

**THE ROLE OF INDUCTION TRAINING ON PERFORMANCE OF NEW EMPLOYEES
AT WORKPLACE: CASE STUDY OF THE OPEN UNIVERSITY OF TANZANIA**

Tumain Mchete and Dr. France A. Shayo*

The Open University of Tanzania ,Faculty of Business Management (FBM) P.O Box 23409 ,Dar es Salaam,
Tanzania

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ABSTRACT

This study explores the role played by induction training on the performance of new employees at workplace. The respondents of the study were selected staff from the Open University of Tanzania. The study intended to examine how the induction training offered to the new employees of the Open University of Tanzania facilitates theoretical knowledge, practical knowledge and integration at workplace in line with the TPI theory. The design was explanatory case study using qualitative data collected through interviews from both employees and management personnel. The study concludes that induction training is of great value to the University as it serves to inform new staff of the important aspects of their new working environment. The study recommends that for the university to have an effective orientation training the top management should provide enough support and exert their full power on it and reasonable and realistic budget should be allocated. In addition, there should be a continuous follow-up to get feedback from the trainees. There should be sufficient time allocation to orientation training to allow the program to cover all aspects.

Keyword: Induction Training, Employee Performance, Employee Integration.

1. INTRODUCTION

Knowledgeable, integrated and well-performing employees are fundamental assets for the success of any organization. Of particular interest is the need to make new employees gain the required knowledge to achieve the status of valuable assets for the organization. This makes investment in new employee induction training an inevitable activity that requires proper planning and execution. Induction training is one of the forms of training conducted by organizations to its new, transferred, re-categorized and promoted employees to help them settle quickly in their new roles (Noe, Hollenbeck, Gerhart & Wright 2017). Many definitions of induction training in different literature seem to rely on its purpose. Accordingly, Rozner (2013) sees induction training as a planned introduction of new employees to their jobs, co-workers, and culture of the organization. Armstrong (2017) views induction training 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. Lin and Hsu (2017) view induction training 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. According to Stewart and Brown (2019) induction training is the planned introduction of new employees to their jobs, their workers, and culture of the organization.

Assare-Bediako (2008) provides a traditional view of induction training as a way through which organizations describe to the new employee the organization's history, structure, fringe benefits, rules and regulations. Snell (2006) provides a broader view of 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. A more progressive approach is to view induction training as an opportunity to communicate the organization's vision and values, shape the new employee's values and integrate them into the organization's structure (Nandi, 2015).

Regardless of the fact that most organizations undertake induction training, Rutaihua (2013) observed a lack of seriousness in most public institutions in Tanzania with regard to the timing and content of the training program. He further noted that new employees who join the organizations come with too many expectations of which some of those expectations can be out of reality. 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 outside the organization.

1.1 Employee Performance

Employee performance has been extensively used in social science research as a variable that is dependent on a multitude of factors. For instance, Farooq and Khan (2011) relate employee performance to training and feedback. They insisted on the need to arrange and adopt more effective employee training programs and techniques as well as providing feedback in order to enhance employee performance. Mohammad et al., (2014) refers to employee's performance as the use of knowledge, skills, experiences and abilities, to effectively and efficiently perform the assigned task required. Several reasons for enhancing employee performance have been advanced by various scholars. Among others, employees' performance can make them become rational with regard to the cost of resources hence improving efficiency as well as enabling employees to become more productive in terms of quantity and quality of work done ((Mathis, & Jackson, 2004)). In addition, better-performing employees enable the firm to survive competition and excel in the market place due to improved customer relationships (Lee & Carter, 2011). Finally it helps to ease assessment and attainment of established performance goals which in turn enables the management to make right decisions (Caliskan, 2010).

2. THEORETICAL FRAMEWORK

This study is premised on the TPI-Theory of induction (Adam 2010). According to the theory, orientation training should include the 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. The "T" in the TPI-Theory represents theoretical knowledge while the "P" represents practical knowledge and the "I" represents the interaction or integration needs of employees.

2.1 Theoretical Knowledge (T) versus Practical Knowledge (P)

Wadesango and Machingambi (2011) distinguish theoretical knowledge from practical knowledge by arguing that theoretical knowledge is rated by how well it explains as wide a range of phenomena as possible". On the other hand, practical knowledge is unadventurously predicted on a more instrumental conception of knowledge; it represents knowledge that helps to accomplish tasks. For Katajavuori *et al.* (2006) "practical knowledge manifests itself as skills or "knowing-how". As it occurs and develops in those concrete situations where it is learned, it is contextual and social in nature". Moreover, Katajavuori *et al.* (2006 Pg 51) note that "development of expertise is a long process, during which theoretical, practical and metacognitive elements of expert knowledge are integrated into a coherent whole".

