

## Contribution of Induction Training in Enhancing Performance of New Employees at TARURA and DART in Tanzania

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### ABSTRACT

*This paper examined the contribution of induction training to enhancing the performance of new employees in the public sector of Tanzania. The study was guided by Social Identity Theory, which emphasizes the importance of self-concept derived from group membership. Three dimensions of induction training—building self-identity, developing job engagement, and fostering social integration—were explored to determine their impact on new employee performance in two public offices, namely Tanzania Rural and Urban Roads Agency (TARURA) and Dar es Salaam Rapid Transit (DART) in Dar es Salaam City. A cross-sectional research design was adopted, targeting a population of management and subordinate employees within these offices. A sample of 8 management employees and 40 subordinate employees was selected using a simple random sampling method. Qualitative data were collected through interviews, while quantitative data were gathered via survey questionnaires. The data were analyzed using content analysis for qualitative responses and descriptive statistics, alongside Spearman's correlation analysis, for quantitative data. The findings revealed that both self-identity and job engagement contributed positively to enhancing job performance among new employees at TARURA and DART, though the contribution was modest. Social integration, however, was found to have a significant positive impact on job performance. The study concluded that induction training is crucial for helping new employees build self-identity, develop job engagement, and achieve social integration, which collectively enhance organizational performance. It is recommended that the management of TARURA and DART should focus their induction training programs on these dimensions to optimize new employees' contributions to organizational success.*

**Key words:** DART, Induction Training, Job Engagement, Self-Identity, Social Integration, TARURA

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### I. INTRODUCTION

Globally, the performance of newly recruited employees is regarded as very important to the business organizations, considering that the purpose of recruitment itself is to improve the performances of the specific jobs or business units within the organization concern (Mchele & Shayo, 2020; Nyakundi, 2022). Though performance expected of new employees cannot be assured unless induction training is provided to them in order to help new employees develop self-identity, job engagement, and social integration within the organization (Iguodala-Cole et al., 2020). Mani and Karunya (2017) claim that induction training enabled new employees among Indian organizations to develop self-identity, job engagement, and social integration through the acquisition of necessary knowledge, skills, and job behaviors. Viljanen (2018) supported this view by asserting that induction training among new employees in Finland was associated with performance improvements. He recommended that induction training programs should be developed by including more practical and concrete lessons in order to assist new employees in developing self-identity, job engagement, and social integration as requirements for performance improvements of new employees in the organizations' workplaces.

In Africa, induction training is increasingly becoming a major concern in the public sector, as justified by public sector reforms that have been implemented since the 1990s while focusing on performance improvements of public sector employees, among other things. By implementing induction training, new employees are expected to fit and settle quietly into the systems, structures, and processes of the public organizations, thereby enhancing their performances (Mchele & Shayo, 2020). This was supported by Iguodala-Cole et al. (2020) and Agbo (2021), who showed that induction training significantly influenced staff attitudes and behavior towards organizational performance in Nigerian public organizations. Kebenei (2014) stated that induction training provided new employees with the necessary information about the organization, employer, and their jobs in a Kenyan public organization. This mirrored that self-identity; job engagement and social integration gained through induction enabled new employees to meet expected levels of performance among African organizations (Mchele & Shayo, 2020).

In Tanzania, implementation of induction training for new employees is a subject of high concern among public organizations in an attempt to improve the performance of individuals, teams, and organizations in delivering

public services (Ntamamilo, 2016). Induction training is regarded as a foremost and basic level of training for the new entrants in the public organizations in Tanzania (Ntamamilo, 2016). The purpose of induction training, according to the Standing Order for the Public Service of Tanzania, is to enable new employees to acquire knowledge, basic concepts, and legislation pertaining to public service and work management to enable new employees to adapt to the new job requirements. Mchele and Shayo (2020) showed that induction training was used to inform new employees about their work environment and to improve their job performance at the Open University of Tanzania. Tanzania Rural and Urban Roads Agency (TARURA) and Dar es Salaam Rapid Transit (DART), as newly established public organizations in Tanzania in 2018, were involved in recruitment and implementing induction training to new staff so as to enable them to meet the expected level of performance pursuant to Standing Orders G.1 (8) and (9) of the Standing Orders for the Public Service (2009).

