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A Model That Helps Stakeholders Strategize Entrepreneurial Development Among the Students in Oman

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Abstract

Entrepreneurship plays a significant role in a country's economic growth, innovation, and transformation. Despite its significance, many graduates are unable to fulfil their desire to start a new business because of a number of internal and external challenges. Therefore, the main aim of this study is to develop a model that helps stakeholders strategize entrepreneurial development among students in Oman. In this study, different literature sources and previous research were used. This study uses a deductive research approach and primary data was collected through a non-probability sampling technique, with a sample size of 478 responses

The study model covers everything from ideation to planning, business growth to resource allocation, market analysis, and structural support, with the aim of fostering student entrepreneurial growth. Thus, this study adds new information to the related literature and the industry. The research model can influence entrepreneurship growth in Oman by providing practical tools and knowledge to navigate the complexities of starting and maintaining new business. Also, it has potential to improve Oman's entrepreneurial ecosystem, reduce obstacles, improve entrepreneurial intentions, and pave the way for students' entrepreneurial endeavours.

Keywords: Entrepreneurship Development, Entrepreneurial Challenges, Business Growth, Structural Support, Omani Students

Umman'daki Öğrenciler Arasında Paydaşların Girişimcilik Gelişimi Stratejisini Oluşturmasına Yardımcı Olan Bir Model

Öz

Girişimcilik, bir ülkenin ekonomik büyümesinde, inovasyonunda ve dönüşümünde önemli bir rol oynar. Önemine rağmen, birçok mezun bir dizi iç ve dış zorluk nedeniyle yeni bir iş kurma isteğini yerine getirememektedir. Bu nedenle, bu çalışmanın temel amacı, paydaşların Umman'daki öğrenciler arasında girişimcilik gelişimini stratejize etmelerine yardımcı olan bir model geliştirmektir. Bu çalışmada, farklı literatür kaynakları ve önceki araştırmalar kullanılmıştır. Bu çalışmada tımdengelimli bir araştırma yaklaşımı kullanılmış ve birincil veriler, 478

yanıttan oluşan bir örneklem büyüklüğü ile olasılık dışı örnekleme tekniği aracılığıyla toplanmıştır.

Çalışma modeli, öğrenci girişimcilik büyümesini teşvik etmek amacıyla fikir aşamasından planlamaya, işletme büyümesinden kaynak tahsisine, pazar analizine ve yapısal desteğe kadar her şeyi kapsamaktadır. Bu nedenle, bu çalışma ilgili literatüre ve sektöre yeni bilgiler eklemektedir. Araştırma modeli, yeni bir iş kurma ve sürdürmenin karmaşıklıklarında gezinmek için pratik araçlar ve bilgi sağlayarak Umman'daki girişimcilik büyümesini etkileyebilir. Ayrıca, Umman'ın girişimcilik ekosistemini iyileştirme, engelleri azaltma, girişimcilik niyetlerini iyileştirme ve öğrencilerin girişimcilik çabalarının önünü açma potansiyeline sahiptir.

Anahtar Kelimeler: Girişimcilik Geliştirme, Girişimcilik Zorlukları, İşletme Büyümesi, Yapısal Destek, Ummanlı Öğrenciler

Introduction

It is known that entrepreneurship plays a significant role in the economic growth of a country (Singh & Praves, 2017); similarly, Reynolds et al. (2005) stated that if economic prosperity is to be attained, young people's entrepreneurial growth must be encouraged. Besides, Seikkula-Leino et al. (2015) stated that the importance of youth participation in the country's economic development cannot be overstated. It would be necessary to prepare them for success as well as to make society entrepreneurial and to develop in them the spirit and drive of entrepreneurship (Mohammed et al., 2016). Earning a living

does not entail transforming society into an entrepreneurial one, contrary to the conventional strategy of focusing development on adults, particularly the unemployed. Therefore, if economic prosperity is to be attained, young people's growth is key. Ustyuzhina et al. (2019) stated that entrepreneurship development programs such as formalized teachings inform, train, and educate anyone interested in participating in socio-economic development through a project. Besides, Belwal et al. (2020) stated that promoting entrepreneurship awareness, business creation, and small business training, or train the trainers, are essential for entrepreneurial growth. Similarly, Samuel & Sarprasatha (2016) stated that spreading knowledge about entrepreneurship among students at all levels of education, primary, secondary, and higher, can be accomplished by using media campaigns, seminars, workshops, and lectures.

Besides confronting the long-held belief that entrepreneurs are born, not made, part of the attraction to entrepreneurship has been the increased interest in entrepreneurship-related educational programs and training (Kirby & Ibrahim, 2011). Due to this, there are now more higher education institutions providing entrepreneurship programs, and students who wish to study about entrepreneurship are in greater demand (Ibrahim et al. (2017). Even though entrepreneurship training offers students exciting opportunities to work for themselves, a significant number of students were unable to take advantage of the course's benefits and eventually chose not to pursue careers in entrepreneurship (Tumati & Kumar, 2023). Consequently, the challenges

that students encounter both during and after entrepreneurship training programs are discussed below.

