



Evaluation of Comparison of Efficacy among Therapy, Strategy, Training and Methods as Intervention in Experimental Studies in the Management of Human Behaviour: Meta-Analysis of Experimental Research

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Abstract

This study focused on error that is being committed on daily basis in the course of carrying out pretest-posttest, control group quasi experimental study. A sample size of 247 experimental study results were used in this study out of which 56 are online published and 191 theses written in some selected Faculties in University of Ibadan were used for the study. Frequency counts and percentages were used in analysing the collected data. The researcher discovered that comparing different intervention from different categories was ended up in favour of strategy or training or a method that is more superior to the other. The therapy is superior to strategy, training and method in that order and vice-versa. The researcher concludes that in enhancing or reducing any behaviour intervention should not be mixed up because the efficacy of therapy is not the same with that of strategy, training and methods. It is high time the behaviourist researchers stop random experiment. Conclusion and recommendations were made in line with the findings of this study that therapy should not be mixed up with strategy or training or methods and vice-versa in the management of human behaviour.

Keywords: Evaluation, Comparison, Efficacy, Therapy, Strategy, Training, Intervention, Experimental Studies, Human Behaviour

Introduction

Experiment is a way of coming out with a new development that is innovative and which every researchers should embrace and willing to cross check. An experiment is not something which every other person has known the outcome prior performing it. The statistician talk of “random experiment”, a random experiment is an experiment in which before performing it all the possible outcome are known in advance. This type experiment is not what is expected in the field of study that has to do with behavioural studies.

The psychologist or behavioural researchers who uses psychotherapy to treat human behaviour either to enhance a particular human behaviour or to manage or reduce or to halt a particular behaviour or the other are supposed to disengaged themselves from random experiment. Since psychologist believes that a learnt behaviour can also be unlearned. The researcher believes that, psychotherapy, training, methods and strategy are not the same. The intervention has specific times that suppose to be used and that therapy should not be compared with training or strategy or method. However, it is not uncommon seeing researchers comparing therapy, with methods or strategy to treat a particular behavioural problem. This to the researcher, it seems as if the researchers are carrying out random experiment. The researcher



observed that, there is no how efficacy of therapy will not be superseded that of methods or strategy or training and vice-versa.

It suffices to explain in details the meaning of the followings viz: Therapy, Strategy, Training and Methods. The explanation of these terms will further showcase what the researcher is trying to let other researchers and experimentalists understand vividly about side effect of comparing these interventions in a study.

Therapy

Therapy is an integrative, positive existential approach to counselling and psychotherapy. It originated from logotherapy - as its central organizing construct and assimilates various schools of psychotherapy to achieve its therapeutic goal. Therapy focuses on the positive psychology of making life worth living in spite of sufferings and limitations. It advocates a psycho-educational approach to equip clients with the tools to navigate the inevitable negatives in human existence and create a preferred future. Meaning Therapy is not a new school of psychotherapy, but a new conceptual framework with a focus on meaning. It is both simple and complex, both cognitive and spiritual, and both individualist and collectivist. Its simplicity comes from its single focus on the inner world of meanings of the client. Its complexity comes from (a) individual differences in their reactions to existential givens and (b) the holistic and multidimensional nature of meaning systems. Given its fluid, dynamic and multi-modality nature of Meaning Therapy, it cannot be readily pigeon-holed. (Fehintola, 2015 and Kayroozs, & Michael, 2004).

Training

Training describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses. "Create a corporate culture that supports continual learning," counselled Mouton (2001) in Workforce.

Training is teaching, or developing in oneself or others, any skills and knowledge or fitness that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics). In addition to the basic training required for a trade, occupation or profession, training may continue beyond initial competence to maintain, upgrade and update skills throughout working life. People within some professions and occupations may refer to this sort of training as professional development. Training also refers to



the development of physical fitness related to a specific competence, such as sport, martial arts, military applications and some other occupations.

According to Shumba (2004), management of the organization firmly believes that human assets unlike other asset cannot be depreciated and must necessarily be appreciated over entire tenure. Therefore training is regarded as investment and not a cost. Even long-term intangible gains such as attitude change, are to be considered as valuable returns. Training is considered as vehicle for effective communication and coordination. Training is catalytic in any man management matrix for cohesiveness, compatibility, and cooperation in every organizational endeavour. Management proclaims Training & Development direction as permanent part & parcel of operational process and not some experiment in isolation. Management is fully committed to lend its total support to training tasks and is dedicated through intense involvement in every phase of this activity.

According to Pearce (2005), the objectives of training differ according to the employees belonging to different level of organizations. The basic objective of training, however, is to establish a match between man and his job. This training is designated to improve the knowledge, skills and attitude and thus, equip the individual to be more effective in his present job or prepare him for future assignment. However individual's growth should not be taken as an end. From this point of view of an organization, individual's growth is a means to organizational effectiveness. The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization.

