

**ASSESSING THE EFFECT OF INDUCTION ON NEW EMPLOYEES IN RELATION
TO JOB PERFORMANCE: A CASE STUDY OF LIVINGSTONE CENTRAL
HOSPITAL, ZAMBIA**

By

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**A dissertation submitted to the University of Zambia in partial fulfilment of the
requirement for the award of the Degree of Master of Science in Human Resource
Management**

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DECLARATION

I, Emmanuel Siame, do hereby declare that this work is my original work achieved through personal reading and research. This work has never been submitted to the University of Zambia or any other Universities. All sources of data used and literature on related works previously done by others, used in the production of this Dissertation have been duly acknowledged. If any omission has been made, it is not by choice but by error.

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APPROVAL

This Dissertation by **Emmanuel Siame** is approved as a partial fulfilment of the requirements for the award of the Degree of Master of Science in Human Resource Management

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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.

Key words: *Induction, Employee performance, Theoretical knowledge, practical knowledge, integration.*

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DEDICATION

I dedicate this research work to my almighty Jehovah God for his mercy and full support throughout my time of studies at the University of Zambia.

Further, I dedicate this work to my parents, wife Bertha Chibanga Siame and my sons, who have been on my side for courage and inspiration throughout the process of undertaking this study.

TABLE OF CONTENTS

DECLARATION	i
COPYRIGHT	ii
APPROVAL	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS AND ACRONYMS	xiii
CHAPTER 1	1
INTRODUCTION AND BACKGROUND	1
1.1 Introduction	1
1.2 Background	1
1.2.1 Employee Performance	2
1.2.2 Ministry Health in Zambia	2
1.3 Statement of the Problem	4
1.4 Aim of the Study	4
1.5 Objectives of the Study	4
1.5.1 Specific Research Objectives	5
1.5.2 Research Questions	5
1.6 Significance of Study	5
1.7 Scope of study	6
1.8 Project Organization	6
1.9 Limitation of the Study	7
1.10 Chapter Summary	7
CHAPTER 2	8
LITERATURE REVIEW	8
2.0 Introduction	8
2.1 Induction Training	8
2.2 Induction Integration and Performance	13
2.3 Induction and Knowledge	14
2.4 Performance	16
2.5 Theoretical Framework	17

2.5.1 TPI Theory	17
2.5.2 Uncertainty Theory	20
2.6 Empirical Review.....	21
2.7 Research Gap	25
2.8 Conceptual Framework.....	25
2.9 Chapter Summary	26
CHAPTER 3	28
RESEARCH METHODOLOGY	28
3.0 Introduction.....	28
3.1 Research Philosophy	28
3.2 Approach to Theory Development.....	28
3.3 Methodological Choice	29
3.4 Research Strategy or Design.....	29
3.5 Time Horizon	29
3.6 Population of the Study.....	29
3.7 Sample Determination and Selection Technique	30
3.8 Data Collection Instrument	31
3.8.1 Questionnaire	31
3.8.2 Questionnaire Administration.....	32
3.9 Data Analysis	33
3.9.1 Quantitative Analysis.....	33
3.9.2 Qualitative Analysis.....	33
3.9.3 Reliability and Validity.....	33
3.10 Ethical and Legal Considerations	34
3.11 Chapter Summary	34
CHAPTER 4	35
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	35
4.0 Introduction.....	35
4.1 Level of Response.....	35
4.2 Demographic Characteristics of the Respondents	35
4.2.1 Gender	35
4.2.2 Level of Education.....	36
4.2.3: Profession Category	37
4.2.4 Work Experience	38

4.2.4 Age Range of Respondents	39
4.3 Preliminary Statistical Analysis	39
4.3.1 Factor and Reliability Analysis.....	39
4.3.2 Reliability.....	41
4.3.2 Descriptive Statistics.....	41
4.3.3 Correlation Analysis	42
4.4 Regression Analysis.....	43
4.5 Summary of Hypotheses	45
4.6 Analysis of Qualitative Data.....	46
4.6.1 Effectiveness of Theoretical Knowledge Induction.....	46
4.6.2 Effectiveness of Practical Knowledge and Integration induction.....	46
4.6.3 Areas of improvement to the induction program at LCH.....	47
4.7 Summary	47
CHAPTER 5	48
DISCUSSION OF RESULTS	48
5.0 Introduction.....	48
5.1 To examine the effect of theoretical knowledge of induction on the performance of new employees	48
5.2 To examine the effect of practical knowledge of induction on the performance of new employees	49
5.3 To examine the effect of integration induction on the performance of new employees.....	50
5.4 Chapter Summary	52
CHAPTER 6.....	53
CONCLUSIONS AND RECOMMENDATIONS.....	53
6.0 Introduction.....	53
6.1 Conclusions.....	53
6.2 Recommendations.....	54
6.3 Contribution of the Study.....	55
6.4 Future Research Direction	55
6.5 Research Summary	55
References	56
APPENDICES	65
APPENDIX I: POPULATION FRAMEWORK	65
Appendix2: Information Sheet and Informed Consent.....	67
APPENDIX 3: Research Questionnaire.....	69

Appendix 4: Approval to Conduct Research at LCH 74
Appendix 5: Ethical Approval 75

LIST OF TABLES

1. Table 4.1: Factor Analysis.....	40
2. Table4.2: Descriptive Statistics.....	42
3. Table 4.3: Correlation Matrix.....	42
4. Table 4.4: Regression Analysis.....	43
5. Table 4.5: Hypothesis.....	45

LIST OF FIGURES

1. 2.1 Conceptual Model	26
2. 3.1 Sampling Technique	31
3. 4.1 Gender of Respondents	36
4. 4.2 Level of Education	36
5. 4.3 Profession Category	37
6. 4.4 Work Experience	38
7. 4.5 Age Range	39

LIST OF ABBREVIATIONS AND ACRONYMS

HRM	-	Human Resource Management
GRZ	-	Government of the Republic of Zambia
LCH	-	Livingstone Central Hospital
MoH	-	Ministry of Health
MANCOVA	-	Multivariate analysis of covariance
SPSS	-	Statistical Package for Social Sciences
TPI Theory	-	Theoretical, Practical and Integration
URT Theory	-	Uncertainty Reduction Theory

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 Introduction

This chapter provides the reader with background information on the induction process that new employees are exposed to in order to enhance their performance in the workplace. In the same vein, it also presents the statement of the problem, purpose of the study and specific objectives- in that particular order. Thereafter, the chapter also deals with the research questions which formed the compass of the study, importance of the study and the two imperative frameworks: theoretical and conceptual. In summation, the chapter further proposes scope of the study, operational definitions and ethical considerations.

1.2 Background

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). An induction is a type of training program designed to introduce new workers to their roles, duties, co-workers and organization (Kinyili, 2015). Well-designed induction program provides an improvement in productivity, commitment and overall profitability (Agbo, 2020). As a result, induction is critical to the organization's success and a significant emphasis for most human resource departments worldwide, regionally, and nationally. The organized introduction of new workers to their job, commonly known as 'Orientation,' is an aspect of training and development. The process of familiarizing new workers with the company and their role is known as induction. It is an element of the organization's socializing process for new workers. Randy and Werner (2009) added that induction programs are designed to assist new workers in adjusting to their new positions (Werner & Randy, 2009).

According to Nyambegera, each organization's induction program has its own format (Nyambegera, 2005). 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. An organization's induction program should be mandatory. This is particularly true when it comes to interpersonal communication abilities. In order to get the essential respect and

loyalty from the employees, an induction program supervisor must have a welcoming approach, a knowledgeable attitude, and an adequate degree of expertise.

1.2.1 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). 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). 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). Furthermore, owing to stronger client interactions, higher-performing personnel help the company to endure competition and succeed in the market (Lee & Carter, 2011). Finally, it facilitates the assessment and achievement of defined performance targets, allowing management to make better judgments (Çalışkan, 2010). In this study, the measurement of employee performance was focused on employee socialization, theoretical and practical knowledge as recommended by (Mohammad, et al., 2014).

1.2.2 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). 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) 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)). 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); Ministry of Health, 2021).

The Government and some public sector companies have prioritised induction. However, inspite of this prioritization by Government, most companies in Zambia have not shown clear evidence that they have effective induction programs that aid new employees to settle into their new job roles and responsibilities efficiently (Chatora, et al., 2018). 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).

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). One cannot

certainly state whether 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.

1.3 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; Kabeni,2014; Nghaamwa,2017; 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).

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; Hendricks and Louwe-Potgieter,2012; Ogalo,2018; Mathieri,2020).

1.4 Aim of the Study

The study therefore examined the effectiveness of new employee induction training program in enhancing job performance at LCH.

1.5 Objectives of the Study

The main objective of this study was to assess the effect of induction training of new employees in relation to their job performance at Livingstone Central Hospital.

1.5.1 Specific Research Objectives

Based on the research problem identified, the following were the specific 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

1.5.2 Research Questions

Based on the research objectives, the following were the research questions of the study:

1. What was the effect of theoretical knowledge induction on the performance of new employees?
2. What was the effect of practical knowledge induction on the performance of new employees?
3. What was the effect of integration induction on the performance of new employees?

1.6 Significance of Study

This study examined the effectiveness of new employee induction training at Livingstone Central Hospital (LCH), with their performance within the organisation. The results of the study were significant to the following stakeholders:

Livingstone Central Hospital (LCH): Given that LCH was the biggest hospital in the city of Livingstone, the study was of utmost importance. The results of this study reveal to the institution the perception of the employees on induction. This was vital as it provides information to the organisations management on which components of induction they need to improve on if they are to improve performance.

Government/policy makers: From the results of the study, government and other policy makers will be able to identify components that influence employee performance. Therefore, based on the results, recommendations were made be drawn that can influence policies on employee induction programs. The findings of this academic paper, consequently, are of immense importance to the government, policy makers, individual citizens and other stakeholders in promotion of enhanced employee performance post the induction program.

Scholars: Since there has been a scarcity of research in this field, this study acts as a starting point and secondary data for other investigations. The study enhanced knowledge and information on the effects of induction programs on employee performance for the organizations that anticipate gaining from the study findings. Therefore, this study provides a background or foundation for other researchers.

1.7 Scope of study

This study was focused on how the new employee induction training program impacted the job performance of newly recruited employees. Induction was measured using three variables namely; employee integration, theoretical and practical knowledge. On the other hand, the respondents of this study were all employees working at LCH excluding all contractors working for the institution as they were impacted by the induction trainings. The results of the study were restricted to the year 2022 and 2023 because the study used a cross sectional approach which entails collecting data at one point in time.

1.8 Project Organization

The project consisted of six chapters. The first chapter provided the introduction to the topic and its background. In addition, the chapter presented the evidence leading to the motivation to conduct this study. The objectives and research questions of the study, significance of the study and scope of the study were also outlined in chapter one. Chapter two presented the literature reviewed on climatic changes and livestock that have been published by different sources. In addition, chapter presented the literature that has been published in different countries and regions for the purpose of providing empirical evidence to compare with the findings of this study. In addition, this review of different literature provided a broad perspective on the knowledge subject.

