

**EXAMINING INDUCTION TRAINING IN LOCAL
GOVERNMENT:
A CASE OF SENGEREMA DISTRICT COUNCIL**

By

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A Dissertation Submitted in Partial Fulfillment of the Requirements for Award of the
Degree of Masters of Science in Human Resource Management (MSc. HRM) of the
Mzumbe University

2018

CERTIFICATION

We, the undersigned certify that we have read and hereby recommend for acceptance by the Mzumbe University, the dissertation entitled “Examining Induction Training in Local government; a case of Sengerema district council, in partial fulfillment of the requirements for award of the degree of Master of Science in Human Resource Management of the Mzumbe University.

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ACKNOWLEDGEMENTS

First of all, I thank God for granting me his mercy and grace which contributed a lot in the accomplishment of this study. My sincere appreciation also goes to Ms. Anna Linje, my major supervisor, for good supervision which made this work possible and successful.

Special and great heartfelt thanks go to my beloved husband Songelaeli P. Simbo and my cute daughters, Elinaza and Wantongela for being tolerant and supportive whenever I was away for my studies.

I would like to extend my sincere gratitude to Mr. O. Ndunguru (Tabora Municipal Director) and his team for allowing me to join Mzumbe University to undertake this study. .

I wish to thank the Executive director of Sengerema district council for allowing me to conduct this research in his area of jurisdiction and last but not least, thanks go to all respondents and all who might have contributed in one way or another to make this study successful but do not appear in the acknowledgement.

DEDICATION

This work is dedicated to my lovely parents Mr. Petro Mtobesya and Justina Severino, my lovely husband Songelaeli P. Simbo for his support and my lovely daughters Elinaza and Wantongela who missed parental care and love while undertaking my study, my young sisters, Edina, Evodia, Everatha, Nyamwangwa and Mkwaji, and brothers Malima and Edgar for their moral and spiritual assistance.

LIST OF ABBREVIATIONS

DC	-	District Council
HOD's	-	Heads of Department
HR	-	Human Resource
HRM	-	Human Resource Management
LGA	-	Local Government Authorities
MDA's	-	Ministries Departmental Authorities
MSc.HRM	-	Masters of Social Science in Human Resource Management
MU	-	Mzumbe University
PO-PSM	-	President's Office Public Service Management
PSMEP	-	Public Service Management and Employment Policy
SDC	-	Sengerema District Council
TaGLA	-	Tanzania Global Learning Agency
TNA	-	Training Needs Assessment
TPSC	-	Public Service College
URT	-	United Republic of Tanzania
USA	-	United States of America

ABSTRACT

The study aimed at examining Induction Training in local government authorities in Sengerema District Council (SDC). Specifically the study focused on assessing employees' awareness on induction training, identification of inducted and non inducted employees, exploring the process and practices of induction training and challenges facing induction training. The study used a case study design with the sample size of eighty four (84) respondents from headquarter. Moreover, the sampling techniques used were purposive for the head of departments and councilors and convenience sampling for ordinary staffs. The researcher used interview, questionnaire and documentary review methods to collect data. Interview was used to heads of departments and councilors while questionnaire to ordinary staffs.

The study found that, induction training in the area was partially done with insufficient and ineffective process and practices this was due to several challenges including lack of enough fund. It was found that 77% of the respondents were none inducted employees; this indicates that local government authorities do not adhere to rules and regulations despite the availability of different government regulations guiding induction training.

Finally, the study recommend that, SDC should provide effective induction training to all employees (i.e. new, promoted and existing employees) as it greatly affect organization performance. The council should develop/design comprehensive induction training program which comprises of employees from all departments; and should be conducted in a transparent and open approach by competent and knowledgeable people from authorized institutions.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter introduces the study on examining Induction Training in Tanzania Local Government Authorities (LGA's), a case study of Sengerema District Council (SDC). It covers the background of the problem, statement of the problem, research objectives, research questions, significance and limitations of the study.

1.1 Background to the study

According to Armstrong (2006), induction training is defined as welcoming employees in an organization. It aims at establishing a quick favorable attitude and effective output within a shortest time. Induction training increases employee's awareness about organizational rules, regulations, mission, vision, norms, values, policy and objectives. Thus induction is crucial to both employees and organizational performance; since employees are valuable assets in ensuring organizational health and effectiveness.

In Tanzania, induction training program would not have existed without a mention of both colonial Germany and British education system. Colonialist were more concerned with the territory making profit rather than uplifting morals of the locals through an education (Fundi S, 2016). Induction training has been provided to new employees since colonial period; According to William (1955), colonial government inducted new employees before they were fully engaged in service. The aim of induction training during colonialism was to improve organization performance.

After independence, the government adopted colonial administrative system in which among other aspects was induction training. The aim was first, to introduce to new working environment including organization rules, regulations, policies, norms, values and objectives. Second to train employees in order to develop their capabilities, knowledge, skills, and talents. Peteraf (1993), suggest that a

comprehensive training program helps in ensuring availability of knowledge, skills and attitudes necessary for the achievement of organizational goal.

By then, the Ministry of planning implemented several reforms in order to overcome the problems facing induction training. It was noted that insufficient funds were directed to training institutions, reduction of training budgets in the Ministries departmental authorities (MDA's) and lack of opportunity for the training of local personnel became a challenge for effective induction training. This situation forced the government to change its administrative reform strategy and focus on reforms (Training Policy, 2013)

The ministry responsible set various strategic programs to ensure effective induction training to all public servants in order to overcome the identified problems. The strategies were set to support President's Office – Public Service Management (PO-PSM) in coordinating and issuing effective trainings to all public servants. The strategies according to the Training policy (2013) were:-

- Establishment of Public Service College (TPSC), Tanzania Global Learning Agency (TaGLA) and UONGOZI Institute aiming at providing public servants trainings.
- The availability of scholarship opportunities for long and short courses to all employees in public sector across all cadres.
- Developing and issuing Training Needs assessments (TNA) as a guide to all public servants trainings

The government issued Public Service circular no.4 of 2005 for Induction Training to Public Servants which emphasizes on the provision of effective induction training to new employees in public sector. It aimed at providing guidelines to the responsible ministries with its departments on how effective induction should be conducted to public servants. Guidelines insisted on carrying out induction trainings to all new employees within six months of their employment. Therefore each responsible

ministry and its departments are required to ensure they set enough funds from their budgets in order to have well trained employees for better performances.

Moreover, the Public Service Management and Employment Policy (PSMEP) of 2008 under PO-PSM is responsible in developing different mechanisms and strategies guiding induction training to public servants. The policy also issued effective training directives from time to time. The aim was to increase employee performance, motivation, generation of good attitudes and feelings, ethical behavior, competence and working.

In addition, the government enacted Standing Orders for Public Service on 2009 as a necessary tool and document for public service. It emphasizes employers to ensure availability and accessibility of induction training to all public servants in LGA. Through the government policy, the country should have self sufficient trained and skilled human resources to manage and run induction training program to LGA's. Every employer was required to be responsible for planning and conducting effective induction training. It aimed at providing new appointed employees with required knowledge, basic concepts and legislations relevant to public which enable new employees adopt the new job requirements.

Despite the strategies and policies encountered the efforts proved failure. The government found necessary to formulate training policy in 2013 to overcome the challenges. The policy is a guide to manage induction program to LGA's. It enhances induction training function to public staffs direct to be linked with LGA's performance improvement. Enhances effective, efficiency and promotes equity utilization of resources for effective induction training provision to LGA's. It clearly states that, "training programs responds to the needs of different levels of public servants and contribute to the succession needs" (Training Policy for the Tanzania Public Service, 2013). Also emphasize that, without proper induction training, employees would not obtain targeted information to develop the skills needed for accomplishment of different tasks assigned.

The policy therefore emphasized that, there should be a well organized induction training program within six months of employment before the probation period expires. Elinaga (1905) observed that the organization that provide effective induction training have possession of competent, capable, motivated, and committed employees who make efforts to attain the organizational goals.

Consequently, the aim of this research work was to examine as to whether and how the local government adhere to various efforts and strategies set by the central government in ensuring effective induction training to public servants.

1.2 Statement of the problem

Developing sufficient and effective induction training program is essential for the provision of organizational quality services. Whereas induction training play a fundamental role in reducing start up cost, labour turn over, increasing employee commitment, confidence, capabilities and competent. Runola, (2013) suggest that employees are highly motivated when starting a new job; thus poor induction might spoil the working morale at the early stages.

Over the years, the government had been emphasizing continuous induction training to new employees. Despite the mechanisms set including public policies and circulars, still most of the LGA's do not effectively conduct induction training to their employees. This in turn has caused organization perform poorly. Ngirwa (2000), states that, the poor performance of public servants is mostly due to inadequate induction training to new employees and other organization members. Also, Elinaga A. (2013) observed that without induction training employees may leave the job and fail to grasp on their duties.

Thus, this study focused on examining induction training as to whether local government authorities (a case of Sengerema District council) adhere to various efforts and strategies set by central government in ensuring effective induction training to public servants.

1.3 Research Objectives

1.3.1 General objective

The main objective of this study was to examine induction training in local government authorities.

1.3.2 Specific objectives

- i) To assess employees awareness on induction training at Sengerema district council
- ii) To identify inducted and none inducted employees at Sengerema district council
- iii) To explore the processes and practices of induction training in Sengerema district council.
- iv) Determine challenges facing induction training at Sengerema district council

1.4 Research questions.

- i) To what extent are employees aware of induction training at Sengerema district council?
- ii) How are inducted employees identified from none inducted at Sengerema district council?
- iii) What are the process and practices of induction training at Sengerema district council?
- iv) What are the challenges facing induction training program at Sengerema district council?

1.5 Limitations of the study

The study encountered some limitations during data collection process; one of the constraints was inadequate financial resources. However delaying in filling and submitting questionnaires by the respondents were another limitation as it interfered the time frame set for the study. The other challenge was difficulties in accessing some information (confidential information) necessary for the study, but to overcome the challenge, the researcher used multiple sources of information centers

like; ministry responsible, policies and other written reports which were relevant to the study objectives.

1.6 Significance of the study

This study will be used as a reference by academicians, politicians' administrators and other researchers for the purpose of improving knowledge to public service in local government authorities. Also the research findings will help policy makers and Non-Governmental Organization (NGO's) to develop and implement comprehensive and effective induction training programs.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents theoretical and empirical literature review on induction training.

2.1 Theoretical Review

2.1.1 Conceptualization of Induction Training

Induction training is a process of receiving and welcoming employees when joining a company and provide them with basic information required (Armstrong, 2008). Thus training in general helps employees to improve job performance with the aim of achieving organizational and personal objectives.

