

INDUCTION PROGRAM AND EMPLOYEES' ENGAGEMENT IN PUBLIC INSTITUTIONS IN RWANDA THE CASE OF GICUMBI DISTRICT

BY

MBARUBUKEYE Edouard^{1*} Dr. Gitahi Njenga², Mwangi Francis³

^{1,2,3}MBARUBUKEYE EDOUARD MOUNT KENYA UNIVERSITY DEPARTMENT OF BUSINESS SCHOOL OF BUSINESS AND ECONOMICS



Article History

Received: 18/09/2022

Accepted: 22/09/2022

Published: 24/09/2022

Corresponding author:

MBARUBUKEYE Edouard

Abstract

This research project aims to assess the relationship between induction of employee and employee engagement in public institutions; Case of Gicumbi District. The specific objectives are: to examine effect of operation process on employee engagement in Gicumbi District, to assess effect of corporate culture on employee engagement in Gicumbi District, to determine effect of institution policies on employee engagement in Gicumbi District. The theories in this study were induction program; induction and employee satisfaction; employee engagement. The study conducted on employees who had actively participated the first induction, which held from 2016 up to 2018. Descriptive research method applied to examine effectiveness of induction program on employee engagement in Gicumbi District; to assess employee engagement in Gicumbi District and to determine the relationship between employee induction and engagement in Gicumbi District. The mixed method that includes both quantitative and qualitative approaches were utilized to the completion of the research. A questionnaire designed using structured questions to collect primary data from participants of the induction and employee engagement. Forty-five questionnaires were distributed and collected from employees of Gicumbi District. Personal interview was held with managers of Gicumbi District. It is evident from the study that there is a good relationship with induction and employee's engagement. The study has revealed that the induction has a significant influence on employees' engagement. According to the data obtained and analyzed, majority of respondents agreed the effectiveness of induction program on employee engagement as follow: The majority 44.4 % of respondents agreed the induction helps employee to know what expected of them, 51.1% agreed that it provides roadmap to workplace success. According to the data obtained and analyzed on assessment of employee engagement, the majority 66.7% of respondents agreed that: 37.8% of Management of Gicumbi District said that our employee engagement strategy is supportive of the business strategy and 44.4% Leadership and Management enjoy a high level of trust from employees; 48.9% of respondents said that Strategic HR policies and initiatives promote employee engagement at all levels of the organization. The percentage of 57.8% of respondents agreed that the organization encourages the sharing of information, knowledge and resources; 53.3% agreed that they know what was expected of me at work and 62.2% agreed that everyone at work encourages their career development. The majority 66.7% of respondents highlight they are feeling motivated to do their job at Gicumbi District; 60.0% said that their job gives them fulfillment and 46.7% of respondents agreed that they are working with high intensity. Also from the findings, It is concluded that induction program is effectiveness on employee engagement because it help employee to know what expected of them, it provide a roadmap to workplace success, it helps employee to know the institution's rules, it creates positive first impressions, it building workplace relationships. Based on the findings, the following recommendations are made in order to improve induction and employee's engagement of public institutions: The Government of Rwanda recommended to increase engagement for its employees in public institutions towards the organizational performance. Also, the government should organize the training related to induction and employee engagement for all human resource Directors in public institutions. The management of public institutions should standardize the employees' induction policies to reflect the desire of employees.

Keywords: Induction, Employee Engagement, Performance

Introduction

Induction is defined as the introduction of new employees to the organization, their work units, and their jobs (Byars & Rue, 2000). Employees receive an induction from co-workers both planned and unplanned from the organization in which new employee learn how to function efficiently within a new organizational culture by obtaining the information, values, and behavioral skills associated with his or her new role in the organization.

Most of the literature employs a multidimensional approach to defining employee engagement, where the definition encapsulates several elements required in order to achieve 'true engagement. CIPD, (2007a) defines employee engagement as a combination of commitment to the organization and its values plus a willingness to help out colleagues. According to this view, engagement is about more than job satisfaction and is a more complex concept than motivation. Similarly, Schmidt, (2004) defines engagement as bringing satisfaction and commitment together. Whilst satisfaction addresses more of an emotional or attitudinal element, commitment brings in the motivational and physical elements. Schmidt, (2004) contends that while satisfaction and commitment are the two key elements of engagement, neither on their own is enough to guarantee engagement.

A new staff induction program involves practices used to help new employees and become competent and effective professionals in their work (Chapman, 2006). If new staff are to establish themselves quickly, efficiently, and effectively, there is a need to provide them with guidance, support, and information in a planned and considered way (Cross and Rigden, 2002; Wong, 2004).

The benefits of a thorough induction are: staff feels welcome and valued; accelerated success and effectiveness; improved personal and professional wellbeing; heightened job satisfaction, greater self-confidence, and enhanced commitment to work (Britton *et al.*, 2003; Wong, 2004; Chapman, 2006).

The success of an organization depends on having the right number of staff, with the right skills and abilities. Organizations may have a dedicated personnel/human resource function overseeing this process, or they may devolve these responsibilities to line managers and supervisors. Many people may be involved, and all should be aware of the principles of good practice. After recruitment, a good induction program is the way to help a new employee settle into the organization and become effective quickly through commitment and engagement of employee.

Engagement, according to (May *et al.*, 2004); is most closely associated with the constructs of job involvement and 'flow' (Csikszentmihalyi 1990). Job involvement is defined as 'a cognitive or belief state of psychological identification' (Kanungo, 1982). The Employee engagement is the level of commitment and involvement an employee has towards their organization and its values. An engaged employee is aware of business context and works with colleagues to improve performance within the job for the benefit of the organization. There are a number of factors that defines an employee as an engaged employee.

