

**THE RELEVANCE** AND RESPONSIVENESS **OF THE COOPERATIVE EDUCATION** AND TRAININGS **TO COOPERATIVE OFFICERS' PERFORMANCE &** PRODUCTIVITY IN THE NATIONAL **CAPITAL REGION** 





MEMORANDUM CIRCULAR NO. 2011-14 – STANDARD TRAINING CURRICULA FOR COOPERATIVE OFFICERS"

#### MEMORANDUM CIRCULAR NO. 2011-27 – IMPLEMENTATION OF THE MANDATORY TRAINING REQUIREMENTS OF COOPERATIVE OFFICERS"

#### MEMORANDUM CIRCULAR NO. 2015-09 This Memorandum Circular shall be known as the "REVISED GUIDELINES IMPLEMENTING THE NEW TRAINING REQUIREMENTS OF COOPERATIVE OFFICERS"



# This Memorandum Circular shall apply to the officers of the cooperative regardless of type and size ,such as:

- Board of Directors;
- Secretary;
- Treasurer;
- Election Committee;
- Audit Committee
- Ethics Committee;
- Mediation and Conciliation Committee;
- Other Committees created by the General Assembly and the BOD; and
- General Manager or Chief Executive Officer.





### REQUIRED <u>TRAININGS</u> FOR COOPERATIVE OFFICERS

CATEGORY OF COOP	TRAINING COURSE	NO. OF HOURS
Micro-cooperatives – cooperatives with total assets of 3 Million and below.	Fundamentals of Cooperatives	8
	Governance and Management of Cooperatives	8
All other cooperatives with total assets of more than 3 million.	Fundamentals of Cooperatives	16
	Governance and Management of Cooperatives	16
Additional trainings for officers of cooperatives engaged in savings and credit with at least Five Million Pesos (Php. 5,000,000) worth of deposits liabilities based on their latest Audited Financial Statement.	Financial Management	8
	Risk Management	4
	Credit Management	4





### **Period of Compliance**

• Cooperative officers shall complete the required trainings within the first half of their term.

### **Optional trainings for cooperative officers**

- Cooperative officers shall endeavor to undergo additional appropriate trainings such as but not limited to the following:
  - Financial Management
  - Policy Development
  - Leadership and Values Re-Orientation
  - Conflict Management
  - Strategic Planning and Management



- Orientation on Labor and Other Related Laws
- Records Management (Financial/Non-Financial Transaction)
- Cooperative Standards
- Investment and Banking Procedures
- Basic Accounting for Non-Accountants
- Internal Control including Inventory System
- Cooperative Standards
- Audit Management
- Rules Formulation
- Human Resource Management
- Effective Communication Skills
- Entrepreneurship and Business Mgt. skills
- Basic Computer Literacy