In addition, the chapter also discussed the theoretical and conceptual framework for the study. The theoretical framework presented the theories adopted to explain the variables being studied and how they relate. In addition, the conceptual framework presents the diagrammatic expression of the relationship among the variables being studied. The chapter also presented the operationalisation of the variables being studied. Chapter three presented the methodologies used to conduct the study. The chapter described the research design and approach, population, sampling technique, data collection and analysis of the data collected of the study. The chapter also provided justification for each method that employed.

Based on the data collected using the method described in chapter three, the next chapter which was chapter four presented the data presentation, analysis and interpretation. Chapter five presented the discussion of the results in line with the objectives developed in chapter one. Thereafter, chapter six presented the conclusions and recommendations of the study. The conclusions and recommendations were drawn based on the results found in chapter four.

1.9 Limitation of the Study

This research was a case study, conducted at one institution in the public health sector in Zambia. Therefore, the results of the study cannot be generalised. As such a survey could provide a more generalizable finding.

1.10 Chapter Summary

The chapter presented the introduction and background of the study. In the background, the meaning of induction and its importance was outlined based on many authors. In the same chapter, the background was present in the Zambian context which showed that there is not so much research that has been done on the topic although the problem exists in Zambia. It was identified that in Zambia, the health sector faces problems among which are shortage of labour and poor performance. Furthermore, it was identified that new recruits lack complete information to help them socialise and have enough knowledge to perform their responsibilities. In addition, the chapter presented the research questions and objectives that were investigated in the study. The scope of the study and significance was presented in chapter one. The next chapter presented the literature of the study.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

In the previous chapter, the foundation of the study was outlined where the background, problem statement and objectives were outlined. Based on the objectives in the previous chapter, the literature review was conducted in this chapter. Literature review is important because provides a broad understanding of results while at the same time providing an opportunity to compare what was happening in different regions or states. The literature review begins by providing an overview of induction programs. Thereafter, each variable in this study is discussed. A theoretical framework is are then presented from different countries and regions to provide different perspectives on the issue. To provide a further understanding of the topic, empirical studies and conceptual framework is presented. Lastly, the chapter also provides gaps in the literature reviewed and a chapter summary.

2.1 Induction Training

Induction is defined as the process of receiving and welcoming workers when they are first joining the company for the purpose of providing them with basic information required for them to settle and start work (Armstrong, 2017). 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). It can simply be recognized as the socialization process of new employees. Similar to the definitions given by Armstrong and Lin and Hsu, induction is the process of introducing new employees to their job, fellow employees and culture of the organization (Stewart & Brown, 2019). The definitions of induction outlined indicate that induction is about ensuring that the new employees are comfortable. Although the sources are different, the definitions are all similar.

Induction training is a way through which the organisation shares its history, culture, rules, regulations and structure with new employees (Mukhtar, 2013). Different perspective on induction by explaining that induction is the process of combining the employees, processes and technology required to optimize the performance of new employees (Ahmad, 2015). The process of induction is ongoing can usually help organisations develop an individual to be the kind of human resource

they want. Induction is the process of sharing the organisations visions, values and shape to new employees for the purpose of integrating them into the organization (Nandi, 2015).

In simple terms, induction includes depiction of methods, how things are done, acquaintances with peers, offices, structures, working with relational acknowledgment, addressing the requirement for socialization and organizational social exercises, the business circumstance, knowledge of how the work squeezes into the organization, office objectives and the need that representatives should participate in the general accomplishment of organizational objectives. When employees start a new position having an uncomfortable outlook on gathering their manager and colleagues and comparing their obligations and assumptions (Mabaso, 2012). They are regularly restless to substantiate themselves and to 'fit in' at the working environment. Superiors nonetheless, regularly expect new employees will know what to do or will learn rapidly (Nassazi, 2013). Consequently, all new employees really should take part in a strong induction program to guarantee great beginning, to keep away from likely miscommunication and to make the work more reasonable. Induction is the initial phase in building a two-way connection between the organization and the worker. The change to the new work environment is made simpler and more viable for them.

(Nyambegera, 2005) Pointed out that a good induction program for new employees serves the following purposes:

- Help employees find it easy to transition into the new workplace;
- Provide new employees with an overview picture of the organisation;
- Introduce new employees to departmental goals, policies, procedures and customs;
- Identify the new employees' expectations;
- Reduce the new employee's anxiety; and
- Inspire the new employee to have a positive attitude towards the organisation.

Induction programs design are exceptional to every organization. Nonetheless, practically all stress the accompanying areas: the business circumstance (work, office, and friends), organization arrangements and rules, pay and advantages, corporate culture, group participation, worker advancement, and managing changes and socialization. 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).

Although induction programs have proved to be vital, public organisations show a lack of seriousness towards carrying out inductions (Rutaiwa, 2013). There have been investigations that have tried the connection between induction and performance with for the most part steady outcomes. Truth be told, current research in this space has progressed past testing for the connection between different types of induction and performance to distinguishing the systems through which induction influences performance (Sung and Choi, 2014). Notwithstanding, late surveys of the exploration on the connection between induction and performance have addressed the strategic thoroughness of these examinations. These audits recommend that it is untimely to expect an unequivocal positive connection between induction and performance while utilizing more thorough exploration plans.

This review, consequently, intends to look at the impact of induction preparing on the performance of new employees at work environment. The decision of new employee preparing is because of the way that their newness accompanies a level of weakness in the new workplace. During the initial not many long stretches of business, new employees are most powerless subsequently unfortunate induction definitely lifts the chance of poor performance (Hendricks & Louw-Potgieter, 2012). In particular, it inspects the degree to which induction preparing works with theoretical and practical information as well as integration to new employees which thus will have bearing on their performance at the work environment. Employees whose practical and theoretical information is not adjusted may result in a negative mentality towards their work which at last adversely affects their performance (Ndebele, 2013). Therefore, new employees' performance working is straightforwardly corresponding to their theoretical and practical abilities which are probably going to be acquired from the induction trainings. Moreover, induction training is a significant venture that impacts the manner in which employees act in gatherings and this forms a feeling of working as group to achieve shared objectives (Gupta, 2018).

Generally, induction is accepted to be emphatically connected with performance. Iqbal et al. (2014) noticed that occasionally underperformers may not see precisely what is expected of them, however when their obligations are explained, they are in a situation to make the remedial move expected to work on their performance. This obviously upholds the need to appropriately arrange new representatives to streamline their performance. Induction brings about diminished employee turnover and gives different advantages giving an illustration of a study of 1,400 monetary officials

who went through an induction cycle and this came about to 83% of the respondents showing that conventional induction programs are viable in holding and motivating employees (Nandoli, 2014). He expresses that induction programs might add to the accomplishment of both the employee and the organization.

From the reviewed literature, induction is significant in light of the fact that it establishes a framework for the new employee's whole profession with the organization. Initial preparations of an employee are significant since they lay out the reason for all that follows. Without induction, employees are likely to feel awkward in their new position and takes more time to arrive at their maximum capacity. Explicitly induction is significant in the accompanying ways in addition to other things, it furnishes the new employees with compact and exact data to make them work with others; empowers employee certainty and assists the new employee with adjusting quicker to the job; adds to a more successful and useful labor force; advances correspondence between the manager and the new employee; and further develops employee retention.

A few specialists for example call attention to the fact that induction program is one of the most significant in the firms HR strategy (Chidambaram, et al., 2013) . It is the main center advance to shape establishments for new employees or even the current employees under practical jobs. Employees create in numerous ways to meet the current and future necessities and changes. Very much planned direction programs award a positive return for the business in a few terms that incorporate employee productivity, connection, and retention. In the interim, numerous associations misjudge the job of induction. Consequently, they face the challenge of staff turnover as a result of their terrible implementation of induction. The reality is by all accounts that businesses generally anticipate that new employees should be adequately equipped in handling work undertakings and workplace when coexisting with their co-workers. In any case, it is unimaginable first off to live up to these assumptions toward the start. They normally go through nervousness and stress to demonstrate their capacities as long as to "fit in" at the workplace. Accordingly, the induction time frame is the most significant and noteworthy stage in an employee's profession. It guarantees new employees a decent beginning, turn away correspondence breakdown, and make the work more sensible, unsurprising and productive (Kebenei, 2014).

The firm would place their employees' performances into risks because of the deficiency and disarray of messages sent through induction period (Dessler, 2013). An ill-advised induction program prompts issues in employees' objective, mission, errands, and obligations. As an outline, demonstrate that around 17% had left in the span of 90 days and 42 percent in no less than a year because of the induction disappointment (Kinyili, 2015). The investigation was produced using an overview of 870,000 new laborers in 1992. Although the study was conducted a long time ago, the sample used was big enough thereby making the results reliable and applicable even to date.

To help the supposition, an overview done by additionally shows during 2006 to 2007, a nine percent filled in the quantity of managers confronting maintenance deterrent (Kwileka, 2015). The reasons are the advancement from outside associations, the degree of installment, absence of improvement or vocation potential open doors, absence of help from line administrator, stress, level of working hours and responsibility, absence of help from partners, and view of professional stability. These elements should be concealed by induction segment. It likewise stresses in a high extent (19%) of new employees stopping the positions inside the initial a half year in understanding to 52 percent of intentional work turnover.

In an HRM report on induction and its impact, it was found that connection between inductions, employees' performance, responsibility and work fulfillment (Sabir, et al., 2014). His examination shows that the increment in viability of induction program brings about the efficiency of the employees. Additionally, induction program is likewise expected to fulfill employees since it reactions employees' necessities and assumptions (Sabir et al. 2014). The cooperation in a performance, satisfaction and commitment relationship is underlined. The good performance prompts work fulfillment, particularly on the off chance that the assignment requires loads of endeavors; at last urge employees to be appended and focused on the firm. At the same time, when the employee decides to remain and develop inside the organization, they are spurred and glad to contribute to work performance. Individuals who have solid emotional responsibility produce preferred performance over those who do not.

An article by Forbes (2015) observed that organizations who work with an induction interaction are undeniably bound to hold employees in a new position. It was revealed that new employees were bound to stay with the organization for over three years (Forbes, 2015). This could be one of the many justifications for why many organizations keep on completing an induction cycle on new

employees every year. Or on the other hand maybe in light of its capacity to assist new employees with getting their new job inside the organization. Both cases show that induction programs are beneficial to organisations.

To ease this tension, induction works as a method for welcoming new employees, guaranteeing that they are settled into their new jobs and to confirm that new employee is getting the proper information and backing from the organization to effectively perform (Kebenei, 2014). Likewise, induction can diminish sensations of stress and uneasiness connected with beginning a new position. Induction is found to further develop commitment, responsibility and maintenance inside the labor force. For fruitful induction, SHRM (2013) proposed there are four degrees of onboarding new employees these are as per the following: 1) Compliance, 2) Clarification, 3) Culture and 4) Connection. Compliance alludes to the instructing of organization rules and systems. Clarification is worried about guaranteeing new employees completely get their job and friends assumptions. Culture incorporates the comprehension of organization standards and values. At long last, connection centers on the structure of interpersonal organizations and acquainting with partners. The degree to which every one of these levels is executed will rely upon the general outcome of the induction cycle.

From the literature in section 2.1, the overall picture painted is that induction training has a positive effect on organisations. The overall consensus is that induction increases employee fulfilment, commitment and satisfaction. The factors fulfilment, commitment and satisfaction are all antecedents of employee performance. There is not even one article reviewed that pointed out the negative effect of inductive training. Perhaps this could explain why organizations all over the globe made efforts in setting up induction programs.

