

ENTREPRENEURSHIP EDUCATION: A STUDY OF TEACHER EDUCATORS' ATTITUDE

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Abstract

The primary objective of this study was to investigate teacher educators' attitudes toward entrepreneurship education. The study employed a mixed-methods approach, combining both quantitative and qualitative research methods. A total of 336 teacher educators from ten education degree colleges were selected through simple random sampling. Data were collected using questionnaires, open-ended questions and interviews. For the qualitative aspect, 16 teacher educators were purposefully chosen as participants. The reliability of the attitude-related items in the survey was confirmed with a coefficient of 0.80. Quantitative data analysis included descriptive statistics, independent samples t-test, one-way ANOVA and multiple comparisons. The qualitative data were analyzed using thematic analysis, enabling the identification of recurring themes. The findings revealed that teacher educators generally exhibited a positive attitude toward entrepreneurship education. Personal factors such as age, academic qualifications, years of service, and experience with entrepreneurship education significantly influenced their attitudes. However, challenges such as lack of resources, financial support, and infrastructure were noted as potential barriers to the effective implementation of entrepreneurship education. Additionally, concerns were raised about integrating entrepreneurship education into the existing curriculum. This study highlights the need for institutional support and strategic interventions to foster positive attitudes among teacher educators, which is essential for the successful integration of entrepreneurship education.

Keywords: Attitude, Entrepreneurship Education

Introduction

In recent years, countries around the globe, including Myanmar, have been grappling with significant socioeconomic challenges, particularly unemployment. As governments strive to create pathways for employment and economic self-sufficiency, the role of entrepreneurship and entrepreneurship education has become increasingly vital. Globally recognized as a key driver of economic growth and innovation, entrepreneurship is seen not only as a solution to unemployment but as a means to foster a self-sustaining economy. As a result, many educational systems are integrating entrepreneurial dynamic skills into their curricula, preparing students to meet the demands of modern employers who prioritize initiative, innovation, and a forward-thinking mindset.

For Myanmar, aligning the educational system with global trends in entrepreneurship education is essential for building a resilient and adaptable economy. International organizations such as the European Commission (2010) and UNESCO (2004) have emphasized the importance of entrepreneurship education in addressing global economic challenges. To meet these demands, Myanmar's education system must undergo significant reforms to equip students with the entrepreneurial mindset needed for innovation, job creation, and sustainable development. The emphasis on entrepreneurship education aligns with the country's need for economic

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diversification, particularly in the wake of globalization and rapid technological advancements. Teacher educators are at the forefront of this transformation, tasked with fostering an entrepreneurial mindset among future teachers. They play a critical role in shaping how entrepreneurship is taught, understood, and applied in the classroom.

Significance of the Study

This study is pivotal for shaping the future of teacher education in Myanmar by investigating teacher educators' attitudes toward entrepreneurship education. The findings will provide crucial insights for policy development, curriculum enhancement, and teacher training programs tailored to Myanmar's unique educational and economic needs. As Myanmar continues to face rising unemployment and seeks pathways for economic growth, preparing teacher educators to effectively teach entrepreneurship is essential for fostering entrepreneurial skills in future generations. This aligns with the nation's goal of economic diversification and the promotion of small and medium-sized enterprises (SMEs) as noted by Nu Nu Lwin (2019). By addressing the talent and skills gap highlighted in the Myanmar Entrepreneurial Ecosystem Snapshot Report (2019), this study will support efforts to close the gap in entrepreneurial capacity. It will help develop a more robust entrepreneurship education curriculum that reflects the specific challenges faced by teacher educators in Myanmar, ultimately contributing to the nation's long-term economic development. Moreover, the findings can offer valuable insights for other nations facing similar challenges, emphasizing the global importance of entrepreneurship education.

Aim of the Study

The main purpose of this study was to investigate teacher educators' attitudes towards entrepreneurship education and to discuss the impact of personal factors on these attitudes.

The specific objectives of this study were described as follows.

- (1) To examine teacher educators' attitude towards entrepreneurship education in relation to their personal factors.
- (2) To identify the factors influencing teacher educators' attitude towards entrepreneurship education.

