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Entrepreneurial Intention of MBA Students in Yangon Institute of Economics

Yee Yee Than[1], Aung Kyaw[2] and Than Soe Oo[3]

Abstract

This study aims to explore the influencing factors on entrepreneurial intention of MBA students in Yangon Institute of Economics. Data are collected from 127 MBA students of 2010-2011 academic years. It was found from the study that although entrepreneurial personality traits of locus for control, need for achievement, propensity to take risk, and self confidence have influence on entrepreneurial intention of the MBA students. Tolerance for ambiguity and innovativeness has no impact on entrepreneurial intention of MBA students under study. Other potential influential factors on the students' entrepreneurial intention - demographic factors like gender, first degree and occupation of parents as well as environmental support factors like perceived supports and barriers have no effect upon the students' entrepreneurial intention in this study. The implication of these findings can develop entrepreneurial personality traits at the early age of the younger people by creating a nurturing environment and revising teaching curriculums at the primary and secondary levels that encourage the development of these personality traits.

Key words: entrepreneurial intention, influencing factors)

Introduction

Entrepreneurship has been received much attention in recent years as a means for economic development. It has been regarded as a catalyst to strengthen economic competitiveness of a country by nurturing indigenous business ownership of the country.

Like other developing countries in the world, promotion of small and medium enterprises (SMEs) is of paramount importance in Myanmar for the creation of jobs, reducing poverty and improving standard of people of the country and the economic development of the nation as a whole. These small businesses are founded and developed by the entrepreneurs so that small businesses will be booming only when they are successful.

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Therefore, the attentions and efforts from government and private sector institutions including those in education sector currently emphasize for success of entrepreneurs in their economic endeavors by providing them with knowledge, education, capacity, contact and information.

In order to promote entrepreneurship in the country, the starting point should be the understanding of current level of entrepreneurship spirit of its population especially among the youth. If the entrepreneurial intention of population of the country is already strong, the intervention should be made by providing training on business opportunities identification, risk taking and business management, developing business network among them and providing supports to access loan so on. If the entrepreneurial intention of the people in the country is not strong enough, the focus area of intervention should be placed to strengthen the entrepreneurial spirit of the population. Youth population of the country should be targeted for this intervention.

Therefore, exploring entrepreneurial intention of the student population should be the first step in the process of entrepreneurial development of the country. This will help to predict the level of entrepreneurial intention of the student and youth population and thereby can determine the appropriate form of intervention for the development of entrepreneurship in Myanmar. This research focuses on explore the intention of MBA students in Yangon Institute of Economics, who want to choose entrepreneurship as a career choice. It also intends to explore the influencing factors on entrepreneurial intention of MBA students in Yangon Institute of Economics.

Rationale of the Study

The rationale of the study is to investigate the intention of MBA students who want to become entrepreneurs after their graduation.

MBA students may have some business knowledge more than that of final year undergraduate students. In addition, if they get a MBA degree, they may have little chance to continue for further education and are more likely to choose to establish their own business or to join business community as professional managers. Therefore, study on the MBA students may explore the different perceptions on entrepreneurial intentions between undergraduate and postgraduate students.

Objectives of the Study

The study is conducted with the following objectives.

(1) To explore the intention of MBA students in Yangon Institute of Economics to become entrepreneurs after their graduation.
(2) To explore the influencing factors on entrepreneurial intention of MBA students in Yangon Institute of Economics.

Methodology and Design of the Study

This study applies both descriptive and empirical analysis to arrive at conclusion and recommendation. Primary data are used by collecting the data on the intention of MBA students to become entrepreneurs after getting MBA degree. There are two types of MBA programmes in Yangon Institute of Economics. One is Regular MBA programme and another is Executive MBA programme. This study chooses to focus on only the Regular MBA programme because most of the students in Executive MBA programme are working in the business sector either as owners or managers. In Regular MBA programme, there are also two types of students. One is those who have already finished their course work and now in the process of conducting thesis. The other includes those who have not yet finished their course work and are still attending the classes. This study only chooses to collect data from students of the latter group. Data are collected from 127 students of 2010-2011 academic year through questionnaires to get information for why or why not choose to do own business after getting MBA degree. Theoretical concepts concerning with entrepreneurship are studied through secondary data which are obtained from library research and previous studies in this filed on the Internet.

