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PERCEIVED SUPPORT AND ENTREPRENEURIAL INTENTIONS AMONG OMANI UNDERGRADUATE STUDENTS

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ABSTRACT

Purpose – The study's goal is to determine whether there is a relationship between family income, the father's occupation, education, and study plan, and Omani students' perceived support for entrepreneurship. Furthermore, the research will look into the relationship between Omani underground students' perceived support and their entrepreneurial intentions.

Methodology – The study employed deductive research methodology and a quantitative research approach since it was empirical research that employed analytical techniques to provide quantifiable data. The descriptive research design was also employed because it summarises the characteristics of the population or problem under consideration. Furthermore, the purposive sampling strategy, a non-probability sampling technique, was used as the study's sampling strategy. In total, 478 undergraduate Omani students were chosen as respondents, and the data was analysed using descriptive and regression techniques using the latest version of the Statistical Package for Social Science (SPSS) software, 21.0.

Findings – The findings indicate that students have a favourable perception of support for entrepreneurship. The highest mean scores recorded for the place where students live indicate sufficient awareness of entrepreneurship (4.51) and that college experience and knowledge have inspired them to become entrepreneurs (4.35), with a verbal interpretation of "strongly agree" for both factors. Besides family income, the father's occupation, education, and study plan had no discernible influence on Omani students' intentions to start their own businesses. It denotes that the hypothesis factors have no bearing on entrepreneurial inclinations. Furthermore, Pearson's correlation of 0.720 and p-value of 0.000 < 0.05 indicated that entrepreneurial intention is highly and significantly correlated with perceived entrepreneurship support.

Conclusion - The results of the study show that Oman's underground students have a moderately high perceived level of support for entrepreneurship. Besides, students believe they have support from the government, their families, and friends to achieve their business ambitions after graduation. A link between students' perceived entrepreneurial support and their entrepreneurial goals was also discovered by the study.

Keywords: Perceived support, entrepreneurial intention, entrepreneurs, Omani students, relationship.
JEL Codes: M13, L26, O53

1. INTRODUCTION

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.

2. LITERATURE REVIEW

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.

2.1. 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.

2.2. Structural Support

According to Turker & Selcuk (2009), structural support is the authorities' support for students' 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 contrasts with other research using perceptual measures of public policies, which found only a minor influence on entrepreneurial intensions (Engle et al., 2011).

2.3. 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. METHODOLOGY

This study employed the deductive research method, which involves moving from the general to the specific, starting with a theory, inferring hypothesis from it, testing those hypotheses, and finally revising the theory (Babbie, 2010). Besides, a quantitative research approach was employed since this method quantifies data and identifies cause and effect links between variables using statistical or mathematical approaches (Kothari, 2010). Because it depicts the traits of the population or phenomenon under study, the descriptive research approach was utilized in this study. With this methodology, the "what" of the study topic is given more attention than the "why."

For this investigation, a sampling technique called purposive sampling was used. A non-probability sampling method called "purposeful sampling" selects the sample depending on the researcher's knowledge and competence. It is also referred to as "judgmental" or "authoritative" sampling (Bernard, 2002). The sample size of the study was 478. A questionnaire that had been developed by Venesaar et al. (2006) was used in this investigation. The adoption of a questionnaire survey is generally recognised in management and business since it preserves the secrecy of responders' antecedents (Rowley, 2014). However, to better meet the needs of the study, the questionnaire was modified. Cronbach's alpha was .70, and items were scored on a 5-point scale (1 being strongly disagree, 5 being strongly agree).

3.1. Research Hypothesis

According to Sharma (1983), conducting research entails specifying problems or issues, testing hypotheses, or coming up with solutions, gathering, organising, and analysing data, making deductions, and coming to conclusions. Besides, Creswell (2014) stated that the study's conclusions must be carefully tested to see if they are consistent with the hypotheses that were originally proposed. In addition, Kothari (2010) claimed that after analysing the information, the investigator is in a position to examine any assumptions that were previously developed. When testing hypotheses, the standard question that needs to be addressed is: do the statistics demonstrate the theories, or are they in conflict with them? Consequently, the study's hypotheses are:

H1: There is no significant relationship between family income and students' opinions on perceived support for entrepreneurship.

H2: There is no significant relationship between the father's occupation and the students' opinions on perceived support for entrepreneurship.

H3: There is no significant relationship between education and students' opinions on perceived support for entrepreneurship.

H4: There is no significant relationship between the program of the study and students' opinions on perceived support for entrepreneurship.

The frequency distribution, percentage, rank, and weighted mean were used to analyse the data. The frequency distribution is a statistical tool used to determine the distribution of respondents as well as the frequency of those respondents who fit a given specified profile, such as gender, age, and marital status. Both the proportion of respondents and the percentage of respondents who fit a given profile were calculated using the percentage. Other relevant statistical tools were also applied to conclude.

