

Drivers and Challenges of the Employers' Orientation Training; The Case of Graduate Quantity Surveyors in Dar-Es-Salaam, Tanzania

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Abstract: *Orientation Training Programs, are being implemented by Employers to Graduate Quantity Surveyors, by both Contractors and Quantity Surveying Consulting firms, in Dar-Es-Salaam. This is to train the newly hired graduate quantity surveyors on the firm's policies and performance procedures which are different in every firm. Basically, the objectives of this study were to examine the drivers that attribute the employers' orientation training to the graduate quantity surveyors; to investigate the challenges of the training; and to propose the possible methods of enhancing the orientation training to the graduate quantity surveyors. This study was designed to acquire information from both employers and Graduate Quantity Surveyors on how the training is conducted, drivers and challenges of the training, and finally possible ways to enhance the training. Three sampling techniques were used in this study namely; purposive, snowball and stratified sampling, whereby a sample of 79 contracting and consulting firms located in Dar-Es-Salaam were selected. Microsoft excel was used in analyzing the collected data and data presentation was done by tables and charts. Literature review, interviews, and questionnaires were used to collect data for the study. Findings show the most important drivers that attribute the implementation of the orientation training included, introduction to the organization as a whole, understanding departmental relations, promoting effective communication, motivation and confidence, teamwork, increase productivity and performance and improving competence. Findings also reveals the challenges that have been faced during the orientation training to a great extent included poor training methods, lack of enough training duration and lack of motivation to training. It is recommended that, the Orientation training should involve the use of proper training methods to ensure its effectiveness, also the top management should support the training to ease the transfer of knowledge and skills to the newly hired graduates. Trainers should be competent for the training and deliver the training on time with increased motivation to raise the morale and the increased number of trainers with proper supervision and training equipments will help smooth the process of implementing the orientation training*

Keywords: Graduate; Quantity Surveyor; Employers, Orientation, Training, Contractors, Consultants Dar-Es-Salaam, Tanzania

1. Introduction

A quantity surveyor is responsible for measurement and valuation in the wider aspects of the construction industry. This provides the basis for the proper cost management of the construction project in the context of forecasting, analyzing, planning, controlling and accounting,[6]. An important part of the quantity surveyors function, is to ensure that the client receives the Value For Money for the building work; to provide advice on the strategic planning of the project which will affect the decision on whether or not to build, where to build, how quickly to build; and the effect of time on costs or prices and on profitability,[47]. According to the,[22]; the main core practices of a Quantity Surveyor are Tendering; Cost Control and Preparation of the Financial Statements; Valuation for Interim Payment Certificates; Valuation of Variations; Handling of Contractual Claims; and Settlement of Final Account; for which these practices have the same basic principles but may differ depending on the client organization's requirements and procedures.

The new workplace is under pressure to continuously improve efficiency and productivity. Organizations have to invent the best way to search for excellence. Management styles based on continuous programs are employed in order to control the ways in which people think, feel and act in organizations. These programs incorporate human resource practices or specific measures, where by Orientation training is one of them. Orientation Training was initially employed,

in order to improve the experience of organizational entry for new starters. In the 1950's the new employee was treated as another pair of hands joining the factory or the office environment. About 40 years later, the newcomers became individuals who are welcomed to the Organizations as lifelong learners. Orientation training of the last four decades has however, remained the same,[14].

Orientation training programs demonstrate that, the first step of this learning process assumes a passive employee who does not seem to know the organization procedures, [21]. It was also argued by Daskalaki,(2000),[14] that; Orientation training differ in various firms, depending on the occupational and cultural background of those engaged with them, and the embedded historical, socio-political and institutional features of the organizational settings. Moreover, Armstrong,(2008),[4]; defines Orientation training as welcoming employees when they first join an organization, with the aims of smoothing the preliminary stages when everything is likely to be strange and unfamiliar, establish quickly a favorable attitude to the company in the mind of the new employee, obtain effective output from the new employee in the shortest possible time and reduce the likelihood of the employee leaving quickly. The objective of Orientation program, though not always spelt out as such is to maintain as homogeneous a workforce as possible because employees will share a common view of the company, its aims and ways of getting there,[13].

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According to Sambrook,(2002),[44], Orientation Training is important in any organization for the new employees in United Kingdom so as to give them the first exposure to ignite excitement and enthusiasm to embrace and internalize the organization's philosophy, values, norms and culture toward fitting in the organization. Most companies in London have a well-planned and comprehensive program, that is worthwhile and benefits both the organization, and the employees to reach the required goals. The employer or the Trainer gives guidance, support and direction by sharing what the trainer already knows about the goals, policies, procedures, performance, ethics, schedules and the proper working methods that are used in the particular organization. This introduces the employee to the structure of organization and help them understand their roles,[30]. Orientation is the biggest event of the organizational life of a new employee. It is beneficial to both employee as well as an organization, [41]. Developing effective employee Orientation Training is important to any organization. So any organization should carefully plan to educate the employees about organizations rules, values, policies and procedures. A well-organized Orientation Training whether it lasts one day or six months, will help not only to retain employees but also in productivity. It can be argued that organizations with good Orientation Training program get new people who contribute their efforts at the maximum towards achieving organizational goals,[46].

In South Africa, Orientation Training is governed by the policy, principal legislations and other directives in human resources management, namely the Public Service Management and Employment Policy 1999, the Public Service Act of 2002, Public Service Regulations 2003, the Public Service Schemes 2003, together with other government directive like employment guidelines, establishment circulars and standing orders for the Public Service of 2009,[29]. This to acquaint newly recruited employees with the information needed to enable them to function optimally in their organization. This will help them to settle in with ease and render services within their relevant professional areas of expertise (*ibid*). The expression that the "first impression lasts" underlies the statement especially in Mpumalanga District Province. If people are negatively disposed towards an organization during their first days or weeks of employment, this may have a lasting impact on their attitudes towards the organization in the long term. The opposite is equally true,[53].

In Tanzania, According to URT,(2013),[56]; regardless of the level of the public servant, the Government has been providing training for skills and professional enhancement, induction/orientation programs as well as managerial and leadership programs. The program is designed to assist new employees or employees in new positions to adjust to their jobs and work environment, and to instill positive work attitudes and motivation. The President's Office-Public Service Management recommends that, Induction Training/Orientation Training is important to familiarize new entrants in the public service with strategic goals and functions of their organizations.

A study conducted by Chacha,(2005),[12], on the assessment of the effects of Orientation training on employees' performance in the public service organization revealed that there was improved work performance due to the presence of orientation/induction in Kinondoni District Council. Therefore the President's Office-Public service Management emphasizes the need of Induction Training of New employees. The effort that is put forward by the public service management can be traced far back during the colonial government of then Tanganyika. The colonial government required that all new employees engaging in different job position be given some training before they were actually engaged fully in the service,[25].

The Orientation Training benefits newly professionals is driven by the fact that they need to be provided with baseline knowledge and assisting them to familiarize themselves with the organizational mandates of the firm. This will help them to have an understanding of Organization's vision, mission, goals, objectives and priorities that will help them to adapt quickly to their new work stations, with a view to becoming effective,[19]. Furthermore Mndeme,(2011),[34], reports that; the implementation of the Orientation is faced by a number of challenges including poor training methods, shortage of training time and lack of motivation. Thus this study focuses on the Orientation Training for the Graduate Quantity Surveyors in both consulting and contracting firms in Dar-Es-Salaam, challenges encountered, and measures that will enhance the program

1.1. Problem Statement

Generally, employees need to be oriented when they first join new organization, promoted or placed to higher job positions, and when they are transferred to new organization. (URT,2003),[57], affirms that; employees should know their responsibilities and the work procedures, and adhere to them. Besides, for quantity surveyors to be competent in their field of work, they need a proper training to be given both at the university and when employed,[61]. Different quantity surveying consultancy firms and contractors have different performance procedures and policies that may be new to the graduate quantity surveyors. It has been observed that although they follow the same basic principle procedures, they differ in the way they run things in their particular organization such as, preparations of various work documents (Office Letters, Financial Statements, Payment Certificates) record keeping, work schedules and timetables, goals and policies. Orientation training programs is there to help the new hired employee to integrate easily into the organization through directions on how the company works and its performance procedures,[30]. Employers face various challenges since some graduates do not possess some of the principles of quantity surveying practice. Moreover, Graduates face challenges on this training upon acquiring new skills which they had no experience with, during the University level training since, it only provides 80% of what is in the quantity surveying profession¹, thus the need of

¹ Speech given by Qs. Samuel N. Marwa, President of the Tanzania Institute of Quantity Surveyors(TIQS), on 10th May, 2017, during the TIQS Meeting with Building Economics student at Ardhi University(ARU).

