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Wan Nurul Hidayati Binti Wan Kamarulzaman, & Yusof, M. S. (2022). Skills and Knowledge Application as A Driver of Global E-Commerce Ventures Among International Business Graduates. *The Asian Journal of Professional & Business Studies*, 3(1), 25–36.  
<https://doi.org/10.61688/ajpbs.v3i1.382>

## **SKILLS AND KNOWLEDGE APPLICATION AS A DRIVER OF GLOBAL E-COMMERCE VENTURES AMONG INTERNATIONAL BUSINESS GRADUATES**

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Received 1 April 2022, Accepted 1 May 2022, Available online 30 June 2022

### **ABSTRACT**

This research focuses on the application of skills and knowledge that serve as a strong driver for global e-commerce ventures among international business graduates, using their education in digital marketing, supply chain management, financial planning, and communication to prove to be adaptable within the dynamic digital economy. This research implements a qualitative study, which involves semi-structured interviews, underlining the development of theoretical knowledge with practical skills and fostering entrepreneurial intentions and capability. The findings underpin that education equips graduates with various tools necessary to operate complex global markets, innovate in e-commerce, and ensure continuous competitiveness in the fast-developing business environment. The insights from this study have given helpful guidance on how educational programs and policies can be strengthened to prepare students for emergent global e-commerce opportunities.

**Keywords:** Global E-commerce, Skills, Knowledge Application, Entrepreneurship Education, International Business Graduates

### **1.0 INTRODUCTION**

The evolution of global e-commerce ventures highlights the necessity for proficient skills and robust knowledge application among international business graduates. E-commerce has transitioned from being an optional strategy to an essential aspect of business practice, particularly as organizations strive to leverage technology and the internet to access wider markets and enhance competitive advantages (Petković et al., 2021; Fillis et al., 2003). The growing interdependence of businesses in global markets underscores the importance of equipping graduates with the essential skill set tailored for this digital landscape. Yet, significant disconnects exist between academic preparation and the

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competencies required by employers, highlighting critical areas for improvement in educational frameworks focusing on e-commerce (Fleming, 2008; Metilda & P.C., 2016).

The complexity of e-commerce necessitates a multifaceted skill set encompassing both technical capabilities and non-technical skills such as creativity, problem-solving, and effective communication (Jackson & Chapman, 2012; Research indicates that non-technical skills are pivotal for enabling graduates to adapt their knowledge to diverse work environments, thereby enhancing their employability in the rapidly changing global market (Jackson & Chapman, 2012; Treleaven & Voola, 2008). Furthermore, studies emphasize the significance of curricula that integrate practical, applied learning experiences to bridge knowledge gaps while fostering essential transferable skills aligned with industry demands (Ngai et al., 2013; Mitchell & Strauss, 2001).

Additionally, the integration of knowledge management theories within the e-commerce field is pivotal, as they cultivate a conducive learning environment that emphasizes continuous knowledge renewal and application (Xu et al., 2021; Yu & Lin, 2013). The rapidly changing nature of technology necessitates that graduates possess foundational knowledge and demonstrate an ability to adapt and innovate (Nugroho et al., 2020; Wang & Hou, 2011). Given these dynamics, contemporary e-commerce education programs must prioritize the development of comprehensive, interdisciplinary approaches that blend elements of marketing, information technology, and business strategy, enabling students to thrive in an increasingly digital economy (Cunningham, 2000; Rezaee et al., 2006).

Empirical evidence reveals that organizations, particularly small and medium-sized enterprises (SMEs), face considerable challenges adopting e-commerce due to technological barriers and a lack of skilled personnel (Worku & Muchie, 2019; Saffu et al., 2008). Consequently, understanding the drivers and inhibitors to e-commerce adoption becomes crucial in shaping curricula that effectively address these gaps (Zaied, 2012; Supriyono et al., 2018). With the continuous evolution of digital platforms and consumer behaviors, academic institutions must align their educational offerings with the practical requirements of the industry to cultivate the next generation of global e-commerce leaders (Petković et al., 2021; Saffu et al., 2008).

