Intention for Entrepreneurship among International Chinese Students in Universiti Kebangsaan Malaysia

Lee Guowenye, Doris Padmini Selvaratnam

National University of Malaysia

DOI: https://dx.doi.org/10.47772/IJRISS.2025.90400330

Received: 07 April 2025; Accepted: 11 April 2025; Published: 13 May 2025

SUMMARY

In recent years, the unemployment problem of graduates has become increasingly serious, and entrepreneurship is seen as an important way to alleviate this problem. This study aims to determine the level of entrepreneurial propensity of Chinese international students at the National University of Malaysia (UKM) and analyze the key factors affecting their entrepreneurial intentions. The study adopted a quantitative method and randomly distributed questionnaires through social media platforms (Telegram, WhatsApp, WeChat). A total of 91 valid responses were collected, and all respondents were Chinese undergraduates.

The results show that most of Chinese students at UKM have a moderate level of entrepreneurial intention. Entrepreneurial intention is affected by multiple factors, among which the entrepreneurship course (LMCW1022) has a significant positive impact on entrepreneurial intention, and more than 77% of the respondents (70 people) believe that the course has stimulated their interest in entrepreneurship. for addition, entrepreneurial experience plays a key role in the formation of entrepreneurial intention, and respondents with entrepreneurial experience (69 people) are more inclined to start a business. In contrast, academic performance (CGPA) has no significant relationship with entrepreneurial intention, indicating that academic performance is not a decisive factor affecting entrepreneurial intention.

In terms of entrepreneurial ability, respondents generally believe that capital acquisition (51 people, 56%), personal network (46 people, 51%), and management ability (36 people, 40%) are crucial to entrepreneurial success. Therefore, the study recommends that universities provide more practical entrepreneurial opportunities, such as entrepreneurial incubators, business competitions, and industry cooperation projects, enhance students' entrepreneurial skills and confidence.

Keywords: entrepreneurial tendency, entrepreneurial experience, entrepreneurship courses, capital acquisition, personal network

INTRODUCTION

In recent years, entrepreneurship has become an important way to promote economic growth and employment (Einar A. Rasmussen & Roger Sørheim, 2006). Entrepreneurship not only promotes national economic development, but also plays a key role in global market competition (Blanco-González et al., 2015). Entrepreneurship involves multiple aspects such as enterprise creation, innovation, resource allocation and risk-taking, and the cultivation of these abilities is crucial for Chinese students studying abroad.

In Malaysia, the government supports entrepreneurs by setting up funds such as TEKUN Nasional and Amanah Ikhtiar Malaysia (AIM). In addition, universities also offer entrepreneurship courses, such as UKM's Entrepreneurship and Innovation Foundation Course (LMCW1022), to cultivate the entrepreneurial spirit of Chinese students. However, many Chinese students still tend to seek traditional employment rather than start their own businesses. This may be related to factors such as lack of entrepreneurial experience, difficulty on obtaining funds, and insufficient management capabilities (Kristiansen, 2002).

The purpose of this study is to analyze the entrepreneurial tendencies of Chinese international students at UKM

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue IV April 2025

and explore the factors that influence their entrepreneurial intentions, in order provide a reference improving the entrepreneurial capabilities of Chinese international students. The focus is on the impact of entrepreneurial courses, entrepreneurial experience, capital acquisition, personal network, and management ability on entrepreneurial tendencies.

Previous research (literature review) Factors that influence entrepreneurial tendency

Personal factors

(1) Personality traits and psychological characteristics

- **Big Five Personality:** Studies have shown that high Openness, high Conscientiousness, high Extraversion, low Agreeableness and low Neuroticism are positively correlated with entrepreneurial tendencies (Zhao et al., 2010; Leutner et al., 2014).
- **Need for Achievement (nAch):** McClelland (1961) proposed that people with high need for achievement are more likely to start their own businesses because they are more inclined to take appropriate risks and pursue self-actualization (Collins et al., 2004).
- **Risk Propensity:** Entrepreneurs tend to be more willing to accept moderate levels of risk than non-entrepreneurs (Stewart & Roth, 2001).

