

BIBLIOGRAPHY

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ABSTRACT

This study was conducted to determine the profile, functions and performance of the Education and Training Committee (Edcom) members of selected primary cooperatives in La Trinidad, Benguet.

A total of 48 education and training committee members and 20 BOD chairmen of different registered in La Trinidad, Benguet were taken as respondents of the study. Survey questionnaire and follow-up interview were used to collect the needed data.

The findings showed that most of the cooperatives studied have been operating for quite a long period of time and majority of their membership is around 261 and above. Majority of the Edcom were female, married, Roman Catholic and finished college. Most of these Edcom were members in 6-10 years in the cooperative and 1-2 years involved in Education and Training Committee. Most of the Edcom attended and sponsored trainings and seminars. Most of them were businessmen but still they enjoy doing their tasks as an Edcom. Most of them stated that lack of cooperation is one of the major problems within their committee or to their cooperatives thus they also stated that cooperation from all the members brings success to their cooperative. As to functions and performance, not all of them are doing their particular tasks and most of the Edcom are performing their task satisfactorily.

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INTRODUCTION

Rationale

Cooperatives exist to meet their members' needs and in return bring massive significance to the people and communities around the world. They are businesses that are owned and operated by the members together with the elected officers and entrusted employees who also patronize the goods and services of the organization. Their main focus is on service.

A cooperative has been defined as a voluntary organization of people who have agreed to pool their resources together in order to undertake an economic enterprise for the purpose of meeting their common needs which they themselves democratically manage and control and share the economic benefits on the basis of participation and patronage (Aquino, 1991).

The principle of cooperative education means that all cooperative shall make provision for the education of their members, officers and employee and of the general public based on the principles of cooperation (Aquino, 1991).

Generally, members of the Education and Training Committee are the ones responsible for pursuing the provision of education and training for the members, officers and employees of the cooperative. It is their duty to plan and conduct seminars which can impart more knowledge and skills for the members, officers and employees about some aspects of the cooperative.

In La Trinidad, Benguet there are 136 cooperatives registered with the Cooperative Development Authority (CDA) as of July 31, 2006. There were 9 dissolved,



32 had cancelled registration, 39 non-operating and 56 are actively operating. In some cases of the dissolved cooperatives it is because of bankruptcy due to maybe corrupt officers and also maybe due to the delinquent borrowers of the cooperative. Corrupt officers and delinquent borrowers are truly a great disaster to cooperatives. Another possible reason also why cooperatives are being dissolved is that they are not implementing their policies strictly. Perhaps, said stated causes could have been minimized if the members of the education and training committees have done their part. Education and trainings to the members, officers, and employees should be continuous until they will internalize the principles of the cooperative and they might even acquire more knowledge and skills related to their duties and responsibilities.

Statement of the Problem

One of the primary factors that results to the failures of cooperatives is the lack of training and education of the members, officers, and employees who managed the cooperative. Little knowledge is too dangerous which may lead the cooperative to go astray.

This study was conducted to answer the following:

1. What are the profiles of the members of the Education and Training Committees of selected primary cooperatives in La Trinidad, Benguet?
2. Whether the Education and Training Committee members are performing their duties and functions?
3. What are the needs and problems of the Education and Training Committee?



4. What are the solutions to be suggested by these Education and Training Committee members to meet their needs and to solve their problems?

Objectives of the Study

The objectives of the study are the following:

1. To determine the profiles of the members of the Education and Training committees of selected primary cooperatives in La Trinidad, Benguet.
2. To determine whether the members of the Education and Training Committee are performing their duties and responsibilities.
3. To determine the needs and problems of the Education and Training Committee.
4. To identify some suggested solution by the Education and Training Committee members to meet their needs and to solve their problems.

Importance of the Study

Findings from this study will serve as a guideline document to other researchers who will endeavor to study about education and training committee related study.

In addition, it will also provide appropriate information for the development of the education and training committee members in each of the primary cooperatives in La Trinidad, Benguet.



Scope and Limitation of the Study

This study mainly focuses on determining the profile, functions and performance of members of the education and training committee of selected primary cooperatives in La Trinidad, Benguet. This study was conducted from January to February 2007.



REVIEW OF LITERATURE

Cooperative Education

Abasolo *et al.* (1996) discuss the administrative and management of cooperative education.

Continuous membership education. All the essentials for a successful cooperative bring out the necessity of cooperative education. Members must be informed of the objective, functions, structure and policies of the cooperative even before being accepted as a member. This is why pre-membership education is required.

When they have become members, they must see to it that they are kept informed of their cooperative's services, new policies and activities. They must also be made aware of the problems and plans of their cooperatives. This is why further membership education seminars, lessons, assemblies or meetings among members should be held.

Specialized training for officers and employees. Officers and committee members have specific functions in the cooperative, which require them certain knowledge and skills. The efficiency of the employees in performing their duties and their effectiveness in serving the needs of the members will undoubtedly build and strengthen member's trust, confidence and loyalty to their cooperative. Officers, committee members and employees should be well trained for their jobs.

Proper guidance. At the start, the cooperative will need the advice in conducting its affairs. The CDA's duty is to help member organize themselves into effective groups. When the cooperative is already operating, the CDA cooperative supervisors, examiners, developers, and or extension officers will also visit the cooperative to help by giving



guidance in management. They will also check the records to see to it that member's interests are protected.

Education and Training Committee

Lumbag (2000) enumerated the responsibilities of the education and training committee as mandated by the manager and BOD. These are to:

1. Identify training of the cooperative.
2. Submit list of priority trainings and budget.
3. Prepare a training proposal for the approval of their BOD.
4. Coordinate or link with the other agencies or organization and support.
5. Send invitations to target participant.
6. Manage the training and post-trainings activities. Furthermore, as trainers, they should:
 - a.) Plan and schedule the training session.
 - b.) Set a favorable learning climate.
 - c.) Know the trainers and.
 - d.) Manage discussion effectively.