2.2 Induction Integration and Performance

Induction is an on boarding activity that allows new employees to be able to socialize with their coworker (Bauer & Erdogan, 2011). Beginning a new position is viewed as one of the most unpleasant valuable encounters and an appropriate direction process that is delicate to the nerves and vulnerabilities, as well as the requirements of another employee is vital (Subedi and Karkee, 2020). Combination as a learning interaction by which novices create perspectives and practices that are important to work as completely fledged individuals from the association. They further remarked that as the more compelling and proficient direction preparing, the sooner the recruits

become useful for the association. Integration as the learning system by which newcomers' foster mentalities and practices that are important to work as completely fledged individuals from the association (Ndebele, 2013). They further contended that the more powerful and effective integration is, the sooner a newcomer can be useful for the firm. It is the most common way of coordinating new employees into the association and its way of life (Hendricks & Louw-Potgieter, 2012). Integration is hence the means by which social and coherence are accomplished. Khanduja (2013) remarked that integration has many effects at function as it furnishes employees with the abilities and customs important for partaking inside the corporate culture and increments inspiration. He further clarified that integration shapes the way employees view collaboration, work propensities and the sharing of data, which are extremely significant entertainers for an independent venture. While acknowledged the necessity of 'socializing' new recruits to their surroundings and context during induction, she did so from the perspective that this socialization is what foundations an organization's basic practices and influences how work is done (Khanduja, 2013). So, while organizational and business literature has broadened its view on how staff inductions are planned and done, there remains an underlying notion that adjustments and modifications in staff induction are (mostly) for the advantage of the employing firm. It is based on the literature reviewed that following hypothesis was tested:

H₁; Induction integration has a positive effect on the performance of new employees.

2.3 Induction and Knowledge

In the search for literature on induction and knowledge, the following quote dated 1982 present a typical view in the area:

“...the process of helping a new employee settle quickly into their job so that they soon become an efficient and productive employee... An induction programme must be designed to meet your objectives and you should decide what information the person is required to know, over what timescale, the length and timescale of training methods to be used and the role of the manager.” (Edward and Scullin, 1982, p 237).

Here, the perspective inclines vigorously towards 'speed' similar to a determinant of adequacy and uplifted efficiency, and friend's targets are introduced as the transcendent drivers. The organization sets the educational plan, the strategy and the timescale it seems to pay nearly nothing,

if any, respect to the employee's previous experience/information, inclinations or the view of their requirements. This perception is visible in a majority of literature as it is accepted that:

“New employees will need to get to know the people they will be working with, become familiar with their surroundings, learn about their job and the surroundings they will be working in” (Edwards and Scullin, 1982, p 273).

On the other hand, the ideal induction program, comprises of informing the newcomer what is generally anticipated of them as well as when and how they are to embrace these assumptions. The subsequent stage is for the business to win the responsibility of the new employee to the firm, with the presumption that an employee who is faithful to the new firm will deliver more prominent useful energy and along these lines be more beneficial (Woldu, 2020). He then, at that point, proceeds to state anyway that to win this faithfulness and responsibility, employees should be told. All the more as of late, considered two little associations for their situation concentrate on induction. They reasoned that the two associations, somewhat, created 'dynamic capacity' inside their employees and practices, yet that this was accomplished because of specially appointed critical thinking rather than considered and intentional work-based learning.

On the other hand, wrote extensively on teacher induction, but he too appears to relate that during induction, trainee teachers are taught on the influence of teaching quality on student outcomes rather than about their own learning and growth (Woldu, 2020). Even when work-based learning is portrayed as part of organized professional development, its usefulness as a way of lowering the turnover of newly trained teachers is frequently emphasized in this sector as well. Even though there are parallels with my own perspective in that induction is viewed as a complex, multi-layered process, the overarching principle within such programs appears to be to train staff in academic standards and the requirements of the profession, as defined by the most recent policy imperatives. Based on the discussion, induction lead to an increase in the levels of one's knowledge and it is based on the literature reviewed that the following hypotheses emerged:

H₂; Induction theoretical knowledge has a positive effect on the performance of new employees.

H₃; Induction practical knowledge has a positive effect on the performance of new employees.

2.4 Performance

Performance is the extent to which a person succeeds in carrying out their responsibilities and capacity to accomplish their goals (Hughes, et al., 2012). Performance is a reflection of how successfully the organization's members have performed their duties to the satisfaction of the group. Employee performance has been widely utilized in sociology research as a variable that is reliant upon a huge number of elements. There is a demand to organize and take on more compelling employee training projects and procedures as well as giving input to upgrade employee performance (Farooq & Khan, 2011). Employee performance as the utilization of information, abilities, encounters and capacities, to really and productively play out the allocated task required (Mohammad, et al., 2014). A few purposes behind improving employee performance have been progressed by different researchers. Among others, employees' performance can cause them to become an asset thus further developing effectiveness as well as empowering employees to turn out to be more useful as far as amount and nature of work done (Anitha, 2013). Also, better-performing employees empower the firm to endure rivalry and dominate in the commercial center because of further developed client connections (Lee & Carter, 2011). At long last it assists with facilitating evaluation and accomplishment of laid out performance objectives which thus empowers the administration to settle on ideal choices (Çalışkan, 2010).

There are concepts of employee performance that have been observed. However, one major concern is the measurement of the concept (Bennett et al. 2014). The authors claimed that the problem is associated with the development and measurements of the concepts. It has been accepted that employee performance is a multi-dimensional construct (Dhammika, 2017). This implies that it can be measured in different ways. Although this creates thinking outside the box among researchers, one problem that can rise is the lack of consensus thus affecting the reliability of many studies involving the concept. Adelle and Boris (2014) highlighted that the different ways of measuring employee performance have led to vagueness among empirical studies that have conducted.

Although there has been a lot of debate on measuring performance, two acceptable approaches have emerged which are result and behavior approaches (Prasetya, 2018). The behavior over here denotes the action people exhibit to accomplish a work, whereas the outcome aspect states about the consequence of individual's job behavior (Pradhan and Jena, 2017). According to all of these

earlier studies, performance is understood to be a collection of behaviors that are the result of one's technical knowledge (knowledge of particulars in one's field of expertise), skill and adaptability (knowing how to perform and using it appropriately under different conditions), and interpersonal relationships (building team spirit, allegiance, and interconnectedness). These kinds of behaviors, which past models only partially addressed, are anticipated to have a distal organizational impact, such as improving efficiency, increasing customer happiness and expanding the organization.

2.5 Theoretical Framework

This section of chapter two presents the theories that were used to explain the topic under study. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. In this study, the theories of focus were the TPI and Uncertainty reduction theory.

2.5.1 TPI Theory

This study is prefaced on the TPI-Theory of induction (Adam, 2010). As indicated by the hypothesis, direction preparing ought to incorporate the advancement of theoretical and practical abilities, yet in addition address interaction issues that exist among the employees through the essential socialization process driving at last to employee integration. 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. Wadesango and Machingambi (2011) recognize 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. Then again, practical information is unadventurously anticipated on a more instrumental origination of information; it addresses information that assists with achieving assignments.

One of the fundamental parts in the TPI-hypothesis as brought up by (Adam, 2010) 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. 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). 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). 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). 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). In any case, this hypothesis has a few shortcomings, for example, the view that induction is revolved around applied information as well as abilities and less on hypothetical information. Notwithstanding, in spite of the restriction, the TPI hypothesis of enlistment was appropriate in this review on the side of the free factor, staff acceptance since acceptance acquaints new employees with the organization and the current staff. Induction helps new employees to end up being useful as fast as could be expected. Through legitimate induction, workers produce their best outcomes and accomplish hierarchical targets a lot quicker than if acceptance was inappropriately done or not done by any means.

The TPI theory which is directing the current review was utilized beforehand by different researchers to survey the viability of induction preparing according to the three aspects specifically theoretical information, practical information and integration. Hendricks & Louw-Potgieter (2012) for example, utilized the TPI theory to direct their review on the vital necessities for a powerful preparation program and concocted the idea that a preparation program requires two sets of data specifically association's central goal and history as well as by and large data about staffs' work schedules. Wadesango & Machingambi, (2011) applied the TPI theory to research preparing

programs in a college in South Africa and uncovered that acquainting with departmental practices, approaches and rules inside a brief term is among the advantages of viable induction preparing to new employees.

Alsughayir (2016) in his review on the Influence of induction preparing on employees' performance in Public Sectors applied TPI-theory to gauge the degree to which induction preparing has affected their capacity to go about their responsibilities. He arrived at the resolution that new employees' performance is straightforwardly connected with the manner in which they communicate and cooperate collectively. It was further noticed that arranging new employees forcefully after they join the association furnishes them with a potential chance to retain on the association's qualities and convictions, mission and vision which are the driving instruments for employee performance (Alsughayir, 2016). Mugo and Guyo (2018) call attention to the fact that associations ought to foster a completely bundled proper preparation program for all new employees whether or not they are new to the association or are taking up new positions and that a preparation strategy ought to be set up with distinct strategy for employee preparing which is compulsory and sought after by each segment of the association.

Hewitt directed a review on the impacts of induction preparing to new employees in private areas utilizing the TPI-theory (Hewitt, 2012). In accordance with the theory, the review uncovered that induction has been useful in empowering employees to gain theoretical and practical information making them ready to work in groups no matter what their disparities in foundation. He further noticed that through induction, employees have valuable chances to know the association and the strategies to go about their responsibilities, thus making them ready to share their encounters which have bearing on their work performance. Notwithstanding, most establishments direct induction preparing to the newcomers only for convention targeting meeting the enrollment necessities (Kebenei, 2014). Rutaihua (2013) demands the significance of having successful induction program which covers all issues of work, lawful, social, and monetary perspectives. He adds further that induction preparing should empower employees to foster theoretical and practical abilities as well as socialization among laborers. In like manner, uncovers the propensity by most associations addressing their requirements for induction preparing through specially appointed, tumultuous, and heedless techniques that are not efficient (Kebenei, 2014). Therefore, it achieves

disarray to the new employees; which thusly makes associations experience a colossal turnover, non-appearance, and loss of spirit by employees.

2.5.2 Uncertainty Theory

The Uncertainty Reduction Theory (URT) was advanced by (Lester, 1987). The theory of uncertainty reduction proposes 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). 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 (Kebenei, 2014).

In supporting the URT, a few scientists see employee induction as a learning interaction. Studies have uncovered the presence of four distinct relevant domains crucial for the course of employee socialization and induction: organizational domain, group domain, role domain, and task domain. The organizational domain comprises of data about the set of experiences, structure, objectives, values, language, and governmental issues of the organization. Group domain includes bunch standards, designs, values, and the working of a gathering as a unit. The role domain involves non-task explicit assumptions for a task position, for example, obligation, proper conduct, alongside limits of power. Opposite, task domain includes all viewpoints related with real work execution, how to perform appointed assignments and the utilization of hardware among others. Employees who accept that they have better information on these four data domains appear to be more fulfilled, submitted, as well as better changed. Information in job and assignment domains is generally vital for successful socialization, while it was most reduced in the organizational domain. This theory was applicable to this review because it supported the independent variable, staff induction since it is concerned about diminishing uncertainty in fresh recruits which is a significant issue that staff experience on their first days in the organization ((Tengku Ariffin, et al., 2014). In addition, the uncertainty reduction theory has been tried and viewed as pertinent to the investigation of employee induction in firms.

