

**EFFECT OF ORIENTATION PROGRAMS ON EMPLOYEE
PERFORMANCE**

A CASE OF USIU-AFRICA

BY

HORTANCE NDAYISABA

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

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**A Project Report Submitted to the Chandaria School of Business in
Partial Fulfillment of the Requirement for the Degree of Masters in
Business Administration (MBA)**

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

SUMMER 2017

STUDENT'S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University- Africa in Nairobi for academic credit.

Signed _____
Hortance Ndayisaba (648775)

Date _____

This project has been presented for examination with my approval as the appointed supervisor.

Signed _____
Dr. James Ngari, Karimi, PhD

Date _____

Signed _____
Dean, Chandaria School of Business

Date _____

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ABSTRACT

The general purpose of this study was to establish the effect of orientation programs on employee performance, a case of United States International University-Africa. The study was guided by three specific objectives: to investigate the methodologies used for orientation program and their link to employee performance, to determine the effect of orientation on employee predominance and their link to employee performance, and finally to identify the factors affecting orientation programs and measures to curb them then their link to employee performance.

The target population of the study was the 270 administration staffs of USIU-AFRICA, Kenya. A descriptive design approach was used in this study. Simple random sampling was used to determine the population sample that was involved in the study. The data collection instrument tool used to obtain primary data was a structured questionnaire. A Pilot test of 10 questionnaires was done to ensure that the questionnaire was reliable. Scale reliability for study variables was determined by computing the overall Cronbach's alpha reliability coefficient for the items of the independent and dependent variable; the results have shown that the internal consistency was acceptable since all variables were greater than the threshold value of 0.7. Normality test was also done; the normality of data distribution was assessed by examining its skewness and kurtosis. Pearson Correlation and regression analysis were also done to see whether the independent variables were positively and significantly related to Employee Performance; the results have shown that correlation was significant at the 0.01 level (2-tailed) and all independent variables were sharing a variation of 56.1 % of Employee Performance. The data was analyzed using Statistical Package for Social Sciences (SPSS) software. Tables and figures were then used to present the findings.

The findings of this study showed that Methodologies used for orientation program were significantly related to Employee Performance ($r = 0.518$, $p\text{-value}=0.000<0.05$). Employee predominance was found to be positive and significantly related to Employee Performance ($r = 0.454$, $p\text{-value}=0.000<0.05$). Factors affecting orientation programs were found to be positive and significantly related to Employee Performance ($r = 0.404$, $p\text{-value}=0.000<0.05$).

Methodologies used for orientation program were also found to have a positive linearly significant influence on Employee Performance. ($\beta=0.389$, $p=0.000<0.05$). Employee Predominance was also found to have a positive linearly significant influence on Employee Performance. ($\beta=0.205$, $p=0.016<0.05$).

Factors affecting orientation programs were also found to have a positive linearly significant influence on Employee Performance. ($\beta=0.138$, $p=0.038<0.05$). Methodologies used for orientation programs was the most important in influencing Employee Performance ($\beta=0.404$) followed by Employee Predominance ($\beta=0.283$) and the least was Factors affecting orientation programs ($\beta=0.200$).

This study has recommended USIU-AFRICA to emphasize on the issue of mentorship during orientation as it is shown by the findings that employee performance has not been influenced by mentorship. Finally, the study recommended a well and planned orientation to new hires as a way of respecting them as first assets of the organization and to apply their suggestions during orientation when necessary.

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I thank the Almighty God for His grace throughout my studies and my research. I also thank my supervisor Dr. James Ngari, Karimi, PhD for his patience and guidance throughout this project. His encouragement and advice will always be treasured. My unending gratitude goes to my family for their unconditional love and support. Finally, I also thank those who participated in this research and without whom this project would not have been completed.

DEDICATION

I dedicate this project to my family for their love and encouragement throughout my study period. To my parents, thank you for being loving and supportive. My siblings, Francine Niyonkuru, Darlene Ndayisaba, Raissa Gise Ndayisaba and Daniel Eliel Ndayisaba, thank you for your love and support.

TABLE OF CONTENTS

STUDENT'S DECLARATION	i
COPYRIGHT.....	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENT	v
DEDICATION.....	vi
LIST OF TABLES.....	ix
LIST OF FIGURES	x
CHAPTER ONE.....	1
1.0 INTRODUCTION.....	1
1.1 Background of the Problem.....	1
1.2 Statement of the Problem	5
1.3 General Objective.....	6
1.4 Specific Objectives.....	6
1.5 Importance of the Study	6
1.6 Scope of the Study.....	7
1.7 Definition of Key Terms	7
1.8 Chapter Summary.....	8
CHAPTER TWO.....	9
2.0 LITERATURE REVIEW.....	9
2.1 Introduction	9
2.2 Methodologies Used for Orientation Program and their Influence on Employee Performance	9
2.3 Effect of Orientation on Employee Predominance and their link to Employee Performance	19
2.4 Factors affecting Orientation Programs and their link to Employee Performance then Proposing Measures to curb them	22
2.5 Chapter Summary.....	28
CHAPTER THREE	29
3.0 RESEARCH METHODOLOGY	29
3.1 Introduction	29
3.2 Research Design.....	29
3.3 Population and Sampling Design	30

3.4 Data Collection Method	32
3.5 Research Procedures	32
3.6 Data Analysis Methods	33
3.7 Chapter Summary.....	35
CHAPTER FOUR.....	36
4.0 RESULTS AND FINDINGS	36
4.1 Introduction	36
4.2 Response Rate	36
4.3 Demographic Characteristics	36
4.4 Descriptive Analysis of Study Variables	40
4.5 Inferential statistics	46
4.6 Chapter Summary.....	50
CHAPTER FIVE	51
5.0 DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS.....	51
5.1 Introduction	51
5.2 Summary	51
5.3 Discussion	53
5.4 Conclusion.....	58
5.5 Recommendations	59
REFERENCES	61
APPENDECIES.....	69
APPENDIX I: QUESTIONNAIRE	69
APPENDIX 2: RESEARCH INTRODUCTION LETTER.....	73

LIST OF TABLES

Table 3.1 Population Size	30
Table 3.2 Sample Size Distribution	32
Table 4.1: Response Rate.....	36
Table 4.2 : Methodologies used for orientation program	42
Table 4.3 : Employee predominance	43
Table 4.4 : Factors affecting orientation programs	44
Table 4.5 : Measures to curb factors affecting orientation programs	45
Table 4.6 : Employee performance	46
Table 4.7 : Reliability of the study Variables	46
Table 4.8 : Normality test for the study Variables.....	47
Table 4.9 : Correlation Analysis	48
Table 4.10 : Model Summary	48
Table 4.11 : ANOVA Analysis	48

LIST OF FIGURES

Figure 4.1: Age of the Respondents.....	37
Figure 4.2 : Gender of the Respondents.....	38
Figure 4.3: Marital Status of the Respondents.....	38
Figure 4.4: Education Level.....	39
Figure 4.5 : Duration of Employment.....	40
Figure 4.6: Level in the Organization	40

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

With the current rapidly shifting operating system, organizations are using different tactics focus to optimize their performance. Strategic Human Resource management practices like strategic employee relations, strategic employee training, working environment, remuneration, and benefits are methods that have proved to influence organizational performance.

According to (Julie & Tim, 2010), Human resource management is a compilation of procedures used to arrange work in the service relationship and centers on the running of work and the management group who undertake this work. Thus, HRM is in charge of recruitment, selection, learning, and development, reward, communication, teamwork, and management of performance. Based on what Human Resource Management concerned about, therefore orientation programs fall under learning and development where workers are given the opportunity to know more about the institution generally. This research is focusing on orientation as a learning system in order to develop employee and eventually the organization.

Employee Onboarding has roots also in human resource development, HRD gives emphasis to people rather than numbers, by motivating staff, drawing on their talents and demonstrating that they are valued by the organization (Alan, 2007). Recruiting and selecting high-potential workers does not guarantee that they will shine. For one thing, an employee who does not know what to do or how to do it cannot perform well, the next step is, for that reason, ensuring that workers know what to do and how to do it; that's where orientation comes in as part of training.

Employee development can be defined as a procedure whereas an employee is given a support of the employer to go through different training programs for the development of the skills and gain new knowledge and skills (Cornerstone, 2017). Nowadays, employee development is the first cause for employee retention. Top employee development techniques used by institutions most often consist of training programs and leadership development programs. Investing in employee learning and development directly influences employee commitment and productivity, improving overall business

success metrics (Cornerstone, 2017). Employee development must, as a result, be part of a wider tactic for the business, aligned with the institution's corporate mission and objectives.

Once workers are selected, they must be prepared to do their jobs, which is when Onboarding comes in. An employee orientation can be defined as a process of introducing a new staff to the institution and providing him with a broad idea of how it works. An effective orientation serves to acclimate the worker and accelerate the time it takes for her to become a productive member of the institution. It can also enhance the worker's comfort level concerning her decision to join the institution (Joseph, 2017). Onboarding is significant in the process of developing a committed and flexible high potential workforce and socializing new workers.

Employee orientation programs assist a worker to please its individual desires to feel he/she is part of the company's social structure. The HR department normally orients new hires to broad organizational issues and extreme benefits (Ramesh, 2010). Supervisors complete the orientation process by introducing new workers to co-workers and others involved in the work or in the company. A mentor may be given to carry on the process.

(Gary, 2009) says that employee Onboarding offers new staffs with the basic background information they require to perform their jobs satisfactory, he continues saying that Onboarding is one element of the employer's new employee socialization process. Socialization is defined as the continuing process of instilling in all workers the attitudes, standards, values, and patterns of behavior that the institution and its departments look forward to.

According to Richards (2017), Employee orientation is the process of introducing new workers to their new jobs and workplace. It provides an occasion for new workers to become familiarized to their new institution, department, co-workers and work expectations. A well-done orientation provides various benefits for workers and as an entire institution.

The HR specialist (or, in smaller organizations, the office manager) depends on the size of the organization or how each organization is organized, normally executes the first part of the orientation, by explaining essential matters like working hours, vacations, etc. that person then introduces the new worker to his or new supervisor.

The supervisor continues the orientation by clearing up the exact nature of the work, introducing the new employee to his/her new co-workers, socializing the new employee with the workplace, and assisting to reduce first day jitters. Onboarding normally includes information like employee benefits, employee policies, the daily habit, organization institute and operations, and safety measure and rules, with a facilities tour.

Randy, Jon, & David (2002) recommend to not underestimating orientation's benefit, they said that with no basic information on rules and policies, new workers may make time-consuming or even dangerous errors. Their performance and their institutions will suffer. In fact, the ROPES orientation method (for "realistic orientation programs for new employees stress) focuses Onboarding's stress reduction role. To reduce entry shock and employee anxiety, new employees should be cautioned regarding the typical disappointments they can anticipate and how to manage them (such as the boss is tough, so if there is misunderstanding make sure to ask). Supervisors should also offer general assistance and reassurance (Randy et al, 2002).

Total quality management is defined as a picture of the tradition, manner, and organization of an institution that struggles to provide consumers with products and services that satisfy their needs. It is an administration approach originated in the 1950s and has more and more become popular since the early 1980s (Khurran, 2017). In all aspects of the company's operations, quality is the key.

TQM is a method by which management and employees can become involved in the continuous improvement of the production of goods and services. It is a mixture of quality and administration tools intended at growing business and dropping losses due to inefficient practices (Khurran, 2017).

TQM assists in maintaining the organization being productive and stay competitive in the market, so Onboarding is one of the functions that can be done to make a worker remain competitive; in TQM normally people think in production areas where you find people working to please customers, high level of training is required, workers need to be well oriented to reduce waste of time and money.

At its most basic, a performance assessment is merely providing positive feedback on whether a worker is underperforming at, meeting, or exceeding the goals of their job. Workers need this feedback so they can feel confident knowing the company's

expectation and how and where to improve. But job goals change over time. Good mutual performance reviews arise from meeting with your workers to modernize personalized goals and then choose the best ways, or metrics, to measure the performance (Scott, 2017).

Like most workers, you wish to do well in your job. In order to do that, you need to understand well what is expected of you. Performance management is not basically a once-a-year appraisal. A good performance management is a nonstop, positive collaboration between you and your supervisor. To stay associated with your superior all year round, you can make adjustments to your job performance as preferred, and your superior can evaluate and support your performance and capacity to gather your yearly goals (University of Washington, 2017).

Evaluation forms typically cover the following topics: Quality of work (accuracy, thoroughness, and competence), Quantity of work (productivity level, time management, ability to meet deadlines), Job knowledge (skills and understanding of the work), Working relationships (ability to work with others, communication skills), and Achievements.

United States International University-Africa has given power and puts much effort on orientation, employees are being oriented in their new duties by their supervisors; they are shown how things are done in their areas of work. Welcoming letters, Campus tours, introductions are being done to ensure that employees are well oriented and getting well to know the institution and the surroundings.

1.2 Statement of the Problem

Orientation programs have been underestimated in many organizations based on how the management of some organizations did not know or believe that it can help in the performance of employees. Organizations thought that after hiring skilled employees, orientation is not needed; based on how the organizations understood the concept; but research has shown that even if employees are skilled, orientation is crucial.