4. RESULTS AND ANALYSIS

4.1. Profile of the Respondents

Table 1 shows that females make up 62.6 per cent of the population, while men make up 37.4 per cent. The results do not correspond to Oman's national population (NCSI, 2020), which has a female population of 38.7 per cent and a male population of 61.3 per cent. To conclude, the majority of survey respondents are female. Besides, 69 per cent of those surveyed are between the ages of 22 and 25. According to NCSI (2020), 60% of Omani citizens are between the ages of 21 and 26. As a result, the results and estimates are consistent. Furthermore, 14.4 per cent of respondents are between the ages of 26 and 30, with 12.1 per cent between the ages of 31 and 35, and 4% between the ages of 36 and older.

40.8 per cent of respondents reside in the city, i.e., Muscat; 34.7 per cent live in villages; and the remaining 24.5 per cent stay in various towns throughout Oman. In terms of education, 71.3 per cent of respondents graduated, while 28.7 per cent received a higher diploma. As part of their studies, 24.7% of participants took tourism and hospitality management courses. Business management is the next-highest category, with a 20.3 per cent share, followed by accounting and finance (19.7 per cent) and human resources management (18.4 per cent). Other courses studied by 8.6 per cent were nursing, agriculture, and engineering, while 8.4 per cent studied event management.

The respondent's father worked for the government in 39.3 per cent of cases, while 15.1 per cent owned enterprises and 14.2 per cent retired. Further, 9.6% worked in agriculture, 11.7 % in the private sector, and 10% were jobless. According to the findings, up to RO 1,000 represents 50.4 per cent of the respondent's family's income. 15.9% of respondents indicated their family income exceeded RO 3001, while 18% were unclear. Furthermore, 8.2% claimed that their monthly income is between RO 2001 and 3000, while the remaining 7.5% stated that their monthly income is between RO 1001 and 2000. Inferring from this, half of the respondent families earn less than RO 1000 each month.

Table 1: Demographic Profile of the Respondents

A1. Gender	**Frequency**	**Per cent**
Male	179	37.4
Female	**299**	**62.6**
A2. Age (Optional)	**Frequency**	**Per cent**
20-25	**332**	**69.5**
26-30	69	14.4
31-35	58	12.1
36 and above	19	4.0
A3. Permanent residing area	**Frequency**	**Per cent**
City, i.e., Muscat	**195**	**40.8**
Town	117	24.5
Village	166	34.7
A4. Education	**Frequency**	**Per cent**
Diploma	137	28.7
Graduation	**341**	**71.3**
A5. The Program of study	**Frequency**	**Per cent**
Tourism and Hospitality	**118**	**24.7**
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
A6. Parent's Occupation - Father	**Frequency**	**Per cent**
Own Business	72	15.1
Salaried Employee Private	56	11.7
Salaried Employee Government	**226**	**39.3**
Retired	73	14.2
Agriculture	41	9.6
Unemployed	48	10
A7. Family Income	**Frequency**	**Per cent**
Up to OMR 1000	**241**	**50.4**
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

According to Table 2 inference, Cronbach's alpha was used to test the reliability across multiple dimensions. The above table displays the results obtained. The perceived support for entrepreneurship has an alpha value of 0.854. The rating is high, and a value of > 0.7 implies that the presented items have very strong internal consistency.

Table 2: Reliability Statistics

Dimension	Cronbach's Alpha	No of Items
Perceived support for entrepreneurship	.854	8

Table 3 shows that the highest mean recorded was in the area where I reside, indicating that there is enough awareness of entrepreneurship (X = 4.51) and that my college experience and knowledge have inspired me to become an entrepreneur (X = 4.35). The respondents indicated that many people are aware of entrepreneurship in their area, which is a positive sign. Further, they believe that their college experience and knowledge have inspired them to become entrepreneurs. Besides, respondents agreed with the following statements: My friends will help me start a business if I decide to become an entrepreneur (X = 4.29). In times of crisis, my family, friends, and colleagues will support me (X 4.15). It implies that the respondent believes that if they decide to become entrepreneurs, their friends will help them start a business, and that in times of crisis, the respondent's family, friends, and colleagues will support them.

Respondents further strongly agree that in Oman, there is a strong infrastructure in place for new businesses to develop ($\bar{X}$ 4.12), 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). Respondents are convinced that there is a well-functioning infrastructure available for new people to start a business, and they admit that taking an entrepreneurship course in college helped them come up with business ideas.

Furthermore, a mean score of (X 4.08) was recorded for qualified advisors and support through faster licenses, office space, and permits being made available to start businesses, and (X 4.02) for If I launch my own business, my family will provide the initial investment. It shows that the respondents recognise that qualified advisors and support are available through faster licences, office space and permits to start a new business and that their family members will provide the initial capital if they choose to be entrepreneurs.

The lowest mean scores ever recorded for government funding are made available to start businesses (X=3.99). It denotes that some respondents may believe that they require additional financial assistance from the government through the SME Development Fund, Al Rafd Fund, Injaz Oman, and Riyada to launch a new company. Based on the findings, although there are many support structures in place for entrepreneurs in Oman, the respondents seem not to be fully aware of the government's support programs, and they are also unaware of the advisory services and other help systems put in place to promote entrepreneurship in Oman.

