CONTRIBUTION OF INDUCTION PROGRAMMES TO EMPLOYEES' PERFORMANCE IN

MOROGORO MUNICIPAL COUNCIL, TANZANIA

By

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CERTIFICATION

The undersigned certifies that he has read a dissertation entitled ''*Contribution of Induction Programmes to Employees' Performance in Morogoro Municipal Council, Tanzania*'' and herby recommends for acceptance for examination by the OPEN UNIVERSITY OF TANZANIA.

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Date: 18.11.2015

DECLARATION

I, RAHMA I. MACHA, declare to the Senate of the Open University of Tanzania that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

…………………………..

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DEDICATION

I dedicate this work to my beloved husband Innocent Edward Kalogeris, my beloved mother Ruwawonyi Chao, my beloved children Clara Kalogeris, and Alex Kalogeris.

ACKNOWLEDGEMENT

ABSTRACT

This study assessed the contribution of induction programmes to employees' performance in Morogoro Municipal Council. This study focused on identification of strategies that are used by LGAs in influencing the adoption of induction programmes in organization, identification of the mechanisms used by LGAs in conducting the induction programmes and assessment of the quality of services provided by both inducted and non-inducted employees. The study employed cross sectional research design**.** The total of sample size was 180 respondents. Data were collected by using questionnaires, interview and documentary review. Data were analyzed using Statistical Package for Social Science (SPSS) version 17. This study found out that induction is highly needed by LGAs for better performance of the council. Respondents from Health Department are more inducted than other Department in Morogoro Municipal Council. The study also found that Morogoro Municipal Council use orientation as the leading mechanism to conduct induction programmes to empolyees. However, the quality of service provided by inducted employees in Morogoro Municipal Council meet goals and objectives of the organization, than those from staff who were not inducted. Finally, the study found that most of the respondents are aware of the rules and regulations of the council, while few are aware of the mission and vision of the council. The study conclude that staff are inducted as long as they are new to the council and/or new kind of service on offer using mechanisms which council can afford. The study recommend for need to raise awareness of new employees on the organization culture in order to enhance accountability.

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D by D	Decentralization by Devolution
HR	Human Resources
HR DPT	Human Resource Department
LGAs	Local Government Authorities
LGRP II	Local Government Reform Programme
LLGA	Lower Lever Government Authority
LTI	Local Government Training Institute
MDAs	Ministries, Department and Agencies
MEO	Mtaa Executive Officer
NA	No one Attend
OPSM	Office of Public Service Management
PMO	RALG Prime Minister's Office Regional Administration and Local Government
WEO	Ward Executive Officer

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

This chapter presents the background of research problem as introduces statement of

the problem on induction program in LGAs. Furthermore, the chapter presents the

research objective, research questions, and the significance of the study.

1.2 Background to the Study

The induction course is an important training offered by organization in order to

achieve the growth of the global organizations (Olaniyan & Ojo, 2008). Staff

induction is a systematic orientation and integration of staff to an organization to

other staff or to a new role. It is therefore essential for an organization to engage in

capacity building as a component of development. It is the starting point for the

ongoing management and development of new staff. The process begins with the first

contact with the employees and ends when the person has been fully integrated with

the organization (Olaniyan & Ojo, 2008).

Induction course is the most important aspect in human resource development,

especially on the recruitment process. The induction courses for new employees in

local government are very important for enhancing the   performance and nurture the

staff. An induction would allow organizations to integrate the new employees within

the organization quicker so that they would be able to reach their full potential as

soon as possible (PsyAsia International, 2009).However there was a doubt whether

the induction programmes are carried out effectively in many parts of the world including Tanzania (Word Bank, 2007).

According to Ministry of Human Resources Malaysia (2004), the main purpose of the induction course is to make the workers familiar with, aware of and understand the various customs, culture and social circumstances in Malaysia through inducting them. In addition, induction course familiarize the workers with the rules and regulations governing or relating to the employment of workers in the country. In this way, the staff induction helps in the maintenance of industrial and social peace that is already prevailing in the country (Haasbroek *et al.,* 2008). This prevent the workers from breaching local social practices or committing any act that will go against national laws and regulations i.e. the Panel Code, labour legislations and Immigration Act. In the study by Haasbroek *et al.* (2008) in Turkey revealed that starting a new job is considered to be most stressful life experience, this is because they are new with work and the environment of the organization. In that case, proper induction process that is sensitive to the anxieties, uncertainties and needs of the new employee is of the utmost importance.

A study in southern America by Davenport (2002:168) strongly suggests that induction is one of the most crucial processes in any company. The study is convinced that a well-inducted employee can contribute to increased productivity of a company. A number of questions come to mind most of the time, to the new employee it is the organization that can ease the fears of a newcomer through answering the questions. Induction process is taken to ensure that all staff obtains a

good understanding of how the organization works, in terms of principles, values and objectives (Uganda Ministry of Gender, Labor and Social Development, 2008). In addition, the induction is also important to staff that have been promoted or transferred internally, as they may need to get information about the new job. Some form of induction may be appropriate for staffs, who have returned from long-term absence (whether it is related to maternity, sickness or secondment).

Until the early 1990's most of the parastatals in Tanzania depended on external sponsorships for training their executives (PMO-RALG, 2010). However, due to economic and budgetary constraints in the donor countries the sponsored trainings were inadequate. To overcome the shortcoming the Tanzanian government initiated programs to address themselves concretely to a specific training need of public enterprises (United Republic of Tanzania (URT, 2004). However, the programme have did not comprehensive policy to guide and design appropriate training program. Consequently, there has been uncoordinated, fragmented and ad-hoc approach to training and utilization of human and financial resources resulting in poor service delivery to the public. In addition, there was weak team- working among managers, which has largely caused by lack of understanding of the requirements and the pressures to maintain activities (Braathen *et al.*, 2005).

The Government of the United Republic of Tanzania has decided to implement local government reform aimed at transferring political, financial and administrative powers to the local government authorities and eventually to the communities. The overall objective of the reform is to improve service delivery by making the local

government authorities more democratic and autonomous institutions within the framework established by central government. One of the key policy areas of the reform is the administrative decentralization which aimed at delinking local authority staff from their respective ministries. Local governments had thus the powers to recruit, promote and build capacity to their own personnel as a way to provide improved services in a transparent, accountable and equitable manner (PMO –RALG, 2010).

During the implementation of phase one of local government reform program, the government focused on the capacity building to local government staff. The human resource decentralization and capacity building was successfully implemented except for some challenges particularly on the whole issue of training. In addressing challenge related to inadequate capacity at local government level, the Prime Minister's Office Regional Administration and Local Government has developed a training strategy for Local Government Authorities which is a frame work for the provision of training to Local Government Staff (PMO –RALG, 2010).

1.3 Statement of the Problem

Despite the known importance of the induction programmes a number of organizations do not provide induction training. In most cases, employees are left to pick up the information necessary to carry out their jobs effectively on their own or through existing employees. In that case, workers tend to perform their function on the ways they think are good and sometimes applying their own norms and not organization norms, these make them to under-perform (Word Bank, 2007). According to PMO–RALG (2010), there has been a number of reasons as to why

induction programmes are not done in LGAs of Tanzania. The identified reasons include lack of funds, lack of mentors, time constraints and lack of training kits that stipulates what should be induced.