When a new employee starts within an organization, he needs to be given the opportunity to take part in an effective induction process. The purpose of induction is to support new employees during this difficult period and to help them become fully integrated into the organization as quickly and as easily as possible.

(Chandra, 2002; Alvesson, & Svenningsson, 2007). Induction is a structured and supportive method of introducing a new staff member to an organization. Induction programs should be structured to ensure that each employee receives the information they require when he starts work. Some organizations have a documented induction process that includes induction manuals and copies of relevant policies and procedures.

It is important to ensure that you are aware of your organization's induction process before new employees start. By inducting your employees properly, you will find that they contribute more effectively to your team. Each induction program should be specific to the needs of the organization and the new employee.

Employee engagement is integral to driving successful organizations. Engaged employees are satisfied and feel a sense of attachment to their job and employer. They promote the very best in the organization to their friends and family and work towards its success.

In this research; our purpose is to evaluate the relationship between the employee-oriented through induction process and his/her engagement basing on institution's performance.

According to the definitions and various meaning of induction and employee engagement that we have seen above; in our research, we examined the effect of induction of an employee in his/her performance in Gicumbi District as public institution. We determined the factors that increase engagement of employees of Gicumbi and we examined the relationship between induction of employees and their performance in Gicumbi District.

The purpose of this research is to examine if the induction of new employee affects employee engagement basing on organizational performance, using the case of Gicumbi District as public institution.

Gicumbi District had had perennial performance problems, most of which significantly affected employees and their performance at work. The research we examined if the induction affects engagement levels of employees and their productivity, so that an investment in employee engagement inducement activities may stimulate employees' productive behaviors and affect organizational performance.

METHODOLOGY

This part presents the research methodology. It discusses the research design, study area, the target population, sample determination, and sampling techniques. The methods of data collection, analysis, and presentation are described. Finally, validity and reliability of the data collection instruments are considered as well as the ethical issues of study.

The present study adopted a descriptive survey design. The design is appropriate for this study

Because it sought the opinions of the respondents, regarding the study constructs. In so doing, the data from the field-collected through the questionnaires data analyzed using the technique of tabulation. This shows that the study was based on more quantitative than qualitative data.

This study carried out in Gicumbi District, interviews and questionnaires used with the intention of accessing the information about induction and employee engagement in Gicumbi District and find out possible recommendations to other public institutions of how to do a good induction to their employees so that they could commit for themselves in their activities.

Target Population

The population of our research is composed of 82 employees of Gicumbi District as a public institution. The entire target population consists of all staff of Gicumbi District.

Sampling Design

Sampling is a means of selecting subset units from a target population for the purpose of collecting information. This information used to draw inferences about the population as a whole

Sample

A sample according to Kothari (2004) is a subset of the study population. This implies that a good sample should be representative of the study population.

The study employed a formula by Nassiuma (2008) to calculate the sample size as follows.

$$n = \frac{NC^2}{C^2 + (N - 1)e^2}$$

Where n, N, C, and e represent sample size, population size, coefficient of variation (0.5) and degree of error (0.05) respectively. This implies that;

$$n = \frac{82(0.5)^2}{0.5^2 + (82 - 1)0.05^2}$$

n = 45.3

n = 45

Hence, the total sample of our research is 45 respondents.

A sample size of 45 respondents selected from 82 individuals in order to get relevant and accurate information about the employee induction and employee engagement.

Sample Distribution

Composition of Target Population	Number in Population	Sample	Sampling Method
Members of Executive Committee	5	4	Purposive
Directors of Units	10	7	Purposive
Support Staff	8	5	Purposive
Professional Staff	59	29	Simple Random sampling
Total	82	45	

Sampling Technique

Purposive sampling can be very useful for situations where one needs to reach a targeted sample quickly and where sampling for proportionality is not the primary concern.

Simple random sampling was used for the professional staff to ensure each member in that category gets an equal chance of being selected. This method is preferred for this category because of the relatively large number of that segment of the population.

Data collection methods

Data collection instruments

Questionnaire are a popular means of collecting data but are difficult to design and often require many rewrites (write something again) before an acceptable questionnaire is produced this is another instrument that is used in data collection. (Grinnell in Williams (1990) defines questionnaire as a set of written questions, which calls for responses on the behalf of clients it is either self or group-administered. Questions will design and pre-test before they will submit to the selected respondents.

This study used a structured questionnaire to collect data from the sampled respondents. The questionnaire contained questions that

addressed background information of respondents and, more importantly, the study objectives.

The questionnaire designed for different categories of staff who work in the Gicumbi District Headquarter. The questionnaire written in English because it is one of the official languages spoken by all employees in public institutions in Rwanda and this could help the researcher to have good results.

Procedures of data collection

The purpose of data collection is to obtain information to keep on record, to make decisions about important issues, or to pass information on to others. Data primarily collected to provide information regarding a specific topic (Collis, 2003). The study conducted using the survey method of research and both qualitative and quantitative techniques used. Self-administered questionnaires and semi-structured interviews used in gathering data. The respondents met at their respective workplaces and be given questionnaires and interviews. The researcher passed through the workplaces of the respondents to collect the answered questionnaires.

Data analysis

As input, primary data collected from the sampled respondents, and secondary data obtained from the existing documents. Data organized in a more meaningful and interpretive way to attain the study objectives. After the collection from the field, data entered into a computer to allow easy interpretation and analysis. The study employed descriptive statistical tools to analyse quantitative data obtained from the study.

