



Application of Systems Approach to Training as an Exercise in Organization Development

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Abstract: The application of systems approach for the training and development of workers is considered in this study as one of the key instruments to bring about change and development in organization and in individual. It is also considered that the key to maximum manpower utilization lies in the effectiveness of training and organization development. Attempts were made to show that productivity and efficiency in industry are dependent on several inter-related factors. Manpower training and organization development are part of the several important determinants. The study examines and investigates the extent of the application of systems approach to the Training and Development of workers in the industry. The research design adopted is survey and documentary analysis. The survey involves the collection of data from existing records and findings of the opinion on the subjects through the use of structured questionnaire. Stratified sampling technique was used to select the respondents for the study. Information were collected from line managers, Training Managers, Supervisors, Trainers, training specialists and operatives. The internal consistency of the questionnaire was determined using Cronbach Alpha Formulae (α). Different reliability coefficients were computed for the different clusters of the questionnaire in order to assess the degree of consistency within the said clusters. The correlation coefficient of the questionnaire was 0.72 for trainers, 0.79 for training managers and 0.68 for supervisors. The reliability coefficient for the entire respondents was 0.71. Based on this value, the questionnaire was considered by the researcher as reliable to be used for the study. The study reveals that a large proportion of respondents' organizations are aware of the principles and importance of systems approach to training as instruments of operational efficiency, organization development, and improvement of performance. Only a few organizations within those surveyed are practicing any form of training based on systems approach. The study deduced from the results that possible reasons for negative attitude to systems approach is that the quality of people employed in most cases for training function is not high enough for systems approach to be worthwhile. Again the absence of planned staff development policy in most organizations surveyed made the introduction of change through systems approach extremely difficult in such industries, reduces employee morale and causes suspicion of management motives. The study concluded with the view that if organizations objectives are to be met in coping with change, training must be systematic, and must be integrated in organizations' operational policy in order to bring organizational growth and development.

Keywords: Systems approach to Training, Organization Development, Manpower Performance, Utilization, Growth, Development, productivity.



INTRODUCTION

Experience in the industry has shown that most production processes require large number of well trained technicians, craftsmen and operatives. New job opportunities that became apparent as a result of the oil boom in Nigeria require skilled, trained tradesmen and artisans. There is, therefore, the need for a significant increase not only in the number but also in the quality of trained manpower for the Nigerian industry. The issue of declining productivity, high rate of wastages in the form of men, materials, money, equipment, resources and, in-fact, all inputs of production is one of our major concerns. Also of concern is the inadequacy and/ or inappropriateness of all other efforts, and application of various management techniques to improve productivity in Nigerian Industries, -Hassan (1999). What then is the way out? How do we move forward to increase productivity and reduce wastage? These are the issues that will be addressed in this study. It needs not be re-iterated that of all the processes associated with the factor of production, manpower performance is the most crucial, and can be improved in a number of ways but predominantly through systems approach to TRAINING.

It is, therefore, the concern of this study to attempt to look at the efforts of industry in training for industrial productivity vis-à-vis the application of systems approach to training and its problems and prospects.

Within the last four decades organizations seem to have rediscovered training and development as essential key and instrument to bring about smooth running of organization, Onimole (2012). Evidently, organizations have always known about training but the increasing commitment to training and development programmes in Nigeria

by many private and public sector organizations comes as a somewhat of a surprise to many observers especially in the public sector. Hassan (1999). Proof that such a trend or increase in effort exists, can be seen in the establishment of larger and more sophisticated training programmes, greater number of staff being hired, for external education programme especially by some developing countries, and a somewhat more tenuous factor the coming of age of a distinct literature in training and development, marked by a number of major books, symposium, journals, technical reports, and newsletters that cover training and development issues-Hassan (1999).

It is important to state that despite all these, training has always been viewed as the stepchild of the personnel and human resources management function. Consequently, it has usually been the first area to be sacrificed in a budget crunch. Training has always experienced an especially tough time with budgeting. It is in the context of the general disregard for quality training by many industries that this study is considered crucial and germane.

It is however the view of this study that training must be seen as part of the company's efforts to meet its corporate goals and include any means required by organizations to enhance the capabilities of its employees. For this reason therefore and if the organizations objectives are to be met in coping with change, training must be accorded its rightful position within the management hierarchy. Training must be planned, it must become an integral part of each company's operational policy, training needs must be identified, appropriate training programmes developed to meet the needs, employee must be encouraged to acquire the skills relevant to their efficiency and it must become a consistent policy to evaluate the effectiveness of particular training



programmes to ensure that new needs are met wherever they arise within organization. Hence the applications of systems approach to training and development.

Quite apart from the need for an effective and thorough examination of the position of training in industry, the training responsibility of management and individual employee stand central in this study. Training that has become a 'ritual' "because it is a good thing" is not to our mind a means to business end, and organization development.