There are number of efforts made by State and Non State actors in service delivery to orient their new staff into their functions and culture. The President Office of Tanzania, Public service management (PSM) introduced induction course circular in order to orient all new entrants. Besides, PSM instructed each organization to conduct the induction programme each year specifically to familiarize them with the strategic goals and function of their organization and responsibilities in order to achieve organization objectives (PMO –RALG, 2010). However, until now only few councils managed to conduct induction course for their new employees. In addition, among those councils which carry out induction, there is no justification of effectiveness of the program. This means there is little known about the impact of induction program in LGAs to employees' performance. In most cases, the massive training of management and administrative staff in the public sector, are not preceded by planned, concerted efforts to ensure that the available personnel became adequately to increase their efficiency and effectiveness in their job performance (Fjeldstad *et al.*, 2002). This study determined categories of workers involved in induction programme conducted by (LGAS) in Morogoro municipal council, mechanism used by LGAs in conducting the induction programme. Also the study assed employees awareness on rules, regulations, norms, vision, mission, and objectives guiding the operations of Municipal Council, together with assessing the differences quality of service provided by both inducted and non inducted employees

1.4 Objectives

1.4.1 General Objective

The general objective of this study was to examine the contribution of induction

programmes to employee's performance in LGAs.

1.4.2 Specific Objectives
The specific objectives of this study were:

i) To determine categories of workers involved in induction programme

   conducted by (LGAs) in Morogoro Municipal Council for the past five years.

ii) To determine the mechanisms used by LGAs in conducting the induction

   programme

iii) To assess employees awareness on rules, regulations, norms, vision, mission

   and objectives guiding the operations of Municipal Council.

iv) To assess the differences in quality of service provided by both inducted and

   non inducted employees.

1.4.3 Research Questions
The following questions were used in addressing the study;

i) What categories of workers were involved in induction programmes

   conducted by (LGAs) in Morogoro Municipal Council for the past five

   years?

ii) What mechanisms are used by LGAs in conducting the induction

   programme?

iii) To what extent are employees aware on rules, regulations, norms, vision, mission, objectives and guidelines that govern the operations of Municipal Council?

iv) To what extent are quality of services provided by inducted employees differ to that of non inducted employees?

1.5 Significance of the Study

This study examined the values of induction program and to the employees' performance in the local authorities. The aim of this study is to find out the categories of workers involve in induction programme in LGAs, The study found that Health department and Human Resource department are getting induction course several time than other department, however MEO and WEO are getting induction every year but for those who are new to the council, which means they got induction soon after recruitment. So the council has to provide induction programme to all categories for better performance. To know what mechanisms used to induct employees and how those mechanisms achieve? and which one is suitable. the study found that orientation is the mechanisms which is the most used by the council than other mechanisms such as group discussion, participatory and training manual, the Human resource of Morogoro Municipal Council have to use different mechanisms during induction programme. Moreover the study found that only few employees are aware with the mission, vision and the objectives of the council, are well known by the top level of the council. Most of employees are aware with the rules and regulation of the council. The council has to make sure employees also are suppose to know the mission, vision and the objective of the council so they can work toward them. And finally the study found that inducted employees are doing well than non inducted,

most of inducted employees meet goal and objective, improve performance, improve

quality of service and preserve public service Ethics. This underscores the need for

induction to employees in order for council to provide better service.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Theoretical Literature Review

2.1.1 Induction

Staff induction is a systematic orientation and integration of staff to an organization, to other staff and/or to a new role (Olaniyan & Ojo, 2008). It is the starting point for the ongoing management and development of new staff. The process begins with the first contact with the employee and ends when the person has been fully integrated. Induction ensures that all staff obtains a good understanding of how the organization works, including its principles, values and objectives. Induction is also important for staff that have been promoted or transferred internally, as they may need to get information about the new job. Some form of induction may be appropriate for staffs, who have returned from long-term absence (whether it is related to maternity, sickness or secondment (Uganda Ministry of Gender, Labour and Social Development, 2008).

Wyatt (2002) study in Turkey found that there is a correlation between early education in the company and performance. In his 1998 study of competencies and the competitive edge, Wyatt concludes that seventy seven percent of companies with average financial performance see employee early development, including induction, as a building block of future success. It is critical for organizations to provide the correct induction for any new employee as that beneficial to them and the organization. The induction lays the foundation of the relationship between the

employees and the employer. This allows organizations to get the most out of the employees as quickly as possible and influences the long term success of the organization (PsyAsia International, 2009).

It is important that all new employees receive induction training at the commencement of their employment and that they are provided with all the equipment and information necessary to carry out their jobs effectively. This can be provided in a myriad of ways such as training or mentoring. Depending on the nature of the induction, an induction may last for weeks or even months. During this time, the employee gains valuable information regarding the organization and how well they will expect to integrate in it (PsyAsia International, 2009).

In the guidelines on the implementation of the induction course by Ministry of Human Resources Malaysia (2004), the main purpose of the induction course is to make the workers familiar with, aware of and understand the various customs, culture and social circumstances in Malaysia and also the rules and regulations governing or relating to the employment of workers in the country. In this way, it will prevent the workers from breaching local social practices or committing any act that will go against national laws and regulations i.e. the Panel Code, labour legislations and Immigration Act and thus, helps in the maintenance of industrial and social peace that is already prevailing in the country.

In the study by Carrell *et al. (2006)* notes on human resources management the importance of induction program in Ukrainne has been analyzed as follows;   the

need to make staff informed, the process should enable every newly appointed staff member, to be fully informed about the community, about duties, relationships and responsibilities of the position, about characteristics of the organization system (purposes, policies, procedures, personnel, customs, history); and about the building unit to which the inductee assigned. One of the major expectations of induction is that newly appointed personnel furnished with whatever information is necessary to facilitate their adjustment.

Haasbroek *et al.* (2008) believe that starting a new job is considered to be most stressful life experience and proper induction process that is sensitive to the anxieties, uncertainties and needs of the new employee is of the utmost importance. Davenport (2002:168) strongly believes that induction is one of the most crucial processes in any company. He believes that a well-inducted employee can contribute to increased productivity of a company. A number of questions come to mind most of the time, to the new employee it is the organization that can ease the fears of a newcomer through answering the questions.

According to Toten (2005), a well-designed induction process would fostering positive attitudes from day 1, leading to increased motivation and commitment. Focus on attitudes and feelings (which if not addressed can create barriers) as well as information. For example, look at the reasons why the employee left his/her previous job lack of opportunities, dissatisfied with management behavior, lack of job security, etc and emphasize early on why your organization better in these respects.