However, there has been limited quantitative evidence on the contributions of induction training to enhancing the performance of new employees in Tanzania's public organizations, which creates an opportunity for the carryout of this research. This is because most of the previous studies that acknowledged the positive contribution of induction training to enhancing the performance of new employees were conducted in other countries, such as Kenya, Nigeria, India, and Finland. Also, methodological differences among previous studies such as Mchele & Shayo (2020) who adopted a qualitative approach, limit comparison or generalization of the findings in quantifying the contributions of induction training to enhancing the performance of new employees among organizations. Against the stated backdrop, this paper examined the contribution of induction training to enhancing the performance of new employees in the public sector of Tanzania, drawing experience from TARURA and DART. The conclusion of this paper is helpful in comprehending the potential benefits of implementation of induction training on the performance of new employees and organizations at large.

### 1.1 Statement of the Problem

Despite various initiatives aimed at improving employee performance in the public sector of Tanzania, including the implementation of induction training programs, new employees continue to face challenges such as low job performance and inadequate integration into the organizational culture. Research by Ibrahim et al. (2019) highlights that while induction training is intended to ease the transition of new employees, many programs lack focus on crucial aspects such as self-identity building, job engagement, and social integration. As a result, these programs often fail to achieve their intended outcomes, leading to issues such as decreased motivation and higher turnover rates (Komba & Mkumbo, 2021). The gap in existing literature and practice lies in the insufficient exploration of how these specific dimensions of induction training contribute to enhancing job performance among new employees in the public sector. This study seeks to fill this gap by examining the effectiveness of induction training in fostering self-identity, job engagement, and social integration and their subsequent impact on the performance of new employees at TARURA and DART in Dar es Salaam City.

### 1.2 Research Objectives

- i. To assess the impact of building self-identity during induction training on the job performance of new employees at TARURA and DART.
- ii. To evaluate the role of job engagement as a result of induction training in improving the job performance of new employees at TARURA and DART.
- iii. To analyze the influence of social integration facilitated by induction training on the job performance of new employees at TARURA and DART.

### 1.3 Research Hypotheses

The study hypothesizes the following:

- H<sub>01</sub>: Building self-identity during induction training has a positive impact on the job performance of new employees at TARURA and DART.
- H<sub>02</sub>: Job engagement developed through induction training significantly enhances the job performance of new employees at TARURA and DART.
- H<sub>03</sub>: Social integration facilitated by induction training has a strong positive influence on the job performance of new employees at TARURA and DART.

## II. LITERATURE REVIEW

### 2.1 Theoretical Framework

This paper conceptualizes the term "new employees" as new hires, new recruits, newcomers, or new joiners, following the definitions by Mani and Karunya (2017) and Mchele and Shayo (2020). Iguodala-Cole et al. (2020)

define new employees as those who have spent between one and four years in an organization. At TARURA and DART, employees who have served the organization for less than four years are also considered new employees. This is due to the requirement that they undergo a one-year probation period and three years at a similar entry job grade before potential promotion, as stipulated by Standing Order D.45 (1) of the Standing Orders for the Public Service (2009). Therefore, these employees must participate in induction training to develop self-identity, job engagement, and social integration, thus becoming effective organizational members (Iguodala-Cole et al., 2020). The Tanzanian government mandates that employers and supervisors at TARURA and DART ensure new employees receive training to acquire knowledge, basic concepts, and legislation related to public service and work management (Standing Orders for the Public Service of Tanzania, 2009).

Induction training is argued to develop the self-identity of new employees, manifested by feelings of self-efficacy, prestige, and loyalty to the organization and work teams (Tajfel, 2015). Additionally, induction training enhances job engagement, leading to high commitment, job satisfaction, and role clarity for new employees. It also facilitates social integration, enabling new employees to establish relationships and a sense of belonging within the organization (Iguodala-Cole et al., 2020). These outcomes—self-identity, job engagement, and social integration—are crucial for improving job performance (Agbor & Okon, 2019). Performance is measured as the effectiveness of new employees in executing their jobs relative to expectations (Mohammad et al., 2014).

Several theories have explained the relationship between induction training and job performance, including uncertainty reduction theory by Falcione and Wilson (1988), TPI-theory of induction by Adam (2010), and onboarding theory by Tajfel (2015). This paper adopts the Onboarding Theory for its comprehensive explanation and prediction of how induction training impacts job performance through self-identity, job engagement, and social integration. Tajfel (2015) posits that a person's self-identity is closely linked to the group they associate with, and in a workplace context, individuals satisfied with their jobs and committed to their organization are likely to perform better. Onboarding Theory suggests that induction training yields both short-term outcomes, such as self-efficacy, role clarity, and social integration, and long-term outcomes like organizational commitment and job satisfaction (Iguodala-Cole et al., 2020).

This paper, grounded in Onboarding Theory, examines the contribution of induction training to enhancing the performance of new employees by focusing on self-identity, job engagement, and social integration (Tajfel, 2015; Iguodala-Cole et al., 2020).

