

WHAT YOUNG PERSUME ABOUT ENTREPRENEURSHIP? A CASE OF UNIVERSITY STUDENTS IN OMAN

Amma, Varghese Thresi
Sohar University Oman

Fahad, Hamadi
Ministry Of Agriculture, Oman

ABSTRACT

A great deal of research has investigated the reasons for the creation of new enterprises and the entrepreneurial characteristics of those individuals responsible for the emergence of new firms. This was a study on how do the students of Sohar university perceive their entrepreneurial ability in relation to personal goals? The goals in entrepreneurial ability are influenced by factors. The objective of this study was to test for the presence and relative strength of four entrepreneurial characteristics among university students in Sohar University. The research examined four traits connected with entrepreneurship, namely the need for achievement, autonomy, risk-taking, and self-confidence. These four features represent only some aspects of entrepreneurship. Although a large group of students participated in the study, the number of students intending to be entrepreneurs was fairly high. In this research, we are going to examine student's traits in different faculties in Sohar University and we will try to answer the question how do students perceive their entrepreneurial ability in relation to personal goals and take risk? The present research is based on a small scale social survey. This method is considered appropriate for the present research as being of a descriptive character. The surveys have a clear descriptive purpose and are more appropriate for research studies. A sample of 200 students was selected using the stratified sampling technique. During March 2012, the questionnaires were distributed to the research sample (students) in their classes. A structured questionnaire will give to respondents (students in different faculties' student at Sohar University) for collecting their intention regard startup their own business. The study findings show 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.

1. INTRODUCTION

Entrepreneurship has a more critical role for economies - especially in developing countries - since it can be an engine of economic progress, job creation, and social adjustment. Entrepreneurship is the new revolution and it's about continual creativity and innovation. Entrepreneurship is a major engine driving many nations' economic growth, innovation and competitiveness (Scarborough and Zimmerer 2003; Kuratko and Hodgetts 2004). At the same time, most studies have shown there is a positive relationship between entrepreneurship and economic growth in terms of job creation, firm survival and technological change our world economy. Entrepreneurship is an important factor for all national economies. The high flexibility and innovative abilities of small and medium enterprises are considered as substantial factors of a healthy economy. Today the worlds used to describe the new innovation regime of the twenty-first century are: dream, create, explore, invent, pioneer and imagine."I believe that we are at the

point in time when the gap between what can be imagined and what can we accomplished has been never smaller”(Kuratko, 2009). Entrepreneurship is regarded as one of the best economic development strategies to develop country’s economic growth and sustain the country’s competitiveness in facing the increasing trends of globalization (Schaper and Volery 2004; Venkatachalam and (Gorman, Hanlon et al. 1997; Lena and Wong 2003; Karanassios, Pazarskis et al. 2006).

Furthermore, many graduates are unable to get a job upon graduation. Students are now apparently searching for a 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 1999; Henry 2003).

Hence it is the aim of this research to contribute to the current literature by identifying the variables of entrepreneurial traits that influence students’ inclination towards entrepreneurship specifically in Sohar University. This research primarily investigates if entrepreneurial traits can be adequately influenced university students’ attitude towards entrepreneurship. Particularly, this research aims and attempts to investigate the relationship between entrepreneurial traits and university students’ attitude towards entrepreneurship among students. It is obvious that University students throughout the world comprise diverse cultural and social views. Moreover, each country has its own norms and values and it defines distinct outlooks toward real life. People in varying environments have a large range of expectations, demands, and outlooks for diverse and complex values in many areas. Cultural values seem to be a significant issue in today’s world.

2. REVIEWS OF LITERATURE

There is a growing body of literature arguing that perception plays a very relevant role in the decision to start a new business. The importance of personal traits in understanding this personal decision has been highlighted by many researchers. In their view, perception provides additional insights into the complex process of entrepreneurship. There are many theories of Entrepreneurship. These theories that attempt to explain the origin of entrepreneurship and its contributions over time. They attempt to answer the question of why some people or even some communities more entrepreneurial than others. The theories revolve around the roles of inborn traits and the environment in providing answers to the question.

2.1. Theoretical Base of the paper- Trait Theories

Traits theories hold that entrepreneurs are born not made. Through interviews with over 500 entrepreneurs over a three-year period Prof Allan Jacobwitz (cited in Cohen 1980) observed that entrepreneurs commonly share certain personality characteristics. These include: restlessness, independence, a tendency to be a loner, extreme self-confidence, innovative, action oriented, high on need for personal control and highly autonomous. Trait theories suggest that entrepreneurial aptitude is static that is, either people are born with the related characteristics, or they are not. While personality and other individual differences may predispose individuals to entrepreneurial behaviour the dissatisfaction with the trait approach prompted a growing focus on identifying what the entrepreneur does (Gartner, 1988). Some argue that situational factors such as the nature of the task and the environment have more impact on action than personality traits. However, if we focus on what an entrepreneur does, it does not assist us in developing a better understanding of what encourages or discourages entrepreneurial activity as it ignores how perceived opportunities are constructed (Brockhaus and Horwitz, 1985; Gartner, 1989 Gibb, 1993; Mitchell, 1979). The other theoretical basis for explaining and predicting entrepreneurial intentions are Shapero's 'entrepreneurial event' model as well as in Azjen's (1991) more general theory of planned behaviour. Indeed, both of these frameworks provide similar explanations of individuals'

entrepreneurial intentions as being a function of the perceived feasibility and desirability of entrepreneurial behavior (Krueger and Brazeal, 1994).

