

A STUDY ON SIGNIFICANCE OF INDUCTION PROCESS TO INDUCE THE EFFICIENCY AMONG IT EMPLOYEES IN CHENNAI

Submitted in partial fulfilment of the requirements for the award of

MASTER OF BUSINESS ADMINISTRATION

Submitted by

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SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE

JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119

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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **NEW BIGIN SAMRAJAN. J (40410113)** who carried out the project entitled “**A STUDY ON SIGNIFICANCE OF INDUCTION PROCESS TO INDUCE THE EFFICIENCY AMONG IT EMPLOYEES IN CHENNAI**” under my supervision from December 2021 to April 2022.

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DATE: . . 2022

PLACE: CHENNAI

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ABSTRACT

Induction program is the process used within organizations to onboard new hires into the organization and familiarizes them with the new role and company culture. Senior employees who have been changed into a new project or promoting into higher level in organisation, this program was conducted by their respective HR in their organization. The present paper mainly focused on the significance of the Induction process which will be conducted for the IT employees in Chennai to find out their working efficiency, satisfaction of working, methods of working, employees' mindset before and after the induction programme was find out by the researcher in this paper. These results were found by using the percentage analysis and the SPSS tools of Chi square, One-way Anova, and the Rank Correlation test were used. Suggestions for improving the Induction programme was clearly mentioned in this report by the researcher.

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LIST OF ABBREVIATION AND SYMBOLS

IT	Information Technology
FY	Fiscal year
YoY	Year of Year
GDP	Gross Domestic Product
BPM	Business Process Management
SPSS	Statistical Package for Social Sciences
ANOVA	Analysis of Variance
%	Percentage
\$	Dollar

CHAPTER 1

INTRODUCTION

1.1 GENERAL

Induction is the process by which new employees are integrated into an organization so that they become productive as soon as possible. In order to ensure that this happens quickly and effectively, the process needs to be planned, managed, and adopted into the organization's overall training plans. Orientation or Induction is the first important step in the process of human resource management. It involves familiarization of the newly appointed employees to the work environment of the organization as well as to the fellow employees.

Recruitment and Training are a major cost to any organization. Employers therefore need to maximize staff retention to ensure that this investment is not wasted. The initial impression of an organization on an employee usually stays with them, and it is therefore important to make this experience a positive one. The New members of staff need to have basic information about their terms and condition of employment, immediate working environment. People whatever their industry or profession, want to know how they fit into the organization as whole and how their work relates to that of other people and other departments. Naturally they also want to meet their colleagues and line managers. All these things should be covered in an Induction Scheme. However, all too often there is no formalized system for ensuring that this takes place.

Recruiters are left to 'pick things up as they go along' or taken on the traditional handshake tour. This is simply asking the new employee to adopt an indifferent attitude towards the organization, thereby reducing the chances of that employee staying long enough to contribute their full potential. Labour turnover cost money too. In addition, it reveals an unacceptable wastage of an organization's human resources; the most valuable assets it has. Induction Programme assists in reducing labour turnover by integrating new employees effectively into the organization.

1.2 DEFINITION OF INDUCTION

According to Michael Armstrong “Induction is the process of receiving and welcoming an employee when he first joins a company and giving him basic information, he needs to settle down quickly and happily and start work”.

B.P. Billimoria defined induction as “a technique by which a new employee is rehabilitated into the changed surroundings and introduced to the practices, policies and purposes of the organisation.” In short, induction is, therefore, the process of welcoming, indoctrination, and socialisation of new employee to his/her job and organisation.

Induction training should, according to TPI-theory, include development of theoretical and practical skills, but also meet interaction needs that exist among the new employees.

1.3 IMPORTANCE OF INDUCTION PROCESS

Recruitment and Training are a major cost to any organization. Employers therefore need to maximize staff retention to ensure that this investment is not wasted. The initial impression of an organization on an employee usually stays with them, and it is therefore important to make this experience a positive one. The New members of staff need to have basic information about their terms and condition of employment, immediate working environment. People whatever their industry or profession, want to know how they fit into the organization as whole and how their work relates to that of other people and other departments. Naturally they also want to meet their colleagues and line managers. All these things should be covered in an Induction Scheme. However, all too often there is no formalized system for ensuring that this takes place.

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1.4 PROCESS OF PLANNING INDUCTION

Induction is the process by which new employees are integrated into an organization so that they become productive as soon as possible. To ensure that this happens quickly and effectively, the process needs to be planned, managed, and adopted into the organization's overall training plans.

1.5 CATEGORIES OF INFORMATION

There are five main categories of information that should be given to new employees.

1.5.1 ORGANISATIONAL INFORMATION

This should include information about the Organization including size, history, and if appropriate details of who the parent company is and/ or its subsidiaries. It is important that employees know exactly who it is that they are working for.

1.5.2 PROCEDURAL INFORMATION

This comprises information concerning organizational procedures which affect all members of staff. The information provided should include:

- Terms and conditions of employment
- Disciplinary and grievance procedures
- Safety & House Keeping procedures
- Rules on entering and leaving the premises.
- Various Formats systems

1.5.3 JOB INFORMATION

This relates to what is necessary for a new employee know to do a job effectively. The information provided should include:

- A job description detailing the major tasks and accountability of the job.
- Details of any training which is involved.
- Procedures for obtaining equipment, stationery, or tools.
- A copy of relevant sections of an organisation EXHIBIT as it is important to inform recruits not only of what they have to do but also why it is important and how it fits into the department and organization.

1.5.4 PERSONAL INFORMATION

This is the area which affects a new employee's private life and personal needs, for example, how salaries are paid, where to eat, and the location of the toilet facilities. Everybody has anxieties on starting a new job and to have to ask about these fundamentals only adds additional stress.

1.5.5 TEAM INFORMATION

Team information will provide knowledge of all those things which will encourage employees to integrate into the working group. This category needs to cover the informal as well as formal aspects of working life, e.g., the fact that we all go for a pint at lunch time on Fridays' can be more important to this process than knowing who the shop steward is.

1.6 ROLES IN INDUCTION PROCESS

1.6.1 HUMAN RESOURCES DEPARTMENT

The main role of the Human Resources department in Induction is in devising and maintaining an effective system. Initial Induction may be done in group sessions or individually, depending on the organization. In either case personnel should be responsible for providing information on specialist areas such as contracts of employment, administrative procedures of the organization, Leave administration, safety & housekeeping activities etc. They can also be responsible for passing on organizational and procedural information.

1.6.2 THE IMMEDIATE BOSS

This is the person who has the greatest vested interest in an effective Induction procedure and who is responsible for ensuring that the employee gets the right balance between job, personal and group factors. Induction also represents an ideal opportunity for boss and subordinate to get to know one another and to start developing their working relationship. Responsibility for the Induction of a new recruit should never be delegated. Other people in the department may become involved, but the immediate line manager should introduce them to the new employee and follow up to ensure that their work has been satisfactorily carried out.

1.6.3 ON JOB-TRAINER

It can be of great benefit to give some responsibility for Induction to one of the new employee's fellow workers. It can give the recruit an opportunity to make a 'friend' which will be particularly helpful in the passing on of personal and group information. Every working group develops its own unwritten customs and habits and for someone to unwittingly contravene these customs can be both embarrassing and humiliating.

1.6.4 THE SHOP STEWARD / STAFF REPRESENTATIVE

New employees should be introduced to their shop steward or staff representative. As well as being able to provide information, these people are important in making sure that the new employee is aware of the channels of communication within an organization.

1.6.5 DIRECTOR OR SENIOR MANAGER

A short interview with one of the recruit senior line managers will allow the recruit to recognize senior management and can give a wider appreciation of the role of the department. It also gives the manager an opportunity to meet every new recruit and to monitor the effectiveness of the Induction programme.

1.7 PROCESS OF INDUCTION

1.7.1 PRE-EMPLOYMENT

The Induction process begins during recruitment and selection. Before joining an organization, the new employee should be aware of the important terms and conditions of employment, and these should have been provided in writing. However, the recruit also needs to be given specific instruction for the starting day. These should include:

- Where and when to report
- Who to ask for?
- What to bring
- Where to park

Employers should also prepare for the recruit's arrival by providing:

- All equipment, clothing, safety wear etc.
- A timetable for people who are involved in inducting the new employee.

1.7.2 DAY ONE

Whatever the size of the organization, what happens on the first day at work makes a big impression. Recruits should therefore be made to feel welcome by everybody that they meet. It is usual for new employees to report to the personnel department who will cover the essential paperwork with an employee either as part of a group induction or individually before taking them along to their department.

Once all the necessary paperwork has been completed bank details, Provident Fund, ESIC forms etc, organizational and procedural information (Employee Handbook) should be given. This should include disciplinary and grievance procedures etc.

New employees should be introduced to the people that they are going to work with so that there are some familiar faces in the department the next day. This should include the on-job trainer allocated to the recruit. It is important to remember to restrict the information given on day one in order to maximize what is retained by the employee.

1.7.3 IN THE DEPARTMENT

The aim of department Induction is to ensure that new employees settle down into their work and that their levels of performance reach a set standard as soon as possible. The complexity and length of the departmental Induction programme will vary according to the job. Individuals should have their Induction programme detailed to them by their immediate line manager or supervisor. This means that they will understand what has been planned for them and will also allow them the opportunity to prepare questions in advance, minimizing the tendency to only think of important things after the event. The areas covered at this stage are job information and personal information. These can be given by the immediate line manager or supervisor and the on-job trainer. The extent of the role of the on-job trainer will be dependent on their skills and experience.

1.7.4 FOLLOW-UP INDUCTION

After a week, the new employee should be settled into the organization. Some will find this easier than others and some may develop problems which are potential

reasons for leaving. All starters should therefore be followed-up individually and problems and concerns dealt with before they result in a possible resignation.

A formal follow-up Induction also gives the opportunity to impart further information. Ex.: Education and Training facilities or transfer policies, which it was not appropriate to cover in the initial induction period. All new employees will have questions after this length of time and will probably want to know more about the organization. It may therefore be appropriate to arrange a tour of another part of the company, Ex.; Corporate Office, Head Office or staff visits to all groups of companies etc.

1.8 SPECIAL INDUCTION IN SPECIAL CASE

While the principles outlined so far are the guidelines to good Induction, there are some special cases. These require additional considerations over and above the normal Induction process.

1.8.1 FRESHERS FROM THE INSTITUTIONS / COLLEGE LEAVERS

Most Technical Training Institutions (ITI) and Engineering college leavers will be nervous and excited about starting work and therefore need to be put at ease as soon as possible. They need to develop a positive attitude towards work and an effective Induction programme provides an opportunity to ensure that any initial interest and enthusiasm which exists is developed and encouraged.

The Induction programme for Fresher needs to place particular emphasis on ensuring that they appreciate their importance to the organization and understand where their job fits into the greater whole. In order to build commitment, there is a need to place considerable emphasis on why something should be done or done in a certain way, rather than just giving instructions. Opportunities for training and development should also be clearly outlined.

The use of an on-job trainer or 'mentor' can be of particular benefit to this category of new employee. A Fresher confidence can easily be destroyed, and such assistance will help ensure that they do not break any of the 'unwritten laws' of the workplace, as well as aiding the formal Induction process. In Fresh Graduate Induction tend to see their own objectives simply in terms of their own subject and need to develop an appreciation of the constraints in which they will work. Management trainees need to understand the 'businesses'.

For this process to be fully effective, it is essential that a Graduate's Induction programme involves undertaking specific jobs or tasks at all stages. This will ensure that Induction is perceived by the Graduates as relevant. This helps to maintain their motivation and interest. An effective Induction programme should recognize this and place particular emphasis on skills training. This will build confidence and enable the employee to feel that they can make a worthwhile and valued contribution to the organization.

1.9 INDUCTION AND SIZE OF THE ORGANIZATION

Whatever the size or resources of an organization, Induction should be:

- Part of a systematic plan
- Written down
- Recorded at each stage as completed
- Constantly monitored

1.9.1 LARGE ORGANIZATIONS

In large organizations with a personnel and training department, group inductions can be arranged. These can cover the organizational and procedural information categories. It is useful to use visual aids such as films and slides whenever possible, as what is seen makes more impact than what is heard. Specialists should be used wherever possible to talk about their own subjects. These should include.

⇒ *The Manager – HR* (Terms and conditions of employment)

⇒ *The Security Officer* (Security policies and procedures)

⇒ *The Health and Safety Officer* (Accident reporting and standards of health and safety procedures)

⇒ *Concern department heads* (About the department proceedings)

1.9.2 SMALL ORGANIZATIONS

In small organizations with no personnel and Training department it is not possible to arrange group Inductions. Induction programme therefore need to be specifically tailored to everyone's needs from day one. The Induction will be wholly the responsibility of the new employee's immediate line manager or supervisor. The same checklist for large organizations can be used, but the line manager or supervisor will have to decide who is best qualified within the organization to cover the various items.

This will then mean arranging meetings with specialist members of staff including;

- The person responsible for wages and salaries.
- The union / staff representative.
- Managers / supervisors from other departments.

It is essential that everybody involved is fully aware of the programme and the role that they are expected to play in it.

1.10 INDUSTRY PROFILE

Information Technology (IT) in India is a vast industry which comprises information technology services, consulting, and outsourcing. The IT industry accounted for 8% of India's GDP in 2020. The IT and BPM industry's revenue is estimated at US\$194 billion in FY 2021, an increase of 2.3% YoY. The domestic revenue of the IT industry is estimated at US\$45 billion and export revenue is estimated at US\$150 billion in FY 2021.

The IT–BPM sector overall employs 4.5 million people as of March 2021. The Indian IT–BPM industry has the highest employee attrition rate. The United States accounts for two-thirds of India's IT services exports.

India's IT Services industry was born in Mumbai in 1967 with the establishment of Tata Consultancy Services who in 1977 partnered with Burroughs which began India's export of IT services. The first software export zone, SEEPZ – the precursor to the modern-day IT park – was established in Mumbai in 1973.

TIDEL Park is an Information technology (IT) park situated in the city of Chennai, India. The name *TIDEL* is a portmanteau of TIDCO and ELCOT. In 2000, it was one of the largest IT parks in Asia. There are more than 4000 over IT companies in Chennai. There are more than 3,00,000 of IT employees working in OMR in Chennai region. Of these more than 10 lacs of peoples were working in IT sector in Chennai.

This chapter covers the theoretical view of employee induction program. It gives an overview about the definition, the importance, planning, categories, different roles, process, special case of the induction process and induction and size of the organization and the Industrial profile which has been researched is completely described in this part.

1.11 PROBLEM STATEMENT

When newly appointed employees join the organization, the major problem encountered by them is that some of them are not aware of what is expected of them. Experiences and observations have shown a concern on the challenges experienced by the employees within the organization more especially new employees.

The challenges arise when there is a lack of an effective induction programme within the organization, or the induction is not effective to the newly appointed employees. These constraints have resulted in poor productivity among newly appointed staff due to the fact that they were not properly inducted into the organisation. Hence the induction programme needs to focus more on the strategic aims of the organisation and the personal growth of the employees.

An induction programme is the process used within many businesses to welcome new employees and prepare them for their new role. Induction programme will also find the employees mindset from their first day of working to till the day of working, and it helps to improving the employees' skills regard their working. For employee it is an opportunity for training and development and tries to build up a successful career. Induction process is ensured when the organization is able to retain their employees in the organization.

So, the researcher wanted to do a deep study about the subject, he undertook the project entitled as "A Study on Significance of Induction Process to Induce the Efficiency among IT employees in Chennai"

1.12 5W AND 2H

1.12.1 5W

- 1) **WHY** - To find the importance of Induction programme between the IT employees.
- 2) **WHERE** - Problem was arising when the freshers didn't know about the job role and the description of his/her work.

- 3) **WHEN** - For the freshers and the workers who has been changed from other team or doing other projects Induction programme was conducted.
- 4) **WHAT** - This research will show about the significance of Induction process and also the find efficiency after conducting this programme.
- 5) **WHO** - This research is mainly focussed on the employees who are working on IT companies in Chennai.