2.6 Empirical Review

Zafar and Zafar (2019) conducted a study on induction and employee job satisfaction. The study was conducted in Pakistan and a sample of 270 respondents who provided data via a questionnaire. The study hypothesis was supported that induction leads to an increased level of employee satisfaction which eventually leads to improved performance. This study was conducted in Pakistan a country that is in a different region compared to Zambia. Not only that, the country has different values and cultures which are likely to affect the induction process. Because social issues are contextual, the results cannot be generalized to Zambia. Therefore, a contextual gap is identified in this study.

On the other hand, 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 on the same topic in Kenya in advertising companies was conducted (Matheri et al. 2020). 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) and Matheri et al. (2020) were conducted in Kenya. From both studies, induction was revealed as a whole. However, in this study, the concept was examined in three elements i.e., socialization, practical and theoretical. 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.

In Zimbabwe, Mutizhe (2016) conducted a study on the same topic and used a mixed method to conduct the study. Compared to the other studies, the study used a smaller sample size of 50 respondents. Data was analysed using excel and the results revealed that induction increase the performance of employees. Unlike other studies, this study used a mixed approach which is advantageous as it provides both objective results while capturing into the deep understanding of

respondents. However, the sample used in the study was quite small to generalize the results to other sectors, regions and countries. Therefore, the generalization of the results of the study is limited.

Nghaamwa (2017) led an investigation of the impact of induction programs on novice teacher expert improvement in the Erongo area of Namibia. The review was subjective and a phenomenological research configuration was used. The concentrate purposively chosen 18 respondents who took part in the review. From the investigation, it was seen that induction programs helped the beginner instructors by giving to them homeroom the executives abilities, like preparation, educating and advancing as well as documenting. Notwithstanding, the review designated fledgling educators in Namibia while this study focused on promoting firms in Kenya. However, the limitations of this study were that the sample was very small for it to be generalized to other areas or industries. In addition, the sampling method used is bias and the use of qualitative methods produces results that are subjective.

Salau et al. (2014) zeroed in on the connection among induction and staff mentality towards retention and organizational effectiveness in Olabisi Onabanjo University, Ago Iwoye, Ogun State Nigeria. A descriptive research technique was utilized and the exploration designated 271 scholarly as well as non-scholastic staff of Olabisi Onabanjo University. The semi-structured questionnaire was considered as a proper way to collect data by targeting respondents who were conveniently selected. Descriptive statistics was taken on in investigation of information and it was affirmed that staff induction altogether and decidedly impacts representative mentality as well as conduct towards effectiveness of the firm since they upgrade staff faithfulness and inspirational perspectives towards work. In any case, the review was led in Nigeria in the training area while this study thought about promoting firms in Kenya. Besides, the utilization of non-probabilistic sampling limits representativeness and consequently generalizability of discoveries.

Kakolaki (2013) led a contextual investigation on the impact of induction preparing on worker performance in Kinondoni Municipality of Tanzania. The exploration considered a descriptive model utilizing both subjective as well as quantitative examination. Through random sampling, the review chose a sample size of 99 respondents. It was seen that induction preparing for workers is vital to dispense with conventional work rehearses and to hone the new representatives' personalities. Although the discoveries support Salau et al. (2014) and Ogalo (2018) that induction

of representatives is critical, the current review did not examine the different elements of induction. Therefore, a knowledge gap exists which this study filled.

Hendricks and Louw-Potgieter (2012) zeroed in on induction by utilizing a descriptive overview. The review comprised of a sample of 113 specialists of a media house who filled Likert scale of a five-point questionnaire. The review discoveries showed that induction program could be risky. The evaluators affirmed how a possible program thought should upgrade program plan. This updated induction program can likewise prompt a lot of advantages, for example, staff retention and venture recognizable proof. Nonetheless, the exploration used a small sample size thus limiting the generalization of results to other regions.

Byrne (2010), investigated the connection among induction and employee commitment utilizing a selected sample of people who were not in management. The sample respondents were selected to address what induction in the firm meant for their sentiments as far as occupation lucidity, inspiration, work fulfillment, and responsibility. The review led an extensive writing survey on induction. The review gathered information utilizing a questionnaire from a sample of 30 respondents out of the 70 designated employees. The study shows that there is no case by the creator that the discoveries can be accepted to fit to all organizations. The review involved employee commitment as the dependent variable while this study focused on performance. The overall conclusion was that induction of employees leads to an increase in the levels of commitment, retention and overall organizational effectiveness. In this review, the sample used was small thus limiting the generalization of results to other regions.

Kebenei (2014) thought about what induction programs meant for work performance among employees in the Eldoret Water and Sanitation Company Limited utilizing the Uncertainty Reduction Theory. A descriptive report focusing on 215 employees was done. Assortment of information was accomplished by utilization of a questionnaire notwithstanding interviews. Information was dissected descriptively and it was seen that induction programs furnish new specialists with data, conveying the staff assumptions and ease tensions in recently added team members. In any case, the review was a contextual investigation of Eldoret Water and Sanitation Company accordingly restricting the generalizability of discoveries.

Yilma (2015) zeroed in on how induction as well as socialization process affected on recently enlisted employees in Dashen Bank (Yilma, 2015). A descriptive plan was utilized and embraced

a blended strategy including qualitative and quantitative methodologies. The exploration assembled information utilizing questionnaires managed to 105 respondents. Also, individual interviews were held with the administration. The review results showed that induction and socialization of employees is significant for recently added team members and organizational achievement. Notwithstanding, the review neglected to lay out the impact of staff induction programs on employee turnover in publicizing firms in Kenya. A contextual analysis that designated just Dashen Bank was embraced in the concentrate hence restricting materialness of results to different firms. Mchete conducted a study in Tanzania on the effect of induction on employee performance (Mchete, 2019). Similar to the approach chosen in this study, (Mchete, 2019) viewed performance in terms of integration, practical and theoretical knowledge. In this study, a sample of 19 respondents was 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.

Akech (2016) conducted a study on effective induction programs in Tanzania. With the application of both qualitative and quantitative research methods, a sample of 38 respondents was purposively selected from which data was collected using a structured questionnaire. From the results it was revealed that most schools were not aware about the importance of induction programs. On the other hand, the results revealed that induction increases the levels of knowledge of teachers about their work. On the other hand, beginning instructors who have been well introduced perform better in their duties or obligations allocated to them, according to experience in other parts of the world .In Tanzania, the public service standing order requires all government institutions to conduct induction training to new workers within six months of their hire date, as well as a half-yearly report on the training (URT, 2012). This is because induction training teaches new workers about ethics, code of conduct, honesty, and tenacity, all of which should be followed by new employees (URT, 2012). Essentially, induction training increases the ability and performance of new workers at work.

Beginning teachers, like other experienced teachers, are expected to manage the classroom properly, motivate students to achieve their goals, deal with individual differences among students, and establish healthy relationships with other staffs in the United States (Ingersoll and Smith, 2011). As a result, beginning teachers are given an induction program in order to improve their

performance by lowering new teacher attrition, isolation, and the gap between idealistic aspirations and classroom reality (Bartell, 2005). In addition, new teachers in Greece, according to Maria's (2012) failed to perform their obligations owing to a variety of concerns relating to administrative and organizational issues, as well as dealing with their own pupils in the school. Maria's research shows that the induction program's assistance for new instructors had a significant influence on their performance since the program offered them motivation to work hard and a desire to go forward, including completing their obligations.

2.7 Research Gap

In the review of literature on the studies related to the research study, it was discovered that there existed a contextual and knowledge gaps. The contextual gap arose from the fact that all the studies conducted on the topic were outside Zambia. While the knowledge gap existed in that no study on the topic has been done in Zambia using the adopted variable namely Theoretical Knowledge, Practical Knowledge and integration. Therefore, this study filled the gap that existed in this area of research.

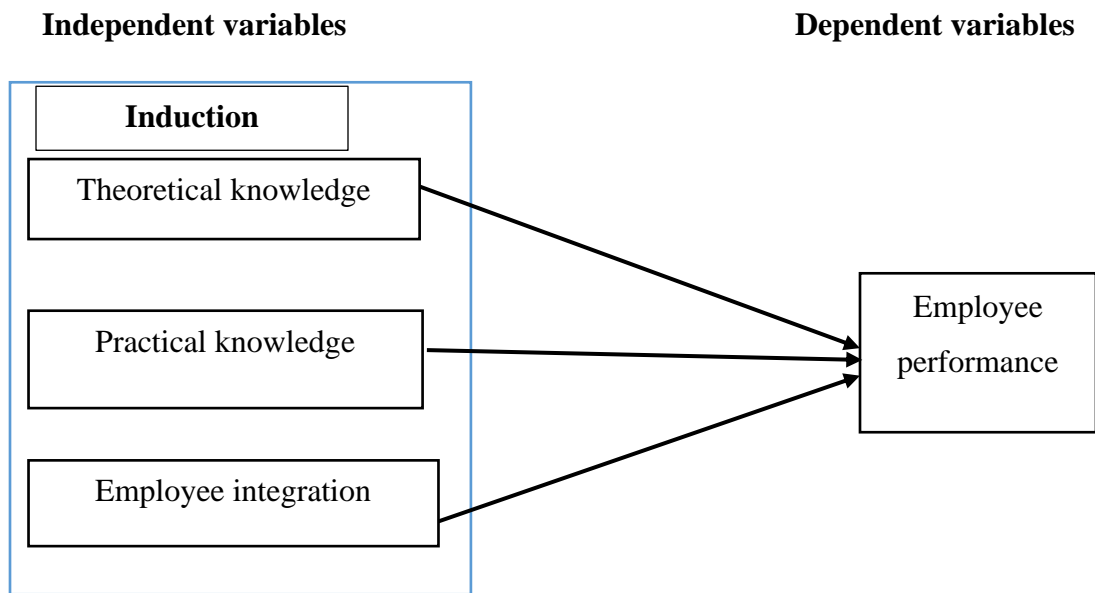
2.8 Conceptual Framework

A conceptual framework is an analytical instrument that may be used in a variety of ways and in different settings (Kothari & Garg, 2014). It is utilized to create conceptual distinctions and arrange concepts in a variety of task areas where an overall picture is required. The study focused on the 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. The researcher identified the dependent and independent factors in this study, with the independent variables being successful theoretical knowledge, practical knowledge, and employee integration induction and the dependent variable being employee performance at work.

In this study, theoretical knowledge was considered as gained by new employees through induction training when new employees learned and were able to articulate the organization's vision, mission, culture, values, ethics, disciplinary code and procedures, objectives and goals (Wadesango and Machingambi, 2011). Practical Knowledge on the other hand is considered as gained through induction when a new employee is guided by a more experienced mentor or supervisor and learns skills or how to plan their work, how to perform their job tasks/roles,

procedures, operations of equipment, performance targets and how to go about achieving set targets (Wadesango and Machingambi, 2011). Thirdly, integration is considered as achieved when induction enables new employees’ ability to interact and socialize with coworkers, and learn useful mentalities and practices at work (Bauer & Erdogan,2011; Ndebele, 2013). Finally, employee performance is considered as enhanced through induction training when new employees gain and use the knowledge, skills, experiences and abilities to effectively and efficiently execute the assigned tasks as required or dictated through performance targets (Mohammad et al., 2014). In the model below, it is indicated that by improving theoretical knowledge, practical knowledge and integration, employee performance is eventually achieved. The conceptual model is presented in the model below.

