	11	6	12	80	79	188
		% Father's Occupation	5.9%	3.2%	6.4%	42.6%	42.0%	100.0%
	Retired	Count	2	6	5	27	28	68
		% Father's Occupation	2.9%	8.8%	7.4%	39.7%	41.2%	100.0%
	Unemployed	Count	1	4	0	22	19	46
		% Father's Occupation	2.2%	8.7%	0.0%	47.8%	41.3%	100.0%
	Unemployed	Count	2	3	5	21	17	48
		% Father's Occupation	4.2%	6.3%	10.4%	43.8%	35.4%	100.0%
	Total	Count	21	28	32	205	192	478
		% Father's Occupation	4.4%	5.9%	6.7%	42.9%	40.2%	100.0%

Source: Primary Data

Table 5.42 shows the chi-square test between the respondent's fathers' occupation and their relationship with their demographic and socio-cultural characteristics influence on enterprise development.

Table 5.42 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.733	20	.791

Source: Primary Data

From the above table 5.42, the chi-square is not significant (sig. value is  $0.791 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the father's occupation and their opinions on demographic and socio-cultural characteristics. It means that demographic and socio-cultural characteristics are independent of the father's occupation.

Exhibit 5.23 demonstrates the respondents' fathers' occupation and its relationship to their demographic and socio-cultural characteristics and influence on enterprise development.

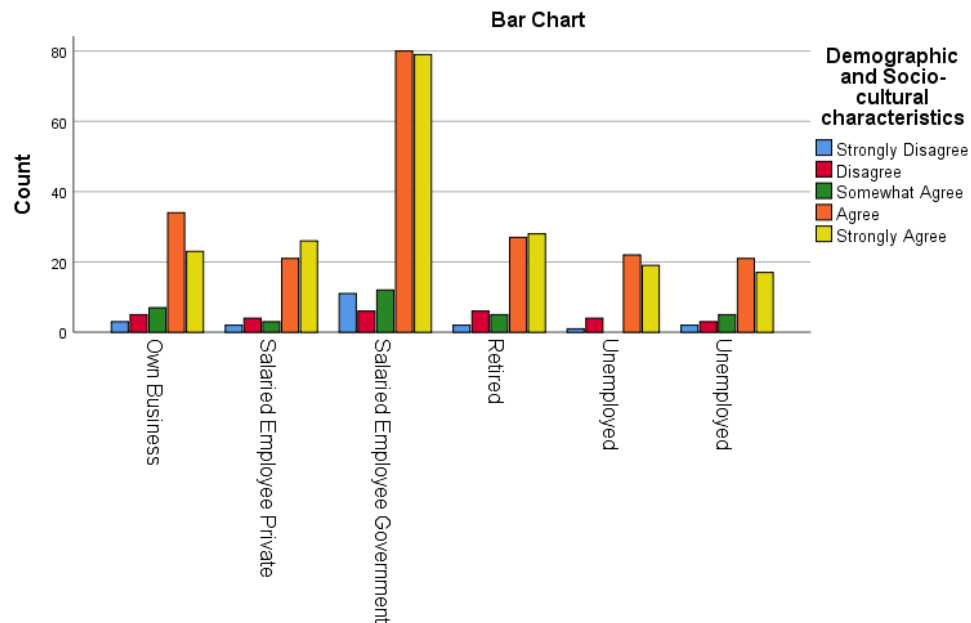


Exhibit 5.23 Father's Occupation \* Demographics and Socio-Cultural Characteristics

The above multiple bar diagram describes the opinions on demographic and socio-cultural characteristics with respect to the father's occupation.

### 5.7.3 Education \* Demographics and Socio-cultural Characteristics

H0: There is no significant association between education and student's opinions on demographic and Socio-cultural characteristics.

Table 5.43 shows the respondents' education and its relationship with their demographic and socio-cultural characteristics that influence enterprise development.

Table 5.43 Education \* Demographics and Socio-Cultural Characteristics

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
	Graduation	Count	5	10	9	62	51	137

<b>Education</b>	without Honours	% Education	3.6%	7.3%	6.6%	45.3%	37.2%	100.0%
	Graduation	Count	16	18	23	143	141	341
	with Honours	% Education	4.7%	5.3%	6.7%	41.9%	41.3%	100.0%
<b>Total</b>		Count	21	28	32	205	192	478
		% Education	4.4%	5.9%	6.7%	42.9%	40.2%	100.0%

Source: Primary Data

Table 5.44 shows the chi-square test between the respondent's education and its relationship with their demographic and socio-cultural characteristics that influence enterprise development.

Table 5.44 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.592	4	.810

Source: Primary Data

Table 5.44 shows that the chi-square is not significant (sig. value is  $0.810 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between education and their opinions on demographic and socio-cultural characteristics. It means that demographic and socio-cultural characteristics are independent of education.



Table 5.24 shows the respondents' education and its relationship with their demographic and socio-cultural characteristics influence towards enterprise development.

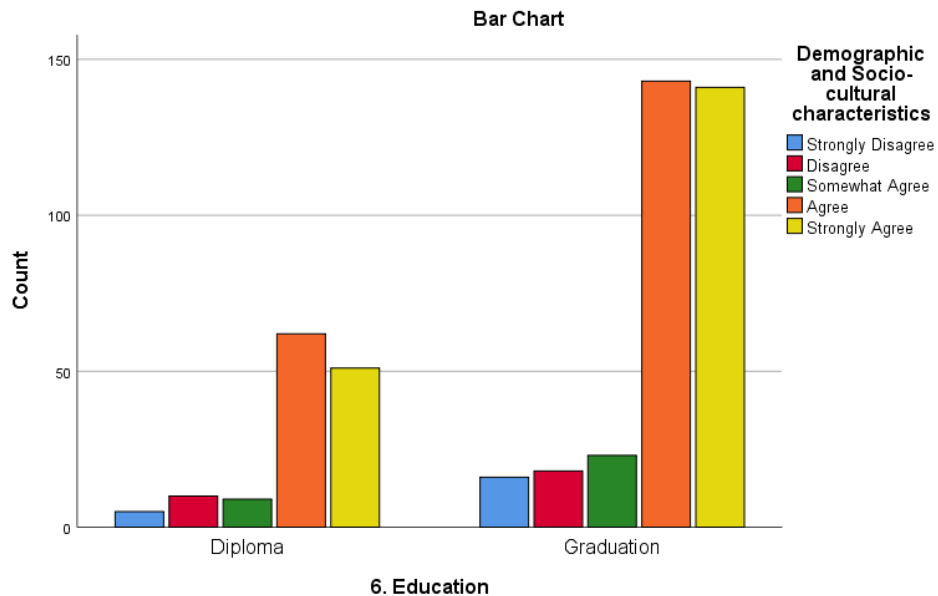


Exhibit 5.24 Education \* Demographics and Socio-Cultural Characteristics

The above multiple bar diagram describes the opinions on demographic and socio-cultural characteristics with respect to education.

#### **5.7.4 Program of the Study \* Demographics and Socio-cultural Characteristics**

H0: There is no significant association between the program of the study and student's opinions on demographic and Socio-cultural characteristics.

Table 5.45 illustrates the respondents' study programme and its relationship with their demographic and socio-cultural characteristics influence on enterprise development.

Table 5.45 Program of the study \* Demographics and Socio-Cultural Characteristics

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Program of the study	Tourism and Hospitality	Count	4	6	11	57	40	118
		% Within program	3.4%	5.1%	9.3%	48.3%	33.9%	100.0%
	HR Management	Count	5	8	6	35	34	88
		% Within program	5.7%	9.1%	6.8%	39.8%	38.6%	100.0%
	Accounting and Finance	Count	4	9	6	36	39	94
		% Within program	4.3%	9.6%	6.4%	38.3%	41.5%	100.0%
	Event Management	Count	2	2	3	21	12	40
		% Within program	5.0%	5.0%	7.5%	52.5%	30.0%	100.0%
	Information Technology	Count	3	3	5	44	42	97
		% Within program	3.1%	3.1%	5.2%	45.4%	43.3%	100.0%
	Other Qualifications	Count	3	0	1	12	25	41
		% Within program	7.3%	0.0%	2.4%	29.3%	61.0%	100.0%
	Total	Count	21	28	32	205	192	478
		% Within program	4.4%	5.9%	6.7%	42.9%	40.2%	100.0%

Source: Primary Data

Table 5.46 demonstrates the chi-square test between the respondent's program of study and its relationship with their demographic and socio-cultural characteristics influence on enterprise development.

Table 5.46 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.336	20	.273

Source: Primary Data

From Table 5.46, the chi-square is not significant (sig. value is  $0.273 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of the study and their opinions on demographic and socio-cultural characteristics. It means that demographic and socio-cultural characteristics are independent of the program of the study.

Table 5.25 illustrates the respondents' study programme and its relationship with their demographic and socio-cultural characteristics influence on enterprise development.

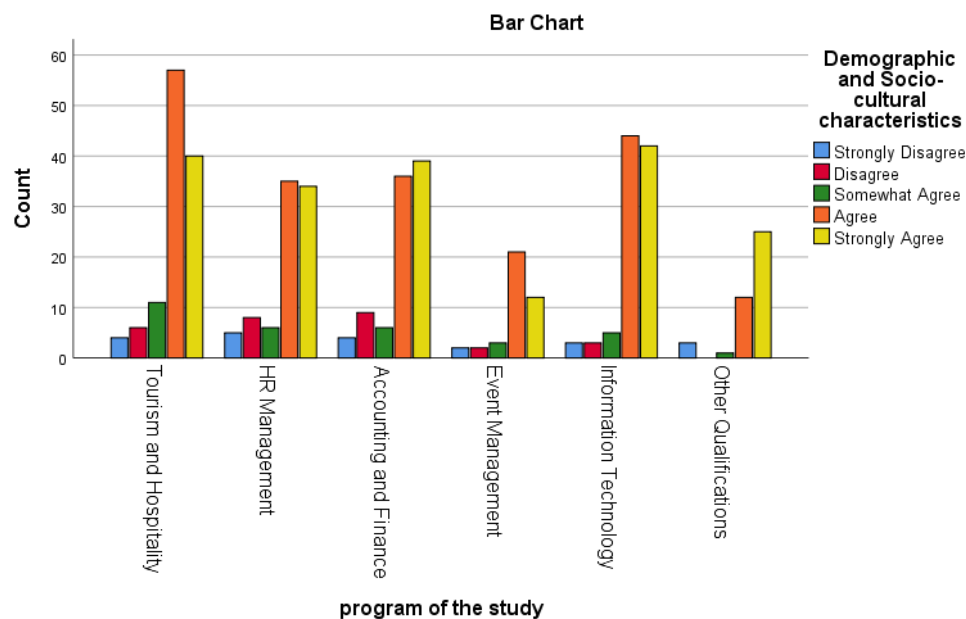


Exhibit 5.25 Program of the study \* Demographics and Socio-Cultural Characteristics

The above multiple bar diagram describes the opinions on demographic and socio-cultural characteristics with respect to the program of the study.

### 5.8 Barriers to Youth Entrepreneurship

Table 5.47 shows the barriers confronting Omani students in their selection of entrepreneurship as a career choice.

Table 5.47 Barriers to youth entrepreneurship

Barriers	$\bar{X}$	Percentages (Strongly Agree+ Agree	Verbal Interpretation	SD	Rank
Social/cultural attitude towards youth entrepreneurship is not respected.	<b>4.39</b>	88	Strongly Agree	0.839	<b>1</b>
Lack of government support and encouragement affecting youth entrepreneurial activity.	<b>4.33</b>	87	Strongly Agree	0.912	<b>2</b>
I do not have the appropriate technical and practical skills to start my own business.	<b>4.32</b>	87	Strongly Agree	0.936	<b>3</b>
The anxiety of failure would pose a significant challenge to start a business.	<b>4.30</b>	85	Strongly Agree	0.912	<b>4</b>
Family Responsibilities: to earn a constant source of money, forcing me for a job.	<b>4.28</b>	84	Strongly Agree	0.816	<b>5</b>
I have to struggle to raise the necessary capital to start a business.	<b>4.24</b>	83	Strongly Agree	0.982	<b>6</b>
I lack the confidence to start my own business.	<b>4.24</b>	83	Strongly Agree	0.988	<b>6</b>
The risks involved in setting up a business are too high. Government employment has security.	<b>4.19</b>	82	Strongly Agree	0.935	<b>8</b>
Lack of knowledge of the commercial and legal aspects of a business.	<b>4.12</b>	77	Strongly Agree	0.919	<b>9</b>
Lack of support regarding business start-up by parents and family.	<b>4.09</b>	75	Strongly Agree	0.960	<b>10</b>
The fear of numbers and financial statements prevent me from starting a business.	<b>3.99</b>	72	Agree	1.109	<b>11</b>
Banks and other financial institutions do not provide loans to start-up businesses.	<b>3.96</b>	70	Agree	1.136	<b>12</b>
Lack of market expertise may fail my business.	<b>3.90</b>	68	Agree	1.091	<b>13</b>
Lack of entrepreneurship training cripples starting a new business.	<b>3.89</b>	68	Agree	1.165	<b>14</b>
It is hard to find a business idea that	<b>3.85</b>	67	Agree	1.116	<b>15</b>

has not been realised before.					
<b>Total</b>	<b>4.14</b>	<b>78</b>	<b>Strongly Agree</b>	<b>0.987</b>	<b>15</b>

Source: Primary Data

Note: The mean scores and standard deviation were calculated once the percentages for each element had been determined (see Appendix 3).

According to Exhibit 2.26 and Table 5.47, Barriers to Youth Entrepreneurship, the highest mean score of ( $\bar{X}$  4.39) (88%) was noted for *Social/cultural attitudeS towards youth entrepreneurship is not respected*. The second highest noted *lack of government support and encouragement affecting youth entrepreneurial activity* ( $\bar{X}$  4.33) (87%). Third and fourth noted for *I do not have the appropriate technical and practical skills to start my own business* ( $\bar{X}$  4.32) (87%) and *that the anxiety of failure would pose a significant challenge to starting a business* ( $\bar{X}$  4.30) (85%). The results showed that respondents believed social and cultural views regarding young entrepreneurs were not respected, and they expected more assistance and support for their endeavours. Additionally, respondents felt that they needed more technical and practical abilities in order to be entrepreneurs since they lack the technical and practical knowledge required to start their own business. Additionally, respondents claimed that the fear of failure would make it challenging to launch a business.

Other barriers to youth entrepreneurship that were characterized by respondents are *Family Responsibilities: to earn a constant source of money, forcing me to get a job* ( $\bar{X}$  4.28) (84%); *I have to struggle to raise the necessary capital to start a business* ( $\bar{X}$  4.24) (83%); *I lack the confidence to start my own business* ( $\bar{X}$  4.24) (83%); *the risks involved in setting up a business are too high, government employment has security* ( $\bar{X}$  4.19) (82%). Respondents claimed that they are having problems finding the money they need to launch a business and give their families a reliable source of income, which necessitates their employment. They also lack the courage to establish their own business. Furthermore, starting a business carries too many risks, whereas working for the government offers security. It is clear from the aforementioned facts that entrepreneurs face a tremendous challenge when trying to raise finance for their ventures. In addition, the respondents prefer employment because they need to support their

families financially. Working for the government appears to be their preferred option because it offers a reliable source of income.

Exhibit 2.26 shows the barriers confronting Omani students in their selection of entrepreneurship as a career choice.

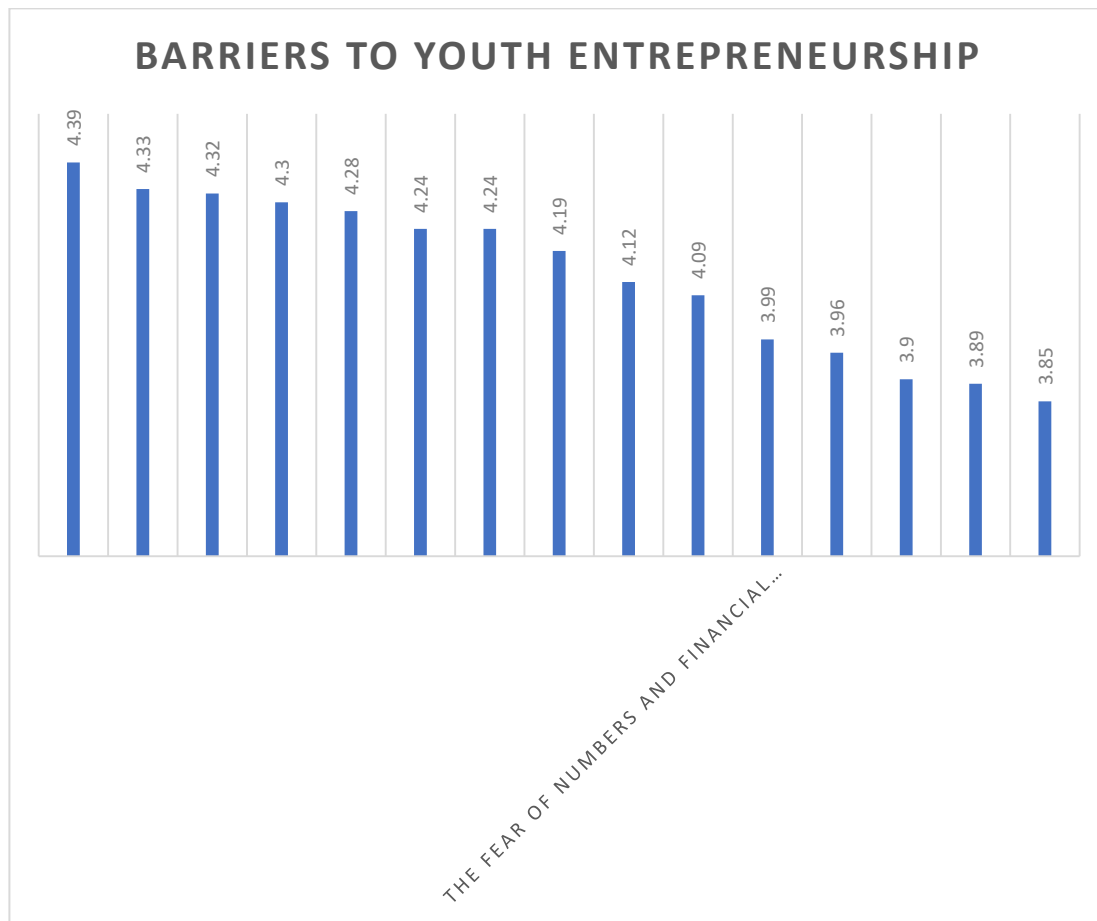


Exhibit 5.26 Barriers to youth entrepreneurship

The respondent strongly agrees with two statements: *a lack of knowledge of the commercial and legal aspects of a business* ( $\bar{X}$  4.12) (77%), and *a lack of support regarding business start-up by parents and family* ( $\bar{X}$  4.09) (75%). The respondents asserted that their knowledge of markets and the commercial and legal aspects of business would certainly challenge them when starting a business. Respondents lack parental and family support when starting a business.

Moreover, other barriers identified by respondents are *the fear of numbers and financial statements prevents me from starting a business* ( $\bar{X}$  3.99) (72%); *banks and other financial institutions do not provide loans to start-up businesses* ( $\bar{X}$  3.96) (70%); *lack of market expertise may fail my business* ( $\bar{X}$  3.90) (68%); *lack of entrepreneurship training cripples starting a new business* ( $\bar{X}$  3.89) (68%). The respondents affirmed that they are afraid of numbers and financial statements, which is stopping them from starting a business. Besides, they admitted that start-ups are not given loans by banks or other financial institutions. Finally, respondents mentioned that starting a new business is hampered by a lack of market knowledge and entrepreneurship training.

Finally, the lowest mean score recorded for barriers to entrepreneurship was: *It is hard to find a business idea that has not been realised before* ( $\bar{X}$  3.85) (67%). Respondents sense that it is difficult to come up with a business idea that has not already been implemented. Support from all stakeholders in new business idea generation would aid young entrepreneurs.

Exhibit 5.27 depicts one of the survey's findings: banks and other financial institutions don't lend money to new enterprises.

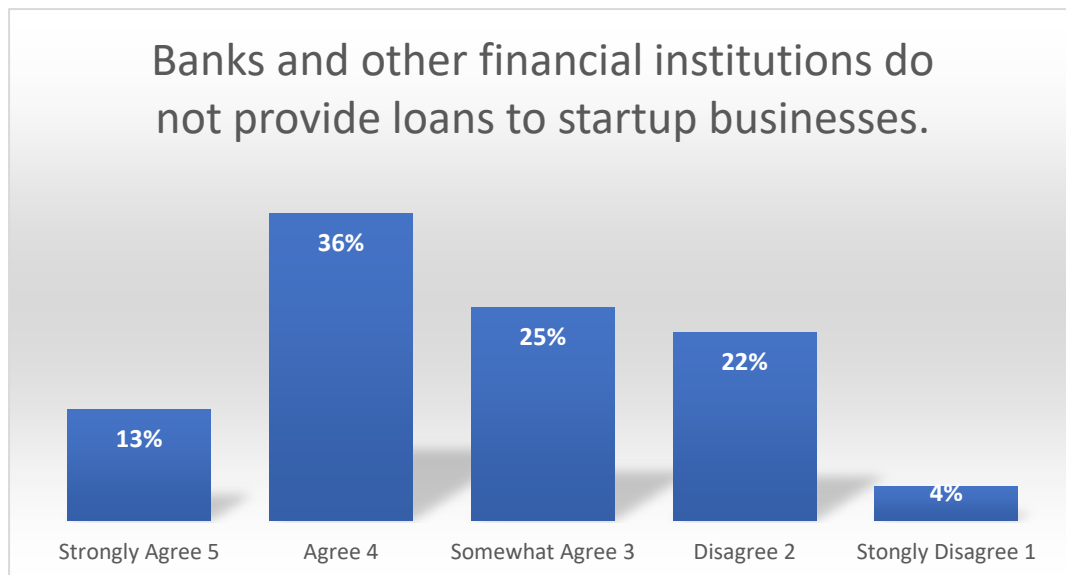


Exhibit 5.27 Banks and other financial institutions do not provide loans to start-up businesses.

Most of the respondents, seventy-four percent, stated that banks and other financial institutions do not provide loans to start-up businesses.

#### 5.8.1 Family's Income per Month \* Barriers to Youth Entrepreneurship

H0: There is no significant association between family income and students' opinions on barriers to youth entrepreneurship.

Table 5.48 demonstrates the respondents' monthly family income and its relationship to the barriers confronting them in their selection of entrepreneurship as a career choice.

Table 5.48 Family's income per month \* Barriers to Youth Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Family's income per month	Up to OMR 1000 per month	Count	5	11	24	98	103	241
		% Income	2.1%	4.6%	10.0%	40.7%	42.7%	100.0%
	OMR 1001 to 2000	Count	0	1	6	15	14	36
		% Income	0.0%	2.8%	16.7%	41.7%	38.9%	100.0%
	OMR 2001 to 3000	Count	0	1	5	17	16	39
		% Income	0.0%	2.6%	12.8%	43.6%	41.0%	100.0%
	OMR 3000 and above	Count	1	3	13	31	28	76
		% Income	1.3%	3.9%	17.1%	40.8%	36.8%	100.0%
	I don't know	Count	3	5	18	35	25	86
		% Income	3.5%	5.8%	20.9%	40.7%	29.1%	100.0%
Total		Count	9	21	66	196	186	478
		% Income	1.9%	4.4%	13.8%	41.0%	38.9%	100.0%

Source: Primary Data

Table 5.49 shows the chi-square test between the family's income of the respondents per month and its relationship to the barriers confronting them in their selection of entrepreneurship as a career choice.



Table 5.49 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.561	16	.631

Source: Primary Data

Table 5.49 shows that the chi-square is not significant (sig. value is  $0.631 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between family income and their opinions on barriers to youth entrepreneurship. It means that barriers to youth entrepreneurship are independent of family income.

Exhibit 5.28 demonstrates the respondents' monthly family income and its relationship to the barriers confronting them in their selection of entrepreneurship as a career choice.

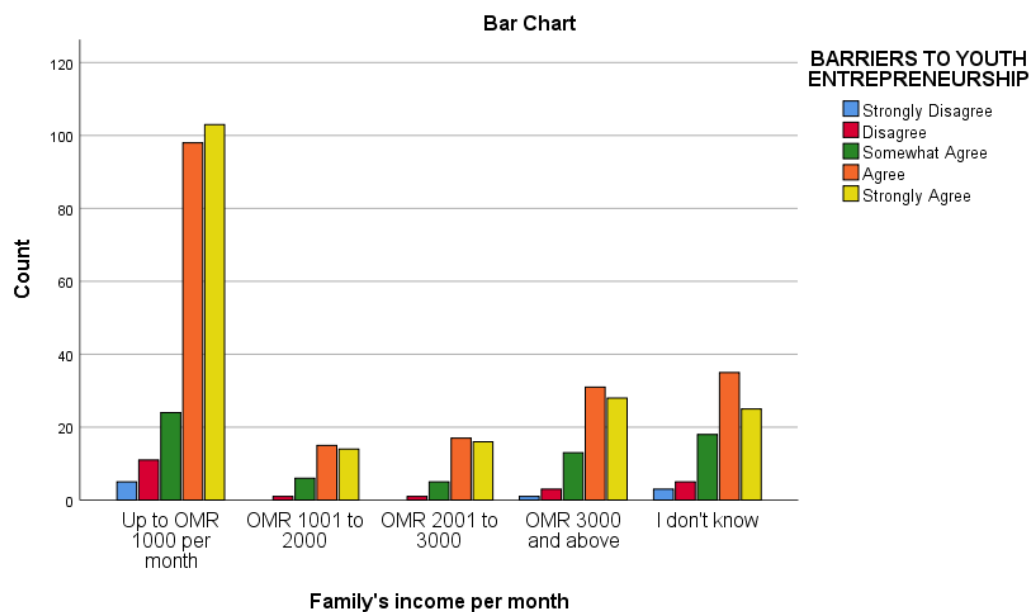


Exhibit 5.28 Family's income per month \* Barriers to Youth Entrepreneurship

The above multiple bar diagram describes the opinions on barriers to youth entrepreneurship with respect to family income.

### 5.8.2 Father's Occupation \* Barriers to Youth Entrepreneurship

H0: There is no significant association between father's occupation and student's opinions on barriers to youth entrepreneurship.

Table 5.50 demonstrates the respondents' fathers' occupation and its relationship to the barriers confronting them in their selection of entrepreneurship as a career choice.

Table 5.50 Father's Occupation \* Barriers to Youth Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Father's Occupation	Own Business	Count	1	3	13	29	26	72
		% Within Occupation	1.4%	4.2%	18.1%	40.3%	36.1%	100.0%
	Salaried Employee Private	Count	1	3	12	18	22	56
		% Within Occupation	1.8%	5.4%	21.4%	32.1%	39.3%	100.0%
	Salaried Employee Government	Count	5	12	24	81	66	188
		% Within Occupation	2.7%	6.4%	12.8%	43.1%	35.1%	100.0%
	Retired	Count	0	3	8	27	30	68
		% Within Occupation	0.0%	4.4%	11.8%	39.7%	44.1%	100.0%
	Unemployed	Count	1	0	5	19	21	46
		% Within Occupation	2.2%	0.0%	10.9%	41.3%	45.7%	100.0%
	Unemployed	Count	1	0	4	22	21	48
		% Within Occupation	2.1%	0.0%	8.3%	45.8%	43.8%	100.0%
Total		Count	9	21	66	196	186	478
		% Within Occupation	1.9%	4.4%	13.8%	41.0%	38.9%	100.0%

Source: Primary Data

Table 5.51 shows the chi-square test between the respondent's fathers' occupation and its relationship to the barriers confronting them in their selection of entrepreneurship as a career choice.

Table 5.51 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.668	20	.674

Source: Primary Data

Based on Table 5.29, the chi-square is not significant (sig. value is  $0.674 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between a father's occupation and their opinions on barriers to youth entrepreneurship. It means that barriers to youth entrepreneurship are independent of their father's occupation.

Exhibit 5.5 demonstrates the respondents' fathers' occupation and its relationship to the barriers confronting them in their selection of entrepreneurship as a career choice.

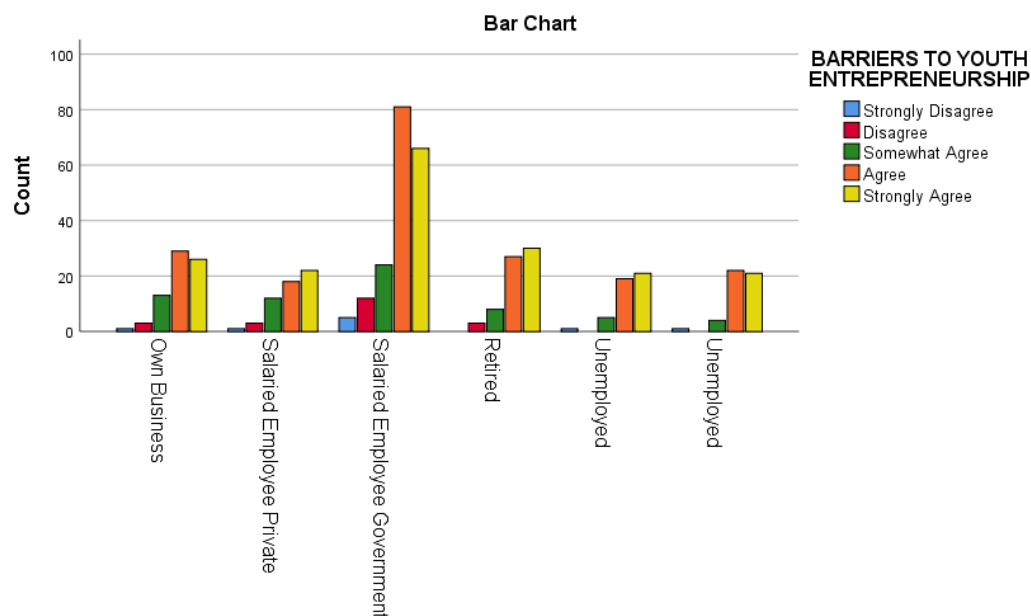


Exhibit 5.29 Father's Occupation \* Barriers to Youth Entrepreneurship

The above multiple bar diagram describes the opinions on barriers to youth entrepreneurship with respect to the father's occupation.

### 5.8.3 Education \* Barriers to Youth Entrepreneurship

H0: There is no significant association between education and student's opinions on barriers to youth entrepreneurship.

Table 5.52 shows the respondents' education and its relationship to the barriers confronting them in their selection of entrepreneurship as a career choice.

Table 5.52 Education \* Barriers to Youth Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Education	Graduation without Honours	Count	1	3	22	63	48	137
		% Within Education	0.7%	2.2%	16.1%	46.0%	35.0%	100.0%
	Graduation with Honours	Count	8	18	44	133	138	341
		% Within Education	2.3%	5.3%	12.9%	39.0%	40.5%	100.0%
Total		Count	9	21	66	196	186	478
		% Within Education	1.9%	4.4%	13.8%	41.0%	38.9%	100.0%

Source: Primary Data

Table 5.53 indicates the chi-square test between the respondent's education and its relationship to the barriers confronting them in their selection of entrepreneurship as a career choice.

Table 5.53 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.086	4	.193

Source: Primary Data

From the above table 5.53, the chi-square is not significant (sig. value is 0.193 > 0.05), so there is no evidence to reject the null hypothesis. It means that there is no significant

association between education and their opinions on barriers to youth entrepreneurship. It means that barriers to youth entrepreneurship are independent of education.

Exhibit 5.30 illustrates the respondents' education and its relationship to the barriers confronting them in their selection of entrepreneurship as a career choice.

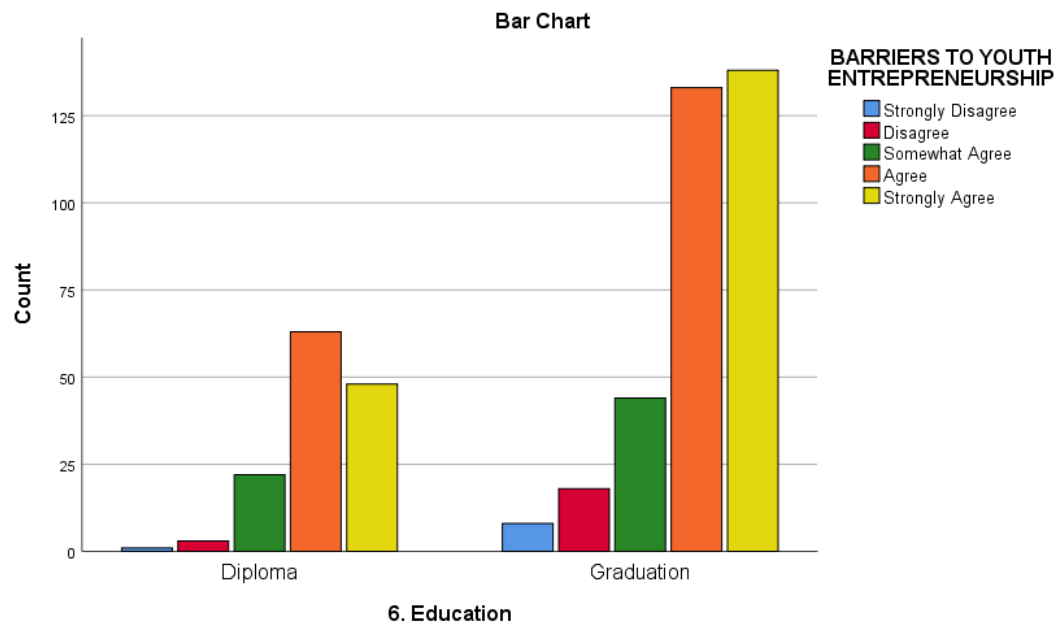


Exhibit 5.30 Education \* Barriers to Youth Entrepreneurship

The above multiple bar diagram describes the opinions on barriers to youth entrepreneurship with respect to education.

#### 5.8.4 Program of the Study \* Barriers to Youth Entrepreneurship

H0: There is no significant association between the program of the study and students' opinions on barriers to youth entrepreneurship.

Table 5.54 illustrates the respondents' study programme and its relationship to the barriers confronting them in their selection of entrepreneurship as a career choice.

Table 5.54 Program of the study \* Barriers to Youth Entrepreneurship

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Program of the study	Tourism and Hospitality	Count	2	6	15	56	39	118
		% Study program	1.7%	5.1%	12.7%	47.5%	33.1%	100.0%
	HR Management	Count	0	7	10	34	37	88
		% Study program	0.0%	8.0%	11.4%	38.6%	42.0%	100.0%
	Accounting and Finance	Count	3	4	14	38	35	94
		% Study program	3.2%	4.3%	14.9%	40.4%	37.2%	100.0%
	Event Management	Count	0	1	7	16	16	40
		% Study program	0.0%	2.5%	17.5%	40.0%	40.0%	100.0%
	Information Technology	Count	2	2	16	39	38	97
		% Study program	2.1%	2.1%	16.5%	40.2%	39.2%	100.0%
	Other Qualifications	Count	2	1	4	13	21	41
		% Study program	4.9%	2.4%	9.8%	31.7%	51.2%	100.0%
Total		Count	9	21	66	196	186	478
		% Study program	1.9%	4.4%	13.8%	41.0%	38.9%	100.0%

Source: Primary Data

Table 5.55 demonstrates the chi-square test between the respondent's program of study and to the barriers confronting them in their selection of entrepreneurship as a career choice.

Table 5.55 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.924	20	.658

Source: Primary Data

From the above Table 5.55, the chi-square is not significant (sig. value is  $0.658 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of the study and their opinions on barriers to youth entrepreneurship. It means that barriers to youth entrepreneurship are independent of the program of study.

Exhibit 5.31 illustrates the respondents' study programme and its relationship to the barriers confronting them in their selection of entrepreneurship as a career choice.

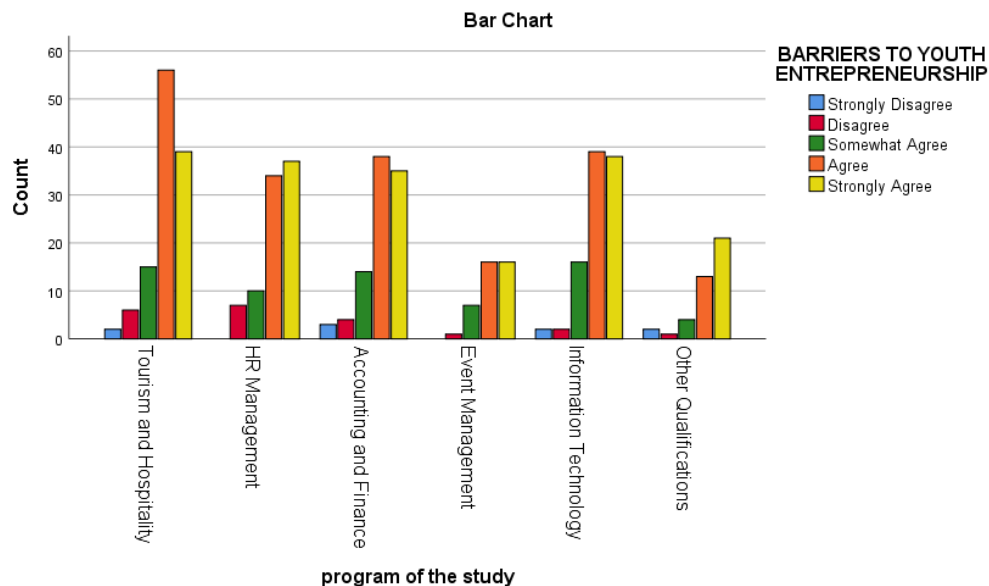


Exhibit 5.31 Program of the study \* Barriers to Youth Entrepreneurship

The above multiple bar diagram describes the opinions on barriers to youth entrepreneurship with respect to the program of the study.

### 5.9 Overview of Entrepreneurial Attitudes, Perceived Support, Intentions, and Barriers to Youth Entrepreneurship

Table 5.56 shows an overview of mean scores for student entrepreneurial attitudes, perceived support, intentions, and barriers to youth entrepreneurship.

Table 5.56 Overview of Entrepreneurial attitudes, perceived support, intentions & barriers to youth entrepreneurship

<b>Entrepreneurial attitudes perceived support, intentions &amp; barriers to youth entrepreneurship</b>	<b><math>\bar{X}</math></b>	<b>Verbal Interpretation</b>	<b>SD</b>
Perceived Support for Entrepreneurship	4.20	Strongly Agree	0.949
Student Attitudes towards Entrepreneurship	4.16	Strongly Agree	0.973
Barriers to Youth Entrepreneurship	4.14	Strongly Agree	0.987
Students' awareness of the government's role and its support structures to promote entrepreneurship in Oman	4.09	Strongly Agree	1.035
Demographic and Socio-cultural characteristics that influence student attitudes towards enterprise development.	4.02	Strongly Agree	1.038
Students Entrepreneurial Intention	3.75	Agree	1.213

Source: Primary Data

Exhibit 5.32 shows an overview of mean scores for student entrepreneurial attitudes, perceived support, intentions, and barriers to youth entrepreneurship.

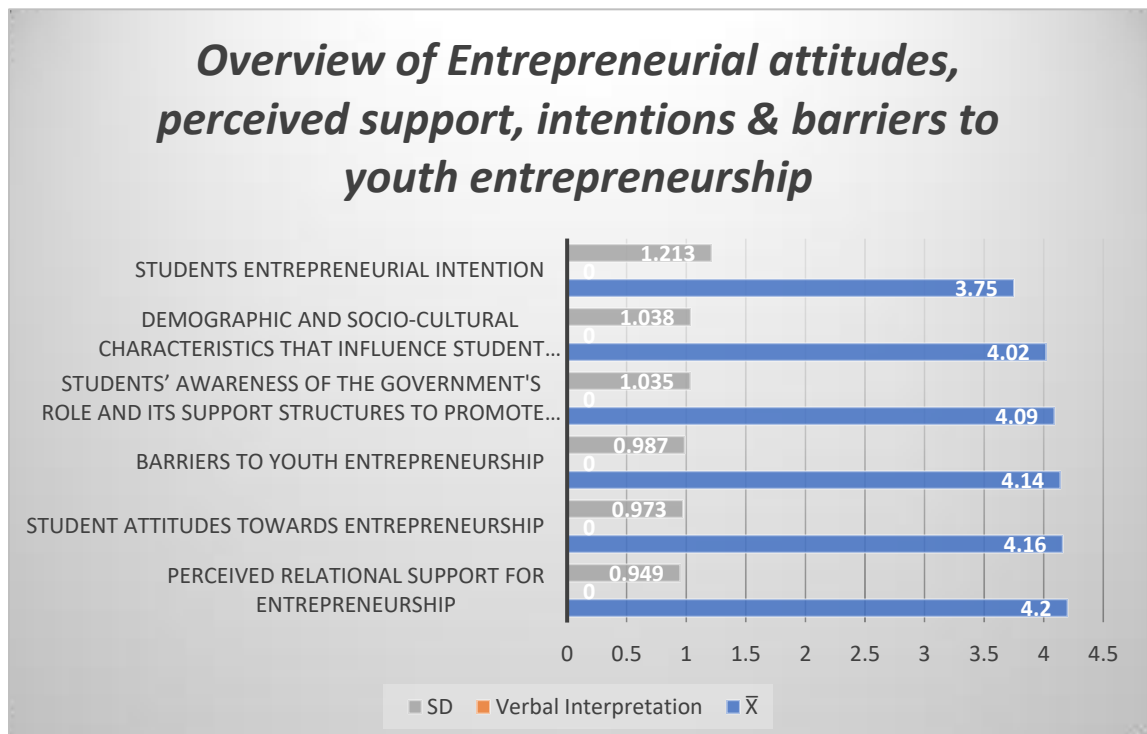


Exhibit 5.32 Overview of Entrepreneurial attitudes, perceived support, intentions & barriers to youth entrepreneurship



## PART E: THE INFLUENCE OF ENTREPRENEURIAL PERSONALITY CHARACTERISTICS ON ENTREPRENEURIAL INTENTION AND ATTITUDE

### 5.10 Need for Achievement

Table 5.7 illustrates the influence of entrepreneurial personality characteristics; the need for accomplishment on entrepreneurial intention and attitude.