Orientation training. This study will help identifying the drivers and challenges that face the employers and the graduate quantity surveyors on the orientation training program.

This study therefore focuses on assessing the drivers and challenges of the orientation training programs implemented by the employers to the graduate quantity surveyors, thorough examining and investigating drivers and challenges respectively. Lastly, the study findings, proposes the possible methods on enhancing the orientation training to the graduate quantity surveyors. Besides; the findings from this study, is vital for the employers, as they help in providing to the Graduate Quantity Surveyor, the basic office or organization guidelines and procedures on attending various official duties. Also, the study helps on to understand the drivers that attribute the employers to implement the training and how they train the graduate quantity surveyors on employment. Moreover, it will create the awareness of the challenges facing the employers while training the graduate quantity surveyors on employment, and what has to be done as possible measures to enhance the Orientation training. The study covered Graduate Quantity Surveyor in both contracting and the quantity surveying consulting firms, located in Dar-Es-Salaam, Tanzania.

2. Literature Review

The Literature review, base on findings from past research works, books, journals, and seminar papers; gives a brief understanding on who is a Quantity Surveyor, their roles and skills, as well as a reviews on Quantity surveying professional practice in Tanzania. Additionally, it details more on what does it mean by Orientation Training, its methods, duration, drivers and challenges of the Orientation Training Program. Finally, it gives the experiences from Developed Countries like United States of America(USA), United Kingdom(UK), and Developing Countries like China, South Africa and Uganda.

2.1. Quantity Surveyor

Quantity Surveyors also known as a Building Economist or Cost Managers (or Cost Engineers in USA), are one of the professional advisers of the project team in a construction industry. As professional advisers, they estimate and control costs of construction from the feasibility stage to the completion stage of a project. After construction period, they may be involved in tax depreciation scheduling, cost estimation for insurance purposes and if necessary, mediation and arbitration. Quantity surveyors can work on both Building and Civil Engineering Projects ranging from office blocks, schools, hospitals, factories, bridges, railways, oil, mining development, ship building and oil refineries,[31]. They always work closely with Architects, Financiers, Engineers, Contractors, Suppliers, Clients, Accountants, Insurance, Underwriters and with all levels of Government Authorities. Again, (Roman,2011),[43] reports that; Techniques such as Cost planning, Estimating, Cost

Analysis, Cost in use and Value Management are normally used by the Quantity Surveyors to establish the Project Budget. (Cartlidge,2006),[11] also shares that; central to the goal of delivering built assets which meet the functional and operational needs of a client are the techniques of value engineering and value management that must be used by the Quantity surveyor.

2.1.1. Graduate Quantity Surveyor; according to URT,(2015); a Graduate Quantity surveyor is a person holding an approved and accredited degree in Quantity Surveying, Building Economics, Construction Economics or Applied Sciences in these Disciplines.

2.1.2. Quantity Surveyor Skills;— according to Ashworth & Hogg (2002),[5], the Quantity Surveyor is the person who has major skills in:

- **Economic Knowledge;**— associated with the assessment of value for money and cost effectiveness in design; relying upon analysis and evaluative techniques necessary for costing, measuring and valuing in order that clients may be advised correctly.
- **Legal Knowledge;**— with a general knowledge of law and a specialist knowledge and interpretation of the law of contract (this is used in producing contract documentation and in the advice and settlement of contractual matters, disputes and claims).
- **Technological Knowledge;**— a knowledge of the construction process and the methods used in the construction of buildings and other structures, together with an in-depth knowledge of the industry. (This provides a basis for developing other skills).
- **Managerial Skills;**— the ability to organize the work associated with the construction project and to influence others in the procurement of buildings and structures, together with skills of an administrative function.

2.1.3. The Quantity Surveying Profession in Tanzania;— According to Marres,(2001) in Mikapagaro,(2008),[31]; the Quantity surveying profession in Tanzania, by then Tanganyika, was introduced during the early period of colonial rule of the British, and this clearly evidenced by the Architect and Quantity Surveyors Ordinance of 1949 out of which the Architects and Quantity Surveyors by laws were formulated in 1950. In 1972, Architects and Quantity surveyors found the necessity of bringing the contractors on board in order to facilitate management and monitoring of their conduct in discharging their services, the board was then called National Board of Architects, Quantity Surveyors and Building Contractors. However, in 1997 again it was found necessary to separate the contractors from the other two professionals which led to the establishment of the two separate professional boards which are Contractors Registration Board (CRB) and Architects and Quantity Surveyors Registration Board (AQRB), which was established by the Parliament Act no 16 of 1997 of the United Republic of Tanzania.

2.1.4. Quantity Surveyor Roles;— Sospeter (2010),[50], reports that; the role of the quantity surveyor within the Tanzanian construction environment is of great importance to

both clients and other industry professionals. Being in charge of financial matters carries with it a great responsibility and the quantity surveyor has the expertise to provide independent advice on these matters. Furthermore, Abdullah & Haron, (2007),[1], narrates that; there are many roles where a quantity surveyor will apply his/her knowledge in a Quantity Surveying Firm, either in their basic roles or additional roles. Their services include;—

- Preparation of preliminary estimates and most plans.
- Preparation of Bills of Quantities/tender documents.
- Valuation of works for interim valuations" certificates.
- Preparation of final accounts.
- Cost analysis/planning, Contractual advice, and
- Additional services provided such as project management, value management and facilities management.

Other modern roles includes the following below;—

- Programming and Planning,
- Insurance, and due diligence
- Corporate recovery and insolvency,
- Risk Management, and Sustainability.

Ramus et al.,(2006),[42], also details a summary of the duties normally carried out by the quantity surveyor following acceptance of a tender for a project where an architect is responsible for the supervision and management of the contract. Some of course may not be applicable to particular projects.

Before Work Starts on Site;—

- Arrange for contract documents to be prepared ready for signatures of the parties
- Prepare forecast of 'rate of spend' during the construction period and advise client on anticipated liability for payments on account to the contractor, giving dates and amounts
- Make preliminary arrangements for preparing valuations for payments on account in consultation with the contractor's surveyor; analyze preliminaries and calculate amounts of time related payments and percentage rate of cost-related payments; prepare schedule for stage payments.

During Construction Period;

- Prepare valuations for payments on account at the intervals stated in the contract and agree with contractor's surveyor.
- Plot payments on account on 'rate of spend' graph and report to architect on any significant divergences.
- Prepare estimates of likely cost of variations on receipt of copies of architect's instructions; later measure and value; check and price day work vouchers.
- Advise architect, if requested, on expenditure of provisional sums; measure and value work carried out by the main contractor against provisional sums and adjust contract sum accordingly.
- Prepare financial reports for architect and client at the time of interim payments
- Check the main contractor's notifications for changes in levies, contributions and taxes, etc., if applicable;

alternatively, apply price adjustment indices to amounts included in interim valuations.

