

**EFFECTS OF INDUCTION PROGRAMS ON EMPLOYEE JOB
PERFORMANCE IN ELDORET WATER AND SANITATION
COMPANY LIMITED**

BY

ELIZABETH JEMAIYO KEBENEI

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DECLARATION

Declaration by the Candidate:

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ELIZABETH JEMAIYO KEBENEI

Date

DEV/PGH/21/06

DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as University Supervisors.

.....

.....

PROF.RICHARD O. MUSEBE

Date

Department of Development Studies
School of Human Resource Development
Moi University, Eldoret, Kenya

.....

.....

DR. PETER I. OMBOTO

Date

Department of Development Studies
Human Resource Development
Moi University, Eldoret,
Kenya

DEDICATION

This study is dedicated to my husband Mr. Sam Kiprop, our sons Dennis Kimutai and Edwin Kiplagat, my father Mr. William Kebenei and my mother Mrs. Sarah Kebenei for their patience, sacrifice and the efforts they made towards my education.

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ABSTRACT

With the rapid development of today's global market, organizations are continuously seeking ways to grow and keep competitive through deliberately planned, implemented and monitored activities. One of these activities is induction programs which is a form of training. However numerous studies conducted reveal that in spite of the substantial benefits, induction programs can bring to an organization; many managers do not give it the attention it deserves. This study therefore sought to assess the effectiveness of induction programs on employee job performance in Eldoret Water and Sanitation Company (ELDOWAS). The study objectives were: to establish the existence and goals of induction programs; to examine the effects of induction programs on employee job performance; to document the challenges of conducting induction programs and finally; to explore the strategies of enhancing induction programs and their likely impact on employee job performance. The study was guided by Uncertainty Reduction Theory (URT) by Falcione and Wilson (1988). The Study targeted all the 215 employees of the company. Data was collected through questionnaires and interviews and analyzed descriptively. The results were presented in frequency distribution tables, graphs and percentages. The findings of the study were that induction programs existed in ELDOWAS and their goals included: providing new employees with information, conveying employees' expectations and relieving the new employees' anxieties about the job. Challenges facing induction programs included: lack of clearly stated goals for induction, failure to balance the needs of the employees against the needs of the company, inability to deliver appropriate and accurate information to new employees, lack of re-orientation when employees are transferred to new stations or when they are promoted. Strategies for enhancing induction programs included: giving the employees the information they need about the organization, building workplace relationships, making induction programs relaxing, allowing two way interactions, ensuring that the programs give a healthy balance between the needs of the company and those of the employees. Based on the above findings it was concluded that induction programs enhance employee job performance. The study recommends that the immediate supervisors should be trained and equipped with skills and knowledge necessary for conducting effective induction programs, the employee handbooks should be given to employees at the time of induction, managers should accord induction programs the seriousness it deserves. The study is significant to ELDOWAS management and any other organization that may wish to use it in policy and decision making.

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LIST OF ACRONYMS

ASTD	American Society for Training and Development
BOD	Board of Directors
ELDOWAS Co.	Eldoret Water and Sanitation Company
HR	Human Resources
URT	Uncertainty Reduction Theory

DEFINITION OF TERMS

Culture	The rules, jargon, customs and other traditions that clarify acceptable and unacceptable behavior in an organization.
Goal	Something you hope to achieve.
Induction/Orientation:	The process of receiving a new employee into an organization. It also refers to a process of familiarizing a new officer to work procedures and environment.
Norms	Tells group members what they ought or ought not do in certain circumstances.
Performance	Individual/organization ability to attain its goals by using the available resources efficiently and effectively.
Roles	Behaviors that job incumbents are expected to display.
Values	Basic convictions about what is right or wrong, good or bad desirable or not

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter covers the background of the study, statement of the problem, objectives of the study, research questions, limitations, assumptions, significance and justification of the study. Theoretical and conceptual framework is also discussed.

1.1 Background to the Study

With the development of today's global market, organizations are continuously seeking ways to grow and remain competitive through training. At the same time, giving new employees' confidence in their decision making process for the organization as well as improving their efficiency and effectiveness are key concerns for organizations. The American Society for Training and Development (2006) estimates that in United States organizations spend \$109.25 billion on employees' learning and development annually, with nearly three quarters (\$79.75 billion) spent on the corporate sponsored training activities with the remainder (\$29.50 billion) spent on external services. With such a considerable investment in employee training, induction is an important component.

According to Klein and Weaver (2000), an induction program is a form of employee training designed to introduce new employees to their roles and responsibilities, co-workers and organizations. Well-designed induction programs provide a positive return for the employer in many ways, that is; employee productivity, loyalty, retention and contribution. Consequently, induction is of major importance to the

organization and an important focus for most human resource departments, globally, regionally and nationally. This study assessed the effectiveness of induction programs in organizations, focusing on Eldoret Water and Sanitation Company (ELDOWAS) in Eldoret town.

Induction also called 'Orientation' is the planned introduction of new employees to their workplace and is part of training and development. French (1994) defines induction as the process of familiarizing new employees with the organization and the job. It is part of socialization process for new employees in organizations, Werner and Randy, (2009). Induction programs are intended to help new employees to settle into their new jobs. One of the reasons why people leave organizations is that they are not given proper induction, this is because commencing a new position with a new organization can be a daunting process, since there are new colleagues, supervisors and managers to meet, new processes to become familiar with, new offices and buildings to navigate, new software to master, employment conditions to understand and new job to learn.

Most employees start a new job feeling a bit uneasy about meeting their supervisor and co-workers and measuring up to their job duties and expectations. They are often anxious to prove themselves and to 'fit in' at the workplace. They also have many questions about their new work environment and wonder whether they can really do the job. Supervisors however, often expect new employees to know what to do or will learn very quickly. Therefore, it is very important for all new employees to participate in a solid induction program to ensure a good start, to avoid potential miscommunication and to make the job more manageable.

Induction is the first step in building a two-way relationship between the organization and the employee. The transition to the new workplace is made easier and more effective for both the new employee and the employer if there is an effective induction process. As Nyambegera (2005) states, a comprehensive induction program accomplishes the following: (1) provides the new employee with information that will ease the transition into the workplace, (2) paints a precise picture of the department and the institution as a whole, (3) introduces the new employee to departmental goals, policies and procedures, customs and traditions, (4) conveys the employer's expectations, (5) relieves the new employee's anxieties about starting a new job and (6) inspires the new employee to have a good attitude towards the organization and his or her new job.

Nyambegera (2005) argues that induction program formats are unique to each organization. However, almost all emphasize the following areas: the employment situation (job, department and company), company policies and rules, compensation and benefits, corporate culture, team membership, employee development, and dealing with changes and socialization. Induction should be an integral part of an organization. This is especially so with respect to interpersonal communication skills. The attributes needed in an induction programs supervisor are a friendly approach, an informed attitude and an acceptable level of experience, in order to obtain the necessary respect and loyalty from the employees.

Eldoret Water and Sanitation Company was established under an Act of parliament Cap 486 of the laws of Kenya in 1996 and became fully operational in the year 2000. Eldoret municipal council is the highest shareholder. The main objective of ELDOWAS is to provide water services to residence of Eldoret and its environs in an

efficient and economical way. In order to achieve this mission, the company has to develop an effective human resource and employee induction, which is a form of training and a key strategy to achieving this objective. It was therefore necessary to conduct this research in order to establish whether the company uses induction programs to prepare their employees to settle down quickly and be productive.

1.2 Problem Statement

All over the world organizations invest a lot of money in recruiting and training of new employees so as to help them cope with the rapidly growing competition in the global market. With such a considerable investment, induction is very crucial in ensuring that new hires settle down quickly and become productive. More precisely induction is a form of training designed to introduce new employees to their roles and responsibilities, co-workers and organization. Well designed induction programs provide a positive return to the employees in many ways; employee productivity, loyalty, retention and higher contribution as asserted by Decenzo et al (1996) and Monapa Arun (2000). Conversely when induction is lacking or when it is done badly it could result in misinformation, frustration to the organization and high levels of employee turnover.

A survey of past studies on induction reveals that many employers after spending so much money on recruiting new employees, they treat them like barely welcome strangers. They fail to see that recruiting is only half of the task of hiring. Induction is the other often ignored element. Apart from the civil service and a few companies which are known to have formal induction programs, there is no clear evidence that many organizations in Kenya practice and use induction programs as a way of helping

new employees adjust to their new work situation and role demands. Many studies conducted reveal that managers of organizations do not appreciate the weight that induction programs exert on organizational effectiveness. This study therefore sets out to assess the effectiveness of induction programs on employee Job Performance in Eldoret Water and Sanitation Company Limited.

1.3 Main Objective

The main objective of this study was to assess the effects of induction programs on employee Job Performance in Eldoret Water and Sanitation Company Limited.

1.3.1 Specific Objectives

1. To establish the existence and goals of induction programs in ELDOWAS.
2. To examine the perception of employees on induction programs in ELDOWAS
3. To identify the challenges of conducting induction programs.
4. To find out the strategies for enhancing effectiveness of induction programs and their likely impact on employee job performance.

1.3.2 Research Questions

1. What are the goals of induction programs in ELDOWAS?
2. What is the perception staff on induction programs in ELDOWAS?
3. What are the challenges faced in conducting induction programs?
4. What are the strategies for enhancing induction and what are their likely impacts on employee job performance.

1.4 Significance of the Study

This study is an important contribution to the literature on induction in Kenya. The study is also expected to provide recommendations for company managers and other stakeholders to consider in formulating policies and programs relating to induction. Information regarding major influences on induction can help in planning relevant programs that can help to improve the effectiveness of induction and training in ELDOWAS

1.5 Justification for the Study

An extensive review of existing literature indicates that induction has a lot of benefits in improving employee performance and that few studies have focused on the effects of induction programs on employee job performance in Kenya. Hence there is a gap in literature that this study hopes to fill by assessing the effectiveness of induction programs in organizations, focusing on ELDOWAS.

1.6 Assumptions of the Study

The study assumed that respondents were truthful and gave the researcher honest feedback. It was further assumed that the company in which the study was conducted would accord the researcher adequate cooperation and take the research outcomes positively and implement them in order to benefit from them. Last but not least, the researcher assumed that environmental factors would remain conducive throughout the research period and that budgeted costs of carrying out the research would remain unchanged.

1.7 The Scope of the Study

The study focused on induction programs in ELDOWAS in Eldoret, Kenya as a case study. It covered all the employees of ELDOWAS as respondents. Conceptually, this work was limited to induction and employee job performance.

1.8 Limitations of the Study

There were several sources of bias which included possible self-selecting nature of respondents at the point in time when the study was conducted. This being a case study, it would allow for generalization of the outcome to other organizations. The researcher attempted to overcome the limitations through careful planning.