1.12.2 2H

- 1) **HOW** – This research will being completed by asking the questionnaire to the IT employees about their working culture of their companies, working methods, training program should be satisfied, etc., questions were asked using the google form link by the researcher.
- 2) **HOW MUCH** - This study is to find out the satisfaction level of conducting the Induction programme to the employees. This may be find after asking the questionnaire to the people and the sampling technique process.

1.13 OBJECTIVE OF THE STUDY

- ❖ To study the significance of Induction process among the IT sector employees.
- ❖ To Identify the need of Induction process in IT sector.
- ❖ To investigate the transparent communication in IT sector Industries.
- ❖ To assess the impact of existing Induction Program.

CHAPTER 2

LITERATURE REVIEW

2.1 GENERAL

An extensive literature survey has been carried out to find the clear view of the Induction program conducted in the IT sector employees in their companies in Chennai. This research papers have been found out the importance of this program and the benefits involved in this program. Some of the literature research papers as explained below in this chapter.

2.2 LITERATURE SURVEY

Bharth Vajan, Rajesh kumar & Fabiyola Kavitha (2021), they were researched about **“Impact of Employee Satisfaction Towards Induction Training Program Offered by BPO Companies in Chennai City”**. This research is to understand the essence of an induction training programme. This study finds essentially state the employee perception of the training programme and the employees by the good induction training programme is carried out in the companies and employees who work in organisations. They conclude that well-planned induction programme is the best way to tame the passion and enthusiasm of new arrivals. It gives better productivity and communication into the organization.

Melletu U Agbo (2020), researched about **“Impact of Induction on Employees performance in an organization”** and stated that seminars & workshops should be organized for the human resource department on the importance of systematic approach of induction and proper procedure to follow in identifying skill gaps in the various departments. Heads of Department should be sensitized on the importance of sending the right employee on induction and training. So, the result was a strong and positive relationship between induction programs and organizational performance.

Venkateswara Prasad & Suresh (2019) researched “**Employees’ Perception towards Effectiveness of Induction Program**”. This study is to understand the perception of employees towards the effectiveness of induction program conducted in their organization. They concluded that induction program is an integral part in building organization-employee relationship in accordance with job competence.

Bharthvajan & Fabiyola Kavitha (2019), in their report on “**Impact of Employee Satisfaction towards Induction Training Program**” stated that training plays a good part in this competitive globe in the qualified and business format. This article focuses and analyses the results of the literature on the significance of induction training and growth in Cavinkare Pvt.Ltd and their relationship with the sustainability of the staff. Training and growth programs enhance workplace employee performance, update worker knowledge, and enhance personal skills, and help avoid organisational obsolescence.

Usha & Teresa Sindhu Pious (2017), in their report on “**Induction as a Tool to Gain Employee Commitment with Special Reference to IT Industry**” stated that Induction or new employee orientation forms the foundation upon which further positive employee relationship is built. The study was aimed at understanding the implications of a good induction program. It sends a strong message to the HR professionals to not consider induction as just another routine added to the employee on boarding process.

R Kearney & Sean (2016), in his report “**What happens when induction goes wrong: Case studies from the field**” stated that induction programmes are widely held to alleviate the pressures beginning teachers face early in their careers. This research is for pressure handled by the beginning teacher face early in their careers. They concluded that a proper conceptualisation of induction that is aligned with the best practice can ensure that the spirit of induction is maintained and the needs of beginning teachers met.

Manohar Karade, Sayalee Gankar & Salomi Sam (2015), titled their research as “**Impact of Induction Training on New Joiners: a Perception Analysis with respect to Age and Gender**” and they were identifying ways in order to improvise

and customize an induction training program. The results indicated and that the new joiners were in all satisfied with the induction training program and help to do their job effectively. There is a relationship between age and perception of attainment of professional goals of new joiners, hence, the induction training can be made more effective.

Marthe Geiben (2015), in his report on **“Induction processes for job entrants in car service in France and Germany”** stated that Induction in enterprises is a crucial phase for each employee not only to become able to fulfil all relevant tasks but also to enable professional development as well as social and value-oriented integration into the new organisation. This is even more relevant for young people coming from initial vocational education and training with intermediate-level qualifications. The most important aspect of induction is the same in all cases; nevertheless, if it is a French enterprise or a German one, the most used “instrument” of induction is to “assign” the new employee to a more experienced one (mentoring system).

Linda Ann. Scheckle (2014), reported and published **“How Can the Induction Programme be Influenced and Improved?”** stated that, the nature and worth of the Induction programme at an institution of higher education merited further investigation. Essentially the programme was found to be very valuable, despite the high intensity and low spread. It needed to have greater spread, lower intensity and be linked to the Probation Policy to be taken more seriously. She concluded that the policy needed to be reviewed. Recommendations were made to senior officers, one being that Induction become a process over a year.

Joha Louw-Potgieter (2012), published the article of **“A theory evaluation of an induction programme”** stated that an induction programme is commonly used to help new employees understand their job within the organisation The main aim of this study was to examine whether the programme theory of an induction programme was plausible and would lead to the intended outcomes as described by the programme manager. From this theory evaluation it is apparent that an induction programme, based on an implausible programme theory, could be problematic. This redesigned induction programme will ensure that the company reaps the benefits of

staff retention and company identification rather than the vague assumption that it has been conforming to a 'legal obligation' as stated in this case.

Antonette asumptha (2012), reported the journal of “**How to design an induction program and execution in an organization**” stated that the ambition of an organization is to gain employees commitment, for this induction is an important tool. Induction is training the employee to understand the organization culture and develop interdependency with others in the organization. In order to ensure a healthy working environment induction is a vital obligation for the employer. He concluded that, Performance can be improved with orientation. To create the right impression about the company induction is crucial. The significant change in an employee is brought through orientation program. The supervisor has to make sure that the employees are trained well, and they have to be given feedback forms for the employer's final assessment about the result of the induction program.

Anthony M. Wanjohi (2012), published “**The Role of the Employee Induction Program in Organizations**” stated that the study aimed at identifying the role played by the induction program in relation to employee retention in goal. It also highlighted some examples of the beneficial induction practices initiated in goal that should act as a trend-setter for other organizations. Objective of the paper is to determine the role of induction program in goal. He concluded, For the new employees, they should adapt the mission and vision of the organization and work towards improving their performance.

Eugene Schaffer (1992), in his report “**An Innovative Beginning Teacher Induction Program**” stated that Classroom observational data from an innovative 2-year, university-based teacher induction program indicate that the inductees made significant gains in the level of their teaching skills. First-year gains in instruction typically resulted from improvements in the classroom organizational and management skills of the inductees. Second-year gains tended to be related to changes in more intellectually complex areas of teaching.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 NEED FOR STUDY

Research methodology is mainly needed for the purpose of framing the research process and the designs and tools that are to be used for the project purpose. Research methodology helps to find the customer perception based on product and also it finds the customers view point of the product or any goods. This time research methodology is framed for the purpose of finding the level of **The Study on Impact of E-Banking system to uplift the economic condition of Indian Businesses**

3.2 SCOPE OF THE STUDY

A well developed and organized induction will form a base for future training and development. It can save the high cost of recruitment and selection. Orientation programmes may also be in the form of providing induction training to the new employees where they are familiarized with the work environment and the fellow employees. The new employees are taught basic techniques or methods to do the work for which they are recruited, etc. It results in integration of the new employees with the team. It can gives the efficiency to the employees to do their works properly from the beginning itself.

3.3 RESEARCH DESIGN

Research is the collecting, compilation, presentation, and interpretation of significant details or data as part of a systematic and in-depth study or search for any specific subject, or area of enquiry.

3.3.1 RESEARCH PROCESS

In research process, the first and foremost step is defining and selecting a research problem. A Researcher should at first find the problem. Then he should formulate it so that it becomes susceptible to research. For a systematic presentation, the process of research may be classified under three stages-primary stages, secondary stage, and the tertiary stage.

The primary stage includes

- Observation
- Interest
- Formulating research problems
- Documentation
- Research designs

The secondary stage includes

- Project planning
- Data collection
- Questionnaire preparation
- Analysis of data
- Testing of hypothesis
- Interpretation
- Questionnaire preparation.

3.4 TYPE OF RESEARCH

3.4.1 DESCRIPTIVE RESEARCH DESIGN

Descriptive research is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study.

3.4.2 PROJECT PLANNING

Project planning is the first step in conducting & directing a research Project. It is one of the most important tasks of a researcher. This includes formulation of the researcher objectives & goals and determining ways of achieving them.

3.5 SOURCES OF DATA

Data collection is the term used to describe a process of preparing and collecting data. The information in research methodology must be accurate and relevant. The data collection method can be classified into two methods.

3.5.1 PRIMARY DATA

Questionnaire method have been used as a tool for a data collection in this research.

Sample Size: 201

3.5.2 SECONDARY DATA

Secondary data means data that are already available i.e., they refer to data which has already been collected and analysed by previous researcher. The secondary data for the study was collected from Websites and online journals, Published reports & Review of literature from published articles

3.6 STRUCTURE OF QUESTIONNAIRE

Questionnaire was divided into two sections. First part was designed to know the **general information about employees** and the second part contained the **respondent's opinions about employer views about the induction program and the process done in that.**

3.6.1 PILOT SURVEY

Before collecting the relevant data to test the hypothesis, it is essential to ascertain the applicability of the instrument to the population being studies. Hence, a pilot study was undertaken with an objective to evaluate the tools prepared for the study and to find whether they are providing the information required.

3.6.2 TYPE OF QUESTIONS

- Linker's scaling question
- Satisfaction scale
- Agreeability scale.
- Rank question

3.7 HYPOTHESIS TESTING

H0 – Null hypothesis (there is no significant relationship between the variables).

H1 – Alternative hypothesis (there is significant relationship between the variables).

After analysing the data, hypothesis testing is done. It will result in either accepting or rejecting the hypothesis.

3.8 PERIOD OF STUDY

The duration of study is from Dec 2021 to April 2022 which is five months of study.

3.9 ANALYTICAL TOOLS

3.9.1 PERCENTAGE ANALYSIS

Research questions are always answered with a descriptive statistic: generally, either percentage or mean. Percentage is appropriate when it is important to know how many of the participants gave a particular answer. Generally, percentage is reported when the responses have discrete categories.

3.9.2 HYPOTHETICAL ANALYSIS (SPSS)

Statistical Package for the Social Sciences (SPSS) and it's used by various kinds of researchers for complex statistical data analysis. In this research, SPSS is to analyse survey data and mine text data so that we can get the most out of their research and survey projects.

3.9.2.1 Chi square

A chi-square test is a statistical test used to compare observed results with expected results. The purpose of this test is to determine if a difference between observed data and expected data is due to chance, or if it is due to a relationship between the variables.

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where,

χ^2 = Expected value

O_i = Observed value

E_i = Expected value

3.9.2.2 One-way Anova

A One-way Analysis of variance (ANOVA) compares the means of three or more independent groups to determine if there is a statistically significant difference between the corresponding independent groups.

3.9.2.3 Rank Correlation

Rank correlation is a method of finding the degree of association between two variables. It is a qualitative measurement of analyzing data arranged in order of merit in possession of two characteristics A and B.

$$P_{xy} = 1 - \frac{6 \sum di^2}{n(n^2-1)}$$

Where,

$$D_i = x_i - y_i$$

n = number of pairs of observations.

3.10 LIMITATIONS OF THE STUDY

- The study is confined to IT employers in India.
- The study is based upon the significance and efficiency of Induction process of IT employers.
- The data collected for the research is fully on primary data given by the respondents. There is chance for personal bias. So, the accuracy is not true.
- Due to time and other constraints, the study has been limited 201 respondents only.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS

Table 1: Age wise classification of the Respondents

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
18-25	76	37.8
26-35	70	34.8
35-40	38	18.9
Above 40	17	8.5
Total	201	100

Source: Primary data

INTERPRETATION

From the above table shows that the **Age wise classification of the Response**, 37.8% of 18-25, 34.8% of 25-35 respondents, 18.9% of 35-40 respondents and 8.5% of Above 40 respondents.

INFERENCE

Majority of the respondents are of 18-25 age (37.8%)

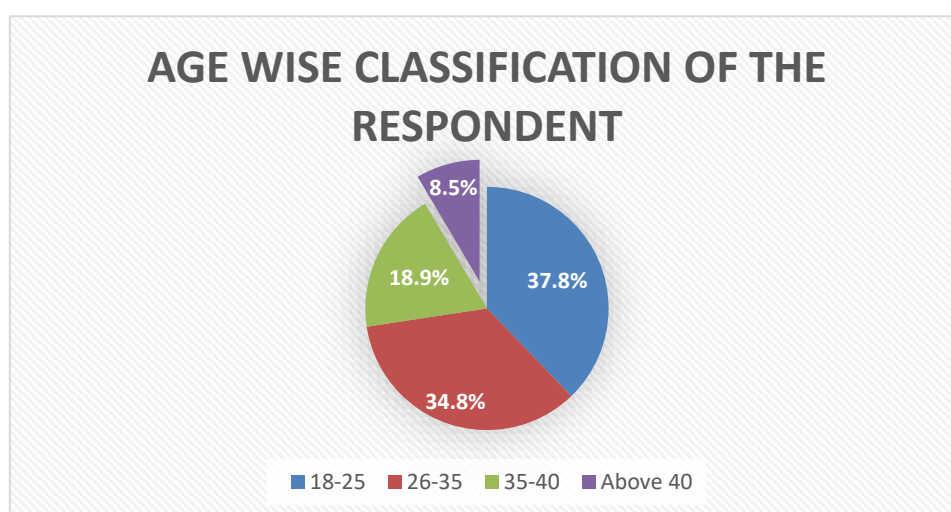


Fig 4.1: Age wise classification of the Respondent

Table 2: Gender of the response

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Male	156	77.6
Female	45	22.4
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **gender of the response**, 76.8% of male and remaining 23.2% of female respondent.

INFERENCE

Majority of the respondents are male (76.8%)

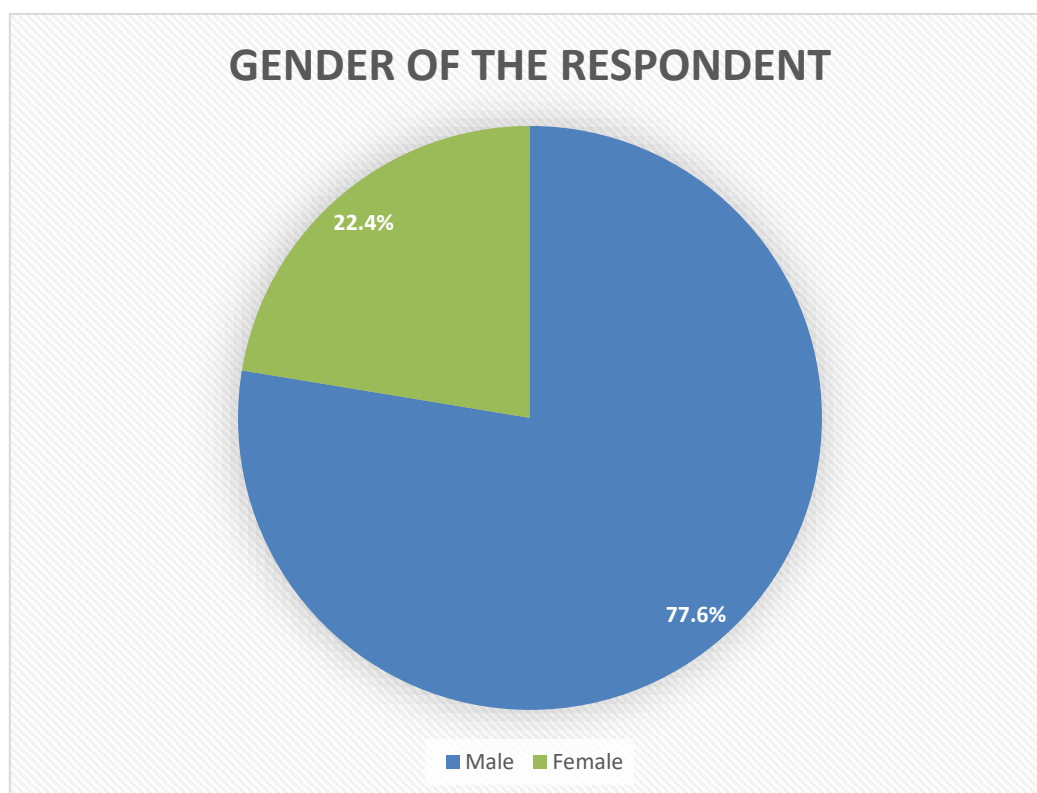
**Fig 4.2: Gender of the respondent**

Table 3: Marital status of the respondents

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Married	79	39.3
Unmarried	122	60.7
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Marital status of the respondents**, 39.3% of Married and remaining 60.7% of Unmarried respondents.

