CHAPTER 2: LITERATURE REVIEW

This chapter provides the literature review on training and education and also discuss on the concepts and practices of training and education in the co-operative organisation.

Training has always played an important and integral part in furthering many kinds of human learning and development. However, the fact that training can make an important contributions to organisational effectiveness is being recognise fully. Training is used by more and more organisations today to achieve two additional aims.

First, broader skills are being taught to the employees such as problem-solving skills, communication skills and team building skills. Second, more firm are taking the advantage of the fact that training can enhance employee's commitment. Therefore companies, organisations and government are beginning to appreciate the value of adequate, consistent and long-term investment in this function. Before examine how training is initiated and organised, it is necessary to define the term training and how to distinguished it from the closely related concepts of education.
2.2 CONCEPTS AND DEFINITIONS

A number of writers, including Straigfellow (1968) and Tannehill (1970), have discussed the nature of training and education and have pointed to the problems which arise from the different meaning attributed to these two words. According to them, the word education is the times narrowly used to mean the formal process of studying a syllabus of work which usually includes attendance at an educational institutions. Training is the process of teaching the present and the new employees the basic skills they need to perform their job.¹

According to Roger Buckley and Jim Caple,² training is a planned and systematic effort to modify or develop knowledge, skill, attitude through learning experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job.

Whereas education is a process and a series of activities which aim at enabling an individual to assimilate and develop knowledge, skill, values and understanding that are not simply related to a narrow field of activity but allow a broad range of problems to be define, analysed and solved.³

³ Ibid., pg. 14.
We can make a distinction between training and education. The distinction drawn by Kenny and Reid⁴ is that, training usually involves the acquisition of behaviours, facts, ideas, that are more easily defined in a specific jobs context.

Glaser in turn points out that, 'when the end products of learning can be specific in terms of particular instances of student performance, then instructional procedures can be designed to directly train or bind in these behaviours.'⁵

If the skill to be learned is highly complex and the relevant performance is difficult to analyse and to specify, then the student may be educated more generally by providing a foundation of behaviour on which the individual is expected to generalise or transfer to similar situations.

The differences between training and education can also be identified with respect to the course or program content. Training aims to provide knowledge and skills and to inculcate the attitudes which are needed to perform specific tasks. Education usually provides more theoretical and conceptual frame work designed to stimulate an individuals analytical and critical abilities.

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⁵ Glaser, R. *Training Research and Education*, University of Pittsburgh, Press USA, 1967, pg. 17.
2.3 The Basic Training Process

Any training program ideally consists of four steps, which are summarised in Chart 1. The first step is the assessment step and the purpose is to determine the training needs. Then, if one or more needs that can be eliminated through training are identified, training objectives should be set: here you specify in observable, measurable terms the performance you expect to obtain from the employees who are to be trained. In the training step, the actual training techniques are chosen and the training takes place. Finally, there should be an evaluation step. Here the trainee’s pre- and post-training performances are compared and the effectiveness of the training program is thus evaluated.  

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CHART 1
The Basic Training Process

ASSESSMENT
What are the training needs for this person and/or job?

SET TRAINING OBJECTIVES
Objectives should be observable and measurable

TRAINING
Training include on-the-job training, program learning

EVALUATION
measure reaction, learning, behaviour or results.

Source: Gary Dessler, Human Resources Management
2.4 The Systematic Training Cycle

As said earlier, training is a planned and a systematic effort, which can also be seen as a process like shown in Chart 2. This is often said to be a 'system approach' to training implying that the subsystems within the cycle interact as a closed loop.

Chart 1
The Systematic Training Cycle

1. Identification of Training Needs
2. Training Objectives
3. Selection & Design of Programs
4. Carry Out Training
5. Evaluation Feedback Loop

Source: Peter Bramley

The term 'systematic' is used because the process being described goes from step to step in a logical fashion but the subsystem rarely interact nor do they interact with other organisation subsystem like job design, reward system or organisational restructuring. This will provide a more efficient training system because the training objective were clearly defined at the beginning to fulfil the training needs of the individual.

2.5 Training Needs

The first step in training and education is to determine the training needs. Morrison describes a training need as "the existing actual condition which differs from a desired condition in the human aspect or 'people', aspect of organisation performance or more specifically, when a change in present human knowledge, skills or attributes can bring about the desired performance". The author includes "attitudes" as the determiner of behaviour and performance which can be shaped by new experiences often provided by activities included in training programs.

The training needs exist at three levels - organisational, occupational and individual.  

Organisational needs are needs of the organisation as a whole. Performance problems or general weakness within the organisation consist of failure to meet within company objective and inefficient utilisation of resources. The assessment of training needs at this level means efforts are made to determine where in the organisation are the problem areas which are susceptible to correction by training.