1. Literature Review

1.1. Challenges for Entrepreneurial Development

Student entrepreneurs encountered numerous challenges, such as insufficient funding, administrative hurdles, and the taxing work of learning while running a business (Kabonga & Zvokuomba, 2021). Some students are affected by environmental and social barriers (Veleva, 2021). Additional challenges include a lack of knowledge and expertise, which was a problem for student entrepreneurs (Kurdyś-Kujawska & Wojtkowska, 2023), lack of working capital and an understanding of company operations (Che Nawi et al., 2022), lack of experience and funding (Arranz et al., 2018); lack of ties with the entrepreneurial community (Soetanto & Qihai Huang, 2018); and deficiency of financial knowledge and general business running (Che Nawi et al., 2022).

The family's reluctance towards helping their children in pursuing their entrepreneurial goals (Morales et al., 2022), their lack of confidence in their ability to understand how to react to changes and deviations from the outside world (Alawamleh et al., 2023), and their lack of confidence in their ability to manage staff management, bookkeeping, obtain permits, and navigate company laws (Lougui & Nyström, 2014). Some students face difficulties in coming up with business ideas, establishing their vision, and obtaining start-up capital (Fong et al., 2020).

Encouragement from families for their entrepreneurial activities is another major problem that students face. Besides, a few parents have a skeptical view towards entrepreneurial endeavours, which affects their children's attitude and passion towards them (Rengiah & Sentosa, 2016). Meanwhile, Seikkula-Leino et al. (2019) asserted that the expansion of entrepreneurial activity can be hampered by a lack of favourable views towards entrepreneurship programs. Moreover, if society does not encourage kids to adopt an entrepreneurial mindset, they will not acquire the skills needed to be successful business owners.

Additional obstacles that students encounter when it comes to entrepreneurship include their incapacity to overcome psychological and self-imposed barriers, which makes it difficult for them to turn their aspirations into reality (Sandhu et al., 2011); their shortage of skills to become an entrepreneur, even after completing entrepreneurship programs (Ustyuzhina et al., 2019); their capacity to manage stress, which enables them to avoid the risks associated with entrepreneurship activities (Sandhu et al., 2011); their lack of knowledge and expertise in financial matters—they require financial literacy and other entrepreneurial abilities to cultivate an entrepreneurial mindset (Lope Pihie & Bagheri, 2012); and their the absence of a favorable mindset and weak intent in an entrepreneurship program.

For the entrepreneurial program to be successful and effective, a strong mindset and intention are both significant determinants (Rengiah & Sentosa, 2016). Despite the numerous efforts to foster entrepreneurial abilities, students show little enthusiasm for participating in

entrepreneurial activity, possibly as a result of their modest needs for achievement (Chiekezie et al., 2016). According to Lope Pihie & Bagheri (2012), they are hesitant to devote their time and efforts to starting their own businesses, perhaps because of a lack of prior knowledge and experience in entrepreneurship, which dampens wants or intents towards business. Alawamleh et al. (2023) state that Jordanian new entrepreneurs face challenges related to finances, business operations, technology, and forming business alliances and relationships. Some of the challenges in the Philippines are inadequate schooling, limited money, and a lack of skills (Gozun & Rivera, 2021). Government limitations and intricate rules (Veleva, 2021), teamwork at work, and managing stress (Bignotia et al., 2022). Entrepreneurs face many challenges outside of funds, especially with regard to their lack of experience in financial management (Alegario et al., 2021). Other difficulties consist of the absence of youth entrepreneurial activities in the Western Cape and the dearth of entrepreneurial programs (Gwija & Iwu, 2014).

One of the main obstacles to Oman's entrepreneurial development, according to Khan & Almoharby (2007), is the lack of business supervisory skills, insufficient market understanding, and poor executive experience. Furthermore, Belwal et al. (2015) reported that university students' main barriers to selecting a business career path were their fear of company failure and their aversion to taking risks. Furthermore, Magd & McCoy (2014) found that one of the issues is that Oman's prospective entrepreneurs are not receiving enough

entrepreneurship training, which could lead to a high rate of new company failures. Similarly, Ibrahim et al. (2017) recommended that government agencies and educational institutions create intervention programs, cultivate a positive attitude in students towards entrepreneurship, and educate on risk management. Additionally, it is important to remember that support for aspiring entrepreneurs should go beyond the start-up phase and should be extended till business development (Fatoki & Chindoga, 2011). Furthermore, marketing their businesses is a major challenge that Omani students must overcome, and their aversion and fear of failing were the biggest obstacles to starting their own business (Bakheet, 2018). Studies show that Omani students need more efficient instruction through entrepreneurial education at the program and course levels (Magd & McCoy, 2014). Although Belwal et al. (2015) noted that Omani students were enthusiastic about launching their own businesses, they lacked understanding of business operations and a fear of failing and do not like taking necessary risks. The following challenges faced by Omani students were brought to light by a study by Tumati & Kumar (2023): inadequate technical and practical skills, fear of failure, difficulty in obtaining funding, can't handle high risks associated with starting a business, ignorance of the legal and commercial facets of business, aversion to figures and financial statements, and last but not least, a lack of specific entrepreneurial training that could cause my business to fail.