As defined by Brown (2005), induction training to new employees provides with information that simplify the transition into the work place. It helps to introduce employee to new job and organization joined and become aware with organizational and departmental objectives with its goals, rules and procedures, (Training policy, 2013) through this process new employee are fully equipped with the organizational basic information that ensure public servants to be retained after completion of the study. So induction training is a source of motivation to employees and highly helps to reduce labour turn over within a particular organization.

Also Ngirwa (2000), define induction training as a process of familiarizing the new employees with their roles, work, organization performance, policies, and other staffs for the purpose of getting them off a good start. From this definition and following the Training Policy (2013), induction should not be provided to new employees only but applied to all employees who were promoted to higher position or transfer so as to let them know the organization objectives and ways on how to achieve organizational goal.

“Highly trained public servants with appropriate skills, knowledge and competencies delivering quality services thereby contributing to the achievements of high economic growth, good governance and reduction of poverty for all Tanzanians” (Training Policy, 2013 pg 10).

Moreover, Gellejah (2004) define induction training as the recognized process of familiarizing new employees with the organization, their job and their work unit. Through induction training new employees feel as part of the organization and become aware to the organization objectives. It facilitates the availability of competent, committed and productive employees set their efforts and desire to fulfill the organization vision, mission and objectives.

2.1.2 Types of Induction Training

In human resource development and management, there are different types of induction training with different practice depending on a job profile and organization roles. Human resource management (HRM) is responsible in ensuring new employees are able to perform their work in a new job role and well equipped with the working environment. The following are the types of induction training:-

On-the- job induction training

Induction training is a programmed instructions usually conducted within the working area by competent and committed facilitator (trainers). This kind of induction training is mostly preferred because it helps to serve the organizational cost (financial resources and time) and reduce employee disturbances. It may be in form of job rotation, demonstration or coaching, in enhance availability of productive and self motivated employees. According to Ramya (2015), proper induction training program increases employees' morale, mould employee's attitude to achieve support for organizational activities and obtain cooperation and loyalty.

Also, Coleman, J. (2013), observed that on job training if well planned develop employees and get satisfied with their job, thus increasing organizational productivity and profitability.

Off-the-job induction training

It is important to induct new employees so as to become more productive and competent. It involves taking employees away from working place to attend trainings which can be seminars/workshops, conference and class room lessons. Employees

acquire a wide range of skills and knowledge which can be from external or internal expertise; and enhance good performance. It is regarded as motivation because new recruited grow more loyalty to the organization development. Brinkerhoff R, O. (2006), suggest that it is better to select and train employees within the organization rather than seeking the skilled employees from outside sources.

Moreover, Theresia, (2002) stated that, off-the-job training increases employee morale and altitude which support organizational activities and achieve greater cooperation and loyalty.

On line induction training

This is among induction training types and sometimes known as a method in which a person or employee can be trained concerning the organizational issues on line. However on line induction training helps organization to work in good way and manage to meet its objectives and facilitate employee with information prior to the organization guidelines. Through on line induction training things like code of conduct, health and safety regulations, electrical safety, stress management and manual handling can be found and are helpful to new employee being aware with the new job and the organization joined together with its rules.

2.1.3 Characteristics of induction training

Induction training is very essential in bringing staff into organization. As a priority the induction training is required to consider legal issues for a job and focus more on new employee's health and safety.

The following are the features of induction training as provided by Ramya, (2015), Salum, (2000) and Rowden, (2002)

- Training is part of the organizations overall planning process and is in line with its goals
- The organization must have a training strategy which informs the approach to employee development
- Skills are planned for and addressed symmetrically through formal training.
- There should be a continuous cycle of training analysis, activity and evaluation.

- The whole process covers the employer and employee rights, terms and conditions of employment.

2.1.4 Importance of induction training

Induction training is viewed as a systematic training since it is a planned activity through organizational budget. It should be provided so as to help new employees perform their new jobs better. Well planned induction training significantly increases the speed of competence and effectiveness to new employees; and hence become productive leading to the organizational health and effectiveness with good relationship among employees.

The following are importance of induction training to new employees:-

- The employee feels happy since are welcomed in the organization, respected, loved, and more comfortable. This reduces fear, shy, anxiety, nervousness and labour turn over, while in return help to create good relationship with other subordinates /staffs within the organization. This facilitates good working performance (Coleman, J. 2013, pg 12)
- Through induction training new employees feel motivated and help in creating self-esteem and increases morale that lead to high working performance.
- A well developed induction training program decreases tension and anxiety associated with a new job to new employee; and improves working morale and feeling positively towards new job together with the organization joined (Bakar, 2003).
- Through induction training new employees are provided with all the equipment and information required to carry out their job effectively, though induction may vary depending on the nature of a person and department responsible (Houger, 2006: pg 221)

- Induction training establishes good communication between the employer, line supervisor and the new employee from the very beginning (Angela G, 2014 pg 186).

Also Lockwood, (2015), revealed that induction training facilitate feedback as key factor for employees to know where they are going and what the organization need for goal achievement.

Armstrong (1995) suggest that induction training helps the new employees to access easily the organizational information; hence induction is termed as the process of receiving and welcoming new employees, when first joins an organization by providing them with basic information needed to manage their duties.

In addition, Wei-Tai (2004) observed that employees who receive periodical effective training sessions are able to perform well on their job by increasing quality of work. This help in achieving organizational goals and gaining competitive advantages. So training should be given regularly depending on the needs due to the changing of science and technology which enable employees to coup with the environmental changes. Thus induction training enhances good performance and relationship among employees in local government authorities.

2.1.5 Policies and process of induction training

The policy is formulated and implemented so as to enhance effective, efficiency, productivity as well as equity in provision of induction training to local government employees. It tackles abnormality by laying out organized, transparent, fair, cost-effective and sensible structure of induction training. The policies include, Training Policy (2013) and Public Service Management Employment Policy (2008)

The government under the President's Office-Public Service Management insists LGA's conduct effective and periodic induction training to new and current employees. Where by the Public Service Management Employment Policy (2008) being an important tool helped the government to manage and develop the employee

efforts in service delivery. It was established in order to ensure employees capabilities and competencies are developed and maintained.

The policy emphasized on provision of induction training to new employees in order to know job responsibilities and perform as required. It is through induction training skills, knowledge, values and organizational norms are acquired. Induction training provides awareness to employees with the organizational objectives. Surgue (2004), observed that, organizations that conduct effective induction training provides employees development opportunities which lead into achievement in type of productivity, growth, competence and experience.

Moreover, Training policy (2013) was employed for the function of increasing capabilities and competencies of public service organizations; to develop staffs in terms of skills, knowledge and appropriate working culture and attitudes. It provides environment which facilitate regular induction training focusing on transforming public service into a learning institution. The government policy ensures induction programmes act in response of different needs and levels of public servants.

Therefore policy is an essential tool and guide to manage induction training functions which ensures induction program act in response of the requirements of different levels of public servants.

Effective induction training process contains all the necessary information about employment conditions which are delivered to new employees before the actual starting work. The length and the content of the induction program depend on the nature of the job, organization, background and experience of the new employee. The program contains sessions for follow-up and assesses employee progress beyond the first day of employment. According to Friedman (2006), follow-up process allows managers to ascertain whether there are enough resources to allow employee integration, whether or not mentor support is adequate and what the new employee's training needs are.

The process comprises training needs assessment (TNA), competent personnel (trainer), training plan, training records, and evaluation and performance measures of training programs which should be made to meet the induction training objectives. Human resource department being a line supervisor has the responsibility of ensuring induction training process being effectively conducted.

- **Training needs assessment (TNA)**

It is the process of identifying and assessing the training requirements of employees (staff members) focusing on the nature of the job and activity they perform. TNA determines existing gap between current skills, knowledge and competencies new employee's possess. Through TNA supervisors can determine specific training which is suitable and applicable to new employees according to the nature of their job.

- **Competent personnel (trainer)**

Is a person or individual suitable and qualified with training experience in carrying out induction training effectively.

- **Training plan**

Through TNA, training plan can be developed basing on the outcome of employees requirements. The training plan is advised to be regularly reviewed to ensure accessibility and applicability. Training is designed and prioritized in accordance with the requirements of the job carried out.

- **Training records**

The records of training must be kept and made available when required for further trainings or auditing. The training records include human resources policies and procedures, rules and regulations. Records of completed training are maintained and kept by the relevant training coordinator.

- **Evaluation**

Induction training programs are to be evaluated annually to measure the effectiveness, efficiency and relevance of training to new employees. Induction conducted in LGA's is evaluated by individual /ministry responsible for

coordinating and conducting trainings. Evaluation feedback sheet from new employees and observation method will be used to inform the efficiency and effectiveness of induction training provided to them.

- **Performance measures**

Through evaluation of induction training programs, the organization is in position of knowing exactly the extent to which induction training increases employee working performance.

Table 2. 1: Induction training process

Responsible person	Things to be done
Human resource department (other supporting staffs as supervisor)	Carrying out TNA. HR department is responsible in knowing the specific need required for effective induction training. At most level TNA is held by HR where by the aim of TNA is to identify priorities of staff training and development.
	Developing a training plan It have to be prepared prior to the commencement of work by new employees in order to be fully equipped with what is going to be narrated and enhance comfort ability of new employees during training.
	Maintaining the records. Records of TNA and training plans after completing the induction have to be clear kept and maintained by relevant training coordinator at least a year after induction completion.
	Valuation In this stage provide effectiveness and relevance of induction training to new employees and be aware to what extent the induction is succesful. Since evaluation is essential in rolling the induction process can improve and meet the TNA.
	Performance measures All training programs are required to be evaluated to know the effectiveness and how the induction resulted into effective and efficiency in employee performance.

Source: Adopted from WHS procedure, 2017

2.1.6 Applicability and practicability of induction training

A well designed induction program significantly increase the speed of competency and efficiency to new employees and become more productive in the organization.

Well organized induction training programs consider important steps to ensure effective applicability and practicability to local government employees.

In most, induction training is applicable to new employees or transferred to new job positions within six months of probation period. It is usually done in order to help new employees master their job responsibilities.

Table 2.2: Steps to be followed in carrying out effective induction training

Period/time	Event
Step 1: Before new employee starts.	To provide a welcome pack. This includes sending the new employee with a more detailed information pack in hard copy or electronic form as needed. The pack should also include written statements of terms and conditions of employment together with organization hand book.
Step 2: First day	The employer or line supervisor is required to provide a real feeling of the organization, its brand, values and culture and introduce managers and other colleagues and department to the new employees.
Step 3: First week.	The induction should continue with a focus on the new employees about the organization and their job such as work practices, policies and ethical behavior.
Step 4: First month.	The focus should be to help the new employee gain a reasonable grasp of the organization and their role. By now, a new employee will have been introduced to quite a few tasks and making practical in tackling them and be provided with weekly on-the-job feedback on how they getting in this stage.
Step 5: Three months	In stage employer, line supervisor and employee work together to pinpoint any further training needed. A mid-probation assessment at this point should be formal, structured and constructive.
Step 6: Six months	It is the end of probation period where the employer may decide to continue or dismiss the employee if not suitable for the job.
Step 7: Twelve months	It the time when line managers review the employee since joined the organization. It involve swamping feedback including the way the employee is feeling about their new role, directing the employee and agreeing the way forward over the next 12 months.

