

# Entrepreneurial Intentions According to Gender among Public University Students

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## Abstract

Entrepreneurial intention is an essential factor in predicting students' engagement in entrepreneurship, particularly in the context of gender differences. This study examines the relationship between entrepreneurial intentions and the fear of entrepreneurial risk among male and female students in public universities. Quantitative research involving a survey of 364 final-year undergraduate students was conducted, selected through stratified random sampling from a population of 6,926 students. Data collection instruments included the Entrepreneurship Intentions Questionnaire (EIQ) and the Entrepreneurial Fear of Failure Scale (EFFS). Analysis using t-tests and ANOVA revealed that male students exhibited lower fear of entrepreneurial risks compared to female students. However, there was no significant gender difference in entrepreneurial intentions. Regression analysis showed a negative relationship between fear of entrepreneurial risk and entrepreneurial intention ( $p < 0.05$ ). The findings highlight the importance of addressing gender-specific challenges and reducing fear of failure to enhance entrepreneurial engagement among students.

**Keywords:** Entrepreneurial Intention, Fear of Failure, Gender Differences, Public University Students, Entrepreneurship Education

## Introduction

Nowadays, the business world is undergoing great changes. Technological innovation and globalization have opened up new opportunities for entrepreneurs to do business better. (Cai, 2020). Furthermore, the use of social media has also played a big role in promoting products and creating relationships with customers. Based on statistics, the estimated value of e-commerce will reach a trillion dollars in 2024 (Statista, 2021). E-commerce gives entrepreneurs the opportunity to reach global markets without significant geographic limitations. Another phenomenon that affects the business world is globalization. The spread of information through the Internet and global transportation has spread the market around the world. The accessibility of overseas markets provides opportunities for entrepreneurs to expand their networks and find new opportunities. For example, many US technology companies have opened branches in Southeast Asia to take advantage of the region's large and growing population.

Developments in the business world today have great implications for the economy and society. Economically, innovation and globalization have increased the efficiency and growth of the global economy. (Abdillah, 2023) The presence of multinational companies also has an impact on job creation in various countries. The business sector is constantly developing in Malaysia, with various trends and challenges shaping the current landscape. One major trend that has had a significant impact on business is digitization and technology integration. The emergence of e-commerce platforms and online transactions has made it easier for businesses to engage in cross-border trade. In addition, the increased interest among students to venture into the field of entrepreneurship also needs attention. (Abdillah, 2023) The motivation behind this entrepreneurial drive may be different from seeking freedom from financial problems. (Lestari et al., 2024)(Ismail et al., 2023) Students are also attracted to the potential benefits of entrepreneurship such as flexibility, creativity, and opportunities to grow. However, venturing into the field of entrepreneurship comes with several factors that influence the formation of entrepreneurial intentions among students, especially university students. An important factor is motivation, which plays an important role in motivating individuals to start their own business (Zainal et al. 2023). Motivation can be influenced by various aspects such as self-motivation, family support, peer influence, and institutional support (Abd Majid et al. 2023). In addition, the attitude towards entrepreneurship also has a great impact on the individual's intention to become an entrepreneur (Ramli et al. 2020). A positive attitude towards entrepreneurship creates a good environment for students to consider business ventures. In addition, the university ecosystem has a large impact on entrepreneurial intentions among students (Sabarudin et al. 2022). The existence of resources and support in educational institutions can foster an environment conducive to entrepreneurship. Personal attractiveness and perceived control over behavior also play an important role in influencing entrepreneurial intentions (Omar, MNB, 2021). Creating a more inclusive and equitable entrepreneurial ecosystem requires an understanding of gender differences in the context of entrepreneurial intentions and fear of risk. (Noh et al., 2024) This study aims to examine the differences entrepreneurial intention and level of fear of entrepreneurial risk between male and female students in public universities.

## Literature Review

### *Entrepreneurship*

Today's dynamic and competitive economic era, entrepreneurship is becoming increasingly important. It is a field of study that focuses on the creation of new businesses. (Barokah & Anggraini, 2022) (Khamimah, 2021). The concept of entrepreneurship was first introduced by Suparman Sumahamidjaya through the term "wiraswasta". Entrepreneurship is seen as an important key in driving economic growth because it creates job opportunities, and gives birth to innovation that can advance a country. (Mawar & Nawawi, 2023) (Basuki, 2021). Increasing both the quantity and quality of entrepreneurs is crucial today, yet some countries still face a shortage of entrepreneurs. (Nugrohowati & Rudatin, 2021). From an academic point of view, entrepreneurship can be understood as an attitude, ability, and behavior possessed by a person to create and manage a new innovative business (Khamimah, 2021), (Mawar & Nawawi, 2023). Various strategies can be worked on to develop entrepreneurship in Indonesia, for example, fostering an entrepreneurial spirit from a young age, including in pesantren. (Basuki, 2021).. The intention for entrepreneurship is an important component in understanding and predicting a person's entrepreneurial behavior.