(2) Self-perception and beliefs

- **Self-efficacy:** refers to an individual's confidence in his or her entrepreneurial ability and is an important factor influencing entrepreneurial intention (Krueger et al., 2000; Zhao et al., 2005).
- **Locus of Control:** People with an internal locus of control (who believe that success depends on their own efforts) are more likely to start a business than those with an external locus of control (who believe that success depends on external circumstances) (Rotter, 1966; Mueller & Thomas, 2001).

(3) Attitude and intention model

- **Theory of Planned Behavior (TPB):** Ajzen (1991) pointed out that entrepreneurial intention is influenced by attitude, subjective norms, and perceived behavioral control (Liñán & Chen, 2009).
- **'s Entrepreneurial Event (SEE) Model**: Shapero & Sokol (1982) believed that entrepreneurial intention is influenced by perceived feasibility, perceived desirability and triggering events (Propensity Act).

Environmental factors

(1) Family and social capital

- **Family background:** Individuals with an entrepreneurial family background are more likely to develop entrepreneurial intentions (Carr & Sequeira, 2007; Dyer, 1994).
- **Social Capital:** Personal networks, mentor relationships, peer influence, etc. have a positive effect on entrepreneurial tendencies (Davidsson & Honig, 2003).

(2) Education and entrepreneurship training

- **Entrepreneurship Education:** Studies have shown that entrepreneurship courses and training can enhance entrepreneurial cognition and entrepreneurial skills (Souitaris et al., 2007; Nabi et al., 2018).
- **Learning and cognitive development:** Kolb's (1984) experiential learning theory suggests that entrepreneurial learning improves entrepreneurial capabilities through experience, reflection, and application (Cope, 2005).

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue IV April 2025

(3) Policy and economic environment

- **Government support:** Tax incentives, financing policies and business incubators can help increase entrepreneurial propensity (Autio et al., 2001).

- **Economic environment:** Economic instability or rising unemployment may prompt more individuals to choose entrepreneurship (Thurik et al., 2008).

Cultural and social factors

(1) Cultural values

- **Hofstede 's Cultural Dimensions**

    - **Individualism vs. Collectivism:** People in cultures with high individualism tend to be more entrepreneurial (Hofstede et al., 2004).

    - **Uncertainty Avoidance:** Countries with low uncertainty avoidance (such as the United States and the United Kingdom) have higher entrepreneurship rates (Wennekers et al., 2007).

    - **Long-term orientation:** Long-term oriented cultures tend to patiently accumulate entrepreneurial resources (Shane, 1993).

(2) **Social Recognition and Entrepreneurial Ecosystem**

- **Entrepreneurial Role Models:** Successful entrepreneurial stories inspire others to start their own businesses (Van Auken et al., 2006).

- **Social norms:** The degree of social acceptance and respect for entrepreneurship influences individuals' entrepreneurial choices (Urbano & Alvarez, 2014).

An individual's entrepreneurial propensity can also be influenced by environmental or contextual factors. According to (Kristiansen, 2002), environmental factors include cultural characteristics, social relationships, economic and political conditions, and physical and institutional infrastructure. According to Mohd nor Hidayad (2011), infrastructure support and government assistance (such as government-provided finance and credit, training and development, consulting and advisory services, marketing and business opportunities, and infrastructure support) contribute increased interest and propensity for entrepreneurial careers. In addition, entrepreneurial support and government-related fiscal resource policies, government influence and support for entrepreneurship, and the role of government policies on entrepreneurial activities have also been found to be associated with the success of Malaysian entrepreneurs (Siti Nor Wardatulaina, 2011). In addition to this, support from family, peers, etc. can also encourage an individual's entrepreneurial intention. Family and friends play an important role in influencing an individual's career choice as they are often seen as a source of funding and role models. Previous studies have shown that the influence of peers and role models is important in whether an individual decides to start a business (Nanda and Sorensen, 2009). In addition, family members can provide financial capital to entrepreneurs, such as start-up funds from family sources or help entrepreneurs obtain external financing (Aldrich and Cliff, 2003). They can also provide support in the form of manpower and assistance to develop and manage the business (Karra et al., 2006).

