

University Students' Entrepreneurial Attitudes and Intention: The Omani Context

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Abstract

This study is trying to shed some lights on the ways that entrepreneurship intentions are developed. Depending on the Theory of Planned Behavior (TPB) the study tries to trace the effect of Omani Higher Education Institutions (HEIs) student's attitudes towards entrepreneurial intentions to start-up. Practical analysis has been carried out on a sample of (2123) HEIs' students of Oman. Through self-administered questionnaire, the data was collected and analysed using appropriate statistics tools. Hypothesis was tested and correlation matrices were developed to test the correlations between these two variables. The results show that the entrepreneurial attitudes of HEIs' students in Oman positively related to their entrepreneurial intentions. This relationship between attitudes and intention was measured and it was found that the amount of variation in students' intentions that is accounted for attitudes is 55 percent. The F ratio is found large 2550.7, which reflects the greater variation in intention that is explained by attitudes.

Keywords: HEIs students, entrepreneurial attitudes, intentions, start-up

Introduction

Young entrepreneurs have drawn more researchers and policy makers' attention as many studies and policies have already explored the need and benefit of young entrepreneurial activity for growing

economies. These efforts suggest that a typical age often to start businesses is 25 and sometimes it is over 40. Therefore, entrepreneurship might open windows to educated young people, such as university students and graduates, in different areas and industries. As

entrepreneurship is recognized as the main solution to the unemployment problem, the policy makers need to remove barriers existed in the way towards entrepreneurship for young people. Barriers as lack of positive attitudes, capital, skills, market networks and institutional support, were mentioned in various studies.

The literature about young entrepreneurs indicates that entrepreneurial characteristics are more in young people than adults are, so they have potentialities towards entrepreneurial activity. Still because of limited resources, life and work experience, they face more challenges and difficulties than their older age counterparts do. Moreover, some writers suggest that self-employed people have higher level of self-satisfaction than youth in the same age group. They added that propensity to start business is more in men than in women, (Schoof, 2006; Blanchflower and Oswald, 1999). Recently, studies added some potential entrepreneurs as corporate castoffs, corporate dropouts, and voluntary baby boomer's retirees (Scarborough, and Cornwall, 2016).

From a policy point of view, youth entrepreneurship has its own specific merits compared to general entrepreneurship. They are more likely to hire other youths, be more receptive to new economic opportunities and trends; more computer perceptive; more present in high growth sectors. In addition, young people with entrepreneurial skills are better employees. A study based on UK young graduates (Tackey and Perryman, 1999) found that, those young people who started their own businesses are interested more to achieve independence rather than either job security or richness. As a motive, achieving independence creates positive entrepreneurial attitudes.

Many programmes in Oman, both in government and private sector, initiated to enrich the entrepreneurial culture. Now, it would be fruitful to know how Oman is developing an entrepreneurial culture and whether the entrepreneurial activity is developing appropriate entrepreneurial attitudes among youth or not. If authorities have accurate picture about Oman's younger generations' perceptions and attitudes towards entrepreneurship, it could be helpful for making some enterprise policies, which could help to improve entrepreneurial activity and spirits. This research paper will be an attempt to study the entrepreneurial attitudes and intentions of youth in Oman to provide the right and accurate understanding and to help in formulating the right policies to promote entrepreneurship culture.

PROBLEM STATEMENT

Many researchers have investigated the reasons for starting-up small and medium-sized enterprises (SMEs). Similarly, much research has been done on the entrepreneurial characteristics of those who have potential or are responsible for establishing new SMEs. With respect to university students and graduates, an important question is why some decide to pursue entrepreneurial activities while others search for employment. Many researchers have investigated the possible reasons behind this entrepreneurial behavior from the perspective of the individual themselves as well as economic and other factors in their businesses environments (Hofstede, 2001; Audretsch and Keilbach, 2004). Others have found that the graduates' interest in public and private sectors' employment opportunities is the cause of their decision to avoid a career in entrepreneurship. For them starting-up, therefore, is viewed as a second choice (Norasmah and Salma, 2009). What is not clear however is how the students perceive entrepreneurship and see themselves in terms of being capable to start-up their own businesses.