1.2. Entrepreneurial Development Model

The objective of providing practical skills for entrepreneurs is fulfilled by providing information through education and training interventions (Kirby & Ibrahim, 2011). The entrepreneurial program is viewed as a concept broader than a straightforward course, so long as it contains a portfolio of complementary activities (Souitaris et al., 2006). According to the authors, effective programs should have four parts: a "taught" component, a "business planning" component, an "interaction with practice" component, and a "university support" component. Similarly, Bandura (2012), stated that two significant forms of self-efficacy are enactive mastery (learning by doing) and vicarious learning (learning occurring through observing the behaviour of others). By offering programs that involve students in various activities known to promote self-efficacy and by inviting guest entrepreneurs as speakers who can serve as successful role models for students, contextual factors, especially the university environment, may offer opportunities for vicarious experience or active mastery (Rengiah & Sentosa, 2016). In summary, it is anticipated that students will feel more assured and upbeat about their ability to launch and run a new business when they see their environment as supportive and as providing resources and support systems for doing so.

Starting up a business is difficult, and the entrepreneur must overcome challenges in envisioning the business. However, confronting these challenges early in life, particularly during college or university, will assist entrepreneurs, particularly young ones, in shaping their

attitudes and thoughts in order to make an informed decision to pursue a career in entrepreneurship (Fong et al., 2020). As a result, a model was developed to assist stakeholders in planning the growth of entrepreneurship among Omani students. This model can influence students' opinions in favor of entrepreneurship, help them develop positive perceptions about themselves and favorable attitudes towards entrepreneurship, and encourage them to choose an entrepreneurial career. The model consists of twelve steps, each of which is covered in depth below. By following these processes, one might influence students' perceptions and attitudes towards entrepreneurship:

2. Methodology

The following methodology was employed in this study. This study is part of a larger study conducted to investigate students' attitudes and intentions towards entrepreneurship in Oman. The study also examined perceived support, social cultural factors, and barriers related to students' ambitions to become entrepreneurs. The findings of the preceding study demonstrated a significant disparity between stakeholders' initiatives for entrepreneurship development and students' genuine intentions to start enterprises. To bridge this gap, the stated model was established, as it can effectively address the gap and assist stakeholders in strategising entrepreneurial development among Oman's students.

The study adopted a deductive research approach, beginning with a theory, deriving hypotheses from it, testing these hypotheses, and revising the theory (Babbie, 2010). Furthermore, a quantitative research methodology was applied, which, according to Kothari (2019), employs analytical or numerical methods to quantify data and uncover cause-and-effect relationships between variables. The descriptive research approach was utilised in this study because it demonstrates the features of the population or phenomenon under investigation (Creswell, 2014). This study used purposive sampling, which is a non-probability sampling technique. Purposeful sampling is a technique that selects a sample based on a researcher's background and expertise. Primary data was collected using a survey questionnaire. Venesaar et al. (2006) developed the questionnaire used in this study. Nonetheless, the questionnaire was modified to meet the study criteria. The study had a sample size of 478 responses.

3. Entrepreneurial Strategies

Scholars have proposed numerous models of entrepreneurial growth, including the model developed by McClelland highlighting the importance of entrepreneurial accomplishment motives (McClelland, 1976). In addition, Hagen's approach to status withdrawal serves as a predictor of the relationship between entrepreneurial conduct and creative personality (Hagen, 1963). Moreover, according to Kunkel's behaviourist model, social structure has an impact on entrepreneurial behaviour (Kunkel, 1997). In addition, Young's model of

entrepreneurship is fuelled by society's adoption of relative subgroups (Young, 1970). However, Rao's model of entrepreneurial disposition the prospect of accomplishing objectives with particular actions such as resources, inspires aspiring business owners (Rao, 1975). The Gartner entrepreneurship model places strong emphasis on motivation, abilities, and quality (Gartner, 1988). Drucker's innovation model describes methodological strategies for innovation, emphasising sources of entrepreneurial opportunity such as industry shifts, demographics, and market gaps (Drucker, 1985). Thomas Cochran's idea of cultural values model highlights that entrepreneur are societal role models, and the model's importance is based on cultural values, role expectations, and social sanctions (Cochran, 1965). On the other hand, the Davidsson and Wiklund entrepreneurship model argues that collective action, masculinity, and long-term orientation encourage entrepreneurship, whereas power distance and avoidance of uncertainty discourage it. Males, rural areas, and low-education populations have a greater influence on traditional family values (Davidsson, & Wiklund, 1997). Finally, Saras Sarasvathy's effectuation model emphasises the use of the resources at hand to generate possibilities ((Sarasvathy, & Venkataraman, 2011)

However, the models mentioned are constrained and only address a portion of entrepreneurs' growth. As a result, there is a substantial need for a model that can address early entrepreneurial exposure to the launch of a business. The model proposed in this study is

a thorough approach that will assist stakeholders in transforming students into business owners. The model comprises twelve steps that give students exposure, knowledge, skills, and experience, encouraging them to develop entrepreneurial mindsets and eventually become entrepreneurs. Two key characteristics that lead students to choose entrepreneurial careers are their ability to take risks and confidence in their skills. The proposed model will assist students in developing these qualities, which will help them pursue entrepreneurial endeavours.



