

**EFFECTIVENESS OF INDUCTION TRAINING ON EMPLOYEES  
PERFORMANCE IN PUBLIC UNIVERSITIES: CASE STUDY OF THE  
OPEN UNIVERSITY OF TANZANIA**

**TUMAIN JOHN MCHETE**

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

**2019**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, Effectiveness of Induction Training on Employees Performance in Public Universities: Case Study of the Open University of Tanzania; In partial fulfillment of the requirements for the degree of the Master of Human Resource Management of the Open University of Tanzania.

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Dr. France Shayo  
(Supervisor)

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Date

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Signature

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Date

## **DEDICATION**

Firstly, I dedicate this work to my almighty God for his mercy and full support throughout my Masters Degree study at the Open University of Tanzania. Secondly, this work is dedicated to the Open University of Tanzania as they are the main beneficiary of the study results for they can use the recommendations to improve more the induction programme offered at OUT for better performance of employees. Lastly but not least, I dedicate this work to my wife Jemima Suru and my two sons, Ian Tumain Mchete and Ifan Tumain Mchete who have been on my side for courage and inspiration throughout the process of undertaking this study.

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## ABSTRACT

The study was to assess the Effectiveness of Induction Training on Employees Performance in Public Universities. The respondents of the study were selected staff from the Open University of Tanzania (OUT). The study intended to examine how the induction training offered to the new employees by the OUT facilitates theoretical knowledge. The study design was explanatory case study using qualitative data collected through interviews from the OUT employees and management. The study revealed that most of the respondents were satisfied with the induction training offered at the Open University of Tanzania. It was revealed that 8 respondents from the subordinate staff were satisfied with the induction training and only 2 staffs were not highly satisfied with the induction training attended. The study further revealed that the induction training offered by OUT facilitates theoretical and practical knowledge as well as integration through the socialization process. It was also revealed some of the respondents were aware of the induction training policy while others including some of the heads of departments were not clear enough of the policy. The study concluded that induction training is of great value to the University because it serves to inform new staff of the important aspects in their new working environment. The study recommends that for the University to have a perfect and most effective induction training the top management should provide enough support and exert their power to it, reasonable and realistic budget should be allocated, there should be a continuous follow-up to get feedback from the trainees, the time for orientation training should be enough so as to allow the programme to cover all aspects and the trainees should be encouraged to be serious and concentrate to the training sessions so as to enable them grasp everything taught.

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**LIST OF ABBREVIATIONS**

OUT	The Open University of Tanzania
TCU	Tanzania Commission for Universities
TPI-Theory	Practical, Theoretical and Integration Theory
PO-PSM	President Office-Public Service Management
UHL	University of Higher Learning
HQ	Headquarter
HRM	Human Resource Management
HR	Human Resource
OPRAS	Open Performance Review and Appraisal System
HoD	Head of Department

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The idea of induction program has been an important topic among numerous companies no matter the field, and it has to be systematically organized so as to yield better results as intended and through it employees are introduced to their roles and responsibilities, co-workers, and organization premises (Crawford, 2008). Well-designed induction programs provide a positive return to the employer in many ways including employee productivity, loyalty, retention and contribution (Klein and Weaver, 2000)

For an organization to have better performance needs to have qualified staff who have been trained and cooked better (Mlindazwe, 2010). According to Crawford (2008), to ensure that academic and management staffs are prepared for challenges facing the rapid changing world, training must be given priority. Training prepares employees to use new technologies, communicate effectively and cooperate with peers from diverse backgrounds (Guni, 2015). Induction training is a form of introduction for the newly recruited employees in order to make them capable to do their work in a new profession or job role within an organization in a comfortable situation (Burtea and Hurloiu, 2013).

New employees always have too many expectations of their work and the organization as a whole that they will gain new experiences, exposure and fulfill their personal goals or needs (Adam, 2010). He further argued that induction as a first training program after they enter in their new roles, helps them to settle and



bridge their theoretical understanding to practical knowledge, and removes the anxiety that may be developed due to the newness in the working environment.

Snell (2006) defined Induction as the process for combining the people, processes, and technology needed to optimize the effect that a new hire has on business outcomes. He further commented that this ongoing process can help organizations develop the type of individuals they want and require. Herman (2009) remarked that "effectively orienting employees is a way to help employees feel like they are a valuable part contributing to the organization. According to Rozner (2013), Induction is the planned introduction of new employees to their jobs, co-workers, and culture of the organization. He further recommended that new employee induction training serve purposes and have many meanings from both organizational and employee perspective.

According to Crawford (2008), induction program needs to be a part of an organization's strategic plan and has to be planned in a way that will be easily implemented and bring success to both organization and employees. He further explained that most organizations have good programs for induction trainings which if carefully and seriously conducted may lead to maximum performance. But most institutions conduct induction trainings to the new recruits just for formality and meet the recruitment requirements (Kebenei, 2014). Effective induction program is that which covers all aspects of employment, legal, social, and economic aspects. It should be noted that induction training enables people to develop theoretical and practical skills and socialization of workers (Rutaihwa, 2013).

Most organizations meet their needs for induction training through ad hoc, chaotic, and haphazard methods that are not well organized which at the end bring confusions to the new employees and as a result of this most organizations have been experiencing a huge turnover, absenteeism, and burnout and lose of morale to employees (Kebenei, 2014). This study is guided by the Theoretical, Practical and Integration (TPI) theory which state that employees need to develop theoretical (T) and practical (P) skills towards the performance of the new job, but also satisfy needs of integration (I) that exist among the new employees. These three conditions must be fulfilled to become integrated to the organization.

### **1.2 Historical Background of the Open University of Tanzania**

The Open University of Tanzania (OUT) is a fully fledged, autonomous and accredited Public University, established by an Act of Parliament number 17 of 1992. The Act became operational on 1<sup>st</sup> March 1993 by the publication of Government Notice No. 55 in the Official Gazette. The first Chancellor was officially installed in a full ceremony on 19<sup>th</sup> January 1994 and the first batch of students was admitted in January 1994. In January 2007, following enactment of the Universities Act No. 7 of 2005, OUT started using the OUT Charter and Rules (2007) for its operations.

The Open University of Tanzania offers its certificate, diploma, degree and postgraduate courses through the open and distance learning system which includes various means of communication such as face to face, broadcasting, telecasting, correspondence, and seminars, e-learning as well as a blended mode which is a combination of two or more means of communication. The OUT's academic

programmes are quality-assured and centrally regulated by the Tanzania Commission for Universities (TCU).

OUT Headquarters are temporary located off-Kawawa Road in Kinondoni Municipality, Dar es Salaam. The permanent headquarters are under constructions at Bungo in Kibaha District, off-Soga Road, about 4.0 Km from the main Morogoro highway in Coast Region. OUT operates through a network of about 30 Regional Centres; 10 Coordinating Centres, of which one is in Zanzibar and one in Pemba; two are in Kenya (Egerton and Njoro), one is in Rwanda (Kibungo), one in Namibia and one in Uganda. Other OUT internal Coordinating Centres is the African Council for Distance Education Technical Collaboration Committee, the Centre for Economics and Community Economic Development, and the SADC Centre of Specialization in Teacher Education (SADC ODL CoSTE). OUT has also 69 Study Centres spread throughout the United Republic of Tanzania.

OUT offers its certificates, ordinary diplomas, degrees, postgraduate diplomas and PhD through its five Faculties and two Institutes which are Faculty of Arts and Social Sciences, Faculty of Business Management, Faculty of Education, Faculty of Law, Faculty of Science, Technology and Environmental Studies, Institute of Continuing Education and Institute of Educational and Management Technologies. The core functions of the University are Teaching and Learning, Research and Publication, and Consultancy and Community Services

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

Employee's orientation program is one of the processes within organizations that get

overlooked and receives little or no funding (Herman, 2009). Most organizations especially public institutions have been conducting induction trainings just for formality and not for bridging the gap that exists between employee expectations and reality and that's why most public institutions have been witnessing a huge turnover as a result of reality shock (Kebenei, 2014).

Induction training should, according to Theoretical, Practical and Integration (TPI)-theory developed by Alvenfors Adam (2010), include development of theoretical and practical skills, but also meet interaction needs that exist among the employees through the necessary socialization process leading ultimately to employee integration. According to Adam (2010), induction program is an important process for bringing staff into an organization and it is a part of an organization's knowledge management process. Adam (2010) further commented that through induction employees become useful and integrated member of the team, rather than being thrown in at the deep end without understanding how to do their job, or how their role fits in with the rest of the company.

According to the theory, an employee who first joins the organization comes with zero knowledge of the company who sometimes may have too many expectations from their job but which may be unrealistic. Induction training becomes a part to develop their theoretical as well as practical skills to enable them know what and how to do their job duties so as to reach peak performance. The theory also emphasizes the importance of employee integration through the socialization process as it enables employees to work as a team and be able to cooperate in various affairs and this makes them to be productive at work.

After seeing the importance of induction program to employees, the Government through the President's office-Public Service Management (PO-PSM), established policies, circulars and regulations just to emphasize Public organizations to conduct induction program once recruitment has taken place. For example, the Government established the Tanzania Public Service Management and Employment Policy of 1999, as well as Staff Circular No. 4 of 2005 to ensure that induction program is taken seriously and to be of great value to people in organization.

