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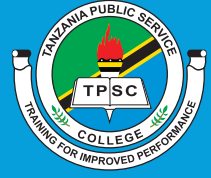## PRESIDENT'S OFFICE
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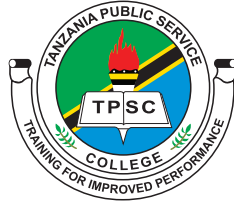
TANZANIA PUBLIC SERVICE COLLEGE (TPSC)

RESEARCH REPORT

IMPLEMENTATION OF STAFF INDUCTION TRAINING IN TANZANIAN PUBLIC SERVICE

CHALLENGES AND THE WAY FORWARD

Ernest Mabonesho, Hamisi Amani and Joseph Mbwillo

TANZANIA PUBLIC SERVICE COLLEGE (TPSC)

A REASERCH REPORT ON

Implementation of Staff Induction Training in Tanzanian Public Service: Challenges and the Way Forward

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LIST OF ABBREVIATIONS

ELDOWAS	Eldoret Water and Sanitation
ESEs	Elementary School Educators
GSO	Government Security Office
HR	Human Resource
IJA	Institute of Judicial Administration
LGAs	Local Government Authorities
LGTI	Local Government Training Institute
MCLA	Ministry of Constitution and Legal Affairs
MSC	Management Standard Checklist
NAOT	National Audit of Tanzania
NBAA	National Board of Accountants and Auditors
NBMM	National Board of Materials Management
PCCB	Prevention and Combating of Corruption Bureau
PO-PSMGG	President's Office, Public Service Management and Good Governance
PO-RALG	President's Office, Regional Administration and Local government
PSMEP	Public Service Management and Employment Policy
PSO	Public Service Organization
SDC	Sengerema District Council
SUA	Sokoine University of Agriculture
TPSC	Tanzania Public Service College
UDSM	University of Dar es Salaam
URT	Uncertainty Reduction Theory
URT	United Republic of Tanzania

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The study investigated the implementation of staff induction training in the Tanzanian Public Service, focusing on awareness of public service institutions on the existing guidelines governing the implementation of staff induction, compliance with and effectiveness of the guidelines. Data were gathered from 6 heads of Key Institutions which are Public Service Commission (PSC), Public Service Recruitment Secretariat (PSRS), Ethics Secretariat, National Audit Office of Tanzania (NAOT), Local Government Training Institute (LGTI) and Institute of Judicial Administration (IJA) and 77 officers in charge of human resources management in public service institutions across various regions using questionnaires, interviews, and document reviews. Quantitative data were analysed using descriptive statistics and visual aids, while qualitative data were analysed using thematic analysis.

Key findings reveal that most Human Resource Officers who claimed familiarity with the guidelines in Public Service Circular No. 5 of 2011 were, in fact, not well-acquainted with its details. For instance, 65% of respondents were unaware of the requirement to submit induction training reports to President's Office, Public Service Management and Good Governance (PO-PSMGG). Additionally, the study found that 70% of employees had not undergone induction training. Significant deviations from the procedures outlined in the Circular were also observed. These deviations included the use of non-mandated training institutions (22.5%), reliance on internal arrangements where orientations were mistaken for induction training (24.5%), delays in conducting induction beyond the stipulated three months (55%), and failure to submit induction training reports (65%). These issues were largely attributed to a lack of understanding of the directives and historical neglect due to insufficient enforcement. Although the existing guidelines specify clear procedures, the study has found that absence of effective enforcement mechanisms has led to moderate or ineffective compliance.

It is concluded that the deficiency in the enforcement mechanisms in the existing guidelines, as found in this study emerges as the primary impediment to successful implementation of the guidelines; and thus, these findings call for a pressing need for intervention.

The study recommends for the amendment of the regulations to include robust enforcement provisions. It recommends for a review of the existing induction guidelines to incorporate enforcement mechanisms. This incorporation is crucial for fostering a culture of compliance which would guarantee the effective implementation of the induction training across all levels of the public service.

ACKNOWLEDGEMENTS

CHAPTER ONE

INTRODUCTION

1.1. Chapter Overview

This chapter presents an introduction, which is crucial for comprehending the current study. It begins by providing background information that establishes the context of the research. Furthermore, the chapter presents the statement of the problem, study objectives, research questions, significance of the study, and the parameters within which the study was carried out. Finally, the chapter concludes by illuminating key terminologies used in the study.

1.2. Background Information

Over the years, there has been a growing emphasis within public service organizations worldwide on investing in the training of human resource to enhance the performance of employees (Karade & Sam, 2015). For instance, it is estimated that public service organizations in the United States allocate approximately $130 billion annually for staff development (Gupta, 2018). Despite these efforts, there has been a persistent challenge in capacity building of government officials and employees (Dixit, 2018). Specifically, there has been a challenge on staff induction, a specific form of training, aiming at equipping new government employees with the necessary skills and citizen-centric mind-set to fulfil their roles effectively (Kempen, 2010).

The primary goal of staff induction training is to cultivate both general and domain-specific competencies among government personnel, thereby boosting the capabilities and fostering a positive shift in attitude of new employees to enhance public service delivery (Alsughayir, 2016). Well-designed induction programs yield numerous benefits for employers, including increased productivity, higher employee retention rates, and more favourable outcomes that align with organizational objectives (ibid, 2016). Recognizing the significance of induction training, many governments have established specific guidelines and frameworks to ensure its implementation (Bush, 2018). In numerous cases, induction training is mandated by law and must be completed by all new public service recruits within a specified timeframe (Alsughayir, 2016).

In Tanzania, the guidelines (frameworks) for staff induction training in the Public Service is outlined in various instruments such as the Public Service Standing Orders of 2009, Public Service Circular number 5 of 2011, the

Training Policy for the Tanzania Public Service of 2013, and the National Skills Development Strategy 2016/17-2025/26 (URT, 2013). Under these directives, the responsibility for conducting staff induction training lies with public service employers, who are tasked with budget allocation, implementation, and reporting to the relevant authorities, notably the President's Office, Public Service Management, and Good Governance (URT, 2011).

The President's Office, Public Service Management and Good Governance (PO-PSMGG) has designated three training institutions to conduct induction training in the public service: The Local Government Training Institute (LGTI) for local government employees, the Institute of Judicial Administration for those in legal cadres, and the Tanzania Public Service College (TPSC) for central government employees and affiliated institutions (URT, 2011). Government Circular number 5 of 2011 mandates that all new public service recruits in Tanzania undergo induction training within three months of joining. However, the implementation of induction programs has been suboptimal, attributed to various factors. Consequently, some new employees struggle to perform their duties adequately due to a lack of understanding of public service principles, laws, regulations, and government procedures, hindering the government's efforts to enhance service provision (URT, 2021).

Previous empirical studies (i.e., Rutaihwa, 2013; Mtobesya, 2018; Akech, 2016) on staff induction training in the Tanzanian public service have predominantly focused on evaluating the effectiveness of induction programs within organizations and identifying barriers to their successful implementation. These studies have uncovered inefficiencies in the implementation, citing reasons such as budgetary constraints, inadequate planning, irrelevant content, and a lack of priority and commitment from institutional leadership. However, the studies have not delved into the existing induction guidelines that enforce induction training neither have they assessed their effectiveness in compelling public service organizations to comply with this mandatory training program.

1.3. Statement of the Problem

In accordance with Tanzanian law, public service organizations are mandated to conduct induction training for their new employees within three months after reporting at their workplaces. This vital process, as outlined in the Public Service Circular No. 5 of 2011, is entrusted to the designated training institutions tailored to specific cadres within the public service. Despite the clear mandate for staff induction training, recent reports from the PO-PSMGG raised a concern to the effect that many public service organizations are failing to effectively implement this crucial training program to new employees (URT, 2021). Empirical inquiries into induction training programs (cf. Rutaihwa, 2013; Mtobesya, 2018; Akech, 2016) have exposed a range of factors inhibiting

this process within these organizations. However, the available studies have predominantly focused on internal factors, neglecting to examine the adequacy of the existing induction guidelines in enforcing robust implementation of the guidelines. Thus, there has been no attention on examining the prevailing legal and institutional structures to assess their efficacy in compelling public service organizations to conduct staff induction training effectively. The current study sought to bridge this gap by examining the current guidelines governing induction training in Tanzanian public service. The study aims to ascertain the potential of these guidelines in furnishing adequate knowledge and skills on the implementation of staff induction for public service organizations.

1.4. General Objective

Generally, the study intended to examine guidelines that govern the implementation of staff induction training programs within the public service of Tanzania, with the ultimate goal of gauging their efficacy.

1.5. Specific Objectives

Specifically, the study intended to:

i.   Determine the awareness of Public Service institutions on the existing guidelines governing staff induction training.

ii.   Examine the compliance of Public Service institutions with the existing guidelines in the implementation of staff induction training.

iii. Determine the effectiveness of the guidelines governing implementation of staff induction training.

1.6. Research Questions

This study is intended to respond to the following research questions:

i.   What is the level of awareness among Public Service institutions regarding the existing guidelines governing staff induction training?

ii.   To what extent do Public Service institutions comply with the existing guidelines in the implementation of staff induction training?

iii. How effective are the guidelines governing the implementation of staff induction training?

1.7. Justification of the Study

There has been a notable scarcity of comprehensive information regarding the efficacy of the existing guidelines governing staff induction within the public service. Questions linger as to whether these guidelines can provide sufficient

enforcement mechanisms for the successful implementation of induction programs. Previous assessments of staff induction have predominantly focused on the quality of the implementation and the myriad challenges facing public service entities in this regard.

Many of these evaluations tend to have shared understanding that staff induction in the public service is ineffective often attributing this to a host of internal and external factors impacting organizational performance. Nevertheless, a thorough examination of the guidelines underpinning staff induction processes within Tanzania's public service remains noticeably absent because the extent to which these guidelines enforce effective induction practices has never been adequately explored.

Thus, this study emerges as an essential endeavour poised to bridge this critical gap. By delving into the intricacies of the existing guidelines, the study aims to illuminate the effectiveness of these guidelines in facilitating the implementation of staff induction within Tanzania's public service. Through rigorous research and the analysis of the findings, the study sought to provide valuable insights that could inform future policy implementation and operational enforcement in this crucial domain.

1.8. Significance of the Study

Firstly, this study represents a significant contribution to the analysis of the guidelines governing the operations of public service organizations with regard to staff development in Tanzania. The study findings hold particular relevance for policymakers, offering valuable insights into areas where enhancements or adjustments are necessary.

Secondly, the study generates insightful information of substantial importance to the President's Office, Public Service Management, and Good Governance - the primary custodian, architect, and overseer of public service conduct nationwide. The information generated from this study is meant to be instrumental to this esteemed institution trough pinpointing specific areas within the existing guidelines that warrant refinement, thereby ensuring enhancement of staff induction practices within public service organizations.

Lastly, this study serves as a valuable resource for the Tanzania Public Service College (TPSC), as it provides a comprehensive reference point on matters pertaining to staff induction. Moreover, the study stands as tangible evidence of the institution's commitment to fulfilling its research mandate for the betterment of the public service landscape in Tanzania.

1.9. Delimitation of the Study

This study focusses on the analysis of the guidelines governing the process of staff induction within the public service of Tanzania. Specifically, the study is confined to looking at the central government and its affiliated institutions. This focus is deliberate, as these entities represent the core constituents of the public service sector for which the Tanzania Public Service College has been entrusted with the responsibility of delivering induction training to newly appointed personnel.

1.10. Definition of Key Terms

The following are definitions of important key terms used in this study:

i.   ***Staff induction training****:* A mandatory program designed to assist new employees or employees in new positions to adjust to their jobs and public service work environments and to instil positive work attitudes and motivation.

ii.   ***Staff induction guidelines:*** refer to a set of established procedures (directives) designed to guide systematic implementation of staff induction training of new employees within the public service in Tanzania.

iii. ***Legal Induction Guidelines:*** These are policies, laws, regulations, circulars and procedures that guide the conduct of various aspects in the public service including staff induction training.

iv.   ***Institutional Induction Guidelines:*** These are institutional arrangements which stipulate specific roles and responsibilities of various institutions in carrying out functions in the public service including staff induction training to enhance functional relationship among them.

v.   ***New employees:*** Are full-time employees first employed by the government who are hired on or after the effective date of this agreement.

vi.   ***Public Service:*** Means the collection of all individuals, other than State Officers, performing a function within state organizations as ascribed to under the Public Service Management and Employment Policy of 1999 (Reviewed in 2008).

vii. ***Public Service Organizations:*** These are government institutions including Ministries, Independent Departments, Executive Agencies, and Local Government Authorities.

CHAPTER TWO

LITERATURE REVIEW

2.1. Chapter Overview

This Chapter provides a comprehensive review of pertinent literature pertaining to the area of investigation in this study. Initially, the chapter delves into the concept of induction and its objectives. Subsequently, it explores staff induction practices within the broader context of public service, globally and specifically within Tanzania, highlighting associated challenges alongside their legal and institutional underpinnings. Moreover, the chapter examines pertinent studies conducted domestically and internationally concerning staff training within the public service domain. Furthermore, this chapter identifies the existing knowledge gaps and ends with the presentation of the Theoretical Framework that guided the study.

2.2. The Concept of Induction

Langdon *et al.*, (2019) defines induction as a process of integrating new employees into the organization, whereby they are transformed from complete outsiders to becoming participants and effective members of the organization. Dixit (2018) considers the induction process as a platform for communicating to the employees the goals, policies, procedures and values of the organization. Thus, induction programs are intended to help new employees to settle into their new jobs. One of the reasons why people leave organizations is that they are not given proper induction after assuming a new position in an organization. This can be a daunting process because there are new colleagues, supervisors, and managers to work with, new processes to familiarize, new offices and buildings to navigate, new software to master, new employment conditions to understand and new tasks to learn and perform (Hendricks and Louw-Potgieter, 2012). Most employees start a new job feeling a bit uneasy about meeting their supervisors and co-workers and measuring up to their duties and expectations. They are often anxious to prove themselves and to 'fit in' at the workplace (Dixit, 2018). They also have many questions about their new work environment and wonder whether they can really do the job. Supervisors however, often expect new employees know what to do or will learn very quickly.

In another study, Kempen (2010) considers induction, orientation, and socialization in these terms: Inductions is a process that endeavours to absorb an employee into the organization and turn him or her into a productive worker.

To the author, orientation means to become familiar with the circumstances, it is the process of informing employees about what is expected of him or her in the job and help them to cope with stresses of transition. Socialization is when a co-worker informs the new employee about the workplace; it (socialization) is usually unplanned and can be unofficial. Alberta (2012) combines the definitions of the three terms into one entity; in that socialization, induction or orientation programme is aimed at introducing new employees to the organization, the work unit in which they will be working, the particular work and the people and things with which they have to work. Although the concepts socialization, orientation and induction are interchangeable. For the purpose of this work, the concept of induction as defined by Kempen (2010) will be used.

Therefore, it is very important for all new employees to participate in a solid induction training to ensure a good start, to avoid potential miscommunication and to make the job more manageable as the induction training makes employees more productive (ibid). Induction is the first step in building a two-way relationship between the organization and the employee. When an organization does not have an induction program, it is unable to grow and develop to its full potential since workers will not perform their work satisfactorily and efficiently (Armstrong, 2017).

2.3. Goals and Importance of Induction Training

According to Langdon *et al.,* (2019), a comprehensive induction program for a new employee accomplishes the following: (1) it provides the new employee with information that will ease the transition into the workplace; (2) it paints a precise picture of the department and the institution as a whole; (3) it introduces the new employee to departmental goals, policies and procedures, customs and traditions: (4) it conveys the employer's expectations; (5) it relieves the new employee's anxieties about starting a new job; and (6) it inspires the new employee to have a good attitude towards the organization, with its vision, mission and values. As observed by Kunene (2009), the aims of an induction include putting a new employee at ease, enhancing interest of a new employees in the job and the organization, providing the basic information about the work indicating the standards of performance and behaviour expected from the employees, and telling the employee about the training arrangements and how he/ she can progress in the company.