INFERENCE

Majority of the respondents are Unmarried (60.7%)

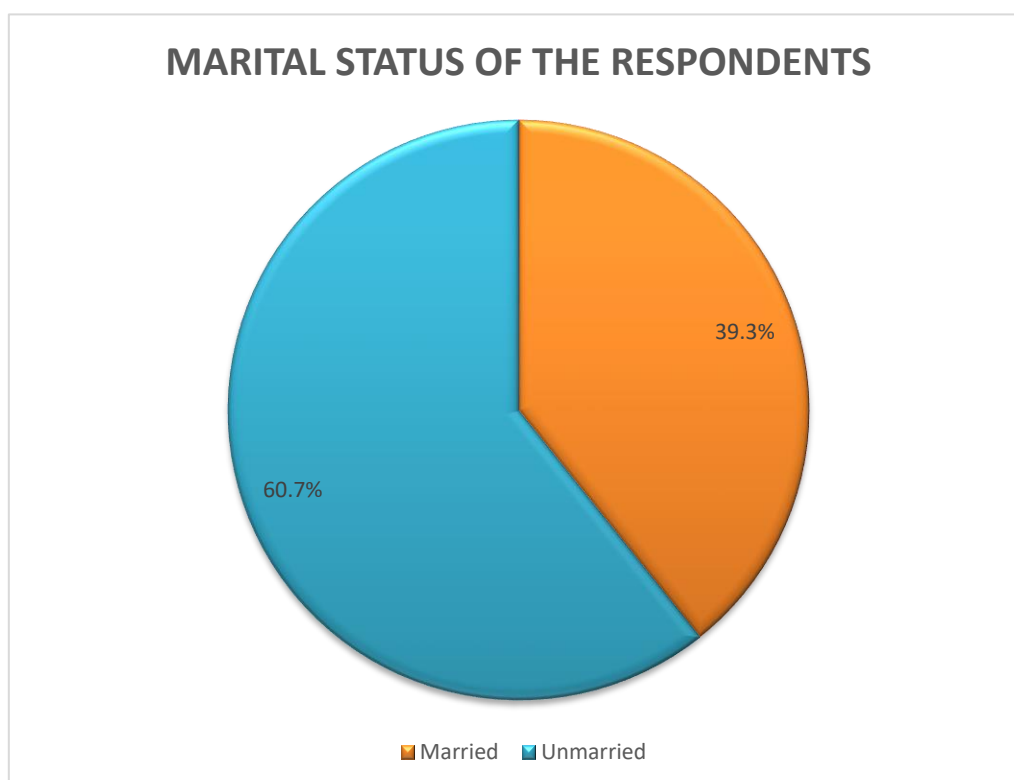
**Fig 4.3: Marital status of the respondent**

Table 4: Educational qualification of the respondents

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
HSC	2	1
Diploma	15	7.5
UG	128	63.7
PG	56	27.9
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Educational qualification of the respondents**, 1% of HSC, 7.5% of Diploma, 63.7% of UG, and remaining 27.9% of PG respondents.

INFERENCE

Majority of the respondents are completing their UG studies (63.7%)

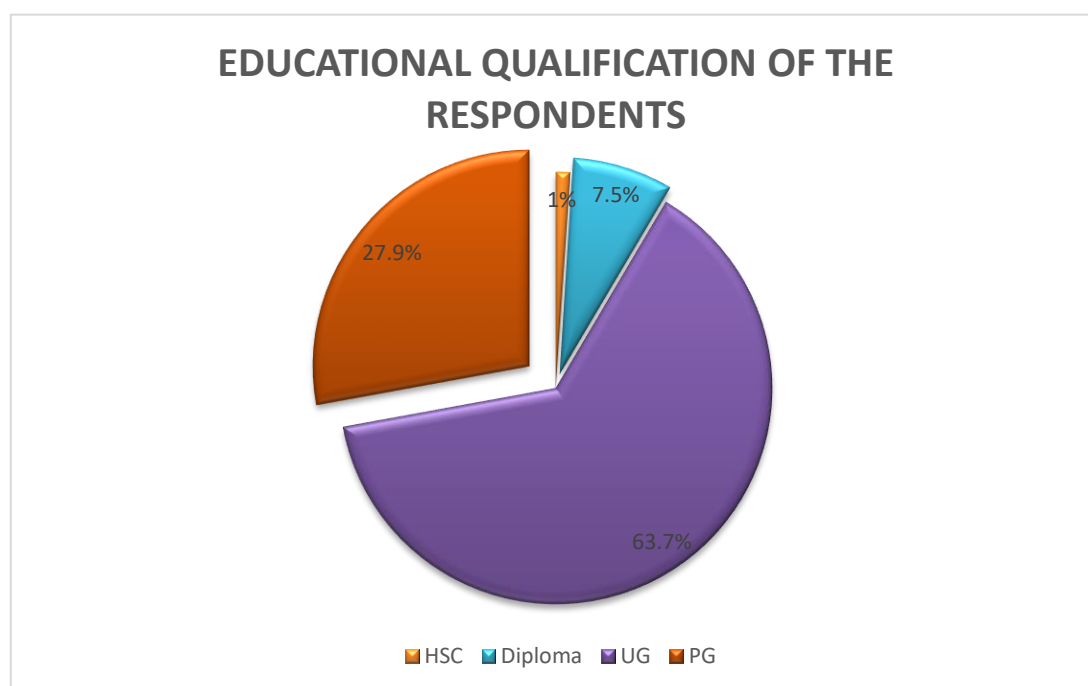
**Fig 4.4: Educational qualification of the respondent**

Table 5: Designation of the respondents

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Trainee	37	18.4
Engineer	102	50.7
Senior engineer	28	13.9
Team leader	15	7.5
Project Co-ordinator	19	9.5
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Designation of the respondents**, 18.4% of Trainee, 50.7% of Engineer, 13.9% of Senior engineer, 7.5% of Team leader, and remaining 9.5% of Project Co-ordinator respondents.

INFERENCE

Majority of the respondents are Engineers (50.7%)

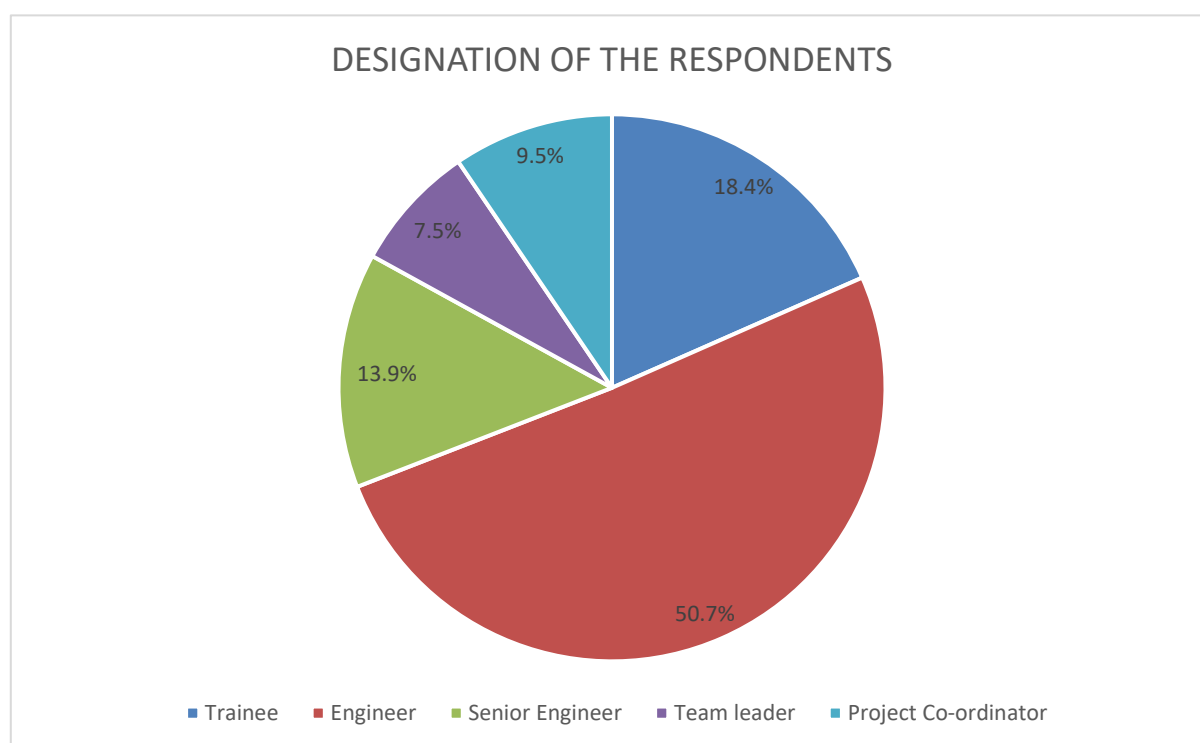
**Fig 4.5: Designation of the respondent**

Table 6: Working experience of the respondents

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
0-2 years	77	38.3
3-5 years	52	25.9
6-8 years	46	22.9
More than 8 years	26	12.9
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Working experience of the respondents**, 38.3% of 0-2 years, 25.9% of 3-5 years, 22.9% of 6-8 years, and remaining 12.9% of More than 8 years respondents.

INFERENCE

Majority of the respondents are having 0-2 years of experience (38.3%)

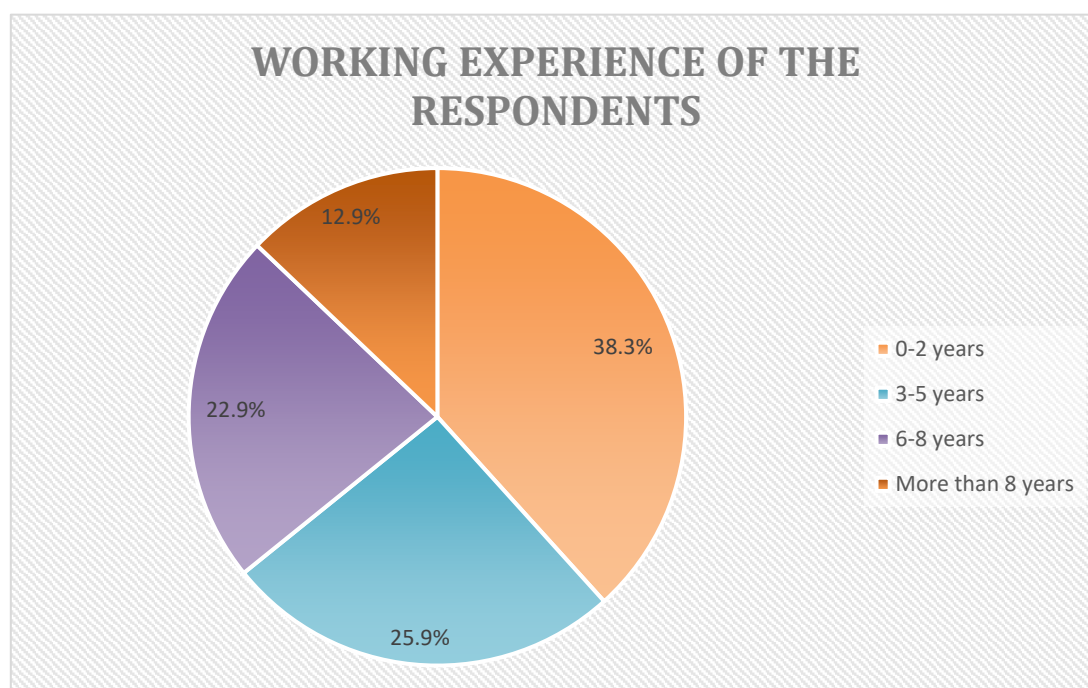
**Fig 4.6: Working experience of the respondent**

Table 7: Monthly salary of the respondents

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Below 5000	6	3
5000-10000	12	6
11000-15000	33	16.4
Above 15000	150	74.6
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Monthly salary of the respondents**, 3% of Below 5000, 6% of 5000-10000, 16.4% of 11000-15000, and remaining 74.6% of Above 15000 respondents.

INFERENCE

Majority of the respondents are getting the monthly salary Above 15000 (74.6%)

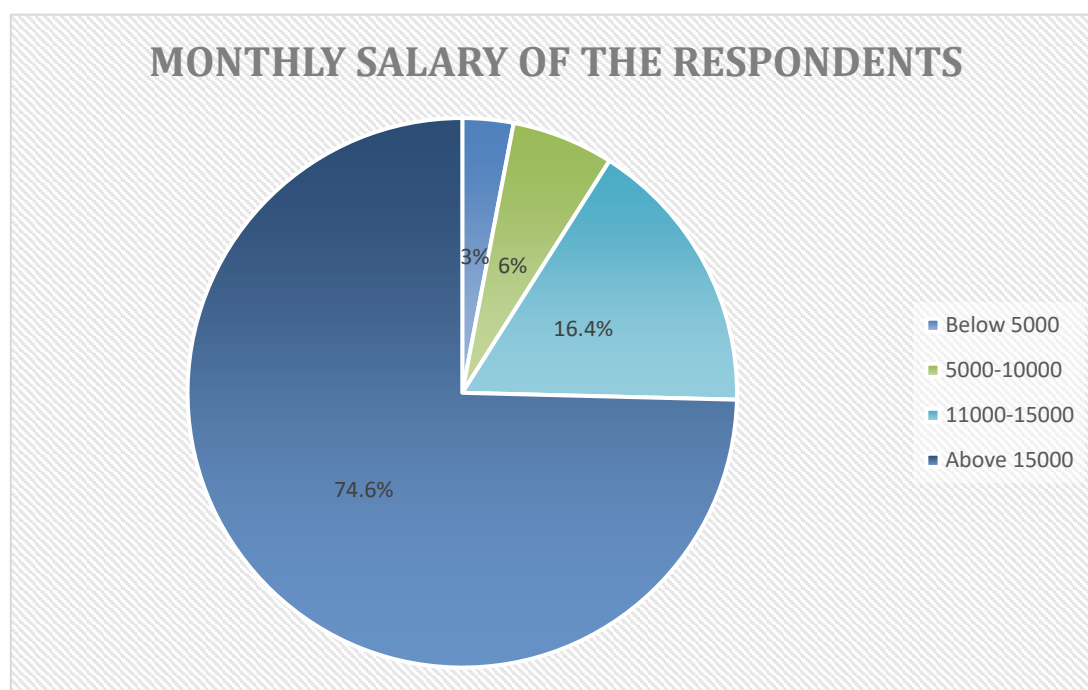
**Fig 4.7: Monthly salary of the respondent**

Table 8: Induction provides Warm welcome of the respondents

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Strongly agree	32	15.9
Agree	113	56.2
Neutral	54	26.9
Disagree	2	1
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction provides Warm welcome of the respondents**, 15.9% of Strongly agree, 56.2% of Agree, 26.9% of Neutral, and remaining 1% of Disagree respondents.