Education and Training Committee is under the supervision of the Board of Directors and the elected vice chairman of the board serves as the chairman of the education and training committee. The committee reviews all membership applications and recommends approval/ disapproval to the board of directors (or the executive committee that may be created by the board and delegated to net in behalf of the board). (Garcia *et al.*, 2004).



The education committee shall be responsible in planning and monitoring the implementation of promotional activities and continuous education of the members of a cooperative.

In the performance of its functions, they shall:

1. Submit proposals on trainings and promotional activities to be conducted including its budgetary requirements.
2. Submit reports on the training promotional activities conducted including the expenses incurred in the conduct of such activity to the board of directors, and
3. Submit to the board their report on the result of their processing, evaluation and recommendation on the list of applicants for membership (CDA-JICA).

Importance of Education and Training

Training can increase skills, ability, efficiency and productivity of their staff and officers that consider the most effective tools in business and industry to bring out the best form of resources available that is the man, machine, materials and methods. Training programs makes officers alert to inefficiency; provide better product and services cost down. It also keeps employees awake to new ideas and resistance to changes (Licudan, 2003).

Cooperatives function on basis of co-operative principles which stress that the critical success factors for the cooperative include education, training and information, which involve engaging the minds of members, elected leaders, managers and employees to comprehend fully the complexity and richness of a co-operative thought and make them undertake actions for a cooperative success. It is argued that for a co-operative to



remain as a force to reckon with, not only people must be aware of the concept, but also they must appreciate it and be willing to participate in it (Datta, 2004).

It was found out that all types of cooperatives conducted PMES, bookkeeping, cooperative operation and management, trainers training, seminar on coop policy formulation and implementation, and leadership training (Andrada, 1996).

Training had contributed in improving the management of cooperatives. Through training, officers became effective in doing their functions, employees became more efficient in their work and officers and members learn the cooperative principles and practices (Agustin, 2000).

Good training and development programs first result in the increased ability of an organization to attract and retain the best people. Good training and development not only motivates department employees to do outstanding works but also encourages them to be committed to and involved in work and in the organization (Balang-eg, 1994).

Continuous education and training for the officers and members of the cooperative is considered as the most important principle of cooperatives. Proper knowledge, skills, attitudes and values can be imparted to people through training and education. Cooperatives which neglected continuous education and training for its members and officers failed. It is for this reason that new cooperative development program of the government requires intensive trainings for members and officers of cooperatives (Fajardo and Abella, 1999).

One of the major practices of cooperative enterprise is continuous education and training, not only on the ways of cooperation but also on the techniques of cooperative management. As the days roll by, members grow in wisdom and they become trained to



assume any all sorts of responsibilities, not only as consumers but also as merchants, operators and producers (Onagan *et al.*, 1973).

Before joining in a cooperative, they must be properly oriented with its organization and functions and must know their duties, rights and responsibilities to be able to participate better in the cooperative (Jayoma, 1978).

Definition of Terms

Education. The process by which an individual is encouraged and enabled to develop his or her potential; it may also serve the purpose of equipping the individual with what is necessary to be a productive member of society. Through teaching and learning, the individual acquires and develops knowledge and skills.

Training. Refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relates to specific useful skills. Today it is often referred to as professional development.

Profile. Pertains to all information and data that are gathered from the Edcom members.

Functions. Refers to the duties and responsibilities of the Edcom members.

Performance. Refers to where individuals done their functions.

Committee. Refers to any body entrusted with specific functions and responsibilities under the by-laws.

Board of Directors. Refers also as supervisors of the committees.



METHODOLOGY

Locale and Time of the Study

The study was conducted on some of the primary cooperatives in the Municipality of La Trinidad, Benguet from January to February 2007.

La Trinidad is one of the 13 municipalities and the capital town of Benguet Province. La Trinidad was composed of 16 barangays namely: Poblacion, Alapang, Alno, Ambiong, Bahong, Balili, Beckel, Bening, Betag, Cruz, Lubas, Pico, Puguis, Shilan, Tawang and Wangal wherein lots of cooperatives are operating in this municipality. Table 1 shows the different cooperatives studied in La Trinidad, Benguet. Figure 1 also shows the location of the cooperatives studied.

Respondents of the Study

Twenty cooperatives of La Trinidad, Benguet were studied (Table 1). The respondent of this study were 48 members of the Education Committee and 20 Board of Directors of the cooperatives studied. The Board of Directors Chairmen were the ones who evaluated the performance of the education committee members of their respective cooperatives.

Data Collection

Survey questionnaires were distributed by the researcher to be used in gathering necessary information needed to the study. The formulated questionnaires were based from the objectives.



Table 1. Distribution of respondents among cooperatives studied

| COOPERATIVES STUDIED | NUMBER OF RESPONDENTS | |
|--|-----------------------|--------------|
| | Edcom | BOD Chairmen |
| Bantay Consumers Cooperative | 3 | 1 |
| Barangay Alapang MPC | 3 | 1 |
| BATJODA Credit Cooperative | 3 | 1 |
| Benguet Farmers Development MPC | 3 | 1 |
| Benguet Farmers MPC | 1 | 1 |
| Benguet Government Employees MPC | 1 | 1 |
| BODA MPC | 3 | 1 |
| Benguet Rural Peoples MPC | 3 | 1 |
| BPIO-Employees MPC | 1 | 1 |
| BSU Orchidarium & Ornamental Plant Growers MPC | 3 | 1 |
| Dep-Ed Regional Office Employees Coop | 1 | 1 |
| La Trinidad MP Housing Cooperative | 3 | 1 |
| La Trinidad Strawberry MPC | 3 | 1 |
| La Trinidad Vendors Credit Cooperative | 3 | 1 |
| Linusod Farmers MPC | 3 | 1 |
| NTC Employees MPC | 3 | 1 |
| PRO-COR Employees MPC | 2 | 1 |
| Tawang MPC | 3 | 1 |
| Tomay Credit Cooperative | 3 | 1 |
| Universal MPC | 2 | 1 |