1.9 Theoretical Framework

The study was guided by Uncertainty Reduction Theory (URT), put forward by Falcione & Wilson (1988); Lester, (1987). The theory proposes that when an employee enters an organization or assumes a new position within an organization, she/he experiences high levels of uncertainty. To reduce the uncertainty, the employee gathers information in various domains and from various sources. The information acquired then serves to make the work place more understandable, predictable, and controllable. It is through this process as an environment, that successful socialization takes place. This theoretical concept has served as the basis for what is known about socialization in terms of training tactics and information seeking Saks & Ashforth (1997).

In keeping with URT, many researchers have viewed socialization as a learning process. In this context, studies have shown that there are four distinct contextual domains that are relevant to the socialization process: task, role, group, and organizational domains (Feldman, 1981; Fisher, 1986). The task domains deals with all aspects related to the actual execution of the job, how to perform task assignments, use equipment, etc. The role domain focuses on non-task specific expectations for the position. These would include appropriate behaviors as well as boundaries of authority and responsibility. Group processes are concerned with group structures, group norms/values and how the group functions as a unit.

The organizational domain is made up of information regarding organizational structure, history, organizational goals/values, politics and language. Research has shown that employees who believed that they possessed more knowledge in these information domains were more satisfied; more committed and better adjusted Ostroff

& Kozlowski, (1992). Studies have also shown that knowledge in the task and role domains were most important to successful socialization and that knowledge tended to be lowest in the organizational domain Ostroff & Kozlowski (1992). This theory has been selected because it deals with reducing of uncertainty in new employees which is the major problem such employees experience on their first days at the work place. Furthermore the theory has been tested and found to be relevant to the subject under study as induction is part of the wider socialization process of new employees in organizations.

1.10 Conceptual Framework

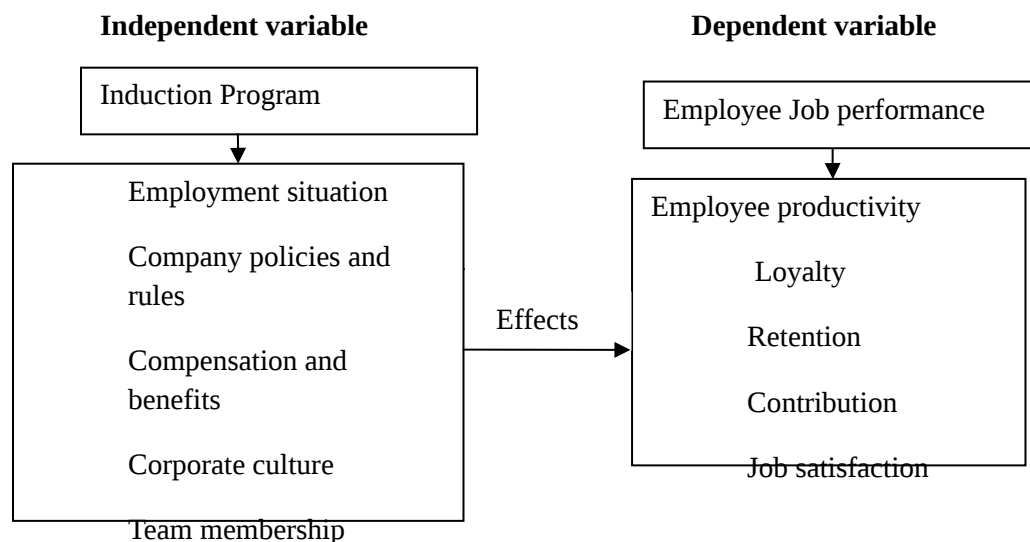


Figure 1.1 The Effects of Induction Programs on Employee Job Performance

Source: Researcher, 2012

Induction introduces the new employee to the work place, situation, team members, company policies and rules, compensation and benefits, training opportunities, changes and socialization. If this process is done successfully the result is that the employee will be productive and loyal, will experience job satisfaction and have positive attitude towards work. Hence he/she will see no point in leaving the organization and so will be motivated to contribute effectively to the achievements of company goals and objectives. This means that induction leads to employee loyalty, retention, job satisfaction and consequently higher contributions.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents literature related to the key aspects about the study. The importance of the literature review is to give the researcher insight into what has already been done in the selected field in order to identify and address the gaps.

2.1 What Induction Involves

Induction involves description of procedures, how things are done, introductions to peers, facilities, structures, facilitating interpersonal acceptance, meeting the need for socialization and organizational social activities, the employment situation, knowledge of how the job fits into the organization, department goals and the need that employees should take part in the overall achievement of organizational goals. Aswathappa (2002) reports that induction was first developed in the United States during the 1970s and have continued to gain popularity.

According to Nyambegera (2005) re-orientation is a program in which all employees are periodically given a refresher 'introduction' and should be part of follow-up. Re-orientation is especially important if significant changes in organizational policies or structure have occurred. For example, if an organization acquires a controlling stake or merges with another one, a re-orientation of employees of both firms may be necessary because of changes in operating relationships and policies. In many organizations internal candidates and existing employees deployed to new roles run the risk of being overlooked when it comes to induction. It can be assumed that they are already familiar with organizational culture and knowledge; however any person starting a new role should be provided with information and support to prepare them for changing duties or more senior responsibilities.

Induction is a never-ending process of 'introducing' both old and new employees to the current state of the organization. Induction, also called Orientation, is the planned introduction of new employees to their workplace and is part of training and development. French (1994) defines induction as the process of familiarizing new employees with the organization and the job. Graham and Bennet (1998) have defined induction as the beginning of training or the final stage of selection process. Induction programs are intended to help new employees to settle into their new jobs. One of the reasons why people leave organizations is that they are not given proper induction since commencing a new position with a new organization can be a daunting process, this is because there are new colleagues, supervisors and managers to meet, new processes to become familiar with, new offices and buildings to navigate, new software to master, employment conditions to understand and a new job to learn.

Most employees start a new job feeling a bit uneasy about meeting their supervisor and co-workers and measuring up to their duties and expectations. They are often anxious to prove themselves and to 'fit in' at the workplace. They also have many questions about their new work environment and wonder whether they can really do the job. Supervisors however, often expect new employees will know what to do or will learn very quickly. Therefore, it is very important for all new employees to participate in a solid induction program to ensure good start, to avoid potential miscommunication and to make the job more manageable. Induction is the first step in building a two-way relationship between the organization and the employee. The transition to the new workplace is made easier and more effective for Mondy et al., (2005).

2.2 Goals of Induction Programs

A comprehensive induction program for the new employee accomplishes the following: (1) provides the new employee with information that will ease the transition into the workplace; (2) paints a precise picture of the department and the institution as a whole; (3) introduces the new employee to departmental goals, policies and procedures, customs and traditions; (4) conveys the employer's expectations; (5) relieves the new employee's anxieties about starting a new job; and (6) inspires the new employee to have a good attitude towards the organization and his or her new job, Nyambegera (2005). This concurs with Armstrong's (2003) statement that the aims of induction are; put the new employee at ease, interest the new employee in the job and the organization, provide the basic information about the work indicating the standards of performance and behavior expected from the employee, tell the employee about the training arrangements and how he/ she can progress in the company.

Induction programs format are unique to each organization. However, almost all emphasize the following areas: the employment situation (job, department, and company), company policies and rules, compensation and benefits, corporate culture, team membership, employee development, and dealing with changes and socialization. Induction improves performance and retention of beginning employees, that is to both enhance and prevent the loss of human capital with the ultimate aim of improving the growth and satisfying the needs of customers; Nemser, (2001) and Ganser (2000) concur with this statement.

2.3 Components of Induction Programs

According to Mondy (2005) the components of induction are; employment situation, company policies and rules, compensation, benefits, corporate culture, team membership, employee development, dealing with change and socialization. These components are explained below;

The Employment Situation

All organizations require that new employees become productive as quickly as possible. Therefore, specific information about performing the job may be provided at an early point in time when new employees join the organization. Knowledge of how the job fits into the departmental and the company goals tend to illustrate its importance and provide meaning to the work.

Company Policies and Rules

Every job within an organization must be performed within the guidelines and constraints provided by policies and rules. Work must be performed within the values and philosophies of the organization. Employees must understand these to have a smooth transition to the workplace. Since this information can be quite detailed, common practice is to include it in the form of an employee handbook or locate this information where it is easily accessible.

Compensation and Benefits

Employees will have a special interest in obtaining information about the reward system of their new organization. This information is usually provided during the recruitment and selection process but a review of the data in some detail is appropriate during induction.

Corporate Culture

Corporate culture commonly known as organizational culture is an interdependent set of beliefs, values, ways of behaving and tools of living that are so common in a community that they tend to perpetuate themselves sometimes over long periods of time, Wilhelm, (1992). The firm's culture reflects in effect, "How we do things around here." This relates to everything from the way employees dress to the way they talk. Organizations have a number of ways to communicate their culture and knowledge of it is critical to a new employee's induction, otherwise one might not fit.

Team Membership

A new employee's ability and willingness to work in teams is almost likely determined before he or she is hired. In induction, the importance of becoming a valued member of the organization team may be emphasized. It is imperative that team spirit be instilled in each employee and the sooner the better.

Employee Development

Employee development is increasingly becoming a do-it-yourself process. However, some firms provide assistance in this area. Employees should know exactly what is expected of them and what is required by the organization for advancement in the job or for promotion. An individual's employment security is increasingly becoming dependent upon his or her ability to acquire needed skills and knowledge that are constantly changing. Thus, employees should be kept aware of organization sponsored development programs and those available externally and they should receive encouragement to take advantage of any appropriate opportunities.

Socialization

New employees are likely to settle in more quickly and enjoy working for the organization if the process of socialization takes place smoothly. The social aspects of

work relationships with colleagues are very important for many people. The extent to which employees can directly influence the quality of socialization may often be limited but it is a feature of introduction to the organization to which they should pay attention as far as possible during the induction program which are concerned with reception, documentation to workplace formal induction course and informal training activities. To reduce anxiety that new employees may experience, attempts should be made to integrate the persons into the informal organization, Armstrong (2003). Introducing the new employee to presumed informal group leaders, involving the new employee in the organization's social activities and so forth, can do this. Obviously the choice of the person is important because a poor selection could lead to confusion or to the employee receiving inaccurate information.

2.4 Effects of Induction on Employee Job Performance

Mondy et al, (2005) points out that induction results in reduced employee turnover and provides other benefits giving an example of a survey of 1,400 financial officers who went through an induction process and this resulted to 83% of the respondents indicating that formal induction programs are effective in retaining and motivating employees. He states that induction programs may contribute to the success of both the employee and the organization.

According to Nyambegera (2005) induction is important because it lays a foundation for the new employee's entire career with the department. First impressions are important since they establish the basis for everything that follows. Without induction, a new employee sometimes feels uncomfortable in his or her new position and takes longer to reach his or her full potential. Specifically induction is important in the following ways among other things, it provides the new employees with concise and

accurate information to make one more comfortable in the job; encourages employee confidence and helps the new employee adapt faster to the job; contributes to a more effective and productive workforce; promotes communication between the supervisor and the new employee; and improves employee retention.

