

## **BIBLIOGRAPHY**

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## **ABSTRACT**

This study was conducted to determine the profile, functions and performance of the Edcom members of selected cooperatives in Tuba, Benguet. Specifically, it aims to determine the profile of the Edcom members to determine whether they are performing their duties and responsibilities and to identify the needs and problems commonly encountered by the Edcom and their suggested solution to meet the needs and to solve their problems.

A total of 21 education and training committee members and 7 Board of Directors chairman of 7 selected cooperatives in Tuba, Benguet were taken as respondents of the study. Survey questionnaire and personal interview were used to collect the needed data. The findings showed that most of the cooperatives are quite large having 151 to more than 350 members and has been operating for 11 to 20 years. Most of the Edcom are 41 to 50 years old. Majority are females and married and finished college. Most of the Edcom committee members are in the coop for 11 to 15 years and are involved in the committee for 2 to 3 years. Most of them attended trainings and seminars, they were business and professionals, committee members claimed that their profession did not

affect their performance in the cooperative. Majority were satisfied with their work in the cooperative; they conducted/facilitated training and seminars. The lack of participation on cooperative activities, lack of funds, unavailability of members and officers due to work schedule are the problems encountered by the Edcom members and they have considered cooperation, education, strict implementation of policies, good management, communication, commitment and leadership of officers as important factors for the success of cooperative.

Most of the functions of Edcom are satisfactory done by the members and they were rated by the BOD with satisfactory to very satisfactory.



## TABLE OF CONTENTS

	Page
Bibliography.....	i
Abstract ,.....	i
Table of Contents .....	iii
<b>INTRODUCTION</b>	
Rationale.....	1
Statement of the Problem .....	2
Objective of the Study .....	3
Importance of the Study.....	3
Scope and Limitation of the Study .....	3
<b>REVIEW OF LITERATURE</b>	
Cooperative .....	4
Education and Training .....	5
Education and Training Committee .....	4
Membership Promotion .....	5
Education of New Members .....	6
Continuing Education of Members .....	8
<b>METHODOLOGY</b>	
Locale and Time of the Study .....	9
Respondents of the Study .....	10
Data Collection .....	10
Data Gathered .....	10

Data Analysis ..	10
<b>RESULTS AND DISCUSSION</b>	
Cooperatives profile ..	12
Profile of Education and Training Committee Members ..	14
Trainings and Seminars Attended by Members of Edcom ..	17
Present Occupation ..	19
Does the Occupation of Edcom Affect their Performance in the Cooperative ..	19
Satisfaction of Edcom Members in their Work ..	20
Trainings and Seminars Sponsored by Members of Education and Training Committee ..	21
Problems Encountered by the Education and Training Committee ..	22
Important Factors to the Success of the Cooperative as Perceived by the Edcom Members ..	23
Performance of the Specific Functions by the Education and Training Committee ..	24
BOD Rating on the Performance of Functions by the Education and Training Committee ..	25
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
Summary ..	32
Conclusions ..	33
Recommendations ..	34

LITERATURE CITED .....	35
APPENDICES	
Letter to Respondents .....	36
Survey Questionnaire .....	37



## INTRODUCTION

### Rationale

“Coming together is the beginning, keeping together is the progress, and working together is a success” (Anonymous, 2002).

Mankind survives today through organization. Throughout the modern world, there are millions of men and women who share a common faith. Whether they are factory workers or government functionaries, they have committed their lives and part of their identities to one vast, powerful complex and impersonal organization that inform and educate and govern mankind (Abasolo, *et al*,1996).

As provided in Article 4 of the Republic Act 6938 known as the Cooperative Code of the Philippines, one of the cooperative principles is cooperative education. All cooperatives are mandated to provide for the education of their members, officers and employees and of the public based on the principles of cooperation.

Successful cooperatives are sustained by continuous education and re-education of officers and members to keep them relevantly updated to suit the needs of the cooperatively owned organization. Thus, cooperative education programs, policies and even promotions must be maintained and updated and these are the works of the education committee with the approval of the Board of Directors. In the same manner, the human resource development for officers and staff including members are essential to ensure the growth of the organization. Consequently, the problems on lack of cooperative knowledge, skills, patronage, responsibility, support, etc. by the cooperative officers,



staff, incumbent members and potential candidates will be solved or minimized (Lumbag, 2000).

In Tuba Benguet there are 45 cooperatives that are registered at Cooperative Development Authority (CDA) as of December 2006. Of the total cooperatives registered, four were dissolved, seven cancelled registration, 10 non-operating, while 24 are actively operating. The members organized these cooperatives to help them provide their needs as well as those of the next generation. However, some of these cooperatives cannot yet satisfactorily provide their needs. The worse is that some of them were dissolved due to bankruptcy. Just like dissolving cooperatives in other places, one of the primary factors that led to the failures is the lack of education and trainings to members, officers and the staffs who manned the cooperatives (CDA, 2006).

### Statement of the Problem

Primarily, this study aims to evaluate the education committee members in their performance in conducting seminars and trainings.

Specifically, this research sought to answer the following:

1. Who are the members of the Education and Training Committees of selected cooperatives in Tuba, Benguet?
2. Whether the said Education and Training Committee members are performing their duties and functions?
3. What are the problems commonly encountered by the members of Education and Training Committees?



### Objectives of the Study

The primary objective of the study is to determine the profile functions and performance of function of the Education and Training Committee members of selected cooperatives in Tuba, Benguet. The specific objectives of the study are the following:

1. To determine the profile of the Education and Training Committee members.
2. To determine whether the members of the Education and Training Committee are performing their respective duties and responsibilities.
3. To determine the needs and problems commonly encountered by the Education and Training Committee members.
4. To identify some suggested solution by the education and training committee members to meet the needs and to solve their problems.