Figure 2.1: Conceptual Model, Adapted from Mchete, 2019



2.9 Chapter Summary

Various academics and researchers who have examined induction training have found it to be a big problem. According to the literature research, induction training is critical for workers to learn theoretical and practical knowledge as well as their integration into the business through the socialization process. TPI-theory, successful induction training should meet three needs: employee theoretical knowledge, practical knowledge, and integration (Adam, 2010). The induction program is of great value to organisations because it serves to inform new staff on good work practice; connects new staff to the institution's expectations; and needed resources to navigate

administrative, financial, human resources, and support service responsibilities. However, although induction has been found to be important, a majority of studies conducted on the topic were conducted outside Zambia. On the other hand, the adopted conceptual model has never been tested in Zambia. This presents two issues, first a contextual gap that needs to be addressed because the findings from other countries cannot be generalized to Zambia due to the size of samples used the different socio-economic conditions. Second, a knowledge gap concerning the variables on the conceptual model adopted. Therefore, this study addressed the gaps identified.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

The previous chapter outlined the theoretical and conceptual framework for the study. This Chapter presents the different methods that were employed to conduct the study. The chapter explains the research design, population, sample determination, sampling technique, data analysis and types of data that were used.

The study methodology followed the layers of research as proposed by (Saunders & Tosey, 2013). The methodology begun by explaining the philosophy employed and there after explained the approaches (methodical choices). The next part included the strategies employed and then explained the data collection and analysis.

3.1 Research Philosophy

Research is designed in such a way that it answers the research questions developed (Saunders & Tosey, 2013). The two authors explained that, a research philosophy describes the researchers view of what makes up acceptable knowledge. The philosophies used in research are positivism, realism, interpretivism, objectivism, constructivism and pragmatism. For this study, positivism philosophy was employed as the study's aim was to predict the outcome among the association of the variables and then generalise the results. Besides, positivism philosophy is encouraged in studies that involve large populations and statistical testing of hypotheses.

3.2 Approach to Theory Development

According to (Melnikovas, 2018), the methodological theory developments are as follows:

- Deduction method – In this method, the study develops the hypotheses to be tested from the existing knowledge and then collects data to test them.
- Induction method- The study conducts observations, collects data and conducts analysis to form a theory.
- Abduction method- There is observation of empirical relations and research which makes the best guess or conclusion based on the evidence analysed.

For the purpose of this study, deduction methodology was adopted, this was because the study collected data to confirm what existing literature and theories claimed.

3.3 Methodological Choice

Melnikovas (2018), explained that, according to Saunder, this involves determining whether to use a qualitative, quantitative or mixed research approach (Melnikovas, 2018). For the purpose of this study, explanatory mixed methods research approach was employed. This was because mixed methods provide results that are objective and detailed. The quantitative approach allows for objective results while the qualitative results allows for an in-depth analysis. Moreover, the method was appropriate because the researcher aimed to produce results that are objective and free from bias.

3.4 Research Strategy or Design

There are eight research designs in academic research and these are: experimental research design, case study survey research design, grounded theory research design, ethnographic research design, narrative research design, mixed methods design and action research design (Saunders, et al., 2016). Case study, experimental and survey research designs are quantitative while grounded theory design, ethnographic and narrative are qualitative. Lastly, mixed methods design and action research design combine quantitative and qualitative approaches. The study investigated the relationship among the variable's employee induction, integration, theoretical, practical knowledge and performance. Since the study investigated the effect of variables on each other, a case study research strategy was employed. This was because case study research strategies are mostly associated with positivism philosophy which is the philosophy governing the study. In addition, a case study is appropriate for a mixed research approach.

3.5 Time Horizon

According to (Saunders, et al., 2016), time horizon is the final layer of the research opinion before reaching the core. Time horizon can either be cross-sectional or longitudinal. The author also added that, for most studies that use survey research strategy, cross sectional is recommended. Therefore, a cross sectional study is adopted in the research.

3.6 Population of the Study

Kombo and Tromp define a population as set of individuals or items that are being investigated (Kombo & Tromp, 2009). The target population was the total number of employees working at Livingstone Central Hospital 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. Interns who had been at the hospital for less than three months were excluded because the researcher believed that they had not yet applied the concepts from induction to an extent they can conclude that it was beneficial or not. On the other hand, their perceptions were influenced by their excitement of being there. From the human resource database, the population of the study was 551 respondents (see appendix I) (LCH Staff Assignment extract,2022).

3.7 Sample Determination and Selection Technique

According to (Bartlett, et al., 2001), in most survey studies, a researcher is required to select a sample and then generalise the research findings to the population. A sample is a subset of the population for the purpose of making it easy to conduct research. Based on the size of the sample, the study applied a census and targeted to collect data from all the 551 employees at the hospital.

Yumane's (1967, p.886) sample formula was used to determine the research sample, which was as follows: $N= 1800$ and $e=0.05$ (5 percent). Because all tests were done at a 95 percent confidence level, a 5% margin of error was applied.

$$n = \frac{N}{1 + N * (e)^2}$$

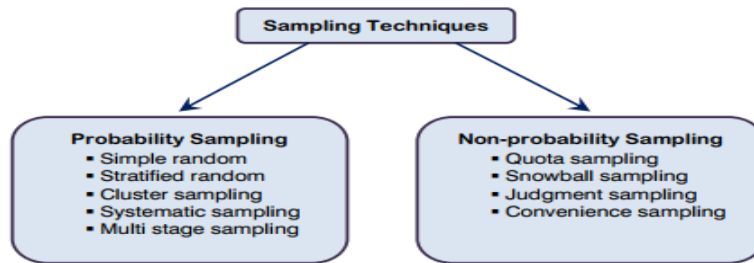
n - the sample size
 N - the population size
 e - the acceptable sampling error

** 95% confidence level and p = 0.5 are assumed*

$$n = 551 / (1 + (551) * 0.05^2) = 232 = 232 \text{ respondents.}$$

Taherdoost suggested that there are two types of sampling techniques (Taherdoost, 2017). These are probabilistic and non-probabilistic methods. Probabilistic methods give each element of the population to be part of the sample while the opposite goes for non-probabilistic. The figure below summarizes the types of sampling techniques.

Figure 3.1: Sampling Techniques



Source: Taherdoost, 2017

Since the study aimed to collect data from all the employees, in this study, convenience sampling method was employed. Convenience sampling (also known as availability sampling) is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in the study. Convenience sampling is a type of sampling where the first available primary data source will be used for the research without additional requirements. In other words, this sampling method involves getting participants wherever you can find them and typically wherever it is convenient. In convenience sampling no inclusion criteria is identified prior to the selection of subjects. All subjects are invited to participate. Therefore, in this study, respondents were conveniently selected for participation based on their availability and willingness to participate in the study (Taherdoost,2017).

3.8 Data Collection Instrument

The study used both secondary and primary data. Secondary data was collected from journals, books and reports while primary data was collected using a semi structured questionnaire (Taherdoost, 2021). A semi-structured questionnaire was opted because it facilitated collection of both quantitative and qualitative data.

3.8.1 Questionnaire

According to Mazhar SA et al. (2021), a questionnaire are data collection instruments through which subjects responds to questions or statements that generally require factual information. Questionnaires are appropriate for getting information from people that are spread over a wide area and that are not easy to contact face-to-face. The questions may be dichotomous, multiple-choice, closed or open-ended. Questions must include all aspects of the problem under investigation (Mazhar SA et al.,2021; Taherdoost, 2021). For purposes of this study, a

questionnaire with a Likert scale and open-ended questions was used in data collection. The Likert scale was used to collect quantitative data while open-ended questions were used to collect qualitative data which provided a wide room for respondents to explain issues in details about their experiences during induction training.

The questionnaire was developed since there are measures that exist yet on the variables. In addition, a Likert scale of 1 to 5 was used in the questionnaire where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. The data collection process was carried out using an online questionnaire. The questionnaire had three sections. The first section collected information on the demographic characteristics of the respondents, the second section collected data on the main variables of interest and the third section had open ended questions (see appendix I). The online questionnaire was distributed to the participants working at LCH using online platforms such as emails and WhatsApp.

3.8.2 Questionnaire Administration

Taherdoost (2021) suggest the different ways of administrating questionnaires including face-to-face questionnaire administration mode, computerized questionnaires for data collection and telephone, online, or even posting. An online questionnaire is a cost-efficient option; however, you should consider the possibility of missing samples due to problems with internet access (Taherdoost, 2021).

In this study, an online questionnaire administration mode was adopted. A questionnaire was developed using google documents and served on google drive to counter challenges of access in case of internet challenges. The questionnaire was first piloted using independent respondents. The first time the questionnaire was piloted, the respondents pointed out changes that were made. The questionnaire was then distributed to the respondents. The researcher visited the organisation and asked for permission to leave a questionnaire electronically using emails or WhatApps by sharing a google drive link to the questionnaire with the respondents. Those respondents that agreed, were sent a questionnaire link to answer at their convenient time and submit electronically. The data was collected and populated in google documents upon completion and submission of the questionnaire by respondents.

3.9 Data Analysis

The analysis of data was conducted in two approached i.e., quantitative and qualitative.

3.9.1 Quantitative Analysis

The quantitative data generated from the survey went through the process of data entry, data cleaning, data analysis, and data interpretation. Data was processed and analyzed using SPSS 16.0. The first stage of the analysis was to outline the characteristics of the sample being studied and thereafter, the descriptive of the variables were analysed. The variables were analysed using the central tendencies of measure such as the mean, skewness and kurtosis. The skewness and kurtosis were used to test for normality. According to (George & Mallery, 2019), skewness and values numbers within the range +2 and -2 indicate no deviation from normality. The descriptive analysis was done using SPSS. To test the hypothesis developed, multiple regression analysis was conducted. It should be noted that before hypotheses testing, correlation analysis was conducted to test for multi-collinearity among the variables. The data was tested for both validity and reliability before hypotheses testing.

3.9.2 Qualitative Analysis

The qualitative data obtained from the questionnaire was analysed through thematic analysis. Maguire and Delantunt (2017) claimed that thematic analysis helps to identify important and interesting patterns and themes in qualitative data that can be used to address research objectives and shed light on the problem at hand.

In order to analyse qualitative data collected, manual coding was used. Coding can be explained as categorization of data. A 'code' can be a word or a short phrase that represents a theme or an idea. All codes need to be assigned meaningful titles. 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.

3.9.3 Reliability and Validity

Reliability is described as ensuring that, the data collected, analysed and techniques used are able to produce consistent result (Saunders, et al., 2016). To ensure reliability of the data, the measures of the variable constructs were adopted. In addition, internal consistent reliability was performed using Structural Equation Modelling (SEM) in Smart Pls. According to (Hair, et al., 2007),

Cronbach alpha values are between 0.7 and 0.95 are acceptable. On the other hand, Validity identifies if the measures used for the variable constructs were able to measure the variable being measured (Saunders, et al., 2016). By conducting a pilot test, unreliable items were deleted and modification wherever necessary were made. By doing so the validity of the measures used was guaranteed.

