

An assessment of induction and orientation programs in the North West Department of Health.

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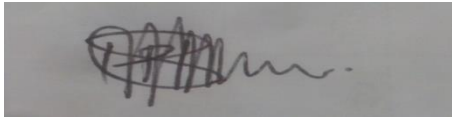
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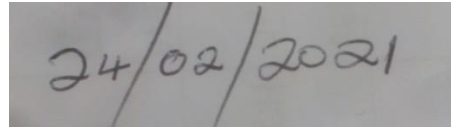
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|----------------|---|
| APP | : Annual Performance Plan |
| AR | : Annual Report |
| COC | : Code of Conduct |
| DPSA | : Department of Public Service and Administration |
| HOD | : Head of Department |
| HRD | : Human Resource Development |
| M&E | : Monitoring and Evaluation |
| MMS | : Middle Management Service |
| NWDH | : North West Department of Health |
| NWU | : North West University |
| OHS | : Occupational Health and Safety |
| SAQA | : South African Qualification Authority |
| SETA | : Sector Education and Training Authority |
| SMS | : Senior Management Service |
| SPSS | : Statistical Package for the Social Science |
| T&D | : Training and Development |

DECLARATION

I, the signatory NXEBA GODFREY PLATA (25365177), confirms that the contents of this dissertation for Master's Degree at North West University has been composed entirely by myself and is solely the results of my own work and have not been submitted for any other degree or professional qualification elsewhere. I also declare that the materials used in this study have been acknowledged.



Signature



Date

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DEDICATION

I would like to devote this Master's dissertation to the following individuals:

- My grandmother (Liziwe Mfunanwa), thank you for always supporting and encouraging me to continue with my studies.
- My daughter (Nombulelo Keabetswe), thank you for sacrificing our valuable family time when I was undertaking this study, I salute you.

ABSTRACT

Every worker at any organisation has to be inducted on new responsibilities. Induction and orientation program is referred to as a key aspect of any institution to prepare the new, transferred or existing workers for the new labour market. Therefore, it is very important for organisations or employers to plan, design, implement and monitor an induction and orientation programme that caters for the needs of its workers. There are very good legislations and policies on recruitment, selection, induction and orientation programs. However, reports have been made and several scholars have highlighted that induction and orientation is of concern in the North West Department of Health.

The aim of this study was therefore to assess the effectiveness of induction and orientation programs in the North West Department of Health. The four objectives of the study were: (1) to determine the impact of induction and orientation programs at the Department of Health, (2) to determine employee's satisfaction and commitment with regard to the implementation of induction and orientation programs. The other objectives were, (3) to outline challenges faced by the department in implementing the induction and orientation programs; and (4) to present suggested strategies which may be implemented to address the problem of induction and orientation programs in the North West Department of Health.

This study is descriptive in nature; the researcher opted for survey design and quantitative research method. Random sampling technique was utilized during sampling process, and 144 employees were sampled from a population of 288 administrative employees on the current organisational structure. Closed-ended questions were used as technique to collect data and SPSS version 26 was used to analyse data.

Findings of this study revealed that the planning, designing, organising, implementing and monitoring of induction and orientation program in the North West Department of Health is poor. This is supported by scholars on previous studies and 35% of the respondents in this study indicated that the program lacks proper planning. 38% of employees indicated that they were not satisfied with how the department implement induction and orientation programs. Analysis of the results of this study indicated that 35% of the respondents strongly disagree that the current induction and orientation program in the department provides an excellent opportunity for new employees to learn comprehensively about the organisation.

CHAPTER ONE

1. INTRODUCTION

Induction and orientation programs refers to essential phase of work training program and it assist newly appointed employees to obtain knowledge, attitudes, culture, organisational policies, and behaviours they need to adapt and uphold in the new working environment (Leatherbarrow & Fletcher, 2014: 61). The induction and orientation process is normally about sharing information with regard to organisational mandate, structure, culture, vision; mission, objectives and overview of work facilities/premises during the first week and month after the newly appointed employees have resumed work (Salau, Falola, & Akinbode, 2014: 47).

Continuous departmental induction and refresher trainings are important to address the risk of poor data quality which causes lack of capacity at institutional level i.e. at the North West Provincial Department of Health (2018/19) (NWDH henceforth) and Annual Performance Plan (2018: 84), (APP henceforth). El-Shamy (2016: 22) stresses that an effective induction program brings benefits such as higher job satisfaction, lower labour turnover and greater commitment to values and goals. The organisation experiences higher performance because employees learn about the needs of the organisation quicker, and they commit fewer costly and time-consuming mistakes. Also, employee absenteeism is a reduction. Customers are given better service through heightened productivity, and the relationships between managers and subordinates improves. Employees have a better understanding of the organisational policies, goals and procedures.

It is the responsibility of human resource management, and other relevant sections within the department to coordinate induction process and orientation programs in an efficient and effective manner (Cheung & Kun Ma, 2010: 243). In addition, it is important for new employees to have accurate information about the work. Therefore, during first weeks of appointment, the organisation must begin the process of promoting awareness on relevant legislation applicable in the labour market to avoid regulatory breaches by new employees (Durai, 2010: 172). Effective and well-coordinated induction process can have positive impact on the performance of the public servant which will in the process improve service (Kumar, 2011: 127).

NWDH is one of South African organisations that are always tested to draw in people who will increase the value of the department and add to authoritative achievement in service delivery. Finding capable individuals who will fit in with the organisation's culture, vision and key objectives is not generally easy. This assessment is especially genuine in South Africa, where there is intense lack of competent individuals who will ensure sound administration and improve the status of service delivery in the province.

2. BACKGROUND OF THE STUDY

North West Department of Health is situated in Mahikeng, the capital city of North West Province, and is in Ngaka Modiri Molema District Municipality. The mission of the North West Department of Health is to provide accessible, impartial and integrated quality health services. The department is responsible for health services in all four-district municipality namely: Ngaka Modiri Molema District, Dr Kenneth Kaunda District, Bojanala Platinum District and Dr Ruth Segomotsi Mompati District. The province has 17 district hospitals which service an estimated population of 3 856 174 (Stats SA, 2017: 18).

In North West Province, particularly the department of Health, staff induction and orientation for newly appointed, promoted and transferred employees is conducted in an inefficient and ineffective manner, which result in labour attrition, non-compliance, discouragement and weakened community care or services rendered by the department, which also renders the employees dissatisfied (Matshego, 2007: 133; Public Service Commission Report, 2011).

Currently, government departments and public entities are trying to pay special attention on how to conduct decent induction and orientation programs, and promote induction policies that address strategic plan to advance the public servant's performance, productivity and staff turnover (Carrell, Elbert & Hatfield, 2018: 241).

According to NWDH APP (2018/19), NWDH has still not been able to develop and keep a continuous departmental orientation and induction program to achieve the strategic objective, which is to strengthen health information systems, objective and compliance to induction policy by 2020 (NWDH APP, 2018: 84). As a result, the department experiences high employee turnover because of job dissatisfaction, early challenges experienced by new employees which them to perform poorly.

The Code of Good Practice on Integration of Employment Equity (2005: 12) asserts that the induction process is an obligatory route in public sector. Induction is a process of exposing new employees to the work in an environment coordinated by human resource management/development. The process is about sharing information with regard to organisational mandate, culture, vision, mission, objectives and new employees to work facilities/offices during the first weeks after they are appointed. Induction helps the organisation to promote awareness on legislative framework governing the labour market and helps reduce regulatory breaches and emphasis on the responsibilities of new employees (Salau *et al.*, 2014: 47).

Good Practice on Integration of Employment Equity (2005: 12) further contents that all newly appointed public servants must learn about the departmental culture, statutory mandate, shared vision, mission, objectives, norms, ethics, values, roles, as well as their responsibilities. In the South African government, all new employees should be provided with relevant and accurate information, in order to be successful in their particular roles as administrators. It should be noted that the new staff members needs to understand how they can contribute to the total operation of the department.

According to Warnich, Carrell, Elbert & Hatfield (2018: 241) supported by Durai (2010: 172), a well-coordinated induction process and orientation program in an organization can effectively ensure diversity in the workplace. Diversity includes acceptance and respect. Diversity refers to the understanding and recognizing that every person is unique, and each one is different. It also includes race, age, socio-economic status, physical abilities, beliefs (political and religious) and ethnicity. New employees need to understand, tolerate and embrace one another and the old staff, so as move progressively (Patrick & Kumar, 2012: 1).

Staff turnover causes unwelcome expense for South African government departments; it interrupts service delivery, which may result in the collapse of the system. Therefore, this study investigates and assesses the effectiveness of induction and orientation programs that are currently conducted in the NWDH.

3. SIGNIFICANCE OF THE STUDY

- The study will be beneficiary with regard to recommendations on strategies to overcome challenges, improve retention and lower staff turnover.
- It will assist the department to comply with Good Practice on Integration of Employment Equity and other relevant pieces of legislations.
- It will benefit the department by providing best ways for planning, designing, implementing and monitoring induction and orientation program in future.
- The study also intends to determine the satisfaction of employees in the organisation, with regard to the implementation and monitoring of induction and orientation programme.

4. PROBLEM STATEMENT

There is inefficient and ineffective implementation of departmental induction and orientation programs in NWDH. NWDH (2018/19) and APP (2018: 84) indicate that there is poor data quality caused by lack of capacity at institutional level. The 2018/19 APP further indicated that there is a need to conduct continuous departmental training and induction programs on data management, refresher training and other development programmes. APP also indicated that poor induction and orientation program hinders the strategic objective, which was to strengthen health information systems by 2020.

According to Public Service Commission Report (2011) titled “*An Assessment of the State of Professional Ethics in the North West Provincial Government*”, NWDH conducted induction and orientation programs in an ineffective and inefficient manner.

The PSA report (2011: 20) indicated that North West Provincial Department of Health failed to provide new and transferred employees with a copy of the Explanatory Manual on the Code of Conduct (the manual contains a copy of the Code of Conduct and detailed explanations of the various aspects of the COC). Matshego (2007: 133), PSA (2011: 20) and NWDH APP (2018: 84) maintain that North West Department of Health has still not been capable of developing and upholding a long-lasting orientation program to accomplish departmental mandate, objectives and compliance to induction policy.

5. RESEARCH QUESTIONS

- What is the impact of induction and orientation programs at the production level of the Department of Health?
- Are employees satisfied and committed with regard to the implementation of induction and orientation programs?
- What are challenges faced by the North West Department of Health in implementing induction and orientation program?
- Which strategies can be implemented to address the problem of induction and orientation program in the department of Health?

6. AIM AND OBJECTIVES OF THE STUDY

6.1. Aim of the study:

The aim of this study was to assess the effectiveness of the current induction and orientation programs in the provincial office of the NWDH.

6.2. Objectives of the study are to:

- Determine the impact of induction and orientation programs at the Department of Health's production level.
- Determine employee's satisfaction and commitment with regard to the implementation of induction and orientation programs.
- Outline challenges faced by the department in implementing the induction and orientation programs.
- Present suggested strategies to be implemented to address the problem of induction and orientation program in the Department of Health.

7. RESEARCH DESIGN AND METHOD

According to Creswell (2014: 106), research design is the structure of the research, which guides the study strategy by explaining an action plan from the research questions to the conclusion. Normally, research design is the overall configuration of the study, which stipulates what type of data will be collected, from where and how such data will be interpreted, as well as how the collected data will be analysed - which provides answers to the research questions (Plano Clark, 2011: 75).

The researcher opted for non-experiment or survey designs because the study is descriptive in nature. A survey design was utilised to collect accurate and relevant information. The researcher selected the survey technique because of its ability to accommodate a large sample size at a comparatively low cost, and is fast and simple to administer in large population (Zikmund, Babin, Carr & Griffin 2010: 220).

The survey design is the most appropriate plan for the study because the study focuses on the assessment of the current status quo towards the implementation of induction and orientation programs in the NWDH. Survey design provides a comprehensive description of the current situation in the department, and enables the researcher to gather data using closed-ended questions and utilize Statistical Package for the Social Science (SPSS) version 26 for data analysis, which is a computer programme used for statistical analysis (Aldrich, 2018: 27).

The researcher implemented quantitative research technique. Quantitative research method refers to a way of gathering arithmetical information, as well as examining it by using arithmetical approaches. For instance, questionnaires are categorized under quantitative research since the analysis part of it has to be numerical and includes numbers (Bless, Higson-Smith & Sithole, 2013: 56). The instrument used to collect primary data consisted of a questionnaire from sampled employees who attended departmental induction and orientation programs. The researcher opted for closed-ended type of questions to collect accurate data from the respondents.

The researcher also used secondary data by means of reading and understanding linked literatures, published reports, books, previous research and articles. A literature review was assumed to verify that the investigator familiarise himself with past investigations, the findings, as well as recommendation.

8. POPULATION AND SAMPLING

8.1. Population

It is impractical to include all individuals of the population in one empirical research; consequently picking the participants in a survey is a significant matter (Hennink, Hutter, & Bailey, 2020: 16). Population consists of people to whom the study could be generalised (Fox & Bayat, 2008: 51). In this study, population refers to only administrative employees in the provincial office of NWDH. The targeted staff for this study included the administration staff only, medical or clinical workers were excluded because they have their own establishment. According to 2020 Persal Data-Base, which was updated during the cause of this study, the department have total number of 288 administration posts filled on the current organisational structure. Therefore, the target population for the study consisted of $N= 288$ administrative employees. This includes the permanent, temporary and contract workers who attended induction and orientation programme. These samples were extracted from Persal record to determine employees who attended the induction and orientation program.

8.2. Sampling

Sample is defined as the subdivision of individuals from the populace who will take part in the recent project (Maree, 2016: 163). The researcher sampled 144 employees as respondents which he extracted from a population of 288 employees on the current structure. The sample size of 144 was adequate for the kind of study intended as the administrative staff consisted of 288, therefore the sample is thus above the average.

The researcher sampled 144 employees who attended induction and orientation/training program to participate in this study, including all levels of management (top, middle and lower levels). A random sampling method was used. Time and logistical factors dictate the use of the methods indicated. 144 sampled employees from a population of 288 represented all levels of management. The breakdown of sampling is discussed in details in chapter 3.

9. DATA COLLECTION AND ANALYSIS

9.1. Primary Data

Questionnaire was used as a tool to assemble primary data from sampled employees in the NWDH. For this study, the researcher selected close-ended type of questions that is short and can easily be understood by the participants. Piloting of research questionnaires was conducted and proved that research questions are relevant to the context of the study, linked to the research objectives, very simple and short for sampled participants to understand.

9.2. Secondary Data

Secondary data was used in creating literature review and was sourced from books, documents, reports, journals and past researches done on the subject of assessment of induction process and orientation program for new employees, which was sourced from the North West University Library, National ETD Portal - South African theses and dissertations (NRF) and relevant websites on the internet.

9.3. Quantitative data collection tool

- **Self-administered Questionnaires**

Quantitative research method offers the researcher a chance to use a questionnaire as a primary instrument of assembling data for this study. Close-ended questions refers to examination questions whereby respondents are requested to choose an answer or options from the list offered by investigator (Fox & Bayat, 2008: 51). Therefore, the researcher opted for this type of questions and personally administered questionnaires to collect primary data.

The questionnaires were developed based on the objectives of the study and literature review. The researcher also used a five-point Likert rating scale ranging from strongly disagree = 1 to strongly agree = 5. The Likert scale was utilized in section B, thereby limiting the responses on specific questions, and requiring the participants to indicate a degree of agreement or disagreement with each of a series of statements linked to the items.

A questionnaire was broken down according to the different sections as outlined below:

- **Section A:** Biographical information.
- **Section B:** Research questions based on the objectives of the study.

9.4. Quantitative data analysis

According to Maree (2016: 162), quantitative approach stresses objective measurements, as well as arithmetical, mathematical, or numerical analytics of information gathered via censuses, questionnaires and predating arithmetical information using computational techniques. Quantitative data was collected using questionnaires and analysed using the Statistical Package for the Social Science (SPSS) version 26, which is a computer programme used for statistical analysis (Aldrich, 2018: 27). The data was presented in graphs and charts.

First section in chapter four present or summarises the characteristics of respondents. Demographic characteristics include gender, level of education, race, period working for department and contract type. Biographical information is also included in research questionnaires, is analysed in chapter four using SPSS version 26 and is presented in graphs. Collecting biographical information is related to the understanding of the wider society or employees.

10. ETHICAL CONSIDERATION

Ethics refers to the field of study which pay attention to what is good or bad. It further means the study of what researchers are allowed or not allowed to do, as well as how the study should be conducted (Hammersley and Traianou, 2012: 16). The researcher did the following to ensure that the study is ethical:

- **Confidentiality**

Guaranteed respondents that their names will kept confidential, with the hope that the assurance encouraged the participants to participate without fear of being unprotected, also, possible offensive questions were avoided.

- **COVID-19 Protocol**

The researcher ensured compliance with regard to Covid-19 regulations by: sanitizing hands of participants and the pens they used pens before and after filling in questionnaires, and making sure that screening officials are available to check temperature before participants could enter the premises of the department. The researcher made sure that the participants were wearing masks to contain the spread of the virus, maintained social distance between the researcher and respondents, and requested more information via email and telephonically, to avoid face to face contact.

- **Consent letter**

The researcher requested permission from the respondents, and gave them a copy of the letter of consent to fill in and attach their signature as evidence that they agreed to participate in the study during the data gathering process.

- **Feedback**

Feedback of the results will be provided to NWDH where the study was conducted.

- **Permission**

The researcher ensured that authorisation was requested and granted before the commencement of data gathering from the department.

- **Plagiarism**

The researcher used Harvard referencing style to acknowledge the sources used in this study

- **Ethical clearance**

The researcher applied for ethical clearance from the research ethics committee in the North West University before the data was collected from the department.

- **Voluntary participation**

The participants were not forced to take part in the study. Participation should be voluntary at all times; no one should be forced to participate in any project (Rubin & Babbie, 2008: 46).

- **Compensation**

Researcher did not compensate or bribe employees to fill in questionnaires or disclose confidential information.

11. LIMITATION OF THE STUDY

The study was conducted in the North West Department of Health provincial office in Ngaka Modiri Molema District. The results of the study are not applicable to other departments within the province or other provinces.

12. DEFINITION OF CONCEPTS

Induction: Tripathi (2008: 186) defines induction process as an enlistment program, which is a procedure utilized inside numerous organizations to welcome new employees to the organization, and set them up for their new part.

Orientation: refers to the training programs that introduce newly appointed employee to the culture of the organization (Coleman, 2010: 115).

Assessment: refers to the process of considering all the information about a situation or a person and making a judgement (Coleman, 2010: 115).

Program: A set of related measures or activities with a particular long-term aim (Wagner & Lock, 2016: 375).

Persal: The Personal & Salary System (well known as PERSAL) is the centralised system utilized for the management of the public sector payroll. The system is very constant from a payroll perception (Van der Westhuizen & Wessels, 2010: 133).

13. CHAPTER OUTLINES

Chapter 1: Introduction

It entails, among others, introduction, background to the study, definition of concepts, problem statement, aim and objectives of the study, research questions, significance of the study, research design and methodology, scope of the study, organization of the study and conclusion.

Chapter 2: Literature review

It covers literature review relating to induction and orientation program.

Chapter 3: Research design and methodology

It discusses in details the research design, methodology, population and sampling.

Chapter 4: Data presentation, analysis and interpretation

It focuses on data presentation, interpretation and statistical analyses of the results.

Chapter 5: Summary of the study, findings, conclusions and recommendations

It provides the summary of the research and presents the conclusions, the findings and recommendations for further research studies and, where applicable, the review of current induction and orientation process.

14. CONCLUSION

This chapter focused on the introduction of study topic, background of the study, problem statement, aim and objectives of the study. Included in this chapter are the following; research design, method, population, sampling technique, data collection and analyzing tool. This chapter further concentrated on ethics of the study, limitation of the study, definition of concept and chapter outline. The following chapter (2) pays special attention on literature review relating to induction and orientation programs.

CHAPTER TWO.

LITERATURE REVIEW.

2. INTRODUCTION.

The previous chapter (1) focused on the introduction to the study. This chapter (2) will focus on reviewing related literature in order to get a better understanding of the challenges and reasons behind the poor processes towards the implementation of induction and orientation program in the North West Department of Health in South Africa.

2.1. INDUCTION AND ORIENTATION PROGRAM IN ORGANISATIONS.

2.1.1. Induction and orientation defined

According to Salau, Falola, & Akinbode, (2014: 47), induction and orientation program is the logical and the best process in human resource management/development. This process normally takes place when newly appointed employees are welcomed in the new working environment. They are introduced the new colleagues and orientated around the work premises and facilities. Induction is a developed program intended to supply newly appointed or transferred employees with relevant and accurate information about the organisation (Warnich, Carrell, Elbert & Hatfield, 2018: 241). Induction provides an overview of the organisation/employer positions and strongly stresses what is accurately required from new comers in the work environment, thus lowering the risk of mandate deviations, regulatory breaches and helps newly appointed and transferred staff members to unmistakably comprehend and respond effectively and efficiently to their assigned responsibilities (Taylor, 2018: 273).

Mello (2006: 4) hold a strong view that human resources management/development in large part encompasses bearing in mind that employees are human assets, therefore there is need to develop applicable policies/regulations and programs as fruitful investment in these assets, intensify value to the entire organisation and the labour market at large. Furthermore, Mello supports as one of the best programs in trying to invest and yield fruitful results in human assets, induction and orientation or training and development.

(Murugesan, 2011: 73) further defines induction as a process to value and create comfortable and conducive environment for newly appointed employees in the organisation, introduces

the new staff employees to their colleagues and helps to build a constructive team, which works together in carrying out the mandate of the organisation. Furthermore, Durai (2010: 175) states that it enlightens newly appointed employees about organisational activities, customs, values, culture and assign roles and responsibility to new staff. Induction is regarded as a training or development program, through which newly appointed employees acquire the knowledge, behaviour and attitude they need to adapt and uphold in the labour market (Rutaihwa, 2013: 1).

2.1.2. Goals of induction and orientation programs

The following are goals of induction and orientation programs highlighted by scholars:

- **Provide an overview of the organisation**

Hayes and Ninemeier (2008: 59) contends that newly appointed employees would like to know in detail their employer's history, size (e.g., number of sites/branches, existing employees, clients and stakeholders), as well as the goods and services it offers. Huston & Marquis (2009: 359) further assert that newly appointed staff must be aware of the desired output their new organisation is striving to accomplish. Trainees might be willing to understand clearly how their organisation enhances value for its missions to employees, as well as to the organisations titleholders. Cook (2008: 146) and Norton (2008: 13), further states that organisational vision, mission and values are shared with newly appointed employees during the process of induction and orientation programs.

