JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

IMPACT OF GENDER DYNAMICS ON SELF-EFFICACY, FAMILY SUPPORT, AND ENTREPRENEURIAL EDUCATION ON UNIVERSITY STUDENTS' CHOICES TO PURSUE CAREERS IN ENTREPRENEURSHIP

Lina George[1], Soofi Asra Mubeen[2], Teresa Manju Felex[3], Rahima Humaid Salim Al Shibli[4] and Ayesha Begum[5]

[1,2,3,4&5]College of Economics and Business Administration, University of Technology and Applied Sciences, Muscat, Oman

Abstract

Purpose: This study aims to examine the moderating role of gender on entrepreneurial education, family support and self-efficacy in influencing the entrepreneurial career choice among university students

Research Methodology: Data collected from 374 respondents was analyzed using correlation and regression analysis.

Findings: Entrepreneurial education, family support, and self-efficacy notably impact students' choice of entrepreneurial careers. Gender has a slight moderating effect on entrepreneurial education and self-efficacy but not on family support.

Limitations of the study: This study focuses on a single university in a specific location overlooking the diverse factors influencing entrepreneurial career choices in different educational and cultural settings. The cross-sectional design hinders a complete understanding of sustained entrepreneurial intentions over time.

Practical implications: Institutions promoting entrepreneurship should enhance self-efficacy and provide comprehensive support systems to assist aspiring entrepreneurs. Consistent family support is also required for influencing students' career choices, regardless of gender.

Originality/ Value : The study examines the intricate link between entrepreneurial education, family support, self-efficacy, gender moderation, and students' entrepreneurial career choices, offering valuable insights for educators and policymakers seeking to foster an entrepreneurial mindset among students.

Keywords: *Entrepreneurship Education, Family Support, Self-efficacy, Gender Moderation, Undergraduate Career Choices*

1. INTRODUCTION

Entrepreneurship is a dynamic and inventive endeavor that helps individuals as well as families, societies, and the nation as a whole. Personal growth and fulfillment are fostered by entrepreneurship, which gives people a means of expressing themselves and pursuing their ideas and ambitions (Demydiuk *et al.*, 2022). Strong resilience and flexibility are fostered in families through the establishment of an entrepreneurial attitude, job creation, and possible financial incentives. In society, entrepreneurship advances economic growth through stimulating innovation, competitiveness, and meeting consumer demands (Harada, J., 2022). Consequently, this results in the generation of job prospects and the improvement of general living conditions. A robust entrepreneurial ecosystem has a substantial national impact on economic development, higher tax receipts, and a more diversified economy that is more resilient to shocks from the outside world (Rusu *et al*., 2022).

Although entrepreneurship may seem appealing, a significant number of university students are more drawn to traditional, steady career pathways since they are attached to well-known or secured positions. The impact of typical professional paths and societal expectations can intensify this propensity (Hua *et al.*, 2022*)*. The problem, though, is that these highly desired occupations are sometimes hard to come by in the nation, which makes the market competitive and may result in a sizable fraction of the student body competing for a small number of vacancies. A change in perspective from the conventional job-search strategy is necessary for entrepreneurship, even though it offers a different path for professional advancement and self-realization. Motivating students to explore their entrepreneurial potential not only

aligns with the changing demands of the labor market but also promotes economic expansion, innovation, and job creation (Hodzic et al., 2015).

Universities have been aggressive in fostering an innovative and self-initiated culture among their students, realizing the transformational power of entrepreneurship (Zhang, M.2023). The implementation of required entrepreneurship courses that cross departmental boundaries serves as an example of this, guaranteeing that all students, irrespective of their academic field, possess fundamental entrepreneurial knowledge and abilities. By pushing students to see possibilities, exercise creativity, and take a proactive approach to problem-solving, these courses operate as catalysts for the development of an entrepreneurial attitude (Bustos *et al.*, 2022). Even with all of the efforts made by universities to encourage students to become entrepreneurs by teaching them critical skills and cultivating an entrepreneurial attitude, students' job choices still tend to be more traditional.

The decision to embark on a career in entrepreneurship or not, is a complex one that is impacted by a variety of variables beyond entrepreneurship education (Kruger *et al.*, 2018). While entrepreneurial education is a crucial element influencing students' entrepreneurial career intentions, additional factors such as family support and self-efficacy also play pivotal roles in shaping these intentions. Gender, in particular, can act as a moderating factor in the influence of family support, education, and self-efficacy on students' entrepreneurial career intentions (Robledo, *et al* 2023). This study explores the complex relationship between these variables. The purpose of this study is to determine how creating an entrepreneurial attitude is facilitated by the interaction of self-efficacy, entrepreneurship education, and family support with gender serving as a moderating factor. Through examining these relationships, the research seeks to offer an in-depth understanding of the complex factors that influence students' decision-making when they choose to pursue a career in entrepreneurship.

