

UNIVERSITY OF CAPE COAST

EMPLOYEE ORIENTATION AND PERFORMANCE AT  
GHANA LIBRARY AUTHORITY, GHANA

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GHANA LIBRARY AUTHORITY, GHANA

BY

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of Business Administration Degree in Human Resource Management

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**DECLARATION**

**Candidate's Declaration**

I hereby declare that this dissertation is the result of my own original research and that no part of this work has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

Name: .....

**Supervisor's Declaration**

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: ..... Date.....

Name: .....

## ABSTRACT

In this study, an attempt was made to investigate the extent of effect of orientation programmes on the job performance of employees at Ghana library Authority. Using survey design, the study employed a two stage sampling technique to select respondents for this work. At the first stage a simple random sampling technique was used to select 5 regional libraries including Greater Accra, Central, Western, Ashanti and Eastern Regional Libraries. At the second stage 241 respondents were sampled from Regional libraries in Ghana. Descriptive and regression analysis were performed to achieve the study results.

The study result found a positive effect of employee orientation and job performance. Specifically, the study found a significant effect of self-directed orientation, mentored orientation and formal orientation programmes on employee job performance. Based on the findings of the study, it was recommended that management of Ghana library Authority must improve the mentorship orientation programmes. The study further recommended the provision of motivational packages and resources for libraries in Ghana in order to help management to improve their orientation programmes, especially allowances and compensation for mentors who help new recruits in the organisation.

**KEY WORDS**

Employee Orientation

Ghana Library Authority

Performance

Uncertainty Reduction Theory

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**DEDICATION**

To my mother Philomena Rita Yamson and the memories of

Mr. Kwasi Botsi Gharthey and Mr. Isaac Asibon

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## CHAPTER ONE

### INTRODUCTION

The relevance of new employee orientation has assumed significant attention in recent times among scholars and practitioners. In view of the increasing relevance, studies have emphasized that effective, well-planned and implemented orientation programme for employees is essential to reduce frustration, equip employees with specific skills to improve employee's performance. This chapter explains the background to the study, statement of the problem for the study, the research objectives and hypothesis, significance of the study, delimitations and limitation and concludes with the organisation of the entire study

#### **Background to the Study**

Globally, organisations are presented with multiplicity of human resource challenges such as employee turnover, absenteeism and poor job performance. In view of the global nature of human resource challenges, local and international corporations as well as state and non-governmental organisations have embraced important human resource practices such as employee training and orientation. Employee training and orientation has become a necessary practice for new employees in any organisation because the first few weeks of the employee's working life is crucial for long-term success (Hacker, 2004).

Without employee orientation or training, an organisation may lose competent employees to other competing organisations (Awan, 2013). Boswell, Shipp, Payne, and Culbertson (2009) reported that new employees become happy and satisfied when they are first introduced into the job but job

satisfaction reaches a peak and begins to decrease thereafter. To provide a clear perspective of the study focus, it is important to note that employee training and orientation are not the same with each having different purposes and roles in the organisation (Awan).

Orientation is a necessary support for employees to familiarize themselves with the new work environment, quicken their productivity and reduce the burden of supervisors and managers to train new employees (Kim, Chai, Kim & Park, 2015; Laing, 2009). Among public sector institutions, employee orientation is said to be a relevant tool to increase new employees' job performance. Therefore public sector organisations such as the Ghana Library Authority (GhLA) may consider employee orientation as a strategic tool to provide new recruits the leverage to succeed (Kim et al., 2015).

Literature also suggests that employee orientation depicts a form of socialization process to help employees realize their roles as organisation's agents. According to the uncertainty reduction theory (URT), employees are always motivated to search for relevant information about their work tasks. The success of the information search stimulates employee satisfaction and consequently improves employee effectiveness and performance (Deci, 1976).

According to Kellermann & Reynolds (1990), new employees lack knowledge about the organisation, values, work roles, tasks, responsibilities (Uncertainty). An employee who is a new comer has a high uncertainty level which serves as a stimulus for seeking information as well as an inhibitor of attraction to others. The employee is uncertain about the new working environment and therefore the new employee is able to seek information through orientation programmes. Secondly, the knowledge (information) that

employee receive will help employees reduce stress and improve his/her work output.

According to Klein & Weaver, (2000), employee orientation teaches important knowledge, skills, abilities, organisation history, goals and values needed by employees to perform. Asare-Bediako (2008) added that new employee orientation serves as an organisational tool to communicate organisation's vision and values, shape the new employee's values and integrate the organisation's structure into the mental fabric of the new employee. Particularly among public sector institutions where the evidence shows low level of productivity compared to the private sector with high attrition rates (Mukuru & Kiruja 2013), employee orientation serves as a platform to establish a long-term relation with new employees, hence enhancing employee loyalty and commitment (Dolan, Houston, & Martin 2011).

It is a phenomenon in developing countries that new employees are recruited every year into public and private organisations. It is generally acknowledged that a well-planned, co-ordinated, implemented, monitored and evaluated orientation programme can help new recruits to smooth transition and to start their working life on a smooth footing immediately. Unfortunately, not much effort has been geared towards engaging employee orientation (Wanous & Reichers, 2000). Generally, most organisations implement orientation programme without proper pre and post proper assessment of the effects (Asare-Bediako 2008). Therefore, it is empirically expedient to investigate this phenomenon particularly in a state institution such as Ghana Library Authority.

## Statement of the Problem

Ghana Library Authority exist to provide a comprehensive and accessible library services to promote lifelong reading habits among the populace with the objective of ensuring the development of the individuals social and intellectual capabilities and the creation of well-informed society for national development. To do so require the supply of competent individual's willing to serve the Authority in that direction. The need for employee orientation is thus emphasized to ensure efficient workforce, (Wanous,Reichers&Austin2000; Mukuru, 2013).

Unfortunately, employee orientation is generally a neglected function in most institutions and Ghana Library Authority is no exception (Ali & Kamran, 2017). Meanwhile literature acknowledges that employee orientation is relevant not only for sustaining retention and satisfaction of employees, but also enable them deliver their optimum. This present the Authority with a great challenge of identifying the training needs of the various department and classes. While there has been several studies attempting to examine the effect of employee orientation on work outcomes (see among others, Dolan 2011; Lawson & Dolan, 2011; Wanous & Reichers, 2000; Mukuru, 2013; Ali & Kamran, 2017); the extant studies have not extensively examined the differential effect of several orientation programmes on work outcomes. While the previous literature has sought to deepen scholarship on the benefits of orientation, it is still uncertain which form of employee orientation programme engaged within the work place extracts optimum impact.

Recognising the numerous employee orientation programmes that are implemented simultaneously by management, such an investigation is



necessary for assisting management to figure out which programme works best and under what conditions. Particularly in the public sector, empirical research on the impact of orientation programmes is lacking; specifically pertaining to Ghana. The only known work on employee orientation focusing on Ghana is Azumah (2018) and Asare-Bediako (2008); albeit the authors considered a composite view of employee orientation without examining how different types of employee programmes affect performance. This work addresses these defects in the empirical literature by focusing on Ghana Library Authority which is a public institution in Ghana.

Asare-Bediako (2008) asserts that if not properly conducted, employee orientation may appear scanty and not address job specific needs, as required which may lead to lower efficacy. As it can be said that orientation programmes exist at GhLA, the question “what is the effect of orientation on the performance of employees?” remains unclear. Therefore this study sought to empirically test the effect of orientation programme on performance of employees at GhLA.

### **Research Objectives**

The purpose of this study is to determine the effect of employee orientation on job performance. This study will bring to light how effective orientation programmes for employee will translate into measurable performance.

The specific objectives of the study are to:

1. assess the effect of various forms of employee orientation programmes on performance

2. Come out with appropriate recommendations to the findings of the study

### **Hypotheses**

To achieve the objectives of the study, the following hypothesis were formulated:

**H<sub>1</sub>:** there is a direct significant relationship between mentored orientation programme and employee performance.

**H<sub>2</sub>:** there is a direct significant relationship between self-directed employee orientation programme and employee performance.

**H<sub>3</sub>:** there is direct significant relationship between formal employee orientation programmes and employee performance.

**H<sub>4</sub>:** there is a direct significant relationship between orientation programmes (composite) and performance of employees at GhLA.

### **Significance of the Study**

This study is significant in two main dimensions. The study is expected to highlight and make recommendations on contemporary issues on employee orientation programmes. This is intended to assist government as well as human resource managers of both public and private institutions in designing appropriate orientation or training programmes to facilitate effective transition of employees into effective and efficient employees. The study particularly uses the uncertainty reduction theory to explain the effect of employee orientation on employee performance. Finally, the study will highlight further research gaps that would require further investigation.

### **Delimitation**

The study is concentrated on assessing the impact of employee orientation programmes on employee performance. The study used staff of GhLA as the study population. The emphasis on contextuality constitutes a fundamental strength of this study but this can be a limitation regarding generalizability of the result. The result of the research can only be strictly generalizable to the institution. However, several inferences can be drawn to other organisations that share context characteristics.

