

**EMPLOYEE ORIENTATION PROGRAMMES IN TANZANIA PUBLIC
INSTITUTIONS AND ITS EFFECTS ON EMPLOYEE PERFORMANCE:
THE CASE OF MINISTRY OF LABOUR AND EMPLOYMENT
(HEADQUARTERS)**

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THE CASE OF MINISTRY OF LABOUR AND EMPLOYMENT
(HEADQUARTERS)**

**By
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**A Dissertation Submitted in Partial Fulfillment of the Requirements for Award
of the Degree of Master of Science in Human Resources Management (Msc.
HRM) of Mzumbe University.**

2013

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled: **“Employee orientation programmes in Tanzania Public Institutions and its effect on employee performance: The case of the Ministry of Labour and Employment(Headquarters)”** in Partial/fulfillment of the requirements for the award of the Degree of Master Science in Human Resources Management (Msc.HRM) of Mzumbe University.

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It should be appreciated that, this dissertation is a product of discussions and consultations between the author, supervisor and many experts in the field of cooperatives especially those at the Ministry of Labour and Employment (headquarters).

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I would like also to thank all respondents at the Ministry of Labour and Employment headquarters, without them this study would not have been possible and successful.

DEDICATION

This work is dedicated to my Wife Jesca F. Rutaihwa, my Children Alinda, Irene, Auson and Jacqueline who missed me during my absence when undertaking this study.

LIST OF ABBREVIATIONS

HRM	-	Human Resources Management
URT	-	United Republic of Tanzania
OSHA	-	Occupational Safety & Health Authority
NSSF	-	National Social Security Fund
TaESA	-	Tanzania Employment Service Agency
NIP	-	National Institution of Productivity
SSRA	-	Social Security Regulatory Authority
HRP	-	Human Resources Planning
USA	-	United States of America
JDI	-	Job Descriptive Index
JIG	-	Job In General Scale
PO-PSM	-	President's Office Public Service Management

ABSTRACT

In most of the developed countries it has been found that staff orientation programme has a significant impact in the organizational success: Staff retention or reduced labour turnover, staff productivity, organization performance, low supervisory cost, training, job satisfaction, job morale, promotion, development, recruitment replacement, employee pay and benefits. Also Tanzania Public Service Management and Employment policy support this requirement. An orientation programme is part of an organization's knowledge management process and is intended to enable the new starter to become a useful, integrated member of the team, rather than being "thrown in at the deep end" without understanding how to do their job, or how their role fits in with the rest of the company.

In Tanzania specifically in the Ministry of Labour and Employment staff orientation is done in inefficient and ineffective ways resulting into labour attrition, demotivation, and deterioration of customer care or services, dissatisfaction, and impression of the employment environment to the newly employed staff.

The study aimed at investigating the employee orientation in the Public Service Institutions and its effects on employee performance and organization success. Therefore the main purpose of this study was: to identify challenges related to the implementation of orientation programmes and their effect on the newly employed staff in Tanzania and to suggest alternatives to orientation programmes under the current free labour market in Tanzania.

A study was conducted within the Ministry of Labour and Employment and a total of fifty eight employees were involved in the study between May, 2012 and June, 2012. Out of this figure fifty employees responded to the distributed questionnaires and 8 employees did not respond. The response rate was 86.2 percent. The data were collected using distributed questionnaire, interview, observation, and documentary review methods.

The study revealed that majority of staff were not initially oriented. The orientation programme or training for some staff was not programmed well, inconsistency and inadequate. All these led to dissatisfaction with the job from the first days of employment. Other orientation programs' challenges included; shortage of funds to train new employees, declining of quality of work, increases recruitment costs, training costs, under utilization of new employees, lack of top management support to HRM Department in the organization.

On the basis of the findings and conclusions, it is recommended that the Government's organizations should adopt a comprehensive approach to orientation program, which can provide information in a way that can be absorbed and retained. Through orientation program the employees would develop a team-environment, because not only new employees are affected by the quality of orientation program, subordinates, peers, public and even new hire's family have a stake in its success. To strengthen the orientation programme continuous studies on employee orientation evaluation in the organization should be carried out. Also, the ministry should make sure that employee orientation program is not an ill-guided fantasy of what it wishes the ministry could be. With regard to further research, it was recommended to conduct a study in other Government and Private institutions because of its impact on the organization productivity.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Orientation is the beginning stage of an employee training program, and it assist new employees to acquire the knowledge ,attitudes and behaviours they need for adapting to the new working atmosphere. This ongoing process can help organizations develop the type of individuals they want and require Koehler(1992).Through the process of socialization it assists in transitioning new employees from outsiders to insiders(to cope with existing employees).Socialization is defined as a continuous process that nurtures newcomers to be part of the organization by infusing them the organization's attitudes, standard,values,and behaviuors Gray&Nina D.(2005).Thus socialization and orientation will be used interchangeably since socialization occurs within the field of orientation.

New employees' orientation programmes are one of the processes within organizations that gets overlooked and receives little or no funding Rogers & Wainewright(2005).With a predicted poor planning about the programme available in the past five years, employees turnover became a real concern for most organizations. Effectively orienting new employees is a way to help employees feel like they are a valuable part contributing to the organization, Wheeler (2006).Too often this simple yet powerful process is not leveraged in terms of achieving the desired objectives and performing what has been targeted and agreed in a specified period.

An organization has a short period of time before newly selected persons start their responsibilities with the organization. During this time an individual continues to develop an impression of the organization and what the job will be like. This time again is very vulnerable for some employees who may be re-thinking their decision to accept/reject an organization's offer.

1.2 The Ministry of Labour and Employment

The Ministry of Labour and Employment established in accordance with Article 55(1) of the Constitution of the United Republic of Tanzania of 1977. The President issued instrument through Government Notice No.494 published on 17th December, 2010 and is comprised of about 301 employees.

The organization was experiencing dissatisfaction from its departments in regard to communication with the organization and orientation to the organization. There was inconsistency as to how employees were being oriented to the organization. Orientation was done informally and not through formal procedures where new employees get a little (not proper from the right person) introduction before and during starting of their job and some is learning the job while they are doing it. Without knowing the need of the employees, it will not as effective for them to complete the tasks. Through orientation, new employee get opportunity of identifying what, when, where and how to meet their expectations will fulfill the requirement of employer through accomplishing the organizational goals. An employee orientation program also has the potential to successful fill in all knowledge deficits for employees and makes them comfortable in their new environment.

In recent times organization is focusing on how to conduct good orientation programs that address strategies to improve employee performance, productivity and turnover. But many organizations have still not been able to develop and maintain a long lasting program to achieve that objective. Through this trend, the result fall in high employee turnover as a result of job satisfaction, initial struggles, poor performance and disappointment of those newcomers.

An employee's first year with an organization seems to be difficult time for every one involved in the organization. The first year challenges and struggles can lead to various problems for employee including lack of job satisfaction, poor performance and work withdrawal. These employee challenges, in turn, lead to challenges for the employer, the biggest of which being employee turnover. For instance, in the HRP report(2009),91 vacant posts in the ministry were filled but 32 out of them abscond within the first four

weeks of reporting to resuming their duties, therefore it is important to develop the policy jointly to reverse the trend.

Turnover is a huge unwanted expense for employer and will disrupt employee production which can cause a breakdown in the organisation's efficiency and effectiveness. Therefore, this study attempts to assess the relationship between orientation of new employee and its effective performance in the ministry of Labour and Employment.

1.3 Statement of the Problem

Regular President's Office-Public Service Management Policy, staff circulars and regulations emphasizes Public organizations to conduct orientation programme once recruitment process took place: Tanzania Public Service Management and Employment policy of (1999:18-20) as well as Staff circular No.4 of 2005. The emphasis is mainly based on the purposes of orientation programmes. One of the purposes of orientation is to find a balance between the expectations of new employees regarding their position in the hierarchy of the organization and environment concerned, and the culture, values and goals of the organization: efficiency and effectiveness. In this case, when one seeks employment, expects to get a range of benefits from employments.

Despite the above requirement and national regulation on orientation programme, in the Ministry of Labour and employment at head office staff orientation is done in inefficient and ineffective ways resulting into labour attrition, demotivation, and deterioration of customer care or services, staff dissatisfaction, and that most of newly employed staff have bad impression of the employment environment. Thus, the orientation programmes supported by the probation periods (6 months, 12 months or more) staff regulations. Also despite similar findings by Mkuchu (1985) the problem is still being recorded in the Ministry: about 43percent of Public Institutions in Tanzania provide intensive orientation programme to new employees, 30percent do not provide intensive orientation programme to new employees and the 27percent do not provide orientation programmes to newly employed workforce.

New employee will benefit from this study because employee orientation program will provide prior information concerning organization which may motivate them and be satisfied, committed to work effectively. In light of this, employee participation in orientation program will facilitate them in socializing among participants and employers. Thus, from motivation, commitments, job satisfaction and socialization will result into effective participation in production, hence, achievement of organization objectives. More importantly, increased productivity and quality of services. Hence, a need to carry out a study geared to assess the implementation of the orientation programmes in order to identify the attributing factors for solution development.

1.4 Objectives of the Study

1.4.1 General objective

The general objective of the study was to assess the employees' orientation in the public service institution and its effects on employee performance.

1.4.2 Specific objectives

1. To assess the orientation programmes and their effects on the newly employed staff.
2. To identify different factors which hinder the achievement of orientation programmes.
3. To suggest alternatives to orientation programmes under the current free market in Tanzania.

1.5 Research Questions

1. Are the orientation programmes provided to new employees appropriate and effective or delivering the expected outcomes?
2. Are there any factors that hinder the provision of orientation programmes to newly employed staff?
3. Are there any alternatives to orientation programmes under the era of free labour market?

1.6 Significance of the Study

The study is significant to the organizations which may use research findings to make improvements into the existing employee orientation. The findings will assist employers in facing the challenges of recruiting new employees under the current era of free labour market which demands work experience without considering the problem of unemployment in Tanzania.

The findings will help to address the different attitudes of new employees and the existing employees towards each other which normally threaten the two parts. Existing employees are afraid of losing their jobs and newly employed are threatened to decide otherwise.

Finally, the accomplishment of this study will lead to the award of Msc.HRM degree of Mzumbe University, as it is a partial fulfillment requirement for the Masters degree.

1.7 Limitations of the study

First; there was a tendency of some of the employees not to give the correct information during the interviews and filling of questionnaires and thus jeopardizing the results of the research.

Second, many Tanzanians do not know the importance of researches making it to experience little co –operation with some of the key informant and were reluctant to provide the necessary information even if they were able to do so.

Third, biases from employees of the ministry of Labour and Employment who seem to be more conversant on orientation programmes as shown on papers and not reality.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review of the study. The review was done in line with the objectives of the study in which terms and other topics on the subject were discussed and elaborated and sometimes defined. The key for a new employee to be successful in his/her new position is to establish relationships in new behaviors, facts, procedures, expectations, and values of the organization. According to DesSimone, Werner and Harris, (2002), organizational socialization is the complex process and may take new employee a weeks or months to understand the expectations from the job and learn how to behave before they are accepted by their organizational members.

This chapter also contains the empirical review of conceptual framework and theories about the selected variables for each research question shown blow.