It is obvious that HEIs' students throughout the world comprise diverse cultural and social views influencing their entrepreneurial attitudes and intentions. Moreover, each country has its own norms and values that define distinct outlooks toward entrepreneurship. People in varying environments have a large range of expectations, demands, and outlooks for diverse and complex values in many areas including entrepreneurship. Entrepreneurship would help the new graduates develop their own career and ease the issue of unemployment. This can be achieved by working as job providers instead of waiting for employment, when starting-up their SMEs (Norasmah and Salma, 2009). Given these benefits, some authors argue that students at HEIs are apparently search for business education that can equip them with the necessary entrepreneurial knowledge and skills to succeed in running businesses or to create a job from seizing existing entrepreneurial opportunities (Brown, 1990; Henry 2004).

While entrepreneurship in general has enjoyed full range of researches, youth entrepreneurship, specifically the higher education students, is still not covered by genuine researches especially in developing countries. However, few studies available as (Llisterri et al, 2006) who has studied the extent of youth entrepreneurship and how young entrepreneurs who chose to become entrepreneurs create dynamic and high

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growth enterprises that create employment for others. (World Bank, 2009), argued that young Entrepreneurship is an important part of the national economy which can create and increase employment opportunities and enhance economic growth. Enterprises need employees to grow and to compete and clearly, it would not be desirable for everybody to become self-employed but some will make a difference and contribute in providing the required job opportunities. (Bakheet and Varghese, 2012) investigated the factors influencing students' entrepreneurial attitudes and intentions in five Omani universities, where risk, access to credit, fear of failure, personal entrepreneurial exposure, were covered.

RESEARCH OBJECTIVE, QUESTION AND HYPOTHESIS

The main objective of this paper is to measure the impact of students' entrepreneurial attitudes on their intentions to startup businesses. Attitudes will be affected by different factors as explained in the literature. These factors include culture, family support, personal entrepreneurial exposure, perception of barriers and motives (Bakheet, 2016).

The associated question will be how students' entrepreneurial attitudes influence their intention to start up, while the relevant hypothesis will be: there is no significant statistical relationship between the Omani students' entrepreneurial intentions and their entrepreneurial attitudes.

Literature review

There is a growing body of literature arguing that entrepreneurial attitudes play a very relevant role in the decision to start a new business or to enterprise. There are many theories of Entrepreneurship attempt to explain the origin of entrepreneurship and its contributions over time (Varghese and Al-Hamdi, 2013). They also attempt to answer the question of why some people or even some communities are more entrepreneurial than others do. These entrepreneurship theories revolve around the roles of inherited and acquired traits in providing answers to the question. The Traits Theories as one set of these theories hold that entrepreneurs are born not made. Entrepreneurial Events Theory (EET), as another theory, assumes that disinterest guides human behavior until something interrupts or displaces that disinterest (Shapero, 1982). On the other hand, the Theory of Planned Behavior (TPB) considered actions are preceded by conscious decisions to act in a certain way (Ajzen, 1991).

This study has taken theoretical support from the theory of planned behavior which proposed by (Ajzen, 1991). According to this theory, attitude toward the act refers to the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behavior in question. Social norms, on the other hand, refer to the perceived social pressure to perform or not to perform the behavior. The theory of planned behavior, in its intent to explain human behavior deals also with the antecedents of attitudes toward the behavior and subjective norms. The theory of planned behavior postulates that behavior is a function of relevant beliefs. It is these salient beliefs that are considered the prevailing determinants of a person's attitudes, which influence intentions and behavior i.e. action, start-up.

According to the Antecedents-Behavior-Consequences (A-B-C's) model of behavior modification (Kazdin, 2013), behavioral beliefs are assumed to influence attitudes toward the behavior. Each belief links the behavior to a certain outcome, which is already valued positively or negatively. Therefore, people automatically acquire an attitude toward the behavior. In this way, people form favorable attitudes toward behaviors believed to have desirable consequences and negative attitudes toward behaviors associated with undesirable consequences.