Purpose of the Study

The study was carried out to examine the extent of the application of systems approach to training of workers in Nigeria industries. Specifically the research was carried out to meet the following objectives:

- Identify the group of industries that are practicing the systems approach to the training of their workers;
- Determine the effect of the application of systems approach to training of workers in the process of organization Development in the study area; and
- Identify strategies that would enhance the practice of systems approach to training and development of workers.

Significance of the study

Rodney (1982) has shown that most production processes require large numbers of well trained technicians, crafts men and operatives. It must be stated therefore that new job opportunities that become apparent as a result of the oil boom in Nigeria require appropriately skilled, trained tradesmen and artisans. There is also the need for a significant increase not only in the number but also in the quality of trained manpower for the Nigerian economy.

This study becomes significant and necessary in view of the need for industries and entrepreneurial activities to have workers with better training, better skills, more advanced knowledge, more appropriate attitude, in order to generate increased productivity and profitability. The study will be of tremendous benefit to industries in Nigeria generally in helping to improve the use of and effectiveness of manpower. Through the implementation of the outcome of the study in industry, improved approach to manpower training and development will evolve to provide trainers with required implement or tool to create an effective and sustainable training methodology and technology base in current and future organization development process.

Theoretical Framework/ Review

The literatures on the systems concept in training frequently refer to the traditional model composed of several phases thus:-

Assessment, Objective Setting, Designing-Implementation and-Evaluation.

This model is said to have a professional value. Rarely however, is the model said to have functional value or utility. According to Miller (1974) this may be due to several factors, one of which is that the use of the model has not been subject to critical scrutiny and or research possibly because it is frequently conceived as being composed of five discrete phases connected sequentially with each phase standing independently.

However, Enemali (2010) considered a system as an organization of pieces which interface or operate together to accomplish the purpose for which it is designed, the training model can be viewed as an interdependent or interrelated process in which the five phases above form subprocess, which are highly interrelated and



interdependent on all other subprocesses as well as on the total process.

Miller (1974) maintained that the conception of the training model as an interdependent or interrelated process consequently leads to a set of different effects or results from those of the traditional conception. The consequences which result from using it as a process are in general, according to Miller:

- i. The results of each subprocess do not become final statement but are continually reworked and reconceived, resulting in.
- ii. Increasingly specific questions, answers, and actions in each subprocess which result in
- iii. A functional utility in terms of training results.

Generally, the key assumption may be stated as follows:

- i. That the traditional training approach can more appropriately be conceived as an integrated process.
- ii. Each phase of the total process is a subprocess to the entire process. The relationship of the total process is systematic in nature; i.e. the subprocess are interdependent, inter-related, stand individually but, when connected form more than the sum of their parts.

According to Enemali (2010) the systems approach enable stake-holders take a holistic look at the entire process of training in order to understand, and be able to discuss the events that occur before, during and after the training and development process. In particular, Lockwood (1986) had earlier noted that the principles of the systems approach can be applied to:

- a. Solve new training problems

- b. Solve the problems of existing training and development programmes by re-design;
- c. Satisfy new training needs created by economic, structural and technological change and
- d. Improve the efficiency of established training schemes.

However there are several variants of the systems approach to training and development.

Buchanan, and Huozynski (2010) explained that a system may be defined as an organization of pieces which interface or operate together to accomplish the purpose for which they were designed. Buchanan et al used the term "System" to refer to development and described training as one of the sub-systems of development. Warren (1979) had earlier provided a general model for a training sub-system which could operate in any organization as consisting of six elements.

These elements, which are themselves sub-systems, are:

- iii. Research – Analysis – Development – Operation – Delivery and Evaluation

The research sub-system, according to Buchanan et al, (2010) is to provide the training sub-system with data to improve the effectiveness of the entire organization. It is essentially an information process system.

The function of training analysis is to identify the organization's training needs and evaluate them in terms of cost, identify and specify the behavior or performance that must be obtained to satisfy the needs and analyse the tasks for which training is provided so that training actions can be developed to obtain the required performance. The development element would design and produce specific training actions required by the organization. The development programme would be supplied to both the operations elements for



implementation and when possible, the evaluation elements for validation. The operations element is accountable for the management of both on-the-job training and the training operation itself. The mission of the delivery element is the effective interface instruction and the trainee. The last elements is the evaluation of training performance, training programme effectiveness and training system efficiency.

According to Buchanan et al (2010) one aim of systems approach is to predict the nature and direction of change in the various components by a change in one or more of the others. This approach, therefore, offers a basically simple philosophy for looking at the way things work and interact with each other in the industry. There are however, influences outside the training function that affect how it can work.

What is Training?

In examining systems approach to training, it is important to give consideration to the essential purpose of training in the organization. This appears to be two-fold according to Leduchowicz (1982).

- i. To respond to the organizational maintenance requirements and
- ii. To bring about organizational change and development through the deployment of human knowledge, attitude and skills.

Therefore training can be described as one of the ways to bring about change and development in organization and in individual and also one of the ways to maintain the smooth running of an organization. It plays its part by ensuring that employees have the necessary knowledge, attitudes and skills to carry out efficiently and effectively their work under present system of operation. Teaching employees new skills that

prepares them for actual or anticipated change will itself enable that change to be brought about more easily.