Variables under research question one are: compliance of orientation program, availability of orientation plan, staff attitude, staff attitude to new employees, source of training materials, Training duration, Orientation duration, and satisfaction with orientation program. Regarding research question two variables are: Availability of funds, staff participation, labour turn over, availability of training institutions, orientation policy, selection of trainers, and evaluation and Variable under research question three is labor market.

2.2 Theoretical Perspectives

2.2.1 The Concept of Orientation

George(1990,P.64) pointed out that, during the past two decades ,the term ‘employee orientation ‘has been used to describe a view of employees as partners in the effort of the term to achieve organizational successes in the marketplace. The underlying logic of approaching employees as organizational assets and treating them as partners is that ‘if

management wants its employees to do a great job with customers, then it must be prepared to do a great job for its employees'. George and other authors defined and explained employee orientation differently so that it elaborates its relation to work.

According to Prasad (2004:215), orientation is a process of introducing a new employee to the organization, and the organization to the employee by providing him/her relevant information as related with the vision and mission of the organization.

Armstrong (2006:471) explains orientation as it refers to induction as the process of receiving and welcoming employees when they first join a company and giving them the basic information they need to settle down quickly and happily and start work. Extending the concept, he argues that, a new employee when arriving to a new work station is totally a stranger, so he/she needs to get all information about the organization, co-workers and the specific job he/she had employed for with the remunerations associated with.

Among of the information include rules, regulations, policies and the job itself, organization structure and the employee's rights and benefits. In the preparation of conducting orientation, employer through HR department, should prepare booklets which contain all information concerning the organization at the time of conducting orientation training.

2.2.2 Employee Commitment

When defining employee, its multidimensional nature should be mentioned because on an organizational level; it encompasses affective, continuance and normative commitments.

Affective Commitment refers to the emotional attachment that an employee has with an organization, and is often stated as an individual remaining with an organization because they 'want to', Barlow (2003.p.4)

Continuance commitment refers to an employee staying with an organization after weighing the costs and benefits of leaving the job, whereas

Normative commitment refers to an employee remaining with an organization out of a perceived obligation to the employer Barlow(2003).

According to Dr. John D. Meyer a psychology Professor at University of Western Ontario, affective commitment has been found to be positively correlated with indicators such as “self-report measures of motivation and performance”, Meyer, Bobocel & Allen (1991:p.718) whereas continuance and normative commitment have not. This is likely because employees that are affectively committed are said to remain at an organization because they “want to”, whereas those who have a strong continuance commitment remain because they “have to” Meyer, Bobocel & Allen; (1991). Meyer further states that the development of affective commitment requires a mix of job choice characteristics, personal characteristics, and certain expectations about the job” Meyer, Bobocel & Allen (1991).

According to Guest D. (1989) as cited by Torrington D. & Taylor S. (2008,) defines commitment as a process of ensuring that employees feel bound to the organization and are committed to high performance via their behavior.

However, Ahuja K.K. (1999) defines commitment as a state of being in which an individual becomes bound by his actions and through these actions to beliefs that sustain the activities and his own involvement. Commitment is what makes us like what we do and continue doing it, even when the payoffs are not obvious.

2.2.3 Job Satisfaction

According to Gupta C.B. (2000) job satisfaction is end feeling of person after performing a task. To the extent that a person’s job fulfills his dominant needs and is consistent with his expectations and values, the job will be satisfying.

2.2.4. Performance Management.

According to Armstrong, M., (2006) performance management can be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams. This result in getting better results by understanding and managing performance within agreed framework of planned goals,

standards and competency requirements. The process exist for establishing shared understanding about what is to be achieved and for managing and developing people in a way that increases the probability that it will be achieved in the short and longer terms.

2.2 .5. The importance of employee Orientation

Employee orientation as it is defined by Gupta C.B. (2000,) is the process of receiving and welcoming an employee when he/she first joins an organization and giving him/her the basic information he/she needs to settle down quickly and happily and start work.

Employee orientation is important to be implemented in the organization due to the following reasons: Reducing the cost and inconvenience of early leavers.

As pointed out by Fowler (1996), employees are far more likely to resign during their first months after joining the organization. The costs incurred by organization include; recruitment costs of replacements, orientation costs (training etc.), costs of temporary agency replacement, costs of extra supervision and error correction and the gaps between the employee's value to the organization and the cost of the employee's pay and benefits.

In fulfilling these costs, it is worth making an effort to reduce all the above resigning costs/criteria.

Increasing commitment.

A committed employee is one who identifies with the organizations; wants to stay with it and is prepared to work hard on behalf of the organization. The first step in achieving commitment is to present the organization as one that is worth working for and to ensure that this first impression is reinforced during the first week of employment. Some of employee decide to stay or quit the organization due to the impact of employee training acquired and the first people met and welcomed during the first days of starting work.

2.2.6 Purpose of orientation

One of the purposes of an orientation programme is to explain a new employee's role and duties which will aid in the employee's commitment to the organization. A research conducted by McKersie,(2003) shows that employees get introduced to the organization's long term goals, key projects in progress, the organizational structure and how the new employee's role contributes to the overall strategy for success. One of the study's key findings determined that role clarity was substantially related to both commitment and withdrawal.

2.2.7. The concept of employee orientation programmes.

Along with orientation programmes, training programmes' play an important role in the retention of employees. It is believed that career development directly influences an employee's commitment to the organization. That commitment affects employees' retention and productivity levels, resulting in increasing job performance.

Sugrue (2004) pointed out that the importance of learning is the vehicle through which the knowledge and skills are developed and maintained. When an employee has a chance to grow within an organization, feelings of attachment develop which causes the employee to want to remain with that organization and contribute to its success. Also employee development is vital in maintaining and developing the capabilities of both individual employees and the organization as a whole.

In fact, investing in employee development may create a dynamic relationship where employees may work harder because they have a greater sense of job satisfaction and commitment to the organization. The importance of training programmes on employee retention rates is evident. Employees will have a higher level of satisfaction and commitment when their organization is committed to their development.

The implications of training are clear according to Lee & Bruvold (2003).When an organization is committed to its employees' development, those employees will feel valued.Those feelings will increase employee commitment and satisfaction, and decrease an employee's desire to leave the organization. Organisations providing

employee development opportunities will experience success in terms of productivity, growth, innovation ,Sugrue, (2004).Good training and promotion policies will help the orientation and finally the retainment of the new employees as their future will be clearly shown.

2.2.8. Organizational Socialization

Van Maanen and Schein, (1979), define organizational socialization as “the process by which an individual acquires the social knowledge and skills to assume an organizational role”.

In other words, organizational socialization shows how new employees get permitted as members of an organization by learning the values, norms, and required behaviours, and it is dynamic process as it develop overtime. According to Griffeth&Hom (2001) there are two types of socialization tactics which are institutionalized and individualized socialization.

Socialization tactics encourage newcomers to conform to preexisting definitions of work role, whereas individualized tactics inspire newcomers to innovate and redefine their work role. Institutionalized tactics enhance job loyalty and commitment by helping newcomers cope with the anxiety and uncertainty of the new job. By contrast, individualized tactics encourage newcomers to challenge the status quo, which increases creativity but not necessarily firm loyalty. Lastly both can strengthen organizational commitment and job retention.

2.3.1 Orientation Best Practice

In order to fully benefit the company and employee, orientation programme should be planned in advance. A timetable should be prepared, detailing the orientation activities for a set period of time (ideally at least a week) for the new employee, including a named member of staff who will be responsible for each activity. This plan should be circulated to everyone involved in the orientation process, including the new starter. If possible it should be sent to the new starter in advance, if not co-created with the new starter.

On-boarding is just one piece of the cyclical continuum in the management of talent; it is not merely a stand alone or linear activity. Done well, and integrated into an organization's talent management system, on-boarding presents easy business process improvements that can yield great returns, Taleo (2006). First impressions create lasting impressions. Recruitment efforts bring potential hires to the organization's door. It is obviously how well the organization manages the interview process will influence whether the candidate takes the position. It also provides the candidate with an initial (and long-term) impression of the organization. Effective on-boarding programs emphasize the importance of building relationships and provide structured networking opportunities and support. Some organizations use "buddy programmes" that pair new leader with a peer of the same demographic characteristics or interests.

Others arrange meetings with experienced leaders to help the new leaders gain leadership and organizational savvy, as well as to build their network at the same time. Early experiences are important. If new employees get the feeling they are just a number, they will act that way. Conversely, if new hires feel welcomed and valued from the onset, they are more likely to act in ways that provide value. Research suggests that one of the keys to early orientation is creating a clear line of sight that shows how the new employee's work contributes to the overall success of the organization, Friedman (2006).

2.3.2 Availability of orientation materials

In preparing for an orientation, according to Brian Linhardt (1998), the organization or consultant should consider answering some questions for them before the new employees show up:

What impression does the organization want to make on the first day?

What information will the new employees need to feel comfortable?

What the key policies and procedures must the employees learn about on the first day so that mistakes will not be made on the second day?

What can the organization do to make sure the person will get to know co-workers?

What tasks can the organization teach on the first to give the new employee a feeling of accomplishment?

How can the organization make it clear on the first day that he/she is an important addition to the workforce here?

Most organizations do not fulfill and answer the above questions where in presenting their topic to new employees confusing themselves which leads to confuse trainees also ,due to poor/unplanned or not having the orientation program, For example, the organization researcher studied provided training by collecting new employees of different posts(cadres) without describing to them their job descriptions and placing them after 3 months of employment staying at the Ministry's Conference Room! As the results those newly employees received different information from existing employees(but not the right persons) which made them discouraged with new employer regarding to staying for a long unplaced hence decide to leave the organization.

Variables of interests are organized according to research questions as follows:

2.3. Are the orientation programmes provided to new employees appropriate and effective/delivering the expected outcomes?

2.3.1 Formal Orientation Program

Many institutions especially public ones spend hundreds of thousands of dollars on vast employee-orientation programs that last anywhere from a couple of hours to several months. If designed properly, this is money well spent since getting a new employee educated and up-to-speed quickly means the employee can make substantive contributions that much sooner. Unfortunately, many employers assume that attending the formal orientation program, if there is one, is all that is needed. But that's not the case. Regardless of the scope of the formal program, individual managers need to focus on a personal orientation too, one that is tailored to the specific job, team, and department. Hiring right is half the battle. Helping new hires to find their way around is part of the other half.

The range of best practices for orienting a new employee is immense. Meanwhile, below are contents for orientations that are mostly conducted in many organizations and starts on day one and set up regular meetings to take place over the next several months in order to give an employers and the employee a chance to address the remaining. The

main content for orientation **programme are:** Coverage of the Administrative Part, Provision of Strategic Overview, Introduction of the New Employee, Cultivation of Employees-Employers Relationship, Provision of Cultural Education, Arrangement for Training, preparation in advance and focus on the Team.

Based on the formal orientation, most of the successful organizations across different parts of the world and Africa in particular use such formal orientation training as part of the socialization process ,Saks & Ashforth (1997a), making it one of the most common types of training programs ,Bassi & Van Buren, (1998). Despite the widespread use, there has been little research on orientation training programs as to what extend such formal orientation has been effective to both new employees in relation to the organization output.

Research works by Chao et al. (2004); Ostroff & Kozlowski, (2002 critically provides a challenge that, without an established, comprehensive measure to assess the extent to which employees have acquired the different kinds of knowledge and behaviors necessary to be “socialized”

2.3.2 Reasons hindering orientation program

The main reasons for hindering implementation of orientation programs are: unfair treatment, loss of hope, inadequate budget, small number of employees, and lack of trainers at work place (Prasad, D., 2006).