The list of total population of MBA students is obtained from the enrollment record of Yangon Institute of Economics for the academic year of 2010-2011. As for the methodology, descriptive statistics and binary logistic regression are used. Data analysis is done by SPSS (Statistical Package for Social Science) Version 16.

Scopes and Limitation of the Study

This study mainly covers the MBA students who are attending in Yangon Institute of Economics in the academic year of 2010-2011. Therefore, there is the limitation of the study and it cannot cover the MBA students attending in other academic year. This study also cannot cover current Executive MBA students. Since the study only emphasizes on MBA students attending in Yangon Institute of Economics, it cannot cover MBA students in other two Institutes of Economics namely Meiktila Institute of Economics and Monywa Institute of Economics.

Conceptual and Analytical Framework of the Study

The literatures on entrepreneurship highlight the importance of internal (personal/ psychology) attributes and the effect of external variables on the entrepreneurship intention of the students. Literature review also points out that entrepreneurial intention of the students is influenced by both internal and external factors. Internal factors include personal and psychology attributes of the student concerned. External factors that influence entrepreneurial intention are family background, exposure to entrepreneurship education, self employment experiences and perceived support from environment. Therefore, the following conceptual framework has been constructed for this study.

Figure 1. The Conceptual Framework of the Study

Source: Own compilation
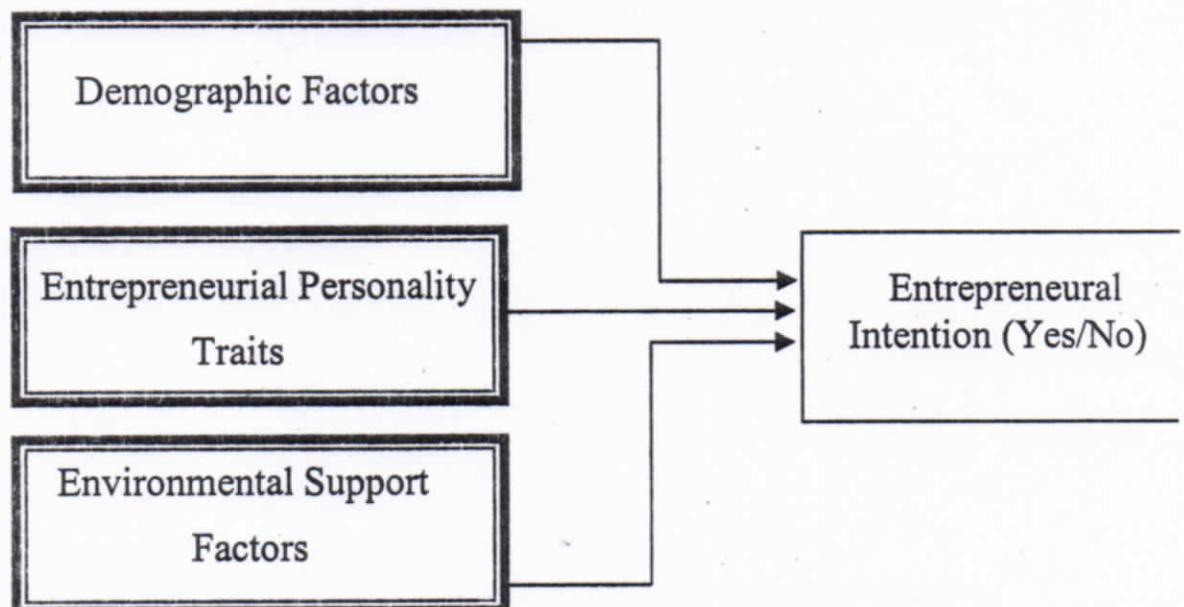
This study is based on the concept that three variables influence entrepreneurial intention of the MBA students. These are demographic factors, entrepreneurial personality traits and environmental support factors. Students under survey are requested to disclose their intention to start their own business in the foreseeable future after their graduation. Based on their answer, their demographic, personality and environmental support factors are further investigated to find out the relationship and based on the result findings will be reported.

