FACULTY OF TECHNOLOGY MANAGEMENT AND TECHNOPRENEURSHIP

ACCEPTANCE OF ONLINE DIGITAL BUSINESS PLATFORM ON SCHOOL COOPERATIVES AMONG HIGH SCHOOL STUDENT

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

MUHAMMAD AMIRUL AIMAN BIN AB GHAZAB

2023

ACCEPTANCE OF ONLINE DIGITAL BUSINESS PLATFORM ON SCHOOL COOPERATIVES AMONG HIGH SCHOOL STUDENT

MUHAMMAD AMIRUL AIMAN BIN AB GHAZAB

This thesis submitted in partial fulfilment of the requirements for the award of
Bachelor of Technology Management (Innovation) with Honours

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UNIVERSITI TEKNIKAL MALAYSIA MELAKA

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APPROVAL

I hereby declared that I had read through this thesis and in my opinion that this thesis is adequate in terms of scope and quality which fulfil the requirements for the award of Bachelor of Technology Management (Innovation) with Honours

SIGNATURE : 

NAME OF SUPERVISOR : ASSC. PROF MADYA DR JUHAINI BINTI JABAR

DATE : 19/6/2023

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SIGNATURE : 

NAME OF PANEL : DR. SITI NORBAYA BINTI YAHYA

DATE : 30/1/2024

DECLARATION

"I hereby declare that the work has been done by myself and no portion of the work in this research project proposal has been submitted in support of any application for any other degree or qualification of this or any other university or institute of learning."

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SIGNATURE :

NAME : MUHAMMAD AMIRUL AIMAN BIN AB GHAZAB

DATE : 19/6/2023

DEDICATION

I would like to dedicate this project first and foremost to Allah S.W.T and special dedication to my ever-supportive parent, En. Ab Ghazab Bin Ab Rahman and Puan Hapsah Binti Muda, for their relentless support and compassion towards me and who always been my inspiration. Furthermore, I want to share gratitude for the encouragement and support of my beloved lecturers, supervisor, and friends.

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ABSTRACT

The contemporary digital era was made possible by opening the door for technical advancements including internet platforms, automation, big data analytics, and artificial intelligence. The rapid advancement of technology has significantly transformed various aspects of our lives, including the way we conduct business and engage in transactions. In the realm of education, schools and educational institutions are embracing digital transformation to enhance teaching and learning experiences. One area where this digital shift is taking place is in school cooperatives, which provide goods and services to students within the school setting. With the advent of online digital business platforms, school cooperatives have the opportunity to leverage technology and offer a more convenient and engaging shopping experience for high school students. Based on previous findings, several problem statements were found in studies related to online digital. Among them are limited access of technology, trust and security concern and lack on general understanding on Information Technology (IT). The objective of this researched is to uncover the factors of online digital business platform acceptance on school cooperatives among high school student, to analyse the relationship of online digital business platform acceptance toward intention to use among high school student and to examine the most influence factors that affect the acceptance of online digital business platform on school cooperatives among high school student. A survey based on a questionnaire was used to collect data from 370 respondents, who were high school student from Dungun, Terengganu. This research uses simple random sampling as probability sampling in which samples are selected at random. The data obtained were analysed using Statistics and Social Science Package (SPSS). The results of this study indicate that all relevant constructs have shown a significant relationship between online digital business platform acceptance toward intention to use it. By understanding the acceptance of online digital business platforms in school cooperatives among high school students, it can pave the way for more effective and impactful educational practices in the digital age.

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CHAPTER 1

INTRODUCTION

1 INTRODUCTION

Regarding of this chapter, the researcher had been discussing in general about the acceptance of online digital business platform on school cooperatives among high school student specially in Dungun, Terengganu. This chapter had been discussed about the background of the researched studied at high school in Dungun, Terengganu. The objective of this researched is to uncover the factors of online digital business platform acceptance on school cooperatives among high school student, to analyse the relationship of online digital business platform acceptance toward intention to use among high school student and to examine the most influence factors that affect the acceptance of online digital business platform on school cooperatives among high school student. Beside in this chapter had three researched question, three researched objective, scope of studied, significant of studied, limitation of studied and the summary in this chapter.

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1.1 BACKGROUND OF STUDY

In Malaysia, cooperatives were initially founded in schools in 1968. At the time, the main goal of forming school cooperatives was to allow students to purchase food and stationery items at reasonable prices. Members are teachers, students (aged between 13 and 17 years old) and school staff. Nowadays, the cooperatives are used to not only provide services, but also develop students' entrepreneurial skills. The wellbeing of the members is also supported by the school cooperative. It spends a portion of its excess to support grieving family members, pay for transportation, and sponsor additional school activities. In addition, the school cooperative is crucial in developing young entrepreneurs. Giving the school the chance to get involved in commercial and

entrepreneurial endeavours would help to boost the local economy and community, enabling it to work towards a better society. One of the most important factors in the cooperative movement's success is the development of human capital.(Hazim, 2020).

The process of employing digital tools to increase one's productivity, effectiveness, and value is known as digitalization. Digitalization is becoming increasingly significant in today's fast evolving digital environment. For businesses, digitalization is especially important because it may reduce waiting time and open up new growth prospects. Digitalisation enables a business to produce, adapt and innovate digital technologies and services to enhance wealth creation, productivity, and quality of life.(Sen Seah et al., 2021). The integration of technology in education has become increasingly prevalent in recent years. Schools and educational institutions are exploring digital tools and platforms to enhance teaching and learning experiences. This includes the adoption of online digital business platforms in school cooperatives to provide goods and services to students.

The expected growth in e-commerce is due a rapid rise in the number of PCs in Malaysia, as well as growth in the proportion of PCs hooked up to the Internet each year. This provides greater opportunities for Malaysians to conduct both business and shop online (Harn et al., 2006). The growth of e-commerce and online platforms has transformed the way businesses operate and how consumers engage in transactions. Online platforms offer convenience, product variety, and competitive pricing, leading to their widespread adoption in various industries.

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Empirical studies have shown that student engagement at school is important in predicting academic achievement and to overcome school dropouts. (Jelas et al., 2016) define behavioural engagement as students' participation in learning activities that reflect hard work and diligence as well as engagement in school curriculum activities. Students with high behavioural engagement are active in classroom activities and show interest in success. High school students' engagement in school activities and their perception of relevance significantly impact their educational experiences. Offering digital business platforms within school cooperatives can enhance student engagement, provide hands-on business experience, and align with students' digital lifestyles.

The background of the study reflects the need to explore the acceptance of online digital business platforms in school cooperatives among high school students in order

to inform educational practices, enhance student engagement, and adapt to the digital era in education. It recognizes the changing technological landscape and the potential benefits of integrating online platforms within school cooperatives.

1.2 PROBLEM STATEMENT

A problem statement was a brief explanation of a challenge that has been overcome or a situation that has been advanced. The acceptance of online digital business platform in school cooperatives among high school students may be hampered by a number of difficulties and obstacles. One of the challenges is lack of general understanding on Information Technology (IT). According (Sen Seah et al., 2021) in the 21st Century, Information Technology (IT) is one of the most important things that connect the world. However, Malaysian nowadays are still lack of general knowledge about information technology. This was due to people who are having poverty or refuse to use digital technology.

Moreover, the challenges of the acceptance of online digital business platform in school cooperatives among high school students is limited access to technology. Not all high school students may have access to the necessary technology, such as smartphones, computers, or reliable internet connections, to engage in online digital commerce. This digital divide can hinder their participation and acceptance of online platforms. According to (Hasin & M Nasir, 2021), rural schools are often associated with obstacles to education due to the lack of various basic facilities, as compared to schools in the city.

Besides that, Malaysian education is also lack of information technologies learning. Although teenagers nowadays are good at using the internet as a user, but they have still known nothing about the implication and general knowledge of information technology. (Sen Seah et al., 2021). Some students may not be familiar with online platforms or lack the necessary digital literacy skills to navigate e-commerce websites or apps effectively. They may struggle with online transactions, product browsing, or understanding online payment methods, leading to reluctance or confusion in embracing online digital commerce.

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Cyber-crimes emerge as a threat to E-Commerce in current scenario. The advancement of technological capabilities and its usage for crimes like hacking information of credit cards and other important information became a major threat for online businesses. The hacker could hack the credit card details and users hindered to give this kind of information.(Jehangir et al., 2011). Students may have concerns about the security of online transactions and the privacy of their personal information. Fear of online fraud or identity theft can create hesitancy in using online platforms for commerce, especially if the school cooperative's digital infrastructure or security measures are not adequately established or communicated.

Because some students might not be fully aware of the significance of skill development and training in the digital era, this problem statement addresses school cooperatives lack of general understanding on Information Technology (IT), lack of information technologies learning, trust, and security concern on online digital business platform. They might not be aware of the advantages that could result from giving their employees the know-how to use digital technology efficiently. To address these challenges, it is important for school cooperatives to invest in digital infrastructure, provide training and support for students to enhance their digital literacy, prioritize security measures and privacy protection, and ensure inclusive access to technology. Additionally, schools can implement awareness campaigns, provide demonstrations and tutorials, and emphasize the benefits of online digital commerce to encourage student acceptance and participation.

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The purpose of this study is to get convenience and accessibility. Online digital business platforms offer convenience and accessibility to high school students. They can easily browse products or services, place orders, and make payments from anywhere, anytime, using their smartphones or computers. The ability to engage in transactions without the constraints of physical presence or fixed operating hours appeals to students' busy schedules. Engaging with online platforms also enhances high school students' digital literacy and equips them with valuable skills for the digital age. By using online digital business platforms, they can develop proficiency in navigating e-commerce websites or apps, making online transactions, and understanding online payment methods. This skill development can be seen as a benefit and motivation for acceptance. Participating in online digital business platforms within school cooperatives offers high school students' practical exposure to real-world business

operations. They can learn about inventory management, marketing strategies, customer service, and financial management through the online platform. This hands-on experience can foster entrepreneurial skills and provide a valuable learning opportunity.