INFERENCE

Majority respondents are Agreed that the Induction provides Warm welcome (56.2%)

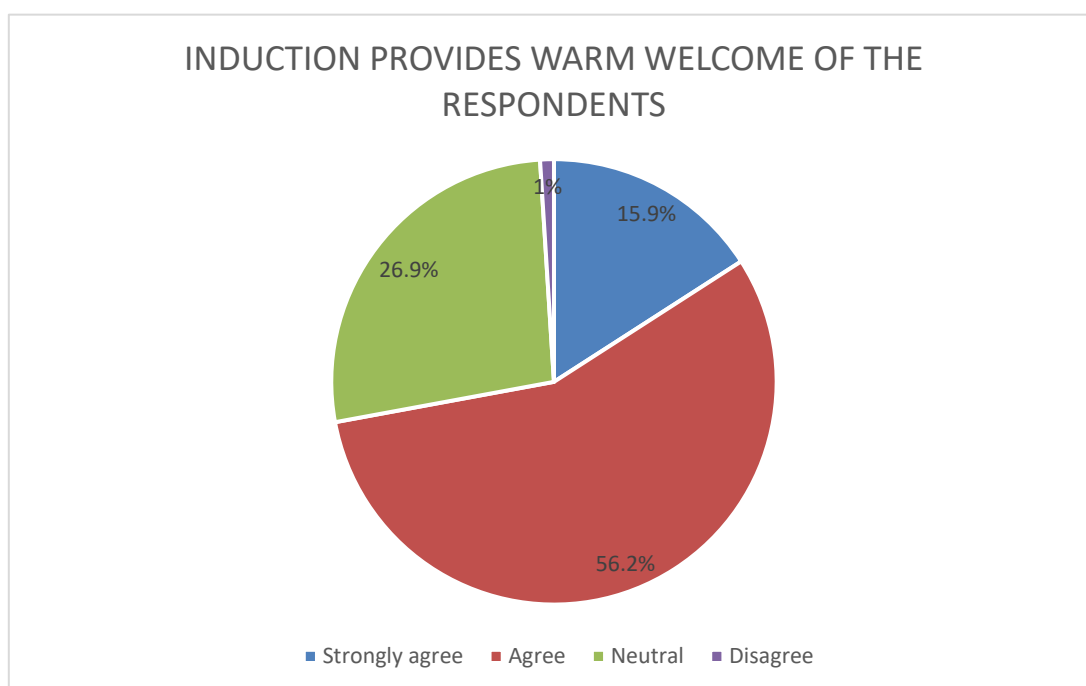
**Fig 4.8: Induction provides Warm welcome of the respondent**

Table 9: Induction provides Newcomer with skills and knowledge of the respondents

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Strongly agree	49	24.4
Agree	98	48.3
Neutral	53	26.4
Disagree	2	1
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction provides Newcomer with skills and knowledge of the respondents**, 24.4% of Strongly agree, 48.3% of Agree, 26.4% of Neutral, and remaining 1% of Disagree respondents.

INFERENCE

Majority of the respondents Agreed that the Induction provides Newcomer with skills and knowledge (48.3%)

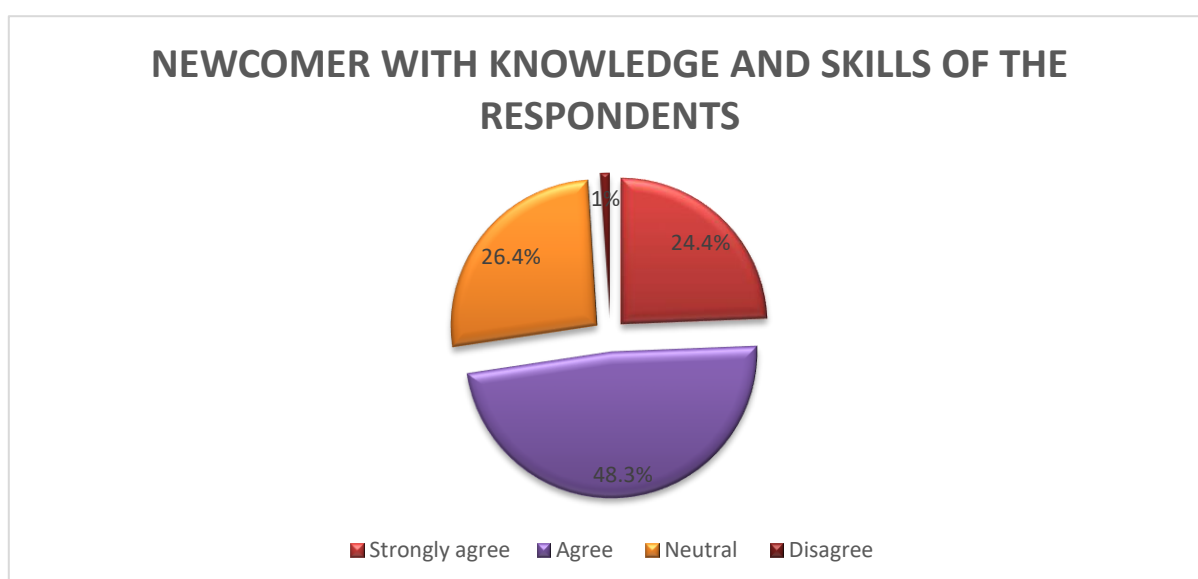


Fig 4.9: Induction provides Newcomer with skills and knowledge of the respondent

Table 10: Induction provides the overview of Job roles and description of the respondents

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Strongly agree	73	36.3
Agree	82	40.8
Neutral	42	20.9
Disagree	4	2
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction provides the overview of Job roles and description of the respondents**, 36.3% of Strongly agree, 40.8% of Agree, 20.9% of Neutral, and remaining 2% of Disagree respondents.

INFERENCE

Majority of the respondents Agreed that the Induction provides the overview of Job roles and description (40.8%)

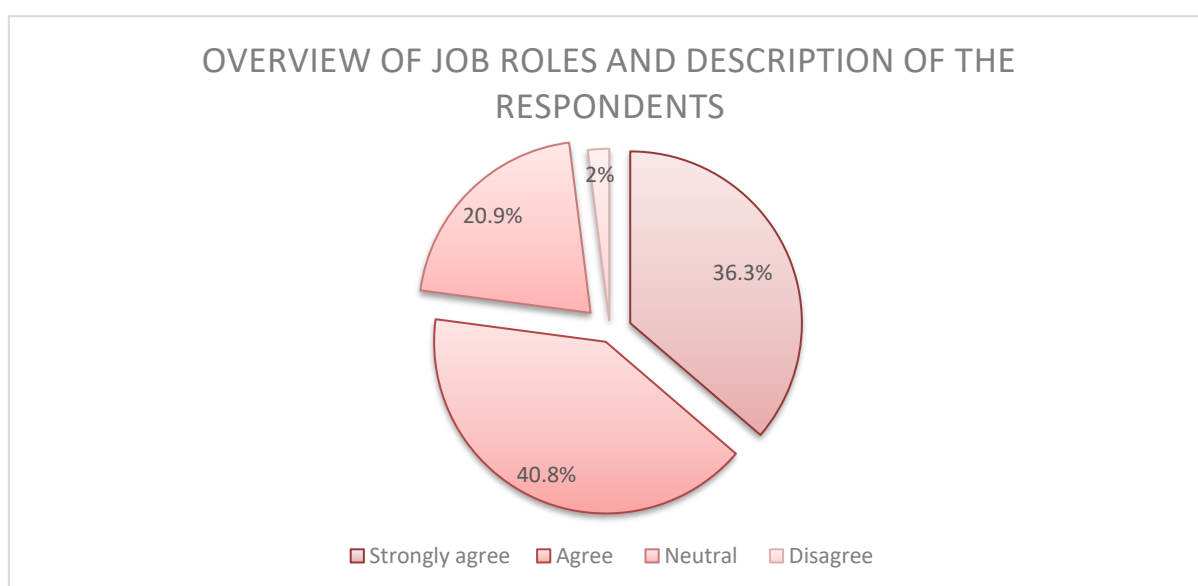


Fig 4.10: Induction provides the overview of Job roles and description of the respondent

Table 11: Induction helps to understand the company of the respondents

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Strongly agree	41	20.4
Agree	93	46.2
Neutral	56	27.9
Disagree	10	5
Strongly disagree	1	0.5
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction helps to understand the company of the respondents**, 20.4% of Strongly agree, 46.2% of Agree, 27.9% of Neutral, 5% of Disagree, and remaining 0.5% of Strongly disagree respondents.

INFERENCE

Majority respondents are Agreed that the Induction helps to understand the company, its culture, structure, products & clients (46.2%)

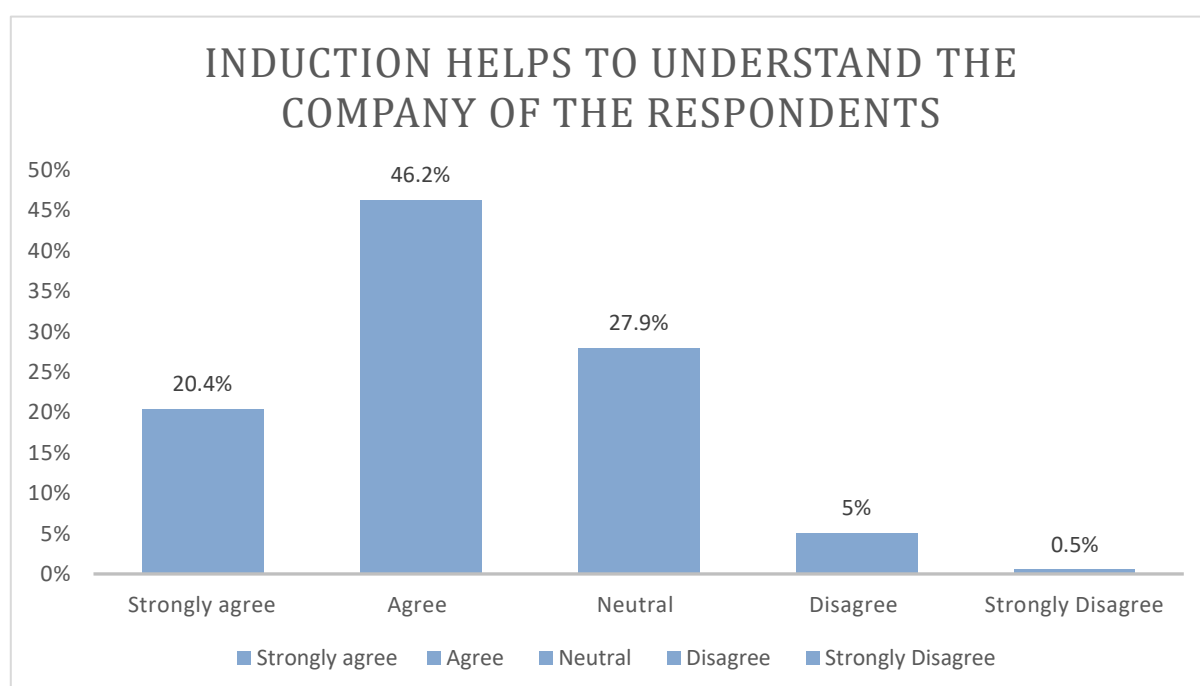


Fig 4.11: Induction helps to understand the company of the respondent

Table 12: Induction enables the Newcomer to meet colleagues

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Strongly agree	43	21.4
Agree	104	51.7
Neutral	50	24.9
Disagree	3	1.5
Strongly disagree	1	0.5
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction enables the Newcomer to meet colleagues**, 21.4% of Strongly agree, 51.7% of Agree, 24.9% of Neutral, 1.5% of Disagree, and remaining 0.5% of Strongly disagree respondents.

INFERENCE

Majority respondents are Agreed that the Induction enables the Newcomer to meet colleagues with the working (51.7%)

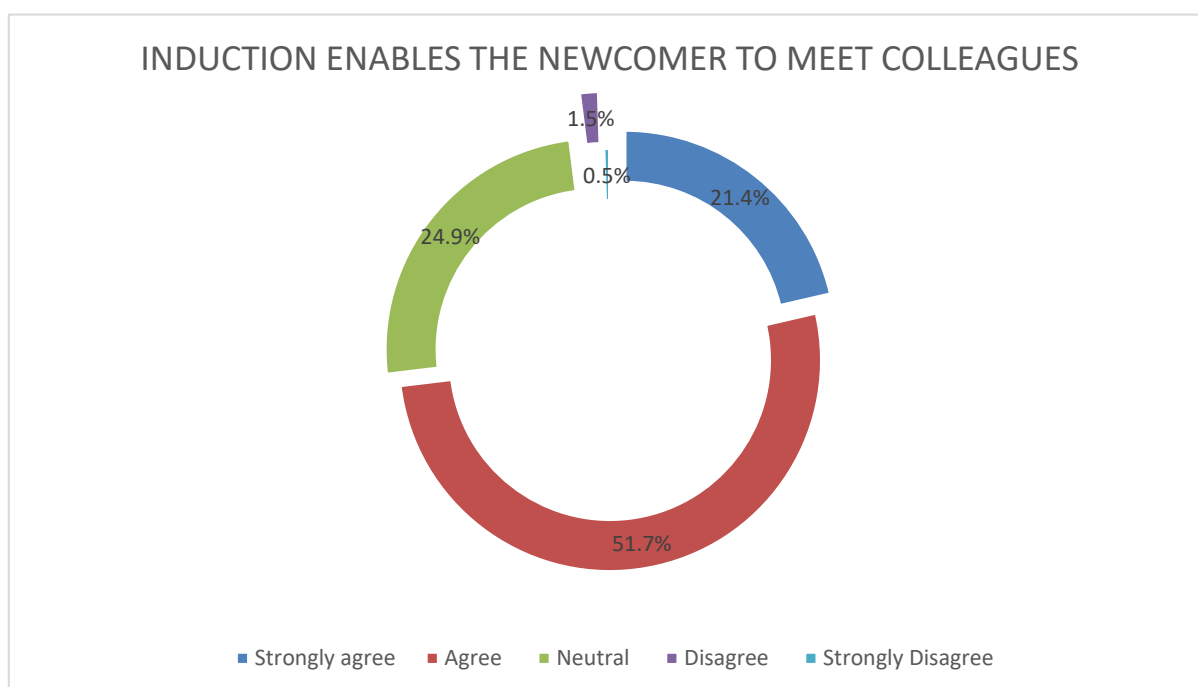


Fig 4.12: Induction enables the Newcomer to meet colleagues of the response

Table 13: Induction Integrates the Newcomer quickly and effectively

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Very Good	59	29.4
Good	88	43.8
Average	50	24.9
Poor	4	2
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction Integrates the Newcomer quickly and effectively of the response**, 29.4% of Very Good, 43.8% of Good, 24.9% of Average, and remaining 2% of Poor respondents.

INFERENCE

Majority responded Good that the Induction Integrates the Newcomer quickly and effectively (43.8%)

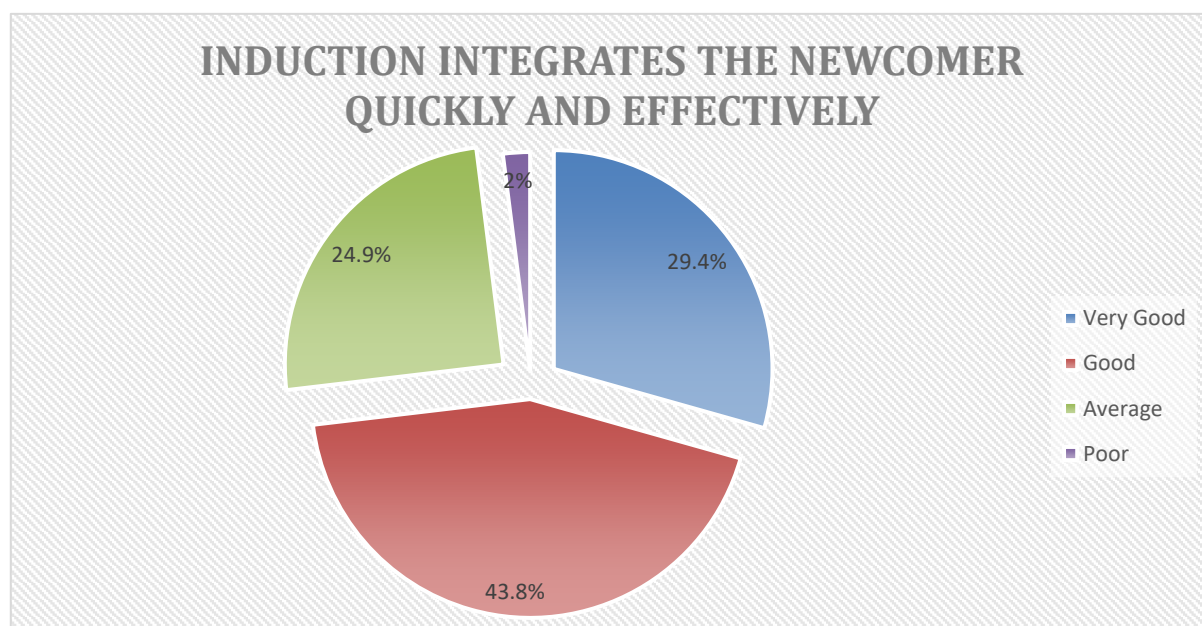


Fig 4.13: Induction Integrates the Newcomer quickly and effectively of the response

Table 14: Induction program is well structured

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Very Good	48	23.9
Good	89	44.3
Average	59	29.3
Poor	5	2.5
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction program is well structured of the response**, 23.9% of Very Good, 44.3% of Good, 29.3% of Average, and remaining 2.5% of Poor respondents.