There can be slight differences on how induction programmes are conducted in organizations (Dixit, 2018). However, almost all induction programmes emphasize the following areas: the employment situation (job, department, and organization), organization policies and rules, compensation and benefits, corporate culture, team membership, employee development, and how to deal

with changes and socialization (Langdon *et al.,* 2019). Induction improves performance and retention of new employees, in that it enhances and prevents the loss of human capital with the ultimate aim of improving the growth and satisfying the needs of customers or clients (Kempen, 2010).

Induction programmes have many benefits to the newly recruited employees. Advantages identified include, first, they improve motivation and the overall job satisfaction with the work environment among new employees; second, induction programmes decrease the rate of absenteeism among employees, and save time for managers and supervisors. Third, induction programmes increase job commitment and satisfaction, they reduce the amount of time for new employees to cope with the new environment in an organization and thus stimulating full working potential among employees (Snell 2006, Alberta 2012, Rutaihwa 2013).

It is further argued that induction training can enhance the performance and efficacy of new employees by reducing fear and anxiety experienced by new employees. Thus, the programmes can turn new employees into valuable contributors to the organization and thereby enhancing job satisfaction through exposing them to new job procedures, policies and benefits (Grobler, *et al.* 2002, Friedman 2006, Derven, 2008, Cooper-Thomson and Anderson, 2006).

2.4. Staff Induction in the Public Service

In many countries, staff induction is seen as part of human resource development (Alsughayir, 2016). Various governments have realised that an effective and efficient public service contributes immensely to the transformation of their countries into globally competitive economies. As it is argued (see Alsughayir, ibid), this is achieved through developing the requisite competencies for all public servants and growing the right leadership based on national values and principles of governance, leadership, integrity, and values and principles of public service (ibid, 2016). For this reason, training and capacity building in general has been prioritized in the public service. Staff Induction is seen as one of the approaches intended to assist entrants into the public service to settle and familiarize with the new work environment (Bush, 2018).

Various governments have developed guidelines that make induction training mandatory and that govern their conduct in the public service (Ndebele, 2013). The guiding frameworks stipulate the functional relationship among respective institutions responsible for conducting staff induction and providing specific procedures to observe in implementing staff induction (Maboso, 2012). The induction guidelines also spell out the types of staff induction (e.g. for newly recruited employees, officers on transfer, promotion and/or re-designation), the time limit within which employees need to be training after joining the

public service and submit induction procedures such as reports to respective authorities (Ndebele, 2013).

Other governments have gone even further to develop specific Handbooks for public service staff induction (Kunene, 2009). Such handbooks cover areas necessary of equipping inductees with the knowledge of government structure, operations and public service policies, regulations, values and principles. Public service organizations such as ministries, independent departments, executive agencies and others are then expected to make use of such handbooks to induct newly recruited employees (Ndebele, 2013). Thus, induction handbooks are aimed at providing guidelines and standardization in the content and process of staff induction.

As Alberta (2012) observes, despite that staff induction is one of the most crucial interventions public service organizations can provide to new employees and it is mandatory, most organizations still fail to provide effective staff induction to their new recruited employees. As Plata (2020) argues, public service organizations ignore induction programmes because nobody is held accountable for not implementing them. As observed by Langdon *et al.,* (2019), the majority of public service organizations do not regard this process as important; they think that having good recruitment, selection, training and development strategies can replace the value of staff induction, which is basically a biggest mistake (Alsughayir, 2016).

Langdon, *et al.,* (2019) reflect that most public service organizations which fail to induct their employees face a lot of challenges such as high staff turnover as employees are not fully aware of their roles, unsatisfactory employees' performance and poor service delivery. It has also been observed that when public service organizations have an induction programme, the key components sometimes are also lacking and staff induction become ineffective (Alsughayir, 2016).

2.5. Legal and Institutional Guidelines for Staff Induction in the Public Service in Tanzania

The public service training policy of 2013 empowers public service organizations in Tanzania to plan, train, and develop their staff for meeting their expertise requirements in order to realize institutional objectives (URT, 2013). However, there are specific legal and institutional guidelines that guide the conduct of staff induction in Tanzania.

2.5.1. Legal Guidelines for Staff Induction in the Public Service in Tanzania

Staff induction in the public service in Tanzania is guided by Public Service

Standing Orders of 2009, Public Service Circular number 5 of 2011, Management Standards Checklist (MSC) for the Public Service of 2011, and Public Service Training policy of 2013.

(a) Public Service Standing Orders of 2009

Currently, there is a 3rd Edition of Standing Orders for the public service of Tanzania which has been lawfully issued by the authority of the Government pursuant to section 35 (5) of the Public Service Act, Cap 298 as amended from time to time. It contains the general conditions of service for the public service in Tanzania. According to Standing Orders Section G sub-section1 (8), staff induction in the public service in Tanzania is mandatory to all new public servants. It is stipulated,

> *Every employer is responsible for planning and conducting induction and orientation programmes which will provide newly appointed employees with knowledge, basic concepts and legislations pertaining to public service and work management to enable new employees adopt to the new job requirements (URT, 2009: 144).*

(b) Public Service Circular number 5 of 2011

The Standing Orders Section G sub-section 2 which is about training policy of public service stipulates,

> *The President's Office, Public Service Management shall be responsible for developing training policy for the public service and issuing training directives from time to time (URT, 2009:145).*

In respect of the provision from Standing Orders above, the President's Office, Public Service Management and Good Governance issued Public Service Circular Number 5 of 2011 to provide specific guidelines in conducting staff induction in the public service in Tanzania. This Circular replaced the previous circular number 4 of 2005 due to problems pertaining to the previous practice of staff induction such as new employees staying for a long time before being inducted over claims of lack of funds and employers using different practices in conducting staff induction without adhering to the issued circular.

The new Public Service Circular Number 5 of 2011 provides directives on eight basic aspects of staff induction training which are:

i.   All new employees to be inducted within three months after being employed and that all employers are required to allocate fund in their annual budget to facilitate staff induction training;

ii. Public service authorities with the responsibilities of approving the use of and disbursing funds, and approving institutional plans have the responsibility to complying with the circular so as to enhance its smooth implementation;

iii. All employers should ensure that, new employees are taken to induction training and they are also vetted as part of that training;

iv. Staff induction training will be provided by Tanzania Public Service College (TPSC) for central government employees and government institutions. The Local Government Training Institute (LGTI) will provide the training to local government employees. The Institute of Judicial Administration (IJA)-Lushoto will provide such training to employees in law cadre. These colleges will plan training schedules that will be distributed to all employers and ensure that the trainers who will provide training are experienced and well-versed in public service. In addition, the curriculum that will be used in this training will be prepared by the relevant colleges under the supervision of the Office of the President, the Public Service Management and Good Governance based on the advice of the respective cadres' parent Ministries;

v. Staff induction training can be given to new employees in a different procedure with the approval of the Permanent Secretary (Public Services Management), especially when the number of employees and costs are high, especially the training required to be given to employees from teaching, health cadres, and the like;

vi. After the training, the Ministries and Departments whose employees have received the training will have to provide information about the training. This information will include the number and names of the participants, the place where it took place, the duration of the training, the type of training or the topics provided and the college that provided the training. This information should be submitted to the President's Office, Public Service Management one month after the training is provided. Information from the Local Government Authorities (LGA) will be submitted to the President's Office, Regional Administration and Local Government (PO-RALG) and a copy will be sent to the Office of the President, Public Service Management and Good Governance;

vii. The parent ministry for various cadres in the public service will be involved in encouraging staff induction training for new employees by giving advice and monitoring implementation; and

viii. Institutions in the Public Service should inform new employees about the institution's environment when they report to their work stations and provide them with important information.

Also, this circular emphasises that staff induction training will be conducted to all new first-time employees in the public service and that compliance with the instructions of this circular will be one of the criteria used to evaluate new employment permits applications from employers. The Circular came into effect on the 1st of September, 2012.

It is important to note that before 2007, when the employment procedures in some institutions were under the Employment and Labour Relations Act of 2004, public servants under these institutions were only governed by the provisions of the laws establishing such institutions. In 2007, it was provided that public servants who are governed by the provisions of the laws establishing such institutions shall also be governed by the provisions of the Public Service Act. Therefore, from 2007 onwards, all public service institutions were obliged to induct their new employees as per the Public Service Circular No. 4 of 2005 and No.5 of 2011.

(c) Management Standards Checklist (MSC) for the Public Service of 2011

Management Standards Checklist (MSC) is a collection of acceptable and agreed tools (enacted policies, laws, regulations, circulars, and systems) used in the public service to which all public service organizations have to comply. The checklist covers all areas of public service management. This document is meant to help public service organizations to conduct capacity assessment, investigate strengths and weaknesses as a process of providing effective services to the clients. All public service organizations have to use this checklist to address capacity, operationalization, and effectiveness of their institutions.

For staff induction, the MSC stipulates,

> *On induction training, government institutions must do the following; take all new employees on induction training within six months after reporting and provide half yearly report on induction training (UTR, 2011:8).*

(d) Public Service Training Policy of 2013

Public Service Training Policy of 2013 is a guide to the management of the training function so that training of staff in the public service becomes systematic and is linked to performance improvement. T h i s policy has been developed to address various concerns pertaining to

staff training in the public service in Tanzania. Previously, many public service organizations have been viewing staff training as something to be implemented when time and budgets allow. Others viewed training as remedial or a matter of shedding weak employees or fixing problems. Also, training initiatives in the Public Service were not monitored and/or evaluated for their efficiency and effectiveness.

On staff induction, the policy stipulates that all Ministries, Independent Departments, Local Government Authorities (LGAs), Regional Secretariats and other Government Agencies shall have the responsibilities of developing their staff. In section 6.1.2 sub-section (vi), the policy insists that public service organizations have to ensure that induction and orientation trainings are conducted.

2.5.2. Institutional Guidelines for Staff Induction in the Public Service in Tanzania

The current policies (cf. Public Service Management and Employment Policy (PSMEP) of 1999 revised in 2008, Public Training Policy of 2013), Laws/Acts (cf. Public Service Act number 8 of 2002; Standing Orders of 2009), Circulars (cf. Public Service Circular Number 5 of 2011) and Management tools (cf. Management Standards Checklist for the Public Service of 2011) provide institutional arrangements in implementing staff induction in the public service in Tanzania. The legal guidelines have stipulated the role and responsibilities of various government institutions in conducting staff induction so as to establish functional relationship among them.

The President's Office, Public Service Management and Good Governance, is responsible for developing training policy for the public service and issuing training directives from time to time. Public service training policy has been developed in 2013 and within it, public service organizations have been required to ensure that induction and orientation training to newly recruited employees are conducted.

(a) The President's Office, Public Service Management and Good Governance

The President's Office, Public Service Management and Good Governance (PO-PSMGG) has roles and responsibilities on staff induction that include:

i.   Issuing training directives on staff induction training from time to time;

ii. Being the overall supervisor and overseer of the implementation of staff induction training in the public service;

iii. Supervising training institutions (i.e. TPSC, LGTI and IJA) in preparation of the curriculum to be used in staff induction training;

iv. Receiving staff induction training reports one month after such trainings have been done from public service organizations (i.e. Independent Departments, Executive agencies etc.);

v. Approving (through Permanent Secretary) an alternative procedure of conducting staff induction training when the number of employees and costs are high (especially in teaching and health cadres); and

vi. Evaluating new employment, permit applications from employers based on compliance to public service circular number 5 of 2011.

(b) President's Office, Regional Administration and Local Government (PO-RALG)

The roles and responsibilities of PO-RALG on staff induction include:

i. Cooperating with the parent ministry as listed in section 2.5.3.4 below for all institutions under local government; and

ii. Receiving staff induction training reports from public service organizations under local government one month after such trainings have been conducted.

(c) Mandated Training Institutions

The roles and responsibilities of Training Institutions regarding staff induction training include:

i. Preparing the curriculum which will be used in staff induction training under the supervision of PO-PSMGG and based on the advice of the cadre's parent ministries;

ii. Planning staff induction training schedules and distribute them to employers in public service organizations;

iii. Ensuring that the trainers who will provide staff induction training are experienced and well-versed in Tanzanian public service issues; and

iv. Providing staff induction training to all new employees in the public service in Tanzania (i.e. Central government and its institutions by TPSC, Law cadre by IJA and Local Government by LGTI).

(d) Cadres' Parent Ministries

The roles and responsibilities of Cadres' Parent Ministries regarding staff induction training include:

i. Complying with the public service circular number 5 of 2011 so as to enhance smooth implementation of staff induction training;

ii. Advising training institutions (i.e. TPSC, LGTI and IJA) in the preparation of the curriculum to be used in the staff induction training;

iii. Being involved in encouraging staff induction training for new employees by giving advice and monitoring its implementation; and

iv. Providing information to PO-PSMGG or President's Office, Regional Administration and Local Government (PO-RALG) for institutions under Local government about new employees who have received induction training one month after the training has been done.

(e) Public Service Organizations

The roles and responsibilities of Public Service Organizations regarding staff induction training include:

i. Complying with the public service circular number 5 of 2011 on conducting staff induction training;

ii. Allocating specific fund in their annual budgets to facilitate staff induction training;

iii. Receiving and considering staff induction training schedules distributed to them by mandated training institutions (. i.e. TPSC, LGTI and IJA);

iv. Taking all new employees on induction training to the mandated training institutions within three months after they have reported in their working stations and ensure that they are vetted;

v. Providing information to PO-PSMGG or PO-RALG about new employees who have received induction training one month after the training has been done.

2.6. Studies Conducted Outside Tanzania

The initiation of staff into public service roles has gained significant attention worldwide. This section probes into the selection of pertinent studies examining staff induction programs within the public service across various nations outside Tanzania. Among these studies include Kebenei (2014) in Kenya, Vargas-Hernandez (2017) in Mexico, Butt and Farooq (2019) in Pakistan, Plata (2020) in South Africa, and Jasmine and Patel (2021) in the United Kingdom.

Kebenei (2014) explored the impact of Induction Programs on Employee Job Performance within the Eldoret Water and Sanitation (ELDOWAS)

organization in Kenya. Guided by the Uncertainty Reduction Theory (URT), the study involved all 215 employees of the institution. Data were collected using questionnaires and interviews, with subsequent descriptive analysis. The findings revealed the presence of induction programs within ELDOWAS, yet numerous challenges were highlighted. These included the absence of clearly defined goals for induction, failure to harmonize employees needs with organizational objectives, and shortcomings in providing pertinent and accurate information to new hires. As a result, the study proposed for training for immediate supervisors to enable them acquire the requisite skills and knowledge for facilitating effective induction programs. Additionally, the study advocated for the provision of employee handbooks during the induction process and emphasized the importance of managers prioritizing induction programs with due diligence.

Vargas-Hernandez (2017) assessed the effectiveness of induction processes for public servants in Mexico, emphasising on the Marine Institute. The study objective was to investigate whether the absence of structured induction programs for employees in the marine sector impacted their productivity. The findings revealed a significant correlation between the lack of an induction program and diminished productivity among employees. Without a formal induction process in place, employees experienced notable knowledge gaps, hindering their ability to perform optimally. Vargas-Hernandez's (ibid) study shed light on the critical importance of implementing comprehensive induction programs within the marine sector to enhance productivity and bridge knowledge disparities among employees.

Butt and Farooq (2019) embarked on a study aimed at investigating the impact of induction training programs within the public service sector of Pakistan, specifically focusing on Elementary School Educators (ESEs). Employing an ex-post facto research design, they conducted a quantitative analysis. Their sample included 331 ESEs, and data were collected through a crafted self-developed questionnaire. The study revealed a robust positive correlation between induction training programmes and teaching effectiveness of ESEs. While the educators expressed favourable opinions regarding the induction training programmes and its influence on their teaching capabilities, the research underscored the necessity of prioritizing certain areas of training. Specifically, enhancing communication with students' parents, mastering multi-grade teaching methodologies, and fostering values such as apprenticeship, mentorship, and stewardship were identified as crucial. Moreover, the study advocated for enriching educators' knowledge in areas such as multicultural literacy, global awareness, and environmental consciousness to further augment their effectiveness in the classroom.

