

# Establishing the Effects of Employee Job Orientation on Job Performance in the Banking Sector in Uganda

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**Abstract:-** This study established the effects employee job orientation on job performance in the banking sector in Uganda. The study adopted a cross sectional – case study design on a sample of 82 respondents. Data was collected by use of questionnaire and interviews, and analysed quantitatively and qualitatively. Quantitative data was analysed using the Statistical Package for Social Scientists version 22.0 (SPSS). At univariate level, data was analysed basing on the frequencies, percentages, mean and standard deviation. At bivariate level, data was analysed basing on correlational analysis and at multivariate level data analysis was carried out using multiple linear regression. Qualitative data was analysed by content analysis basing on study themes. The findings of the study revealed that employee job orientation had a positive and significant effect on employee job performance. Therefore, it was concluded that employee job orientation is a prerequisite for job performance in the banking sector hence; it was recommended that managers of organisations should implement employee job orientation programmes for their employees such that all those who deserve have the opportunity.

**Key words:** employee job orientation and job performance.

## I. INTRODUCTION

The business world is undergoing unprecedented change because of competition. These changes have elevated the importance of managing people at work, and in particular, the planning and managing of their careers (Harold & Kumar, 2011). Career development of employees plays an important role in enriching the human capital component of a company (Khan, Rajasekar & Al-Asfour, 2015).

### *Theoretical Review*

Social Exchange Theory informed this study. The Social Exchange Theory (SET) was introduced by Homans in 1961 and further developed by Blau in 1964. Homans in 1961 sought to explain how social behaviour and forms of social organisation produced by social interaction influence one another (Cook, Cheshire, Rice & Nakagawa, 2013). Accordingly, exchanges between people are not limited to material goods like money or resources, but they also include symbolic values like respect or prestige (Holthausen, 2010). On the other hand, Blau (1964) analysed exchange processes as the micro-foundation of macro-sociological phenomena indicating that mutual bonds emerge in social interaction as persons who incur obligations reciprocate (Cook Cheshire, Rice & Nakagawa, 2013).

Blau defined social exchange as voluntary actions of individuals that are motivated by the returns they are expected to bring and typically in fact bring from others (Chiu & Ng, 2013). SET indicates that social exchange comprises actions contingent on the rewarding reactions of others, which over time provide for mutually and rewarding transactions and relationships (Cropanzano & Mitchell, 2005). The theory suggests that when a person gives another person a reward, resource or other perceived commodity, there is an expectation of future return from the other party (Chiu & Ng, 2013). SET indicates that humans interact in social behaviour in order to maximize benefits and minimize costs, which then leads to a positive outcome such as job satisfaction (Holthausen, 2010). Therefore, interactions between persons are an exchange of goods, material and non-material (Majiros, 2013).

The social exchange relationship rests on the norm of reciprocity. An exchange starts with one party giving a benefit such as satisfying career development programmes by the employer to the employee. If the recipient reciprocates, and consequently a series of beneficial exchanges occurs, feelings of mutual obligation between the parties result. A broad notion of reciprocity encompasses a feeling of an obligation to repay favourable treatment. Exchange or reciprocation in social relationships becomes stronger when both partners are willing to provide resources valuable to the other. Whereas employees value beneficial treatment, employers seek loyalty and dedication (Wikhamn & Hall, 2012). Better job performance is social an exchange outcome because it reflects a perception of the exchange quality of which the employee and the working organisation are required to fulfil their obligations to each other and establish ongoing reciprocity (Chiu & Ng, 2013).

Nevertheless, the weakness of SET is that it is a heartless generalised method for interpreting human interaction. This is because the theory assumes that individuals are innately selfish, ready to terminate relationships where the costs outweigh the benefits but this is always not an accurate assumption (Miller, 2005). SET focuses too much on the individuals' perspective and ignoring social aspects of the relationship with the organisation. SET emphasises the selfish nature people indicating that workers are only motivated to maintain relationships out of hedonistic (selfish) concerns (Chiu & Ng, 2013). However, basing on SET, it was inferred that exchanges such as satisfying career development are reciprocated by better performance by employees. This theory was used to

relate orientation development programmes and employee job performance.

## II. REVIEW OF RELATED LITERATURE

### *Job Orientation and Job Performance*

Orientation is a special kind of training designed to help new employees to learn about their tasks, co-workers and to settle in their work situation. Employee orientation is a socialisation process that initialises in all employees the prevailing attitudes, standards, values and patterns of behaviour that are expected by the organisation. Therefore, a high degree of employee orientation cultivates a set of shared values and beliefs leading to job satisfaction (Nandi, 2015). Rahman and Rahman (2013) indicate that some companies today have found that new employee orientation is a key to success, so they are spreading it out over several months so that employees understand the company, its products, its culture, its policies, and its competition. 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.