### **Limitation of the Study**

Despite the contributions of this study to the body of knowledge, the study has some limitations. The study was confined to only Ghana Library Authority hence no comparison with other institutional and academic libraries. The theory and research design used was limited to the uncertainty reduction theory and the descriptive research design leaving other theories and research design unexplored. However, these limitation mentioned does not affect the results of the study because the sampled staffs are a representative of the entire classes of the institution.

### **Organisation of the Study**

This study is organised into five chapters. The first chapter looks at the background to the study, statement of problem, purpose of the study, research objectives, research questions, significance and organisation of the study. Chapter two reviews literature related to definitions of employee orientation and performance. The chapter further review fundamental theories of employee orientation and performance, developed a conceptual framework

and also outline some empirical studies. Chapter three of this study discusses the study methods. The chapter also gives a detailed description of how the research was conducted. Chapter four mainly deals with the presentation of analysis and discussion of data collected while Chapter five discuss the summary, conclusions, recommendations and future research direction.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### **Introduction**

It is recalled that the purpose of this study was to investigate the effect of orientation programmes on job performance of employees at Ghana library Authority. In this chapter, the study sought to review related literature on employee orientation and job performance. The chapter begins with review of the definition of employee orientation, purpose of employee orientation. It also reviews various theories related to new employee orientation, organisational performance and also presents a conceptual framework guiding the study. The study therefore concludes with some empirical findings.

#### **Uncertainty Reduction Theory**

New employee orientation has been studied from the sociological stand with the assumption that organisation's approach to orientation and socialization affect the way newcomers respond to the organisation (Jones, 1986). One of the predominant theories in explaining employee orientation and performance is the Uncertainty Reduction Theory (URT). The URT postulated by Berger and Calabrese (1975) provide a wide view explanation for certain interpersonal communication behaviours displayed during initial interaction between and among people. Uncertainty represent the degree to which a situation or context cannot be predicted or adequately understood (Baxter & Montgomery, 1996).

The central theme of the URT is that when individuals, groups, or organisations experience that uncertainty, they are motivated or driven to seek information to reduce uncertainty (Deci, 1976). People lack knowledge about

others/institutions/phenomenon which forces them to reduce their level of uncertainty through seeking information and attraction for others until they get the information they are seeking for (Kellermann & Reynolds, 1990). Berger (1979) further explained that increased awareness and information seeking is due to heightened concern for uncertainty reduction, regardless of one's uncertainty level.

The URT is premised on important Axioms. Most importantly, Axiom 3 states that high levels of uncertainty will result in information seeking, and Axiom 1 states that as communication increases, the level of uncertainty decreases. This axiom seems to make a great deal of intuitive sense to the effect that, If one is uncertain (does not know), then seek information (ask); if one is certain (knows), then do not seek information (do not ask). This Axiom is important to explain the phenomenon that, individual who are uncertain will seek information because they do not know the future outcome. People who possess knowledge already will not bother to seek any information.

In relation to this study focus on employee orientation and performance the URT provides a clear support. The URT support this study focus from two main dimensions; new employees lack knowledge about the organisation, values, work roles, tasks, responsibilities (Uncertainty). An employee who is a new comer has a high uncertainty level which serve as a stimulus for seeking information as well as an inhibitor of attraction to others. The employee is uncertain about the new working environment and therefore the new employee is able to seek information through orientation programmes. Secondly, the knowledge (information) that employee receive will help employees reduce stress and improve his/her work output.

Despite widespread belief in the validity of this axiom of URT, there is inconsistency in the findings of studies that have applied it. For instance, Planalp and Honeycutt, (1985) noted that seeking information can actually increase uncertainty rather than reducing it when the information is unexpected. Kellerman and Reynolds (1990) concluded that the ability to tolerate uncertainty determine information seeking and not just an uncertainty. Douglas (1990b) noted that many “tests” of this axiom really do not directly assess the relationship between uncertainty and information seeking at all; rather, they tend to rely on the examination of question asking behaviours.

### **Concept of Employee Orientation**

Employee orientations have being viewed differently by various scholars from different perspective. Globally, the notion of employee orientation has suffered from a lack of conceptual and empirical clarity (de Bussy & Suprawan, 2012). Early literature on employee orientation has been conceptualized in the public relations field in terms of dialogue, listening and the willingness to assimilate information and subsequent change (de Bussy, 2010). Despite lack of precise and acceptable conceptual and empirical clarity of employee orientation, a consensus seems to appear in literature.

According to Kim, Chai and Kim (2015), organizations consider employee orientation as “one of the interventions to steadily supply trained young workers, to quicken their productivity, and to reduce the burden on supervisors and managers to train new employees”. Sarpong-Nyavor (2012) defined employee orientation as providing new employees with basic background information about the firm and the job that they are expected to perform. Orientation programmes are a form of employee training activities

designed to introduce employees to their job, the people they will be working with, and the larger organisation (Klein & Weaver, 2000). It appears from the above definitions that employee orientation is an event in an organisation to introduce employee to their new job and work environment.

From another perspective, new employee orientation represent a process where employees are made to familiarize themselves with the organisation, the job, co-workers and working terms at the initial stage in their new working environment (Davis et al., 2012; Caruth, Caruth & Pane Haden, 2010). Barr and Stillman (2011) also posit that new employee orientation is a process and not an event. Barr added that, orientation is part of the overall human resources practices of integrating employees into an organisation, which help employees, delve well into their workplace and their jobs. Barr and Stillman further noted that, every orientation programme involves three key stakeholders including the human resource unit, the supervisor and the mentor. These key stakeholders are relevant to provide employees with the relevant orientation services to help them settle productively into the organisation.

According to Reese and Hnath-Chisolm (2005), organisations should be aware of employee performance rates when they construct their orientation programmes. Boadu and Acquah (2013) noted that, a consciously designed orientation programme should be made to aid the new employee to settle on the job without any setbacks. They conclude that details of the job description and the overall organisational expectations of work related activities should be spelt out during the process. It therefore appears that the concept of orientation is a process that employees are expected to go through.



Suffice to conclude on the literary argument whether orientation is an event or a process, discussing orientation from the “purpose:” of the programme may give further clarity of the issue. The first perspective of employee orientation is based on introducing employees to the company and making them familiar to the policies and structure of the company. The second perspective of new employee orientation “training” is based on providing either new or existing employees with new knowledge so as to increase their productivity and efficiency level Dolan, Houston and Martin (2011). In essence, the blend of both orientation and training perspectives is relevant for successful adaptation of employees into their new working environment. However to understand our study objective from clear context, this study considers employee orientation from both familiarization and training perspective.

Employee orientation programmes have the power to do two positive things: increase employee satisfaction and improve employee performance (McKersie, 2003). In any typical organisation, new comers tend to experience reality shock with the realities in the new environment when they are first introduced into the organisation. To address their uncertainty, employees constantly search for information in order to reduce uncertainty and conflicts (Stevahn, et al., 2005). As an opportunity for the organisation to provide information for the employee and to create an impression of the organisation, orientation is essential to help newcomers feel that they belong, as well as learn basic knowledge about their work and organisation (Cable, Gino, & Staats 2013; Caruth, Caruth, & Pane Haden 2010; Simosi 2010). Having

established the concept of employee orientation, the study will shift focus to orientation programmes.

### **Employee Orientation programmes**

According to Klein and Weaver, (2000), approaches to employee orientation can be in two main forms: formal orientation; which involves the use of an official set of training activities tailored to draw out the best from the new hire. On the other hand, informal orientation programmes is where by co-workers and supervisors or a combination of both are made to give specific on-the-job training to the new entrant. Considering the formal or informal nature of employee orientation, various orientation programmes and the associated structure of the programme is determined by the context of the organisation, culture and the human resources strategies adopted by the firm (Bowling, Wang & Li, 2012).

Following the findings of Taylor (2011), who propose three relevant employee orientation programmes. This definition is chosen because it encompasses various conceptual and empirical findings on the relationship between employee orientation programmes and performance. At this stage, the study reviews literature of the three main orientation programmes and their effect on employee performance.

### **Mentored Employee Orientation Programmes**

From the foregoing, we have established that orientation is positively associated with job performance and employee turnover (Bauer, Bodner, Erdogan, Truxillo & Tucker 2007; Saks, Uggerslev & Fassina 2007). At this stage the study sought to establish the effect of mentored orientation

programme on employee performance. One widely known orientation programme for both old and new employees is mentoring orientation relationship which is aimed at facilitating the interactions between employees in workgroups (Chao, Fu & Lu 2007; Slaughter & Zickar, 2006).

Traditionally, mentoring is defined as a defined developmental relationship between a mentor and a protégé who possess different level of skills and expertise (Ragins & Kram, 2007). Generally, mentoring can also be described as a process whereby senior managers of an organisation provide informal assistance to new employees on personal basis to help them successfully fit into the new work roles and environment.

