

# Entrepreneurship as a Preferred Career Option: Modeling Business Students' Entrepreneurial Intention in Al-Sharqia North Higher Education Institutions

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(Received 04 December 2025; Revised 07 January 2026, Accepted 21 January 2026; Available online 27 February 2026)

**Abstract** - Given the scarcity of jobs, entrepreneurship is emerging as a practical means of addressing unemployment. The goal of this study is to determine whether entrepreneurship is a desired career path. Modeling business students' entrepreneurial intentions. Knowing that entrepreneurship contributes to economic progress is crucial, particularly given its ability to provide employment. This study has an identified objective. 1. To identify the key traits that business students must possess in order to become entrepreneurs. To determine the primary obstacles that business students encounter when pursuing an entrepreneurial career. 3. To offer advice for business students who want to launch businesses of their own and to business schools that want to produce more entrepreneurs. Four. To determine Omani business students' entrepreneurial opportunities. Five. To investigate entrepreneurship as a desired career path: Students studying business. ASU and UTAS were the subjects of this study. They have been chosen as an example for this study because they include a large number of students from various age groups in business majors, using a quantitative approach (questionnaire). A total of 110 business pupils from UTAS-Ibra and Arizona State University completed the questionnaire.

**Keywords:** Entrepreneurship, Entrepreneurs, Business Students

## I. INTRODUCTION

Finding and seizing chances that result in the creation of new companies is known as entrepreneurship (Hisrich et al., 2013). The increasing number of studies in the entrepreneurship literature that show a significant link between entrepreneurship, economic growth, and poverty reduction demonstrate that entrepreneurship is an effective tool for creating jobs and reducing poverty. Since entrepreneurship development is a useful instrument for encouraging a country's growth in the economy, many

developing nations have taken action to encourage entrepreneurship among their citizens, particularly among the younger generation (Kapoor & Menon, 2025). As a developing nation, Oman is not exempt from this worldwide trend. One strategy to fight unemployment, particularly among youth, is entrepreneurship. Oman Vision 2040, which engages small and medium-sized businesses to facilitate institutional and financial partnerships between entrepreneurs and the public sector in order to promote, enable, and develop entrepreneurship, Al-Al-Hammadi et al., 2024. It is used in conjunction with the government to accomplish this through careful and efficient planning. Additionally, it helps increase the community's knowledge of its obligations and issues (Suguanthi & Thiyagarajan, 2025). Additionally, shifting perspectives will help those companies become more productive and generate additional chances.

*Rationale of the Study:* In this study, we will concentrate on entrepreneurship as a potential career path for business students. In addition to helping to encourage and support entrepreneurship among college students, entrepreneurs are crucial to the nation's economic expansion and job development. Students who are exposed to this information may develop favorable views toward entrepreneurship and be able to see it as a way to address the issue of youth unemployment.

According to Alalawi (2020). Entrepreneurship functions by bringing together the efforts of students and graduates to accomplish predetermined goals, which will positively impact each person's productivity and social contribution (Alalawi, 2020). Additionally, entrepreneurship develops,

trains, nurtures, and inspires the individual to guide an entrepreneurship as a sustainable career option by modifying the individual's goals and creating the necessary plans to achieve them.

Because entrepreneurship is a promising industry that encourages young people to be creative, adaptable, and to present novel ideas and industrial and commercial innovations that benefit society and the economy, it is important to diversify graduate students' sources of income and reduce the problem of job seekers caused by the high number of graduates from ASU and the University of Technology and Applied Sciences majoring in business administration (Escobedo et al., 2024). It has the potential to significantly enhance and broaden the nation's sources of income. Students' aspirations to become entrepreneurs have been positively impacted by entrepreneurial culture and mindsets (Amiri et al., 2015). The study's findings demonstrated the significance of entrepreneurial attitudes in mediating the relationship between entrepreneurial education, entrepreneurial culture, and the ambition to start one's own business. The study added to our understanding of the factors that inspire students to pursue entrepreneurship (Wardana, 2021).