In conclusion, the application of skills and knowledge is a critical driver of success in global e-commerce ventures among international business graduates. The interplay of substantive and procedural knowledge—fostered through academically rigorous yet practical learning experiences—forms the foundation upon which graduates can build successful careers in this dynamic field. Addressing current skill gaps through reformulated curricula is essential for preparing graduates to meet the expectations of the international marketplace.

## **2.0 LITERATURE REVIEW**

### **2.1 Global E-commerce Venture**

The burgeoning field of global e-commerce presents a compelling context for examining how skills and knowledge application act as pivotal drivers among international business graduates. As e-commerce continues to evolve and reshape business landscapes on a global scale, understanding the critical skills required and how these can be effectively mobilized becomes essential for new entrants in the market.

To outline the foundational role of knowledge in facilitating e-commerce adoption, various studies highlight the importance of understanding e-commerce frameworks and market dynamics. For instance, Bakker et al. emphasize the relevance of adopting e-commerce within a supply chain context, suggesting that knowledge of supply chain management significantly contributes to effective e-commerce strategies (Bakker et al., 2008). Similarly, Holsapple and Singh argue that a unified approach to electronic commerce and knowledge management is crucial for operational success, indicating that the integration of knowledge practices can enhance competitive advantage in online markets (Holsapple & Singh, 2000). This suggests that international business graduates must not only acquire technical skills but also develop a comprehensive understanding of strategic knowledge application.

Moreover, the significance of tailored knowledge for specific sectors is underscored in studies like that of Xu et al., which discusses knowledge management in the context of e-commerce mass customization, advocating for a strategy that aligns

knowledge resources with specific business needs (Xu et al., 2013). This tailored approach is especially valuable for graduates entering global markets, as it can empower them to leverage localized knowledge effectively while navigating diverse consumer bases. Furthermore, Strader et al. provide insights into the necessity of sharing information among supply chain partners to enable successful B2B e-commerce interactions, implying that collaborative skills and knowledge sharing are integral to international business practices (Strader et al., 1999).

In addition to theoretical insights, practical implications arise from understanding the barriers and drivers of e-commerce. The research by Al-Tit categorizes various factors influencing e-commerce success, including technological adaptation and managerial support, underscoring the importance of skills such as IT proficiency and strategic management (Al-Tit, 2020). Comparably, the framework established by Jih et al. links the efficacy of knowledge management to e-commerce performance, advocating for a robust knowledge ecosystem that supports continuous learning and adaptation in this digital landscape (Jih et al., 2005).

Education systems thus have a crucial role in fostering these essential competencies among international business graduates. The literature suggests an urgent need for curriculum innovations that integrate knowledge management practices with e-commerce strategies, enabling graduates to align their skill sets with industry expectations. For instance, Perkins et al. emphasize the importance of real-world knowledge and hands-on practice in developing competent e-commerce practitioners, suggesting that learning environments must prioritize experiential learning (Perkins et al., 2005). Furthermore, Lin's research highlights the need for project management competencies in e-commerce to boost job performance, indicating a direct correlation between skill development and workplace success (Lin, 2021).

In conclusion, the advent of global e-commerce necessitates a comprehensive framework for developing relevant skills and knowledge among international business graduates. The interplay between knowledge management, operational strategies, and practical skills will significantly influence the future success of graduates in the fast-evolving e-commerce domain. Therefore, educational institutions must adopt holistic curricula that prepare graduates to navigate the complexities of global e-commerce effectively.

## **2.2 Drivers of Starting E-commerce**

The emergence of global e-commerce has significant implications for international business graduates, particularly regarding the application of skills and knowledge to foster successful ventures. E-commerce, characterized by its rapid evolution and increasingly complex landscape, requires a deep understanding of both technological capabilities and market dynamics. This literature review synthesizes key studies that illuminate the drivers impacting the propensity of international business graduates to engage in e-commerce ventures.

Firstly, knowledge management (KM) has emerged as a critical factor in the evolution of e-commerce strategies. Li emphasizes the integration of KM into e-commerce to navigate the challenges posed by the evolving knowledge economy, asserting that a strategic approach can significantly drive e-commerce development (Li, 2011). This viewpoint resonates with findings by Niederman and Hu, who identify the importance of specialized personnel in e-commerce, noting that the competency of individuals forms the backbone for effective program execution (Niederman & Hu, 2003). The ongoing need for educational institutions to adapt their curricula to address these competencies is highlighted by Rezaee et al., who note the rising demand for education specifically targeting e-commerce skills (Rezaee et al., 2006).