2. LITERATURE REVIEW AND HYPOTHESES FORMULATION

2.1 Entrepreneurial Education and Entrepreneurial Career Choice

Entrepreneurship education serves as a catalyst, shaping entrepreneurial intentions by cultivating a mindset and skill set conducive to venture creation and success. The literature reviews highlight the positive correlation between entrepreneurial education and intentions, emphasizing attractiveness over feasibility or self-efficacy. Kuttim et al. (2014) note a misalignment between entrepreneurship education content and student preferences, yet participation still positively influences intentions. The influence of entrepreneurship education on the connections between attitude, subjective norms, self-efficacy, and entrepreneurial goals is examined by Shah et al. (2020). The research demonstrates that when subjective norms are weakened, education increases the effect of attitude and self-efficacy.Al Shukaili et al. (2021) focus on entrepreneurship education in Oman, especially for students in practical fields, questioning their potential for future entrepreneurship. The impact of personality traits and entrepreneurial education on entrepreneurial intentions is examined by Voda and Florea (2019). They find that among Business and Engineering students, locus of control, need for accomplishment, and entrepreneurial education significantly influence venture formation, with gender differences noted. The synthesis highlights the importance of entrepreneurial education in influencing students' career decisions, emphasizing the necessity of aligning with their interests and acknowledging the impact of practical specialties.

Using the above provided information as a basis, a hypothesis may be put forth on the association between entrepreneurial education and choosing a career.

H_1: Entrepreneurial education has a positive impact on the entrepreneurial career choice among undergraduate students

2.2 Family Support and Entrepreneurial Career Intention

Family support significantly influences students' career choices, serving as a crucial factor in fostering motivation, confidence, and a conducive environment for pursuing entrepreneurial ventures. Positive familial backing often enhances students' resilience and commitment to overcoming challenges in the pursuit of entrepreneurship. The family members' goals, attitudes, and mindsets are closely related to how family management affects entrepreneurship. According to Wright et al.,(2016), these familial attitudes, perspectives, and ambitions have a substantial influence on the overall governance of the organization and, as a result, the ability of entrepreneurship to go ahead with new ventures and innovations. In their investigation of the relationship between entrepreneurial aspirations and family-work enrichment, Xu et al. (2023) emphasized the significance of affective family support. The study found that, through the mediation of entrepreneurial self-efficacy (ESE), emotional family-work enrichment has a positive association with entrepreneurial goal. Amoakao et al. (2020) found that parental support has a key role in boosting students' self-efficacy leading to choosing a better and desired career path in their study on the influence of family background on profession selections made by senior high school students in Ghana. Rocha and Van (2020) demonstrate that female entrepreneurs challenge gender stereotypes and positively influence female employees, particularly those lacking a family entrepreneurial background. They further proclaim that social interaction and organizational content shapes the career outcome of individuals and not the family support. Meroka (2023) found that students' intention to start their own business is significantly increased due to family factors such as financial literacy, birth order, idealism, and entrepreneurial background. According to Voda et al. (2020), in their study titled "Testing Entrepreneurial Intention Determinants in Post-Transition Economies", those whose family members are entrepreneurs have greater tendency for entrepreneurial intentions. Based on the aforementioned arguments of various scholars, a hypothesis can be made about the relationship between family-support and entrepreneurial career choice among the undergraduate students in Muscat.

H_2: Family support has a positive impact on the entrepreneurial career choice among the undergraduate students in Muscat

2.3 Self Efficacy and Entrepreneurial Career Choice

Self-efficacy plays a crucial part in influencing an individual's confidence and belief in their capacity to pursue entrepreneurial endeavors, which in turn greatly influences their desire to become an entrepreneur. Self-efficacy is an important psychological component in development of entrepreneurial attitudes, as demonstrated by its positive impact on entrepreneurial desire (Neto et al., 2023). Saraih et al., (2018) study on the association between self-efficacy and entrepreneurial tendencies in engineering students revealed a relatively positive relationship and further informed that future business success for prospective entrepreneurs could be predicted by self -efficacy of a person. In tertiary institutions in Nigeria, Iro-Idoro (2015) observed the relationship between students' self-efficacy and their entrepreneurial objectives. The results of the research show that students' level of self-efficacy had a major impact on their likelihood for entrepreneurship in postsecondary education. The study also brought to light a clear correlation between students' lack of self-efficacy and a drop in their entrepreneurial conduct. Kurczeska and Bialek (2014) investigated the relationship between self-efficacy and intentions of Polish university students to launch their own company. They found that there was no significant correlation between the students' level of self-efficacy and gender, nor that self-efficacy influenced their plans to pursue entrepreneurship. Rachmavan et al. (2015) discovered a strong and positive link when they studied the relationship between self-efficacy and entrepreneurial intention. Their research also revealed that several interventions, like instruction, coaching, mentorship, and the creation of a supportive learning environment, may enhance students' opinion of their abilities. Further the study also revealed that these kind of activities are beneficial for both academic achievement and the development of personality traits.

