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Measuring the functional effectiveness of employee orientation program conducted in the private commercial banks of Bangladesh

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ABSTRACT

Purpose – Employee Orientation is one of the most imperious functions of human resource management. Therefore, it is essential to determine the functional effectiveness, which is rarely addressed in the existing literature. Therefore, this paper had endeavored to replete the research gap by measuring the functional effectiveness of the Employee Orientation Program (EOP) of private banks of Bangladesh.

Aim – This study's key objective is to measure the effectiveness of different functional issues of EOP conducted for the new bankers of Bangladeshi private commercial banks.

Methodology – Hypothesis testing was used to measure the effectiveness of the functional issues of EOP. Thirty hypotheses developed from the functional issues of EOP were analyzed using one-sample "T-test." A questionnaire survey was conducted among 125 young bankers randomly selected from 20 local private commercial banks located in Chattogram Division.

Findings – Eighteen null hypotheses out of thirty were found rejected. The study discovered that sample banks were found efficient in ensuring most of the functional issues of the learning environment aspect of EOP. However, they were partially efficient in attaining the event management aspects.

Limitation of the Study – The discovery of the real facts of EOP may be hindered as the survey was conducted during the COVID-19 pandemic.

Practical implication – The banks' top management was suggested to be more sincere in some issues like workstation arrangement, providing induction booklets, training on customs & etiquettes, and organizing a reception party for the inductees. Hence, the feeling of team-spirit should be generated among the new hires through teambuilding exercises during EOP.

Originality/value – This paper is first of a kind in the banking sector of Bangladesh. The outcome of this research may contribute to enrich the body of knowledge of human resource management.

KEY WORDS

human resource management, employee orientation, onboarding program, bank, inductees

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1 INTRODUCTION

This research paper's main objective is to measure the functional effectiveness of the employee orientation program conducted in the private commercial banks of Bangladesh. Generally, employee orientation program (EOP) is critical human resource management (HRM) function that mainly facilitates a new employee to adapt to the task and culture of an organization (Wanous & Reichers, 2000; Arachchige, 2014). It mainly socializes the inductees with the virtues of an organization and fundamental principles of an organization (Valentine & Johnson, 2005; Stevens, 1999; Klein & Weaver, 2000). It mostly falls under the staffing process, which includes prior learning and mentoring sessions to set the new hires' minds towards their job and performance (Wallace, 2009). Through this program, a new employee is oriented with the tasks, responsibilities, and accountabilities of a job and makes them familiar with the workplace behavior. Still, in many cases, the initiatives and different events of an orientation program are overlooked by many organizations (Srimannarayana, 2016).

The effectiveness of an EOP can be measured, considering its different functional aspects (Table 1). However, most of the contemporary research by Lahti (2018); Baldwin (2016), and many more had considered the learning outcome aspect of EOP to measure its functional effectiveness, which was mainly focused on what the inductees learned, how well they learned and on the learning environment. Some research works had emphasized cultural

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aspects of the induction program, mainly centered on transferring the organizational values, beliefs, norms, and customs (Acevedo & Yancey, 2011; Keisling & Laning, 2016). Communicating the human resource policy matters to the new hires were also innermost issues to measure the functional effectiveness of EOP (Tesone, 2008; Schmidt & Akdere, 2007; Graybill et al., 2013) and some authors like Pike (2014); Baldwin (2016); Trygg (2019) and Chen (2010) had focused on organizing and managing different events of the program. Hence, most of the studies were made in a scattered way, and no study is available in the existing literature that had combined all the aspects of EOP to measure its functional effectiveness. This study will endeavor to contribute to the existing body of knowledge of HRM by measuring the functional effectiveness of EOP conducted in private banks, including all its broader aspects in one paper.

Every banking organization takes EOP very seriously as it is a sensitive and critical operation. Therefore, this study has endeavored to measure the functional effectiveness of the EOP of Bangladeshi banks to disclose the insight of different functional issues, including tasks, responsibilities, and events of this program. However, modern EOP is not limited to traditional employee receiving and training programs. It has a far-reaching mission aligned with the vision of an organization (Akdere & Schmidt, 2008). It facilitates learning and flourishes new employees with an organization's spirit and keeps them engaged at work. Almost all Bangladesh banks conduct orientation programs formally following their own HRM policy and guidelines provided by the central bank. It is initially arranged at the branch level, mostly for the novices under the branch manager's supervision. Nevertheless, every banker receives basic training on banking operations, centrally organized by the corporate head office. Though EOP is a critical HRM function that ensures the employees' adaptation, it is still a new issue in measuring its competence in Bangladesh's banking sector. This study aims to measure the functional effectiveness of EOP of Private Commercial Banks in Bangladesh with special reference to successful conduct and completion of the relevant functions of the program (Table 1), which may be useful to develop a practical framework to socialize the new bankers.