Hesseling (1971) defines training as a sequence of experience and opportunities designed to modify behavior in order to attain a stated objective. Oatey (1970) describes training as any activity which deliberately attempts to improve a person's skills at a task. Hamblin (1974) also defines training as any activity which deliberately attempts to improve a person's skills in a job. A rather comprehensive definition was given by the Department of employment's Glossary of Training Terms (1971) – as the systematic development of the attitudes knowledge and skill behavior patterns required by an individual in order to perform adequately a given job. Patrick et al (1975) explained that the attitude, knowledge and skill behavior patterns are the essential determinants of effective performance in terms of the knowledge required to take the right attitude and the skill necessary to do it. They refer to skill as an organized and co-ordinated pattern of mental or physical activity in relation to an object or other display of information usually involving receptor or effect or processes.

However, as a result of the work of psychologists, King (1964) explains that our knowledge of how to train the individual, in different fields and at a variety of levels, has grown considerably over the years. What remains a crucial problem for industrial training is how to make the most effective use of such knowledge in an organization. This problem invariably related to the nature of organizations, to their formal and informal structures, and to the conflicting interests and power groups that normally exist within them. The view is shared in this study that if organization's objectives are to be met in coping with change, training must be systematic.



Organization's operational policy must integrate training, training requirement must be assessed, appropriate training plans and programme adopted to meet the needs, employees must be encouraged and motivated to acquire the skills relevant to the efficiency and it must become a consistent policy of organizations to evaluate the effectiveness of a particular training programme to ensure that new needs are met whenever and wherever they arise within organizations. What is stressed here is that training must be systematic to bring about organizational growth and development.

Systems Approach to Training

Research evidences of Tundunwada (1984), Longe (1985), Onimole (2012) had shown that a lot of training activities carried out in the industry are not based on any analysis. Many young people entering factory work especially in manufacturing and engineering industries have learnt their jobs through the exposure of "sitting – by-Nellie" method: (Nellie is the woman who had been made responsible for teaching other workers, was known as Nellie to her fellow workers', Earle (1931) the new worker watched Nellie do the whole job, the worker tried slowly first and then speeded up).

However, Partrick (1984), had earlier indicated that with the changing nature of tasks, for which training is demanded, a continuation of imprecise methods and Laissez-faire attitude is likely to lead to severe problems.

Millatinovich et al (1976) was with the view that, with the growing complexity of modern organizations, and their environment more than a set of maxims are required to plan, organize, control and co-ordinate the activities in large and small organizations. Millatinovich indicates that one of such maxims is systems approach to training.

Kenny et al (1977) defined systems approach to training as the process of

- i. Identifying what training is needed
- ii. Planning appropriate training programmes to meet the needs.
- iii. Implementing the training and ensuring that employees are assisted to acquire the skills and knowledge they need in the most efficient manner.
- iv. Evaluating as far as possible the effectiveness of the particular training programme and satisfying any residual training requirements.

According to Kenny et al (1979) this four – step sequence, which is sometimes referred to as the training cycle, can be applied to:

- i. Training at the organizational and or department level
- ii. Training for specific occupations
- iii. Training of individuals at all levels in the organization.

According to Warren,(1979) the systems approach is designed to aid training manager's understanding of the organization's training needs and to modify same if the traditional system does not yield the predicted results or meet the established goals. From a system point of view, it will be essentials to look at the function of the various inter-relationships not only with each other but also with the other processes in assessing the impact of systems strategy.

The system advises a sequence of activities on the part of trainers which will result in the construction and successful operation of a training system.

Systems approach to training from the foregoing concept is one in which each phase of the training process is adequately conceived, and applied in a learning process to maximize is the impact and



gains from any learning process in organization development strategy.

What is Organization Development (OD)

The words 'Organization Development' (OD) 'Organization Renewal' (OR) and 'Systems Development' (SD) are used in a variety of ways to imply that a systematic, planned progression is envisaged from one (known) state of affairs to some other (desired) state of affairs, and that this progression is not restricted to individual, but extends to the entire organization, as stated before. According to Blake(1976) the term Organization Development (OD) was associated with sensitivity training in its early years, many felt it is synonymous with this approach to human relations training. Most present practitioners in the field of organization improvement are of the view that it has a much wider implication than sensitivity training. As a matter of fact, writers like R. Blake, (1976), R. Beckharde, (1969) and G. Lippitt (1971) feel it involves both the human and non-human aspects of organization functioning.

The following is a representative of some of the various definitions as presented in some OD literature.

- ❖ Achieving an idea of corporate excellence to strive toward and perfecting a sound system of management which can convert striving into execution – Blake and Mouton (1976).
- ❖ Process of planned organizational change which centres around a change agent who, in collaborating with the client system, attempts to apply valid knowledge from behavioural sciences to the clients problems Bennis (1969).
- ❖ The application of the planning, development and problem solving process

to the overall functioning of the organization in such a way that it strengthens the physical, financial and human resources, improves the process of interface; helps the organization mature and is responsive to the environment of which the organization is a part. G. Lippitt (1971).