Table 5.57 Need for Achievement

Factors	$\bar{X}$	Percentages (Strongly Agree+ Agree)	Verbal Interpretation	SD	Rank
I am good at identifying new business opportunities.	<b>4.25</b>	85	Strongly Agree	0.848	<b>1</b>
I always try to improve my work performance.	<b>3.76</b>	67	Agree	1.230	<b>2</b>
I will make every effort to start and run my own business.	<b>3.59</b>	56	Agree	1.179	<b>3</b>
I have the mental maturity to be an entrepreneur.	<b>3.34</b>	50	Agree	1.301	<b>4</b>
I have the management and leadership skills needed to be an entrepreneur.	<b>3.13</b>	46	Agree	1.318	<b>5</b>
I seek added responsibilities in the job assigned to me.	<b>3.10</b>	43	Agree	1.335	<b>6</b>
I do well in challenging tasks relating to my study and my work.	<b>2.86</b>	33	Somewhat Agree	1.261	<b>7</b>
I can overcome the challenges and obstacles to start a new business.	<b>2.76</b>	29	Somewhat Agree	1.300	<b>8</b>
<b>Total</b>	<b>3.35</b>	<b>51</b>	<b>Agree</b>	<b>1.221</b>	<b>8</b>

Source: Primary Data

Note: The mean scores and standard deviation were calculated once the percentages for each element had been determined (see Appendix 3).

Need for Achievement, Table 5.10 *I am good at identifying new business opportunities* ( $\bar{X} = 4.25$ ) (85%), which is the highest mean score. Identifying new business opportunities and finding gaps in the market is essential for any entrepreneur. The respondents agree with the following statements: *I always try to improve my work performance* ( $\bar{X}3.76$ ) (67%). *I will make every effort to start and run my own business* ( $\bar{X}3.59$ ) (56%). *I have the mental maturity to be an entrepreneur* ( $\bar{X}3.34$ ) (50%). *I have the management and leadership skills needed to be an entrepreneur* ( $\bar{X}3.13$ ) (46%). *I seek added responsibilities in the job assigned to me* ( $\bar{X}3.10$ ) (43%). It is clear from the

aforementioned statements that the respondents consistently attempt to enhance their work performance. Any entrepreneur needs to be constantly improving both their personal development and their business. In addition, the respondents said they possess the management and leadership abilities required of an entrepreneur. Business success requires being able to handle difficult situations and requesting more duties. Additionally, managerial and leadership abilities are crucial for entrepreneurs because they are necessary for the successful operation of a business. They have also declared that they will use all of their resources to launch, manage, and establish a new firm, despite the difficulties and challenges involved.

The lowest mean scores were recorded for: *I do well in challenging tasks relating to my studies and my work* ( $\bar{X}$  2.86) (33%), and *I can overcome the challenges and obstacles to starting a new business* ( $\bar{X}$  2.76) (29%). It implies that the respondents think they are not skilled at handling challenging tasks both at college and at work. Further training to address their issues is critical for both colleges and training institutions.

Exhibit 5.33 illustrates the influence of entrepreneurial personality characteristics, the need for accomplishment on entrepreneurial intention and attitude.



Exhibit 5.33 Need for Achievement

#### 5.10.1 Family's Income per Month \* Need for Achievement

H0: There is no significant association between family income and student's opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude.

Table 5.58 demonstrates the respondents' monthly family income and its relationship to their entrepreneurial personality characteristic, i.e., need for achievement.

Table 5.58 Family's income per month \* Need for Achievement

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Family's income per month	Up to OMR 1000 per month	Count	15	11	88	83	44	241
		% Income	6.2%	4.6%	36.5%	34.4%	18.3%	100.0%
	OMR	Count	3	4	11	12	6	36

	1001 to 2000	% Income	8.3%	11.1%	30.6%	33.3%	16.7%	100.0%
	OMR 2001 to 3000	Count	4	3	14	11	7	39
		% Income	10.3%	7.7%	35.9%	28.2%	17.9%	100.0%
	OMR 3000 and above	Count	4	11	21	22	18	76
		% Income	5.3%	14.5%	27.6%	28.9%	23.7%	100.0%
	I don't know	Count	6	12	36	23	9	86
		% Income	7.0%	14.0%	41.9%	26.7%	10.5%	100.0%
	Total	Count	32	41	170	151	84	478
		% Income	6.7%	8.6%	35.6%	31.6%	17.6%	100.0%

Source: Primary Data

Table 5.59 shows the chi-square test between the family's income of the respondents per month and its relationship to their entrepreneurial personality characteristic, i.e., need for achievement.

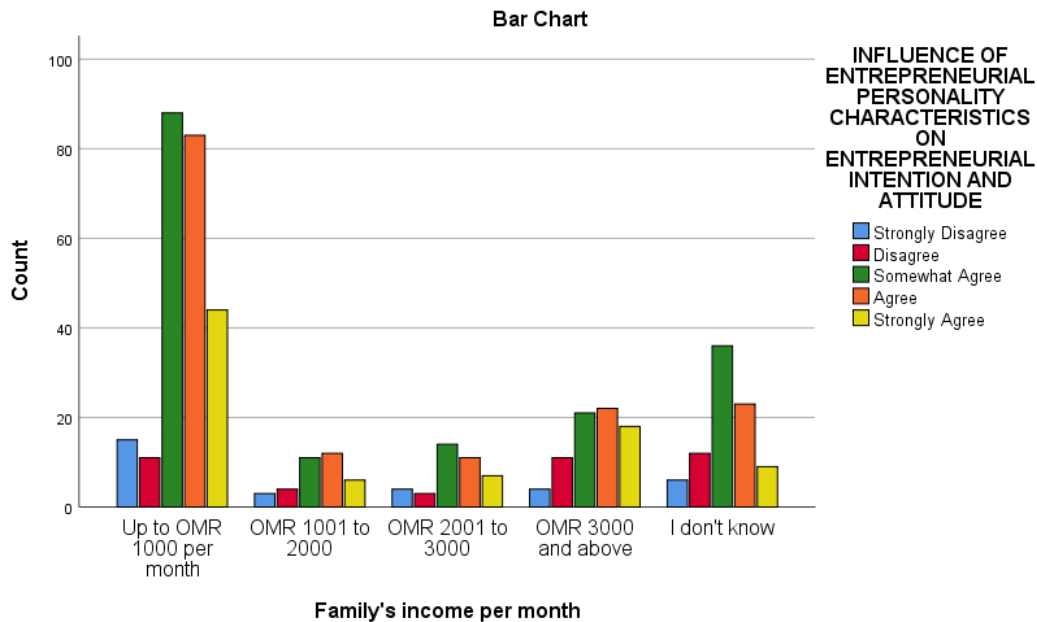
Table 5.59 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.409	16	.202

Source: Primary Data

Table 5.59 shows that the chi-square is not significant (sig. value is  $0.202 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between family income and their opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude.

Exhibit 5.34 shows the respondents' monthly family income and its relationship to their entrepreneurial personality characteristic, i.e., the need for achievement.



*Exhibit 5.34 Family's income per month \* Need for Achievement*

The above multiple bar diagram describes the opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude with respect to family income.

#### **5.10.2 Father's Occupation \* Need for Achievement**

H0: There is no significant association between father's occupation and student's opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude.

Table 5.5 demonstrates the respondents' fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., need for achievement.

**Table 5.60 Father's Occupation \* Need for Achievement**

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total

Father's Occupation	Own Business	Count	8	5	28	18	13	72
		% Within Occupation	11.1%	6.9%	38.9%	25.0%	18.1%	100.0%
	Salaried Employee Private	Count	2	6	19	22	7	56
		% Within Occupation	3.6%	10.7%	33.9%	39.3%	12.5%	100.0%
	Salaried Employee Government	Count	14	18	64	61	31	188
		% Within Occupation	7.4%	9.6%	34.0%	32.4%	16.5%	100.0%
	Retired	Count	7	4	28	20	9	68
		% Within Occupation	10.3%	5.9%	41.2%	29.4%	13.2%	100.0%
	Unemployed	Count	1	5	16	14	10	46
		% Within Occupation	2.2%	10.9%	34.8%	30.4%	21.7%	100.0%
	Unemployed	Count	0	3	15	16	14	48
		% Within Occupation	0.0%	6.3%	31.3%	33.3%	29.2%	100.0%
Total		Count	32	41	170	151	84	478
		% Within Occupation	6.7%	8.6%	35.6%	31.6%	17.6%	100.0%

Source: Primary Data

Table 5.61 shows the chi-square test between the respondent's fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., need for achievement.

Table 5.61 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.217	20	.444

Source: Primary Data

From Table 5.61, the chi-square is not significant (sig. value is  $0.444 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association

between the father's occupation and their opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude.

Exhibit 5.35 indicates the respondents' fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., the need for achievement.

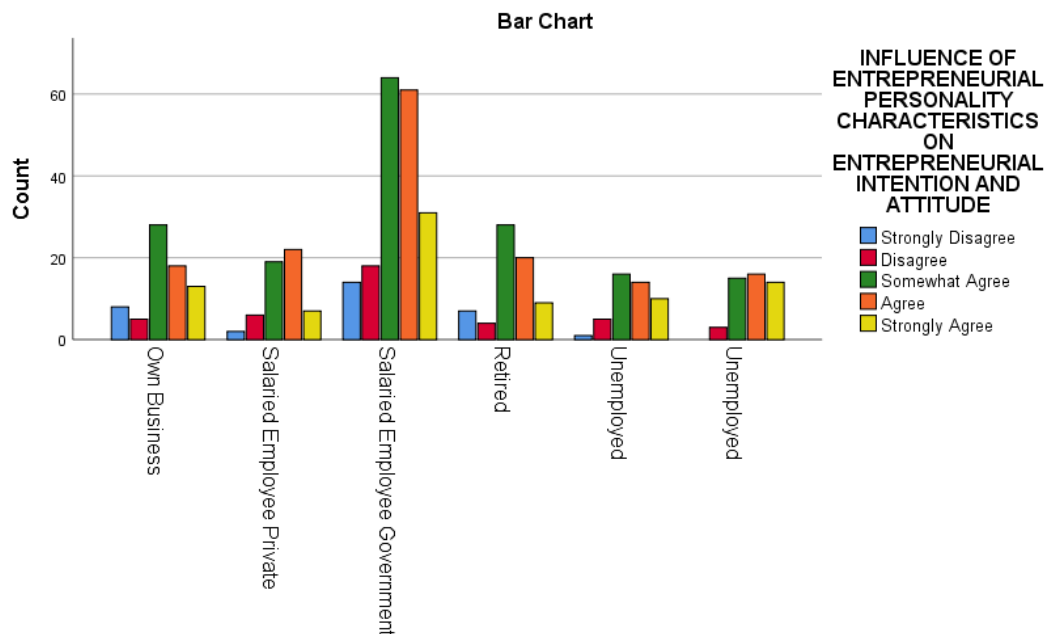


Exhibit 5.35 Father's Occupation \* Need for Achievement

The above multiple bar diagram describes the opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude with respect to the father's occupation.

### 5.10.3 Education \* Need for Achievement

H0: There is no significant association between education and students' opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude.

Table 5.62 shows the respondents' education and its relationship to their entrepreneurial personality characteristics, i.e., their need for achievement.

Table 5.62 Education \* Need for Achievement

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Education	Graduation without Honours	Count	5	11	56	44	21	137
		% Within Education	3.6%	8.0%	40.9%	32.1%	15.3%	100.0%
	Graduation with Honours	Count	27	30	114	107	63	341
		% Within Education	7.9%	8.8%	33.4%	31.4%	18.5%	100.0%
Total		Count	32	41	170	151	84	478
		% Within Education	6.7%	8.6%	35.6%	31.6%	17.6%	100.0%

Source: Primary Data

Table 5.63 shows the chi-square test between the respondent's education and its relationship to their entrepreneurial personality characteristics, i.e., their need for achievement.

Table 5.63 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.818	4	.307

Source: Primary Data

From Table 5.63, the chi-square is not significant (sig. value is 0.307 > 0.05), so there is no evidence to reject the null hypothesis. It means that there is no significant association between education and their opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude.



Exhibit 5.36 illustrates the respondents' education and its relationship to their entrepreneurial personality characteristics, i.e., their need for achievement.

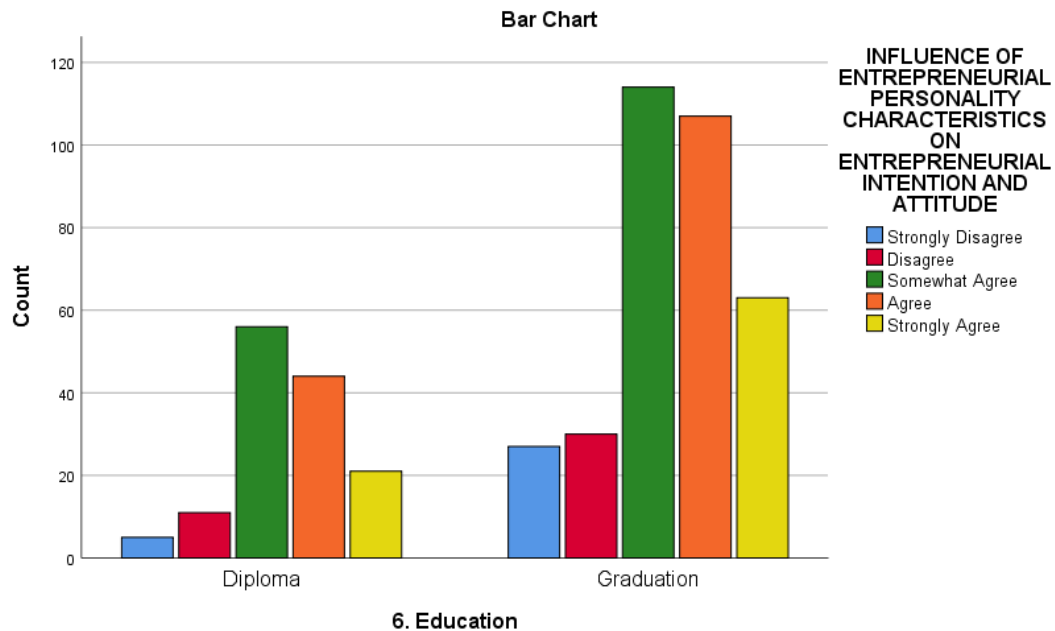


Exhibit 5.36 Education \* Need for Achievement

The above multiple bar diagram describes the opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude with respect to education.

#### 5.10.4 Program of the Study \* Need for Achievement

H0: There is no significant association between the program of the study and student's opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude.

Table 5.64 illustrates the respondents' study programme and its relationship to their entrepreneurial personality characteristics, i.e., need for achievement.

Table 5.64 Program of the study \* Need for Achievement

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Program of the study	Tourism and Hospitality	Count	3	11	43	37	24	118
		% Study program	2.5%	9.3%	36.4%	31.4%	20.3%	100.0%
	HR Management	Count	11	9	26	25	17	88
		% Study program	12.5%	10.2%	29.5%	28.4%	19.3%	100.0%
	Accounting and Finance	Count	6	11	32	30	15	94
		% Study program	6.4%	11.7%	34.0%	31.9%	16.0%	100.0%
	Event Management	Count	2	2	19	10	7	40
		% Study program	5.0%	5.0%	47.5%	25.0%	17.5%	100.0%
	Information Technology	Count	6	5	37	34	15	97
		% Study program	6.2%	5.2%	38.1%	35.1%	15.5%	100.0%
	Other Qualifications	Count	4	3	13	15	6	41
		% Study program	9.8%	7.3%	31.7%	36.6%	14.6%	100.0%
Total		Count	32	41	170	151	84	478
		% Study program	6.7%	8.6%	35.6%	31.6%	17.6%	100.0%

Source: Primary Data

Table 5.65 demonstrates the chi-square test between the respondent's program of study and its relationship to their entrepreneurial personality characteristics, i.e., their need for achievement.

Table 5.65 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.409	20	.626

Source: Primary Data

From the above table 5.65, the chi-square is not significant (sig. value is  $0.626 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of the study and their opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude.

Exhibit 5.37 demonstrates the respondents' study programme and its relationship to their entrepreneurial personality characteristics, i.e., need for achievement.

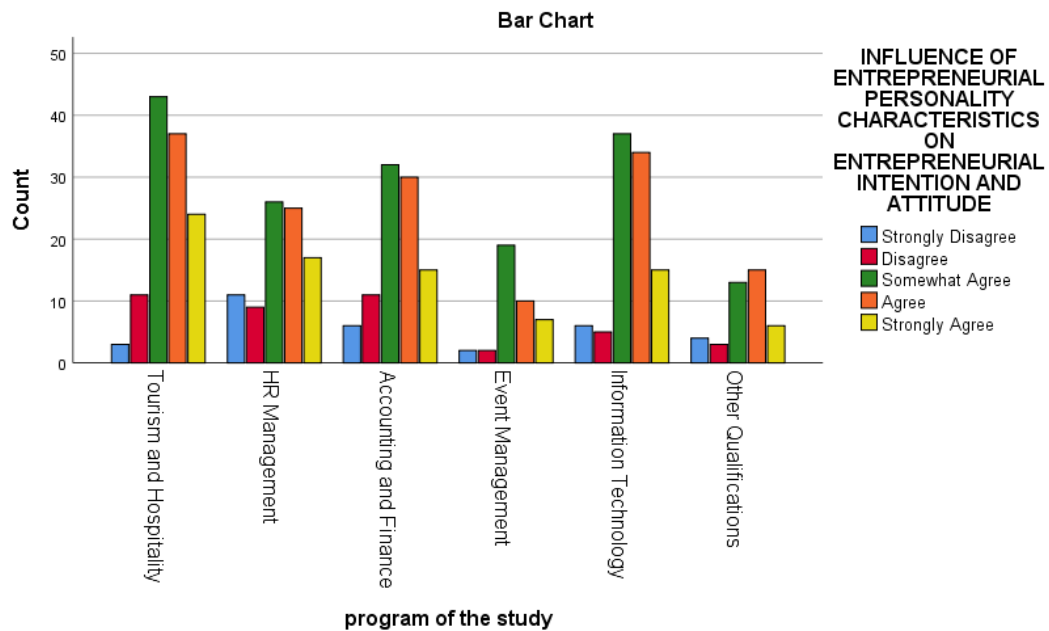


Exhibit 5.37 Program of the study \* Need for Achievement

The above multiple bar diagram describes the opinions on the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude with respect to the program of the study.

### 5.11 Instrumental Readiness

Table 5.66 shows the influence of entrepreneurial personality characteristics, instrumental readiness on entrepreneurial intention and attitude in students.

Table 5.66 Instrumental Readiness

Factors	$\bar{X}$	Percentages (Strongly Agree+ Agree)	Verbal Interpretation	SD	Rank
I have good social networks that can be utilised when I decide to be an entrepreneur.	<b>3.97</b>	72	Agree	1.260	<b>1</b>
I am going to start my own business in the next 2 years.	<b>3.74</b>	64	Agree	1.247	<b>2</b>
I am confident in my abilities, i.e., if I start my own business, I will succeed.	<b>3.74</b>	64	Agree	1.336	<b>3</b>
I have access to supporting information to start to be an entrepreneur.	<b>3.68</b>	63	Agree	1.305	<b>4</b>
I am capable of seeing solutions to a problem.	<b>3.46</b>	53	Agree	1.254	<b>5</b>
I have access to capital to start a new business.	<b>3.40</b>	50	Agree	1.355	<b>6</b>
<b>Total</b>	<b>3.67</b>	<b>61</b>	<b>Agree</b>	<b>1.292</b>	<b>6</b>

Source: Primary Data

Note: The mean scores and standard deviation were calculated once the percentages for each element had been determined (see Appendix 3).

In Instrumental Readiness, Table 5.66 and Exhibit 5.38, *the highest mean score is detailed for: "I have good social networks that can be utilised when I decide to be an entrepreneur ( $\bar{X}$  3.97) (72%)*. Respondents believe that they have access to adequate social networks that may support them in setting up a business.

The second, third, and fourth highest mean scores recorded were: *I am going to start my own business in the next 2 years ( $\bar{X}$  3.74) (64%), I am confident in my abilities, i.e., if I start my own business, I will succeed ( $\bar{X}$  3.74) (64%) and I have access to supporting information to start being an entrepreneur ( $\bar{X}$  3.68) (63%)*. Within two years of graduating, respondents are certain that they will launch a business, and they have faith in their capacity to be successful. Anyone who wants to succeed in life must have conviction, but entrepreneurs need it more than anyone. In addition, the respondents

believed they could thrive in business and had confidence in their skills. In addition, respondents believe they have access to supporting data that could aid in business establishment.

Exhibit 5.38 shows the influence of entrepreneurial personality characteristics, instrumental readiness on entrepreneurial intention and attitude in students.

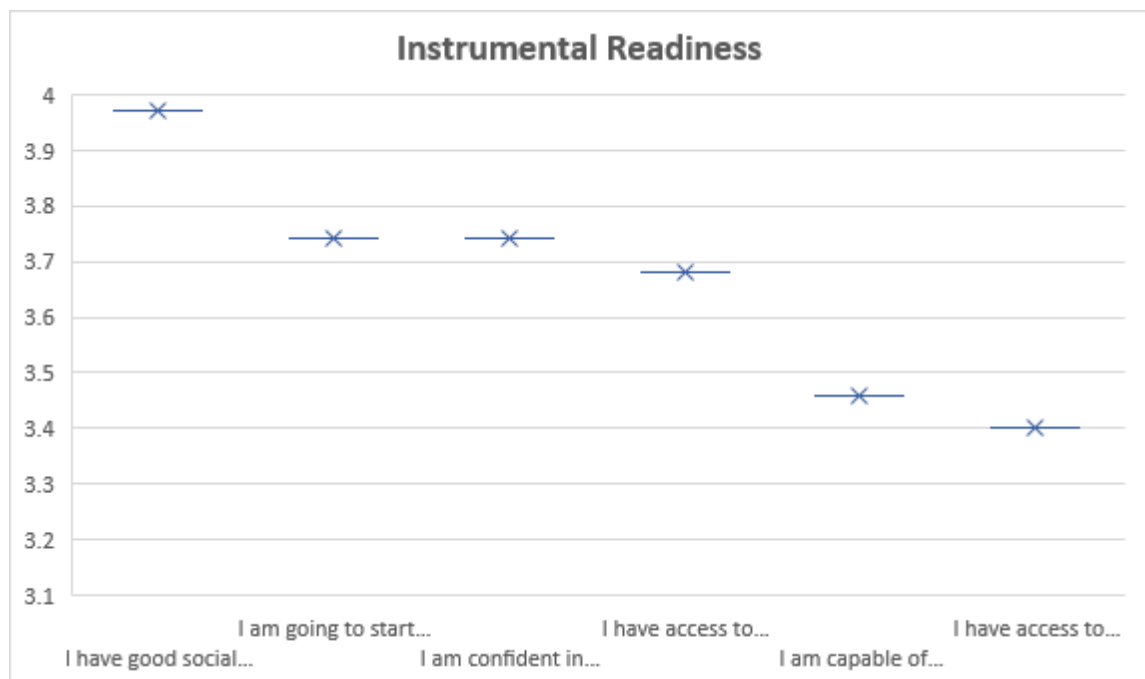


Exhibit 5.38 Instrumental Readiness

However, the lowest mean score recorded was *I am capable of seeing solutions to problems* ( $\bar{X}$  3.46) (53%). *I have access to capital to start a new business* ( $\bar{X}$  3.40) (50%). Access to capital is one of the quintessential factors in starting any business. This implies that respondents feel they do not have adequate access to capital to start a business. Besides, they were incapable of seeing solutions to problems. Solving problems is a major trait of entrepreneurs, so developing this trait in students will benefit them immensely. These two are the essential characteristics of entrepreneurs, as they need to have confidence in their business and find solutions to issues regularly.

### 5.11.1 Family's Income per Month \* Instrumental Readiness

H0: There is no significant association between family income and student's opinions on instrumental readiness.

Table 5.67 demonstrates the respondents' monthly family income and its relationship to their entrepreneurial personality characteristic, i.e., instrumental readiness.

Table 5.67 Family's income per month \* Instrumental Readiness

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Family's income per month	Up to OMR 1000 per month	Count	6	14	48	101	72	241
		% Income	2.5%	5.8%	19.9%	41.9%	29.9%	100.0%
	OMR 1001 to 2000	Count	1	3	9	13	10	36
		% Income	2.8%	8.3%	25.0%	36.1%	27.8%	100.0%
	OMR 2001 to 3000	Count	2	1	12	13	11	39
		% Income	5.1%	2.6%	30.8%	33.3%	28.2%	100.0%
	OMR 3000 and above	Count	6	7	14	23	26	76
		% Income	7.9%	9.2%	18.4%	30.3%	34.2%	100.0%
	I don't know	Count	7	8	16	35	20	86
		% Income	8.1%	9.3%	18.6%	40.7%	23.3%	100.0%
Total		Count	22	33	99	185	139	478
		% Income	4.6%	6.9%	20.7%	38.7%	29.1%	100.0%

Source: Primary Data

Table 5.68 shows the chi-square test between the family's income of the respondents per month and its relationship to their entrepreneurial personality characteristic, i.e., their instrumental readiness.

Table 5.68 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.570	16	.414

Source: Primary Data

From Table 5.68, the chi-square is not significant (sig. value is  $0.414 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between family income and their opinions on instrumental readiness. It means that instrumental readiness is independent of family income.

Exhibit 5.39 demonstrates the respondents' monthly family income and its relationship to their entrepreneurial personality characteristic, i.e., instrumental readiness.

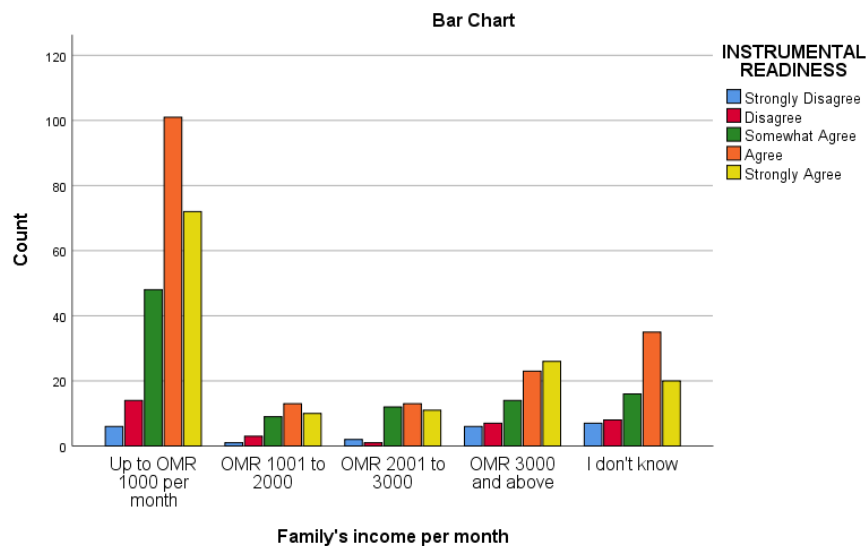


Exhibit 5.39 Family's income per month \* Instrumental Readiness

The above multiple bar diagram describes the opinions on instrumental readiness with respect to family income.

### 5.11.2 Father's Occupation \* Instrumental Readiness

H0: There is no significant association between father's occupation and student's opinions on instrumental readiness.

Table 5.69 demonstrates the respondents' fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., instrumental readiness.

Table 5.69 - Father's Occupation \* Instrumental Readiness

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
<b>Father's Occupation</b>	Own Business	Count	5	5	13	32	17	72
		% Within Occupation	6.9%	6.9%	18.1%	44.4%	23.6%	100.0%
	Salaried Employee Private	Count	1	4	13	24	14	56
		% Within Occupation	1.8%	7.1%	23.2%	42.9%	25.0%	100.0%
	Salaried Employee Government	Count	10	14	38	68	58	188
		% Within Occupation	5.3%	7.4%	20.2%	36.2%	30.9%	100.0%
	Retired	Count	3	6	16	23	20	68
		% Within Occupation	4.4%	8.8%	23.5%	33.8%	29.4%	100.0%
	Unemployed	Count	3	3	11	18	11	46
		% Within Occupation	6.5%	6.5%	23.9%	39.1%	23.9%	100.0%
<b>Total</b>		Count	22	33	99	185	139	478
		% Within Occupation	4.6%	6.9%	20.7%	38.7%	29.1%	100.0%

Source: Primary Data

Table 5.70 shows the chi-square test between the respondent's fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., their instrumental readiness.

Table 5.70 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.208	20	.868

Source: Primary Data



From the above table 5.70, the chi-square is not significant (sig. value is  $0.868 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the father's occupation and their opinions on instrumental readiness. It means that instrumental readiness is independent of the father's occupation.

Exhibit 5.40 illustrates the respondents' fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., instrumental readiness.

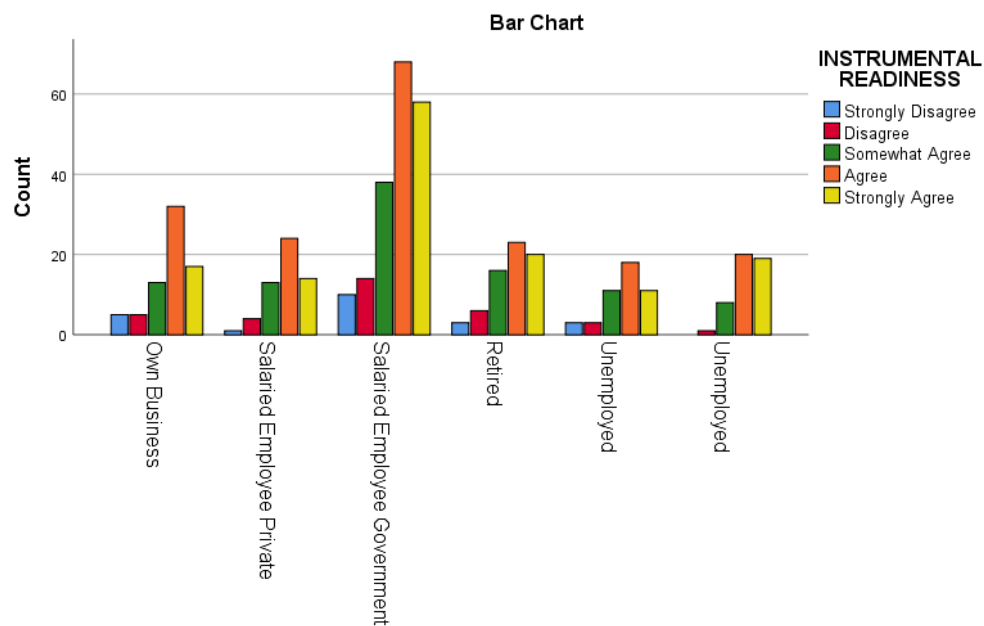


Exhibit 5.40 Father's Occupation \* Instrumental Readiness

The above multiple bar diagram describes the opinions on instrumental readiness with respect to the father's occupation.

### 5.11.3 Education \* Instrumental Readiness

H0: There is no significant association between education and students' opinions on instrumental readiness.

Table 5.71 shows the respondents' education and its relationship to their entrepreneurial personality characteristics, i.e., their instrumental readiness.

Table 5.71 Education \* Instrumental Readiness

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Education	Graduation without Honours	Count	4	11	33	56	33	137
		% Within Education	2.9%	8.0%	24.1%	40.9%	24.1%	100.0%
	Graduation with Honours	Count	18	22	66	129	106	341
		% Within Education	5.3%	6.5%	19.4%	37.8%	31.1%	100.0%
Total		Count	22	33	99	185	139	478
		% Within Education	4.6%	6.9%	20.7%	38.7%	29.1%	100.0%

Source: Primary Data

Table 5.72 shows the chi-square test between the respondent's education and its relationship to their entrepreneurial personality characteristics, i.e., their instrumental readiness.

Table 5.72 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.471	4	.346

Source: Primary Data

Table 5.72 shows that the chi-square is not significant (sig. value is  $0.346 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between education and their opinions on instrumental readiness. It means that instrumental readiness is independent of education.

Exhibit 5.41 indicates the respondents' education and its relationship to their entrepreneurial personality characteristics, i.e., their instrumental readiness.

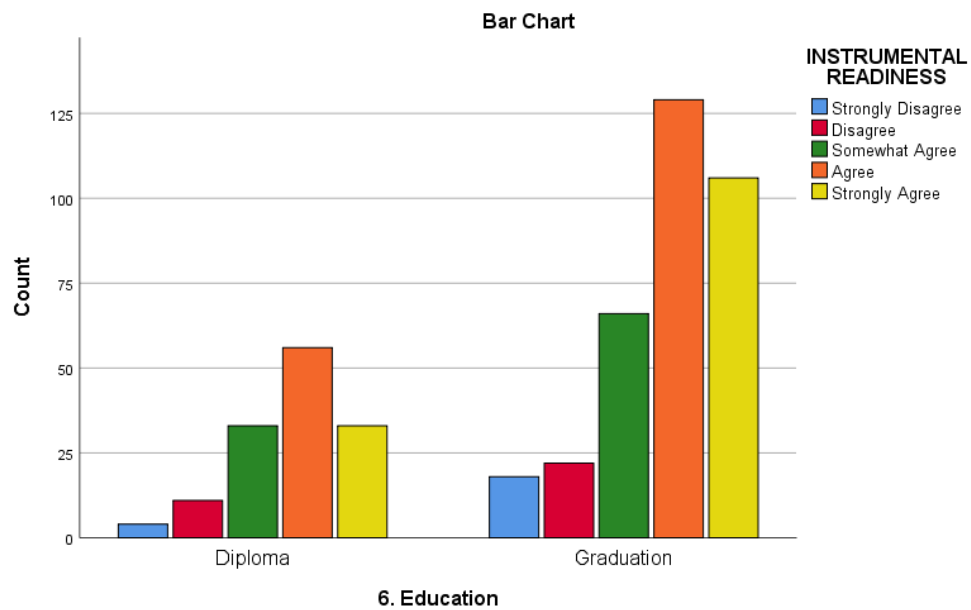


Exhibit 5.41 Education \* Instrumental Readiness

The above multiple bar diagram describes the opinions on instrumental readiness with respect to education.

#### 5.11.4 Program of the Study \* Instrumental Readiness

H0: There is no significant association between the program of the study and student's opinions on instrumental readiness.

Table 5.73 illustrates the respondents' study programme and its relationship to their entrepreneurial personality characteristics, i.e., instrumental readiness.

Table 5.73 Program of the study \* Instrumental Readiness

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
	Tourism and Hospitality	Count	5	8	20	53	32	118
		% Study program	4.2%	6.8%	16.9%	44.9%	27.1%	100.0%
	HR Management	Count	6	6	16	33	27	88
		% Study program	6.8%	6.8%	18.2%	37.5%	30.7%	100.0%
	Accounting and	Count	7	9	19	32	27	94

<b>Program of the study</b>	Finance	% Study program	7.4%	9.6%	20.2%	34.0%	28.7%	100.0%
	Event Management	Count	1	2	7	20	10	40
		% Study program	2.5%	5.0%	17.5%	50.0%	25.0%	100.0%
	Information Technology	Count	2	4	26	37	28	97
		% Study program	2.1%	4.1%	26.8%	38.1%	28.9%	100.0%
	Other Qualifications	Count	1	4	11	10	15	41
		% Study program	2.4%	9.8%	26.8%	24.4%	36.6%	100.0%
	<b>Total</b>	Count	22	33	99	185	139	478
		% Study program	4.6%	6.9%	20.7%	38.7%	29.1%	100.0%

Source: Primary Data

Table 5.74 demonstrates the chi-square test between the respondent's program of study and its relationship to their entrepreneurial personality characteristics, i.e., their instrumental readiness.

Table 5.74 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.805	20	.600

Source: Primary Data

Table 5.74 shows that the chi-square is not significant (sig. value is  $0.600 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of study and their opinions on instrumental readiness. It means that instrumental readiness is independent of the program of study.

Exhibit 5.42 illustrates the respondents' study programme and its relationship to their entrepreneurial personality characteristics, i.e., instrumental readiness.

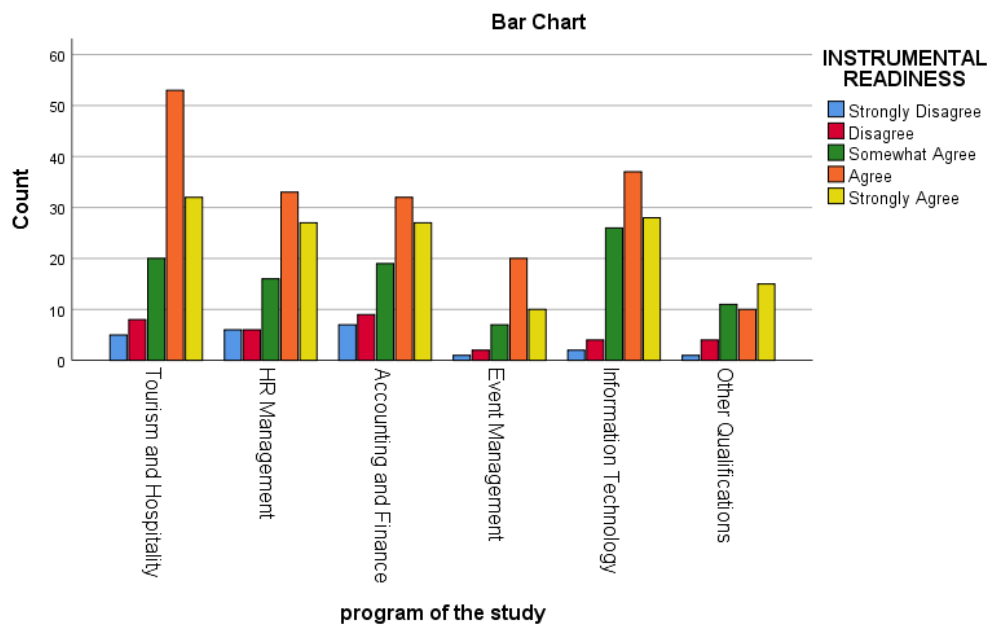


Exhibit 5.42 Program of the study \* Instrumental Readiness

The above multiple bar diagram describes the opinions on instrumental readiness with respect to the program of the study.

## 5.12 Subjective Norms

Table 5.75 shows the influence of entrepreneurial personality characteristics, subjective norms on entrepreneurial intention and attitude in students.

Table 5.75 Subjective Norms

Factors	$\bar{X}$	Percentages (Strongly Agree+ Agree)	Verbal Interpretation	SD	Rank
My best friends think I should start a new business.	<b>4.44</b>	90	Strongly Agree	0.782	<b>1</b>
My teachers think that I should pursue a career as an entrepreneur.	<b>4.18</b>	81	Strongly Agree	0.882	<b>2</b>
My closest family (Uncles, aunts, and cousins) think I should pursue a career as an entrepreneur.	<b>3.71</b>	65	Agree	1.200	<b>3</b>
My parents are positively oriented toward a career as an entrepreneur.	<b>3.39</b>	53	Agree	1.216	<b>4</b>
<b>Total</b>	<b>3.93</b>	<b>72</b>	<b>Agree</b>	<b>1.02</b>	<b>4</b>

Source: Primary Data

Note: The mean scores and standard deviation were calculated once the percentages for each element had been determined (see Appendix 3).

Table 5.75 and Exhibit 5.43 depict students' subjective norms about entrepreneurship. My best friends think I should start a new business ( $\bar{X} = 4.44$ ) (90%), which was recorded as the highest mean score. For young entrepreneurs, especially recent graduates, their close friends' backing, and their approval are important factors in their career choice. From the results, it is evident that respondents' friends are positively oriented towards entrepreneurship.

Exhibit 5.43 shows the influence of entrepreneurial personality characteristics and subjective norms on entrepreneurial intention and attitude in students.