In the case of school leavers, graduates or people returning to the workforce, all of whom may not have recent 'permanent' work experience; it helps them to adjust quickly to a major change in their lives and to achieve an effective work/life balance. In general, the induction programme enable employee to adapt more quickly to a new environment, and becomes productive sooner. Moreover, reduces turnover rates caused by new employees who either fail to adjust quickly or who take an early dislike of the job or organization and ensures that the organization complies with various legal obligations that cover employees. In case of rules, regulations, norms, vision, mission and objectives of the organization the induction course enable employees to be aware of it. It ensures that the quality of service provided by employees after induction is more improved than before.

2.1.2 Training

Olaniyan and Ojo (2008) assert that, training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways, on the job or off the job; in the organization or outside organization. Adeniyi (1995) observed that, staff training and training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. In this study training means to make employees up to date, empower them to deliver a quality service every day.

2.1.3 Employee Performance

Performance criteria are standards for employee behavior at work. is a process for establishing a shared workforce understanding about what is to be achieved at an organisation level (Adeniyi, 1995). It is about aligning the organization objectives

with the employees' agreed measures, skills, competency requirements, development plans and the delivery of results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high performance workforce. Adeniyi (1995), This criterion contains much more than how an employee does the work. Employees are rated on how well they do their jobs compared with a set of standards determined by the employer (Cartwight, 2003).

2.2 Theoretical Framework on Induction

Human resources management in any organization has a duty to ensure that skilful employees are recruited, developed and retained. Bohlander *et al (2001:4)* believe that different approaches for improving an employee's performance and rewarding the employee's success are used by the human resources management. The above-mentioned authors clearly show that induction is one of the approaches that can be used by any organization in order to ensure commitment and excellent productivity. This part deals with the different approaches to personnel induction as discussed by different authors. Carrell *et al. (2006)* believe that it is crucial for new employees to receive thorough exposure to critical policies, procedures and rules. In their induction model, Carrell *et al. (2006)* identified three phases of induction. The first phase is called 'anticipatory socialization' and it encompasses all the learning that occurs before a new employee joins the organization. In this phase the new employee will get to know more about the organization. The organization becomes a reality to a new member; the full and accurate picture of the organization becomes a reality. Through this phase, the new employee will get to know exactly what the duties of the job entail and she or he will also gain the required appropriate skills needed to accomplish the task.

Carrell *et al*. (2006) identify a second phase as the 'encounter'; the new employee sees what the organization is truly like. This phase allows the new member to adjust in the demands of his or her own personal life to the demands of the organization. During this phase the role of the new member is fully explained: duties, priorities as well as time allocation are now clear. The norms are learned and interpersonal relationships are formed. Phase three of this approach is called 'change and acquisition' and this is where long and lasting changes take place. This phase consists of the aspect of resolution of demands. This implies that the new member must explicitly or implicitly agree with the work, on what task to perform, as well as time allocation. In this phase the new employee must be in a position to master the skills required for the new job and must be able to perform the new roles. The new member must be in a position to adjust to group norms and values.

2.3 Empirical Review on Induction Programmes

2.3.1 World wide
Orientation can be viewed as a special kind of training designed to help new employees to learn about their tasks, to be introduced to their co-workers and to settle in their work situation – a vital ingredient of internal corporate communication (Bennett, 2001). Employee orientation can be broadly defined as the familiarization with, and adaptation to, anew work environment (Desphande, 1999). It refers to the process by which a new employee is introduced to the organization, to the work group, and to the job. Traditionally, organizations approached orientation by describing to the new employee the organization's history, structure, fringe benefits,

rules and regulations. A more progressive approach is to view orientation as an opportunity to communicate the organization's vision and values, shape the new employee's values and integrate him/her into the organization's structure (Asare-Bediako, 2008). The first few months within any organization represent the critical period during which an employee will or will not learn how to become a high performer. According to Mathias and Jackson (1991) it is this principle of learning that ensures that productivity potential is enhanced, while, simultaneously, both the company and employee expectations are integrated.

Employee orientation is the procedure of 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. The socialization process could be seen as an ongoing process of initialing in all employees the prevailing attitudes, standards, values, and patterns of behavior that are expected by the organization. Socialization is important for employee performance and for organizational stability. For new employees, work performance depends to a great extent on knowing what they should or should not do. Understanding the right way to do a job is a measure of effective socialization (Asare-Bediako, 2008). In the western world, for example United States of America, United Kingdom etc., a person is hired and reports to work. After completing the documentation required, he/she is expected to perform the role with minimal introduction.

However, the process is different for an Indian firm. The prevalent business environment is highly competitive and is influenced by globalization, the outcomes

of which are privatization and deregulation of markets, aggressive competition and ever-rising expectations of customers. Years of research have concluded that employee oriented companies perform better than companies that are less employee oriented. To achieve employee focus, a firm with a high degree of employee orientation cultivates a set of shared values and beliefs about putting the employee first and reaps results in the form of a defendable competitive advantage, decreased costs and increased profits (Desphande, 1999).

It would appear, therefore, that the term orientation should mean some reflection or representation of the total motivational state of an individual at a particular point in time. This state will portray the effects of needs, values, attitudes, abilities and other behavioral aspects. It might thus be considered to represent what an individual wants from a situation and the extent to which he believes he will be successful in achieving such wants. The operational definition of orientation could then be that it is an expression of how the individual views his situation in terms of what he desires from it and the extent to which he expects these desires to be achieved or not (Beatty, 1988). Apart from being a means of defining the situation, orientation will also define the person. It therefore becomes the link between the individual and his situations - both of which are variables which may change and may then change the orientation (Bennett, 2001).

The reasoning for orientation is, in the main, to alleviate fear or anxiety which can be experienced by newcomers in relation to how well they would fit into the organization and how well they would perform. The components of an effective

orientation system include preparing for new employees, determining what information is needed and when it is needed, presenting information about the workday, the organization itself, its policies, rules and benefits, all to be evaluated and followed up (Mathis and Jackson, 1991). Most importantly and to the fore, employees would be introduced to the channels of communication in the workplace and, thus, leading to effective coordination.

2.3.2 Induction Programmes Practiced in Tanzania

The Office of Public Service Management (OPSM) is responsible for coordinating all public service employees training in the Tanzanian government and it is fully consulted in initiating new training schemes, or to make substantial changes in existing training programmes. The training and development function in the Public Service Office involves orientation exercise or induction courses for all new entrants and then skill development program that takes place each year or at least once in every two years for each staff. The programmes is drawn specifically for each different cadre and for each different level of grade in accordance with the training needs assessment which is undertaken for every cadre. This enhanced the achievement of the organization objectives, officer's career progression, individual's performance appraisal and gender balance. There is also leadership training to prepare individuals for top level positions in the public service (Rugumyamheto, 2002).

Training policy of Tanzania states that, Tanzania should be self sufficient in trained and skilled manpower required to man its economy (URT, 1998). In this case training

should take place locally. However, where local institutions have inadequate training facilities or where local facilities are non-existent, efforts made to secure and utilize training opportunities and scholarships that may be made available by friendly countries and international organizations (Wangwe and Arkadie, 2000).

