Establishing the relationship between job orientation and employee performance in Bushenyi District Local Government, Uganda

Abenanye Jackline
Kyambogo University- Uganda

Abstract: **This study sought to establish the relationship between job orientation and employee performance. 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 positively and significantly predicted employee performance. It was hence concluded employee orientation through, 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. It was thus recommended that employee orientation through 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, and Human resource**.

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).

II. THEORETICAL REVIEW

The study was guided by Herzberg's two Factor Theory, 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 was 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.

III. 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.

IV. 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

The researcher used a sample of the population that is the number of selected respondent's representation a population. To support the statement above, Sekaran (2003), argues that collecting data from the entire population would be practically impossible and it would be very difficult to examine every element in the population. The sample size of 131 respondents was drawn from an accessible population of 194 respondents determined using the Morgan & Krejcie (1970)

Table 1: Population, Sample Size and Sampling Techniques

Category of Population	Population Size	Sample Size	Sampling Technique
CAO	1	1	Purposive sampling
Assistant CAO	1	1	
Personnel Officers	2	2	
Departmental Heads	6	6	
Capacity Building Committee Members	5	5	
LG Lower cadres	179	116	Simple Random sampling
Total	**194**	**131**	

Source*:* Bushenyi District Local Government Personnel List (2020) and determined using the Table for Small Sample Technique (Krejcie & Morgan, 1970).

Data Analysis

Quantitative data was analysed at three levels that are namely univariate, bivariate and multivariate. The data analysis at univariate level was carried out using descriptive statistics that that were the frequencies, mean and standard deviation. At bivariate level, the dependent variable employee performance was correlated with each of the three independent variables from which hypotheses were developed, namely job orientation, training and performance assessment. At multivariate level, the dependent variable was regressed on the three independent variables. The Statistical Package for Social Sciences (SPSS 20.0) was used in carrying out analysis.

Qualitative analysis was carried out suing two methods, namely discursive and thematic methods. The discursive method was aimed at the detail of the text interpreting the analysed text and attributing meaning. On the other hand, thematic analysis was used to cluster data with similar meaning together (Madill & Gough, 2008). Data was interpreted by content analysis composing explanations and substantiating them using the respondents open responses. While analysing qualitative data, conclusions were made on how different variables are related.

V. RESULTS AND DISCUSSION

Background Characteristics

This section presents facts about the respondents, namely; gender, age category, education levels, working experience and positions of the respondents in the district. The data on background characteristics of the respondents is given in Table 2.

Table 2: Respondents Background Characteristics

Item	Categories	Frequency	Percent
Gender of the Respondents	Male	71	57.3
	Female	53	42.7
	Total	**124**	**100.0**
Age Category	Below 30 Years	22	17.7
	30-40 Years	44	35.5
	41-50 Years	49	39.5
	Above 50 Years	9	7.3
	Total	**124**	**100.0**
Education levels	Diploma	25	20.2
	Bachelors Degree	82	66.1
	Post Graduate Qualification	17	13.7
	Total	**124**	**100.0**
Working experience	Less than 5 years	18	14.5
	6-10 years	46	37.9
	10 and above years	59	47.6
	Total	**124**	**100.0**
Positions in the district	Administrative Staff	20	16.1
	Technical Staff	104	83.9
	Total	**124**	**100.0**

Source: Primary Data

The results on gender show that the modal percentage (57.3%) was males with females being 42.7%. This suggested that the larger percentage of the respondents were males. In relation to age category of the respondents in years, the results showed that the modal percentage (39.5%) of the respondents was of those that were between 41-50 years followed by 35.5% who were between 30-40 years, then 17.7% who were below 30 years and the smaller percentage (7.3%) were those above 50 years. This means that majority of the respondents were those that were above 30 years. The results on the highest level of education attained by the respondents showed that the modal percentage (66.1%) of the respondents was of those who had bachelor degrees, 20.2% had diplomas and 13.7%chad post graduate qualifications. This suggests most of the respondents had higher levels of education that is bachelor degrees and post graduate qualifications. With respect to the working experience of the respondents, the modal percentage (47.6%) had worked for 10 and above years, followed by 37.9% who had worked for 6-10 years and 14.5% had worked for less than five years. The results mean that most of the respondents had a higher working experience of more than five years. With regard to the working experience of the respondents, the modal percentage (83.9%) of the respondents was of technical staff while 16.1% were administrative staff. This means the dominant category of the respondents were the technical staff. The above background characteristics of the respondents helped in obtaining data representative of the different categories of staff working for the district.