Despite the efforts initiated by the Government, it is still witnessed mostly in Tanzania Public Institutions that induction is not seriously conducted as planned (Rutaiwa, 2013). Rutaiwa further noted that, it is obviously known that new employee who joins the organizations come with too many expectations of which some of those expectations can be out of reality of the particular organization. To remove those too many unrealistic expectations, the first tool is having an intensive orientation program conducted by professional individuals in the organization or even using stakeholders from out of the organization (Rutaiwa, 2013).

According to Friedman (2006), effective induction training takes place immediately after the new employees join the organization so that they may be debriefed of so important aspects of the organization and their work. But as a matter of fact, it is witnessed many organizations conducting induction trainings to employees just for formalities as one of the requirements in recruitment procedures but the coverage, organization, preparations, good practices and the ethical requirements are ignored (Ragsdale, 2005). According to Friedman (2006) induction training needs to be planned in advance, organized, comprehensive with detailed programs, timely

provided, after all needs to be motivational to both involved in the process. In view of the above explanations, Induction training seems to be a very key aspect to the organization and there is a close relationship to the performance of employees in the organization. This is due to the fact that induction training enabled new employees to grasp understanding in theoretical and practical knowledge, as well integration.

## **1.4 Research Objectives**

### **1.4.1 General Research Objective**

The general objective of the study was to assess the effectiveness of the induction program and how it impacts employee performance in the Public Universities.

### **1.4.2 Specific Research Objectives**

The specific objectives of the study were;

- i. To assess the effectiveness of induction in facilitating theoretical knowledge to employees
- ii. To assess the effectiveness of induction training in facilitating practical knowledge to employees
- iii. To assess the effectiveness of induction training in facilitating employee integration in organizations
- iv. To evaluate the level of trainee satisfaction with induction training offered by the Open University of Tanzania

## **1.5 Research Questions**

### **1.5.1 General Research Question**

How effective is induction program in enhancing employee performance in the

Tanzanian public universities?

### **1.5.2 Specific Research Questions**

- i. How effective is the induction training in facilitating theoretical knowledge to employees?
- ii. To what extent does the induction training facilitate practical knowledge to the employees?
- iii. How effective is the induction training in facilitating employee integration into the organization?
- iv. How satisfied are the trainees with regard to the induction training offered by OUT?

### **1.6 Relevance of the Research**

The study contributes to the existing body of knowledge on the effectiveness of induction program in the performance of employees in organizations. It will bring to the identification of the challenges that induction training encounters in public universities and the possible solutions for the identified challenges. The study provides a picture of the significance of induction training. In line with the TPI-theory the study will add value to the existing body of knowledge as far as induction training plays a big role in facilitating theoretical, practical knowledge as well as the integration of employees at work place.

From the objectives of the study, the induction training has significantly contributed to the employees' performance after they acquired theoretical knowledge, practical knowledge and their integration through the socialization process. Lastly, the findings and recommendations of the study are useful for employers in designing

and implementing employee induction programs that are influential and accommodative in facilitating theoretical, practical skills and employees' integration at workplace.

### **1.7 Organization of the Study**

This dissertation contains five chapters. Chapter one contains introduction (background of the study), historical background of the Open University of Tanzania, statement of the research problem, research objectives (general and specific research objectives), research questions (general and specific research questions), relevance of the study, organization of the dissertation and the limitation of the study. Chapter two includes literature review (overview), conceptual definitions, and empirical analysis of relevant studies, research gap, analytical/conceptual framework, theoretical framework and summary. Chapter three contains research designs and methods (overview), research philosophy, research strategies, survey population, area of the research, sampling design and procedures, variables and measurement procedure, methods of data collection, data processing and analysis, expected results of the study and research activities. Chapter four contains findings and discussions and Chapter five contains summary, conclusion and recommendations.

### **1.8 Limitation of the Study**

This research is a case study, undertaking in-depth enquiry on a single public university in Tanzania. Since the results of this study cannot be generalized, a survey could give more generalizable findings.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter represents the literature review of the study. The review was done in relation to the objectives of the study in which terms and other topics on the subject matter were discussed, explained and sometimes defined and critical review of supporting theories was done. This chapter also contains empirical analysis of relevant studies done by others, research gap identified, analytical or conceptual framework, theoretical framework and summary.

#### **2.2 Conceptual Definitions**

##### **2.2.1 The Concept of Induction**

Armstrong (2017) defined Induction as the process of receiving and welcoming new employees when they first join the company and giving them the basic information they need to settle down quickly and happily and start work. He extended the concept by arguing that ãa new employee when arriving to a new work station is totally a stranger, so he/she needs to get all information about the organization, co-workers and the specific job he/she had employed for with the remunerations associated with.

Lin and Hsu (2017) define Induction as the procedure for providing new employees with basic background information about the firm and the job. It is more or less, considered as one component of the employer's new-employee socialization process. He further noted that for new employees' work performance depends to a great extent on knowing what they should or should not do and understanding the right

way to do a job is a measure of effective socialization.

### **2.2.2 Training**

Training is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies (Torrington & Taylos, 2008). They further explained that training has specific goals of improving one's capability, capacity, productivity and performance. Gupta (2018) defined training as the organized procedure by which people learn knowledge and/or skill for a definite purpose. He further explained that training as a teaching and learning activity is carried out for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and an organization.

### **2.2.3 Employee**

An employee means an individual who has entered into a contract of an employment or who has entered into any other contract under which the individual undertakes to work personally for the other party of the contract; and the other party is not a client or customer of any profession, business, or undertaking carried on by the individual. (The Employment and Labour Relations Act, 2004). According to Itika (2011), an employee is an individual who works part-time or full-time under a contract of employment, whether oral or written, express or implied, and has recognized rights and duties.

### **2.2.4 Performance**

Armstrong (2010) defined performance as a measure of how well employees are managed and the value they deliver to customers and other stakeholders. He further

explained performance to mean accomplishment of the tasks provided. According to Itika (2011), performance is the accomplishment of a given task measured against present known standards of accuracy, completeness, cost, and speed. He further argued that performance involves fulfillment or accomplishment of a promise, contract, or other obligation according to its terms. Performance of the individual is measured against the objectives, targets, and the standards that were clearly identified (Armstrong 2017).

### **2.2.5 Socialization**

According to Ndebele, van Heerden, & Chabaya (2013), defined socialization as the learning process by which newcomers develop attitudes and behaviors that are necessary to function as fully fledged members of the organization. They further argued that the more effective and efficient socialization is, the sooner a newcomer can be productive for the organization. It is the process of integrating new employees into the organization and its culture (Hendricks and Potgieter, 2012). Socialization is thus the means by which social and continuity are attained. Moulin (2007) commented that socialization has got many impacts at work as it provides employees with the skills and customs necessary for participating within the corporate culture and increases motivation. He further explained that socialization shapes the way employees view teamwork, work habits and the sharing of information, which are all important actors for a small business.

### **2.2.6 Effectiveness**

According to Gupta (2018), effectiveness is the capability of producing a desired results or the ability to produce desired output. He went on explaining that when

something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression. Sarma (2008) defined effectiveness as the ability to be successful in producing the intended results at the maximum level of quality. According to Aswathappa (2014), effectiveness refers to the level of quality with which a task or process is carried out that ultimately leads to higher overall performance of an activity. Therefore, effectiveness is the state of being capable of producing desired results or outputs according to the pre-determined objectives or goals.

### **2.3 Critical Review of Supporting Theories**

This study was guided by the TPI-theory of induction developed by Adam (2010). The TPI-theory is an attempt to reconcile theoretical understanding of organizational socialization such as the process of integration. According to Adam (2010) TPI-theory refers that employees need to develop theoretical (T), and practical (P) skills towards the performance of the new job, but also satisfy needs of interaction (I) that exist among the new employees and these three conditions must be fulfilled to become integrated to the organization. This theory is important to approach an understanding of integration and socialization effects and it emphasizes that for an employee to be productive at work must have satisfied with the three conditions that is theoretical knowledge, practical knowledge as well as the process of integration (Adam, 2010).

Weiler (2005) distinguished between theoretical and practical knowledge by arguing that theory traditionally represents a kind of knowledge that is the generalized distillation of observation for the purpose of explaining other observations, õits

principal purpose lies in the constant perfection of its own explanatory power. Theoretical knowledge is rated by how well it explains as wide a range of phenomena as possible while practical knowledge by contrast, according to Kweka and Sedoyeka (2014) is conventionally predicted on a more instrumental conception of knowledge; it represents knowledge that helps to accomplish things, and that proves its worth by how well it does help accomplish whatever needs to be accomplished. Katajavuori et al (2006) argued that practical knowledge manifest itself as skills or knowing-how.

Kunene (2009) stated that "starting a new job is considered to be one of the most stressful life experiences and a proper induction process that is sensitive to the anxieties and uncertainties, as well as the needs of a new employee, is therefore of utmost important. Armstrong (2006) sees socialization as the learning process by which newcomers develop attitudes and behaviors that are necessary to function as fully fledged members of the organization. They further argued that the more effective and efficient socialization is, the sooner a newcomer can be productive for the organization.

Kearney (2018) revealed that induction training facilitates employees to theoretically know the norms and disciplinary matters in an organization. Through the knowledge they acquire awakens them to follow proper standard operating procedures at work. Mone and London (2018) argued that new employees, promoted or re-categorized need to be oriented to know where he/she reports so as to make him/her comfortable at work. They further commented that placing an employee under control of one superior assists to have a clear understanding because it enables to have good

communication which is a tool for good performance.