A comprehensive growth is visible in Bangladesh's Banking industry, which has made an overwhelming contribution to the national economy (Tabassuma, Rahman & Jahanc, 2011). Currently, the country has 40 local private commercial banks, and this sector has employed approximately 114,080 employees. Due to the rise in numbers, the banks' competition is very intense and demands a higher degree of performance in all spheres of banking operations (Huda, Shah & Nasrullah, 2016). However, in this highly ambitious global market, organizations should gain a competitive advantage by enriching their human resource development interventions like employee training and orientation programs (Chen, 2010). EOP is a crucial stage of the staffing process, ensuring employee development at the initial stage (Tesone, 2008). Therefore, the development of this largest and very competitive sector of Bangladesh lies in the performance of the bankers to overthrow the extreme stress of competition (Afroz, 2018), which could be ensured through effective EOP (Rana & Hossain, 2014; Talukder, Hossain & Hossain, 2014).

Employee orientation is a vital function in banking, helping a new banker adjust to the job and job culture through an intensive and well-designed program. It allows a new employee to learn quickly, remediate initial anxieties, and cope with a new work environment (Wanous & Reichers, 2000). Effective EOP increases commitment towards organization and ensures job satisfaction (Kristof-Brown, Zimmerman & Johnson, 2005; Ballard & Blessing, 2006). Pre-eminently, it pays dividends to the organization by increasing the new employees' productivity and performance (Hacker, 2004). Despite its importance, many employers are very reluctant to organize EOP effectively (Wallace, 2009; Trygg, 2019), and the HRM department should conduct regular assessment of this program to make it function efficiently (Graybill et al., 2013; Klein & Weaver, 2000). Hence, HR professionals should diagnose the challenges of EOP to facilitate new employee development initiatives (Holton III, 1996).

Existing research works on EOP mostly encircle measuring the learning outcome where the evaluation of its functional effectiveness of the program is rarely visible (Kim, Chai, Kim & Park, 2015; Klein & Weaver, 2000). Hence, studies on employee orientation of private banks are nearly absent in contemporary literature. Therefore, research work on measuring the functional effectiveness of EOP is inevitable to ensure an evidence-based HRM practice, to uphold corporate governance, and to enrich the model of new employee orientation. This study will contribute immensely to minimize the gap of the existing literature by examining the effectiveness of the functional issues of EOP based on the opinion of the bankers of the private commercial banks of Bangladesh.

Research Questions

The above discussion on EOP and its significance could draw the following research questions.

- 1.1 What is the state of functional effectiveness of EOP in attaining the event management issues?
- 1.2 What is the state of functional effectiveness of EOP in attaining the learning issues?
- 1.3 What is the state of functional effectiveness of EOP in maintaining the induction culture?
- 1.4 What is the state of functional effectiveness of EOP in communicating the Human Resource policy?

2 THEORETICAL REVIEW

A new employee orientation program, also known as onboarding, introduces new hires to their job and the job culture (Acevedo & Yancey, 2011). It is a strategic intervention of a company that intends to decrease employee turnover rate and increase employee retention rate (Messmer, 2000; Srimannarayana, 2016). EOP is a significant part of talent management and development processes, which should be conducted with due diligence (Akdere & Schmidt, 2008). An effective EOP directly impacts the organizational performance and profitability if the new hires are provided with the opportunities to learn their job and organizational culture effectively and adjust themselves quickly to be engaged at work actively (Nobel, 2013). A study made by deBussy & Suprawan (2012) had proven that successful EOP directly contributes to a company's financial performance.

A carefully designed and administered EOP fosters a systematic employee development that accurately facilitates learning and develops competency among the new hires to effectively perform their job responsibilities (Acevedo & Yancey, 2011). The program also ensures the active engagement of the new employees at work (Tesone, 2008) and facilitates reducing turnover rate, counterproductive attitudes, and destructive behaviors (Brown, 2020; Srimannarayana, 2016; Ballard & Blessing, 2006). Klein & Weaver (2000) conducted a comparative study on 116 newly hired university staffs and found that employees who attended EOP are more socialized than the non-attendees. On the other hand absence of an effective EOP will result in poor performance, increase attrition rate, and employee dissatisfaction (Arachchige, 2014).