Woo (2017) noted that mentors are usually senior competent employees who have developed rich experience in a particular field, while the protégés are considered to have new or limited skill and experience regarding their new job. Mentoring orientation provide opportunity for a peer mentor to be assigned the responsibility of introducing the new employee to the organisation and the task to be performed. Woo asserted that in a mentoring relationship, mentors need not to be direct supervisors of the protégés in a direct chain of command within the organisation.

While mentoring may be formal or informally developed (Woo, 2017), general mentored employee orientation programme provide a support such as vocational support, psychological support and role modelling (Lankau & Scandura, 2002). Joiner, Garreffa & Bartram (2004) found that successful mentoring programmes positively affect employees' organisational commitment and reduced turnover intentions. Ragins, Cotton & Miller (2000) demonstrated that protégés experience a greater level of organisational

commitment compared to non-mentored employees. Chun, Sosik and Yun (2012) identified affective wellbeing and organisational commitment as mutual outcomes of the mentoring relationship. Hartmann, Rutherford, Hamwi and Friend (2013), posited in detail that mentoring is positively associated with protégés' affective and normative organisational commitment.

Prior studies have found a positive effect of mentored orientation on developing capabilities for high performance (Hu, Wan, Yang & Wu, 2014, Jones, Woods & Guillaume, 2016; Liu & Batt, 2010; Hartmann et al, 2013). Mentored orientation programmes have been recognized as one of the methods of increasing employee commitment (Woo, 2017). The successful mentoring process provides opportunity for employees to acquire new skills while improving the psychological safety of employees through friendship (Hu, et al., 2014). A mentored orientation programme helps new employees to identify with the mentor, and try to imitate the attitudes, good values and behaviour which positively affect performance (Kram, & Isabella, 1985). Mentorship also provides new employees with proper advice and direction regarding their job which is a necessary component of orientation process (Kaiser, 2006).

Considering the casual nature of mentoring programmes in most organisations, mentoring has been perceived to emerge naturally between particular mentors of the firm and their “favoured” subordinates (Kaiser, 2006). In a mentoring orientation programmes, mentors serve as a guiding and learning resource to help protégés acquire the skills, knowledge, attitudes, and behaviours required of their mentees. Consequently, employees who do not

gain favour from any of the managers “mentees” cannot therefore receive orientation.

Based partly on this fact, many private and public institutions have instituted many formal orientation programmes. It is also suggested that receiving mentoring support from mentors may facilitate the socialization of protégés in their workplace. Importantly, the need for efficient and use quicker response through mentorship orientation programme will help to solve and reduces the curiosity from employee’s mind (Kaiser, 2006) therefore improving employee performance.

This study therefore hypothesis that:

H<sub>1</sub>: There is a direct significant relationship between mentored orientation programme and employee performance.

### **Self-directed Employee Orientation Program**

Regarding self-directed orientation programmes, Taylor (2011) noted that employees learn about their new environment by going through and reading self-directed orientation materials which includes; handouts, training modules or videos. During a self-directed orientation programmes, supervisor is assigned to monitor the employee to ensure that the mission, vision and what is expected of the employee are well understood. Taylor further noted that, self-directed orientation programme is the easiest and convenient way for the new employee to learn the basics of the organisation’s mission and what the organisation expect.

Important to the study of self-directed employee orientation programme is Candy’s (1991) four-dimensional model of self-directed learning which identifies self-directed learning as an umbrella concept of four

dimensions: “self-direction” as a personal attribute (personal autonomy); “self-direction” as the willingness and capacity to conduct one’s own education (self-management); “self-direction” as a mode of organizing instruction in formal settings (learner-control); and “self-direction” as the individual, non-institutional pursuit of learning opportunities in the “natural societal setting” (autodidaxy)”.

Candy’s (1991) model is particularly important owing to the fact that, self-directed orientation behoves on the learner’s ability to guide and direct his or her own learning (Hartley & Bendixen, 2001). According to Candy, during self-directed orientation programme, new employees may have a high level of self-direction in an area in which they are familiar, or in areas that are similar to a prior experience. Again, Brockett and Hiemstra (1991) provided a rationale for two primary orientations in developing an understanding of self-directed learning which includes: the process and a goal. In the first orientation, self-directed learning is viewed as a process in which a new employee assumes primary responsibility for planning, implementing and evaluating the learning process (Brockett & Hiemstra).

In the second orientation, self-directed is referred to as a goal, which focuses on an employee’s desire or preference for assuming responsibility for learning” (Brockett & Hiemstra, 1991). The combined effect of the process and the goal emphasize the fact that, self-directed orientation programme basically helps employees ability to personally absorb the knowledge needed to perform the new roles. The central argument here is that, self-directed orientation programme is convenient for employees to absorb the needed information to spur their performance. This study therefore hypothesis that:

H<sub>2</sub>: there is a direct significant relationship between self-directed orientation programme and employee performance.

### **Formal Employee Orientation Program**

According to Taylor (2011) formal orientation programme is the process where a new employee is assigned to a specific senior or leader to guide the employee through pre-determined lessons and then evaluate their progress every step of the programme. A formal employee orientation program may last for as long as a year and may include; classroom learning, online and video learning modules, hands-on-training and learning modules over a period of time (Taylor). Quite profoundly, organisations have explored various formal channels to orient their employees with the online learning attracting much attention from scholars and practitioners as, especially those in higher education institutions (Thess et al, 2002).

According to Ragsdale and Mueller (2005), formal orientation programmes are essential in retaining and motivating employees, lowering turnover, increasing productivity, improving employee morale, facilitating learning and reducing the anxiety of employees. Literature has raised contrary perspective to the positive gains of formal orientation programme to the effect that it has failed to relieve employee's anxiety because it does not respond to the needs of the new employees but rather the organisation (Penzer, 2001). Penzer further noted that the approach to formal orientation programme where employees are held on a first day of reporting to report directly to orientation meeting does not make the employee feel relaxed to adopt naturally to the settings of the organisation and therefore the orientation lesson fails to change nothing in their behaviour and attitude.

Despite the disadvantage of formal employee orientation, literature has found that to develop the desired knowledge, skills and abilities of the employees, to perform well on the job requires effective orientation programmes that may also affect employee Orientation process and commitment (Meyer & Smith, 2000). This is because, employee who becomes key personnel can make or break their organisational reputation and profitability (Asfaw & Argraw & Bayissa, 2015), and these are responsible for the bulk of the activities which can affect client satisfaction, the quality of the product and event.

Formal orientation will help to retain employee for longer periods, also help to decrease the turnover rate within a company which results in increase productivity level and improving employee morale, Kaiser (2006 as cited in Awan, 2013). Generally, formal employee orientation assists the organisation to quickly respond to employee immediate challenges therefore making their transition flexible. Again, formal orientation programme is important to assist the organisation to impact the right kind of information that the employee require.

Consistent with empirical findings, Sousa, Aspinwall, Sampaio & Rodrigues (2005), noted that formal employee orientation send the right job information to improve employee performance in any organisation. Employee's performance is therefore reflected in the effectiveness and efficiency with which the organisational goals and objectives are achieved. This is not to beset the fact that other orientation does not send the right information but the approach and direct nature of formal orientation help employees to receive lessons and also give feedback for instant answers. In



view of this, employees will be better placed to fit well into the organisation at the early stages hence improving efficiency and effectiveness.

This study therefore hypothesis that:

H<sub>3</sub>: there is a direct significant relationship between formal orientation programme and employee performance.

### **Employee Performance**

Employee performance is described here as the effectiveness of employees to undertake specified actions that contribute to the achievement of corporate 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). Aguinis (2009) explain that performance is not the consequence of behaviours, but rather the behaviours themselves. In other words, performance consists of the behaviours that employees actually engage in which can be observed. Performance is therefore function of individual ability, skill and effort in a given situation.

Employee's performance is measured against the performance standards set by the organization. Such appraisals are undertaken focusing on several attributes including productivity, efficiency, effectiveness, quality and profitability measures (Lqbal, Ljaz, Latif, & Mushtaq, 2015). This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance

management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels.

It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Further, Kinicki and Kreitner (2007), document that employee performance is higher in happier, well trained and satisfied workers and the management find it easy to motivate high performers to attain firm targets. Human resource management experts have therefore identified several HR practices and factors that affect employee performance including, motivation, organisational climate and working conditions, training and development, leadership, employee engagement and participation.

### **Employee Orientation and Performance**

It is important at this stage to understand the meaning of employee performance in order to inform the understanding of the effect of employee orientation on employee performance. Performance refers to a state of accomplishment of something or mere working effectiveness (Tahir, Yousafzai, Jan & Hashim, 2014). Excellent employee performance means that the employees are able to perform their duties efficiently and effectively, thus meeting the demands of their job objectives (Baldwin & Black, 2008). To harness excellent employee performance, organisations ought to institute practices to manage employees well importantly is the level of training and orientation at the early working life of employees.