2.2 Interaction (I) Skills that Lead to Integration

One of the basic components in the TPI-theory as pointed out by Adam (2010) is the need for new employees to interact among themselves and with the existing employees as a requirement for integration. Such integration occurs as a result of various socialization processes that are initiated by the management. As Kunene (2009) shows, starting a new job is considered to be one of the most stressful life experiences and a proper orientation process that is sensitive to the anxieties and uncertainties, as well as the needs of a new employee is of immense importance. Ardts and Jansen (2001) see integration as a learning process by which newcomers develop attitudes and behaviors that are necessary to function as fully-fledged members of the organization. They further commented that as the more effective and efficient orientation training, the sooner the newcomers become productive for the organization.

This study, therefore, aims to examine the influence of induction training on the performance of new employees at workplace. The choice of new employee training is due to the fact that their newness comes with a degree of vulnerability in the new working environment. According to Hendricks and Louw-Potgieter (2012), during the first few weeks of employment, new employees are most susceptible hence poor induction drastically elevates the possibility of poor performance. Specifically, it examines the extent to which induction training facilitates theoretical and practical knowledge as well as integration to new employees which in turn will have bearing on their performance at the workplace. Ndebele (2013) noted that having a pool of employees whose practical and theoretical knowledge is not balanced may lead to development of negative attitude towards their work which ultimately has negative impact on their performance. He further commented that new employees' performance at work is directly proportional to their theoretical and practical skills which are likely to be gained from the induction training. Gupta (2018) commented that orientation training is an important investment that impacts the way employees behave in groups and this builds a sense of working as team to accomplish common goals.

To fulfill these objectives the study aims to answer important questions which are; how influential is the induction training in facilitating theoretical knowledge to employees which in

turn leads to enhanced performance? To what extent does the induction training influence practical knowledge to the employees and subsequently improved performance? How influential is the induction training in facilitating employee integration into the organization? What are the challenges facing induction training at workplace? Answers to these questions will shed much light on how these theoretical, practical knowledge and integration of new employees at workplace contribute to their performance.

3. LITERATURE REVIEW

The TPI theory which is guiding the current study was used previously by various scholars to assess the effectiveness of induction training in relation to the three dimensions namely theoretical knowledge, practical knowledge and integration. Hendricks and Louw-Potgieter (2012) for instance, used the TPI theory to guide their study on the key necessities for an effective training program and came up with the suggestion that a training program requires two sets of information namely organization's mission and history as well as overall information about staffs' work routines. Similarly, Wadesango and Machingambi (2011) applied the TPI theory to investigate training programs in a university in South Africa and revealed that familiarizing with departmental practices, policies and guidelines within a short duration is among the benefits of effective induction training to new employees.

Alsughayir (2016) in his study on the Influence of induction training on employees' performance in Public Sectors applied TPI-theory to measure the extent to which induction training has impacted their ability to do their jobs. He came to the conclusion that new employees' performance is directly related to the way they interact and work together as a team. Alsughayir (2016) further noted that orienting new employees sharply after they join the organization provides them with an opportunity to memorize on the organization's values and beliefs, mission and vision which are the driving tools for employee performance.

Most organizations offer an employee orientation training program coordinated by the human resource department (Sarma, 2008). Mugo and Guyo (2018) point out that organizations should develop a fully packaged formal training program for all new employees regardless of whether they are new to the organization or are taking up new positions and that a training policy should be in place with well-defined procedure for employee training which is obligatory and pursued by every section of the organization.

Hewitt (2002) conducted a study on the effects of satisfactory orientation training to new employees in private sectors using the TPI-theory. In line with the theory, the study revealed that orientation training has been helpful in enabling employees to acquire theoretical and practical knowledge making them able to work in teams regardless of their differences in background. He further noted that through orientation training employees have opportunities to know the organization and the procedures to do their work, hence making them able to share their experiences which have bearing on their job performance.