Plakoyiannaki, Tzokas, Dimitratos and Saren (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 suggested that scholars had expended sufficient effort to relate job orientation and employee job performance. However, a number of gaps arose at conceptual and methodological levels. At contextual level, all the studies above were not carried out in Uganda and outside banks. For instance, the study by Alabi (2004) was carried out in 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 reviews. These gaps thus called for this empirical study basing on the context of a Ugandan Bank.

## III. METHODOLOGY

The study adopted a cross sectional – case study design. By cross sectional design information gathered represents what is going on at a particular point in time. This significantly helped in obtaining useful data in a relatively short period (Bordens & Abbott, 2011). By case study design, one entity was studied to enable the researcher to closely examine the data within a specific context. A case study design selects a small unit for study that allows exploration. The case study design is robust particularly when a holistic, in-depth investigation is required (Zainal, 2007). The study used both the quantitative and qualitative research approaches for the study involved both statistical and interpretive data from interviews for in-depth analysis. The quantitative approach was used for descriptive

statistics and statistical inferences while the qualitative approach provided data for in-depth analysis (Fassinger & Morrow, 2013). These research designs and approaches enabled the researcher to analyse data both quantitatively and qualitatively as they allowed collection of data using a questionnaire survey and an interview guide.

#### *Sample size determination and sampling method.*

The sample size comprised 84 respondents. These were drawn from the different departments of the Bank. This sample was determined by the Small Sample Technique by Krejcie and Morgan (1970). The sample from each category of the respondents was determined by proportionate sampling.

#### *Population Distribution of the Bank Branch*

	Category	Population	Sample	Sampling Techniques
1	Loans Officers	30/105 x 84	24	Simple random
2	Banking Officers	60/105 x 84	48	Simple random
3	Sales representatives	10/105 x 84	8	Simple random
4	Grants Management	2	2	Purposive
5	Customer Service Consultants	3	2	Purposive
	Total	105	84	

Source: Centenary Bank Ishaka Branch (2019)

#### *Data Analysis*

Quantitative data was analysed at three levels that are namely univariate, bivariate and multivariate. The data analysis at univariate level involved use of descriptive statistics that were frequencies, percentages and the mean. At bivariate level, the dependent variable employee job performance was correlated with each of the three independent variables from which hypotheses were developed, namely; job orientation, training and promotion. At multivariate level, the dependent variable was regressed on the three independent variables. The Statistical Package for Social Sciences (SPSS 24.0) was used in carrying out analysis.

#### *Qualitative Data*

To analyse qualitative data, the data collected was coded and analysed by discursive and thematic methods of data analysis. The discursive method focussed on the detail of the text (Madill & Gough, 2008) and interpreting the analysed text attributing meaning (Devetak, Glažar & Vogrinc, 2010). With thematic analysis, clusters of text with similar meaning were presented together (Madill & Gough, 2008). Then patterns and connections within and between categories of data collected were identified and data presented in form of notes, word-for-word transcripts, single words, brief phrases and full paragraphs.

## IV. RESULTS AND DISCUSSION

### *Response Rate*

The researcher anticipated to collect data from 84 staff of the bank that is 80 for the questionnaire survey data and four for interview data. However, not all questionnaires retrieved contained appropriate data. The response rate is presented in Table 1

### *Response Rate for the Study*

Instruments	Selected Sample	Responding Sample	Response Rate
Questionnaires	80	78	97.5%
Interview	4	4	100%
<b>Total</b>	<b>84</b>	<b>82</b>	<b>97.6%</b>

Source: Primary Data

The results in Table 1 indicated that questionnaire data was collected from 78 (97.5%) out of the initially anticipated 80 anticipated to provide data. With respect to interview data, data were collected from all 4 (100%) respondents initially determined to provide interview data. The overall response rate for both questionnaire survey and interviews was 97.6. This was an appropriate response rate because Nulty (2008) suggest that in social research a response rate of 50.0% is acceptable.

### *Background Characteristics*

This section presents facts about the respondents, namely; gender, age category, education levels, working experience and positions of the respondents in the bank. The data on background characteristics of the respondents is given in Table 4.1.

Table 2: Respondents Background Characteristics

Item	Categories	Frequency	Percent
Gender of the Respondents	Male	42	53.8
	Female	36	46.2
	<b>Total</b>	<b>78</b>	<b>100.0</b>
Age Groups	Below 30 Years	14	17.9
	30-40 Years	33	42.3
	41-50 Years	25	32.1
	Above 50 Years	6	7.7
	<b>Total</b>	<b>78</b>	<b>100.0</b>
Education levels	Diploma	5	6.4
	Bachelor's Degree	66	84.6
	Post graduate qualifications	7	9.0
	<b>Total</b>	<b>78</b>	<b>100.0</b>
Positions in the Bank	Loans Officers	23	29.5
	Banking Officers	47	60.3

	Sales representatives	8	10.3
	<b>Total</b>	<b>78</b>	<b>100.0</b>
Working experience	Less than 5 years	18	23.1
	6-10 years	37	47.4
	10 and above years	23	29.5
	<b>Total</b>	<b>78</b>	<b>100.0</b>