Plata's (2020) study within the public service of South Africa, focused on the imperative induction process for new personnel. Specifically, the study evaluated the efficacy of induction and orientation programmes within the North West Department of Health. Employing a descriptive approach, the study adopted a survey design coupled with a quantitative research methodology. In the sampling phase, a random sampling technique was employed, selecting 144 employees from a pool of 288 administrative staff members within the current organizational framework. Data were collected using closed-ended questions, facilitated with a structured approach to gather insights. The collected data were analysed using SPSS version 26. The findings revealed significant shortcomings in the planning, design, execution, and oversight of the induction and orientation programmes within the North West Department of Health. Aligning with prior scholarly discourse, 35 per cent of the respondents highlighted deficiencies in programme planning and 38 per cent of employees expressed dissatisfaction with the department's implementation of these vital programmes. The findings revealed further that 35 per cent of the respondents strongly disagreed with the notion that the existing induction and orientation program adequately equipped new employees with a comprehensive understanding of the organization. These findings underscore the urgent need for remedial action to enhance the effectiveness of induction and orientation initiatives within the department.

Jasmine and Patel (2021) explored the efficacy of induction programmes within the United Kingdom's public service, focusing on medical doctors. Their study scrutinized five distinct studies, employing the Medical Education Research Study Quality Instrument for comprehensive quality assessment. The findings unveiled a diversity of induction programme approaches across hospital trusts. Significantly, the study underscored the pivotal role of induction programmes in equipping new foundation doctors for clinical practice, thereby enhancing patient outcomes. Highlighting the necessity for standardization, the study advocated for certain programme elements to be universally standardized to meet essential requirements. Additionally, the study proposed for post-completion assessment of new doctors on programme aspects to boost confidence and knowledge acquisition.

The collective evidence gleaned from a thorough literature review (cf. Kebenei, 2014; Vargas-Hernandez, 2017; Butt and Farooq, 2019; Plata, 2020; Jasmine and Patel, 2021) paints a stark picture; that is, induction practices within public service institutions are unfortunately ineffective. Across the spectrum, from absence to inconsistency to inadequacy, these studies reveal a disturbing reality. In some institutions, the absence of any formal staff induction programme is visible, leaving new employees adrift in their roles. Others, while implementing induction programmes, do so with divergent models, lacking

coherence and standardization. Meanwhile, a subset of institutions provides induction experiences that fall short of adequately equipping new employees with the necessary tools and knowledge for success. This compelling body of research accentuates the urgent need for reform and improvement in staff induction practices within public service institutions.

2.7. Studies Conducted in Tanzania

This section provides an overview of pertinent studies on staff induction training conducted within Tanzania. These studies encompass research conducted within institutions under the central government and local government authorities. Specifically, they include the works of Rutaihwa (2013), Akech (2016), and Mtobesya (2018).

Rutaihwa (2013), conducted a seminal study within the Tanzanian public service, focusing on staff induction programmes. With a specific emphasis on the Ministry of Labour and Employment, the study aimed to investigate the challenges associated with implementing orientation programmes and their impact on newly employed staff in Tanzania. Additionally, Rutaihwa (ibid) sought to propose alternatives to orientation programmes within the framework of Tanzania's evolving labour market. The study, involved 58 employees employed in a multifaceted approach of data collection, incorporating questionnaires, interviews, observations, and documentary reviews. Findings revealed a concerning trend: a significant portion of staff did not undergo initial orientation, resulting in widespread dissatisfaction with their roles from the outset of their employment. Moreover, the study highlighted various challenges plaguing orientation programs, including insufficient funds for training, diminished work quality, escalated recruitment and training costs, underutilization of new employees, and a lack of top management support for the Human Resource Management Department within the organization.

Akech (2016) conducted a comprehensive study aimed at evaluating the efficacy of induction programmes tailored for newly appointed teachers in Kongwa District. The study seamlessly integrated qualitative and quantitative methodologies to ensure a holistic understanding of the subject matter. The study included a diverse array of participants, including 25 novice teachers, 4 School Principals, 8 Heads of Department, and 1 District Education Officer. Data were collected through questionnaire surveys, interviews, and documentary reviews, employing a judicious blend of simple random and purposive sampling techniques. The study findings illuminated a significant gap in awareness among education stakeholders regarding the induction programmes designed for newly appointed teachers. However, amidst these challenges, the research uncovered notable strengths inherent in the induction programmes, particularly in fostering a sense of belonging and easing a transition into a

new educational environment, thus mitigating potential conflicts within the organizational structure.

Nonetheless, the study identified several obstacles confronting effective implementation of induction programmes, notably the lack of a cohesive blueprint and inadequate financial resources. Consequently, the study underscored the importance of developing a comprehensive blueprint to guide the implementation of induction programmes, alongside the allocation of sufficient funds to support their execution. In conclusion, the study advocated for strategic interventions aimed at enhancing the efficacy of induction programmes, thereby fostering an environment conducive to the professional development and success of newly appointed teachers in Kongwa District.

A study by Mtobesya (2018) examined staff induction practices within the Tanzanian Public Service, focusing on Local Government Authorities, Sengerema District Council (SDC) as a case study. Employing a case study design, the research involved eighty-four (84) participants from the SDC Headquarters. The study used purposive sampling techniques and employed a multifaceted approach encompassing interviews, questionnaires, and documentary reviews to gather comprehensive data.

The findings revealed that induction training within the area was only partially executed, characterized by inadequate processes and practices. This trend was caused by various challenges, including the scarcity of financial resources. Notably, 77 per cent of the respondents reported being non-inducted employees, highlighting a glaring discrepancy between the existing government regulations and organizational practices. In conclusion, the study advocated for SDC to institute effective induction training protocols for all employees, including newcomers, those who are promoted, and the existing staff. Recognizing the significant impact of such training on organizational performance, the study emphasized the adherence to the established rules and regulations governing induction practices within the public sector.

A comprehensive review of studies conducted in Tanzania (Rutaihwa, 2013; Akech, 2016; Mtobesya, 2018) highlights a concerning trend: the ineffectiveness of staff induction training within public service institutions. These studies consistently reveal evident deficiencies such as a significant proportion of non-inducted employees, inadequacies in the content and delivery of induction programmes, insufficient funding allocations, and a lack of top-level management support for Human Resource Departments tasked with executing these vital training initiatives.

Furthermore, the consequences of ineffective staff induction training are far-reaching and impactful. New employees, bereft of proper induction, often find themselves disappointed and dissatisfied with their roles, resulting in a

decline in overall work quality and service delivery. This not only undermines the objectives of the public service but also erodes trust and confidence in government institutions among citizens. The collective findings highlight a systemic failure within public service organizations to adhere to established regulations governing staff induction protocols, despite the existence of governmental guidelines aimed at ensuring effective implementation. This echoes the observations made in the PO-PSMGG report highlighting widespread inadequacies in induction practices due to multifaceted challenges.

Importantly, while the existing studies provide valuable insights, they primarily consist of case analyses, limiting the generalizability of their findings to broader organizational contexts. Thus, a more exhaustive investigation is warranted to comprehensively assess the state of staff induction practices across diverse public service entities. In the light of these critical inadequacies, corrective measures are urgent and unavoidable. An in-depth examination of the existing guidelines governing staff induction training is imperative to identify gaps in the enforcement mechanisms and propose policy interventions. Such initiatives are essential in rectifying the current deficiencies and facilitating the seamless integration of new employees into the public service, and thereby advancing the government's overarching objective of enhancing service delivery to its citizenry.

2.8. The Knowledge Gap

The review of studies conducted both within and outside Tanzania reveals a common theme: the ineffectiveness of staff induction training in numerous public service organizations. These studies have consistently focused on evaluating the efficacy of staff induction training programmes, and primarily examined the factors within these institutions. However, scant attention has been paid to investigating the legal and institutional guidelines governing staff induction. These guidelines play a crucial role in ensuring adequate enforcement measures to compel public service organizations to conduct effective staff induction training for new employees.

2.9. Conceptual Framework

This study was guided by Institutional Isomorphism Theory developed by DiMaggio and Powell (1983). The authors published a seminal article, which has been cited in organization studies ever since. The authors developed the concept of institutional isomorphism, which essentially denotes the homogenization of structure and behaviour that tends to be found among organizations in an established field. According to DiMaggio and Powell (1983), institutionalized environments prompt organizations to seek legitimacy; that

is, to make choices, which are oriented toward meeting external expectations rather than merely pursuing rational business interests. They distinguished three mechanisms which are *coercive*, *mimetic*, and *normative* that lead to similarities between organizations. Government laws, acts, and regulations are a key form of *coercive* pressure; another example is the influence that higher level authority institutions exert on their subordinates. *Mimetic* isomorphism occurs when organizations respond to environmental uncertainty by imitating other organizations in their field. *Normative* mechanisms that contribute to isomorphism are associated with professionalization, notably, when members of an organization behave in ways that are consistent with their formal educational experiences and professional networking.

In this study, the isomorphism was employed to guide the analysis of legal and institutional guidelines for staff induction training in the public service organizations in Tanzania as *coercive* force. *Coercive* isomorphic force significantly influences institutional practices adopted by organizations in response to mandatory requirements. The coercive isomorphic force has been considered in the current as it has often been identified as the most impactful factor in enforcing compliance in organizations (Latif *et al.,* 2020).

However, Institutional Isomorphism Theory has been criticized by some scholars (e.g. Lucchese, 2020; Loprevite, Raucci, and Rupo, 2020) as it narrowly deals with only three forces in influencing organizational practices while there can be conflicting legal and institutional demands that may also impede compliance with the set procedures beyond coercive, normative and mimetic forces. Despite this criticism, Institutional Isomorphism Theory has extensively been used in organizational, educational, and other fields and found useful. According to Pizzi, Rosati and Venturelli (2021), limitations of the three isomorphic factors can be overcome by considering other driving forces for ineffective or effective organizational practices in the actual analysis.

Therefore, Institutional Isomorphism Theory was found relevant for this study and was used as the basis for analysing legal and institutional guidelines for staff induction training. This is because legal and institutional guidelines are considered to be the coercive factors that enforce the implementation of staff induction training in the public service organizations. The assumption is that where there is an adequate enforcement from legal and institutional arrangements (coercive isomorphic force), there will also be high compliance in the public service organizations and hence effective implementation of staff induction training for all new employees. Based on the theoretical assumption described above, the Theoretical Framework is represented in Figure 1.

Other factors

Coercive Isomorphic Forces

(Legal and Institutional Guidelines)

Compliance

(Public Service Organizations)

Effectives Implementation of Staff Induction Training

Other factors

(Source: Researchers' formulation based on literature's description of the assumption of coercive isomorphic force)
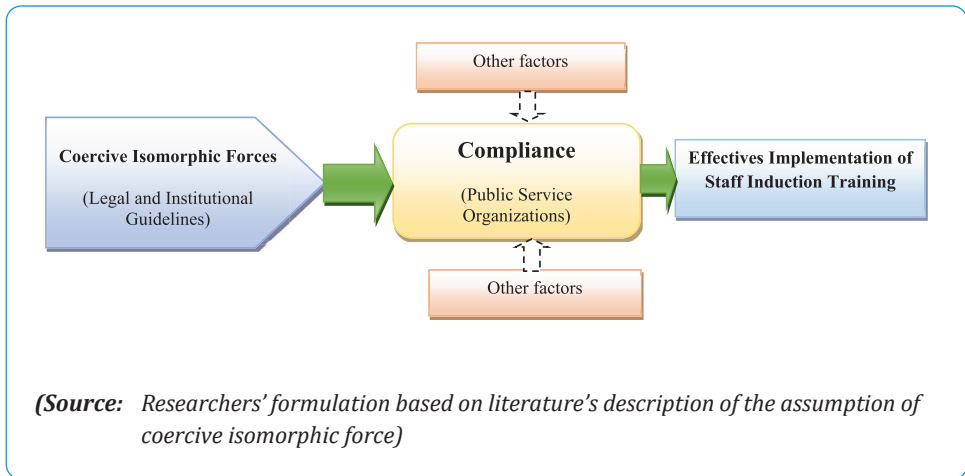
Figure 1: Role of Legal and Institutional Guidelines on Implementation of Staff Induction

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Chapter Overview

This Chapter presents methodological procedure which has been used to carry on this study. The chapter starts with the description of the research design of the study. This is followed with the description of the study area, target population, and sampling procedures. Thereafter, the chapter presents methods of data collection, ethical considerations, and methods of data analysis.

3.2. Research Design

This study employed a cross-sectional survey design with quantitative and qualitative approaches for data collection and analysis. Kothari and Garg (2014) describe cross-sectional survey design as the one that collects data from many individuals at a single point in time. The survey design has been considered in this study because it allowed to collect data from the large sample size in a quick and effective way (Bryman, 2004).

3.3. Description of the study area

The study was conducted in two cities of Dar es Salaam and Dodoma where the Headquarters of many public institutions are located. Other areas where data were collected include Arusha, Mtwara, Tanga, Lindi, Mbeya, Pwani, Morogoro and Tabora regions.

3.4. Target Population

The target populations of the study included all institutions falling under the category of the Central Government and its institutions to which Tanzania Public Service College (TPSC) is mandated to provide staff induction training as stipulated in the Public Service Circular Number 5 of 2011. These target populations comprised 260 institutions that included 27 Ministries, 42 Education Institutions (i.e. University colleges, universities, education institutes and training institutions), 11 Academic Boards, 12 Research Institutes, 4 Quality Assurance Institutions, 11 Crop Boards, 6 Health Institutions, 20 Sectoral Regulatory Institutions, 4 Sectoral Improvement Institutions, 6 Financial Institutions, 4 Social Security Funds, 34 Water Authorities, and 78

other institutions. These public institutions were taken from the list prepared by the office of Registrar of the Treasury (URT, 2020/2021).

3.5. Sampling Techniques and the Sample Size

3.5.1. The Sample Size

This study did not include all 260 Government institutions in the sample due to time and budgetary constraints. Instead, 97 institutions were sample for the study and whose information was considered representative of the target populations. Roscoe's (1975) guideline was used to determine the sample size of 97 public institutions. Roscoe suggests that 10 percent of the target population is enough to yield data that are representative of the target population. Recent studies that used Roscoe's guidelines to determine sample size include Suki and Suki (2017), Seman *et al.,* (2019) and Sultana (2020). In the current study, data were initially planned to be collected from 23 public institutions which constitutes 10 percent of 260. However, the sample was increased whereby stratified samples were used to maintain necessary precision (Salant and Dillman, 1994). Also, as observed by Sultana (2020), the larger the sample, the more precisely it reflects the target group. Because public institutions which were studied were stratified into different categories, it was deemed necessary to increase the sample size to 97 institutions which is 37 percent, hence the sample size of 97 public institutions was used.

3.5.2. Sampling Procedure

Purposive sampling was used to select public service organizations from the Central Government and its institutions. This category of institutions was included because they are the institutions to which TPSC has been given mandate to provide staff induction training to their employees. The list of public service organizations from the office of the Registrar of Treasury was used as a sampling frame as it contained all public service organizations owned by the government for 100 percent where 260 public service institutions have been identified. A criterion was set for selecting 30 percent of the total number of institutions from each category whose total number was above 10. About 50 per cent of the total number of institutions below 10 was selected. The summary of this sampling procedure is presented in Table 1.

Table 1: Summary of the Sampling Procedure

Sn	Category	Total number	(Above 10 institutions) -30%	Below 10 Institutions (50%)
1.	Ministries	27	8	
2.	Educational institutions	42	13	
3.	Academic Boards	11	5	
4.	Research Institutes	12	6	
5.	Quality Assurance Institutions	4		2
6.	Crop Boards	12	6	
7.	Health Institutions	6		3
8.	Sectoral Regulatory Institutions	20	6	
9.	Sectoral Improvement Institutions	4		2
10.	Financial Institutions	6		3
11.	Social Security Funds	4		2
12.	Water authorities	34	10	
13.	Other Institutions	78	23	
14.	Key Institutions	8		8
			77	20
	Total	**260**	**97 (37%)**	

3.5.3. The Sample Size Reached

In the field, researchers successfully reached 83 out of 97 institutions for data collection, representing nearly 85per cent of the total target population. This robust outreach facilitated the acquisition of comprehensive information, that significantly enhanced our understanding of staff induction training implementation and the effectiveness of the existing guidelines within the Tanzanian public service. Table 2 presents a detailed overview of the institutions reached for data collection.