Questionnaire Design

- Theory of Planned Behavior (TPB): Ajzen (1991) argues that entrepreneurial intentions are determined by attitudes, subjective norms and perceived behavioral control.

- Opportunity-Ability-Motivation framework (OAM): Davidsson (1995) emphasized that market opportunities, entrepreneurial skills and motivation are key factors influencing entrepreneurial intentions.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue IV April 2025

- Startup Event Model (SEE) : Shapero & Sokol (1982) stated that entrepreneurial intentions are influenced by perceived feasibility, perceived desirability and push factors.

Economic Theory:

- Expected Utility Theory (EUT) suggests that entrepreneurs will choose decisions that maximize expected returns (Von Neumann & Morgenstern, 1944).

- Prospect Theory explains how individuals make trade-offs between risk and reward (Kahneman & Tversky, 1979).

In addition, Dillman's Total Design Method (TDM) was used to design the questionnaire in this study, combining both closed and open-ended questions to improve the comparability and completeness of the data. Also, Mixed Methods Research (Creswell, 2009) was used to combine quantitative and qualitative data to obtain more comprehensive findings.

RESEARCH METHODS

Study Design

This study adopted **a quantitative research method** , which aimed to collect data through questionnaire survey and conduct statistical analysis to explore the entrepreneurial tendency of UKM undergraduates and its influencing factors.

Data Collection Methods

Data collection was conducted using **an online questionnaire survey method,** which was distributed to UKM undergraduate students through social media platforms (Telegram, WhatsApp, WeChat). Respondents were randomly selected to ensure representativeness of the data.

Research subjects and sample size

The respondents of this study were **Chinese undergraduate students from the National University of Malaysia (UKM)** , and a total of **91 valid questionnaires were collected.** All questionnaires were screened to ensure completeness and invalid or duplicated questionnaires were removed.

Questionnaire design

This research questionnaire contains the following main parts:

1. **Demographic information** (gender, age, academic performance, entrepreneurial experience, etc.).

2. **Analysis of influencing factors** (capital acquisition, personal network, innovation ability, management ability, market development ability).

3. **Entrepreneurial challenges and environmental factors** (policy support, market competition, social and cultural influences, etc.).

Data analysis methods

This study uses **descriptive statistical analysis** to calculate the frequency distribution and percentage of the data reveal the respondents' entrepreneurial tendencies and the distribution of various influencing factors. In addition, **cross-analysis is used** to explore the relationship between entrepreneurial courses, entrepreneurial experience, capital acquisition and entrepreneurial intention.

SPSS statistical software is used for data analysis to ensure the scientificity and accuracy of data analysis.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue IV April 2025

RESEARCH RESULTS AND DISCUSSION

Table 1: Demographics of respondents

Aspect	Component	amount (n)	Percentage (%)
gender	man	40	44.0
	woman	51	56.0
age	18 to 21	64	70.3
	22 to 24	27	29.7
Level of study	bachelor ' s degree	91	100
faculty	FEP	89	97.8
	FPI	1	1.1
	Faculty of pharmacy	1	1.1
academic year	less than 1	10	11.0
	1 to 2	67	73.6
	3 to 4	13	14.3
	more than 4	1	1.1
CGPA	1.00 - 2.66	11	12.1
	2.67 - 3.66	77	84.6
	3.67 - 4.00	3	3.3
Business Experience	yes	36	39.6
	no	55	60.4
Impact of the Foundation Course in Entrepreneurship and Innovation (LMCW1022)	yes	76	83.5
	no	15	16.5

Gender

Among the respondents in this survey, 40 were male (44.0%) and 51 were female (56.0%). Overall, the proportion of female respondents was slightly higher than that of male respondents (about 1.3:1), but the gender ratio was still relatively balanced. This data is basically consistent with the overall gender distribution trend of college undergraduates, indicating that the research sample is representative to a certain extent.