The aforementioned literature evaluation allows us to propose a hypothesis regarding the association between undergraduate students' self-efficacy and their intention to follow an entrepreneurial career.

H_3: Self-efficacy has a positive impact on the entrepreneurial career choice among the undergraduate students in Muscat.

2.4 Moderating role of Gender on Entrepreneurial Career Choice

Cabusao, M. B. (2023) emphasizes the significant moderating impact of gender in the relationship between personality traits and entrepreneurial behaviours. Gender has a major impact on how traits like agreeableness and extraversion affect perseverance and opportunity seeking. Interestingly, there is no discernible gender difference in the effects of personality traits on the need for quality and efficiency. With a focus on gender disparities, Sunanto et al. (2023) examined professional pharmacist desire to start their own business in Greater Jakarta. Significant gender differences were found in entrepreneurial intention, attitude, and self-efficacy using the theory of planned behavior and a survey of 391 pharmacists. This finding emphasizes the need for gender-inclusive strategies in designing determinants for positive impacts in "pharmapreneurship". Shneor & Jenssen (2014) explored the factors influencing students' aspirations to establish their own companies in Norway and discovered both similarities and disparities across both genders. Males show the obvious advantages of having role models and majoring in economics, while girls show the benefits of entrepreneurship education and risk perceptions. Experience, norms, self-efficacy, and age are shared by both groups. The research emphasizes the value of economics majors and role models for male students, as well as entrepreneurship education for female students. Drawing on the aforementioned reviews, our goal is to examine the moderating role of gender on self-efficacy, family support, entrepreneurial education, and job choice. This leads us to formulate the following hypotheses.

H_4: Gender moderates the relationship between entrepreneurship education and entrepreneurial career choice among the undergraduate students in Muscat.

H_5: Gender moderates the relationship between family support and entrepreneurial career choice among the undergraduate students in Muscat.

H_6: Gender moderates the relationship between Self-efficacy and entrepreneurial career choice among the undergraduate students in Muscat.

To investigate the above-mentioned hypotheses, the inter-relationship between all the variables were carried out which included the independent variables such as the entrepreneurial education, family support, self-efficacy, and the dependent variable being the entrepreneurial career choice. Subsequently, the impact of all the three independent variables on the dependent variables were examined. Finally, an assessment was conducted to determine whether gender played a moderating role on entrepreneurial education, family support, self-efficacy to have a higher impact on the entrepreneurial career choice among the students, as illustrated in Figure 1.

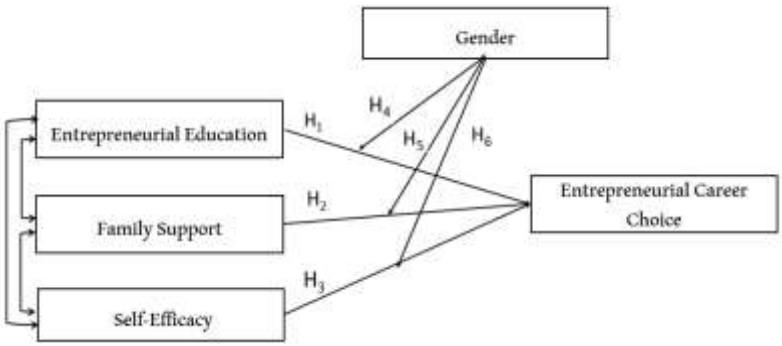

Figure 1. Research Conceptual Model

3. METHODOLOGY

3.1 Study Design, Participants, Procedure and Measures

Primary data was collected through questionnaires from 374 students out of 380 responses received from the 400 questionnaires that were distributed to students. Responses received from 7 questionnaires was incomplete and hence the same was excluded for the purpose of analysis. The sample was chosen from undergraduate students who had completed the entrepreneurship common course in various departments at the University of Technology and Applied Science, Muscat and were anticipating graduation in one or two years, using the simple random sampling method. The survey took place between the months of February and April 2023. To prevent duplicate responses, a necessary technical arrangement was implemented, ensuring that each question was answered only once. Participants had the freedom to respond at their convenience, and the confidentiality and privacy of the data were preserved.

