

Effect of employee orientation in creating satisfaction with work

Worlu Rowland
Mugri Ruth
Akpakip Christiana Ekot
Covenant University, Nigeria

Key words

Training, Development, Employee Orientation and Job satisfaction

Abstract

The main purpose of this study is to determine the "Effect of Employee orientation in creating employee satisfaction with work, using United bank for Africa (UBA), Plc, as case". The continuous quest for training pervades all levels of industry, from the national level to individual companies' level. Thus from national wellbeing to individual company productivity. An organization that wants to maintain a sustainable level of success and development and be able to stand in the face of competition, must be able to have a workforce, where people are willing to learn and develop continuously. The data required for this study was gathered through the instrument of questionnaire. A total of 74 questionnaires were administered, using the census survey method. The descriptive method for analyzing the data was adopted, while correlation matrix, simple and multiple regressions were used to test the hypothesis, with the help of the Statistical Package for Social Sciences. Findings of this study revealed that there is a significant effect of Employee orientation on employee satisfaction with work. It is recommended that Managers must ensure appropriate adherence to induction training as this forms a foundation for development and employees' satisfaction with work itself.

1. Introduction

Employee orientation is an essential aspect of training, where a new recruit is introduced to his/her new working environment, the coworkers and the policies and procedures, rules and regulations of the organization (Bennett, 2001). This orientation process helps new employees become familiar with the job, task and other aspects of the working environment, which enhances their performance on the job. A new perspective of orientation is to shape employees attitudes, behaviors and cause them to set expectations in meeting the goals of the organization (Asare-Bediako, 2008). This orientation process is also seen as an socialization process, because it facilitates the entry process of new employees and their interactions with the job, organizational processes and other workers. Socializations are therefore the act of encouraging interactions between employees and their entire work processes. Again, it should be noted that orientation forms the basis of good performance and productivity, because when employees know what to do and what not to do, they shape their expectations and behaviors towards such parameters and set goals on how be align with the organizational rules and thus on how to achieve organizational objectives.

With accelerating rate of change and aggressive competition, research has proven that businesses that adopt employee orientation excel more than those who pay little or no attention to employee orientation. This is because, through employee orientation, focus is built among employees, values and beliefs are reinforced, which thus take the business to another level of decreasing cost and increasing profits (Deplaned, 1999). Anytime there are new hires, they also expect some form of orientation before they start work effectively. And they tend to stay in the organization, when they realize their expectations were met or fully met. This gives a positive first impression and which they build on throughout their stay in the organization. Thus, building a positive impression for new recruits during orientation is the first success to retention.

The process of orientation can be thought of by understanding the applying the system concept, in that, orientation begins from the input, to transformation to output. By inputs, we are talking of both situational and background factors, which are: nature of the job, economic demands for situational and past jobs, experiences and education for the background factors (Bennett, 2001). It is known that employee orientation form the foundation for organizational performance, as employees are briefed on what is

expected of them early enough as they join an organization. Organizational performance is affected by employee orientation in a very great way, as it sets productive attitudes and behaviors for the employees, though others seem to say there is no relationship. Orientation sets a platform for employees to develop the required skills needed for their job and to know the opportunities and incentives that will be offered them. This acts as a motivational force and induces strong zeal for their work and for effective performance (Boselie et al., 2005; Collins and Smith, 2006; Hailey et al., 2005). Through orientation, new employees are able to gain clarity on their roles, responsibilities, supervisions, work processes, hierarchy involved and other job related matters that help to build their minds and gives them focus on the job, which also leads to efficiency and effectiveness on the job. Thus employee orientation is positively related to organizational performance. Employee orientation is a key success to any business and for any businessman who wishes to success and retain key talents (Matsuno & Mentzer, 2000; Narver and Slater, 1990; Pelham, 2000).

1.1 Statement of research problem

Though employee orientation is very beneficial to an organization, there are still some loopholes that need to be covered to ensure efficiency. Osunde (2015), reported that quality of an organization can be influenced by the satisfaction or dissatisfaction of employees with the work. This quality begins when a new employee enters an organization. As such, the intensity of orientating new employees affects their satisfaction at work and in turn influences the quality of their input in that organization. A significant problem that continues to confront most banks, is insufficient provision of orientation for new recruits, to enable them understand their work and fully deliver to meet expectations. In addition, many banks see orientation as waste of organizational resources and time (Blackwell, 1997).