Table 2: The Reached Sample Size

Sn	Category	Intended Sample Size	Sample Size Reached	%
1.	Ministries	8	8	100
2.	Educational institutions	13	12	92.3
3.	Academic Boards	5	4	80
4.	Research Institutes	6	6	100
5.	Quality Assurance Institutions	2	2	100
6.	Crop Boards	6	6	100
7.	Health Institutions	3	2	66.7
8.	Sectoral Regulatory Institutions	6	3	50
9.	Sectoral Improvement Institutions	2	2	100
10.	Financial Institutions	3	3	100
11.	Social Security Funds	2	2	100
12.	Water authorities	10	10	100
13.	Other Institutions	23	17	73.9
14.	Key Institutions	8	6	75
	Total	**97**	**83**	**85.6**

3.6. Methods of Data Collection

3.6.1. Questionnaire

Questionnaires were administered to HR-Managers/Directors of all selected public institutions for this study. These were used to elicit statistics on the staff induction practices of the respective institutions. As stated by scholars such as Bryman (2004), questionnaires are useful to facilitate the collection of data from a large sample. Distributed questionnaires consisted of open and closed questions.

3.6.2. In-depth Interviews

Semi-structured interviews were used to collect data from 8 key informants who are leaders from influential institutions for the enforcement of staff induction training in the public service organizations. These are the Director for Human Resource Development of PO-PSMGG, the Controller and Auditor General of the National Audit Office of Tanzania (NAOT), the Secretary of Public Service Recruitment Secretariat, Government Security Officer in Charge from GSO, the Principal of Institute of Judicial Administration (IJA) and the Rector

of Local Government Training Institute (LGTI). The interviews were guided by some standardized questions as prompts in various themes of interest, these were succeeded with followed up questions after the initial responses from interviewees. According to Kothari (2004), semi-structured interviews enable the researcher to omit or add some of the questions or areas of interest depending on the situation and the flow of the conversation.

3.6.3. Documentary Review

Documentary review was used as a way of collecting data from the existing documents on staff induction training. The documents include policies, laws, regulations, and circulars as the basis for the legal and institutional guidelines governing staff induction practices in the public service in Tanzania.

3.7. Ethical Consideration

Ethical issues were carefully considered before the actual field work at different levels of authorities. Research clearance was first sought and secured from the Rector and Chief Executive Officer of Tanzania Public Service College (TPSC) to which researchers are affiliated. The Rector and Chief Executive Officer of TPSC introduced researchers to the respective authorities from which data were collected.

3.8. Data Processing and Analysis

Quantitative data were analysed using descriptive figures such as frequencies, means, percentiles, and tables and graphs. On the other hand, qualitative data from open-ended questions in the questionnaires and interviews were categorised thematically whereby thematic analysis was employed for analysis.

3.9. The Pilot Study

A pilot study was conducted to test both the instruments and the survey procedures before the actual survey. The pilot study was meant to facilitate data collection and subsequent analysis, which eventually led to the removal of some questions and the refinement of other questions in the questionnaires (Memon *et al.,* 2020).

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1. Introduction

This Chapter presents the findings of the study on the implementation of staff induction training in Tanzanian public service as per the study objectives. The chapter opens with the presentation of knowledge of the guidelines governing the implementation of staff induction training. It then proceeds with the presentation of compliance with current induction guidelines in the implementation of staff induction training in the public service organizations. The chapter concludes with the determination of the effectiveness of the existing induction guidelines.

4.2. Awareness of the Existing Guidelines Governing Implementation of Staff Induction

The first objective of this study was to determine the awareness of Public Service institutions on the existing guidelines governing implementation of staff induction training. Regarding the awareness of induction guidelines, the respondents were asked to fill in the questionnaire that contained a number of questions including the following, *"Are you aware of the existing legal and institutional guidelines guiding staff induction training in the public service in Tanzania?"* The responses for this question are indicated in Figure 2.
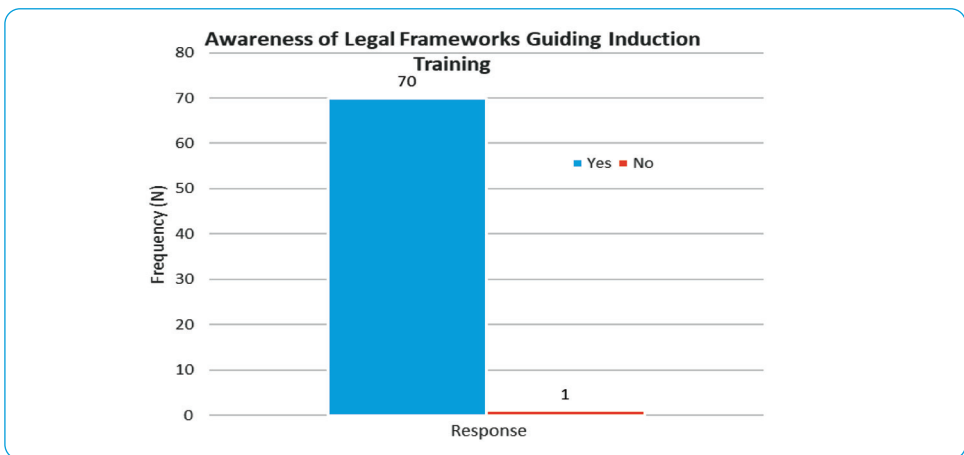
Figure 2: *Awareness of the Existing Legal and Institutional Guidelines Governing Staff Induction*

The findings in Figure 2 indicate that out of 71 respondents, the majority (n=70) agreed to have been aware of the existence guidelines governing the implementation of staff induction training and only one respondent disagreed indicating lack of awareness of the frameworks. Therefore, the findings imply that the majority of the officials in charge of human resource management in the public service organizations are familiar with the existence of the guidelines for implementing staff induction training. However, it is worth noting that a positive response may not imply the actual knowledge of the contents of the frameworks; thus, follow up questions were asked to verify understanding of the contents of the guidelines among the respondents.

Thus, respondents who claimed to have been aware of the existence of the guidelines were then required to show the categories of the laid down legal documents which they were conversant and are related to staff induction training by ticking the relevant ones. The legal documents which were listed included *Public Service Standing Orders of 2009*, *Public Service Circular number 5 of 2011*, *Management Standards Checklist (MSC) for the Public Service of 2011*, *Public Service Training policy of 2013* among others. The responses for this question are presented in the Figure 3.
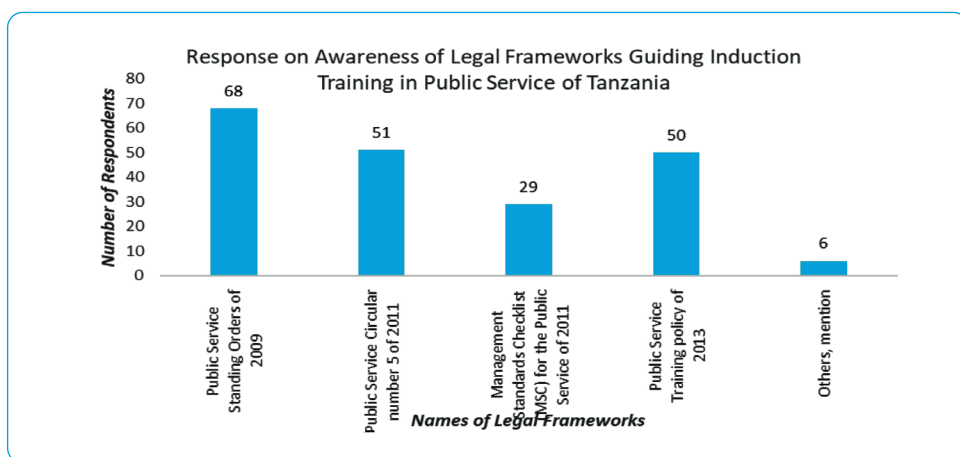
Figure 3: Awareness of Legal Frameworks

The findings in Figure 3 indicate that out of 71 respondents, the majority (n=68) were aware of the *Public Service Standing Orders of 2009)* followed b*y Public Service Circular number 5 of 2011(n=51)* and *Public Service Training policy of 2013 (n= 50).* The *Management Standards Checklist (MSC) for the Public Service of 2011* was the least popular document among the respondents as it was ticked by 29 respondents.

In the category of others, the documents which were mentioned include *Public Service Act CAP 298, Public Service Regulations of 2022, and also staff training*

and development policy, *MUHAS staff regulations 2015* and *Public Service Regulations of 2002*.

For the respondent who responded negatively to the question, **"***Are you aware of the existing legal and institutional guidelines governing staff induction training in the public service in Tanzania?"* was asked a follow up question, *"If **NO** (in **4** above), explain why?"* The response to this question was, *"I have never come across the respective legal and institutional guidelines governing staff induction training."*

On institutional guidelines, the respondents were required to indicate their awareness of the institutions involved in conducting induction training. They were required to indicate this by ticking for the institution they know their roles regarding staff induction training. The listed institutions include *PO PSM & GG*, *PO RALG*, *Mandated Training Institutions (i.e., TPSC, LGTI and IJA)*, *Parent Ministries* and *Public Service Organizations*. The responses to this question are presented in Figure 4.

Institutions Involved in Overall Implementation of Staff Induction Training
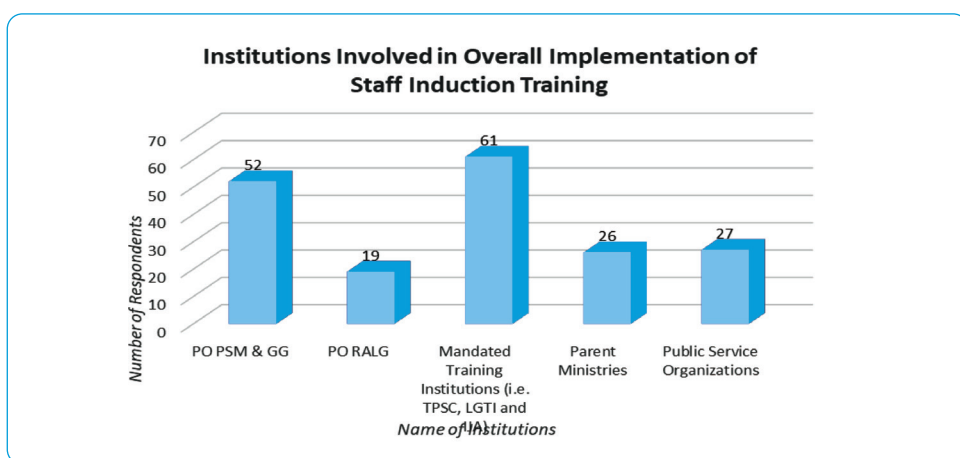
Figure 4:   Awareness on the Institutions Involved in Staff Induction Training

The findings in **Figure** 4 indicate that out of 71 respondents, the majority (n=61) admitted to have been aware of the role mandated to training institutions and Presidents' Office, Public Service Management and Good Governance (n=52). This is followed by (n=27) who indicated to have been aware of the roles of Public Service Organizations and (n=26) who indicated their awareness of the roles of the Parent Ministries. Among the institutions surveyed, the Presidents' Office, Regional Administration, and Local Government were mentioned by few respondents.

There was no category for others, however, some respondents cited the Government Security Office and Public Service Commission as institutions that are also involved in conducting staff induction training.

The respondents were also asked about their awareness on any penalties that may be imposed to their institutions for not conducting staff induction training to new employees, "*Are you aware of any legal or institutional penalties that may be imposed to your institution for not conducting staff induction training to new employees?*" The responses are presented in Figure 5.
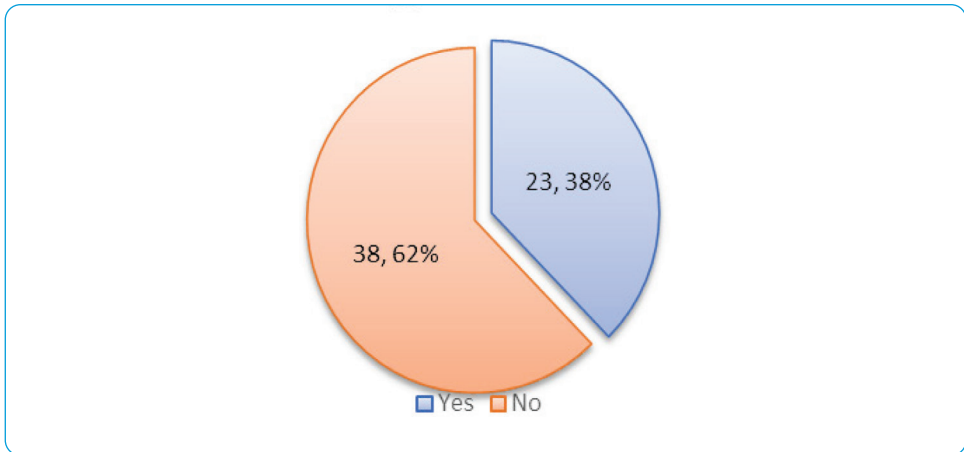
Figure 5:   Awareness of Penalties for not Conducting Induction Training

The findings in figure 5 indicate that majority (n=38, 62%) out of 61 respondents reported to have been aware of the legal and institutional penalties that may be imposed to them for not conducting staff induction training and minority (n=23, 38%) reported lack of awareness on the matter.

Moreover, a follow up question was asked to the respondents who reported to be aware of the penalties and to those who reported lack of awareness. For respondents with a positive response were further asked to mention the actual penalties they reported awareness. Surprisingly, only one respondent was able to mention the actual penalty which was consonant to the one stated in the Public Service Circular No. 5 of 2011, that is, *"The institution may not be granted a recruitment permit."* Other respondents cited many other issues which were categorically irrelevant to what has been stated in the circular. For example, one respondent said,

> *"Deemed to provide reasons to the public service commission for not conducting such training in time."*

Another one said,

> *"The report by public service commission has cited the same as wrong doing and the College has committed herself to train them by December, 2023"*

and yet another had this to say,

> "Ensure that a query is written off after providing evidence to prove that employees not inducted have been already inducted by relevant organs including those mentioned in Qn7"

Thus, this follow up question reveals the fact that a positive response from majority of respondents who reported being aware of legal and institutional penalties, which may be imposed to their institutions for not conducting staff induction training, does not reflect the respondents' knowledge of the contents of the circular. This fining implies that the respondents may be aware of the existence of the circular but are lacking knowledge of its content.

For those with a negative response were further asked to explain why they were not aware of any legal and institutional penalties. The majority reported to have never come across any document that describes such penalties for institutions that fail to conduct staff induction training to their new employees. For example, one respondent put it this way,

> "I have never come across any legal instruments that would penalize a public institution that does not comply with staff induction training to new employees" (Questionnaire, open ended question 10).

Another respondent had this to say,

> "I don't know if there is any directive which describes penalties which can be imposed to institutions if they do not conduct staff induction to new employees" (Questionnaire, open ended question 10).

The findings indicate that respondents are not aware about legal and institutional penalties that may be imposed to their institutions for not conducting staff induction training because there is no document which has described such penalties. In other words, this implies that the respondents do not know of any consequences that may occur to them for not conducting staff induction training. This reveals that the majority of the respondents (even those who replied YES and those who replied NO) are not conversant with the Public Service Circular No. 5 of 2011. If the respondents were conversant with the circular and its contents, they would, at least be expected to be aware that the circular provides that if they do not induct their new employees then their future request for employment permit to PO-PSMGG will consider compliance with the circular as one of the criteria for granting them such permits. Therefore, it can be concluded here that according to the study findings, the majority of officials in the public service organizations who are in charge of human resource management seem to be aware of the existence of the Public Service Circular No. 5 of 2011 but they are not knowledgeable of its contents.

4.3. Compliance with the Current Guidelines Governing Staff Induction

The second aspect of the first objective was to examine compliance of public service organizations with the existing guidelines in implementing staff induction training. The facets of compliance which were explored in this aspect were total number of inducted and non-inducted employees, adherence to procedures for conducting staff induction training and compliance issues stemming from failure to induct employees.