According to Crawford (2008), the 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 the organization and employees. He further explained that most organizations have good programs for induction training which if carefully conducted may lead to maximum performance. However, Kebenei, (2014) points out that most institutions conduct induction training to the new recruits just for formality aiming at meeting the recruitment requirements. Rutaihua (2013) insists on the importance of having effective induction program which covers all issues of employment, legal, social, and economic aspects. He adds further that induction training should enable employees to develop theoretical and practical skills as well as socialization among workers. Accordingly, Kebenei, (2014) reveals the tendency by most organizations meeting their needs for induction training through ad hoc, chaotic, and haphazard methods that are not well organized. Consequently it brings about confusion to the new employees; which in turn makes organizations experience a huge turnover, absenteeism, burnout and loss of morale by employees.

Snell (2006) highlights the benefits of induction training which include a reduced amount of time for new employees to cope with the organization's new environment and to reach full working ability. According to Hendricks and Louw-Potgieter (2012) induction training provides substantial cost-related and non-cost related payback for an organization as well as emotional benefits for the new employees. This is realized by the fact that employees will attain their full efficiency quicker, have superior morale and will be more apt to stay in the same job. Pollitt (2007) relates high customer-satisfaction ratings with introduction of effective induction training in one of the companies in the UK. Clein and Weaver (2000) contemplate that employees attending orientation training become significantly more socialized than non-attendees. They added further that employees attending orientation training tend to have relatively higher levels of organizational commitment.

Research done by Rutaihua (2013) on Employee orientation programs in Tanzania public institutions and its effects on employee performance revealed that effective induction training increases staff commitment, royalty and motivation to employees as well as reducing their intention to quit. The current study becomes more specific to a university environment where employees are relatively exposed to a learning environment hence it is likely that the management may take for granted assuming that the employees are used to such environment because they were once university and college students.

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 employee's practice, assist to address organization's culture, vision and mission. Mugo and Guyo (2018) found significant difference between employee performance during and after the induction training period, adding on the importance of formal training to new employees.

Ndebele (2013) studied the new staff perceptions on an academic staff induction program at South African University and concluded that the induction program is of great value to the university and its teaching staff. He found that induction training serves to inform staff on good

teaching practices and connects the new staff to the institution's expectations and needed resources to navigate administrative, financial, human resources and support service responsibilities. Another 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

4. CONCEPTUAL FRAMEWORK

This part focuses on the relationship among the variables of the study by projecting their interrelatedness based on the light gained from the TPI theory and empirical reviews. The conceptualization is as indicated in figure 1:

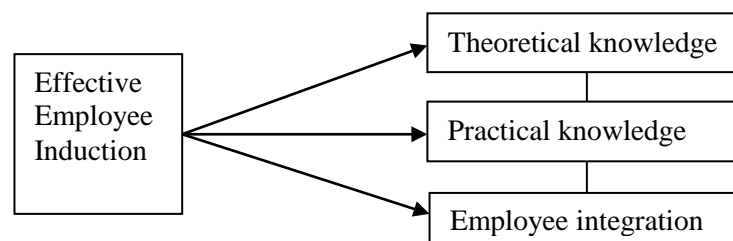


Figure 1: Conceptualized Relationship between Study Variables

Regardless of the existing induction policy of an organization and the number of resources available, the TPI theory calls for induction training program to be planned in a way that will produce all the three outputs namely theoretical knowledge, practical knowledge and integration ability. The ultimate goal of any induction training should be to produce better performing employees with the three qualities for it has been revealed that new employees' performance is largely depending on the knowledge obtained through orientation training and the way employees are encouraged to work as team to have better performance.

5. METHODOLOGY

The case study design was employed to conduct this study. Purposive sampling technique was used. The study gathered data using oral interviews and documentary reviews. To gain an in-depth understanding of staff and management perceptions on the role of induction training on employee performance, a qualitative methodology was used. The Open University of Tanzania was used as the area of study and 19 respondents were interviewed from the management and subordinate staff. From this 19 sample size, 9 were from the management and 10 were from the subordinate staff including academic staff, administrative staff and technical staff. The 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. 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.

Mason (2010) refers to a saturation point as the position where addition of more respondents becomes counter-productive and anything else which is discovered does not necessarily add value to the overall story, model, theory or framework. Accordingly, Dworkin (2012) explains the concept of saturation as the most important aspect to think about when contemplating over sample size decisions in qualitative research. The breakdown of the sample size and interview length is as shown in table 1.