There are different functional dimensions of EOP. Lahti (2018); Baldwin (2016) had talked about the learning outcome aspect. Acevedo & Yancey (2011); Keisling & Laning (2016) emphasized the cultural aspect. HR policy aspect was coined by Tesone (2008); Schmidt & Akdere (2007); Graybill et al. (2013), and authors like Pike (2014); Baldwin (2016); Trygg (2019), and Chen (2010) had focused on the events management aspect of the program. However, different functional aspects of the EOP are described below.

2.1 DIFFERENT EVENTS OF EOP

The employee orientation is given the new names like socialization or onboarding program (Dessler & Varrkey, 2005). It facilitates a new employee to learn about the organization, helps to clarify their roles and responsibilities, organizational culture and to understand the career path, (Tesone, 2008). According to Chen (2010), a new employee orientation program could be conducted in three-phase. (1) general orientation to educate the new hires about the organization. (2) the departmental orientation for gaining knowledge on products and functions. (3) job orientation to help them learn the work processes and performance standards. However, the functional effectiveness of every EOP could be achieved through careful planning of the events (Srimannarayana, 2016; Messmer, 2000; Chen, 2010), and the schedule of the program must be maintained meticulously to complete it successfully on time (Trygg, 2019; Fahje, McMyler & Mateo, 2001). The program has to be conducted in a pleasant environment to make the newcomers free from fear and create a positive impression on the organization (Brown, 2020; Hacker, 2004). Hence, a vibrant welcome party could be an integral part of the program, which is rigorously practised by many multinational companies across the globe (Nelson, 2012; Bradt & Vonnegut, 2009).

Right from the start of the induction program, a good first impression about the company may be created, ensuring a well-organized workstation for the new employees (Bauer, 2013; Nobel, 2013). New hires should be provided with an opportunity to take a tour of the facilities during the program (Ballard & Blessing, 2006; Baldwin, 2016) and formally meet their workgroup (Pike, 2014). Hence, it is recommended by Mishra & Strait (1993) to introduce the novices with the colleagues of allied departments. Zhang (2010) researched some foreign companies located in China and found that an introduction with the clients' helps the newcomers build favorable customer relations and encourages new product innovation. However, essential documents related to formal joining (Bauer, 2013; Srimannarayana, 2016; Klein & Weaver, 2000) and induction booklets should be made available on time (Devon, 2006; Berkeley, 2006).

2.2 LEARNING ENVIRONMENT MANAGEMENT ISSUES OF EOP

Every induction program should create a platform to learn the organization (Klein & Weaver, 2000). Casting the organizational success stories and its noble values may inspire the newcomers to be socialized more proficiently and learn quickly (Davis, 2005). It is the program organizers' prime responsibility to facilitate a flexible learning environment (Srimannarayana, 2016; Akdere & Schmidt, 2008), where information can be shared with the new-hires generously (Keisling & Laning, 2016; Baldwin, 2016). The presence of a qualified, skilled, and empathetic preceptor or mentor is essential to expedite learning (Lahti, 2018; Brasler, 1993; Baxter, 2010), and a congenial environment of fear-free questioning is indispensable in this regard (Pike, 2014; Wallace, 2009). However, an opportunity should be created for new employees to consult with their colleagues before starting a new assignment (Messmer, 2000; Mishra & Strait, 1993), and feedback on learning progress should be provided by the mentors or supervising staff regularly (Chen, 2010; Wallace, 2009; Srimannarayana, 2016).

According to Klein & Weaver (2000); Davis (2005) and Ballard & Blessing (2006), mentors should provide specific guidelines and instructions before assigning a new task. Such behaviour will facilitate a better learning environment. As most of the banking operations are computer-aided, a very new banker must be made well versed with the management information system (Bauer, 2013; Baldwin, 2016), and the novice bankers should be provided with firsthand experience on MIS to adapt with digital banking systems (Bauer, 2013). Moreover, Chen (2010) has suggested that regular feedback on the new hires' ongoing performance should be provided during the program, which could be conducted in the form of an assessment test.

2.3 CONCEPT OF INDUCTION CULTURE

A good organizational culture eminently influences the learning and adaptation process of new hires. Therefore, a positive impression about the organization could be created through a gracious and welcoming behavior by the existing employees (Keisling & Laning, 2016). New inductees should be treated with respect and honor to build intense psychological contact with the organization (Caldwell & Peters, 2018). Hence, an employer must weave a congenial and lighthearted environment during EOP to make the new entrants feel honored and to own the company physically and mentally (Wallace, 2009). Senior employees have to pay full attention to the new hires during EOP (Mishra & Strait, 1993; Tesone, 2008) and make them feel comfortable from the very first day (Bauer, 2013; Wallace, 2009). Such an attitude by the organization's senior members exhibits their commitment towards the EOP, which also reflects a superior corporate culture (Mishra & Strait, 1993).