After gone through theories like these, many academic and non-academic researches took place to see what about the perceptions of entrepreneurship among people. Let us have a look on that end.

2.2. The Entrepreneurs' Perception of Success in Entrepreneurship

Many researchers have investigated the reasons for the creation of new enterprises and the entrepreneurial characteristics of those individuals responsible for the emergence of new firms. An important question is why some individuals decide to pursue entrepreneurial endeavors while others do not. Research has investigated the possible reasons behind this behaviour from the perspective of the individual themselves as well as economic and other factors in their environment (Acs, Audretsch and Evans, 1994; Hofstede, 2004). Recent work has also investigated the utility derived from choosing entrepreneurship over traditional career opportunities - it is argued that individuals will choose entrepreneurship as a career option if the utility derived from this choice exceeds the utility derived from formal employment (Eisenhauer, 1995; Douglas & Shepherd, 2000). While the utility derived from self-employment may exceed that derived from other career alternatives it is generally not a sufficient condition for an individual to engage in entrepreneurial behaviour. Rather, entrepreneurial behaviour has three necessary conditions, these being (i) the motive to pursue self-employment (or other entrepreneurial behaviour); (ii) the perception of an apparently lucrative entrepreneurial opportunity; and (iii) access to the means to pursue that opportunity. Without the simultaneous existence of these three pre-requisite conditions entrepreneurial behaviour will not eventuate.

The motivation to behave entrepreneurially is explained by the utility-maximizing theory of entrepreneurial behavior – viz: that the individual is motivated to become self-employed (or otherwise behave entrepreneurially) because that course of action promises the greatest psychic utility (Eisenhauer, 1995; Douglas & Shepherd, 2000). Underlying this motivation is the strength of the individual's abilities (human capital) and his/her attitudes to elements provided by entrepreneurship, which include autonomy, risk, work effort, income, and net perquisites. In general, individuals desiring more income, more independence, and more net perquisites are more likely to want to engage in entrepreneurial behaviour. Likewise, an individual with a higher tolerance for risk and less aversion to work effort should be expected to be more likely to want to engage in entrepreneurial behaviour (Douglas & Shepherd, 2000).

The decision to act entrepreneurially 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 selfemployment than in employment (Douglas and Shepherd, 2000). Previous research has identified the role of risk tolerance, income and preference for independence as being significant in the decision to be self4 employed (Douglas and Shepherd, 2002). Individuals with more tolerance for risk and stronger positive attitudes toward income and independence are more likely to want to pursue an entrepreneurial endeavor. Note that Douglas & Shepherd (2002) did not find attitude to work effort to be significantly related to entrepreneurial intentions, although their sample (MBA students) may not have been representative of the population in this respect. 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.

Self-concept is defined by Sabin (1954) as those ideas the individual has of himself or herself that he or she learned in relationship with others. If our self-concept is positive, we tend to act and

perceive the world positively. If our self-concept is negative, we feel dissatisfied and unhappy (Rogers, 1980). The self and role we play interact. Since self-strives for consistency, it selects those roles compatible with the self-concept. When the role and self-concept are incompatible, conflict arises. Sabin (1954) asserts that self-concept is a product of the social roles that an individual plays. Thus, the self-concept which females hold is determined by the social roles that they play. Marshall (1998) holds that females have a high self-concept of themselves and they believe in their capabilities and ability to accomplish any task. Ross and Lyle (1978) indicate that women can excel in any venture once they have a positive frame of mind. They further argued that females could assimilate to roles requiring high esteem and self-confidence. In a contrary view, Fenn (1976) advanced that the socialization process for women stresses dependency, directedness, nurturance, sacrifice and caring which contributes to feelings of ambivalence about self-worth. Females are believed to have a negative image of their self-worth. They are constantly reminded that a woman's role is passive and non-assertive. To be accepted by society as 'normal', she has to subjugate herself. If she has intellectual ability, she has to underutilize that ability in order not to be considered a deviant. The female subsequently has a low image of herself. According to Dipboye (1975), the female actually comes to believe and accept that in some manner, she is deficient and hence inferior. This is because the female role in relation to the male is differently evaluated by the society and the female status is regarded as inferior and subordinate to male status. Character traits such as high self-concept, managerial competence, high commitment to work, favorable perception of work stress, aggressiveness, emotional stability, vigor and selfreliance necessary for entrepreneurial success (Akeredolu-Ale, 1975; Carland, Hoy, Boulton & Carland, 1984; Meredith, Nelson & Neck, 1982; Olakanpo, 1968; Omololu, 1990; Onah, 1990; Schumpeter, 1954) are assigned by the society to males. It is therefore important to examine if a woman's self-concept, perceived managerial competence, work stress and business commitment would affect her perception of business success.

