

ROLE OF ENTREPRENEURIAL EDUCATION IN PROMOTING ENTREPRENEURIAL BEHAVIOR FOR MICRO, SMALL AND MEDIUM ENTERPRISES DEVELOPMENT IN MYANMAR

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Abstract

Entrepreneurial education has been identified as a significant aspect to the growth of Micro, Small and Medium Enterprises (MSMEs) in a nation by enhancing the entrepreneurial self-efficacy of individuals and developing entrepreneurial behavior. Recognizing the pivotal role of MSMEs in shaping the Myanmar economy, the government pays special attention and encouragements to MSMEs development. In efforts to support and nurture human resources for entrepreneurship, entrepreneurship education in Myanmar is still needed to promote their knowledge, skills and abilities for managing entrepreneurial venture. This study aims to analyze how entrepreneurial education and intrinsic motivation influence on entrepreneurial self-efficacy of higher education students and to investigate the effect of their entrepreneurial self-efficacy on entrepreneurial behavior. The study was conducted based on the random sample of 152 students from Executive Master of Business Administration (EMBA) Programme and Master of Sustainable Entrepreneurship and Social Innovation (MSESI) Programme of Yangon University of Economics. The findings revealed that entrepreneurial education and intrinsic motivation had a positive and significant effect on self-efficacy of students. The study also found that self-efficacy had a positive influence on their entrepreneurial behavior. With the contribution of understanding entrepreneurial education in higher education, this study provides insights on how entrepreneurship education programmes could be made more effective in developing MSMEs in Myanmar.

Keywords: Entrepreneurial education, entrepreneurial self-efficacy, intrinsic motivation, entrepreneurial behavior

Introduction

Micro, Small and Medium Enterprises (MSMEs) play as the main driver in economic growth and job creation. The robust development of MSMEs significantly promotes the economy with the solutions to social issues and creates the growth opportunities. With the importance of MSMEs, entrepreneurial education has been widely recognized as a vital role in enhancing the entrepreneurial skills, attitudes and behavior of individuals. Entrepreneurial education equips potential entrepreneurs and existing entrepreneurs with knowledge, abilities, and mindsets to handle the challenges, obstacles and uncertainties in the real business world. With entrepreneurial education, entrepreneurs are able to improve self-efficacy of believing their abilities to accomplish tasks in different context.

Moreover, intrinsic motivation of individuals has a strong association with his or her self-efficacy of entrepreneurship. As intrinsic motivation is the drive to engage in activities for their inner satisfaction and enjoyment rather than external rewards, intrinsically motivated persons prefer to set challenging goals, realize the goals, and create own destiny. They have the potential to engage in entrepreneurship because of the interest and pleasure derived from it. By embracing the pressures and risks of entrepreneurship, intrinsic motivation drives entrepreneurs to be persistence, flexibility and skills development that increase self-efficacy.

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Self-efficacy also has a profound effect on entrepreneurial behavior. This behavior is an intentional behavior of entrepreneurs to realize their specific ideas into operating and profitable ventures. Entrepreneurs engage in continuous efforts to generate innovative ideas for products and to seize the business opportunities with effectively and efficiently. Meanwhile, high self-efficacy promotes an entrepreneur's self-belief and capability to accomplish entrepreneurial activities.

Nowadays, governments worldwide foster the role of entrepreneurs for economic development. Entrepreneurs are nurtured for launching new ventures and for creating more job opportunities. The government of Myanmar is also focusing on economic growth, with a particular emphasis on promoting MSMEs. Through policies, infrastructure development and supports, a conducive business environment for MSMEs in Myanmar is continuously created. However, Myanmar MSMEs still faces several challenges on financial access, market access and networking, technology advancement, and human resource development. Concerning human resource development, a number of empirical studies has been explored on inadequate knowledge and abilities of entrepreneurs, and insufficient entrepreneurial training and programs in Myanmar. This highlights to promote the awareness on entrepreneurial education at all level of education in Myanmar. With entrepreneurial education, people able to expand their knowledge and abilities, increase their entrepreneurial self-efficacy, and hence affecting their entrepreneurial behavior.

