



Assessing the impact of induction on new employees in relation to job performance: A case study of Livingstone Central Hospital, Zambia

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Abstract

Induction is critical to the organization's success and a significant emphasis for most Human Resource Departments worldwide, regionally, and nationally. The study examined the effect of induction training of new employees in relation to their job performance at Livingstone Central Hospital. The study population was 551 employees from whom a sample of 232 respondents was drawn. A case study design with mixed methods approach was used. Respondents were chosen using convenient sampling method and a semi-structured questionnaire with 5 scale Likert and open-ended questions was used to collect quantitative and qualitative data. Data analysis was conducted using SPSS for quantitative data while qualitative data was analysed using thematic analysis. A 75% response rate was attained in the study. Results of the study revealed that theoretical knowledge induction had a significant positive effect on improving the work performance of new employees at LCH while practical and integration induction had no significant effect on the work performance of new employees. The study therefore, concluded that theoretical knowledge induction led to significant improvement in work performance of new employees while practical and integration knowledge induction had no significant effect on improving employee performance at LCH. The study recommended that induction training programs should be continued consistent process for all new employees; New employees must participate fully in the induction process; The induction period specified in the training policy must be followed, so that a newly recruited employee, transferred, promoted, or re-categorized employee is inducted within the specified time. Further research was recommended to be conducted in other hospitals and private institutions and conduct a comparative analysis study on induction.

Keywords: Induction, employee performance, theoretical knowledge, practical knowledge, integration

Introduction

In today's competitive market, organisations are seeking methods to grow and compete in the environment while at the same time want to ensure that the new employees feel confident enough to make decisions (Agbo, 2020) [2]. An induction is a type of training program designed to introduce new workers to their roles, duties, co-workers and organization (Kinyili, 2015) [17]. Well-designed induction program provides an improvement in productivity, commitment and overall profitability (Agbo, 2020) [2]. As a result, induction is critical to the organization's success and a significant emphasis for most human resource departments worldwide, regionally, and nationally. Induction is an aspect of training and development and serves as a process of familiarizing new workers with the company and their roles. It is also an element of the organization's socializing process for new workers.

According to Nyambegera, each organization's induction program has its own format (Nyambegera, 2005) [34]. Almost all, however, place a premium on the following topics: work condition (position, department, and business), company policies and norms, remuneration and benefits, corporate culture, team membership, employee growth, and dealing with change and socialization. Induction training is a way through which the organisation shares its history, culture, rules, regulations and structure with new employees (Mukhtar, 2013).

Employee Performance

Employee performance has been studied extensively in social science as a variable that is influenced by a variety of circumstances. Farooq and Khan, for example, link

employee performance to training and feedback (Farooq & Khan, 2011) [8]. They emphasized the need of developing and implementing more effective staff training programs and methodologies, as well as delivering feedback, to improve employee performance. Employee performance, according to Mohammad *et al.*, is defined as the use of knowledge, skills, experiences, and abilities to successfully and efficiently complete the assigned work (Mohammad, *et al.*, 2014) [30]. Various academics have proposed a number of factors for improving employee performance. Employee performance, for example, can cause them to become more reasonable about resource costs, enhancing efficiency and allowing employees to become more productive in terms of quantity and quality of work done (Mathis & Jackson, 2004) [26]. Furthermore, owing to stronger client interactions, higher-performing personnel help the company to endure competition and succeed in the market (Lee & Carter, 2011) [20].

Finally, it facilitates the assessment and achievement of defined performance targets, allowing management to make better judgments (Çalışkan, 2010) [6]. In this study, the measurement of employee performance was focused on employee socialization, theoretical and practical knowledge as recommended by (Mohammad, *et al.*, 2014) [30].

Background

1. Ministry Health in Zambia

Since 1992, the Government of Zambia has been committed to improving the health sector of Zambia by implementing reforms in the health sector (Kasonde, 2015) [14]. The mission of the Ministry of Health is to provide equitable access to cost effective and quality service (Ministry of

Health, 2019). Therefore, the Ministry of Health recognizes that achieving this mission requires skilled and adequate labour force (Ministry of Health, 2020). Kasonde (2015)^[14] in his statement as Minister of Health agreed that the health sector of Zambia face numerous challenges especially with the shortage of labour force and the solution to this problem is to recruit more employees in the sector.

On the other hand, to address the human resource challenges faced by the Ministry, Government introduced the National Health Strategy (NHS) (2011). The policy was created to address issues in the ministry such as the high vacancy rates in the health sector which stand at an average of 50% across the country (Ministry of Health, 2020; Ferrinho, *et al.*, 2011)^[10]. The lack of labour force in the sector has been a source of concern and this has affected the overall performance of the health sector (National Human Resources for Health Strategic Plan (NHRH SP), 2011-2015). However, although there have been numerous efforts to improve the health sector such as the introduction of the National Health Strategy, the planned interventions have not yielded much positive results. This is because the sector still faces problems such as staff shortages and inadequate training systems (Kasonde, 2015)^[14]; Ministry of Health, 2021).