The majority of students who responded have a propensity for entrepreneurship. It's interesting to note that more students said they wanted to start their own companies after graduation than while they were still in school (Gieure et al., 2020).

*Statement of the Problem:* The nation's youth are its present and future, its limitless resource. A country will have fulfilled its obligations and responsibilities in life if it understands how to develop and utilize its wealth. Young people are the foundation of the nation and its bright future. (Trivedi & Patel, 2023). Taking care of the youth means knowing the human resources whose investment lies in the nation's progress and revival, as well as taking care of the country's future. The youth's incapacity to work is a significant issue for the nation's human resource development and an imbalance in the development wheel, despite the fact that they are the force capable of effort, achievement, and realizing future objectives and aspirations. The shortage of employment prospects immediately impacted the rise in job searchers, particularly in the young category, as the number of national cadres capable of working, producing, and directly and effectively contributing to the wheel of development increased (Sumberg et al., 2021).

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*Significance of the Study:* Owing to the Oman 2040 strategy's implementation and the inventive role that small and medium-sized enterprises play in the economy, creativity, and innovation, various colleges have developed into hubs for

a variety of economic initiatives and have shown interest in promoting the entrepreneurial culture (Al Zuheimi, 2025). Which, since it focused on bringing student initiatives, inventions, and knowledge to the industrial and economic side, went on to become one of the biggest projects in the world. One of the government's primary strategies in response to the current economic conditions is to develop human resources, support small and medium-sized businesses, and foster innovation in order to create fresh employment opportunities and promote the transition of the economy to a sector that depends on natural resources to one that is based on technological advances and knowledge (Ordoñez de Pablos, 2023; Smihunova et al., 2024) In order to achieve economic growth and prosperity, colleges and universities should encourage the projects and thoughts of subsequent generations, foster an entrepreneurial culture among staff and students, and promote knowledge based on creativity and invention. Thus, the goal of the present research is to learn more about entrepreneurship as a favored career alternative amongst young people attending colleges and universities in Al-Sharqia North.

## II. LITERATURE REVIEW

This section will discuss previous research since it's crucial for contrasting and analyzing what other investigations have discovered on the same subject. We will look for commonalities between our research and previous investigations after gathering responses from our questioners. Additionally, the Conceptual Framework and Research Gap will be covered in this chapter.

Lu et al. (2021) looked into 13,954 new Chinese college graduates' business goals in China. (Falaki, 2019). Higher education students' responses to surveys showed that university entrepreneurial support is beneficial and had a small but significant impact on students'

An examination of the variables affecting the intention to start a business among Indonesian economics students was carried out by Wardana et al., 2021. The study used modeling of structural equations as a method of measurement in Indonesia. To find out what factors influenced the entrepreneurial desires of a sample of 376 accounting students, a questionnaire survey was given to them. The questions looked at how students' entrepreneurial goals are influenced by culture, attitude, and entrepreneurial education. The results demonstrated that students' desire to start their own businesses is influenced by entrepreneurial culture and attitudes. The findings demonstrated how crucial entrepreneurial attitudes are in mediating the connection between entrepreneurial culture, entrepreneurial education, and the desire to start one's own business. The study expanded on the theoretical knowledge of what motivates students to pursue entrepreneurship.

A questionnaire study was carried out in Vietnam by Phong et al., 2020 on a sample of 396 business students. This study found that attitudes about proactive personalities and entrepreneurship, as well as social norms, significantly

influenced entrepreneurial inclinations. However, business students' intentions are not conducive to entrepreneurship due to their perceived behavioral control.

In a questionnaire survey, Iwu et al., 2020 discovered that the majority of student participants displayed entrepreneurial tendencies. It's interesting to note that more students said they wanted to start their own companies after graduation than they did while they were still in school.

