THE EFFECT OF EMPLOYEE ORIENTATION ON PERFORMANCE IN THE GHANA EDUCATION SERVICE. A CASE OF THE GREATER ACCRA REGION

by

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<u>DECLARATION</u>

I, hereby declare that this submission is my own work towards the CEMPA and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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DEDICATION

I dedicate this work to the almighty God for seeing me through my Master's Degree in Commonwealth Executive Masters' in Public Administration (CEMPA).

My next dedication goes to my late father, C. B. Nyavor, my lovely mother Margaret Serwah Sarpong, to my husband, my son and my two lovely daughters.

ACKNOWLEDGEMENT

ABSTRACT

It is an undisputable fact that the world is changing at a very fast pace. It therefore requires a change if every organization and institution are to respond to these changes. It is for these reasons that organizations need to initiate orientation to their employees to prepare and equip them with current skills and knowledge. This study was conducted to find out the effects of employee orientation on performance in Ghana Education Service (GES) – Greater Accra. The methodology that was used in collecting the research data was a survey design that used a purposive random sampling technique where questionnaires were distributed. The results indicated that the organization needs quality orientation programmes for its employees. It also pointed out that an orientation practice in the institution is facing many problems. However, there are certain factors that affect orientation practices in the Ghana Education Service. Based on the findings, a number of recommendations have been made. Among these include, frequent orientation programme with improved quality should be organized for GES employees alongside the provision of suitable working environment and motivation such as promotion for high performance should be used to enhance effectiveness of the programmes on employee performance in the Ghana Education Service to adopt a more comprehensive approach to orientation; and the Ghana Education Service should provide information in a way that can be engrossed, helpful and retained. In the same way, GES can use the orientation program to enhance employee performance and to develop a team atmosphere, and to ensure that orientation is effectively and efficiently carried out and managed for the realization of the purpose and objectives of Ghana Education Service.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Training and orientation is absolutely necessary for new employees in any organization. Without orientation and training many things can and do take place that have risky and negative impact on the company and the new employee. It is essential to comprehend and recognize that orientation and training is not the same thing with each having a different purpose and hence playing a different role in an organization; orientation is the process of communicating to a new employee the duties of the job and how to accomplish them. Training on the other hand is the process of building specific skills necessary to carry out the job duties explained in the orientation (Outlaw, 1998).

According to Mathias (1994), orientation is the planned introduction of new employees to their jobs, their coworkers, and culture of the organization. Most organizations offer an employee orientation programme coordinated by the Human Resource Department (Blackwell, 1997). Human Resources have played a significant role in the economic development in most developed countries such as the United States of America, Britain, and Japan among others. It can therefore be concluded that a developing country like Ghana, with its rich natural wealth and the necessary monetary support can also experience such economic success if the appropriate attention is given to the development and training of her human resource (Laing, 2009).

In order to manage and run an organization, whether large or small, it is necessary to recruit competent personnel. The formal educational system in Ghana does not adequately teach specific job skills for a position in a particular organization. Few employees have the

requisite skills, knowledge, abilities and competencies (SKAC) needed to work. As a result, many require extensive training to acquire the necessary SKAC to be able to make substantive contributions towards the organization's growth (Laing, 2009).

The new recruit or new employee orientations serve many purposes and have many meanings from both an organizational and employee perspective. Researchers have found that successful new employee orientation programmes help new employees become well-known or familiar with their organizational environment and help them understand and appreciate their responsibilities (Robinson, 1998).

To effectively impact on new employees through orientation and training, one has to teach employees about the "big-picture" organizational issues, such as culture, vision, values, mission, structure, ethics, policies, and confidentiality. Every year, many organizations in the private and public sectors face a sudden influx of employees. A well-planned employee orientation can do much to help make this transition as painless as possible and get new employees off on the right foot immediately. How effective is the new employee process in conveying the big picture organizational issues? Do employees learn from new employee orientations, and is that learning carried back to the work place?

It is difficult to address these questions because of the dearth of research on this topic. Wanous and Reichers (2000) note that "orientation programmes have rarely been the subject of scholarly thinking and research" (p.2) They continue by noting that "the current body of research work (on employee research programnmes) is too small for meta-analysis" (p.2), and as a result, then changed their methodology used in a 200 descriptive summary (Wanous and Reichers, 2000). Other researchers have come to similar conclusions. While most organizations use formal orientation training to enhance performance, "there is surprising

little in academic literature examining the impact or most appropriate structure of these programmes" (Klein, 2000 p.3)

The rationale behind this research was to examine the impact of employee orientation on employee performance.

It is significant for an institution or an organization to have a well-organized orientation which should comprise a well-organized programme providing relevant and appropriate information and conducted in a systematic manner which will ensure that the new employee is equipped with all the information they need to succeed in an organization. The employee should also be made to prepare a post orientation report to provide management with feedback on the entire programme.

Most organizations meet their needs for orientation through ad hoc, chaotic, and haphazard methods while other organizations set about identifying their actual needs for orientation and then designing programs in a rational manner in order to address their employee needs.

1.2 PROBLEM STATEMENT

It is worrying that big organizations and institutions in this country have problems with orientation programmes, and so does the Ghana Education Service. Some organizations as well as some leaders of institutions still consider orientation to be a waste of organizational resources. A significant problem that continues to confront our institutions in Ghana is the provisions of adequate orientation for employees to enable them deliver their optimum.

In most cases, new employees are being influenced or affected by certain factors in the institution. This includes vision, mission, values, organizational/institutional culture and structure, policies of the organization and others. As a staff of GES, I learnt that through performance appraisal of workers at the GES, it was observed that the performance of

workers leaves much to be desired. The appraisal showed some workers did not always finish assigned jobs within time and do not report to work on time. Also, the orientation GES provides for their new employee appears to be overloaded with too many details and irrelevant introduction which makes the orientation process ineffective.

Although, it is an undeniable truth that problems exist everywhere, especially where there are human interactions and activities, there is the need for the GES to orient its staff on ways to circumvent these problems. As much as it can be said that orientation affects or impacts on employee performance, the question is 'to what extent can orientation affect performance?'This research is therefore intended to find out the effect of employee orientation on performance at the Ghana Education Service.

1.3 SPECIFIC OBJECTIVES

The objectives of the study were:

1.   To identify the characteristics of employee orientation policy in the GES.

2. To find out the effect of employee orientation on employee performance in the GES.

3. To find out the challenges that go with employee orientation of the GES

1.4 RESEARCH QUESTIONS

The questions that guided the study were:

1.   What are the characteristics of employee orientation policies in the GES?

2.   Does employee orientation have any effect on performance at the GES?

3.   What are the challenges that go with employee orientation of the GES?

1.5 RELEVANCE OF STUDY

The study contributes to the existing body of knowledge in the area of effect of employee orientation on performance in the Ghana education service. It brings to light the challenges of employee orientation in organizations. The findings and recommendations of the study are useful for employers in designing employee orientation programmes. Insights from the study informs on how to improve work output. In addition, the research brings to the fore questions to expose gaps that would require further investigation.

1.6 SCOPE OF STUDY

The study focused on employee orientation and took an in-depth look into the Ghana Education Service, with the focus on how orientation affects the performance of employees in the Ghana Education Service. The Ghana Education Service, Greater Accra Region is selected since this will enable an in-depth investigation in order to unearth the challenges and problems, and also seek to provide a tailored-made solution for this institution.

With the scope of the study narrowed to employee orientation and its impact on performance, the researcher looked at the effect of employees' orientation on performance in the above named institution. Employees in this institution drawn from various units or departments were the subjects whose responses were used to attain the objectives of this study.

1.7 LIMITATION OF THE STUDY

Research on orientation is an extensive area of study, therefore the researcher concentrated on the Ghana Education Service, Greater Accra Region. Due to time constraint and lack of other resources the student researcher used a fairly limited sample size from GES. There

were challenges in the administration of questionnaire because respondents were unwilling to respond to the questionnaire on time.

1.8 ORGANIZATION OF THE STUDY

The first chapter focused on the introduction, research background, and statement of the problem, specific objectives, and research questions, relevance of the study, limitation and the organization of the Study. Chapter two dealt with a review of related literature, such as definition of employee orientation, the model of employee orientation, organizational performance, performance measures, effect of employee orientation on organizational performance, the relationship between employee orientation, job satisfaction, organizational commitment and performance, and conceptual framework. The third chapter formed the Methodology of the study. This chapter gave details of how the research was conducted; the tools and the research design used the sampling procedure, data collection and procedures adopted. Chapter four gave details of the presentation of analysis and the discussion of data collected. Chapter five also dealt with the summary, conclusion and recommendation of what came out of the study which focused on possible interpretations which would be useful to the Ghana Education Service, corporate organizations as well as policy makers.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews relevant literature on the key areas that the study covers. The literature study entails a critical perusal of literature sources which have a bearing on the topic. With a focus on the objectives and theoretical thresholds of this study, the chapter reviews related and contemporary literature on the concept of employee orientation and its influence on business performance. This chapter also looks at organizational performance and finally presents the conceptual framework carved out from the reviewed literature.

2.2 DEFINING EMPLOYEE ORIENTATION

Orientation can be viewed as a special kind of training designed to help new employees to learn about their tasks, to be introduced to their co-workers and to settle in their work situation – a vital ingredient of internal corporate communication (Bennett, 2001).

Employee orientation can be broadly defined as the familiarization with, and adaptation to, a new work environment. It refers to the process by which a new employee is introduced to the organization, to the work group, and to the job. Traditionally, organizations approach orientation by describing to the new employee the organization's history, structure, fringe benefits, rules and regulations. A more progressive approach is to view orientation as an opportunity to communicate the organization's vision and values, shape the new employee's values and integrate him/her into the organization's structure (Asare-Bediako, 2008). The first few months within any organization represent the critical period during which an employee will or will not learn how to become a high performer. According to Mathias and

Jackson (1991) it is this principle of learning that ensures that productivity potential is enhanced, while, simultaneously, both the company and employee expectations are integrated.

Employee orientation is the procedure of providing new employees with basic background information about the firm and the job. It is more or less, considered as one component of the employer's new-employee socialization process. The socialization process could be seen as an ongoing process of initialing in all employees the prevailing attitudes, standards, values, and patterns of behavior that are expected by the organization. Socialization is important for employee performance and for organizational stability. For new employees, work performance depends to a great extent on knowing what they should or should not do. Understanding the right way to do a job is a measure of effective socialization (Asare-Bediako, 2008).

In the western world, for example United States of America, United Kingdom etc., a person is hired and reports to work. After completing the documentation required, he/she is expected to perform the role with minimal introduction. However, the process is different for a Ghanaian firm. The prevalent business environment is highly competitive and is influenced by globalization, the outcomes of which are privatization and deregulation of markets, aggressive competition and ever-rising expectations of customers. Years of research have concluded that employee oriented companies perform better than companies that are less employee oriented. To achieve employee focus, a firm with a high degree of employee orientation cultivates a set of shared values and beliefs about putting the employee first and reaps results in the form of a defendable competitive advantage, decreased costs and increased profits (Desphande, 1999).

It would appear, therefore, that the term 'orientation' should mean some reflection or representation of the total motivational state of an individual at a particular point in time. This state will portray the effects of needs, values, attitudes, abilities and other behavioral aspects. It might thus be considered to represent what an individual wants from a situation and the extent to which he believes he will be successful in achieving such wants. The operational definition of orientation could then be that it is an expression of how the individual views his situation in terms of what he desires from it and the extent to which he expects these desires to be achieved or not (Beatty, 1988).

Apart from being a means of defining the situation, orientation will also define the person. It therefore becomes the link between the individual and his situations - both of which are variables which may change and may then change the orientation (Bennett, 2001).

The reasoning for orientation is, in the main, to alleviate fear or anxiety which can be experienced by newcomers in relation to how well they would fit into the organization and how well they would perform. The components of an effective orientation system include preparing for new employees, determining what information is needed and when it is needed, presenting information about the workday, the organization itself, its policies, rules and benefits, all to be evaluated and followed up (Mathis and Jackson, 1991). Most importantly and to the fore, employees would be introduced to the channels of communication in the workplace and, thus, leading to effective coordination.