1.3 RESEARCH QUESTION

To analyse the acceptance, the researchers developed three major questions:

1. What are the factors of online digital business platform acceptance on school cooperative among high school student in Dungun, Terengganu?
2. What is the relationship between online digital business platform acceptance towards intention to use among high school student in Dungun, Terengganu?
3. What are the most influence factors that affect the acceptance of online digital business platform on school cooperatives among high school student in Dungun, Terengganu?

1.4 RESEARCH OBJECTIVE

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These were the overall questions to be answered by the current study, defined by the following three objectives:

1. To uncover the factors of online digital business platform acceptance on school cooperatives among high school student in Dungun, Terengganu.
2. To analyse the relationship of online digital business platform acceptance toward intention to use among high school student in Dungun, Terengganu.
3. To examine the most influence factors that affect the acceptance of online digital business platform on school cooperatives among high school student in Dungun, Terengganu.

1.5 SCOPE OF STUDY

The scope of studied explains the volume to which the studied area may been explored withinside the worked and specifies the parameters withinside the looked at me been operating. Basically, because of this researcher should outline what they looked at went to cowl and what its miles focusing on. The primary focus of this researched was to uncover the factors of online digital business platform acceptance on school cooperatives among high school student. The decision of the respondent was made without consideration to the gender of the student, their ages, their cultures, or the fact that many of them are known about online digital business platform. This study was carried out on school in area of Dungun, Terengganu.

1.6 SIGNIFICANCE OF STUDY

To enhancing school cooperative performance. School cooperatives play a vital role in providing goods and services to students. Understanding the acceptance of online platforms can help cooperatives optimize their operations, expand their reach, and improve customer satisfaction. This can ultimately lead to increased revenue generation and sustainability of the cooperative. By examining the acceptance of online platforms, the study contributes to the broader goal of improving educational outcomes. Implementing digital business platforms can enhance student engagement, promote critical thinking and problem-solving skills, and provide real-world business experience. The findings can inform educational practices and initiatives aimed at enhancing student learning and preparing them for future careers.

The study supports the broader objective of promoting digital transformation in the education sector. By investigating the acceptance of online platforms, the study contributes to the adoption of digital technologies in school settings. This can encourage other educational institutions to embrace digital tools and platforms, leading to more comprehensive digital integration in education. The findings of the study also can inform decision-making processes at various levels, including school administrators, policymakers, and education authorities. The insights gained can guide the development of policies and guidelines related to the implementation of online platforms in school

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cooperatives. Evidence-based decision-making can lead to more effective resource allocation, training programs, and support mechanisms for schools and cooperatives.

In addition, the study addresses a specific research gap by focusing on the acceptance of online digital business platforms in school cooperatives among high school students. By contributing to the existing body of knowledge, the study provides valuable information to researchers, scholars, and practitioners in the field of education, digital technology, and business. It lays the groundwork for further research and exploration of related topics. The study also provides insights into the attitudes, behaviours, and preferences of high school students regarding online digital business platforms. This understanding is crucial for schools and cooperatives to tailor their offerings and strategies to meet the needs of students effectively. Lastly, by understanding and addressing the acceptance of online platforms, schools and cooperatives can enhance their offerings, improve educational outcomes, and adapt to the changing digital landscape.

1.7 LIMITATION OF STUDY

It is critical to recognize the study limitations. The research will be undertaken within the context of school in area of Dungun, Terengganu which may restrict the findings' generalizability to other organizations or industries. If the sample is not representative of the larger population of high school students or school cooperatives, the results may not accurately reflect the attitudes and acceptance levels of the broader group. Furthermore, the study's measurement instruments, such as questionnaires, may have limitations in capturing the nuanced aspects of acceptance among high school students.

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1.8 SUMMARY

In conclusion, this introduction provides a summary of the research, emphasizing the historical context and the research obstacles. It defines the research objectives and

scope of the investigation. Furthermore, the chapter recognizes potential limits and emphasizes the significance of defining key terms utilized in the study.

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CHAPTER 2

LITERATURE REVIEW

2 INTRODUCTION

The chapter provides an overview of the research topic, which focuses on intention to use online digital platform in school cooperatives among high school students. It describes and emphasizes the importance of aim and intention to utilize in decision-making and action planning. The chapter then covers the theoretical framework, specifically the Technology Acceptance Model (TAM), and its application to understanding the acceptance of online digital business platforms. Acceptance is divided into four categories which is Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Perceived Trust (PT), and Perceived Risk (PR). Previous research that supports the links between these aspects and users' behaviour intentions is provided. This chapter finishes with an explanation of the theoretical framework and the development of hypotheses based on the variables' relationships.

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2.1 INTENTION TO USE ONLINE DIGITAL PLATFORM IN SCHOOL COOPERATIVES AMONG HIGH SCHOOL STUDENT (DV)

The definition of intention is "a person's intention or a motivating factor that captured how much effort a person is willing to devote to performing a behaviour."(Ajzen, n.d.). Intention to use is a psychological expression that refers to a pledge to carry out an activity or activities, which may also include planning, organising, and mental exercises. It serves as an example of making a reasoned decision regarding a particular action, outcome, or anticipated protest.(Anggoro, 2019).

In the context of digitalization, it has been identified as one of the major trends changing society and business in the near- and long-term future. According to (Parviainen et al., 2017), digitalization, or digital transformation, refers to “the changes

associated with the application of digital technology in all aspects of human society." Digitalization is also known as the "ability to turn existing products or services into digital variants, and thus, offer advantages over tangible product."

According to the report from (Commision Factory, 2023), 90% of internet users have made a purchase online. Between the end of 2021 and the fourth quarter of 2022, Malaysia added 1.2 million additional digital consumers. In addition, the number of digital consumers in Malaysia increased by 1.2 million between the end of 2021 and the fourth quarter of 2022. Additionally, 9 out of 10 internet users in Malaysia are now digital consumers, as evidenced by the fact that almost half of all Malaysians completed an online purchase in the last year and two-thirds of all internet users in the nation have made an online purchase.(Commision Factory, 2023). Based on this data, it can see into how relationship between online digital consumers interact with various platforms and businesses.

2.2 DEVELOPMENT OF THEORETICAL FRAMEWORK (ONLINE DIGITAL BUSINESS PLATFORM ACCEPTANCE) (IV)

Researchers use the theoretical framework to gain more data and specific information regarding of this research in online digital business platform acceptance toward intention to use. This study presents a theoretical framework that describes the overall topic of the study, as it illustrates in these studies by using technology acceptance model, there are many elements that create online digital business platform acceptance, but researcher focus on four main elements which is perceived usefulness, perceived ease of use, perceived trust, and perceived risk.

2.2.1 PERCEIVED USEFULNESS (PU)

The phrase "degree to which a person believes that using a particular system will improve his work performance" is used to describe perceived usefulness. This is implied by the definition of the term "useful," which is "capable of beneficial use." Raisings, promotions, bonuses, and other prizes are frequently used in an organisational setting to reward employees for good work. Users who rate a system's perceived

usefulness highly also believe that the system's utilisation and performance are positively correlated (Kengue Mayamou & Michel, 2020). This indicates that the user understands how valuable technology is for carrying out job-related duties, such as shortening workdays and assuring greater accuracy and efficiency. Perceived usefulness of internet buying is the totality of its perceived advantages and long-term benefits. Online pricing comparisons and low search expenses can both influence how valuable something is seen. Perceived usefulness can also be influenced by the benefits of purchasing from an online retailer as opposed to a traditional retailer.

(Anggoro, 2019)looked into the variables that affected Indonesian consumers' behavioural intention to use the OVO digital wallet as a substitute payment method in his previous research. For this, the Technology Acceptance Model and Perceived Value were applied. The study used an explicative. Purposive sampling was the sampling method employed, and 150 OVO users in Malang were given the questionnaire. Using SPSS, the study findings and working hypothesis were examined. The study of the data from multiple regression revealed that behavioural intention to use was significantly influenced by perceived usefulness.

Moreover, previous research by (Wen et al., 2011) shown that perceived usefulness has a positive Impact on repurchase intention. Furthermore, another research by (Made Purnami & Nurcaya, 2015) and (Chen, 2012) also found that perceived usefulness has a positive impact on repurchase intention. Balakrishnan and Balraj (Kasim et.al 2012:268) stated that "Perceived Usefulness is one of the major behaviours that influence consumers' intention in selecting an e-commerce business."

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2.2.2 PERCEIVED EASE OF USE (PEOU)

Perceived ease of use describes "the extent to which a person believes that using a particular system will be free of effort." This is implied by the definition of "ease": "freedom from great difficulty or effort." An individual can only devote a certain amount of effort to each of the tasks for which he is accountable. All things being equal, they assert, consumers are more inclined to embrace apps that are seen as being simpler to use than others.(Kengue Mayamou & Michel, 2020). The degree to which users believe specific technologies, websites, Internet functions, and online interfaces to be simple to

use is referred to as PEOU, in accordance with (Moslehpour et al., 2018). Technology is the topic that is regarded as a necessary component. More specifically, a technology is better suited for use than another if online buyers are more likely to approve of it. In other words, the likelihood that a website will be used increases with application technology complexity.

The ease of use are the characteristics examined by (Ari Nugroho, 2009) in his analysis of the factors influencing customer intentions to transact in e-commerce. Additionally, it seeks to analyse the potential growth of new technology through consumer behavioural intentions to use new information technology by supplying businesses with data on market demand for the development of information technology to further boost the company's sales strategy. Multiple regressions were employed in the research approach to test hypotheses and determine the impact of independent factors on the dependent variable. For this study, 100 respondents are required as samples. The findings demonstrated that a characteristic called perceived ease of use had a significant impact on customer interest in online transactions.

According to previous research by (Aren et al., 2013), perceived ease-of-use had a favourable effect on consumers' intentions to repurchase. Additionally, a prior study by (Chen, 2012) discovered that customers' intentions to conduct additional purchases through the same retailers were positively impacted by perceived ease-of- use. According to (Montazemi & Saremi, 2013), PEOU and PU have an impact on consumers' initial intention to use, and they are also the primary predictors of users' attitudes (Martins et al., 2014).