- Measure projects based on schedules of rates or on bills of approximate quantities as the work proceeds, either on site or from architect's drawings, and value at contract rates.
- Advise architect, if requested, on contractor's claims (if any) for loss and expense payments; if accepted, negotiate claims with contractor.

After Construction Period;—

- Prepare final account
- Agree details and total with contractor's surveyor.

2.2. Orientation Training

Orientation Training, also known as Pre-job training or Induction program, is an important part of the hiring process. It is designed both to reduce first-day jitters and to bring newly hired employees into the fold by familiarizing them with their jobs and general and specific company operations, policies, procedures, and services. The more time and effort an employer puts into helping new-hires get off on the right foot, the more it will make new-hires feel welcome and at ease in their new work environment, Instill positive attitudes about the organization, promote company loyalty and reduce the likelihood of performance problems stemming from misunderstandings or misconceptions about company programs, policies, or operational methods,[20]. It is the act of installing a new employee into a position within an organization, which is the on-going procedure of assisting a new employee to become a fully productive member of the organization's workforce. Orientation Training refer to the launching of new employees into the workplace, it is more commonly used for a meeting or program at which introductory information or training is provided which can be invaluable in integrating new employees into the organization,[16].

2.2.1. Methods of the Orientation Training Program;—

Lawson,(2006),[30] assert that; an effective trainer must understand the different perceptual modes; that is, the ways in which people take in and process information, any learner may prefer one of the following six perceptual training methods:

- **Visual:** Videos/DVDs, slides, graphs, photos, demonstrations, methods and media that create opportunities for the participant to experience learning through the eyes.
- **Print:** Texts, paper-and-pencil exercises, activities that enable the participant to absorb the **written word**
- **Oral:** Lectures, audiotapes, methods that allow the participant simply to listen and take in information through the ears.
- **Interactive:** Group discussions, question-and-answer sessions, opportunities to talk and exchange ideas, opinions and reactions with fellow participants.
- **Tactile:** Hands-on activities, model building, activities that require the participant to handle objects or put things together

2.2.2. Duration of the Orientation Training Program;— Orientation training may last only a few days, others may take a month or longer, with sessions spread out over a period of weeks to prevent information overload. The time necessary to conduct an orientation depends on factors such as, the size and complexity of the organization, the number of employees participating in the orientation program and the complexity of the new employees' jobs (what and how much information workers need to perform to the organization's standards)³.

2.2.3. Drivers of the Orientation Training Program;— Being able to manage the integration of new personnel into your work environment is probably one of the major investments your firm will make each year, so that at the end, you will need to train your new employees well to realize that investment. You will find that your staff turnover is most likely to be with your new recruits, which becomes particularly more costly as your new employees are normally not working to their full capacity within their initial probation period. Therefore the relevance and importance of a thorough and well prepared Induction process is paramount. It is suggested that you offer a mentoring program and nominate a suitable member of your firm who can provide ongoing advice and direction to the new employee. The person should be someone who the new employee will feel comfortable conversing with and can go to for general advice, ask any questions and be made to feel as part of the team. Lawson,(2006),[30], maintains that; Orientation training is important in any firm since it contains the following advantages to the Employer and the Employee.

To The Employees

- **Introduction to Firm and Office Policies,** a proper Induction or Orientation Training will start with the basics of the office and revisiting of the job description. Also advise of all current office policies and practices including evacuation procedures where required, use a chain of command within your firm to allow your new staff member to discuss any difficulties or problems which may arise. In addition you need to inform the inductee of your office discrimination policies and of all applicable procedures that need to be followed.
- **Clear Understanding of Employees' Key Compliance Issues,** these will include issues such as health and safety, accessibility, IT knowledge, data protection, discrimination and diversity. Orientation training also introduce the new employee to the general office schedule.
- To provide employees with information that helps them integrate smoothly and quickly into the organization
- Mabaso,(2012),[32], report on introducing employees to the organization as a whole — its structure, philosophy, purpose, values and so forth, as another advantage.
- To help new employees identify the importance of their roles within the organization and how what they do affects others.
- To introduce employees to their department's goals, relations and their roles in helping meet those goals.

- Yilma,(2015) & Vecchio-Sadus,(2007),[63],[59], also report on the promotion of communication between the employee and management as another advantage.
- Confidentiality.

To The Employers

- **Quality Assurance,** as per Kinicki & Kreitner,(2007) & Narver & Slater,(1999),[24],[37], can be achieved through proper training to the employers hence increase or improvement of their productivity and keep up with the performance of the firm. Since the new graduate Quantity surveyors have been properly trained, they will perform the works according to the standards and ensure the quality work product.
- **Risk Management,** Kunene,(2009),[29] insists; it is observed that there is less risk to the employer who has provided a proper Orientation training program, since the trained employers will have better understanding of the resources, and how to properly utilize them and mostly to avoid future supervision of the employees.
- To communicate expectations regarding policies, procedures and performance.
- To make new employees feel welcome, and to assure them that they made the right decision in joining the team.
- To get employees excited about being a part of the organization, and motivated to do the best job possible.

2.2.4. Challenges of the Orientation Training Program;— Mndeme,(2011),[34], lays down the Challenges to the Orientation Training Program to Graduate Quantity Surveyor, which includes

- **Small Budget:** A budget is generally a list of all planned expenses and revenues. It is a plan for saving and spending. It provides a forecast of revenues and expenditures such as constructing a model of how our business might perform financially speaking if certain strategies, events and plans are carried out. It is also enable the actual financial operation of the business to be measured against the forecast. Orientation Training may be hindered by small budget which result into having less amount for implementing the training.
- **Poor Human Resource Skills:** Lack of clarity concerns both the changing role of Human Resource Development Professionals, and new approaches to working. It includes lack of understanding regarding Human Resource Development goals, tasks, responsibilities and objectives, and even distance between managers and the Human Resource Development function. Another reason, is the lack of practical information regarding the need for training, training progresses, and training opportunities. Other factors are lack of clear communication, clear training systems, procedures or policy, and a widely shared understanding of the importance of training and personal development. When all these issues are clear, they tend to support training in the organization,[21].
- **Trainees' Poor Participation:** Absence of a learning culture is an inhibiting factor to training. It is difficult to develop a learning culture. It is very difficult to motivate employees to share knowledge, or engage in learning process if they are not used to this, or perhaps even reluctant to do so. However, if an organization has a

³ Online Notes on Induction and orientation training by The Bureau of National Affairs, published in 2002 accessed from <http://www.hrxperts.org/pdf/library/hr> at 1433hrs on 13th January, 2018.

culture open to learning, this makes easier to change Human Resource and Development practices, such as developing responsibility to managers and employees, and creating opportunities for learning within work activities.

- **Lack of Enough Training Duration:** Lack of time to attend training on the part of employees due to work pressure; cancellation or postponement of training opportunities on the part of management to ensure the work load is completed is one of the inhibition factors to develop new human resource development initiatives such as Orientation training.
- **Lack of Motivation to Training:** Krapp,(2005),[28], accounts that; a distinction can be made between a lack of motivation on the part of managers for supporting employees, training, and a lack of motivation for training or a sense of responsibility for their own development among employees. Moreover, Beier & Kanfer,(2009) details that; the limited involvement of managers and employees in training issues are linked to their lack of motivation for training.

2.3. Graduate Orientation Training Experience from Developed Countries; United State of America (USA) and United Kingdom.