There are several factors that can influence entrepreneurial intentions, among them is the background of entrepreneurial education, self-motivation, and social environment factors such as the support of family, friends, and even the community. (Dimuk & Jatiningrum, 2020).

#### *The Role of Gender in Entrepreneurship*

Gender differences are one of the factors that influence a person's entrepreneurial intentions and activities. (Lokman & Yakob, 2023) Although women are increasingly accepted as entrepreneurs, they still face challenges but different challenges compared to men, which contribute to the gender participation gap in entrepreneurship (Putri & Andriani, 2023) The role of gender in the development of entrepreneurship needs to be studied more deeply to better understand the challenges faced by women entrepreneurs, as well as effective strategies to promote entrepreneurship among women. In terms of theory and practice, entrepreneurship has become very important. (Alam et al., 2022) Studies have also shown to increase the amount and quality of entrepreneurship, which can drive the economic growth and development of a country. (Lan et al., 2023) Female entrepreneurs also face difficulties in obtaining subsidies compared to male entrepreneurs, showing indirect discrimination that can affect their chances of success. (Majláth et al., nd) Women often face difficulties in obtaining financing compared to men (Agustanti & Waluyo, 2023), limiting their business development. Conversely, men tend to have a wider business network (Shindy et al., 2022), giving them an advantage in obtaining opportunities and support. (Ruhiat et al., 2023) Unbalanced family responsibilities can also limit women's time and energy to focus on business. (Lokman et al., 2022) Gender stereotypes cause women entrepreneurs to be looked down upon (Putri & Arsi, 2023) (Baharudin et al., 2021), affecting their confidence and opportunities. (Putri & Andriani, 2023) The choice of business sector also plays a role, where women are more involved in sectors with slower investment and growth. Differences in leadership styles between men and women can also affect business culture and performance. (FEB et al., 2022)(Ruhiat et al., 2023) Although these differences are generalizations, understanding them is important to creating a more fair and equitable business environment for all entrepreneurs to succeed. (Suryati, 2021) (Chaliddin, 2021) (Mashudi et al., 2021)

#### *Entrepreneurial Intentions*

Entrepreneurial intention has a very close relationship with gender. Men have higher entrepreneurial intentions than women. (Ekawarna et al., 2022) This is because there are some cultural and social factors that encourage men to be more inclined to venture into the field of entrepreneurship. However, the gender gap in entrepreneurship is decreasing with the improvement of women's education, careers, and skills. (Chioda et al., 2023) (Martínez et al., 2023) Women are increasingly daring to take business risks and are able to develop creative ideas (Madhavika, 2019). Clearly, entrepreneurial intention is not only determined by gender, but also influenced by other factors such as education, experience, and self-motivation. (Damayanti & Hidayatulloh, 2020)(Dimuk & Jatiningrum, 2020)(Ip et al., 2022) However, differences in the intention to start a business between genders are largely linked to attitudes towards risk. (Lokman et al., 2022) Differences in risk aversion can be a reasonable interpretation for entrepreneurial activity. (Manalu et al., 2023) Men are also more inclined to take financial risks, while women may be more cautious with risks that can affect reputation and relationships. (Dawson, 2023) However, many successful female entrepreneurs prove they are capable of creating and leading successful businesses. (Mawar & Nawawi, 2023)

*Fear of Entrepreneurial Risk*

Fear of risk is the main barrier to starting a business (Lestari et al., 2024). Women are also found to be more afraid of risk than men, which can limit their intention and courage to become entrepreneurs (Ismail et al., 2023). This is due to several factors such as higher family responsibilities and pressure, more limited access to capital, and lack of experience in business. (Dimuk & Jatiningrum, 2020) Women also tend to be more cautious in making business decisions due to concerns about the impact of failure. on their personal finances and reputation (Yin & Wu, 2023). Women are more likely to cite fear of failure as the main barrier to entrepreneurship than men, which may contribute to the gender gap in entrepreneurship, where women are underrepresented as business owners (Sepúlveda & Bonilla, 2014)(Ismail et al., 2023). However, successful women have proven that they are capable of taking controlled risks and managing them well. Therefore, it is important to understand and address the fear of risk among women to increase their participation and success in entrepreneurship (Az-Zahra, 2020).