INFERENCE

Majority of the respondents said Good that the Induction program is well structured and pre-planned (44.3%)

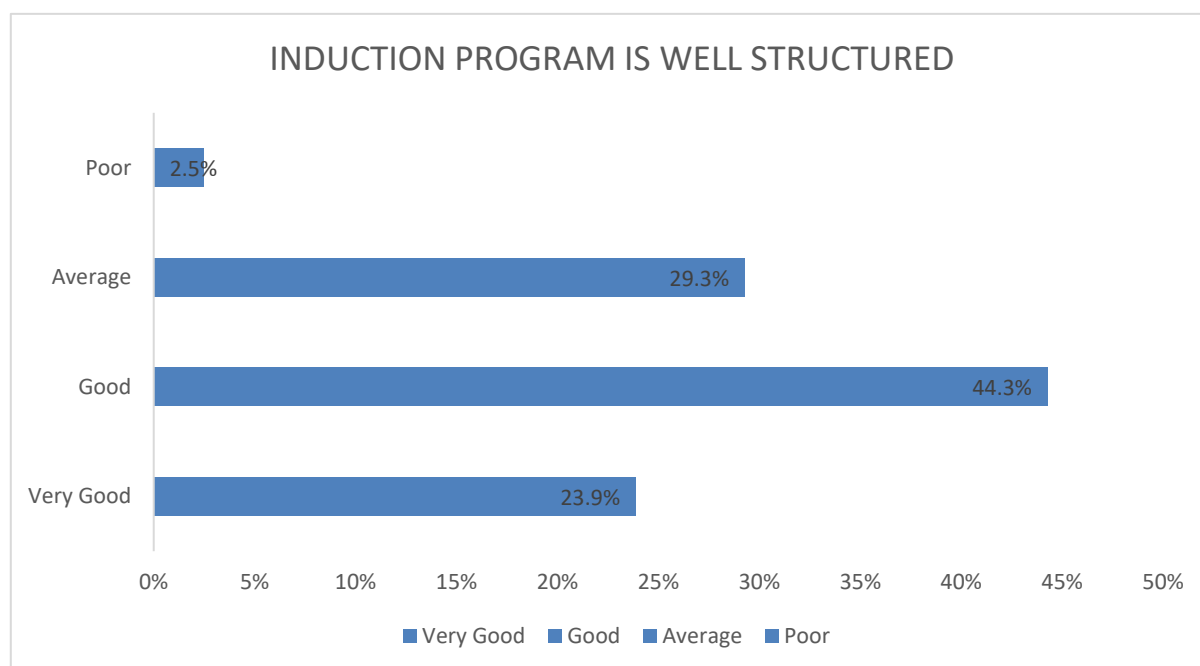
**Fig 4.14: Response for Induction program is well structured**

Table 15: Induction program covered policies of the respondent

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Strongly agree	53	26.4
Agree	87	43.3
Neutral	53	26.4
Disagree	8	4
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction program covered policies of the response**, 26.4% of Strongly agree, 43.3% of Agree, 26.4% of Neutral, and remaining 4% of Disagree respondents.

INFERENCE

Majority of the respondents Agree that the Induction program covered policies like office hours, dress code, sick leave, and other policies (43.3%)

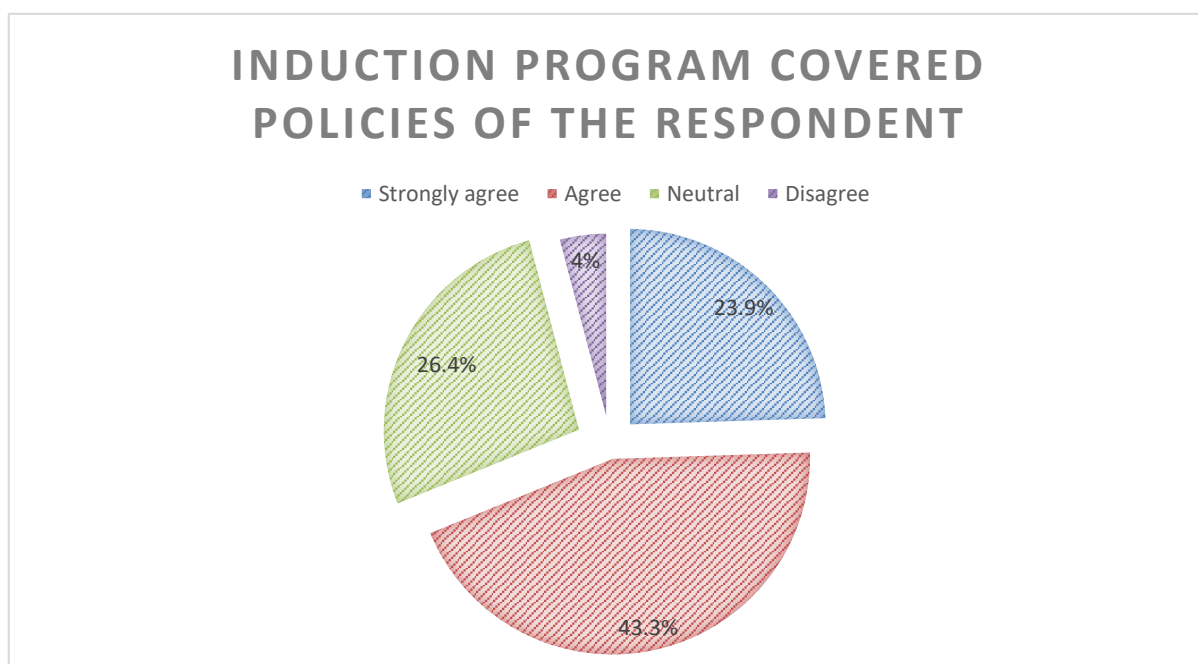
**Fig 4.15: Induction program covered policies of the respondent**

Table 16: Induction program explained clear regulations in the organisation

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Strongly agree	51	25.4
Agree	100	49.8
Neutral	45	22.4
Disagree	5	2.5
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction program explained clear regulations of the response**, 25.4% of Strongly agree, 49.8% of Agree, 22.4% of Neutral, and remaining 2.5% of Disagree respondents.

INFERENCE

Majority of the respondents Agreed that the Induction program explained clear regulations in the organisations (49.8%)

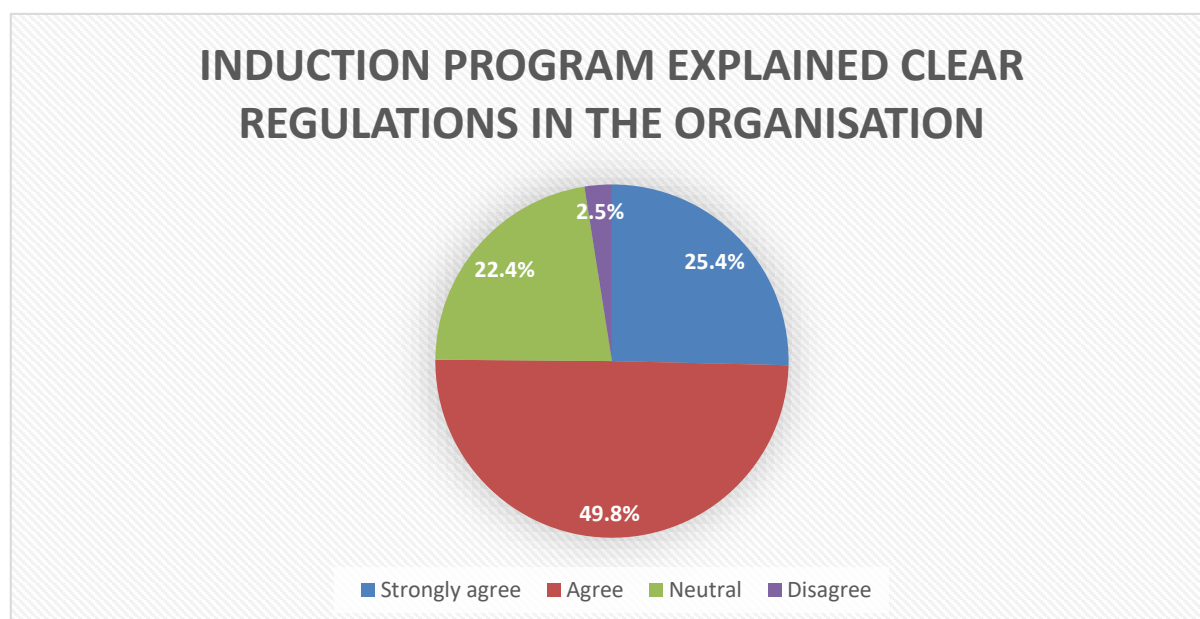


Fig 4.16: Response for Induction program explained clear regulations in the organisation

Table 17: Induction program is enough to understand about the company

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Strongly agree	42	20.9
Agree	96	47.8
Neutral	53	26.3
Disagree	9	4.5
Strongly disagree	1	0.5
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction program is enough to understand about the company of the response**, 20.9% of Strongly agree, 47.8% of Agree, 26.3% of Neutral, 4.5% of Disagree, and remaining 0.5% of Strongly disagree respondents.

INFERENCE

Majority respondents are Agreed that the Induction program provided to understand about the company (47.8%)

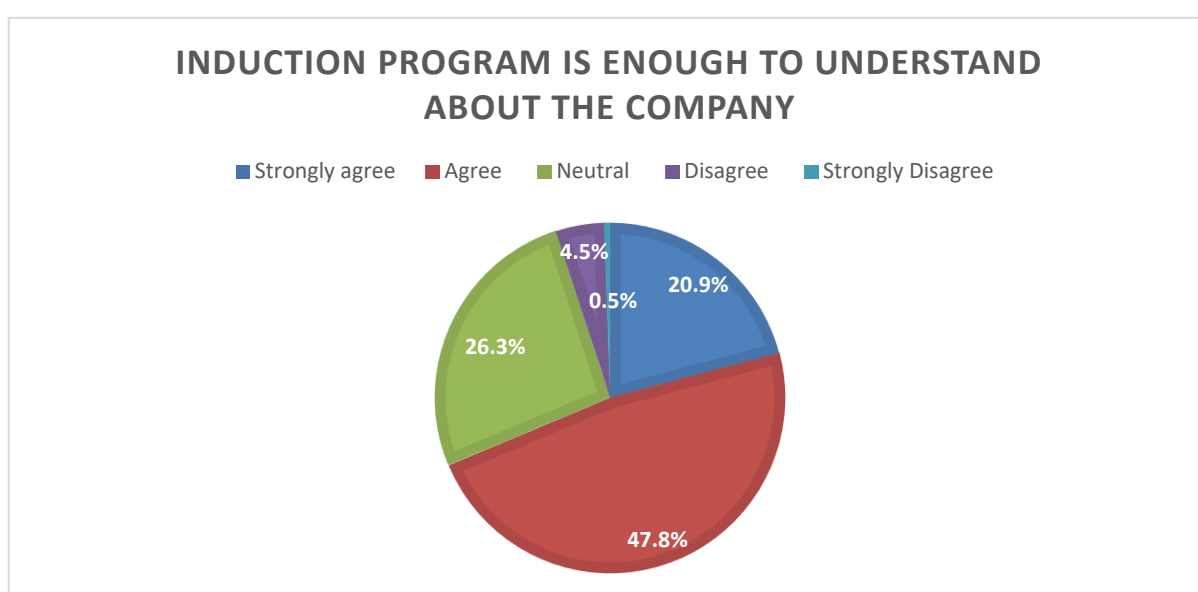


Fig 4.17: Induction program is enough to understand about the company of the response

Table 18: Induction includes objectives and company goals respondent

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Very Good	52	25.9
Good	93	46.3
Average	50	24.9
Poor	6	3
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction includes objectives and company goals of the response**, 25.9% of Very Good, 46.3% of Good, 24.9% of Average, and remaining 3% of Poor respondents.

INFERENCE

Majority respondents said Good that the Induction includes objectives and company goals (46.3%)

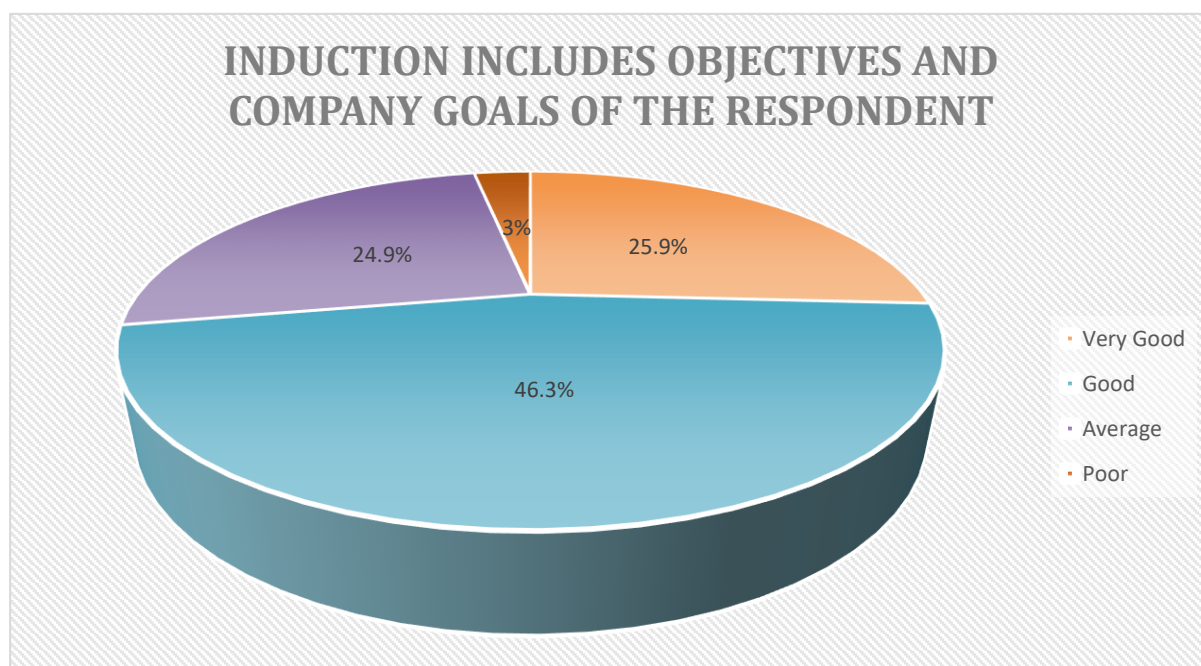
**Fig 4.18: Induction includes objectives and company goals respondent**

Table 19: Induction covers the Range of communication

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Very Good	49	24.4
Good	91	45.3
Average	56	27.9
Poor	4	2
Very Poor	1	0.5
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction covers the Range of communication of the response**, 24.4% of Very Good, 45.3% of Good, 27.9% of Average, 2% of Poor, and remaining 0.5% of Very Poor respondents.

