

Involvement of Welding Technology Students in Entrepreneurship

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Abstract: Entrepreneurship is one of the important sectors in the development and progress of a country. In Malaysia, economic development is accelerating but entrepreneurial activities have not yet received good response among the community, especially among youths and teenagers. Entrepreneurial activities are also still less attractive among students in Vocational Colleges, especially in the Welding Technology program. In addition, the level of entrepreneurial readiness among graduates from TVET institutions is also at a low level. Thus, a study was conducted to determine the tendency of Welding Technology entrepreneurial involvement among Vocational College students in the state of Terengganu. A total of 67 diploma students in Welding Technology were selected as sample. Questionnaire as research instrument includes 34 items. Statistical Package for Social Science (SPSS) version 26.0 was used to calculate the mean, standard deviation, frequency, percentage and t-test. The results of the descriptive analysis found that student involvement on aspects of interest, motivation and knowledge are at a high level. While for the results of t-test showed that there is significant difference between male and female students on involvement in entrepreneurship.

Keywords: Tendency, Participation, Entrepreneurship, Welding Technology

1. Introduction

Technical and Vocational Education and Training (TVET) is a process learning and practical that lead to the world of work as well emphasizing the industrial style of work in all relevant fields (Kementerian Pendidikan Malaysia, 2019). In Malaysia there are many institutions public and private that offer various TVET programs such as Polytechnic, Community College, Institut Kemahiran Belia Negara (IKBN), Institut Latihan Perindustrian (ILP), Institut Kemahiran Mara (IKM) dan Vocational College. Institutional existence in the field of TVET can attract the desire and attention of students to

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continue studying at the next level (Mohd Nor, 2017). Therefore, students will be more likely to choose study programs in the TVET field as the main choice to continue studies at a higher level.

Besides that, the entrepreneurship program is also one of the programs that emphasized in the curriculum study to approach the main goals of the establishment of Vocational College that targeted at least 10 percent of graduates venture into the field of entrepreneurship (Zainal, 2016). Entrepreneurship is an action that takes chances regardless of the resources they have and dare to face the challenges that have been faced existing (Abdul Aziz et al., 2011). Therefore, this entrepreneurship program is a good initiative for students to give early exposure to a field this is practical. Among the initiatives that have been created is the implementation of the program School Enterprise (SE) at every Vocational College throughout Malaysia.

Therefore, there are three main aspects that affect a student of the Welding Technology program to participate in entrepreneurship in Vocational College and tend to be a successful entrepreneur in areas of expertise. This is because the field of entrepreneurship can open the mind students to dare to develop their own business during and after graduation studies (Sulaiman et al., 2018). Thus, students are able to find resources side income while still studying or after graduation with run their own business. This can also reduce the problem of unemployment that occurs among graduates in this country and also can give encouragement for graduates to being a job creator.

In addition, the aspect of gender differences, it is also related to involvement factor of entrepreneurship field among students. Male students are more likely to tendency and involved in the field of entrepreneurship compared to female students due to some specific obstacles that cause female students less opportunity (Yazid et al., 2020). According to Shinnar et al., (2012), none significant difference for both gender in the tendency of involvement students in the field of entrepreneurship. While Miaat (2014) indicates that there are obvious differences between male and female students at Vocational Colleges, showing that female students have a greater desire in learning and have better knowledge than male students.

1.1 Research Background

Entrepreneurship is one of the important sectors in development and progress of a country. In Malaysia, economic development is accelerating but entrepreneurial activities have not yet received a good reception in among the community, especially from youth and teenagers. This shows that Malaysia is still failing behind developed nations in terms of ability to compete in the economic. According to Mohd Radzi & A. Ghani (2021) stated that the level of entrepreneurial readiness among graduates from TVET institutions are still at low level and unsatisfactory. However, the goal for a developed nation will not be achieved if still have not been able to bridge the economic gap in community groups and produce more young entrepreneurs who are skilled and knowledgeable high (Ariffin & Radin A. Rahman, 2019). This is because the young people are teenagers and youth still do not have a high level of awareness regarding the field of entrepreneurship.