2.3.3 Staff attitude to new employees on the first day of employment

Although new employment can be one of the succession plan in the organization, in most cases new employees are viewed as threats to existing job positions. Hence, no adequate support is made (Ibid).

2.3.4 Source of Training and materials

The range of best practices for orienting a new employee is immense. Meanwhile, below are contents for orientations that are mostly conducted in many organizations and starts on day one and set up regular meetings to take place over the next several months in

order to give an employers and the employee a chance to address the remaining. This duty of orientation is mainly **Administrative Part and user department** (Koehler, L., 1992)

2.3.5 Duration for staff orientation programme

For new employees, the first 3 months are crucial time/ period, it costs money, when the organization loses good people, sometimes because they got of to a rocky startHacker (2004). He added, orientation programmes concentrate on why employees perform their duties. Apart from the above importance of employee orientation programs among others are essential in retaining and motivating employees, lowering turnover, increasing productivity, improving employee morale, facilitating learning, and reducing the anxiety of new employees (ibid).

2.3.6 Satisfaction with orientation programme

Orientation programs can affect an organization's present and future recruitment efforts. New employee orientation programmes have the power to increase employee satisfaction, commitment, job performance and improve employee retention. One way to ensure orientation programmes are successful and helpful in reducing labour turnover is to design the programme components accordingly. It will be beneficial to employees to understand their role within the organization and be given a big picture work breakdown. Also important in providing employees with the information necessary so they know what is expected of them and what they can expect as well from their employer (Hacker, 2004).

2.3.7 Distribution of information to the new employees

All methods of distributing information should be sought: written, verbal, observation and electronic access of information (Nofsinger, & Lee, 1994).

2.3.8 Impact of orientation to the employees

The direct benefits of staff orientation are: increased job satisfaction, knowledge and skills, motivation, staff commitment and loyalty (Koehler, 1992 and Armstrong, M., 2001)

2.3.9 Importance of knowledge obtained during orientation provided by the organization

To establish successful job performance, learning of job related competencies such as knowledge, skills and behaviour are necessary to be included in the ongoing training program, Jusoh & Lim (2008). However Barbazette Jean (2003) pointed that, orientation objectives in successful organizations should be measurable and focus on specific knowledge, skills acquisition and influencing attitudes. This revealed by researcher that too often poor orientation programme are an information overload or not effective, and insufficient which made inductees boring, also reduces fully participation. The result of that type of training may often confuse new employees who is not productive and is more likely to leave the organization within a short time of period –within a year. For example, 40percent of respondents who agreed strongly that the training provided was not well organized according to the different cadre attended compared to training subjects taught to them

Also researcher identified the policy is not well elaborated in the Public Service Management and Employment Policy of 1999, because it emphasize to implement training new employees but it is silent if it happens new employees fail to attain from what he/she has been trained.

According to Carolyn Cohen(2003), orientation is important to welcome new employees into the organisation and help them understand their new position and the organisation better to increase motivation and performance from the very beginning.

In doing so, orientation becomes a favourable beginning fuel an employee's enthusiasm helps reduce anxiety and helps the employee connect socially.

Also orientation in turn leads to improve productivity and a high rate of retention for new employees. For that matter if the organisation did not provide thoroughly, the performance offered at work place the impact of performing poorly will be high.

2.4. Are there any factors that hinder the provision of orientation programmes to newly employed staff?

2.4.1 Management support

Orientations are the deeper layer of organizational culture and form a framework for the 'right things to do,' Schein (1984). The nucleus and underlying assumption of employee orientation is that organizational members are expected to be supportive of each other and interested in fulfilling each other's needs. Employee-oriented firms acknowledge employees as assets for organizational success and actively promote ideas and participation of organizational members in strategic decisions.

Many organizations treat orientation training as a formality and therefore take it lightly and not in its true perspective. Organization like that, can not create favorable image in the minds of new employees and to that extent their effectiveness is affected adversely, Prasad (2001:220).

2.4.2 Availability of Funds to support orientation program

Availability of adequate resources is a key to successful orientation programmes implementation. The orientation process should include both training and orientation to the specific organizational environment, including personnel issues such as hours of work, compensation procedures, insurance, etc, job tools, goals, policies, and procedures. Pairing employees with newly employed graduates provides many benefits to the junior employee as well as the institution and patrons he /she serve. Specifically, senior employees can take on the following four roles: teacher, advisor, interpersonal role model and mentor. Teaming new and veteran professional lessens the strain on budgets as seen with consultant training programmes, meanwhile developing respectful, collegial relationships among staff etc. A common practice, senior/junior employee collaboration strengthens reference-training initiatives by providing an arena for

critique and improvement and can promote networking through introduction to the institution's professional staff and department for additional resources, Nofsinger, & Lee (1994). When administrators do not support or provide opportunities for staff development, recruitment and retention suffer. Administration needs support, plan and budget for staff development opportunities to ensure satisfactory patron service and staff morale and expertise, Van Daele (1995).

2.4.3 Adequate staff orientation program participation

Employee participation in orientation program facilitate in socializing among participants and employers. Thus, from motivation, commitments, job satisfaction and socialization result into effective participation in production, hence job performance (Ibid).

2.4.4 Labour turnover (Employee attrition)

Employee retention programmes have been emphasized by most authors including Prasad, 2001, Fowler, 1999), and Gupta, C., 2000. The employee retention has advantages of reducing recruitment costs, supervision costs, decreased employees' pay and benefits and increased productivity. "New Employee Orientation Programmes Make Cents" (2004) article, a well thought out and effectively administered employee orientation results in lower attrition, increased productivity, and improved work quality. This translates into happier employees and healthier bottom line. In the study conducted from Ohio State University (2001), shows that, there has been a suggestion that the right programme can be very beneficial for work and organizations. Good orientation programmes can increase productivity and reduce short-term turnover of staff. These programs can also play a critical role under the socialization to the organization in terms of performance, attitudes and organizational commitment

2.4.5 Availability of learning institution and relevant organization mentoring

What new employees do not need ,however, is to be bombarded with every little detail about the organization Hacker (2004). New employees usually have a list of questions, and more organizations can anticipate those concerns, the quicker the employee can get

on board. Mentorship can also be a beneficial element of the orientation process. Providing a new employee with a group of individuals they can go to for advice and direction should be a necessary component of the orientation process.

To be successful, a new employee orientation program must be comprehensive, interactive, and thought-provoking, and provide an environment in which assimilation of organizational values, culture, and standards can occur Ragsdale&Mueller (2005). A strategic plan if available will be a better tool to elaborate organizational mission, vision, values.

The importance of organizational mentoring in preparing employees and staff is to meet challenges, changes and emergent staff employment needs as age demographics and retirement projections, impact the professional organizational workforce, including replacement, redeployment of position vacancies, and recruitment of new professionals. In addressing these changes, mentoring programs that include individual mentoring as well as organizational mentoring will be needed to bring about new approaches to job allocations and reasonable rates of gain and advancement for new hires, Munde (2000).

The orientation process should include both training and orientation to the specific organizational environment, including personnel issues such as hours of work, compensation procedures, insurance, etc, job tools, goals, policies, and procedures. Pairing employees with newly employed graduates provides many benefits to the junior employee as well as the institution and patrons he /she serve. Specifically, senior employees can take on the following four roles: teacher, advisor, interpersonal role model and mentor. Teaming new and veteran professional lessens the strain on budgets as seen with consultant training programmes, meanwhile developing respectful, collegial relationships among staff etc.

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Administration needs support, plan and budget for staff development opportunities to ensure satisfactory patron service and staff morale and expertise, Van Daele (1995).

2.4.6 Availability orientation programme policy

Organisations providing employee development opportunities will experience success in terms of productivity, growth, innovation ,Sugrue, (2004).Good training and promotion policies will help the orientation and finally the retention of the new employees as their future will be clearly shown. In Tanzania, all Government institutions operates with Work Orientation Policy & Regulation: Training-It is clearly stipulated in the Tanzania Public Service Management and Employment Policy of (1999:18-20) and Staff Circular No.4 of 2005, that emphasize the need for conducting induction programme for new employees of different levels. The policy understands that, the training to be conducted shall vary from organization to another depending on the mission and vision, and the functions of the organization concerned. Given these legal directions, it therefore stands that, organizations, companies and various institutions should strive to provide best and accepted orientation trainings to its new employees to make them like and work for their organizations.

2.4.7 Selection of trainers

A high percentage of orientation efforts fail due to design the based needs of the learner or type content, failure to choose a delivery platform that works for organization using a delivery platform that is not easily updated, trying to use of the shelf orientation products, failure to consider all the costs, (McKeon in Sims, 2002)

2.4.8 Availability of suitable orientation program environment

Orientation programme requires conducive environment, quality and adequate resources and friendly trainers (Fisher, 1986). Other requirements of orientation are improved safety, reduced penalties, improved communications, and affirmation of having joined the right organization (Barbazette, 2001).It creates a great chance to establish personal connection and working relationships, provides an efficient way of

completing all necessary paperwork, provides a greater involvement and open communication for the employees.

2.4.9 Satisfaction with orientation program

Several literatures including Gommersall & Meyers, (1966), Meglino, DeNisi, Youngblood, & Williams, (1988), Waung (1995) have evaluated the impact of specific elements in orientation programs and found that all efficient and effective learning processes require regular evaluation for challenges identification. Therefore, any orientation programme must be evaluated.

2.5. Are there any alternatives to orientation programmes under the era of free labour market?

2.5.1 Electronic access of organization's policies, procedures and controls

In orienting newly employed staff, an organization can use a series of electronic orienting documents that had previously been covered using in-person sessions. Despite startup and maintenance issues in delivering orientation sessions this way, utility and efficiency of having the materials available electronically outweigh disadvantages, Hurst (2005).

2.5.2 Employee work setting empowerment

Values of employee orientation define how organizational members should interact with each other in the work setting. They promote people's concern as a desirable state of mind in the organization and form the basis for the development of behaviors and artifacts. Key values of employee orientation relate to employee trust and empowerment.

2.6 Empirical Literature Review

Orientation and Retention of Qualified workers are a major challenge for public sector in many parts including United States. Researchers; Darling-Hammond, Berry, Haselkorn, & Fideler (1999); Villani (2002) predicted that 2 million public employees will be needed over the next decade due to the high attrition rates, retirements, and rising enrollments of new employees to the private sector in USA only. For instance about 300,000 public employees will be needed in California over the next ten years, Hollister

&Heintz, (2000). Ingersoll, (2001) reported that large numbers of public employees leave before they retire and nearly 50percent of beginning employees leave the profession within the first five years of employment (Ingersoll & Smith, 2003). Citing examples in education sector only The Center for the Future of Teaching and Learning (2004) in California reports that in the 2003-04 school years, more than 28,000 did not meet this requirement. This fact makes the challenge to recruit and retain qualified teachers even more formidable, a factor that has been caused by ineffectiveness of induction program.

