

EIA3005 GRADUATION EXERCISE

**SCHOOL COOPERATIVE AND YOUTH DEVELOPMENT:
A CASE STUDY OF SMK TAMAN TASIK, AMPANG, SELANGOR**

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DECLARATION OF ORIGINALITY OF WORK

I admit that this Graduation Exercise is my own work except the information, excerpts and references used have been acknowledged. I also admit that the contents of the Graduation Exercise are original and have not been submitted to the University of Malaya or other institutions for any other purposes. I am solely responsible for all the contents of this Graduation Exercise. Faculty of Economics and Administration and University of Malaya shall be absolved from any form or legal actions arising from this research.

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ABSTRACT

In the effort to develop future generations, cooperative entrepreneurship plays a significant role. This type of entrepreneurship increases its members' economic and social interests and brings significant benefits to the community and society. Co-operative is a prominent way to generate job opportunities and reduce unemployment without relying on wage jobs, especially among young people, due to capital sharing and low risks when starting a business. The Malaysian Ministry of Education (MOE) has implemented school cooperatives since 1968 in fostering the entrepreneurial spirit, which seeks to promote entrepreneurial experiences and youth development. Hence, the primary purpose of this paper is to highlight the current school cooperative practices in Malaysian secondary schools by reviewing the impact of the activities of school cooperatives in instilling youth entrepreneurial knowledge and motivation. The purpose of this concept paper is also to raise awareness of the importance of school cooperatives in Malaysia. The finding of this study, cooperative members acknowledge the important roles of school cooperative towards youth development. Moreover, school cooperative benefited to youth in the aspects of preparedness for personal development for instance develop talents and potential, build human capital and self-confidence. This study discovered numerous problems faced by school cooperative such as time constraint, weaknesses in management and lack of awareness as school cooperative members. Apart from that school cooperative should do improvement in organization and management based on the suggestions made by the cooperative members. The results of this study will be helpful for future studies to the collection of knowledge on youth development through school cooperative.

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CHAPTER 1: INTRODUCTION

1.0 Background of Study

At the international level cooperatives are well recognized as an organization operating in entire sectors of the economy (ILO, 2002). 'Cooperative' carries meaning as an autonomous association that unite the persons voluntarily in order to meet their common goals mostly in terms of social, cultural needs, and economic through democratically corporation (ILO, 2002). As cooperatives are be defined by value not only profit, they share the principle that has been agreed internationally and act collectively to create a better world through cooperation (ICA, 2016). According to ILO (2002), these principles are:

1. Voluntary and open membership

It is open to all persons that are willing to accept and share the responsibilities or roles as members, without discrimination towards racial, gender, political or social issues.

2. Democratic member control

It is controlled by their members which are have set up their decisions and policies to follow by others. Members have rights to vote for board members and it will be organised in democratically.

3. Member economic participation

The capital of the cooperative will equally contribute by members. Capital subscribed is one of the requirements of membership. They will distribute the surpluses for the purposes of cooperative development, reserves, and an amount for their transactions as beneficial for members and for carrying out activities in the cooperative.

4. Autonomy and independence

The cooperatives are self-help, applied autonomous system which controlled by own members. If cooperatives make an agreement with other institutions, they will remain operates under democratic control and sustain the autonomy.

5. Education, training and information

Cooperatives offer training and education for all members therefore they able to contribute in the cooperative's development.

6. Cooperation among cooperatives

The cooperative strengthen their networks by collaborating with others and working together from local, regional and international structures.

7. Concern for community

Their concerned is about the local community itself and make an effort for the continuous effort to sustain the development.

The cooperative principle emphasizes the role of cooperative in society. The participation of youth in the cooperative movement not only raises new momentum for the entire movement, but also solves one of the pressing issues of membership and leadership cooperatives in the movement (Abdul Razak Shaik et al., 2018). The youth's participation in cooperatives is also very significant because they are the leaders of future cooperative movements. If the cooperative movement has no plans to create a co-leader today, the cooperative movement will experience the difficulty of lack of members to meet the cooperative's mission and vision in the future. Mostly members of the Cooperative's Board of Directors (BOD) leading a cooperative aged 40 and above based on observations (Abdul Razak Shaik et al., 2018). This suggests that there is a great deal of youth engagement in the cooperative movement.

According to Mansor (2012), cooperative movements need to give attention to form a leader of the cooperative to ensure the continuity of the cooperative as a trusted entity with the responsibility of enhancing community and socio-economic development to be able to move forward and reach its goals. Youth is a key element in a country's development. This aim is accomplished if the cooperative members take proactive steps by increasing their business by actively participating in the diversification of economic activities and entrepreneurship. As time goes on, cooperatives need to act fast and proactive in seizing business opportunities despite competing against one another or with the private sector to stay relevant in the business world (Ali Hanafiah

Daud, 2012). In addition, the role of youth cannot be denied because without involvement of youth the cooperatives will be uncertain. Therefore, their aspirations, perspectives and their views are necessarily transformed according to the values and principles of the cooperative (Mohamad Jaapar Muhayat, 2012).

1.1 Problem Statement

The importance of developing youth development in society has long been neglected by the industry. Numerous initiatives and policies are still in progress and still plagued by delays which can be ineffective. Main issues that concerns school cooperative and youth development in school is students do not recognize the significant or benefits of school cooperative. Moreover, when a constraint is not properly identified by the government, subsequent conflicts in the field are inevitable. Today's competition between young people to get a better life are becoming more and more technically complex and challenging. For instance, the idea of putting the students in charge or carry out duties in school cooperative able to give exposure about leadership, soft skills, and financial literacy. Next, the challenges faced by the cooperatives which commonly as an obstacle to reaching out to the young people. Cooperatives have their administration constraints and difficulty to operate at a certain level. Such cooperatives are still plagued by problems such as government over-regulation and weak internal governance that may contribute to a lack of confidence in their own elected officials (Birchall, 2008). Some of the efforts and strategies to attract more young people to join and take part in school cooperative have been succeed but unfortunately, most of it failed and doomed.

1.2 Research Questions

Based on the problem statement, the following questions are constructed:

1. What are the activities organized by the school cooperative?
2. What are the challenges faced by school cooperative?
3. What are the benefits of school cooperative?

1.3 Research Objectives

The main objective of this study is to explore youth development through their engagement with school cooperatives movement. To achieve this main objective, some sub-objectives have been formulated:

1. To examine the various activities and programmes conducted by school cooperative.
2. To study the challenges facing school cooperative.
3. To examine the benefits of school cooperative on the school communities

1.4 Scope of the Study

This is a case study of one school cooperative situated in Taman Tasik, Ampang, Selangor. The goal was to identify whether the school cooperative help in the development of youth and what benefits this school cooperative provides for the community who participate, especially for students. Main of this study was the attempt to figure out the role of school cooperatives among young people. School cooperatives are not very influential among communities, but extremely important to acknowledge these structure as good as other businesses model.

1.5 Significance of the Study

This study is significant as it is beneficial to analyse the achievements of the relationship between cooperatives and young people. The successful cooperative model can be replicated in other schools and provide the cooperative model which can contribute to youth employment, such as job creation through self-employment to enter the labour market. Looking at the standard school cooperatives structure can pursue opportunities for young people to involve in entrepreneurial learning and training. There are ways to build leadership expertise for taking over responsibility in the cooperative sector and broaden professional networks inside and beyond the cooperative sector.