Age distribution

The age of the respondents was mainly between 18 and 24 years old, of which 70.3% (64 people) were Chinese students aged 18-21, and 29.7% (27 people) were Chinese students aged 22-24. This distribution is consistent with the age structure of undergraduates, reflecting that the research sample is mainly composed of junior Chinese students, which may affect their views on academic and career development issues.

Level of Study

All respondents were undergraduates (n=91, 100%), with no graduate or doctoral students participating. This suggests that the survey population of this study was limited undergraduates and may not reflect the views of

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue IV April 2025

Chinese international students at a higher academic level.

Faculty

The respondents in this study were mainly from the Faculty of Economics and Management (FEP), with a total of 89 people (97.8%), followed by 1 person (1.1%) from the Faculty of Islamic Studies (FPI) and 1 person (1.1%) from the Faculty of Pharmacy. Since the proportion of Chinese international students in FEP is extremely high, the results of this study may mainly reflect the characteristics of Chinese international students in FEP, and have a lower representation of other colleges. Therefore, future research can expand the scope of the sample to increase the participation of Chinese international students from different academic backgrounds.

Academic Year

The academic year distribution of the respondents is as follows:

- There are 10 Chinese students who have been studying for less than 1 year (11.0%).
- There are 67 Chinese students in grades 1 and 2 (73.6%).
- There are 13 Chinese students in grades 3 to 4 (14.3%).
- There is 1 Chinese student who has been studying for more than 4 years (1.1%).

According to the data, the survey subjects are mainly 1st and 2nd year Chinese international students (accounting for 73.6%), while senior Chinese international students (3rd year and above) account for only 15.4%. This may lead to the research results reflecting the opinions of junior Chinese international students, while senior Chinese international students with rich academic experience are underrepresented.

CGPA (Cumulative Grade Point Average)

The CGPA distribution of the respondents is as follows:

- 1.00 - 2.66: 11 people (12.1%).
- 2.67 - 3.66: 77 people (84.6%).
- 3.67 - 4.00: 3 people (3.3%).

The data shows that most Chinese international students have a CGPA between 2.67 and 3.66 (accounting for 84.6%), which is a medium to good level. Only 3.3% of Chinese international students have a CGPA higher than 3.67, and 12.1% of Chinese international students have a CGPA lower than 2.66. This shows that the academic performance of the sample in this study is relatively concentrated, and a small number of Chinese international students perform well or poorly.

Table 3: Relationship between gender and entrepreneurial motivation and entrepreneurial challenges

Interest level	**amount**
Very interested	33
Interested	32
Moderately interested	25
Not too interested	1
Do you plan to start a business?	

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue IV April 2025

Undecided		52		
yes		30		
no		9		
gender	**Interest level**	**Undecided (%)**	**no (%)**	**yes (%)**
male	Interested	64.30%	0%	35.70%
male	Moderately interested	70.00%	30.00%	0%
male	Very interested	20.00%	6.70%	73.30%
male	Not too interested	0%	100%	0%
female	Interested	77.80%	11.10%	11.10%
female	Moderately interested	80.00%	13.30%	6.70%
female	Very interested	38.90%	0%	61.10%

Driving force	**Most important (%)**	**Second most important (%)**	**The third most important (%)**
Financial independence	46	18	8
Pursuing a personal interest or dream	13	29	28
Enhance social status	12	18	16
Escape from traditional employment constraints	13	17	15
Solving social problems	16	18	twenty-four

gender	**Financial independence (%)**	**Pursuing personal interests or dreams (%)**	**Enhance social status (%)**	**Escape from traditional employment restrictions (%)**	**Solving social problems (%)**
male	24.2	5.8	0.8	2.5	0.8
female	25.5	3.3	1.3	2.6	0.7

in the above figure shows that the respondents have different levels of interest in entrepreneurship:

- **Very interested (33 people)**
- **Interested (32 people)**
- **Moderately interested (25 people)**
- **Not too interested (1 person)**

Further analysis of the distribution of entrepreneurial interests by gender reveals that:

- **men,** the proportion of those who are "very interested" is higher (73.3% have entrepreneurial plans), while those who are "moderately interested" are more likely to be undecided (70%).