According to the TPB, the relative importance of attitude, subjective norm and perceived behavioral control in the prediction of intention is expected to vary across behaviors and situations (Ajzen, 1991). In the same way, Shapero states that in the new venture creation process, no single variable or factor can account for the outcome of the process. Therefore, a number of outcomes are necessary but no one is sufficient. However, (Krueger, 1996) presents evidence that perceived credibility, perceived desirability and propensity to act explain well "over half" of the variance of the intentions toward entrepreneurship, with feasibility perceptions explaining the most. Therefore, (Krueger and Brazeal, 1994), state as their most important conclusion the primacy of perceived feasibility and the need to research what factors contribute the most to perceptions of feasibility.

The decision to start-up has been argued to be related to the utility derived from self-employment (Eisenhauer, 1995) with individuals' with more positive entrepreneurial attitudes and stronger entrepreneurial abilities being more likely to attain higher levels of

utility in self-employment than in employment (Douglas and Shepherd, 2002). Previous research has identified the role of risk tolerance, income and independence as being significant in the decision to be self-employed (*ibid*). (Fitzsimmons, and Douglas, 2005) argued that individuals with more tolerance for risk and stronger positive attitudes toward income and independency are more likely to want to pursue an entrepreneurial endeavors. While individual attitudes to income, independence, risk, work effort and net perquisites may vary, we would expect that individuals indicating higher expected utility (or lower disutility) from these factors would be more likely to have greater entrepreneurial intentions.

(David, 2004), argued that the current system of higher education fools rather than build the required characteristics and attributes needed to create future entrepreneurs, and proposed that if new entrepreneurs are to be encouraged, considerable changes are required in both the content and process of learning. (Maalu, *et al*, 2010), found that the goals in entrepreneurial ability are influenced by factors such as maximum utilization of own skills and talents; full control of own future; achievement of what one values personally; being “my own boss”; the freedom/opportunity to make own decisions; beside other factors. (Roozikhah, 2010) argued that students who are interested in learning more about markets, corporations, industries, and business regulations, seem more motivated than others within the entrepreneurial climate.

(Khan and Almoharby, 2007), highlighted the importance of entrepreneurial activity for the future growth and development of the economies of oil-producing countries of the GCC. While (Panikar & Washington, 2011) argued that, many Omani students possess entrepreneurial skills and characteristics. They also found that the attitude and level of interest toward entrepreneurship is high.

Entrepreneurship in Oman

Recent data indicated that in Oman, 40% of employment created by SMEs and they are contributing in GDP by 15 to 20 percent. (Purcary *et al*, 2013) reported that statistics of Small & Medium Enterprises of Oman achieving strong contribution for the economy, they accounted for 17 percent of GDP. The number of SME in Oman according to the Public Authority of SMEs, are approximately (117,914) in 2013. The high representation goes to wholesale, retail

and car repair (49,436 units), then construction sector with (15,633).

At both government and private sector levels, currently there are different programs in Oman to promote SMEs to enhance their competitiveness and performance. Directorate General for Development of SMEs established by the Royal Decree No. 19/2007 in Ministry of Commerce and Industry (MoCI) represents the serious effort of government of Oman to improve this sector. In 2013 the government has established the Public Authority for Small to Medium Enterprise (SMEs) by Royal Decree No. 36/2013, for planning and coordinating the efforts to spread SMEs up and enable them to get finance and other relevant services.

Sultanate of Oman has put in place the necessary types of support that expected to help domestic entrepreneurs with a number of highly successful initiatives. These initiatives can be shown in different programs, which have been created to support the Small and Medium-sized Enterprises (SMEs). The government has created some of these programs while others were initiated by the private sector.

Entrepreneurship in Oman has received recently a remarkable care and emphasis. Many studies investigated Omani entrepreneurship from different angles. The following section reviews few of the different Omani studies on entrepreneurship. (Magda and McCoya, 2014) argued that encouraging and facilitating new business start-ups in Oman, while looking at the different factors that motivate entrepreneurs, will be a mean to support the diversification policy of the economy. (Shachmurove, 2007) argued that the relatively stable government, low taxes and attractive foreign direct investment policies make Oman a desirable location for entrepreneurial ventures especially in tourism sector. (Al-Kharusi, 2003) argued that small and medium-sized enterprises (SMEs) are now recognized as being of major importance to the strategic agendas of many countries around the world since they can lower unemployment and increase economic growth. This is particularly significant for a small country like Oman, which is seeking to diversify its production base. He recommends for facilitating the financing of these enterprises to meet its targets.