The data collected verified for completeness and correctness. Descriptive statistics used to analyze the data using SPSS version 15. Data presented under appropriate sub-headings that generally corresponded to the research objectives or questions. The data then summarized in the form of frequency tables, pie charts, and graphs, followed by a brief interpretation and its implication to the study objectives. Descriptions targeted factors relating to the induction and employees' engagement in public institutions.

RESULTS AND DISCUSSION

The data analyzed regarding to the specific objectives of this study. The primary data collected from 45 respondents to examine induction and employees' engagement in public institutions. Case study of Gicumbi District from 2016 to 2018. This chapter presents the findings on the personal background of the respondents, the findings on the specific objectives, and the discussion of key findings.

Demographic characteristics of respondents

The respondents identified through their age, gender, marital status, educational background level, and their job experience at Gicumbi District.

Age of respondents

During the research, the respondents categorized by their age as indicated in the table 1 below.

4.1: Distribution of Respondents by Age Groups

Valid	Frequency	Percent
Below 25	5	11.1
25-30	15	33.3
31-35	10	22.2
36-40	7	15.6
Over 40	8	17.8
Total	45	100.0

Source: Primary data, (2021)

The findings presented in this table 4.1 above indicate the age of the respondents during the study period; whereby 11.1% of the respondents were below 25 years. 33.3% of the respondents were between 25 and 30 years; 22.2% of the respondents were between 31 and 35 years. 15.6% of the respondents were between 36 and 40 years; 17.8% of respondents were over 40 years. This implies that the majority of respondents had appropriate age, as they were mature enough to provide relevant information about the

contribution of induction and employees' engagement of Gicumbi District. Thus, this affected the trustworthiness of data collected from the respondents under this study, as those employees were able to provide evidence on the questionnaires items.

Gender of the respondents

During the research, the respondents indicated by their gender as presented in the table 2 below.

Table 1.2: Gender Distribution of the Respondents

Gender	Frequency	Percent
Male	19	42.2
Female	26	57.8

Source: Primary data, (2021)

The study findings illustrated in the table 4.2 above show the gender distribution of the respondents. The research found that 42.2% of the respondents were males; while 57.8% of the respondents were females. This implies that the majority of respondents under this study were Females because most employees of Gicumbi District are Females. Thus, this affected the study findings as both males and females provided suitable information about the contribution of employees' motivation on the performance of Gicumbi District.

The study findings from the figure 4.1 above indicate the Job position of respondents at Gicumbi District during the study period. The research revealed that 22.22% of respondents were members of Executive committee at Gicumbi District; 11.11% of respondents Directors of Units at Gicumbi District; 33.33% of respondents were professionals staffs at Gicumbi District; while 33.33% of respondents were Support staffs at Gicumbi District. This implies that the most of the respondents were Professionals and Support staffs as they provided relevant information about the induction and employees' engagement in Gicumbi District.

Working experience of the respondents at Gicumbi District

During the research, the respondents identified by their working experience at Gicumbi District as presented in the table 5 below.

Table 4.3: The Long Time Working as an Employee of Gicumbi District

Valid	Frequency	Percent
Less than 1 year	4	8.9
1-5 years	19	42.2
6-10 years	12	26.7
over 10 years	10	22.2
Total	45	100.0

Source: Primary data, (2021)

The study findings from the table 4.3 above indicate the working experience of respondents at Gicumbi District during the study period. The research revealed that 8.9% of respondents had been working at Gicumbi District for a period of less than 1 year. The findings show that 42.2% of respondents had been working at Gicumbi District for a period between 1 and 5 years and 26.7% of respondents had been working at Gicumbi District for a period of between 6 and 10 years; while 22.2% of respondents had been working at Gicumbi District for a period of over 10 year. This implies that the most of the respondents had the adequate experience as they provided relevant information about the induction and employees' engagement of Gicumbi District.

Educational background level of the respondents

During the research, the respondents identified by their educational background level as illustrated in the table 6 below.

Table 4.4: Educational Level of the participants

Valid	Frequency	Percent
Masters	10	22.2
Bachelor	24	53.3
Diploma	6	13.3

Certificate	3	6.7
Other	2	4.4
Total	45	100.0

Source: Primary data, (2021)

The study findings presented in the table 4.4 above show the educational background level of the respondents during the study period. The research established that 53.3% of the respondents were the bachelor's degree holders; 22.2% of the respondents were the master's degree holders; 6.7% of the respondents had the secondary school certificates; 13.3% of the respondents had the diploma; and 4.4% of the respondents had other qualification. This implies that the employees of Gicumbi District had various level of education, as the respondents under this study were able to provide relevant information about the contribution of induction and employees' engagement of Gicumbi District.

4.2 Presentation of findings

4.2.1 The effect of operation process on employee engagement in Gicumbi District.

The researchers determined the operation process at Gicumbi District as presented in table 4.5 below.

Table 4.5. Information systems management and operational performance

Statement	SA	A	NS	D	SD	Mean	Std. Deviation
Provides new employees with information that eases the transition into workplace	62.2%	15.6%	22.2%	0.0%	0.0%	39.6	11.9
Paints a precise picture of the department and the institution as a whole	33.3%	22.2%	22.2%	11.1%	11.1%	32	9.9
Conveys the employers expectations	22.2%	28.9%	24.4%	17.8%	17.8%	30.8	9.4
Relieves the new employees anxieties about the job	40.0%	13.3%	22.2%	8.9%	8.9%	31.8	10.0
Inspires the new employee to have a good attitude towards the organization and his or her job	44.4%	17.8%	13.3%	20.0%	20.0%	34	10.5

Source: Primary data, (2021)

The data in Table 4.5 above indicated that 62.2% and 15.5% respondents chose both strongly agree and agree respectively that the induction provides new employees with information that eases the transition into workplace of Gicumbi District. On the other hand, 22.2% not sure, that the induction has not provides new employees with information that eases the transition into workplace of Gicumbi District.