A quantitative research method will be used in this study. This study used quantitative research approach because this approach focuses on obtaining data through closed-ended questions. A survey provides a numeric description of attitudes, opinions of the sample in that population (Creswell, 2014). These designs focus on data collection, analysis, and writing, but they originate out of disciplines and flow throughout the process of research such as types of problems, ethical issues of importance (Creswell, 2014). Structured questionnaires will be prepared to distribute amongst the students. The objectives of data result are from the empirical observations and measures. The validity and reliability of data provide an important interpretation for the result. This study has taken place in school cooperative. An online survey will be distributed to the school cooperative members. The data will be collected and the respondents will not be named in subsequent write-ups and material submitted for publication. All the data will be used in the research as primary and secondary resources.

1.6 Outline of Chapters

The research is divided up to five chapters. Chapter 1 starts with the background of the study and problem statement. Then, it will discuss the specific research questions, research objectives, scope of study and significance of the study.

Chapter 2 displays a review of the literature that connects the history of cooperative and principles, development of cooperatives in Malaysia, introduction about school cooperative globally and in Malaysia, youth and development concept, challenges faced by school cooperatives, the role of cooperatives and benefits of school cooperatives.

Chapter 3 describes the research design, the sampling technique, pilot research and methodology that used to examine the hypotheses of the research. It outlines the online survey design, questionnaires, and process of data collection and method of data analysis.

Chapter 4 discuss a rigorous solution to problem statements with appropriate data analysis techniques. The findings should be compared with those of previous studies presented in the literature review.

Chapter 5 provide the conclusion from the research by discussing the results and presents some recommendations for further improvement in the performance of school cooperatives that benefited to youth development.

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CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

The cooperative, youth and development areas concerned will be reviewed in this chapter. Many points of view have been shared, many works have been published, and many cooperative societies and youth studies have been done. Nevertheless, they are based on the researchers' respective intentions and opinions.

2.1 The Background of Cooperative

The cooperative word is developed from the Latin word co-operari, co bring the meaning of 'with' and operari means 'to work'. So working together is the meaning of cooperative. For people who have common economic objectives and goals, they can work together and form a society, which is called 'cooperative society' (Okoli, 2018). Among the various types of entrepreneurship, the cooperative is an organisation which operates as a double role; they performed business to ensure the economic and social interest are improving by doing so (Wanyama, 2014). Its characteristics are owned by business volunteer and run, manages by its member for non-profit purposed (UWCC, 2002). As stated by Skurnik (2002), the value in cooperative entrepreneurship is act as a social function for economic concern. According to Cooperative Societies Act (1993), the cooperative is an institution consists of purpose for the economic and social benefits, particularly for their members in line with principles of cooperative.

The International Cooperative Alliance (ICA) outlines these seven (7) principles of cooperatives; firstly it must voluntary and open membership, control by their members known as democratic, participate of member economic, self-governance and independence, provide education, training and information, cooperation and collaboration between other cooperatives, and lastly community-based (International Co-operative Alliance, 2012). Hence, these principles become a solid foundation for cooperative entrepreneurs to remain in facing business challenges (Okoli, 2018). Based on these principles practised by the cooperative, cooperative is to be seen as unique and attractive in their way. It has the potential to develop future entrepreneurs such as encourage them to involve entrepreneurial activities and in the long run triggering the teenagers into deciding on it as a career (Terrasi, 2018).

Other than that, there is a broadly time-honoured cooperative definition that only followed through the United States Department of Agriculture (USDA) in 1987: A cooperative is a user-owned and user-managed enterprise that distributes advantages on the idea of use. The “user-owner” precept means that the individuals who use the cooperative (member) and they assist in finance of the cooperative and therefore, own the cooperative (Zeuli & Cropp, 2004). This means the responsibility of the cooperative’s capital is on members. Next, “user-control” is the approach where the cooperative operates the business by voting any decisions made by members and indirectly represents by the representative which is board members (Zeuli & Cropp, 2004). Severity in cooperative is contrary to cooperative principles. Individuals forced to act by their desires do not work effectively together. A belief in mutual assistance stems from a genuine collaboration with others; it cannot be regulated. As explained by Standing (2008), the cooperative is a democracy and autonomy enterprise which is open to all, obtain equal right and percentage of earnings granted to members without considering their percentage share in cooperative.

Stated by Patil (2015), cooperative able to generate more employment and job opportunities, mostly among their members itself whether involve directly or indirectly in the business. Moreover, it helps to reduce market intermediaries as long as more members engage in economic activities and it considers contribute to generating employment opportunities (Wanyama, 2014). Besides, cooperative also enhance the standard of living for members in their society, specifically among the poor (Hafizah et al., 2015; Norwatim et al., 2011). Hence, aligned with togetherness in accomplishing respective economic interests, the involvement in society have generated income for all of their members (Chavez, 2012).

Cooperative entrepreneurship has attracted people in signing up as a member, especially start-up entrepreneurs (Terrasi, 2018), and one of the main reason is because of the financial security which is attributed from the capital sharing and low start-up costs (Puusa et al., 2016). As a result, they can provide cheaper products and serve affordable services to their members in the purpose of protecting members’ social interest (Chavez, 2012). The participation of the members would be a motivation for the members to join into the business field, matched to the principle of training, education, and information available in cooperative activities (Norliana et al., 2019).

The growth of the cooperative enterprise version from England with inside the 18th century to international locations as various as India, Korea and Uganda contributes to the cooperative version's prevalent adaptability and heterogeneity. In the nineteenth century, the cooperative motion slowly unfolds throughout the world. Now, every region has cooperative institutions that give benefits differently for them. In Northern Europe, in which the cooperative motion took keep very early, nonetheless incorporates a sturdy cooperative presence, especially in agriculture (Zeuli et al, 2004). All of these cooperatives in that countries are historical and enormously successful (Zeuli et al., 2004).

Across the world, many taking part organizations and authoritative bodies of cooperatives had been offering guides and workshops to train the board and other with the expertise of entrepreneurship, controlling and business (Norliana et al., 2019). International Cooperative Alliance turns into the substantial association in centralizing the worldly cooperative movement (International Co-operative Alliance, 2012). Examples of such organizations in Malaysia are the Malaysian Cooperative College (CCM), the Malaysian Cooperative Societies Commission (MCSC) and ANGKASA (Malaysian Cooperative Societies Commission, 2017). All cooperative in Malaysia guided by these authorities on how to govern the co-operative in line with Cooperative Act. Previously, the first cooperative in Malaysia were Loan Society Limited and Federated Malay States Posts and Telegraphs Cooperative Thrift in 1922 (Asan, 1998).

Due to the robust advantages of cooperative entrepreneurship towards economic advancement, today, the number of cooperatives in Malaysia is 13,648 establishments, after almost a century of the first formation (Norliana et al., 2019). Importantly, the cooperative sector in Malaysia has been recognised as the third largest sector after the government and private sector (Zainol et al., 2015). Bank Rakyat, for example, is one of the prominent cooperatives that have been founded in Malaysia since 1954 and have been operating to this day. The advancement of this bank is parallel with other banks in providing various banking products and services (Norliana et al., 2019). Other examples of successful cooperatives in Malaysia include Bank Persatuan, Koperasi Telekom, and Koperasi Angkatan Tentera Malaysia Berhad (Kularajah, 1969).

Since the establishment of the first cooperative in Malaysia in the year 1922, previous researches affirmed that cooperative entrepreneurship is a suitable platform to

promote entrepreneurship as a career (Patil, 2015; Puusa et al., 2016). Therefore, secondary school students are introduced to cooperative entrepreneurship in the Malaysian education system through their participation in cooperative school stores.