3.10 Ethical and Legal Considerations

When carrying out research projects, it is vital that ethical and legal considerations are put in place. This is for the purpose of avoiding litigation and to ensure that respondent's information is protected so that they are not exploited (Taherdoost,2021). 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. A consent was sought from respondents by agreeing to take part in the study before proceeding to answer any question. Informing respondents that their participation in the study was voluntary and that they may decide to discontinue at any time they wished. To avoid causing harm to respondents, respondents were not required to move from their comfortable spaces in order to complete a questionnaire. To avoid bias, the questionnaire was transmitted individually and once completed and submitted, the questionnaire was not open for alteration or reference. It is strongly believed that if such codes of conduct are used, the research was conducted efficiently and ethically.

3.11 Chapter Summary

The chapter presented the methodology that was used to conduct the research. The study collected data using an adopted questionnaire and applied a correlational research design. The tools of analysis such as excel, SPSS and thematic analysis were employed. The researcher also ensured that reliability and validity of the data collected are tested using cronbach alpha. In addition, the various ethical considerations were applied. The next chapter presented the analysis of the data collected using the tools formulated in this chapter.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

Chapter four presented the methods that were used to collect data. It also gave an insight on the procedures that were used to analyze the data. This chapter presents the data analysis, and the interpretation of the data that was collected using the procedures stated in chapter four that is, the descriptive statistics and inferential statistics. It also goes on to discuss the obtained results which are in line with the literature and theories reviewed.

4.1 Level of Response

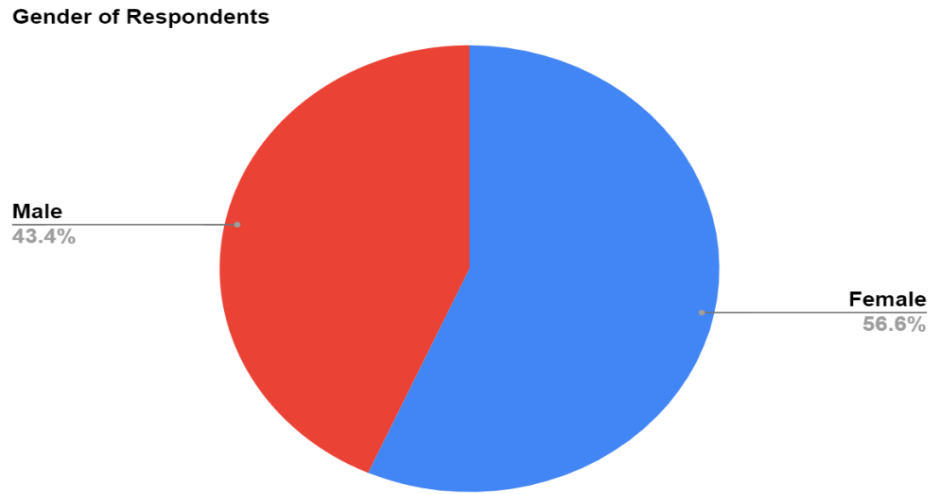
A total of 232 questionnaires were given to respondents and only 173 valid questionnaires were returned, which indicates a response rate of 75% and a non-response rate of 25%. The 25% represented a non-response of 33 questionnaires which was a result of respondents who felt like not answering the questionnaires for various reasons and the researcher had no intentions of coercing them while others were leaving the institution and preferred not to take part. There is no golden rule or rule of thumb to determine an acceptable response rate and no clear definition of an acceptable response rate in surveys (Cummings et al., 2001). However, higher response rates assure the representativeness of the collected data and reduces concerns about non-response bias, and the findings generalizability and validity (Rogelberg and Stanton, 2007; Schoeni et al., 2013). Therefore, the response rate of 75% in this study was acceptable and high enough for the findings to be valid and generalized (Finchman, 2008).

4.2 Demographic Characteristics of the Respondents

4.2.1 Gender

Figure 4.1 below shows the gender characteristics of the people that took part in the study.

Figure 4.1: Gender of Respondents



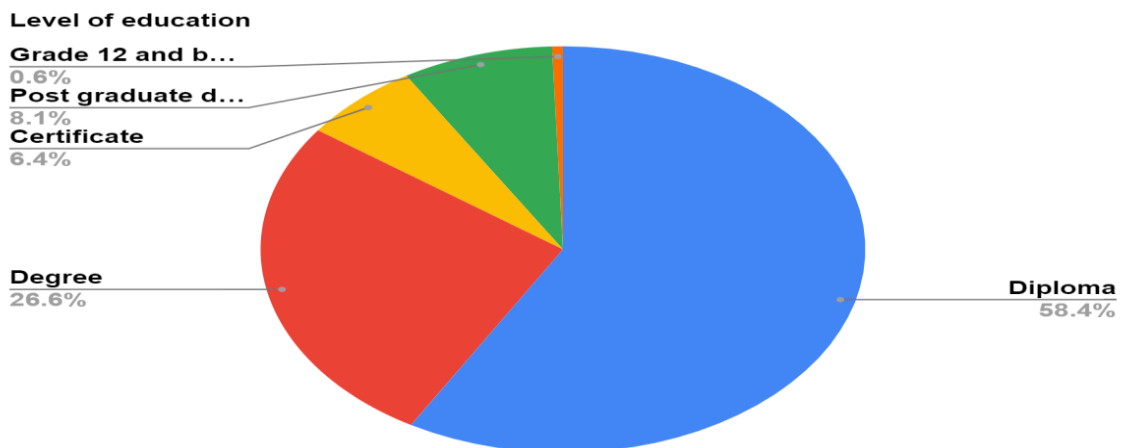
Source: Study findings,2022

The figure shows that there were more female respondents (98) than male (75). Clearly, the institution is dominated by female employees.

4.2.2 Level of Education

Figure 4.2 below shows the level of education of the people that took part in the study.

Figure 4.2: Level of Education



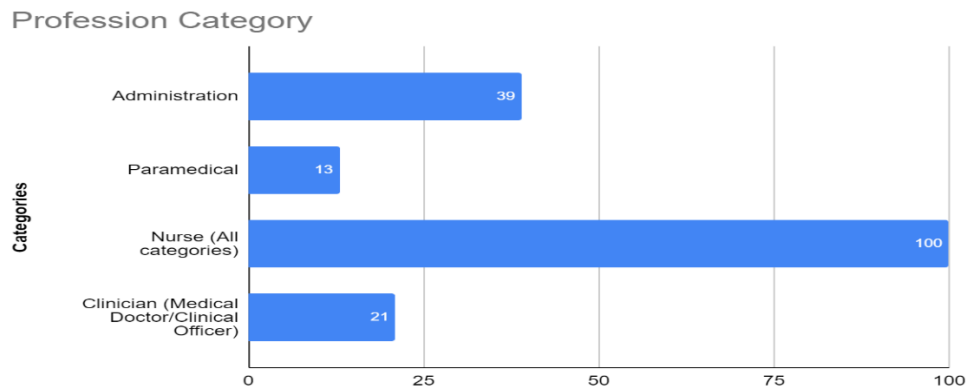
Source: Study findings,2022

The data collected showed that the level of education which had majority of the respondents being Diploma holder (101), followed by undergraduate degree holders (46), then postgraduate degree (14) which was followed by certificate holders (11) and lastly those that just had grade 12 certificates (1). Based on the education level of the study, it suffices to say that the respondents were educated enough to understand the subject being investigated.

4.2.3: Profession Category

Figure 4.3 below shows the profession categories from which the respondents were drawn.

Figure 4.3: Profession Category



Source: Study findings,2022

The data shows that the respondents comprised of Nurses who were a majority (57.8%), Administration staff (22.54%), Clinicians (12.14%), and the lowest being paramedics (7.5%). This was a fair representation of the category of work professions in the institution.

4.2.4 Work Experience

Figure 4.4 below shows the level of experience of the respondents in the study.

Figure 4.4: Work Experience of respondents



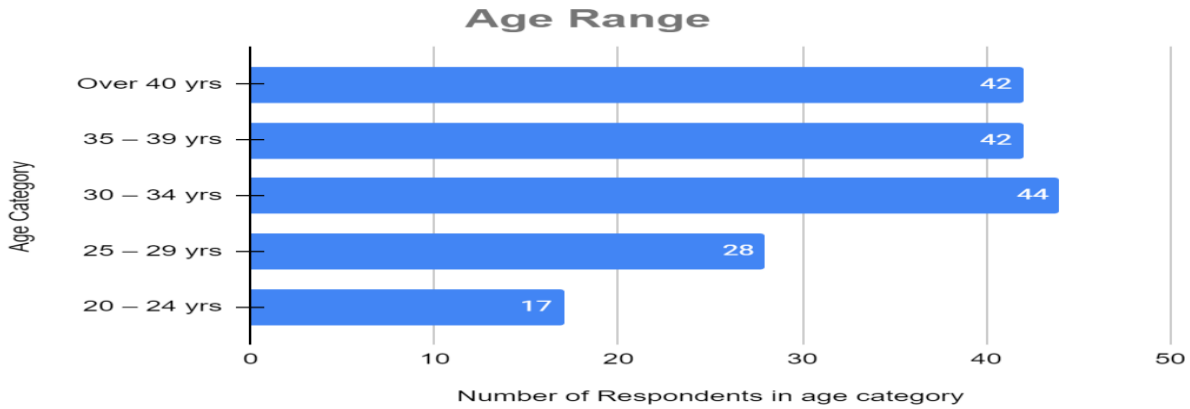
Source: Study findings,2022

The results showed that most of the respondents had experience in the industry with the highest being those who had 6 to 10 years (30.1%), 0 to 5years (28.9%), 11 to 15years (20.2%), Over 20years (12.7%) and the lowest was being those who worked for 16 to20years (8.1%). The results show that the majority of the employees had been with the organization for more than five years and therefore it is right to conclude that they understand the performance of the organization. This, therefore, speaks to the reliability of the data collected.

4.2.4 Age Range of Respondents

Figure 4.4 below shows the age category of the respondents in the study

Figure 4.5: Age Range of Respondents



Source: Study findings, 2022

The results showed that majority of the respondents were between 30 to 34 years (25.5%), followed by those were 35 to 40 and above 40 years (24.3%) and then those between 25 to 29 years (16.2%) lastly those between 20 to 24 years (9.8%). This implies that most of the workers were youthful and in a productive age group which the institution could take advantage of to gain a competitive age in the industry/sector.

4.3 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 variable was reliable, credible and normally distributed. The analysis included factor and reliability analysis, descriptive statistics and correlation analysis.

4.3.1 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 multidimensional data is analysed using only fewer variables. This part of analysis is 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). MacCallum et al. (1999) 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 because their loadings were less than 0.6 as suggested by George and Mallery (2019). All the factor loading that had a loading of more than 0.6 are shown below with their reliability values.

Table 4.1: 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	

Source: Study findings,2022

4.3.2 Reliability

Reliability was measured using Cronbach alpha as shown above. According to George and Mallery (2019), 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. Table 4.1 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. Overall, the reliability of the data collected was satisfactorily.