According to the data obtained, the induction a program has a vast contribution to provide new employees with information that eases the transition into workplace of Gicumbi District. It known that an organization cannot fully achieve its reasons for existence without a program to provide for new employees to access information that eases the transition into workplace.

As further indicated 33.3% and 22.2% of the respondents were strongly agree and agree that, induction program paints a precise picture of the department and the institution as a whole. 22.2% were not sure that induction program paints a precise picture of the department and the institution as a whole, whereas, 17.8% and 6.7% of the respondents they were disagree and strongly disagree that induction program paints a precise picture of the department and the institution as a whole.

Responses obtained from respondents' show that 22.2% and 28.9% of them were strongly agree and agree that induction program conveys the employers' expectations. On the other hand, 24.4% were not sure. Whereas, 17.8% and 6.7% responded they were disagree and strongly disagree that induction program conveys the employers' expectations.

Responses obtained from respondents' show that 40.0% and 13.3% of them were strongly agree and agree that induction program relieves the new employees' anxieties about the job. On the other hand, 22.2% were not sure. Whereas, 8.9% and 15.6% of responded, they were disagree and strongly disagree that induction program Relieves the new employee's anxieties about the job.

Responses obtained from respondents' show that 44.4% and 17.8% of them were strongly agree and agree that induction program inspires the new employee to have a good attitude towards the organization and his or her job. On the other hand, 13.3% were not sure. Whereas, 20.0% and 4.4% responded they were disagree and strongly disagree that induction program inspires the new employee to have a good attitude towards the organization and his or her job.

According to the data obtained and analyzed, majority of the respondents agreed that the goals of induction program in Gicumbi District: a) Provides new employees with information that eases the transition into workplace. b) Paints a precise picture of the department and the institution as a whole. c) Conveys the employers' expectations; d) Relieves the new employee's anxieties about the job. e) Inspires the new employee to have a good attitude towards the organization and his or her job.

4.2.2 The effectiveness of corporate culture on employee engagement of Gicumbi District.

The researcher determined the effectiveness of corporate culture on employee engagement of Gicumbi District as presented in table.

Table 4.6: Effectiveness of corporate culture on employee engagement

Statement	SA	A	NS	D	SD	Mean	Std. deviation
Help employee to know what is expected of them	44.4%	15.6%	17.8%	6.7%	15.6%	33	10.4
Provides roadmap to workplace success	51.1	8.9%	13.3%	11.1%	15.6%	33.2	10.5
Helps employee know the institution's rules	60.0%	17.8%	22.2%	0.0%	0.0%	39.4	11.8
Creates positive first impressions	62.2%	22.2%	15.6%	0.0%	0.0%	40.2	12.0
Building workplace relationships	53.3%	15.6%	13.3%	17.8%	0.0%	36.4	11.1

Source: Primary data, (2021)

The data in Table 4.6 above indicated that 44.4% and 15.6% respondents both strongly agree and agree respectively that induction program was effective to help employee to know what is expected of them to Gicumbi District. On the other hand, 17.8% were not sure, Whereas, 6.7% and 15.6% responded they were disagree and strongly disagree that induction program was effective to help employee to know what is expected of them to Gicumbi District

Responses obtained from respondents indicated that 51.1% and 8.9% respondents both strongly agree and agree respectively that induction program provides roadmap to workplace success. On the other hand, 17.8% were not sure, whereas, 6.7% and 15.6% responded they were disagree and strongly disagree that an induction program provides roadmap to workplace success

Responses obtained from respondents indicated that 60.0% and 17.8% respondents both strongly agree and agree respectively that induction program helps employee know the institution's rules. On the other hand, 22.2% were not sure, whereas, there were anyone disagree and strongly disagree that induction program helps employee know the institution's rules.

Responses obtained from respondents indicated that 62.2% and 22.2% respondents both strongly agree and agree respectively that induction program creates positive first impressions. On the other hand, 15.6% were not sure, whereas, anyone responded disagree and strongly disagree that induction program creates positive first impressions.

Responses obtained from respondents indicated that 53.3% and 15.6% respondents both strongly agree and agree respectively that induction program was effective building workplace relationships. On the other hand, 13.3% were not sure, whereas, 17.8 and 0.0% responded they were disagree and strongly disagree that induction program was effective building workplace relationships.

According to the data obtained and analyzed, majority of respondents agreed the effectiveness of induction program on employee engagement as follow: a) Help employee to know what is expected of them, b) Provides roadmap to workplace success, c) Helps employee know the institution's rules, d) Creates positive first impressions, e) Building workplace relationships

4.2.3 Respondent's perception about the assessment of institutional policy at Gicumbi District.

The researcher wanted to assess the institutional policy of the employees of Gicumbi District as presented in the table below.