(Matriano and Suguku, 2015) researched to identify how incorporating entrepreneurship into educational curriculum will contribute to the future growth of entrepreneurship in the country while

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enhancing the entrepreneurship agenda to include non-educational constituencies, actors and community at large. (Varghese and Al-Hamadi, 2013) tried to study four entrepreneurial characteristics among university students in Sohar University namely the need for achievement, autonomy, risk-taking, and self-confidence. They found that three of the four perceptual components were significant: achievement need, risk-taking, and autonomy while self-confident is non-significant in determine the student's intention to start a business.

(Segumpan and Abu Zahari, 2012) studied the attitude towards entrepreneurship among Omani college students trained in business. Their research work attempted to determine any significant differences in the respondents' attitude when grouped by (a) gender, (b) sibling size, (c) sibling order, (d) mother's education, (e) father's education, and (f) business exposure. Findings showed that the respondents had a "positive" attitude towards entrepreneurship. There were no statistically significant differences in the attitude towards entrepreneurship when the respondents were grouped according to demographic variables. (Kalyani, Kumar and Al Maqbali, 2015) focused on the emergence of SMEs in Ports of Oman as employment opportunities providers to the growing educated youngsters and their main challenges. From a strategic perspective, (Al Barwani, Al Jahwari Al Saidi, Al Mahrouqi, 2014) studied the growing and dynamic Small and Medium-Sized Enterprises (SMEs) sector as critical for the development and sustainability of any economy, particularly given their flexibility to adapt to changing economic dynamics.

Research methods

Given the importance of entrepreneurship and young entrepreneurs to every economy, the main aim of this study is to investigate Omani university students' attitudes towards entrepreneurship in Oman and how it affects their intentions. The study surveyed students at Omani HEIs and interviewed some stakeholders including Oman Chamber of Commerce and Industry (OCCI), HEIs, and relevant Government bodies. The research developed and tested the research instruments in both Arabic and English. Statistical analysis was conducted using descriptive analysis, regression, and correlations to test the relationships between variables

For the sample to be representative we have considered regions, HEIs, departments, and gender. To

achieve this representation and coverage, cluster sampling was adopted, with a focus on geographical area sampling. The research team has tried to reach a consensus on statistically acceptable sample size and distribution method across HEIs in Oman. The following steps were selected to identify the sample size:

1. All Health, Religion, and Military colleges, were excluded. This was applied also for individual colleges and universities (e.g. medical students were excluded, in SQU/Nizwa University/etc.).
2. For the Academic Year (014/015 and 015/016), some projections were made as accurate statistics were not available at the time of sampling planning and data collection.
3. A percentage was calculated for each HEI from the total, to have a proportional sampling for each.
4. Then after the percentage of female students was found to have an accurate representation gender-wise.
5. Then the sample size for each HEIs was decided (Seven Technical Colleges; six Applied Colleges, 27 Private Universities, and Colleges).

The sample size was calculated considering the following assumptions:

1. **The confidence level is 95%:** the confidence level tells us how sure we can be. It is a statistical term expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. Most researchers use the 95% confidence level.
2. **Confidence interval (Marginal Error) is 1.93:** is the plus-or-minus figure. The research considered a confidence interval of 1.93 and 50% percent as an expected response rate.
3. **Total Population:** estimated to be (131000) students
4. **Sample Size:** Accordingly, the sample size will be 2529 students, using the above assumptions.

Geographically, almost about half of the sample students expected to be collected from Muscat Governorate due to a large number of students' population and institutions. Nizwa, Salalah, and Sohar

lie on the second level with 8.7, 8.6 and 8.2 respectively. Ibra and Buraimi lie in the third level with around 6 and 5 percent of the total sample students. Then after coming to the other regions ranging between 1 and 3.6 percent. It is clear that all regions of Oman have been represented in the sample of HEIs and students.