Ndebele (2015) noted that induction training at UHL had big impact to academic staff as it enabled them absorb practical knowledge in teaching, because the programme was well organized. Dixit (2018) commented that induction training if well programmed leaves people with ability to perform their duties well because they are given with practical skills, step by step procedures to handle their tasks. Armstrong (2017) had views that a well arranged induction programme imparts understanding to employees about their new working environment, the tools used to do their work and the beliefs of the organization. Regan, LaBrake and Piekart-Primiano (2018) commented that a well trained staff is more confident and performs his duties with little supervision because he is aware of the standards of operational procedures. They further said organizations need not to ignore orientation trainings to staff because it helps a lot to update their understanding, gives them practical skills to do their work and so they become more productive.

Bush (2018) commented that organizations that ignore induction training have ended up having less innovative staff who cannot contribute enough to the success of the organization. He went further saying that, there's need for organizations to periodically review their induction programmes so that they have a programme that encourages employees to be innovative at work. Gupta (2018) commented that induction training if well programmed facilitates employees to be together in social issues. He further explained that investing in induction training is essential to the organization since it makes employees to know each other and start informal contacts that are helpful in times of difficulties.

Batistic (2018) said that when employees are well socialized at workplace, they build a sense of working as team which is a very big advantage to the organization as far as their team's performance is the company's performance as well. Noe and Hollenbeck (2015) argued that having a pool of staff who are not good in socializing, you will find them not motivated to work hard to accomplish organizational objectives. Moussa and Somjai (2019) supports that through socialization process employees develop a good communication system which is helpful in improving relationship at work.

Halwasia (2017) comments that employee socialization is a tool for bringing people together and they cannot have any idea to quit the organization for that they treat the organization as their family. Brewster (2017) comments that effective induction programme has a big influence on employee integration through socialization and that employees feel a sense of ownership of the company. Generally, the theory tries to show that for an employee to be productive needs to have an effective induction for it provides general understanding of the organization (theoretical knowledge) and the way things or work is done (practical knowledge). It also provides for a room to employees to integrate and socialize at workplace.

#### **2.4 Empirical Analysis of Relevant Studies**

The research study also involved intensive study and analysis of other works (researches) done by others which added some inputs to the findings. The research done by Rutaiwa (2013) on Employee orientation programs in Tanzania public institutions and its effects on employee performance at the Ministry of Labour and Employment revealed that effective induction training increases staff commitment,

royalty and motivation to employees and reduces their intention to quit the organization. Alberta (2012) did a research on the effects of employee orientation on performance in the Ghana education service at the Greater Accra region and revealed that induction training leads to job commitment and satisfaction, overall capacity at work, transfer of knowledge and skills acquired through orientation to employees' practice, assists to address organization's culture, vision and mission.

The study done by Ndebele (2013) on the new staff perceptions on an academic staff induction program at South African University: Lessons for educational development concluded that the induction program is of great value to the university and its teaching staff, because it serves to inform staff on good teaching practice at UHL and connects the new staff to the institution's expectations and needed resources to navigate administrative, financial, human resources and support service responsibilities. He further recommended that the need for a staff manual, commitment by management, appointment of mentors and new staff reflective forums are very essential for making an induction program effective.

In a research paper done by Karade, et al. (2015) on the Impact of Induction Training on New Joiners: a Perception Analysis with respect to Age and Gender. They found that new joiners are always satisfied with the induction training program and that they are comfortable that the induction training helps them to do their jobs effectively. They came to the conclusion that induction as training provided by the employer to the new employees assists them in adjusting to their new job tasks and helps them to be familiar with their new work environment and the people working around them. They further explained that this kind of training outlines the basic



overview of the business and its services as well as the new employees' role in the environment, more specifically the organization.

**Table 2. 1: Summary for Empirical Analysis of Relevant Studies**

S/N	Author and year	location	Main objective	Methodology	Major findings /conclusion
1	Rutaihwa (2013)	Ministry of Labour and Employment (Dar es Salaam)	To assess the employees' orientation in the public service institutions and its effects on employee performance	Statistical package for social sciences (SPSS)	Induction training increases staff commitment, loyalty and motivation to new employees and reduces their intention to quit
2	Alberta (2012)	Greater Accra Region (Ghana)	To find out the effect of employee orientation on performance at the Ghana education service	Statistical package for social sciences (SPSS) version 16	Induction leads to job commitment and satisfaction, overall capacity at work, transfer of knowledge and skills , addresses organization culture, vision and mission
3	Ndebele (2013)	University of Higher Learning (South Africa)	To find out the perceptions of new staff on the extent to which the induction programme had equipped them with theoretical, practical knowledge and integration into the University	Content analysis	Orientation serves to inform new staff on good teaching practice and connects new staff to the institutions' expectations and needed resources to navigate administrative, financial, human resources and support service responsibility
4	Karade, Prof. Gankar & Sam (2015)	India	To find out the perception of new joiners on the impact of induction training	Statistical package for social sciences (SPSS)	Induction training assists employees in adjusting to their new job tasks and helps them to be familiar with their new work environment and people working around them
5	Mabaso (2012)	Coastal KZN FET College (South Africa)	To investigate the effectiveness of an induction programme at KZN FET College	Statistical package for social sciences (SPSS)	Induction training impacts and influences the quality of service to the newly appointed staff as it provides necessary information to equip them to the best possible start of their job

**Source:** Compiled by Author, 2019

The research done by Mabaso (2012) on Effectiveness of an Induction Programme for Newly Appointed Staff at Coastal KZN FET College revealed that induction training have an impact and influence on the quality of service that lecturers provide to the learners and therefore it is important to give newly appointed lecturers the best possible start in the teaching profession. Mabaso concluded that induction training has to be treated as part of the learning process in order to equip new employees with the necessary information to do their job.

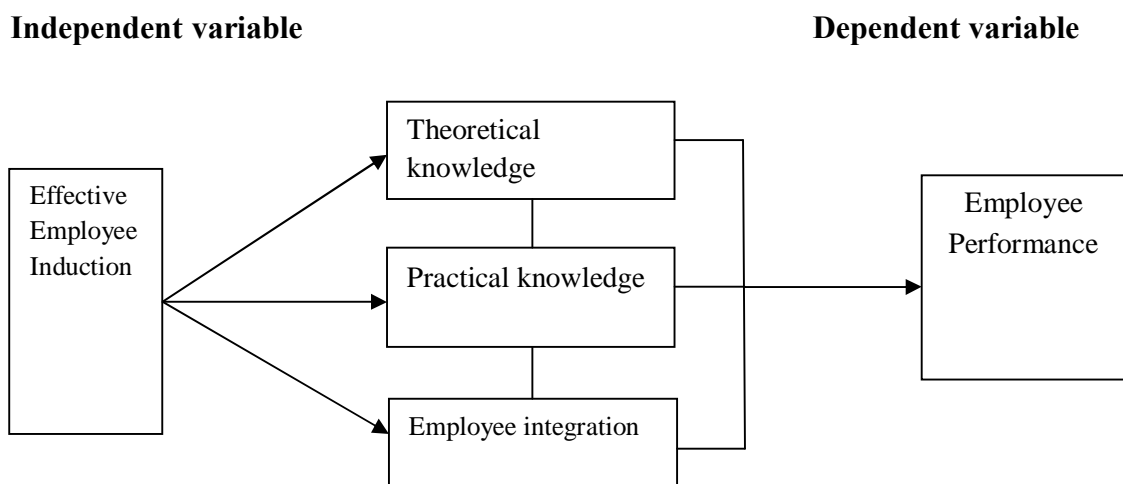
### **2.5 Research Gap**

Research gap is a research question or problem which has not been answered appropriately or at all in a given field of study (Kothari, 2014). According to the literature review, it is evident that extensive researches have been done in the respective area in Africa and Tanzanian environment; however most researches focused on the impacts of induction training to employee performance and the obstacles for implementation of induction trainings in organizations. Moreover, most of the studies done are not supported by relevant theories and thus they do not show clearly how effective induction facilitates theoretical and practical knowledge of employees as well as how it facilitates employee integration and socialization at work.

### **2.6 Conceptual Framework**

According to Kothari (2014), conceptual framework is an analytical tool with several variations and contexts. It can be applied in different categories of work where an overall picture is needed and it is used to make conceptual distinctions and organize

ideas. The researcher focused on explaining the structural relationships that exist between effective induction training and its impact on facilitating theoretical, practical knowledge and employee integration or socialization on employee performance variables. In this study, the researcher identified the dependent variables as well as the independent variable whereby the independent variable is the effective induction and the dependent variables are theoretical knowledge, practical knowledge and integration of employees at workplace. Figure 1 below represents the conceptual framework of the variables from the research topic.



**Figure 1.1: Conceptual Framework**

**Source:** Compiled by Author from Literature Review (2019)

## 2.7 Theoretical Framework

According to Kothari and Garg (2014), theoretical framework is the structure that can hold or support a theory of research study. In this study titled 'Effectiveness of Induction Program to the Performance of Employees in Public Universities' through the TPI-theory which states that 'induction training should include development of theoretical and practical skills, but also meet interaction needs that exist among employees through the necessary socialization process leading ultimately to

employee integration, there are four variables in which one is the independent variable and other three are dependent variables.