Table 4.7: Assessment of institutional policy

Statement	SA	A	NS	D	SD	Mean	Std. Deviation
Our employee engagement strategy is supportive of the business strategy	37.8%	28.9%	33.3%	0.0%	0.0%	36.4	10.8
Leadership and management enjoy a high level of trust from Employee	44.4%	26.7%	17.8%	8.9%	2.2%	36.2	11.0
Strategic HR policies and initiatives promote employee engagement at all levels of the organization.	48.9%	22.2%	13.3%	11.1%	4.4%	36	11.0
The organization encourages the sharing of information, knowledge, and resources	57.8%	31.1%	11.1%	0.0%	0.0%	40.2	12.0
I know what is expected of me at work	53.3%	26.7%	13.3%	6.7%	0.0%	38.4	11.5
Someone at work encourages my career development	62.2%	24.4%	8.9%	4.4%	0.0%	40	12.0
I feel motivated to do my job at Gicumbi District	66.7%	33.3%	0.0%	0.0%	0.0%	42	12.5
My job gives me fulfillment	60.0%	31.1%	8.9%	0.0%	0.0%	40.6	12.1
I am working with high intensity	46.7%	31.1%	17.8%	0.0%	4.4%	37.4	11.3

Source: Primary data, (2021)

The data in Table 4.7 above indicated that 37.8% and 28.9% respondents both strongly agree and agree respectively that employee engagement strategy was supportive of the business strategy. On the other hand, 33.3% were not sure, whereas, anyone responded disagree and strongly disagree that employee engagement strategy was supportive of the business strategy.

Responses obtained from respondents indicated that 48.9% and 22.2% respondents both strongly agree and agree respectively that Strategic HR policies and initiatives promote employee engagement at all levels of the organization. On the other hand, 13.3% were not sure, whereas, 11.1% and 4.4% responded they were disagree and strongly disagree those Strategic HR policies and initiatives promote employee engagement at all levels of the organization.

Responses obtained from respondents indicated that 57.8% and 31.1% respondents both strongly agree and agree respectively that the organization encourages the sharing of information, knowledge, and resources. On the other hand, 11.1% were not sure, whereas, anyone responded disagree and strongly disagree that the organization encourages the sharing of information, knowledge, and resources.

Responses obtained from respondents indicated that 53.3% and 26.7% respondents both strongly agree and agree respectively that they know what is expected of them at work. On the other hand, 13.3% were not sure, whereas, 6.7% and 0.0% responded they were disagree and strongly disagree that they know what is expected of them at work.

Responses obtained from respondents indicated that 62.2% and 24.4% respondents both strongly agree and agree respectively that someone at work encourages their career development. On the other hand, 8.9% were not sure, whereas, 4.4% and 0.0% responded disagree and strongly disagree that someone at work encourages their career development.

Responses obtained from respondents indicated that 66.7% and 33.3% respondents both strongly agree and agree respectively that they feel motivated to do their job at Gicumbi District. On the other hand, no one were sure, disagree, and strongly disagree that, they feel motivated to do my job at Gicumbi District.

Responses obtained from respondents indicated that 60.0% and 31.1% respondents both strongly agree and agree respectively that their jobs give them fulfillment. On the other hand, 8.9% were not sure, whereas, anyone responded disagree and strongly disagree that their jobs give them fulfillment.

Responses obtained from respondents indicated that 46.7% and 31.1% respondents both strongly agree and agree respectively that they are working with high intensity. On the other hand, 17.8% were not sure, whereas, 0.0% and 4.4% responded that they were disagree and strongly disagree that they are working with high intensity.

According to the data obtained and analyzed on assessment of employee engagement, the majority 66.6% of respondents stated the following citations:

Our employee engagement strategy is supportive of the business strategy, leadership and management enjoy a high level of trust

from employee; strategic HR policies and initiatives promote employee engagement at all levels of the organization.

The organization encourages the sharing of information, knowledge, and resources; employees know what is expected of them at work, everyone at work encourages their career development. They feel motivated to do their job at Gicumbi District; their jobs give to them the fulfillment and they are working with high intensity.

Research revealed that employees of Gicumbi District were highly engaged at their works.

Respondent’s perception about the relationship between employee induction and engagement in Gicumbi District

The researcher investigated the relationship between employee induction and engagement in Gicumbi District as presented in the table 9 below.

Table 4.8: Determination the relationship between employee induction and engagement in Gicumbi District

Statement	SA	A	NS	D	SD	Mean	Std. Deviation
Make new employees more familiar with organization	58.3%	18.8%	10.4%	6.3%	0.0%	39.4	11.9
Make new recruits more likely to receptive to feedback	39.6%	41.7%	0.0%	0.0%	12.5%	36.2	11.1
Encourage social integration	31.3%	47.9%	2.1%	6.3%	6.3%	35.8	10.8
The development of commitment	22.9%	39.6%	6.3%	4.2%	20.8%	30.8	9.7
To have good relationships with immediate managers	33.3%	47.9%	2.1%	0.0%	10.4%	36	11.0
Affecting motivation at work	47.9%	29.2%	4.2%	0.0%	12.5%	36.6	11.3
Effective communication on job-related issues	39.6%	54.2%	0.0%	0.0%	0.0%	39.8	11.8
Relationships with colleagues	41.7%	47.9%	0.0%	0.0%	4.2%	38.8	11.6
Create group membership	37.5%	45.8%	4.2%	0.0%	6.3%	37.4	11.3
Demonstrate organizational justice and trust	29.2%	43.8%	4.2%	6.3%	10.4%	34.2	10.5
Help individual initiative	37.5%	35.4%	2.1%	2.1%	16.7%	34.2	10.7
Help to be consistently positive about the organization to others	43.8%	47.9%	2.1%	0.0%	0.0%	40	11.8
Create intense desire to be part of the organization	39.6%	41.7%	2.1%	2.1%	8.3%	36.8	11.2
Exert extra effort to reach organization goals	35.4%	37.5	4.2%	2.1%	14.6%	34.4	10.7

Source: Primary data, (2021)

The data in Table 4.8 indicated that 58.3% and 18.8% respondents both strongly agree and agree respectively that employee induction make new employees more familiar with organization. On the other hand 10.4% were not sure, whereas, 6.3% and 0.0% responded disagree and strongly disagree that employee induction make new employees more familiar with organization.