2.3 A MODEL OF EMPLOYEE ORIENTATION

The previous discussion leads quite naturally to the consideration of a model which depicts the total process involved with the concept of orientation. The model suggested here is based

on a simple 'systems concept'; the input -process-output idea. Here the inputs can be considered to be of two basic types: the first being situational variables (nature of job, home-life, economic demands, and others) whilst the second is concerned with background factors (past jobs, education and others) These inputs are not always in the same order since today's situational variables may become tomorrow's background factors (that is; stored experience). Support for these ideas can be found in the literature (Bennett, 2001). The outputs of the model may be considered to be different types of orientation. It may at first seem an arbitrary task to determine what these orientations are.

However, according to Bennett (2001) there is substantial support for adopting three different orientations, namely: instrumental (a desire for economic and material ends from work, together with security); relational (social needs are interpersonal relationships); and personal growth (self-development and the use of skills etc). These three orientations accommodate another approach, that of intrinsic extrinsic satisfaction as demonstrated by Alderfer (1969). Take, for example, the idea of people seeking intrinsic and extrinsic rewards.

Bennett (2001) defines an intrinsic orientation as relating to Maslow's highest order- need for self -actualization and growth, whereas extrinsic orientation relates to the lower - level needs of survival such as security and love. Maslow excludes for some unknown reason the esteem needs, but one would suggest these as being of an intrinsic nature, since to feel good is essentially an internal state. It is also possible that other people make us feel good by way of praise, conferred status, and recognition, the social elements which Bennett (2001) defined as extrinsic. In such a model, 'satisfaction' is considered a feedback variable, hence can be used as an overall indication of 'employee orientation'. A model of orientation to work for this study is depicted in Figure 2.1 below:

Figure 2.1: A model of orientation to work
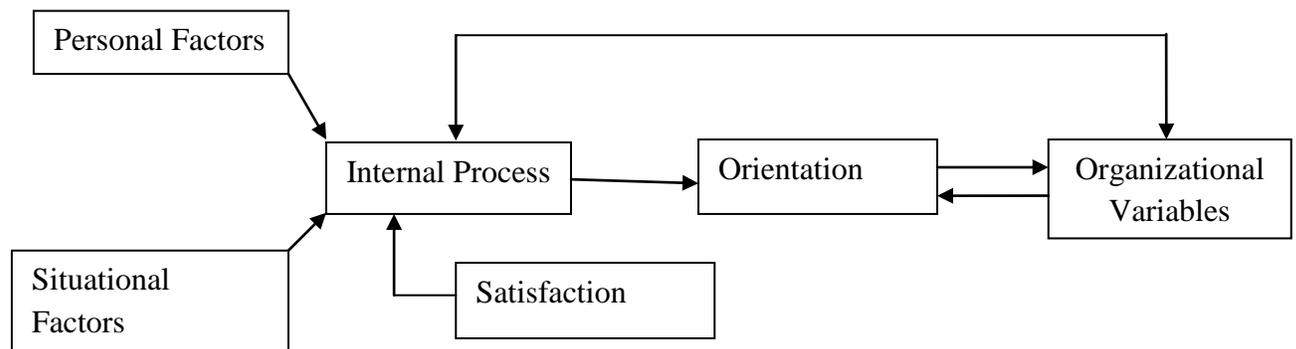
Source: (Adapted from Bennett, 2001)

2.4 EMPLOYEE PERFORMANCE: DEFINITION, MANAGEMENT AND APPRAISAL

The online Business dictionary defines performance as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. According to the Baldridge criteria(this is the model behind the US Malcolm Baldrige National Quality Award, an award process administered by the American Society for Quality (ASQ) and managed by the National Institute of Science and Technology (NIST), an agency of the US department of Commerce), performance refers to output results and their outcomes obtained from processes, products, and services that permit evaluation and comparison relative to goals, standards, past results, and other organizations. Performance can be expressed in non-financial and financial terms.

The performance appraisal may be defined as a process, typically delivered annually by a supervisor to a subordinate, designed to help employees understand their roles, objectives, expectations and performance success. Performance management is the process of creating a work environment in which people can perform to the best of their abilities (Belcourt, Bohlander and Snell, 2008).In many cases, appraisals provide the basis for noting

deficiencies in employee performance and for making plans for improvement. However according to Asare-Bediako, (2008), traditional performance appraisal has failed to deliver the desired Human Resource outcomes of morale, motivation, attitudes and performance. Today's organizations are shifting more and more from the narrow focus on performance appraisal to a focus on total performance management.

2.5 ORGANIZATIONAL PERFORMANCE

Organizational performance as a concept suffers from problems of conceptual clarity in a number of areas. The first area is in the definition of the concept. The term performance is often used indiscriminately to describe everything from efficiency and effectiveness to improvement. It has been argued that companies are driven by profit yet should be driven from a customer satisfaction perspective. If customers are happy, they buy more, recommend products and services to others and profits grow. While this emphasis on profit is due mostly to demanding shareholders, it does put much emphasis on hard (financial) benefits that are usually quantified in monetary terms. Business performance has been defined using a plethora of measures such as profit growth rate, net or total assets growth rate since the mid-1900s and has progressed since then to include return on sales, shareholder return, growth in market share and number of new products (Prahalad and Hamel, 1990).

Organizational performance is defined as a measure of how well organizations are managed and the value they deliver to customers and other stakeholders. On the other hand, organizational excellence is defined as outstanding practice in managing organizations and delivering values to customers and other stakeholders (Moullin, 2007). These definitions are the short forms of those given by the European Foundation for Quality Management (EFQM, 1999) and demonstrate a clear relationship between organizational performance and

organizational excellence. The above-mentioned definitions prompt managers to aspire for excellence by attempting to reach the highest levels of performance, by any means whatsoever.

Many of the perspectives that dominated the early thinking concerning firm performance have their roots in traditional economic theory, with an emphasis on market power and industry structure as determinants of performance (Caves, 1971; Caves and Porter, 1977). These studies emphasize economies of scale and scope, the optimization of transactions costs across subsidiaries and critical market characteristics to explain different firm-level strategies of performance. In this theoretical context, firm performance is designed through the alignment of resources, knowledge and vision to create competitive advantage by responding with unique capabilities to environmental changes. This is an alignment of firm strengths with external opportunities (Barney, 1991; Porter, 1985).

External environmental conditions and industry structure are largely assumed to shape the firm's performance. In recent years, however, other streams of research emphasizing a "resource-based" bundle of capabilities perspective on organizational performance have evolved to characterize the firm's evolution and strategic growth alternatives (Dierickx and Cool, 1989; Dosi, 1988; Itami, 1987). The resource-based view of the firm suggests that the firm's internal characteristics, especially the cultural patterns of learning and human capital asset accumulation, have significant impact on the firm's capability to introduce new products and compete within disparate markets. Moreover, these same characteristics define firm heterogeneity through strategic intent and their knowledge base. Consequently, how a firm strategically deploys asset allocation in support of its unique comparative advantage is

significant in determining its future strategies. Thus, a firm's competitive advantage is derived from its unique knowledge (Spender,

1993). the connection between firms' capabilities and competitive advantage also has been well established in the literature. Andrews (1971) and, later, Hofer and Schendel (1978) and Snow and Hrebiniak (1980) noted the centrality of "distinctive competencies" to competitive success. More recently, Prahalad and Hamel (1990) and Ulrich and Lake (1991) reemphasized the strategic importance of identifying, managing and leveraging "core competencies" rather than focusing only on products and markets in business planning.

The resource-based view takes this thinking one step further: it posits that competitive advantage can be sustained only if the capabilities creating the advantage are supported by resources that are not easily duplicated by competitors. In other words, firms' resources must raise "barriers to imitation" (Rumelt, 1984). Thus, resources are the basic units of analysis and include physical and financial assets as well as employees' skills and organizational (social) processes. A firm's capabilities result from bundles of resources being brought to bear on particular value-added tasks (e.g. design for manufacturing, just-in-time production). Hansen and Wernerfelt (1989) examined a sample of 60 *Fortune 1000* firms and found that economic factors (industry variables, market share and firm size) represented 18.5 per cent of variance in business returns. Their findings also indicated that organizational factors (goal emphasis and human resources) contributed 38 per cent of performance variance. The research suggests that organizational factors influence firm performance to a greater extent than economic factors.

2.6 PERFORMANCE MEASURES

How to measure organizational performance has been a persistent source of debate and critique (Scherbaum *et al*., 2006). Previous research has been heavily criticized for the measures of performance used. For example, Hough *et al* (2004) criticized the selection of performance measures in most existing employee orientation-performance research for their limited perspective, and focus on only a few subjective outcome measures. Knowledge of prior performance may have biased ratings of employee orientation and performance (Binning *et al*., 1986); and the most used criterion measures for assessing the effects of employee orientation rely on self-reports of commitment to the organization's goals, satisfaction, and perceived effectiveness (Hough *et al*., 2004). This can induce common-method bias, such as central tendency, social desirability, and halo effects (e.g. Bass and Avolio, 1989). However, some scholars (that is; Crampton and Wagner, 1994; Hough *et al*., 2004) argue that not all studies are biased by such self-report effects, and meta-analytic findings suggest that self-report is still reliable to use if the potential weaknesses are overcome. Several studies have used nonself-report based organizational outcomes, such as net profit margin (Koene *et al*., 2002; Waldman *et al*., 2001), business unit sales (example, Barling *et al*., 1996; Hough *et al*., 2004), and percentage of goals met regarding business-unit performance (Hough *et al*., 2004; Howell and Avolio, 1993). While reducing common-source and common-method bias, these measures of organizational performance have been criticized for being overly narrow (Bommer *et al*., 1995; Hough *et al*., 2004), thus suffering from criterion deficiency.

The disadvantage of selecting these measurements selection would include using inadequate measures to properly evaluate the relationship between employee orientation paradigms and

performance. Numerous empirical studies show a strong positive relationship between employee satisfaction, customer satisfaction, and organizational performance as measured by employees and customer's self-reports to assess the effects of behavior (Band, 1988). As suggested by this wealth of findings, positive changes in employee satisfaction and customer satisfaction lead to positive changes in organizational performance. Therefore, employee satisfaction and customer satisfaction remain useful measures of organizational performance. In sum, based on the above discussion, the quality of performance measurement is critical to determining outcomes about whether employee orientation matters, although not all studies have been well designed in this respect.

2.7 EFFECT OF EMPLOYEE ORIENTATION ON ORGANIZATIONAL PERFORMANCE

There appear to be several benefits of employee orientation. It is widely accepted that organizational performance depends at least partly on the behavior of employees and that these behaviors can constitute a source of sustainable competitive advantage (Huselid, 1995; Huselid et al. 1997; MacDuffie, 1995). The results of empirical studies are for and against the proposition that a company's performance is positively related to its employee orientation. Employee orientation affects organizational performance through its effect on employee learning and behavior. Employee orientation determines the type of skills and motivation of these employees, and the opportunities and incentives that these employees have to design new and better ways of doing their jobs (Becker and Huselid, 1998; Huselid, 1995). This orientation promotes skill development, motivation and discretionary effort is often labeled as high-involvement employee orientation (Huselid, 1995).

As indicated earlier, several studies have tested the relationship between employee orientation and organizational performance with generally supportive results. In fact, current research in this area has advanced beyond testing for the relationship between various employee orientation and organizational performance to identifying the mechanisms through which employee orientation affect organizational performance (Boselie et al., 2005; Collins and Smith, 2006; Hailey et al., 2005). However, recent reviews of the research on the relationship between employee orientation and organizational performance have questioned the methodological rigor of these studies (Wall and Wood, 2005). These reviews suggest that it is premature to assume an unequivocal positive relationship between employee orientation and organizational performance and argue for further research using more rigorous research designs.

In general, employee orientation is believed to be positively related to performance. For example ,Matsuno and Mentzer, 2000; Narver and Slater, 1990; Pelham, 2000, all subscribe to the belief that employee orientation is the key to successful business performance, and Belcourt, Bohlander and Snell, 2008 noted that sometimes underperformers may not understand exactly what is required of them, but once their responsibilities are clarified, they are in a position to take the corrective action needed to improve their performance .This clearly supports the need to properly orient new employees in order to optimize their performance.

However, several authors did not find an empirical support for this widespread belief. For example, Narver, Jacobson & Slater (1999) who conducted a panel data analysis, found out that employee orientation is significantly related to sales growth, but not to return on

investment (ROI); moreover, Jaworski and Kohli (1993) found no significant relationship between employee orientation and either market share or return on equity (ROE).

