ONLINE BUSINESS READINESS AMONG STUDENTS OF SCHOOL COOPERATIVES

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SUPERVISOR'S APPROVAL

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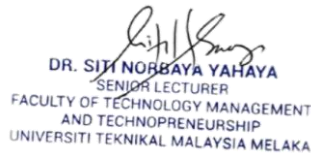
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DECLARATION

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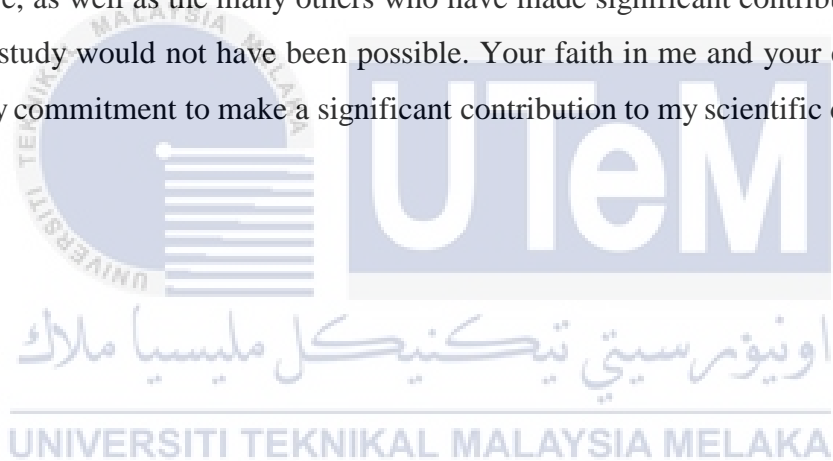
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DATE   : **30 JANUARY 2024**

DEDICATION

I'd want to take this opportunity to thank everyone who has helped me along my academic path. I will be eternally grateful to my parents, siblings, and other loved ones for their unending love and support during my academic career. They never left my side, and their words of encouragement and support were invaluable when I needed them the most. I'd also want to thank my adviser, Associate Professor Madhya Dr. Juhaini Binti Jaabar, for the assistance and guidance you've given me. I am eternally thankful to her for helping me accomplish my thesis. She was a priceless valuable resource. We could not have reached this goal without your help. Thank you for encouraging in me and assisting me in reaching my objectives. Finally, I'd want to thank everyone who assisted with this research. Their willingness to contribute their time and thoughts, especially during the pilot testing sessions, was crucial in establishing the research findings. Her commitment to information dissemination and desire to share her expertise was very motivating. I'd want to express our deepest gratitude to the individuals mentioned above, as well as the many others who have made significant contributions. Without your assistance, this study would not have been possible. Your faith in me and your encouragement have strengthened my commitment to make a significant contribution to my scientific discipline.
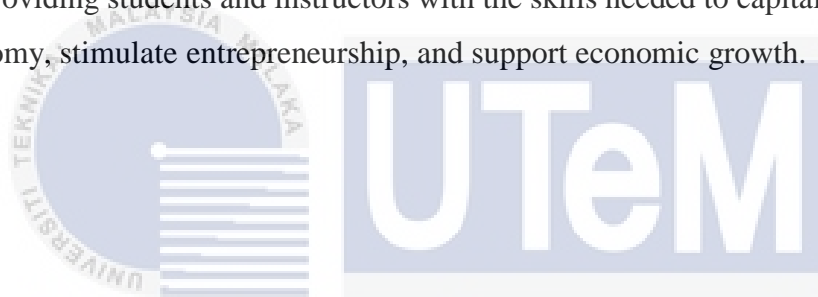
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ABSTRACT

The present research researches the extent of online business preparedness among school cooperative students and teachers. The study's goal is to solve the difficulties of insufficient technological infrastructure that are impeding online business preparedness in school cooperatives. It attempts to improve entrepreneurial skills and support development and sustainability by identifying gaps and suggesting remedies. A survey questionnaire will be distributed to a random sample of students which are 131 secondary school from various school cooperatives to examine their knowledge of online business principles, technological abilities, and perceived impediments to participation in online business activities. For this research, the objectives need to be achieve because the existing of online shop cooperatives can give a lot of benefits to the school. The findings will advise educational institutions and cooperatives about possible areas for development in terms of knowledge, skills, and resources needed to participate successfully in online business operations. This research has broad ramifications, providing students and instructors with the skills needed to capitalize on possibilities in the digital economy, stimulate entrepreneurship, and support economic growth.

Keywords: online business, technology readiness, school cooperatives

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Because of the fast growth of technology and the emphasis on digital learning, the educational environment has altered dramatically in recent years. This shift is also having an impact on how school cooperatives work as they adapt to the world of the Internet. Students and instructors have always created and maintained school cooperatives, but a growing number of projects are attempting to prepare them for internet companies. This preparedness refers to students' and school's capacity to engage in online business operations efficiently using digital tools and platforms. This goes beyond things like technological infrastructure, digital literacy and organizational abilities. In this discussion, we will explore at many factors that influence students' and instructors' preparation for internet business for school cooperatives.

The desire and capacity of a school cooperative to function and do business efficiently in an online or digital environment is referred to as its online business readiness. This involves examining and considering numerous elements that contribute to a cooperative's capacity to adapt to online platforms and employ digital technologies in its operations. Infrastructure and technology, e-commerce platforms, website creation and online

presence, online payment methods, logistics and delivery mechanisms, data security and privacy safeguards, staff training, and other factors are important for school cooperative online business preparation. Includes digital abilities, customer assistance and communication, online marketing and advertising, performance monitoring and adjustment, and customer experience.

These factors will assist school cooperatives in succeeding in the digital arena, expanding their client base, and achieving long-term success. By addressing these factors, school cooperatives can increase their potential to flourish online, extend their client base, and achieve long-term success.

1.2 BACKGROUND OF STUDY

Rapid technological advancements and the ubiquity of the Internet have created new options for doing business online. School cooperatives have become a popular option for students and instructors to participate in entrepreneurial activities while creating a feeling of community and collaboration in the education sector. However, in order to manage these co-ops efficiently in the digital age, participants must have a certain degree of online business preparedness. The goal of this research is to analyses and evaluate the online business preparedness of students and instructors involved in school partnerships.

These developments have also affected the education sector. School cooperatives have grown in popularity as a way for students and teachers to engage in entrepreneurial activities. School cooperatives allow participants to gain valuable skills such as cooperation, leadership, financial management, and problem solving while also producing revenue for the cooperative and its members.

Students must have some level of internet business preparation to properly manage a school co-op in the digital age. The knowledge, abilities, and attitudes required to effectively use online platforms and technology for business objectives are referred to as online business readiness. This involves knowledge of digital literacy, e-commerce, online marketing, customer retention, and data management. Students and teachers who are ill-prepared for online business experience difficulties in properly using online platforms, engaging consumers, handling transactions, and adjusting to the fast changing digital business environment.

To successfully operate a school co-op in the digital age, individuals must have some level of internet business training. Online business preparedness refers to the knowledge, talents, and attitudes necessary to effectively use online platforms and technologies for business purposes. Knowledge in digital literacy, e-commerce, online marketing, customer retention, and data management are required. Students and teachers who are ill-prepared for online business struggle to use online platforms appropriately, engage consumers, handle transactions, and react to the rapidly changing digital business environment.

1.3 PROBLEM STATEMENT

Online business preparedness refers to the knowledge, abilities, and attitudes required to effectively use online platforms and technology for business goals. It includes a wide variety of skills, including digital literacy, e-commerce, online marketing, customer interaction, and data management. With the rising reliance on digital platforms for commerce, it is critical for students engaging in school partnerships to be prepared for the online business they will need to prosper in the digital business world. "An increasing number of consumers consider the online channel as an essential shopping destination. Analyzing the growth of the online retail market, it has been revealed that by 2025, India's total online sales will increase by 84 percent, and globally this growth will be 23.6 percent. Realizing such consumer trends, along with globally active retailers, many locally operated retailers have deployed online retail opportunities with their existing physical stores."

The first problem statement is limited technology infrastructure. Challenges created by restricted digital infrastructure that impedes students' online business preparation when they join school cooperatives. Identifying key deficiencies and providing solutions to fill them. Students' online business preparation is hampered by a lack of technological infrastructure, which makes it difficult for them to learn digital skills, obtain hands-on experience with e-commerce platforms, and comprehend online marketing methods. Furthermore, it restricts the expansion and viability of school cooperatives.

The second problem is insufficient digital skills and training. For students engaging in school partnerships such as website building, online marketing strategy, social media management, data analysis, and online customer interaction, insufficient digital skills and training are a big impediment to online business preparation. Without these abilities, students will struggle to develop an online presence, engage consumers, manage transactions, and successfully use digital resources.

The last one for problem statement in online business readiness among students and teachers for school cooperatives is limited online payment systems. The absence of safe and simple electronic payment solutions inside school cooperatives has a substantial influence on students' online business preparation. This is because safe and convenient electronic payment solutions, such as mobile wallets, payment gateways, or digital payment platforms, are not available or are only available in limited quantities. The consequences of limited online payment options for online business readiness include students' inability to attract and retain customers who prefer the convenience and security of online payments.

1.4 RESEARCH OBJECTIVES

This study's objective is to investigate online business readiness among students and teacher of school cooperatives. Based on the problem statement above, the study's research goals were as follows:

1. To identify the level of online business readiness for technology usage in secondary school.
2. To distinguish the most relevant factor of technology readiness among secondary students and teachers.
3. To validate the benefit that online shop can give to the school for long-term business.

1.5 RESEARCH QUESTIONS

The purpose of this study as follows:

1. What is the level of online business readiness among secondary students?
2. What are the most relevant factors among students about school cooperative's online shop?
3. What are the benefit of having online shop for school cooperatives?

1.6 SCOPE AND LIMITATION OF STUDY

This study may have a few limitations. Potentially limited regional targeting, short sample size, or bias in self-reported data. These limitations are acknowledged, and recommendations for future study are provided to remedy these gaps and provide a better understanding of co-op school students' and teachers' online business preparation.