**Methodology**

In this paper, quantitative research is used to find out the respondents' opinions about the level of entrepreneurial intention among public university students. Involving 6,926 public university final year undergraduate students, this study selected 364 samples based on Krejcie and Morgan's table (1970). Data was collected using a questionnaire that was divided into three parts: A, B, and C. (Bux, S., & Van Vuuren, J., 2019)(Cacciotti et al., 2015). Part A collects background information of respondents, Part B contains questions about entrepreneurial intentions, while Part C measures the level of fear of entrepreneurial risk. All items were measured using a Likert scale.

Table 3.1

*Study Instruments and Reference Sources*

| Instrument                                      | Number of Items | Scale Type       | Reference                                   |
|---|-----------------|------------------|---|
| Demographic Information Questionnaire           | 3               | Multiple choices | Kiliç, İ., Ekrikaya, T., & Ergin, DY (2022) |
| Entrepreneurial Fear of Failure Scale (EFFS)    | 7               | Likert Scale     | Cacciotti et al., (2015)                    |
| Entrepreneurship Intentions Questionnaire (EIQ) | 9               | Likert Scale     | Bux, S., & Van Vuuren, J. (2019).           |

Questionnaire items use a five-point Likert scale, namely: Strongly Disagree; Disagree; Disagree; Agreed; and Strongly Agree. Descriptive statistics were used to calculate respondent profile data. The t-test and ANOVA analysis were used to determine the relationship between the study variables. The study sample consisted of 364 public university

students from various universities. This research instrument has a validity value of each substructure above 0.3, a validity level of 0.3, and a reliability above 0.6, indicating a high quality and usable instrument. Data analysis was carried out using the SPSS 26 program. Table 3.2 shows the variables for the developed mean assessment scale. In this study, the relationship between two variables, namely the level of fear of entrepreneurial risk and the level of entrepreneurial intention, was analyzed using multiple regression analysis.

Table 3.2

*Min Assessment Scale*

| <b>Min</b>  | <b>Min. Assessment</b> |
|-------------|------------------------|
| 1.00 – 2.00 | Low                    |
| 2.01 – 3.00 | Medium Low             |
| 3.01 – 4.00 | Medium High            |
| 4.01 – 5.00 | High                   |

**Research Findings***Respondents' demographic*

Table 4.1

*Gender*

| <b>Gender</b> | <b>Frequency</b> | <b>Percent</b> | <b>Accumulated Percent</b> |
|---------------|------------------|----------------|----------------------------|
| Men           | 204              | 55.9           | 55.9                       |
| Female        | 161              | 44.1           | 100.0                      |
| Amount        | 365              | 100.0          |                            |

Table 4.1 shows the distribution of public university students who participated in this study. Out of 365 students, 204 people ie, 55.9% are male, while 161 people ie, 44.1% are female.

Table 4.2

*Age*

| <b>Age</b>         | <b>Frequency</b> | <b>Percent</b> | <b>Accumulated Percent</b> |
|--------------------|------------------|----------------|----------------------------|
| 19 to 23 year      | 44               | 12.1           | 12.1                       |
| 24 to 28 years old | 46               | 12.6           | 24.7                       |
| 29 to 33 years old | 147              | 40.3           | 64.9                       |
| 34 years and above | 128              | 35.1           | 100.0                      |
| Amount             | 365              | 100.0          |                            |

The age table shows the age distribution of respondents among public university students involved in this study. The age of the respondents ranged from 19 to over 34 years old. The largest age group is 29 to 33 years old which is 147 people which is 40.3%, followed by the age group 34 years and above which is 128 people which is 35.1%. The age group of 24 to 28 years is represented by 46 respondents, that is, 12.6%, while the youngest age group, 19 to 23 years, consists of 44 respondents, that is, 12.1%.