Based on this conceptual framework, an analytical framework has been constructed as follows.

Table 1.   Analytical Framework of the Study

I. Demographic Factors	II. Entrepreneurial Personality Traits	III. Environmental Support Factors
(1) Gender (2) Age (3) Ethnic (4) Name of the First Degree (5) Parent Education (6) Parent Occupation	(1) Internal Locus of Control (2) Need for Achievement (3) Propensity to Take Risk (4) Tolerance for Ambiguity (5) Self-confidence (6) Innovativeness	(1) Perceived Support & Barriers in the Environment for Entrepreneurship

Source: Own compilation

Figure 2. Factor Influencing Entrepreneurial Intention of the Students
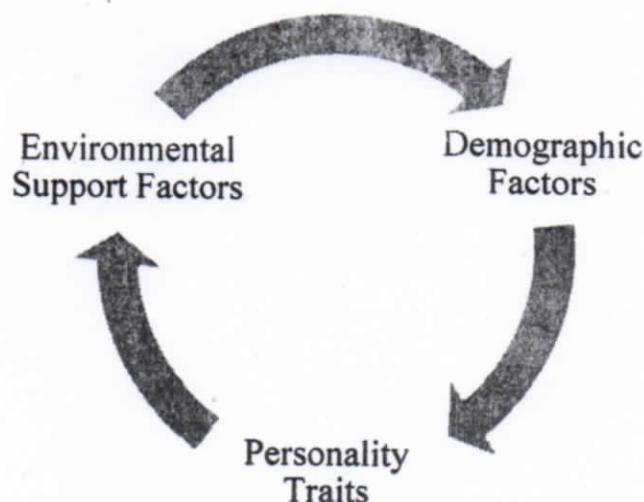
Source: Own compilation

As shown in the table 1, demographic factors of the student will be examined in term of five variables namely gender, age, ethnic group, name of the first degree and parent occupation.

It is presumed that the students who come from family business background (mainly determined by father's occupation) are more likely to become entrepreneurs. In this regard, emphasize is being placed to determine whether the student comes from educated family or not, whether family is doing private business or not. Perceived supports and barriers in the environment for entrepreneurship is also examined by means of three factors. They are (1) exposure to successful entrepreneur (2) living in the environment with innovative people and (3) environment with people those who actually implement their idea. Entrepreneurial personality traits are determined by six factors based on theoretical background being studied. They are namely internal locus of control, need to achievement, propensity to take risk, tolerance for ambiguity, self-confidence and innovativeness. They are measured by the five point likert scales.

In this study it has been assumed that three variables - demographic factors, entrepreneurial personality traits and environmental support factors - are independent variables that collectively influenced on the dependent variable - entrepreneurial intention of the student. Finally, binary logistic regression analysis is used to ascertain the level of significance.

Analysis on the Entrepreneurial Intention of MBA Students in Yangon Institute of Economics

The study used a structured questionnaire to collect data from MBA students. The questionnaire includes four parts.

The first part is solely concerned with the demographic characteristics of the respondents, namely age, gender, ethnic group, name of the first degree, education levels of father and mother, and occupations of father and mother. To obtain the data for those demographic variables, closed-type and open-type questions have been utilized.

The second part is pertaining to the personality traits of entrepreneurs, namely locus of control, need for achievement, propensity to take risk, tolerance for ambiguity, self confidence, and innovativeness. Each entrepreneurial personality trait is measured separately, and includes different number of individual statements. The scales for locus of control,

need for achievement, and innovativeness include 3 items each while the scales for propensity to take risk, tolerance for ambiguity, and self confidence include 2 items, 5 items, and 4 items, respectively. Each individual items are measured on 5-point likert scale (ranging from "strongly disagree = 1" to "strongly agree = 5").

The third part consists of only one statement which measures whether or not the respondent has entrepreneurial intention. The fourth part is made up of three statements which measure environmental support factors for entrepreneurs. Each statement is also measured on 5-point likert scale (ranging from "strongly disagree = 1" to "strongly agree = 5").