According to Bahagian Perancangan dan Penyelidikan Dasar (2020), involvement rate of graduates from Vocational Colleges in choosing entrepreneurial careers is at a low level and only 7.7% while the majority of Vocational College graduates are more desired in working in the private sector including NGOs (76.2%), work with family (6.7%), work with employer (4.5%), work as freelance (3.4%) and in the government or statutory sector (1.9%). This shows that the goal of establishing the Vocational College is to produce 10% graduates Vocational College as a whole venture into entrepreneurship and opening one's own business after graduating has not yet been achieved (Masri et al., 2022). For graduates from the Welding Technology program, many have work in the private sector and choose to work for a salary. This is because of the offer decent wages and many job opportunities in this field have been few as much as influencing their thinking to involve themselves in the field entrepreneurship. Therefore, this has indirectly given an impression that an entrepreneurial career is not a career of choice

among people students and graduates at Vocational Colleges (Ariffin & Radin A. Rahman, 2019). The implementation of entrepreneurship in Vocational Colleges is still at a low level and unable to influence students to venture into it.

1.2 Problem Statement

Entrepreneurial activities still lack attraction among students in Vocational College mainly in Welding Technology program. The level of readiness entrepreneurship among graduates from TVET institutions is also at the same level as the low. This is because the involvement of students in careers in the field of entrepreneurship did not receive a high response during the study period although various programs and initiatives have been carried out by the government to inculcate entrepreneurial behavior among students. The government through the Ministry of Higher Education (MoHE) has established an Action Plan Entrepreneurship of Higher Education Institutions 2021-2025 to dignify entrepreneurship in empowering the country but students and graduates in the Vocational College are more likely to choose to work in industry rather than venture out the field of entrepreneurship. In addition, they are also still dependent on relief from the government and expect job opportunities will be given. Besides that, the tendency toward the field of entrepreneurship is also closely related to students' desire in Welding Technology program at the Vocational College. The intention level of Vocational College students in the field of entrepreneurship is still less satisfactory and involvement in their entrepreneurial programs and activities is also less well received. In addition, the level of student motivation is also only at a low level, and still not satisfactory to measure their level of inclination toward the field this entrepreneurship. Students also find it difficult to get support and encouragement at school or at home for them to participate in the entrepreneurship field. Furthermore, there is less support from lecturers and parents. They do not encourage students to get involved in the field of entrepreneurship. Besides that, knowledge in the field of entrepreneurship also affects the level of inclination students of this program to start a career as an entrepreneur. Disclosure and knowledge about entrepreneurship that is passed on to students have a high impact on those who want to open their own businesses and choose to be entrepreneurs. However, the level of knowledge and understanding of those in the field of entrepreneurship and business is still not enough. Furthermore, student involvement in entrepreneurship is also affected by the gender factor. Gender differences in the field of entrepreneurship will show that male or female students are more likely to become entrepreneurs. There is a study that states that the level of inclination of female students at the Polytechnic is higher than that of male students. However, most fields of entrepreneurship are dominated by men rather than women due to certain obstacles. Therefore, these four aspects will influence Vocational College students for the Welding Technology program to venture into this field of entrepreneurship. Thus, this study will identify involvement from the aspects of interest, motivation and, knowledge among Vocational College students in the field of entrepreneurship in the Welding Technology program. This study also identified gender differences between male and female students in terms of involvement in entrepreneurship at Vocational Colleges.

1.3 Research Objectives

Specifically, there are has 4 research objectives of this study:

1. To identify students' involvement in entrepreneurship from the aspects of interest.
2. To identify students' involvement in entrepreneurship from the aspects of motivation.
3. To identify students' involvement in entrepreneurship from the aspects of knowledge.
4. To determine gender differences in entrepreneurship involvement between female and male students.

