

The Awareness of Online Business Using Amongst Technical and Vocational Education (TVET) Students

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Abstract: This study aims to find out the attitude of TVET students' towards online business using awareness. This study examines the relationship between individual attitude factors and the level of awareness of online business applications use. In addition, this study also identify the extent of attitude factors affect the awareness of online business use amongst TVET students. The data collection made through 393 respondents out of 3,640 students consisting of various programs of study using questionnaire technique. The data obtained were analyzed using descriptive and correlation analysis. The result showed that the relationship between individual attitude factors and students' awareness of online business use is significant at high correlation. Therefore, the findings of this study expected to help TVET management in improving students' engagement in internet-based business in the future. The effectiveness of this study also indirectly helps stakeholders to support enhancing students' interest in business more creative and innovative towards the preparation of Industry 4.0.

Key words: *Online Business, Technical Vocational Education and Training, E-Commerce, Digital Entrepreneurship*

INTRODUCTION

The global information technology development has changed rapidly the structure and economy of the country. The emphasizing in using information technology in business been implemented especially in the field of business. This is important to ensure that the expertise and knowledge are most required in enhancing their task and helping in promoting their products online [1].

The digital economy refers to a broad range of economic activities that use digitized information and knowledge as key factors of production. The internet, cloud computing, big data, fintech, and other new digital technologies are used to collect, store, analyze, and share information digitally and transform social interactions. The digitization of the economy creates benefits and efficiencies as digital technologies drive innovation and fuel job opportunities and economic growth. The digital economy also permeates all aspects of society, influencing the way people interact and bringing about broad sociological changes [2].

Internet is a powerful communication tool in the business as well as saving transaction time, promoting or advertising products and reducing operating costs and expanding strategic links faster and more efficiently

through online businesses. There were 25 million of internet users in Malaysia by 2015. It reported that buyers are the most frequent internet users in Malaysia compared to sellers with a total of RM5 billion online market size in Malaysia in 2014 compared to 2010 of RM1.8 billion. An increase in the number of internet users and online shoppers depicts the vast market potential for online businesses [3]. This will challenge entrepreneurs who do not have websites especially traditional businesses, thus they need to change the way of their businesses operating using online business applications in order not to lose a growing buyer or user. Based on these developments, online businesses have become the latest trend among "campus entrepreneurs" especially among students in higher education institutions and TVET institutions in Malaysia. This is because some students make business as a source of income to help them in reducing the cost of living throughout their studies. It also makes social media such as Facebook, Instagram and other as the main choice of students in promoting their business more effectively and inexpensively. This positive attitude is very important to students in ensuring the opportunity for internet-based business to make it easier for them to do some part-time business in campus.

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It is clearly show that students using online applications have its own importance. This is the best approach in helping students who want to venture into the online business world to get a wider product market easily. The question is to what extent does this individual attitude influence the awareness of online business use amongst TVET students?

LITERATURE REVIEW

Online business is an approach or business medium that is technology application based towards the automation of transactions and business workflows involving trade, business, investment, banking, and others. Malaysia had been identified as a high-potential country and has good prospects for implementing e-commerce in Southeast Asia. E-commerce also expected to be a follow-up model for emerging countries, in particular in implementing and practicing the system and promoting the growth of information and communication technology (ICT) in the future.

E-commerce merchandise value was recorded almost RM2 billion in Malaysia in year 2010 until 2011 and increased to RM3 billion in 2012. Although there were no accurate figure to clarify the number of business entities conducting e-commerce business in Malaysia, the value of RM3 billion contribution to the country's trade value in 2012 clearly shows the emergence of new e-commerce business in Malaysia is very encouraging. We can see that online businesses have its importance to entrepreneurs [3]. The first importance is to enable us to communicate with prospects and customers. Secondly, businesses are easily accessible from all over the world. The ultimate importance of online business is to help individuals increase their income even higher.

Attitude is one of the most important factors in determining the level of success of a person in whatever field they are involved in. Even in most success stories of big icons in the business world, attitude is the secret of their success. Attitude is an evaluative, pleasant or unpleasant statement of objects, individuals, or events [4].

Entrepreneurs who have a positive attitude in conducting business online has the potential to succeed more than the entrepreneurs who do not have a positive attitude. Entrepreneurs who have a positive attitude towards online business will remain with such attitude despite constraints or changes in the underlying business. The study by researchers earlier found that motivation, interests, networks of entrepreneurs and innovation are some of the factors contributing to the success of entrepreneurs. Therefore, in addition to skills and technology and communication, entrepreneur attitude also affect the success of online business [5].

RESEARCH METHODOLOGY

This study aims to examine the attitudes of TVET students' towards their awareness of online business use. The data obtained were analyzed using descriptive and correlation analysis. This study used descriptive statistics to describe respondents' background, individual attitude factors and the level of awareness of online business use amongst TVET students. Correlation analysis used to examine the relationship between individual attitude factors and the level of awareness of using online business applications.