1.7 SIGNIFICANT OF STUDY

The findings of this study will contribute to the current body of knowledge by offering insights on the online business readiness of students and instructors engaging in school collaboration. This gives insight into the aspects that determine preparedness and recommends ways for overcoming problems in performing online business operations. The research suggestions will assist educational institutions in cultivating an entrepreneurial spirit and preparing students and instructors for the digital business.

1.8 SUMMARY

The study's results and consequences for learners, teachers, and schools are summarized in the study's conclusions. Recommendations are given based on the findings to increase the online preparedness of students and instructors participating in school cooperation for her company. These suggestions may include training programs, curriculum creation, technological integration, and regulatory reforms to foster online entrepreneurship in educational contexts.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The growing importance of digital technology and the need to develop entrepreneurial skills in students is the backdrop for investigating the online business capabilities of school co-operatives. School cooperatives are student and teacher owned and operated cooperative businesses that have long been recognized as valuable learning experiences that promote entrepreneurship, financial literacy and teamwork. However, with the rapid growth of online business models and the proliferation of e-commerce platforms, it has become imperative to examine the readiness of school cooperatives for online business. A variety of factors are considered, including the technological infrastructure at the disposal of students and teachers, their digital skills, their awareness of online business models, and the obstacles they may encounter in setting up and operating an online cooperative.

2.2 TECHNOLOGY READINESS AMONG SECONDARY SCHOOL

Leadership readiness to support and inform change is seen as critical components for technology integration implementation. Parasuraman (2000) created the Technology Readiness Index (TRI) to assess consumers' long-term proclivity to adopt new technology. He describes four elements of technology belief that influence an individual's level of technological preparedness.

2.2.1 Technology Readiness Construct.

Technology readiness represents a gestalt of mental motivators and inhibitors that collectively determine a person's predisposition to use new technologies (Parasuraman 2000). The construct is multifaceted, comprising four dimensions: Technology Readiness is a trait-like variable that captures people's general attitude toward accepting new technologies. Based on the Metatheoretic Model of Motivation and Personality (3 M Model) (Mowen 2000), Westjohn et al. (2009) categorized TR as a situational trait that describes enduring dispositions to behave within a specific domain (i.e., technology-related behaviors). The first related construct is technology anxiety, which is the fear and

apprehension people feel when considering use of or actually using technological tools (Meuter et al. 2003). While both are individual characteristics of a person's technology predisposition, according to Meuter et al. (2003, p. 900) "TR is a relatively broad construct focusing on such issues as innovativeness and the tendency to be a technology pioneer. Technology anxiety specifically focuses on the user's state of mind regarding their ability and willingness to use technology-related tools." Meuter et al. (2003) explained.

2.2.2 Consequences of Technology Readiness

Some studies have found TR to be related to technology usage (Parasuraman and Colby 2015), which is arguably the most important consequence of TR. To understand this relationship, researchers have investigated the mechanisms/processes through which TR influences technology usage within two primary research streams: the QVS chain, grounded in marketing literature (Cronin et al. 2000), and the TAM, from information systems (IS) literature (Davis et al. 1989). That is, quality, value, satisfaction, or a combination thereof mediates TR's influence on technology usage. Conversely, the TAM literature typically suggests that the higher an individual's TR, the more useful and easier to use they find a technology, and therefore the more likely they are to use it (Blut et al. 2016). Thus, usefulness and ease of use mediate the technology usage relationship. Comparing the two research streams reveals similarities and differences that motivate this study's conceptual development. Both seem interested less in the direct effect and more in the indirect effect of technology readiness on technology usage. This corresponds with the broad attitude–behavior literature, which has posited that general attitudes technology readiness (TR) are weak predictors of behaviors (technology usage; Ajzen and Fishbein 2005).

2.3 OPTIMISM

Optimism, innovativeness, discomfort, and insecurity are the four aspects. The qualities of optimism and innovativeness are both referred to as drivers of technological readiness, whilst discomfort and insecurity are referred to as inhibitors. (Parasuraman, 2000, p. 311).

2.3.1 Conceptualizations

Some studies have combined these dimensions to an overall composite measure, while ignoring the four dimensions' differential effects (Parasuraman and Colby 2015). Parasuraman and Colby (2015, p. 61) indicated that some "researchers seeking permission to use the scale were only interested in measuring overall technology readiness (TR). They explained that optimism and innovativeness represent "motivators," which contribute to TR, whereas insecurity and discomfort are "inhibitors," which lower an individual's TR. Thus, there is need for assessment of how to conceptualize the TR construct; either as four-dimensional, two-dimensional, or one-dimensional. best conceptualized as a two-dimensional construct comprising motivators (innovativeness, optimism) and inhibitors (insecurity, discomfort), thus offering marketing researchers and practitioners a parsimonious yet comprehensive way to measure consumers' technology readiness level.

2.3.2 Scales of Consumers of Technology Readiness

Based on their scores on the TR scale consumers can be classified into one of five segments. Those consumers with higher scores on optimism and innovativeness dimensions are more likely to be early adopters of new technologies and belong to either the Explorers or Pioneers' segments (Parasuraman & Colby, 2001, p.60). The Explorers are highly motivated and confident in their ability to make technology work. They are younger, generally male, have a higher income, and are better educated than members of other segments. Pioneers, the second of the segments, are above average on the two driver dimensions but they exhibit a slight level of resistance to technology. Consumers in this segment have an average income and education, are equally likely to be male or female, and tend to be younger relative to the remaining segments (Parasuraman & Colby, 2001).

2.4 INNOVATIVENESS

"a tendency to be a technology pioneer and thought leader" (A Comparison of Three Models. In J. Versendaal, C. Kittl, A. Pucihar, & M. K. Borstnar (Eds.), refers to the capacity and proclivity to produce and accept innovative and creative ideas, approaches, and solutions in the context of technology. It comprises the mentality and activities that stimulate innovation and enable the successful application and use of technology.

2.4.1 Innovative Technology.

The application of technologies to facilitate learning through different media, provide opportunities for student-centric learning, engage learners, and allow for differentiation and learning preferences (Fullan, 2011; Ertmer et al., 2012). Technology-innovative integration through two lenses i.e., technology as an instructional and learning tool has been emphasized by many researchers. he functional relationship between digital technology implementation, talent inflow and innovative companies is likewise under discussion although currently under-evaluated, meaning that we have limited available knowledge about the policies applied and their outcomes. The connection between technology user and the technologies being developed and implemented remains a major research gap in terms of smart technology (Kummitha, 2020, p. 5).

2.4.2 Conceptual of Digital Innovativeness.

Digital readiness refers to an individual or organization's ability to use digital technology to achieve its goals and objectives effectively (Pirola et al., 2019, Soomro et al., 2020). It includes factors such as access to technology, digital skills and knowledge, and the ability to adapt to new technologies. In the context of businesses, it refers to the level of preparedness of an organization to leverage technology to improve its operations and customer service. Kaplan and Norton (2004) broadly explain the concept of readiness as the extent to which organizational assets, processes, and activities indicate that the organization is ready to move from a current state to a new desired state. Weiner (2009) further elaborates on the readiness concept as "the state of being both psychologically and behaviorally prepared to take action (i.e., willing and able)." Consistent with the extant literature, we conceptualize digital readiness as an organization's digital ability to cope with and undertake a transformational process or change to meet specific organizational objectives or changes.

2.5 IMPORTANCE OF ONLINE SHOP FOR SCHOOL COOPERATIVES

These online shopping advances have changed customers' conduct from passive web page visitors to active engagements and engaging discussions with e-retailers. Consumers perceive dangers in e-commerce due to a lack of face-to-face interactive contact, including the chance to touch the items. (H. Zhang, Y. Lu, X. Shi, Z. Tang, Z. Zhao. Mood and social presence on consumer purchase behavior in C2C e-commerce in Chinese culture) Electron. Mark. (2012). With the rapid development of e-commerce, consumers increasingly prefer to buy goods on e-commerce platforms. In order to meet the purchasing needs of consumers, more and more manufacturers have begun to set up e-commerce channels (Zhang et al., 2021).

2.5.1 Mobile Shopping's Apps and Perceived Value

The concept of perceived value is widely recognized as a key concept for marketing practitioners and researchers (Kaur et al., 2021; Ahn et al., 2019; Holbrook, 1999). Zeithaml (1988) initially defined it as the outcome of an entire shopping experience, which encompasses numerous subjective and objective factors that trigger a perceived trade-off between the benefits enjoyed by the consumer and the sacrifices made to secure them. Perceived value then influences a consumer's relationship with the service or product in various ways (Ahn et al., 2019), so it is unsurprisingly considered a vital element for understanding consumer behavior toward m-shopping services (Grob, 2018; Huré et al., 2017; Kim and Kang, 2016).

2.5.2 The impact of mobile shopping's perceived values on customer well-being

The various dimensions of perceived value have been widely linked with positive responses (Ahn et al., 2019), such as loyalty (Mencarelli and Lombart, 2017), image perception, and behavioral intentions (Tsai and Wang, 2017). Moreover, well-being has been found to be enhanced by superior value perception (Junaid et al., 2020; Han and Hyun, 2018).Papagiannidis et al. (2017) investigated precise smart-shopping channels, meaning computer- based and mobile-based virtual shopping, and found that the functional and hedonic values received through a shopping experience in a specific retail channel influence the consumer's perception of that channel's contribution to his or her well-being. In the same vein, Sirgy et al.(2007) stated that delivering value to consumers significantly improves their perceptions of well-being (Sirgy et al., 2007). Chopdar et al. (2018), meanwhile, found that when consumers perceive the benefits of using technology to outweigh the costs, the price value has a significant positive influence onthe behavior of the users of mobile shopping apps.

