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THE ROLE OF ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL EXPERIENCE IN VENTURE CREATION AMONG UGANDAN MIGRANT WORKERS IN QATAR

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ABSTRACT

This study examines the role of entrepreneurship education and prior entrepreneurial experience in venture creation among Ugandan migrant workers in Qatar, where migrants constitute a significant portion of the labour force. Drawing on a sample of 334 Ugandan expatriates, the research examines how these two factors influence their entrepreneurial intentions and outcomes. The findings reveal strong positive correlations between both entrepreneurship education and entrepreneurial experience with venture creation, with education showing a particularly robust effect ($\beta = 0.728$, $p < 0.001$). Regression analysis indicates that these variables explain 94.7% of the variance in venture creation (adjusted $R^2 = 0.947$). Despite facing challenges such as limited access to capital, discriminatory practices, and legal barriers, Ugandan migrants, equipped with business education and prior entrepreneurial experience, are well-positioned to establish successful ventures. The study highlights the importance of targeted entrepreneurship education programs and experiential learning opportunities to foster self-employment among migrants. These findings have important implications for policy development, suggesting that supporting migrant entrepreneurship could drive economic growth, improve remittances, and contribute to the broader development goals of both host and origin countries. Future research could expand on these insights by examining the specific barriers and enablers across different migrant groups and host economies.

KEY WORDS: *Entrepreneurship Education, Entrepreneurial Experience, Venture Creation Ugandan Migrant Workers*

INTRODUCTION

Migrant workers play a crucial role in the economies of many countries, with an estimated 281 million migrant workers globally (ILO, 2021). In the Middle East and North Africa (MENA) region, migrants make up about 45% of the workforce, and in 2022, migration constituted 21% of the global exodus, reflecting a 36% increase from 2021. Temporary labour migration to OECD countries also saw a significant rise, with 2.4 million work permits issued in 2022, marking a 77% year-on-year increase. This surge in migration is accompanied by a growing number of international students, with nearly 1.9 million residence permits issued for tertiary-level students in the OECD (OECD, 2023). These trends highlight the increasing economic activity among migrants, with around 80% of them being economically active, and the majority engaged in employment, often in low-skilled sectors (OECD, 2023).

The rapid growth in migration has brought attention to the potential for entrepreneurship among migrant workers. Entrepreneurship education, which equips individuals with the knowledge and skills to identify opportunities, develop innovative business ideas, and manage ventures, is recognized as a key factor in promoting entrepreneurial intentions (Foli et al., 2019; Kolvereid & Moen, 2019). However, existing research has predominantly focused on entrepreneurs within their home countries, leaving a gap in understanding the unique challenges and opportunities faced by migrant workers in their host countries. Studies have shown that psychological traits, such as the need for achievement, risk-taking propensity, and internal locus of control, mediate the relationship between entrepreneurship education and entrepreneurial intentions (Foli et al., 2019).

In addition to education, prior entrepreneurial experience can provide valuable insights and networks, which can significantly influence the ability of individuals to create successful ventures. However, there is limited research on how entrepreneurial experience impacts migrant workers specifically, particularly those facing distinct challenges compared to entrepreneurs in their home countries. Entrepreneurship is vital for economic growth and development, but the process of starting and growing a business is especially challenging for migrants, who often encounter barriers such as lack of access to capital, limited networks, and unfamiliarity with local regulatory environments.

Qatar, as an example of an advanced economy with a significant migrant workforce, offers a unique context to study these dynamics. As of September 2023, migrant workers made up approximately 90% of Qatar's total labour force, with many employed in construction, service, and industrial sectors (Domat & Pateriya, 2022). While Qatar's entrepreneurial ecosystem has evolved significantly, challenges remain, particularly in transitioning new businesses into established enterprises (Hawi et al., 2022). According to the Global Entrepreneurship Monitor (GEM) 2022, Qataris exhibit high entrepreneurial confidence, with 73.8% believing in the availability of business opportunities and 70.9% feeling they have the necessary skills (GEM Report, 2022). However, non-Qatari expatriates, including migrant workers, face unique challenges, such as limited access to credit, a lack of relevant entrepreneurial mentorship, and the absence of a transparent legal and regulatory framework (Al-Housani et al., 2023).

Migrant workers in Qatar, particularly those from countries like Uganda have previously faced considerable adversities in the labor market, including wage theft, forced labor, exploitation, and hazardous working conditions with even limited access to grievance resolution systems as highlighted in a report by Amnesty International (2023) and Human Rights Watch (2023). This was not until recently when the Qatar government ran to their rescue by implementing nationwide regulations to protect the rights of over 2 million migrant workers (Qatar News Agency, 2020). Despite these challenges, many migrants aspire to start their own businesses as a means of achieving economic independence and escaping exploitative working conditions. However, barriers such as difficulty in accessing credit, a shortage of skilled local labor, and cultural attitudes that do not prioritize entrepreneurship as a primary source of income, further hinder their efforts (Ben Hassen, 2020; Hassen, 2023). In this context, entrepreneurship education becomes a vital tool for overcoming these obstacles and fostering self-employment among migrant workers.

While Qatar has made strides in improving its entrepreneurial ecosystem, challenges persist, particularly in addressing the country's human capital gap. The educational system's reliance on Arabic as the primary medium of instruction for many subjects, including business and STEM disciplines, limits opportunities for many local students and graduates. This has created a gap that can be leveraged by migrant workers, particularly those from Uganda, where business studies and STEM subjects are predominantly taught in English. As a result, Ugandan migrants, with their educational background in business and technical fields, are well-positioned to fill these gaps and contribute to Qatar's economic development (Mohamed et al., 2022; Said, 2016).

Despite these insights, there is a lack of research specifically examining the effects of entrepreneurship education and experience on venture creation among Ugandan migrant workers in Qatar. This study aims to fill this gap by assessing how entrepreneurship education and prior entrepreneurial experience influence venture creation among this specific group of migrant workers. By exploring the unique challenges and opportunities faced by Ugandan expatriates, this research seeks to contribute to the broader understanding of how entrepreneurship can drive economic empowerment and sustainable development for both migrant workers and the host country, Qatar, while also benefiting their countries of origin, such as Uganda. The study is guided by the following research objectives: (1) To assess the effect of entrepreneurship education on venture creation amongst Ugandan migrant workers in Qatar and (2) To assess the effect of entrepreneurial experience on venture creation amongst Ugandan migrant workers in Qatar.

This study contributes to the field of entrepreneurship by examining the impact of entrepreneurship education and experience on venture creation among migrant workers. It offers new insights that enrich existing knowledge and encourages further research in this area. The findings can inform the design of entrepreneurship education programs tailored to migrant workers, enhancing their success in business creation. Additionally, the study provides valuable data for policymakers, highlighting the economic benefits of entrepreneurship training for migrants, which can foster economic growth, improve remittances, and contribute to GDP and GNP in both host and origin countries. The rest of this paper is organized as follows: the next section reviews the literature to develop a conceptual framework. This is followed by the research methodology and the findings; the final section provides a discussion and conclusion.

1. LITERATURE REVIEW

Human Capital Theory, first articulated by Schultz (1959), emphasizes the importance of education, training, and experience in enhancing individual productivity and contributing to broader economic growth. In the context of entrepreneurship, Human Capital Theory posits that investments in education and skill development not only improve innovation and entrepreneurial capabilities but also foster economic development. This framework is particularly relevant in understanding how entrepreneurship education and experience influence venture creation, especially among migrant workers.

The central tenet of Human Capital Theory is that practical knowledge gained through prior entrepreneurial activities, coupled with formal and informal education, forms a critical foundation for future business success (Schultz, 1975; Becker, 1993). This is supported by Lazear (2005) and Heckman (2008), who argue that hands-on learning and experiential knowledge sharpen decision-making and problem-solving skills, essential for launching successful ventures. Therefore, individuals who combine formal entrepreneurship education with real-world entrepreneurial experience tend to exhibit greater entrepreneurial competence and are more likely to succeed in new venture creation.

For Ugandan migrant workers in Qatar, this theory suggests that a combination of formal entrepreneurial training and past entrepreneurial experience could significantly influence their capacity to create and sustain businesses. By exploring how education and experience interact to shape entrepreneurial outcomes, this study provides valuable insights into how policies and educational initiatives can support migrant entrepreneurship. Understanding these dynamics is crucial for fostering an environment conducive to entrepreneurship and economic empowerment in the globalized economy.

Effect of Entrepreneurship Education and Entrepreneurial Experience on Venture Creation

Entrepreneurship is a critical pathway for economic integration and self-sufficiency, particularly for immigrant workers who may face barriers to formal employment in their host countries. The literature suggests that entrepreneurship education and prior entrepreneurial experience are vital determinants of an individual's propensity to create new ventures. These factors, coupled with the challenges and opportunities unique to immigrant workers, have profound implications for venture creation. This review examines how entrepreneurship education and entrepreneurial experience influence venture creation, with particular focus on immigrant workers.