### **2.7.1 Independent Variable**

Effective employee induction is the independent variable that stands alone and is not changed by the other variables trying to measure. The researcher focused to see on how an effective induction facilitates theoretical knowledge, practical knowledge and employee integration

### **2.7.2 Dependent Variables**

The dependent variables cannot stand alone as its effects depend on the independent variable that is the effective employee induction. The dependent variables in this study are theoretical knowledge, practical knowledge and employee integration. Through the given theory (TPI-theory), for employees to gain theoretical and practical knowledge and being well integrated in the organization depends on how the induction training is effective.

## **2.8 Summary**

Induction training has been a major concern of various scholars and researchers who intensively studied it. Through literature review, it has been noted that, induction training is of utmost importance to employees for them to gain knowledge both theoretical and practical as well as their integration to the organization through socialization process. According to the theory provided by Adam (2010) known as TPI-theory, for induction training to be effective should satisfy three needs that is employee theoretical knowledge, practical knowledge and integration as well. As

Ndebele (2013) remarked that "induction program is of great value to the University and its teaching staff, because it serves to inform new staff on good teaching practice at UHL and connects new staff to the institution's expectations and needed resources to navigate administrative, financial, human resources and support service responsibilities".

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

According to Milanzi (2009), research design refers to how a researcher puts a research study together to answer a set of a research questions. This chapter represents the research designs and methods or simply research methodology of the study. It included the research strategies, population, area of the research, sampling design and procedures, variables and measurement procedures, methods of data collection, data processing and analysis, expected results of the study and work plan.

#### **3.2 Research Philosophy**

A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analyzed and used (Saunders, Lewis and Thornhill, 2012). He further commented that research philosophy deals with the source, nature and development of knowledge. According to Collins (2010) there are three categories of research philosophies that are pragmatism, positivism and realism or interpretivism. The researcher was guided by Interpretivism research philosophy. Interpretivism research philosophy involves researchers to interpret elements of the study, thus interpretivism integrates human interests into a study and accordingly interpretive researchers assume that access to reality is only through social constructions such as language, consciousness, shared meanings and instruments (Myers, 2008).

The researcher used interpretivism research philosophy because he conducted a qualitative research study whereby this philosophy takes into consideration cross-cultural differences in an organization and issues of ethics are studied in a great level

of depth. Also the researcher used this philosophy because data generated might be associated with a high level of validity. Collins (2010) argues that data collected via interpretivism studies might be associated with a high level of validity because data in such studies tends to be trustworthy and honest. Generally the researcher used interpretivism research philosophy because this philosophy emphasizes on qualitative analysis over quantitative analysis and so this philosophy suits the study.

### **3.3 Research Strategies**

Research strategy is a step-by-step plan of action that gives a direction to your thoughts and efforts, enabling you to conduct research systematically and on schedule to produce quality results and detailed reporting (Mugenda & Mugenda, 2003). The researcher used case study design to conduct the study. According to Garger (Gromisch ed, 2010) a case study is a research approach that is used to generate in-depth understanding of a complex issue in its real life context.

According to Kothari (2014), a case study is a research strategy and an empirical inquiry that investigates a phenomenon within its real-life context and bases on an in-depth investigation of a single individual, group or event to explore the causes of underlying principles. The researcher used the case study design because it helped the researcher to deeply collect the in depth information on the study to reveal the effectiveness of induction training to employees performance. The other reason for the choice of case study is that it enabled the researcher to be flexible in collecting data as it allowed using various data collection methods like interviews, and documentary review.

### **3.3.1 Population of the Study**

Population refers to the total of items about which information is desired (Kothari, 2014). He further commented that a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. The population of this study included employees of the Open University of Tanzania (OUT) at Headquarter (HQ) with a total of 412 employees (Human Resource Office data) that included academic, administrative and technical staff and the management staff. Senior management staffs, heads of departments, and the subordinate staffs (academic, administrative and technical) were interviewed to solicit information from them.

### **3.3.2 Area of the Research Study**

Area of the research study means geographic, socio-cultural, or political area aimed at a scientific understanding of the area as an entity and at relating it to other areas (Kothari, 2014). This study was conducted at the Open University of Tanzania (OUT), at headquarters. The researcher opted for this area of study because it was easy for the researcher to reach respondents due to its location that seemed to be easy for communication. The researcher also opted for this area of study as he could be flexible in data collection.

### **3.4 Sampling Design and Procedure**

A sample in research studies refers to all people having common characteristics, companies, production, and so on that are interested in the research in relation to the research problem (Elangovan, 2007). A sample design is the framework, or roadmap, that serves as the basis for the selection of a survey sample and affects many other



important aspects of a survey as well (Lavrakas, 2008). In this study, purposive sampling technique was used. According to Kothari (2014), purposive sampling is a non-probability sampling technique whereby its sample is selected based on the characteristics of a population and the objective of the study. He further narrated that purposive sampling is also known as judgmental, selective, or subjective sampling.

### 3.4.1 Sample Size

The researcher used a sample size of 19 employees that included top management, academic staff, administrative staff and technical staff. In this sample size, 9 staffs were from the top management and 10 subordinate staff including administrative, technical and academic staffs. Selection of respondents was done purposively depending on how informative and collaborative the prospective respondent is, given his/her position. Selection continued until saturation point was achieved, hence the basis for the sample size.

**Table 3.1: Summary for Sample Size**

S/N	Type of employees	Interviewed
1	Top Management staff	2
2	Deans of Faculty	3
3	Heads of Departments	2
4	Director of Human Resource	1
	Associate Director of HR	1
5	Human Resources Officers	3
6	Academic staff	3
7	Administrative staff	2
8	Technical staff	2
9	<b>TOTAL</b>	<b>19</b>

**Source:** Field Data, 2019

According to Marshall et al. (2013), saturation is achieved when the researcher collects information to the point of diminishing returns and nothing new is coming

out. Thus, adequate sample size estimation is directly related to the concept of saturation. Its summary is as in figure 3 below. Furthermore, in conducting this study, the researcher used purposive or judgmental sampling as non-probability sampling.

### **3.5 Variables and Measurement Procedures**

A variable is defined as anything that has a quantity or quality that varies (Kothari, 2014). He explained the dependent variable as the variable a researcher is interested in and the independent variable as the variable believed to affect the dependent variable. In line with the TPI-theory, four variables were identified which were then used as basis in developing research objectives from which research questions were developed. The independent variable is effective induction training and the other three being the dependent variables (theoretical knowledge, practical knowledge and employee engagement). The researcher considered both primary and secondary data which were gathered through interview and documentary review. Primary data were collected from interview while secondary data were collected through documentary review in which all collected data were analyzed qualitatively.

### **3.6 Methods of Data Collection**

The researcher used interview and documentary review methods to collect data. The interview was done with the top management, Heads of departments and other normal staffs. Documentary review was done through reviewing other studies of the same topics that were conducted by other researchers. Also the researcher passed through the policies to see how induction is explained in it.

### **3.6.1 Interview**

According to Saunder et al (2005), interview is a two way systematic conversation between an investigator and informants initiated for obtaining information relevant to a specific study. Louis et al (2007), defined interview as a qualitative research technique which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation. The researcher applied structured interview where by the questions were prepared in advance to reflect the research objectives and questions. This enabled in data analysis as usually it is more straightforward as the researcher could compare and contrast different answers given to the same questions. But sometimes the researcher used unstructured questions where seemed necessary to get potential information.

### **3.6.2 Documentary Review**

According to Kothari (2014), documentary review refers to the use of outside sources, and documents, to support the viewpoint or argument of an academic work and often involves some or all of conceptualizing, using and assessing documents. Krishnaswamy, Sivkumar and Mathirajan (2006), defined documentary review as the process which includes the use of documents, and data collection from different sources which are of the same nature with the study topic and the records relating to individuals or groups of individuals that have been generated in the course of their daily lives. The researcher passed through various books by different prominent scholars to get information relating to induction training. The researcher also passed through policies that support induction training and Government circulars, journals and the researches done by others on the same topic to see how they conducted their

studies and what results they came up with.

### **3.7 Data Processing and Analysis**

Data processing is the conversion of data into usable and desired form and the conversion or processing is carried out using a predefined sequence of operations either manually or automatically (Panneerselvam, 2008). According to Milanzi (2009), data analysis in research is to make some statistical analysis in order to get one single value that describes the characteristic of the entire mass of unwieldy data; and there are several ways in which scientists can use statistical analysis in research.

The researcher used qualitative data analysis. Qualitative data are mainly pertained to the responses obtained from interview and open-ended questionnaires (Kothari, 2004). Thus, qualitative data in this study were analyzed by content analysis. Content analysis is the process of analyzing the contents of documentary materials such as books, magazines, newspapers and the contents of all verbal materials which can be either spoken or printed (Bhattacharyya, 2006). The researcher also involved factual and logical interpretation, comparison and explanation of study findings. The analysis was driven by the research questions which were derived from the themes or objectives of the research study to shed light on the problem at hand.