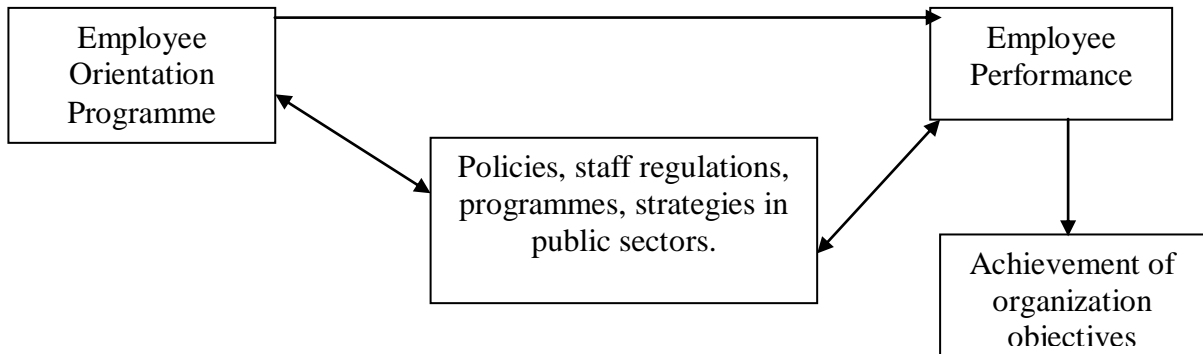
However, according to Bob Shultz, a specialized orientation consultant from Grand Rapids, Michigan, the goal of new employee should be “to have the person psychologically join the organization from the first day”,Garvey (2001).This statement suggests that psychological commitment; similar to that in affective commitment, should begin from the early stages of a new job.

2.6.1 Conceptual Framework and Research Model

Now let us turn in more detail in Fig 1 which explains the structural relationships between employee orientations and its effects on employee performance variables. The model identifies individual, organizational and cross-level variables and proposes the mechanisms through which variables interact and reciprocally influence one another.

The study examined existing policies, regulations and staff circulars in public sectors concerning how is all about employee orientation programmes (intermediary variables).In studying these interventions, researcher is going to identify how these variables are implemented in conducting employee orientation training and its impact on employee performance (independent variable)The impact may be positive or negative when studying the existing and understanding the policies, regulations,etc of being either effective or inefficiency in the organization, management and employees (dependent variables).

Fig.1: Conceptual Framework of the study.



Source: Experience, 2013

2.6.2. Research Gap

According to the reviewed literature, it is evident that extensive research has been done in the respective area. However, there was no recent empirical documented or published study which indicates the same study have been done in Tanzania environment. Therefore, information from this study bridges the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research design used in area of study, sample and sampling procedures, data collection methods, population of the study, types of data, and finally data analysis plan. Various research instruments were used such as Questionnaires, observations, interviews both structured and unstructured.

3.2 Research Design

The researcher used case study design. A case study is an in depth comprehensive study of a person social group, an episode, a situation, a programme, a community, an institution or any other social unit, Krishnaswami(1993).

The choice of this research design based on the fact that, it enabled the researcher to deeply study the issues and revealed the reasons/causes that underpin the orientation programmes.

Thus, it helped the researcher to be flexible in acquiring data as it employs more than one techniques, it uses historical method, employs interviewing, questionnaires, observation and documentary review. Data which were collected from employment of case study were valid and comprehensive because the collection of data was based on objective judgement.

3.2.1 Area of the Study

This study was conducted in the Ministry of labour and Employment which is located along Bibi Titi Street adjacent to Dar es Salaam Institute of Technology. The area was selected for the study because of its location in an area with good communication system and was easy for the researcher to reach (working environment). Furthermore, the Ministry is studied because it has been offering orientation program for a long time and that the researcher expected to collect a substantial amount of primary and secondary data.

This study is also under the area of Human Resource Management under government industry (but also applies to other industries).

3.3 Research Approach

The researcher employed qualitative and quantitative research approach. In qualitative approach the information narrates, more in words and report are normally narrative, rich descriptions of behavior and content analysis. This approach was used to help the researcher understand the nature of orientation programs' problems as it grasps the "why" and "how" of the market dynamics and explores the interrelationship of issues to be studied. While in quantitative approach, data were analyzed using statistical packages, which yielded detailed description to answer the research questions in numerical quantities.

3.4 Population of the Study

Population refers to the total of items about which information is desired, Kothari (2006). The population of this study was all employees in the Ministry of Labour and Employment and employees beneficiaries of the orientation program. The number which is approximately 301 (URT, 2012).

3.5 Research Sample, Sampling Procedures

3.5.1 Sample size

A sample in research studies refers to all people having common characteristics, companies, production and so on that are interested in the research in relation to the research problem, Mwaipopo (2008). The sample size was 58 employees as it is distributed below: employees (50) and top ministerial level (8).

However, the researcher used purposive or judgmental sampling (convenient sampling) for eight employees from Top Management and Human resources department, while fifty employees from different departments were selected randomly. Reason ... simple, time and cost effective! In all the selections gender was considered. This sample size provided sufficient data for the study despite the limitations.

Table 3.1: Sample Distribution

Categories of Respondent	NO. percent	Sampling technique
Top Ministerial level and human resource	$8/58 \times 100 = 13.8\text{percent}$	Purposively-selected from department/unit
Administration	$14/58 \times 100 = 24.13\text{percent}$	Simple Randomly
Labour	$14/58 \times 100 = 24.13\text{percent}$	Simple Randomly
Planning	$6/58 \times 100 = 10.34\text{percent}$	Simple Randomly
Procurement	$4/58 \times 100 = 6.89\text{percent}$	Simple Randomly
Employment	$11/58 \times 100 = 18.96\text{percent}$	Simple Randomly
Account	$1/58 \times 100 = 1.72\text{percent}$	Simple Randomly
TOTAL	100percent	

Source: Researcher Data 2013

3.5.2 Sampling Techniques

Sampling techniques is classified into two types; probability or representative sampling and non-probability or purposive or judgmental sampling.

Thus in conducting this study the researcher used simple random sampling as probability sampling and purposive or judgmental sampling as non-probability sampling. Probability sampling is based on the theory of probability; it provides an equal chance of selection for each population element while non-probability or judgmental or deliberately sampling is not based on the theory of probability. The study aimed at getting results that were generalized. Thus, simple random sampling and purposive sampling was adequate comprehensive to this study.

Simple Random Sampling

According to Krishnaswami, (1993) Simple random sampling as a sampling technique which gives each element an equal and independent chance of being selected.

Simple random sampling was used to get 50 representatives from different departments in the Ministry of Labour. It was used to ensure that a good number of representatives were involved; this was because the technique provides an equal chance of selection for all elements in the population.

Purposive or Judgmental Sampling

The researcher used the purposive or judgmental sampling by purposely choosing eight respondents from Top Management and Human resources department in order to get typicality and specific relevance of the sampling units to the study and not their overall representativeness to population. The researcher picked only those respondents who met purpose of the study.

3.6 Data Collection

3.6.1 Data Collection Methods

The choice of method of data collection in research depends on the purpose of the research and nature of research question under instigation, Seidman (1991) sources of primary data and secondary data was used in the collection of information/data understudy. Cohen at al. (2000) notes that no single method can act in isolation because it can bias or distort the whole picture of reality that the researcher is investigating.

The researcher used both primary and secondary sources. It was worthwhile noting that primary sources comprised observations, questionnaire and interviews and various discussions and meetings for the purpose of generating information. Secondary source in turn included journals, documents, official reports, internet sources, and thesis. These were visited during a survey of literature review. The reason behind adoption of several techniques is that there is a truth that the strengths of one method offset the weakness of other methods. Franfort-Nachmias (1996) proposes that social science studies should choose from among or make a combination of questionnaire, interviews, observation, and documentary methods of gathering data in case studies. The buildup of the data collection tools was based on the research objectives and research questions.

3.6.2 Questionnaire

Questionnaires are formatted set of questions that are drawn up to meet the objectives of the study. Krishnaswami,(1993).It is the method that was used to obtain information with the help of set of questions that was distributed to the respondents. The researcher

prepared and distributed self administered questionnaires to the respondents. The questions were of two categories; structured or closed-ended and unstructured or open ended questionnaires designed for the purpose of enabling respondents to provide objective answers.

The researcher found questionnaire technique appropriate for the study due to its objectives, could easily reach respondents, respondents got adequate time to respond, reliable, and cost effective in studying large and widely scattered population. However, the weakness of the technique include low rate of return, useful for elite respondent and sometimes questionnaires can be lost. These demerits could not offset the merits above.

3.6.3 Interviews

Interviewing is defined as a two way systematic conversation between an investigator and informants initiated for obtaining information relevant to a specific study, Krishnaswami (1993). It involves not only conversation, but also learning from the respondents' gestures, facial expression, pauses and his/her environment.

According to Saunder et al. (2005),in collection of data, researcher used structured and unstructured interview. In structure interview, the questions, their wording and their sequences were fixed and identical for every respondent. This type is highly standardized and the interviewer follows rigid procedures, asking questions in a form prescribed Kothari (2008)

Unstructured interview were characterized by a flexibility of approaching to questioning, the interviewer was allowed much greater freedom to ask in case of need, supplementary questions. It is less rigid and the researcher has more chance of asking supplementary questions at any given time.The researcher employed both types despite the weakness of unstructured interview like lack of comparability as researcher may be forced by situations and respondent behavior. The researcher prepared a set of questions that reflected the research objectives and question.

Interview was used in this research due to its greater flexibility in the questioning process as in unstructured interview, the interviewer and interviewee were present face to face, it was possible for them to clear up any misunderstanding question immediately, either one side could question what they did not understand or during the interview the researcher could reword or re-order the question when something unexpected occurred.

More over this method simplified the work for the researcher as could get immediate answers to the questions asked when the respondent was willing.

3.6.4 Observation

It is defined as a systematic viewing of a specific phenomenon in its proper setting for the specific purpose of gathering data for a particular study, Krishnaswami (1993). Observation includes both seeing and hearing. It is accompanied by perceiving as well. It also required some involvement of the researcher to the business and enterprises by observing the trends and sometimes questioned the customers to get the insight of certain facts. This method was used to clarify/justify the answers. Physical visiting to business centers, listening to the respondents' opinions and views, complemented other tools for gathering data.

3.6.5 Documentaries Review

This method was used to get high quality secondary data. The researcher visited enough types of documentary sources which were relevant for the study such as Public Service Management and Employment Policy, Ministry's report, books and journals, human resource reports and thesis reports and documented research report in collecting data that were not easily available through the other methods.

3.7 Techniques for data analysis

The analysis of data was done using statistical package for social scientists (SPSS) by preparing simple frequency distribution or bar chart for each variable in order to form a base for interpretation.

3.7.1 Validation of Research Instruments

The researcher made an informal visit to the study area for familiarization exercise and that was a time for identifying respondents and the exercise was done and had enabled the researcher to make corrections on the instruments to make them effective during the actual research.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

The previous chapter (Chapter Three) reviewed the methodology about how the research was done. Chapter Four discusses findings by presenting data, analysis and interpretations. Data presentation and analysis is divided into two parts: Respondents characteristics and variables of interests.

4.2 Respondent characteristics

4.2.1 Response by staff level

The questionnaires were distributed to 11 lower cadres (22percent), 24 Middle level cadres (48percent) and 15 higher level cadre (30percent) of respondents in the Ministry.

Table 4.1 Response by level.

Employee Position	Number	Percent
Lower cadre staff	11	22.0
Middle level cadre	24	48.0
Higher level cadre staff	15	30.0
Total	50	100.0

Source: Field Data 2013.