To explore the perception on entrepreneurial intention data were collected from the 127 students of 2010-2011 academic years and data analysis was done by using SPSS (Statistical Package for Social Sciences) software of version 16.

Descriptive Analysis of the Data

Demographic characteristics of students include age, gender, ethnicity, name of the first degree, father education, mother education, father occupation, mother occupation, and both parents worked as self-employed. This session helps to explore the profiles of the students covered in the survey as complete as possible.

Age

Table 2 shows the age groups of the students. Since the survey includes both first year and second year students, there is some variation in age. It is found that 93 students are in the age below 25, followed by 31 students in the age between 25 and 29, and 3 students in the age between 30 and 34, respectively. In percentage, about 73% of students have the age below 25, about 24 % of students have the age between 25 and 29, and about 2% of students have the age between 30 and 34.

Table 2. The Structure of Students by Age (in year)

Age (in year)	Frequency	%
Below 25	93	73.2
25-29	31	24.4
30-34	3	2.4
Total	127	100

Source: Surveyed Data, 2011

Most of the students covered in the survey are less than 25 year of age. It represents over 73% of the total. About 25 % of the students are having the age between 25 and 30 and there are only a few students having age over 30 years.

Gender

Table 3 displays the gender of the students. It is found that female students are 109 while male students are 18. In percentage, female students are about 86% of the students whereas male students are about 14%. The gender composition of current sample is very similar in schools and universities in Myanmar. That is, percentage of female students is normally higher than that of male student.

Table 3. The Structure of Students by Gender

Gender	Frequency	%
Female	109	85.8
Male	18	14.2
Total	127	100

Source: Surveyed Data, 2011

As in the case of other universities, MBA students are dominated by female population as well.

Ethnicity

Table 4 shows the ethnicity of the students. In this sample, ethnicity is divided into three categories: Myanmar, Chinese, and Indian. It is found

that 113 students are Myanmar, 13 students are Chinese, and 1 student is Indian. In percentage, 89% of students are Myanmar, followed by about 10% of students are Chinese, and about 1% of student is Indian. It is obvious that since this study is conducted in Myanmar, Myanmar is dominated in ethnic groups.

Table 4. The Structure of Students by Ethnicity

Ethnicity	Frequency	%
Myanmar	113	89
Chinese	13	10.2
Indian	1	0.8
Total	127	100

Source: Surveyed Data, 2011

According to the study, most of the MBA students in the survey are Myanmar which is followed by Chinese and Indian, respectively.

First Degree of Students

Since MBA program is a master program and accepts any graduates, MBA students have different bachelor degrees. That is, some students hold business related degrees while others hold medicine, engineering, foreign languages, computer science and so on. However the main objective of this study is to analyze entrepreneurial intention, so it is assumed that the spirit of entrepreneurship is more likely to come from business sphere. Therefore, the first degrees of students are broadly divided into two categories, business and non-business, though respondents hold different kinds of first degree. Table 5 shows the students by their first degree. It is found that 68 students hold business related degree while 59 students hold non-business related degree. In percentage, about 54% of students hold business related degree whereas about 46% of students hold non-business related degree.

Table 5. Types of First Degree Holders of Students

Type of Degree	Frequency	%
Business-related degree	68	53.5
Non business-related degree	59	46.5
Total	127	100

Source: Surveyed Data, 2011

As indicated in table 5, the number of students who hold business-related degree is slightly outweigh than the students who hold non business-related degree as their first degree. In term of percentage, the students who hold business related first degree is 53.5% and who do not hold business related degree is 46.5% of the total number of MBA students covered in the survey.

Education Level of Students' Father

Table 6 shows the education levels of the students' father. Education levels are categorized into first degree, master degree, PhD, and others. It is found that 101 students' fathers hold first degree, followed by 19 hold master degrees, 1 holds PhD, and 6 have some other education levels. In percentage, about 80% hold first degree, 15% hold master degree, about 1% holds PhD, and about 5% have some other education level.