4.3.2 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. According to George and Mallery (2019), skewness values within the range +2 and -2 indicate that the data was normally distributed. On the other hand, Bryne (2010) recommended that kurtosis values between +7 and -7 indicate that the data is normally distributed. Table 4.3 shows the descriptive statistics for the composite variables. Based on the indicators that passed the factor analysis in Table 4.1, the indicators were averaged to form the composite variables as indicated in Table 4.2. The results indicate that both the skewness and kurtosis were within the range +2 and -

2. George and Mallery (2019) suggests that skewedness and kurtosis values within +2 and -2 are indicators of no serious deviation from normality. Therefore, based on the skewness and kurtosis values, it can be concluded that the data collected did not deviate from normality.

Table 4.2: Descriptive statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	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: Study findings,2022

4.3.3 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). However, it is important to understand that although correlation shows association between variables, it does not depict cause and effect. Correlation analysis values range from +1 and -1 (Gogtay and Thatte, 2017).

Table 4.3: 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: Study findings,2022

The correlation values are summarized in Table 4.3. Whenever one is conducting correlation analysis, it is important to check for multi-collinearity (Pallant et al. 2016). Pallant recommends that correlation values above 0.8 show 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 show that performance was positively and significantly correlated with Theoretical knowledge, Practical knowledge and integration. The results imply 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.

4.4 Regression Analysis

While correlation shows the association between variables, multiple regression was very important in showing cause and effect. 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. Based on the results, the study 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. The information is shown in the table below.

Table 4.4: Regression Analysis

Variables	Model 1		Model 2		VIF Values
	Beta	P-value	Beta	P-value	
Control variables					
What is your Gender?	-0.124	0.130	-0.076	0.234	1.203
What is the category of your work?	0.027	0.757	0.020	0.767	1.315
What is your Age range?	-0.111	0.343	-0.026	0.777	2.458

What is the highest level of education you have achieved?	-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: Study findings, 2022

From the results obtained, the model results are summarized in Table 4.4 above. In model 1, the R² is shown to be 0.050 implying that the background information combined (gender, education, category of work, experience and age) jointly explain 5% of the changes in employee performance. In model 1, all the variables were found not to be significant ($p > 0.05$). Model 2, the R² is found to be 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. In model 2, the results show that gender, education and duration in the organisation have no significant effect on employee performance ($p\text{-value} > 0.05$). The implication of the results is that background information does not influence the performance of employees. This means that the hospital should not consider the gender, education, category of work, experience and age when trying to improve employee performance.

In addition, Table 4.4 shows that practical knowledge and integration were found not to be significant ($p > 0.05$). This means that changes in both practical knowledge and integration lead to no change in employee performance. Meanwhile, theoretical knowledge has 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 4.5 shows as summary of the

results. The results were tested at 95% confidence interval which translated into a 5% significance level.

4.5 Summary of Hypotheses

Table 4.5 shows the summary of the hypotheses that were tested.

Table 4.5: 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

Table 4.5 shows that:

H₁: The hypothesis that theoretical knowledge has a positive effect on employee performance 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.

H₂: The hypothesis that practical knowledge has a positive effect on employee performance was not supported ($p > 0.05$; B-value = 0.070). The results showed that an increase in practical knowledge leads to no change in employee performance. The implication of the results is that practical knowledge is not key to improving employee performance.

H₃: The hypothesis that integration has a positive effect on employee performance was supported ($p > 0.05$; B-value = 0.144). The results showed that an increase in integration leads to no increase in employee performance. The implication of the results is that integration is not key to improving employee performing.

4.6 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:

4.6.1 Effectiveness of Theoretical Knowledge 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 ethic 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.

4.6.2 Effectiveness of Practical Knowledge 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.

4.6.3 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”.

4.7 Summary

For this chapter, the data collected from employees was analyzed. To collect primary data, a sample of 173 people was chosen. To perform descriptive statistics and hypothesis testing, SPSS was used and thematic analysis was conducted to analyse qualitative data. The researcher used p-values as a test of significance at a 95% confidence level, with significance indicating acceptance of the hypotheses and insignificance indicating rejection of the null hypotheses. According to the findings, theoretical knowledge was vital in improving employee performance. On the other hand, the results showed that practical knowledge and integration has no effect on employee performance. The next chapter presents the discussion of the results.

CHAPTER 5

DISCUSSION OF RESULTS

5.0 Introduction

Prior chapter presented the data analysis. 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 chapter, this chapter presents the discussion of the results in line with the objectives of the study. The discussion included three subsections which indicated the objective.

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

Table 4.3 shows 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 show 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). 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); Kenya (Matheri et al. 2020); Zimbabwe (Mutizhe, 2016). 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). 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.

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

Table 4.3 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); Kenya (Matheri et al. 2020); Zimbabwe (Mutizhe, 2016). 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. This finding is in tandem with the observations made by Kabeni (2014) who noted that most institutions conduct induction training to the new recruits just for formality aiming at meeting the recruitment requirements.

5.3 To examine the effect of integration induction on the performance of new employees

Table 4.3 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 significant effect on employee performance. Further, thematic analysis of qualitative data revealed discontentment 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 at LCH. The results show that although the induction process increases integration of employees at the organisation, it does not lead to significant improvement in employee performance. The findings of the study were not in agreement with the literature reviewed. 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. This finding was consistent with the observations by Kebenei, (2014) when he noted the tendency by most organizations in meeting their needs for induction training through ad hoc, chaotic, and haphazard methods that are not well organized.

Bauer and Erdogan (2011) for example, pointed out that induction assists new employees socialize with their coworkers. This was supported by Hendricks & Louw-Potgieter (2012) who posited that effective induction can be useful for the firm to ensure that new employees are well integrated into the organisation. Khanduja (2013) 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).

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, Rutaihwa (2013) 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.

5.4 Chapter Summary

In this chapter, the results were discussed based on the results found in chapter four. The main points from the results is that induction results in integration, theoretical and practical knowledge and yet, only theoretical knowledge from induction leads to improved performance. The results on theoretical knowledge were the only ones that were consistent with both the literature and theory of the study. Regarding integration and practical knowledge, the results were found not to be consistent with both the literature and theory. However, this does not mean that the results are invalid but provide an understanding that issues of induction and employee performance are contextual given a different country or sector. The next chapter presents the conclusions and recommendations of the study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

The earlier chapter presented the analysis, presentation and interpretation of the results. Chapter six presents the summary, conclusions and recommendations based on the results obtained in chapter four. In addition, the chapter also outlined the contribution and future research that other scholars can pursue.

6.1 Conclusions

The following conclusions were drawn from the findings of the study on each of the objective:

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

The results showed that theoretical knowledge induction had a positive effect on the performance of new employees. Therefore, it is concluded that theoretical knowledge induction leads to improved performance of new employees at LCH.

ii. To assess the effect of practical knowledge of induction on the performance of new employees.

The results showed that practical knowledge induction had no significant effect on the performance of the new employees. Though results from qualitative data analysis showed that employees did gain insight on their job roles, the practical knowledge induction was not significant enough to impact positively on their performance. It is therefore, concluded that practical knowledge induction at LCH is not effective in enhancing the performance of new employees.

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

The results showed that integration induction had no significant effect on the performance of the new employees. Though results from qualitative data analysis showed that employees did get interact and mingle with fellow employees during their induction, the integration induction was not significant enough to impact positively on their performance. It is therefore, concluded that integration induction at LCH is not effective in enhancing the performance of new employees.

The results on theoretical knowledge induction were consistent with both the literature and theory on the subject. However, the results on both integration and practical knowledge induction were found to have had no effect on employee performance. This result on both integration and practical knowledge induction were not consistent with the literature and theory on the subject. These results were not in agreement with the theories and literature reviewed.

The main theory of the study was the TPI theory which posited that successful induction training should meet three needs: employee theoretical knowledge, practical knowledge, and integration. However, the results only supported theoretical knowledge to be important in enhancing employee performance as a result of induction.

It was therefore, concluded that the overall induction training program at LCH was not effective in enhancing employee performance based on the main theory of the study.

6.2 Recommendations

Based on the results, the following recommendations were formulated:

1. The induction training program should be continued but as a: Consistent process for all new employees; For a much longer duration than 3 to 5 days and; Should involve a multidisciplinary team from all professions with regular follow-up sessions with staff rather than as a train and release exercise or a one-time program.
2. New employees must participate fully in the process. Furthermore, LCH administration must ensure that a sufficient budget for induction training is allocated for each fiscal year. Close follow-up should be conducted to obtain feedback from the trainees. This will reveal whether or not the program was effective and where improvements can be made for future programs. In addition, each new employee should be assigned a mentor by management. This yearly role, for example, assigned to an experienced staff member in the same discipline will assist the employee in adjusting to the environment more quickly because questions will be answered as they arise.
3. The study also suggests that adequate time be set aside for induction. A single week of training appears to be insufficient. Induction training should be a process rather than a one-time event. Perhaps this could make candidates even be able to assimilate practical information.

4. 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. The suggested period should last between three to four weeks.

6.3 Contribution of the Study

The research findings and hypotheses tests highlight the role that induction plays in improving employee performance. It is clear from the results obtained that; induction programs influence employee performance although it is not all the components of the program. This implies that, LCH management was made aware that induction improves the theoretical knowledge of new employees which is vital in improving their performance.

From the theoretical perspective, there are studies that have been conducted on induction and employee performance, however, few if any have been conducted in Zambia and much less in the health sector. Thus, this study contributed to the body of knowledge by providing an insight on the topic of employee performance in the health sector of Zambia. Therefore, this study fills the contextual gap that existed. In addition, the study provides a foundation for other studies, the theories can be applied in other industries.

6.4 Future Research Direction

This study was conducted in Livingstone only at the hospital. Therefore, the study generalization was limited. Therefore, there is need to extend the study to other health institutions. As such, the study should be conducted in other hospitals. In addition, since this study was conducted in a public institution, there is need to conduct the study in private institution and conduct a comparative analysis on induction.

6.5 Research Summary

The aim of the study was to investigate the effect of induction on employee performance. The results on theoretical knowledge were the only ones that were consistent with both the literature and theory of the study. Regarding integration and practical knowledge, the results were found not to be consistent with both the literature and theory as they showed that both integration and practical knowledge had no effect on employee performance. It was recommended that; management needs to add more resources to induction programs.