## **2.2 Empirical Review**

### **2.2.1 Impact of Building Self-Identity during Induction Training on Job Performance**

Mani and Karunya (2017) conducted a study analyzing the induction training process and its impact on new hires at an IT service company in India. The study found that induction training played a crucial role in enhancing new employees' job performance by fostering a strong sense of self-identity. The research demonstrated that employees who felt a strong sense of self-efficacy, prestige, and loyalty to their organization exhibited higher job performance. However, it was noted that satisfaction with induction training decreased after its completion, suggesting a need for continuous support. Though this study focused on the private sector, its findings are relevant to TARURA and DART as they emphasize the importance of self-identity in improving job performance.

Viljanen (2018) explored the effect of induction programs on employee performance in public organizations in Finland. The study employed quantitative methods and found that induction training significantly contributed to building self-identity among new employees, which in turn positively impacted their job performance. The study recommended improvements in the design of induction training to enhance its effectiveness in fostering self-identity. This finding supports the objective of assessing how building self-identity during induction training influences job performance at TARURA and DART.

### **2.2.2 Role of Job Engagement as a Result of Induction Training in Improving Job Performance**

Iguodala-Cole et al. (2020) examined the effects of induction on new recruits in industrial organizations in Nigeria. The study, which surveyed 160 new recruits, highlighted that induction training significantly enhanced job engagement by providing role clarity and increasing commitment among new employees. The study found that engaged employees were more likely to meet or exceed job performance expectations, demonstrating the crucial role of job engagement in improving job performance. This finding is directly relevant to TARURA and DART, where job engagement resulting from induction training is expected to enhance the job performance of new employees.

Agbo (2021) studied the impact of induction training on employee profitability and effectiveness at Abia State Polytechnic in Nigeria. The study revealed that induction training positively influenced job engagement, which in turn was significantly related to the effectiveness of new employees. The research suggests that job engagement is a critical factor in improving job performance, aligning with the objective of evaluating how job engagement, as a result of induction training, influences job performance at TARURA and DART.



### 2.2.3 Influence of Social Integration Facilitated by Induction Training on Job Performance

Iguodala-Cole et al. (2020) also explored how social integration, facilitated by induction training, impacted new employees' performance in Nigeria. The study found that social integration, defined as the establishment of new relationships and a sense of belonging within the organization, was critical for new employees' adaptation and overall job performance. Employees who successfully integrated into their work environment were more likely to perform well, highlighting the importance of fostering social connections during induction training. This finding is relevant to TARURA and DART, where social integration is expected to play a key role in enhancing new employees' job performance.

Mchele and Shayo (2020) investigated how induction training at the Open University of Tanzania facilitated social integration among new employees. The study employed a qualitative approach and found that induction training was instrumental in helping new employees integrate into the workplace, leading to improved job performance. The research emphasized the need for continuous feedback and sufficient time allocation for orientation programs to ensure effective social integration. While the study focused on a single public organization, its findings underscore the importance of social integration to enhancing job performance, which is a key focus at TARURA and DART.

Even though the above research may be regarded as classical research explaining induction training and performance of new employees in Tanzania, its focus on single public organizations, qualitative approach used, and selected variables (theoretical knowledge, practical knowledge, and integration at the workplace) limit generalization of the findings across Tanzania's public organizations as well as detailed and quantitative analysis of the contribution of induction training on the job performance of new employees. In order to bridge the above research gap, this paper deployed a quantitative approach to examine the contribution of induction training (building self-identity, job engagement, and social integration) to enhancing the performance of new employees in the public sector of Tanzania, drawing experience from TARURA and DART. In pursuit of the above rationale, the paper developed the conceptual framework shown in Fig. 1, which regards three constructs of induction training, namely self-identity, job engagement, and social integration, as the independent variables and the job performance of new employees as the dependent variable (Tajfel, 2015; Iguodala-Cole et al., 2020). Definitions and measurements of the construct of the conceptual framework are as shown in Table 1.

