

**THE EFFECTS OF INDUCTION TRAINING IN EMPLOYEE'S  
PERFORMANCE ON PUBLIC SERVICE: A CASE OF KINONDONI  
MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER IN  
HUMAN RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF  
TANZANIA**

**2013**

**CERTIFICATION**

I hereby certify that the dissertation titled; *“Effect of Induction Training in Employee’s Performance on Public Service”: A Case of Kinondoni Municipality* is the original and individual work of **Julieth Jonathan Kakolaki**. This has been done under my supervision and is ready for submission for the award of a degree of Master of Human Resource Management of the Open University of Tanzania.

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Date: -----

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## DECLARATION

I, **Julieth Jonathan Kakolaki**, declare that this dissertation is my own original work, and has never been presented to any University for the award of a degree.

Signed .....

Date .....

**DEDICATION**

This dissertation is dedicated to my parents: Mr. Jonathan and Mrs. Deborah Kakolaki my lovely husband Dr. Johannes Ngemera for his financial and moral support in my study and my lovely children; Emmanuel and Joan Ngemera for missing my parental love while I was studying.

## **ACKNOWLEDGEMENT**

I am deeply indebted to my research supervisor Dr. W. A. Pallangyo for his patience with my inadequacies as he guided me through the research. Without his parental and professional input, this research would have been difficult to elevate to its current level. I acknowledge with gratitude the contributions and co-operation made by the workers of Kinondoni Municipality for their willingness to provide the necessary information when I visited their respective office during the research process. Without their cooperation, this study would have been impossible to accomplish. In a special way, I wish to extend my sincere gratitude to Dr. D. D. Ngaruko for the support and guidance he accorded me during my study. May the God Lord reward him. I would like to deeply thank all my lecturers at the Faculty of Business Management. These have adequately guided and equipped me with theoretical skills. I would also like to acknowledge the contribution of my colleagues from whom I enjoyed fruitful discussions on challenging topics.

## **ABSTRACT**

This study presents the examination on the Effects of Induction Training in Employee's Performance on Public Service particularly at Kinondoni Municipal Council. Specifically, the study assesses the benefits of Induction Training programmes to new employees of Kinondoni Municipality; analyze the relationship between Induction Training and the overall organizational performance at Kinondoni Municipality; and find out the perceptions of employees on Induction Training at Kinondoni Municipality. The research methodology employed was descriptive model with both quantitative and qualitative analysis approaches. Sample of 99 respondents were randomly selected. This study concluded that; Induction Training is very crucial in order to remove traditional ways of practices job that make different way in order to sharpen the mind of new employees in all levels found in different department to be up date from any changes which come to Kinondoni Municipal Council need Induction Training after identified gap to the council in order to establish the strategies which can favor them. This study recommended that; Induction Training should be applied in both short term courses and long term courses through as strategies without considered any biasness to favorable some of department than others; all should be treated equally.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

CEC	Code of Ethics and Conducts
HR	Human Resource
HRM	Human Resources Management
SPSS	Statistical Package for Social Science
KMC	Kinondoni Municipal Council
USA	United States of America
URT	United Republic of Tanzania

## **CHAPTER ONE**

### **1.0 OVERVIEW OF THE STUDY**

#### **1.1 Introduction**

This chapter introduces the study on effects of induction training on employee's performance on public service particularly at Kinondoni Municipality. It covers the background to the problem, statement of the problem under investigation, research objectives, research questions, and relevance of the study and organization of the proposal.

#### **1.2 Background to the Problem**

Induction Training is a process of welcoming new recruits and giving them "survival Kit" of information to help them get settled quickly and contentedly. Obviously such basic steps have to be taken-new comers need to know where the toilets are, where the photocopier is, where they will work, who their neighbors are, where is the best café for lunch and so on. However, they can provide training in induction programmes that goes far beyond this, based on the notion that the process of acculturating a newcomer into the moves of an organization involves much deeper induction. The objective of induction programmes, though not always spelt out as such is to maintain as homogeneous a workforce as possible because employees will share a common view of the company, its aims and ways of getting there (Christopher, 2002).

The most obvious examples of homogeneous workforces come from Japan. Employees of many companies wear the company cap and some company's award,

company pins or badges to recruits after setting in period. A formal ceremony is held attended by most if not all employees at whom the new comers are presented with their pins. There are speeches of welcome and may be food and drinks are served. There after the new comers wear their pins with pride and are encouraged to feel part of the firm (Christopher 2002).

Armstrong (2006) defines induction training as welcoming employees when they first join an organization with the aims of smooth the preliminary stages when everything is likely to be strange and unfamiliar, establish quickly a favorable attitude to the company in the mind of the new employee, obtain effective output from the new employee in the shortest possible time and reduce the likelihood of the employee leaving quickly. He further argues that induction training can be classified as: informal induction courses and on-the-job induction training.

Informal induction training includes reception of a new employee in order to give him the new confidence, documentation in which varieties of documents may be issued to new employee, company induction initial briefing and introduction to the work place. Formal induction courses can provide for recruits to be assembled in groups so that a number of people can be given consistent and comprehensive information at same time which may not be forth coming if reliance is placed solely on supervisors. However decisions should be made about who attends and when. On-the job induction training, after that those on formal training schemes will learn on the job. It can be supplemented by self managed learning arrangements, e-learning and by providing advice on learning opportunities.



Orientation is the biggest event of the organizational life of a new employee. It is beneficial to both employee as well as an organization (Prasad, 2005). Developing effective employee Induction Training is important to any organization. So any organization should carefully plan to educate the employees about organizations rules, values, policies and procedures. A well organized Induction Training whether it lasts one day or six months, will help not only to retain employees but also in productivity. It can be argued that organizations with good Induction Training programmes get new people who contribute their efforts at the maximum towards achieving organizational goals.

The effective Induction Training programmes refer to the act of giving a practical effect on a planned decision. Effective implementation with regards to this study is an act of putting into effect a planned Induction Training of employees in the public service organization. There is a need to develop effective Induction Training programmes to newly employed workforce in public sectors which could help to solve the problem of poor service deliverance which currently is a great problem in local authorities. Induction training is very important in any organization because it focuses on teaching organizational members how to perform their current jobs and helping them to acquire the knowledge and skills they need to be effective performers. The important question to address here is “What are the effects of induction training in employees on public service?”

### **1.3 Statement of the Problem**

Employees need to be oriented when they first join new organization, promoted or placed to higher job positions and when they are transferred to new organization.

Employees should know their responsibilities and the work procedures and adhere to them (URT, 1999). The introduction of customer oriented management in public service calls for the high need of qualified and confident employees who are knowledgeable in the organizations vision, mission, purposes, products and services rendered by it. This ensures not clarity and timely in service delivery to attended customers but also stabilized confidence in the new employees. Employees need to be oriented when they first join new organization, promoted or placed to higher job positions and when they are transferred to other geographical location whether within or in different organization.

According to Ngirwa, (2000), the poor performance of many public servants is due to inadequate Induction Training of new employees and other members belonging to the organization. Also Brown (2005) claims that, orienting employees to their work place and their jobs are the most neglected function in many organizations. This results to poor performance and labour turnover of new employees who have just joined the public sector because new employees are often anxious and uneasy to fit in at the work place unless there is Induction Training Programme.

The government of Tanzania has been insisting on Induction Training to the new employees. For example in 2005 it issued Secular No. 4 which directs all public service employees to ensure that new employees are provided with opportunity to attend induction training within six months of their engagement. However the above is not a case because most of the local government authorities include Kinondoni Municipal Council (KMC) do not conduct effective Induction Training. The consequences are low performance in both deliverance of services and achievement

of its goals. Therefore this study aims to study the effects of Induction Training in Employees performance on public service particularly at Kinondoni Municipality. Many studies have been conducted on Induction Training on new employees. However the research gap which is then from that study that still Induction Training is one of the neglected Human Resource function in public services organization. The findings from this study, conclusion and recommendations were covered the gap.

## **1.4 Research Objectives**

### **1.4.1 General Objective**

The general objective of this study is to examine the effects of induction training in employees on public service particularly at Kinondoni Municipal Council.

### **1.4.2 Specific Objectives**

- (i) To assess the benefits of Induction Training programmes to new employees of Kinondoni Municipality.
- (ii) To analyze the relationship between Induction Training and the overall organizational performance at Kinondoni Municipality.
- (iii) To find out the perceptions of employees on Induction Training at Kinondoni Municipality

## **1.5 Research Questions**

### **1.5.1 General Question**

What are the effects of induction training in employees on public service?

### **1.5.2 Specific Questions**

- (i) What are the benefits of Induction Training Programmes at Kinondoni Municipality?
- (iv) What are the relationship between Induction Training and the overall organizational performance at Kinondoni Municipality?
- (v) What are the perceptions of employees on Induction Training at Kinondoni Municipality?

### **1.6 Relevance of the Study**

Induction Training contributes significantly to organizational performance and should be well planned and conducted. It determines the impressions which new employees form about their work organization, their job, their supervisor and peers. These impressions may cause the new employee to be satisfied with the new environment and thus set off as a motivated employee or to be disappointed and quit, very often after the organization has spent so much effort and money to recruit him or her.

However, most of local government authorities are facing the problem of poor implementation of induction training to their new employees. Therefore it is expected that findings from this study will be of importance to various people and authorities in the public sectors in the following ways:-

1. First of all, the study add knowledge to the understanding of the problems faced by government institutions in implementing Induction Training and alternative strategies to improve the Implementation of Induction Training of employees in a public sector.

2. Secondly, the findings of the study act as a challenge that will inspire and rise interests of other researchers on the subject and thus furthering inquiry in to the subject.
3. Also, it is obvious that the study contribute profoundly to the existing body of knowledge and literature related to human resources Induction Training in the Public Sectors.

### **1.7 Organization of the Report**

In this Research report the main issue is to find out the challenges and achievements of Induction Training Programme at Kinondoni Municipality. Chapter one is about the background of study while Chapter Two concerns the Literature Review and Chapter Three is about Research Methodology. Chapter four entails research findings, analysis and discussion of the findings whereas chapter five details on summary, conclusion and recommendations of the study findings.

### **1.8 Limitations and Delimitation of the Study**

The limitations of this study were:

1. **Financial problem:** This study needed some money for transport, food and stationeries.
2. **Problem of accessing the information:** This was caused by some respondent being absent due to the factors like sickness and absenteeism
3. **Obtaining wrong information:** It is possible for some workers to give wrong information and same may refuse to participate in the study.

The delimitations of the study are: limitations were overcome by asking the loan from a bank, establishing good relationship with people who are working at

Kinondoni municipality which was made them participate in the research and provide appropriate information.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter focuses on various Theoretical and Empirical issues on Induction Training. It consists of two parties: Part one deals with theoretical literature review and part two is on empirical studies to try to reveal the study gaps. It reviews the main concepts and literature about effects of induction training in employees on public service. Finally this chapter gives a conceptual framework and synthesis of the study gap.

