CHAPTER THREE

RESEARCH METHODOLOGY

A descriptive research is used to describe the status of the management of school co-operatives in Sarawak.

Research Design

The research design used is the survey research. Information is gathered from a sample of school co-operatives in Sarawak. The respondents are the teachers-in-charge of the school co-operatives.

Section A of the Questionnaire form seeks to give some background information of the school co-operatives so that one has some ideas about the co-operatives that were being surveyed.

Section B seeks to answer the first research question that is "What is the perception of co-operative teachers on effective management of school co-operatives?"

Section C seeks to answer the second research question that is "What are the current practices of school co-operatives in Sarawak?"

A comparison is made between related items in Section B and Section C to answer the third research question that is " What are the discrepancies, if any, between the perception of school co-operative teachers towards effective management and their corresponding current practices?"

Section D will help to answer the third research question that is " What recommendations can be given by the co-operative teachers to further improve the management of school co-operatives?"

Sampling Design

The sampling design used is that of a simple random sampling. Out of one hundred and fourteen school co-operatives in Sarawak, fifty was selected. This means that about 44% of the total number of school co-operatives in Sarawak are being selected. The names of all the school co-operatives in Sarawak was put in a box. Fifty names were then selected randomly.

Questionnaire Design

There are four sections in the Questionnaire form. (See Appendix A) Section A deals with the background of the school co-operative including date of registration, membership, sales, surplus, dividends, bonus and rebates, training and Annual General Meeting.

Section B has seventeen items related to the perception of co-operative teachers with regards to effective management of school co-operatives. The items allow the respondents to indicate how strongly they agree or disagree with the carefully constructed items. The Likert scale, an adaptation of the summated rating method is being used There are five responses to each item.

Section C also has seventeen items. Each respondent is required to rate their school co-operatives' actual management practices. The semantic differential method is being used. Here there are five bipolar rating scales allowing responses to the items. Bipolar adjectives such as "poor and good", "low and high", "light and heavy", and "weak and strong" anchor the beginning and end of the scale.

Section D is an open-ended question whereby the respondents are asked to write down other suggestions to further improve the management of school co-operatives.

Data Collection Procedures

The following procedures was carried out to collect the data using the instrument described above.

1. Approval was obtained from the Educational Planning and Research Division of the Ministry of Education, Malaysia, to conduct the survey in the state of Sarawak, Malaysia. (See Appendix B)

2. Approval was obtained from the State Education Department of Sarawak to conduct the study in the school co-operatives that have been selected. (See Appendix C)

3. The data and information required for the study was sent to the fifty selected schools by way of the questionnaire form. Those school co-operatives in the Kuching area were sent by hand by the researcher herself who collected the completed questionnaire three days later. For those school co-operatives outside of Kuching area, the researcher sent by post the questionnaire form together with an envelope typed with the address of the researcher and a stamp on it. This is to ensure that the school co-operative will sent back the completed questionnaire.

Data Analysis Techniques

SPSS statistical package was used to analyze the data collected based on the procedures from the previous section of this chapter. Frequency was used to analyze the following items.

- Profit or loss
- Dividend
- Bonus or rebate
- Training
- Types of training
- Full time workers
- All items in Section B

Means, mode and standard deviation was used to analyze all the items in Section C. The means for all items in Section B was also done and used to compare with corresponding items in Section C to see whether there is any discrepancy between them.

All the suggestions given by the respondents in Section D will be noted down.