Studies using samples from US companies (Jaworski and Kohli, 1993; Narver and Slater, 1990; Pelham, 1997) found undeniable support for a positive association between employee orientation and business performance however, mixed findings are reported from non – US studies (Diamantopoulous and Hart, 1993). Jobber (2004) maintained that a number of more recent studies have also found a positive relationship between employee orientation and business performance. Employee orientation has been found to have a positive effect on sales growth, market share and profitability, sales growth and new product success, perception of product quality and overall business performance.

An employee-oriented climate shows the sincerity and benevolence of a company toward its employees. It could enhance the company's performance through benefits such as better cooperative learning and knowledge sharing (Janz and Prasarnphanich, 2003) and greater employee commitment (Baker et al., 2006; Lings and Greenley, 2005). Employee orientation helps to realize the benefits of customer service by providing some essential resources such as market-sensing capabilities a company can use to link with its market. These resources enable an organization to identify, act on, and reap benefits from activities and opportunities (Barnett, 2007; McWilliams and Siegel, 2001), thereby being more likely to achieve better performance.

Employee orientation describes an employee focused organizational climate (Plakoyiannaki et al., 2008) which reflects an organization's value system in terms of rewards and provides a warm and supportive environment (Janz and Prasarnphanich, 2003; Litwin and Stringer, 1968). A focus on employee well-being provides an educative environment for employees,

which reduces their stress and enhances their satisfaction and commitment (Baker et al., 2006; Lings and Greenley, 2005). It may result in better trust between the organization and its employees, which can lower labor costs by reducing turnover (example, Berman et al., 1999; Kuvaas, 2008). Consequently, socially responsible behavior toward employees can improve the effectiveness of a firm's marketing strategy by aligning employees' objectives with those of the company (Ahmed and Rafiq, 1993; Wasmer and Brunner, 1991). This is particularly important in Chinese subsidiaries. Promoting a warm, supportive, and fair climate in a subsidiary may show the sincerity and benevolence of the foreign parent. In return, the employees are likely to reciprocate with greater commitment and more willingness to act in the best interests of the subsidiary creating superior customer value (Gounaris, 2006; Plakoyiannaki et al., 2008). In addition, an employee-oriented climate can facilitate cooperative learning and knowledge sharing (Janz and Prasarnphanich, 2003). Through such learning and sharing, employees can better understand customer needs and be more responsive to market opportunities; hence, they can develop new products more quickly and with attributes that better serve the market. This is critical for product innovations, as knowledge and related activities often differentiate successful products, projects, or programs from those that are unsuccessful (Brockman and Morgan, 2003; Calantone and Di Benedetto, 1988).

2.8 THE RELATIONSHIP BETWEEN EMPLOYEE ORIENTATION, JOB SATISFACTION, ORGANIZATIONAL COMMITMENT AND PERFORMANCE

The potential linkage between employee orientation, attitudes, commitment and performance was considered in earnest in the 1930s. Although the Hawthorne studies are commonly credited with emphasizing a linkage between employee attitudes and performance,

researchers were more circumspect in their conclusions than most assume (Roethlisberger, 1941). It is clear, however, that the human relations movement stimulated interest in the relationship. Following the human relations movement, the most influential narrative review of the job satisfaction-job performance relationship was published by Brayfield and Crockett (1955).

Brayfield and Crockett concluded that there was not much of a relationship between employee orientation, job satisfaction and performance, labeling it as "minimal or no relationship" (p. 405). The Brayfield and Crockett review was limited by the very small number of published studies available for review at that time (only nine studies were reviewed that reported a correlation between individual job satisfaction and job performance) and the general subjectivity of qualitative reviews. In spite of these shortcomings, Bayfield and Crockett's article was perhaps the most frequently cited review in this area of research prior to 1985.

Since the Brayfield and Crockett (1955) review, several other influential narrative reviews have been published (Herzberg et al., 1957; Locke, 1970; Schwab & Cummings, 1970; Vroom, 1964). These reviews differed greatly in their orientation and, to some degree, in the optimism they expressed regarding the satisfaction performance relationship, with Herzberg et al. being the most optimistic. The main gist of two of these reviews (Locke, 1970; Schwab & Cummings, 1970) was to issue a strong call for theory driven investigations of the satisfaction-performance relationship. In response to these reviews, researchers began to consider more closely the nature of the relationship, giving particular consideration to factors that might moderate or mediate the relationship.

When employees are sure that they will grow and learn with their current employers, their level of commitment to stay with that particular organization is higher (Opkara, 2004). In order to make employees satisfied and committed to their jobs, there is a need for strong and effective orientation strategies at various levels of the organization. Ayeni and Phopoola (2007) have found a strong relationship between employee orientation, job satisfaction and organizational commitment. According to them Job satisfaction is mostly determined by how well the organization meets employees expectations and how well the employees are oriented in the early stage of their employment.

The relationship between employee orientation, job satisfaction and organizational commitment is very crucial now-a-days because people now often do not prefer to stay with the same organization for long. It has become hard for the organizations to exercise influence on the employees for retaining them. If employees exhibits different levels of job satisfaction and if this satisfaction leads to the organization commitment, obviously organizations would want to hire employees with the higher levels of organizational commitment.

Employers normally expect that people with higher levels of job satisfaction will have higher levels of organizational commitment. The reason why satisfaction will lead to the commitment is that a higher level of job satisfaction may lead to good work life and reduction in stress (Cote & Heslin, 2003).

Similarly, if employees are highly satisfied with their work, coworkers, pay, and supervision and derive high level of overall job satisfaction with their jobs they are more likely to be committed to the organization than if they are not satisfied. The focus on these two key concepts cannot be over stated because job satisfaction and commitment are primary determinants of employee turnover, performance, and productivity (Opkara, 2004).

Committed and satisfied employees are normally high performers that contribute towards organizational productivity (Samad, 2007).

Organizational commitment is considered to be one of the foremost important and crucial outcomes of the human resource strategies. And the employee commitment is seen as the key factor in achieving competitive performance (Sahnawaz and Juyal, 2006). Significant relationship has been identified between employee orientation, job satisfaction and organizational commitment (Narimawati, 2007).

The literature shows that appropriate orientation involves a kind of training designed to help new employees to learn about their tasks. It is also an expression of how the individual views his situation in terms of what he desires from it (Beatty, 1980). This can be a representation of the total motivation state of the GES employee. It is not clear if the GES employees receive orientation or not.

The literature also hints that employees orientation should be based on an input – process - out put idea, this suggest that employee orientation should be focused on variables such as nature of job, past job and educational background. The literature also informs that ways of orienting employees take two forms: Extrinsic and Intrinsic orientation (Bennett, 2001).

The literature shows that results of empirical studies are for and against the proposition that a company's performance is positively related to its employee orientation. Some studies have tested the relationship between employee orientation and organizational performance with generally supportive results (Sahnawaz &Juyal, 2006). A number of authors have questioned the link between employee orientation and organizational performance and some scholars have noted that the ability of organization to verbalize what they need is limited by their

knowledge (Bennett and Cooper, 1979). The literature also informs that there is a positive association between employee orientation and organization performance.

Clearly, employee orientation helps to realize the benefits of employees with regards to increase in productivity. In addition, employee orientation leads to learning and sharing, employees can better understand co-workers and their job descriptions. In this direction, employee orientation impacts on performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The study identified the effect of employee orientation on performance in the GES. The findings would help to adopt relevant programmes for employees of GES to enhance their performance. In this chapter, the issues narrated are research design, population, sampling procedures/techniques, data collection tools/procedure and data analysis/presentation procedure. Main issues of consideration are the source of the data; study approach and purpose; sampling techniques; data collection method; and data preparation and analysis. This chapter provides an overview of the methodological approach and the research design selected for the study. This chapter clearly shows an in depth direction into the way data gathering and data analyses are structured in this study.

3.2 RESEARCH DESIGN

The term "research design" refers to how a researcher puts a research study together to answer a set of research questions. Research design works as a systematic plan outlining the study, the researchers' methods of compilation, details on how the study will arrive at its conclusions and the limitations of the research (Kenneth W. M. Wills, 2003). The plan is geared at collecting and utilizing data so that desired information can be obtained.

The study took the form of a survey. The choice of a survey design depended on the relatively large scale of the sample-a total of 101 respondents. The use of a survey design facilitated the systematic collection of data pertaining to the effect of employee orientation on performance in the GES. The data collected was primarily qualitative in nature. Additionally, the survey was both descriptive and analytical because it was meant to assess

the effect of employee orientation on performance in the GES. The research design covers sampling and choice of data collection method and concludes with a consideration of problems encountered in the data collection.

This research was designed using questionnaires to obtain information from respondents. The research approach adopted for this study is the case study approach. A case study is a research approach that is used to generate an in-depth understanding of a complex issue in its real-life context. According to Garger (Gromisch, ed., 2010), one of the biggest disadvantages to using the case study method has to do with external versus internal validity.

3.3 POPULATION

The population of the study is the entire staff of the Ghana Education Service, Greater Accra Region. The participation for this survey was entirely voluntary and anonymous. The participants could choose not to participate without any adverse consequences to them. The hundred and one (101) employees was selected at random from all departments of the Ghana Education Service in the greater Accra region and purposive sampling was later used to solicit responses from employees' who had had orientation for the period from 2007-2011. The population was made up of employees from the Education Management and Information System (EMIS) unit, Account unit, Procurement, registry unit, P. E unit, Guidance and Counseling, Human Resource Unit, Special Education, Girl Child, Stores, and Audit units. For reasons of efficiency and easy access Greater Accra region was chosen as a representative of the entire area of study.

The region was chosen as the study area because of the central role it plays in the socio-economic and political development of the country. It is the administrative, communications, and economic center of the country. Because of this special role, the region tends to have all

demographic elements of the country that were very necessary for the outcomes of the study. For instance, all social groups of the country, in terms of tribe, religion, culture and others can be found in the region in almost equal proportions. The region also has all the required elements of the chosen field for the study in terms of job ranks and classifications, educational levels among others. GES employees in this region therefore became the obvious choice for the study.

3.4 SAMPLE AND SAMPLING PROCEDURES /TECHNIQUES

Sampling technique provides a range of methods that enables you to reduce the amount of data you need to collect by considering only data from a sub group (known as a sample), rather than all possible cases or elements (Saunders et al, 2007). The purpose of taking a sample is to obtain a result that is representative of the whole population being sampled without going to the trouble of asking everyone.

Purposive sampling technique was used to select the study region because it seeks to get all possible cases that fit particular criteria (Lind et 'al, 2005). Purposive sampling was appropriate in this situation because;

i.   It enabled the selection of unique cases that were especially informative.

ii. It also allowed in-depth investigations into the entire issue of employees' orientation among GES workers of the country.

The sample size has the same chance of selection. This means that each member in the one hundred and one (101) was chosen with a purpose because the researcher approached the sampling problem with a specific plan in mind. Purposive sampling can be very useful for situations where one needs to reach a targeted sample quickly and where sampling for proportionality is not the primary concern. With a purposive sample, one is likely to get the

opinions of a target population. The advantage of using non-probability sampling is it saves time and cost.

The sample of 101 for the study consisted of 19(18.8%) management employees, 53 (52.5%) senior officers, 29(28.7%) junior officers.

3.5 DATA COLLECTION TOOLS/PROCEDURES

The aim of this study was mainly to ascertain the effect of employees' orientation on their performance. In line with the recommendations of Eisenhardt (1989), different methods were used to collect data including a survey, personal observations, and examination of records. The main primary data gathering instrument for the survey was a structured questionnaire which was designed with the adopted conceptual framework of the study as the backbone and was personally administered by the researcher.

The questionnaire was structured into four sections: personal profile variables, characteristics of employee orientation policy, effect of orientation on employee performance and challenges that go with employee orientation.

The personal profile variable section of the questionnaire consisted of gender, age, educational qualification, current job status and duration of service. These variables were also used as the main independent variables of the study.

The second section of the questionnaire was devoted to the characteristics of employee orientation policy at the GES. This section was aimed to solicit views on the presence or absence of employees' orientation programmes and whether these programmes are formalized as part of the human resource operation activities of the organization; their implementations; and the extent to which the process satisfactorily introduces new employees to the organization, their work and work team or coworkers. Challenges and ways

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of mitigating these challenges of employees' orientation in the GES were also solicited. This section employed both closed and open-ended questions in soliciting the view of the respondents.