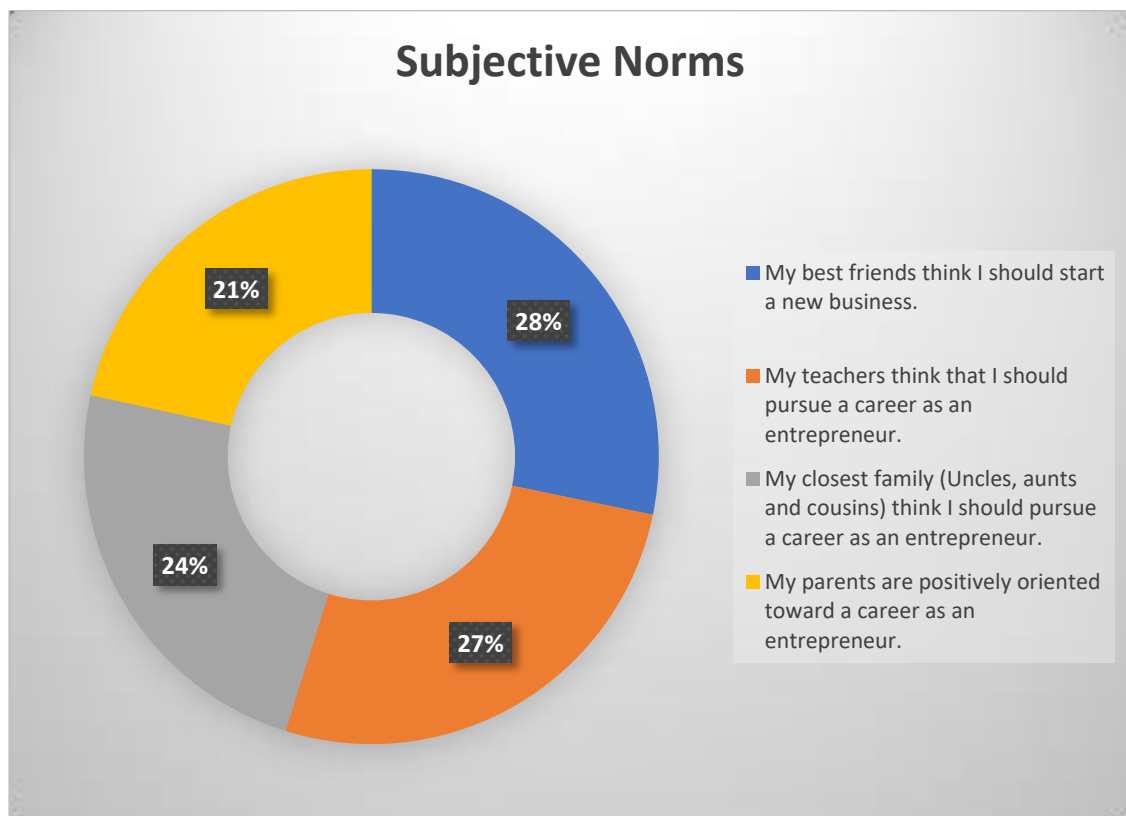


Exhibit 5.43 Subjective Norms

*My teachers think that I should pursue a career as an entrepreneur* ( $\bar{X} = 4.18$ ) (81%), and *my closest family (uncles, aunts, and cousins) think I should pursue a career as an entrepreneur* ( $\bar{X} = 3.71$ ) (65%). These are reported as the second and third highest mean scores. Like their best friends, young entrepreneurs need support from their parents and

teachers. The results indicated that they had the backing of their teachers. Besides, the respondents stated that they receive support from their extended family (uncles, aunts, and cousins) for entrepreneurial ventures.

Finally, my parents are positively oriented towards a career as entrepreneurs ( $\bar{X} = 3.39$ ) (53%), which was recorded as the lowest mean score by the respondents. Parents' support is exceptionally crucial for young entrepreneurs, as they are still dependent on them. From the results, it is clear that respondents' parents are not positively inclined towards entrepreneurial ventures.

#### 5.12.1 Family's Income per Month \* Subjective Norms

H0: There is no significant association between family income and student's opinions on subjective norms.

Table 5.76 demonstrates the respondents' monthly family income and its relationship to their entrepreneurial personality characteristic, i.e., subjective norms.

Table 5.76 Family's income per month \* Subjective Norms

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Family's income per month	Up to OMR 1000 per month	Count	3	10	21	118	89	241
		% Income	1.2%	4.1%	8.7%	49.0%	36.9%	100.0%
	OMR 1001 to 2000	Count	0	0	3	24	9	36
		% Income	0.0%	0.0%	8.3%	66.7%	25.0%	100.0%
	OMR 2001 to 3000	Count	0	0	11	13	15	39
		% Income	0.0%	0.0%	28.2%	33.3%	38.5%	100.0%
	OMR 3000 and above	Count	0	1	12	34	29	76
		% Income	0.0%	1.3%	15.8%	44.7%	38.2%	100.0%
	I don't	Count	1	10	11	33	31	86

	know	% Income	1.2%	11.6%	12.8%	38.4%	36.0%	100.0%
Total		Count	4	21	58	222	173	478
		% Income	0.8%	4.4%	12.1%	46.4%	36.2%	100.0%

Source: Primary Data

Table 5.77 shows the chi-square test between the family's income of the respondents per month and its relationship to their entrepreneurial personality characteristic, i.e., their subjective norms.

Table 5.77 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	36.601	16	.002

Source: Primary Data

From Table 5.77, the chi-square is significant (sig. value is  $0.002 < 0.05$ ), rejecting the null hypothesis. It means that there is a significant association between family income and the opinions they have on subjective norms. It means that subjective norms are dependent on family income.

Table 5.78 shows the symmetric measures.

Table 5.78 Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.277	.002
	Cramer's V	.138	.002
	Contingency Coefficient	.267	.002
N of Valid Cases		478	

The strength of the association between family income and their opinions on subjective norms is 26.7%

Exhibit 5.44 displays the respondents' monthly family income and its relationship to their entrepreneurial personality characteristics, i.e., subjective norms.



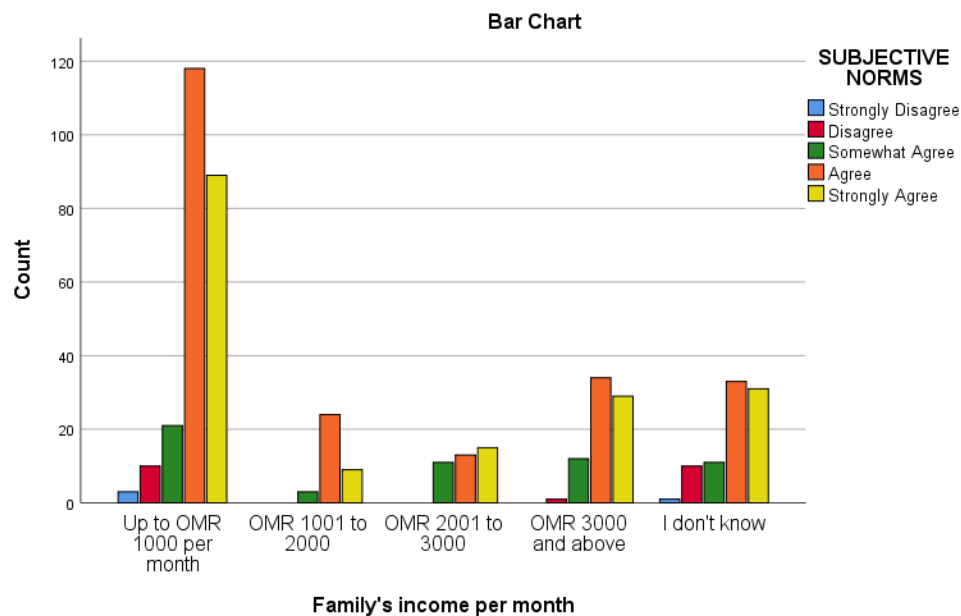


Exhibit 5.44 Family's income per month \* Subjective Norms

The multiple bar diagram above describes the opinions on subjective norms regarding family income.

### 5.12.2 Father's Occupation \* Subjective Norms

H0: There is no significant association between father's occupation and student's opinions on subjective norms.

Table 5.79 demonstrates the respondents' fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., subjective norms.

Table 5.79 Father's Occupation \* Subjective Norms

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
	Own Business	Count	2	7	7	30	26	72
		% Within Occupation	2.8%	9.7%	9.7%	41.7%	36.1%	100.0%
	Salaried Employee Private	Count	0	1	7	33	15	56
		% Within Occupation	0.0%	1.8%	12.5%	58.9%	26.8%	100.0%

Father's Occupation	Salaried Employee Government	Count	2	7	23	91	65	188
		% Within Occupation	1.1%	3.7%	12.2%	48.4%	34.6%	100.0%
	Retired	Count	0	2	12	27	27	68
		% Within Occupation	0.0%	2.9%	17.6%	39.7%	39.7%	100.0%
	Unemployed	Count	0	2	6	21	17	46
		% Within Occupation	0.0%	4.3%	13.0%	45.7%	37.0%	100.0%
	Unemployed	Count	0	2	3	20	23	48
		% Within Occupation	0.0%	4.2%	6.3%	41.7%	47.9%	100.0%
Total		Count	4	21	58	222	173	478
		% Within Occupation	0.8%	4.4%	12.1%	46.4%	36.2%	100.0%

Source: Primary Data

Table 5.80 shows the chi-square test between the respondent's fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., subjective norms.

Table 5.80 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.547	20	.366

Source: Primary Data

Table 5.80 shows that the chi-square is not significant (sig. value is  $0.366 > 0.05$ ), and there is no evidence to reject the null hypothesis. It means that there is no significant association between fathers' occupations and their opinions on subjective norms. It means that subjective norms are independent of the father's occupation.

Exhibit 5.45 demonstrates the respondents' fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., subjective norms.

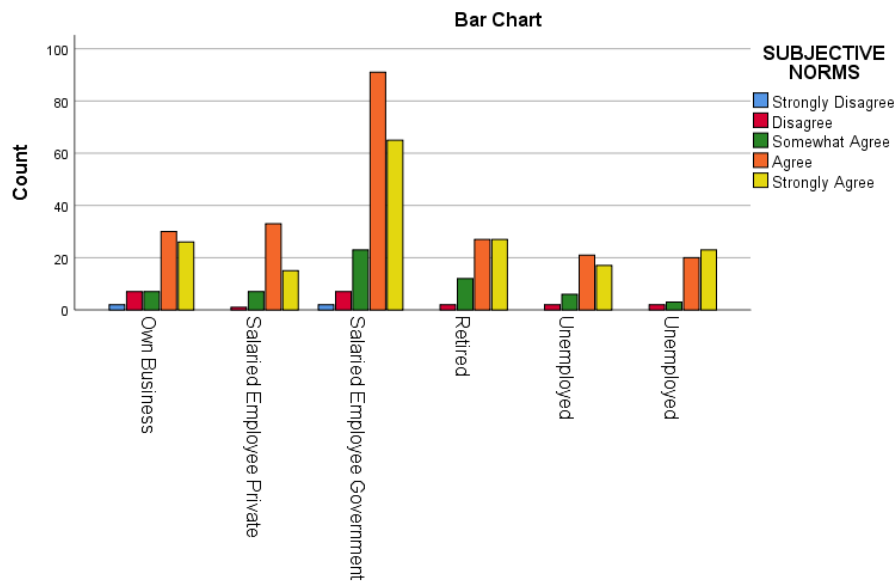


Exhibit 5.45 Father's Occupation \* Subjective Norms

The above multiple bar diagram describes the opinions on subjective norms with respect to the father's occupation.

### 5.12.3 Education \* Subjective Norms

H0: There is no significant association between education and students' opinions on subjective norms.

Table 5.81 shows the respondents' education and its relationship to their entrepreneurial personality characteristics, i.e., their subjective norms.

Table 5.81 Education \* Subjective Norms

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Education	Graduation without Honours	Count	1	4	21	71	40	137
		% Within Education	0.7%	2.9%	15.3%	51.8%	29.2%	100.0%
	Graduation with Honours	Count	3	17	37	151	133	341
		% Within Education	0.9%	5.0%	10.9%	44.3%	39.0%	100.0%
Total		Count	4	21	58	222	173	478

	% Within Education	0.8%	4.4%	12.1%	46.4%	36.2%	100.0%
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Source: Primary Data

Table 5.82 shows the chi-square test between the respondent's education and its relationship to their entrepreneurial personality characteristics, i.e., their subjective norms.

Table 5.82 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.385	4	.172

From the above table 5.82, the chi-square is not significant (sig. value is  $0.172 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between education and their opinions on subjective norms. It means that subjective norms are independent of education.

Exhibit 5.46 demonstrates the respondents' education and its relationship to their entrepreneurial personality characteristics, i.e., their subjective norms.

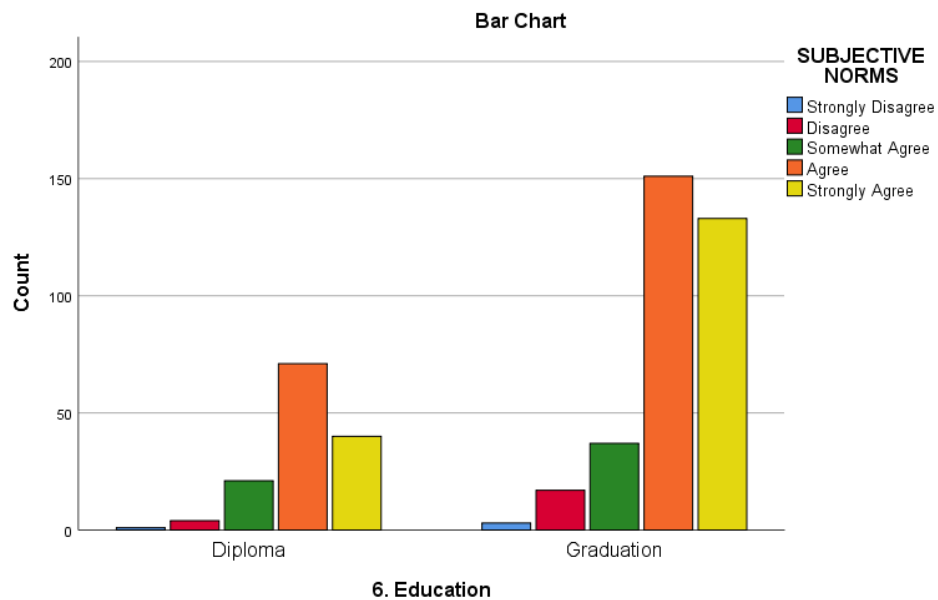


Exhibit 5.46 Education \* Subjective Norms

The above multiple bar diagram describes the opinions on subjective norms are with respect to education.

#### 5.12.4 Program of the Study \* Subjective Norms

H0: There is no significant association between the program of the study and student's opinions on subjective norms.

Table 5.83 illustrates the respondents' study programme and its relationship to their entrepreneurial personality characteristics, i.e., their program of the study.

Table 5.83 Program of the study \* Subjective Norms

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
	Tourism and Hospitality	Count	0	4	14	58	42	118
		% Study program	0.0%	3.4%	11.9%	49.2%	35.6%	100.0%
	HR Management	Count	0	6	9	42	31	88
		% Study program	0.0%	6.8%	10.2%	47.7%	35.2%	100.0%
	Accounting	Count	0	3	13	45	33	94

<b>Program of the study</b>	and Finance	% Study program	0.0%	3.2%	13.8%	47.9%	35.1%	100.0%
	Event Management	Count	0	2	4	18	16	40
		% Study program	0.0%	5.0%	10.0%	45.0%	40.0%	100.0%
	Information Technology	Count	2	5	14	40	36	97
		% Study program	2.1%	5.2%	14.4%	41.2%	37.1%	100.0%
	Other Qualifications	Count	2	1	4	19	15	41
		% Study program	4.9%	2.4%	9.8%	46.3%	36.6%	100.0%
	<b>Total</b>	Count	4	21	58	222	173	478
		% Study program	0.8%	4.4%	12.1%	46.4%	36.2%	100.0%

Source: Primary Data

Table 5.84 demonstrates the chi-square test between the respondent's program of study and its relationship to their entrepreneurial personality characteristics, i.e., their subjective norms.

Table 5.84 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.212	20	.639

Source: Primary Data

Table 5.84 shows that the chi-square is not significant (sig. value is  $0.639 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of the study and their opinions on subjective norms. It means that subjective norms are independent of the program of the study.

Exhibit 5.47 illustrates the respondents' study programme and its relationship to their entrepreneurial personality characteristics, i.e., their program of the study.

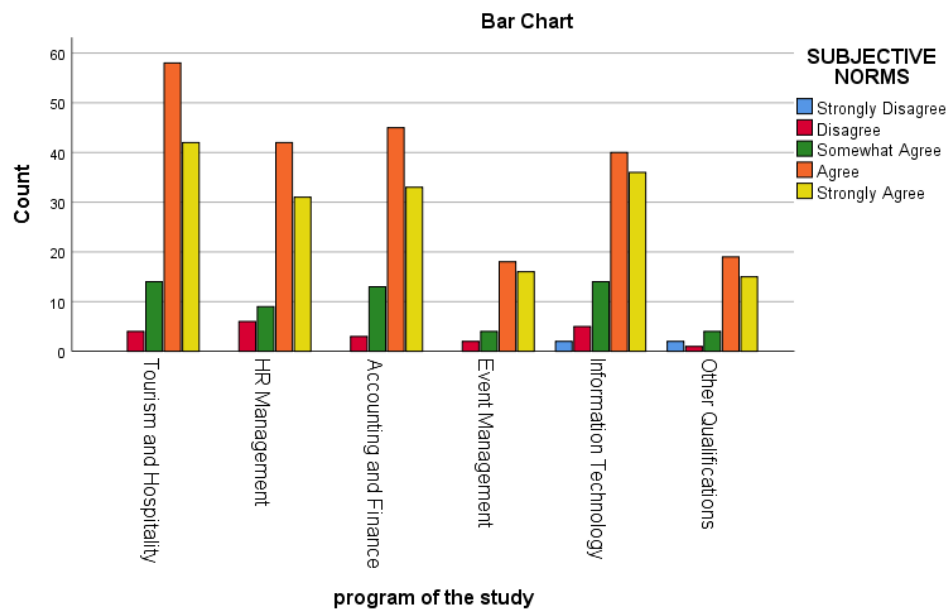


Exhibit 5.47 Program of the study \* Subjective Norms

The above multiple bar diagram describes the opinions on subjective norms with respect to the program of the study.

### 5.13 Locus of Control

Table 5.85 shows the influence of entrepreneurial personality characteristics, locus of control on entrepreneurial intention and attitude in students.

Table 5.85 Locus of Control

Factors	$\bar{X}$	Percentages (Strongly Agree+ Agree)	Verbal Interpretation	SD	Rank
When I travel, I tend to use new routes.	<b>4.15</b>	79	Strongly Agree	1.024	<b>1</b>
When everything goes right, I think it is mostly a question of luck.	<b>4.10</b>	75	Strongly Agree	1.167	<b>2</b>
I like to try new things.	<b>3.93</b>	70	Agree	1.306	<b>3</b>
If I do not succeed in a task, I tend to give up.	<b>3.89</b>	69	Agree	1.248	<b>4</b>
The success and failure of a business are not in my hands.	<b>3.55</b>	59	Agree	1.292	<b>5</b>
Diligence and hard work usually lead to success.	<b>3.53</b>	57	Agree	1.250	<b>6</b>
I will create my own business once an opportunity is identified.	<b>3.15</b>	42	Agree	1.430	<b>7</b>
<b>Total</b>	<b>3.76</b>	<b>64</b>	<b>Agree</b>	<b>1.245</b>	<b>7</b>

Source: Primary Data

Note: The mean scores and standard deviation were calculated once the percentages for each element had been determined (see Appendix 3).

In Locus of Control, Table 5.85, and Exhibit 5.48, *when I travel, I tend to use new routes* ( $\bar{X} = 4.15$ ) (79%), reporting a high mean score. Entrepreneurs are normally required to try new things and experiment with new business approaches. Most respondents acknowledged that they were willing to try new things. Besides, the respondents strongly agree with the statement that when everything goes right, I think it is mostly a question of luck ( $\bar{X} = 4.10$ ) (75%). The respondents seem to believe in luck more than hard work.

Exhibit 5.48 shows the influence of entrepreneurial personality characteristics, locus of control on entrepreneurial intention and attitude in students.

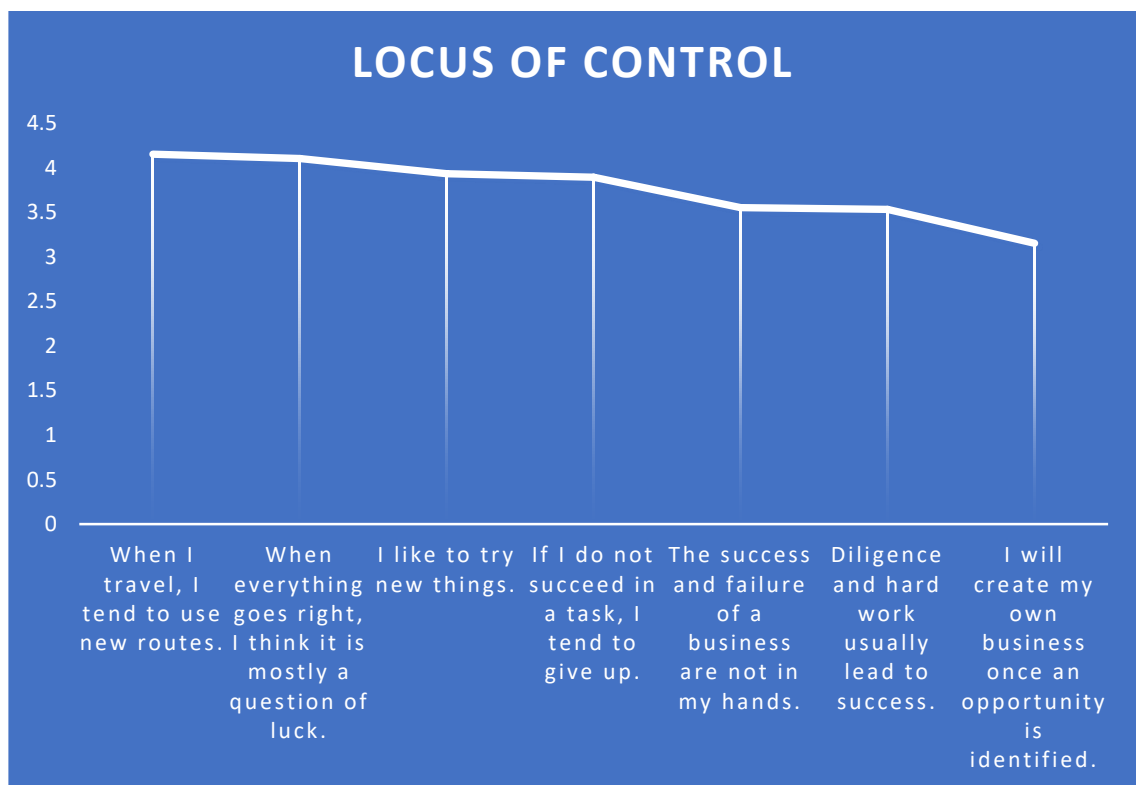


Exhibit 5.48 Locus of Control



Moreover, the respondents agree with the statements. I like to try new things ( $\bar{X} = 3.93$ ) (70%). If I do not succeed in a task, I tend to give up ( $\bar{X} = 3.89$ ) (69%). A company's success or failure is not in my hands ( $X = 3.55$ ) (59%), and diligence and hard work usually lead to success ( $X = 3.53$ ) (57%). It is evident from the statements that the respondents enjoy trying new things, which is a characteristic of entrepreneurs. And in order to succeed in their business start-up, entrepreneurs typically have to put in a lot of effort. Most respondents acknowledged that success is a result of hard work. Respondents did, however, add that if they fail at a task, they have a tendency to give up and feel that they have no control over whether a business succeeds or fails. Since these traits do not characterise the ordinary entrepreneur, additional training and the development of a good entrepreneurial attitude are necessary.

I will create my own business once an opportunity is identified ( $\bar{X} = 3.15$ ) (42%), which was reported as the lowest mean score by the respondents. It means respondents are actively seeking to find business opportunities. If colleges, governments, and other stakeholders can assist students in developing new business ideas, the respondents may be able to start their own businesses.

#### 5.13.1 Family's Income per Month \* Locus of Control

H0: There is no significant association between family income and student's opinions on locus of control.

Table 5.86 demonstrates the respondents' monthly family income and its relationship to their entrepreneurial personality characteristic, i.e., locus of control.

Table 5.86 Family's income per month \* Locus of Control

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
	Up to	Count	11	14	44	90	82	241

Family's income per month	OMR 1000 per month	% Income	4.6%	5.8%	18.3%	37.3%	34.0%	100.0%
	OMR 1001 to 2000	Count	1	4	9	8	14	36
		% Income	2.8%	11.1%	25.0%	22.2%	38.9%	100.0%
	OMR 2001 to 3000	Count	1	1	11	12	14	39
		% Income	2.6%	2.6%	28.2%	30.8%	35.9%	100.0%
	OMR 3000 and above	Count	1	10	11	26	28	76
		% Income	1.3%	13.2%	14.5%	34.2%	36.8%	100.0%
	I don't know	Count	2	12	17	29	26	86
		% Income	2.3%	14.0%	19.8%	33.7%	30.2%	100.0%
Total		Count	16	41	92	165	164	478
		% Income	3.3%	8.6%	19.2%	34.5%	34.3%	100.0%

Source: Primary Data

Table 5.87 illustrates the chi-square test between the family's income of the respondents per month and its relationship to their entrepreneurial personality characteristic, i.e., their locus of control.

Table 5.87 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.605	16	.348

Source: Primary Data

From the above table 5.87, the chi-square is not significant (sig. value is  $0.348 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between family income and the opinions they have on locus of control. It means that the locus of control is independent of family income.

Exhibit 5.49 demonstrates the respondents' monthly family income and its relationship to their entrepreneurial personality characteristic, i.e., locus of control.

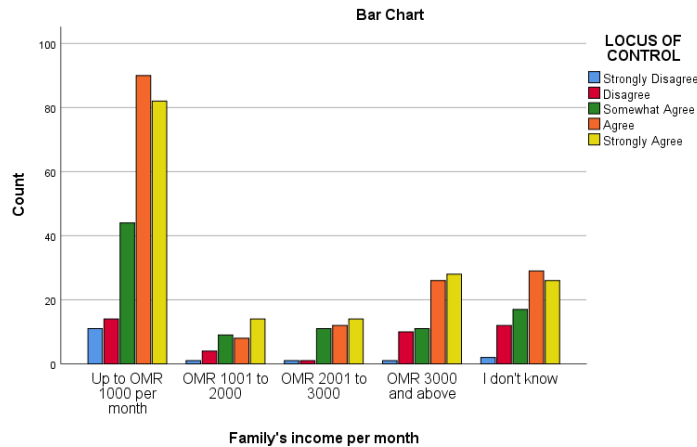


Exhibit  
Family's income per month \* Locus of Control

5.49

The above multiple bar diagram describes the opinions on locus of control with respect to family income.

### 5.13.2 Father's Occupation \* Locus of Control

H0: There is no significant association between father's occupation and student's opinions on locus of control.

Table 5.88 demonstrates the respondents' fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., locus of control.

Table 5.88 Father's Occupation \* Locus of Control

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
	Own Business	Count	5	7	11	24	25	72
		% Within Occupation	6.9%	9.7%	15.3%	33.3%	34.7%	100.0%
	Salaried Employee Private	Count	1	3	13	24	15	56
		% Within Occupation	1.8%	5.4%	23.2%	42.9%	26.8%	100.0%
	Salaried	Count	7	18	32	70	61	188

Father's Occupation	Employee Government	% Within Occupation	3.7%	9.6%	17.0%	37.2%	32.4%	100.0%
	Retired	Count	1	5	19	20	23	68
		% Within Occupation	1.5%	7.4%	27.9%	29.4%	33.8%	100.0%
	Unemployed	Count	1	5	9	15	16	46
		% Within Occupation	2.2%	10.9%	19.6%	32.6%	34.8%	100.0%
	Unemployed	Count	1	3	8	12	24	48
		% Within Occupation	2.1%	6.3%	16.7%	25.0%	50.0%	100.0%
Total		Count	16	41	92	165	164	478
		% Within Occupation	3.3%	8.6%	19.2%	34.5%	34.3%	100.0%

Source: Primary Data

Table 5.89 shows the chi-square test between the respondent's fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., their locus of control.

Table 5.89 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.434	20	.559

Source: Primary Data

Table 5.89 shows that the chi-square is not significant (sig. value is  $0.559 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the father's occupation and their opinions on the locus of control. It means that the locus of control is independent of the father's occupation.

Exhibit 5.50 demonstrates the respondents' fathers' occupation and its relationship to their entrepreneurial personality characteristics, i.e., locus of control.

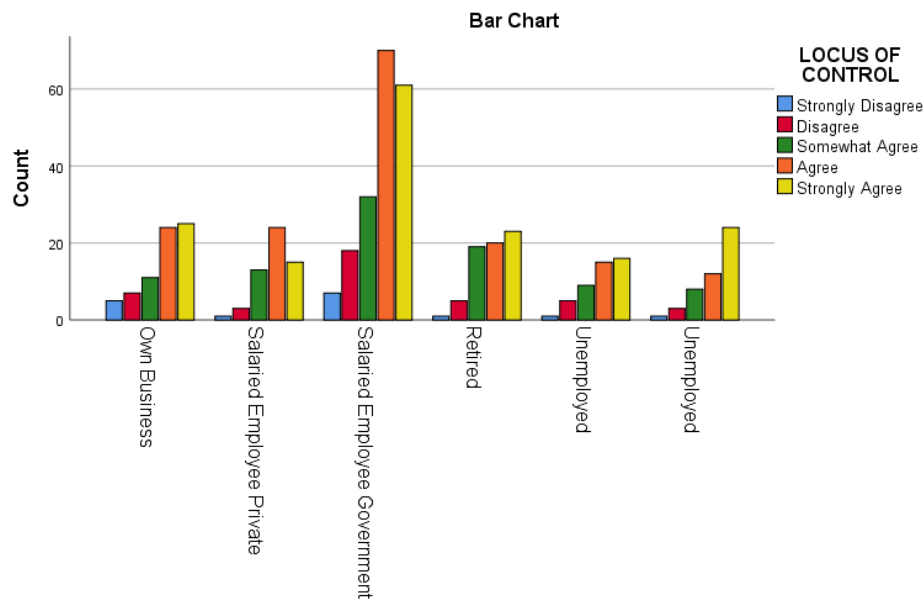


Exhibit 5.50 Father's Occupation \* Locus of Control

The above multiple bar diagram describes the opinions on locus of control with respect to the father's occupation.

### 5.13.3 Education \* Locus of Control

H0: There is no significant association between education and student's opinions on locus of control.

Table 5.90 shows the respondents' education and its relationship to their entrepreneurial personality characteristics, i.e., their locus of control.

Table 5.90 Education \* Locus of Control

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
Education	Graduation without Honours	Count	1	13	32	48	43	137
		% Within Education	0.7%	9.5%	23.4%	35.0%	31.4%	100.0%
	Graduation with Honours	Count	15	28	60	117	121	341
		% Within Education	4.4%	8.2%	17.6%	34.3%	35.5%	100.0%
Total		Count	16	41	92	165	164	478

	% Within Education	3.3%	8.6%	19.2%	34.5%	34.3%	100.0%
--	--------------------	------	------	-------	-------	-------	--------

Source: Primary Data

Table 5.91 shows the chi-square test between the respondent's education and its relationship to their entrepreneurial personality characteristics, i.e., their locus of control.

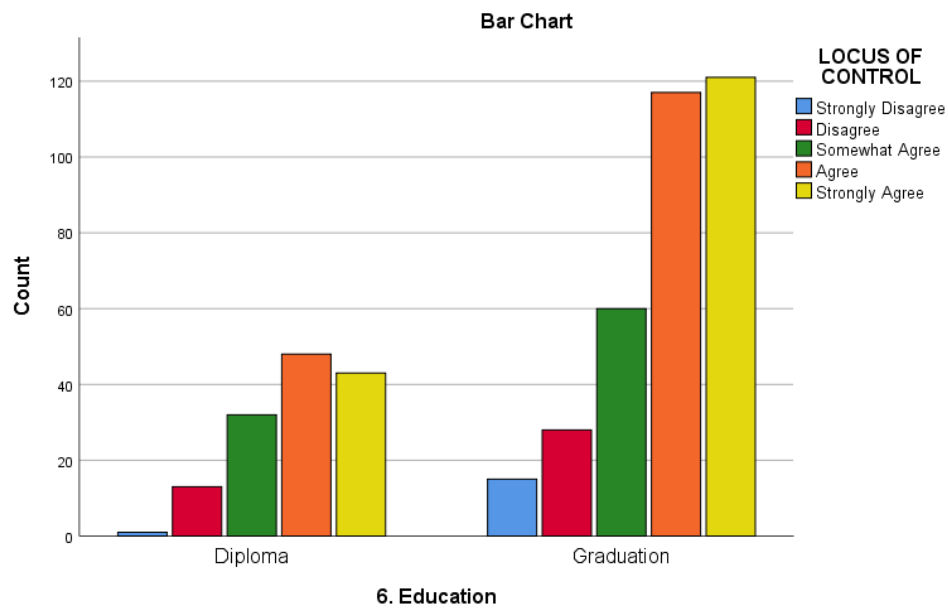
Table 5.91 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.296	4	.178

Source: Primary Data

Table 5.91 reveals that the chi-square is not significant (sig. value is  $0.178 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between education and their opinions on the locus of control. It means that the locus of control is independent of education.

Exhibit 5.51 illustrates the respondents' education and its relationship to their entrepreneurial personality characteristics, i.e., their locus of control.



*Exhibit 5.51 Education \* Locus of Control*

The above multiple bar diagram describes the opinions on locus of control with respect to education.

#### 5.13.4 Program of the Study \* Locus of Control

H0: There is no significant association between the program of the study and student's opinions on locus of control.

Table 5.92 illustrates the respondents' study programme and its relationship to their entrepreneurial personality characteristics, i.e., their locus of control.

**Table 5.92 Program of the study \* Locus of Control**

			Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree	Total
	Tourism and Hospitality	Count	2	10	23	39	44	118
		% Study program	1.7%	8.5%	19.5%	33.1%	37.3%	100.0%
	HR Management	Count	3	5	17	33	30	88
		% Study program	3.4%	5.7%	19.3%	37.5%	34.1%	100.0%
	Accounting	Count	3	16	17	34	24	94

<b>Program of the study</b>	and Finance	% Study program	3.2%	17.0%	18.1%	36.2%	25.5%	100.0%
	Event Management	Count	1	3	7	15	14	40
		% Study program	2.5%	7.5%	17.5%	37.5%	35.0%	100.0%
	Information Technology	Count	4	4	18	32	39	97
		% Study program	4.1%	4.1%	18.6%	33.0%	40.2%	100.0%
	Other Qualifications	Count	3	3	10	12	13	41
		% Study program	7.3%	7.3%	24.4%	29.3%	31.7%	100.0%
	<b>Total</b>	Count	16	41	92	165	164	478
		% Study program	3.3%	8.6%	19.2%	34.5%	34.3%	100.0%

Source: Primary Data

Table 5.93 demonstrates the chi-square test between the respondent's program of study and its relationship to their entrepreneurial personality characteristics, i.e., their locus of control.

Table 5.93 Chi-Square Test

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.288	20	.503

Source: Primary Data

From the above table 5.93, the chi-square is not significant (sig. value is  $0.503 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of the study and their opinions on the locus of control. It means that the locus of control is independent of the program of the study.



Exhibit 5.52 shows the respondents' study programme and its relationship to its relationship to their entrepreneurial personality characteristics, i.e., their locus of control.

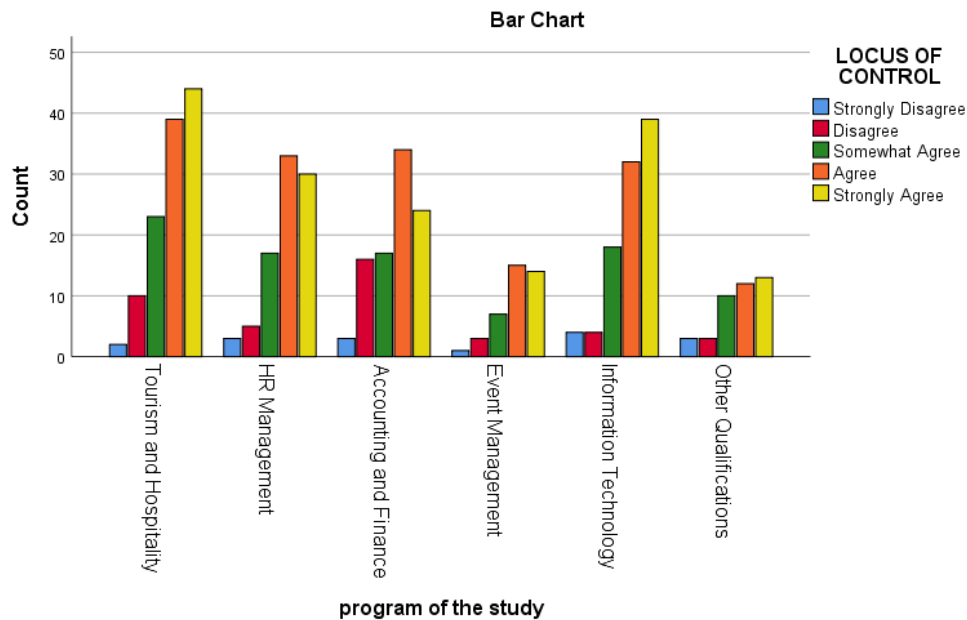


Exhibit 5.52 Program of the study \* Locus of Control

The above multiple bar diagram describes the opinions on locus of control with respect to the program of the study.

#### 5.14 Overview of the Influence of Entrepreneurial Personality Characteristics on Entrepreneurial Intention and Attitude

Table 5.94 summarises the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude.

Table 5.94 Overview of the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude

The influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude	$\bar{X}$	Verbal Interpretation	SD
Subjective Norms	3.93	Agree	1.020
Locus of Control	3.76	Agree	1.245

Instrumental Readiness	3.67	Somewhat Agree	1.292
Need for Achievement	3.35	Agree	1.221

Source: Primary Data

Exhibit 5.53 provides the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude.

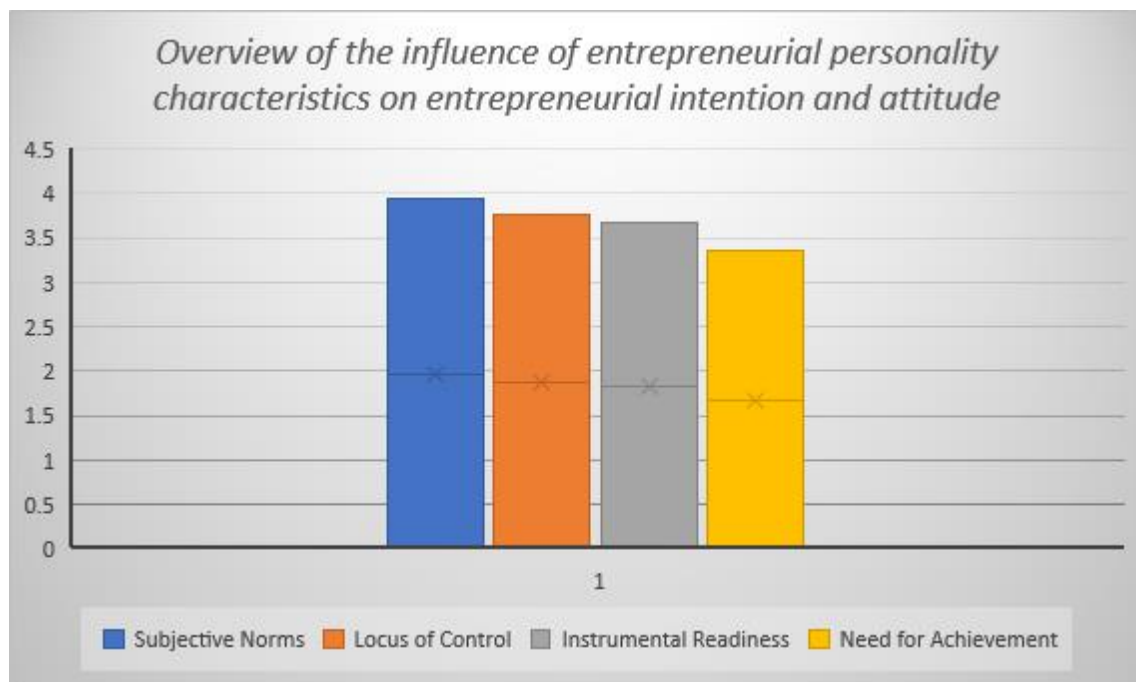


Exhibit 5.53 Overview of the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude

### 5.15 Family Income per Month – Null Hypotheses

Table 5.95 shows the results of null hypotheses for the demographic factor "*family income per month*" and its relation to student attitudes, intentions, perceived support, barriers to youth entrepreneurship, personality traits, student awareness of the role of the government, as well as the demographic and sociocultural factors that influence entrepreneurship.

Table 5.95 Null Hypotheses – Family Income per month

Null Hypotheses	Sig. Value	Result
-----------------	------------	--------

H0: There is no significant association between family income and students' opinions on attitudes towards entrepreneurship	0.634	Accepted
H0: There is no significant association between family income and students' opinions on entrepreneurial intention	0.057	Accepted
H0: There is no significant association between family income and students' opinions on perceived support for entrepreneurship.	0.155	Accepted
H0: There is no significant association between family income and students' opinions on barriers to youth entrepreneurship	0.631	Accepted
H0: There is no significant association between family income and students' opinions on the need for achievement	0.202	Accepted
H0: There is no significant association between family income and students' opinions on instrumental readiness	0.414	Accepted
H0: There is no significant association between family income and students' opinions on subjective norms	<b>0.002</b>	<b>Rejected</b>
H0: There is no significant association between family income and students' opinions on locus of control	0.348	Accepted
H0: There is no significant association between family income and students' opinions on their awareness of the government's role in promoting entrepreneurship.	0.890	Accepted
H0: There is no significant association between family income and students' opinions on demographic and socio-cultural characteristics that influence their entrepreneurship.	0.511	Accepted

Source: Primary Data

### 5.16 Fathers Occupation – Null Hypotheses

Table 5.96 shows the results of null hypotheses for the demographic factor "*father's occupation*" and its relation to student attitudes, intentions, perceived support, barriers to youth entrepreneurship, personality traits, student awareness of the role of the government, as well as the demographic and sociocultural factors that influence entrepreneurship.