Table 4.3

*Race*

| <b>Nation</b> | <b>Frequency</b> | <b>Percent</b> | <b>Accumulated Percent</b> |
|---------------|------------------|----------------|----------------------------|
| Chinese       | 86               | 23.6           | 23.6                       |
| India         | 122              | 33.4           | 57.0                       |
| Other - Other | 4                | 1.1            | 58.1                       |
| Malay         | 153              | 41.9           | 100.0                      |
| Amount        | 365              | 100.0          |                            |

Table 4.3 shows the ethnic distribution of public university students involved in this study. The majority of respondents are Malays, 153 people, that is, 41.9%, followed by Indians, 122 people, that is, 33.4%, and Chinese, 86 people, that is, 23.6%. The "Other" group is only represented by 4 respondents, which is 1.1%.

Table 4.4

*Reliability and Validity of the Entrepreneurial Intentions Questionnaire (EIQ)*

| <b>Item</b> | <b>Cronbach's alpha</b> | <b>KMO</b> | <b>Bartlett'sTest</b>   |
|-------------|-------------------------|------------|---|
| EIQ         | 0.516                   | 0.636      | Approx. Chi-Square<br><br>= 154.695<br><br>df = 21, p < 0.001 |

Table 4.4 about the reliability and validity analysis of the EIQ used in this study. Cronbach's Alpha value for the entire EIQ scale is 0.516, shows a moderate level of reliability and may need to be improved. This means that the items in the EIQ questionnaire do not measure the construct of "entrepreneurial intention" with high consistency. This low value of Cronbach's Alpha may be due to several factors, such as a small number of items, respondents who do not understand the items clearly, there are items that are not relevant to the construct to be measured. The p value is less than 0.001. This result means that there is a significant correlation between the EIQ items. In summary, the EIQ instrument shows a moderate level of reliability.

Table 4.5

*Reliability and Validity for the Entrepreneurial Fear of Failure Scale (EFFS)*

| Item | Cronbach's alpha | KMO   | Bartlett's Test                                    |
|------|------------------|-------|--|
| EFFS | 0.644            | 0.683 | Approx. Chi-Square = 346.971<br>df = 36, p < 0.001 |

Table 4.5 about the reliability and validity analysis of the EFFS used in this study. Cronbach's Alpha value for the EFFS scale is 0.644. This value indicates a moderate level of reliability. Although this value shows acceptable internal consistency, it can still be improved to obtain a more robust measure. A value of  $p < 0.001$  shows that there is a significant correlation between the EFFS items.

Table 4.6

*T-Test*

| Variables                                       | Group  | Average | Standard Deviation | t-value | df  | p-value |
|---|--------|---------|--------------------|---------|-----|---------|
| Entrepreneurial Fear of Failure Scale (EFFS)    |        |         |                    |         |     |         |
| EFFS 1  | Men    | 4.55    | 0.789              | 0.013   | 363 | 0.990   |
|   | Female | 4.55    | 0.873              |         |     |         |
| EFFS 2  | Men    | 4.37    | 0.986              | -0.726  | 363 | 0.468   |
|   | Female | 4.44    | 0.921              |         |     |         |
| EFFS 3  | Men    | 4.53    | 0.879              | 2,858   | 363 | 0.005   |
|   | Female | 4.24    | 1.115              |         |     |         |
| EFFS 4  | Men    | 4.39    | 1.023              | 2,584   | 363 | 0.010   |
|   | Female | 4.08    | 1,280              |         |     |         |
| EFFS 5  | Men    | 4.34    | 1,083              | 1,364   | 363 | 0.174   |
|   | Female | 4.17    | 1,287              |         |     |         |
| EFFS 6  | Men    | 4.23    | 1.227              | -0.083  | 363 | 0.934   |
|   | Female | 4.24    | 1.159              |         |     |         |
| EFFS 7  | Men    | 4.11    | 1,329              | 0.683   | 363 | 0.495   |
|   | Female | 4.02    | 1,277              |         |     |         |
| Entrepreneurship Intentions Questionnaire (EIQ) |        |         |                    |         |     |         |
| EIQ 1   | Men    | 4.56    | 0.813              | 0.325   | 363 | 0.745   |
|   | Female | 4.53    | 0.922              |         |     |         |
| EIQ 2   | Men    | 4.45    | 0.968              | 0.232   | 363 | 0.817   |
|   | Female | 4.42    | 0.972              |         |     |         |
| EIQ 3   | Men    | 4.45    | 0.911              | -0.462  | 363 | 0.644   |
|   | Female | 4.49    | 0.923              |         |     |         |
| EIQ 4   | Men    | 4.30    | 1,048              | -0.117  | 363 | 0.907   |
|   | Female | 4.32    | 1.033              |         |     |         |