2.2 School Cooperative

Robert Owen and Rochdale Pioneers who are known as co-operators, a significant distance has developed among the cooperative movement and schools by them (Linda, 2011). For some example in the United of States, the school cooperative operates and the responsibility is shared among parents and teachers (Ariana, 2014). According to Congress of Colombia in (2016), they have a law which is Law 1780 launched in 2016 called as “Ley Projovent” (“pro-youth law”) as a purpose to promote more young people into quality formal jobs in Colombia. Article 27 of this legislation, in particular, enables young people to develop and raise awareness of the cooperative business model. The law encourages all levels of the education system to practice the creation of school cooperative and introduces them as curriculum activities in schools. This has corresponded with one of their proposal for Development Plan in 2014-2018. According to the Colombian Association of Cooperatives, Ascoop (2018), the implementation of the law would give young people to engage more in entrepreneurship and give a better wage and income for them. Based on Cooperative Development Authority of the Philippines (2015), the government has provided training in the aspects of management and operations plus it is referred to as “laboratory cooperatives”.

In Africa, Mohale Hoek Primary School Horticultural Co-op (Lesotho) is providing their students on how to sell, market and grow their crops also it is implemented self-care and community care. They have the opportunities to sell their crops to the cafeteria in school in order to improve school meals especially helps in nutritional composition (ILO, 2012). Moreover, the sales that they have made are to assist students who are poor or orphaned.

2.2.1 School Cooperative in Malaysia

The concept of organising cooperatives in school turned into first caused at a cooperative seminar held in 1953 (Malaysia Cooperative Societies Commission, 2008). There were several meetings held between the Ministry of Agriculture (responsible for cooperative movement back then) and the Ministry of Education (Mohd Khairuddin, 2016). The government decided to do a proposal as well as the pilot project after the meetings and discussion in 1968.

The formation of school cooperatives had begun since 1968, when nine pioneer schools in the Malaysian states of Pahang, Terengganu, Kelantan, Perak, Johor, and Melaka establish school cooperative stores, realising the idea of Professor Diraja Ungku Aziz (Juliana, 2016).

The nine secondary schools selected for the project are:

1. Sekolah Menengah Iskandar Shah, Jasin, Melaka
2. Sekolah Menengah Dato' Jaafar, Johor Bahru, Johor
3. Sekolah Menengah Tengku Menteri, Changkat Jering, Taiping
4. Sekolah Menengah Dr. Burhanudin, Taiping, Perak
5. Sekolah Menengah Zainab, Kota Bharu, Kelantan
6. Sekolah Menengah Padang Midin, Kuala Terengganu
7. Sekolah Menengah Abdul Rahman Talib, Kuantan, Pahang
8. Sekolah Menengah Sultan Abu Bakar, Kuantan, Pahang
9. Sekolah Menengah Sultan Ismail, Kuala Terengganu

The school cooperative is recognised as part of curriculum activity in Malaysia, due to its significant and important that able to provide for secondary school students (Hariffah, 2013). The government acknowledges that young students can grow to be accountable and self-reliant via the cooperative movement, in addition to offer them with management opportunities, and introduce them to the commercial enterprise world. Then, National Education Policy and Education Act (1961) were implemented and became the formal supports from the government (Hariffah Afifa Syed Abbas, 2013).

As for Sabah, it was only in 1978 that school cooperatives were formed. Earlier in 1975, Peninsular Malaysia's school cooperatives decided to unite to form the School Cooperatives Federation, which referred to as the Koperasi Nasional Sekolah. After that, the Koperasi Gabungan Negeri Sarawak was established in Sarawak State on June 6, 1977. Today, the Koperasi Gabungan Negeri Sarawak has been identified as the first-class appearing federation cooperative in Malaysia. 114 school cooperatives in Sarawak are their members now (Mohd Khairuddin, 2016).

After half a century, Malaysian school cooperatives continue to increasingly grow, with 2,388 school cooperatives established by the end of 2017 (Malaysian Cooperative Societies Commission, 2017). Unfortunately, the previous research on cooperative entrepreneurship mostly focuses on the school cooperatives' performance, rather than the impact on the students' development (Norliana et al., 2019). In fact, the most crucial elements of entrepreneurship education is the human capital generated as an entrepreneur (Noraishah, 2013).

According to the Cooperative Societies Act (1993), students aged twelve (12) and above are eligible to become a member of a cooperative; hence, registered school cooperatives are commonly found in secondary schools. Most of the students from 12 to 17 years old are the members, and at a level age which good for them to involve invaluable activities and exposure (Hariffah Afifa Syed Abbas, 2013). The members of school cooperative usually are students from form one (thirteen years old) to form five (fifteen years old) and grant to the co-operative share. Teachers or the school management would appoint students either as an ordinary member, committee member or cooperative board member (Cooperative Societies Act, 1993).

Figure 2.1 below displays the organizational diagram of a school cooperative, which indicates students' participation in the school cooperative as a member of the committee and a cooperative board member.

The chart illustrates that students are given the responsibility to assist teachers in planning, managing, and organising the school cooperative's activities (Ahmad, 2004). Furthermore, the school cooperatives typically engage students who are co-operative board members in book-keeping, handling stocks, and marketing the products and services (Juliana, 2016).

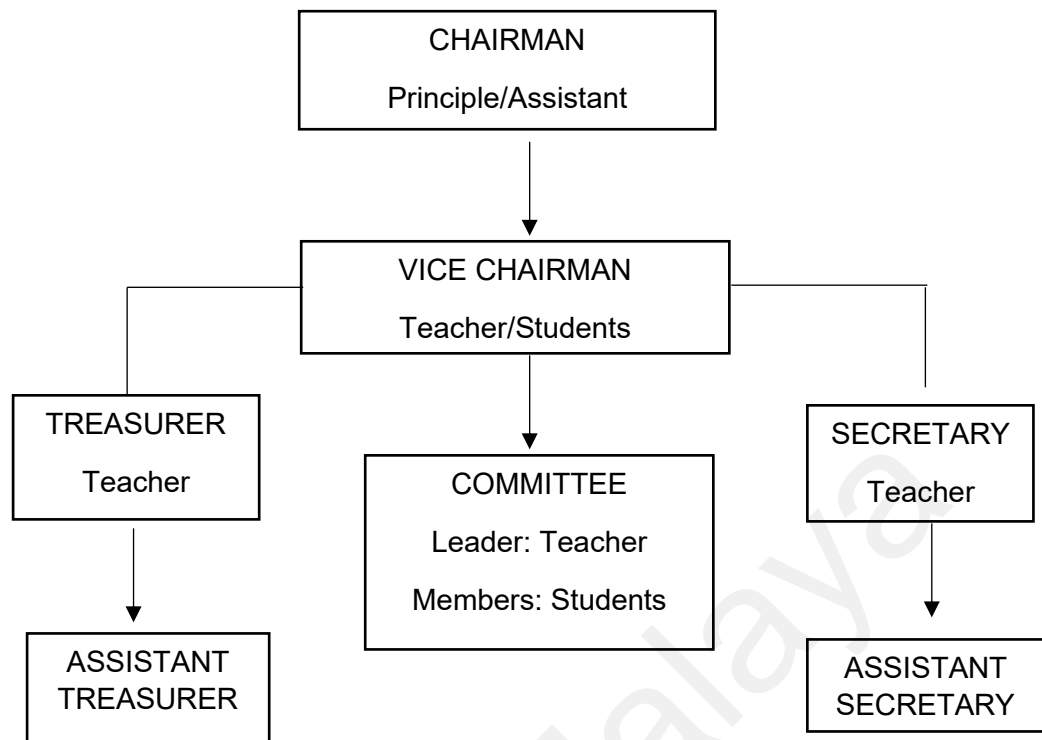


Figure 2.1: The Organisation Chart of a Malaysian School Cooperative

Source: (Ahmad, 2004)