According to Pike (2014), the senior management team's earnestness towards EOP and their lively presence at different events of the orientation program demonstrate their sincerity to make the program a success. Hence, the company's superiors should flourish an amicable interpersonal relationship throughout the EOP to stimulate the feeling of team spirit among the inductees (Acevedo & Yancey, 2011).

2.4 HR POLICY ISSUES OF EOP

Necessary information on HR policy matters like job description or charter of duties should be reviewed by the HR team or incumbent line manager to reinforce integration among tasks, responsibilities, and accountabilities (Graybill et al., 2013; Holton III, 1996). However, the expectation of the employers must be made clear to the newcomers to avoid misapprehensions (Wallace 2009; Pike, 2014; Srimannarayana, 2016). Payroll policies and benefit schemes should be explained clearly on the first day to minimize confusion and maximize motivation (Messmer, 2000). It is better to explain the leave policies early and provide a detailed view of different leaves and fringe benefits (Tesone, 2008). However, the new hires must be cultured with the organizational customs & etiquette, including dress code, intrapersonal communication, group behaviors, and most importantly, client interactions (Ballard & Blessing, 2006; Schmidt & Akdere, 2007).

The discussion in the literature review has revealed the functional aspects of EOP in four broad categories. Every cluster contains some specific elements that determine the program's functional effectiveness. It is also discovered from the literature review that most of the existing studies had illustrated the importance of EOP and measured the performance of the program based on the learning outcome of the inductees. However, the functional effectiveness issues of organizing a successful EOP are missing in the existing literature, and no study is available in the context of the private banks of Bangladesh. This study will bridge the gap in the existing literature by measuring the success of an EOP in the light of functional effectiveness with special reference to private commercial banks of Chattogram, Bangladesh.

2.5 HYPOTHESIS DEVELOPMENT

The broad aspects of EOP pointed below represent the broader dimensions EOP discussed in the literature review section. However, all hypotheses are drawn basing on the specific functional variables of EOP, which falls under the broad aspect of EOP. All the aspects, specific functions EOP, and hypotheses are presented in Table 1.

Table 1: Broad Aspects and Specific Functions of EOP with Hypotheses

Broad Aspects of EOP	Null Hypothesis based on Specific Functional Issues of EOP	Variable (Code)	Reference
1. Event Management Aspect	<i>H₁</i> The induction program is not well planned.	Planned	Brown (2020); Messmer (2000); Chen (2010)
	<i>H₂</i> Schedule of the program is not well maintained.	Schedule	Fahje et al. (2001); Trygg (2019)
	<i>H₃</i> The environment of the orientation program is not pleasant and welcoming.	Pleasant	Hacker (2004)
	<i>H₄</i> Workstation is not well organized in advance.	Workstation	Bauer (2013); Nobel (2013)
	<i>H₅</i> Tour of office premises/facilities is not conducted.	Tour	Ballard & Blessing (2006); Baldwin (2016)
	<i>H₆</i> No introduction to the workgroup	Workgroup	Pike (2014)
	<i>H₇</i> No introduction to the colleagues of other departments	Colleagues	Mishra & Strait (1993)
	<i>H₈</i> No introduction to the clients	Clients	Zhang (2010)
	<i>H₉</i> Joining documents are not available during EOP	Documents	Srimannarayana (2016); Klein & Weaver (2000)
	<i>H₁₀</i> Do not receive any induction booklets	Booklets	Devon (2006); Berkeley (2006)
	<i>H₁₁</i> No reception party is organized	Party	Nelson (2012); Bradt & Vonnegut (2009)
2. Learning Environment Aspect	<i>H₁₂</i> Mentors are not qualified	Qualified	Brasler (1993); Baxter (2010); Lahti (2018)
	<i>H₁₃</i> No instructions on banking operations are provided	Banking	Klein & Weaver (2000); Davis (2005)
	<i>H₁₄</i> Inflexible learning environment	Flexible	Akdere & Schmidt (2008)
	<i>H₁₅</i> No provision to consult with the colleagues before starting a new task.	Consult	Messmer (2000); Mishra & Strait (1993)
	<i>H₁₆</i> New tasks are not assigned with specific guidelines	Guideline	Ballard & Blessing (2006)
	<i>H₁₇</i> Not familiarized with the management information system	Information	Bauer (2013)
	<i>H₁₈</i> Information is not shared generously	Generosity	Keisling & Laning (2016); Baldwin (2016)
	<i>H₁₉</i> No opportunity to ask questions freely	Question	Pike (2014); Wallace (2009)
	<i>H₂₀</i> Feedback on learning progress is not provided regularly	Feedback	Srimannarayana (2016); Chen (2010)
3. Induction Culture Aspect	<i>H₂₁</i> Superiors do not pay full attention to the new hires	Attention	Mishra & Strait (1993)
	<i>H₂₂</i> They are not committed to the program	Commitment	Mishra & Strait (1993)
	<i>H₂₃</i> Superiors are not sincere in ensuring a comfortable environment of the orientation program	Sincere	Keisling & Laning (2016); Wallace (2009)
	<i>H₂₄</i> The sentiment of team spirit is not created among the new hires during EOP	Team spirit	Acevedo & Yancey (2011); Wallace (2009)
4. HR Policy Aspect	<i>H₂₅</i> HR team do not review the job Description	Job Description	Graybill et al. (2013); Holton III (1996)
	<i>H₂₆</i> Expectation of the employer is not cleared to the new hires	Expectation	Wallace (2009); Pike (2014)
	<i>H₂₇</i> New hires are not acquainted with the organizational customs & etiquette	Customs	Ballard & Blessing (2006); Schmidt & Akdere (2007)
	<i>H₂₈</i> Benefit issues are not explained clearly	Benefit	Tesone (2008)
	<i>H₂₉</i> Payroll policies are not covered in detail	Payroll	Messmer (2000)
	<i>H₃₀</i> Leave policies are not explained elaborately	Leave	Tesone (2008)