Source: Primary Data (2020)

The data on gender showed that the modal percentage (53.8%) was of the males with 46.2% being females. This means that the larger percentage of the respondents was that of males. Nevertheless, the gap between the two gender groups was small, that is 7.6%. This meant that the views obtained represented both gender groups. The results on age groups of the respondents in years revealed that the modal percentage (42.3%) of the respondents was of those that were between 30-40 years followed by 32.1% who were between 41-50 years. Those below 30 years followed at 17.9% and the lesser percentage (7.7%) was of those who were above 50. This suggested that most of the respondents were above 30 years. With most of the respondents in the higher age categories, this suggested they had enough experience working with the bank. Thus, owing to their experience they provided reliable data because of information accumulated over time on career development programmes and employee job performance of the bank.

The results on the highest level of education attained by the respondents revealed that the modal percentage (84.6%) of the respondents was of those with bachelor degrees, those who had post graduate qualifications followed at 9.0% diplomas and 6.4% had diplomas. These results suggested most of the respondents had the higher levels of education that is bachelor degrees and above. Therefore, they provided appropriate data because of their adeptness in English, the language used in the

questionnaire survey. The results on positions of the respondents in the bank reveal that the modal percentage (60.3%) of the respondents comprised banking officers, these were followed by loans officers who 29.5% and 4.3% who were sales officers. This means the majority category of the respondents was that of banking officers. Involving different categories of staff helped in obtaining data representative of the views of individuals on career development programmes and employee job performance in the banking sector. The data on the working experience of the respondents, the modal percentage (47.4%) had the experience of 6-10 years, followed by 29.5% who had experience of 10 and above years while the remaining 23.1% had experience of less than five years. The results suggest that most of the respondents had working experience of more than five years. Therefore, these respondents gave based on experience which reflected what was going on in the bank in relation to career development programmes and employee job performance in the banking sector.

#### *Descriptive of the Dependent Variable: Employee Job Performance*

The self-administered questionnaire reveals that employee job performance by staff in the banking sector was measured using 13 items. The 13 items measuring common employee job performance are presented in Table 4.2. The 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. Thus interpretation of the means was as follows, 1.0-1.49 strongly disagree, 1.4-2.45 disagree, 2.5-3.49 undecided, 3.5-4.49 agree and 4.5 and above strongly agree. For each of the above items measuring employee job performance, descriptive statistics that include frequencies, percentages and means are presented. The results are as presented in Table 3.

Table 3: Frequencies, Percentages and Means of Employee Job Performance

Employee Job Performance	F/%	SD	D	U	A	SA	Mean
I serve customers with promptness	F	5	11	-	46	16	3.73
	%	6.4	14.1	-	59.0	20.5	
I give customers' maximum attention	F	4	13	-	48	13	3.67
	%	5.1	16.7	-	61.5	16.7	
I make myself easily accessible to customers	F	9	13	-	48	8	3.42
	%	11.5	16.7	-	61.5	10.3	
I take my time to help customers	F	6	10	-	48	14	3.69
	%	7.7	12.8	-	61.5	17.9	
I make effort to accomplish my tasks in time	F	8	14	-	43	13	3.50
	%	10.3	17.9	-	55.1	16.7	
	F	5	19	-	39	15	3.51

I actively participate in all activities of the bank that require my input	%	6.4	24.4	-	50.0	19.2	
I sometimes help colleagues when they have heavy work loads	F	7	16	-	37	18	3.55
	%	9.0	20.5	-	47.4	23.1	
I step in to cover for colleagues who are absent	F	15	25	-	27	11	2.92
	%	19.2	32.1	-	34.6	14.1	
I go out of way to help new employees be able to accomplish their tasks	F	14	29	-	30	5	2.78
	%	17.9	37.2	-	38.5	6.4	
I use personal time and effort accomplish challenging tasks for bank	F	5	11	-	33	16 20.5	3.56
	%	6.4	14.1	-	42.3	20.5	
Even when I am not paid for it I work overtime to accomplish my tasks in time	F	9	26	12	24	7	2.92
	%	11.5	33.3	15.4	30.8	9.0	
I take time to volunteer on some tasks of the bank	F	9	21	-	33	15	3.12
	%	11.5	26.9	-	42.3	19.2	
I make suggestions to improve performance of the bank when required	F	10	20	-	40	8	2.96
	%	12.8	25.6	-	51.3	10.3	

Source: Primary Data

**Key:** F = Frequencies, % = Percentages

The results in Table 2 in the first row on whether the respondents served customers with promptness showed that cumulatively, the majority percentage (79.5%) agreed with 20.5% disagreeing. The mean = 3.73 suggested that the respondents agreed. Therefore, this meant that staff of the bank served customers with promptness. In relation to the above, the respondents were asked to tell whether they gave customers maximum attention. Cumulatively, the majority percentage (78.2%) agreed with 21.8% disagreeing. The mean = 3.67 suggested that the respondents agreed that they gave customers maximum attention. The results above suggest that staff of the bank served customers with promptness hence they gave them maximum attention.