The study constructs were measured by specified variables drawn from the literature. These constructs and variables shaped the survey questionnaire, which consisted primarily of Likert-scale questions related to the constructs and variables of the study beside some demographic questions. Then after, the study surveyed students at Omani higher Education Institutions. Student surveys use class time and we expected half of all surveys will be completed and usable. The researchers developed and tested the research instruments and prepared them in both Arabic and English languages. Verbal clarification is provided, during the surveys, by the data collectors. After data being collected, statistical analysis was conducted which focus on mean, median, mode and standard deviation for descriptive statistics, and regression and correlations to test relationships between variables.

In addition, the study has collected the views of different stakeholders as OCCI, government relevant bodies and HEIs, to reinforce the research data by including the views of all stakeholders involved in promoting entrepreneurship in Oman. With the inclusion of these stakeholders, it can take a shape of

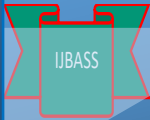
baseline exploratory research on understanding the perception, attitudes, and intentions of Omani students attending the HEIs.

Analysis/study/results

Table (1) shows a demographic profile of sample respondents who participated in the survey of this study. It is clear that the majority of students are Omani nationals. Female students are more than double their male counterparts are. This is normal, as the percentage of female students in HEIs is far more than the percentage of male students. The majority are single, within the age group (21-25) and their families have a middle income of OR (500 – 1000) per month. With respect to students coming from families already own businesses or not, it is evident that the majority are coming from families with no business ownership. Despite the fact the majority of students are coming from families without business ownership, around 57 percent are seriously thinking to start their own businesses. Overall, the sample was representative and proportionately distributed over gender, income, age, marital status, nationality, family businesses and seriously thinking to start-up, as the general population characteristics. The representation of private HEIs is slightly more than the public ones 51.7 and 48.3 respectively. All regions are represented proportionately in the sample with the high number for Muscat students as expected (54.7 percent), followed by Sohar (7.8 percent), Salalah (7.7 percent), Ibra (6.1 percent), Nizwa (5.6 percent) and Buraimi (5.0 percent).

Table 1: Demographic Profile of Respondents

Attributes	%	Attributes	%
Gender		Nationality	
Male	31.5	Omanis	95.7
Female	68.5	Non-Omanis	4.3
Age		Marital status	
(15-20)	23.7	Single	80.2
(21-25)	66.2	Married	16.4
(26-30)	5.6	Engaged	3.0
(31-35)	2.7	Divorced	0.3
(36 and above)	1.7	Missing	0.05
Missing	0.1		
Family income/month		Family own business	
less than 500	26.3	Yes	38.3
(500-1000)	45.3	No	61.4



(More than 1000)	27.9	Missing	0.3
Missing	0.5		
Seriously though to start-up		Type of HEI	
Yes	56.9	Public	48.3
No	42.5	Private	51.7
Missing	0.7		
		Geographical Location of HEI	
Al-Rusatq	1.4	Muscat	54.7
Barka	1.3	Nizwa	5.6
Al-Musana'a	2.3	Salalah	7.7
AL-Buraimi	5.0	Sohar	7.8
Ibra	6.1	Shinas	2.6
Ibri	3.2	Sur	2.4

Students' Attitudes towards Entrepreneurship

As an independent variable, students' attitudes towards entrepreneurship is measured through the statements shown in Table (2), where the students responded to show to what extent they have positive or

negative entrepreneurial attitudes. The students' entrepreneurial attitudes then will be used as an independent variable to see how it affects students' intention to start-up. Our research conceptual framework explains these relationships between these factors.