INFERENCE

Majority respondents said Good that the Induction covers the Range of communication like GD, Presentation skills, etc, (45.3%)

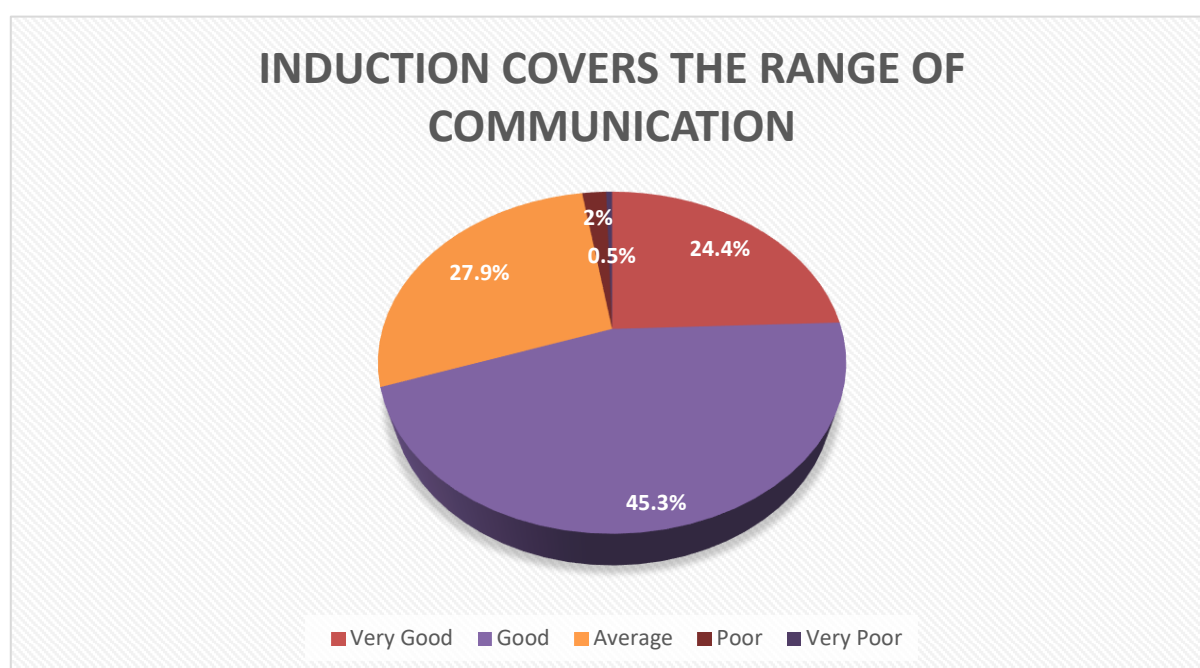
**Fig 4.19: Induction covers the Range of communication of the response**

Table 20: Induction provides Job specific training respondent

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Very Good	47	23.4
Good	98	48.8
Average	52	25.9
Poor	4	2
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction provides Job specific training of the response**, 23.4% of Very Good, 48.8% of Good, 25.9% of Average, and remaining 2% of Poor respondents.

INFERENCE

Majority respondents said Good that the Induction provides Job specific training opportunities provided by learning & development in organisation (48.8%)

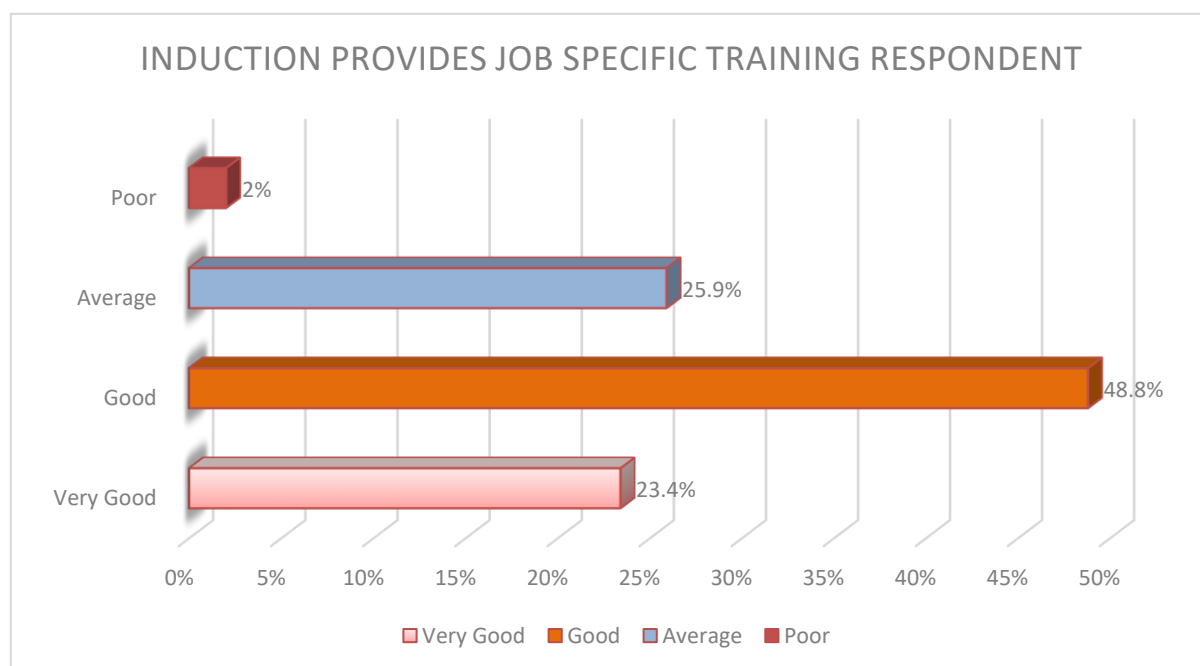
**Fig 4.20: Induction provides Job specific training respondent**

Table 21: Induction able to perform duty respondent

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Highly satisfied	37	18.4
Satisfied	120	59.7
Neither or nor satisfied	42	20.9
Dissatisfied	2	1
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction able to perform duty of the response**, 18.4% of Highly satisfied, 59.7% of Satisfied, 20.9% of Neither or nor satisfied, and remaining 1% of Dissatisfied respondents.

INFERENCE

Majority responded Satisfied about the Induction able to perform duty in organisation (59.7%)

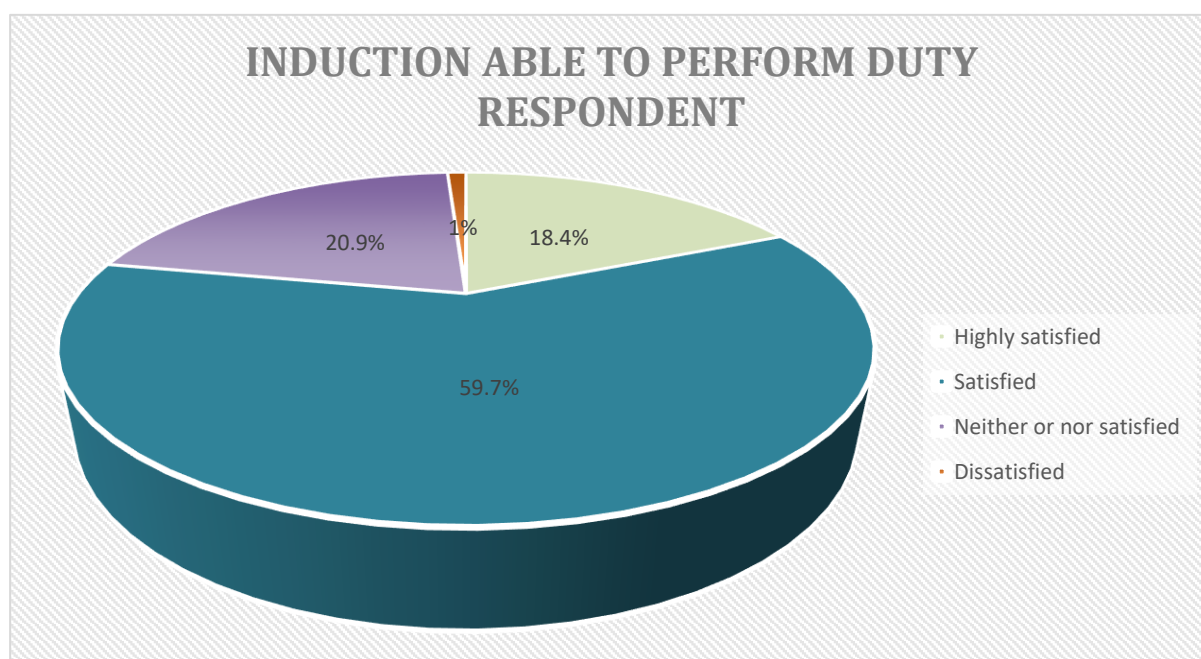
**Fig 4.21: Induction able to perform duty respondent**

Table 22: Induction Infuse knowledge and skills respondent

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Highly satisfied	54	26.9
Satisfied	79	39.3
Neither or nor satisfied	62	30.8
Dissatisfied	4	2
Highly dissatisfied	2	1
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction Infuse knowledge and skills of the response**, 26.9% of Highly satisfied, 39.3% of Satisfied, 30.8% of Neither or nor satisfied, 2% of Dissatisfied, and remaining 2% of Highly dissatisfied respondents.

INFERENCE

Majority responded Satisfied about the **Induction Infuse knowledge and skills** (48.8%)

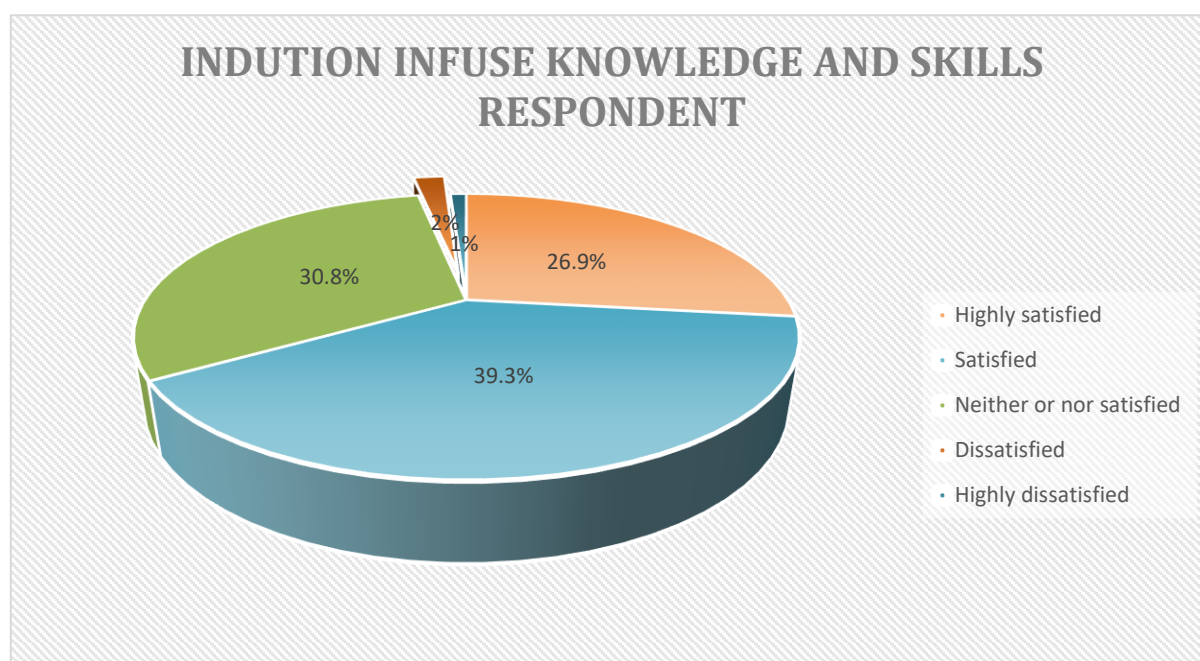
**Fig 4.22: Induction Infuse knowledge and skills respondent**

Table 23: Induction program was sufficient respondent

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Highly satisfied	33	16.4
Satisfied	88	43.8
Neither or nor satisfied	63	31.3
Dissatisfied	13	6.5
Highly dissatisfied	2	1
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction program was sufficient of the response**, 16.4% of Highly satisfied, 43.8% of Satisfied, 31.3% of Neither or nor satisfied, 6.5% of Dissatisfied, and remaining 1% of Highly dissatisfied respondents.

INFERENCE

Majority responded Satisfied about the Induction program was sufficient (43.8%)

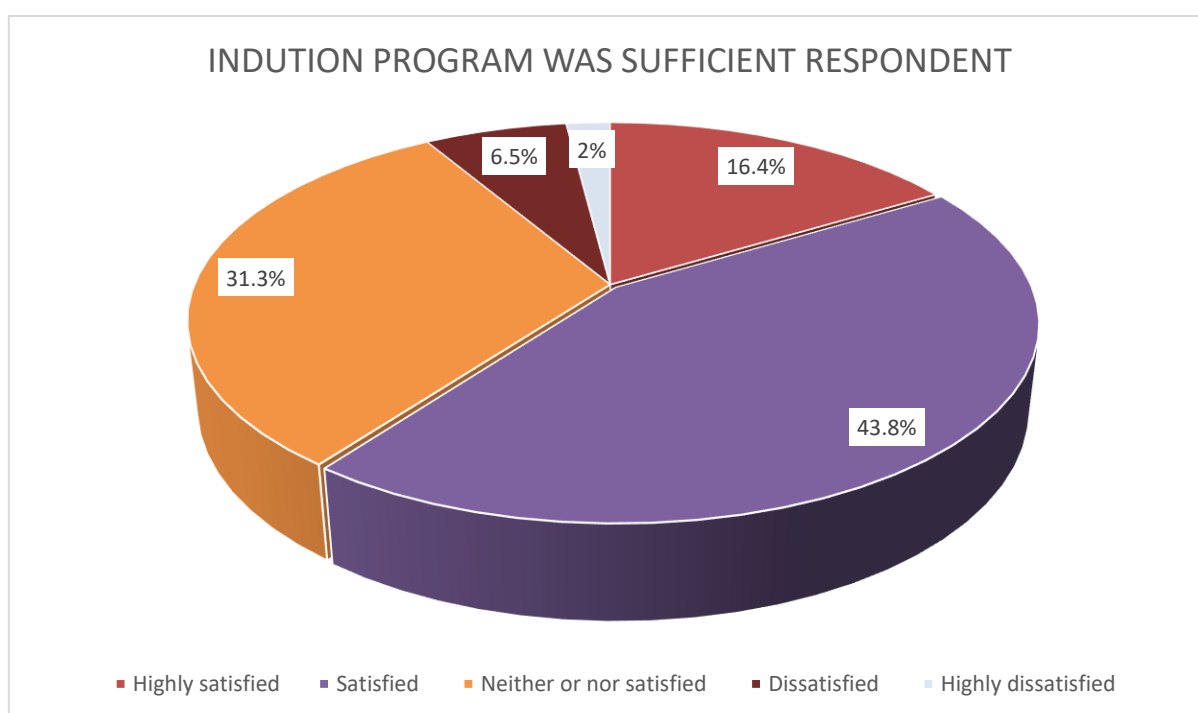
**Fig 4.23: Induction program was sufficient respondent**

Table 24: Induction feels me a member respondent

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Highly satisfied	52	25.8
Satisfied	100	49.8
Neither or nor satisfied	45	22.4
Dissatisfied	3	1.5
Highly dissatisfied	1	0.5
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction feels me a member of the response**, 25.8% of Highly satisfied, 49.8% of Satisfied, 22.4% of Neither or nor satisfied, 1.5% of Dissatisfied, and remaining 0.5% of Highly dissatisfied respondents.