Source: www.acas.org.uk/firstjob/ training, nov.2017.

2.1.6 Challenges facing induction training

From different studies conducted on challenges of induction training it has been realized that induction training is poorly practiced in developing countries including

Tanzania. LGA's are suffering from less support from central government since is being faced with overwhelmed of too much work load.

According to Training policy (2013), induction training in the public service faces the following challenges:-

- Lack of comprehensive guidelines on the management and coordination of training in the Public Service;
- Limited appreciation of importance on training by employers leading to less priority in planning, budgeting, implementation and M&E for training function.
- Most of the training programs are not structured to address the needs of different levels, cadres and responsibilities of public servants.
- There is no systematic training geared to prepare public servants to occupy higher positions in the public service.
- Inadequate resources for the training of Public Servants.
- Lack of systematic training geared to prepare public servants to occupy higher positions in the public service.
- Limited training infrastructure for training in the public service.
- Inadequate management and coordination of training opportunities in the Public Service.

Thus training is a benchmark for any planned change that is introduced in organization. Inducted employees keep their job longer more than none inducted.

2.1.8 Theories concerning induction training

A theory evaluation of an induction program

Kenrick H, et al (2012), developed the theory to examine whether or not the program theory of an induction program is plausible and leads to the intended outcome as described by the program manager. The designed induction training program enhances the company staff benefits of retention and company identification. The theory concentrates on provision of knowledge and skills to individuals. All these lead into staff retention, company recognition and competency to staffs.

Thus, adoption of theory in LGA's leads into employee retention, motivation, commitment and competency in performing their job effectively.

Maslow's hierarchy of needs theory

Maslow A. (1943) developed a theory based on a hierarchy of five needs within each individual. In order for individual to perform accordingly needs knowledge and skills. Thus induction to new employees is important to ensure awareness of organizational surroundings. The theory provides knowledge and skills which creates self-esteem, self-actualization and self-respect and results into self-confidence, achievement, competence, and independence. If this theory is being applied in LGA's, it ensures motivation to employees who turn into hard working and achievement of positive expectations and organizational goals.

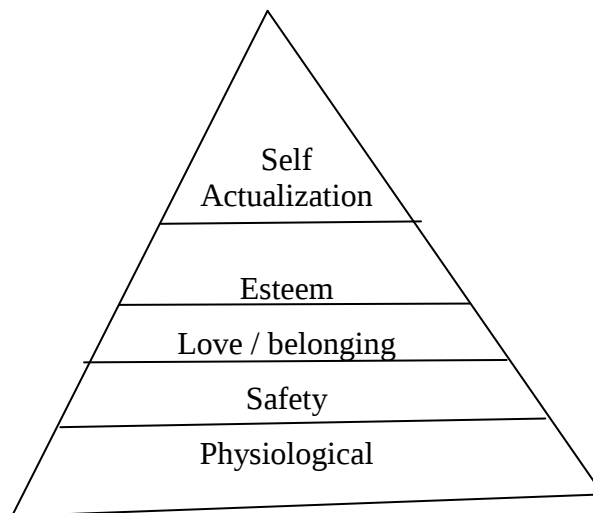


Figure 2.1: Maslow's hierarchy of need

Source: Maslow's theory

McClelland's Need Theory.

McClelland D, (1960) developed his theory based on Henry Murray's motives and manifest needs used in his early studies of personality. This theory is closely associated with learning theory because he believes that needs are learned or acquired by the kinds of events people experienced in their environment and culture.

He went further explaining that the specific needs of the individual are acquired over a period of time and gets molded with one's experience of the life. And high need achievers have a strong desire to take over personal responsibility for better performance by possessing required knowledge and skills. As a result LGA's have the task to acquire McClelland views in order to have a learned society which contribution to the organization development.

2.2 Empirical literature review

Elinaga A. et al, (2013) in the study "the effects of Training on Employee performance " at the Kingdom of Saudi Arabia; noted that without induction training conducted to new employees results into labour turn over at the beginning and failure to grasp on their responsibilities. The study used an explanatory research methodology based solely on insights drawn from the analysis of the existing literature of different studies related to the study. Also the study conducted by Chonya (2010), on the practice and role of induction training to new employees in Rukwa region secretariat noted that new employees lack induction training as a result high absenteeism and labor turn over become popular. Thus if new employees are not inducted their likely to be uncomfortable and dissatisfied with the job and may end up leaving the job earlier.

Moreover the study conducted by Mndeme (2011), on factors limiting effective implementation of training programs in parastatals organization in Tanzania. The researcher used case study research design. He discovered that poor performance in LGA's is caused by lack of induction training. Taking a case study being TANESCO Company, employees had the problem of insufficient fund allocation by the company for the purpose of induction training. It was revealed that due to insufficient fund, most of TANESCO employees incur self sponsorship in career development. In return study different courses which are not equivalent to their professions. The data shows 36.39% out of 720 employees were budgeted and trained for the financial year 2009/2010. Thus lack of enough funds is an obstacle for conducting effective induction training in local government authorities.

In addition to that Kakolaki (2013) conducted the study on “the effects of induction training in employee’s performance on public service” at Kinondoni municipal council. The researcher used descriptive research design. It was revealed that induction training is being conducted to both new and the current employees to enable easier communication among employees. Also helps to perform their job effectively due knowledge, skills and experience they have; this leads employees perform their job well and meet the organizational standards and goals. Therefore induction training improves employees and organizational performance in some LGA’s.

However Beard well and Holden (1997), Torrington et al, (2002), suggest that unwelcoming new employees in an organization may lead into negative perception about the organization. When employees are not well inducted they are likely be uncomfortable and totally dissatisfied with the job and may end up leaving the organization at the very beginning. For stance the study conducted in USA shows that in 1992 there were great labour turn over of employees it have not happened since. There were 87,000 employees among of them 17% left the job within three months before the probation period and 42% left with 12 months of their employment.

So, poor welcoming new employees contribute to lack of organizational information such as objectives, vision, mission, rules, regulations, norms and values. This show that labour turn over is highly caused by lack of effective induction training which result into dissatisfaction of new employees. As the study of conducted by Bana (1995) on assessment of socialization effect to the Dar es Salaam organization dynamics; showed that 11% respondents had initial training course during probation period, and 89% haven’t attended any kind of induction course.

Thus these studies reveal that majority of employees who are not provided with induction training use their own efforts to learn more about their job responsibilities which cause uncomfortability and fail to meet positive expectations

Well organized induction training enhances good performance, communication and interaction among employees themselves. Macha (2015) on contribution of induction training programs to employee's performance in Morogoro Municipal Council, Tanzania; observed that induction training program improves performance, 27.6% of Morogoro Municipal Council employees aware with organizational objectives and goals, 26.7% able to preserve public services, 25.7% have the ability in improvement of quality service delivery to public and 20% managed to improve their job performance. Also Chacha (2005) conducted a study on the assessment of the effects of induction in Musoma district council observed there is improved employee work performance because of effective induction training to employees.

The literature reviewed examines induction training in LGA's. Thus formulation and implementation of induction policy should be among strategies for improving performance of both employees and organizations.

2.3 Conceptual frame work of induction training

Employees become self-motivated, committed and profitable to the organization through good induction training and feel happy with the organization. Remya (2015) suggest that, employee become happy after being welcomed in the organization, respected, loved and comfortable with the joined organization. In maximum level, induction training reduces high labour turn over, fear and shy anxiety and nervousness to new employees in local government.

From different studies, it was observed that effective induction training is supported by the availability of well-prepared budget, commitment of HR department, training programs and government policy. The major concern is to see whether employees are provided with effective and periodic induction training regardless of government policy, circulars, strategies, and availability of fund. Therefore, there is ineffective induction training provided to employees in public sector especially local government authorities. There is high possibility of conducting effective and periodic induction training to LGA's for the improvement of employee and organization performance.