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2.2.3 PERCEIVED TRUST (PT)

Trust is described as the propensity of one party to be prepared to accept the activities of another party even if the first party is not protected by the second party and fails to control the actions of the second party by (Choon Ling et al., 2011). Additionally, he said that trust is a psychological state that depends on the belief in another person's good intentions. A sense of security and confidence towards the other party develops in a person when they have faith in them. Some people believe that when a person has faith in another, they are also confident and willing to have faith in the other party in the exchange process. As long as there is a chance for the first party to

take advantage of the second party, trust also develops when there is confidence that the first party will never do so. In an online business, trust is crucial. The risk associated with internet shopping is more than it is with traditional methods of shopping. The demand for trust arises from consumers' worries that the things they purchase may not be of the quality offered and that delivery may be delayed. The foundation of a company's success is typically viewed as being built on trust. It will be challenging for the business to build long-lasting relationships with its clients in the absence of trust.(Setyorini & Nugraha, 2016).

A previous study by (Oroh et al., 2015) discovered that trust had a favourable effect on consumers' intentions to repurchase. Furthermore, (Aren et al., 2013) discovered in another study that trust could affect a customer's propensity to make a second purchase from the same company. Additional studies by (Setyorini & Nugraha, 2016) and (Wilson & Keni, 2018) further supported the notion that trust has a favourable effect on repurchase intention in the e-commerce industry.(Wong & Mo, 2019) added that trust is one consideration of B2C e-commerce. It showed that trust in both online technologies and e-tailer influence the consumers' beliefs regarding the safety of shopping online.

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2.2.4 PERCEIVED RISK (PR)

The term "perceived risks" refers to the emotional cost entailed with customers' purchase decisions, which stands for a certain amount of future uncertainty (Zhang & Yu, 2020). Perceived Risk (PR) or uncertainty affects people's confidence in their decisions. Risky situations can be those where the probabilities of outcomes are not known and the outcome is known or unknown. Perceived risk was outlined as perceived uncertainty in a buying situation in earlier consumer research studies. People's subjective evaluations of effort and performance, or PEOU, were characterised as differences between people's assessments and actual results. Because people are unaware of the significance of this mismatch, there is a "risk" involved. A technology's failure to produce the desired result will cause the user to suffer a loss (financial, psychological, physical, or social) (Im et al., 2008). It is crucial to understand if perceived risk has a direct impact on perceived usefulness/perceived ease of use or intention to use (as an

antecedent) or whether it modifies the effects of perceived usefulness/perceived ease of use on intention to use.

Prior e-commerce research indicates that consumers' propensity to make online purchases is decreased as a result of perceived risk (Featherman & Pavlou, 2003); (Malhotra et al., 2004); (Teo & Yeong, 2003). In order to increase the significance of customers having faith in businesses when making online transactions, perceived risk has also been brought up (Gefen et al., 2003). According to (Wong & Mo, 2019), there are about 76% people who refused shopping through online system. It is because of the high risk.

In the context of online transactions, some risks are significant. For both online consumers and web viewers, internet-based transactions, product performance risks, financial risks, time/convenience risks, and psychological risks outweigh other types of risk (Forsythe & Shi, 2003). The researchers discovered that browsers experienced significantly larger financial, time/convenience, and psychological risks than did heavy and moderate buyers. According to (Pavlou, 2003), people are more likely to use internet channels when they believe there are few behavioural and environmental uncertainty. Customers may therefore think about using online platforms for transactions if they believe the risk to be low (as opposed to high). Perceived risk, in the opinion of (Hampton-Sosa & Koufaris, 2005), results from uncertainty about a possible or current relationship that necessitates faith in a website. The theory of the Technology Acceptance Model presents an implicit relationship with risk perception, especially with regard to confidence in the usefulness of a technology for a user's job.

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2.3 UNDERPINNING FRAMEWORK (THEORIES OF TECHNOLOGY ACCEPTANCE MODEL)

The technology acceptance model (TAM) is one of the technologies that people acquire the fastest. TAM was first established by Davis (1989) to describe how technology users behave. The most well-known research focuses on predictive models, data systems, and individual user creativity. The Technology Acceptance Model (TAM), a theory of information systems, describes and forecasts how technology users will accept and employ it in their job. According to Davis et al. (1989), the purpose of TAM

is to accurately describe user behaviour across a wide range of end-user computer systems and user populations.(Davis et al., 1989) According to Davis in 1989, the technology acceptance model (TAM) identified user acceptance of technological information and identified the behavioural intentions of technology. The models for predicting behavioural intention, attitude, and usage of information technology include perceived usefulness (PU) and perceived ease of use (PEOU).

This study is using the extended TAM model to examine the relationship between online digital business platform acceptance toward intention to use among high school student in Dungun, Terengganu. The extended variables of the TAM model consisted of Perceived Usefulness, Perceived Ease of Use, Perceived Trust, and Perceived Risk are the independent variables of the study that will influence the intention of users to use online digital business platform on school cooperatives.

2.4 THEORETICAL FRAMEWORK

A framework is shown in the figure 1 below for understanding the relationship between online digital business platform acceptance among high school student in Dungun, Terengganu toward intention to use.

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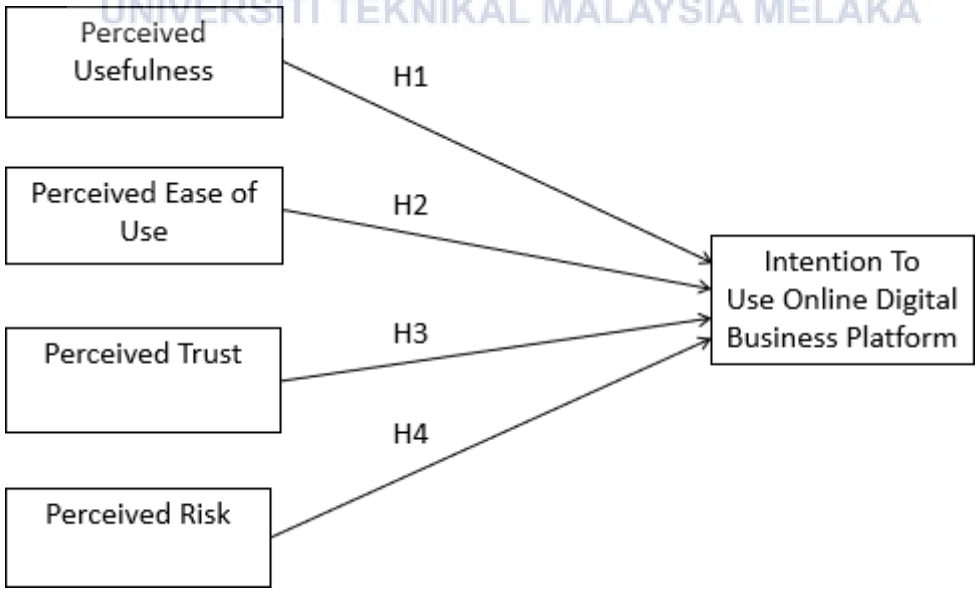

Figure 1: Theoretical Framework

2.5 HYPOTHESIS DEVELOPMENT

Hypothesis 1:

Perceive Usefulness

H0: The perceived usefulness of online digital business platforms negatively influences the intention to use them among high school students in school cooperatives.

H1: The perceived usefulness of online digital business platforms positively influences the intention to use them among high school students in school cooperatives.

Hypothesis 2:

Perceive Ease of Use

H0: The perceived ease of use of online digital business platforms negatively influences the intention to use them among high school students in school cooperatives.

H2: The perceived ease of use of online digital business platforms positively influences the intention to use them among high school students in school cooperatives.

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Hypothesis 3:

Perceived Trust

H0: The perceived trust of online digital business platforms negatively influences the intention to use them among high school students in school cooperatives.

H3: The perceived trust of online digital business platforms positively influences the intention to use them among high school students in school cooperatives.

Hypothesis 4:

Perceived Risk

H0: The perceived risk of using online digital business platforms negatively influences the intention to use them among high school students in school cooperatives.

H4: The perceived risk of using online digital business platforms positively influences the intention to use them among high school students in school cooperatives.

2.6 SUMMARY

In this chapter, the research study focuses on understanding the relationship between intention to use online digital platform in school cooperatives among high school students. In addition, TAM framework and hypotheses to guide the investigation have been utilized.

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CHAPTER 3

RESEARCH METHODOLOGY

3 INTRODUCTION

This chapter serves as the researcher would look on specific technique or method to gained and gathered the data who useful for this researched based on every variable. It highlights the importance of applying particular strategies and procedures to successfully collect and analyse data related to the variables being studied. By utilizing a range of strategies, the researcher hopes to assure the validity and correctness of the study's findings. The researcher has the chance to broaden their understanding and improve their problem-solving abilities through the process of conducting research. The researcher's preference for quantitative methodologies and their value in meeting the needs of the research project are further highlighted in this chapter. Additionally, it highlights the researcher's ability for picking the most useful technique to facilitate data gathering. The chapter concludes with a thorough explanation of the researcher's data analysis tools, which are essential to gathering and organizing the data needed for the final year project.

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3.1 RESEARCH DESIGN

An approach for employing empirical data to respond to your research topic is called a research design. Making decisions about your overall research objectives and approach, our use of primary or secondary sources, sampling techniques or subject selection criteria, data collection techniques, data collection procedures, and data analysis techniques are all part of creating a research design. A thoughtful research design helps to guarantee that your procedures are in line with the study's goals and that the appropriate type of data analysis is used. A research design may be required as a separate assignment, or it may be a component of a bigger research proposal or another

project. In each situation, the researcher should carefully assess which approaches are best and practical for resolving the issue.(McCombes, 2021).