2.3. University Students' perception on entrepreneurship

Many studies have taken place on youth entrepreneurship perceptions and on the same time many studies have given slot to university students' perception on entrepreneurship. Early research focused on exploring business students' interest in entrepreneurship and entrepreneurship courses, and identifying characteristics of entrepreneurs and variables that influence entrepreneurial intent (e.g., Hills & Barnaby, 1977; Sexton & Bowman, 1983; Hills & Welsch, 1986; Hutt & Van Hook, 1986; Hatten & Ruhland, 1995; Ede et al., 1998). Henderson and Robertson (1999) collected data from "young adults" aged 19 to 25 years who were studying entrepreneurship in Scotland, business students in England, and newly hired employees at a major U.K. bank, finding that 67 percent of those studying entrepreneurship expressed a desire for self-employment, compared to 5 percent among the rest. In 1999, Sagie and Elizur reported the findings from a study conducted among U.S. students of small business and students of business and economics. The purpose of their study was to measure the achievement motive among students regarded as having high and low entrepreneurial orientations, respectively. Differences were found among four achievement components tested. **Urve Venesaar and e.t.l (2006)** were focused on their research on identifying the attitudes and intentions of students at Tallinn University of Technology to start with business, their personality traits and contextual factors of business environment, including the role of university in supporting students' entrepreneurial attitudes and intentions. The objective of their study was to identify the students' attitudes and intentions toward entrepreneurship, their personal characteristics and future plans in connection with entrepreneurship. They found that despite the considerable share of respondents thinking about starting a business, most of them do not want to undertake entrepreneurial activity after graduation, but postpone this to a more distant future. There could be various reasons that may be connected with personality traits, entrepreneurship knowledge and skills, and business environment problems. The attitudes of students toward entrepreneurship are assessed through

analysing their motivations to start with business. Strongly represented in the respondents' opinions was ambition for freedom followed by intention for self-realisation and the strongest pushing factor is connected with searching for opportunity to earn better income. Though different target groups valued their motivation to entrepreneurship differently, the respondents' attitudes towards entrepreneurship correlated very clearly with their intentions to start with business in a time perspective. Those who attached higher importance to motivation factors intend to start with business in the near future, but students with lower motivations were thought to postpone the starting with business into distant future. **Narendra (2006) published** a study of what a group of university students in India intended to do upon completion of their college education: start their own business (become entrepreneurs) or work for someone else? A 62-item questionnaire was administered to the first year students of the Faculty of Commerce and Management Studies at Jai Narain Vyas University, Jodhpur, India. Of the 186 questionnaires returned, 100 were usable for this study. The study results show that only two were found to have significant relationships with the dependent variable (to start your own business). According to results of factor analysis, six variables (to lead other people, to be my own boss, to put my innovative ideas into practice, determination, personal challenge and non-business education) were found to relate to the dependent variable. Finally, the analysis showed that these six factors have a 92.35 per cent predictive value. **Mois Mohammed and M.P. Aparna (2010)** were focused on entrepreneurship education, entrepreneurship intentions among students, the entrepreneurial self-efficacy of the students and the perception/opinion of entrepreneurship among the students within an Indian setting. This study has provided some useful insights into the entrepreneurial intention among the students in the Hyderabad area of India. It was designed to determine the entrepreneurial self-efficacy and entrepreneurial intention, entrepreneurship education and perception/opinion of entrepreneurship. Most entrepreneurial self-efficacy or self-confidence lies with the students' perceived ability to manage money or be a leader. The results imply that self-efficacy may play an important role in shaping (or limiting) perceived career options as most respondents also indicated interest in corporate or government careers. **Ghulam Nabi (2010)** identifies in his paper three key outcomes. First, it establishes that across all years of the survey a substantial minority of students consistently hold relatively strong start-up intentions. Second, the paper highlights that, despite considerable efforts to increase the numbers moving to start-up, little impact is discernible. Third, it fails to address critical questions around the impact of higher education on entrepreneurship and the transition from entrepreneurial intent to the act of venture creation. **Jackson K Maalu, (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; the opportunity to learn new things; financial security; performing challenging and exciting work; having peace of mind with a peaceful and stress-free life; allocation of enough free time for family, hobbies, leisure, and other interests; an opportunity to extend one's range of abilities, a goal to accumulate wealth; desire to live an adventurous and exciting life; the goal to start own business, striving for an idea to own business, an ultimate goal to be self-employed and the wish to become an influential person to the future.

Alimohammad Aghazamani and Elham Roozikhah (2010) found that students who are interested in learning more about markets, corporations, industries, and business regulations, seem more motivated than others within the entrepreneurial climate. **Norasmah and Salmah (2009)** show that an attitude based on an internal locus of control, monetary value, and autonomy had a significant impact on choosing entrepreneurship as a career choice. They also found that attitude can predict career choice in this field through aspiration level among graduates. It is clear that attitude plays an important role in motivating an individual's career choice behavior in entrepreneurship. **Andrew Bernstein (2011)** found that Self-confident for having a successful entrepreneurship career increases interest in entrepreneurship majors and electives. Students in

general, regardless of their levels of Self-confident, perceived both the entrepreneurship major and elective as increasing their likelihood of success as an entrepreneur. Students with lower levels of Self-confident agreed at similar levels that an entrepreneurship major or non-entrepreneurship major along with an entrepreneurship elective would both increase their likelihood of success as an entrepreneur.