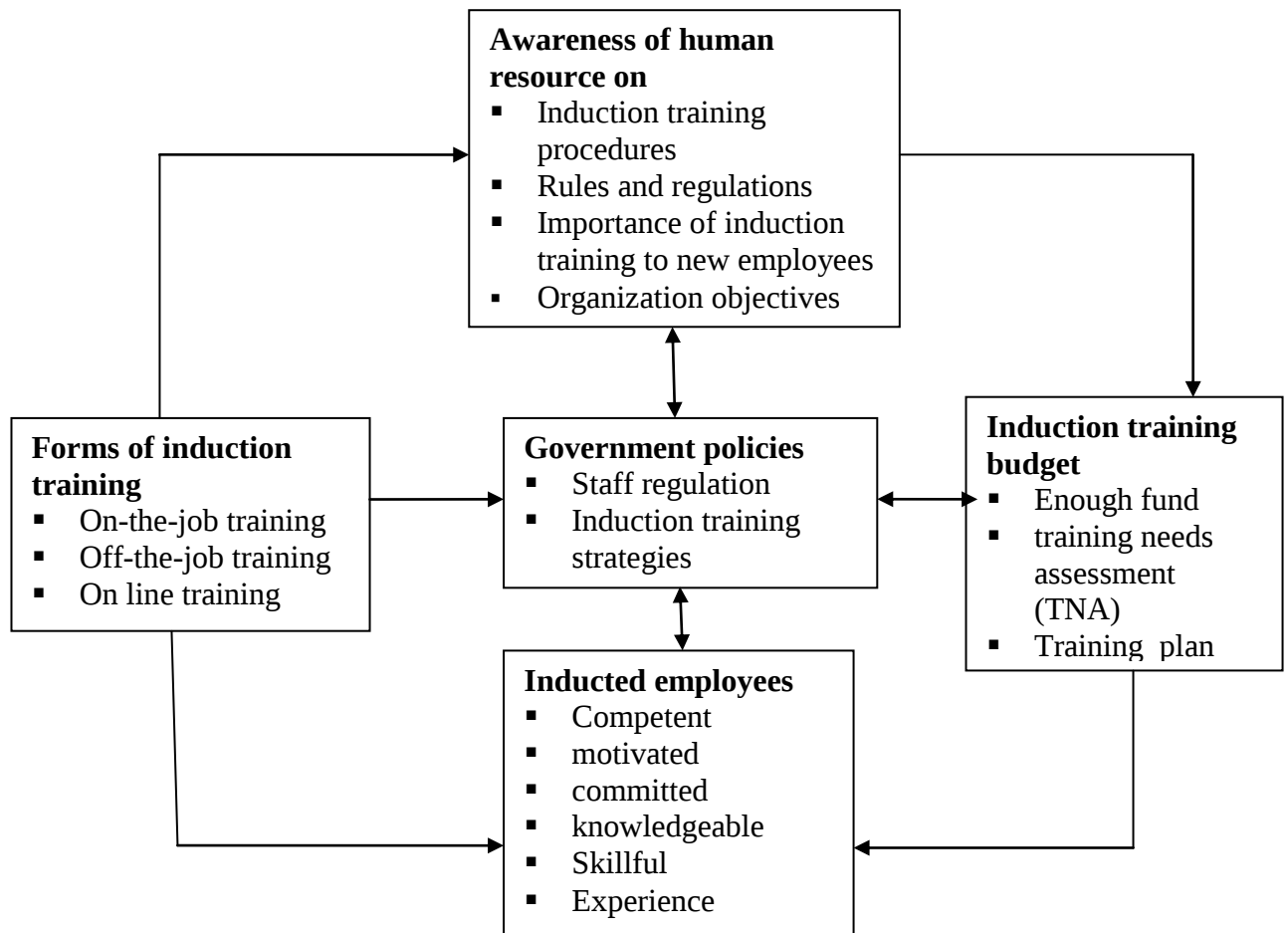


Figure 2.2: Conceptual frame work of induction training

Source: Researchers own construct 2018

2. 4 Research gap

There are studies by various scholars on induction training in local government authorities. For example, Elinaga A. et al, (2013) did a study on “the effects of Training on Employee performance “ at the Kingdom of Saudi Arabia; and found that that induction training is essential to employees and organizations. Chonya (2010), also did a study on the practice and role of induction training to new employees in Rukwa region secretarial. Mndeme (2011), conducted a study on factors limiting effective implementation of training programs in parastatals organization in Tanzania. However, from the studies I have read so far, to the best of my knowledge I did not come across a study that covered on induction training in local government authorities at Sengerema District council, this study is intended to fill this gap specifically focusing on assessing employees awareness on induction

training, identifying inducted and none inducted employees, exploring the processes and practices of induction training and determining challenges facing induction training at Sengerema district council

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the methodologies used by the researcher. It starts with research design, study area, population of the study, sample size and sampling techniques, data collection as well as data analysis of the study.

3.1 Research design

The researcher used a case study research design. Welman et al. (2009), describe research design as the overall plan, according to which the respondents of a proposed study are selected, as well as the means of data collection or generation.

The researcher chose to use a case study design because it focuses more in intensive observations and investigation in examining induction training in local government authorities, viability and flexibility in terms of data collection and analysis, it provides the researcher with a clear research frame work and guides the methods, decisions and sets the basis for interpretation.

The research design was seen as a mixed - bag approach that implies choosing from different alternatives and options to ensure research purpose and perspectives are clarified and achieved as observed by Zikmund et al., (2010). Therefore research design is viewed as the functional plan in which methods and procedures are linked together to acquire a reliable and valid data for analysis and conclusions. It assists into good understanding of induction training in LGA's.

3.2 Study Area

The study was conducted in Sengerema District Council (SDC) for the purpose of examining induction training in local government authorities. According to the district data information,

Sengerema District is one of seven districts in the Mwanza Region of Tanzania East Africa. It is bordered to the north and east by Lake Victoria, to the south by Geita Region and to the southeast by the Misungwi District. As of 2002, the population of

Sengerema District was 501,915. The district's population has grown to 663,034 in 2012 with annual population growth rate of 3.6% per year. Sengerema District is administratively divided into divisions. As of 2002, Sengerema District was administratively divided into twenty-five wards. As of 2012, it was divided into thirty-four wards, after some reorganization. The population in the area engages themselves into farming, fishing and small businesses to mention a few.

The reasons for the selection of this were based on the fact that Sengerema DC represents other councils in which induction training programs are carried out. The location of the district allowed easy accessibility of respondents.

3.2.2 Vision and mission of Sengerema district council

The vision is that “Sengerema District council aims at having a learned community with improved standards of life, who are living harmoniously and peacefully by June 2025”. While the mission of the council is to use all available resources from all development partners on equitable and participatory manner, so as to provide high quality service to its entire people, reduce poverty and achieving a sustainable development and high economic growth. (Sengerema profile 2017).

3.2.3 The mandate of Sengerema district council

Sengerema district council like other local government authorities has the responsibility to perform various functions to public services including planning and monitoring, service delivery, law making and enforcement, policy development and advocacy.

3.2.4 Organizational profile of Sengerema District Council

The district council is headed by full council as the highest level and organized body for decision making organ. This level is occupied by elected and none elected (appointed special seats) councilors. The full council is assisted by standing committees that operate as technical arms of the council; followed by director who is supported by head of departments, sections and ward executives at ward level to accomplish council activities.

3.3. Population of the Study

The population of the study was employees and councilors working at Sengerema DC. According to Singh (2007), population study is a group of individuals, objects or items where sample is drawn for the measurement purpose. The selection of the population was based on the view that the identified category provided data which enabled examining induction training at Sengerema DC.

3.4 Sample size and sampling techniques

3.4.1 Sample size

Sample size is the number of items selected from the universe to constitute a sample (Miller (1997). The researcher did not study the entire population instead use representative sample from the population by keen observation and analysis of the data selected. The study comprised 84 respondents, of which 19 were head of departments (HOD's), 5 councilors (council standing committee chair persons) and 60 respondents from middle and lower level.

Provided the sample was chosen carefully, the accuracy of a sample estimate increased the sample size. It is wrong to assume that increase in accuracy follow proportionately with increases in sample size, or proportion to the size of the population (Matt et al, 2006). Therefore sample size helped to determine how sampling distribution represented the study population

3.4.2 Sampling Techniques

In carrying effective study, the research had different techniques which were suitable for the sample. There were mainly two types of sampling techniques, probability and non probability sampling. In probability the respondents have equal chance of being selected; the researcher applied convenience sampling techniques. In non-probability used purposive sampling techniques where respondent's only representatives were selected purposely to meet the study objectives.

- **Purposive Sampling**

Purposive or judgmental method was used in order to get clear and specific information required by the study. The researcher picked the respondents who met the purpose or characteristics of the study. The research selected nineteen (19) head of departments and sections and five (5) councilors (statutory council meetings chairmen) respondents to present the district high level positions. HODs and councilors were chosen due to the positions and experiences they possess.

- **Convenience or accidental sampling.**

Convenience sampling technique involves selecting respondent's basing on the availability and willingness to respond (Shaughnessy et al, 2000). This method led the researcher to select 60 respondents who were available and accessible at the time of collecting data. The researcher visited all departments and sections to meet the available respondents for one month. In case it there were nobody in the office, the researcher went the next day to meet respondents in each department and section as required.

Thus convenient sampling technique helped the researcher to distribute and collect the questionnaire easily due to their availability and access to them.

Table 3.1 Sample size

Nature of the respondents	Number of the respondents	Method used	Reason
Head of departments and sections	19	Purposive	-Position level -Experience
Councilors	5	Purposive	-Decision making body -Council budget authorizers -Experience
Other staffs	60	Convenience	General information required by the study
Sample size total	84	Both purposive and convenience	

Source: Field data 2017

3.5 Data collection techniques

The researcher used both primary and secondary data collection techniques so as to have reliable and valid information relevant to the study. In order to get appropriate information the researcher used questionnaire, interview and documentary methods.

3.5.1 Primary data

According to Kothari (2004), primary data is a data which is collected afresh and for the first time and termed as original in its character and function. In collecting data the researcher used questionnaire and interview techniques.

- **Questionnaire**

Questionnaire is an essential tool that uses written questions for the purpose of obtaining specific information from respondents. The researcher used closed ended questions. Questionnaire was used by the researcher because it covers large area, less time consuming and enable truthful answers from the respondents without awkwardness or humiliation.

Appendix I represents the questionnaire guides for senior and ordinary staffs.

- **Interview**

Interview was another method used by the researcher to collect data. It is a face to face conversation where questions are asked and answers are provided. The researcher conducted interview to the respondents including 19 head of departments and sections and 5 councilors as targeted group during research period under the interview guide.

Appendix II and III present the interview guide for head of departments and councilors.

3.5.2 Secondary data

Secondary data is the information or data which has been collected and analyzed by other researchers or someone else. However Kothari (2004), insist on the value of documents as they can provide more insight into the program being undertaken by cross validating and augmenting evidence from other sources. The sources of

secondary data include books, publications, articles, official reports, thesis and journals. Secondary data uses documentary review as source of data collection.

- **Documentary review.**

Documentary review can be used by the researcher in obtaining reliable data. It is another source of information which provides issues which cannot be renowned or noted by other means. The researcher used it as a tool for obtaining relevant documentary evidence to support and validate facts in the study.

3.6 Data analysis techniques

The research used both qualitative and quantitative method to analyze the data. Whereas, in qualitative data researcher analyzed the data by content analysis mainly from the variety of the information collected. Quantitative data were analyzed by using tables and percentage. Kothari (2004), data analysis indicates the computation of certain measures when searching pattern of connection exist among the data. The distribution of variables in the study indicated inclusion of the whole population by coding, tabulation and drawing statistical inferences.

3.7 Ethical consideration

The researcher adhered to ethical principles. The principles included privacy, secrecy, respect, confidentiality, safety and security. Before going to the field the research got a letter from Mzumbe University (MU) to introduce the researcher with the aim of the research. The letter was used to seek permission from authorities to collect data. Also the researcher observed all ethical issues in the whole process of carrying out the research study. The respondents were asked if they are ready to be recorded; those who were not ready were not recorded and to ensure anonymity no one was forced to write his or her name. They were informed that information collected could not be revealed to anybody or any authority except for the study purpose only.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

4.0 Introduction

This chapter presents and discusses the research findings based on research specific objectives. It starts with the background information of the respondents, followed by the discussion of research findings which aimed at examining induction training in Sengerema district council.

4.1 Background information/characteristics of the respondents

In this part the following respondent characteristics were presented and discussed:

4.1.1 Gender

It is very important to consider gender for the organization development. The aim was to get information from both male and female. The study shows that three quarter of the respondents were men 64(76.2%) while 20(23.8%) were women. This indicates that large numbers of respondents in the area were men. In normal ways male and female do not have equal chance in employment and learning opportunities as observed by Macha R, (2015). This implies that gender inequality in terms of employment opportunities in LGA still exist.

4.1.2 Age

Literature indicates that in local government authorities many employees are neglected in joining training programs due to their age (Kakolaki J, 2013). It was noted that 41 (48.8%) respondents at the age of 31- 40 years had continuous training opportunities including induction training program, while 11(13%) were at the age between 20-30 years, 18(1.4%) were between 41-50 years and 14(16.7%) respondents who at the age between 51-60 were not provided with training opportunities at all.