Table 5.96 Null Hypotheses – Father’s Occupation

Null Hypotheses	Sig. Value	Result
H0: There is no significant association between father’s occupation and students’ opinions on attitudes towards entrepreneurship	0.808	Accepted
H0: There is no significant association between father’s occupation and students’ opinions on entrepreneurial intention	0.207	Accepted
H0: There is no significant association between father’s occupation and students’ opinions on perceived support for entrepreneurship.	0.607	Accepted
H0: There is no significant association between father’s occupation and students’ opinions on barriers to youth entrepreneurship	0.674	Accepted
H0: There is no significant association between father’s occupation and students’ opinions on the need for achievement	0.444	Accepted
H0: There is no significant association between father’s occupation and students’ opinions on instrumental readiness	0.868	Accepted
H0: There is no significant association between father’s occupation and students’ opinions on subjective norms	0.366	Accepted
H0: There is no significant association between father’s occupation and students’ opinions on locus of control	0.559	Accepted
H0: There is no significant association between father’s occupation and students’ opinions on their awareness of the government's role in promoting entrepreneurship.	0.095	Accepted
H0: There is no significant association between father’s occupation and students’ opinions on demographic and Socio-cultural characteristics that influence their entrepreneurship.	0.791	Accepted

Source: Primary Data

### 5.17 Respondents Education – Null Hypotheses

Table 5.97 displays the results of null hypotheses for the demographic factor "**Education**" and its relation to student attitudes, intentions, perceived support, barriers to youth entrepreneurship, personality traits, student awareness of the role of the

government, as well as the demographic and sociocultural factors that influence entrepreneurship.

Table 5.97 Null Hypotheses – Respondents Education

Null Hypotheses	Sig. Value	Result
H0: There is no significant association between education and students' opinions on attitudes towards entrepreneurship	0.442	Accepted
H0: There is no significant association between education and students' opinions on entrepreneurial intention	0.121	Accepted
H0: There is no significant association between education and students' opinions on perceived support for entrepreneurship.	0.233	Accepted
H0: There is no significant association between education and students' opinions on barriers to youth entrepreneurship	0.193	Accepted
H0: There is no significant association between education and students' opinions on the need for achievement	0.307	Accepted
H0: There is no significant association between education and students' opinions on instrumental readiness	0.346	Accepted
H0: There is no significant association between education and students' opinions on subjective norms	0.172	Accepted
H0: There is no significant association between education and students' opinions on locus of control	0.178	Accepted
H0: There is no significant association between education and students' opinions on Student's awareness of the government's role in promoting entrepreneurship.	0.779	Accepted
H0: There is no significant association between education and student's opinions on demographic and Socio-cultural characteristics that influence their entrepreneurship.	0.810	Accepted

Source: Primary Data

### 5.18 Program of the Study – Null Hypotheses

Table 5.98 displays the results of null hypotheses for the demographic factor "*Program of the study*" and its relation to student attitudes, intentions, perceived support, barriers to youth entrepreneurship, personality traits, student awareness of the role of the government, as well as the demographic and sociocultural factors that influence entrepreneurship.

Table 5.98 Null Hypotheses – Program of the study

Null Hypotheses	Sig. Value	Result
H0: There is no significant association between the program of the study and students' opinions on attitudes towards entrepreneurship	0.377	Accepted
H0: There is no significant association between the program of the study and students' opinions on entrepreneurial intention	0.508	Accepted
H0: There is no significant association between the program of the study and students' opinions on perceived support for entrepreneurship.	0.094	Accepted
H0: There is no significant association between the program of the study and students' opinions on barriers to youth entrepreneurship	0.658	Accepted
H0: There is no significant association between the program of the study and students' opinions on the need for achievement	0.626	Accepted
H0: There is no significant association between the program of the study and students' opinions on instrumental readiness	0.600	Accepted
H0: There is no significant association between the program of the study and students' opinions on subjective norms	0.639	Accepted
H0: There is no significant association between the program of the study and students' opinions on locus of control	0.503	Accepted
H0: There is no significant association between the program of the study and students' opinions on their awareness of the government's role in promoting entrepreneurship.	0.498	Accepted
H0: There is no significant association between the program of the study and students' opinions on demographic and Socio-cultural characteristics that influence student entrepreneurship.	0.273	Accepted

Source: Primary Data

## 5.19 Testing of Hypotheses

Table 5.99 shows the study's selected research hypothesis findings are displayed.

Table 5.99 Testing of Study's Hypothesis

Hypothesis	Findings
H1: There is no significant association between the student's father's occupation and their opinions on attitudes towards entrepreneurship.	Accepted
H2: There is no significant association between education and students' opinions on their awareness of the government's role and support.	Accepted
H3: There is no significant association between the student's program of	Accepted

study and their opinions on entrepreneurial intention.	
H4: There is no significant association between the family income of the students and their opinions on subjective norms.	Rejected
H5: There is no significant association between the student's program of study and their awareness of the government's role in promoting entrepreneurship.	Accepted

Source: Primary Data

H1. Table 5.99 shows that the chi-square is not significant (sig. value is  $0.808 > 0.05$ ), so there is no evidence to reject the null hypothesis. It stipulates that there is no significant association between the father's occupation and their opinions on attitudes towards entrepreneurship. It means that attitudes towards entrepreneurship are independent of one's father's occupation.

H2. Table 5.99 displays that the chi-square is not significant (sig. value is  $0.779 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between education and their opinions on students' awareness of the government's role. It means that a student's awareness of the government's role is independent of education.

H3. Table 5.99 shows that the chi-square is not significant (sig. value is  $0.508 > 0.05$ ), hence there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of the study and their opinions on entrepreneurial intention. It specifies that entrepreneurial intention is independent of the program of the study.

H4. Table 5.99 shows that the chi-square is significant (sig. value is  $0.002 < 0.05$ ), rejecting the null hypothesis. It means that there is a significant association between family income and the opinions they have on subjective norms. It suggests that subjective norms are dependent on family income. Signifies

H5. Table 5.99 indicates that the chi-square is not significant (sig. value is  $0.498 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of study and their opinions on students' awareness of

the government's role. It signifies that a student's awareness of the government's role is independent of the program of the study.

## 5.20 Correlations – Attitudes, Intentions, Perceived Support, and Barriers to Entrepreneurship

Table 5.100 shows the correlations that are related to attitudes, intentions, and perceived support of students toward entrepreneurship development. Besides, barriers to entrepreneurship

Table 5.100 Correlations – Attitudes, Intentions, Perceived support, and Barriers to entrepreneurship.

Correlations					
		Attitudes Towards Entrepreneurship	Entrepreneurial Intention	Perceived Support for Entrepreneurship	Barriers to Youth Entrepreneurship
Attitudes Towards Entrepreneurship	Pearson Correlation	1	.612**	.523**	.688**
	Sig. (2-tailed)		.000	.000	.000
	N	478	478	478	478
Entrepreneurial Intention	Pearson Correlation	.612**	1	.720**	.409**
	Sig. (2-tailed)	.000		.000	.000
	N	478	478	478	478
Perceived Support for Entrepreneurship	Pearson Correlation	.523**	.720**	1	.331**
	Sig. (2-tailed)	.000	.000		.000
	N	478	478	478	478
Barriers to Youth Entrepreneurship	Pearson Correlation	.688**	.409**	.331**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	478	478	478	478



\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data

From the above correlation table 5.100, it is evident that attitudes towards entrepreneurship are positively and significantly correlated with entrepreneurial intention, perceived support for entrepreneurship, and barriers to youth entrepreneurship. Furthermore, it is positively and highly correlated with barriers to youth entrepreneurship. Entrepreneurial intention is highly and significantly correlated with perceived support for entrepreneurship.

### 5.21 Correlations - Influence of Entrepreneurial Personality Characteristics on Entrepreneurial Intention and Attitude

Table 5.101 shows the correlations that are related to the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude.

Table 5.101 Correlations - Influence of Entrepreneurial Personality Characteristics on Entrepreneurial Intention and Attitude

Correlations					
		Need for Achievement	Instrumental Readiness	Subjective Norms	Locus of Control
Need for Achievement	Pearson Correlation	1	.692**	.478**	.537**
	Sig. (2-tailed)		.000	.000	.000
	N	478	478	478	478
Instrumental Readiness	Pearson Correlation	.692**	1	.575**	.630**
	Sig. (2-tailed)	.000		.000	.000
	N	478	478	478	478
Subjective Norms	Pearson Correlation	.478**	.575**	1	.536**
	Sig. (2-tailed)	.000	.000		.000

	N	478	478	478	478
Locus of Control	Pearson Correlation	.537**	.630**	.536**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	478	478	478	478
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: Primary Data

From the above correlation table 5.101, it is evident that the need for achievement in entrepreneurial intention and attitude is positively and significantly correlated with instrumental readiness, subjective norms, and locus of control. Further, it is highly positively correlated with instrumental readiness. Instrumental readiness is highly positively correlated with the need for achievement in entrepreneurial intention, attitude, and locus of control.

## 5.22 Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.783 <sup>a</sup>	.613	.610	.511
a. Predictors: (Constant), D4. Barriers to Youth Entrepreneurship, D3. Perceived Support for Entrepreneurship, D2. Entrepreneurial Intention				

Source: Primary Data

The regression table summarizes the model's performance through the following statistics:

**R:** represents the multiple correlation coefficients. Its range lies between 0 and +1. Since the R-value is 0.783, it means the dependent variable (**Attitudes Towards Entrepreneurship**) have a positive relationship with the independent variables (**Entrepreneurial Intention, Perceived Support for Entrepreneurship and Barriers to Youth Entrepreneurship**)

**R square:** represents the coefficient of determination and ranges between 0 and 1. Since the R square value is 0.613. It means that 61.3 % of the variation is explained by the dependent variable (**Attitudes toward Entrepreneurship**) in terms of independent variables (**Entrepreneurial Intention, Perceived Support for Entrepreneurship and Barriers to Youth Entrepreneurship**)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	195.526	3	65.175	249.887	.000 <sup>b</sup>
	Residual	123.628	474	.261		
	Total	319.155	477			
a. Dependent Variable: D1: Attitudes Towards Entrepreneurship						
b. Predictors: (Constant), Barriers to Youth Entrepreneurship, Perceived Support for Entrepreneurship, Entrepreneurial Intention						

Source: Primary Data

From the above ANOVA table, the F value is significant (significant value is less than 0.05) which means the dependent variable (**Attitudes towards Entrepreneurship**) is more reliable.

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.786	.143		5.517	.000		
	Entrepreneurial Intention	.238	.033	.304	7.113	.000	.448	2.231
	Perceived Support for Entrepreneurship	.135	.042	.132	3.204	.001	.479	2.086
	Barriers To Youth Entrepreneurship	.458	.028	.520	16.569	.000	.830	1.205
a. Dependent Variable: D1: Attitudes Towards Entrepreneurship								

Source: Primary Data

The above model coefficients are used to construct the regression line. The low significant values of  $< 0.05$  of the variable's entrepreneurial intention, perceived support for entrepreneurship, and barriers to youth entrepreneurship are showing very strong significant impacts on the dependent variable's attitudes towards entrepreneurship.

The required regression line is:

**Attitudes towards entrepreneurship** = 0.786 + 0.238 (Entrepreneurial Intention) + 0.135 (Perceived Support for Entrepreneurship) + 0.458 (Barriers to Youth Entrepreneurship).

### Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.707 <sup>a</sup>	.500	.497	.769
a. Predictors: (Constant), E4. Locus Of Control, E3. Subjective Norms, E2. Instrumental Readiness				

Source: Primary Data

The regression table summarizes the model's performance through the following statistics:

**R:** represents the multiple correlation coefficients. Its range lies between 0 and +1. Since the R-value is 0.707, it means the dependent variable (**Need for Achievement**) has a positive relationship with the independent variables (**Instrumental Readiness and Subjective Norms**).

**R square:** represents the coefficient of determination and ranges between 0 and 1. Since the R square value is 0.500, it means that 50% of the variation is explained by the

dependent variable (**Need for Achievement**) in terms of the independent variables (**Instrumental Readiness and Subjective Norms**).

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	280.094	3	93.365	157.997	.000 <sup>b</sup>
	Residual	280.099	474	.591		
	Total	560.192	477			
a. Dependent Variable: Need for Achievement						
b. Predictors: (Constant), E4. Locus Of Control, E3. Subjective Norms, E2. Instrumental Readiness						

Source: Primary Data

From the above ANOVA table, the F value is significant (significant value is less than 0.05) which means the dependent variable (Need for Achievement) is more reliable.

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.324	.180		1.798	.073		
	instrumental readiness	.559	.045	.554	12.346	.000	.524	1.907
	subjective norms	.106	.053	.083	2.012	.045	.620	1.614
	locus of control	.144	.044	.144	3.301	.001	.558	1.793
a. Dependent Variable: E1: Need for Achievement								

Source: Primary Data

The above model coefficients are used to construct the regression line. The low significant values of < 0.05 of the variable's instrumental readiness, subjective norms, and locus of control show a very strong significant impact on the dependent variable, **Need for Achievement**.

The required regression line is:

**Attitudes towards entrepreneurship** = 0.324 + 0.559 (Instrumental Readiness) + 0.106(Subjective Norms) + 0.144 (Locus of Control).

### Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.771 <sup>a</sup>	.595	.592	.666
a. Predictors: (Constant), D4. Barriers To Youth Entrepreneurship, D3. Perceived Support for Entrepreneurship, D1: Attitudes Towards Entrepreneurship				

Source: Primary Data

The regression table summarizes the model's performance through the following statistics:

**R:** represents the multiple correlation coefficients. Its range lies between 0 and +1. Since the R-value is 0.771, it means the dependent variable (**Entrepreneurial Intention**) has a positive relationship with the independent variables (Attitudes towards Entrepreneurship, Perceived Support for Entrepreneurship, and Barriers to Youth Entrepreneurship).

**R square:** represents the coefficient of determination and ranges between 0 and 1. Since the R square value is 0.595, it means that 59.5% of the variation is explained by the dependent variable (**entrepreneurial intention**) in terms of the independent variables (attitudes towards entrepreneurship, perceived support for entrepreneurship, and barriers to youth entrepreneurship).

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	309.150	3	103.050	232.091	.000 <sup>b</sup>
	Residual	210.459	474	.444		

	Total	519.609	477			
a. Dependent Variable: D2. Entrepreneurial Intention						
b. Predictors: (Constant), D4. Barriers To Youth Entrepreneurship, D3. Perceived Support for Entrepreneurship, D1: Attitudes Towards Entrepreneurship						

Source: Primary Data

From the above ANOVA table, the F value is significant (significant value is less than 0.05), which means the dependent variable (**Entrepreneurial Intention**) is more reliable.

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.866	.188		-4.615	.000		
	Attitudes Towards Entrepreneurship	.405	.057	.318	7.113	.000	.429	2.333
	Perceived Support for Entrepreneurship	.718	.045	.552	16.066	.000	.725	1.380
	Barriers To Youth Entrepreneurship	.009	.045	.008	.199	.842	.526	1.903
a. Dependent Variable: D2. entrepreneurial intention								

Source: Primary Data

The above model coefficients are used to construct the regression line. The low significant values of  $< 0.05$  for the variables attitudes towards entrepreneurship and perceived support for entrepreneurship show a very strong significant impact on the dependent variable (entrepreneurial intention). The high significant value of  $> 0.05$  of the variable barriers to youth entrepreneurship shows a very low significant impact on the dependent variable's entrepreneurial intention.

The required regression line is:

**Entrepreneurial intention** = -0.866 + 0.405 (Attitudes towards Entrepreneurship) + 0.718 (Perceived Support for Entrepreneurship) + 0.009 (Barriers to Youth Entrepreneurship).



**CHAPTER VI**  
**FACTOR ANALYSIS**

<b>Section</b>	<b>Title</b>	<b>Page</b>
6.1	Introduction	282
6.2	Factor Analysis - Entrepreneurial Attitudes, Intentions, Perceived Support & Barriers to Youth Entrepreneurship	282
6.3	Factor Analysis - Influence of Entrepreneurial Personality Characteristics on Entrepreneurial Intention and Attitude.	292
6.4	Factor Analysis - Students' awareness of the government's role in promoting entrepreneurship in Oman	297
6.5	Factor Analysis - Demographic and Socio-cultural Characteristics	302

## CHAPTER VI FACTOR ANALYSIS

### 6.1 INTRODUCTION

Chapter 6 presents the factor analysis for entrepreneurial attitudes, intentions, perceived support, and barriers to youth entrepreneurship. Influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude. Students' awareness of the government's role in promoting entrepreneurship in Oman, and finally, undergraduate students' demographic and socio-cultural characteristics that influence their decision to become entrepreneurs.

Factor analysis is a data reduction technique. It also aids in the detection of structure among variables and the investigation of the underlying critical factors that cause the greatest variation. Besides, it is a statistical approach that is used to find underlying patterns or correlations among a group of data, which is called factor analysis. It seeks to uncover a smaller number of unseen variables (factors) that explain the observable variables' associations. It is frequently used to uncover underlying dimensions or conceptions that account for observed behaviour or preferences.

### 6.2 Factor Analysis – Entrepreneurial Attitudes, Intentions, Perceived Support, Barriers to Youth Entrepreneurship

Table 6.1 specifies the KMO- Bartlett's test to check the eligibility of the data. The KMO test for sample adequacy evaluates whether factor analysis should be used on the given data set.

Table 6.1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.882
Bartlett's Test of Sphericity	Approx. Chi-Square	21413.484
	df	861
	Sig.	.000

Source: Primary Data

Before we proceeded to factor analysis, the study first tested the eligibility of the data by checking KMO-Bartlett's test, which is a measure of sampling adequacy. The KMO value is 0.882 > 0.5 (which indicates meritorious). Bartlett's Test of Sphericity indicates a measure of the multivariate normality of a set of variables (Sig. value of less than 0.05 indicates multivariate normality and is acceptable for factor analysis).

Table 6.2 shows the total variance of different loadings. The variances of each individual major component are added together to form the total variance.

Table 6.2: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %
1	16.697	39.755	39.755	16.697	39.755	39.755	8.300	19.762	19.762
2	3.748	8.924	48.678	3.748	8.924	48.678	4.137	9.850	29.612
3	2.723	6.484	55.163	2.723	6.484	55.163	3.460	8.238	37.850
4	2.114	5.034	60.197	2.114	5.034	60.197	3.291	7.836	45.686
5	1.758	4.185	64.382	1.758	4.185	64.382	3.102	7.387	53.073
6	1.363	3.246	67.628	1.363	3.246	67.628	2.869	6.831	59.904
7	1.297	3.089	70.716	1.297	3.089	70.716	2.848	6.781	66.685
8	1.219	2.903	73.619	1.219	2.903	73.619	2.477	5.898	72.583
9	1.075	2.560	76.179	1.075	2.560	76.179	1.510	3.596	76.179
10	.935	2.226	78.405						
11	.915	2.180	80.585						
12	.769	1.832	82.416						
13	.745	1.774	84.190						
14	.586	1.396	85.586						
15	.576	1.370	86.956						
16	.517	1.231	88.187						
17	.451	1.073	89.260						
18	.432	1.028	90.288						
19	.380	.906	91.194						
20	.358	.851	92.045						
21	.338	.806	92.851						

22	.331	.789	93.640						
23	.307	.731	94.371						
24	.282	.672	95.043						
25	.244	.582	95.625						
26	.233	.555	96.180						
27	.204	.485	96.665						
28	.178	.423	97.088						
29	.169	.402	97.490						
30	.155	.370	97.860						
31	.145	.344	98.204						
32	.133	.317	98.521						
33	.108	.257	98.778						
34	.102	.242	99.020						
35	.082	.195	99.215						
36	.081	.193	99.408						
37	.059	.141	99.550						
38	.057	.135	99.685						
39	.055	.130	99.815						
40	.031	.075	99.889						
41	.025	.060	99.950						
42	.021	.050	100.000						
Extraction Method: Principal Component Analysis.									
Source: Primary Data									

The above Table 6.2 indicated that, total variance out of 42 items, only nine are fully loaded.

Table 6.3 details the rotated component matrix<sup>a</sup>. It gives an estimate of the correlations among each of the variables and the anticipated components, and it is the main result of principal component analysis.

Table 6.3: Rotated Component Matrix<sup>a</sup>

	Component								
	1	2	3	4	5	6	7	8	9
I have always worked hard to be among the best in my class/ subject area.	.362	.814	.076	.156	.024	.077	.069	.008	-.152
I believe that detailed results are necessary to judge business success.	.359	.202	.105	.779	.095	.097	.145	.041	-.195
I am ready to sacrifice my personal comfort to start a new business.	.383	.062	.077	.251	.560	.241	.158	-.051	-.367
I get my excitement when my work is among the best.	.485	.114	.692	.209	.082	.030	.125	.066	-.167
I feel energetic working with innovative colleagues in a dynamic business environment.	.606	.163	.298	.127	.303	.217	.234	-.094	-.087
A career as an entrepreneur is very attractive to me.	.244	.084	.051	.101	.167	.796	.170	.091	-.228
If I had the opportunity and resources, I'd like to start a business.	.478	.111	.166	.202	.127	.293	.634	.077	-.129
To start my own business is the best way to take advantage of my education.	.374	.800	.138	.173	.051	.058	.011	.047	-.190

I want to start a business to have more flexibility in my personal and professional life.	.275	.171	.192	.800	.117	.055	.012	.122	-.226
Working in the government sounds attractive to me.	.718	.123	.285	.164	.203	.059	.245	.138	-.126
If I join a government job, my family & friends will respect me.	.654	.283	-.072	.177	.008	.142	.091	.132	-.006
Working in the private sector sounds attractive to me.	.786	.222	.073	.124	.195	.060	.174	.052	-.032
I Prefer to work for a Multi-National Company for better career prospects.	.576	.155	.377	.243	.166	.064	.206	.232	.016
I have sufficient business knowledge that is needed to be an entrepreneur.	.573	.082	.190	.234	.168	.083	.340	.314	-.066
I would rather be my own boss than work for someone.	.734	.113	.009	-.002	.002	-.029	-.053	.097	.205
Freedom to express myself is only possible through entrepreneurship.	.732	.144	.209	.049	-.060	.140	.037	.069	.087
The only way to make big money is to become an entrepreneur.	.796	.101	.153	.135	.129	.042	.294	.010	-.031

If I start my own business, my family & friends will respect me.	.648	.176	-.003	.274	-.034	.118	.058	.117	-.034
Entrepreneurs generally achieve a higher position in society.	.774	.245	.047	-.015	.095	.009	.071	.151	.081
There is a well-functioning infrastructure in place to start a new business in Oman.	.635	-.017	.300	.108	-.031	.158	.026	.370	.039
Entrepreneurs have a positive image in Oman.	.340	.034	-.054	.287	-.013	.083	-.124	.609	.045
The place in which I live has sufficient awareness of Entrepreneurship.	.061	.126	.289	-.014	.349	.175	.197	.560	-.155
The culture in Oman is highly favourable towards entrepreneurial activity.	.361	.024	.378	.126	.158	.153	.170	.505	-.015
Qualified advisors and support from the government (Faster licenses and tax relief) are made available for me to start a new business.	.591	.065	.144	.068	-.022	.015	.361	.416	.021
My experience and knowledge motivate me to become an entrepreneur.	.474	.065	.084	.018	.249	-.034	.450	.467	-.005

The entrepreneurship course at my college inspires me to develop ideas for a new business.	.436	.153	-.077	-.043	.166	-.039	.429	.414	.013
Through the SME Development Fund, Al Rafd Fund, Injaz Oman, Riyadh and Sanad, government funding is made available for me to start a new business.	.249	-.012	.460	.094	.064	.194	-.087	.572	.047
Banks and other financial institutions do not provide loans to startup businesses.	.198	.856	.142	.100	.107	.101	.106	.065	.055
It is hard to find a business idea that has not been realised before.	.049	.203	.160	.762	.270	.115	.094	.142	.333
I have to struggle to raise the necessary capital to start a business.	.021	.096	.203	.189	.855	.146	.056	.174	.101
I do not have the appropriate technical and practical skills to start my own business.	.121	.215	.820	.155	.231	.106	.140	.137	.129
I lack the confidence to start my own business.	.122	.217	.404	.098	.521	.241	.159	.134	.412



The risks involved in setting up a business are too high. Government employment has security.	.009	.197	.200	.114	.255	.773	.135	.246	.133
Lack of support regarding business start-up by parents and family.	.242	.225	.254	.142	.159	.313	.709	.044	.077
Lack of entrepreneurship training cripples to start of a new business.	.144	.858	.163	.099	.158	.136	.146	.096	.178
Lack of market expertise may fail my business.	.110	.230	.169	.750	.255	.105	.141	.092	.306
The anxiety of failure would pose a significant challenge.	.109	.080	.122	.193	.849	.164	.090	.100	.074
Lack of government support and encouragement affecting youth entrepreneurial activity.	.129	.221	.837	.147	.182	.102	.163	.130	.111
Social/cultural attitude towards youth entrepreneurship is not respected.	.300	.159	.204	.072	.346	.301	.223	-.130	.566
Family Responsibilities: to earn a constant source of money, forcing me for a job.	.087	.154	.068	.074	.125	.845	.195	.050	.236

Lack of knowledge of the commercial and legal aspects of a business.	.243	.192	.171	.117	.053	.346	.744	-.040	.212
The fear of numbers and financial statements in the business.	.114	.667	.075	.241	.029	.143	.160	-.032	.336
<b>Extraction Method:</b> Principal Component Analysis.									
<b>Rotation Method:</b> Varimax with Kaiser Normalization.									
a. Rotation converged in 14 iterations.									

Source: Primary Data

According to Table 6.3, the PRINCIPAL COMPONENT MATRIX gives the component matrix, which is rotated using the VARIMAX rotation technique, giving the ROTATED COMPONENT MATRIX. The rotation of factors helps with the better interpretation of factors. Since the first factor in the ROTATED COMPONENT MATRIX is heavily loaded with the idea that the only way to make big money is to become an entrepreneur, working in the private sector sounds attractive to me. Entrepreneurs generally achieve a higher position in society. I would rather be my own boss than work for someone else. Freedom to express myself is only possible through entrepreneurship and Working for the government sounds attractive to me. The factor loading values are 0.796, 0.786, 0.774, 0.734, 0.732, and, 0.718 respectively. The first factor represents the fact that the only way to make a lot of money is to become an entrepreneur. Working in the private sector sounds attractive to me. Entrepreneurs generally achieve a higher position in society. I would rather be my own boss than work for someone else. Freedom to express myself is only possible through entrepreneurship, and working in government sounds attractive to me.

The second factor is heavily loaded with a lack of entrepreneurship training, which cripples the start of a new business (0.858). Banks and other financial institutions do not provide loans to start-up businesses (0.856). I have always worked hard to be among the

best in my class or subject area (0.814), and starting my own business is the best way to take advantage of my education (0.800).

The second factor represents a lack of entrepreneurship training that cripples the start of a new business (0.858); banks and other financial institutions do not provide loans to start-up businesses (0.856); I have always worked hard to be among the best in my class or subject area (0.814); and starting my own business is the best way to take advantage of my education (0.800).

Table 6.5 reveals the final list of nine factors, which collectively account for 76.17% of the variance in the data, as shown below:

Table 6.4: Nine Final Factors

Sl. No.	Factor Name	Common Factor	Factor loading value
<b>1</b>	The only way to make big money is to become an entrepreneur.		<b>0.796</b>
	Working in the private sector sounds attractive to me.		0.786
	Entrepreneurs generally achieve a higher position in society.		0.774
	I would rather be my own boss than work for someone.		0.734
	Freedom to express myself is only possible through entrepreneurship.		0.732
	Working in the government sounds attractive to me.		0.718
<b>2</b>	Lack of entrepreneurship training cripples to start of a new business.		<b>0.858</b>
	Banks and other financial institutions do not provide loans to start-up businesses.		<b>0.856</b>
	I have always worked hard to be among the best in my class/ subject area.		0.814
	To start my own business is the best way to take advantage of my education.		0.8
<b>3</b>	Lack of government support and encouragement affecting youth entrepreneurial activity.		<b>0.837</b>

	I do not have the appropriate technical and practical skills to start my own business.		0.82
4	I want to start a business to have more flexibility in my personal and professional life.		<b>0.8</b>
	I believe that detailed results are necessary to judge business success.		0.779
	It is hard to find a business idea that has not been realised before.		0.762
	Lack of market expertise may fail my business.		0.75
5	I have to struggle to raise the necessary capital to start a business.		<b>0.855</b>
	The anxiety of failure would pose a significant challenge.		0.849
6	Family Responsibilities: to earn a constant source of money, forcing me for a job.		<b>0.845</b>
	A career as an entrepreneur is very attractive to me.		0.796
	The risks involved in setting up a business are too high. Government employment has security.		0.773
7	Lack of knowledge of the commercial and legal aspects of a business.		<b>0.744</b>
	Lack of support regarding business start-up by parents and family.		0.709
8	Entrepreneurs have a positive image in Oman.		<b>0.609</b>
9	Social/cultural attitude towards youth entrepreneurship is not respected.		<b>0.566</b>

Source: Primary Data

### 6.3 Factor Analysis - Influence of Entrepreneurial Personality Characteristics on Entrepreneurial Intention and Attitude

Table 6.5 indicates the KMO-Bartlett's test to check the eligibility of the data. The KMO test for sample adequacy evaluates whether factor analysis should be used on the given data set.

Table 6.5: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.924
Bartlett's Test of Sphericity	Approx. Chi-Square	8731.127
	df	300
	Sig.	.000

Source: Primary Data

Before proceeding to the factor analysis, the study first tested the eligibility of the data by checking KMO-Bartlett's test, which is a measure of sampling adequacy. The KMO value is  $0.924 > 0.5$  (indicates meritorious). Bartlett's Test of Sphericity indicates a measure of the multivariate normality of a set of variables (Sig. value of less than 0.05 indicates multivariate normality and is acceptable for factor analysis).

Table 6.6 shows the total variance of different loadings. The variances of each individual major component are added together to form the total variance.

### 6.6 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %
1	10.981	43.922	43.922	10.981	43.922	43.922	6.364	25.455	25.455
2	2.511	10.043	53.965	2.511	10.043	53.965	4.685	18.740	44.195
3	1.658	6.632	60.597	1.658	6.632	60.597	2.749	10.998	55.193
4	1.232	4.929	65.526	1.232	4.929	65.526	2.028	8.113	63.306
5	1.050	4.199	69.725	1.050	4.199	69.725	1.605	6.419	69.725
6	.898	3.591	73.316						
7	.778	3.112	76.428						
8	.717	2.870	79.298						
9	.622	2.489	81.787						
10	.517	2.070	83.857						
11	.476	1.905	85.762						
12	.421	1.685	87.447						
13	.398	1.591	89.038						
14	.354	1.414	90.452						
15	.341	1.362	91.814						
16	.300	1.202	93.016						
17	.276	1.103	94.119						
18	.248	.992	95.110						
19	.228	.911	96.021						
20	.203	.813	96.834						

21	.198	.791	97.625						
22	.176	.705	98.331						
23	.164	.655	98.985						
24	.144	.577	99.562						
25	.109	.438	100.000						
Extraction Method: Principal Component Analysis.									

Source: Primary Data

The above table 6.6 indicated that, total variance out of 25 items, only five are fully loaded.

Table 6.7 lists the rotated component matrix<sup>a</sup>. It gives an estimate of the correlations among each of the variables and the anticipated components, and it is the main result of principal component analysis.

Table 6.7: Rotated Component Matrix<sup>a</sup>

	Component				
	1	2	3	4	5
I do well in challenging tasks relating to my study and my work.	.058	-.072	.007	.666	-.048
I always try to improve my work performance.	.747	.202	.185	.301	.116
I seek added responsibilities in the job assigned to me.	.323	.248	.044	.616	.200
I have management and leadership skills that are needed to be an entrepreneur.	.658	.166	.207	.459	.126
I have the mental maturity to start to be an entrepreneur.	.699	.239	.231	.389	.162
I can overcome the challenges and obstacles to start a new business.	.521	.208	.091	.550	.087

I am good at identifying new business opportunities.	.312	.299	.399	-.027	.592
I will make every effort to start and run my own business.	.091	.096	.045	.137	.799
I have access to capital to start a new business.	.763	.171	.076	-.016	.038
I have good social networks that can be utilised when I decide to be an entrepreneur.	.722	.220	.064	-.259	.100
I have access to supporting information to start to be an entrepreneur.	.810	.292	.203	.134	.055
I am confident in my abilities, i.e., if I start my own business, I will succeed.	.816	.257	.178	.154	.065
I am going to start my own business in the next 2 years.	.783	.257	.184	.177	.127
I am capable of seeing solutions to a problem.	.794	.206	.222	.241	.053
My parents are positively oriented toward a career as an entrepreneur.	.365	.238	.701	.211	-.154
My relatives think that I should pursue a career as an entrepreneur.	.319	.227	.755	.242	-.083
My best friends think that I should start a new business.	.136	.197	.657	-.201	.419
My teachers think that I should pursue a career as an entrepreneur.	.129	.187	.775	-.030	.359

When everything goes right, I think it is mostly a question of luck.	.270	.777	.194	-.059	.218
The success and failure of a business are not in my hands.	.037	.744	.066	.167	.018
If I do not succeed in a task, I tend to give up.	.246	.804	.174	-.004	.142
I like to try new things.	.310	.753	.225	-.033	.114
When I travel, I tend to use new routes.	.248	.735	.175	-.073	.234
I will create my own business once an opportunity is identified.	.192	.675	.043	.191	-.036
Diligence and hard work usually lead to success.	.361	.682	.184	.115	-.036
<b>Extraction Method:</b> Principal Component Analysis.					
<b>Rotation Method:</b> Varimax with Kaiser Normalization.					
a. Rotation converged in 7 iterations.					

Source: Primary Data

The PRINCIPAL COMPONENT MATRIX gives the component matrix, which is rotated using the VARIMAX rotation technique to give the ROTATED COMPONENT MATRIX. The rotation of factors helps with the better interpretation of factors. Since the first factor in the ROTATED COMPONENT MATRIX is heavily loaded with confidence in my abilities, i.e., if I start my own business, I will succeed, and I will have access to supporting information to help me start as an entrepreneur. The factor loading values are 0.816 and 0.810, respectively. The first factor represents confidence in my abilities, i.e., if I start my own business, I will succeed, and I will have access to supporting information to help me be an entrepreneur.

The second factor is heavily loaded: if I do not succeed in a task, I tend to give up. When everything goes right, I think it is mostly a question of luck. I like to try new things. The success or failure of a business is not in my hands, and when I travel, I tend to use new



routes. The final list of five factors, which collectively account for 69.72% of the variance in the data, is shown below:

Table 6.8: Five Final Factors

Sl. No.	Factor Name	Common Factor	Factor loading value
1	I am confident in my abilities, i.e., if I start my own business, I will succeed.		<b>0.816</b>
	I have access to supporting information to start to be an entrepreneur.		0.81
2	If I do not succeed in a task, I tend to give up.		<b>0.804</b>
	When everything goes right, I think it is mostly a question of luck.		0.777
	I like to try new things.		0.753
	The success and failure of a business are not in my hands.		0.744
	When I travel, I tend to use new routes.		0.735
3	My teachers think that I should pursue a career as an entrepreneur.		<b>0.775</b>
	My relatives think that I should pursue a career as an entrepreneur.		0.755
	My parents are positively oriented toward a career as an entrepreneur.		0.701
4	I do well in challenging tasks relating to my study and my work.		<b>0.666</b>
	I seek added responsibilities in the job assigned to me.		0.616
5	I will make every effort to start and run my own business.		<b>0.799</b>

#### 6.4 Factor Analysis - Students' Awareness of the Government's role in Promoting Entrepreneurship in Oman

Table 6.9 points to the KMO-Bartlett's test to check the eligibility of the data. The KMO test for sample adequacy evaluates whether factor analysis should be used on the given data set.

Table 6.9: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.920
Bartlett's Test of Sphericity	Approx. Chi-Square	5304.982
	df	153
	Sig.	.000

Source: Primary Data

Before proceeding to factor analysis, the study first tested the eligibility of the data by checking KMO-Bartlett's test, which is a measure of sampling adequacy. The KMO value is  $0.920 > 0.5$ , which indicates meritorious behaviour. Bartlett's Test of Sphericity indicates a measure of the multivariate normality of a set of variables (Sig. value of less than 0.05 indicates multivariate normality and is acceptable for factor analysis).

Table 6.10 shows the total variance of different loadings. The variances of each individual major component are added together to form the total variance.

Table 6.10: Total Variance Explained

Comp onent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %
1	8.215	45.638	45.638	8.215	45.638	45.638	5.972	33.176	33.176
2	2.022	11.234	56.871	2.022	11.234	56.871	4.260	23.667	56.843
3	1.557	8.649	65.520	1.557	8.649	65.520	1.562	8.677	65.520
4	.789	4.384	69.904						
5	.676	3.758	73.662						
6	.567	3.151	76.813						
7	.516	2.867	79.680						
8	.487	2.705	82.385						
9	.465	2.583	84.968						
10	.425	2.359	87.327						
11	.410	2.278	89.605						
12	.370	2.054	91.659						
13	.323	1.797	93.456						

14	.295	1.637	95.094						
15	.271	1.503	96.597						
16	.238	1.323	97.921						
17	.203	1.129	99.049						
18	.171	.951	100.000						
Extraction Method: Principal Component Analysis.									

Source: Primary Data

The above table 6.6 indicated that, total variance out of 18 items, only three are fully loaded.

Table 6.11 lists the rotated component matrix<sup>a</sup>. It gives an estimate of the correlations among each of the variables and the anticipated components, and it is the main result of principal component analysis.

Table 6.11: Rotated Component Matrix<sup>a</sup>

	Component		
	1	2	3
If I had the opportunity and resources, I would like to start a business.	.672	.136	-.050
I have to struggle to raise the necessary capital to start a business.	.671	.218	.016
The risks involved in setting up a business are too high. Government employment has security.	.763	.222	-.019
Lack of market expertise may fail my business.	.759	.274	-.080
Lack of knowledge of the commercial and legal aspects of a business.	.778	.228	.047
The anxiety of failure would pose a significant challenge to start a business.	.716	.274	.044
Lack of government support and encouragement affecting youth entrepreneurial activity.	.791	.232	.013
The fear of numbers and financial statements prevent me from starting a business.	.751	.278	.081
Lack of entrepreneurship training cripples starting a new business.	.789	.213	-.018
There is a well-functioning infrastructure in place to start a new business in Oman	.758	.271	-.049

I have access to supporting information to start to be an entrepreneur.	.247	.693	-.027
Banks and other financial institutions do not provide loans to start-up businesses.	.251	.797	.006
Through the SME Development Fund, Al Rafd Fund, Injaz Oman, Riyada and Sanad, government funding is made available for me to start a new business.	.270	.781	.014
I have good social networks that can be utilised when I decide to be an entrepreneur.	.304	.810	-.018
The entrepreneurship course at my college inspires me to develop ideas for a new business.	.243	.809	-.065
I lack the confidence to start my own business.	.245	.810	.024
I do not have the appropriate technical and practical skills to start my own business.	.023	-.012	.875
Qualified advisors and support through faster licenses office space and permits are made available to start a new business.	-.029	-.023	.876
<b>Extraction Method:</b> Principal Component Analysis.			
<b>Rotation Method:</b> Varimax with Kaiser Normalization.			
a. Rotation converged in 4 iterations.			

Source: Primary Data

The PRINCIPAL COMPONENT MATRIX gives the component matrix, which is rotated using the VARIMAX rotation technique, to give the ROTATED COMPONENT MATRIX. Rotation of factors helps in the better interpretation of factors. Because the first factor in the ROTATED COMPONENT MATRIX is heavily loaded with a lack of government support and encouragement, affecting youth entrepreneurial activity, Lack of entrepreneurship training cripples starting a new business; lack of knowledge about the commercial and legal aspects of a business, The risks involved in setting up a business are too high. Government employment has security. Lack of market expertise may fail my business. However, there is a well-functioning infrastructure in place to start a new business in Oman, and the anxiety of failure would pose a significant challenge to starting a business. The factor loading values are 0.791, 0.789, 0.778, 0.763, 0.759, 0.758, 0.751, and 0.716, respectively. The first factor represents the lack of government support and encouragement affecting youth entrepreneurial activity. Lack of

entrepreneurship training cripples starting a new business. Lack of knowledge about the commercial and legal aspects of a business. The risks involved in setting up a business are too high. Government employment has security. Lack of market expertise may fail my business. However, there is a well-functioning infrastructure in place to start a new business in Oman, and the anxiety of failure would pose a significant challenge to starting a business.

The second factor is heavily loaded with: I have good social networks that can be utilised when I decide to be an entrepreneur (0.810), I lack the confidence to start my own business (0.810), and the entrepreneurship course at my college inspires me to develop ideas for a new business (0.809).

The final list of three factors, which collectively account for 65.52% of the variance in the data, is shown below.