### Importance of the Study

The purpose of the study is to take a closer look on the profile and performance of members of the Education and Training Committee (Edcom) of selected cooperatives in Tuba, Benguet.

The findings of this study will serves as a basis or guide for managers, officers especially education and training committee members to improve their performance and system in conducting trainings and seminars on cooperatives and help them understand and give proper consideration needed by members.

Finally, the result of the study can be use as source of information for further research on other related studies. It may also provide some guide to students in researches or interested in conducting similar studies on this.





## **REVIEW OF LITERATURE**

### Cooperative

Aquino (1991) noted that a cooperative is an immerse organization of an ideal society in microcosm where self interest and common welfare; where selflessness is merge with economic effectively; where investment is with but capital and where collective endeavor achieves that availment of cheaper goods and services. It is purely the rendering of the maximum, satisfactory and unselfish services for the benefits and welfare of its members. It is also a way where the poor may actively enter the economy at large. Furthermore, it is may be the best school for learning, practicing and internalizing the democratic ideals. This holds the key in solving our basic economic, political and social problems.

Onagan (1997) stated that cooperative is a dynamic form of business enterprise that embodies the philosophy of cooperation. It signifies the voluntary access of people to form them self to a group for the promotion of their common needs by mutual action, democratic control and sharing economic benefits on patronage by the members. It is a business enterprise with the aim of promoting economic welfare, its structures and functions are similar to other form of business organization by organizing themselves into business, the members create their own middle men which eliminates some middlemen, he also mentioned that because it is democratically controlled and operated by the members, the cooperative is engaged only in providing merchandise and services specifically needed by the members of the right quality price and service which maybe satisfactorily available to them outside their cooperative.



### Education and Training

Webster defines education as the process of educating or teaching. To educate is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of a person.

Training as defined in various related literature and book is a "set of activities designed to increase individual skills and knowledge and experience to change an individual's behavior and attitudes." It also attempts to improve the ability required by the job of cooperative employees and are immediately focused on skills. The principal purpose of training is to increase productivity or to improve job performance (Lingaling, 2002). According to Manodon (1996), training is one of the basic tools for building and enhancing the skills and capability of the target clientele. Buasen also stated that trainings are used to change the poor performance of organization.

Joyoma (1978) stressed the importance of the education and training for cooperative members, cooperative education leads to proper cooperative practices. Members must continuously learn to be able to participate better. Members attitude are hanged by education and training put into practice with the new attitude. He further stated that the education of cooperative members has no end.

### Education and Training Committee

The job of ensuring the members are informed lies on education committee. This committee consists of members elected in the general assembly. The committee usually has three members (more if the society is large enough), of which one is generally a



member of the board. The committee should be concerned with educating those members, potential members, elected credit union officials, and influential persons in the community. (ILO-MATCOM, 1987).

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 the membership applications and recommends approval /disapproval of the board of director (or the executive committee that may be created by the board and delegated to net in behalf of the board) (Garcia and Guanzon, 2004).

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; and 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.

The late Presidents of the United States of America, Thomas Jefferson once said: 'I know of no safe depository but the people; and if we think them not to informed enough to exercise their power with discretion, the remedy is not to take it from but to inform them by education'' (Lumbag, 2000).



### Membership Promotion

The Education Committee usually handles membership promotion. Moreover, membership promotion includes all activities devoted to bringing new members to the cooperatives. The goal of this should be continuous growth in obtaining active and informed members (ILO-MATCOM, 1987).

Potential members need to know what the benefits of a cooperative are .It cannot be assumed that people outside the society are aware of its services as members.

### Education of New Members

The education of cooperative members has no end, but it has a beginning. The starting point is the non-members or, more appropriately potential members. Before people join a cooperative, they must be properly oriented with its organization and functions, and must know their rights, duties and responsibilities. In the case of absence of such orientation, many cooperative societies have suffered ‘infant mortality’ because new members did not know what the whole thing was all about. In some countries, pre-membership education is a pre-condition to join a cooperative (Anonymous, 1984).

Manodon (1996) states that one success of cooperative is well funded on a program policy for prospective members to undergo seminar should be a well establish and equipped education committee. Without a functional educational committee, the cooperative would always depend on outside resource speakers who, more often than not, are commonly discussing topics in appropriate to the context for which the education program is intended. It is enough also that a mere conduct of seminar for a group of members is a guarantee.



### Continuing Education of Members

The biggest defect in the cooperative movement is its lack of members education. Very often, the thinking of management resembles that of a profit-type corporate management; namely, affairs of the corporation are the provinces of the manager and the board alone. Unless cooperatives are willing and able to devise structures whereby their patron owners are kept fully informed, cooperatives, and in turn, members' desires and wishes need to be heard and taken seriously (Lumbag, 2000).

Members, management staff and officers should undergo education for them to understand the cooperative operation as well as to acquire the required knowledge and skills needed for better cooperatives.

Well-informed members are usually a quality member, which rebounds to the general interest of the cooperative. This does not mean, however, that all members should know how to read and write. What is important is the willingness of members to learn what a coop. is and how it should be operated. Cooperatives education also extends from giving people information to helping them develop their deepest possibilities for building a better nation (Lamen, 1985).



## METHODOLOGY

### Locale and Time of the Study

The research was conducted in the municipality of Tuba, Benguet from January to February 2007. Figure 1 shows the municipality of Tuba, Benguet.