Apart from running book-keeping works, the teachers would also appoint several students as a co-operator in daily sales activities at the school cooperative store and become the capital holders (Juliana, 2016). The main responsibility of the regular members is to engage in the cooperatives' activities and offer their greatest support in their development. Moreover, these students will also experience participating in the General Meeting, which is conducted on a yearly basis (Ahmad, 2004). The students' engagement in the school cooperative activities, whether as regular members, committee members or cooperative board members would provide them with ample exposure in entrepreneurial know-how and hands-on training for entrepreneurial skills (Chavez, 2012). Therefore, the support and trust of principles and teachers are vital in developing entrepreneurial skills and passion among the students and in supervising the students' participation in the school cooperative management (Nor, 2018).

Consequently, the inclusion of students in school cooperative activities is regarded as a form of entrepreneurship education in secondary school (Noraishah, 2013), which

it is very highly beneficial in nurturing the students' interest, intentions and determination of entrepreneurship as they are directly exposed in actual entrepreneurship activities (Zaidatol et al., 2013). Previous researchers such as Munawaroh (2017) found that real experiences would expose the students to problem-solving skills, critical thinking abilities, and even influence the student's entrepreneurial spirit. Therefore, entrepreneurship development program trains future entrepreneurs, by enhancing student's entrepreneurial knowledge (Thomas & Agarwal, 2017). Apart from that, initiating entrepreneurship education through the stimulation of entrepreneurship activities will trigger entrepreneurial motivation (Mahendra et al., 2017; Solesvik, 2013). This is one of the reasons that the involvement of students in the school co-operative is a way to foster entrepreneurial intention among students.

2.3 Concept of Youth and Development

Youth is a process where the transition from childhood to independence adulthood (Okoli, 2018). The United Nation Organization (UNO) defines youth as persons that lie between the aged of 15-24 years old. Youth also defines as the time when the end of an individual's childhood and entry into the work-life (Onuekwusi & Effiong, 2002). There is a strong tendency in the West and among international agencies to use an age range to define the class of young people.

Age ranges are the first aspects to define youth. The common ages are 15-24 and have been supported by the United Nation Children Emergency (UNICEF), United Nation (UN), and many more. According to Sommer's (2011), there will be a slight difference between the international definitions. Second, it is common for the definitions of youth to be based on age. For example, a person's 18th birthday is considered to enter the age of young adult or adult. Next, the different definition which is followed the concepts of puberty or represent the youth. Lastly, the definition is not based on the determination of ages which is more confusing have applied in many parts of the world.

Development is defined as the process of multidimensional that involved the changes in systems of institutions, social, economics, and perceptions. According to Igbuzor (2006), development causes the rising in the capacity of people beyond all the resources, ideology, assets and improve in vital needs such as food, clothes, and

shelter; also improving in education, economic, and political. It includes eradication of absolute poverty most of the citizenry and constitute a non-stop alternate concerning re-organization, re-orientation of social, financial system and complete system (Ogunlela & Mukhtar, 2006). Development may not happen if there are no immense radical changes in structure, institutions or beliefs and customs (Thomson, 2002).

Youth development has been used in three separate ways, which is referred to natural process, principles and practices (Hamilton, 2004).

1. A natural process: Traditionally, development of youth typically means a natural process as young people begin to understand better on their surroundings. This is analogous to the development of children or adolescents in this case. Human development is the inevitable unfolding of the human organism's innate capacity in relation to the physical and social environment's obstacles and support. As the progress goes on, ideal life in individuals would allow them to live a productive life later they able to secure a living and involve in the community.

2. Principles: The word youth development has been applied since 1990 as principles. It is highlighted the concept and strategy to improve the potential of youth at a level of community. It is to aim the youth to thrive the development.

3. Practices: It is used for the development in youth is because of variation in programs, goals, and initiatives. All three approaches are related to one another, for number 2 refers to youth development and number 1 refers as a set of planned activities that boost youth development. While the specific techniques utilized by adults to create and sustain those incentives range throughout settings.

2.4 Youth in Malaysia

Young people in Malaysia are the asset and use age as a criterion to determine youth. The government of Malaysia made amendment to Youth Societies and Youth Development Act (Amendment), 2019 (Act 668) which defines youth in the period of the ages 15-30 years old.

There is also a special part for empowering youth in the 9th Malaysia Plan. Based on the plan, the objective for youth development is to provide young people with valuable

skills to boost their participation and contribution to the nation-building, to improve the ability to lead and to instil good attitude. Throughout the 9th Plan, youth development services must ensure that they have a better future and can accommodate the hastened in economic development also environmental modifications.

According to Faizah (2007), aligned with the goals of moulding an era of active youths, new ways and techniques have been followed such as encourage youngsters to take part in business enterprise to make them expert as a decision-maker, imposing the 'Program Latihan Khidmat Negara' (PLKN) which to instil patriotism amongst teenagers, introduce a brand new of programmes for teenagers who are not selected for PLKN and organizing special programs in entrepreneurial to allow youngsters market themselves or self-employed.

The Cooperative Commission of Malaysia has approved the proposal to set up the cooperative, known as the Koperasi Petani Muda Malaysia (The Star Online, 2015). The initiative taken by MCA Youth is to help local youth to obtain land and loans from various agencies. Whoever wants to be a member had to pay RM50 each and buy a minimum share of RM 100. They only held the shares by up to 50 years old, when they reach 50, they will have to sell their shares. In addition, there is no limit on the purchase of shares. According to ILO in (2012), there are many programmes that have been done around the world specifically for youth development such as summer camps that initiate the concept and activities based on cooperative settings.

Global Youth Forum is one of the global initiative programs in cooperative entrepreneurship 2020. The program is organised by the ICA- EU framework partnership agreement, ANGKASA (the Malaysian cooperative federation) and the ICA Youth Networks. It is a 4-days event which will take place from 3rd to 7th of February 2020, in Kuching, Malaysia. The goal is to bring together young entrepreneurs and professionals from all over the world to provide them with quality training to improve their skills and knowledge. The training approach to entrepreneurship is expected to lead to new solutions and recommendations, help participants learn from best practices and foster new ideas and innovations in youth and cooperative entrepreneurship. The GYF includes numerous training sessions that can be extended to all youth and cooperative entrepreneurship-related political, financial, cultural and economic topics. Promoting the importance of training when discussing entrepreneurship and innovation is key to the success of the GYF.

2.5 Benefits of Cooperative

The benefits of cooperative societies:

1. Promote savings which the cooperative itself encourages their members to save their money and be more frugal.
2. Increase economic development due to a lot of quantities produced in production, including the distribution of product and consumption
3. Enhance living standard because the products are available for their members at low rates to encourage them to save money. Other than that, availability to receive loans or no interest charged for them.
4. Lessen the unemployment that able to offer youngsters to develop their skills through training and offering them loans to start-up the business on their own.