It may be said in essence considering the above divergent views that the concept of organizations development is not new. Organizations have grown and died over the years, moreover Personnel Managers have long been involved in organization development work through their initiative in designing, negotiating, and implementing wages and productivity bargains along with other works in recruitment, selection, training and development of employees.

From the above definitions, it would be argued that OD is not a technique, a method, a formula or just another function. It is a process, and the process is essentially a people oriented and people centred scientific approach to organization management, which involves,

- i. Comparing present behaviour with future needs.
- ii. Establishing objectives and purpose.
- iii. Assessing barriers to objectives.
- iv. Gathering information regarding barriers from all involved
- v. Presenting this information to those involved as data useful in generating alternative course of action.
- vi. Establishing meetings to evaluate alternatives and making planning decisions.
- vii. Implementing solutions
- viii. Reviewing and establishing continual change process.



Whether the identified problem within the system is in the introduction of a new machine or computer that will do twice the work in half the time; or in trying to motivate salesman or in improving the efficiency of operatives or in developing the creativity of researchers, the process is equally applicable. In short the process of OD is to examine the forces influencing the achievement of business objectives and to assist those people who should implement plans in thinking through the organization factors associated with this process.

According to Leavit (1964) this means our looking at four interwoven factors; task, organization structure, Technology, and people.

Leavit emphasizes that to change any one of these factors will inevitably have repercussions on one or more of the others. For example a change in technology such as the introduction of a conveyor belt, a new production machine, or a computer will influence the way jobs are done, peoples roles and the attitude and behaviour of the people themselves. Consequently, the definition of organization development as a process of planning and implementing change in an organization through the application of behavioural science with the objective of strengthening human processes and so improve the functioning of the organization in the achievement of its objectives, may serve as a general definition. Planned changes in this context are changes which are conscious and deliberate and which involve the application of behavioural science knowledge in the diagnosis, planning, installation and evaluation of the changes. Planned change is understood here to be a continuing process rather than a once-for-all activity. It implies movement from a culture which resists change to one which promotes it by planning and implementing a climate in which the organization is adaptive to

needed changes as a continuing activity from day to day. In this way the organization will be better equipped to survive and grow in a rapidly changing environment.

Additionally, organization development is a process to which top management of an enterprise must in a way be committed and its impact extends upon the enterprise as a whole as well as on its individual parts. As a process its concept influences the behaviour and development of individuals especially interpersonal and intergroup relationships.

Training and Organization Development (OD)

Traditionally, much time and money are spent on the training and development of individuals in companies. This is however designed according to Hassan (1999) to prepare people fit for, or improves them in the personal skills of their individual jobs. Naturally, therefore, training is a useful OD intervention.

In the Organization Development (OD) context, a training programme is most useful when it is designed to meet diagnosed needs or objectives in the organization. A training plan/ programme which meets these objectives is often referred to as a laboratory strategy.

It will however seem important and necessary to emphasize certain relationships between Organization Development and training (manpower development), which indicate the need for training development to be conducted with full awareness of its organization implications. It can be argued that the most effective manpower development can only be achieved if the two functions work in close collaboration, and if at the same time general management are fully aware of the overlapping interests and the interactions of the two, but unfortunately in reality they are not.



It needs to be asserted that any attempt at a system's approach to training as an exercise in organization development according to Main (1963) should focus first on the organization's "Culture" or Climate", Lawrence P. (1958), looking at such indications of organization health as:-

- i. System-wide understanding of and commitment to long and short-range objectives, priorities, measurement tools and reward systems.
- ii. Sufficient sensitivity to the dangers of inducing over anxiety, over-dependence and over competition so that supervisors and managers recognize the difficulty of changing behaviour patterns which have been rewarded in the past but also guide against their own temptations to retreat to the familiar i.e. doing their subordinate's jobs.
- iii. Concentration of change efforts on the 'significant few' areas which will have a multiplier effect pay off in results, morale or both. Consideration should be given to the question, which areas do various members perceive as significant.
- iv. The use of structural changes to facilitate behaviour, change, -Gest (1962) (e. g. changing work flow, interaction patterns, information flow etc.) rather than attitude change strategies (i. e. providing information tell and sell sensitivity, training etc.).

There exists however some significant differences between training and organization development – Coffee D. (1972) For example while training, is; Concerned with helping individual cope with change, OD is concerned with helping organization cope with change.

Training is department or function centered, OD is organization and mission centered.

Thus while OD involves analytical and interpersonal skills, (both during the diagnostic phases and the change phases) which training programmes may help develop, it is believed that the long range systematic development, which is required for most modern complex organizations in order to balance their functional capacities with their managerial integrative capacities requires consideration of all the elements of organizational excellence.

Training is regarded as a key (though not the sole) instrument in bringing about a smooth transition from the present organization (known state of affairs) to the organization which is envisaged for the future – Diana Pheysey (1981). Naturally therefore training is a useful OD intervention.