A descriptive study design measures and records variables without modifying or controlling them. In this case, the researcher wants to find and confirm high school students' acceptance of digital businesses in school cooperatives. The main research tool used in this study is a structured questionnaire. The questionnaire was created with the goal of ensuring consistency and standardisation in the data collection process. It permits a substantial number of responders to impart their knowledge and viewpoints on the issue. Because of this standardised process, the researcher can collect reliable data and make direct comparisons. Relevant data were gathered using both primary and secondary data sources. In contrast to secondary data, which already exist and were obtained for another purpose, primary data are those that have been gathered specifically for the research. By using both sources, the researcher can gain all necessary knowledge on the issue.

The survey method allows the researcher to ask people directly about their beliefs, actions, experiences, and characteristics (McCombes, 2021). Since descriptive design is a theory that uses a method of observation and measurement of study without influencing or modifying any form variable, it is possible for the researcher to understand the data analysis's findings clearly. Descriptive design was more pertinent for this research than exploratory or explanatory design.

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3.1.1 RESEARCH APPROACH

Qualitative, quantitative, and mixed methods are the three most advanced research methodologies. The three strategies are undoubtedly not as distinct as they initially look. Instead of being seen as opposites, inflexible classifications, or dichotomies, qualitative and quantitative techniques should be seen as complementary. They stand for various points along a continuum, rather (Newman & Ridenour, 1998). In studies, there is usually a qualitative or quantitative bias, or the opposite. Mixed methods research lies somewhere in the middle of this spectrum because it combines both qualitative and quantitative techniques. Findings from qualitative research are neither quantitative nor quantifiable, which is one of its distinctive characteristics.

Many times, in qualitative research, smaller sample sizes are used. Quantitative approaches are also typically thought to refer to the use of statistical procedures to arrive at the conclusion. The population and hypotheses will be tested, and the outcomes will also be shown numerically (Almalki, 2016).

3.1.2 QUESTIONNAIRE DEVELOPMENT

The questionnaire can be divided into part A, section B, and section C depending on the purpose of the study. The first segment of the survey, respondents were questioned regarding the background demographic and geographic data. For instance, this component of the survey asked about the respondent's gender, and level of schooling. Sections B and C discuss the relationship between the dependent variable and the independent variables.

SECTION	QUESTIONNAIRE
A	Respondent information
B	Perceived Usefulness, Perceived Ease of Use, Perceived Trust, and Perceived Risk.
C	Intention To Use Online Digital Business Platform

Table 1: The Questionnaire Design

Simple random sampling will be used to gather the data, which will be based on the responses that respondents provided in response to the questionnaire. To be effective, the questionnaire must be easy to understand and well-structured. As a result, the primary information for this inquiry would come from the findings of a survey conducted using questionnaires that were made available to the students of high school. Non-comparative data for the surveys will be gathered using the Likert scale, on which each question in the questionnaire will be answered using the scale shown below.

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Strongly Disagree → Strongly Agree				
1	2	3	4	5

Table 2: The Likert scales

Additionally, the surveys' questions will be closed-ended, which means that respondents will have a choice of potential replies from which to choose in order to respond to the surveys' questions. The questionnaire is organized so that it starts with the easiest question and progresses gradually to the most in-depth ones. When it comes to secondary data, you can obtain it from a range of secondary sources, including magazines, articles, websites on the internet, newspapers, and more. These informational resources, which include those from different nations, are crucial for supporting this study on teamwork and leadership styles.

3.1.3 VARIABLE

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In research initiatives, the word "variable" is commonly employed. When creating quantitative research projects, it is important to define and identify the variables. In any research, a variable spark more interest than constants do. Therefore, it is essential for those just starting out in research to understand this term and the principles it refers to. The dependent variable is the intention to use and independent variable is the four main attribute which are Perceived Usefulness, Perceived Ease of Use, Perceived Trust, and Perceived Risk. This can help researcher to see their Online business acceptance of school cooperative among high school student.

3.1.4 PILOT TEST

The main purposes of a pilot test are to testing the research design. The pilot test allows researchers to assess whether their research design, including the chosen variables, measurements, and procedures, is appropriate and effective in achieving the research objectives. It helps researchers to identify any flaws or limitations in the design that need to be addressed before conducting the main study.

3.2 RESEARCH LOCATION

The nation where this research is being done is Malaysia. More specifically is in the city called Dungun in the state of the Terengganu. The researcher distributed a questionnaire to this group of students in order to collect information about the Online business acceptance of school cooperative among high school student.

3.3 DATA COLLECTION

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This study used a quantitative approach to gather primary data via a survey. When compared to a traditional paper survey, the Google Forms tool used to produce the questionnaire was quick and easy. It might be delivered to the appropriate recipient as a URL or link. This questionnaire might be simply distributed by the researcher using social media, including Twitter, Facebook, and WhatsApp. It could make this surveyed easy and save time to spread questionnaire and analyse the information.

3.3.1 SAMPLING TECHNIQUE

There were two different kinds of sampling methods which is probability and non-probability. The researcher would send a questionnaire to everyone with an equal chance of being chosen, which is known as probability sampling or random sample. The researcher can develop a broad view and draw conclusions about the entire target

group by using probability sampling. Instead of using random selection, non-probability sampling was based on the researcher's judgement. It was a sampling technique, meaning that not every person had an equal chance to respond to the questionnaire.

The data of high school students in Dungun, Terengganu was stated in MySchoolChildren.com. There are about 10827 high school students from 24 high schools in Dungun, Terengganu. Because of this, the researcher used non-probability sampling for collected data about the online business acceptance of school cooperative among high school student.

3.3.2 SAMPLING SIZE

The sample size for a study needs to be assessed at the time the study is proposed, according to articles from the Indian Journal of Psychological Medicine. Too large of a sample is unnecessary and unethical, and too small of a sample is unscientific and unethical as well. By making certain assumptions and using statistical tools, the required sample size can be determined. A pilot study's sample size is chosen at random if no assumptions can be made. (Branch, 2020)

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Hoelter (1983) suggested that a sample size of 200 respondents was the bare minimum. Knowing that there were more than 10,000 people in the population, the researcher used the Krejcie & Morgan hypothesis table. The Krejcie and Morgan table, created in 1970 by William G. Krejcie and Daryle W. Morgan, is frequently cited when deciding on sample sizes for scientific investigations. According to the desired degree of precision and the size of the target population, the table suggests sample sizes (Memon, 2020). The acceptance of school cooperative among high school students was the main topic of this research study. Target respondents are chosen from city in Dungun, Terengganu student-dominant population. The researcher used the Krejcie & Morgan theory table, according to which 370 respondents were required to complete the questionnaire. Researchers thought that getting more respondents would help them get accurate data. It was done using a random sample method.

The sample size for most investigations should, in accordance with Sekaran (2003), be larger than 30 but lower than 500 (Memon, 2020). The sample used in this investigation was therefore thought to be appropriate. The specific age for high school students to answer the questionnaire is 13 years old to 19 years old**.** Students in this age group are likely aware with and have a basic comprehension of online digital platforms, and they are able to answer to questions in a thoughtful manner. Furthermore, children of this age usually reach a stage in their development where they can think critically, which makes their viewpoints relevant to the research issue.

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Figure 2: The Krejcie & Morgan Theory Table

3.4 DATA ANALYSIS

The SPSS statistical software for social science was utilised by the researcher in this study because it can manage vast amounts of data and allows for quantitative

evaluation of the data gathering and tabulation processes. The analysis may aid in improving the variable's validity by analysing it. This technique might analyse the questionnaire once it has been filled out. The data that had been gathered had been expanded and described using statistics. The data would provide descriptive statistical approach, reliability, and validity analysis as a result of the data collection. SPSS would be used to process the data and produce the results.

3.4.1 DESCRIPTIVE ANALYSIS

The goal of descriptive research is to describe a population, circumstance, or phenomena correctly and methodically. It addresses the what, where, when, and how but not the why. To explore one or more variables, a descriptive research design might employ a wide range of research techniques. Contrary to experimental research, the researcher just measures and observes the variables in this type of study (McCombes, 2021).

To list and characterise the essential components or features of a dataset or sample, a statistical method known as descriptive analysis, also referred to as descriptive statistics, is utilised. It requires organising, compressing, and displaying the data in a comprehensible fashion so that the patterns, distributions, and central tendencies of the data may be understood easily. Descriptive analysis frequently concentrates on statistics like measures of central tendency (like mean, median, and mode) and measures of dispersion (like range, standard deviation, and variance) in order to provide a full view of the data. These observations support the description of the data's typical range, variability, and values.

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3.4.2 RELIABILITY AND VALIDITY ANALYSIS

A research proposal must include a reliability and validity analysis since it evaluates the level of accuracy and validity of the information and measurements used for the research. Validity is the level to which measures accurately reflect the intended constructs or variables, whereas reliability is the consistency and stability of the

measurements. To assess how consistently and dependably a measurement tool or scale provides findings, reliability analysis is carried out. It assesses the measurement's internal consistency and stability across time or across several instrument components.

The accuracy with which a measurement tool measures the intended constructs or variables is examined through validity analysis. It makes sure that no unintended influences are affecting the measurements and that they are accurately recording the intended phenomenon.

3.5 SUMMARY

Finally, the overall research approach was used to achieve the research goal during the duration of this study. The analysis results can now be summarised. The following chapter is data analysis, and it will exhibit and explain the data received from the questionnaires in detail.

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CHAPTER 4

DATA ANALYSIS

4 INTRODUCTION

This chapter will examine the results and analysis of the survey questionnaire data that was distributed. The questionnaire was delivered to 370 respondents throughout high school in Dungun, Terengganu. The researcher expounds on the numerous statistical tests and interpretations of the analysis results using SPSS version 23.0. The findings of this study are presented in the form of a table, graph, and chart to simplify and increase the efficacy of data interpretation.

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4.1 PILOT TEST RESULT

The researcher had chosen 30 people to participate in this pilot test before distributing the questionnaire. The acquired data from the pilot test were analysed using the Statistical Package for Social Science (SPSS) version 23 software. The goal of the pilot test is to ensure that the respondents comprehend all of the questions on the questionnaires. Its purpose is to assess the questionnaire's dependability.