Generally, school cooperative in Malaysia is well-substantiated by the government, school itself, the organisation for cooperative movement and local society (Ong & Tay, 2011). The school cooperative model is unique and has the potential to attract more new generations in entrepreneurial which is take into consideration about generosity, trustworthy and accountability (The Star Online, 2006). From the higher-up such as Ministry of Education, agencies involved in the cooperative movement, the principals of schools and teachers have their roles to ensure the school cooperatives operate successfully (Ong & Tay, 2011). At grass-root level, the advantages obtain by the students for being a school cooperative members actively are the accomplishment of soft human capital skills. Hands-on experience while operating the small business, gain a better understanding of how to work and serve as a whole team, and also admiring the responsibilities as a member. Apart from that, the students will learn how to lead properly, sharpen creativity, be more confident to make a decision and learn how to communicate effectively (Ong & Tay, 2011).

All the skills and knowledge that have been taught would be beneficial for preparedness as the students will leave the schools and enter the workforce. Good personalities that have been built up since school would give the students more opportunities in getting jobs, increase the value of their market, and give them the chance to command higher starting salaries with future employers. Furthermore, the

participation of students in school cooperative could alter and train them to be a better employee even provide them with skills to be a good employer in the future (Ong & Tay, 2011).

2.6 Function of Cooperative Society in the Development of the Youth

Xu et al. (2016), have verified that the influence of involvement in entrepreneurial learning on entrepreneurial intention enhances the students' confidence level. These students could potentially become future entrepreneurs due to their high level of entrepreneurial intentions at an early age (Ciešlik & Van Stel, 2017). Start-ups and entrepreneurship are amongst the knowledge in entrepreneurial, for example, acknowledge the existence of business opportunities, operating the management, marketing and financial literacy (Liñán et al., 2011). Most researchers agreed that awareness of entrepreneurship strengthens the entrepreneurship intention. This statement is exemplified through students who obtain an education on entrepreneurship; they would be determined to have an entrepreneurial career (Nabi et al., 2018), and the knowledge would also affect their entrepreneurial intention (Fayolle & Gailly, 2015). According to (Roy et al., 2017), entrepreneurial knowledge also increases the entrepreneurial intention by affecting the students' attitude towards entrepreneurial behaviour.

In a study by Mohd et al., (2016) on international business knowledge among entrepreneurs in Narathiwat, the authors stated that knowledge about international business increases one's tendency to embrace internalisation among entrepreneurs. Meanwhile, in a cooperative, the knowledge of its members enhance the involvement in cooperative's activities include economic and social activities (Rozi, 2014). Tshikovhi and Shambare (2015), verified that a person's knowledge of business opportunities and ways to identify market shapes the person's involvement in Small Medium Enterprise (SME).

In the educational institution, students will be influenced to involve in institutional activities by gaining some knowledge on the related activities (Astin, 1984). In this situation, we argue that students interested to involve in school cooperative programme by obtaining some entrepreneurial knowledge. Other research findings affirmed that entrepreneurial motivation evokes entrepreneurial intention through

engagements in entrepreneurship development programs (Solesvik, 2013). For instance, Tanveer et al. (2013) verified that motivational factors such as job security and strong entrepreneurial role model increase entrepreneurial intentions among students.

Young people have the opportunities to learn about work experiences by joining school cooperative and provide them with exposure to the skills needed in the workforce or operating businesses (ILO 2012). The school cooperative makes a significant contribution to this, as the process of learning outside the classroom should make a good practice and attract the interest of young people to participate more in school cooperative. It also makes the students practice their theory on what have they learned in classes such as accounting, finance, and economics. Applied properly in cooperative activities would contribute a perfect training for the students. As mentioned by Hariffah (2013), the cooperative's business supply the students with a broad spectrum of experience that unable to gain from outside training.

The school cooperative should conduct annual activities for members such as training in management to improve and build their skills (Zeuli, 2004). The students will able to work in a structured group and taking a certain role for each individual hence develop social skills through teamwork through all the activities (Linda, 2011). Hence, there are many cooperatives around the world that provide training and education simultaneously (ILO, 2012). The students will benefit from all the training and education that they have learned during joining the school cooperative and this gives them chance for job mobility and advancement as an employee in other enterprises (ILO, 2012).

For example in Panama, the Ministry of Labour's has decided to make the cooperative module as 'my first job' programme in 2010. It provides youth from 18-29 years old and unemployed to be trained under cooperative entrepreneurship. As reported, 500 youth were benefitted from the programme and have created new cooperative enterprises.

Cooperatives are acted as instruments in developing community, economics, and development of human resources (Obodochi, 1999 and 2011). Cooperatives also provide and promote work, income and job skills growth. Work experience on their resume would be a plus in seeking employment (Young, 1995). Youth will benefit from cooperative as it is a "stepping stones" for them when entering the labour market after

graduation from high school or university (Young, 1995). Cooperative is not only known by providing salary to their employees, but it also stimulates job creation which is through self-employment (ILO, 2012). When there are problems to enter the labour market for the first time, self-employment is important as it becomes one of the options for young people because of lack of experience and opportunities (ILO, 2012). Cooperative employment has been validated to be extra resilient, go through much fewer earnings inequality, tends to be characterised through a higher distribution among rural and concrete regions and leads to a better than the common stage of value-primarily based participation (CICOPA, 2018). There are no type of enterprise in the world that can offer jobs to many people and simultaneously fewer crises, more flexible and high degree of secure jobs (Eum, 2017).

2.7 Summary

In many countries, school cooperatives were set up because there are many new developments and impacts occurring those influence societies and have an effect on youth growth. School cooperative able to shape students in leadership practices, especially instructional and transformational leadership types. Such practices activities that aimed at a) facilitating student learning, b) constructing a professional learning community among teachers, students, and other staff, c) promoting professional development, d) providing information to teachers instruction, e) build external and internal network relationship. The current practice of school cooperatives in Malaysian secondary schools demonstrates the opportunities for students to participate in the acquisition of entrepreneurial knowledge, skills, motivation and then evoke their intention to participate in future entrepreneurship. Although cooperatives are known for their contributions from the various aspect and significant role, research focus on school cooperative remain only limited in Malaysia context and globally. The limited research attention for school cooperative than the other type of cooperatives has resulted not only in the lack of information but also has contributed to the inadequate framework for better understanding in this field of study (Hashim, 2016). The literature reveals that although the number of research that focused on cooperatives appeared to increase over the years, a review of past studies highlights there are limitations identified such as too much focus on conceptual issues, and the adoption of the case study.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

Chapter 3 explains the research methodology that has been chosen in the study. More precisely, the chapter describes briefly the sampling framework, the sample selection, data collection method, the survey questionnaire and the statistical method used to analyse the data collected in the study. This case study involved examining a school cooperative in Selangor. The school will consequently be referred to as SMK Taman Tasik.

3.1 Research Design

The research design which was used in this study is the descriptive survey. This design is considered to be the most frequently used method in educational research as it describes what the researcher sees over and beyond the horizon. Chiromo (2006) notes that a research design is concerned with turning a research question into a testing project, on what data to collect, what data are relevant and how to analyse the results.

By making use of a descriptive survey, adopting a quantitative approach. The quantitative method involved data collection procedures that resulted primarily in numerical data which was analysed by statistical methods. Dornyei (2007), took survey researches which use questionnaires as examples of the quantitative method.

3.2 Area of the Study

The area of study is SMK Taman Tasik, Ampang, in Selangor. SMK Taman Tasik is one of the schools in Ampang that have a school cooperative. The primary data for the study were collected using a structured questionnaire. The surveys were given to the teacher that organised the school cooperative and she agreed to help distribute the online surveys to the members of the school cooperative.