Quantitative data on the total number of all employees who have been properly inducted as per Public Service Circular No. 5 of 2011 and those who have not been properly inducted was sought for all studied institutions. The findings to this inquiry are presented in Figure 6.
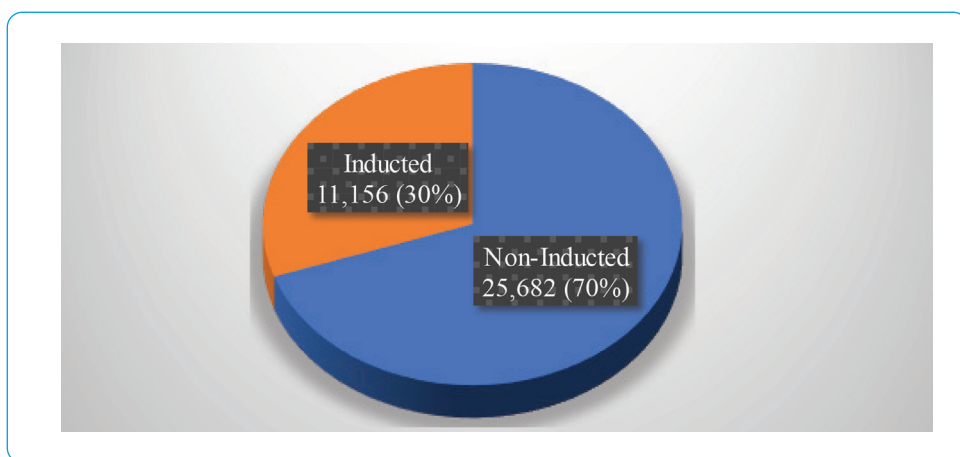
Figure 6: Inducted and Non-Inducted Employees

The findings in Figure 6 indicate that the majority of them (n=25,682, 70%) out of 36,838 employees of the visited institutions have not been inducted as per the Public Service Circular Number 5 of 2011 and a few (n= 11,156, 30%) have been inducted. The number of non-inducted employees has included those who have not been inducted at all (n= 13,197) and those whose Human Resource Officers reported to have conducted induction training themselves without involving the mandatory training institutions were 12,485.

This study also intended to understand the institutions that conducted the induction training; the findings indicated that all of the inducted employees,11,156 (30%) were reported to have been inducted by TPSC as the mandated training institution, 13,197 (36%) were reported as non-inducted employees and were planned to be inducted in the future and 12,485(34%) were reported to be given an orientation, although it was considered to be an induction course conducted by their respected institutions. These employees

were not inducted properly as per the Public Service Circular No. 5 of 2011 and thus this is considered as "orientation course" and all these employees are considered as non-inducted for the purpose of this study. This being the case, the number of inducted employees is 11,156 (30%) and non-inducted employees is 25,682 (70%) as indicated in Figure 6.

This trend confirms the recent observation expressed in the reminder letter of 3rd August, 2021 from PO-PSMGG to the heads of public institutions on the implementation of Public Service Circular No. 5 of 2011(URT, 2021). The letter states,

> *The implementation of this circular has been slow due to various reasons. As a result, some new employees fail to carry out their duties properly as a result of not being well conversant with the public service, its foundations, laws, regulations, work procedures and responsibility issues in general (URT, 2021).*

The same tendency has been pointed out by one key informant from Public Service Commission who stated,

> *"The state of implementation of induction training for new employees in government institutions in general is not good. Since we started the audit of human resources management in government institutions from 2013 until now, the audit query that has persisted in all audits is failure to induct new employees"* (Interview, 2023).

Key informants from the National Audit Office (NAOT), who are also involved in auditing induction training especially when there are risk indictors, also talked about the same tendency by stating,

> *"...what we always observe is lack of compliance. The employers hardly take their new employees to induction training. Majority of the employers do not comply with the Public Service Circular number 5 of 2011"* (Interview, 2023).

In-depth discussion was also conducted with Local Government Training Institute (LGTI) and the Institute of Judicial Administration (IJA) to understand the trend of induction training implemented by public service institutions under their dominion.

In the case of LGTI, the main problem reported in the provision of induction training is the low response from employers to bring new employees to this training. In explaining this problem, a key informant from LGTI puts it this way,

> *"On our side, the biggest problem we face in providing induction training is employers not bringing new employees to get the training. We provide*

this service to almost 26 Regional Administration Authorities and approximately 184 Local Government Authorities. Every year these institutions hire new employees and the Public Service Secretariat sends us a letter every time it completes the employment process for these institutions so that we can make a follow up for training but it is still difficult for them to bring in new employees for training" (Interview, 2023).

Our informant went further to explain that LGTI has taken some measures to try to solve this problem including reducing training fees, establishing online induction training but all these efforts have not raised up the number of new employees who attend induction training to the expectation of the Institute. Respondent from LGTI puts it this way,

"We as the college have taken various steps such as reducing training costs, establishing an online training system, but despite all these efforts, surprisingly, the number of participants in these training sessions remains unsatisfactory, and employers have continued to hesitate to bring in new employees for training." (Interview, 2023).

On the part of IJA, the same problem of not receiving new employees for induction training from institutions under their dominion is also experienced. A key informant from IJA explains,

"On our side, we have the problem of not having a large number of new employees to train in induction as we have few institutions that we serve. However, the few institutions that we serve also don't bring their new employees for the training" (Interview, 2023).

This finding is consistent with the existing information about the same trend by other key actors in staff induction training in the Public Service in Tanzania. A similar finding is also reported in the previous studies (e.g. Rutaihwa, 2013; Akech, 2016 and Mtobesya, 2018), which among other things, have also reported of the majority as being non-inducted employees in the public service institutions.

For inducted employees, further inquiry was made to assess compliance with the laid down induction training procedures. Specific compliance issues which were assessed include training institutions which were involved in offering induction training, duration that employees stayed before being inducted, preparation and submission of induction training report to PO PSMGG and post induction training duration after which public institutions submitted the induction training report to PO PSMGG. These aspects are discussed in the subsequent sections.

4.3.1. Institutions Involved in Offering Induction Training

In this aspect, for employees who have been reported to have been inducted, the follow up question was, *"Which training institution has been involved in training the employees?* The responses for this question are presented in Figure 7.
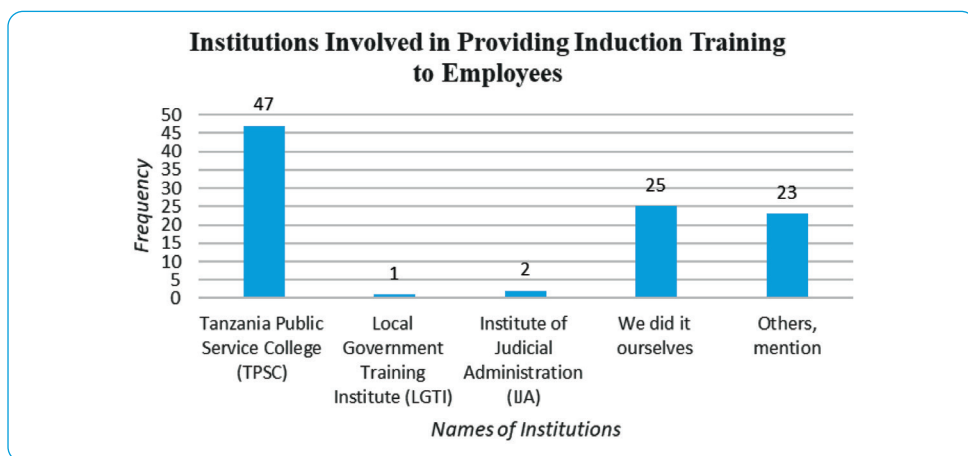
Figure 7: Institutions Involved in Offering Induction Training

The findings in Figure 7 indicate that the majority of the respondents (n=47) cited Tanzania Public Service College as the institution that provided induction training to their new employees. This was followed by those who said they conducted induction training themselves (n=25) and those who cited other institutions not shown in the list (n=23). The institutions which were listed by few respondents were the Institute of Judicial Administration (n=2) and Local Government Training Institute (n=1). The reason many respondents did not mention these two institutions is clear, that is, they are not required to provide induction training to the Central Government and its institutions, which were the primary focus of this study.

Other institutions which were mentioned by some respondents (n=23) were Mzumbe University GSO, PCCB, PO-PSMGG, professional boards (NBAA, NBMM etc.), Tanzania Commercial Bank, and Public Service Ethics Secretariat.

These findings raise some important concerns regarding the institutions mentioned as offering induction training to new employees. The first concern is related to the respondents who reported to be conducting induction training themselves. This is contrary to the circular which has strictly confined this task to the three specific mandated training institutions. This tendency indicates that employers are still continuing with the long-lived problem of conducting induction training through institutions' procedures. This conduct is cited as

one of the reasons that compromised the implementation of the initial circular number 4 of 2005. It is stated in the Public Service Circular No. 5 of 2011,

> *"...However, in the implementation of Circular No. 4 of 2005 regarding the induction training for new employees, there are problems that have arisen which include...each employer provides training using his/her own procedures without complying with the instructions of the circular and this leads to failure to realize the objectives of the induction training..."* (UTR, 2011:1).

The second concern is related to the mentioning of Institute of Judicial Administration (n=2) and Local Government Training Institute (n=1) as the institutions which provide induction training to new employees. The concern is that these institutions have also been given the mandate by the circular to conduct induction training but their mandate falls under institutions in the Local Government and in the Law Cadre for LGTI and IJA respectively. Mentioning of these institutions by respondents whose institutions fall under the Central Government indicates that there is some sort of a lack of awareness to the circular's instruction on the mandated training institutions and their respective category of public institutions to which they are assigned to offer induction training.

The third concern is about other institutions reported to have also being providing induction training, that is, Mzumbe University, GSO, PCCB, PO-PSMGG, professional boards (NBAA, NBMM etc.), Tanzania Commercial Bank, and Public Service Ethics Secretariat. As for GSO, their involvement in induction training is easily understood because it has been stated in the Public Service Circular No. 5 of 2011 section 5 (iii) that; *"all employers should ensure that new employees are given induction training and are also vetted as part of that training".* In implementing this instruction, GSO are made part of the induction training by inviting them to facilitate on security issues and then vetting all participants.

As for other institutions, their involvement in induction training remains unclear because they are not mandated to provide induction training and they are not mentioned in the circular to be involved in any way. This study did not manage to inquire more on the circumstances of their involvement but it is clear that when induction training is properly conducted all such institutions may not be involved unless there is a special invitation under the consent of the mandated training institution and the employer. Nevertheless, their specific service to the training will be subsidiary to the training offered by the mandated training institutions.

4.3.2. Duration that Employees Stayed before being Inducted

As an aspect of examining compliance with the induction training procedures, respondents were asked to respond to the question, *"For how long, (after they have reported to the workplace) did they stay before being inducted?* The findings to this question are presented in Figure 8.
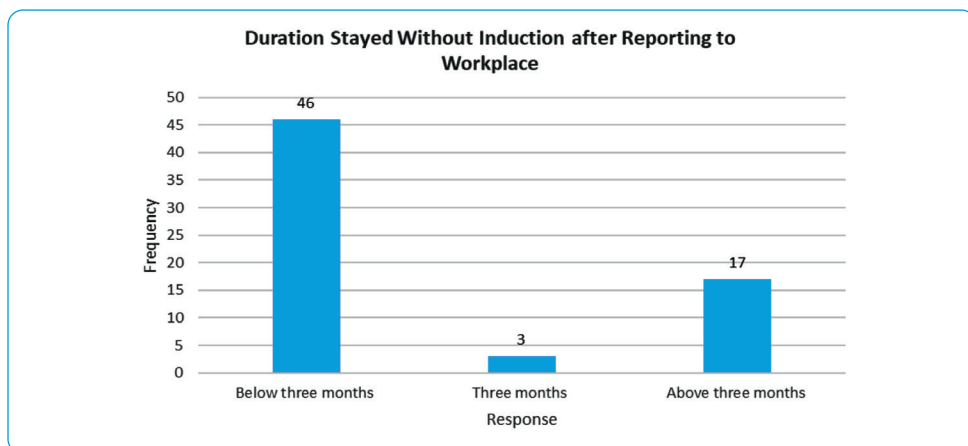
Figure 8:   Duration that Employees Stayed before being Inducted [N = 66]

The findings in Figure 8, 46 (69.7%) of a total of 66 respondents reported that inducted employees stayed in their institutions for less than three months before being inducted, 17 (25.7) reported three months and 3 (4.6%) mentioned exactly three months. The findings show that the majority of institutions (n=49) have adhered to the time frame stated for new employees to stay before undergoing induction training as indicated in the circular. A few (n=17) have failed to adhere to the timeframe as they reported to have their employees stay for more than three months before undergoing induction training.

Based on these findings, it is clear that there is a need for employers to adhere to the timeframe as stated in the circular because it has been observed that new employees who stay for a long time before being inducted fail to perform their duties effectively because they are not confidently aware of the public service in general, its foundations, laws and regulations which guide the conduct of the public servants. In turn, such employees fail to deliver the expected services to the clients through their respective institutions (URT, 2021).

4.3.3. Preparation and Submission of Induction Training Report to PO PSMGG

Another aspect of compliance in conducting induction training is submission of induction report to PO-PSMGG one month after conducting the training. The respondents were therefore required to respond to the question, *"Did your*

institution prepare and submit an induction training report to the PO-PSMGG? The findings are presented in Figure 9.
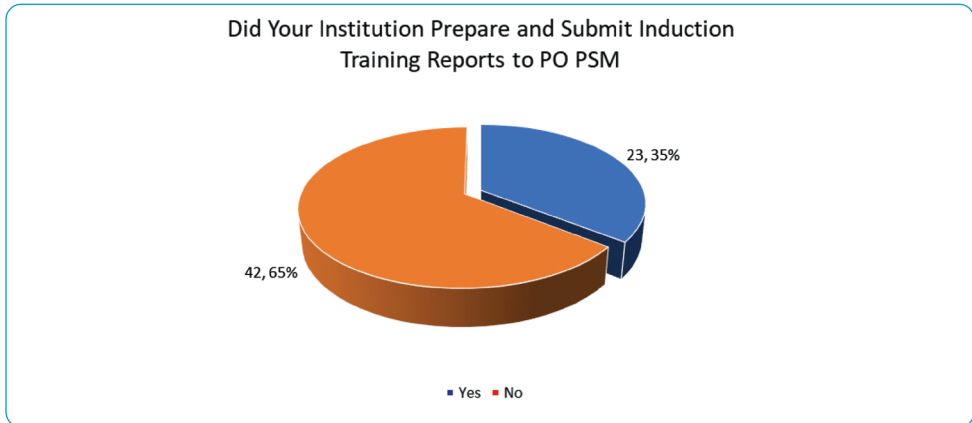
Figure 9: Preparation and Submission of Induction Training Report to PO-PSMGG [N = 65]

The findings in Figure 9 indicate that 23 (35%) of out 65 respondents who responded to this question admitted to have been submitted induction training reports to PO-PSMGG while 42 (65%) reported not to have been submitted induction training reports to PO-PSMGG. This indicates that the majority of employers who inducted their employees (n=42) have not been complying with the Circular's instruction of submitting induction training report to the PO-PSMGG.

For those who reported to have been submitting the report were further asked, *"How long, (after induction training has been conducted) has taken you to submit the induction training report to the PO-PSMGG?* The findings are presented in Figure 10.
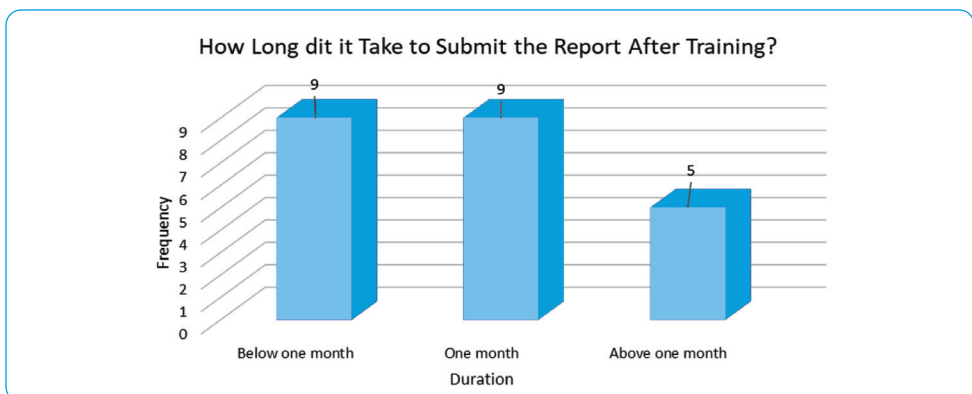
Figure 10: The Time Induction Training Reports were Submitted to PO-PSMGG [N = 23]

The findings indicate that 18 out of 23 institutions that reported to have been submitting their induction training reports to the PO-PSMGG, reported of doing so within one month after the induction training and 5 institutions reported to have been submitting the induction training report to PO-PSMGG over one month after the induction training. The findings here indicate that few institutions (n=5) failed to comply with the circular as they submitted their induction training report to PO-PSMGG one month after conducting induction training to their new employees.