Conceptual Framework

This study builds upon theoretical insights from Watson (2013), Lackéus (2015), Ioannou et al. (2017), and Bacigalupo et al. (2016) to examine teacher educators' attitudes towards entrepreneurship education. The framework encompasses three key domains: Ideas and Opportunities, Resources, and Into Action.

Ideas and Opportunities:

- Spotting Opportunities: Encourages learners to identify market opportunities and challenges.
- Creativity: Fosters innovation through creative thinking and resourcefulness.
- Vision: Teaches learners to imagine and work towards a future vision by translating ideas into actions.
- Valuing Ideas: Students learn to assess the value of ideas socially, culturally, and economically.
- Ethical and Sustainable Thinking: Emphasizes the impact of entrepreneurial action on society and the environment.

Resources:

- Self-awareness and Self-efficacy: Cultivates belief in one's abilities and reflection on strengths and weaknesses.
- Motivation and Perseverance: Focuses on resilience and persistence in achieving goals.
- Mobilizing Resources: Teaches the efficient use of resources, including financial literacy.
- Financial Literacy: Equips students to make informed financial decisions that sustain value-creating activities.
- Mobilizing Others: Promotes collaboration and leadership to achieve entrepreneurial goals.

Into Action:

- Taking Initiative: Encourages proactive problem-solving and goal-setting.
- Planning and Management: Develops strategic planning and adaptability to unforeseen changes.
- Coping with Uncertainty: Emphasizes decision-making in ambiguous situations with risk management.
- Working with Others: Promotes teamwork, networking, and conflict resolution in entrepreneurial endeavors.
- Learning through Experience: Encourages reflective learning from both successes and failures.

The Entrepreneurial Intention Model (EIM) and Structural Model of Entrepreneurial Intention (SMEI) (Luthje & Franke, 2003) suggested that entrepreneurial intention is shaped by personal and contextual factors. This study incorporates these models, personal factors influencing teacher educators' attitudes toward entrepreneurship education. Personal factors include demographic attributes such as gender, age, qualifications, and experience with entrepreneurship education influence entrepreneurial attitudes.

Definitions of Key Terms**Attitude**

Attitude is a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object (Fishbein & Ajzen, 1993).

Entrepreneurship Education

Entrepreneurship education is about learners developing the skills and mind-set to be able to turn creative ideas into entrepreneurial action (European Commission, 2016).

Limitations of the Study

This study focuses exclusively on teacher educators' attitudes toward entrepreneurship education in Lower Myanmar, which may limit the generalizability of the findings beyond this region. The assessment of attitudes encompasses three dimensions: ideas and opportunities, resources, and into action. Additionally, entrepreneurship education is a dynamic field, and teacher educators' attitudes and understanding may change over time due to evolving pedagogical approaches and curriculum changes. The study's findings may only provide a snapshot of a particular period.

Methodology

Research Method

In this study, a mixed-method research design, both quantitative and qualitative method, was used.

Sampling

This study included a total population of 483 teacher educators from all Education Degree Colleges in Lower Myanmar. For the quantitative purpose, participants were selected using a simple random sampling method, comprising 336 teacher educators. In the qualitative study, 16 teacher educators were purposefully selected as participants.

Instrumentation

To collect quantitative data, a questionnaire was designed with two sections: personal factors and teacher educators' attitudes toward entrepreneurship education. The reliability coefficient was 0.80 for the attitude items. Additionally, semi-structured interviews were conducted with selected teacher educators to gain qualitative insights.

Data Analysis

In the quantitative phase, data from the questionnaires were analyzed using SPSS version 26. Teacher educators' attitudes towards entrepreneurship education were assessed based on mean values, categorized from "strongly negative" to "strongly positive". Independent samples t-tests, one-way ANOVA, and post-hoc multiple comparison tests were conducted to examine variations in attitudes based on personal factors. The qualitative data were organized, coded, and analyzed to identify patterns and themes, which were compared with the quantitative results and relevant documents.

Findings

Investigating Teacher Educators' Attitude towards Entrepreneurship Education

Table 1 showed the mean values and standard deviations of teacher educators' attitude towards entrepreneurship education.