Table 2: Students' Attitudes towards Entrepreneurship

Statements	N	Mean	Median	Mode	σ
It is a good idea to be self-employed	2123	1.96	2.00	1.00	.986
Starting your own business is better than having a job	2121	2.29	2.00	2.00	1.054
It is feasible and beneficial to start my own business	2121	2.27	2.00	2.00	.954
I have a keen desire to start my own business	2122	2.35	2.00	2.00	.994
I belief I have the capabilities and resources to start my own business	2122	2.46	2.00	2.00	1.028
I will learn more about markets, industries, and business regulations	2123	2.25	2.00	2.00	1.058
Overall average of students attitudes towards entrepreneurship	2117	2.26	2.20	2.00	0.713

The statistics show that the majority of students have positive attitudes towards entrepreneurship. The majority belief that it is a good idea to be self-employed and having own business is better than getting a job. This is why they argued that they have a keen desire to start their own businesses. In addition, the majority of them also said they belief they have the needed

capabilities and resources to start up their businesses and they will learn more about markets, industries and business regulations to be more capable and successful in running their businesses. Standard deviations show that their responses are consistent too.

Students' Intention to Start-up their own Businesses

To describe the students' intention to start their own businesses is to try to answer the question why some students expect to start their own business whereas others do not. The intention of setting up one's own business in the future is not a feeling, interest, or wish, but it is a real desire, driving force of the students to start-up, given the positive attitudes based on the different factors influencing this attitudes. It is the decision to initiate start-ups due to the perceived value of doing so.

Table (3) shows that the majority of the students, belief that they will be independent, benefit from hard working, and achieve their self-realization, if they start their own businesses. They have expressed their will to study more in area of entrepreneurship, as they are motivated to start-up. The students are also belief that they will fully utilize their talents, skills and entirely control their destinies. By starting-up, they belief they will contribute to the country future growth and development.

Table 3: Students' Intention to Start-up their Businesses

Statements	N	Mean	Median	Mode	σ
I will be free and independent if I start my own business	2123	2.07	2.00	1.00	1.084
I will get all the benefits of working hard	2121	2.16	2.00	2.00	0.971
If I start up a business I will achieve my self-realization	2119	2.19	2.00	2.00	1.017
I will study more in the area of entrepreneurship to help me to start-up	2122	2.22	2.00	2.00	1.027
I feel I am highly motivated to start my own business	2121	2.24	2.00	2.00	1.001
In starting up a business, I will utilize my own skills and talents to achieve my goals.	2122	2.25	2.00	2.00	1.008
When starting up a business; I will have full control of my future	2123	2.28	2.00	2.00	1.044
By starting-up I will contribute to the future growth and development of Oman	2123	2.17	2.00	2.00	1.058
Overall average of students' intentions to start-ups	2113	2.20	2.10	2.00	0.724

Students' attitudes towards Entrepreneurship and their Intention

In our research model, we have indicated that students' attitudes towards entrepreneurship will be independent variable for students' intention to start-up their businesses. In this respect the following regression model indicated in table (4) summarizes this relationship. In the model summary we can see that the (R Square) for the regression model is (.548), which reflects the amount of variation in students' intention that is accounted for by their entrepreneurial attitudes.

In this respect, the students' entrepreneurial attitudes account for 56 percent of the total variation in their entrepreneurial intention. The ANOVA shows the F ratio for the regression model, which is (2550.694), and this indicates that the regression model is highly significant at the level of (.000). This assesses the statistical significance of the overall regression model of students' intention and their entrepreneurial attitudes. The larger the F ratio, the more variance in the entrepreneurial intention is explained by the students' entrepreneurial attitudes. The coefficients statistics

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show that the relationship between students' entrepreneurial attitudes and their entrepreneurial intentions is positive and very strong.

These facts reflect that there is statistically significant relationship between the students' entrepreneurial attitudes and their entrepreneurial

intentions, which help us to decide to reject the stated null hypothesis that there is no statistically significant relationship between these two factors and to accept the alternative one. This reflects that to encourage start-ups, there is a high need to promote positive attitudes among students towards entrepreneurship.

Table 4: Regression Model

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.740 ^a	.548	.548	.48663	

a. Predictors: (Constant), Entrepreneurial Attitudes

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	604.027	1	604.027	2550.694	.000 ^b
	Residual	498.483	2105	.237		
	Total	1102.510	2106			

a. Dependent Variable: Intention to Start Business
b. Predictors: (Constant), Entrepreneurial Attitudes

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.498	.035		14.131	.000
	Entrepreneurial Attitudes	.751	.015	.740	50.504	.000

a. Dependent Variable: Intention to Start Business

The Pearson Correlation matrix of students' attitudes and intention is shown in table (5). Depending on the research situation again, we are using one-tailed test. From the results it can be seen that the students' attitudes is positively related to their intentions and the

relationship is significant and strong. Therefore, we can conclude that indeed students' entrepreneurial attitudes are significantly related to the students' intentions to start-up businesses.