Kakolaki J. (2013) suggests that, it is very important to balance age in training opportunities specifically in induction training programs so as to increase organization performance. However the findings showed in an area there was

imbalance in training opportunities which led into organization risk, conflicts and poor performance. But in the other side those who were not provided with induction training became demotivated and lost working morale.

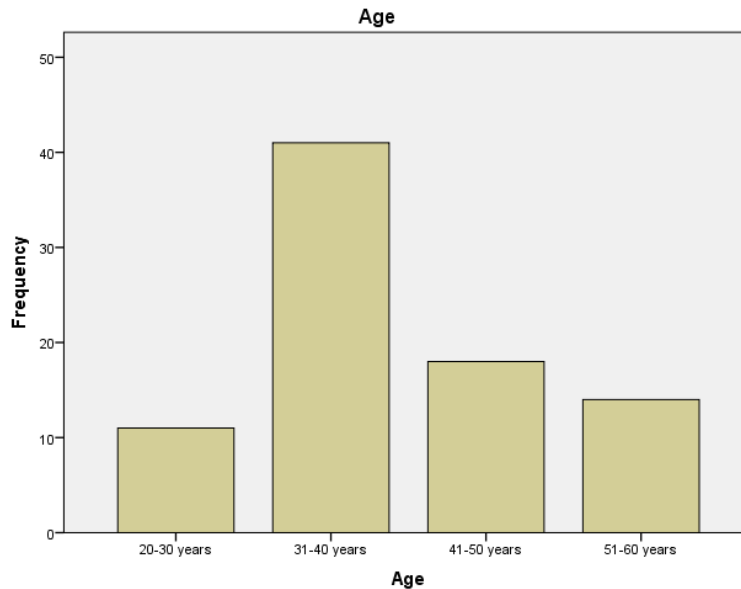


Figure 4.1: Bar chart shows age distribution
Source: Study findings, 2018

4.1.3 Education level

The literature shows that education attained enhance better employment opportunities, accessibility of information and increases organizational performance (Runola J. 2013). Moreover, the education level of employees determines the type of training needed by individual and organization in terms of performance as noted by Malekela T. (2015). The study findings showed that 11(13%) of the respondents were primary to secondary school, 33(39.3%) were certificate and diploma holders, 29(35%) were first degree holders while 11(12.7%) respondents were masters holders attained from different recognized universities as shown in the table 4.1 below.

The findings indicated that majority of employees (certificate, diploma and degree holders) fall under middle managerial level. They are subordinate to the executive and act as a link between senior and lower levels of the organization. Likert, R. (1961) suggests that are the ones who perform several organization activities

including administrating the working environment, leading people and reporting to the highest level of management. However, they need continuous induction training in order to enable them cope with environmental changes, which help to boost their mind and increase organizational performance.

Thus, induction training facilitate employees utilize fully knowledge and skills they posses. Also helps new and promoted employees to familiarize with internal and external organization surroundings. This implies that Sengerema district council had potential man power that fit almost in all levels on condition that had ability, competency, skill and knowledge.

Table 4.1: Academic level of the respondents

Education qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary - secondary school	11	12.7	13.1	13.1
	Certificate – Diploma	36	43.6	43.3	92.4
	First degree holders	26	31.0	31.0	83.3
	Masters holders	11	12.7	12.7	100.0
	Total	84	100.0	100.0	

Source: Study findings, (2013)

4.2 Discussion on research findings

4.2.1 Assess employees' awareness on induction training

In this section the researcher wanted to assess awareness of employees on induction training process. However, the researcher wanted to know whether employees understand the aim of induction training as well as rules and regulations guiding induction training.

Ngirwa, (2000) defines induction training as process of familiarizing new employees with organization rules and regulations, the work organization perform its policies and other employees for the purpose of getting them good start. From this point of view the employees were asked whether were aware about the meaning of induction

training. 96(98%) of respondents had the same view that induction training as process of familiarizing, receiving and welcoming employees, and provide them with basic organizational information, while 4(2%) claimed that they do not know.

Also the interview responses had the similar view. For example one of the respondents shared that;

“Induction training is the process of welcoming and familiarizing new and promoted employees to the internal and external organizational environment.”

When asked, another respondent responded by explaining that;

“Induction training is the process of welcoming new employees and comforts them by providing basic organization information such as rules and regulations, mission and vision, organization policies, norms and values in order to perform accordingly.”

The researcher went further to know the aim of induction training which was supported by the study of Armstrong (2008) saying that the aim of induction training is to smooth the preliminary stages when everything is likely be strange and unfamiliar to the organization. Through questionnaires, employees were asked to identify the aim of induction training in the area, where by 56 (49%) said that the aim of induction training in the organization is to increase comfort level and feeling belonging, 22(21%) explain that it build confidence about self and the organization, 18 (22%) stated that creates favorable attitude while 4(8%) said they do not know anything.

Table 4.2: Employee awareness on training program at Sengerema district council

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	56	78	78.0	81.0
Valid No	4	22	22.0	100.0
Total	60	100.0	100.0	

Source: Study findings, 2018

One of the respondents shared that;

“The aim of induction training is establishment of favorable conditions to the organization in employee mind which make them stay longer and provide quality services.”

As it was added by another respondent that;

“The aim of induction training in the area is to condense and control the like hood of the employee from leaving the organization at the early stage.”

Generally, induction training enhances good communication in the organization and among new employees and other employees. Inducted employees share information, skills, knowledge and experience with none inducted employees in order to achieve the organization goal. This situation results into good relationship between inducted and non inducted employees which increase personal and organization performance.

With regard to whether the employees were familiar with induction training policies, regulations and government circulars, 22 (38%) indicated that they know and usually read them so as to have more understanding capacity; while 19(34%) knew them but did not understand when reading, 11(21%) claimed to know but don't read while 8(6%) responded that do neither know nor reading.

The President's Office, Public Service Management is responsible to manage Public Service Management and Employment Policy (PSMEP), Public service regulations and public service standing which all together guides induction training in Tanzania. Also is responsible in issuing training directives such as government circular of 2005 from time to time according to the requirements.

One of the respondents through interview argued that, there are different regulations which govern induction training in the area. These include Public Regulations of 2003, Public Standing Order of 2009, Public Service Management and Employment

Policy (PSMEP) of 1999 as amended in 2008. Moreover government circular no. 4 of 2005 shows employees require be aware on rules and regulations in a particular area. Knowing rules and rules and regulations enhance employee to do the right things and perform accordingly. One of the respondents shared that;

“Though I do not usually read the organizations regulations but I know that according to public standing order of 2009, the government policy of Tanzania require to be sufficient and posses trained and skilled human resources who clearly understand organization rules and regulations. This means that induction training help employees to know and interpret regulations guiding the organization.”

Through induction training organization can have potential man power that is aware of organization policy, rules and regulations, values and norms for better performance. And the head of human resource department should ensure that government policies, public regulations, standing order and circulars are available and accessible to every employee.”

The other respondent added that;

“I am aware and familiar with rules and regulations that guide induction training in the area. Some of them are; public service standing order of 2009, public regulations of 2003, public training policy of 2013 and Employment Service Management and Employment Policy of 2008. All these are working tools which facilitate the organization to conduct effective induction training to new employees because shows process and procedures to be used and followed.”

Thus the findings showed that 98% of Sengerema district employees understand the meaning and importance of induction training, policies, regulations, circulars and other governmental directives.

4.2.2 Identification of inducted and none inducted employees at Sengerema district council

In this section, the researcher wanted to identify the number of employees who were inducted and when were they inducted. Also, the researcher wanted to know the

reasons as to why employees were not inducted, the time of induction training was provided to those inducted and reasons as to why they delayed to be provided with induction training.

According to Standing order of 2009 section G.1 (8), every employer is responsible for planning and conducting induction training program which provides newly appointed employees and promoted ones with knowledge, basic concepts and legislations pertaining to public service and work management to enable employees adapt to the new job. The public service Act. No.8 of 2002, section 103 (1) states that every employer shall be responsible for training and development of his staff.

The results presented in table 4.5 shows the number of inducted and none inducted employees in the area. Through questionnaire majority who were 42(77%) pointed “no” meaning that had not been inducted while 18(23%) “yes” that were inducted. Those who said no were given room to explanation why were not inducted. Their responses were 38(84%) indicated, lack of enough fund, 20(23%), lack of training needs assessment, while 2(3%) cemented that they don’t know.

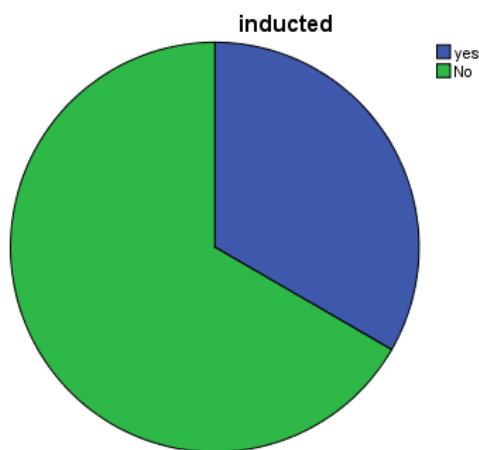


Figure 4.2: Pie chart shows the number of inducted and none inducted employees

Source: Study findings, 2018

According to the public service management and employment policy of 1999 as amended on 2008 section 5 (19) states that, though induction process differ from one organization to the other but perform the sameness into the following terms;

- First appointed employment; Induction training should consider necessary information required to be provided including organization rules and regulations, mission and vision, job to performed and organizational surroundings in general.
- Promoted employees should be inducted on their new job roles in ensuring good performance
- Skills and knowledge; employees should learn different things concerning their organization in order to improve their skill and knowledge possessed.
- General training; employees from different levels should have the ability and capacity to perform their activities effectively according to the government changes under public code of good conducts.

The study observed that employees at Sengerema DC were not performing accordingly following organization rules and regulations, simply lack designed information to be introduced to new and promoted employees in the work place. One of the respondents said that:

“The organization has large number of none inducted employees compared to the inducted ones. This shows that the organization is not sufficient enough to provide induction training to both new and promoted employees. This may lead into organization risk including conflicts between employer and employees, among employees (inducted and none inducted), strikes and lock –out; all together affect and reduce organization performance”.

Moreover, another respondent declared that:

“In most cases after recruitment the new employee requires induction training by which heads of departments and their subordinates take new employees in different departments and sections for the purpose of learning organizational performance. This helps the employees in mind to have real

organizational picture basing on functions and objectives of each department and sections.”