Source: Compiled by the author through literature review

3 METHODOLOGY

In this study, the empirical research method had been used to attain research objectives. However, an extensive literature review had helped to reveal the critical variables necessary to attain the functional effectiveness of an EOP. The scoping review technique was used to categorize the broad aspects and specific functional variables of EOP, presented in Table 1. Before developing the questionnaire, the variables were reviewed by an expert panel to decide on the applicability of the variables and to formulate relevant questions for the research instrument. The panel members were human resource managers of corporate houses and academicians of different business schools. They had finalized thirty variables of EOP to use for research work, and 30 questions were set for the questionnaire using those variables. 5-point Likert rating scale (5 strongly agree with the statement ...1 strongly disagree with the statement) was used to capture the respondents' opinion regarding the functional effectiveness of the EOP conducted in their respective banks. Respondents were chosen from twenty local private banks located in Chattogram, the Commercial Capital of Bangladesh. For the questionnaire survey, 125 respondents were selected randomly, and they were all positioned in junior ranks only. The details of the respondents are shown in Table 2.

Table 2: Demographic Profile of the Respondents

Gender	Frequency	Percentage
1 Female	37	30%
2 Male	88	70%
Education		
1 Bachelor Degree (General)	20	16%
2 Bachelor Degree (Business Studies)	26	20%
3 Masters Degree (Business Studies)	79	64%
Experience		
1 2-3 years	109	87%
2 4-6 years	16	13%

Source: Questionnaire Survey (Compiled by author)

The sample profile was controlled considering the facts of participation in the orientation program in recent times since it is assumed that the young bankers had recent experience as an inductee. The bankers were asked questions related to the effectiveness of EOP considering the specific functional issues related to event management, learning environment management, induction culture maintenance, and HR policy awareness aspects of EOP (Table 1). For statistical analysis, the study had considered the Bankers of the private commercial banks (who had attended EOP) as a single sample. Hence, to attempt for conclusive research based on primary data, 30 hypotheses were developed. The research hypotheses were tested using a one-sample t-test (along with significance value) following the suggestion given by Malhotra & Das (2016). It is assumed that if the p-value is less than 0.05, the null hypothesis is rejected. To justify the applicability of one-sample t-test, the normality of data was checked using Skewness and Kurtosis test. Our skewness value of 0.09 suggests that the data are normally and slightly positively distributed. Also, the kurtosis value of 2.92 signifies the stated finding. Moreover, mean values were examined to measure the degree of effectiveness of specific functional variables of EOP (Table 1). It is assumed that higher the mean score projects the higher degree of effectiveness of the variables of EOP. The values of standard deviation were also reported to verify the range of opinion among the respondents. The survey was carried out from April to May 2020.