For respondents who reported not to have submitted induction training report to PO-PSMGG after the induction training were further asked to provide reasons for the failure to submit such reports. The findings were thematically analysed and presented in Figure 11.
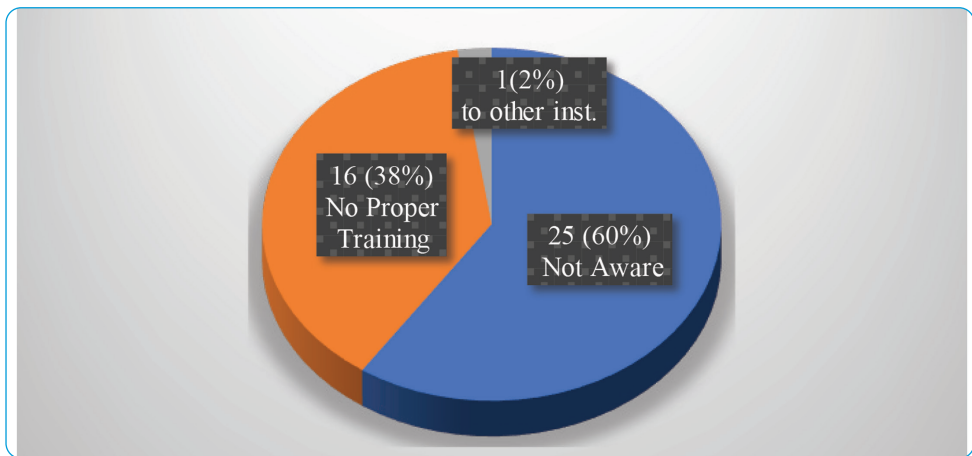
Figure 11: Reasons for not Submitting Induction Training Report to the PO-PSMGG [N = 42]

As the findings indicate in Figure 11, 42 institutions reported to have been conducting the induction training but were submitting their training reports to the PO-PSMGG. The majority (n=25, 60%) of the respondents accounted this trend to lack of awareness that they were required to submit such a report to the PO-PSMGG. One respondent said, "*My institution was not aware that there was a requirement to submit the report to PO-PSMGG*" (Open ended question 24). Other respondents went even further and said, they were not aware of this requirement because they had never seen any document which makes such a provision. One respondent said, "*I have never seen any document from the PO-PSMGG which requires employers to submit the induction training report*" (Open ended question 24).

The reason attributed to the failure of submitting induction training report sheds light to the tendency observed in the previous section about respondents'

awareness of the existence of guidelines governing the implementation of staff induction training in the public service. This finding seems to contradict previous findings by the same respondents who initially admitted to have been aware of the guidelines but then they denied to have been aware of what is contained in the guidelines and went even further claiming to have never seen any document that makes such a provision. This is another clear evidence that the majority of the respondents are not aware of the contents contained in the frameworks guiding the induction training.

Other respondents (n=16, 38%) made it clear that the reason they have never submitted induction training report to the PO-PSMGG is that they did not conduct proper induction training as described in the circular as they carried out such induction training themselves. One respondent said that their institution has submitted the induction training report to Public Service Commission instead of PO-PSMGG. This respondent states, "*The report is included to the quarterly report submitted to Public Service Commission* (Open ended question 24).

4.3.4. Reasons for not Inducting Employees

Respondents who reported not to have inducted their employees were further asked to respond to the question, *"For employees who have not been inducted, what are the reasons for not inducting them?* The findings are presented in Figure 12.

Figure 12:   Reasons for not Inducting Employees [N = 66]

The findings presented in Figure 12 indicate that 30 respondents cited budgetary constraints as the reason for not inducting their employees, 4 said there has been no legal penalty for non-conduction of induction training. One (1) respondent cited a lack of awareness on the induction training and another one said induction training was not the priority of their institution.

Failure to induct new employees due to budgetary constraints has been indicated here as the main reason for not inducting new employees. This seems to be a long-lived reason provided by employers and it was noted as one of the reasons which compromised the implementation of the previous Circular No. 4 of 2005. In addressing this problem, the current Circular No. 5 of 2011 has insisted in section 5 (ii) that; *"all employers are required to set aside funds in a special mode only for implementing this training"* (URT, 2011:2). Therefore, it should be insisted that this is not supposed to be regarded as an excuse for not conducting staff induction training.

The lack of legal penalties or strict enforcements for failure to induct employees has been indicated here as another reason for not inducting employees. This reason has also been supported by other actors in the sector. They have also indicated that apart from financial constraints, another reason as to why the majority of employers do not take their new employees for induction is the absence of penalties as an enforcement mechanism. One informant from IJA had this to say,

> *"Our view is that these guidelines lack necessary enforcements for the public institutions to adhere to, the way it is now, nothing is going to happen if a public institution is not going to implement them, therefore, this should change if we need these to be implemented"* (Interview, 2023).

Another informant from LGTI puts it this way,

> *"In my opinion, we can say and strongly encourage the issue of employers to implement induction training but I see one of the reasons that lead to ineffective implementation is the lack of effective measures that can be taken for the employer or institution that has not inducted new employees"* (Interview, 2023).

Along with many other reasons as mentioned by employers for the failure of implementing induction training, the lack of effective measures to be taken against employers who flout this legal requirement leads to a decline of seriousness of adhering to the requirement of inducting new employees.

Other reasons which were provided for not conducting staff induction training for new employees during the visit include; the delay of placement procedures, incomplete recruitment process such as certificate verification, having received new employees in less than a month at the time of the study, waiting for reasonable number of new employees to report at the work station so as to train them altogether, and a change in employment procedures in some institutions.

"A Change in employment procedures" is associated with public service institutions in which employment was governed by *the Employment and Labour Relations Act of 2004.* These are institutions whose public servants were to be governed by the provisions of the laws establishing such institutions as prescribed in the Public Service Act of 2002. Based on this provision, employment procedures were governed by Employment and Labour Relations Act of 2004 and these did not conduct staff induction training as per the Public Service Circular (No. 4 of 2005 at the time). One respondent from TRC explains,

> *Most of TRC employees were recruited when TRC employment was governed by the Employment and Labour Relations Act of 2004. Induction and orientation programmes were conducted by the Cooperation without inviting external institutions* (Questionnaire, 2023).

However, this reason makes sense only for employees who were hired before 2007 when the employment procedures in those institutions were actually under the Employment and Labour Relations Act of 2004 where public servants under these institutions were only governed by the provisions of the laws establishing such institutions. In 2007, it was provided that public servants who were governed by the provisions of the laws establishing such institutions shall also be governed by the provisions of the Public Service Act. Therefore, from 2007 onwards, all public service institutions were obliged to induct their new employees as per the Public Service Circular No. 4 of 2005 and No.5 of 2011 respectively.

4.3.5. Future Plans for Non-Inducted Employees

The respondents who reported not to have inducted their employees were also asked to respond to the question, *"What is the institutional future plan for non-inducted employees?* The findings are presented in Figure 13:
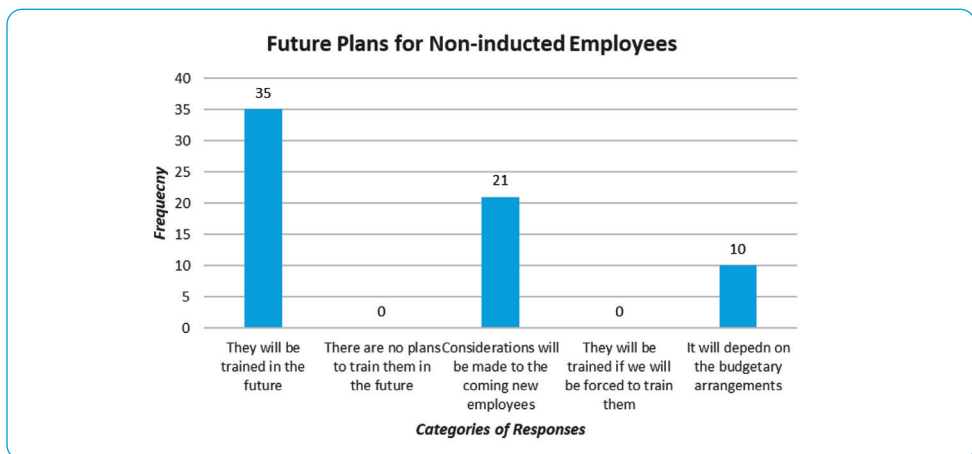
Figure 13:   Future Plans for Non-Inducted Employees [N=66]

The findings in Figure 13 indicate that 35 of the respondents reported that non-inducted employees would be trained in the future, 21 reported that consideration to induct employees would be made to the arriving new employees and 10 said that the induction of employees would depend on budgetary arrangements.

4.3.6. Duration Non-Inducted Employees Have Stayed up to Now

The respondents with non-inducted employees were also asked to respond to the question, *"For how long have non-inducted employees stayed without being inducted up to now?* The findings are presented in Figure 14.
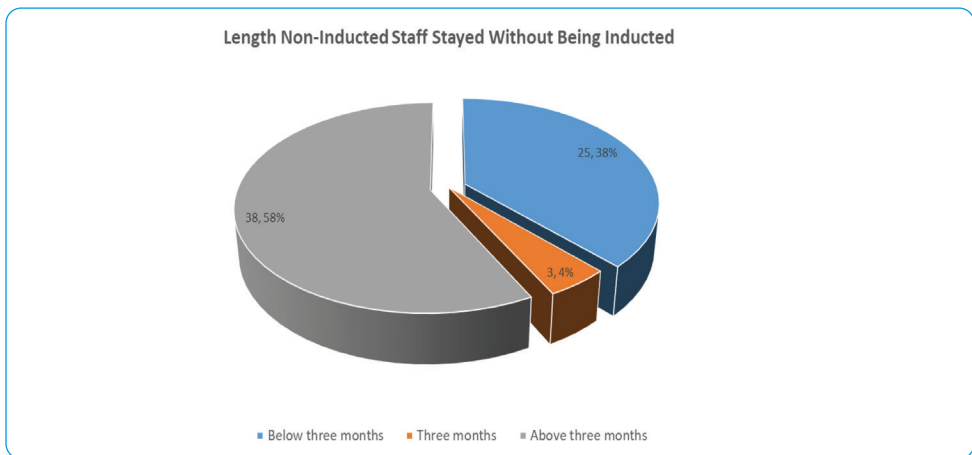
Figure 14:   Duration Non-Inducted Employees Have Stayed up to Now [N=66]

The findings presented in Figure 14 indicate that 25 (38%) of the respondents reported that non-inducted employees had stayed less than three months without induction, 38 (58%) reported that non-inducted employees had stayed for more than three months without induction, and 3 (4%) reported that non-inducted employees had stayed for exactly three months.

4.3.7. Internal and External Auditing for Non-Inducted Employees

Further inquiry was made to cases of non-inducted employees with regards to audit queries which might have been raised by internal or external auditors regarding non-inducted employees. The respondents were asked to respond to the question, *"Has the failure to induct employees in your institution been considered as one of the audit queries by internal or external auditors?* Figure 15 presents the findings.

Reaserch Report on Implementation of Staff Induction Training in Tanzanian Public Service
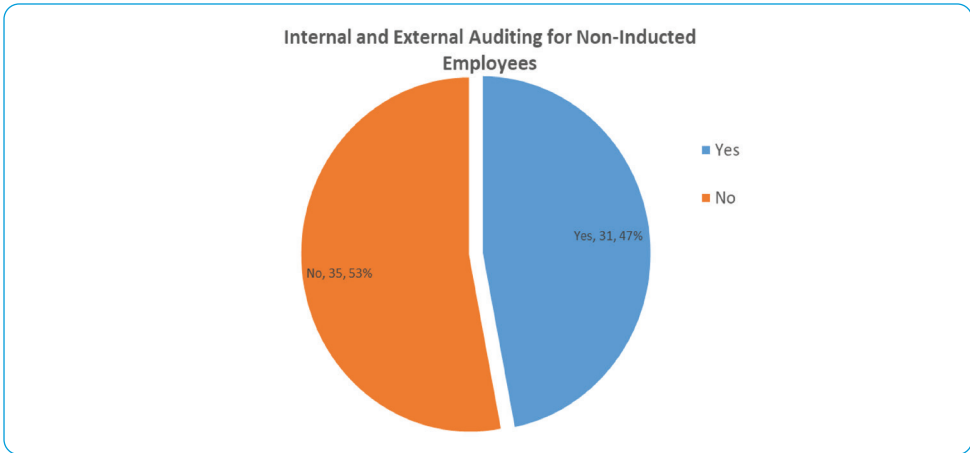
Figure 15:   *Internal and External Auditing for Non-Inducted Employees [N=66]*

The findings in Figure 15 show that 35 (53%) agreed and 31 (47%) of the respondents disagreed with the statement that failure to induct employees in their institution has been considered by internal or external auditors as one of the audit queries.

For respondents who agreed with the statement that failure to induct employees in their institutions was considered as one of the audit queries were further asked, *"have there been any legal and institutional penalties imposed to your institution for not inducting the employees?* The findings are presented in Figure 16.
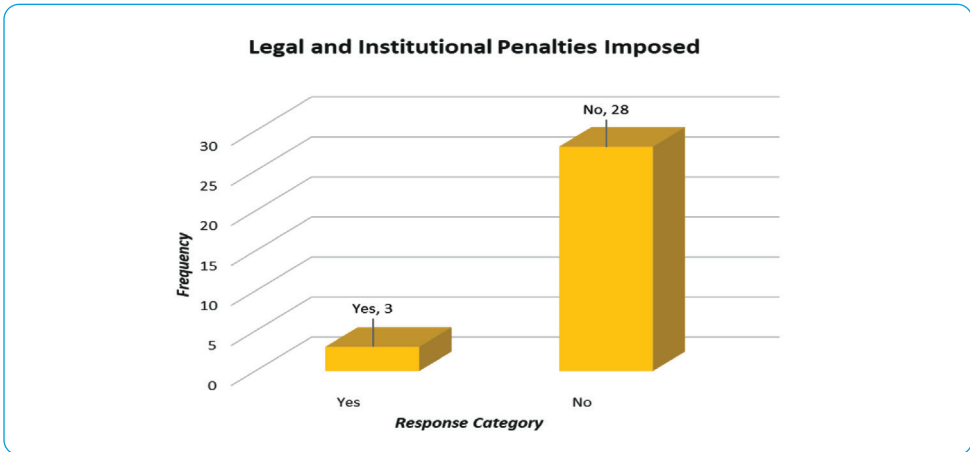
Figure 16:   *Legal and Institutional Penalties Imposed [N=31]*

The findings in Figure 16 indicated that 28 (90%) of the respondents reported of there been no legal and institutional penalties imposed to their institutions

for not inducting employees, and 3 (10%) respondents reported of there have been legal and institutional penalties imposed to their institutions for not inducting the employees.

For respondents who reported of there been legal and institutional penalties imposed against their institutions for not inducting employees, were required to mention specific legal or institutional penalties imposed to their institutions. The findings indicate the respondents failing to come up with any legal and institutional penalties imposed to them. This implies that the respondents are not aware of the existence of such penalties. Some respondents cited the query raised by Public Service Commission as the penalty by stating, "*The report by Public Service Commission has cited the same as wrong doing and the College has committed itself to train them by December, 2023*" (Questionnaire, 2023).

4.4. Effectiveness of Present Guidelines Governing Staff Induction Training

The third objective of this study intended to determine the effectiveness of the existing guidelines governing the implementation of staff induction training in the Public Service in Tanzania. The aspects of inquiry in this domain related to the rate of effectiveness and difficulty in complying with the provisions of the current guidelines and the need for the amendment for improved enforcement and compliance.