According to circular no. 4 of 2005 shows that effective induction training should be conducted by practitioner from authorized institution, competent and knowledgeable person who deal with Local Government matters. However, the findings observed that heads of departments are the ones who conduct induction training in the area. This type of induction training is simple but not effective as compared to the formal which follow rules and procedures as proposed by the circular. The study findings do not support the circular as explained. Thus the researcher doubt if the area adheres to rules and regulations guiding induction training. The other respondent said that;

“Employees contribute a lot to the organization development and success; but most of them are not provided with induction training because the organization have insufficient fund to support and manage the program. Also employers consider induction training as unnecessary thing and expect new and promoted employees to learn on the job from their co-workers.”

The researcher noted that induction training in the area is inconsistent with Public Standing Orders of 2009 as explained above. Whereby if employees are not provided with induction training perform poorly and results into job disatistification. Literature of Tina A. (2018), noted that none inducted employees spend more time seeking help to perform their job, while could use such time to perform tasks to their understanding capacity. And experienced employees spend more time monitoring none inducted workers which in return affects their working performance.

In addition, with regard to this section, respondents were asked to identify the time when they were provided with induction training in the area. (Figure 4.4). 14% of respondents, after recruitment process, 10% within six months of employment, 23% of the respondents one year, and 13% said after two years.

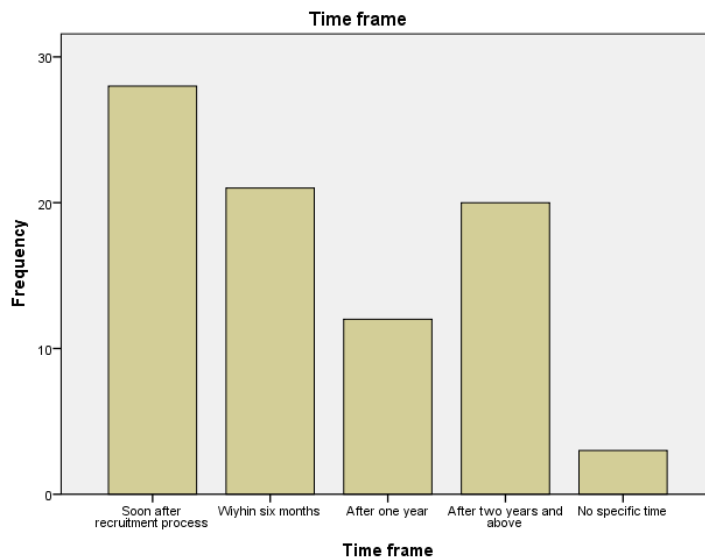


Figure 4.3: Bar chart shows time of inducing induction training
Source: Study findings, (2018)

The respondent argued that;

“New and promoted employees should be provided with induction training before they start working; but at SDC majority are inducted after one year from their employment. Delaying in the provision of induction training to new employees may result a large number of employees perform ineffective and fail to meet their expectations.”

The researcher noted that if an employee is not provided with induction training at the right time lacks enough experience in the organization. However, this process may lead an employee into difficult time in the organization and affect working performance. Thus, study findings do not support induction training guide lines including public standing order of 2009 and government circular no. 4 of 2005.

For stance, the time of providing induction training to employees according to the government circular No: EA 45/257/01/134 of 2005 is within six (6) months after employment. However, the induction training should be provided two times a year in order to enable employees to manage environmental changes. Thus the researcher

is in doubt if the area adheres to rules and regulations since induction training to employees is provided lately.

Moreover, the researcher went further to know why do new and promoted employees delayed to be provided with induction training in the area. Under questionnaire responses as shown in table 4.7, 26% indicated lack of seriousness from line managers, 18% showed some views as a wastage of time, 11 % pointed some views as a chance to welcome and support new employees, 28 % insufficient resources while 12% unstructured induction training program.

Table 4.3: Shows reasons for delaying in provision of induction training.

Reasons	Frequency	Percent	Valid Percent	Cumulative Percent
Lack of seriousness from line managers	13	26	26.0	86.0
Some view as wastage of time	12	18	18.0	64.0
View as a chance to welcome and support new employees	11	16	16.0	58.0
Insufficient resources (fund)	15	28	28.0	94.0
Unstructured induction training program	9	12	12.0	100.0
Total	60	100	100.0	

One respondent during interview declared that:

“The organization plan, prepare and implement induction training program in the area. But the implemented one is unstructured program which do not adhere to the identified organizational purpose and objectives, do not consider knowledge, skills, and altitudes of employees on job performance.”

The other respondent shared that:

“Insufficient fund in the organization is a great factor that causes delaying in provision of effective induction training to new employees. This is caused by lack of support from the central government, and poor allocation of fund in the organization.”

The researcher noted that the organization fail to provide induction training to new employees due to insufficient fund. Nofsinger and Lee (1994) suggested that

organizational fund should be devoted for induction training program, training practitioners and materials.

In conclusion, the findings suggest that in the area there is inefficient induction training as only 23% respondents were inducted while 77% respondents were not inducted. However, the study showed that inducted employees were inducted in late time as explained above. Majority used their own initiatives to learn about the organizations. It seems in the area there were poor mechanisms on following rules and regulations as indicated for stance in circular no. 4 of 2005.

This imply that, managers and supervisors do not play their effective role in providing induction training to new and promoted employees prior to the commencement of work.

4.2.3 Process and practice of induction training program at Sengerema DC

This section focuses on process and practices of implementing induction training in the area. The researcher wanted to know the quality of induction training in the area by examining the process and practice.

The process starts with the council human resource head of department who supervise and enhance effective and successful training need assessment in which needs (gaps) and type of training required are identified. The public standing order of 2009 G.1 (7) state that all organizations are required to draw up specific in - service training programmes based on identified training needs.

In order for an organization to own comprehensive Training Needs Assessment (TNA), should embark on its background and management program. The management should be provided with extensive multi-faceted analysis to identify employee and organization needs. Head of departments and their assistants are responsible to identify number of employees to be inducted in the area. During the process, should consider what the organization has done in the past financial years and what need to achieve in future; in order to identify the organizational gap and employee needs. Also have to be aware on organization performance, objectives as

well as participants and skill level compared to the needs. The gap must show where the employees are not comfortable and not able to perform for organization development

From there, TNA is taken to full council meeting to see if has included necessary gaps found in all departments within the organization. However the council should confirm if the fund available supports its implementation process. Then internal or external sources with reasonable price affordable by the organization are invited for induction training as planned. Lastly head of human resource department communicate with those who are going to be inducted so that can be prepared for induction training program.

Table 4.4: Training needs assessment (TNA)

<i>S/N</i>	<i>Financial year</i>	<i>No. of employees employed</i>	<i>No. Inducted employees</i>	<i>No. of none inducted employees</i>	<i>Actual budget (million)</i>	<i>Required budget (million)</i>	<i>Actual expenditure</i>
1	2013-2014	382	120	162	80	223	49
2	2014-2015	280	86	194	62	260	30
3	2015-2016	48	42	6	35	163	17
4	2016-2017	28	12	16	22	130	8
	Total	840	260	490	199	768	104

Source: Study finding, 2018

The researcher noted that through TNA head of departments get the actual number of employees who need induction training, the type and time required to provide induction. However it should be a continuous process to all employees either new or promoted employees; whereas employees need induction training due to environmental changes and to be introduced with new rules and regulations as per government policy.

In regard to this; the researcher went further to know the training practitioner (i.e. who provide induction training) and the information provided during induction training.

According to Training policy (2013), the induction training practitioner should have the ability of understanding the person and organization requirements.

Also the person conducting the induction training process should be knowledgeable and competent enough to integrate new employees into the organization; and must be from authorized government institution which is capable of providing and conducting effective and successful induction trainings as per documentary review of public circular no.4 of 2005 and PSMEP of 2008.

Through questionnaire, inducted respondents in the area were provided with different choices and their responses were; 51% indicated that induction training is being provided by employer, head of departments and their assistants, 27% pointed co-workers while 22 % showed external sources (government institutions). During interview one of the respondents reported that;

“Most of the time induction training in our organization is being carried out by employer or head of departments. They do this in order to help new employees easily get into organization, and perform their activities and feel part of the working team as soon as possible.”

The government policy under circular no.4 of 2005 explained that induction training practitioner should be from the government authorized institutions which have capacity to provide quality induction training as per regulations. It was noted that employers and head of department try their level best to ensure new and promoted employees are provided with induction training in the area. However the findings are inconsistency with the circular, where by not every person is able to teach and deliver the required information effectively. The other respondent shared that;

“Many employers do not take into consideration the importance of induction training to their employees. Most of them leave new and promoted employees struggle and get necessary information by consulting the existing employees in the organization. The co-workers are the ones to guide and direct new employees the right way of doing things in the organization.”

Empirically this is supported by Stephen and Paul (1982) that line managers view induction training as luxury program and have little attention on it. It was noted that induction training was poorly conducted, simply qualified training practitioner were not involved. Co-workers are not well enough to provide quality induction training to new and promoted employees in the area. Thus researcher doubt if the area adhere to rules and regulations, since co-workers are the ones who guide and direct new employees on performing their activities; while line manager take it as causal approach.

With a view to examine the information provided during induction training, the researcher wanted to know for how long was induction training conducted in the area. The literature of Christopher (2002), adds that induction training is a continuous process which required enough time for employees to learn. But when induction training is being provided to employees who are new in the organization, then need ample time to learn and understand what is required for them. With this regard they need enough time to learn and not a single day as revealed by the respondents.

According to public circular no.4 of 2005 and PSMEP of 1999 as amended 2008, shows the necessary information to be provided during induction training. The topics include; public regulations, duties and responsibilities, code of ethics, organization structure and culture. These help new employee to know the organization objectives, desired outcome and allow them gain valuable information and able to integrate with the organization.

The study findings presented in table 4.9 shows that induction training practices in the area range between 1-5 days. The researcher used questionnaire to get actual time used to provide induction training to inducted employees in the area. The Responses were as follows; (81%) indicated that one day only while (19%) pointed five days.

Table 4.5: Days of conducting induction training

Number of days		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One day	79	81	81.0	81.0
	Five days	21	19	19.0	19.0
Total		100	100.0	100.0	

Source: Study findings, 2018

The researcher noted that induction training conducted within a single day become ineffective because time is fixed and employees become exhausted with training. Mentors together with line managers fail to cover different aspects in order new and promoted employees get well prepared before they start working.

The study of Coleman J. (2013) adds that, it is important to remember that induction training practices should take place over a week and not a one-day. It is not simple work to be conducted in a single day as declared by 81% of respondents. In real sense induction training is being conducted for single day only simply managers may be too busy to spend enough time with new and promoted employees in first few days. This is inconstant with rules and regulations whereby induction training is rushed and shortened and the information provided become overloaded and employees are swamped to other issues. The incidence was shared by one of respondent that;

“In Sengerema district, large number of employees is inducted during the first day of their employment. Where by new employees become overloaded with the given information because the time is shortened and all aspects are addressed at the same day. They end up with mind confusion simply can’t manage to handle all matters at the same time.”

