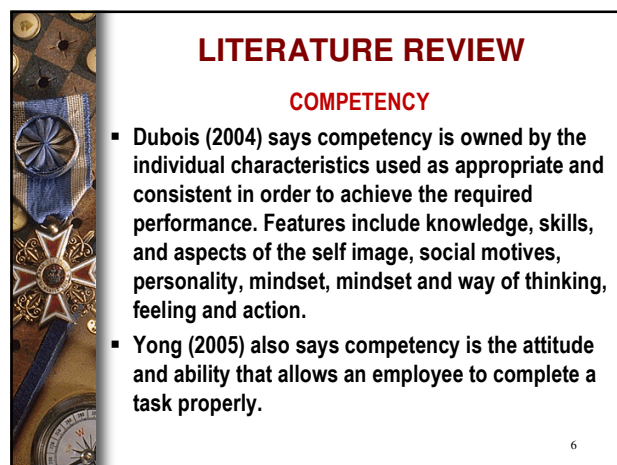
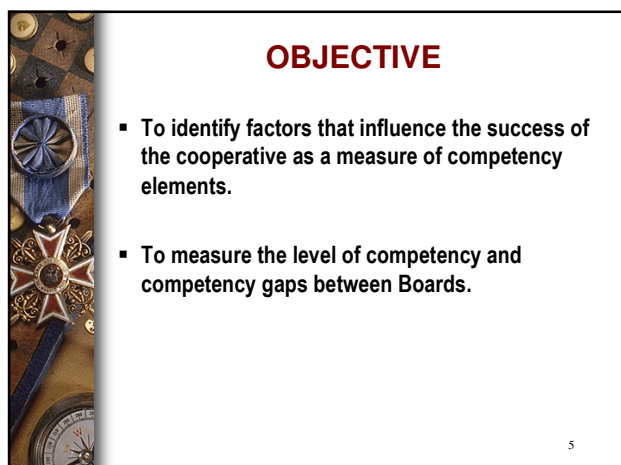
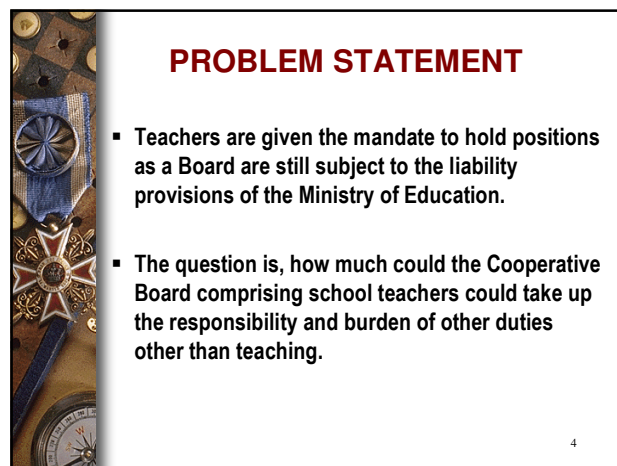


PERANGKAIAN ANI KOPERASI SEKOLAH MENGIKUT NEGERI
PADA 31 DESEMBER 2010

BIL.	NEGERI	BILANGAN KOPERASI (BUAH)	JUMLAH ANGGOTA (ORANG)	JUMLAH MODAL SYER/YURAN (RM)	JUMLAH ASET (RM)	PEROLEHAN (RM)	UNTUNG/ RUGI (RM)
1	JOHOR	236	263,686	2,054,946	31,826,279	36,267,354	7,941,573
2	KEDAH	167	163,993	1,396,632	17,659,304	21,883,764	2,992,572
3	KELANTAN	141	187,612	1,506,614	13,057,438	19,908,020	2,336,019
4	MELAKA	79	78,248	651,531	8,250,172	10,154,809	1,275,963
5	NEGERI SEMBILAN	115	116,497	958,936	10,671,418	12,104,611	1,825,039
6	PAHANG	176	113,853	1,191,919	14,423,695	15,441,337	1,989,425
7	PERAK	229	182,277	1,777,639	19,889,513	23,682,669	2,872,604
8	PERLIS	28	29,779	170,613	2,787,777	2,580,768	320,674
9	PULAU PINANG	125	68,541	1,201,591	10,576,101	12,180,312	1,517,218
10	SABAH	172	146,669	1,232,537	8,296,279	11,006,499	1,279,713
11	SARAWAK	174	209,728	1,296,161	20,680,378	22,858,486	3,659,649
12	SELANGOR	251	320,903	3,271,231	20,511,591	21,308,836	2,889,274
13	TERENGGANU	140	112,163	1,257,247	12,707,486	19,874,938	2,003,584
14	WILAYAH PERSEKUTUAN	98	109,801	944,931	7,881,342	7,784,560	957,302
15	IBU PEJABAT	0	0	0	0	0	0
	JUMLAH	2,135	2,086,950	18,916,728	200,198,773	236,994,964	33,842,604