Entrepreneurship Education and Venture Creation

Entrepreneurship education (EE) plays a crucial role in shaping the entrepreneurial intentions and behaviors of individuals, including immigrants. As noted by Neck and Greene (2018), EE fosters key entrepreneurial traits such as creativity, self-efficacy, and innovation, all of which are integral for venture formation. These skills are especially important for immigrant workers, who may face cultural and linguistic challenges in their new environment. According to Vaicekauskaite (2018), EE programs improve creativity and problem-solving capabilities, providing immigrants with the tools necessary to identify and exploit opportunities in the local market.

The development of an entrepreneurial mindset is a central theme in EE research. Kuratko et al. (2018) argue that EE programs focus on cultivating an entrepreneurial way of thinking, which includes the ability to recognize opportunities, take calculated risks, and be resilient in the face of failure. For immigrant workers, such mindsets are essential to overcoming the barriers posed by unfamiliar regulatory systems, language differences, and limited access to social networks. The ability to develop resilience and adaptability—traits emphasized in EE—empowers immigrants to navigate these challenges and persist in their entrepreneurial pursuits.

Moreover, experiential learning, a critical component of EE, has been shown to enhance entrepreneurial capabilities. Pittaway and Cope (2018) highlight that internships, business simulations, and hands-on projects provide students with practical experiences that foster entrepreneurial learning. For immigrant workers, such experiential approaches not only offer insight into the practical realities of business but also help bridge the gap between formal education and the informal networks often pivotal in entrepreneurial ecosystems. This is particularly relevant in multicultural societies where immigrant workers may lack local networks that can provide support and guidance.

Mentorship is another fundamental aspect of EE. Mentoring programs connect budding entrepreneurs with experienced business owners who can offer advice, provide emotional support, and share networks (Harrington et al., 2018). For immigrants, who may be isolated from local entrepreneurial communities, mentorship programs

can be invaluable. These relationships offer not only business guidance but also social capital, which is often difficult to access through formal channels.

Networking and collaboration are also integral to EE. Mwasalwiba (2018) stresses the importance of linking students with entrepreneurs, peers, and industry experts to create a community of practice. This is especially crucial for immigrant workers, who may lack the informal networks that native-born entrepreneurs have at their disposal. EE programs that emphasize networking can thus open avenues for business partnerships, funding, and market knowledge, all of which are key enablers of venture creation.

Entrepreneurial Experience and Venture Creation

While entrepreneurship education is important, entrepreneurial experience also plays a significant role in venture creation. Experienced entrepreneurs possess valuable skills and tacit knowledge that facilitate the identification and exploitation of business opportunities. Barringer and Ireland (2019) emphasize that entrepreneurs with prior experience have an enhanced ability to recognize market opportunities and leverage their networks to secure resources, which is particularly critical in the early stages of venture creation.

For immigrant workers, entrepreneurial experience can provide a strong foundation for success. Bruton et al. (2018) argue that experience improves an entrepreneur's capacity to handle uncertainty and make informed decisions, both of which are crucial when navigating the unfamiliar terrain of a new market. Immigrants, often faced with limited resources and unfamiliar market conditions, benefit from the confidence and decision-making skills that come with prior entrepreneurial experience. This is supported by findings from Delmar et al. (2018), who suggest that past experience, especially in similar industries or markets, enhances the entrepreneur's ability to manage risk and identify business opportunities.

Research also shows that entrepreneurial experience helps individuals develop key personal attributes such as resilience, adaptability, and the ability to persist in the face of failure (Davidsson & Recker, 2019). For immigrants, these traits are essential for overcoming the additional barriers posed by migration, such as navigating bureaucratic red tape, overcoming cultural differences, and building trust within local business ecosystems. Entrepreneurs with prior experience are often more adept at leveraging their social capital, which can be crucial for overcoming such challenges (Li et al., 2019).

Further, studies by Foss et al. (2018) and Colombo et al. (2020) indicate that experienced entrepreneurs are more successful in attracting resources, whether financial or human. For immigrant entrepreneurs, having prior experience can increase their credibility with investors and financial institutions, as well as improve their ability to manage a business team. This is particularly important in the context of immigrant entrepreneurship, where access to financing is often constrained by a lack of credit history or collateral in the host country.

Intersection of Education, Experience, and Immigrant Entrepreneurship

While both entrepreneurship education and experience are important individually, their intersection can have a synergistic effect on venture creation, particularly for immigrant workers. Research suggests that the combination of formal education and practical experience enhances entrepreneurial outcomes. According to Ahmed et al. (2020), a model that combines learning, inspiration, and resource access significantly influences entrepreneurial intention. Their study found that students who were exposed to both experiential learning and mentoring had higher entrepreneurial self-efficacy and were more likely to perceive entrepreneurship as a viable career path.