- **To indicate the new staff member's role**

Newly appointed staff would like to perceive an organisation chart or structure presentation of all positions or salary levels which include theirs and those of accountable authorities among them. They would also wish to be aware of where they fit in, as well as the promotion tracks if they perform their duties effectively (Hayes & Ninemeier, 2008: 59).

- **To explain policies, rules and other information**

Lebitso (2014: 57) asserts that the main aim of the program is to outline organisational mandate. New comers would be more interested to know in detail the general guideline/frameworks in organisation, comprising of working days and operating hours, uniform necessities, break/lunch times, auto parking, as well as any other information that will assist them feel more welcomed (Hayes & Ninemeier, 2008: 60).

- **To outline specific expectations**

Lebitso (2014: 57) states that new employees must be given an opportunity to raise concerns regarding information provided to them about matters relating directly to their competencies and they must complete and sign checklist. Topics comprising responsibilities of the employer towards employees and of the employee to the employer must be communicated (Hayes & Ninemeier, 2008: 60).

- **To provide details about employee's benefits**

New staff members should be informed about non-salary/non-wage compensation and the requirements to have those benefits (Hayes & Ninemeier, 2008: 60).

- **To motivate new staff members**

Norton (2008: 159) pens that the passion and excitement showed by those coordinating induction and orientation experiences are significant. Well planned, design, and implemented program ensure employees' satisfaction and address labour turn over in an organisation. Hayes and Ninemeier (2008: 60) further emphasise that orientation and induction process assist in establishing a solid foundation for the constructive relationship amongst the entity, its senior managers and supervisors/mentors, as well as the newly appointed staff members.

2.2. IMPACT OF INDUCTION AND ORIENTATION PROGRAMME IN ORGANISATION

- **Employee satisfaction**

Runula (2013:16) stresses that poorly coordinated induction process affects the organisations' integrity in many ways both internally and externally. Inspired individuals stand high chances to be productive and produce maximum/quality output from minimum or scarce resources. If it happens that employer or organisational management fails to coordinate effective induction process, there are high-anticipated chances that might reduce motivation level and increase dissatisfaction. This might happen at a later stage because new employees are excited about the new employment and want to prove themselves. Globler (2005: 209) holds a strong view that employees are strongly motivated when commencing a new job or being in new labour market. However, ineffective and inefficient implemented induction process might sabotage motivation and commitment of the new employee at an early stage.

- **Performance management**

Runula (2013: 16) is of the view that human resource practices enhance employees' performance by influencing their attitudes in an organisation. Hutchinson (2013: 40) also pens that determined, satisfied and well-committed employees are the primary goal of human resource management/development, as it results in great motivation level and employees strong-mindedness towards lowering high turnover and absence costs. Garvey (2017: 114) highly recommend that induction process be conducted in such a manner that the organisation encourages new employees to improve performance and achieve set targets, which results in increased level of productivity.

- **Customer satisfaction**

Runula (2013: 18) suggest that an organisation can strengthen its competitive advantage by providing effective and efficient induction process to new comers. Currently, service beneficiaries are faced with various services and products in the market, it is therefore of critical importance to ensure healthy competition in government to make sure that citizens receive quality services as per constitutional mandate. Continuous demand for services has intensified and organisations are required to maintain competitive advantage by offering best services to ensure constitutional mandate. A well implemented induction and orientation program ensures that employees offer best services to organisational clients or good service delivery to the citizens.

- **Strategy to retain competent employees**

As soon as new staff resumes work and proves to be of value to the organization, the organization must find ways to retain them. As a results, large fiscal, infrastructural and intelligent investments are made available in the work force for backing workers to undertake their responsibilities in organization. Any organization that is failing to retain their competent human capitals who are gifted with skills and institutional memory would not move progressively to achieve constitutional mandate. Nankervis, Baird, Coffey and Shields (2016: 318) maintain that appropriate induction process in the first stages of employment is vital to avoid high turnover and non-compliance in organization. Effective and efficient induction, as well as orientation programs must take into consideration the particular requirements of different individuals within organization, rather than standardized programs, which reveal

organization think new employees might require during the early weeks of work (Dorasamy, 2014: 207).

- **Selection procedure**

After the suitable candidate is appointed in an organization, induction and orientation is the next stage of recruitment and selection (Parker & Middlewood, 2008: 69). The main aim of induction and orientation is to introduce successful candidate to the new culture and work ethics, among others, which is imperative to ensure that they have a broad sense and understanding of how the system works and processes which are coordinated in their new environment. This is necessary because it assist employees to familiarize themselves with organizational operations. (Elearn, 2008: 106). Public Service Commission (cited by Phago, 2014: 45) emphasize that orientation programs should be in place so that newly appointed employees are productive and effective within the shortest possible period after their appointment.

2.3. RESPONSIBLE AREAS IN IMPLEMENTING INDUCTION AND ORIENTATION PROGRAMS

Several scholars indicated that the following are responsible to implement induction and orientation programs in organisations:

2.3.1. The Human Resource Management/Development Unit

According to Tyson (2012: 87), the unit is completely in charge of labour issues, for example, the business contract, pay, advance offices, and the improvement and observing of the accomplishment of the orientation and introduction program. Human resource section is responsible for planning, designing, implementing and evaluation of induction and orientation programmes in the organisation (DPSA, 2006: 26).

2.3.2. The Head of Department (HOD)

It is the responsibility of the Head of the Department to meet all newly appointed staff, to explain to them the role and responsibilities of the directorate within the department, as well organisational mandate, vision and mission (Grobler *et al.*, 2011: 230).

2.3.3. Mentor or supervisor

According to Catlin-Legutko and Klingler (2012: 99), mentors/supervisors have important role to play by helping the new workers in their quest to establish themselves in their new jobs. Employees must be shown how to operate basic equipment/machines and some of the electronics used in the organisation. Some individuals learn better through practical than theory. It is of great significance that the induction and orientation programme be coordinated in a process form rather than clumsy educational sessions (Sengale, 2015: 25).

2.3.4. New employee

Although the induction and orientation programme is designed to introduce new employee to the new organization or work environment, the new employee also has responsibilities. Newly hired employees have the role to actively participate in the programme, and complete induction/orientation sessions, fill in assessment forms and give feedback/update (either formally or informally) to the human resource management/development section and to the supervisors/facilitator should they be requested to (Catlin-Legutko & Klingler, 2012: 99).

2.3.5. Shop stewards/staff representatives

The role that the shop stewards play during the process of inducting and orientating new employees, is to explain issues like procedures to follow when laying a complaint and disciplinary procedures. In addition, they must explain to the newly appointed workers the benefits of affiliating with trade unions and explain how these trade unions operate (Catlin-Legutko & Klingler, 2012: 99).

2.4. PLANNING, ORGANISING AND DESIGNING INDUCTION AND ORIENTATION PROGRAMMES

2.4.1. Planning induction programmes

According to Steiner (2010: 4), effective planning refers to the process whereby aims and vision of the organisation are put in place and are clearly stated. Deb (2006: 92) as an approach that pursues to identify, formulate and execute all projected events and guideline that stipulates the organisational objectives, the use of scarce resources to maximise quality output, as well as the activities involved, explains induction planning.

There are numerous important motives for embarking on planning. Banhegyi *et al.* (2009: 205) stipulates the following as reasons for planning:

- Planning is future-oriented, it foresees and tolerate the expectation of possible threats and opportunities, and describes how to strategically address or react in such cases.
- Planning serves as a guideline to implement, report, monitor and evaluation progress towards the predetermined-objectives or organisational mandate.
- Planning can reduce negative outcomes of change and uncertainty, and sets the guidelines to be utilized in controlling performance standards.
- Planning ensures effective and efficient use of scarce resources to obtain maximum output of quality.
- Planning ensures that the organisation's key performance indicators and targets are set and aligned with the budget or allocated resources.

There is strong view that planning is a critical stage when initiating induction programmes. Pienaar (2014: 36) advises that organisation can plan effective induction and orientation programs by taking into account the following issues:

- Policy and budgetary constraints.
- Time needed to plan and implement the programme;
- Determining the general organisational topics, organisational desires as well as job-related topics to be involved in the programme;
- Stipulating the programme objectives, goals, topics to be considered, approaches of organising and tabling topics and the duration of induction periods.
- Identifying materials, accommodations and staffs required to coordinate and facilitate the programme.

2.4.2. Organising induction programmes

Organising is the process of assigning and coordinating tasks and resources to achieve organisational predetermined-objectives. It is the process of creating a structure for effectively achieving the intended outcomes. Pienaar (2014: 36) is of the view that through appropriately structured and well-paced induction programmes, new employees could experience higher job satisfaction, be highly committed to the organisational vision, values and goals, experience increased performance, competence in the job, as well as a better understanding of organisational policies.

According to Chartered Management Institute (2013: 96), organisations can organise a successful induction and orientation programs by doing the following:

- Make budget for the programs.
- Organise materials needed to implement the program.
- Consult with responsible officials in implementing the program
- Collecting necessary information on time.
- Make arrangement for transport, catering and accommodation if required.
- Organise venue as well as seating arrangements grounded on the number of candidate and type of information required.
- Communicate with candidates about location, agenda, venue, and time.

2.4.3. Designing induction programmes

The significance of well-planned and designed induction programmes was raised by Fresko and Nasser-Abu (2009: 281) who emphasized that well-designed induction programs help acclimatise new employees to an organisation and the working environment, and fast-track their professional growth. According to Heyns (cited by Pienaar, 2014: 36), the design of induction programs should be underpinned by the needs of new employees, which can be interpreted into three basic kinds of support that can be provided. Below are the three kinds of support that can be provided:

- Personal support that provides emotional support for a positive self-esteem, confidence and the development of feeling effective.
- Social support, which enables new employees to become active members of the professional community, to work together with other colleagues and share ideas as a team.

- Professional support, which is aimed at developing the competence of new employees.

According to Grobler, Warnich, Carrell, Elbert & Hatfied (2011: 233) designing induction and orientation programs can be executed by dividing information into main categories:

- Firstly, job related information: this particular information clearly defines what the work involves and the manner in which it should be done.
- Secondly, general information: it includes a great deal of information like fringe benefits, safety as well as accident/emergency hindrance facilities.
- According to Kearns (2010: 32), the modern induction and orientation program should be grounded on a proper balance among the institutions' mandate and the needs of the newly appointed staff. The designer can design comprehensive program focusing on the following factors:
 - Target audience: the recent or transferred worker may need less information than newly appointed candidate may.
 - Necessary and desirable information: important information should not be omitted, whereas desired data should be summarized.
 - Employee's level of literacy: particularly in South Africa, the huge number of functionally illiterate or semi-literate workers need more visual than written media during the presentation process.
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Doris and Sims (2010: 11) recommend the following six steps in designing effective induction and orientation program:

Step 1: Create a new employees project team

Generally, a team consisting of both the human resource officials and unit managers develops the institutions' new employee induction and orientation program. The team is responsible for budget allocation, policy and organizing material required to implement the program.

Step 2: Gather information

Firstly, the program organizers must conduct assessment or review the current process of induction and orientation in the organization.

Secondly, they must search information about the needs of each individual, which is vital to the organization.

Thirdly, they must search information about type of induction and orientation program required and the number of employees to be inducted. Finally, they must gather information on the availability of materials that are required and information about new ways of conducting the program.

Step 3: Define the goals of your new employee's induction and orientation program

The program organizers must set the goal of the program and actions needed to accomplish these specified goals. They must also outline the current status quo of the program, the strength and the weakness of the current induction and orientation program.

Step 4: Plan onboarding outline.

A clear onboarding process template, which assists organizations to plan efficiently, as well as keep regular check-ins with newly appointed workers, must be developed.

Step 5: Identify target audience

Target audience must be identified and categorized according to the capacity of management and decide what type of induction and orientation program is needed. Each type of the program depends on the budget, resources and organizational needs.

Step 6: Providing resource for virtual new employees

- Develop new workers e-learning modules
- Arrange management tools like flipbooks, videos, checklist and guidance.
- Embark on today's communication tools like social media, iPhone and PSP.
- Make use of websites, for examples: new employee portal.

- **2.5. STEPS IN IMPLEMENTING INDUCTION AND ORIENTATION PROGRAM**

The following are recommended steps that can be followed during the implementation of induction and orientation programs:

- **Pre-employment preparation:** According to Burt (2015: 3), induction and orientation process starts during the process of recruitment and selection. At this stage, the organisation is forming first impression (Grobler, Warnich, Carrell, Elbert & Hatfied, 2011: 233).
- **Pre-employment information:** Thornbory and Lewis (2008: 1) pens that as soon as selection process is completed, there must be written formal letter of appointment, stating that the candidate is successfully appointed and congratulate the new staff on being suitable candidate for the job. According to Grobler (2005: 213), the letter must highlight in detail the following: job description, salary level, location of the job, basic terms and conditions of employment.
- **First day instruction:** as soon the acceptance of the job offer is acknowledged in black and white, the new employee should be provided with instructions for the first day of employment. Employee's supervisor must receive a copy of this letter (Grobler, Warnich, Carrell, Elbert & Hatfied, 2011: 233). These instructions include the following: location of the building to report for duty, address, and contact details for enquiry, job tittle and what is expected from new employee when reporting on duty, Grobler (2005: 213).
- **The welcome pack:** Doris and Sims (2010: 12) highlight that the welcome pack, which describes in detail more information about the organisation, can also be sent to new comers. According to Grobler (2005: 213), the welcome pack must comprise the following items: contact details and location of the key personnel and operations, full summary of emergency and accident-prevention measures, letter of reception from recognised trade union, the organisations' rules and regulations and welcome letter from HOD of managing director of the institution
- **Organising the work:** Shire *et al.* (2017: 74) emphasize that the supervisor and the employees should discuss responsibilities of the new employee. It is essential that the newcomer be assigned meaningful activities during the first day of the work.

- **Briefing colleagues:** the current organisational staff must be briefed about the newcomer, informing other colleagues about the name of newcomer, the post the newcomer will occupy, background and starting date (Burt, 2015: 3).
- **Administrative arrangement:** according to Gearon (2013: 199), the workplace or office which new employees will occupy must be arranged, organised, resourced, cleaned and be ready for their arrival.
- **Training:** according to Medwell (2015: 140), newly appointed worker must be given necessary training required.
- **The first day induction:** the first day of induction should be short, new employees can leave early, (Grobler, 2005: 213).
- **On arrival:** it is essential that the receptionist, security or any official be informed about the arrival of the new employees prior to their arrival, and meet them on arrival as this creates a positive impression on the first day (Warnich, Carrell, Elbert & Hatfied, 2018: 250).
- **Basic information:** on arrival, new employees can first be introduced to the HOD, director or be taken to the human resource department (Medwell, 2015: 140). At this point, specifics regarding his/her banking details, address and contact details shall be obtained, if still outstanding (Warnich, Carrell, Elbert & Hatfied, 2018: 250).
- **The initial discussion:** as soon as all paper work is finalised and the newcomers are introduced to the Head of Department, newcomers may be briefed about the common expectations to give them a clue of what to anticipate during first day and few initial weeks (Burt, 2015: 3).
- **Building the relation:** Head of Department must start by forming relationship with the new employees and embark on first step to build association based on mutual respect (Medwell, 2015: 140). This should happen by a general conversation of the organisational chart and in the meantime stipulating where the organisation and new employees fit into the scheme. Thereafter, the new employees must be granted opportunity to see his/her direct selected supervisor Grobler (2005: 213).
- **Immediate supervisor:** The selected supervisor must introduce new employee to fellow colleagues, explain new employees' role, job description, performance agreement, and purpose of that particular directorate, and must conduct a tour of the work environment (Warnich, Carrell, Elbert & Hatfied, 2018: 250). The employee

must be briefed about induction process and training organised by human resource department, (Khanka, 2007: 89).

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2.6. MONITORING AND EVALUATION OF INDUCTION AND ORIENTATION PROGRAMS IN ORGANISATION.

Deb (2006: 194) contends that monitoring induction and orientation programme is vital to ensure compliance with the legislative framework. As stipulated by Code of good practice on the integration of employment equity into human resource policies and practices, human resource development in collaboration with other affected areas must analyse and assess:

- whether induction and orientation programs are aligned to organisational induction policy/legislative framework and ensure compliance,

- assess the degree of effectiveness and efficiency of induction and orientation in incorporating newly appointed personnel to the institution,
- measure any change or development regarding induction and orientation programs, as it is important in the performance and production level of the employee,
- monitor the induction and orientation program so as to make informed decision.

Institute of Leadership and Management (2013: 59) stress that, as with any work activity, it is advisable that the induction process and orientation program be monitored and evaluated for its effectiveness, efficiency and compliance. Future induction process and orientation programs may require modifications to the current methods used. A successful coordinated induction does not automatically mean the same method will always be successful; this is particularly relevant if the labour market changes. Regular monitoring will furthermore ensure that equal opportunity policies are actively followed, and that internal candidates are receive the same consideration as external candidates.

Warnich, Carrell, Elbert and Hatfield (2018: 251) claim that, depending on the complexity of the induction and orientation programme, evaluation can cover various features and can be carried out at various stages. Through utilizing questionnaires, surveys, existing interviews as well as program evaluation forms, the institution can collect qualitative data. The following quantitative measures can also be utilized:

- Labour turnover statistics.
- Accident.
- Sickness and absenteeism rates.

If the institution has effectively planned, as well as designed induction and orientation program, evaluation outcomes will illustrate that the program is efficient and newly appointed workers will start to perform well and increase productivity within a reasonable period. Institutions can utilize metrics to measure success; this can include the percentage of newly appointed workers who quit their job within six months after joining or after participating in induction and orientation programs (Warnich, Carrell, Elbert & Hatfield, 2018: 251).

Jeffery, Jarvis and Word-Allen (2018: 132) recommend that an organisation may use Kirkpatrick's model for evaluating induction and orientation program.

The following are levels of monitoring and evaluating induction and orientation program

- **Level 1: Reaction**

This level deals with participant's reaction towards the induction and orientation program (what inductees have experienced during the process). This level of monitoring and evaluation provide insight into the inductees' satisfaction. This level is generally assessed in training programs due to its ease measurement, as well as the ability to make quick changes based on the feedback. It must be measured immediately after a program is facilitated.

- **Level 2: Learning**

Learning level evaluate how best the knowledge was transferred to the inductees. A more objective evaluation that is measured through written test and observation. The proper manner to measure learning is to offer pre- and post-program test, as well as calculate the variance between the two scores.

- **Level 3: Behaviour**

At this level, assessment becomes more difficult. In order to assess this level of evaluation, organisation must observe the behavioural changes of inductees in their actual job setting. A challenge associated with this level is that an organisation cannot exercise full control of what the inductee encounter in the real world setting.

- **Level 4: Results**

Results is the final level whereby senior-level managers are interested. Evaluation of the results is based on the final product of the program. These include, but not limited to the following:

- Cost reduction
- Better quality of care
- Reduce staff turnover and increase employee satisfaction
-

2.5.1. Impact of the monitoring and evaluation of induction and orientation programs in organization

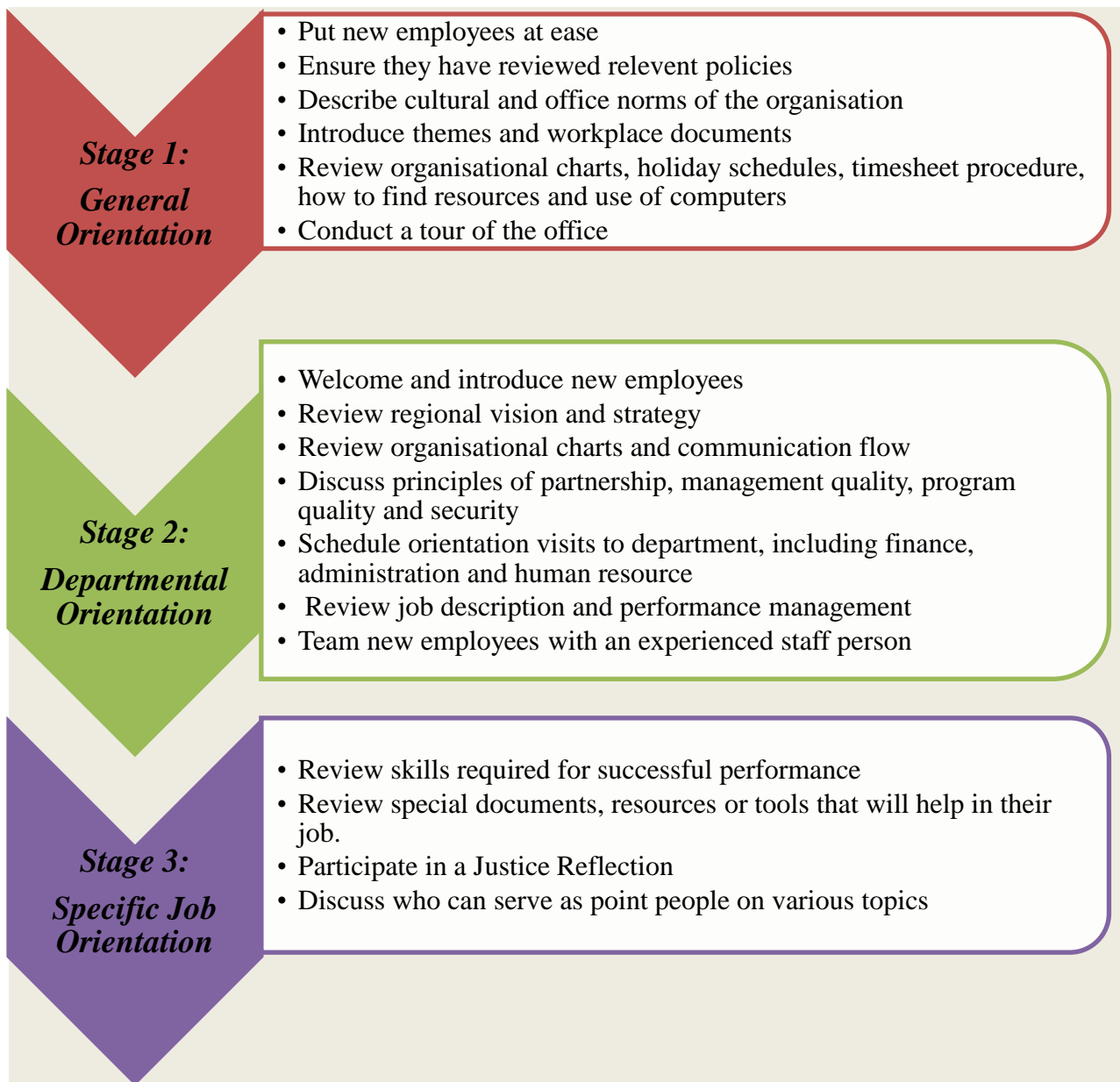
According to the Institute of Leadership and Management (2013: 59) and Warnich, Carrell, Elbert and Hatfield (2018: 251), monitoring and evaluation have the following impact on induction and orientation programs:

- It helps save money and achieves good results.