4.1.1 VALIDITY OF PILOT TEST

Table 3: Validity of Pilot Test

Variable	**Indicator/Item**	**Correlation Value**	**Critical Value** (level of significance 0.05)	**Validity**
Perceived Usefulness	Question 1	0,915	0,349	Valid
	Question 2	0,909	0,349	Valid
	Question 3	0,910	0,349	Valid
	Question 4	0,946	0,349	Valid

Variable	**Indicator/Item**	**Correlation Value**	**Critical Value** (level of significance 0.05)	**Validity**
Perceived Ease of Use	Question 1	0,953	0,349	Valid

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	Question 2	0,926	0,349	Valid
	Question 3	0,954	0,349	Valid
	Question 4	0,965	0,349	Valid
	Question 5	0,921	0,349	Valid

Variable	**Indicator/Item**	**Correlation Value**	**Critical Value** (level of significance 0.05)	**Validity**
Perceived Trust	Question 1	0,932	0,349	Valid
	Question 2	0,932	0,349	Valid
	Question 3	0,932	0,349	Valid
	Question 4	0,964	0,349	Valid

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Variable	**Indicator/Item**	**Correlation Value**	**Critical Value** (level of significance 0.05)	**Validity**
Perceived Risk	Question 1	0,945	0,349	Valid
	Question 2	0,862	0,349	Valid
	Question 3	0,915	0,349	Valid
	Question 4	0,813	0,349	Valid

Variable	Indicator/Item	Correlation Value	Critical Value (level of significance 0.05)	Validity
Intention to Use Online Digital Business Platform in School Cooperatives	Question 1	0,926	0,349	Valid
	Question 2	0,899	0,349	Valid
	Question 3	0,919	0,349	Valid
	Question 4	0,917	0,349	Valid
	Question 5	0,952	0,349	Valid

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4.1.2 REALIABILITY OF PILOT TEST

Table 4: Reliability of pilot test

Variable	Cronbach's Alpha	N of Item	Reliability
Perceived Usefulness	0,934	4	Reliable
Perceived Ease of Use	0,969	5	Reliable
Perceived Trust	0,956	4	Reliable
Perceived Risk	0,907	4	Reliable
Intention to Use	0,956	5	Reliable

4.2 DESCRIPTIVE ANALYSIS

4.2.1 BACKGROUND OF THE RESPONDENT

Respondent's demographic profile includes the information about gender, age, races, location that they live, stream of subject level of ICT knowledge and daily use device. This demographic sample profile is gathered from 370 respondents among student in Dungun, Terengganu.

4.2.1.1 PROFILING OF GENDER AND AGE

	13 - 15 Years old	16 - 17 Years old	18 - 19 Years old	Grand Total	Percentage%
Male	58	60	66	184	49.7
Female	4	118	64	186	50.3
Total	62	178	130	370	100

Table 5: Profiling of Gender and Age

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Table above shows the information of genders and age which are obtained from the survey among 370 respondents. The findings show that 50.3% (n=186) were female and 49.7% (n=184) were male respondents. Table above also present the age of respondent that divided into three categories which are 13-15, 16-17, and 18-19 years old. The highest age group that responds to the survey is between 16-17 years old 48% (n=178), where 118 respondents are female, and 60 respondents are male. The lowest age group that responds to the questionnaire is the respondents whose age are 13-15 years old. In this category, there was only 4 female respondents and 58 male respondents.

4.2.1.2 PROFILING OF RACES

Race	Responses	Percentage%
Chinese	229	62
Indian	60	16
Malay	81	22

Table 6: Profiling of Races

Table 6 shows the races of respondents that took part in this survey. Based on the table above, majority of the respondents were Chinese with 62% (n=229) while 22% (n=81) were Malay respondents and 16% (n= 60) were Indian who are minority participated in this survey.

4.2.1.3 LOCATION

Location that you live?	Responses	Percentage%
Rural	186	50.3
Urban	184	49.7

Table 7: Location

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Table 7 shows the location where the respondents live that took part in this survey. Based on the table above, there were 50.3% (n=186) respondents that lives in rural area while 49.7% (n=184) were lives in urban area participated in this survey.

4.2.1.4 STREAM OF SUBJECT

Stream of subject	Responses	Percentage%
Accounting	120	32
Literacy	183	49
Science	67	19

Table 8: Stream of Subject

Table 8 shows the stream of subject of respondents that took part in this survey. Based on the table above, there were 49% (n=183) of the respondent from literacy subject while 32% (n=120) respondents were from accounting subject and 19% (n=67) respondents were from science subject participated in this survey.

4.2.1.5 LEVEL OF ICT KNOWLEDGE

Level of ICT's knowledge	Responses	Percentage%
Advanced	181	49
Beginner	64	17
Intermediate	125	34

Table 9: Level of ICT's Knowledge

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Table 9 shows the level of ICT's knowledge of respondents that took part in this survey. Based on the table above, there were 49% (n=181) of the respondent are advanced at ICT's knowledge while 34% (n=125) respondents are intermediate at ICT's knowledge and 17% (n= 64) respondents are beginner at ICT's knowledge were participated in this survey.

4.2.1.6 DAILY USE DEVICE

Daily use device	Responses	Percentage%
Desktop	114	31
Laptop	114	31
Smartphone	87	24
Tablets	55	14

Table 10: Daily Use Device

Table 10 shows the daily use device of respondents that took part in this survey. Based on the table above, there are same amount of respondent which is 31% (n=114) who using desktop and laptop devices while 24% (n=87) of the respondent were using smartphone and 14% (n= 55) respondents are using tablet were participated in this survey.

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4.2.2 MEAN SCORE ANALYSIS FOR VARIABLES

4.2.2.1 PERCEIVED USEFULNESS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Offer easy access to a variety of goods and services.	370	3.00	5.00	4.3324	.80330
Improve coordination and cooperation between educators, administrators, and students.	370	3.00	5.00	4.6595	.55361
Increase the efficacy and efficiency of operations carried out by school cooperatives.	370	3.00	5.00	4.5432	.74682
Help develop entrepreneurial abilities and assist students get ready for potential future careers.	370	3.00	5.00	4.1622	.86527
Valid N (listwise)	370				

Table 11: Descriptive Statistics for Perceived Usefulness

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Table 11 above illustrates the scale of minimum rating for each item was 3 while the scale of maximum rating was 5. The results in above also shows the highest mean value of "Perceived Usefulness" factor was 4.6595 with the item "Online digital business platforms improve coordination and cooperation between educators, administrators, and students." and its standard deviation value is 0.55361. This shows that the online digital business platform is easy and good to use. The item "Increase the efficacy and efficiency of operations carried out by school cooperatives." showed the value of mean of 4.5432 and the standard deviation was 0.74682. Besides, the item on "Offer easy access to a variety of goods and services." had a mean value of 4.3324 and standard deviation of 0.80330. Lastly, the item "Help develop entrepreneurial abilities and assist students get ready for potential future careers." had the lowest

value of means which were 4.1622 with the standard deviation 0. 86527. The average low mean of the outcomes show that the online digital business platform is reliable.

4.2.2.2 PERCEIVED EASE OF USE

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Makes it easier to make purchases.	370	3.00	5.00	4.7973	.45322
Easily get learning material.	370	3.00	5.00	4.5838	.53572
Can make purchases at any time in 24 hours.	370	3.00	5.00	4.5838	.53572
Helps me to be well informed on updates of the products.	370	3.00	5.00	4.7378	.48715
Have user-friendly features.	370	3.00	5.00	4.5811	.53614
Valid N (listwise)	370				

Table 12: Descriptive Statistics for Perceived Ease of Use

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Table 12 above shows the minimum rating scale for each item was 3 while the maximum rating scale was 5. The results from table 4.3 presents that the item on "Makes it easier to make purchases." has the highest mean value which is 4.7973 and the standard deviation was 0.453 followed by the second-highest mean of item on "Helps me to be well informed on updates of the products." where the mean value was 4.7378 with its standard deviation 0.487. Moreover, the item on "Easily get learning material" and "Can make purchases at any time in 24 hours" had a same mean value which is 4.5838 with a standard deviation which were 0.535 while the item "Have user-friendly features." have the lowest mean which is 4.5811and the standard deviation is 0.536.

4.2.2.3 PERCEIVED TRUST

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I believe that online digital businesses are generally trustworthy.	370	3.00	5.00	4.7622	.47447
I trust that the information provided by the school cooperatives' online platform is accurate and reliable.	370	3.00	5.00	4.7054	.50173
I feel assured that the online transactions conducted through school cooperatives' platform are secure and protected.	370	3.00	5.00	4.5351	.60719
The transparency of information on online digital business platforms influences my trust in them.	370	3.00	5.00	4.7405	.48582
Valid N (listwise)	370				

Table 13: Descriptive Statistics for Perceived Trust

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Based on the table 13 above, the minimum rating scale for this factor was 3 while the maximum rating scale was 5. Below results revealed that the highest mean (4.7622) which were the items on "I believe that online digital businesses are generally trustworthy." and the standard deviation for the items were 0.474. Next the item on "The transparency of information on online digital business platforms influences my trust in them." had the mean value 4.7405 with standard deviation 0.485. The item "I trust that the information provided by the school cooperatives' online platform is accurate and reliable." showed the mean value 4.7054 with the standard deviation 0.501. Lastly, the item "I feel assured that the online transactions conducted through school cooperatives' platform are secure and protected." had the least mean which is 4.5351 with the standard deviation 0.607.

4.2.2.4 PERCEIVED RISK

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I do not worry about possible online fraud (eg, credit card theft) when shopping online.	370	3.00	5.00	4.4324	.53802
I do not worry that my credit card information might be stolen when making an online payment.	370	3.00	5.00	4.1595	.74643
I do not worry about receiving damaged or low-quality products when shopping online.	370	3.00	5.00	4.5243	.54171
I feel good about the return or refund process when shopping online.	370	3.00	5.00	4.4757	.60772
Valid N (listwise)	370				

Table 14: Descriptive Statistics for Perceived Risk

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Table 14 above shows the minimum rating scale for each item was 3 while the maximum rating scale was 5. The results from table 4.3 presents that the item on "I do not worry about receiving damaged or low-quality products when shopping online." has the highest mean value which is 4.5243 and the standard deviation was 0.541 followed by the second-highest mean of item on "I feel good about the return or refund process when shopping online." where the mean value was 4.4757 with its standard deviation 0.607. Moreover, the item on "I do not worry about possible online fraud (eg, credit card theft) when shopping online" had mean 4.4324 with a standard deviation which were 0.538. Lastly, the item "I do not worry that my credit card information might be stolen when making an online payment." had the least mean which is 4.1595 with the standard deviation 0.746.