4.2.2 Responses by Departments

The researcher collected data from almost all departments within the study area where in Administration department were 14 respondents (28percent), Labour department 14 respondents (28percent), Policy and Planning were 6 respondents (12percent), Procurement unit were 4 respondents(8percent),Employment dept were 11 respondents(22percent) and Accounts were 1 respondent (2percent) as shown in table 4.4.These response almost convincing the researcher due to the

tendency of most respondents delaying to respond on the accepting to complete and submit questionnaires provided to them.

Table 4.2: Showing responses by department

Departments	Number	Percent
Administration	14	28.0
Labour	14	28.0
Planning	6	12.0
Procurement	4	8.0
Employment	11	22.0
Accounts	1	2.0
Total	50	100.0

Source: Field Data 2013

4.2.3 Sex

The questionnaires were distributed to 27 males equivalent to 54 percent and 23 females (46 percent) of respondents (Table 4.3).

Table 4.3: Showing responses by sex.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	27	54.0	54.0	54.0
	Female	23	46.0	46.0	100.0
	Total	50	100.0	100.0	

Source: Field Data 2013.

4.2.4 Responses by age

Respondents below 25 years were 8 (16 percent), between 25 years to 35 years were 20 (40 percent), between 35 years to 45 years were 16 (32percent) and respondents' age between 45 to 55 were 6 12 percent).

Table 4.4 Age Distribution of the Respondents.

Age	Number	Percent
Below 25 years	8	16.0
Between 25 and 35 years	20	40.0
Between 35 and 45 years	16	32.0
Between 45 and 55 years	6	12.0
Total	50	100.0

Source: Field Data 2013

4.2.5 Academic qualification

Respondents having ordinary diploma were 4 (8 percent), Advanced Diploma were 18 (36 percent), postgraduate diploma were 3 (6 percent), postgraduate degree (Masters Degree) were 19 (38 percent), and other qualifications such as certificate, ordinary and advanced education levels were 6 (12 percent) (Table 4.5).

Table 4.5. Academic Distribution of the Respondents.

Academic qualification	Number	Percent
Diploma course	4	8.0
Advanced diploma course	18	36.0
Postgraduate diploma	3	6.0
Postgraduate degree	19	38.0
Others	6	12.0
Total	50	100.0

Source: Field Data 2013.

4.2.6 Work experience

Table 4.6 Respondents by Work experience

Length of Service	Number	Percent
Less than 2 years	4	8.0
Between 2-5 years	14	28.0
Between 5-10 years	15	30.0
Above 10 years	15	30.0
Total	48	96.0
Missing System	2	4.0
Total	50	100.0

Source: Field Data 2013

4.3. Are the orientation programmes provided to new employees appropriate and effective/delivery the expected outcomes?

According to best practices orientation programmes should be well prepared and provided adequately to the new employees in order for them to develop the liking of the organization and commitment to the jobs. The end of these will be efficiency and low labour turnover hence the survival of organization (Koehler,K.G., 1992 and Gray & Nina, D., 2005).

4.3.1 Compliance of orientation programme (Availability)

The researcher identified that, although 24 (48 percent) respondents attended orientation training and 26 (52 percent) respondents did not attend training. This figure is considered high in connection with best practices for intervention (Table 4.7).

Table 4.7: Distribution of Respondents attending Orientation training

Orientation Training	Number	Percent
NO	26	52.0
YES	24	48.0
Total	50	100.0

Source: Field Data 2013.

4.3.2 Availability of Orientation plans

In their discussions (according to table 4.8 below,) 31 percent of respondents agreed that they were fairly treated unwelcome, 4 percent of the respondents admitted to lose hope and expectation of being in the organisation, while 65 percent remained silent. Researcher revealed that, the response of the respondents 8 (31 percent), implies that orientation is not effective to cover all new employees, even though employees know about the training.

Table 4.8: Attributing reasons to orientation programme

Indicators	Frequency	Percent
Treated fairly unwelcomed	8	31.0
Lose hope	1	4.0
Remain silent	17	65.0
Total	26	100.0

Source: Field Data 2013

4.3.3 Staff attitudes to new employee on the first day of employment

According to Kelly (2007) without proper orientation program, employers will not get a second chance to make a good first impression to new employees. The first chance is very important to impress new employees otherwise labour turnover and frequency of recruiting new employees will be high. Table 4.9 shows that 36 percent of the respondents agreed that they were treated fairly well during their first days of employment, while 43 percent of respondents were friendly treated and 30 percent of the respondents were jobless during orientation program. This record suggests inconsistency to the orientation program as required by best practices.

Table 4.9: Respondents treatment on the First Days of Employment

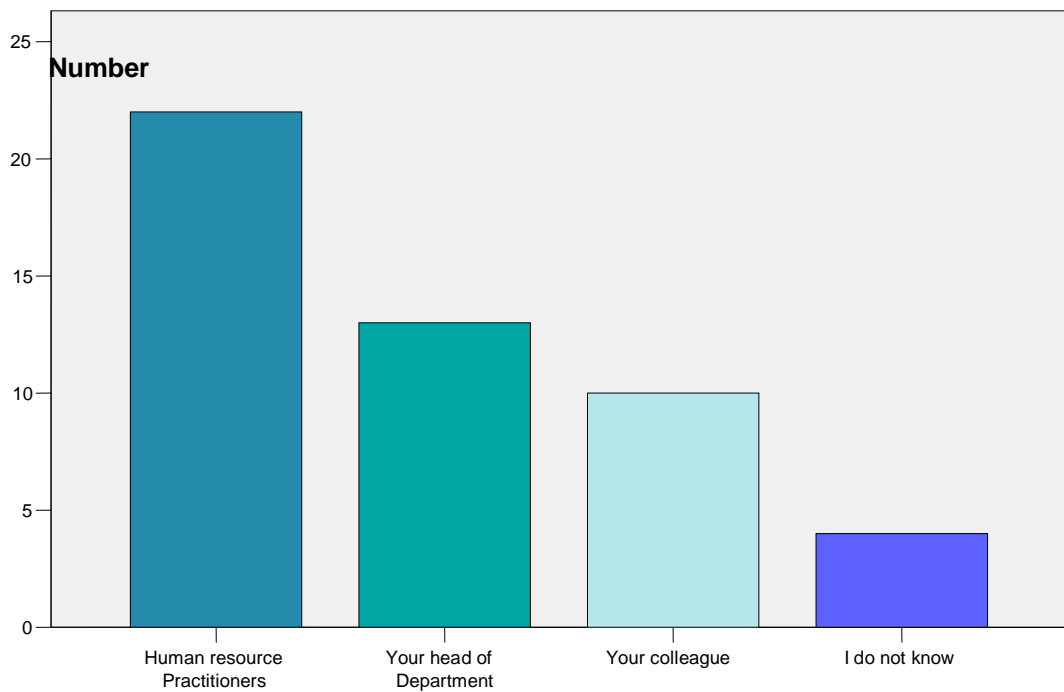
Indicators	Frequency	Percent
Fairly good	18	36.0
As a friend	17	34.0
Idle and jobless	15	30.0
Total	50	100.0

Source: Field Data 2013.

4.3.4 Sources of training materials to the Orientation Program

Researcher identified that 22 of respondents (44 percent) were trained by Human Resource Practitioners, 13 respondents (26 percent) indicated were attended by their Head of Departments (user departments), 10 respondents (20 percent) welcomed and trained by their colleague, while 4 respondents (8 percent) they did not know what was happening during the first time of reporting to their employer (Figure 4.1). The figure for informal training and do not know is considered high for corrective measures (Figure 4.1).

Figure 4. 1: Responsibilities of the orientation program training



Source: Field Data 2013

4.3.5. Duration for staff orientation program.

According to Prasad (2001), orientation programme for new employees should last for six (6) months during which both employer and employees get an opportunity to understand each other. It is important for new employees to know how each department fits into the organisation and their role by providing all topics that respondents thought were important in orientation training such as all organisational policies, diversity awareness and professional development opportunities.

Table 4.10 below shows that, 20 respondents (40 percent) responded to be trained by their employer for one week up to two weeks, 7 respondents (14 percent) were trained for at least four to six weeks while 23 respondents (46 percent) indicated that they were not involved in the training conducted by the Organisation. This performance is inconsistent with the recorded best practices.

Table 4.10: Time taken to Orient Respondents

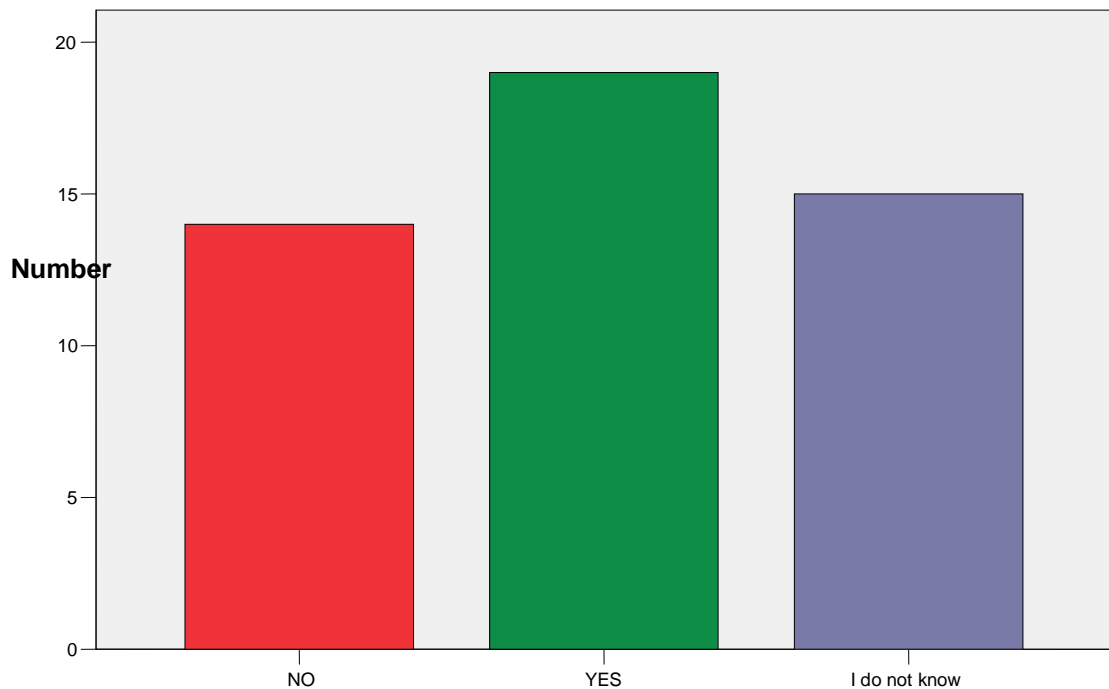
Time taken	Number	Percent
One to Two weeks	20	40.0
Four to Six weeks	7	14.0
None of the above	23	46.0
Total	50	100.0

Source: Field Data 2013.

4.3.6 Satisfaction with orientation Program

Figure 4.2 shows that 24 respondents agreed to attend orientation training, 21 respondents (42 percent) were satisfied with the orientation training done, 14 respondents (28 percent) indicated they were not satisfied with all training facilitated by employer. While 13 respondents (26 percent) they did not know what has been taking place during the survey. The figure for both unsatisfied and do not know is significant as gauged by best practice indicators.