#### **2.2 Conceptual Definitions**

##### **2.2.1 Induction Training**

Dessler (2008) defines Induction Training as a procedure for providing new employees with basic background information about the firm. It provides new employees with the basic background information they need for their work in the company, such as information about company rules. He further argued that, orientation training should accomplish four things. The new employee should feel welcome and at ease; he or she should understand the organization in a broad sense (its past, present culture and vision of the future), as well as ten key facts such as policies and procedures; the employee should be clear about what is expected in team of work and behavior; and the person should have begun the process of becoming socialized into the firms ways of acting and doing things.

Matiku (2003) defines Induction Training as one of the types of training namely induction training or orientation training, job training, promotional training, refresher

training and corrective training which is used to introduce a new employee into new job, introduced to his new situation and his co-employees. The employee is also informed about the rules, working conditions, privileges and the activities of the organization, what the organization does, how it serves the customers, the community and other particulars pertaining to the mission of the firm. Armstrong (2008) defines Induction as a process of receiving and welcoming employees when they first join a company and giving them basic information they need to settle and happily start work. It has four aims:

To smooth the preliminary stages when everything is likely to be strange and unfamiliar to the starter; to establish quickly a favorable attitude to the company in the mind of the new employee so that the employee is more likely to stay; to obtain effective output from the new employee in the shortest possible time and to reduce the like hood of the employee leaning quickly. So without basic information like rules and policies new employees may make time consuming or even dangerous errors.

### **2.2.2 Workplace Orientation Training**

Workplace orientation training should be an on-going process. The supervisor is responsible for coordinating a programme that is most appropriate to the work area and the new staff member. Brown (2005) argues that work place orientation training programmes among other things should include things like an organization overview, review of department functions, duties of the new job and details of departmental policies and procedures.



### **2.2.3 Induction Training Interviews**

New on-going staff and full time staff who have fixed term appointment greater than six months may be required to have an induction training interview. All new staff interested in parting in an induction training interview should be encouraged to do so by their supervisors and may be nominated by contacting the relevant human resources officer. Induction training interviews are conducted as soon as possible after commencement or at least within the first two weeks.

### **2.2.4 Induction Training Seminars**

Induction training can be done in the form of seminars and jointly organized by the human resources department. The seminars complement workplace orientation training programs and induction training interviews by providing more detailed information about the organization and services available.

From the above definitions the main theme is that, Induction Training defines the philosophy behind the rules and provides a framework for job related tasks. Proper welcome, gradual instruction, sincere interest, continuous touch and patience are required for the successful Induction of new employee. So different words are used by various scholars, all center towards enabling the new employee in an organization to understand the work organization as well as the work environment.

## **2.3 Theoretical Review**

### **2.3.1 Internally Motivated and Self Directed Principal**

According to the first principle of adult learning, adults are internally motivated and self-directed. They begin to fight against learning when they feel others are forcing

the information, ideas or actions upon them (Gellejah, 2004). To encourage this first principle in adult learning and to facilitate the learning process, the inductor can during the induction and learning process for example provide regular feedback that is both constructive and specific in nature, but also both negative and positive, i.e. as honest and truthful as possible.

The inductor or educator can also the learner or inductee towards inquiry and more inquisitive approach to learning before providing them with direct answers and facts, this way trying to motivate their desire to learn by asking questions and finding out for themselves even more. Encouraging the learner to ask questions themselves and to explore various concepts related to the work they are being inducted for can increase the inductor's approachability in the eyes of the inductee and can lead to developing a useful rapport between the two individuals (Kuvura, 2002)

What more, in addition to encouraging the learner to pose questions they should be encouraged to use multiple resources in their learning process. These resources can be such as library, journals, internet and others like departmental sources at work are also something that can motivate the self-directed, independent adult learner (Kuvura, 2002).

### **2.3.2 Learning Principle**

The second adult learning principle suggests that in learning context adults enjoy it more when they are given an opportunity to use their existing foundation of knowledge and experience of life, and apply this to their new learning experiences. To facilitate the learning even better the inductor or educator can try to find out

about their inductee or student, i.e. to get to know them more by asking them about their interests and personal lives, their past studies and work experiences (Kuvura, 2002)

Creating a friendlier, more easy-going atmosphere between the educator and learner can lead to a better and more effective learning environment where information is passed on in a more casual flow and in a less emphasized manner. However, this does not mean that the information conveyed would be any less important than what it would be while being passed on in a more formal setting. Considering, in addition to this, that the gained life experiences of the learner can also help in the learning process the inductor should encourage the learner to draw on those experiences and use them for their assistance in problem-solving situations (Kuvura, 2002)

Also, facilitating more and more reflective learning opportunities can help the learner to look at existing habits and ways of working or doing things in the light of their own past life experiences and this way gain a new type of understanding on the new topics and issues being presented to them. This is how they can understand new topics and information easier and quicker, and it can even result in the learner coming up with new ideas and solutions during their induction, which can end up benefiting the whole work-place community (Kuvura, 2002)

### **2.3.3 Goal Oriented Principle**

Adult are also goal-oriented, like the third adult learning principle states. They need to feel that the information or skill they are about to learn will clearly help problem-solving in their daily lives, and after that they are truly ready to learn (Fidishun,

2000). The inductor's role with this principle is to facilitate the student's readiness to learn and awareness of the learning situation. Providing the learner with real situations and for example case studies help them to learn the theory basis in practice increases their enthusiasm to learn and also increases the learner's motivation to inquire further, beyond what has just been taught (Kuvura, 2002)

### **2.3.4 Relevancy Oriented Principle**

The fourth of Knowles' principles states that adults are relevancy oriented. This basically means that adults as learners want to know whether the information they will be learning is relevant or not. Part of this principle is also to know what one wants to achieve, meaning that when one knows what the end goal is the learning experience increases in value to them. This in turn provides the adult learner with more focus and motivation towards the learning process, and can stimulate them to make better, sharper observations as well as reflections on what they have gone through.

The inductor can assist the adult learner who is, for example, being inducted into a new workplace by asking them to reflect on how they would apply the theory of what they have learnt to the actual day-to-day job they will be performing, and this way can spark the learner to see the value of the information learnt and the connection it can have in achieving the ultimate goal of learning and the theory. When a theory is directly relevant to the work context of the adult learners, it makes the adult learner understand the connection there is between it and the actual work, and can be a priceless moment in the road to discovery and further development in their work life (Kuvura, 2002).

### **2.3.5 Practically Principle**

Practicality on the other hand is one great quality in many adults as learners, and is the fifth adult learning principle on Knowles' list. By experiencing real situations, action, practical work and interaction the learner goes from theory into practice and becomes more hands-on in their problem solving. This is a great way for them to realize and see how the information and skills they have learnt apply to their work and more generally, to their life as well.

The learner can develop their perception skills too by realizing the link between the theory and practice; in the future their chances of identifying similar links between information learnt and practicality in other situations will be increased and can lead to quicker learning. As with the other principles, the inductor can be of help here too; they can be honest and straight forward about how the information the inductee is learning is actually useful on the job, and can promote the learner's active participation by allowing them to do tasks and things themselves rather than making them observe other at work (Brown, 2005).

### **2.3.6 Respected Principle**

Last but not least is the sixth principle, which states that adult learners like to be respected. Adult learner wishes to be treated as an equal to their inductor, and like to voice their own opinion more often as opposed to many younger learners. They have more life experiences than younger learners which they can bring into the learning process and benefit from that, and can possible even play a small part in directing their own learning. The inductor can show respect to their inductee by encouraging them to express their own ideas and opinions, acknowledging the life experience

factor that comes with adult learners and taking interest in what they actually have to say (Kerlinger, 1973).

With these six adult learning principles in mind, the learner together with the support of the inductor can better themselves and achieve a higher level of learning and understanding of contexts. However, they can go even further in the learning process by changing their learning style from the very basic to a more sophisticated one, and the inductor can be of great assistance in this development. Also, “This facilitates greater integration of knowledge, information and experience...” (Kerlinger, 1973) and the inductee learns effectively how to tell apart what is important and what not while working and assessing the situations at hand.

## **2.4 Empirical Review**

### **2.4.1 Studies Conducted in Developed Countries**

A study by Beardwell and Holden (1997) observed that an unwelcoming employee might have bad perception with the organization. That can greatly be attributed by lack of appropriate information about the organization expectations and benefits to the perspective employee. When this happen new employees feel that it was a mistake to join the organization hence decide to quit. For example the study conducted in USA to 87,000 employees who just started their new jobs in 1992 revealed greater turnover was due to poorly managed expectations or in effective Orientation Training. Seventeen (17) percent of these employees had left their jobs within three months and 42 % left 12 months (Gregg and Wadsworth (1999) cited in Torrington et al (2002).

According to Beardwell and Holden (1997) a cause root for the lack of effective Induction/Orientation training is the fact that, it is difficult to identify and demonstrate the result which Induction Training produces. When economic conditions are difficult a normal management reaction is to concentrate on those activities that will produce immediate results. Also disinterest in induction training by some of the manager's cause it to suffer and hence poorly implemented.

Most studies conducted reveal that if employees are not well oriented they are likely to become dissatisfied and may decide to leave the organization earlier. Early job experiences appear to play a very critical role in the individual's career within the organizations (Gupta, 2003: Beard well and Holden, 1997). It is during orientation when individual's expectations and the organizations confront each other. If these expectations are not compatible, dissatisfaction will result. This study has shown employee turnover rates are almost highest among the organizations new employees.

The experimental study conducted by Gomer and Mysers (1966) on the role of Induction Training revealed an increase in output and attendance in the work of organization for employees who were oriented. This is due to the fact that orientation tells new entrants about their economic aspect in the organization for instance the pay system and promotion opportunity, thus holding employee in the organization. Brown (2005) reports that University of Virginia (USA) in an effort to make the university's New Employee Orientation training programmes more employees friendly the program has been revisited to focus more on the employees and less on the paper work. The goal is to make the Induction Training experience more enjoyable and memorable for employees and to involve top immediate supervisors in

the process. The charge is also to instill a sense of pride in employees, to familiarize them with the university's mission, values, organization culture and to convey information that would help employees to perform their jobs more effectively. For effective employee Induction Training programme both the human resource department and operating or uses department have to corporate.

#### **2.4.2 Studies Conducted in Developing Countries**

A study done by Stephen and Paul (1982) discovered that training, particularly Induction Training receives less emphasis in developing countries than in public service organization in industrialized countries or private enterprises or multinational corporations. Induction Training is seen as a luxury and an activity that has little or no effect. However it is noted that there is a great relationship between employee retention and absenteeism in the one hand and induction training in the other hand.

Singer (1990) did a research on induction staff training and improving job performance. He argued that induction training entail the use of programme which provides information on things like organizational rules, regulations, history, products of the organization, grievance procedures and safely measures. These help an employee to acquire knowledge, skills and abilities for the purpose of becoming productive employee. He maintained that most of organizations in developing countries neglect this important aspect of hence poor performance of an employee and organization at larger.