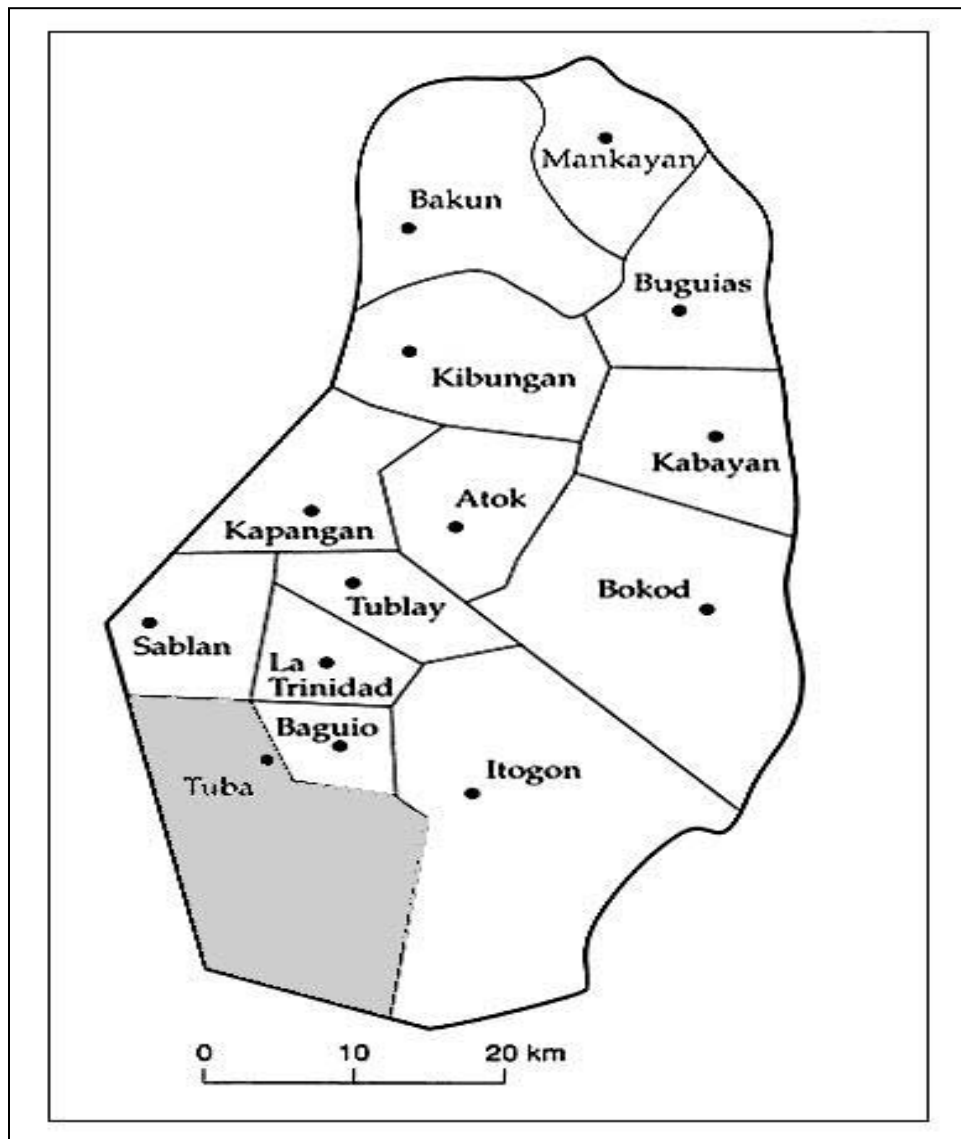


Figure 1. Map of Benguet showing the Municipality of Tuba.



### Respondents of the Study

Seven cooperatives of Tuba, Benguet were studied (Table 1). The respondents of this study were 21 members of the Education committee and 7 Board of Director (chairman) of the cooperatives studied. The Board of Directors were the ones who evaluated the performance of the Education committee members of their respective cooperative.

NAME OF COOPERATIVE	NUMBER OF RESPONDENTS	
	Education Committee	Board of Directors
Camp 1 Tuba MPC	3	1
Parasipis MPC	3	1
Philex Mines Community Consumers Coop (PMCCC)	3	1
Philex Community Credit Cooperative (PCCC)	3	1
Thanksgiving MPC	3	1
Lasong Farmers MPC (LAFAMULCO)	3	1
Sinco MPC	3	1
<b>TOTAL</b>	<b>21</b>	<b>7</b>

### Data Collection

A survey questionnaire was prepared to gather empirical data. The survey questionnaire were compose of questions believed to sufficiently satisfy the objective of the study. An interview was conducted for questions that not answered by the respondent.



### Data Gathered

Data gathered in the study includes the profile of the Edcom committee members, trainings they have attended and conducted and performance evaluation rating of the committee members by the BOD.

### Data Analysis

The data were tabulated, analyzed through the use of frequency, weighted mean, percentage and rank.





## RESULTS AND DISCUSSION

### Profile of Cooperatives Studied

Table 2 represents the profile of the cooperatives according to type, number of years in operation and number of members.

Types of cooperatives. As shown in Table 2, most of the cooperatives studied are multipurpose cooperatives of which 43% are non-agriculture and 29% are agriculture based, respectively. The result implies that most of the cooperatives are offering more than one type of service to its members. The fact that Tuba, Benguet is not only an agricultural area but also a mining area.

Number of years in operation. Table 2 also shows that majority (57%) of the cooperatives studied have been operating for around 11 to 20 years while the rest have been operative longer. This implies that most of the cooperatives have been operating for a long period and have weathered passage of time. It is also worth nothing that two of the cooperatives have been operating for as long as 41 or more.