Literature has established that employee orientation is positively associated with employee job performance because employees adapt to their new task quickly and easily hence reduce trepidation and anxiety about the new position and the environment (Bauer et al., 2007; Saks et al., 2007). To spur employee performance, other studies have found that orientation that is focused on employee well-being provides a healthy environment for employees, which reduces their stress and enhances their satisfaction, commitment (Baker, Chiaburu, & Pitariu, 2006; Lings & Greenley, 2005) performance and effectiveness (Asfaw, Argaw, & Bayissa, 2015).

Literature has also revealed that effective orientation programme equip employees with the basic skill and knowledge on the job which reduce confusion and help employees to be productive quickly. (Kim, Chai, Kim & Park, 2015). Kim et al. (2015) found that, employee orientation help employee to acclimatize organisational values and culture with their mind-set and attitudes. Employees who understand the demands of their organisation improve their performance by performing their duties effectively and efficiently.

Kavoo-Linge and Kiruri, (2013) investigated the effect of placement practices on employee performance in small service firms in the information technology sector in Kenya. The study found that most employees in the firms were average performers. The results show strong associations between employee performance, job information, training and guidance. Similar study by Zhang (2010) assessed the impact of employee orientation on performance. The results also show that employee orientation has a significant indirect relationship with innovation and financial performance.

Tabvuma, Georgellis and Lange (2015), in a British household panel Survey revealed that, employee orientation programmes impact positively on employee job satisfaction. The study noted that job satisfaction influences employee behaviour such as commitment, absenteeism and turnover intentions. The study further revealed that, employee orientation reduced uncertainty about aspect of the job that is not easily contractible thereby improving their performance. Satisfied employees are more devoted and loyal to their job and the organisation which ultimately improves the service delivery and customer satisfaction.

Consistent with the assertion of Awan (2013) to the effect that employee orientation improve performance which translate into employee gaining experience, improving efficiency, effectiveness and overall work performance. The findings of Awan reinforce the understanding that employee orientation is relevant for employees to achieve long-term relationship with other employees thereby improving learning and quality service delivery. In view of this, it is not out of place to conclude that employee orientation programmes help employee to learn and acquire much knowledge to be able to perform on the job.

Similar findings in a study by Dolan, Houston and Martin (2011), is to the effect that orientation help improve relationship which subsequently affect performance. Employee orientation also improves the function of an organisation which enables the employee be aware about his or her duties related to the job (Kaiser, 2006). Klein and Weaver (2000) opined that, when employees who go through effective orientation programmes, even at its

simple stage, they come out more socialized and better able to fix into their job responsibilities.

Employee orientation is not only about how information is shared by all members of a company but also provide opportunities that the information should be implemented within the organisation (Ragsdale & Kaiser, 2006). Kaiser (2006) advises that it's important to provide all the necessary information to employee so that they would know what the organisation is expecting from them and also what they would be expecting with the organisation too. Hacker (2004) cautions however for organisation, not to create overload of information for new employee.

Brown (2015) concluded that a well-planned orientation programme, whether it will last for a day or months should go a long way in helping an organisation retain its employee, increase productivity and creates a better alignment between what is to be done and what the organisation expects from the employee. Consistent with the study by Parrish (2006) who found that orientation equip employee with the tools to perform their job. Butler, Retelsdorf, Streblov & Schiefele (2008), Wesson and Gogus (2005), conclude that poor orientation raises the risk of turnover extensively.

### **Conceptual Framework**

Based on the above theoretical and empirical perspective, the researcher seeks to test this conceptual framework. In order to make employees satisfied and committed to achieve high performance to their jobs, there is a need for strong and effective orientation programmes. The study adopted framework of Taylor (2011), who proposed three employee orientation programmes: self-directed orientation program, mentored

employee orientation program and formal employee orientation program as influencing performance of employees.

Literature espouse on multiples of employee performance dimensions in such as: efficiency, effectiveness, low error rate, low turnover (Asfaw, 2015; Awan, 2013); quality of work, reduction in accidents, effective use of equipment's, orientation programmes and satisfaction and overall employee effectiveness (Asfaw et l., 2015). This study therefore conceptualizes that, employee orientation programmes (self-directed, mentored and formal) affect employee performance measured as: quality of work, efficiency and low error rate. Figure 1 present the relationship between employee orientation programmes and performance.

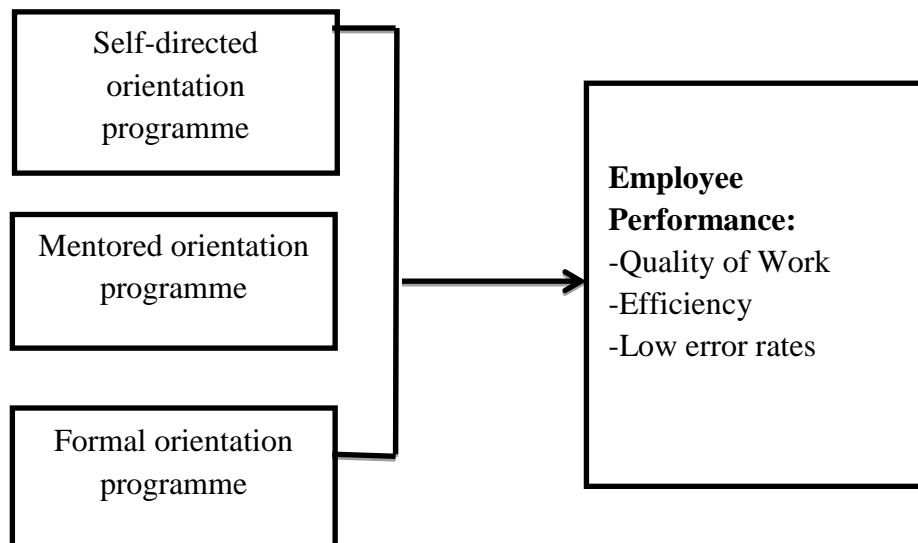


Figure 1: Employee orientation on Employee Performance

Source:Ghartey, (2017)

## **Empirical Review**

This section reviews the previous studies on the on the impact of employee orientation on employee performance. It is generally observed that there are limited empirical studies on employee performance focusing on Ghana.

Akdere & Schmidt (2008) conducted an empirical study to examine the effect of employee orientation programmes on quality management. The effect of employee orientation on employee perception of quality management was assessed at three different time period i.e. prior new orientation training period, immediately after new orientation training programme and a month after the new orientation training programme. A sample of 9,000 workers at facilities located in nine states and at several international locations was used for the work. The study indicated that orientation programmes allowed employees to increase their learning about quality management. The authors recommended that organisations should continue to stress on quality in orientation programmes. The results further suggested that orientation is the first step to communicate the organisations culture and approach to employees.

Zhang (2010) explored whether there are intervening factors that can influence employee orientation and performance. Particularly, the author proposed that customer orientation mediates the relationship between employee orientation and performance. Performance in this study was measured at the organisational level i.e. financial and innovation performance. A sample of 103 Chinese subsidiaries of foreign companies which have new product development responsibilities was used to test the hypothesis.

The subsidiaries were operated by manufacturing companies primarily from United State, Europe or South Korea and were located in eastern China. The finding of the study revealed a significant positive relationship between employee and innovation performance but an indirect relationship between employee orientation and both performance outcomes. The authors concluded that customer orientation is therefore a significant intervening mechanism by which Chinese subsidiaries may realise the benefit of employee orientation.

Awan (2013) conducts a quantitative study to discover the impact of employee orientation on employee retention in service sector organisation in Pakistan. The study utilised a closed ended questionnaire which were distributed to 300 service sector employees. Using the multiple regression approach, the study results showed that employee orientation, turnover and job satisfaction has an impact on employee retention. The author concluded that to increase staff retention, create high level of satisfaction and to decrease turnover rate; organization should strengthen its orientation program.

Worlu, Mugri & Akpakep (2017) conducted a study to determine the effect of employee orientation on work satisfaction. The authors used United Bank for Africa, a public limited liability company located in Nigeria as the case study. The data for the study was gathered through questionnaires administered to 74 senior and junior staff of the bank. A descriptive method for analysing the data was adopted and multiple regression technique was used to test the hypothesis with the help of SPSS. All the end of the study, it was revealed that employee orientation has a significant effect on work satisfaction. The authors concluded that managers must ensure appropriate



adherence to orientation and induction as this forms the foundation for development and employee satisfaction.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

The chapter considers reporting the steps that were taken to find answers to the research questions. The chapter discusses the research approach, research design, study area, population, sampling procedure, data collection instruments, data collection procedures methods, data processing and analysis and chapter summary. The chapter also discusses why these elements in the research methodology were used.