### **3.8 Expected Results of the Study**

The study expected to reveal on how induction training can lead to good performance of employees in the Tanzanian public universities through the identified variables. It also expected to reveal the impacts of the induction training if not done properly. Through the TPI-theory that insists induction training should develop

theoretical knowledge, practical knowledge and employee integration through the socialization process, the researcher expected to see how the theoretical knowledge obtained through induction impacts the performance of new employees at work. Again the researcher expected to see how practical knowledge obtained through induction training facilitates the good performance of new employees at work. Lastly the researcher expected to see how integration of employees at work facilitates performance at work.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents and analyses the findings of this study and it gives interpretation of the findings according to the objectives of research, research questions and theoretical framework of the study. The research objectives were to assess the effectiveness of induction in facilitating theoretical knowledge to employees; to assess the effectiveness of induction training in facilitating practical knowledge to employees; to assess the effectiveness of induction training in facilitating employee integration in an organization; and lastly to evaluate the level of trainee satisfaction with induction training offered by the Open University of Tanzania. The findings gathered involve those from the interview and documentary reviews.

This research study was guided by the theory known as TPI-theory that according to it, induction should include development of theoretical and practical skills or knowledge, but also meet interaction needs that exist among the employees through the necessary socialization process leading ultimately to employee integration. It was from this theory the researcher came out with variables that are induction training which is the independent variable, theoretical knowledge, practical knowledge and employee integration or socialization which are dependent variables.

#### **4.2 Induction Training Policy**

The Open University of Tanzania operates through the Human Resource Management Policy (HRM Policy) that was formulated in 2007 and in 2019 the

policy was reviewed to suit current needs. In page 13 of the document there is the policy of orientation which details the procedures for conducting orientation. When the researcher interviewed management staff, they proved the OUT to have induction training policy that guides on the induction procedures.

One respondent when asked if OUT induction training policy has replied that

*“yes the OUT has an orientation training policy which was reviewed in 2019 in which according to it all the newly appointed, promoted or re-categorized staff have to be oriented for their new posts not later than 3 months”*

Another respondent said that

*“the OUT has orientation policy which according to it an employee who first joins the organization, promoted or re-categorized have to be oriented for his/her new roles within 3 months but unfortunately this condition of 3 months is not met due to financial instability”.*

The researcher passed through the 2007 policy and that revised policy of 2019 and revealed that the OUT has a very nice orientation policy that its policy statement states that “OUT shall orient all staff taking up any post whether by appointment, recruitment, re-categorization or transfer”. Its policy strategy is “to ensure timely orientation course to eligible staff”. The researcher revealed that, according to the policy operational procedure OUT “shall make annual budget provision for staff orientation and that shall conduct induction course to the eligible staff within three months of recruitment, promotion, transfer and re-categorization”.

The policy covers among other things the University culture, code of good conduct and ethics, communication channels, rights and entitlements, performance standards, training and development, promotion, OPRAS etc. The essence of the policy is to ensure an effective orientation programme and that there is a good attach of new

staff to Heads of different sections for specified period of time to learn about the operations of the respective section (s).

#### **4.3 Awareness of Induction Training Policy**

The researcher was interested to know if the respondents were aware of the induction training policy and that they could provide reliable information. The researcher revealed that most of the respondents were aware of the existence of the induction training policy though some of them including some Heads of departments were not very much clear of what is written inside.

#### **4.4 Inducted or Oriented Staff after Recruitment**

The researcher was interested to know if the respondents were inducted after their recruitments at OUT. The essence was to know the reliability of information that was going to obtain from them. All staffs interviewed responded that they were inducted after their recruitment at OUT.

#### **4.5 Effectiveness of Induction Training**

The researcher was interested to know how effective the induction training offered by the OUT to its employees. The research study revealed that the induction training offered by the OUT is effective as it enables employees to effectively perform their duties. Though the study also revealed that employees do not get oriented on time so if they were oriented on time they could be best enough. One of the respondent said that;

*“The orientation training I attended here was highly effective because it equipped me with potential knowledge and skills to perform my duties”*



The other respondent commented that

*“Of course the induction training was effective to me as it made me quickly settle and start my duties with confidence though I got it late as I remember it was after one year after my appointment”*

#### **4.6 Responsible People for Conducting Induction**

From the response obtained from interview, it was revealed that people who were responsible for induction are Management, Heads of departments and sections and colleagues at the departmental level. One respondent commented that;

*“We were oriented with the Human Resource Officers, Head of department at the departmental level and I was assigned a mentor to take me through the practical issues in moodle and other activities at the department”*

Another respondent replied that

*“induction training includes all people with authorities and those who are delegated authority to do so. Starting from the top management are responsible for welcome remarks, the HR department, Deans at Faculty level, HoD’s and Heads of sections”*

#### **4.7 Effectiveness of Induction Training in Facilitating Theoretical Knowledge to Employees**

The researcher aimed at collecting information to know how effective induction facilitated them to get theoretical knowledge. Through the interview done by the researcher and management staffs, it was revealed that the induction training offered by OUT has been highly facilitating staffs in acquiring theoretical knowledge. One responded that;

*“Actually our induction training has been greatly facilitating staff to acquire theoretical knowledge and in fact it has helped them to quickly learn their working environments”*

Another respondent said that

*“the induction training that we have been providing to employee have been so important in providing theoretical knowledge like in knowing disciplinary issues, the do’s and don’ts, their benefits as well their working environments”*

Another respondent from management replied that

*“It is true that the induction training we offer highly facilitates theoretical knowledge to employee as far as we provide an overview of the Institution and the direction to which the University is heading”*

When the researcher interviewed subordinate staffs to get their views on this. This was the response;

*“Without orientation training I attended at OUT, I could not have knowledge of the organizational mission, vision, culture, structure and so many other ideas that could enlarge my general understanding of the University”*

*“Induction training had great impact on my theoretical understanding of the University goals and where it is intending to reach. So I benefited more the induction training as it was as a guiding tool for my new working journey at OUT”*

*“Normally, the orientation we provide to employees enables them to theoretically know their organization for ownership and feel as party of the organization”*

The researcher was interested to know how the theoretical knowledge they acquired through induction training facilitated employees’ performance at workplace and the results were as follows;

#### **4.7.1 Awareness of Working Environment**

The respondents said that through the theoretical knowledge obtained from induction training they were now aware with their working environments and that they quickly settled and start their jobs. Through the interview, one respondent said

*“we all know that one of the essences to conduct induction is to give awareness to the employees on the surroundings and working environment. In fact this has been achieved as most of the employees after the induction training they become aware of the working environments, where to get necessary needs and services, Heads of departments orient them in their respective offices and through it they are able to work comfortably”.*

This is highly supported by the study done by Karade, Gankar and Sam (2015) that induction training if done properly assists employees to be familiar with new working environment and people working around them. This is supported by Stewart and Brown (2019), that employees are more productive after they really know their working environments and those who surround them. They further commented that knowing your environment is the first step to relax and reduce anxiety and this is a result of good orientation a person gets sharply after his/her recruitment, promotion or re-categorization.

#### **4.7.2 Awareness of Organization Mission, Vision and Objectives**

The research study revealed that though the theoretical knowledge they acquired through induction training, they became aware of the organizational mission, vision and objectives. After being aware of the organization mission, vision and objectives they knew what the University believes and where it intends to reach. One respondent from the management commented that;

*“During orientation training we provide an overview of the University mission, vision and objectives to make sure our staff know where our University is heading to and what it believes. Through this, staffs are ready to work towards it and their performance improves day after a day”*

Another staff replied that

*“the induction training was very helpful to me because it provided me with awareness of the organizational mission and vision and the objectives which*

*are the directions of the University. So I tuned my performance to adhere to these mission, vision and objectives”*

This is supported by the study done by Alberta (2012) that induction training provides knowledge to employees that assists to address organization's culture, vision and mission. Greene (2018) supports that if employees are well oriented right from the beginning of their new roles they become aware of the beliefs of the organization and the direction to which it is aiming to reach. He went further saying that having awareness on the organizational mission and vision motivates a person to work harder.

#### **4.7.3 Awareness of the do's and don'ts**

The research study revealed that most of the employees became aware of things that are lawfully allowed to do and those not allowed to do by the laws, rules and regulations. It was revealed that, without being aware of the do's and don'ts they could probably be found on unnecessary quarrels which are detrimental to their performance. One of the management staff commented that;

*“Theoretical knowledge obtained through induction training provides awareness to employees of the do's and don'ts, this has played a significant role in rescuing staff from entering into disciplinary cases”*

Another respondent from normal staff replied that

*“I benefited a lot from the orientation training because we were briefed of the acts that we are forbidden to do by the Law and those we are allowed to do. For example, we were told of the right to strike but upon utilizing possible mechanisms and the procedures”*

Noe, Hollenbeck, Gerhart and Wright (2017), supported that through theoretical knowledge employees become aware of the do's and don'ts of which is very key in

the avoidance of inconveniences which may arise at work place. They further explained that orientation training helps to brief employees on how to follow rules, regulations, laws and procedures so as not to get involved in bad conducts which may jeopardize their performance.

#### **4.7.4 Awareness of Staff Benefits Including Salary and Pension**

The research study revealed that through the theoretical knowledge obtained through induction training attended at OUT, helped them to be aware of their benefits including salary, pension, leaves and others.