Number of members. The table also shows that size of membership in the said cooperatives are quite large with 29% having more than 350 members.



Table 2. Profile of cooperatives studied

PARTICULARS	FREQUENCY	PERCENTAGE
Type of Cooperative		
Credit cooperatives	1	14
Consumers	1	14
Producers/multipurpose (agriculture)	2	29
Multipurpose (non-agriculture)	3	43
<b>TOTAL</b>	<b>7</b>	<b>100</b>
Number of years in operation		
1-10 years	0	0
11-20 years	4	57
21-30 years	1	14
31-40 years	0	0
41-50 years	2	29
<b>TOTAL</b>	<b>7</b>	<b>100</b>
Number of members		
1-50	1	14
51-100	1	14
101-150	1	14
151-200	2	29
350 and above	2	29
<b>TOTAL</b>	<b>7</b>	<b>100</b>



### Profile of Education and Training Committee Members

Table 3 shows the information regarding the education and training committee members' age, sex, civil status, religious affiliation, educational attainment, years of membership, and years of involvement in the committee.

Sex and age. Majority (67%) of the respondents are women. This shows that there are more women involved in the education and training committee in the concerned cooperatives than males. As to age, around 67% are more than 40 years old indicating that majority of the members of said committee have gained sufficient experience in life that they can contribute to the furtherance of their cooperatives' aspirations. The heterogeneous age of the respondents may also show that age is not a hindrance for membership in the EdCom.

Civil status. It was found out that almost all (95%) of the respondents are married. The result implies that members of the general assembly are the ones responsible in electing their officers in the concerned cooperatives.

Religious affiliation. Majority (53%) of the respondents are Roman Catholic, while the rest are members of other Christian sects. This implies that all the respondents are Christians. It is also noted that religious affiliation is not a significant issue in involving one's self in any responsibility or committee in a cooperative as shown in the diversity of religious affiliation of the members of the education and training committee of the cooperatives studied.

Educational attainment. As to education, all the respondents are literate with a significant 38% being college graduates. This implies that most of the respondents



attended formal education at different levels attained which is a plus factor that may help assume responsibilities given to them.

Years of membership. The data reveals that majority of the respondents (57%) have been members in the cooperative for around 11 – 20 years. However, a significant number (38%) are still young in the cooperative (10 years and below). Result implies that members of the Edcom in the subject cooperatives been members in the cooperative for a significant long period of time.

Years of membership in the Education and Training Committee (Edcom). As to the respondents' years of membership in the Edcom, almost all (86%) have been members of the Edcom for 1-3 years. This reveals that most members of the Edcom have been involved in the committee for more than a year, thus, they know their responsibilities as members of the committee and have been functioning as such.

Table 3. Profile of the education and committee members

DETAILS	FREQUENCY	PERCENTAGE
Gender		
Male	7	33
Female	14	67
TOTAL	21	100
Age (years)		
20 – 30	1	5
31 - 40	6	29



Table 3. Continued ...

DETAILS	FREQUENCY	PERCENTAGE
41 – 50	10	48
51 - 60	4	19
<b>TOTAL</b>	<b>21</b>	<b>100</b>
<b>Civil Status</b>		
Single	1	5
Married	20	95
<b>TOTAL</b>	<b>21</b>	<b>100</b>
<b>Religious Affiliation</b>		
Roman Catholic	11	52
Iglesia ni Cristo	1	5
Born Again	2	10
Baptist	3	14
Anglican	3	14
Espiritista	1	5
<b>TOTAL</b>	<b>21</b>	<b>100</b>
<b>Educational Attainment</b>		
Elementary graduate	5	24
High School graduate	7	33
College graduate	8	38
Vocational graduate	1	5
<b>TOTAL</b>	<b>21</b>	<b>100</b>



Table 3. continued ...

DETAILS	FREQUENCY	PERCENTAGE
<b>Years of membership in the Cooperative</b>		
10 years and below	8	38
11 – 20	12	57
21 – 30	0	0
31 – 40	0	0
40 and above	1	5
<b>TOTAL</b>	<b>21</b>	<b>100</b>
<b>Years involved in the Coop. Edcom</b>		
1 – 3 years	18	86
4 – 6	2	10
7 – 9	0	0
10 years and above	1	4
<b>TOTAL</b>	<b>21</b>	<b>100</b>

#### Trainings and Seminars Attended by Members of the Education and Training Committee

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

It was found out that Pre-membership Seminars (PMES) were most attended by the Edcom. Majority of the members of Edcom attended the seminar on cooperative policy formation and implementation and leadership seminar. Some of them mentioned



that they attended bookkeeping and accounting seminar. Basic course on cooperative, general management seminar, trainors' training on cooperative, credit management and capital build-up, project planning and project feasibility preparation and cooperative summit.

Most memners of the Edcom did not attend training and seminars for project planning/project feasibility preparation and for cooperative summit. However, it was mentioned that PMES and leadership were most attended by members of Edcom.

Table 4. Trainings and seminars attended by members of Edcom

TITLE OF TRAINING	FREQUENCY	PERCENTAGE
PMES	16	76
Leadership seminar	15	71
General Management seminar	6	29
Trainer's training on cooperative	5	24
Credit management and capital build-up	7	33
Coop. policy formation and implementation	13	62
Basic course on cooperative	8	38
Bookkeeping and accounting seminars	10	48
Project planning/project feasibility preparation	4	19
Cooperative summit	5	24



### Present Profession

Table 5 shows the present profession of the members of the Edcom. Results show the diversity of present occupations among the members of the Edcom, 52% are businessmen, 24% are professionals, 14% are cooperative staff and 5% are plain housewives.

Table 5. Present occupations of the Edcom members.

PRESENT PROFESSION	FREQUENCY	PERCENTAGE
Professionals	5	24
Businessmen	11	52
Cooperative staff	3	14
None (plain housewife)	1	5
TOTAL	21	100

### Does the Occupation of Edcom Affect their Performance in the Cooperative

As shown in Table 6, most (76%) of the respondents agreed that their occupations do not affect their performance in the cooperative while 24% claim that their occupation affect their performance in the cooperative because of the hectic schedules of their functions. Some of them also said that sometimes they are unable to do some of their functions in their cooperatives because of conflict of time with their occupations.





### Satisfaction of Edcom Members in their functions

Table 6 also shows that 100% of the respondents are satisfied with their functions because they enjoy their work and they can tackle their duties and responsibilities as a committee member. In addition, they reasoned out that it is their pleasure to do service to their fellow officers, staff and to the members of the cooperative.

Table 6. Satisfaction of Edcom members in their function

PARTICULAR	FREQUENCY	PERCENTAGE (%)
Does their occupation affect their performance?		
Yes	5	24
No	16	76
TOTAL	21	100
Are they satisfied with their functions in the cooperative?		
Yes	21	100
No	0	0
TOTAL	21	100
Reasons		
I can tackle my responsibility even if I am a college graduate	9	43
I enjoy my function as a committee member	12	57
TOTAL	21	100



Trainings and Seminars Sponsored by Members  
of Education and Training Committee

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

It was found that the conduct of cooperative policy formation and implementation was the most conducted trainings and seminars by all the cooperatives studied. This was followed by leadership seminars, bookkeeping and accounting seminar, trainor's training on cooperative, Basic course of cooperative, credit management and capital build-up, general management seminar, cooperative summit, as well as project planning or project feasibility preparation were conducted. Results shows that Edcom committee had been doing their functions as evident on the number of trainings conducted by the committee members.

Table 7. Trainings and seminars sponsored by the Edcom

TITLE OF TRAINING	FREQUENCY	PERCENTAGE (%)
Leadership seminar	9	43
General management seminar	4	19
Trainor's training on cooperative	6	29
Credit management and capital build-up	4	19
Coop. policy formulation and implementation	11	52
Basic course on cooperative	6	29
Bookkeeping and accounting seminars	7	33
Project planning of feasibility preparation	2	10
Cooperative summit	4	19



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 cooperatives. As perceived by the respondents, the number one problem encountered is the lack of participation of the members on cooperative activities as indicated by 7 (33%) of the Edcom members. There are 14% who mentioned that very few are interested to attend seminars and trainings and another 14% mentioned that their problem is lack or limited funds to finance trainings and seminars, 10% mentioned the poor attendance discouraging them from conducting trainings and seminars, unavailability of officers for trainings due to work schedule (10%), breaking of rules in terms of credit (10%) and difficulty in disseminating new policies to members and acceptance of new policies. Result implies that there are lots of problems encountered by the Edcom committee but all this boils down to the attitudes of members, cooperation among members, and officers and management of time and prioritizing of activities and duties.

Table 8. Problems encountered by the Edcom

PROBLEMS	FREQUENCY	PERCENTAGE (%)
Lack of participation on cooperative activities	7	33
Poor attendance	2	10
Few were interested to attend seminars	3	14
Lack or limited funds	3	14
Unavailability of officers, members for training due to work schedule	2	10
Breaking of rules in terms of credit	2	10
Difficulty in disseminating new policies to members and acceptance of new policies	5	5



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

Each of the members of the Edcom was asked to identify the number one factor that contributes to the success of their cooperative. 24% of the respondents' cooperation is one factor to the success of a cooperative. This was followed by education or continuous education and re-education of the members (19%), strict implementation of policies, rules and regulation (19%), good management (14%), good communication (10%), perseverance (5%), leadership and commitment of officers (5%) and meetings (5%). The result implies that most of the respondents mentioned that the important factors for the success of cooperative are cooperation, good management, education and strict implementation of policies. As cited by Fajardo and Abella (1993), one success of the cooperative is to know the value of education and training or to have given to members, officers and employees of the cooperative in order to equip them with the proper values and skills.

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

IMPORTANT FACTORS	FREQUENCY	PERCENTAGE (%)
Cooperation	5	24
Education	4	19
Communication	2	10
Management	3	14
Policies	4	19
Perseverance	1	5
Leadership and commitment of officers	1	5
Meetings	1	5



Performance of the Specific Functions by  
the Education and Training Committee

The BOD chairmen from the concerned cooperatives were asked if their Edcom are complying/doing their specific functions. As shown in table 10, almost all of the Edcom of concerned cooperatives are doing their specific functions except for some, particularly on the conduct of membership campaign as well as posting of notices for membership where only 57% of the Edcom are doing the said functions. It can be noted also that only 71% are posting notices for PMES and so with posting notices for training. And 86% of the Edcom perform the task such as to the preparation and submission of the lists of priority trainings and budgets as well as the submission of reports relative to application for membership, only 86% are complying.

Table 10. Performance of functions by the Edcom as indicated by the BOD chairmen

FUNCTIONS	COMPLYING	
	FREQUENCY	PERCENTAGE (%)
Identification of training needs of coop members	7	100
Submission on the list of priority trainings and budget	6	86
Preparation of training proposals for the approval of the BOD	7	100
Sending invitations to target participants	7	100
Submission of reports on the training/promotional activities conducted	7	100



Table 10. Continued ...

FUNCTIONS	COMPLYING	
	FREQUENCY	PERCENTAGE (%)
Submission of reports on expenses incurred in the conduct of activity to the BOD	7	100
Submission of the reports on the results of their processing, evaluation and recommendation for the list of applicant for membership	6	86
Coordinating/linking with other agencies and organization	7	100
Conducting membership campaign	4	57
Posting of notices for membership	4	57
Conducting training and seminars to the members, staff and officers	7	100
Posting notices for trainings	5	71
Managing pre and post training/seminar	7	100
Planning and scheduling training session	7	100
Setting a favorable learning climate	7	100
Facilitate discussion	7	100

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 trainings needs of members. Although some BOD chairmen rated their Edcom excellent (14%) and very satisfactory (29%), majority (57%) gave a mere satisfactory rating. This implies that although said Edcom members are satisfactorily performing their task in identifying training needs of members to be trained, they still need to improve in this particular task.

Submission on the list of priority trainings and budget. There are 57% BOD who rated their Edcom members with very satisfactory and 29% rated their Edcom members with satisfactory and 14% rated their Edcom members with poor. The result shows that although majority of the BOD respondents are very satisfied with the performance of the Edcom members on the submission of list of priority trainings and budget, they still need to improve in this particular task.

Preparation of training proposal for the approval of BOD. The table shows that there are 57% of the BOD rated their Edcom with satisfactory, 29% gave a rating of very satisfactory and 14% gave a rating of excellent. This shows that most of the BOD are satisfied with the functions of Edcom in preparing training proposal for their approval.

Sending invitations to target participants. The result shows that there are 57% who rated their Edcom with satisfactory, 29% gave a rating of very satisfactory and 14% gave a rating of excellent on the function of sending invitations to target participants. This shows that most of the BOD is satisfied with the function of Edcom members in their respective cooperative but they still need to improve on this particular task.

Submission of reports on the training/promotional activities conducted. This implies that there are 43% of the BOD gave a rating of satisfactory, 29% gave a rating of very satisfactory and 29% rated with excellent. This shows that most of the BOD are



satisfied with the performance of Edcom members in the submission of reports on the training and promotional activities conducted.

Submission of report on the expenses incurred in the conduct of activity to the BOD. It is noted that there 43% of the BOD gave a rating of satisfactory, 29% each rated with very satisfactory and excellent. The result implies that the BOD are satisfied with the performance of Edcom.

Submission of reports on the results of their processing evaluation and recommendation for the list of applicant for membership. This implies that there are 57% of the BOD gave a rating of satisfactory, 29% who gave a rating of very satisfactory, and one rated with excellent. This shows that most of the BOD is satisfied with the performance of Edcom in the submission of reports on the results of processing evaluation and recommendation for the list of applicants for membership.

Coordinating/linking with other agencies/organization. 57% of the BOD gave a rating of very satisfactory, 29% rated with satisfactory and 14% rated excellent on their performance in coordinating/linking with other agencies/organization. The result implies that the BOD are satisfied with the performance of Edcom.

Conduct of PMES to new members. Table 11 shows that most of the BOD rated their Edcom satisfactory, very satisfactory and excellent. Ti implies that the BOD are satisfied with the performance of the Edcom on the conduct of PMES to new members.

Posting notices for PMES. Table shows that there are 71% of the BOD who gave a rating of satisfactory, 14% gave an excellent rating and 14% gave a poor rating. Results show that BOD are satisfied with the performance of Edcom in posting notices





for PMES, though there is one who gave a poor rating to their Edcom members. They need to improve in this particular task.

Conducting membership campaign. Table shows that there are 43% rated with poor and 29% rated with very satisfactory and 14% rated excellent and satisfactory respectively. Result implies that there are Edcom members who are not doing their functions in conducting members campaign satisfactorily.

Posting notices for membership campaign. The result validated the result above on the conduct of membership campaign. 43% were rated with poor, 29% were rated with very satisfactory, 14% rated excellent and satisfactory respectively. Result implies that there are Edcom members who are not doing their function satisfactorily.

Conducting training and seminar to the members, staff and officers. Table shows that there are 57% who were rated with satisfactory and 43% were rated very satisfactory. This implies that most of the Edcom members are conducting trainings and seminars to the members, staff and officers satisfactorily.

Posting notice for training and seminars to the members, staff and officers. Result shows that 43% were rated with satisfactory, 29% each were rated with very satisfactory and poor. Result implies that some Edcom of cooperatives studied were performing satisfactorily in terms of posting notices for training and seminars to members, staff and officers.

Managing pre and post training/seminar. All of the Education and Training committee are managing pre and post seminar, and this is validated with the rating given to them. Five (71%) of the Edcom of 5 the cooperative were given a rating of satisfactory, one was rated with very satisfactory and one was rated excellent. Result still



shows that the Edcom of the cooperatives studied are doing their task in managing pre and post training seminars.

Planning and scheduling training session. One hundred percent of the Education and training committee are planning and scheduling training sessions, however their rating shows that there are 57% cooperative rated with satisfactory and 43% very satisfactory.

Setting a favorable learning climate. Table 11 shows that 57% of the BOD of each cooperative rated their Edcom with satisfactory, 29% rated with very satisfactory and one rated with excellent. This shows that the Edcom are setting a favorable learning climate to training participants.

Facilitate discussion. Table 11 implies that there are 57% who were given a rating of satisfactory by their BOD, 29% were rated with very satisfactory and one (14%) was rated excellent. This shows that most of the Education and Training Committee are rated with satisfactory in facilitating discussion.