A Research done by Ragsdale & Mueller (2005) in this area shows that orientation programs are crucial in retaining and encouraging workers, lowering turnover, growing output, improving employee spirits, facilitating learning, and dropping the anxiety of new workers. Hacker (2004) cautioned that imperfect orientation programs can have an effect on an organization's present and future recruitment efforts. New employee orientation programs have the authority to do so various positive things like rising employee happiness, improve employee retention, employee performance (McKersie, 2003).

An effective orientation program enhances workers' engagement in making them feel like they are a fruitful part of the society more quickly. Commitment can also boost the presence of mentors, who normally are experienced workers who assist new workers learn the ropes. Having a mentor provides new workers with somebody they can believe to ask questions or voice concerns, plus the comfort of having a partner they can trust (Joseph, 2017).

Hacker (2004) warns that the core of new employee orientation programs should be in excess of providing group introductions and carrying out rules and regulations. Orientation is the main factor in dropping turnover and, thus, minimizing expenses to run your company. Producing an orientation meeting for new workers can help to guarantee a better retention rate and thus be extremely cost efficient, according to managing editor for Personnel Policy Service, Robin Thomas, in a guest column on the Tech Republic web site. Cost mitigation is not the single cause employers should offer orientation to their new workers. Benefits that are not tangible that employees gather from orientation contain learning right processes and organization procedures that will improve their performance. Additionally, new workers start to figure bonds during orientation with others who split the same start date (Mayhew, 2017).

However, in the organizations that did not value orientation, employees tended to withdraw from the organization and only perform the minimum due to the lack of some basic information. The result was often a confused new employee who was not as productive as he could be. He was also more likely to leave the organization within a year. This was costly to both the employer and the employee. Multiply this by the number of employees hired each year and the cost of turnover becomes significant (Brown, 2017).

This study, therefore, aimed to investigate the methodologies used for the orientation program, the effect of orientation on employee predominance and their influence on employee performance and finally, the factors affecting orientation programs and their link to employee performance and proposing measures to curb them at USIU-AFRICA.

1.3 General Objective

The general objective of this study was to analyze the effect of orientation programs on employee performance, a case of USIU-AFRICA.

1.4 Specific Objectives

- 1.4.1 To investigate the methodologies used for the orientation program and their influence to employee performance.
- 1.4.2 To determine the effect of orientation on employee predominance and their link to employee performance.
- 1.4.3 To identify the factors affecting orientation programs and their link to employee performance then proposing measures to curb them.

1.5 Importance of the Study

The findings of this study may be of significance to the following groups:

1.5.1 The Management of USIU-AFRICA

The management of USIU-AFRICA would be interested to know more about orientation programs; by knowing the advantages of providing orientation to employees and the result of it in regarding the performance of employees and USIU-AFRICA as a whole.

1.5.2 Future Scholars and Researchers

Scholars may utilize the results as a supply of further research work on gaps that were identified. There will be a copy of this research in USIU-AFRICA library for availability.

1.5.3 Employees

As it is made to make them performing well their jobs, they should know its importance such as become more comfortable in their new environment, which, in the long run, is going to lead to them contributing more quickly; and ask questions when orientation is happening for clarifications, and better understanding. Employees should value and attend orientation as the key to their performance.

1.6 Scope of the Study

The study was to find out the effects of orientation programs on employee performance a case of USIU-AFRICA. The main area of focus was to investigate the methodologies used for the orientation program, the effect of orientation on employee predominance, and to identify the factors affecting orientation programs and proposing measures to curb them.

The geographical area was Nairobi-Kenya exactly in Kasarani area, off Thika Road with a random sample size of 161 administrative staff from all levels of management which are: top, middle, entry, and bottom level. Data was collected and analyzed in June 2017.

1.7 Definition of Key Terms

1.7.1 Orientation Programs

Orientation programs are programs designed to introduce new employees to the job, their supervisor and coworkers, and the organization (Randy et al, 2002). Orientation programs are generally aimed only at new employees, but they can frequently be invisible to long-term employees; such as using company newsletters to feature new or interesting content that is being presented in orientation.

1.7.2 Employee Performance

Employee performance indicates the effectiveness of employee's specific actions that contribute to attaining organizational goals. It is defined as the way to perform the job tasks according to the prescribed job description. Performance is the art to complete the task within the defined boundaries (Lqbal, Ljaz, Latif, & Mushtaq, 2015).

1.7.3 Management

Management is defined as the act of getting things done with the support of people and other resources. It is both a worldwide human activity and a distinct activity (David, 2012).

Management as a worldwide human activity occurs at any time people take responsibility for an activity and consciously try to form its evolution and result; whereas management as a distinct role or activity emerges when exterior parties, typically private or public owners of resources get control of a work process that people used to complete themselves (David, 2012).

1.8 Chapter Summary

This chapter has given the background of the study clearly highlighting different aspects of human resource management and their influences on employee performance, thereby identifying the specific objectives. The specific objectives have been generated in a manner to respond to the general objective of the research.

The next chapter is chapter two which is going to tackle literature review based on the specific objectives. Theories and empirical studies from others scholars will be used to support the research. Chapter three describes the methodology that guided the study. In chapter four, the findings are analyzed and interpreted. Lastly, chapter five discusses the findings, conclusions, and recommendations of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature from fields that are fundamental to this study: with the first specific objective seeking to investigate the methodologies used for the orientation program. Subsequently, the effect of orientation on employee predominance; and finally, identify the factors affecting orientation programs and proposing measures to curb them.

2.2 Methodologies Used for Orientation Program and their Influence on Employee Performance

2.2.1 Methodologies Used for Orientation Program

New staff in an institution can be welcomed by an orientation program that makes them feel at ease and like they are an element of the group. Orientation programs differ depending on the institution, the running style, and the overall managerial culture. An orientation program can provide workers with an appropriate introduction to the company, what's expected and where they fit into general goals.

According to Richards (2017), Employee orientation program benefits the company by providing a chance to introduce workers to the basics of the company and their jobs from an administrative point of view. Workers benefit from learning the vital regulations and job details and position. Employees will complete essential rules and regulations, obtain and review the employee manual, learn regarding and sign up for benefits and learn about some very basic elements of the new position.

2.2.1.1 Tour Facility and Introduction to Co-Workers

New hires have to become familiar with their new place of work immediately. Take them on a tour of the office, pointing out important locations such as human resources, their manager's office, bathrooms, break rooms, the printing area, technology support and the company dining hall (Brookins, 2017).

While touring the facility, you can introduce a new member of staff to colleagues. Plan a formal meeting with the members of the direct team or department the worker will work in for more in-depth introductions.

2.2.1.2 Review Employee Handbook and Paperwork

An employee handbook contains a company's rules and regulations. It also covers information on company benefits, pays dates, paid-time off, lunch and other work breaks, state and federal employment laws and acts and more. Instead of reading each page, emphasize on the essential sections and have the employee examine it during his first week and call you if he has supplementary questions. Supply the employee with a signature page that outlines that he has read and understands what is outlined in the handbook (Brookins, 2017).

Brown (2017) says that an employee handbook and piles of paperwork are not sufficient anymore when it comes to welcoming a new employee to your organization. She continues saying that the most common complaints about new hire orientation are that it is overwhelming, boring, or that the new hire is left to sink or swim. She argues that employees feel as if the organization dumped too much information on them which they were supposed to understand and implement in much too short of a time period.

The consequence is often a confused new worker who is not as fruitful as he may possibly be. He is also more likely to leave the company within a year. This is costly to both the employer and the worker. Multiply this by the number of workers that you hire each year and the cost of turnover becomes significant (Brown, 2017).

With an ongoing work crisis, a valuable employee orientation development experience continues to be vital. It is vital that new employ programs are carefully designed to train the employee about the company's values and history and regarding who is who in the company.

2.2.1.3 Review Goals and Job Expectations

A new member of staff cannot complete most favorable levels of productivity and efficiency with an organization if he is not offered with his goals and how they fit with the general desires of the organization or his job expectations. This information should be discussed during new staff orientation so that a staff can acquire explanation on any points s/he is unsure of (Brookins, 2017).

2.2.1.4 Assign a Mentor

Being new in an organization is not always a comforting situation for employees, and many times, they request an informal mentor to help direct them to their first couple of weeks with the organization. Take the first step and give the new staff a mentor they can go to with questions or for encouragement (Brooklins, 2017).

According to United States Department of Transportation Mentoring Handbook (2004), a mentor who is successful is described as helpful, tolerant, and valued, an individual who desires to share their experiences, and who facilitates personal and specialized growth in the protégé. The protégés are assigned or strongly encouraged to contribute. The protégé and mentor may or may not willingly choose each other (Cotton, Miller, & Ragins, 2000). To sum up, a mentor is seen in a different way, depending on the institution. The popular view is that in most cases the institution sees the mentor as a superior person with much knowledge. In military and government sectors, the mentor is seen as either a supervisor or a superior officer. In the academic sector, the mentor might be that senior person or a peer, but most of the literature states the mentor should not be a supervisor. The mentor would still be a person who is experienced and has knowledge and intelligence to pass on (Inzer and Crawford, 2005).

2.2.1.5 Set an Evaluation Period

Evaluating an employee advantage both employers and employees by providing each one a chance to argue how an employee is performing in his position and what he may need to be more victorious. Evaluations also give workers a chance to provide their boss feedback on their experiences with the organization (Brookins, 2017). During orientation, tell workers about the organization's evaluation procedure so they are conscious of how their performance is reviewed. Instead of waiting a year to present the initial feedback, set up a 30-, 60- or 90-day evaluation period for new workers. This will give a possibility to see how they are settling into their roles and responsibilities within the organization before an annual review.

2.2.2 Employee Performance

Job performance assesses whether someone performs a job well. Employee performance indicates the effectiveness of employee's specific actions that contribute reaching organizational goals. It is defined as the way to perform the job tasks according to the prescribed job description. Performance is the art to complete the task within the defined limitations (Lqbal, Ljaz, Latif, & Mushtaq, 2015).

Employee performance is the key to the well-managed institution; Employee Performance Management is a process for establishing a common workforce understanding about what is to be achieved at an institution level. It is concerning of aligning the organizational objectives with the workers' agreed measures, skills, capability necessities, development plans and the delivery of outcomes. The emphasis is on progress, learning, and development in order to attain the overall business strategy and to build a high-performance workforce (PeopleStreme, 2013).

Performance management has been used by institutions to drive behaviors from the workers to obtain specific outcomes. In practice, this worked well for certain workers who were solely driven by financial rewards. However, where workers were driven by learning and development of their skills, it failed miserably. The gap between the justification of pay and the development of skills and knowledge became a huge problem in the use of performance management. This became evident in the late 1980s; the realization that a more comprehensive approach to manage and reward performance was needed. Managing performance approach was developed in the United Kingdom and the United States much in advance than it was developed in Australia (PeopleStreme, 2013).

Business owners' objective is profitability. The organization's success depends on the employees' performance; poor performance is harmful to the company's success. Come up with a well-rounded approach to managing and coaching the personnel requires the skill of a human resources leader and the support of the organization's executive leadership. Business owners habitually measure employee performance by assessing the production output of each employee. The output of a worker represents the amount of goods or services a worker can make in a precise amount of time. Employee performance can also speak about how efficiently a company uses economic resources. Economic resources consist of the direct materials and facilities needed to produce individual

products. The poor performance of an employee can result in wasted resources and higher business operating costs (Vitez, 2017).

2.2.3 Methodologies used for Orientation Program Vs Employee Performance

Wright & Geroy (2001) note that competencies of an employee vary through effective orientation programs. It therefore not only improves the general employees 'performance to effectively perform their present jobs but also enhances the knowledge, skills, and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

The earlier research branch on orientation and employee performance has revealed interesting results regarding this relationship. Orientation has been proved to generate performance improvement related benefits for the worker as well as for the organization by absolutely influencing employee performance through the development of worker knowledge, skills, ability, competencies, and behavior (Appiah, 2010).

According to Wright & Geroy (2001), the competencies of an employee vary through effective orientation programs. It not only improves the general employees' performance to effectively perform the present job but also enhance the knowledge, skills, and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. The competencies of a worker through orientation are developed and allow them to apply for the job-related work efficiently and achieve firm objectives in a competitive manner.

2.2.3.1 Tour Facility and Introduction to Co-Workers Vs Employee Performance

Tour facility and introduction to colleagues help new employees being familiar with the working place or environment he/she is in. Various studies have been carried out on workplace environment as a factor that determines employee performance. In his study, Tamessek (2009) analyzed the extent to which employees perceive their workplace environment as fulfilling their intrinsic, extrinsic, and social needs and their need to stay in the institution. He also analyzed the impact of perception of workplace environments on employee commitment and turnover in the organization, he concluded that if the new employees are given with enabling workplace environmental support which is orientation, in this case, they will be extremely satisfied and show a high level of commitment towards their institution and hence low turnover rate.

A study done by Chevalier (2004) revealed that when environmental supports are sound, workers are better equipped to do what is expected of them. Chandrasekar (2003) in her study found out that workplace environment plays a big role in increasing employees' performance. The operational atmosphere is possibly a key root causing employee's engagement or disengagement. Another study indicates that improving the working environment reduces complaints and absenteeism while increasing productivity (Roelofsen, 2002).