Description of the Dependent Variable: Employee Performance

The self-administered questionnaire showed that the dependent variable (DV) namely, employee performance was measured using 11 items. The 11 items measuring employee performance were whether staff ensured quick completion of projects, at the specified time, excellently and ensured improvement projects implementation. The items also included whether staff delivered projects at the cheapest cost, according to plan, ensured improvement in the handling of services delivery challenges and were creative. Further the items included whether staff were always present to execute their duties, participated in all meetings required to attend and contributed enthusiastically to the success of the teams. 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 employee performance, descriptive statistics that include frequencies, percentages and means are presented. The results are as presented in.2 below.

Table 3: Frequencies, Percentages and Means of Employee Performance

Employee Performance	SD	D	U	A	SA	Mean
Ensure quick completion of projects	16* 12.9**	22 17.7	19 15.3	43 34.7	24 19.4	3.00
I complete projects at the specified time	7* 5.6**	32 25.8	20 16.1	41 33.1	24 19.4	3.35
I implement projects excellently	13* 10.5**	14 11.3	-	60 48.4	37 29.8	3.76
I ensure improvement in projects implementation	15* 12.1**	31 25.0	-	53 42.7	25 20.2	3.34
I deliver projects at the cheapest cost	21* 16.9**	29 23.4	-	49 39.5	25 20.2	3.23
I deliver projects according to plan	9* 7.3**	17 13.7	-	92 74.2	6 4.8	3.56
I ensure improvement in the handling of services delivery challenges	6* 4.8**	28 22.6	-	64 51.6	26 21.0	3.61
I ensure creativity in projects implementation	6* 4.8**	27 21.8	-	69 55.6	22 17.7	3.60
I am always present to execute my duties	3* 2.4**	5 4.0	-	91 73.4	25 20.2	4.04
I participate in all meetings I am required to attend	-	6* 4.8**	-	106 85.5	12 9.7	4.00
I contribute enthusiastically to the success of my team	-	4* 3.2**	-	94 75.8	26 21.0	4.15

* Frequencies

**Percentages

The results in Table 2 on whether employees ensured quick completion of projects showed that cumulatively, the larger percentage (51.4%) of the respondents agreed, 30.6% disagreed while 15.3% were undecided. The mean = 3.00 equal to the median score, three, which on the five-point Likert scale used to measure the items corresponded to undecided, mean that the respondents were undecided. The median score being the average, this meant that employees' completion of projects was fair. As to whether employees completed projects at the specified time, cumulatively the larger percentage (52.5%) agreed while 31.4% disagreed with 16.1% being undecided. The mean = 3.35 close to the median score, three, that corresponded to undecided, suggested that the respondents were undecided. With the results close to the average, the results suggested that fairly, employees completed projects at the specified time. With respect to employees implementing projects excellently, cumulatively the larger percentage (78.2%) agreed and 21.8% disagreed. The mean = 3.76 close to four which corresponded to agree indicated the respondents agreed. This suggested that the respondents indicated that the respondents' implementation of projects was good.

With respect to employees ensuring improvement in projects implementation, cumulatively the larger percentage (62.9%) agreed with 37.1% disagreeing. The mean = 3.34 close the median score, three, which corresponded to undecided indicated the respondents were undecided. This suggested that the respondents indicated that fairly employees ensured improvement in projects implementation. As regards to employee delivering projects at the cheapest cost, cumulatively the larger percentage (59.7%) agreed with 40.3% disagreeing. The mean = 3.2 close to the median score, three, corresponded to undecided which meant that the respondents were undecided. With the respondents being undecided which is the average, it meant that the respondents indicated that fairly employees fairly delivered projects at the cheapest cost. Regarding employees delivering projects according to plan, cumulatively the majority percentage (79.0%) agreed with 21.0% disagreeing. The mean = 3.56 close to which corresponded with agreed, implying that the respondents agreed. The results being close to four above the average suggested that the employees delivered projects according to plan.