In fact, this study is mainly conducted to analyze the effect of entrepreneurial education on entrepreneurial behavior of students based on formal entrepreneurial education provided at Executive Master of Business Administration (EMBA) Programme and Master of Sustainable Entrepreneurship and Social Innovation (MSESI) Programme of Yangon University of Economics. These students have already learned entrepreneurship course as core course and they would have understood the context of entrepreneurship. This can enhance students to get more value on entrepreneurial behavior. Therefore, it is worthwhile to study the role of entrepreneurial education on promoting entrepreneurial behavior for MSMEs development in Myanmar by analyzing the effect of the entrepreneurial education on entrepreneurial behavior of higher education students from Yangon University of Economics.

Objectives of the Study

The objectives of the study are as follows:

- (1) To analyze how entrepreneurial education and intrinsic motivation influence on entrepreneurial self-efficacy of higher education students
- (2) To investigate the effect of entrepreneurial self-efficacy on entrepreneurial behavior of higher education students

Scope and Method of the Study

This study analyzes how entrepreneurial education and intrinsic motivation influence on entrepreneurial self-efficacy of higher education students and investigate the effect of their entrepreneurial self-efficacy on entrepreneurial behavior. Thus, the survey was conducted to collect reliable primary data. The population for the study was students from EMBA Programme and Master of Social Entrepreneurship and Social Innovation (MSESI) in Yangon University of Economics. For the survey, 152 students are chosen as sample from the population of 244 students

by using simple random sampling method. Primary data for the study was collected by using structured questionnaire composed with six sections. The secondary data are collected from reference books, international research papers, journal articles, and internet websites. The analytical methods of descriptive and regression analysis are used to analyze the collected data for research objectives.

Measure of Variables

Five-point Likert scales were used to measure for all variables of entrepreneurial education, intrinsic motivation, self-efficacy and entrepreneurial behavior. Based on Johannisson (1991) and Souitaris et al. (2007), entrepreneurial education of providing entrepreneurial knowledge, skills, intuition, value and social interaction were measured with nine items. Intrinsic motivation such as personal achievement, being own boss, social recognition was evaluated with six items of Boada-Grau et al. (2018) and Al-Jubari (2019). For self-efficacy, seven items of De Noble et al. (1999) and Moberg (2012) were applied. These items concern the skills of risk management, innovation, interpersonal, opportunity recognition, resources management, human resource management, and financial literacy. Following Schmidt et al. (2018), six items of entrepreneurial behavior were measured by assessing entrepreneurial characteristics of respondents.

Literature Review

This section presents the theoretical background and previous studies of entrepreneurial education, intrinsic motivation, self-efficacy and entrepreneurial behavior. The conceptual framework of the study is also presented.

Entrepreneurial Education

Entrepreneurship education is a process of education that provides entrepreneurial attitudes, knowledge, and skills to identify and exploit business opportunities. Linan (2004) stated that entrepreneurial education includes all series of education and training activities that provide entrepreneurial behavior, entrepreneurial knowledge, and the feasibility of business activities. It focuses on the specific initiatives that entrepreneurs perform emphasizing innovation and business growth rather than business administration aspect. The concept covers more than teaching how to start a business but it also involves several valuable learning experiences of an educational setting. This means that entrepreneurial education makes positive contribution to people with entrepreneurial mindset, abilities, creativity, drive, courage, and confidence needed to generate jobs for themselves and others.

In this way, entrepreneurial education encourages learners with aspiration, acceptance to change, adaptability to new situations and taking risks. Through entrepreneurial education, their interest to entrepreneurship is enhanced and able to develop knowledge and abilities to overcome challenging issues in the entrepreneurial process. This leads to boost entrepreneurship by advancing cognitive abilities required for business opportunity exploitation and new business creation (Honig, 2004).