Noah (2006) conducted a study on assessment of effective of Induction Training programme in Kampala University Uganda. The purpose was to investigate the



effectiveness of Induction Training Programme as related to job performance of employee staffs. The result shows that employees who had formal Induction Training performed better than those who did not have an opportunity to attend it. There was a significance relationship between Induction Training and organization performance. Also the study revealed a growing interest of management in establishment of a proper and adequate Induction Training policy as one among the strategy for improving performance of both academic and non academic staffs.

#### **2.4.3 Studies Conducted in Tanzania**

A study conducted by Bana (1995) on assessment of socialization effect to the Dar es Salaam organizational dynamics, but not indicating employee category nor names of the organizations revealed that out of 143 respondents on 16 respondents (11%) admitted to have undergone initial Induction Training courses before they were confirmed into their job positions while the remaining 89% did not. Such findings indicates that majority of workers used their own initiatives to learn about the organizations. Also the research conducted by Kavura (2002) in the Regional secretariats of Tanga, Dodoma and Mwanza revealed that the Regional secretariat had failed to perform effectively due to the lack of Induction Training to members of the Regional secretariat.

A study conducted by Chonya (2010) on the practice and role of Induction Training to new employees in Rukwa regional secretariat revealed that good number of newly employed workforce lack Induction Training as a result there is high employee turnover and absenteeism. He also argued that induction training is among a mismanaged HR function in Rukwa regional secretariat. A study conducted by

Chacha, (2005) on the assessment of the effects of Orientation/Induction on employees' performance in the public service organization revealed that there was improved work performance due to the presence of orientation/induction in Musoma District Council.

Theresia (2002) did a research on the need for Induction Training strengths and weakness and indicate that an organization cannot service and grow unless it is able to develop new leaders by orienting them in order to replace the present one. And she continues to argue that, an organization that cannot produce its own managers will die. She uses Mbeya as the case study and found that the training policies which include Induction Training were there but there were no genuine effort to make sure that, those policies are implemented. The researcher had the following recommendations:

- (i) To have good performance in organization, Induction Training is to be given high and the most priority within an organization:-
- (ii) Induction training with no strong analysis and effective evaluation is just like organization with no training policies at all. So Induction Training should be given very high priority for the betterment of the organization.

Mwakila (2003) discovered that there is low production in National Development Corporation (MDC) due to ineffective Training. The policies on Induction Training were not clear and badly implemented. Also he observed that a larger proportion of labour turnover occurs during the early weeks of employment because no effort is made to make newcomer feel at home. The researcher had the following recommendations:

- (i) Induction training must be taken as one among the core function of human resources department and hence must be given special emphasis.
- (ii) Formal induction training must be monitored as it helps to integrate the new employee into the organization and reduces employee grievances, absenteeism and labour turnover.

## **2.5 Policy Review**

In Tanzania, The President's Office-Public Service Management recommends that Induction Training/Orientation Training is important to familiarize new entrants in the public service with strategic goals and functions of their organizations. Induction training explains to the new entrants the tasks they have to perform and provide with a copy of a code of ethics and conducts (CSD 1999). Therefore the President's Office-Public service Management emphasizes the need of Induction Training of New employees. The effort that is put forward by the public service management can be traced far back during the colonial government of then Tanganyika. The colonial government required that all new employees engaging in different job position be given some training before they were actually engaged fully in the service (William, 1955)

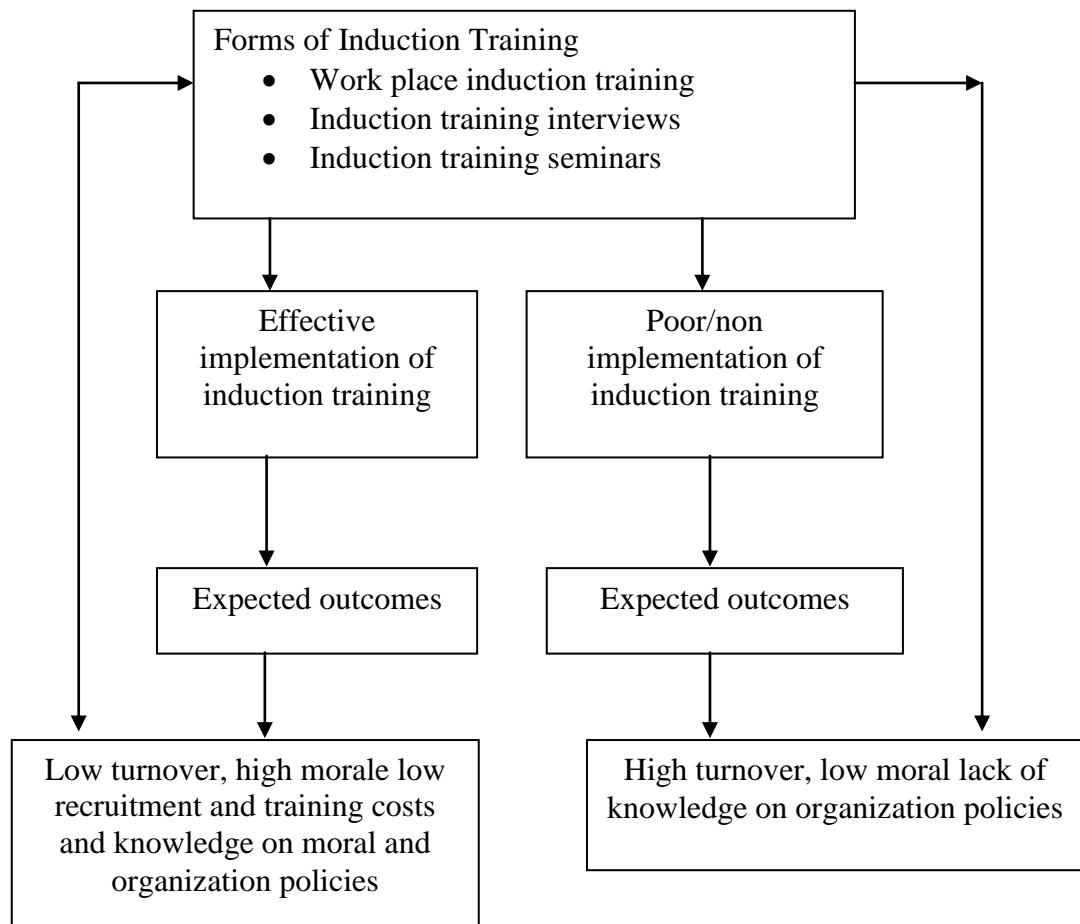
Currently, Induction Training is governed by the policy, principal legislations and other directives in human resources management, namely the Public Service Management and Employment Policy 1999, the Public Service Act of 2002, Public Service Regulations 2003, the Public Service Schemes 2003, together with other government directive like employment guidelines, establishment circulars and standing orders for the Public service, 2009.

## 2.6 Conceptual Framework

Conceptual framework is a written or visual presentation that explains either graphically or in narrative form the main things to be studied. It implies the key factors variables or concepts and the presumed relationship among them, Miles and Hurberman (1994). The conceptual framework in encapsulates the research as it set out the focus and content and acts as the link between the literature, the methodology and the results.

When clearly articulated, a conceptual framework has potential usefulness as a tool to scaffold research and therefore to assist a research to make meaning of subsequent findings. Such a framework should be intended as a starting point for reflecting about the research and its context. It is important to use conceptual framework because it helps to make sense out of a complete set of relationships and to suggest directions for future work. Figure 2.1 provides the conceptual framework for the study.

According to the Figure 2.1 conceptual frame work, the effects of induction training in employees on public service results to low employees turnover, high morale, low recruitment and training costs and knowledge on organization policies. On the other hand, poor implementation of Induction Training or when it is not there at all, the results are; High employees turn over, low morale and employees lack knowledge on organization policies. Therefore what figures 2 sheds light on is the fact that a carefully designed Induction Training Programme will help an organization to achieve its objectives effectively and efficiently.



**Figure 2.1: Conceptual Framework**

**Source:** Modified from Prasad, (2005) and URT, (2009)

## 2.7 Research Gap

Basing on the above theoretical and empirical literatures it is evident that a good number of researches related to this study have been done. However the gap which is then from this study is why Induction Training is one among a neglected HR function in Public Service Organizations? The finding from this study conclusion and recommendations were covered the gap.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Chapter presents the methodology and procedures that was used in collecting data for the study. It describes the research design, the area of the study, the population, sample and the instruments that was used in data collection. The methodology underpinning this study is mainly descriptive which contain qualitative and quantitative data analysis methods were employed.

#### **3.2 Research Strategies**

There are various types of research designs mainly experimental, descriptive and exploratory. For the purpose of this study, the researcher was use descriptive research design. In descriptive research design there are variances but mainly the researcher was use Survey cross section which uses only one segment of population and has qualitative and quantitative data analysis methods. It is a depth inquiry which enables easy collection of both primary and secondary data sources.

##### **3.2.1 Survey Population**

The population of the study was Kinondoni Municipality staff at the headquarters. The Municipality has a total number of 8,436 employees from different Departments including: Primary Education, Secondary Education, Health and Cleanliness, Agriculture and Livestock, Leadership and Administration, Finance, Development and Social Welfare, Planning and Coordination and Works and Fire Rescue.

### **3.2.2 Area of the Study and Population**

Kinondoni Municipality where this study was carried out is one among the three Municipality of Dar es Salaam Regions, which was established first as District in 1972 following the introduction of the decentralization policy in Tanzania. It is estimated to have a population of 1,101, 209 and 187,609 households.

### **3.3 Sampling Design and Procedures**

A sample is a group hopefully representative of the population intended to be studied and from which one devices generalization about the population (Bailey, 1994) Sample size is the number of respondents selected for interview from a research population. It depends on the accuracy needed, population size, population heterogeneity whether the sample was subdivided or not and resources available (Bailey 1994).

In this study, the sample was selected judgmentally/purposively and randomly. For the purposive sampling, respondents were chosen based on the researcher's judgment that they have desirable characteristics and can provide the required information. The simple random sampling was applied in selecting respondents from several departments in order to provide equal chances to employees of being selected as sample.

The sample of 99 which is 27% of the population was drawn from the population of 366 at Kinondoni Municipality headquarter. The sample size is reasonable as the population is homogeneity and resources are available also the sample is

considerably larger because questionnaires was used as one among a tool for data collection and they have low rate of response and hence the use of larger sample was help to generalize the findings. All senior officers and heads of department was selected judgmentally because they are few and they are at the key positions of the Municipality and are knowledgeable and experienced in Induction Training. After that the researcher was use simple random sampling which was excluded Senior Officers and Heads of Departments. The reason for this method is to provide equal chances for every general member of staff to be selected a sample.