The productivity and performance section of the questionnaire consisted of likert structured questions that influence employee satisfaction and motivation. Attitudes that indicated job commitment can be classified under the broad headings of work attraction, failure sensitivity, job responsiveness, job pre-eminence and work identification. With respect to job satisfaction, the dimensions indicated are as follows; work content, payment (salaries and other bonuses), promotion, recognition, working conditions, benefits, personal, and leadership and general consideration of alternative employment. The likert questions were scaled from "Very Satisfied" scoring "5" to "Very Dissatisfied" scoring 1. Where a statement is not applicable, a score of "3 (Neutral)" was accorded. Appendix A presents the structured questionnaire for the study.

The last section of the questionnaire was devoted to the individual and organizational performance. The performance variables were self-developed proxies of enterprise performance which included increased firm reputation; increased essence in society and growth in number of clients attended to. The section relied on mainly likert structured questions. The likert questions were scaled from "Very High" scoring "5" to "Very Low" scoring 1. Where a statement is neither "Neither High nor Low (Neutral), a score of "3" was accorded. Similar likert structured scoring was also used to assess the extent to which their enterprise has performed over 5 years (2007-2011).

The questionnaire used for the study was pre-tested on ten (10) randomly selected management, senior and junior officers of GES who did not form part of the ultimate sample.

The pre-test enabled the researcher to reframe some of the items which fell low of the desired standards. Again, it enabled the researcher to estimate the average length of time that respondents would expend on the questionnaire as well as the time-span for the retrieval of the instrument from them. If it is suspected that a particular respondent would be reluctant or be unable to fill the questionnaire, the interview method of one-on-one basis was adopted. This helped to bring into line the tools for possible re-design, reduce the total time spent on using each tool for the data collection and the relevant of the responses to the answering of the study questions. It was observed during the pilot study and pre-testing of the questionnaires that the words were plain and the contents were well understood by the respondents. The validity of the instrument was also found to be high based on the understanding of the questions by the respondents. Appendix 'A' presents the final structured questionnaire used for the study. Finally the data was analyzed using simple tools which guided the researcher to make recommendations.

3.6 DATA ANALYSIS/PRESENTATION PROCEDURE

The qualitative and quantitative data that was generated by the questionnaire was edited by the researcher to ensure the consistency of responses. The researcher made use of Statistical Package for Social Sciences (SPSS) version 16 to process the data for analysis. The analysis consisted of the computation of percentages through frequency distributions after the grouping of responses to items in the questionnaire for the study. SPSS was the main analysis software because of its high flexibility in data treatment and management.

3.7 ETHICAL CONSIDERATIONS

In view of the fact that the study utilized human participants in gathering primary data and investigated or evaluated the impact of employee orientation and performance in GES, certain ethical issues were addressed. The thoughtfulness of these issues is necessary for the purpose of ensuring the privacy as well as the security of the participants. Among the significant issues that were considered included consent, confidentiality and data protection. In the conduct of the research, the questionnaires were drafted in a very clear and concise manner to prevent conflicts among respondents. People who participated in the research were given an ample time to respond to the questions posed on them to avoid errors and inaccuracies in their answers. The respondents were given a waiver regarding the confidentiality of their identity and the information that they did not wish to disclose. The respondents' cooperation was eagerly sought after, and they were assured that the data gathered from them would be treated with the strictest confidence, so that they would be more open. This was done with the hope that this would promote trust between the researcher and the respondents.

3.8 BACKGROUND OF THE GHANA EDUCATION SERVICE

The Ghana Education Service (GES) was established as part of the Public Service of Ghana in 1974 by NRCD 247 and subsequently amended by NRCD 252, 357 and SMCD 63. The GES is governed by a fifteen-member council. It was established as Ghana teaching which was later re- named Ghana Education Service as a pre-university education regulator.GES exists to carry out the government's vision of using quality education delivery to accelerate the nation's socio economic development through the following action plan:

❖ Expanding access to education at all level of education

- ❖ Providing and improving infrastructural facilities

- ❖ Raising the quality of teaching and learning for effective outcomes

- ❖ Making education more relevant to national goals and aspiration by focusing on vocational and technical education

- ❖ Making tertiary more cost effective

3.8.1 ROLE OF THE GHANA EDUCATION SERVICE

The Ghana Education Service is responsible for the implementation of approved national policies and programmes relating to pre-tertiary education. Its mandate is as follows:

1. To provide and oversee basic education Senior Secondary Education, Technical Education and Special Education.

2. To register, supervise and inspect private pre-tertiary educational institutions.

3. To submit to the Minister, recommendations for educational policies and programmes.

4. To promote the efficiency and full development of talents among its members.

5. To register teachers and keep an up-to-date register of all teachers in the public system.

6. To carry out such other functions as are incidental to the attainment of the functions specified above.

7. To maintain professional standards and the conduct of its personnel.

3.8.2 VISION OF GHANA EDUCATION SERVICE

The Vision of Ghana Education Service is to create an enabling environment in all educational institutions and management positions that will sustain effective teaching and learning in school and promote management efficiency within the Service.

3.8.3 Mission of Ghana Education Service

The GES is charged with the responsibility of implementing pre-tertiary education policies of government. This is to ensure that all Ghanaian children of school-going age are provided with quality formal education and training.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

This chapter examines and analyses the data gathered from the questionnaire administered and personal interviews conducted at the Ghana Education Service (GES). Analysis of data are presented and discussed in the remainder of this chapter. In order to keep the findings in the right context, the chapter first presents the background of the respondents of the questionnaire in terms of gender and age of respondents as well as their job levels, number of years worked, highest educational qualification and job status before the actual results on employees' orientation. With regards to the actual employee orientation variables, this chapter gives finding on the characteristics of employees' orientation policy in the GES. The chapter also presents findings on the effect of employee orientation on performance and then presents findings on the challenges that go with employee orientation in the GES. In order to rationalize the findings of the study, the chapter also discusses the findings in the light of relevant literature.

The study achieved a 100% response rate as all the 101questionnaire that were distributed were responded to and returned. The response rate of the study can be considered excellent for a study in a developing country. In fact, according to Armstrong and Ashworth (2000), texts on survey methods have usually advised that response rates of 60% and over are necessary to ensure that the replies of those responding will give an accurate picture of the population from which they are drawn. The high response rate can be attributed to the fact that the dispatched questionnaires were strictly monitored with frequent calls on respondents.

4.2 PERSONAL PROFILE OF RESPONDENTS

Respondents were requested to provide data on six personal variables. These variables included Gender, Age and Education. The other variables were Duration of Service, Job Status and Unit/Department.

These personal characteristics influence in diverse ways an employee's participation in orientation programmes as well as transfer of the knowledge acquired to professional practice.

4.2.1 GENDER OF RESPONDENTS

The majority (58.4%) were males. Females, who were in the minority, thus, constituted 41.6 of the respondents.

The dominance by males reflects the interplay of a network of socio-cultural forces that relates to the education, work and roles of males vis-à-vis females. First, these forces favor the education of males so that they tend to have greater chances of employments in the formal sector than females. These disparities in life chances relate to the traditional perception that adwoman's place in the kitchen. Secondly, females tend to be less available for orientation programmes probably owing to their greater scopes of domestic/parental commitments.

Female employees, thus, are normally less available for orientation programmes than their male colleagues especially in the case of nursing others and mothers with children that need special and constant attention owing to their physical challenges, dietary demands and others. Again owing to their differential socio-cultural commitments, females, all things being equal, are less likely to be transferred to distant locations so that these pro-female human resource management policies, in turn, makes it less expedient or needful for female employees to

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participate in orientation that is derived from the relocation of employees. The data points to the need to adopt pragmatic strategies to enhance female employees participating in orientation programmes. These strategies would enhance their performance and prospects of promotion or access to positions of responsibility.

4.2.2 AGE OF RESPONDENTS

The distribution of age-groups of respondents is presented in Table 4.1

Table 4.1Agesof the Respondents

Age-Group	Frequency	Percent
20-29years	16	15.8%
30-39years	39	68.3%
40-49 years	13	12.9%
50-59 years	3	3.0%
Total	101	100%

Source: Field Survey April, 2012

According to the data presented in Table 4.1, the modal- age group of respondents was found to be 30-39years (68.3%), a frequency of 69. The age-groups 20-29 years and40-49years had respective shares of 15.8% (16) and 40-49years 12.9%(13).The smallest age-group comprised respondents in the age group50-59years(3%,3 respondents).

The dominance of employees in their 30s might be attributed partially to the perception of education in general as an enterprise for the youth not the aged. Teaching old dog new tricks is perceived as more or less a waste of resources. Additionally, older adults form a far lower proportion of the sample, probably because of their lower level of need for orientation that derives from relocation-as in the case of females employees discussed above. The reason is that one's geographical and occupational mobility tends to be inversely related to one's age.

The dominance by young adults implies that, granted the improved life-expectancy of the age of the population of Ghana, GES employees who participate in orientation will, all things being equal be able to offer longer periods of productive service to the country to enhance its development in general and educational sector in particular.

4.2.3 HIGHEST FORMAL EDUCATION

The distribution of Highest Formal Education attained by respondents is presented in Table 4.2

Table 4.2 Highest Formal Education

Educational level	Frequency	Percentage
SSS/O Level	2	2.0%
Diploma/HND	3	3.0%
First Degree	63	62.4%
Master's Degree	33	32.7%
Total	101	100%

Source: Field Survey April, 2012

It was revealed by the data presented in Table 4.2 that the dominant highest formal educational qualification of respondents was the first degree (62.4%-63 respondents).Respondents with the master's degree followed distantly with a share of 32.7% (33 respondents).The third and fourth most dominant qualifications respectively were Diploma/HND and SSS/O'Level with shares of3.0% (3 respondents) and 2 %(2 respondents).

The dominance by employees holding first degrees reflects the impact of the tertiary educational reforms of the 1990's. These reforms liberalized tertiary education and thereby, made entry into first degree programmes more accessible to holders of pre-tertiary qualifications including the basic teacher's certificates. The opportunities offered by the

reforms have been enhanced by the employee-friendly study policy of the GES that encourages the combination of work and studies through enrollment in distance and sandwich educational programmes.

Above all, the dominance by first degree holders is in line with the deliberate policy of organizing top-up programmes for employees who hold pre-degree qualifications such as 'Cert' A and diplomas. The distribution of employee educational qualifications points to the positive influence of previous knowledge on the effectiveness of orientation programs (all things being equal).

4.2.4. DURATION OF SERVICE OF RESPONDENTS

The distribution of respondents' durations of service in the GES is presented in Table 4.3.

Table 4.3 Duration of Service

Duration(years)	Frequency	Percent
5- years or less	25	24.8%
6-10 years	29	28.7%
11-15 years	22	21.8%
16-20 years	18	17.8%
More than 20	7	6.9%
Total	101	100%

Source: Field Survey April, 2012

The data presented in Table 4.3 indicates that the modal duration of service of respondents was 6-10years(28.7%-29).The durations of 5years or less followed closely with 24.8%(25).Respondents with 11-15years durations of service had 21.8 %(22) while those with 16-20years had 17.8 %(18). The least frequent group of respondent consisted of those who had served for durations of over 20years (6.9%-7).

The range of durations and the mean of 10.8 years reflect the dominance by employees in their thirties (30's). Based on an average entry age of 25 years into the GES, the mean duration of 10.8 years gives an average current age of 35.8 years which tallies with the dominance by employees in their thirties(30's).

An average duration of 10.8 years might be labeled adequate to provide the required stock of experience to enhance the effectiveness of educational programmes, including orientation. This assumption is based on the role experiential learning in programme targeted at adults such as those involved in the study. After all, it is held that experience is the best teacher, just as we learn by doing what we learn.

