

Fostering future pioneers: Unveiling the entrepreneurial intentions of undergraduate students in Oman

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Article Info	Abstract
<p>Research Article</p> <p>Received: 10 August 2023 Revised: 26 September 2023 Accepted: 28 September 2023</p> <p>Keywords: Entrepreneurship, Entrepreneurial intentions, Omani undergraduate students</p>	<p><i>This study aimed to examine the entrepreneurial intentions of Omani students. Because this study used analytical methods to provide measurable data, it adopted a quantitative approach to research and a deductive methodology. Purposive sampling, a non-probability sampling method, was used in this study. The Venesaar et al. (2014) standard questionnaire was modified to collect the data. 478 respondents provided data. The results showed that students were motivated to pursue business. The findings demonstrate that students have positive intentions toward entrepreneurship. I am willing to go to any length to become an entrepreneur (4.06), which had the highest mean score for student entrepreneurial intentions. Because all values were greater than 0.05, there was no evidence to reject the null hypothesis. This implies that the entrepreneurial intentions of undergraduate students in Oman are unaffected by factors such as family income, father's profession, education, or program of study.</i></p>

1. Introduction

Every country strives to encourage the growth of entrepreneurship, since it is thought to be the basis for all industries since entrepreneurs create new business ideas that ultimately advance social and economic development (Khan, 2014). Therefore, various entrepreneurship assistance initiatives are being highlighted by authorities worldwide (Gurol & Atsan, 2006). Similarly, in Oman, there is much emphasis on promoting entrepreneurship among youth, especially graduates, as it can lead to economic growth and address the unemployment issue (Ashrafi & Murtaza, 2010). In 2013, the sultan of Oman, His Majesty Sultan Qaboos, emphasized the value of entrepreneurship in helping build the nation, lower unemployment, and lessen reliance on oil resources.

Consequently, numerous national-level measures to support entrepreneurship have been implemented (Khan, 2014). These measures include creating an ecosystem for entrepreneurs, offering assistance, and providing opportunities for new businesses. Established business accelerators and incubators provide access to networks, mentorship, and physical spaces. Additionally, Oman has established grants and financial programs to provide start-ups and business owners with financial support. Start-ups, SMEs, and business owners can apply for loans from Oman Development Bank. Efforts have been made to integrate entrepreneurship into the curricula of educational institutions to provide potential entrepreneurs with the skills and information they require (Magd & McCoy, 2014).

According to Fayolle & Gailly (2015), promoting the development of entrepreneurial skills globally places a greater emphasis on graduates. Lekhanya (2016) argues that it is essential to support graduates' entrepreneurial goals because doing so lowers poverty and increases employment opportunities. Similarly, the Ministry of Higher Education in Oman created a compulsory entrepreneurship course in 2015 (Bindah & Magd, 2016). This course must be taught to all students, regardless of their specialization, in all higher education institutions throughout the

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country. This was done to encourage graduates to become entrepreneurs because of their increased business expertise and understanding of company risks (Ibrahim et al., 2017). Numerous studies have found that business development requires entrepreneurial intention more than any other factor. According to Nabi and Holden (2008), creating new businesses is a key predictor of entrepreneurial intention and attitude. Additionally, Van & Boshoff (2004) stated that educational institutions must ensure that students have positive attitudes towards entrepreneurship because these attitudes could aid in forming future ventures. Similarly, according to Douglas & Shepherd (2002), it is also critical to comprehend what drives students' intentions toward entrepreneurship and how to foster it because they are the future generation of business leaders and the backbone of society. By contrast, Liu et al. (2011) stated that intention cannot predict entrepreneurial endeavors. The author continues by pointing out that intending to launch a firm, not every prospective entrepreneur can carry out that desire, as the personal characteristics and surrounding environment of people with entrepreneurial intentions may prevent them from starting new businesses. The primary objective of this study was to examine the entrepreneurial intention of Oman's undergraduate students.