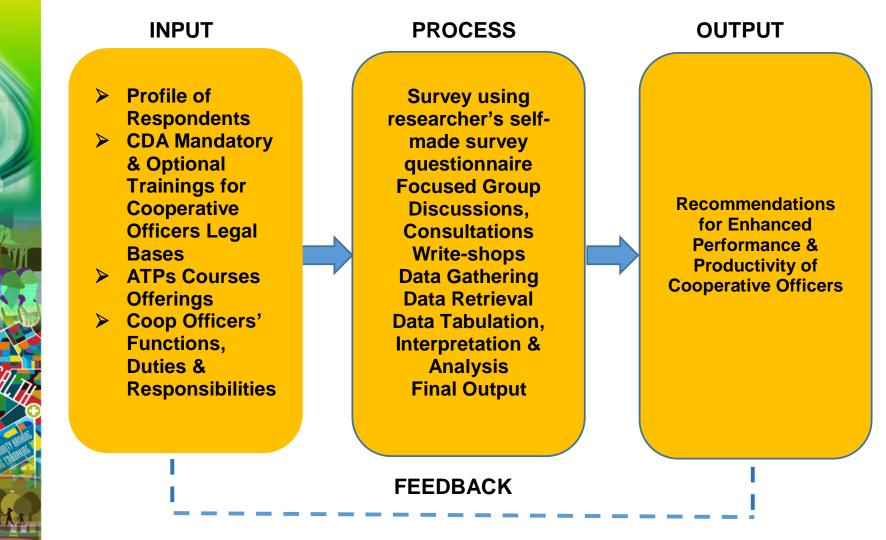
### **The Research Problem:**

- 1.What is the significant contribution of the CDA Mandated & Optional Trainings offered by the Accredited Training Providers for Coops to Cooperative Officers?
- 2.What is the effect of the CDA Mandated & Optional Trainings offered by the Accredited Training Providers for Coops in enhancing their performance and productivity of coop officers?
- 3.What is the extent of influence of the CDA Mandated & Optional Trainings offered by the Accredited Training Providers for Coops to Cooperative Officers?



 $\lambda = 1$ 

### **Conceptual Paradigm:**





### **Methodology:**

The study is descriptive in nature that made use of the mixed design that is quantitative and qualitative. A researcher self-made survey questionnaire was designed wherein the variables for measurement were outputs of series of focused group discussions, consultations and write-shops of the cooperative leaders, officials of the Cooperative Development Authority, the Cooperative Education Forum, representatives from the Academe, Private & Public Organizations with cooperatives and coop related programs, and delegates of Secondary and Tertiary cooperatives in the country. Most of the participants of these institutions were cooperative trainers. A research schedule was also prepared which guided the researcher during the focus groups and interviews.



### **Statistical Treatment:**

The study was aided by the use of statistical software called the Statistical Packages for Social Sciences (SPSS). Descriptive statistics were computed using frequencies, rankings and mean weights.



### Respondents:

### 240 Board of Directors

84 Cooperatives who availed of the services of the Accredited Training Providers of CDA



## Age Profile: 25 Youngest 84 Oldest

Highest Education Attainment:

2 Doctorate Degree
135 Master's Degree
143 Bachelor's Degree



# Civil Status:

182 Married
84 Single
14 Window

# Year in BOD Position: 2 to 6 Years



### Number of Years Operating Services Offered

5 Years & Above

Various Coop Operations e.g. credit, consumers, manpower, transportations, savings, marketing, production, hospital, insurance, microfinance, housing, banking, etc.

Years of Membership 5 Years & Above



# Accredited **Training Providers** of the Cooperative **Development Authority**



大和大

#### **National Confederation of Cooperatives**

National Capital Region League-Philippine Federation of Credit Cooperatives

**Cooperative Union of Mandaluyong** 

**Cooperative Union of Taguig & Pateros** 

Philippine Quezon Federation & Union of Cooperatives

**Cooperative Union & Federation of Farmers in the Philippines** 

**Cooperative Union of the Philippines** 



#### Samahan ng mga Kooperatiba sa Pasig

Manila Union of Cooperatives

Manila Cooperative Development Council

San Juan Cooperative Development Office

National Market Vendors Confederation of Cooperatives

Manila Federation of Consumers Cooperatives

Quezon City Union of Cooperatives



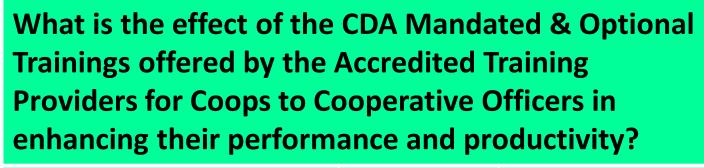


 $\lambda = 1$ 

What is the significant contribution of the CDA Mandated & Optional Trainings offered by the Accredited Training Providers for Coops to Cooperative Officers?