4 RESEARCH RESULTS

Table 3: Mean Values and the Results of Hypotheses Testing

SL	Variables	H ₀	Mean	Std. Deviation	t-value	Sig.	H ₀ Decision
EOP Broad Aspect 1: Event Management							
1	Planned	H ₁	4.1597	.76335	18.231	0.00	Rejected
2	Schedule	H ₂	3.6111	1.20669	6.077	0.00	Rejected
3	Pleasant	H ₃	3.8264	.85550	11.592	0.00	Rejected
4	Workstation	H ₄	2.3681	.87503	-8.666	0.08	Accepted
5	Tour	H ₅	2.8750	1.00957	-1.486	0.14	Accepted
6	Workgroup	H ₆	3.4931	1.20603	4.906	0.00	Rejected
7	Colleagues	H ₇	2.8611	.77198	-2.159	0.33	Accepted
8	Clients	H ₈	2.5347	.85209	-6.553	0.18	Accepted
9	Documents	H ₉	3.6250	1.02333	7.329	0.00	Rejected
10	Booklets	H ₁₀	2.5208	.84430	6.810	0.10	Accepted
11	Party	H ₁₁	2.4097	.96377	-7.350	0.08	Accepted
EOP Broad Aspect 2: Learning Environment							
12	Qualified	H ₁₂	4.0764	.89349	14.456	0.00	Rejected
13	Banking	H ₁₃	4.0903	.80134	16.327	0.00	Rejected
14	Flexible	H ₁₄	3.9514	.84729	13.474	0.00	Rejected
15	Consult	H ₁₅	3.3472	1.24215	3.354	0.01	Rejected
16	Guideline	H ₁₆	2.3611	1.28254	3.379	0.07	Accepted
17	Information	H ₁₇	3.0903	1.08333	1.000	0.03	Rejected
18	Generosity	H ₁₈	3.4722	.95306	5.946	0.00	Rejected
19	Question	H ₁₉	3.7986	1.35140	7.091	0.00	Rejected
20	Feedback	H ₂₀	3.7153	1.21565	7.061	0.06	Accepted
EOP Broad Aspect 3: Induction Culture							
21	Attention	H ₂₁	3.4097	1.08656	4.525	0.09	Accepted
22	Committed	H ₂₂	3.6667	.92366	8.661	0.00	Rejected
23	Sincere	H ₂₃	2.6389	.85780	5.052	0.02	Rejected
24	Team spirit	H ₂₄	2.7986	.92047	-2.625	0.10	Accepted
EOP Broad Aspect 4: HR Policy							
25	Job Description	H ₂₅	3.3264	1.06324	3.684	0.00	Rejected
26	Expectation	H ₂₆	3.4444	.80016	6.665	0.06	Accepted
27	Customs	H ₂₇	2.3750	1.00262	-7.480	0.11	Accepted
28	Benefits	H ₂₈	3.7014	1.11619	7.541	0.00	Rejected
29	Payroll	H ₂₉	3.2708	1.39539	2.329	0.02	Rejected
30	Leave	H ₃₀	3.3750	1.15192	3.907	0.00	Rejected

Source: Questionnaire Survey (Compiled by author)

The results of the study have tested 30 null hypotheses segmented within four broad aspects of EOP stated in Table 3. Among those, eighteen null hypotheses have been rejected (sig. < 0.05 with tvalue $t > 1.65$ at 2 tail test). On the other hand, twelve null hypotheses have been accepted with the sign (sig. > 0.05 with t-value $t < 1.65$ at 2 tail tests). According to the data presented in Table 3 projects that five null hypotheses of EOP aspect 1 coded as Planned (sig. = 0.00 with $t = 18.231$), Schedule (sig. = 0.00 with $t = 6.077$), Pleasant (sig. = 0.00 with $t = 11.592$), Workgroup (sig. = 0.00 with $t = 4.906$), and Documents (sig. = 0.00 with $t = 7.329$) were rejected and remaining six null hypotheses coded Colleagues (sig. = 0.33 with $t = -2.159$), Clients (sig. = 0.18 with $t = -6.553$), Workstation (sig. = 0.08 with $t = -8.666$), Tour (sig. = 0.14 with $t = -1.486$), Booklets (sig. = 0.10 with $t = 6.810$) and Party (sig. = 0.08 with $t = -7.350$) were found to be accepted.

The higher mean value of these variables proves that the sample banks are somewhat successful in attaining some of the event management issues of EOP. According to the respondents, the orientation programs are effectively planned (4.1597), have maintained schedule (3.6111), the programs are arranged in a pleasant environment (3.8264), and the necessary joining documents (3.4931) are provided appropriately. The new hires are also introduced to their workgroup members duly (3.6250). In contrast, most of the private banks of

Bangladesh do not have the practice of introducing new hires with the colleagues of another department (2.8611) as the number of staff is very few. The mean value of the client's orientation (2.5347) variable was found very low as most of the banks do not conduct such event during EOP. Most of the new hires are self-introduced with valued clients. Hence, some banks claim that they do such practice on a limited scale during EOP, and only high-profile clients are being introduced with the inductees.