Moreover, the role of digital marketing strategies cannot be overlooked. Llanes discusses how Cuban agribusinesses have utilized e-commerce for market expansion through innovative strategies that combine various e-commerce models and social media engagement. This indicates how strategic application of knowledge can create business opportunities in emerging markets (Llanes, 2020). This is further supported by the work of Adam and Alhassan, which points out the increasing reliance on information and communication technologies (ICTs) as businesses transition to electronic models (Adam & Alhassan, 2021). The ability to effectively leverage ICTs is thus seen as a crucial skill set for graduates aiming to succeed in the e-commerce landscape.

Additionally, the foundational approaches to establishing an electronic presence—transactional versus informational—highlight differing priorities that graduates must navigate when launching e-commerce initiatives. McLean and Blackie describe these approaches, each requiring a unique set of skills that encompass marketing, customer relations, and operational management (McLean & Blackie, 2004). Understanding consumer behavior in online environments is

emphasized by Xu et al., who advocate for training that equips students with both vocational skills and management experience, essential for thriving in e-commerce (Xu et al., 2021).

Furthermore, the strategic adoption of e-business decisions plays a pivotal role. Research by Raisinghani et al. indicates that post-crisis strategies have shifted towards more sustainable models that focus on both immediate e-commerce needs and long-term vision (Raisinghani et al., 2007). This insight into strategic decision-making stresses the importance of having a robust educational grounding in both theory and practical applications relevant to e-commerce.

Lastly, an awareness of the socio-economic factors affecting e-commerce adoption is vital, as detailed by Svobodová and Rajchlová. They assert that online shopping behavior and customer-centric strategies must be integrated into business planning to achieve success in this field (Svobodová & Rajchlová, 2020). Understanding these dynamics provides international business graduates with the contextual knowledge needed to adapt their approaches based on varying market conditions.

In summary, a well-rounded set of skills rooted in knowledge management, strategic decision-making, proficiency in digital marketing, and a comprehensive understanding of consumer behavior are foundational to the success of international business graduates venturing into e-commerce. This synthesis of literature demonstrates the multifaceted drivers that influence e-commerce ventures, necessitating a curriculum that embodies these components and equips graduates for this rapidly evolving industry.

### **2.3 Knowledge and Skills Application in E-commerce Venture**

The application of skills and knowledge significantly drives the success of global e-commerce ventures, particularly among graduates of international business programs. In an era where businesses increasingly rely on online platforms to reach consumers, understanding the nuances of knowledge management within e-commerce becomes paramount.

A foundational understanding of e-commerce principles is essential for graduates stepping into this domain. For instance, Holsapple and Singh emphasize the need for businesses to adopt a knowledge management approach that supports e-commerce transactions, defining e-commerce as the use of technology to enable buy-sell transactions (Holsapple & Singh, 2000). Furthermore, knowledge management equips graduates with the ability to manage business processes effectively, enhancing their understanding of customer interactions and business applications crucial for navigating e-commerce dynamics (Santos, 2003). This becomes even more critical in the context of knowledge exchange, which has been highlighted as a significant aspect of customer-company interaction in e-commerce (McLean & Blackie, 2004).

Moreover, the role of technological proficiency cannot be understated. Skills related to the use of information and communication technologies (ICT) are foundational for the implementation of e-commerce strategies (Mahroeian, 2012). According to El-Ebiary, a solid grasp of technological advancements—including both the Internet and associated software—enables graduates to leverage e-commerce for enhanced operational efficiency and customer engagement (El-Ebiary, 2021). This is corroborated by findings from Supriyono et al., which illustrate that the absence of technological knowledge can pose significant barriers to the adoption of e-commerce, especially among small and medium enterprises (SMEs) (Supriyono et al., 2018). As graduates transition into the workforce, their ability to integrate technology within business frameworks directly correlates with the operational success of e-commerce ventures.