Russell F. Korte, a professor of human resource education in the College of Education at Illinois, discovered that colleagues exert far more influence on a new employee's socialization in an institution than previously thought: About 65 percent of what employees learn comes from their colleagues, while only 15 percent came from interactions with managers.

Colleagues are key players in socializing a new employee, he thinks that it's important that managers realize the power that the group work has to make or break the new hire coming in because if people have bad experiences, they will likely leave. Encouraging socialization and peer support might help in assisting the new hire to discover a good fit into the organization culture faster and find the right mentor to get him/her up to speed at the new job (Khare, 2017).

2.2.3.2 Review Employee Handbook and Paperwork Vs Employee Performance

Under employee handbook, there is terms and conditions of employment. Barnes (2017) defines an employee handbook as a booklet that documents your expectations from your workers and what your workers can expect from your organization. In other words, it states your legal obligations as an employer and their rights as employees. It contains important information on your organization's policies and procedures and has all details that employees would need to know about their workplace.

Bornstein (2007) states that, in institutions where workers are exposed to the stressful working environment, performance is negatively influenced and that there is a negative impact on the delivery of service. On the other hand, if working conditions are fine, performance increases and there is a positive impact on the delivery of service.

According to Messenger (2004) and Golden (2012), A positive effect on job performance and productivity can result in the capability of employees to choose their working time

arrangements. Conversely, ignoring this issue of working hours in working place may lead to a situation in which employees act contrary to the organization's interests, through increased absenteeism, lateness, reduced focus on the job tasks, attention being diverted to personal matters, and ultimately searching for alternative jobs and resigning (Ali, Ali, & Adan, 2013).

In what concerned handbook, Experts say that small and mid-sized businesses can craft employee manuals that both protect them from litigation and put staff members at ease by spelling out in positive terms the organization's policies. To have a useful policy handbook, the employer should take the occasion to categorize what is important to the company, both in keeping the workers informed and happy, as well as accomplishing the business objectives of the company. Nancy Cooper, chair of the labor and employment group of Garvey Schubert Barer, a law firm based in Portland, Oregon (Inc. Staff, 2010) says that handbook can serve as a playbook and spell out the rules of the game for workers with reference to what is expected of them.

Paul Rowson, managing director at the World at Work, a global human resources association that focuses on compensation, benefits, work-life, and integrated total rewards adds that the importance is that workers can be aware of what is expected of them and what they can expect from the organization. It includes how decisions are arrived at, how they are assessed on their performance, how the organization treats things like sick leave and other benefits, how the organization views work-life programs and how they will be treated in a disagreement. He adds that to have everything spelled out in a handbook can free up a worker to do their best work, with no doubts that an employer will treat them unfairly (Inc. Staff, 2010). But the devil is in the details, as they say.

An employee handbook success hinges on what is included and how you state policies. Writing clearly, in an understandable manner, and reflect the culture of the business is the first rule for writing a winning playbook. Time is required to learn about local and state requirements, plus federal requirements since some policies have to be in the manual by an act. Other policies should be in the handbook to protect the employer. Inc. Staff (2010) adds that no matter the reason behind the policies, all should be enforced in a consistent manner.

2.2.3.3 Review Goals and Job Expectations Vs Employee Performance

Under goals and job expectations, there is employee role and responsibility which goes with job descriptions. In some cases, lack of a job description causes employees to emphasize the wrong aspects of their jobs. A job description should not only contain the responsibilities a worker is expected to execute but also a ranking of the value of each function. Job descriptions prevent workers from a misunderstanding which work is theirs, reducing instances of work not being done because someone thought the task was not in her job description or work is the same as another because more than one employee assumed they were responsible for a task. Employees who know not only what they're supposed to do but also what their peers' responsibilities become stronger team members (Ashe-Edmunds, 2017).

According to Armstrong (2010), role theory as formulated by Katz and Kahn (1966) states that the role persons occupy at work and somewhere else exists in relation to other people. Performance in a role is seen as a product of the situation persons are in, for example, organizational context and the direction or influence exercised from above or elsewhere in the organization and their own skills, competence, attitudes, and personalities. Therefore, Armstrong is in the belief that the term role describes the part to be played by persons in fulfilling their job necessities. Roles also point out forms of behavior required to accomplish a particular task or the group of tasks contained in a position or job. Work role profiles primarily identify the necessities in terms of the ways tasks are accomplished rather than the tasks themselves.

A difference can, hence, be made between a job description, which just lists the most important tasks a person has to accomplish, and a role profile which is more concerned with the behavioral aspect to work and the results the person in the role is expected to complete. In relation to this study, Human Resource Officer should well describe proper roles in job descriptions to facilitate achieve efficacy within the organization. Armstrong (2011) does not differ from Armstrong's (2010) Role theory that helps us to understand the need to clarify with person what is expected of them in behavior terms and to make sure when designing jobs that they do not include any incapability elements; we must be aware of the potential for role conflict so that steps can be taken to minimize stress.

Shore (2012), in his experience as management instructor for many years, he says that the biggest mistake that he sees managers and recruiters make most of the time is not

clearly describing individual position responsibilities, tasks and achievement metrics. Increase your worker and team success rate by ensuring that for each position in your institution, you have a position description that includes: job description, job tasks, job functions, roles, competencies, performance management, critical success factors (Provide focus on the influences that impact the performance of the job), key performance indicators (Provide visibility to performance through the use of metrics and established performance targets; thereby giving context to vague concepts), key process ownership (Identifies the critical processes owned by the position), and career history.

When these extremely important position attributes are not defined, you are failing to inform workers what they need to accomplish, and lacking that direction, your workers, and your team will not deliver the results that they could be delivering (Shore, 2012).

2.2.3.4 Assign a Mentor Vs Employee Performance

Mentoring helps in nourishing and relaxing the workers' behavior because it guides them to expand and adjust themselves in their working environment. Most of the companies consider mentoring as a cost saving activity as its managing is less expensive. Mentoring provides a high return in the form of delivery and transferring of knowledge and educating each other about how to attain the organizational goals. Seniors and professionals in the form of mentors share their information and experience with mentees which create and develop in them a deeper sense of loyalty to the organization and increase their commitment to their tasks (Ofobruko and Nwakoby, 2013).

Mentors are continuously appreciated and facilitated throughout the world as they are considered as an assistant in achieving organizational goals and targets in terms of their performance (Tanoli, 2016). A mentor does not only develop the individual learning employees, he also increases the performance level of a group or teams' career (Kay & Wallace, 2010). He also develops, calculates and identifies the skills of the juniors and integrates their performance with the policies with the organizational goals and objectives (Tanoli, 2016).

From the study of literature on mentoring, it is guaranteed that mentoring by an experienced mentor enhances the capabilities of the protégé and prepares them to give a higher performance (Okurame, 2008).

2.2.3.5 Set an Evaluation Period

An evaluation of a worker falls under performance appraisal; generally, performance appraisal includes assessing performance in regarding of the decisions and opinions of subordinates, leaders, supervisors, other managers and even workers themselves (Jackson & Schuler, 2003). In general, an evaluation, performance review or a career development discussion is a technique by which the job performance of a worker is evaluated regarding quality/quantity/ cost/time. The method of performance appraisals as normal reviews of employee performance within institutions is being generally adopted. As a procedure, performance appraisal is seen as a key provider of successful human resource management, because it is strongly related to organizational performance (Erdogan, 2002).

Research has shown that the PA must have a positive reason and workers must be participants in the PA if they are to develop their job performance (Vasset, Mamburg, & Furunes, 2012). Performance reviews can be regarded as learning procedures, in which individuals can be encouraged to reflect about how and in which ways they want to build up (Teke, 2002). Performance feedback has important ability to advantage workers in terms of individual and team performance. Furthermore, effective performance feedback has the ability to boost employee commitment, motivation, and job satisfaction (Aguinis, Gottfredson, Joo, 2011).

Effective performance feedback is timely, precise, behavioral in nature, and offered by a credible source. The objectives of performance feedback are to develop individual and team performance, plus employee commitment, motivation, and job satisfaction (Aguinis, 2009). Performance feedback is effective in shifting employee work behavior and enhances employee job satisfaction and performance (Islam & Rasad, 2006). Alternatively, it is required to analyze and understands the feedback which is constantly ignored its complexities.

2.3 Effect of Orientation on Employee Predominance and their link to Employee Performance

2.3.1 Orientation

Orientation can be viewed as an exceptional type of guidance designed to assist new workers to learn about their everyday jobs, to be introduced to their colleagues and to settle in their work situation a fundamental ingredient of internal corporate communication (Bennett, 2001). Employee orientation can be generally defined as the familiarization with, and adaptation to, a new work environment. It is the process by which a new hire is introduced to the institution, to the work assembly, and to the job.

By tradition, organizations approach orientation by telling to the new hire the organization's history, structure, fringe benefits, rules, and regulations. An additional progressive approach is to view orientation like an occasion to communicate the company's vision and values, shape the new worker's values and integrate him/her into the organization's structure (Asare-Bediako, 2008). The first few months in any company stand for the critical period during which a worker will or will not learn how to become a high performer.

2.3.2 Employee Predominance

Business owners are all the time working towards having a great team of employees as a part of their institution. Even when the employee pool is in place, effective owners continually regulate job functions to better mesh with people within the company. This is required because, at the end of the day, in a business, it is the team that makes or breaks the company (Adecco, 2017).

In fact, research shows that when asked to what matters most to you in your business, business owners' first affirm that my employees and then the quality of my workers. While talent is important to any institution, the caliber of talent in a company where workers assume more responsibility and tend to wear a number of different hats is instrumental to organization culture and crucial to success (Adecco, 2017).

A motivated employee is more productive, helps an organization achieve its goals and is crucial to reducing absenteeism and turnover. Even employers who are aware of these benefits sometimes believe that there are certain workers that they can never motivate.

In a sense, that belief is true. Motivation cannot be forced. It is internal to each person (Schroeder, 2016).

Employee development is seen as one of the most important functions of human resource practice. A recent study suggests that ‘high commitment’ human resource practices, like employee development, affect organizational outcomes by shaping employee behaviors and attitudes (Whitner, 2001). Employee development is crucial in maintaining and developing the capabilities of both individual employees and the organization as one. A fundamental principle in perceived investment in employee development (PIED) is creating conditions where workers believe that their institutions worth their contribution and mind about their employability.

Employees always cite career development as vital to their satisfaction with a company, and the lack of it is the main reason why they change jobs. Actually, Hay Group data on the predictors of employee retention point out an organization’s employee development is the most significant aspect of an organization’s reward program as much as talent retention is concerned. For today’s labor force, career development is regarding moving forward and not just in terms of getting promoted. The majority of institutions are moving towards flatter hierarchical structures with fewer middle managers which lead to fewer promotional opportunities (Milch, 2014).

2.3.3 Orientation Vs Employee Predominance and their Link to Employee Performance

Orienting an employee or even someone shows a sign of respect towards him/her, as an institution, it is good to give value to workers and orient them. Nowadays, businesses big and small are under terrific pressure to deliver profitable growth year after year. Equity markets, private investors, and the competition you name it. Add to this, the vague elements of risk. It is pretty tough out there for the majority businesses global and local.

To address these challenges with confidence, businesses need the reliable lever of high-performing engaged workers. Ironically, this throws up an additional business challenge, of managing Talent. A shrinking workforce because of aging workers is more complicated this issue. Never before in business, has it been so significant to attract, retain and grow talent, like today and become an Employer of Choice. Hence, the increasing importance of new employee orientation (Garg, 2017).

Orientation for new staff is not just an HR initiative, as most people think; it is a single occasion to catapult your new staff into a high-performance orbit in the pursuit of business objectives. World-Class institutions and companies are aware of the link between orientation for new staff and business execution. The annual (The Great Place to Work) list featuring the World's top blue-chip institutions is standing evidence to this. These institutions have also created stakeholder worth without fail over the years, emerging as business leaders in their respective commerce sectors and beyond (Garg, 2017).

Businesses live to capitalize on profits and point they need to practice in a sensitive, sustainable and relentless way, in this fast-changing environment. Simply put, businesses have to raise revenues and reduce costs. Orientation for new staff has a significant role to play in influencing each of these positively, by driving time to Productivity of New Staff, Retention of Workers and Addressing Employee Turnover, and Employee Commitment (Garg, 2017).

According to Aberdeen Group, a Harte-Hanks Institution and a universal thought leader in the corporate study, it has been at the front position of exhaustive cutting-edge corporate study in the part of New Employee Orientation. Its numerous studies on orientation, over the years, have time and again, established how corporate have accomplished enhanced productivity, retention of workers, and commitment, through Orientation of new staff (Garg, 2017). The studies have found that through orientation of new employee, institutions can concentrate on their major asset, their workers for the reason that the experience of new staff has a direct impact on profitability.

New employees who are in the marketing and sales sectors contribute to the income and profits of institutions directly. Onboarding for new staff can set up and inform a line of sight from the new staff's performance to the organization's goal. This can assist them to perceive and be aware of how quickly their productive contribution can advantage the company, their performance and eventually their professional careers.