Generally, the office facility tour (2.8750) is not practiced during EOP as most of the branches have limited space and no formal or separate event is necessary. However, the workstation (2.3681) of the new hires should be prepared well in advance, which is poorly managed in the sample banks. In most private banks, the reception party (2.4097) is not organized for the junior officer/assistant officer entry. Hence, especial banquet parties in star-rated hotels or convention centers are organized mainly for the management trainee officer entries. According to the experts, some newly raised banks cannot afford to arrange a reception party for the new hires due to the shortage of the budget. Most of the private banks do not provide induction booklets (2.5208) to the inductees, and the lower mean value of this variable puts the evidence in favor of that. However, the mentors and trainers share their presentation slides and some causal printed handouts as reading materials. According to the above findings, it could be summarized that the sample banks are somewhat successful in the event management part of EOP if the unessential issues like facility tour and client induction are overlooked.

Seven null hypotheses under EOP broad aspect 2 coded as Qualified (sig. = 0.00 with $t = 14.456$), Banking (sig. = 0.00 with $t = 16.327$), Flexible (sig. = 0.00 with $t = 13.474$), Consult (sig. = 0.01 with $t = 3.354$), Information (sig. = 0.03 with $t = 1.000$), Generosity (sig. = 0.00 with $t = 5.946$), and Question (sig. = 0.00 with $t = 7.091$) have been rejected. These results also denote that the sample private banks are effective in ensuring the learning environment management issues of EOP. The higher mean value of these variables gives a testimony that the mentors of the orientation programs are highly qualified to facilitate learning (4.0764), enough flexibility is ensured to create a better learning environment (3.9514), the new hires could consult with the colleagues to start a new task (3.3472), and they could ask questions freely (3.7986) to the mentors or superiors if needed.

However, instructions on banking operations are provided effectively (4.0903), and it bears the second highest mean value amongst thirty variables. According to the respondents, their senior colleagues have shown utmost generosity (3.4722) in sharing necessary information. The new hires are familiarized and trained in the bank's management information system (3.0903) during EOP. Therefore, it is evident from the study that the sample private banks are mostly successful in ensuring a good learning environment for the inductees. Nevertheless, only two null hypotheses under EOP broad aspect 2 coded as Guideline (sig. = 0.07 with $t = 3.379$) and Feedback (sig. = 0.06 with $t = 7.061$) were accepted. According to the respondents, the issues like providing instructions or guidelines (2.3611) to the new hires before assigning a new task is not attained successfully, and feedback on learning progress (3.7153) is not provided regularly. It means that the mentors of the EOP may have some lacking in facilitation skills, or they are little reluctant due to their preoccupations.

Null hypotheses coded as sincere (sig. = 0.02 with $t = 5.052$) and commitment (sig. = 0.00 with $t = 8.661$) of the EOP broad aspect 3 are found rejected in the test. It seems that the sample banks' superiors are sincere in ensuring a comfortable environment (2.6389) for the newcomers at a lower degree as the mean value of this variable is found very low. Hence, they were also found committed to making the program successful (3.6667). On the other hand, two null hypotheses coded as Attention (sig. = 0.09 with $t = 4.525$) and Team spirit (sig. = 0.10 with $t = -2.625$) were found accepted. The result signifies that the superiors of the sample banks were less attentive (3.4097) to the program, and the lower mean value of the variable "sincere" (2.6389) gives testimony to this finding as lack of sincerity may lead to lack of attention to the EOP. According to the experts, most of the superiors remain busy and preoccupied with their tasks, and as a consequence, they could not manage much time to pay attention to EOP. However, the sentiment of team spirit is somewhat absent in banking culture, which was also reflected during EOP.

According to the experts' opinion, the culture of teamwork or teambuilding is a new issue in Bangladeshi corporate culture. Our traditional management practice still cherishes the bequest of British colonialism. Therefore, the essence of hierarchy and the stance of individualism are alive in our organizational culture, which is gradually thinning teamwork (2.7986) among the bankers. Akhter (2012) had also given a similar statement in his research work, indicating the poor teamwork among the Bangladeshi bankers and how it affects the service quality of a bank. Though this issue has surfaced a harsher reality of our corporate culture in general, most of the multinational banks operating in Bangladesh have succeeded in promoting a higher degree of team spirit in the fabric of their banking culture through different organizational development interventions. The experts are very optimistic about the cultural transformation of the domestic banks in the near future.