*One respondent from interview said that “through induction training, employees are told of their benefits including salary, promotions, contribution to pension funds and many more benefits they deserve as staff of the Open University of Tanzania”*

Another respondent commented that

*“through the theoretical knowledge I acquired through induction training, I became aware of my benefits throughout my working tenure at OUT. For example I became aware that I am entitled to leave travel assistance once in two leave cycles while at before I thought that I am entitled each year I go for my annual leave”*

*“Sincerely speaking, I was empty headed about my benefits when I first joined the OUT as staff. But after I was oriented now I came to realize my benefits, so induction training is very important to new employees for providing them with awareness of their benefits”*

The study done by Rutaiwa (2013) revealed that induction training enables new employees to be aware with the benefits offered by the institution and that enables to the great extent to avoid unnecessary conflicts. This is supported by Brewster (2017) that induction training is vital to the new employees as it carters for issues of staff benefits they deserve as employees. He went on explaining that after an employee attends induction training he becomes aware of how to go about claiming his/her

benefits. This has helped to minimize conflicts and employees concentrate much doing their jobs.

#### **4.7.5 Awareness with Disciplinary Issues**

The research study revealed that through the theoretical knowledge obtained from the induction training offered at OUT the employees became aware with the disciplinary issues, the procedures that may be taken and the possible sanctions that may be provided to an employee found guilty. It was revealed that as far as employees are aware of the disciplinary issues they are able to avoid entering into frictions among themselves or with the employer and this enables them to perform better. One respondent commented that;

*“Our induction training carter issues of discipline and the procedures to take to an employee who go against the rules and regulations. So through induction employees become aware of it and we have seen issues of discipline improving greatly”*

*“As you know induction training touches every possible angles including how people should behave at work, I myself became aware with nature of mistakes that are treated as offences”*

Another respondent commented that

*“induction training is highly commendable to have helped staff to know issues pertaining to discipline, as they are told of the conducts that are regarded as bad and which may even lead to disciplinary actions and the sanctions that can be taken to a person who misbehaves”*

This was supported by Kearney (2018) that induction training facilitates employees to know the norms and disciplinary matters in an organization. He went further saying that the knowledge they acquire awakens them to follow proper standard operating procedures and not be the victims of mistakes at work.

#### **4.7.6 Awareness of Reporting Structure**

The study revealed that through induction training employees became aware of the reporting system or structure. It was noted that through reporting system awareness employees are able to communicate with right people on time and report any progress. It is from this awareness; they became aware to who is responsible. One respondent had views that;

*“Induction training that we provide to employees surely helps them to know the reporting structure/chain of command and they become aware of where they have to report anything they incur at work. This has been helpful as it has helped to remove confusion to staff”.*

*“At before I had no awareness of the importance of proper reporting structure, I knew it is just wastage of time and bringing delays indecision making. But after I attended an orientation I came to realize that proper reporting system avoids misunderstanding as each employee is assigned to only one superior to whom he/she reports”*

This is highly supported by Mone and London (2018) that new employees, promoted or re-categorized need to be oriented to know where he/she reports so as to make him/her comfortable at work. He further commented that placing an employee under control of one superior assists to have a clear understanding because it enables to have good communication which is a tool for good performance.

#### **4.8 Effectiveness of Induction Training in Facilitating Practical Knowledge to Employees**

The researcher was interested at collecting information to know how effective induction facilitates an employee to get practical knowledge. Among the interviewed staff, 15 said that the induction training offered by OUT highly facilitates acquiring of practical knowledge to employees while 4 respondents said that to some extent

facilitates practical knowledge but not really facilitating practical knowledge. One respondent from Management said that

*“I can highly comment that the orientation training we provide at OUT to staff highly facilitates employees to be practical as after the general orientation program staff are attached to their Heads of departments and sections so that they mentor them on how to work using the daily working tools”*

The other respondent said that

*“we normally provide professional mentorship at departmental level with normal procedure of working to the employees and we get enough time to give a new staff to the post with techniques of ensuring the work is done at the required standard. The employees become very productive and practical as the working tools and environments are the normal ones that we daily used to do work”.*

Another respondent from normal staff replied that

*“it is true that the induction training I was provided at OUT helped me to get practical knowledge to perform my duties because when I started working my HoD taught me how to prepare study materials, how to use moodle and I was assigned a mentor who was responsible to explain to me different moodle activities”*

The other said that

*“yes the induction training aims to grow practical understanding to employees but for my case, I did not get enough practical understanding through induction training because it was just partially”*

Ndebele (2015) noted that induction training at UHL had big impact to academic staff as it enabled them absorb practical knowledge in teaching, because the programme was well organized. He went further saying that an organized induction programme plays a big role in transforming theoretical understanding to practical understanding to employees and so the management has to think on balancing their programs to suit both theoretical and practical knowledge. The researcher was then interested to know how the practical knowledge they acquired facilitated them in performing their duties and the results were as follows;



#### **4.8.1 Provision of Skills to do Work**

The research study revealed that through theoretical knowledge acquired from the induction training, helped them to have practical skills to perform their works. It was revealed that when employees were attached to their HoDø were given a brief training about how to perform their tasks and the normal working tools were used at the normal working environment. This was much helpful to them as they could memorize and not forget the procedures.

One respondent replied that

*“the induction training we provide to staff is always very practical as after we do the general induction, staff are placed to their job at departmental level where responsible Heads of departments assigns them tasks and they ensure they provide them with assistance and guidance on how to do the job until the staff is capable to work”.*

*“I remember that after a general induction training, I was also given an orientation with my supervisor, I knew nothing even how to draft letters but through that orientation I became very competent in my work”*

The study done by Mabaso (2012) came to the same conclusion that induction training equips employees with necessary information on how to do their jobs. This is supported by Dixit (2018) that induction training if well programmed leaves people with ability to perform their duties well because they are given with practical skills, step by step procedures to handle their tasks. He further said that, the Management should not expect big from its staff it has not invested a lot in induction programme because this is the first tool to impart practical skills to them.

#### **4.8.2 Ability to Solve Problems**

The study revealed that, through the practical knowledge they acquired, are able to solve problems they incur at the very initial point before they become chronic. It was

noted that induction training is of utmost importance as it provides skills to employees on how to go about in dealing with challenges and problems that happen in their daily activities. One interviewed respondent said that

*“normally during working process, a person might meet with challenges or problems that are unavoidable, so employees are given with practical skills or knowledge to handle those challenges and problems whenever happen and this is done at the normal work environment”.*

Another respondent commented that

*“induction training as a startup training to employees, enabled me with skills to handle challenges, this has been helpful to me and I have been doing great in my duties as far as I know how to handle issues”*

#### **4.8.3 Efficiency in Operations**

The research study revealed that through practical knowledge obtained from induction training, employees became more efficient in their daily activities. This is because through induction employees got knowledge of how to use tools and the resources available. When the researcher interviewed one of the respondents, the reply was that

*“to be efficient means to use few resources you have to produce good output, and for sure we have been orienting staff to possibly use our resources in an economical way for better output. The HoD’s and Deans are the pioneers of this as they practically teach new staff how to work efficiently”.*

Another respondent commented that

*“for sure, OUT is my first employer and I came with anxiety as I could not apply the theory experience I had in my head into practice. But through the orientation I was provided with my HoD and colleagues at the department, I shortly became very efficient in my duties”*

This is supported by Armstrong (2017) that a well arranged induction programme imparts understanding to employees about their new working environment, the tools used to do their work and the beliefs of the organization. He further explained that when employees know everything about their work they become more efficient.

#### **4.8.4 Ability to be Independent/Less Supervised**

The study revealed that through the practical knowledge employees get from the induction training offered by OUT, they became able to work independently with possible minimal supervision. This is because during orientation they are told of the importance of being independent and at the departmental level they are fed with practical skills and ideas of doing their jobs and from there they become conversant with their tasks. One respondent replied had views that

*“it is true orientation training helps a lot to our staff to be independent as from there they become confident with the information and techniques were given either by Human Resources Officers, Heads of department or their colleagues at department or section level”.*

Another respondent said that

*“if you get enough information and skills of doing job, it is obvious that you will be independent and able to work with a very minimal supervision. The orientation I got specifically from my colleagues was enough and helped me a lot and I was then confident in doing my duties”*

This is proved by Regan, LaBrake and Piekart-Primiano (2018) that a well trained staff is more confident and performs his duties with little supervision because he is aware of the standards of operational procedures. They further said organizations need not to ignore orientation trainings to staff because it helps a lot to update their understanding, gives them practical skills to do their work and so they become more productive.

#### **4.8.5 Innovation at Work**

The study revealed that, through practical knowledge obtained through induction training, employees were equipped with the ability to be innovative at workplace.

One respondent from interview commented that

*“the purpose of orientation is to feed staff with potential information of working culture, and so it has equipped them to be more innovative as they become aware of how to use the provided tools as they can do things at peace mind”.*

Another respondent replied that

*“the orientation training I attended at OUT helped me a lot with knowledge and skills that are practical which made me to think extra when I am doing my work. This has big impact to my work as you know technical field needs people to be more innovative so as to bring new things. For example you have seen we have this good thing of file tracking, now we have online OPRAS, all these are the results of orientation that I came to know the needs of the University”*

Bush (2018) said that organizations that ignore induction training have ended up having less innovative staff who cannot contribute enough to the success of the organization. He went further saying that, there’s need for organizations to periodically review their induction programmes so that they have a programme that encourages employees to be innovative at work.