2. Literature review

Intentions, according to Ajzen (2011), express "*indications of a person's readiness to perform a behavior.*" Bird (1988) further defined entrepreneurial intention as an emotional state that leads to and guides a person's experiences, ideas, goal setting, commitment, and work-related concerns. Besides, 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 was reflected in what Ajzen & Fishbein (1980) have called "*choice intention*" and "*latent entrepreneurship,*" which refer to a person who favors self-employment over employment with a salary. Ajzen & Fishbein (1980) believed that intention is a choice with commitment, and the attitude towards developing a new company endeavor defines a commitment to entrepreneurship. The transition from the commitment phase to the maturation phase, which comprises activities related to the new company venture, is the final stage in forming entrepreneurial intention and is known as "emergent entrepreneurship" (Reynolds et al., 2000). 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 perfecting the business idea, which can offer extra benefits to the target consumers (Falck, 2012).

Bird (1988) asserts that both personal traits and the environment can influence a person's entrepreneurial purpose. In contrast, some entrepreneurship researchers contend that "individual variables" like personal qualities and "situational variables," such as the rate of inflation or regulations on business, provide relatively little insight into how entrepreneurial intention develops (Krueger & Carsrud, 1993). Some researchers, such as Reynolds et al. (2000), have concentrated on various groups of variables that have historically been thought to be predictors for making informed choices to start a new business: contextual factors, socio-demographic characteristics (e.g., gender, age, educational level, and employment status), and individuals' perceptual factors to understand how young people interpret self-employment opportunities (e.g., self-efficacy, ability to recognize opportunities, fear of failure, regretful thinking, and perseverance).

2.1. Education

The importance of entrepreneurship in a country makes colleges more accountable for providing students with the necessary entrepreneurial mindsets and skills. The responsibility of HEIs has increased because entrepreneurship programmes are crucial for the growth and revival of the economy as job creation is possible through entrepreneurship (Ahmed et al., 2020). Entrialgo & Iglesias (2016) stated that entrepreneurs who could start businesses increasingly safeguarded their prosperity and stability as more people were employed. Moreover, many studies have concluded that employment levels are always high in nations where entrepreneurial activities are both active and dynamic. Universities and colleges worldwide are planning and delivering programs for entrepreneurship (Ahmed et al., 2020), and the regularity of programme delivery has increased because of its significance to nations. However, Graevenitz et al. (2010) argued that the impact of mandatory versus optional enrolment in entrepreneurship programmes and their influence on student intentions were impossible to comprehend. Correspondingly, Souitaris et al. (2007) stated that study programmes in business and management frequently involve subjects such as financial management, marketing strategies, the business environment, and creativity, which can give students the groundwork they need to launch and operate a business. Engineering and computer science studies can provide students with the skills needed to develop innovative goods or to start technology-based businesses. On the other

hand, education empowers students to learn from their experiences and interact productively with their surroundings. Additionally, educational training presents and widens student horizons (Entrialgo & Iglesias, 2016). This means that an individual's capacity to sense morals and customs and economic and social attitudes influences students' maximum growth.

Entrepreneurship education signifies a unique pioneering approach in Oman and Arab states. According to Bilal & Hussien (2019), entrepreneurship education in Oman has received increased attention. The Oman government adopted specific steps to encourage entrepreneurship education. Entrepreneurship accelerates Oman's economic growth (Al-Harathi, 2017). Beginning in the 2015–2016 academic year, all HEIs will incorporate entrepreneurial skills into education through a course that supports the entrepreneurial mindset, introduces entrepreneurship for all disciplines, and promotes entrepreneurship activities (Belwal et al., 2015). As a result, many colleges in Oman have adopted programs that focus on entrepreneurship education to improve educational quality.