- It helps to identify challenges and provide remedial actions.
- It ensures that the methods used to assist new employees integrate and develop effective workers in the administration are the most appropriate.
- It ensures that the induction orientation programs in the organisation are relevant and effective.
- It helps improve the manner in which the induction process and orientation programs are coordinated.

2.7. TYPES OF INDUCTION AND ORIENTATION PROGRAMS.

Below is a diagram of three stages of induction and orientation programs takes:



2.7.1. Type 1: General induction and orientation program

According to Durai (2010: 174), this may also be called overview or summary orientation. In this type, some general information about the organisation should be provided to the employees. For instance, information about the common policies and procedures, rules and regulations like the time, attendance and discipline is provided. Similarly, details of safety provisions like emergency exits, fire extinguishers and first aid are also provided (McConnell

The Human Resource Management is responsible for the process of this particular stage (Stetson, Hahn, Leege, Reynolds & Sharrock, 2007: 137).

2.7.2. Type 2: Departmental induction and orientation.

According to McConnell and Liebler (2011: 366), the department should customize orientation of new employees according to the individual worker. The mission and goals of the department should be at this stage. The departmental organisational charts, including names, as well as job titles, should be made available. The manager should pay particular attention to acquainting the new worker with the other employees who are likely to share common duties and work space. Preferably, the manager should have made prior arrangements with an established member of the group to act as a “buddy” to the new employee to facilitate the transition into this new work environment.

McConnell and Liebler (2011:366) further contends that departmental policies, procedures, structure, systems, strategy, annual plans, reports, works standards as well as productivity monitors, if any, should be highlighted, with the understanding that these will be explained in details during the formal training period.

2.7.3. Type 3: Specific Job Orientation

A specific assignment with a job description may be given to an individual. The person needs to be oriented with the methodology to be adopted in a particular job. This means the role involved in that particular job has to be clearly stated and the role expectation should adopt a hand holding approach to guide the person in the role (Banfield & Kay, 2012:359). Direct supervisors and other colleagues are responsible for the process of this particular stage (Stetson, Hahn, Leege, Reynolds & Sharrock, 2007: 137).

2.8. PROBLEMS ARISING FROM POOR INDUCTION AND ORIENTATION PROGRAM

Ineffective and inefficient implemented induction program have negative impact in organizational health/productivity and employee performance. The following table illustrates potential problems arising from ineffective and inefficient induction program in organization:

| Potential Problems | Results |
|--|--|
| <ul style="list-style-type: none"> • Key skills of the job not identified | - Lack of capability |
| <ul style="list-style-type: none"> • Candidate's skills not matched to the job | - Lack of capability |
| <ul style="list-style-type: none"> • Poor fit between candidate and organizational culture | - Capable employees perform poorly |
| <ul style="list-style-type: none"> • Expectation of the job not clarified | - Part of the job not done sufficiently well |
| <ul style="list-style-type: none"> • Job not made clear | - Part of the job undone |
| <ul style="list-style-type: none"> • Culture not considered | - Candidate does not fit in |

Source: Fidler & Atton (2005: 9-12)

- **Key skills of the job not identified:** as mentioned by Fidler and Atton (2005: 9-12) poorly coordinated induction process results in lack of capacity. Baker and McKenzie, CCH Australia Limited and Macquarie University Graduate School of Management (2010: 1,327) defines lack of capacity as incapability to accomplish the requirements of the position of the new employee. Therefore, the researcher hold a strong view that poor induction is also the cause of employee's poor performance in the organisation, which will results in low productivity.

An organisations which fails to identify key skills of the job can be unable to achieve pre-determined objectives progressively. It is important for an organisation to identify key attributes of each employee and ensure they contribute towards the achievement of organisational goals (Krompf, 2007: 1).

- **Candidate's skills not matched to the job:** as highlighted in *table 1* by Fidler and Atton (2005: 9-12), poorly coordinated induction cause a problem whereby a candidate's skills is not matched to the job and results in lack of capacity. Catano (2009: 243) asserts that person-organization fit is concerned whether the job-candidate fits are aligned to organizational value, culture and vision as well as appropriate attributes desired by organization. Organization must ensure that the skills of the new comers are aligned to the job description and duties.
- **Poor fit between candidate and organizational culture:** as illustrated in *table 1* that ineffective and inefficiently implemented induction lead to problem whereby new comers may not fit in organizational culture which results in the newcomers' poor performance. Catano (2009: 243) assert that the evaluation of fit and resolution of the company to make an offer and the candidate accept it, are grounded on the interchange of information that take place throughout recruitment and selection process. Therefore, human resource must ensure that induction is well coordinated to make good fit between candidate and organizational culture.
- **Expectation of the job not clarified:** *Table 1* shows that ineffective and inefficiently implemented induction leads to a situation whereby if the new staff expectation of the job is not clarified, part of the job will not be done sufficiently well. According to McNulty and Marks (2016: 181), clarifying expectations enables the new employee to know where he stands and have a clear understanding of activities, responsibilities and the opportunity to succeed in critical area within an organization.

Employees get to know the ground rules and the organizations' targets, portion of the job the new employee might hate and the non-negotiable matters. This reduces the elements of surprise and new employees get opportune moment to voice out what they expect from the job, entire organization and needs, to be satisfied. It is important for managers to clarify what is expected from new employees in the organization, and allow employees to voice out their needs and interests.

- **Job is not made clear:** as mentioned by Fidler and Atton (2005: 9-12) that poorly coordinated induction process results in part of the job not being completed. During induction process, human resource management and supervisor must give a brief information about how the job should be done in accordance with the job description.
- **Culture is not considered:** there is a strong view in the above table by Fidler and Atton (2005: 9-12) that poorly coordinated induction causes a discomfort for the new employees, whereby the culture of the organization is not considered and the candidate does not fit in.

2.9. STRATEGIES TO IMPROVE INDUCTION AND ORIENTATION PROGRAMME

The following strategies are recommended by different scholars to address the problems of induction and orientation programs in organisations:

- **Usage of promotional materials or technology**

Nkoana (2010: 62) maintains that HRD unit, in collaboration with the ICT unit, must be innovative by developing the online systems of induction and orientation programs that are convenient to be accessed by new employees anywhere and anytime (for example: uploading online pictures and videos showing the work facilities). Furthermore, technological platforms like CDs or DVDs can be useful to the programs in cases where particular personnel responsible to provide training is not available or accessible. The program can be divided into what information the employees can read, listen to or watch beforehand and what activity can only be done onsite. In the changing environment and the new global village, this is inevitable. The days of pen and paper are fading away and replaced by the use of technology (Sengale, 2015: 25).

- **Revitalization of induction and orientation programme**

According to Nkoana (2010: 61), the Corporate Induction and orientation programme of the organisation must be re-designed or formulated from scratch. Printed material only is not enough. Technology must be used to build the foundation of convenience of the program. The program needs to be measurable and measured consistently. A proper structured program with good communication and marketing initiatives need to be put in place in order to fully inform and change the perception of the employees about their organisation. HR needs to

have inventions and initiatives that make the employees to see the organisation as a suitable and exiting environment to be in.

- **Follow-up**

Nkoana (2010: 63) argues that there is a need for follow-up on inducted employees to establish the success of the programme. Regular programme reviews are necessary and should be timely, to keep the life cycle of the programme longer.

- **Evaluation of the induction and orientation programme**

An important finding in many studies is that the induction and orientation programs are not evaluated and improved frequently to address challenges. Mabaso (2012: 90) hold a strong view that it must be regularly evaluated to ensure higher productivity.

- **Recognition**

Adherence to Maslow's (1970: 45) hierarchy of needs, egoistic needs that include pride, self-respect and self-confidence are highlighted, as well as status needs that include recognition, appreciation and respect by others, are key to personal development. Kunene (2009: 72) argues that the satisfaction of these needs can make a person feel valuable, recognised and useful and is an important motivator for the individual. Job satisfaction as described in Herzberg's theory (1968: 55) depends on adequate salary, conditions of service, job security and benefits, and these are necessary in the Health Department before the health professionals can be motivated in any way. Job enrichment is the key to self-motivation.

2.10. LEVELS TO IMPROVE INDUCTION AND ORIENTATION PROGRAMS

The organization's wellbeing must consider the circumstance and the measure of time, exertion and spending plan to put into enhancing enlistment process. Most basic segments of fruitful, powerful acceptance programs of an individual or a gathering of people should be resolved, to assume liability to influence their association's enlistment to process as viable as could be expected, under the circumstances. Human asset administration can be re-designed, rebuilt or even developed from the beginning for a dynamic, effective and innovative acceptance process.

El-Shamy (2012: 9) argues that organizations can improve induction processes by the following levels of development:

- **Level 2: Repair**

This level refers to improving the current induction process to a good condition, taking into consideration the needs or interest of each individual. Rebuild and grow the process, procedure, refurbishment materials and projects, containing new diversions and additional activities, which empower the entire procedure for future purposes.

- **Level 3: Remodel**

This level refers to changing the structure or form of the current induction program to be different, refurbish, and spread the procedure to logically move to the departmental command regarding human asset limit, change of groups, comprise new portions, redesign materials, including diversions and exercises and invigorating the entire procedure.

- **Level 4: Build**

This level of development refers to creating a structure by putting together its components in view of the new employees, arranging and lining up with departmental authoritative casing work. It also outlines and actualizes a full acceptance process subsequent to enlisting entry-level position members. It incorporates pre-enlistment exercises, activities for the principal hours, days, weeks and months for extraordinary acceptance preparing programs.

2.11. LEGISLATIVE FRAMEWORK TO PROMOTE GOOD HUMAN RESOURCE DEVELOPMENT IN SOUTH AFRICA

According to the Constitution of the Republic of South Africa (1996), the following are pieces of legislation adopted to promote good human resource development:

2.11.1. Code of good practice on the integration of employment equity into human resource policies and practices.

The Code of good practice on the integration of employment equity into human resource policies and practices (2005: 15) highlight that the organisation or the employer must ensure that managers and human resource development staff undergo training, with regard to implementation of induction process or policy. Managers should receive training to ignore stereotypes or distance themselves from guessing that new comers are grounded on their personal, physical, social and racial characteristics, as well as ethnicity/arbitrary criteria to ensure that induction process play critical role in ensuring efficient incorporation of new staff from selected groups in the labour market.

Part A (8.3.1), state that induction process is critical and serves as an advantage to transfer organisation expectations, values and that it specifies its commitment to equity and diversity. This normally occurs not only at the point of inducting new comers to policies that condemn biased discrimination, but also by making sure that current staff and leadership illustrate the most wanted behaviour amongst all employees (Code of good practice on the integration of employment equity into human resource policies and practices, 2005: 15).

Part A (8.3.4), states that the Code further requires that organisation/employer, in the event of induction process furnish new staff with copies of the applicable policies within the organisation and constitutional parameters. These copies of the applicable policies must comprise of a complaint procedure, as well as other disagreement intervention and solving skills/instrument. It requires the employer to provide reasonable accommodation for employees with disability (Code of good practice on the integration of employment equity into human resource policies and practices, 2005: 16).

2.11.2. The Constitution of Republic of South Africa

The Constitution of the Republic of South Africa (1996:1-3) is the highest commandment of the country. Legislations or conduct inconsistent with it is invalid, and the obligations imposed by it must be fulfilled. It is important for employers and employees inside the South African institutions to be conscious of this legitimate framework. The constitution confesses that this framework exists to ensure that the discriminations of the past are rehabilitated, and a united diverse community is constructed. Chapter 10 of this framework highlight that public management should trigger professional development to maximize human potential.

2.11.3. The South African Employment Equity Act, No. 55 of 1998

The South African Employment Equity Act, No 55 of 1998 (1998: 11) articulately expresses the importance of induction, orientation as well as training programs in every labour market in a bid to ensure equivalent opportunities within South African organisations. It further articulate that the employer should safeguard a sound accommodation for designated groups in a bid to ensure that they enjoy equivalent opportunities and ensure that they are fairly represented in the labour market. The employer is anticipated to keep and develop employees from selected groups and implement proper training measures stipulated in this act for the provision of skills improvement. The needs of people with disability must be taken into

consideration during the process of induction, orientation, training and development programs.

2.11.4. Skills Development Act, No. 97 of 1998

Section two (1) (c) (iii) of this act states that the purpose of this act is to provide opportunities for newly appointed workers in the working environment to gain job experience. Section 2 (1) (b) further state that the main purpose of this legislation is to increase the levels of investment in training programs in the working environment, as well as to improve returns on that particular investment.

2.11.5. The Basic Conditions of Employment Act, No. 75 of 1997

The Basic Conditions of Employment, Act No 75 of 1997, section two (a) highlight that advancing economic development, as well as social justice by way of regulating the right to impartial labour practices is the main purpose of this legislation. This piece of legislation consists of two primary goals to establish and enforce basic conditions of employment and regulate the variation of basic conditions of employment. The employer or inductor must explain the working conditions of the organisation to the employee, as well as create fair labour practice environment.

Chapter two of this legislation and section 6 & 7 regulate the working time, operation hours per week, agreement of overtime or shift hours, as well as meal intervals. The act also focusses on administering kinds of leave, regulates conditions of granting leave, and stipulates personnel who are eligible to apply or not to apply for leave. The act further explains kinds of leaves that are approved for workers, and covers employment remuneration regulations. Therefore, during induction and orientation programme, the employer or inductor must clearly explain the operation hours of the organisation, benefits, remuneration and types of leave entitled to employees.

The Basic Conditions of Employment Act, No 75 of 1997 (1997: 18), chapter 5 and section 37 specifies the conditions of ending employment contract. It elucidates the conditions of dismissing the worker whether employed permanently or on contract.

2.11.5. The Labour Relations Act, No. 66 of 1995

The Labour Relations Act, No 66 of 1995 (1995: 2) stipulates the rights, as well as duties of the workers. Section 1 of the Act highlights the main aims of this legislation. This legislation intended to change the laws that are governing labour relations with the aim of giving effect to section 27 of the Constitution; to legalize all rights of trade unions; to promote and facilitate collective bargaining in the labour market and sectoral level; to legalize the right to protest and recourse to lock-out in conformism with the constitution; to promote workers participation in decision-making process by establishing labour market forums; and to offer simple procedures for the resolution of labour disagreements over statutory conciliation, mediation and arbitration, as well as through non-dependent alternative disputes resolution services accredited for that determination.

The employer as inductor must comply with this act by advancing economic development, social justice, and fair labour practices for new and current employees. He must keep the organisation in peace and democracy by fulfilling the primary objectives of the act, which are to realise and regulates the fundamental rights of employees as well as employers.

2.11.6. The South African Occupational Health and Safety Act, No. 85 of 1993

Section eight (1) (b) states that the objectives of Occupation Health and Safety Act are to make sure that each employer maintain a labour environment that is harmless and without risks to the health of workers, as well as other people affected by organisational operations. Suppliers or manufacturers need to make sure that their goods and services do not expose a protection risk in the labour market. All employers need to take reasonable caution of his/her own health and safety, as well as of those people who may be affected by his or her omission. Dangerous or unhealthy environmental conditions or incidents should be reported. It is important for inductors to explain this act to new employees in the organisation and assure employees about safety measures in place.

2.12. THEORIES LINKED TO INDUCTION AND ORIENTATION PROGRAM

2.12.1. Maslow's theory (hierarchy of needs)

Maslow's hierarchy of needs is a theory in psychology suggested by Abraham Maslow in his 1943 paper. Maslow (1970: 45) further articulated the following hierarchy of needs:

- **Physiological:** Maslow refers to basic biological need that are critical for human survival. Examples are food, sleep and shelter.

- **Safety:** this includes protection from physical and psychological threats.
- **Social:** refers to social needs. Examples are the need for love, recognition, friendship and the social communication.
- **Ego:** this includes a need for self-respect, confidence, power and competence.
- **Self-actualization:** Maslow emphasises self-fulfilment, achievement as well as realisation of potential.



Source: Maslow (1970:45).

The link between hierarchy of needs and induction/orientation program

Sangale (2015: 16) hold a strong view about the link between needs and induction process in the organisation. He further expresses the following hierarchy of needs with regard to the implementation and coordination of induction and orientation programs:

- **Physiological:** during first weeks in an organisation, newly appointed staff need very simple and basic information in order to feel confident. For example, they need to know about directorate under which they report, the officials in charge of coordinating induction process, as well as be introduced to mentors.
- **Safety:** over the next few weeks, newly appointed employees will establish a routine and be given assignment with clear guidance. That way, workers become familiar with a broader picture of the organisation, e.g. the structure, systems and vision of the institution.

- **Social:** recruited employees start to form relationships with current employees in the institution and begin to have an understanding of its procedures and processes. The recruits can also form friendship with fellow new employees to feel comfortable in the new labour market.
- **Ego:** as soon as new employees have a better understanding of their roles and responsibilities, they attend developmental programs or training to be competent in their jobs.
- **Self-actualization:** during early days of employment after being appointed, the new recruits should be fulfilling their potential within their roles.

2.12.2. Achievement motivation theory

David McClelland developed this theory. The theory focusses on three needs: achievement, affiliation and power. Different scholars articulate the following needs:

- **The need to achieve:** the focus of this need is on goals, performance improvement or better results (Greene & Stellman, 2009: 465) and is associated with self-discipline, responsibilities, as well as success-oriented. Unluckily, the importance to accomplish better results is linked to lack of group orientation (Karami & Ismail, 2014: 32).
- **The need for affiliation:** this need motivates people to make friendship, to belong to a certain group of people and to socialise with other (Greene & Stellman, 2009: 465), thus paying special attention on human friendship and personal relationship (Stackpole, 2011: 436). Socialisation is one of induction and orientation model developed by Feldemans, which incorporates all the learning, which takes place before newly appointed workers join the organisation (Lussier, & Achua, 2012: 46).
- **The need for power:** this need is defined as the desire to obtain as well as control or lead others, manage resources and the environment (Lussier & Achua, 2012:46). McClelland discovered that when power and affiliation are strong, individuals illustrated a propensity for totalitarian approaches of control. A mixture of accomplishment and power led to various kinds of assertive behaviour as well as management styles (Stackpole, 2011: 436). Karami and Ismail (2014: 32) highlight that the need for achievement was the greatest concern for McClelland. He hold a strong view that this need is important to the prosperity of the institution, since every organisation want their newly appointed workers to be successful.

2.12.3. Adult learning theory

The adult learning theory initiated in Europe in the 1950s, was later pioneered as a model for adult learning by an American practitioner, Knowles in the 1970s, who explained adult learning as the art and science of assisting adults to learn.

According to different scholars, induction and orientation programmes are linked to the following six principles of adult learning theory identified by Malcolm Knowles:

- **Adults are internally motivated and self-directed:** According to Kauppinen (2012: 14), adults start to complain about learning when they feel that facilitators are providing too much information, ideas or activities upon them. In order to encourage this principle in adult learning, and to facilitate the learning process during the induction, the inductor should provide regular feedback – both negative and positive - that is productive and specific in nature. The feedback must be as relevant and truthful as possible.
- **They bring their life experiences and knowledge into the learning experiences:** Gallo and Smith (2014: 92) and Clayton and Myers (2011: 195), claims that making a sociable, more easy-going environment between the program facilitator and the participants can results in an improved and effective learning environment, whereby information is shared in a more casual flow or in a less stressful way.
- **They are goal oriented:** They expect that the information shared with them will assist them in dealing with day-to-day problems so that the get ready to learn (Gallo & Smith, 2014: 92). Therefore, the inductors' role regarding this principle is to facilitate the participant's readiness to learn as well as awareness about the learning conditions.
- **They are relevancy oriented:** Meaning that adults as learners are concerned about whether the information shared with them is relevant, accurate and reliable or not (Modise, 2015: 185).
- **They are practical:** By facing reality, actions, practical work as well as communication, learning changes from theory into practice and learners become more active in resolving their challenges (Modise, 2015: 186). This is the best way for adult learners to recognize, as well as see how the information shared with them, and skills they have acquired match with their work (Gallo & Smith, 2014: 92).

Learners may develop their observational skills through recognizing the connection between the theories and practices. Then in future the learner's likelihoods of discovering comparable relations between information acquired as well as practicality in other circumstances, will be improved and can result into an earlier learning.

- **As learners, adults like to be respected:** Modise (2015: 186) assert that this principle means that adult as learners like to be esteemed. Adult learners would like to be treated equally to their inductor, they also want to voice out their own views regularly as opposed to young learners (Wang, 2010: 133). Adults have more life experiences compared to young learners, which they can apply into the learning procedures and benefit from that. They can even contribute a little in leading their own learning (Strohschen & Lewis, 2019: 147).

An inductor must respect his/her inductees by encouraging them to express their own thoughts and views, acknowledging the life experience factor which comes with adult learners, as well as having interest in what they really have to say. The support of the inductor can ensure that inductees improve themselves as well as accomplish a greater level of learning and comprehending the contexts.

2.13. CONCLUSION

This chapter discussed in detail how an organization should plan, design, implement and evaluate induction and orientation program. The impact of induction and orientation program were highlighted. It further discussed challenges faced by organizations in implementing the program and discussed strategies to deal with induction and orientation problems. From the above-discussed information, it can be concluded that induction and orientation program is an important tool to prepare employee for new labour market and address staff turnover or retention of competent employees. Therefore, it is the role of human resource development to ensure effective and efficient induction and orientation program within the organisation. The following chapter discusses in detail research design and research method selected in this study.

CHAPTER 3

RESEARCH DESIGN AND METHODS

3.1. INTRODUCTION

The previous chapter focused on the literature review on induction and orientation programs in organizations. This chapter focuses on the research method and design opted in this study. This chapter also cover the following aspects: population, sampling, data collection process, data analysing procedure, ethics considered, piloting, validity, reliability and the limitations of the study. According to Mouton (2012: 12), it is important for researcher to have a clear understanding and purpose of each approach before selecting the relevant one. The study followed quantitative method approach and survey design whereby SPSS version 26 was utilized to analyse data.

3.2. RESEARCH DESIGN AND METHOD

3.2.1. Research design

Research design and method are two important terms, which are the heart of this chapter; hence, it is very important for the researcher to explain these two different terms. According to Mouton (2012: 12), a research design is labelled as a tactical structure for action that functions as a connection among formulated research questions and the application of the study. A research design refers to procedures for collecting, analysing, interpreting, and reporting data in research study (Creswell & Clark, 2011:52). As they characterize different models for conducting research study, and these models are different in names and procedures linked to them (Creswell, 2013: 4).