In their open responses of the questionnaire, all the respondents revealed that they served customers with promptness. The respondents revealed that they ensured turnaround time in provision of services. One respondent stated, "Services provision is done considering turnaround time as determined by the bank policies. For instance, offering a loan when the documents of a customer are in order can be done within 24 hours." Another respondent stated, "Customers are served promptly and in case of a promise of as service, feedback is given to the customer immediately." Another respondent indicated, "As I serve customers, I follow the principle which the bank demands from its entire staff that they should serve customers fast and quickly." In the interviews, the respondents revealed that staff were required to serve customers very fast but ensuring that risks were avoided. It was revealed that turnaround time was set for every activity staff of the bank had to offer. This means that in the offering of services, staff ensured that they provide prompt services.

The finding above that staff served customers with promptness is consistent with the findings of previous scholars who emphasise the promptness of services. For instance, Rampal and Gupta (2000) revealed that a successful service organisation sets speed of service standards for service delivery from customers' point of view rather than organisation's point of view. Naik, Gantasala and Prabhakar (2010) revealed that customers reported highest satisfaction for promptness and speed of service along with accuracy of transactions at cash counters. Therefore, this means that staff performance is achieved when there is promptness of services.

As to whether the respondents were easily accessible to customers, cumulatively the majority percentage (71.8%) agreed with 28.2% disagreeing. The mean = 3.42 meant that the respondents fairly were accessible to customers. Therefore, fairly staff of the bank made themselves accessible to customers. In relation to the above, as to whether staff took time to help customers, cumulatively the majority percentage (79.4%) agreed with 20.5% disagreeing. The mean = 3.69 suggested that the respondents agreed that they gave customers maximum attention. The results above suggest that the staff of the bank largely were accessible to the customers hence giving the attention.

In the open responses of the questionnaire nearly all the staff revealed that they gave full attention to customers. One respondent stated, "When a customer appears at my desk, I attend to him fast." Customers are served on the principle of first come first served" Another staff stated, "We are required to respect customers' time." Each staff thus has to be available at his/ her desk to be accessible to customers and give them maximum attention." In the interviews, the respondents revealed that all staff were aware that they had to be accessible

to customers and give them maximum attention. One respondent stated, "No staff is supposed to leave his/ her desk for a longer period when no one has stepped in to be at the desk. Staff are also not allowed to spend long time making telephone calls. All staff are briefed about ensuring that they accessible to the customers and give them maximum attention." Another respondent remarked, "In the banking industry, a bank can survive when the customers are happy. Therefore, the bank management ensures that staff are accessible to customers and give them maximum attention." Therefore, staff of the bank were accessible to customers and gave them maximum attention.

The above finding that staff of the bank recognised their being accessible to customers hence giving them attention is supported by previous scholars. For instance, Brady and Cronin (2001) revealed that a firm's responsiveness to customer information predicted its performance. Mohammad and Alhamadani (2011) revealed individualised attention was a significant positive antecedent of customer satisfaction. Tolpa (2012) revealed that it is extremely important not only to understand the perception of clients of services offered, but as well find out what they expect from the services and what kind of services customers consider most important. It is important that staff being accessible to customers hence giving them attention is very important.

With respect to whether staff of the bank made effort to accomplish their tasks in time, cumulatively the majority (71.8%) percentage agreed with 28.2% disagreeing. The mean = 3.50 suggested that the respondents agreed that they made effort to accomplish their tasks in time. With regard to whether staff of the bank actively participated in all activities of the bank that require their input, cumulatively the majority (69.2%) percentage agreed with 30.8% disagreeing. The mean = 3.51 suggested that the staff of the bank actively participated in all activities of the bank that require their input. This means that staff accomplishing their tasks and actively participating in all activities of the bank is important. The importance of staff accomplishing their tasks in time is supported by previous scholars. Irefin and Mechanic (2014) reported that there was a high relationship between employee commitment to their tasks and organisational performance. Similarly, Sabir, Majid, Nawal and Majid (2015) revealed that employee commitment to accomplishment of their tasks had a positive effect on the organizational performance. This means that staff making effort to accomplish their tasks in time is very important.

Regarding whether sometimes the respondents helped colleagues when they had heavy workloads, cumulatively the majority (71.8%) percentage agreed with 28.2% disagreeing. The mean = 3.50 suggested that the respondents agreed that they made effort to accomplish their tasks in time. With regard to whether staff stepped in to cover for colleagues who were absent, cumulatively the majority (48.7%) percentage agreed with 51.3% disagreeing. The mean = 2.92 suggested that the staff of the bank actively participated in all activities of the bank that require their input. This means that staff sometimes

helped colleagues with heavy load however, largely did not step in to cover for colleagues who were absent.

In the open responses, the respondents revealed that bank activities required each individual to be present to his/ her desk because of work pressure. However, a number of respondents indicated that there were times when one could step in for a colleague if they carried out similar tasks. However, for a staff to be absent permission had to be granted by management, thus management had to find a way of finding someone to temporary step in for staff that is absent. In the interviews with senior staff, it was indicated that management of the bank ensured that staff were present all the time and if one could not be present because a health issue or any other issue, management came in to find a way of filling the vacuum. Overall, staff of the bank indicated that sometimes they helped one other.

The finding to the effect that staff sometimes stepped in to help colleagues is consistent with the views of previous scholars. For instance, Manzoor, Ullah, Hussain and Ahmad (2011) indicated that teamwork (Esprit De corps) is important in organisations. With esprit de corps or team spirit employee shares their work problem with each other within the organization. Zincirkiran, Emhan and Yasar (2015) indicates that in organisations it is imperative that employees help one another acknowledging themselves in one or more large social systems within an entire social system. The common objective is working together to accomplish a common objective. Therefore, employees helping colleagues who have higher load is important for organisational performance.

About staff going out of way to help new employees to be able to accomplish their tasks, the larger number of the respondents 55.1% disagreed with 44.9% agreeing. The mean = 2.78 suggested that the respondents were undecided. The results mean that the staff fairly helped new employees to be able to accomplish their tasks. In the interviews with the respondents, it was revealed that experienced staff mentoring new staff was an important activity promoted by the bank. One respondent stated, "experienced staff are called upon to guide junior and new staff accomplish their tasks and perform better. New staff can refer to them if there is something they cannot handle on their own." Another respondent stated, "Staff mentor new ones helping them to accomplish their tasks. This task is promoted because enhances performance of the bank." This means that staff going out of way to help new employees to be able to accomplish their tasks was carried.

The importance of staff going out of way to help new employees to be able to accomplish their tasks is recognised by other scholars. For instance, McKimm, Jollie and Hatter (2007) explain that transfer of knowledge and experiences between employees of different generations is a key aspect of job performance of experienced employees. Tewari and Sharma (2014) indicate that experienced staff helping new staff is important it helps in reducing the stress and anxiety of the new comer, provides orientation and promotes the creation of better

norms of collegiality and collaboration to support and guidance offered by the mentoring. The employees feel positive, secure and confident of the environment in which they work. Therefore, in organisations it is imperative that staff going out of way to help new employees to be able to accomplish their tasks.

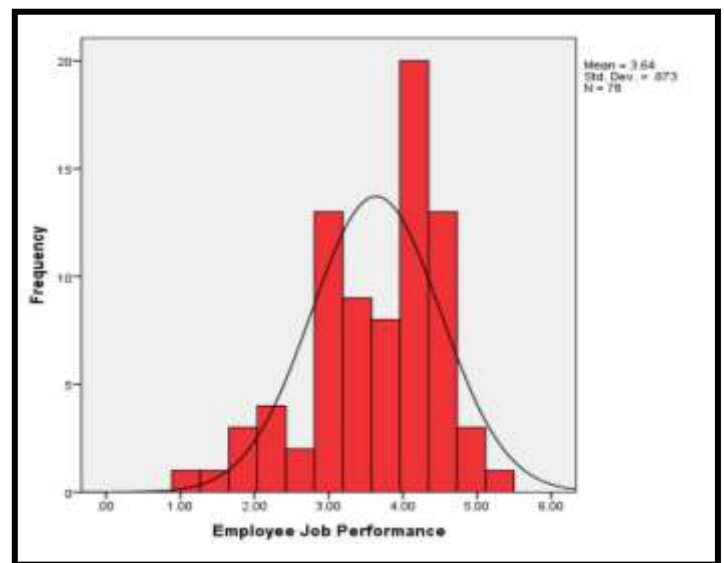
With respect to whether even when not paid for it staff would work overtime to accomplish their tasks in time, cumulatively the larger percentage (44.8%) of the respondents disagreed while 39.8% agreed and 15.4% were undecided. The mean = 2.92 suggested that fairly, the respondents would work overtime to accomplish their tasks in time. As to whether staff would take time to volunteer on some tasks of the bank, cumulatively the larger percentage (61.5%) of the respondents agreed with 38.4% disagreeing. The results above suggest that fairly staff of the bank worked overtime to accomplish their tasks in time and volunteered on some of the tasks of the bank. The importance of staff of organisation carrying out free overtime to accomplish their tasks in time and volunteering on some of the tasks is consistent with the views of previous scholars. King, George and Hebl (2005) indicate that in many organisations employees put in extra effort not prescribed by rules and are a result of contextual performance. Such include helping a co-worker accomplish as activity or helping another group solve a problem are all examples of voluntary acts that in organisations. Mossholder, Richardson and Settoon (2011) expound that organisations often depend on helping behaviour in organisations to deal with non-routine aspects of work.

As to whether staff made suggestions to improve performance of the bank when required, cumulatively the larger percentage (61.6%) of the respondents agreed with 38.4% disagreeing. The mean = 2.96 suggested that there was fair making of suggestions by employees to improve performance of the bank. This means that there was fair making of suggestions by staff of the bank to improve performance of the bank. In their open responses, there were a number of respondents who disagreed. One respondent stated, "My participation is at about 20% level of the decision is making power which gazetted to my office. I am given less opportunity to influence decision making in this bank." Another respondent stated, "In my position I am not involved at all in decision making in this bank. I just follow what has been decided by management of the bank." Another respondent stated, "Decision making in this bank is from top to bottom instead of the reverse." However, there were those respondents who agreed. For instance, one respondent stated, "I participate in management meetings and other activities of the bank." Another respondent stated, "I am fairly involved especially in routines to with my job." In the interviews, the respondents revealed that employees participated in meetings in which they make suggestions on work performance and other activities. All, staff participate in meetings depending on their responsibilities. Overall, as with descriptive results, there was low making of suggestions to improve performance of the bank when required.

The finding above that low making of suggestions to improve performance of the bank when required was consistent with Kueya and Sulaimon (2011) who found out that employee involvement in decision making in firms was low. The finding is also consistent with Albdour and Altarawneh (2014) who revealed that employee involvement in making suggestions was low among employees within the banking sector in Jordan. Therefore, with previous studies indicating that employee participation was low, this confirms the findings of the current study that staff involvement was just fair. Thakur (2014) revealed that in the employee involvement was low for both employees in both organisations studied. The employees revealed that management did not consider it as its duty to contact junior employees on how decisions were made. Employee also indicated that they were always busy to know about decision making. With previous scholars indicating that employee participation was low as with the finding of this study, this means that employee participation in making decisions in many organisations is low.

To establish the overall perspective of how the respondents rated staff performance in the bank, an average index of employee job performance was computed for the 13 items measuring employee job performance. The summary of the statistics on the same were the mean = 3.64 and the standard deviation = 0.873. The mean being high suggested that the respondents agreed which meant that staff performance was high. The low standard deviation means that the results were normally distributed. The curve in Figure 4.1 suggests normal distribution of the average index on employee job performance.

Figure 1: Histogram on Employee Job Performance



The above histogram showed that the results on employee job performance were normally distributed. Therefore, these results could be subjected to correlation and regression analyses and appropriate results be obtained.

*Description of the Independent Variables: Job Orientation*

The self-administered questionnaire reveals that employee orientation in the banking sector was measured using nine items. The nine items measuring common employee orientation are presented in Table 4. The 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. Thus interpretation of the means was as follows, 1.0-1.49 strongly disagree, 1.4-2.45 disagree, 2.5-3.49 undecided, 3.5-4.49 agree and 4.5 and above strongly agree. For each of the above items measuring employee job orientation, descriptive statistics that include frequencies, percentages and means are presented. The results are as presented in Table 4.3.

Table 4: Frequencies, Percentages and Means of Employee Job Orientation

Employee Job Orientation	F/%	SD	D	U	A	SA	Mean
I received briefing about working conditions on appointment	F	8	12	-	43	15	3.58
	%	10.3	15.4	-	55.1	19.2	
I was guided through the policies on the bank on appointment	F	7	18	-	30	23	3.56
	%	9.0	23.1	-	38.5	29.5	
I was helped to understand the job procedures on appointment	F	5	14	-	48	11	3.59
	%	6.4	17.9	-	61.5	14.1	
I was briefed about my job rewards on getting this job	F	5	12		51	10	3.63
	%	6.4	15.4		65.4	12.8	
I was to introduced to colleagues upon reporting on the job	F	8	9	3	37	21	3.69
	%	10.3	11.5	3.8	47.4	26.9	
I was helped to share job knowledge when I reported on the job	F	2	4	4	47	15	3.81
	%	2.6	5.1	5.1	60.3	19.2	
I was instructed for some days on how to go about my job on appointment	F	2	12	-	52	12	3.77
	%	2.6	15.4	-	66.7	15.4	
I was helped to understand expectations of my superiors on reporting	F	3	12	-	47	16	3.78
	%	3.8	15.4	-	60.3	20.5	
I received support to fit well on my job on appointment	F	11	19	7	26	15	3.19
	%	14.1	24.4	9.0	33.3	19.2	

Source: Primary Data

The results in Table 4. in the first row on whether the respondents received briefing about working conditions on appointment showed that cumulatively, the majority percentage (74.3%) agreed with 25.7% disagreeing. The mean = 3.58 suggested that the respondents agreed. Therefore, this meant that staff of the bank received briefing about working conditions on appointment. In relation to the above, as to whether the respondents were guided through the policies on the bank on appointment, cumulatively the majority percentage (68.0%) agreed with 32.1% disagreeing. The mean = 3.56 implied that the respondents agreed. Therefore, this meant that new staff of the bank were guided through the policies on the bank on appointment. In addition, as to whether new staff were helped to understand the job procedures on appointment, cumulatively the majority percentage (75.6%) agreed with 24.3% disagreeing. The mean = 3.59 implied that the respondents agreed. Therefore, this meant that new staff were helped to understand the job procedures on appointment. Overall, the data above suggests that new staff were briefed

about working conditions, policies and working procedures on appointment.

In the open responses of the questionnaire, the respondents indicated they were briefed about their pay, privileges, working hours and toured around the different departments of the bank. One respondent stated, "I attended a meeting in which there was the manager and my immediate supervisor and was briefed about operations of the bank, what was expected of me and the different packs associated with my appointment." Another respondent stated, "In a meeting with my superiors I was briefed about the working conditions of the bank and given a manual outlining working conditions." In addition, another respondent revealed, "I was toured around the different services desks and sections in the bank which helped me to know where to go in case of need." In the interviews, the respondents' gave views related to those given above. It was revealed that staff were given sufficient orientation such that they begin their jobs without anxiety. It was indicated that as a policy of the bank, all new staff had meetings with managers and supervisors in



order to be briefed about their work and working conditions. One respondent said, "When new staff have been briefed about the working conditions, they asked to write a job acceptance letter as an indication that they understood and accepted their job conditions." Another respondent stated, "New staff are briefed about their jobs and presented with the bank procedure manual which is supposed to guide all their ways of working." Another interviewee said;

New staff are briefed by their supervisors or the manager on terms of employment, benefits and expectations, and 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. Still staff are oriented through workshops and meetings are informed of their job requirements and expectations such that they easily get on their jobs

The descriptive statistical data and open responses presented above imply that in the bank, all staff received briefing about working conditions, policies and working procedures on appointment.

The finding above that staff of the bank received briefing about working conditions, policies and working procedures on appointment concurs with the findings of previous scholars. For instance, Alabi (2004) found out that 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. Accordingly, this gave new employees 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. Similarly, Klein and Weaver (2000) indicate that when staff has been selected one has to be familiarised with the working of the organisation. Apparently, this is a form of socialisation training intended to introduce new employees to their jobs, organisations, and the people with whom they will work. Foley (2010) indicates that this process makes an employee learn the culture, values, roles, skills, expectations, and other information necessary to effectively execute ones position within an organisation. This means when organisations are implementing performance management, they provide employees with sufficient orientation in order to align them with organisational objectives. Therefore, this means that on appointment, all employees were briefed about working conditions, policies and working procedures on appointment.

With respect to whether new staff were briefed about their job rewards on getting their jobs, cumulatively the majority percentage (78.2%) agreed with 21.8% disagreeing. The mean = 3.63 suggested that new staff were briefed about their job

rewards on getting their jobs. 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 were specified in the circulars which all staff had access to. Therefore, employees on appointment were briefed about their job rewards on getting the jobs. The briefing of employees about rewards is reported by other scholars. For instance, Alabi (2004) found out that orientation programmes involved informational on matters such as providing information on pay. Therefore, briefing new employees about their job rewards on getting their jobs is part of orientation.

Regarding whether the respondents were introduced to colleagues upon reporting on the job, cumulatively the majority percentage (74.3%) agreed with 26.9% disagreeing. The mean = 3.69 suggested that new staff were introduced to colleagues upon reporting on the job. In the open responses, the respondents revealed that on reporting at work they were toured around the bank being introduced to all staff. As were several other respondents who gave related views, one respondent stated, "My supervisor introduced me to every staff by name and also told me the names of all the staff he introduced to me. He even showed those staff whom I was going to work with and I needed to refer to in case of any challenge." Another respondent remarked, "On my first day of appointment, I was taken around the different departments of the bank by my head of department who introduced me to every colleague present. Another respondent stated, "I was introduced to colleagues in a hastily organised meeting on my assumption of duty." The data above shows that in organisations such as banks new staff are introduced to colleagues.

The importance of introducing new staff to their colleagues is recognised by previous scholars. Alabi (2004) revealed that orientation given to new employees gave them a good start for better performance because it provided new employees with basic information because they were introduced management and co-workers. Orientation was therefore carried out to provide personal adjustment programmes for meaningful interactions between the new employee and other people for whom and with whom he/ she will work. This means that in organisations it is important to introduce new staff to their colleagues.

With respect to whether new staff were helped to share job knowledge when they reported on the job, cumulatively the majority percentage (79.5%) agreed while 7.7% disagreed and 5.1% were undecided. The mean = 3.81 implied that new staff were helped to share job knowledge when they reported on the job. In relation to the above, the respondents were required to tell whether they were instructed for some days on how to go about their jobs on appointment. Cumulatively, the majority percentage (82.1%) agreed while 19.2% disagreed. The mean = 3.77 meant that new staff were instructed for some days on how to go about their jobs on appointment. In addition, as to

whether new staff were helped to understand expectations of their superiors on reporting, cumulatively the majority percentage (80.8%) agreed with 19.2% disagreeing. The mean = 3.78 meant that new staff were helped to understand expectations of their superiors on reporting. This means that new staff of the bank were helped to gain knowledge from their superiors and received instruction for some days on how to go about their jobs and briefed about expectations of their superiors.