Tanzania Human Resources Capacity Project (2010) conducted researches in Iringa, Mtwara and Lindi Health Centres found that, induction practices are important to employees to understand department objectives in order to enhance effective performance. Also there is importance of transforming generic job description into specific duties and responsibilities to enhance performance efficiency and how to transform the specific job descriptions into annual performance targets. Challenges for effective implementation of the orientation activity are limited skills on human resources, lack of the facility/unit in charges, lack of availability of the personnel reference documents/information at the health centers and dispensaries and minimal budget to produce copies of these documents.

2.3.3 Mechanisms used in conducting induction programmes

Induction training is absolutely vital for new starters. Good induction training ensures new starters are retained, and then settled in quickly and happily to a productive role (Toten, 2005). Induction training is more than skills training. It's about the basics hat seasoned employees all take for granted: what the shifts are; where the notice-board is; what the routine is for holidays, sickness; where the canteen is; what the dress code is; where the toilets are. New employees also need to understand the organization's mission, goals, values and philosophy; personnel practices, health and

safety rules, and of course the job they're required to do, with clear methods, timescales and expectations.

An induction training plan must be issued to each new employee, before the new employee starts, and copied to everyone in the organization who's involved in providing the training, so the new starter and everyone else involved can see what's happening and that everything is included (Bennett, 2001). Creating and issuing a suitable induction plan for each new starter will help them do their job better and quicker, and with less dependence on your time in the future. Employees who are not properly inducted need a lot more looking after, so failing to provide good induction training is utterly false economy. However, other studies says more about this mechanisms of induction programme to new and existing employees (Bohlander *et al.,* 2001:4). the learning can and development can be achieved through very many different methods - use as many as you need to and which suit the individuals and the group, but remember that induction training by its nature requires a lot more hand-holding than other types of training. As with other forms of training they are alternatives to 'chalk and talk' classroom-style training (Desphande, 1999).

2.3.3.1Orientation
This was explained that new employees after recruitment heads of departments or assistants take them to different departments and within the department to learn the structure and activities of the organization or department. This builds a real picture in minds to employee on the structure, functions and objectives of the organization or department. Thus give him or her direction towards the performing daily activities. In

LGAs the main objective is to deliver reliable services to community member's employees (Bohlander *et al.,* 2001:4).

2.3.3.2 Participatory training

This means that instead of using top-down approach in training employees are involves completely in training section. This was explained further that although during the training have been a facilitator employees are allowed to contribute by asking questions, suggestions on reconstruction of the model of public services delivery to the society (Glen, 2010).

2.3.3.3 Group Discussion

It elaborated that apart from participatory and orientation approaches discussion was important to use as it gives employee a room to share experience (Janis, 1972). This gives organization some challenges to some aspects of services delivery system in public sector. By using interview by heads of departments it was noted that group discussion is among of the mechanisms which mostly preferred when conducting induction/refresher course.

2.3.3.4 Use of training manual

In addition, the study also found out that training using manual guide was also used as mechanism for carrying out inductions to employees. This approach was said to be common since uses manual training guide designed for LGAs. This is supported by Glen (2010) who argued that it is important to introduce the new employee to their new workplace and colleagues at the earliest opportunity. An introductory talk will

be appropriate at this time combined with general information and the exchange of necessary documentation.

2.4 Employees awareness on rules, regulations, vision, mission and objectives in an organization

The main duty of the top management of organization is to provide the employees with relevant knowledge and skills needed for a better performance in the organization. The alignment with the vision, mission, norms and the objectives of the organization through the cooperative sharing equip them better. Carol, A.G, (2006) commented that "the practice of Building a Shared Vision, mission, norms and the objective involves the skills of unearthing shared 'pictures of the future' that foster genuine commitment and enrollment rather than compliance" . The work perceived that vision as the "desire to be connected, to a larger purpose and to one another" Armstrong, M. (1999).'The longer those employees remain members of the organizational culture, the more productive they become.'' Thus, if learning is a shared vision, mission and objective of the organization, then the culture will drive the members to become more learning oriented. Clear, cohesive communication of the vision objectives is necessary for optimal productivity to be actualized. When employees with a genuine shared vision, mission, norms and objective work on projects, the initiative brings the organizational vision, mission and objective to a higher level of achievement. Further comments argued that organizations can endure only when employees recognize the importance of the vision, mission and objective.

2.5 Research Gaps

It has noted that from review literatures carrying out induction program has positive impact to organization performance. But most of available reviewed studies talk about explains only importance of induction in general. Studies does not depicts on how induction is important to organization performance improvement particularly in Local Government Authorities. The study is going to find out categories of workers involved in induction programme which conducted by (LGAs) in Mororgoro municipal for the past five years, the mechanisms used by LGAs in conducting the induction programme and how employees are aware on rules, regulation, norms, vision, mission and objectives of the organization. Therefore, there is inadequate information on importance of induction program in public sector especially in less developed countries like Tanzania. This gave room to carry this study.

2.6 Conceptual Framework

Practices through performance in many years added another dimension of involving training as the contributing strategy towards employee's performance. More emphasis is made to involve induction programme to achieve the goal, only if the councils will have enough fund, regular training to employees, good governance and training kits. Also availability of inducted employees will/can influence employee's performance. But, the major concern was to see how employees understand induction program and how it relates to employee performance. Employee knowledge on induction program and employee performance is regarded as the key determinant of induction practices. Here is established that there is possibility of having good practice of induction program hence employee's performance when and if when new employees are inducted.
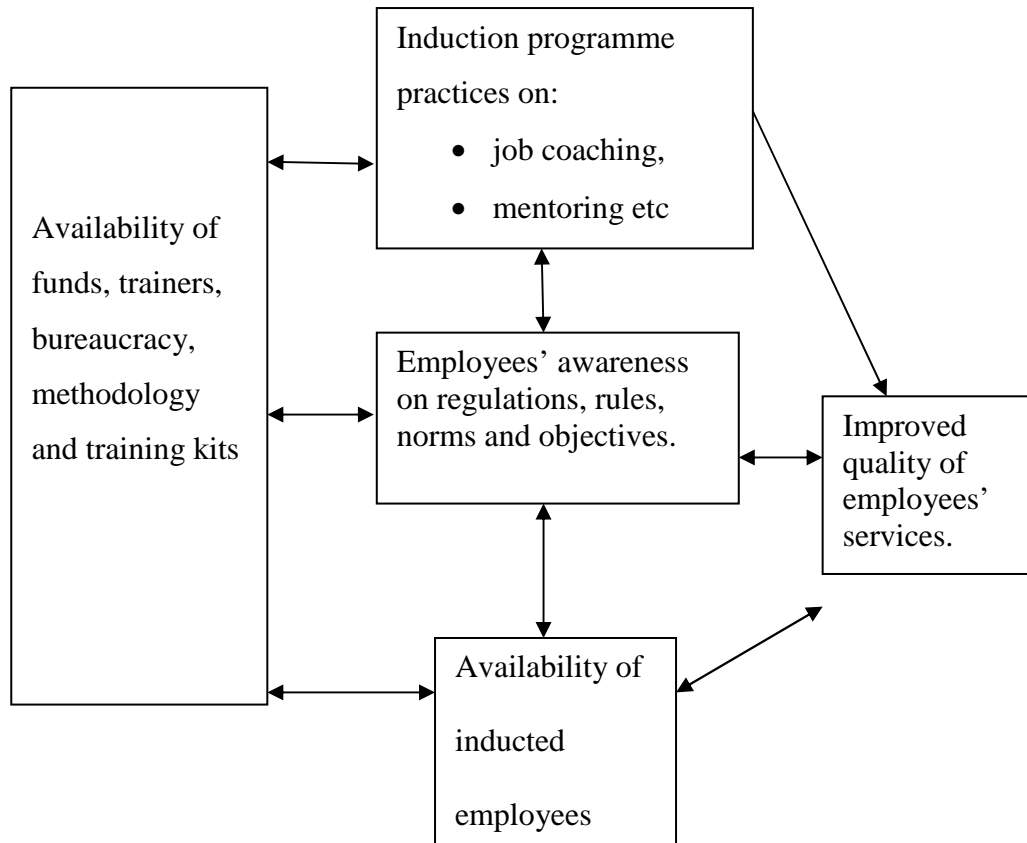
Figure 2. 1 Conceptual framework on induction programme
Source: Adopted and modified from Carrel *et al.*(2006)