2.6 ENHANCING THE ENTREPRENEURSHIP SKILLS

The effectiveness in enhancing student's entrepreneurial attitude and self-efficacy due to the lack of students' intention and capability to step into entrepreneurship (Ramayah and Harun, 2005; Clarence, 2005)

2.6.1 Entrepreneur Skills

Enterprise performance is a multidimensional construct that includes a firm's operational and financial outcomes. It integrates industry-related knowledge, management skills and personal motivation (Phelan and Sharpley, 2012). RBV stated that an entrepreneur's capability in terms of valuable knowledge, skills and capabilities can facilitate his or her firm performance (Barney, 1991; Grant, 1991; Tehseen and Ramayah, 2015). In small business entrepreneurship research, entrepreneurial skills have been linked with demographic, psychological and behavioral characteristics and technical know-how that have a stronger impact on enterprise performance (Gerli *et al.*, 2011; Mitchelmore and Rowley, 2010). Campbell *et al.* (2012) stated that entrepreneurial skills and beliefs are crucial for firms. Further, Kim *et al.* (2011) confirmed that entrepreneurial skills are essential for determining the use of resources to achieve competitive advantages. Previous studies also showed that entrepreneurial skills can contribute to enterprise performance, growth and profitability (Bird, 1995; Cooper *et al.*, 1994; Lerner and Almor, 2002; Mitchelmore and Rowley, 2010; Chandler and Jansen, 1992).

2.6.2 Lack of Entrepreneur Skill in Education

Today, one of the main problems in research and practice in entrepreneurial education is the lack of consensus on skills as formally declared and intended learning outcomes (Nabi et al., 2017). There is no agreement on skills lists, which indicates the need for reflection about the accumulated global experience (Nabi et al., 2017). An important limitation of the current academic discourse on entrepreneurship education in universities is the lack of empirical analysis of educational practice, which leads to an increasing lag between research and practice (Nabi et al., 2017; Volkmann & Audretsch, 2017). The thinking skills are not in the center of mainstream literature on entrepreneurship education. For instance, in the recent comprehensive review of skills by Tittel and Terzidis (Tittel & Terzidis, 2020).

2.7 BENEFITS OF HAVING ONLINE SHOP IN SCHOOL

The availability of online shopping and the convenience of having purchases accomplished without face-to-face interaction facilitates the migration of problematic conventional shopping habits to the online environment and results in the development and maintenance of problematic internet shopping (LaRose, R.; Eastin, M.S. Is Online Buying out of Control? Electronic Commerce and Consumer Self-Regulation. *J. Broadcast. Electron. Media* 2002, *46*, 549–564). There has been a wide variety of terms introduced to characterize problematic buying–shopping, including compulsive buying, buying–shopping disorder, pathological buying and shopping addiction to name a few. (Le, T.M.; Liaw, S.-Y. Effects of Pros and Cons of Applying Big Data Analytics to Consumers' Responses in an E-Commerce Context. *Sustainability* 2017, *9*, 798)

2.7.1   Customer Perspectives

The trend of shopping is changing throughout the world with more people adopting online shopping systems due to the facilitation and the rapid advancement of internet technology. This has allowed consumers to make online purchases while being in their homes, offices and even out of town or country. Retailers in advanced countries have developed their portals where customers can buy their desirable products while staying at home and also can make online payments. It has become easy for retailers to spread information about discount offers or new products. Consumers can also access information about their favorite brands with just one click.

2.7.2   Factors of Online Shopping

Many factors are significant in understanding the buying behavior of consumers affected that can have positive and negative implications. Consumers may prefer online shopping due to convenience, time, discounted deals, and after-sale services. But at the same time, some consumers may argue over the negative factors like security, quality, and reliability that can affect the way they prefer to shop. It is find out that factors like price, identification, convenience, critical information, discount offers are the main components that affect the online buying behavior of students and professionals. (Dost et al. 2015).

2.7.3 Types of Online Shop

Shopping Convenience. Convenience in every aspect of life is becoming a human priority in this age of technology and advancement. Customers are always curious to find new ways of attaining convenience. In this regard, Almarashdeh et al. (2019) collected surveys from 143 participants, and data were analyzed by using SPSS-25. He found that consumers feel more convenient in using mobile apps for online shopping as compared to websites for shopping. The author used the following variables in his convenience-based study: search convenience, access convenience, service recovery convenience, and behavioral intention to use. In addition to that, Beauchamp and Ponder (2010) show that people feel more convenient while online shopping and making transactions rather than in-store shopping. The data on four dimensions including assess, search, transaction, and possession, was collected through convenient sampling as well as from a national online panel. However, the author highlighted that people are less aware of the types of convenience that are available to them. Similarly, Jih (2007) discusses the relation between shopping convenience and online shopping intention.

2.8 SUMMARY

In this chapter, we will look at the theory that is relevant to the research issue. This chapter gives terminology to assist readers in comprehending research investigations. Literature reviews are essential in research because they serve as a guide for getting insights and more detailed information by analyzing past work by other researchers. A description of the dependent and independent variables, as well as their connections, is included in a literature review.

CHAPTER 3

RESEACRH METHODOLOGY

3.1 INTRODUCTION

Regarding this chapter, the researcher would look at certain techniques or methods to collect and gather data that would be relevant for this research based on each variable. The researcher may utilize and combine a range of methodologies to generate a reliable and accurate test. Researchers might expand their awareness and learn how to address real difficulties by studying or researching. When conducting a study, researchers often employed quantitative methodologies to complete the investigated project. The researcher might select the best approach to help them collect data. Finally, this chapter includes a full overview of the data analysis tools that the researcher utilized to collect data for this final year study.

3.2 RESEARCH DESIGN

The study design should provide an appropriate framework for the study. Research strategy decisions are critical decisions in the research design process as they affect how information related to the research is collected. Nevertheless, the research design process contains several interrelated possibilities (Kassu Jilcha Seleyev, 2019). This includes determining the type of research to be conducted is quantitative studies, cross-sectional and explanatory design. Formulating research questions and hypotheses, and determining appropriate methods.

This study focuses on experimental research design, often known as explanatory design in quantitative approaches. The strategy entails altering one or more factors and evaluating their influence on the intended outcome. The goal is to discover connections between variables. In most cases, the experimental group receives an intervention or therapy, whereas the control group does not. Assigning individuals to groups at random decreases disruptive factors.

3.2.1 Quantitative Study

The concept of research design is deceptively simple: it is a strategy that offers the underlying framework to integrate all parts of a quantitative study in order for the results to be reliable, devoid of bias, and as generalizable as possible. "Research design provides the glue that holds the research project together" (Trochim, 2006, Design, 1). The study design dictates how participants are chosen, what variables are included and how they are changed, how data is gathered and analyzed, and how unnecessary variability is managed in order to solve the overarching research topic. Regardless matter how sophisticated the statistical analysis is, the researcher's results may be meaningless if an ineffective research design was utilized. As a result, design decisions both restrict and support the final results (Miles & Huberman, 2004).

3.2.2 Cross-sectional

In a cross-sectional research, the researcher simultaneously evaluates the result and the exposures in the study participants. A cross-sectional study's participants are simply chosen based on the study's inclusion and exclusion criteria. The investigator monitors the research to evaluate the exposure and outcomes. Following enrolment in the research, individuals are evaluated for outcome and exposure. The researcher can investigate the relationship between these factors. It is also feasible that the investigator will recruit people for the research and assess the outcomes in this population. A researcher may also assess the outcome's prevalence among those polled.

3.3 METHODOLOGICAL CHOICE

This study focuses on experimental research design, often known as explanatory design in quantitative approaches. The strategy entails altering one or more factors and evaluating their influence on the intended outcome.

The goal is to discover connections between variables. In most cases, the experimental group receives an intervention or therapy, whereas the control group does not. Assigning individuals to groups at random decreases disruptive factors.

3.4 DATA COLLECTION

Data collection is the process of gathering and analyzing data on important elements methodically and scientifically in order to answer particular research questions and assess outcomes. Observations or measurements are gathered systematically through a data collecting procedure, according to Pritha Bhandari (2020).

Based on the findings of this study, two methods of data gathering are proposed. Data from both primary and secondary sources. Researchers create primary data such as surveys, interviews, and experiments that are especially tailored to understand and address the study topic at hand. Secondary data, on the other hand, is data generated by big government organizations, medical institutions, and other organizations to retain organizational records. The data is then pulled from several data files. Surveys, questionnaires, and particular publishing research are used by researchers to acquire information for this study. Researchers obtain survey data using primary data. Secondary data is gathered through books, articles, journals, and websites connected to research.

3.4.1 Primary- Questionnaires

The researcher will use a survey approach in this study, in which participants will be given questionnaires to complete on their own. There are three divisions. Section A's goal is to collect demographic information such as gender, age, employment, and educational background. Section B then questions research objectives. Respondents were asked to express their degree of agreement. Section C of the questionnaire inquires about secondary students and teachers on online business readiness of school cooperatives.

3.4.2 Secondary Source

Books, personal information sources, periodicals, newspapers, websites, and government records are examples of secondary data sources. Books are one of the most conventional data gathering methods, however published sources can be printed or digitized, paid or free, depending on the author and publisher's decision. Personal information sources that have not been published may not be as readily available or accessible as public sources, but they may be shared with other researchers who are not authorized to share them with third parties. Journals are becoming more significant in data collecting than books since they are routinely updated with new papers and are more specialized in their study material.

3.5 QUESTIONNAIRE DEVELOPMENT

In this section, the researcher will adopt a survey method to the all participants like student and teachers in secondary school that be given the questionnaire to complete the survey or observes. The questions will be dividing to the three (3) sections which are Section A, Section B, and Section C.

For the Section A, respondent is completing their demographic information such as gender, age, educational background and where they live.

For the Section B, they will be complete the question about the factors why they need online business in their school cooperatives.

And for the last, Section C they will be completing the task of benefits and perspectives of online business readiness for school cooperatives in secondary school.

Statement
Academic detailing is a useful form of education that aligns providers' prescribing behavior with evidence-based practice.

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

Figure 3.4.1 Likert scale

(Source: Google image)

3.6 DATA ANALYSIS

The process of putting data into action includes inspecting, enhancing, converting, and modelling it and make it data examination. The goal is to gather pertinent information, develop conclusions, and obtain decision-making assistance. The process of organizing, analyzing, and charting conclusions from datasets using various tools and methodologies is known as data analysis. Method of data analysis is depending on the nature of the data and the objective of the data learning, it can be both quantitative and qualitative.