Students with higher levels of Self-confident agreed at similar levels that an entrepreneurship major or non-entrepreneurship major would both increase their likelihood of success as an entrepreneur. However, these students did not perceive an entrepreneurship elective would increase their likelihood of success as an entrepreneur over non-entrepreneurship major alone. To summarize, a review of the literature suggests that there has been growing interest in entrepreneurship among business students in the U.S. and other Anglo nations. The majority of published studies to date have focused on the identifying characteristics of students who were interested in entrepreneurship (e.g., desire for self-employment), related explanatory factors (e.g., prior family business experience), and demographic differences (e.g., gender, race). Uncertainties about the economy, corporate downsizing, etc are result in declining number of corporate recruiters and job vacancies. As a result, the rate of unemployment is increased. Furthermore, the unemployment of graduates has become a national issue in many countries. The number of graduates from public and private higher educational institutions that join the job market increases each year, and, unfortunately, it exceeds the current demand of employment. Entrepreneurship would help these new graduates develop their own career and also ease the current unemployment issue by expanding the job market (Norasmah 2004). A great deal of research has investigated the reasons for the creation of new enterprises and the entrepreneurial characteristics of those individuals responsible for establishing a new enterprise. An important question is why some students decide to pursue entrepreneurial while others search for employment. Research has investigated the possible reasons behind this behavior from the perspective of the individual themselves as well as economic and other factors in their environment (Audretsch and Evans, 1994; Hofstede, 2004). Recent work has also investigated the utility derived from choosing self employment over traditional career opportunities - it is argued that individuals will choose self-employment as a career option if the utility derived from this choice exceeds the utility derived from employment (Eisenhauer, 1995; Douglas & Shepherd, 2000; GEM 2008). Competition for employment in the public or private sectors is the cause of graduates' failure to choose a career in entrepreneurship, which they view as a second or final choice (Norasmah 2005). What is not clear however is how the students themselves perceive entrepreneurship and themselves in terms of being able to do so.

The present study is a focus on student's perception towards entrepreneurial traits and their competitiveness. We will focus on the assessment of entrepreneurial traits among the students doing professional courses in Sohar University. We will attempt also to analyze the relationships among entrepreneurial traits and their performance as perceived by the student doing professional courses in deferent facilities at Sohar University. It tries to assess the student's profile, their attitude and preference towards different types of organization they opt after completion of their present professional education. In this study, the students who are doing professional courses like engineering, business, computing and information technology, and humanities and social science will rate on personality traits such as self-confidence, risk-taking, need for achievement, autonomy.

3. THE GOALS OF THE STUDY

1. Examine how background characteristics provide an indication of whether certain individuals are more or less likely to intend to be entrepreneurs.

3.1. Research Questions

1. Why some students venture into entrepreneurship while others do not?

3.2. Hypotheses:

The present study seeks to test the following hypotheses:

1. There is a significant relationship between self-confident and intention to startup business.
2. There is a significant relationship between need to achievement and intention to startup business.
3. There is a significant relationship between risk taking and intention to startup business.
4. There is a significant relationship between autonomy and intention to startup business.
- 5.

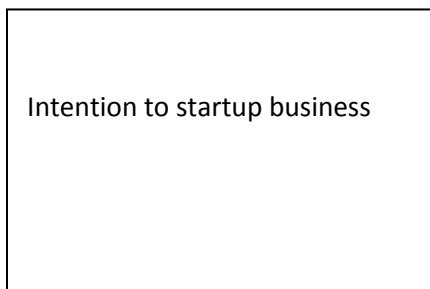
4. METHODOLOGY

To answer the above questions, data will gather from a self-administered structure questionnaire conduct among students in different faculties at Sohar University using open ended and close ended questions and linker scale will develop to rate their personality on the basis of their perceived behavioral pattern. A sample of 200 students was selected using the stratified sampling technique. Samples will select at random from various facilities in Sohar University. The data will systematically arrange, and appropriate analysis will use. SPSS will use to analyze the data receive from the respondents. Results received will evaluate and analysis will conduct. The studies cited in the review of the literature have indicated many traits such as self-confident, risk taking , Etc effect the perception on entrepreneurial activity.