4.2.5 JOB STATUSES OF RESPONDENTS

The distribution of Job statuses of respondents is presented in figure 4.1

Figure 4.1 Job Statuses of Respondents
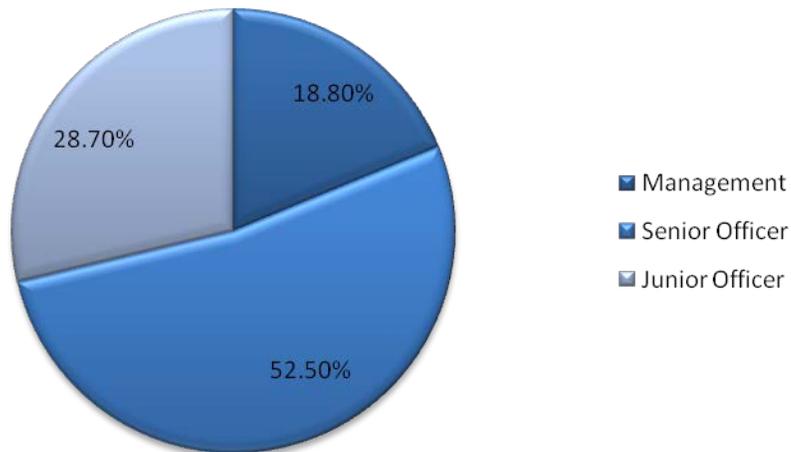
Source: Field Survey April, 2012

It is revealed by the data presented in figure 4.1 that the majority (52.5%) of respondents was senior officers. Junior officers constituted 28.7 %(29) while Management respondents formed the smallest group with a share of 18.8 %(19).

The low proportion of junior employees' as against senior officers is in conformity with the distributions of highest educational qualifications of respondents. As said above, the educational reforms of 1990 have made the possession of the first degree, the basic qualification for teaching in second-cycle institution. Incidentally, interaction with employees at the Greater Accra office of GES revealed that the second cycle institutions tend to serve as the feeder institutions for the regional institutions. Again, the relatively few pre-tertiary qualification holders who worked at the regional offices were normally middle level employees.

The distribution of junior status points to the need to upgrade training in order to enhance the performance of senior officers as they are offered positions of responsibilities and leadership.

4.2.6 UNITS/DEPARTMENTS OF RESPONDENTS

Respondents in the study were employed in eight (8) units/departments of the GES. The distribution of the respondents in the units/departments is presented in table 4.4.

Table 4.4 Unit/Departments of Respondents

Unit/Department	Frequency	Percentage	Ranking
E.M.I.S	17	16.8	2
Registry	5	5.0	8
Guidance/Counseling	6	5.9	7
H.R	36	35.6	1
Girl Child/SHEP	8	7.9	5
Stores/Procurement	6	5.9	6
Audit/Accounts	14	13.9	3
Special Education	9	8.9	4
Total	**101**	**100**	

Source: Field Survey April, 2012

According to the data presented in Table 4.4, the dominant unit/department in which respondents were employed was H.R (35.6%). The second most dominant unit was E.M.I.S (16.8 %) while the third was Audit/Accounting (13.9 %). The unit/department with the fourth highest number of respondents was Special Education (8.9%).The units/departments with the fewest respondents were Guidance and Counseling (5.9%) and Registry (5.0%).

The distribution of units/departments might be attributed to the interplay of several factors such as the management's perception of the need for orientation, internal directives/traditions and unit /departmental job designs. Other factors at stake include relations with colleagues, the nature of competition/rivalry among peers, frequency of job rotation/rescheduling and peer pressure.

4.3 CHARACTERISTICS OF GES EMPLOYEE ORIENTATION POLICY.

Respondents were requested to provide data on eight (8) characteristics of the GES employee orientation policy on the basis of the programmes in which they had participated. The eight characteristics included frequency of programmes, organizations that organized and facilitated the programmes, venues and timing. Additionally, data was requested about the forms of facilitation, topics/issues treated, formats of the curricula and overall quality of the programmes.

The data was deemed useful because these characteristics are among those that influence the effectiveness of any orientation.

4.3.1 FREQUENCY OF PARTICIPATION IN ORIENTATION PROGRAMMES

The frequency of participation in an orientation programmes, all things being equal, tends to be directly related to the scope of one's knowledge and skills acquired and, hence, the transfer to one's performance.

In the study, respondents reported a mean participation level of 1.8 times. The modal participation was twice with a frequency of 43(42.6%).Respondents who had participated in only one programme constituted 3.6 %(37). Finally, only 20.8 %(21) had participated in 3 programmes.

The mean and modal participation levels of 1.8 times and twice respectively might be termed to be far below the levels that would normally be dictated by the mean duration of service of 10.8 years reported by respondents. This inequity might be traced to the unfavorable internal factors such as internal directives/traditions, unit /departmental job designs and inter-personal relations with colleagues. Other potential factors for the low participation rates might be identified as low scopes of job rotation and rescheduling and inadequate peer pressure.

The low frequency of participation calls for sustained strategies to offer orientation at all the relevant levels of GES. These levels include the dept. /unit, regional officers and headquarters.

4.3.2 ORGANIZATIONS THAT ORGANIZED AND FACILITATED ORIENTATION PROGRAMMES

GES (75.8%) was the dominant organization that organized the orientation programmes. Public consultants (14.0%) and Private consultants ((10.2%) followed consecutively

The GES' prominence in the organization and facilitation of the programmes attests to its statutory positions as the umbrella organization responsible for pre-tertiary education in Ghana. The GES has got a direct stake in the fortunes of pre-tertiary education so it is rightly recognized as the organization that can identify the sector's manpower means

including the nature and scope of employee orientation programmes. This claim is in line with the African maxim that literally goes "it is the owner of a dog that removes the bone stuck in its gum (mouth)".

In effect GES is the proper organization to formulate policies pertaining to all aspects of human resource development/management including recruitments, training implementation, monitoring and evaluation. The contribution of other pre-tertiary educational stake holders and human resource development practioners should however, be improved. The improved involvement will enhance the effectiveness of orientation programmes through merits such as the variety of ideas, exchange of training experience and mitigation of internal facilitation weakness of GES and others.

4.3.3 VENUES FOR ORIENTATION

The quality of a venue for an orientation programme in terms of its accessibility and convenience for learning is a potent factor for ensuring its effectiveness. This quality applies to orientation programmes for GES employees'. The distribution of venues for the programmes in which respondents had participated is presented in figure 4.2.

Figure 4.2 Venues for Orientation Programmes
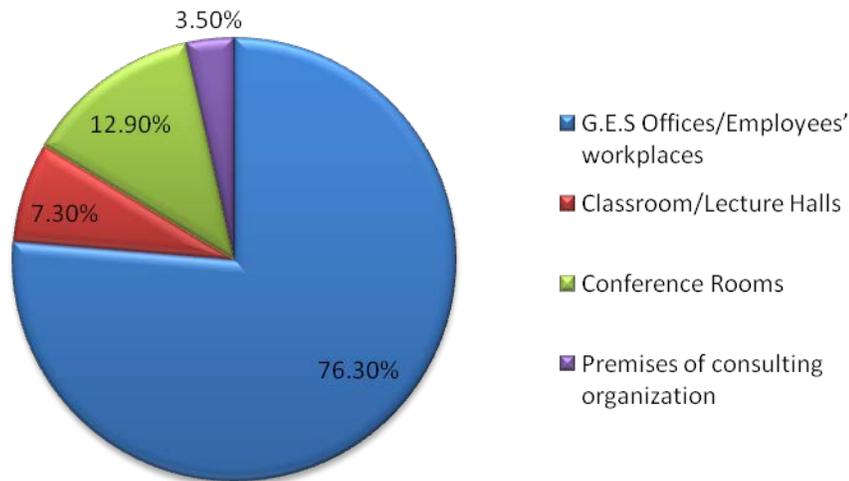
Source: Field Survey, April, 2012

GES offices/employees' work places (76.3%) served as the dominant venue for the orientation programmes. Conference rooms (12.9%) were the second most used venues while classrooms/lecture halls (7.0%) were the third most frequently used. The least frequent venue was the premises of consulting organizations (3.8%).

GES offices/employee workplaces were the principal venues for the programmes owing to their merits such as affordability, proximity, accessibility and availability. Other factors were the need to combine work with facilitation on the part of both facilitators and learners thereby amounting to killing two birds with one stone.

Again, employees feel more at home or related at their own workplace than at external venues so that the learning environment associated with the former is generally more convenient and acceptable to them.

4.3.4 TIMING OF ORIENTATION PROGRAMMES

Timing plays a useful role in ensuring participation by the target population and the effectiveness of any orientation programme. The multiple responses reported by respondents are presented in figure 4.3.

Figure 4.3 Timing of Orientation Programmes
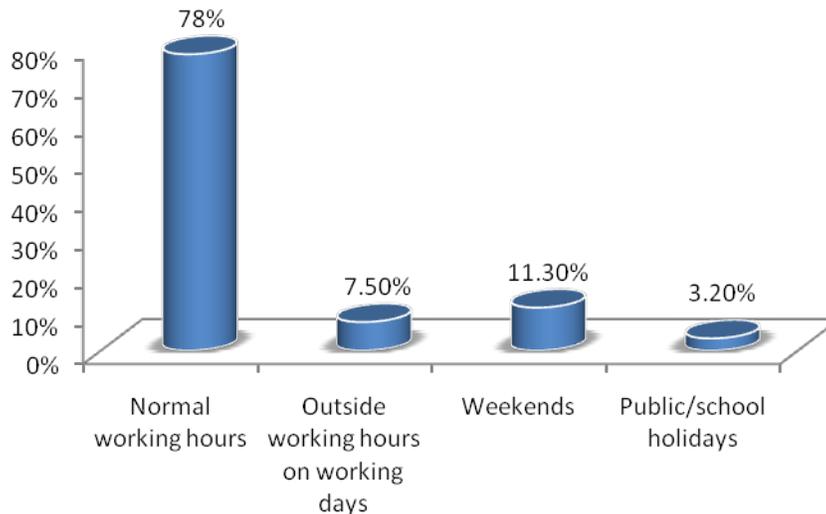
Source: Field Survey, April, 2012

The data presented in figure4.3 revealed that normal working hours (78.0%) served as the most popular period for organizing the orientation programmes. Weekends (11.3%) and outside working hours on working days (7.5%) were 2nd and 3[rd]most used periods respectively .The least used period consisted of public holidays (3.2%).

The timing of the programmes mainly during normal working hours reflects the claim by Knowles (1980-83) and Broke field (1987) that curricular for educational programmes including orientation targeted at adult learners should be packaged to suit their

characteristics. The characteristics include their work schedules, domestic commitment, social commitments and leisure hours.

Secondly, the use of normal working days served the purpose of cutting down financial cost by negating the need to pay weekend allowances to facilitators as well as the use of public utilities in the form of electricity and water. Furthermore, the prominence accorded to normal working hours is in conformity with the need to enhance participation as by as many employees as possible since most of them work according to the official working schedule.

4.3.5 FACILITATION OF ORIENTATION PROGRAMMES

The caliber of facilitation goes a long way in influencing the effectiveness of an orientation programme owing to the differences among the employees, the facilitators, topics and learning environment. The multiple techniques/media/activities mentioned by respondents are presented in Table 4.5

Table 4.5Techniques/Media/Activities Used in Delivery of Orientation Programme.

Techniques/media/Activities	Frequency	Percentage	Ranking
Leaflets	123	11.3	3rd
Seminar Presentation	211	19.3	2nd
Observation	69	6.35	5th
Open Fora/Discussion of participants' concerns and experiences	52	4.8	6th
Talks by resource persons/supervisors	526	48.1	1st
Audio-visual aids	112	10.2	4th
Total	**1093**	**100**	

Source: Field Survey April, 2012

According to the data presented in Table 4.8, a total of 6 techniques/media/activities were used in the facilitation of the orientation programmes. The leading activity consisted of talks by resource persons/supervisors (48.1%).

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The second most used technique was seminar presentations (19.3%) and the third most commonly used were leaflets (11.3%).Use of audio-visual aids including flip charts (10.2 %) and observation (6.35%) followed consecutively. The least important activities were open fora and discussion of participants' concerns and experiences (4.8%).

The diversity of techniques individual activities agrees with the claim by Ampene (1979) that different techniques are ideal for different learning task. Again the distribution agrees with the participatory approach to the facilitation of educational programmes targeted at adults propounded by Knowles (1980-83), Brookfield (1987), Friary (1970) and Braundages and Mancerachera (1980).

Talks by resource person who were invariably expects in the specific areas of study or management personnel in the units/department concerned served as the foremost technique/medium/activity owing partly to the nature of topics treated at the programmes. It therefore required the expertise of professional and seasoned facilitators to maximize learning.