The government and some public sector companies have prioritised induction while most companies, in Zambia, have not shown clear evidence that they have effective induction programs that aid new employee's settle into their new job roles and responsibilities efficiently (Chatora, *et al.*, 2018)^[7]. A plethora of studies conducted, over time, suggest that most organizations do not value the immense positive effects that induction programs have on organizational effectiveness (Feiman-Nemser, 2010)^[9].

Livingstone Central Hospital (LCH), a Government institution under the Ministry of Health in Zambia. In order to bridge the gap in staffing levels at the institution, management through Ministry of Health has continued to recruit new employees for various professional categories (Doctors, Clinical Officers, Nurses, Pharmacy, Radiography, Laboratory, Dental and Administrative staff) (Ministry of Health, 2015; 2020). In view of the benefits that accrue to organizations from new employee inductions, management through the Human Resource Department has for years been conducting induction programs for all new employees in order for them to be settle in quickly and perform their job roles to the expected standards in the new environment (LCH, 2018).

However, a preliminary review of LCH staff performance seem to suggest that most staff do not perform according to the required standard as evidenced by failure to draw up individual work plans, poor time keeping, service delays, failure to adjust quickly in the work place and failure to follow the code of conduct resulting in numerous complaints and disciplinary actions (Ministry of Health, 2015; 2020; National Health Strategy, 2015; LCH, 2021).

It is not clear whether the induction programs conducted at the institution do achieve the intended goals or what improvements need to be made to the program (Ferrinho, *et al.*, 2011)^[10]. One cannot certainly state weather the induction trainings conducted are effective or not due to the fact that no such assessment has ever been conducted at the institution. Therefore, this study will attempt to assess the impact of induction programs on job performance in an

organization, specifically the Livingstone Central Hospital in this case.

Statement of the problem

Numerous studies have been conducted across the world and Africa generally on the subject the matter. In general, the studies have reported positive impact of induction on employee performance and organizational performance at large (Mchete, 2019^[27]; Kabeni, 2014; Nghaamwa, 2017^[33]; Ogalo, 2018; Zafar and Zafar, 2019).

Despite the reported positive outcomes of new employee's inductions on job performance, no studies have been conducted in the Zambian context and particularly in the health sector at LCH to assess the impact of induction training programs on job performance of new employees. The results of the studies conducted from the other countries could not be generalised to the Zambian context and later on the health sector at LCH. There was therefore a lack of evidence on the impact of induction training program on organisations in Zambia (Chatora *et al.*, 2018)^[7].

There existed a contextual and knowledge gap in the literature reviewed which served as motivation for this study. The knowledge gap existed in that no study had been conducted in Zambia using of the TPI theory variables and mixed methods design to assess the impact of the induction training programs on employee performance. Further, none of the studies reviewed in the literature on the subject matter used the variable using mixed methods. This study was important as it addressed the contextual and knowledge gap that existed in the literature (Mchete, 2019^[27]; Hendricks and Louwe-Potgieter, 2012; Ogalo, 2018; Mathieri, 2020).

1. Objectives of the research

Research Objectives:

1. To examine the effect of theoretical knowledge induction on the performance of new employees
2. To assess the effect of practical knowledge induction on the performance of new employees
3. To examine the effect of integration induction on the performance of new employees

2. Significance of the Study

This study examined the effectiveness of new employee induction at Livingstone Central Hospital (LCH), with their performance within the organisation. The results of the study were significant to hospital it provided information on which components of induction they need to improve on for improved employee performance. The findings of this academic paper are of immense importance to the government, policy makers, individual citizens and other stakeholders in promotion of enhanced employee performance post the induction program.

The study also enhanced knowledge and information on the effects of induction programs on employee performance for the organizations that anticipate gaining from the study findings.

Literature review

Armstrong argued that when new employees arrive at a work place, they are usually strangers and need information about the organisation, fellow employees and the task they will be performing. On the other hand, induction is defined as the procedure through which new employees get basic background information about the firm and the job (Lin &

Hsu, 2017) ^[22]. Induction training is a way through which the organisation shares its history, culture, rules, regulations and structure with new employees (Mukhtar, 2013). Induction further develops performance and maintenance of new employees that is to both upgrade and forestall the deficiency of human resources with a definitive point of working on the development and fulfilling the necessities of clients (Mihile, 2014) ^[29].

1. Theoretical Framework

This study was anchored on the following theories: Theoretical, Practical and Integration (TPI) Theory and Uncertainty reduction Theory.