In the interviews, the respondents indicated that in the bank knowledge sharing was very imperative and new staff received instruction for some days on how to go about their jobs and briefed about expectations of their superiors. One respondent said, "New staff are always guided by their supervisors and experienced colleagues whenever they need help and this has helps them to know various requirements of their jobs." Another interviewee stated, "New staff are encourages to ensure they benefit from their colleagues and superiors especially when they get work related problems by consulting them. This is encouraged because it helps new employees to overcome work challenges." The views above as with the descriptive statistics results indicate that new staff were helped to gain knowledge from their superiors and received instruction for some days on how to go about their jobs and briefed about expectations of their superiors.

The finding above that new staff were helped to gain knowledge from their superiors and received instruction for some days on how to go about their jobs and briefed about expectations of their superiors is consistent with the findings of other scholars. For instance, Brockman and Morgan (2003) reported 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) revealed that, an employee-oriented climate facilitates cooperative learning and knowledge sharing which promoted job performance. Kebenei (2014) indicated that induction programs enhanced employee job performance 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. This means that as with the finding of the study, orientation helps new staff were to gain knowledge from their superiors and receive instruction for some days on how to go about their jobs and be briefed about expectations of their superiors.

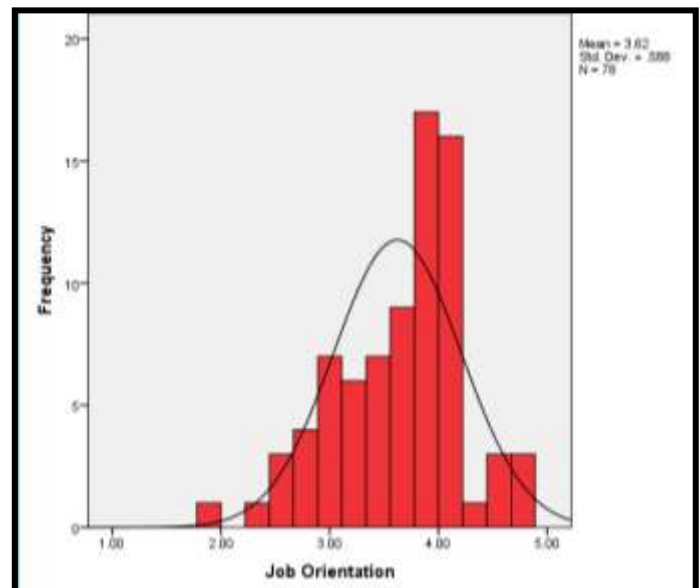
Regarding new staff receiving support to fit well on their jobs on appointment, cumulatively the larger percentage (52.5%) agreed while 38.5% disagreed and 9.0% were undecided. The mean = 3.19 implied that fairly, new staff received support to fit well on their jobs on appointment. In the open responses of the questionnaire, the respondents revealed that largely support was lacking. One respondent stated; "Other than exchanging courtesy pleasantries with different colleagues, the bank 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."

General remarks uttered by different staff indicated showed that there was nothing offered to new staff such as This means that support offered to new staff generally as also indicated by the descriptive statistics which showed that support was fair.

The finding indicating that support offered to new staff was low do not resonate with the importance of giving employees support identified by previous scholars. For instance, Plakoyiannaki et al. (2008) 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) 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. Therefore, as the scholars above suggest, new staff receive support to fit well on their jobs on appointment.

To establish the overall picture of how the respondents rated job orientation provided by the bank, an average index, orientation was computed for the 13 items measuring job orientation. The summary of the statistics on the same were the mean = 3.62 and the standard deviation = 0.588. The mean being high suggested that the respondents agreed which meant that job orientation was high. The low standard deviation means that the results were normally distributed. The curve in Figure 2 suggests normal distribution of the average index on training.

Figure 2: Histogram on Employee Job Orientation



The above histogram showed that the results on job orientation were normally distributed. Therefore, these results could be subjected to correlation and regression analyses and appropriate results be obtained.

## V. CONCLUSION

The study drew the following conclusions basing on the findings and discussions of the study that Employee job orientation is a prerequisite for job performance in the banking sector. This especially so when new employees received briefing about working conditions, are guided through the policies, are helped to understand the job procedures, are introduced to colleagues on reporting, are helped to share job knowledge, are instructed on the job for some days and are helped to understand expectations of their superiors.

## VI. RECOMMENDATION

Basing on the conclusion made from the findings and discussions of this study, the following recommendation was made;

Managers of organisations should implement employee job orientation programmes for their employees. Orientation should cover providing of briefing about working conditions on appointment, guiding new employee through the policies, job procedures, briefing them about their job rewards, introducing them to colleagues, helping them to share job knowledge, instructing them on how to go about their jobs and helped to understand expectations of their superiors.

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