Table 6.12: Final Three Factors

Sn	Factor Name	Factor loading Value	Common Name
1	Lack of government support and encouragement affecting youth entrepreneurial activity.	<b>0.791</b>	
	Lack of entrepreneurship training cripples to start of a new business.	<b>0.789</b>	
	Lack of knowledge of the commercial and legal aspects of a business.	0.778	
	The risks involved in setting up a business are too high. Government employment has security.	0.763	
	Lack of market expertise may fail my business.	0.759	
	There is a well-functioning infrastructure in place to start a new business in Oman	0.758	
	The fear of numbers and financial statements prevent me from starting a business.	0.751	
	The anxiety of failure would pose a significant	0.716	

	challenge to start a business.		
2	I have good social networks that can be utilised when I decide to be an entrepreneur.	<b>0.81</b>	
	I lack the confidence to start my own business.	<b>0.81</b>	
	The entrepreneurship course at my college inspires me to develop ideas for a new business.	0.809	
3	Qualified advisors and support through faster licenses office space and permits are made available to start a new business.	<b>0.876</b>	
	I do not have the appropriate technical and practical skills to start my own business.	<b>0.875</b>	
	The fear of numbers and financial statements prevent me from starting a business.	0.081	

Source: Primary Data

## 6.5 Factor Analysis - Demographic and Socio-cultural characteristics

Table 6.13 specifies the KMO-Bartlett's test to check the eligibility of the data. The KMO test for sample adequacy evaluates whether factor analysis should be used on the given data set.

Table 6.13: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.933
Bartlett's Test of Sphericity	Approx. Chi-Square	4858.788
	df	120
	Sig.	.000

Source: Primary Data

Before proceeding to factor analysis, the study first tested the eligibility of the data by checking KMO-Bartlett's test, which is a measure of sampling adequacy. The KMO value is 0.933 > 0.5 (indicates meritorious). Bartlett's Test of Sphericity indicates a measure of the multivariate normality of a set of variables (Sig. value of less than 0.05 indicates multivariate normality and is acceptable for factor analysis).

Table 6.14 shows the total variance of different loadings. The variances of each individual major component are added together to form the total variance.

Table 6.14: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %
1	8.149	50.934	50.934	8.149	50.934	50.934	5.420	33.878	33.878
2	1.720	10.752	61.686	1.720	10.752	61.686	4.449	27.808	61.686
3	.939	5.867	67.554						
4	.744	4.650	72.204						
5	.629	3.930	76.134						
6	.534	3.339	79.473						
7	.498	3.113	82.586						
8	.427	2.669	85.255						
9	.410	2.561	87.816						
10	.371	2.317	90.133						
11	.334	2.085	92.217						
12	.283	1.770	93.988						
13	.267	1.670	95.657						
14	.252	1.573	97.230						
15	.237	1.482	98.712						
16	.206	1.288	100.000						

Extraction Method: Principal Component Analysis.

Source: Primary Data

The above table 6.6 indicated that, total variance out of 16 items, only two are fully loaded.

Table 6.15 records the rotated component matrix<sup>a</sup>. It gives an estimate of the correlations among each of the variables and the anticipated components, and it is the main result of principal component analysis.

Table 6.15: Rotated Component Matrix<sup>a</sup>

	Component	
	1	2

Family Responsibilities: to earn a constant source of money, forcing me for a job.	.805	.195
My parents are positively oriented toward a career as an entrepreneur.	.834	.191
My best friends think I should start a new business.	.758	.284
Entrepreneurs generally achieve a higher position in society.	.809	.202
If I join a government job, my family & friends will respect me.	.816	.193
My teachers think I should pursue a career as an entrepreneur.	.698	.272
My closest family (Uncles, aunts, and cousins) think I should pursue a career as an entrepreneur.	.356	.543
If I start my own business, my family & friends will respect me.	.495	.617
I have sufficient business knowledge that is needed to be an entrepreneur.	.475	.611
Entrepreneurs have a positive image in Oman.	.637	.465
The place I live has sufficient awareness of Entrepreneurship.	.406	.584
I have good social networks that can be utilised when I decide to be an entrepreneur.	.514	.542
The entrepreneurship course at my college inspires me to develop ideas for a new business.	.022	.825
Lack of support regarding business start-up by parents and family.	.111	.799
Social/cultural attitude towards youth entrepreneurship is not respected.	.221	.769
The culture in Oman is highly favourable towards entrepreneurial activity.	.448	.577
<b>Extraction Method:</b> Principal Component Analysis.		
<b>Rotation Method:</b> Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Source: Primary Data



The PRINCIPAL COMPONENT MATRIX gives the component matrix which is rotated using the VARIMAX rotation technique to give the ROTATED COMPONENT MATRIX. The rotation of factors helps in the better interpretation of factors. Since the first factor in the ROTATED COMPONENT MATRIX is heavily loaded, my parents are positively oriented towards a career as entrepreneurs. If I join a government job, my family & friends will respect me. Entrepreneurs generally achieve a higher position in society and family responsibilities: to earn a constant source of money, forcing me to get a job. The factor loading values are 0.834, 0.816, 0.809, and, 0.805 respectively. The first factor represents that my parents are positively oriented towards a career as entrepreneurs. If I join a government job, my family & friends will respect me. Entrepreneurs generally achieve a higher position in society and have family responsibilities such as earning a constant source of money, which forces me to get a job.

The second factor is heavily loaded with the following: the entrepreneurship course at my college inspires me to develop ideas for a new business (0.825), the lack of support regarding business start-up by parents and family (0.799), and the lack of support regarding business start-up by parents and family (0.769). The list of the final 2 factors, which collectively account for 61.68% of the variance in the data, is shown below:

Table 6.16: Final Two Factors

Sn	Factor name	Factor loading value	Common Name
1	My parents are positively oriented toward a career as an entrepreneur.	<b>0.834</b>	
	If I join a government job, my family & friends will respect me.	0.816	
	Entrepreneurs generally achieve a higher position in society.	0.809	
	Family Responsibilities: to earn a constant source of money, forcing me for a job.	0.805	
2	The entrepreneurship course at my college inspires me to develop ideas for a new business.	<b>0.825</b>	

Lack of support regarding business start-up by parents and family.	0.799	
Social/cultural attitude towards youth entrepreneurship is not respected.	0.769	

Source: Primary Data

**CHAPTER VII**

**THE STUDY'S FINDINGS AND THEIR RELATIONSHIP WITH OTHER STUDIES**

<b>Section</b>	<b>Title</b>	<b>Page</b>
7.1	Introduction	309
7.2	Central Objective: To investigate the attitudes and intentions of undergraduate students towards entrepreneurship as a career option.	310
7.3	Objective One: To assess the level of awareness of Omani undergraduate students about the role and support of the government and other formal institutions (structural support), educational institutions (academic support), and socio-cultural institutions (relational support) in promoting entrepreneurship.	312
	7.3.1 To assess the level of awareness of Omani undergraduate students about the role and support of the government in promoting entrepreneurship.	314
	7.3.2 To assess the level of awareness of Omani undergraduate students about the role and support of formal institutions (structural support), educational institutions (academic support), and socio-cultural institutions (relational support) in promoting entrepreneurship.	315
	7.3.2.1 Academic Support	316
	7.3.2.2 Structural Support	317
	7.3.2.3 Relational Support	317
7.4	Objective Two: To evaluate how demographic and socio-cultural characteristics of Omani students influence their attitude towards entrepreneurship development.	319
7.5	Objective Three: To examine the influence personality characteristics of Omani students on their entrepreneurial intentions and attitudes.	321
	7.5.1 Need for Achievement	321
	7.5.2 Instrumental Readiness	324
	7.5.3 Subjective Norms	325
	7.5.4 Locus of Control	326

7.6	Objective Four: To examine the barriers confronting Omani students in their selection of entrepreneurship as a career choice.	326
7.7	Promoting Entrepreneurship in Oman	329
	7.7.1 Government Initiatives	330
	7.7.2 College Initiatives	331
7.8	Summary	332

## **CHAPTER VII**

### **THE STUDY'S FINDINGS AND THEIR RELATIONSHIP WITH OTHER STUDIES**

#### **7.1 INTRODUCTION**

The findings of the study and their relevance to previous research are presented in Chapter 7. The information was presented in accordance with the objectives. The first objective is to investigate undergraduate students' opinions and intentions regarding new company growth in Oman. The second objective is to examine Omani undergraduate students' understanding of the government's role and perceived support for entrepreneurship in Oman. Besides, to examine Omani undergraduate students' understanding of the government's role in supporting entrepreneurship in Oman and Omani undergraduate students' perceptions of support and entrepreneurship. Furthermore, the third objective is to determine how students' demographic and socio-cultural variables impact their attitude towards company growth. The fourth objective is to investigate the influence of entrepreneurial personality traits on entrepreneurial intention and attitude. The need for achievement, instrumental readiness, subjective norms, and locus of control are all factors to consider. The fifth objective is to investigate the obstacles that prevent Omani students from choosing entrepreneurship as a career path, and the sixth goal is to encourage entrepreneurship in Oman.

This chapter summarises the findings and outcomes of the data collection. According to Krishnaswamy & Ranganatham (2011), the discussion of the findings chapter demonstrates how the findings relate to the literature review and research objectives. In addition, this chapter combines existing work and examines Omani students' attitudes and aspirations regarding entrepreneurial development in Oman. Furthermore, Golden-Biddle & Locke (1997) stated that the discussion of findings chapter analyses the research's primary findings and, when appropriate, ties the literature to the research findings.

## **7.2 Central Objective: To investigate the attitudes and intentions of undergraduate students towards entrepreneurship as a career option.**

Students' positive or negative attitudes towards entrepreneurial activity are a result of their beliefs about the characteristics of entrepreneurship. The foundations of an individual's attitude towards entrepreneurship are held beliefs, which are reflections of the individual's sentiments, perceptions, and knowledge regarding the features of entrepreneurship. To put it another way, a successful entrepreneurship strategy cannot be carried out without first identifying the traits associated with entrepreneurship and one's attitude towards them.

The results indicate that respondents have a positive view of entrepreneurship. For example, the highest mean score of 4.49 was recorded for “I am ready to sacrifice my personal comfort to start a new business.” It shows that their attitudes towards entrepreneurship are favourable. Another interesting finding is that these students lack both entrepreneurial training and experience. The theory of planned behaviour (Ajzen, 1991) states that attitudes will influence a person's decision to launch a business. Depending on the respondents' positive and negative sentiments, entrepreneurial intention might be either positive or negative (Ajzen, 1991). However, many respondents claimed they had no business concepts, were unable to clearly express or organise their thoughts into a workable business plan, and had no idea where or how to launch a new business. It has been established that expertise in business-related fields affects entrepreneurial attitudes. This is supported by the majority of studies that looked at personal experience (Paramond, 2004; Ammal & Mathi, 2014; Koh, 1995). Belwal et al. (2015) claim that students in Oman lack knowledge about how to launch a business and are scared of failing. Enhancing the internship programme could aid in advancing expertise in the management and business domains. Colleges and businesses should collaborate to develop this project. The internship programme will familiarise graduates with a real-world business environment and increase their risk-taking propensity.

It has been demonstrated that entrepreneurship programmes have a positive effect on entrepreneurial attitudes. According to Lee et al. (2005), students who completed an entrepreneurship course exhibited stronger start-up intent and more knowledge about new venture development than students who did not. This conclusion is supported by almost all the research on the topic. Additionally, Kolvereid & Moen (1997) found that students who majored in entrepreneurship at a Norwegian business school exhibited stronger entrepreneurial impulses than students who studied other subjects. Furthermore, a graduate programme in entrepreneurship at an Australian institution indicated that 87% of alumni started a business within two years of graduation, according to McMullan & Gillin's (1998) research.

Around 68% of respondents stated that they would like to launch a business "if they had the chance and resources." This demonstrates that respondents have a favourable attitude towards starting a business. However, one of the reasons for the negative attitude towards entrepreneurship has been identified as the absence of social support and low regard for entrepreneurial endeavours among families. As 63% of respondents stated, it sounded appealing to work for the government.

The business experience of a student's family or other relatives has little bearing on how they feel about starting their own business. This is in line with the conclusions of (Ammal & Mathi, 2014; Tkachev & Kolvereid, 1999; Paramond, 2004; Tan, Long & Robinson, 1996). These studies show that students who have personal or family experience in entrepreneurship have no appreciable difference in their attitudes towards a career in entrepreneurship and are also confident in their own abilities to emulate that behaviour and succeed. This study, however, contradicts research by Ibrahim et al. (2017) that makes the opposite claim.

**7.3 Objective One: To assess the level of awareness of Omani undergraduate students about the role and support of the government and other formal institutions**

**(structural support), educational institutions (academic support), and socio-cultural institutions (relational support) in promoting entrepreneurship.**

### **7.3.1 To assess the level of awareness of Omani undergraduate students about the role and support of the government.**

The Omani government has demonstrated a growing interest in the growth and assistance of small and medium-sized enterprises (SMEs) (Oman Law Blog, 2013). As "the future engines for the expansion of Oman's economy," SMEs are to be supported and developed in accordance with His Majesty Sultan Qaboos's instructions. A royal decree establishing the Public Authority for Small and Medium Enterprises, a separate organisation in charge of SME, was issued on May 31, 2013 (Riyada). Oman has started taking several actions to encourage young people to explore entrepreneurship; Riyada offers business owners unique programmes, specifically for young people, like the SANAD and Al Raffd Fund (Curtis, Mallet-Prevost, Colt & Mosle LLP, 2013). Additionally, the Sultanate of Oman's private sector has made a few programmes available to encourage small and medium-sized businesses and entrepreneurship, such as the Youth Projects Development Scheme and the Intilaqa Program (Al Sadi, Belwal, & Al Badi, 2013). This initiative offers a business fund to empower Oman's SMEs with cash and ongoing support. Additionally, commercial banks have started lending money to potential business owners. However, results are not consistent with the above initiatives, as the highest mean score of 4.33 was recorded for "Lack of government support and encouragement affecting youth entrepreneurial activity." It means that the vast majority of respondents are unaware of government assistance programs.

In accordance with a global movement to launch new businesses in the hopes that they will contribute to economic growth and create jobs, Oman is encouraging entrepreneurship. This tendency is based on the realisation that huge enterprises already in operation cannot meet the rising need for employment and that entrepreneurship will address issues with unemployment and economic growth (Davidsson et al., 1995). As part of its 9th Five-Year Development Plan 2016-2020, Tanfeedh—National Oman's



Economic Diversification Plan (Sustainable Oman, 2016) identified manufacturing, tourism, transport and logistics, mining, and fisheries as viable areas for entrepreneurial diversification and growth. Omani nationals are urged to take part and launch businesses in the aforementioned industries. This is in accordance with the results, as 68% of respondents stated that “If I had the opportunity and resources, I would like to start a business.”

Late His Majesty Sultan Qaboos bin Said issued a royal directive for the establishment of the Al Raffd Fund in accordance with Royal Decree No. 6/2013 as the culmination of the forum on the development of SMEs, held from January 21–23, 2013, to enable Omani youth to develop their own enterprises. The Sanad programme, Mawareed Alriezq programme, and Rural Woman programme (Islamic Markets, 2013) are three financial programmes included in the fund that help Omani youth build and grow their own small and medium-sized projects. The fund, which is financially and administratively independent, has RO 70 million in capital. Besides, a financial organisation called Al Raffd Fund was established in 2013 with the goal of fostering the development of entrepreneurs in the Sultanate of Oman. However, according to Omanuna, (2020) their goal is to offer straightforward, high-quality funding for various business needs and to offer the necessary direction and market expertise to assist Oman's youth in turning their ideas into businesses. They make certain that every new idea will have the support, direction, and encouragement it requires to be a prosperous entrepreneurial endeavour.

Al Raffd Fund also recognises the value of starting new businesses as a way to create job possibilities for Omanis, which in turn helps the nation's economy grow on a larger scale and enables people to become strong, capable entrepreneurs. Nevertheless, this is not validated since only 32.6% of respondents said that government funding is made accessible for me to start a new business through the SME Development Fund, Al Rafd Fund, Injaz Oman, Riyada, and Sanad. Additionally, according to Oman Vision Delloitee (2013), 49% of respondents said banks and other financial institutions do not provide funding to new businesses. As a result of the discrepancy between the results and the

government initiatives, there is a greater need to inform potential entrepreneurs about the various government support programmes so they can take advantage of them.

The findings indicated that many respondents lack confidence in their capacity to start a new business because they believe they lack the knowledge and skills required. I lack the necessary technical and practical skills to start my own business (4.32); the fear of failure would be a significant barrier to starting a business (4.30), I lack the confidence to start my own business (4.24); the risks involved in starting a business are too great; government employment provides security (4.19); and I lack knowledge of the commercial and legal aspects of a business (4.12).

The results are in agreement with research by Saleh (2012) in Oman, which found that more than 60% of the respondents said that starting a business in Oman was too hazardous and that there was too much competition. Another striking conclusion is that 60% of respondents were unaware of the existence of government funding for new business ventures in Oman. In addition, 47% of respondents think they are unaware of the options that are available. Nearly 60% of respondents think they don't have the professional training necessary to launch a firm. This study demonstrates that many respondents (students) have very ambiguous attitudes with regard to starting their own business. They are not yet prepared to launch a business and have not determined what they lack or what their needs are.

To promote students' entrepreneurial abilities and to impart and maintain an entrepreneurial vision, educational institutions must play a crucial role. Institutions should build well-thought-out programmes and detailed plans in the area of entrepreneurship, with the scope and importance of the materials prepared in accordance with the precise requirements, prequalification, and relevant experience of the learners. Gailly & Fayolle (2014) examined how education programmes influenced participants' intentions and attitudes about starting their own business. They found that students who received an entrepreneurship education were more likely to launch a company later in

life. Similar to this, a study conducted by Sanchez (2013) found that students' confidence to launch their businesses grew after they received entrepreneurial training and significantly benefited from the entrepreneurship education programme. Additionally, Volery et al. (2012) claimed that entrepreneurial education programmes had an undeniable positive effect on students. Furthermore, Davey et al. (2016) noted that colleges, universities, and higher education establishments play a crucial role in providing specialised support, technical assistance, education, and training regarding entrepreneurship activities to current and future entrepreneurs.

The entrepreneur serves as a role model in the community, creates jobs for others, acts as a stabilising force, and is a major source of funding for the growth of a country's underlying economic system. Besides, the entrepreneur imparts new vitality and fulfils a crucial function in society's development (UNDP, 1989). Therefore, governmental and non-governmental organisations must work together to help entrepreneurial people financially and educationally in order to promote an entrepreneurial spirit in Oman. The measured results, despite training and other efforts, have not been adequate. Many people are hesitant to start new enterprises or grow the ones that already exist. There is an overall reluctance to take risks, which is a prerequisite for economic expansion. Understanding the behavioural traits of Omani entrepreneurs is crucial for reviving the economy through the creation of new businesses and the expansion of existing ones.

The findings show that respondents were less aware of the significant contributions that various institutions have made to fostering entrepreneurship in Oman. Many respondents held the opinion that the needed financial capital was unavailable and that there was minimal government support for business development. Other important players' resultant roles, such as academic institutions, private banks, coaching and mentoring programmes, and other public-private partnership (PPP) models, are not sufficiently acknowledged and embraced. There is therefore a definite need for increased promotional campaigns for entrepreneurial education, mentoring, and training programs,

as well as increased exposure for financial institutions that support entrepreneurs in Oman.

**7.3.2 To assess the level of awareness of Omani undergraduate students about the role and support of formal institutions (structural support), educational institutions (academic support), and socio-cultural institutions (relational support) in promoting entrepreneurship.**

**7.3.2.1 Academic Support**

According to Table 5.30, respondents stated that their college experience and knowledge inspired them to become entrepreneurs (4.35) and that an entrepreneurship course at their college inspired them to develop ideas for a new business (4.10). The findings are consistent with Gerald & Saleh (2011), who said college education is a valuable means of acquiring the knowledge and abilities required for entrepreneurship. Further, the findings are supported by the Negash & Amentie (2013) study, which claims that technical training can be a motivator for people interested in pursuing entrepreneurial careers. However, subsequent studies dispute the results. According to Wegner et al. (2019), university initiatives to foster entrepreneurship might not directly affect students' intentions to pursue it. There is also a dearth of research on the connection between college entrepreneurial support and the development of students' entrepreneurial intentions (Saeed et al., 2015). Furthermore, Kraaijenbrink et al. (2010) stated that the number of students engaging in an entrepreneurial career is still comparatively low, despite the increase in entrepreneurship courses and programs. Finally, Nabila et al. (2016) discovered that educational support was not an important determinant of entrepreneurial intention.

**7.3.2.2 Structural Support**

According to Table 5.30, respondents stated that in Oman, there is a strong infrastructure in place for new businesses to develop (4.12), qualified advisors and support through faster licences, office space, and permits are made available to start businesses (4.08), and government funding is made available to start businesses through the SME

Development Fund, Al Rafd Fund, Injaz Oman, and Riyada (3.99). The findings disagree with studies conducted by Nabila et al. (2016), who concluded that perceived structural support had little bearing on entrepreneurial intention. To the contrary, according to Guerrero et al. (2021), young entrepreneurs need structural support, and every nation should foster an atmosphere that is favourable to entrepreneurship and make major contributions to society in order to foster the growth of new businesses.

### **7.3.2.3 Relational Support**

Table 5.30 shows that if students decide to become entrepreneurs, their friends will assist them in starting a business (4.29); in times of crisis, their family, friends, and colleagues will support them (4.15); and if they decide to become entrepreneurs, their family members will provide them with initial capital (4.02). The findings agree with Denanyoh et al. (2015), who found that family members have the greatest influence on students' entrepreneurial intentions after personal experience. Furthermore, Al-Harassi et al. (2014) stated that social or relational networks have a significant impact on one's entrepreneurial intentions. Furthermore, Turker & Selcuk (2009) stated that students can take up entrepreneurship as a career choice with conviction if they know that their family, friends, and extended family will support them in their entrepreneurial endeavour.

Table 5.20 shows there is no significant relationship between family income, the father's occupation, education, study program, and students' perceived support for entrepreneurship in Oman. As a result, the findings indicate that family income, the father's occupation, education, or academic program do not affect students' perceived support for entrepreneurship. Finally, Table 9 shows that entrepreneurial intention is highly and significantly correlated with perceived support for entrepreneurship. Pearson's correlation of 0.720 and the p-value of  $0.000 < 0.05$  obtained supported this. Numerous researchers back up the idea that there is a link between students' perceived support for entrepreneurship and their desire to pursue an entrepreneurial career (Tahir et al., 2018; Ibrahim et al., 2017; Alexandre & Kharabsheh, 2019). It is logical to conclude that

providing students with the necessary support, such as academic, structural, and relational support, will lead to a favourable intention for entrepreneurship.

Based on the study's findings, undergraduate students in Oman had a fairly high perception of support for entrepreneurship. Further, study findings indicate that government, family, and friend assistance will help students achieve their business ambitions after graduation. In addition, the study found a link between students' entrepreneurial intentions and their perceived entrepreneurial support. It signifies that perceived support influences students' inclinations towards entrepreneurial growth. However, no significant relationship was discovered between some of the demographic factors like family income, the father's profession, education, study programme, and student perspectives on perceived support for entrepreneurship in Oman, indicating that the aforementioned demographic factors have no impact on the student's perceptions of perceived support for entrepreneurship in Oman. According to the findings, higher education institutions should integrate entrepreneurship training with commercialization support. Furthermore, Oman's institutions should analyse their students' intentions to establish their own businesses and their perceptions of support on a regular basis and then share the results with important stakeholders. Educators, public servants, family members, and friends all work together to foster students' entrepreneurial drive, and educational institutions should give students the opportunity to learn by doing by offering them the chance to collaborate with potential business owners, complete internships with start-up companies, or prepare business plans for other potential entrepreneurs.

This research has certain limitations; not all criteria are taken into account in the research, which, like the majority of others in the literature, focuses on perceived support. Despite the fact that various researchers have discovered a significant association between perceived support and entrepreneurial goals, there is still a mismatch between intentions and actual behaviour. As a result, this study is unable to anticipate the number of students who will actually start a business. A later longitudinal study of entrepreneurial objectives may be able to shed more light on this. The current

experiment's results may have limited generalizability. As is frequently the case, this survey included respondents from only a few colleges and was conducted in a single location, Muscat. As a result, future research may include a more diversified sample of people from regions other than Muscat, such as villages and cities around Oman.

#### **7.4 Objective Two: To evaluate how demographic and socio-cultural characteristics of Omani students influence their attitude towards entrepreneurship development.**

It has been discovered that demographic characteristics have an impact on people's entrepreneurial attitudes. Experience is known to have the greatest impact on entrepreneurial interest among demographic characteristics. The results suggest the necessity of offering students practical work experience in addition to their academic curricula. The likelihood that a student will become an entrepreneur will rise as their level of experience increases, which will also raise their level of entrepreneurial intention. Universities and other institutions, along with the government, can also encourage entrepreneurship training programmes while considering the demographic factors of students, i.e., their fathers' professions, gender, levels of experience, and education. Internships are a fantastic way to gain practical work experience and expose students to business challenges. If possible, colleges and universities must place students in start-ups where they can gain more knowledge than in larger organisations where interns are constrained to one department. Moreover, the likelihood that people will engage in entrepreneurial activity is influenced by education level (Crawford et al., 2015; Koskimaki, 2018). People are more inclined to engage in entrepreneurial activities if they receive a high level of education. Because education increases the expected rewards of entrepreneurial activities and enables people to become aware of new company opportunities (Lindquist et al., 2015), it influences people's propensity for entrepreneurship in this way (Kuratko et al., 2015).

According to research on cultural characteristics, there are several different factors that encourage entrepreneurship. In a study by Pruett et al. (2009) on the personality traits of entrepreneurs, a person's capacity for innovation, possession of a locus of control, and

readiness to take a risk are all correlated with individualism and risk aversion. Additionally, Mueller et al. (2007) contend that the cultural context governs the personal characteristics that motivate entrepreneurial behaviour. This demonstrates that an individual's personality as well as their cultural context can have an impact on their start-up.

One of the main goals of any nation is to encourage a culture of entrepreneurship and to develop students' entrepreneurial endeavours. However, until the major issues are properly identified and dealt with, nations cannot accomplish this goal. While believing that entrepreneurs are prepared to launch new businesses with the aid of some financial support and some administrative benefits, policymakers and other institutions are hurriedly measuring entrepreneurship in a society by the number of new businesses, the new jobs created by those companies, and their economic value. Fostering this type of mindset could have serious drawbacks since it might cause people to overlook the latent stages of entrepreneurship that people go through before turning their ideas and intentions into action plans, or the "emerging" entrepreneurship stage (Wagner, 2007). This study emphasises ways to strengthen the entrepreneurial mindset and intent that are fostered in an entrepreneurially supportive socioeconomic environment.

Several studies on entrepreneurial traits have revealed that success in an entrepreneurial venture is likely to be influenced by several inherited and intrinsic factors, as well as people's innate and natural abilities. However, according to this study, to successfully navigate the presumed risks, challenges, and obstacles of entrepreneurship, potential entrepreneurs' entrepreneurial attitudes and skills must be nurtured and sustained over time, i.e., throughout their childhood and adolescence, with the help of society and institutional support.

From the results, it is evident that most respondents (around 73 percent) do not come from business-oriented families. On the other hand, despite coming from business-owning families, the vast majority of respondents did not work in their family businesses.



Therefore, in order for students in Oman to become entrepreneurs, it is crucial to provide them with entrepreneurial knowledge, skills, and experience. Basu & Virik's (2008) argued that entrepreneurship education often encourages students' aspirations to become entrepreneurs. To boost entrepreneurial activities in college, academic institutions are advised to concentrate on adding specialised entrepreneurship courses to the curriculum, hosting entrepreneurship-related events and projects, and creating a supportive environment. This recommendation is supported by the findings of other related research; Turker & Selcuk (2009) concluded that educational and structural support variables have an impact on students' entrepreneurial inclination. To encourage more people to think about starting a business in general and recent graduates in particular, the government should implement the "boosting entrepreneurship" strategy (Lián et al., 2011).

The study by Ediagbonya (2013) validates the findings of this research. The conclusion of Ediagbonya (2013) is that if the knowledge and skills of students are developed and they are motivated, entrepreneurship education can have a positive impact on their attitudes towards entrepreneurship. These findings align with those of a study conducted by Mapfaira & Setibi (2014), who found that over 72% of recipients of entrepreneurship education were willing to become entrepreneurs, own their businesses, and work for themselves. In summary, empirical findings, as seen above, all reveal that entrepreneurship education impacts positively on the attitudes of the recipient (the student) towards becoming entrepreneurial.

### **7.5 Objective Three: To examine the influence of personality characteristics on the entrepreneurial intentions and attitudes of Omani students**

The results implied that the impact of entrepreneurial personality traits on entrepreneurial intention and attitude is summarised in subjective norms (X 3.93), locus of control (X 3.76), instrumental readiness (3.67), and the need for achievement (3.35). The verbal interpretation for all of them in personality characteristics is "agree." However, in other sections, the verbal interpretation was recorded as "Strongly Agree." This indicates that

respondents' personality traits are more on the neutral side. Additionally, the need for achievement received the lowest mean score (3.35). "*A drive to do well, not so much for the sake of social recognition or status, but for the sake of an inner feeling of personal success,*" is how the term "n-achievement" is characterized (Mitchell et al. 2007). The acts of an entrepreneur are driven by this goal-achieving purpose. Individuals with high n-achievement exhibit entrepreneurial behaviour. Therefore, it is preferable to foster individual success to guarantee rapid economic development. In reality, the n-achievement incentive is instilled through child-rearing techniques that emphasise high standards, material comfort, independence, education, and low paternal authority.

In "need for achievement," the highest mean score recorded was "I am good at identifying new business opportunities" (X 4.25). A significant number of individuals want to be independent. They aim to work for themselves and dislike jobs where others are in charge (Llopis et al., 2015). Additionally, people generally start businesses because they want to be independent and masters of their own sphere of influence. They despise working in large groups under supervision from others (Bergmann et al., 2016). A number of individuals also want to work for themselves and think that this is one of their best career possibilities. They also think that being an entrepreneur enables them to achieve their personal objectives, profit more financially, and develop their own ideas (Palalic et al., 2017).

### **7.5.1 Need for Achievement**

McClelland defines the entrepreneur as someone who is preoccupied with the need for achievement (n-achievement) and has identified other crucial characteristics such as affiliation and the need for power. In terms of an entrepreneur's personality, he emphasised the significance of achievement motivation, which entrepreneurs use to achieve economic and social progress.

I am adept at seeing which new business prospects received the highest mean score (X = 4.25) on the Need for Achievement scale. For any entrepreneur, spotting new company

possibilities and market gaps is crucial. The findings are compatible with various authors' previous research. According to McClelland (1965: 7), a person with high nAch is "more confident, loves taking carefully calculated chances, is able to locate new opportunities in the market, actively explores his environment, and is highly interested in concrete measurements of how well he is doing." Furthermore, Scapinello (1989) discovered that people with high nAch accepted failures and losses quickly and learned from them. The author went on to say that high-achieving people are successful in their endeavours.

The respondents concur with the following statement: I consistently work to enhance my performance at work ( $X = 3.76$ ). I'll work hard to launch and manage my own business ( $X = 3.59$ ). The aforementioned statements make it evident that the respondents continually try to improve their job performance. Any entrepreneur must continually work on both their professional and personal growth. Being able to manage challenging situations and ask for extra responsibilities is necessary for business success. They have also stated that they will employ all of their resources to start, run, and develop a new company. There is other research that backs up the findings. Orman (2009), for example, discovered that entrepreneurially inclined students with higher nAch intended to start their own business. Müller (2002) also believes that risk-taking capacity, internal locus of control, and nAch are three characteristics of people with entrepreneurial potential. Furthermore, Rauch and Frese (2007) summarise a relationship between entrepreneurial behaviour and the nAch; the nAch demonstrates that an individual accepts a moderately tough task, accepts accountability for outcomes, and anticipates feedback. Similarly, McLleland (1961) asserts that entrepreneurs achieve more than managers (Rauch & Frese, 2007: 358).

The two statements with the lowest mean scores were "I can overcome the challenges and obstacles to beginning a new business" ( $X = 2.76$ ) and "I do well in challenging activities connected to my academics and my work" ( $X = 2.86$ ). It suggests that the respondents believe they lack the ability to manage difficult duties at both their place of employment and at college. Both colleges and training institutions must invest in

additional training to handle these concerns. The findings are not in agreement with Several studies, including those conducted by Frese (2009), Anabela et al. (2013), Sesen (2013), and Mohanty (2005), indicated that entrepreneurs must be able to solve various challenges and encounter difficulties on a regular basis, and their success is determined by how quickly they address problems. On the other hand, Nathawat et al. (1997) stated that low need for achievement (nAch) was associated with low ambitions, low capacities, an inability to overcome challenges, failure, fewer desires, self-implication, and weak impulses.

### **7.5.2 Instrumental Readiness**

In Instrumental Readiness, the statement "I have solid social networks that can be used when I decide to be an entrepreneur (X 3.97)" had the highest mean score. The respondents think they have access to sufficient social networks that could help them launch a business. The findings correspond with the literature, as Kristiansen and Indarti (2004) stated that social networking opportunities are critical for entrepreneurial journeys and essential to the success of entrepreneurs. Furthermore, several scholars suggest that social networking is a business pillar of strength. Businesses must therefore build strong social connections and personal relationships. Furthermore, Azahari et al. (2013) state that networking is critical for entrepreneurs to gain direct or indirect access to intangible or tangible resources.

I will open my own business within the next two years (X 3.74); I am confident in my abilities, i.e., if I open my own business, I will succeed (X 3.74) were the second and third highest mean scores reported. Respondents are certain they will start a business within two years of graduating, and they have confidence in their ability to succeed. Entrepreneurs, more than anybody else, need conviction if they want to succeed in life. Respondents also trusted in their abilities and believed they could succeed in business. Entrepreneurs must possess self-belief because it enables them to defy expectations and bravely face the unknown. It imparts a sense of assurance and the capacity to act in a world that is continuously changing.

I have access to funds to launch a new business that has received the lowest mean score ( $X = 3.40$ ). One of the most important criteria for starting any business is having access to finance. It can be deduced from this statement that respondents believe they do not have sufficient access to finance to launch a business. The results do not correlate with the findings of numerous authors. Many scholars, including Sahoo & Panda (2019), Singh & Krishna (1994), Azahari et al. (2013), Kristiansen and Indarti (2004), and others, have claimed that access to finance is the most critical component for entrepreneurial development and success. Capital refers to the financial resources accessible for use in any new firm. Access to cash is critical for start-up businesses to thrive. Entrepreneurs who launch a new enterprise typically have a restricted source of funding. They rely on their own funds and loans from family and friends. It is tough to obtain the necessary funds from outside sources at the start of the venture.

### **7.5.3 Subjective Norms**

The item with the highest mean score for subjective norms was my best friends say I should start a new business ( $\bar{X} = 4.44$ ). Young businesspeople, especially recent graduates, value their close friends' support and endorsement while deciding on an entrepreneurial career path. The findings show that respondents' friends had a favourable attitude towards entrepreneurship. Besides, the second highest mean score,  $\bar{X} 4.18$ , indicates that my teachers believe I should pursue a career as an entrepreneur. Young businesspeople require additional support from their teachers, just like their closest friends do. The outcomes showed that their teachers supported them. These findings are in line with Eckhardt's (2009) assertion that subjective norms include the desire to adhere to social pressure from key people in one's life, such as family, friends, teachers, and neighbours, as well as the perception of such pressure. Furthermore, Ravis & Sheeran's (2003) research demonstrates that one's sense of how much their significant others want them to engage in a particular behaviour increases their incentive to follow those people's beliefs.

Finally, my parents have a favourable attitude towards a profession as entrepreneurs ( $X = 3.39$ ); this had the lowest mean score from the respondents and was reported as such. Young entrepreneurs are particularly dependent on their parents; therefore, their support is vital. The findings show that respondents' parents had a cynical outlook towards starting their own businesses. Maulana (2009) stated that subjective norms are a person's opinions about how and what to think about important individuals, and they are motivated to act in accordance with those opinions. To sum up, a significant amount of research has indicated that students' intentions to launch a business or not have been significantly influenced by the subjective norm.

#### **7.5.4 Locus of Control**

When everything goes right, I think it is mostly a question of luck ( $\bar{X} 4.10$ ) was recorded as the second highest mean score in the Locus of Control. It suggests that when things go well, the majority of students think luck plays a big part. This is not a typical entrepreneurial quality because most entrepreneurs believe that their initiatives succeed because they were well planned out and executed effectively. Individual characteristics may have an impact on one's ambition to launch a business, according to prior studies (Koh, 1996; Mueller & Thomas, 2001; Robinson, Stimpson, Huefner, & Hunt, 1991). The authors claim that those who have a strong propensity for taking risks, a tolerance for ambiguity, and an internal locus of control are more likely to launch a new company.

Students also indicated that they have little influence on a company's success or failure ( $\bar{X} 3.55$ ) and that they are likely to give up if they don't succeed at a task ( $\bar{X} 3.89$ ). Both are unrelated to entrepreneurship because they are incompatible with the creation and development of new businesses. The results are not inconsistent with McClelland (1961) & Kirby (2003). As they stated, traits that distinguish entrepreneurs from the general public include a propensity for taking risks, a will to succeed, and a locus of control.

#### **7.6 Objective Four: To examine the barriers confronting Omani students in their selection of entrepreneurship as a career choice.**

The results indicated that a majority of the respondents (around 70%) expected more assistance and support for their endeavours and felt that societal and cultural perspectives on young entrepreneurs were not respected (X 4.39). Additionally, a majority of those who responded believed that since they lack the technical and practical knowledge necessary to launch their own firm, they need more technical and practical skills in order to be entrepreneurs. Furthermore, respondents stated that starting a business would be difficult due to the fear of failure. According to Venkataraman (2000), important obstacles for entrepreneurs include access to human capital, knowledge markets, and constrained access to crucial data. Similarly, Zhang (2011) pointed out that first-time business owners confront a variety of difficulties, such as the need for business skills to manage cash and create items that the market wants. Besides that, Khalfan et al. (2014) state that one of the major hindrances to the development of entrepreneurship in Oman is the lack of the most modern leadership and supervisory skills, the lack of necessary business familiarity, the lack of adequate market knowledge, and the lacklustre executive experience.

Because of their inability to raise the capital required to start a business and provide a steady source of income for their families, 74% of respondents stated that they prefer employment. Additionally, a significant number of those who responded, about 73%, stated they lack the guts to start their own company, and starting a business involves too many dangers, whereas a job with the government provides security. The results are in agreement with Belwal et al. (2015), who conducted a study in Oman that said that anxiety about business failure and a reluctance to take risks were seen as the primary obstacles confronting university students in choosing an entrepreneurial career path. Besides, Smith & Beasley (2011) stated that many students in various studies identify this barrier as, i.e., a lack of starting capital, a requirement for raising capital, and funding complexity. The aforementioned statistics make it very evident that entrepreneurs face great difficulty when attempting to secure funding for their companies. Additionally, the

respondents prefer working for the government since it provides a steady source of income.

63 percent of the respondents acknowledged that their fear of financial statements and exhibits prevented them from launching a business. Additionally, a large percentage of those who participated acknowledged that banks and other financial institutions do not lend money to start-up businesses. Finally, respondents said that a lack of market awareness and entrepreneurship training are obstacles to starting a new firm. The findings are consistent with Zhang's (2011) observation that first-time business owners face numerous obstacles when trying to secure capital for their businesses since many people see them as being inexperienced or risk-takers.

Evidence has demonstrated that business incubation has produced positive outcomes for the emergence and expansion of entrepreneurship in numerous countries (InfoDev, 2007). Business incubators typically offer a wide range of services, including access to shared infrastructure (such as office space, conference rooms, etc.), financial services, business counselling services, and connections to seasoned business professionals. Any attempt to promote entrepreneurship must have the backing of the government and the collaboration of the private sector. To achieve this, educational institutions have a role to play in creating programmes pertinent to the many demands of entrepreneurs, from product creation to investigating export potential. The new business development in Oman will ultimately depend on the contribution made by educational institutions in ensuring a steady supply of graduates with the necessary knowledge and skills.

The study's findings contradict Oman's government's extensive spending and the establishment of numerous institutions intended to support the nation's entrepreneurs. Any nation that wants to prosper must foster an environment that is favourable to businesspeople and consider the difficulties they face. However, in Oman, the majority of issues are related to a lack of capital, knowledge, and skills shortages, and the majority of respondents are not aware of the government's support and programmes. In order to close



the gap, the government should launch a nationwide marketing campaign to emphasise the incentives it is providing and the programmes it has set up for entrepreneurs.

### **7.7 Promoting Entrepreneurship in Oman**

Entrepreneurship is a practice, according to Drucker, who was quoted by Desai in 1992. It is neither a science nor an art. However, the practice's aims and objectives need to be clearly stated and quantifiable. However, Cole et al. (1999) asserted that the environment in the entrepreneurship classroom has a substantial impact on students' creativity, innovation, and inclination towards business. Besides, a research study conducted by Hunter, Bedell, and Mumford (2007) examined how different aspects of the classroom climate (such as support and autonomy) affected measures of creative performance. They discovered that perceptions of the classroom environment had a significant impact on creative performance. Future research should therefore examine how creativity is influenced by the classroom environment (such as teacher-student connections) and how creativity training and the educational environment can be most effectively included in entrepreneurship courses to promote creativity. These observations are supported by the Basu & Virik (2008) investigation; their research showed that entrepreneurship education often encourages students' aspirations to pursue entrepreneurship.