1.1 TPI Theory

This study is based on the TPI-Theory of induction (Adam, 2010) ^[1]. The "T" in the TPI-Theory addresses theoretical information while the "P" addresses practical information and the "I" addresses the interaction or integration needs of employees. Theoretical information from practical information by contending that theoretical information is evaluated by how well it clarifies as wide a scope of peculiarities as could really be expected. While, practical information is unadventurously anticipated on a more instrumental origination of information; it addresses information that assists with achieving assignments (Wadesango and Machingambi, 2011)

One of the fundamental parts in the TPI-hypothesis as brought up by (Adam, 2010) ^[2] is the requirement for new employees to interface among themselves and with the current employees as a prerequisite for integration. Such integration happens because of different socialization processes that are started by the administration.

The basis of the TPI theory is that beginning a new position is viewed as one of the most upsetting valuable encounters and an appropriate direction process that is touchy to the tensions and vulnerabilities, as well as the necessities of another employee is of colossal significance (Kunene, 2009) ^[19]. They further remarked that as the more compelling and proficient direction preparing, the sooner the novices become useful for the association.

The TPI theory recommends that new employees ought to enhance their abilities theoretically and practically to be sufficiently prepared to deal with their new tasks, and address the issues of integration happening among laborers (Bauer & Erdogan, 2011) ^[4]. These three circumstances should be accomplished for an employee to be named as totally acclimatized in the work place. Considering the TPI theory of induction, firms can give support in the following three essential regions since when a new laborer joins the organization the person should incorporate the theoretical information the individual additions. The firm, then again, needs to give backing to new recruits through beginning preparation, studios, and courses for the employees to better their practical abilities (Ndebele, 2013) ^[31]. Organizations ought to likewise satisfy the integration needs among new specialists as well similarly as with other existing employees.

The association can accomplish this through getting sorted out corporate occasions, staff gatherings, departmental gatherings along with group building occasions to permit recently added team members to cooperate with different laborers (Maruhi, 2018) ^[24].

2. Empirical Literature Review

Empirically, Ogalo (2018) conducted a study on induction and its importance in improving performance by improving employee retention in an organization. The study was conducted in Kenya and data was collected using a structured questionnaire. In this study, SPSS was used to analyse a sample of 400 respondents. Based on the results from a regression model, the conclusion was that induction is key in improving overall organisation performance in terms of employee retention.

Another study was conducted by Mchete (2019) ^[27] in Tanzania on the effect of induction on employee performance. In this study Mchete (2019) ^[27] viewed performance in terms of integration, practical and theoretical knowledge. In this study, a sample of 19 respondents were used. Given that the population was 415, the sample used was very small. From the results obtained, it was found that induction influences the performance of employees in form of integration, practical and theoretical knowledge. Lastly, Matheri *et al.* (2020) ^[25] also conducted a study on the same topic in Kenya in advertising companies. The study employed TPI theories to explain the phenomenon under study. From a target population of 750, only a sample of 254 employees was used. In order for the study to reduce bias, simple random sampling technique was used and primary data was collected using a questionnaire just like the other studies reviewed. Overall results showed that induction influences performance of organisations.

Both studies by Ogalo (2018) ^[35] and Matheri *et al.* (2020) ^[25] were conducted in Kenya while the study by Mchete (2019) ^[27] was conducted in Tanzania. From both studies, induction was revealed as a whole employing the variables from the TPI theory. Similarly, in this study, the concept was examined in three elements i.e., Integration/socialization, practical and theoretical in Zambia. Therefore, making this study more detailed and filling the knowledge gap that exists in the two studies. On the other hand, both studies were purely quantitative while this study mixes both qualitative and quantitative therefore reducing the weaknesses of each approach.

3. Literature Gap

Although induction was found to be important in the literature reviewed, all majority of studies conducted on the topic were conducted outside Zambia. On the other hand, the adopted conceptual model in this study had never been tested in Zambia. This presented two issues, first a contextual gap that needed to be addressed because the findings from other countries could not be generalized to Zambia due to the size of samples used, and the different socio-economic conditions. Secondly, a knowledge gap concerning the variables in the conceptual model adopted existed because no study on the topic had ever been conducted in Zambia. Therefore, this study addressed the gaps identified.

Conceptual Framework

A conceptual framework was used as an analytical instrument in this study to demonstrate structural linkages between successful induction training and its effects on enabling theoretical and practical knowledge, as well as employee integration and socialization, on employee performance indicators settings (Kothari & Garg, 2014). The independent variables were successful theoretical

knowledge, practical knowledge, and employee integration induction while the dependent variable was employee performance at work. The model below indicates that by improving theoretical, practical knowledge and integration, employee performance is eventually achieved. The conceptual model is presented in the model below.