With the increasingly acceptance of entrepreneurship can be taught, universities pay offers entrepreneurship programme and courses to enhance entrepreneurial skills to students and motivation to create their own business (Lackeus, 2015). It has been widely acknowledged that entrepreneurial education is a lifelong process and inspiring people to engage in entrepreneurship

regardless of their educational background or specialization. Promoting entrepreneurship education at all level of education from primary to higher education is also recognized as an investment to equip students with entrepreneurial skills and enhance development.

Many researchers pointed out that the positive effect of entrepreneurship education on MSMEs development. Akinbami et al. (2016) described entrepreneurial education creates and promotes many capable entrepreneurs who can effectively start innovative ventures, operates, and cultivate them to sustainable growth. In other words, it equips learners with necessary skills and knowledge needed to launch and manage MSMEs. By encouraging creativity and problem-solving skills, entrepreneurial education inspires innovative mindset of MSMEs to be adaptable in the dynamic market and to achieve competitive advantage (Kozlinska & Vitola, 2023). Additionally, entrepreneurial education often supports opportunities to overcome the resource constraints through valuable networks with potential investors, mentors and industry experts. Thus, Jayeoba (2015) highlighted that entrepreneurship education will contribute to socio-economic development of nations, such as job opportunities and employment generation.

Intrinsic Motivation

Intrinsic motivation is an internal motivation of people that arises from an innate passion, self-fulfillment an inherent desire to practice in an activity. Kang et al. (2021) defined intrinsic motivation as a behavior that drives people to engage in activities for their own inherent satisfaction and enjoyment without expecting external rewards. Intrinsically motivated person is driven to do an act for meaningful and personal pleasure. In contrast with external motivation of engagement in behavior to attain external rewards, intrinsic motivation is non-instrumental in nature.

As intrinsic motivation comes from within the individuals, they perform actions with a sense of achievement, and personal growth. Deci and Ryan (2008) described that intrinsic motivation is associated with natural human tendency to look for novelty, creativity and challenge, as well as learning to achieve one's potential. As personally rewarding from inner, intrinsically motivated persons fulfill their psychological needs such as competence, self-determination and relatedness. In order to increase intrinsic motivation, social environment supports of individual play in vital role. This means that based on perceived competence and autonomy of personal choice for performing behaviors, intrinsic motivation might be enhanced or decreased.

In entrepreneurial setting, individuals operate in entrepreneurial activities for intrinsic motivation and extrinsic motivation. As for intrinsic motive, entrepreneurs engage in new ventures for their self-realization, independent, being passionate, and development. They tend to be more creative and persistent to develop entrepreneurial capability and commercialization of products and sustainable business growth. These attributes are important to the development of entrepreneurship, and it navigates that intrinsic motivation has profound effect on entrepreneurial process. The empirical studies confirmed that intrinsic motivation enhances entrepreneurial intention, learning, performance and self-dependent of individuals. Damanik and Candrasa (2022) examined the influence of motivation for interest in entrepreneurship of woman entrepreneurs and it was found that intrinsic motivation has positively significant effect on entrepreneurship interest.

Self-Efficacy

Self-efficacy is the belief of individual in his or her capability to complete a task successfully in prospective scenarios (Bandura, 1977). In fact, self-efficacy is a person's

confidence or self-reliance on his competences to organize the inspiration, intellectual skills, or courses of action required to carry out a certain task and attain intended result within a certain circumstance. Self-efficacy is the conviction that one can perform the behavior that results in the desired outcome. Thus, Stajkovic and Luthans (1998) remarked that people's perceived self-efficacy of their own capabilities influences how they act in certain ways under a variety of situations. In contrast to those with low self-efficacy, individuals with high self-efficacy are more likely to exhibit interest to undertake the tasks and more willing to work hard.

Chen et.al (1998) explained the worth of self-efficacy in entrepreneurship field since it plays a vital role in developing an individual's entrepreneurial intention and engagement in entrepreneurial behavior. In the context of entrepreneurship, they defined self-efficacy as one's beliefs in their capability to successfully accomplish the tasks of entrepreneurship. Entrepreneurship process involves challenging situations and it requires not only risk-taking, innovation, leadership, but also demands interest and persistence. To meet these requirements of entrepreneurship, high self-efficacy of entrepreneurs is pertinent. Shaker (2018) suggested that a person must have a can-do sense of self-efficacy to arouse the desire of launching a new venture. Indeed, the confidence in oneself abilities is central theme in entrepreneurial context.