Summary of Literature Review

The literature reviewed in this study showed that attempts have been made by various authors and writers to define and improve our understanding of what makes up training and Organization Development.

Considering the outcome of the review, it is evidenced that the kind of training that is provided at all levels have been unable to generate robust experience, sufficient dynamism and sufficiently high quality.

Literature also showed that training is one of the ways to maintain the smooth running of organization and that through systems approach to training, employees will have the necessary knowledge, attitude and skills for efficient and effective operational performance.

Attempts were made by various authors to identify some significant differences between training and organization development and postulated that training per-se cannot take place unless there are



people, and that organization is organic and cannot grow without people, and that people cannot grow in organization without adequate or appropriate skills for productive purpose resulting from training. Moreover while organization development involves analytical and interpersonal skills which training programmes may help develop, the long range systematic development, which is required for most modern complex organizations requires consideration of all the elements of organization development. The review has been of tremendous importance in the construction of the instruments used for the study. Specifically the review indicated many variables especially on the benefits of systems training there-of which stand in combination with each other to show the content and design of the study. However, the review exhibited a dearth of literature on clear areas of substantial benefits of training and where training could pay off or make impacts which are worthwhile for organization development. The situation presents a wider gap, when one cannot hold on to any specific study attempting to examine the extent of organizational development efforts and the application of systems approach to training of workers and its accompanying problems and prospects.

Consequently it became imperative to further examine and investigate results of the application of systems approach to the training of workers in industry in Nigeria.

Research Methodology

The research design adopted for this study was a survey and documentary analysis. The area covered consisted of randomly selected industries and organizations in Lagos and Ogun States Industrial areas of Nigeria. The population for the study comprised the Trainers, Training Managers, Supervisors, Personnel Managers and Operatives

in the study area. Stratified proportional random sampling technique was used to select a total of 450 industries for this study. Out of this number 355 participants responded to the questionnaire for the study. Data were collected from Line Managers, Training Managers, Supervisors, Trainers, Training Specialists and Operatives. The internal consistency of the questionnaire was determined using Cronbach Alpha Formulae (α). Different reliability coefficients were computed for the different clusters of the questionnaire in order to assess the degree of consistency within the said clusters. The correlation coefficient of the entire questionnaire was 0.72 for trainers, 0.79 for training managers and 0.68 for supervisors. The reliability coefficient for the entire respondents was 0.71. Based on this value, the questionnaire was considered by the researcher as reliable to be used for the study.

Summary of Analysis and Findings

The summary of the major findings of this study, with regards to problems and prospects of the application of systems approach to training in industry are presented here in this section. The presentation is guided by the major research questions and the hypothesis that were postulated for the study.

Findings in respect of the application of systems approach to training in industries

The study reveals that about an average of 78% of respondents organizations are practicing systems approach to training of their workers. The study also shows that 73% of the participating industries have officers designated as Training Officers Managers who are responsible for assessing training needs for the organization.

Implicitly a large proportion of respondents (73%) do develop and implement in-house training



programmes to meet identified needs of the organizations and implement training in-house. Generally it would seem, from the outcome of the study, that there is wide acceptance in organizations of respondents of the principle of the systems approach to training which according to Warren (1979) Kenny (1979); Millatnovich (1984) must consist of four basic steps i.e. (i) Identify the need to train, (ii) design, develop Programmes to meet the needs; (iii) Conduct / Implement training based on the needs; (iv) Evaluate the results. Each of the above phases is interdependent and was found to be implemented

in at least 73% of the sampled industries. However it is also evident from the study as well that in those other respondents (22%) organizations who are not applying systems approach to training, their on-the-job-training remain haphazard and in-effective.

Findings in respect of problems of the application of systems approach to training

What are the problems on the application of systems approach to the training of workers in your organization?

Table 1: Respondents Mean Scores on the Problems on the application Systems approach to training.