Table 1: Sample Distribution by Position and Length of Interview Time

S/N	Type of employees	Number of respondents	Average Length of Interview (in Minutes) per respondent	Total Minutes
1	Top Management staff	4	35	140
2	Faculty Deans	3	30	90
3	Heads of Departments	2	31	62
4	Human Resource Officers	3	32	96
5	Academic staff	3	29	87
6	Administrative staff	2	32	64
7	Technical staff	2	30	60
	TOTAL	19	31.5	599

Each respondent was interviewed once on an average time of 31.5 minutes; hence 19 interviews were conducted spending a total of 599 minutes as shown in table 1. Responses were recorded and transcribed manually given the small sample size. The research instrument used was interview guide questions addressing the four objectives; that is to what extent does induction training offered to new employees facilitate theoretical and practical knowledge to the trainees as well as enabling them to integrate well in the organization which then has positive impacts to employee's performance in the organization. As Kearney and Weaver (2000) commented that "a well knowledgeable and integrated employee performs his duties in an effective and efficient manner"

The second method of data collection was through documentary reviews. According to Kothari and Garg (2014) documentary review means the use of documents and data collection from different sources that 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 documentary review was used as a data collection tool by passing through the University orientation training policy to obtain information on how orientation should be done and the procedures followed to train new staff. The university is guided by Human Resources Management policy formulated in 2007 which was thereafter reviewed in 2019 to suit current needs. The policy for orientation training is detailed on page 13 of the HRM policy where the policy statements and the standard operating procedures are explained. The policy was helpful to this study because it benchmark information on how orientation training is to be provided to

employees and the expected outcome. This information was used to complement the information obtained from interviews.

As suggested by Miles et al. (2014), in order to ensure credibility, consistency and valid interpretation of the findings, more than single data collection methods i.e interviews and documentary reviews from a wide variety of employee ranks and specializations were used. To minimize the influence of social setting on the validity and reliability of data, the interviews were conducted in the absence of a third person. According to Brink (1993), individuals tend to behave differently under differing social conditions. For instance, particular attention to privacy is imperative as respondents may hesitate to answer accurately if they fear they may be overheard by others.

The data obtained from interviews were analyzed through thematic analysis. According to Maguire and Delahunt (2017), thematic analysis helps to identify important and interesting patterns and themes in qualitative data that can be used to address the research objectives and shed light on the problem at hand. The analysis was driven by the research questions applying the Braun & Clarke (2006) six-phase framework for doing a thematic analysis. The study further involved factual and logical interpretation, comparison and explanation of the findings.

6. FINDINGS AND DISCUSSION

Four key themes emerged from the thematic analysis namely theoretical knowledge gained, practical knowledge gained and integration into the working environment. The fourth theme involved some challenges faced in preparing and participating in the induction training. The themes within these findings are presented below.

6.1 Influence of Induction training in facilitating theoretical knowledge to employees

Through the interview done with management staff, it was revealed that the orientation training offered by OUT has been highly facilitating staff in acquiring theoretical knowledge. Common response was that; induction training has greatly facilitated staff to acquire theoretical knowledge and in fact it has helped them to quickly learn their working environments and improve performance. They further declared that the induction training has been so important in providing theoretical knowledge such as being familiar with disciplinary issues, their benefits, rights and obligations. Typical data extracts were;

“The orientation training that we provide to staff has shown to have a positive impact on the understanding of the organization working culture and that their theoretical understanding is enlarged through the orientation training”

“A new employee to an organization is totally a stranger that needs to be ideally transformed hence the orientation training has been used to shape them the way the University needs them to be since this University is rather different from other universities in terms of its operation”

Through the interview with the subordinate staff to ascertain their views on the influence of orientation training in facilitating theoretical knowledge to them. The common views suggest that staff could have knowledge of the organizational mission, vision, culture, structure and values that could enlarge their general understanding of the University. A typical data extract

was;

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

It was revealed therefore that orientation training when done properly enables employees to be aware of working environments, organizational mission, vision and objectives, awareness of what to do and not to do at the workplace, awareness of staff benefits including salary and pensions, awareness of disciplinary issues, and awareness of reporting structures. Mone and London (2018) commented 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.

These findings corroborate that of Rtaiwa (2013) who revealed that induction training facilitates employees to know the norms and disciplinary matters in an organization. Similarly, Brewster (2017) held that induction training is vital to the new employees as it caters for issues of staff benefits they deserve as employees. Ndebele (2013) applied the TPI-theory in his study and revealed that induction training has been so productive to new employees because it has helped to inform them of what is expected from them and it has been a platform for the organization to know what the employees expect from their organization. Noe et al (2017), commented that through theoretical knowledge employees become aware of the dos and don'ts of which is very key in the avoidance of inconveniences which may arise at the workplace. Likewise Mabaso (2012) in his study on the effects of induction program for newly appointed staff at Coastal KZN FET College commented that induction training is a major tool to equip new staff with the theoretical understanding of the organization and the needed information to show the direction of the organization.