In a study carried out in Spain, Gieure et al., 2020 investigated the connection between intentions and actions. The goal was to use questionnaire data to ascertain whether college students genuinely want to start their own enterprises and how confident they are in their ability to do so. By adding entrepreneurial capabilities to the planned behavior model's theoretical framework, the findings addressed a gap in the literature about the connection between entrepreneurial intents and entrepreneurial abilities. In order to determine the components of entrepreneurial intention among Portuguese and Brazilian university students of Portugal. A study was conducted by Fragoso et al., 2020. They investigated the effects of personality traits, training and entrepreneurial education, social recognition, self-efficacy, and entrepreneurial mentality on students' aspirations to launch new firms. The results showed that personality traits, self-efficacy, and entrepreneurial attitude are important predictors of entrepreneurial intention, although social recognition and location of origin are not.

Bazkiaei et al., 2021 conducted research for the students from private universities in Malaysia. These students completed questionnaires, and the results showed that both perceived desirability and perceived viability.

Barba-Sánchez et al., 2022 investigated university undergraduate students' entrepreneurial aspirations and their perceptions of the challenges they experienced in launching their own business. A structural modeling analysis revealed that while environmental or regional factors indirectly influenced the university students' choice of employment, motivational factors determined their entrepreneurship. Additionally, results from a regression analysis revealed that students believed the biggest barriers to launching their own enterprises were a lack of training, experience, and money.

Shasha & Leelakasemsant, 2022 method. Investigated engineering students' intentions to start their own business using a quantitative research approach. The selection of engineering students was made primarily for two reasons: first, there is a significant global shortage of engineers; and second, studying their attitudes and behaviors is crucial in the knowledge-based economy. Two sections were used to present and analyze their findings: the first section described the students' profiles and entrepreneurial intentions, while the second section contrasted the suggested study model and assumptions.

Furthermore, Naqvi et al., 2022, an exploratory study in Oman, discovered that graduate students' opinions about entrepreneurship were favorable if they had had sufficient knowledge about the hazards involved.

Yasin & Khansari, 2021 are students from UAE universities, both public and private. It was recommended to incorporate social entrepreneurship into university entrepreneurship curricula after the findings showed a disconnect between entrepreneurial desire and readiness.

To find out if entrepreneurship was a desirable career choice for international and foreign students, research was conducted in Finland. The findings indicated that if entrepreneurship is to be a viable career option, it will require a significant amount of work and dedication (Autiomäki et al, 2022).

Christensen et al., 2023 carried out studies on student intentions to start their own businesses as well as the influence of antecedent culture and entrepreneurship development and training. A self-administered, structured questionnaire was used to measure entrepreneurship training and three cultural predictors: perceived appropriateness, perceived consistency, and perceived efficacy. questionnaire.

*Conceptual Framework:* The rewards and obstacles that students encounter when it comes to entrepreneurship are the independent variables, and the information was gathered through questionnaires. The purpose of the study is to investigate the relationship between these and the decision to pursue entrepreneurship as a career (dependent variable).

*Research Gap:* There isn't much research on this subject (the majority of papers are out of date). Furthermore, not many research addresses the subject in connection with business students' intentions. Furthermore, even though there is a lot of study on entrepreneurship, a lot of it lacks conceptual rigor. The topic of entrepreneurship is frequently discussed in broad strokes, with an emphasis on how regular jobs could take the place of entrepreneurship. Finally, not much research has been done in Oman on this subject.

### III. RESEARCH METHODOLOGY

This part gives an explanation of the approach taken to achieve the goals of the study. The section starts with a description of the type of research and the research design in order to determine the most practical research approach. A discussion of the research participants follows. The research tool is then covered in the chapter. The chapter concludes with a chapter outline. Business students are given the questionnaire in order to gather primary data for this study. Both ASU and the University of UTAS-Ibra have sizable populations of business students at various levels.

*Research Type:* A quantitative methodology was employed in this study. Quantitative approaches, on the other hand, can

be costly and necessitate a specific location for the research, which is challenging in terms of cost and time.

*Research Design:* A population, whether it is a whole country or a collection of individuals that share a trait, is by definition a unique group of people. Therefore, any collection of people who have something in common is a population. Thus, a study's population consists of a group of individuals chosen for the investigation, from which a statistical sample is drawn. Students from The University of Technology and Applied Sciences in Ibra and the University of Sharqiyah will be the study population in this instance, since the study is centered on business students.