**Table 3.1: Represents the Sample for this Study**

<b>Department</b>	<b>Population</b>	<b>Sample Size</b>	<b>Percentage</b>
Primary Education Department	75	15	16.0
Secondary Education Department	75	15	16.0
Health and Cleanliness Department	42	10	10.2
Agriculture and Livestock Department	31	9	8.9
Leadership and Administration Department	31	9	8.9
Finance Department	35	10	12.0
Development and Social Welfare	15	8	8.9
Planning and Coordination	20	10	8.9
Works and Fire Rescue	42	13	10.2
<b>Total</b>	<b>366</b>	<b>99</b>	<b>100</b>

**Source: Researcher's Own Construct, 2013**

### **3.4 Data Collection Methods**

This study was used both Primary and Secondary data. Multiple methods in data collection such as Questionnaires, Interviews and Documentary Review were used. Primary data was collected directly by the researcher from participants through



questionnaires and interview guide. Secondary data was obtained through reviewing various documents such as Office Files, Circulars, Reports and Other Records.

### **3.4.1 Questionnaires**

Questionnaires are data collection instruments through which subjects responds to questions or statements that generally require factual information (Best and Kahn 1998). A questionnaire with open and closed-ended questions was used in data collection. The closed ended questions was used to get direct answers and hence less time consuming in responding. The open ended questions was providing a wide room for respondents to explain issues in details and help to rest the knowledge of isolated pieces of information and procedures to staff. Appendix I present the questionnaire that used in this study.

### **3.4.2 Interviews**

Kothari (2006) defines an interview as a selected set of questions administered through verbal communication in a face to face relationship between a researcher and the respondent. It entails a face to conversation between interview and interviewee. This method is useful as it gives the respondent freedom to ask in case of need. Interviews were used in order to collect additional information mainly qualitative information which the questionnaire could otherwise not able to collect. An interview guide was prepared in order to have consistency in asking questions. Appendix II represents the interview guides for heads of departments and the Management respectively.

### **3.4.3 Documentary Review**

This is a Secondary Data collection method. According to Kothari (2006), secondary data refers to the data which have already been collected and analyzed by someone else. Kothari emphasizes on the value of documents as they can provide more insight into the programme being studied by cross validating and augmenting evidence from other source. Relevant information was extracted and reviewed from files, circular reports and other records published and unpublished which contained vital information about the Kinondoni Municipality on the issue of Induction Training. This method was used to acquire secondary information. This method is useful because it supplements the interview and questionnaire methods in and reliable data.

## **3.5 Data Validity and Reliability**

### **3.5.1 Validity**

Refers to the extent to which the concept one wishes to measure is actually being measured by a particular scale or index. It is the extent to which an account accurately represents the social phenomena to which it refers (Babbie, 1992). To ensure validity of measures, the data was gathered from heads of departments, staffs and supporting staff members and the interview was conducted by using the interview guide to clear any ambiguity might rise. The units were ensured adequate representation of age and gender.

### **3.5.1 Reliability**

It refers to the consistency measure produce the same results across time and across observers (Patton, 2002). To ensure reliability, this study was employed two methods of data collection i.e. questionnaires and interviews. Also questionnaires and

interview guide to the sample was administered with a great care in order to control the ineffectiveness of such tools that may occur in the whole process of operations.

The reliability of this study use cronbach's reliability test statistics alpha coefficient Cronbach's alpha is a coefficient of internal consistency. It is commonly used as an estimate of the reliability.

Alternatively, Cronbach's  $\alpha$  can be defined as

$$\alpha = \frac{K\bar{c}}{(\bar{v} + (K - 1)\bar{c})}$$

where  $K$  is as above,  $\bar{v}$  the average variance of each component (item), and  $\bar{c}$  the average of all covariances between the components across the current sample of respondents.

### 3.6 Data Processing and Analysis

Data analysis refers to the process of schematization, interpretation and making critical discussions of the data collected so that one can make genuine conclusions and recommendation. The collected qualitative and quantitative information was coded, analyzed and interpreted. The statistical package for social science (SPSS) program was help in tabulation of data. Descriptive statistics such as frequencies, percentages and tables was produced. Out of those data, the conclusion and recommendation was drawn so as to give possible solution on the factors that hamper effective Implementation of Induction Training in Local Government Authorities in Tanzania.

### **3.7 Expected Results of the Study**

The expected results of this study are to know the effects of induction training on employees; the benefits of Induction Training programmes to new employees; the relationship between Induction Training and the overall organizational performance; and the perceptions of employees on Induction Training of Local Government Authorities in Tanzania.

## CHAPTER FOUR

### 4.0 RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter presents details of the research results that presented and then discussed in light of predetermined research objectives and questions. Therefore, the analysis of data collected was guided and confined to the predefined research problem and present objective. However, this chapter consist two mainly parts, namely research findings presentation and analysis, and discussion of the result

#### 4.2 Research Findings Presentation and Analysis

**Table: 4.1 Distribution of Interviewed Respondents**

	Department	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary Education Department	15	16.0	16.0	16.0
	Secondary Education Department	15	16.0	16.0	32.0
	Health and Cleanliness Department	10	10.2	10.2	42.2
	Agriculture and Livestock Department	9	8.9	8.9	51.1
	Leadership and Administration Department	9	8.9	8.9	60.0
	Finance Department	10	12.0	12.0	72.0
	Development and Social Welfare	8	8.9	8.9	80.9
	Planning and Coordination	10	8.9	8.9	89.8
	Works and Fire Rescue	13	10.2	10.2	100.0
	<b>Total</b>	<b>99</b>	<b>100.0</b>	<b>100.0</b>	

**Source:** Study Findings, 2013

### 4.3 Demographic Characteristics

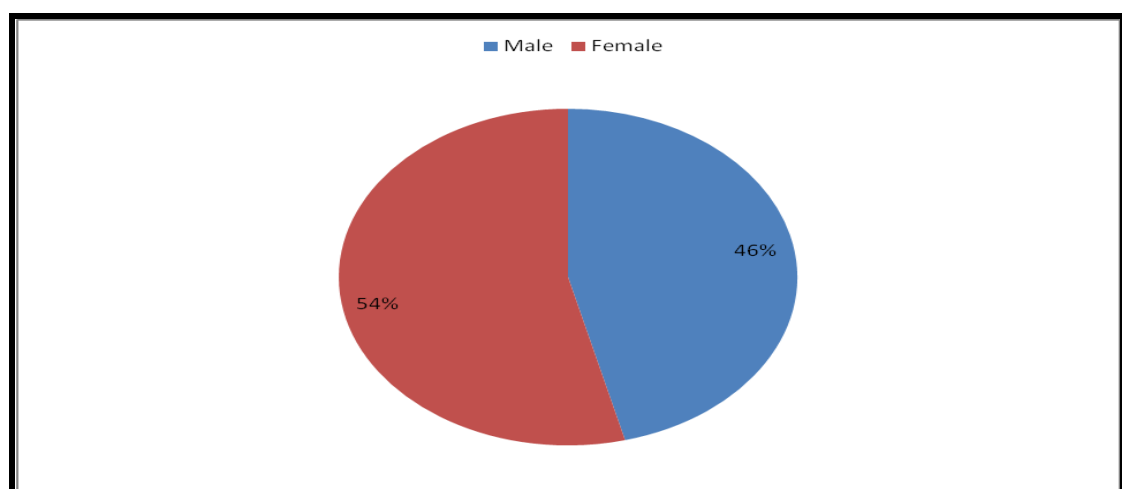
#### 4.3.1 Gender

As noted by Table 4.2 below, out of 99 questionnaires distributed, it shows that there are 46%(46) male and 54%(53) female. This implies that there are more female interviewed at Kinondoni Municipal Council. Therefore, linking to this study, according to Lefkowitz (1994) analyzed a number of studies and discovered that female is in average higher than men's that engaged in induction training.

**Table 4.2 Gender of Respondents**

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	46	46.0	46.0	46.0
	Female	53	54.0	54.0	100.0
	<b>Total</b>	<b>99</b>	<b>100.0</b>	<b>100.0</b>	

**Source:** Study Findings, 2013



**Figure 4.1: Pie Chart Shows Gender Distribution**

**Source:** Study Findings, 2013

### 4.3.2 Level of Education of the Respondents

It was very important to check the level of education of the respondents. This could enable access of the respondents from their jobs they perform. The finding on table 4.3 shows that 1(17%) respondents had reached the Certificate holder, while 28(30%) of respondents are Diploma/Advanced Diploma holders. 25(25%) of respondent were Undergraduate holders meanwhile 28(28%) of respondents are Postgraduate holder. This finding implies that the council had enough manpower in terms of ability, skills and knowledge. Only that cannot lead to better performance, Induction Training is necessary to meet different changes such as technology, competition and employee out dated.

**Table 4.3: Level of Education of the Respondents**

	<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Certificate	1	17.0	17.0	17.0
	Diploma/ Advanced Diploma	28	30.0	30.0	47.0
	Undergraduate	25	25.0	25.0	72.0
	Postgraduate	28	28.0	28.0	100.0
	<b>Total</b>	<b>99</b>	<b>100.00</b>	<b>100.00</b>	

**Source:** Study Findings, 2013

### 4.3.3 Age

As noted in table 4.4, out of 99 respondents, 10% of the respondents were at the age Less than 20 years, and 22% of the respondents were at the age of 20-30 years. Notably, 21% of the respondents were at the age of 30-40 years and 26% of the respondents were at the age of 40-50 years. However, 18% of the respondents were at the age of 50-60 years. Moreover, 3% of the respondents were at the age of over 60 years.