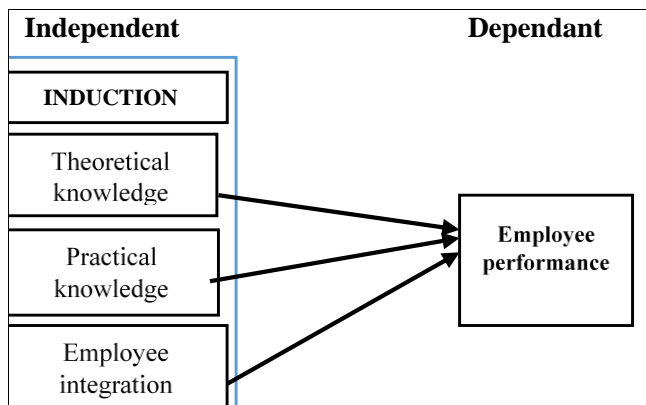


Fig 1: Conceptual Model, Adapted from Mchete, 2019 ^[27]

Research Methodology

A case study design with mixed methods approach was used to obtain both qualitative and quantitative data. The qualitative method helped to obtain in-depth information whilst the quantitative helped to generalise the results. The use of both qualitative and quantitative method complemented each other in order to validate the method that was used to realize the objectives of the study (Melnikovas, 2018).

1. Population and Sample Size of the Study

The target population this study was 551 employees from LCH excluding contractors such as security, cleaners and maintenance. The population included all medical personnel and non-medical personnel from different departments such as finance, human resources and procurement (LCH HR Staff Returns, 2022).

A sample of 232 respondents was determined for recruitment to participate in the study base on the population using the Yumane sample formula (Yumane, 1967 p.886).

2. Sampling

Participants in the study were conveniently sampled to the cross-sectional survey through the use of convenience sampling technique.

3. Data Collection

The study used both secondary and primary data. Secondary data was collected from journals, books and reports for literature review while primary data was collected using a semi structured questionnaire containing 5-point Likert scale and open-ended question was developed. A semi-structured questionnaire was opted because it facilitated collection of both quantitative and qualitative data.

The questionnaire was first pilot tested using independent respondents. The first time the questionnaire was piloted, the respondents pointed out changes that were made. The questionnaire was distributed to the targeted respondents electronically via emails and WhatsApp using google documents.

4. Data Analysis

The quantitative data was processed and analyzed using SPSS version 16.0. The first stage of the analysis was to outline the characteristics of the sample being studied and thereafter, the descriptive statistics of the variables was analysed using the central tendencies of measure such as the mean, skewness and kurtosis to test for normality. To test the hypothesis developed, multiple regression analysis was conducted.

The qualitative data analysed through thematic analysis. Qualitative data was manually coded. After the coding process, thematic analysis was employed to develop themes and patterns. Then finally, the data collected was summarized and compiled in the report.

5. Reliability and Validity

To ensure reliability of the data, internal consistent reliability was performed using Structural Equation Modelling (SEM) in Smart Pls. While, validity was measured by conducting a pilot test, unreliable items were deleted and modifications wherever necessary were made. By doing so doing, the validity of the measures used was guaranteed.

George and Mallery (2019) ^[12], Cronbach alpha values of less than 0.4 indicate poor reliability, values of 0.5 are questionable, values of 0.6 are acceptable and values of 0.7 and greater are good but less than 0.95 are good. The internal reliability using Cronbach's alpha was values for Theoretical Knowledge, Practical Knowledge, Integration and Performance are 0.890, 0.845, 0.616 and 0.708 respectively. Overall, the reliability of the data collected was satisfactorily.

6. Ethical Consideration

Ethical tasks that were employed in this study include among others, seeking informed consent from the data collection site management by written approval to conduct research at LCH, guaranteeing confidentiality by informing respondents not to indicate their names anywhere in the questionnaire. The privacy of respondents was employed by ensuring that respondents do not put their names on the questionnaire. A consent was sought from respondents by agreeing to take part in the study before proceeding to answer any question. The respondents were asked to participate voluntarily whilst assuring them of privacy on the information given. In order to avoid plagiarism, all sources of information were duly acknowledged. The research ensured that all the ethical issues are not violated both during the data collection and reporting. The researcher obtained clearance from the University of Zambia Ethics Committee.

Results

A total of 232 questionnaires were administered to respondents, 173 completed questionnaires were returned, which indicates a response rate of 75%. The 75% response rate in this study was considered reasonably high and acceptable as held by Finchman (2008) who stated that a response rate of more than 60% was acceptable.