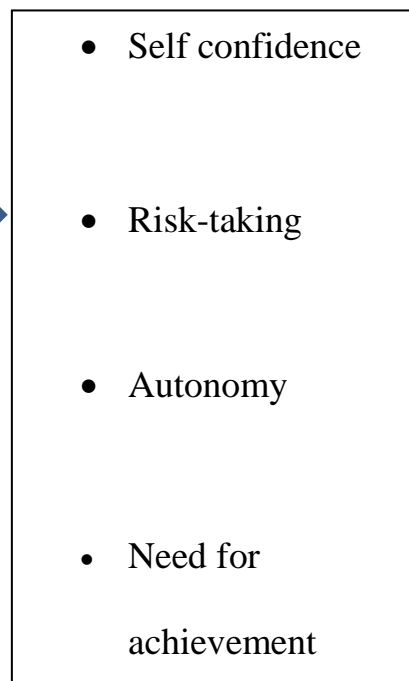
The present study has adapted some personal traits to exam the perception of students at Sohar University such as self- confident, need to achievement, risk taking and autonomy

The conceptual framework of the study

Independent variable



Dependent variable



5. RESULT AND DISCUSSION

This session of the paper will present the study findings elaborative. The first table shows the profile of faculties. Table 1- The list of students surveyed in each faculty.

		Faculty			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	33	25.0	25.0	25.0
	Engineering	42	31.8	31.8	56.8
	IT	26	19.7	19.7	76.5
	Humanities	31	23.5	23.5	100.0
	Total	132	100.0	100.0	

The higher response rate from the Engineering students.

5.1. Respondents' Demographic profiles

Table 2. Demographic details

Demographic parameters		
	Frequency	Percentage
Gender		
Male	45	34.1
Female	87	65.9
Age Group		
Less than 20 years	16	12.1
20 to 25 years	99	75
26 to 30 years	9	6.8
More than 30 years	8	6.1
Educational level		
Foundation	14	10.6
Diploma	72	54.5
High Diploma	11	8.3
Bachelor	35	26.5
Faculty		
Business	33	25
Engineering	42	31.8
IT	26	19.7
Humanities	31	23.5

The table 2 shows the different age of students and the most of them between 20 and 25 years which represent by 75%, 12.1 less than 20%, 6.8% between 26 and 30, and 6.1% more than 30 years old. It also shows the different gender of students and most respondents were female 65.9%. Out of the four age groups, the 20 to 25 years group had the highest percentage (75%) of participants. It shows that most respondents are in level one and two (diploma).

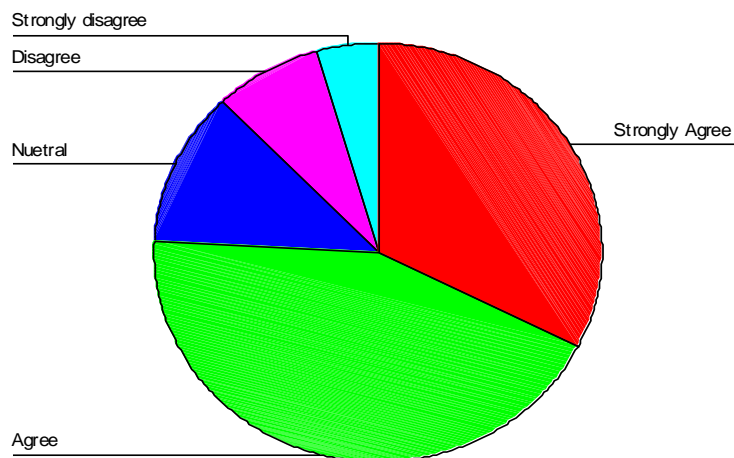
5.2. Descriptive Analysis

The students were asked to give responses to certain open ended questions. Their responses are the following:

1. Response to a statement: "Are you thinking to start a business in the future"?

Table1. Thinking to start a business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	43	32.6	32.6	32.6
	A	57	43.2	43.2	75.8
	N	16	12.1	12.1	87.9
	D	10	7.6	7.6	95.5
	SD	6	4.5	4.5	100.0
	Total		132	100.0	100.0



- 32.6% responded "Strongly Agree"
 - 43.2% responded "Agree"
 - 12.1% responded neither "Neither Agree nor Disagree"
 - 7.6% responded "Disagree"
 - 4.5% responded "Strongly Disagree"
- So most of the students' surveyed are interested in starting a business in the future.

2. Response to a statement: *Reasons that best describes why they want to start their own business?*

Table. 3. Reason describe way students want to start their own business

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Set their career path	27	20.5	20.5	20.5
Self-employed	28	21.2	21.2	41.7
Earn more money	34	25.8	25.8	67.4
Create job and help Economic growth	25	18.9	18.9	86.4
To be a famous as entrepreneurs	5	3.8	3.8	90.2
Others	13	9.8	9.8	100.0
Total	132	100.0	100.0	

The interactive survey asked students to react to a list of reasons they might want to start a business of their own. They responded are:

- “want to take control of their own destiny and set their own career path” (20.5%);
- “Be self-employed” (21.2%);
- “Earn more money” (25.8%);
- “Create job and help economic growth” (18.9%);
- “To be famous entrepreneur” (3.8%); and
- “others” (9.8%);

3. Response to a statement: *What are your perceptions of risk associated with starting a business?*

Table.4. Take risk for a better future

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SA	34	25.8	25.8	25.8
A	38	28.8	28.8	54.5
N	29	22.0	22.0	76.5
D	16	12.1	12.1	88.6
SD	15	11.4	11.4	100.0
Total	132	100.0	100.0	

- 25.8% responded “Strongly Agree”
- 28.8% responded “Agree”
- 22% responded “Neither Agree or Disagree”
- 12.1% responded “Disagree”
- 11.4% responded “Strongly Disagree”

Students seem to be willing to taking risks and start their own a business.