Table 1. Profile of the Research Participants

Variables			Variables		
Gender	**Frequency**	**Percentage**	**Department Studying**	**Frequency**	**Percentage**
Male	190	50.8	Business studies	120	32.08
Female	184	49.2	Engineering	82	21.92
Age			Applied science	55	14.7
Less than 20 years	98	26.2	Information technology	62	16.6
21-23 years	157	42	Fashion	35	9.4
24-26 years	98	26.2	Photography	20	5.3
Above 26 years	21	5.6	**Family Income**		
			Less than RO 500	54	14.5
Level of Study			RO 500 to RO 1000	125	33.4
Diploma	95	25.4	RO 1001to RO 1500	112	29.9
Advanced Diploma	159	42.5	RO 1501 to RO 2000	54	14.4
Bachelors	120	32.1	Above RO 2000	29	7.8

3.2 Survey instrument and validity,

The questionnaire had three parts. Part one of the questionnaire included demographic details such as age, gender, department of study, level of study, and family monthly income. Part two was further segmented into three sections—evaluating entrepreneurship education, family support, and self-efficacy—each comprising six statements. Part three consisted of five statements designed to measure the respondent's intention to pursue entrepreneurship as a career choice.

The study examined the reliability of various components using Cronbach alpha coefficients. The entrepreneurship education variable, with six statements, confirmed a Cronbach alpha of 0.703. Similarly, the family support variable, also consisting of six statements, displayed a Cronbach alpha of 0.822. The self-efficacy variable, characterized by six statements, yielded a Cronbach alpha of 0.862. Also, the variable, intention to choose entrepreneurship as a career, showed a Cronbach alpha of 0.876. All these variables had Cronbach's alpha values exceeding 0.7, indicating a high level of reliability (Hair et al.,2016)

Direct and concise questions were asked in the questionnaire which were based on five-point Likert's scale, with codes ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Google Forms was utilized to create and design the questionnaire. The objectives of the study were addressed during the creation of the questionnaire to acquire essential data, including understanding respondent's knowledge of the factors influencing undergraduate students to choose entrepreneurship as a career. The use of an electronic questionnaire was preferred for several reasons, such as cost-effectiveness, avoidance of bias and providing respondents with a sense of not divulging personal information.

3.3 Data Analysis

The data collected from the respondents was analyzed using the statistical software SPSS. Descriptive methods, such as frequencies and percentages, were used to analyze the demographic variables. Correlation analysis was employed to investigate the relationship between all independent variables, including entrepreneurial education, family support, self-efficacy, and the dependent variable— the intention to choose entrepreneurship as a career. Baron and Kenny's moderation analysis was used for analyzing the moderation of gender on the entrepreneurial education, family support and self-efficacy, to measure the influence on the entrepreneurial career choice of students. Using the Regression analysis, first the impact of the independent variables entrepreneurial education, family support and self-efficacy along with gender the fourth independent variable on the dependent variable was calculated. After which a second regression analysis was done to check the impact of the interaction of the moderating variable on the independent variables and the dependent variables. Gender was taken as the moderating variable in the case of Model 2. The interaction term was created using three steps. In the first step the mean of the independent variables (entrepreneurial education, family support and self-efficacy) and the moderating variable (gender) was calculated.

Then the independent and moderating variables were mean centered. (EE-mean value, FS-mean value, SE-mean value and Gender-mean value). Further the interaction term was created by multiplying the centered independent variable with the centered moderating variable, individually for all the three independent variables.

4. RESULTS

4.1 Correlation Analysis Mean and Standard Deviation

Table 2 shows the correlation analysis, mean and standard deviation. Entrepreneurship education has a positive impact on the Family support, self-efficacy and the Entrepreneurship career choice decision with r values 0.346,0.580 and 0.581 respectively having significant p values less than 0.01. The relationship between family support and entrepreneurship education is low as the r value is less than 0.500. The association of Self- Efficacy and the Entrepreneurship career choice decision among the students is strongest, having a r value of 0.776. Similarly, the correlation between the family support and the self-efficacy is 0.520. The association between family support and the Entrepreneurship career choice among students also shows a positive association with r values 0.473. The p value is significant in all the relationships measuring less than 0.000 which satisfies the condition $p< 0.01$. Hence from the table 2, it is evident that all the variables of the study are positively related to each other.