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter shows where and how the study was carried out and the way field work was conducted. It shows types and methods used in data collection, data sources and methods of analyzing data.

3.2 Areas of Study

This study was conducted in Morogoro Municipal Council. The choice of this council is based on the fact that Morogoro Municipal Council represents other municipalities where by induction programmes are carried out. In addition, the councils have enough employees in different departments.

3.3 Research Design

The study employed a cross sectional survey research design as performance evaluation based on induction programme can be well diagnosed as proposed by using this approach Kothari (2004), Borg (1983) and Bairley, (1998). The design fit this study due to availability of all necessary information from different departments.

3.4 Sample Size and Sampling Procedures

3.4.1 Population

The population studied was all staff members of Morogoro Municipal Council located at various departments. Morogoro Municipal has 3989 employees from which a sample was drawn. Its coverage involves officers who assume line responsibilities and their subordinates.

3.4.2 Sample Size

This study used a sample of 180 respondents.

RESPONDENTS	NO.
Heads of Departments	15
Randomly sampled employees	165
SAMPLE SIZE	180

3.4.3 Sampling Techniques

Staffs from all departments in Mororgoro Municipal Council were sampled randomly, where each of employees has equal chance of being included as subject of this investigation. Then, in each department, the respondents were selected randomly. Thus, a total of 165 of employees were chosen. Apart from employees, top management staffs were selected purposively. Here 15 heads of departments were chosen.

3.5 Methods of Data Collection

3.5.1 Data types and sources

The researcher was collected two types of data including primary and secondary. These data was collected by using interview method with an aid of structured questionnaire. Such data was come from all employees and head of departments. The secondary data was collected on the records of number of staff turnover and frequency of induction program. These data was collected through documentary review with an aid of a checklist (Kothari, 2004). Secondary data was obtained by quarterly reports from different departments, full council minutes and various publications such as books, journals from libraries and other resource centers.

3.5.2 Data collection instruments

3.5.2.1 Questionnaire

This method involves the use of written questions to which the respondent individually responds in writing. The major advantage of questionnaire is stable and was reviewed repeatedly. The questionnaires interview in this study was administered by the researcher to all respondents. This method was administered to collect data on strategies that used by LGAs in influencing the adoption of induction program in organization, conditionality used by LGAs in induction program, mechanisms used by LGAs in conducting the induction program and on the impact of induction program in LGAs to employees.

3.5.2.2 Interview

The interview was guided by structured and semi structured questions which were used to obtain information from respondents about particular situation, problem or topic. Semi-structured interviews used a check list which conducted to some of respondents to get in-depth view about perception, opinions the related issues of induction program in the LGAs especially to key informant.

3.5.2.3 Documentary Review

Documents are any written or recorded materials which are not prepared at the request of the inquirer or for the purpose of evaluation. This study used both sources of information from quarterly reports, full council minutes, professional journals and books. These were obtained from higher learning institutions including universities and surfing internet. But, the particular documents from the council where from different reports.

3.5.3 Pre-testing of research tools

In addition, pre-testing of data collection tool was done to few respondents before the actual data collection. This means that tool was tested out for proving their validity and reliability for adequate result required. However, it was looked on the length, structure and wording of the questionnaire and adjust the questions accordingly.

3.6 Data processing, analysis and presentation

Data was edited, coded and entered into SPSS-17. The analysis was done in the same software and the output of it was in the forms of cross tabulations, frequency tables and charts in the main issues regarding to each research objectives Frequencies and percentage was computed and used to analysis the mechanisms used by LGAs in conducting induction program to employees. However, it can be used to determine the impact of induction program in LGAs to employees' performance. This means both objectives were analyzed by using the same procedures which is analysis, descriptive statistic, and frequency to get outputs for closed ended nature of questions from questionnaires while on the same objective for open ended nature of questions were commanded starting from multiple responses, define the frequency to get outputs). This was computed in frequencies and percentages as well.

3.7 Research Ethics

The permission to conduct this study was asked from relevant authorities including Morogoro Municipal Council. This includes writing permission from the organization and the Open University of Tanzania. In addition to that the respondents were assured of the confidentiality of the information that was provided to the researcher.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents result and discussion of the findings related to this study. The discussions rely on the specific objectives as they appear in chapter one in this document. The discussions are centred on contribution of induction program to employees' performance in Tanzania using Mororgoro Municipal Council, variables are preceded by demographic characteristics of respondents.

4.2 Characteristics of Respondents

These are characteristics of respondents which include parameters such as age, sex occupation, marital status and education level. These variables are important to this research as they provide basis for comparison with other variables studied on the subject of the study.

4.2.1 Sex of the respondents

Results of the study on sex of respondents as given in Table 4.1 show that more than half of respondents interviewed from Morogoro Municipal Council, were males. This result means that despite that the study considered the gender issue by involving both sexes equally as they were selected randomly from the visited departments as it has been observed that there was the presence of gender disparities in the organization. This means that men were dominant among the interviewed respondents. These results imply that a large number of employees in the studied department of the councils were men which means that gender gap in employment opportunities still exists in the LGAs. In regard to the study, it can be

said that men are more likely to have enough information on employees induction

programme. However, it can be said that induction does not look on gender issue,

what is important is that the programme or the exercise is carried out in the

organization.

Table 4.1: Sex of Respondents in Morogoro Municipal Council

Sex	(N=180)	
	Frequency	Percent
Male	99	55.0
Female	81	45.0
Total	180	100.0

Source: Field Study, 2015

4.2.2 Age of the Respondents

Results of this study on age of the respondents as indicated in Table 4.2 show that

a large proportion of the respondents (56.2%) from Morogoro Municipal Council,

were aged between of 26 to 35 years old. The age group is an important variable

in services provisions at any place of work as can determine the ability and

experience of the employee against the performance at work place (Kothari,

2004). On the age of the respondents, it has been revealed that all respondents are

matured enough, and there is a good balance between youth and older people. In

the context of this study, these results imply that mainly young people were

employed in the two organizations. Therefore, it can be said that induction programmes were provided to the dominant age groups of new employees and young people.