#### **Research Approach**

It is very important for a study to select an appropriate study method to obtain more valid statistical result. Research method for any study can be quantitative, qualitative or mixed method. This study used a quantitative method which entails systematic empirical studies and involves mathematical and statistical works. The rationale for a quantitative approach was influenced by the choice of survey design and the theoretical perspective of the study, flexibility, cost effectiveness and validity of findings. The use of the quantitative approach has several advantages which were found useful for this work. It allows the researcher to objectively evaluate the causal relationship between observed variables. There are particularly therefore useful for evaluating the feasibility of a conceptual framework or existing theory.

Unfortunately, the use of the quantitative approach is not without limitations. Its focus on only information which is in quantitative formats and tends to narrow the degree to which an in-depth analysis and understanding of a given phenomenon can be undertaken. That is, its usage does not allow the

researcher to capture what is behind the scenes or the information beyond the numeric data. It is for this reason that literature suggests the use of several analytical tools or techniques to triangulate the results derived from quantitative analysis. This work therefore considered this issue in the analysis and applied both inferential and descriptive analytical tools.

### **Research Design**

Research design is a plan and a guideline which shows the strategy of an inquiry appropriate for a research (Kothari, 2004). This study adopts a descriptive research design to investigate the effect of employee orientation on employee performance at Ghana Library Authority. According to Sarantakos (2005) descriptive research is more than just a collection of data. It identifies and defines a problem, selects tools for collecting data, describes, analyses and interprets the data in clear and precise terms to draw definite and meaningful conclusions.

The descriptive research uses simple types of statistics such as the mode, mean, standard deviation and percentages to analyse data. Descriptive research design was employed because of the advantage of producing good amount of response from staff of GhLA. It also provides a meaningful and accurate picture of events and seeks to explain people's perception and behaviour on the basis of data collected.

### **Study Area**

The Ghana Library Authority (GhLA) was established out of a generous contribution of \$1000 donated by the late Rt. Rev. John Orfeur Aglionby, the then Anglican Bishop of Accra in 1949 by the Gold Coast

Ordinance CAP 118 and came into effect in January, 1950. The Ordinance was re-enacted as the Ghana Library Board Act, 1970 (Act 327). Act 327 was also amended by Act 562 of 1998 for the Ghana Library Board to become Ghana Library Authority. Ghana Library Authority is located in the Greater Accra region of Ghana within the Accra Metropolitan Assembly.

Currently, there are 10 regional libraries in each region and the George Padmore Research Library on African Affairs. Each regional library has several branches located in selected districts. The library has an average of 30 schools patronising the service within each region. Currently Ghana Library Authority has a total population of about four hundred and fifty-six (456). The study area was chosen because it is the only public library in Ghana which is known to have a form of orientation or training programme when employees complete serving their probation period.

### **Study Population**

The research population consist of all employees of the Ghana Library Authority. The population is made up of employees from the Administrative class (Accounts, Audit, Procurement and Administration) and Library class. Participation is entirely voluntary and anonymous. GhLA has a total population of four hundred and fifty-six (456) employees at both administrative and library class. Out of the 250 questionnaires administered, 241 were completed and returned.

### **Sample and Sampling Procedure**

The study adopted a two-stage sampling technique to select the study respondents. The first stage of sampling involved a simple random sampling

technique to select a sample representative from the population. The simple random sampling was selected because the process of selecting a subset of a population allows all respondents to have equal chance of been selected. The random sampling procedure was used to select five (5) regional libraries out of the total number of 10 with the aid of a random table. Upon the selection of the regional library, cluster sampling was applied where all the staff of the unit were then included in the survey at the second stage.

Burns and Bush (2013) noted that a sample size has an effect on the accurate representation of the population. Out of the population of 456, the study samples 250 respondents for the study; comprising of 140 administrative staff and 110 library staff. The sample size was informed by Hair, Anderson, Babin and Black, (2010) assertion that for a sample to be representative it should be preferably more than one hundred (100).

### **Data Collection Instruments**

This study therefore uses semi-structured questionnaire instruments to collect data from the respondents. In a survey research a large sample/data Semi-structured questionnaire were chosen because they are deemed suitable for gathering a large amount of accurate and reliable data (Bushiri, 2014; Saunders, Lewis & Thornhill, 2003). According to Kumekpor (2002), self-administered questionnaire is less expensive when respondents are scattered over a wide area.

The questionnaire is designed using 5-point Likert-scale rating where respondents are asked how strongly they agree or disagree with the statements. The first part of the questionnaire is Section A seeks the demographic information on respondents. The section B looks at the perceived effectiveness

of orientation activities. Section C seeks information on the independent variables which consist of the three main orientation programmes: Formal orientation programme, mentored orientation programme and self-directed orientation programme.

The Section D also seeks information on effect of orientation on employee performance. The questionnaire instrument measure impact of employee orientation programme: The survey items assessing orientation were developed based on those used by Taylor (2011): Formal orientation programme, Self-directed orientation programme and mentored orientation programme on employee performance measured in terms of: efficiency, effectiveness, low error rates, low employee turnover.

### **Data Collection Procedure**

Data collection is the exact, systematic gathering of data significant to the research purpose (Burns and Grove, 2005). Before proceeding to gather the data, permission was sought from the governing authorities for clearance and to clarify the reason for undertaking this work. The application of closed ended questionnaires was distributed to the respondents within the selected regional units. The completed questionnaires were then collected back after two weeks. Questionnaires which were not accurately completed were returned and refilled. The entire duration of the data collection took two months and two weeks to complete.

### **Data Analysis**

After data collection, the raw data was analysed through a systematic process of selecting, categorizing, comparing, synthesizing and interpreting

data to provide explanation and make meaning. Completed semi-questionnaires were edited, coded and entered into SPSS version 20. Preliminary data analysis was done to clean and eliminate unengaged responses. After, linear regression is used to analyse and interprets the research findings. Linear regression was used because it allows researchers to conduct complex statistical analysis.

### **Validity and reliability**

Every research studies must be valid and reliable especially, when designing a study, analysing results and judging the quality of the study. To ensure validity of questionnaire instrument, the questionnaire was submitted to the project supervisor for vetting, correction and approval before distribution. To ensure study reliability, the study employs alpha coefficient of 0.70 as the cut-off point to determine the internal consistency and reliability of the multiple item scales (Cronbach, 1951; Hair, Sarstedt, Matthews & Ringle, 2016). The researcher emphasizes validity and reliability to minimize logical errors and biases in the study especially when drawing conclusions from the data findings. Results show that Cronbach's alpha values for each of the variables ranged from 0.714 – 0.945; with an overall Cronbach's alpha value of 0.874. The implication of Cronbach's alpha is that the internal consistency of our constructs is perfect and reliable for the study.

**Table1: Cronbach's Reliability Tests**

<b>Variable</b>	<b>Alpha Values</b>	<b>Nos. of Items</b>
Job Performance	0.945	5
Formal orientation programme	0.741	4
mentored orientation programme	0.911	3
self-directed orientation programme	0.854	3
<b>Overall</b>	<b>0.874</b>	<b>19</b>

Source: Field Survey, Gharthey (2017)

### **Ethical Considerations**

Researchers may encounter moral dilemmas due to using methods that are seen to have violation against human rights or possibly causing harm. Ample time was given to respondents to respond to the questions. This is to avoid errors and inaccuracies and misrepresentation of the study findings. Again, researcher's confidentiality was ensured as the information they provided solely used for academic purposes. The purpose is to make the respondents feel more comfortable and confident to provide all the valuable information required.

Participants were made aware that responses to the questions are not compulsory and that they may withdraw from the study at any time. However, they were encouraged to fully participate in the survey. Thus confidentiality, self-determination and subject anonymity were strictly preserved at every level of the study. All efforts were made to ensure that respondents' identification or disclosure are not made public.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter focuses on analyzing the data gathered from the field and also discusses the results of the data analysis. This chapter is divided into three components. The first section focuses on the demographic characteristics of the sampled respondents. The second section focuses on the reliability and validity of the data for further analysis. The third section then captures the multiple regression analysis specifying the relationship between the variables of interests. These have been organized in relation to the objectives and research hypothesis of the study.

#### Socio-Demographic Characteristics of Respondents

The study sought to identify the socio-demographic characteristics of the respondents surveyed for the study. Socio-demographic attributes that were investigated to assess the socio-economic characteristics of the respondents included the age of respondents, gender disposition, job class and level of education. Table 2 presents a report of the socio-demographic analysis. It is detected that the majority of the respondents are males; representing 61.83% (149 male respondents). Averagely, it is also identified that a significant percentage of the respondents also fall within the ages of 25-34 years. This constitutes 141 respondents, representing 58.5%. This is followed by those who fall within the age group of 34-44 years; representing 34.9%. This shows that majority of employees are in their youthful age.