Figure 4.2: Showing satisfaction with orientation program



Source: Field Data 2013

4.3.7. Distribution of Information to the new employees

Once orientation training is completed, employees should have all the necessary information needed about the position employed for and the organisation, be familiar with co-workers and management and having also clear goals and its assignment (Prasad, D., 2001).

Table 4.11 shows that 6 respondents (12percent) were trained only Administrative issues, 19 respondents (38 percent) were not trained anymore during commencement of their employment, 9 respondents were provided all (both) information required during training, 5 respondents (10 percent) trained how employee contract helps employer and employee to know their rights, while 3 respondents (6 percent) trained key policies and

other employee's welfare. Therefore, information provided was not adequate during orientation training.

Table 4.11: Distribution of Information to the Respondents

Information provided	Number	Percent
Organization's view-vision, mission and values	1	2.0
Key policies, rules and welfare of employee	3	6.0
Employee contract like salary and communication	5	10.0
Administrative issues to employees	6	12.0
Physical facilities like building	5	8.0
Brief information to key personnel-HOD.	2	4.0
Non of the above	19	38.0
Both	9	18.0
Total	50	100.0

Source: Field Data 2013.

4.3.8 Impact of orientation to the employees

According to Koehler (1992) orientation to employees increase staff commitments, royalty and motivation of the new employee and reducing their intention to quit the organisation, ensuring employees are satisfied with their job is also important for successful business. Having well organised orientation programmes for new employees should be the first step to increase employees' satisfaction efficiently. Also orientation program increases relationship between orientation programme and employee's job satisfaction. Also according to Armstrong M (2001:165), the degree of satisfaction obtained by individuals, however, depends on largely upon their own needs and expectations and the working environment, participative management, a reasonable degree of social interaction at work and varied tasks and a high degree of autonomy. Researcher's findings shows the job dissatisfaction in the study area is high which also can cause employee turnover and shakes organization in achieving their objectives.

From the Table 4.12, it is clear that orientation help to increase people’s job satisfaction in the organisation. Although job satisfaction indicates high than other indicators respondents agree that orientation training pray great role in achieving the organisation’s objectives: A total of 25 (50 percent) of respondents acknowledged job satisfaction implying that majority of the recorded results agreed fairly with the best practices.

Table 4.12: In what way has orientation provided in your organisation impacted on your work or main activity?

Indicators	Frequency	Percentage (percent)
Increased job satisfaction	25	50
Increased knowledge about the Ministry	5	10
Increased high motivation and expectation	12	24
Increased commitment and royalty	10	20
TOTAL	50	100

Source: Field Data 2013

4.3.9 Importance of knowledge obtained during orientation provided by the organisation

To establish successful job performance, learning of job related competencies such as knowledge, skills and behaviour are necessary to be included in the ongoing training program, Jusoh & Lim (2008). Also Barbazette Jean (2003) pointed that, orientation objectives in successful organizations should be measurable and focus on specific knowledge, skills acquisition and influencing attitudes. This revealed by researcher that too often poor orientation programme are an information overload or not effective ,and insufficient which made inductees boring, also reduces fully participation The result of that type of training may often confuse new employees who is not productive and is more likely to leave the organization within a short time of period –within a year.

For example, 40percent of respondents who agreed strongly that the training provided was not well organized according to the different cadre attended compared to the training subjects conducted .

Further, more, Carolyn Cohen(2003),orientation is important to welcome new employees into the organisation and help them understand their new position and the organisation better t increase motivation and performance from he very beginning. In doing so, orientation becomes a favourable beginning fuel an employee’s enthusiasm helps reduces anxiety and helps the employee connect socially.

Also orientation in turn leads to improve productivity and a hire rate of retention for new employees. For that matter if the organisation did not provide thoroughly, the performance offered at work place the impact of performing poorly will be high.

From Table 4.13, it is clear that 80 percent of respondents disclosed that knowledge obtained during training was important while 20 percent of respondents indicated otherwise. All the forty respondents who responded to the questionnaires was important because it ensured better understanding on the mission and vision statement of the organization and also provided a better understanding of their job performance. Therefore, the number of respondents showing negative response is significant indicating inconsistency to the practices.

Table 4.13: Importance of knowledge obtained during orientation provided by the organisation

Indicators	Frequency	Percentage (percent)
Yes	40	80
No	10	20
Total	50	100

Source: Field Data 2013.

Generally, **research question one** revealed that orientation programs were not done properly following lack of competent trainers, training materials, short duration for orientation, bad impression, adequate of information, and discouragement attitude of new employees.

4.4. Are there any factors that hinder /impede the provision of orientation programmes to newly employed staff?

In running organizations there are risks which ought to be addressed periodically for better maintenance and sustainability of the organizations. Such risks include conflicts between employers and employees which might lead to strike, lock-out or go-slow, inadequate trained and qualified manpower, and different motivations financial constraints. Without addressing these, organization might be dysfunctional and collapse. The important thing is that, individuals should be properly introduced both to the organization and to their particular role within it (Torrington, D., 2008). Many organizations treat orientation training as a formality and therefore take it lightly and not in its true perspective. Organization like that, can not create favorable image in the minds of new employees and to that extent their effectiveness is affected adversely (Prasad. P., 2001)

Table 4.14 shows 36 respondents (72 percent) recorded strongly agreed that top management is barrier in supporting Line Departments, 5 respondents (10percent) fairly agreed, 7 respondents (14 percent) were fairly disagree while 2 of them (4 percent) were strongly disagree on the matter. Therefore, orientation program lacks management support contrary to the expectation of best practices.

Table 4.14: Answers related with management support for orientation programmes

Lack of top management support	Number	Percent
Strongly agree	36	72.0
Fairly agree	5	10.0
Fairly disagree	7	14.0
Strongly disagree	2	4.0
Total	50	100.0

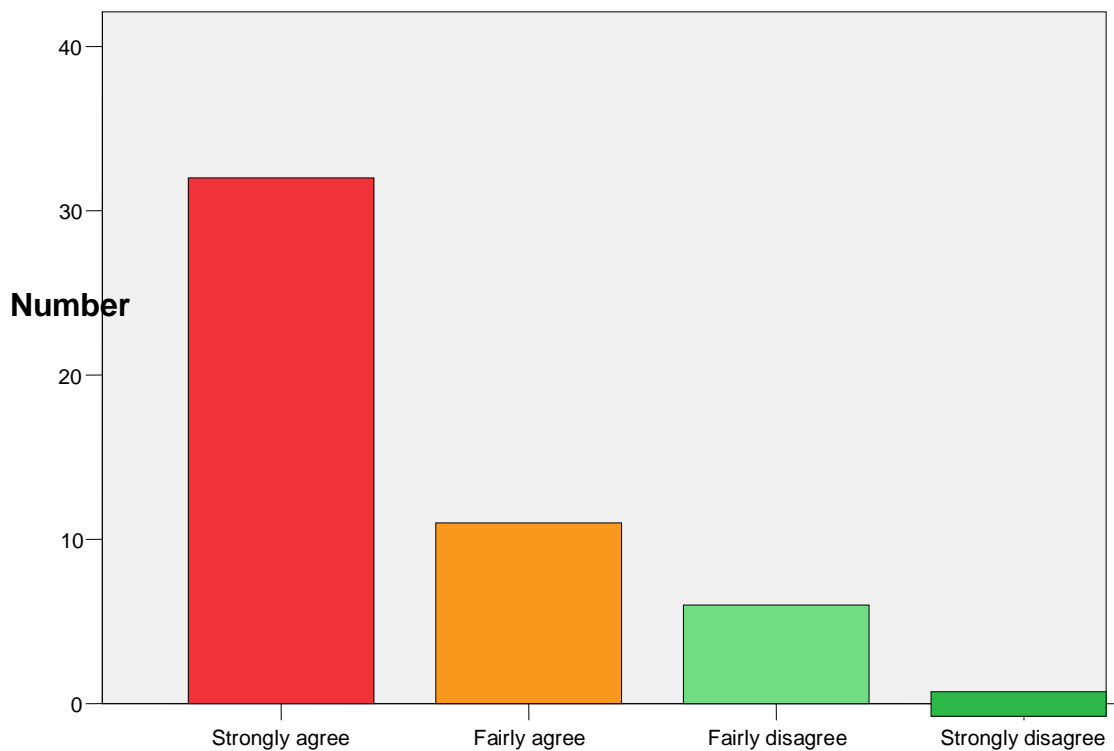
Source: Field Data 2013.

4.4.1 Availability of fund to support orientation program

Nofsinger, & Lee (1994) pointed out that funds or budget should be dedicated for orientation program: Trainers, materials, and contents.

Figure 4.3 indicates that 32 respondents (64 percent) were strongly agreed on the shortage of fund ,11 respondents (22 percent) were fairly agree,6 respondents (12 percent) were fairly disagree while 1 respondent (2 percent) was strongly disagree on the provision of fund to facilitate the training. This is inconsistency to the successful organization practices.

Figure 4.3: Answers concerning funds for orientation programmes



Source: Field Data 2013

4.4.2 Adequate staff orientation program participation

Van Dael, (1995) recorded that all newly employees must attend the comprehensive orientation program.

Table 4.15 shows that 6 respondents (12 percent) indicated strongly agree that poor staff participation might hinder the implementation of orientation training ,15 respondents (30 percent) both for those who recorded fairly agree and fairly disagree respectively, while 14 respondents(28 percent) indicated strongly disagree. The level of disagreement is considered high suggesting inconsistency to the requirement.

Table 4.14: Adequate staff orientation program participation

Views on Trainers	Number	Percent
Strongly agree	6	12.0
Fairly agree	15	30.0
Fairly disagree	15	30.0
Strongly disagree	14	28.0
Total	50	100.0

Source: Field Data 2013.

4.4.3 Views about the lack of Orientation on Labour turnover

Ttable 4.16 shows 26 respondents(52 percent) recorded strongly agreed on the ineffectiveness of orientation training in the organization concerned cause labour turnover,19 respondents(38 percent)indicated fairly agree,3 respondents (6 percent) recorded fairly disagree on the relationship on the lack of effective orientation training leads to labour turn over ,while 2 respondents (4 percent) responded strongly disagree.

When this expectations and values are incompatible with the reality of the situation he/she may experience a reality shock. These expectations do not match with the practices also experience a reality shock. For example, in about 4 years the organisation experience high labour turnover within a short time after hiring them (Prasad, D., 2001).

However the findings revealed that the organization was not sufficient on providing training to new employees.