4. Response to a statement: “Do you agree with the statement ‘The security of working for someone else outweighs the benefits of running your own business?’”

Table 5. Benefits of running your own business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	19	14.4	14.4	14.4
	A	33	25.0	25.0	39.4
	N	46	34.8	34.8	74.2
	D	21	15.9	15.9	90.2
	SD	13	9.8	9.8	100.0
	Total	132	100.0	100.0	

- 14.4% responded “Strongly Agree”
- 25% responded “Agree”
- 34.8% responded “Neither Agree or Disagree”
- 15.9% responded “Disagree”
- 9.8% responded “Strongly Disagree”

Surveys show that most students are neither agree nor disagree.

5.2 What do you believe is the most likely explanation for doing your own business?

The Traits & Reasons	First explanation		Second explanation		Third explanation		Fourth explanation	
	N	%	N	%	N	%	N	%
Need for achievement	41	31.1	44	3.33	21	15.9	25	18.9
More Income	39	29.5	32	24.2	29	22	32	24.2
control of your own destiny	41	31.1	29	22	39	29.5	21	16.2
Autonomy	12	9.1	29	22	35	26.5	54	40.9

5.3. Participant’s overall perception towards Entrepreneurship

Perception Component	Mean	Standard Deviation	level
Achievement need	4.21	.501	High
Self- confidence	4.42	.386	High
Risk taking	4.26	.443	High
Autonomy	4.16	.436	High
Overall Perception component	4.30	.358	High

As shown in table No: (4.8), the questionnaire feedback for each component from the respondents showed a high attitude profile level. This is seen from the mean score values ranging from 4.16 to 4.42. The high level of each of these components resulted in a high overall attitude profile towards entrepreneurship among the participants, with a mean value of 4.30.

6. HYPOTHESES TESTING:

The present study seeks to test the following hypotheses:

6.1. Hypotheses: 1

The first set of hypotheses stated that students who have self-confidence will have more positive intention toward entrepreneurship. There is a significant relationship between self-confident and intention to startup business.

The following regression output tables (table No.4.9) summarizes the relationships between self-confident and intention to startup business. The ANOVA table shows that the F test value is .098, and it is non-significant at .755 level.

Table .4.9

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.027 ^a	.001	-.007	1.081

a. Predictors: (Constant), self-conf ident

Table 4.10

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.115	1	.115	.098	.755 ^a
	Residual	151.969	130	1.169		
	Total	152.083	131			

a. Predictors: (Constant), self-conf ident

b. Dependent Variable: Thinking to start a business

Table 4.11

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.976	.356		5.552	.000
	self-conf ident	1.965E-02	.063	.027	.313	.755

a. Dependent Variable: Thinking to start a business

From the coefficient table: t-test show there is no significant relation between student's self-confidence and intention to start a business. So, there is no relation between student's self-confidence and their intention to startup their own business which disagrees with Mois Mohammed and Aparna (2010) research.

6.2. Hypotheses:2

The second set of hypotheses stated that students who have need to achievement will have more positive intention toward entrepreneurship. There is a significant relationship between need to achievement and intention to startup business.

The following regression output tables (table No.4.12) summarize the relationships between need to achievement and intention to startup business. The ANOVA table shows that the F test value is .000, and it is significant at .14.595 level.

Table .4.12

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.319 ^a	.102	.095	1.000

a. Predictors: (Constant), Achievement

Table 4.13

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.587	1	14.587	14.595	.000 ^a
	Residual	128.925	129	.999		
	Total	143.511	130			

a. Predictors: (Constant), Achievement

b. Dependent Variable: Thinking to start a business

Table 4.14

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.988	.294		3.359	.001
	Achievement	.221	.058	.319	3.820	.000

a. Dependent Variable: Thinking to start a business

From the coefficient table: t-test show there is a significant relation between achievement-need and intention to start a business. So, there is appositive relationship between achievement-need and their intention to startup their own business.

6.3. Hypotheses: 3

The third set of hypotheses stated that students who have risk taking will have more positive intention toward entrepreneurship. There is a significant relationship between risk taking and intention to startup business. The following regression output table (table No.4.11) summarizes the relationships between need to achievement and intention to startup business. The ANOVA table shows that the F test value is .004, and it is significant at 8.516 level.

Table .4.15

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.248 ^a	.061	.054	1.048

a. Predictors: (Constant), Risk-taking

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.350	1	9.350	8.516	.004 ^a
	Residual	142.733	130	1.098		
	Total	152.083	131			

a. Predictors: (Constant), Risk-taking

b. Dependent Variable: Thinking to start a business

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.280	.290		4.414	.000
	Risk-taking	.162	.056	.248	2.918	.004

a. Dependent Variable: Thinking to start a business

From the coefficient table: t-test show there is a significant relation between student's ability to take risk and intention to start a business at the (.004)level. So, there is appositve relationship between the ability of students to take risk and their intention to startup their own business.