The distribution of activities used for the orientation programmes calls for more attention to be paid to less frequently used activities which show high chances of effectiveness. These activities include open fora/discussion of participants concerns and experiences, observation and use of Audio Visual Aids. The increased use of these techniques/ individual activities would make the orientation programmes more participatory, and thus, more in line with the learner centered nature of adult learning rather than the skewed recourse to talks by resource persons, which tends to be facilitator centered.

4.3.6 TOPICS/ISSUES TREATED AT ORIENTATION PROGRAMMES

Data on the topics/issues treated at orientation programmes would facilitate an assessment of the scope of topics treated, and in turn, provide a hint of the diversity of knowledge and skills acquired at the programmes. The principle at stake is that the higher the number of topics/issues treated, the higher the participants' level of knowledge and skills, all things being equal. The distribution of the multiple responses is presented in figure 4.4

Figure 4.4: Topics/Issues Treated at Orientation Programmes
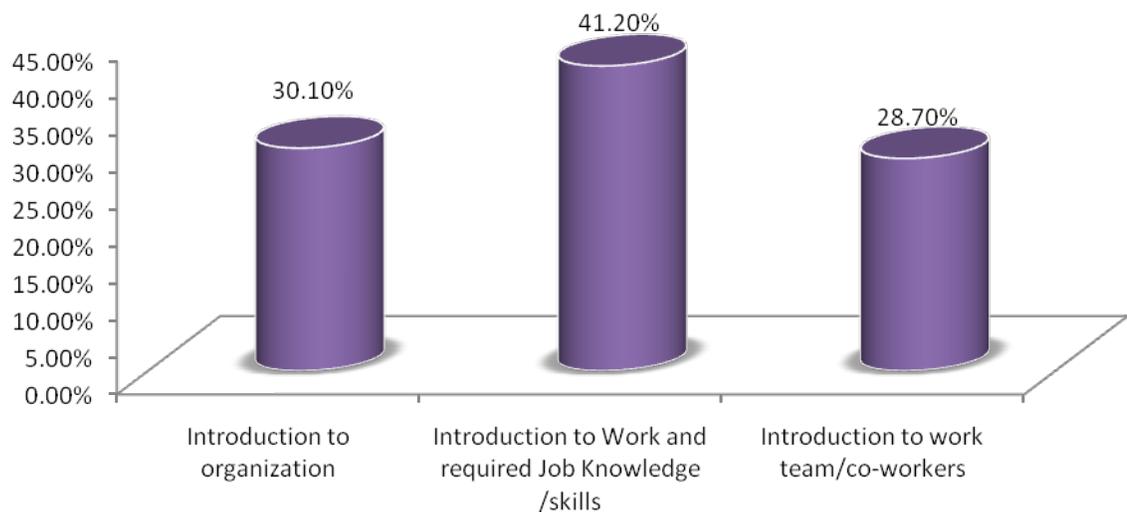
Source: Field Survey April, 2012

Out of the 3 topics/issues treated at the orientation programmes, introduction to work and required job knowledge/skills (41.2%) was the most addressed issue while introduction to organization (30.1%) followed. The least prominent topic/issue discussed was introduction to work team/co-workers (28.7%).

The emphasis on the introduction to work/required job knowledge and skills might be attributed partially to the need to upgrade knowledge and skills of employees whenever they are promoted or offered new position of responsibilities. The second reason must be said to be the role of re-training in enhancing employee performance as and when dictated by circumstances such as technological development and innovation and introduction of new curricula.

The boundaries of knowledge and skills keep on increasing on a daily basis so that orientation should incorporate all applicable new forms of knowledge and skills in other to avoid obsolesce, decadence, intellectual stagnation, inertia, entropy and retrogression. These potential dangers of paying less attention to introduction to work and required job knowledge and skills are all the more potent in an education sector where the quality of the products(that is school leavers) is supposed to serve as an indicator of the direction of national development.

In contrast with the relatively high rating accorded to introduction to work and required knowledge and skills the low emphases placed on introduction to organization and introduction to work team and co-workers seem to fall in line with need on the part of employees.

For one thing, introduction to organization is invariably the first topic treated at orientation for new employees' as well as old employees relocated to new departments/units so that normally there is less need for a repetition of the exercise at subsequent orientations. Similarly, in the case of introduction to work team and co-workers, the lower level of attention that is accorded to the curricula might be justified on the grounds of high levels of

acquaintance among employees of the service including those indifferent dept/ units or stations.

These high levels of acquaintance were derived from employees' attendance at social gatherings, sports and games, workshops and labour union meeting among observers. Also, many employees were mate's informal education and are also fellow church members, members of social clubs, etc.

4.3.7 FORMAT OF CURRICULA FOR ORIENTATION PROGRAMMES

The format of the curricula for orientation programmes strongly influenced their effectiveness. In the study, the majority (67.3%) of respondents indicated that the formats of their programmes were mainly formal and structured while 26.7% reported that their orientations were non-formal and unstructured. Only 5.9% reported having informal programmes.

The overwhelming prominence accorded the formal /structural /format relates to its merits as against those of the unstructured/non-formal format. These merits include orderliness and uniformity of topics treated and delivery methods. Another merit is the organization of the timetable. Again the formal/structured format is associated with the merits of effective monitoring and evaluation.

4.3.8 ASSESSMENT OF OVERALL QUALITY OF ORIENTATION PROGRAMMES

Respondents were requested to assess the overall quality of each of eight (8) specified characteristics of their orientation programmes. This assessment would help to identify strategies to enhance the effectiveness of future programmes. The distribution of the satisfactory as against unsatisfactory assessments is presented in Table 4.6.

Table 4.6: Assessment of overall qualities of characteristics of orientation programmes

Characteristic		Assessment				
	Satisfactory			Unsatisfactory		
	Frequency	Percentage	Rank	Frequency	Percentage	Rank
Organizers	19	9.0	6	82	20.8	1
Topics treated	28	13.2	4	73	18.5	3
Facilitation	64	30.3	1	37	9.4	6
Venue	42	19.9	2	59	14.9	5
Timing/Duration	33	15.6	3	68	17.2	4
Format	25	11.8	5	76	19.2	2
Total	211	100		395	100	

Source: Field Survey, April, 2012

It is indicated by the data presented in Table 4.10, that facilitation (30.3%) was the most satisfactory characteristic of the programmes. The second most satisfactory characteristic was venue placement (19.9%) in terms of accessibility and ideality of the learning environment.

On the contrary, organizers (20.8%) were the most unsatisfactory characteristic and it was followed by the format of the programmes (19.2%).Respondents awarded the programmes a higher overall unsatisfactory rating (65.2%) than satisfactory (34.8%).

The identification of facilitation as the foremost satisfactory quality of the programmes emanates from the identification of talks by resource persons and seminar presentation as the main technique/media/activities used in delivery. The use of talks by resource person mainly from GES as said above enhanced the quality of delivery owing to their high level of awareness of both technical and practical issues on education both local and national levels. Experience is said to be the best teacher so the internal facilitators used an experiential approach to learning rather than application of theories alien to pre-tertiary educational environment in the country.

Respondents rated the organization of the programmes as its least satisfactorily quality owing partially to the inadequacy of notification, improper promotion and inappropriate time-table arrangements. Other challenges respondents mentioned to the researcher in the interaction with them included poor supply of power and learning and reading materials. Additionally, respondents expressed high level of dissatisfaction with the generally Luke-warm attitude towards the organization of the programmes including resolution of participants concerns.

4.4 EFFECT OF ORIENTATION ON EMPLOYEE PERFORMANCE

Respondents were requested to provide data on seven items pertaining to the effect of orientation on their performance. These items related to their job commitment, satisfaction, overall capacity at work, performance of the GES for the study period, their transfer of knowledge and skills acquired through orientation to their practice. The responses would help to identify relevant strategies to enhance the effectiveness of orientation on employee performance in the Ghana Education Service.

4.4.1 JOB COMMITMENT

Respondents were requested to indicate their levels of agreement with each of seven statements relating to their job commitment. The distribution of the five grades of responses is presented in Table 4.7

Table 4.7 Self-assessment of Respondents' levels of Job Commitment

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	P	F	P	F	P	F	P	F	P
I am highly attracted to my work	61	14.9	27	17.9	2	17.9	8	13.1	3	4.9
I always come to work on time	58	12.0	23	15.2	1	4.2	15	24.6	11	18.0
I always finish assigned jobs within time	66	16.1	17	11.3	3	12.5	7	11.5	8	13.1
I always feel bothered for job failures	62	15.1	18	11.9	2	8.3	5	8.2	14	23.0
My work and its related activities are more important than others	59	14.4	23	15.2	4	16.7	8	13.1	7	11.5
My job provides the major source of gratification when compared to all other activities	53	12.9	23	15.2	5	20.8	13	21.3	7	11.5
I perceive the importance of being identified with my work and evaluating others' worth on that basis	58	14.1	20	13.2	7	29.2	5	8.2	11	18.0
Total	410	100	159	100	24	100	61	100	61	100
Percentage	58		22.2		3.4		8.6		8.6	

 Source: Field Survey, April, 2012

F=Frequency   P=Percentage

According to the data presented in Table 4.7, out of the aggregate of 707 responses provided

by respondents to the seven statements on their job commitment, equal shares of 8.6% went

to strongly agree (SA) and agree (A).Neutral had 3.4%, Disagree (DA) 22.2%, and Strongly

disagree (DSA) 58%.

The statements "I always feel bothered for job failures" (23.0%) as against "I am highly

attracted to my work" (4.9%) turned out to be respective dominant and the least frequent that

were rated 'SDA'. In respect of 'DA' the first position went to "I always come to work on

time" (24.6%).The last position went jointly to "I always feel bothered for job failures" and "I perceive the importance of being identified with my work and evaluating others worth on that basis" (8.2% each).

The statement "I perceive the importance of being identified with my work and evaluating others worth on that basis" (29.2%) was accorded the highest neutral rating. On the contrary, "I always come to work on time" was accorded the lowest. The leading, 'Agree' statement was "I am highly attracted to my work"(17.9%) while the least important was "I always finish assigned jobs within time". Lastly, the leading 'SA' statement was "I always finish assigned jobs within time" (16.1%) whilst the least prominent "My job provides the major source of gratification when compared to all other activities" (12.9%).

The low levels of commitment reported show a negative correlation between orientation and employee commitment.

The unsatisfactorily levels of job commitment calls for deliberate efforts aimed at boosting the commitment of GES employees. Relevant measures include effective and dependable promotion and management appreciation of employee contribution to national development.

4.4.2 JOB SATISFACTION

The 12 variables of job satisfaction on which respondents made self-assessments included salary, benefits, allowances and bonuses, security and administration of your pension plans and work designs in terms flexibility and rotation. Again, they made self-assessments in respect of physical working environment, opportunity for advancement and job security. The other variables were quality of supervisor and leadership, recognition form supervisor, relationship with peers, overall satisfaction with company and overall satisfaction with job.

The distribution of the 1212 responses on the 5-grade likert scale is presented in Table 4.8.

Table 4.8 Self-assessment of Respondents' levels of Job Satisfaction

	Greatly dissatisfied		Dissatisfied		Neutral		Satisfied		Greatly satisfied	
	F	P	F	P	F	P	F	P	F	P
Salary	63	12.3	12	6.6	5	10.2	11	6.9	10	3.2
Benefits, allowances and bonuses	55	10.7	21	11.5	3	6.1	7	4.4	15	4.9
Security and administration of your pension plans	61	11.9	13	7.1	7	14.3	15	9.4	5	1.6
Work design (flexibility / rotation)	10	1.9	7	3.8	5	10.2	23	14.5	56	18.2
Physical working environment	63	12.3	25	13.7	3	6.1	5	3.1	5	1.6
Opportunity for advancement	18	3.5	4	2.2	4	8.2	22	13.8	53	17.2
Job security	0	0	0	0	0	0	23	14.5	78	25.3
Quality of supervisor and leadership	57	11.1	24	13.2	5	10.2	10	6.3	5	1.6
Recognition received from your supervisor	55	10.7	21	11.5	6	12.2	13	8.2	6	1.9
Your relationship with your peers	8	1.6	5	2.7	5	10.2	22	13.8	61	19.8
Your overall satisfaction with your company	61	11.9	25	13.7	4	8.2	5	3.1	6	1.9
Overall satisfaction with your job	63	12.3	25	13.7	2	4.1	3	1.9	8	2.6
Total	514	100	182	100	49	100	159	100	308	100
Percentage	42.4		15.0		4		13.1		25.4	

Source: Field Survey, April, 2012
F=Frequency   P=Percentage

The data presented in Table 4.8 reveals that out of the aggregate of 1212 responses provided

by respondents to the 12 statements on their job satisfaction, "Greatly dissatisfied" topped

with 42.4%. "Greatly satisfied" followed with 25.4% while "Dissatisfied" came third with

15.0%.The fourth position went to 'Satisfied' (13.1%).The least frequent assessment were

'Neutral' (4.0%).The assessment son the three variables (salary, physical working environment, and overall satisfaction with job) tied for the first position with shares of 12.3% on the basis of "Greatly dissatisfied".