According to McNamara (2004), though a well-thought-out induction program takes energy, time and commitment, it has been known to:-

Reduce start up-costs; proper induction can help the employee get “up to speed” much more quickly, thereby reducing the costs associated with learning the job;

Reduce anxiety; any employee when put into a new, strange situation, will experience anxiety that can impede his or her ability to learn to do the job. Proper induction helps to reduce anxiety that results from entering into an unknown situation and helps provide guidelines for behavior and conduct, so that the employee doesn't have to experience the stress of guessing;

Reduce employee turnover; employee turnover increases as employees feel they are not valued or are put in positions where they can't possibly do their jobs. Induction programs shows that the organization values the employees and helps provide tools necessary for succeeding in the job; save time for supervisors and co-workers. Simply put, the better the initial induction, the less likely supervisors and co-workers will have to spend time teaching the new employee and;

Develop realistic job expectations; positive attitudes and job satisfaction as the employees learn as soon as possible what is expected of them, and what to expect from others, in addition to learning about the values and attitudes of the organization.

Armstrong (2001) further adds that induction is also known for increasing commitment; a committed employee is one who identifies with the organization,

wants to stay with it and is prepared to work hard on behalf of the organization. The first steps in achieving commitment are to present the organization as one that is worth working for and to ensure that the first impression is reinforced during the first weeks of employment. Induction also helps in clarifying the psychological contracts; this consists of implicit, unwritten beliefs and assumptions about how employees are expected to behave and what responses they can expect from their employer. It is concerned with norms, values and attributes. The psychological contract provides the basis for employment relationships and the more this can be clarified from the onset, the better. Finally, induction accelerates progress up the learning curve. New employees will be on a learning curve. They will take time to reach the required level of performance if they are not taken through an induction process. The length of the learning curve and the rates of learning vary but it is important to provide for it to take place in a planned and systematic manner from the first day, to maximize individual contributions as quickly as possible.

2.5 Challenges Facing Induction Programs

Induction is important for all companies. However, according to a recent survey from the United States executive search firm, Salveson Stetson Group, about two-thirds of corporations admit that they need to improve induction programming, Amble (2006). Human resource departments face challenges on how to organize effective induction training to provide employees with the resources they need to be successful, Robbins (2002).

Induction programs are faced with four major challenges. The first is the lack of clearly stated goals and objectives. Many companies did not state specific objectives for their induction programs. Scanlan (1965) gave three basic reasons why induction

programs missed their goals. The first was lack of planning, disillusionment about the new employees and the feelings of new employees that they simply did not fit into the company.

The second challenge was the delivery of appropriate and accurate information to new hires. Some companies offer only one or two days for induction training. Too often, employees felt that they did not get enough information or the amount of data overwhelmed them. Scanlan (1965) reported that many new hires thought that induction was overwhelming, boring, and/or too simplistic. Aswathappa (2002) gives various challenges that can be faced by organizations during induction, he states that a challenge can arise when supervisors who are entrusted with the job are not trained or considers the program a burden or are too busy, this agrees with Armstrong (2011) that due to lack of training they are likely to give new comers too much information in a short time, overload them with forms to complete, employees are pushed into a job with a sketchy induction. This may make employees develop wrong perception.

The third challenge dealt with balancing the variety of needs of individuals and those of the company. Each employee had their own needs and expectations. Companies and departments also had expectations from the new employees. Balancing the different needs and maximizing satisfaction for both sides is a problem for induction training. Scanlan (1965)

The last challenge was how to lessen new hires' anxiety and make them feel welcomed into the company Armstrong (2011). The emotional investment associated with induction training was often neglected. Typical induction training sessions focus on imparting information. However, previous research showed new hires also required help in setting up new relationships and in lessening the anxiety and stress

that accompanied the newcomer experience, Bourne (1967). According to Richard and Linn (1999), “emotional investment was a pivotal dimension of group effectiveness”. To satisfactorily meet the above challenges, it is important to note that the first, third, and fourth challenges involve the identification of induction goals and learning materials. The second challenge addresses the delivery of instruction.

2.6 Strategies for Improving Induction Programs

According to Chhabra (2005), to enhance induction programs, supervisors should be trained in the art of induction programs. Specific responsibilities of the human resource and the immediate supervisor should be made clear to avoid duplication or omission of important information, this concurs with Decenzo (1996) who points out that organizations must be willing to invest in the training of managers on what is required to help new employees adapt. This training involves learning how to establish program standards, how to coach and counsel new employees and how to be effective mentors. They should be capable of defining job requirements, provide the necessary tools to enable the new employee to do the job and provide ample feedback.

The induction process should be well planned and those conducting the program are supposed to give attention to specific problems faced by the new employees. Those designing the program should also be sensitive to such matters as how much information to supply to a given session, the sequence of the various parts of the program and how well the new employees are assimilating the information. Opportunity should be provided for question and discussion in order to clarify the presentation, information overload should thus be discarded and only reasonable amounts of information are provided (Armstrong, 2011). The online journal of Workforce Education and development Volume iv, issue 3 (2010), discusses two

curriculum and instruction models designed by Finch and Crunkilton, adapted for a general and departmental induction development and the Mager and Beach's model suggested for use in job induction development.

2.6.1 Finch-Crunkilton Model

Human Resource specialists can adapt the Finch-Crunkilton model to meet the above four challenges in both general and departmental induction. The model provides detailed guidelines to develop vocational and technical curriculum and prepare students for employment. The model includes four phases. The first phase, entitled Planning Curriculum, consists of the steps of establishing a decision making process and collecting and assessing school and community-related data. The second phase, establishing Curriculum Content includes a strategy for developing curricular content, making content decision and developing goals and objectives. The third phase, implementing the Curriculum, contains instructions for identifying and selecting materials, developing content and selecting delivery strategies. The fourth phase, Assessing and Refining Curriculum, explores assessment strategies and solutions for program improvement.

2.6.2 Adapting the Model

Human Resource specialists can adapt the above model to organizational and departmental inductions by changing several inputs. In the first plan phase, HR specialists can change school-related data and community-related data to Organization and department-related data. Also, to balance the needs of employees, it is appropriate to add employee-related data in the first phase as one input for training objectives identification. During the Developing Curriculum phase of the model, it is important

to establish informational contents to support company and HR strategy. Implementing curriculum is the third phase. In the step of identifying and selecting learning materials, HR specialists can use an employee handbook as a prime tool in the phase. An employee handbook was the primary resource in defining the conditions and terms of employment and the benefits available to employees. Devon (2006) stated that an employee handbook was the company's communication tool for information and policies to employees.

A well-planned induction program is important for both employees and the company when supplemented with an employee handbook. Berkeley (2006) explained that a good employee handbook set clear ground rules for employees. Also, the handbook protects an organization from lawsuits if an employee claims to have been unfairly disciplined or fired. Weiss (2007) suggested that, it was best if the employer sent the new hires a welcome letter, an employee handbook and a written job description before their first day on the company.

Gavin and Jawahar (2002) suggested the following contents be placed in an employee handbook firstly company information: included at the beginning of the employee handbook with a welcome letter, a brief description and a discussion of the company's mission and values, rules and expectations are addressed by policies which include prohibited conduct, right to intellectual material, privacy right, arbitration, solicitation and dress code. Also, procedures followed steps or actions if any of the policies or rules is not followed are placed in an employee handbook. Procedures include a broad definition of harassment, authority when complaints happen and an indication of what will follow after a complaint is solved and finally it includes the benefits required to be included in employee handbooks. Benefits may include social security,

unemployment insurance and workers compensation, whom each benefit applies and what criteria will be used to, and who to contact with questions.

2.6.3 Approaches to Induction Programs

An induction program should be well-planned and be comprehensive in nature. An effective development process can improve induction training. Belilos (1998) suggested three stages for induction process: a general induction, a departmental induction and a specific job induction. General induction focuses on the organization itself, such as organizational goals, mission, values, history and culture. A departmental induction includes departmental mission and goals, organizational structure, department functions and products introduction. A specific job induction is performance-based or product-based training. It varies with individual positions and focuses on technical training.

2.6.4 Developing an Induction Program.

Human Resource specialists can use Mager and Beach's model to develop a job induction program. The model provides detailed steps for course objectives identification and instructions development for vocational and technical education/training. Mager and Beach's model is composed of three phases: Preparation, Development and Improvement. The preparation phase guides the analysis of an occupation in terms of work activities, course objectives and criterion examination. The development phase focuses on the preparation of materials needed to attain the course objectives; this phase guides classroom instructions, including course content, procedures and sequences. The improvement phase assesses the efficiency and effectiveness of the instructions. It guides the assessment of student

performance in terms of the stated learning objectives. Human resource specialists can apply a pre-test and a post-test to determine participants' knowledge, skill and abilities before and after the session.

Effectiveness assessment addresses the issues of course objectives. It assesses how well curriculum instructors identify what to teach by comparing the course objectives with the jobs. If the training program failed in the efficiency assessment, the curriculum instructors will review the development phase to refine the instruction process. If the training program failed in the effectiveness assessment, the curriculum instructors will go back to the preparation phase to revise the identified course objectives. During the entire process, organizations can develop "buddy" or "mentoring" programs to provide support and guidance for new employees. Whatever induction materials are included in the process, they should encourage participation in creative and entertaining activities that reinforce the necessary skills and information. New employees must also have guidance and assistance throughout the process from a mentor or buddy, as well as their manager.

Overall, an induction program is a well-planned, systematic procedure that includes well-identified goals and well designed curricular and instruction. Induction strategies emerging from the discussions of Finch and Crunkilton models can be summarized as: Induction should be well planned and have systematic procedures that include a well identified and well designed curricular and instructions, Employee handbooks should be used during induction program, people who conduct induction should be trained and evaluation of induction programs should also be done.

2.6.5 Evaluation of Induction Programs

Assessment and Refinement is the last phase of the Finch- Crunkilton model. It is important for Human Resource specialists to value the assessment phase. A suitable assessment can help balance the variety of needs from employees and the company. The purpose of an assessment is to determine how well induction programs meet both the needs of the organization and those of the new employees.

Two sources for assessment are recommended for HR specialists. One is the new employees themselves and the other is the leaders of the organization. A survey can be used for employee assessment. Management's active involvement is critical and they are a good resource to provide feedback for improving induction programs.

A survey can be conducted with new employees to find out what they want to gain from the induction training. Kirkpatrick's model can be applied to assess the induction programs. Bates (2004) clarified the four levels of Kirkpatrick's model. Level One was to assess learners' reaction to the program to find out how well they liked it. Level Two assessed the learners' knowledge. Level Three assessed how the learners applied what they learned on their jobs. Level Four measured the impact of the training on the whole organization.