#### **4.9 Effectiveness of Induction Training in Facilitating Employee Integration/ Socialization**

The researcher aimed at collecting information to know if induction training has influence on employee integration or socialization at workplace. The research study revealed that most of the employees were influenced by the induction training to integrate at work through the socialization process. According to the Revised HRM

Policy of 2019, the objective of the policy is to ensure all newly recruited, promoted or transferred staff is properly oriented to the University's vision, mission, and policies, working environment and job responsibilities so that they can easily and smoothly integrate into the new job positions. The researcher interviewed 9 staff from Management and Heads of various departments and 10 other staffs whereby they all responded the same to mean the induction training offered at OUT highly facilitates staff to be socialized or integrated. One respondent commented that

*“during induction training programme, staffs get to know each other because it is the time when they are brought together and from there they can form informal groups that are helpful to them”*

Another respondent said that

*“...through induction programmes staffs get room to be socially bonded and it becomes easy for them even to exchange contacts, develop friendships, they cooperate in social events...”*

Gupta (2018) commented that induction training if well programmed facilitates employees to be together in social issues. He further explained that investing in induction training is essential to the organization since it makes employees to know each other and start informal contacts that are helpful in times of difficulties. The researcher was interested to know how employee integration or socialization helped them to be more productive at workplace. The response from interview done revealed that induction training helped them to perform better in their work through the following;

#### **4.9.1 Teamwork**

The research study revealed that employee integration or socialization enables employees to work as a team to accomplish organizational objectives. It was noted

that through teamwork, employees are having common understanding of the organizational goals which is good for them to put efforts together to have better results.

One Head of department said that

*“...here at the department we work as team, we assume we are one family, and this is due to the orientation practice...”*

One respondent commented that

*“we always stress on teamwork during orientation because we have witnessed good results in performance due to teamwork. Through orientation, staff see as they all belong to a single organization and that they work together to ensure they reach their personal as well as organizational goals”*

Another respondent replied that

*“socialization processes enable us to respect each other and consider someone’s needs are ours. We get to work together as a team to have synergy”*

Another interviewed staff commented that

*“...we have seen the power of teamwork, people are working as one and this habit is built initially from orientation training we offer to staff”*

Batistic (2018) supports that when employees are well socialized at workplace, they build a sense of working as team which is a very big advantage to the organization as far as their team’s performance is the company’s performance as well. He further explained that an organization that has a pool of employees who are working in isolation, its performance is questionable because it cannot perform better without having them to work as team.

#### 4.9.2 Engagement at Work

The researcher was interested to know if the orientation training they were offered at OUT led to their engagement to their work through the socialization or integration process. The research study revealed that through socialization process employees were much engaged with their work and this was built from the induction training attended at OUT. One of the respondent commented that;

*“during orientation training it is where new and existing staff interact and make socialization which enables new staff to easily be engaged with their work and settle quickly...”*

Another respondent replied that

*“socialization has been helpful to our new staff as they become relaxed, comfortable, settle quickly and through it become easy for them to be engaged with their work”*

One staff commented that

*“when I was employed by OUT I had known nobody here and I was hesitating if I could work comfortably but through socialization I came to be much engaged with my work”*

#### 4.9.3 Motivation of Staff

The research study revealed that through socialization process at work, employees become motivated to work hard which brings positive performance to the whole organization. It was revealed that people are more motivated if they have good interaction among themselves at work rather than working in isolation. One respondent from management had views that

*“motivation plays a very big role in employee’s performance and if an employee is intrinsically motivated his/her performance becomes good obviously. The first tool to make employees motivated is through an effective induction programme”*

Another respondent replied that

*“...if an organization expects good performance from employees, it has to ensure its employees are motivated from the first day they join the organization and the first tool to build motivation to them is through socialization process that is from the induction training...”*

Another staff replied that

*“socialization has made me remain motivated all days because sometimes I meet with difficulties at work and even personal challenges but when I share with colleagues we solve together, so this has led me love my work”*

Rutaiwa (2013) in his study revealed that induction training increases staff commitment, loyalty and motivation and that reduces their intention to quit the organization. Noe and Hollenbeck (2015) argued that having a pool of staff who are not good in socializing, you will find them not motivated to work hard to accomplish organizational objectives. They further explained that it is through effective induction that can make employees better socialized so that its employees get motivated at work.

#### **4.9.4 Joint Problem Solving**

The research study revealed that through socialization process obtained from induction training employees become able to jointly solve their problems related to their work. It was noted that a staff that is socializing well counts challenges or problems of one individual employee as their problems too and so they find solutions together. One of the interviewed respondents commented that

*“as we know, employee integration/socialization encourages employees to have similar believes and they are able to work together. From there now they see problems or challenges as theirs and they act together in solving it and these are the fruits of a good orientation we offer”*



Another respondent had these views

*“we believe having spirit of working together improves the ability to tackle challenges and/or problems. The induction program offered at OUT emphasizes staff not to be isolated and in fact their performance have been good due to their ability to find out solutions of challenges jointly”*

#### **4.9.5 Good Communication**

The research study revealed that a good socialized staff has also good communication systems among themselves and their supervisors. It was noted that through the induction training attended at OUT, employees developed good relationships among themselves. One respondent replied that

*“without good communication at work expect to have bad performance of staff, but here at OUT we normally encourage new staff during orientation of the importance of good communication so that they avoid misunderstandings”*

Another respondent when asked replied that

*“...know that if people are not socially together, may not have good communication. But our induction programme covers communication issues and the essence of this is to make employees know how to communicate and it has always been good that's why their performance is not questionable”*

In the study done by Ndebele (2013) was revealed that induction training is one of the tools to enhance close communication of employees and that they get knowledge of how to communicate with their immediate superiors. Moussa and Somjai (2019) supports that through socialization process employees develop a good communication system which is helpful in improving relationship at work. They went on explaining that when you see employees are communicating well at work means there's good socialization practices and this improves performance of employees at work.

#### 4.9.6 Labour Turnover

The research study revealed that employees' socialization encourages employees to stay longer in the organization due to the positive relationship they build at workplace. One interviewed respondent replied that

*“if people have good relationships can socially be together in different events and this can motivate them stay longer in the organization. Our staffs are built in this belief just from the beginning of joining the organization through the induction training”*

Another respondent replied that

*“I don't think of leaving OUT because I am comfortable at here, I have developed good relationships with my colleagues. Through this relationship I feel like at home so moving will give me a task to cement other relationships to where I will go”*

The research done by Rutaihwa (2013) came with the same answers that induction training increases staff commitment, loyalty and motivation to employees and reduces their intention to quit their organizations early. This is also supported by Halwasia (2017) that employee socialization is a tool for bringing people together and they cannot have any idea to quit the organization for that they treat the organization as their family. He further commented that keeping employees for long in the organization means you keep experiences, skills and knowledge embodied to them and this result to good performance of the entire organization.

#### 4.9.7 Commitment at Work

The research study revealed that through integration or socialization process employees become committed with their work. It was revealed that employees are happy with the working environment that encourages peace and socialization. The respondents said they were encouraged with the induction training to be flexible

enough so that they may leave as a family. One respondent commented that

*“it is true that if employees are socially together, they feel at home and that are comfortable with their work. And if they are comfortable means their performance shines, so we always ensure our orientation builds a sociable working environment”*

Another respondent replied that

*“with the induction training I attended at OUT, I was encouraged much to cooperate with my colleagues for everything at work so as not to feel inferior. This has led me to be committed with my work which has big influence to my performance”*

This is highly supported by the study done by Rutaihwa (2013) that effective induction training has big influence to employees' commitment after they are fully informed of the organization culture.

#### **4.9.8 Sense of Belongingness**

The research study revealed that employees feel belonging to the organization due to the good relationship they have as a result of socialization. It was noted that the induction training they were offered at OUT had big influence in their integration at work and this has led their performance to continuously improve. One respondent when interviewed had views that;

*“Our staff have positive minds towards the University and that's why they are still working at OUT. Through good relationship they feel as part and parcel of the University, their performance has been constantly rising and this we can say is due to a good induction training we offer”*

Another respondent replied that

*“I felt at home and a sense of ownership because we always share our things in times of tough and happiness and this is the power of socialization”*

This is supported by Brewster (2017) that effective induction programme has a big influence on employee integration through socialization and that employees feel a sense of ownership of the company when they see even the senior officers of the company attending the induction training. He further commented that the presence of senior offices implies the company values its employees and that the new employees become more motivated.

#### **4.10 Trainee Satisfaction with Induction Training Offered by OUT**

The researcher intended to know how satisfied the trainees with the induction training that were given when they firstly joined the Open University of Tanzania. The research study revealed that 8 staff among the 10 interviewed subordinate staff were satisfied with the induction training offered by the Open University of Tanzania while 2 of them said were not enough satisfied because the time for orientation was not enough just a single day which made the trainers to have a very high speed in delivering so as to cover all aspects. To some extent this made the trainees bored of the session.