MUNICIPALITY OF LA TRINIDAD

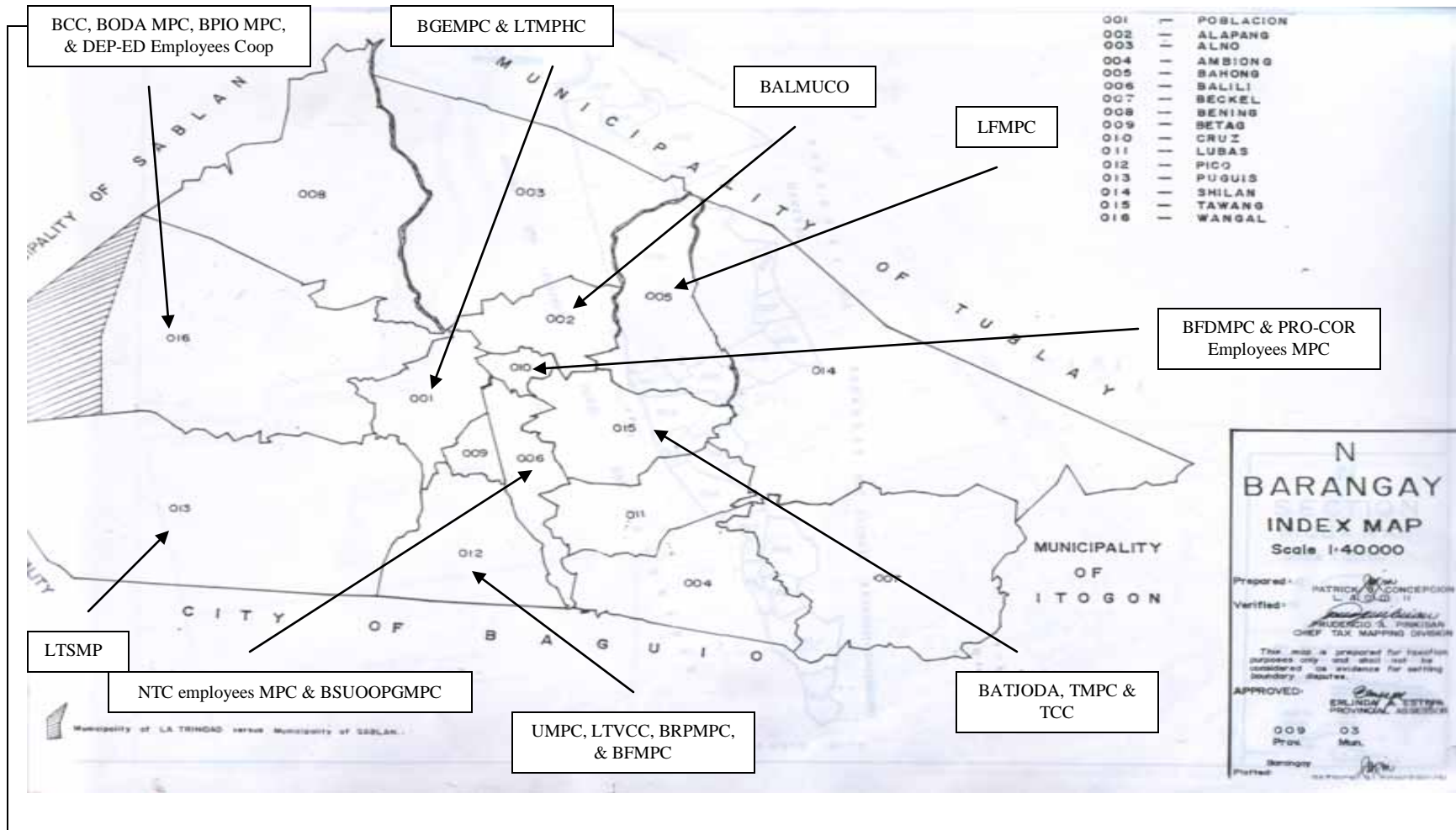


Figure 1. Location map of cooperatives studied in La Trinidad



Data Gathered

The survey questionnaires were administered to the education and training committee members and to the Board of Directors Chairman of different cooperatives. A follow-up interview was also done in validating some data.

Data Analysis

The data gathered were tabulated, analyzed and interpreted with the use of descriptive statistics such as frequency and percentage.



RESULTS AND DISCUSSION

Cooperatives Profile

Table 2 presents the Cooperatives profile according to the number of years in operation and number of members.

Number of years in operation. As shown in table 2, majority of the cooperatives studied have been operating for more than 10 years. It is also noted that at least 15% which is rather substantial have been operating for more than 25 years. These results imply that most of the cooperatives studied have been operating for quite a long period of time.

Number of members. Table 2 also shows that almost half (45%) of the cooperatives studied have memberships of 261 individuals and above. This could be explained by their wider area of operations. However, it is noted that 25% have membership size of 50 and below. The reason is that said cooperatives are office based cooperatives thus membership is limited to the employees of said offices.

Profile of Education and Training Committee Members

In this study a total of 48 members of the Education and Training Committee (Edcom) were taken as respondents from the concerned cooperatives. Table 3 presents the respondents profile which includes age, sex, civil status, educational attainment, years of membership in their cooperatives and years involved as members of the Edcom.