In rating the effectiveness of the guidelines, the respondents were asked to express their opinions about the degree of effectiveness in terms of alternative expressions of *very effective*, *effective*, *moderately effective*, *not effective* and *I don't know*. The findings are presented in Figure 17.
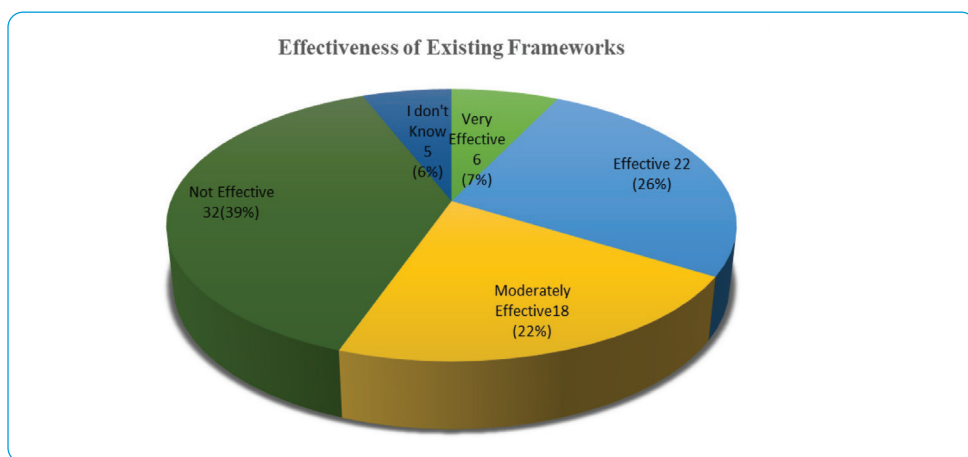
Effectiveness of Existing Frameworks

- I don't Know 5 (6%)
- Very Effective 6 (7%)
- Effective 22 (26%)
- Moderately Effective18 (22%)
- Not Effective 32(39%)

Figure 17:   Effectiveness of Present Guidelines Governing Implementation of staff Induction

The findings in Figure 16 reveal a nuanced perspectives among the respondents regarding the effectiveness of current guidelines for staff induction training. Specifically, 7 per cent of the respondents perceive the guidelines as very effective, 26 per cent as effective, and 22 per cent as moderately effective. However, a notable 39 per cent of the respondents regarded the existing guidelines as not effective, with an additional 6 per cent expressing uncertainty. These findings highlight a predominant perception among the respondents, with the majority (39%) deeming the guidelines as ineffective, and a significant majority (18%) rating them as only moderately effective.

The perception that the existing guidelines are only moderately effective or not effective is further validated by the findings from interviews with key informants in the public service regarding guidelines for staff induction training.

A significant concern was raised by the Ethics Secretariat who underscored this perspective by highlighting a critical aspect and an indicative of the frameworks' ineffectiveness: The lack of disciplinary measures against individuals failing to conduct employee inductions. This opinion underscores a crucial gap in the current system, shedding light on areas that need improvement as indicated in this remark from an interviewee,

> *"There are no any disciplinary measures for the institutions which are not adhering to these guidelines. Therefore, it is important to introduce disciplinary measures for those institution's which do not adhere to the guidelines and if the government is not going to introduce any disciplinary measures, then nothing is going to change. To rely on the Circular no. 5 of 2011 only is not enough, the government should emphasize on the importance of induction and any institution which is going to act contrary to it should be penalized"* (Interview, 2023).

However, the informant insists that the costs for induction training should be well looked at and set in such a way that even those institutions that are not financially capable can afford it. Thus, there should be no excuse for failing to conduct induction training for new employees on the pretext of lack of funds. The informant puts it this way,

> *"But it is important to note that these institutions have a lot of challenges which make them fail to adhere to the frameworks and the biggest challenge is lack of funds to finance staff induction. Similarly, the TPSC training cost is very high therefore the college should reconsider its induction training costs"* (Interview, 2023).

An informant from Public Service Commission also cited a lack of enforcement mechanism on the induction training as an aspect of ineffectiveness of in the

implementation of the current guidelines. Such enforcement would make it difficult for employers not to comply with the requirement of inducting their new employees. One informant had this to say,

> *"It has been a long time now since 2013 when we started auditing human resources management, in every audit we come across the query of not conducting induction training for new employees in many of the institutions we audit. However, there is currently no legal way to discipline those who do not comply with the requirement to conduct training, but in our reports, this has been appearing frequently"* (Interview, 2023).

The informant opines,

> *"In my opinion, I wish there was a mechanism to pressure employers to implement induction training, but this matter should be done carefully so that the burden should not be shouldered by the employee"* (Interview, 2023).

A close scrutiny of the respondents' opinions on the effectiveness of the current guidelines governing the implementation of staff induction training reveals that an aspect of ineffectiveness, which is referred here does not emanate from its instructions but basically from the lack of adequate enforcement that would ensure compliance among employers. One informant from NAOT puts it clearly,

> *"As far as audit is concerned, I don't explicitly see weakness in the legal or institutional instruments. However, what we always observe is the lack of compliance. The employers hardly take their new employees to induction training"* (Interview, 2023)

There was also a general question which sought to investigate the procedure (s) of the current guidelines for staff induction which respondents find them difficult to comply. The question read, *"Which aspect (s) of the current procedures of conducting staff induction training has your institution found it/them difficult to comply?* The findings revealed that there has been no aspect of the current guidelines which was indicated as difficult to comply with.

The respondents were also asked to express their opinions on the need for amendments of the current legal and institutional frameworks for improved enforcement and compliance. The respondents were asked to respond to the question, *"In your opinion, do you think there is a need to make changes or amendments to the guidelines for staff induction to enhance their effectiveness in ensuring compliance?* The findings are presented in Figure 18.
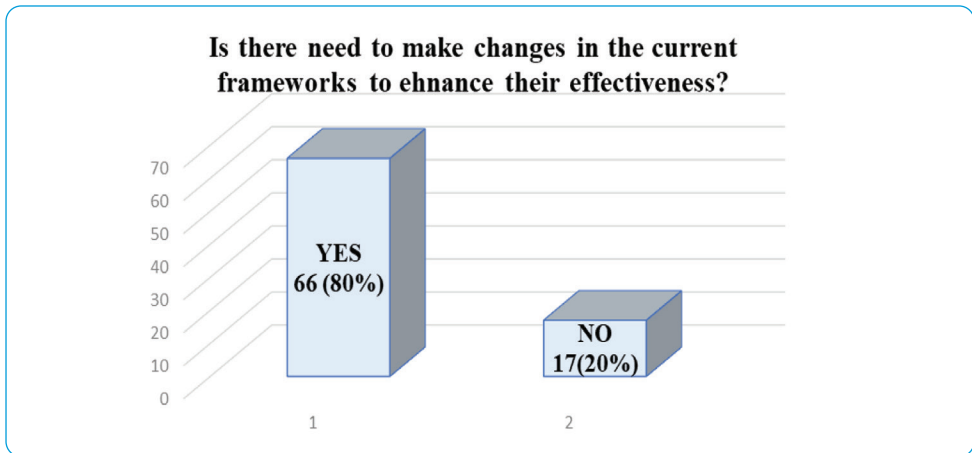
Figure 18:   The Opinions for Amendments of Existing Guidelines

The findings Figure 19 highlight a significant trend among the respondents, with the majority (n=66, 80%) saying that the amendments to the existing guidelines governing staff induction training are imperative. These amendments are seen as essential to ensuring robust enforcement and compliance with the implementation of staff induction training within public service institutions. Conversely, the minority (n=17, 20%) of respondents did not see any necessity for such amendments.

4.5.   Policy Improvement in the Aspects of Existing Guidelines

Opinions were sought from the respondents regarding the improvement of the existing guidelines governing staff induction training. A list of some statements relevant to the need for the improvement of the current guidelines was prepared and given to the respondents. The statements were rated in Likert scale of 1 to 5; 1 being *strongly disagree*, 2 *Disagree*, 3 *Neutral*, 4 *Agree* and 5 *strongly agree*. The findings are presented in Table 3.

Table 3: Opinions on Policy Improvement in the Aspects of Existing Guidelines

Statements	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5	Weighted Mean	Interpretation
Stricter penalties should be imposed on non-compliance with legal and institutional guidelines governing implementation of staff induction.	3	5	9	9	20	3.8	Agree
A dedicated compliance officer should be appointed to oversee compliance with the guidelines.	1	2	11	11	20	4.0	Strongly Agree
A public service certification system for all inducted employees should be established and used as one of the criteria for confirmation of new employees.	1	8	9	9	28	4.0	Strongly Agree
Reporting mechanism on staff induction training should be improved so as to enable non-compliance cases to be addressed promptly.	0	0	2	2	26	4.7	Strongly Agree
Regular audits and inspections should be conducted to assess the compliance with the guidelines governing implementation of staff induction training.	0	0	4	4	26	4.6	Strongly Agree
Fund for staff induction training in the public service should be centrally disbursed to the mandated training institutions.	2	8	9	9	30	3.9	Agree

The findings in Table 3 indicate that the respondents strongly agree that a dedicated compliance officer should be appointed to oversee compliance with the guidelines, a public service certification system for all inducted employees should be established and used as one of the criteria for the confirmation of new employees. Furthermore, a reporting mechanism on staff induction

training should be improved so as to enable non-compliance cases to be addressed promptly and regular audits and inspections should be conducted to assess compliance with the guidelines governing staff induction training. The respondents unanimously agreed that stricter penalties should be imposed on non-compliance with guidelines governing staff induction; and funds for staff induction training in the public service should be centrally disbursed to the mandated training institutions.

There was also a general open-ended question which sought opinions from the respondents on any aspect of the current frameworks that they see a need for improvement. The question was, *"Are there any other specific measures or mechanisms you would suggest to be incorporated into the guidelines governing staff induction training in the Public Service in Tanzania to provide adequate enforcement and compliance?* The findings to this open-ended question are as follows:

❖ External and internal auditors should take induction into consideration when they are auditing these institutions;

❖ Coordination between government institutions involved in induction training should be improved so as to make staff induction training more viable and make sure that all guidelines governing induction are well known by all players in the public institutions;

❖ The mandated training institutions should periodically make a follow-up concerning the implementation of induction to new hired staff;

❖ Money allocated for induction especially in the ministries should be strictly ring-fenced for that purpose;

❖ Training should be provided to HR's and Directors for awareness purpose about guidelines governing the implementation of staff induction training in the public services; and

❖ Induction training to be provided through electronic management information system in which every employee can do it and obtain certificate.

Insights on enhancing policy for the implementation of staff induction training were also shared during an interview with a key respondent from the Ethics Secretariat. The following was the remark expressing her perspective,

> *Tanzania Public Service College could greatly benefit from collaborative efforts with esteemed institutions such as the Prevention and Combating of Corruption Bureau (PCCB) and the Ethics Secretariat. For instance,*

during staff induction, the Ethics Secretariat plays a vital role by administering ethical oaths to the newly recruited public servants. Comprising 13 solemn promises, this oath serves as a cornerstone for cultivating a culture of excellence within the public service. Moreover, it serves to enlighten new employees on their responsibilities and boundaries, thereby fostering a deeper understanding of their roles and obligations (Interview, 2023).

4.6. Concluding Remarks

This chapter has provided insights into the examination of guidelines governing the implementation of staff induction training in the public service. It examined the awareness of public service institutions regarding the existing guidelines, their compliance with these guidelines, and the assessment of their effectiveness.

The study findings revealed that the majority of officers in charge of human resource management who claimed awareness of the existing guidelines are not conversant with the directives or the contents provided in the Public Service Circular No. 5 of 2011 regarding the implementation of staff induction training to new employees. The findings also revealed that the majority of public service institutions do not comply with the existing guidelines on the implementation of staff induction training.

Non-compliance in the public service regarding the induction training is evidenced by several factors: a significant proportion (70%) of new employees not undergoing induction, deviations from the prescribed procedures outlined in the Public Service Circular No. 5 of 2011, these include using non-mandated training institutions (22.5%), relying on internal arrangements (24.5%), delaying the induction beyond three months (55%), and failing to submit the required reports (65%). These lapses, which are primarily attributed to inadequate understanding of the directives and historical neglect of induction training, were exacerbated by insufficient enforcement measures to ensure compliance.

The study findings indicate further that the existing guidelines for staff induction training in Tanzania's Public Service are proficient in establishing clear directives and procedures. However, the guidelines fall short in effectively enforcing compliance among public service institutions, lacking mechanisms such as auditing non-compliance cases with specific penalties. This deficiency in the enforcement is cited as the primary reason for the widespread failure to implement induction training. Consequently, the majority (80%) of the respondents advocated for amending these guidelines to incorporate provisions that ensure robust enforcement, aiming to improve compliance in the implementation of staff induction training.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This Chapter summarizes the findings of the study through an overview of its findings, conclusions, and recommendations. It begins by delineating the primary issues unearthed concerning the guidelines governing the implementation of staff induction training within the Tanzanian public service, organized according to each specific objective of the study. Subsequently, it summarises the findings drawing principal conclusions and providing their implications. Finally, the chapter provides targeted recommendations aimed at improving the existing guidelines, with the ultimate goal of fostering robust enforcement mechanisms for the effective implementation of staff induction programs across public institutions.

5.2. Summary of the Findings

The objective of the current study was to explore the guidelines governing the execution of staff induction training within Tanzania's public service, and assess their effectiveness. The study examined three key areas: First, the awareness of Public Service institutions on the existing guidelines governing staff induction training; second, the compliance of Public Service institutions with the existing guidelines in the implementation of staff induction training; and third, the effectiveness of the guidelines governing the implementation of staff induction training.

This study has revealed a significant gap in the knowledge of officers responsible for human resource management. Despite claiming awareness of the existing guidelines, the majority are not familiar with the directives outlined in the Public Service Circular No. 5 of 2011 regarding staff induction training for new employees. For instance, 60 per cent of the respondents who conducted inductions were unaware of the requirement of preparing and submitting induction training reports to the PO-PSMGG. Furthermore, the study highlights a widespread non-compliance among public service institutions with the established guidelines for staff induction.

Non-compliance with the induction training procedures is evident in several aspects within the organizations. Firstly, there is a significant presence of non-inducted employees, accounting for 70per cent of all employees in the surveyed

institutions. Additionally, deviations from the prescribed procedures outlined in Public Service Circular No. 5 of 2011 were observed; these include involving unauthorized training institutions for induction (22.5%), relying on internal arrangements for employee induction (24.5%), and delaying induction for new hires beyond the recommended three-month period (55%). Furthermore, a substantial 65 per cent fail to prepare and submit induction training reports to the PO-PSMGG as required.

These instances of non-compliance stem from various factors, primarily attributed to a lack of comprehensive understanding of the directives outlined in the Public Service Circular No. 5 of 2011. Moreover, deficiency in enforcing compliance has perpetuated the neglect in sending new employees for induction training. Addressing these issues necessitates a renewed commitment to adhering to the established procedures and strengthening enforcement mechanisms to ensure effective implementation of the induction training within public service institutions.

The evaluation of the existing guidelines governing the implementation of staff induction training within Tanzania's public service reveals a mixed picture. While these frameworks excel in establishing clear directives and procedures for on boarding new employees, their effectiveness wanes when it comes to ensuring compliance in implementing staff induction training. Specifically, they lack provisions for addressing non-compliance.

This deficiency in the enforcement mechanisms emerges as the primary obstacle to a successful implementation of induction training across the majority of public service institutions. Consequently, a significant proportion (80%) of the respondents advocate for amendments to these frameworks. They propose integrating provisions that would strengthen enforcement, thereby fostering greater adherence to staff induction training procedures.

5.3. Relevance of the Conceptual Framework

Institutional Isomorphism Theory emerges as a critical lens of understanding the dynamics of organizational behaviour, particularly within the realm of public service institutions. Within the framework of this theory, the correlation between the guidelines and staff induction training is explicated with remarkable clarity. At its core, Institutional Isomorphism Theory posits that organizations, in responding to mandatory requirements, tend to adopt institutional practices that align with coercive isomorphic forces. These forces, which emanate from legal and institutional guidelines exert pressure on organizations to conform to certain practices or norms.