2.3.1. United States of America (USA);— a study by Beardwell & Holden,(1997),[7] observed that; an unwelcoming employee might have bad perception with the organization. That can greatly be attributed by lack of appropriate information about the organization expectations and benefits to the perspective employee which is one of the drivers for the Orientation training. When this happens new employees feel that it was a mistake to join the organization hence decide to quit. For example, Torrington & Hall,(2002), [54] accounts that; the study conducted in USA to 87,000 employees who just started their new jobs in 1992 revealed greater turnover was due to poorly managed expectations or in effective Orientation Training. 17% of these employees had left their jobs within three months and 42% left within 12 months. Besides Beardwell & Holden,(1997),[7] details on a cause root for the lack of effective Induction/Orientation training being the fact that, it is difficult to identify and demonstrate the result which Training produces.

A study by Gupta,(2007),[21] entails that; early job experiences appear to play a very critical role in the individual's career within the organizations. It is during orientation when individual's expectations and the organizations confront each other. If these expectations are not compatible, lack of motivation will result. The experimental study conducted by Gomer & Mayser,(2001),[20] on the role of Induction Training revealed an increase in output and attendance in the work of organization for employees who were oriented. This is due to the fact that orientation tells new entrants about their aspects and values in the organization for instance the pay system and promotion opportunity, thus holding employee in the organization. (Brown,(2005),[9] reports that; University of Virginia (USA) in an effort to make the university's New Employee Orientation training program more employees

friendly the program has been revisited their methods to focus more on the employees and less on the paper work. This is achieved through the means of Demonstration, practical activities and exercises. The goal is to make the Induction Training experience more enjoyable and memorable for employees and to involve top immediate supervisors in the process. The charge is also to instill a sense of pride in employees, to familiarize them with the university's mission, values, organization culture and to convey information that would help employees to perform their jobs more effectively. For effective employee Induction Training program both the human resource department and operating or uses department have to corporate.

2.3.2. United Kingdom;— the origin of Quantity Surveying as a profession dates way back in the 17th Century during the restoration of London after the Great Fire in 1666. Before 1666, masons, carpenters and other craftsmen were paid by the day, but because of the large amount of labor needed to reconstruct the city after the fire, it was decided that each craftsmen be paid for the quantity of his trades work. This meant that instead of being paid a wage, the tradesmen were paid for the amount of masonry, carpentry or any other craft ship contained in the building. In essence one had to study the drawings and measure the quantity of work of each trade contained in the building and at the same time prepares an estimate for the total cost of the building. Hence, from that humble beginning, the Quantity Surveying profession evolved,[11]. Writings by Byrne,(2010),[10], indicates that; in United Kingdom, most of the training are done through Power point slides and computer programs which involves well equipped trainers and the use of technology in the most part of the training basic of the education level of the trainee. Other methods used are Lectures, texts or pamphlets and group discussions depending on the number of the trainees.

2.4. Graduate Orientation Training Experience from Developing Countries; China, South Africa and Uganda.

2.4.1. China;— Gammon Construction Limited in Hong Kong, China have introduced The Graduate Quantity surveyors Training Program to provide Gammon's quantity surveying graduates with the best foundation for succeeding in the HKIS Assessment of Professional Competence (APC). After they have studied the field in university and chosen their preferred profession, and now they need to gain not just professional experience but also a complete and sound understanding of the operating environment. Gammon executives have designed this Graduate Program to help them attain professional qualification, and also broaden and deepen your knowledge and insights to chart their own development and career. Gammon offers the support and the help for achieving results through Orientation training.⁴ Gammon is faced with challenges on this program since many individuals are not well-grounded, with the right personal qualities, who are passionate about construction and the built environment -energized team players who are innovative and sincerely motivated by the challenge of

⁴ (http://bccw.cityu.edu.hk/main/download/gammon_scholarship/_graduate_training_programme.pdf). QS

getting results which are a great challenges for the effective implementation of their Orientation training.

2.4.2. South Africa;— Samdi,(2004),[45] narrates that; the induction and orientation program is a product of the national cabinet decision taken in August 2004 aimed at ensuring that all South African civil servants receive a minimum level of exposure and training to the core tenets of service delivery, and the development focus of the South African state. Besides, Mabaso,(2012),[32] did a research on Orientation staff training and improving job performance. He argued that induction training entail the use of program which provides information on things like organizational rules, regulations, history, products of the organization, grievance procedures and safety measures. These help an employee to acquire knowledge, skills and abilities for the purpose of becoming productive employee. He maintained that most of organizations in developing countries neglect this important aspect of hence poor performance of an employee and organization at larger. Furthermore, Mabaso,(2012),[32] explained on the factors that limit the effective implementation of the training as he mentioned lack of training needs analysis, lack of sensitization of employees on existence of training program, shortage of training budget, and lack of training programs evaluation and they could be solved through increasing training budget, competent trainers and adequate training duration.

2.4.3. Uganda;— Nassazi, (2013),[38], conducted a study on assessment of effective of Orientation Training program in Kampala University Uganda. The purpose was to investigate the effectiveness of Induction Training Program as related to job performance of employee staffs. The result shows that employees who had formal Induction Training performed better than those who did not have an opportunity to attend it. There was a significance relationship between Induction Training and organization performance. Also the study revealed a growing interest of management in establishment of a proper and adequate Induction Training policy as one among the strategy for improving performance of both academic and non-academic staffs. Moreover, a study done by Sullivan,(2005),[52] discovered that training, particularly Orientation Training receives less emphasis in developing countries especially Uganda than in public service organization in industrialized countries or private enterprises or multinational corporations. Induction Training is seen as a luxury and an activity that has little or no effect. However it is noted that there is a great relationship between employee retention and absenteeism in the one hand and induction training in the other hand.

3. Methodology

The methodology and research design used in this study was descriptive field survey, in which apart from literature review; instruments like questionnaire and interview were used by approaching various registered Quantity Surveying Firms and Building Contractors, as Employers implementing the Orientation training; and the Graduate Quantity Surveyors as Employees on the receiving end of these Orientation Trainings. Descriptive design was used to make a

detailed assessment of the drivers and challenges of the orientation training programs implemented by the employers to the graduate quantity surveyors. As identified by Mugenda & Mugenda,(1999), & Kothari,(2004),[35],[27]; descriptive research is a process of collecting data in order to test hypothesis or to answer questions concerning the current status of subjects in the study. Basically, literature review related to the Orientation training programs, and Quantity surveying Practice was reviewed. (Ogula,2005),[40] depicts that; in Literature review data are normally presented in form of statistical or descriptive format, whereby statistical data are collected by the state and its agencies, while descriptive data are analyzed critically in document.

This study is limited to the Employers' Orientation Training Program to the graduate quantity surveyors on employment; and its drivers and the challenges faced by both employers and the graduate quantity surveyors in Dar-Es-Salaam, Tanzania. It covered both contracting firms and the quantity surveying consulting firms. The study was carried out in Dar-Es-Salaam, Tanzania due to time limit; financial difficulties; and majority Building Contractors and Quantity Surveying Firms being located in the region. The study considered only the local building contractors registered under Class I to Class VII, Quantity Surveying Firms and Graduate Quantity Surveyors. Furthermore, the information regarding to local building contractors was collected from Contractors Registration Board(CRB), and for the Quantity Surveying Firms was collected from the Architect and Quantity Surveyor Registration Boards(AQRB).

3.1. Questionnaire Design

In this study, the questionnaires were prepared in accordance with objectives of the research. The questionnaire was divided into three parts which covered for both Employers and Graduates Quantity Surveyor; first part requested on general information about respondent, second part focused examining the drivers that attribute the employers' orientation training to the graduate quantity surveyors and methods used in implementing the training. Besides, third part was centered on the challenges of the employers' orientation training to the graduate quantity surveyors. Lastly, fourth part aimed at possible methods that can be used on enhancing the orientation training to the graduate quantity surveyors.