6.2 Influence of Induction Training in Facilitating Practical Knowledge to Employees

This study focused on collecting information to know how orientation training facilitates an employee's practical knowledge. A common theme that emerged from the interviewed staff was that the induction training offered by the Open University of Tanzania highly facilitates acquiring practical knowledge to employees as they are introduced to the working tools and provide mentorship. A typical extract from the data is presented below;

“I can highly commend 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”

Further to being introduced to working tools, new employees specifically academic staff are equipped with working procedures and techniques of ensuring that they meet the required work standards. Technical knowledge on how to make use of teaching tools such as the Moodle e-learning platform, preparation of study materials is among the practical skills that employees gain through the induction training. Typical extracts from the data are presented below;

“We normally provide professional mentorship at the 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.

“it is true that the orientation training I was provided at OUT helped me to get practical

knowledge to perform my duties because when I started working my head of department 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 orientation 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”*

Given the above common views/themes, the study revealed that orientation training enables employees to be practical at the workplace. This is due to the fact that orientation training provides practical skills to do work, enlarges the ability to solve problems, enhances efficiency in operations, enables employees to be independent and less supervised, and also enables employees to be innovated at workplace.

These findings collaborate by Bush (2018) who warned that organizations that ignore induction training have ended up having less innovative staff who cannot contribute enough to the success of the organization. Regan, LaBrake and Piekart-Primiano (2018) argued 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. Ndebele (2013) for example in his study on the new staff perception on an academic staff induction program at South African University in line with the TPI-theory revealed that an effective induction program is that provides an employee with the necessary skills that guide him/her in performing duties. Similarly Alberta (2012) in his study on the effects of employee orientation on performance on the Ghana education service at the Greater Accra region commented that orientation training is very helpful in boosting practical knowledge to employees because they are provided with mentorship while they are on the real work environment and so it is like having elements of on the job training. Alberta came with this notion after applying the TPI-theory which insists the induction training should provide new staff with the practical knowledge to do their job. The findings complements that of Rutaihwa (2013) that effective induction training is that which provides an opportunity for employees to get all techniques that can be applied in performing their duties and all these are done during orientation sessions specifically provided with chosen mentors from each department.

6.3 Influence of Induction Training in Facilitating Employee Integration/Socialization

This study aimed to ascertain information on how orientation training offered to employees enabled them in socialization at the workplace. The common theme that emerged from this question is that induction training smoothens the progress of socialization at workplace. It helps them become familiar with each other as result informal groups are formed. Through the interview done with the management staff, the typical extracts from the data are presented below;

“During the orientation training program, 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”

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

The interview was also done with the subordinate staff to get their views on how orientation

training helped them to socialize at the workplace. The common theme that emerged was that orientation training had built a culture to them work as a team as they believe that they share common goals. Typical extracts from data are presented below;

“Orientation training we attended at OUT succeeded to bring us together and it was from there we felt that we are one and we share common goals. So we developed a tendency to help each other even in times of difficulties and this has a big impact on our performance because it has helped to minimize stress to most of employees”

“Behavior is built from the first day an employee joins the organization. The orientation training we provided at OUT succeeded to build us to value ourselves, treat someone’s challenge as ours, and from this, we are working as team which is influential to our performance”

The study revealed that orientation training enables employees to be more socialized or integrated into the workplace. Through socialization employees are able to work in teams, easily engaged with their job, motivation of staff is stimulated, employees are able to solve problems jointly, good communication, labor turnover is minimized, commitment of employees at work is strengthened, and the sense of belongingness to the organization is highly sought.

These findings confirm those by Brewster (2017) who commented that an effective induction program has a big influence on employee integration through socialization and added further that employees feel a sense of ownership of the company when they see even the senior officers of the company attending the induction training. Similar findings are from Rutaihwa (2013) who revealed that effective induction training has big influence on employees’ commitment after they are fully informed of the organization's culture. Correspondingly, Halwasia (2017) remarked that employee socialization is a tool for bringing people together and they are less likely to quit the organization for they treat it as their family. Upon applying the TPI-theory in his study, Alberta (2012) revealed that orientation training has greatly influenced the employees at the Greater Accra region to treat themselves as a family and they socially interact in different events. Moreover, the findings from Karade, Ganker & Sam (2015) upon applying the TPI-theory reveal that induction training has played a big role in encouraging new employees to view their organization as a family and that they need to cooperate in various social events and so they are ready to share and turn challenges into opportunities”

6.4 Challenges Facing Induction Training

In the course of interviewing, a fourth theme on the challenges facing the induction training came into view. The study revealed some challenges that face orientation training at the Open University of Tanzania including budgetary constraints, lack of adequate support from the top management, shortage of time, lack of awareness of induction training policy, and lack of seriousness to trainees. For example, some extracts from the data were quoted as;

“...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”.