Significant Contributions of the CDA Mandatory Trainings to Coop Officers' Performance	3.96	Very Important
Significant Contributions of the CDA Optional Trainings to Coop Officers' Performance	2.86	Important
Significant Contributions of the CDA Mandatory Trainings to Coop Officers' Productivity	3.73	Very Important
Significant Contributions of the CDA Optional Trainings to Coop Officers' Productivity	2.69	Important





CDA Mandatory and Optional/Supplemental Trainings in helping improve the Coop Officers' Performance	4.249	VERY EFFECTIVE
CDA Mandatory and Optional/Supplemental Trainings in helping improve the Coop Officers' Performance	4.142	VERY EFFECTIVE



#### **On the Performance of FDR**

Able to Articulate Coop's VMGO

Knowledge on Recruitment of Mngt. Staff

**Assess Manager/CEO** 

**Determine the Importance of Planning** 

Implement & monitor projects/programs/strategies

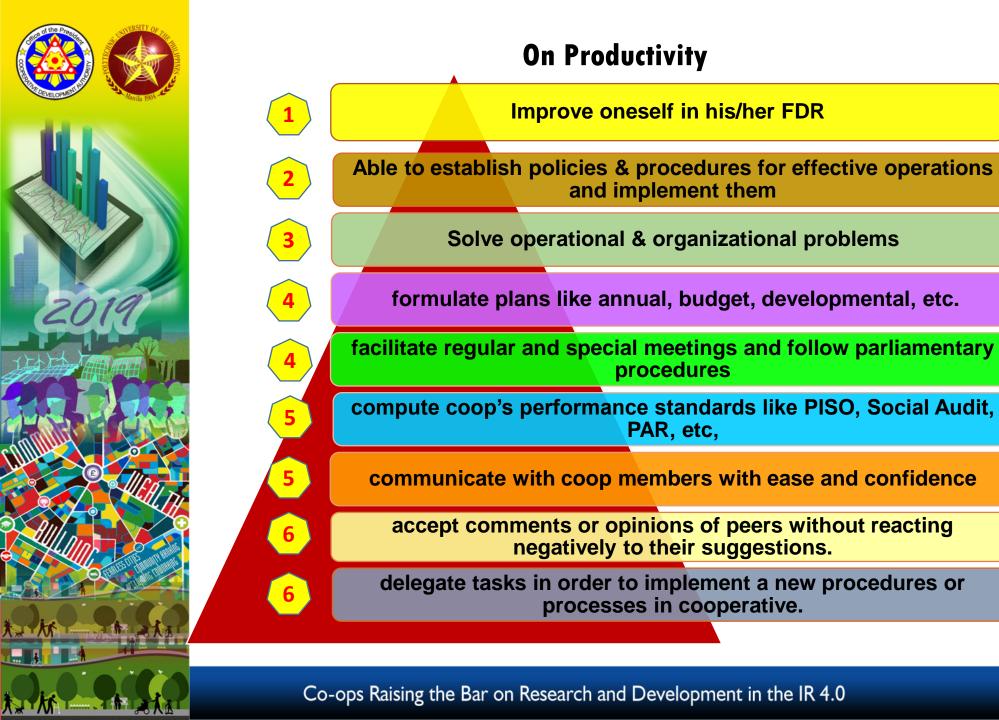
Protect coop's credibility and image

Ensure adequate financial resources of coop

**Contribute to coop's integrity & being accountable to decisions** 

Utilize wisely the financial & other resources of the coop

Assess & develop own board's effectiveness





# What is the extent of influence of the CDA Mandated & Optional Trainings offered by the Accredited Training Providers for Coops to Cooperative Officers?