4.2.2.5 INTENTION TO USE

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I intend to continue using the school cooperatives' online digital business platform in the future.	370	3.00	5.00	4.5973	.53343
I will incorporate the school cooperatives' online digital business platform as my purchasing platform.	370	3.00	5.00	4.5459	.69399
I intend to use digital school cooperative platform in the future for school supply purchases.	370	3.00	5.00	4.3486	.73256
I intend to use digital school cooperative platform in the future for browsing other products available.	370	3.00	5.00	4.4027	.76686
I intend to use digital school cooperative platform in the future to compare prices with other shops.	370	3.00	5.00	4.5649	.57250
Valid N (listwise)	370				

Table 15: Descriptive Statistics for Intention to Use

Table 15 above show the result of descriptive statistics for intention to use factor. The table above has shown the minimum rating scale was 3 while the maximum rating scale is 5. Above result revealed that the highest mean is 4.5973 with the items "I intend

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to continue using the school cooperatives' online digital business platform in the future." with the standard deviation 0.553. Next, the items on "I intend to use digital school cooperative platform in the future to compare prices with other shops." had the mean value 4.5649 with standard deviation 0.572. The items on "I will incorporate the school cooperatives' online digital business platform as my purchasing platform." had the mean value 4.5459 with the standard deviation 0.693 while the item "I intend to use digital school cooperative platform in the future for browsing other products available." Had the mean value 4.4027 with the standard deviation 0.766. Lastly, the item "I intend to use digital school cooperative platform in the future for school supply purchases." had the least mean which is 4.3486 with standard deviation 0.732. From the outcomes above, it shows that majority of the respondents are intent to use the online digital business platform.

4.3 REALIBILITY ANALYSIS AND VALIDITY TEST

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.931	.935	22

Table 16: Reliability Analysis of All Items

Table 16 above shows the reliability analysis of the data collected through the online survey. Table above presents the reliability value based on 22 items (without the demographic item) in questionnaire with 370 samples. The result in the table presents the value of Cronbach's Alpha is 0.931 which is significantly higher than 0.70. According to Malhotra (2012), the measurement of reliability in this research will use Cronbach Alpha where the value of ≤ 0.60 is considered not reliable. If the value was more than ≥ 0.70, the data was considered as highly acceptable. Thus, the result of this survey was highly acceptable.

Variable	Number of Item	Cronbach's Alpha	Result
Perceived Usefulness (PU)	4	0.831	Good
Perceived Ease of Use (PEOU)	5	0.806	Good
Perceived Trust (PT)	4	0.892	Good
Perceived Risk (PR)	4	0.903	Good
Intention to Use (ITU)	5	0.825	Good

Table 17: Reliability Analysis of Each Variable

The table 17 above presents that the alpha value of each variable was more than 0.70 which shows that the results was considered reliable. The range of all the variables was situated between 0.806 to 0.903. This proves that overall alpha coefficient for each subscale was excellent. As stated in the table, the alpha value for perceived usefulness (α=0.831), perceived ease of use (α=0.806), perceived trust (α=0.892), perceived risk (α=0.903) and intention to use (α=0.825).

4.4 PEARSON CORRELATION ANALYSIS

The bivariate analysis of correlation was commonly used to analyse the relationships between one independent variable and one dependent variable. The effectiveness or strength of the link between the dependent variable, intention to use, and four independent variables, perceived usefulness, perceived ease of use, perceived trust, and perceived risk, is examined using this technique. In terms of the strength of the association, the correlation coefficient ranges from +1 to -1. A value closer to +1 or -1 indicates the strength of the association between two variables, whereas a value closer to 0 indicates a weaker relationship.

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4.4.1 PERCEIVED USEFULNESS

Correlations

		PU	ITU
PU	Pearson Correlation	1	.879**
	Sig. (2-tailed)		.000
	N	370	370
ITU	Pearson Correlation	.879**	1
	Sig. (2-tailed)	.000	
	N	370	370

**. Correlation is significant at the 0.01 level (2-tailed).

Table 18: Correlation Results of Perceived Usefulness and Intention to Use

Table 18 above revealed the correlation relation between an independent variable which is perceived usefulness factor and the dependent variable (intention to use online digital business platform). The results in table above show the test is significant where, $r = 0.879$, $p < 0.001$. The factor of perceived usefulness was significantly correlated to intention to use in positive correlation. Hence, these two variables have a high relationship.

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4.4.2 PERCEIVED EASE OF USE

Correlations

		PEOU	ITU
PEOU	Pearson Correlation	1	.854**
	Sig. (2-tailed)		.000
	N	370	370
ITU	Pearson Correlation	.854**	1
	Sig. (2-tailed)	.000	
	N	370	370

**. Correlation is significant at the 0.01 level (2-tailed).

Table 19: Correlation Results of Perceived Ease of Use and Intention to Use

Table 19 above revealed the correlation result between an independent variable which is perceived ease of use factor and the dependent variable which is intention to use online digital business platform. The results in table above show the test is significant where, $r = 0.854$, $p < 0.001$. Therefore, the factor was significantly correlated to intention to use in positive correlation and they also have a high relationship.

4.4.3 PERCEIVED TRUST

Correlations

		PT	ITU
PT	Pearson Correlation	1	.540**
	Sig. (2-tailed)		.000
	N	370	370
ITU	Pearson Correlation	.540**	1
	Sig. (2-tailed)	.000	
	N	370	370

**. Correlation is significant at the 0.01 level (2-tailed).

Table 20: Correlation Results of Perceived Trust and Intention to Use

Table 20 above revealed the correlation result between an independent variable which is perceived trust factor and the dependent variable which is intention to use online digital business platform. The results in table above show the test is significant where, $r = 0.540$, $p < 0.001$. Therefore, the factor was significantly correlated to intention to use in positive correlation and they also have a moderate relationship.

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4.4.4 PERCEIVED RISK

Correlations

		PR	ITU
PR	Pearson Correlation	1	.385**
	Sig. (2-tailed)		.000
	N	370	370
ITU	Pearson Correlation	.385**	1
	Sig. (2-tailed)	.000	
	N	370	370

**. Correlation is significant at the 0.01 level (2-tailed).

Table 21: Correlation Results of Perceived Risk and Intention to Use

Table 21 above revealed the correlation result between an independent variable which is perceived trust factor and the dependent variable which is intention to use online digital business platform. The results in table above show the test is significant where, $r = 0.385$, $p < 0.001$. Therefore, the factor was significantly correlated to intention to use in positive correlation and they also have a small but definite relationship.

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4.4.5 OVERALL CORRELATION RESULT OF ALL VARIABLES

Correlations

		PU	PEOU	PT	PR	ITU
PU	Pearson Correlation	1	.834**	.390**	.486**	.879**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	370	370	370	370	370
PEOU	Pearson Correlation	.834**	1	.670**	.553**	.854**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	370	370	370	370	370
PT	Pearson Correlation	.390**	.670**	1	.286**	.540**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	370	370	370	370	370
PR	Pearson Correlation	.486**	.553**	.286**	1	.385**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	370	370	370	370	370
ITU	Pearson Correlation	.879**	.854**	.540**	.385**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	370	370	370	370	370

**. Correlation is significant at the 0.01 level (2-tailed).

Table 22: Overall Correlation Result of All Variables

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4.5 INFERENTIAL STATISTICS

Inferential statistics is a method for identifying and analysing data from a random sample of the population. Inferential statistics results are significant and useful to the study, especially when the assessment of each individual in the population is not ideal. Furthermore, inferential statistics are used to determine if differences between samples are reliable or are more likely to arise by chance. As a result, inferential statistics can be used to make inferences about the condition of the data collection in general.

4.5.1 MULTIPLE REGRESSION ANALYSIS

Multiple regression analysis is a technique for predicting the value of a variable using the values of two or more other variables. This method is used to determine if the independent and dependent variables are related. The relationship between independent variables (perceived usefulness, perceived ease of use, perceived trust, and perceived risk) and dependent variables can be explained using multiple regression analysis (intention to use). An equation will be used to express the results of the regression analysis.

4.5.1.1 THE EFFECT OF PERCEIVED USEFULNESS, PERCEIVED EASE OF USE, PERCEIVED TRUST, AND PERCEIVED RISK ON INTENTION TO USE

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917[a]	.840	.838	.99121

a. Predictors: (Constant), PR, PT, PU, PEOU

Table 23: Model Summary of Multiple Regression Analysis

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Table 23 above revealed the results where the R value was a positive number. Based on the table, the multiple regression coefficients, R value in this model summary is 0.917. This mean that the degree of correlation between the independents and dependents variables is high. Thus, there is a strong and positive relationship since the R value is more than 0.70. The R square value in this model is 0.840 which means that dependent variable (intention to use) is influenced 84.0% by the independent variables (perceived usefulness, perceived ease of use, perceived trust, and perceived risk), while the remaining (100% - 84.0 % = 16%) were influenced by the other factors that were not deliberated in this study.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1885.283	4	471.321	479.721	.000[b]
	Residual	358.609	365	.982		
	Total	2243.892	369			

a. Dependent Variable: ITU

b. Predictors: (Constant), PR, PT, PU, PEOU

Table 24: Regression Analysis on ANOVA

Refer to Table 24 above, F-test is used to determine the data from the survey have a good fit in the model. The F value is 479.721 and the significant value, p is 0.000 which is less than the significance level 0.01. This result proves that all the independent variables (perceived usefulness, perceived ease of use, perceived trust, and perceived risk) are significantly influencing the dependent variable (Intention to Use).