2.2. Family income & profession

A family's influence will inspire a person's determination to start a business. However, this depends on the family's financial situation, environment, and interaction with their children (Wright et al., 2006). Few studies examine how family income affects self-employment or entrepreneurial goals. Topping & Tariq's (2011) study revealed a favorable relationship between family income and inclinations for self-employment. It follows that students' intentions to work for themselves would be higher, depending on their families' income. Similarly, Rusu et al. (2022) noted that by providing financial security, the family's economic position plays a critical role in enhancing entrepreneurial ambition. Students from wealthier families are more likely to take risks. According to Wright et al. (2006), most students lack resources and capital, making it difficult to start their businesses. For entrepreneurs, especially young ones, turning to their families for support has become a crucial strategy for dealing with financial issues (Rusu et al., 2022). However, Wang & Mellington (2011) noted that family income had a detrimental impact on the inclination to work for oneself. Students' willingness to launch a new business is decreased by rising family income because they fear failing; the opposite is also true.

Pablo-Lerchundi et al. (2015) claim that parents' occupations impact their children's entrepreneurial intentions. Compared with students whose parents are government or private employees, students from families with a business background are likelier to follow an entrepreneurial profession. Similarly, Crant (1996) asserted that a student's ambition to launch their own business is significantly influenced by growing up in an entrepreneurial family. Similarly, Megibaru (2014) suggested that entrepreneurs' children learn about the factors influencing running a firm and establishing a new company as an innate career option. However, Nguyen (2021) found no connection between students' entrepreneurial goals and family backgrounds. Based on the aforementioned discussion, this study proposes the following hypotheses: For the study, there are four variables: undergraduate students' family income, father's profession, education, and study program.

H1: There is no significant relationship between family income and students' entrepreneurial intentions.

H2: There is no significant relationship between fathers' occupations and the students' entrepreneurial intentions.

H3: There is no significant relationship between education and students' entrepreneurial intentions.

H4: There is no significant relationship between the study program and students' entrepreneurial intentions.

3. Methodology

This study is an expanded version of the paper presented orally at the "The 2nd Seminar on Business and Management: Value Creation for Creativity and Innovation", December 13, 2022, University Malaysia Sabah (UMS), Malaysia. All responsibilities belong to the researcher. All parties were involved in the research out of their own free will. Ethics committee approval was not required, as this study did not collect data on humans using experiments, methods, practices, etc.

The deductive research technique was used for this study, which entails progressing from general to specific by beginning with a theory, drawing hypotheses from it, testing those hypotheses, and then amending notions (Babbie, 2010). In addition, a quantitative research methodology was used because it quantifies the data and uses statistical or mathematical methods to identify the cause-and-effect relationships between variables (Kothari, 2010). Descriptive research methods were used in this study because they accurately reflected the characteristics of the population in question or the phenomenon being studied. This methodology places more emphasis on the

"what" of the research issue than the "why." Purposive sampling was used in this study. Bernard (2022) claims that the "purposeful sampling" non-probability sampling technique chooses a sample that reflects the author's expertise. According to Creswell (2014), this is known as "judgmental" or "authoritative" sampling. In total, 478 participants were included in this study. In this study, the questionnaire created by Venesaar et al. (2014) was employed. The questionnaire was modified to suit the needs of this study. Because it safeguards the anonymity of respondents' antecedents, the use of survey questionnaires is widely recognized in business and managerial circles (Edmonds & Kennedy, 2010). The items were rated on a scale of one to five points, with 1 denoting "strongly disagree" and 5 denoting "strongly agree," Cronbach's alpha was 0.930.

Defining problems, testing hypotheses, developing solutions, analyzing data, drawing inferences, and arriving at conclusions are all parts of conducting research (Bernard, 2022). Additionally, Creswell (2014) stated that it is important to thoroughly assess the study's findings to determine whether they are compatible with the original hypothesis. Furthermore, according to Kothari (2010), the researcher can test any preconceived notions after analyzing the data. The typical question to be answered when testing a hypothesis is whether the statistics support the ideas or contradict them. The data were analyzed using frequency distribution, percentages, rank, and weighted mean. The frequency distribution is a statistical tool employed to calculate the frequency of respondents who fulfill a certain stated profile, such as gender, age, and marital status. It also determines the distribution of the respondents. This percentage was used to calculate the percentage of respondents and the proportion of those who fit a particular profile. To assess the hypotheses, additional pertinent statistical methods, such as chi-square tests, were also used.