Concerning whether employees ensured improvement in the handling of services delivery challenges, cumulatively the majority percentage (72.6%) of the respondents agreed while 27.4% disagreed. The mean = 3.61 close the median score, three, which corresponded to agree indicated the respondents agreed. This suggested that the respondents indicated that they ensured improvement in the handling of services delivery challenges. As to whether employees ensured creativity in projects implementation, cumulatively the majority percentage (73.3%) agreed while 26.6% disagreed. The mean = 3.60 close to four which corresponded to agree implied that the respondents agreed. This meant that the respondents indicated that they ensured creativity in projects implementation.

As to whether, the employees were always present to execute their duties, the majority percentage (93.6%) agreed while 6.4% disagreed. The mean = 4.04 close to four that corresponded to agree meant that the respondents were agreed that were always present to execute their duties. With regard to employees participating in all meetings they required to attend, cumulatively the majority percentage (95.2%) agreed while 4.8% disagreed. The mean = 4.00 equal to four which corresponded with agree implied that the respondents agreed. This meant that the respondents indicated that they participating in all meetings they required to attend. Regarding to whether they contributed enthusiastically to the success of their teams, cumulatively the majority percentage (96.8%) of the respondents agreed with only 3.2% disagreeing. The mean = 4.15 close to four which corresponded with agree implied that the respondents agreed. This meant that the respondents indicated that they contributed enthusiastically to the success of their teams.

To establish an overall picture of how the respondents rated employee performance of the district staff, an average index of employee performance was computed for the 11 items measuring employee performance. The summary of the statistics on the same were the mean = 3.31 and a standard deviation = 0.667. The results show that the overall mean was average that is close to the median score, three, indicating that the respondents were undecided on employee performance. This meant that the respondents rated employee performance to be fair. The low standard deviation suggested low dispersion in the responses which suggested normal distribution of the results. Figure 1 presents a histogram indicating normal distribution of the average index for employee performance.

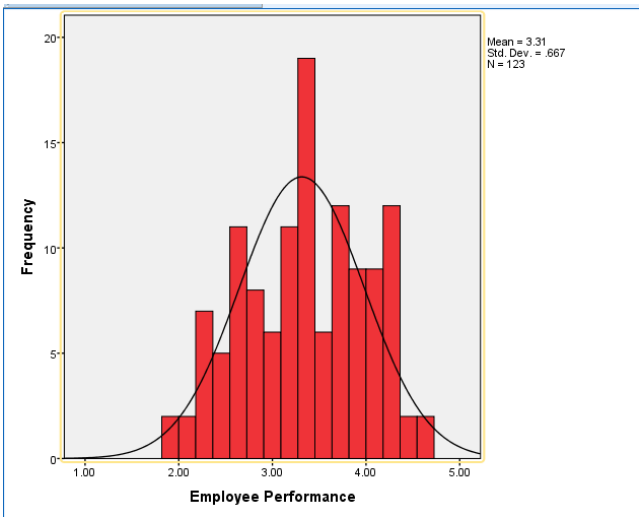

Figure 1: Histogram Indicating Distribution of Employee Performance Results

The histogram (Figure 1) shows a normal distribution which implies that the index on employee performance can be subjected to correlation and regression analysis and valid results be obtained.

In the section of the questionnaire survey requiring the respondents to give open responses on employee performance, the respondents were asked to give their summary opinions about employee job performance. Several responses were given but generally their indicated that there was fair employee performance. Of out of 39 (100.0%) respondents that provided their responses, 21(53.8%) indicated that performance was good with the remaining respondents being undecided and negative. One respondent stated, "Staff performs well, the major problem is lack of sufficient resources to enable effective implementation of projects." Another respondent stated that, "The district lack resources to implement projects such as infrastructure development, schools supervision and providing effective health care. However, staff try their best to work within the means of the available resources hence enabling implementation of projects." While another respondents stated, "We try our best because there is every staff has his/ her mandate to fulfil and there monitoring mechanisms to ensure that each staff delivers. Therefore, staff try their best to do their job."