Through a quantitative approach, data used were acquired with a questionnaire survey. The questionnaire which had a close ended questions, was compiled based on the refined list of; What is Usually Trained/Taught During Orientation Training; Duration of the Training; Training Methods; Effectiveness of the Training Methods; Level of Participation; Drivers of the Orientation Training; Challenges of Orientation Training; and Possible Measures to Enhance Orientation Training, for both employer and employees, after a pilot study. Closed-ended questions were used as they are very convenient for collecting factual data and are simpler to analyze because the range of potential answers is limited,[3]. However, open ended questions were also incorporated to get further opinions from respondents.

The pilot study was carried out to mark better the quality of the questionnaire and improve reliability of the questions.

First and for most, the respondents were asked to provide their views on the Effectiveness of Training Methods, Drivers of the Orientation Training, Challenges of the Employers' Orientation training, and the Possible Measures to Enhance Orientation Training, using a 5-point likert scale. In a scale, the respondent was asked to respond to each of the statements in terms of several degrees, normally five degrees, [27]. The ratings used were depending on the data needed, whereby for the Effectiveness of the Training methods; Extremely Low(EL) =1; Low(L) =2; Moderate(M) =3, High(H) =4, and Extremely High(EH) =5, were used. For the Drivers of the Orientation Training, Extremely Unimportant(EU) =1; Unimportant(U) =2; Moderate(M) =3, Important(I) =4, and Extremely Important(EI) =5, were used. Finally, for the Challenges of the Employers' Orientation training; Possible Measures to Enhance Orientation Training, Very Low(VL) =1; Low(L) =2; Moderate(M) =3; To some extent(SE) =4; and To great extent(GE) =5, were used. This type of scale has been found to be acceptable in other construction management research. Furthermore, respondents were asked to provide their views on What is Usually Trained/Taught During Orientation Training, Duration of Training, Training Methods, New issues Taught During Orientation Training, in which; Total Number of Respondents(TNR); Number of Respondents (NR); and Percentage(%), were used.

3.2. Data Collection

In general the data collection process through this method was quite successful. Multiple sources of evidence were used to collect data. Literature was reviewed to determine the drivers that attribute the employers' orientation training to the graduate quantity surveyors and the methods are used in implementing the training; challenges of the employers' orientation training to the graduate quantity surveyors; and the possible methods of enhancing the orientation training to the graduate quantity surveyors, in Dar-Es-Salaam, Tanzania. Moreover, questionnaire survey was used to collect primary data from CRB, local building contractors, quantity surveying firms, and graduate quantity surveyor on the same, in which the respondents answered the questions on their own,[55]. Some of the questions were close ended and others were open ended to the respondent to attest their own opinion, and give more information. Furthermore, secondary data concerning the drivers and challenges of the orientation training programs implemented by the employers to the graduate quantity surveyors, was collected from literature review via published and unpublished books, journals, articles and papers,[27]. The questions were on seeking drivers attribute the employers' orientation training to the graduate quantity surveyors and what methods are used in implementing the training; the challenges of the employers' orientation training to the graduate quantity surveyors; and the possible methods of enhancing the orientation training to the graduate quantity surveyors. All respondents had different years of experience in the construction industry.

3.3. The Study Population and Sample

Singh,(2006),[49], defines population as the entire mass of observations, which is the parent group from which a sample is to be formed. Additionally, (Kothari,2004),[27], affirms that; this is a group of individuals, objects or items from which the sample is taken for measurement, and it refers to an entire group of person or elements which have one thing in common. In this study, the population includes all Contractors and Quantity Surveying Consulting firms that hire graduate quantity surveyors and implement the Orientation Training. For the case of Contractors, a preliminary survey indicated most of Contractors Class V, VI and VII did not possess the above requirements. Hence the Population for contracting firms included those from class I – IV as shown on Table #3.01.

Table 3.01: Summary of the Study Population (Respondents) Used During Data Collection Processes.

| SN | Population Type | Population Size (N) |
|-----|-------------------------------------|---------------------|
| 01. | Contractors | Class I |
| | | 85 |
| | | Class II |
| | | 32 |
| 02. | Quantity Surveying Consulting Firms | Class III |
| | | 29 |
| | | Class IV |
| | | 131 |
| | TOTAL | 379 |

Source; CRB,(2016) & AQRB,(2017)

Graduate Quantity Surveyors are employed in various Construction, and Non Construction firms where they deliver services which can be relevant or irrelevant to the Quantity Surveying Profession,[31]. Thus, the study sample includes the Employers who implement the training and Graduate Quantity Surveyors who receive the training when employed. The study required the use of stratified probability sampling for the contractors since the population of contractors in Tanzania is heterogeneous and it is categorized into strata such as class I – IV. Judgmental or Purposive Sampling which as per Kombo & Tromp,(2006),[26], it is a sampling technique where a researcher purposely selects and target a group of people believed to be reliable for the study such that they can provide the necessary information, assistance and response for the successful accomplishment of the particular study was used. Also used Snowball Sampling Technique which involves data that are difficult to access, perhaps because the sources of data cannot be identified easily thus the researcher may identify a small number of sources (respondents) and after collecting data from each one, requests that source to identify other sources was used,[17]. Hence Graduate Quantity surveyors were requested to give directions where others could be found. In this study, the targeted Contracting and Consulting firms must have had the following necessary characters; Hire Graduate Quantity Surveyors; and Implement Orientation Training.. Basically, the study used both probability and non-probability sampling in selecting a unit of population,[27]. The sample size is proposed to determine what is termed by (Kothari,2004),[27] as precision and confidence rate. Where time and resources allow researcher should take a big sample as possible, the size of sample should be optimum, neither large nor small.

The sample size was calculated with a formula provided by, Yamane,(1967),[62]

$$n = \frac{N}{1 + N(e)^2}$$

Where;— n is the sample size; N is the population size which is 379; A confidence level assumed 90%; and e is the level of precision which is 10%.

$$n = \frac{379}{1 + 379(0.1)^2}$$

$$n = 78.91 \approx 79$$

3.3.1. Sample Distribution; Contractors

$$\text{Registered contractors } n = \frac{277 \times 79}{379} = 58$$

Distribution of strata for the contractors

$$\begin{aligned} \text{Class I; } n &= \frac{58 \times 85}{277} = 18 & \text{Class II; } n &= \frac{58 \times 32}{277} = 7 \\ \text{Class III; } n &= \frac{58 \times 29}{277} = 6 & \text{Class IV; } n &= \frac{58 \times 131}{277} = 27 \end{aligned}$$

3.3.2. Sample Distribution; Consultants

$$\text{Registered quantity surveying firms, } n = \frac{102 \times 79}{379} = 21$$

Table 3.02: Summary of the Sample (n) Distribution for the Contractors and Consultants

| SN | Population Type | Population Size (N) | Sample (n) |
|-----|-------------------------------------|---------------------|------------|
| 01. | Contractors | Class I | 85 |
| | | Class II | 32 |
| | | Class III | 29 |
| | | Class IV | 131 |
| 02. | Quantity Surveying Consulting Firms | 102 | 21 |
| | TOTAL | 379 | 79 |

Source; Authors,(2018)

3.4. Response to Questionnaires

This study on Drivers and Challenges of the Employers' Orientation Training to Graduate Quantity Surveyors; consisted of questionnaires that required information from different respondents which included local building contractors from Class I to Class VII, quantity surveying firms, and graduate quantity surveyors in Dar-Es-Salaam, Tanzania. The general response from questionnaires distributed and returned from building local contractors and quantity surveying firms is as shown on table 3.03, whereby a total of 53 questionnaires were distributed to 30 selected building local construction firms out of 277, and 23 quantity surveying firms out of 102 as seen in Table #3.02. 45 of the distributed questionnaires which is 84% where returned, while 16% were not returned. All questionnaires were properly filled.

3.4.1. Response Rate from Questionnaire Addressed to the Employers/Trainer

A total number of 53 Employers/Trainers were distributed with the Questionnaires, where by only 45 questionnaires were returned as shown on the Table #3.03. below.