Methodology

According to Chirume (2011), method literally means a pursuit of knowledge, investigation, mode of prosecuting such inquiry, or system. In recent centuries it more often means a prescribed process for completing a task. It is a procedure or process for attaining an object: such as. a(1) : a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or skill. (2): a systematic plan followed in presenting material for instruction the lecture method. It may refer to:

- (i) Scientific method, a series of steps, or collection of methods, taken to acquire knowledge
- (i) Method (computer programming), a piece of code associated with a class or object to perform a task
- (ii) Method (patent), under patent law, a protected series of steps or acts
- (iii) Methodology, comparison or study and critique of individual methods that are used in a given discipline or field of inquiry
- (iv) Discourse on the Method, a philosophical and mathematical treatise by René Descartes
- (v) Methods (journal), a scientific journal covering research on techniques in the experimental biological and medical sciences

Methods are the specific approach to collecting your data. This could include:



Interviews, Surveys, Focus groups, Experiments, Case studies, Observational studies and Online data collection. Every method varies in style, so it is important that you research these before applying them. For example, an interview could be structured or semi-structured. A survey could be multiple choice or long answer questions (Howell, 2013). Methodology is the theoretical framework to support the methods chosen. It is a perspective taken on the research, which dictates how it is approached. Examples of this are: Phenomenology – “Phenomenology provides us with interpretations regarding the distinctions between the internal and external world as well as levels of objectivity and subjectivity.” Critical Theory – “strands of critical theory exist in terms of criticism of occidental complacency and that ruling elites and ideologies should be challenged as well as greater equality and liberty sought.” Ethnography – “research is undertaken in the field and attempts to capture and understand social action and the meaning of this action. The researcher is not based in a constructed setting or experiment but part of the everyday natural situation within which those under investigation (or those involved with research project) exist.”

Strategy

Strategy is perspective, position, plan, and pattern. Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other. Strategy and tactics together straddle the gap between ends and means. In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends. Strategy is at once the course we chart, the journey we imagine and, at the same time, it is the course we steer, the trip we actually make. Even when we are embarking on a voyage of discovery, with no particular destination in mind, the voyage has a purpose, an outcome, and an end to be kept in view.

Strategy, then, has no existence apart from the ends sought. It is a general framework that provides guidance for actions to be taken and, at the same time, is shaped by the actions taken. This means that the necessary precondition for formulating strategy is a clear understanding of the ends to be obtained. Without these ends in view, action is purely tactical and can quickly degenerate into nothing more than a flailing about.

Strategy is important because the resources available to achieve goals are usually limited. Strategy generally involves, setting goals and priorities, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

Statement of the Problem

It is observed that experimental studies carried out for the past ten years in the faculty of education university of Ibadan, Ibadan, Nigeria and those that researcher saw online came out with similar results in that those researchers who used one therapy compared with combination of one training or strategy or methods happened to records therapy as the efficient in treating one problem or the other. The researcher is of opinion that therapy should not be used with strategy or training or methods. If methods are to be used it should be two different methods. And if



therapy is to be used it should be two different therapies. Also if strategy is to be used it should be two different strategies and same for training. The researcher postulated this based on it's experience or could it be a mere coincidence of events to have such results?

Purpose of the Study

The main purpose of this study is to determine whether it will be proper to combine therapy with either methods, or with training or with strategy in enhancing or foster or to manage, or to reduce or to eradicate behaviour or not. Also, to establish that these terms, therapy, methods, training, technique and strategy are not equal in function and efficiency. Finally, to let the researchers know that they are performing random experiment base on the empirical evidence from this study. The specific purposes are to discourage the use of: i) the comparison between therapy and technique (ii) the comparison between therapy and training (iii) the comparison between therapy and methods and (iv) the comparison between therapy and strategy and vice-versa.

Methodology

This study adopted descriptive research design of the survey type. The reason is that the researcher gathered 247 results of experimental studied published by different researchers on line together with available ones in the theses supervised by Lecturers in some selected faculties of University of Ibadan, Ibadan, (56 online and 191 from faculty theses) Nigeria for the past ten years. The population considered in this study is the experimental researcher's works in the area of human behaviour. The population size cannot be determined because of the limited resources at the disposal of the researcher. However, the population of this study comprises of researchers whose research work appeared online and with the available theses in the area of experimental studies in some selected faculties in University of Ibadan, Ibadan, Nigeria for the past ten years.

The sample used in this study is simple random sampling technique with sample size of 247 results of published work both from Online and available submitted theses in some selected faculties in the University of Ibadan; Ibadan, Nigeria with 56 Online published articles and 191 theses on quassi experimental studies. The required information was retrieved from the collected theses both Online and from those retrieved from researcher's senior colleagues' offices for the study in some selected faculties in the university. The researcher visited some senior lecturers and above offices to see the theses of their PhD students' theses that are experimental studies and those published by other researchers Online.