**Table 4.4: Age distribution of the respondents**

	Age group	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 20 years	10	10.0	10.0	10.0
	20-30 years	22	22.0	22.0	32.0
	30-40 years	20	21.0	21.0	53.0
	40-50 years	26	26.0	26.0	79.0
	50-60 years	18	18.0	18.0	97.0
	Over 60 years	3	3.0	3.0	100.0
	<b>Total</b>	<b>99</b>	<b>100.0</b>	<b>100.0</b>	

**Source:** Study Findings, 2013

### 4.4 Induction Training on Effective Communication

In analyzing the extent does on Induction Training in bring Effective Communication, it became apparent that, as noted in table 4.5 and figure 4.2, 29% of the respondents have decide that it is very good, whereas 22% of the respondents have decide that it is average. Notably, 21% of the respondents have decided that it

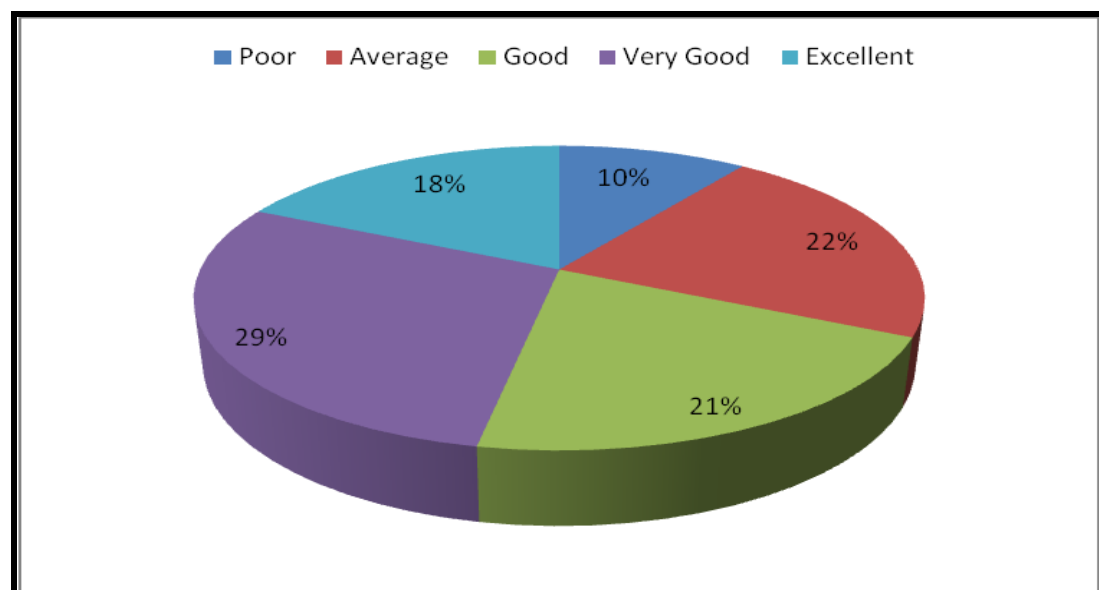


is good whereby 18% of the respondents have decided that it is excellent. However, 10% of the respondents have decided that it is poor. Therefore, this implies that, at Kinondoni Municipal Council there is Effective Communication on Induction Training which is very good between new employed workforce and head of department and management.

**Table 4.5: Induction Training on Effective Communication**

	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	10	10.0	10.0	10.0
	Average	22	22.0	22.0	22.0
	Good	20	21.0	21.0	21.0
	Very Good	29	29.0	29.0	29.0
	Excellent	18	18.0	18.0	18.0
	<b>Total</b>	<b>99</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Source:** Study Findings, 2013



**Figure 4.2: Pie Chart Shows Induction Training on Effective Communication**

**Source:** Study Findings, 2013

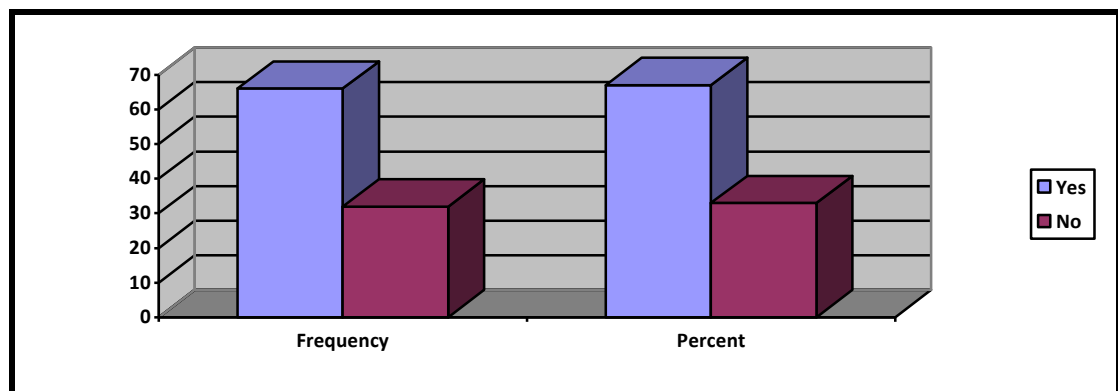
#### 4.5 Relationship between Induction Training and Overall Organization Performance

As noted in table 4.6, out of the 99 respondents were asked about relationship between Induction Training and Overall Organization Performance, 66 (67%) of respondents say YES that there are relationship between Induction Training and Overall Organization Performance as it enable communication to be easier between employees, make the new employees to do their job easier and provide employees with skills and experience, and 32 (33%) of respondents say No that there are no relationship between Induction Training and Overall Organization Performance. Hence, this finding implies that there is relationship between Induction Training and Overall Organization Performance.

**Table 4.6: Relationship between Induction Training and Overall Organization Performance**

	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	66	67	67	67
	No	32	33	33	100
	<b>Total</b>	<b>99</b>	<b>100</b>	<b>100</b>	

**Source:** Study Findings, 2013



**Figure 4.3: Bar Chart Shows Relationship between Induction Training and Overall Organization Performance**

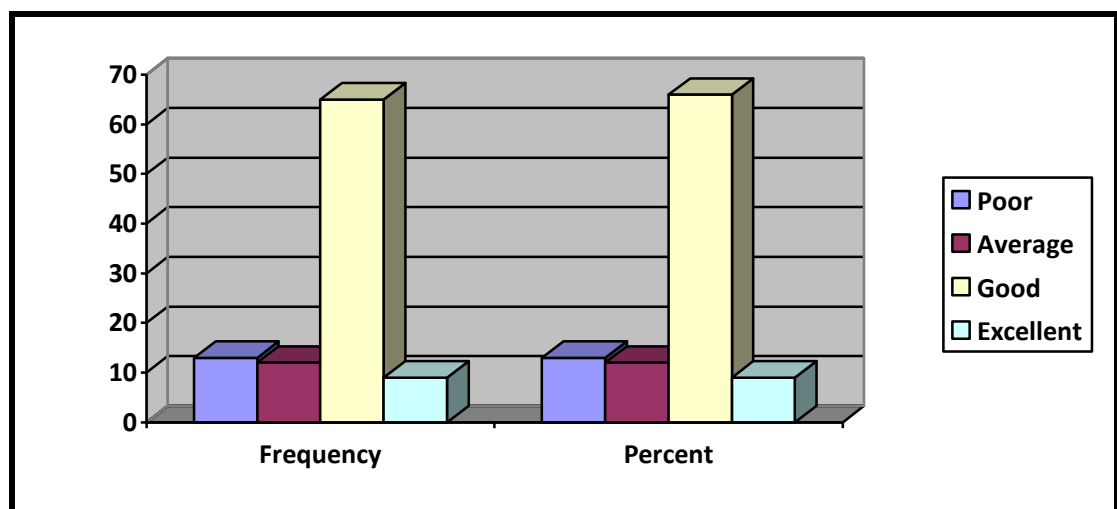
**Source:** Study Findings, 2013

However, on rating the relationship between Induction Training and Overall Organization Performance the decision is good as noted by table 4.7, out of the 99 respondents which were asked about rating the relationship between Induction Training and Overall Organization Performance, 66%(65) decided that it is good.

**Table 4.7: Rating the Relationship between Induction Training and Overall Organization Performance**

	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	13	13.0	13.0	13.0
	Average	12	12.0	12.0	25.0
	Good	65	66.0	66.0	91.0
	Excellent	9	9.0	9.0	100.0
	<b>Total</b>	<b>99</b>	<b>100.0</b>	<b>100.0</b>	

Source: Study Findings, 2013



**Figure 4.4: Bar Chart Shows Rating the Relationship between Induction Training and Overall Organization Performance**

Source: Study Findings, 2013

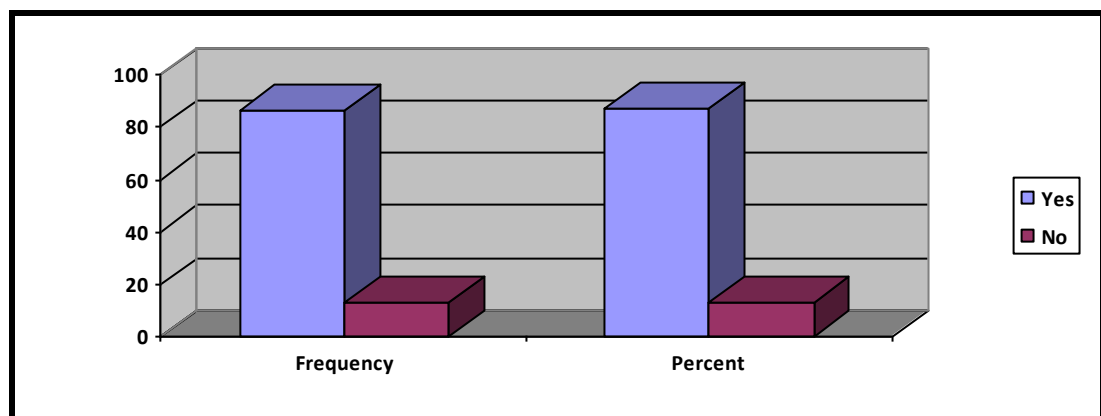
#### 4.6 Employees Attended Induction Training Inducted at Kinondoni Municipal Council

As noted in table 4.8, out of the 99 respondents were asked employees attending induction Training conducted at Kinondoni Municipal Council, 86(87%) of respondents say YES that they attended induction Training conducted at Kinondoni Municipal Council as they enable them to communicate easier among them, make them doing their job easier and gaining skills and experience, and 13(13%) of respondents say No that they are not attended induction Training conducted at Kinondoni Municipal Council.

**Table 4.8: Employees Attended Induction Training Conducted at Kinondoni Municipal Council**

	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	86	87	87	87
	No	13	13	13	100
	<b>Total</b>	<b>99</b>	<b>100</b>	<b>100</b>	

**Source:** Study Findings, 2013



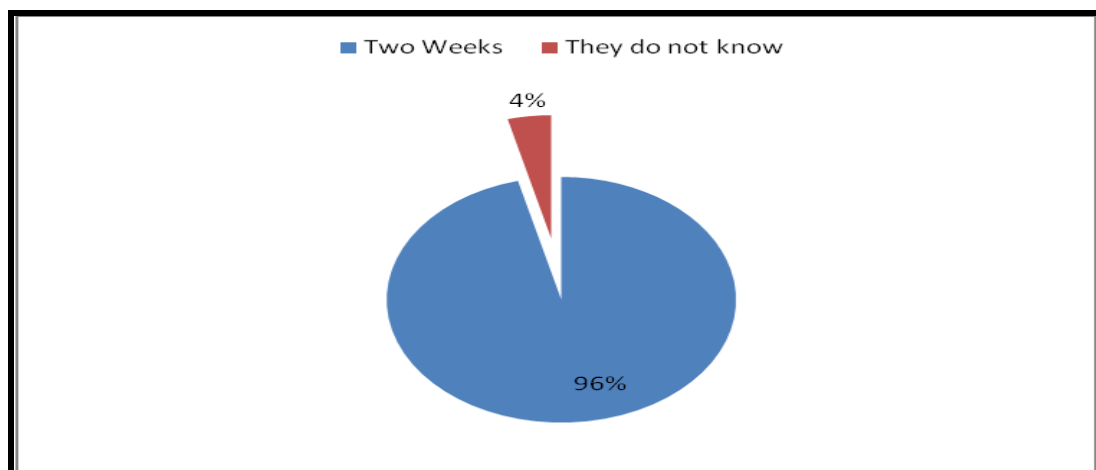
**Figure 4.5: Bar Chart Shows Employees Attended Induction Training Conducted at Kinondoni Municipal Council**

**Source:** Study Findings, 2013

#### 4.7 Duration of Induction Training Conducted at Kinondoni Municipal Council

As noted in table 4.8, out of the 99 respondents were asked on Duration of induction Training conducted at Kinondoni Municipal Council, 95(96%) of respondents say two weeks each month, and 4(4%) of respondents say that they do not know exactly the time on conducting induction Training conducted at Kinondoni Municipal Council.