The group of population in this study were TVET students around Mukah, Sarawak area for 3,640 students. A survey was conducted using a questionnaire technique. Questionnaires often used to gather background information and measure concepts related to attitudes, perceptions and views [6]. This study chose to conduct a survey to 462 respondents of TVET students in Mukah area. The distribution of respondents shown in Table 1. A total of 393 usable responses were received, giving a response rate of 85%. Questionnaire item provided in the method of rating scales, the Likert method. Thus, respondents are required to mark their answers on a statement items based on a scale from one extreme to the other extreme.

Table 1: Distribution of Respondents

TVET Institutions	No. of respondents
Polytechnic students	354
Giat Mara students	36
Pusat Pembangunan Kemahiran Sarawak (PPKS) students	72
TOTAL	462

Pilot study was conducted by selecting 30 respondents before distributed the actual questionnaire for a reliability testing purposes. The results obtained for the reliability test are set out in Table 2. Overall, the Cronbach's Alpha value for each item in the questionnaire was high and exceeded 0.6. However, there are some items in the questionnaire have been deleted in order to improve Alpha values.

Table 2: Reliability Test Result

Variables	No. of item	Cronbach's Alpha
Level of awareness of online business using	10	0.989
Individual attitudes	7	0.933
Total	17	0.983

The data obtained from the questionnaire were analysed using SPSS 22.0 for Windows. The data collected from this study is in the form of quantitative data interval (comparison). To explain further, the data were

presented in descriptive analysis tables. Table 3 below shows the mean score interpretation made to analyse the data obtained for the individual attitudes and the level of respondents' awareness of using online business.

This study used inferential statistical analysis to measure the relationship between each of the variables. Pearson correlation analysis was used to determine the relationship between variables. This analysis has addressed the extent of individual attitudes influence the awareness of online business use amongst TVET students. Table 4 shows the interpretation according to Pearson's correlation coefficient that determines whether the correlation is strong or weak.

Table 3: Mean Score Interpretation

Mean Score	Interpretation
1.00 – 1.49	Very low
1.50 – 2.49	Low
2.50 – 3.49	Moderate
3.50 – 4.49	High
4.50 – 5.00	Very high

Source: Azizee and Laila (2013)

Table 4: Pearson's Correlation Coefficient Interpretation

Correlation Coefficient (R)	Relationship strength
< 0.20	Very weak
0.20 – 0.40	Weak
0.41 – 0.71	Moderate
0.72 – 0.90	Strong
> 0.90	Very strong

Source: Guilford dan Franchter (1973)

RESEARCH FINDINGS

Table 5 show the background of respondent amongst TVET students. According to Table 5, there are 5 items that related to background such as a gender, TVET institutions, business involve, business types and monthly income.

Table 5: Respondent Background

Item	Criteria	Frequency	Percentage (%)
Gender :	Male	223	56.7
	Female	170	43.3
	Total	393	100.0
TVET Institutions :	Politeknik Mukah	3	1.2
	Giat MARA Pusat	231	95.5
	Pembangunan Kemahiran Sarawak	6	2.5
	Total	393	100.0
Business Involves :	Conventional / Offline	41	10.4
	Online	56	14.2

	Offline & Online	60	15.3	
	Not Available	236	60.1	
	Total	393	100.0	
Business Types :	Health & Beauty	13	3.3	
	Art & Design	10	2.5	
	Services	26	6.6	
	Food & Beverage	25	6.4	
	Fashion & Lifestyle	19	4.7	
	Telecommunication & Accessories	11	2.8	
	Others	55	14.0	
	Not Available	236	60.1	
	Total	393	100.0	
Monthly Incomes :	RM100 - Below	67	17.0	
	RM101 - RM300	40	10	
	RM301 - RM500	21	5.2	
	RM501 - RM700	9	2.2	
	RM701 - RM900	6	1.5	
	RM901 - Above	16	4	
	Not Available	236	60.1	
		Total	393	100.0

Table 6 and Table 7 show the mean score for individual attitudes factors and the level of awareness of online business use amongst TVET students. According to Table 5, there are 8 items that related to individual attitude factors.

Table 6: Findings on individual attitude factors

Item	Mean
I do business online with the trust to gain the trust of customers.	3.84
I am very interested in using online business.	3.86
I often use information communication technology (ICT) at least once a day.	3.96
I often interact with users in social media like Facebook, Instagram, Wechat or WhatsApp	3.69
I'm often logged on social media like Facebook, Instagram, Wechat or WhatsApp at least once a day.	3.97
I was able to give detailed information about the products sold.	3.78
I do not worry about using online business	3.52

I am very confident of doing business online to increase sales and profitability of the business.	3.85
Total Mean	3.81

Based on the findings, the overall mean score on the individual attitude factor analysis amongst TVET students is 3.81. This result shows that the individual attitude factors among TVET students is high. “I do not worry about using online business” item shows the lowest mean score in individual attitude factors by showing the mean score 3.52. The highest mean score is 3.97 represented by “I’m often logged on social media like Facebook, Instagram, Wechat or WhatsApp at least once a day” item.