An organisation also have future or potential training needs. This would arise when there are changes in the organisation's objectives especially when there is a change in management or when a reorganisation occurs.

Occupational needs are the needs of a group of employees with the same job classification; for example Assistant trainer and a Senior lecturer. They concentrate on the knowledge and skills required to carry-out various duties and responsibility related to a particular job functions. Such need usually arises, for example, when there is a change in the way work is done as a result of changes in policy, system, procedure or technology or when a promotion is effected with new job responsibilities.

Individual needs are the needs of a particular employee or sometimes a small group of employees, who lack the required knowledge and/ or skill to perform certain duties satisfactorily. Although sometimes the need may be for a small group of employees, the focus is on the individual.
Training needs analysis often concentrates on the person analysis level and neglects the links with organisational goals which are necessary to ensure that the training is effective in advancing the cause of company. Thus, integration of the three levels of analysis is necessary. The process starts by examining the performance of the organisation or a part of it. This suggest a possible training need, then the group of the job in the area under review is examined. This may lead to an analysis of the individuals in post to discover whether training is likely to change the current level of performance into one which is nearer the optimal level or the job. 10

2.6 The Evaluation of Training

The final logical stage in the training process is to find out how effective the training has been. There are few who would disagree with this and yet practice tends to suggest that in many organisations evaluation of training is either ignored or it is approached in an unconvincing or unprofessional manner. In some organisations, it has been claimed that evaluation is too costly, it does not really prove anything it is not really applicable because training cannot be valued in financial terms.

Some trainers have reflected a defensive approach to evaluation because they felt that it invites criticism and apportions blame when training has not been as successful as it might have been. However, if training is to enjoy high profile of which it is beginning to present, then through evaluation of its activities is vital so that, along with other departments, the training department can show its worth.

There are two types of evaluation which are described as internal evaluation and external evaluation. In practice they are linked and most trainers see them as a single function because one is dependent upon, or has little value without the other.

Internal evaluation is concerned with assessing whether a training activity has achieved its objectives, in other words, "did the trainees learn what they were taught".

External evaluation aims to find out if the former trainees have applied what they have learned in training to the job context and whether they are able to perform to the level expected of them after training.

Evaluation of training is considered an action research which embraces academics and practitioners in the real situation, with all the constraints stemming from both within and outside the organisation. It is a continuous process. Thus, it should be planned simultaneously as the training program in order to contribute to organisational effectiveness.

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2.7 Training and Education in Co-operatives

As been said in the introduction part of this study, the co-operative movement is a movement that has been built by the people who have strong conviction, that it was possible for them to create the movement out of their own effort. Historically, the formation of the co-operative movement during the nineteenth century by the Rochdale Pioneers was much owed to the thinking and works of Robert Owen and Dr. William King. Both men mentioned above and many other eminent pioneers of co-operation have been also great educators. The reason for this 'purposeful coincidence' is that the effort of reshaping a new movement, a movement which embodies both the economic and social aspect of life requires a different discipline from those of either capitalist or socialist. In this respect I would like to quote a quotation from the "Report of the ICA Commission on Co-operative Principles", which states that:

"Co-operation as a form of mutual aid appeals to other motives than man's selfish or self-regarding impulses or obedience to duly-constituted authority. Collective self-discipline is not a wild or self-propagating but cultivated growth. Co-operation requires those who would practice it effectively the acceptance of new ideas, new standard of conduct, new
habits of thought and behaviour, based on superior values of co-operative association. No co-operative institution, therefore, can be indifferent in its own interest and for its own survival, to the need for educating its members in appropriate ways.

The above quotation is an explanatory statement and thus need no explanation. Regarding co-operative view on education, again, I would turn to the "Report of ICA Commission on the Co-operative Principles", which states that:

"...education needs to be defined in a very broad sense which includes education of more than one kind. It includes both what people learn and how they learn it. Every phase of experience, which adds to people’s knowledge, develops their faculties and skills, widens their outlook, trains them to work harmoniously and effectively with their fellows and inspires them to fulfil their responsibilities as men or women and citizens, can have educational significance for co-operation. Less and less in contemporary world can education be limited to what is learnt in schools and colleges at special periods of people’s lives. The co-operative concept is of education as a life-long process."

In fact, the importance of co-operative education was also acknowledged by the Rochdale Pioneers that they include this item, "the promotion of co-operative education" as one of the basic principles.
of co-operation. The Rochdale Model of Co-operative Principles ¹² are as follows :-

1. Open Memberships without restrictions of race, colour or creed.
2. Democratic control of one member one vote.
3. Limited capital and low rate of interest.
4. Operations at cost and surplus to go to members in proportion to their patronage at the co-operative services.
5. All trading to be done at fair market prices, preferably at cash sales and goods to be genuine quality and unadulterated.
6. All co-operative members were to be educated in co-operative theory and practices as well as in business and related skills to make them useful members to their community.
7. Political and religious neutrality.