**Table 2: Socio-demographic statistics of respondents**

Profile of Respondents	Statement	Frequency	Percentage (%)
Gender	Male	149	61.83
	Female	92	38.17
Total		<b>241</b>	<b>100</b>
Age	18-24	4	1.7
	25-34	141	58.5
	35-44	84	34.9
	45-54	12	5.0
	55-60	0	0.00
Total		<b>241</b>	<b>100</b>
Job Class	Administration	139	57.7
	Library	102	42.3
Total		<b>241</b>	<b>100</b>
Level of education	No Education	14	5.81
	Primary	10	4.15
	Secondary School	83	34.44
	Diploma	27	11.20
	Degree	107	44.4
Total		<b>241</b>	<b>100</b>

Source: Field Survey, Ghartey (2017)

The level of education of study respondents was also investigated. According to the report, the majority of the sampled staff have obtained first degree constituting 107 (44.4%) of the total respondents. Meanwhile a total of 27 (11.20%) respondents were reported to have acquired Diploma Certificate. Interestingly, there was a number of 14 (5.8%) working staff identified not to have acquired any formal education. According to Table 2 the highest level of education for 10 (4.15%) respondents were revealed to be primary education. The implication is that there is the need for a coherent HR strategy and policies that emphasizes on employee development and fostering strong staff capacity and quality.

Meanwhile the job class of the sampled respondents was also investigated. The study result showed that majority (139) of the respondents surveyed occupied administrative positions, representing 57.7 percent, while the remaining (102) formed the library class, representing 42.3 percent. The implication of this result is that there is a fair and balanced representation of all respondents for the study.

### **Descriptive Statistics of Measurement Statement**

To comprehend the nature and scope of employee orientation and perceived employee performance, the study conducted a mean analysis of the study constructs. The results are presented on Tables 3 and 4. Table 3 reveals the descriptive analysis focusing on items of new employee orientation. The purpose was to find out the employee orientation strategy or format that is commonly applied at Ghana Library Authority (GhLA).

The findings of Table 3 revealed that the perceived engagement in new employee orientation is moderate. However, there is a generally high inclination towards mentored orientation programme; followed by formal orientation programme and self-directed orientation respectively. It is obvious that self-directed orientation programme is not commonly practiced at the institution. Focusing on the widely engaged orientation programme; which is the mentored orientation programme, it is realised that strategies are geared towards providing psychological support to new recruits (Mean = 4.10, SD = 1.15) as a means to fully integrate them into their new working environment. Other strategies are to provide role models to all new hires (Mean = 4.05, SD = 1.03).

**Table 3: Descriptive Statistics of Measurement Statements (Item Code, Mean, SE Mean and Std. Deviation)**

Questionnaire Measurement Items	Mean Statistic	Std. Dev. Statistic
<b>Formal Orientation Programme</b>		
My institution provide official orientation program at a designated place with Handouts, orientation modules & videos	3.24	1.21
The institution organizes orientation from the first day of reporting and over period of time	3.18	1.17
The institution guided me through a pre-determine lessons during the orientation	3.18	1.05
My progress at each stage of the orientation session was evaluated	3.18	1.21
<b>Mentored Orientation Programme</b>		
Senior and experienced staff provide assistance for new employees on personal basis	3.95	1.27
The institution assign direct supervisors to assist new employees with the skills they need for their new job roles	4.02	1.09
I receive psychological support from my mentors	4.10	1.15
My institution provide role models for the for new employees	4.05	1.03
<b>Self-directed Orientation Programme</b>		
I received hand-out and orientation materials to learn on my own.	3.39	.986
My institution assigned a superior to monitor my progress of learning	3.49	1.05
The institution gave me the responsibility to plan and implement my learning process.	3.47	1.02
I assumed personal responsibility to learn the new things I needed to perform my roles well in the institution	3.43	1.01

Source: Field Survey, Ghartey (2017)

**Table 4: Descriptive Statistics of Measurement Statements (Item Code, Mean, SEMean and Std. Deviation)**

Questionnaire Measurement Items	Mean Statistic	Std. Dev. Statistic
Employee Performance		
I am able to complete my task of schedule.	3.68	1.01
I am able to perform more roles	3.71	1.20
I have being able to reduce my error rates	3.79	1.15
Clients are satisfied working with me	3.53	1.15
I have improved my work output	3.54	1.20

Source: Field Survey, Ghartey (2017)

Table 4 reports the nature of employee performance of the sampled workers. This assessment was vital to find out not only the pattern but also the level of strength of employee performance. The general observation is that the nature of employee performance is moderate. The evidence show that critical areas of strength are the ability to reduce error rates (Mean = 3.79, 1.15), capacity to multi-task through performing more roles (Mean = 3.71, SD = 1.20); and the ability to complete tasks on time (Mean = 3.68, SD = 1.01).

### **Exploratory Factor Analysis**

After the analysis of the descriptive of the field information, the next session of the study sought to explore the data for its statistical reliability and validity. Exploratory factor analysis (EFA) involves assessment of the measurement model through rigorous tests to explore the data for Adequacy, Reliability and Validity. These tests are important because the general construct may not give accurate and preferred meaning unless it is well established that the statement holds (Bagozzi & Yi, 2012).

The first test in exploratory study is to examine how adequate the data are. In this instance, adequacy tests were done based on four main criteria:

Kaiser-Meyer-Olkin Measure of Sampling Adequacy, Bartlett's test of sphericity and Total variance explained (AVE). Table 5 therefore, presents the composite results of adequacy tests.

**Table 5: Test of Adequacy Result**

KMO Measure of Sampling Adequacy.		.870
Bartlett's Test of Sphericity	Approx. Chi-Square	3172.690
	Df	231
	Sig.	.000

Source: Field Survey, Gharthey (2017)

The results of the Bartlett's test of sphericity showed that conducting the exploratory factor analysis was appropriate with a Chi-square value of 3172.690, degrees of freedom = 231 and p -value = 0.000. Further confirmation of the factorability of the data set using the KMO measure of sampling adequacy revealed a KMO value of 0.870; confirming the suitability of the data for an exploratory factor analysis.

**Table 6: Total Variance Explained for All Constructs (Employee Orientation programmes and Performance)**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.770	35.316	35.316	7.770	35.316	35.316	3.860	17.546	17.546
2	2.510	11.410	46.726	2.510	11.410	46.726	2.980	13.546	31.093
3	1.794	8.152	54.879	1.794	8.152	54.879	2.538	11.536	42.629
4	1.627	7.397	62.276	1.627	7.397	62.276	2.474	11.244	53.872
5	1.370	6.226	68.501	1.370	6.226	68.501	2.297	10.443	64.315
6	1.171	5.322	73.824	1.171	5.322	73.824	2.092	9.509	73.824

Extraction Method: Principal Component Analysis.

Source: Field Survey, Ghartey (2017)

As shown on Table 6, four main variables were extracted with a cumulative percentage score of variance explained to be 62.27%. The result shows that all the four variables under investigation explained more of 62.275 percent, indicating a good explanation of the entire variables. The analysis done from above sought to indicate how fit the data are to yield a more reliable and valid result. After achieving statistical fitness between dependents and independent variable for the study, the next session discusses the findings of the study based on the research objectives and study hypotheses.

### **Perceived Effectiveness of Orientation Programmes**

The first objective of this study was to investigate the effectiveness of new employee orientation at Ghana Library Authority. The respondents were entreated to point out how effective the employee orientation programme at GhLA is. The survey responses were analysed using the mean statistics and relative importance index to identify the effectiveness of employee orientation programmes at GhLA. The results are reported on Table 7 below.

The relative importance scores and mean statistics as depicted on Table 7 show that the respondents recognized the orientation programme at the organisation has a moderate effectiveness. Though exploring the reason for the moderate effectiveness of the orientation programme was beyond the scope of this current work, Asare-Bediako (2008) asserts that this condition is likely to occur when orientation programmes are generally unorganised or less formalized, it reduces the effectiveness of the programme to achieve desired results. This could generally have accounted for the perceived moderate level of the programme's effectiveness at GhLA.



**Table 7: Perceived Effectiveness of Orientation Programmes At GhLA**

<b>Statement</b>	<b>Mean</b>	<b>Relative Importance Ratio</b>
There are orientation materials for new employees to learn	3.73	0.75
New employees plan and implement their own learning process	3.83	0.77
Senior and experienced staff assist new employees to adapt to their new working environment	3.44	0.68
There are role models for new employee to learn and receive guidance from	3.67	0.78
There are a pre-determined orientation lessons for new employees	3.29	0.65
Progress of employees are evaluated at the end of orientation program	3.52	0.70

Source: Field Survey, Ghartey (2017)

The moderate level of effectiveness of employee orientation programme at GhLA has implications for work outcomes particularly among new recruits. The results therefore suggest that orientation is largely ad hoc and unplanned to fit the needs of the workers. The critical features of the orientation programme is that new employees widely plan and implement their own learning process (Mean = 3.83, RII = 0.77). However, there are orientation materials available for new employees (Mean = 3.73; RII = 0.75). Role models are also present for new employee to learn and receive guidance from (Mean = 3.67; RII = 0.73). Notwithstanding, the progress of employees are evaluated at the end of orientation program (Mean = 3.52; RII = 0.70). It is clear from the aforementioned characteristics that the orientation programme is typically of the self-directed and in mentored format.