Figure 1: A proposed Model that helps stakeholders in strategizing entrepreneurial development for students in Oman. Source: Entrepreneurial development model by the Authors.

3.1 Proposed Strategy 1: My Hometown and Me

Young children should be taught about their local market, the different types of businesses that operate, the raw materials that are available, the customs and practices of different businesses, its main consumers and their demographics, and details on foreign versus local businesses. In addition, the economic situation of a country, its main imports and exports, the country's business laws and regulations, and finally, the difficulties and opportunities faced by new businesses. Additionally, it is wise for educational institutions to schedule outings and spend time at nearby souks, malls, or business centres so that the students can learn about various businesses. Young individuals will be discouraged from beginning their own businesses if they are not exposed to the aforementioned factors since they will be unsure of what to do, and it can take months or years to come up with new business ideas.

Understanding local business is crucial for young people because it helps them become informed customers, informed citizens, and better prepared to engage in the local economy. This information may also help young people prepare to become entrepreneurs or employees in the future, as well as comprehend how companies and local governments interact, which can have an influence on their everyday lives. Young people can make better judgements about how to spend their money, how to get active in their community, and how to prepare for their own futures if they grasp the dynamics of their local business community. It's possible that this knowledge will help young people form good opinions about different business opportunities and will transform their intention

to launch a new company into a genuine desire rather than just a sentiment, an aspiration, or a fascination (Fayolle & Gailly, 2008).

3.2 Proposed Strategy 2: Internships for All

To begin with, all students, regardless of their programs, must do an internship. Currently, students from practical courses like hospitality, engineering, and medicine are engaged in internships, but this study proposes that it should be for all students. Students who participate in internships gain the necessary work experience, develop their skills, and have access to a variety of jobs and departments. Consequently, internships are beneficial for all students, not just those enrolled in practical courses, because they provide hands-on, real-world experience in a chosen field of interest (Omar et al., 2017). This can help students gain valuable skills and knowledge, such as teamwork, communication, problem-solving, and time management, which are all highly sought after by employers.

It can inspire innovative thinking and ground-breaking solutions and finally give them the self-assurance they need to seek a long-term career or start their own business. Besides, internships also provide students with the opportunity to network with professionals in their field, which can lead to future job opportunities or valuable connections for their future careers. Additionally, internships give students a chance to try out different careers and industries, helping them determine what they like and do not like and make more informed decisions about their future paths. All academic institutions, including schools, should focus

on internships, as they provide students with hands-on experience that will enhance their classroom experience, expose them to real-world business scenarios, and ultimately prepare them to set up their own business (Joshi & Pandey, 2015). Overall, internships are a valuable investment in a student's personal and professional growth, and regardless of their major or career aspirations, internships should be offered to all students.

3.3 Proposed Strategy 3: Part-Time Work Opportunities

Oman currently has no part-time job culture. People either work full-time or don't. There are few exceptions for citizens who can select a part-time job; nevertheless, this practice is not commonly recognized. The Ministry of Labour should provide part-time employment opportunities for both citizens and the expatriate community, as well as encourage young individuals to choose them, not just students. Unlike in European countries, in Oman, the tuition fees for schools and universities are largely paid by the government and, in some situations, by the parents. As a result, students rarely take on part-time jobs. However, this study advocates for the introduction of a part-time employment culture in Oman since it may give young people much-needed job experiences and exposure, enhance their confidence, and develop their independence, which is required to be entrepreneurs.

Part-time job experience is vital for students because it allows them to learn valuable skills and gain experience that will help them in their future employment. Besides, part-time employment can assist

students in developing time management skills, responsibility, and a strong work ethic, all of which are attractive attributes for future employers, and it can also help students become entrepreneurs. Further, it also provides students with the opportunity to improve their resumes and obtain practical experience in their subject of interest, which may help them stand out when applying for internships or full-time jobs. Working part-time can also provide students with vital networking opportunities as well as the opportunity to earn money and achieve financial independence (Chiekezie et al., 2016).

The Ministry of Labour should actively gather information about available jobs from various public and private organisations and post the information online. Following their announcement, academic institutions let students know about those openings and encouraged them to apply. Furthermore, educational institutions must identify and offer a few part-time jobs on campus to students, such as in the library, canteen, reception, and other areas. One of the reasons young people are afraid to start their own businesses is a lack of business experience. Part-time work will give you valuable experience. Furthermore, educational institutions must be welcoming to students who work. Overall, part-time job experience may help students better prepare for their future professions by providing them with useful life experiences that can improve their personal and professional growth and help them become future entrepreneurs (Teng & Chan, 2022).