4. Results and analysis

4.1. Profile of the respondents

The respondents' demographic makeup is presented in Table 1. Women constituted 62.6 percent of the total sample, whereas men accounted for 37.4 percent. The national population of Oman (NCSI, 2020), which has a male population of 61.3 percent and a female population of 38.7 percent, does not match these findings. Finally, the majority of survey participants were women. Another factor was that 69 percent of the survey respondents were between 22 and 25. According to NCSI (2020), 60% of Omani citizens are aged between 21 and 26. Therefore, the estimations and findings are in agreement. In addition, 14.4% of the respondents were between the ages of 26 and 30, 12.1% were between the ages of 31 and 35, and 4% were 36 or older. The respondents were divided into three groups: 40.8 of them lived in Muscat, the Sultanate of Oman's capital; 34.7 percent lived in villages; and the rest (24.5%) resided in other places across Oman. Of those surveyed, 71.3% had graduated from high school, and 28.7% had a higher diploma. Of those who participated in the survey, 24.7% took hospitality and tourism management courses. With a 20.3 percent share, business management is the next-highest domain, followed by accounting and finance (19.7 percent) and human resources management (18.4 percent). Nursing, agriculture, and engineering were other subjects; 8.6 percent of the students took them, while 8.4 percent chose event management. In 39.3 percent of cases, the respondents' fathers were government employees, 15.1 percent had businesses, and 14.2 percent were retired. In addition, 11.7% of the respondents worked in the private sector, 9.6% in agriculture, and 10% were unemployed. The data show that 50.4 percent of the respondent's family income is from revenue up to RO 1,000. Of the respondents, 15.9% said their family income was higher than that of RO 3001, while 18% were unsure. Additionally, 7.5% of the respondents reported a monthly income between RO 1001 and 2000, while 8.2% claimed a monthly income between RO 2001 and 3000. Thus, less than RO 1000 was the monthly income of half of the respondents' families.

Table 2 presents the results of the reliability statistics. Cronbach's alpha was used to test reliability across multiple dimensions. Entrepreneurial intention has an alpha value of 0.930. The high rating, with a value of > 0.7, implies that the presented items have strong internal consistency.

4.2. Student's entrepreneurial intention

Table 3 outlines the entrepreneurial intentions of the Omani students. The first, third, and fifth highest-rated entrepreneurial intentions were 'I am willing to go to any length to become an entrepreneur' (4.06), 'the knowledge I acquired in college has helped me become an entrepreneur' (4.04), and 'the college environment encouraged me to develop creative ideas for being an entrepreneur' (3.77). All three factors were found to be positively related to entrepreneurial intentions. However, the second and fourth entrepreneurial intentions rated by respondents are 'working for the government seems attractive to me' (4.05) and 'working in the private sector was attractive to me'

(3.82). This suggests that respondents were more likely to choose to work for private or public companies, which contradicts the spirit of entrepreneurship. However, one of the essential needs of young people is financial stability, and most believe that finding work is the best path to financial freedom.

Similarly, other statements were found at the sixth, seventh, and eighth spots: 'I am determined to create my own business in the future' ($X=3.75$). 'If I open my own business, my teacher, friends, and family would appreciate it' ($X=3.72$), and 'entrepreneurs tend to rise in social status' ($X=3.61$). According to respondents, starting a business would earn a lot of support from their loved ones. In any society, support from teachers, friends, and family is crucial for young entrepreneurs, and the absence of these factors has detrimental effects. On the other hand, the respondents were determined to create their businesses in the future, a common characteristic of entrepreneurs. Furthermore, 'joining the government will earn respect from my family and friends' ($X=3.45$), which is in the tenth spot, whereas 'having the freedom to express myself is attainable only through business' ($X=3.58$), which is in the ninth spot. The respondents acknowledged that business owners typically hold prominent positions in society and favor working for themselves. Finally, 'I would rather be my boss than work for someone else' ($X=3.23$), which has the lowest reported mean score. This suggests that the respondents preferred to be their bosses rather than work for someone else. This can be inferred from the statement that these students were unprepared to launch their firms. Most young entrepreneurs first prefer to earn money and then start a business, which is understandable.