Cronbach's alpha and descriptive statistics for respondents' demographic data will all be employed in this study to demonstrate and categories the obtained data. The data is then analyzed with the Statistical Package for Social Sciences (SPSS) utilizing multiple regression analysis and Pearson's correlation coefficient.

3.6.1.1 Validity and Reliability

Validity and dependability are concepts used to judge the quality of research. They show how well a methodology, procedure, or test measures something. The precision of a measurement is defined by validity, whereas the consistency of a measurement is defined by reliability. Validity and dependability are similar yet have distinct meanings. Even if the measures are untrustworthy, they may nevertheless be accurate. Valid measures, on the other hand, are typically more dependable (Fiona Middleton, 2019).

3.6.1.2 Validity

We know how well the approach measures what it is supposed to measure. As well as the truth. A study result that is extremely valid indicates that it properly represents the genuine qualities, properties, and changes of the physical or biological world. The social reality. The level of confidence shows the measurement's dependability. An approach that is untrustworthy is likely to be useless. The researchers will employ exploratory factor analysis (EFA) to examine the questionnaire's validity and analyses the validity of each association. This has consequences for college students' views on how to use assessment to improve student learning and accomplish learning objectives.

3.6.1.3 Reliability

The consistency with which a technique evaluates something is referred to as its dependability. The measurement is considered trustworthy if the same result can be produced consistently by using the same procedures under the same conditions. Cronbach's alpha was chosen by the researcher for this inquiry. Cronbach's alpha measures the internal consistency and reliability of a collection of items or questions in a survey or questionnaire. It examines how closely related the items are to one another in addition to providing an assessment of the consistency or dependability of the measuring scale. Cronbach's alpha, which typically runs from 0 to 1, indicates that the items are more internally consistent. The greater the Cronbach's alpha value, the better.

3.6.1.4 Descriptive Analysis

The purpose of descriptive analysis is to use statistical analysis to provide a meaningful description of a variable. The variables are characterized using measures of tendency (mean, mode, and median) and dispersion (range, standard deviation, and variance). The mean, mode, and median are examples of measures of tendency. Descriptive analysis breaks down large amounts of data into digestible bits. In this study, descriptive statistics are utilized to analyses the respondents' demographic information as well as information about the independent variables, which include accessibility, cost, and convenience.

3.6.1.5 Pearson's Correlation Coefficient

The Pearson correlation coefficient, often known as Pearson's r, is a statistical tool used to calculate the amount and direction of a linear relationship between two continuous variables. It measures how closely the data points on a straight line for two variables relate to one another. The coefficient has a range of -1 to +1, with values close to 0 indicating a slow or non-existent linear relationship, +1 indicating a perfect positive correlation, and -1 indicating a perfect negative correlation.

In this research, the Pearson correlation coefficient is used to assess how closely two numbers are connected to one another. This coefficient is based on several assumptions, including the linear relationship between the variables, the relationship between the independent and dependent variables, and the premise that the independent causes of the two variables are what form a normal distribution. Positive numbers indicate a positive correlation between two variables, whilst negative numbers indicate a negative correlation. The

coefficient, on the other hand, approaches zero when the data deviate from the line of best fit. There is no association between the two variables when the Pearson's correlation coefficient is equal to 0.

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

Where,

r = Pearson Correlation Coefficient

x_i = x variable samples

y_i = y variable sample

$\bar{x}$ = mean of values in x variable

$\bar{y}$ = mean of values in y variable

Figure 3.5.3.1: Pearson's correlation coefficient formula

(Source: Google Image)

Size of Correlation	Interpretation
.90 to 1.00 (−.90 to −1.00)	Very high positive (negative) correlation
.70 to .90 (−.70 to −.90)	High positive (negative) correlation
.50 to .70 (−.50 to −.70)	Moderate positive (negative) correlation
.30 to .50 (−.30 to −.50)	Low positive (negative) correlation
.00 to .30 (.00 to −.30)	negligible correlation

Table 3.5.3.2: Pearson's correlation coefficient scale

(Source: Google Image

3.6.1.6 Statistical Package for Social Sciences (SPSS)

A significant number of people use the Statistical Package for the Social Sciences (SPSS) version 27.0 for statistical analysis, data management, and data visualization. Researchers, statisticians, and analysts have a wide range of tools and abilities at their disposal for data analysis and interpretation. It offers the researcher with a comprehensive set of tools for accumulating, interpreting, and presenting data, making it easier to draw evidence-based conclusions. The researcher would utilize SPSS to determine the results of descriptive analysis and correlation coefficient

3.7 SAMPLING TECHNIQUE AND RESPONDENT

A sampling strategy is used to choose a selection of persons or cases from a large population for research. In light of this study, researchers selected non-probabilistic sampling to obtain data. Nonprobability sampling procedures are those in which:

Individuals or incidents are not picked at random from the population. In contrast to Probability Sampling, non-probabilistic sampling does not provide all members of the population equal probability of selection. Non-probabilistic samples have limited generalizability. It may, however, be advantageous in some research scenarios.

3.7.1.1 Respondent Location

For this research, there's no proper or exact location to complete the survey or questionnaire. The questionnaire will be given to the all students in secondary school through by teachers or parents. Any secondary school in Malaysia specifically in Kelantan which are Kota Bharu, Kubang Kerian and Panji can completing or answering the survey if they want to.

3.7.1.2 Respondent Population

For the research population, sampling is a powerful technique for collecting opinions from a wide range of people, chosen from a particular group, to learn more about the whole group in general. The researcher targeted and also estimated that there are approximately over 20 secondary schools in Malaysia, Kelantan with minimum 100 students and 20 teachers can participate in this research questions.

3.7.2 Sampling Size

TABLE 1

Table for Determining Sample Size from a Given Population

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.

Table 3.7.3.1: Determining the sampling size of respondents among students at secondary school in Malaysia

(Source: Krejcie and Morgan, 1970)

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3.8 SUMMARY

In this chapter, researchers explain information retrieval and data gathering approaches. To perform research, quantitative methodologies are applied. This study's material was gathered from both primary and secondary sources. A survey employing pre-made questionnaires is chosen as a research strategy. To accomplish research objectives and interpret study results, data analysis employs multiple regression analysis, descriptive statistics, Pearson's correlation coefficient, reliability analysis, and SPSS.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

This chapter covered the data analysis that was carried out from the questionnaire. All of the information was acquired using the survey approach. The questionnaire was issued to somewhere around 131 responders, who varied in areas in which residents living. gender, level of ICT's knowledge, ethnicity, and other factors. The findings of this survey will become the outcome and will be statistically evaluated. This study is based on a descriptive study and hypothesis testing the link between two variables. To retrieve the results, all questionnaire data must be coded and loaded into SPSS for analysis.

4.2 Frequency Analysis on Respondent Demographic Background

This part examined the respondent and demographic background in relation to the demographic portion of surveys. Gender, sorts of participants at school, areas where individuals resides, most often acquire internet access, ICT knowledge level and nationality were all included in the questionnaires. All data acquired, given in the table and graphs, and assessed in the following discussion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parents	18	13.7	13.7	13.7
	Students	100	76.3	76.3	90.1
	Teachers	13	9.9	9.9	100.0
	Total	131	100.0	100.0	

Table 4.2.1 Sort of Participants
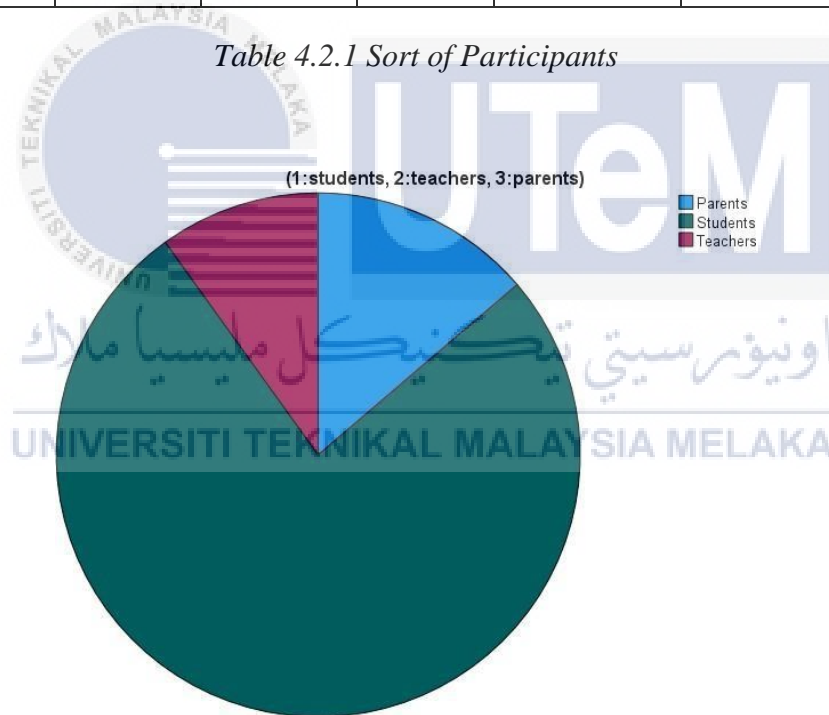
Figure4.2.1 Sort of Participants

The table and pie chart above shown that, the frequency and percentage of the respondent for types of people section. It shown that, students are the higher respondents (76.3%), which is willingly to answer the questionnaires given compared to teachers just managed to obtain about (13.7%) and for parents (9.9%) only. In short, student's respondents are more than teachers and parent's respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	61	46.6	46.6	46.6
	Urban	70	53.4	53.4	100.0
	Total	131	100.0	100.0	