A carefully planned Onboarding process takes energy, time and engagement; but, it usually pays off for the individual worker, the department, and the institution. Mecklenburg County's success in revamping its employee Onboarding program can be given as an example (Brown, 2017).

The employer desired to live up to its philosophy of workers being the company's highest resource. In 1996, as part of a bigger project to restore services to meet customer desires, the Mecklenburg County Human Resources Department personnel took a smart choice. They took new staff as part of their client base and asked their clients what they wanted.

Workers were requested what they desired and needed from Onboarding. They were also requested what they enjoyed and did not enjoy concerning Onboarding. New workers were requested what they desired to know about the company. Furthermore, the company's senior managers were requested what they thought was important for workers to learn when joining the county pay sheet.

In consideration of employees' feedback, Mecklenburg's HR training employees first realized that meeting workers desires required over a half day training session. Believing employee feedback, the trainers crafted a one-day Onboarding that gave workers what they said they desired and what senior management believed workers desired to know.

Generally, employee Onboarding is assumed to be positively linked to performance. For example, Matsuno and Mentzer (2000) subscribe to the conviction that Onboarding is the solution to successful business performance, and Belcourt, Bohlander, and Snell (2008) noted that occasionally underperformers may not understand exactly what is necessary for them, however once their responsibilities are well clarified, they are in a position to do corrective action required to enhance their performance. This clearly supports the need to appropriately orient new workers with the intention of optimizing their performance.

2.4 Factors affecting Orientation Programs and their link to Employee Performance then Proposing Measures to curb them

2.4.1 Factors affecting Orientation Programs

In the study done in San Diego, April 13, 2011, by the Society for Human Resource Management (SHRM), Time constraints and lack of human resources employment were identified by over one-half of institutions as factors influencing orientation programs. Only 4 percent said Onboarding activities were not valued by new workers (SHRM, 2017).

Onboarding being not valued by the new worker depends on many aspects, the most common complaints about new employee Onboarding are that it is overwhelming, boring,

or that the new worker is left to sink or swim. Workers think as if the company dumped too much information on them which they were supposed to know and execute in much too short of a time period (Brown, 2017).

The end result is often a new worker who is confused and not as productive as he could be. He is also more likely to leave the institution within a year. This is costly to both the employer and the employee. Multiply this by the number of workers that are hired each year and the turnover cost becomes important (Brown, 2017).

Not having enough time to do so adequately may be seen as another potential issue with Onboarding. Most of the organizations only devote a small amount time to orient new workers, and it could result in the workers not knowing everything they require to know to be successful. The mentor may be required to rush through the essential parts of the job and skip over some of the other tasks that also require being understood by the worker (Arthur, 2017).

2.4.2 Factors affecting Orientation Programs Vs Employee Performance

For what concern time constraint, staff can have a say to the success of the organization when they are oriented to perform their jobs based on the industry standards. Staffs are attracted in performing their jobs well to move forward the organization, feel a sense of pride for a job well done and move forward to higher positions. When there is no time for Onboarding, workers do not be aware of how to carry out their new jobs well and expect to perform well (Amo, 2017). The low morale among workers arises, which fallout in employee turnover because of not performing well, also knowing that an organization with a high reputation of employee turnover is also unattractive in the market. This issue of poor performing will lead to low production as said by Amo (2017). The production rate is low when workers do not know sufficient to perform their tasks confidently. Employees might use substantial time seeking assistance to perform their jobs or they might carry out tasks to their understanding, to the damage of the work process. This might lead to errors and injury.

According to Occupational Safety and Health Administration, un-oriented personnel are more vulnerable to injuries. It happens when personnel lack the knowledge and information needed to utilize equipment and supplies safely. It could be mortal in workplaces that restrain heavy-duty machinery and hazardous materials.

For what concern workers not value Onboarding, (Brown, 2017) says that the most common complaints about Onboarding for new staff are that it is overwhelming, boring, or that the new staff is left to sink or swim. Workers think as if the company dumped too much information on them which they were supposed to know and execute in much too short of a time period. The new employee becomes confused and he is not even productive as he could be.

Reilly (2015) has suggested the institutions four errors to avoid during employee Onboarding practice which influences employee performance. The First error is the paperwork mountain. Most people hate it, and no one wants to spend their first day under a mountain of it. However, many institutions still consider their employee orientation the right time to collect signatures, tax information, and other HR-related forms...they could not be more wrong. When you bury new employees in paperwork during the employee Onboarding practice, they are kept from meeting colleagues, experiencing the organization culture and getting excited about their new company.

As a replacement for, employees need to tackle the paperwork at home before they enter their new offices for their first days. But with Onboarding and HR management technology, employers can securely send, track, and obtain any HR-related documents that necessitate being filled out over the Internet, freeing up a new hire's employee orientation time for a further important workout.

The second error as indicated by Reilly (2015) is focusing on the institution, not on the new staff. What does an orientation program usually necessitate? It necessitates a summary of policies, procedures, organization history, and a reminder that the new staff will possibly never use. Notice how organization-focused this approach is? In essence, a good number of institutions show new staff why their new institution is large and ask them to find a way to fit in.

This company focused approach works on various levels, but research shows that it may not be the best way to fit into place new staff over the long term, according to a study published in March 2013 in Administrative Science Quarterly. Results of the study recommend that an employee Onboarding procedure that concentrates on the new staff's personal identity leads to increased employee retention and customer satisfaction.

In other words, employee orientation programs that embrace and support new employees to control their professional experiences, creativity, and personal identity into making the organization better generate more productive and focused employees, than programs that propose new employees become just an additional cog in the machine.

The third error by (Reilly, 2015) is concentrating on processes rather than culture. Obviously, new staffs need to learn the diverse processes that they will be required to utilize at their new company, however, they do not have to learn them all in one day. Nothing is more tiresome (except maybe paperwork) for a new staff than listening to somebody drone on concerning how to send inter-office mail, which forms to use for what, or what every page of the employee manual says.

New employees desire to feel at ease and put up their confidence that they chose the right organization. Rather than walking through all the various procedures, the new employee will be required to navigate, cover the basics and move on. Supply a concrete foundation for them in the beginning and then assist them to build upon it. Look for the time to introduce new employees to colleagues, make interactive simulations, and assist them in being comfortable with the colleagues.

The last error as noted by Reilly (2015) is to wing it. Not being prepared can be seen as the biggest error an institution can make in the employee Onboarding process. An employee can obtain the manual from HR the morning of, go through it and being thrown in the deep-end, but neither the new employee nor the company benefits from that tactic.

How as a new employee would feel if you showed up for your first day and your new organization did not seem prepared or welcoming? Having an organized, well-thought-out employee Onboarding program makes your institution look good and shows that your new employees care.

Keep in mind, the first real experience new worker gets in your company is Onboarding. Workers may sense not valued and lack the motivation to do well his/her duty. Avoid these four errors at all costs, to guarantee that the experience is a positive one, not something that will make your new employees distrust their choice.

For what concern lack of human resources staffing or lack of a mentor, each time when an institution employs an employee for the business, the institution must plan on how to orient him with a proper mentor. The success of the business depends on how well your

workers perform and how they relate to their mentors. Lack of staff for orientation spells dilemma for every organization since it unfavorably impacts the organization, internally and externally.

According to Ferguson (2017), when an organization provides Onboarding to its workers, there is an expectation of workers to perform at optimum level after it's finished. Though mentorship is provided to the one working in the same field, delegation can be done for the unavailability of the mentor.

When a mentor is not available, there is confusion for new workers as they unsure of what's expected of them; and may end up doing their work tasks inefficiently. The Misunderstandings can result because workers are not comprehensible about the necessities. Confusion brings dissatisfaction because workers become more and more unsure about their responsibility in the organization. And with dissatisfaction comes clash, as workers can dispute with each other or disobey management because of improper orientation (Ferguson, 2017).

A worker who is well-oriented and committed is expected to stay with the organization. Because time is taken to guarantee that she receives appropriate orientation, she is further motivated to do well for the organization. The Unmotivated worker is the one who did not get a proper orientation, as she does not have the information required to provide customers. This results in low productivity and imprecise work, which injures the organization's bottom line.

2.4.3 Proposed Measures to curb them

With the ongoing labor crisis, raising a valuable employee Onboarding experience keep on being vital. It is vital that new employee programs are carefully designed to inform the worker about the company's values and history and about who is who in the company (Brown, 2017).

A well-planned Onboarding program will help in increasing employee productivity and employee retention. Institutions that are using good Onboarding programs get new people up to speed faster, have a better alignment between what the workers do and what the institution expect from them, and do not have high turnover rates (Brown, 2017).

In fact, though, many institutions find it tough to schedule orientations right away, and new workers members may struggle for several days or weeks before they get any official introduction to the institution. It is good to create time for an orientation when it is desired before and at the same time as the new staff member actually starts working. Providing an orientation at the right time makes more sense for the personnel and the organization as well. Knowing what an employee is supposed to perform and how to find the way in the company will save much more time in the long run, through the personnel, than you'll save by putting it off (Robinowitz, 2016).

Not having enough staff to orient new is a sign of poor planning of the organization, providing a mentor or a guide to a new staff is the key to a successful orientation program; provide career direction, support the progression of job position, help in resolving task-related issues, and further support their general growth. Thus, new staffs develop their knowledge and skills and have a vision for their career growth and position improvement (Fawcett, 2002).

The awareness, experience exchange and learning opportunities in the orientation were established to increase new employees' sense of self-confidence toward their job, reduce their uneasiness for the future, please their career growth needs and further produce a high level of job fulfillment (Underhill, 2006).

The quality of work, rates of retention, and the level of customer service can be significantly influenced by the decisions made about staffing in business. Objectives and Production are in peril. The most significant responsibilities for a manager are to come up with suitable staffing decisions (Ray, 2017).

Additionally, to have adequate personnel to meet your customer demands, having the right people in the right positions is the key, advises the Management Study Guide. Looking for specific qualities in potential workers during staffing process helps the business to run more smoothly and more effectively. In starting by the most excellent candidates, you then should pay attention for personnel members that you can help, cross-train, and grow. Development of personnel helps the organization in keeping retention rates high and save money on hiring and newcomer training (Ray, 2017).

2.5 Chapter Summary

This chapter reviewed fundamental concepts related to this study. The first concept was to investigate the methodologies used for the orientation program. Moreover, it incorporated reviews on the effect of orientation on employee predominance, and finally, identify the factors affecting orientation programs and proposing measures to curb them.

The next chapter will give insight into the Research Design, Population and Sampling Design, Data Collection Methods, Research Procedures and Data Analysis Methods used in this research.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter defines the research design and methodology that was used in this study. It contained a description of the population and sampling design, data collection methods, research procedures, data analysis methods and at the end the summary of the chapter.

3.2 Research Design

A research design is defined as the act of arranging circumstances for gathering and analysis of data in a style which hopes to merge relevance to the research intention. It is used to organize the research and point out that all the key elements of the research have been created to work collectively (Universal Teacher, 2017).

This research was done through Mixed method; qualitative and quantitative methods, it is a methodology used for doing research that associates gathering, analyzing, and integrating quantitative (e.g., experiments, surveys, etc) and qualitative (focus groups, interviews, etc) research. This approach is utilized when this combination gives a better understanding of the problem of the study than either of each alone (Foodrisc, 2016).

Quantitative data contains close-ended information for instance that found to calculate attitudes (rating scales), behaviors (observation checklists), and performance instruments. The analysis of the data statistically consists of analyzing scores provided by an instrument like questionnaires or checklists to respond research questions or to test hypotheses (Foodrisc, 2016).

For Qualitative data, it contains open-ended information from the researcher. A researcher gathers information through interviews, focus groups, and observations. The analysis of the qualitative data (words, text or behaviours) is typically done by the path of aggregating it into categories of information and presenting the mixture of ideas collected during data collection.

Mixed method is utilized to facilitate giving a number of benefits like giving strengths that balance the weaknesses of both quantitative and qualitative research, providing a more complete and comprehensive understanding of the research problem than either

quantitative or qualitative approaches alone, providing an approach for developing better, more context-specific instruments, and assists to explain results (Foodrisc, 2016).

3.3 Population and Sampling Design

3.3.1 Population

A population is normally defined as a large collection of persons or objects that are the main focus of a research (Hassan, 2017). Researches are done for the advantage of the population. Nevertheless, researchers often cannot test every person in the population as it is too expensive and time-consuming due to the big size of the population, the reason why researchers rely on sampling techniques.

The population of interest in this study was 270 United States International University-Africa Administrative Staff (USIU-AFRICA HR OFFICE, 2017).

Table 3.1: Population Distribution

TARGET POPULATION	
Category	Target Population
Administrative Staff	270
TOTAL	270

3.3.2 Sampling Design

3.3.2.1 Sampling Frame

A sample frame is defined as a set of information used to recognize a population sample for statistical treatment (Mugenda and Mugenda, 2003). For each individual, a numerical identifier is included, plus other identifying information regarding individuals' characteristics, to help in analysis and allow for division into extra frames for additional in-depth analysis. The sampling frame for this study was a list of administrative staff that was obtained from HR office.

3.3.2.2 Sampling Technique

Sampling Techniques are the methods used to represent samples from a population regularly in a way that the sample will facilitate determination of some assumption about the population (Mc Graw-Hill, 2003).