The emphasis on service quality as a business driver highlights how knowledge and skills directly influence consumer loyalty in e-commerce. Studies have shown that robust e-service quality metrics can lead to increased customer satisfaction and retention, thus serving as fundamental drivers of e-commerce success (Santos, 2003). Furthermore, as noted by Mclean and Blackie, the exchange of knowledge not only serves a commercial purpose but also enhances client engagement, positioning knowledge as a core asset in e-commerce (McLean & Blackie, 2004). This integration of service quality into the e-commerce model underscores its critical importance as businesses vie for consumer loyalty in an increasingly competitive market.

In summary, the interplay of skills and knowledge in the context of e-commerce is essential for international business graduates aspiring to lead in this fast-paced sector. From understanding technology and information systems to the importance of service quality and knowledge management, these competencies collectively form the backbone of successful e-commerce strategies that drive global ventures.

### 3.0 METHODOLOGY

#### 3.1 Research Design

This research uses a qualitative research approach to study the drivers of global e-commerce ventures among international business students. This qualitative approach is appropriate for obtaining complex and varied perspectives of participants' experiences. This method applies semi-structured interviews as the primary data collecting method. This method allows flexibility and at the same time guides the participants to answer the questions based on the researchers' expectations.

#### 3.2 Research Sampling

This study implements purposive sampling which selects the participant based on specific criteria. This paper aims for graduates that studies and practices international business. The participants also must be involved in e-commerce business. Have proper education such as diploma and degree related to international business or in business studies. The sample of this research consists of 8-10 respondents from various universities in Malaysia. Participants recruited by professional networks and outreaches conducted by social media and phone. The interview sessions are conducted via phone and google meet. Interview sessions only take 10-15 minutes to allow respondents to provide the relevant answers. The interview sessions are recorded with participants' consents and used for the transcription.

#### 3.3 Data Analysis Process

This study uses a thematic analysis approach to do data analysis. This process consists of six steps based on Braun and Clarke. The process starts with familiarisation. Data analysis process utilise Atlas t.i software. The initial code is generated through the process of identifying the recurring concepts and placing them into broader themes. The researchers review the themes against the dataset for validation and consistency. The theme is done in descriptive manners. This process will include the quotation from the respondents to support the narrative reports.

### 4.0 FINDINGS AND DISCUSSION

#### 4.1 Application of Knowledge and Skills in E-Commerce Ventures

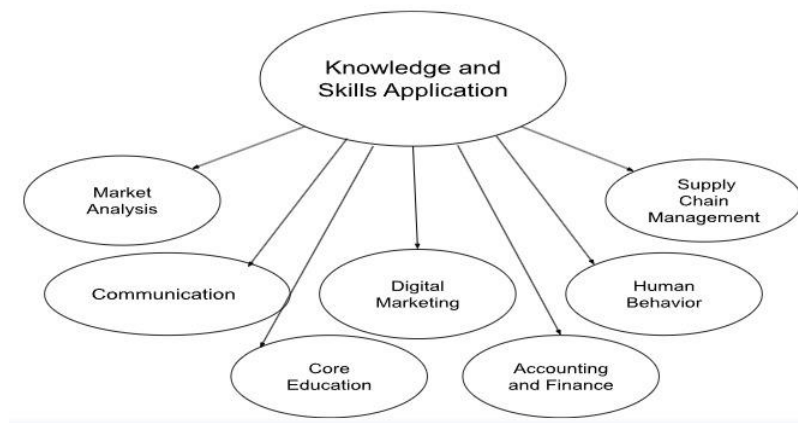


Figure 1: Key of Knowledge and Skills Application in Global E-commerce ventures.

Results thus indicate that international business graduates believe the skills and knowledge obtained are important to encourage them to become involved with e-commerce activities. Respondents reported that knowledge gained in formal education regarding business strategies, international markets, and digital platforms empowers them with the confidence and competence required for e-commerce. Other skills identified as important tools in their ventures included digital marketing, financial planning, and cross-cultural communication; analyzing human behavior; and studying supply chain management. These skills will not only help in setting up and managing online businesses but will also give graduates an

upper hand in dealing with the challenges of a globalized market. One could determine that graduate entrepreneurs apply their educational skills in structuring their ventures and thus can be distinguished from non-graduates in the urban SME and micro-SME sectors (Jamaludin & Seman, 2024). Many respondents believed that their education and experiential learning about the ecosystem of technology and entrepreneurship helped them develop readiness and adaptability to take up opportunities and tackle barriers in the digital economy.