Table 4.2.2 Areas that Participants Resides
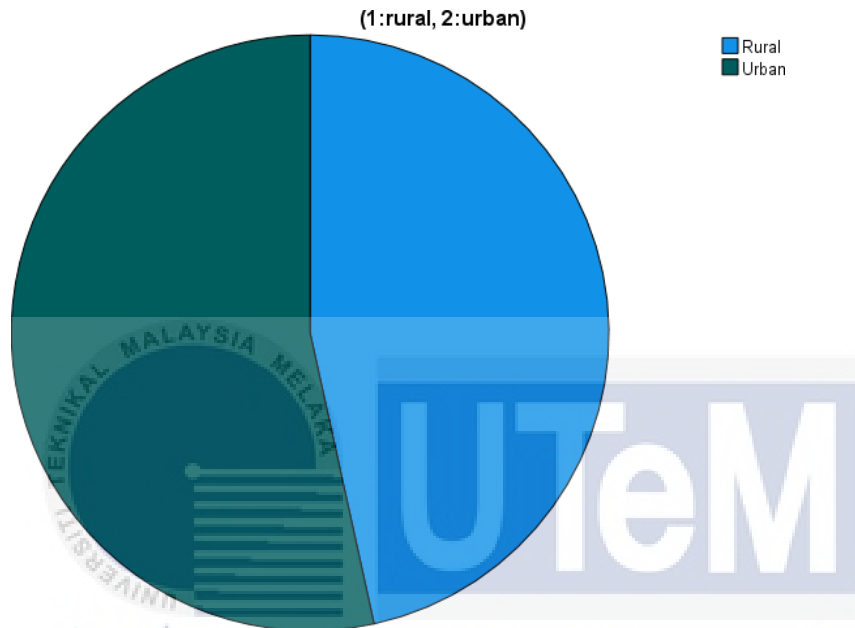
Figure 4.2.2Areas that Participants Resides

The table and pie chart above show the frequency and percentage of respondents for the locations that participants live which includes rural and urban. It was shown that urban's residences are the readiest to answer the surveys (53.4%), while rural only managed to acquire approximately (46.6%). In short, urban responders outnumber rural respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	83	63.4	63.4	63.4
	Male	48	36.6	36.6	100.0
	Total	131	100.0	100.0	

Table 4.2.3 Gender
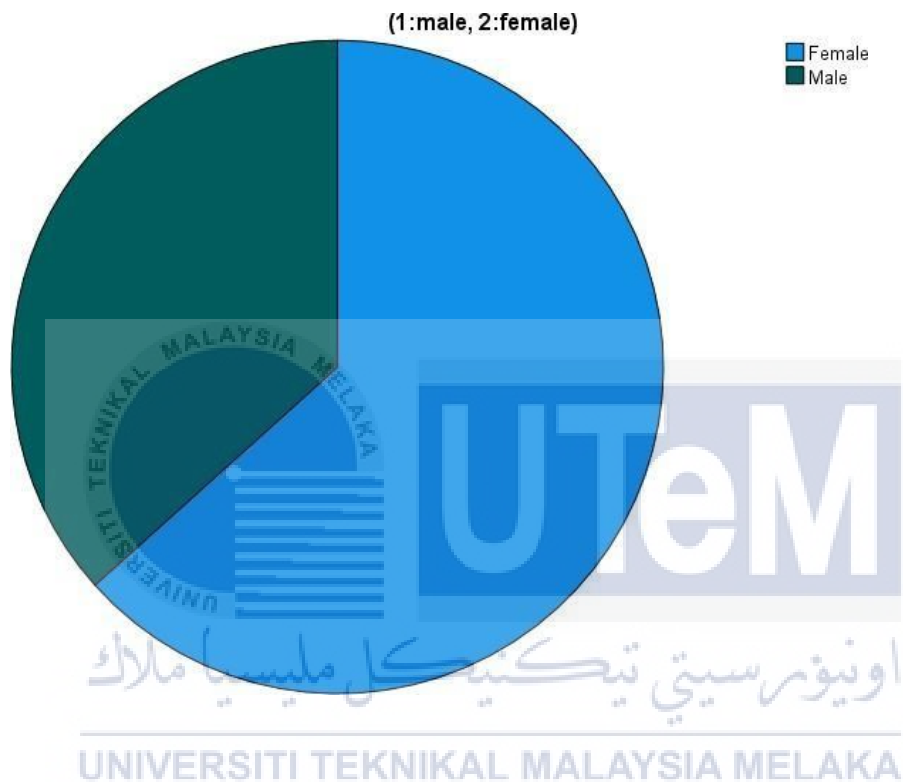
Figure 4.2.3 Gender

The table and pie chart above show the frequency and percentage of respondents for the gender component, which includes both male and female respondents. It was shown that females had a higher willingness to answer the questionnaires (63.4%) than males, who only managed to obtain around (36.6%). In short, female respondents exceed male respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	1	.8	.8	.8
	Indian	6	4.6	4.6	5.3
	Malay	124	94.7	94.7	100.0
	Total	131	100.0	100.0	

Table 4.2.4 Nationality
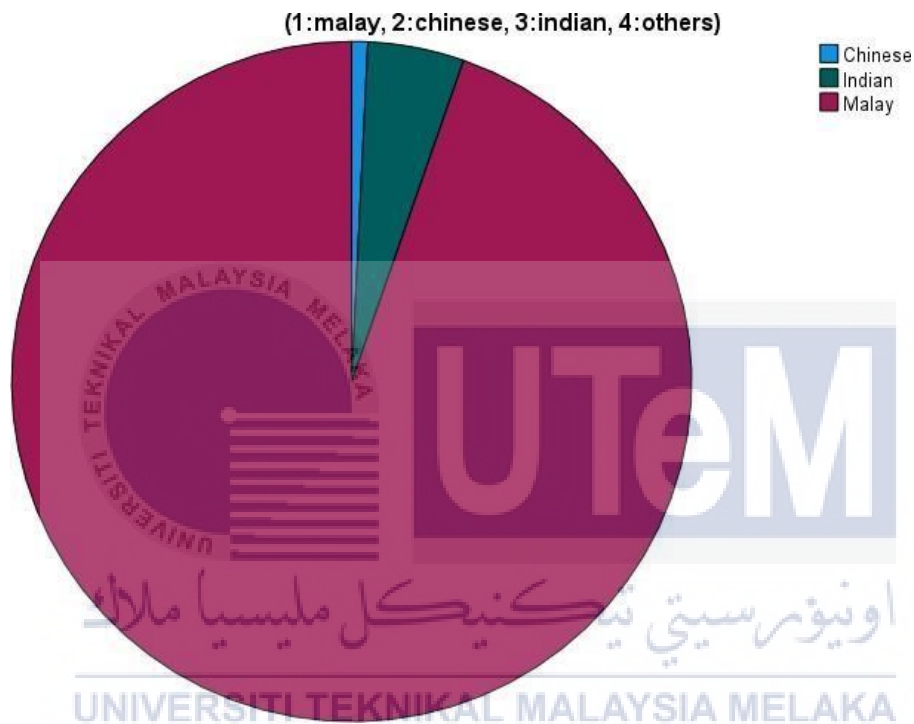
Figure 4.2.4 Nationality

The table and pie chart above show the race of the respondents. It has Malay, Indian and Chinese respondents. Malay respondents account for around (94.7%) of all respondents, whereas Chinese respondents account for only about (0.8%) and for Indians is (4.6%). In summary, the majority of responders were Malay.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	28	21.4	21.4	21.4
	Low	5	3.8	3.8	25.2
	Medium	98	74.8	74.8	100.0
	Total	131	100.0	100.0	

Table 4.2.5 ICT Level
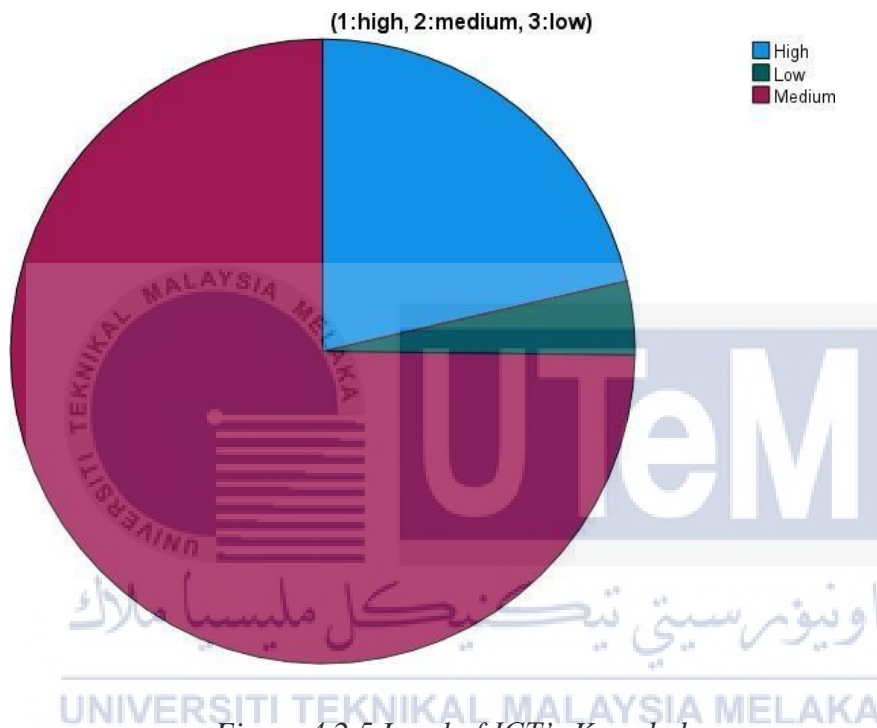
Figure 4.2.5 Level of ICT's Knowledge

The table and pie chart above illustrate the respondents' degree of ICT expertise. There are three types of respondents: high, medium, and low. High level respondents account for about (21.4%) of all respondents, whereas medium level respondents account for approximately (74.8%) and low level respondents account for approximately (3.8%). In conclusion, the majority of respondents were having medium level of ICT expertise.