Table 2. Correlation Mean and Standard Deviations

Sl.No.	Variables	1	2	3	4	Sig.	Mean	Std. Dev.
1	Entrepreneurship Education	1				0.000	3.4492	0.7526
2	Family Support	.346**	1			0.000	3.7408	0.85028
3	Self-Efficacy	.580**	.520**	1		0.000	3.6912	0.87611
4	Entrepreneurship Career Choice	.581**	.473**	.776**	1	0.000	3.662	0.96657

Note. ** Correlation is significant at the 0.01 level (2-tailed).

4.2 Regression Analysis

To test the hypotheses, multiple regression analyses was used for examining the relationship between dependent and independent variables. Two distinct models were developed. Model 1 aimed to assess the impact of Entrepreneurship education, Family support, Self-efficacy and gender on students' decisions regarding Entrepreneurship career choices. Subsequently, the second model explored whether gender, as a moderating variable interacting with the three independent variables, exerted a more substantial influence on students' Entrepreneurship career decisions.

In Regression Model 1, the influence of the independent variables (Entrepreneurial education, Family support, Self-efficacy and Gender) on the intention to pursue an Entrepreneurship career was gauged. The results indicated that all independent variables significantly and positively influenced students' decisions to pursue entrepreneurial careers. Thus, the regression equation for this model was formulated as (1);

$$Y=\beta_0+ \beta_1X_1+ \beta_2X_2+ \beta_3 X_3+ \beta_4 X_4+ \varepsilon \quad (1)$$

Where,

Y is the dependent variable (Entrepreneurial Career Choice)

X_1, X_2, X_3 and X_4 are independent variables (Gender, Entrepreneurial Education, Family Support, Self- Efficacy and Gender)

β_0 is the intercept

$\beta_1, \beta_2, \beta_3$ and β_4 are the co-efficient representing the impact of each independent variable on the dependent variable

ε represents the error term

Regression Model 2 summary, as illustrated in Table 5, reveals the results of interaction of the control variable -gender on the independent variables and the dependent variable. The objective was to examine whether there would be a modification in the influence on students' decisions about Entrepreneurship careers due to the interaction of the control variable- gender, with previously examined variables - Entrepreneurial education, Family support, and Self-efficacy. The regression equation for model two was formulated as in (2);

$$Y=\beta_0+ \beta_1X_1+ \beta_2X_2+ \beta_3 X_3+\beta_4M + \beta_5 X_1 M + \beta_6 X_2 M+ \beta_7 X_3 M +\varepsilon \quad (2)$$

Where :

Y is the dependent variable (Entrepreneurial Career Choice)

X_1, X_2, and X_3 are independent variables (Entrepreneurial Education, Family Support and Self- Efficacy)

M is the moderating variable (Gender)

β_0 is the intercept

$\beta_1, \beta_2, \beta_3$ are the co-efficient for the main effects of the independent variables

β_4 is the co-efficient for the main effect of the moderating variable

$\beta_5, \beta_6, \beta_7$ are the co-efficients for the interaction terms between the independent variables and the moderating variables

ε represents the error term

The interaction terms $X_1 M, X_2 M, X_3 M$ capture how the effect of each independent variable is moderated by gender in predicting the dependent variable. This model allows to assess whether the relationship between the independent variables and dependent variables varies based on the different levels of moderating variables (gender in this case)

Table 3. Coefficients-Model 1 and 2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.135	0.197		0.689	0.491
	Entrepreneurship Education (X_1)	0.248	0.050	0.193	4.992	0.000
	Family Support (X_2)	0.102	0.042	0.090	2.424	0.016
	Self-Efficacy (X_3)	0.673	0.047	0.610	14.231	0.000
	Gender (X_4)	0.127	0.062	0.065	2.061	0.040
2	(Constant)	0.141	0.195		0.723	0.470
	Entrepreneurship Education(X_1)	0.273	0.049	0.213	5.579	0.000
	Family Support(X_2)	0.077	0.042	0.068	1.826	0.069
	Self-Efficacy(X_3)	0.668	0.048	0.606	14.032	0.000
	Gender (M)	0.121	0.06	0.062	2.006	0.046
	Interaction of Gender with Entrepreneurship Education (X_1 M)	0.403	0.097	0.157	4.134	0.000
	Interaction of Gender with Self-Efficacy (X_2M)	0.324	0.097	0.146	3.349	0.001
	Interaction of Gender with Family Support (X_3M)	0.003	0.086	0.001	0.035	0.972