It can be seen that the fifth principle touches the aspects of education and promotion of education among its members in co-operative methods. The rational why the Rochdale Pioneers include this item, ‘the promotion of co-operative education’ as one of the Co-operative Principles; during that time the members who formed the first organisation were originally common workers, who were ignorant and illiterate and due to this the capitalist have taken advantage of this situation to exploit them. It was therefore essential for the Rochdale

Pioneers to have an enlightened and informed memberships for their own survival by encouraging active participation and members involvement which can be done by educating them.

However today, co-operatives still foster reciprocal, ongoing education programs for members, co-operative leaders and co-operative employees so that they can teach - and learn from - each other in understanding and carrying out their respective roles. Co-operatives have a responsibility to inform the general public, particularly the young ones about the nature of the co-operative organisation.

Co-operative education includes all efforts to communicate the understanding, the knowledge, the skill, both outside and inside the co-operative movement which are needed by the movement for it to function effectively. Co-operative education plays an important role in helping the individual to understand the social values, social needs and social problems, which later develop the attitudes and behavioural patterns of the co-operators in motivating towards self-reliance, self respect, mutual help and concern for others.

The objective for training and education for co-operatives includes:-

- to provide a systematic approach for the development of the training system, curriculum development and training materials;
- to upgrade the training methodologies and aids used in the training and education for co-operatives;
- to introduce the new technology, aids and learning materials;
- to provide assistance in short-term and long-term plan on basic
  needs and requirement;
- to provide financial and technical assistance in the provision of
  the training and education activities;
- to collect and exchange educational and training materials.

2.8 The Target Group for Cooperative Training and Education

Training and education for the co-operatives covers a wide area
among the population, not only it be directed to members, the board
members, committee members and the co-operative employees, who
are inside the organisation but also those who are outside the
organisation. The public will formed the vast resources that needed to
be tapped and apparently to be promising potentials for the future
development of the co-operative movement.

a. Training and Education for Members

According to the Director of the International Co-operative
Alliance (ICA), "train your co-operators before setting up your
business". The task among members is to keep alive in them the
feeling that the co-operative is not an organisation set up
independently by them to serve their needs but rather a business that
belongs to them and its efficiency and prosperity is determined by them. They must be instilled with knowledge, motives and ability that will make them into real co-operators with the will to assist in the joint enterprise. Consciously, not only their collective interest but also the moral ties and freely accepted collective responsibilities which will unite them with their fellow members.

Member education must make them feel that they are members not only to the co-operative organisation but also to the movement which does not only represent a mere commercial system but also the co-operative ideals, a new concept and a new human organisation of human relationships.

b. Training and Education for the Co-operative Leaders
   (Board Members and the Committee Members.)

A co-operative organisation has to serve the economic needs of the members household and the future success of the organisation. Like other forms of enterprise, its economic viability is therefore crucial for the survival of the co-operative in general. The performance of the managerial personnel, board members and committee members, is decisive as in other enterprise for the economic result. However, the management in co-operative is more complex than management in other enterprises because the decisions are to be taken with the members approval in the annual general meeting and the
implementation is controlled by them through their respective committee members. Therefore the board members and the committee members should acquire current managerial knowledge and skills as well as the specific skills of how to play their role in a complex system of co-operative organisation and participation. These requirements thus made the co-operative training and education a specific and complex task.

c. Training and Education for the Co-operative Employees

Why is it necessary to expose the co-operative employees to co-operation? "Co-operation is as an ideology that cannot spread unless co-operation as a business is successful; similarly the (successful) business of co-operative organisation will not achieve its purpose if it forsakes the co-operative ideology. A well equipped and knowledgeable employee in the co-operative organisation will not sacrifice or side-steps the co-operative ideology and requirements while in pursuit of economic success".

Thus, the employees too have to fully understand the principles ideas of co-operative and equipped themselves with management skills in order to maintain the efficiency and the effectiveness of the co-operative organisation.

Apart from that, the co-operatives have to face competition from the private sectors. Therefore, in order to compete with the
private sectors the co-operatives employees must have the necessary knowledge and information regarding the co-operative philosophy and concepts plus the management skills.

d. Training and Education for the Public (Non-Members)

Traditionally, co-operative training and education has been targeted to the co-operators namely members, board members, committee members and co-operative employees. Consequently the general public receive little or no attention. They become passive and sometimes have negative attitude towards co-operative activities.

The general public should be regarded as potential members or persons who must be won over to join the co-operatives. Any headway which the co-operatives make will bring benefit to the entire community. So, it is in the interest of the movement to keep the public informed of the benefits they derive directly and indirectly, which will inspire them to join the co-operative movement.