**Table 1**  
*Variables and Measurement*

S/N	variables	Item indicators	Measurements	Citations
1	Self-identity	Self-efficacy	Likert scale of 5 options	Tajfel (2015) and Iguodala-cole et al. (2020).
		Prestige		
		Loyalty		
2	Job engagement	Commitment	Likert scale of 5 options	Tajfel (2015) and Iguodala-cole et al. (2020).
		Job satisfaction		
		Role clarity		
3	Social integration	New relationships	Likert scale of 5 options	Tajfel (2015) and Iguodala-cole et al. (2020).
		Belongingness		
		Comfortableness		
4	Job performance	Job execution	Likert scale of 5 options	Tajfel (2015) and Iguodala-cole et al. (2020).
		Attainment of predestined results		
		Attainment of expected level of job performance		

A Likert scale was employed to measure the various indicators across the four main variables: self-identity, job engagement, social integration, and job performance. Respondents rated their agreement with each statement on a 5-point scale, where 1 represented "Strongly Disagree," 2 "Disagree," 3 "Neutral," 4 "Agree," and 5 "Strongly Agree." This scale was applied consistently across all item indicators, including self-efficacy, prestige, loyalty, commitment, job satisfaction, role clarity, new relationships, belongingness, comfortableness, job execution, attainment of predestined results, and attainment of the expected level of job performance.

## III. METHODOLOGY

### 3.1 Research Design and Approach

This paper adopted a survey design as it collected comparable large volumes of research data in multiple research areas to accurately portray the behavior of research variables or problems (Bernard, 2018). Besides, a mixed research approach was used by this paper, which normally uses both quantitative and qualitative research approaches to collect



and analyze the data in order to measure and adequately explain the behavior of the research phenomenon (Mbwambo & Lyamuya, 2021).

### 3.2 Research Area and Population

The area of this research was at TARURA and DART offices in Dar es Salaam City, Eastern Zone of Tanzania, which were founded in 2018 as the Agencies of the Government of Tanzania. At the time of this research, all employees in the above organizations were new employees because they had not served the respective organization above 4 years (Iguodala-Cole et al. 2020). So, all of them attended induction training and could inform a manner in which induction training enabled them to build self-identity, job engagement, and social integration as the factors of improving their performances.

### 3.3 Sampling Techniques and Sample Size

This paper used a probability sampling technique whereby a sample of management member employees and subordinate employees of TARURA and DART were selected using a simple random sampling method. The sample size was based on Kerlinger (2004), who recommends that the ideal sample should be between 10% and 30% of the total population. This paper used 30% of a total population of 26 management and 136 non-management employees in both TARURA and DART, which gave a sample of 8 management member employees and 40 subordinate employees.

### 3.4 Data Collection Method and Instrument

This paper used the face-to-face interview method along with the Interview Guide instrument to collect qualitative data from 8 management member employees. According to Bernard (2018), interviews are useful in gathering narrative or written data in statement form that enable a deeper understanding of the phenomenon from the perspectives of the respondents. Also, the paper used a survey questionnaire instrument, which was completed by 40 subordinate employees. The items that were used to formulate the questions in the questionnaire were adapted from onboarding theory and reviewed literature. A Likert scale of 5 options was adapted in order to rate the responses of the respondents on each question, whereby 1 = extremely not true of me, 2 = not true of me, and 3 = neither true nor untrue of me. 4 = true of me, 5 = extremely true of me.

### 3.5 Data Analysis

This paper deployed both quantitative and qualitative methods to analyze quantitative data and qualitative data, respectively. Before embarking on quantitative and qualitative data analyses, the data were processed to check the completeness of the questionnaires, and all contained complete responses. The data were coded by assigning numbers as the tags and recording them in Statistical Package for Social Sciences (SPSS) program version 25. However, the interview data were processed by checking the accuracy of the written statements on each question by the interviewed respondents in the notebook.

#### 3.5.1 Quantitative Data Analysis

Descriptive analysis was used to analyze the data for the age, sex, education level, and work experience of the respondents. Also, it was used to analyze data for the responses of the respondents on self-identity, job engagement, and social integration gained through induction training in relation to enhancements in job performances. The results were presented using the tables of numbers of minimum and maximum responses, sum scores, mean values, and standard deviations (SD). Further analysis used a Spearman Correlation Analysis to obtain an association between induction training variables (self-identity, job engagement, and social integration) and the job performance of new employees (Dawson, 2002).