Orientation programmes of this nature must be consistently supervised and assessed in order to ensure that the programmes run effectively. While the nature of mentor-mentee relationship can affect the success of the programme; the commitment of the employee especially new recruits to learn can also leverage the programme success. Zhang (2010) assessed that with adequate support for a well-structured orientation programme, the success of the orientation programme is guaranteed and this will in turn have a significant indirect effect on organisational innovativeness and financial performance.

### **Employee Orientation and Employee Performance**

The multiple regression procedure was used to examine the relationship between the variables; while testing the research hypotheses. Four regression models were estimated based on the study hypotheses. The first three attempted to examine the differential effect of employee orientation programmes on employee performance. As noted, three employee orientation programmes were evaluated in this work: self-directed, mentoring and formal orientation programmes. The fourth and final regression analysis then attempted to examine the composite or overall effect of employee orientation on employee performance.

Table 8 examines the effect of self-directed orientation programme on employee performance. The associated model fit indices such as the f-statistics and R-square value reveal that the estimated model was strong and reliable for inferences. The value of the adjusted R square (0.182) indicates that 18.2% of the differences in employee performance is accounted for self-directed orientation. The significance of the F-statistics is also indicative of the general strength of the model.

Meanwhile, the standardized result reported on Table 8 shows that there is a positive and strong relationship between self-directed orientation and employee performance ( $B = .431$ ,  $T = 7.38$ ,  $p < 1\%$ ). The implication is that a strong engagement in a well-planned self-directed orientation programme increases employee performance. This is intuitively plausible because the individual worker can learn at his or her pace to understand the rudiments of the job or task features.

**Table 8: Effect of Self-Directed Orientation on Employee Performance**

	Unstandardized Coefficients		Standardized Coefficients	T-Ratio	Sig.
	Beta	SE	Beta		
-Constant	7.185	.589		12.19	.000
- Self-Directed Orientation	.223	.030	.431	7.38	.000
$R^2$	.186				
Adjusted $R^2$	.182				
F-Statistics	54.47				
Significance of F-statistics	.000				

Source: Field Survey, Ghartey (2017)

Thus hypothesis ( $H_1$ ) which states that there is a positive relationship between self-directed orientation and employee performance is supported. The study results elucidates that there is a significant effect of self-directed orientation programme as orientation programmes strategy. Taylor (2011) noted that employees learn about their new environment by going through and reading self-directed orientation materials which includes; handouts, training modules or videos.

The implication is that to effectively implement a self-directed orientation programme, adequate technical and organisational support must be

provided to the employee in form of resources and supervision in order to achieve desired results. The study result showed employee orientation materials such handout, training modules, videos, mentorship, new employee responsibility and freedom for new employees to learn new things in the institutions contribute to high employee performance in the organisation. This result means that when management put in place mechanism that help new employees to familiarise themselves in the organisation and learn new things on their own, they can improve their performance.

Quite again, as employees are given material to learn and refer, assign some mentors will greatly improve their performance. Result from this study confirms previous studies (Hartley & Bendixen, 2001; Brockett & Hiemstra, 1991). These studies found that when employees are given a level of freedom and liberty to learn, and refer, can improve their performance. For instance, Taylor (2011) noted that, self-directed orientation programme is the easiest and convenient way for the new employee to learn the basics of the organisation's mission and what the organisation expect.

Meanwhile, Table 9 attempted to examine the effect of mentored orientation on employee performance. Similar to the previous model, the robustness of the second model was checked with R-square, adjusted R-square and F-statistics. The value of the Adjusted  $R^2=0.259$  demonstrates that 25.9% of the variation in employee performance is explained by engagement in mentored orientation. This implied that, there is a fairly strong degree of predictability of Mentored orientation programme to employee performance by 25.9% at a confidence level of 95%.

**Table 9: Effect of Mentored Orientation on Employee Performance**

	Unstandardized Coefficients		Standardized Coefficients	T-Ratio	Sig.
	Beta	SE	Beta		
-Constant	6.061	.595		10.180	.000
- Mentored Orientation	.315	.034	.512	9.225	.000
<i>R</i> <sup>2</sup>	.263				
<i>Adjusted R</i> <sup>2</sup>	.259				
<i>F-Statistics</i>	85.096				
<i>Significance of F-statistics</i>	.000				

Source: Field Survey, Gharthey (2017)

From Table 9, the study result shows that there is a significant and positive effect of mentored orientation programme on employee performance ( $B = .512$ ,  $T = 9.225$ ,  $p < 1\%$ ); thus hypothesis (H2) is also supported. The implication is that mentors can support the development of employees. Indeed, mentored orientation programmes have been recognized as one of the methods of increasing employee commitment (Woo, 2017). The study result shows a strong significant effect of mentored orientation programme and performance of employees at the GhLA.

Our study finding is consistent with previous findings (Chun, Sossik & Yun 2012; Joiner, Garreffa & Bartram 2004; Ragins, Cotton & Miller, 2000). These studies found that, new recruit are able to improve their performance when they are assigned to senior and experienced staff for assistance and psychological support. Inferences can be made from the findings of this study that, role models and mentorship is essential to help new recruit properly integrate into the new working environment. This will reduces rate of errors, mistakes and consequently improve their work quality.

For instance, Prior studies have found that mentored orientation programme has positive effect on developing capabilities for high performance (Hu, Wan, Yang & Wu, 2014, Jones, Woods & Guillaume, 2016; Liu & Batt, 2010; Hartmann et al 2013). While mentoring may be formal or informally developed (Woo, 2017), general mentored employee orientation programme provide vocational support, psychological support and role modeling (Lankau & Scandura, 2002).

Furthermore, the study attempted to examine the effect of formal orientation programme on employee performance. From Table 10 results there is a fairly strong and positive relationship between formal orientation programme and employee performance ( $B = .431$ ,  $T = 7.389$ ,  $p < 1\%$ ); thus hypothesis (H3) is also supported. The implication is that formal orientations programme is relevant for improving employee performance. Formal orientation programmes is characterised by the regular organisation of training and career development programmes which may take 1- 3 weeks. According to the findings of this work, such a programme is also relevant for improving employee performance.

**Table 10: Effect of Formal Orientation on Employee Performance**

	Unstandardized Coefficients		Standardized Coefficients	T-Ratio	Sig.
	Beta	SE	Beta		
-Constant	7.699	.522		14.752	.000
- Formal Orientation	.355	.048	.431	7.389	.000
$R^2$	.186				
<i>Adjusted R<sup>2</sup></i>	.183				
<i>F-Statistics</i>	54.601				
<i>Significance of F-statistics</i>	.000				

Source: Field Survey, Ghartey (2017)

According to Taylor (2011) formal orientation programme is the process where a new employee is assigned to a specific senior or leader to guide the employee through pre-determined lessons and then evaluate their progress every step of the programme. The regression model employed showed that formal orientation programmes that are organised with pre-determined lesson have a positive effect on job performance of employees. This result also means that orientation programmes where employees are provided with learning materials, assessed and monitored throughout the orientation programme goes a long way to improve their job performance.

The results also confirm previous studies such as Asfaw et al, (2015) who found a direct positive relationship between formal orientation strategies and job performance of employee performance. For instance, Kaiser, (2006 as cited in Awan, 2013) found that formal orientation helps to retain employee for longer periods, also help to decrease the turnover rate within a company which results increase productivity level and improving employee morale. Again, Sousa et al, (2005) noted that formal employee orientation send the right job information to improve employee performance in any organization.

The last set of the study analysis was to examine the combined effect of employee orientation programmes on performance of employees at Ghana library Authority in Ghana. Tables 11 show the result of the relationship between Employee Orientation programmes and employee performance. Table 11 shows that employee orientation programmes generally has a statistically significant positive effect on employee performance ( $B = .612$ ,  $T = 2.622$ ,  $p < 5\%$ ). The implication is that providing orientation in various formats and strategies significantly influence employee's performance. Thus hypothesis

(H4) is supported. The adjusted  $R^2 = 0.352$ , shows that that 33.8 percent of variations in employee performance were explained by the employee orientation programmes of the authority at confidence level of 95%.

**Table 11: Effect of Employee Orientation on Employee Performance**

	Unstandardized Coefficients		Standardized Coefficients	T-Ratio	Sig.
	Beta	SE	Beta		
-Constant	1.999	.503		3.742	.000
- Employee Orientation	.755	.288	.612	2.622	.003
$R^2$	.352				
<i>Adjusted R<sup>2</sup></i>	.338				
<i>F-Statistics</i>	25.55				
<i>Significance of F-statistics</i>	.000				

Source: Field Survey, Ghartey (2017)

This result, therefore, confirms previous studies that found a significant effect of employee Orientation programmes on employee performance (Awan 2013; Dolan 2011; Junfeng-Zhang, 2010; Kavoo-Linge & Kiruri, 2013; Tabvuma et al. 2015; Bauer et al., 2007; Saks et al., 2007). The study result lends empirical credence to the proposition that an effective orientation programme equip new employees with the basic skills and knowledge on the job which reduce confusion and help employee to be productive quickly (Kim et al., 2015).