Table 1 Mean Values and Standard Deviations of Teacher Educators' Attitude Towards Entrepreneurship Education (N=336)

No.	Attitude towards Entrepreneurship Education	Mean	SD	Remark
1	Ideas and Opportunities	3.16	.29	Positive
2	Resources	3.14	.29	Positive
3	Into Action	3.16	.31	Positive
	Overall	3.16	.29	Positive

Scoring Direction:

1.00-1.75=Strongly Negative 1.76-2.50=Negative 2.51-3.25=Positive 3.26-4.00=Strongly Positive

According to Table 1, the overall attitude towards entrepreneurship education, indicated by the grand mean value, is 3.16 reflecting a positive orientation among teacher educators.

Variations of Teacher Educators' Attitude towards Entrepreneurship Education According to Their Personal Factors

To explore potential variations in teacher educators' attitudes towards entrepreneurship education, this study examines the role of personal factors, such as gender, age, qualification,

position, years of service, subject taught, and entrepreneurial experiences.

Table 2 Independent Samples t-Test Results of Teacher Educators' Attitudes Toward Entrepreneurship Education by Gender (N=336)

Domain	Gender	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Ideas and Opportunities	Male	18	3.12	.32	-.30	334	n.s
	Female	318	3.14	.29			
Resources	Male	18	3.11	.43	-.43	334	.032*
	Female	318	3.14	.29			
Into Action	Male	18	3.00	.37	-2.19	334	n.s
	Female	318	3.17	.31			
Overall	Male	18	3.08	.35	-1.07	334	n.s
	Female	318	3.15	.27			

Note: n.s= no significance, * $p < .05$

Table 2 showed a significant gender difference in the Resources domain among teacher educators, but no differences in other domains.

Table 3 One-way ANOVA Results on Teacher Educators' Attitudes towards Entrepreneurship Education by Age (N=336)

Domain	Age group	N	Mean	SD	<i>F</i>	<i>p</i>
Ideas and Opportunities	21-30	74	3.14	.28	1.10	n.s
	31-40	110	3.15	.30		
	41-50	60	3.18	.34		
	>50	92	3.10	.23		
Resources	21-30	74	3.12	.30	4.68	.003**
	31-40	110	3.14	.32		
	41-50	60	3.25	.36		
	>50	92	3.07	.20		
Into Action	21-30	74	3.16	.30	5.74	.001**
	31-40	110	3.21	.34		
	41-50	60	3.24	.37		
	>50	92	3.05	.22		
Overall	21-30	74	3.14	.26	4.05	.007**
	31-40	110	3.17	.29		
	41-50	60	3.22	.34		
	>50	92	3.07	.19		

Note: n.s= no significance, ** $p < .01$

As shown in Table 3, results indicated significant differences among age groups in the Resources ($F(3,332) = 4.68, p < .01$) and Into Action ($F(3,332) = 5.74, p < .01$) domains, while no significant differences were found in the Ideas and Opportunities domain. Therefore, to obtain more detailed information, Tukey HSD post hoc comparison was performed as shown in Table 4.

Table 4 Multiple Comparisons for Teacher Educators' Attitude towards Entrepreneurship Education by Their Age (N=336)

Domain	(I) Age	(J) Age	Mean Difference (I-J)	p
Ideas and Opportunities	41-50 years	Above 50 years	.19	.001**
Resources	31-40 years	Above 50 years	.16	.003**
	41-50 years	Above 50 years	.19	.002**
Overall	41-50 years	Above 50 years	.15	.005**

Note: ** $p < .01$

The results in Table 4 indicated significant differences in attitudes towards entrepreneurship education among teacher educators by age, particularly between those aged 41-50 and those over 50.