#### **4.11 Rate for the Cost of Induction Training at the OUT**

The researcher was interested to know how cost full it is to conduct induction training to employees at the Open University of Tanzania. The response rate from interview conducted with the Management staff revealed that the induction training costs very high but depends on the number of employees to be oriented for the particular year. One respondent commented that;

*“Induction training at OUT costs very high and the amount of budget differs year to year depending on the number of employees to be oriented. For example, in 2016 the number of employees who were*

*oriented was more than 100 where the cost was more than 25 million and this year (2019) we are expecting to have an orientation training to 36 employees where it is going to cost more than 10 million”*

Another respondent commented that

*“Orientation training costs very high as you know the nature of the University, some staff are posted to the Regional Centres so to bring them to the HQ to attend orientation costs much because it requires paying them per diem, transport and all these impacts the budget. So the budget varies from year to year depending to the number of staff to be oriented”*

Another respondent replied that induction trainings at OUT costs high due to the cost of facilitating those from Regional centres of which its arrangement is to pay them subsistence allowance, on transit, transport fare and payment to the trainers. Otherwise if the orientation involves only staff from HQ probably could not be cost fullö

#### **4.12 Challenges Facing Induction Training at OUT**

The researcher was interested to know if there are any challenges they face when conducting induction training at OUT. The following are the challenges identified by the respondents;

##### **4.12.1 Budgetary Constraints**

The study revealed that, conducting induction trainings need a lot of money so as to meet target. The University is spread all over the country and so needs to bring staff at one point so as they are oriented and this requires to pay them subsistence allowances, transport allowances, budget for meals and refreshments, stationeries and others of the like. One of the respondents commented that;

*“...running an orientation program costs an organization as far as the exercise needs financial support. Sometimes we incur financial*

*instability which affects all these things and so we may find having delays due to budget deficit”*

Another respondent commented that

*“induction training at OUT costs very high and the amount of budget differs year to year depending on the number of employees to be oriented. For example, in 2016 the number of employees who were oriented was more than 100 where the cost was more than 25 million and this year (2019) we are expecting to have orientation training to 36 employees where it is going to cost more than 10 million”*

#### **4.12.2 Support from Top Management**

The study revealed that sometimes the top management does not provide full support and that it is not so committed to orientation training. It was revealed that even when they attend at the orientation venue they leave sharply and leave junior staff to take over the event. This made new staff as not valued and they are not belonging to the organization. One respondent commented that;

*“Sometimes senior staff from top management discourages the process of orientation and some do not attend at the event. This has got negative implication to the new staff and so to be more effective, their support (materially, financially and others of the same) is highly needed”*

#### **4.12.3 Shortage of Time**

The study revealed that induction training needs enough time so as to cover all aspects of the programme effectively. It was revealed that orientation training at OUT is done in a single day whereby under normal circumstances it is not possible to cover all important things in a single day. Some respondents said this is highly associated with lack of enough fund. One of the respondents commented that;

*“We normally do orientation training at a single day which is not fine as there are so many things to cover but this is due to shortage of fund as to take more than one day increases costs. So we are forced*

*to use just a single day though this time does not suffice”*

#### **4.12.4 Lack of Awareness of Induction Training Policy**

The study revealed that some of the responsible people to conduct the orientation training to the new employees are not clearly aware of the induction training policy and so they just do it to make records that the induction was done. It was revealed that some Heads of departments who are supposed to provide orientation to staff are also not clear of the policy. One respondent commented that;

*“I am the HoD but I am not so aware of the orientation policy and so I don’t know what is covered”*

From this comment it is evident that if you don’t know in deep something you cannot deliver it in an efficient way.

#### **4.12.5 Lack of Seriousness to Trainees**

The study revealed that during the induction training some trainees are not serious with the session. It was noted that you may find the training is on progress but some of the trainees are just busy talking their own issues and some of them go out of the room for their own business. This situation was said to reduce their concentration and some of the important issues are covered in their absence. One respondent explained that;

*“Sometimes the trainees lack seriousness during the session, you may find them busy making stories, unnecessary movements going out and in of the venue. This automatically reduces their concentration whereby they were supposed to get important information”*

## **CHAPTER FIVE**

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

#### **5.1 Overview**

This chapter presents the conclusion of the findings from the study and the recommendations given to the Open University of Tanzania's Management to continually improve and provide the best orientation to its employees.

#### **5.2 Summary**

The research objectives of the study were to assess the effectiveness of induction in facilitating theoretical knowledge to employees, to assess the effectiveness of induction training in facilitating practical knowledge to employees, to assess the effectiveness of induction training in facilitating employee integration or socialization in organization, and to evaluate the level of trainee satisfaction with induction training offered by the Open University of Tanzania. Chapter one comprises a range of issues such as introduction (background of the study), historical background of the Open University of Tanzania, statement of the research problem, research objectives (general and specific research objectives), research questions (general and specific research questions), relevance of the study, organization of the dissertation and the limitation of the study.

Chapter two dealt with literature review (overview), conceptual definitions, and empirical analysis of relevant studies, research gap, analytical/conceptual framework, theoretical framework and summary. Chapter three dealt with research designs and methods (overview), research strategies, population, area of the research, sampling design and procedures, variables and measurement procedure,



methods of data collection, data processing and analysis, expected results of the study and research activities. Chapter four dealt with presentation of research findings and discussions. Chapter five of the research study dealt with the summary of the research study, conclusion and finally the recommendation of the research study.

### **5.3 Conclusion**

The research study concludes that the induction training is of great value to the University and its staff because it serves to inform new staff of the important aspects in their new working environment. It also serves to provide knowledge and skills to the promoted, transferred and re-categorized staff on how they can perform their duties in new environments. The study also concludes that induction training is an important vehicle through which the Institution is able to convey itself to the newly recruited staff. It has been revealed that, induction training offered at the Open University of Tanzania plays a big role in facilitating theoretical and practical knowledge to employees but also to enhance employees' integration through socialization process. It is finally concluded that the induction training programme should certainly continue, but needs to be viewed as a process where follow-up sessions are to be held with staff on a regular basis rather than as a train and release exercise or a once off programme.

### **5.4 Recommendations**

In lieu of the findings and discussion above, the researcher recommends the followings as an improvement of the induction training at the Open University of Tanzania;

*Top Management support:* Induction training is a sensitive thing in an organization which needs to be taken seriously by all stakeholders in the organization starting from the top management. The senior staffs of top management have to get involved in the process from the very beginning of the process to the end, as their presence is counted as the event is of utmost importance.

*Reasonable budget for each year:* The researcher recommends that the management of the University has to ensure the budget for orientation training for each year is stable and that can facilitate having an effective and efficient training. Induction training should not be taken just as a leisure thing, should be taken as an important event as it is where the University displays its image to the new comers.

*Continuous Follow-up:* The researcher recommends that there should be a close follow up to get feedback from the trainees on how they saw the programme to see if they were satisfied with it. This will enable to know if the programme was effective or not and where to make improvements for the future programmes.

*Time for orientation:* The researcher recommends that the Management has to look on the reasonable time for orientation as it was revealed that the induction training at OUT just takes a single day which is not enough time to cover all aspects in an efficient way. Issues of cost should not be taken into much consideration because orientation is an important investment in any organization, it is where the University gets to know its staff and the staffs get to know the University. At least the orientation to take three (3) to one week is reasonable. Also the researcher highly recommends that, the period for orientation as stipulated in the policy has to be

observed that a new recruited staff, transferred, promoted or re-categorized staff to be oriented within three months of serving his/her new post or duty station.

*Appointment of Mentors:* The Deans of Faculties and Directors of each directorate and Regional Centre should appoint a mentor for each new staff member. This yearly role assigned to an experienced staff member in the same discipline will help the inductee adjust to the environment more quickly due to the fact that questions will be answered as they arise. Relationships and interactions are vital in building communities of this nature.

### **5.5 Recommendation for Further Studies**

The researcher recommends further studies to be done on the reasonable package of induction training programmes so as to come up with a comprehensive programme that cut across all issues. This will necessitate having a reasonable time for the length of induction training that is reasonable to all employers rather than having each employer decide the issues to be covered in the programme the number of days to be taken for induction training.

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What are other benefits of induction training you acquired during induction training at OUT?

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í í

How satisfied were you with the induction training you attended at the Open University of Tanzania?

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í í

What challenges did you face during the induction training session at OUT?

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í í

**THANKS FOR YOUR COOPERATION**



What challenges do you face when conducting induction training?

(a) í í í í í í í í í í í í í í í í í í .

(b) í í í í í í í í í í í í í í í í í í ...

(c) í í í í í í í í í í í í í í í í í í í ...

(d) í í í í í í í í í í í í í í í í í í í

(e) í í í í í í í í í í í í í í í í í í í .

9. How do you overcome such challenges?

(a) í í í í í í í í í í í í í í í í í í ..

(b) í í í í í í í í í í í í í í í í í í

(c) í í í í í í í í í í í í í í í í í í

(d) í í í í í í í í í í í í í í í í í í

(e) í í í í í í í í í í í í í í í í í í

**THANKS FOR YOUR COOPERATION**

### Appendix III: Workplan

#### Work plan as from 1<sup>st</sup> May to 30<sup>th</sup> October 2019

		Activity Time Line					
s/n	Activity	May	June	July	August	September	October
1	Preparation & Submission of Research Proposal						
2	Data Collection						
3	Preliminary Data Analysis						
4	Data Analysis						
5	Report Writing						
6	Defending Research Report						
7	Preparing & Submitting Research Report (Black Book)						

#### RESEARCH BUDGET

s/n	Item	Amount	Justification
1	Stationeries	100,000	This includes rim paper, note books and pens
2	Fare	200,000	This will facilitate the researcher to take follow ups in data collection
3	Printing	200,000	Includes printing of research proposal and research report
4	Binding	50,000	This will cover cost for binding a research report
	<b>Total</b>	<b>550,000</b>	