#### 3.5.2 Qualitative Data Analysis

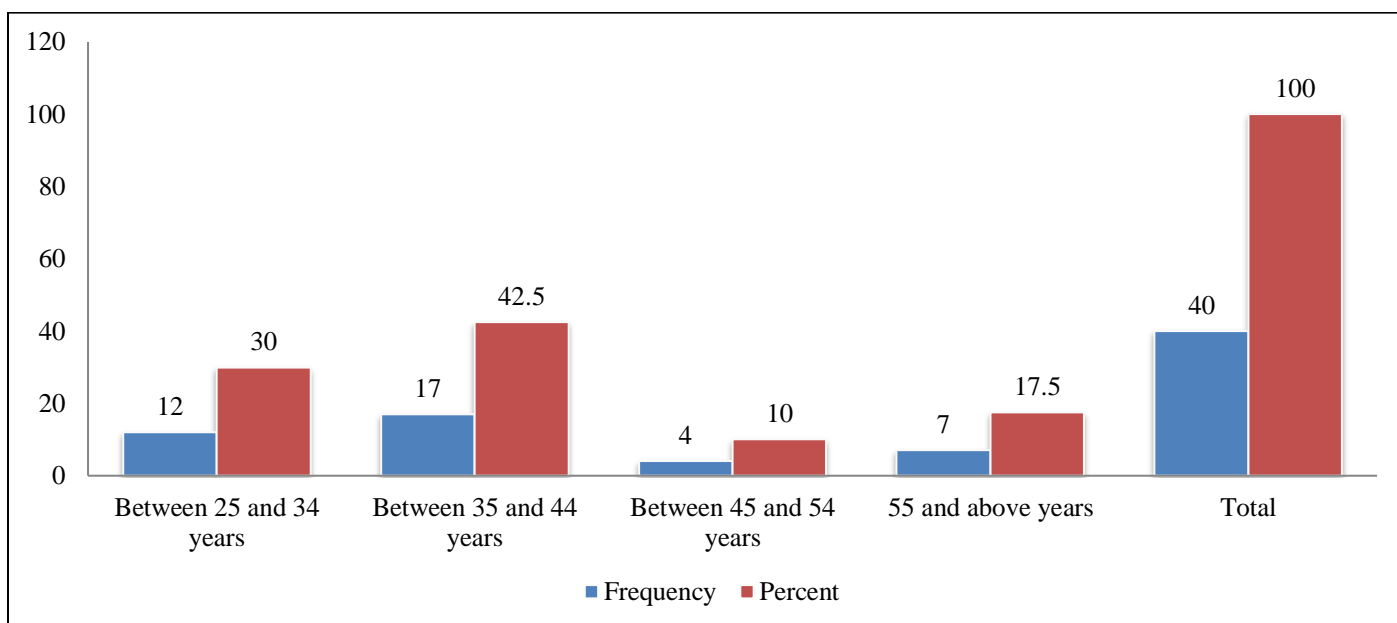
Qualitative data analysis used contents analysis to explain the meaning among the spoken data by considering the intensity and relevance of the information on the subject matter. The data were presented through logical explanations, comparisons, and discussion as recommended by Kombo and Tromph (2006). According to Bernard (2018), the masking codes should be used as identifiers of the opinions of the interview participants in order to ensure their privacy/confidentiality and anonymity as one of the ethical dimensions. So, this paper used the following masking codes: TA1, TA2, and TA3 for three participants who were from TARURA, and DA1, DA2, DA3, DA4, and DA5 for five participants who were from DART.

## IV. FINDINGS & DISCUSSIONS

### 4.1 Demographic Characteristics of the Respondents

#### 4.1.1 Distribution of the Respondents by Age

Data for age of all 40 respondents was analysed using descriptive statistics and results were as shown by Figure 1.



**Figure 1**

*Distribution of the Respondents by Age*

Figure 1 shows that 30% of the respondents were between 25 and 34 years old, 42% of the respondents were between 35 and 44 years old, 10% of the respondents were between 45 and 54 years old, and 17.5% of all respondents were 55 years old and above. So, respondents of different age groups incorporate different perspectives in the research data to increase trustworthiness of the findings of this paper.

#### 4.1.2 Distribution of the Respondents by Gender

The data for gender was analyzed by means of descriptive statistics and the results were as presented in Table 2