Age. A combined 66% belonged to the age bracket of 31-50 years old, implying that majority of the respondents are in the primes of their lives. A noted 25% belonged to



the age bracket of 51-60 years old. Others (6% and 2%) belong to the age brackets of 61-70 and 71 years old and above, respectively. These results imply that most of the Edcom have gained enough experience in life that they can contribute to the success of their cooperatives.

Sex. Majority (67%) of the respondents are females while the rest (32%) are males.

Civil status. Most (79%) of the Education and Training Committee members are married. Fifteen percent are single while the rest (6%) are widows.

Religious affiliation. All of the respondents are Christians with the majority (65%) belonging to the Roman Catholic.

Educational attainment. All of the respondents attended formal education, with a earning college degrees. This indicates that members of the Edcom in the concerned cooperatives are more than equipped in terms of qualifications to do their functions.

Years of membership. Majority (65%) of the respondents have been members to their respective cooperatives for around 6-10 years. Others were members for longer periods; four percent actually have been members for more than 26 years. Although more members of the said committee were members for quite a long time in their cooperatives, a substantial 21% are quite young (1-5 years).

Years of membership in the education and training committee. Majority (73%) of the respondents have been members of the Edcom for 1-2 years. However, it is also noted that the rest of the respondents have been members of the Edcom for more than 3 years and above. The reason is that the Edcom can be re-elected for how many terms and no limit, based from the policies of their cooperative.



Table 2. Cooperatives profile

| PARTICULAR | FREQUENCY | PERCENTAGE |
|------------------------------|-----------|------------|
| Number of years in operation | | |
| 1-5 | 1 | 5 |
| 6-10 | 6 | 30 |
| 11-15 | 6 | 30 |
| 16-20 | 2 | 10 |
| 21-25 | 2 | 10 |
| 26 and above | 3 | 15 |
| TOTAL | 20 | 100 |
| Number of members | | |
| 20-50 | 5 | 25 |
| 51-80 | 2 | 10 |
| 81-110 | 2 | 10 |
| 111-140 | 1 | 5 |
| 141-170 | - | - |
| 171-200 | 1 | 5 |
| 201-230 | - | - |
| 231-260 | - | - |
| 261 and above | 9 | 45 |
| TOTAL | 20 | 100 |



Table 3. Profiles of the Edcom members

| PARTICULAR | FREQUENCY | PERCENTAGE |
|-------------------------------|-----------|------------|
| Age | | |
| 20-30 | - | - |
| 31-40 | 16 | 33 |
| 41-50 | 16 | 33 |
| 51-60 | 12 | 25 |
| 61-70 | 3 | 6 |
| 71 and above | 1 | 2 |
| TOTAL | 48 | 100 |
| Sex | | |
| Male | 16 | 33 |
| Female | 32 | 67 |
| TOTAL | 48 | 100 |
| Civil Status | | |
| Single | 7 | 15 |
| Married | 38 | 79 |
| Widow | 3 | 6 |
| TOTAL | 48 | 100 |
| Religious Affiliation | | |
| Roman Catholic | 31 | 65 |
| Born Again | 4 | 8 |
| Jehovah's Witnesses | 3 | 6 |
| Anglican | 4 | 8 |
| Baptist | 4 | 8 |
| Iglesia Ni Cristo | 2 | 4 |
| TOTAL | 48 | 100 |
| Educational Attainment | | |
| Elementary | 2 | 4 |
| High School | 14 | 29 |
| Vocational | 4 | 8 |
| College | 28 | 58 |
| TOTAL | 48 | 100 |



Table 3. Continued . . .

| PARTICULAR | FREQUENCY | PERCENTAGE |
|--|-----------|------------|
| Years of Membership | | |
| 1-5 | 10 | 21 |
| 6-10 | 27 | 56 |
| 11-15 | 5 | 10 |
| 16-20 | 3 | 6 |
| 21-25 | 1 | 2 |
| 26 and above | 2 | 4 |
| TOTAL | 48 | 100 |
| Years involved in Education and Training Committee (Edcom) | | |
| 1-2 | 35 | 73 |
| 3-4 | 8 | 17 |
| 5-6 | 2 | 4 |
| 7-8 | - | - |
| 9 and above | 3 | 6 |
| TOTAL | 48 | 100 |

Trainings and Seminars Attended by Member of the Education and Training Committee

Table 4 presents the training and seminars attended by the members of the Education and Training Committee.

Although one of the basic requirements for membership in any cooperative is to attend Pre-membership Seminar (PMES), it is noted that 4% of the respondents failed to attend the said seminar. Majority (69%) of the members of Edcom attended the seminar on leadership given that an officer must acquire leadership skills. It is also noted that not all of them mentioned that they attended Trainor's training on cooperative, Basic course



on cooperative, and Project planning/project feasibility preparation, these trainings must be attended by the Edcom for them to acquire more knowledge and skills to be applied in their tasks. Some also mentioned that although it is not really required for them as an Edcom to attend Cooperative policy formation and implementation, Bookkeeping and accounting seminar, Credit management and capital build-up, General management seminar, cooperative summit, strategic planning, and financial management and analysis still they attended these seminars for gaining additional knowledge.

Table 4. Distribution of respondents according to trainings and seminars attended

| PARTICULAR | FREQUENCY | PERCENTAGE |
|--|-----------|------------|
| PMES | 46 | 96 |
| Leadership Seminar | 33 | 69 |
| General Management Seminar | 10 | 21 |
| Trainor's training on Cooperative | 16 | 33 |
| Credit Mangement and Capital build-up | 12 | 25 |
| Coop policy formation and implementation | 22 | 46 |
| Basic course on cooperative | 21 | 44 |
| Bookkeeping and accounting seminar | 16 | 33 |
| Project planning/project feasibility preparation | 11 | 23 |
| Cooperative Summit | 2 | 4 |
| Strategic planning | 1 | 2 |
| Financial Management and Analysis | 2 | 4 |



Present Occupation

Table 5 shows the present occupations of the members of the Education and Training Committee.