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mobile data	60	45.8	45.8	45.8
	Wi-Fi	71	54.2	54.2	100.0
	Total	131	100.0	100.0	

Table 4.2.6 Internet Access
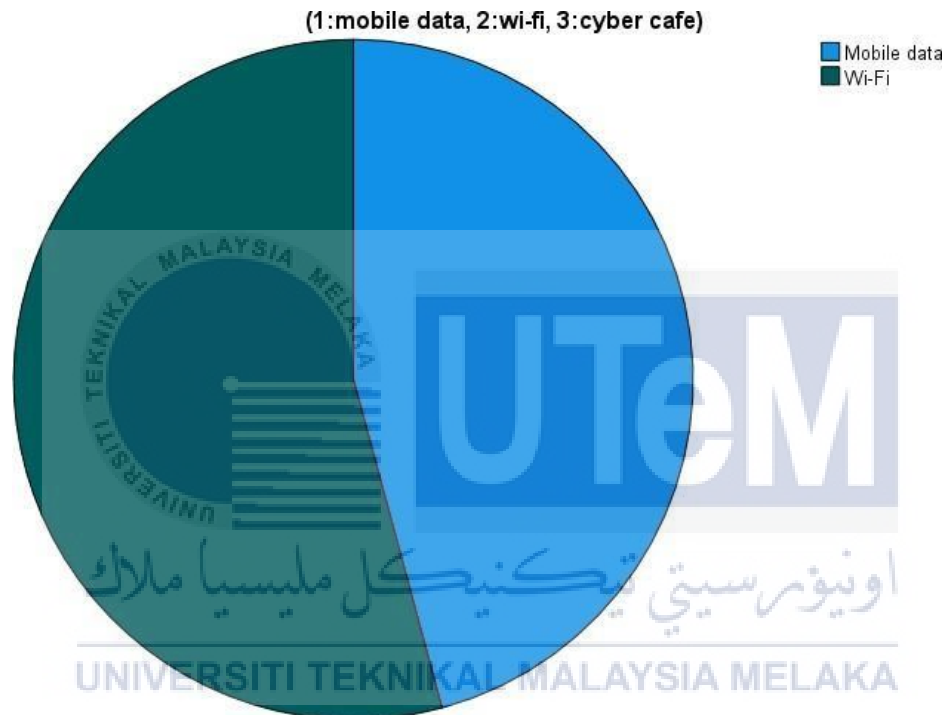
Figure 4.2.6 Internet Access

The table and pie chart above show how respondents acquire internet access. Mobile data, Wi-Fi, and cyber café are the three methods of internet access. Because individuals currently own their own internet access. For Wi-Fi respondents account for roughly (54.2) of all respondents, and medium level respondents account for around (45.8%). Finally, the majority of those who responded have their own Wi-Fi.

4.3 DESCRIPTIVE ANALYSIS

By entering data into this analysis, descriptive analysis allows us to evaluate all of the means of the questionnaires. According to Pisanburt (2007), the mean and score values were obtained as follows:

Score	Meaning
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

Table 4.3 – Descriptive Analysis

4.3.1 Online Business Readiness

DESCRIPTIVE ANALYSIS

	N	Mean	Std. Deviation
TR1 Products and services using the newest technologies are much more convenient	131	4.37	.727
TR2 easy access to the websites on smartphone or tablets and also computers	131	4.16	.875
TR3 using new technologies of online business, despite the fact that an item is currently out of stocks, consumers can add it to their cart before completing the checkout process	131	4.24	.814
TR4 using new technologies of online business can be giving affordability to access the online shop's school cooperatives	131	4.47	.768
TR5 Using the websites or any social media platform can buy or sell necessaries things in school	131	4.19	.954
TR6 New technologies or existing of online business at school coop, it can increase the boost profits from sales, which can help to accelerate the growth of higher education finances and innovation	131	4.32	.806

Table 4.3.1 Online Business Readiness (Technology)

Tables 4.3.1 offer a descriptive study of the respondents who responded on Online Business to Consumers on technological preparedness. TR4 (M: 4.47) had the highest mean in this descriptive study, whereas TR2 has the lowest mean in those who replied on Online Business Readiness. Perhaps the mean for this element is still higher, on a meaningful scale, and acceptable in that range.

4.3.2 Importance of Having Online Shop

DESCRIPTIVE ANALYSIS

	N	Mean	Std. Deviation
I1 Students and teachers have preferences for using online business technology in school cooperatives	131	4.15	.937
I2 The existence of school coop online shop can enhance communication and information for all people	131	4.23	.800
I3 Offering parents a convenient alternative to physical stores for purchasing students' need	131	4.24	.858
I4 Provides an interactives shopping environment	131	4.40	.677
I5 The payment can be made by the parents themselves. Parents do not need to come up with a huge sum of money for children in order to purchase educational items.	131	4.32	.862

Table 4.3.2 Importance Online Shop

Tables 4.3.2 demonstrate the descriptive analysis of respondents who responded on the significance of setting up a digital shop at school cooperatives in terms of customer approval, which leads to acquiring willingness. The results demonstrate that I4 is the higher mean of this component, while I5 is the second higher mean, with values of (M: 4.40) and (M: 4.32). I1 has the lowest mean of this component (M: 4.15), whereas I2 and I3 have the standard/moderate mean (M: 4.23) and (M: 4.24) respectively.

4.3.3 Benefits of Having Online Shop

DESCRIPTIVE ANALYSIS

	N	Mean	Std. Deviation
B1 Online school purchases allow us to buy supplies for school whenever we want.	131	4.29	.846
B2 Buying or shopping online is more fun and enjoy for all people	131	4.16	.951
B3 Existing of school coop's online shop gives a lot of beneficial to all people	131	4.31	.831
B4 Online shop is more easily and save times to all people	131	4.43	.785
B5 The online shop at school coop offers comprehensive product information, eliminating the need for buyers to visit the school in person to make them purchases	131	4.18	.907
B6 Online shop is some strategies for students to encourage the entrepreneur skills	131	4.31	.833

Table 4.3.3 Benefits Online Shop

The descriptive analysis of the responder on consumer benefits of online shop at school cooperatives that one of the independent variables will influence their purchase intention choice. The result presented for B4 is the dependent variable's higher mean. It is about (M: 4.43). The second highest mean (M: 4.31) was attained by B3 and B6. The lowest mean obtained by B2 and B5, which is around (M: 4.16) and (M: 4.18). The rest of the questions have modest mean values (M: 4.29).

4.4 RELIABILITY ANALYSIS

Cronbach's alpha is a statistics intended to assess the consistency of response to a group of questions, which is used as a scale to assess a certain notion. Cronbach's alpha reliability test is utilized by averaging the coefficients that come from all feasible combinations of split halves, according to Malthora (2004). The rule of thumb for the reliability test is that results of 0.7 and above are considered high reliability, while results of less than 0.6 are considered weak / terrible dependability. Cronbach's alpha has a particular numerical meaning:

Cronbach's Alpha Coefficient Range	Strength of Association
< 0.6	Weak / Terrible
0.6 - < 0.7	Moderate
0.7 - < 0.9	Good
0.8 < 0.9	Very Good
0.9	Excellent

Table 4.4.1 Cronbach's Alpha Coefficient Value

	Variable	Cronbach's Alpha	Result
Independent Variables	Technology Readiness	.871	Good
	Importance Online Shop	.878	Good
	Benefits Online Shop	.894	Good
Overall		**.948**	**Excellent**

Tables 4.4.2 Reliability Analysis

Table for 4.4.2 shown the reliability analysis of Cronbach's Alpha for independent variables. The goal of this reliability test is to determine if the data acquired is reliable to test or not. According to the results, the benefits of having online shop got a better degree of dependability in this test, which was 0.894 (good in reliability). For importance online shop and technology readiness, the results are 0.878 and 0.871 on a good scale of dependability and for them differentiate is only 7. SPSS's overall result suggests that the overall Cronbach's Alpha is 0.948 and on a very excellent scale in the reliability test.

4.5 PEARSON'S CORRELATION ANALYSIS

This section discussed the objective's outcome utilizing Pearson's Correlation Analysis. This researcher was tasked with answering two objectives in this investigation. Pearson's Correlation Analysis was used to assess the all objectives.

Size of Correlation	Interpretation
.90 to 1.00 (−.90 to −1.00)	Very high positive (negative) correlation
.70 to .90 (−.70 to −.90)	High positive (negative) correlation
.50 to .70 (−.50 to −.70)	Moderate positive (negative) correlation
.30 to .50 (−.30 to −.50)	Low positive (negative) correlation
.00 to .30 (.00 to −.30)	negligible correlation

Figure 4.5 Pearson's correlation coefficient scale

(Source: Google Image)

Objective 1: What is the level of online business readiness of technology among secondary students?

		Technology Readiness	Importance	Benefits
Technology Readiness	Pearson correlation	1	.725**	.772**
	Sig. (2-tailed)		.001	.001
Importance	Pearson correlation	.725**	1	.829**
	Sig. (2-tailed)	.001		.001
Benefits	Pearson correlation	.772**	.829**	1
	Sig. (2-tailed)	.001	.001	

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

Table 4.5 - Independent Variables

The connection between each of independent variables is illustrated in table 4.5. In context, the link between variables might be regarded significant. The correlation value (R-value) is divided into three categories: (0.0 - 0.3 = weak), (0.4 - 0.6 = moderate), and (0.7+ and above = high). The correlation of independent variables (Technology Readiness, Importance and Benefits) is displayed in the table above. As a consequence, the significant value for all variables is p0.001. All of the variables, including the independent and dependent variables, have a significant value, a positive connection, and a high positive (negative) value, R = 0.7 - 0.8.