Simple random sampling was used in this study. Random sampling is seen as the most famous of all sampling strategies. According to Teddlie and Yu (2007), a simple random sample is one where each unit (persons, cases, etc) in the available population has an equal possibility of being included in the sample, and the chance of an element being selected is not affected by the selection of other elements from the available population (the selections are made independently).

3.3.2.3 Sample Size

A sample size is an element of the population selected for a study or experiment (Statistics How To, 2017). The population of interest in this study was Faculty and Administrative staff. According to the information received from USIU-Africa HR office, the target group of 270 Administrative Staffs was under consideration.

According to Research Advisors (2006), the formula used for sample size distribution calculations was:

$$n = \frac{X^2 \cdot N \cdot P \cdot (1-P)}{(ME)^2 \cdot [N-1] + (X^2 \cdot P \cdot [1-P])}$$

Where:

n= sample size

X²= chi- square for the specified confidence level at 1 degree of freedom

N= population size

P= population proportion (.50 in this table)

ME= desired margin of error (expressed as a proportion)

The sample size of this study was therefore 161 respondents for Administrative Staff.

Table 3.2: Sample Size Distribution

Required Sample Size

POPULATION SIZE	CONFIDENCE LEVEL=	%
	95%	
	MARGIN OF ERROR=	
	5%	
270	161	60
TOTAL		60
270	161	

3.4 Data Collection Method

Data collection is the logical approach to collect and measure information from a variety of sources to obtain a full and precise image of a part of concern (Rouse, 2017). It gives the ability to an individual or a company to respond relevant questions, assesses outcomes, and predict about future chances and tendency. Data collection can be done through distinct methods Surveys, interviews and focus groups are primary instruments for collecting information.

This research used a primary source of information to collect data. According to Willamette University (2017), Primary sources are first-hand accounts or person representations; information is collected from persons directly.

The data was obtained from USIU-AFRICA Administrative Staff and collected through a questionnaire; it was in term of structured compromising of open-minded questions which were based on the three specific objectives of the research. The questionnaire was divided into four sections, section A, B, C, and D where section A was capturing the demographic factors of the respondent while section B, C, and D were capturing information relating to the specific objectives of the study.

3.5 Research Procedures

The primary step to apply was to do pilot test. A pilot test was used to measure the reliability of the questionnaire; it is a technique used to test the plan, methods, or instrument before starting the research (Mugenda and Mugenda, 2003).

The pretest sample depends on the size of the sample, between 1% and 10 % (Mugenda and Mugenda, 2003). The pretest questionnaires were distributed fairly to the selected respondents with the intention of gathering a cross-sectional reaction of respondents. This assisted in determining the healthiness of the tool. Out of the 161 targeted populations, the 10 respondents were used to pilot test the data collection tools. Questionnaires were distributed to the respondents within the selected departments under study and then were collected back after one day of which analysis was done to confirm that the data collection tool was to be taken or required to be adjusted. Scale reliability for study variables was determined by computing the overall Cronbach's alpha reliability coefficient for the objects of independent and dependent variables. The results of pilot study revealed that all the variables had alpha values of more than 0.7; which indicated a significant degree of internal consistency. All items that returned a Cronbach's alpha coefficient of 0.7 or more have been considered reliable. Individual items in an instrument measuring a single construct were highly correlated to one another, which reflected the homogeneity of the items.

This research used a questionnaire as an instrument to gather data; questionnaires were distributed physically to each respondent. The collection of filled questionnaires was done through the same route by going to each respondent and collects it, and then verification on how questionnaires have been filled was done in the presence of the respondent to make sure that they filled well regarding the objective of the research.

3.6 Data Analysis Methods

After collection, data were coded into the Statistical Package for Social Sciences (SPSS version 21) for analysis. Additionally, both descriptive and inferential statistics were used to analyze the data. In descriptive statistics, frequencies, percentages, mean and standard deviation were used. Descriptive statistics are used to illustrate the fundamental features of the data in a research. They present simple summaries regarding the sample and the measures. With simple graphics study, they outline the source of almost every quantitative analysis of data (Trochim, 2006). Descriptive Statistics are utilized to present quantitative descriptions in a controllable structure. It helps researchers to simplify large amounts of data in a sensible way.

In inferential statistics, Validity and reliability were used to test variables. The degree of accuracy of the outcomes of the research is referred by validity. The Validity of the

results can be internal or external. Internal refers to the analysis of the accuracy of the results gained whereas External refers to the analysis of the results with regards to whether they can be widespread (Ghauri & Grønhaug 2005, 65). Wherever measurements are utilized, different types of validity will be found; face validity, which represents the degree to which the measure used is rationally able of what is due to gauge, convergent validity, which represents the degree to which the measurement used can generate related results if used somewhere else and divergent validity that represents the degree to which one creates is renowned from another (Ghauri & Grønhaug 2005).

In this research, validity was taken into concern, as the questionnaire was constructed by the researcher; it was designed on the basis of the researcher's desires in relation to the research topic and so brings advantages in the sense that it measures precisely what the researcher means to measure.

Reliability directs the attention to the solidity of the measure used to learn the relationships between variables (Ghauri & Grønhaug 2005, 81). The questions in the questionnaire were designed regarding the issues related to the problem and objectives of the study. A Pilot test was used to measure the reliability of the questionnaire; it is a technique used to test the plan, methods, or instrument before starting the research (Mugenda and Mugenda, 2003). The pretest sample depends on the size of the sample, between 1% and 10 % (Mugenda and Mugenda, 2003). The pretest questionnaires were distributed fairly to the selected respondents with the intention of gathering a cross-sectional reaction of respondents. This assisted in determining the healthiness of the tool. Out of the 161 targeted populations, the 10 respondents were used to pilot test the data collection tools. Questionnaires were distributed to the respondents within the selected departments under study and then were collected back after one day of which analysis was done to confirm that the data collection tool was to be taken or required to be adjusted. Scale reliability for study variables was determined by computing the overall Cronbach's alpha reliability coefficient for the objects of independent and dependent variables.

The normality test for the study variables was also done where the normality of data distribution was assessed by examining its skewness and kurtosis (Kline, 2005). A variable with an absolute skew-index value greater than 3.0 is extremely skewed while a kurtosis index greater than 8.0 is an extreme kurtosis (Kline, 2005). Cunningham (2008)

stated that an index smaller than an absolute value of 2.0 for skewness and an absolute value of 7.0 is the least violation of the assumption of normality.

The Correlation was also used to establish the relationship between variables (dependent and independent). Inferential statistics deduce from the sample to the population, they establish a chance of characteristics of a population regarding the characteristics of the sample. They aid to evaluate the strength of the relationship between the independent (causal) variables, and the dependent (effect) variables (Albrecht, 2017).

Correlation refers to the power of a connection between two variables. A strong, or high, correlation means that two or more variables have a strong connection with each other, while a weak or low correlation means that the variables are scarcely connected. Correlation analysis is the method of studying the strength of that connection with existing statistical data (Crossman, 2016).

Regression analysis was lastly done to perceive the connection linking independent and dependent variables by the use of Karl Person's coefficient of correlation. The formula used is $(Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3)$, where Y is the dependent variable employee performance, X_1 is methodologies used for an orientation program, X_2 is the effect of orientation on employee predominance, then X_3 is factors affecting orientation programs, was used to determine the correlation between the variables.

3.7 Chapter Summary

This chapter defined the research methodology which was used for this study, the population, research design, sample size, and sample design. It summarized also the data collection method, which was the primary data, then the data analysis techniques used. The next chapter presents a detailed analysis of the results and findings of this study.

CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

The purpose of this study was to establish the effect of orientation programs on employee performance, a case of USIU-AFRICA. This chapter presents the data analysis results, interpretation, and presentation.

4.2 Response Rate

Table 4.1 indicates that the 154 questionnaires administered were all returned. The overall response rate was thus found to be 96% which is high compared to the usually expected response rate as Mugenda (2003) states. He says that 50% is a sufficient response to response rate, 60% is a good response and 70% response rate and above is rated wonderfully for hand-delivered questionnaires; then it was sufficient to proceed with the data analysis.

Table 4.1: Response Rate

Category	Frequency	Percentage
Responded	154	96
Did not Respond	7	4
Total	161	100

4.3 Demographic Characteristics

This section discusses the results of the general information about the respondents including the Age bracket, gender, marital status, education level, the duration of employment and the level of employment.

4.3.1 Age of the Respondent

The respondents were asked to indicate their age bracket; the finding was indicated in Figure 4.1

The findings indicated that majority of the respondents 27% were above 40 years, 21% of respondents were below 25 years, 21% of respondents were between 26-30 years, 18% of respondents were between 31-35 years and 13% of respondents were between 36-39 years. This indicates that most of the respondents were at the highest age; therefore it is assumed that they are married with families. It outlines also that performance of employees with 40 years and above in USIU-AFRICA is more influenced by orientation programs than the rest.

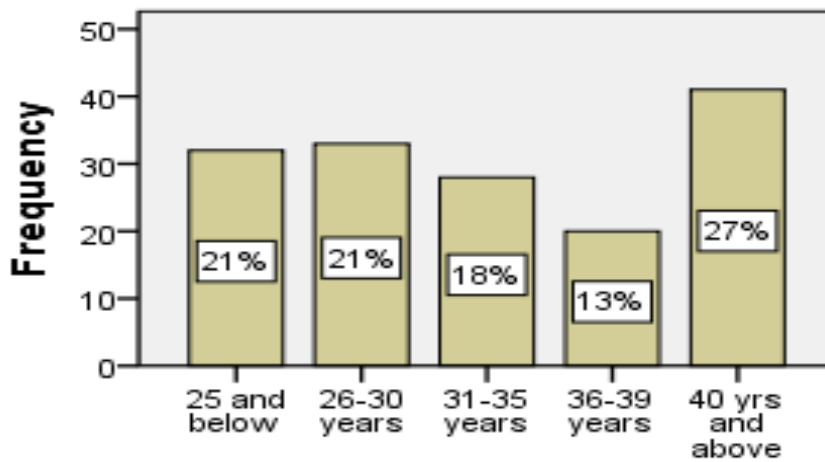


Figure 4.1: Age of the Respondents

4.3.2 Gender

The respondents were asked to indicate their gender. The findings were as indicated in Figure 4.2

As shown in Figure 4.2, 53% of the respondents were male while 47 % were female. The above finding reveals that the male was more compared to female respondents in USIU-AFRICA. This indicates that performance of male in USIU-AFRICA is more influenced by orientation programs than female.

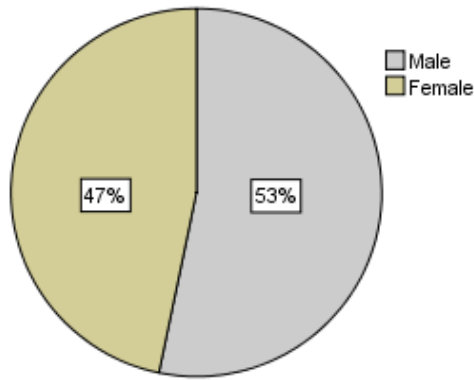


Figure 4.2: Gender of the respondents

4.3.3 Marital Status

The respondents were asked to indicate their marital status. The findings were as indicated in Figure 4.3

Figure 4.3 shows that 52% of the respondents were married, 44% were single, 3% of the respondents were divorced and 1% of the respondents were widowed. Hence, this indicates that most of the respondents were married and it is assumed that they have family responsibilities. It outlines also that performance of married employees in USIU- AFRICA is more influenced by orientation programs than others.

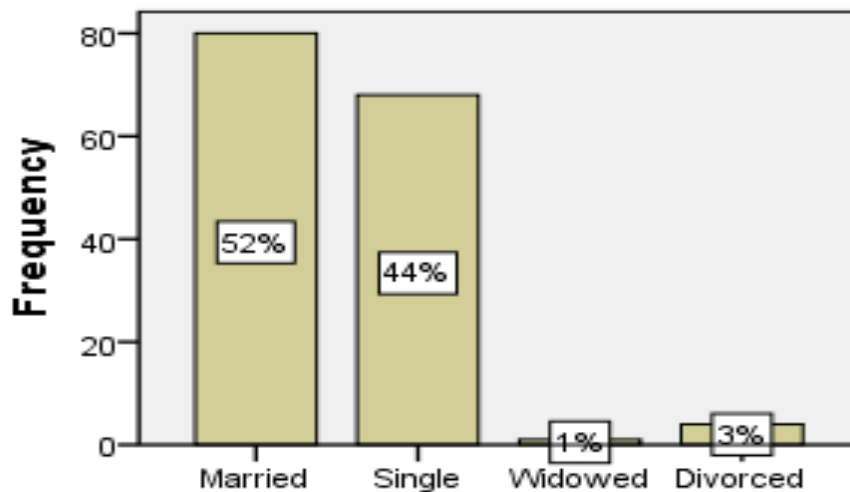


Figure 4.3: Marital Status of the respondents

4.3.4 Level of Education

The respondents were asked to indicate the highest level of education; the finding was indicated of Figure 4.4

The findings indicated that majority of the respondents 44% had master’s qualifications, 43% were undergraduate degree holders, 6% had PhDs, 6% were diploma holders and 1% was at Certificate level of education. This indicates that most of the respondents had masters’ degree, which is among the highest education levels; one can easily conclude that they were knowledgeable with vast information on orientation programs and employee performance. It outlines also that performance of employees with a masters degree in USIU-AFRICA is more influenced by orientation programs than others.

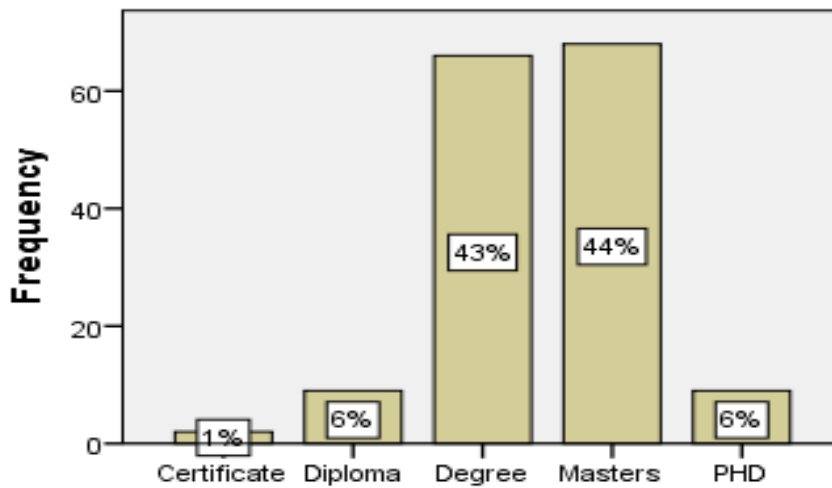


Figure 4.4: Education Level

4.3.5 Duration of Employment

The study sought to establish the duration of employment of the respondents in USIU-AFRICA. The findings were as shown in Figure 4.5.

The study found out that 15 % of the respondents were in the employment less than 1 year, 22% had worked for 1 to 2 years, 29 % of the respondents had been in the service for 2-5 years, 16% of the respondents had worked for 5-10 years and 18% had been in employment for 10years as above. This is an indication that performance of employees with 2-5 years working experience in USIU-AFRICA is more influenced by orientation programs than others.

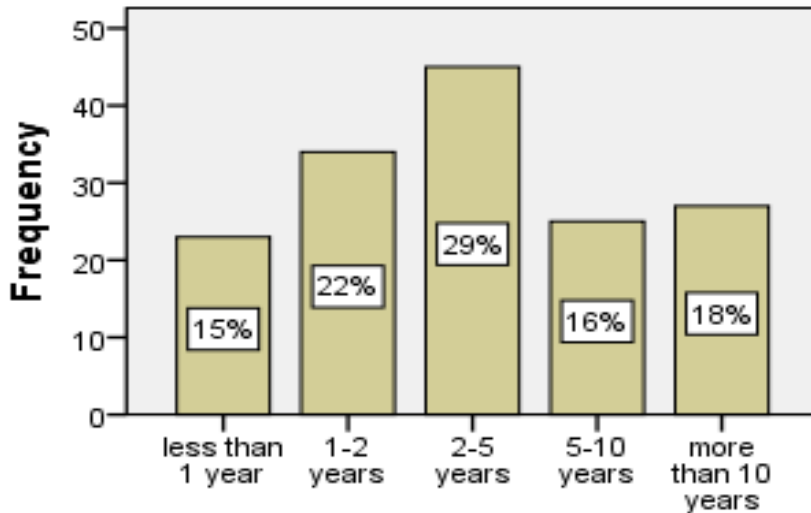


Figure 4.5: Duration of Employment

4.3.6 Level in organization

The study sought to establish the organization’s level of the respondents in USIU-AFRICA. The findings were as shown in Figure 4.6.

The study found out that majority 50% of the respondents were in middle-level management, 35% of respondents were in lower level management, 9 % of respondents were in entry level years and 6% of respondents were in top level management as the above. Since the majority was in the middle level, this indicates that performance of middle-level employees in USIU-AFRICA is more influenced by orientation programs than other employees’ levels.

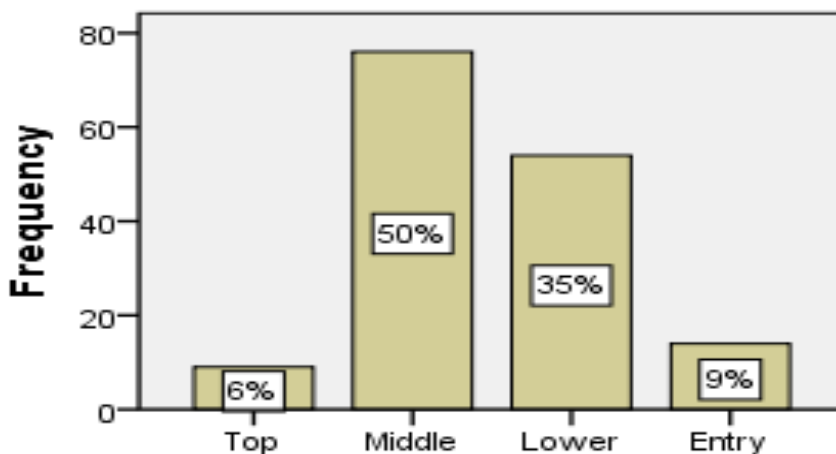


Figure 4.6: Level in organization

4.4 Descriptive Analysis of Study Variables

4.4.1 Methodologies used for orientation programs

The study sought to investigate the methodologies used for the orientation programs and their influence on employee performance.

From the findings in table 4.2, majority of the respondents (75%) agreed that tour facility has helped them become familiar with their working place, 57% agreed that introduction to co-workers has helped them become familiar with the working environment, 56% agreed that tour facility has helped them to perform well in their duties, 65% agreed that introduction to Co-workers has helped them to perform well in their duties, 62% agreed that reviewing employee handbook has helped them to understand employee workplace policies, 51% agreed that reviewing paperwork has helped them to understand employee workplace policies, 57% agreed that reviewing paperwork has helped them to understand employee workplace procedures, 63% agreed that reviewing employee handbook has helped them to understand employee workplace procedures, 59% agreed that reviewing employee handbook and paperwork has helped them to perform well in their duties, 69% agreed that reviewing goals and job expectations has helped them to understand what is expected of them, 69% agreed that reviewing goals and job expectations has helped them to perform well in their duties, 46% agreed that their mentors have helped them to adjust in their working environment, 40% agreed that their mentors have helped them to develop their individual learning, 41% agreed that their mentors have helped them to perform well in their duties, 50% agreed that Performance appraisal is the key contributor to their performance, 49% agreed that their participation in the performance appraisal has improved their performance and 57% agreed that performance feedback has helped them to enhance their performance.

Table 4.2: Methodologies used for Orientation program

TOUR FACILITY AND INTRODUCTION TO CO-WORKERS	SA(%)	A(%)	N(%)	D(%)	SD(%)
Tour facility has helped me become familiar with the working place	34	41	12	8	5
Introduction to co-workers has helped me become familiar with the working environment	34	41	11	9	5
Tour facility has helped me to perform well in my duties	23	33	23	14	6
Introduction to Co-workers has helped me to perform well in my duties	30	35	17	14	5
REVIEWING EMPLOYEE HANDBOOK AND PAPERWORK	SA(%)	A(%)	N(%)	D(%)	SD(%)
Reviewing employee handbook has helped me to understand employee workplace policies	29	32	19	10	9
Reviewing paperwork has helped me to understand employee workplace policies	19	32	35	8	6
Reviewing paperwork has helped me to understand employee workplace procedures	21	36	30	8	5
Reviewing employee handbook has helped me to understand employee workplace procedures	25	37	20	12	5
Reviewing employee handbook and paperwork has helped me to perform well in my duties	23	36	19	15	7
REVIEWING GOALS AND JOB EXPECTATIONS	SA(%)	A(%)	N(%)	D(%)	SD(%)
Reviewing goals and job expectations has helped me to understand what is expected of me	40	29	14	10	6
Reviewing goals and job expectations has helped me to perform my duties well	42	27	14	12	5
ASSIGN A MENTOR	SA(%)	A(%)	N(%)	D(%)	SD(%)
My mentor has helped me to adjust in the working environment	21	25	24	19	10
My mentor has helped me to develop my individual learning	17	23	31	19	10
My mentor has helped me to perform my duties well	19	22	29	20	10
SET AN EVALUATION PERIOD	SA(%)	A(%)	N(%)	D(%)	SD(%)
Performance appraisal is the key contributor to my performance	17	33	22	20	9
My participation in the performance appraisal has improved my performance	18	31	18	18	15
Performance feedback has helped me to enhance my performance	28	29	12	14	17

KEY: SA-Strongly Agree, A-Agree, N-Neutral, D- Disagree, SD-Strongly disagree

4.4.2 Employee Predominance

The study sought to determine the effect of orientation on employee predominance and their link to employee performance. The results are as indicated in table 4.3.

From the findings in Table 4.5, 53% of the respondents agreed that orientation has motivated them and made them feel valued by their employers, 55% agreed that orientation has contributed to the performance of their tasks, 53% agreed that taking skill enhancement or employee development activities seriously has helped them to perform well in their duties, 31% of the respondents agreed that orientation was well planned and organized, 23% agreed that their suggestions during orientation have been applied by their employers.

Table 4.3: Employee Predominance

Employee Predominance	SA (%)	A (%)	N (%)	D (%)	SD (%)
Orientation has motivated me and made me feel valued by my employer	23	30	27	11	8
Orientation has contributed to the performance of my tasks	19	36	25	12	8
Taking skill enhancement or employee development activities seriously has helped me to perform well in my duties	14	40	29	10	8
Orientation was well planned and organized	11	20	31	24	14
My suggestions during orientation have been applied by my employer	12	11	33	21	22

KEY: SA-Strongly Agree, A-Agree, N-Neutral, D- Disagree, SD-Strongly disagree

4.4.3 Factors affecting orientation programs

The study sought to identify the factors affecting orientation programs. The results are as indicated in Table 4.4.

From the findings in Table 4.4, 25% indicated that the employer's lack of enough time allocation for orientation has affected their performance, 16% agreed that being bored and overwhelmed during orientation have affected their performance, 10% agreed that their

lack of focus during orientation has affected their performance, 16% agreed that not being assigned the mentors has affected their performance and 24% agreed that not being oriented by the direct supervisors has affected their performance.

Table 4.4: Factors affecting orientation programs

Factors affecting orientation programs	SA (%)	A (%)	N (%)	D (%)	SD (%)
The employer's lack of enough time allocation for orientation has affected my performance	8	17	29	34	12
Being bored and overwhelmed during orientation have affected my performance	5	11	24	38	22
My lack of focus during orientation has affected my performance	5	5	23	33	34
Not being assigned a mentor has affected my performance	7	9	24	29	30
Not being oriented by the direct supervisor has affected my performance	7	16	17	29	31

KEY: SA-Strongly Agree, A-Agree, N-Neutral, D- Disagree, SD-Strongly disagree

4.4.4 Measures to curb factors affecting orientation programs

The study sought to establish the measures to curb factors affecting orientation programs. The results are as indicated in Table 4.5.

From the findings in Table 4.5, 59% of the respondents indicated that being given enough time has helped them to perform well in their duties, 42% agreed that the fact that orientation was well conducted and at the right time has helped them to perform well in their duties, 38% agreed that being focused during orientation has helped them to perform well in their duties, 31% agreed that the fact that they were assigned the mentors has helped them to perform well in their duties and 38% agreed that being oriented by their direct supervisors has helped them to perform well in their duties.

Table 4.5: Measures to curb factors affecting orientation programs

measures to curb them	SA (%)	A (%)	N (%)	D (%)	SD (%)
Being given enough time has helped me to perform well in my duties	22	37	27	8	5
The fact that orientation was well conducted and at the right time has helped me to perform well in my duties	13	29	28	20	10
being focused during orientation has helped me to perform well in my duties	8	30	35	19	8
The fact that I was assigned a mentor has helped me to perform well in my duties	10	20	31	23	16
Being oriented by my direct supervisor has helped me to perform well in my duties	18	21	26	22	14

KEY: SA-Strongly Agree, A-Agree, N-Neutral, D- Disagree, SD-Strongly disagree

4.4.5 Employee Performance

The study sought to find out about employee performance in USIU-AFRICA. The results are as shown in Table 4.6.

From the findings in Table 4.6, 60% of the respondents agreed that their involvement in creating goals and objectives have helped them to perform well in their duties, 51% agreed that receiving confidential, anonymous feedback from their colleagues have helped them to enhance their performance, 50% agreed that the use of productivity test as the measure of performance has helped them to enhance their performance.