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.798	.676		2.661	.008
	Perceived Usefulness	.653	.044	.620	14.904	.000
	Perceived Ease of Use	.403	.065	.335	6.185	.000
	Perceived Trust	.155	.043	.112	3.591	.000
	Perceived Risk	-.181	.034	-.134	-5.266	.000

a. Dependent Variable: Intention to Use

Table 25: Regression Analysis on Coefficients

Table 25 above illustrates that the degree of coefficient beta values for each of the independent variable that effect on the dependent variable. The results in the table above revealed that B1 = 0.620, B2 = 0.335, B3 = 0.112 B4 = -0.134 respectively to all independent variables. Based on the table, perceived usefulness has the highest

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coefficient beta value (B = 620, t = 14.904, p < 0.05) among other variables and largest impact on intention to use. This shows that 62.0% variation in intention to use cause due to perceived usefulness. Next, perceived ease of use (B = 0.335, t = 6.185, p < 0.05) was the second largest predictor of intention to use with the variation of 33.5%. Moreover, perceived trust (B = 0.112, t = 3.591, p < 0.05) was the third largest predictor of intention to use with the variation of 11.2%. Lastly, perceived risk had the lowest impact towards intention to use (B = -0.134, t = -5.266, p > 0.05) with the variation of -13.4%. Hence, the outcome marked that the independent variables which are perceived usefulness, perceived ease of use, perceived trust, and perceived risk act as important inputs for the prediction model.

4.6 HYPOTHESIS TEST

The researcher used significant values to analyse the findings, which were based on the hypotheses given in Chapter 3. Hypothesis testing is a statistical technique for inferring the outcome of a hypothesis based on sample data. Analysts will test two separate hypotheses, the null hypothesis, and the alternative hypothesis, using a random population sample. The statistical sample will be tested to see if the null hypothesis is accepted or rejected. The hypothesis test was used in this study to assess all variables using the data gathered through regression analysis. The outcome presented in Table 25 will be examined by measuring the significant value whether the value was lower or bigger than 0.05.

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The Hypothesis for Perceived Usefulness Factor

$H1_1$: There is a positive relationship between perceived usefulness and intention to use of online digital business platform.

$H1_0$: There is no relationship between perceived usefulness and intention to use of online digital business platform.

Accept $H1_1$

Table 25 revealed the relationship between perceived usefulness factor and intention to use of online digital business platform. The result marked significant value of perceived usefulness factor, p = 0.000 which is lower than 0.05. This shown that perceived

usefulness has a significant relationship on intention to use. Thus, $H1_1$ is accepted in this study.

The Hypothesis for Perceived Ease of Use Factor

$H2_1$: There is a positive relationship between perceived ease of use and intention to use of online digital business platform.

$H2_0$: There is no relationship between perceived ease of use and intention to use of online digital business platform.

Accept $H2_1$

Table 25 revealed the relationship between perceived ease of use factor and intention to use of online digital business platform. The result marked significant value of perceived ease of use factor, p = 0.000 which is lower than 0.05. This shown that perceived ease of use has a significant relationship on intention to use. Thus, $H2_1$ is accepted in this study.

The Hypothesis for Perceived Trust

$H3_1$: There is a positive relationship between perceived trust and intention to use of online digital business platform.

$H3_0$: There is no relationship between perceived trust and intention to use of online digital business platform.

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Accept $H3_1$

Table 25 revealed the relationship between perceived trust factor and intention to use of online digital business platform. The result marked significant value of perceived trust factor, p = 0.000 which is lower than 0.05. This shown that perceived trust has a significant relationship on intention to use. Thus, $H3_1$ is accepted in this study.

The Hypothesis for Perceived Risk

$H4_1$: There is a positive relationship between perceived risk and intention to use of online digital business platform.

$H4_0$: There is no relationship between perceived risk and intention to use of online digital business platform.

Accept $H4_1$

Table 25 revealed the relationship between perceived risk factor and intention to use of online digital business platform. The result marked significant value of perceived risk factor, p = 0.000 which is lower than 0.05. This shown that perceived risk has a significant relationship on intention to use. Thus, $H4_1$ is accepted in this study.

4.7 SUMMARY

The findings and data acquired in this study are discussed in this chapter. The data acquired through an online questionnaire from 370 respondents was interpreted using the Statistical Package for Social Science (SPSS Version 23.0). The descriptive analysis, correlation analysis, reliability test, and regression analysis methods were used to analyse the acquired data. This chapter also includes the presented outcomes for the hypotheses mentioned in Chapter 3.

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CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATION

5 INTRODUCTION

Based on the data analysis in Chapter 4, this chapter will wrap up the study's findings. This chapter will determine whether the research questions are relevant to the study's goals. This chapter will also provide a discussion of the rationale for accepting or rejecting the hypotheses in this investigation. Following that, the study's limitations will be discussed. The research's major implications and recommendations are also discussed later in this chapter.

5.1 DISCUSSION OF FINDINGS

5.1.1 RELATIONSHIP BETWEEN PERCEIVED USEFULNESS AND INTENTION TO USE

The author discovered that there was a significant value ($p < 0.05$) of perceived usefulness factor with intention to use of online digital business platform based on the findings acquired in Chapter 4 (Data Analysis). This found that both variables had a significant positive connection ($\beta = 0.620$, $p = 0.000$). As a result, the hypothesis that there is a relation between perceived usefulness and intention to use has been accepted. This also demonstrated that the perceived usefulness predictor has a significant impact on intention to use of online digital business platform.

The finding was linked to the previous study (Vahdat et al., 2021) on shopping via mobile app, which found that intention to use a mobile app is determined by one's attitude towards using that system and its perceived usefulness, where attitude is a direct function of usefulness. The item on 'Online digital business platforms improve coordination and cooperation between educators, administrators, and students' had the highest mean among all the items in perceived usefulness. This shows that degree of intention to use is influenced by the usefulness that can improved something.

Besides, the item 'Increase the efficacy and efficiency of operations carried out by school cooperatives' was the second significant item that affects the intention to use of online digital business platform. This was supported by the research from (Driediger & Bhatiasevi, 2019), which found that the influence of PU on ITU was shown to be positive in a study conducted in Thailand concerning the structural relationship for the determinants of cloud computing adoption in education. A positive relationship was also supported in a study by Klopping and McKinney (2004) who tested the acceptance of consumer e-commerce. The relationship was further confirmed in a study on mobile wireless technology adoption (Kim and Garrison, 2009).

5.1.2 RELATIONSHIP BETWEEN PERCEIVED EASE OF USE AND INTENTION TO USE

According to (Driediger & Bhatiasevi, 2019) in various fields, such as mobile commerce, e-commerce, and internet banking have confirmed that PEOU positively affected ITU at a significant level. A study on the impact of cognitive absorption on perceived ease of use in online learning has accepted the positive relationship between perceived ease of use and intention to use (ITU). Lallmahamood (2007) who tested the relationship in a study on the acceptance of internet banking in Malaysia also supported this relationship. A study about the intention to use the Internet among Chinese older adults further confirmed the relationship.

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Based on the findings acquired in Chapter 4 (Data Analysis), the relationship between perceived ease of use factor and intention to use was Significant. The p value of perceived ease of use factor was 0.000 which was lower than the significant value 0.05. Along with the previously conducted studies in various technological fields and the findings acquired in Chapter 4 (Data Analysis), the H21 was accepted in this research.

5.1.3 RELATIONSHIP BETWEEN PERCEIVED TRUST AND INTENTION TO USE

Based on the previous study (Asadi et al., 2020; Ventre & Kolbe, 2020), it has been proven that trust in electronic media can determine users' intention to carry out online shopping activities (Singh and Srivastava 2018). Trust is manifested when consumers agree to be vulnerable to the online seller and continue the purchase process which is reflected in an increased online purchase intention (Farivar, Turel, and Yuan 2017; Oliveira et al. 2017). Evidence for a positive trust relationship has been found to lead to a positive effect in online purchase intention in the emerging market of Kuwait (Gibreel, AlOtaibi, and Altmann 2018). Conversely, lack of trust in e-commerce in emerging markets has been found to lead to a reduced willingness to purchase online (Wagner Mainardes, de Almeida, and de-Oliveira 2019).

Based on the findings acquired in Chapter 4 (Data Analysis), the relationship between perceived trust factor and intention to use was Significant. The p value of perceived trust factor was 0.000 which was lower than the significant value 0.05. In line with previous research and the finding, the hypothesis that there is a relation between perceived trust and intention to use has been accepted.

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5.1.4 RELATIONSHIP BETWEEN PERCEIVED RISK AND INTENTION TO USE

Based on previous study (Qalati et al., 2021), they found positive effects of risk attitude over repurchase intention for online shopping in Taiwan. Moreover, Ariff et al. (2014) concluded that perceived risk has a significant influence on online purchase intention, while Almousa (2011) proved that perceived risk negative affects the intention to purchase online items. Furthermore, Chiu et al.'s (2014) study of 782 Yahoo-Kimo customers found a moderation interaction effect of perceived risk between hedonic, utilitarian value, and repeat purchase intention.

The p value of perceived risk factor was 0.000 which was lower than the significant value 0.05. So, the relationship between perceived risk and intention to use

was significant. As a result, the hypothesis that there is a relation between perceived usefulness and intention to use has been accepted. This may be because online shopping is the latest trend in the country and most respondents want to experience it.

5.2 SIGNIFICANT IMPLICATION OF THE RESEARCH

The findings of this study show the importance of high school students' perceived factors which is perceived usefulness, perceived ease of use, perceived trust, and perceived risk on their intention to use online digital platforms in school cooperatives.

The research has important implications for both education and entrepreneurship. First, it emphasises the platforms' ability to provide students with critical digital and business skills, such as financial literacy, marketing awareness, and problem-solving talents. This is strongly aligned with educational aims of educating pupils for a technologically oriented workforce and encouraging independent thinking.

Second, the research implies that such platforms can help students become active economic providers rather than passive consumers. Students get a sense of ownership and responsibility by earning money through cooperative projects, which boosts their confidence and promotes financial independence.