Results shows that majority (52%) are businessmen, 38% are government employee, 6% are employee of the coop and 2% each are professional and SC Pensioneer.

Table 5. Present occupations of the Edcom members

| PARTICULAR | FREQUENCY | PERCENTAGE |
|---------------------|-----------|------------|
| Professionals | 1 | 2 |
| Businessmen | 25 | 52 |
| Coop staff | 3 | 6 |
| Government Employee | 18 | 38 |
| SC Pensioneer | 1 | 2 |
| TOTAL | 48 | 100 |

Does the Occupation of Edcom Affect their Performance in the Cooperative

As shown in Table 6, most 75% of the respondents agreed that their occupations do not affect their performance in the cooperative while 25% claims that their occupation affect their performance in the coop.



Satisfaction of Edcom Members in Their Work

Table 6 also shows that 77% of the respondents are satisfied with their functions because they enjoy serving in their cooperatives and it is their pleasure to share their knowledge and in addition they are learning and gaining knowledge too.

It is also revealed that 23% of the respondents are not satisfied with their work. Four percent of the Edcom reasoned out that they have no time attending seminars, 2% each were lack of skills in conducting necessary training needs in the coop, don't have many clients/members to educate, Education and Training committee was merge to election and billing committee and there are plans that were not implemented.

Trainings and Seminars Sponsored by Members of Education and Training Committee

Table 7 presents the trainings and seminars conducted by the members of the Edcom.

It was found that the conduct of Pre-membership Education Seminar and the conduct of cooperative formation and implementation were the most conducted trainings and seminars by the Edcom members. This was followed by leadership seminar; Trainor's training on cooperative, Project planning/project feasibility preparation, Credit management and capital build-up, General management seminar, Cooperative summit, Strategic planning, Human relations communication, Courtesy and discipline, as well as marketing were conducted. Results shows that the Edcom committee had been doing their functions as evident on the number of trainings conducted by the committee members.



Table 6. Satisfaction of Edcom members in their work

| PARTICULAR | FREQUENCY | PERCENTAGE |
|--|-----------|------------|
| Does their occupation affect their performance? | | |
| YES | 12 | 25 |
| NO | 36 | 75 |
| TOTAL | 48 | 100 |
| Are they satisfied with their work in the cooperative? | | |
| YES | 37 | 77 |
| Reasons | | |
| I enjoy my work as a committee member | 31 | 65 |
| To share my knowledge | 5 | 10 |
| I learned a lot and gained knowledge | 2 | 4 |
| NO | 11 | 23 |
| Have no much time attending seminars | 2 | 4 |
| Lack of skills in conducting necessary training needs in the coop. | 1 | 2 |
| Don't have many clients/ members to educate | 1 | 2 |
| Education and Training Committee was merge to Election and Billing Committee | 1 | 2 |
| There are plans that are not Implemented | 1 | 2 |



Table 7. Trainings and seminars sponsored by the Edcom

| PARTICULAR | FREQUENCY | PERCENTAGE |
|--|-----------|------------|
| PMES | 22 | 46 |
| Leadership Seminar | 17 | 35 |
| General Management Seminar | 7 | 15 |
| Trainor's training on Cooperative | 13 | 27 |
| Credit Mangement and Capital build-up | 11 | 23 |
| Coop policy formation and implementation | 22 | 46 |
| Basic course on cooperative | 15 | 31 |
| Bookkeeping and accounting seminar | 9 | 19 |
| Project planning/project feasibility preparation | 12 | 25 |
| Cooperative Summit | 4 | 8 |
| Strategic planning | 3 | 6 |
| Human Relations Communication | 1 | 2 |
| Courtesy and Discipline | 1 | 2 |
| Marketing | 1 | 2 |

Problems Encountered by the Education and Training Committee

Table 8 shows the problems encountered and perceived by the members of the Education and Training Committee in their cooperative. As perceived by the respondents, the number one problem encountered is the lack of cooperation from co-members and



few are coming for the trainings and seminar as indicated by 15% each of the Edcom members. There are 6% who mentioned that lack of funds or insufficient training material, 4% each mentioned that their co-members are always late during meetings and co-members are not functioning, 2% each mentioned the lack of self-discipline, co-members do not attend meetings, lack of training preparation and some prospective members cannot understand their responsibility. Result implies that there are lots of problems encountered by the Edcom members but all this boils down to the attitudes of members, cooperation among members and officers and management.

Table 8. Problems encountered by the Edcom

| PARTICULAR | FREQUENCY | PERCENTAGE |
|---|-----------|------------|
| Lack of cooperation from co-members | 7 | 15 |
| Lack of funds or insufficient training material | 3 | 6 |
| Not a single training was conducted | 1 | 2 |
| Co-members are always late during meetings | 2 | 4 |
| Lack of self-discipline | 1 | 2 |
| Co-members do not attend meetings | 1 | 2 |
| Lack of training preparation | 1 | 2 |
| Some prospective members cannot understand their responsibilities | 1 | 2 |
| Few are coming for the trainings and seminars | 7 | 15 |
| Co-members are not functioning | 2 | 4 |



Important Factors to the Success of the Cooperative as Perceived by the Edcom Members

Table 9 shows the important factors for the success of the cooperative as perceived by the Edcom members. Thirty eight percent of the respondent's cooperation is one factor to the success of a cooperative, this was followed by conducting of more trainings and seminars, and members should attend PMES (10%), honesty (8%), good management and commitment or loyalty (6%), discipline (4%), transparency in all transactions (4%), members should know their obligations (4%) and 2 % each for service oriented, good relationship, availability of time, strictly implementing rules and regulations, and functional officers and committees. The results imply that most of the respondents mentioned that the important factor for the success of cooperative is cooperation.