Table 1. Demographic profile of the respondents

1. Gender	Frequency	Percent
Male	179	37.4
Female	299	62.6
2. Age (Optional)	Frequency	Percent
20-25	332	69.5
26-30	69	14.4
31-35	58	12.1
36 and above	19	4.0
3. Permanent residing area	Frequency	Percent
City, i.e., Muscat	195	40.8
Town	117	24.5
Village	166	34.7
4. Education	Frequency	Percent
Diploma	137	28.7
Graduation	341	71.3
5. The Program of study	Frequency	Percent
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
6. Parent's Occupation - Father	Frequency	Percent
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
7. Family Income	Frequency	Percent
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

Source: Author's calculation

Table 2. Reliability statistics

Dimension	Cronbach's Alpha	No of items
Entrepreneurial intention	.930	11

Source: Author's calculation

Table 3. Entrepreneurial intentions of Omani undergraduate students

Entrepreneurial intentions	\bar{X}	Verbal interpretation	SD	Rank
I am willing to go to any lengths to become an entrepreneur.	4.06	Strongly Agree	1.130	1
Working for the government seemed attractive to me.	4.05	Strongly Agree	1.045	2
My early exposure to entrepreneurship inspired me to start my own business in the future.	4.04	Strongly Agree	1.143	3
Working in the private sector is attractive to me.	3.82	Agree	1.228	4
The college environment encouraged me to develop creative ideas for being an entrepreneur.	3.77	Agree	1.312	5
I am determined to create my own business in the future.	3.75	Agree	1.121	6
If I start my own business, my teacher, friends, and family will respect me.	3.72	Agree	1.186	7
Entrepreneurs generally achieve a higher position in society.	3.61	Agree	1.243	8
Freedom to express myself is possible only through entrepreneurship.	3.58	Agree	1.184	9
If I join a government job, my family and friends will respect me.	3.45	Agree	1.302	10
I would rather be my own boss rather than work for someone else.	3.23	Agree	1.358	11
Total	3.75	Agree	1.213	11

Source: Author's calculation

Table 4. Chi-Square test - family's income per month * Entrepreneurial intention

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

Source: Author's calculation

Table 4 shows that the chi-square test was not significant (sig. value is $0.057 > 0.05$), and the null hypothesis cannot be proven to be incorrect. This indicates that there is no conclusive link between family income and respondents' entrepreneurial intentions to start their own businesses. This finding implies that entrepreneurial intention is independent of family income.

Table 5 shows that the chi-square test was insignificant (sig. value of $0.207 > 0.05$), thus the null hypothesis cannot be disproved. This indicates that there is no conclusive relationship between fathers' professions and the students' entrepreneurial intentions. This implies that the father's profession has no bearing on entrepreneurial intentions.

Table 5. Chi-Square Test - Father's occupation * Entrepreneurial intention

Test	Value	df	Asymptotic significance (2-sided)
Pearson Chi-Square	24.855	20	.207

Source: Author's calculation

Table 6. Chi-Square Test - Education * Entrepreneurial intention

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

Source: Author's calculation

Table 6 shows that the chi-square test was not significant (sig. value is $0.121 > 0.05$), and the null hypothesis cannot be proven to be incorrect. This indicates no conclusive relationship between students' entrepreneurial intentions and educational backgrounds. Therefore, entrepreneurial intention was not dependent on the respondents' education.

Table 7. Chi-Square Test - Program of the study * Entrepreneurial Intention

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

Source: Author's calculation

Table 7 shows that the chi-square test was not significant (sig. value is $0.508 > 0.05$), and the null hypothesis cannot be proven to be incorrect. This indicates no conclusive relationship between the study's program and respondents' intentions to start a business. This implies that entrepreneurial intention was unrelated to the respondents' program of study.