It is however, that the one conducted induction Training is HR Managers as the one who make sure that there is Competence HR, Effective Induction Training Assessment and Top management support.



**Figure 4.6: Duration of Induction Training Conducted at Kinondoni Municipal Council**

**Source:** Study Findings, 2013

#### 4.8 Type of Induction Training Conducted at Kinondoni Municipal Council

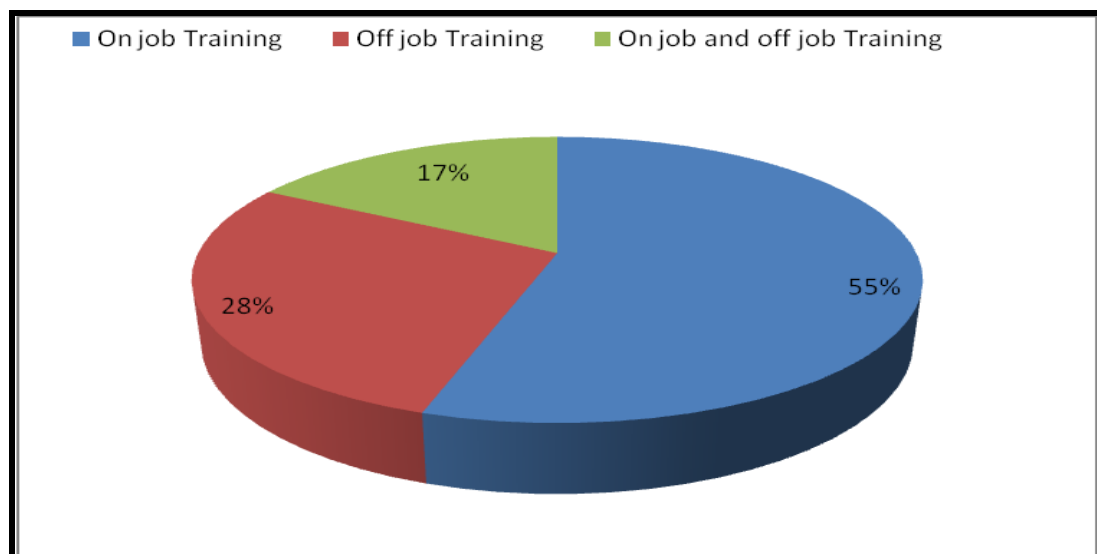
As noted in table 4.9 and figure 4.3, out of the 18 respondents of Head department and Management were asked about type of induction Training conducted at Kinondoni Municipal Council. The findings revealed that 10(55%) of respondents

acknowledged the organization use on job training, while 5(28%) respondents said it is off the job training and 3(17%) respondents claimed on job and off job training are conducted in the organization. This implies that on job training as type of induction Training conducted at Kinondoni Municipal Council is used.

**Table: 4.9: Type of Induction Training Conducted at Kinondoni Municipal Council**

	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On job Training	10	55.0	55.0	55.0
	Off job Training	5	28.0	28.0	83.0
	On job and off job Training	3	17.0	17.0	100.0
	<b>Total</b>	<b>18</b>	<b>100.0</b>	<b>100.0</b>	

**Source:** Study Findings, 2013



**Figure 4.7: Pier Chart Shows Type of Induction Training Conducted at Kinondoni Municipal Council**

**Source:** Study Findings, 2013

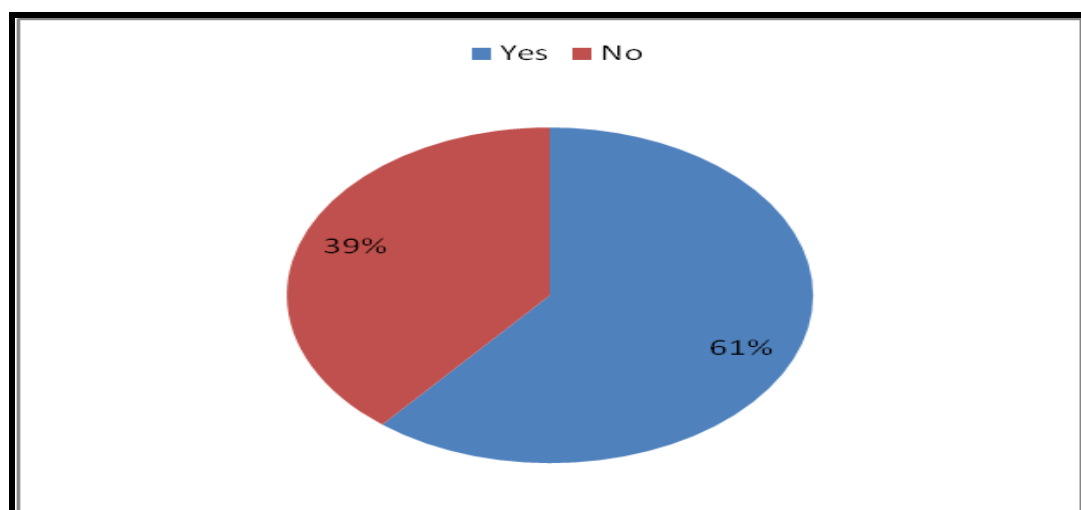
#### 4.9 Challenges Hinder Employees Induction Training

As noted in table 4.10 and figure 4.4, out of the 18 respondents of Head department and Management were asked about challenges hinder Employees Induction Training at Kinondoni Municipal Council, 11(61%) of respondents say YES that there are challenges for induction training and 7(39%) of respondents say No that there are no challenges for induction training. From these observations, it is notes that there challenges hinder Employees Induction Training at Kinondoni Municipal Council. The challenges are insufficient/meager fund is being allocated for training induction, biasness, poor participation of employee in training programs, poor HR skills.

**Table 4.10: Challenges Hinder Employees Induction Training**

	Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	61	61	61
	No	11	39	39	100
	<b>Total</b>	<b>18</b>	<b>100</b>	<b>100</b>	

**Source:** Study Findings, 2013



**Figure 4.8: Pie Chart shows Challenges Hinder Employees Induction Training**

**Source:** Study Findings, 2013

#### 4.10 Effects/Benefits of Employee Induction Training

As noted in table 4.11, out of the 99 respondents were asked about benefits of employee induction training at Kinondoni Municipal Council, 61(62%) of respondents say YES that there are benefits of employee induction training and 38(38%) of respondents say No that there are no benefits of employee induction training. From these observations, it is notes that there are benefits of employee induction training at Kinondoni Municipal Council. The benefits of employee induction training are:

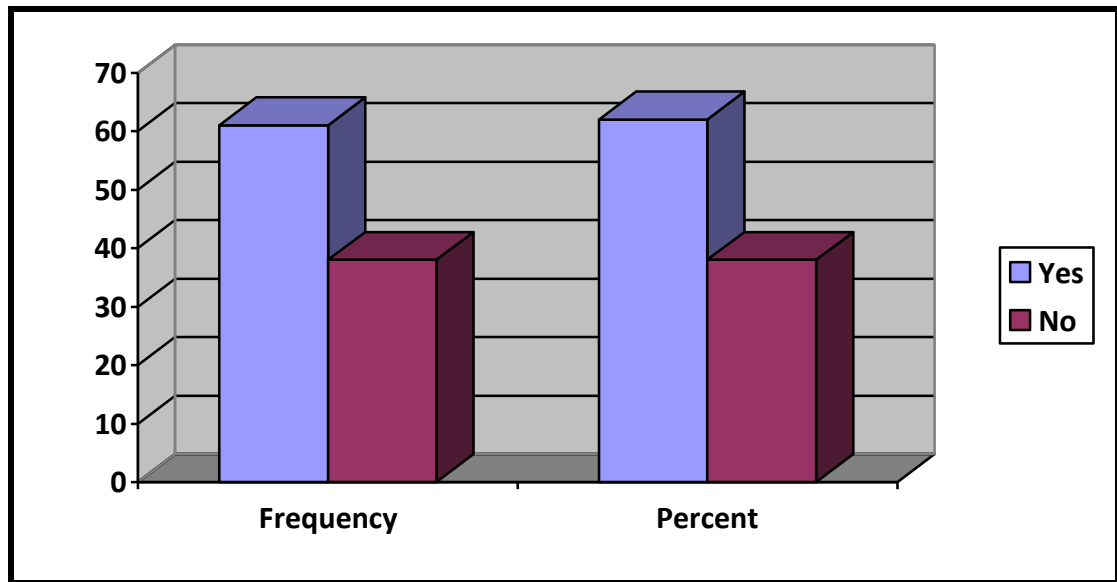
- i. It make new employees to know the organization and be familiarize with organization
- ii. It simplify communication among new employees with old ones
- iii. It enable new employees know the goal of the organization
- iv. It avoid new employees feeling uncomfortable and know the bases of their job
- v. It makes new employees to be loyal to the organization by making them integrated into culture of the organization

**Table 4.11: Benefit of Employee Induction Training**

	<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Yes	61	62	62	62
	No	38	38	38	100
	<b>Total</b>	<b>99</b>	<b>100</b>	<b>100</b>	

**Source:** Study Findings, 2013





**Figure 4.9: Bar Chart Shows Benefit of Employee Induction Training**

**Source:** Study Findings, 2013

#### **4.11 Challenges Hinder Employees Induction Training**

According to the findings, it is noted that challenges hinder Employees Induction Training at Kinondoni Municipal Council described below.