On the contrary, no respondent accorded "Job Security" the same rating (Job security got a zero rating as "Greatly dissatisfied").

In the case of "Dissatisfied", the top position went jointly to physical working environment, overall satisfaction with company and overall job satisfaction (13.7%).The lowest rated variable was job security (0%) followed by relationship with peers (2.7%).

In terms of the "Neutral" variables, security and administration of pension plans (14.3%) was dominant. The least important variable was, again, job security (0%) followed by overall satisfaction with the job (4.1%).

With regard to the variables that were rated "Satisfied", work design in terms of flexibility and rotation tied for the first position with job security (14.5%) while the last position went to overall satisfaction with job (1.9%).The first and second positions on the "Greatly satisfied" rating went respectively to job security (25.8%) and relationship with peers (19.8%).The last position went jointly to security and administration of pension plans, physical working environment and quality of supervision and leadership (1.6% each).

The unsatisfactory levels of job satisfaction reported by respondents go contrary to the claim by Baker et al 2006 and Lings and Greenley 2005 that orientation enhances job satisfaction and commitment. Furthermore the findings apparently show that GES fails to meet its employee's expectations as well as offer them proper orientation in the early stage of their employment.

The perception of salary, physical working environment and overall satisfaction with job are the most dominant indicators which show a thorough reflection of the endemic working conditions of employees of the GES. It has been emphasized that the teacher's reward is in heaven but paradoxically their counterparts in other public organization and financial institutions are offered their rewards on earth.

Respondents' perception of job security as the foremost indicator with which they were greatly satisfied relates partially to the tendency on the part of management to overlook what in other organizations would earn the offending employee the sack.

This in turn might be attributed to the general recognition of the unfavorable working conditions of employees of the GES, which leads to low motivation, low levels of commitment and low job satisfaction. In essence, getting a position in the GES is not all that enviable partly because financial considerations go a long way in determining the scramble for a particular job.

Again, the relatively high numbers of GES employees serve as a protective shield against redundancy, redeployments and forced pre-mature retirement and since the population of the country increases on a yearly basis, the service of educational employees keep on being demanded without the commensurate increase in both monetary and non-monetary rewards or benefits. The findings attest to the need to adopt stringent strategies including a blend of monetary and non-monetary incentives such as employee housing schemes.

4.4.3 OVERALL CAPACITY AT WORK

The majority (62.4%) of respondents indicated that their overall performance level at work in relation to their actual capacity was average while 27.7% reported that they were working at capacity. Only 9.9% worked below average. The findings reflect, the low levels of job

commitment and satisfaction reported by respondents and the relatively low scopes of orientation-mean of 1.8 times (Mathias and Jackson, 1991; Okpara, 2004, Samad, 2007 and Sahanwaz and Jugal, 2006.

The capacity levels reported were unsatisfactory because they were average. This unsatisfactory state of affairs could probably be attributed to the failure on the part of GES to align its strengths with its external opportunities (Barness, 1991; Porter, 1985). In order to facilitate overall performance at capacity GES should, thus, align its strength with its external opportunities as well as adopt a resource-based view of the organization and exploit its core and "distinctive competences".

4.4.4 PERFORMANCE OF GES FROM THE PERIOD 2007-2011

Respondents were requested to indicate the extent to which the GES had performed for the period 2007-2011 in respect of each of three indicators. The distribution of responses on the basis of a five-grade likert scale is presented in Table 4.9.

Table 4.9 Assessment of GES Performance (2007-2011)

Performance Indicator	Rating									
	1		2		3		4		5	
	F	P	F	P	F	P	F	P	F	P
1. There has been significant growth in clients that we deal with	8	27.6	7	41.2	3	4.4	24	40.0	59	45.7
2. There has been significant growth in role played by GES in society	5	17.2	5	29.4	2	2.9	26	43.3	63	48.8
3. The reputation of GES has increased	16	55.2	5	29.4	63	92.6	10	16.7	7	5.4
Total	29	100	17	100	68	100	60	100	129	100

Source: Field Survey, April, 2012
F=Frequency   P=Percentage

It is revealed by the data presented in Table 4.9 that out of an aggregate of 303 responses pertaining to the three indicators on the performance of GES for the period 2007-2011, "Very High" topped with overall assessment of 42.6%."Neutral" (22.4%) and "High" (19.8%) followed consecutively. The fourth was "very low" (9.6%) but the last to "low" (5.6%).

In terms of the individual indicators that were rated "Very low", the reputation of the GES (55.2%) and growth in the numbers of clients dealt with (27.6%) came first and second respectively. Growth in the role played by GES in society (17.2%) was the least popular indicator.

As regards the rating of the indicators as low, growth in the numbers of clients dealt with (41.2%) was dominant. Equal shares of 29.4% went to growth in the role played by GES in society and reputation of GES.

The reputation of GES (92.6%) was dominant as the indicator rated neutral. This indicator was followed distantly by growth in the numbers of clients dealt with (4.4%) while growth in the role played by GES in society (2.9%) came last.

In respect of "High" ratings, growth in the role played by GES in society (43.3%) and growth in numbers of clients dealt with (40.0%) came first and second respectively. The reputation of GES (16.7%) was the least frequent indicator.

Lastly, growth in role played by GES in society (48.8%) was dominant, as the "Very high" rating. Growth in the numbers of clients dealt with (45.7%) and reputation of GES (5.4%) followed consecutively.

The overall positive rating of 62.4% reflects the increased attention accorded the pre-tertiary educational sector by both government and donor agencies.

The perception of growth in the role played by GES in the society as the indicator with the topmost "very high" rating might be attributed partially to the improved financial and material resource basis of service as well as increased demand for pre-tertiary education in both rural and urban locations. This increased demand vis-à-vis supply of logistics such as motor vehicles has facilitated the GES accessibility and availability in places which were formally termed "no go areas".

On the contrary respondents' perception of the reputation of GES as the worst educator for the five- year period might be linked partially with public misconception about policies and directives relating to pre-tertiary education in Ghana.

The findings points to the need for co-ordinate efforts to improve the reputation of GES. These efforts should include community based organizations, faith based organizations, traditional authorities, local opinion leaders, parent teacher associations and School management committees.

4.4.5 TRANSFER OF KNOWLEDGE AND SKILLS ACQUIRED THROUGH ORIENTATION TO EMPLOYEES' PRACTICE

The majority (57.4%) of respondents reported unsatisfactory levels of transfer of knowledge/skills acquired through orientation to their practice. Only 42.6% reported satisfactory levels of transfer.

The findings are in agreement with the low means scope of programmes as well as the inadequate donations which were mentioned by respondents during their interaction with the researcher.

4.4.6 FACTORS FOR SATISFACTORY TRANSFER OF KNOWLEDGE AND SKILLS ACQUIRED THROUGH ORIENTATION TO GES EMPLOYEES PRACTICE

Respondents who made positive assessment of the effect of orientation on their performance attributed their assessment to six factors. The foremost factor was the respondent's own intrinsic motivation for performance (39.9%-38 respondents).The second most dominant factor was relevance of orientation topics to employee's work (21.4%-22 respondents) while the third was healthy relations among employees (14.6%-15% respondents).

Adequacy of logistics/materials (12.6%-13 respondents) and demand-driven motivation to satisfy clients (11.7%-12 respondents) followed consecutively. The least important factor was motivated by GES (2.9%-3 respondents).

The identification of intrinsic motivation as the most dominant factor of satisfactory transfer of knowledge and skills acquired through orientation to employees' practice is in agreement with the contentions by Alderfer (1969) and Bennett (2001).

Similarly the positive perception of motivation reflects that appropriate orientation serves as an expression of how the individual employee views his situation in terms of what he desires from it. This perception can be a representation of the total motivation state of the GES employee hence; the high time rating accorded it as a factor for satisfactory transfer.

The findings attest to the need to enhance the scopes of the low-rated factors such as motivation by GES. Other relevant factors include inadequacy of logistics/ materials and suitable working environment.

4.4.7 FACTORS FOR UNSATISFACTORY TRANSFER OF KNOWLEDGE AND SKILLS ACQUIRED THROUGH ORIENTATION TO GES EMPLOYEES' PRACTICES

Respondents who made negative self-assessment of the levels of transfer of their knowledge/skills to their practice attributed their unsatisfactory assessment to seven factors. The leading factor was identified to be the unsuitable working environment (29.7%- 58 respondents). Lack of motivation by GES (21.5%-42 respondents) came second while unhealthy competition among employees (16.4%-32 respondents) came third.

The fourth and fifth factors were respectively the lack of demand-driven motivation to satisfy clients (13.8%-27 respondents) and inadequacy of logistics/materials (14.4%-28 responses)irrelevance of orientation topics to employees' work (2.6%-5 respondents) was the sixth factor in order of importance while the last was the lack of intrinsic motivation for performance (1.5%-3 respondents).

The findings in general attest to the combined effects of the weaknesses of the programmes and the causes of low motivation as well as low job satisfaction among GES employees.

The unsuitable working environment e.g. is portrayed by the use of a wooden structure as the Regional Office of the GES. Ironically, in the same vicinity one finds modern structures occupied by employees of other organizations such as Public Services Commission, Ghana Investment Promotion Centre, Volta River Authority, Electricity Company Of Ghana, Ghana Water Company Limited and Ghana Revenue Authority. Additionally, the perception of lack of motivation by GES as the second most important factor for the unsatisfactory transfer is in conformity with the contention by Okpara (2004).Job satisfaction and commitment are primary determinants of the employee turnover, performance and productivity.

The findings call for the provision of suitable working environment for GES employees to boost their moral and self-esteem as well as public perception of the importance of the service.

4.5 CHALLENGES GES ENCOUNTERS IN ORGANIZING ORIENTATION PROGRAMMES FOR ITS EMPLOYEES

The challenges of orientation programmes for GES employees include the planning of the curricular, implementation/training, monitoring and evaluation. The principle derives from the perception of the GES employee as a mature, tested and experienced actor and observer of his/her world including the force at play. The employees' library of knowledge should, hence not be overlooked when orientation programmes are intended to enhance his/her performance.

On the basis of the above principle, respondents in the study were requested to state challenges that go with orientation of employees in the GES. An aggregate of seven challenges were stated with a multiple of 267 frequencies by respondents.

The leading challenge was quality of programmes (23.4%-63 responses).The second most mentioned challenge was frequency of programmes(17.2%-46 responses).The third and fourth challenges were the unsuitable working environment (15.7%-42 responses) and inadequate motivation such as promotion for performance (14.2%-38 responses) respectively.

Non-cooperation of management/ supervisors (11.6%-35 responses) and inadequacy of logistics (10.1%-27 responses) followed consecutively. The least mentioned challenge was lack of cooperation of co-workers (7.5%-20 responses).

In response to the above challenges, respondents made mention of some of the ways that these challenges can be mitigated. These include; improved quality of programmes, enhanced frequency of programmes, suitable working environment, and provision of adequate motivation, cooperation of management, adequacy of logistics and cooperation of co-workers.

The hierarchy of strategies roughly reflects the aggregation of the weaknesses of the orientation programmes and the factors for the unsatisfactory transfer of knowledge and skills to employees' practice. The identification of improved quality of programmes for example, is in conformity with the identification of poor organization, the format and topics treated as the top three weaknesses of the programmes. On the other hand the mentioned improved frequency of the programmes tallies with timing/duration as the next most pressing weakness.