The Pearson Correlation (r) value for Technology Readiness is r= 0.725, which is high positive significant. The Pearson Correlation (r) value for the importance factor is r= 0.772, which is moderate and positive significant, while the Pearson Correlation (r) value for the benefits factor is r= 0.829, which is high positive significant. It was discovered that all of the Pearson Correlation (r) values in this study are high positive and significant. There is a positive, and significant association (technology readiness r=0.725, importance r=0.772, and benefits r=0.829, p0.001).
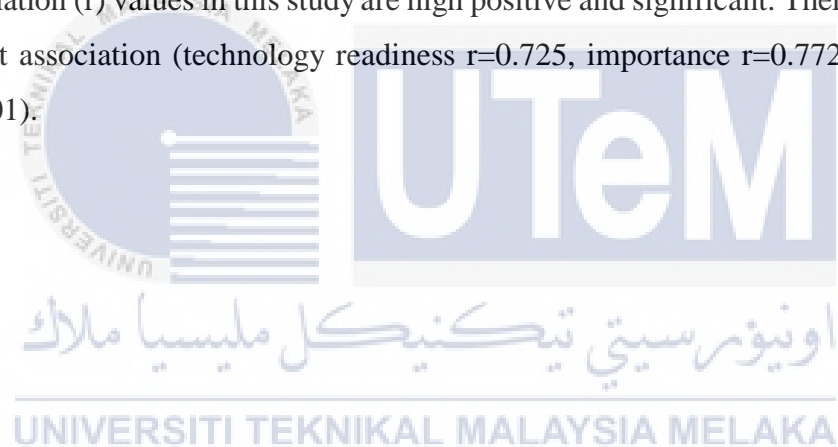
4.6 SUMMARY

Variables	Accepted / Not Accepted
Technology readiness for online business at school cooperatives is giving the positive connection.	**Accepted**
Importance of online shop at school cooperatives is expressed the positive relationship.	**Accepted**
The advantages of having an online store at school cooperatives are represented in a favorable interaction.	**Accepted**

Table 4.6 The Summary of Correlations

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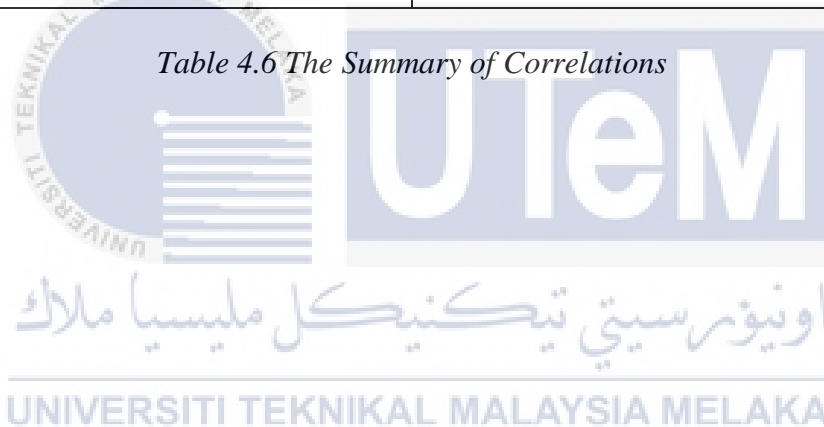
CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

The final section summarized the study's findings. The findings lead to a conclusion and recommendations for further study into the elements that might contribute to this research and consumer reaction in online business preparedness among students and instructors for school cooperatives. Furthermore, it will investigate the most influential factors that may alter as a result of the environment, lifestyle, demographics, and society. A review of the literature revealed evidence that the study was done to assess the level of online business preparedness and variables among students and instructors regarding the school cooperative's online store. This survey included 131 students, teachers, parents, and school employees. Respondents' primary audiences are secondary school students and instructors. This research will make an effort in this chapter to address the research question or study's objective and generate implications from the outcomes of Chapter 4. Furthermore, the study's limitations and recommendations for further research will be touched upon.

5.2 SUMMARY FINDING

The purpose of this study is to assess the level of consumer acceptability towards purchasing intention of online business preparedness for school cooperatives and to identify the most influential elements influencing consumer approval. To justify the study problem, three independent variables are used: technology of technological readiness, factors and advantages to all students and teachers meanwhile for dependent variables is online business readiness among students and teachers. The study's findings were finally answered by the study's research question, which was expressed in Chapter 1.

I.   What is the level of online business readiness among secondary students?

II.   What are the most relevant factors among students about school cooperative's online shop?

III. What are the benefits of having online shop for school cooperatives?

Furthermore, as mentioned in the preceding chapter, the author created hypotheses to investigate the link between the dependent and independent variables. The hypothesis was created to determine the link between technological readiness for online business, usefulness, and the advantages of online shopping. As a consequence of the data analysis in Chapter 4, the results demonstrate that technological readiness, optimism, and innovativeness are the most influential elements, among others, on the importance and advantages of online purchase.

5.3 SUMMARY OF RESEARCH OBJECTIVES

Objective 1: To identify the level of online business readiness of technology usage in secondary school.

Based on data of 131 respondents collected from questionnaire, the majority of the respondent females had a higher willingness to answer the questionnaires 63.4% than males, who only managed to obtain around 36.6%. The majority of respondents were Malay 94.7%. The overwhelming majority of responders are secondary school students 76.3%, instructors 13.7%. Based on the survey results, this researcher discovered that respondents are known about how to access the internet and websites for online business at school cooperatives.

To identify the level of online business readiness of technology usage in secondary school, the following questions were asked to the respondents about their level of ICT level of expertise. As an outcome of data collecting and interpretation for the research, here are the result at the table 5.3.1. This shows that respondents in these surveys had a medium degree of preparedness for online business and technology usage.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	28	21.4	21.4	21.4
	Low	5	3.8	3.8	25.2
	Medium	98	74.8	74.8	100.0
	Total	131	100.0	100.0	

Table 5.3.1 – Level of ICTs knowledge

The students especially at secondary school in both school and at home, there is an inadequate level of exposure to technological advances. Furthermore, parents frequently make their own purchases without exposing their youth to the world of technology, particularly online shopping. They not involved in an essential role towards keeping pace with the school's development. Certain youngsters are unaware of how to use visible technologies. The availability of shopping online allows for flexibility at school or at home via smartphone. Using new technologies of online shop at school, providing assistance to parents who prefer to purchase online, particularly when it comes to their child's school, considering that they do not have free time to go to school.

Objective 2: To distinguish the most relevant factor of technology readiness among secondary students.

To compute the mean for the three components of technological readiness among secondary students, descriptive analysis was used. The outcomes were ranked based on their mean values, with the first importance is It reveals a shopping experience that is entertaining and the most relevant component being the parents can make the payment themselves. As indicated in following table.

	Minimum	Mean	Std. Deviation
TECHNOLOGY READINESS	1.33	4.2939	.64478
IMPORTANCE	1.80	4.2672	.68145
BENEFITS	2.00	4.2786	.69536

Table 5.3.2 – Descriptive analysis for an Importance of Online Shop

Technology readiness is placed top in this study, with the highest total mean (4.29), surpassing the other components. Students at the school agreed that they would use modern technologies in school cooperatives. Benefits authorized the second highest mean (4.27) for the second component, as the infrastructure and technology improvements in the cooperative school's online shop may create an appealing purchasing experience. Element Importance was the lowest (4.26) when analyzed alongside the second component. Students, particularly their parents approve of to use technology and online shopping makes it a better experience for everyone, but there are some students who have no comprehension of how to use technology. As an outcome, they state that the relevance of internet shopping in school cooperatives is understated.

Objective 3: To validate the benefit that online cooperative shop can give to school for long-term business.

This study has a to confirm the advantage of online shop of online Coop store may provide to school for a long time in the long term. This contained a few statements in the questionnaire that generated responses from respondents. According to the statistics and analysis, the majority of respondents agree on all of the benefit the assertions linked to the benefit of online cooperative stores. This means that all five things for the benefit of the online competition shop have been approved as useful to the school and its students.

Statements	Mean	Median
Online school purchases allow us to buy supplies for school whenever we want	4.29	5.00
Shopping online is more fun and enjoyable for all people	4.16	4.00
Existing of school coop's online shop gives a lot of beneficial to all people	4.31	5.00
Online shop is more easily and save times to all people	4.43	5.00
The online shop at school coop offers comprehensive product information, eliminating the need for buyers to visit the school in person to make their purchases	4.18	4.00
Online shop is a strategies for students to encourage the entrepreneur skills	4.31	5.00

Table 5.3.3 – benefits of online shop

From this survey to validate the benefits of online shop, all respondents give the positive feedback. The response is more open to the benefits given, demonstrating that shopping online is more enjoyable and can save time for all consumers. Furthermore, respondents feel that an online store utilizing technology may bring a variety of advantages and benefits in this era of globalization. The Internet is becoming a more popular medium for facilitating information search, selection, and purchasing. According to previous study, properly understanding what motivates customers to purchase online may and should impact strategy, technology, and marketing decisions, as well as web site design (Wolfinbarger & Gilly, 2001).

5.4 RESEARCH IMPLICATION

Recognizing the inherent limitations of this study's breadth, it is critical to highlight several constraints that may have impacted the completeness of what we discovered. At first glance, the carefully constructed study design and methods adopted might not adequately represent the dynamic the details of the quickly expanding worldwide of online business training throughout school cooperatives. Furthermore, the number of samples collected, geographic variety, and temporal characteristics might all have a bearing on the ability to be generalized of our findings. Furthermore, the study recognizes that the learning environment is exposed to external effects such as technology improvements and legislative changes that may have occurred after the data collection period.

Additionally, given the ever-changing nature of technological advances, future research should take a forward-thinking approach, predicting upcoming trends and probable changes in online business operations. This might include investigating the incorporation of emerging technologies, analyzing educational institutions' adaptation, and assessing the resilience of co-op school students and instructors in the face of changing digital environments. Furthermore, research should look into the efficacy of educational techniques in online business education, as well as the impact of training programs in improving teacher's capacity to offer this sort of material.

Moreover, Online school cooperative business has the ability to assist organizations and entrepreneurs provide value to their products and services, which they should also give to customers. If customers which is students or their parents believe that utilizing internet business would improve their life, they are more inclined to purchase it. According to the findings of this research, online purchasing has been linked with perceived advantages. can give insight on the long-term impact of online business education efforts. Such research might follow the progress of technological use, changes in curricular efficacy, and long-term effects on students' entrepreneurial abilities. While the current study provides useful insights, the limitations indicated need a constant and persistent effort to improve our understanding of co-op school students' and teachers' online business preparation. It will also help to move discussions ahead by ensuring that educational methods stay sensitive to the changing needs of the digital era.