Academic, research, and outreach activities are the three main areas of focus for entrepreneurship offerings in educational institutions. However, many academics contend that entrepreneurship courses are taught and graded using standard classroom techniques and that entrepreneurship research is like that of other management disciplines in several ways (Kabongo & Okpara, 2009). To obtain the greatest benefit, Oman's entrepreneurship education must be delivered somewhat uniquely. A comprehensive overhaul of the delivery system could benefit students and help the nation reach its goal. Similarly, Mentoer & Friedrich (2007) stated that although students develop favourable entrepreneurial attitudes through education, the curricula at higher education institutions foster an environment more conducive to employment than to self-employment. There is

contention that new teaching strategies are required. While knowledge transfer is important, developing competences, skills, and a shift in attitudes are all crucial.

According to Nieuwenhuizen & Groenewald (2008), there is strong evidence suggesting that people who take entrepreneurship courses are more likely to launch their own enterprises than people who take other courses. Training plays a crucial role in the growth of businesses. Additionally, Peterman & Kennedy (2003) noted that there is data showing that entrepreneurs have higher levels of education than non-entrepreneurs. There is enough proof to conclude that business owners have higher levels of education than the general public. Despite the significant link between education and business ownership, it is claimed that formal education discourages innovation and entrepreneurship because it trains students for the corporate world as employees.

Herrington et al. (2009) claim that entrepreneurship education can have an impact on students' self-confidence, knowledge of financial and business concerns, ambition to launch their own business, and willingness to continue their education at colleges and universities. However, Oman's educational establishments ought to prioritise influencing students in areas 1, 2, and 3. According to Isaacs et al. (2007), entrepreneurship training is the formal dissemination of entrepreneurial competencies, which are the ideas, abilities, and awareness that people use when creating and growing their businesses. Because most research demonstrates that government activities or entrepreneurship education are associated with entrepreneurial development, this study would like to recommend the following initiatives:

#### **7.7.1 Government Initiatives**

- Create workshops for aspiring business owners.
- Loans with guaranteed lending are made available to pay for start-up expenditures.

- Encourage banks to actively lend money to start-up businesses; perhaps set targets for banks.
- As the quantity of regulations established by governments might be discouraging for new entrepreneurs, the rules must be loosened so that young entrepreneurs can begin and learn as they go.
- Encourage the collaboration and opportunity-sharing of young entrepreneurs from various communities.
- Encourage young people to volunteer by giving them advice, coaching, and information while also assisting them in acquiring the necessary skills to start their own business.

### **7.7.2 College Initiatives**

- The main driver of entrepreneurial activity is the desire for success, and thus educational programs should be created to motivate students in this way.
- The educational process for entrepreneurship should start with "observation" and progress to "reflection" and then "creating abstract conceptions" before ending with active experimentation.
- First, students must be engaged in group projects, and the group's responsibilities should be to present a specific plan and, more significantly, to show that they have understood the concept around it. Later, they can place their own actual business plan within the context of the literature they have read.
- Colleges should provide students with as much hands-on industry and market experience as they can.
- To inspire students to start their own businesses, colleges should frequently provide workshops or interviews with entrepreneurs.
- Offer students the opportunity to work part-time since they have a higher chance of succeeding in their start-ups.
- Invite alumni who have already launched their companies, since they will connect with students more easily.

- Establish business links and plan events like "Meet the Industry" to draw in students for opportunities and mentoring.
- Invite participation from outside and from companies (banks, SME's, etc.).
- Invite students to comment and offer suggestions as you discuss case studies of successful and unsuccessful businesses across the country and the world.

## 7.8 Summary

Notably, there is no provision for instruction in entrepreneurship for those obtaining degrees in disciplines other than business management. As a result, science and engineering students are not exposed to the knowledge and abilities required to profitably utilise their specialised expertise. But one feature of recent advances in higher education is the proactive adoption of new teaching and curriculum development techniques. Entrepreneurship education is one response to such realities. Many nations, including Oman, have recently seen a considerable transition because of the merger of conventional institutions with technological universities. By making this adjustment, the educational atmosphere is made more conducive, and the skill requirements for students from various disciplines are met.

A pivotal role in facilitating budding entrepreneurs in the start-up phase by providing them temporary spaces ("business incubators") for free within the school, college, or university premises or in the nearby vicinity is one of the critical steps in student entrepreneurship development. Institutions should also provide the initial "seed capital" required for them to get off the ground. Such a facilitating role for an entrepreneurial school/college/university is well supported in the literature.

It is crucial that efforts are made in both education and research to pinpoint entrepreneurship's demands and remove obstacles to its success. It's important to keep raising people's knowledge of information technology. To capture the interest of young people and improve their capacity, educational institutions must provide appealing programmes and courses. To change young people's attitudes towards entrepreneurship

programmes, it is also necessary to revive the entrepreneurial spirit by constructing a business centre where they may gain real-world experience to enhance their entrepreneurial activity. The inclusion of entrepreneurial courses in the school curriculum is strongly encouraged.

**CHAPTER VIII**

**MAJOR FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND  
PROPOSED STRATEGY FOR YOUNG ENTREPRENEUR DEVELOPMENT IN  
OMAN**

<b>Section</b>	<b>Title</b>	<b>Page</b>
8.1	Introduction	335
8.2	Summary of Major Findings	335
8.3	Conclusion	338
8.4	Recommendations	340
8.5	To develop a Model that help stakeholders in strategizing entrepreneurial development among the students in Oman.	343
	8.5.1 Proposed Strategy 1: My Hometown and Me.	346
	8.5.2 Proposed Strategy 2: Internships for All.	349
	8.5.3 Proposed Strategy 3: Part-Time Work Opportunities.	350
	8.5.4 Proposed Strategy 4: Enterprise Week.	351
	8.5.5 Proposed Strategy 5: Develop Omani Business Case Studies.	352
	8.5.6 Proposed Strategy 6: Site Visits to Financing and Supporting Institutions.	353
	8.5.7 Proposed Strategy 7: Mini Projects.	354
	8.5.8 Proposed Strategy 8: You Follow Me & I Follow You	355
	8.5.9 Proposed Strategy 9: Students as Consultants.	356
	8.5.10 Proposed Strategy 10: Student Company.	357
	8.5.11 Proposed Strategy 11: SME for Touristers.	358
	8.5.12 Other Proposed Strategies	359
8.6	Advise for prospective to young entrepreneurs	359
8.7	Suggestions for future research	360
	8.7.1 Further research can be based on the topics listed	362
	<i>Appendices</i>	363
	<i>Appendix 1 – Survey - Questionnaire</i>	364
	<i>Appendix 2 – Research Ethics Approval Form</i>	377
	<i>Appendix 3 – Additional Results</i>	385
	List of References	407

## **CHAPTER VIII**

### **MAJOR FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND PROPOSED STRATEGY FOR YOUNG ENTREPRENEUR DEVELOPMENT IN OMAN**

#### **8.1 INTRODUCTION**

The last chapter, Chapter 8, discusses the study's conclusion, main findings, and recommendations to various stakeholders. This chapter also examines the proposed strategies for the growth of young entrepreneurs in Oman, as well as future research suggestions and, lastly, the study's limitations. The presentation of the conclusions derived from the results and analysis in this chapter marks the completion of this study. Through a thorough assessment of the literature and data analysis contained within the study, a study on the attitudes and intentions of Omani students towards the growth of the entrepreneurial sector in Oman has been conducted. This chapter addresses the findings and conclusions in light of the study's goal. Additionally, suggestions based on the findings that had been drawn from the data were made.

Examining many pertinent issues allowed for an assessment of attitudes towards entrepreneurship. The respondents' ability to recognise and comprehend entrepreneurial opportunities, the entrepreneurial climate at colleges, and, finally, the Omani entrepreneurial environment were all discussed. Additionally, the empirical investigation assisted in the formation of findings and suggestions for student entrepreneurship growth generally in Oman as well as in colleges and universities. A critical assessment of the study's accomplishment of the research objectives came next. Future research ideas were also provided.

#### **8.2 Summary of Major Findings**

The study's main findings are summarised here. The highest mean score in student attitudes towards entrepreneurship is "*I am willing to sacrifice my own comfort to start a new business*" (4.49) (91%). Besides, the highest mean score in students' entrepreneurial

intentions is *"the only way to generate huge money is to become an entrepreneur"* (4.06) (74%). Moreover, the highest mean score in perceived support for entrepreneurship *"is for the area where I reside having sufficient knowledge of Entrepreneurship"* (4.51) (90%). In terms of students' understanding of the government's role in encouraging entrepreneurship in Oman, *"the lack of government support and encouragement affecting youth entrepreneurship"* (4.33) (87%).

The highest score in demographic and socio-cultural variables that impact student attitudes towards company growth is *"entrepreneurship is well-known in the area where I live"* (4.51) (90%). Furthermore, the highest mean score for barriers to youth entrepreneurship is *the social and cultural attitude towards youth entrepreneurship is not recognised* (4.39) (88%). Furthermore, the highest mean score in terms of need for achievement is for *"I am good at spotting new business prospects"* (4.25) (85%). Instrumental readiness: *"I have good social networks that can be used when I decide to be an entrepreneur"* (3.97) (72%), had the highest mean score. Subjective norms: *my best friends' judgement that I should start a new business* has the highest mean score (4.44) (90%). Finally, in terms of locus of control, the greatest mean score is *when I travel and take different routes* (4.15) (79%).

The research opted to test five hypotheses, and the findings are shown below. H1: There is no statistically significant relationship between fathers' employment and children's views towards entrepreneurship; the null hypothesis is accepted. H2: There is no substantial relationship between education and students' knowledge of the function of the government; the null hypothesis is accepted. H3: There is no substantial relationship between the study's programme and participants' thoughts on entrepreneurial purpose; the null hypothesis is accepted. H4: There is no substantial relationship between family income and subjective norms; the null hypothesis is rejected. Finally, H5: There is no significant relationship between the study's programme and their thoughts on the government's role in supporting entrepreneurship; the null hypothesis is accepted.



According to the findings for correlation and regression, attitudes towards entrepreneurship are favourably and significantly correlated with entrepreneurial intention, perceived support for entrepreneurship, and barriers to young entrepreneurship. Furthermore, it is clear from the data that the need for achievement in entrepreneurial intention and attitude is positively and strongly connected with instrumental preparedness, subjective standards, and locus of control. Additionally, an R-value of 0.783 indicates that the dependent variable (entrepreneurial attitudes) has a positive association with the other factors (entrepreneurial intention, perceived support for entrepreneurship, and barriers to youth entrepreneurship). Furthermore, the R-value of 0.707 indicates that the dependent variable (desire for accomplishment) is positively related to the independent factors (instrumental readiness and subjective norms).

The major results of factor analysis are attitudes, intentions, perceived support, and barriers to entrepreneurship. There are nine factors that are heavily loaded: the only way to make big money is to become an entrepreneur (0.796), a lack of entrepreneurship training cripples the start of a new business (0.858), a lack of government support and encouragement affects youth entrepreneurial activity (0.837), I want to start a business to have more flexibility in my personal and professional life (0.8), I have to struggle to raise the necessary capital to start a business (0.855), and family responsibilities: to earn a constant source of money, forcing me for a job (0.845), lack of knowledge of the commercial and legal aspects of a business (0.744), entrepreneurs have a positive image in Oman (0.609) and finally social/cultural attitude towards youth entrepreneurship is not respected (0.566).

A factor analysis was conducted to identify personality traits that impact student attitudes and intentions towards entrepreneurship. The following are the five most important considerations: I am confident in my abilities, which means that if I start my own business, I will succeed (0.816); if I do not succeed in a task, I tend to give up (0.804); my teachers believe that I should pursue a career as an entrepreneur (0.775); I perform well in challenging tasks related to my studies and work (0.666); and I will make every

effort to start and run my own business (0.799). Furthermore, the factor analysis showed students' understanding of the role of the government in supporting entrepreneurship in Oman. Lack of government support and encouragement affecting youth entrepreneurial activity (0.791); I have good social networks that can be used when I decide to be an entrepreneur (0.81); qualified advisors and support through faster licences, office space, and permits are made available to start a new business (0.81). Finally, the demographic and socio-cultural factors are included. Two factors weighed highly on the scale: my parents' encouraging attitude towards a career as an entrepreneur (0.834), and my college's entrepreneurship course motivates me to explore ideas for a new firm (0.825).

### **8.3 Conclusion**

Because each theory has examined the entrepreneur and entrepreneurship through a unique lens, as was already mentioned, they can only offer a constrained perspective on the entrepreneurial phenomenon. No point of view is more or less valid than another; in fact, the numerous elements that contribute to the creation of entrepreneurship are complementary rather than additive. They are interconnected, dependent on one another, and frequently supportive.

The conclusion is that entrepreneurship is the result of complex and unique interactions between socioeconomic, psychological, and other elements. A realistic viewpoint would combine them. Each of the inter-disciplinary entrepreneurship ideas that have been addressed is influenced by a wide range of factors. Whether a person becomes an entrepreneur or not is mostly determined by the integration of one's desire, ambition, passion, achievement, motivation, commitment, integrity, fervour, honesty, sincerity, ability, and hard work.

The entrepreneur serves as a role model in the community, creates jobs for others, acts as a source of stability, and is a major source of funding for the growth of a country's underlying economic system. The entrepreneur brings fresh energy and plays a critical

role in the advancement of society. However, many respondents believed they lacked new business ideas in order to sustain business growth and support personal growth by creating business ideas for enterprise growth. To counter this, the government should significantly expand business incubators and help students develop their own business ideas. In addition, business incubators could provide students with the networking opportunities, training in entrepreneurship, locations, and other essential assistance they need to feel confident and take the risk of developing a new start-up. Working for oneself and having entrepreneurial aspirations are needed for business and personal growth. However, one of the main types of support that young entrepreneurs want is financial assistance, and most of them believe that their lack of funding prevented them from starting their business.

To meet the expanding demands of the sector, there is a request for Oman's educational institutions to strengthen their entrepreneurship training programmes. It is crucial to increase students' understanding of how to launch a new company, how to evaluate enterprise risk, and how to create risk-reduction plans. Entrepreneurial education and training should emphasise perceived viability to inspire interest in starting your own business. It is important to create mandatory entrepreneurship programmes at all educational levels, from schools to colleges to universities. Additionally, these programmes ought to promote students' self-worth, entrepreneurial inclinations, and risk-taking propensities. Additionally, strong ties to business can be advantageous for both institutions of higher learning and act as a feedback mechanism for graduates' suitability for the growth of entrepreneurship. Moreover, educational institutions and government and non-government organisations in Oman should work together to advance a favourable perception of entrepreneurship and encourage students to choose an entrepreneurial career path.

In all their initiatives, policymakers should stress the advantages of self-employment and foster an environment that will support thriving firms. For young Omani people, self-employment should be regarded as a viable choice. A definite step in the right direction

is having access to financing in the form of interest-free loans for a set period or low-interest loans. However, the failure of new businesses can be attributed to inadequate training in terms of business skills and how to reduce business risks for potential entrepreneurs. Any nation with the capacity to have a substantial economic effect must embrace the crucial and essential concept of entrepreneurship. Therefore, it would be advantageous for Oman's students to receive training in entrepreneurship by holding conferences, workshops, events, and exhibitions across the nation to introduce the subject to the younger generation and develop more programmes that encourage active participation in an entrepreneurial environment.

Over time, attitudes develop and are gradually taught. The process of learning attitudes starts in childhood and lasts the rest of one's life; initially, a child's attitudes are greatly influenced by family members. Eventually, classmates and teachers will replace family members in their ability to shape students' perspectives. It is critical for a society to cultivate an optimistic attitude toward entrepreneurship. There are many ways to create awareness. One such method is the organisation of numerous events, talks, and workshops relating to entrepreneurship by schools and community centres. Successful entrepreneurs must be invited to educational institutions to interact with students and build rapport.

#### **8.4 Recommendations**

- We frequently only highlight entrepreneurs' triumphs and the benefits of entrepreneurship. Failures and the causes behind them are rarely discussed. Now is the ideal time for Oman's schools, colleges, universities, and other training institutions to make explicit the challenges, obstacles, and complexity of starting a new business, as well as potential solutions. These techniques can boost students' self-esteem and encourage them to pursue entrepreneurship as a career.
- Courses on entrepreneurship must be taught differently from other courses. While a full apprenticeship or lab course might not be feasible, institutions should aim to

offer a course that incorporates a variety of procedures and approaches. Tutors who oversee entrepreneurship-related courses should receive specialised training to improve their teaching methods.

- We cannot compel students to start their own businesses. However, by illustrating the different opportunities for being an entrepreneur, we may inspire and motivate students.
- We must acknowledge the disorderliness of the entrepreneurial process, so we must provide the students with a toolkit they can use whenever they decide to launch a new business. This tool kit aids students in comprehending, developing, and applying the abilities and methods required for successful entrepreneurship (Neck and Greene, 2011; Process Approach by Venkataraman, 1997). It is advised that the government provide a flowchart of tasks for students to comprehend how to launch a profitable firm while also providing them with some legal advice.
- Many countries across the world, including Oman, are concerned about creating jobs for their citizens. However, according to this report, Oman should instead focus on establishing "more chances for entrepreneurs," and the most likely businesspeople are students. As a result, it is critical to arouse and increase students' enthusiasm for pursuing an entrepreneurial career. To achieve this, the Omani government should conduct more studies to establish how college students feel about the viability and attractiveness of new firms.
- It is advised that academic institutions make the effort to support students in producing business ideas, from product development to looking for trade prospects abroad, as most students struggle to find a workable business idea and enhance their business acumen so that they can learn to take chances and become entrepreneurs.
- Entrepreneurship is gaining momentum in Oman with tremendous excitement across all genders, thanks to the government's efforts to preserve a dynamic

environment. However, the report recommends that the government establish a financial organisation to support student-generated creative business concepts.

- To improve entrepreneurship education, entrepreneurial courses should be implemented as early as feasible, potentially in schools. Business incubators must collaborate with educational institutions to help students gain the essential entrepreneurial knowledge and skills. This can reduce the unemployment rate for recent graduates while also boosting the nation's growth and competitiveness.
- All educational institutions should establish "Entrepreneurship Cells" (EC). The government, other relevant authorities, and stakeholders must fund the EC's and review their progress if they are committed to developing and promoting the entrepreneurial culture and attitude among the youth segments of Oman society.
- The Ministry of Education (MoE) & Ministry of Higher Education and Research (MoHER) should offer regular seminars, workshops, and exhibitions on starting businesses and entrepreneurship for elementary, middle, and high school students. These programmes can promote innovation, self-assurance, a spirit of entrepreneurship, and readiness for the future.
- The government should also create programmes for dropouts from educational institutions to help those who want to launch their own business or those who want to begin considering this choice.
- To create an entrepreneurial culture in Oman, the government should encourage organisations to help young entrepreneurs as part of their CSR. To do this, whoever follows them should be rewarded and given compensation and tax breaks.
- Based on the results, many students are hesitant to start new enterprises because they are reluctant to take risks, which is a prerequisite for economic expansion. To encourage young people to launch enterprises in their communities, Oman TV should develop television programmes showcasing successful entrepreneurs, exploring feasible small business ideas, and placing more emphasis on home businesses.

- Because many respondents reported difficulty finding business prospects, it is critical to develop a dynamic entrepreneurial environment to attract young entrepreneurs. One of the key reasons stated was respondents' lack of market awareness; therefore, exposing them to the business world and its many issues should be a high priority.
- Potential student entrepreneurs, i.e., studentpreneurs, should be identified at schools, colleges, and universities and linked with a mentor who can help them refine their company concepts and give a small seed grant or start-up money to encourage entrepreneurship.

### **8.5 To develop a Model that help stakeholders in strategising entrepreneurial development among the students in Oman**

It is a well-known fact that entrepreneurship plays a significant role in economic growth. An entrepreneur takes risks and operates in an unpredictable environment. However, economists made no attempts to develop a comprehensive theory of entrepreneurship. Today, secondary and primary levels of education in most western nations already offer entrepreneurship programmes, which have drawn the attention of numerous scholars. They contend that offering entrepreneurship education to students in the lower grades will improve their character traits, heighten their awareness of business opportunities, and help them acquire the abilities to launch their own businesses. Numerous academics believe that the preschool years are a crucial time for children to begin an entrepreneurship programme since this is when their cognitive and personality development, both of which are crucial for entrepreneurial development, occur. Dropouts and unschooled youngsters can receive training from several government and non-government organisations that are dedicated to the growth of entrepreneurship. Economic progress, especially in emerging nations, depends on timely discussions and an emphasis on entrepreneurship programmes for young people facing financial

difficulties. Any nation's youth are acknowledged, projected, and desired to be its economic leaders in the future.

If economic prosperity is to be attained, young people's entrepreneurial growth must be encouraged. According to Reynolds et al. (2000), people between the ages of twenty and thirty created and ran most businesses. This indicates that youth entrepreneurship programmes set them up for early entrepreneurial activity. This indisputably demonstrates that youth entrepreneurship programmes have produced successful entrepreneurs whose contributions have been recognised and valued. Numerous publications, magazines, and television shows have recognised and prominently featured them.

The importance of youth participation in the economic battle cannot be overstated. It would be necessary to prepare them for success and usefulness in society, as well as to make society entrepreneurial, in order to develop in them the spirit and drive of entrepreneurship. Earning a living does not entail transforming society into an entrepreneurial one, contrary to the conventional strategy of focusing development on adults, particularly the unemployed. Despite the little economic impact of their contributions, society cannot be more significantly impacted by them. Therefore, if economic prosperity is to be attained, young people's growth is key.

According to Berchard & Toulouse (1998), "entrepreneurship development programmes" are commonly defined as "a collection of formalised teachings that inform, train, and educate anyone interested in participating in socio-economic development through a project to promote entrepreneurship awareness, business creation, and small business development, or to train the trainers." There are various perspectives regarding how to categorise entrepreneurial education (see Table 8.1). The methods used to deliver the programmes vary depending on the goals of entrepreneurship education. According to Hytti & O'Gorman (2004), spreading knowledge about entrepreneurship among students



at all levels of education (primary, secondary, and higher) as well as the general public can be accomplished by using media campaigns, seminars, workshops, and lectures.

The objective of providing practical skills for entrepreneurs is fulfilled by providing information through education and training interventions. In the empirical study by Souitaris et al. (2007), the entrepreneurial programme is viewed as a concept broader than a straightforward course, so long as it contains a portfolio of complementary activities. According to the authors, effective programmes should have four parts: (1) a "taught" component with one or more modules; (2) a "business-planning" component, which can include advice on developing a specific business idea and business plan competitions; (3) an "interaction with practise" component, which can include talks from practitioners and networking events; and (4) a "university support" component, which can include market research resources and space for young entrepreneurs to work.

Table 8.1 shows the entrepreneurship programmes and their goals proposed by various researchers.

Table 8.1: Entrepreneurship Programmes and their Goals

<b><i>Author</i></b>	<b><i>Goals</i></b>	<b><i>Classification</i></b>
Jamieson (1984)	Raise awareness.	Education about enterprise
	Develop useful abilities to launch a business.	Education for enterprise
	Develop your talents for future business growth.	Education in enterprise
Curran and Stanworth (1989)	Obtain practical experience for working on your own.	Entrepreneurial education
	assist in launching a company with a novel product or service.	Education for small business ownership and self-employment
	Updating or improving your abilities.	Continuing small business education
	Raise awareness.	Small business awareness education
Laukkonen (2000)	Create theoretical understanding.	Education about entrepreneurship
	Encourage and promote entrepreneurship.	Education for entrepreneurship

Sources: Berchard & Toulouse (1998)

According to Bandura (1986), two significant forms of self-efficacy are enactive mastery (learning by doing) and vicarious learning (learning occurring through observing the behaviour of others). By offering programmes that involve students in various activities known to promote self-efficacy and by inviting guest entrepreneurs as speakers who can serve as successful role models for students, contextual factors, especially the university environment, may offer opportunities for vicarious experience or active mastery. In summary, it is anticipated that students will feel more assured and upbeat about their ability to launch and run a new business when they see their environment as supportive and as providing resources and support systems for doing so.

#### **8.5.1 Proposed Strategy 1: “My Hometown and Me”.**

Young children should be taught about their local market, the different types of businesses that operate there, the raw materials that are available there, the customs and practices of different businesses, the economic situation of a country, its main imports and exports, its main consumers and their demographics, the country's business laws and regulations, and finally, the difficulties and opportunities faced by new businesses. Additionally, it is wise for educational institutions to schedule outings and spend time at nearby souks, malls, or business centres so that the students can learn about various businesses. Young individuals will be discouraged from beginning their own businesses if they are not exposed to the aforementioned factors since they will be unsure of what to do and it can take months or years to come up with new business ideas.

Understanding local business is crucial for young people because it helps them become informed customers, informed citizens, and better prepared to engage in the local economy. This information may also help young people prepare to become entrepreneurs or employees in the future, as well as comprehend how companies and local governments interact, which can have an influence on their everyday lives. Young people can make better judgements about how to spend their money, how to get active in their community,

and how to prepare for their own futures if they grasp the dynamics of their local business community.

Exhibit 8.1 shows a Model that was developed by the researcher to help stakeholders strategize entrepreneurial development among the students in Oman.



Exhibit 8.1: A Model that helps stakeholders in strategizing entrepreneurial development among the students in Oman.

Source: Author

### **8.5.2 Proposed Strategy 2: "Internships for All"**

To begin with, all students, regardless of their programmes, must do an internship. Currently, students from practical courses like hospitality, engineering, and medicine are engaged in internships, but this study proposes that it should be for all students. Students who participate in internships gain the necessary work experience, develop their skills, and have access to a variety of jobs and departments. Consequently, Internships are beneficial for all students, not just those enrolled in practical courses, because they provide hands-on, real-world experience in a chosen field of interest. This can help students gain valuable skills and knowledge, such as teamwork, communication, problem-solving, and time management, which are all highly sought after by employers.

It can inspire innovative thinking and ground-breaking solutions and finally give them the self-assurance they need to seek a long-term career or start their own business. Besides, Internships also provide students with the opportunity to network with professionals in their field, which can lead to future job opportunities or valuable connections for their future careers. Additionally, internships give students a chance to try out different careers and industries, helping them determine what they like and do not like and make more informed decisions about their future paths. All academic institutions, including schools, should focus on internships, as they provide students with hands-on experience that will enhance their classroom experience, expose them to real-world business scenarios, and ultimately prepare them to set up their own business.

Overall, internships are a valuable investment in a student's personal and professional growth, and regardless of their major or career aspirations, internships should be offered to all students.

### **8.5.3 Proposed Strategy 3: "Part-Time Work Opportunities."**

Oman currently has no part-time job culture. People either work full-time or don't. There are few exceptions for citizens who can select a part-time job; nevertheless, this practice

is not commonly recognized. The Ministry of Labour should provide part-time employment opportunities for both citizens and the expatriate community, as well as encourage individuals to choose them, not just students. Unlike in European countries, in Oman, the tuition fees for schools and universities are largely paid by the government and, in some situations, by the parents. As a result, students rarely take on part-time jobs. However, this study advocates for the introduction of a part-time employment culture in Oman since it may give young people much-needed job experiences and exposure, enhance their confidence, and develop their independence, which is required to be entrepreneurs.

Part-time job experience is vital for students because it allows them to learn valuable skills and gain experience that will help them in their future employment. Besides, part-time employment can assist students in developing time management skills, responsibility, and a strong work ethic, all of which are attractive attributes for future employers, and it can also help students become entrepreneurs. Further, it also provides students with the opportunity to improve their resumes and obtain practical experience in their subject of interest, which may help them stand out when applying for internships or full-time jobs. Working part-time can also provide students with vital networking opportunities as well as the opportunity to earn money and achieve financial independence.

The Ministry of Labour should actively gather information about available jobs from various public and private organisations and post the information online. Following their announcement, academic institutions let students know about those openings and encouraged them to apply. Furthermore, educational institutions must identify and offer a few part-time jobs on campus to students, such as in the library, canteen, reception, and other areas. One of the reasons young people are afraid to start their own businesses is a lack of business experience. Part-time work will give you valuable experience. Furthermore, educational institutions must be welcoming to students who work. Overall, part-time job experience may help students better prepare for their future professions by

providing them with useful life experiences that can improve their personal and professional growth and help them become future entrepreneurs.

#### **8.5.4 Proposed Strategy 4: "Enterprise Week."**

All academic institutions need to organise an Enterprise Week. This week, regular classes must not be held, and a number of business-related events should be scheduled. Students' knowledge of the business environment, financial sources, and support mechanisms should increase as a result of these activities. Local business owners and alumni who have achieved success in business should be invited during this week so that students can immediately connect with them and gain invaluable knowledge and confidence. Workshops and seminars that provide students with a comprehensive understanding of the opportunities and challenges of entrepreneurship should be conducted.

*Present successful young entrepreneurs:* Seeing other youngsters who have created their own enterprises successfully may be quite encouraging and inspiring. Young entrepreneurs can have a big influence on undergraduates because they have similar perspectives and come from the same society. *Encourage risk-taking and experimentation:* In order to thrive as entrepreneurs, young people must be comfortable taking chances and trying new things. Encourage them to try new things and not be afraid of failing. This can be accomplished through events, social media, or guest speaker appearances.

Competitions for young entrepreneurs at the local, national, the GCC and international levels should be fostered. A blueprint for inspiring and nominating students for these competitions should be developed and distributed to all schools, colleges, universities, and other training institutions. The initiative should be funded, and tutors involved should undergo training on how to prepare students to compete and succeed. The following activities are recommended to help students succeed in starting new businesses.

Students may learn about the process of launching a business, from idea creation to marketing and product development, by participating in Enterprise Week events. They can also network with established entrepreneurs, investors, and mentors who can offer vital advice and direction. Furthermore, these events generally provide students with the opportunity to present their own business ideas, receive feedback, and receive assistance in turning their ideas into reality. This can assist students in developing critical thinking, creativity, and leadership abilities, all of which are necessary for success in any career. Overall, Enterprise Week events may provide students with significant hands-on experience as well as the skills and information required to flourish as entrepreneurs and innovators.

#### **8.5.5 Proposed Strategy 5: “Develop Omani Business Case Studies”.**

Currently, there are very few business case studies pertaining to the Sultanate of Oman. As a result, this study advises that educational institutions, in collaboration with industry practitioners and other stakeholders, create business case studies that are widely available to students. All educational institutions in Oman should evaluate students using Omani business case studies, i.e., problems and challenges faced by businesses in Oman. For instance, in a marketing strategy module, students might work on a marketing plan for a small business in collaboration with the business owner rather than on an assignment based on a hypothetical company. In this scenario, the owner of the business stands to gain from a new marketing plan, and the student gets to learn practically how to create marketing plans for new businesses.

Local business case studies are essential for prospective young entrepreneurs because they give them a greater grasp of the local business scene, cultural practices, industry trends, and competitive analysis. This expertise can assist them in identifying new possibilities and avoiding common mistakes that may emerge while launching a firm. Insights into best practices, business models, and tactics that have proven beneficial in their local market may be gained through analysing successful local enterprises. This data



may be utilised to help them develop their own company plans and give them a road map to success. Furthermore, researching local businesses may help aspiring entrepreneurs grasp the local regulatory structure, relevant laws, and competitive landscape, all of which are key aspects that can affect the success of their own initiatives. Overall, local business case studies are an important phase in the entrepreneurial path because they equip young entrepreneurs with the information and understanding they need to flourish in their local market.

#### **8.5.6 Proposed Strategy 6: “Site Visits to Financing and Supporting Institutions”.**

According to the study's findings, undergraduate students know very little about how the government and other supporting organisations assist young people in starting their own businesses. However, the government is doing a lot to help them, yet the undergrads are unaware of it. As a result, this study recommends "on-site visits to financial and support institutions" as the most effective strategy for reducing the gap. Based on the findings, young entrepreneurs frequently struggle to get the finance and other resources needed to launch a firm. Furthermore, understanding where to seek finance and help for their firm is one of their toughest obstacles.

As a result, it is vital to plan site visits for both public and private organisations that support new businesses. Because this technique is not producing any outcomes, simply sharing information about financing sources may not be sufficient. Simply providing information about financing providers may not be sufficient for potential young entrepreneurs because this method is not producing any results. However, when students meet and interact with funding providers, they gain confidence that if they require assistance, they can contact them directly and receive it. Workshops and interactive meetings with funding providers can have a positive impact as students face their realities and gain confidence. Access to capital, office space, and other resources can help young people interested in entrepreneurship overcome barriers to entry.

Site visits are beneficial to aspiring entrepreneurs because they give them hands-on, experiential learning opportunities that may help them gain a better grasp of various support systems, models, and entrepreneurial ecosystems. Site visits allow aspiring entrepreneurs to study and learn from successful businesses in a number of industries, both large and small, which may give significant insights into best practices, trends, and consumer behaviour. These visits also provide networking opportunities with investors, business lenders, partners, banks, and trainers, which can lead to invaluable contacts and mentorship possibilities. Site visits may also assist potential entrepreneurs in developing critical skills like communication, cooperation, and problem-solving, as well as providing a greater knowledge of the challenges and benefits of business.

Overall, site visits are a good opportunity to widen a potential entrepreneur's horizons, get practical experience, make useful relationships in the entrepreneurial community, and, most significantly, secure feasible financial backing and, in some cases, guarantees for marketing one's products and services.

#### **8.5.7 Proposed Strategy 7: “Mini Projects”.**

Academic success is dependent on entrepreneurial skills such as teamwork and creative problem solving. This does not imply that all students must launch their own businesses. Self-efficacy, achievement orientation, an inclination to take risks, and problem-solving abilities all rise as a result of exposure to entrepreneurial skills. Working on a real, interesting, and challenging problem or issue allows students to develop knowledge and abilities through project-based learning. When a start-up is established, it is typically required to begin tackling a challenge or issue. Project-based learning's main objective is to provide students with the skills to identify problems in the real world and come up with sensible solutions for them while they are still in high school or college.

#### **Creative Ideas for Mini Projects:**

- *Social media consultancy*
- *Product/Service campaigns*

- *Food truck business*
- *Lunch leftover packages*
- *Jewellery design*
- *Apps development*
- *Artistry*
- *Young Tour guides*
- *Art & Craft stalls near forts & castles*

Mini projects can help students become future entrepreneurs in a variety of ways. Students can receive hands-on experience in creating and implementing business ideas, overcoming challenges, and making decisions through working on mini projects. Besides, they can gain vital entrepreneurial skills such as critical thinking, creativity, project management, teamwork, and communication. Mini projects can help students network with classmates, mentors, and industry professionals, which can be useful for future entrepreneurial attempts. Further, they might gain confidence in their skills to establish and maintain a business by successfully completing mini projects. Furthermore, mini projects can expose students to real-world issues faced by entrepreneurs, helping them to acquire problem-solving abilities and a greater grasp of the business world. Finally, students can experiment with several business models by working on different mini-projects and determining which ones correspond with their interests and abilities.

#### **8.5.8 Proposed Strategy 8: “You Follow Me & I Will Follow You”.**

There is growing interest in finding out how social networks affect young people's lives. Studies show that social media is the preferred information delivery tool for the younger generation. Additionally, studies confirmed that youth spend a lot of their time on social media and believe much of the information they get there. Using this information as a guide, it is advised that Oman's stakeholders use social media platforms to disseminate crucial information, including access to resources, knowledge, and guidance on how to start businesses. Trend jacking is the act of participating in popular memes, hashtags, events, or concerns. This study suggests that the government, educational institutions, and other stakeholders involved in the development of entrepreneurship in Oman use trend-

jacking to engage students and potential young entrepreneurs in novel ways, stimulate their interest, and sustain their entrepreneurial intentions.

Using social media sites like Facebook, Twitter, and Instagram to highlight successful entrepreneurs and their businesses may be a great source of motivation for prospective company owners. Furthermore, governments and educational institutions may use social media to promote and offer online entrepreneurship and business workshops and webinars. Similarly, governments and educational institutions may create a space for budding entrepreneurs to interact, network, and learn from one another by forming groups and communities on social media platforms. Additionally, governments and educational institutions may utilise social media to provide aspiring company owners with vital tools and information, such as financing options, business plan templates, and market research data. Because social media is a two-way communication medium, governments and educational institutions may proactively answer aspiring entrepreneurs' queries, provide feedback, and offer support in their entrepreneurial journeys by connecting with them through social media.

#### **8.5.9 Proposed Strategy 9: “Students as Consultants”**

One of the major reasons for business failure is a lack of a viable business plan. This is more common in small firms, particularly those in rural regions. Entrepreneurs might reduce risks by outsourcing their business plans to students who have turned into consultants. It is vital to hire someone to draft a business plan since they may contribute experience as well as perspective. Students who have learned how to develop business plans and their various components in their schools, colleges, and universities may now function as consultants and produce business plans for future business owners. Students can become professional writers and assist businesses in communicating their company ideas, financial estimates, and success methods in a clear and effective manner. Furthermore, students can assist in identifying possible difficulties and developing solutions. A lack of a workable business plan is one of the primary reasons why banks

refuse to support new firms. This may now be avoided in Oman since potential entrepreneurs can establish a solid business plan in order to receive finance from investors or lenders. Overall, students can help raise the likelihood of a business's success. This is a win-win situation for both students and entrepreneurs.

Students who successfully market small enterprises might potentially get consulting work. One of the most crucial factors in any company's success is promotion, and small businesses will gain even more from it. Similar to this, advertising on social media is popular, and the majority of recent graduates are familiar with the social media platforms and how to use them to their advantage. Students should, therefore, pitch their services to companies and advertise their firms online. Writing the accounts for small businesses is another type of consulting job that students might undertake. The majority of businesses in Oman do not maintain any kind of accounting records since it is not required by law. The business owners will greatly benefit if they maintain books and are aware of how much money is coming in and going out if they actually keep the books. Students can provide their services to small enterprises in this way and manage their finances.

#### **8.5.10 Proposed Strategy 10: "Student Company."**

Academic institutions must look into the possibility of establishing business hubs on campus that will encourage students to launch their own enterprises, i.e., student companies, and enable those businesses to operate while students are still enrolled. Potential student entrepreneurs should be given a place to launch their businesses on campus. A teacher or small committee is required to coach the student company, monitor its growth, and guide it through the operation. Furthermore, colleges should allow students to take their firm out of the institution and into the market after graduation under particular conditions. One of the conditions might be a collaboration between the institution and the student who wants to launch the student company into the market. Academic institutions can retain a minimal number of shares in the student company, and profits from the student company can be reinvested in the college's business centre. This

will encourage other students at the institution, and their confidence in their entrepreneurial intentions will grow.

Making an activity visible is the most effective motivator for encouraging children to engage in entrepreneurial pursuits. Positive tales about entrepreneurs can help alleviate the fear that keeps young people from starting their own firms. The campus media should publicise student success stories, their engagement in various commercial ventures, and the accolades they receive.

#### **8.5.11 Proposed Strategy 11: "SME for Tourists."**

Tourists enjoy visiting Oman for a variety of reasons. Some of the main reasons include the country's stunning natural beauty, which includes deserts, mountains, and coastline. Additionally, Oman has a rich culture and history, and visitors can explore historic forts and castles as well as traditional souks (markets). Besides, Oman also offers a variety of outdoor activities such as hiking, camping, and snorkelling. Many tourists also appreciate Oman's commitment to sustainable tourism and the efforts to preserve the country's natural and cultural heritage. However, many tourist destinations lack basic necessities such as food, drinks, conveyance stores, and tour guide services, among others.

To address this, the study suggests launching "SME for Tourists." The government should encourage students to launch tourist-oriented enterprises once they obtain experience operating student businesses at various educational institutions. The destination management authorities should work with these businesses and give substantial help so that these students may survive and mature into full-fledged entrepreneurs capable of serving tourists. Tourist contentment with the location is crucial for a variety of reasons, and this strategy hopes to improve student satisfaction and encourage tourists to return. The "SME for Tourists" initiative should act as a launching pad for the young graduates to become entrepreneurs. This strategy will help them put into practice whatever they have learned over the years. However, as they gain

experience, they should move on from this initiative to launch their businesses somewhere else in the country, leaving the space for other graduates.

#### **8.5.12 Other Proposed Strategies**

Other strategies for the growth of young entrepreneurs in the Sultanate of Oman include the requirement that **Entrepreneurial Mentorship:** This initiative should connect students with seasoned entrepreneurs and business executives who can guide them as they develop their entrepreneurial skills and ideas. **Incubation and Acceleration centres in every wilayat (province):** This initiative provides students with resources such as office space, money, and networking opportunities to assist them in developing their ideas into viable enterprises. **Building a Community and Network:** This initiative aims to create a community of like-minded individuals, including students, alumni, teachers, and industry experts, who can give support and resources to students. **Recognition & Rewards:** This initiative recognises and rewards students for their entrepreneurial successes, such as through contests, awards, and other initiatives that recognise their growth.

The above model has the potential to give undergraduate students in Oman a complete and supportive environment in which to develop their entrepreneurial abilities, knowledge, and experience, as well as improve their interest in business growth.

#### **8.6 Advice for Prospective Young Entrepreneurs**

Like any other skill, entrepreneurship is practical and attainable. The idea that entrepreneurship has a unique chromosome is fiction. Everyone possesses it; it is not a personality attribute. Nobody's status as an entrepreneur is predetermined. When you begin, you merge into one. Many motivational authors have stated that you will be good at what you enjoy doing as opposed to what you despise doing. Therefore, you might as well continue with what you love doing. And doing what you love activates the

entrepreneur within you. We all have an entrepreneur inside; we only need to bring it out. Therefore, identify the store within you and jump. This will awaken your inner entrepreneur. That's the thought that's going to highlight all your best traits.