Four out of six null hypotheses from EOP broad aspect 4 coded as Job Description (sig. = 0.00 with $t = 3.684$), Benefits (sig. = 0.00 with $t = 7.541$), Payroll (sig. = 0.02 with $t = 2.329$), Leave (sig. = 0.00 with $t = 3.907$) were rejected in the test. It also testifies the sample private banks' success in communicating human resource policies to the new hires'. The results show that the human resource team of the sample banks are effective in reviewing the job description rightly (3.3264) to the newcomers, the payroll policies are covered in detail (3.2708), the benefits are

explained clearly (3.7014), and the leave policies are also explained elaborately (3.3750). On the contrary, only two null hypotheses from EOP broad aspect number 4 coded as expectation (sig. = 0.06 with $t= 6.665$) and custom (sig. = 0.11 with $t= -7.480$) were found accepted in the test. Opinions of the respondents were negative concerning the clarity of the employer's expectation (3.4444), and they were not acquainted with the organizational customs & etiquettes (2.3750) during EOP. According to experts, employers' expectations changes over time, and it is also unpredictable. Therefore, it is very challenging for the HR team to predict, summarize, and convey those expectations in a single program. However, orientation with the organizational customs & etiquette is a widespread event of EOP, which were not ensured with due diligence in some of the sample banks.

5 DISCUSSION

The study project's overall success of EOP conducted in the private banks of Bangladesh. It has also exposed the future potentials of banking industry concerning the functional effectiveness of orientation programs. However, the sample banks should improve the functional effectiveness of the EOP by overcoming the weaknesses exposed by the study. Organizers of the EOP must show their diligence regarding the preparedness of the new hire's workstation well in advance. The workstation should be augmented with new furniture and should be arrayed with necessary stationeries and equipment. All the new hires should be welcomed with a colorful banquet at external venues like convention centers or luxury hotels. The sample banks were found successful in ensuring an effective learning environment for the inductees. Hence, the mentors are advised to assist the inductees by providing specific instruction or guidelines before assigning them new tasks or duties. Feedback on the learning progress should be provided regularly, and the mentors should be well versed in learning management. Apart from providing feedback to the new employees, they should solicit feedback from them regarding the program and their individual needs.

The branch managers of the private banks must give personal attention to the inductees during EOP and track the program's progress meticulously. They must audit the performance of the mentors and monitor the development of the inductees. The mentors should be sincerely active in engaging the inductees in learning and adapting. Hence, they should be made free from the regular official duties during EOP to be more effective. However, the sentiment of team spirit could be stimulated among the novice bankers by conducting teambuilding exercises with their senior colleagues during EOP. Such exercise may help the inductees to learn quickly and acclimatize with the new environment. Organizing team building events like outward bound training could be an effective intervention in this regard. Day-long "Meet the management" conclave could be organized during EOP to convey and clarify the employers' expectations to the inductees, and they should be allowed to converse freely with their employers during the program. However, the bank's top leadership must join the event to inspire young bankers to thrive for a successful career. It will be very beneficial for the inductees if a hands-on training session on organizational customs & etiquette is organized to groom them as professionals. The session may be organized away from the office environment to get the best outcome. IDLC Finance Limited of Bangladesh organizes special grooming sessions named "IDLC Pulse" to teach dress codes, table manners, and corporate etiquettes, which could be included in the EOP of sample banks.

6 CONCLUSION

This research paper tried to measure the functional effectiveness of the employee orientation program conducted in Bangladeshi private commercial banks. Here, the functional effectiveness of EOP was categorized into four broad aspects where thirty specific functions under those broad aspects were tested. According to the hypotheses testing results, eighteen null hypotheses had been rejected, and twelve were accepted, which denote the overall success of the EOP. The sample banks were found somewhat effective in event management aspects of EOP. Under this broad aspect, the specific issue, including planning, scheduling, and maintaining a pleasant environment, were found successful. Hence, the effectiveness of three critical issues, including well-arranged workstations, providing induction booklets, and an invitation to the reception party was found unsatisfactory. The private banks have achieved a commendable success in attaining the learning environment aspect of EOP. Here, most of the functional issues were found notable and had shown high statistical significance. The remaining two broad aspects of EOP were found in a reasonable state of functional effectiveness.

A modern-day business cannot succeed if it is trapped in the constant cycle of hiring and losing talented employees. They must endeavor to retain talents to sustain the performance and growth of the organization. Employee orientation is a significant function of the staffing process that builds the first association between employer and employee. Such bonding may last long if EOP is functionalized appropriately. An effective EOP should trigger employee retention initiatives by creating a positive impression of the bank on a very first day. Top

management and all regulatory agencies of banking industries should acknowledge the result of this study and use it to facilitate the functional effectiveness of EOP. However, the researchers of applied behavioral science discipline may widen the research scope to other economically significant and human resource-intensive sectors, including readymade garments, hospitality & tourism, and steel manufacturing industries to reveal the reality of this vital function of HRM.

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