Responses obtained from respondents indicated that 39.6% and 41.7% respondents both strongly agree and agree respectively that employee induction make new recruits more likely to receptive to feedback. On the other hand, no one were sure, whereas, 0.0% and 12.5% responded disagree and strongly disagree that employee induction makes new recruits more likely to receptive to feedback.

Responses obtained from respondents indicated that 31.3% and 47.9% respondents both strongly agree and agree respectively that employee induction encourage social integration. On the other hand, 2.1% were not sure, whereas, 6.3% and 6.3% responded disagree and strongly disagree that employee induction encourages social integration.

Responses obtained from respondents indicated that 22.9% and 39.6% respondents both strongly agree and agree respectively that employee induction encourage the development of commitment. On the other hand, 6.3% were not sure, whereas, 4.2% and 20.8% responded disagree and strongly disagree that employee induction encourages the development of commitment.

Responses obtained from respondents indicated that, 33.3% and 47.9% respondents both strongly agree and agree respectively that there is a good relationship with immediate managers. On the other hand, 2.1% were not sure, whereas, 0.0% and 10.4% responded disagree and strongly disagree that there is a good relationship with immediate managers.

Responses obtained from respondents indicated that 47.9% and 29.2% respondents both strongly agree and agree respectively that employee induction affecting motivation at work. On the other hand, 4.2% were not sure, whereas, 0.0% and 12.5% responded disagree and strongly disagree that employee induction affecting motivation at work.

Responses obtained from respondents indicated that 39.6% and 54.2% respondents both strongly agree and agree respectively that employee induction is effective communication on job-related issues. On the other hand, no one were not sure, whereas, 0.0% and 0.0% responded disagree and strongly disagree that employee induction is effective communication on job-related issues.

Responses obtained from respondents indicated that 41.7% and 47.9% respondents both strongly agree and agree respectively that employee induction build relationships with colleagues. On the other hand, no one were not sure, whereas, 0.0% and 4.2% responded disagree and strongly disagree that employee induction builds relationships with colleagues.

Responses obtained from respondents indicated that 37.5% and 45.8% respondents both strongly agree and agree respectively that employee induction create group membership. On the other hand, 4.2% were not sure, whereas, 0.0% and 6.3% responded disagree and strongly disagree that employee induction creates group membership.

Responses obtained from respondents indicated that 29.2% and 43.8% respondents both strongly agree and agree respectively that employee induction demonstrate organizational justice and trust. On the other hand, 4.2% were not sure, whereas, 6.3% and 10.4% responded disagree and strongly disagree that employee induction demonstrates organizational justice and trust.

Responses obtained from respondents indicated that 37.5% and 35.4% respondents both strongly agree and agree respectively that employee induction help individual initiative. On the other hand, 2.1% were not sure, whereas, 2.1% and 16.7 responded disagree and strongly disagree that employee induction helps individual initiative.

Responses obtained from respondents indicated that, 43.8% and 47.9% respondents both strongly agree and agree respectively that employee induction help employees to be consistently positive about the organization to others. On the other hand, 2.1% were not sure, whereas, anyone responded disagree and strongly disagree that employee induction helps employees to be consistently positive about the organization to others.

Responses obtained from respondents indicated that 39.6% and 41.7% respondents both strongly agree and agree respectively that employee induction create an intense desire to be part of the organization. On the other hand, 2.1% were not sure, whereas,

2.1% and 8.3% responded disagree and strongly disagree that employee induction creates an intense desire to be part of the organization.

Responses obtained from respondents indicated that 35.4% and 37.5% respondents both strongly agree and agree respectively that employee induction exert extra effort to reach organization goals.

On the other hand, 4.2% were not sure, whereas, 2.1 and 14.6% responded disagree and strongly disagree that employee induction exerts extra effort to reach organization goals.

According to the data obtained and analyzed to determine the relationship between employee induction and engagement in Gicumbi District, majority of respondents agreed the relationship.

Majority, 58.3% of respondents said that induction makes new employees more familiar with organization and 41.7% agreed that it makes new recruits more likely to receptive to feedback.

The percentage of 47.9% of respondents said that induction encourages social integration and 39.6% agreed to the development of commitment; the percentage of 47.9% convinced that it makes a good relationship with immediate managers and 47.9% of respondents said that it is affecting motivation at work and 54.2% agreed that it is effective communication on job-related issues.

The percentage of 47.9% of respondents said that induction build relationships with colleagues and 45.8% said that it creates group membership. 43.8% of respondents agreed that it demonstrates and organizational justice and trust. 47.9% of respondents said that it helps employees to be consistently positive about the organization to others; 41.7% of respondents agreed that it creates an intense desire to be part of the organization and 37.5% of respondents agreed that it exerts extra effort to reach organization goals.

As indicated in table 4.8 the results shown that there is a positive relationship between employee induction and engagement in Gicumbi District.

4.2.5. Analysis of data obtained through interview

According to the data obtained from the management through interview, induction given to the new employees' right after recruitment by the human resource management department.

The induction given to new employees is, the HR department is not obliged to wait the number of participants to reach reasonable number to arrange induction programs every now and then. Induction is effective and enhancing engagement the performance of the organization. There is a high relationship between induction and employee engagement in Gicumbi District.