Table 4.15: Views about the lack of Orientation on Labour turnover

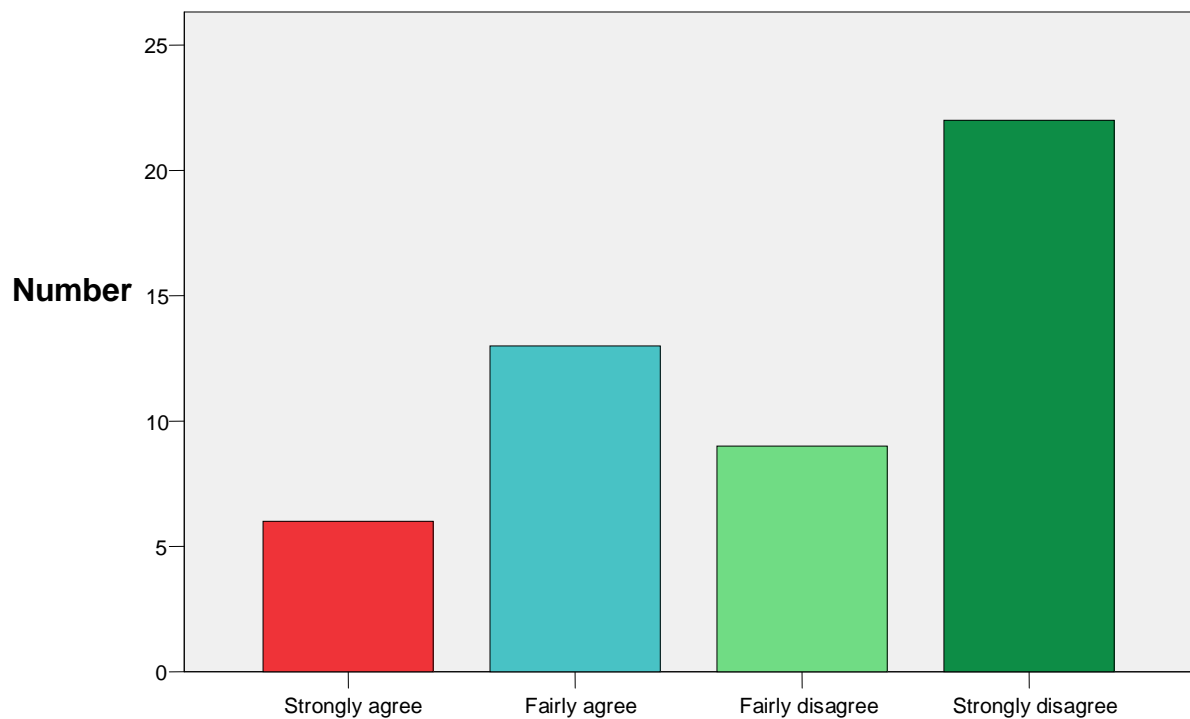
Employee turnover	Number	Percent
Strongly agree	26	52.0
Fairly agree	19	38.0
Fairy disagree	3	6.0
Strongly agree	2	4.0
Total	50	100.0

Source: Field Data 2013

4.4.4 Availability of shortage of training Institution with relevant trainers in Orientation

Figure 4.4 shows that 6 respondents (12 percent) recorded strongly agree, 13 respondents (26 percent) also indicated fairly agree, 9 respondents (18 percent) recorded fairly disagree while 22 respondents (44 percent) indicated strongly disagree. These results are inconsistency with that reported by Hacker (2004).

Figure 4.4: Shortage of training Institutions which has relevant trainers on orientation program

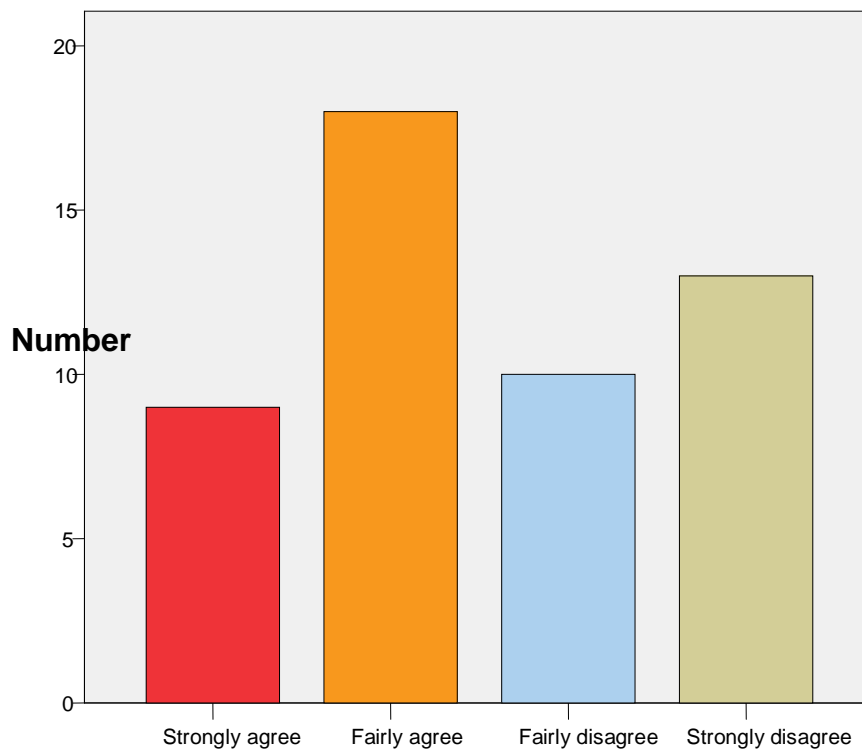


Source: Field Data 2013

4.4.5 Availability of Orientation programme Policy

Despite existence of orientation program policy in the Ministry, Figure 4.5 shows 8 respondents (16 percent) recorded strongly agree, 18 respondents (36 percent) indicated fairly agree, 10 respondents (20 percent) labeled fairly disagree while 13 respondents (26 percent) marked strongly disagree. This suggests improper communication of orientation program policy to employees.

Figure 4.5: Orientation policy



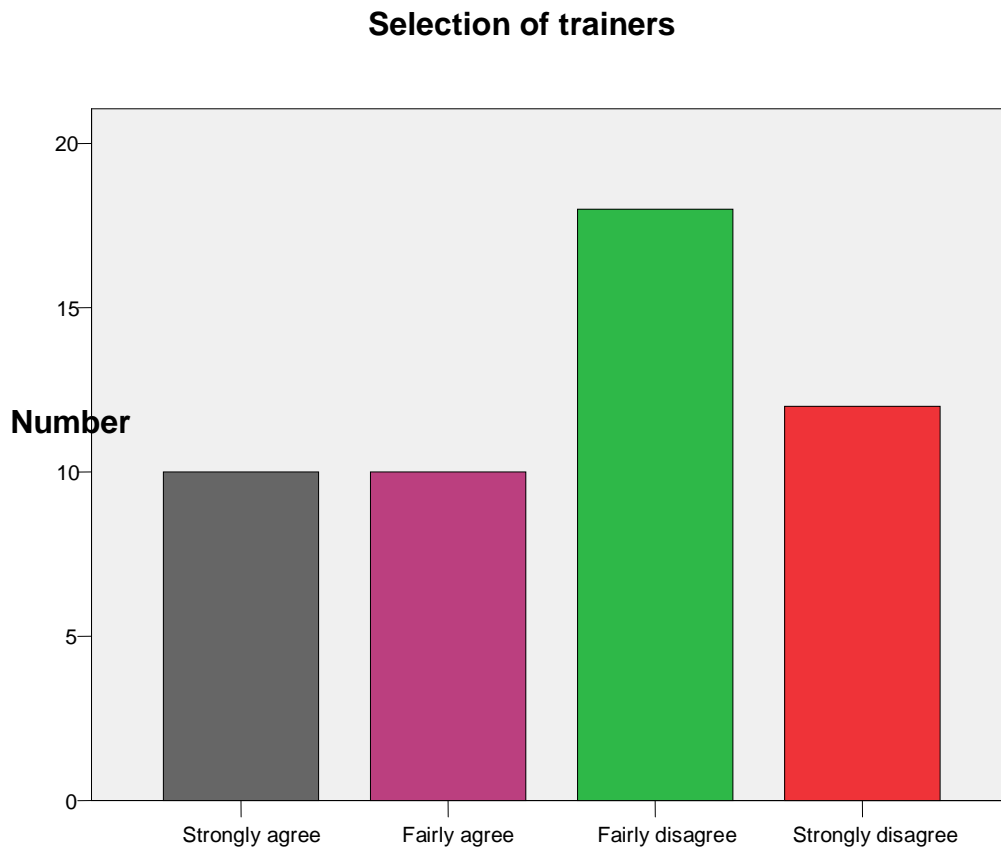
Source: Field Data 2013

4.4.6 Selection of Trainers

McKeon in Sims (2002) recommended a selection of competent and committed staff to run the program.

Figure 4.7 show that,10 respondents (20 percent) recorded strongly and fairly agree respectively ,18 respondents(36 percent) indicated fairly disagree while 11 respondents (22 percent) also indicated strongly disagree. This suggests inconsistency to the requirement.

Figure 4.6: Selection of trainers



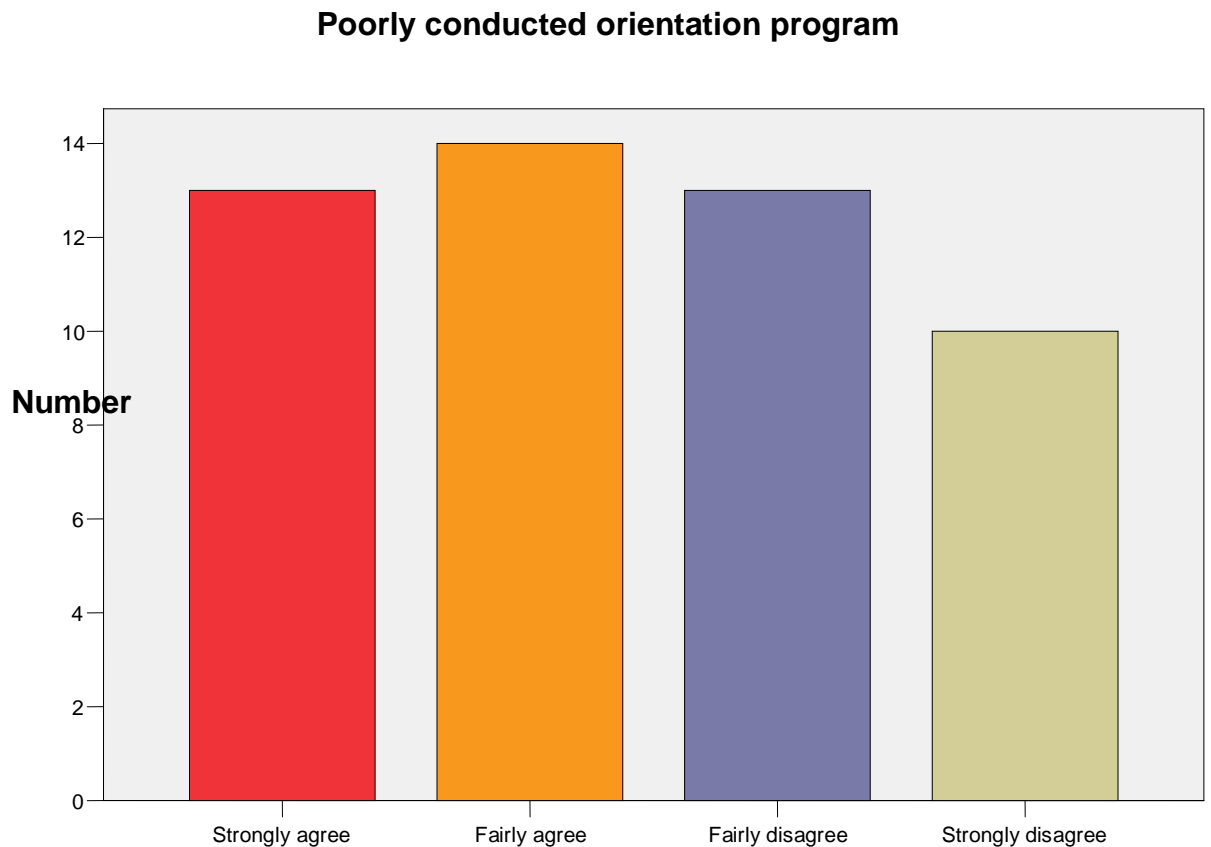
Source: Field Data 2013

4.4.7 Satisfaction with orientation Program

If orientation program is done properly, majority of employees should be satisfied with work environment and treatment (Gommersall & Meyers, 1996).