Table 5 One-way ANOVA Results on Teacher Educators' Attitudes towards Entrepreneurship Education by Academic Qualification (N=336)

Domain	Qualification	N	Mean	SD	F	p
Ideas and Opportunities	Bachelor Degree	169	3.10	.27	3.75	.02*
	Master Degree	138	3.17	.29		
	PhD Degree	29	3.23	.32		
Resources	Bachelor Degree	169	3.10	.28	3.10	n.s
	Master Degree	138	3.17	.31		
	PhD Degree	29	3.20	.31		
Into Action	Bachelor Degree	169	3.11	.29	6.04	.003**
	Master Degree	138	3.20	.33		
	PhD Degree	29	3.30	.31		
Overall	Bachelor Degree	169	3.10	.25	4.92	.008**
	Master Degree	138	3.18	.29		
	PhD Degree	29	3.24	.30		

Note: n.s= no significance, ** $p < .01$, * $p < .05$

According to Table 5, the overall score also showed significant differences between academic qualifications ($F(2,333)=4.92$, $p < .01$). Therefore, to gain more detailed insights, a Tukey HSD post hoc comparison was conducted, as shown in Table 6.

Table 6 Multiple Comparisons for Teacher Educators' Attitude towards Entrepreneurship Education by Their Academic Qualification (N=336)

Domain	(I)Qualification	(J)Qualification	Mean Difference(I-J)	p
Into Action	Bachelor Degree	Master Degree	-.087	.04*
		PhD Degree	-.193	.007**
Overall	Bachelor Degree	Master Degree	-.07	.03*
		PhD Degree	-.14	.03*

Note: ** $p < .01$, * $p < .05$

As presented in Table 6, for the domain "Into Action," teacher educators with Master degrees had significantly higher attitudes towards entrepreneurship education than those with Bachelor degrees ($p < .05$, $d=0.28$), and teacher educators with PhD degrees had significantly higher attitudes than those with Bachelor degrees ($p < .01$, $d=0.62$). Overall, teacher educators with Master degrees and PhD degrees had significantly higher attitudes than those with Bachelor degrees ($p < .05$, $d=0.28$; $p < .05$, $d=0.47$) respectively.

Table 7 One-way ANOVA Results on Teacher Educators' Attitudes towards Entrepreneurship Education by Their Position (N=336)

Domain	Position	N	Mean	SD	F	p
Ideas and Opportunities	Tutor	76	3.13	.28	2.44	n.s
	Assistant Lecturer	47	3.24	.32		
	Lecturer	71	3.15	.31		
	Associate Professor	87	3.13	.29		
	Professor	55	3.06	.19		
Resources	Tutor	76	3.15	.32	1.12	n.s
	Assistant Lecturer	47	3.21	.35		
	Lecturer	71	3.13	.34		
	Associate Professor	87	3.11	.27		
	Professor	55	3.11	.19		
Into Action	Tutor	76	3.14	.28	1.63	n.s
	Assistant Lecturer	47	3.24	.36		
	Lecturer	71	3.20	.37		
	Associate Professor	87	3.15	.32		
	Professor	55	3.10	.20		
Grand Mean	Tutor	76	3.14	.26	1.72	n.s
	Assistant Lecturer	47	3.23	.32		
	Lecturer	71	3.16	.31		
	Associate Professor	87	3.13	.27		
	Professor	55	3.09	.17		

Note: n.s= no significance

The findings in Table 7 revealed that there were no significant differences in teacher educators' attitudes towards entrepreneurship education across different positions in any of the three domains.

Table 7 One-way ANOVA Results on Teacher Educators' Attitudes towards Entrepreneurship Education by Years of Service (N=336)

Domain	Years of Service	N	Mean	SD	F	p
Ideas and Opportunities	Below 10 years	127	3.15	.31	3.391	.03*
	11-20 years	113	3.18	.31		
	Above 20 years	96	3.08	.21		

Domain	Years of Service	N	Mean	SD	F	p
Resources	Below 10 years	127	3.14	.32	2.584	n.s
	11-20 years	113	3.18	.34		
	Above 20 years	96	3.08	.22		
Into Action	Below 10 years	127	3.20	.32	5.972	.003**
	11-20 years	113	3.20	.36		
	Above 20 years	96	3.07	.23		
Overall	Below 10 years	127	3.16	.29	4.411	.01*
	11-20 years	113	3.19	.31		
	Above 20 years	96	3.08	.20		

Note: n.s= no significance, * $p < .05$, ** $p < .01$

As indicated by Table 7, there were significant differences for the Ideas and Opportunities domain, ($F(2,333) = 3.391$, $p < .05$), for the Into Action domain, ($F(2,333) = 5.972$, $p < .01$). For the overall attitude, ($F(2,333) = 4.411$, $p < .05$), indicating a significant difference in mean scores across the groups.