In the context of this study, the coercive isomorphic forces represented by the existing staff induction guidelines serve as the motivation behind the implementation of staff induction training within public service organizations. The theory suggests that where there is robust enforcement of the guidelines, organizations are more likely to comply, resulting in the effective implementation of staff induction programs for new employees. Conversely, when enforcement mechanisms from the guidelines are lacking, the theory predicts a corresponding decline in organizational compliance and, consequently, staff induction training becoming ineffective. Indeed, the study's findings validate this hypothesis, as low compliance with staff induction training is attributed to the inadequacy of enforcement mechanisms within Tanzania's public service guidelines governing the implementation of staff induction training.

Thus, the relevance of Institutional Isomorphism Theory in this study becomes apparent as it provides a conceptual framework for understanding how coercive forces shape organizational practices, particularly concerning staff induction in public service institutions. By illuminating the intricate interplay between legal mandates, institutional structures, and organizational behaviour, the theory enhances our comprehension of the factors influencing the implementation of essential institutional practices within public sector entities.

5.4. Conclusion

The study identifies significant deficiencies in the current guidelines governing staff induction training within Tanzania's Public Service. It reveals that a notable portion of human resource officers lack familiarity with the established procedures outlined in the Public Service Circular No. 5 of 2011, highlighting gaps in both knowledge and enforcement. This has contributed to widespread non-compliance with the induction training procedures. Additionally, the study revealed deviations from the prescribed procedures during staff induction, reflecting concerns patterning to inadequate implementation and oversight.

These shortcomings not only compromise the effectiveness of the induction process but also hinder new employees' ability from integrating effectively into their roles and contribute meaningfully to their organizations. Moreover, the ineffectiveness of the existing frameworks, primarily due to insufficient enforcement mechanisms, emphasizes the urgent need for reform. Without robust instruments to ensure compliance, the broader objectives of staff induction training, such as cultivating professionalism, efficiency, and service delivery, are at risk of being unrealized.

5.5. Recommendations

Recommendations presented in this section address two distinct yet interconnected aspects. Firstly, the recommendations are aimed at stimulating improvement of the efficacy of the existing frameworks guiding staff induction training and reinforcing compliance. Secondly, the recommendations for future research are outlined, highlighting areas needing exploration and expansion in the studied area. These dual categories of recommendations provide important opinions for advancing both current practices and future investigations in this field.

5.5.1. Recommendations on the Improvement of the Existing Guidelines Governing Implementation of Staff Induction Training in the Public Service in Tanzania

Based on the findings drawn from the study, these recommendations are meant to address deficiencies within the existing guidelines governing the implementation of staff induction training in the public service in Tanzania.

a) Implementing capacity-building and awareness programs for Human Resource Officers and Heads of public service institutions regarding the guidelines for staff induction implementation.

b) Recognizing induction training certificate from mandated training institutions (i.e. LGTI, IJA and TPSC) as a criterion for employees' confirmation in the public. Linking confirmation in the public service to induction training indicates the importance of this training and that public service institutions are legally required to induct new employees.

c) Ring-fencing fund for implementing staff induction training for public service institutions that receive Other Charges (OC) so that such funds should not be used for other purposes;

d) Public Service Institutions should allocate adequate and realistic budgets to ensure effective implementation of staff induction training, based on the actual costs established by authorized training institutions such as LGTI, IJA, and TPSC.

5.5.1. Recommendations on the Areas for further Studies

Further studies are recommended to explore the following areas.

a) **Quantitative Exploration of Non-Inducted Employees:** The current study was delimited to a sample of Central Government and affiliated institutions, warranting a quantitative investigation to ascertain the

precise total count of non-inducted employees across all institutions within this category. This would illuminate the scope of non-inducted personnel.

b) **Investigation into Compliance within Legal and Local Government Sectors:** The current study did not extend to public institutions within legal cadres and local governments. Therefore, there is a need for a study to examine the level of adherence to the existing frameworks concerning induction training in public services falling under these domains.

c) **Assessment of Non-Induction Impact on Performance and Service Delivery:** Another avenue for exploration lies in conducting a quantitative study to determine the overall number of non-inducted employees across public service institutions. Such a study would also analyse the repercussions of non-induction on employee performance and service delivery.

5.6. Conclusion to the Chapter

Chapter Five has summarized the essence of this study by discussing the landscape of guidelines governing staff induction training within the Tanzanian Public Service. Through a careful scrutiny of each objective, a vivid picture emerged, highlighting the systemic challenges and areas needing improvement. The synthesis of findings leads to overarching implications that highlight the need for re-evaluation and enhancement of the existing guidelines. These suppositions not only shed light on deficiencies but also emphasize the need for taking proactive measures to strengthen the enforcement mechanisms.

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APPENDICES

UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE
PUBLIC SERVICE MANAGEMENT AND GOOD GOVERNANCE

TANZANIA PUBLIC SERVICE COLLEGE

RESEARCH, CONSULTANCY & PUBLICATION UNIT

Human Resource Personnel (HoDs, Directors etc.)

This questionnaire has been designed to solicit information for purely research purposes. This is to enable the researcher from Tanzania Public Service College (TPSC) to collect necessary information from this institution in order to complete the study on: *"Implementation of Staff Induction Training in Tanzanian Public Service: Challenges and the Way Forward"* The main purpose of this study is to assess the efficiency of existing guidelines governing implementation of staff induction training and in providing adequate enforcement for effective implementation of staff induction training in the public service in Tanzania. All information given would be treated with utmost confidentiality.

PART A: INSTITUTIONAL AFFILIATION

1.   Name of the Institution ....…........

2.   Category: (Executive Agency, Independent Department, etc.) ....
      ....…...……......

3.   Parent Ministry ....…..............................……

PART B: KNOWLEDGE OF THE EXISTING GUIDELINES GUIDING IMPLEMENTATION OF STAFF INDUCTION

4.   Are you aware of the existing guidelines governing implementation of staff induction training in the public service in Tanzania? (tick √ the chosen response)

YES   ☐

NO   ☐   (If **NO** skip to question number 6)

5. If **YES** (in **4** above), mention them:

SN	Legal Instruments	Tick (√)
i.	Public Service Standing Orders of 2009	
ii.	Public Service Circular number 5 of 2011	
iii.	Management Standards Checklist (MSC) for the Public Service of 2011	
iv.	Public Service Training policy of 2013	
v.	Others, mention	

6. If **NO** (in **4** above), explain why?

....
....
....
....
....

Mention institutions which are involved in the overall implementation of staff induction training. Put **(√)** for the institution that you know its roles and (**×)** for institution that you don't know its roles.

SN	Institution	Response
i.	The President's Office, Public Service Management and Good Governance	
ii.	President's Office, Regional Administration and Local Government (PO-RALG)	
iii.	Mandated Training Institutions (i.e. Tanzania Public Service College-TPSC, Local Government Training Institute-LGTI and Institute of Judicial Administration-IJA)	
iv.	Parent Ministries	
v.	Public Service Organizations	

7. Are you aware of any legal or institutional penalties that may be imposed to your institution for not conducting staff induction training to new employees?

YES ☐
NO ☐   (If **NO** skip to question number 10)

8. If **YES** in **8** above, mention any legal or institutional penalties that you know:

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If **NO** (in 8 above), explain why:

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PART C: IMPLEMENTATION OF STAFF INDUCTION TRAINING (Compliance issues)

9. What is the current total number of all employees?

10. How many employees have been inducted up to now?

11. How many employees have not been inducted up to now?

12. For employees who have not been inducted, what are the reasons for not inducting them? Tick √ the relevant response:

    i.   Budgetary constraints

    ii. Lack of top management support

    iii. Not aware of the induction training

    iv. It is not the priority of our institution

    v.   There is no legal penalty for non-conduction of induction training

    vi. Others, mention:

    ……………………………………………………………………………..........................…..

    ……………………………………………………………………………..........................…

13. What is the institutional future plan for non-inducted employees? Tick √ the relevant option:

    i.   They will be trained in the future

    ii. There is no plan to train them in the future

    iii. Consideration will be made to the coming new employees

iv. They will be trained if we will be forced to train them

[   ]

v. It will depend on the budgetary arrangements

14. For how long have non-inducted employees stayed without being inducted up to now? Tick the relevant response.

i. Below three months [   ]

ii. Three months [   ]

iii. Above three months [   ]

15. Has failure to induct employees in your institution been considered by internal or external auditors as one among the audit queries?

YES [   ]

NO [   ] (If **NO** skip to question 20)

16. If **YES** in 17 above), have there been any legal and institutional penalties imposed to your institution for not inducting the employees?

YES [   ]

NO [   ] (If **NO** skip to question 20)

17. If YES in **17** above, mention the legal or institutional penalties that were imposed to your institution:

....

....

....

18. For employees who have been inducted, which training institution has been involved in training the employees? Tick √ the relevant option:

i. Tanzania Public Service College (TPSC) [   ]

ii. Local Government Training Institute (LGTI) [   ]

iii. Institute of Judicial Administration (IJA) [   ]

iv. We did it ourselves [   ]

v. Others, (mention)..

....

19. For how long, (after they have reported to the workplace) did they stay before being inducted? Tick √ the relevant option:

i.   Below three months   ☐

ii.   Three months

iii.   Above three months

20. Did your institution prepare and submit an induction training report to the PO-PSMGG? Tick √ the relevant option:

YES   ☐

NO   ☐   (If **NO** skip to question 24)

21. If YES in **22** above**,** for how long, (after induction training has been conducted) did you submit the induction training report to the PO-PSMGG? Tick √ the relevant option:

i.   Below one month   ☐

ii.   After one month   ☐

iii.   Above one month   ☐

22. If NO in 22 above, explain why?

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……...

PART D: EFFECTIVENESS OF PRESENT GUIDELINES GOVERNING STAFF INDUCTION

23. How do you rate the effectiveness of the current guidelines governing implementation of staff induction training in ensuring enforcement and compliance? Tick the relevant response.

Very effective   ☐

Effective

Moderately effective

Not effective

I don't know

24. Which aspect (s) of the current procedures of conducting staff induction training has your institution found it/them difficult to comply?

……

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....

....

25. In your opinion, do you think that there is a need to make changes or amendments to the existing guideline governing implementation of staff induction to enhance their effectiveness in ensuring compliance?

YES ☐

NO ☐

PART E: PERCEPTION OF GUUIDELINES' IMPROVEMENT

26. Below is a list of some statements relevant to the need for the improvement of the current guidelines governing implementation of staff induction training in the public service in Tanzania to enhance enforcement and compliance. They have to be rated between a point scale of 1 to 5. 1 being strongly disagree, 2 Disagree, 3 Neutral, 4 Agree and 5 strongly agree. Please tick the most appropriate degree to which you agree.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
i. Stricter penalties should be imposed on non-compliance with guidelines governing implementation of staff induction.					
ii. A dedicated compliance officer should be appointed to oversee compliance with the guidelines governing implementation of staff induction.					
iii. A public service certification system for all inducted employees should be established and used as one of the criteria for confirmation of new employees.					
iv. Reporting mechanism on staff induction training should be improved so as to enable non-compliance cases to be addressed promptly.					

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
v. Regular audits and inspections should be conducted to assess the compliance with the guidelines governing implementation of staff induction training.					
vi. Fund for staff induction training in the public service should be centrally disbursed to the mandated training institutions.					

27. Are there any other specific measures or mechanisms that you would suggest to be incorporated into the existing guidelines governing implementation of staff induction training in the public service in Tanzania to provide adequate enforcement and compliance? Mention them;

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Appendix 2: Research Interview Guides for Accounting Officers / Heads of Departments

UNITED REPUBLIC OF TANZANIA

**PRESIDENT'S OFFICE
PUBLIC SERVICE MANAGEMENT AND GOOD GOVERNANCE**

TANZANIA PUBLIC SERVICE COLLEGE

RESEARCH, CONSULTANCY & PUBLICATION UNIT

RESEARCH INTERVIEW GUIDES FOR:

(A) PRESIDENT'S OFFICE, PUBLIC SERVICE MANAGEMENT AND GOOD GOVERNANCE (PO-PSMGG)

Implementation of Staff Induction Training in the Public Service in Tanzania: Challenges and the Way Forward

PART A: INSTITUTIONAL AFFILIATION

Name of the Institution: ....

Category: (Executive Agency, Independent Department, etc.) ....

....

Parent Ministry...

PART B: INTERVIEW GUIDE QUESTIONS

1. To what extent do public service institutions comply with the directives provided by the PO-PSMGG in conducting staff induction training?

   - Submitting Induction Training reports.

2. Are there any measures taken against the public institutions which do not submit induction training reports?

3. Are new employment permit applications from employers evaluated based on compliance to the public service circular number 5 of 2011?

(B)   PUBLIC SERVICE COMMISSION (PSC)

Implementation of Staff Induction Training in the Public Service in Tanzania: Challenges and the Way Forward

PART A: INSTITUTIONAL AFFILIATION

Name of the Institution: ....

Category: (Executive Agency, Independent Department, etc.) ....

....

Parent Ministry...

PART B: INTERVIEW GUIDE QUESTIONS

1.   What is the role of the Public Service Commission on staff induction in the public service in Tanzania?

2.   Do you think that there are any shortcomings or weaknesses in the current guidelines governing the implementation of staff induction training in the public service in Tanzania? If YES explain.

3.   What improvements would you like to recommend on guidelines governing the implementation of staff induction in the public service in Tanzania?

(C)   PUBLIC SERVICE RECRUITMENT SECRETARIAT (PSRS)

Implementation of Staff Induction Training in the Public Service in Tanzania: Challenges and the Way Forward

PART A: INSTITUTIONAL AFFILIATION

Name of the Institution: ....

Category: (Executive Agency, Independent Department, etc.) ....

....

Parent Ministry...

PART B: INTERVIEW GUIDE QUESTIONS

1.   What is the role of the PSRS on staff induction in the public service in Tanzania?

2. Do you think that there are any shortcomings or weaknesses in the guidelines governing the implementation of staff induction training in the public service in Tanzania? If YES explain.

3. What improvements would you like to recommend on existing guidelines governing the implementation of staff induction in the public service in Tanzania?

(D)   GOVERNMENT SECURITY OFFICE (GSO)

Implementation of Staff Induction Training in the Public Service in Tanzania: Challenges and the Way Forward

PART A: INSTITUTIONAL AFFILIATION

Name of the Institution: ....

Category: (Executive Agency, Independent Department, etc.) ....

....

Parent Ministry...

PART B: INTERVIEW GUIDE QUESTIONS

1. What is the role of GSO on staff induction in the public service in Tanzania?

2. Do you think that there are any shortcomings or weaknesses in the guidelines governing the implementation of staff induction training in the public service in Tanzania?

3. What improvements would you like to recommend on guidelines governing the implementation of staff induction in the public service in Tanzania?

(E)   NATIONAL AUDIT OFFICE OF TANZANIA (NAOT)

Implementation of Staff Induction Training in the Public Service in Tanzania: Challenges and the Way Forward

PART A: INSTITUTIONAL AFFILIATION

Name of the Institution: ....

Category: (Executive Agency, Independent Department, etc.) ....

....

Parent Ministry...

PART B: INTERVIEW GUIDE QUESTIONS

1. What is the role of NAOT in auditing compliance with the guidelines governing the implementation of staff induction in the public service in Tanzania?

    - Scope (Whole auditing or sampling) why?

2. Do you think that there are any shortcomings or weaknesses in the guidelines governing the implementation of staff induction training in the public service in Tanzania? If YES explain.

3. What improvements would you like to recommend on the guidelines governing the implementation of staff induction in the public service in Tanzania?

(F)   LOCAL GOVERNMENT TRAINING INSTITUTE (LGTI) A ND INSTITUTE OF JUDICIAL ADMINISTRATION (IJA)

Implementation of Staff Induction Training in the Public Service in Tanzania: Challenges and the Way Forward

PART A: INSTITUTIONAL AFFILIATION

Name of the Institution: ....

Category: (Executive Agency, Independent Department, etc.) ....

....

Parent Ministry..

PART B: INTERVIEW GUIDE QUESTIONS

1. What is the general practice of offering staff induction training to the mandated public service institutions?

2. What is the nature of compliance of the public service institutions to the guidelines governing the implementation of staff induction training in the public service in Tanzania?

3. Do you think that there are any shortcomings or weaknesses in the guidelines governing the implementation of staff induction training in the public service in Tanzania? If YES, explain.

4. What challenges do you encounter in offering staff induction training to the public service institutions?

5. What improvements would you like to recommend on the guidelines governing the implementation of staff induction in the public service in Tanzania?