According to Berndt and Petzer (2011: 349) a research design is a plan followed by researchers to arrive at their research objectives. Wood, Haber, Berry and Yost (2013: 39) argues that research design is an overall plan of a particular study and is a researcher's plan to answer specific research questions accurately and efficient. Mouton (2012: 12) also argues that a research design can be referred to as a strategic framework for action that serves a bridge between research question and the implementation of the research.

Researcher noted that rigorous research designs are more significant because they direct the methods that researchers need to consider during process of the study as well as set the logic

required in interpretations of findings and conclusion of study. The researcher opted for non-experimental research design because the study is descriptive in nature.

The following are types of research designs:

- Non-experimental or Survey design: Mouton (2012: 12) is off the view that the plan offers a quantitative or numeric description of trends, attitudes as well as sentiments of a population by assessing a sample of that particular population. It includes cross-sectional and longitudinal studies by utilising questionnaires or structured interviews for data, as well as collecting data with the intension of generalising from a sample to a population (Creswell & Clark, 2011: 55).
- Experimental design: Wood, Haber, Berry and Yost (2013: 44) pens that experimental design pursues to conclude how a particular treatment affects an outcome. While Berndt and Petzer (2011: 349) argues that the researcher evaluates this by providing a particular conduct of one group and withholding it from another and later determining the score of an outcome per group.

The researcher opted for non-experiment or survey designs because the study is descriptive in nature and a survey design was utilised to collect accurate and relevant information. The researcher selected the survey technique because of its ability to accommodate a large sample size at comparatively low cost, and it is fast and simple to administer in large population (Zikmund, Babin, Carr & Griffin 2010: 220).

The survey design is the most appropriate plan for the study because the study focuses on the assessment of the current status quo towards the implementation of induction and orientation programs in the North West Department of Health. Survey design provides a comprehensive description of the current situation in the department and enables the researcher to gather data using closed-ended questionnaires and utilize SPSS version 26 for data analysis. Data was not manipulated in this study.

3.2.2. Research method

According to David and McNabb (2015: 77), a research method refers to processes utilized in creating systematic observations or finding research data, proof, or information as portion of a research project. Daniel (2010: 1) argues that a research methodology is a particular procedure or practices used to categorize, choose, interpret and analyse information about a specific topic selected by the researcher. Research methodology, or approaches of sourcing data, serves as a sign in the planning, organising, design and implementation of the research to ensure compliance with the demands of truth, objectivity and validity (Bless, Higson-Smith & Sithole, 2013: 56).

It is very important that the researcher understands the purpose of every method before choosing the appropriate approach to utilise for gathering of research data. Qualitative and quantitative are the most common used research approaches in social research.

The primary purpose of quantitative approach is to assess objective data comprising of numbers (Daniel, 2010: 1) despite the fact that qualitative study deals with subjective data that are produced by the participants or interviewees (Hennink, Hutter, & Bailey, 2020:9). The main aim of quantitative approach is not to deal straight with daily life, but rather with a perception of reality (Bless, Higson-Smith & Sithole, 2013: 56). In contrast, qualitative scholars research only the constraints of day-to-day events and base their results on the day-to-day events and behaviour of individuals (Daniel, 2010: 1).

This study is descriptive in nature and the researcher selected quantitative method for the study, aiming for larger number of cases and the analysis of results are based on statistical importance. Data was collected from participants by using closed-ended questionnaire and research data was analyzed statistically using SPSS version 26.

3.3. POPULATION AND SAMPLING

3.3.1. Population

It is impractical to include all individuals of the population in one empirical study; consequently picking whom participants in a survey is an important issue (Hennink, Hutter, & Bailey, 2020: 16). Population is the universe of people to whom the study could be generalised (Fox & Bayat, 2008: 51).

In this study, population consisted of only administrative employees in the North West Department of Health, provincial office. The targeted staff for this study included the administration staff only, medical or clinical workers were excluded because they have their own establishment.

During the period of study (2020) and according to 2020 updated Persal Data-Base, the department have total number of 288 administration posts filled on the current organisational structure. Therefore, the target population for the study consisted of $N= 288$ administrative employees. This includes the permanent, temporary or contract workers who attended induction and orientation programme. These samples were extracted from Persal record to determine employees who attended the induction and orientation program.

3.3.2. Sampling

Sample refers to the subset of people from the population who participate in the current study (Maree, 2016: 163). The researcher sampled 144 employees as respondents, extracted from a population of 288 employees on the current structure. The sample size of 144 was adequate for the kind of study intended as the administrative staff consisted of 288, therefore the sample is thus above the average. The researcher sampled 144 employees who attended induction and orientation/training programme to participate in this study including all levels of management (Top, Middle and Lower). A random sampling method was used. Time and logistical factors dictate the use of the methods indicated. The researcher opted for a sample of 144 employees from a population of 288 because it is a large number of cases and the entire population is represented or generalised from the sample.

Leedy and Ormrod (2010: 207) “*exemplified that if the population size is around 500 and more, 50% of the population should be sampled, which is 250 from the stated population*”. Therefore, 50 percent of the total population, which is a total number of 144 employees, were selected randomly out of the total population of 288 administrative employees in the provincial office. Given the relatively representative size of the population, the sample consisted of, $n=144$ administrative employees in the North West Department of Health, provincial office.

The following table illustrate the breakdown of sample size used:

| POPULATION CATEGORY | SAMPLING NUMBER |
|---|------------------------|
| Top Level Management (SMS) (HOD, Chief directors and Directors) | 13 |
| Middle Level Management (MMS) (Deputy directors and Assistant directors) | 33 |
| Lower Level (Operational) (Admin officers, clerks, registry, secretaries, PA and data captures) | 98 |
| GRAND TOTAL | 144 |

3.4.3. Types of probability sampling

According to Leedy and Ormrod (2010: 207), the simple principle of probability sampling is to make sure that the sample being studied is representative of the population of interest. The following are types of probability sampling techniques a researcher can use, namely:

- **Systematic sampling:** a probability sampling procedure that involves selecting every element from a list of population elements, after the first element has been randomly selected (Singh & Mangat, 2013: 145).
- **Cluster sampling:** a probability sampling procedure that involves randomly selecting clusters of elements from a population and subsequently selecting every element in each selected cluster for inclusion in the sample (Knottnerus, 2012: 161).

- **Multistage sampling:** a probability sampling procedure that involves several stages, such as randomly selecting clusters from a population, then randomly selecting elements from each other of the clusters (Knottnerus, 2012: 147).
- **Simple random sampling:** is the most basic form of probability sampling. With this method, elements are drawn from population at random, and all elements have the same opportunity of being nominated (Black 2012: 226). This type of sampling can be conducted with or without replacement, where replacement refers to returning selected elements to the population, making them appropriate to be selected often (Daniel, 2011: 126).

As mentioned by Leedy and Ormrod (2010: 207) that the important principle of probability sampling is to make sure that the sample being studied is representative of the population of interest. This assist to lower possible sampling unfairness that would minimise the ability to make generalisations from the sample to the entire population of the study. Therefore, in order to reduce sampling unfairness, the researcher utilised the probability sampling method so that sections from the population are selected at random. In order accomplish this, the researcher opted for simple random sampling whereby there was an equal opportunity that each element of the population might be chosen to be included in the sample, and would afterward receive a questionnaire to provide the required information.

3.4. DATA COLLECTION

3.5.1. Primary Data

Questionnaire was used as a tool to collect primary data from sampled employees in the North West of Department of Health. For this study, the researcher selected close-ended type of questionnaire that is short and easy can easily be understood what by the participants. Piloting of research questionnaires was undertaken and found that research questions are relevant to the context of the study, linked to the research objectives, very simple and short for sampled participants to understand. The questionnaire is measuring what is supposed to measure.

3.5.2. COVID-19 Protocols

During data collection process, the researcher complied with covid-19 regulations by doing the following:

- **Wearing mask:** to contain spread of coronavirus, the researcher was always wearing mask during data collection process and ensured that participants also wear mask.
- **Sanitizing or washing of hands:** to comply with Covid-19 regulations, the researcher and participants sanitized their hands and pens before and after filling the questionnaire form. Sanitizers were always available at all entrances of the department's premises.
- **Screening:** the researcher and participants were subjected to screening before entering the premises of the department.
- **Social distance:** the researcher ensured that the social distance of at least 1.5 meters was observed. The department also disinfected contact surfaces.
- **Use of email and cell phones for communication:** in order to contain the spread of Covid-19, the researcher communicated telephonically and via emails to source information from the officials. Questionnaires were also distributed and received via emails and other Applications to avoid face contact.

3.5.3. Secondary Data

Secondary data used in creating literature review was collected from books, reports, documents, articles and past researches conducted on the subject of assessment of induction process and orientation program for new employees, which was sourced from the North West University Library, National ETD Portal - South African theses and dissertations (NRF) and relevant websites on the internet.

3.5.4. Types of questionnaires

- **Open-ended questionnaires**

According to Babbie and Mouton (2010: 94), a questionnaire is a usual set of written questions and or reports, which the research subjects should to answer to provide data related to a research topic. The researcher's main aim of open-ended questionnaire was to obtain in-depth information, views, understandings and insights about the topic.

- **Closed-ended questionnaires**

Quantitative research method permits the researcher to use a questionnaire as a primary source of collecting primary data for this study (Sekeran & Bougie 2010: 184). Close-ended questionnaires refers to survey questions whereby the respondent is requested to choose an answer or options from the list offered by researcher (Coles, Duval & Shaw 2013: 60). Therefore, the researcher opted for this type of questionnaires to collect data and utilized SPSS version 26 to analyse quantitative data. The questionnaire developed was based on the objective of the study and literature review. The researcher also used a five-point Likert rating scale ranging from strongly disagree = 1 to strongly agree = 5. The Likert scale was utilized in sections B, thereby limiting the responses on specific questions, requiring the participants to indicate a degree of agreement or disagreement with each of a series of statements linked to the items.

A questionnaire was broken down according to the different sections as outlined underneath:

- **Section A: Biographic information.**

This section intend to describe demographic variables of the sample as well as to evaluate any influence on the research findings. The demographic information comprised of gender, race, age, and level of education, nature of employment, duration of period in the current position and total period of service in the North West Department of Health.

- **Section B: Research questions based on the objective of the study.**

The questionnaire developed was based on the objective of the study and literature review. The researcher also used a five-point Likert rating scale ranging from strongly disagree = 1 to strongly agree = 5. The data was presented in graphs and charts. Four questions were formulated from each research objective of this study.

- **Advantages and disadvantages of closed-ended questionnaires**

| Advantages | Disadvantages |
|---|--|
| <ul style="list-style-type: none"> • It is easier and quicker for respondents to answer | <ul style="list-style-type: none"> • Respondents with no opinion or no knowledge can answer anyway |
| <ul style="list-style-type: none"> • The answers of different respondents are easier to compare | <ul style="list-style-type: none"> • Respondents can be frustrated because their desired answer is not a choice |
| <ul style="list-style-type: none"> • Answers are easier to code and statistically analyse | <ul style="list-style-type: none"> • Clerical mistakes or marking the wrong response is possible |
| <ul style="list-style-type: none"> • There are fewer irrelevant or confused answers to questions | <ul style="list-style-type: none"> • They force people to make choices they would not make in the real world |
| <ul style="list-style-type: none"> • Replication is easier | <ul style="list-style-type: none"> • It is confusing if many response choices are offered |

Source: Bailey (2008: 118).

- **Advantages and disadvantages of data collection tool**

| Tools | Explanation of the tool | Advantages of the tool | Disadvantages of the tool |
|--------------------------------|--|---|---|
| ❖ Hand-delivered questionnaire | It is tool whereby questionnaires are hand-delivered to the respondents and on completion, are personally collected by the researcher. | <ul style="list-style-type: none"> • effortlessly standardised • time effective and inexpensive • few trainings for the researchers | <ul style="list-style-type: none"> • it is not easy to understand subject's answers • it is not simple to check if subject understand the questions |
| ❖ Mailed questionnaire | Mail method is whereby the questionnaires are sent to the respondents and returned to the researcher via email. | <ul style="list-style-type: none"> • Simply standardised • not time consuming and its inexpensive • easy to reach respondents | <ul style="list-style-type: none"> • it is not easy to interpret subject answers • it is not easy to check that subject understand the questions • low response rate and time consuming • questionnaire might be incomplete |
| ❖ Telephone interview | Telephone interview is a data collection method whereby the interviewer communicates with the respondent telephonically in accordance with the prepared questionnaire. | <ul style="list-style-type: none"> • inexpensive than other interviews • easy to reach a person | <ul style="list-style-type: none"> • training is required for research assistant • might present sampling unfairness • difficult to reach many people by using telephone. |
| ❖ Exploratory interview | An exploratory interview is intended to give interviewees an in-depth information about a particular profession or industry. | <ul style="list-style-type: none"> • does not enforce structure on to interview • easy to understand what the subject feels is vital • important for making hypotheses | <ul style="list-style-type: none"> • not time effective and it is costly • study assistants require training • it is not simple to standardise and analyse and it is unfair because of the observation of social distancing |

| | | | |
|---------------------------|--|---|--|
| ❖ Standardised interviews | Standardized interview (commonly known as a structured interview) is a quantitative data collection technique generally used in survey study. The purpose of this technique is to make sure that each interview is conducted with exactly the same questions in the same manner. | <ul style="list-style-type: none"> • comparatively effortlessly standardised • Can make sure that the subjects know questions • able to clarify, comprehend the subject's answers and the level of response. | <ul style="list-style-type: none"> • costly and time consuming • guidance is required for research assistant • Unfair because of social distancing |
| ❖ Focus group | Focus group is a technique of information collection in which a researcher talk to a group of 6–12 respondents regarding matters linked to the study question. | <ul style="list-style-type: none"> • respondents shares views as well as articulate ideas • Numerous African cultures depend on minor groups for Decision-making. | <ul style="list-style-type: none"> • there is no single response because respondents influence each other • by lacking an experienced implementer some respondents may be omitted • Unfairness because social distancing is extreme |

Source: adapted from Silver, Stevens & Wrenn (2013: 130)

In this study, the researcher opted for questionnaire tool to collect data from sampled employees in the department. The questionnaire sought to determine the extent of the cause of the problems and the skills required by human resource development and management. Questionnaire was the most appropriate tool to collect data and it was compliant for capturing in SPSS.

3.5. DATA ANALYSING METHOD

Creswell and Plano Clark (2011: 117) describes data analyses as the process of bringing order and meaning to the mass of collected data. In this study, the researcher adopted survey design, quantitative method and SPSS statistics 26 to Analyse data.

3.5.1. Quantitative data analyzing

Some of the types of quantitative data analysing tool a researcher can use to analyse data are:

- **Statistical Package for the Social Sciences (SPSS) version 26.**

IBM SPSS Statistics 26. The SPSS Grand Pack is an affordable, professional analysis programme for students based on the professional version of the program and is available from IBM (Creswell, 2012: 155). This type of software is commonly used in quantitative method or descriptive studies.

- **JMP (www.jmp.com).**

Carver (2017: 143) contents that this is a popular software programme available from SAS. The software is concentrated on experimental visual analytics, whereby the user examines data. These investigations can be confirmed by hypothesis testing, data mining, or any other analysis approaches. This type of software is commonly used in quantitative method or descriptive studies.

- **Minitab Statistical Software 17 (minitab.com)**

According to Cognet and Aroua (2020: 36), this is an interactive software statistical package available from Minitab Inc. Numerical analysing software like Minitab mechanizes calculations as well as the formation of diagrams, and it allows the researchers to pay more attention on the analysis of information as well as the analysis of the outcomes. This software is commonly used in quantitative of descriptive studies.

- **SYSTAT 13 (systatsoftware.com)**

According to Gordon (2012: 42) this is a comprehensive interactive statistical package available from Systat Software, Inc. SYSTAT 13 is regarded as a great numerical software that has all numerical process the researcher needs to perform effective numerical analysis of data. It also affords researchers with the features from the most basic descriptive figures to very progressive numerical approach grounded on sophisticated procedures.

- **SAS/STAT** (*sas.com*)

This is a statistical programme with tools as an integral component of the SAS system of products available from SAS Institute, Inc. (Carver, 2017: 39). This software comprises of variety of numerical evaluates, as well as investigation of alteration, the regression analysis, categorical statistics analytics, multivariate analytics, survival analytics, psychometric analytics, cluster analytics, and nonparametric analytics. This software is applicable to both methods namely: qualitative and quantitative. This type of software is commonly used in descriptive studies.

- **Stata, release 14** (*stata.com*)

According to Gordon (2012: 45), this is referred to as data analysis and statistics programme available from Stata-Corp. This type of software is commonly used in descriptive studies. Stata's competences comprise numbers administration, numerical analysing, graphics, imitations, regression, and custom programming. It also has a system to distribute users printed programs that allows it to develop constantly. This software is applicable for quantitative method or descriptive studies.

The researcher opted to use SPSS version 26 to analyse data because is an affordable, professional analysis programme for students based on the professional version of the program, available from North West University (IT) Information and Technology department. The following are the reasons why the researcher opted for SPSS:

- Appropriate for the type of questionnaires developed by the researcher.
- Available and cost effective.
- User friendly or easy to understand.
- Not time consuming.

Quantitative data was collected using questionnaires and data was analysed using the Statistical Package for the Social Science (SPSS) version 26, which is a computer programme, used for statistical analysis (Aldrich, 2018: 27). Various types of reporting comprising graphs, pie charts, tables as well as figures were used. Frequencies and descriptive of the SPSS assisted the presenting and analysis.

3.6. ETHICS OF THE STUDY

Ethics refers to the field of study which pay attention on what is good or bad. It further, means the study of what researchers are allowed and not allowed to do, as well as how it should the study should be conducted (Hammersley and Traianou, 2012: 16). The researchers did the following to ensure that the study is ethical:

- **Confidentiality**

Guarantee respondents that their names are kept confidential. With the hope that the assurance encouraged the participants to respond without fear of being unprotected, also, possible offensive questions were avoided.

- **Informed consent**

The researcher asked permission from the respondents and gave them a copy of the consent letter, which they filled and served as evidence that the participants voluntarily agreed to take part.

- **Feedback**

The researcher took upon himself to provide the department where the study was conducted with the results of the study, findings and recommendations.

- **Permission**

The researcher ensured that permission was requested and granted before the commencement of data collection from the department.

- **Plagiarism**

The researcher used Harvard referencing style to acknowledge sources used in the study.

- **Ethical clearance**

The researcher got ethical clearance from the research ethics committee in North West University.

- **Voluntary participation**

During data collection process, the participants were not coerced to take part in the filling in of the questionnaires. Participation should always be voluntary, and no one should be forced to participate in any project (Rubin & Babbie, 2008).

- **Compensation**

The researcher did not compensate anyone to participate in this research and participants were not bribed or compensated to be part of this study.

- **COVID-19 Protocol**

The researcher ensured compliance with regard to Covid-19 regulations by doing the following: sanitizing hands and pens before and after filling in questionnaire; making sure that screening officials were available to check temperature before entering the premises of the department; always wearing mask to contain spread of the virus; maintaining social distance between the researcher and respondents; and also requesting information telephonically or via email to avoid physical contact.

3.7. PILOTING OF QUESTIONNAIRES

Blaxter, *et al.* (2010: 138) state that piloting of research questionnaires refers to the procedure whereby the investigator tries out the research techniques and approaches which are available, and seeks to find out how they work practically, and whether they are essential, also the investigator may seek to improve questions prior field work if necessary. Creswell (2018: 155) hold a strong view that piloting of questionnaires is important to establish the content validity of scores on instrument and to provide an initial evaluation of the internal consistency of the items and improve questions, format as well as instructions.

The researcher piloted closed-ended questionnaires on 5 colleagues in the North West Provincial Treasury and 10 employees who attended induction and orientation programs in the North West Department of Health, with the aim of validating the perception mentioned above. Experienced personnel from two directorates in the department participated on piloting exercise, namely; Human Resource Development/Management directorate, Research, and Policy directorate. The results of piloting or pre-testing of questionnaires demonstrated that questionnaires were valid and reliable. The questions were fair, consistent, clearly framed for easy comprehension by employees in the department. Participants understood exactly what was required from them with regard to filling-in the questionnaire.

3.11.1. Piloting, reliability and validity procedure

Because of the descriptive nature of the study, the validity and reliability of the research questions were checked on the SPSS version 26 using Cronbach’s Alpha Coefficient, a measure on internal consistency (Hair, Celsi, Samouel, Money & Page, 2015: 255). The researcher used this testing because of multiple Likert questions in a questionnaire that forms a scale and wanted to determine if the scale is reliable.

The researcher further applied the general rule of thumb in Cronbach’s Alpha Coefficient to check if the questionnaire designed were reliable and valid. The following table illustrate how piloted results should be in accordance with the general rule of thumb in Cronbach’s Alpha Coefficient:

| Cronbach's Alpha Coefficient | Internal consistency |
|------------------------------|----------------------|
| $\alpha \geq 0.9$ | Excellent |
| $0.9 > \alpha \leq 0.8$ | Good |
| $0.8 > \alpha \leq 0.7$ | Acceptable |
| $0.7 > \alpha \leq 0.6$ | Questionable |
| $0.6 > \alpha \leq 0.5$ | Poor |
| $0.5 > \alpha$ | Unacceptable |

Source: adapted from Hair, Celsi, Samouel, Money & Page (2015: 255).

The following figure illustrate case processing summary from SPSS:

| Case Processing Summary | | | |
|-------------------------|-----------------------|----|-------|
| | | N | % |
| Cases | Valid | 15 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 15 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Figure 3.11.1.(a):(SPSS reliability and validity check)

Source: prepared by author.

The following table illustrate reliability statistics of research question:

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .740 | .678 | 21 |

Figure 3.11.1. (b) :(SPSS reliability and validity check)

Source: prepared by author.

According to Andrew, Pedersen, & McEvoy, (2011: 202) Cronbach’s Alpha is the convenient statistic tool used to check if the questionnaire designed by the researcher is accurately measuring the variable of interest. Cronbach's Alpha Coefficient was run on a pilot size of 15 employees who attended the induction and orientation program. From the above provided figure 3.7.1. (b), Cronbach's Alpha Coefficient is: $\alpha = 0.740$, which indicates a good level of internal consistency for the scale with this particular sample (15 employees). According to Lehman, O'Rourke, Psych., Hatcher, & Stepanski (2013:168) the general rule of thumb is that a Cronbach’s alpha should be at least .70 or more in order to be reliable. Therefore, for this study it is above ($\alpha =$) .70 which is acceptable.