Table 8 Multiple Comparisons for Teacher Educators' Attitude towards Entrepreneurship Education by Years of Service (N=336)

Domain	(I) Years of Service	(J) Years of Service	Mean Difference (I-J)	p
Ideas and Opportunities	11-20 years	Above 20 years	.10	.03*
Into Action	Below 10 years	Above 20 years	.13	.007**
Overall	Below 10 years	Above 20 years	.13	.007**
	11-20 years	Above 20 years	.11	.01*

Note: ** $p < .01$, * $p < .05$

According to Table 8, significant distinctions were found between teacher educators with over 20 years of experience and those with less than 10 years, as well as those with 11-20 years of experience.

Table 9 One-way ANOVA Results on Teacher Educators' Attitudes towards Entrepreneurship Education by Subjects They Taught (N=336)

Domain	Subject Taught	N	Mean	SD	F	p
Ideas and Opportunities	Educational Studies	70	3.19	.23	2.568	.03*
	Methodologies	43	3.13	.26		
	Academic (Science)	86	3.11	.21		
	Academic (Art)	101	3.09	.36		
	Co-Curriculum & ICT	36	3.24	.32		
Resources	Educational Studies	70	3.17	.25	1.272	n.s
	Methodologies	43	3.07	.28		
	Academic (Science)	86	3.13	.22		

Domain	Subject Taught	N	Mean	SD	F	p
	Academic (Art)	101	3.13	.35		
	Co-Curriculum & ICT	36	3.21	.41		
Into Action	Educational Studies	70	3.22	.29	.923	n.s
	Methodologies	43	3.16	.34		
	Academic (Science)	86	3.15	.26		
	Academic (Art)	101	3.13	.34		
	Co-Curriculum & ICT	36	3.19	.37		
Overall	Educational Studies	70	3.19	.21	1.487	n.s
	Methodologies	43	3.11	.27		
	Academic (Science)	86	3.13	.20		
	Academic (Art)	101	3.11	.34		
	Co-curriculum & ICT	36	3.21	.34		

Note: n.s= no significance, * $p < .05$

As shown in Table 9, the overall ANOVA test result also did not show any significant difference in the mean values across subject groups.

Table 10 Independent Samples t-Test Results of Teacher Educators' Attitudes Toward Entrepreneurship Education by Their Experiences with Entrepreneurship Education (N=336)

Domain	Group	N	Mean	SD	t	df	p
Ideas and Opportunities	More experience	48	3.27	.36	3.27	333	.001**
	Less experience	288	3.12	.27			
Resources	More experience	48	3.28	.41	3.55	333	.000***
	Less experience	288	3.11	.27			
Into Action	More experience	48	3.32	.38	3.78	333	.003**
	Less experience	288	3.14	.30			
Overall	More experience	48	3.29	.37	2.98	333	.004**
	Less experience	288	3.12	.25			

Note: *** $p < .001$, ** $p < .01$

In Table 10, participants were divided into two groups: one group consisting of individuals who have engaged in two or more entrepreneurship education activities, and the other group comprising those with experience in only one or no entrepreneurship education activities. The group with more experience in entrepreneurship education had a higher mean value (Mean = 3.29, SD = 0.37) compared to the group with less experience (Mean = 3.12, SD = 0.25). This difference was statistically significant ($t = 2.98$, $p < .01$), indicating that those with more experience in entrepreneurship education exhibit more positive attitudes towards it.

Qualitative Findings

Open-ended Responses

Open-ended questions were presented to teacher educators to elicit detailed insights into their attitudes towards entrepreneurship education. Specifically, two open-ended questions

sought their opinions on the rationale for introducing entrepreneurship education programs in education degree colleges and the potential challenges that might emerge during the implementation process.

(1) What are the reasons for considering the implementation of entrepreneurship education in education degree colleges?