Problems of the application of systems approach training	(TR) N= 125		(TM) N=112		(SU) N=115		Combined mean	Remark
	Mean TR	SD	Mean TM	SD	Mean SU	SD		
i) Negative attitude of Management	4.075	1.09	3.99	1.22	4.05	1.00	4.02	H
ii) Lack of Foresight	4.29	1.00	4.19	1.11	4.28	1.00	4.25	H
iii) Lack of Sensitivity	4.31	1.04	4.35	0.91	4.09	2.29	4.24	H
iv) Lack of good Leadership	4.35	0.94	4.11	1.12	4.2	1.02	4.22	H
v) The procedure of systematic training too cumbersome	4.31	0.89	4.25	0.96	4.28	0.97	4.28	H
vi) No Staff development policy	4.39	0.93	4.50	0.62	4.42	0.77	4.43	H
vii) Lack of fund (no budgetary provision)	4.36	0.94	4.49	0.62	4.47	0.69	4.44	H
viii) Lack of qualified staff	4.07	1.05	3.81	1.33	1.92	1.19	3.27	M
ix) Lack of co-operation of managers	2.88	1.51	4.31	0.90	4.33	0.94	3.84	H
x) Absence of knowledge of Training function	4.35	0.94	4.25	0.96	4.30	0.93	4.29	H
xi) Changes in social situation	2.75	1.86	2.48	1.42	2.44	1.45	2.55	M
xii) Political measures	2.17	1.34	1.99	1.17	2.21	1.33	2.12	LC
xiii) Frequent disputes	2.24	1.33	2.21	1.20	2.25	1.31	2.22	LC
xiv) Changes in economic situation	2.54	1.30	3.42	1.49	3.50	1.43	3.15	M
xv) Impact of training not clear	1.95	1.18	2.98	1.17	1.99	1.56	1.97	L
xvi) No available time to training	3.76	1.39	2.51	1.54	2.50	1.84	2.92	M
xvii) Expected financial benefit of training not known	2.03	1.24	2.67	1.43	2.30	1.51	2.33	LC
xviii) Technical difficulty of the proposed training	4.15	1.12	4.21	1.01	4.19	1.12	4.18	H



TR= Trainer (125), TM= Training Manager (112), SU=Supervisor (115), SD=Standard Deviation, H=High Constant, M=Moderate, LC=Low Constraints, C=Combined.

Data on table 1 show the overall mean responses for Trainers, Training Managers and Supervisors on the problems on the application of systems approach to the training of workers in the industry. The data show that the respondents accepted the lack of fund with a combined mean score of 4.44, the absence of training policy, \bar{x} =

4.43, absence of knowledge in training function \bar{x} =4.29, negative attitude of management \bar{x} =4.02 procedure for systematic training too cumbersome \bar{x} =4.28. Items ii, iii, and iv with \bar{x} =4.25, 4.24 and 4.22 respectively were rated by the participants as high constraints militating against the application of systems approach in their respective industries. However the respondents also rated, changes in social situation \bar{x} =2.55, political measures \bar{x} = 2.12, frequent disputes \bar{x} =1.97 as low constraints.

Table 2: Summary of the Analysis of Variance of the Responses of Trainers, Supervisors and Training Managers on the problems.

Source of Variance	SS	df	Ms	F	Level of Significance	Remarks
Between groups	0.12	2	0.06	0.06	0.05	NS
Within groups	48.36	51	0.95			
Total	48.48	53				

SS=Sum of squares, df =degree of freedom, ms=means square, F=F-ration, NS=No Significance.

Data in Table 2 show the results of analysis of variance ANOVA summary on data relating to the problems of the application of systems approach to training. The data showed that there is no significant difference between the test score results of the respondents on the constraints, with an F. ratio of 0.06. Since our F ratio is less than the table value of 3.18 therefore the null hypothesis is accepted as stated.

DISCUSSIONS

A considerably large percentage of respondents even among of those practicing the systems approach submitted that the lack of fund, lack of staff development policy, absence of knowledge of training function, lack of qualified staff, and

management negative attitude to training are the major problems faced on the application of systems approach to training of workers in their industries. Implicitly a number of people's attitude can be deduced from the survey analyses. Participants also indicated lack of foresight, lack of sensitivity and lack of good leadership as major problems of the practice of system training in the industries in the study are. This is in line with various research works of Drucker (1964) Lockwood (1986) Ahmed (1999) who have argued that the major obstacle to organization growth is managers' inability to change their attitude and behavior as rapidly as their organization requires.



FINDINGS WITH REGARDS TO STRATEGIES THAT WILL ENHANCE THE APPLICATION OF SYSTEMS APPROACH TO TRAINING

Research Questions

What strategies would enhance the application of systems approach to training in Industry.

Table 3: Respondents Mean Score on Strategies that would enhance the application of systems approach to training.

Strategies to enhance systems approach to training	(TR) N=125		(TM) N=112		(SU) N=115		Combined mean	Remark
	Mean TR	SD	Mean TM	SD	Mean SU	SD		
i) a. Industries must have well articulated training policy	4.70	.058	4.68	0.84	4.70	0.59	4.70	SA
b. Industries must employ full time training specialist/or officers with responsibility	4.61	0.79	4.58	0.89	4.63	0.75	4.61	SA
c. Industries must have adequate budgetary provision for training and development	4.79	0.69	4.77	0.70	4.76	0.76	4.77	SA
d. Industries must provide facilities for training	4.78	0.69	4.77	0.70	4.76	0.74	4.77	SA
e. Industries must positively support training	4.99	0.12	4.94	0.55	4.91	0.45	4.95	SA
f. Industries must properly integrate training function into the firm's organization policy and procedure	4.86	0.46	4.86	0.46	4.86	0.46	4.86	SA
g. Industries must accept training implicitly	4.86	0.42	4.86	0.46	4.87	0.42	4.86	SA
h. Industries must see training as an integral component of management action which not only develops the resources of individuals but helps the firm to adapt to changing conditions	4.86	0.46	4.86	0.46	4.86	0.46	4.86	SA
ii) The Government Agencies for Training								
a. Must generate greater awareness of the strategy for systematic training	4.81	0.57	4.83	0.48	4.53	0.48	4.82	SA
b. Provide training equipment and facilities for training of persons employed in industry	4.43	0.92	4.42	0.94	4.42	0.93	4.42	SA
c. Appraise facilities provided for training by employers	4.56	0.96	4.59	0.89	4.61	0.80	4.58	SA
d. Fund the training of trainers	4.62	0.79	4.58	0.89	4.61	0.80	4.60	SA
e. Conduct or assist others to conduct research into all matters relating to	4.62	0.79	4.51	0.89	4.68	0.80	4.60	SA