Functions of the Education and Training Committee of the Operating Cooperative in La Trinidad

Table 10 present the functions performed by the Education and Training Committee.

The BOD chairmen from the concerned cooperatives were asked if their Edcom are complying/doing their specific function. As shown in table 10, almost fifty percent and above of the Edcom of concerned cooperatives are doing their specific functions except for one function which is posting of notices for membership campaign. Though there are facts that some of the functions are not applicable in the cooperative. These



results show that even if fifty percent and more are doing their specific functions but still the Edcom must improve their performance in doing their functions

Table 9. Important factors to the success of the cooperative as perceived by the Edcom

| PARTICULAR | FREQUENCY | PERCENTAGE |
|---|-----------|------------|
| Cooperation | 18 | 38 |
| Good Management | 3 | 6% |
| Discipline | 2 | 4% |
| Honesty | 4 | 8% |
| Service Oriented | 1 | 2% |
| Good Relationship | 1 | 2% |
| Availability of time | 1 | 2% |
| Strictly implementing rules and regulations | 1 | 2% |
| Functional officers and committees | 1 | 2% |
| Members should attend PMES | 5 | 10% |
| Members should know their obligations | 2 | 4% |
| Conduct more trainings and seminars | 5 | 10% |
| Commitment and Loyalty | 3 | 6% |
| Members should internally understand Coop By-laws and polices | 2 | 4% |
| Transparency in all transactions | 2 | 4% |



Table 10. Functions by the Edcom as indicated by the BOD chairmen

| FUNCTIONS | COMPLYING | |
|--|-----------|------------|
| | FREQUENCY | PERCENTAGE |
| Identification of training needs of coop members | 16 | 80 |
| Submission on the list priority trainings and budget | 12 | 60 |
| Preparation of training proposal for the approval of the BOD | 12 | 60 |
| Sending invitations to target participants | 14 | 70 |
| Submission of reports on the training/promotional activities conducted | 14 | 70 |
| Submission of reports on expenses incurred in the conduct of activity to the BOD | 14 | 70 |
| Submission of reports on the results of their processing, evaluation and recommendation for the list of applicant for membership | 14 | 70 |
| Coordinating/linking with other agencies and Organization | 17 | 85 |
| Conducting membership campaign | 11 | 55 |
| Posting of notices for membership | 7 | 35 |
| Conducting PMES to new members | 17 | 85 |
| Posting notices for PMES | 11 | 55 |
| Conducting training and seminar to the members, staff and officers | 13 | 65 |
| Posting notices for training | 15 | 75 |



BOD Rating on the Performance of Function of the Education and Training Committee

Table 11 presents the rating of the performance of functions of the Education and Training Committee.

Identification of training needs of members. Majority (65%) of the BOD respondents rated their Edcom members with satisfactory and followed by 30% of the BOD respondents who rated their Edcom members with very satisfactory. This implies that although most of the Edcom members are satisfactorily and some are very satisfactorily performing their task in identifying training needs of members still they need to improve in this particular task mainly the Edcom members who were rated with very poor performance.

Submission on the list priority trainings and budget. Majority (55%) of the BOD respondents rated their Edcom members with satisfactory and followed by 25% BOD respondents who rated with very satisfactory. These results imply that most of the Edcom are satisfactorily performing their task in terms of submitting list priority trainings and budget but still the Edcom respondents need to improve in this particular task.

Preparation of training proposal for the approval of BOD. Majority (65%) of the BOD respondents rated their Edcom members with satisfactory and followed by 15% of the BOD respondents who rated with very satisfactory. These results imply that most of the Edcom are satisfactorily performing their task in terms of preparing training proposal but still they need to improve in this particular task especially the Edcom respondents who were rated by the BOD with poor and very poor performance.



Sending invitations to target participants. Majority (40%) of the BOD respondents each rated their Edcom with very satisfactory and satisfactory respectively. These results imply that most of the Edcom are performing this particular task very satisfactorily and satisfactorily.

Submission of reports on the training/promotional activities conducted. Majority (55%) of the BOD respondents rated their Edcom with satisfactory followed by 20% of the BOD respondents rated with very satisfactory; 10% BOD respondents each who rated with poor and very poor respectively, and 5% BOD who rated their Edcom with excellent. These results imply that although most of the Edcom members are satisfactorily or very satisfactorily and some are excellent in performing in this particular task still almost of them needs to improve in this particular task.

Submission of reports on the expenses incurred in activities conducted. Majority (45%) of the BOD respondents rated their Edcom with satisfactory followed by 30% of the BOD respondents who rated with very satisfactory. These results imply that most of the Edcom members are performing satisfactorily in this particular task.

Submission of reports on the results of their processing evaluation and recommendation for the list of applicant for membership. Majority (60%) of the BOD respondents rated their Edcom with satisfactory followed by 15% of the BOD respondents who rate with very satisfactory. These results imply that most of the Edcom members are performing satisfactorily in this particular task.

Coordinating/linking with other agencies/organization. Majority (55%) of the BOD respondents rated their Edcom with satisfactory followed by 35% of the BOD



respondents who rated with very satisfactory. These results imply that most of the Edcom members are performing satisfactorily in this particular task.

Conduct of membership campaign. Majority (40%) of the BOD respondents rated their Edcom with satisfactory followed by 20% of the BOD who rated with very satisfactory. These results imply that although most of the Edcom members are performing satisfactorily in conducting membership campaign still they need to improve in this particular task.