For immigrants, combining entrepreneurship education with prior experience—whether in their home country or through vicarious experience in the host country—can improve their entrepreneurial intentions and enhance their chances of success. As Vodă and Florea (2019) argue, factors such as prior work experience, personality traits (e.g., locus of control), and entrepreneurial education significantly influence an individual's entrepreneurial behavior. This is particularly relevant for immigrant workers who may bring unique skills, knowledge, and experiences that can be leveraged in new venture creation.

In this context, EE can provide the foundation for immigrants to understand the local business environment, regulations, and cultural nuances, while entrepreneurial experience enables them to effectively apply this knowledge to real-world opportunities. Moreover, the ability to adapt business models or learn from past entrepreneurial ventures allows immigrants to overcome the specific challenges they face in starting businesses in a new and unfamiliar environment.

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The literature highlights that both entrepreneurship education and entrepreneurial experience are crucial factors influencing venture creation, particularly for immigrant workers. While entrepreneurship education provides the foundational knowledge and skills needed to navigate business environments, entrepreneurial experience offers practical insights and resilience, enhancing the likelihood of success. For immigrants, these factors are intertwined with the challenges they face in accessing resources, networks, and opportunities. Therefore, a combination of education and experience, tailored to address the specific needs of immigrant workers, can significantly enhance their entrepreneurial intentions and foster new venture creation. Future research should explore how these factors interact in immigrant populations and how policies and support systems can better foster immigrant entrepreneurship.

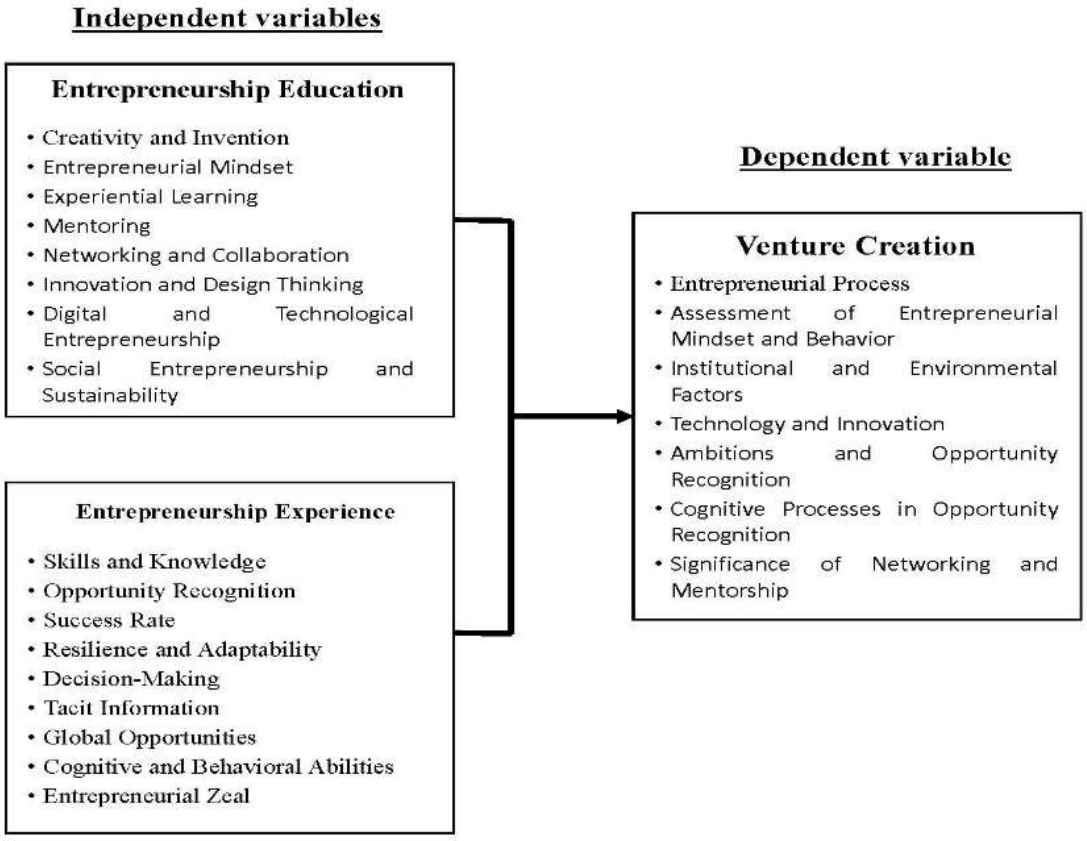


Figure 1: Conceptual Framework

Figure 1 shows the conceptual framework which is developed from the literature which shows that education, training, and experience enhance human capital, driving productivity and economic success. It explores the relationship between entrepreneurship education and experience (independent variables) and venture creation (dependent variable), hypothesizing a positive connection.