1.2 Research objective

1. To determine the effect of employee orientation in creating employee satisfaction with work.

1.3 Research question

The researcher had the following question;

1. To what extent does employee orientation affect employee satisfaction with the work.

1.4 Research hypothesis

H_0 : There is no significant effect of Employee orientation on employee satisfaction with work.

H_a : There is a significant effect of Employee orientation on employee satisfaction with work.

2. Literature Review

Klein and Weaver (2000) attest that new employees who attended orientation training became more adaptable to the organization, than those who did not attend the training program. As such, those who attended turned to be better satisfied at work than the others. New comers are known to possess a very high level of socialization and initial positive attitude on the job, after their orientation process. This makes their job satisfaction rate to reach the peak at the point of entry into an organization (Boswell, Shipp, Payne & Culbertson, 2009).

Orientation training is one facet of socialization, which facilitates interpersonal relationships, goal clarifications and awareness to new employees about the politics within an organization. Through orientation, new employees are fully integrated into an organization or work group, thus making learning and working in a new environment more pleasant (Bauer et al, 2007). It increases job and task clarity and sets positive expectations towards the job. As such, it is realized that job satisfaction is positively related how far an employee is clarified about his goals, expectations, work group (social relationships) and how such an employee can bring about harmony amongst these areas (Edwards & Cable, 2009).

In the same vein, Vigoda (2000) suggest that organizational politics have been seen as a negative influence or contributor to job satisfaction. Orientation training becomes a good platform for new employees to be aware of these politics occurring in an organization. This makes them aware and helps them on how to avoid these politics, while trying to navigate around it, to achieve their required goals. Therefore orientation training positively affects job satisfaction of an employee, since through orientation; job characteristics and certain behaviors are built within the new comer, which boost his or her satisfaction with the new job and environment.

Joo and Mclean (2006) posit that orientation training has been widely used to predict job satisfaction of employees (new comers) in an organization. This is because, orientation training sets a stage for the development of expected attitudes and perceptions that could positively affect an employees' approach to his or her task, productivity and the satisfaction derived from the job. Orientation training is known to have a more direct link to job satisfaction, than the other forms or types of training. As such, organizations are encouraged to devote more resources for a well planned and conducted orientation training program.

Georgellis, Lange and Tabvuma (2012) revealed that through job satisfaction, an organization achieves high level of productivity, low turnover and growth. It has always been known that a happy worker is a productive worker. And a productive worker will always take an organization to higher levels of growth, while achieving a competitive advantage over rivals, and at the same time, advancing employees and bringing them to the point of achievement and self fulfillment. This explains why job satisfaction is very important to both employees and employers. Thus, employers will need to put all resources necessary to make sure that they can achieve a better orientation training program, in order to set expectations and positive attitudes at an early stage of employment

When orientation training is solid, that is effectively carried out, it reduces future negative behaviors like; absenteeism, demotivation, lack of commitment, quitting intentions and even other uncertainties that cannot be dictated immediately (Georgellis, Lange & Tabvuma, 2012).

3. Methodology

The population of this study includes all employees (both junior and senior staff) of United Bank for Africa(UBA) Plc in Nigeria. However, due to time constraint, the population of the study was limited to United Bank for Africa in Ado-odo Local Government Area, Ota, Ogun State. The population of the study was made up of all categories of employees comprising, entry level, junior, senior employees of the bank. That is, all the branches of United Bank for Africa in Ota, Ogun State (Canaanland and Sango).

A total of Seventy four (74) respondents were used for this study, drawn from both junior and senior staff of United Bank for Africa (UBA) Plc. There was no sample size drawn from the population, since the researcher adopted a census survey method. Therefore, the census sample was seventy four employees of UBA (Canaanland and Songo), Ota, Ogun State. That is, 26 and 48 employees respectively, making a total of 74 as the census sample. The instrument used for this study was the self administered questionnaire, which is one of the most common means of collecting data.

4. Data presentation, analysis and interpretation of results

This chapter looks at the presentation, analysis and interpretation of data collected through the data collection instrument. All these shall be arranged, synthesized, edited and analyzed for reading comprehensive and making reliable conclusions.

4.1 Bio-data of respondents

This section shows the profile of the respondents, in terms of age, gender, marital status, educational qualification and job status.