*Sample Frame:* The main respondents for this study are business students from the University of Sharqiyah and the University of Technology and Applied Sciences in Ibra. They were asked to fill out a questionnaire, and their responses were assessed in accordance with the goals and questions of the study.

*Sample Size:* ASU has about 1400 business students, while UTAS-Ibra has about 450. A sample of 110 respondents from ASU and UTAS-Ibra was gathered for this study. There were 92 students at UTAS-Ibra and 18 at ASU.

*Dependent and Independent Variables:* There are two kinds of variables in this study: independent variables are those that the researcher can alter or modify, and dependent variables are anything that will be measured or tested.

The main independent variable in this study is "Factors that affect Entrepreneurship," which has three sub-variables: "main characteristics/traits," "main barriers," and "opportunities of entrepreneurship." The dependent variable in this study is entrepreneurship, and the researchers examine how the independent variables affect it.

*Research Respondents:* Data from business students is gathered using a sample technique called random sampling. Participants in this sample will be selected at random. At this point, 110 business students from both colleges had responded to the researchers.

*Research Instrument:* The questionnaire, a quantitative research method, was employed in this study to gather data and information. The survey is included at the conclusion of the report.

*Research Procedure:* The process by which a researcher collects the necessary data through the use of mixed methodologies, quantitative, or qualitative research techniques is known as the research procedure. Utilizing statistical software for data analysis is part of the research process.

*Data collection:* This study uses quantitative questionnaires to gather primary data from a large number of respondents. In the meantime, Google Scholar publications are used to gather secondary data. Following the completion of the

questionnaire-based research data collection, scientific methodologies and the data was analyzed using the Statistical Package for the Social Sciences (SPSS) program. Researchers can undertake statistical analysis, case selection, file conversion, data compilation and export, and data documentation with the help of the SPSS application.

#### *Research Objectives*

1. To identify the key traits that business students must possess in order to become entrepreneurs.
2. To determine the primary obstacles that business students encounter when pursuing an entrepreneurial career.
3. To offer advice to business students who want to launch their own companies and to business schools on how to produce more entrepreneurs.
4. To consider entrepreneurship as a desired career path: Modeling for students of business
5. To determine Omani business students' entrepreneurial opportunities. (Secondary information)

#### *Research Questions*

1. What are the primary attributes of business students who aspire to start their own firm?
2. What are the primary obstacles that business students encounter while beginning their own businesses?
3. What are the primary recommendations for business schools looking to produce more entrepreneurs and for students who want to launch their own companies?
4. What entrepreneurial options are available to Omani business students? (Secondary information)

#### **IV. ANALYSIS AND INTERPRETATION OF DATA**

This section contains the survey responses that were gathered from the respondents. The SPSS software has been used to analyze the questionnaire responses. The aims, objectives, and research questions will guide the discussion of each question. The study will assess if the findings support the stated hypothesis.

##### *Part I: Personal details*

The data's gender distribution is displayed in Fig 1. Fig 1 illustrates that 46.4% of respondents were men and 53.6% were women.

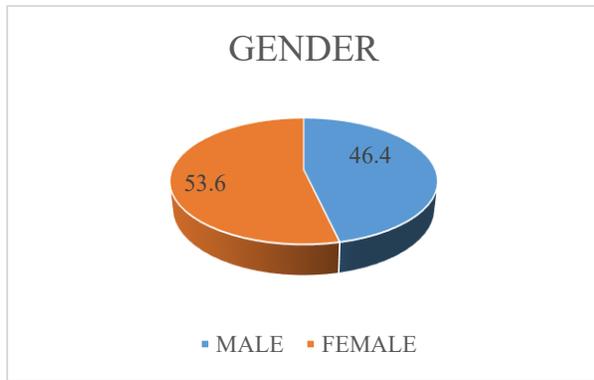


Fig. 1 Distribution of Respondents by Gender

The data distribution across the various age groups is depicted in Fig 2. According to the data, 60% of the respondents are in the 21–23 age range. In the sample, 12.7% of respondents were in the 18–20 age range, while 21.8% were in the 24–26 age range.