INFERENCE

Majority responded Satisfied about the Induction feels me a member in an organisation (49.8%)

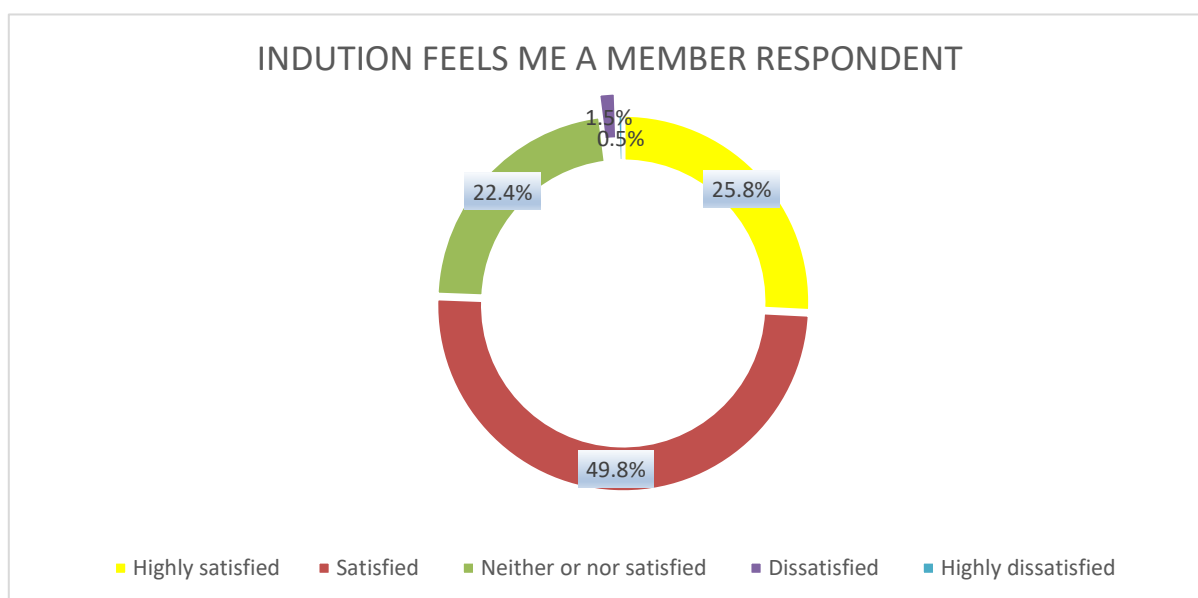
**Fig 4.24: Induction feels me a member respondent**

Table 25: Induction gives working efficiency respondent

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Highly satisfied	54	26.9
Satisfied	99	49.2
Neither or nor satisfied	44	21.9
Dissatisfied	4	2
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction gives working efficiency respondent of the response**, 26.9% of Highly satisfied, 49.2% of Satisfied, 21.9% of Neither or nor satisfied, and remaining 2% of Dissatisfied respondents.

INFERENCE

Majority responded Satisfied about the Induction gives working efficiency (49.2%)

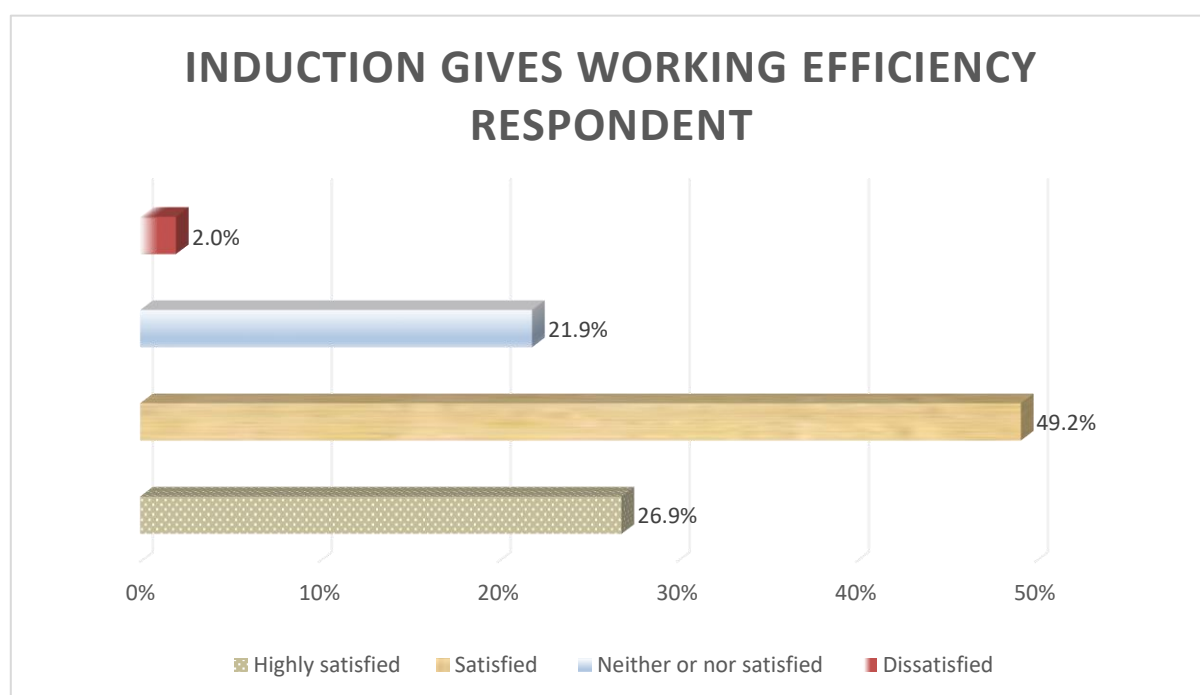
**Fig 4.25: Induction gives working efficiency respondent**

Table 26: Feedback gives me professional development after the Induction

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Highly satisfied	44	21.9
Satisfied	84	41.8
Neither or nor satisfied	67	33.3
Dissatisfied	6	3
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Feedback gives me professional development after the Induction of the response**, 21.9% of Highly satisfied, 41.8% of Satisfied, 33.3% of Neither or nor satisfied, and remaining 3% of Dissatisfied respondents.

INFERENCE

Majority responded Satisfied about the Feedback gives me professional development after the Induction (41.8%)

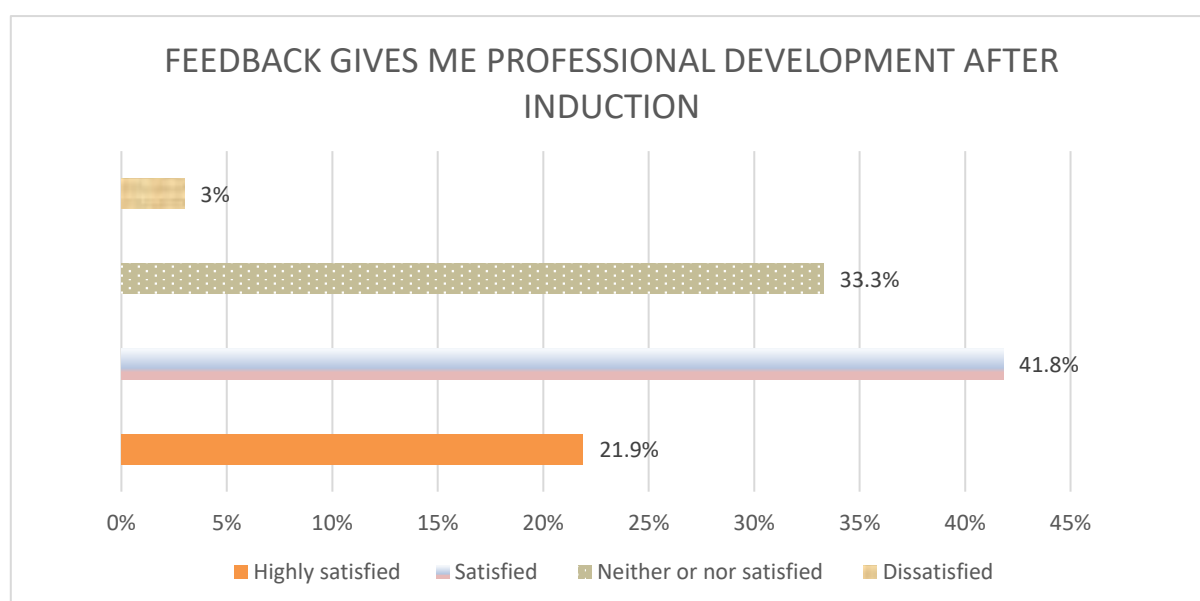
**Fig 4.26: Feedback gives me professional development after the Induction**

Table 27: Induction program feels me effective respondent

<i>Particular</i>	<i>No. of Respondent</i>	<i>Percentage of Respondent</i>
Highly satisfied	54	26.9
Satisfied	102	50.7
Neither or nor satisfied	39	19.4
Dissatisfied	6	3
Total	201	100

Source: Primary Data

INTERPRETATION

From the above table shows that the **Induction program feels me effective of the response**, 26.9% of Highly satisfied, 50.7% of Satisfied, 19.4% of Neither or nor satisfied, and remaining 3% of Dissatisfied respondents.

INFERENCE

Majority responded Satisfied about the Induction program feels me effective (50.7%)

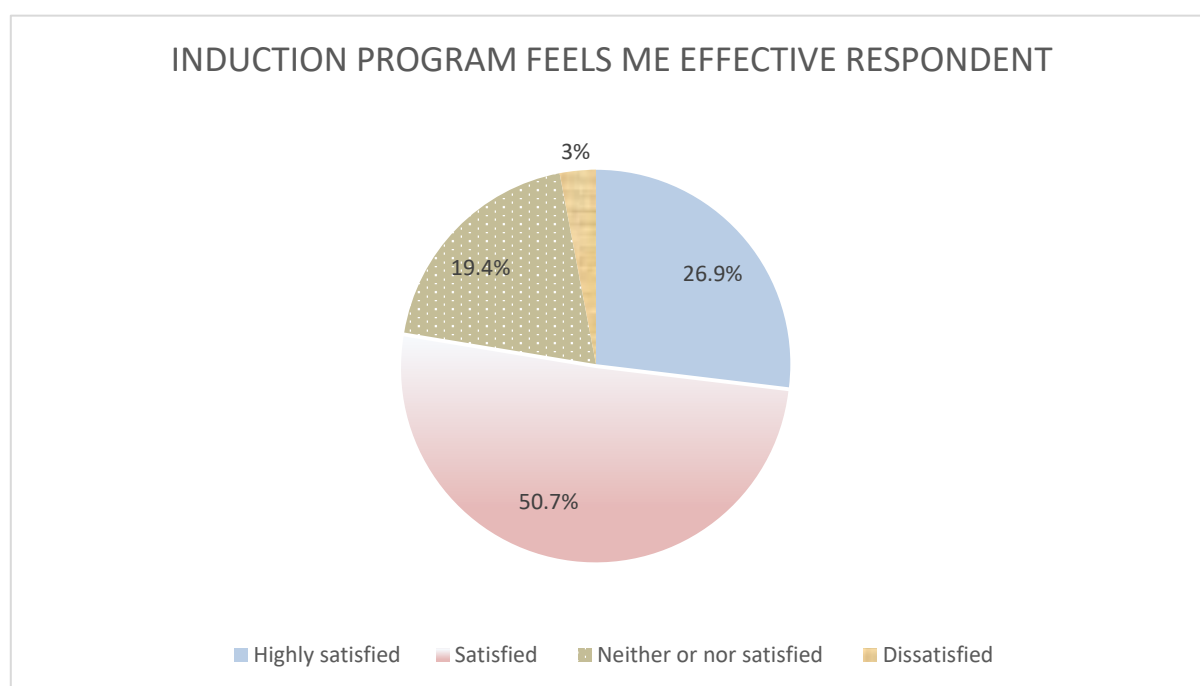


Fig 4.27: Induction program feels me effective respondent

Table 28: Factors settle down quickly in the new job respondent

<i>Particular</i>	<i>No. of Respondents</i>								
Statement	<i>Ratings (1-9)</i>								
	1	2	3	4	5	6	7	8	9
Work experience	1	4	1	8	12	66	51	38	20
Percentage of Respondent	0.5	2	0.5	4	6	32.8	25.4	18.9	9.9
Team	-	3	1	5	12	20	65	54	41
Percentage of Respondent	-	1.5	0.5	2.5	6	9.9	32.3	26.9	20.4
Motivation	-	-	10	5	22	42	57	42	23
Percentage of Respondent	-	-	5	2.5	10.9	20.9	28.4	20.9	11.4
Carrier	-	1	4	8	17	35	61	51	24
Percentage of Respondent	-	0.5	2	4	8.5	17.4	30.3	25.4	11.9
Satisfaction	-	-	6	7	25	48	61	33	21
Percentage of Respondent	-	-	3	3.5	12.4	23.9	30.4	16.4	10.4
Total No. of Respondent	201								

Source: Primary Data

INTERPRETATION

From the above table shows that the **Factors settle down quickly in the new job of following ratings as below,**

- 1) **Work experience** – 0.5% of 1, 2% of 2, 0.5% of 3, 4% of 4, 6% of 5, 32.8% of 6, 25.4% of 7, 18.9% of 8 and 9.9% of 9 rating respondents.
- 2) **Team** – 1.5% of 2, 0.5% of 3, 2.5% of 4, 6% of 5, 9.9% of 6, 32.3% of 7, 26.9% of 8 and 20.4% of 9 rating respondents.

- 3) **Motivation** – 5% of 3, 2.5% of 4, 10.9% of 5, 20.9% of 6, 28.4% of 7, 20.9% of 8 and 11.4% of 9 rating respondents.
- 4) **Carrier** – 0.5% of 2, 2% of 3, 4% of 4, 8.5% of 5, 17.4% of 6, 30.3% of 7, 25.4% of 8 and 11.9% of 9 rating respondents.
- 5) **Satisfaction** – 3% of 3, 3.5% of 4, 12.4% of 5, 23.9% of 6, 30.4% of 7, 16.4% of 8 and 10.4% of 9 rating respondents.

INFERENCE

- ★ Majority responded the Rating 6 for Work experience (32.8%)
- ★ Majority responded the Rating 6 for Team (32.3%)
- ★ Majority of the respondent Rated 7 for Motivation (28.4%)
- ★ Majority responded the Rating 7 for Carrier (30.3%)
- ★ Majority of the respondent Rated 7 for Satisfaction (30.4%)

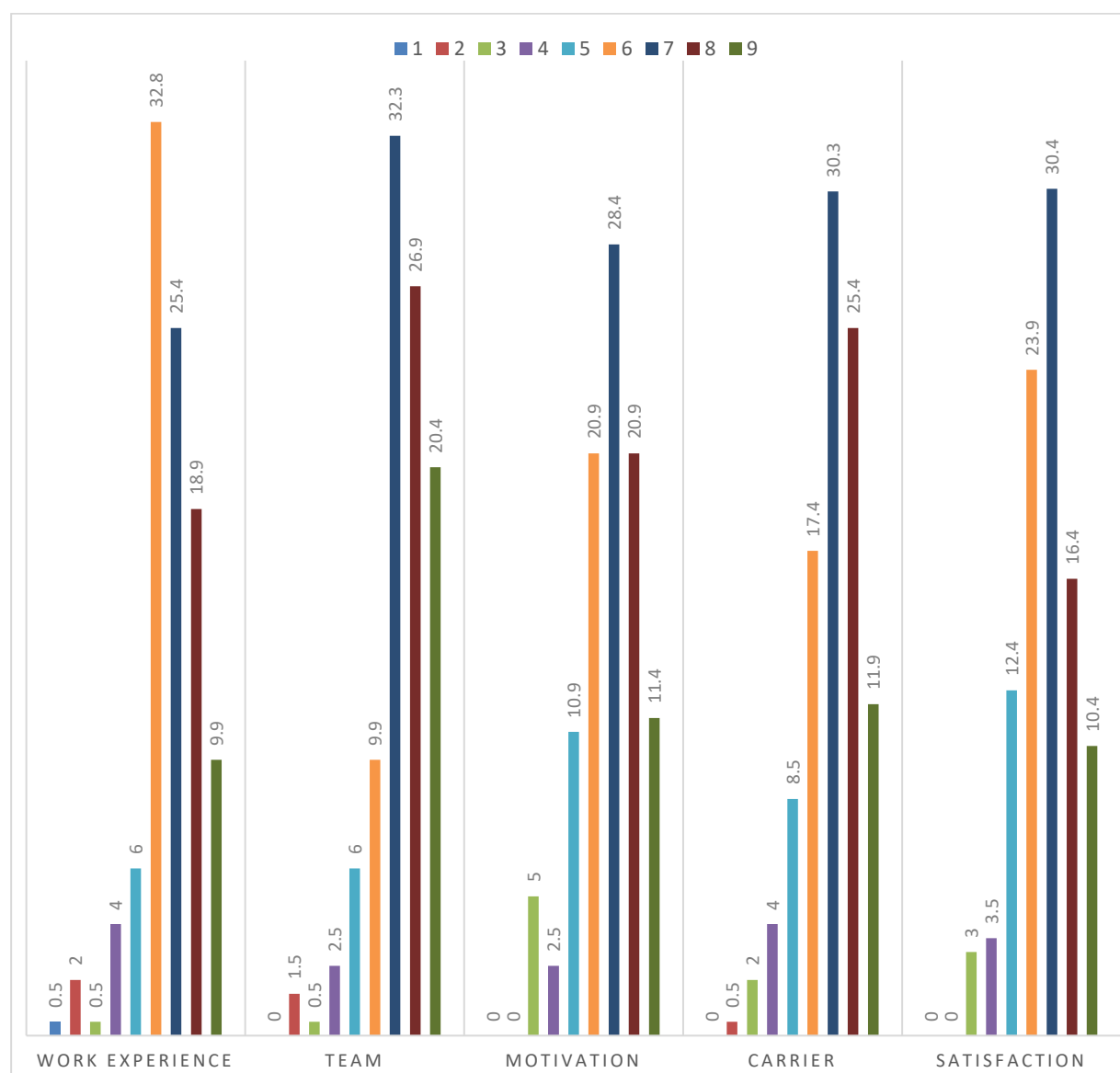


Fig 4.28: Factors settle down quickly in the new job respondent

4.2 CHI SQUARE TEST

HYPOTHESIS

- Null hypothesis (H0): There is no significant association between the work experience and opinion towards provision of job specific training opportunities.
- Alternative hypothesis (H1): There is a significant association between the work experience and opinion towards provision of job specific training opportunities.