Table 4.6 Employee performance

Employee performance	SA (%)	A (%)	N (%)	D (%)	SD (%)
My involvement in creating goals and objectives has helped me to perform well in my duties	31	29	19	15	6
Receiving confidential, anonymous feedback from my colleagues has helped me to enhance my performance	25	26	27	12	10
The use of productivity test as the measure of performance has helped me to enhance my performance.	23	27	25	13	12

KEY: SA-Strongly Agree, A-Agree, N-Neutral, D- Disagree, SD-Strongly disagree

4.5 Inferential statistics

4.5.1 Reliability Analysis

Scale reliability for study variables was established by computing the overall Cronbach's alpha reliability coefficient for the items of Methodologies used for an orientation program, Employee Predominance, Factors affecting orientation programs, and Employee Performance. The reliability was demonstrated since the overall Cronbach's alpha statistic for Methodologies used for an orientation program, Employee Predominance, Factors affecting orientation programs, Employee Performance were 0.906, 0.863, 0.795 and 0.834 respectively which were greater than the threshold value of 0.7 as indicated in Table 4.7.

Table 4.7: Reliability of the study Variables

Variables	Number of items	Cronbach's Alpha
Methodologies used for orientation program	17	0.906
Employee Predominance	5	0.863
Factors affecting orientation programs	5	0.795
Employee Performance	3	0.834

4.5.2 Normality test

The normality of data distribution was assessed by examining its skewness and kurtosis (Kline, 2005). A variable with a complete skew-index value greater than 3.0 is extremely skewed while a kurtosis index greater than 8.0 is an extreme kurtosis (Kline, 2005). Cunningham (2008) stated that an index smaller than an absolute value of 2.0 for skewness and an absolute value of 7.0 is the least violation of the assumption of normality. The findings of the normality test of the study variables indicated skewness and kurtosis in the range of -1 and +1 as shown in Table 4.8. This implies that the assumption of normality was satisfied.

Table 4.8: Normality test for the study variables

Variables	Statistic	Statistic	Std. Error
Employee Performance	Mean	-.0260	.07781
	Std. Deviation	.96565	
	Skewness	.502	.195
	Kurtosis	-.381	.389
Methodologies used for orientation program	Mean	.0000	.08085
	Std. Deviation	1.00326	
	Skewness	.523	.195
	Kurtosis	-.186	.389
Employee Predominance	Mean	.0000	.08084
	Std. Deviation	1.00326	
	Skewness	.280	.195
	Kurtosis	-.283	.389
Factors affecting orientation programs	Mean	.0000	.08084
	Std. Deviation	1.00325	
	Skewness	-.530	.195
	Kurtosis	-.539	.389

4.5.3 Correlation Analysis.

Methodologies used for orientation program were found to be positive and significantly related to Employee Performance ($r = 0.518$, $p\text{-value}=0.000<0.05$). Employee predominance was found to be positive and significantly related to Employee Performance ($r = 0.454$, $p\text{-value}=0.000<0.05$). Factors affecting orientation programs

were found to be positive and significantly related to Employee Performance ($r = 0.404$, $p\text{-value}=0.000<0.05$) as indicated in Table 4.9.

Table 4.9: Correlation Analysis

		Methodologies used	Employee Predominance	Factors
Employee Performance	Pearson Correlation	.518**	.454**	.404**
	Sig. (2-tailed)	.000	.000	.000
	N	154	154	154

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

4.5.4 Regression Analysis.

The R-square value in this case is 0.511 which clearly suggests that there is a strong relationship between Methodologies used for orientation program, Employee Predominance, Factors affecting orientation programs and Employee Performance as indicated in Table 4.10 This indicates that Methodologies used for orientation program, Employee Predominance and Factors affecting orientation programs share a variation of 56.1 % of Employee Performance.

Table 4.10: Model summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.749 ^a	.561	.511		.80730

a. Predictors: (Constant), Methodologies, Predominance, and Factors.

b. Dependent Variable: Performance

The ANOVAs Table in Table 4.11 indicates that the overall model was a good fit since ($F\text{-value}=22.970$ and $p\text{-value}=0.000<0.05$).

Table 4.11: ANOVA^a

Model		Sum Squares	of Df	Mean Square	F	Sig.
1	Regression	44.911	3	14.970	22.970	.000 ^b
	Residual	97.759	150	.652		
	Total	142.670	153			

a. Dependent Variable: Performance

b. Predictors: (Constant), Methodologies, Predominance, and Factors.

This analysis of variable indicated that the overall model was significant at p-value=0.000, and F-value=22.970.

Coefficients^a

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.198	.065		3.040	.003
	Methodologies	.389	.085	.404	4.601	.000
	Predominance	.205	.084	.283	2.436	.016
	Factors	.138	.066	.200	2.095	.038

a. Dependent Variable: Performance

The model becomes

$$\text{Employee Performance} = 0.198 + 0.389_{met} + 0.205_{predom} + 0.138_{factors} + \varepsilon$$

Methodologies used for orientation program were found to have a positive linearly significant influence on Employee Performance. ($\beta=0.389$, $p=0.000<0.05$). Here one unit change in Methodologies used for orientation program results in 0.389 unit increase in Employee Performance.

Employee Predominance was found to have a positive linearly significant influence on Employee Performance. ($\beta=0.205$, $p=0.016<0.05$). Here one unit change in Employee Predominance results in 0.205 unit increase in Employee Performance.

Factors affecting orientation programs were found to have a positive linearly significant influence on Employee Performance. ($\beta=0.138$, $p=0.038<0.05$). Here one unit change in Factors affecting orientation programs results in 0.138 unit increase in Employee Performance.

The beta coefficients indicate the relative importance of each independent variable (Methodologies used for orientation program, Employee Predominance, Factors affecting orientation programs) in influencing the dependent variable (Employee Performance)

Methodologies used for orientation programs is the most important in influencing Employee Performance ($\beta=0.404$) followed by Employee Predominance ($\beta=0.283$) and the least is Factors affecting orientation programs ($\beta=0.200$).

4.6 Chapter Summary

This chapter discussed the results obtained from the data collection and analysis. The chapter highlighted the demographic factors of the population. The methodologies used for an orientation program, the effect of orientation on employee predominance, and the factors affecting orientation programs and measures to curb them were also determined from the data analysis. Inferential statistics done to determine the correlation between the variables were also highlighted. The next chapter is dealing with the discussion of the findings, conclusions, and recommendations of the study.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, discussions, the research objectives and the research methodology that was used to conduct this study. The chapter also presents the research findings of the study based on the specific research objectives. Conclusions and recommendations derived from this study guided by the research objectives are also discussed in this section.

5.2 Summary

The general purpose of this study was to establish the effect of orientation programs on employee performance, a case of United States International University-Africa. The study was guided by three specific objectives: to investigate the methodologies used for orientation program and their link to employee performance, to determine the effect of orientation on employee predominance and their link to employee performance, and finally to identify the factors affecting orientation programs and measures to curb them then their link to employee performance.

The target population of the study was the 270 administration staff of USIU-AFRICA. A descriptive design approach was used in this study. Simple random sampling was used to determine the population sample that was involved in the study. The data collection instrument tool used to obtain primary data was a structured questionnaire. A Pilot test of 10 questionnaires was done to ensure that the questionnaire was reliable. Scale reliability for study variables was established by computing the overall Cronbach's alpha reliability coefficient for the items of the independent and dependent variable. Normality test was also done; the normality of data distribution was assessed by examining its skewness and kurtosis. Pearson Correlation and regression analysis were finally done to see whether the independent variables were positively and significantly related to Employee Performance. The data was analyzed using Statistical Package for Social Sciences (SPSS) software.

The findings of this study showed that majority of the respondents agreed that the methodologies used by USIU-AFRICA for orientation programs influence their performance. Majority of the respondents agreed that tour facility has helped them become familiar with their working place, majority of the respondents agreed that introduction to co-workers helped them become familiar with their working environment,

majority of the respondents agreed that tour facility has helped them to perform well in their duties, majority of the respondents agreed that introduction to Co-workers has helped them to perform well in their duties, majority of the respondents agreed that reviewing employee handbook has helped them to understand employee workplace policies, half of the respondents agreed that reviewing paperwork has helped them to understand employee workplace policies, majority of the respondents agreed that reviewing paperwork has helped them to understand employee workplace procedures, majority of the respondents agreed that reviewing employee handbook has helped them to understand employee workplace procedures, majority of the respondents agreed that reviewing employee handbook and paperwork has helped them to perform well in their duties, majority of the respondents agreed that reviewing goals and job expectations has helped them to understand what is expected of them, majority of the respondents agreed that reviewing goals and job expectations has helped them to perform well in their duties, minority of respondents agreed that their mentors have helped them to adjust in their working environment, minority of respondents agreed that their mentors have helped them to develop their individual learning, minority of respondents agreed that their mentors have helped them to perform well in their duties, a half of respondents agreed that Performance appraisal is the key contributor to their performance, minority of respondents agreed that their participation in the performance appraisal has improved their performance and majority of respondents agreed that performance feedback has helped them to enhance their performance.

Findings derived from this study indicated that the effect of orientation on employee predominance was linked to the employee performance. Majority of respondents agreed that orientation has motivated them and made them feel valued by their employers, Majority of respondents agreed that orientation has contributed to the performance of their tasks, Majority of respondents agreed that taking skill enhancement or employee development activities seriously has helped them to perform well in their duties, minority of respondents agreed that orientation was well planned and organized, minority of respondents agreed that their suggestions during orientation have been applied by their employers.

The research identified also that the factors affecting orientation programs do not influence employee performance. Minority of respondents indicated that the employer's lack of enough time allocation for orientation has affected their performance, minority of

respondents agreed that being bored and overwhelmed during orientation have affected their performance, minority of respondents agreed that their lack of focus during orientation has affected their performance, minority of respondents agreed that not being assigned the mentors has affected their performance and minority of respondents agreed also that not being oriented by the direct supervisors has affected their performance.

The research intended also to establish the measures to curb factors affecting orientation programs. And from the findings, majority of the respondents indicated that being given enough time has helped them to perform well in their duties, minority of respondents agreed that the fact that orientation was well conducted and at the right time has helped them to perform well in their duties, minority of respondents agreed that being focused during orientation has helped them to perform well in their duties, minority of respondents agreed that the fact that they were assigned the mentors has helped them to perform well in their duties and minority of respondents agreed that being oriented by their direct supervisors has helped them to perform well in their duties.

5.3 Discussion

5.3.1 Methodologies used for Orientation Program and Employee Performance

According to the findings of this research, Tour facility and introduction to co-workers have helped new employees being familiar with the working place and performing well their duties. This agrees with Tamessek (2009) who did a research on the extent to which workers observe their workplace environment as fulfilling their intrinsic, extrinsic, and social needs and their need to stay in the organization, it also agrees with Russell F. Korte, a professor of human resource education in the College of Education at Illinois, who found out that colleagues exert far more influence on a new staff's socialization in an institution than previously thought.

This also agrees with Chevalier (2004) who revealed that when employees are supported with their environments, they are better equipped to do what is expected of them. Chandrasekar (2003) in her study found out that workplace environment plays a big role in growing employees' performance.

According to the findings of this research, reviewing employee handbook and paperwork has helped the majority of respondents to understand workplace policies. This agrees with Nancy Cooper, chair of the labor and employment group of Garvey Schubert Barer, a law firm based in Portland, Oregon who stated that to have a valuable handbook, the

employer should categorize what is important to the business, both in keeping the workers informed and happy, plus accomplishing the business objectives of the organization. It can help in spelling out the rules of the game for workers about what is expected of them (Inc. Staff, 2010).

Reviewing employee handbook and paperwork has helped the majority of respondents to understand workplace procedures. This agrees with Paul Rowson, managing director at the World at Work, a global human resources association that focuses on compensation, benefits, work-life, and integrated total rewards. The worth is that workers can be aware of what is expected of them and what they can expect from the organization. It includes how pay decisions are arrived at, how workers are rated on their performance, how the organization manages things like sick leave and other benefits, how the work-life programs are viewed by the organization and how disputes will be treated (Inc. Staff, 2010). The winning playbook must be clear, in an understandable manner, and reflect the culture of the business, added.

Reviewing employee handbook and paperwork has helped the majority of respondents to perform well in their duties. This agrees with (Inc. Staff, 2010) who said that Having all issues in details in a manual can help an employee to do their best work, he adds, with no worries that an employer will treat them unfairly. It includes how pay decisions are arrived at, how workers are rated on their performance, how the organization manages things like sick leave and other benefits, how the work-life programs are viewed by the organization and how disputes will be treated.

The majority of respondents also agreed that reviewing goals and job expectations have helped them to understand what is expected of them. This finding is in agreement with Armstrong (2011) who does not differ from Armstrong's (2010) Role theory that helps us to be aware of the need to clarify with the person what is expected of them in behavior terms and to make sure when formulating jobs that they do not include any incapability elements. The majority of respondents agreed that reviewing goals and job expectations have helped them to perform their duties well, this agrees with Shore (2012) who says that the biggest mistake that he sees managers and recruiters do most of the time is not clearly clarified individual position tasks, responsibilities and success metrics.

He recommended an Increase of worker and team success rate by making sure that for each position in the company, a position description that includes: job description, job tasks, job functions, roles, competencies, performance management, critical success factors (Provide focus on the influences that impact the performance of the job), key performance indicators (Provide visibility to performance through the use of metrics and established performance targets; thereby giving context to vague concepts), key process ownership (Identifies the critical processes owned by the position), and career history. He finished by saying that without elaborating these extremely significant position attributes, you are failing to inform workers what they need to achieve, and without that direction, your workers will not deliver the results that they could be delivering.