3.4 Proposed Strategy 4: Enterprise Week & Pitch Festival

All academic institutions need to organise an Enterprise Week. This week, regular classes must not be held, and a number of business-related events should be scheduled. Students' knowledge of the business environment, financial sources, and support mechanisms should increase as a result of these activities. Local business owners and alumni who have achieved success in business should be invited during this week so that students can immediately connect with them and gain invaluable knowledge and confidence. Workshops and seminars that provide students with a comprehensive understanding of the opportunities and challenges of entrepreneurship should be conducted (Al-Ani, 2016).

Present successful young entrepreneurs: Seeing other youngsters who have created their own enterprises successfully may be quite encouraging and inspiring. Young entrepreneurs can have a big influence on undergraduates because they have similar perspectives and come from the same society. *Encourage risk-taking and experimentation:* In order to thrive as entrepreneurs, young people must be comfortable taking chances and trying new things. Encourage them to try new things and not be afraid of failing. This can be accomplished through events, social media, or guest speaker appearances. *Omani pitch festival:* Prospective business owners, primarily students, are expected to pitch their ideas to a panel of judges and possibly possible investors as part of the Oman Pitch Festival. The event is expected to provide awards, publicity, and feedback. For the top three pitches, a monetary incentive of at least OMR 2,000–4,000 should be offered. This kind of exercise

pushes students to think creatively and come up with business concepts to close the gap in the local market.

Competitions for young entrepreneurs at the local, national, Gulf Cooperative Council (GCC) and international levels should be fostered. A blueprint for inspiring and nominating students for these competitions should be developed and distributed to all schools, colleges, universities, and other training institutions. The initiative should be funded, and tutors involved should undergo training on how to prepare students to compete and succeed. The following activities are recommended to help students succeed in starting new businesses.

Students may learn about the process of launching a business, from idea creation to marketing and product development, by participating in Enterprise Week events. They can also network with established entrepreneurs, investors, and mentors who can offer vital advice and direction. Furthermore, these events generally provide students with the opportunity to present their own business ideas, receive feedback, and receive assistance in turning their ideas into reality. This can assist students in developing critical thinking, creativity, and leadership abilities, all of which are necessary for success in any career. Overall, Enterprise Week events may provide students with significant hands-on experience as well as the skills and information required to flourish as entrepreneurs and innovators (Joshi & Pandey, 2015).

Another fantastic option is to have a '*Meet Your Industry Forum*' session where students can showcase their business ideas to

professionals in the field and obtain feedback, as well as resources for some of their business ideas. This session is beneficial to industry and students alike, giving the former a chance to interact with the next generation of leaders and potentially collaborate on commercial projects or projects that fall under their corporate social responsibility, and the latter gets the chance to network and exchange ideas with industry professionals.

3.5 Proposed Strategy 5: Storytelling Moments

Currently, there are very few business case studies pertaining to the Sultanate of Oman. As a result, this study advises that educational institutions, in collaboration with industry practitioners and other stakeholders, create business case studies that are widely available to students. When these case studies are developed, they are meant to be presented to the students orally, much like a storytelling exercise, and students are expected to provide solutions to the challenges that the companies face. When creating case studies, it's critical to share the narratives of both successful and unsuccessful businesses because the latter will teach students more than the former. All educational institutions in Oman should assess students using *Omani business case studies*, i.e., problems and challenges faced by businesses in Oman. For instance, in a marketing strategy module, students might work on a marketing plan for a small business in collaboration with the business owner rather than on an assignment based on a hypothetical company. In this scenario, the owner of the business stands to gain from a new

marketing plan, and the student gets to learn practically how to create marketing plans for new businesses (Omar et al., 2017).

Local business case studies are essential for prospective young entrepreneurs because they give them a greater grasp of the local business scene, cultural practices, industry trends, and competitive analysis. This expertise can assist them in identifying new possibilities and avoiding common mistakes that may emerge while launching a firm. Insights into best practices, business models, and tactics that have proven beneficial in their local market may be gained through analysing successful local enterprises. This data may be utilised to help them develop their own company plans and give them a road map to success. Furthermore, researching local businesses may help aspiring entrepreneurs grasp the local regulatory structure, relevant laws, and competitive landscape, all of which are key aspects that can affect the success of their own initiatives. Overall, local business case studies are an important phase in the entrepreneurial path because they equip young entrepreneurs with the information and understanding they need to flourish in their local market (Al-Ani, 2016).

3.6 Proposed Strategy 6: Innovative Treks

According to the study's findings, undergraduate students know very little about how the government and other supporting organisations assist young people in starting their own businesses. However, the government is doing a lot to help them, yet the youths are unaware of it. As a result, this study recommends *"on-site visits to financial and support*

institutions" as the most effective strategy for reducing the gap. Based on the findings of various studies, young entrepreneurs frequently struggle to get the finance and other resources needed to launch a firm. Furthermore, understanding where to seek finance and help for their firm is one of their toughest obstacles.