Table 6. Education Level of Students' Father

Education Level	Frequency	%
First degree	101	79.5
Master degree	19	15.0
PhD	1	0.8
Others	6	4.7
Total	127	100

Source: Surveyed Data, 2011

Father's education of a person in Myanmar may influence his/her entrepreneurial intention since father plays dominance role in Myanmar households. As the head of the household, it is assumed that father may influence his/her child through guidance. The educated father is more likely to guide their child's destiny than uneducated father.

Education Level of Students' Mother

Table 7 shows the education levels of the students' mother. As in the case of father education level, mother's education levels are categorized into first degree, master degree, PhD, and others. It is found that 108 students' mothers hold first degree, followed by 8 hold master degrees, 1 holds PhD, and 10 have some other education levels. In percentage, 85% hold first degree, about 6% hold master degree, about 1% holds PhD, and about 8% have some other education level.

Table 7. Education Level of Students' Mother

Education Level	Frequency	%
First Degree	108	85.0
Master Degree	8	6.3
PhD	1	0.8
Others	10	7.9
Total	127	100

Source: Surveyed Data, 2011

Types of Occupation of Students' Father

Occupation of the father is one of the influencing factors for a person to become entrepreneurs. If the students have been involved in father's occupation since early childhood, they may have more exposure in business and as a result they are more potential to become entrepreneurs.

Table 8. Types of Occupation of Students' Father

Occupation	Frequency	%
Self- employed	64	50.4
Government Staff	43	33.9
Company Staff	16	12.6
Unemployed	2	1.6
Others	2	1.6
Total	127	100

Source: Surveyed Data, 2011

Table 8 shows occupations of the students' fathers. Types of occupations are classified as self-employed, government staff, company staff, unemployed, and others. It is found that 64 students' fathers worked as self-employed, 43 students' fathers worked as government staff, 16 students' fathers worked as company staff, 2 students' fathers are unemployed, and 2 students' fathers are engaging in other activities. In percentage, about 50% of students' fathers worked as self-employed, about 40% of students' fathers worked as government staff, about 13% of students' fathers worked as company staff, about 2% of students' fathers are unemployed, and about 2% of students' fathers are engaging in other activities.

Types of Occupation of Students' Mother

The occupation of the mothers of MBA students has been categorized and presented in Table 9. Even though mother's occupation is assumed as not strongly influence on the student's intention to become entrepreneur as father', it may have somewhat influence upon the intentions of students.

Table 9. Types of Occupation of Students' Mother

Occupation	Frequency	%
Self - employed	47	37.0
Government Staff	22	17.3
Company Staff	2	1.6
Unemployed	54	42.5
Others	2	1.6
Total	127	100

Source: Surveyed Data, 2011

Table 9 shows occupations of the students' mothers. As in the case of father's occupation, mother's occupations are classified as self-employed, government staff, company staff, unemployed, and others. It is found that 47 students' mothers worked as self-employed, 22 students' mothers worked as government staff, 2 students' mothers worked as company staff, 54 students' mothers are unemployed, and 2 students'

mothers are engaging in other activities. In percentage, 37% of students' mothers worked as self-employed, about 17% of students' mothers worked as government staff, about 2% of students' mothers worked as company staff, about 43% of students' mothers are unemployed, and about 2% of students' mothers are engaging in other activities.

Condition of Self-employed Parents

In previous session of literature review, it was found that the background of parents has strongly influence on entrepreneurial intention of the children. That is the person is more likely to become entrepreneurs if their parents are working for their own business than those whose parents are not. Therefore, in order to see the business background of the parents of MBA students, the Table 10 is constructed as follows.

Table 10. Condition of Self-employed Parents

Category	Frequency	%
Both Parents Worked as Self-employed	89	70.1
Otherwise	38	29.9
Total	127	100

Source: Surveyed Data, 2011

Although in the previous two sections occupations of father and mother were described separately, it would be useful to describe some data which show both parents worked as self-employed. Table 10 describes data which show both parents worked as self-employed. It is found that 89 students' parents are working as self-employed while 38 students' parents are in other categories. In percentage, about 70% of students' parents are working as self-employed whereas about 30% of students' parents are in other categories.

Empirical Analysis of the Data

Based on the data collected through questionnaires, an empirical assessment has been conducted to examine the relationship among the variables being investigated.

Factors That Influenced on Entrepreneurial Intention

One of the main objectives of this study is to explore the influencing factors on entrepreneurial intention of MBA students in Yangon Institute of Economics. It is assumed that entrepreneurial personality traits, demographic factors, and environmental support affect on entrepreneurial intention. The suitable method to implement the objective is binary logistic regression analysis.

In the logistic regression model, entrepreneurial intention is the dependent variable which is the value 1 if respondent has entrepreneurial intention or value 0 otherwise. The independent variable in the model will be on demographic factors, entrepreneurial traits and environmental support factors. Entrepreneurial personality traits are measured by six dimensions: locus of control, need for achievement, propensity to take risks, tolerance for ambiguity, self confidence, and innovativeness. Each dimension of entrepreneurial personality traits are measured on multi-items likert scale.

On demographic factors, three independents are considered to be included in the model. The first one is gender which value is 1 if the respondent is male or 0: otherwise. The second demographic variable is the respondent's first degree, which value is 1 if the respondent's first degree is business related degree or 0 otherwise). The last demographic variable is the occupation of parents. It is given by the value 1 if both parents work as self-employed or 0 otherwise.

Environmental supports capture all tangible and non-tangible supports, motivations, encouragements, and business ideas from the environment. Environmental supports are measured on multi-items likert scale and the score is obtained by averaging all the single items within the scale. The items used to measure environmental support are (1) whether the student sees many people in his/her environment who have successfully started up their own firm (2) whether the student experiences the people who actively encouraged to pursue their own ideas (3) whether the students meet lots of people with good ideas for new firm in his environment. The detailed specification of the binary logistic regression model is as follows:

Let P (INT=1) be the probability that a student has entrepreneurial intention.

$$\text{Logit}[P(INT=1)] = \text{Log}\left[\frac{P(INT=1)}{1-P(INT=1)}\right] = \alpha + \beta_1 LOC + \beta_2 NFA + \beta_3 PTT + \beta_4 TFA + \beta_5 SC +$$

$$\beta_6 INN + \beta_7 GEN + \beta_8 DEG + \beta_9 OCC + \beta_{10} ENV$$

$$\frac{P(INT=1)}{1-P(INT=1)} = e^{\alpha + \beta_1 LOC + \beta_2 NFA + \beta_3 PTT + \beta_4 TFA + \beta_5 SC + \beta_6 INN + \beta_7 GEN + \beta_8 DEG + \beta_9 OCC + \beta_{10} ENV}$$

INT = Entrepreneurial intention (1: if respondent has entrepreneurial intention, 0: otherwise)

LOC = Locus of control

NFA = Need for achievement

PTT = Propensity to take risks

TFA = Tolerance for ambiguity

SC = Self confidence

INN = Innovativeness

GEN = Gender (1: if respondent is male, 0: otherwise)

DEG = Degree (1: if respondent's first degree is business related, 0: otherwise)

OCC = Parents' occupation (1: if both parents worked as self-employed, 0: otherwise)

ENV = Environmental support factors

Table 11. Results of Binary Multiple Logistic Regression Model

Model	
Constant	-48.448
	(0.000)***
	[0.000]
Locus of control	1.969
	(0.016)**
	[7.160]

Model	
Need for achievement	4.043
	(0.002)***
	[56.986]
Propensity to take risks	2.294
	(0.014)**
	[9.919]
Tolerance for ambiguity	-0.221
	(0.811)
	[0.802]
Self confidence	4.859
	(0.002)***
	[128.959]
Innovativeness	1.359
	(0.059)
	[3.893]
Gender	-0.119
	(0.929)
	[0.888]
Degree	0.526
	(0.578)
	[1.693]
Parents' occupation	0.475
	(0.675)
	[1.608]

Model	
Environmental support factors	-0.307
	(0.622)
	[0.736]
Hosmer and Lemeshow Test	$\chi^2 = 2.227$
	(0.973)
Cox & Snell R^2	0.416
Negelkerke R^2	0.745
Sample Size	127

Note: ***, ** represent 1% and 5% significant levels, respectively. The figures in the parenthesis and the square bracket are p-value and odd-ratio, respectively.