6.4. Hypotheses: 4

The third set of hypotheses stated that students who have autonomy will have more positive intention toward entrepreneurship. There is a significant relationship between autonomy and intention to startup business.

The following regression output tables (table No.4.12) summarize the relationships between need to achievement and intention to startup business. The ANOVA table shows that the F test value is .028, and it is significant at 4.943 level.

Table .4.12

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.191 ^a	.037	.029	1.062

a. Predictors: (Constant), Autonomy

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.570	1	5.570	4.943	.028 ^a
	Residual	146.513	130	1.127		
	Total	152.083	131			

a. Predictors: (Constant), Autonomy

b. Dependent Variable: Thinking to start a business

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.452	.299		4.860	.000
	Autonomy	.129	.058	.191	2.223	.028

a. Dependent Variable: Thinking to start a business

From the coefficient table: t-test show there is a significant relation between autonomy and intention to start a business at the (.028) level. So, there is appositve relationship between autonomy and their intention to startup their own business.

7. FINDING, RECOMMENDATION AND LIMITATION

The objective of this study was to test for the presence and relative strength of four entrepreneurial characteristics among university students in Sohar University. The research examined four traits connected with entrepreneurship, namely the need for achievement, self-autonomy, risk-taking propensity, and self-confidence. These four features represent only some

aspects of entrepreneurship. Although a large group of students participated in the study, the number of students intending to be entrepreneurs was fairly high.

7.1. Findings

The theoretical underpinnings for this research study specified that psychological traits relate positively to entrepreneurial intention. Results of the correlations largely support significant positive relationships between psychological traits and entrepreneurial intention. Also, the results of the regression provide support for significant relationships for three of psychological traits (need for achievement, autonomy, and risk-taking propensity,) and entrepreneurial orientations while self-confident not relative with entrepreneurial orientations. Thus, hypothesis 1, which states that self-confidence, is positively related to entrepreneurial orientations is not supported, and hypothesis 2, which states that need for achievement is positively related to entrepreneurial orientations is supported. Hypothesis 3 and hypothesis 4 are supported. Autonomy had a significant impact on choosing entrepreneurship as a career choice which agrees with Norasmah Hj Othman and Salmah binti Ishak (2009) research.

Students are found to have a high attitude profile towards entrepreneurship in all the perceptual components: achievement need, self-confident, risk-taking, and autonomy, based on demographic, educational, and situational factors. Several discoveries were also made through correlation analyses. Participants' perception towards entrepreneurship was moderately related to their behavior in choosing the field. In this context, self-confident component was found to have the highest moderate relationship, followed by risk-taking, achievement need, and autonomy. However, stepwise regression analysis showed that three of the four perceptual components were significant: achievement need, risk-taking, and autonomy while self-confident is non-significant. This finding shows that it is these four factors that inspire graduates towards entrepreneurship.

The present study also strengthened the research findings of Eisenhauer (1995) and McClelland (1961), which recognised monetary value as a factor that steers individuals into entrepreneurship because it can assist them in obtaining an income that can strengthen their economic standing, and thus, improve their status in the eyes of society. This has also been supported by Ab. Aziz and Zakaria (2004), Sodri Ariffin and Ahmad Shafee (2002), who found that monetary value can provide financial freedom and finally allow an individual to act upon his social responsibilities to the community.

The research finding on autonomy also supports the findings of Ab. Aziz and Zakaria (2004) as well as Bolton and Thompson (2004). Both of these studies found that autonomy is an important stimulus to the attitude towards entrepreneurship because this field provides space for individuals who crave freedom and want to challenge their potential. In summary, the correlation results suggest significant positive correlations between the four psychological traits (achievement need, self-confident, risk-taking, and autonomy) and entrepreneurial perception. Also regression results suggest significant positive relationships between achievement need, self-confident, risk-taking, and autonomy and entrepreneurial perception.

On a whole, perception that is based achievement need, self-confident, risk-taking, and autonomy has a positive impact on choosing a career in entrepreneurship. In this context, perception can predict the behaviour of choosing this career among graduates. Clearly, perception plays an important role in motivating individuals to exhibit behaviour in choosing entrepreneurship as a career. This positive perception can be moulded through the education system. A change in the education system is very much needed today to widen the scope of career choices for graduates to choose a career in entrepreneurship.

7.2 Recommendations for Further Research

This was a research of personal traits of entrepreneurial perceptions among students at Sohar University; a study that involves more members of the Universities population in various Universities in Oman needs to be undertaken to determine the factors in students personal traits as well as non-personal traits relative to entrepreneurship, and others environmental factors that may impact the willingness of students to start-up their own business.

7.3 Limitation

Since the collected data was based on perceptions of the students, a first limitation might appear in the difference between “perception” and “reality.” Obviously, there is always a risk that the perceptions of students might differ from reality. Second, when considering the variety of entrepreneurship characteristics around the world, it might be more reasonable to analyze the general nature of entrepreneurship characteristics, rather than focus on a specific context. A third limitation is that our study relied on university student samples in one university not on actual entrepreneurs. We based our research on random samples of students drawn from one university. Thus, the results may reflect a bias since students from other universities were not included. In addition, students’ personal characteristics matter, raising important opportunities for research focused on traits and skills. These characteristics can provide a wide range of research avenues with respect to entrepreneurship.