##### **4.11.1 Small Budget**

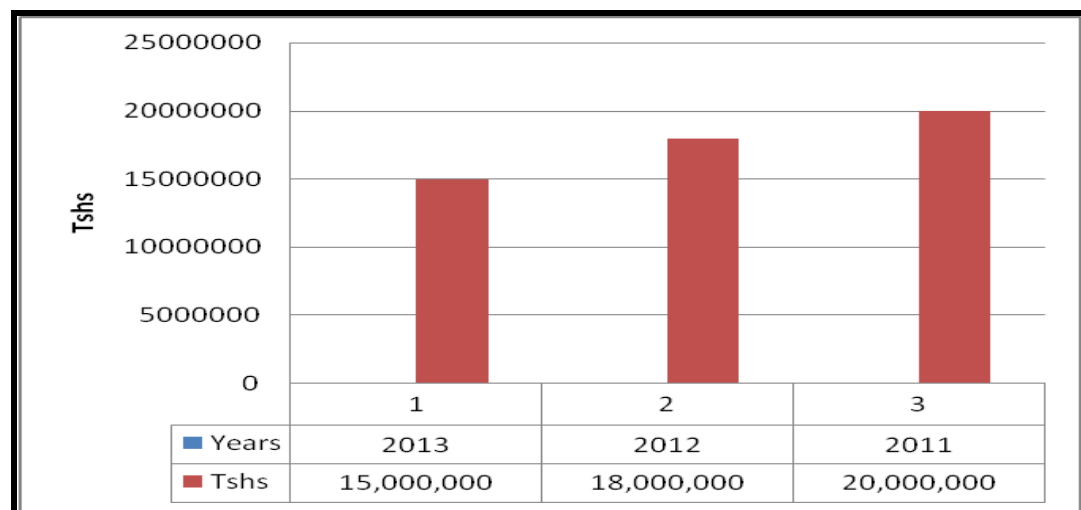
A budget is generally a list of all planned expenses and revenues. From the analysis small budgets represented by the respondents that is an obstacle for training. It is a plan for saving and spending. It provides a forecast of revenues and expenditures i.e. construct a model of how our business might perform financially speaking if certain strategies, events and plans are carried out. It is also enable the actual financial operation of the business to be measured against the forecast. Employees' induction training at Kinondoni Municipal Council hinder by small budget which result into sponsors small number of employees at the municipal.

According to table 4.7 and Figure 8 indicated that in the year 2013 the budget for training is Tshs. 15,000,000 which increases by Tshs. 3,000,000 to make Tshs. 18,000,000 at the year 2012, the increase is 33.96% but there is increase of Tshs. 2,000,000 from the budget of 2012 to make Tshs. 20,000,000 of the budget in 2011 which make the increase of only 37.74% but result into decrease of 10% compared to the increase budget of 2012. This implies that in the year 2012 the number of induction training employees' increase compared to the number of employees induction training in 2013.

**Table 4.12: Induction Training Budget at Kinondoni Municipal Council**

Years	Amount (Tshs)	Percentages per total of the year selected
2013	15,000,000	28.30
2012	18,000,000	33.96
2011	20,000,000	37.74
<b>Total</b>	<b>53,000,000</b>	<b>100.00</b>

**Source:** Study Findings, 2013



**Figure 4.10: Bar Chart Shows Induction Training Budget at Kinondoni Municipal Council**

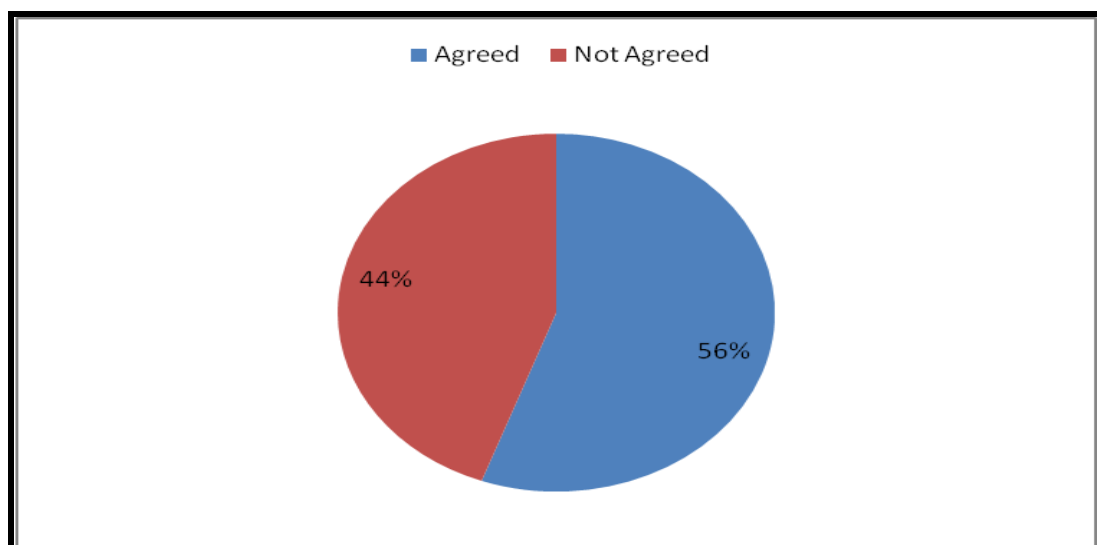
**Source:** Study Findings, 2013

#### 4.11.2 Measures to Improve Induction Training at Kinondoni Municipal Council

Under this objective the respondents were asked to tick appropriate entities that in their Measures to improve Induction Training at Kinondoni Municipal Council. This objective was guided by the following aspects;

1. Competence HR
2. Effective Induction Training Assessment
3. Top management support

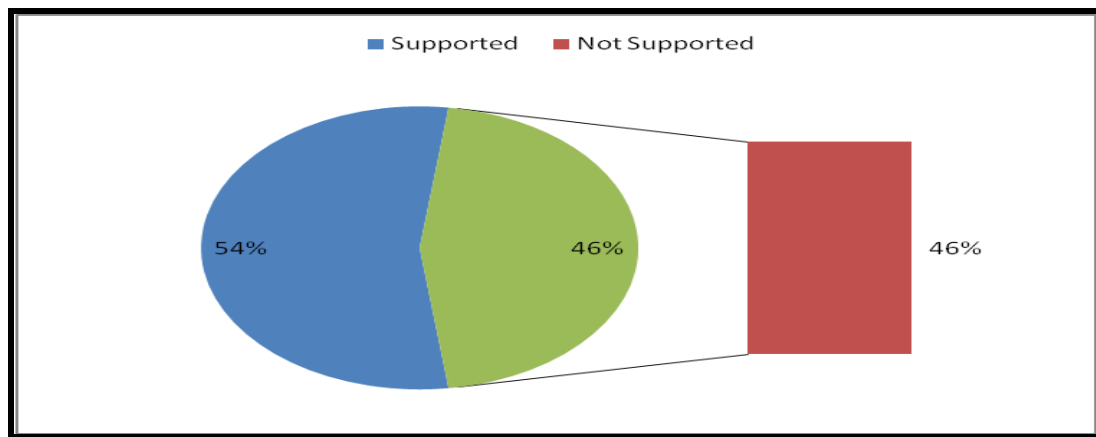
As noted by figure 4.6, the finding revealed that competence HR was suggested as one of the good strategies to improve Induction Training at Kinondoni Municipal Council since 55(56%) respondents agreed on this aspect, while 44(44%) respondents did not agree on this aspect.



**Figure 4.11: Competence HR**

**Source:** Study Findings, 2013

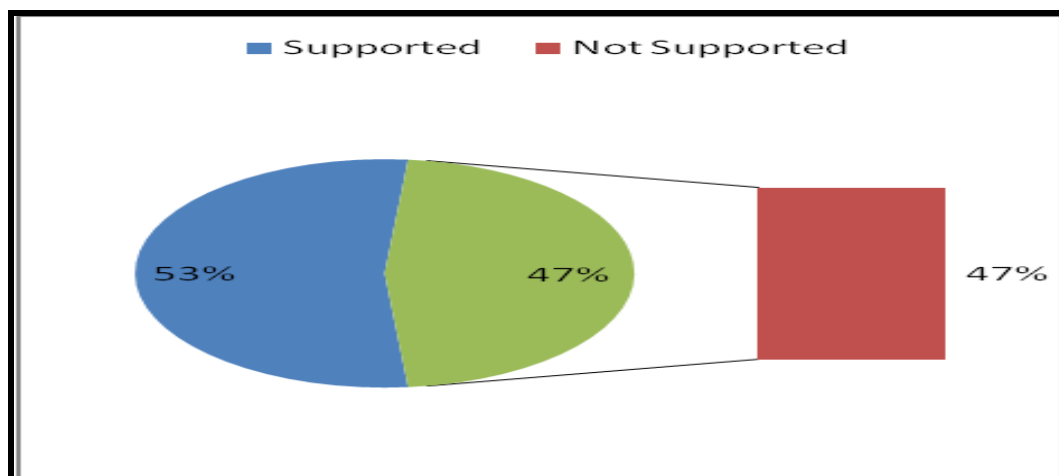
Moreover, on effective Induction Training Assessment 45(54%) respondents supported on this as a good strategies and there was no one who did not support, while 37 (38%) respondents did not respond.



**Figure 4.12: Effective Induction Training Assessment**

**Source:** Study Findings, 2013

As shown in figure 4.13, on Top Management Support the employees who supported this as a good strategy were 22(37%) respondents, while 28 (47%) respondents did not support. This implies that majority of employees know the benefit of Induction Training.



**Figure 4.13: Top Management Support**

**Source:** Study Findings, 2013

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of the major findings, conclusion, and recommendations of the study, based on the analysis of the research data, the discussion, and the interpretation of the findings in the previous chapter.

#### **5.2 Summary of the Findings**

This part summarizes the findings based on the research objectives that were suited to examining the effects of induction training in employees on public service, particularly at Kinondoni Municipal Council as the case study. The findings revealed that; in analyzing the extent does on Induction Training in bring Effective Communication, it became apparent that, most of the respondents have decide that it is very good, which implies that, at Kinondoni Municipal Council there is effective communication on induction training.

Notably, on examine relationship between Induction Training and Overall Organization Performance, most of the respondent say that there are relationship between Induction Training and Overall Organization Performance as it enable communication to be easier between employees, make the new employees to do their job easier and provide employees with skills and experience. However, on rating the relationship between Induction Training and Overall Organization Performance the decision is good. Also on examine whether employees attending induction Training conducted at Kinondoni Municipal Council, most of them say they attended induction Training conducted at Kinondoni Municipal Council as they enable them

to communicate easier among them, make them doing their job easier and gaining skills and experience.

Again the duration of induction Training conducted at Kinondoni Municipal Council is two weeks each month and the one conducted induction Training is HR Managers as the one who make sure that there is Competence HR, Effective Induction Training Assessment and Top management support.

On examining type of induction Training conducted at Kinondoni Municipal Council. The findings revealed that, the organization use on job training whereas challenges hinder Employees Induction Training at Kinondoni Municipal Council are insufficient/meagre fund allocated for training, biasness, poor participation of employee in training programs, poor HR skills. Moreover, the benefits of employee induction training at Kinondoni Municipal Council training are: it make new employees to know the organization and be familiarize with organization; simplify communication among new employees with old ones, enable new employees know the goal of the organization, avoid new employees feeling uncomfortable and know the bases of their job and makes new employees to be loyal to the organization by making them integrated into culture of the organization.

### **5.3 Implications of the Results**

#### **5.3.1 To Policy Makers**

The findings of this study will help policy makers to add knowledge to the understanding of the problems faced by government institutions in implementing

Induction Training and alternative strategies to improve the Implementation of Induction Training of employees in a public sector.