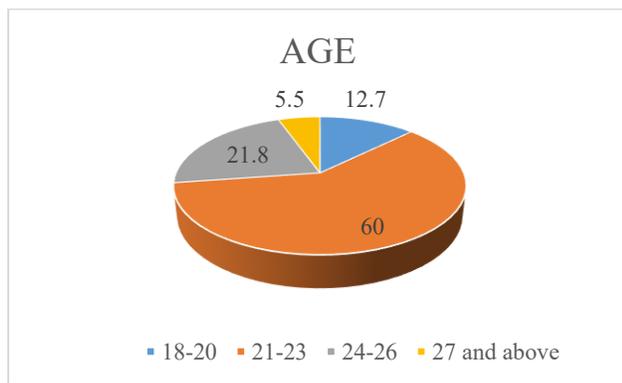


Fig. 2 Age Distribution of Respondents

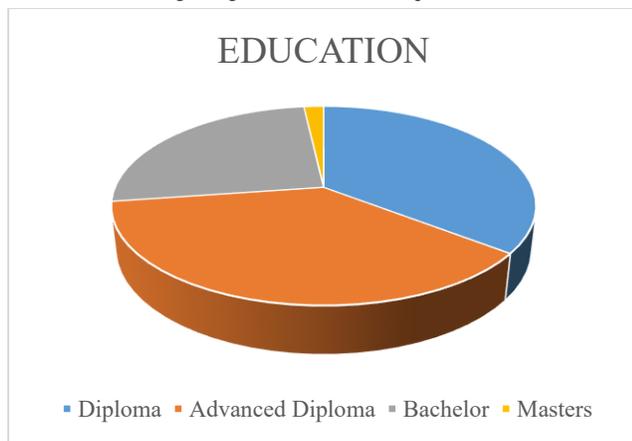


Fig. 3 Educational Qualification of Respondents

Fig 3 shows the distribution of educational levels. Advanced diploma students made up the largest percentage (37.3%), followed by diploma holders (34.5%), bachelor's degree holders (25.5%), and master's degree holders (1.8%).

The data distribution across various colleges is shown in Fig 4. It reveals that 16.4% of responders are from ASU and 83.6% are from UTAS-Ibra.

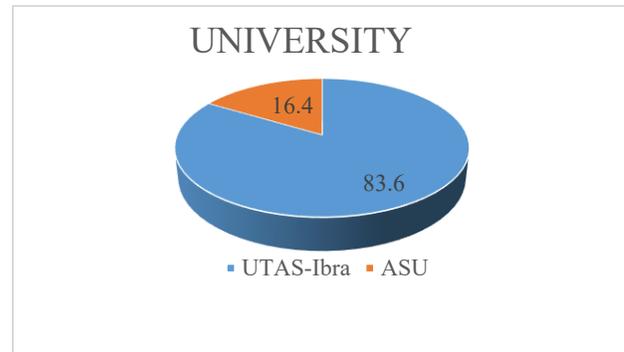


Fig. 4 University Affiliation of Respondents

## V. FINDINGS AND DISCUSSION

### 5.1 Summary of Key Findings

- An analysis of the link between Question 3 and the respondent's gender revealed a substantial correlation. "I find it easy to start my own business in Oman" was the third question, along with the respondent's personal information (gender). Nonetheless, these results corroborate those of (Hisrich et al., 2013) and (Autiomäki, et al, 2022). There were 110 responders in all, 51 of whom were men and 59 of whom were women, according to survey. The largest number, indicated in the total column, shows that the majority of them—15 females and 19 males—agree with the statement. Ten was the lowest amount, with four men and six women strongly disagreeing with the assertion. There were 19 males who agreed with the statement and 22 females who gave a neutral response.
- Asking Question 4 with respect to gender revealed a strong link. The fourth question, "the government supports entrepreneurship," is consistent with the findings of Trivedi and Patel (2023), which show that governments encourage young people to launch their own enterprises. Seven men and twenty-seven women gave a neutral response to the phrase, making 34 respondents overall from both genders. Eleven men disagreed with the remark, while twenty-seven women expressed no opinion. Four female respondents strongly agreed with the statement, while seven male respondents were ambivalent.
- There was a strong correlation between the genders in Question 5 inquired if Oman's external environment which included the country's population, land, and weather was conducive to entrepreneurship. It shows that 46 respondents, 12 of whom were male and 34 of whom were female, gave a neutral response to the statement. Two men who strongly disagreed and two women who strongly agreed were the fewest respondents for each gender. The largest number of answers was 20 men who agreed with the statement, and 34 women who were neutral.