Lumpkin and Dess (1996) highlighted that importance of self-efficacy in MSMEs where the level of entrepreneur's belief on own capabilities is directly influence on implementing business strategies. Empirical evidences supported the effect of self-efficacy on entrepreneurial performance by improving entrepreneur's interests, motivation, intention, behavior and persistence levels (Chen et. al,1998; Baum and Locke, 2004). In this regard, understanding the self-efficacy in entrepreneurial setting can be able to differentiate the entrepreneurial behavior with those of non-entrepreneurs and business owners.

Entrepreneurial Behavior

As defined by Bird and Schjoedt (2009), entrepreneurial behavior is the behavior of recognizing and exploiting business opportunities through creating and developing new ventures. Indeed, entrepreneurial behavior occurs in the process of identifying opportunities, creating a new firm to take advantage of the opportunities, and leading to its growth. It is the unique set of entrepreneur's intentional behaviors to search market opportunities, develop innovate new products, and then launch new venture. In that way, entrepreneurial behavior connects between exploring opportunities and creation of venture (Baron, 2007).

Van Dam et.al (2010) mentioned opportunity recognition, risk management, and initiative as three characteristics of entrepreneurial behavior. In addition, Shaheen and Al-Haddad (2018) discussed skills, knowledge, and motivation of individuals are all factors that affect the entrepreneurial behavior. However, the changing environment has evoked more distinct and unique entrepreneurial behavior to meet the challenges of dynamic situations.

Entrepreneurial Education and Self-Efficacy

Previous studies investigated the relationship between entrepreneurial education and self-efficacy of education. Malebana and Swanepoe (2014) conducted the comparative study of the effect of entrepreneurial education on self-efficacy for entrepreneurship among commerce final-year students in South Africa Universities. The results of the study pointed out that students who had exposure to entrepreneurship education were more believed on their entrepreneurial self-

efficacy that led to more entrepreneurial intention. The study of Othman and Hisam (2020) also revealed that the influence of entrepreneurial education on self-efficacy of 317 polytechnic students in Malaysia. According to the results, students who have been learned in entrepreneurship course have more entrepreneurial self-efficacy compared to students who have not involved in entrepreneurial education.

Intrinsic Motivation and Self-Efficacy

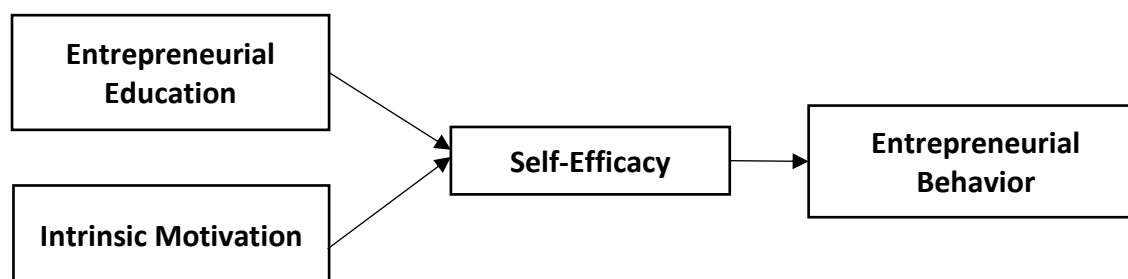
Several empirical studies on the intrinsic motivation and self-efficacy of entrepreneurship revealed that the connection between intrinsic motivation of individuals and their entrepreneurial self-efficacy. Hu (2021) examined the antecedents of entrepreneurial behavior of 300 farmers in China. The findings of the results indicated that intrinsic motivation of farmers was a positive significant effect on their self-efficacy, influencing their entrepreneurial behavior. Jordann (2014) examined the influence of intrinsic motivation on self-efficacy of nascent necessity-entrepreneur business start-up behavior in South-Africa. The results showed that there was partially relationship between intrinsic motivation and self-efficacy of nascent necessity-entrepreneurs.