Table 6 shows the mean score level of awareness of online business use amongst TVET students. Based on the analysis obtained, the results show that the overall mean score on the level of awareness of online business using amongst TVET students is 4.1. This situation shows that the level of awareness of online business use amongst TVET students is high. The lowest mean score is 3.66 for “I know the concept of online business” item while the highest mean score is 4.15 for “Online business can be made at any time and anywhere” item.

Table 7 : Findings on the awareness of online business use amongst TVET students

Item	Mean
I know the concept of online business.	3.66
Online business is important in business activities.	4.01
Online businesses are easier and faster than offline or conventional.	3.96
Online businesses make it easier to expand the business market	4.20
Online business saves time.	4.04
Online business saves business costs.	3.96
Online businesses make it easy for businesses to connect with customers.	4.03
I think that online business can help me in business.	3.99
Online businesses can help me improve the skills in information technology.	4.03
Online businesses can provide more income to students.	4.00
Online businesses can create skilled entrepreneurs in ICT.	4.11

Online business can be made at any time and anywhere.	4.15
Total Mean	4.01

Finally, correlation analysis is used to examine the relationship between the individual attitude factors and the level of awareness of business online use amongst TVET students. Table 8 below shows the findings on the variables relationship.

Table 8: Correlation matrix between the individual attitude factors and the level of awareness of business online use amongst TVET students

Variables	Individual attitudes	Awareness of business online use
Individual attitudes	1.00	
Awareness of business online use	0.876**	1.00

*Correlation is significance at $P < +1.00$

Based on Table 8 above, the value of the correlation coefficient is 0.876 and the p value for this correlation is smaller than 1.00. This result shows that there is a significant relationship between individual attitudes and the level of awareness of online business use amongst TVET students at very strong correlation. This shows that students have high confidence and self-esteem, not giving up and dare to try something new by engaging in doing business online.

DISCUSSION

The research findings of this study indicate that the level of awareness of online business use amongst TVET students is at high level. This situation demonstrates that students are aware that online business use makes it easier for them to expand the business market and to create skilled entrepreneurs in ICT. Students are also aware that online business is flexible as it can be made at anytime and anywhere besides time saving. It can give more income to students if they are diligent and not give up easily.

Results also found that individual attitudes were able to influence the level of awareness of online business use among TVET students at high correlation relationship. This is because students are able to make decisions, manage time and have the high attitude of doing business. This also represent most young people have a good knowledge about products they want to sell after getting more exposure in social media before venturing into this online business.

CONCLUSION

As a conclusion, positive attitudes towards the development of information technology are important in engaging students in business. This approach is also in line with the government need through the Malaysia Digital Economic Corporation (MDEC) which has always proactively exposes Digital Entrepreneurship through the Young eUsahawan program to all TVET students in hosting them on the internet or online-based business. In addition, the Ministry of Higher Education Malaysia has begun introducing Industry 4.0 policy. Industry 4.0 is an approach to change the way of working and living involving three major technology domains - physical, digital and biological across the nine pillars of Industry 4.0. It consists simulations and virtual reality, vertical and horizontal system integration, the Internet of Things (IoT) industry, cyber security, cloud computing, additional material manufacturing, supply chain, data analysis and automation robots [7].

Facing the challenges of Industry 4.0 or Fourth Industrial Revolution, students need to get out of the habit. The World Economic Forum (WEF) outlines the importance of mastering the 4C elements of Critical Thinking & Problem Solving, Communication, Collaboration and Creativity at all levels of [7]. This suggests that changes in a proactive attitude in any field should be emphasized in advance among the students, especially the involvement of students in the field of online business in TVET education levels in their respective institutions.

Like the revolutions that preceded it, the Fourth Industrial Revolution has the potential to raise global income levels and improve the quality of life for populations around the world. To date, those who have gained the most from it have been consumers able to afford and access the digital world; technology has made possible new products and services that increase the efficiency and pleasure of our personal lives. Ordering a cab, booking a flight, buying a product, making a payment, listening to music, watching a film, or playing a game—any of these can now be done remotely [8].

In the future, technological innovation will also lead to a supply-side miracle, with long-term gains in efficiency and productivity. Transportation and communication costs will drop, logistics and global supply chains will become more effective, and the cost of trade will diminish, all of which will open new markets and drive economic growth [8].

The digital economy has the potential to radically change the social environment and economic activities of Asia. It is already experiencing high growth, rapid

innovation, and broad application to other economic sectors. However, despite the vast opportunities presented by the digital economy, Asia has not yet fully realized the potential of harnessing digital technology for sustainable development, due to (among others) poor ICT infrastructure, inadequate skills development, and socioeconomic barriers that prevent much of Asia's population from engaging in the digital economy [2]

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