1.4 Conceptual Framework

This conceptual framework is designed to facilitate the process of explanation for implementation in this study. The framework is equipped with inputs, processes and outputs studies to be conducted.

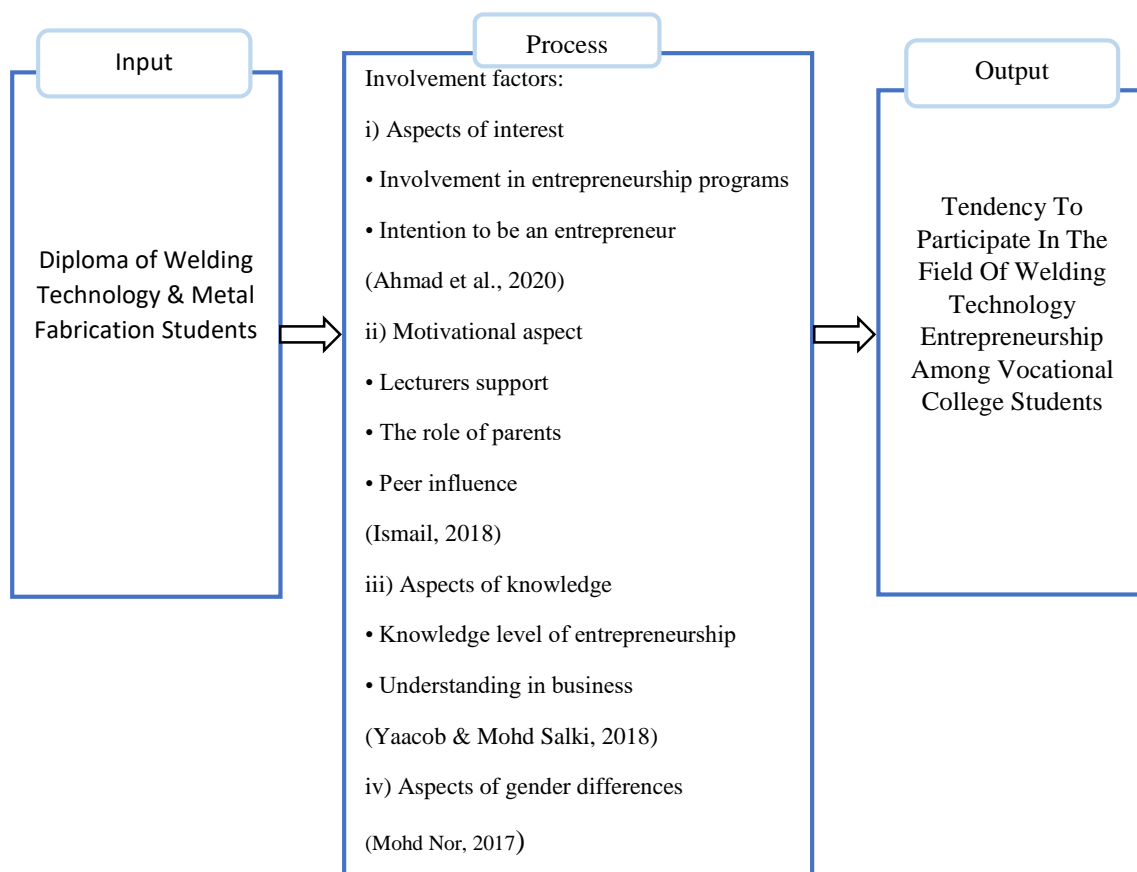


Figure 1: Framework of research concept

2. Methodology

Research methodology is defined as a systematic and orderly method of solving problems and issues related to research that includes data collection methods and data analysis for research results (Konting, 2000). With the study methodology, each stage of the implementation of the study will not deviate from the track and plan that has been set and can increase the effectiveness to make each study successful.

2.1 Research Design

The research design used in carrying out this study is using a survey method and a quantitative and descriptive approach. According to Burn (1995), the survey method is a very suitable method to be used in carrying out research that aims to explain a situation or phenomenon that is happening. In addition, the survey design is used because it is one of the frequent and often used methods by researchers to collect and obtain information about a large group of the population. Meanwhile, the quantitative approach is a type of research used by the researcher to decide which items to study, narrow the scope of the question, and collect data and information obtained from the respondents (Amran & Seman, 2021).

2.2 Research Population and Sample.

The study population consisted of Diploma in Welding Technology students at Vocational College in the state of Terengganu. Therefore, only 4 Vocational Colleges will be involved in this study namely Kemaman Vocational College, Dungun Vocational College, Wakaf Tembesu Vocational College, and Besut Vocational College. Kuala Berang Vocational College was not selected because they did not offer a Diploma in Welding Technology program. This is because the researcher only focused on studying the tendency of welding technology involvement among Vocational College students in the state of

Terengganu. For the research sample, the amount of Diploma in Welding Technology students in the state of Terengganu is 67 students, so the number of respondents who will be involved is 58 people. Table 1 shows the data of Welding Technology students at four Vocational Colleges in the state of Terengganu that are used as the population and research sample.

Table 1: Data of Welding Technology students

Vocational College	Diploma Year 1		Diploma Year 2	
	Male	Female	Male	Female
Kemaman	0	0	8	3
Dungun	16	4	5	0
Wakaf Tembesu	0	0	9	4
Besut	0	0	15	3
Total Students	16	4	37	10

2.3 Research Instrument

The questionnaire as research instrument has four parts. In part A, the items address demographic information of respondents that cover the student's background such as gender, year of study and vocational college. While Part B measure student involvement from the aspect of interest (part B), the aspect of knowledge (part C) and the aspect of motivation (part D). All the items built in this research instrument will use a Likert Scale (Neuman, 2014) in part B, C, and D which contain five answer score options as shown in table 2.

Table 2: Likert Scale (Neuman, 2014)

Scale	Element
1	Strongly disagree
2	Disagree
3	Less agree
4	Agree
5	Strongly agree

3. Results and Discussion

Data analysis was obtained using descriptive and inferential analysis methods. All questionnaire items obtained were analyzed using SPSS software version 26.0 (Statistical Packages for Social Sciences).

3.1 Descriptive analysis

(a) Section A: Demographic Respondent

A total of 67 respondents consisting of male and female students in the 1st and 2nd years of the Diploma in Welding Technology program have answered the questionnaire that has been distributed through the google form. There are four question items in part A which are the respondent's demographics consisting of gender, year of study, race and institution. Table 3 below shows the findings of the descriptive analysis using frequency (f) and percentage values for the respondents' demographic items.

Table 3: Descriptive analysis of respondents' demographic

Information	Frequency(f)	Percentage(%)
Gender		
Male	53	79.1
Female	14	20.9
Year of study		
1 st Year (Diploma)	20	29.9
2 nd Year (Diploma)	47	70.1
Race		
Malay	67	100
Vocational College		
Kemaman	11	16.4
Dungun	25	37.3
Wakaf Tembesu	13	19.4
Besut	18	26.9

(b) Section B: Student Involvement in the Aspects of Interest.

The data analysis method used is a descriptive analysis method for the first, second and third objectives involving mean and standard deviation. While the inferential analysis method is used on the fourth objective which involves a T-test to see the gender differences of the respondents on the aspects of involvement in entrepreneurship. Table 4 below shows the interpretation of the mean score for the 5-point Likert scale used to determine the level of each research objective.

Table 4: Interpretation of mean score (Neuman, 2014)

Mean Score	Level
1.00 – 2.39	Low
2.40 – 3.70	Intermediate
3.71 – 5.00	High

Descriptive analysis for the first objective of this study has also been shown in table 5 which uses the mean score and standard deviation.

Table 5: Analysis of students' involvement in entrepreneurship from the aspects of interest.

No	Question	Mean Score (M)	Standard Deviation (SP)	Interpretation
B1	Entrepreneurial activities give luxury life	3.81	0.89	High
B2	I like to hear tips on a business	3.85	0.94	High
B3	Interest to start my own business one day	3.99	0.83	High
B4	I like to venture into the entrepreneurship	3.85	0.87	High
B5	I always attend entrepreneurship seminar	3.46	1.02	Intermediate
B6	Entrepreneurship is my main career	3.66	1.02	Intermediate
B7	I have been involved in entrepreneurial activities	3.69	0.89	Intermediate
B8	Engaging in entrepreneurial activities requires managing own working hours	3.76	0.76	High
B9	I like seeing businesses online on social media	3.78	0.97	High
B10	I like to follow entrepreneurship activities or programs	3.75	0.99	High
Average		3.76	0.76	High

Based on table 5, the item with the highest mean score value is item B3 which is '*intention to start my own business one day*' (M=3.99, SP=0.83). Then followed by item B2 which is '*I like to hear tips on a business*' (M=3.85, SP=0.94) and item B4 which is '*I like to venture into the field of entrepreneurship*' (M=3.85, SP=0.87). Both item B2 and item B4 have the same mean score value but differ in the standard deviation value. Item B1, which is '*entrepreneurial activity provides luxury life*' has a mean score value of (M=3.81, SP =0.89).

Table 6: Analysis of students' involvement in entrepreneurship from the aspects of motivation.

No	Question	Mean Score (M)	Standard Deviation (SP)	Interpretation
C1	Entrepreneurs need a high sense of identity	4.22	0.79	High
C2	I like challenges in business	3.78	0.88	High
C3	Money drives me to do business	3.97	0.83	High
C4	Making successful entrepreneurs as my idol	3.90	0.86	High
C5	Teachers influenced my desire in entrepreneurship	3.85	1.00	High
C6	The success of family members in entrepreneurship became my inspiration	3.96	0.93	High
C7	My parents encouraged me to venture into entrepreneurship	3.91	0.98	High
C8	My family are proud if I involve in entrepreneurship	3.85	0.91	High
C9	I have many friends who became entrepreneurs	3.70	0.87	Intermediate
C10	The success of others in entrepreneurship motivated me to become an entrepreneur	3.99	0.84	High
Average		3.91	0.73	High

Based on table 6, the item with the highest mean score is item C1 which is '*entrepreneurs need a high sense of identity*' (M=4.22, SP=0.79). Then followed by item C10 which is '*the success of others in entrepreneurship motivated me to become an entrepreneur*' (M=3.99, SP=0.84) and item C3 which is '*money drives me to do business*' (M=3.97, SP=0.83) as well as items C6 which is '*the success of family members in entrepreneurship became my inspiration*' (M=3.96, SP=0.93). These four items have a very high mean score value from the other items.

Table 7: Analysis of students' involvement in entrepreneurship from the aspects of knowledge.

No	Question	Mean Score (M)	Standard Deviation (SP)	Interpretation
D1	I know how to startup and be an entrepreneur	3.42	0.89	Intermediate
D2	I know how to start a business	3.46	0.99	Intermediate
D3	I know how to apply a business at Suruhanjaya Syarikat Malaysia (SSM)	3.36	1.08	Intermediate
D4	I know about cash flow	3.60	1.02	Intermediate
D5	I know how to find fund and sponsor to start my own business	3.51	1.01	Intermediate
D6	Entrepreneurship needs business capital	4.13	0.81	High
D7	Entrepreneurship need strategy and planning	4.10	0.86	High
D8	Entrepreneurship needs an understanding of finance	4.06	0.76	High
D9	I know the risks in starting own business	3.97	0.85	High
D10	I have my own business idea	3.81	0.89	High
Average		3.74	0.73	High

Table 7 shows the highest mean score value is item D6 which is '*entrepreneurship needs business capital*' (M=4.13, SP=0.81). Then followed by item D7 which is '*entrepreneurship need strategy and planning*' (M=4.10, SP=0.86) and item D8 which is '*entrepreneurship needs an understanding of finance*' (M=4.06, SP=0.76). These three items have a very high mean score value from the other items and exceed the mean score value of 4.00.

(c) Gender Differences of Student Involvement in Entrepreneurship

Table 8: T-test analysis to determine gender differences in interest, motivation and knowledge aspects

T-test		N	Mean	SD	t-value	Significant
Intention	Male	53	3.56	0.73	9.01	0.00
	Female	14	4.52	0.14		
Motivation	Male	53	3.77	0.75	5.80	0.00
	Female	14	4.46	0.22		
Knowledge	Male	53	3.55	0.69	9.27	0.00
	Female	14	4.49	0.14		

Based on table 8 shows the result of t-test analysis to determine gender differences in interest, motivation and knowledge aspects. The mean score of the interest, motivation and knowledge aspect of male students is smaller than that of female students. This reveals that the level of interest, motivation and knowledge aspects of female students is higher than that of male students.

3.2 Discussions

(a) Objective 1: Aspect of interest

Based on the students' response regarding the aspect of interest in the involvement of entrepreneurship in Welding Technology at the Vocational College shows that the majority of students tend to be involved in entrepreneurship and choose a career as an entrepreneur. These findings were similar with finding from Othman (2018) that shows 30 student in college Vocational Juaseh interest to become entrepreneur after they graduating. However, Vocational Colleges should play an important role in attracting more students to this field of entrepreneurship by holding various activities and programs based on entrepreneurship as well as providing facilities such as sites or sales kiosks as a measure of encouragement to students.

(b) Objective 2: Aspect of motivation

Based on the students' response regarding the aspect of motivation in the involvement of entrepreneurship in Welding Technology at the Vocational College shows that have a high motivation to tend towards involvement in the field of welding technology entrepreneurship. Students also have support and encouragement from the people around them to venture into this field of entrepreneurship and have the intention to start their own businesses in the future. The findings from Ismail (2018) also showed that motivation give positive impact on student towards involvement entrepreneurship activity.

(c) Objective 3: Aspect of knowledge

Based on the students' response regarding the aspect of knowledge in the involvement of entrepreneurship in Welding Technology at the Vocational College shows that students have a basic knowledge about entrepreneurship and business to tend towards involvement in the field of welding technology entrepreneurship. These findings were different Mohd Radzi & A. Ghani (2021) that stated the level of entrepreneurial readiness among graduates from TVET institutions are still at low level and unsatisfactory. We can conclude that students who have knowledge in the field of entrepreneurship will be more creative and innovative and able to be a catalyst for the development of a more advanced, attractive and stable business.

(d) Objective 4: Gender differences

Female students are more likely to participate in this field of entrepreneurship than male students. Female students also show deep interest and desire to run their own businesses. According to Wan Nawang et al., (2016), female students have a high level of readiness to become an entrepreneur in the future compared to male students and female students are also active in entrepreneurship activities and programs.

4. Conclusion

The results of this study found that students of the Diploma in Welding Technology program in the state of Terengganu have a high aspect of interest, motivation and knowledge to tend to be involved in entrepreneurship. In terms of gender differences, female students of the Diploma in Welding Technology program have higher aspects of interest, motivation and knowledge than male students. This proves that female students are more proficient in the field of entrepreneurship than male students. In conclusion, the factors of student involvement in aspects of interest, motivation and knowledge in the field of Welding Technology entrepreneurship in Terengganu Vocational College is at a high level

and there are significant differences for the gender of students that influence the factors of involvement in the field of Welding Technology entrepreneurship.

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