Self-Efficacy and Entrepreneurial Behavior

Previous research findings indicated that self-confidence in conducting entrepreneurial tasks is strongly related to entrepreneurial behavior. The effect of entrepreneurial self-efficacy on entrepreneurial behavior was studied by Shaheen and AL-Haddad (2018) in Jordan. In this study total 155 of the entrepreneurs and the employees of entrepreneurial firms were involved and the results showed that entrepreneurial self-efficacy had a positive effect on entrepreneurial behavior. Moreover, Neto et.al (2018) also revealed that the influence of self-efficacy on entrepreneurial behavior. In their study, total sample of 401 teachers from USA was included and the findings indicated that self-efficacy of teachers had a positive effect on their entrepreneurial behavior.

Conceptual Framework

Based on literature review and findings of the empirical studies, this study focuses on to investigate entrepreneurial education and entrepreneurial behavior. Figure (1) represents the conceptual framework of the study.



Source: Own Compilation

Figure (1) Conceptual Framework of the Study

As shown in Figure, the study firstly analyzes the influence of entrepreneurial education and intrinsic motivation on self-efficacy of students EMBA and MSESI Programmes of Yangon University of Economics. Then, the effect of entrepreneurial self-efficacy on entrepreneurial behavior of the students is also examined.

Analysis and Results

To meet the research objectives of the study, descriptive analysis and regression analysis are conducted and the results are shown in this section.

Demographic Profile of Respondents

In the study, the descriptive analysis on the demographic factors of 152 respondents was conducted. The findings on the factors of age, gender, programme and class are presented in Table (1). As a result of age group, it was found that the majority of respondents were in the ranges of 31 to 40 years old and 41 to 50 years old. Comparing with other two age ranges of under 31 years and over 51 years old, the middle age range between 31 and 50 years are likely to seek the opportunities for learning entrepreneurship and business management course. At this age range, they may be motivated to enhance their skills and abilities for managing entrepreneurial ventures.

Table (1) Demographic Profile of Respondents

Particulars		No. of Respondents	Percent
Total		152	100
Age (Years)	Under 31	4	2.60
	31-40	78	51.30
	41-50	55	36.20
	Above 51	15	9.90
Gender	Male	68	44.70
	Female	84	55.30
Programme	EMBA	134	88.20
	MSESI	18	11.80
Class	First Year	17	11.20
	Second Year	135	88.80

Source: Survey Data (2024)

The gender of the respondents can be observed that 55.30 percent was female and 44.70 percent was male. It shows that females are interest to learn entrepreneurial knowledge to seize opportunities from favorable business environment to women in Myanmar, and to adapt the changing social norm of empowering women entrepreneurs. In terms of programme of respondents, 134 respondents were currently attending EMBA and 18 respondents were studying at MSESI. In this study, most respondents were from second year, with a total of 135 respondents which was 88.80 percent. The rest of 17 respondents were from first year class.

Entrepreneurial Background of Respondents

The entrepreneurial background of the respondents was studied based on having experience in running own business, consideration for running own business, family background and prior experience in entrepreneurship before attending the current Master programme. The findings are presented in Table (2).

Table (2) Entrepreneurial Background of Respondents

Particulars		No. of Respondents	Percent
Total		152	100
Own business experience	Yes	71	46.70
	No	81	53.30
Consideration for running own business	Yes	138	90.80
	No	14	9.20
Being family members are business owners	Yes	106	69.70
	No	46	30.30
Prior experience in entrepreneurship	Yes	55	36.20
	No	97	63.80

Source: Survey Data (2024)

The survey results showed that 81 of respondents out of total 152 have no experience in starting their own business. However, nearly ninety one percent of the respondents have ever considered running their own business. This means that most of the respondents have the desires to operate their own businesses with the expectation of taking risks for returns. The majority of the respondents have the business ventures background because their family members are business owners. The prior experience of respondents in entrepreneurship before attending current Master programme was also studied. It can be seen that most of the respondents did not have any experience in entrepreneurship.