LITERATURE REVIEW

BOARD MEMBERS COMPETENCY REQUIREMENTS

1. Dimensions of Organizational Context
2. Dimension of Education
3. Dimensions of Interpersonal
4. Dimension of Analytical
5. Dimension of Political
6. Dimensions of Strategic

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RESEARCH METHODOLOGY

- Must be in operation for five years and above, and have income-generating economic activities of cooperatives.
- Questionnaires were sent to all 100 cooperatives. Grade A schools had been chosen by stratified random sampling.
- Each cooperative is provided with six copies of the questionnaire and to be filled by six Boards.
- The researchers had appointed one of the Boards as enumerators to collect the required data.

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RESEARCH METHODOLOGY

- 18 competence factor required by Board and Board's competency achievement.
- Using a scale from (1) Extremely Unimportant (4) Extremely Important. The level of competency achievement of the Board are measured using a scale from (1) Highly Skilled to (4) Highly Skilled.
- 600 questionnaires were sent and 586 were received and used.

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FINDINGS

RESPONDENT PROFILE

- Regular Board members in school cooperatives (53.2%)
- Female teachers holds position as a Board (74.4%).
- Aged 21 to 40 years (58.4%)
- Bachelor and above (96.1%) and taught mathematics (18.8%) and teach in the morning session (84.5%).
- Co-curriculum activities (67.7%) were involved with the association / club.
- 54.6% had held the position for three years or fewer as a Board and 68.9% are appointed or nominated by the school and willing to remain (60.6%)
- Teachers who served as Board more than half did not receive any remuneration / allowance during the current position (58.5%)

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FINDINGS

RESPONDENT PROFILE

- Never attend courses and training directly related to the cooperative at MKM, SKM or in other places (80.2%, 70.8% and 93.5%).
- Most of them just follow the courses and training of ANGKASA from 1 to 5 courses (56.5%).
- Undergone training courses related to the management and administration of cooperatives (53.4%)
- To participate in other courses in the future such as management and administration of the cooperative, information technology, personal development and motivation and job functions (eg project management, product marketing) (35.5%, 35.3%, 33.8%. 30.4%).

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FINDINGS

Competency Factors (Needed)	Mean
Financial management	3.62
Self-discipline	3.60
Time & work management and the willingness to accept the responsibilities	3.59
Business management	3.56
Understanding the laws of the society, understanding of cooperative governance rules, willing to change and has entrepreneurs characteristics	3.51
Emotional stability	3.49

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FINDINGS

Competency Factors (Achievement)	Mean
Self-discipline	1.87
Time & work management and the willingness to accept the responsibilities	1.84
Set to change	1.78
Emotional stability	1.76
Pro-active & Initiative	1.71
Financial management, communication and networking, meeting management	1.70

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FINDINGS

Competency Gap	Mean
Understanding of the laws of the society and understanding of co-operative governance rules	-2.01
Understanding of cooperatives act and the understanding of cooperatives laws	-1.98
Business management	-1.94
Financial management	-1.92
Vision development	-1.89
Creative	-1.85

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CONCLUSIONS

- The result of the study shows the level of competency among Board Members has a gap that means they have low competency in discharging their duties as board members of school cooperatives.
- This study indicates that although the teachers are educated, but when they are given the responsibility in the field of co-operatives, their knowledge is very shallow and should be given a lot of exposure because they are the leaders of the cooperative.

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RECOMMENDATIONS

Ministry of Domestic Trade, Cooperatives and Consumerism (MDTCC), Ministry of Education (MOE), Cooperative Commission of Malaysia (SKM)

- The school principal is exposed to the principles and benefit of cooperative school and the importance of cooperatives in the national economy.
- MOE and SKM cooperate in issuing a directive to each Board compulsory school course at least seven days in a year in the field of cooperatives.
- SKM needs to create a platform for School Cooperative to hold regular meetings and discussions between the co-operatives.
- Ministry of Education (MOE) issued a circular that Board consisting of teachers will be given a reduction of teaching hours in order to be able to work as an orderly Boards.

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RECOMMENDATIONS

Cooperative College of Malaysia (CCM), National Cooperative Organization of Malaysia (ANGKASA)

- CCM and ANGKASA need to provide suitable courses for school cooperative movement based on competency model school.
- CCM and ANGKASA should evaluates the level of competency of the Board before and after the courses.

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RECOMMENDATIONS

School Cooperative Movement

- Principals need to release teachers(Board) to attend courses and doesn't waiting for the school holidays.
- Send the Boards for appropriate courses related to their job function.
- Appointing a Board at a general meeting must be a competent person in their duties and responsibilities entrusted.
- Choose and appoint Boards for full time service.
- Enhance knowledge and ICT apply in cooperative business.
- Provide monthly allowances for all Boards of school cooperatives.