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APPENDICES

APPENDIX I: POPULATION FRAMEWORK

Category of Staff	Hosp.	Existing No
Senior Medical Superintendent	LUTH	1
Head Clinical Care	LUTH	1
Consultant	LUTH	6
Senior Registrar Medical	LUTH	7
Senior Registrar	LUTH	2
Dental Surgeon	LUTH	1
General Medical Officer	LUTH	5
Senior Resident Medical Officer	LUTH	21
Chief Nursing Officer	LUTH	1
Senior Nursing Officer	LUTH	1
Nursing Officer	LUTH	2
Nurse In Charge	LUTH	8
Night Superintendent	LUTH	1
Clinical Nurse	LUTH	1
Theatre Superintendent	LUTH	1
Senior Pharmacist	LUTH	1
Pharmacist	LUTH	6
Pharmacy Technologist	LUTH	10
Orthopaedic Technologist	LUTH	1
Orthopaedic Assistants	LUTH	1
Senior Dental Technologist	LUTH	1
Senior Dental Therapist	LUTH	1
Dental Technologist	LUTH	2
Dental Therapist	LUTH	2
Dental Attendant	LUTH	1
Principal Biomedical Scientist	LUTH	1
Senior Biomedical Scientist	LUTH	1
Biomedical scientists	LUTH	7
Microbiologist	LUTH	1
Principal Medical Lab Technologist	LUTH	1
Medical Lab. Technologist	LUTH	16
Medical Lab. Technician	LUTH	3
Radiographer	LUTH	1
Radiography Technologist	LUTH	18
Senior Environment Health Technologist	LUTH	1
Environment Health Technologist	LUTH	4
Senior Clinical Officer	LUTH	1
Anaesthetist Officer	LUTH	3
Senior Anaesthetist Officer	LUTH	1
Clinical Officer Ophthalmology	LUTH	1
Clinical Officer Psychiatry	LUTH	13
Clinical Officers	LUTH	14

Registered Midwives	LUTH	20
Registered Nurses	LUTH	161
Registered Mental Nurses (Psychiatry)	LUTH	8
Registered Paediatric Nurse	LUTH	1
Registered ICU Nurse	LUTH	2
Registered Theatre Nurses	LUTH	5
Zambia Enrolled Midwives	LUTH	29
Senior Enrolled Nurses	LUTH	1
Zambia Enrolled Nurses	LUTH	77
Enrolled Psychiatry Nurse	LUTH	1
Mental Attendant	LUTH	1
Senior Nutritionist	LUTH	1
Nutrition Technologist	LUTH	4
Occupational Therapy Technologist	LUTH	1
Senior Occupational Health Tech.	LUTH	1
Chief Physiotherapist	LUTH	1
Physiotherapist	LUTH	6
Senior Physiotherapy Technologist	LUTH	1
Physiotherapy Technologist	LUTH	8
Senior Hospital Administrator	LUTH	1
Senior Human Resources Management Officer	LUTH	1
Human Resources Management Officer	LUTH	1
Ass. Human Resources Dev. Officer	LUTH	1
Ass. Human Resources Management Officer	LUTH	1
Executive Officer	LUTH	1
Assistant Accountant	LUTH	2
Accounts Assistant	LUTH	4
Revenue Collector	LUTH	7
Social Worker	LUTH	1
Stenographer	LUTH	1
Telephone Operator	LUTH	4
Medical Equipment Technologist	LUTH	1
Medical Equipment Technician	LUTH	1
Mechanic	LUTH	1
Refrigeration Technician	LUTH	2
Electrical Technician	LUTH	1
Purchasing & Supplies Officer	LUTH	1
Purchasing & Supplies Assistant	LUTH	2
Health Information Officer	LUTH	1
Planner-Planning and Budgeting	LUTH	2
Registry Clerk	LUTH	3
Registry Officer	LUTH	1
Medical Records Clerk	LUTH	9
Grand Total		551

Source: LCH Human Resource, 2022

Appendix2: Information Sheet and Informed Consent

INFORMED CONSENT FORM

“ASSESSING THE IMPACT OF INDUCTION ON NEW EMPLOYEE IN RELATION TO JOB PERFORMANCE: A CASE STUDY OF LIVINGSTONE CENTRAL HOSPITAL, ZAMBIA”

INFORMATION

This research is being carried out by a postgraduate student in the School of Graduate Studies at the University of Zambia pursuing a Master of Science degree in Human Resources Management.

Why I have been chosen?

Individuals with the characteristics of the described sample will be asked to take part in this study.

What will happen if I take part?

You will be asked to respond by filling in a questionnaire and you will not be required to put your name on the questionnaire.

Do I have to take part?

Taking part in this study is purely voluntary. Therefore, it is up to you whether you take part or not.

What will happen to the information I give?

The information given in this study is strictly confidential. The researcher will not identify you individually and no one other than the researcher will know what your responses are to the questions. The questionnaires will only have numbers and not names. We will also remove any information that you give that can identify you personally. We hope the results from the study will help the institution to ascertain the effectiveness of the induction training in relation performance of new employees.

Do you know if the study will pay for your travel costs and time lost?

There will no incentives to be provided participants for taking part in the research.

Who can I ask if I have any questions?

If you would like to ask any questions about the research then you can ring Mr. Emmanuel Siame on 0976 115936.

Thank you for reading this.

INFORMED CONSENT

The participant should complete the whole of this sheet himself/herself

Mark your response in the box with a 'X'

- 1. Have you read & understood the information sheet? YES NO
- 2. Have you had opportunity to ask questions & discuss the study? YES NO
- 3. Have all the questions been answered satisfactorily? YES NO
- 4. Have you received enough information about the study? YES NO
- 5. Who have you spoken to Mr/Mrs/Ms
- 6. Do you understand that you are free to not to participate in study YES
NO
- 7. Do you agree to take part in the study? YES
NO
- 8. Signature..... Name (In block capitals).....
Date.....

APPENDIX 3: Research Questionnaire

Dear Respondent,

Emmanuel Siame is my name. I am a University of Zambia student pursuing a Masters of Human Resources Management. I am conducting a research study, titled “**Assessing the Effect of Induction on New Employees in Relation to Job Performance: A Case Study of Livingstone Central Hospital, Zambia**”. As a result, I respectfully ask that you spare 5 minutes of your time to answer the questions as honestly as possible by filling in the gaps and ticking where applicable.

The information you provide will be used solely for academic reasons. The information you will provide in this questionnaire will be kept private and indicating your name on this document is not necessary. Please accept my heartfelt gratitude for your aid and cooperation.

Kindly direct all your enquiries to: Emmanuel Siame on Cell no. 0976115936 and email address: esiame21@gmail.com

Questionnaire No.....

INSTRUCTIONS

Complete the questionnaire by ticking \surd in the appropriate space [] or by filling in the space provided, please ensure that your answers are precise.

SECTION A: BACKGROUND

Please indicate the answer of your choice by ticking (\surd) in the box next to your preferred answer.

1. What is your gender?

Male Female

2. What is your Age range?

20 – 24 yrs 25 – 29 yrs 30 – 34 yrs 35 – 39 yrs Over 40 yrs

3. What is the highest level of education you have achieved?

Grade 12 and below Certificate Diploma Undergraduate degree Post graduate degree Other (specify).....

4. What is your number of years in employment at this hospital?

0 - 5 yrs 6 - 10 yrs 11 - 15 yrs 16 – 20 yrs Over 20 yrs

5. What is the category of your position at this hospital?

1. Clinician (Medical Doctor/Clinical Officer)

2. Nurse (All categories)

3. Paramedical

4. Administration

SECTION B: INDUCTION AND PERFORMANCE

Please indicate by a tick (√) your level of agreement with the following statements on a scale between 1 and 5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5=strongly agree.

	Strongly Disagree → Strongly Agree				
	1	2	3	4	5
Induction theoretical knowledge					
Induction helped me to understand the objectives my job					
The induction training helped me to understand the strategy of organisation					
The induction trainings helped me to understand the culture of the organisation					
The induction training helped me to understand the rules of the organisation					
The induction training helped me know the workplace					
The induction training helped me understand the organizational structure of the organisation					
The induction training helped me understand the strengths and weaknesses of the organisation					
Induction practical knowledge	1	2	3	4	5
The induction training allowed me to see how others execute my work					
The induction training allowed me to acquire and execute some skills relating to my job.					
The induction training allowed me to identify the tools I need to do my job.					
The induction training allowed me to learn how to use the software systems used in the organisation					
The induction training allowed me to know how to execute the daily routines of the organisations.					
Induction training has enabled me effectively execute my job					
Induction integration (socialization)	1	2	3	4	5
The induction training allowed me to know essential places such as toilets, cafeteria etc.					

Induction training allowed me to know the employees in the organisation					
Because of the induction training, I felt at home.					
Because of the induction training I was aware of the members of my team					
The induction training allowed me to identify the personalities of my team					
The induction team allowed me to identify the strengths and weaknesses of my team					
The induction training allowed me identify where I fit in the team.					
Performance of new employee					
	1	2	3	4	5
Within the first three months of my job, I submit my reports on time					
Within the first three months of my job, I was able to meet my KPIs					
Within the first three months of my job, I was able to report to the correct office.					
Within the first three months of my job, I was able to identify where to get the support required from.					
Within the first three months of my job, I was motivated to do my job because I was comfortable.					
Within the first three months of my job, my department was happy with me because I seldom made mistakes.					

SECTION C: QUALITATIVE DATA

Kindly provide answers to the questions below by writing brief comments in the space provided.

1. Do you think the inductive program is effective in your organisation? Explain

.....

2. How does the induction program benefit employee theoretical knowledge level of the organisation?

.....

3. How does the induction program benefit employee practical knowledge level of the organisation/work?

.....

4. How does the induction program benefit employee social life in the organisation?

.....

5. Do you know of other benefits of induction program to both the organisation and employee? Explain if yes.

.....

.....

6. How do you think your organisations induction can be improved?

.....

.....

Thank you for your participation in this survey

Appendix 4: Approval to Conduct Research at LCH

All correspondence should be addressed
To the Senior Medical Superintendent
Telephone: 03 – 320221
Fax: 03 – 321365



In reply please quote:

No:

REPUBLIC OF ZAMBIA

MINISTRY OF HEALTH

LIVINGSTONE CENTRAL HOSPITAL
P.O BOX 60091
LIVINGSTONE

13th June, 2022

Mr. Emmanuel Siame
Livingstone Central Hospital
LIVINGSTONE

Dear Mr. E. Siame,

RE: REQUEST TO CONDUCT A RESEARCH ON :ASSESSING THE IMPACT OF INDUCTION ON NEW EMPLOYEE IN RELATION TO JOB PERFORMANCE: A CASE STUDY OF LIVINGSTONE CENTRAL HOSPITAL, ZAMBIA.

Reference is made to your letter dated 13th June, 2022 in which you requested Management to allow you to conduct a research study at Livingstone Central Hospital.

I am pleased to inform you that authority has been granted for you to conduct the research at Livingstone Central Hospital.

Thank you.

A handwritten signature in black ink, appearing to be 'K. O. R. Chiyeñu'.

Dr. K. O. R. Chiyeñu
Acting Senior Medical Superintendent

Cc: file

Appendix 5: Ethical Approval



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777 Fax: (+260)-211-290 258/253 952 | E-mail: director.drgrs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464

23rd August, 2022

REF NO. HSSREC:-2022-JUN-035

Emmanuel Siame
The University of Zambia
Graduate School of Business
P.O. Box 32379
LUSAKA

Dear Mr. Siame,

RE: "ASSESSING THE IMPACT OF INDUCTION ON NEW EMPLOYEE IN RELATION TO JOB PERFORMANCE: A CASE STUDY OF LIVINGSTONE CENTRAL HOSPITAL, ZAMBIA"

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:-2022-JUN-035
Approval and Expiry Date	Approval Date: 23 rd August, 2022	Expiry Date: 22 nd August, 2023
Protocol Version and Date	Version - Nil.	22 nd August, 2023
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some

funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa

DR. J. I. Ziwa

**ACTING CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

CC: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies