

Establishing the Relationship Between Job Orientation and Employee Performance in Rwanda, Nyagatare District Local Government

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Abstract:-This study sought to establish the relationship between job orientation and employee performance in Rwanda, Nyagatare District Local Government. The researcher adopted a cross-sectional design using a sample of 131 respondents. Quantitative data was analysed using descriptive statistics, correlation and regression analyses. It was established that orientation and performance positively significantly predicted employee performance. It was hence concluded that, if staff receive briefing about working condition, organisational policies, understanding job procedures and job rewards significantly influence job performance. It was thus recommended that government agencies including local governments other organisations should put emphasis on briefing new staff about working conditions, policies, job procedures and job rewards.

Key Words: Job orientation, employee performance

I. INTRODUCTION

Organisations have apparently prospered based on their existing human resources. Human resources are probably the only resource that must be available for the organization to function, the size or quality of human resource notwithstanding (Obong'o, 2014). It is important that business owners and employers realise the essential role played by this resource and the success that is brought thereby in terms of skills and abilities that they exhibit (Price, 2007).

Theoretical Review

The theory that underpinned this study was the Herzberg's Two Factor Theory which the hygiene and motivation factors theory. This theory which according to Chandan (2010) unveils certain factors in that cause job satisfaction leading to job performance, and a separate set of factors that cause dissatisfaction will be the basis of this study. Akrani (2010) states that Herzberg's theory of motivation is also called 'Two Factor Theory', 'Dual Factor Theory' and 'Hygiene/Maintenance Theory of Motivation'. Akrani (2010) points out that according to Herzberg, the Hygiene Factors do little contribution to provide job satisfaction. Herzberg called these factors "dissatisfiers" as their absence cause dissatisfaction but their presence is not motivating but only prevent dissatisfaction. The hygiene factors meet man's needs to avoid unpleasantness but do not motivate them to take more interest in the work. Hygiene factors when provided create a favourable environment for motivation and prevent job

dissatisfaction. They are related to the conditions under which a job is performed. When employer is unable to provide enough of these factors to his employees, there will be job dissatisfaction. However, if they are provided, they will not necessarily act as motivators. They will just lead employees to experience no job dissatisfaction. Such hygiene factors are; company's policies and administration, supervision, working conditions, interpersonal relations with superiors and other subordinates, salary, job security, status, personal life, and employee benefits.

Regarding the motivating factors, these act as forces of job satisfaction. They create positive and a longer lasting effect on employee's performance and are related to work itself. Accordingly, adequate provision of such factors, the 'Satisfiers' makes people happy with their jobs because they serve man's basic needs for psychological growth. In addition, they also motivate employees in their work. These factors are achievement, recognition for accomplishment, increased responsibility, opportunity for growth and development, and creative and challenging work. Motivating factors motivate subordinates to take more interest in the work. They raise efficiency and productivity of employees. According to Herzberg (1959) motivating factors are essential in order to provide job satisfaction and in order to maintain a high level of job performance. Employees will not have job satisfaction if the motivating factors are not provided in sufficient quality by the employer. This theory identified HRD as part of motivating factors that enhanced employee job performance. This theory thus helped in relating HRD to employee performance.

II. REVIEW OF RELATED LITERATURE

Job Orientation and Employee Performance

Different scholars such have studied orientation and employee performance, For instance, as Alabi (2004) studied the relevance of staff development programmes to staff performance in the school system using teachers in Nigeria as units of analysis. Longitudinal results of the study revealed that orientation programmes fell into two categories namely, informational on matters such as pay and work schedules, and personal adjustment programmes for meaningful interactions between the new employee and other people for whom and

with whom he/ she will work. Orientation programme could last for between a day and a week, and involved activities such as visitation, seminars and meetings. The results further showed that orientation given to new employees gave them a good start for better performance because it provided new employees with basic information regarding working conditions, policies, procedures, pays and benefits, and introduced management and co-workers.

Brockman and Morgan (2003) carried out a study on the role of existing knowledge in new product innovativeness and performance in a critical review. The findings of their study showed that employee orientation enabled learning and sharing by employees which helped them to better understand customer needs and be more responsive to market opportunities. Janz and Prasarnphanich (2003) sought to understand the antecedents of effective knowledge management basis their analysis on existing literature. The findings of their study revealed that employees providing employee orientation was focus on employee well-being providing a healthy environment for employees, which reduced their stress and enhanced their satisfaction and commitment hence better job performance. Further, their study revealed that, an employee-oriented climate facilitates cooperative learning and knowledge sharing which promoted job performance.

Kavoo-Linge and Kiruri (2013) studied the effect of placement practices employee performance using staff of small service firms in the information technology sector in Kenya. Placement which implied orientation was studied in terms of induction policy, guidance, initial training, bonding and providing job information. Correlational results of the study established strong association between employee placement and job performance. Kebenei (2014) studied effects of induction (orientation) programs on employee job performance with staff of Eldoret water and sanitation as units of analysis. Descriptive findings of the study indicated that induction programs enhanced employee job performance. This was because induction provided new employees with information, conveyed employers' expectations relieving the new employees' anxieties about the job and built workplace relationships by allowing two way interactions.

Janz & Prasarnphanich (2008) studied how critical was employee orientation for customer relationship management using employees of an express service operating in the UK automotive services industry as the study sample. Through interviews, the study found out that orientation reflected an organisation's value system in terms of rewards and provided a warm and supportive environment to the employees enhancing their job performance. Zhang (2010) studied employee orientation and performance staff of wholly owned subsidiaries of multinational companies operating in China as units of analysis. Regression results of the study revealed that employee orientation had a significant relationship with a subsidiary's innovation and financial performance because

orientation indicated acting responsibly toward employees and they reciprocated this with higher performance.

The studies above expended sufficient effort to relate job orientation and employee job performance. However, a number of gaps arise at conceptual and methodological levels. At contextual level, all the studies above were not carried out in Uganda and outside local government contexts. For instance, the study by Alabi (2004) was carried out Nigeria, study by Plakoyiannaki et al. (2008) in the UK and the studies by Kavoo-Linge and Kiruri (2013) and Kebenei (2014) in Kenya. At methodological level, the studies by Brockman and Morgan (2003) and Janz and Prasarnphanich (2003) were critical reviews based on literature review. This thus called for this empirical study basing on the context of Ugandan local governments.

III. METHODOLOGY

The study adopted both quantitative and qualitative research approaches for the study involved both statistical data and oral statements from interviews for in-depth analysis. The quantitative approach was used for descriptive statistics and statistical inferences. The qualitative approach provided data for in-depth analysis (Fassinger& Morrow, 2013). This study adopted a cross-sectional design by which either the entire population or a subset thereof is selected. Cross-sectional information gathered represented what is going on at a particular point in time (Bordens& Abbott, 2011). This design was chosen because it enabled the researcher collect data at the same time hence helping to reduce data collection costs and save time. This design also enabled the researcher to analyse data both quantitatively and qualitatively as it allowed collection of data using a questionnaire survey and an interview guide.

Sample size determination and sampling method

A study sample of 131 respondents were purposively and systematically selected. This sample was arrived at using Krejcie& Morgan (1970). Using Simple random sampling and purposive sampling methods were used for the study because simple random sampling ensured that each individual is chosen randomly and entirely by chance, thus giving each individual in the population the same probability of being chosen for the study (Onen, 2005) and Purposive sampling was used to select particular people to provide in-depth views since the study was both quantitative and qualitative (Patton, 2003).

Data Analysis

Data were collected using self-administered structured questionnaire, interview guide and through documentary review. Quantitative data were analyzed using descriptive and inferential statistics in SPSS (21.0) while qualitative data was thematically integrated into quantitative results after content analysis.

IV. RESULTS AND DISCUSSION

To establish the Relationship between Job Orientation and Employee Performance in Nyagatare District Local Government

To establish the relationship between relationship between job orientation and employee performance, a number of items investigating job orientation were put to the respondents. The items studied included the respondents receiving briefing about working conditions on appointment, being guided through the policies on the district on appointment, being helped to understand their job procedures on appointment and being briefed about their job rewards on getting this job. The items also included the respondents being introduced to colleagues upon reporting on the job, sharing job knowledge when they reported on the job, being instructed for some days

on how to go about their job on appointment and being helped to understand their expectations by their superiors on reporting. Further, the items included receiving a warm reception when they reported on the job and receiving support to fit well on my job on their appointment. The above items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. Basing on the five-point Likert scale that was used, the median score of three was considered undecided ($1+2+3+4+5 = 15/5 = 3$) while the mean above the median score indicated that the respondents agreed and the mean below median score indicated that the respondents disagreed. For each of the above items measuring risk assessment, descriptive statistics that include frequencies, percentages and means are presented. The results on the items are given in Table 1

Frequencies, Percentages and Means of Job Orientation

Employee Performance	SD	D	U	A	SA	Mean
I received briefing about working conditions on appointment	-	-	-	50 40.3	74 59.7	4.60
I was guided through the policies of the district on appointment	2* 1.6**	19 15.3	-	61 49.2	42 33.9	3.99
I was helped to understand my job procedures on appointment	8* 6.5**	25 20.2	10 8.1	56 45.2	25 20.2	3.57
I was briefed about my job rewards on getting this job	-	-	-	72* 58.1**	52 41.9	4.42
I was to introduced to colleagues upon reporting on the job	13* 10.5**	33 26.6	-	51 41.1	27 21.8	3.37
I was helped to share job knowledge when I reported on the job	14* 11.3**	31 25.0	13 10.5	50 40.3	16 12.9	3.19
I was instructed for some days on how to go about my job on appointment	18* 14.5**	28 22.6	21 16.9	49 39.5	8 6.5	3.05
I was helped to understand expectations of my superiors on reporting	6* 4.8**	28 22.6	2 1.6	56 45.2	32 25.8	3.65
I received a warm reception when I reported on the job	15* 12.1**	18 14.5	10 8.1	55 44.4	26 21.0	3.48
I received support to fit well on my job on appointment	25* 20.2**	47 37.9	-	35 28.2	17 13.7	2.77

The results in Table 1 regarding whether employees received briefing about working conditions on appointment, the majority percentage (59.7%) of the respondents strongly agreed with 40.3% agreeing. The mean = 4.60 which on the five-point Likert scale (from a minimum of 1 for the worst case scenario strongly disagree to a maximum of 5, which is the best case scenario strongly agree) that was used to measure responses was close to 5 which indicated strongly agreed. This suggested that the briefing about working conditions on appointment provided to employees was very good. In the interviews, regarding what briefing about working conditions was given to staff, several responses were given. One respondent stated, "Staff are briefed by their head of department on terms of employment, benefits and expectations." Another respondent stated, "It is a requirement to help staff get acclimatised on their job and provide them their job description such that they know what they are supposed to do." Another respondent stated, "Staff through

workshops and meetings are informed of the their job requirements and expectations such that they easily get on their jobs." The above results mean that staff were briefed about working conditions.

With respect to staff being guided through the policies of the district on appointment, cumulatively the majority percentage (83.1%) of the respondents agreed with 16.9% disagreeing. The mean = 3.99 close to four suggested that the respondents agreed that guided through the policies on the district on appointment. In the interviews, the respondents revealed that new employees are guided through policies of the district in staff meetings, orientation workshops and for staff higher level through attending district council sessions. It was indicated that staff are accessed policy briefs on performance, District Council Policies and are accessed materials to help them understand their jobs such as the handbook on principles of service delivery in Uganda's local governments. Accordingly, this helped staff to know their jobs and work

according to the objectives of their jobs. These views suggest that staff were guided through the policies of the district on appointment.

In relation to whether employee were helped to understand their job procedures on appointment, cumulatively the majority percentage (65.4%) agreed with only 26.7% disagreeing while 8.1% were undecided. The mean = 3.57 was close to four, which meant that the respondents agreed. The above results suggested that employees were helped to understand their job procedures on appointment. In the interviews, it was revealed that all staff on appointment were helped to understand their job procedures on appointment. Accordingly, this was the responsibility of the heads of department and immediate superiors who took the new employee through the procedures of carrying out their jobs. The respondents also revealed that new employees got briefed through regular meetings and workshops.

With respect to employees being briefed about their job rewards on getting the jobs, the majority percentage (58.1%) of the respondents agreed with 41.9% disagreeing. The mean = 4.42 which was close to 4 indicated that the respondents agreed. This suggested that new staff were briefed about the job rewards on getting this job. In the interviews, the respondents revealed that staff rewards such as remuneration were stated in the appointment letters issued to new staff. Therefore, they took up the jobs knowing how much they would be paid. It was also revealed that for other rewards such as subsistence allowance while on special duty and per diem these who specified in the circulars which all staff had access to. Therefore, employees on recruitment were briefed about their job rewards on getting the jobs.

