

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Summary and conclusions

John G Stephens (1970-1971) state that the role of co-operative teachers is very important in the development of a school co-operative. The result showed that 33.3% and 66.7% of the respondents agree or strongly agree respectively to the above statement. Therefore there is a need to ensure that the teachers elected or appointed as Board members are totally committed to the co-operative principles.

Abdul Rahman bin Salleh (1980) and John G Stephens stressed that trading accounts should be kept up-to-date and efficiently to ensure proper management of the school co-operative. This was confirmed by the results whereby 33.3% and 66.7% of the respondents agree or strongly agree respectively with the above statement.

Angeline Tay (1995) and Abdul Rahman bin Salleh emphasized on the honesty and integrity of Board members to ensure clean and efficient running of the school co-operative. 13.3% and 86.7% of the respondents surveyed either agree or strongly agree respectively to the above statement.

Haji Mohd Jais bin Hassan state that lack of control give rise to leakage of goods and money from some school co-operatives. 96.7% of the respondents surveyed agree and strongly agree to the above statement. This again confirmed that this factor is important for effective management.

Haji Mohd Jais bin Hassan (1983), John G Stephens (1970 -1971) and Georges Prevot (1979), Syed Abdullah Syed Abu Bakar Alkherid (1986) and Management and Board Directors of Koperasi Nasional Sendirian Berhad (1983) had all stressed the importance of training for the Board members and workers of the co-operatives. From the analysis made, we find that 96.6% of the respondents agree or strongly agree that New Board members who were given training can run the co-operative more efficiently than one without training.

Abdul Rahman bin Salleh and Haji Mohd Jais bin Hassan both stressed that lack of interest and commitment of co-operative teachers will have an adverse effect on the school co-operative movement. 93.3% of the respondents agree and strongly agree that highly committed Board members will ensure that the co-operative is well managed.

Haji Mohd Jais bin Hassan (1993) and Abdul Rahman bin Salleh (1990) highlighted the need for strong principal support to ensure that the co-operative is well-managed. 90% of the respondents agree and strongly agree to the above statement.

John G Stephen, Abdul Rahman bin Salleh, Haji Mohd Jais bin Hassan, Management and Board of Directors of Koperasi Nasional Sekolah Sendirian Berhad stressed that the teaching workload of co-operative teachers should not be burdensome. 90% of the respondents agree and strongly agree with the above statement. This was no discrepancy with that of the survey done by lecturers from the Unit Kajian Pentadbiran Kewangan dan Perniagaan (1990) whereby 90.9% of the co-operative teachers surveyed were too busy with other duties.

William Black (1974) state that the Board members must operate as a team with activities highly coordinated and excel in making decisions. This statement was agreed and strongly agree by 83.3% of the respondents.

83.3% of the respondents disagree and strongly disagree that turnover of of co-operative teachers has no influence on its effective management. This showed that it agreed with the research previously done that the high turnover of teachers-in-charge of school co-operative could affect continuity and hence the effective management of school co-operative.

Other factors that can affect the management of school co-operatives but has not been discussed under the literature review are as follows:-

- a) A well-controlled inventory system will decrease leakage. 26.7% and 73.3% of the respondents respectively agree or strongly agree with the above statement. Therefore there is a need to consistently check the inventory to prevent any losses.
- b) A good leader will ensure a better managed co-operative. 16.7% and 83.3% of the respondents agree or strongly agree respectively to the above statement. Principals must therefore weigh the personality and charisma of a person when appointing a teacher to be-in-charge of a school co-operative.
- c) Regular Board meetings ensure that the co-operative is well managed. 96.7% of the respondents agree or strongly agree with the above statement. Therefore there is a need for the co-operative to have at least ten meetings a year so as every Board members know what is going on in the co-operative.

- d) A well planned budget ensures an efficient management of the school co-operative. 93.4% of the respondents agree or strongly agree with that item. This meant that the Board members must have serious discussion about the budget for the next year.
- e) A good filing of names of members who are still in the school and those who have left the school can indicate that the co-operative is well-managed. 83.3% of the respondents agree or strongly agree with the above statement. This meant that when membership list are constantly up-dated, it indicates that the Board members are efficient and responsible.
- f) Minutes of meetings that are well written, clear and easily understood implies a well-managed school co-operative. 76.7% of the respondents agree or strongly agree with the above item. Therefore there is a need for the secretary to come out with accurate and concise information that has been discussed in the meeting.
- g) High student involvement in the running of the school co-operative will help in the management of the school co-operative. 76.6% of the respondents agree or strongly agree that there is a need to involve more students in the running of the school co-operative. This is very important because the very reason the school co-operative is set up is to give exposure, knowledge and training to the students and for them to have an experience of running a business.

Suggestions for Additional Research

Future research can include samples from school co-operatives in Peninsular Malaysia, Sabah and Sarawak. Respondents can also include not only co-operative teachers but also principals, student members, non-member students and non-co-operative teachers.