Note. Dependent Variable: Entrepreneurship Career Choice

Table 4. Results of Anova for Model 1 and Model 2

Model No.		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	221.420	4	55.355	161.240	.000[b]
	Residual	126.337	368	0.343		
	Total	347.757	372			
2	Regression	227.968	7	32.567	99.232	.000[c]
	Residual	119.789	365	0.328		
	Total	347.757	372			

Note. a. Dependent Variable: Entrepreneurship Career Choice

b. Predictors for model 1: (Constant), Entrepreneurship education, Gender, Family Support, Self-Efficacy

c. Predictors for model 2: (Constant), Entrepreneurship Education, Gender, Family Support, Self-Efficacy, Interaction of Gender with Entrepreneurship Education, Gender with Family Support and Gender with Self Efficacy

Table 5. Regression Analysis- Model1and 2 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.798[a]	0.637	0.633	0.58592	0.637	161.240	4	368	0.000
2	.810[b]	0.656	0.649	0.57288	0.019	6.651	3	365	0.000

Note. a. Predictors for model 1: (Constant), Entrepreneurship education, Gender, Family Support, Self-Efficacy

b. Predictors for model 2: (Constant), Entrepreneurship Education, Gender, Family Support, Self-Efficacy, Interaction of Gender with Entrepreneurship Education, Gender with Family Support and Gender with Self Efficacy

The results of model 1 summary reveal that the significance of variables Entrepreneurial education, and Self efficacy was highly satisfactory at p-value= 0.000 while that of gender and family support was satisfactory at p-value 0.05 level . The metrics were as follows: R = 0.798, R square = 0.637 (Model 1 summary - Table 5), and a significant p-value of 0.000 (Table 4 Anova - Model 1and Model 2). Hence, it is quite evident that independent variables gender, Family support, Entrepreneurial education and Self efficacy has a positive impact on the Entrepreneurial Career Choice among the students. Thus, after determining the regression coefficients in table 3, the regression equation for model 1 may be modified as in (3)

$$Y=0.135+ 0.248X_1+0.102X_2+0.673\ X_3 +0.127\ X_4 \qquad (3)$$

The metrics derived from the summary of Model 2 in Table No. 5, specifically R = 0.810, R Square = 0.656, and a significance P value of 0.000 from Table 4, indicate that the interaction of the gender variable has led to a slightly heightened influence on students' decisions regarding Entrepreneurship careers. Table 3 shows the interaction of gender with the Entrepreneurship education showed a positive impact while the moderation of gender on Self-efficacy denoted a negative influence as revealed in table No. 5 giving a result of -.324 with significant p = 0.000 while the interaction of gender with Family support was insignificant with p value =0.972 and hence the hypotheses H4 and H5 should be rejected while all other hypotheses (H1, H2, H3, H6) should be accepted. From table 5, it is evident that the change in the strength of the impact of the independent variables on the dependent variables after moderation of the gender is only 19% which is denoted by R^2 change. Thus, after determining the moderation effect of gender on the independent variables revealed in model 2 regression coefficients in table 3, the regression equation for model 2 may be modified as in (4)

$$Y=0.141+0.273X_1+0.077X_2+0.668X_3+0.121M+0.403\ X_1\ M+0.324\ X_2\ M+0.003\ M \qquad (4)$$

5. DISCUSSION

The research delved into the demographic profile of respondents, revealing insights into the characteristics of students considering Entrepreneurship careers. The majority of participants fell within the 21 to 23 age group, and a higher response rate was noted among those enrolled in the Advanced Diploma level and from the business studies department. Family income also played an important role, with a significant portion of respondents having an income ranging from RO 500 to RO 1000. These demographic details provide a contextual foundation for interpreting the subsequent analyses.

The correlation analysis illuminated positive relationships among key variables. Entrepreneurship education exhibited a strong positive impact on family support, self-efficacy, and Entrepreneurship career choices. Family support was positively associated with both self-efficacy and Entrepreneurship career choices. Interestingly, students' preferences toward careers in entrepreneurship were most significantly shaped by their level of self-efficacy. The findings indicate to a consistent relationship among all of the factors that were investigated, highlighting the significance of a broad approach in inspiring students to pursue entrepreneurial dreams.

The associations found in the correlation analysis were further evaluated by the regression analyses, which were performed in two models. Model 1 in table 5 showed that students' decisions to pursue professions in entrepreneurship were significantly influenced in a favorable way by self-efficacy, gender, family support, and entrepreneurship education. Model 2, which included gender as a moderating variable, showed a marginally significant increase in the impact of gender on career decisions. There is an impact of the moderation of gender on the self-efficacy and entrepreneurial education in influencing the career choice among the university students in Muscat. But, the impact of family support is not moderated by gender indicating that family support consistently influences students' decisions about pursuing entrepreneurial careers, irrespective of their gender. These findings provide valuable insights into the intricate relationships between the factors affecting students' choices to pursue professions in entrepreneurship.