### **5.3.2 To the Industry/Public Institutions**

The findings of this study help the Public Institutions seen the benefits of Induction Training as make new employees to know the organization and be familiarize with organization, simplify communication among new employees with old ones, enable new employees know the goals of the organization, avoid new employees feeling uncomfortable and know the bases of their job, makes new employees to be loyal to the organization by making them integrated into culture of the organization

### **5.3.3 To Academicians**

The findings of the study act as a challenge that will inspire and rise interests of other researchers on the subject and thus furthering inquiry in to the subject. Also, it is obvious that the study contribute profoundly to the existing body of knowledge and literature related to human resources Induction Training in the Public Sectors.

## **5.4 Conclusion**

This study concluded that; New Staff Induction Training has been identified by various scholars and anchors to be very crucial to an organization and its effectiveness. In the light of the findings obtained in this research, organizations are therefore encouraged to conduct Induction Training of their new staff to the fullest advantage in order to enhance their effectiveness. As Induction Training reduces the work of the manager in terms of close supervision it also improves the drive, initiative and quality of work of the new employees; thus assist them to be more

committed to achieving the goals and objectives of the organization and this has the tendency of enhancing effectiveness among workers within the organization. However, for any organization to succeed, Induction Training of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory.

All Induction Training activities should be related to the specific needs of the organization and the Induction Training are assessed clearly and specifically. The effectiveness of an Induction Training program can be judged only with the help of Induction Training needs identified in advance in an organization .The gap between the existing and required levels of knowledge, skills, performance and aptitudes should be specified by the individual employees. An Induction Training program should be launched only after. Induction Training is very important to new employees because the mind becomes obsolescence day by day so there is need to impart new skill, knowledge and be capable into new challenges which are facing an organization in order to win marketing share or competition of the services provided in an organization.

Therefore, Induction Training should be open and transparent to new employees in order to avoid any doubtful within the management that may causes complaints between both sides. Induction Training also is very crucial in order to remove traditional ways of practices job that make different way in order to sharpen the mind of new employees in all levels found in different department to be up date from any changes which come to Kinondoni Municipal Council need Induction Training after identified gap to the council in order to establish the strategies which can favor them.



## 5.5 Recommendation

- i. Evidence from this research there is a lot to be done at KMC on the issue of training and development of employees in order to enhance the effectiveness of organization performance, therefore the researcher recommends the followings there is imbalanced training between department attending training than other departments that makes imbalanced of training proceeded definitely that would jeopardize the KMC mission and vision results of issue of development which is running very fast KMC should not favored ones and ignore others because all are making contribution and interdependently by others to successful.

All employees need training due to the fact that things changes so that KMC make sure that to avoid biasness to implement the training need requirement to all various gaps in each departments in order to match with technology, effort should be made enables budget raises to ensure that once time employees are trained and be promoted that is the increasing morale to performing task. Also KMC should establish the tradition of providing feedback after training others by appraising so that becomes easily in administering them after identified their needs which is required . Also head of department at KMC should be involved full in training and development because they are the ones who concerning to know the weakness of their workers in order to provision them easily.

- ii. Kinondoni Municipal Council training and development once established should be reviewed very often to cope with the time and availability of funds to

avoid repetition of trainees should be efficient monitoring and evaluation which will act as an input for future program. Kinondoni Municipal Council training officer should advice external donors and Ngo's on the skill gaps on departments so that the training program should benefit the employee council and donors in general and not training to take place to few departments also should ensure the proper man power allocation so as to avoid wastages of knowledge and skills.

- iii. Kinondoni Municipal Council should establish induction training unit with training officer so as to make effort to seek funds from various sources of funds to train the new employees. Also Kinondoni Municipal Council should activate training and development program which is under proposal that implies a systematic and continuous process of analyzing Kinondoni Municipal Council requirements or need in order to changing conditions and developing HR plans appropriate to a longer term effectiveness that encompasses an assessment of the present and future by development at specified in time.
- iv. Induction Training should be applied in both short term courses and long term courses through as a strategies without considered any biasness to favorable some of department than others all be treated equally that means that can success to improve performance through working in morale considered all department to be trained in systematic by regarded equal the profitable will be obtained.

### **5.5 Limitations of the Study**

- i. The study was limited by respondents who had negative attitude in responding to the study for filling questionnaires. To overcome this limitation, the researcher convinced them in friendly way which made them give required information for the study.
- ii. However, the study was limited as mainly depending on estimated data, derived from respondents' responses when having the percentages, which was not as actual as the results, derived from frequency data. The estimated data in setting percentages were used to eliminate discrepancies in giving statistical conclusion derived from the respondents' response.
- iii. Proper techniques such as interview and questionnaire were used from time to time to reduces weakness on tools.

### **5.7 Areas for Further Study**

The key issue in this study is for successful Induction training program that should consider by any municipal council. Following this idea, Induction training programmes should provide assistance to new employees with specific adapted of new job activities. It this view, the researcher recommend further studies made in the following areas:

1. Challenges associated with proper implementation of Induction training and development in public sector
2. Ways forward for proper implementation of Induction training assessment in public sector.

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## APPENDICES

### APPENDIX I-QUESTIONNAIRE

**TITLE:        THE EFFECTS OF INDUCTION TRAINING IN EMPLOYEES  
                 PERFORMANCE ON PUBLIC SERVICE: A CASE OF  
                 KINONDONI MUNICIPALITY**

#### INTRODUCTION

Dear Respondents,

The researcher is a graduate student pursuing a Master degree in Human Resource Management (MHRM) of Open University. She is conducting a research study on effect of Induction Training in employee's performance on public services.

By copy of this questionnaire, you have been selected to participate in the study. You are therefore, kindly requested to answer the questions below displaying utmost good faith. The study is purely for academic purpose and all information provided will be treated confidential. Your prompt response will be highly appreciated.

Instructions: Please fill in or tick where applicable.

1. Sex ( Please tick one box)    Male ☐                      (ii) Female ☐
2. Age – group: Please tick the range in which your age falls
  - (i)      Less than 20 years                      ☐
  - (ii)     20 years – 30 years                      ☐
  - (iii)    30 years – 40 years                      ☐
  - (iv)    40 years – 50 years                      ☐
  - (v)     50 years – 60 years                      ☐

(vi) Over 60 years ☐

3. Level of education

(i) Certificate ☐

(ii) Diploma/Advance Diploma ☐

(iii) Undergraduate ☐

(iv) Post graduate ☐

4. Please state the department in which you are working .....

5. At what extent does Induction Training bring the effective communication between a new employed workforce , Heads of Departments and Management

(i) Poor ☐

(ii) Average ☐

(i) Good ☐

(ii) Very Good ☐

(iii) Excellent ☐

6. Do you know the benefits of Induction Training Programmes? YES [ ☐ ]

NO [ ☐ ]

Explain

.....  
 .....

7. Would you say that the benefits of Induction Training Programmes meet the needs of your organization? Yes [ ☐ ] No [ ☐ ]

If YES Explain

.....  
 .....



8. Is there any relationship between Induction Training and the overall organizational performance? YES [ ☐ ] NO [ ☐ ]

Explain

.....

.....

.....

9. How do you rate the relationship between Induction Training and the overall organizational performance?

- (i) Poor ☐
- (ii) Average ☐
- (iv) Good ☐
- (v) Excellent ☐

10. Have you attended any Induction Training at Kinondoni Municipality?

Yes ☐ No ☐

11. If 'Yes' when did you attended the Induction Training

- (i) First Appointment ☐
- (ii) During change of Department ☐
- (iii) Promotion ☐
- (iv) Demotion ☐
- (v) Other (state) \_\_\_\_\_

12. What was the duration of Induction Training Programme?

- (i) Day ☐
- (ii) Week ☐
- (iii) Two Weeks ☐

(iv) Month ☐

(v) Other (state) \_\_\_\_\_

13. Who conducted the Induction Training?

(i) Peers ☐

(ii) Supervisor ☐

(iii) Human Resource Manager ☐

(iv) Consultant ☐

(v) Others (state) \_\_\_\_\_

14. Is induction training meets the needs of your organization? Yes [ ] No [ ]

Explain

.....

.....

.....

15. How creative would you rate the people working with you?

Creative [ ] Not at all creative [ ] Extremely creative [ ]

16. How often do people come up with great ideas? State

.....

.....

.....

17. How often do you give out your opinion?

.....

.....

.....

18. How often do you feel your ideas are heard and acted upon?

.....

.....

.....

19. In your own words, what do you think can be done to reduce poor performance of employees with respect to conduction of Induction Training in your organization

.....

.....

.....

**Thank you for being cooperative**

## **APPENDIX II-INTERVIEW GUIDE FOR HEAD OF DEPARTMENTS AND MANAGEMENT**

Dear Respondents,

The researcher is a graduate student pursuing a Master degree in Human Resource Management (MHRM) of Open University. She is conducting a research study on effect of Induction Training in employee's performance on public services.

By copy of this questionnaire, you have been selected to participate in the study. You are therefore, kindly requested to answer the questions below displaying utmost good faith. The study is purely for academic purpose and all information provided will be treated confidential. Your prompt response will be highly appreciated.

1. Do you conduct Induction Training?

.....

.....

What type of Induction Training are you conducting?

.....

.....

Who conduct the Induction Training?

.....

.....

Is there any benefit of Induction Training?

.....

.....

.....

What are the challenges you face during conduction of Induction Training:

.....

.....

.....

2. Is there any relationship between Induction Training and the overall organizational performance?

.....

.....

.....

3. Do you think absence of Induction Training may cause poor performance in this organization?

.....

.....

.....

**Appendix III****KINONDONI MUNICIPAL COUNCIL**

ALL CORRESPONDENCES TO BE ADDRESSED TO THE MUNICIPAL DIRECTOR

Tel: 2170173

Fax: 2172606

In reply please quote:

Ref. KMC/R.18/1



MUNICIPAL DIRECTOR  
KINONDONI MUNICIPAL COUNCIL  
P. O. BOX 31902  
DAR ES SALAAM

Date 04/07/ 2013

Ms. Julieth Jonathan Kakolaki,  
The Open University of Tanzania,  
P. O. Box 34705,  
**DAR ES SALAAM.**

**RE: RESEARCH PERMIT**

Refer to the above heading.

I am pleased to inform you that your above request has been considered by the Municipal Director, and has offered you a place to research attachment.

Upon receipt of this letter, please report to the **Kinondoni Municipal Officers** for commencement of your research permit.

Hoping to see you soon.

For: MUNICIPAL DIRECTOR  
KINONDONI MUNICIPAL COUNCIL  
DAR-ES SALAAM

A.B. Tutuba

For: **THE MUNICIPAL DIRECTOR**  
**KINONDONI**

Copy: For Vice Chancellor  
The Open University of Tanzania,  
P. O. Box 34705,  
**DAR ES SALAAM.**