Table 5: Correlation between Students' Attitudes and Intention to Start-up Businesses

		Entrepreneurial Attitudes	Intention to Start Business
Entrepreneurial Attitudes	Pearson Correlation	1	.740**
	Sig. (1-tailed)		.000
	N	2117	2107
Intention to Start Business	Pearson Correlation	.740**	1
	Sig. (1-tailed)	.000	
	N	2107	2113

** Correlation is significant at the 0.01 level (1-tailed).

The study clearly explores that younger people's attitudes towards entrepreneurship is significantly affects their intention to start-up. The study provides concrete data on perceived barriers to entrepreneurship, which will help in developing enterprise policies & programmes to encourage entrepreneurial activity. The study also helps the HEIs to think about how they can enterprise their students and develop curriculum related to young people entrepreneurship in order to promote positive entrepreneurial attitudes among them. This study also provides the necessary data about how young people of Oman perceived themselves in the areas of creativity, self-efficacy, energy, risk propensity and leadership. In addition, this study identifies areas for further research as it covers a limited list of factors that influence students' entrepreneurial attitudes. It is clear that the amount of variation in students' intentions that is accounted for attitudes is 55 percent. The F ratio is found large 2550.7, which reflects the greater variation in intention that is explained by attitudes. The coefficients statistics show that the relationship between attitudes and intentions is positive and very strong. Therefore, creating positive attitudes of entrepreneurship among students will increase the probability of their intentions to start-up.

Numbers of start-ups should be the main indicator for the success of entrepreneurship motivating and promoting policies, especially among HEIs' students. Building confidence to changing from waiting an employment opportunity to start-up is essential to measure success of motivating or enterprising students to be entrepreneurs. Setting priorities in term of types of start-ups needed for the economic development helps the government and other stakeholders to focus on specific kind of industries. An acceptable percentage of mortality rate should be decided especially in the first

years of starting up to measure the effectiveness of the personal and institutional support being provided.

Discussion

Building confidence in students is the major factor that influences their attitudes and eventually their intention to start-up. Creating confidence is very important to prepare them to be potential entrepreneurs. The effort of the MoHE to introduce a compulsory course on entrepreneurship to all HEIs in Oman is appreciated as a step in the right direction to expose students to the area of entrepreneurship. Relevant institutions, need to work together in order to create a positive attitudes among students of HEIs.

The statistics show that the majority of students have positive attitudes towards entrepreneurship. The majority belief that it is a good idea to be self-employed and having own business is better than getting a job. This is why they argued that they have a keen desire to start their own businesses. In addition, the majority of them also said they belief they have the needed capabilities and resources to start up their businesses and they will learn more about markets, industries and business regulations to be more capable and successful in running their businesses. Standard deviations show that their responses are consistent too.

The majority of the students, belief that they will be independent, benefits from hard working, and achieve their self-realization, if they start their own businesses. They have expressed their will to study more in area of entrepreneurship, as they are motivated to start-up. By starting-up, they belief they will contribute to the country future growth and development.

Conclusion

The study measured the relationship between attitudes and intention and it was found that the amount of variation in students' intentions accounted for attitudes is 55 percent. The F ratio is found large 2550.7, which reflects the greater variation in intention that is explained by attitudes. The coefficients statistics show that the relationship between attitudes and intentions is positive and very strong.

Promoting entrepreneurship and encouraging youth for self-employment is a challenge for the government. This study sheds lights on the aspirations, mindset and approach of younger generation towards self-employment. This will surely help policy makers in refining their focus and understanding of the youth better and will help the higher education institutions in customizing their education curricula in a better way to empower them with the requisite learning to leave colleges with a positive attitudes towards entrepreneurship. In addition, this study helps different stakeholders to understand young people's point of views and contributes towards adopting a holistic approach about encouraging and promoting entrepreneurship.

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