Reliability Test

A reliability test was conducted to analyze the strength of the internal consistency of the variables in the study. Cronbach's alpha coefficients were computed to check the unidimensionality of the items. The alpha coefficients for the four variables of the study are shown in Table (3).

Table (3) Reliability Test

Particular	No. of Items	Cronbach's Alpha
Entrepreneurial Education	9	0.874
Intrinsic Motivation	6	0.805
Self-Efficacy	7	0.834
Entrepreneurial Behavior	6	0.783

Source: Survey Data (2024)

The Cronbach's alpha values for all variables of entrepreneurial education, intrinsic motivation, self-efficacy and entrepreneurial behavior were greater than 0.70. This means that all variables were above the minimum acceptable value indicating that they were reliable.

Entrepreneurial Education, Intrinsic Motivation, Self-Efficacy and Entrepreneurial Behavior

The descriptive analysis was applied to explore the perception on the key variables of entrepreneurial education, intrinsic motivation, self-efficacy and entrepreneurial education. Five-point Likert were used to examine for all variables. As suggested by Pallant (2020), mean values were categorized into three levels: low (1.00 - 2.33), moderate (2.34 - 3.67) and high (3.68 - 5.00). Table (3) shows the descriptive statistics for each variable of the study.

Table (3) Descriptive Statistics of Variables

Variables	No. of Items	Overall Mean	Std. Dev. Range
Entrepreneurial Education	9	4.02	0.545 to 0.668
Intrinsic Motivation	6	3.99	0.541 to 0.667
Self-Efficacy	7	3.90	0.554 to 0.679
Entrepreneurial Behavior	6	3.80	0.539 to 0.679

Source: Survey Data (2024)

According to the survey data, overall mean values for all variables were high. The mean score for entrepreneurial education was 4.02, indicating that respondents highly perceived that the entrepreneurial course they have learned enhanced their entrepreneurial knowledge, and skills and abilities for performing entrepreneurship. Similarly, intrinsic motivation exhibited the high mean score of 3.99. This means that they were mainly driven to do actions by their internal rewards of personal development, controlling over their work, and creating successful outcomes. For self-efficacy, the mean score was 3.90 showing that they have strong beliefs on their entrepreneurial self-efficacy. They highly perceived that they could perform the critical areas of entrepreneurship such as idea generation, innovation, stress management, and relationship with investors. In terms of entrepreneurial behavior, the mean score was 3.80. The mean score above 3.68 is considered high that showed the positive view of respondents towards their entrepreneurial behavior. It is particularly notable that they were inclined to engage the entrepreneurial behavior of creating innovative products, thinking strategically, recognizing market opportunities, taking risk, and building relationship with stakeholders.

Analysis on Influence of Entrepreneurial Education and Intrinsic Motivation on Self-Efficacy

The analysis of how entrepreneurial education and intrinsic motivation influence on self-efficacy of students was conducted by using multiple regression analysis. As shown in the conceptual framework, the two independent variables are entrepreneurial education and intrinsic motivation, and the dependent variable is self-efficacy. The results of the regression model summary, ANOVA and the regression coefficients were used to determine whether all independent variables of entrepreneurial education and intrinsic motivation predict and explain dependent variable of self-efficacy. The results are shown in Table (4).

Table (4) Effect of Entrepreneurial Education and Intrinsic Motivation on Self-Efficacy

Variables	Unstandardized Coefficient		Standardized	t	Sig.
	B	Std. Error	Beta		
Constant	1.088	.328		3.320	.001
Entrepreneurial Education	.271***	.075	.263	3.642	.000
Intrinsic Motivation	.431***	.073	.428	5.917	.000
R	.583				
R Square	.340				
Adjusted R Square	.331				
F Value	38.298***				

Source: Survey Data (2024)

Note: *** Significant at 1 percent level

In this study, the R value, which shows the strength of the relationship between variables, is 0.583. R-square is 0.340 and Adjusted R-square is 0.331, which indicate that the model can explain 33.1% of the variance of the dependent variable of self-efficacy and the independent variables of entrepreneurial education and intrinsic motivation. The F value, which measures the overall significance of the model, is 38.298 with a p-value of 0.000. It means the model is strongly significant at a 1% and valid.