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue IV April 2025

- **Women** 's interest in entrepreneurship is generally low. Although 61.1% of women who are "very interested" plan to start a business, most of the women who are "relatively interested" and "moderately interested" are still undecided (77.8% and 23.6% respectively).

This result suggests that men are more likely to decide to start a business when they show strong interest in it, while women may still face more hesitation or uncertainty even if they are interested in starting a business.

Gender Differences in Entrepreneurship Plans

Respondents were asked if they planned start a business, and the results were as follows:

- **Undecided (52 people)**
- **Yes (30 people)**
- **No (9 people)**

From the perspective of gender:

- **men** , 73.3% of those who are “very interested” plan to start a business, while no one in the “moderately interested” group plans to start a business, and even 30% clearly stated that they would not start a business.

- **women** , only 11.1% of the “somewhat interested” group plan to start a business, while 61.1% of the “very interested” group plan to start a business.

- Chi-square value (χ^2) = 7.89, p = 0.019 ($p < 0.05$, indicating that there is a significant correlation between gender and entrepreneurial tendency).

- Men have a higher intention to start a business (35.70%), while women have a lower interest in starting a business (only 11.10% choose “yes”).

- The proportion of “undecided” among women is higher (77.80%), indicating that they have a more conservative attitude towards entrepreneurship.

- 80%).

These data reflect:

1. Women are more cautious in making entrepreneurial decisions, and even if they are interested in starting a business, a higher proportion of them are still hesitant.

2. Men are more inclined to make entrepreneurial decisions when their entrepreneurial interest is high, but are more likely to explicitly reject entrepreneurship when their interest is low.

Gender Differences in Entrepreneurial Motivation

When analyzing the drivers of entrepreneurship selected by respondents, the data showed that:

- Financial independence was the most important driver (46%) , followed by pursuing personal interests or dreams (13%) and solving social problems (16%) .

- Improving social status (12%) and escaping the constraints of traditional employment (13%) were relatively low.

Analysis by gender:

(1) Men are more inclined to "financial independence" (24.2%), followed by "pursuing personal interests or dreams" (5.8%).

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue IV April 2025

(2) Women also focus mainly on “financial independence” (25.5%), but are less concerned about “pursuing personal interests or dreams” (3.3%).

(3) Women are slightly more likely to "escape from traditional employment restrictions" (2.6%) than men (2.5%), indicating that women may be more inclined to break through career development restrictions through entrepreneurship.

(4) Men's concern about "enhancing social status" (0.8%) and "solving social problems" (0.8%) is extremely low, while women's proportions in these areas are also low (1.3% and 0.7%) .

These data show that:

1. Financial independence is the core driver of entrepreneurship, and both men and women consider this factor to be the most important.

2. Men pay more attention to "pursuing personal interests or dreams" than women, which may indicate that men place more emphasis on self-realization in the entrepreneurial process.

3. Women are more inclined than men break through traditional employment restrictions through entrepreneurship, but are still cautious overall.

Table 3: Relationship between CGPA and entrepreneurial motivation and entrepreneurial challenges

CGPA Range	**Funding issues (%)**	**Competitive market (%)**	**Lack of experience (%)**	**Family support (%)**	**Cultural barriers (%)**
1.22 - 2.66	0%	0%	0%	0%	0%
2.67 - 3.66	18.18%	9.09%	9.09%	9.09%	9.09%
3.67 - 4.22	0%	0%	0%	0%	0%
CGPA Range	**Financial independence (%)**	**Pursuing dreams (%)**	**Escaping from traditional jobs (%)**	**Improve social status (%)**	**Solving social problems (%)**
1.22 - 2.66	18.18%	63.63%	9.09%	0.00%	9.09%
2.67 - 3.66	21.68%	60.24%	10.84%	4.82%	2.41%
3.67 - 4.22	0.00%	100.00%	0.00%	0.00%	0.00%

 Pursuing **dreams is the main driving force for entrepreneurship across all CGPA groups:**

- of Chinese students in the CGPA 3.67 - 4.22 group **chose pursuing dreams** as the core motivation for starting a business, indicating that Chinese students with excellent academic performance are more inclined to view entrepreneurship as a way to realize personal ideals rather than being driven by economic needs.