Table 4.1 Bio-Data of respondents

ITEMS	UBA	Total %
Number of respondents	74	100
Actual respondents	74	100
Number of Males (in %)	52	70.3
Number of Females (in %)	22	29.7
Number of Single (in %)	36	48.6
Number of Married (in %)	38	51.4
Number of Junior staff (in %)	57	77.0
Number of Senior staff (in %)	17	23.0
Average age of respondents (in %)	33	44.6
Average Qualification of respondents (in %)	49	66.2

Source: Field survey (2017)

Interpretation

This section has been able to analyze the bio data of respondents of UBA (both branches at Canaanland and Sango), with a total number of respondents being 74. It can also be deduced that, majority of the respondents from both banks were males, and within the age brackets of 26-35 years. And most of the respondents were holders of first degree, with the highest population being junior staff.

4.2 Descriptive analysis of data on relevant variables

This section will focus on each question and its responses, categorized according to the research objectives in order to answer the research questions.

4.2.1 To determine the effect of employee orientation in creating employee satisfaction with work.

This is the first objective of this study. To enable us achieve this objective, a research question was posed and restated as follows:

Research Question : To what extent does employee orientation affect employee satisfaction with work?

To answer this research question, likert scale items were raised in section B of the questionnaire. The responses are presented and analyzed as follows:

Table 4.2.1 You were personally introduced to your new colleagues, managers and other appropriate people during your first few days at work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	47	63.5	63.5	63.5
Agree	12	16.2	16.2	79.7
Neutral	8	10.8	10.8	90.5
Strongly Disagree	4	5.4	5.4	95.9
Disagree	3	4.1	4.1	100.0
Total	74	100.0	100.0	

Source: field Survey (2017)

Interpretation

From this table, it is realized that 47 respondents strongly agree to the fact that they were personally introduced to their new colleagues and other appropriate people during their first few days of work, representing 63.5% of the total sample size. 12 respondents also agreed to the same statement, representing 16.2% of the total sample size. 8 respondents remained neutral, while 4 and 3 strongly disagreed and disagree respectively, representing 5.4% and 4.1% of the total sample size respectively.

Table 4.2.2 Your induction helped you to understand your job, responsibilities, and performance standards.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	28	37.8	37.8	37.8
Agree	35	47.3	47.3	85.1
Neutral	8	10.8	10.8	95.9
Strongly Disagree	3	4.1	4.1	100.0
Total	74	100.0	100.0	

Source: field Survey (2017)

Interpretation

35 respondents clearly agreed that their induction helped them to understand more about their job and responsibilities. Also, 28 respondents strongly agreed to this statement, representing 37.8% of the total sample size. 8 respondents remained neutral, while 3 strongly disagreed to the same, representing just 4.1% of the total sample size.

4.2.3 Appropriate policies and procedures important to your job were shown and explained to you.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	6.8	6.8	6.8
Agree	52	70.3	70.3	77.0
Valid Neutral	14	18.9	18.9	95.9
Disagree	3	4.1	4.1	100.0
Total	74	100.0	100.0	

Source: filed survey (2017)

Interpretation

Majority of respondents with a frequency of 52 agreed to that they were shown appropriate policies and procedures relevant to their job. This represented 70.3% of the total population. Meanwhile 14 respondents remained neutral with a percentage of 18.9. Only 5 respondents strongly agreed, representing 6.8% of the population.

4.2.4 Through induction, your work gives you a feeling of personal accomplishment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	55	74.3	74.3	74.3
Neutral	12	16.2	16.2	90.5
Valid Strongly Disagree	3	4.1	4.1	94.6
Disagree	4	5.4	5.4	100.0
Total	74	100.0	100.0	

Source: field Survey (2017)

Interpretation

From the table above, it is seen that 55 respondents agreed that induction gives them a feeling of personal accomplishment, representing 74.3% of the total population. And 12 respondents remained neutral to the same, representing 16.2% of the total population.

4.2.5 You were provided with the tools and resources to do your job well.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	18.9	18.9	18.9
Agree	53	71.6	71.6	90.5
Valid Neutral	4	5.4	5.4	95.9
Strongly Disagree	3	4.1	4.1	100.0
Total	74	100.0	100.0	

Source: field survey (2017)

Interpretation

It is noted from the table above that, 53 respondents agreed that they were given tools and resources needed to do their job well, and 14 respondents strongly agreed to the same. this gives a representation of 71.6% and 18.9% of the total population respectively. Just 3 respondents strongly disagreed to the same, representing only 4.1% of the total population.

Table 4.2.6 Your job makes good use of your skills and abilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	14.9	14.9	14.9
Agree	39	52.7	52.7	67.6
Valid Neutral	13	17.6	17.6	85.1
Strongly Disagree	8	10.8	10.8	95.9
Disagree	3	4.1	4.1	100.0
Total	74	100.0	100.0	

Source: field survey (2017)

Interpretation

A large number of respondents agreed that their job makes good use of their skills and abilities, representing 52.7% of the total population, and 13 respondents remained neutral, representing 17.6% of the total population. Again, 11 respondents agreed to the statement, representing 14.9% of the total population, while 8 and 3 of the respondents strongly disagree and disagree respectively.