Table 8. Null Hypotheses

Null hypotheses	Sig. value	Result
H1: There is no significant association between family income and students' entrepreneurial intentions.	0.057	Accepted
H2: There is no significant association between the fathers' occupation and the students' entrepreneurial intentions.	0.207	Accepted
H3: There is no significant association between education and students' entrepreneurial intentions.	0.121	Accepted
H4: There is no significant association between the study programme and students' entrepreneurial intentions.	0.508	Accepted

Source: Author's calculation

Because all values in Table 8 are greater than 0.05, the chi-square test is not significant, indicating that there is not enough data to rule out the null hypothesis. This shows that in Oman, there is no significant relationship between family income, father's profession, education, study course, and students' intentions towards entrepreneurship. It is assumed that students' intentions towards entrepreneurship are unaffected by family income, the nature of their father's job, education, or course of study.

5. Discussion and conclusion

5.1. Discussion

The three statements in Table 3 confirm that students' intentions towards entrepreneurship are strong, indicating that they are willing to go to any length to become entrepreneurs (4.06), they are determined to start their own company in the future (3.75), and they would prefer to be their bosses rather than work for someone else (3.23). These findings are compatible with research that indicates that individual characteristics influence the intention to start a business (Thomas, 2009; Robinson et al., 1991). People more likely to launch a new business have a high degree of confidence, uncertainty acceptance, and internal locus of authority. However, while examining the relationship between people's qualities and goals, this research did not consider sociocultural elements, such as training, entrepreneurial family status, and cultural identity. However, the results contradict the research conducted in Oman by Saleh (2012), who found that respondents thought starting a business in Oman was too risky and that there was too much competition. Besides, they were unaware of government support systems for launching a business in Oman.

Table 3 further reveals that respondents' early exposure to entrepreneurship inspired me to start my own business in the future (4.04); the college environment encouraged me to develop creative ideas for being an entrepreneur (3.77); and their teachers, friends, and family respected them if they started their own business (3.72). These results align with those of Fayolle & Lián (2013), who examined how educational programs affect individuals' aspirations and opinions about starting their businesses. They found that exposure to entrepreneurship courses had a significant impact on students' aspirations to start a business later in life. The findings also support research by Sanchez (2013), who found that students benefited significantly from the entrepreneurial training course. Sánchez added that entrepreneurial training courses have an undeniable positive effect on learners. However, Oyugi (2015) concluded that because entrepreneurial education programs are theoretical and offer little opportunity for hands-on experience, their impact on students is restricted. However, Matlay (2009) found that most graduates were satisfied with the results of their entrepreneurial education. Starting a business later in life is beneficial. Conversely, Chrisman et al. (2012) find that, while entrepreneurship programs promote start-up development, they do not impact business performance. These findings conflict with those of Oyugi (2015), Matlay (2009) and Chrisman (2012).

However, respondents believed that working in either the public or the private sector was important. 'Working in the government sounded appealing to them' (4.05), 'working in the private sector sounded appealing to them' (3.82), and 'if they joined the government, their families and friends would respect them' (3.45). The students' intentions were entirely plausible and the findings were consistent with those of other countries. Initial employment is essential for students because it provides much-needed training and enables them to save money for future business. The results support Ibrahim et al. (2017), who found that despite having favorable attitudes towards entrepreneurship, Omani students remain hesitant to launch their enterprises. According to this study, while entrepreneurship education had a positive effect on students' attitudes toward entrepreneurship, it had a significantly negative influence on how they perceived the social norms surrounding businesses. However, investigations conducted in Oman by Amma & Fahad (2013) and Al-Harrasi & Al-Salti (2014) have shown the opposite.