**Table 2**

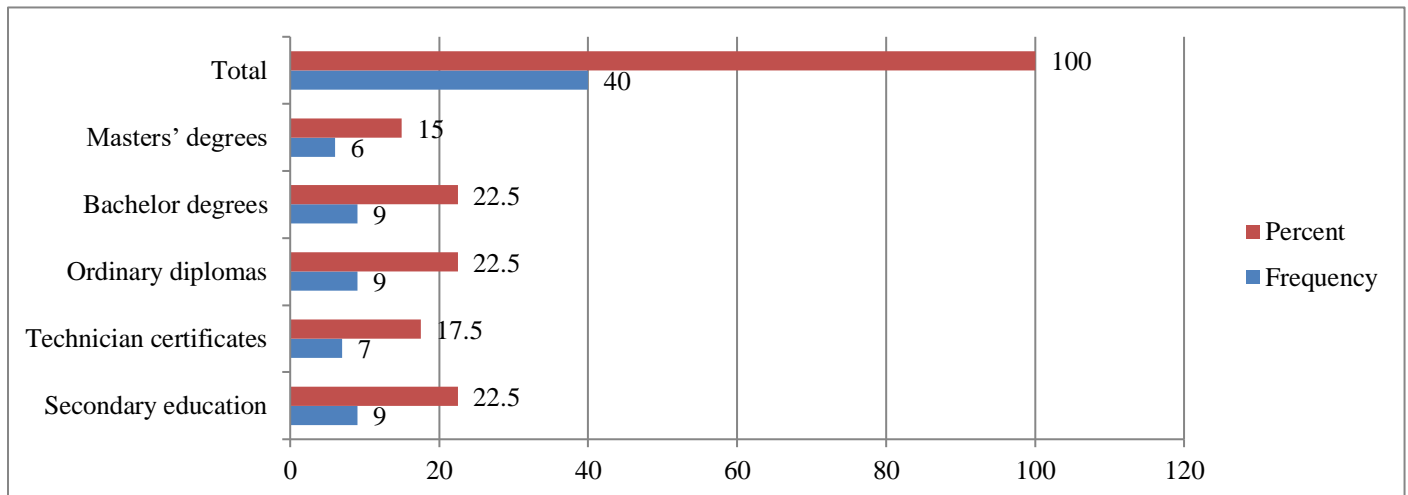
*Distribution of the Respondents by Gender*

Classification	Frequency	Percent
Male	33	82.5
Female	7	17.5
Total	40	100.0

Based on Table 2, 82.5% of all respondents were male and the rest 17.5% were female. Having both male and female respondents increased validity of the data because they incorporated their different perspectives on the subjects of this research.

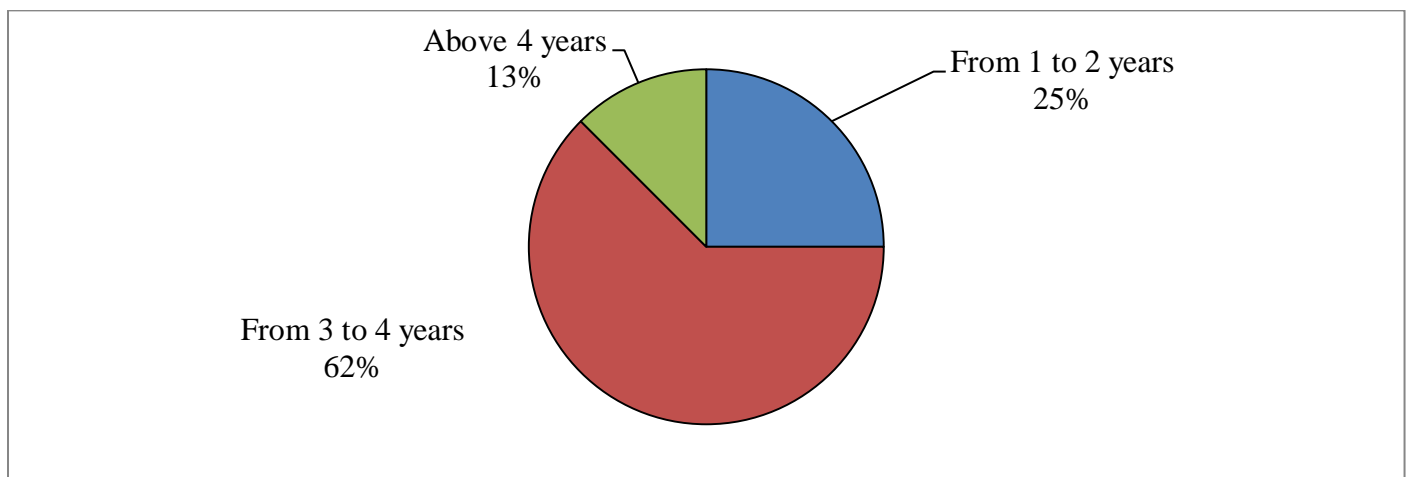
#### 4.1.3 Distribution of the Respondents by Education level

Analysis of the data for education levels and generated the results shown by Figure 3.



**Figure 2**  
*Education Levels of the Respondents*

According to Figure 3, the minimum education level of the respondents was secondary education (22.5% of all respondents). Meanwhile, those who had technician certificates were 17.5% of all respondents, holders of ordinary diplomas were 22.5% of all respondents, holders of bachelor degrees were 22.5% of all respondents, and the holders of a master's degree, which was the highest education level, were 15% of all respondents. The above education levels suggest that all of the respondents attended and completed formal education, which increased their understanding of the questions that they were asked by this research to provide accurate, true, and reliable research data.