4.2.7 You are satisfied with the information you receive from the induction program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	17	23.0	23.0	23.0
Agree	31	41.9	41.9	64.9
Neutral	19	25.7	25.7	90.5
Strongly Disagree	7	9.5	9.5	100.0
Total	74	100.0	100.0	

Source: field Survey (2017)

Interpretation

From the table above, it is clear that 31 respondents agreed to be satisfied with the information received during induction, representing 41.9% of the total population, and 17 respondents strongly agreed to the same, representing 23.0% of the total population. Also, 19 respondents remained neutral about this statement, representing 25.7% of the total population. And a total of 7 respondents strongly disagreed to the statement, representing 9.5% of the total population.

4.2.1 General Discussion

This section has been able to analyze the effect of employee orientation in creating employee satisfaction with work in UBA. Therefore it can be seen that, UBA values induction and ensures that the expectations of new recruits are met at an early stage. Thereby building a satisfaction level in the employees. Respondents agreed that induction programs are well designed and tailored to meet their needs. Thus, getting them satisfied with their work and in the working environment.

4.3 Testing of hypothesis and discussion of results

Regression analysis was used to test the hypothesis of this study.

H_{01} : There is no significant effect of employee orientation on employee satisfaction with work.

H_{a1} : There is a significant effect of employee orientation on employee satisfaction with work.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.357 ^a	.127	.115	.898

Source: Author's Computation, 2017

a. Predictors: (Constant), Employee Orientation

The correlation value from the Model summary table denoted as R (=0.357), indicates a weak positive correlation between Employee Orientation and Employee Satisfaction with Work, even though being significant. Also the coefficient of determination R², implies that the employee orientation in the bank has just 12.7% effect in determining an employee's satisfaction with work.

Table 4.3.2

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.483	1	8.483	10.517	.002 ^b
	Residual	58.071	72	.807		
	Total	66.554	73			

Source: Author's Computation, 2017

a. Dependent Variable: Work Itself

b. Predictors: (Constant), Employee Orientation

The ANOVA table indicates a significant impact of the employee orientation on work itself, rejecting the null hypothesis of no significant impact at 95 % confidence interval (assurance) or 5% level of significance (risk), since the p-value from the table is less than 5%.

Table 4.7.1.3 **Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.976	.236		8.378	.000
Employee Orientation	.310	.095	.357	3.243	.002

Source: Author's Computation, 2017

a. Dependent Variable: Work Itself

The table of Coefficients caters for the efficiency of the coefficients or the significant coefficients of the predictors. From the table both predictors (Employee Orientation and the constant) are significant, implying that they have a major impact in determining employees satisfaction with work.

The Beta value is moderate and does not have any other for comparison since the simple linear regression is what is being incorporated. It however is used to ascertain which of the predictors (independent variables) in a multiple linear regression has the least and most impact on the dependant variable.

5. Discussion of findings

The findings of the study are based on statistical data analysis and hypothesis testing. The descriptive analysis of the data reveals that there is a significant effect of employee orientation on employee satisfaction with work. That is, the alternate hypothesis which states that; there is a significant effect of employee orientation on employee satisfaction with work is accepted and the null hypothesis rejected. It was observed from the empirical analysis that all the variables from the two variables, employee orientation and employee satisfaction with work itself had significant relationship with each other. Furthermore, the empirical analysis revealed that respondents generally agreed to the importance of induction training in making them understand their job roles, duties and expectations, which makes them satisfied with their work.

These findings corroborate the findings of Klein & Weaver, (2000). Their findings showed that employee orientation training is an aspect of familiarizing a new employee to elements of the new working environment. like; organizational goals and procedures, policies, health and safety issues, social relationships and other aspects that affects the employees job attitudes and expected performance. Orientation training however affects core areas of work satisfaction in an organization. These areas could include commitment, job performance and employee turnover rate. Recently, orientation training has been widely used to predict job satisfaction of employees (new comers) in an organization. This is because, orientation training sets a stage for the development of expected attitudes and perceptions, that could positively affect an employees' approach to his or her task, productivity and the satisfaction derived from the job.