In the study, unsuitable working environment was reported to be the foremost factor for unsatisfactory transfer of knowledge and skills to practice hence the high rating accorded it as one of the recommended strategies. Additionally, mention of adequate incentives, cooperation of management/supervisors, provision of logistics/materials and cooperation of co-workers is in line with their identification among the factors for low transfer of knowledge to practice.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

Employee Orientation, which is one of the main ways of introducing employees to their organizations, is often the missing ingredient in most organizations. Orienting employees to their workplaces and their jobs is one of the most neglected functions in many organizations. A well thought out orientation programme, whether it lasts one day or six months, will help not only in retention of employees, but also enhance performance. Organizations that have good orientation programmes get new people to have better alignment between what the employees do and what the organization needs them to do and the effect on performance as well. A well planned employee orientation programme will help to get new employees off on the right foot immediately. Effective employee orientation has also been said to be a precursor to good performance. The main objective of the study therefore was to find out the how effectiveness of employee Orientation affects performance. Below are the key findings of the study.

5.1 SUMMARY OF THE KEY FINDINGS

In this study, a number of objectives were set to be achieved. The first objective was to identify the characteristics of employee orientation policy in the GES. Regarding this, it was established that there were inadequate orientation policies in the different sectors, though not always formalized or effective due to the lack of funds and planning. The second objective was to examine the effect of orientation on employee performance in the GES. The research confirmed that orientation has low satisfactory effect on performance. Finally, the research seeks to find out the challenges that go with orientation in the GES. The challenges indicated

by the employees of the GES were the low quality and infrequent organization of orientation programmes, unsuitable working environment, and inadequate incentives such as promotion for productivity, inadequate logistics/materials, non-co-operation of management/supervisor and non-co-operation of co-workers.

5.2 CONCLUSION

Based on the above findings pertaining to the objectives of the study the following conclusions are drawn. Organizations should make it their responsibility to address their history and duties as well as the responsibilities through a well thought out plan and orientation program for their new recruits and current employees. This, when carried out addresses a number of issues for the organizations. The orientation programs serve as an important platform for addressing organizational culture, vision and mission. All the objectives set were achieved and with regard to the main objective of the study it can be concluded that the following problems, such as lack of human resource policy, quality and infrequent organization of orientation programmes, unsuitable working environment inadequate logistics/materials etc. were indeed the key factors affecting effective employee orientation in the GES? If the recommendations given are well taken and implemented, it would improve employee performance in the GES.

5.3 RECOMMENDATIONS

On the basis of the objectives of the study the researcher found it necessary to enhance the efficiency and the effectiveness of employee orientation and performance in the GES through the following measures.

Resources should be made accessible for the employee orientation

One of the reasons identified was the low quality and infrequent organization of orientation programmes due to lack of resources which made GES employ ad hoc measures to orient staff. In allocating resources for the running of the institution, it is important to allocate sufficient funds to cater for orientation. If it is well planned, it does not have to cost much because it usually does not involve personnel from outside the institution.

Availability of a well-structured employee orientation curriculum

A well-thought-out orientation process takes energy, time and commitment; however it usually pays off for the individual employee, the department, and the organization. Employee orientation programmes which are well structured tend to yield the desired result. Like any strategy, if it is well planned, it increases the odds of its effectiveness. There should be a standard procedure so that regardless of who is in charge, it will be easy for them to organize it, bringing about consistency.

The Provision of valuable, accurate and timely information

New employees may start asking questions such as: "What is the dress code? Where are the tools for my job? How does the telephone system work? When do people eat, meet and get paid?" These need to be answered quickly to make new employees comfortable with unfamiliar surroundings. But, after a little while, employee's questions will change and mature. Now the GES will face queries like: "How will I be appraised? Why do we do things this way? How can I go about suggesting changes? Who can I see for guidance, approval and support?" These will take greater time and effort for the Ministry to explain and the employee to comprehend. It is not possible for the employer (GES) to answer all possible questions in the first few days. This process should more properly cover the first weeks or

even months on the job. This lets new staff absorb essential information more gradually and completely thus adding to understanding, retention, and commitment.

Employee orientation should be done in a conducive environment.

Employee Orientation should be done in a conducive environment with all necessary the facilities with refreshment package to make the programme interesting and enjoyable as well as to motivate employees to attend orientation programmes in their numbers to help him/her to get started right to enhance performance.

Employee orientation should involve other staff members of the organization

Orientation should not be limited to only the trainer but should involve all the staff members. This will help new employees get to know more about the organizational culture and values, some of which may not be documented.

Trained people should be used in orientation programmes

To make the employee Orientation training programme effective, everyone who is involved needs to be trained in one way or the other so that all the people orienting the new employee are on the same page to avoid conflicting information. Private and Public consultant should be involved to add diverse contributions' for effective results.

Orientation should be tailored to meet individual capabilities and skills

Even though there should be standard ways of training, it needs to be tailored to meet individual capacities and skills. The method of orientation given to executive officers will not be the same as that of a messenger or cleaner for example, due to the different educational levels and work requirements. In addition, there should be quality and frequent programmes, suitable working environment, adequate logistics/materials to work with, co-operation of

management/ supervisors as well as co-workers and finally adequate incentives should be provided to employees of GES to enhance their performance.

In conclusion, although many organizations may accept that employee orientation is indispensible, the recommendations above are not exhaustive. This work is not in any way exhaustive. The findings and lessons are stepping stones towards a better understanding of the effect of employee orientation on performance, which is rapidly expanding. The reality in practice may require more effort and further research.

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QUESTIONNAIRE

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY (KNUST)

INSTITUTE OF DISTANCE LEARNING, COMMONWEALTH EXECUTIVE MASTERS

IN PUBLIC ADMINISTRATION (CEMPA)

THE EFFECT OF EMPLOYEE ORIENTATION ON PERFORMANCE (A CASE OF THE GHANA EDUCATION SERVICE, GREATER ACCRA REGION)

This instrument is meant to solicit data on "the effect of employee orientation on performance". The researcher is a student at the KNUST Institute of Distance Learning, Commonwealth Executive Masters in Public Administration (CEMPA) and this research work constitutes the long essay component of the entire course work. Please be assured that this research is purely an academic exercise so your response will be kept strictly confidential. Please be at ease in providing clear, accurate and objective responses to the questions in this questionnaire.

Thank you.

SECTION A: PERSONAL PROFILE

1. Gender: [a] Male [ ]   [b] Female   [ ]

2. Age……………(Please state age as at your last birthday)

3. Education: [a] SSS/SHS/O' LEVEL [ ] [b] A' LEVEL/Post-Secondary [ ]

   [c] Diploma / HND [ ]   [d] Degree [ ] [e] Master [ ] [f] PhD [ ]

4. Duration of service (years): [a] 5 or less [ ]   [b] 6-10 [ ]   [c] 11-15 [ ]

      [d] 16-20 [ ]   [e] >20 [ ]

5. Unit/Department:[a] Registry [ ] [b] EMIS [ ] [c] Guidance and Counseling [ ]

    [d]Special Education [ ]   [e] H.R [ ]   [f] Girl Child [ ]   [g] Stores [ ] [h] Audit [ ]

6. Status: [a] Management   [ ] [b] Senior Officer [ ]   [c] Junior Officer [ ]

SECTION B: CHARACTERISTICS OF EMPLOYEE ORIENTATION POLICY

7. How many times have you participated in orientation organized by the GES since 2007?

    ………………..

8. Select ALL the organizations that have organized orientation programmes in which you

    have participated since 2007[a] G.E.S   [ ]   [b] Private Consultant [ ]   [c] Public

    Consultant [ ] [d]Other(specify)……………………..

9. Select ALL venues for the programmes [a] G.E.S office [ ]   [b] Classroom/Lecture

    hall [ ]   [c] Conference Room [ ]   [d] Premises of Consulting

    organization [ ]   [e] Other

    (specify)…………………………………………….

10. When was the orientation programmes organized? (select all relevant responses)

    [a] Normal Working hours [ ]   [b] Outside working hours on working days[ ]

    [c] Weekends/ Public/School holidays [ ]   [d]

    Other(specify)………………………………

11. Select ALL the techniques /media which were used in the facilitation of the programmes.

    [a]Leaflets [ ]   [b] Seminar Presentation [ ]   [c] Talks by

    Resource persons [ ]   [d] Observation [ ]   [e] Open fora [ ]   [f]

    Audiovisual aids [ ]   [g] other

    (specify)……………………………………………………..

12. Mention ALL the topics/issues that were treated at the programme

 a. Introduction to
  organization……………………………………………………………….
  …………………………………………………………………………………
  ..

 b. Introduction to work and required job knowledge
  …………………………………..
  …………………………………………………………………………………
  ..…

 c. Introduction to work team and
  coworkers……………………………………………….………………………
  …………………………………………………………..…

 d. Other
  (specify)…………………………………………………………………………
  …………………………………………………………………………………

13. How will you describe the main format of the orientation programmes? [a] Formal and structured [ ] [b] Non-formal and structured [ ] [c] Informal [ ]

14. Kindly indicate your assessment of the overall quality of each of the following characteristics of the programmes.

CHARACTERISTIC	ASSESMENT	
	Satisfactory	Unsatisfactory
a. Topics treated		
b. Organizers		
c. Facilitation		
d. Venues		
e. The number of participants		
f. Timing/Duration		
g. Format		
h. Other(specify)		

SECTION C: EFFECT OF ORIENTATION ON EMPLOYEE PERFORMANCE

15. Please indicate your level of agreement with EACH of the following statements relating to your job commitment:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am highly attracted to my work					
I always come to work on time					
I always finish assigned jobs within time					
I always feel bothered for job failures					
My work and its related activities are more important than others					
My job provides the major source of gratification when compared to all other activities					
I perceive the importance of being identified with my work and evaluating others' worth on that basis					

16. Please indicate your level of satisfaction with the following variables pertaining to your job satisfaction:

	Greatly dissatisfied	Dissatisfied	Neutral	Satisfied	Greatly satisfied
Salary					
Benefits, allowances and bonuses					
Security and administration of your pension plans					
Work design (flexibility / rotation)					
Physical working environment					
Opportunity for advancement					
Job security					
Quality of supervisor and leadership					
Recognition received from your supervisor					
Your relationship with your peers					
Your overall satisfaction with your company					
Overall satisfaction with your job					

17. Can you please rate your overall performance level at work in relation to your actual

capacity? [a] At Capacity   [b] Average   [c] Below

Capacity

18. Please indicate the extent to which GES has performed over the years. For each phrase or

sentence, the scores for the rating are as follows: 1 = Very low; 2 = Low; 3 = Neutral; 4 =

High; 5 = Very High. Please circle as appropriate.

Performance Indicator	Rating				
1. There has been significant growth in clients that we deal with	1	2	3	4	5
2. There has been significant growth in role played by GES in society	1	2	3	4	5
3. The reputation of GES has increased	1	2	3	4	5

19. What is the effect of orientation on employee performance?

[a]Satisfactory   [b] Unsatisfactory

20. If satisfactory to 22 above select all the factors for your positive assessment.

[a]My own intrinsic motivation for performance [ ]

[b]Relevance of orientation subjects to my work [ ]

[c]Motivation by G.E.S [ ]

[d]Healthy competition among employees [ ]

[e]Demand driven motivation to satisfy clients [ ]

[f]Adequate logistics/material [ ]

[g]Suitable working environment [ ]

[h] Other

(specify)………………………………………………………………………………

21. If unsatisfactory to 22 above, select all the factors for it.

[a]Lack of intrinsic motivation for performance [ ]

[b]Irrelevance of orientation subjects to my work [ ]

[c]Lack of motivation by G.E.S [ ]

[d]Unhealthy competition among employees [ ]

[e]No demand driven motivation to satisfy clients [ ]

[f]Inadequate logistics/material [ ]

[g]Unsuitable working environment [ ]

[h]Other

specify)………………………………………………………………………………..

SECTION D: CHALLENGES THAT GO WITH EMPLOYEE ORIENTATION

21. What challenges do you think GES encounters in orienting its new employees?……………………………………………………………………………………………
……………..…………………………………………………………………………………
………………..………………………………………………………………………………
…………………………………………

22. In what ways can these challenges be mitigated?
…………………………………………...
………………………………………………………………………………………………..…
……………………………………………………………………………………………………

THANK YOU!