The final figure in the output illustrate the descriptive statistics for the questionnaire as a whole:

| Scale Statistics | | | |
|------------------|----------|----------------|------------|
| Mean | Variance | Std. Deviation | N of Items |
| 41.73 | 69.495 | 8.336 | 21 |

Figure 3.11, (c) :(SPSS reliability and validity check)

Source: prepared by author.

3.8. VALIDITY AND RELIABILITY

3.8.1. Validity

December (2010: 106) defines validity as the degree to which the instrument measures what it is projected to be measured. In this study, the questionnaire were verified to ensure that it adhered to the main purpose of the research, and before primary data collection process started, all the questions were perused by the research supervisor to ensure a rational alignment between problem statement, research questions as well as research objectives. The researcher ensured that questions, which were developed for this study, were aligned with the research objectives, developed based on literature review and easily understood by the sampled participants. As Ihantola and Kihn (2011: 44) highlight the significance of the data collection tool being tailored to the needs of the participants for whom it was intended.

The researcher embarked on piloting exercise because the validity of the results were more reliant on the honesty of the respondent. Piloting revealed that questionnaires of the study were valid. The same questions that have been piloted assessed and monitored by different people before commencement of data collection has given the same outcome. Refer to [*Figure 3.7.1. (b) : (SPSS reliability and validity check)*] in the previous page.

3.8.1. Reliability

Bernauer and O'Dwyer (2013:119) describe reliability as the degree to which research outcomes or results are reliable, accurate, consistent or stable. In this study, the questionnaire were checked and piloted for their quality. Researcher ensured consistency by asking the same questions to all participants and the results were recorded without manipulation. The research questions were reliable because the pre-testing of questionnaire proved to be an advantageous exercise and the participants understood exactly what was expected of them when filling in the questionnaire. Refer to [*Figure 3.7.1. (b) : (SPSS reliability and validity check)*] in the page previous gage.

3.9. LIMITATIONS OF THE STUDY

- **Generalization**

This study focused on assessing induction and orientation programs in the North West Department of Health, for that reason, generalizing the findings and recommendations of the study to other departments within or outside the province is limited.

- **Incomplete questionnaires**

During the process of data collection, the researcher's control over the respondents was a bit limited particularly under Covid-19 regulations. Some questionnaires were not completely filled in, as a result, the researcher did not capture them on SPSS during data analysis.

3.10. CONCLUSION

This chapter discussed in detail the research design and method selected for this study. The study was descriptive in nature. The researcher selected survey design and quantitative method in this study. Random sampling was used whereby 144 employees were sampled from a population of 288. Closed-ended questions were used to collect primary data and SPSS version 26 was used to analyse data. This chapter further focussed on population, sampling, piloting, reliability, validity, and limitation of the study. The following chapter concentrate on data analysis and interpretation.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The previous chapter focused on the research method and design opted for this study. This chapter focuses on data presentation and analysis. It also reflects on characteristics and the response rate of the respondents. Descriptive statistical analysis was used to identify frequencies and percentages (SPSS version 26). The questions in questionnaire of this study were divided into two sections, namely:

- Section A, consists of six questions about biographic information. The data thereof is presented in form of bar graphs.
- Section B consists the fifteen research questions based on the objective of the study. The data thereof is presented in form of pie chart.

4.2 CHARACTERISTICS OF RESPONDENTS

Section A of the research questions was developed to describe demographic variables of the sample and to evaluate any influence on the results of this study. The demographic data consisted of gender, period working for department, race, contract type and level of education. Out of a sample of 144 participants, males constituted (53%) and females (47%), (19%) of responds have matric, undergraduates constituted (53%) and postgraduate were (28%). Permanent employee constituted (87%), followed by (13%) of fixed contract employees. Less than (22%) of employees had been working in the department for less than a year, (46%) have been working been 1-5 years, (14%) 5-10 years and 10-15 years and (18%) have been working in the department for more than 15b years. Also, the results reveals that (84%) of employees were black, (5%) were whites, (6%) were coloured and (5%) Indian.

4.3 THE RESPONSE RATE

$$\text{Response rate} = \frac{\text{No of Questionnaires Recieved}}{\text{Total No of Questionnaires Distributed}} \times \frac{144}{0}$$

$$\text{Response rate} = \frac{120}{144} \times \frac{100}{1}$$

Response rate = 83%

There is a good response rate of targeted employees to this study. At least 144 questionnaires were distributed and only 120 of those questionnaires were returned. A number of reasons were considered why the response rate was less than 100%:

- **COVID-19:** The Coronavirus pandemic has had a severe negative impact on this study, thus affecting the data collection process. Government had to implement necessary precautions to contain the spread of COVID-19. The researcher was struggling to reach targeted employees during lockdown because of the regulations the government put in place. Many employees were working from home and either did not have access to computers or experienced problems with internet connection to received/send back questionnaires.
- **Willingness to take part in this project:** Beyond the busy schedules and day-to-day duties of employees, some workers were just not willing to take part in the research of this nature.

4.4. QUANTITATIVE RESEARCH, ANALYSIS OF DATA FROM QUESTIONNAIRES.

4.4.1. Section A: Biographical data

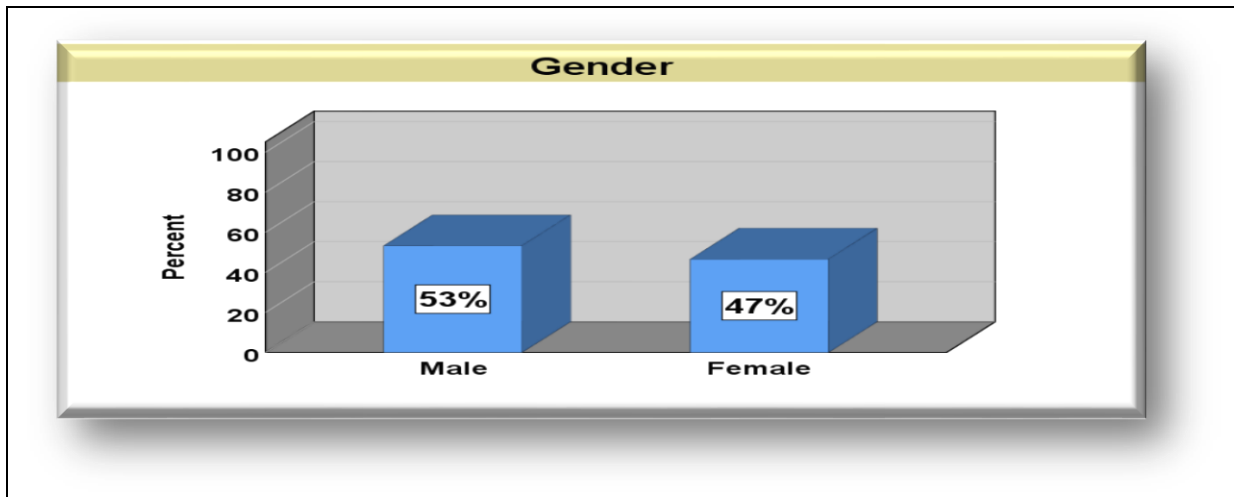


Figure 4.4.1, (a). (Question number 1).

Interpretation of question number 1

Figure 4.4.1. (a), showed that out of a sample of 120 participants, males constituted (53%) and females (47%).

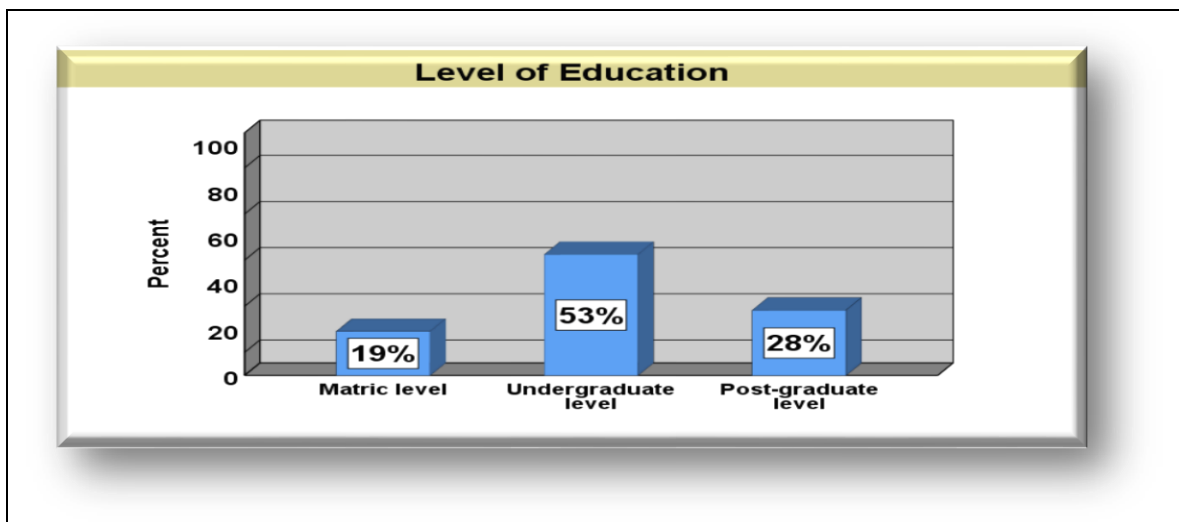


Figure 4.4.1, (b). (Question number 2).

Interpretation of question number 2

Figure 4.4.1. (b) reflects level of education and results indicate that 19% of responds have matric, 53% were undergraduates and 28% consisted of postgraduate.

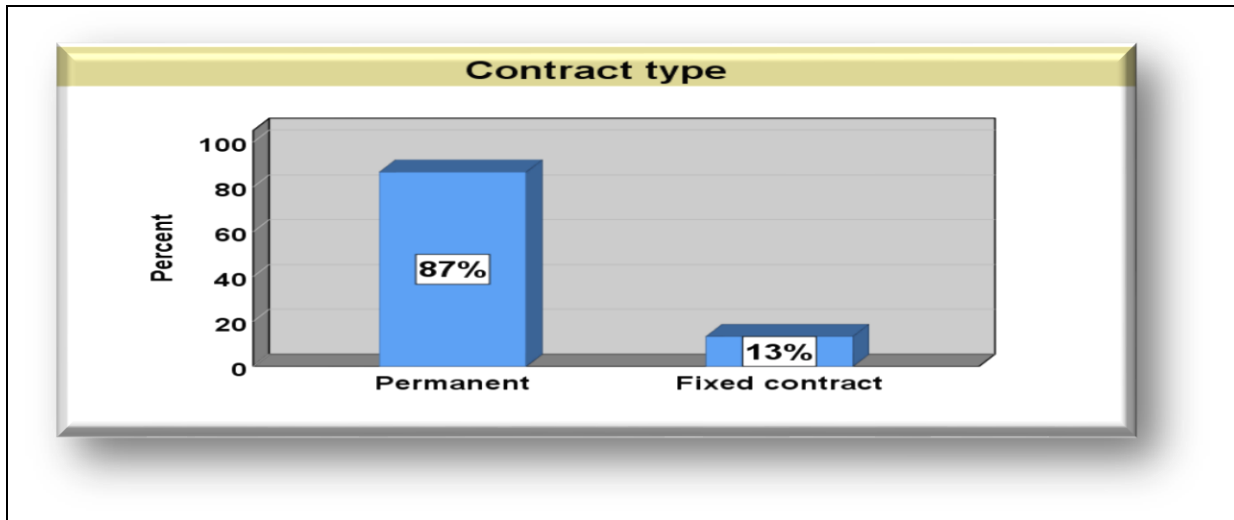


Figure 4.4.1. (c). (Question number 3).

Interpretation of question number 3

Figure 4.4.1. (c) Reflects the contract type of employees in North West Department of Health. 87% was made up of permanent employed staff members and fixed contract employees made up 13%.

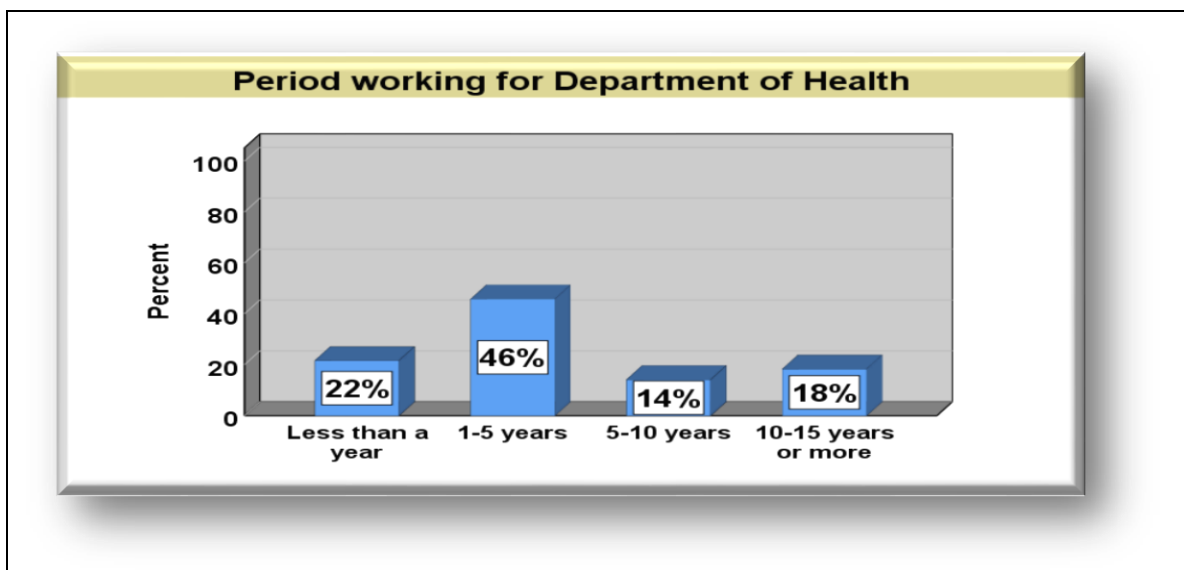


Figure 4.4.1. (d). (Question number 4).

Interpretation of question number 4

Figure 4.4.1. (d) Displays employees’ period of work. 22% of employees have less than a year working in the department, 46% have 1-5 years, 14% have 5-10 years and 18 % made up employees who have been in the department from 10-15 years or more. Majority of employees have less than 1-5 years serving in the department.

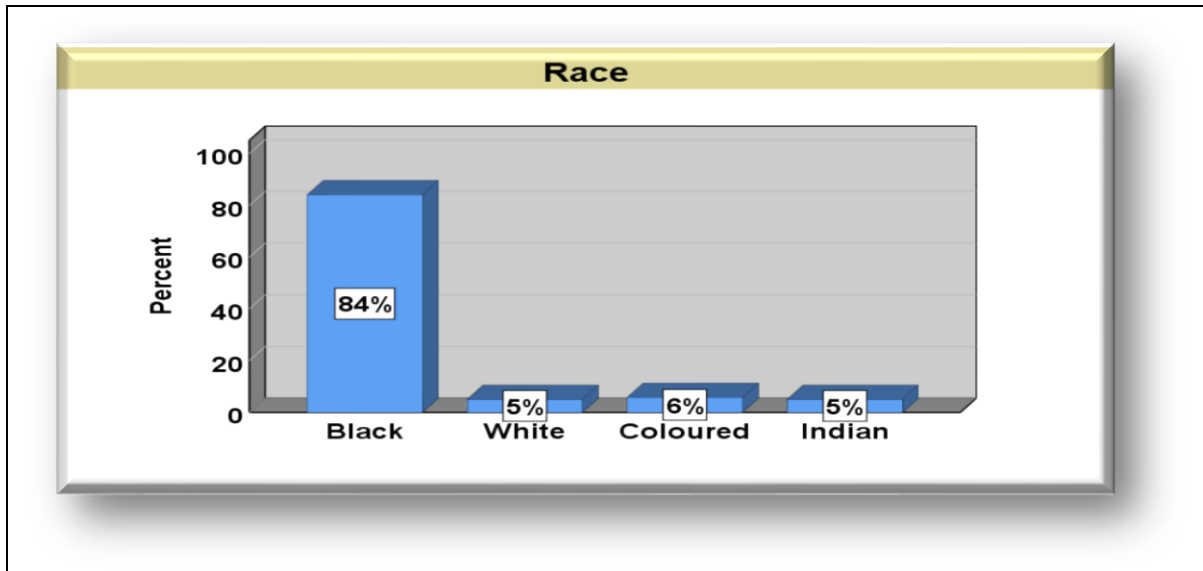


Figure 4.4.1. (e). (Question number 5).

Interpretation of question number 5

Figure 4.4.1. (e) Reflects on employee’s race status in the department. It reveals that (84%) were black, (5%) were whites, and (6%) were coloured and (5%) Indian.

4.4.2. Section B: Research questions based on the objectives of the study

Objective 1: To determine the impact of induction and orientation programs at the department of Health production level.

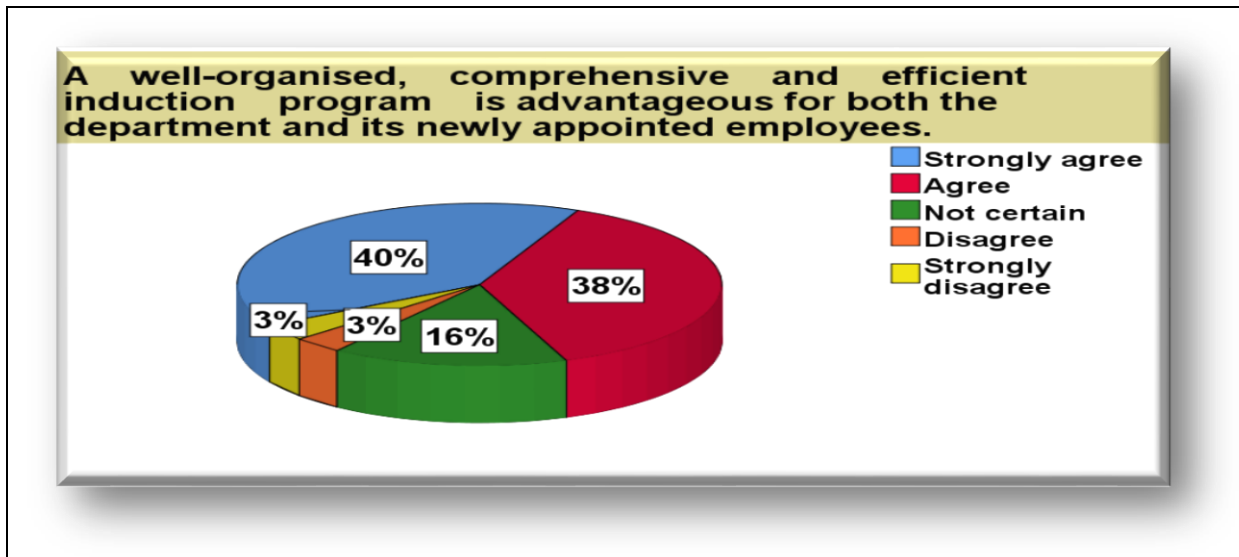


Figure 4.4.2. (A). (Question number 6).

Interpretation of question number 6

Figure 4.4.2. (a), sought to determine whether a well-organised, comprehensive and efficient induction program is advantageous for both the department and its newly appointed employees. The chart illustrates that 40% of the respondents strongly agree that the program is advantageous for both the department and its newly appointed employees. Followed by 38% of respondents who agree, 16% who are not certain, 3% who disagree and 3% of the respondents strongly disagree. The chart further demonstrates that the majority of employees understand the importance of induction and orientation programs in the department.

Scholars Foot and Hook (2008: 293) hold a strong view that a well-planned induction and orientation program have the impact on the public image and relation of the organisation as the workers can discuss the implementation or status quo of an induction and orientation program with other employees outside the organisation. Several scholars such as El-Shamy (2016: 22), Kumar (2011: 127) and Durai (2010: 172) agree that the benefits of an effective induction and orientation program for the organisation are; better productivity or better

services, customer satisfaction and employee retention. While the benefits for employees are; better performance and employee satisfaction.

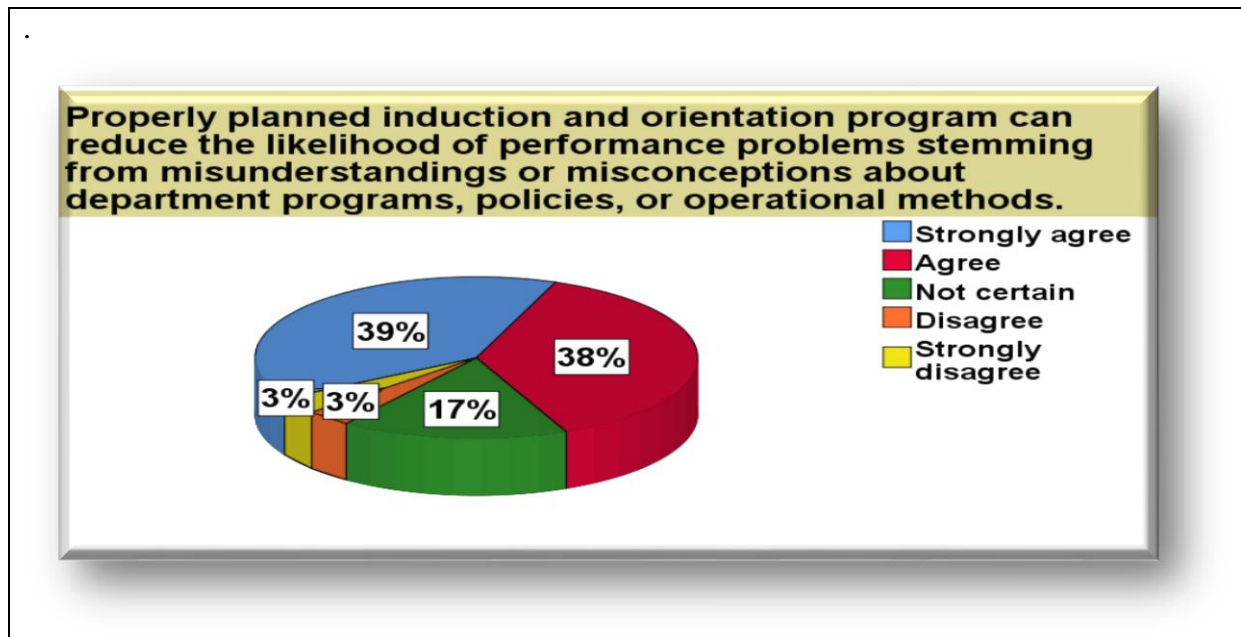


Figure 4.4.2. (b). (Question number 7).

