

**STAFF INDUCTION TRAINING ON PERFORMANCE OF PUBLIC
UNIVERSITY NON-TEACHING EMPLOYEES, COASTAL REGION, KENYA)**

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DECLARATION AND APPROVAL

Declaration

This thesis/project is my original work and has never been presented for any academic award in any institution.

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DEDICATION

I dedicate this research to my family, who prayed for me and my supervisor, who provided unwavering support. All Glory be unto God.



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I would like to thank my capable supervisor, Dr. Ibrahim Nyaboga, for his outstanding efforts and advice during my academic career. My husband Jonathan Metet and to children Blessy, Belinda, Caleb and Agape gave me the support I needed to be able to achieve my dream.

I would also extent my appreciation for my friends, workmates who offered their time and knowledge for the success of this work.

I acknowledge the Universities who allowed me to collect data at their institutions and finally I acknowledge God for divine help and guidance all through the research time.



ABSTRACT

This research aimed to investigate how staff induction training impacts the performance of non-teaching employees at Public Universities in the Coastal Region of Kenya. The selected universities for the study were Pwani University, Technical University of Mombasa, and Taita Taveta University. These institutions were chosen due to a lack of prior research in this area and the identification of relevant issues within the region that could be addressed by improving induction training. The general objective of this study was to explore the relationship between staff induction training and employee performance, focusing on non-teaching staff at public universities in Kenya's Coastal Region and was hangered on four specific objectives which included to assess employees' understanding and alignment of the university's vision and mission as part of the induction process, to examine the role of induction in communicating university procedures and policies, to evaluate the impact of induction training on the acquisition of technical and practical skills and to assess how clarity of job requirements and roles during induction influences employee performance. The study adopted a **descriptive research design** to systematically describe the impact of induction training on employee performance. Both primary and secondary data sources were utilized to gather comprehensive information. To ensure the **validity** of the research instruments, a pre-test was conducted, and a content validity index (CVI) of 0.894 was achieved. **Reliability** was confirmed using Cronbach's Alpha, with a score of 0.9, indicating high

internal consistency in the data collection instruments. The study employed **stratified sampling** to select employee groups from each university, targeting a population of 728 non-teaching staff members. A total of 124 respondents participated in the research. Data was collected using structured questionnaires and interviews. Quantitative data was analyzed using **descriptive statistical methods** in SPSS version 28, while qualitative data was analyzed thematically to uncover key themes and insights. The study achieved an overall response rate of 84.9% for questionnaires and 50% for interviews, revealing significant insights into staff demographics, tenure, and job perceptions. The findings underscored the critical role of induction in improving job satisfaction, organizational commitment, and overall performance. Effective communication of the university’s vision and mission, clearer job roles, enhanced induction training, and improved policy understanding were identified as key drivers of employee performance. Challenges highlighted included poor communication of university goals, gaps in policy comprehension, and inadequate workplace training. The research recommends improving induction programs to better integrate the university’s vision, clarify roles and responsibilities, and enhance practical job-related skills. These findings have implications for improving staff induction programs not only within Public Universities in the Coastal Region of Kenya but also in similar institutions beyond the region.

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LIST OF ABBREVIATIONS AND ACRONYMS

NDP	-	New, Deployed and Promoted
PTT	-	Pwani University, Technical University of Mombasa and Taita-Taveta University
TUM	-	Technical University of Mombasa

- UK - United Kingdom
- CUE - Commission of University Education
- University C - Technical University of Mombasa
- University B - Taita Taveta University
- University A - Pwani University



CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This chapter contains information on the background of the study. Enclosed in the chapter are also, problem statements, objectives of the study and research questions. Not leaving out the significance of the study, scope and the assumptions of the study.

1.1 Background Study

Declining performance of the public sector around the world has also had an impact on the crucial role played by universities as important hubs of education and knowledge, and innovation to developing top-tier graduating students. While teaching professionals make substantial contributions to student education, non-teaching staff play an essential part in carrying out the University's mission. To effectively achieve their goals, both instructional staff and administrative staff must be knowledgeable of responsibilities, roles, processes, and the University's vision. Employee turnover is a major issue in universities around the world with year after year, experienced professionals leave and are replaced. Rise of numbers for staff who are not in academic has been linked to complex activities and bureaucratic procedures in managing administrative jobs. Kwiek, M. (2018). The Kenyan government's determination to increase university capacity and funding in order to accommodate more students. Consequently, additional professionals with different talents to improve operational efficiency were employed Baltaru, R.D., & Soysal, Y.N. (2018). Non-teaching staff in universities face issues such as poor service, delays in service delivery, and corruption. Numerous variables have been discovered by researchers. that contribute to employee underperformance, including sluggish recruitment, inadequate instruction, insufficient compensation, and external management involvement. The performance of The total productivity and financial stability of the Country's economy are significantly impacted by employees in the public sector as stated by Avenali, A., C. Daraio, & J. Wolszczak-Derlacz (2023). Employee turnover during the probation term or within five years after joining the University as been like a routine. It is worth mentioning that any lack of training has severe implications; giving induction training allows employees to swiftly learn their tasks, keeping skilled employees as important resources. Induction training of employees is an important

activity in identifying qualities, skills resulting in employee confidence which is critical for enterprises and universities competing to attract and retain talent. Creating a favorable environment for new employees by providing support and familiarization with processes is critical for their successful transition to the workplace. Additionally, it maintains the company culture, guarantees procedural consistency, and serve to remembrance of learned principles. Quality and relevancy of content, trainer skills, experiences, the induction training's effectiveness is determined by the quality and relevancy of the content, the trainer's abilities and experiences, and the organization's expectations Avenali, A., Wolszczak-Derlacz, J., and Daraio, C. (2023). Some organizations still see staff induction as an activity that yields no benefit but incurs a cost. As a result, they practice it in order to comply with procedural regulations governing employee training. This is still true in the twenty-first century, as Beyers, L. J. E., and Nkoana, P. M. W. (2016) observe that a lot of inconsistent and lowquality content of the conduction of the process.

According to the United Kingdom's (UK) 2022 report, implementation of staff induction was below standard, with only a few firms providing it to their employees. Similarly, in the United States, a poll conducted in 2021 revealed that four million employees lacked the organization's vision, which led to frustration and resignation. Staff induction challenges vary by location, and include concerns like sub-standards programs, demotivation, and challenges associated with overstaffing and corruption. Recognizing these problems and taking a more employee-focused approach to training may help enhance induction training processes and overall employee.

In India, the impact of induction on teaching staff in private universities was found to be ineffective, as programs were not designed to benefit new employees, and in the United

Kingdom (UK), the issues in the Higher Education research found that staff were not given the support they needed to carry out their jobs, which resulted in increased workloads and stress due to a lack of recognition and role clarity. The research conducted on Saramwek Public University personnel in Malaysia revealed indicators of demotivation as a result of individual staff requirements not being satisfied and a lack of a favorable working environment. As a result, Pakistan staff who lacked the necessary skills were providing inadequate services. The public sector faced challenges such as overstaffing of unskilled workers and service inefficiency due to a lack of effective induction organization, according to Ali, N., Ali, Z., & Shah, S. K. A. (2015).

Despite global developments, digital transformation, and competition for qualified personnel, some firms ignore the necessity of improving induction programs, to their detriment. Del Rosario and Vargas (2021) noted that the training viewpoint should focus on employees' requirements in order to accomplish results, and that recognizing employee strengths and talents is critical for successful induction training and employee onboarding. According to 2023 statistics, time is critical in employee onboarding to avoid disengagement. According to Combs and Woehr (2017), it has helped employees understand their capabilities and aspirations to participate at their best subsequently becoming essential components for success and retention.

Providing instructions, formulation of policies, and ongoing training to improve employee well-being, motivation, and overall performance in academic institutions across African countries are all factors that can contribute to a more positive work environment and assist universities in meeting current and future expectations. According to Mercy G. N (2023),

recognizing employees' accomplishments is critical for developing a pleasant workplace culture for them. Employees have varied capacities, and integrating them in decisionmaking processes, wage increases, and providing good training can not only raise their motivation but also lower the incidence of turnover Magolo A. K. (2019).

In Nigeria, public universities are experiencing difficulties in service delivery. This has been exacerbated by a lack of effective personnel induction and reliance on on-the-job training, which have gradually impacted staff performance. As a result, in order to compete with private universities, public universities must provide effective training and performance evaluation Olaore, G. O., Udofia, E. E., Adejare, B. O., & Emola, T. B., (2020). South African public universities have observed this scenario and are currently losing qualified personnel to competitors due to a lack of adequate staff induction programs, despite adhering to rules of employment and recruitment procedures investments. Beyers, L. J. E.; Nkoana, P. M. W. (2016). According to Akech (2016) Uganda, there has been a lack of knowledge and clear standards on how to conduct staff induction, resulting in unsatisfactory training. Namibia, on the other hand, the absence of policy norms, particularly those in-charge to steer has resulted in informal and inconsistent training (Tupavali, 2017). Those who are intended to help new employees become quick and effective in their new roles while considering their circumstances fail to do so. J.

Rwothumio, W. Okaka, S. Kambaza, and E. Kyomukama (2021).

Discrepancies and constraints in the context of induction training done in In South Africa, resulted in delays and the need for frequent clarifications from colleagues.

South Africa, induction training discrepancies and constraints have resulted in delays and the need for frequent clarifications from colleagues as revealed by Nkoana, P. M. W (2016). While visiting the Open University of Tanzania, it was discovered that supervisors were unfamiliar with the crucial information in the induction policy. Mchete T., Shayo F. (2020). This demonstrates that policy formulation alone is insufficient; staff at all levels must be trained and checked on a regular basis.

Staff induction, when done appropriately, allows adherence to the goals and missions of the university by staff, which contributes to motivation. It enables organizations to better comprehend the names of the staff, personalities, strengths, and experiences for better job placement T. Mchete & F. Shayo (2020). Employee can communicate successfully following induction because it creates a welcoming environment for both new and old employees, assisting newcomers in adjusting to the work environment. They can also have more clear information about their duties, which promotes excellent connections and reduces workplace problems. When employees understand what the University wants as led by the training, it motivates them to aim for increased achievement T.Geraghty(2017) andD.E.(2017).

Universities face worldwide competition; thus, personnel should be trained to be motivated, confident, and devoted (E.D., 2015). According to Maruhi, L. W. (2018), the University's continual reputation is critical, hence staff training to meet the university's expectations is crucial as its essential for creating quality programs and policies for the University Khakayi,S.W.(2017).Though many universities recognize the importance of induction training, there have been challenges in implementing it due restriction in training funding,

differing perceptions among administrators about the importance of the training, and some who are unaware of the consequences of insufficient instruction. The construction of good communication systems allows staff to comprehend university operations and contribute successfully. According to Kajondo, Lucinda, and James (2023), this always leads in a strong team, which serves as a motivator for employee success. As a result, Ogalo L. A. (2018) claims that the workers are motivated to work hard and reach their full potential. When employees work in a suitable work environment, they develop cooperation skills and have positive interactions with their coworkers. When staff induction is done properly, the University can do better job placements because the competencies of the new staff can be discovered and tapped for improved service delivery, allowing for creativity and innovation, which are the university's anchors G.C, (2018). Universities face worldwide competition, thus personnel should be trained to be motivated, confident, and devoted (E.D., 2015). According to Maruhi, L. W. (2018), the University's continual reputation is critical, hence staff training to meet the university's expectations is crucial.

Though many universities recognize the importance of induction training, there have been challenges in implementing it since there isn't enough money for training, differing perceptions among administrators about the importance of the training, and some who are unaware of the consequences of insufficient information. The construction of good communication systems allows staff to comprehend university operations and contribute successfully. According to Kajondo, Lucinda, and James (2023), this always leads in a strong team, which serves as a motivator for employee success. As a result, Ogalo L. A.

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Coastal Public Universities

According to the CUE report (2023), there are 78 universities in Kenya, 42 public universities, and 36 private universities. Of the seventy-eight (78) universities in the nation today, thirteen (13) are found near the seaside. There are eight public universities and five private universities. Just around one-fourth of Kenya's universities are public, with three (3) of the eight (8) being the major universities and the others being campuses. The coastal region is one of those with less development in the education sector because of several issues, such as extreme poverty, cultural issues, land grabs, low student enrollment, scarce funding, inclement weather, and subpar performance of the populace.

1.2 Statement of the problem

Despite the recognition of the importance of non-teaching staff in the overall functioning of universities, there is a significant gap in understanding how staff induction influences the performance of non-teaching staff in public universities, particularly in Kenya's Coastal Region. Much of the existing research has focused on financial constraints and leadership issues in universities, such as the inadequate training and enthusiasm of administrators (W.W. Miriam, 2023), but there is limited exploration of how non-teaching staff, who often

outnumber teaching staff, can be empowered through effective induction programs. The majority of studies prioritize teaching staff, leaving the role of non-teaching staff under-explored. As noted by the Cabinet Minister of Education (2023), public universities are now focusing on teaching staff recruitment, with a freeze on hiring nonteaching staff. This indicates a gap in addressing the needs of non-teaching employees, who play critical roles in the university's day-to-day operations. Researchers, including the Training Education study (2021), highlight the disconnect between teaching and nonteaching staff, with non-teaching employees often seen as lower priority. This mismatch in recognition and value is rarely analyzed in terms of how proper induction could help align non-teaching staff's roles with the university's mission. There is limited research on how induction programs specifically impact non-teaching staff performance in Kenyan universities. While induction training is acknowledged as important for staff to learn about university policies and improve their problem-solving capabilities with students, the extent to which this affects work quality and university operations remains under-researched (Yang, H., Sanders, K., & van Rijn, M., 2013). According to Jonyo and Ouma (2018) he emphasized that the communication gap during induction training hinders employee performance and loyalty. However, there is insufficient data on how addressing these communication issues could help bridge the divide between teaching and non-teaching staff and foster stronger performance across the board. Although it is widely acknowledged that induction programs need refinement (as discussed by multiple studies), research often does not evaluate how factors such as training delivery modes and real-life challenges faced during induction impact non-teaching staff performance and long-term engagement with university goals.

The terms of service for teaching and non-teaching staff still need to be unified, which is impeding their performance and causing them to drift apart rather than come together. The majority of non-teaching personnel at universities have higher populations than teaching staff, which creates budgetary difficulties and makes it harder to manage staff role conflicts. staff members are undervalued in non-teaching responsibilities and are consequently overlooked when setting priorities for university training. It has been observed that the majority of non-teaching staff members do not recognize their part in the university's success. Through induction training, they are better able to relate to students and resolve problems, which could have slowed down university procedures and resulted in subpar work and brittle attachments.

To achieve strong performance, universities should place a high priority on developing the abilities and strengths of both staff and students, as echoed by the vice-chancellor of the University of Nairobi in 2021 when he said Universities are centers of learning, but they cannot function successfully or efficiently without the efforts and commitment of nonacademic staff.

1.3 Purpose of the Study

The purpose of this study is to investigate the Staff Induction Training on the Performance of Public Universities employees in the Coastal Region, Kenya.

1.3.1 Objectives of the study

- i. To assess the level of understanding and alignment of the vision and mission at Coastal Region Public Universities.

ii. To examine the extent of employees' understanding of organizational policies and procedures and evaluate how this understanding influences their work performance iii. To investigate the extent to which the acquisition of technical and practical skills at the workstation influences employee performance in a corporate setting iv. To ascertain comprehension of clarity of roles and work instructions and its influence on performance.

1.4 Research Questions

- i) What is the level of understanding and alignment of the vision and mission among employees at Public Universities in the Coastal Region?
- ii) To assess the level of understanding of organizational policies and procedures among non-teaching staff at Public Universities in the Coastal Region
- iii) Do acquisition of technical and practical skills at the work station influence performance?
- iv) How does comprehension of clarity of roles and work instructions influence performance?

1.5 Significance of the Study

The university will gain knowledge and a deeper understanding of its mission, leading to improved staff transitions during deployment, promotions, and onboarding of new employees. This will enhance overall efficiency and employee satisfaction. By training employees to produce consistent results, universities can reduce competition among top talent, fostering achievement. Clear role definitions will minimize stress and confusion, resulting in a more vibrant workforce. Employees will be more aware of the organizational structure, promoting a positive environment and improving attitudes. Additionally, this

approach will help address fitting-in issues and enhance communication with management, contributing to a positive culture.

1.6 Scope of the Study

Investigation was restricted to induction training staff not in teaching profession in Public Universities from the Coast region (PPT). The target group was the newly employed, deployed staff, and promoted staff (NDP). The research covered the period between January 2023 to April 2024.

1.7 Limitations and delimitations of study.

1.7.1. Study Limitations

The researcher had to accommodate the respondents' schedules due to time constraints and obligations. Those who work with respondent were reassured of their privacy and confidentiality of information of their responses. To avoid high costs, I trained officers to collect data and also called and kept recordings of the data obtained. After contacting the respondents and agree on the means to deliver the questionnaires and interviews some preferred emails and for interviews it was face to face or on phone.

1.7.2. Study Delimitations

The investigation was performed at Taita Taveta University in Voi, the Technical University of Mombasa located in Mombasa and Pwani University located in Kilifi. Staff members who were directly in charge of overseeing non-teaching employees at the university were interviewed for the study. These include department heads, librarians, registrars, finance officers, human resource officers, and directors of quality assurance.

The study was conducted in April 2024 and January 2023. The research's goals were restricted to job requirements, roles' clarity, the organization's vision and mission, and policies and procedures. The study included 124 out of 146 respondents in its sample size, using both statistical and random sampling techniques. Stratified sampling was selected to provide equitable representation for data in strata; twenty (20) per cent of the sample size was determined rather than ten (10) per cent because 10 per cent of the representation felt like a small sample size to consider. Out of the sixty personnel that oversee non-teaching staff, thirty responded to the study's structured questionnaire and interview instructions.

The problem was identified in the coastal zone, and time constraints also played a role in the decision. The goal of this study was to assist the university fraternity in fulfilling its mission and improving its performance. The theoretical knowledge, acquired skills, and impacts that come with new personnel, deployed, or promoted will be minimized, allowing the non-teaching staff to feel confident in their roles. Improved university performance is the outcome of knowing the important rules, regulations, mission, and vision, as well as how the various roles within the university interact.

1.8. Assumptions

- i)** It is assumed that all participants will be honest.
- ii)** It is assumed that all three universities have new, deployed, and promoted employees.
- iii)** It is assumed that the universities selected will cooperate and be of great assistance.
- iv)** It is assumed that the set period of data collection will be complete without major alterations in the budget.

1.9. Operational definition of key terms

These terms have been used throughout this study.

Induction training:

This is the training done to all employees in the various institutions as a way to welcome them and inform them of their expectations when they go to their new stations and new responsibilities.

Employee performance:

The outcome result of the completed task assigned by their supervisors or superiors of the employee at work.

Non-teaching employee:

This is the employee whose operations at the universities are not teaching or lecturing directly but instead contribute their contributions directly.

New employee:

This is the person who has reported to the new workplace for assignment of the responsibilities.

Promoted employee:

This is the person who has been elevated to another level and given added responsibilities.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter discusses the staff induction training on the performance of non-teaching staff through empirical investigations, theoretical frameworks, conceptual frameworks, and literature reviews.

2.1 Empirical Literature

Induction training on employee performance has been widely researched and acknowledged by various studies, of its importance in providing new employees with a positive and informative introduction to their roles and the organizational culture. Scholars such as Eve (2021), T. Mchete and F. Shayo (2020), B. Chillakuri (2020), and S. Zhang, M. Nishimoto, and K. Liu (2019) stressed in unison the need for organizations to classify the process as a valuable opportunity rather a mere procedural requirement. Induction training should go beyond a checklist or a routine to focus on motivating employees and helping them understand their current and future aspirations (B. Chillakuri, 2020). When training is delivered well, employees may move more easily, which speeds up their role adaptability and boosts productivity. According to T. Mchete and F. Shayo (2020), who found that staff

induction enhanced employee performance in their study, this knowledge, in turn, promotes compliance, loyalty, and increased effort toward reaching good performance.

Understanding of the values, principles, roles and responsibilities was been achieved in State Owned Enterprise (SOE) in Sri Lanka through conducting in-staff induction to new employees. In his research, Keijo Viljanen (2018) discovered that employees' comprehension of the organization's objectives and core values was improved by induction training, which also improved retention, and increased job satisfaction, competence, expertise and overall performance.

Despite this, the examination did not find any indications of any issues with the induction training programs' execution.

Sisay Sisaj Ayana (2020) underlined that training had a substantial impact on staff attitudes and conduct and advocated for a review and enhancement of the induction program. Nonetheless, the report did not include the difficulties and criticisms encountered in the process.

E.D. Leiti (2015) states that while employee loyalty and trust grew as a result of Kabarak University training, the induction program's substance was not disclosed, which may have contributed to the employees' sense of belonging. The goal of the research is to close this research gap by incorporating learning about vision and mission components into the induction training. Employees will be more aware of the expectations for the present and the future as well as how to connect their own goals with those of the university.

As a result, we work hard to both meet and beyond their expectations and give them a sense of pride for having contributed to the university's mission. Notwithstanding its apparent

significance, there exists a notable disparity between the conviction that the induction procedure is vital and the genuine exertion of effort towards its execution. Geraghty T. (2017). According to Akech (2016) his study revealed that staff induction training conducted did not have any importance effect on the employee performance and recommended the need to have trainings with more interactive sessions and management support. S. Zhang, M. Nishimoto, and K. Liu (2019) have also noted that the conceptualization and implementation of induction training differ from one another. Employees of Equity Bank Kenya stated in the employee research that the introduction training had fulfilled the bank's expectations. As part of the comments, L. Maruhi (2018) deleted a section that would have helped the Bank improve on induction training, but it did not illustrate the issues faced by the staff during the process. Similar to this, large Indian organizations do not do induction training since they view it as a waste of resources.

The Kenya Public Service showed that employees were unsatisfied and unmotivated resulting in emotional tension, work stress, and a delayed adjustment to the new surroundings. Geraghty (2017) underlined the necessity of reassessing the introduction program, pointing out that staff members were unable to obtain policies pertinent to their roles at the offices. This raises serious concerns about the induction program's substance, and the researcher will investigate if staff members can access and get training on pertinent policies. Uma R. Theran (2019) underlined the need of making training more participatory and choosing topics that are appropriate for the various training groups. For employees to be knowledgeable about how to confidently handle their tasks, current policies must be covered in training.

As a result, we work hard to both meet and beyond their expectations and give them a sense of pride for having contributed to the university's mission. Notwithstanding its apparent significance, there exists a notable disparity between the conviction that the induction procedure is vital and the genuine exertion of effort towards its execution.

Geraghty T. (2017). According to Akech (2016), his study revealed that staff induction training did not have any important effect on employee performance and recommended the need to have training with more interactive sessions and management support. S. Zhang, M. Nishimoto, and K. Liu (2019) have also noted that the conceptualization and implementation of induction training differ from one another. Employees of Equity Bank Kenya stated in the employee research that the introduction training had fulfilled the bank's expectations. As part of the comments, L. Maruhi (2018) deleted a section that would have helped the Bank improve on induction training, but it did not illustrate the issues faced by the staff during the process. Similar to this, large Indian organizations do not do induction training since they view it as a waste of resources.

The Kenya Public Service showed that employees were unsatisfied and unmotivated resulting in emotional tension, work stress, and a delayed adjustment to the new surroundings. Geraghty (2017) underlined the necessity of reassessing the introduction program, pointing out that staff members could not obtain policies pertinent to their roles at the offices. This raises serious concerns about the induction program's substance, and the researcher will investigate if staff members can access and get training on pertinent policies.

The employees in the new workstation should be inducted to enable them to adjust successfully. Moreover, as Guest (2017) points out, induction training offers warmth, and

motivation, and dispels doubts on the first day of work. As a result, companies should involve staff members right away to enable them to adjust swiftly and focus on achieving goals, as highlighted by Ogalo (2018).

According to studies by Agufana (2022), Johannessen L.A.C., & T. K. (2017) poor employee integration into a new system might hurt creativity. The investigator will ascertain whether employees' comprehension of job requirements and clarity fosters greater creativity and innovation, ultimately leading to superior performance.

According to Schroth (2019), it is imperative that organizations inform newly hired, transferred, and promoted staff members about their given responsibilities.

2.2. Theoretical review

Three theories will be used to guide the research. Adam's (2010) Theory of induction - Theoretical, Practical, and Integration (TPI), Organization role theory by Ralph (1978) and Kirkpatrick Improvement Model by Donard (1950). Although induction theory has been employed by many academics to direct their study, there are still flaws in this theory. It does not record how long the training lasts or the traits of the staff to aid in creating a personalized induction program. It only covers the socializing, practical, and theoretical skills. As a result, more theories are needed to bridge the understanding gap about the relationship between staff induction training and employee performance. Organizational role theory was utilized by the researcher to establish the responsibilities of the employees, and the Kirkpatrick Improvement Model was used to find areas where the induction training was lacking and to determine how best to use the feedback to enhance employee performance.

2.2.1. Understanding and aligning to mission and vision on performance

A strong vision and mission provide meaning and motivation, giving employees a sense of purpose. When employees don't grasp these statements, they may feel disconnected from the organization's values, leading to decreased engagement and passion for their work. Employees who do not understand the vision and mission may struggle to see how their work contributes to the organization's long-term goals. Without a clear sense of direction, their work can become task-oriented rather than purpose-driven, leading to reduced motivation and lower-quality output. This misalignment can result in wasted resources and time, as employees may focus on tasks that don't contribute to key objectives. This can lead to inconsistent work practices and decision-making that contradicts the company's objectives. A shared understanding of the organization's vision and mission fosters unity and teamwork. Without this, employees may have differing priorities, causing friction in team collaboration and reducing the overall effectiveness of teamwork.

When employees lack comprehension of an organization's vision and mission, they are likely to experience confusion, lack of motivation, and misalignment with the company's objectives. This leads to inefficiencies, decreased productivity, lower engagement, and a greater chance of turnover, ultimately harming the overall performance of both the individual and the organization. Today's workplace, job seekers seek not just any job, but one that aligns with their own objectives and values. According to Pritchard, M., & Elaine, E. (2020), over half of UK workers are unsure about their company's objectives, affecting their focus and direction. As a result, institutions are unable to prosper when vision is unclear; it's like

setting off on a journey without knowing the destination. Therefore, it's crucial to ensure that employees (NDP) employees to are well-informed of the direction of the organization as emphasized by Jonyo, B., & Ouma, C. (2018).

The understanding of the university's vision by employees enables them to better support the achievement of long-term goals, including enhanced teamwork, communication, trust, and collaboration, ultimately resulting in improved university performance as noted by Ahmed (2019). This leads to a strong bond based on employee trust, prompting them to exert extra effort, as highlighted by F. K. Alzubi, A. Bashayreh, and M. Mustafa (2021).

2.2.2. Examining level of knowledge and compliance with Policies and Procedures

According to the survey done by Guide Spark stated that only about 30% of the employees do not read handbooks and therefore it is of concern for employers how the employees can get to know about the procedures and policies of the organization. Policies are guidelines on how processes are done, while procedures are instructions on how the job requirements of one employee are separate from one another. Processes are created to guarantee that services are provided consistently and at the appropriate quality, and reliable processes help a firm build a solid reputation. They are essential to the organization's processes being carried out consistently, thus employers should make sure that policies and procedures are current to enable employees to finish their work quickly and to provide an explanation for why certain tasks are completed in a certain way, which can help prevent problems before they arise. B. Chillakuri. 2020. Ignoring policies when doing assigned jobs can lead to mistakes, redoing, and inefficiencies that negatively affect performance. Staff workers must understand the policies and receive training on how to implement them to improve their workplace performance.

Instead of only being given documents to retain in the office, staff should receive training on how to apply the rules and procedures. Some policies are large, which deters employees from being motivated to read.

2.2.3 Learning about the technical and practical aspects at the workstation

After acquiring new skills, employees become specialized in carrying out their responsibilities, which ultimately benefits the organization. Acquiring skills enhances an employee's competence and confidence in their job performance. It is essential to have knowledgeable employees who can effectively train new staff to seamlessly integrate into the workplace and complete tasks with minimal disruption. New employees can learn skills by observing experienced colleagues using equipment and tools during interactions with them. Kay Rose (2021) suggests that new employees should possess the necessary technological knowledge to access critical information systems and manage client interactions and office documentation.

Lorman's blog article on training data for 2022 indicates that 76% of employees feel that they can exhibit loyalty and perform effectively if they receive additional training from their employer. Employees who have the relevant skills can contribute to productivity, and these skills should be tailored to the employee's work environment, benefiting the organization with the acquired knowledge and abilities. Kumar (2021) mentions that interaction with other coworkers is essential for new staff.

2.2.4 Ascertaining comprehension of clarity of roles and work instructions and its influence on performance

In service-based organizations, it is essential for employees to have a clear understanding of their roles and responsibilities in order to deliver effective services. When employees are unsure about their role expectations, they are less motivated and proactive. (Tabibi S. J., Samie F., and Riahi L., 2015)

Many NDP employees in transition lack clear communication about their roles and expectations. Once roles are defined, organizations can match the right people to the job, leading to improved performance and increased efficiency at work. According to M. Mahmood, A. Ostrovskiy, and N. Capar (2022), creating job descriptions is not enough; organizations should actively oversee the fulfillment of employees' duties. Instead of just having written job descriptions, organizations should focus on redefining employees' roles and expectations and ensuring they are put into practice. Some companies overlook the importance of job definitions, resulting in employees feeling frustrated rather than motivated, satisfied, and performing at their best.

2.2.5. Expectations of Performance

Performance can be defined as the efficacy, efficiency, and quality of work it connects to the organization's strategic goals Wibowo, S. N. I., Ardiana, I. D. K. R., and Andjarwati, T. (2023). As stated by Neupane and Khanal (2022), it is imperative to minimize waste, maximize efficiency, and deliver good values. Performance is the sum of the efforts made to achieve both quality and quantity in relation to the responsibilities and tasks assigned. Arif, M., and Z. Tupti (2020). Performance demands a variety of things, including sufficient training, chances for advancement, clear instructions and guidelines, frequent feedback,

coaching, counseling, and managerial support. Performance is defined as employee work satisfaction by L. Ciner (2019).

2.2.6. Induction theory

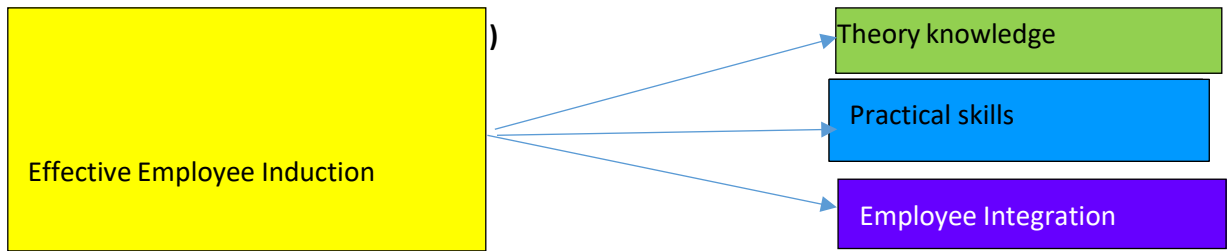


Figure 2.1. TPI theory (Source Mchete 2020)

Adam's developed this in 2010, comprising three skill types: theoretical knowledge, practical skills, and integration skills. This theory was adopted to explore the impact of understanding the organization's vision, familiarity with procedures, skill acquisition, and job clarity on the work performance of non-teaching staff. A drawback of this theory is its heavy reliance on applied knowledge and skills with minimal emphasis on theoretical understanding.

Understanding theoretical knowledge will enable researchers to grasp how the university's vision and mission influence its goals, thus fostering employee commitment to their roles. Practical skills will be employed to ensure familiarity with workplace policies and procedures, as well as the application of skills.

2.2.6. Organization Role Theory

Ralph Turner (1978) is credited with the establishment of organizational role theory, which centers on individuals' perceptions and internalization of their jobs. This perspective can provide valuable insights for researchers seeking to understand how non-teaching university staff might interpret and engage with their roles after gaining knowledge of their job requirements and responsibilities. Matta et al. (2015) also concurred that individuals exhibit different behavior based on the origin and establishment of their roles.

Assumptions

- Individuals themselves are responsible for defining their roles.
- People form assumptions about both their own roles and the roles of others.
- Some individuals encourage others to take on roles that they desire for themselves.
- People will act in accordance with the roles assigned to them.

2.2.7. Kirkpatrick Four level Model

Donald L. Kirkpatrick created the Kirkpatrick Four-Level Model in 1950, and it was updated in 2016. Four layers make up its principles: conduct, reaction, learning, and the outcomes attained. After finishing the induction training process, it helps to explain the differences between the performance levels expected of employees and their actual performance.

This model is useful because as a guide to the implementation of induction training. The reaction of staff on the training and intake on the training content is learning and after the training, the knowledge and skills gained will enable them to renew their mindset and change to obtain results

2.3 Conceptual framework

The conceptual framework below provides an overview of the connections between important elements of comprehension of mission and vision, procedures and policies, and skills contribute the shaping staff induction. Subsequently institutional matrix play crucial role in defining roles and responsibilities and determining the communication channels that are essential during induction training. The organizational structure determines the decisions and resource allocation. In essence, the institutional matrix plays a significant role in shaping the implementation of induction practices. It offers a systematic approach to comprehending the dynamics and variables involved in staff induction and its impact on employee performance.



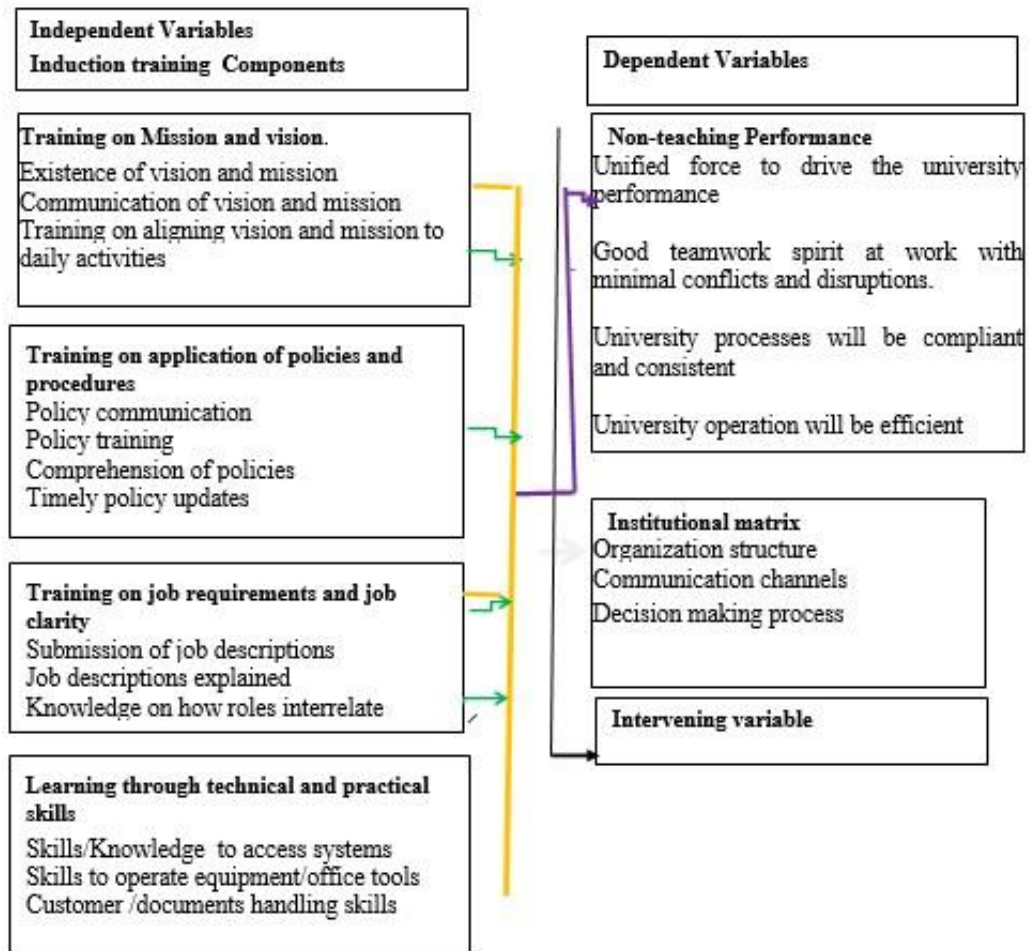


Figure 2.1: Conceptual framework

2.3.1 The independent variable

The induction training components of understanding on vision, mission help employees to have sense of belonging and make them empowered after realization that they are part of the university vision. Training employees on policies and procedures ensure every staff is able to operate a process with consistency with other and delivered results, trained on skills to access systems, equipment and handle document and clients are necessary tools for operation on the daily activities, and elaborating to obtained in-depth understanding on the

job requirements and how they relate to other roles. These components were seen as vital to be included in the induction programs to improve employee work performance. When employee is trained on vision they gain clear direction for their work. Policies and procedures guide the employees to achieve the goals. Skill and technical knowledge ensure achievement of efficiency when handling processes and role clarity prevent conflict work which can slow down to employees from achieving the vision and ensure smooth operation. University processes are interrelating therefore every employee contribution is vital to the university success.

2.3.2. The intervening variable

These are factors which determine if the university will achieve good employee performance. The decision-making process is very vital in every university it is like the heart to every process. Namely if the management support the induction training will achieve its intended results. Decision making is in the heart of the teaching process, in that what the teacher decide will affect the learners positively or negatively as noted by Victoria Jacob.

The organization structure is the university organogram this should be share during induction as it helps to staff to understand who report to and who should give assignment to them. If the organization structure is not clear it affects the induction process delivery.

2.3.3. Dependent Variable

Understanding the vision and mission will make the employee have sense of belonging and become a unified force to drive the university to achieve its mandate. Training the staff on applying the policies and procedures will ensure the university results follow the standards national and international and its consistency will secure itself a reputation of excellence.

Inducting staff to skills of operation, client and document handling helps to avoid errors which can slow down operation and instead cause efficiency of all university operations. The staff will be confident and motivated to work because of added skills and knowledge and therefore will result in job satisfaction. Having clear job descriptions and clarity will ensure good teamwork spirit at work with minimal conflicts and disruptions.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of the study was to evaluate the induction training on performance at Public Universities in the Coastal Region. The study design, target population, sample processes, sampling techniques, sample population, instrument construction, validity and reliability testing, data collection methods, procedures, data analysis, protocols, and ethical issues were all covered in this chapter.

3.2 Research design

Staff induction at the Public Universities in the Coastal Region was outlined using a descriptive research design by the researcher. The choice of the design was based on its significant advantage of not influencing participants' behavior, allowing them to contribute effectively to the study, as stated by Doyle, L., McCabe, C., Keogh, B., Brady, A., & McCann, M. (2020).

3.3 Study Location

The research was conducted in the coastal region three main public universities. The research areas had not been researched on and the research problem had been identified in this region that is why it was chosen at the best location.

3.4 Population target

The targeted population, from whom data was gathered, is the researcher's population of interest. The non-teaching staff of newly deployed and promoted (NDP) personnel was the study's target demographic. As stated in the table below, the population at the three universities selected for the study was 728, based on the Human Resources reports of those institutions.

Table 3.1: Target population

Name of the University	Pwani University	Technical University of Mombasa	Taita Taveta University	Total
Total Employees	221	340	167	728

3.5 Sampling Procedures and Techniques.

Etikan, I., & Bala, K. (2017) used stratified sampling to select participants, ensuring easy comparison and precision. Probability sampling was also used in the study. 728 employees from the three institutions were sampled using a random sampling technique to select participants from each university, preventing bias. The non-teaching fraternity's strata were segregated by occupational levels.

3.6 Size of the Sample

David, T. Y., Wachira, R., & Mwenda, P. (2019) argued that 20% of the population provided minimum fair representation and also Mugenda and Mugenda (2013) said that 10% to 30% of the population is recommended was fair therefore 20 percent of the population for each university was used as the sample size as tabulated below.

Table 3.2: sample size to be used in the research

University name	Pwani University	Technical University of Mombasa	Taita Taveta University	Total
No. of Teaching employees	221 (20/100 x 221)	340 (20/100 x 340)	167 (20/100 x 167)	728
Sample size	44	68	36	146

3.7. Construction of Research Instruments

As mentioned by Sürücü, L., & Maslakci A. (2020), the process of creating research instruments involved gathering questionnaires and interview guides. The study adapted a closed-ended questionnaire to facilitate data interpretation, and interview guidelines were customized to align with the objectives of the research. Cheung, A. K. L. (2021).

3.7.1 Questionnaires

The data was gathered using questionnaires with predefined answers. The supervisor offered guidance during the pre-testing phase, and the questionnaire was tailored to address the research questions of the study. Respondents were given the option to receive the questionnaires in either physical or soft copy format via their personal emails, and feedback was collected as per the respondents' preference. This was carried out following the respondents' agreement. The Likert scale was used for data collection.

3.7.2. Guides for research interviews

Research questions acted as the key themes in development of interview guides to allow an in-depth analysis of respondents' views. Interview guides contain open-ended questions and were customized for collecting information relevant to the study. The target of the interview were the administration staff who are in charge of the non-teaching staff and included the following officers.

Table 3.3: Interview guide

University	Position	Number
Technical University	Registrar (AFP)	1
	Registrar (ASA)	1
	Human Resource Officer	1
	Director of Quality Assurance	1
	Librarian	1
	Deans/Directors of Schools	5
	Departmental Heads	10
Pwani University	Registrar ((AFP)	1
	Registrar ((ASA)	1
	Human Resource Officer	1
	Director of Quality Assurance	1
	Librarian	1
	Deans/Directors of Schools	5
	Departmental Heads	10
Taita Taveta	Registrar (AFP)	1
	Registrar (ASA)	1

University	Human Resource Officer	1
	Director of Quality Assurance	1
	Librarian	1
	Deans/Directors of Schools	5
	Departmental Heads	10
	Total	60

3.8. Validity & Reliability

In order to ensure the research's high quality, preliminary testing was performed in line with the study's objectives and feedback from the supervisor and experts, as well as input from the respondents. Pandey, P., & Pandey, M. M. (2021) stated that a value of 0.7 or higher is considered significant. Therefore, the value of 0.9 obtained from this study indicates the instrument's effectiveness. The structured questionnaire consisted of 35 questions, although only 30 were considered to be correct.

3.8.1 Pilot study (pre-testing)

Pilot testing is a design to evaluate and improve data techniques with the goal of confirming the accuracy of the data, according to Sileyew, K. J. (2019). A sample size of 10 to 20% of respondents should be employed for the pilot study. As a result, fifteen respondents were chosen for the pilot study in this investigation, accounting for 10% of the total 146. Each university had five responders who did not participate in the data collection. Before the main study began, individuals were given questionnaires to complete so that the researcher could identify any problems or anomalies in the instrument used. The results of the pilot study provided questions adjustment to better suit the respondents' comprehension and widen my perspective on how to phrase the questions in accordance with the research goals. To improve clarity, numerous Likert scale scores were modified. Out of the fifteen respondents in this pilot study, five brought up the concerns, and ten

thought the questionnaire was inappropriate for gathering data. The pilot results 10/15 which equivalent to 66.6%.

Validity formula

The Content Validity Index (CVI) was calculated by adding up the scores and then dividing by two to obtain the average. In line with the research by A Indarta, Y., Ambiyar, F., Ranuharja, F., & Dewi, I. P (2023), a score of 0.80 is considered valid, while a score of 0.00 is rejected.

Content Validity Index = Number of items declared valid

—————
Total number of items =

questionnaire questions that were valid 42

Total number of questions in questionnaire 47

= 30/35 = 0.894

Therefore, the instrument was valid.

Reliability

The recommended requirement of reliability is 0.5 from the results that are consistent to have a stability as stated by Mohajan, H. K. (2017).

Formula of Cronbach's Alpha

We will use the commonly accepted value range of (0.6-0.7), and Cronbach's Alpha formula will be appropriate since the questions are in Likert form.

$R = 1 - \frac{\sum d^2}{n(n^2-1)}$ d = Variable x and y absolute deviation of natural ranks
 n = Number of pairs of scores

X	Y	X ²	Y ²	XY
18	17	324	289	306
17	18	289	324	306
17	18	289	324	306
18	17	324	289	306
16	18	256	324	288
17	17	289	289	289
18	18	324	324	324
ΣX=121	ΣY=123	ΣX²=2095	ΣY²=2163	ΣXY=2125

N=18

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{18(2125) - (121)(123)}{\sqrt{[18(2095 - 121^2)][18(2163 - 123^2)]}}$$

$$= \frac{23,367}{23434.1107}$$

= 0.9

Therefore 0.9 will be suitable for this study because it is above the minimum of 0.6.

3.9 Data Collection Methods and Procedure

The collection was done using both primary and secondary data. Primary data was obtained through interviews and questionnaire. Secondary data was collected from relevant publications, newsletters, and data available on the Internet.

3.10 Data Analysis

In his study, Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., and Waseem, A. (2019) emphasized that data analysis is critical for addressing research objectives and questions. They utilized data obtained from key informant interviews and open-ended questions. Qualitative data was interpreted through thematic content analysis in narrative form, while quantitative data was evaluated using SPSS 28. Both qualitative and quantitative analyses were presented in the form of tables, figures, and percentages respectively.

3.11 Ethical Considerations

The Director of Graduate Studies at Mount Kenya University provided the researcher with a letter of authorization and ERC approval. Before the data collection was completed, permission from the public universities chosen in the coastal region as well as a letter of consent from the university to seek for permission from NACOSTI were obtained. Participation was voluntary to all participants. Before signed the informed consent form, they were also informed of the goal, duration, and dangers. The data collected from the participants was kept private both during and after the study. Under the supervisor's direction, the study was completed with the appropriate tools. The respondents received an introductory letter and an informed permission form, and the questionnaire was supplied in a private, confidential manner using number coding to obscure respondents' identities and preserve participant anonymity

CHAPTER FOUR
RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

Research investigated how Public University non-teaching staff members in the Coastal Region of Kenya performed after receiving staff introduction training. The study explicitly assessed the non-teaching staff's understanding of the vision and mission and how it affected their performance. It also looked at the non-teaching staff's awareness of and adherence to procedures and rules and how that affected their performance. evaluated the non-teaching staff's learning of technical and practical abilities and how that relates to their performance. They also evaluated the non-teaching staff's understanding of job requirements and the clarity of their responsibilities and how those affect performances.

4.1 Response Rate

4.1.1 Questionnaire Response

Table 4.1 Sample size

Name of the University	Sampled	Answered	Percentage
Pwani University (University A)	44	41	93.2
Technical University of Mombasa (University B)	68	51	75.0
Taita Taveta University (University C)	36	31	86.1
Total	146	124	84.9

The data presented in Table 4.10 indicates that 146 surveys were distributed to non-teaching participants, and 124 (84.9%) were successfully completed. Among the 2 respondents, 41 were from University A, 51 were from University C, and 31 were from University B. According to Pandey and Pandey (2021), a response rate of 50% is considered acceptable, while a rate of 70% or more is seen as excellent. Therefore, the study's response rate of 84.9% was excellent.

4.2. Interviews Guides Response

The interview guides were for supervisors of non-teaching staff.

Table 4.2 Interview guide response rate

Position	Technical University	Pwani University	Taita Taveta University	Number
Registrar (AFP)	1	1	0	2
Registrar ((ASA)	1	0	1	2
Human Resource Officer	1	1	1	2
Director of Quality Assurance	1	0	1	2
Librarian	0	1	0	1
Deans/Directors of Schools	3	1	2	6
Head of Departments	8	1	5	14
Total	15	5	10	30

In the table 4.2 above it indicates interview response rate of 30 interviews conducted out of the 60 interviews that were targeted. This represented a 50% response rate that was deemed suitable since according to Pandey and Pandey (2021) a response rate of 50% is deemed acceptable, while a rate of 70% or higher is regarded as good and has been recommended by Mugenda and Mugenda 2003.

4.3 Bio Data of Respondents

The study investigated on the bio data of the respondents by examining the age, gender, number of years having served in the current University, job level of respondents and terms of service of respondent as shown in Table 4.3 below.

Table 4.3: Bio data of the respondents

Bio data		Frequency	Percentage
Age of respondents	18-24	2	1.6
	25-34	13	10.5
	35-44	51	40.1
	45-54	43	34.7
	55 and above	15	12.1
Gender of respondents	Male	67	54.0
	Female	57	46.0
Current Number of years of service	Less than 1 year	4	3.2
	1-3 years	6	4.8
	4-6 years	10	8.1
	7-9 years	19	15.3
	10 years or more	85	68.5
Job level of respondents	Senior level	18	14.5
	Middle level	55	44.3

	Junior level	29	23.4
	Support staff	22	17.7
Terms of service of	Permanent	120	96.8
respondents	Contract	4	3.2
Total		124	100

From the findings on the table 4.3 above, a large number 51 (40.1%) of the non-teaching respondents were of age bracket between 35 – 44 years. Majority 67 (54%) were male while 85 (68.5%) had served the universities for 10 years or more. 44.3% of the respondents were of job group middle level and 120 (96.8%) were employed on permanent terms of service. Large population are permanent means they have job security of their work.

The research first objective was the level of understanding and alignment of the vision and mission and its shaping employee performance.

Table 4.4: Rating of University's vision and mission employee understanding and alignment and its impact on job performance

Rating	Frequency	Percentage
Not important at all	5	4.0%
Slightly important	23	18.5%
Moderately important	34	27.0%
Very important	39	31.0%
Extremely important	23	18.5%

Total	124	100.0
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The findings on table 4.4 above indicate the impact of vision and mission on performance to be 76.5% higher than those who perceived vision and mission not important factor on job performance. The perception of staff varies on the understanding of vision and mission and its impact on performance. Therefore, the university should strive to ensure all staff understand how vision and mission impact their performance during the induction since that is the time they begin their journey with the university

Table 4.5: Rating of current induction program component of vision and mission in motivating employees to perform

Rating		Frequency	Percentage
	Outstanding	7	5.6%
	Very satisfactory	14	11.3%
	Satisfactory	36	29.1%
	Unsatisfactory	37	29.8%
	Poor	30	24.2%
	Total	124	100.0

Table 4.5 above shows that 58% of respondents believed the vision and mission component in the induction process was minimal, while others 46% said it was good this could be contributed by lack of formal way of communicating it to employees. Information regarding the vision and mission was spread through a variety of channels, including ISO audits, meetings, seminars, handouts, department heads, and coworkers. This fragmented approach could have resulted in inaccurate information for employees who grasp the vision in their work performance. This is a

major worry because if employees do not receive knowledge about the university's vision, the university's main mandate will be hampered in achieving its goals.

Table 4.6: Means of communication on mission and vision in a manner that positively influenced performance

Means of communication		Frequency	Percentage
	Verbal by supervisors	17	13.7
	Written handouts	62	50.0
	Presentation	18	14.5
	Verbal by colleagues	13	10.5
	None	14	11.3
	Total	124	100.0

According to Table 4.6 above, printed handouts were cited by 62 respondents, or 50%, as a communication method that improved performance, while 14 respondents, or 11.3%, said they never been communicated on the purpose and vision. This revealed a lack of consistency in the university's vision and mission communication strategy. The organization's mission is what drives them to exist, and its vision describes the results they hope to achieve. Therefore, an organization cannot prosper if it has a vision and mission statement. It would be like embarking on a journey without knowing where it is headed. Therefore, it is crucial to communicate the organization's mission and goal to every employee who has been designated as New, Deployed, and Promoted (NDP). B. Jonyo and C. Ouma (2018).

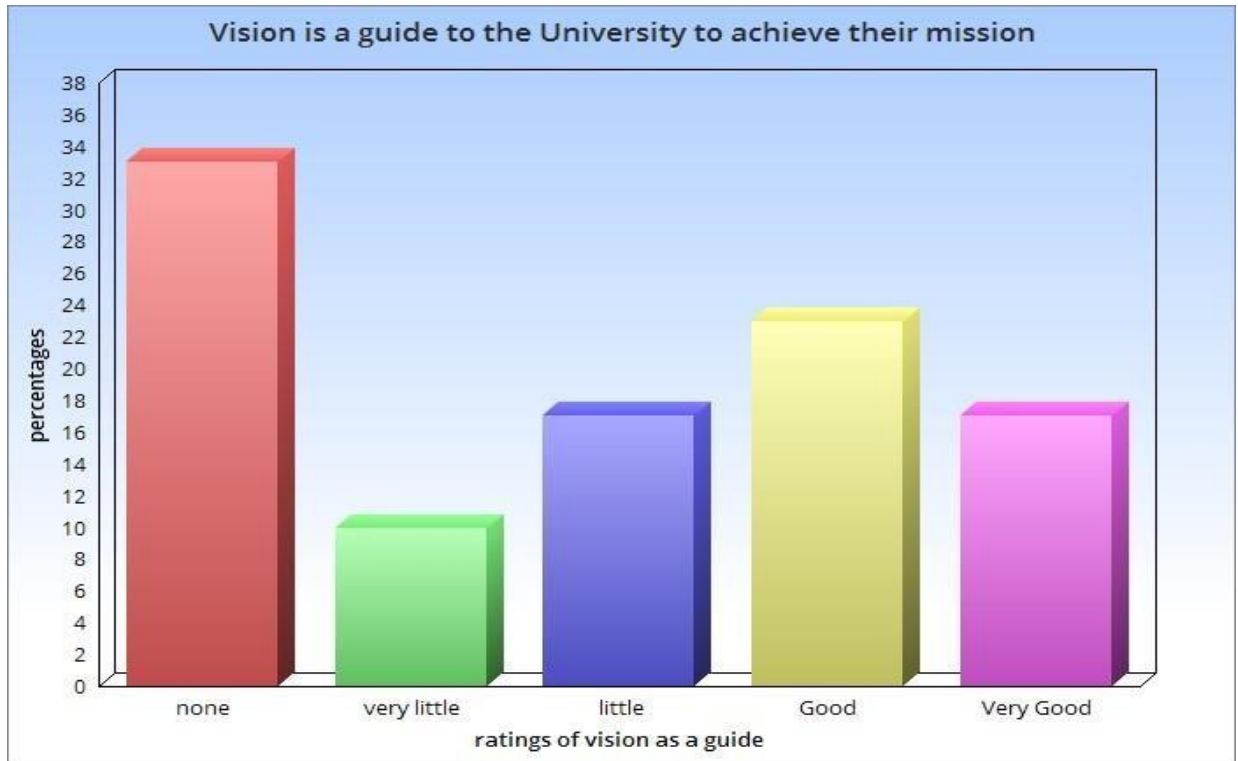


Figure 4.1: Vision is guide to the University to achieve their mission

In figure 4.1 above it shows that the majority of the respondents said the vision was a guide to the University in achieve their mission. This is below expectation and its shows that significant portion of stakeholders felt that the Universities did not run to the letter of what is laid down to in their vision. A large population of 33 percent of the respondents seemed to have a disconnect between the activities being operated by the Universities and its vision as stated in the vision statement. The integration of the university's vision, mission, and institutional culture into daily activities and staff understanding is lacking. This gap undermines clarity of direction and staff alignment with core objectives.

Table 4.7: Aligning of goals and objectives to vision and mission having enhanced job performance

Response		Frequency	Percentage
	Very little	23	18.5
	Little	29	23.4
	Good	26	20.9
	Very good	6	4.8
	None	40	32.2
Total		124	100.0

In the table 4.7 above on aligning objectives to vision and mission it indicated that only 32 out of 124 respondents (25.7%) said the vision is in line with its goals and objectives indicate lack of proper communication to the university vision to the understanding of the employees. It is therefore necessary for the Universities to revisit its mandate through goal settings and structure better ways of communicating the university mission and vision. Employees can concentrate on their work and accomplish the larger objective by learning about the vision and mission at induction. The staff members are able to be inspired to work productively and to feel that their work has meaning. Those who are NDP will engage in decision-making at all levels more rapidly because they will share the goals of the university. Employees who understand their roles are better equipped to take responsibility for all of their duties and responsibilities, claim Abdiwali and M. Matovu (2019).

Table 4.8: Rating of lack of understanding of vision and mission having contributed to poor performance to what percentage

Rating		Frequency	Percentage
	Big extent	21	16.9
	Large extent	46	37.1
	Very little	10	8.1
	Little	27	21.8
	Very big extent	20	16.1
	Total	124	100.0

According to table 4.8 above, it shows that respondents' comprehension is between bad performance and a lack of vision and mission, 46 respondents, or 37.1%, rated the relationship as being mostly responsible for poor performance. By sharing their mission and vision, universities may ensure that employee conduct is in line with their overall objectives of ensuring that daily operations are carried out with the intention of attaining the university's bigger purpose. Employees at the University (NDP) will be better able to match their everyday routines with the expectations of the university if they are trained on the Mission and Vision. Employees can prepare ahead and anticipate future developments with the aid of the vision, according to Ahmed (2019).

The results depicts that while many respondents acknowledged the vision as a guide for achieving the university's mission, there is a notable disconnect. A significant portion (33%) felt that the university's activities did not align with the stated vision, suggesting a gap in integration between stated objectives and actual operations at work and therefore the necessity of clear communication of these elements to all staff, particularly during induction. A low number of staffs felt that there was alignment of the vision and their objectives leaving a large number in out therefore there is need to relook on how the vision should be incorporated and intergrade in the daily operations at

work. The findings suggest a strong correlation between understanding the vision and mission and employee performance. A notable 37.1% of respondents rated the lack of clarity in vision and mission as a key contributor to poor performance.

4.4 Awareness and Adherence to Procedures and Policies and its Influences on Performance

The second objective was to examine the awareness and adherence to procedures and policies and its influences on performance.

1	Administrative Policies/procedures	30%
2	Safety/Security Policies/procedures	10%
3	Human Resource Policies and Manual & procedures Code of conduct and ethics policy/procedures Staff traing and development policies/procedure	37%
4	Communication policy/Records Policy/procedures	3%
5	Finance Policies/procedures	20%

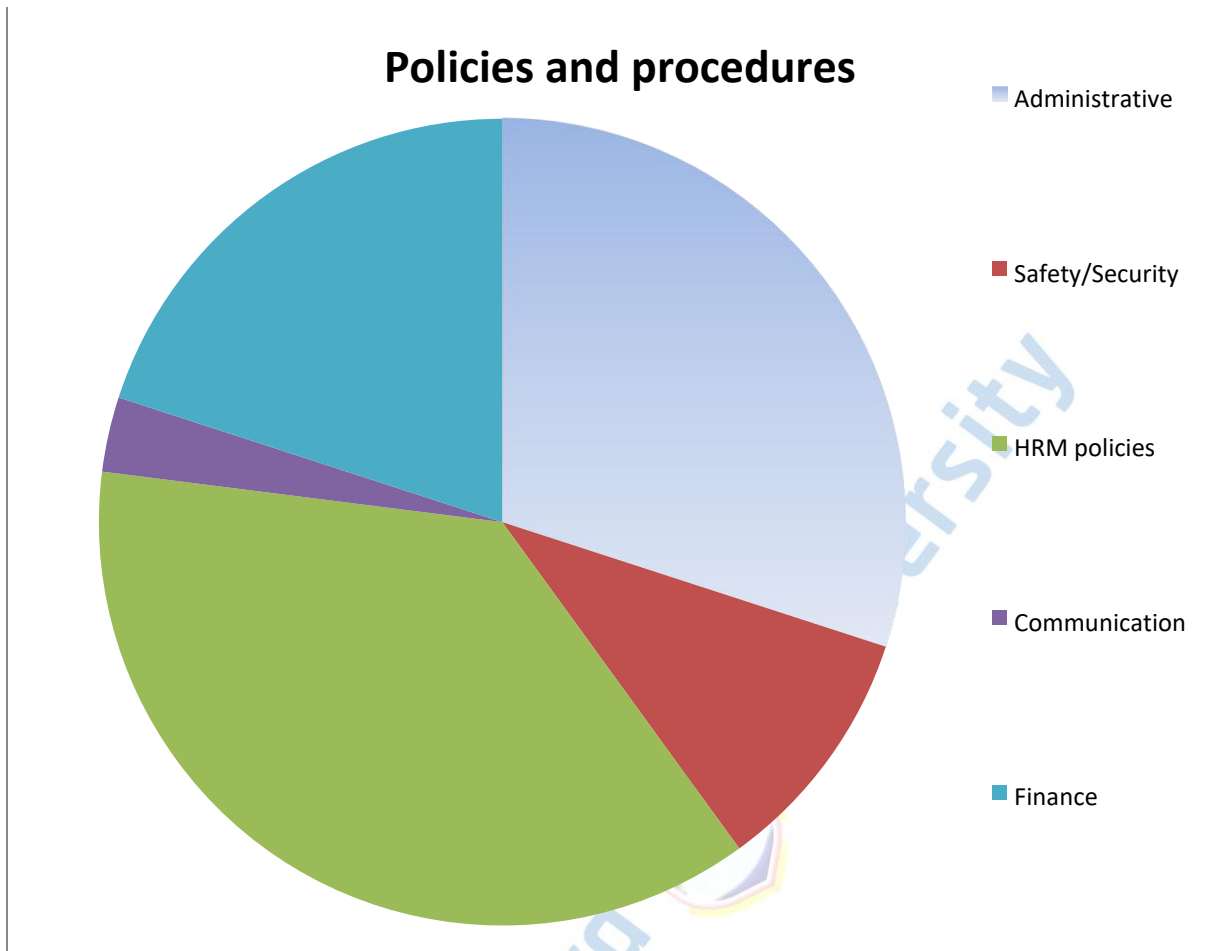


Figure 4.2: Ratings of improved performance as a result of familiarity with procedures and policies in line with employee roles.

From figure 4.2 above on familiarity of core policies and procedures it shows that staff are not aware of the policies that exist to at least 50 percent. The highest percentage is 37 and the lowest is 5 percent though the university is the formulation centre of policies. That fact that 37% to the staff perceive their familiarity with procedures and policies as average indicates the significant portion of the workforce may not have a comprehensive understanding of the policies and procedures which could potentially lead to inconsistencies in behaviour and performance across the departments which can impact the efficiency, decision making and university effectiveness to its mandate.

Table 4.9: Means of communication of procedures and policies during employee induction

Means of communication		Frequency	Percentage
	Employee handbook	14	11.3
	Training sessions	41	33.1
	Online resource	5	4.0
	Work station	50	40.3
	Not communicated	14	11.3
	Total	124	100.0

From the above table 4.9 on findings and means of communication the university uses to bring awareness to staff on procedures and policies during the induction period showed 50 respondents that is the majority (40.3%) indicated work station as a means of communication on procedures and policies during their induction. It's critical that the policies are explained to staff members and that they receive training on how to implement them to improve their performance at work. Despite the fact that 69% of executives, according to Gasior, M. (2017), are unsure of how the organization's needs may be met by the rules in place. Policies are only as good as their organization, communication, and training; if these elements are lacking, they won't meet the needs. Policy Management Report (2020).

Table 4.10: Policies play a crucial role in directing processes and ensuring consistency and in alignment with the University's goals

Does policies/procedures direct processes		Frequency	Percentage
	Not sure	26	20.9
	Yes	44	35.4
	No	7	5.6
	Very little	25	20.1
	Average	20	16.1
	Total	123	99.2

Table 4.10 on policies' crucial role in process guidance shows that 26/124 respondents (20.9%) felt they were not sure what guided their processes, 7/124(5.6%) felt the policies were not guiding their activities, 25/124 respondents (20.1%) said policies guided the processes to small proportion, others said it was averages and large population of 44/124 (35.4%) said policies guided their processes.

These findings represent different groups of people on how they understood the university procedures and policies regarding process efficiency and consistency. The policies to guide the process should be updated to the current reviews to accommodate times and technology, employees should be aware of the policies which guide the process comprehensively, and the necessary clauses should be clear enough to guide. Failure of any of these means failure to deliver quality processes of the university and other assumptions that because policies exist should direct the processes effectively is not true as supported by Chillakuri (2020) that for the policies to direct to completion the processes assigned it needs to be up to date.

Table 4.11: Familiarity with procedures and policies positive changes

Positive changes from familiarity of policies/procedures		Frequency	Percentage
	Low	28	22.5
	High	47	37.9
	Very high	25	20.1
	None	4	3.2
	Very low	20	16.1
	Total	124	100.0

The table 4.11 above provide familiarity of policies and procedures showed that 3.2% did not experience any change positive while 37.9% showed that they experienced positive change in their job performance. The university should strategize a better communication plan on how to keep all staff informed about policy updates and revisions. The university should be open to encouraging feedback and questions to ensure clarity and compliance.

Table 4.12: Contribution of extent of lack of access and familiarity with procedures and policies to poor performance of staff

Percentage of contribution		Frequency	Percentage
	Little	9	7.3
	Great extent	58	46.8
	None	8	6.5
	Very little	11	8.9
	Large extent	38	30.6
	Total	124	100.0

Table 4.12 reveals the extent the lack of familiarity with procedures and policies impacts poor performance suggesting that there is a significant perception among the university staff that accessibility to policies and familiarity with procedures have an impact on performance the following percentages 47 per cent felt that poor performance was a result of limited access to policies 20 percentage lack familiarity with procedures 27 percentage and 7 percentage felt that poor performance due to both limited policies access and procedures knowledgeability as noted by Geraghty (2017).

Staff members' awareness is done through training sessions however for better understanding and implementation there should be a mechanism for communication and dissemination of policy updates to ensure all staff are informed and compliant.

Table 4.13: As there been staff training on existing policies

Training on existing policies	Frequency	Percentage
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	Yes	25	20.1
	Not sure	18	14.5
	Very little	23	18.5
	Little	11	8.8
	None	40	32.2
	Total	124	100.0

Table 4.13 indicate that training on the existing policies at the university showed only 20.1% indicated that there has been training done on the existing policies, 14.5% were not sure, 18.5% showed basic training was done on the existing policies 8.8% indicated the training done was not sufficient and a significant portion indicated there has not been any training done to staff on the existing policies. This outcome could potentially lead to misunderstandings, noncompliance, inefficiencies in the university operations. Universities formulate numerous policies but there has been slow in training employees to get knowledge and understanding of the existing policies as stated by Mchete (2020) on role of induction that university was not doing enough to train.

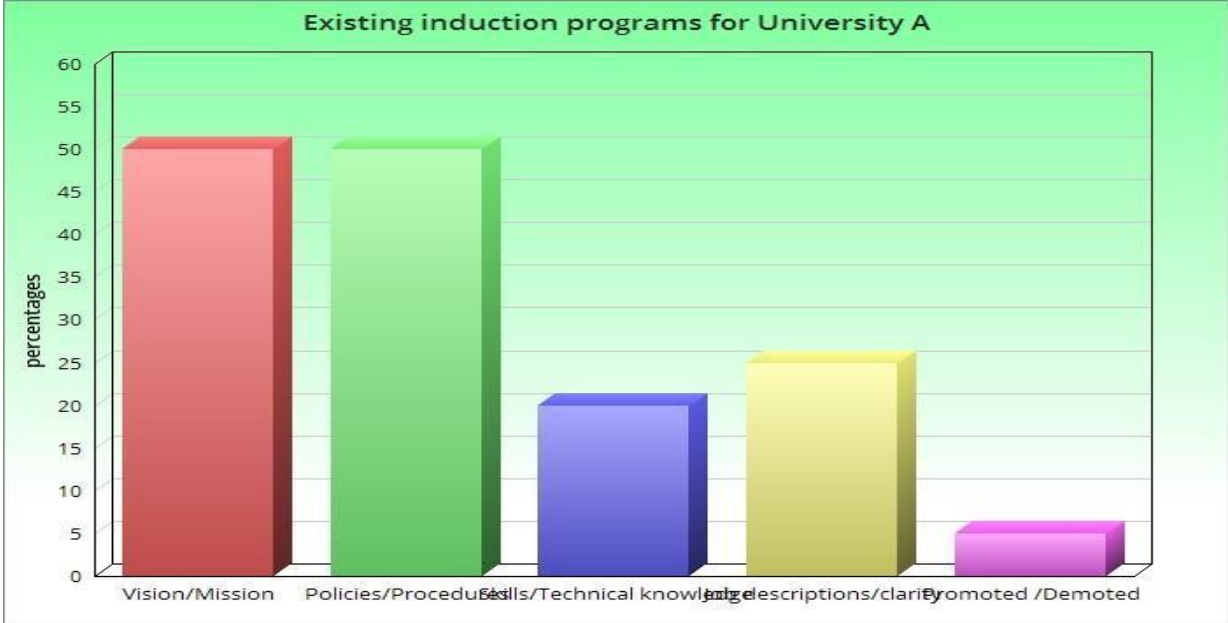


Figure 4.3 University A Existing induction program

In figure 4.4 above it indicate that Pwani University (University A) staff induction program though they had indicated that they informed on the vision and mission of the university seems to lack a proper way of communication and integration of it into their daily activities to ensure that all staff have the clarity of the direction of the university and to be too able to align their roles with the university vision. This could be achieved by cascading the vision and mission from the university general vision to divisions, departments and individuals staff roles because they problem was not mastering the vision statements and mission statement but application to the processes and roles which should be engaged through induction programs and other training sessions

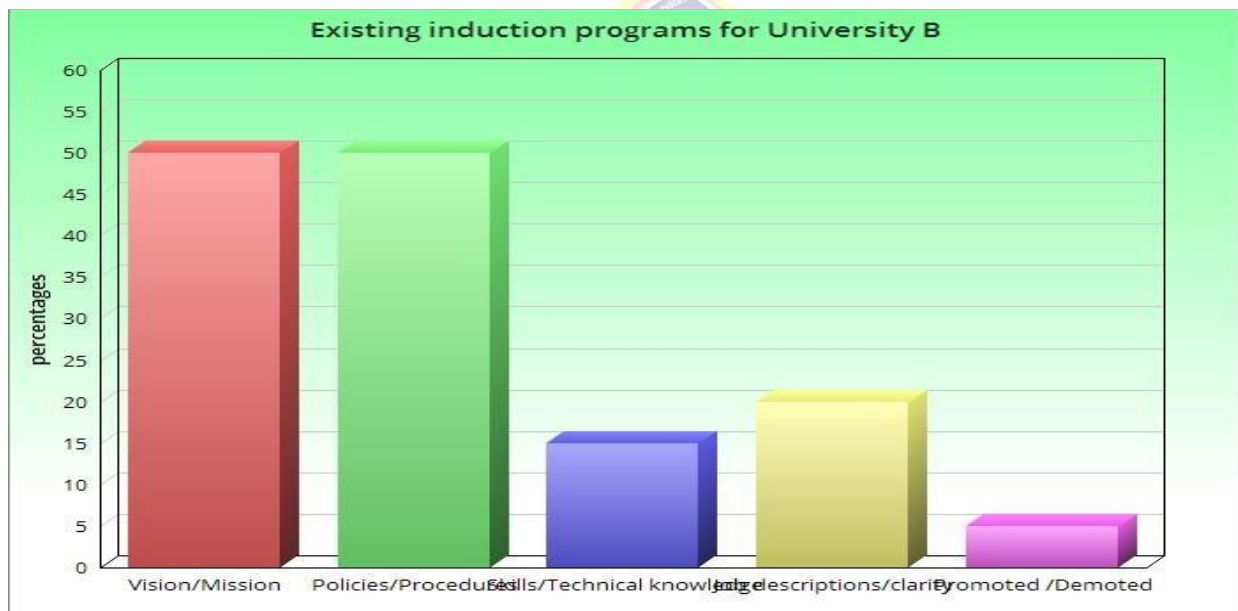


Figure 4.4 University B Existing induction program

Taita Taveta University (University B) staff induction program covers the university's history, its organizational structure, key policies, and safety precautions. Duration of orientation which is key

in staff induction is not indicated in the program which enables the new staff to get to know what the university processes are being performed. It also fosters good relationships for existing staff and new staff to get to know each other and learn how work is done in the university before being placed in their workstation.

Much of this information requires new hires to independently review documents on the university's website. There is a lot of assumption on the document and review to be upon the new staff to access any interactive sessions on the same. There is no mention that there will be clarifications to be made in case of challenges with the documents on the university website.

The new staff are given a tour of key university facilities before being introduced to their direct supervisors. The job description provided during recruitment is presumed to be sufficient, with the expectation that supervisors will outline specific duties. The university should have job descriptions which are detailed and updated for the new staff so that the expectations, roles and responsibilities might be clarified early enough to facilitate smoother integration.

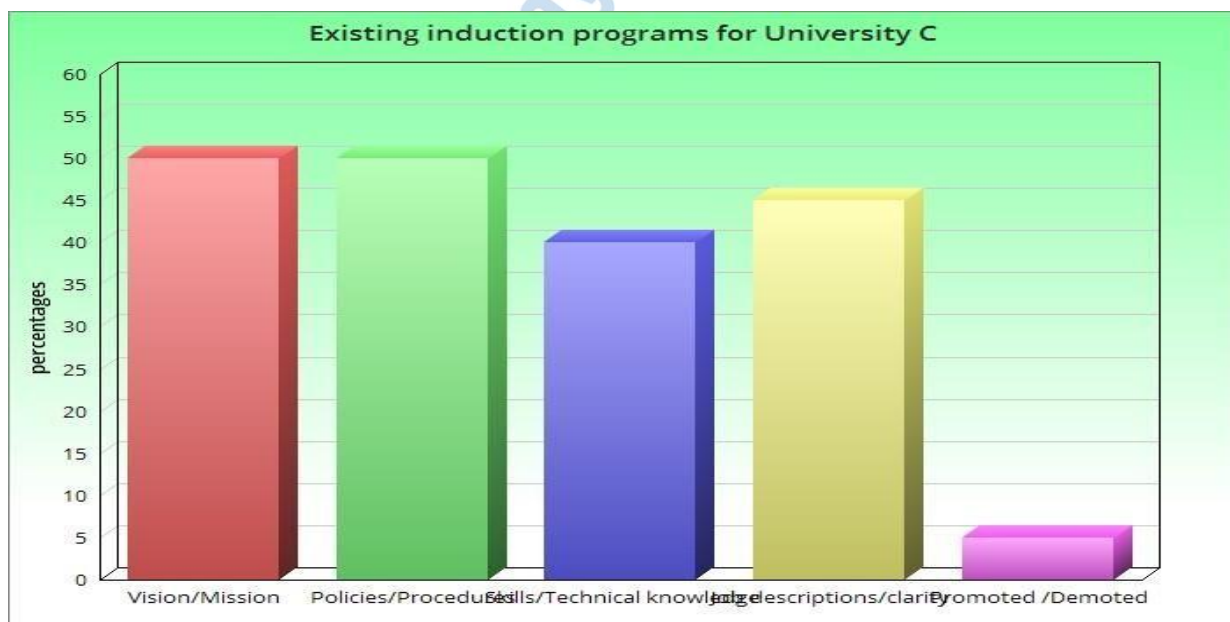


Figure 4.5 University C Existing induction program

The staff induction program for Technical University of Mombasa (university C) focused on policies, procedures, statutes, and division overviews, but it does not explicitly mention dedicated communication of the university's vision and mission to staff which means the new staff members may fail to understand the university expectations and its purpose for existence. The policies, procedures and statutes all stem from the vision and when connected well will contribute to a more effective induction experience. The new staff do receive their job descriptions alongside their appointment letters on their first day. Job requirements are clearly defined, enabling staff to deliver effectively. During induction, training needs are identified through assessments, motivating staff to perform better by addressing any deficiencies in skills or knowledge. The University should enhance the welcoming aspect of the induction program to include activities that promote team building and understanding of the university vision.

4.4.1 Existing induction programs

The existing induction programs at Coastal Public Universities failed to adequately emphasize the importance of the institution's vision and mission to employee satisfaction. Among the three universities studied, only one included vision and mission elements in its program, but implementation details were lacking. Insufficient funding appeared to be a root cause, hindering the provision of interactive materials to support staff awareness and alignment to the vision.

4.4.2: Promoted and deployed staff

All the three-university induction programme does not explicitly talk about induction of staff promoted and deployed. The university should develop a tailored induction program for staff who are promoted or transferred to new departments to cover their specifics in regards to their new roles, changes in responsibilities and knowledge and skills required in the workstation so that the

staff can be able to adjust more effectively to their new positions and maintain high performance levels.

Analysis and presentation of objective two data from Figure 4.2 indicates that at least **50%** of staff are not adequately aware of existing policies. While **37%** of staff rated their familiarity as average, a notable **5%** reported a lack of awareness, signaling a substantial gap in understanding among the workforce. This lack of familiarity poses a risk for inconsistencies in behavior and performance across departments, which can hinder efficiency, decision-making, and overall university effectiveness. However, there is a significant opportunity to enhance the induction experience by incorporating activities that promote team building and a deeper understanding of the university's vision. None of the universities studied adequately addressed the induction of promoted or transferred staff. Tailored induction programs are essential for these employees to understand new responsibilities and adjust effectively to their roles. Table 4.13 reveals that only **20.1%** of respondents reported receiving training on existing policies, with **14.5%** unsure and **18.5%** indicating that training was minimal. This suggests a significant gap in policy awareness, potentially leading to misunderstandings and non-compliance. The slow pace of training on policies is concerning, as it can result in inefficiencies in university operations, as supported by Mchete (2020).

4.5 Acquisition of technical and practical skills and its influences on performance

The third objective was to probe on acquisition of technical and practical skills and its influences on performance.

Table 4.14: Induction provided on the technical knowledge is essential for employees' role and responsibilities

Response		Frequency	Percentage
	Strongly disagree	20	16.1
	Disagree	35	28.2
	Neutral	29	23.3
	Agree	37	29.8
	Strongly agree	3	2.4
	Total	124	100.0

The table 4.14 above on the findings from respondents from the staff induction training done at the workstation after reporting if it was essential to their roles and responsibilities assigned to them showed that 16.1% of the respondents strongly disagreed, 28.2% disagree, 23.3% was neutral, 29.8% agree it was sufficient and 2.4% strongly agreed to be true. From the outcome, it seems that a significant portion of the staff disagrees that the training they received at the workstation is essential to enable them handle their roles and responsibilities as required by the university. The university incorporates in their induction program the pairing of experienced mentors with new staff for guidance, support, and knowledge sharing during their initial months of their jobs.

Table 4.15: Induction to skills at the workstation enabled the good operation of the system, access information, and use other equipment within the assigned section

Response		Frequency	Percentage
	Strongly disagree	25	20.1
	Disagree	50	40.3
	Neutral	29	23.3
	Agree	14	11.2

	Strongly agree	6	4.8
	Total	124	100.0

The table 4.15 above on induction to skills at the workstation to operate systems to access information and use of equipment indicated that 20.1% of the respondents strongly disagree, 40.3% disagree, 23.3% neutral, 11.2% agree, 4.8% strongly agree. From the findings it shows 60.4% have negative perceptions towards induction to skills and knowledge at the workstation in regard to operating systems, access to information and use of office equipment. If the induction training to skills and knowledge at the workstation is insufficient in preparing staff for their assignments it can lead to frustration, low performance.

The workplace systems need technical knowledge to operate therefore staff should be trained on using the system effectively to avoid inefficiencies and errors which lowers the performance.

In cases where there are no necessary equipment for employees to perform their tasks efficiently it is upon the university to purchase the equipment and any communication that need to be communicated on access to information should be communicated so that staff might be assisted adequately to prevent delays which can lead to confusion and frustration among employees

Table 4.16: Induction provide training in practical skills on handling clients and managing documents

		Frequency	Percentage
	Strongly disagree	22	17.7
	Disagree	32	25.8
	Neutral	28	22.5
	Agree	35	28.2
	Strongly agree	7	5.6

Total	124	100.0
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Findings of respondents in regards to provision of skills and knowledge to handle documents and clients at the work station as part of staff induction rated 17.7% of the respondents strongly disagreed, 25.8% disagreed, neutral 22.5%, 28.2% and 5.6% strongly agree as shown in table 4.16 above. It shows that 64.5% believe that skills and knowledge to handle documents is not adequately addressed in the induction at the workstation therefore the university should review staff induction program to have aspects related to document handling client interaction so that it can included in the content and revision of the component of practical for better receptive during the training. The university can also implement needs assessment to include sessions of effective communication, customer service and organizational skill.

People perform at their best when they are proficient in their jobs and possess technical understanding since the necessary information has been given. Rose Kay (2021).

Table 4.17: University provide continuous training to enhance the technical knowledge and practical skills beyond the induction period

Response	Frequency	Percentage
Very little	13	10.4
Little	37	29.8
None	43	34.6
Yes	18	14.5
Not sure	13	10.4
Total	124	100.0

In the table 4.17 it shows the outcome on how respondents rate universities on training after induction day. Some of the respondents said the university training is very minimal, others partly, others said the university does not train them at all and the rest were not sure. Nevertheless, some agreed that the university was doing training after the induction day in the following percentage respectively minimal: 10.4% partly: 29.8% None: 34.6% Yes: 14.5% Unsure: 10.4% respectively. It's evident that a significant portion of respondents (93/124) believe that universities either provide minimal, partly, or no training after the staff induction, meaning the majority felt that there is insufficient ongoing training after induction. Only a small portion (18/124) feel that universities do provide effective training post-induction.

Many universities do not train further after the normal staff induction but considering a lot of content to be covered it is necessary to be a continual process for effectiveness.

To ensure that the knowledge and abilities acquired serve the company, the skills must be tailored specifically for the employee's workplace Kumar (2021).

Table 4.18: University evaluate and assess the skills of individuals before assigning additional tasks and responsibilities

Response		Frequency	Percentage
	Very little	24	19.3
	Little	28	22.5
	None	20	16.1
	Yes	40	32.2
	Not sure	12	9.6
	Total	124	100.0

The table 4.18 on evaluation of skills before assigning staff additional responsibilities for effective performance showed that very little 19.3%, little 22.5%, none 16.1%, yes 32.2% , not sure 9.6% were the results from the respondents. According to the outcome a significant portion of respondents said universities did not evaluate and assess the skills of the staff before assigning additional responsibilities. On the other hand, 32.2% of the respondents said evaluation was done before the assignment.

This factor affects the shift in responsibilities for deployed and promoted staff, creating a potential gap that the university should plan for and take into consideration as part of the induction training for these staff members. These roles require different competencies and skills to be able to perform as expected. Even if it's not stated in the job description, an employee's ability to do a task with the least amount of effort helps the university succeed McGunagle, D., & Zizka, L. (2020).

Table 4.19: Rating of the trainer effectiveness on technical knowledge and practical skills training received during your induction

Rating of effectiveness		Frequency	Percentage
	By HR personnel	21	16.9
	By superiors	16	12.9
	By colleagues	34	27.4
	Guidelines	28	22.5
	None was provided	25	20.1
	Total	124	100.0

The table 4.19 of the effectiveness of the trainers in administering technical knowledge and practical skills during the induction training showed that Human resource department gave the first

training to a percentage of 16.9 and when they were handing over to the line supervisor the induction to technical and skills were 12.9% which is minimal and below expectation of the person expected to give assignment to the new staff, the orientation which is part of the induction was little better the new staff were able to learn more when it comes to the technical information and skills to be used in the workplace. Those who were given induction guidelines 22.5% said it was effective but not sufficient in terms of offering interactive sessions. The rest 20.1% found the training did not meet their needs and had to search for materials and seek guidance from other people. This paints a picture that the existing induction program is inadequate in providing technical knowledge and skills for the staff during the induction training. The significant portion of colleagues becoming better trainers that Human resource and the Superiors can only show by a significant 27.4%. Therefore, the university should train all staff in induction to be able to discharge and disseminate the information to others effectively.

Analysis and presentation

From Table 4.14, a significant portion of respondents expressed dissatisfaction with the induction training's relevance to their roles, with 44.3% of respondents (16.1% strongly disagreeing and 28.2% disagreeing) indicating that the training was not essential for their responsibilities. Only 32.2% agreed that the training was sufficient, highlighting a substantial gap in perceived value. The pairing of new staff with experienced mentors is a positive initiative; however, the general sentiment suggests that more structured and relevant training is required.

According to Table 4.19, the effectiveness of the Human Resources department in delivering technical knowledge is notably low, with only 16.9% receiving initial training, while only 12.9% transitioned to technical skill training by line supervisors. This indicates a failure in adequately preparing new staff for their technical responsibilities. 22.5% found the training guidelines

effective but lacking in interactive sessions, and 20.1% reported that the training did not meet their needs, necessitating them to seek external guidance. This inconsistency in assessing staff competencies can lead to misaligned responsibilities, particularly for promoted or transferred staff. Only 14.5% believe that effective training is provided post-induction, which underscores a significant need for ongoing professional development to enhance skills and knowledge application. Continuous training is vital to ensure that employees can effectively utilize the information and skills acquired during induction

As shown in Table 4.16, 64.5% of respondents indicated that the induction process inadequately covers the skills and knowledge necessary for document handling and client interaction. This gap in training can hinder employees' ability to perform their roles effectively and serve clients properly. Technical training is essential for efficient operation within the workplace, and universities must ensure that staff are equipped with the necessary skills to utilize systems effectively.

4.6 Comprehension of job requirements and the clarity of roles and its influences on performance

The fourth objective was on comprehension of job requirements and the clarity of roles and its influences on performance.

Table 4.20: Rating of effect of job requirements document provided during induction process on job performance

Response of job requirements to performance	Frequency	Percentage
Very little	20	24.8
Less than sufficient	35	43.4
Sufficient	36	44.64

	More than sufficient	3	3.72
	Insufficient	30	37.2
	Total	124	100.0

The table 4.20 on the university on job descriptions in providing assistance in achieving the staff roles outcome indicated that 24.8 percent of the respondents lack clarity on job descriptions therefore was not easy to understand the expectations, 43.4 percent lacked specifics on the most critical aspects of the job, 44.4 percent of the respondents said their job descriptions were adequately in giving directions to their roles 3.72 percent said the job description exceeded their expectations. In total the effective job descriptions were 48.3 percent where else 51.7 said it was insufficient which can be potentially led to confusion and inefficiency at work.

Job requirements and job clarity are often ambiguous, with disparities between advertised requirements and those issued by department heads. New staff may feel hesitant to voice concerns about unclear job descriptions, especially as they are not discussed during induction. The responsibility for explaining job descriptions often falls to department heads that may lack understanding of the qualifications, skills and experience of the staff due to documentation being handled by Human Resources only.

Table 4.21: Rating of information shared in relation to job responsibilities during the staff induction period

Response		Frequency	Percentage
	Very little	35	43.4

Less than sufficient	20	24.8
Sufficient	44	54.56
More than sufficient	7	8.68
Insufficient	2	2.48
Total	124	100.0

The table 4.21 indicated that a large number 85 respondents (68.5%) revealed that the information shared was sufficient in relation to the employees' job responsibilities during the staff induction period. Inconsistencies in communicating job requirements through job descriptions and performance expectations can lead to confusion and inefficiency among new staff. Clear, concise, and comprehensive job descriptions should be provided to new staff, with feedback mechanisms in place to clarify roles, expectations, and areas for development. Regular audits should be conducted to measure the effectiveness of the induction process and awareness of policies, leading to continuous improvements.

Table 4.22: Were essential requirements are adequately explained during induction

Response		Frequency	Percentage
Valid	Strongly disagree	20	24.8
	Disagree	2	2.48
	Neutral	50	62
	Agree	23	28.52
	Strongly agree	6	7.44
	Total	124	100.0

The table 4.22 above on the essential requirement were adequately explained while indicating that 45/124 respondents disagreed , 50/124 was not sure and 29/124 agreed that they obtained the

essential requirement in the university's induction program. This indicates a lack of consensus among the participants regarding their understanding or satisfaction with the essential requirements presented during the program. It may be necessary for the university to review and potentially improve their induction program to ensure better clarity and understanding among participants regarding these essential requirements.

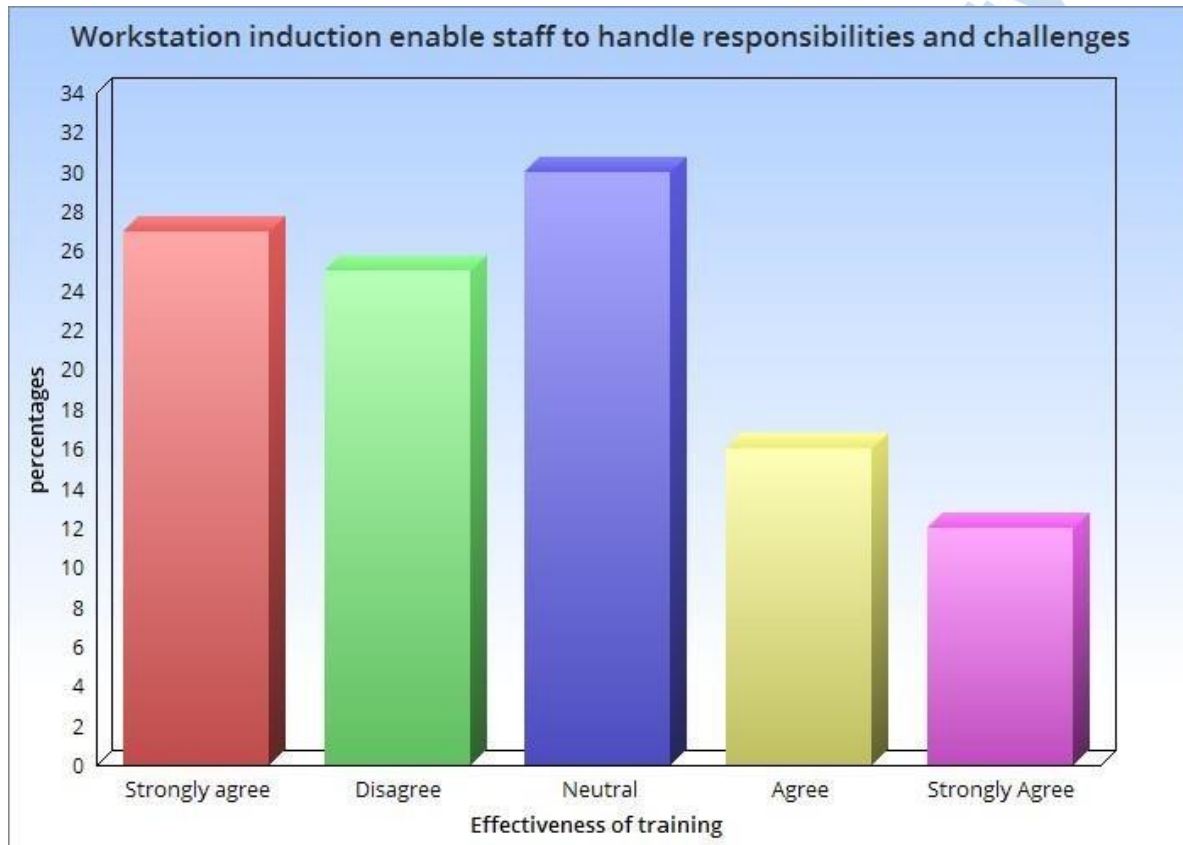


Figure 4.6: The induction training equip employees to confidently tackle the challenges and responsibilities

Figure 4.6 the outcome to evaluate if the induction training equipped employees to tackle challenges and their responsibilities confidently showed that 27 percent of the respondents strongly disagreed, 20 percent disagreed, 30 percent were neutral, 16 percent agreed it did motivate and prepared them, 12 percent strongly agreed. The university should address the gap of those who felt the content was not effective in handling challenges and responsibilities given and it is upon this

that the university should revise the program to provide practical steps to handling challenges, problem solving skills to build confidence in their abilities relevant to nonteaching staff. Universities should be concerned about job clarity because they fail to acknowledge that different departments have distinct procedures and that roles change when the business reorganizes or when individuals are promoted or deployed. Sadly, employees are rarely given clear instructions and definitions for new positions. Roles that are clearly defined enable the firm to hire the right people, which means that employees will perform well at work. N. Capar, M. Mahmood, and A. Ostrovskiy (2022).

Table 4.23: The induction training play a crucial role in strengthening staff confidence to performance with utmost effectiveness

Response training strengthen staff motivation		Frequency	Percentage
	Strongly disagree	20	16.1
	Disagree	28	22.5
	Neutral	30	24.1
	Agree	33	26.6
	Strongly agree	13	10.4
	Total	124	100.0

According to Table 4.23 above, 37% of respondents agreed that the induction training had a key part in boosting their confidence to operate with utmost effectiveness. 24% were unsure whether the induction training had any impact on their confidence. 38% disagreed that the induction training increased their confidence for effective work. These findings reveal a lack of agreement among respondents about the effectiveness of induction training in increasing confidence.

The high percentage of disagreement suggests that a substantial portion of the respondents did not feel adequately prepared or empowered by the training to perform their duties with confidence. This highlights a potential area for improvement in the induction program to better address the needs and concerns of the staff and enhance their confidence levels for effective performance. Job clarity may be impacted by changes in organizational structure, responsibilities, or promotions; these changes should be handled carefully. Role definition is essential to improving university and employee performance. When job requirements are not clear, employees lack initiative. Tabibi S. J., Samie F., and Riahi L. (2015).

Table 4.24: The induction training effectively equipped employees with a comprehensive understanding of their job responsibilities

Effectiveness of training		Frequency	Percentage
	Strongly disagree	17	13.7
	Disagree	28	22.5
	Neutral	29	23.3
	Agree	34	27.4
	Strongly agree	25	20.1
	Total	124	100.0

In the table 4.24 above on induction training equipped new staff to understand their responsibilities indicated that 45/124 of the respondents disagree, while 55 /124 of the respondents agreed and 29/124 remain neutral indicating uncertainty on their responsibilities. Employees who disagreed with the statement may have found the information provided during the induction training to be unclear or insufficient in explaining their

responsibilities. Conversely, those who agreed may have found the information to be wellpresented and easy to understand.

The neutrality might stem from employees feeling unsure or needing more time to fully grasp their responsibilities of role complexities. The new staff might find the responsibilities given are difficult and need more time to absorb the information but being deployed and promoted might be a bit easy since some responsibilities are similar and therefore possess prior knowledge.

Table 4.25: Extent attributed to poor performance due to absence of clear job descriptions and job requirements

Percentage expression		Frequency	Percentage
	10%	24	19.4
	20%	50	40.3
	0%	3	2.4
	5%	15	12.1
	15%	32	25.8
	Total	124	100.0

The table 4.25 indicated a large number 50 respondents (40.3%) rated the extent attributed to poor performance to the absence of clear job descriptions and job requirements as 20% while 32 (25%) rated it 15%. Organizations should actively supervise the execution of employees' responsibilities rather than only generating job descriptions. Instead of only creating job descriptions that end up on paper in employees' files, every business should rethink the responsibilities and expectations of its workforce and oversee its implementation. In serviceoriented businesses, where staff members must comprehend their duties in order to deliver quality services, job clarity is especially

important. Employees are reluctant and lack initiative when role expectations are unclear. Tabibi S. J., Samie F., and Riahi L. (2015).

Table 4.26: The instructions and directions provided for job tasks are clear and easy to understanding

Response		Frequency	Percentage
	Strongly disagree	19	15.3
	Disagree	25	20.1
	Neutral	30	24.1
	Agree	40	32.2
	Strongly agree	10	8.0
	Total	124	100.0

In the job assignments table 4.26 above, it is important for employees to have a clear understanding for effective performance and to prevent delays. The data shows that 35 percent of the respondents did not agree, 40 percent agreed, and 24 percent were neutral. The neutral respondents felt that the instructions were not clear enough for them to carry out their assignments. It is recommended that new employees be familiarized with the university organogram during their induction training to ensure they understand the appropriate channels for seeking guidance from staff.

It is crucial to have clear specifications to ensure that staff is assigned appropriately. The lack of clarity may stem from a lack of proper guidance on the expectations communicated by supervisors to new staff. If new staff members do not comprehend the university organogram, they may become confused about where to seek guidance, leading to conflicting instructions from different

supervisors. Well-defined roles allow the organization to identify suitable individuals for the job, ultimately enhancing employee effectiveness and efficiency (N. Capar, M. Mahmood, and A. Ostrovskiy, 2022).

Table 4.27: There is adequate accessibility to essential information and resources required for job performing

Response to access to essential information		Frequency	Percentage
	Strongly disagree	17	13.7
	Disagree	32	25.8
	Neutral	32	25.8
	Agree	30	24.1
	Strongly agree	13	10.4
	Total	124	100.0

The evaluation on if the staff access the essential information at the work station indicated that 39.5% of the respondents disagreed that the accessibility to essential information and resources required for job performance was adequate. 24.5% of the respondents said it was adequate and 25.8% of the respondents were not sure. This is attributed to induction training by existing colleagues to new staff lacking proper orientation to operate the systems and processes at the university.

Others might be due to absence of clear documentation, guidelines, or standard operating procedures (SOPs) which usually assist the new staff to understand their assignments and responsibilities. Some essential information sometimes is also because of security reasons. Therefore, sometimes the new staff might not have the granted access to essential information until

the necessary permission is sought. New employees may feel overwhelmed by the volume of information they need to absorb, resulting in difficulty identifying and accessing essential resources. Clear prioritization and guidance from supervisors can help mitigate this challenge. Kalogiannidis, S. (2020) said having clear information makes employees be efficient and effective, therefore the University ensures that all the essential information is communicated clearly to all staff.

Table 4.28: There is sufficient communication regarding changes or updates to job requirements and the job expectations

Response to communication of updates/changes		Frequency	Percentage
	Strongly disagree	8	6.45
	Disagree	41	33.0
	Neutral	35	22.8
	Agree	28	22.5
	Strongly agree	12	9.6
	Total	124	100.0

Following findings on table 4.28 indicated that 39 percent of the respondents agreed to it that they are not communicated on the changes when it occurs while 32 percent of the respondents agreed that they get communication. Employees who feel adequately informed about changes and updates to job requirements and 22 percent were not sure of the communication when there is change. These results indicate a lack of consistency and clarity in communication within the organization regarding changes and updates to job expectations and requirements. The fact that a significant portion of respondents feel they are not adequately communicated suggests a potential gap in the communication process especially for those staff who get promoted or transferred. It's

important to address this issue to ensure that employees are kept well-informed about changes that affect their roles. Clear and timely communication can help alleviate confusion, reduce uncertainty, and ultimately improve employee satisfaction and performance.

Table 4.29: The job expectations are well defined and straightforward allowing for consistent meeting of deadlines for assigned tasks

Response to job expectations being defined		Frequency	Percentage
	Strongly disagree	15	12.0
	Disagree	30	24.1
	Neutral	36	29.0
	Agree	33	26.6
	Strongly agree	10	8.0
	Total	124	100.0

On table 4.29 above on well-defined job expectation indicated that a third of respondents felt that job expectations were well-defined, a similarly sized group disagreed, indicating a lack of consensus. This situation suggests there's room for improvement in aligning the understanding of job roles and responsibilities between employers and employees. By clarifying these expectations, organizations can reduce confusion, enhance work performance, and streamline service delivery processes, ultimately benefiting both employees and employers.

The findings suggest that opinions are somewhat divided regarding the clarity of job expectations. While a slight majority (35%) either agree or strongly agree that job expectations are well defined, a notable minority (36%) disagrees. This indicates room for improvement in ensuring clarity and alignment between employers and employees regarding job roles and responsibilities. Clarifying

job requirements has minimized unclear directions, resulting in improved work performance and reduced delays in service delivery.

Table 4.30: Employees understand their role and interrelate well with colleagues

Response to how role interrelate		Frequency	Percentage
	Strongly disagree	13	1.6
	Disagree	27	1.6
	Neutral	19	15.3
	Agree	30	62.1
	Strongly agree	24	19.4
	Total	124	100.0

The table 4.30 on role clarity and interrelation with colleagues indicated that 40/124 respondents disagreed and 54/124 respondents agreed and 29/124 respondents were neutral. The significant portion of 69/124 respondents who said their role lacks clarity indicate that some staff at the university do not have specified roles they just do what they are told to do which might result in uncertainty of the roles, others might be they did not receive the job description that predefines their role boundaries. Some of the staff have similar roles that create confusion on who is responsible to perform a task causing conflicts and disagreements.

Del Rosario and Vargas (2021) asserted that the training viewpoint ought to center on the employees' requirements to attain outcomes and proposed that comprehension of the employees' capabilities and abilities is essential for a successful employee onboarding and induction training.

Table 4.31: Extent to which lack of clarity contribute to delays and lower employee performance

Rating		Frequency	Percentage
	Little delay	26	21.0
	Highest delay	55	44.4
	None	7	5.6
	Very little delay	7	5.6
	More delay	28	22.6
	Total	124	100.0

A large number 55 (44.4%) rated the extent to which lack of clarity at work contributes to delays and lower employee performance to have the highest delay as shown in table 4.31. Lack of clarity can cause a great impact in the university processes as it can lead to inefficiencies in the operations and need for clarifications in the roles and responsibilities therefore causing delays. To the university a lot of missed deadlines to assignments can disrupt the calendar and university progress. The universities all strive to maintain the reputation and lack of clarity and gradually affect the reputation of the university. Statistics from 2023 show that in order to reduce disengagement, timing is essential for worker onboarding. Combs and Woehr (2017) claim that it has also been helpful in assisting employees in realizing their own potential and aspirations, as well as the most effective methods in which they may contribute. These are essential induction elements that promote worker performance and retention. Universities should place a high priority on process documentation and transparent communication. This could entail writing thorough process manuals, supplying employees and students with guidance and assistance, and routinely assessing and revising protocols to make sure they stay current and useful.

Analysis and presentation of objective three

According to Table 4.31, **44.4%** of respondents identified a lack of clarity in their roles as a significant contributor to delays and lower performance. This highlights a critical area where improvements could lead to enhanced operational efficiency within the university. The absence of clear guidelines can lead to miscommunication and delays in task completion, ultimately affecting university deadlines and reputation. Effective onboarding processes are essential to help employees understand their roles and contribute to organizational goals (Combs & Woehr, 2017). Table 4.20 shows that **24.8%** of respondents lack clarity in their job descriptions, which complicates understanding of their roles. Overall, **51.7%** of respondents deemed their job descriptions insufficient, indicating potential confusion and inefficiency in work processes. The findings suggest discrepancies between advertised job requirements and those understood by department heads, creating an environment where new staff may hesitate to voice concerns about unclear expectations. Approximately **36%** disagreed that job expectations were well-defined, indicating a pressing need for better alignment between employee understanding and organizational requirements. Table 4.27 reveals that **39.5%** of respondents disagree that they have adequate access to essential information for their job performance. This may stem from inadequate orientation during induction training or lack of clear documentation. New staff may feel overwhelmed by the volume of information they need to absorb, which complicates their ability to identify and access necessary resources.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary

The study reveals that the existing induction programs at the Public Universities at the Coastal Region have good positives to performance of the staff but there are specific areas of improvements to ensure that the new staff are integrated for smooth transition. As per the study objectives below at the summary of the results for each objective of the study.

5.0.1: Summary of the objective one understanding and aligning to the mission and vision

Despite recognizing the significance of vision and mission, there still exist inconsistencies in how they were communicated, indicating the need for a structured approach during induction. Structured approach to communicating core principles of vision and mission at the onset of employment is crucial for staff alignment with university staff performance and organizational success. Lack of resources to support interactive sessions during the induction training of vision and mission has not be given enough resources to support staff awareness and alignment of vision

and mission in their daily activities. It is therefore crucial for the universities to continually evaluate and refine the induction programme to ensure expectations of the universities and employees are met.

5.0.2: summary of objective two of understanding of organizational policies and procedures

The findings showed that though the universities have made efforts to embrace and implement various policies, a notable minority of employees, particularly those in junior and support positions, find themselves lacking access to or awareness of these policies. This discrepancy raises concerns about the effectiveness of the communication channels used to disseminate these policies, as well as the inclusivity of the implementation process. For junior and support staff, who may have less direct involvement in policy-making or decision-making processes, the lack of communication regarding these policies can lead to feelings of exclusion and disengagement from the organizational framework. It may also result in instances where these employees inadvertently violate policies due to their unawareness, leading to potential misunderstandings or disciplinary actions.

The factor that was sighted was the challenge to comprehend and adhere to universities policies which are complex and voluminous. Therefore overwhelming the employees leading to gaps in understanding its content. The university has a share of its challenges of failing to effectively communicate updates and changes in guidelines therefore the staff remain sidelined or confused about their roles and responsibilities. This has cited due to limited resource for training, documentation and enforcement of policies and procedures and competing priorities of the university. Communicating policies using digital platforms or email may limit those who cannot get access to check their emails. Depending on the university culture lack of open communication

can hinder the dissemination of policies to all employees leaving the junior and support staff disconnected from the university processes

This has been cited as a lack of formulation involvement of the majority of non-teaching staff and they are the ones in line of implementation. to engage with the new employees to be able to get time to teach all the university policies as we all know university policies are many but the university can evaluate which policies are crucial for all staff and plan to have comprehensive training of the relevant policies which affect the university processes and systems.

5.0.3: Summary of objective three of acquisition of skill and knowledge at the workstation

About evaluating the relationship between non-teaching staff's performance and their development of technical knowledge and practical skills at their work stations in public universities in the coastal region. The existing induction program did not cover staff to be inducted to skills to operate equipment and tools at the workplace. It was just upon the existing employee's own initiative to train the new staff and this created a gap in the induction. Not all equipment and tools are the same but there is assumption since the staff is qualified and the skills on equipment operation also is aware.

The results of failure to trained only creates slow performance, errors and even failure of equipment. Every organization as a way of keeping their documents and it is the duty of university to train new staff on how to handle documents and how to manage their clients to avoid losing reputation because of negligent of staff who was not aware on customer handling. The staff had not been trained on how to manage documents well and on customer handling. Every staff was handled differently depending on how they perceived the client. Knowledge to access information in the custody or in the system. Every staff member needs to know what is essential and being it

is kept and the permission to access the system should be shared to the relevant people who can be able to share the information to the new staff to avoid delays and frustration from new staff.

The induction training did not provide a conducive environment for new hires to gain from experience and abilities while also understanding the expectations of the university. It was a method of learning that, had it been permitted, would have given the staff members the ability to specialize and acquire new skills necessary to carry out their jobs and help the university.

Possessing skills enables an employee to execute at a higher level of competence and confidence. Knowledgeable staff members will be essential in assisting new hires in adjusting to the workplace and learning how to do duties with the least amount of interruption.

5.0.4: Summary of objective four of job requirement and clarity

To determine how well non-teaching staff members, understand their duties at public universities in the coastal region and how much influence they have on performance. It was discovered that new hires do not appear to receive job descriptions or performance objectives on a consistent basis. Uncertain responsibilities appear to overwhelm new hires, creating the appearance that they were unproductive. If the supervisor had been clear about job expectations from the start, delays, ambiguity, and unhappiness may have been avoided.

It was also clear that the feedback from the immediate supervisor and the new staff after induction was not followed up because it could have saved the staff the long delays and caused any challenge to be handled early enough by the relevant personnel. It was also noted that staff could not relate how their roles contribute to the university's objectives. Understanding roles influences motivation, satisfaction, and performance. Absence of clear job descriptions and requirements as a significant factor contributing to poor performance. Induction training was seen as crucial in equipping new staff with an understanding of their responsibilities.

Challenges in communicating job descriptions and performance expectations to new staff contribute inconsistencies, confusion and demotivation. Clear communication channels and feedback mechanisms are essential to address role discrepancies and ensure staff understand their roles. To make it easier for them to collaborate at work, seasoned employees must engage with recently hired staff members. As a result, the tasks given will be finished efficiently and to the necessary standard J. Rodriguez and K. Walters (2017).

5.1 Conclusion

The goals of the research were to address gap of the other researchers on the subject focus being Coastal Public Universities. This study addresses an under-explored area in the higher education sector by investigating how staff induction affects the performance of non-teaching staff in public universities. While previous research has highlighted problems in financing, staffing policies, and leadership, there is limited attention given to the role of induction programs in aligning non-teaching staff with university goals and improving their performance. The study seeks to fill this gap and provide recommendations for improving induction practices. It emphasized the importance of staff workers understanding the university's vision and mission, as well as how to apply policies and procedures, technical knowledge and practical talents, and a clear understanding of job needs and job clarity. Understanding the university's vision and goal had a considerable impact on employee performance, with those who recognized its relevance performing 76.5% better than those who didn't. However, the perception of staff varies, and many employees felt that the current communication methods were not adequate. Only a small proportion of respondents believed that the university vision and mission had been aligned with their daily tasks, and a notable percentage indicated that poor communication contributes to substandard staff performance at the University. The university can embrace a structured and comprehensive approach on how to communicate its vision and mission. All the new staff from the start of

employees should understand the mandate of the university, objectives and values to move in one direction with others. The standardization of the channels to provide this information were essential to avoid miscommunication of information. The university aim should be for all staff to understand how their individual roles incline to the university vision and mission so that all can experience sense of purpose, staff motivation and overall performance to the university.

The findings on the awareness and adherence to the university procedures and policies by nonteaching revealed that familiarity of the university procedure at least 50 percent of the staff are not aware of the policies formulated though the university is the formulation centre of policies .An estimate of 37% of the staff perceive their familiarity with procedures and policies as average indicates the significant portion of the workforce may not have a comprehensive understanding of the policies and procedures which could potentially lead to inconsistencies in behaviour and performance across the departments leading to inefficiency in the decision making and university effectiveness to its mandate.

It was also established that the majority (40.3) percent of the respondents got to know about the policies at their work station. It must be understood that policies should be communicated and trained so that employees can be able to apply it on their operations causing better changes in the performance. The policies to guide the process should be updated to the current reviews to accommodate times and technology, employees should be aware of the policies which guide the process comprehensively, and the necessary clauses should be clear enough to guide.

Failure of any of this means failure to deliver quality processes of the university and other assumptions that because policies exist should direct the processes effectively is not true as supported by Chillakuri (2020) that for the policies to direct to completion the processes assigned

its needs to be up to date. According to the findings it was shown that indeed familiarity of policies and procedures change staff to have positive change in their job performance which confirm that if all the staff are able to familiarize themselves with the procedures and policies then there will be overall performance. Therefore the university should strive to strategize a better communication plan on how to keep all staff informed about policy updates and revisions. Nevertheless, training on procedures and policies with having staff be able to access them is exercise is futility.

As per the findings of this study, 47 percent could not access the policies. Universities formulate numerous policies but there has been slow in training employees to get knowledge and understanding of the existing policies as stated by Mchete (2020) on role of induction that university was not doing enough to train staff on the relevant policies.

Acquisition of skills and technical knowledge is crucial on work performance of non-teaching staff. The study revealed that the existing induction program did not cover skills the new staff need to obtain at the workstation in order to operate systems, access information and use of different equipment therefore the new staff training is insufficient in preparing staff for their assignments leading to frustration, low performance. The workplace systems need technical knowledge to operate therefore staff should be trained on using the system effectively to avoid inefficiencies and errors which lowers the performance.

It was also depicted that communication was not sufficient to enable the new staff transit smoothly in regard to accessing essential information. In addition, the study showed that 64.5% believe the skills and knowledge to handle documents was not adequately addressed during the induction at the workstation. *Addition skills* before assigning more responsibilities revealed that 32 percent were trained to their new roles while the rest were not trained. The deployed and promoted staff

change of responsibilities is affected by this factor and is a potential gap which the university should plan for and consider as part of induction training for staff whose tasks needs different skills to operate and be competent to deliver their assignments. The induction done by existing staff at the workstation has a significant portion of impact training the new staff obtained compared to other personnel mandated with the process. This paints a picture that the existing induction program is not effective in preparing staff to perform technical tasks, handling documents and clients still is inadequate.

This study revealed inconsistency in communication of job descriptions which posed a risk of inefficiency at work and confusion at the workplace. Significant portion of the respondents showed that the job description was just on paper and not been explained to or adhered to as required. The study showed that other staff could not access essential information and resources to perform well due to lack of proper orientation with their colleagues which could have assisted them to operate the systems and processes at the university. The study results indicate a lack of consistency and clarity in communication within the organization regarding changes and updates to job expectations and requirements. The fact that a significant portion of respondents feel they are not adequately communicated to suggests a potential gap in the communication process especially for those staff who get promoted or transferred.

Concerning the job clarity about half indicated that the job descriptions provided clarity to work operations while the other half indicated that the job descriptions were not sufficient and might cause potential confusion and inefficiency. It was also noted that a significant portion said their roles were not clear; this indicated that many staff did not have well defined roles leading to uncertainty and conflicts. The lack of clarity impacts the university processes and its reputation and therefore job descriptions when explained can boost the overall performance at the university.

The findings reveal significant shortcomings in the current staff induction training processes at Coastal Public Universities. By addressing these gaps through targeted improvements and ongoing training initiatives, the universities can enhance staff performance, improve job satisfaction, and better align employee roles with organizational objectives. These enhancements will ultimately contribute to a more effective and efficient working environment, fostering a culture of continuous learning and professional development.

The findings underscore significant challenges related to clarity in job roles, expectations, and communication at Coastal Public Universities. Addressing these issues through comprehensive job descriptions, enhanced induction training, and improved communication practices will contribute to greater employee satisfaction, reduced confusion, and improved performance. A commitment to continuous evaluation and refinement of these processes will help the university maintain its operational efficiency and uphold its reputation in higher education.

5.2: Recommendations Based on the findings

Revise the induction program to explicitly include the university's vision and mission, ensuring that new employees understand the overarching goals and expectations from the outset. Develop specific induction programs for promoted and transferred staff, covering changes in responsibilities and the skills needed for their new roles. Establish a mechanism for regularly updating and communicating policy changes to ensure all staff are informed and compliant. This could include workshops, newsletters, or an intranet portal for easy access to policy documents.

Develop clear and comprehensive job descriptions that outline expectations and responsibilities. This should involve collaboration between HR and department heads to ensure accuracy and understanding. Revise the induction training program to include detailed explanations of job roles,

responsibilities, and organizational structure. Incorporating interactive sessions can help clarify expectations and reduce uncertainty. Implement systematic communication protocols to ensure that staff are promptly informed about changes in job requirements or responsibilities.

Regular updates should be part of the organizational culture.

Encourage new employees to voice concerns about unclear job descriptions or responsibilities. Create an environment where seeking clarification is normalized and supported. Ensure that all staff have access to necessary resources and information. Develop clear documentation and guidelines to assist employees in understanding their roles and responsibilities. Provide training for HR and supervisory staff on effective induction techniques, focusing on delivering comprehensive technical knowledge and skills. Establish a systematic approach to evaluate the skills of staff before assigning additional responsibilities. This will help align competencies with job requirements and identify training needs. Develop a continuous professional development program that extends beyond initial induction to reinforce skills and knowledge, ensuring that staff remain competent and confident in their roles.

Future studies: To conduct a detailed evaluation of different communication strategies used in induction programs to determine which methods are most effective in conveying critical information , such as vision, mission , policies and job expectations.

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**APPENDIX I:
RESEARCH TOOLS**

The aim is to assess how induction training affect the work performance of employees in the coastal Public Universities. The researcher is Master of Arts of Public Administration and Policy in Mount Kenya University. Kindly provide the appropriate responses in the questionnaire.

Instruction for participants

Likert scale will be used therefore select the response that best reflects your opinion based on your experience with inducting training

BIODATA DETAILS

1	Age	18-24	25-34	35-44	45-54	55 and Above
2	Gender	Male	Female	Other		
3.	How many years have you been working in your current University	Less than 1 year	1-3 years	4-6 years	7-9 years	10 years or more
4	Job level	Top management	Seni or level	Mid dle level	Junior level	Support staff
5	Terms of service	Permane nt	Contra ct	On Probati on		

QUESTIONS

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
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1	Induction training provided me with a clear understanding of my job Responsibilities					
2	The induction training program enhanced my knowledge to face challenges and have smooth transition					
3.	The existing colleagues and administration gave me support and guidance at my new station					
4	There was provision of training guidelines before promotion					
5	The training I received enabled me to settle faster during my deployment to new Department					

Understanding the vision and mission

	Statement	Very poor	Poor	Average	Good	Very good
1	Was there an understanding among employees about the university's vision and mission?					
	Statement	Verbal by superiors	Written handouts	Presentati on	Verbal by colleague	None
1	During your induction how was the mission and vision communicated to you?					

		Not important at all	Slightly important	Moderately important	Very important	Extremely important
1	Is the university vision vital to your achievement?					
	Statement	Very little	Little	Good	Very good	Not sure
1	Have you experienced any positive changes in your job performance as a result of understanding the vision and mission?					

Adherence of policies and procedures

No	Statement	Very poor	Poor	Average	Good	Very good
1	Are you familiar with these core policies and procedures. Administrative policies/procedures Safety/security policies/procedures HRM policies/procedures Communication policies/procedures Finance policies/procedures					
No	Statement	Handbook	Training sessions	Online resource	Workstation	Not communicated
2	During your induction, how were the procedures and policies communicated to you?					
No	Statement	Not important at all	Slightly important	Moderately important	Very important	Extremely important

3	Do the policies guide the university's processes?					
No.	Statement	Very little	Little	Good	Very good	Not sure
4	Have you experienced any positive changes in your job performance as a result of being familiar with procedures and policies?					
	Statement	Strong disagree	Disagree	Neutral	Agree	Strongly agree
5	Have you been trained on the existing policies and procedures					

Work requirements

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Did your staff induction include a detailed explanation of the job requirements associated with your position?					
2	Were essential information explained that enable you to perform with confidence and tackle challenges?					
3	Was there provision of job description? Was it clear to understand, was it explained?					
4	Was it explained how your roles interlink as the university processes are interrelated?					

Clarity of work instructions

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

1	When it comes to updates or modifications to the job requirements or expectations, there is					
	excellent communication.					
2	When job criteria are clear, it makes me more motivated and satisfied at work.					

Training on Workstation skills and knowledge

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	During your staff induction, were you provided on technical knowledge to handle roles and responsibilities?					
2	Were practical skills to operate equipment and tools provided during induction?					
3	Were skills to handle clients and documents management provided during staff induction?					
6	Does the university assess and train before assigning additional duties?					

7	How do you rate the effectiveness of the provision of information by HR personnel, line supervisor colleagues, and through provision of documentation.				
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Your input valued

INTERVIEW SCHEDULE

(REGISTRAR, HUMAN OFFICER, UNIVERSITY LIBRARIAN, FINANCE OFFICER, PROCUREMENT OFFICER, DIRECTOR OF QUALITY ASSURANCE, DEAN OF SCHOOLS AND HEAD OF DEPARTMENTS

Job requirements and job clarity

1. Can you describe your main responsibilities and tasks in your role?
2. Any areas of your employment unclear or confusing?
3. Is there mechanism of seeking clarification about your tasks?
4. Are you aware of the university organogram?

Skills to operate equipment and tools, access to system and essential information

1. Is there a procedure of introduction of skills to operate equipment and tools to complete assignments?
2. Were skills and knowledge to access information provided?

Vision and mission

1. University's vision and mission awareness.
2. Does it align with your roles and responsibilities?

3. How has the vision and mission of the university influenced the decisions you make at work workplace?
4. Do you know how your role contributes to the mission and vision?

Procedures and Policies

1. Have you been trained on the existing policies
2. Are your policies be communicated , reviewed and updated
3. What is familiarity with procedures and policies contributed in the performance of your duties?

Job requirements and job clarity

1. Was there clear understanding of what was expected after training ?
2. How to addressed in the workplace?



INFORMED CONSENT FORM

The purpose of this study is to add knowledge on how employee performance can be improved through induction training. The period of the study will cover from January 2023 – April 2024. Iagree to participate to participate in the research project entitled: "Evaluation of non-teaching staff employee performance in Public Universities in the Kenyan Coastal region through staff induction training" to be conducted by Maureen Kombich .

I have be given informed consent form and and necessary study questions concerning this study have been given. I have the understanding of the research purpose , risks and benefits of the study.

I accept to take part in the research and declare that I have read and understood the information provided.

- Study will not be benefit me directly
- My participation is voluntary
- My right to withdrawn for further participation is within my power
- I have the knowledge of the research inconvenience , risks and discomfort as a consequence of my participation in the study
- Privacy and confidentiality of my personal information guaranteed


I agree to participate in this research.

Name:.....**Signature:**.....**Date:**.....

APPENDIX:



ERC CERTIFICATE



Mount Kenya University

REF: MKU/ISERC/3430 Date: 26 January 2024
TO: MAUREEN CHEPKEMOI KOMBICH
REG: MPAM/2022/43998

Dear Sir/Madam,

RE: STAFF INDUCTION TRAINING ON PERFORMANCE OF PUBLIC UNIVERSITY EMPLOYEES IN COASTAL REGION, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2474**. The approval period is **26/01/2024 - 25/01/2025**.


This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

> The Chairman
Mount Kenya University

Yours sincerely,

 || Address

APPENDIX



DIRECTORATE OF GRADUATE STUDIES

MPAM/2022/43998

29th January, 2024

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,


RE: MAUREEN CHEPKEMOI KOMBICH - REGISTRATION NO.
MPAM/2022/43998

The purpose of this letter is to introduce the above named student who is pursuing **Master of Arts in Public Administration and Management** in the department of **Management** in the school of **Business and Economics**

The title of the research is “**Staff Induction Training on Performance of Public University Employees in Coastal Region, Kenya.**” It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **February, 2024 and April, 2024.**

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D of the Director
Director, Graduate Studies
Enc.

Mount Kenya University
P.O. Box 312-0100, NAKURU
Graduate Studies

APPENDIX

NACOSTI LICENSE

REPUBLIC OF KENYA
 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 510223

RESEARCH LICENSE



This is to Certify that Ms. Maureen Chepkemol Kombich of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kilifi, Mombasa, Taita-Taveta on the topic: **Staff Induction training on Performance of employees in Public Universities in Coastal Region for the period ending : 07/February/2025.**

License No: NACOSTIP/24/32969

Applicant Identification Number: 510223

Director General
 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



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See overleaf for conditions

APPENDIX :

SIMILARITY INDEX

ENHANCING INDUCTION TRAINING OF STAFF PERFORMANCE OF PUBLIC UNIVERSITY NON-TEACHING EMPLOYEES, COASTAL REGION, KENYA

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