The major statistical test used for this study is descriptive statistics of frequency counts and percentages.

Research Questions

- 1) What is the percentage of researchers who compared therapy with training or methods or strategy, or technique and vice-versa?
- 2) What is the percentage of researchers that compared training with methods or strategy, technique and vice-versa?
- 3) What is the outcome of their experiment, whether it favours therapy or training or methods or strategy?



Results

Table 1: Frequency Counts Showing Intervention Combination, Results and Remarks

Intervention	N	Results	
		In favour of therapy	Not in favour
Therapy + Methods	72	69 (95.8%)	03(4.2%)
Therapy + Training	30	24(80%)	06(20%)
Therapy + Strategy	59	45(76.3%)	14(23.7%)
Methods + Training	29	12(41.4%)	17(58.6%)
Methods + Strategy	14	6(42.9%)	08(57.1%)
Training + Strategy	43	37(86%)	06(14%)
Total	247		

Findings

The results from Table 1 showed that out of those that combined therapy with methods 95.8% of the results was in favour of therapy. 80% of those that combined therapy with training are in favour of therapy while 76.3% were in favour of therapy of those combined therapy with strategy and 41.4% are in favour of methods out of those that combined methods with training. Also, 42.9% are in favour of methods out of those that combined methods with strategy and 86% in favour of training out of those who combined training with strategy.

Research Question 1: What is the percentage of researchers who compared therapy with training or methods or strategy and vice-versa?

From Table 1, the results indicated that 161(65.2%) compared therapy with methods, training, strategy and technique.

Research Question 2: What is the percentage of researchers that compared training with methods or strategy, technique and vice-versa?

From Table 1, the results indicated that 72(29.1%) compared training with either methods, technique, method or strategy.

Research Question 3: What is the outcome of their experiment, whether it favours therapy or training or methods or strategy or technique?

From Table 1, the results indicated that 138(55.9%) of the results of those who compared therapy with either training, or methods or strategy or technique ended up in favour of therapy.

Discussion of Findings

Research question one indicated that the results is always in favour of therapy as against other interventions. This could be as a result that many of the researchers did compare therapy with strategy, training, method, or technique, and since therapy supersede all other interventions, it becomes compulsory for the results to come out in favour of therapy. This finding is in line with majority of the researchers (Shumba (2004); Pearce,(2005) & Fehintola, (2016)). Even, if it happened that any other intervention superseded therapy it could be as a result of human error. The reason is that, naturally of all the researchers whose work were compared and that did compare therapy with some other interventions like methods, strategy, technique and training and vice-versa results in favour of therapy.



The results of research question two showed that majority of researchers were fond of comparing different intervention that are of different capacity and of different efficacy to enhancing prosocial behaviour or reducing maladaptive behaviour with methods, training, technique or strategy whereas all these interventions are superior to one and other. The finding of this hypothesis is in line with findings of Fehintola (2016) and Cresswell (2003).

Finally, the result of hypothesis three showed that comparing two different interventions from different nomenclature do results in favour of which intervention from different category is more powerful. This finding corroborate the finding of Fehintola (2016) that comparison of therapy with any other intervention results in therapy. While comparison of strategy with methods, or training or technique always results in favour of strategy, except on a rare cases. Also, comparison of technique with training and method always results in favour of techniques while comparison of training with methods always results in favour of training. Therefore, the researcher discovered that inter-comparison of interventions that are not from the same class will amount to random experiment instead of quassi pretest-posttest experiment.

Conclusion

Based on the findings of this study, it is clearly shown that therapy; strategy, methods and training are not equal in efficacy in reducing or enhancing human behaviour. Therefore, comparing therapy with strategy, methods and training and vice-versa amounted to aberration. In reducing or enhancing clients or participants behaviour in any study, it will be better to use two therapies, or two strategies or trainings and etc. It is not appropriate henceforth to use these interventions as a mixture in a given study. Reason being that therapy is most superior of all these intervention followed by strategy followed by training and finally followed by methods in that order.

Recommendations

Based on the findings of this study, the following recommendations are offered:

1. Researcher should make use of appropriate intervention in the management of a given behaviour.
2. The guideline underline the appropriate behaviour intervention should be sought for by the researchers before one embarks on experimental study in order to avoid loop sidedness results.
3. Researchers embarking on experimental study should stop the idea of comparing the efficacy of therapy with strategy, technique, training and methods. Or strategy with training, and methods. Or training with methods, because they are not the same in term of efficacy.
4. There are many therapies, strategies, techniques, trainings and methods that can be used for a particular behaviour without mixing them up by the researchers, either to reduce or to enhance such behaviour.
5. Young researchers in the field of experimental study should consult very widely before using just any intervention.



6. The choice of moderating variables in an experimental study should be guided by literature or by the opinion of research experts for reliable outcome.
7. Researchers should not doctor their findings; they should try as much as possible to report their findings as obtained if appropriate steps are taken in the course of carrying out the study.

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