According to the findings of this research, Minority of respondents agreed that their mentors have helped them to adjust to the working environment. This differs with (Ofobruko and Nwakoby, 2013) who said that Mentoring encourages and calm down the workers' behavior since it helps them to build up and adjust themselves in their working environment. The findings also show that Minority of respondents agreed that their mentors have helped them to develop their individual learning, this also differs with (Kay & Wallace, 2010) who said that developing the individual learning workers is a division of role of a mentor.

A minority of respondents agreed that their mentors have helped them to perform well in their duties. This differs with (Okurame, 2008), from the study of literature on mentoring he said that it is assured that mentoring by a skilled mentor increases the capabilities of the protégé and prepares them to offer a higher performance.

Based on the findings of the study, half of the respondents agreed that Performance appraisal is the key contributor to their performance. This, support (Erdogan, 2002) who said that the success of human resource management can result in the use of performance appraisal since it is strongly related to organizational performance. Minority of USIU- AFRICA's administration staff agreed that their participation in the performance appraisal has improved their performance; the findings are in disagreement with a research done by (Vasset, Mamburg, & Furunes, 2012) that has shown that for the employees to augment their job performance, PA must have a positive objective and they must participate in the PA.

The majority of respondents agreed that performance feedback has helped them to enhance their performance. The results are in agreement with (Islam & Rasad, 2006) who

said that the effectiveness of the performance feedback is regarding on the employee changing work attitude and increases employee job satisfaction and performance.

5.3.2 Effect of Orientation on Employee predominance and Employee performance

According to the findings of this research, majority of respondents agreed that orientation has motivated them and made them feel valued by their employer, this agrees with (Garg, 2017) who through a research has established that through new employee orientation, institutions can center on their biggest asset, their employees for the reason that the experience of new employees has a direct influence on profitability.

The majority of respondents agreed that Onboarding has contributed to the performance of their tasks. This support what (Brown, 2017) stated, he said that New Employee Onboarding can set up and communicate a line of sight from the new employee's performance to the organization's goal. This can help employees see and comprehend how rapidly their productive involvement can benefit the company, their performance and eventually their professional careers.

Based on the findings of the research, majority of respondents agreed that taking skill enhancement or employee development activities seriously has helped them to perform well in their duties; this finding is in agreement with (Whitner, 2001), he stated that in human resource practice, employee development is seen as one of the most important functions. Recent research proposes that high-commitment human resource practices, like employee development, affect organizational results by influencing employee behaviors and attitudes. Employee development is very important in sustaining and developing the competencies of employees and the company as a whole.

A minority of the respondents agreed that orientation was well planned and organized, this disagrees with (Asare-Bediako, 2008) who stated that Onboarding should be seen as an occasion to share the company's vision and values, outline the new staff's values and integrate him/her into the company's structure. The first months within any institution signify the critical time during which a worker will or will not be trained how to become a high performer, added.

A minority of respondents agreed that their suggestions during orientation have been applied by their employers. This disagrees with (Brown, 2017) who under the research done in 1996, as part of a larger initiative to redesign services to meet customer needs, the

Mecklenburg County Human Resources Department staff made a smart decision. They took new staff as part of their client base and asked their clients what they desired.

5.3.3 The factors affecting Orientation programs and measures to curb them Vs Employee performance

According to the findings of the research, minority of respondents indicated that the employer's lack of enough time allocation for orientation has affected their performance, this finding disagree with (Amo, 2017) who stated that when there is lack of time for orientation, workers are not aware of how to do their new tasks well and expect to perform well.

A minority of respondents agreed that being bored and overwhelmed during orientation have affected their performance, this differs with (Brown, 2017) who stated that when workers are bored and overwhelmed during Onboarding, the consequence is often a new employee who is confused and not as productive as it could be.

A minority of respondents agreed that not being assigned the mentors has affected their performance; this finding is in disagreement with (Ferguson, 2017) who said that the performance of workers and their relationship with their mentors provide success to the business. Not having a mentor for orientation spells trouble for any organization for the reason that it unfavorably influences the organization, internally and externally. He added that in the absence of a mentor, new employees become confused and unsure of what's expected of them and may end up doing their work tasks inefficiently. Not understanding what to do may result in trouble for the reason that requirements are not well clarified to employees. With confusion comes frustration, as employees become increasingly uncertain about their role in the company. And with dissatisfaction comes clash, as workers can dispute with each other or disobey management because of improper orientation.

Based on the findings of this research, a minority of respondents agreed that not being oriented by their direct supervisors has affected their performance. This agrees with (Ferguson, 2017) who stated that even if mentorship is provided to an individual working in the same field with a mentor, delegation can be applied when the mentor is not available for orientation.

According to the findings of this research, majority of respondents indicated that being given enough time has helped them to perform well in their duties; although (Brown, 2017) did not emphasize on time, he stated that a well-planned orientation program, whether it lasts a day or months, will help not only in employee retention even in the augmentation of employee productivity, time does not matter for him.

Minority of respondents agreed that the fact that they were assigned the mentors has helped them to perform well in their duties; this differ with (Fawcett, 2002) who stated that an effective Onboarding program is based on the assigning of a mentor for a new staff; offer career guidance, support the development of job position, assist in resolving task-related issues, and additional support their overall growth. In this way, new staffs boost their knowledge and skills and have a vision about their career expansion and position progression, added.

5.4 Conclusion

5.4.1 Methodologies used for orientation program and employee performance

From the findings of this study, Methodologies used for orientation program were found to have a positive significant influence on Employee Performance. The findings showed that all methodologies used for orientation program except mentorship have influenced their performance; based on this research we can conclude that mentors were not there or they were not doing their duties.

5.4.2 Effect of orientation on employee predominance and employee performance

From the findings of this study, Employee Predominance was found to have a positive significant influence on Employee Performance. The findings showed that all aspects of orientation such as motivation, contribution, and skills enhancement have helped respondents to perform well in their duties and feel valued by their employers, but orientation, in general, was not well planned and organized for them.

5.4.3 Factors affecting orientation programs and employee performance

According to the findings of this study, Factors affecting orientation programs were also found to have a positive significant influence on Employee Performance. This shows that performance of the majority of respondents was not affected by those factors affecting orientation programs, as the statistics showed that minority have been influenced by those

factors affecting orientation programs. We can conclude that the factors affecting orientation programs did not have the power to influence respondents' performance.

5.5 Recommendations

5.5.1 Recommendations for improvement

5.5.1.1 Methodologies used for orientation program and Employee Performance

This study recommends that USIU-AFRICA should emphasize on the issue of mentorship during orientation. Based on this research, we have seen that mentors did not help respondents performing well in their duties. USIU-AFRICA should provide mentors to new hires to help them perform well in their duties. HR officers should investigate, follow-up how orientation is being processed to be able to see what is happening; they should also promote the behavior of reporting to superiors when new hires see that they are not being helped by their mentors.

5.5.1.2 Effect of Orientation on Employee Predominance and Employee Performance

According to this study, orientation was not well planned and organized. Based on this finding, the study recommends that USIU-AFRICA should revise its way of doing orientation; see how orientation is organized and planned to help new hires. The institution should respect new hires and take them as first assets by providing them a well planned and organized orientation. The study also noted that suggestions provided by new hires during orientation are not applied, this may result from many perspectives, sometimes you may find that their suggestions are not relevant or not applicable in the respective institution; the study recommends that those suggestions should be taken seriously and be applied when necessary.

5.5.1.3 Factors affecting Orientation Programs and Employee Performance

Based on this study, USIU-AFRICA is doing well; the majority of respondents disagreed that their performances have been affected by factors affecting orientation. This study encourages the institution to keep maintaining that good way by continuing to keep away those factors affecting orientation as they do not help employees to perform well in their duties.

5.5.2 Recommendation for Further Studies

This study identified the effect of orientation programs on employee performance. However, the research did not exhaust all factors affecting employee performance. Therefore, research needs to be done to determine other factors that may lead to increased employee performance. Furthermore, this research was based on a private institution in the education industry. Research on public institutions and other industries is recommended to determine if the findings are similar and to give a more accurate conclusion to the factors affecting employee performance.

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APPENDIX I: QUESTIONNAIRE

EFFECT OF ORIENTATION PROGRAMS ON EMPLOYEE PERFORMANCE

This questionnaire assists in data collection for academic purpose. The research intends to investigate the methodologies used for the orientation programs, the effect of orientation on employee predominance and their influence on employee performance and finally, the factors affecting orientation programs and their link to employee performance and proposing measures to curb them. All information obtained will be handled with high level of confidentiality. Please do not incorporate identification or names in this questionnaire.

Please answer every question by using either a cross(x) or tick (√) in the option that applies.

SECTION A: DEMOGRAPHIC FACTORS

Please tick the most appropriate answer (√/x)

1. **Age** 25 and below
 26-30yrs
 31-35yrs
 36-39yrs
 40yrs and above

2. **Gender** Male Female

3. **Marital status:** Married Single Widowed Divorced

4. **Which is your highest education level?**
Certificate Diploma Degree Masters PHD

5. **How long have you worked in USIU-AFRICA?**

- Less than 1 year
1-2 years
2-5 years
5-10 years
More than 10 years

6. **Which level of the organization do you work in?**

- Top
Middle
Lower
Entry

**SECTION B: METHODOLOGIES USED FOR ORIENTATION PROGRAMS
AND THEIR INFLUENCE ON EMPLOYEE PERFORMANCE**

Please indicate your opinion as per the level of disagreement or agreement with the outline statement using the provided 1 to 5 scale guidelines.

1= Strongly Agree, 2= Agree, 3= Neutral, 4 =Disagree, 5= Strongly Disagree

	METHODOLOGIES USED FOR ORIENTATION PROGRAMS	1	2	3	4	5
7.	Tour facility has helped me become familiar with the working place					
8.	Introduction to co-workers has helped me become familiar with the working environment					
9.	Tour facility has helped me to perform well in my duties					
10.	Introduction to Co-workers has helped me to perform well in my duties					
11.	Reviewing employee handbook has helped me to understand employee workplace policies					
12.	Reviewing paperwork has helped me to understand employee workplace policies					
13.	Reviewing paperwork has helped me to understand employee workplace procedures					
14.	Reviewing employee handbook has helped me to understand employee workplace procedures					
15.	Reviewing employee handbook and paperwork has helped me to perform well in my duties					
16.	Reviewing goals and job expectations has helped me to understand what is expected of me					
17.	Reviewing goals and job expectations has helped me to perform my duties well					
18.	My mentor has helped me to adjust in the working environment					
19.	My mentor has helped me to develop my individual learning					
20.	My mentor has helped me to perform my duties well					

21.	Performance appraisal is the key contributor to my performance					
22.	My participation in the performance appraisal has improved my performance					
23.	Performance feedback has helped me to enhance my performance					

SECTION C: EFFECT OF ORIENTATION ON EMPLOYEE PREDOMINANCE AND THEIR LINK TO EMPLOYEE PERFORMANCE

Please indicate your opinion as per the level of disagreement or agreement with the outline statement using the provided 1 to 5 scale guidelines.

1= Strongly Agree, 2= Agree, 3= Neutral, 4 =Disagree, 5= Strongly Disagree

	EFFECT OF ORIENTATION ON EMPLOYEE PREDOMINANCE	1	2	3	4	5
24.	Orientation has motivated me and made me feel valued by my employer					
25.	Orientation has contributed to the performance of my tasks					
26.	Taking skill enhancement or employee development activities seriously has helped me to perform well in my duties					
27.	Orientation was well planned and organized					
28.	My suggestions during orientation have been applied by my employer					

SECTION D: FACTORS AFFECTING ORIENTATION PROGRAMS AND PROPOSING MEASURES TO CURB THEM

Please indicate your opinion as per the level of disagreement or agreement with the outline statement using the provided 1 to 5 scale guidelines.

1= Strongly Agree, 2= Agree, 3= Neutral, 4 =Disagree, 5= Strongly Disagree

	FACTORS AFFECTING ORIENTATION PROGRAMS	1	2	3	4	5
29.	The employer's lack of enough time allocation for orientation has affected my performance					
30.	Being bored and overwhelmed during orientation have affected my performance					

31.	My lack of focus during orientation has affected my performance					
32.	Not being assigned a mentor has affected my performance					
33.	Not being oriented by the direct supervisor has affected my performance					
MEASURES TO CURB THEM						
34.	Being given enough time has helped me to perform well in my duties					
35.	The fact that orientation was well conducted and at the right time has helped me to perform well in my duties					
36.	being focused during orientation has helped me to perform well in my duties					
37.	The fact that I was assigned a mentor has helped me to perform well in my duties					
38.	Being oriented by my direct supervisor has helped me to perform well in my duties					
MEASURES FOR EMPLOYEE PERFORMANCE						
39.	My involvement in creating goals and objectives has helped me to perform well in my duties					
40.	Receiving confidential, anonymous feedback from my colleagues has helped me to enhance my performance					
41.	The use of productivity test as the measure of performance has helped me to enhance my performance.					

THANK YOU FOR YOUR PARTICIPATION!!

APPENDIX 2: RESEARCH INTRODUCTION LETTER