6. LIMITATION OF THE STUDY

This study focuses on a single university in a specific location overlooking the diverse factors influencing entrepreneurial career choices in different educational and cultural settings. It may be response biased as the findings are based on the self-reported data gathered from the questionnaires. Another limitation of the study is that it focuses only on the quantitative methods, neglecting qualitative aspects like interviews or focus group discussions for a more comprehensive understanding. The cross-sectional nature of the study limits the ability to establish a causal relationship between the variables.

7. CONCLUSION AND FUTURE RESEARCH

This study reveals the complex relationships that exist between self-efficacy, family support, entrepreneurship education, and students' choices of professions in entrepreneurship. The study highlighted the pivotal role of self-efficacy and emphasizes the need for comprehensive support structures in educational settings. To inspire their students to initiate and develop new businesses, universities should establish a robust support framework that aids aspiring entrepreneurs. This assistance may encompass helping them with business plans, identifying funding opportunities, organizing networking events, and offering various essential resources. While gender showed a marginal moderating effect, on entrepreneurial education and self-efficacy, it did not have any significance with family support, hence this study emphasis on providing consistent family support for both male and female students for their entrepreneurial endeavors. For future research, exploring additional moderating variables or conducting longitudinal studies to track the evolution of students' entrepreneurial intentions over time could enhance further understanding. Additionally, investigating the impact of specific interventions or educational programs on these relationships could provide actionable insights for institutions aiming to cultivate an entrepreneurial mindset among students.

REFERENCES:

Al Shukaili, A.M., Kassim, N.M., Ravi, A. and Muneerali, M., (2021), "Impact of Entrepreneurship Education on the development of Entrepreneurial Activities: The Case of Omani Undergraduate Students", EDP Sciences, SHS Web of Conferences, Vol. 124, pp. 03001. https://doi.org/10.1051/shsconf/202112403001

Amoakoa, B. M., Danyohb, J. D. and Bukuc, D. K. (2020) "The impact of family background on career decisions of senior high school students: A case of Ghana", International Journal of Didactical Studies Volume 1, Issue 1, 2020 www.ijods.com

Bustos, V., Gregorio, S.M., Galiana, L., Oliver. A., Olivos, M., (2022), "Learning strategies and Entrepreneurial attitudes: A predictive model of entrepreneurship intention in Peruvian undergraduate students", Avances en Psicologia Latinoamericana- Vol.40, Iss:1. https://doi.org/10.12804/revistas.urosario.edu.co/apl/a.11689

Cabusao, M. B. (2023), "Exploring the Moderating Role of Gender in the Relationship between Personality Traits and Entrepreneurial Competencies", International Journal of Multidisciplinary: Applied Business and Education Research, 4(6), 1976-1988. https://doi.org/10.11594/ijmaber.04.06.23

Demydiuk, S., Kniazevych, A., Kraychuk, A., (2022), "The Comparative and Institutional Approach in the Study of the Essence of Entrepreneurial Activity", The Business Navigator.

Hair, Jr. J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2016). A primer on partial least squares structural equation modeling (PLS-SEM) (2nd ed.). Sage Publications.

Harada, J. (2022) "Influence of Entrepreneurship Advancement on Economic Growth in Japan", Journal of entrepreneurship and project management- Vol.6, Iss.2. pp 1-7

Hodzic, S., Ripoll, P., Lira, E. and Zenasni, F. (2015), "Can intervention in emotional competences increase employability prospects of unemployed adults?", Journal of Vocational Behavior, Vol-88, pp28-37

Hua. J., Zheng, K. and Fan,S. (2022) "The impact of entrepreneurial activities and college students' entrepreneurial abilities in higher education-A meta-analytic path", Frontiers in Psychology, Vol-13, https://doi.org/10.3389/fpsyg.2022.843978

Iro-Idoro, C.B. & Iro-Idoro, E.U,(2015), "Self-Efficacy as correlates of entrepreneurial intention of tertiary institution students in Ogun State, Nigeria." International Journal of Engineering and Innovative Technology (IJEIT)Vol 5, Iss 2. https:// DOI:10.17605/OSF.IO/H46BR

Krüger, C., Johann, D. A., & Minello, I. F. (2018), "Entrepreneurial education: a bibliometric study on recent scientific production," Navus, Journal of Management and Technology., 8(4), 125-145.