Self-belief is crucial for success in any endeavour, but especially in entrepreneurship. Self-belief is not a rare quality; it materialises when you start doing, when you're committed, and when you go on a journey. You develop your self-belief in this way. For aspiring entrepreneurs, reality is hardly a fairy tale. Don't give up, even though everyone is against you and says your ideas are ridiculous and won't work. Starting a business is a truly amazing experience. Starting a business is an amazing journey that allows you to discover your inner self, interests, and life goals.

Do your market research, since slackers can't succeed as business owners. You must be completely familiar with your market. Thus, you must do your homework; there is no substitute for hard work. It is not about brilliant minds, but about perseverance and a willingness to learn. To plan your business, you need to follow certain steps, such as being organized, raising money, and finding people who have the same inspiration as you.

Entrepreneurship can be summed up in four words: attitude, creativity, relationships, and organization. Attitude: Even when things are not going your way, maintaining an optimistic attitude will help you a lot. It would be beneficial if you had self-assurance, believed in your abilities, and were committed to seeing things through to completion. Creativity: Imagination and the ability to see things with new eyes are all that are required to solve an issue. Relationships: Having strong relationships with your customers, employees, suppliers, partners, and other businesses is essential to success because business is all about people. You must be eager to engage in conversation with everyone and hear what they have to say. The more you know about people, the easier it will be to persuade them. Finally, organisation is important if you want to manage the



day-to-day operations of a corporation. You also need to know how to handle your finances, deal with accounts, and raise capital.

There are many factors to consider, but you are not alone. Many business owners can ask their friends, family, co-workers, and specialists for advice. Beginning a business is a thrilling journey full of novel experiences. There are some difficult choices and a lot of work, but as an entrepreneur, you hold a lot of power. Use your creativity and be upbeat, approachable, and organised. You'll undoubtedly achieve great success, and your motivation to launch a firm will be rewarded.

### **8.7 Suggestions for Future Research**

The study focused on intentionality, much like earlier studies in the literature. However, intentions now may or may not become actions tomorrow. Graduates may choose a particular career path in the future, even though respondents in the study expressed a high level of entrepreneurial ambition. Future studies may adopt a longitudinal method to determine if entrepreneurial aspirations and attitudes are maintained or changed after graduation.

More research is needed on the efficacy of entrepreneurial education, the significance of creativity development as a component of this education, and the role that Oman's schools, colleges, and universities play in students' creative development. The unique entrepreneurship programmes that encourage and strengthen student entrepreneurship on campus and after graduation were not sufficiently supported by past studies. Therefore, further research should be done to help with an organised understanding of the underlying problems.

Future research should include additional colleges, as this study only examined five colleges in Muscat. Besides, future studies must look at a more diverse sample of people from locations other than Muscat, including from different towns and cities in Oman.

As this study did not include them, future research should concentrate on teenagers with high school certificates, students who left college midway, and students from universities.

Future studies should concentrate more on the challenges that young entrepreneurs face, as these issues can affect the growth of entrepreneurship in the nation.

Future research can use either a mixed approach or a qualitative approach, as this study is based on a quantitative methodology to learn more specifically about the attitudes and intentions of Omani students.

#### **8.7.1 Further research can be based on the topics listed below:**

- Entrepreneurial climate in educational institutions.
- Frameworks for campus funding and assistance for entrepreneurs.
- Techniques for encouraging and expanding student-owned businesses.
- How student entrepreneurship will be influenced both on campus and beyond graduation.
- The impact of education on student entrepreneurs' performance.
- Successful Campus Entrepreneurship models.
- The respondents' perspectives as they evolve through time and their intended future careers.

# *Appendices*

## **Appendix 1 – Questionnaire Survey**

### **QUESTIONNAIRE ON ATTITUDES AND INTENTIONS OF UNDERGRADUATE STUDENTS TOWARDS ENTREPRENEURIAL AS A CAREER OPTION IN OMAN**

Dear respondent,

I am researching entrepreneurship development in Oman. This study aims to examine the attitudes and intentions of undergraduate students towards entrepreneurship as a career option in Oman. You have been selected for the survey because of your potential to provide the required information. I am aware that you are busy, but I would be grateful if you could take the time to answer this questionnaire. The questionnaire will take approximately 15 minutes to complete.

All your answers will be kept strictly confidential and will never be associated with your name. This study's information will be used only for research purposes and will not be shared with anyone. It will not be used in any manner that would allow identification of your individual responses.

The questionnaire is divided into various parts. Part A seeks personal information; Part B your past experience; PART C your family background; PART D focusing on Entrepreneurial attitudes, perceived support, intentions & barriers to youth entrepreneurship; and PART E factors affecting entrepreneurial intention.

Thank you in advance for your time and participation in this research study, and I would like to express my utmost gratitude for your assistance!

Thank you,

Raja Tumati  
Doctoral Student  
Mizoram Central University  
India

### **Letter of consent to participate in the study.**

Dear respondent,

This letter is intended to ask for your participation in the study about the attitudes and intentions of undergraduate students towards entrepreneurship as a career option in Oman. The information provided is meant to invite you to participate in the survey as an informant. You should be aware that you are free to decide if you want to participate or not, and you are free to withdraw at any time without affecting your relationship with the researcher. This study aims to understand the process of entrepreneurship in Oman.

You can ask any questions during or after participating in the study, and I would be happy to share with you the findings after the survey are completed. There are no known risks or discomforts associated with undertaking this study.

Thank you for your time and cooperation!

Raja Tumati  
Doctoral Student  
Mizoram Central University  
India

Source: John Creswell, 2009

## Consent Form for Survey

Please tick the appropriate boxes	Yes	No
<b><i>Taking Part</i></b>		
I have read and understood the survey information sheet.		
I have been allowed to ask questions about the study.		
I agree to take part in the study.		
I understand that my taking part is voluntary; I can withdraw from the study at any time, and I do not have to explain why I no longer want to take part.		
<b><i>Use of the information I provide for this study only</i></b>		
I understand that my personal details, such as phone number and address, will not be revealed to people outside the study.		
I understand that my words may be quoted in publications, reports, web pages, and other research outputs.		
I understand that other genuine researchers will have access to this data only if they agree to preserve the confidentiality of the information as requested in this form.		
I understand that other genuine researchers may use my words in publications, reports, web pages, and different research outputs only if they agree to preserve the confidentiality of the information as requested in this form.		
<b><i>So, we can use the information you provide legally</i></b>		
I agree to assign the copyright I hold in any materials related to this project to Tumati Raja Raja Narendra		

*Adapted from UK Data Archive (2011) 'Managing and Sharing Data: Best Practice for Researchers (available at <http://www.data-archive.ac.uk/media/2894/managingsharing.pdf>).*

### **PART A: PERSONAL DETAILS**

Please specify your answer by **(tick the box ✓)** on the relevant response provided.

1. Please indicate your gender: ☐ Male ☐ Female
2. Which age group describes you? (Optional)  
☐ 20-25 ☐ 26-30 ☐ 31-35 ☐ Above 36
3. Place of birth: ☐ Muscat ☐ Town ☐ Village ☐ Outside Oman
4. Permanent residing area: ☐ Muscat ☐ Town (Nizwa, Sohar, Sur etc.) ☐ Village
5. The position in the Family: ☐ 1<sup>st</sup> child ☐ 2<sup>nd</sup> child ☐ 3rd and above
6. Education: ☐ Graduation without Honours ☐ Graduation with Honours
7. Your programme of study:  
☐ Tourism and Hospitality ☐ HR Management ☐ Accounting & Finance  
☐ Event Management ☐ Information Technology ☐ Any other  
☐ Other Qualifications (Please Specify)  
.....
8. Please indicate the name of your college.....(Optional)
9. Please indicate the year of your completion of the study.....

### **PART B: PAST EXPERIENCE**

Please specify your answer by **(tick the box ✓)** on the relevant response provided.

1. Have you ever held a job where you were paid?

☐ Yes ☐ No ☐ Can't say

2. Do you have a role model in any business? (This could be a friend, uncle, cousin, neighbour, relative, etc.)

☐ Yes ☐ No ☐ Can't say

3. Have you ever been taught an entrepreneurship course in a college?

☐ Yes ☐ No ☐ Can't say

4. Have you ever participated in a workshop or a guest lecture on entrepreneurship?

☐ Yes ☐ No ☐ Can't say

5. Entrepreneurship course/workshop increased my interest in a career towards entrepreneurship.

☐ Yes ☐ No ☐ Can't say

### **PART C: FAMILY BACKGROUND**

Please specify your answer by (tick the box ✓) on the relevant response provided.

1. Parent's education

	Father	Mother
a. No formal education	( )	( )
b. Primary / Secondary	( )	( )
c. Diploma	( )	( )
d. Bachelors	( )	( )
e. Masters	( )	( )
f. PhD	( )	( )
Other (Please specify) .....		



**2. Occupation/Profession of the Parents:**

	Father	Mother
a. Own Business	( )	( )
b. Salaried Employee Private	( )	( )
c. Salaried Employee Government	( )	( )
d. Retired	( )	( )
e. Agriculture	( )	( )
f. Unemployed	( )	( )

Other (Please specify):.....

**3. Which of these describes your family's monthly income per month?**

- |   |   |
|---|---|
| <input type="checkbox"/> Up to OMR 1000 per month | <input type="checkbox"/> OMR 1001 to 2000     |
| <input type="checkbox"/> OMR 2001 to 3000         | <input type="checkbox"/> OMR 3000 and above   |
| <input type="checkbox"/> I don't know             | <input type="checkbox"/> Prefer not to answer |

**4. Does your family own a business?**

- ☐ Yes                      ☐ No. Please proceed to **Question 6.**

i. If yes, how would you rate your family experience of starting their own business?

- ☐ Positive                      ☐ Negative                      ☐ Can't say

ii. If yes, how would you rate your experience working in the family business?

- ☐ Positive                      ☐ Negative                      ☐ Can't say

**5. What type of a business? (You can select more than **ONE**)**

- |                               |     |
|-------------------------------|-----|
| i. Clothes/Footwear/Accessory | ( ) |
| ii. Restaurant/Coffee shop    | ( ) |
| iii. Bakery/Cake shop         | ( ) |

- iv. Beauty Salon/Spa ( )
- v. Electronic Appliances/Furniture ( )
- vi. Food Store/Grocery Store/Mini-market ( )
- vii. Motor/Car Repair and Service ( )
- viii. Book Store/Stationery/Printing ( )
- ix. Engineering/Construction ( )
- Others (Please specify):
- .....

**PART D: ENTREPRENEURIAL ATTITUDES, PERCEIVED SUPPORT, INTENTIONS & BARRIERS TO YOUTH ENTREPRENEURSHIP**

- Please answer all questions and specify your answer by (√) on the relevant response.
- The grading scale is from 1 to 5, with (5) Strongly Agree and (1) being Strongly Disagree
- Your answer should be based on the first thought that comes to mind.

**D1. ATTITUDE TOWARDS ENTREPRENEURSHIP**

No	Statements	Strongly Agree 5	Agree 4	Somewhat Agree 3	Disagree 2	Strongly Disagree 1
1	I have always worked hard to be among the best in my class/ subject area.					
2	I believe that detailed results are necessary to judge business success.					
3	I am ready to sacrifice my personal comfort to start a new business.					
4	I get my excitement when my work is among the best.					
5	I feel energetic working with innovative colleagues in a dynamic business environment.					
6	A career as an entrepreneur is					

	very attractive to me.					
7	If I had the opportunity and resources, I'd like to start a business.					
8	To start my own business is the best way to take advantage of my education.					
9	I want to start a business to have more flexibility in my personal and professional life.					

## ***D2. PERCEIVED SUPPORT FOR ENTREPRENEURSHIP***

- Please answer all questions and specify your answer by (√) on the relevant response.

<b>No</b>	<b>Statements</b>	<b>Strongly Agree 5</b>	<b>Agree 4</b>	<b>Somewhat Agree 3</b>	<b>Disagree 2</b>	<b>Strongly Disagree 1</b>
1	There is a well-functioning infrastructure in place to start a new business in Oman.					
2	Entrepreneurs have a positive image in Oman.					
3	The place in which I live has sufficient awareness of Entrepreneurship.					
4	The culture in Oman is highly favourable towards entrepreneurial activity.					
5	Qualified advisors and support from the government (Faster licenses and tax relief) are made available for me to start a new business.					
6	My experience and knowledge motivate me to become an entrepreneur.					
7	The entrepreneurship course at my college inspires me to develop ideas for a new business.					
8	Through the SME Development					

	Fund, Al Rafd Fund, Injaz Oman, Riyada and Sanad, government funding is made available for me to start a new business.					
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### ***D3. ENTREPRENEURIAL INTENTION***

- Please answer all questions and specify your answer by (√) on the relevant response.

No	Statements	Strongly Agree 5	Agree 4	Somewhat Agree 3	Disagree 2	Strongly Disagree 1
1	Working in the government sounds attractive to me.					
2	If I join a government job, my family & friends will respect me.					
3	Working in the private sector sounds attractive to me.					
4	I Prefer to work for a Multi-National Company for better career prospects.					
5	I have sufficient business knowledge that is needed to be an entrepreneur.					
6	I would rather be my own boss than work for someone.					
7	Freedom to express myself is only possible through entrepreneurship.					
8	The only way to make big money is to become an entrepreneur.					
9	If I start my own business, my family & friends will respect me.					
10	Entrepreneurs generally achieve a higher position in society.					

### ***D4. BARRIERS TO YOUTH ENTREPRENEURSHIP***

- Please answer all questions and specify your answer by (√) on the relevant response.

No	Statements	Strongly Agree 5	Agree 4	Somewhat Agree 3	Disagree 2	Strongly Disagree 1
1	Banks and other financial institutions do not provide loans to startup businesses.					
2	It is hard to find a business idea that has not been realised before.					
3	I have to struggle to raise the necessary capital to start a business.					
4	I do not have the appropriate technical and practical skills to start my own business.					
5	I lack the confidence to start my own business.					
6	The risks involved in setting up a business are too high. Government employment has security.					
7	Lack of support regarding business startup by parents and family.					
8	Lack of entrepreneurship training cripples to start of a new business.					
9	Lack of market expertise may fail my business.					
10	The anxiety of failure would pose a significant challenge.					
11	Lack of government support and encouragement affecting youth entrepreneurial activity.					
12	Social/cultural attitude towards youth entrepreneurship is not respected.					
13	Family Responsibilities: to earn a constant source of money, forcing me for a job.					
14	Lack of knowledge of the commercial and legal aspects of a business.					

15	The fear of numbers and financial statements in the business.					
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**PART E: INFLUENCE OF ENTREPRENEURIAL PERSONALITY CHARACTERISTICS ON ENTREPRENEURIAL INTENTION AND ATTITUDE**

- Please answer all questions and specify your answer by (√) on the relevant response.

**E1. NEED FOR ACHIEVEMENT**

No	Statements	Strongly Agree 5	Agree 4	Somewhat Agree 3	Disagree 2	Strongly Disagree 1
1	I do well in challenging tasks relating to my study and my work.					
2	I always try to improve my work performance.					
3	I seek added responsibilities in the job assigned to me.					
4	I have management and leadership skills that are needed to be an entrepreneur.					
5	I have the mental maturity to start to be an entrepreneur.					
6	I can overcome the challenges and obstacles to start a new business.					
7	I am good at identifying new business opportunities.					
8	I will make every effort to start and run my own business.					

**E2. INSTRUMENTAL READINESS**

- Please answer all questions and specify your answer by (√) on the relevant response.

No	Statements	Strongly Agree 5	Agree 4	Somewhat Agree 3	Disagree 2	Strongly Disagree 1
----	------------	---------------------	------------	---------------------	---------------	------------------------

1	I have access to capital to start a new business.					
2	I have good social networks that can be utilised when I decide to be an entrepreneur.					
3	I have access to supporting information to start to be an entrepreneur.					
4	I am confident in my abilities, i.e. if I start my own business, I will succeed.					
5	I am going to start my own business in the next 2 years.					
6	I am capable of seeing solutions to a problem.					

### ***E3. SUBJECTIVE NORMS***

- Please answer all questions and specify your answer by (√) on the relevant response.

No	Statements	Strongly Agree 5	Agree 4	Somewhat Agree 3	Disagree 2	Strongly Disagree 1
1	My parents are positively oriented toward a career as an entrepreneur.					
2	My relatives think that I should pursue a career as an entrepreneur.					
3	My best friends think that I should start a new business.					
4	My teachers think that I should pursue a career as an entrepreneur.					

### ***E4. LOCUS OF CONTROL***

- Please answer all questions and specify your answer by (√) on the relevant response.

No	Statements	Strongly Agree 5	Agree 4	Somewhat Agree 3	Disagree 2	Strongly Disagree 1
----	------------	---------------------	------------	---------------------	---------------	------------------------

1	When everything goes right, I think it is mostly a question of luck.					
2	The success and failure of a business are not in my hands.					
3	If I do not succeed in a task, I tend to give up.					
4	I like to try new things.					
5	When I travel, I tend to use new routes.					
6	I will create my own business once an opportunity is identified.					
7	Diligence and hard work usually lead to success.					

**Thank you very much for your contribution.  
Your time and opinions are greatly valued!**

Source: The questionnaire was developed by Venesaar et al. (2006). However, it was modified to suit the needs of the study.



## Appendix 2 – Research Ethics Approval Form

### Research Committee

### APPLICATION FOR STAFF RESEARCH

### ETHICAL APPROVAL

*(If you are in doubt or unclear, please ask your dissertation supervisor/any member of the Research Committee before submitting this application form. You are not supposed to commence your research including data collection without getting an approval for this application which may take up to two weeks.)*

1. APPLICANT'S DETAILS	
Full Name	Raja Raja Nerendra Tumati
Applicant ID	
Affiliated Program/ Department	Ph.D / Commerce
Supervisor/ Head of Department name	Prof. NVR Jyoti Kumar / Mizoram University, India
Email Address	tumatiraja@gmail.com

2. Research Details	
Title of project	Attitudes and intentions of undergraduate students towards Entrepreneurial as a career option in Oman
Period of Research	2017 - 2022
Description of Research	<p><b>Objectives of the Study</b></p> <p>The study's central objective is to examine Omani students' inclination to new business ventures by stimulating their interest in entrepreneurial careers. However, the specific objectives of the study are:</p> <ul style="list-style-type: none"><li>• To analyse the attitudes and intentions towards new business development among undergraduate students in Oman.</li><li>• To assess the level of awareness of Omani undergraduate students on the government's role and perceived support</li></ul>

	<p>to promote entrepreneurship in Oman.</p> <ul style="list-style-type: none"> <li>• To evaluate how demographic and socio-cultural characteristics of Omani students influence their attitude towards enterprise development.</li> <li>• To examine the influence of entrepreneurial personality characteristics on entrepreneurial intention and attitude</li> <li>• To examine the barriers confronting Omani students in their selection of entrepreneurship as a career choice.</li> <li>• To develop a model that can stimulate interest in enterprise development among Omani undergraduate students.</li> </ul> <p><b>1.5 Research Hypotheses</b></p> <p>The present study seeks to test the following hypotheses:</p> <p>H1: There is no significant association between fathers' occupation and their opinions on attitudes towards entrepreneurship.</p> <p>H2: There is no significant association between education and students' opinions on their awareness of the government's role.</p> <p>H3: There is no significant association between the program of the study and their opinions on entrepreneurial intention.</p> <p>H4: There is no significant association between family income and their opinions on subjective norms.</p> <p>H5: There is no significant association between the program of the study and their opinions on students' awareness of the government's role in promoting entrepreneurship.</p>
--	--

## **1.6 Research Questions**

There is a general agreement that attitudes towards entrepreneurs, entrepreneurial activity, and social function are determinant factors for students to decide on an entrepreneurial career. Empirical studies reveal a negative image among the younger generation concerning entrepreneurship (Wong, 2015). Many studies disclose that students have an unfavourable attitude toward new venture creation, and only a small percentage have the firm intention of creating a new business venture. Besides, studies show a vast potential for entrepreneurial development in the Sultanate of Oman. However, the Omani students are wavering and unclear in their intentions towards their entrepreneurial pursuits. This has caused a particular gap between the efforts of the authorities and the actual entrepreneurial development. In this context, it is imperative to study students' intentions and attitudes towards entrepreneurial career endeavours.

This investigative study is proposed to be conducted to address the current gap in entrepreneurship research by answering the following research questions:

- ◆ What obstacles do Omani students face if they decide to pursue entrepreneurship as a career?
- ◆ How do the demographic and socio-cultural characteristics of pupils influence their attitude towards enterprise development?
- ◆ What effects do entrepreneurial personality qualities have on attitude and intention?

	◆ To what extent are Omani students aware of the government's role and the mechanisms it has in place to encourage entrepreneurship?
--	--

3. SUPPORTING DOCUMENTS (if any)		
Tick the corresponding box of supporting documentation		<input checked="" type="checkbox"/>
3.1 Participant Consent Forms	✓	
3.2 Instrument for Collecting Data (ex. questionnaire)	✓	
3.3 Interview schedule or guide questions	N/A	
Others (specify)		
<b>4. RESEARCH IMPACTS</b> (For every yes answer, provide details and outline the plan of action to minimize or remedy the consequences) in a separate paper as attachment	<b>YES</b>	<b>NO</b>
4.1 Does your research involve or impact animals directly or indirectly?		✓
4.2 Does your research involve invasive or medical procedure or clinical trial?		✓
4.3 Does your research consist of clinical investigation, medicinal product or medical device?		✓
4.4 Does your research involve physical tests (e.g. ECG) or physical examination (e.g. blood pressure, pulse, etc)?		✓
4.5 Does your research consist of computer tests that may cause health consequences like dementia, sleep apnoea and depression?		✓
4.6 Does your research use survey instruments with sensitive questions that may have health complications like depression, mental health, etc.		✓
4.7 Does your research involve filming or photography?		✓
4.9 Does your research pose security or safety risk to you and your participants?		✓
4.10 Does your research have a negative impact on the environment, archaeological remains or artefacts?		✓
<b>5. ETHICAL CONSIDERATIONS</b>	<b>YES</b>	<b>NO</b>

<p>5.1 Does your research involve human beings? If yes, provide details below.</p> <p>To complete the survey, only graduates of bachelor's programmes will be chosen.</p>	✓	
<p>5.2 Details of recruitment of participants, how many, and location of recruitment and research.</p> <p>Participants will be students who have completed a bachelor's program. A minimum of 500 participants will be chosen.</p> <p>5.3 Describe any incentive given to the participants.</p> <p>No incentives were given</p>		
<p>5.4 Does your research involve any vulnerable person or group? (if yes, provide details)</p>		✓
<p>5.5 Does your research require recording or utilize audio-visual material (interview recording or oral history research), <i>(if yes, please provide brief details on your approach to seek for permission on this)</i></p>		✓
<p>5.6 Are there foreseeable risks (psychological stress, anxiety, embarrassment, discomfort (physical, social, legal, economic or political) to the participants? <i>(If yes, describe how you avoid or eliminate those risks)</i></p>		✓
<p>5.7 Does your research have the participants' full and informed consent?</p>		✓
<p>5.8 Does your research use the internet or related technologies? (If yes, describe)</p> <p>Information from journals, books, websites, published papers, and other pertinent sources for the research will be gathered using the internet. Additionally, the questionnaire will be uploaded to Google Form so that data may be collected from the chosen responders online. Additionally, the internet for talking with others and the supervisor.</p>	✓	
<p>5.10 Does your research include sensitive topics (illegal activities, abuse, exploitation, mental health? If yes, how you will address it ethically?</p>		✓

5.11 Does your research access personal or confidential records or information of unknown individuals? If yes, how you will address it ethically?		✓
<p><b>5.13 ANONYMITY, PRIVACY, CONFIDENTIALITY, DATA PROTECTION AND PERMISSION</b></p> <p>a. Describe how to assure participants anonymity and confidentiality.</p> <p>Since no personal information is required to be gathered, the researcher will protect the participant's identity and confidentiality.</p> <p>b. Describe how data security will be maintained.</p> <p>The collected data will be kept secure on the researcher's own computer using a one-of-a-kind password and accessible only to the researcher.</p> <p>c. Who else will have access to your data?</p> <p>Only 2 people will have the access. The researcher and his supervisor only.</p> <p>d. Describe if there is any condition under which confidentiality is not assured.</p> <p>Not applicable</p> <p>e. Describe the need of permission to access secondary data/ administrative data from other companies.</p> <p>Not required</p>		
<p><b>5.14 DATA STORAGE, TRANSFER, ARCHIVING AND DESTRUCTION</b></p> <p>a. Describe the method to be used in storing, transferring/archiving of data.</p> <p>Both the researcher's own flash drive and the personal computer will be used to store the collected data.</p> <p>b. Describe what to do with the data upon completion of the study.</p> <p>After submitting the PhD, the data will be kept for a short while before being deleted from the researcher's two personal computer flash drives because the researcher plans to use the data to produce publications.</p> <p>c. Do you have an intention to publish from your dissertation</p> <p>Yes</p>		

<p>5.15 How you will disseminate the results of the research and feedback to the participants?</p> <p>The study will be presented to the university and will be sent to a reputable journal for publication.</p>
<p>5.16 Do you confirm that you have read and understood the Research Policy of Oman Tourism College and you will comply with COPAS?</p> <p>Yes</p>

<b>DECLARATION OF ETHICAL RESEARCH PRACTICE</b>	
<p><i>I agree to obey the ethics procedures and to notify the participants of the purpose of my research. Also, I will inform any member of OTC Research Committee of any ethical issues that may arise during the conduct of my research.</i></p>	
<b>Applicant's Signature</b>	<b>Date</b>
<b>Raja Tumati</b>	<b>8/January/2019</b>

<b>Email this form in WORD format to</b>	
Research Committee	<a href="mailto:research@otc.edu.om">research@otc.edu.om</a>

<b>FOR OTC RESEARCH COMMITTEE USE ONLY</b>	
Date Received	
Received by	
Reviewed by	<b>Research committee in prensence of:</b>
Recommendation	Approved (√ )      Revision ( )      Rejected ( )
Comments	

Source: The Research Committee (2019), Oman Tourism College, Oman.

### Appendix 3 – Additional Results

#### Reliability - Attitudes towards Entrepreneurship

Reliability Statistics	
Cronbach's Alpha	N of Items
.885	9

Item Statistics			
	Mean	Std. Deviation	N
I have always worked hard to be among the best in my class/ subject area.	3.93	1.204	478
I believe that detailed results are necessary to judge business success.	3.94	1.034	478
I am ready to sacrifice my personal comfort to start a new business.	4.49	.743	478
I get my excitement when my work is among the best.	4.36	.923	478
I feel energetic working with innovative colleagues in a dynamic business environment.	4.47	.794	478
A career as an entrepreneur is very attractive to me.	4.19	.856	478
If I had the opportunity and resources, I'd like to start a business.	4.09	.974	478
To start my own business is the best way to take advantage of my education.	4.03	1.168	478
9.I want to start a business to have more flexibility in my personal and professional life.	3.97	1.062	478



Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
37.48	40.929	6.398	9

### Reliability - Entrepreneurial Intention

Reliability Statistics	
Cronbach's Alpha	N of Items
.930	10

Item Statistics			
	Mean	Std. Deviation	N
Working in the government sounds attractive to me.	4.05	1.143	478
If I join a government job, my family & friends will respect me.	3.45	1.302	478
Working in the private sector sounds attractive to me.	3.82	1.228	478
I Prefer to work for a Multi-National Company for better career prospects.	3.77	1.312	478
I have sufficient business knowledge that is needed to be an entrepreneur.	4.05	1.045	478
I would rather be my own boss than work for someone.	3.23	1.358	478
Freedom to express myself is only possible through entrepreneurship.	3.58	1.184	478
The only way to make big money is to become an entrepreneur.	4.06	1.130	478
If I start my own business, my family & friends will respect me.	3.75	1.186	478

Entrepreneurs generally achieve a higher position in society.	3.72	1.243	478
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Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
37.49	90.992	9.539	10

### Reliability - Perceived Support for Entrepreneurship

Reliability Statistics	
Cronbach's Alpha	N of Items
.854	8

Item Statistics			
	Mean	Std. Deviation	N
There is a well-functioning infrastructure in place to start a new business in Oman.	4.15	.915	478
Entrepreneurs have a positive image in Oman.	4.08	1.069	478
The place in which I live has sufficient awareness of Entrepreneurship.	4.51	.831	478
The culture in Oman is highly favourable towards entrepreneurial activity.	4.29	.853	478
Qualified advisors and support from the government (Faster licenses and tax relief) are made available for me to start a new business.	4.15	.930	478
My experience and knowledge motivate me to become an entrepreneur.	4.35	.856	478

The entrepreneurship course at my college inspires me to develop ideas for a new business.	4.10	1.027	478
Through the SME Development Fund, Al Rafd Fund, Injaz Oman, Riyada and Sanad, government funding is made available for me to start a new business.	3.99	1.118	478
<b>Scale Statistics</b>			
Mean	Variance	Std. Deviation	N of Items
33.63	28.921	5.378	8

#### Reliability - Barriers to Youth Entrepreneurship

<b>Reliability Statistics</b>	
<b>Cronbach's Alpha</b>	<b>N of Items</b>
<b>.923</b>	<b>15</b>

<b>Item Statistics</b>			
	Mean	Std. Deviation	N
Banks and other financial institutions do not provide loans to start-up businesses.	3.96	1.136	478
It is hard to find a business idea that has not been realised before.	3.85	1.116	478
I have to struggle to raise the necessary capital to start a business.	4.24	.982	478
I do not have the appropriate technical and practical skills to start my own business.	4.32	.936	478
I lack the confidence to start my own business.	4.24	.988	478
The risks involved in setting up a business are too high. Government employment has security.	4.19	.935	478
Lack of support regarding business start-up by parents and family.	4.09	.960	478

Lack of entrepreneurship training cripples to start of a new business.	3.89	1.165	478
Lack of market expertise may fail my business.	3.90	1.091	478
The anxiety of failure would pose a significant challenge.	4.30	.912	478
Lack of government support and encouragement affecting youth entrepreneurial activity.	4.33	.912	478
Social/cultural attitude towards youth entrepreneurship is not respected.	4.39	.839	478
Family Responsibilities: to earn a constant source of money, forcing me for a job.	4.28	.816	478
Lack of knowledge of the commercial and legal aspects of a business.	4.12	.919	478
The fear of numbers and financial statements in the business.	3.99	1.109	478

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
62.10	107.036	10.346	15

### Reliability - Need for Achievement

Reliability Statistics			
Cronbach's Alpha		N of Items	
.832		8	
Item Statistics			
	Mean	Std. Deviation	N
I do well in challenging tasks relating to my study and my work.	2.86	1.261	478
I always try to improve my work performance.	3.76	1.230	478
I seek added responsibilities in the job assigned to me.	3.10	1.335	478
I have management and leadership skills that are needed to be an entrepreneur.	3.13	1.318	478

I have the mental maturity to start to be an entrepreneur.	3.34	1.301	478
I can overcome the challenges and obstacles to start a new business.	2.76	1.300	478
I am good at identifying new business opportunities.	4.25	.848	478
I will make every effort to start and run my own business.	3.59	1.179	478

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
26.78	44.524	6.673	8

#### Reliability - Instrumental Readiness

Reliability Statistics	
Cronbach's Alpha	N of Items
.921	6

Item Statistics			
	Mean	Std. Deviation	N
I have access to capital to start a new business.	3.40	1.355	478
I have good social networks that can be utilised when I decide to be an entrepreneur.	3.97	1.260	478
I have access to supporting information to start to be an entrepreneur.	3.68	1.305	478
I am confident in my abilities, i.e., if I start my own business, I will succeed.	3.74	1.336	478
I am going to start my own business in the next 2 years.	3.74	1.247	478

I am capable of seeing solutions to a problem.	3.46	1.254	478
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Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
21.98	43.262	6.577	6

### Reliability - Subjective Norms

Reliability Statistics	
Cronbach's Alpha	N of Items
.812	4

Item Statistics			
	Mean	Std. Deviation	N
My parents are positively oriented toward a career as an entrepreneur.	3.39	1.216	478
My relatives think that I should pursue a career as an entrepreneur.	3.71	1.200	478
My best friends think that I should start a new business.	4.44	.782	478
My teachers think that I should pursue a career as an entrepreneur.	4.18	.882	478

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
15.71	11.031	3.321	4

## Reliability - Locus of Control

Reliability Statistics	
Cronbach's Alpha	N of Items
.901	7

Item Statistics			
	Mean	Std. Deviation	N
When everything goes right, I think it is mostly a question of luck.	4.10	1.167	478
The success and failure of a business are not in my hands.	3.55	1.292	478
If I do not succeed in a task, I tend to give up.	3.89	1.248	478
I like to try new things.	3.93	1.306	478
When I travel, I tend to use new routes.	4.15	1.024	478
I will create my own business once an opportunity is identified.	3.15	1.430	478
Diligence and hard work usually lead to success.	3.53	1.250	478

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
26.30	48.101	6.935	7

## 5.3 PART B: RESPONDENTS PAST EXPERIENCE

		Count	Column N %
1. Have you ever held a job where you were paid?	Yes	109	22.8%
	No	341	71.3%
	Can't say	28	5.9%
2. Do you have a role model in any business? (This could be a	Yes	161	33.7%
	No	298	62.3%

friend, uncle, cousin, neighbour, relative, etc.)	Can't say	19	4.0%
3. Have you ever been taught an entrepreneurship course in a college?	Yes	283	59.2%
	No	178	37.2%
	Can't say	17	3.6%
4. Have you ever participated in a workshop or a guest lecture on entrepreneurship?	Yes	272	56.9%
	No	192	40.2%
	Can't say	14	2.9%
5. Entrepreneurship course/workshop increased my interest in a career in entrepreneurship	Yes	221	46.2%
	No	84	17.6%
	Can't say	173	36.2%

#### 5.4 PART C: RESPONDENTS FAMILY BACKGROUND

		Count	Column N %
1. Father's education	No formal education	147	30.8%
	Primary / Secondary	133	27.8%
	Diploma	74	15.5%
	Bachelors	124	25.9%
	Masters	0	0.0%
	PhD	0	0.0%
	Others	0	0.0%
2. Mother's education	No formal education	212	44.4%
	Primary / Secondary	159	33.3%
	Diploma	59	12.3%
	Bachelors	48	10.0%
	Masters	0	0.0%
	PhD	0	0.0%
	Others	0	0.0%
3. Father's Occupation/Profession	Own Business	72	15.1%
	Salaried Employee Private	56	11.7%
	Salaried Employee Government	188	39.3%
	Retired	68	14.2%
	Unemployed	46	9.6%
	Unemployed	48	10.0%



	Others	0	0.0%
4. Mother's Occupation/Profession	Own Business	20	4.2%
	Salaried Employee Private	33	6.9%
	Salaried Employee Government	51	10.7%
	Retired	24	5.0%
	Unemployed	22	4.6%
	Unemployed	328	68.6%
	Others	0	0.0%
5. Which of these describes your family's monthly income per month?	Up to OMR 1000 per month	241	50.4%
	OMR 1001 to 2000	36	7.5%
	OMR 2001 to 3000	39	8.2%
	OMR 3000 and above	76	15.9%
	I don't know	86	18.0%
	Prefer not to answer	0	0.0%
6. Does your family own a business?	Yes	103	21.5%
	No	375	78.5%
7. If yes, have you worked in your family business?	Yes	21	20.4%
	No	82	79.6%
8. If yes, how would you rate your experience working in the family business?	Positive	10	47.6%
	Negative	5	23.8%
	Can't say	6	28.6%
9. What type of business? (You can select more than ONE)	Clothes/Footwear/Accessory	24	16.6%
	Restaurant/Coffee shop	28	19.3%
	Bakery/Cake shop	11	7.6%
	Beauty Salon/Spa	18	12.4%
	Electronic Appliances/Furniture	4	2.8%
	Food Store/Grocery Store/Mini market	14	9.7%
	Motor/Car Repair and Service	6	4.1%
	Book Store/Stationery/Printing	6	4.1%
	Engineering/Construction	12	8.3%
	Others	22	15.2%

### Custom Tables - Attitudes towards Entrepreneurship

		Count	Column N %
1.I have always worked hard to be among the best in my class/ subject area.	Strongly Disagree	30	6.3%
	Disagree	28	5.9%
	Somewhat Agree	99	20.7%
	Agree	108	22.6%
	Strongly Agree	213	44.6%
I believe that detailed results are necessary to judge business success.	Strongly Disagree	10	2.1%
	Disagree	36	7.5%
	Somewhat Agree	103	21.5%
	Agree	154	32.2%
	Strongly Agree	175	36.6%
I am ready to sacrifice my personal comfort to start a new business.	Strongly Disagree	5	1.0%
	Disagree	3	0.6%
	Somewhat Agree	33	6.9%
	Agree	147	30.8%
	Strongly Agree	290	60.7%
I get my excitement when my work is among the best.	Strongly Disagree	9	1.9%
	Disagree	21	4.4%
	Somewhat Agree	31	6.5%
	Agree	143	29.9%
	Strongly Agree	274	57.3%
I feel energetic working with innovative colleagues in a dynamic business environment.	Strongly Disagree	3	0.6%
	Disagree	14	2.9%
	Somewhat Agree	31	6.5%

	Agree	137	28.7%
	Strongly Agree	293	61.3%
A career as an entrepreneur is very attractive to me.	Strongly Disagree	6	1.3%
	Disagree	9	1.9%
	Somewhat Agree	75	15.7%
	Agree	186	38.9%
	Strongly Agree	202	42.3%
If I had the opportunity and resources, I'd like to start a business.	Strongly Disagree	10	2.1%
	Disagree	20	4.2%
	Somewhat Agree	87	18.2%
	Agree	162	33.9%
	Strongly Agree	199	41.6%
To start my own business is the best way to take advantage of my education.	Strongly Disagree	28	5.9%
	Disagree	25	5.2%
	Somewhat Agree	76	15.9%
	Agree	126	26.4%
	Strongly Agree	223	46.7%
9.I want to start a business to have more flexibility in my personal and professional life.	Strongly Disagree	13	2.7%
	Disagree	40	8.4%
	Somewhat Agree	77	16.1%
	Agree	164	34.3%
	Strongly Agree	184	38.5%

#### Custom Tables - Entrepreneurial Intention

		Count	Column N %
Working in the government sounds attractive to me.	Strongly Disagree	25	5.2%

	Disagree	26	5.4%
	Somewhat Agree	72	15.1%
	Agree	132	27.6%
	Strongly Agree	223	46.7%
If I join a government job, my family & friends will respect me.	Strongly Disagree	40	8.4%
	Disagree	94	19.7%
	Somewhat Agree	84	17.6%
	Agree	129	27.0%
	Strongly Agree	131	27.4%
Working in the private sector sounds attractive to me.	Strongly Disagree	32	6.7%
	Disagree	40	8.4%
	Somewhat Agree	98	20.5%
	Agree	119	24.9%
	Strongly Agree	189	39.5%
I Prefer to work for a Multi-National Company for better career prospects.	Strongly Disagree	45	9.4%
	Disagree	39	8.2%
	Somewhat Agree	90	18.8%
	Agree	109	22.8%
	Strongly Agree	195	40.8%
I have sufficient business knowledge that is needed to be an entrepreneur.	Strongly Disagree	17	3.6%
	Disagree	24	5.0%
	Somewhat Agree	76	15.9%
	Agree	164	34.3%
	Strongly Agree	197	41.2%
I would rather be my own boss than work for someone.	Strongly Disagree	76	15.9%
	Disagree	58	12.1%

	Somewhat Agree	134	28.0%
	Agree	99	20.7%
	Strongly Agree	111	23.2%
Freedom to express myself is only possible through entrepreneurship.	Strongly Disagree	34	7.1%
	Disagree	51	10.7%
	Somewhat Agree	121	25.3%
	Agree	149	31.2%
	Strongly Agree	123	25.7%
The only way to make big money is to become an entrepreneur.	Strongly Disagree	18	3.8%
	Disagree	36	7.5%
	Somewhat Agree	76	15.9%
	Agree	119	24.9%
	Strongly Agree	229	47.9%
If I start my own business, my family & friends will respect me.	Strongly Disagree	28	5.9%
	Disagree	51	10.7%
	Somewhat Agree	88	18.4%
	Agree	155	32.4%
	Strongly Agree	156	32.6%
Entrepreneurs generally achieve a higher position in society.	Strongly Disagree	36	7.5%
	Disagree	47	9.8%
	Somewhat Agree	97	20.3%
	Agree	133	27.8%
	Strongly Agree	165	34.5%