Table 3.03. Response Rate for Questionnaire Addressed to the Employers/Trainer, in which Distributed =(D); Returned =(R) .

| SN | Population Type | (D) | (R) | Rate of Response |
|-----|-------------------------------------|-----------|-----|------------------|
| 01. | Contractors | Class I | 14 | 13 |
| | | Class II | 4 | 3 |
| | | Class III | 3 | 3 |
| | | Class IV | 9 | 5 |
| 02. | Quantity Surveying Consulting Firms | 23 | 21 | 92% |
| | TOTAL | 53 | 45 | Average=84% |

Source; Authors,(2018).

3.4.2. Gender of Respondents Distribution for Employers/Trainers and Graduate Quantity Surveyors

Out of the 18 Respondents, only 3 were females, the rest 15 were males for the questionnaires distributed to the Employers/Trainers; while out of the 45 Respondents, 24 were females, the rest 21 were males for the questionnaires distributed to Graduate Quantity Surveyors, as seen in figure #3.01.

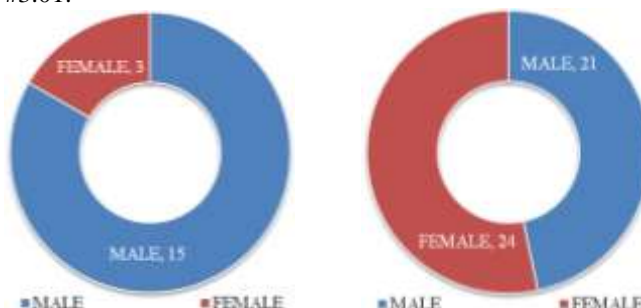


Figure 3.01: Gender Distribution for Employers/Trainers, and Graduate Quantity Surveyors, Source; Authors,(2018).

3.4.3. Age of Respondents Distribution for Employers/Trainer and Graduate Quantity Surveyors

Out of 18 respondents, 3 had the age of between 21 and 35 years; 8 had the age of between 36 and 50 years; while the remaining 7 respondents had the age of above 50 years as shown on the Table #3.04. Mean while, all of the Graduate Quantity Surveyors had the age between 21 and 35 years.

Table 3.04: Age Distribution of Employers/Trainer

| SN | Age Group(Years) | Number | Percentage |
|-----|------------------|--------|------------|
| 01. | 21 — 35 | 3 | 17% |
| 02. | 36 — 50 | 8 | 44% |
| 03. | Above 50 | 7 | 30% |
| | TOTAL | 18 | 100% |

Source; Authors,(2018)

4. Results, Analysis and Discussion

Main parameters used for investigation in study included; examining the drivers attribute the employers' orientation training to the graduate quantity surveyors and methods used in implementing the training; and investigate the challenges of the employers' orientation training to the graduate quantity surveyors during its implementation, which paved the way for proposing probable possible methods of enhancing the orientation training to the graduate quantity surveyors. Data collected, analyzed and presented using Microsoft Word and Excel (Tables, Bar charts and Pie charts) in order to get more accurate computation that mapped out a pattern or

relationship between measured or comparable variables. The study adopted descriptive statistical method where analysis was done based on the frequency of occurrence to analyze the data based on the research questions depending on how the respondents responded to the questionnaires. Analysis on the main parameters was done by Descriptive Statistical Method, to obtain their cumulative means score and ranking them accordingly. Some of the findings for this study were relatively small data hence the data was analyzed by calculating frequencies and Mean score. The value of cumulative mean score was calculated as follows:—

$$\text{Value of Mean Score} = \sum (F \times S) \div N$$

Where:

F = Frequency of response for each score

S = Score given to each cause

N = Total number of responses for each factor.

The mean score comparison table was used to rank the results by considering the result of the mean score obtained.

Table 4.01: Mean Score Comparison Table

| SN | Mean Score | Ranking |
|-----|------------|---------|
| 01. | 4.0 — 5.0 | High |
| 02. | 3.0 — 3.9 | Medium |
| 03. | 1.0 — 2.9 | Low |

Source; Authors,(2018).

4.1. What is Usually Trained/Taught During Orientation Training

This was to determine what exactly the Graduate Quantity surveyors are being taught by their Employers or trainers during orientation training. The Table #4.02, shows the analysis of the data collected. Where by **TNR** – Total Number of Respondents, **NR** – Number of Respondents, % - Percentage.

Table 4.02: What is Usually Trained/Taught During Orientation Training - Employers

| SN. | What is usually trained/ taught during Orientation Training | TNR | Teach | | Do not Teach | | Rank |
|-----|---|-----|-------|----|--------------|----|------|
| | | | NR | % | NR | % | |
| 01. | Individual Roles and Duties | 18 | 14 | 78 | 4 | 22 | 3 |
| 02. | Working Hours and Schedule | 18 | 15 | 83 | 3 | 17 | 2 |
| 03. | Off days and Holidays Routine | 18 | 7 | 39 | 11 | 61 | 7 |
| 04. | Dress Codes | 18 | 10 | 56 | 8 | 44 | 6 |
| 05. | Office Letters and Record Keeping | 18 | 13 | 72 | 5 | 28 | 4 |
| 06. | Location of Places | 18 | 4 | 22 | 14 | 78 | 10 |
| 07. | Health and Safety Rules | 18 | 7 | 39 | 11 | 61 | 7 |
| 08. | Legal Requirements | 18 | 5 | 28 | 13 | 72 | 9 |
| 09. | Company's Mission, Goals and Values | 18 | 13 | 72 | 5 | 28 | 4 |
| 10. | Computer Programs | 18 | 3 | 17 | 15 | 83 | 11 |
| 11. | Particular Set of Quantity Surveying Skills i.e. Preparation of BOQ, Payment Certificates, Financial Statements (As per company's format) | 18 | 17 | 94 | 1 | 6 | 1 |

Source; Authors,(2018).

From the Table #4.02. above, the most trained particulars during the orientation training are the ones which scored above 50%, where by Sets of Quantity Surveying skills as

per company's format ranked first and taught by 94% of the employers/trainers, followed by working hours and schedule which has been trained by 83%. Individual roles and duties scored 78%, office letter and record keeping and company's mission, goals and values both scored 72% while dress codes scored 56%. The rest scored below 50%.

Table 4.03: What is usually Trained/Taught during Orientation Training - GQS

| SN. | What is usually trained/ taught during Orientation Training | TNR | Teach | | Do not Teach | | Rank |
|-----|---|-----|-------|----|--------------|----|------|
| | | | NR | % | NR | % | |
| 01. | Individual Roles and Duties | 45 | 33 | 73 | 12 | 27 | 2 |
| 02. | Working Hours and Schedule | 45 | 28 | 62 | 17 | 38 | 3 |
| 03. | Off days and Holidays Routine | 45 | 10 | 22 | 35 | 78 | 9 |
| 04. | Dress Codes | 45 | 11 | 24 | 34 | 76 | 8 |
| 05. | Office Letters and Record Keeping | 45 | 28 | 62 | 17 | 38 | 3 |
| 06. | Location of Places | 45 | 10 | 22 | 35 | 78 | 9 |
| 07. | Health and Safety Rules | 45 | 21 | 47 | 24 | 53 | 6 |
| 08. | Legal Requirements | 45 | 18 | 40 | 27 | 60 | 7 |
| 09. | Company's Mission, Goals and Values | 45 | 26 | 58 | 19 | 42 | 5 |
| 10. | Computer Programs | 45 | 9 | 20 | 36 | 80 | 11 |
| 11. | Particular Set of Quantity Surveying Skills i.e. Preparation of BOQ, Payment Certificates, Financial Statements (As per company's format) | 45 | 39 | 87 | 6 | 13 | 1 |

Source; Authors,(2018).