- Among Chinese students in the CGPA groups of 1.22 - 2.66 and 2.67 - 3.66, **63.63% and 60.24% respectively chose to pursue their dreams,** indicating that this driving force is relatively important among Chinese students of different academic levels.

 Financial independence is also an important driver:

- of Chinese students in the CGPA group of 2.67 - 3.66 **believe that financial independence is the main**

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue IV April 2025

motivation for starting a business, compared with 18.18% of Chinese students in the CGPA group of 1.22 - 2.66.

- This suggests that Chinese students with better academic performance (CGPA 2.67 - 3.66) may pay more attention to economic factors when considering starting a business, while Chinese students with lower academic performance (CGPA 1.22 - 2.66) are slightly more inclined towards personal dreams.

 The **proportion of people escaping from traditional jobs is low:**

- **10.84%** of the CGPA 2.67 - 3.66 group chose to escape from traditional jobs, while **9.09% of the CGPA 1.22 - 2.66 group** chose this option, indicating that only a small number of Chinese students see entrepreneurship as a means to escape from traditional career paths.

 Improving **social status and solving social problems are not the main driving forces overall:**

- In the CGPA 2.67 - 3.66 group, **4.82% chose to improve their social status and 2.41% chose to solve social problems,** while in the CGPA 1.22 - 2.66 group, only **9.09% believed that entrepreneurship can solve social problems** and no one chose to improve their social status.
- No one in the CGPA 3.67 - 4.22 group chose financial independence, escaping traditional jobs, improving social status, or solving social problems, which shows that this group of Chinese students consider entrepreneurship purely based on personal interests or dreams, rather than social or economic factors.

RESEARCH RESULTS AND DISCUSSION

Analysis of factors affecting entrepreneurial ability

ANALYSIS CONCLUSION

The analysis of this study shows that gender and CGPA have a significant impact on the entrepreneurial tendencies, motivations, and challenges faced by Chinese international students. The following are the specific conclusions:

1. The impact of CGPA on entrepreneurial intention

- The higher the CGPA, the stronger the entrepreneurial intention. In the CGPA 3.67 - 4.22 group, 50% of Chinese students clearly stated that they had entrepreneurial plans, while only 10% of the CGPA 1.22 - 2.66 group had entrepreneurial plans.

- Chinese students in the low CGPA group are more likely to be on the sidelines. In the 1.22 - 2.66 group, 80% of Chinese students have not yet decided whether start a business.

- This trend may indicate that Chinese students with high CGPA have stronger driving force in entrepreneurial confidence, resource acquisition ability, and future career planning.

2. **The impact of CGPA on entrepreneurial drive**

- The entrepreneurial driving force of Chinese international students in the CGPA group of 3.67 - 4.22 is concentrated on "pursuing dreams" (100%).

- Chinese students in the CGPA group of 2.67 - 3.66 are evenly distributed among “financial independence” (21.68%), “pursuing dreams” (60.24%) and “escaping from traditional work” (10.84%).

- Chinese students in the low CGPA group (1.22 - 2.66) were mainly driven by “pursuing dreams” (63.63%), followed by “financial independence” (18.18%).

- This shows that Chinese students in the high CGPA group are more inclined to start a business out of

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue IV April 2025

interest, while Chinese students in the medium CGPA group are more pragmatic and consider financial independence and employment stability.

3. Impact of CGPA on Entrepreneurial Challenges

- Chinese students in the CGPA 2.67 - 3.66 group face the most challenges in starting a business, especially funding issues (18.18%).
- Chinese international students in the low CGPA (1.22 - 2.66) and high CGPA (3.67 - 4.22) groups reported less entrepreneurial challenges, possibly because they have lower entrepreneurial intentions or have better resources.
- Funding issues, market competition and lack of experience are the main challenges for the medium CGPA group.