systematic training in industry.								
f. Encourage greater relationship between the industries and the training agencies	4.93	0.25	4.71	0.42	4.90	0.48	4.85	SA
g. Train more trainers in the field of systematic training.	4.58	0.61	4.58	0.62	4.58	0.61	4.58	SA
h. Entrench in organizations a permanent programme for facilitating systematic training in industry	4.58	0.61	4.58	0.62	4.58	0.61	4.58	SA
i. get the generality of the people in industry to be aware of the impact of human resources training and development	4.62	0.79	4.58	0.89	4.61	0.80	4.60	SA
iii) The Managers								
a. Promote and encourage positive attitude to training.	4.81	0.79	4.58	0.86	4.61	0.80	4.60	SA
b. Relate more closely with the ITF in order to identify and fulfill training needs of their organization	4.59	0.57	4.59	0.58	4.59	0.58	4.59	SA
c. Co-operate with training specialists, supervisors and personnel officers for the I.T.N	4.62	0.79	4.58	0.89	4.61	0.80	4.60	SA
d. Managers must regard systematic training as an integral part of the company	4.78	0.66	4.79	0.56	4.61	0.80	4.73	SA
iv. The Trainers Trainers must be conversant with and be knowledgeable about the following training function;								
a. How to identify what training is needed	4.86	0.34	4.86	0.34	4.86	0.35	4.86	SA
b. How to plan appropriate programmes to meet the needs	4.86	0.34	4.86	0.34	4.84	0.33	4.85	SA
c. How to implement the training and ensure that employees are assisted to acquire the skills and knowledge they need in the efficient manner	4.85	0.40	4.85	0.38	4.84	0.38	4.85	SA
d. How to evaluate the effectiveness and satisfy any residual training requirement.	4.85	0.38	4.86	0.37	4.85	0.38	4.85	SA

TR=Trainer (125) TM = Training Manager (112), SU=Supervisor (115), SD=Standard Deviation, SA=Strongly Agree, A=Agreed.

Table 3 indicates that Trainers, Training Managers, and Supervisors strongly agreed with

all the suggested strategies except one requiring Government Agencies to provide training facilities for training of persons employed in industries which was rated as agreed with a combined $\bar{x}=4.42$.

Table 4: Summary of the Analysis of variance of the Responses of Trainers, Training Managers and Supervisors in strategies for the application of systems approach to training.

Source of Variance	SS	df	ms	F	Level of Significance	Remarks
Between groups	0.001	2	0.0005	-0.039	0.05	NS
Within groups	2.935	72	0.040			
Total	2.936	74				

Table 4 shows the results of the analysis of Variance ANOVA summary on data regarding the strategies for enhancing the application of systems approach to training. The F. ratio of -0.039 is less than the table value of 3.13 and hence the F-ratio is not statistically significant.

The following strategies were considered by the respondents as important to enhance the application of systems approach to training.

The Industries

Industries should have well articulated training policy, employ full time training specialist/ or officers with the responsibility for training and development, have adequate budgetary provision for training and development, provide facilities for training, positively support training and co-operate with training personnel, properly integrate training function into the firms organization policy and procedure, accept training implicitly or explicitly as fulfilling the organizations policy, see training as an integral component of management action, which should not only develop the resources of individuals but also helps the firm to adapt to changing conditions.

The Managers

Managers should promote and encourage positive attitude to training relate more closely with the organizations agencies responsible for training and development in order to identify and fulfill training needs of their organization, co-operate with training specialists, supervisors and

personnel officers for the identification of Training Needs (I.T.N) and Managers must regard systematic training as an integral part of the company development policies.

The Trainers

Trainer should be conversant with and knowledgeable about the following training functions:

How to identify what training is needed, how to plan appropriate training programmes to meet identified needs, how to implement the training and ensure that employees are assisted to acquire the skills and knowledge they need in the efficient manner and how to evaluate the effectiveness of training programmes.

Discussions and Interpretations

It is being deduced from the results that possible reason for negative attitude on the part of management to systems approach to training is that the quality of people employed in most cases for training function is not high enough for systems approach to training to be worthwhile. Responses like lack of qualified staff; absence of knowledge of training function, Technical difficulty of the proposed training etc, indicate that if the people employed as trainers are qualified, they may be able to gain the acceptance of management and line-managers, and effect the change envisaged.