Branham (2005) suggested surveying new hires to find out how to minimize new-hire surprises in the future to meet mutual expectations from companies and new employees. Branham also suggested that "unmet expectations is the primary reason that 4 percent of employees leave the job on the first day and 50 percent quit during the first 6 months. Related is the fact that 40 percent of new executives also fail within the first 18 months. Follow-up can work as an ongoing part of induction evaluation. Hacker (2004) believed that ongoing induction program was the most

ideal form. Ongoing evaluation of the induction process resulted in regular refinements and occasional revisions.

Management has an important role in induction. A needs assessment for leaders would assess if anything is missing from the current induction training. Amble (2006) cited that an agreed-upon plan between the new employees and their supervisors should be prepared to measure the new employee's performance and expectations within the first 12 months. Wheeler (2006) suggested that managers need to provide meaningful discussions and reflective work experience since they controlled all career progressions and opportunities of the new employees. Meeting with managers would also help to show concern for employees, provide basis for decision making and build loyalty.

Induction is an opportunity for both partners in the selection process to confirm or review their decision to work together. A note in training magazine reports anecdotal evidence of reduced turnover at several organizations where induction programs were implemented Weirner et al (2009). Induction is an opportunity to develop competence and commitment. It is an essential part of the employee obligation to ensure safe, healthy and enjoyable work place. Induction contributes to performance and is essential for clarity about performance expectations.

There is not a lot of published research on the effectiveness of induction programs nor has the relative effectiveness of various approaches been adequately assessed. Despite this lack of research some guidelines can be helpful to those planning induction programs. Aspects of effective induction programs adapted from Feldman (1988) are listed are well-run induction programs are run on a need-to know principle. Employees are given the information they need as they need it and are subjected to

neither cram courses nor superficial treatments of topics. The most relevant and immediate kinds of information are given first. Effective induction programs take place over a period of days and weeks. While the intensity of the induction program is greatest on the first day, all its objectives cannot be met in that time frame. Good induction programs begin even before new recruits arrive and continue well after the first day.

The content of induction programs should present a healthy balance of technical information and social aspects. Induction programs are generally more effective if they allow a lot of two-way interaction between managers and new employees. Successful socialization depends heavily on the establishment of helpful, trusting superior-subordinate relationships.

The first day has a major impact on new employees: they remember those first impressions for years. Therefore, the running of that initial induction program should be carefully planned and implemented by individuals with good social skills. Filling out paperwork should be kept to the bare minimum that day. Well-run induction programs assign the responsibility for new recruits' adjustment to their immediate supervisors. While human resource professionals and other staff can serve as important resources to new recruits, one steady source of guidance and support is critical. Moreover, the immediate supervisor is in the best position to see potential problems the recruit faces and to help him or her solve those issues.

Induction programs can facilitate new recruits' adjustments by helping them get settled in the community and in new housing. When the logistics of living are up in the air, it is difficult for new hires to fully concentrate on their work assignments. For

this reason, many organizations provide assistance to new recruits in house hunting and include spouses or partners in several induction activities.

New employees should be gradually introduced to the people with whom they will work rather than given superficial introduction to all of them on the first day. Get the new employee involved in relevant team meetings as soon as possible. New employees should be allowed sufficient time to get their feet on the ground before demands on them increase. Well-run induction programs are relaxing. Their focus is on celebrations. They decrease anxiety, not increase it. They seek to create positive attitude towards the company by helpful and supportive behavior on the part of colleagues, not through high toned speeches. Finally, organization should systematically diagnose the needs of new recruits and evaluate the effectiveness of the induction programs. New topics and issues can be added to induction programs when needed and peripheral parts of the induction programs can be pruned.

2.7 Job Performance

Job performance most commonly refers to whether a person performs their job well. Performance is an important criterion that relates to organizational outcomes and success. Among the most commonly accepted theories of job performance comes from the work of John P Campbell and colleagues, coming from a psychological perspective, Campbell describes job performance as an individual level variable. That is, performance is something a single person does.

Campbell (1990) defines performance as behavior. It is something done by the employee. Campbell clarifies that performance does not have to be directly observed actions of an individual. It can consist of mental production such as answers and decisions. However, performance needs to be under the individual's control,

regardless of whether the performance of interest is mental or behavioral. Brars and Rece (2002) define performance as the degree of accomplishment of tasks that make up employees. It reflects how an employee is fulfilling the requirements of a job. The English oxford dictionary defines performance as the accomplishments/execution carrying out /working out anything ordered or undertaken. Brumbach (1988) further defines that performance means both behaviors and results. Therefore, when managing performance of teams and individuals both inputs (behavior) and output (results) need to be considered.

Job performance shows individual behaviors that contribute to achieve organizational objectives. Research proposed that high level of employee perception displays a high level of job performance. Organizational performance is used as a dependent variable by most of the organizational performance studies and efforts are made to identify variables that produce variations in performance. Job performance shows effectiveness and efficiency that make a payment to organizational goals. In the past employees were not able to make work related decisions (Saeed, 2012) because the system of the organization does not permit them to do this. Employee's perceptions about their responsibilities and tasks were not associated to employee's self decision making.

Lawler and Hall (1990) showed by their research that employee's perceptions about their tasks and responsibilities were not associated to employee's self ranking of his own performance. They present the job importance as subjective case and interpersonal interactions to enhance job performance. The idea held from 1990s is that satisfied employees are more productive. However it is difficult to obtain support for the argument that job satisfaction has significant effect on job performance. Job

satisfaction is effected by several theories such as intrinsic motivation theory (Deci and Ryan 1995) but very few studies are found that support this rationale. Employee Performance principally depends upon many factors like performance appraisals, employee motivation, Employee satisfaction, compensation, job security, organizational structure and others, but our area of study is focused on only two basic factors: Training and development and employee motivation as these two factors highly influence the performance of employees.

2.8 Summary of the Chapter

Induction programs in institutions helps employees to socialize with one another and to be psychologically prepared to work together to achieve the set goals of the organization. Various authors have given their views on the importance of induction programs. Bennet (1998) states that it is important for all new employees to participate in a solid induction program to ensure a good start, avoid potential miscommunication and to make the job more manageable.

According to Nyambegera (2005) induction is important because it lays a foundation for the new employee's entire career with the department. When new employees come into an organization, they should be made to understand what is expected of them from the employer and what to expect from the employer, thus creating a good working relationship. Induction programs provides the following benefits, reduce start up costs, reduce new staff anxiety, reduce employee turnover, develops realistic job expectations, increase commitments, provides the basis for employment relationship and increase the time taken to reach the required level of performance.

The challenges faced in induction programs have been discussed by various authors in the chapter as being lack of clearly stated goals and objectives, delivery of appropriate information to new hires, balancing the variety of needs of individuals and those of the company and the last challenge is how to lessen new hire's anxiety and make them feel welcomed in the company. There are strategies on improvement of induction programs that have been given and the strategies among others are to enhance induction programs, supervisors should be trained in the art of induction. Planning for the induction process is another strategy that should be given consideration in induction programs.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter presents the research methodology. It discusses the research design, study area, the target population, sample determination and sampling techniques. The methods of data collection, analysis and presentation are described. Finally validity and reliability of the data collection instruments are considered as well as the ethical issues of the study.

3.2 Study Area

This study was conducted in Eldoret Municipality at Eldoret Water and Sanitation Company (ELDOWAS). Eldoret is the headquarters of Uasin Gishu County within the vast Rift Valley Province of Kenya. It lies at an average altitude of 2100 meters in the high altitude area. The municipality has a population of 400,000 people (KNBS, 2009). The population comprises residents from different Kenyan ethnic groups. This town was chosen for this study because it is one of the fastest growing in Kenya with high concentration of new and upcoming hotels (GoK, 2005). Climate within the study areas is strongly influenced by altitude and physical features (escarpments, lakes and volcanic peaks). There is a considerable variation in the climate throughout the area. The areas have maximum temperature that varies over the year between 15°C and 28°C with minimum temperature range of 8°C and 12°C. The mean rainfall is just over 1400mm annually with the long rains falling between the months of March to May while December to February are dry months, June and July are periods of short rains.

The area has almost no permanent rivers flowing across it apart from river Sosiani that flows through the town. Land use in the area is predominantly small-scale agriculture and livestock husbandry. Agriculture is the predominant land cover in the region where it constitutes some 85% of the land use within the rural areas but in the urban areas, there is considerable commercial activities taking place. The major crops include maize (*Zea mays*), wheat (*Triticum aestivum*), barley (*Hordeum vulgare*), potatoes (*Solanum tuberosum*), onions (*Allium cepa*), beans (*Beta vulgaris*), cabbages (*Brassica oleracea*) and peas (*Pisum sativum*) that require huge amounts of agro-chemicals. Both free ranging and paddock livestock are reared. The study was conducted at Eldoret Water and Sanitation Company in Eldoret town. The organization is a limited liability company established under the Act of Parliament Cap 486 of the Laws of Kenya. The company is run by a Board of Directors (BOD) who represents the interests of stakeholders. The mandate of the company is to provide water services to Eldoret Town and its environs in an efficient and economical way. It has 215 workers who formed the target population of this study.

3.1 Research Design

The study employed the descriptive case study design. The case study design was preferred because it is effective for collecting in depth information within a short time and facilitates understanding of a population from a small part of it, Mugenda & Mugenda (2003). It is also suitable for studying a single entity, Oso and Onen (2005) and Koul (1992). To delimit this problem the researcher took all the employees of ELDOWAS to form the study sample.

3.3 Target Population

The target population of the study was all 215 employees of ELDOWAS. The employees comprised of managers, supervisors and operatives. All the employees were chosen because they were considered to be in a position to supply the crucial information the researcher was interested in.

3.4 Study Sample and Sampling Techniques/Procedures

A sample is a part of the target or accessible population that has been procedurally selected to represent it, (Oso and Onen, 2005). Since the researcher took all the employees of the company for the study; there was no need for sampling. The census techniques was therefore adopted as per Saunders et al, (2003), that census is collection and analysis of data from every possible case or member in a population. The study population is summarized and presented in Table 3.1 below.

Table 3.1 Summary of Study Population

Job Category	Number	Returned Questionnaires
Management	6	4
Supervisors	66	58
Operatives	143	120
Total	215	182

Source: Research, 2012

The total number of completed questionnaire from each job category determined the members in the population to be analyzed. In the first category four (4) managers out of six (6) questionnaires were returned, in the second category, fifty eight (58) out of sixty six (66) questionnaires were returned and in the third strata one hundred and twenty (120) out of one hundred and forty three (143) questionnaires were returned. When combined it gave a total population of one hundred and eighty two (182).

3.5 Methods of Data Collection

Data for the study was collected through Questionnaires and key informant interviews.

3.5.1 Questionnaires

The Questionnaires formed the main instrument of data collection. The Questionnaire was constructed so as to encompass important demographic characteristics of the respondents in the first section while the rest of the sections dealt with the specific objectives the study sought to actualize. The questionnaire was used to collect data from the supervisors and non-supervisory staff and was administered and collected personally by the researcher in order to ensure a greater response rate.