2. RESEARCH METHODOLOGY

This study employed a cross-sectional survey design to explore the relationship between entrepreneurship education, entrepreneurial experience, and venture creation among Ugandan expatriates in Qatar. A quantitative research approach was chosen to enable objective measurement of these variables and to test the proposed hypotheses. By using a survey, the study sought to capture data at a specific point in time, providing a snapshot of how these factors influence venture creation among the target population.

The target population for this study consisted of Ugandan expatriates residing in Qatar, estimated at 2,500 individuals (Ministry of Labor and Social Affairs, Qatar, 2020). To ensure that the sample reflected individuals with a reasonable degree of familiarity with the Qatari labor market, only expatriates who had lived in Qatar for at least two years were included. This criterion ensured that participants had sufficient exposure to both the local business environment and their own entrepreneurial experiences. The sample size was determined using Krejcie and Morgan's (1970) table, which recommended a sample size of 334 respondents for a population of 2,500. This

sample size was deemed sufficient to provide reliable, generalizable results. A simple random sampling technique was used to select participants from the population. This technique was chosen because it ensures that every individual in the population has an equal chance of being selected, thus minimizing bias and ensuring that the sample is representative of the broader population. Simple random sampling is a straightforward and widely-used method, making it particularly suitable for this study (Thomas, 2023).

Primary data was collected through a structured survey administered to participants. The survey included a mix of question types, including Likert-scale items, multiple-choice questions, and both open- and closed-ended questions. The inclusion of various question types helped capture a comprehensive range of data related to entrepreneurship education, entrepreneurial experience, and venture creation. To maximize the response rate and ensure data reliability, multiple data collection methods were considered. In addition to face-to-face interactions, online surveys were used when possible, allowing for greater flexibility and reach. The study utilized a structured questionnaire developed specifically for this research. The questionnaire contained items measuring three key variables: entrepreneurship education, entrepreneurial experience, and venture creation, along with demographic questions. The entrepreneurship education section focused on factors such as creativity, innovation, experiential learning, mentoring, networking, and digital entrepreneurship. The entrepreneurial experience section assessed factors like opportunity recognition, decision-making, resilience, and success rates. The venture creation section evaluated respondents' engagement with new business ventures, their attitudes toward entrepreneurship, and their business aspirations. Each item was rated on a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), which allowed for nuanced responses and enabled the measurement of varying degrees of agreement with each statement. To ensure the validity and reliability of the instrument, a pilot test was conducted with 10% of the sample population. The pilot study helped identify any ambiguities in the wording of the questions and allowed for necessary adjustments. Feedback from this test ensured that the questionnaire was clear, relevant, and appropriate for the target group, thereby improving the overall quality of the data collected.

Data collected from the survey was analyzed using SPSS (Statistical Package for the Social Sciences), which is a widely-used software for quantitative data analysis. Descriptive statistics were first used to summarize the demographic characteristics of the respondents, providing an overview of the sample's composition. To test the hypotheses and examine the relationships between the variables, Pearson regression analysis was conducted. This analysis enabled the researcher to determine the strength and direction of the relationship between entrepreneurship education, entrepreneurial experience, and venture creation, providing insights into how these factors influence venture creation among Ugandan expatriates in Qatar.

The study aimed to measure three primary variables: entrepreneurship education, entrepreneurial experience, and venture creation. Each variable was measured using items based on existing literature and adapted to the context of Ugandan expatriates in Qatar. Entrepreneurship Education: This independent variable was measured with a set of 8 items, reflecting dimensions such as creativity, innovation, experiential learning, and the role of mentoring and networking in shaping entrepreneurial mindsets. The items were rated on a 5-point Likert scale. Entrepreneurial Experience: This variable was measured using 9 items related to respondents' entrepreneurial background, including their skills, knowledge, opportunity recognition, and decision-making abilities. A 5-point Likert scale was again used to gauge the intensity of their entrepreneurial experience. Venture Creation: The dependent variable was measured using 7 items that assessed respondents' engagement with venture creation processes, including their understanding of the entrepreneurial process, the role of institutional and environmental factors, and their ability to recognize and capitalize on opportunities. A 5-point Likert scale was used to assess participants' views on these aspects. The study adhered to ethical guidelines by ensuring informed consent was obtained from all participants. Respondents were fully informed of the study's purpose, and participation was entirely voluntary. They were also assured of the confidentiality of their responses. No personal identifiers were collected, and all data was kept in secure storage to maintain privacy and prevent unauthorized access. These measures ensured that the study complied with ethical standards for research involving human subjects.