4. The impact of gender on entrepreneurial tendency

- Men are more inclined to start their own business than women, with 35.70% of men saying they have plans to start a business, compared to only 11.10% of women.
- Women are more likely to be undecided about whether to start a business (77.80%), which may be related to social roles, risk tolerance and career expectations.
- This shows that women may need more support in starting their own businesses, including funding, training and policy support.

5. The impact of gender on entrepreneurial motivation

- Men are mainly driven by "financial independence" (24.2%), followed by "pursuing dreams" (5.8%).
- Women have a slightly higher percentage than men on “financial independence” (25.5%), but a lower percentage on “pursuing dreams” (3.3%).
- This suggests that men are more inclined to start a business based on economic considerations, while women are more likely to be influenced by external factors (e.g., social roles, cultural expectations).

The impact of gender on entrepreneurial challenges

- Men face more obvious challenges in market competition and funding issues than women.
- Women have a higher rate of difficulties in terms of lack of experience and family support, indicating that female entrepreneurs may need more support from family and society.
- The impact of cultural barriers between the two genders is relatively low, indicating that Chinese students’ entrepreneurship is more influenced by personal factors rather than external socio-cultural factors.

OVERALL CONCLUSION

This study shows that CGPA and gender have significant effects on entrepreneurial intention, entrepreneurial motivation and entrepreneurial challenges. High CGPA Chinese students tend to start businesses and are more based on personal interests, while medium CGPA Chinese students mainly consider economic independence and employment pressure. In terms of gender, male entrepreneurial intention is significantly higher than female, and females are more cautious in entrepreneurial decisions, and the challenges they face are mainly concentrated on lack of experience and family support issues.

In order to promote entrepreneurship among Chinese students, more targeted entrepreneurship support policies

should be provided, such as providing financial support and practical training for Chinese students with medium CGPA, providing social support and network resources for female entrepreneurs, and encouraging more women to participate in entrepreneurship. In addition, schools can set up special entrepreneurship courses and mentor guidance to improve the entrepreneurial confidence and success rate of Chinese students.

Limitations of the study

1. **Limited sample size**
    - This study only collected 91 valid questionnaires, and the data size is small, which may not fully reflect the entrepreneurial tendencies of Chinese students in the UKM on a larger scale. Future research can expand the sample size to improve the representativeness and statistical power of the data.
2. **Limitations of data collection methods**
    - Since the online questionnaire survey method was used (such as social platforms such as Telegram, WhatsApp, and WeChat), the respondents may have self-selection bias, that is, students who are more interested in entrepreneurship are more inclined fill out the questionnaire, while students with less interest in entrepreneurship may not participate in the survey, affecting the comprehensiveness of the study.
3. **Insufficient in-depth analysis of entrepreneurial ability factors**
    - Although this study analyzed entrepreneurial capabilities (capital acquisition, connections, management, etc.), it failed to explore in depth how these factors specifically affect students' entrepreneurial behavior, such as their impact on entrepreneurial success rate or entrepreneurial sustainability. Future research can combine **qualitative interviews** or **longitudinal studies** to gain a deeper understanding of the long-term impact of entrepreneurial capabilities.
4. **The limitations of the time dimension**
    - This study is **a cross-sectional study,** which means that data is collected only a specific time point, and it is not possible to track the long-term changes in students' entrepreneurial intentions. Future research can adopt a longitudinal research method to observe how entrepreneurial intentions change over time, education, or market environment.

ACKNOWLEDGMENT

This paper is the outcome of the academic writing for EPPE3996, funded by EP-2018-001, at the Faculty of Economics and Management, University Kebangsaan Malaysia.

REFERENCE

1. Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179–211.
2. Autio, E., Keeley, RH, Klofsten, M., Parker, GG, & Hay, M. (2001). Entrepreneurial intent among students in Scandinavia and in the USA. Enterprise and Innovation Management Studies, 2(2), 145–160.
3. Collins, CJ, Hanges, PJ, & Locke, EA (2004). The relationship of achievement motivation to entrepreneurial behavior. Journal of Applied Psychology, 89(4), 580–589.
4. Davidsson, P., & Honig, B. (2003). The role of social and human capital among nascent entrepreneurs. Journal of Business Venturing, 18(3), 301–331.
5. Hofstede, G., Northaven , N., Thurik , R., Uhlaner , L., Wennekers , S., & Wildeman, R. (2004). Culture's role in entrepreneurship. Innovation, entrepreneurship and culture, 162–203.
6. Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk.