1. Demographic Characteristics of the Respondents

The study respondents comprised 43.4% males and 56.6% females. Majority of the respondents were Diploma holders (58.4%) and lowest were grade 12 certificate holders and below (0.6%). In terms of professional categories, the

majority of the respondents were nurses (5 8%) and the least were Paramedics (5). Most of the respondents had worked for LCH for 6 to 10years whilst the least number of respondents had worked for 16 to20years (8.1%). The majority of respondents were in the age range of 30 to 34 years whilst the least number of respondents were in the age range 20 to 24 years.

The respondents were educated enough to understand the subject under investigated and had a good comprehension of the English language used in the data collection tools. There was a fair representation of the gender and category of work professions in the institution. Majority of the employees had been with the organization for more than five years and were within the productive age range. Therefore, it was crucial for the organisation to build a competitive advantage through its workforce by effective induction for effective job performance and organisational productivity.

2. Preliminary Statistical Analysis

Preliminary statistical analysis was conducted on the data before the hypothesis testing could be conducted. The main reason for this was to test if the data for the independent and dependent variables was reliable, credible and normally

distributed. The analysis included factor and reliability analysis, descriptive statistics and correlation analysis.

2.1 Factor and Reliability Analysis

The main aim of factor analysis is to reduce a large number of variables into fewer factors (George and Mallery, 2010). Samuels (2016) added that factor analysis entails that multidimensional data is analysed using only fewer variables. This part of analysis was made up of factor and reliability analysis. Indicators that had a factor loading of less than 0.6 were removed as suggested by George and Mallery (2019) [12]. MacCallum *et al.* (1999) [23] and Samuel (2016) pointed out that for a sample size of less than 100, a factor loading value of above 0.6 is acceptable while factor loading values between 0.5 and 0.6 are acceptable for sample sizes above 100. However, to ensure maximum reliability of the study, values less than 0.6 were not acceptable. Four (4) indicators (PK1, IS2, IS3, and P3) are not part of the factor loading in table 1 below because their loadings were less than 0.6 as suggested by George and Mallery (2019) [12]. All the factor loading that had a loading of more than 0.6 are shown in table 1 below with their reliability values.

Table 1: Factor analysis

Variable Construct	Indicator	Factor Loading	Cronbach alpha
Theoretical Knowledge	TK1	0.842	0.890
	TK2	0.792	
	TK3	0.839	
	TK4	0.826	
	TK5	0.729	
	TK6	0.688	
	TK7	0.738	
Practical Knowledge	PK2	0.624	0.845
	PK3	0.769	
	PK4	0.749	
	PK5	0.878	
	PK6	0.868	
Integration	IS1	0.615	0.616
	IS4	0.632	
	IS5	0.615	
	IS6	0.652	
Performance	P1	0.645	0.708
	P2	0.651	
	P4	0.724	
	P5	0.661	
	P6	0.645	

2.2 Reliability

Reliability was measured using Cronbach alpha as shown above. Table 1 above shows that the Cronbach alpha values for Theoretical Knowledge, Practical Knowledge, Integration and Performance are 0.890, 0.845, 0.616 and 0.708 respectively were in accord with suggestions by George and Mallery (2019) [12]. Therefore, the reliability of the data collected was satisfactorily.

2.3 Descriptive Statistics

Descriptive statistics is used to summarize the collected data using the mean, standard deviation, skewness and kurtosis. The skewness indicates the side to which the data is leaning. Negative skewness values indicate that the data is concentrated to the right and the median is greater than the mean. Meanwhile, positive skewness values indicate that the

data is concentrated to the left and the mean is greater than the median. The standard deviation was included to show the variation of the data while the skewness and kurtosis were included to test for the normality of the data. George and Mallery (2019) [12], suggest that skewness values within the range +2 and -2 indicate that the data was normally distributed. On the other hand, Byrne (2010) [5] recommended that kurtosis values between +7 and -7 indicate that the data is normally distributed. Table 2 shows the descriptive statistics for the composite variables. Based on the indicators that passed the factor analysis in Table 1, the indicators were averaged to form the composite variables as indicated in Table 2 below. The results indicated that both the skewness and kurtosis were within the range +2 and -2. Therefore, based on the skewness and kurtosis values, it was concluded that the data collected was normally distributed.

Table 2: Descriptive Statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
				Statistic	Std. Error	Statistic	Std. Error
Theoretical_Knowledge	173	3.3840	.97349	-.861	.185	.163	.367
Practical_Knowledge	173	3.2543	.90557	-.637	.185	.174	.367
Integration	173	3.0145	.86001	-.437	.185	-.130	.367
Performance	173	3.1075	.78991	-.854	.185	.657	.367
Valid N (listwise)	173						

Source: Author,2023

2.4 Correlation Analysis

Correlation is a statistical measure that communicates the degree to which two variables are straightly related

(meaning they change together at a consistent rate) (Pallant, 2016) [36]. Correlation analysis values range from +1 and -1 (Gogtay and Thatte, 2017).