3. RESULTS

Descriptive statistics summarized demographic data and respondents' views, while Pearson correlation and multiple regression analysis, using SPSS, explored relationships and assessed the predictive power of the variables. Out of the 334 questionnaires distributed, 302 were returned, resulting in a high return rate of 90.42%. However, 32 questionnaires (9.58%) were not returned, and of the 302 returned questionnaires, 21 (6.29%) were found to be invalid. This left a total of 281 valid questionnaires, representing 84.13% of the original distribution. The high response rate and low number of invalid responses suggest that the data is both reliable and valid, providing a strong foundation for further analysis. To assess the internal consistency and reliability of the survey constructs, Cronbach's alpha was calculated for the three main variables: entrepreneurship education,

entrepreneurial experience, and venture creation. The reliability results show the following: Entrepreneurship education: Cronbach's alpha = 0.784 (8 items) Entrepreneurial experience: Cronbach's alpha = 0.794 (9 items) and Venture creation: Cronbach's alpha = 0.762 (7 items). These values indicate acceptable internal consistency, as Cronbach's alpha values greater than 0.7 are typically considered reliable (Taber, 2018). Therefore, the constructs used in the study are deemed to be reliable measures, ensuring the credibility of the research findings.

The gender distribution of the respondents indicates that 57% of the respondents were male, while 43% were female. This distribution aligns with the general trend of gender composition among migrant workers in Qatar, where male-dominated industries tend to prevail. While the male dominance is notable, the representation of female respondents is significant, underscoring the importance of including women in entrepreneurial studies, as they can offer unique perspectives on the role of gender in venture creation. The majority of the participants (41.60%) were aged 26-35 years, followed by those aged 36-45 years (22.10%). Younger individuals aged 18-25 years represented 16.70%, while 5% of the respondents were aged 46 years and above. These age groups highlight that entrepreneurship among Ugandan expatriates in Qatar is most common among individuals in their late twenties to mid-forties. This is consistent with findings from Gielnik et al. (2018), who argued that entrepreneurship tends to peak in the middle years of an individual's career, when experience and motivation align with entrepreneurial opportunities. Moreover, younger individuals (18-25 years) are generally more likely to engage in entrepreneurial activity as they look toward the future, while older individuals, with more entrepreneurial experience, are more likely to convert aspirations into concrete ventures. Therefore, the age distribution found in this study reflects the vibrant entrepreneurial activity among those at a more advanced stage in their careers, with notable entrepreneurial transitions occurring around the middle years. There is considerable variation in the educational backgrounds of the respondents. A significant proportion of participants had vocational or technical training (28.50%) or secondary education (27.40%), indicating that many Ugandan expatriates in Qatar possess practical skills that could facilitate entrepreneurial ventures. Additionally, 15.30% held bachelor's degrees, and 5% had completed master's degrees or higher. These findings suggest that the sample is diverse in terms of educational attainment, with a substantial portion having technical expertise that can contribute to entrepreneurial success. The relatively high percentage of individuals with vocational or technical training suggests that, even without formal higher education, these respondents possess the practical skills necessary for business creation. The majority (49.10%) had been involved in entrepreneurship for 4-6 years, while 28.50% had between 1-3 years of experience. A smaller proportion (12.80%) had been engaged in entrepreneurship for 7 years or more. This suggests that most respondents have substantial entrepreneurial experience, which is critical for venture creation. The findings align with the study by Tahir and Khan (2020), who emphasized that prior entrepreneurial experience plays a crucial role in initiating and sustaining successful ventures. This distribution indicates that a significant proportion of Ugandan expatriates in Qatar are not just dabbling in entrepreneurial activities but have sustained engagement over multiple years, which likely contributes to the development of skills and knowledge essential for business success.

The average education level of the respondents was 2.52, suggesting that most had completed secondary or vocational education. The standard deviation of 1.162 indicates moderate variability in education levels, suggesting that while the majority of respondents had a moderate level of education, there were also individuals with higher or lower levels of education. Similarly, the average number of years of entrepreneurial experience was 2.65, indicating that respondents, on average, had between two to three years of entrepreneurial involvement. The standard deviation of 0.83 suggests that entrepreneurial experience was less variable compared to education levels, with most respondents clustered around the mean. The data suggests that respondents' moderate educational attainment and entrepreneurial experience are positively correlated with venture creation. In line with Bayar et al. (2022), the level of education—especially entrepreneurial education—significantly influences entrepreneurial activity. Therefore, both education and experience are likely to play a pivotal role in shaping the entrepreneurial ventures of Ugandan expatriates in Qatar.