Interpretation of question number 7

Figure 4.4.2. (b) Shows that 39% of the respondents strongly agree that a properly planned induction and orientation program can reduce the likelihood of performance problems stemming from misunderstandings or misconceptions about department programs, policies, or operational methods. While 38% of the respondents agree, 17% are not certain, 3% disagree and 3% strongly disagree with the statement. The chart further reveals that majority of employees in the department hold a strong view that a well-planned induction and orientation program can address performance problems.

Scholars Durai (2010: 172) and Kumar (2011: 127) emphasised that newly appointed or transferred employees must be provided with accurate information about the work, again, during first weeks of appointment, organisation must start to promote awareness on relevant legislation applicable in the labour market, to avoid regulatory breaches by new employees.

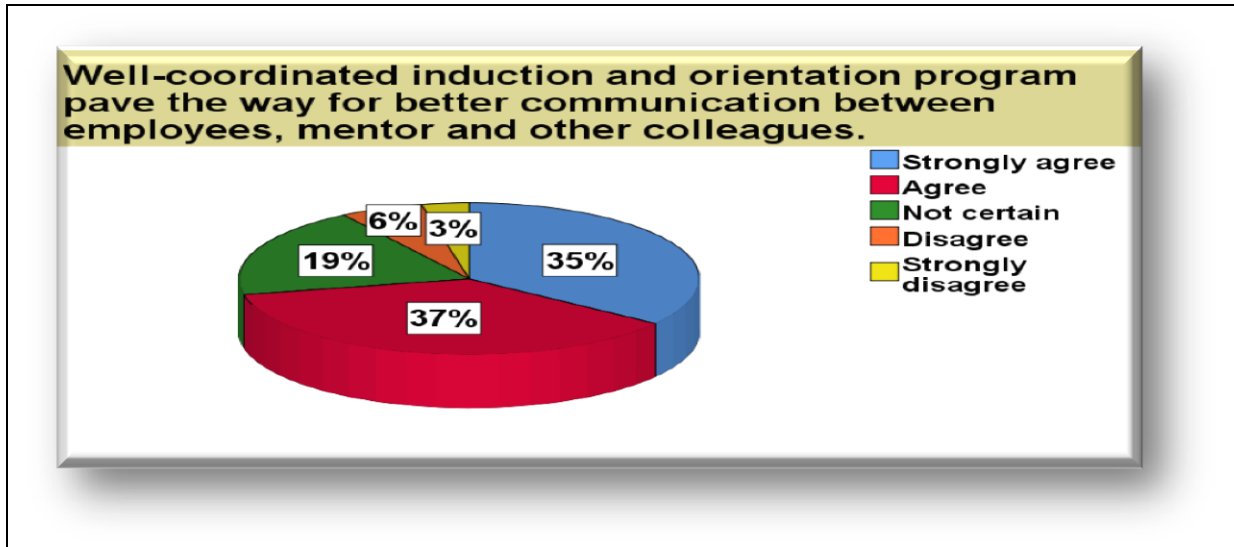


Figure 4.4.2. (c). (Question number 8).

Interpretation of question number 8

Figure 4.4.2. (c) Reflects on a well-coordinated induction and orientation program that can pave the way for better communication between employees, mentor and other colleagues. 37% of the respondents agree with the statement, followed by 35% who strongly agree, 19% who are not certain, 6% who disagree with the statement and 3% of respondents who strongly disagree with the statement. The chart further demonstrate that majority of employees in the department maintains that a well implemented induction and orientation program ascertains effective communication in the work place and can build team work in the organisation.

Scholar, Kauppinen (2012: 9) is off the view that induction and orientation program have an impact in creating a good impression of the institution on the new staff, and communicates the organisational culture, vision, mission, values and mandate well. Induction and orientation program as a communication instrument is the formation of a relationship between the employer and employee. It is during this time that their communication channel is established.

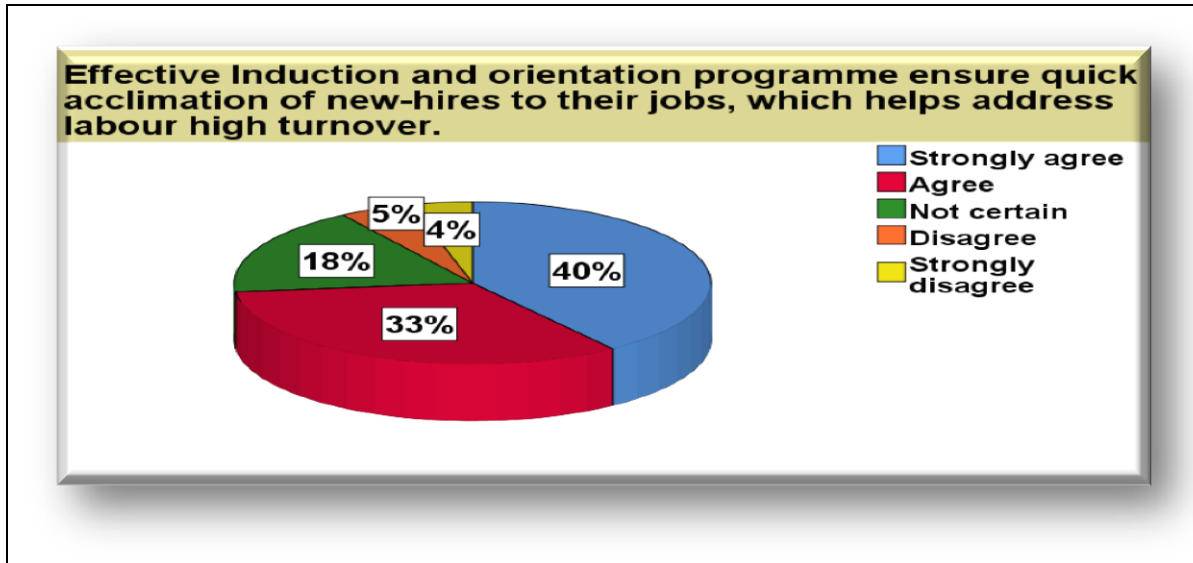


Figure 4.4.2. (d). (Question number 9).

Interpretation of question number 9

Figure 4.4.2. (d), reflect on effective induction and orientation program to quicken the acclimation of the newly hired to their jobs, which helps address high rate of staff turnover. The chart reveals that 40% of respondents strongly agree, 33% agree, 18% is not certain, 5% disagree and 4% of the respondents strongly disagree. This question was posed in order to determine whether effective induction and orientation program could address high rate of staff turnover and retention of competent staff in the organization. Therefore, the chart further illustrate that majority of employees in the department have a strong view that an effective induction and orientation program have impact on employee retention or staff turnover.

Several scholars, such as Nankervis, Baird, Coffey, Shields (2016: 318) and Dorasamy (2014: 207) present induction and orientation program as an utmost significant aspect of the staff retention strategy, due to the fact that it is the first process whereby newly appointed or transferred workers learn about their new place of employment, and the manner in which induction and orientation program is managed frequently reflects the values of the organisation. The first impression made by the organisation during this process can make the newly appointed workers feel welcomed and highly valued.

Objective 2: Determine employee's satisfaction and commitment with regard to the implementation of induction and orientation programs.

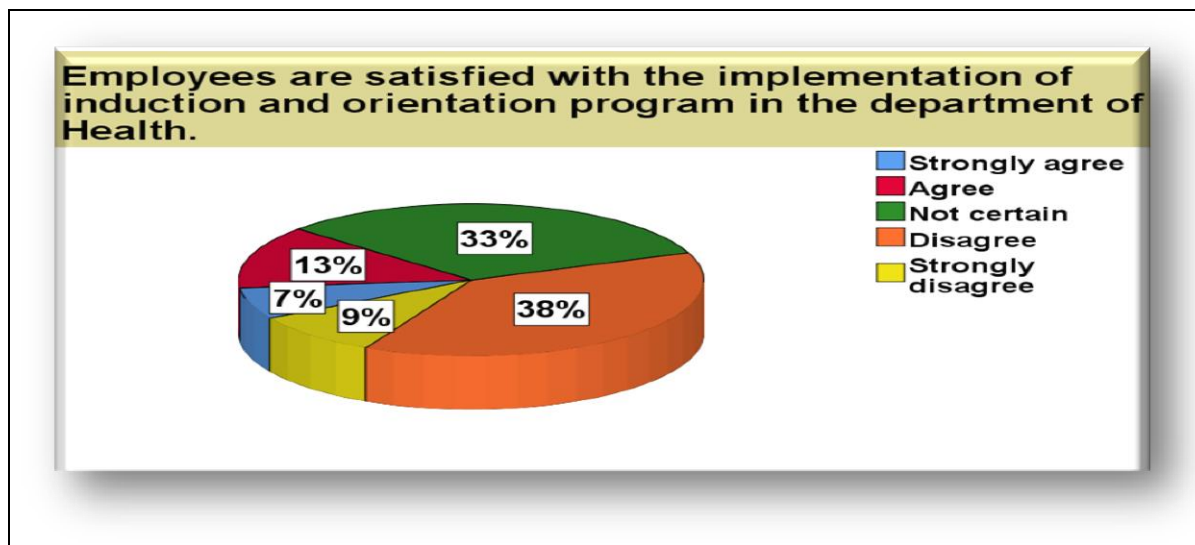


Figure 4.4.2. (e). (Question number 10).

Interpretation of question number 10

Figure 4.4.2. (e) Reflects the employee's satisfaction with regard to the implementation of the current induction and orientation program in the North West Department of Health. The chart demonstrates that 38% of the workers are not satisfied with the current implementation of the program, followed by 33% who are not certain, 13% of workers who agree, 9% who strongly disagree, and lastly, 7% of the respondents who strongly agree with the statement. The chart reveals that it is evident that majority of employees in the department are not happy on how the department planned, designed, organised and implemented the program.

Runula (2013: 16) stresses that poorly coordinated induction process affects the organisations' integrity both internally and externally in many ways. Globler (2005: 209) hold a strong view that employees are strongly motivated when commencing a new job or being in new labour market. However, ineffective and inefficient implemented induction process might sabotage their motivation and commitment at early stages.

Matshego (2007;133) found that in North West Department of Health, staff induction and orientation for newly appointed, promoted and transferred employees is conducted in an inefficient and ineffective manner, resulting into labour attrition, non-compliance,

discouragement and weakening of community care or services rendered by the department and causing the dissatisfaction of employees (Matshego, 2007: 133). Contrasting and comparing previous findings and finding of this study, it is evident that to date, the department is still failing to implement effective and efficient program.

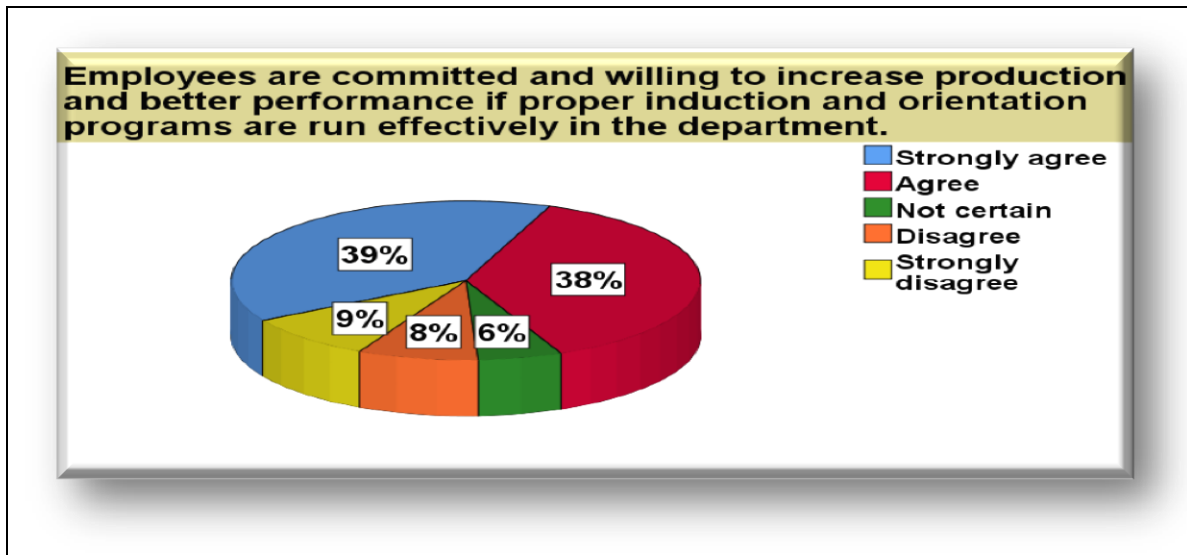


Figure 4.4.2. (f). (Question number 11).

Interpretation of question number 11

Figure 4.4.2. (f), sought to determine if employees are committed and willing to increase production and better performance if proper induction and orientation programs are planned, designed and implemented effectively. 39% of the employees strongly agree, 38% agree, 6% are not certain, 8% disagree, while 9% of workers strongly disagree. One of the objectives of this study is to determine employee’s satisfaction and commitment with regard to the implementation of induction and orientation programs and this question was posed to determine if employees are committed to improve individual performance and increase productivity to ensure better service delivery. The chart further shows that employees have a strong desire that their individual needs should be considered during the planning and implementation process of the program.

According to Kearns (2010: 32), the modern induction and orientation program should be grounded on a proper balance among the institutions mandate and the needs of the newly appointed staff. Garvey (2017: 114) highly recommend that induction process can ensure that

organisation encourage new employees to improve performance and achieve set targets which results in increased level of productivity.

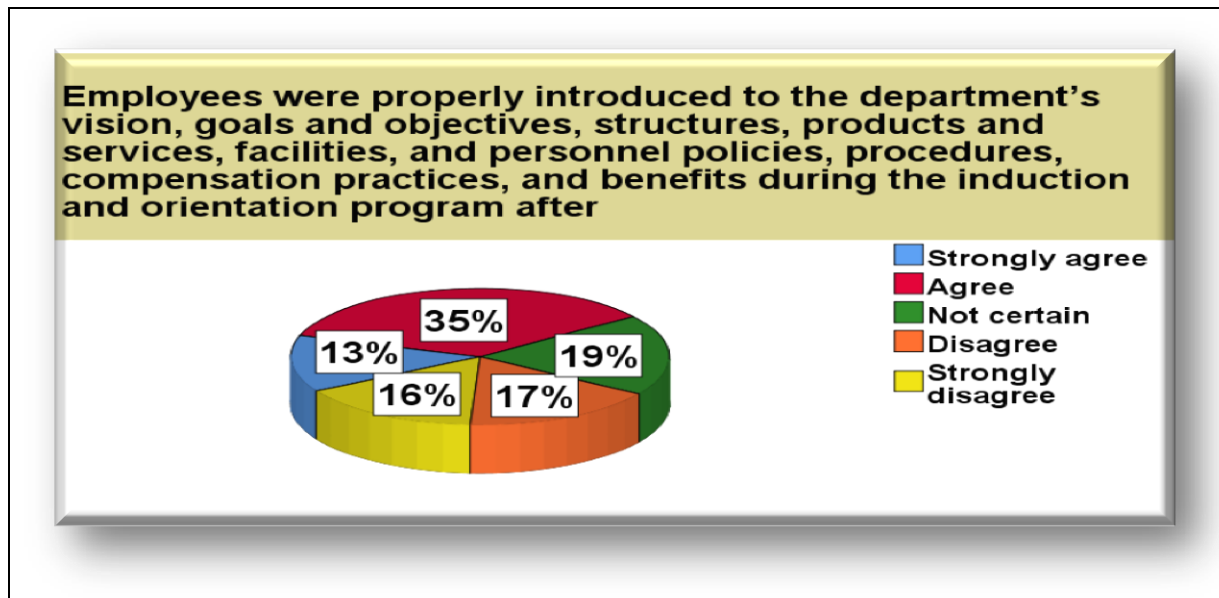


Figure 4.4.2. (g). (Question number 12).

Interpretation of question number 12

Figure 4.4.2. (g), sought to determine if employees were properly introduced to the department's vision, goals and objectives, structures, products and services, facilities, and personnel policies, procedures, compensation practices, and benefits during the induction and orientation program after their appointment. The chart illustrate that 35% of the workers in the department agree, followed by 13% who strongly agrees, 19% who are not certain, 17% who disagree and lastly 16% of the respondents who strongly disagrees.

One of the objectives of this study was to determine employee's satisfaction and commitment with regard to the implementation of induction and orientation programs and this question was posed to determine if employees were properly introduced to the organisational culture. However, it is evident that 35% agree that they were properly introduced to the organisational culture during the process of induction and orientation program.

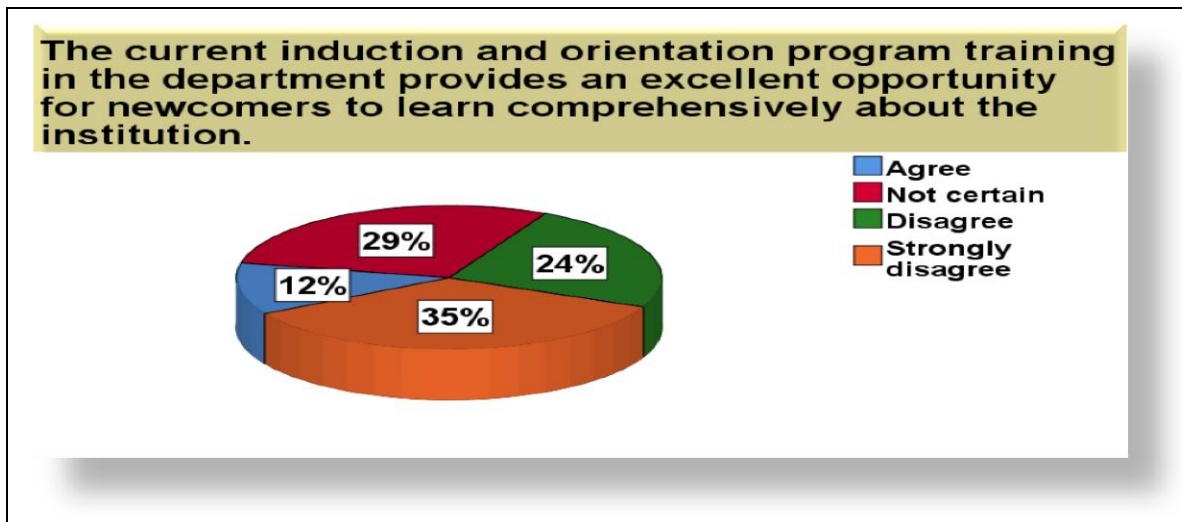


Figure 4.4.2. (h). (Question number 13)

Interpretation of question number 13

Figure 4.4.2. (h) Reflects whether the current induction and orientation program in the department provides an excellent opportunity for newcomers to learn comprehensively about the institution. 35% of the respondents strongly disagree, followed by 24% who are uncertain, 24% who disagree whilst 29% agree. It is evident that the current induction and orientation program in the department is not providing excellent opportunities for newly appointed employees to be familiar with organisational culture, values, mission, vision and constitutional mandate of the department.

The main aim of this study was to assess the effectiveness of induction and orientation program in the North West Department of Health and this question was set to determine the status quo of the current induction and orientation program in the department. According to the response rate of this question, it is evident that the department is still failing to plan, design and implement effective induction and orientation program that caters the needs of employees, familiarising employees with organisational culture and promoting opportunities in the workplace. This is made evident by 35% of the respondents, who strongly disagree with the statement.

Objective 3: Outline challenges faced by the department in implementing the induction and orientation programs.

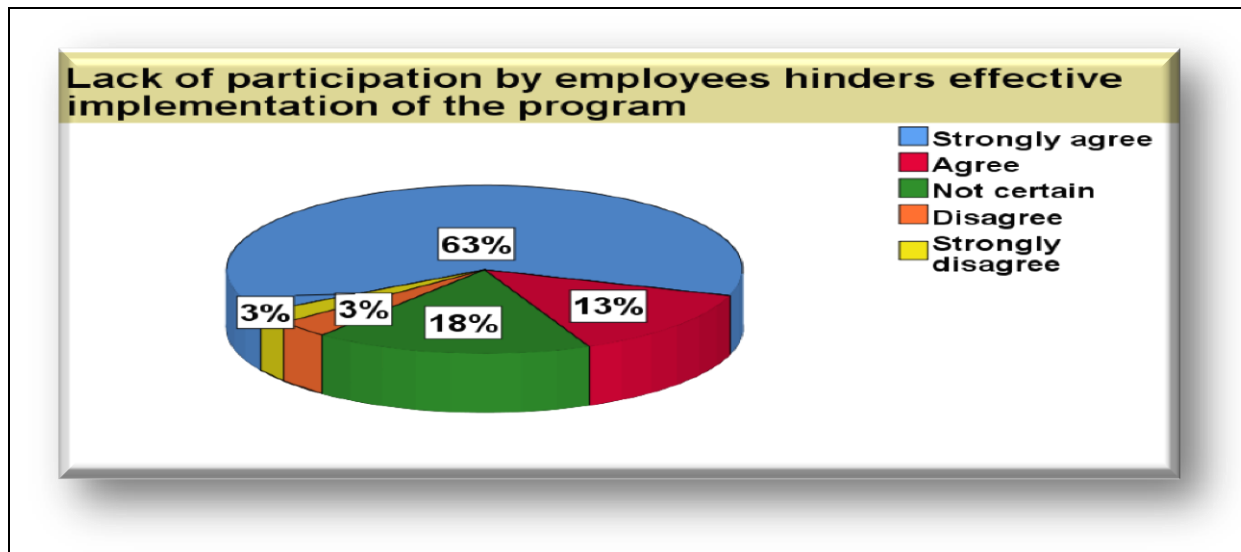


Figure 4.4.2. (I). (Question number 14).

Interpretation of question number 14

Figure 4.4.2. (i) Reflects on lack of the employee's participation during the process of induction and orientation program. The chart demonstrate 63% of employees strongly agree, followed by 13% of workers who agree, then 3% strongly disagree, 18% who are not certain and finally 3% of employees who disagree with the statement. The chart further illustrate that employees in the North West Department of Health do not understand the importance on participating in the process on induction and orientation program. Employees further maintains that lack of participation in induction and orientation programs by employees is a challenge for the department. Scholars Catlin-Legutko and Klingler, (2012: 99) contents that newly appointed employees have the role to participate actively in the programme and completion of induction/orientation seasons, assessment forms and to give feedback/update either the formally or informally to the human resource management/development section and the super-visors/facilitator if requested.

One of the objectives of this study was to outline challenges faced by the department in implementing the induction and orientation programs and this question sought to determine whether lack of participation by employees during the process of induction and orientation is the challenge. Therefore, according to the response rate on this question, it is evident that lack

of participation by employees hinders the effective implementation of the program. Although the induction and orientation programme is designed to introduce new employee to the new organization or work environment, the new employee also has responsibilities.