3.3 Target Population, Sampling Techniques and Sample Size

The population of the study comprises of all students that are the school cooperative members in SMK Taman Tasik. The first stage was the identification of all the registered cooperative members from school cooperative's management. The second stage was the random selection of 101 cooperative members from Form 3 to Form 6 students.

3.4 Sources of Data Collection

All the data used in this study were picked from two major sources; primary data and secondary data. For the primary data, it was collected from the survey distributed among school cooperative members in SMK Taman Tasik. The secondary data were included from lecture notes, textbook, articles, and other previous research papers conducted by others.

3.5 Pilot Research

This study has conducted a pilot study in a small-scale which aim to examine whether the crucial components of the main study will be feasible. The pilot research was conducted through the distribution of the online survey amongst teacher in SMK Taman Tasik. The method is to evaluate the process of the main study which is to identify the role of school cooperative in youth development. It is also assessing problems with time and resources that may occur during the main study. Besides that, to examine whether there were problems with collecting all the data needed for future analysis.

3.6 Description of Instrument used for Data Collection

The structured survey questionnaire adopted in this was divided into two parts. The first part designed to obtain general information concerning the profile of the respondents. Specifically, questions one to three in the first part of the questionnaires were used to gather the following information; gender, ages, ethnic. The second part of the questionnaires are consisted as following; the role of school cooperative,

activities conducted by school cooperative, the impact of school cooperative, the benefits, challenges, aspects that help youth development by joining school cooperative, suggestions to overcome the challenges, extent to which school cooperative influence youth development, suggestions from respondents to make school cooperative develop better as well as build youth development.

3.7 Method of Data Analysis

The descriptive statistical analyses were utilized to analyse the data collected from the school cooperative that were involved in this study. The data obtained from the school cooperative in Selangor were analysed by using the descriptive statistics. These included; the frequency, percentages, average, mean of the collected data. To fulfil the procedures for quantitative research, considering the issues of study validity and reliability of the research instruments the reliability test was conducted.

3.8 Summary

In short, this chapter explains and describes the research methodology that was adopted in this study. More specifically, the chapter explains the questionnaires adopted and the statistical analyses used to analyse the data collected from the study. Accordingly, the following chapter four presents the results of the study.

CHAPTER 4: RESULTS AND DISCUSSIONS

4.0 Introduction

In this chapter, three sections representing the results of the study. First and foremost in the first section begins by providing the profile of the respondents following by section two present the challenges, benefits, activities and aspects that help youth development and suggestions for improving the development of school cooperative and services offered by them. The last section is reliability test that has been conducted for feasibility.

4.1 Analysis of Response of the School Cooperative Members

4.1.1 Profile of the Respondents

In the study, the data was collected from the school cooperative of SMK Taman Tasik. The surveys were answered by the school cooperative members. 101 of students of different ages were responded to the survey.

a. Gender

Table 4.1.1: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	30	29.7
Female	71	70.3
Total	101	100

Source: Survey, August, 2020

Table 4.1.1 above revealed the sex distribution of the school cooperative members. The result showed that the majority (70.3%) of them are female while the minority (29.7%) are male.

b. Age

Table 4.1.2: Distribution of respondents by age

Years	Frequency	Percentage (%)
15	19	18.8
16	31	30.7
17	36	35.6
19	15	14.9
Total	101	100

Source: Survey, August, 2020

The age distribution of the respondents of school cooperative society as reported by in the survey is presented in Table 4.1.2. As shown in the Table 4.1.2 their average age is found to be 17 years old. This implies that are mostly students in form five are actively participated in school cooperative.

c. Ethnic

Table 4.1.3: Distribution of respondents by ethnic

Ethnic Distribution	Frequency	Percentage (%)
Malay	95	94.1
Indian	4	4.0
Other	2	2.0
Total	101	100

Source: Survey, August, 2020

Table 4.1.3 revealed that majority (94.1%) of the respondents are Malay ethnic, following by Indian with 4.0% and the rest (2.0%) are other ethnicities.

4.2 Survey Questionnaires

4.2.1 School Cooperative Has an Important Role in Youth Development

Table 4.2.1: Distribution of respondents according to whether they agree school cooperative has an important role in helping the development of youth

Option	Frequency	Percentage (%)
Yes	101	100
No	0	0
Total	101	100

Source: Survey, August, 2020

Table 4.2.1 above shows that all 101 respondents (100%) of school cooperative society agreed that cooperative has an important role in helping youth development. No one chooses no on the importance of school cooperative in youth development.

4.2.2 School Cooperative Conducted Annual Activities for Members

Table 4.2.2: Distribution of respondents whether school cooperative had conducted annual activities

Option	Frequency	Percentage (%)
Yes	83	82.2
No	18	17.8
Total	101	100

Source: Survey, August, 2020

Table 4.2.2 above shows the majority distribution of respondents (82.2%) reported the school had conducted annual activities for cooperative members while (17.8%) reported no annual activities had been conducted for them.

4.2.3 Annual Activities Conducted for Cooperative Members

Table 4.2.3: Annual activities conducted by school cooperatives

Activities of School Cooperative
1) School cooperative field trip
2) Cooperative Day celebration
3) Workshop and seminar
4) Annual meeting
5) Banquet for cooperative society such as Hi-Tea

Survey: Survey, August, 2020

In the study, the respondents were also requested to list their annual activities every year. The information gathered from the respondents indicated that they were involved in the above activities.

4.2.4 School Cooperative Capable to Give Impact for Youth Development

Table 4.2.4: Distribution of respondents whether school cooperative can give impact for development in youth

Options	Responses	Percentage (%)
Neutral	21	20.8
Agreed	36	35.6
Strongly agreed	44	43.6
Total	101	100

Source: Survey, August, 2020

Table 4.2.4 shows most of the respondents (43.6%) strongly agreed that school cooperative give implications in youth development and the rest (35.6%) are agreed as well.

4.2.5 Challenges Faced by School Cooperative

Table 4.2.5: Distribution of respondents on challenges faced by school cooperative

Challenges	Responses	Percentage (%)
Not fully understand about school cooperative movement	28	27.7
Time constraints for teachers and students to commit the responsibility in school cooperative management	22	21.8
Lack of awareness of their rights and obligations as school cooperative member	39	38.6
Weaknesses in school cooperative management	12	11.9
Total	101	100

Source: Survey, August, 2020

Table 4.2.5 shows the respondents responded to the challenges faced by school cooperative. Four main challenges are noted affecting the cooperative members. The highest of all the challenges is lack awareness of their rights and obligations as school cooperative members. Emphasis on the importance of school cooperative must be made amongst cooperative members.

4.2.6 Suggestions to Overcome the Challenges Faced by School Cooperative

Table 4.2.6: Respondents suggestions to overcome the challenges faced by school cooperative

Suggestions	Respondents	Percentage (%)
More attractive annual activities for cooperative members	33	32.7
Conduct more workshops and seminar	26	25.7
Members have been more active in cooperative management	42	41.6
Total	101	100

Source: Survey, August, 2020

Table 4.2.6 presents most of the respondents suggest members should be more active in cooperative management hence it can be managed properly. The respondents also prefer to have more attractive activities for cooperative members annually.