The advantages of using the questionnaire include; collection of information from a large sample in different areas, saving time, upholding confidentiality and no interview bias. Disadvantages of the questionnaire include low response rate, impersonal, no opportunity to probe for in-depth information. These short-comings were overcome through a pilot study and use of incentives.

3.5.2 Key Informant Interview

This method involves situations where by chance or training there are persons who will provide the most knowledgeable information possible on the topic of study. The key informants for this study were 4 managers. All the key informants were selected purposively on the basis of their in-depth knowledge of the issues of interest to the study.

Key informant technique took the form of face-to-face interview, using mostly open-ended interview questions. This method was advantageous in that the key informants

were free to provide answers and even expand on most of the issues in details. Key informant interviews yielded qualitative data. Besides, the interviews assisted the researcher to get clarity on issues and suggestions or confirm what the questionnaire may not have covered.

3.6. Validity and Reliability of Research Instruments

3.6.1. Validity

By instrument validity is meant the ability of the instrument to measure what it is supposed to measure (Mugenda and Mugenda, 1999). It means the degree to which results obtained from the analysis of data actually represent the phenomenon under study. Validation of the instruments was ensured through the researcher consulting her supervisors and experts in the Human Resource Development for advice and guidance. Their views were incorporated in the study instruments.

3.6.2. Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results of data after repeated trials, (Dwivedi 1997). The questionnaires and interview schedules were tested for reliability by conducting a pilot study in the Kerio Valley Development Authority Headquarters, Eldoret. This company was not used in the actual study. Kerio Valley Development Authority Headquarters was appropriate for the study because it had the same status, with similar facilities as those found in ELDOWAS. To check on reliability of the questionnaire and interviews schedules, Cronbach-Alpha coefficient was used to calculate the reliability coefficient. The Cronbach's coefficient alpha of 0.7 was obtained which implied that the research instruments were reliable and therefore the researcher adopted the

research instruments.

3.7 Data Collection Procedure

The researcher obtained a letter from Moi University introducing her to the management of ELDOWAS. The content of the letter included the purpose of the study, time frame and seeking of permission to involve the company employees in the study. The researcher obtained the data personally.

3.8 Data Analysis

The data collected was verified for completeness and correctness, coded and analyzed both quantitatively and qualitatively using the SPSS computer program version 19. Descriptive statistics was used to analyze the data. Data was presented under appropriate sub-headings that generally corresponded to the research objectives or questions. The data was then summarized in the form of frequency tables, pie charts and graphs. Where tables were used an introduction was presented below each sub-heading followed by a brief interpretation and its implication to the study objectives. Descriptions targeted factors relating to the effects of induction programs on employee job performance.

3.9 Ethical Issues

The researcher assured the respondents of confidentiality and that the data supplied would be used for research purposes only and not to cause damage to their integrity and interests at the workplace.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0. Overview

This chapter provides a presentation of research findings collected through the methodology discussed in chapter three. The main objective of this study was to assess the effects of induction programs on employee Job Performance in Eldoret Water and Sanitation Company Limited. The specific objectives were to establish the existence and goals of induction programs in ELDOWAS, to examine the perception of employees on induction programs in ELDOWAS, to identify the challenges of conducting induction programs and finally to find out the strategies for enhancing effectiveness of induction programs and their likely impact on employee job performance. The findings were presented in form of frequency distribution tables, charts, bar graphs and percentages.

4.1. Background Information

Before embarking on the main objectives of the study, it was important to find out the background information of the respondents. This was measured by looking at the gender of the respondents, age of employees, job position and level of education. The researcher considered the background information meaningful to the study as it helped to understand the logic of the responses of the various respondents; it also laid the basic foundation on which the interpretation of the study was to be based and would enable both the researcher and the readers to have confidence in the study. The target population for the study was all the two hundred and fifteen (215) employees of ELDOWAS from which one hundred and eighty two (182) respondents filled the questionnaires and return to the researcher.

4.1.1 Gender of the Respondents

The gender of the employees during the study was tabulated as shown in table 4.1. Gender as a variable was categorically expressed as male or female. The respective frequencies and percentages were calculated and recorded. The tabulated results show that a majority of the employees (83%) were male and (17%) were female. The percentage gender disparity was $(83\% - 17\%) = 66\%$.

Table 4.1 Distribution of Respondents according to Gender

Gender	Frequency	Percentage
Male	151	83
Female	31	17
TOTAL	182	100

This suggests that there is a high percentage of disparity between male and female and this may be attributed to the nature of jobs like driving, meter-reading and plumbing in ELDOWAS which is “assumed” a preserve for men. It also suggests that there is lack of affirmative action policy in the recruitment and selection of employees. However, the disparities did not affect the respondents’ knowledge on induction programs and its effects on employee job performance in Organizations. Employee job performance is therefore not dependent on gender but on how effective induction programs are in terms of accomplishments of tasks.

4.1.2. Age of the Respondents

The age of employees during the study was as summarized in the figure 4.1. 78 (43.1%) were aged between 31 and 35 years, 29 (19.4%) employees aged between 36 and 40 year 35 (23.6%) employees aged above 40 years, 18 (9.7%) were aged

between 26-30 years while 8 (4.2%) were below 25 years. The findings indicated that most employees 113 (62.5%) were between the ages of 31-40 years and thus productive enough to work in the organization.

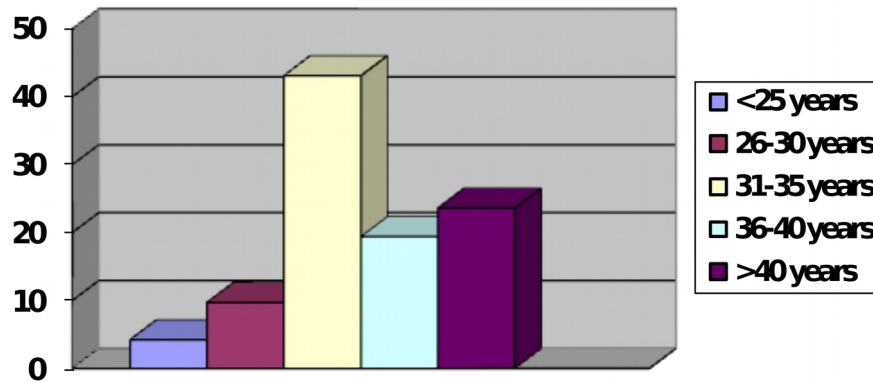


Figure 4.1 Ages of the Respondents

The age of the respondents was relevant to the study since it is assumed that those respondents who are mature had adequate knowledge and therefore were in a position to give a true picture of the researcher's study area. Job performance is therefore not dependent on age but on how employee orientation is conducted in terms of accomplishments of tasks.

4.1.3. Job Position

The researcher sought to establish the job category of the employees of ELDOWAS during the study as shown in table 4.2. This was necessary so as to establish whether induction was practiced at all levels of the job categories in ELDOWAS. The variables on the staff job category were operationally categorized as manager, supervisor and non supervisor. Findings indicated that majority of the employees 112 (61.5%) were non-supervisors, 61 (33.5%) working as supervisors, 4 (2.2%) were

managers and 5 (2.8%) working in other section of the organization. The findings indicate that majority of the employees used in the study were from the operative positions.

Table 4.2 Job Position

	Frequency	Percent
Manager	4	2.2
Supervisor	61	33.5
Non-supervisors	112	61.5
Others	5	2.8
Total	182	100.0

This implies that induction in ELDOWAS is practiced and understood by all the employees in the different job categories.

4.1.4. Working Experience

The working experience of employees was varied during the study as summarized in the table 4.3. Most of the employees 71 (39%) had been in the organization for between 6 and 9 years, 51 (28%) of the employees had worked for between 2 to 5 years, 46 (25.3%) of the employees had worked for 10 to 14 years, 10 (5.5%) had worked for less than 6 months while 2 (1.1%) had worked for over 14 years and 2(1.1%) of the respondents did not give any response.

Table 4.3 Working Experience

	Frequency	Percent
No response	2	1.1
Less than 6 months	10	5.5
2-5 years	51	28.0
6-9 years	71	39.0
10-14 years	46	25.3
Over 14 years	2	1.1
Total	182	100.0

The findings indicate that most of the employees had been employed for 6-9 years in the organization and were therefore adequately experienced in the practices of the company.

4.1.5. Level of Education

It was important for the researcher to find out the level of education of the respondents. Level of education is important as it enables them to be aware of the effects of induction on job performance in ELDOWAS. The table 4.4 shows that majority of the sample population 83 (45.6%) were diploma holders, 42 (23.1%) were certificate holders, 23(12.6%) had degrees while 8 (4.4%) had masters and others 26 (14.3%) had basic level of education which comprised of form four level of education.

Table 4.4 Level of Education

Level of Education	Frequency	Percent
Master degree	8	4.4
1st degree	23	12.6
Diploma	83	45.6
Others	26	14.3
Certificate	42	23.1
Total	182	100.0

The findings indicate that majority (45.6%) of the employees had diploma education level and thus able to know the effects of induction programs on job performance.

4.2. Induction Program

The employees indicated whether they had undergone induction as shown in the table 4.5. Majority of the employees 56 (77.8%) identified that they had undergone induction in their organization and 16 (22.2%) had not undergone induction.

Table 4.5 Distribution of respondents on whether they underwent induction

	Frequency	Percent
Yes	142	78
No	40	22
Total	182	100.0

The findings indicated that the majority of the employees had undergone induction and hence they were in a position to give valid and reliable responses during the study.

4.2.1 Meaning of Induction and Job Performance

Finding out what the respondents understood about induction several responses were given, 40 (22%) defining induction as the process of acquainting the new employees with the existing culture and practices of the organization, 25 (13.7%) stated that it is introduction of new employee to new work environment, 86 (47.3%) stated that it is familiarizing new employees with company policies, safety rules and work expectations, 21 (11.5%) responded that induction is welcoming a new employee and introducing to the company and staff and 10 (5.5%) of the respondents did not give any response.

Table 4.6 Distribution of Respondents on the Meaning of Induction

Responses	Frequency	Percentage (%)
Process of acquainting the new employees with existing culture and practices	40	22
Introduction of new employees to the new work environment	25	13.7
Familiarizing new employee with the company policies, safety rules and work expectations	86	47.3
Welcoming the new employee and introducing to the company and the staff	21	11.5
No response	10	5.5
TOTAL	182	100.0

This indicates that the respondents are aware of what induction is and thus able to help the new employees undergo the induction process successfully. This corresponds well with the results of sub-section 4.6. Further investigation focused on what the employees knew about job performance. Varied responses were recorded with 44 (24%) defining that job performance is how an employee carries out his/her daily office activities, 53 (29%) said it is the way an employee works in achieving set targets of the company and his work while 49 (27%) said that it is how well or badly

an employee does a job and 36 (20%) did not give any response. This is as illustrated in table 4.7:

Table 4.7 Distribution of Respondents on the Meaning of Job Performance

Response	Frequency	Percentage
How an employee carries out his/her daily office activities	44	24
The way employees work to achieve set targets of the company	53	29
How well or badly an employee does a job	49	27
No response	36	20
TOTAL	182	100

The findings indicated that ELDOWAS employees had adequate knowledge on the subject of study and gave reliable information.