With regard to question no. (1), 183 (54.5%) of the 336 participants responded that:

- Entrepreneurship education is a global initiative that can enhance educational quality to international standards (n=12, 6.6%).
- It equips students with 21st-century skills, expanding their employment opportunities (n=108, 59%).
- Graduates can contribute to entrepreneurship development in various industries (n=66, 36.1%).
- Globalized education demands adaptation to a business-oriented approach (n=21, 11.5%).
- It can support student teachers in pursuing advanced studies (n=12, 6.6%).
- Entrepreneurship education prepares future teachers with entrepreneurial mindsets and skills (n=38, 20.8%).

(2) What are the foreseen challenges and obstacles that are likely to arise during the implementation of entrepreneurship education in education degree colleges?

With regard to question no. (2), 264 (78.6%) of 336 participants responded that:

- Limited resources (time, space, finances) hinder implementation (n=198, 75.4%).
- Resistance to change among some educators (n=6, 2.3%).
- Need for educators with expertise in entrepreneurship (n=125, 47.3%).
- High student-teacher ratios and insufficient teacher numbers (n=102, 37.6%).
- Administrative support is essential for successful implementation (n=199, 75.4%).
- A well-structured and planned approach is necessary (n=19, 7.2%).
- Active engagement from educators and students is key (n=24, 9.1%).
- Curriculum modification is challenging but possible (n=18, 6.8%).
- Increased workloads for educators may arise (n=29, 10.9%).
- The school environment must support entrepreneurship activities (n=12, 4.5%).

Results of Interview

In order to conduct the interviews, eight participants with the highest mean scores attitude towards entrepreneurship education were selected for Group A, while eight participants with the lowest mean scores were chosen for Group B.

To assess teacher educators' attitudes towards entrepreneurship education, an interview form was developed with five key components: (a) perceived benefits, (b) challenges and limitations, (c) integration into the current curriculum, (d) role of principals and authorities, and (e) professional development needs.

(a) Perceived Benefits: Both groups agreed that entrepreneurship education enhances student teachers' skills, contributing to the improvement of education quality. Group A emphasized its ability to foster creativity and problem-solving, while Group B also noted its potential to benefit both students and educators.

(b) Challenges and Limitations: Group A (100%) and 37.5% of Group B noted challenges such as resource shortages and the need for teacher training. They suggested solutions like specialized workshops and budget allocation. Group B, however, raised concerns about integrating entrepreneurship education into an already updated curriculum and stressed the need for careful planning.

(c) Curriculum Integration: Group A suggested integrating entrepreneurship education through cross-subject projects without disrupting the curriculum, while Group B expressed concerns about adding new content to an already demanding curriculum.

(d) Role of Principals and Authorities: Both groups highlighted the importance of support from principals and higher authorities. They emphasized that leadership is crucial for successful implementation, as it provides direction and resources for entrepreneurship education.

(e) Professional Development Needs: Both groups recognized the need for teacher training. Group A supported specialized workshops to improve teaching of entrepreneurial concepts, while Group B suggested shorter, more flexible training sessions to fit their busy schedules. Some participants preferred face-to-face workshops, while others favored a mix of online and in-person training.

Discussion

The success of entrepreneurship education largely depends on teachers' positive attitudes and willingness (Lackéus, 2015). This study examined teacher educators' attitudes toward entrepreneurship education across three domains: "Ideas and Opportunities," "Resources," and "Into Action." Overall, the findings revealed that educators hold positive attitudes towards entrepreneurship education, with many recognizing its value in academic and professional development.

To gain insight into the personal factors that influence teacher educators' attitudes towards entrepreneurship education is essential for developing effective strategies to promote this form of education (Al-Otaibe & Al-Ghobaiwi, 2021). The study examined various personal factors and their impact on teacher educators' attitude towards entrepreneurship education.

The study found no significant gender differences in overall attitudes towards entrepreneurship education among teacher educators. This finding is in line with previous research that also failed to identify gender as a significant predictor of attitudes in the context of entrepreneurship education (Bosma et al., 2012). It suggests that both male and female teacher educators hold similar views regarding the value of entrepreneurship education.