4.2.7 Benefits of School Cooperative in Youth Development

Table 4.2.7: Benefits gained from school cooperative for youth development

Benefits	Strongly Disagree	Disagree	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	Standard deviation
Encourage entrepreneurial spirit among students	-	-	9	75	17	4.0792	0.50365
Foster the practice of frugality and saving	-	4	30	66	1	3.6337	0.57832
Help student understanding better in entrepreneurship	-	-	22	76	3	3.8119	0.46288
Provide new experiences in the learning process outside the classroom	-	-	12	76	13	4.0099	0.49990

Source: Field survey, August, 2020

Table 4.2.7 shows the response of the cooperative members in the extent to which they agree on the benefits of school cooperative to the developmental of young people.

In order to understand the range of respondents' score and to know where the majority of the respondent's score drop, the mean and standard deviation scores were calculated using a 5-point Likert scale. Adopting the 5-point Likert scale for four identified benefits whereby with the Likert scale point (strongly agree – 5; agree – 4; neutral – 3; disagree – 2; strongly disagree – 1). This point indicates the extent to which they agree on the advantages of school cooperative for youth.

The table shows the mean towards beneficial gained by joining school cooperative and standard deviation of each variable construct as it stimulates the rank order of factors. Based on the mean score, the research revealed that school cooperative capable to encourage the entrepreneurial spirit among students is the vital benefit gains, followed by providing new experiences in the learning process outside the classroom, help student understanding better in entrepreneurship and foster the practice of frugality and saving.

4.2.8 Aspects That Help to Build Youth Preparedness for Themselves through School Cooperative

Table 4.2.8: Build youth development through school cooperative in these aspects:

Aspects	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Mean	Standard deviation
Increase marketability in job opportunities	-	-	50	51	-	3.5050	0.50247
Improve communication skills	-	-	6	78	17	4.1089	0.46693
Increase self-confidence in youth	-	-	-	78	23	4.2277	0.42145
Increase knowledge in the aspects of management and administration, decision making, and leadership	-	-	-	76	25	4.2475	0.43373

Source: Survey, August, 2020

Table 4.2.8 displays the response of the cooperative members in the aspects that help youth to prepare themselves for the skills and techniques required in youth development.

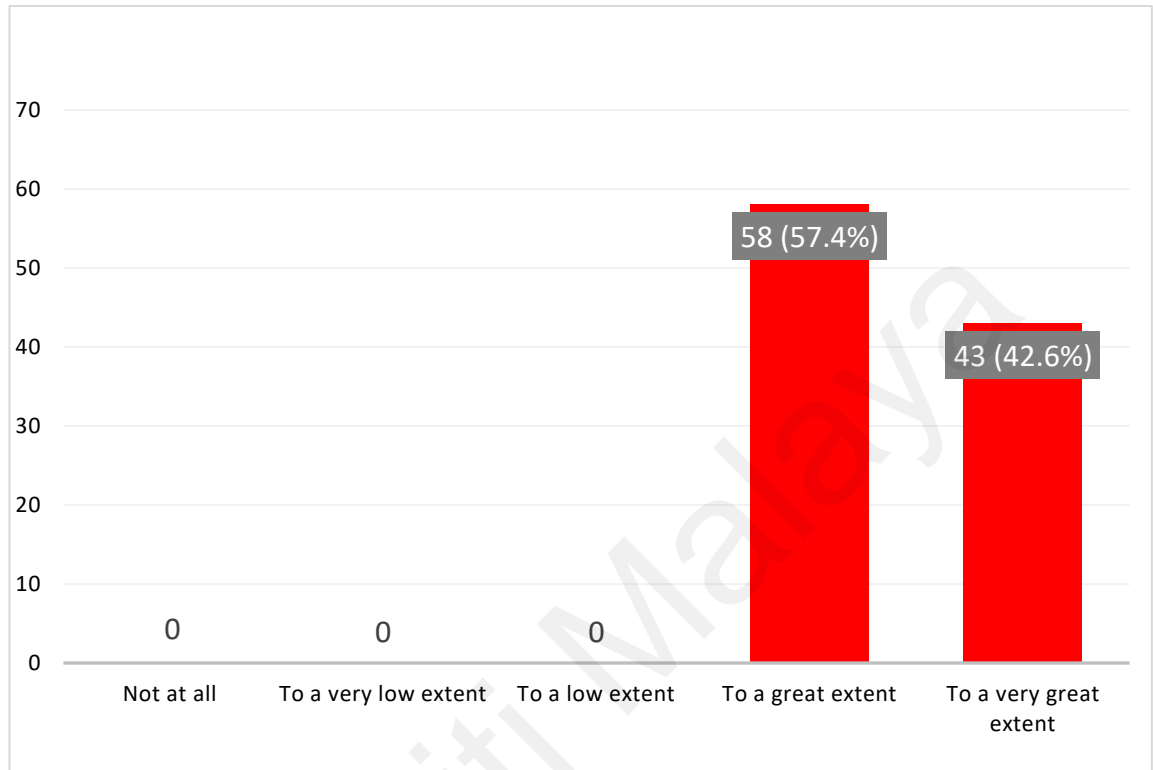
To understand the range of respondents' score and to know where the majority respondent's score drop, the mean and standard deviation scores were calculated using a 5-point Likert scale. Adopting the 5-point Likert scale for four identified aspects whereby with the Likert scale point (strongly agree – 5; agree – 4; neutral – 3; disagree – 2; strongly disagree – 1). This point indicates the extent to which they agree on the aspects that give preparedness to youth.

The most aspects that acquired the highest remarks are increasing the knowledge in management and administration, decision making, and leadership. Next is able to improve soft skills for students such as communication skills.

The table shows the mean towards the aspects that assist youth to prepare themselves for skills and techniques and standard deviation of each variable construct as it stimulates the rank order of factors. Based on the mean score, the research revealed that school cooperative is capable to train students to increase their knowledge in the aspects of management and administration, decision making, and leadership. Next are increased self-confidence in youth, improve communication skills and help to increase marketability in job opportunities.

4.2.9 Extent to Which School Cooperative Has Influenced Youth Development

Figure 4.2.9: Distribution of respondents by the extent to which they were influenced by school cooperative for youth development



Source: Survey, August, 2020

Figure 4.2.9 displays the majority of respondent response to a great extent (57.4%) and to a very great extent (42.6%). As a whole, they agreed that school cooperative has affected the development of youth.

4.2.10 Suggestions for Improving the Activities and Development of School Cooperative

The information gathered from this research shows that the respondents chose from 5 suggestions proposed in the survey for improving the activities and the development of school cooperative.

Table 4.2.10: Five suggestions obtained from the respondents.

Suggestions	Responses		Percent of Cases
	N	Percent	
Conduct more entertaining activities for cooperative members every year	87	32.5%	86.1%
More field trip and visit to the other school cooperative	92	34.3%	91.1%
Increase the number of courses on school cooperative education and training	48	17.9%	47.5%
Allow cooperative members to attend the courses or skills development programs	23	8.6%	22.8%
Others	18	6.7%	17.8%

Source: Survey, August, 2020

Table 4.2.10 shows that 101 respondents have chosen several suggestions that can be implemented for school cooperative to improve their organization. Majority of the respondents (91.1%) are preferred to have more field trip to other school cooperatives. Besides that, 86.1% of them are suggesting to conduct more intriguing

activities for school cooperative members annually. Then followed by increase the number of courses on school cooperative education and training, allow cooperative members to attend the courses or skills development programs and others.