Working experience * Opinion towards provision of job specific training opportunities							
Crosstabulation							
	Opinion towards provision of job specific training opportunities						
			Very Good	Good	Average	Poor	
Working experience	0-2 years	Count	11	39	25	2	77
		Expected Count	18.0	37.5	19.9	1.5	77.0
	3-5 years	Count	13	24	14	1	52
		Expected Count	12.2	25.4	13.5	1.0	52.0
	6-8 years	Count	11	23	11	1	46
		Expected Count	10.8	22.4	11.9	0.9	46.0
	More than 8 years	Count	12	12	2	0	26
		Expected Count	6.1	12.7	6.7	0.5	26.0
Total		Count	47	98	52	4	201
		Expected Count	47.0	98.0	52.0	4.0	201.0

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
<i>Pearson Chi-Square</i>	14.110 ^a	9	0.118
<i>Likelihood Ratio</i>	14.955	9	0.092
<i>Linear-by-Linear Association</i>	10.876	1	0.001
<i>N of Valid Cases</i>	201		

- a. 4 cells (25.0%) have expected count less than 5. The minimum expected count is .52.

b. $p = 0.118 > 0.05$

Hence the null hypothesis is accepted.

INTERPRETATION

Since p value 0.118 is greater than 0.05. So, null hypothesis is accepted. Hence, there is a no significant association between the work experience and opinion towards provision of job specific training opportunities.

4.3 ONE WAY ANOVA

- Null hypothesis (H₀): There is no significance difference in the Induction program gives working efficiency and the induction integrates the newcomer quickly and effectively.
- Alternative hypothesis (H₁): There is a significant difference in the Induction program gives working efficiency and the induction integrates the newcomer quickly and effectively.

DESCRIPTIVES								
Induction program gives working efficiency								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Very Good	59	2.033	0.182	0.023	1.986	2.081	2.00	3.00
Good	88	2.193	0.476	0.050	2.092	2.294	2.00	4.00
Average	50	2.620	0.490	0.069	2.480	2.759	2.00	3.00
Poor	4	2.500	1.000	0.500	0.908	4.091	2.00	4.00
Total	201	2.258	0.482	0.034	2.191	2.325	2.00	4.00

ANOVA					
Induction program gives working efficiency					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.119	3	3.373	18.241	0.000
Within Groups	36.428	197	0.185		
Total	46.547	200			

a. $p = 0.00 < 0.05$

INTERPRETATION

Since p value 0.00 is less than 0.05. So, null hypothesis is rejected, and alternate hypothesis is accepted. Hence, there is a significant difference in the Induction program gives working efficiency and the induction integrates the newcomer quickly and effectively.

4.4 RANK CORRELATION TEST

- Null hypothesis (H0): There is a positive relationship between the rating factors settle quickly in new job of Team, Motivation and Satisfaction.
- Alternative hypothesis (H1): There is a negative relationship between the rating factors settle quickly in new job of Team, Motivation and Satisfaction.

RANK CORRELATIONS				
		Team	Motivation	Satisfaction
Team	Pearson Correlation	1	.697**	.597**
	Sig. (2-tailed)		0.000	0.000
	N	201	201	201
Motivation	Pearson Correlation	.697**	1	.642**
	Sig. (2-tailed)	0.000		0.000
	N	201	201	201
Satisfaction	Pearson Correlation	.597**	.642**	1
	Sig. (2-tailed)	0.000	0.000	
	N	201	201	201

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

INTERPRETATION

Since r (0.642) is positive and higher than Team and Satisfaction, there is exists on high positive relationship between the rating factors settle quickly in new job of Team, Motivation and Satisfaction. So, null hypothesis is accepted.

CHAPTER 5

FINDINGS, SUGGESTIONS & CONCLUSION

5.1 FINDINGS

- ❖ Majority of the respondents are of 18-25 age (37.8%)
- ❖ Majority of the respondents are male (76.8%)
- ❖ Majority of the respondents are Unmarried (60.7%)
- ❖ Majority of the respondents are completing their UG studies (63.7%)
- ❖ Majority of the respondents are Engineers (50.7%)
- ❖ Majority of the respondents are having 0-2 years of experience (38.3%)
- ❖ Majority of the respondents are getting the monthly salary Above 15000 (74.6%)
- ❖ Majority respondents are Agreed that the Induction provides Warm welcome (38.3%)
- ❖ Majority of the respondents Agreed that the Induction provides Newcomer with skills and knowledge (48.3%)
- ❖ Majority of the respondents Agreed that the Induction provides the overview of Job roles and description (40.8%)
- ❖ Majority respondents are Agreed that the Induction helps to understand the company, its culture, structure, products & clients (46.2%)
- ❖ Majority respondents are Agreed that the Induction enables the Newcomer to meet colleagues with the working (51.7%)
- ❖ Majority responded Good that the Induction Integrates the Newcomer quickly and effectively (43.8%)
- ❖ Majority of the respondents said Good that the Induction program is well structured and pre-planned (44.3%)

- ❖ Majority of the respondents Agree that the Induction program covered policies like office hours, dress code, sick leave, and other policies (43.3%)
- ❖ Majority of the respondents Agreed that the Induction program explained clear regulations in the organisations (49.8%)
- ❖ Majority respondents are Agreed that the Induction program provided to understand about the company (47.8%)
- ❖ Majority respondents said Good that the Induction includes objectives and company goals (46.3%)
- ❖ Majority respondents said Good that the Induction covers the Range of communication like GD, Presentation skills, etc, (45.3%)
- ❖ Majority respondents said Good that the Induction provides Job specific training opportunities provided by learning & development in organisation (48.8%)
- ❖ Majority responded Satisfied about the Induction able to perform duty in organisation (59.7%)
- ❖ Majority responded Satisfied about the **Induction Infuse knowledge and skills** (48.8%)
- ❖ Majority responded Satisfied about the Induction program was sufficient (43.8%)
- ❖ Majority responded Satisfied about the Induction feels me a member in an organisation (49.8%)
- ❖ Majority responded Satisfied about the Induction gives working efficiency (49.2%)
- ❖ Majority responded Satisfied about the Feedback gives me professional development after the Induction (41.8%)
- ❖ Majority responded Satisfied about the Induction program feels me effective (50.7%)

Factors to settle down quickly in the new job findings are below.

- ✪ Majority responded the Rating 6 for Work experience (32.8%)
- ✪ Majority responded the Rating 6 for Team (32.3%)
- ✪ Majority of the respondent Rated 7 for Motivation (28.4%)
- ✪ Majority responded the Rating 7 for Carrier (30.3%)
- ✪ Majority of the respondent Rated 7 for Satisfaction (30.4%)

❖ *For Chi-square test,*

Since p value 0.118 is greater than 0.05. So, null hypothesis is accepted. Hence, there is a no significant association between the work experience and opinion towards provision of job specific training opportunities.

❖ *For One-way Anova test,*

Since p value 0.00 is less than 0.05. So, null hypothesis is rejected, and alternate hypothesis is accepted. Hence, there is a significant difference in the Induction program gives working efficiency and the induction integrates the newcomer quickly and effectively.

❖ *For Rank Correlation,*

Since r (0.642) is positive and higher than Team and Satisfaction, there is exists on high positive relationship between the rating factors settle quickly in new job of Team, Motivation and Satisfaction. So, null hypothesis is accepted.

5.2 SUGGESTIONS

Induction must help the employees to understand the company, its culture, structure, products and clients. But in this study, it has been found that the average & good score in this factor is 3,4. Hence necessary steps may be taken to impart the understanding about the company, its culture, structure, products and clients to the employees during their induction.

The statement of Induction infuses the knowledge and skills having the average score is higher other than the responses. Hence the management may give orientation to the newcomer and also guiding to do their work with proper skills and knowledge. so that it will be easier for them to do their work in that organization properly.

The management take steps like arrangement of a small tour, conduct of games to improve their team spirit.

5.3 CONCLUSION

Induction program is an integral part in building organization-employee relationship in accordance with job competence. The project is intended to study the Significance and the efficiency of induction in IT employees in Chennai. It is evident from the survey that in most of the factors the employees are satisfied with the induction programme. Almost all the respondents have similar opinion towards the important for the growth of the knowledge employee as well as company fact that induction integrates the newcomer quickly and effectively and also induction creates there is no transparent communication between the employees during their works.

The researcher suggested few steps to improve the effectiveness of induction programme & take care employees who have work experience. If the suggestions are considered, most of the IT companies in Chennai will succeed in all its induction program.

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ANNEXURE - I

A STUDY ON SIGNIFICANCE OF INDUCTION PROCESS TO INDUCE THE EFFICIENCY AMONG IT EMPLOYEES IN CHENNAI

The purpose of this questionnaire is to find out the Significance of Induction Process and the impact among IT employees in Chennai area. Please read carefully the questions and respond your opinion about the questions. Thank you.

***Required**

GENERAL QUESTIONS

1. NAME OF THE RESPONDENT *

2. GENDER *

Mark only one oval.

☐ Male

☐ Female

3. AGE OF THE RESPONDENT *

Mark only one oval.

☐ 18-25

☐ 26-35

☐ 36-40

☐ Above 40

4. MARITAL STATUS *

Mark only one oval.

☐ Married

☐ Unmarried

5. EDUCATIONAL QUALIFICATION *

Mark only one oval.

- ☐ HSC
- ☐ Diploma
- ☐ UG
- ☐ PG

6. DESIGNATION OF THE RESPONDENT *

Mark only one oval.

- ☐ Trainee
- ☐ Engineer
- ☐ Senior engineer
- ☐ Team leader
- ☐ Project Co-ordinator

7. KINDLY MENTION YOUR WORKING EXPERIENCE IN YEAR *

Mark only one oval.

- ☐ 0-2 years
- ☐ 3-5 years
- ☐ 6-8 years
- ☐ More than 8 years

8. KINDLY SHARE YOUR MONTHLY SALARY *

Mark only one oval.

- ☐ Below 5000
- ☐ 5000-10000
- ☐ 11000-15000
- ☐ Above 15000

QUESTIONS ABOUT INDUCTION PROGRAM

9. PLEASE PROVIDE YOUR OPINION ABOUT INDUCTION PROGRAM PROVIDES WARM AND SINCERE WELCOME TO THE NEW EMPLOYEE OF THE ORGANIZATION *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

10. PLEASE MENTION YOUR OPINION ABOUT INDUCTION PROVIDES THE NEWCOMER WITH KNOWLEDGE AND SKILLS TO DO THEIR DUTIES WELL *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

11. KINDLY MENTION YOUR OPINION ABOUT INDUCTION PROVIDES THE OVERVIEW OF JOB ROLES AND DESCRIPTION *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

12. INDUCTION PROGRAM HELPS TO UNDERSTAND THE COMPANY, ITS CULTURE, STRUCTURE, PRODUCTS AND CLIENTS. KINDLY MENTION YOUR OPINION *

Tick all that apply.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

13. PLEASE MENTION WHETHER THE INDUCTION PROGRAM ENABLE THE NEWCOMER TO MEET COLLEAGUES WITH WHOM THEY WILL BE WORKING *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

14. KINDLY MENTION IF THE INDUCTION INTEGRATES THE NEWCOMER QUICKLY AND EFFECTIVELY *

Mark only one oval.

- ☐ Very Good
- ☐ Good
- ☐ Average
- ☐ Poor
- ☐ Very Poor

15. PLEASE MENTION YOUR OPINION ABOUT THAT THE INDUCTION PROGRAM IS WELL STRUCTURED AND PRE-PLANNED *

Tick all that apply.

- ☐ Strongly agree

- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

16. KINDLY MENTION THE OPINION WERE OFFICE HOURS, DRESS CODE, SICKLEAVE AND OTHER POLICIES WERE ALSO COVERED ON FEW DAYS OF THE INDUCTION PROGRAM *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

17. PLEASE MENTION YOUR OPINION ABOUT THE REGULATIONS RELATING TO THE ORGANIZATION WERE CLEARLY EXPLAINED DURING THE INDUCTION PROGRAM*

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

18. THE INITIAL STUDY MATERIAL PROVIDED IS ENOUGH TO UNDERSTAND THE COMPANY PROCEDURES.KINDLY MENTION YOUR OPINION *

Tick all that apply.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral

☐ Disagree

☐ Strongly disagree

19. PLEASE MENTION YOUR OPINION ABOUT INDUCTION INCLUDES SETTING OUT WORK OBJECTIVES DEPARTMENT AND COMPANY GOALS *

Mark only one oval.

☐ Very Good

☐ Good

☐ Average

☐ Poor

☐ Very Poor

20. KINDLY MENTION YOUR OPINION ABOUT THE RANGE OF COMMUNICATION TECHNIQUES LIKE GROUP DISCUSSION AND PRESENTATIONS IS PRACTICED AS PART OF THE TRAINING PROCESS *

Mark only one oval.

☐ Very Good

☐ Good

☐ Average

☐ Poor

☐ Very Poor

21. KINDLY MARK YOUR OPINION ABOUT THE JOB- SPECIFIC TRAINING OPPURTUNITIES ARE PROVIDED BY THE LEARNING AND DEVELOPMENT ORGANIZATION *

Mark only one oval.

☐ Very Good

☐ Good

☐ Average

☐ Poor

☐ Very Poor

22. PLEASE PROVIDE YOUR OPINION ABOUT INDUCTION PROGRAM TOWARDS THE FOLLOWING *

Mark only one oval per row.

STATEMENT	HIGHLY SATISFIED	SATISFIED	NEITHER OR NOR SATISFIED	DISSATISFIED	HIGHLY DISSATISFIED
<i>I am able to perform my duty in the organization</i>	☐	☐	☐	☐	☐
<i>The induction programme is managed to infuse proper knowledge and skills into us</i>	☐	☐	☐	☐	☐
<i>Duration of the induction program was sufficient</i>	☐	☐	☐	☐	☐
<i>At the end of the week, I felt like a member of the Team in an organization</i>	☐	☐	☐	☐	☐
<i>I feel that the program will gives me a working efficiency</i>	☐	☐	☐	☐	☐
<i>I have received feedback based on assessing me that I can use to guide my professional development</i>	☐	☐	☐	☐	☐
<i>I feel that the program is highly effective and found it energizing for future</i>	☐	☐	☐	☐	☐

23. KINDLY RATE THE FACTOR THAT HELPS TO SETTLE DOWN QUICKLY IN THE NEW JOB *

Mark only one oval per row.

STATEMENT	1 (V.V POOR)	2	3	4	5	6	7	8	9 (EXCELLE NT)
WORK EXPERIENCE	☐	☐	☐	☐	☐	☐	☐	☐	☐
TEAM	☐	☐	☐	☐	☐	☐	☐	☐	☐
MOTIVATION	☐	☐	☐	☐	☐	☐	☐	☐	☐
CARRIER	☐	☐	☐	☐	☐	☐	☐	☐	☐
SATISFACTION	☐	☐	☐	☐	☐	☐	☐	☐	☐

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