CONCLUSIONS AND RECOMMENDATIONS

The general objective of the study was to investigate the relationship between induction of employee and employee engagement in Gicumbi District.

The study wanted to examine effectiveness of induction program on employee engagement in Gicumbi District. The objectives were to assess employee engagement in Gicumbi District; to determine the relationship between employee induction and employee engagement in Gicumbi District. The 45 questionnaires were

distributed, collected, and used for the analysis of the study. Moreover, semi-structured interview was conducted with management group to examine the program and about the induction and employee engagement. After analyzing the information gathered through questionnaire and interview, the following findings presented.

Objective one: To examine effect of operation process on employee engagement in Gicumbi District

According to the data obtained and analyzed, majority of respondents agreed the effectiveness of induction program on employee engagement as follows:

The majority 44.4 % of respondents agreed the induction helps an employee to know what expected of them, 51.1% agreed that it provides roadmap to workplace success, 60.0% said that it helps employee know the institution's rules, 62.2% convinced that it creates positive first impressions and 53.3% agreed that it building workplace relationships.

According to the data obtained and analyzed on assessment of employee engagement, the majority (66.7%) of respondents agreed that they are an effect of operation process on employee engagement in Gicumbi District. On other hand, 37.8% of Management of Gicumbi District said that our employee engagement strategy is supportive of the business strategy, and 44.4% Leadership and Management enjoy a high level of trust from employees; 48.9% of respondents said that Strategic HR policies and initiatives promote employee engagement at all levels of the organization.

The percentage of 57.8% of respondents agreed that the organization encourages the sharing of information, knowledge, and resources; 53.3% agreed that they know what is expected of me at work and 62.2% agreed that everyone at work encourages their career development.

The percentage of 66.7% of respondents highlight they are feeling motivated to do their job at Gicumbi District; 60.0% said that their job gives them fulfillment and 46.7% of respondents agreed that they are working with high intensity.

Objective two: To assess effect of corporate culture on employee engagement in Gicumbi District

Research revealed that employees of Gicumbi District were highly engaged at their works.

According to the data obtained and analyzed to assess effect of corporate culture on employee engagement in Gicumbi District, majority of respondents are highly agreed. 58.3% of respondents agreed that it makes new employees more familiar with organization and 39.6% of respondents agreed that it makes new recruits more likely to receptive to feedback and 31.3% said that it encourages social integration.

The percentage of 39.6% of respondents agreed that induction build the development of commitment and 47.9% of respondents, they are saying that there are good relationships with immediate managers; 47.9 of respondents agreed that it is affecting motivation at work.

Objective three: To determine effect of institution policies on employee engagement in Gicumbi District

Research find that there is a positive effect of institution policies on employee engagement in Gicumbi District, 54.2% of respondents accepted to its effective communication on job-related issues; 47.9% of them agreed that there is a good relationship with colleagues.

The percentage of 45.8% of respondents said that induction create group membership and 43.8% agreed that it demonstrates organizational justice and trust.

The percentage 37.5% of respondents said that it helps individual initiative; 47.9% agreed that it helps employees to be consistently positive about the organization to others; 41.7% said that it creates an intense desire to be part of the organization and 37.5% agreed that it exerts an extra effort to reach organization goals.

Conclusion

The induction program and employee engagement for new employees is not organized based upon the employment period. In other words, it means service length of the new employees is not taken into considerations to organize the induction program. As a result of this, new employees of the Gicumbi District have not encountered problem in their job. Induction is a type of training given as an initial preparation upon taking up a post. It helps new employees get to work initially after joining an organization; a brief program of induction delivered to the new worker as a way to help integrate the new employee, both as a productive part of the business and socially among other employees. Hence, delay of an induction program creates vague perception and confusion in the mind of new employee. When delay on induction occurs new employees will experience anxiety that can impede his or her ability to learn to do the job. Proper and timely induction helps to reduce anxiety that results from entering into an unknown situation and helps provide guidelines for behavior and conduct so that the employee does not have to experience the stress of guessing.

This study aimed to examine the relationship between induction of employee and employee engagement in Gicumbi District. The primary data collected from 45 respondents composed by the employees of Gicumbi District. It is evident from the study that there is a good relationship with induction and employee's engagement. The study has revealed that the induction has a significant influence on employees' engagement. Also from the findings, It is concluded that induction program is effectiveness on employee engagement because it help an employee to know what expected of them, it provide a roadmap to workplace success, it Helps employee to know the institution's rules, it creates positive first impressions, it building workplace relationships.

Recommendations

Based on the findings, the following recommendations are made in order to improve induction and employee's engagement of public institutions:

The Government of Rwanda recommended to increase engagement for its employees in public institutions towards the organizational performance. Also, the government should organize the training

related to induction and employee engagement for all human resource Directors in public institutions.

The management of public institutions should standardize the employees' induction policies to reflect the desire of employees.

The public institutions should consider further engagement of their staff to equip them with more skills in order to improve their performance. Also informing the employees about the procedures that must be followed to request some induction program recommended.

Employees' engagement should be carefully handled to reflect modern day package. The management of Gicumbi District should reward their employees always with promotion and practice fairness in managing employees' engagement.