A second possible explanation for the findings could be that of role ambiguity where the trainers



do not have sufficient information to enable them to be clear about what roles are expected of them. This has probably been alluded to the lack of detailed staff development policies in the organization.

Additionally the research suggests that there were some ignorance among organization's training specialists about their role; it also reflects that the growth and development of effective training in organizations are influenced by people's attitudes to training in general. It also could be said that the key to maximum manpower utilization lies in the effectiveness of training and development. The absence of planned staff development policy as indicated by 73% of despondence will make the introduction of change through systems approach to training extremely difficult in such industries, reduces employee morale, and cause suspicion of management motives. Implicitly the advantages of the presence of planned staff development policy are self evident, but according to Hassan (1999) a good training policy is costly to implement, it is time consuming and unlikely to yield short term results of worth.

The Benefits from Systems Approach to Training

All the respondents considered that systems approach to training as implied by the study will make great impact and positive change on the operational performance of their organizations.

It cannot be too strongly stressed that systems approach to training however does not serve only the purpose of change; according to Bass and Barret (1981) it is also the means of maintaining standards and ensuring that those who are newly recruited to existing work and practice are able to maintain those standards.

Analysis also affirm that systems approach to training has contributed to a large extent in

improving organization performance, bringing about organizational change and improvement, responding to the real needs of the organizations human resources, involving the organization's members in planning and implementing programmes. However a crucial factor in the success of this approach is that training specialists acquire more knowledge of organization development.

CONCLUSION

In spite of the significance of the industry based training as a correlate of productivity, effectiveness, and efficiency, it is observed in this study that although many organizations and top management personnel were very much aware of the importance of planned human resource development, training and retraining as instruments of operational efficiency, organization development, and improvement of manpower performance, only a few organizations within those surveyed were offering any kind of planned training based on identified needs of their staff. Similarly, ITF (2001) had earlier reported that there have been lack of adequate commitment to planned training, especially for the middle level manpower and below. Longe (1982) had earlier observed that for most of industries on-the-job training is haphazard and unsystematic. Research evidence (Lockwood, 1986) inferred that training in industry is effective only to the extent that it is planned and systematic.

Majority of all respondents considered that systems approach to training provides increase productivity, high quality of output, decrease in rejects, low accident rate, low machine down time, low scrap rate etc. Generally, it would seem that there is wide acceptance in organizations of respondents that systems approach to training as



being encouraged by this study, is necessary for improved productivity, commitment on the part of management and better-trained work force. In addition it is a welcome procedure used by organization to facilitate employees learning in the process of organization development, so that their resultant behaviour contributes to the attainment of the organizational goals and objectives.

It cannot be too strongly stressed that systems approach to training and organization development should not be regarded as separate activities. Training is one method for bringing about organizational change and improvements, it is also one of the several possible interventions which can be made. Systems approach to training like any other planned interventions should respond to the real needs of the organization's human resources, involve the organization's members in planning and implementation and lead to normative changes in the organization's culture. However, a crucial factor in the success of this approach is that training specialists acquire more knowledge of organization development in general and, in particular, that they become more expert in diagnostic and consultation skill. In this way we believe, the training manager can function as a consultant and helper rather than as a specialist who is isolated from the really important problems which confront his organization. The training specialist required support in an exercise of organization development. In a related sense the present findings provide added emphasis on the need for organization to properly integrate training function into the firms organization policy and procedures, and to see training as an integral component of management action which not only develops the potentials and resources of individuals but helps the organization to adapt changing conditions in the market.

Evidently the application of systems approach to training in organizations apart from reducing the learning period and improving the quality of instruction, the approach helps organizations to solve a number of problems related to manpower utilization and production.

However, while the procedures when correctly established have many advantages in the process of organization development over earlier forms of training approach they also have their disadvantages and difficulties. In the first place they involve an additional outlay of expenditure. More people, space, equipment and facilities are required for instruction. The study has found that further difficulties may arise from the choice of unsuitable Trainer/Instructors and from the attitudes of older workers. The most persistent problem occurs when a modern training scheme exposes weaknesses in an out-dated organization and arouses interdepartmental conflict

For an idea such as the practice of systems approach to training to be successfully translated into action in an organization, it must be accepted implicitly or explicitly as fulfilling the organizations policy. It needs to be authorized by superiors; sanctioned and agreed by subordinates; and implemented by persons acting with their role. In other words it needs to become a procedure and not just a technique, for this is how a procedure affects policy.

It is only when there is a thorough understanding of the functions of Systems Approach to training throughout the organization that training can play a full and effective part to make the required impact.

So far the argument has been developed that the practice of this procedure to training though beneficial has constantly been met with strong resistance in several organizations, however, there is need for adjustment in organizations to give the



procedure a better chance of success, but in doing so new training requirements will be created. Unless an organization is in a static environment, the process of organization development and the creation of training needs will be on going. Systems approach to training we hope will be taken seriously by line management when seen as part of a wider process of increasing organizational effectiveness and efficiency.

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