**Figure 4**  
*Work Experience of the Respondents in Years*

Figure 3 portrays that 25% of all respondents had worked for the respective employing organization for 1 to 2 years. Also, 62% of the respondents had worked for 3 to 4 years. Meanwhile, the rest, 13%, had worked in the organizations for over 4 years. The implication of the above data is that the majority of the respondents were new at workplaces of TARURA and DART; hence informants on how induction training that they attended enhanced their performances at workplaces in the respective organizations.

#### 4.2 Contribution of Induction Training on Job Performance

The paper examined the contribution of induction training to enhancing the job performance of new employees at TARURA and DART. In pursuit of this, the data for induction training variables, namely, self-identity, job engagement, and social integration, were correlated with the data for enhancement of job performances, which was a dependent variable, and the results were as shown in Table 3. Further analysis involved contents analysis of the interview data from a similar research subject.



### 4.2.1 Influence of Building Self-Identity in Enhancing Performance

The paper examined the influence of building self-identity through induction training in enhancing performance of new employees at TARURA and DART. All 40 respondents gave their responses on four statements which described self-identify and job performance through the questionnaires. A summary of the responses on the statements which described self-identify and job performance were as shown by Table 3

**Table 3**  
*Descriptive Statistics of the Data on Self-Identify and Job Performance*

Variables	Statements	N	Min.	Max.	Sum	Mean	SD
Self-identity	Enabled me to build recognition as a member of the teams, groups and community of the organization.	40	1	5	176	4.40	1.01
	Becoming very confident in my new job at this organization.	40	1	5	174	4.35	0.92
	Feeling very prestigious as a member of this organization.	40	2	5	168	4.20	0.79
	Feeling very loyal to this organization.	40	1	5	182	4.55	0.93
Enhanced job performance	Executing assigned jobs to the great extent.	40	1	5	170	4.25	1.04
	Meeting the expectations of the assigned job.	40	1	5	163	4.07	0.92
	Attaining planned results of the assigned job.	40	1	5	168	4.20	0.88
	Attaining expected level of performance for my job.	40	1	5	171	4.28	0.91

The descriptive statistics presented in Table 3 reveal that respondents generally rated highly on statements related to self-identity and job performance. For self-identity, means ranged from 4.20 to 4.55, indicating strong feelings of recognition, confidence, prestige, and loyalty among employees. Similarly, for job performance, means ranged from 4.07 to 4.28, reflecting high levels of job execution, meeting expectations, and achieving planned results. The standard deviations suggest some variability in responses but overall indicate positive perceptions of self-identity and job performance among the new employees at TARURA and DART.

### 4.2.2 Contribution of building Self-identify on Job Performance

A Spearman’s Correlation analysis was used to correlate the data for self-identify (independent variable) and enhancement of job performance (dependent variable). The value of correlation coefficient (r) was 0.343 at significant level = 0.05. This entailed that building self-identity through induction training was positively correlated with enhancement of job performance of new employees at TARURA and DART. Further analysis involved contents analysis on interview data opined by TA1, T2, TA3, DA1 and DA5 who supported the above results by informing that induction training was the means which new employees developed self-identify easily by enabling them to adapt the culture and guiding principles of the organization which in turn improved job performance.

**Table 4**  
*A Matrix of the Correlation Coefficients among Research Variables*

Variables	Enhanced job performance	Self-identify	Job engagement	Social integration
Enhanced job performance	1.000			
Self-identity	0.343*	1.000		
Job engagement	0.194*	0.402*	1.000*	
Social integration	0.637**	0.062	.420**	1.000

\*. Correlation is significant at the 0.05 level (2-tailed).  
\*\*. Correlation is significant at the 0.01 level (2-tailed).

#### 4.2.2.1 Contribution of Developing Job Engagement on Job Performance

A Spearman’s Correlation analysis was used to determined association between the data for developing job engagement (independent variable) and enhancement of job performance (dependent variable). The value of correlation coefficient (r) = 0.194 and a significant level = 0.05. This suggested that developing job engagement through induction training was positively correlated with enhanced job performance of new employees at TARURA and DART. Again, the contents analysis was used to analyze interview data shared by TA1, TA3 and DA3 on above research subject and the results supported that induction training helped new employees to develop job engagement at TARURA and DART which enabled them to execute the assigned jobs to the great extent, meet the expectations of the assigned jobs, attain planned results of the assigned jobs and attain expected levels of performance of their jobs.