#### 4.1.1 Market Analysis

Market analysis application is the ability of students to apply their knowledge to observe and access potential markets for e-commerce ventures. This knowledge consists of the competencies of graduates in analysing the market trend, identifying customers and evaluating the competitors' performances. By conducting thorough market analysis, graduates feel better equipped to make informed decisions, minimise risks, and strategically position their products or services in the global digital marketplace. From the interviews, five informants highlighted market analysis.

*"Definitely, my studies have given me some really useful skills for ecommerce. Market analysis is a big one—I learned how to look at demand, understand the competition, and figure out what different customer groups are interested in. This helps me find the right niche and decide how to position my products."* (Respondent 1)

*"For example, in principle marketing subjects, I learn about understanding my target market to help identify and do research for my ideal customers and understand their needs and preferences."* (Respondent 2)

*"I also understand a bit about customer targeting, which helps with deciding who to focus my efforts on."* (Respondent 5)

*"For example, I've gained an understanding of basic marketing, such as recognizing current trends and learning how to study and understand customer behaviour. So, this skill is helpful especially in e-commerce because you understand your customers and what they want."* (Respondent 6)

*Learning to address consumers' needs, adapting to local market preferences and maintaining global outlooks are all critical for success in e-commerce."* (Respondent 7)

#### 4.1.2 Digital Marketing

Having skills in digital marketing are the foundation in e-commerce ventures. This code shows the graduates ability to engage and reach their target audience worldwide through an e-commerce platform. The respondents tell the role of content creating, social media marketing, Search Engine Optimisation (SEO) and online advertisement to create brand awareness and attract potential customers. Proficiency in digital marketing enables graduates to create visibility for their ventures, understand customer preferences, and adapt to changing online behaviour, which they see as a critical driver in the success of their e-commerce businesses. From the interviews, five informants mentioned learning digital marketing.

*"I just study a lot about marketing strategies, content marketing, where I can create a valuable and relevant content that address my audience's pain points and also the search engine optimization (SEO), optimise my website and content for search engine to improve visibility and attract organic traffic and use relevant keywords, optimise page title and ensure a good user experience."* (Respondent 2)

*"I am also quite proficient in technology and software since we have experience with financial software, spreadsheets and databases which can translate well into e-commerce tools like Shopify, Netflix groups or Amazon seller central."* (Respondent 3)

*"I learnt a lot of skills relating to media practices such as media planning, advertising and what not so in a way it gives me an idea of how I should market my products to the public nicely by creating a carefully planned strategy."* (Respondent 4)

*"A lot of what I've learned in my classes applies directly to an online business: Marketing and Social Media: I've learned about digital marketing strategies, which is so useful because I'd need to run ads, post regularly on Instagram, and keep people interested."* (Respondent 5)

#### 4.1.3 Supply Chain Management

This knowledge in supply chain management allows graduates to handle the logistical aspects related to procurement, inventory, and distribution. In other words, this code reflects participants applying knowledge of effective supply chain

processes that ensure delivery within time at reduced operational costs but with increased customer satisfaction. By mastering supply chain management, graduates enhance their ability to maintain smooth business operations, even when sourcing or distributing internationally, making this knowledge a valuable asset in e-commerce. From the interviews, an informant mentioned the supply chain management related to e-commerce ventures.

*"I also learned about supply chain management, which has been super helpful for making sure everything runs smoothly with orders and deliveries, an essential part of e-commerce."* (Respondent 1)

#### **4.1.4 Communication**

The communication skill is important as it empowers graduates to interact effectively with suppliers, partners, and customers coming from diverse cultural backgrounds. Some of the skills under this code include negotiation, customer service, and networking, which really help in building a relationship and developing trust. Effective communication also allows graduates to market their products persuasively, handle customer inquiries efficiently, and navigate cultural nuances in global markets, enhancing their e-commerce ventures' credibility and reach. From the interviews, three informants mentioned applying communication in e-commerce ventures.

*"And then there is cross-cultural communication. It taught me how to approach different markets in a way that respects and resonates with local cultures and preferences."* (Respondent 1)

*"I have learned the basics of customer service, which is really important because I'd want my customers to be happy and order again."* (Respondent 5).