According to the results illustrated in Table (4), it indicates that entrepreneurial education and intrinsic motivation have positively effect on self-efficacy of students. Entrepreneurial education is strongly significant at 1% level with a p-value of 0.000 and coefficient value of 0.271. Intrinsic motivation is strongly significant at 1% level with a p-value of 0.000 and coefficient value of 0.431.

Based on the results, it can be inferred that more comprehensive entrepreneurial education that equips individuals with entrepreneurial skills and knowledge tend to enhance their self-efficacy to start and run a venture. This means that providing adequate entrepreneurial education develops a stronger sense of self-efficacy to the entrepreneurs. Regarding intrinsic motivation, greater internal motivation towards creating personal interest has a profound effect on greater entrepreneurial self-efficacy. The reason is that achieving more internal satisfaction of entrepreneur is more likely to enhance his confidence and self-belief to perform entrepreneurship tasks.

Analysis on Effect of Self-Efficacy on Entrepreneurial Behavior

In this study, simple linear regression model was used to analyze the effect of self-efficacy on entrepreneurial behavior of students. The results of the regression model summary, ANOVA and the regression coefficients were used to determine whether independent variable of self-efficacy predict and explain dependent variable of entrepreneurial behavior. The results are shown in Table (5).

Table (5) Effect of Self-Efficacy on Entrepreneurial Behavior

Variables	Unstandardized Coefficient		Standardized	t	Sig.
	B	Std. Error	Beta		
Constant	1.471	.233		6.310	.000
Self-Efficacy	.596***	.059	.634	10.037	.000
R	.634				
R Square	.402				
Adjusted R Square	.398				
F Value	100.745***				

Source: Survey Data (2024)

Note: *** Significant at 1 percent level

The result of the analysis on the effect of self-efficacy on entrepreneurial behavior, it can explain 39.8% about the variation of entrepreneurial behavior, since the value of R square is 0.398. The value of F test, the overall significant of the model, is highly significant at 1% significant level with F value of 100.745. The coefficient value of 0.596 indicates the effect of self-efficacy significantly contributes to engage entrepreneurial behavior. Enhancing self-efficacy of individuals to overcome the several challenges of entrepreneurial process will lead to improve their entrepreneurial behavior.

Discussions

This study analyzes the role of entrepreneurial education in promoting entrepreneurial behavior for MSMEs development in Myanmar. The total number of 152 post graduate students from EMBA and MSESII programmes of Yangon University of Economics was selected to ensure that they have experience in entrepreneurial education. This study emphasizes to analyze how entrepreneurial education and intrinsic motivation influence self-efficacy, which subsequently affects entrepreneurial behavior that leads to development of MSMEs in Myanmar.

In this study, the majority of students who are primarily middle-aged indicate that learning formal entrepreneurial education is important to promote their business management skills and knowledge systematically. It allows them to develop their positive and self-believe in entrepreneurship and/or the career development. Regarding gender, more female is participated than male, possibly women in Myanmar tend to accept challenging role to meet their personal interest and to run their own business. This is the reason why they have the strong desire to learn entrepreneurship and small business management at University.

According to the results of the study, the majority of respondents had experience in operating their own business and their family members also operate businesses. Despite having business management experience, they may face challenges with their entrepreneurial attitudes, knowledge and abilities. This can be implied that how crucial it is to study entrepreneurship instead of traditional business education in order to meet the changing needs of business environment. It is important to note that, nearly ninety-one percent of the respondents have the desire to start and run their own business. Thus, providing learning opportunities to those who are interested in start

new venture and MSMEs development with entrepreneurial education will achieve remarkable economic development in Myanmar.

