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THE FUTURE OF SCHOOL COOPERATIVE BOARD MEMBERS COMPETENCE IN MALAYSIA

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ABSTRACT

Issue related to the future of the School Cooperative Board Members competence still vague. This study aims to examine the future of School Cooperative Board Members level of competence in Malaysia. Research sample involved 300 School Cooperative Boards from 10 school categories throughout Malaysia. The respondents of this study consisted of School Cooperative Board Members, which is 4,500 people who were systematic randomly selected. Survey data were analyzed using multivariate regression techniques. Studies found that the level of competence of School Cooperative Board Members in general remains modest, but will decline slightly for the criteria of personality competence, good practices and dreams. Therefore, intervention measures need to be done to increase the level of competence of School Cooperative Board Members in the future by the ANGKASA, such as leadership courses and technical skills and identity to School Cooperative Board Members.

INTRODUCTION

Since the idea of establishing a cooperative school was first raise in 1953 during the Malay Cooperation Conference, until the present time, issues related to the future of the School Cooperative Board Members competence still vague. In fact, the establishment of school cooperatives is unique because it is the first of its kind in the world. Therefore, its members need to ensure that the school cooperative movement in the future moves more actively to raise its name to a proud level. Thus this study aims to examine the future of School Cooperative Board Members level of competence in Malaysia. This is because, previous studies related to the competencies of School Cooperative Board Members are very limited and less the focus of the study. The previous study focused on the governance of school cooperatives (Ahmad Marzuki Ismail, 2004a), the role and function of students in the school cooperative movement (Ahmad Marzuki Ismail, 2004b), identity in the school cooperative movement (Ahmad Marzuki Ismail, 2004c), current competencies of Board Members (selected school cooperatives) (Jamilah Din et al., 2012) and the

current competency criteria of successful selected School Cooperative Board Members (Abdul Fattah Abdullah, 2017).

This study uses a conceptual framework formed by Abdul Fattah Abdullah (2017) using eclectic methods on competency models as well as some previous studies. In the conceptual framework of the study he explained that the level of competence of School Cooperative Board Members is determined by 14 criteria.

The following is the operational definition for each criterion.

i.   Knowledge- related to cooperative management or member functions if they are cooperative members.

ii.   Experience- should refer to the criteria of knowledge and skills. Experience will not exist without being guided by knowledge and skills. Experience will produce skills in the context of cooperative management in schools.

iii.   Skills- is the ability of members or staff of the cooperative needed by the organization to help improve the achievement of targets such as in the context of sales, stock review, communication, book-keeping, reporting, following instructions, rules and laws, cooperative policies and so on.

iv.   Personality- refers to the attractive personal characteristics among school cooperative staff such as good manners, neat dress, ethics in the workplace, self-managed personality, hardworking and attractive skills.

v.   Leadership- in carrying out tasks, has a good way of leading and can be accepted by every layer of work, leadership that is in line with rules and policies, has a certain uniqueness in leadership so as to be able to achieve the target and its leadership to be an example to other employees.

vi.   Belief- something that is good for the progress or success of a school cooperative management, usually in the context of their business planning, believe in the capabilities of the staff, believe in the profits to be achieved, believe in destiny and trust among the staff of the cooperative management.

vii.   Good practice- is related to work culture such as good relations with all employees and employers, good with customers, responsible, courteous, carry out tasks sincerely, on time, share workload, obey instructions and so on.

viii.   Dreams- usually involve their desire to succeed, get praise, attractive financial returns, rewards, the desire to be someone, the desire to get rich or the dream to live luxuriously.

ix.   Fear- anxiety or fear related to problems in the workplace, scolded by superiors, often confronted with dissatisfied customers, fear of making mistakes, past experiences often scolded by employers for making repeated mistakes, fear of facing changes in structure or operation businesses that ultimately have a negative impact on job competence.

x.   Prejudice- refers to the oblique attitude of an employee or employer towards an event or matter and it can have a negative impact on the business performance of a school cooperative.