REFERENCES

1. Armstrong M. (2003). *A handbook of Human Resource Management*, 9th Edition, USA: Kogan Page Limited.
2. Bakker, A. B., & Bal, P. M. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83, 189–206.
3. Berry, B., Hopkins-Thompson, P. and Hoke, M. (2002). *Assessing and supporting new teachers Lessons from the Southeast*. Chapel Hill: University of North Carolina, The Southeast Center for Teaching Quality. Britton, E. Paine, L. Pimm, D. & Raizen, S. (2003). *Comprehensive teacher induction: Systems for early career learning*. New York: Kluwer Academic Publishers.
4. Blumberg, B., Cooper, D. R., & Schindler, P. S. (2005). *Business Research Methods*. Berkshire: McGraw-Hill Education.
5. Cascio, W.F. (1995). *Managing Human Resources: Productivity, quality of work life, profits*. 4th Edition. New York: McGraw-Hill Companies.
6. Chandra Bose, D. (2002). *Principles of Management and Administration*. New Delhi: Prentice Hall of India.
7. Chapman, J. (2006). School-Based Decision-making and Management. London. Chartered Institute of Personnel and Development (CIPD) (2005) *Reward Management surveys*. Available online http://www.cipd.co.uk/subjects/pay/_rewrdmansurv.htm?IsSrchRes=1 [retrieved on 03 April 2019]
8. Chakrabarty, S. N. (2013). Best Split-Half and Maximum Reliability. *IOSR Journal of Research & Method in Education*.
9. Cross, C. T., Rigden, D. W. (2002). Improving teaching quality. *American School Board Journal*, 189: 24-27
10. De Cenzo & Robbins, (1996) *Human Resource Management*, 5th Edition, USA, 215.
11. Graziano, A. M., & Raulin, M. L. (2006). *Research Methods: A Process of Inquiry* (6th Ed.) Dessler, G. 2013. *Human Resource Management*. 13th Edition. Essex: Pearson Education Limited.
12. Erasmus, B.J., Schenk, H.W., Swanepoel, B.J., and Van Wyk, M.W. (2000). *South African Human Resources Management Theory and Practice*. 2nd Edition.
13. Foot, M.; Hook C. 2008. *Introducing Human Resource Management*. 5th Edition. Essex: Pearson Education Limited.
14. Grawitz, M. (1996). *Les méthodes en sciences sociales*. Paris.
15. Grinnell, R. (1990). *Research in social work*. USA.
16. Grobler, P.A., Warnich, S., Carrelli, M.R., Elbert, N.F. and Hartfield, R.D. (2002) *Human Resource Management*. London: Thomson Learning.
17. Harper and Row Goddard, W. & Melville, S. (2004). *Research Methodology*. Lansdowne: Juta and Company Ltd.
18. Kahn, W.A. (1990). 'Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, Vol 33, p.692.
19. Kanungo, R. (1982). *Work alienation: An integrative approach*. New York: Praeger.
20. Kjelien, E.; Kuusisto P. 2003. *Tulokkaasta tuloksetekijäksi*. Helsinki: Talentum.
21. Kreitner, R., Kinichi and Bluelens, (1999). *Organizational behavior*. London: McGraw-Hill.
22. Kupias, P.; Peltola, R. 2009. *Perehdyttämisen pelikentällä*. Helsinki: Gaudeamus Helsinki University Press / Palmenia.
23. Lockwood, N.R. (2007). *Leveraging employee engagement for competitive advantage*. Alexandria.
24. Madan, C. R., & Kensinger, E. A. (2017). Test-Retest Reliability of Brain Morphology Estimates. *Brain Informatics*
25. MAY, D., GILSON, R. & HARTER, L. 2004. The psychological conditions of meaningfulness, safety, and availability, and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology*, 77:11-37
26. Mathis, R.L. and J.H. Jackson. (2011). *Human resource management*. South-Western. United States.
27. Moses, Lincoln, E. (1986). *Think and Explain with Statistics*, Addison-Wesley.
28. Pallant, J. (2011). *A Step by Step Guide to Data Analysis Using the SPSS Program: Survival Manual*, (4th Ed.). Mc Graw-Hill, Berkshire.
29. Penna (2006). *Meaning at Work Research Report*. Available online from <http://www.epenna.com/newsopinion/research.aspx> [retrieved on 03 April 2019]
30. Poisat, P. (2006). A critical analysis of organizational strategies for employee engagement. PhD Thesis. Faculty of Business and Economic Sciences. Nelson Mandela Metropolitan University. Johannesburg.
31. Reeves, B., & Read, J. L. (2009). *Total Engagement: How Games and Virtual Worlds Are Changing the Way People Work and Businesses Compete*. Harvard Business Press.

32. Robinson, D., Perryman, S. and Hayday, S. (2004). The drivers of employee engagement. Brighton.
33. Robson, C. (2011). *Real World Research: A Resource for Users of Social Research Methods in Applied Settings*, (2nd Ed.). Sussex, A. John Wiley and Sons Ltd.
34. Sim, J., & Wright, C. (2005). The Kappa Statistic in Reliability Studies: Use, Interpretation and Sample Size Requirements. *Physical Therapy*, 85(3), 257–268.
35. Schmidt, F of Schmidt & Carbol Consulting Group, Inc. *Identifying the drivers of staff satisfaction and commitment in the public sector* – updated version 2004 for the Public Service Human Resources Management Agency of Canada. Ottawa: PSHRMA
36. Schroenn, T.(2006).*Don't overlook induction online*. Online. Available from: http://www.hrfuture.net/display_web_article.php?article_id=276&category_id=16. Date Accessed: on 03 April 2019.
37. Wong, H.K. (2004). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin*, 88(638)
38. Zohrabi, M. (2013). Mixed Method Research: Instruments, Validity, Reliability, and Reporting Findings. *Theory and Practice in Language Studies*