*"In our case, since we are students, our primary customer base is other students, so knowing how to reach and appeal to them is valuable to us. How to socialise with the customer and understand their needs and behaviour, only then can we sell our product."* (Respondent 6)

#### **4.1.5 Core Education**

Core education encompasses the foundational business knowledge that graduates acquired during their studies, covering subjects like economics, management, and business law. This code represents how a solid academic grounding in these areas provides graduates with a structured understanding of how businesses operate, enabling them to make well-rounded decisions in their e-commerce pursuits. The foundational skills and concepts from their core education underpin their approach to planning, problem-solving, and strategic thinking in their ventures. From the interviews, an informant mentioned learning about core education.

*"Yes, actually I take a business course which is business administration. In this course, I take a marketing subject, franchise and all are related to the business. From what I study, there's a lot of knowledge about business that I can apply and guide my online business."* (Respondent 2)

*"The main reason I feel motivated to start exploring online business or e-commerce is that my course actually requires us to engage in some form of business as part of our studies. It's a mandatory subject, so everyone in my program has to get involved in a business project or venture. Even if it wasn't initially something I was highly interested in, the requirement has helped push me toward learning more about what it takes to succeed in online business."* (Respondent 6)

#### **4.1.6 Accounting and Finance**

The knowledge of accounting and finance is very essential in the financial management of e-commerce ventures. This code, therefore, is applicable to the ability of graduates in performing budgeting, pricing, and profit analysis. The graduates have noted that financial planning skills, cash flow management, and tax compliance are very important in keeping their online businesses running. Hence, through the understanding of accounting and financial principles, it would be easy for graduates to assess profitability more, manage costs, and ensure financial stability for growth in e-commerce for sustainability. From the interviews, one of the informants mentioned learning of accounting and finance.

*"I do learn accounting; I have a skill to manage the finances. Really, as a student, I really understand the financial statements, budgeting and cash flow management which are critical for keeping an e-commerce or this online business to make it more profitable. So I can forecast revenue, manage costs and make informed financial decisions to keep the business sustainable."* (Respondent 3)

#### 4.1.7 Human Behavior

Understanding human behaviour emerged as a unique driver, emphasising how insights into consumer psychology and buying patterns impact e-commerce strategies. This code reflects the value graduates place on understanding customer needs, preferences, and decision-making processes, which inform their marketing tactics and customer experience. Knowledge of human behaviour helps graduates to develop personalised marketing approaches, create more engaging user experiences, and predict trends, ultimately enhancing their ability to attract and retain customers in the competitive digital space. From the interviews, two informants mentioned human behaviour.

*"For example, I've gained an understanding of basic marketing, such as recognizing current trends and learning how to study and understand customer behaviour. This skill is especially helpful in e-commerce because understanding who your customer is and what they want is crucial."* (Respondent 6)

*"Learning to address consumer needs, adapting to local market preferences, and maintaining a global outlook are all critical for success in e-commerce."* (Respondent 7)

#### 4.2 Knowledge and skills application as a driver of global ecommerce venture

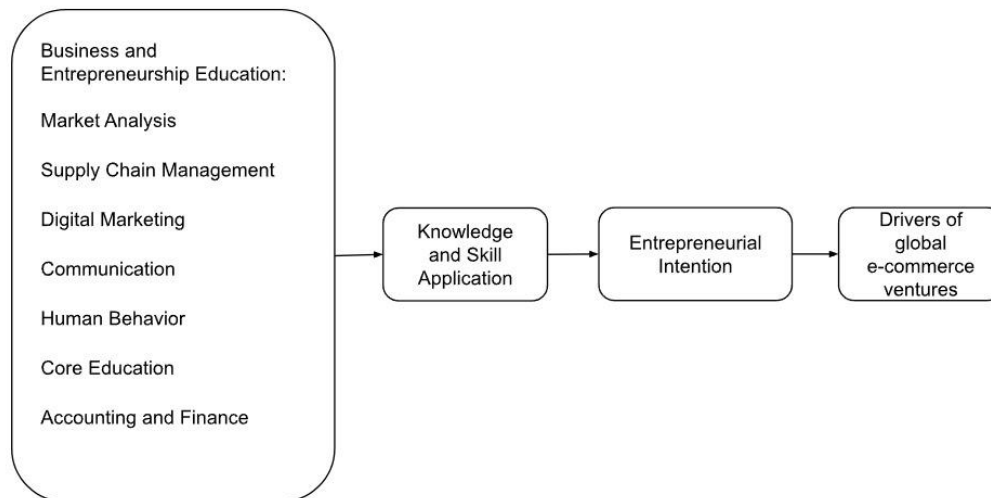


Figure 2: Framework for this study.