4.2.2. Induction Process

Induction program was identified to be practiced by various people in the organization as summarized in table 4.8. The majority of the respondents, 94 (51.4 %) said that the immediate supervisor conducted the induction process, 43 (23.6%) indicated that it was conducted by an officer from Human Resource Office, 5 (2.8%) said other employee conducted the induction process and 40 (22.2%) did not undergo induction process.

Table 4.8 Distribution of respondents on who conducts the induction program

	Frequency	Percent
Immediate supervisor	94	51.4
Another employee	5	2.8
An officer from HR	43	23.6
No response	40	22.2
Total	182	100.0

This implies that most of the induction process in ELDOWAS is conducted by the immediate supervisor.

4.2.3. Period of Induction Program

From the study majority of the employees 111 (61%) identified that the induction lasted for less than one month and those who identified that it lasted for more than three months comprised of 31 (16.8%), and 40 (22.2%) of the respondents did not give any response as shown in table 4.9

Table 4.9 Period of Induction Program

	Frequency	Percent
Less than a month	111	61
Less than three months	31	16.8
No response	40	22.2
Total	182	100.0

The findings showed that induction was a factor that was not given much emphasis as the time taken was found to be too short.

4.2.4. Place of Induction Program

From the study majority of the employees 134 (73.6%) identified that the induction program was conducted on the job and 8 (4.2%) identified the program was conducted in the class and 40 (22.2%) did not give any response as shown in table 4.10.

Table 4.10 Distribution of respondents as to where the program was conducted

	Frequency	Percent
In class	8	4.2
On the job	134	73.6
No response	40	22.2
Total	182	100.0

The findings showed that induction in ELDOWAS was conducted as part of the on job routine.

4.2.5. Overall Experience on Induction

The overall experience with the job induction programs was rated by 132 (72.3%) of the employees to be satisfactory, with 10 (5.5%) rating them to be extremely satisfactory and 40 (22.2%) did not give any response as shown in table 4.11

Table 4.11 Distribution of Respondents on their Overall Experiences with Induction

	Frequency	Percent
Extremely satisfied	10	5.5
Satisfied	132	72.3
No response	40	22.2
Total	182	100.0

From the study it showed that the overall experience of the job induction was

satisfactory in the company.

4.2.6. Employee Handbook

The researcher also wanted to find out if the employees were given induction handbooks during induction in their organization 111 (61%) said that they were not given the induction handbooks and 31 (16.8%) said they were given handbooks and 40 (22.2%) did not give any response as indicated in Table 4.12.

Table 4.12 Distribution of Respondents on Whether they Received Employee Handbooks

	Frequency	Percent
Yes	31	16.8
No	111	61
No response	40	22.2
Total	182	100.0

The findings indicated that most of the employees were not given handbooks during the induction process in the organization.

4.2.7. Importance of Employee Handbook

It was also prudent for the researcher to find out how helpful the handbooks given in the organization during the induction process were. From the study majority of the respondents 151(83%) indicated that they were not given induction handbooks during induction. From those who indicated that they were given induction handbooks 23 (12.6%) identified the handbooks to have been of help to them while 8 (4.4%) viewed the handbooks to be not helpful. The findings were as summarized in table 4.13 below

Table 4.13 Distribution of Respondents on the Helpfulness of the Handbook

	Frequency	Percent
Extremely helpful	23	12.6
Not helpful	8	4.4
No response	151	83
Total	182	100

The findings indicate that employee handbooks were not distributed to new employees during induction program in ELDOWAS and most of the employees 151 (83%) did not know how helpful the hand books were to their induction.

4.3. Goals of Induction Program

The researcher's first objective was to find out the goals of induction programs on job performance. Most of the employees 121 (66.5%) agreed that induction provides new employees with information about the organization, 5 (2.8%) were undecided while 56 (30.7%) disagreed that induction provides new employees with information. Finding out if employee paints a precise picture of the department 139 (76.3%) agreed while 31 (17.3%) disagreed that induction paints a precise picture of departments and 12 (6.4%) were undecided. Still on the goals of induction in the organization 109 (59.9%) agreed that induction conveys employee expectations, 57 (31.3%) disagreed that induction conveys employee expectations while 16 (8.8%) were undecided. On relieving the new employee's anxieties about the job all the respondents 182 (100%) agreed that induction relieves the new employees' anxieties about the job. Finally looking at if induction inspires the new employees to have good attitude towards the organization 126 (69.4%) agreed while 56 (30.6%) disagreed.

Table 4.14 Goals of Induction in the Organization**N=182**

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Provide new employees with information	23	12.6	33	18.1	5	2.8	18	9.9	103	56.6
Paints a precise picture of department	18	10	13	7.3	12	6.4	28	15.3	111	61
Conveys employees expectations	42	23.1	15	8.2	16	8.8	43	23.6	66	36.3
Relieves the new employees anxieties about the job	0	0	0	0	0	0	106	58.3	76	41.7
Inspires the new employee to have good attitude towards the organization	8	4.2	48	26.4	0	0	38	20.8	88	48.6

The findings from the respondents indicated that the goals of induction are to provide new employees with information, paints a precise picture of department, conveys employees' expectations, relieves the new employees' anxieties about the job and inspires the new employee to have good attitude towards the organization. This suggests that the respondents appreciated the goals of induction and are certain of its importance in enhancing organizational performance.

4.3.1 Contents of Induction Program

The researcher also sought to find out from the managers whether they knew the contents of induction program. From the interview schedules conducted the following were enumerated as what an induction program should entail. Introduction to working areas and employees' departments, Inform employees on the term and conditions of employment, give basis of business interests, description of the organization and Company procedures, health and safety training, company's vision, mission and

management, company's offices and out stations, improves productivity since it is like on the job training, Company's offices and out stations, reception of new employees.

4.4 Effectiveness of Induction Programs on Employee Job Performance

Looking at the effectiveness of induction programs on job performance table 4.4 shows that majority 142 (77.8%) agreed that induction helps employees to know what is expected of them, 35 (19.4%) disagreed to that while 5 (2.8%) were undecided. Finding out if induction provides a road map to workplace success 164 (90.4%) agreed to that, 15 (8.2%) disagreed while 3 (1.4%) was undecided. Most of them 147 (80.6%) agreed that induction helps the new employees know the company rules, 7 (4.1%) were undecided while 28 (15.3%) disagreed that induction helps the employee to know the company. Finally, looking at if induction creates positive first impression findings on table 4.4 indicate that 159 (87.5%) agreed to that, 18 (9.7%) disagreed while 5 (2.8%) were undecided, that is they were not sure if induction creates a positive first impression as shown in Table 4.4. Finding from the managers on the effects of induction, several responses were given such as induction makes the employee adopt and feel that he fits well and has been accommodated hence improving work effectiveness and productivity, creates a positive impression on the organization hence retention of employees and therefore high productivity and reduced costs on replacements, training and disruptions while some of the managers said induction helps new employees get to understand the company and the need to undertake their jobs.

Table 4.15 Effectiveness of Induction Programs on Job Performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Helps employees to know what is expected of them	15	8.3	20	11.1	5	2.8	76	41.7	66	36.1
Provides a road map to workplace success	3	1.4	12	6.8	3	1.4	101	55.6	63	34.8
Helps employee know the company rules	3	1.4	25	13.9	7	4.1	91	50	56	30.6
Creates positive first impression	5	2.8	13	6.9	5	2.8	78	43.1	81	44.4

The findings from the respondents indicated that the following were the effects of induction: Helps employees to know what is expected of them, provides a road map to workplace success, helps employee know the company rules and creates a positive first impression to the new employee. This implies that when these are implemented during induction it would show concern for the new employees and provide a basis for decision making and build loyalty.

4.5 Challenges Facing Induction Programs

Finding out the challenges facing induction in organizations, most of the sample population 156 (86.1%) agreed that lack of clearly stated goals for induction was a challenge facing the employees in the organization and 18 (9.7%) disagreed; (Table 4.16) Looking at failure to balance the needs of the employee against the needs of the company as a challenge 132 (72.3%) agreed while 32 (17.9%) disagreed that failure to balance the needs of the employee against the needs of the company was a challenge and 18 (9.8%) were undecided. Still on the challenges facing the organization, inability to deliver appropriate and accurate information to new

employees was also looked as a challenge that the employees faced with 142 (77.9%) agreeing to that and 15 (8.2%) disagreeing while 25 (13.9%) were undecided. How to reduce the new employees' anxiety and make him/her feel welcomed in the company was also indicated as a challenge where 134 (73.6%) agreed while 23 (12.5%) disagreed and 25(13.9%) were undecided.

Finally looking at lack of re-orientation when employees are transferred to new stations or when they are promoted as a challenge 142 (77.9%) agreed while 35 (19.3%) disagreed and 5(2.8%) were undecided. It was also important to find out from the managers the challenges faced when conducting induction some of them said diversifying of the organizational structures, lack of qualified staff to undertake induction, lack of structured ways of conducting induction, time consuming and that induction is costly in terms of training and stationery.

Table 4.16 Challenges facing induction programs

Statement	SD	D	UD	A	SA
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	F	%	F	%	F	%	F	%	F	%
Lack of clearly stated goals for induction	5	2.8	13	6.9	8	4.2	106	58.3	50	27.8
Failure to balance the needs of the employee against the needs of the company Lack of clearly stated goals for induction	12	6.8	20	11.1	18	9.8	86	47.3	46	25.2
Inability to deliver appropriate and accurate information to new employees	3	1.4	12	6.8	25	13.9	91	50	51	27.9
How to reduce the new employees anxiety and make him/her feel welcomed in the company	5	2.8	18	9.7	25	13.9	61	33.3	73	40.3
Lack of re-orientation when employees are transferred to new stations or when they are promoted	15	8.2	20	11.1	5	2.8	101	55.6	41	22.3

The findings from the respondents indicated that challenges induction are: Lack of clearly stated goals for induction, failure to balance the needs of the employee against the needs of the company, inability to deliver appropriate and accurate information to new employees, how to reduce the new employees anxiety and make him/her feel welcomed in the company and lack of re-orientation when employees are transferred to new stations or when they are promoted.