As a result, it is vital to plan site visits for both public and private organisations that support new businesses. Simply providing information about financing providers may not be sufficient for potential young entrepreneurs because this method is not producing any results. However, when students meet and interact with funding providers, such as the *SMEs Development Authority*, they gain confidence that if they require assistance, they can contact them directly and receive it. Workshops and interactive meetings with funding providers can have a positive impact as students face their realities and gain confidence. Access to capital, office space, and other resources can help young people interested in entrepreneurship overcome barriers to entry.

Site visits are beneficial to aspiring entrepreneurs because they give them hands-on, experiential learning opportunities that may help them gain a better grasp of various support systems, models, and entrepreneurial ecosystems. Site visits allow aspiring entrepreneurs to study and learn from successful businesses in a number of industries, both large and small, which may give significant insights into best practices, trends, and consumer behaviour. These visits also provide networking opportunities with investors, business lenders, partners, banks, and trainers, which can lead to invaluable contacts and

mentorship possibilities. Site visits may also assist potential entrepreneurs in developing critical skills like communication, cooperation, and problem-solving, as well as providing a greater knowledge of the challenges and benefits of business (Shenkoya et al., 2023).

Overall, site visits are a good opportunity to widen a potential entrepreneur's horizons, get practical experience, make useful relationships in the entrepreneurial community, and, most significantly, secure feasible financial backing and, in some cases, guarantees for marketing one's products and services (Mohammed et al., 2016).

3.7 Proposed Strategy 7: Mini Projects

Academic success is dependent on entrepreneurial skills such as teamwork and creative problem solving. This does not imply that all students must launch their own businesses. Self-efficacy, achievement orientation, an inclination to take risks, and problem-solving abilities all rise as a result of exposure to entrepreneurial skills. Working on a real, interesting, and challenging problem or issue allows students to develop knowledge and abilities through project-based learning. When a start-up is established, it is typically required to begin tackling a challenge or issue. Project-based learning's main objective is to provide students with the skills to identify problems in the real world and come up with sensible solutions for them while they are still in high school or college (Teng & Chan, 2022).

Some of the creative ideas for mini projects include: *social media consultancy, product/service campaigns, digital marketing, handmade goods, food truck business, breakfast and lunch delivery services, jewellery design, app development, artistry, young tour guides, and art & craft stalls near forts & castles.*

Mini projects can help students become future entrepreneurs in a variety of ways. Students can receive hands-on experience in creating and implementing business ideas, overcoming challenges, and making decisions through working on mini projects. Besides, they can gain vital entrepreneurial skills such as critical thinking, creativity, project management, teamwork, and communication (Belwal et al., 2020). Mini projects can help students network with classmates, mentors, and industry professionals, which can be useful for future entrepreneurial attempts. Further, they might gain confidence in their skills to establish and maintain a business by successfully completing mini projects. Furthermore, mini projects can expose students to real-world issues faced by entrepreneurs, helping them to acquire problem-solving abilities and a greater grasp of the business world. Finally, students can experiment with several business models by working on different mini-projects and determining which ones correspond with their interests and abilities.

3.8 Proposed Strategy 8: You Follow Me & I Will Follow You

There is growing interest in finding out how social networks affect young people's lives. Studies show that social media is the

preferred information delivery tool for the younger generation. Additionally, studies confirmed that youth spend a lot of their time on social media and believe much of the information they get there. Using this information as a guide, it is advised that Oman's stakeholders use social media platforms to disseminate crucial information, including access to resources, knowledge, and guidance on how to start businesses. *Trend jacking* is the act of participating in popular memes, hashtags, events, or concerns. This study suggests that the government, educational institutions, and other stakeholders involved in the development of entrepreneurship in Oman use trend-jacking to engage students and potential young entrepreneurs in novel ways, stimulate their interest, and sustain their entrepreneurial intentions.

Using social media sites like Instagram, YouTube, Snapchat, and Twitter to highlight successful entrepreneurs and their businesses may be a great source of motivation for prospective company owners. Furthermore, governments and educational institutions may use social media to promote and offer online entrepreneurship and business workshops and webinars. Similarly, governments and educational institutions may create a space for budding entrepreneurs to interact, network, and learn from one another by forming groups and communities on social media platforms. Additionally, governments and educational institutions may utilise social media to provide aspiring company owners with vital tools and information, such as financing options, business plan templates, and market research data. Because social media is a two-way communication medium, governments and

educational institutions may proactively answer aspiring entrepreneurs' queries, provide feedback, and offer support in their entrepreneurial journeys by connecting with them through social media (Samuel & Sarprasatha, 2016).

3.9 Proposed Strategy 9: Students as Consultants

One of the major reasons for business failure is a lack of a viable business plan. This is more common in small firms, particularly those in rural regions. Entrepreneurs might reduce risks by outsourcing their business plans to students who have turned into consultants. It is vital to hire someone to draft a business plan since they may contribute experience as well as perspective. Students who have learnt how to develop business plans and their various components in their schools, colleges, and universities may now function as consultants and produce business plans for future business owners. Students can become professional writers and assist businesses in communicating their company ideas, financial estimates, and success methods in a clear and effective manner. Furthermore, students can assist in identifying possible difficulties and developing solutions. A lack of a workable business plan is one of the primary reasons why banks refuse to support new firms. This may now be avoided in Oman since potential entrepreneurs can establish a solid business plan in order to receive finance from investors or lenders. Overall, students can help raise the likelihood of a business's success. This is a win-win situation for both students and entrepreneurs (Al Kharusi, 2016).