Posting notices for membership campaign. Majority (35%) each of the BOD respondents rated their Edcom with satisfactory and poor respectively. These results imply that the Edcom members should really improve in this particular task.

Conduct of PMES to new members. Majority (45%) of the BOD respondents rated their Edcom with satisfactory; followed by 25% of the BOD respondents who rated with very satisfactory, 20% BOD respondents who rated with excellent and 5% BOD respondents each who rated with poor and very poor. These results imply that most of the Edcom members are performing satisfactorily in conducting PMES to new members however they should really improve to this particular task since it was one of their main functions.

Posting notices for PMES. Majority (40%) of the BOD respondents rated their Edcom with a satisfactory followed by 35% of the BOD respondents who rated with satisfactory. These results imply that still the Edcom should really improve in this particular task.

Conducting training and seminar to the members, staff and officers. Majority (45%) of the BOD respondents rated their Edcom with satisfactory and followed by 25%



of the BOD respondents who rated with poor. These results imply that the Edcom members must really strive to improve in this particular task since it was one of their main functions.

Posting notices for training and seminar to the members, staff and officers.

Majority (40%) each of the BOD respondents rated their Edcom with very satisfactory and satisfactory respectively. These results imply that most of the Edcom are performing very satisfactorily and satisfactorily in this particular task.



Table 11. BOD rating on the performance of functions of the Edcom

| FUNCTIONS | RATING | | | | | | | | | |
|--|-----------|----|------|----|--------------|----|-------------------|----|-----------|----|
| | Very Poor | | Poor | | Satisfactory | | Very Satisfactory | | Excellent | |
| | F | % | F | % | F | % | F | % | F | % |
| Identification of training needs of coop members | 1 | 5 | - | - | 13 | 65 | 6 | 30 | - | - |
| Submission on the list priority trainings and budget | 1 | 5 | 3 | 15 | 11 | 55 | 5 | 25 | - | - |
| Preparation of training proposal for the approval of the BOD | 2 | 10 | 2 | 10 | 13 | 65 | 3 | 15 | - | - |
| Sending invitations to target participants | 2 | 10 | 2 | 10 | 8 | 40 | 8 | 40 | - | - |
| Submission of reports on the training/promotional activities conducted | 2 | 10 | 2 | 10 | 11 | 55 | 4 | 20 | 1 | 5 |
| Submission of reports on expenses incurred in the conduct of activity to the BOD | 2 | 10 | 1 | 5 | 9 | 45 | 6 | 30 | 2 | 10 |
| Submission of reports on the results of their processing, evaluation and recommendation for the list of applicant for membership | 3 | 15 | 1 | 5 | 12 | 60 | 3 | 15 | 1 | 5 |



Table 11. Continued...

| FUNCTIONS | RATING | | | | | | | | | |
|--|-----------|----|------|----|--------------|----|-------------------|----|-----------|----|
| | Very Poor | | Poor | | Satisfactory | | Very Satisfactory | | Excellent | |
| | F | % | F | % | F | % | F | % | F | % |
| Coordinating/linking with other agencies and organization | 1 | 5 | - | - | 11 | 55 | 7 | 35 | 1 | 5 |
| Conducting membership campaign | 2 | 10 | 4 | 20 | 8 | 40 | 5 | 25 | 1 | 5 |
| Posting of notices for membership | 2 | 10 | 7 | 35 | 7 | 35 | 4 | 20 | - | - |
| Conducting PMES to new members | 1 | 5 | 1 | 5 | 9 | 45 | 5 | 25 | 4 | 20 |
| Posting notices for PMES | 2 | 10 | 3 | 15 | 8 | 40 | 7 | 35 | - | - |
| Conducting training and seminar to the members, staff and officers | 2 | 10 | 5 | 25 | 9 | 45 | 4 | 20 | - | - |
| Posting notices for training | 1 | 5 | 3 | 15 | 8 | 40 | 8 | 40 | - | - |



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was conducted to identify the profile, functions and performance of the Education and Training Committee (Edcom) of selected cooperatives in La Trinidad, Benguet.

It was found out that most of the cooperative studied is operating for around 6-15 years and majority of their membership has 261 individuals and above.

The profile of members of the Edcom shows that a combined 66% belonged to the age bracket of 31-50 years old. Most of them were female, married, Roman Catholic and finished college. Most of these Edcom were members in 6-10 years in the cooperative and 1-2 years involved in Education and Training Committee. It was found out that Pre-membership seminar (PMES) and Leadership seminar were most attended by members of Edcom. Most of them were businessmen and almost agreed that their occupation does not affect their performance as an Edcom. Most of them conducted PMES and Cooperative Formation and Implementation seminar. Most of them stated that lack of cooperation from co-members and few are coming for the trainings and seminar were the number one problem encountered by the Edcom and on the other hand cooperation is also the number one solution to the success of a cooperative stated by the Edcom.

The performance of members of the Edcom show that almost fifty percent and above are doing the specific functions and most of them are performing their task satisfactorily.



Conclusions

Based on the findings of the study, the following conclusions were made:

1. Most of the cooperative studied has been operating for a long period and has many members which means that these cooperatives are well establish.
2. Most Edcom members were 31-50 years of age, 67% were females, 79% were married, 65% were Roman Catholic and 58% finished college.
3. Most Edcom members attended Pre-membership education seminar (PMES) and Leadership seminar.
4. Most Edcom members were businessmen and almost agreed that their occupation does not affect their performance as an Edcom. Most Edcom members were satisfied with their work as an Edcom and most of them conducted PMES and Cooperative Formation and Implementation seminar.
5. Lack of cooperation and few are coming for the trainings and seminar were the number one problem encountered by the Edcom and cooperation among members and officers is one important factor for the success of the cooperatives.
6. Most Edcom members are doing their specific functions and most of them are performing their task satisfactorily.