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

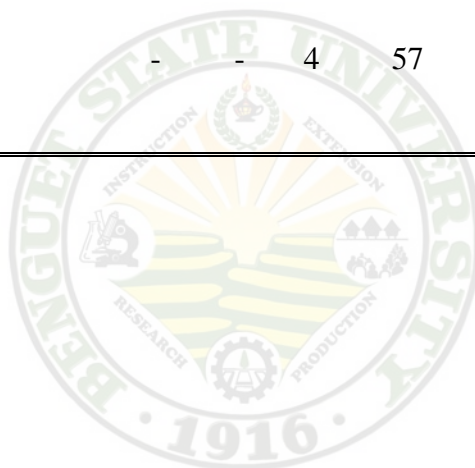
FUNCTION	RATING							
	Poor		Satisfactory		Very Satisfactory		Excellent	
	F	%	F	%	F	%	F	%
Identification of training needs of the members	-	-	4	57	2	29	1	14
Submission on the list of priority trainings and budget	1	-	2	29	4	57	-	-
Preparation of training proposal for approval of BOD	-	-	4	57	2	29	1	14
Sending invitations to target participants	-	-	5	71	1	14	1	14
Submission of reports on the training/promotional activities conducted	-	-	3	43	2	29	2	29
Submission of reports on the expenses incurred in the conduct of activity to the BOD	-	-	3	43	2	29	2	29
Submission of the reports on the results of their processing evaluation and recommendation for the list of application for membership	-	-	4	57	2	29	1	14
Coordinating/linking with the other agencies/organization	-	-	2	29	4	57	1	14
Conducting membership campaign	3	43	1	14	2	29	1	14
Posting notices for membership campaign	3	43	2	29	2	29	-	-
Conduct of PMES to new members	-	-	3	43	2	29	2	29



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Posting notices for PMES	1	14	5	71	-	-	1	14
Conducting training and seminar to members, staff and officers	-	-	4	57	3	43	-	-
Posting notices for trainings	2	29	3	43	2	29	-	-
Managing pre and post training/seminar	-	-	5	71	1	14	1	14
Planning and schedule training Session	-	-	4	57	3	43	-	-
Setting a favorable learning climate	-	-	4	57	2	29	1	14
Facilitate discussion	-	-	4	57	2	29	1	14

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## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### Summary

This study was conducted to identify the profile and performance of Education and training committee members of selected cooperatives in Tuba, Benguet.

Result of the study showed that most of the cooperatives in Tuba, Benguet is operating in 11 – 20 years and most of the cooperatives has 150 to more than 350 members. Most of them were females, married and finished college. Majority of them are Roman Catholics. Most of the respondents have been members in the cooperative for 11 to 15 years and involved as Edcom for 2-3 years. Most of respondents, have attended the PMES, leadership seminars, and cooperative policy formation and implementation. Most of Edcom members were business professionals, and claimed that their profession/occupation did not affect their performance in the cooperative. All of them were satisfied with their work in the cooperative. Some of the Edcom members conducted cooperative policy formation and implementation, leadership seminar, bookkeeping and accounting seminar, trainor's training on cooperative, basic course on cooperative, general management seminar, credit management and capital build-up, project planning and cooperative summit.

The problems encountered by Edcom were; lack of participation on cooperative activities, lack of limited fund, unavailability of members and officers due to work schedule. The Edcom members have identified several factors to be considered for the success of a cooperative such as; a) cooperation, b) education, c) strict implementation of



policies, d) good management, e) communication, f) commitment, and g) leadership of officers.

All of the Edcom are identifying training needs of the coop members, preparing training proposals for approval by the BOD, sending invitation to target participants, submit reports on the training/promotional activities conducted, submit reports on the expenses incurred in the conduct of activity to the BOD, coordinating with the other agencies and organization, conducting PMES to new members, conducting training and seminar to the members, staff and officers, managing pre and post training seminar, planning and scheduling training session, setting a favorable climate and managing effective discussions. Most of the Edcom members are submitting list of priority training and budget, submitting reports on the results of their processing evaluation and recommendation for the list of applicants for membership and posting notices for PMES and for training. Majority are posting notices for membership campaign.

Most of the functions of Edcom are satisfactorily done by the members and their performance on their different function were rated satisfactory to very satisfactory by the BOD chairmen. This means that not only members of the Edcom who are satisfied with their work in the cooperative but also the BOD chairmen is satisfied with their performance in the cooperative.

### Conclusions

1. Most of the Education and Training Committee members are in their middle ages, females and married.



2. Most of the Edcom were member in the coop for almost 11-15 years and involved in the committee for 2-3 years.
3. Most of the Edcom have attended and sponsored trainings and seminars.
4. Most of the members of the Edcom are engaged in business.
5. The profession/occupation of most Edcom members did not affect their performance in the cooperative.
6. Cooperation among members and officers is an important ingredient for the success of a cooperative.
7. Almost all of the Edcom members are doing their function, as evidenced by the satisfactory to very satisfactory ratings they got from the BOD chairman.

### Recommendations

1. The members of Education and Training Committee must continue to attend trainings and seminars or other related activities to enhance and develop their knowledge and skills in order to be more effective in doing their functions especially in conducting trainings and seminars effectively.
2. The Edcom must continue to link or coordinate with other agencies and organization either national or international for support services.
3. The members of Edcom should be sincere, dedicated leaders and truly committed to the cooperative.



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Appendix A

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

January, 2007

Dear Sir/Madam;

The undersigned is a graduating student of Benguet State University and currently conducting a research entitled “Profile and Performance of functions of Members of the Education and Training Committee of Selected Cooperatives in Tuba, Benguet”.