|       |        |      |       |        |     |       |
|-------|--------|------|-------|--------|-----|-------|
| EIQ 5 | Men    | 4.30 | 1,090 | 0.155  | 363 | 0.877 |
|       | Female | 4.29 | 1.148 |        |     |       |
| EIQ 6 | Men    | 4.36 | 1.125 | 1,360  | 363 | 0.175 |
|       | Female | 4.19 | 1.281 |        |     |       |
| EIQ 7 | Men    | 4.37 | 1.025 | -0.047 | 363 | 0.963 |
|       | Female | 4.37 | 1.011 |        |     |       |
| EIQ 8 | Men    | 4.28 | 1.139 | -0.892 | 363 | 0.373 |
|       | Female | 4.02 | 1,277 |        |     |       |

Table 4.6 presents the results of the t-test conducted to examine the difference in mean scores between males and females for each item in the EFFT and EIQ. A p value of less than 0.05 indicates a statistically significant difference between the two gender groups. For the EFFT3 item, there is a statistically significant difference between males of 4.53% and females of 4.24% with a p value of 0.005.

Table 4.7

ANOVA

| Variables                                    |  | Sum<br>Squares | of df | Mean Square | F-value | sig. (p-value) |
|--|--|----------------|-------|-------------|---------|----------------|
| <b>Entrepreneurial Fear of Failure Scale</b> |  |                |       |             |         |                |
| EFFT 1                                       |  |                |       |             |         |                |
| Between Groups                               |  | 0.000          | 1     | 0.000       | 0.000   | 0.990          |
| Within Groups                                |  | 248.208        | 363   | 0.684       |         |                |
| Total  |  | 248.208        | 364   |             |         |                |
| EFFT 2                                       |  |                |       |             |         |                |
| Between Groups                               |  | 0.484          | 1     | 0.484       | 0.528   | 0.468          |
| Within Groups                                |  | 333.116        | 363   | 0.918       |         |                |
| Total  |  | 333,600        | 364   |             |         |                |
| EFFT 3                                       |  |                |       |             |         |                |
| Between Groups                               |  | 8.006          | 1     | 8.006       | 8.169   | 0.005          |
| Within Groups                                |  | 355,791        | 363   | 0.980       |         |                |
| Total  |  | 363,797        | 364   |             |         |                |
| EFFT 4                                       |  |                |       |             |         |                |
| Between Groups                               |  | 8.726          | 1     | 8.726       | 6,675   | 0.010          |
| Within Groups                                |  | 474.578        | 363   | 1.307       |         |                |
| Total  |  | 483.304        | 364   |             |         |                |
| EFFT 5                                       |  |                |       |             |         |                |
| Between Groups                               |  | 2,577          | 1     | 2,577       | 1,859   | 0.174          |
| Within Groups                                |  | 503.111        | 363   | 1,386       |         |                |
| Total  |  | 505.688        | 364   |             |         |                |
| EFFT 6                                       |  |                |       |             |         |                |
| Between Groups                               |  | 0.010          | 1     | 0.010       | 0.007   | 0.934          |
| Within Groups                                |  | 520.659        | 363   | 1,434       |         |                |
| Total  |  | 520.668        | 364   |             |         |                |
| EFFT 7                                       |  |                |       |             |         |                |
| Between Groups                               |  | 0.797          | 1     | 0.797       | 0.467   | 0.495          |