As regards to staff being introduced to colleagues upon reporting on the job, cumulatively the majority percentage (62.9%) agreed with 37.1% disagreeing. The mean = 3.37 was close to median score, three, meaning that the respondents were undecided. The mean close to median that is the average suggested that introduction to colleagues upon reporting on the job was fair. In the open responses of the questionnaire survey, several respondents indicated that they were introduced to colleagues on appointment. One respondent stated, "On my first day of appointment, I was taken around the district head quarters by my head of department who introduced me to every colleague present." On other respondent stated, "I was introduced to colleagues in a hastily organised meeting on my assumption of duty." However, one respondent stated, "I was only introduced to my office workmates and the rest I got to know them through different events." Overall, the results show that that staff being introduced to colleagues upon reporting on the job.

Concerning whether new employees were helped to share job knowledge when they reported on the job, cumulatively the larger percentage (53.2%) agreed with 36.3% disagreeing and 10.5% being undecided. The mean = 3.19 was close to median score, three, meaning that the respondents were undecided.

The mean close to the median score suggested that fairly new employees were helped to share job knowledge when they reported on the job. Relatedly, as to whether new staff were instructed for some days on how to go about their jobs on appointment, the larger percentage (46.0%) agreed, 35.1% disagreed while 16.9% were undecided. The mean the mean = 3.05 was close to median score, three, meaning that the respondents were undecided. The mean close to the median score indicated that fairly new employees were instructed for some days on how to go about their jobs on appointment. Sill, as to whether new employees were helped to understand expectations of their superiors on reporting, cumulatively the majority percentage (71.0%) of the respondents agreed with 27.4% disagreeing while 1.6% were undecided. The mean = 3.65 which was close to 4 indicated that the respondents agreed. This suggested that new employees were helped to understand expectations of their superiors on reporting.

In relation to new staff receiving a warm reception when they reported on the job, cumulatively the majority percentage (45.5%) of the respondents agreed, 26.6% disagreeing and 8.1% being undecided. The mean = 3.48 was close to median score, three, meaning that the respondents were undecided. The mean close to median that is the average suggested that the reception given to new staff when they reported on the job was fair. In the open responses of the questionnaire survey, several respondents indicated that the reception they received was not bad. For instance, one respondent stated, "Each time I meet a new colleague, he/ she introduced himself to me and soon I was able to know all staff. Another respondent stated, "Some colleagues invited me out for an evening. However, it should have been better if the reception was organised by management such that I interacted with all staff formally." Also a respondent remarked, "There is need for simple welcome ceremonies such that one does not take long to get used. Management of the district has failed to do this." The views presented above show that staff received warm reception from colleagues although, the receptions were not formally organised by the administration of the district.

As regards new staff receiving support to fit well on their jobs on appointment, cumulatively the larger percentage (63.1%) of the respondents disagreed with the remaining 41.9% agreeing. The mean = 2.77 was slightly below the median score, three, suggesting that the respondents were undecided. The mean slightly below the average suggested that to a lesser extent, staff received support to fit well on their jobs on appointment. Open responses of the questionnaire, the respondents revealed that largely support was lacking. One respondent stated, "Other than exchanging courtesy pleasantries with different colleagues, the district did not offer any support in terms of financing, I had to find means of completing my first month to get salary in a hard way." Another respondent stated, "There is nothing offered to new staff such as accommodation, advance payment or feeding to help one settle on the job and this is very stressful." Generally, the above were the views echoed by those that provided

responses. This means that support offered to new staff is poor.

To establish the overall perspective of how the respondents rated of how orientation for the district staff was carried out, an average index of employee orientation was computed for the 10 items measuring employee orientation. The summary of the statistics on the same were the mean = 3.65 and a standard deviation = 0.484. The results show that the overall mean was good that is close four indicating that the respondents were agreed that there was employee orientation. This meant that the respondents rated employee orientation to be good. The low standard deviation suggested low dispersion in the responses which suggested normal distribution of the results.

V. CONCLUSION AND RECOMMENDATIONS

Conclusion

It was concluded, regarding relationship between employee orientation and employee performance, new staff receiving briefing about working condition, being guided through the policies, being helped to understand job procedures and job rewards significantly influenced job performance. However, introducing new employee to colleagues, share job knowledge, receiving instructions, receiving warm reception and helping new staff understand expectations of their superiors fairly influenced job performance.

Recommendation

It was recommended that, government agencies including local governments and other organisations should put emphasis on briefing new staff about working conditions, policies, job procedures and job rewards.

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