In the model, it was found that entrepreneurial intention is impacted by four independent variables namely locus of control (significant at 5 % level), need for achievement (significant at 1 %), propensity to take risk (significant at 5% level) and self-confidence (significant at 1 %). In other word, all variables concerning with personality trait except tolerance for ambiguity and innovativeness are significant. All other proxy variables of demographic (gender, parent's occupation etc.) and environmental support variables are not significant on the entrepreneurial intention of MBA students under study. Some independent variables like environmental support and gender show even negative signs.

The above logistic regression is estimated. The results are shown in Table 11. It is found that six independent variables, namely tolerance for ambiguity, innovativeness, gender, first degree of respondent, occupation of parents, and environmental support, are not statistically significant and locus of control, need for achievement, propensity to take risk, and self-confidence are significant. Since all the coefficients of significant in variables carry a positive sign, the higher the score of entrepreneurial traits, the more likely the person to become an entrepreneur. Higher relative odd-ratio indicates more importance of a particular independent variable. That is, the variable with higher relative odd-ratio is assumed to have a larger contribution to the explanation of the dependent variable. In this case, self-confidence has the largest odd-ratio, followed by need for achievement,

propensity to take risk, and locus of control. The order of relative importance of each entrepreneurial trait is also matched with the findings of the entrepreneurial studies. That is, self-confidence plays the most important role for a person to become an entrepreneur. If a person does not have self-confidence, he or she will never become an entrepreneur. The second most important personality trait is need for achievement. Only when a person has a need for achievement, then he or she will work hard and will become a successful entrepreneur. The third most important personality trait is propensity to take risk. Entrepreneurs must take risk, of course calculated risk. If a person does not dare to take risk, he or she will never become an entrepreneur. Thus, propensity to take risk is one of the most important entrepreneurial traits. The fourth most important personality trait is locus of control.

The chi-square value of 4.666 and its insignificant value of p-value of 0.793 indicate that all the independent variables in the models are simultaneously significant. For the indication of the performance of the model, Cox & Snell R square value is 0.412 and Negelkerke R square 0.739, which implies that the model could explain between 41% and 74% of the variation of the dependent variable. In fact, the explanatory power of the model could be rated as highly satisfactory, especially in the case of cross-sectional data analysis.

Findings and Discussions

This research assesses the entrepreneurial intention of 127 MBA students at the Yangon Institute of Economics in 2010-2011. It was found that about 73% of the students in the survey are less than 25 year of age. In terms of gender 109 out of 127 MBA students are female (representing over 86 % of total). About 90% of total students are Myanmar and only a few percentages of students are Chinese and Indian. The number of students who hold business related degree as their first degree represents a significant share of total MBA students under study. In term of percentage, the proportion of students who do business related first degree is 53.5% of the total number of MBA students. When looking at parent's occupation to see whether the students come from business background family, most of the fathers of students are self-employed (business owner) which represent over 50% while most of the mothers of students are unemployed with 42.5% even though the self-employed of mothers represent the second

largest group with 37%. It was seen that above 70 % of the students' parents are self-employed.

Binary logistic regression model has been used in this study. In the binary logistic regression, there are four independent variables, namely locus of control, need for achievement, propensity to take risks, and self-confidence. All the independent are statistically significant, so they can be used to explain in entrepreneurial intention. Since all the coefficients carry a positive sign. It is found that the higher the score of entrepreneurial traits, the more likely the person to become an entrepreneur.

Based on the theoretical and literature review of the study, it is found that there are six personality traits that have potential to influence entrepreneurial intention of a person. When actually tested by using data collected the models point out that four personality variables among six variables have strongly influenced entrepreneurial intention of MBA students. Two personality variables that are tolerance for ambiguity and innovativeness cannot be explained the entrepreneurial intention of the students under study. Unfortunately, these all four independent variables in the model are concerned with entrepreneurial personality traits.