Concerning with the effect of entrepreneurial education on self-efficacy, the study showed that entrepreneurial education has a positive significant effect on self-efficacy of higher education students. Most of the students feel that entrepreneurship course helped them to get more knowledge on entrepreneurial concepts and business management. In fact, entrepreneurship course that cover entrepreneurship knowledge tend to provide them more understanding on functions such as product idea generation, opportunities seeking, business planning, marshalling resources, innovation, and risk management. This could contribute to enhance their capabilities of identifying and exploiting opportunities in entrepreneurial process. As for MSMEs, the owners and/or managers must have adequate knowledge of entrepreneurship to deal with business problems. Thus, getting more knowledge on entrepreneurship through entrepreneurial education would increase their confidence on launching business, resource acquisition, responsiveness to market opportunities, and business expansion.

Apart from providing fundamental concepts of entrepreneurship, the entrepreneurship course arouses students to get more awareness on attitudes and values of entrepreneurs and why they initiate the business. The study showed that the course reflects them the role and importance of entrepreneurship for individuals and society. In addition, the entrepreneurship course inspires them an entrepreneurial spirit. It can be conferred that, better recognizing the entrepreneurial spirit of entrepreneurs and their role in society fosters MSMEs owners/managers to fulfill the needed skills for entrepreneurial endeavor. While inspiration, a positive mindset and knowledge accumulation nurtured by entrepreneurship education can enhance the skills of them to build up sustainable businesses.

Based on the results of the study, learning entrepreneurial course seems an effective way to enhance self-efficacy of students with exposure to entrepreneurial profession. By accessing the success of entrepreneurs and knowledge from their entrepreneurial cases, they perceived that entrepreneurship is attractive and possible. Students felt that the course upgraded their abilities to create entrepreneurial network. Further, the essential skills for entrepreneurial success gained during the entrepreneurship course directly influence their confidence of to deal with risks and generate innovative ideas. Hence, entrepreneurial attitude and knowledge of MSMEs developers can be awoken with effective entrepreneurial education to improve their self-efficacy in performing entrepreneurial tasks.

From the perspective of intrinsic motivation and self-efficacy, the results showed a positively significant effect of intrinsic motivation on self-efficacy of the students. They have the desire to be their own boss indicated that they were strongly motivated to control their own work and decision making. This could imply that stronger in seeking opportunities for personal development and internal satisfaction, it not only positively affects individuals' determination to achieve goals but also greatly improve self confidence in their ability towards entrepreneurship.

For research objective two, the study investigated the effect of self-efficacy on entrepreneurial behavior of the students. The result of a strong positive influence of self-efficacy on entrepreneurial behavior was explored. Students highly perceived that they were capable to generate innovative ideas and develop new products. They also agreed that they were able to

manage stress, pressure, and conflict while performing effectively. In addition, they felt confident in their capacity of building work environment with talented employees and analyzing financial statements. With stronger beliefs in their abilities, it directly encourages entrepreneurial behavior such as being creative and innovative, searching for personal development, and setting goals and implementing for future success. In fact, greater self-efficacy to facing entrepreneurial difficulties leads to greater entrepreneurial behavior.

The results of the study highlighted that nurturing motivated entrepreneurs or potential entrepreneurs with ample education improves self-belief on their distinctive capacities that generate constructive entrepreneurial behavior. Since the expansion of MSMEs is significantly depended on the development of entrepreneurship, it needs to provide them entrepreneurial education to unlock their potential. By encouraging entrepreneurial education at all level of education with relevant types in different context in Myanmar, the growth of MSMEs could be supported.

Conclusion

This study investigated the influence of entrepreneurial education and intrinsic motive on self-efficacy, which in turn effect on entrepreneurial behavior of higher-education students. The results indicated that both entrepreneurial education and intrinsic motivation improve self-efficacy to develop entrepreneurial behavior. Hence, government should provide supports for promoting awareness on the vital role of entrepreneurial education for MSMEs development. In addition, it should offer entrepreneurial education programme or trainings that encompass the requisite entrepreneurial knowledge, skills and capacities to nurture the sustainability of MSMEs. This study only emphasized on entrepreneurial education of higher education level. Although this study provides some useful insights of formal entrepreneurial education to MSMEs in Myanmar, it would be appreciated if the further research could investigate the integration of entrepreneurial education into technical and vocational training programs.

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