5.5 DISCUSSION

The overall objective of this research is to determine the amount of consumer acceptability of internet commerce in secondary school cooperatives, as well as the most relevant elements influencing student, teacher, and parent approval. According to data analysis in Chapter 4, the element of the most relevant factor of technology readiness among secondary pupils as well as teachers has a significant and positive relationship with it. After analyzing the survey data, this researcher discovered that online business in school cooperatives for secondary school is the most influential factor that contributes to the importance of having an online shop towards purchase intention, while the rest of the benefits of school cooperatives having an online shop influence purchase intention decision making but in an insignificant way. Respondents overall predicted that internet business preparedness in school cooperatives will play an essential influence in influencing consumer acceptance and decision making towards purchase intention. The majority of respondents believe that the most significant factor affecting customer approval of technological readiness for online business and purchase intent is online business or online shop at school cooperatives. This researcher came to the conclusion that numerous external factors, such as customer traits and functional considerations, might be contributing external factors to this analysis. However, this study exclusively looks at online business preparedness, with knowledge and confidence being the most essential characteristics.

5.6 LIMITATION

There are several limitations in this research in order to complete it. To begin with, there is a time restriction in order to accomplish this investigation. Time constraints are limits on the start and finish timeframes of each job in a project's critical path, which is the sequence of tasks that cannot be postponed without causing the entire project to be delayed. This researcher completed this research using cross-sectional studies in terms of immediate horizon. The sample respondents for this study were entirely from Kelantan, specifically in Kota Bharu, Kubang Kerian and Panji. Respondents from varied backgrounds may have varying viewpoints, attitudes, and behavioral intentions regarding internet commerce in school cooperatives due to variances in habits, cultures, and lifestyles, as seen by their responses to this study questionnaire. As a result, our sample responses may not be representative of the whole population, and our findings may be limited to the group analyzed in this study.

Finally, solely quantitative methodologies were employed in this research to achieve the study's outcomes. A collection of linker scale questionnaires was prepared and disseminated to target respondents along the procedure. The most significant drawback of employing quantitative approaches to obtain data is the minimal connection between researcher and responder. Respondents cannot ask researchers directly, and researchers cannot clarify their uncertainties in an attempt to enhance their comprehension, and respondents may not answer questions precisely as they believe and behave.

5.7 FUTURE RESEARCH RECOMMENDATION

Future study should focus on five critical areas to improve school cooperatives' online business preparedness and assure their long-term viability in the ever-changing digital world. To begin, an in-depth examination of the unique problems that school cooperatives confront in adopting and efficiently implementing online business methods is required. Understanding the specific organizational structures, budgetary restraints, and technical impediments that may impede their smooth transfer into the digital domain is part of this.

Furthermore, future research should focus on the discovery and creation of customized educational programs and components that are adapted to the particular requirements of school cooperatives. These programs should include a wide variety of topics, such as digital literacy, e-commerce skills, and cyber-security measures, with the goal of equipping cooperative members to comfortably traverse the complexity of conducting business online.

Moreover, investigating the possible benefits and limitations of joint platforms and digital environments for school cooperatives may provide useful insights. This study should look into how such platforms might help cooperative members communicate, share resources, and make common decisions. Understanding the functioning of these digital communities can pave the way for the creation of more effective devices and platforms that address the specific needs of school cooperatives.

Future research attempts should take a comprehensive approach to addressing the multiple problems and possibilities connected with improving school cooperatives' online business preparedness. Researchers may help to the creation of focused strategies, policies, and resources that enable school cooperatives to survive in the digital era, supporting sustainable growth and socioeconomic development in the education sector, by investigating the aforementioned topics.

5.8 CONCLUSION

In the end, the study on the online business readiness of secondary school cooperatives emphasizes the crucial need of tackling the specific difficulties and possibilities given by the digital world. The creation of specific training programs and materials concentrating on digital literacy, e-commerce abilities, and cybersecurity measures stands out as a major proposal for empowering cooperative members to navigate the intricacies of online operations. Collaborative platforms and digital ecosystems stand out as possible accelerators for improving cooperative members' communication, resource sharing, and decision-making. Likewise, recognizing the influence of government regulations on cooperative operations is critical, mandating a better examination of regulatory frameworks and policy proposals to facilitate digital transformation. Secondary school cooperatives may position themselves as dynamic, resilient institutions in the digital age by accepting these guidelines, supporting educational and economic growth within the school community. The study not only sheds light on the problems, but it also gives a roadmap for a planned and educated approach to improving online business readiness, ensuring that school cooperatives are well-equipped to succeed in an increasingly digital and linked world.
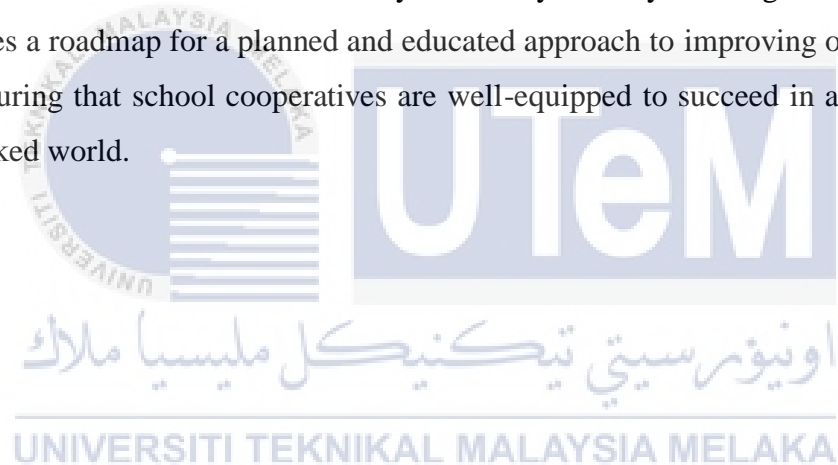
5.9 SUMMARY

The analysts met the study's objectives in Chapter 5, which were to quantify the level of customer perception of online business readiness and to identify the most relevant factors influencing customer satisfaction. As a consequence, this researcher was able to successfully manage and complete this study project.

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QUESTIONNAIRE

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ONLINE BUSINESS READINESS AMONG STUDENTS OF SCHOOL COOPERATIVES

Your participation in this questionnaire is extremely important since it will help my project succeed and generate significant insights in the field of online business readiness among students of school cooperatives. Thank you for taking the time to complete this survey. Your assistance is much appreciated, and your feedback is critical to the success of this research endeavor.

Research Objective:

1. To identify the level of online business readiness for technology usage in secondary school.

2. To distinguish the most relevant factor of technology readiness among secondary students and teachers.

3. To validate the benefit that online shop can give to the school for long- term business.

SECTION A: DEMOGRAPHIC PROFILE

1) Types of people at school?

Students	
Teachers	
Parents	

2) Locations that people lives?

Rural	
Urban	

3) Gender

Male	
Female	

4) Ages

0 – 17	
18 – 36	
37 – 45	

5) Nationality

Malay	
Chinese	
Indian	
Others	

6) Level of ICT's knowledge

High	
Medium	
Low	

7) Where do you most frequently gain access to internet?

Wi-Fi	
Mobile data	
Cyber cafe	

SECTION B: LEVEL OF TECHNOLOGY ONLINE BUSINESS READINESS

Instructions: Here are some statements that relate to how you feel about understanding online business readiness. Please rate (√) your level of agreement with the following statements (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree) using the appropriate scale.

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

	STATEMENT	1	2	3	4	5
1	Products and services using the newest technologies are much more convenient					
2	Using new technologies of online business can be giving affordability to access the online shop's school cooperatives					
3	Using the websites or any social media platform can buy or sell necessaries things in school					
4	Easy to access to the websites on smartphone or tablet also computer					
5	Using new technologies of online business, despite the fact that an item is currently out of stock, consumers can add it to their cart before completing the checkout process					
6	New technologies or existing of online business at school coop, it can be increasing the boost profits from sales, which can help to accelerate the growth of higher education finances and innovation					

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SECTION C: IMPORTANCE OF HAVING ONLINE SHOP AT SCHOOL COOPERATIVES

Instructions: Here are some statements that relate to how you feel about understanding online business readiness. Please rate (√) your level of agreement with the following statements (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree) using the appropriate scale.

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

	STATEMENT	1	2	3	4	5
1	Students have preferences for using online business technology in school cooperatives					
2	The existence of school coop online shop can enhance communication and information for all people					
3	Offering parents a convenient alternative to physical store for purchasing students' need					
4	Provides an interactives shopping environment					
5	The payment can be made by the parents themselves. Parents do not need to come up with a huge sum of money for their children in order to purchase educational items					

SECTION D: BENEFITS OF HAVING ONLINE SHOP FOR SCHOOL COOPERATIVE

Instructions: Here are some statements that relate to how you feel about understanding online business readiness. Please rate ($\sqrt{}$) your level of agreement with the following statements (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree) using the appropriate scale.

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

	STATEMENT	1	2	3	4	5
1	Online school purchases allow us to buy supplies for school whenever we want					
2	Buying from online shop is more fun and enjoyable for people					
3	Existing of school coop's online shop gives a lot of beneficial to all people					
4	Online shop is more easily and save times to all people					
5	The online shop at school coop offers comprehensive product information, eliminating the need for buyers to visit the school in person to making purchases.					
6	Online shop is a strategies for students to encourage the entrepreneur skills					

Thank you for completing this survey!

Research Activities and Planned Milestones	2023				2024				
Months	Mar	April	May	June	Oct	Nov	Dec	Jan	Feb
Find topic	■								
Construct problem statement, research objective and research question	■								
Writing Chapter 1 - Introduction	■	■							
Writing Chapter 2 - Literature Review		■							
Writing Chapter 3 - Methodology and Submit Research Proposal		■	■						
Presentation of PSM 1			■						
Correction of PSM 1				■					
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									■