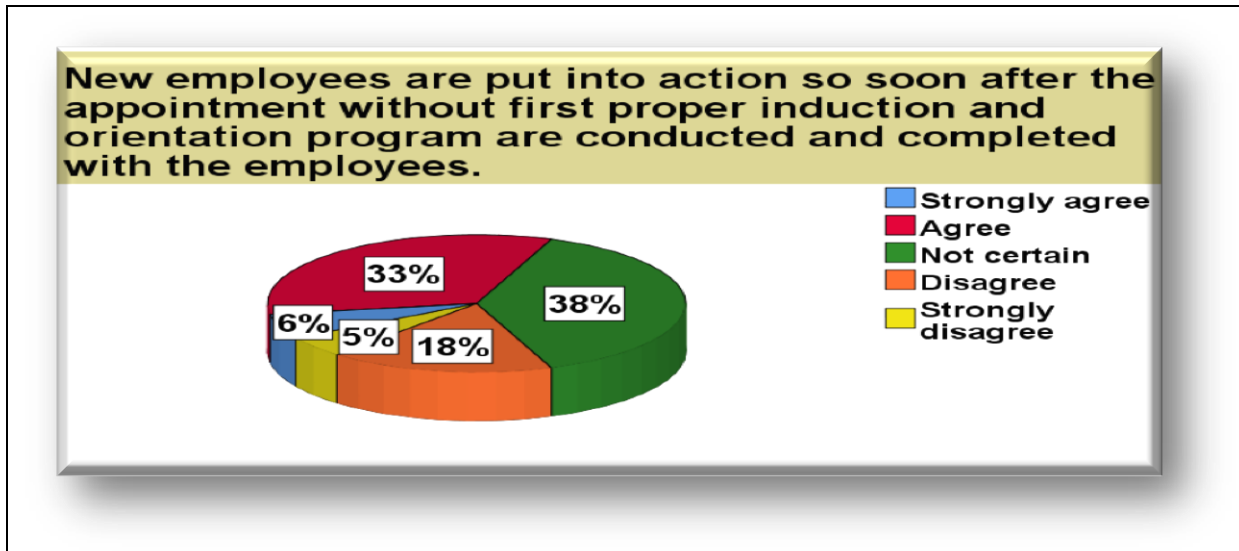


Figure 4.4.2. (j). (Question number 15).

Interpretation of question number 15

Figure 4.4.2. (j) Reflects on whether new employees are assigned duties soon after the appointment before the proper induction and orientation program are conducted and completed with the employees. The chart indicate that 5% strongly disagree, followed by 33% who agree, 38% who are not certain, 18% who disagree and 6% of the workers strongly agree. The chart further illustrate that majority of employees state that the department does not a problem of putting new employees into action soon after the appointment without first proper induction and orientation program.

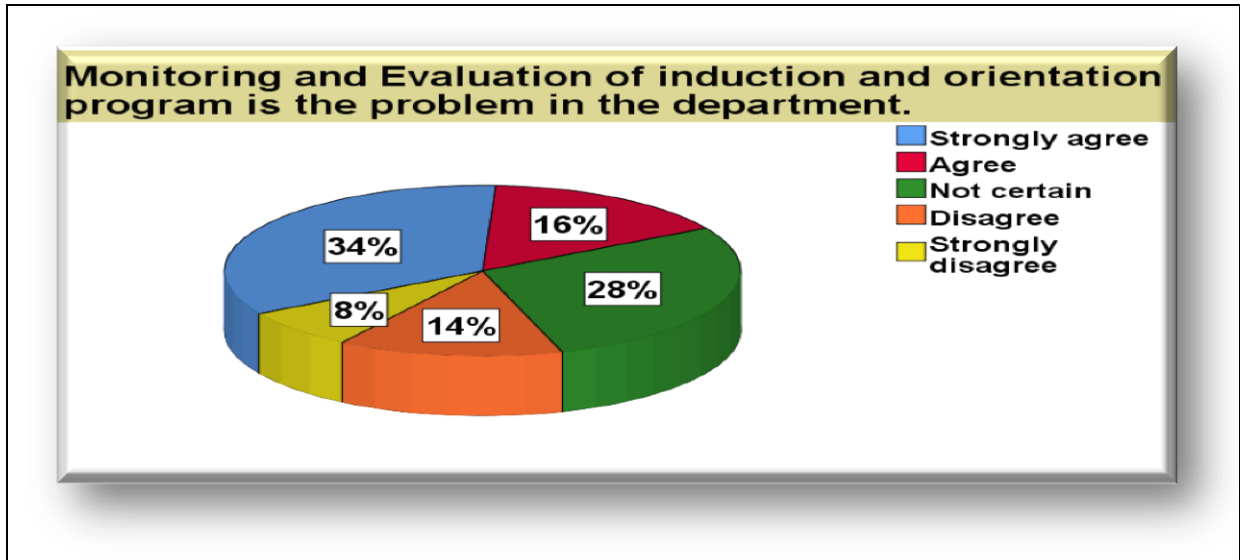


Figure 4.4.2. (k). (Question number 16).

Interpretation of question number 16

Figure 4.4.2. (k), sought to determine if induction and orientation programs are monitored and evaluated in the department. One of the objective of this study is to outline challenges faced by the department in implementing the induction and orientation programs, and this question was formulated to check if monitoring and evaluation is a problem faced by department. 35% of the respondents strongly agree, followed by 16% who agree, 28% who are not certain, 16% who disagree and 8% who strongly disagree. The chart further indicate that monitoring and evaluation on induction and orientation is a challenge in the department.

Warnich, Carrell, Elbert and Hatfield (2018: 251) state that monitoring and evaluation have the following impact on induction and orientation programs: value for money and achieve planned targets and identifying challenges and providing remedial actions. Jeffery, Jarvis and Word-Allen (2018: 132) recommend that organisation can use Kirkpatrick’s model for evaluating induction and orientation program.

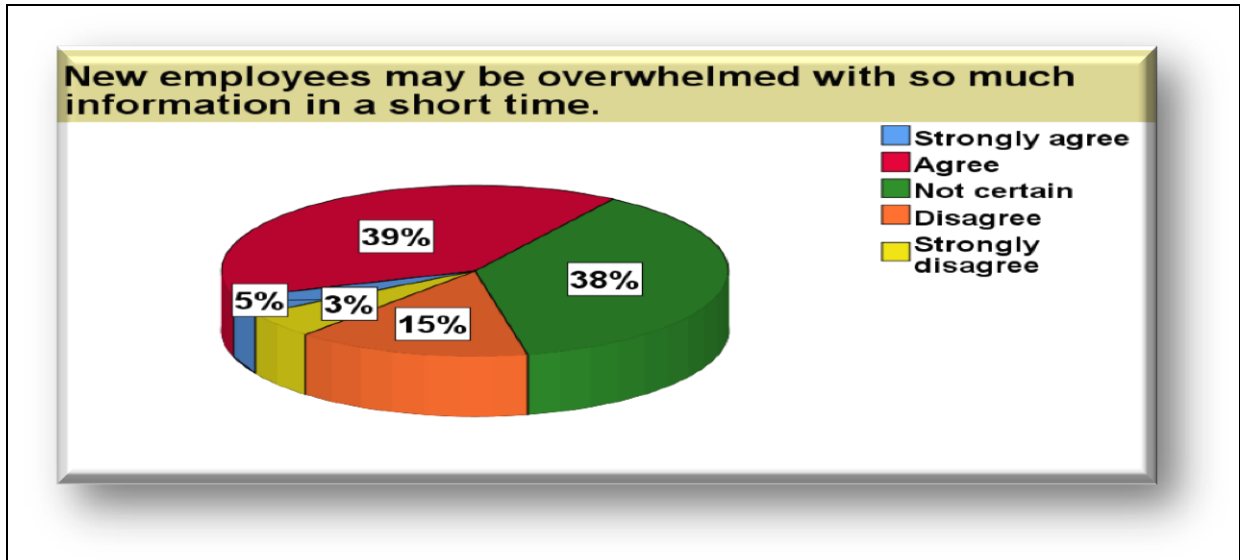


Figure 4.4.2. (l). (Question number 17).

Interpretation of question number 17

Figure 4.4.2. (L) Reflects if new employees are overwhelmed with too much information in a short space of time. The chart illustrate that 39% of employees agree, followed by 5% who strongly agree, 38% who are not certain, 3% strongly disagree and 15% disagree. The chart further shows that department has a problem of overwhelming new employees with so much information in a short space of time.

The results of different studies indicated that new employees in many organisation are overwhelmed with too much information in a short space of time and scholars recommended that organisations plan and design a program that caters for the needs of employees. Scholars further contends that organisations must summarise only the relevant information about the organisation and use technology (App, website, virtual, Microsoft word, emails, and pictures) to avoid many hard copies or material. Technology is cost effective and not time consuming.

Objective 4: To present strategies to be implemented to address the problem of induction and orientation program in the department of Health.

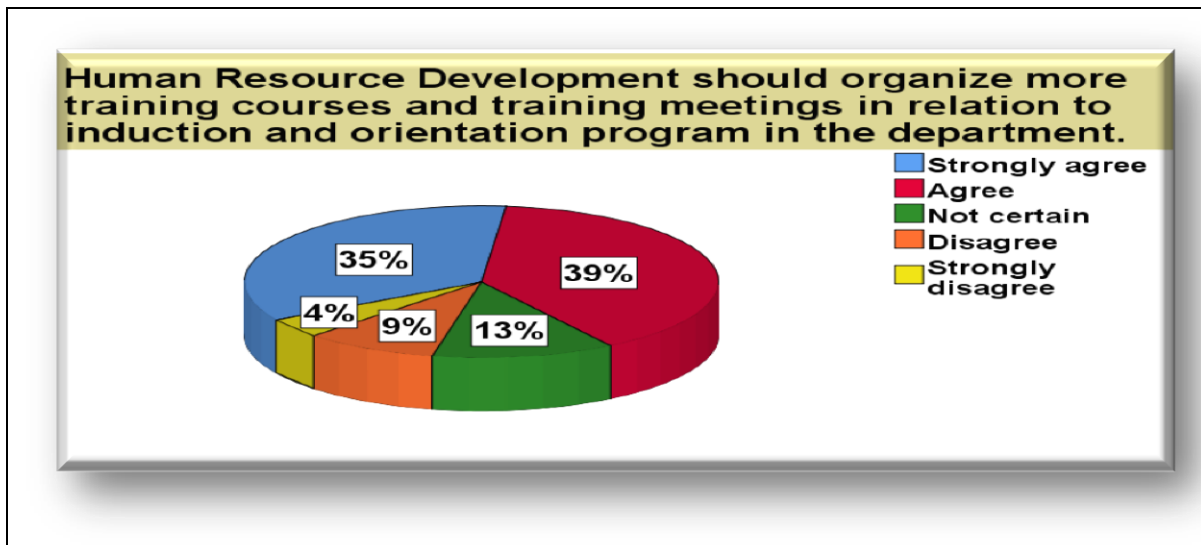


Figure 4.4.2. (M). (Question number 18).

Interpretation of question number 18

Figure 4.4.2. (m) Reflects if Human Resource Development (HRD) should organize more training courses and meetings in relation to induction and orientation program in the department. The chart shows that 39% of the employees agree with this strategy, followed 35% who strongly agree with the strategy, 13%, who are not certain, 9% who disagree and 4% of the respondents who strongly disagree with this approach.

Several scholars hold a strong view that Human Resource Development (HRD) should organize more training courses and meetings in relation to induction and orientation program in the organisation. The results of many studies undertaken by scholars highlighted that training is one of the best strategies to address challenges faced by organisations. One of the objectives of this study was to provide solution on how to address the problem. Therefore, training and consultation is regarded as the best strategy to overcome challenges.

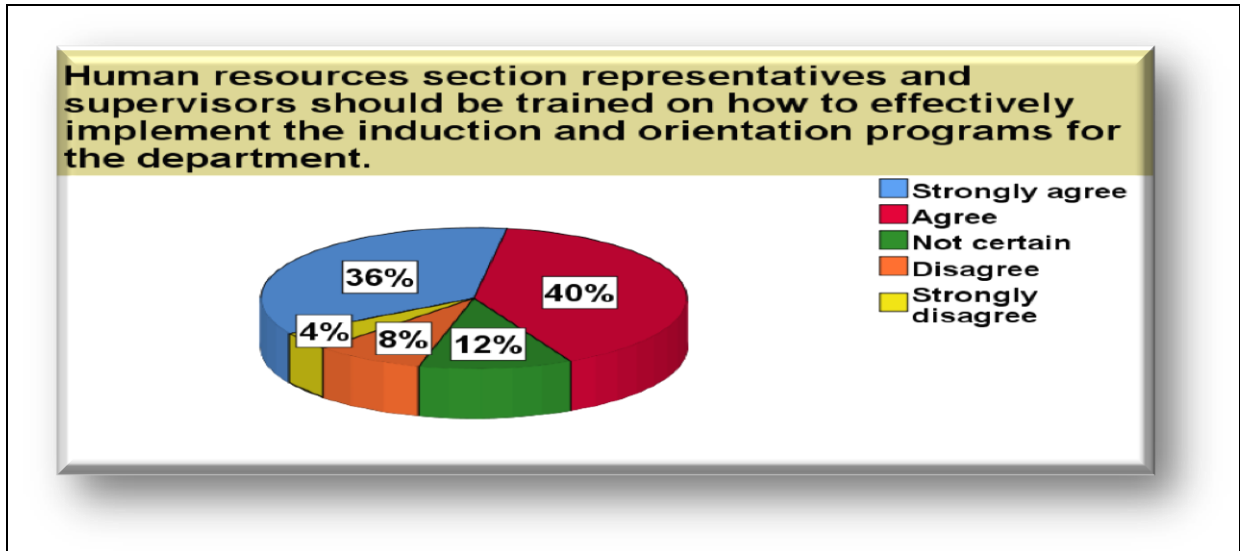


Figure 4.4.2. (N). (Question number 19)

Interpretation of question number 19

Figure 4.4.2. (n) Reflects if human resources section representatives and supervisors should be trained on how to implement the induction and orientation programs on behalf of the department. The chart further indicate that 40% of the employees agree with this strategy, followed by 36% who strongly agree, then 12% who are not certain, 8% who disagree and lastly 4% of the respondents strongly disagree.

The results of many studies conducted earlier show that human resource officials as well as managers should be trained on how to implement the induction and orientation program in the organisation. Scholars further recommended that responsible officials for induction and orientation program should be trained on how to link technology with induction and orientation programs. One of the objective of this study was to present best strategies to address the problem of induction and orientation program. Therefore, integrating induction and orientation program with technology is regarded as the best strategy to improve the process of the program.

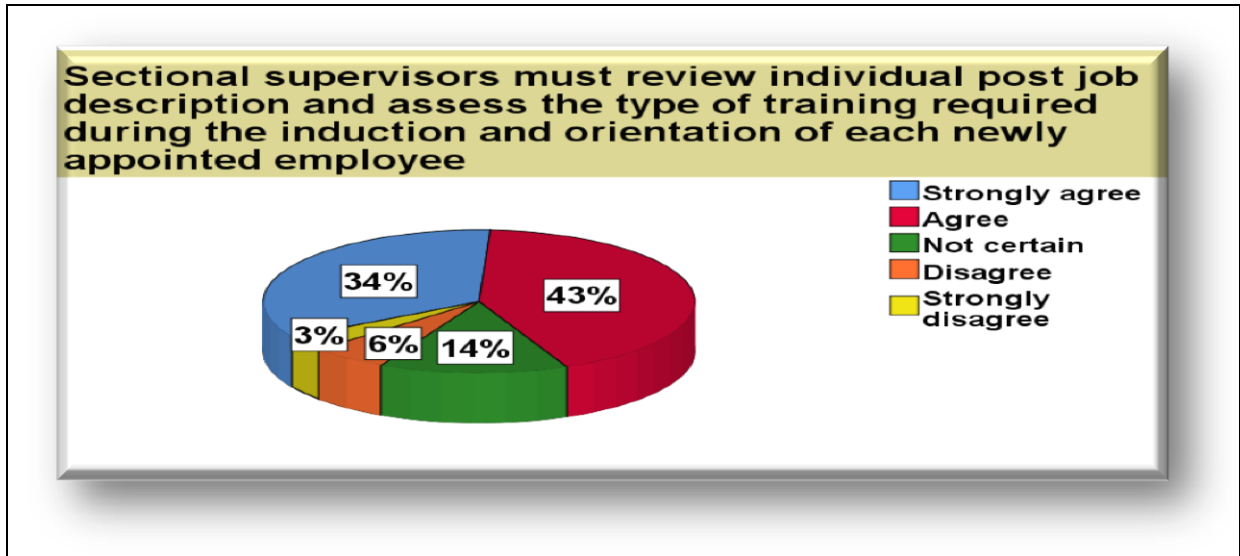


Figure 4.4.2. (O). (Question number 20)

Interpretation of question number 20

Figure 4.4.2. (o), sought to determine if sectional supervisors must review individual post job description and assess the type of training required during the induction and orientation of each newly appointed employee. The chart demonstrate that 43% of employees agree that sectional supervisors must review individual post job description and assess the type of training required during the induction and orientation of each newly appointed employee. (34%) strongly agree, 14% are not certain, 6% disagree and 3% of the respondents strongly disagree.

Scholars maintains that managers or supervisors must develop a post job description, which provides clear goals as well as outcomes anticipated from new employees by their manager with regard to performance. Researchers further contents that managers and supervisors must have experience as well as relevant skills to derive clear key output from their juniors’ job description, so that it will be easy for workers to understand what exactly is required from them and what their targets are. During induction and orientation program, managers should understand the strength and weakness of employees and develop training needs analysis in the areas that may require training.

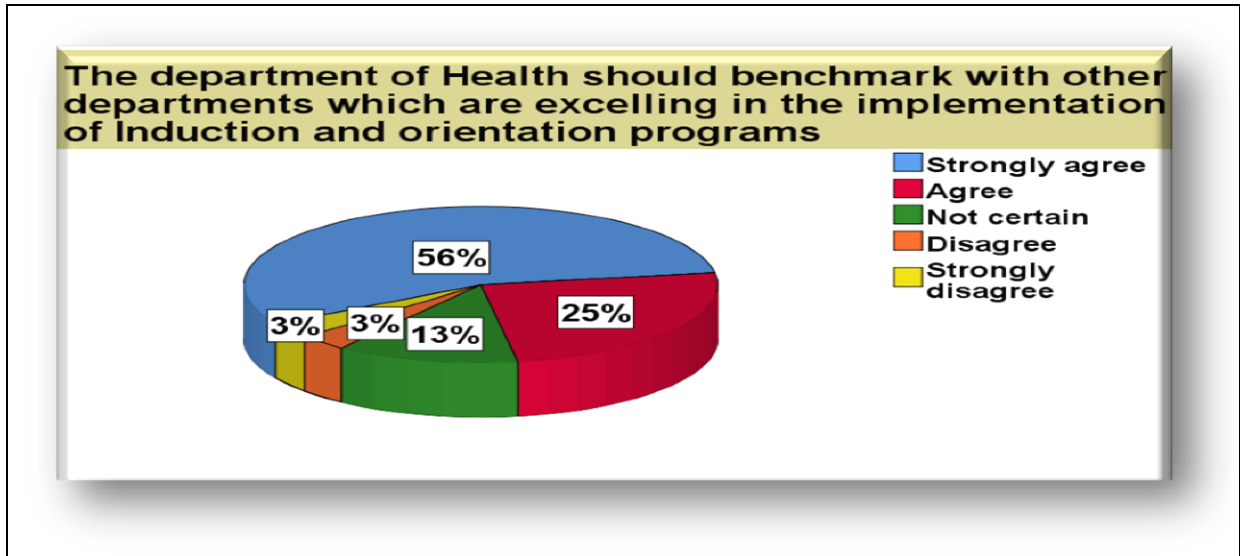


Figure 4.4.2. (P). (Question number 21)

Interpretation of question number 21

Figure 4.4.2. (p), reflects if North West Department of Health should benchmark with other departments, which are excelling in the implementation of induction and orientation programs. One of the objectives of this study was to present strategies that can be implemented to address the problem of induction and orientation program in the department. The chart above illustrate that 56% of respondents have a strong view that the department should start to embark with other departments which are excelling in the implementation of induction and orientation programs. 25% agree also to benchmarking, 3% strongly disagree, 3% disagree and 13% of the employees are not certain.

Several scholars hold a strong view that organisations that are not doing well in terms of planning, designing, organising, implementing and monitoring induction and orientation program should benchmark their competency tactic with other organisations that are doing well on this program. One of the objective of this study was to present strategies that can be implemented to address the problem of induction and orientation program in the department of Health. Therefore, bench marking is one of the best strategies to deal with challenges facing the department in terms of planning, designing, organising, implementing and monitoring induction and orientation program.

4.5. CONCLUSION

Chapter 4 presented the research data and, its analysis was done and presented according to the sections of the questionnaire. Questions were analysed based on the objectives of this study. Descriptive statistical analysis was used to identify frequencies and percentages whereby the researcher used SPSS version 26 to analyse data. Bar graphs and pie charts were used to present the results of respondents. Cronbach alpha was performed to assess reliability and validity of the questionnaire. The reliability proved to be acceptable and the coefficient alphas were satisfactory as they revealed values above the 0.7 benchmark. The following chapter presents findings of the study, conclusion and recommendations.

CHAPTER FIVE

5. RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

The previous chapter focused on data analysis while this chapter pay special attention to the research findings, conclusion and recommendations. The purpose is to draw conclusions emanating from the literature, as well as descriptive study to arrive at an informed decision about the employees' view on the effectiveness of induction and orientation program. The discussion is constructed on the results obtained on each of the research questions. Finally, based on this discussion, conclusions together with recommendations are made.

5.2. FINDINGS AND RECOMMENDATIONS

5.2.1. Findings

The researcher finds the following regarding the main objective of the study:

Objective 1: To determine the impact of induction and orientation programs at the department of Health production level.

Question 6, 7, 8 & 9 were formulated based on this objective, to determine the impact of induction and orientation programs at the department of Health production level. With regard to this objective of the study, the researcher discovered that employees understand the impact of induction and orientation program on their performance and the production level of the department to ensure service delivery; a proportionate number of employees (40%) in question number six supports this. The researcher learnt that employees believes that induction and orientation program have the following impact in the organisation; 39% believe on the retention of competent employees, 37% believe on high rate of labour turn over and 40% believes on establishing communication channel between new employees and managers. This is made evident by the proportionate number of employees in question seven, eight and nine of the questionnaire.