Table 3: Correlation Matrix

		Correlations			
		Theoretical_Knowledge	Practical_Knowledge	Integration	Performance
Theoretical_Knowledge	Pearson Correlation	1	.740**	.680**	.650**
	Sig. (2-tailed)		.000	.000	.000
	N	173	173	173	173
Practical_Knowledge	Pearson Correlation	.740**	1	.668**	.548**
	Sig. (2-tailed)	.000		.000	.000
	N	173	173	173	173
Integration	Pearson Correlation	.680**	.668**	1	.542**
	Sig. (2-tailed)	.000	.000		.000
	N	173	173	173	173
Performance	Pearson Correlation	.650**	.548**	.542**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	173	173	173	173

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Author,2023

The correlation values are summarized in table 3 above. Whenever one is conducting correlation analysis, it is important to check for multi-collinearity (Pallant *et al.* 2016) [36]. Pallant recommends that correlation values above 0.8 showed that the data collected is multicollinear. In the results obtained, the correlation values ranged between 0.542 and 0.650 indicating that there was no presence of multicollinearity. The results obtained showed that performance was positively and significantly correlated with Theoretical knowledge, Practical knowledge and integration. The results implied that an increase in the levels of integration, theoretical and practical knowledge leads to an increase in the levels of performance. The implication of the results is that integration, theoretical and practical knowledge are important in achieving higher levels of performance.

4. Regression Analysis

To test the hypotheses developed, multiple regression analysis was conducted with the independent variables' theoretical knowledge, practical knowledge and integration, while the dependent variable was employee performance. The study results in table 4 showed that the independent variables explained 45.5% of the changes in the dependent variable (performance) ($R^2 = 0.455$). This implies that a 1%

increase in the dependent variables leads to a 45.5% change in employee performance.

Table 4: Regression Analysis

Variables	Model 1		Model 2		VIF Values
	Beta	P-value	Beta	P-value	
Control variables					
Gender	-0.124	0.130	-0.076	0.234	1.203
Work Category	0.027	0.757	0.020	0.767	1.315
Age range	-0.111	0.343	-0.026	0.777	2.458
Level of education	-0.186	0.023	-0.078	0.217	1.190
Working experience	0.086	0.473	0.013	0.890	2.602
Independent variables					
Theoretical knowledge			0.486	0.000	2.688
Practical knowledge			0.278	0.454	2.648
Integration			0.158	0.089	2.149
R^2		0.050		0.455	

Source: Author, 2022

In model 1, R^2 was 0.050 implying that the background information combined (gender, education, category of work, experience and age) jointly explained 5% of the changes in employee performance. In model 1, all the variables were

found not to be significant ($p > 0.05$). While in model 2, R^2 was 0.455 implying that the background information (gender, education, category of work, experience and age) combined with the variables, theoretical knowledge, practical knowledge and integration explained 45.5% of the changes in employee performance. This means that a 1% increase in theoretical knowledge, practical knowledge and integration leads to a 45.5% increase in employee performance.

Results in table 4 further showed that practical knowledge and integration were not to be significant ($p > 0.05$). This means that changes in both practical knowledge and integration lead to no change in employee performance. While, theoretical knowledge had a significant and positive effect on employee performance ($p < 0.05$). The results imply that a positive change in theoretical knowledge leads to a positive change in employee performance. In this study, one hypothesis was developed and based on the results obtained, Table 5 shows as summary of the results. The results were tested at 95% confidence interval which translated into a 5% significance level.

5. Summary of Hypotheses

Table 5 shows the summary of the hypotheses that were tested.

Table 5: Hypothesis

Hypotheses	B-value	p-value	Conclusion
H1: Theoretical knowledge positively and significantly influences employee performance.	0.486	0.000	Supported
H2: Practical knowledge positively and significantly influences employee performance.	0.070	0.454	Not supported
H3: Integration positively and significantly influences employee performance.	0.144	0.089	Not supported

Source: Author, 2022

Results showed that H_1 was supported ($p < 0.05$; B-value = 0.486). The results showed that an increase in theoretical knowledge leads to an increase in employee performance. The implication of the results is that theoretical knowledge is key to improving employee performance.

H_2 ($p > 0.05$; B-value = 0.070 a) and H_3 ($p > 0.05$; B-value = 0.144) were not supported. The results showed that an increase in practical knowledge and an increase in integration leads to no change in employee performance. The implication of the results is that practical knowledge and integration were not key to improving employee performance.

6. Analysis of Qualitative Data

Respondents were asked to express their lived experiences with induction training program at LCH on the key independent variables. The results were as follows:

6.1 Effectiveness of theoretical Induction

On the other hand, regarding the theoretical importance of induction, common themes that emerged included, employees have information about their jobs, understanding the code of conduct, procedures, organisation structure,

chain of command, work culture and ethics. Typical data extracts were;

One respondent said *“It helped me to know code of conduct at work place”, and “Gave me an opportunity to learn and know clearly the hospitals objectives”*.