Table 3: Perceived support for entrepreneurship

Perceived Support	$\bar{X}$	Verbal Interpretation	SD	Rank
The place where I live has sufficient awareness of Entrepreneurship.	4.51	Strongly Agree	0.831	1
My college experience and knowledge have inspired me to become an entrepreneur.	4.35	Strongly Agree	0.856	2
My friends will help me start a business if I decide to become an entrepreneur.	4.29	Strongly Agree	0.853	3
In times of crisis, my family, friends, and colleagues will support me.	4.15	Strongly Agree	0.930	4
In Oman, there is a strong infrastructure in place for new businesses to develop.	4.12	Strongly Agree	0.915	4
The entrepreneurship course at my college inspires me to develop ideas for a new business.	4.10	Strongly Agree	1.027	6
Qualified advisors and support through faster licenses, office space and permits are made available to start businesses.	4.08	Strongly Agree	1.069	7
If I launch my own business, my family will provide the initial investment.	4.02	Strongly Agree	0.923	8
Government funding is made available to start businesses through the SME Fund, Al Rafd Fund, Injaz Oman, and Riyada	3.99	Agree	1.118	9
Total	**4.20**	**Strongly Agree**	**0.949**	**9**

Table 4 demonstrates that the chi-square is not significant (sig. value is 0.155 > 0.05) and that the null hypothesis cannot be proven incorrect, signifying that the null hypothesis is accepted. This indicates that there is no conclusive relationship between respondents' opinions on perceived support for entrepreneurship and family income. It implies that views on entrepreneurial support are unrelated to family income.

Table 4: Chi-Square Test - Family's income (Perceived Support for Entrepreneurship)

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

Table 5 shows that the chi-square is not significant (sig. value is 0.607 > 0.05), the null hypothesis cannot be proven incorrect, signalling that the null hypothesis is accepted. This indicates that there is no conclusive relationship between the father's profession and the student's opinions on perceived entrepreneurial support. It implies that perceptions of support for entrepreneurship are unrelated to the father's occupation.

Table 5: Chi-Square Test - Father's Occupation (Perceived Support for Entrepreneurship)

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

Table 6 reveals that the chi-square is not significant (sig. value is 0.233 > 0.05) and that the null hypothesis cannot be proven false, implying that the null hypothesis is accepted. This indicates that there is no conclusive relationship between respondents' perceptions of perceived support for entrepreneurship and their levels of education. In other words, perceived support for entrepreneurship is unrelated to academic background.

Table 6: Chi-Square Test - Education (Perceived Support for Entrepreneurship)

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

Table 7 indicates that the chi-square is not significant (sig. value is 0.094 > 0.05) and that the null hypothesis cannot be proven incorrect, suggesting that the null hypothesis is accepted. This indicates that there is no conclusive relationship between the respondent's study's program and the participants' perceptions of entrepreneurial support. It implies that perceived support for entrepreneurship is unrelated to the program of study.

Table 7: Chi-Square Test - Program of the study (Perceived Support for Entrepreneurship)

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

Table 8 suggests that the chi-square is not significant because all of them are higher than 0.05, implying that there is insufficient evidence to reject the null hypothesis. It denotes that there is no significant relationship between family income, the occupation of the father, education, the study program, and the student's opinions on perceived support for entrepreneurship in Oman. It suggests that the student's opinions on perceived support for entrepreneurship in Oman are independent of factors such as family wealth, the father's profession, education, or academic program.

Table 8: Null Hypotheses

Hypotheses	Sig. Value	Result
H1: There is no significant relationship between family income and the students' opinions on perceived support for entrepreneurship.	0.155	Accepted
H2: There is no significant relationship between the father's occupation and the student's opinions on perceived support for entrepreneurship.	0.607	Accepted
H3: There is no significant relationship between education and the students' opinions on perceived support for entrepreneurship.	0.233	Accepted
H4: There is no significant relationship between the program of the study and the students' opinions on perceived support for entrepreneurship.	0.094	Accepted

Table 9 shows that entrepreneurial intention is highly and significantly correlated with perceived support for entrepreneurship. This was indicated in the obtained Pearson's correlation of 0.720, and the p-value of 0.000 < 0.05 supports this. This implies that perceived support for entrepreneurship will greatly influence students' entrepreneurial intentions.

Table 9: Correlations – Relationship between perceived support & student's entrepreneurial intentions

		Entrepreneurial Intention	Perceived Support for Entrepreneurship
Entrepreneurial Intention	Pearson Correlation	1	.720**
	Sig. (2-tailed)		.000
	N	478	478
Perceived Support for Entrepreneurship	Pearson Correlation	.720**	1
	Sig. (2-tailed)	.000	
	N	478	478
**. Correlation is significant at the 0.01 level (2-tailed).			

5. DISCUSSION AND CONCLUSION

5.1. Academic Support

According to Table 3, 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. The findings are supported by the Further Negash and Amentie (2013) study, which claims that technical training can be a motivator for people seeking 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 lower, 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.

5.2. Structural Support

According to Table 3, 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.

5.3. Relational Support

Table 3 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 an 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 8 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.

5.4. Conclusion

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 toward 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' intents 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 lighter 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.

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