The researcher further learnt that this analysis highlight the value of induction and orientation in the North West Department of Health production level to ensure service delivery. Therefore, this analysis of these questions reflects on this above mentioned objective of this study.

Objective 2: Determine employee's satisfaction and commitment with regard to the implementation of induction and orientation programs.

Question 10, 11, 12 & 13 sought to determine employees' satisfaction and commitment with regard to the implementation of induction and orientation programs.

The researcher learnt with dismay that the largest majority of employees in the department were dissatisfied regarding the implementation of induction and orientation program. This is supported by 38% of the respondents who are dissatisfied. It is evident that the department is still failing to plan, design and implement effective induction and orientation program that caters the needs of employees, familiarising employees with organisational culture and promoting opportunities in the workplace, this is confirmed by 35% of the employees in question thirteen.

Despite dissatisfaction, 39% of employees strongly maintained that they are committed to increase production and better performance if proper induction and orientation programs are planned, designed and implemented effectively. 35% of the employees affirmed that they were introduced to the culture of the department. This analysis reflects to the above-mentioned objective of the study, which is to determine employees' level of satisfaction about induction and orientation program. Therefore, by responding to this objective based on this analysis, it is evident that employees are not satisfied about the implementation of current induction and orientation program.

Objective 3: Outline challenges faced by the department in implementing the induction and orientation programs.

Question 14, 15, 16 & 17 sought to outline challenges faced by the department in implementing the induction and orientation programs.

With regard to this questions based on the above mentioned objective of the study, the researcher identified the following challenges faced by the department with regard to implementation of induction and orientation program: firstly, 63% of the employees highlighted that lack of participation by employees hinders the effective implementation of

the program. Secondly, monitoring and evaluation is a challenge, this is supported by majority of the respondents by 34% strongly agree that this is a challenge. Lastly, 39% of the respondents affirmed that new employees are overwhelmed with too much information in a short space of time. This is supported by response rate in question number seventeen. Despite these identified challenges, 38% of the respondents also indicated that new employees are not put into action so soon after the appointment without first conducting proper induction and orientation program and making sure that the employees complete the training.

The above-mentioned analysis reflect on the objective of the study, which is to outline challenges faced by the department. Therefore, the researcher achieved this objective by identifying potential challenges faced by department and hindering effective implementation of induction and orientation program.

Objective 4: To present strategies to be implemented to address the problem of induction and orientation program in the department of Health.

Question 18, 19, 20 & 21 sought to present strategies to be implemented to address the problem of induction and orientation program in the department of Health.

The researcher learnt that there is a need for a guideline or framework on how to plan, design, organize and implement effective induction and orientation program in the department. The researcher also discovered that the department should organize more training courses for custodian of induction and orientation for them to be skill and competent enough to implement the program. This is supported by 39% of the employees in question eighteen, 40% in question 19 and 43% in question twenty. The researcher further learnt that 56% of respondents strongly agree that the department should benchmark their competency tactic with other organisations that are doing well on this program. This analysis reflects on strategies required to address challenges faced by the North West Department of Health.

Based on challenges identified from the analysis of the study, the researcher is off the view that the North West Department of Health should benchmark with other organisations that are doing well in terms of implementing effective induction and orientation program. In light to this, the department should benchmark or consult to learn about the following best practices;

- **Training induction and orientation program custodian:**

The department should train officials or consult with other accredited institutions on how to plan, design, and implement effective induction and orientation program that caters the needs of employees.

- **Utilizing promotional material and technology:**

The department should embark on learning best practices on how to incorporate induction and orientation program with technology. Electronic systems or digital resources are much simple to modify than continuously bring up to date paperwork in the event the structure and systems of the department change. Technology makes it easy to bring up to date departmental policies as well as processes instantly. In light to this, induction and orientation program resources will constantly be appropriate and in touch.

- **Policy review and revitalizing of induction and orientation program:**

The department should consult on how to re-designing the program and review the policy to ensure progressive move towards Code of Good Practice on Integration of Employment Equity (2005) as it assert that the induction process is an obligatory route in public sector.

- **Follow-up, monitoring and evaluation :**

M&E is critical to informing a program or project. Therefore, benchmarking on monitoring and evaluation practices can ensure that officials understand both the program as well as the context of its implementation. Department should treat M&E like an audit, with interior and exterior assessors. In light to this, department must have their program(s) evaluated by assessors within the department as well as from outside the department.

5.2.3. Conclusion

The following conclusions are made based on analysis of questions:

- It can be depicted from the literature review that induction and orientation program plays a vital role in the performance of employees, retaining of competent staff, reduction rate of labour turnover and have an impact on productivity level of the department. This is supported by 40% of the respondents who highlighted that they understand the impact of induction and orientation programs in the department. Furthermore, 39%, who strongly agree and 38% who agree with the statement hold a strong view that a well-planned induction and orientation program can address labour related problems and avoid regulatory breaches by new employees. This is also supported by the results of question number 9.
- It can be deduced that induction and orientation program is a platform whereby communication channel amongst the employer and employee is established. This is affirmed by the analysis of question eight under objective 1, to which 37% of the respondents agree and 35% of respondents strongly agree. This means that a constructive relationship between the employer and employee is essential in the organisation and this analysis affirm that induction is important to establish communication channel.
- It can be concluded that employees in the North West Department of Health are dissatisfied with the manner on how the department is conducting the program; this is proven by 38% of the respondents who are dissatisfied, followed by 33% who are not certain. This means that the department is failing to implement induction and orientation program that caters the needs of employees.
- Despite being dissatisfied, employees in the department are committed and willing to increase production and better performance, which is affirmed by 39% workers who strongly agree and 38% who agree. 35% further agree that they were properly introduced to the organisational culture despite poor coordination of the program. This means that the department must review the program to accommodate the needs of individuals.
- According to analysis of data, it can be concluded that the department is still failing to plan, design and implement effective induction and orientation program, which caters

the needs of employees, familiarise employees with organisational culture and promote opportunities in the workplace.

- The department faces challenges like; lack of participation, overwhelming employees with too much information in a short space of time and monitoring and evaluating of the program. Despite these challenges, the researcher learnt that new employees are put into action soon after the appointment without proper induction and orientation program.
- The researcher learnt that majority of employees believe that the department should embark on training programs to address the problem of poor implementation of the program. This is affirmed by 39% of the employees on the analysis of question number 18 and 40% on the analysis of question number 19. Therefore, from this analysis, it can be concluded that officials who are responsible for the program are not experienced and skilled enough to plan, design, organise, implement and monitor the program.
- The researcher learnt that 43% of the employees believe that the department should embark on benchmarking with other organisations that are doing well regarding planning, designing, organising, implementing and monitoring this program. Conclusion can be drawn that custodian of this program lack strategies to implement the program. In addition, the sharing of best practices is important to address challenges in public sector.

5.2.3. Recommendations

The following recommendations are made based on the findings of the study:

- **Training**

Department should organise training for the custodians of induction and orientation program. Officials must be properly trained on how to plan, design, organise, implement and monitor induction and orientation program. The program must cater for the needs of different individuals. The researcher further recommend the use of accredited institutions to train officials.

- **Consulting and partnership**

The department can consult with highly experienced experts or accredited institutions in terms of planning, designing, organising, implementing and evaluating the program.

- **Benchmarking and collaboration with other sections**

The department should embark on benchmarking with other organisations that are doing well, regarding the implementation of induction and orientation program. Sharing of best practices is very important.

HDR unit should collaborate with the IT directorate. Information and Communication Technology (ICT) is essential to add flexibility as well as interactivity to induction and orientation program, and therefore the researcher hold a strong view that electronic activities during the implementation of this program should be considered. These electronic activities can be computer mediated, computer-based, or online, using the Internet or other applications.

Conduct employees satisfaction surveys. Human Resource Development unit should collaborate with Research and Policy unit to develop employees' satisfaction survey with the purpose of assessing the effectiveness of the current induction and orientation program. The survey can be online and can be conducted annually. This can help the department to understand the needs of employees. Majority of employees are not satisfied with the current induction and orientation program in the department.

- **Monitoring and Evaluation of the program**

The department must develop monitoring and evaluation systems that can regularly assess the program after every appointment of new employee and evaluate the program to determine if it achieves its set targets. In addition, communication of results is important. The department should establish M&E committee that will be responsible for assessing the program, dealing with complaints lodged by employees, to adopt and review induction and orientation policy. The department should set induction and orientation as a target on Annual Performance Plan (APP) or Operational Plan to ensure progressive move towards constitutional mandate.

- **Encourage participation**

Managers or supervisors should regularly encourage their subordinates to participate in induction and orientation programs actively. Communication is important in ensuring high level of participation.

- **Avoid too much information in short time**

Department should avoid too much information in short space of time. The use of technology is important to avoid hard copies and other materials.

- **Incorporating induction and orientation program with technology**

Develop online systems of induction and orientation programs that are convenient to be accessed by new employees anywhere and anytime (for example; uploading online pictures and videos showing the work facilities). Technological platforms such as CDs or DVDs are also useful to the programs in cases where certain persons responsible to provide training are not available.

The programme can at least be structured in stages to what information the employees can read, listen to or watch beforehand and those that can only be done onsite. In a changing environment and the new global village online system of induction is inevitable. The days of pen and paper are getting limited and other media are used. Taking into account the fact that Fourth Industrial Revolution (4IR) is in action.

- **Link induction and orientation program with employees wellness program**

Department should link induction and orientation programs with wellness program. It is important for the department to prioritise the wellbeing of its employees because it affects productivity. Information on Safety and Health should also be shared during induction and orientation program.

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ANNEXURE A: COVERING LETTER

COVERING LETTER

Dear participants

I am Mr Plata N.G, a Masters student in Public Administration, faculty of Economics and Management Science (EMS) at North West University (Mafikeng Campus) Student number (25365177). In order for me to complete my studies I have to conduct a research in the North West Department of Health. The topic of my study is: **AN ASSESSMENT OF INDUCTION AND ORIENTATION PROGRAMS IN NORTH WEST DEPARTMENT OF HEALTH.**

I humbly request you to help me by participating in completing the questionnaires as part of my research. Filling of questionnaires will take less than 30 minutes. Please note that participation in this study is voluntary. You can withdraw from the study at any stage if you do not feel like continuing, even after you have consented to participate in the study. Please feel free to express your opinions and your experiences when completing the items put forward in the questionnaire. Your honest input is needed. Anonymity will be maintained and all the information given by you will be managed with strict confidentiality. Please do not write your name on the questionnaire, or anything that can identify yourself in any way. Nobody, except the researcher and a supervisor, will see your questionnaire once it has been completed. For further details, please contact Mr Plata N.G at 0733174563 or Dr Makamu N.I at 018 389 2479.

Thank you in advance for your time and active participation.

PLATA N.G

Researcher (Surname & Initials)



Signature

ANNEXURE B: CONSENT LETTER

THE TOPIC OF THE STUDY: AN ASSESSMENT OF INDUCTION AND ORIENTATION PROGRAMS IN NORTH WEST DEPARTMENT OF HEALTH.

NORTH WEST UNIVERSITY (MAFIKENG CAMPUS)

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCE (EMS)

DEPARTMENT OF PUBLIC MANAGEMENT AND ADMINISTRATION

RESEARCHER: Mr. PLATA N.G

SUPERVISOR: Dr MAKAMU N.I

I.....(*optional*), hereby agree to take part in this study.

I understand that the focus of the study is to assess the induction and orientation programs in North West Department of Health.

- **Voluntary participation:** the aim and objectives of the study had been explained to me, I understand that participation in this study is voluntary and refusal to participate or decision to to withdraw will not result in any penalties.
- **Termination of participation:** I can withdraw from the study at any stage if I feel like not continuing, even after I consented to participate in the study. The researcher can terminate my participation if I do not adhere to the protocol of the study.
- **Confidentiality:** I understand that anonymity will be maintained and all the information given by me will be managed with strict confidentiality. I have the right not to write my name on the questionnaire, or anything that can identify me in any way.
- **Feedback:** Feedback of the results will be provided to the department of Health where the study is conducted.
- **Permission:** The researcher ensured that permission is requested and granted before the commencement of data collection from the sampled participants.

- **Ethical clearance:** The researcher had received ethical clearance from the research ethics committee in North West University before the data is collected from the department.

I understand that the researcher in this study is Mr Plata N.G and the supervisor is Dr Makamu, and I may contact any of them (**Mr Plata N.G at 0733174563 or Dr Makamu N.I at 018 389 2479**) at any point during the research regarding to any matters linked to the study.

I certify that I have read all the above information and I am satisfied with the content. I therefore willingly give my consent to participate in this study.

Participant Signature: *or Mark with an X (Optional).*

ANNEXURE C: RESEARCH QUESTIONNAIRE

(INSTRUCTION: Please answer all questions by marking an (X) in the relevant box provided)

SECTION A: Demographic information

| | | | | | |
|---|--------------------|-------------------------|-------------------------|---------------------------|-----------|
| 1. Gender | (a) Male | (b) Female | | | |
| 2. Level of education | (a) Matric level | (b) Undergraduate level | (c). Postgraduate level | | |
| 3. Contract type | (a) Permanent | (b) Fixed contract | (c) Internship | | |
| 4. Period working for Department of Health | (a) Less than year | (b) 1-5 | (c) 5-10 years | (d) 10-15 years/ and more | |
| 5. Race | (a) Black | (b) White | (c) Coloured | (d) Indian | (e) Other |

SECTION B: QUESTIONS BASED ON THE STUDY OBJECTIVES

| OBJECTIVE 1: TO DETERMINE THE IMPACT OF INDUCTION AND ORIENTATION PROGRAMS AT THE DEPARTMENT OF HEALTH PRODUCTION LEVEL. | | | | | |
|---|----------------|-------|----------|-------------------|-------------|
| | Strongly agree | Agree | Disagree | Strongly disagree | Not certain |
| 6. A well-organised, comprehensive and efficient induction program is advantageous for both the department and its newly appointed employees. | 1 | 2 | 3 | 4 | 5 |
| 7. Properly planned induction and orientation program can reduce the likelihood of performance problems stemming from misunderstandings or misconceptions about department programs, policies, or operational methods. | 1 | 2 | 3 | 4 | 5 |
| 8. Well-coordinated induction and orientation program pave the way for better communication between employees, mentor and other colleagues. | 1 | 2 | 3 | 4 | 5 |
| 9. Effective Induction and orientation programme ensure quick acclimation of new-hires to their jobs, which helps address labour high turnover. | 1 | 2 | 3 | 4 | 5 |

| OBJECTIVE 2: DETERMINE EMPLOYEE'S SATISFACTION AND COMMITMENT WITH REGARD TO THE IMPLEMENTATION OF INDUCTION AND ORIENTATION PROGRAMS. | | | | | |
|--|----------------|-------|----------|-------------------|-------------|
| | Strongly agree | Agree | Disagree | Strongly disagree | Not certain |
| 10. Employees are satisfied with the implementation of induction and orientation program in the department of Health. | 1 | 2 | 3 | 4 | 5 |
| 11. Employees are committed and willing to increase production and better performance if proper induction and orientation programs are run effectively in the department. | 1 | 2 | 3 | 4 | 5 |
| 12. Employees were properly introduced to the department's vision, goals and objectives, structures, products and services, facilities, and personnel policies, procedures, compensation practices, and benefits during the induction and orientation program after their appointment. | 1 | 2 | 3 | 4 | 5 |
| 13. The current induction and orientation program training in the department provides an excellent opportunity for newcomers to learn comprehensively about the institution. | 1 | 2 | 3 | 4 | 5 |

| OBJECTIVE 3: OUTLINE CHALLENGES FACED BY THE DEPARTMENT IN IMPLEMENTING THE INDUCTION AND ORIENTATION PROGRAMS. | | | | | |
|--|----------------|-------|----------|-------------------|-------------|
| | Strongly agree | Agree | Disagree | Strongly disagree | Not certain |
| 14. Lack of participation by employees hinders effective implementation of the program | 1 | 2 | 3 | 4 | 5 |
| 15. New employees are put into action so soon after the appointment without first proper induction and orientation program are conducted and completed with the employees. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 16. Monitoring and Evaluation of induction and orientation program is the problem in the department. | 1 | 2 | 3 | 4 | 5 |
| 17. New employees may be overwhelmed with so much information in a short time. | 1 | 2 | 3 | 4 | 5 |

| OBJECTIVE 4: TO PRESENT STRATEGIES TO BE IMPLEMENTED TO ADDRESS THE PROBLEM OF INDUCTION AND ORIENTATION PROGRAM IN THE DEPARTMENT OF HEALTH. | | | | | |
|--|----------------|-------|----------|-------------------|-------------|
| | Strongly agree | Agree | Disagree | Strongly disagree | Not certain |
| 18. Human Resource Development should organize more training courses and training meetings in relation to induction and orientation program in the department. | 1 | 2 | 3 | 4 | 5 |
| 19. Human resources section representatives and supervisors should be trained on how to effectively implement the induction and orientation programs for the department. | 1 | 2 | 3 | 4 | 5 |
| 20. Sectional supervisors must review individual post job description and assess the type of training required during the induction and orientation of each newly appointed employee | 1 | 2 | 3 | 4 | 5 |
| 21. The department of Health should benchmark with other departments which are excelling in the implementation of Induction and orientation programs | 1 | 2 | 3 | 4 | 5 |

!!! END OF QUESTIONS, THANK YOU FOR YOUR PARTICIPATION!!!

ANNEXURE D: REQUEST LETTER TO CONDUCT RESEARCH



North-West University
Mafikeng Campus
Private Bag X2046
Mmabatho
2745

Tell: +2718 389 2479: Email: 26485753@nwu.ac.za

02 September 2019

TO WHOM IT MAY CONCERN

This is to confirm that Mr. Plata N.G, student number 25365177 is a registered Master degree: Public administration student at the Faculty of Economics and management Sciences, North West University, Mahikeng campus. He is currently busy with his research entitled "An assessment of induction and orientation programs in North West Department of Health, South Africa. The aim of the study is to assess the effectiveness of the induction and orientation programs within the department. The institution however cannot give him an ethical clearance if the institution under the study has not given him permission to conduct such a study. Any assistance given to him to this regard will be appreciated.

Kind Regards

A handwritten signature in black ink, appearing to read 'Makamu NI', is written over a dotted line.

Dr Makamu NI

(Senior Lecturer – Research supervisor)



ANNEXURE E: APPROVED LETTER TO CONDUCT RESEARCH



health

Department of
Health
North West Province
REPUBLIC OF SOUTH AFRICA

3801 First Street
New Office Park
MAHIKENG, 2735

Eng: Nthabiseng Mapogo
Tel: 018 391 4504
NMapogo@nwp.gov.za
www.nwhealth.gov.za

RESEARCH, MONITORING AND EVALUATION DIRECTORATE

Name of researcher : Mr. N.G. Plata
North West University


Physical Address (Work/ Institution) *House no: 10013, MOLELEMA, 8586
North West University Mafikeng
Private Bag X2016, 2745*

Subject : **Research Approval Letter- An assessment of induction and orientation programs in the North West Department of Health.**


This letter serves to inform the Researcher that permission to undertake the above mentioned study has been granted by the North West Department of Health. The Researcher is expected to arrange in advance with the chosen facilities, and issue this letter as proof that permission has been granted by the Provincial office.

This letter of permission should be signed and a copy returned to the department. By signing, the Researcher agrees, binds him/herself and undertakes to furnish the Department with an electronic copy of the final research report. Alternatively, the Researcher can also provide the Department with electronic summary highlighting recommendations that will assist the Department in its planning to improve some of its services where possible. Through this the Researcher will not only contribute to the academic body of knowledge but also contributes towards the bettering of health care services and thus the overall health of citizens in the North West Province.

Kindest regards

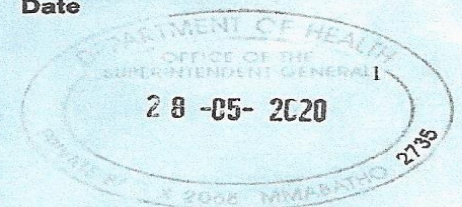

Ms. N. Mangonyane
Acting Director: RM & E

28/05/2020
Date


Researcher

28/05/2020
Date


Healthy Living for All



ANNEXTURE F: NWU ETHICAL CLEARANCE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>
Economic and Management Sciences (EMS-REC)

24 April 2020

Dear Dr Makamu

Student: Plata, NG (25365177)(NWU-01445-19-A4)

Applicant: Dr N I Makamu – MCom in Public Administration

Your ethics application on, *An assessment of induction and orientation programs in the North West Department of Health*, which served on the EMSREC meeting of 28 February 2020, refers.

Outcome:

Approved as a minimal risk study. A number NWU-0115-19-A4 is given for one year of ethics clearance.

Kind regards,

Mark
Rathbone

Digitally signed by Mark Rathbone
DN: cn=Mark Rathbone, o=North
West University, ou=Business
Management,
email=mark.rathbone@nwu.ac.za,
c=ZA
Date: 2020.04.24 11:01:42 +02'00'

Prof Mark Rathbone
Chairperson: EMS-REC

ANNEXTURE G: PLAGIARISM REPORT

Dissertation

ORIGINALITY REPORT

19%

SIMILARITY INDEX

PRIMARY SOURCES

| | | |
|----|--|------------------|
| 1 | repository.nwu.ac.za Internet | 799 words — 3% |
| 2 | hdl.handle.net Internet | 630 words — 3% |
| 3 | ulspace.ul.ac.za Internet | 498 words — 2% |
| 4 | digiresearch.vut.ac.za Internet | 484 words — 2% |
| 5 | citeseerx.ist.psu.edu Internet | 450 words — 2% |
| 6 | repository.up.ac.za Internet | 229 words — 1% |
| 7 | www.crs.org Internet | 122 words — < 1% |
| 8 | epdf.pub Internet | 113 words — < 1% |
| 9 | uir.unisa.ac.za Internet | 91 words — < 1% |
| 10 | researchspace.ukzn.ac.za Internet | 75 words — < 1% |
| 11 | www.psc.gov.za Internet | 65 words — < 1% |

ANNEXURE H: LANGUAGE EDITING



Department of Academic Literacy

Private Bag X2046

Mmabatho

2735

25 February 2021

CERTIFICATE OF EDITING A DISSERTATION

TO WHOM IT MAY CONCERN

This serves to confirm that I have read and edited **Plata, N.G (25365177)**'s full-dissertation titled: **An assessment of induction and orientation programs in the North West Department of Health.**

The candidate corrected the language errors identified. The document is of an acceptable linguistic standard.

Thank you

Yours Faithfully

Sarah
Matsetela
Digitally signed
by Sarah
Matsetela
Date: 2021.02.25
01:55:10 +02'00'

Matsetela S

Sarah.matsetela@nwu.ac.za