In the section of literature reviews, it is found that entrepreneurial intention of the students is influenced by environmental support factors like the parents' occupation of the student/person, business related degree that the person has obtained and perceived supports and barriers in the environment. But such evidence is not found in this study. The proxy variables concerning with these factors are proved insignificantly in this study. Other demographic variables like age, gender, and ethnicity cannot also explained entrepreneurial intention of the MBA students in this study. Similarly, environmental support factor variables like perceived support and barriers in the environment do not influenced on entrepreneurial intention as expected.

Among three conceptual factors that have potential to determine entrepreneurial intention of MBA students' namely demographic factors, entrepreneurial personality traits and environmental support factors, it is found that only entrepreneurial personality traits have strongly influenced on entrepreneurial intention of the MBA students in Myanmar. In other words, entrepreneurial personality traits of individual student concerned is more important than their demographic characteristics and environmental support factors.

Recommendations on Findings

In this research it was found that entrepreneurial intention of MBA students are highly influenced by entrepreneurial personality traits rather than demographic characteristics of the students and environmental support factors. Therefore, the development of entrepreneurial traits of a person is very important for that person to become entrepreneur. Unfortunately, these are more concerned with build-in characteristics and difficult to change. The most important personality traits according to the finding are (1) Need for achievement(2) Propensity to take risk (3) Self confidence and (4) Locus of control. Although these needs are largely determined by the innate ability of a person, these can also be developed by guidance and training that help to change the mindset of a person and develop and sharpen these abilities of the person. Everybody has need for achievement but these abilities are gradually dry out if they are untapped.

Since average people possess these abilities more or less extent, these can be systematically developed and enhanced through the systematic guidance and training. Self-confidence is largely determined by early childhood experience. According to McClelland, people have needs that acquired from the environment during their childhood. According to him, achievement need can be developed in a person through encouragement and experiencing enjoyment for completeness oneself since early life of a person. In this regard, the role of family especially parents is of paramount importance. Similarly to develop the mindset of internal locus of control can be made in a person through practices that discourage external attribution and encourage internal attribution. Likewise, propensity to take risk can be developed in a person through systematic training that allows them to develop capacity to manage risk effectively.

It is true that these traits cannot develop in a person accidentally. These should be systematically and practically developed through deliberate and systematic training. In this regard, the role of entrepreneurship education and training centre is very much important.

The role of nurturing environment is very important to develop these personality traits in a person particularly in the younger age. If a young person is given opportunity to initiative, positive feedback and encouragement to take risk, to innovative and self confidence through environment, he/she is more likely to be a future entrepreneur.

Elementary and secondary education of younger people has much influence on their entrepreneurial intention in their old age. Therefore, subject curriculums and teaching methods in early education should be changed to mold entrepreneurship personal characteristics of the young people by explore their talent on innovation, encouraging to be self confident, to take risks and to tolerance for ambiguity. Therefore, the course curriculum and teaching methods in primary and secondary education level should be reviewed and revised as needed to develop entrepreneurial personality traits when students become adults.

In addition to the primary and secondary levels, entrepreneurial spirits should be put into the mindsets of university-level students. To do so, subjects on entrepreneurship should be prescribed starting from the beginning of university education. As a result, the development of entrepreneurship spirits in the minds of students will accumulate as the student moves towards the final year of their university education. After the final year, most students will directly go into the real world while some students who are eligible to attend the MBA programme. In this context, the role of the Department of Management Studies which offers MBA program is very important in enhancing and developing the entrepreneurship spirits of the graduate students. However, Sandar Oo (2006) found that a few percent of MBA graduates set up their own business after graduation, and suggested that the MBA programme should be reviewed and upgraded its curriculum and design which can foster and motivate individuals' desirability and feasibility to establish own business. Moreover, the programme should offer not only business management courses but also entrepreneurship courses so that individuals should be able to apply the skills and knowledge acquired through entrepreneurship education and training to venture-related decision making.

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