4.3 Reliability test

The reliability test was conducted on the aspects that can build in youth development and also the benefits of school cooperative. This is to determine the internal consistency reliability of a set of items. Table 4.8.1 illustrates the reliability statistics of variables where each variable attained Cronbach Alpha of more than 0.7 which shows a range from 0.72 to 0.74. According to Nunally (1978), Cronbach's Alpha value greater than 0.6 is valid for further analysis. Since both the Cronbach's Alpha values are above 0.7, they are deemed acceptable.

Table 4.3.1 Reliability test

Aspects That Help to Build Youth Preparedness for Themselves through School Cooperative	
Cronbach's Alpha	N of Items
0.741	4

Table 4.3.2 Reliability test

Benefits gained from school cooperative for youth development	
Cronbach's Alpha	N of Items
0.721	4

4.4 Summary

This chapter of the report presented the results of the study in 3 parts. The first provided the information on the profile of respondents that were involved in the organization of school cooperative in SMK Taman Tasik. The second part provided the results of the evaluation of the role and effectiveness of school cooperative in order to achieve youth development. The suggestions for improving the activities of the school cooperative are included in the third part.

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CHAPTER 5: CONCLUSION

5.0 Introduction

This final chapter of the report offers the discussion and conclusion regarding the main results of the study. More precisely, the discussion and conclusion of this study are presented in three sections. Section one begins by providing a brief overview of the study. Following this, the second section discusses the results as well as provides the conclusion of the study.

5.1 Overview of the Study

This study investigated the school cooperative activities, benefits, challenges, and problems faced by them. In addition, the study attempted to determine the role of school cooperative towards youth development. Particularly, the study is to identify whether the school cooperative help in the development of youth and what benefits this school cooperative provides for the community who participate, especially for students in SMK Taman Tasik. Among the objectives of the study were to determine; the activities and programmes conducted by school cooperative, the challenges or problems they faced, the benefits of school cooperative as well as the effectiveness of the school cooperative for youth development specifically the school communities.

This study was a cross-sectional sample survey of school cooperative covering a variety of ages of respondents. The primary data for the study was gathered through questionnaires distributed to the students and teachers of school cooperative members. The data about the cooperative was collected through structured questionnaires. The questionnaire consists of items which were designed to gather information of interest to this study.

5.2 Result's Discussion

Majority of the school cooperative members are female. The average age of cooperative members is 17 years old. This shows that they are mostly in their youth age and the school gave them opportunities and responsibilities to handle school cooperative. According to Hariffah Afifah Syed Abbas (2013), cooperative members are primarily students between the ages of 12 and 17, an especially good age for young people to engage in such activities and a very useful timeline for bringing cooperative ideals and values to young people. Majority of the respondents are Malay ethnic (94.1%), Indian with 4.0% and others are 2.0%.

All of the respondents (100%) agree that school cooperative has an important role in helping the development of youth. This shows students and teachers in SMK Taman Tasik are aware the value of school cooperative may provide for youth development.

82.2% of the respondents stated yes that school cooperative had conducted annual activities for members and 17.8% stated no. This shows that there are no consistency efforts by school cooperative to improve their organization. School cooperative has to make continuously attempt to organize more interesting activities for members. For instance, summer camps and activities that introduce the concept of cooperation and cooperatives in an activity based setting (ILO, 2012).

In the study, the respondents were also asked to list out their annual activities conducted by school cooperative every year. Table 4.2.3 indicated at least five activities reported by the cooperative members in the study. The activities that are carried out by cooperative may have resulted from the limitation of time and money. Important budgetary funding for cooperative growth needs to be allocated. They can achieve this by developing cooperative production funds and providing cooperatives with greater access to financial goods. The impact of school cooperative for young people was acknowledged by the majority of the respondents (43.6%) as shown in Table 4.2.4.

In the study, the information on the challenges was gathered from the survey. The study recorded four major challenges faced by school cooperative. The four main challenges as reported by the respondents are presented in Table 4.2.5. In general, a review of the problems shows that the challenges encountered by the cooperative

are due to factors inside their organizations such as lack of knowledge about cooperative amongst cooperative members as well as time constraints.

Apart from that, this study also attempted to determine three main suggestions to overcome the challenges faced by school cooperative. The information gathered from the respondents have reported three suggestions and are listed in Table 4.2.6. As a whole, the suggestions selected by respondents may be appropriate to overcome the challenges they faced due to their inability to attract the involvement of cooperative members actively.

The study was able to identify the challenges faced by school cooperative and also obtained information on their beneficial gained from joining school cooperative. Majority of the respondents as reported in the survey are presented in Table 4.2.7. The study also recorded several aspects to what extent the school cooperative was able to help youth preparedness to develop themselves. Most of the respondents strongly agree as shown in Table 4.2.8. The advantages and those aspects may have mainly resulted from factors such as members and community involvement, management, and organization of school cooperative.

Most of the respondents (57.4%) agreed to a great extent that school cooperative has influenced the development of youth while the rest agreed to a very great extent displays in Table 4.2.9. In short, the whole cooperative members are aware regarding the effectiveness of school cooperative is capable to influence the development of young people.

For the suggestions proposed in the survey, most of the cooperative members suggested a field trip to other school cooperatives, conduct more activities, more training programs for members that improving better for school cooperative development. As shown in Table 4.2.10, other suggestions also included in the survey such as school cooperative need to create awareness on the importance of cooperative, giving an award to the best cooperative members every month as praise and motivation to them, and allow more cooperative members to take part in management which is able to carry out additional projects for school cooperative.

5.3 Implication of the Study

The members of the cooperative are vital to the cooperative. This is because operating, managing, and maintaining a cooperative depends on its members' involvement and commitment. For a cooperative to sustain itself, ensure the existing members need to participate actively in the activities of the cooperative. Through this effort, it builds skills and develops more techniques for young people.

Next, like all other organizations, cooperative is not immune to problems, challenges, and weaknesses. This study discovered numerous problem or challenges faced by the school cooperative. As such, an important step toward the positive management of a cooperative is the identification and understanding of these weaknesses and challenges.

The findings of this study appear to suggest that improving the activities and development of school cooperatives should be done for the future. It should attempt to further improve them based on the suggestions made by the cooperative members in the study. Challenges for the school cooperative would match the right assistance programs with the specific needs and problems faced by the school cooperative.

5.4 Suggestions for Future Research

The current practice of school cooperatives in Malaysian secondary schools demonstrates the opportunities for students to participate in gaining entrepreneurial knowledge, skills, motivation and subsequently evoke their intention to partake in entrepreneurship in the future (Ahmad, 2004; Rahim and Daud, 2013; Zainol *et al.*, 2019). This paper highlights not only the concerns for the aspects of youth development but also specifically presents the issues, challenges as well as suggestions to improve school cooperative in the future. The paper begins by identifying and discussing some of the important research issues related to school cooperative that need to be addressed. The affirmative impact of students' involvement in school cooperatives is exemplified by the positive boosts of entrepreneurial knowledge and entrepreneurial motivation through the experience (Noraishah, 2013; Zaidatol and Hisyamuddin, 2010). Exceptional students who are appointed as cooperative board members should, therefore, take the opportunity to experience hands-on tasks in the school cooperative management responsibilities

and activities. This study for some reason recommends students to obtain exposure in school cooperative management activities by taking on responsibilities as managers and preparing business strategies and planning, connecting and consulting with suppliers, and learning to prepare and present cooperative financial reports. Finally, this research recommends future studies to affirm on the proposed model, widen the entrepreneurial intention model and actively contribute new findings to the collection of knowledge on cooperative entrepreneurship.

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