Another respondent said *“I had a first-hand experience of the organization, its cultural climate, work ethics etc”*.

This evidently should that theoretical knowledge induction was effective in delivering the required information to new employees. The induction helped new employees to perform their jobs well from a well-informed background about their job.

6.2 Effectiveness of practical and integration induction

Regarding practical knowledge, the key themes were procedures, expectations and job requirements. From the direct interviews, key themes were similar from the semi-structured questionnaire. However, when asked to compare, the following were pointed by the Senior Human Resource Officer:

“Inductions are important in helping employees to settle down. However, we provide more theoretical knowledge because of the duration. In this organisation, we take one week maximum and even less in most cases. Moreover, the HR department is mostly involved in the process making it difficult for technical personnel to gain the practical knowledge or socialize with everyone.”

Another respondent said *“No sufficient practical induction hence work becomes job on training with a lot of mistakes by new employees”*.

Clearly these statements showed that theoretical knowledge is gained more in induction than practical knowledge and integration.

6.3 Areas of improvement to the induction program at LCH

Through thematic analysis of the responses from the study respondents when asked to suggest areas in the induction training program that might need improvement, key theme emerged were consistency of induction, duration of time and stakeholder involvement. These were identified as areas of improvement for the current induction training program at LCH. Typical data extracts were;

One respondent said *“consistence in conducting inductions on newly employed staff, also giving accurate and full information to employees not only concerning conditions of service”*.

Another respondent said *“1. Induction should be an ongoing process that immediately identifies new employees and induct them right from the beginning of their new role*

2. The induction should be done over a longer period of time, which should include practical induction sessions rather than just theoretical Lectures”.

Discussion of results

The analysis employed quantitative and qualitative methods which included descriptive statistics, correlation, regression and thematic analysis of key themes. Based on the results in the previous section, this section presents the discussion of the results in line with the objectives of the study. The discussion included three subsections which indicated the objective.

1. To examine the effect of theoretical knowledge of induction on the performance of new employees

Table 3 showed that there was a positive correlation between theoretical knowledge of induction and employee performance. In addition, theoretical knowledge of induction has a positive and significant effect on employee performance. The results mean that an improvement in theoretical knowledge improves employee performance. The results showed that Induction leads to understanding organizational objectives, strategy, culture, rules, organisation structure and weaknesses of the organisation. By having a broad understanding of the organisation, an employee is able to improve their performance. Both the correlation and regression analysis show that theoretical knowledge of induction is linked to performance of new employees. The results provide proof that new employees gain theoretical knowledge from induction. The findings of the study are in the same vein as the literature reviewed.

Through induction, employees are able to understand their responsibilities and how they fit in the organisation (Woldu, 2020) [40]. This statement indicates that employee gain theoretical knowledge from induction just like it was proven in this study. Zafar and Zafar (2019) in Pakistan found that induction helps employees in the organisation to perform better. Other authors shared the same notion from different countries such Ghana (Ogalo, 2018) [35]; Kenya (Matheri *et al.* 2020) [25]; Zimbabwe (Mutizhe, 2016) [31]. Clearly, this shows that irrespective of the country or sector, induction is recognized as a tool of increasing employee theoretical knowledge which they can use to improve their performance.

The results of the study are underpinned by the theory of uncertainty which posits that when a specialist enters an organization or expects a new position inside a firm, he/she experiences expanded levels of uncertainty.

To reduce the uncertainty, the specialist assembles data in a few areas as well as from various sources (Antonacopoulou & Guttel, 2010) [3]. The acquired data makes the work environment more reasonable, controllable, and unsurprising. Through this cycle, the new employees get to associate with the other laborers. The theoretical perspectives on the uncertainty reduction theory fill in as the reason for employee induction viewing preparing strategies as well as data chasing. Therefore, through induction, the new employee gets to understand the organizational values, mission, strategies, culture etc, which helps them better understand where they fit in.

2. To examine the effect of practical knowledge of induction on the performance of new employees

Table 3 shows that there was a positive correlation between practical knowledge of induction and employee performance. Although the results show that there is an association between practical knowledge of induction and employee performance, the regression analysis showed that practical knowledge of induction had no effect on employee performance. The results mean that an improvement in practical knowledge of induction leads to no improvement in the performance of new employees. The implication of the results is that practical knowledge of induction is not important in improving the performance of new employees. The findings of the study are not in the same vein as the literature reviewed.