Table 4.2: Age of the Respondents in Mororgoro Municipal Council

Age (year)	(N=180)	
	Frequency	Percent
18 – 25	28	15.8
26 – 35	102	56.2
36 – 45	32	17.9
46 – 55	18	10.1
Total	180	100.0

Source: Field Study, 2015

4.2.3 Marital status of the Respondents

Result of this study on marital status of respondents as given in Table 4.3 show that the married people dominated the other groups by 52.7% of the total respondents in Morogoro Municipal Council. This was followed by respondents (25.0%) who were single. The result show (Table 4.3) further that in Morogoro Municipal Council separate people accounted 13.3% of all interviewed respondent. At least 9.0% of total respondents in Morogoro Municipal Council were widows. These results imply that, majority of respondents were married with responsibility of caring their family and marriage through their earnings from salaries. But, single people were more expected to be in the induction programme as in most cased were new employees.

Table 4.3: Marital status of the Respondents in Morogoro Municipal Council

Status	(N=180)	
	Frequency	Percent
Married	95	52.7
Single	45	25.0
Separated	24	13.3
Widow	16	9.0
Total	180	100.0

Source: Field Study, 2015

4.2.4 Education level of respondents

Results (Table 4.4) found that all respondents have attained education at different levels starting from Certificate to Masters, this reveal that the study included intellectual people, where 30.5% of total of respondents in Morogoro Municipal Council had first degree or advanced diploma. This was followed by those employees with masters or post graduate who accounted for 21.1% of the total respondents. Furthermore, the results show that at least 14.0% of the total respondents had certificate in councils. These results imply that the majority of employees of the respondents were graduates from higher learning institutions and universities. This is the result of an increased enrollment of students in both secondary schools as well as institutions from higher learning like the University of Dar es Salaam, St. Augustine University of Tanzania, the Open University of Tanzania, Institute of Rural Development Planning, and College of Business

Education. But, it has been said that education is the key to better opportunities for employment, accessibility to information, and for services, independent and correct actions with regard to survival and sustainable development.

Table 4.4: Education level of Respondents in Morogoro Municipal Council

Level	(N=180)	
	Frequency	Percent
Certificate	25	14.0
Diploma	62	34.4
First degree/Advanced Diploma	55	30.5
Masters/Post graduate	38	21.1
Total	180	100.0

Source: Field Study, 2015

4.2.5 Length working period (in years) within the council

Another characteristics of respondents studied was length of working period. The result (Table 4.5) on length of working period within Morogoro Municipal council show that a large proportion of respondents worked for 6 to 10 years. This was evidenced by 41.1% of total of respondents. Only, 11.1% of all respondents worked in the organization from 16 to 20 years. These results imply that most of interviewed employees had enough time of period in the organization. Therefore, they were suitable for the study as provided required information since they were familiar with the induction carried out in the respective organizations.

Table 4.5: Length of working period in Morogoro Municipal Council

Time	(N=180)	
	Frequency	Percent
Less than 5 years	48	26.7
6-10 years	74	41.1
11-15 years	38	21.1
16-20 years	20	11.1
Total	180	100.0

Source: Field Study, 2015

4.3 Categories of Workers involved in Induction Programme Conducted by LGAs

Results (Table 4.6) of this study on categories of workers who involved in induction programs found that, different categories were inducted every year from 2011 to 2014 in Morogoro Municipal. The study shows that, there some categories of workers who went for trainings several times compared to others, eg Health department compared to other department. This may be probably due to the potentiality of their departmental duties. Some categories of works i.e. secretaries have been find to go for training only one time within 4 years while others attend more than one time.

Table 4.6: Categories of workers involved in induction programme (2011-2014) in Morogoro Municipal Council

Category	Frequency			
	2011	**2012**	**2013**	**2014**
Health	18(39.2)	21(58.3)	18(29.5)	NA
Account	8	NA	NA	4(10.8)
Human Resource	3(17.4)	2(5.56)	2(3.27)	2(5.4)
MEO	12(6.52)	3(8.3)	7(11.47)	12(32.43)
WEO	3(26)	2(5.56)	4(6.5)	3(8.10)
Secretaries	NA	4(11.1)	NA	3(8.10)
Planning	NA	2(5.56)	NA	NA
Education	NA		NA	2(5.4)
Procurement	NA	1(2.7)	3(4.91)	NA
Lawyers	NA	1(2.7)	2(3.27)	NA
Social	NA	NA	NA	11(29.7)
Agriculture and livestock	NA	NA	25(40.9)	NA
Business	2(6.52)	NA	NA	NA
Total	46(95.54)	36(99.78)	61(99.82)	37(91.83)

In brackets are percentage and NA missing records imply no one attend induction course for the department by the time.

Source: Field study, 2015

4.4 Mechanisms Used by Morogoro Municipal Council to Conduct Induction/Refresher Courses

4.4.1 Orientation

Results in Table 4.7 show orientation is the leading mechanisms used to conduct induction in LGAs especially in Morogoro Municipal Council. In most cases, after recruitment, heads of departments or assistants take new employees them to different departments and within the department to learn the structure and activities of the organization or department. This builds a real picture in minds of the employee on the structure, functions and objectives of the organization or

department. Thus give him or her direction towards the performing daily activities.

Table 4.7: Mechanisms used to conduct induction in Morogoro Municipal Council

Mechanisms	(N=180)	
	Frequency	Percent
Orientation	70	38.9
Participatory training	50	27.8
Group Discussion	29	16.1
Use of training manual	31	17.2
	180	100

Source: Field Study,

Employee orientation training basics include showing new workers how to perform their jobs safely and efficiently. Orientation is the perfect time to begin soft skills training, and to introduce employees to the company, its products, its culture and policies - and even to the competition. Adding this to your new employee orientation checklist can greatly improve worker satisfaction and employee retention. This fact is supported by Krishnaven (2008) in Singapore who found that an introductory talk will be appropriate by means of orientation training.

Since orientation introduce the new employee to their new workplace and colleagues at the earliest opportunity. Normally, employees training and

inductions courses in most Tanzanian organizations and other countries take a week to 14 days in average to complete the programme though some of the training goes up to beyond the normal day out.

4.4.2 Participatory training

Another mechanism which was used in induction programme is participatory training (Table 4.7). This means that employees are involves completely in training section by performing the work. This was explained further that although during the training have been a facilitator employees are allowed to contribute by asking questions, suggestions on reconstruction of the model of public services delivery to the society. This is supported by Shawn (2006) as argued that it is important to introduce the new employee to their new workplace and colleagues at the earliest opportunity. An introductory talk will be appropriate by means of participatory training.