6. Conclusion

Most employees who are underperformers may not know what it requires for them to perform better, as such, they may require a lot of clarifications, which is one of the major responsibility for orientation in an organization. An organization that values employee orientation, creates an environment of transparency on the path of the organization and the employee feels valued and belonged. It also shows that the organization views orientation as an important aspect to carry employees along and to make employees know the organization is ready to work with them and which brings about greater employee commitment. Through orientation, employees develop a learning habit that cause them to align with the organizations strategy and which helps to build employees knowledge and skills and even competencies. This climate could also help to create an environment where knowledge is shared to achieve business goals and objectives. Thus a cooperative learning system was employees and their

coworkers learn from each other and as a result help each other in difficult times to attain organizational goals.

7. Managerial implications

- i. Managers should be able to adequately plan and prepare for orientation training for new employees, in order to rightfully meet the expectations of the new comers and build a sustainable foundation for their satisfaction within the organization. It is realized that, most times, managers do not plan for orientation such that it covers the needs of the new recruits. When this is not done, the expectations of new recruits remain unmet and results in dissatisfaction.
- ii. Managers should be able to highlight the importance of training and development in fostering job satisfaction amongst employees. And management must also ensure that every employee sees the importance of training and development and have equal opportunity to be trained when the need arises. When employees see the importance of training, it increases their level of commitment and engagement. They become prepared and are willing to learn, thus increasing their motivation and satisfaction as well.

8. Suggestions for further research

Further research is needed in the area of determining how employee induction programs can be tailored to meet new recruit expectations, in order to achieve satisfaction with their work and new working environment.

The study examined the effect of employee orientation in creating employee satisfaction with work. Further research can be carried out, using other variables like employee retention or motivation. These variables can be examined with respect to training and development too.

9. Acknowledgements

The authors acknowledge and appreciate the support and contributions of Dr. Rowland Worlu, as well as Covenant University, Nigeria, for the privilege to publish this paper.

10. References

- Asare-Bediako, K. (2008). *Professional Skills in Human Resource Management*, (2nd ed). Kasoa, Ghana.
- Bauer, T. N., Bodner, T., Erdogan, B., Truxillo, D. M., & Tucker, J. S. (2007). Newcomer Adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes and methods. *Journal Of Applied Pscychology*, 92(3), 707-721.
- Bennet, R. (2001). Orientation to work and some implications for management, *Journal of Management Studies*, 1, 149-62.
- Blackwell Encyclopedic Dictionary of Human Resource Management (1997).Malden, MA: Blackwell Publishers.
- Boselie, P., Dietz, G., & Boon, C. (2005). Commonalities and Contradictions in HRM and Performance Research. *Human Resource Management Journal*, 15(3), 67-94.
- Boswell, W. R., Shipp, A. J., Payne, S. C., & Culbertson, S. S. (2009). Changes In Newcomer Job Satisfaction Overtime: Examining the patterns of honeymoons and hangovers. *Journal of Applied Psychology*, 94(4), 844-858.
- Collins, C. J., & Smith, K. G. (2006). Knowledge Exchange and Combination: Role of Human Resource Practices in the Performance of High-Technology Firms. *Academy of Management Journal*, 49(3), 544-60.
- Cook, J. D., & Heptworth, S. J. (1981). *The experience of work: A compendium and review of 249 measures and their use*: Academic Press London.
- Edwards, J. R., & Cable, D. M. (2009). The Value of Value Congruence. *Journal of Applied Psychology*, 94(3), 654.
- Georgellis, Y., Lange, T., & Tabvuma, V. (2015). Orientation Training and Job Satisfaction: A Sector and Gender Analysis. *Journal of Human Resource Management*, 80(2),464-473.
- Hailey, V. H., Farndale, E., & Truss, C. (2005). The HR Department's Role in Organizational Performance. *Human Resource Management Journal*, 15(3), 49-66.
- Joo, B. K. B., & Mclean, G. N. (2006). Best Employer Studies: A conceptual model from a literature review and a case study. *Human Resource Development Review*, 5(2), 228-257.

- Klein, H. J., & Weaver, N. A. (2000). The effectiveness of an organizational-level orientation training program in the socialization of new hires. *Personnel Psychology, 53*, 47-66.
- Narver, J. C., Jacobson, R. L., & Slater, S. F. (1999). Market Orientation and Business Performance. An Analysis of Panel Data. In Desphand, R; ed: *Developing a Market Orientation*, New York: Sage Publications Inc., Thousand Oaks.
- Vigoda, E. (2000). Organizational Policies, Job attitudes and work outcomes: Explorations and implications for the public sector. *Journal of Vocational Behavior, 57*(3),326- 347.
-