Besides that, the suggestions put forward by the respondents can be researched further to see whether they can significantly affect the management of the school co-operative. These include the following:-

- a) Co-operative teachers should not be given other co-curricular activities.
- b) Good public relations with suppliers, workers and customers.
- c) Extra points for co-operative teachers for evaluation under the New Remuneration System.
- d) Fixed allowances for teachers and students involved in the running of the school co-operative.
- e) Dividing of school co-operatives into three zones.
- f) Principals, Senior Assistants and Afternoon supervisors should not be Board members.

Implications

These findings will help the Sarawak Co-operative Development Department and the Sarawak Education Department to know the strengths of the school co-operatives in Sarawak which must be either maintained or improved.

One strength of the school co-operatives in Sarawak is the control of money. This is because the mean for this item is 4.40. Therefore the school co-operatives surveyed had shown that the Board members and workers were responsible and honest.

The second strength is that the keeping of financial account of those surveyed were above average as the mean was 4.33. Therefore this meant that much effort were done by the co-operatives concerned to continually keep their accounts well and up-to-date.

The third strength is that the Board member of those school co-operatives surveyed were honest and had high integrity which had a mean of 4.30. This can be seen by 93.3% of these co-operatives making profit.

The fourth strength is that there was an above average role of co-operative teachers as its mean was 4.23. This showed that the co-operative teachers, on the average, were active and did play their role as expected.

Decision making by the school co-operatives, on the average, were based on consensus. This is a good sign, showing that there is no autocratic leadership.

Recording of minutes of Board and General Meetings was also above average. This meant minutes were recorded mostly on time and written as outlined in the by-laws.

On the average, there was an above average support from the school principal. This support has a significance because such support indeed has influence the profitability of these school co-operatives.

The turnover of co-operative teachers was slightly below average. This is good because this meant that, on the average, the teachers appointed or elected do stay on for a reasonable period of time. This can ensure that there are not too many changes that can affect the effectiveness of the school co-operative.

The findings can also help the two departments to know the weaknesses of the school co-operatives and therefore be able to come out with ways to overcome them.

Firstly, we find that even though a majority agreed that training of Board members were very important but in actual practice, training of Board members were slightly below average. Therefore there is a need for the above departments to come out with a module for training of Board members and workers whereby those newly elected or appointed after the Annual General meeting and have never been trained has to undergo that training program. This module should be constantly upgraded to keep up with the latest management styles and training.

School co-operatives should have regular stock checking to ensure that there are no leakage. The Co-operative Development Department should make it compulsory for such inventory control reports to be sent to them as the current practice showed that it was just slightly above average.

There is a need to ensure that the Board members hold regular Board meetings and that these minutes should be well written in detail and two copies should be sent to the Department Co-operative Development. This is because the frequency of such meetings in practice was just average. Board meetings are important to ensure any problems that may arise is nip at the bud and solutions are immediately undertaken before they become a big issue.

Beside that, there is a need to guide the Board members to come out with a well-planned budget. They should not have an indifferent attitude towards budget planning because they must seriously sit down and consider estimates of revenue and expenditure for the next year and how to go about achieving their target sales and profit. Actual expenditure done should also be within what is planned in the budget unless some unforeseen circumstances arises. The Department of Co-operative Development must ensure that these planned budget are actually

implemented. The actual practices of the school co-operatives surveyed was just slightly above average.

There is also a need to ensure that only teachers who are interested and committed to the co-operative principles be appointed and elected to be in charge of the school co-operatives. There are many instances whereby teachers are forced by the principal to run the co-operatives. Because of their lack of interest, they do not closely monitor the sales and purchases, and mismanagement arises especially the misappropriation of funds. The actual practices for this item was just slightly above average.

Besides that, there is a need to ensure that the teachers appointed or elected to the post have leadership qualities. This is very important because with his or her charisma, their instructions will be fully adhered to and those below them will be motivated to give their fullest co-operation and their best, too.

The teaching workload of co-operative teachers were heavy as it had the highest mean of 4.60. Therefore there is a need for the Education Department to come out with a circular stating the number of teaching periods for co-operative teachers just like those for counseling teachers. The number of periods should not be heavy and be less than twenty periods.

Only 3.3% of the school co-operatives surveyed has full time worker. Therefore there is a need for the departments concerned to encourage school co-operatives to employ full time workers who will take the responsibility of ensuring no leakage occur in the form of money or goods. The full time workers, if it be possible , should be those ex-students who have worked before in the school co-operative.

There was only a slightly above average involvement of students in running the school co-operative. This is not very good because such co-operatives were established to provide avenue for the students to try out their business talents and skills.

Documentation of membership was slightly above mediocre. Therefore there is a need to ensure that the membership list are always updated yearly so that actual number of members still in the school can be ascertained.

The two departments should also take note and consider all the other suggestions put forward by the respondents that can help the school co-operatives to be managed well.

Under the Vision 2020, the role of co-operatives will become more important. Therefore there is a need to ensure that school co-operatives make quantum leap in their management styles so that the teachers and students involved will be the future leaders in the co-operatives like the Consumer Co-operatives and the Agricultural Co-operatives.