Finally, the success of online platforms in school cooperatives exemplifies the value of cooperation and peer learning. Students can complement each other's strengths and talents, overcoming individual limits and cultivating a spirit of teamwork that is critical for future success.

In conclusion, the study emphasises the potential of online digital business platforms in school cooperatives to revolutionise both education and youth entrepreneurship by empowering.

5.3 LIMITATION OF THE STUDY

It is important to recognise that the current study has a number of essential limitations. First off, in the context of school cooperatives, the research mainly

focuses on high school students' opinions and goals about online digital platforms. However, due to possible differences in technological availability, familiarity, and attitudes across varied student populations, the findings may not be as broadly applicable as they may be.

Second, there is a chance of response bias or social desirability bias because the study mostly depends on self-reported data collected via questionnaires or interviews. The findings may not be as accurate if students give answers that match anticipated expectations instead than reflecting their actual beliefs and behaviours.

Additionally, the study highlights the components of the Technology Acceptance Model (TAM) as the theoretical foundation. Although TAM is extensively utilised and proven effective, relying solely on this model may oversimplify the complicated relationships between variables affecting students' preferences to utilise digital platforms. A more thorough understanding would be possible if certain external factors or additional variables not included in the current study were taken into consideration.

Another limitation is the study's temporal element, which only records a single point in time. Given how quickly technology and digital platforms are developing, views and opinions may change over time. A more sophisticated understanding of how these beliefs change over time and if educational interventions maintain their effectiveness over time might be possible through longitudinal studies.

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Finally, the study concentrates on the Malaysian setting, notably Dungun, Terengganu, high school students. Although this context provides insightful information, care must be utilised when projecting results to other cultural or educational contexts because attitudes and acceptance of technology may vary greatly between nations and regions.

Researchers should view the study's findings cautiously and take into consideration to its specific situation when considering these limitations. In order to gain a more thorough understanding of high school students' use of online digital platforms in school cooperatives, future research projects should aim to address these limitations by incorporating a wider sample diversity, using mixed-method approaches, investigating additional theoretical frameworks, taking the dynamics of time into consideration, and conducting cross-cultural studies.

5.4 RECOMMENDATION FOR THE FUTURE RESEARCH

For future research endeavours is advised that to go more deeply into the particular factors affecting high school students' opinions and plans about online digital platforms in school cooperatives. A more sophisticated understanding would come from examining possible demographic or contextual changes in how perceived characteristics, such usefulness, ease of use, trust, and risk, effect students' attitudes and behaviours. Surveys and interviews with students from various areas or backgrounds may provide important insights into the variables that may differ in different learning environments.

Moreover, examining the enduring consequences of educational interventions on learners' intention to utilise digital platforms would enhance comprehension of the viability and enduring influence of those initiatives. Longitudinal studies that monitor students' attitudes and actions over time may offer important new perspectives on the efficacy and resilience of programmes designed to encourage the use of online platforms.

Furthermore, given how quickly technology is developing, more research should examine newly emerging digital platforms and how they affect cooperative involvement among high school students. This could include looking at cutting-edge digital tools, virtual learning environments, or new technology to make sure that research stays current and reflects students' changing tastes and behaviours.

Finally, it would be helpful to do a thorough investigation of how educators and politicians influence the attitudes and objectives of students. Examining how educators' behaviours and attitudes affect students' use of digital platforms and vice versa may provide important information for creating interventions and tactics that work better.

In conclusion, further investigations should try to expand our current comprehension by looking into demographic differences, evaluating the long-term impacts of interventions, examining developing technologies, and investigating the mutual impact between instructors and learners within the framework of virtual learning environments in school cooperatives. These suggestions would advance our knowledge

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of the variables affecting high school students' use of digital technologies in educational settings, making it more thorough and dynamic.

5.5 CONCLUSION

In a nutshell, this research has discussed the findings about the intention to use of online digital business platform in school cooperative among high school student by using Technology Acceptance Model (TAM). The findings in this research concluded that the constructs in the model which are perceived usefulness, perceived ease of use, perceived trust and perceived risk are significant with the intention to use online digital business platform. The method used in this study are to address the research questions and meet research objectives by conducting analysis such as descriptive analysis, Pearson correlation analysis, reliability analysis, inferential analysis, and hypothesis testing.

The discussion revealed that all construct has shown great significant relationship towards intention to use online digital business platform. Majority of the respondents agreed that online digital business platform in school cooperatives is very useful and easy to use to make purchases. However, the school cooperation should improve their features to increase the intention to use the online digital business platform.

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APPENDICES

APPENDIX 1: GANTT CHART FOR FINAL YEAR PROJECT 1

Month / Activities	APRIL					MAY					JU N				
Identify research topic, research problem, research objective, research question, and theoretical framework															
Feedback from supervisor															
Draft chapter2 & draft chapter1															
Feedback from supervisor															
Draft chapter3 & chapter 2															
Feedback from supervisor															
Complete draft of chapter1,2, &3															
Feedback from supervisor															
Draft PowerPoint Presentation															
Feedback from supervisor															
Upload progress report															
Complete PowerPoint Presentation															

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APPENDIX 2: GANTT CHART FOR FINAL YEAR PROJECT 2

Month / Activities	OCTOBER					NOVEMBER					DECEMBER					JANUARY				
Prepare questionnaires																				
Distribution the questionnaires																				
Analyzed data using SPSS																				
Writing Chapter 4 - Data Analysis																				
Writing Chapter 5 - Conclusion & Recommendation																				
Presentation of PSM 2																				
Correction of thesis																				
Submission																				

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APPENDIX 3: QUESTIONARE

FACULTY OF TECHNOLOGY MANAGEMENT AND TECHNOPRENEURSHIP

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MUHAMMAD AMIRUL AIMAN BIN AB GHAZAB

B062010296

Email: aimnghazb79@yahoo.com

011-37461396

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ACCEPTANCE OF ONLINE DIGITAL BUSINESS PLATFORM ON SCHOOL COOPERATIVES AMONG HIGH SCHOOL STUDENT

Thankyou in Advance for your willingness to volunteer some of your time to assist me in achieving my educational objectives. Your information will be kept confidential. Please read the question carefully before answering them. This survey is only for academic purpose and all information will be give confidential. Thank you for your cooperation. If you have any questions, you can contact the following number.

Research Objective:

1. To uncover the factors of online digital business platform acceptance on school cooperatives among high school student in Dungun, Terengganu.

2. To analyse the relationship of online digital business platform acceptance toward intention to use among high school student in Dungun, Terengganu.
3. To examine the most influence factors that affect the acceptance of online digital business platform on school cooperatives among high school student in Dungun, Terengganu.

SECTION A: DEMOGPRAHIC PROFILE

Please tick (√) on the space given.

1. Gender?

Male	
Female	

2. Age?

13-15 Years old	
16-17 Years old	
18-19 Years old	

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3. Race?

Malay	
Chinese	
Indian	

4. Location that you live?

Rural	
Urban	

5. Stream of subject?

Science	
Accounting	
Literacy	
Others	

6. Level of ICT's knowledge

Beginner	
Intermediate	
Advanced	

7. Daily use device

Smartphone	
Tablets	
Desktop	
Laptop	

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SECTION B: INDEPENDENT VARIABLE

Here are the statements that reflect your perception about the Perceived Usefulness, Perceived Ease of Use, Perceived Trust, and Perceived Risk in Online Digital Business Platform on School Cooperatives.

Please indicate to what extend do you agree with the following statements by using the appropriate scale.
1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree.
Please tick (√) your answer.

Strongly disagree	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
1	**2**	**3**	**4**	**5**

PERCEIVED USEFULNESS

	STATEMENT	**1**	**2**	**3**	**4**	**5**
1	School cooperatives' online digital business platforms offer easy access to a variety of goods and services.					
2	Online digital business platforms improve coordination and cooperation between educators, administrators, and students.					
3	Online digital business platforms increase the efficacy and efficiency of operations carried out by school cooperatives.					
4	Online platforms for digital businesses help develop entrepreneurial abilities and assist students get ready for potential future careers.					

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PERCEIVED EASE OF USE

	STATEMENT	1	2	3	4	5
1	School cooperatives' online digital business platform makes it easier for me to make purchases.					
2	I can easily get learning material through school cooperatives' online digital business platform.					
3	I can make purchases at any time in 24 hours.					
4	School cooperatives' online digital business platform helps me to be well informed on updates of the products.					
5	Online digital business platforms have user-friendly features.					

PERCEIVED TRUST

	STATEMENT	1	2	3	4	5
1	I believe that online digital businesses are generally trustworthy.					
2	I trust that the information provided by the school cooperatives' online platform is accurate and reliable.					
3	I feel assured that the online transactions conducted through school cooperatives' platform are secure and protected.					
4	The transparency of information on online digital					

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	business platforms influence my trust in them.					

PERCEIVED RISK

	STATEMENT	1	2	3	4	5
1	I do not worry about possible online fraud (eg, credit card theft) when shopping online.					
2	I do not worry that my credit card information might be stolen when making an online payment.					
3	I do not worry about receiving damaged or low-quality products when shopping online.					
4	I feel good about the return or refund process when shopping online.					

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SECTION C: DEPENDENT VARIABLE

This section lists a set of questions on the Intention to Use Online Digital Business Platform.

Please indicate to what extend do you agree with the following statements by using the appropriate scale.
1- Strongly disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly agree.
Please tick (√) your answer.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

INTENTION TO USE ONLINE DIGITAL BUSINESS PLATFORM IN SCHOOL COOPERATIVES

	STATEMENT	1	2	3	4	5
1	I intend to continue using the school cooperatives' online digital business platform in the future.					
2	I will incorporate the school cooperatives' online digital business platform as my purchasing platform.					
3	I intend to use digital school cooperative platform in the future for school supply purchases.					
4	I intend to use digital school cooperative platform in the future for browsing other products available.					
5	I intend to use digital school cooperative platform					

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	in the future to compare prices with other shops.					

We sincerely thank you for your precious time and participation on this survey.
We can assure you that your information will be kept strictly confidential.

- END OF QUESTION -

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