According to Table #4.03, the most trained particulars during the orientation training are the ones which scored above 50%, where by Sets of Quantity surveying skills as per company's format ranked first as the employers'/trainers' perspective but 87% of the Graduate Quantity surveyors learned it, followed by Individual roles and duties which has been learned by 73%. Working hours and schedule and office letter and record keeping both scored 62%, while company's mission, goals and values both scored 58%. The rest scored below 50%.

Table 4.04: General Response on What is Usually Trained/Taught During Orientation Training

| SN. | What is usually trained/ taught during Orientation Training | TNR | Teach | | Do not Teach | | Rank |
|-----|--|-----|-------|----|--------------|----|------|
| | | | NR | % | NR | % | |
| 01. | Individual Roles and Duties | 63 | 47 | 75 | 16 | 25 | 2 |
| 02. | Working Hours and Schedule | 63 | 43 | 68 | 20 | 32 | 3 |
| 03. | Off days and Holidays Routine | 63 | 17 | 27 | 46 | 73 | 9 |
| 04. | Dress Codes | 63 | 21 | 33 | 42 | 67 | 8 |
| 05. | Office Letters and Record Keeping | 63 | 41 | 65 | 22 | 35 | 4 |
| 06. | Location of Places | 63 | 14 | 22 | 49 | 78 | 10 |
| 07. | Health and Safety Rules | 63 | 28 | 44 | 35 | 56 | 6 |
| 08. | Legal Requirements | 63 | 23 | 37 | 40 | 63 | 7 |
| 09. | Company's Mission, Goals and Values | 63 | 39 | 62 | 24 | 38 | 5 |
| 10. | Computer Programs | 63 | 12 | 19 | 51 | 81 | 11 |
| 11. | Particular Set of Quantity Surveying Skills i.e. Preparation of BOQ, Payment Certificates, | 63 | 56 | 89 | 7 | 11 | 1 |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Financial Statements (As per company's format) | | | | | | | |
|--|--|--|--|--|--|--|--|

Source; Authors,(2018).

Discussion

This includes the items which has scored more than 50% according to Table #4.04 and they include Sets of Quantity surveying skills as per company's format, Individual roles and duties, Working hours and Schedule, Office Letters and Record keeping, Company's mission, goals and values.

Sets of Quantity Surveying Skills as per Company's Format;— According to Table #4.04, this was ranked first with 89% of the respondents experiencing it while 11% did not. Different quantity surveying consultancy firms and contractors have different performance procedures and policies that may be new to the graduate quantity surveyors. It has been observed that although they follow the same basic principle procedures, they differ in the ways they run things in their particular organization such as, preparations of various work documents (BOQ, Financial Statements, and Payment Certificates). This also inform a new employee on the methods of doing their intended work with their expected outcome or product and timescale.

Individual Roles and Duties;— This ranked second with 75% of the respondents experiencing it. Many employers understand the value of settling a new employee into understanding their role in a well-organized orientation training program,[2]. During Orientation training, an explanation of a clear outline of roles and requirements is given, in this way, both the manager and the individual are able to measure progress as time goes⁵

Working Hours and Schedule;— This ranked third with 68% of the respondents saying it was taught during the orientation training. This includes the working hours in a day, overtime and the whole schedule of work. This will help smooth the working process and ensure self-control of a new hired employee in the organization,[30].

Office Letters and Record Keeping;— From Table #4.04, 65% of the respondents said it was taught during the orientation training. This is important as it will help a graduate quantity surveyor understand the format of writing office letters which is different in every firm or organization. Also it will bring him or her up to speed on the way record are kept in the organization, and it enhance efficiency of operations and ease management and retrieval of the records.

Company's Mission, Goals and Values;— This ranked fifth and according to table 3.7, 62% or the respondents said it was taught during the orientation training. Any firm has its own goals, values and mission to be upheld by all it workers. All workers are to share the same mission and goals of making sure their company works at a maximum productivity ensuring everyone does their part in the company by knowing their position and how their individual efforts contributes towards a company's success,[18].

⁵ <http://www.bath.ac.uk/hr/hrdocuments/induction-guidance-managers.pdf>

Other Particulars Taught During Orientation Training;— These were written by the respondents as other items taught during orientation training, and they included Company Document Presentation format, Punctuality, High Quality and on time delivery, Ethics and Conduct of work.

4.2. New Knowledge and Skills During Orientation Training

This was to investigate whether the Graduate Quantity Surveyors acquire any new knowledge or skills on Quantity surveying profession during the Orientation training apart from what was taught in the university level.

Table 4.05: New things Taught During Orientation Training

| SN. | Response | Number | | Percentage (%) |
|-----|----------|-----------|----|----------------|
| 01. | Yes | Employers | 8 | 44 |
| | | GQS | 19 | 42 |
| | | TOTAL | 27 | 43 |
| 02. | No | Employers | 10 | 56 |
| | | GQS | 26 | 58 |
| | | TOTAL | 36 | 57 |

Source; Authors,(2018).

From the above Table #4.05, it shows that only 44% (8) of the employers said they taught something new to the GQS apart from what they were taught in the university, the rest 56% (10) did not. It shows that only 42% (19) of the Graduate Quantity Surveyors said they acquired new knowledge and skills apart from what they were taught in the university, the rest 58% (26) did not.

Discussion

From the Table #4.05, it clearly shows that (57%), that is more than 50% of the respondents (both employers and graduate quantity surveyors) did not agree that new knowledge is acquired during the Orientation training while 43% agreed. This compliments the statement that stated University level training provides 80% of what is in the quantity surveying profession⁶. This shows that Graduate Quantity surveyors are taught new things during orientation training when employed by a great number but majority (more than 50%) do not, this is because most of the Quantity surveying professional basic knowledge is mostly acquired during the University undergraduate level training.

New Knowledge Acquired/Trained During Orientation training;— These included Office keeping (Environmental Management), Practical methods or procedures of theories gained in University level, Financial Management, Technical Audit skills, Taking off using Microsoft Excel, Cash flow projections, Financial Appraisal report, Site hand over, schedule of materials and the use of RIPAC Program for Preparation of Bills of Quantities.

⁶ Speech given by Qs. Samuel N. Marwa, President of the Tanzania Institute of Quantity Surveyors(TIQS), on 10th May, 2017, during the TIQS Meeting with Building Economics student at Ardhi University(ARU).

4.3. Duration of Training

This was to determine the how long it takes for the Employers to conduct the Orientation training to the Graduate Quantity surveyors.

Discussion

From the Table #4.06, it shows that 59% (37 Respondents) have experienced an orientation training duration of more than 8 hours (that is more than one day). The results compliment the statement stating, Orientation training may last only a few days, others last a month or longer, with sessions spread out over a period of weeks to prevent information overload. The time necessary to conduct an orientation depends on factors such as, the size and complexity of the organization, the number of employees participating in the orientation program and the complexity of the new employees' jobs (what and how much information workers need to perform to the organization's standards)⁷.

Table 4.06: Duration of training

| SN. | Duration of Training | Number | Percentage (%) |
|-----|----------------------|-----------|----------------|
| 01. | Less than 4 Hours | Employers | 3 |
| | | GQS | 5 |
| | | TOTAL | 8 |
| 02. | 4 to 8 Hours | Employers | 7 |
| | | GQS | 11 |
| | | TOTAL | 18 |
| 03. | More than 8 Hours | Employers | 8 |
| | | GQS | 29 |
| | | TOTAL | 37 |

Source; Authors,(2018).

Exact Duration of Training;— Respondents specified duration such as One day (8 hours), Two days (16 hours), One week, Ten Days, Two weeks and the maximum was One (1) Month.

Adequacy of the Training Period;— This was only asked to the Graduate Quantity surveyors to determine if the period of the orientation training was enough or not. Their response has been projected on figure #4.01.