### Custom Tables - Perceived Support for Entrepreneurship

		Count	Column N %
There is a well-functioning infrastructure in place to start a new business in Oman.	Strongly Disagree	9	1.9%
	Disagree	20	4.2%
	Somewhat Agree	55	11.5%
	Agree	200	41.8%
	Strongly Agree	194	40.6%
Entrepreneurs have a positive image in Oman.	Strongly Disagree	19	4.0%
	Disagree	26	5.4%
	Somewhat Agree	63	13.2%
	Agree	160	33.5%
	Strongly Agree	210	43.9%
The place in which I live has sufficient awareness of Entrepreneurship.	Strongly Disagree	5	1.0%
	Disagree	15	3.1%
	Somewhat Agree	30	6.3%
	Agree	110	23.0%
	Strongly Agree	318	66.5%
The culture in Oman is highly favourable towards entrepreneurial activity.	Strongly Disagree	6	1.3%
	Disagree	14	2.9%
	Somewhat Agree	46	9.6%
	Agree	179	37.4%
	Strongly Agree	233	48.7%
Qualified advisors and support from the government (Faster licenses and tax relief) are made available for me to start a new business.	Strongly Disagree	9	1.9%
	Disagree	20	4.2%
	Somewhat Agree	61	12.8%
	Agree	186	38.9%
	Strongly Agree	202	42.3%
My experience and knowledge motivate me to become an entrepreneur.	Strongly Disagree	7	1.5%
	Disagree	10	2.1%
	Somewhat Agree	48	10.0%
	Agree	155	32.4%
	Strongly Agree	258	54.0%
The entrepreneurship course at my college inspires me to develop ideas for a new business.	Strongly Disagree	14	2.9%
	Disagree	24	5.0%
	Somewhat Agree	75	15.7%
	Agree	154	32.2%

	Strongly Agree	211	44.1%
Through the SME Development Fund, Al Rafd Fund, Injaz Oman, Riyada and Sanad, government funding is made available for me to start a new business.	Strongly Disagree	26	5.4%
	Disagree	30	6.3%
	Somewhat Agree	54	11.3%
	Agree	180	37.7%
	Strongly Agree	188	39.3%

### Custom Tables - Barriers to Youth Entrepreneurship

		Count	Column N %
Banks and other financial institutions do not provide loans to startup businesses.	Strongly Disagree	24	5.0%
	Disagree	27	5.6%
	Somewhat Agree	93	19.5%
	Agree	135	28.2%
	Strongly Agree	199	41.6%
It is hard to find a business idea that has not been realised before.	Strongly Disagree	20	4.2%
	Disagree	41	8.6%
	Somewhat Agree	96	20.1%
	Agree	156	32.6%
	Strongly Agree	165	34.5%
I have to struggle to raise the necessary capital to start a business.	Strongly Disagree	12	2.5%
	Disagree	23	4.8%
	Somewhat Agree	45	9.4%
	Agree	154	32.2%
	Strongly Agree	244	51.0%
I do not have the appropriate technical and practical skills to start my own business.	Strongly Disagree	11	2.3%
	Disagree	19	4.0%
	Somewhat Agree	34	7.1%
	Agree	157	32.8%
	Strongly Agree	257	53.8%
I lack the confidence to start my own business.	Strongly Disagree	14	2.9%
	Disagree	18	3.8%
	Somewhat Agree	51	10.7%
	Agree	150	31.4%
	Strongly Agree	245	51.3%

The risks involved in setting up a business are too high. Government employment has security.	Strongly Disagree	12	2.5%
	Disagree	12	2.5%
	Somewhat Agree	63	13.2%
	Agree	175	36.6%
	Strongly Agree	216	45.2%
Lack of support regarding business start-up by parents and family.	Strongly Disagree	8	1.7%
	Disagree	21	4.4%
	Somewhat Agree	89	18.6%
	Agree	161	33.7%
	Strongly Agree	199	41.6%
Lack of entrepreneurship training cripples to start of a new business.	Strongly Disagree	28	5.9%
	Disagree	29	6.1%
	Somewhat Agree	97	20.3%
	Agree	136	28.5%
	Strongly Agree	188	39.3%
Lack of market expertise may fail my business.	Strongly Disagree	17	3.6%
	Disagree	37	7.7%
	Somewhat Agree	98	20.5%
	Agree	152	31.8%
	Strongly Agree	174	36.4%
The anxiety of failure would pose a significant challenge.	Strongly Disagree	7	1.5%
	Disagree	20	4.2%
	Somewhat Agree	46	9.6%
	Agree	153	32.0%
	Strongly Agree	252	52.7%
Lack of government support and encouragement affecting youth entrepreneurial activity.	Strongly Disagree	10	2.1%
	Disagree	16	3.3%
	Somewhat Agree	37	7.7%
	Agree	156	32.6%
	Strongly Agree	259	54.2%
Social/cultural attitude towards youth entrepreneurship is not respected.	Strongly Disagree	7	1.5%
	Disagree	9	1.9%
	Somewhat Agree	42	8.8%
	Agree	153	32.0%
	Strongly Agree	267	55.9%
Family Responsibilities: to earn a constant source of money,	Strongly Disagree	4	0.8%
	Disagree	8	1.7%



forcing me for a job.	Somewhat Agree	63	13.2%
	Agree	180	37.7%
	Strongly Agree	223	46.7%
Lack of knowledge of the commercial and legal aspects of a business.	Strongly Disagree	6	1.3%
	Disagree	17	3.6%
	Somewhat Agree	89	18.6%
	Agree	167	34.9%
	Strongly Agree	199	41.6%
The fear of numbers and financial statements in the business.	Strongly Disagree	24	5.0%
	Disagree	22	4.6%
	Somewhat Agree	87	18.2%
	Agree	149	31.2%
	Strongly Agree	196	41.0%

#### Custom Tables - Need for Achievement

		Count	Column N %
I do well in challenging tasks relating to my study and my work.	Strongly Disagree	88	18.4%
	Disagree	102	21.3%
	Somewhat Agree	132	27.6%
	Agree	103	21.5%
	Strongly Agree	53	11.1%
I always try to improve my work performance.	Strongly Disagree	41	8.6%
	Disagree	35	7.3%
	Somewhat Agree	82	17.2%
	Agree	161	33.7%
	Strongly Agree	159	33.3%
I seek added responsibilities in the job assigned to me.	Strongly Disagree	84	17.6%
	Disagree	71	14.9%
	Somewhat Agree	119	24.9%
	Agree	123	25.7%
	Strongly Agree	81	16.9%

I have management and leadership skills that are needed to be an entrepreneur.	Strongly Disagree	81	16.9%
	Disagree	70	14.6%
	Somewhat Agree	109	22.8%
	Agree	143	29.9%
	Strongly Agree	75	15.7%
I have the mental maturity to start to be an entrepreneur.	Strongly Disagree	62	13.0%
	Disagree	58	12.1%
	Somewhat Agree	119	24.9%
	Agree	133	27.8%
	Strongly Agree	106	22.2%
I can overcome the challenges and obstacles to start a new business.	Strongly Disagree	104	21.8%
	Disagree	103	21.5%
	Somewhat Agree	131	27.4%
	Agree	82	17.2%
	Strongly Agree	58	12.1%
I am good at identifying new business opportunities.	Strongly Disagree	4	0.8%
	Disagree	17	3.6%
	Somewhat Agree	52	10.9%
	Agree	189	39.5%
	Strongly Agree	216	45.2%
I will make every effort to start and run my own business.	Strongly Disagree	26	5.4%
	Disagree	64	13.4%
	Somewhat Agree	121	25.3%
	Agree	135	28.2%
	Strongly Agree	132	27.6%

#### Custom Tables - Instrumental Readiness

		Count	Column N %
I have access to capital to start a new business.	Strongly Disagree	67	14.0%
	Disagree	49	10.3%
	Somewhat Agree	121	25.3%

	Agree	110	23.0%
	Strongly Agree	131	27.4%
I have good social networks that can be utilised when I decide to be an entrepreneur.	Strongly Disagree	36	7.5%
	Disagree	35	7.3%
	Somewhat Agree	64	13.4%
	Agree	113	23.6%
	Strongly Agree	230	48.1%
I have access to supporting information to start to be an entrepreneur.	Strongly Disagree	52	10.9%
	Disagree	36	7.5%
	Somewhat Agree	87	18.2%
	Agree	141	29.5%
	Strongly Agree	162	33.9%
I am confident in my abilities, i.e., if I start my own business, I will succeed.	Strongly Disagree	52	10.9%
	Disagree	36	7.5%
	Somewhat Agree	85	17.8%
	Agree	118	24.7%
	Strongly Agree	187	39.1%
I am going to start my own business in the next 2 years.	Strongly Disagree	37	7.7%
	Disagree	46	9.6%
	Somewhat Agree	90	18.8%
	Agree	137	28.7%
	Strongly Agree	168	35.1%
I am capable of seeing solutions to a problem.	Strongly Disagree	50	10.5%
	Disagree	51	10.7%
	Somewhat Agree	122	25.5%
	Agree	140	29.3%
	Strongly Agree	115	24.1%

#### Custom Tables - Subjective Norms

		Count	Column N %
My parents are positively oriented toward a career as an entrepreneur.	Strongly Disagree	48	10.0%
	Disagree	62	13.0%
	Somewhat Agree	115	24.1%
	Agree	163	34.1%
	Strongly Agree	90	18.8%

My relatives think that I should pursue a career as an entrepreneur.	Strongly Disagree	28	5.9%
	Disagree	64	13.4%
	Somewhat Agree	74	15.5%
	Agree	166	34.7%
	Strongly Agree	146	30.5%
My best friends think that I should start a new business.	Strongly Disagree	4	0.8%
	Disagree	9	1.9%
	Somewhat Agree	36	7.5%
	Agree	151	31.6%
	Strongly Agree	278	58.2%
My teachers think that I should pursue a career as an entrepreneur.	Strongly Disagree	8	1.7%
	Disagree	11	2.3%
	Somewhat Agree	70	14.6%
	Agree	189	39.5%
	Strongly Agree	200	41.8%

#### Custom Tables - Locus of Control

		Count	Column N %
When everything goes right, I think it is mostly a question of luck.	Strongly Disagree	27	5.6%
	Disagree	25	5.2%
	Somewhat Agree	67	14.0%
	Agree	115	24.1%
	Strongly Agree	244	51.0%
The success and failure of a business are not in my hands.	Strongly Disagree	44	9.2%
	Disagree	69	14.4%
	Somewhat Agree	85	17.8%
	Agree	142	29.7%
	Strongly Agree	138	28.9%
If I do not succeed in a task, I tend to give up.	Strongly Disagree	36	7.5%
	Disagree	36	7.5%
	Somewhat Agree	77	16.1%
	Agree	125	26.2%
	Strongly Agree	204	42.7%
I like to try new things.	Strongly Disagree	44	9.2%
	Disagree	30	6.3%

	Somewhat Agree	70	14.6%
	Agree	104	21.8%
	Strongly Agree	230	48.1%
When I travel, I tend to use new routes.	Strongly Disagree	12	2.5%
	Disagree	28	5.9%
	Somewhat Agree	63	13.2%
	Agree	147	30.8%
	Strongly Agree	228	47.7%
I will create my own business once an opportunity is identified.	Strongly Disagree	97	20.3%
	Disagree	51	10.7%
	Somewhat Agree	128	26.8%
	Agree	87	18.2%
	Strongly Agree	115	24.1%
Diligence and hard work usually lead to success.	Strongly Disagree	48	10.0%
	Disagree	45	9.4%
	Somewhat Agree	114	23.8%
	Agree	147	30.8%
	Strongly Agree	124	25.9%

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# **ABSTRACT**

## **ATTITUDES AND INTENTIONS OF UNDERGRADUATE STUDENTS TOWARDS ENTREPRENEURSHIP AS A CAREER OPTIONS IN OMAN**

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY**

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**DEPARTMENT OF COMMERCE  
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**ABSTRACT**

**ATTITUDES AND INTENTIONS OF UNDERGRADUATE STUDENTS  
TOWARDS ENTREPRENEURSHIP AS A CAREER OPTIONS IN OMAN**

**BY**

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In partial fulfilment of the requirements for the degree of Doctor of Philosophy in  
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## INTRODUCTION

Attitudes refer to an individual's ideas, feelings, and beliefs regarding a specific person, circumstance, or idea. Personal experiences, cultural and societal influences, as well as exposure to media and other types of communication, all have a role in influencing attitudes. Additionally, "intention" describes a person's conscious desire to carry out a particular action. It is a mental state that signifies a person's reason for acting. Many of our activities are motivated by our intentions, which are important in determining what we do and why. They can be made consciously or unconsciously and automatically.

Entrepreneurship has become an essential aspect of the promotion of economic success, wealth, and steadiness. Entrepreneurship has made an indispensable contribution to reducing the level of unemployment and thus job opportunities, particularly among young graduates (Fritsch et al., 2015). Entrepreneurial development activities within countries influence every nation's growth and economic stability. Krueger et al. (2000) defined entrepreneurship as “*men and women who take their fate into their own hands by perceiving opportunities and risking their resources (machines, cash, supplies, and men) to set up and run their own business*”. This is further supported by Kolvereid & Isaksen (2006), who stated that entrepreneurship is a systematic approach to identifying needs and satisfying those needs with creativity and innovation. Further, Maes et al. (2014) describe how entrepreneurship is used to gain economic power and promote self-reliance, self-determination, autonomy, and personal gratification.

Studies advocate that attitude play a crucial role in the behaviour and innovation of people that lead to entrepreneurial success. Koh (1996) defines entrepreneurial attitudes as attitudes towards entrepreneurship, and it is about the degree to which people believe there are excellent chances for a start-up. Besides, Thomas & Mueller (2000) stated that the willingness to take risks, try new things, believe in themselves, and perceive individuals' experience, knowledge, and skills in starting a new business as entrepreneurial attitudes. Furthermore, entrepreneurial attitudes can impact

entrepreneurial undertakings but can also be affected by entrepreneurial pursuits. Entrepreneurial attitudes are necessary to represent the public's general opinions of entrepreneurship, entrepreneurs, and the business community (Nybakk & Hansen, 2008).

Various authors have defined the term "intention" in convergent ways. According to Ajzen (2011), intentions express "*indications of a person's readiness to perform a behaviour.*" Additionally, Boyd & Vozikis (1994) and Bird (1988) defined entrepreneurial intention as an emotional state that guides and directs an individual's actions, experience, commitment, ideas, involvement, attention, activities, goal-setting, commitment, and work-related issues toward the impersonation of entrepreneurial behaviour. Thompson (2009) clarified that entrepreneurial intention is not a "yes or no" option; alternatively, it is a logical move from selecting self-employment over a company's paid job and committing to an entrepreneurial career.

As attitudes and intentions are antecedents of entrepreneurial effort, knowledge of the attitudes, intentions and factors that may affect them is crucial in promoting more significant entrepreneurial initiatives (Gibson et al., 2011). Numerous studies examined students' entrepreneurial intentions and attitudes, particularly among college or university students in various settings worldwide. For example, Shariff & Saud, (2009); Ismail et al., (2013) about Malaysia; Ekpe & Mat, (2012) in Nigeria; Zhang et al., (2014); Peng et al., (2013) regarding China; Bilić et al., (2011) regarding Croatia; Kume et al., (2013) in Armenia, Gibson et al., (2011); Gibson et al., (2014); Harris et al., (2008); Wurthmann, (2014) regarding the United States of America; Zampetakis et al., (2009), on Greece and, finally, Varghese & Hassan, (2012), on Oman.

## **CHAPTER PLAN**

The present study has been structured and presented in the form of the following eight chapters:

- Chapter 1: Introduction
- Chapter 2: Development of the Omani Economy and Entrepreneurship
- Chapter 3: Revisiting Entrepreneurship and a Review of the Literature

- Chapter 4: Demographic Profile of UG Students in Oman
- Chapter 5: Findings on Entrepreneurial Attitudes, Intentions, Perceived Support, Personality Characteristics, and Barriers among UG Students in Oman
- Chapter 6: Factor Analysis
- Chapter 7: The Study's Findings and their Relationship with Other Studies
- Chapter 8: Major Findings, Conclusions, Recommendations, and a Proposed Strategy for Young Entrepreneur Development in Oman

The chapters in the study are summarised as follows:

## **CHAPTER 1: INTRODUCTION**

The introduction chapter is crucial in any research since it frames the foundation for the remainder of the work. Hence, the introduction chapter in this research highlights various important aspects related to this study, such as the study's background, the study's aim, the rationale of the study, the objectives of the study, hypotheses, research questions, the expected contributions of the study, and the scope of the study. The introduction chapter also deals with the methodology and research design in detail.

### **1.1 Rationale of the Study**

A very few studies have been conducted to determine entrepreneurial intentions, attitudes, behaviour, and other factors influencing Oman's situation. For example, a study conducted by Varghese et al. (2015) focused on attitudes towards entrepreneurship among young people in Oman at the university level. Other studies that have been conducted only touch marginally on entrepreneurial behaviour and its determining factors. Multiple studies conducted in Oman highlighted university students' perceptions and attitudes towards entrepreneurship in Oman, concentrating on Sultan Qaboos University. However, research on college students' attitudes and intentions is minimal, such as a study conducted by Ibrahim et al. (2017) on graduates' attitudes towards entrepreneurship in Oman. This study only focused on attitudes, and the number of respondents was limited.

Moreover, a study conducted in 2015 in one of the government colleges on intentions and attitudes specifically focused on students from one speciality in the college.

Furthermore, in a study conducted in 2016, the sample size was only 50; according to Bryman & Bell (2003), for any study to be valid, the sample size was supposed to be at least 100. Similarly, many studies conducted in Oman focused on the benefits and limitations of entrepreneurship, such as a study conducted by Magd & McCoy (2014) on the barriers and benefits of entrepreneurship. Besides other studies, at least four of them covered challenges faced by entrepreneurs in Oman.

## **1.2 Objectives of the Study**

The study's central research aim is to investigate the attitudes and intentions of undergraduate students towards entrepreneurship as a career option. The specific objectives of the study are:

1. To assess the level of awareness of Omani undergraduate students about the role and support of the government and other formal institutions (structural support), educational institutions (academic support), and socio-cultural institutions (relational support) in promoting entrepreneurship.
2. To evaluate how demographic and socio-cultural characteristics of Omani students influence their attitude towards entrepreneurship development.
3. To examine the influence personality characteristics of Omani students on their entrepreneurial intentions and attitudes.
4. To examine the barriers confronting Omani students in their selection of entrepreneurship as a career choice.
5. To develop a Model that help stakeholders in strategize entrepreneurial development among the students in Oman.

## **1.3 Hypotheses**

The present study seeks to test the following hypotheses:

H1: There is no significant association between the student's father's occupation and their opinions on attitudes towards entrepreneurship.

H2: There is no significant association between education and students' opinions on their awareness of the government's role and support.

H3: There is no significant association between the student's program of study and their opinions on entrepreneurial intention.

H4: There is no significant association between the family income of the students and their opinions on subjective norms.

H5: There is no significant association between the student's program of study and their awareness of the government's role in promoting entrepreneurship.

#### **1.4 Research Questions**

This study has been conducted to address the current gap in entrepreneurship research by attempting to answer the following research questions:

1. What obstacles do Omani students face in case they decide to pursue entrepreneurship as a career?
2. How do the demographic characteristics of students influence their attitude towards enterprise development?
3. How do the personality characteristics of Omani students influence their attitude towards entrepreneurship?
4. To what extent are Omani students aware of the government's role and that of other formal institutions in promoting entrepreneurship?

#### **1.5 Expected Contributions of the Study**

The results of this research are essential for the following stakeholders:

- First, the study's findings might assist policymakers in analysing the attractiveness and feasibility of new venture formation in the Omani environment and taking the appropriate steps.

- Second, the results of this study assist the government in making decisions about how to promote entrepreneurship. Due to the volatility of oil and gas prices, Oman is going through a financial crisis that is independent of the general economic cycle. Therefore, the ability of college graduates to become job providers through entrepreneurial ventures rather than job seekers represents the most promising answer to the problem of youth unemployment. As a result, the study's findings assist the government in numerous ways to encourage entrepreneurship.
- Third, this study can help the Ministry of Education (MoE) and the Ministry of Higher Education and Research (MoHER) draft new policies and implement them across the board.
- Fourth, the study findings can assist educational institutions such as schools, colleges, universities, training centres, and other institutions in identifying appropriate methods to stimulate entrepreneurship in education and training for both future and present entrepreneurs. Besides, the results of this study will brief them on how to influence students' attitudes and intentions to encourage intrapreneurship.
- Fifth, it is hoped that the research findings will contribute to the growing body of knowledge on entrepreneurship in the Oman context, especially regarding its attitudinal dimension. Likewise, the results hope to highlight any variations in the attitude towards entrepreneurship across the preceding demographic characteristics to tailor policies and educational programmes accordingly.
- Lastly, it is also hoped that researchers on entrepreneurship would benefit from this study, directly or indirectly, regarding the research approach and results' applicability.

## **1.6 The Scope of the Study**

This research investigates the entrepreneurial attitudes and intentions of Omani students by considering their traits and socio-cultural backgrounds. Additionally, this study analyses students' desirability for new business ventures by stimulating their interest in entrepreneurial careers. Besides, this research intends to evaluate the government's role and its assistance in encouraging Oman's entrepreneurship. Also,



to investigate how students' demographic and socioeconomic characteristics influence their attitude towards entrepreneurship. Moreover, this research identifies the obstacles defying students in their selection of entrepreneurial careers. Furthermore, this research recommends ways to stimulate interest in entrepreneurial ventures among students in Oman. The research surveyed students from five colleges in Muscat, the capital city of Oman, including 1) Oman Tourism College 2) Middle East College 3) Higher College of Technology 4) College of Banking and Finance and 5) Modern College of Business and Science. The survey was conducted in 2019.

## **1.7 Methodology**

This section analyses the methodological issues and considerations in collecting and handling the study's data. This chapter reviews the research approaches adopted, the research design applied, and the methodology selected. According to Ghauri & Gronhaug (2005), research methodology is a system of rules and principles that will make a researcher's job easier and pave the way for future critique and further research based on similar topics. The methodology has different parts: the study's respondents; the sampling techniques and instruments used, data gathering procedures, and data analysis procedures. Additionally, the criteria for the respondent's selection were presented and discussed.

### **1.7.1 Research Approach**

This study employed a deductive research approach. In comparison, induction involves moving from the particular to the general, as when making empirical observations about some phenomena of interest and forming concepts and theories based on them (Collis, 2009). On the other hand, deduction involves moving from the general to the particular, starting from a theory, deriving hypotheses from it, testing those hypotheses, and revising it (Babbie, 2010).

This study utilised a quantitative research approach. Kothari (2010) declared that it is called “quantitative research” when the phenomena are expressed in quantitative terms. It is a type of research methodology that quantifies the data and establishes cause-and-effect relationships between variables using statistical or mathematical

methods. For example, quantitative research is used to learn about the various vacation packages booked by tourists in a quarter by various tour companies. Besides, according to Ranjith (2005), data obtained through quantitative analysis is measurable and comparable, and it can be presented in tables, charts, and graphs.

### **1.7.2 Research Design**

A descriptive research design was employed for this study. According to Babbie (2010), descriptive research describes the characteristics of the population or phenomenon studied. This methodology focuses more on the "what" of the research subject than the "why" of the research subject. However, it stated that the use of research design depends upon the type of problem under study. Besides, Kumar & Jeet (2015) pointed out that descriptive research includes surveys and path finding inquiries of different kinds. Similarly, Ghosh (1982) reported that a descriptive study's central purpose is to describe what exists at present.

### **1.7.3 Population and Sampling**

The purposive sampling method was utilised as a sampling method for this study. Purposive sampling, also known as judgmental or authoritative sampling, is a non-probability sampling technique in which the sample is collected based on the researcher's experience and knowledge (Bernard, 2002). Purposive sampling aims to concentrate on the distinct features of a population of concern, which will best qualify to answer the research questions. Similarly, Guba & Lincoln (2005) found that purposive sampling was the participants' thoughtful choice due to its characteristics.

The study's population was around 3000 students at the undergraduate level in Oman. It was attempted to determine sufficient sample size as per Mugenda & Mugenda (2008) who considered 20–30% sample of a population as adequate. Therefore, it was proposed to target 600 respondents (20% of the population) as a sample from 20 colleges offering different undergraduate programs in Oman. However, despite sincere attempts to get approval from all the colleges, only five

colleges located in Muscat, the capital city of Oman, had granted their consent. They are: 1) Oman Tourism College 2) Middle East College 3) Higher College of Technology 4) The College of Banking and Finance, and 5) Modern College of Business and Science. The survey was conducted in 2019.

Accordingly, 120 respondents from each of five select colleges (totalling 600) have been chosen using the purposive sampling method, and their participation was voluntary and entirely anonymous. However, after administering the questionnaires, in the review, it was found that 122 questionnaires were incomplete; either participants did not respond to some questions or they provided unsatisfactory and inconsistent responses for most of the questions. As a result, they were excluded. Finally, 478 fully completed questionnaires were finalised from the sample of 600, which constitutes a response rate of 79.6%.

#### **1.7.4 Research Instrument, i.e., Questionnaire**

A questionnaire developed by Venesaar et al. (2006), which was widely accepted in other studies as a standard questionnaire, was used for this study as well. According to Trivedi & Shukla (1998), whenever a researcher wants to collect data from a large sample of people about their attitudes, opinions, and behaviours, the questionnaire method is the most suitable method for information collection. Nevertheless, according to Bryman (2012), an obstacle with the questionnaire method is that respondents may twist their responses due to social desirability. However, Henn et al. (2006) argued that one of the disadvantages of surveys is that people cannot express their opinions adequately. Therefore, the researcher took enough care to obtain fair responses from the respondents.

The structured questionnaire comprised 95 questions for testing respondents' attitudes and perceptions towards entrepreneurship using a five-point Likert scale. The questionnaire contains five parts. Part A: Personal information; Part B: Past experience of the respondents; Part C: Family Background; Part D contains four sections: D1. Attitude towards entrepreneurship; D2. Perceived entrepreneurship support; D3. Entrepreneurial Intentions; D4. Barriers to youth entrepreneurship; Part E: Personality characteristics influencing entrepreneurial intention and attitude. Part

E also contains four sections; E1. The need for achievement; E2. Instrumental preparedness; E3. Subjective standards and E4. Locus of control.

### **1.7.5 Sources of Data**

Data for the research study was collected from both primary and secondary sources. While a researcher collected the primary data in the field survey by administering a questionnaire, the secondary data was gathered through various published sources. The secondary data was accessed from the following sources: the chosen colleges; the ministry of higher education in Oman; the Ministry of Finance in Oman; the Tanfeedh Office; government publications; the Small and Medium Enterprise Fund Office; the Al Rafd Fund Office; E-Oman; Injaz Oman; Sanad; and CBO-Oman, in addition to research papers and other publications. The information collected from these sources is used to augment the findings from primary sources.

### **1.7.6 Research Ethics**

The researcher filled out and submitted a research ethics approval form to the college where he is employed. The form was examined and approved by the college's research committee. The data collection began following approval in January 2019.

### **1.7.7 Data Analysis**

The statistical package SPSS v.22 was used to analyse the data. The data evaluation was done by following the procedure as hereunder:

- First, the data was analysed using the frequency distribution, percentage, rank, and weighted mean. The statistical tool used to ascertain the distribution of respondents as well as the frequency of those respondents who fit a given specified profile, such as gender, age, program of study, family income, is known as the frequency distribution. The percentage was used to calculate both the proportion of respondents and the percentage of respondents who fit a given profile. The ranking method was used to investigate the respondents' attitudes and intentions.

- Second, a reliability analysis was conducted using Cronbach's Alpha to examine the appropriateness of the scales incorporated into the study. Accordingly, the questionnaires were coded and analysed. A value of 0.700 is required for the instrument's reliability and this study revealed a value of 0.884 that is considered reliable and suitable for further analyses.
- Third, correlation analysis was conducted through Pearson Correlation Sig. (2-tailed) to present relationships among dependent variables and the independent variable.
- Fourth, to test the predictive behaviour and the students' entrepreneurial intentions and attitudes, regression analysis was carried out through ANOVA<sup>a</sup>.
- Fifth, the test of the hypothesis was conducted with a Pearson Chi-Square test.
- Finally, factor analysis has been performed through Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test to assess the convergent and discriminant validity of the scales.

### **1.8 Limitations of the Study**

According to Michael & Miles (1994), recognising a study's limitations presents a chance to illustrate that the study critically thought of the research problem, followed the related literature published on it, and accurately evaluated the methods adopted for investigating the issue. Accordingly, the study has the following limitations:

- Out of 20 colleges (in Oman) contacted for the purpose of collection of primary data, only five colleges in Muscat had permitted to conduct the field study.
- As mentioned, 122 questionnaires were excluded from the data analysis because they were not responded properly.
- Despite the fact that various scholars have discovered a significant association between entrepreneurial intentions and their desire to start a

business, with the current study, it is not possible to predict how many respondents will really launch a business in the future by conducting a longitudinal study due to the constraint of limited time period.

## **2. SOME MAJOR FINDINGS**

### **2.1 Demographic Profile of the Respondents**

The respondents' demographic profile, shows that 62.6 percent were female, and 37.4 percent were male. Results are not in conformity with Oman's national population (NCSI, 2020), where Oman's female population is only 38.7 percent, and 61.3 percent were male. To infer, most of the participants in the survey were female.

The majority of respondents, i.e., 69.5 percent, were between the ages of 22 and 25. NCSI (2020) estimates showed that 60 percent of Omani citizens were between the ages of 21 and 26. As a consequence, the results and estimates agree. In addition, 14.4 percent of respondents were in the 26–30 age range, followed by 12.1 percent of respondents in the 31–35 age range, and 4 percent of respondents who were 36 years or older.

In terms of birthplace, 43.9 percent of the respondents were born in various villages, while 33.3 percent were born in Muscat, the capital of Oman; however, 12.1 percent were born outside of Oman. Some Omani women give birth outside of their home country for a variety of reasons, including the presence of extended family abroad or the regions where their husbands work. Furthermore, 10.7 percent of the respondents were born in different Oman towns.

In education, 71.3 percent of the respondents completed graduation with honours, whereas 28.7 percent achieved a bachelor's degree without honours. The majority of participants (24.7 percent) studied tourism and hospitality management programmes as part of their course of study. Business management is the next-highest category, with a 20.3 percent share, followed by Accounting and Finance (19.7 percent) and HR Management (18.4 percent). 8.6 percent studied other subjects, including nursing, agriculture, and engineering, while 8.4 percent studied event management.

## 2.2 Testing of Research Hypotheses

Table 2.1 Study's selected research hypothesis findings

Hypothesis	Findings
H1: There is no significant association between student's father's occupation and their opinions on attitudes towards entrepreneurship.	Accepted
H2: There is no significant association between education and students' opinions on their awareness of the government's role and support.	Accepted
H3: There is no significant association between the student's program of the study and their opinions on entrepreneurial intention.	Accepted
H4: There is no significant association between family income of the students and their opinions on subjective norms.	Rejected
H5: There is no significant association between the student's program of the study and their awareness of the government's role in promoting entrepreneurship.	Accepted

Source: Primary Data

H1. Table 2.1 shows that, the P value is not significant (sig. value is  $0.808 > 0.05$ ), so there is no evidence to reject the null hypothesis. It stipulates that there is no significant association between the student's father's occupation and their opinions on attitudes toward entrepreneurship. It means that attitudes toward entrepreneurship are independent of student's father's occupation.

H2. Table 2.1 displays that, the P value is not significant (sig. value is  $0.779 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between student's education and their awareness of the government's role. It implies that a student's awareness of the government's role is independent of education.

H3. Table 2.1 shows that, the P value is not significant (sig. value is  $0.508 > 0.05$ ), hence there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of the study and their opinions on entrepreneurial intention. It specifies that entrepreneurial intention is independent of the program of the study.

H4. Table 2.2 shows that, the P value is significant (sig. value is  $0.002 < 0.05$ ), rejecting the null hypothesis. It means that there is a significant association between

student's family income and the opinions they have on subjective norms. It suggests that subjective norms are dependent on family income.

H5. Table 2.1 indicates that, the P value is not significant (sig. value is  $0.498 > 0.05$ ), so there is no evidence to reject the null hypothesis. It means that there is no significant association between the program of study and their opinions on students' awareness of the government's role. It signifies that a student's awareness of the government's role is independent of the program of the study.

### **2.3 Other Major Findings**

The study's main findings are summarised here. The highest mean score in student attitudes towards entrepreneurship is "I am willing to sacrifice my own comfort to start a new business" (4.49). Besides, the highest mean score in students' entrepreneurial intentions is "the only way to generate huge money is to become an entrepreneur" (4.06). Moreover, the highest mean score in perceived support for entrepreneurship "is for the area where I reside having sufficient knowledge of Entrepreneurship" (4.51). In terms of students' understanding of the government's role in encouraging entrepreneurship in Oman, "the absence of official assistance and encouragement had the greatest impact on young entrepreneurial activity" (4.33).

The highest score in demographic and socio-cultural variables that impact student attitudes towards company growth is "entrepreneurship is well-known in the area where I live" (4.51). Furthermore, the highest mean score for barriers to young entrepreneurship is that the social and cultural attitude towards youth entrepreneurship is not recognised (4.39).

Furthermore, the highest mean score in terms of need for achievement is for "I am good at spotting new business prospects" (4.25). Instrumental readiness: "I have good social networks that can be used when I decide to be an entrepreneur" (3.97%) had the highest mean score. Subjective norms: my best friends' judgement that I



should start a new business has the highest mean score (4.44). Finally, in terms of locus of control, the greatest mean score is when I travel and take different routes (4.15).

According to the findings for correlation and regression, attitudes toward entrepreneurship are favourably and significantly correlated with entrepreneurial intention, perceived support for entrepreneurship, and barriers to young entrepreneurship. Additionally, an R-value of 0.783 indicates that the dependent variable (entrepreneurial attitudes) has a positive association with the other factors (entrepreneurial intention, perceived support for entrepreneurship, and barriers to youth entrepreneurship)

Moreover, it is clear from the data that the need for achievement in entrepreneurial intention and attitude is positively and strongly connected with instrumental preparedness, subjective norms, and locus of control. Furthermore, the R-value of 0.707 indicates that the dependent variable (desire for accomplishment) is positively related to the independent factors (instrumental readiness and subjective norms).

The main findings of the factor analysis for attitudes, intentions, perceived support, and barriers to entrepreneurship. There are nine factors that are heavily loaded: “the only way to make big money is to become an entrepreneur” (0.796), “a lack of entrepreneurship training cripples the start of a new business” (0.858), “a lack of government support and encouragement affects youth entrepreneurial activity” (0.837), “I want to start a business to have more flexibility in my personal and professional life (0.8)”, “I have to struggle to raise the necessary capital to start a business” (0.855), and “Family responsibilities: to earn a constant source of money, forcing me for a job” (0.845), “lack of knowledge of the commercial and legal aspects of a business” (0.744), “entrepreneurs have a positive image in Oman (0.609) and finally social/cultural attitude towards youth entrepreneurship is not respected” (0.566).

Additionally, factor analysis was conducted to identify personality traits that impact student attitudes and intentions toward entrepreneurship. The following are the five most important considerations: “I am confident in my abilities, which means that if I

start my own business, I will succeed” (0.816); “If I do not succeed in a task, I tend to give up” (0.804); “my teachers believe that I should pursue a career as an entrepreneur” (0.775); “I perform well in challenging tasks related to my studies and work” (0.666); and “I will make every effort to start and run my own business” (0.799).

Furthermore, the factor analysis showed students' understanding of the role of the government in supporting entrepreneurship in Oman. “Lack of government support and encouragement affecting youth entrepreneurial activity” (0.791), “I have good social networks that can be used when I decide to be an entrepreneur” (0.81), “qualified advisors and support through faster licences, office space, and permits are made available to start a new business” (0.81). Finally, the demographic and socio-cultural factors are included in. Two factors weighed highly on the scale: “my parents' encouraging attitude toward a career as an entrepreneur” (0.834), and “my college's entrepreneurship course motivates me to explore ideas for a new firm” (0.825).

### **3. CONCLUSION AND RECOMMENDATIONS**

#### **3.1 Conclusion**

Because each theory has examined the entrepreneur and entrepreneurship through a unique lens, as was already mentioned, they can only offer a constrained perspective on the entrepreneurial phenomenon. No point of view is more or less valid than another; in fact, the numerous elements that contribute to the creation of entrepreneurship are complementary rather than additive. They are interconnected, dependent on one another, and frequently supportive.

The conclusion is that entrepreneurship is the result of complex and unique interactions between socioeconomic, psychological, and other elements. A realistic viewpoint would combine them. Each of the inter-disciplinary entrepreneurship ideas that have been addressed is influenced by a wide range of factors. Whether a person becomes an entrepreneur or not is mostly determined by the integration of one's desire, ambition, passion, achievement, motivation, commitment, integrity, honesty, sincerity, ability, and hard work.

The entrepreneur serves as a role model in the community, creates jobs for others, acts as a source of stability, and is a major source of funding for the growth of a country's underlying economic system. The entrepreneur brings fresh energy and plays a critical role in the advancement of society. However, many respondents believed they lacked new business ideas in order to sustain business growth and support personal growth by creating business ideas for enterprise growth. Working for oneself and having entrepreneurial aspirations are needed for business and personal growth. Government support is essential in order to significantly grow business incubator concepts. Business incubators could provide students with the networking opportunities, training in entrepreneurship, locations, and other essential assistance they need to feel confident and take the risk of developing a new start-up. One of the main types of support that young entrepreneurs want is financial assistance, and most of them believe that their lack of funding prevented them from starting their business.

To meet the expanding demands of the sector, there is a request for Oman's educational institutions to strengthen their entrepreneurship training programs. It is crucial to increase students' understanding of how to launch a new company, how to evaluate enterprise risk, and how to create risk-reduction plans. Entrepreneurial education and training should emphasise perceived viability to inspire interest in starting your own business. It is important to create mandatory entrepreneurship programmes at all educational levels, from schools to colleges to universities. Additionally, these programmes ought to promote students' self-worth, entrepreneurial inclinations, and risk-taking propensities. Additionally, strong ties to business can be advantageous for both institutions of higher learning and act as a feedback mechanism for graduates' suitability in the growth of entrepreneurship. Moreover, educational institutions and government and non-government organisations in Oman should work together to advance a favourable perception of entrepreneurship and encourage students to choose an entrepreneurial career path.

In all their initiatives, policymakers should stress the advantages of self-employment and foster an environment that will support thriving firms. For young Omani people, self-employment should be regarded as a viable choice. A definite step in the right

direction is having access to financing in the form of interest-free loans for a set period or low-interest loans. However, the failure of new businesses can be attributed to inadequate training in terms of business skills and how to reduce business risks for potential entrepreneurs. Any nation with the capacity to have a substantial economic effect must embrace the crucial and essential concept of entrepreneurship. Therefore, it would be advantageous for Oman's students to receive training in entrepreneurship by holding conferences, workshops, events, and exhibitions across the nation to introduce the subject to the younger generation and develop more programmes that encourage active participation in an entrepreneurial environment.

Over time, attitudes develop and are gradually taught. The process of learning attitudes starts in childhood and lasts the rest of one's life; initially, a child's attitudes are greatly influenced by family members. Eventually, classmates and teachers will replace family members in their ability to shape students' perspectives. It is critical for a society to cultivate an optimistic attitude towards entrepreneurship. There are many ways to create awareness. One such method is the organisation of numerous events, talks, and workshops relating to entrepreneurship by schools and community centres. Successful entrepreneurs must be invited to educational institutions to interact with students and build rapport.

### **3.2 Recommendations in Brief**

- Schools, colleges, universities, and other training institutions should discuss the challenges, obstacles, and complexity of starting a business to boost students' self-esteem and encourage them to pursue entrepreneurship.
- Institutions should offer entrepreneurship courses that incorporate a variety of procedures and approaches, and tutors should receive specialised training to improve teaching methods.
- We cannot compel students to start their own businesses. However, by illustrating the different opportunities for being an entrepreneur, we may inspire and motivate students.

- The government should provide students with a toolkit to help them launch a business, such as a flowchart of tasks and legal advice.
- It is critical to arouse and increase students' enthusiasm for pursuing an entrepreneurial career. To achieve this the Omani government should conduct more studies to establish how college students feel about the viability and attractiveness of new firms.
- Academic institutions should support students in developing business ideas to become entrepreneurs.
- The government should establish a financial organisation to support student-generated creative business concepts.
- Entrepreneurship courses should be implemented early, i.e., in schools, to boost entrepreneurial growth and competitiveness.
- Educational institutions should establish Entrepreneurship Cells to promote entrepreneurial culture and attitude among youth.
- The Ministry of Education in Oman (MoE) & Ministry of Higher Education and Research in Oman (MoHER) should offer seminars, workshops, and exhibitions to promote entrepreneurship and innovation in students.
- The government should create programmes to help dropouts launch their own businesses.
- The government should encourage organisations to help young entrepreneurs as part of their CSR efforts, and the government should reward them with compensation and tax breaks.
- Oman TV should develop television programmes to encourage young people to start enterprises.
- Develop a dynamic entrepreneurial environment to attract young entrepreneurs and counter their lack of market awareness.

- Educational institutions should identify potential student entrepreneurs (studentpreneurs), link them with mentors, and give them a small seed grant to encourage entrepreneurship.

Finally, a model was developed to help stakeholders strategize entrepreneurial development among the students in Oman.

### **3.3 Suggestions for Future Research**

The study focused on intentionality, much like earlier studies in the literature. However, intentions now may or may not become actions tomorrow. Graduates may choose a particular career path in the future, even though respondents in the study expressed a high level of entrepreneurial ambition. Future studies may adopt a longitudinal method to determine if entrepreneurial aspirations and attitudes are maintained or changed after graduation.

#### **3.3.1 Further research can be based on the topics listed below:**

- Entrepreneurial climate in educational institutions.
- Frameworks for campus funding and assistance for entrepreneurs.
- Techniques for encouraging and expanding student-owned businesses.
- How student entrepreneurship will be influenced both on campus and beyond graduation.
- The impact of education on student entrepreneurs' performance.
- Successful Campus Entrepreneurship models.
- The respondents' perspectives as they evolve through time and their intended future careers.