The framework suggests that the application of skills and knowledge acquired through business and entrepreneurship education largely explains entrepreneurial intention and the decision to start a business. Respondents in this study have demonstrated how the academic background provided foundational knowledge in core education, digital marketing, accounting and finance, supply chain management, among others, that they were able to apply effectively in their global e-commerce venture. The theoretical knowledge that the student is able to acquire in class, such as human behavior, communication, and market analysis, is useful in business. In addition to these technical skills, the respondents felt that their basic education in Business Administration developed critical thinking and problem-solving abilities, which would empower them to become adaptive. Indeed, these foundational skills proved invaluable in approaching the multi-faceted challenges faced in e-commerce ventures. Many of the graduates commented that their courses in finance, management,



and organizational behavior provided a good framework for approaching and solving the challenges involved in running a global business.

The strong business-principle foundation allowed the participants to build e-commerce technical skills on top of being able to handle strategic and operational aspects of an e-commerce venture.

This is in line with the literature in entrepreneurship education, which recognizes such formal programs as paramount in developing entrepreneurial competencies and mindset necessary for pursuing entrepreneurial activities (Karimi et al., 2016; Ramadani et al., 2022). Entrepreneurship education helps to arm the individual with both theoretical and practical skills that would increase his or her confidence in readiness to engage in deliberate entrepreneurial actions identified in Ajzen's (1991) Theory of Planned Behavior.

The course is therefore greatly beneficial to the trainees since it combines both academic and practical skills necessary for entrepreneurial success. The academic programs give them a sound theoretical understanding of the business concepts; on the other hand, by applying the same through digital marketing, market analysis, and supply chain management, they have been in a position to succeed in the global e-commerce market.

That, in essence, is the aspect that made the integration of business theoretical knowledge with hands-on experience an essential part in navigating global business challenges and remaining agile to changing market conditions. To that extent, graduates recognised their academic background had prepared them sufficiently in strategising while at the same time exercising their practical skills in executing those strategies in relevant real-world settings.

Apparently, it is evident that integration of formal education with real application helps narrow down the intention gap in entrepreneurship and actual business inception. As illustrated in this paper, the ability of the participants to apply their knowledge and skills not only affected their intention to venture into entrepreneurship but also emboldened them to succeed in setting up and managing e-commerce businesses in a competitive global market.

## **5.0 CONCLUSION**

This may be because business and entrepreneurship education acts as a driving force toward e-commerce-related ventures among international business graduates. Indeed, the findings indicate that international business graduates apply a wide range of knowledge and skills obtained during the academic programs in conducting startups and operations of e-commerce businesses in the areas of market analysis, digital marketing, supply chain management, communication, and financial management. Building on this foundation in economics, management, and human behavior in business, such skills will provide graduates with confidence and competence to respond successfully to the challenges facilitated by the global digital economy. Notably, this agrees with existing literature on the role of entrepreneurship education in the development of critical thinking, problem-solving, and adaptability—all skills very instrumental in overcoming the challenges e-commerce presents.

The study placed the successful entrepreneurial graduates in a position where they could apply theoretical knowledge in an efficient sense in areas such as digital marketing and supply chain management. This research actually bridges the gap between academic learning and real-world execution in business by showing that entrepreneurship education really empowers graduates to turn their entrepreneurial intention into actual business ventures. This then becomes an integration of knowledge that drives individual entrepreneurial success, adding to the global growth of an e-commerce market beyond borders.

## **6.0 ACKNOWLEDGEMENT**

The authors would like to express their sincere gratitude to Kolej Universiti Poly-Tech MARA, Kuala Lumpur, Malaysia for providing the resources and support necessary to complete this study. We would also like to thank all participants who contributed their time and insights to this research. Special appreciation is extended to colleagues and peers who offered valuable feedback during the development of this manuscript.

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