Table 8 concludes that the findings imply that students' intentions to become entrepreneurs are not influenced by family income, father's profession, schooling, or academic program. Students' entrepreneurial intentions depend on various circumstances. Research on entrepreneurship has shown that education impacts cultural values and entrepreneurialism (Morris et al., 2013). For instance, early education and transferrable abilities learned throughout higher education are important factors in creating qualities typically linked to entrepreneurial behavior (Casson, 1991; Ronstadt, 1985). Additionally, according to Fayolle & Lián (2013), entrepreneurial programs can result in the formation of new businesses and have a favorable impact on the regional economy. However, there has not been much investigation of the effectiveness of these programs in underdeveloped nations. Additionally, Fayolle & Gailly (2015) point out a notable lack of evidence on the results of entrepreneurship education. Similarly, according to Graevenitz et al. (2010), nothing is known about how entrepreneurship programs affect students' ambitions to launch businesses. Furthermore, Fayolle & Lián (2013) noted that several of the outcomes of current investigations are vague or inconsistent.

5.2. Conclusion

Finally, policymakers, researchers, educational institutions, and parents who encourage undergraduates to engage in entrepreneurship can collaborate to address unemployment and other economic issues. One of the most important factors encouraging students to pursue entrepreneurial careers is parental encouragement. Entrepreneurial training initiatives should favorably influence and foster students' entrepreneurial abilities and skills. Consequently, educational initiatives must ensure students receive adequate training and practical knowledge to thrive. Based on the results, the highest mean entrepreneurial intention score was the willingness to go to any length to become an entrepreneur. Other major factors concerning these respondents were recorded, indicating that students were more comfortable working for public and private entities than entrepreneurs. The students' intentions were consistent with the fact that they were not yet ready to start their businesses. Understandably, most young entrepreneurs want to earn money before starting a business. Furthermore, the study found no significant relationship between family income, the father's occupation, education, study program, and students' intentions toward entrepreneurship in Oman. It presupposes that family income, father's occupation, education, or study program do not influence students' intentions to become entrepreneurs. Future research should focus on entrepreneurial intention in terms of contextual factors, as a person is encircled by a broad range of economic, social, cultural, technological, and demographic factors. As a result, entrepreneurial intention cannot be separated from contextual factors.

5.3. Recommendations

The results of this study suggest that colleges, universities, and other educational establishments should concentrate their efforts on encouraging students to pursue entrepreneurship training, as those who do so display a noticeably stronger entrepreneurial inclination. Besides, colleges should increase the number of entrepreneurship programs and training options available and give students from all degree programs the chance to enroll in entrepreneurial programs. As this may affect students' inclination to undertake entrepreneurship, all stakeholders in Oman must cooperate to promote their views of entrepreneurship as a feasible career path. Finally, to create a favorable picture of entrepreneurship on campuses and encourage students to realize their entrepreneurial goals, colleges can promote entrepreneurship through company owners and role models.

5.4. Limitations

A limited number of students from five colleges in Oman served as the study respondents. The restricted range of response variables was also assessed. Only 478 responses were received despite the questionnaire being issued to almost all students at the five colleges. Therefore, the outcomes of this research were limited to people in their

sample. The most populous regions in Oman and its capital city, Muscat, were the study locations. As a result, if the study had been undertaken in another region of the nation, the results might have been different because the student bodies at some particular universities may have been more varied. Therefore, future research should consider duplicating this study to other regions of the nation. For instance, entrepreneurial objectives may change over time and may be influenced by other variables not addressed in this study. In subsequent investigations, the sample size and variables were increased.

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Author contribution statements

Since it is a single-author article, all contributions belong to Raja Tumati.

Disclosure statement

The author reported no potential competing interest.

Ethics committee approval

This study is an expanded version of the paper presented orally at the "The 2nd Seminar on Business and Management: Value Creation for Creativity and Innovation", December 13, 2022, University Malaysia Sabah (UMS), Malaysia. All responsibilities belong to the researcher. All parties were involved in the research out of their own free will. Ethics committee approval was not required, as this study did not collect data on humans using experiments, methods, practices, etc.