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This chapter discusses the summary of key findings, conclusions and recommendations based on the findings obtained. It also presents suggestion for further research work.

#### Summary of Key Findings

The purpose of this work was to estimate the relevance of employee orientation programmes on the employee performance. The study concentrated on employees of Ghana Library Authority, a public institution. Five regional libraries of the institution were randomly selected with the aid of random table; upon which all the workers at that unit were sampled for the study. The research work adopted the quantitative research design and the survey approach. As a result a well-structured questionnaire was designed and administered to 250 respondents upon which 241 questionnaires were actively used for the work.

The study focused on two main objectives: (1) to assess the effect of various forms of employee orientation programmes on performance; and (2) to come out with appropriate recommendations to the finding of the study. Based on these objectives, the responses gathered from the field were quantitatively analysed. At the end of the study, the following key findings were obtained and are summarised as follows:

1. It was revealed that the existing employee orientation programme supervised at GhLA is moderately effective. The moderate effectiveness is attributed to the fact that, at many instances, the

programme is unorganised; less formalized and spontaneous. This has led to its less intensive nature; although existing employees recognises it need.

2. Furthermore, the results revealed that the major characteristics of the existing employee orientation programme at the institution are that new employees widely plan and implement their own learning process; although there are orientation materials available for new employees. Aside the self-directing approach, mentored orientation is also implemented. This is because, role models are assigned to new employee to learn and receive guidance from. At the end of the process, the progress of employees is evaluated to ascertain how the new recruit is coming around.
3. No matter the nature or type of employee orientation programme pursued, performance of employees at the institution will be enhanced. The results for instance showed that self-directed orientation programme organised at GhLA significantly impact on performance of employee at both library and administrative class.
4. Similarly, both the mentored orientation and formal orientation programmes have a direct positive influence on the performance of employees at GhLA. The implication is therefore that irrespective of the form of orientation or combination of the form of employee orientation pursued at GhLA and by extension, all public institutions in Ghana, they have significant effect on employee performance.

## Conclusions

Employee orientation programme has become inextricable organisational practice across the globe. However institutions in Ghana have problems with orientation programmes affecting employee performance. Quite profoundly, institutions as well as managers, lack full understanding on what actually constitute new orientation programme and how they are executed in the organisation. Which begs the question, is employee orientation relevant in modern day business community? How effective is it and to what extent does it influence the performance of new employees?

Based on the purpose of finding answers to these pertinent questions while contributing to the growing literature, this current work objectivised to examine the effect of employee orientation on employee performance in Ghana. The research work adopted the quantitative research design and the survey approach. In view of the findings of the study, several conclusions can be drawn that holds significant implications for the performance of workers in public institutions in Ghana, in general; and GhLA for that matter.

It is generally noted that the average performance of public workers in Ghana; for which GhLA is no exception. While there are several factors including logistical constraints and poor work attitudes, one area which has been obviously overlooked is the contribution of employee orientation to enhancing employee performance and putting new hires on the path of success. Unfortunately, the findings of this work show that the effectiveness of the employee orientation at GhLA and by extension public institutions in Ghana has largely been moderate. This is attributed to the fact that these programmes are less formalized and unplanned and in most occasions

spontaneous. It is found by this work that less intensive, or less implemented employee orientation programme will likely lead to poor employee performance.

The findings of this work show that not only is employee orientation relevant in modern HR practices but its relevance is irrespective of the form of orientation or combination of the form of employee orientation pursued at GhLA and by extension, all public institutions in Ghana. This result has several implications for HR managers in public institutions. It indicates that a combination of programmes can be implemented and issued whenever it deems fit; without compromising the final expected work outcomes.

Secondly, management of GhLA are not limited to any specific orientation programme; with reference to their performance implications. Although the organisation is highly inclined to self-directing and mentored orientation programmes, the choice of the form or type of employee orientation programme is not the major concern. What is rather crucial is how the selected programme is planned, supervised and well integrated; such that the progress and productivity of new employee is consciously monitored and driven towards best outcomes.

### **Recommendations**

In view of the findings that evolved from the study, the following recommendations have been made for policy considerations in improving employee performance through employee orientation programmes.

1. There is the need for management to put employee orientation at the centre of recruitment and training programmes. Management must

ensure that periodically orientation programmes are organised for both old and new recruits in order to increase employee performance.

2. Improvements are required in, developing at all areas of the current running employee orientation programme if its effectiveness will be augmented. For instance management can focus on developing competent and specialized trainers, training materials, extending the duration for orientation, developing a credible follow up system and performance appraisals.
3. While a mix of orientation forms have been adopted by management, however it is recommended that management must endeavour to ensure all forms of programmes organised are well-planned, supervised and well integrated; such that the progress and productivity of new employee is consciously monitored and driven towards best outcomes.

### **Suggestions for Future Research**

Findings of this study and the implications discussed above provide some future research direction. The scope of this work was limited to only one public institution in Ghana, future institutions can expand this scope and focus on many public institutions in order to help deepen understanding on the effect of employee orientation in public institutions in Ghana. It will also be instructive to find out if there are significant differences in the way public and private institutions in Ghana run employee orientation programmes and the observable impacts and antecedents.

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**APPENDIX A**  
**UNIVERSITY OF CAPE COAST**  
**SCHOOL OF BUSINESS**  
**RESEARCH QUESTIONNAIRE**

**INTRODUCTION**

The researcher is a Master student at the university of Cape Coast. The researcher is undertaking a study on the topic “*Employee Orientation and Performance in the Case of Ghana Library authority*”. This is in partial fulfilment of requirement for the award of a **Master of Business Administration (MBA), Human resource option**. Response provided for this academic purpose will be treated with extreme confidentiality. Please this exercise will take a few minute of your time.

Thank you.

**INSTRUCTION: Please write or tick [√] where applicable**

**SECTION A:**

**DEMOGRAPHIC INFORMATION OF RESPONDENTS**

1. Sex distribution      Male [   ] Female [   ]
2. Age range of respondents in years:  
18-24 [   ]    25-34 [   ]    35-44 [   ]    45-54 [   ]    55-60 [   ]
3. Educational Level:  
No Education [   ]      Primary Education [   ] Secondary Education [   ]  
Diploma [   ]      Degree [   ]
4. Current job class:  
Administrative class [   ] Library class [   ]

**SECTION B:**  
**PERCEIVED EFFECTIVENESS OF EMPLOYEE ORIENTATION**  
**PROGRAM**

5. To what extent are these orientation activities effective in improving performance?

**Where: 1-Not Effective                      to                      5-Very Effective**

No	Orientation programmes	1	2	3	4	5
1	There are orientation materials for new employees to learn					
2	New employees plan and implement their own learning process					
3	Senior and experienced staff assist new employees to adapt to their new working environment					
4	There are role models for new employee to learn and receive guidance from					
5	There are a pre-determined orientation lessons for new employees					
6	Progress of employees are evaluated at the end of orientation program					

**SECTION D:****EMPLOYEE ORIENTATION PROGRAMME**

6. To what extent do you agree that your organisation organized the following orientation programmes for you?

Where: **1-Least Agree** to **5-Strongly Agree**

No	Employee Orientation Programmes	1	2	3	4	5
<b>A</b>	<b>Self- directed Orientation Program:</b>					
1	I received handout and orientation materials to learn on my own					
2	My institution assigned a superior to monitor my progress of learning					
3	The institution gave me the responsibility to plan and implement my learning process.					
4	I assumed personal responsibility to learn the new things I needed to perform my roles well in the institution					
<b>B.</b>	<b>Mentored Orientation Program:</b>					
1	Senior and experienced staff provide assistance for new employees on personal basis					
2	The institution assign direct supervisors to assist new employees with the skills they need for their new job roles					
3	I receive psychological support from my mentors					
4	My institution provide role models for the for new employees					
<b>C.</b>	<b>Formal Orientation Program:</b>					
1	My insitution provide official orientation program at a designated place with (Handouts, orientation modules and videos)					
2	The insitution organizes orientation from the first day					

	of reporting and over period of time					
3	The institution guided me through a pre-determine lessons during the orientation					
4	My progress at each stage of the orientation session was eveluated					

**SECTION D:**

**EFFECT OF ORIENTATION PROGRAMMES ON EMPLOYEE**

**PERFORMANCE**

7. To what extent do you agree that orientation programmes have improved your performance?

**Where: 1-Strongly Disagree to 5-Strongly Agree**

<b>N</b>	<b>Effect of employee orientation program</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>o</b>						
1	I am able to complete my task of schedule					
2	I am able to perform more roles					
3	I have being able to reduce my error rates					
4	Clients are satisfied working with me					
5	I have improved my work output					