REFERENCES:

Ab. Aziz Yusof and Zakaria Yusof, (2004), Prinsip Keusahawanan. Second Edition. Petaling Jaya: Prentice Hall Pearson Malaysia Sdn. Bhd.

Alimohammad Aghazamani, and Elham Roozikhah, (2010), "Entrepreneurial Characteristics among University Students: A Comparative Study between Iranian and

Andrew Bernstein, and Elias G. Carayannis, (2011), ‘Exploring the value proposition of the undergraduate entrepreneurship major and elective based on student’s self efficacy and outcome USA
SBE_2011_ProceedingsPage1128, <http://usasbe.org/knowledge/proceedings/proceedings/Docs2011PaperID68.pdf>

Bolton, B. And Thompson, J, (2004), ‘Entrepreneurs: Talent, Temperament, Technique’. 2nd ed, Amsterdam: Elsevier Butterworth-Heinemann.

Brockhaus, R. H. and Horwitz, P. S, (1986), ‘The psychology of the entrepreneur,’ in D. L. Sexton and R. W. Smilor (eds), *The Art and Science of Entrepreneurship*, Cambridge, Mass.: Ballinger Publishing Company, 25-48

Donatus Okhomina, (1998), ‘Does level of education influence psychological traits? Evidence from used car entrepreneurs’, *Journal of Management and Marketing Research*, <http://www.aabri.com/manuscripts/09277.pdf>

Eisenhauer, J.G, (1996), ‘The Entrepreneurial Decision: Economic Theory and Empirical Evidence’. *Entrepreneurship Theory and Practice*. 12(Summer):67-79.

Gartner, W. B., (1988), ‘Who is an entrepreneur? Is the wrong question,’ *American Journal of Small Business*, 13, , 11-32.

Gartner, W. B., (1989) 'Some suggestions for research on entrepreneurial traits and characteristics,' *Entrepreneurship Theory and Practice*, 14 (1), Fall, 27-38.

Gibb, A. A., (1993). 'The enterprise culture and education: understanding enterprise education and its links with small business, entrepreneurship and wider educational goals,' *International Small Business Journal*, 11 (3), 13-34.

Jackson K Maalu, Stephen M Nzuve, and Peterson Obara Magutu, (2010), ' A survey of personal goals and perceptions of entrepreneurial ability among students at the school business ,University of Nairobi, *African Journal of Business & Management (AJBUMA)*<http://www.aibuma.org/journal/index.htm> Vol. 1 (2010), 15 pages

Mitchell, T. R., (1979) 'Organizational behavior,' *Annual Review of Psychology*, Vol. 4 ed. By M. Rosenzweig and L. Porter, Palo Alto, CA: Annual Reviews, 243-281

McClelland, D. C., (1961). 'Intention-based models of entrepreneurship education', *The achieving Society*. New York: The Free Press. <http://congresso.us.es/pydeDownloada9.pdf>

Lee, S. M., D. Chang, et al. (2005), 'Impact of entrepreneurship education: A comparative study of the U.S. and Korea.' *International Entrepreneurship and Management Journal* 1: 27-43.

Norasmah Hj Othman and Salmah binti Ishak, (2009), 'Attitude Towards Choosing a Career in Entrepreneurship Amongst Graduates', *European Journal of Social Sciences – Volume 10, Number 3* (http://www.eurojournals.com/ejss_10_3_10.pdf)

Ooi Yeng Keat, Christopher Selvarajah, and Denny Meyer, (2011) "Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students', *International Journal of Business and Social Science*, Vol.2 No. 4; http://www.ijbssnet.com/journals/Vol.2No.4;_March24.pdf

Thomas V. Schwarz, (2008) 'Entrepreneurial Orientation among Undergraduate Business Students in the U.S. and India', <http://usasbe.org/knowledge/proceedings/proceedings/Docs2007/datapapers/cases056.pdf>

Sodri Ariffin and Ahmad Shafee Sabaruddin. (2002). *Keusahawanan: Rahsia Ke Puncak Kejayaan*. Kuala Lumpur. Prentice Hall.

Swedish University Students" pdf *European Journal of Social Sciences – Volume 18, Number 2* (2010) http://www.eurojournals.com/ejss_18_2_14.

Zaidatol Akmaliah Lope Pihie* and Afsaneh Bagheri ,(2011), 'Malay Students' Entrepreneurial Attitude and Entrepreneurial Efficacy in Vocational and Technical Secondary Schools of Malaysia' [http://www.pertanika.upm.edu.my/Pertanika%20PAPERS/JSSH%20Vol.%2019%20\(2\)%20Sept.%20201113.pdf](http://www.pertanika.upm.edu.my/Pertanika%20PAPERS/JSSH%20Vol.%2019%20(2)%20Sept.%20201113.pdf) *Pertanika J. Soc. Sci. & Hum.* 19 (2): 433 - 447 (2011)