4.4.3 Group Discussion

Furthermore, the results (Table 4.7) show that group discussion was also mentioned and agreed as one of the mode used to conduct induction in LGAs. This approach was explained by 16.1% of the interviewed respondents in Morogoro Municipal Council of total respondents as demonstrated in Table 4.7. By using interview by heads of departments it was noted that group discussion is among of the mechanisms which mostly preferred when conducting induction/refresher course. One of the head of department from Human Resource

office in Morogoro Municipality concluded that "*through group discussion, participants have equal chance to air out their views and to raise some unanswered questions, group discussion helps participants to be active because they all get prepared for questions and contribution*". This can be a suitable approach in induction programme. This was elaborated that apart from participatory and orientation approaches discussion was important to use as it gives employee a room to share experience. This gives organization some challenges to some aspects of services delivery system in public sector (Jannis, 1972).

4.4.4 Use of training manual

In addition, the study also found out that training using manual guide in Table 4.7 was also used as mechanism for carrying out inductions to employees. This approach it was identified by 17.2% of the respondent in Morogoro Municipal Council. This approach was said to be common since uses manual training guide designed for LGAs. This is supported by Glen (2010) as argued that it is important to introduce the new employee to their new workplace and colleagues at the earliest opportunity.

4.5 Employees Awareness on Rules, Regulations, Norms, Vision, Mission,

Objectives, and Guidelines that Govern Operations of the Council

The researcher wanted to know to what extent does employees are aware on rules, regulation, norms, vision, mission, objectives and regulation at Morogoro Municipal. The respondents were asked to demonstrate on how they were aware on the facts. The results are given in Table 4.8.

Table 4.8: Employees awareness on rules, regulation, norms, mission, vision and objectives of the Morogoro Municipal council

Mechanisms	(N=180)	
	Frequency	Percent
Rules &Regulation	95	52.7
Objective	27	15
Mission &Vision	12	6.7
Norms	46	25.6
	180	100

Source: Field Study, 2015

The results (Table 4.8) show that 52.7% of the respondents (61) were aware on rules and regulations of the organization. However, only 6.7% of the respondents (12) are aware with the mission and vision of the organization. It was normal to found 95% of the respondents who were aware with rules and regulation of the organization, this is because most of induction programme in most of the

organizations concentrate on making sure that the rules, regulation and norms of the organization are well understood to workers. This is because employee has to follow rules and regulation of the organization in order to enable them to perform duties accordingly. Also it was very normal to found only 6.7% of workers were aware on the mission, vision and objectives of the organization, this is because the mission, vision and objectives of the organization it is well known by seniors or top level of the organization rather than lower level.

4.6 Differences in Quality of Services Provided by Inducted and non Inducted Employees

The study wanted to know from respondents if induction contributed to the performance of employees inducted and non inducted.

4.6.1 Meet goals and objectives

Results from Table 4.9 shows that there is a positive impact of induction to organization.

Table 4.9: Impact of induction programme in Morogoro Municipal Council

Impact	(N=180)	
	Frequency	Percent
Meet goals and objectives	49.68	27.6
Improve performance	36.00	20.0
Improve quality of services delivery	46.26	25.7
Preserves public service ethics	48.06	26.7
	180	100

Source: Field Study, 2015

The results show that 27.6% of total of the respondents in Morogoro Municipal Council indicated that, the induction programs enable them to meeting goals and objectives of the organization. This was explained further that new recruitments should know and understand the goals and objectives of the organization in order to work toward goal and objective of the organization. Therefore, induction is important as it could result in working for target and influence good performance by individual.

4.6.2 Improve performance

Moreover, the study found out that induction programme improves the performance of an individual as well as of the organization. This was evidenced by 20% of respondents (Table 4.9) in Morogoro Municipal. This means that as far as the employee work by targeting to meet the individual objective and organization objective would lead to high performance. However, workers would be working in competitive manner to meet their targeted goals.

4.6.3 Improve quality of services delivery

On top of that, the table shows that induction to employees impacted into improvement of the quality of public services as was explained by 25.7% of the interviewed respondents (Table 4.9) in Morogoro Municipal Council.

The point was further explained that the aim of the induction is to get reliable outputs from workers accrediting from service receivers who are the community members, hence improve livelihood (Pavitt, 1999).

4.6.4 Observers public service ethics

In addition, the result show (Table 4.9) further 26.7% of respondent in Morogoro Municipal Council of mentioned preservation of public service ethics is also one of the impacts of the induction programme in LGAs. Thus, induction enable employee to understand the ethics of their profession in the council as well as public service ethics. These findings are in line with various studies in and outside the country (Rugumyamheto, 2002; Carrell *et al.,* 2006). Glen (2010) which found that, induction programme help the organization to improve performance in working place, improve quality of services delivery, preserve public ethics and also help the organization to meet goals and objectives.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into three sections, namely, conclusion, summary of the key findings and recommendations. The first section presents the summary of the key findings, arguments/discussion made on induction programmes. The second part provides conclusion drawn from the discussion. The last section presents recommendations made based on the study results and conclusions.

5.2 Summary of the key findings

The study found out that induction was highly needed by Morogoro Municipal Council and in LGAs in general for better performance among employees and organization as whole. According to the findings of this study only few departments were involved in induction programmes. In addition, the study found that staff in the Human Resource department went for induction several times than others. Moreover, the study found that orientation is the main mechanisms used to induct employees than other mechanisms such as participatory, group discussion and manual training. The study also found that only few employees are aware of the mission, vision and the goal/objectives of the organization. In most cases, mission and vision are much known by staff in the top level of the organization management. While, the large number of employees in the lower level are aware of the rules and regulations of the organization. Finally, the study found that most of employees meet goal and objectives of the organization for both inducted and non inducted employees. This means that induction programmes enable new employees to perform well, while non inducted are performing well based on their experiences.

5.3 Conclusion

Through the various literatures we can see that the various induction activities conducted by the organizations have a positive effect on the employees' performance. This was confirmed by the study conducted and a strong relationship was confirmed between the effectiveness of an induction programme and the employee performance. On the aspect of categories of workers involved in induction programme, the findings found that the Human Resource Department, Health Department, MEO and WEO are inducted several times than other categories. In case of Human resources and Health department is due to the potentiality of those departments, but MEO and WEO it is because the Council recruits them several time. So the study conclude that staff are inducted as long as they are new to the council and/or new kind of service on offer.

On the other hand, the study identified several mechanisms used by LGAs in conducting induction programmes. But, according to findings show that orientation shine in providing induction to employees than other mechanisms. This can because it is easy to provide induction through orientation and also it incurs low cost. In that case, the study conclude that local government will choose induction programmes' mechanisms which they can afford and have capacity to handle.

On the aspect of employees' awareness on rules, regulations, norms, vision, mission and the objectives of the council, the study found that, most of the employees are aware on rules and regulation of the council than mission, vision and the objective of the council. This is because most of induction programme in most of the organization concentrate on making sure that the rules and the regulations of the organization are

well known and adhered by its staff. On the contrary, the mission, vision and the objectives of the organization are well known by the top level management. This implies that the majority of employees do not own its mission. Based on those facts, the study concludes that future development of the municipal council and its operations is uncertain.