Recommendations

1. The Edcom members must continue to attend and sponsor cooperative trainings and seminars or other related activities to enhance and develop their knowledge and skills and also with the other committees, Board of Directors,



Cooperative staff and members to be more reliable to their functions or to their responsibilities.

2. The Edcom members must continue to do their functions well and to improve more in performing their tasks.
3. The Edcom members should be sincere, dedicated and truly committed to the cooperatives.



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APPENDICES

Appendix A: Communication Letter

College of Agriculture
DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRIBUSINESS MANAGEMENT
Benguet State University
La Trinidad, Benguet

January 2007

Dear Respondent,

The undersigned is a fourth year student of Agribusiness in Benguet State University. Conducting a research entitled “PROFILE, FUNCTIONS AND PERFORMANCE OF MEMBERS OF THE EDUCATION AND TRAINING COMMITTEE OF SELECTED COOPERATIVES IN LA TRINIDAD, BENGUET”.

In this regard, may I humbly request your kind support and cooperation in answering the attached questionnaire? Your kind assistance will enable me to complete the requirement in due time. Rest assured that data gathered would be kept confidential.

Your kind favor and consideration with regards to this endeavor is fully appreciated.

Respectfully yours,

MICHAEL BRIAN L. LAWAGUEY
Researcher

Noted by:

ANDREW K. DEL-ONG
Adviser



Appendix B:

SURVEY QUESTIONNAIRE
(Education and Training Committee)

I. Profile of Cooperative:

Name of Cooperative : _____

Address of the Cooperative : _____

No. of years in operation : _____

No. of members : _____

II. Profile of Respondent:

1. Name : _____

2. Age : _____

3. Sex: Male _____ Female _____

4. Civil Status: Single _____ Married _____

5. Religious Affiliation:

_____ Roman Catholic _____ Born Again

_____ Iglesia Ni Cristo _____ Baptist

_____ Jehovah's Witnesses _____ Anglican

_____ others (please specify) _____

6. Highest Educational Attainment:

Elementary graduate: _____

High School Graduate: _____

College graduate, specific course: _____ Major: _____

Vocational graduate, specific course: _____



7. How many years have you been involved with the cooperative?

8. How many years have you been involved in the cooperative as Education Training Committee Member?

9. What are the trainings and seminars you have attended? Please check.

PMES

Leadership seminar

General management seminar

Trainor's training on cooperative

Credit management and capital build-up

Coop policy formation & implementation

Basic course on cooperative

Bookkeeping and accounting seminars

Project planning or project feasibility preparation

Cooperative summit

others, please specify: _____

10. What is your current occupation or your source of income?

11. Does your current occupation affect your performance? Yes No



14. What are the problems encountered by the education and training committee?

(please specify) _____

15. What do you consider as the important factors for the success of your

cooperative (please specify) _____



Appendix C:

PERFORMANCE EVALUATION
(BOD Chairman)

I. A. Rater's Name: _____
Signature: _____
B. Ratee's Names: _____

II. The following are the functions of Education and Training committee members. Please check.

| | Yes | No |
|--|-------|-------|
| 1. Do they identify training needs to the members? | _____ | _____ |
| 2. Do they submit list of priority trainings and budget? | _____ | _____ |
| 3. Do they prepare training proposal for the approval of their BOD? | _____ | _____ |
| 4. Do they send invitations to target participants? | _____ | _____ |
| 5. Do they submit reports on the training/promotional activities conducted? | _____ | _____ |
| 6. Do they submit reports on the expenses incurred in the conduct of activity to the BOD? | _____ | _____ |
| 7. Do they submit report on the result of their processing evaluation and recommendation for the list of applicant for membership? | _____ | _____ |
| 8. Do they coordinate/link with the other agencies/ organization? | _____ | _____ |
| 9. Are they conducting membership campaign? | _____ | _____ |
| 10. Are they conducting PMES to new members? | _____ | _____ |
| 11. Are they conducting Training & Seminar to the members, staff and BOD? | _____ | _____ |
| 12. Are they posting notices for membership campaign? | _____ | _____ |
| 13. Are they posting notices for PMES? | _____ | _____ |
| 14. Are they posting notices for Training & Seminars? | _____ | _____ |



III. Please rate the performance of the Education and Training Committee. Please check the appropriate rating.

RATING: 1 – VERY POOR

2 – POOR

3 – GOOD

4 – VERY SATISFACTORY

5 – EXCELLENT

| FUNCTIONS | RATING | | | | |
|---|--------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Identification of training needs to the members | | | | | |
| 2. Submission of list of priority trainings and budget. | | | | | |
| 3. Preparation of training proposal for the approval of their BOD. | | | | | |
| 4. Sending of invitations to target participants. | | | | | |
| 5. Submission of reports on the training/ promotional activities conducted. | | | | | |
| 6. Submission of reports on the expenses incurred in the conduct of activity to the BOD. | | | | | |
| 7. Submission of report on the result of their processing evaluation and recommendation for the list of applicant for membership. | | | | | |
| 8. Coordination/linking with the other agencies/ organization | | | | | |
| 9. Conducting of membership campaign. | | | | | |
| 10. Conducting of PMES to new members. | | | | | |
| 11. Conducting Training & Seminar to the members, staff and BOD. | | | | | |
| 12. Posting of notices for membership campaign. | | | | | |
| 13. Posting of notices for PMES. | | | | | |
| 14. Posting of notices for Training & Seminars. | | | | | |

GOD BLESS & THANK YOU!!!