|                                    |         |     |       |       |       |
|------------------------------------|---------|-----|-------|-------|-------|
| Within Groups                      | 619.351 | 363 | 1,706 |       |       |
| Total                              | 620.148 | 364 |       |       |       |
| <b>Entrepreneurship Intentions</b> |         |     |       |       |       |
| EIQ 1                              |         |     |       |       |       |
| Between Groups                     | 0.079   | 1   | 0.079 | 0.106 | 0.745 |
| Within Groups                      | 270.234 | 363 | 0.744 |       |       |
| Total                              | 270.312 | 364 |       |       |       |
| EIQ 2                              |         |     |       |       |       |
| Between Groups                     | 0.051   | 1   | 0.051 | 0.054 | 0.817 |
| Within Groups                      | 341.686 | 363 | 0.941 |       |       |
| Total                              | 341.737 | 364 |       |       |       |
| EIQ 3                              |         |     |       |       |       |
| Between Groups                     | 0.179   | 1   | 0.179 | 0.213 | 0.644 |
| Within Groups                      | 304.643 | 363 | 0.839 |       |       |
| Total                              | 304.822 | 364 |       |       |       |
| EIQ 4                              |         |     |       |       |       |
| Between Groups                     | 0.015   | 1   | 0.015 | 0.014 | 0.907 |
| Within Groups                      | 394.002 | 363 | 1.085 |       |       |
| Total                              | 394.016 | 364 |       |       |       |
| EIQ 5                              |         |     |       |       |       |
| Between Groups                     | 0.030   | 1   | 0.030 | 0.024 | 0.877 |
| Within Groups                      | 452.014 | 363 | 1,245 |       |       |
| Total                              | 452.044 | 364 |       |       |       |
| EIQ 6                              |         |     |       |       |       |
| Between Groups                     | 2,647   | 1   | 2,647 | 1,850 | 0.175 |
| Within Groups                      | 519.287 | 363 | 1.431 |       |       |
| Total                              | 521.934 | 364 |       |       |       |
| EIQ 7                              |         |     |       |       |       |
| Between Groups                     | 0.002   | 1   | 0.002 | 0.002 | 0.963 |
| Within Groups                      | 377.066 | 363 | 1.039 |       |       |
| Total                              | 377.068 | 364 |       |       |       |
| EIQ 8                              |         |     |       |       |       |
| Between Groups                     | 1,030   | 1   | 1,030 | 0.796 | 0.373 |
| Within Groups                      | 469,858 | 363 | 1,294 |       |       |
| Total                              | 470,888 | 364 |       |       |       |
| EIQ 9                              |         |     |       |       |       |
| Between Groups                     | 0.322   | 1   | 0.322 | 0.192 | 0.661 |
| Within Groups                      | 608.100 | 363 | 1,675 |       |       |
| Total                              | 608.422 | 364 |       |       |       |

Table 4.7 presents the results of the ANOVA analysis used to test the difference in mean scores between males and females for each item in the EFFS and EIQ. EFFS3 and EFFS4 items show a difference between men and women which is  $p < 0.05$ . This means that there is a significant difference in the level of fear of failure in entrepreneurship between men and women for those items. All EIQ items that show statistically significant differences between males and females ie  $p > 0.05$ . This means that there is no significant difference in entrepreneurial intention between men and women.

## Conclusion

This study provides significant insights into the relationship between fear of entrepreneurial risk and entrepreneurial intentions among public university students. The findings reveal that a higher level of fear of entrepreneurial risk is strongly associated with lower entrepreneurial intentions, indicating that fear of failure is a critical barrier to entrepreneurial engagement (Aziz et al., 2021). These results align with prior research, emphasizing that the fear of taking risks hinders students' confidence and willingness to venture into entrepreneurship (Ekawarna et al., 2022). Gender differences in the level of fear were also evident, with male students demonstrating lower levels of fear compared to female students. This indicates that female students are more cautious and risk-averse, potentially due to cultural, social, or personal factors. Despite this, no significant differences in entrepreneurial intentions were observed between male and female students, suggesting that other factors, such as motivation and support, may mitigate the impact of fear on entrepreneurial intentions.

To encourage higher levels of student participation in entrepreneurship, it is essential to develop strategies that specifically address the fear of entrepreneurial risk. Comprehensive entrepreneurship programs should be introduced within educational institutions, focusing on enhancing self-confidence, offering practical exposure to entrepreneurship, and creating a supportive ecosystem. Such programs could include workshops, mentorship opportunities, and hands-on business simulations to allow students to experience entrepreneurship in a low-risk environment. Furthermore, tailored efforts are needed to address the unique challenges faced by female students, including building resilience, fostering positive role models, and providing targeted support to overcome their specific fears and constraints (Bantial & Rahman, 2021; Karlina et al., 2023).

In addition, institutions should aim to create an entrepreneurial culture that normalizes failure as part of the learning process. This can help reduce the stigma surrounding failure and encourage students to take calculated risks. Future research is recommended to further explore the nuanced factors contributing to entrepreneurial fear among students. Employing qualitative approaches, such as in-depth interviews or focus groups, could provide deeper insights into students' perspectives, motivations, and challenges. This understanding could guide the development of more effective interventions to cultivate a resilient and entrepreneurial mindset among students.

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