Kurczeska, A. & Bialek. J. (2014), "Is the interplay between self-efficacy and entrepreneurial intention gender-dependent?", Economic Arguments, Vol. 2, Iss. 33, pp. 23-38. https:// DOI: 10.15611/aoe.2014.2.02

Küttim, M., Kallaste, M., Venesaar, U. and Kiis, A., (2014), "Entrepreneurship education at university level and students' entrepreneurial intentions.", Procedia-Social and Behavioral Sciences, 110, pp.658-668. https://doi.org/10.1016/j.sbspro.2013.12.910

Meroka, M.R (2023), "Role of the family in fostering Student's Entrepreneurial Intention", Book chapter, Entrepreneurship – New Insights Business, Management and Economics, https://doi.org/10.5772/intechopen.110026

Neto,M.N.F., Castro,J.L.C., Filho,J.M.S.,Lessa,B.D. (2023), "The role of self-efficacy, entrepreneurial passion and creativity in developing entrepreneurial intentions" Frontiers Psychology, Vol-14, https://doi.org/10.3389/fpsyg.2023.1134618

Rachmawan, A., Lizar,A.A & Mangundjaya, W.L.H. (2015), "The role of Parent's influence and self-efficacy on entrepreneurial intention", The Journal of Developing Area, Vol.49, Iss. 3, pp 417-430. https:// https://www.jstor.org/stable/24737330

Robledo,J.L.R. , Arán, M.V. , Sanchez, V.M. , Molina, Miguel,Á.R.(2023), "The moderating role of gender on entrepreneurial intentions: A TPB perspective", Intangible Capital, Vol. 19, Issue 4. https://doi.org/10.3926/ic.557

Rocha, V. & Van, P. M. (2020). "Mind the gap: The role of gender in entrepreneurial career choice and social influence by founders", Strategic Management Journal, Vol-11, Iss-5, pp-841-86. https://doi.org/10.1002/smj.3135

Rusu, V.D., Roman, A., Tudose, M. B. and Cojocaru, O.M. (2022), "An Empirical Investigation of The Link Between Entrepreneurship Performance and Economic Development: The Case of EU Countries" Applied Sciences-Vol. 12, Iss: 14, pp 6867-6867. https://doi.org/10.3390/app12146867

Saraih,U. N., Zin Aris, A. Z. , Mutalib,S. A, Ahmad, T.S.T., Abdullah,S. & Amlus,M. H.(2018), "The Influence of Self-Efficacy on Entrepreneurial Intention among Engineering Students", MATEC Web of Conferences 150, 05051 https://doi.org/10.1051/matecconf/201815005051

Shah, I. A., Amjed, S. & Jaboob, S.(2020) "The moderating role of entrepreneurship education in shaping entrepreneurial intentions", Journal of Economic Structure, Vol-9.PP 1-15. doi:10.1186/s40008-020-00195-4

Shneor, R. and Jenssen,J.I., (2014), "Gender and Entrepreneurial Intentions", in Kelley, L. (ed.),Entrepreneurial Women: New Management and Leadership Models, Santa Barbara, CA: Praeger Publishing, pp.15-67

Sunanto,S., Hady, H. & Purba, H.V. (2023) "Determinants of Entrepreneurial Intention in Gender Perspective: Evidence from Indonesia" International Journal of Islamic Business and Management Review, Vol-3, Issue-1, DOI: https://doi.org/10.54099/ijibmr.v3i1.616

Voda, A. I., Haller, A.P., Anichiti, A. & Butnaru, G.L.(2020) "Testing Entrepreneurial Intention Determinants in Post-Transition Economies", Sustainability Vol.12 DOI: 10.3390/su122410370

Vodă, A.I., & Florea, N. (2019), "Impact of Personality Traits and Entrepreneurship Education on Entrepreneurial Intentions of Business and Engineering Students." *Sustainability*. https:// DOI:10.3390/su11041192

Wright, M., A. De Massis, L. Scholes, M. Hughes and J. Kotlar, (2016). " Family business entrepreneurship", Report prepared for the Institute for Family Business Research Foundation, London.

Xu, Z., Zhou, Y., Zhang, Y., Zhang, Y. and Ouyang, Z. (2023), "Family–work enrichment and entrepreneurial intentions: a family affective support perspective", *Management Decision*, Vol. 61 No. 1, pp. 57-76. https://doi.org/10.1108/MD-08-2021-1058

Zhang, M.(2023), "Revelation and Reflection on Innovation and Entrepreneurship Education of College Students by the Evaluation System of Innovation and Entrepreneurship Education in Universities", International Journal of New Developments in Education- Vol.5, Iss:6