“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”

These responses imply that conducting an orientation is costly which leads to the university delaying the induction training. This calls for the university to opt for affordable training systems such as e-learning that will yield the same quality output with minimum resources.

Inadequate participation by the top management discourages subordinate staff from participating fully in the induction training. This causes negative implications for the new staff as they feel they should not take seriously the training. An extract from data collected was quoted as;

“Sometimes senior staff from top management discourages the process of orientation and some do not attend during training sessions. This results in negative implication to the new staff and so seriousness is not taken to the training”

This response insists that the university management should, therefore, support the induction process and ensuring their full participation in the whole process so that they build trust and motivation to the trainees. This is contrary to Mabaso (2012) who insisted on the importance of top management providing supportive guidance to the newly recruited employees without which may make them find the work environment too demanding.

Time constraint was another challenge that was revealed in this study. Induction training at the university is often conducted on a single day which is insufficient to cover the entire content of the training program. This limited-time allocated for induction training can be associated with financial shortages as well as a lack of appropriate prior planning for this activity. This finding is contrary to the recommendations by Mabaso (2012) who asserted the importance of having sufficient resources to facilitate induction training. He added further that the newly recruited employees should be allowed adequate time to participate in the induction training and activities. An extract from data collected was quoted as;

“We normally do orientation training for a single day which is not enough time as there are so many things to cover but this is due to shortage of funds as to take more than one-day increases costs. So we are forced to use just a single day although this time does not suffice”

This response implies that the University is forced to use one day for the orientation training because of financial constraints and this calls for the management to find alternatives to either allocate enough fund for the training or should plan to use e-Learning for training which can assist to reduce costs related to allowances, refreshments and payment to the trainers.

Through documentary reviews, the study found out that the Open University of Tanzania has in place employee orientation policy. Surprisingly, this policy lacks familiarization by staff including some heads of department. Some heads of departments admitted that they are not aware of the presence of the policy hence they are not conversant with its content whatsoever. A common response was quoted as;

“I am the head of the department but sincerely I am not so aware of the orientation training policy and so I don't know exactly what is covered in it”

From this finding, it is evident that heads of departments play a little role in training the new employees under their departments for the reason that they do not know well the guiding policy of induction training. This might be due to the fact that people with authorities are not serious enough in knowing important things which are not good practice for people who have been

trusted for the given positions.

7. CONCLUSION

Results from this study indicate that induction training is of great value to the university and its staff because it serves to inform new staff of the important aspects of their new working environment hence improving their job performance. In line with the TPI theory, it was found that induction training 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 and it is an important platform where the management gets to know their 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 employee's integration at the workplace through the socialization process. It is finally concluded that the induction training program 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 program.

8. RECOMMENDATIONS

The study recommends that top management have to get involved in the process of induction training in order to encourage new staff to engage fully in the process. In addition, the university management must ensure the allocation of sufficient budget for induction training for each financial year. There should be close follow up to get feedback from the trainees. This will reveal whether the program was effective or not and where to make improvements for future programs. Additionally, the management should appoint a mentor for each new staff member. For-example this yearly role assigned to an experienced staff member in the same discipline will help the employee 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.

The study further recommends that a reasonable time for orientation should be allocated. Single-day training seems to be insufficient. As Mugo and Guyo (2018) correctly suggested, induction training should be a process rather than a few days affair. This study supports the idea from Derven (2008) who recommended induction programs to be implemented in phases instead of the traditional one-off approach.

The period for orientation as stipulated in the training policy has to be observed such that a newly recruited staff, transferred, promoted or re-categorized should be oriented within three months of serving his/her new post or duty station. Preferably, induction training should take place after the first day of work and before the end of the first week. The length of an induction program should vary between one and two weeks.

9. AREAS FOR FURTHER RESEARCH

Future studies should dwell on establishing a standard comprehensive package for induction training programs sector-wise. This will, in addition, stipulate an optimal length of time for induction training rather than the current practice where each employer decides his/her own

content and length of training. Future studies could employ quantitative techniques using mediators and moderators so as to shed more light on the possibility of having a more effective program under a controlled environment.

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