Students who successfully market small enterprises might potentially get consulting work. One of the most crucial factors in any company's success is promotion, and small businesses will gain even more from it. Similar to this, advertising on social media is popular, and the majority of recent graduates are familiar with the social media platforms and how to use them to their advantage. Students should, therefore, pitch their services to companies and advertise their firms online. Writing the accounts for small businesses is another type of consulting job that students might undertake. The majority of businesses in Oman do not maintain any kind of accounting record since it is not required by law. The business owners will greatly benefit if they maintain books and are aware of how much money is coming in and going out if they actually keep the books. Students can provide their services to small enterprises in this way and manage their finances.

3.10 Proposed Strategy 10: 100 Rials Company

Academic institutions must look into the possibility of establishing business hubs on campus that will encourage students to launch their own enterprises, i.e., student companies, and enable those businesses to operate while students are still enrolled. Potential student entrepreneurs should be given a place to launch their businesses on campus. A business pitch event is meant to be held annually, and the top two pitches with innovative business ideas should receive an initial capital of OMR 100 from institutions in order to launch their operations on campus. A teacher or small committee is required to coach the

student company, monitor its growth, and guide it through the operation. Furthermore, colleges should allow students to take their company out of the institution and into the market after graduation under particular conditions. One of the conditions might be a collaboration between the institution and the student who wants to launch the student company into the market. Academic institutions can retain a minimal number of shares in the student company, and profits from the student company can be reinvested in the college's business centre. This will encourage other students at the institution, and their confidence in their entrepreneurial intentions will grow (Shenkoya et al., 2023).

Making an activity visible is the most effective motivator for encouraging youth to engage in entrepreneurial pursuits. Positive tales about entrepreneurs can help alleviate the fear that keeps young people from starting their own firms. The campus media should publicise student success stories, their engagement in various commercial ventures, and the accolades they receive.

3.11 Proposed Strategy 11: Crowd funding for Omani SMEs

Crowdfunding is a platform that allows projects and businesses to raise money from a large number of individuals. It is often utilized by startups and developing enterprises to get access to alternative funding sources. However, in the proposed strategy, crowdfunding has a somewhat different meaning. SMEs Development Authority, banks, the ministry of commerce, development agencies, people who support the

success of SMEs, and businesses engaged in corporate social responsibility (CSR) in Oman should all come together under the banner of 'Crowdfund for SMEs' as one group and act as a crowdfunding agency for entrepreneurs. Whenever a prospective entrepreneur or an established business owner requests a fund either to start a new business or to expand his existing business, the group should evaluate the pitch or business expansion plan and provide funds (Chaudhry et al., 2017). Financing administration is streamlined and improved in this way, and even for nascent enterprises, contacting Fund the SME rather than a number of different organizations is a hassle-free experience.

This step is one of many crucial ones that, if taken, can greatly benefit Oman. Numerous studies on entrepreneurship conducted both domestically and abroad have consistently demonstrated that one of the main obstacles faced by business owners is a lack of funding or the inability to obtain capital because borrowing money is costly. That being said, creating 'Crowdfund for SMEs' and providing financial support to entrepreneurs would have a significant positive impact on both individuals and society. Communication is key again here: how to approach 'the group' for funding, the annual funding amount, and the sectors (including area-wise) that should be made clearly known to the public through a variety of channels, including social media platforms like Instagram, Snapchat, and Twitter as well as more conventional channels like radio, TV, and newspapers. Youth who are unsure about pursuing an entrepreneurial career can benefit from this information, which can also serve as a motivator and boost confidence in them.

3.12 Proposed Strategy 12: SMEs in Tourist Attractions

Tourists enjoy visiting Oman for a variety of reasons, such as experiencing the country's natural beauty, which includes deserts, mountains, and coastline. Additionally, Oman has a rich culture and history, and visitors can explore historic forts and castles as well as traditional souks (markets). Besides, Oman also offers a variety of outdoor activities, such as hiking, camping, and snorkelling. Many tourists also appreciate Oman's commitment to sustainable tourism and the efforts to preserve the country's natural and cultural heritage. However, many tourist destinations lack basic necessities such as food, drinks, conveyance stores, and tour guide services, among others.

To address this, the study suggests launching '*SMEs for Tourists.*' The government should encourage students to launch tourist-orientated enterprises once they obtain experience operating student businesses at various educational institutions. The destination management authorities should work with these businesses and give substantial help so that these students may survive and mature into full-fledged entrepreneurs capable of serving tourists. Tourist contentment with the location is crucial for a variety of reasons, and this strategy hopes to improve student satisfaction and encourage tourists to return. The '*SME for Tourists*' initiative should act as a launching pad for young graduates to become entrepreneurs. This strategy will help them put into practice whatever they have learnt over the years. However, as they gain experience, they should move on from this initiative to launch their

businesses somewhere else in the country, leaving the space for other graduates (Mohamed & Hammami, 2015).