4.6 Strategies for Improving Induction Programs

On the researchers last objectives the researcher wanted to find out the strategies for improving induction. As indicated in Table 4. 17, 122 (66.6%) disagreed that letting

the employee to learn by him/herself was a strategy for improving induction and 50 (27.6%) agreed while 11(5.8%) were undecided. Finding out if taking the employee for formal classroom training was a strategy to improve induction programs, 169 (93%) agreed while 10 (5.6%) disagreed that induction on formal classroom can be a strategy to improve induction

Looking at if having induction programs done by colleagues can be used as a strategy 159 (87.4%) agreed while 18 (9.8%) disagreed. 137 (75.3%) of the sampled employees said that making the programs relaxing was a strategy to improve induction and 38(20.8%) disagreed. Majority of the respondents 159 (87.4%) agreed that by allowing new employees adequate time to get their feet on the ground before demands on them can be put as a strategy to improve induction while 18(9.8%) disagreed and 5(2.8%) were undecided. Results also indicated that 167 (91.7%) agreed that providing assistance to new employees, in house hunt and involving the spouse in the program can be used as a strategy while 10 (5.5%) disagreed.

Findings also shows that most of the respondents 167 (91.7%) agreed that having induction done by the immediate superior can be put as a strategy while 12(6.9%) disagreed and 3(4.1%) were undecided. Majority of the employees 167 (91.7%) agreed that allowing a lot of two way interaction was a strategy to improving induction and 15 (8.4%) disagree while 3 (1.4%) were undecided. Still on the strategy to improve induction, ensuring the program content gives a healthy balance between technical information and social aspects was pointed out as a strategy with 118 (88.8%) agreeing and 18 (9.8%) disagreeing and.

Finding out if giving employees the information they need was a strategy for improving induction program 149 (81.9%) agreed while 26 (14.3%) disagreed and 7

(3.8%) were undecided. Finding out from the managers the strategies to be put in place to improve induction program several responses were given such as advance planning, adequate supervision, budgeting annually and setting up a section within the HR to undertake induction for new employees.

Table 4.17 Strategies for improving induction programs

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Giving employees the information they need	14	7.7	12	6.6	7	3.8	125	68.7	24	13.2
Ensuring the program content gives a healthy balance between technical information and social aspects	8	4.2	10	5.6	3	1.4	118	65	43	23.8
Allowing a lot of two way interaction	10	5.6	5	2.8	0	0	121	66.6	46	25
Building workplace relationships	8	4.2	3	1.4	0	0	151	83.2	20	11.2
Giving the best impression on the first day	15	8.3	3	1.4	4	2.2	140	76.9	20	11.2
Having induction done by the immediate superior	5	2.8	7	4.1	3	1.4	46	25	121	66.7
Providing assistance to new employees in house hunt and involving the spouse in the program	3	1.4	7	4.1	5	2.8	86	47.2	81	44.5
By allowing new employees adequate time to get their feet on the ground before demands on them	8	4.2	10	5.6	5	2.8	88	48.5	71	38.9
Making the program relaxing	15	8.2	23	12.6	7	4.1	76	41.8	61	33.3
Having induction done by colleagues	8	4.2	10	5.6	5	2.8	78	43	81	44.4
Taking the employee for formal classroom training	5	2.8	5	2.8	3	1.4	91	50	78	43
Letting the employee to learn by him/herself	86	47.2	35	19.4	11	5.8	35	19.4	15	8.2

The findings from the respondents indicated that the strategies of induction program are: Giving employees the information they need, ensuring the program content gives a healthy balance between technical information and social aspect, allowing a lot of two way interaction, building workplace relationships, giving the best impression on the first day, having induction done by the immediate superior, providing assistance to new employees in house and involving the spouse in the program by allowing new employees adequate time to get their feet on the ground before making demands on them, making the programs relaxing, having induction done by colleagues, taking the new employee for formal classroom training, however letting the employee to learn by him/herself was indicated as not being a strategy to improve induction programs.

4.7 Chapter Summary

Induction programs are meant to assist new employees or existing employees on transfer of employment to settle down quickly and be productive. It was found through the study that when employees undergo induction their job performance is enhanced. However, the process of employee induction is likely to be ineffective if certain aspects of induction programs are not adequately addressed. Hence the general objective of the study was to assess the effects of induction programs on employee job performance in ELDOWAS.

The first objective of the study was to establish the existence of induction programs in ELDOWAS. The study findings revealed that induction programs exist in ELDOWAS and that majority of the respondents 47.3% understood the meaning and goals of induction in the company. As Nyambegera (2005) states, a good induction program should be understood by employees. This agrees with the conclusion of the study.

The second objective was to examine the perception of staff on the importance of induction programs on employee job performance. The study findings indicated that 90.4% of the respondents agreed that induction programs enhance job performance, which agrees with Mc Namara (2004), who argues that induction programs produce positive attitudes and job satisfaction in employees

The third objective was on the challenge of induction programs on employee job performance. The findings of the study showed that induction programs in ELDOWAS are faced by challenges as supported by over 73% of the respondents. This agrees with the views of Armstrong (2011) that if supervisors entrusted with induction programs are not trained or are too busy, induction programs becomes a challenge.

The fourth objective was on the strategies to improve induction programs. The findings of the study indicated that some of the strategies of improving induction programs in ELDOWAS as given by approximately 90% of the respondents agreeing that induction programs should have a two way interaction between the employee and the employer. This is supported by Aswathapa (2002) who states that induction should provide the employees with the information required for the proper performance of their duties

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents a discussion of findings, conclusions and recommendations about induction programs in ELDOWAS and their effects on employee performance. The chapter shows what was established by the study and comparing the same with practices established elsewhere by scholars as reviewed in chapter two.

5.1 Summary of Findings

With the development of today's global market, organizations are continuously seeking ways to grow and keep competitive through several deliberately planned, implemented and monitored activities. One of these activities is through induction which is a form of training. The findings are discussed here under subheadings; respondents personal characteristics; goals of induction and its effects on job performance; role of induction on job performance; challenges faced in induction and strategies of enhancing induction programs. One hundred and eighty two respondents filled and returned the questionnaires from a population of two hundred and fifteen employees of ELDOWAS. This was 84.7% of the target population.

5.1.1 Role of Induction on Job Performance

First it was desirable to find out what the respondents understood by the term induction and job performance. Majority, 47.3% stated that induction is familiarizing new employees with the company policies, safety rules, and work expectations, 13.7% of the employees stated that induction is the process of acquainting the new employees with the existing culture and practices of the organization, 22% of the respondents indicated that induction is the introduction of new employees to a new work environment, 11.5% indicated that induction is welcoming new employees to

the company and integrating them with the organization staff. The findings collaborate with French (1994) who defines induction as the process of familiarizing new employees with the organization and the job. This suggests that the respondents view on induction is more less the same as French's (1994) definition.

On the meaning of job performance 24% of the respondents stated that job performance is how an employee carries his/ her daily office activities, 29% indicated that it was the way employees work to achieve set targets of the company, 27% indicated that it is how well or badly an employee does a job. The definitions by the respondents are more less like those given by Brars and Rece(2002) that job performance is the degree of accomplishments of tasks and that it reflects how an employee fulfils the requirements of a job. Induction guides and directs the employees behavior and expectations and this leads to improved job performance.

On the goals of induction, 66.5% of the respondents indicated that the goal of induction was to provide new employees with information, 76.3% indicated that the goal was to paint a precise picture of the departments, 59.9% indicated that the goal was to convey employees expectations, 100%, all the respondents indicated that the goal was to relieve the new employees' anxieties about the job. 69.4% indicated that the goal of employee orientation was to inspire new employees to have a good attitude towards the organization. This implies that if organizations practice induction with the aim of achieving the mentioned goals among others, performance is expected to improve. When one begin a new job, transferred or get a promotion he/she is required to make adjustments so as to adapt to the new environment, different work activities, a new boss, a different or diverse group of coworkers and probably a different set of standards for what constitutes good performance Decenzo and Robbins(1996) agrees with the respondents' responses that induction strongly influences employee

performance and organizational stability by providing an adequate special attention to put the new employees at ease, provides an adequate amount of information to reduce uncertainty and ambiguity.

Job performance depends to a considerable degree on knowing what one should or should not do and understanding the right way to do a job indicate proper induction. The findings on the effects of induction programs in the study shows that induction helps employees to know what is expected of them as reported by 77.8% of the respondents, 90.4% reported that it provides a roadmap to work place success, 80.6% reported that it helps new employees know the company rules and finally 87.5% reported that it created a positive first impression about the company. There are however a number of responses given by the managers as to what the effects of induction programs was. The responses given were that induction makes employees adopt well and feel accommodated in the company hence improving work effectiveness and productivity, it created a positive impression on the organization hence retention of employees and therefore high productivity and reduced costs on replacements, training and disruptions, others said that induction helps new employees understand the company and be able to undertake their job roles. Induction “builds a positive attitude towards the company and its stakeholders, states Chhababra (2005), this concurs with the respondents suggestion that induction programs created a positive first impression about the company.

5.1.2 Challenges of Induction

The study established that the common challenges in induction are lack of clearly stated goals for induction, reported by 156(86.1%) of the respondents; failure to balance the needs of the employee against the needs of the company reported by 72.5 %, this is supported by Chhabra (2005) who states that orientation may be viewed as a

socializing process by which the organizations seeks to make an individual agent for the achievements of its objectives and the individual seeks to make an agency of the organization for the achievement of his /personal goals. inability to deliver appropriate and accurate information to new employees reported by 77.9% of the respondents; how to reduce the new employee anxiety and make him or her feel welcomed in the company reported by 73.6%, lack of re-orientation when employees are transferred to new stations or when they are promoted reported by 77.9% of the respondents. The managers gave the following as the challenges of induction, diversifying of the organizational structures, lack of qualified staff to undertake induction, lack of structured ways of conducting induction; it is time consuming and is costly in terms of training and stationery. Armstrong agrees with the managers' response that supervisors who are entrusted with the job of induction are not trained or may be too busy, hence may not train the new employees as is expected.

5.1.3 Strategies for Improving Induction Programs

On the strategies for improving induction programs the suggestions included giving employees the information they need about the organization, with 81.9% of the respondents agreeing, ensuring the programs content gives a healthy balance between technical and social aspects reported by 88.8% of the respondents, allowing a lot of two way interaction reported by 91.6% of the respondents, building workplace relationships reported by 94.4% of the respondents, giving the best impression on the first day reported by 88.1% of the respondents, having the induction done by the immediate supervisor reported by 91.7% of the respondents, providing assistance to new employees in house hunt and involving the spouse in the program reported by 91.7%, allowing new employees adequate time to get their feet on the ground before demands on them reported by 87.4% of the respondents, making the programs

relaxing reported by 75.1% of the respondents, having the induction done by colleagues reported by 87.4% of the respondents, taking the employees for formal classroom training reported by 93% of the respondents. However, some of the respondents reported that letting the new employees to learn on their own was not a strategy for improving induction, with, 66.6% of the respondents reporting against the statement. The findings are in line with Aswathappa (2002) who stated that induction is designed to provide new employees with the information he or she needs to function comfortably in the organization. This is in agreement with the suggestion given by respondents that induction gives new employees with the information they need in the organization.