The Extent to which the CDA Mandatory and Optional/Supplemental 4.3 Trainings have influence in improving the Coop Officers' Performance and Productivity in terms of Knowledge, Skills, Attitude, and Values

Very Satisfactory & Very Influential





#### **Extent of Influence of CDA Mandatory Trainings**

- Ready to take on tough issues and work out conflicts.
- Seminars & trainings helped in updating with the latest technology/practices/policies.
- Developed confidence and commitment as a Board.
- Always attend regular and emergency meetings of the board.
- Able to acquire skills like computing, accounting, leadership, communication, technical, etc.
- Able to internalize the values and spirit of cooperativism
- Understand that coop trainings/seminars are very helpful in upgrading their skills.
- Learned to have serious commitment and to participate actively whenever there are tasks and responsibilities at hand.
- Improved the way in performing current function as a board.
- Seminar motivates in doing Board Tasks.
- Can make innovations at work place using the information learned in seminar.
- Apply what has been learned as a Board and became familiar with the cooperative laws and articles of cooperation and bylaws.
- Have become open in meeting new ideas and changes that benefits the members of our coop.
- Willing to participate in training programs to better understand the cooperative's operations.



### **Findings**

The cooperatives' officers find the mandatory and supplemental trainings and seminars relevant in as far as their capabilities in managing the multifaceted operations of cooperatives. They also find the mandated seminars and trainings of the Authority as responsive to the growth and development of the cooperatives and the movement as well.



In conclusion, the cooperative officers' find the mandated seminars and trainings of the CDA as provided by its Accredited Training Providers as relevant and responsive in the performance of their functions, duties and responsibilities and at the same time being productive.

The CDA mandatory trainings helped improved the coop officers' capabilities in managing and operating their coops.



#### **Recommendations:**

- 1. Cooperative officers, particularly the BOD can opt to attend more supplemental trainings to enhance their capabilities in managing coops.
- Conduct of an extensive study relative to the following:
   a. Impact of the CDA Mandatory
   Trainings on Coop's Development &

Sustainability.

b. Measure the degree of coop

officers, education and training relative to the growth and success of the coops.

c. The impact of ATPs in enhancing capabilities of coop officers and coops' capacity for sustainability





- Birchall, J. (2004). Cooperatives and the millennium development goals. Geneva: International Labour Organization.
- CDA Memorandum Circular No. 2011-01 Guidelines on the Accreditation of Training Providers
- CDA Memorandum Circular No. 2011-14 Standard Training Curricula for cooperative Officers

Human Capital Trends 2014: Introduction (2014), Retrieved August 7, 2014 at Delloite Website:

http://www2.deloitte.com/us/en/pages/human-capital/articles/introductionhuman-capital-trends.html

Kendra C. (2010). <u>The History of Transformational Leadership.</u> Styles of Leadership, (http://psychology.about.com/od/leadership/fl/Transformational-Leadership-Linked-to-Positive-Effects-on-Well-Being.htm)

Kharbili, M. E., (2012). <u>Business Process Regulatory Compliance Management</u> <u>Solution Frameworks: A Comparative Evaluation</u>. APCCM '12 Proceedings of the Eight Asia-Pacific Conference on Conceptual Modelling-Volume 130

Manimtim, Herminia E., (2010). Module on cooperative principles & social development, PUP Sta. Mesa, Manila

Raquepo A. (2013). <u>Some Cooperative Practices for Sustainability.</u> A cooperative governance practitioner and Advocate.

Republic Act 9520, (2008) Cooperative Code of the Philippines

Sibal, Jorge V., (2011). <u>The Philippine Cooperative Movement: Problems and</u> <u>Prospects, p</u>osted on November 23, 2011, The Philippine Cooperative Movement: Problems and Prospects (1986 – present)

Tayko, R. et. al. (2004). *Cooperative power: changing lives*. Cavite, Philippines: Cooperative Union of Cavite.

<u>The duties & functions of the board members of a cooperative</u>. (2000). Dimensional Dynamics. Consortium Publishers. Department of Agriculture
 Why Cooperatives fail? May 6, 2015 Business Insights BusinessDiary.com.ph: http://businessdiary.com.ph/234/why-cooperatives-fail/#ixzz3rwKqvPWK
 Zubiri, J.M. (2008). <u>Speech delivered to the Philippine Senate for the sponsorship of the amendments to the Cooperative Code of the Philippines, May 18, 2008.</u>