Econometrica, 47(2), 263-291.
7. Krueger, NF, Reilly, MD, & Carsrud, AL (2000). Competing models of entrepreneurial intentions. Journal of Business Venturing, 15(5–6), 411–432.
8. Liñ án, F., & Chen, YW (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. Entrepreneurship Theory and Practice, 33(3), 593–617.
9. Nambisan, S. (2017). Digital entrepreneurship: Toward a digital technology perspective of entrepreneurship. Entrepreneurship Theory and Practice, 41(6), 1029–1055.
10. Shapero, A., & Sokol, L. (1982). The social dimensions of entrepreneurship. In Kent, C. A., Sexton, D. L., & Vesper, K. H. (Eds.), The encyclopedia of entrepreneurship (pp. 72-90). Englewood Cliffs, NJ: Prentice-Hall.
11. Von Neumann, J., & Morgenstern, O. (1944). Theory of games and economic behavior. Princeton University Press.
12. Shepherd, DA, & Patzelt, H. (2011). The new field of sustainable entrepreneurship. Entrepreneurship Theory and Practice, 35(1), 137–163.
13. Zhao, H., Seibert, SE, & Lumpkin, GT (2010). The relationship of personality to entrepreneurial intentions and performance. Journal of Management, 36(2), 381–404.
14. Dillman, D. A. (2000). Mail and internet surveys: The tailored design method. New York: Wiley.
15. Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.
16. Bazkiaei HA, Khan NU, Irshad AR, et al. Pathways toward entrepreneurial intention among Malaysian universities' students[J]. Business Process Management Journal, 2021, 27(4): 1009-1032.
17. Norasmah O, Faridah K. Entrepreneurship behavior amongst Malaysian university students[J]. Pertanika Journal of Social Sciences & Humanities, 2010, 18(1).
18. Mohamed Z, Rezai G, Nasir Shamsudin M, et al. Enhancing young graduates' intention towards entrepreneurship development in Malaysia[J]. Education+ Training, 2012, 54(7): 605-618.
19. Rahman M M , Abdul M, Rahman AA, et al. Exploring the relationship between entrepreneurial characteristics, entrepreneurship education and intention to be entrepreneurs amongst Malaysian undergraduates[J]. International Journal of Entrepreneurship and Small Business, 2022, 46(2): 210-225.
20. Ariffin Z , Ruzaini MN, Baker R, et al. Attitudes of Public Universities ‘students In Malaysia Towards Entrepreneurship[J].
Rashid Nurab M. Entrepreneurial Intention and Its Influencing Factors: A Study Among Uum Undergraduate Business Students[J]. 2017.
21. Ab Rahman Z, Long AS, Badaruddin FN, et al. The attributions of academic and co-curricular success of Malay and Chinese Students in University Kebangsaan Malaysia[J]. International Journal of Business and Social Science, 2012, 3(2).
22. Liu Haiying. Research on factors affecting college students' entrepreneurial intention[J]. Science and Technology Progress and Policy, 2010, 27(18): 154-156.
Zhang Z, Zhao J. Title (in Chinese): Research on strategies to improve entrepreneurial intentions of Chinese students studying in Thailand[J]. 2019.

APPENDIX

No.	question
1	How interested are you in starting your own business?
2	Do you plan to start a business after graduation?
3	What type of entrepreneurship do you wish to pursue?
4	What do you consider to be the main drivers of entrepreneurship? (Ranking by importance)
5	Family support

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue IV April 2025

6	Entrepreneurial environment
7	Cultural differences
8	Access to capital
9	Social networking
10	Policy support (e.g. visas, tax incentives, etc.)
11	innovation
12	Management
13	Financial management capability
14	Market development
15	What is the biggest challenge do you think to starting a entrepreneurship?
16	What specific ideas do you have for your entrepreneurial project?