The study aimed to assess the impact of entrepreneurial experience and entrepreneurship education on venture creation among Ugandan expatriates in Qatar. The correlation results indicate strong positive relationships between the independent variables and venture creation. Specifically, the correlation between entrepreneurial experience and venture creation is 0.922, while the correlation between entrepreneurship education and venture creation is 0.967. These high correlations suggest that both variables have a strong, positive effect on venture creation. As one increases, the other is also likely to increase, reinforcing the idea that entrepreneurial experience and education are key drivers of venture creation.

A multiple linear regression analysis was performed on the two independent variables, entrepreneurial experience and entrepreneurship education, with venture creation as the dependent variable. The regression analysis produced

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an adjusted R^2 value of 0.947, indicating that the independent variables explain 94.7% of the variance in venture creation. This high R^2 value suggests that the model is highly effective in predicting venture creation. The F-statistic ($F(2, 278) = 2552.955$, $p < 0.001$) further confirms the overall significance of the model, indicating that both entrepreneurship education and entrepreneurial experience significantly contribute to venture creation.

Finally, the coefficient results confirm the significance of both independent variables in predicting venture creation. The regression coefficients show that: Entrepreneurial experience has a positive effect on venture creation ($\beta = 0.265$, $t = 8.339$, $p < 0.001$), indicating that more entrepreneurial experience is associated with a greater likelihood of engaging in venture creation. Entrepreneurship education also has a positive effect on venture creation ($\beta = 0.728$, $t = 22.919$, $p < 0.001$), suggesting that higher levels of entrepreneurship education significantly enhance the likelihood of individuals engaging in venture creation.

These results provide robust evidence that both entrepreneurial experience and entrepreneurship education are critical factors influencing venture creation among Ugandan expatriates in Qatar. Thus, the analysis of the data supports the research objectives that both entrepreneurial experience and entrepreneurship education have a significant positive impact on venture creation. The study's findings underscore the importance of these two factors in the entrepreneurial process among Ugandan expatriates in Qatar. The high levels of entrepreneurial experience, coupled with substantial educational backgrounds, suggest that Ugandans in Qatar are well-positioned to engage in successful venture creation. These insights are valuable not only for understanding the entrepreneurial dynamics of migrant workers but also for developing targeted policies and programs to support entrepreneurship within this community.

4. DISCUSSION OF FINDINGS

This study aimed to examine the influence of entrepreneurship education and entrepreneurial experience on venture creation among Ugandan migrant workers in Qatar. The findings reveal that both factors significantly enhance the likelihood of venture creation, underscoring their crucial roles in facilitating entrepreneurial behavior among migrant workers. By analyzing the coefficients derived from regression models, we find robust evidence supporting both hypotheses: entrepreneurial experience and entrepreneurship education have positive and significant effects on venture creation. These results contribute to the growing body of research on migrant entrepreneurship, providing valuable insights into the factors that influence the entrepreneurial behaviors of migrant workers in Qatar, a context marked by unique economic and social dynamics.

The Role of Entrepreneurial Experience

The analysis demonstrates that entrepreneurial experience has a positive effect on venture creation ($\beta = 0.265$, $p < 0.001$), indicating that prior business involvement increases the likelihood of creating a new venture. This finding aligns with existing literature on the importance of entrepreneurial experience in enhancing individual capabilities to identify opportunities, mitigate risks, and effectively manage businesses. As Rauch and Hatak (2019) assert, entrepreneurial experience improves key skills such as problem-solving, decision-making, and resource management, all of which are essential when navigating the challenges of starting and running a new business. Moreover, this study's findings are consistent with Wach et al. (2020), who suggest that prior entrepreneurial experience improves the quality of new businesses. In the context of Ugandan migrant workers, this means that migrants with past business involvement are more likely to succeed in establishing new ventures due to the practical skills they have gained.

Foo et al. (2019) and Shepherd et al. (2021) also emphasize that positive behavioral changes in decision-making arise when individuals continue in entrepreneurial pathways. For migrant workers, this means that previous business ventures offer not only technical skills but also the psychological resilience necessary to overcome the barriers of limited access to information and resources often encountered in foreign environments. Thus, entrepreneurial experience serves as a critical enabler for migrant workers who wish to engage in business activities, providing them with the foundation necessary to launch and sustain new ventures.

The Impact of Entrepreneurship Education

Similarly, entrepreneurship education plays a significant role in fostering venture creation, with the regression analysis indicating that an increase in entrepreneurship education raises the likelihood of venture creation by 73% ($\beta = 0.728$, $p < 0.001$). This substantial effect is consistent with findings from Bennett and Gol (2019), who argue that education equips individuals with the knowledge, skills, and mindset necessary for successful entrepreneurship. In the context of Ugandan migrant workers in Qatar, this suggests that formal entrepreneurship education provides critical insights into business operations, market dynamics, and entrepreneurial strategies, which significantly enhance the capacity to create and manage ventures.