The respondents revealed a number of successful projects implemented. These projects included the alternative health services project facilitated by Caritas Development Organisation, inspection of primary schools, provision of healthcare especially antennal care, immunisation, proper auditing, staff recruitment, building of infrastructure in schools and provision facilities to schools. They indicated that there was also community counselling, water extension to different areas and maintenance of sanitation and control of diseases through health inspectors of the district. Accordingly, all this had been successful because effective staff performance. This means that training staff in work competences promotes work effectiveness. One respondent stated, "Due to effective job performance, in the last four years the district road network has improved." However, there were respondents who revealed that there were some tendencies of some staff being absent and absconding duty hence poor performance. One respondent stated, "A number of projects have been mishandled such as in the roads sector. For instance, due to poor supervision, there was sub-standard work on the Kyabugimbi, Bumabaire, Nyabubare, Kyizoba and kakaju road projects." Overall, as revealed by the descriptive statistics results, the above views show that largely employee job performance in the district was fair.

To establish the Relationship between Job Orientation and Employee Performance in Bushenyi 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 3.

Table 4: 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 3 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% agreeing. 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. On 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. Figure 2 presents a histogram indicating normal distribution of the average index for employee orientation.

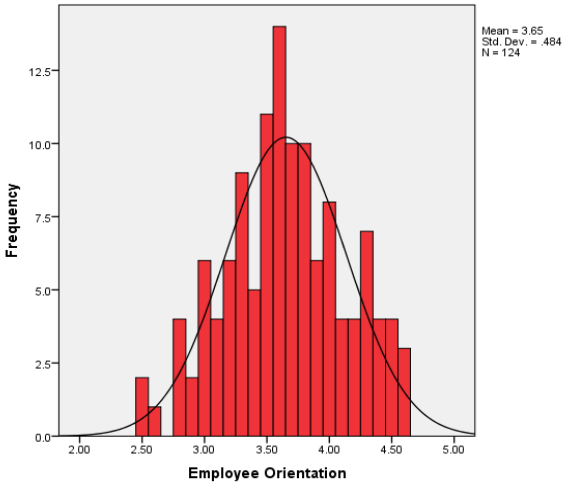

Figure 2: Histogram Indicating Distribution of Employee Orientation

Table 5. Correlation Matrix of Employee Performance and Employee Orientation

	Employee Performance	Employee Orientation		
Employee Performance	1	.824**		
		.000		
		123		
Employee Orientation		1		

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

The results in Table 5. suggest that there is a positive significant relationship between performance and Employee Orientation. For all the variables, the critical values were significant at below 0.01 level. This indicated the acceptance of the research hypothesis, namely; employee orientation relate to employee performance. The results on employee orientation and employee performance were r = 0.284, p < 0.001. The preliminary results reveal that employee orientation correlated with employee performance most significantly .

Regression Model for Employee Performance and Employee Orientation

At the confirmatory level, to find out whether employee performance was predicted by Employee Orientation, regression was carried out. The results were as in Table 5.

Table 6: Regression of Employee Performance and Employee Orientation

Human Resource Development	Standardised β	Sig. P
Employee Orientation	.721	.000
Adjusted $R^2 = 0.702$ F = 96.074, p = 0.000		

a. Dependent Variable: Employee Performance

The results in Table 6 show that, human resource performance and Employee Orientation assessment explained 70.2% of the variation in employee performance (adjusted R^2 = 0.702). This means that the regression model was good/ significant (F = 96.074, p = 0.000 < 0.05). Thus, employee orientation (β = 0.721, significantly predicted employee performance. The magnitudes of the respective betas suggest that employee orientation most significantly predicted employee performance.

VI. CONCLUSION

The study concluded that employee orientation that is, 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.

VII. RECOMMENDATION

It was thus recommended that employee orientation through 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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