From the literature reviewed, through induction, employees are able to understand their responsibilities and how they fit in the organisation (Woldu, 2020). Zafar and Zafar (2019) did conduct a study on induction and employee performance which highlighted that practical knowledge in terms of the use of systems is gained through induction. Other authors shared the same notion from different countries such Ghana (Ogalo, 2018) [35]; Kenya (Matheri *et al.* 2020) [25]; Zimbabwe (Mutizhe, 2016) [31]. Unlike the results concerning theoretical knowledge, this study provides an opposing view that practical knowledge of induction does not influence the performance of new employees.

The results of the study are underpinned by the theory of uncertainty which posits that when a specialist enters an organization or expects a new position inside a firm, he/she experiences expanded levels of uncertainty. To reduce the uncertainty, the specialist assembles data in a few areas as well as from various sources (Antonacopoulou & Guttel, 2010). With induction, new employees are able to gain skills and understand what to do and how to do it. However, in this study the results defy the hypothesis of the theory by indicating that practical knowledge of induction does not influence performance of new employees.

Although the results are not supported by literature reviewed, the results are important because they provide evidence that the issue of induction and employee performance are contextual in nature and therefore they are different from country to country. One of the reasons the results could indicate that practical knowledge is not vital in improving the performance of new employees is because inductions are conducted over a short period of time such as one or two weeks therefore not giving the employee enough time to acquire all the required skills.

The notion that practical knowledge is not gained through induction is supported by the Livingstone senior human resource officer who said:

“Theoretical knowledge is gained more during inductions than practical knowledge because of the duration of the program”. In addition, it was pointed out that *“human resource plays a major role in induction programs and their formulation thus making them lack technical knowledge.”* Both reasons justify why practical knowledge was found not to be significant.

3. To examine the effect of integration induction on the performance of new employees

Table 3 shows that there was a positive correlation between integration induction and employee performance. Although the results show that there is an association between integration induction and employee performance, the regression analysis showed that integration induction had no effect on employee performance. Further, thematic analysis of qualitative data revealed dissatisfaction by the respondents who reported that it did not put so much emphasis on social life at work. The results mean that an improvement in integration induction leads to no improvement in the performance of new employees. The implication of the results is that integration induction is not important in improving the performance of new employees. The results show that although the induction process increases integration of employees in the organisation, it does not lead to an improvement in employee performance. The findings of the study are not in the same vein as the literature reviewed.

Bauer and Erdogan (2011)^[4] for example, pointed out that induction assists new employees socialize with their coworkers. This was supported by Hendricks & Louw-Potgieter (2012)^[13] who posited that effective induction can be useful for the firm to ensure that new employees are well integrated into the organisation. Khanduja (2013)^[16] remarked that induction has many effects as it furnishes employees with the abilities and customs important for partaking inside the corporate culture and increments inspiration. He further clarified that induction shapes the way employees view collaboration, work propensities and the sharing of data, which are extremely significant for organisation performance. While acknowledging the necessity of 'socializing' new recruits to their surroundings and context during induction, she did so from the perspective that this socialization is what forms a foundation of an organization's basic practices and influences how work is done (Antonacopoulou & Guttel, 2010)^[3].

Furthermore, the results in this study defy the theoretical framework underpinning the results. The TPI theory recommends that induction helps acquaint employees with departmental practices, approaches and rules inside a brief term is among the advantages of viable induction preparing to new employees. While applying the TPI theory, Rutaiwa (2013)^[37] uncovered that induction preparing should empower employees to foster theoretical and practical abilities as well as socialization among laborers.

Although the results are not supported by literature reviewed and the theoretical framework, the results are important because they provide evidence that the issue of induction and employee performance are contextual in nature and therefore they are different from country to country and institution to institution. One of the reasons the results could indicate that integration induction is not vital in improving the performance of new employees is because inductions are conducted over a short period of time such as one or two weeks therefore not giving the employee enough time to fully integrate and socialize within the organisation.

Conclusions and recommendation

The study examined the effect of theoretical knowledge, practical knowledge and integration induction on the performance of new employees in relation to their job performance at LCH.

Results of the study revealed that theoretical knowledge induction had a significant positive effect on improving the work performance of new employees at LCH while practical and integration induction had no significant effect on the work performance of new employees. Key themes also emerged from the finding the study which showed that theoretical knowledge, practical knowledge and integration was gained from the induction. However, the knowledge gained from the practical and integration induction was not significant enough to impact change in the new employee's job performance.

The study therefore, concluded that theoretical knowledge induction led to significant improvement in work performance of new employees while practical knowledge and integration induction had no effect on improving employee performance at LCH.

The study recommended that induction training programs should be continued consistent process for all new employees; New employees must participate fully in the induction process; The induction period specified in the

training policy must be followed, so that a newly recruited employee, transferred, promoted, or re-categorized employee is inducted within the specified time.

Further research was recommended to be conducted in other hospitals and private institutions and a comparative analysis study on induction was required.

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