On the aspect of quality of service provided by inducted and non inducted the study found that inducted employees are doing well than non inducted employees. However, Council fails to provide induction to employees due to lack of funds, time constraints and lack of mentors. This study concludes that despite their importance in improving the quality of services of an organization, induction programmes have not been given its due respect by the local government.

5.3 Recommendations

Basing on the results and conclusion of this study, it is important for every organization to have an effective induction programmes for the new employees as it greatly affects their performance. In that case, it is here recommended to the management of the Mororgoro Municipal Council to ensure that induction programmes involve every new employee and to all categories of workers. Since, the findings have shown that employees who are inducted are performing well than those who are not inducted. Lastly, in order to enhance performance and ensure sustainability of its programmes, the council has to make sure that employees are aware with the mission, vision and the objectives of the council.

5.4 Recommendations for Further Research

Although a number of research have been conducted in this field, still there is a great need for research, not only concerning the Local Government Authorities, but also for government institutions and private institutions in order to enhance its workers' competitiveness. Further research is needed to assess the performance of participatory, group discussion and use of training manual as mechanisms of the induction programmes in other organizations. Moreover, study is required to assess if there is an organization which make sure that most of employees are aware with the vision, mission and objectives of the organization and what is the impact on the organizational performance.

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Appendix 1: Questionnaire to Heads of Department

Instructions for interviewers:

Choose an appropriate answer and then fill in the spaces the best numeric (value) accordingly otherwise fill in the blanks with suitable string/discrete value/ answers (words): Be neat and brief and Use a pencil. In case of language problem, you may use both Swahili and English Language.

Part One: Profile of respondents

1.1 Sex   1. Male   2. Female

Age……………………………………

1.2 Nationality……. Marital Status   1. Single 2. Married 3. Divorced

1.3 Name of Organization…………………………………………..

1.4 Field of Employment (eg. Health, Education, etc)

1.5 Job Title …………………………………………………………..

Part Two:

2.1 Location of office 1. Rural 2. Urban

2.2 Nature of Employment.

1. Permanent

2. Temporary

3. Casual

4. Permanent and Temporary

5. Others (Specify)……………………………………

2.8 What positions do you have?

1…………………………………….……………..

2……………………………….…………………….

3……………………………………………………….

2.3 Do you think the positions you have requires induction training?

1. YES

2. NO

2.4 Based on your skills and position, are there any staff who are not inducted?

1. YES

2. NO

2.5 What could be the reasons for part 2.4 above?

1………………………………………………………..

2………………………………………………………..

2.6 What do you think are the effects of having employees that are not inducted?

1. Poor performance

2. Skills mismatch

2.7 Bases on your response in 2.6 above, how do you address challenge?

1 …………………………………………………………………

2.8 Do your organization provide any induction training to your employees?

1. YES

2. NO

2.9 Based on skills of each employee, how do you rank the relevance of the training provided to employees?

1. Excellent

2. Very Good

3. Good

4. Poor

2.10 What could be the justification for your answer in part 2.15

…………………………….……………………………………………

2.11 What is the turnover rate for your staff?

1. High

2. Medium

3. Low

4. None

2.12 Do you think turnover rate in your organization is caused by lack of induction training?

1. YES

2. NO

2.13 How do you address the issue of turnover rate in your organization?

1…………………………………………………………………….

2……………………………………………………………………

Part two: Participants awareness of induction Program

2.1 Is there any program of induction in your organization?

1. YES

2. NO

2.2 What is experience of induction when they first started in your organization?

1. The process were very informative

2. The process were not informative

3. Details about organization were given

4. Details about organization were not given

2.2.1 How

……………………………………………………………………………………………

……………………………………………………………

2.3 What are the impacts of induction program in your organization?

1. Performance improvement

2. Quality of service improve

Appendix 2: Employees Questionnaire

Instructions for interviewers:

Choose an appropriate answer and then fill in the spaces the best numeric (value) accordingly otherwise fill in the blanks with suitable string/discrete value/ answers (words): Be neat and brief and Use a pencil. In case of language problem, you may use both Swahili and English Language.

Part One: Profile of respondents

1.1 Sex   1. Male   2. Female

Age…………………………………………

1.2 Region……………. District……………… Ward………………

1.3 Nationality……Marital Status   1. Single 2. Married 3. Divorced

1.4 Name of Organization………………………………….

1.5 Sector (eg. Health, Accounts, Work, Personnel and Administration)

1.6 Department or Section…………………………………………..

Part Two:

2.1 When did you employed?   Date……………. Month………………

Year………………

2.2 Where are you working? 1. Rural 2. Urban 3. Peri Urban

2.3 What is your occupation (e.g nurse, accountant, engineer, technician, Ward Executive Officer, Office Assistant, etc)? ....

2.4 What is your level of education?

   1. PHD

   2. Master Degree/ Postgraduate Diploma

   3. Degree/ Advanced Diploma

   4. Diploma

   5. Certificate

   6. Other (Specify)……………………………..

2.5. Do you think your post required induction/orientation when you were employed?

   1. Yes

   2. No

2.6. What is your reason for your response in part 2.5 above?

………………………………………………………………………

………………………………………………………………………

2.7 Did you get any orientation/induction/refresher course when you were employed?

   1. Yes

   2. No

2.8. If the answer is yes in 2.7, which type of orientation/ induction course did you attend? (Mention only one)

1………………………………………………………………………

2.9 If yes in 2.8, how long did the course took?

1. More than one week

2. More than one month

3. More than three months

2.10. Based on your in part 2.9, what were the mechanisms used to conduct the course?

1…………………………………………………………..

2…………………………………………………………..

3…………………………………………………………..

2.11 Do you think time allocated was enough to cover everything?

1. Yes

2. No

2.12 If the response is No, what is your suggestion?

…………………………………………………………………

…………………………………………………………………

2.13 How do you rank the relevance of the induction course in performing your work?

1. Very relevant

2. Relevant

3. Not Relevant

2.13.1 If the response in 2.13 is not relevant give reasons

1………………………………………………………………

2………………………………………………………………

2.13.2 If the response in 2.13 is Relevant, what could be the justification for the answer?

1. Results into change in wage

2. Results into change in productivity/ Performance

3. Others (specify)……………………………………………

2.14. To what extent that being inducted has positive effects on employee's performance?

   1. Very Likely

   2. Likely

   3. Not Likely

2.15. To what extent that being inducted has negative effects on turnover rate?

   1. Very Likely

   2. Likely

   3. Not Likely

Part Three. Induction Practices

3.1 In your opinion, what is the trend of induction practices?

   1. Increasing

   2. Decreasing

   3. Constant

   4. Not aware

3.2 What could be the reasons for your answer in part 3.1 ABOVE?

   1. There is program of induction

   2. There is no program of induction

   3. Employees are aware of induction program

 4.Others…………………………………………………………

3.3 If the answer is INCREASING, IN PART 3.1 above, what are the factors that influence induction practices?

1. Poor performance

2. Bureaucracies

3.4 If the answer is decreasing in part 3.1 above, what should the government do to increase induction practices?

   1……………………………………………………………

   2……………………………………………………………..

   3…………………………………………………………….