#### 4.2.2.2 Impact of Social Integration in Enhancing Job Performance of New Employees

This paper wanted to assess the impact of social integration through induction training in enhancing performance of new employees at TARURA and DART. In chase of this, Spearman's Correlation analysis of the data for social integration (independent variable) and enhancement of job performance (dependent variable) was performed. The correlation coefficient obtained was = 0.637 at a significant level = 0.01. This suggested existence of positive and strong correlation between social integration through induction training and enhanced job performance of new employees at TARURA and DART. Through contents analysis of the views by participants DA2 and TA1 the paper found out that all participants were of similar views that social integration was crucial factors for enhanced job performances among new employees at TARURA and DART. DA1 clarified that being integrated into social groups was very essential for job performance of new employees because the jobs were not done while new employees are isolated from peers, customers or superiors. So, they needed to be integrated in the social groups at workplaces at TARURA and DART for better job performance.

#### 4.3 Discussions

Based on this paper, the self-identity of the new employees influenced job performance positively, but to a lesser extent, at TARURA and DART. The paper supported Onboarding Theory, which posts that a person's self-identity is linked to the group that he or she is associated with (Tajfel, 2015). Also, the research findings agreed with Salau et al. (2014), who examined how induction training motivated staff to be committed towards organizational effectiveness in Olabisi University in Nigeria. Their findings showed that induction training positively and significantly influenced staff behavior towards organizational effectiveness. Staff behavior in the context of this paper refers to self-identity, such as sharing behavior with the members of the teams, groups, and community that new employees were affiliated with at TARURA and DART.

Also, based on this paper, job engagement contributed towards enhanced job performance positively and slightly at TARURA and DART. This is in line with the Onboarding Theory, which posts that onboarding training should equip new employees with engagement attitudes such as organizational commitment or satisfaction in order to enhance their job performances (Iguodala-Cole et al., 2020). Also, this paper is consistent with research done by Mani and Karunya (2017), who analyzed the induction training process and satisfaction level of the joiners towards the induction training process at an IT service company in India. They reported that induction training was a good strategy for enhancing the performance of the new employees of the company. Also, Agbo (2021) showed that induction training was positively and significantly related to the effectiveness of new employees at Abia State Polytechnic in Nigeria. At TARURA and DART, job engagement gained during induction training enabled new employees to execute the assigned jobs to the greatest extent, meet the expectations of the assigned jobs, attain planned results of the assigned jobs, and attain expected levels of performance of their jobs.

Again, according to this paper, social integration had a positive and enormous impact on the job performance of new employees. This supports the Onboarding Theory, which explains that onboarding training is the key to the social integration of new employees, who in turn are likely to perform better in their assigned responsibilities (Tajfel, 2015). Also, the Onboarding Theory considers social integration as new relationships that new employees form and how comfortable they are in those relationships, which in turn deter or foster job performance (Iguodala-Cole et al., 2020). Also, the paper is in line with research by Iguodala-Cole et al. (2020) based in Nigeria. They demonstrated that induction training had a significant impact on the adjustment of recruits. The researchers explained adjustments by new employees to mean coping with the new co-workers by recruits, which in turn enhanced the performance of recruits. In this paper, adjustments by new employees simply mean social integration, which also suggested the existence of a positive and high impact on job performance at TARURA and DART in all measures, namely, job execution, attainment of predestined results, and attainment of the expected level of job performance.

### V. CONCLUSIONS & RECOMMENDATIONS

#### 5.1 Conclusions

This paper draws the conclusion that induction training serves as the strategy of building self-identity, developing job engagement, and social integration among newly recruited employees as far as TARURA and DART concern. The gained self-identity, job engagement, and social integration contributed positively to enhancing the performance of new employees. However, social integration gained by new employees through induction training tends to contribute positively and greatly towards job performance enhancement compared to self-identity and job engagement. That is to say, social integration accompanies the abilities of new employees to execute assigned jobs to the greatest extent, meet the expectations of the assigned jobs, attain planned results of the assigned jobs, and attain expected levels of performance of their jobs. Therefore, this paper suggests that induction training should be designed

in a manner that facilitates building self-identity, fostering job engagement, and creating social integrations so as to ensure enhanced job performance of new employees.

## 5.2 Recommendations

It is recommended that TARURA and DART design induction training programs that comprehensively address the development of self-identity, job engagement, and social integration among new employees, with particular emphasis on fostering social integration due to its significant impact on job performance. By incorporating team-building activities, clear role definition, mentorship, and opportunities for early involvement in meaningful projects, these programs can create a supportive environment that accelerates adaptation, motivation, and overall performance of new employees. Continuous monitoring and feedback should also be integrated to ensure the induction programs remain effective and responsive to the needs of new hires.

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