An induction period is meant to ensure that new employees settle in their working area as quickly as required (Armstrong (1995). New recruited and promoted employees fail to deal and grip different issues due to inadequate information about

the organization. Thus if there are too much information provided then employees fail to observe and retain induction message. One of respondent shared that;

“Induction training in our organizations is conducted only in a single day by head of departments and their assistants. But according to the government policy, new and promoted employees require induction training two times a year and almost a week before start working; but due to insufficient fund induction training in the area is partially done.”

In practice, for induction training to be effective should be provided within a week so that new employee can be in position of having practice before starting work. Each topic has to be taught for one day so that employee has a room to understand and practice. Moreover, one person cannot manage to explain and provide required information in one day.

The data shows that induction training which is implemented in the area is locally practiced, whereas head of departments provide and conduct the training. However the method used to provide induction training in the area is not as effective as successful. The researcher doubt the competence because induction training program covers several areas, so having just one person in the area who is capable and competent is also a problem. Thus, if not properly managed may lead into poor induction training provision in the area.

4.2.4 Challenges facing induction training in Sengerema DC

This section is about challenges facing induction training in local government authorities. The study findings came up with identified challenges assembled from respondents on induction training in local government authorities. The following were the challenges identified by the respondents.

The study found that lack of enough resources (fund) in the organization is seen as the highest factor that hinder effective provision of induction training to new and promoted employees. Whereas 41% of the questionnaire respondents declared that lack of enough fund was a great challenge. The interviewed respondents were in the same view that budget cut-off is one of the challenge that cause ineffective induction training in the area. One of the respondent stated that;

“Many organization including SDC, fail to provide induction training because suffer from insufficient fund to support and manage the program.”

Induction training is a continuous process which needs money and time for its effectiveness. It is a challenge because there were inadequate fund and worse enough fund from central government not provided to the require area at the required time. Some times when such fund is received is used in different activity and not as planned for as shown in (table 4.7).

Also new recruited employees have the right of being introduced in the organization together with job to be performed. In developing countries such as Tanzania Prasad, P. (2001) noted that most of LGA’s treat induction training as formally and therefore take it lightly and not in its factual perspective. One of the respondent reported that;

“Induction training is carried out by head of departments and sometimes employer. And is provided in one day (i.e. the day of arriving to the organization); whereby after arriving you are directed to the meeting room where head of human resource department explain different things concerning employment and after that you start working.”

In addition to that, the practice of induction training in the area is l done in partial way with insufficient and ineffective process and practices. There is no effective monitoring from central government to local government in human resource management and proper utilization of induction training resources. 22% of questionnaire respondents indicated that lack of support from central government to local authorities was an obstacle for conducting effective induction training in the area. One employee shared that;

“Many organizations view induction training as something to be implemented when time and budget allow. It become difficult since central government does not support the local authorities financially and do not have close supervision on how induction training is being conducted. The training policy (2013) explains that other organizations view induction training as remedial or a matter of showing up weak employees or fixing problem. Another concern is, training initiatives in the public service are not effectively monitored and evaluated for efficiency and effectiveness by central government.”

Moreover, Bardwell and Holden (1997) observed that unwelcoming new employees may lead into bad perception with organization in which greatly contributed to lack of knowledge and

“Employees lack ability and commitment which results into job dissatisfaction due to delay in provision of induction training. Also the situation ends up with mind confusion about organizational objectives and the desired outcome. This may lead into poor performance.

Torrington and Hall (2002), suggests that the user department and line supervisors is responsible for providing information about specific job, its location, duties involved and other job features besides introducing the employee to other personnel in the department. The human resource department is responsible for providing information about the organization issues performing. But Dessler (2008) reported that, without basic information on rules and policies as an employee cannot be in a position to know how to do things accordingly in order to achievement organizational goals.

Training policy (2013) declared that, most of the induction training needs assessment are not structured to address the needs of different levels, cadres and responsibility geared to prepare public servants to occupy higher positions in the public service. Through well planed induction training program, employees’ responsibilities are clearly defined; stages of induction and method of training are clearly indicated. The

induction training assessment face challenges by not being systematic induction program and enough time to plan and execute it. One respondent among all added that;

“It is my third year now since my employment still I have not been provided with induction training. We were left to pick up the necessary information by our own efforts. Sometimes we managed to get the information through asking, following and copying from our fellow employees for the purpose of learning and perform accordingly.”

The Employer is responsible for undertaking Training Needs Assessment (TNA); preparing training plan; allocate funds for training; implementing the training plan; monitor and evaluate Institution's Training Plan (Training policy, 2013),but are not doing their responsibilities as directed. This indicates that employees are not trained enough to prepare and own comprehensive training needs assessment in a particular area. Salum (2000) adds that induction training program suffer from lack of transparency to all employees resulting into complaints from employees and poor performance.

CHAPTER FIVE

SAMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides summary of the study presented and discussed in the previous chapter. The researcher provides conclusions, recommendations and areas for further studies.

5.1 Summary of the study

The study was conducted at Sengerema district council for the purpose of examining induction training in local government authorities. It was supported by four specific objectives: - first, to assess employees' awareness on induction training, second, to identify inducted and none inducted employees, third, to explore the process and practices of induction training in and fourth, to determine challenges facing induction training at Sengerema district council. The researcher used a case study design which used purposive sampling technique to select 24 interviewed respondents and accidental sampling techniques with 60 respondents who were administered by questionnaire. The study used both qualitative and quantitative methods in analyzing the data obtained.

Firstly, the study found that about 98% employees were aware of the meaning, importance, rules and regulations guiding induction training program in the area.

Secondly, the council had 77% of non inducted employees. This indicates that induction training is not conducted to all employees as required; thus employees lack enough information about the organization and use their own initiatives to learn and know the organization rules and regulations. However, the inducted employees (23%) were provided induction training not at the right time.

Thirdly, the study noted that the process and practices of induction training in the area were poorly implemented. The data showed that induction training was locally conducted by employer and head of departments; whereby not all HoD's in the area

were competent and knowledgeable enough to provide effective induction training to employees.

Fourth, there were challenges facing induction training conducted in the area. The great challenge noted was insufficient fund as revealed by 41% of respondents.

5.2 Conclusions

Generally, induction training in Sengerema district council is not effectively done. Majority of employees were not inducted and used their own initiatives and efforts to learn and understand the organization requirements. However, the process and practice used did not adequately follow rules and regulations as required.

The researcher used both qualitative and quantitative methods to analyze data; whereas qualitative method was used to analyze data by content analysis mainly from the variety of information collected.

Moreover, the researcher noted that the council have high number of employees who were not inducted, where by 77% of respondents have not been inducted while 23% were inducted but not at the required time as directed by rules and regulations guiding induction training.

However, the study observed that induction training in the area was affected by several challenges including insufficient fund, unstructured training needs assessment, HR's and head of departments lack seriousness and failure to adhere rules and regulations guiding induction training programs.

5.3 Recommendations

Induction training enhances good communication in the organization and among new employees and existing employees. SDC should ensure that all employees understand the meaning and importance together with rules and regulations which guide induction training in the area. Public regulations and organization policies should be made available and accessible to employees regardless their status and positions they hold.

It is important for every council in LGA's conduct effective induction training to all employees (i.e. new, promoted and existing employees) as it greatly affect organization performance. In case of Sengerema district council, it is recommended that induction training program should involve new employees from all departments. Also it should be conducted in transparent and open approach so as employees acquire the required information for organization development. The organization should own a well-planned training needs assessment for the purpose of improving employee job satisfaction. The program should ensure smooth and timely transfer of organizational information including culture and objectives from gregarious employees to potential organization success. It is recommended that, employers should ensure that training needs assessment respond to the needs of different levels of employees and enhance organization succession.

Induction training in Sengerema district council faces different challenges. The most challenge noted by the findings was insufficient fund. Thus it is recommended that the central government should support local government authorities by consulting and involving potential development partners who can support provision of effective induction training to new and promoted employees for the organization betterment. Also Sengerema DC should make effort to find alternative means of getting fund to support and facilitate effective and successive induction training program in the area.

5.4 Areas for further research.

The significant issue in this study lies on effective induction training program which should be conducted by any organization in LGA's. From this idea induction training program provide new and promoted employees with organization information and the job to be performed.

The researcher recommended that; further studies to be done on exploring the processes and practices of conducting effective and successful induction training program in public and private sectors.

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APPENDICES

APPENDIX I - QUESTIONNAIRE

Dear respondents,

The researcher is a student pursuing a Master degree in Human Resource Management (Msc. HRM) at the Mzumbe University. This questionnaire is meant to collect information which will help the researcher to organize data in the study. You're kindly requested to answer the questions below This study is a part of my research work; the findings (information) obtained will be used for academic purpose and strictly treated confidentially.

A. General information (please tick the appropriate answer).

1. Sex a) Male ☐ b) Female ☐
2. Age (please tick the range in which your age falls)
 - a) Less than 20 years ☐
 - b) 20 – 30 years ☐
 - c) 31 – 40 years ☐
 - d) 41 – 50 years ☐
 - e) 51 – 60 years. ☐
3. Level of education
 - a) Form four ☐
 - b) Certificate ☐
 - c) Diploma ☐
 - d) Degree ☐
 - e) Post graduate diploma ☐
 - f) Masters ☐
 - g) PhD ☐

4. In what department are you working? (Please tick the appropriate department you belong)

Departments	Tick
Administration and Human resource department	
Primary education	
Secondary education	
Health department	
Finance and trade department	
Community development	
Agriculture, irrigation and cooperatives department	
Livestock and fisheries department	
Environmental conservation department	
Economic and statistics department	
Rural, urban planning and natural resources department	
Water department	
Works department	
Legal section	
Procurement section	
Internal audit section	
Election section	
Information technology section	

5. Years of working experience (tick one)

- a) 0-11 months ☐
- b) 1-10 years ☐
- c) 11-20 years ☐
- d) 21-30 years ☐
- e) 31-40 years ☐
- f) 41-50 years ☐
- g) 51-60 years ☐

6. Please tick your designation in the council (tick appropriate box)

Designation	Tick the appropriate item	Designation	Tick the appropriate item
Accountant II		Economist	
Internal auditor II		Committee clerk	
Land officer II		Security guard	
Record assistant officer		Health secretary	
Office attendant		Environmental officer	
Town planner		Dental officer	
Child care II		Driver	
Personal secretary		Livestock field officer	
Land technician		Cartography(Technician)	
Assistant community development officer		Nurse II	
Education officer II		Senior teacher	

7. Marital status

- a) Single ☐
- b) Married ☐
- c) Widow ☐
- d) Divorced ☐

C. Information to dress research objectives

Research questions to address employee awareness on induction training

8. Were you inducted before and after joining this organization

- a) Yes ☐
- b) No ☐

9. If yes, who was responsible in carrying out induction training?

- a) Your co-worker ☐
- b) Your head of department ☐
- c) Human resource practitioner ☐
- d) I do not know ☐

10. How long did it take?

- a) 1-3 weeks ☐
b) 1 month ☐
c) None of the above ☐

11. Were you satisfied with the induction training offered to you?

- a) Yes ☐ b) No ☐

12. Are you aware of induction training policies and other directives?

- a) Yes ☐ b) No ☐

13. If yes, does induction training important in performance improvement?

- a) Yes ☐ b) No ☐

14. Do you think the new knowledge and skill acquired during induction period is important to your performance?

- a) Yes ☐ b) No ☐

Research questions concerning identification of inducted and none inducted employees.