Significant age-related differences were observed in attitudes towards entrepreneurship education. Teacher educators in the middle-aged category exhibited more favorable attitudes than their older counterparts. This finding is consistent with the idea that experience and exposure to evolving educational paradigms may contribute to more favorable attitudes towards entrepreneurship education (Kuratko, 2005). Older educators may have been less exposed to entrepreneurship education during their own training and may therefore be less familiar with its potential benefits.

Teacher educators with higher academic qualifications, specifically Master's and PhD degrees, exhibited more positive attitudes across all domains of entrepreneurship education compared to those with Bachelor's degrees. This observation aligns with prior research

suggesting that higher academic qualifications may enhance educators' appreciation of innovative teaching methods (Fayolle & Gailly, 2015). Advanced degrees often involve exposure to contemporary educational practices, which can contribute to the cultivation of more positive attitudes in educators.

In terms of the positions held by teacher educators, the differences were not statistically significant, indicating that the position did not significantly influence attitudes. This finding is in line with research that emphasizes the multidisciplinary nature of entrepreneurship education, where educators from various positions can play crucial roles (O'Connor, 2014). It suggests that the promotion of entrepreneurship education is not confined to specific roles within educational institutions.

Teacher educators with over 20 years of service demonstrated less positive attitudes towards entrepreneurship education compared to those with fewer years of service. Those with 11-20 years of service also exhibited more positive attitudes. These results emphasize the need for continuous professional development to update and refresh the skills and attitudes of educators who have been in the field for an extended period (Pittaway & Cope, 2007).

Although variations in attitude mean scores were observed across subject groups, the differences were not statistically significant. This suggests that while specific subject groups may have varying baseline attitudes, these differences do not reach statistical significance. Entrepreneurship education's multidisciplinary nature makes it adaptable to various subjects and domains (Kuratko, 2005).

Teacher educators with more experiences with entrepreneurship education exhibited significantly more positive attitudes towards entrepreneurship education. This finding highlights the importance of practical experiences in shaping attitudes and fostering a deeper appreciation for entrepreneurship education. Practical experience can provide insights into the value of entrepreneurship education in preparing students for the dynamic business environment (Fayolle & Gailly, 2015).

It can be concluded that the study's findings suggest that personal factors such as age, academic qualification, years of service, and experiences with entrepreneurship education significantly influence teacher educators' attitudes towards entrepreneurship education. This result aligns with Ahmad (2019) research, which similarly concluded that the socio-personal characteristics of respondents are pivotal in boosting individual entrepreneurial attitudes. While there were variations in attitudes across different subject areas, these differences were not statistically significant, further demonstrating the adaptability of entrepreneurship education across disciplines. Qualitative findings identified key challenges, such as limited resources and concerns over integrating entrepreneurship into existing curricula, which may hinder educators' enthusiasm for this approach.

Suggestions

1. Tailor training programs to different age groups, with workshops that help older educators bridge the gap between traditional methods and entrepreneurship education.
2. Offer more hands-on opportunities like workshops and seminars to give educators practical experience with entrepreneurship education.

3. Implement continuous professional development programs to keep all educators, including those with many years of service, updated and engaged with entrepreneurship education.
4. Promote cross-disciplinary projects to emphasize the adaptability of entrepreneurship education in various subjects.
5. Encourage institutional leaders to actively support entrepreneurship education through clear directives, resource allocation, and setting strategic priorities.
6. Organize interdisciplinary workshops to foster collaboration and idea-sharing among teacher educators, promoting entrepreneurial thinking.
7. Establish professional learning communities where educators can share resources, experiences, and teaching strategies related to entrepreneurship education.

Conclusion

In conclusion, this study highlights the generally positive attitude of teacher educators towards the implementation of entrepreneurship education in education degree colleges. Factors such as academic qualifications, years of service, and prior experience with entrepreneurship education significantly influence these attitudes. While the findings demonstrate a readiness among educators to embrace entrepreneurial concepts, challenges such as limited resources, lack of infrastructure, and integration within the existing curriculum remain key concerns. Addressing these obstacles through ongoing professional development, resource allocation, and leadership support will be crucial for the successful implementation of entrepreneurship education. Overall, the study underscores the importance of fostering a supportive environment to equip future teachers with entrepreneurial skills that align with the demands of 21st-century education.

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