Figure 4.8 shows 11 respondents (22 percent) indicated strongly agree, 14 respondents (28 percent) reported fairly agree, 13 respondents (26 percent) indicated fairly disagree while 10 respondents (20 percent) also indicated strongly disagree. These results suggests disagreement.

Figure 2.7: Satisfaction with orientation program



Source: Field Data 2013

4.4.8 Number of employees by views about lack of experts in HRM department

Table 4.17 shows that respondents (18 percent) recorded fairly agree, 16 respondents (32 percent) indicated fairly disagree, 25 respondents (50 percent) labeled strongly disagree while no respondents recorded strongly agree. This Means that HRM Department has experts of provide, facilitating and enabling the training to be taken when required to stakeholders.

Table 1.16: Number of employees by views about Lack of experts in HRM department

Views on Lack of experts in HRM department		
	Number	Percent
Fairly agree	9	18.0
Fairly disagree	16	32.0
Strongly disagree	25	50.0
Total	50	100.0

Source: Field Data 2013.

4.4.9 Evaluation of orientation program

Any training program should be evaluated to form a base for further improvement (Prasad, P., 2001).

Results from (Table 4.18) shows that respondents indicate that 24 respondents (48 percent) indicated strongly agree, 16 respondents (32 percent) recorded fairly agree, 8 respondents (16 percent) were fairly disagree while 2 of them (4 percent) labeled strongly disagree. This suggests inconsistency with the best practices.

Table 4.17: Evaluation of orientation program

Views on Poor evaluation of orientation program		
	Number	Percent
Strongly agree	24	48.0
Fairly agree	16	32.0
Fairly disagree	8	16.0
Strongly disagree	2	4.0
Total	50	100.0

Source: Field Data 2013.

In summary, research objective two revealed out that the main factors hindering the smooth implementation of the orientation programs in the Ministry during this era of free labour market are: Management support, limited budget, cooperation, shortage of training institution with relevant specialized trainers. Inadequate staff participation, achievement of orientation programmes and to suggest alternatives to orientation programmes under the current and lack of staff performance evaluation.

4.5 Are there any alternatives to orientation programmes under the era of Labour free market?

The assumption is that orientation programmes are inevitable and nothing goes without risks or shortcomings. Addressing the risks or shortcomings normally take various dimensions and sometimes including policy changes. Alternatives to the orientation programmes could involve changes in the period of orientation itself whereby some of the activities are done once a year and for the new employee should wait for that specific period. For example Procurement Officers ought to finish their orientation with stock taking which is normally at the end of the financial year that is June of each year.

In Tanzania there are Authorities or Boards responsible with the implementation/practice of the professions under their Jurisdiction. For example NBAA for Accounts and Auditors, OSHA for Occupational Safety and Health etc.

These support orientation programmes through tailor made, short courses where the new employees are oriented practically in knowing and using whatever is required in their functioning. For example under OSHA, new employees are made to be familiar with protective gears and how they are used which can be provided by the Authority in the form of a tailor made course and offered to employee from various organizations.

Even if the newly employed are professionally trained, there are issues which they will be using but not familiar with. Currently, the internship for Lawyers which was normally one year has been abolished and instead their orientation programmes is on a tailor made course after which they go for their practices and all are within one year. Under the course they learn of PF 3, post mortem reports, Chief Chemist reports, Medical reports etc, which normally are presented in the courts as evidences and because they were not taught in the course of their training, they are nowadays included in their orientations. Most of the new employees on orientation they need these and more, that is why Tanzania is experiencing changes in the orientation programmes.

4.5.1 The current era of free labour market

Under the current era of free labour market ,the demand for new employees is based on qualifications and experience of not less than two years .Remunerations follow the level of education and working experience .To this end the requirements of orientation programmes have been reduced and limited to the familiarization of the organizations. This means newly employed with their professions and work experiences they have to undergo orientation programmes that will make them familiar with the organizations including their structures,vision, missions, likes of communication and strategic plans.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings, which were presented and discussed in previous chapter (Chapter Four). The researcher presents the Conclusions from the presented analysis, recommendations and further identification of the areas to be researched in the future.

5.2 Conclusion

Regarding research objective one, generally, orientation programmes were not done properly following lack of competent trainers, training materials, short duration for orientation, bad impression, adequate of information, and discouragement attitude of new employees.

Regarding research objective two, the main factors hindering the smooth implementation of the orientation programs in the Ministry during this era of free labour market are: Management support, limited budget, cooperation, shortage of training institution with relevant specialized trainers. Inadequate staff participation, achievement of orientation programmes and to suggest alternatives to orientation programmes under the current and lack of staff performance evaluation.

Regarding research objective three, there are no alternative methods being applied: Electronic access of vital information. The orientation programme is largely depending on face to face training.

5.3 Recommendations

Regarding research objective one, improvements are required in, developing competent trainers, training materials, duration for orientation, impression, adequate of information, and attitude of new employees.

Regarding research objective two, also considerations should be made to improve the following: Management support, budget, cooperation, training institution with relevant specialized trainers, staff participation, and achievement of orientation programmes and enhancement of staff performance evaluation.

Regarding research objective three, the Ministry should consider to establish electronic access of vital information to support face to face training. Hence, avoiding budget constraints.

5.4 Further Research

- 5.4.1 The study did not involve evaluation after orientation training took place. There is a need to conduct research on employee orientation evaluation in the organization semi-annually.
- 5.4.2 It is recommended that more studies be conducted to supplement the findings of this study in other Government institutions.
- 5.4.3 Furthermore the study should be conducted in private institutions, this is very important because the impact of the program may differ from public institutions as a result of different institution frame work, culture and policy.

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APPENDICES:

Research instruments

Appendix A: ASSESSMENT QUESTIONNAIRES FOR EMPLOYEES OF MINISTRY OF LABOUR AND EMPLOYMENT

Dear Respondent.

Thank you for accepting to complete this Questionnaires/prevaling yourself for structured discussion. This questionnaire serves as a data collection Instrument that would help Researcher to organize data in the study .In order to design, develop and improve EMPLOYEE ORIENTATION PROGRAMME IN PUBLIC SERVICE INSTITUTIONS AND ITS EFFECT ON EMPLOYEE PERFORMANCE in the Ministry of Labor and Employment. Researcher is looking for Information In order to write a Thesis as a partial fulfillment for the Award of Masters Degree in Human Resources Management.

Kindly fill in empty space put a tick (v) in front of the answer you find correct, more than one answer you find correct, more than one answer is allowed. And in place where you have been provided with “Yes” or “No” reply accordingly. If requested to comment/explain, please do so.

Please, note any information will be treated confidential between Researcher and Respondent. And this questionnaire is for academic purpose.

PART A: GENERAL INFORMATION. Please tick (v) the appropriate answer.

1. Department
2. Respondent’s designation
3. Sex of the Respondent: Male () Female ()
4. Age: 25 – 35 (), 35 – 45 (), 45 – 55 () and 55 > ().

5. Academic Qualification: *PhD/Masters Degree/Bachelor Degree/PGD/Advanced Diploma. Others: Please specify.....
6. Length of Service.....
7. Length of Present Qualification

Note: *Delete whichever is not required.

PART B: SPECIFIC QUESTIONS

Impact of Employee Orientation

8. Were you oriented when you first joined this organization?

- Yes ()
- No ()

9. Do you remember your first day on the Job? How did your co-workers and Boss treat you?

- (a) Yes ()
- (b) No ()

10. If the answer of No.9.is Yes, who were responsible for the orientation programme?

- (a) Human Resource practitioners ()
- (b) Your head of department ()
- (c) Your colleague ()
- (d) I do not know ()

11. Were you satisfied with the orientation programme done to you?

- (a) Yes ()
- (b) No ()

12. How long did it take?

- (a) One to Two weeks ()
- (b) Four to Six weeks ()
- (c) None of the above ()

13. During your orientation programme which information on the following aspects were provided to you? Please, tick whichever appropriate.

INFORMATION	TICK HERE
Organization's overview.-mission, vision ,values ,and orgn. structure	
Key policies, rules, regulations, procedures and employee's welfare	
Employment contract-like salary, communication.	
Administrative issues important to employees	
Physical facilities-like building map, washrooms, health centre	
Job descriptions, brief information about social activities	
Brief information to key personnel-HOD, Supervisor, CEO.	

14. Do you think orientation programme provided to you contains appropriate content and delivery methodologies assist you in achieving your job performance objectives?

(a) Yes

(b) No

(c) I do not know

15. In what way employee orientation provided in your organization impacted on your work or main activity in terms of the following?

(a) Increased job satisfaction

(b) Increased knowledge about the Ministry

(c) Enhanced understanding with changes in internal and external environment

(d) High motivation and expectations

(e) Increased commitment and royalty

16. Do you think the new knowledge and skills obtained during Orientation provided by the organization was important to your job?

(a) Yes

(b) No

(c) I do not know

16(a) If the answer in question 16 is Yes, how important is this new knowledge or skill to the performance of your current job?

(a) Provided a better understanding of my performance objectives

()

(b) Improved understanding of my job functions

()

(c) Ensured better understanding on the vision and mission statement of the organization ()

17. To what extent would you agree or disagree that employee orientation offered by your organization has been a worthwhile investment for right as a staff?

(a) Strongly Disagree ()

(b) Disagree ()

(c) Undecided ()

(d) Agree ()

(e) Strongly Agree ()

18. Please indicate the level of your agreement on the factors attributing to orientation programme performance.

FACTORS	STRONGLY AGREE	FAIRLY AGREEE	FAIRLY DISAGREE	STRONGLY DISAGREE
i. Availability of succession Plan				
ii. Employee turnover				
iii. Availability of objective promotion plan				
iv. Availability of organization Image				

20. Please indicate your level of agreement about factors attributing to orientation programa at your place of work.

FACTORS	STRONGLY AGREE	FAIRLY AGREEE	FAIRLY DISAGREE	STRONGLY DISAGREE
i. Top Management Support				
ii. Shortage of funds of Training employee				
iii. Staff participation in Training				
iv. Availability of Training Institutions which has relevant trainers on orientation Programme.				
v. Availability of orientation programme policy				
vi. Selection of Trainers				
vii. Satisfaction with orientation Programme.				

21. Did the orientation programme include what will motivate you to do great work?

(a) Yes ()

(b) No ()

22. If the answer of No.21 above is “Yes”, what categories were mentioned?

(i) Rewards ()

(ii) Recognition ()

(iii) Learning and growth ()

(iv) None of the Above ()

23. What are your impressions about orientation programme at your organization?

a) Excellent ()

b) Good ()

c) Satisfactory ()

d) Poor ()

Remember: “You do not get a second chance to make a good first impression”

Thank you once again for your time.