15. is there any relationship between inducted and none inducted employees in your organization?

- a) Yes ☐ b) No ☐

16. If no, how can you distinguish inducted and none inducted employee?

- a) By good performance ☐
b) By poor performance ☐
c) By good communication ☐
d) By good support from co-workers ☐

17. Is there good cooperation to all employees in performing job responsibilities?

- a) Yes ☐ b) No ☐

18. If the answer of no. 17 is yes, is there effective communication between new employed work force, heads of department and management?

- a) Yes ☐ b) No ☐

Research questions on process and practices of induction training.

19. Is there any induction training program in Sengerema district council?

a) Yes ☐

b) No ☐

20. Do Sengerema district council conduct induction training?

a) Yes ☐

b) No ☐

21. If no, what are the reasons behind?

a) Lack of fund ☐

b) Lack of circulars, policies and regulations ☐

c) Lack of training needs assessment ☐

d) I do not know. ☐

22. Who do you think is liable for supporting effective implementation of induction training in your organization?

a) Employer ☐

b) Employee ☐

c) Both of them ☐

23. Do induction training program meet your organization requirements?

a) Yes ☐

b) No ☐

24. Which information was provided during induction period? (Tick whichever appropriate)

Information	Tick here
Administrative issues	☐
Key polices, rules, regulations, procedures and employee welfare	☐
Organization structure, vision, mission, values and norms	☐
Employment issues, contract, salary and employee rights.	☐

Research questions in addressing challenges facing induction training

25. Do management support provision of induction training?

a) Yes ☐

b) No ☐

26. To what extent would you agree or disagree that induction training offered to employees by organization has been a valuable asset for staff rights?

a) Disagree ☐

d) strongly disagree ☐

b) Agree ☐

e) I do not know ☐

☐

c) Strongly agree

27. Do you know the benefit of induction training program to your organization?

a) Yes ☐

b) No ☐

28. What is the rate of labour turn over in your organization?

a) High ☐

b) Medium ☐

b) Low ☐

d) None ☐

29. Do you think labour turn over in your organization is caused by lack of induction training?

a) Yes ☐

b) No ☐

APPENDIX II: INTERVIEW GUIDE FOR HODs

Dear respondents,

I am Emma Mtobesya a graduate student pursuing a Master degree in Human Resource Management (Msc. HRM) at Mzumbe University. To accomplish my Dissertation, I need to have relevant data from you through a set of questions of which you're kindly requested to answer the questions below showing the highest trust. This study is a part of my research work; the findings will be used for academic purpose and strictly treated confidentially.

Part A. General Questions

1. What position are you holding?
2. In which department are you working?
3. For how long have been working as an employee of Sengerema DC?
4. For how long have you been working in your present post?

Part B. Specific questions

- **Questions on employee awareness on induction training at Sengerema DC.**

5. Do you conduct induction training?
6. What type of induction training do you conduct?
7. Does the organization have a training policy to assist and provide direction on induction training programs?
8. Are you aware of induction training policies and other directives?
If yes, mention them.....
If no, why are you not aware?
9. Do you think induction training improves employee performance?
If yes, how.....

- **Questions on relationship between inducted and none inducted employees at Sengerema DC.**

10. Have you ever attended any induction training since you were employed at Sengerema DC?

11. Do you think there is good relationship between inducted and non inducted employees?
12. In your own opinions do none inducted employees perform accordingly?
- **Questions on process and practices of induction training at Sengerema DC.**
 13. Do employees get periodic induction training?
 14. If yes, how long does it last?
 15. When did the last induction training take place?
 16. How many times in a year does induction training is conducted to enhance employees perform better?
 17. Is there any induction training program at Sengerema district council?
 18. Are you involved in planning training needs assessment?
- **Questions on challenges facing induction training at Sengerema DC?**
 19. What do you think are the effects of having employees who are not inducted?
 20. Do you know the benefit of induction training to new employees?
 21. Do you think labour turn over at Sengerema DC is caused by lack of induction training?
 22. Does the employer liable for provision of effective induction training to employees?
 23. What do you think there are challenges facing induction training at Sengerema DC?
If yes, mention them at least three factors.
 24. Is annual budget for Human resource management enough at Sengerema DC?
 - a) If yes how?
 - b) If no why?
 25. Do you have any other thing you want to say in light of induction training?

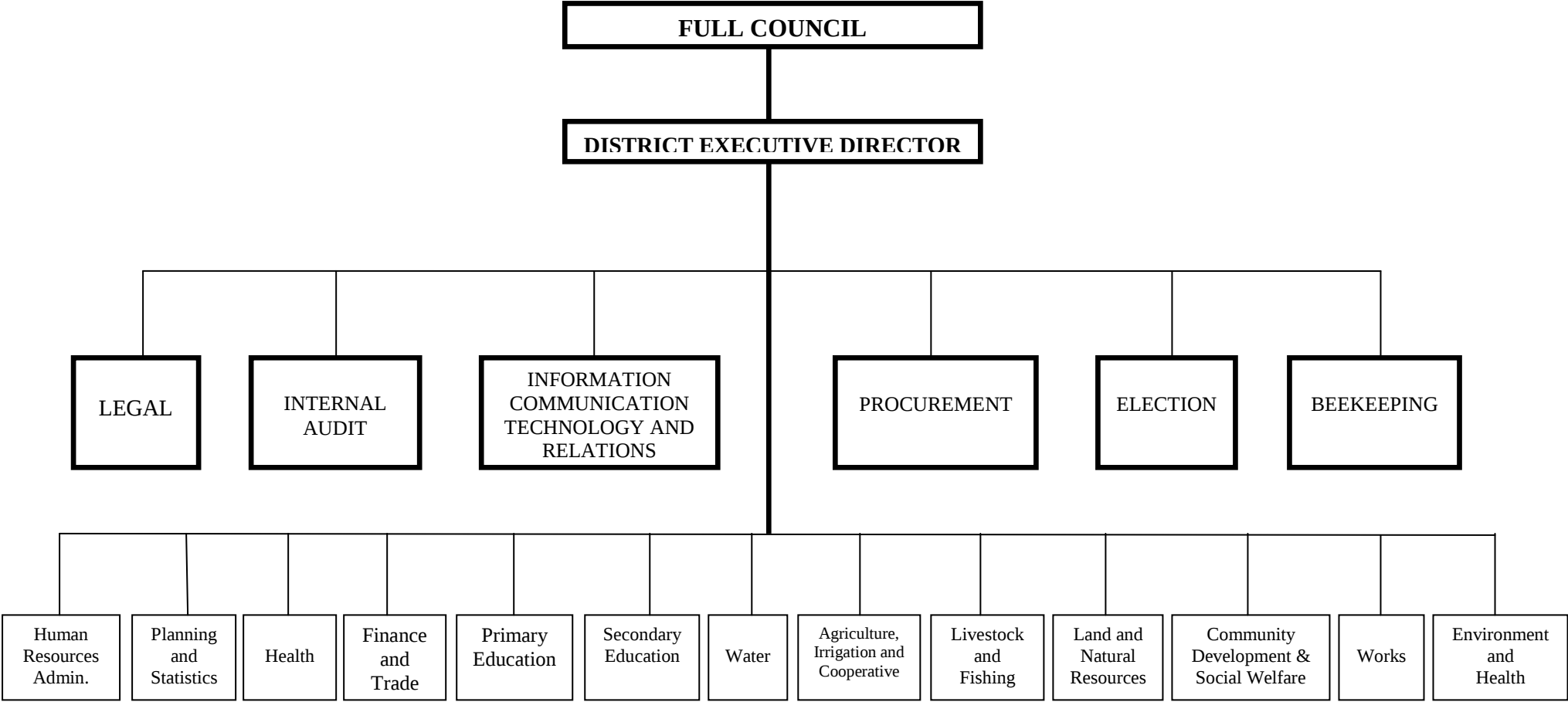
APPENDIX III: DODOSO KWA AJILI YA MADIWANI

Naitwa Emma Mtobesya mwanafunzi na muhitimu wa shahada ya kwanza na sasa niko katika harakati za utafiti ambao utapelekea kuhitimu shahada ya uzamili katika chuo kikuu cha Mzumbe. Ili kufanya utafiti kuhusu mafunzo ya awali kwa watumishi walioko serikali za mitaa hususani katika wilaya ya Sengerema; napenda kupata maoni yako juu ya uelewa wa mafunzo hayo. Ili niweza kufanikisha zoezi hili unaombwa kujibu maswali yafuatayo. Majibu yote utakayo yatoa ni siri na yatatumika kwa ajili ya taaluma tu. Jina lako halina ulazima wa kuandikwa.

1. Jinsia yako.....
2. Umri wako..
3. Kiwango cha elimu
4. Diwani kata gani?
5. Una muda gani tangu umechaguliwa au kuteuliwa kuwa diwani katika halmashauri ya wilaya ya Sengerema??
6. Umewahi kupata mafunzo elekezi baada ya kuchaguliwa au kuteuliwa kuwa diwani?
7. Umewahi kushiriki katika uandaaji wa mafunzo elekezi ya watumishi wa halmashauri ya wilaya Sengerema?
8. Je halmashauri ina mpango mkakati wa mafunzo ya awali kwa watumishi na madiwani?
9. Kama ndiyo, unaridhika na mwenendo wa mafunzo hayo?
10. Je sheria na sera za mafunzo ya awali zinafahamika kwa madiwani?
Kama ndiyo taja baadhi...
11. Je unafahamu faida za mafunzo ya awali?
Kama ndiyo taja 3
Kama hapana kwa nini?
12. Je unaelewa kiasi cha fedha kilichotengwa kwa ajili ya mafunzo ya awali kwa madiwani na watumishi kwa ujumla kwa mwaka wa fedha 2017/2018?
13. Unadhani kuna tija kwa halmashauri kutoa mafunzoya awali kwa madiwani?
14. Unalolote la kuelezea kuhusu mafunzo ya awali katika halmashauri ya wilaya ya Sengerema?

ASANTE SANA

APPENDIX IV: SENGEREMA DISTRICT COUNCIL ORGANIZATION CHART



APPENDIX V: MAP OF SENGEREMA DISTRICT