- Question 2: University students encounter some challenges when trying to become entrepreneurs.
- Question 2 and respondents' educational attainment were shown to be significantly correlated. This inquiry looked at whether "some obstacles were faced by university students to be entrepreneurs." The total number of responders from the diploma, advanced diploma, bachelor's, and master's levels was 39, 41, 28, and 2, respectively. Those who agreed with the statement received the most answers (45). The master's degree level had the lowest percentage, while the bulk came from the advanced diploma level. Twelve respondents who strongly disagreed with the statement received the lowest overall response across all levels.
- Question: Is it tough to attract clients or fail to make a profit before beginning an entrepreneurial venture? The analysis of the statement "In comparison to students at other educational levels, advanced diploma students strongly agreed with the statement that "failure to achieve profits or difficulty in reaching customers is an obstacle to starting entrepreneurship." However, these findings align with research such as (Barba-Sánchez et al.).

#### *Hypotheses:*

- H1: New entrepreneurs may benefit from the traits and characteristics of business students.
- H2: Entrepreneurship is negatively impacted by the obstacles that prevent business students from founding companies at both universities.
- H3: Business students' aspirations to start their own businesses are positively impacted by the chances offered by both colleges.
- The results show that H1, "The characteristics and traits of business students positively affect the creation of new entrepreneurs," was not rejected based on the resulting B coefficient and p value. H3, "Opportunities for business students to create businesses positively affect entrepreneurship intent," was likewise not rejected based on its B coefficient and p value.
- However, H2, "Barriers that prevent business students from starting up businesses at university negatively affect entrepreneurship intent," was rejected. The findings demonstrated that entrepreneurship intent was positively impacted by the obstacles that prevented business students from launching companies at both colleges.

#### *5.2. Open questions*

Each of the three questions on the questionnaire, which allowed students to freely express and write their responses, has been summarized based on the responses provided by the respondents.

#### *1. What advice would you give someone who wants to start their own business after graduation?*

The most popular response to this topic, according to the respondents, was giving government or private sector graduates financial assistance to launch their own businesses. Additionally, in order to provide students with a broader understanding of how to become entrepreneurs, institutions need to offer more courses on entrepreneurship. Additionally, it was suggested that they should begin with a small business in order to reduce the likelihood of failure later on. Students said they had requested government assistance for entrepreneurship in general and that barriers should be removed so they could launch a firm. Finally, the importance of strategic planning and personal objectives in becoming an entrepreneur was discussed. However, these findings support the findings of Wardana (2021).

#### *2. What obstacles do you think you would encounter when starting a business?*

- Given how often this was mentioned, the answers to this question indicated that the capital was the common obstacle. Government facilities and permits came in second, project marketing and advertising came in third, coming up with unique concepts came in fourth, and the product's low purchasing power came in fifth. Sixth position went to poor planning, sixth place went to family acceptance of the project and fear of failure, and seventh place went to the challenge of gaining over customers and making enough money. Nevertheless, these results are consistent with studies like (Barba-Sánchez et al.).

#### *3. What positive results might you expect if you owned your own company?*

The majority of respondents sought a financial return and profits, according to the answers to this question. Additionally, creating employment opportunities and boosting the country's economy were mentioned. Additionally cited were independence in the workplace, freedom in the workplace, creativity, the growth of leadership abilities, and taking on responsibilities. Therefore, the previously mentioned findings are aligned with the results of Shasha & Leelakasemsant (2022).