3.13 Other Proposed Strategies

In the other proposed strategies, the first and most important strategy is *Teaching entrepreneurship in schools*: offering entrepreneurship education to students in the lower grades will improve their character traits, enhance their awareness of business opportunities, and help them acquire the abilities to launch their own businesses. Seikkula-Leino et al. (2015) believe that the preschool years are a crucial time for children to begin an entrepreneurship program since this is when their cognitive and personality development, both of which are crucial for entrepreneurial development. Alternatively, Seikkula-Leino et al. (2019) insist that school dropouts and unschooled youngsters must receive entrepreneurial training from either government or non-government organizations that are dedicated to the growth of entrepreneurship. Economic progress can only be achieved, especially in emerging nations, through timely involvements and an emphasis on entrepreneurship programs for young people (Singh & Praves, 2017).

Additional strategies include *Entrepreneurial Mentorship*: This initiative should connect students with seasoned entrepreneurs and business executives who can guide them as they develop their entrepreneurial skills and ideas (Fayolle & Gailly, 2008). *Incubation and Acceleration centres in every wilayat (province)*: This initiative provides students with resources such as office space, money, and networking

opportunities to assist them in developing their ideas into viable enterprises. *Building a Community and Network*: This initiative aims to create a community of like-minded individuals, including students, alumni, teachers, and industry experts, who can give support and resources to students. *Recognition & Rewards*: This initiative recognises and rewards students for their entrepreneurial successes, such as through contests, awards, and other initiatives that recognise their growth.

Finally, a crucial element in Oman's student entrepreneurial development process is engaging the community and making them aware of the value of entrepreneurship. According to earlier research, one of the biggest obstacles students experience when deciding on an entrepreneurial profession is the lack of social appreciation. Young people who want to start their own business encounter obstacles from societal and cultural opinions, lack of family support, fear of failing, and family obligations that require them to work in order to provide a steady income. Besides, studies conducted in Oman revealed that a large number of young people were seeking employment in the public sector since their families respected it. To tackle this issue, the Omani government and other parties involved in the nation's entrepreneurial growth need to collaborate to encourage entrepreneurship within the community (Khan & Almoharby, 2007). It should be made a national priority, and public awareness should be raised about its advantages, particularly the benefits that small enterprises provide to families, the

community, and the country at large. The value of self-employment and its benefits must be brought to the attention of societies.

The above model has the potential to give undergraduate students in Oman a complete and supportive environment in which to develop their entrepreneurial abilities, knowledge, and experience, as well as improve their interest in business growth.

4. Conclusion

There is no denying that starting and developing your own business is difficult. Nevertheless, nothing is impossible to overcome, and they can be accomplished if you have a strong will to do so. Moreover, the entrepreneurial journey for young people in Oman will be easier if stakeholders follow the above-mentioned model. Similarly, for entrepreneurs to thrive in Oman, youth require some support, and the support from the academic community can take the form of technical assistance; financial and material support from institutions; accelerated licenses and other incentives from the government; moral and personal support from families; and lastly, the public can demonstrate support by purchasing their goods and services or through positive word of mouth.

Entrepreneurship is a practical and attainable skill that everyone possesses, and it is not a unique chromosome. Everyone has an entrepreneur within them, and identifying and embracing this inner entrepreneur will awaken your best traits. Self-belief is crucial for success in any endeavor, especially in entrepreneurship (Bandura, 2012). Starting a business allows individuals to discover their inner selves, interests, and

life goals. Market research is essential for success, and hard work and perseverance are key. Organization, raising money, and finding inspiration are essential steps in starting a business. Entrepreneurship can be summarized into four key elements: attitude, creativity, relationships, and organization. Maintaining an optimistic attitude, having strong relationships with customers, employees, suppliers, partners, and other businesses, and being organized are essential for managing day-to-day operations (Fayolle & Gailly, 2008). Seeking advice from friends, family, coworkers, and specialists can help overcome challenges and achieve great success.

Although the concept can be applied to a wide range of markets, it was designed in the context of Oman; thus, other countries that choose to adopt it may or may not find it practicable. In general, models are unable to meet the various objectives, goals, and resource restrictions of various entrepreneurs or industries. Several models, including this one, are not intended to respond dynamically to quickly changing contexts such as economic shifts, technology improvements, or changes in consumer behaviour. Furthermore, the model's efficacy strongly depends on the entrepreneur's ability to evaluate and apply its results. Although the model has been developed effectively, factors such as emotional intelligence, creativity, and intuition are challenging to quantify and frequently overlooked.

Future research can focus on analysing the effectiveness of the proposed model and, if necessary, suggest improvements. Future studies could also focus on incorporating psychological profile capabilities into programs to provide tailored suggestions based on individual traits. Future research can investigate how cultural variations impact how entrepreneurs act and include these findings in the model. Perhaps future research should concentrate on models that can address both possibilities and limitations in certain areas such as technology, healthcare, and hospitality.

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