xi.   Bias- inclination or bias in a particular matter, situation, person or decision taken without thinking of problems will arise in the context of the management of a cooperative.

xii.   Strategy- an organizational planning used to develop and maintain continuous competitive advantage in competition. This involves the organizational structure that organizes the work system and the responsibilities of specific work units or individuals to achieve organizational goals.

xiii.   Achievement- an activity planned together in the management of school cooperatives the main goal of a management system that usually targets profit or at least achieves most of the cooperative goals.

xiv.   Consistency- needs to exist in achieving a target. In other words, consistency also means in the context of each of the above criteria i.e. from i to xiv.

METHODOLOGY

This study takes 10 percent of the total number of schools in Malaysia that have cooperatives, which is 299 out of 2,998 schools (this study takes the nearest hundred numbers, which is 300 schools), based on opinion Dixon and Leach (1978). The respondents of this study consisted of School Cooperative Board Members, which is 4,500 people (an average of one school cooperative is 15 people and multiplied by 300 schools) who were systematic randomly selected. This survey uses the rating scales format, which is Scale 0 (Never) to Scale 3 (Daily Routine). The analysis used for this study was multivariate regression analysis and research hypothesis formula that we used was:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + ... b_nX_n + e_i$$

Where:

Y	= Competency of School Cooperative Board Members	b_8X_8	= Strategy
b_1X_1	= Consistency	b_9X_9	= Good practice
b_2X_2	= Dreams	$b_{10}X_{10}$	= Skills
b_3X_3	= Leadership	$b_{11}X_{11}$	= Personality
b_4X_4	= Prejudice	$b_{12}X_{12}$	= Bias
b_5X_5	= Belief	$b_{13}X_{13}$	= Experience
b_6X_6	= Fear	b_nX_n	= Knowledge
b_7X_7	= Achievement	e_i	= *error*

RESULTS AND DISCUSSION

The analysis of the study found that, as a whole, the prediction of the determining criteria for the competence of School Cooperative Board Members in the future is significant i.e. receiving hypothesis H_1. This is due to two important factors namely: first, the value of Adjusted R Square (R^2); and second, the significance value does not exceed 0.05 (or error does not exceed 5%). In this case, the study found that the value of Adjusted R^2 is as high as 0.211, which is towards the value of +1.00, in other words, it exist a relationship between predictive variables); in fact, the significant value is 0.000, which is perfectly significant. This significance occurs due to the mean scattering value between the groups of predictor variables (F), is quite broad as shown in Table 1. Therefore, the analysis has shown that all predictor variables have the strength to illustrate that in the future School Cooperative

Board Members still and remains to have the competency criteria tested in this study. The following are the H_1 accepted for this test:

H_1: The overall competency criteria are significant in determining the competencies of School Cooperative Board Members in the future

Table1.Overall Multivariate Regression Model to Predict the Competency Determining Criteria of School Cooperative Boards Members in the Future

R	Adjusted R Square	F	Sig.	Alternative Hypothesis
0.462[a]	0.211	87.083	0.000	Accepted

[a] predictor: consistency, dreams, leadership, prejudice, belief, fear, achievement, strategy, good practice, skills, personality, bias, experience, knowledge

However, a detailed analysis shows that there are slight differences for each predictor variable in relation to the competencies of School Cooperative Board Members in the future. Multivariate regression analysis found that the competency criteria were predicted to remain as they are now and in the future involving aspects of consistency, leadership, prejudice, trust, fear, achievement, strategy, skills, bias, experience and knowledge. These are because the significant value is less than $p \leq 0.05$ and the mean or scatter value of mean (t) was widened compared to the mean between the predictor variables as well as the Beta value of the stronger bonding relationship between the test predictor variables (Table 2). Therefore, the researcher accepted the Alternative Hypothesis as follows:

H_2 Knowledge criteria are significant in determining the competencies of School Cooperative Board Members in the future
H_3 Experience criteria are significant in determining the competencies of School Cooperative Board Members in the future
H_4 Skills criteria are significant in determining the competencies of School Cooperative Board Members in the future
H_5 Leadership criteria are significant in determining the competencies of School Cooperative Board Members in the future
H_6 Belief criteria is significant to determine the competencies of School Cooperative Board Members in the future
H_7 Fear criteria are significant in determining the competencies of School Cooperative Board Members in the future
H_8 Prejudice criteria are significant in determining the competencies of School Cooperative Board Members in the future
H_9 Bias criteria are significant in determining the competencies of School Cooperative Board Members in the future
H_{10} Strategic criteria are significant in determining the competencies of School Cooperative Board Members in the future
H_{11} Achievement criteria are significant in determining the competencies of School Cooperative Board Members in the future
H_{12} Consistency criteria are significant in determining the competencies of School Cooperative Board Members in the future

Table2. Multivariate Regression Model for Predicting the Competency Determining Criteria of School Cooperative Board Members in the Future

Model	Beta	t	Sig.	Alternative Hypothesis
[a]Constant	-	2.652	0.008*	Accepted
Knowledge	0.176	10.855	0.000*	Accepted
Experience	0.049	3.111	0.002*	Accepted
Skills	0.087	5.816	0.000*	Accepted
Leadership	0.105	7.592	0.000*	Accepted
Belief	0.056	4.083	0.000*	Accepted
Fear	0.119	8.786	0.000*	Accepted
Prejudice	0.054	3.917	0.000*	Accepted
Bias	0.109	7.318	0.000*	Accepted
Strategy	0.121	8.073	0.000*	Accepted
Achievement	0.033	2.366	0.018*	Accepted
Consistency	0.075	4.925	0.000*	Accepted
Personality	**0.015**	**1.000**	**0.317**	**Rejected**
Good practice	**0.019**	**1.324**	**0.185**	**Rejected**
Dreams	**0.005**	**0.385**	**0.700**	**Rejected**

*Significance at the level of $p \leq 0.05$
Source: Abdul Fattah Abdullah (2020)

However, the competency criteria that are expected to decline in the future are personality, good practices and dreams. The findings for this forecast analysis are different if you look at the current level of competence in the view of Abdul Fattah Abdullah (2020), which is at a moderate level. The findings of this analysis are based on the narrow t value of the scatter; the Beta strength for the relationship is also weak; and coupled with the significance value exceeding 0.05 or $p \geq 0.05$. Thus, in the future, the criteria of personality, good practices and dreams competence are predicted to decline among School Board Cooperative Board Members. The following are the accepted Null Hypotheses for this test:

H_0 Personality criteria are insignificant in determining the competencies of School Cooperative Board Members in the future
H_0 Good practice criteria is insignificant in determining the competencies of School Cooperative Board Members in the future
H_0 Dream criteria is insignificant in determining the competencies of School Cooperative Board Members in the future

The findings of this study are different from previous studies by Jamilah Din et al. (2012) who found that the level of current competencies is still low among School Cooperative Board Members towards 100 Grade A schools. In fact, a study by Abdul Fattah Abdullah (2017) argues that good competencies are only found in hostel-based school cooperatives. Meanwhile, this study thinks that nowadays, in general, it is at a moderate level, only three

competency criteria are expected to decline in the future, namely personality, good practices and dreams competence.

CONCLUSION

Based on the analysis and discussion regarding the findings of the above study, researchers found that the level of competence of School Cooperative Board Members in general remains modest, but will decline slightly for the criteria of personality competence, good practices and dreams. Therefore, intervention measures need to be created to increase the level of competence of School Cooperative Board Members in the future. For example, through programs in the form of opportunities to gain knowledge and experience with successful cooperatives (or deal with problems for all competency criteria), regular discussions and visits by ANGKASA, leadership courses, technical skills and identity to School Cooperative Board Members.

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