In this connection, may I request your full cooperation by answering my questionnaire honestly. Your full cooperation is highly appreciated and rest assured that any information gathered will be treated with utmost confidentiality.

Thank you very much for sharing a part of your precious time, God Bless.

Sincerely yours,

KATHLYN JOY R. RACHO

NOTED:

ANDREW K. DEL-ONG  
Adviser

## Appendix B

**SURVEY QUESTIONNAIRE**  
(Education and Training Committee)

## I. Profile of Cooperative:

Name of Cooperative : \_\_\_\_\_

Address of the Cooperative : \_\_\_\_\_

Type of cooperative: (Check it)

 Credit  Multipurpose (agri) Consumers  Multipurpose (non-agri) Producers Others, specify: \_\_\_\_\_ Marketing

No. of years in operation : \_\_\_\_\_

No. of members : \_\_\_\_\_

## II. Profile of Respondent:

1. Name : \_\_\_\_\_

2. Age : \_\_\_\_\_

3. Complete Home Address : \_\_\_\_\_

4. Sex: Male  Female 5. Civil Status: Single  Married 

6. Religious Affiliation:

 Roman Catholic  Born Again Iglesia Ni Cristo  Baptist Jehovah's Witnesses  Anglican others (please specify) \_\_\_\_\_

7. Highest Educational Attainment:

Elementary graduate: \_\_\_\_\_

High School Graduate: \_\_\_\_\_

College graduate, specific course: \_\_\_\_\_ Major: \_\_\_\_\_



Vocational graduate, specific course: \_\_\_\_\_

8. How many years involved in the cooperative (please specify the no.)

\_\_\_\_\_

9. How many years involved in the cooperative as Education Training Committee? \_\_\_\_\_

10. What are the trainings and seminars you 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: \_\_\_\_\_

11. What are your previous work experience/s (please specify)

\_\_\_\_\_

12. What is your present occupation or your source of income?

\_\_\_\_\_

13. Does your occupation affect your performance? \_\_\_\_\_ Yes \_\_\_\_\_ No

14. As an education and training committee member, are you satisfied with your work?

\_\_\_\_\_ yes \_\_\_\_\_ no

If yes, why?

\_\_\_\_\_ I can tackle my responsibility even I'm not a college graduate.

\_\_\_\_\_ I enjoy my work as a committee member.

Others, please specify: \_\_\_\_\_

If no, why? \_\_\_\_\_

15. What are the coop-trainings and seminars have you conducted during your no. of term of office? Please Check.



- \_\_\_\_\_ 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: \_\_\_\_\_

16. What are the problems encountered by the education and training committee?  
(please specify) \_\_\_\_\_

17. What do you consider as the important factors for the success of your  
cooperative (please specify) \_\_\_\_\_



## Appendix C

## SURVEY QUESTIONNAIRE

For BOD  
Performance Evaluation

I. A. Rater's name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Signature: \_\_\_\_\_  
 Date rated: \_\_\_\_\_

B. Ratee's Names: \_\_\_\_\_

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

1. Do they identify training needs of members? \_\_\_\_\_ Yes \_\_\_\_\_ No
2. Do they submit list of priority trainings and budget to the BOD on time?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
3. Do they prepare training proposal for the approval of the BOD?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Do they send invitations to target participants? \_\_\_\_\_ Yes \_\_\_\_\_ No
5. Do they submit reports on the training/promotional activities conducted?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
6. Do they submit reports on the expenses incurred in the conduct of activity to the BOD? \_\_\_\_\_ Yes \_\_\_\_\_ No
7. Do they submit report on the result of their processing evaluation and recommendation for the list of applicant for membership? \_\_\_\_\_ Yes \_\_\_\_\_ No
8. Do they coordinate/link with the other agencies/ organization? \_\_\_\_\_ Yes \_\_\_\_\_ No
9. Are they conducting membership campaign? \_\_\_\_\_ Yes \_\_\_\_\_ No
10. Are they conducting PMES to new members? \_\_\_\_\_ Yes \_\_\_\_\_ No
11. Are they conducting Training & Seminar to the members, staffs and officers?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
12. Are they posting notices for membership campaign? \_\_\_\_\_ Yes \_\_\_\_\_ No
13. Are they posting notices for PMES? \_\_\_\_\_ Yes \_\_\_\_\_ No
14. Are they posting notices for Training & Seminars? \_\_\_\_\_ Yes \_\_\_\_\_ No
15. Do they manage the pre and post-training/seminar? \_\_\_\_\_ Yes \_\_\_\_\_ No
16. Do they plan and schedule the training session? \_\_\_\_\_ Yes \_\_\_\_\_ No
17. Do they set a favorable learning climate? \_\_\_\_\_ Yes \_\_\_\_\_ No
18. Do they manage discussion effectively \_\_\_\_\_ Yes \_\_\_\_\_ No



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 trainings needs of the members					
2. Submission on the list priority trainings and budget.					
3. Preparation of training proposal for the approval of the BOD					
4. Sending 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 reports on the results of their processing evaluation and recommendation for the list of applicant for membership					
8. Coordinating/linking with the other agencies/organization.					
9. Conducting membership campaign					
10. Conduct of PMES to new members					
11. Conducting training and seminar to the members, staff and officers					
.FUNCTIONS	1	2	3	4	5
12. Posting of notices for membership campaign					
13. Posting notices for PMES					
14. Posting notices for training					
15. Managing pre and post training/seminar					
16. Planning and scheduling training session					
17. Setting a favorable learning climate					
18. Effectiveness in managing discussion					

THANK YOU!