5.2 Conclusions

From the study it can be concluded that induction exists in ELDOWAS but it takes a short time. The objectives of induction in the company are right in that the respondents indicated that the goals of induction are; it helps employees know what is expected of them, provides a roadmap to workplace success, help employee know the company roles, and relates a positive first impression. The study established that the induction programs in ELDOWAS is effective as given by the respondents that; it provides a new employee with information, paints a precise picture of departments, conveys employee expectations, relieves the new employees' anxieties about the job and inspires the new employee to have a good attitude towards the organization. According to the respondents, induction is conducted on the job by the immediate supervisor and employee handbooks are not given to new employees during the induction program

On challenges facing induction, the respondents agreed the following as the challenges; lack of clearly stated goals for induction, failure to balance the needs of the company and the employee, inability to deliver appropriate and accurate information to new employees, how to reduce the new employees' anxiety and make him/her feel welcomed in the company and lack of re-orientation when employees are transferred to new stations or when they are promoted. The respondents agreed on the following as the strategies of improving induction: giving employees the information they need, ensuring the program content gives a healthy balance between technical information and social aspects, allowing a lot of two way interaction, building workplace relationships, giving the best impression on the first day, having induction done by the immediate superior, providing assistance to new employees in house hunt and involving the spouse in the program, by allowing new employees adequate time to get their feet on the ground before demands on them, making the program relaxing, having induction done by colleagues and taking the employee for formal classroom.

5.3 Recommendations

Following the study findings it is clear that induction is vital in order to enhance individual/employees performance in organizations. To achieve maximum benefits from induction, the following recommendations are advanced.

- i. Induction should be deliberately planned and a clear budget for the program
- ii. All new employees and those transferred to new stations/departments or on promotion should undergo the induction process.

- iii. Coordination of induction should be assigned to the Human Resource department and should liaise with the respective supervisors and line managers.
- iv. There should be feedback on the induction program so that employees may know how they have performed and what they need in order to improve.
- v. The management in any organization must be part of the induction process, the managements support is necessary for its success. Therefore induction should be an integral part of an organization.
- vi. The induction handbooks should be given during induction programs.
- vii. The managers and supervisors should be trained on how to conduct the induction program, so as to make it effective.

5.4 Suggestions for Further Studies

The study brings out clearly the fear of the employees citing the challenges of induction as lack of clearly stated goals for induction programs, failure to balance the needs of the employee and that of the company, inability to deliver appropriate and accurate information to new employees to name but a few. It may therefore be necessary to carry out further research on induction programs to establish;

- i. The type of training that can be given to the immediate supervisors/line managers to ensure the right information is given to the new entrants into the organization.
- ii. The comparison between the job performance of employees who undergo induction and those who do not.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

I am a student in Human Resource Development at Moi University. I am conducting a research study on the **“Effects of Induction Programs on Employee Job Performance in Eldoret Water and Sanitation Company Limited”**. The purpose of this letter is to request your cooperation in filling in the attached questionnaire and returning it to me. I wish to assure you that the information you give will be kept confidential and will be used purely for academic purposes.

Yours faithfully,

Elizabeth Jemaiyo Kebenei

APPENDIX II: QUESTIONNAIRE

The purpose of this Questionnaire is to assist the researcher collect data on the effects of induction on job performance in your organization. You are therefore requested to respond to the questions and statements in this Questionnaire as truthfully as possible. The information you give will be treated with utmost confidence and will be used for academic research purposes only.

Section A. General Information

1. What is your age

- Below 25
- 25-30
- 31-35
- 36-40
- Over 40

2. What is your gender?

- Male
- Female

3. What is your job position?

- Manager
- Supervisor
- Non-supervisor
- Other

4. How long have you been employed by the company?

- Less than 6 months
- 2-6 years
- 6-9 years
- 10-14 years
- Over 14 years

5. Kindly indicate your highest level of education

- Phd
- Master Degree
-

- 1st Degree
- Diploma
- Certificate

Others

SECTION II: MEANING AND PROCESS OF INDUCTION

Answer the following by either ticking or writing the answers in the spaces provided

1. What do you understand by the term induction?

2. Did you undergo induction when you joined this company?

Yes () No ()

3. If you answer to Questions 2 is , yes state by ticking the appropriate answer or writing in the space provided

a) Who conducted the induction?

Immediate supervisor () another employee () an officer from HR ()

Line manager () others (specify)

b) Name four specific areas that were covered in the program?

.....

.....

c) How long did the program last?

Less than one week () Less than a month () Less than three months ()

Other (specify).....

d) Where was the program conducted?

In class () on the job () during tour of the company units ()

Other (specify).....

e) What was your overall experience with the program?

Extremely satisfied () Satisfied () Not sure () Dissatisfied () Very dissatisfied ()

f) Was an induction handbook given to you?

Yes () No ()

g) If your answer to (f) is Yes, how helpful was the handbook

Extremely helpful () Helpful () Not sure ()

Not helpful () extremely unhelpful ()

SECTION III: GOALS OF INDUCTION PROGRAM IN YOUR ORGANIZATION

Indicate the degree to which you agree with the following statements by ticking () as appropriate. Key: Strongly Agree (SA) Agree (A) Not sure (NS) Disagree (D) Strongly Disagree (SD).

	SA	A	NS	D	SD
a) Provides new employees with information that eases the transition into the workplace					
b) Paints a precise picture of the department and the institution as a whole					
c) Conveys the employers expectations					
d) Relieves the new employees anxieties about the job					
e) Inspires the new employee to have a good attitude towards the organization and his or her job					

SECTION IV: EFFECTIVENESS OF INDUCTION PROGRAM ON JOB PERFORMANCE

Indicate the degree to which you agree with the following statements by ticking () as appropriate. Key: Strongly Agree (SA) Agree (A) Not sure (NS) Disagree (D) Strongly Disagree (SD).

4. What are the goals of induction program in your company?

	SA	A	NS	D	SD
a) Helps employees to know what is expected of them					
b) Provides roadmap to workplace success					
c) Helps employee know the company rules					
d) Creates positive first impressions					
e) Building workplace relationships					

Others (specify).....

SECTION V: CHALLENGES FACING INDUCTION

Indicate the degree the degree to which you agree with the following statements by ticking (✓) as appropriate or writing in the spaces provided. The challenges facing induction programs in ELDOWAS are key: SA Strongly Agree A Agree NS Not sure D Disagree SD Strongly Disagree

	SA	A	NS	D	SD
1. Lack of clearly stated goals for induction					
2. Failure to balance the needs of the employee against the needs of the company					
3. Inability to deliver appropriate and accurate information to new employees					
4. How to reduce the new employees anxiety and make him/her feel welcome in the company					
5. Lack of re-orientation when employees are transferred to new stations or when they are promoted					

SECTION VI: STRATEGIES FOR IMPROVING INDUCTION PROGRAMMES

Indicate the degree to which you agree with the following statements by ticking () as appropriate. Key: Strongly Agree (SA) Agree (A) Not sure (NS) Disagree (D) Strongly Disagree (SD).

7. Induction can be made more effective by

Strategy	SA	A	NS	D	SD
a. Giving employees the information they need and when they need it					
b. Ensuring the program content gives a healthy balance between technical information and social aspects					
c. Allowing a lot of two way interaction					
d. Giving the best impression the first day					
e. Having induction done by the immediate superior					
f. Providing assistance to new employees in house hunt and involving the spouse in the program					
g. By allowing new employees adequate time to get their feet on the ground before demands on them					
h. Making the programs relaxing					
i. Having new induction done by colleagues					
j. Taking the employee for formal classroom training					
k. Letting the employee to learn by him/herself					

THANK YOU FOR YOUR COOPERATION

APPENDIX III: INTERVIEW SCHEDULE FOR MANAGERS

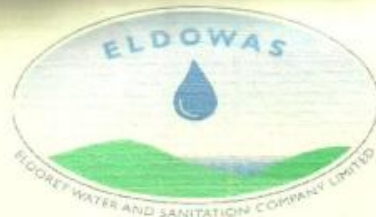
1. What do you understand by the two terms
 - a) Induction
 -
 - b) Job performance.....
 -
2. What are the goals of induction programs in your organization?(name only five)
 - 1.....
 - 2.....
 - 3.....
 - 4.....
3. How long does the process of induction in your organization take?
.....
.....
.....
4. What are the contents of induction programs?
 - 1.....
 - 2.....
 - 3.....
 - 4.....
5. How effective is induction in enhancing job performance in your organization?.....
.....
.....
6. What challenges does your organization face in conducting induction?
 - 1.....
 - 2.....
 - 3.....
 - 4.....

7. What strategies would you propose for implementation to improve the effectiveness of induction programs on job performance in your organization?

- 1.....
- 2.....
- 3.....
- 4.....

THANK YOU FOR YOUR COOPERATION

APPENDIX IV: RESEARCH AUTHORIZATION



Date 23rd February, 2012

Your Ref _____

Our Ref ELDOWAS/ADM/23/IA/VOL.IV/085

The Dean,
School of Human Resource Development,
Moi University,
P.O. BOX 3900-30100
ELDORET

Dear Sir/ Madam,

RE: REQUEST FOR RESEARCH DATA -ELIZABETH J KEBENEI -DEV/PGH/21/06


Reference is made to your letter dated 20th February, 2012.

This is to confirm that the above named student has been granted permission to undertake a research on the Topic "**Effectiveness of Employee Orientation on Job Performance**" at Eldowas.

After successful completion of this research, the student is kindly requested to forward a copy of the findings to this Company for necessary action.

Please note that the student shall not be allowed to undertake any other activity other than the above mentioned.

Yours faithfully
ELDORET WATER AND SANITATION CO.LTD


GRACE MARU (MRS)
HUMAN RESOURCE & ADMIN. MANAGER

Cc
Elizabeth J Kebenei
P.O BOX 2660-30100
ELDORET

APPENDIX V: RESEARCH PERMIT

REPUBLIC OF KENYA

**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349, 254-020-2673550
 Mobile: 0713 788 787, 0735 404 245
 Fax: 254-020-2213215
 When replying please quote
 secretary@ncst.go.ke

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/228

Date:

25th March, 2013

Elizabeth Jemaiyo Kebenei
 Moi University
 P.O.Box 3900-30100
 Eldoret.

RE: RESEARCH AUTHORIZATION

Following your application dated 6th March, 2013 for authority to carry out research on *"An assessment of the effectiveness of induction programs on employee job performance in Eldoret Water and Sanitation Company Ltd, Eldoret."* I am pleased to inform you that you have been authorized to undertake research in Uasin Gishu District for a period ending 31st December, 2013.

You are advised to report to the **Managing Director, Eldoret Water and Sanitation Company Ltd** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report thesis to our office.

A handwritten signature in blue ink, appearing to read 'M. Rugutt'.

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The Managing Director
 Eldoret Water and Sanitation Company Ltd
 Eldoret.

APPENDIX VI: ORGANIZATION STRUCTURE