The data from this study also reveals a strong perception among participants regarding the importance of entrepreneurship education in venture creation. Respondents overwhelmingly agreed that entrepreneurship education contributed positively to their ability to create businesses, indicating a recognition of the value of education in fostering entrepreneurial capacities. This finding is particularly important given the growing interest in integrating entrepreneurship education into curricula worldwide. As highlighted by Bayar et al. (2022), such education serves not only to impart theoretical knowledge but also to inspire entrepreneurial intentions and behaviors, particularly in migrant populations who may face significant structural and informational barriers in foreign countries.

The findings reinforce the necessity for educational institutions to incorporate entrepreneurship education into their curricula, particularly for migrant workers who are seeking to create their own ventures. Institutions should focus on developing both the entrepreneurial mindset and practical skills required to succeed in real-world business environments. Beyond theoretical education, experiential learning opportunities such as internships, apprenticeships, and hands-on projects are also essential for preparing migrant workers to navigate the complexities of entrepreneurship (Bennett & Gol, 2019). These findings suggest that, in addition to classroom learning, opportunities for practical exposure to the entrepreneurial process are vital for preparing migrants to successfully establish and sustain businesses.

The Interaction Between Entrepreneurial Experience and Education

The combined effect of both entrepreneurial education and experience on venture creation further highlights the complementary nature of these factors. While entrepreneurial experience equips migrants with practical business skills and an understanding of the entrepreneurial process, entrepreneurship education provides the theoretical foundation and structured knowledge that enhances the application of these skills. This dual influence mirrors the findings of previous studies that emphasize the importance of both experiential and educational learning in fostering entrepreneurial intentions and behaviors (Rauch & Hatak, 2019; Wach et al., 2020).

The interaction between education and experience underscores the need for a holistic approach to entrepreneurial development, particularly among migrant workers. Migrants often face unique challenges such as limited access to local markets, networks, and resources, which can hinder their ability to start businesses. However, when combined, education and experience provide migrants with the tools to overcome these challenges. Education equips migrants with the cognitive frameworks needed to understand business environments, while experience provides the practical insights necessary for real-world application. This synergy between education and experience enhances migrant workers' ability to identify and exploit entrepreneurial opportunities, leading to increased venture creation.

Implications for Policy and Practice

The findings of this study have significant implications for policy makers, practitioners, and educational institutions. First, there is a clear need for targeted policies that promote both entrepreneurship education and experiential learning for migrant workers. Governments and international organizations should prioritize programs that deliver entrepreneurship education tailored to the needs of migrant workers, helping them develop the competencies required to start and manage businesses. Such programs should focus not only on imparting technical knowledge but also on fostering an entrepreneurial mindset and providing practical skills.

In addition to education, policy makers should support initiatives that facilitate entrepreneurial experience. This could include creating programs that allow migrants to gain practical exposure to business activities, such as internships, apprenticeships, or mentorship programs. Such initiatives would provide migrants with hands-on experience, enabling them to learn about business operations in real-world settings and prepare for entrepreneurial endeavors. Additionally, policies that promote networking, mentorship, and access to resources such as funding, technical assistance, and market information could help mitigate the challenges faced by migrant entrepreneurs in foreign environments.

Finally, there is a need for greater collaboration between educational institutions, government agencies, and private sector organizations to create an enabling environment for migrant entrepreneurship. By fostering partnerships between these stakeholders, migrant workers can gain access to the resources, networks, and support needed to successfully launch and sustain businesses.

Directions for Future Research

The findings of this study open avenues for future research on the factors influencing entrepreneurial behaviors among migrant workers. Further research could explore how different types of entrepreneurial experience, such as industry-specific experience or previous entrepreneurial ventures, influence the likelihood of venture creation among migrant workers. Longitudinal studies could provide insights into the long-term effects of entrepreneurship education and experience on business outcomes, helping to track the impact of these factors over time.

Moreover, future research could examine the specific barriers and challenges faced by migrant entrepreneurs in different geographic and cultural contexts, offering a deeper understanding of the factors that facilitate or hinder venture creation. This could include investigating the role of local economic conditions, social networks, and cultural factors in shaping entrepreneurial intentions and behaviors.

In conclusion, this study emphasizes the importance of both entrepreneurship education and experience in promoting venture creation among Ugandan migrant workers in Qatar. By integrating education with practical entrepreneurial experiences, migrant workers are better positioned to succeed in establishing their own businesses. The implications for policy, practice, and future research provide a roadmap for supporting migrant entrepreneurship and fostering economic development in Qatar and similar contexts.

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