## **VI. CONCLUSION AND RECOMMENDATIONS**

### *6.1 Conclusion:*

At a time when employment opportunities are shrinking, entrepreneurship offers a viable alternative route to building a career. This paper sets out to evaluate entrepreneurship in the context of the opportunities open to business students. Entrepreneurship is key to economic growth and expanding the job market. This paper had several objectives, namely: firstly, to determine what characteristics students of business need to develop to become entrepreneurs. Secondly, to highlight the barriers business students are likely to encounter when starting their careers as entrepreneurs. Thirdly, to offer

business schools ideas on how to encourage more entrepreneurship and provide business students with guidance on how to start their own businesses. The fourth objective was to highlight entrepreneurial business opportunities for students in Oman and, finally, to assess entrepreneurship as a career path. The study was carried out at the Ibra's University of Technology and Applied Sciences and Sharqiyah University.

The student participants in this study came from several business departments, and their ages varied. Quantitative methodology – a questionnaire - was used to gather data from the sample 110 students from the University of Sharqiyah and the University of Technology and Applied Sciences in Ibra completed the survey. According to the report, students generally have a favorable opinion of entrepreneurship but are frequently kept from starting their own businesses due to a variety of obstacles. most of the respondents fell into the 21-23 age group, with 37.3 per cent studying for the advanced diploma. UTAS-Ibra supplied 83.6 per cent of the sample group.

When asked whether “it is easy to start my own business in Oman”, the answers differed by gender. On being asked what could be done to facilitate starting a business, many of the respondents stated that capital support for graduate students, whether supplied by the government or the private sector, would significantly improve their chances of starting their own businesses.

### 6.2 Recommendations

Enhance the entrepreneurship- friendly regulatory environment by putting the following into practice:

1. Examine and streamline administrative processes, licensing rules, and other approvals.
2. Since entrepreneurship requires collaboration between multiple government entities, improve information technology-based procedures to support entrepreneurship.
3. Take the required steps to prevent young people's fear of project failure (risk minimization).
4. Assist youth-led initiatives by advising and educating them about important distributors and purchasers.
5. Raise awareness of administrative and entrepreneurial behaviors in schools starting in the first grade.
6. Offer entrepreneurship programs and courses at universities and other higher education establishments.
7. Increase the amount of appropriate money available.

*The following suggestions can be used to achieve this:*

1. Promote public and private companies with the intention of expanding the financial sector to assist new ventures.

2. Encourage connections between investors, entrepreneurs, and start-ups run by younger generations.
3. In collaboration with all stakeholders, start national and local awareness campaigns about entrepreneurship. Make use of communication and public media to encourage entrepreneurship.
4. Emphasize young entrepreneurs' skills and the advantages of investing in and supporting them.
5. Make it obvious that young people must learn to fail occasionally in order to succeed and that accepting and embracing failure is an essential part of education.
6. Promote awards and competitions for young entrepreneurs.
7. Encourage successful companies and aspirational young entrepreneurs to share knowledge and skills.
8. Spread the word about young people's entrepreneurial potential.

### *Study Recommendations:*

- Organizing workshops, seminars, and training sessions at the institution to increase awareness of the entrepreneurial culture.
- Encourage entrepreneurial qualities and abilities.
- Educate university students in a variety of entrepreneurship courses.
- Create unique associations and divisions that support university students who are entrepreneurs.
- Encourage university students to be creative and innovative.
- Promote personal initiatives and rectify common customs that restrict work ethic.
- Educate the local population about the value of entrepreneurship by holding seminars.
- Talk about the need to facilitate the regulations and processes that govern the beginning of a private initiative.
- Ensure that innovations presented by entrepreneurial projects are adequately protected.
- Based on how entrepreneurship is currently portrayed as a desirable career path and how business students at Al Sharqia Higher Education Institution intend to pursue entrepreneurship, a number of recommendations that could increase the area's entrepreneurship rates can be developed using the primary data gathered through questionnaires.

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