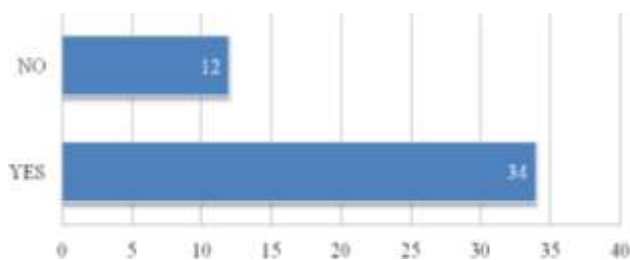


Figure 4.01: Adequacy of the training period - GQS,
Source; Authors,(2018).

From the figure #4.01, it can be clearly seen that the time period taken for the orientation training is enough since more than three quarter (76%) of the respondents agreed that the period of training was adequate, and the rest (24%) did not.

⁷ Online Notes on Induction and Orientation Training by The Bureau of National Affairs, Published in 2002 accessed from <http://www.hrxperts.org/pdf/library/hr> at 1433hrs on June 13,2017.

Discussion

From the above data acquired, it shows that the period set by the employers to implement orientation training to the quantity surveyor is adequate for the training. The results goes parallel with statement that, the supervisor (trainer) should ensure a proper welcome to the new employee and set aside adequate time to get him through the orientation training that will introduce him or her to the work environment,[30].

4.5. Training Methods

This was aimed to determine different types of training methods used by the employers or trainers during the implementation of orientation training to the Graduate Quantity surveyors

Table 4.07: Training Methods

| SN. | Training Methods | USED | | NOT USED | |
|-----|-------------------------------|-----------|----|----------|----|
| | | NR | % | NR | % |
| 01. | Lecture | Employers | 4 | 22 | 14 |
| | | GQS | 14 | 31 | 31 |
| | | TOTAL | 18 | 29 | 45 |
| 02. | Questions and Answers Session | Employers | 15 | 83 | 3 |
| | | GQS | 38 | 84 | 7 |
| | | TOTAL | 53 | 84 | 10 |
| 03. | Demonstration and Exercise | Employers | 16 | 89 | 2 |
| | | GQS | 41 | 91 | 4 |
| | | TOTAL | 57 | 90 | 6 |
| 04. | Group Discussions | Employers | 5 | 28 | 13 |
| | | GQS | 17 | 38 | 28 |
| | | TOTAL | 22 | 35 | 41 |
| 05. | Power Point Slides | Employers | 3 | 17 | 15 |
| | | GQS | 11 | 24 | 34 |
| | | TOTAL | 14 | 22 | 49 |
| 06. | Text/ Pamphlets | Employers | 2 | 11 | 16 |
| | | GQS | 6 | 13 | 13 |
| | | TOTAL | 8 | 13 | 55 |

Source; Authors,(2018).

From the Table #4.07 above, the results shows that Demonstration and Exercises as means of training to the graduate Quantity surveyors is mostly used by the employers as it was used by 90% of the respondents, followed by Questions and Answers sessions method at 84% degree of usage. Others had low degree of usage (below 50%) showing they are not much used in Dar-Es-Salaam, Tanzania, with Power point slides and Texts/Pamphlets having the lowest degrees of usage of 22% and 13% respectively.

Table 4.08: Effectiveness of training methods – Employers

| S N | Training Methods | T N R | EL(1) | | L(2) | | M(3) | | H(4) | | EH(5) | | M E A N | A N K |
|--------|------------------------------|-------------|-------|----|------|----|------|----|------|----|-------|----|------------------|-------------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Lectures | 18 | 5 | 28 | 3 | 17 | 1 | 6 | 3 | 17 | 6 | 33 | 3.1 | 4 |
| 02. | Question and Answer Sessions | 18 | 0 | 0 | 1 | 6 | 1 | 6 | 3 | 17 | 14 | 78 | 4.8 | 1 |
| 03. | Demonstration and Exercises | 18 | 0 | 0 | 0 | 0 | 2 | 11 | 4 | 22 | 12 | 67 | 4.6 | 2 |
| 04. | Group discussion | 18 | 2 | 11 | 2 | 11 | 2 | 11 | 2 | 11 | 10 | 56 | 3.9 | 3 |
| 05. | Power Point Slides | 18 | 2 | 11 | 5 | 28 | 3 | 17 | 3 | 17 | 2 | 11 | 2.4 | 5 |
| 06. | Text/ Pamphlets | 18 | 3 | 17 | 4 | 22 | 4 | 22 | 2 | 11 | 1 | 6 | 2.0 | 6 |

Source; Authors,(2018).

4.6. Effectiveness of the Training Methods

This was mainly to investigate the level of effectiveness of the training methods used by the employers during orientation training to the Graduate quantity surveyors. The scale was rated as follows, Extremely Low (EL) =1; Low(L) =2; Moderate(M) =3; High(H) =4; and Extremely High(EH) =5.

From Table #4.08, it shows that the most effective method from the employers/trainers perspective is Questions and Answers sessions with mean score of 4.83, followed by demonstration and exercises with mean score of 4.56 and group discussions at 3.89, the rest such as Lectures, PowerPoint slides and Texts/pamphlets have scored low.

Table 4.09: Effectiveness of training methods – GQS

| S N | Training Methods | T N R | EL(1) | | L(2) | | M(3) | | H(4) | | EH(5) | | M E A N | R A N K |
|-----|------------------------------|-------|-------|----|------|----|------|----|------|----|-------|----|---------|---------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Lectures | 45 | 2 | 4 | 5 | 11 | 11 | 24 | 5 | 11 | 22 | 49 | 3.9 | 4 |
| 02. | Question and Answer Sessions | 45 | 0 | 0 | 1 | 2 | 4 | 9 | 9 | 20 | 31 | 69 | 4.6 | 2 |
| 03. | Demonstration and Exercises | 45 | 0 | 0 | 2 | 4 | 3 | 7 | 4 | 9 | 36 | 80 | 4.6 | 1 |
| 04. | Group discussion | 45 | 1 | 2 | 3 | 7 | 8 | 18 | 7 | 16 | 27 | 60 | 4.3 | 3 |
| 05. | Power Point Slides | 45 | 11 | 24 | 9 | 20 | 9 | 20 | 6 | 13 | 5 | 11 | 2.3 | 5 |
| 06. | Text/ Pamphlets | 45 | 15 | 33 | 9 | 20 | 15 | 33 | 4 | 9 | 2 | 4 | 2.3 | 6 |

Source; Authors,(2018).

From Table #4.09, the response from graduate quantity surveyors shows that the most effective method is Demonstration and exercises with mean score of 4.63, followed by Questions and Answers sessions with mean score of 4.62 and group discussions at 4.19, while Lectures had score of 3.67 which is slightly higher score compared from the employers' response. The rest such as Power Point slides and Texts/pamphlets have scored low.

Table 4.10: General Response on Effectiveness of Training Methods

| S N | Training Methods | T N R | EL(1) | | L(2) | | M(3) | | H(4) | | EH(5) | | M E A N | R A N K |
|-----|------------------------------|-------|-------|----|------|----|------|----|------|----|-------|----|---------|---------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Lectures | 63 | 7 | 11 | 8 | 13 | 12 | 19 | 8 | 13 | 28 | 44 | 3.7 | 4 |
| 02. | Question and Answer Sessions | 63 | 0 | 0 | 2 | 3 | 5 | 8 | 12 | 19 | 45 | 71 | 4.6 | 2 |
| 03. | Demonstration and Exercises | 63 | 0 | 0 | 2 | 3 | 5 | 8 | 8 | 13 | 48 | 76 | 4.6 | 1 |
| 04. | Group discussion | 63 | 3 | 3 | 5 | 8 | 10 | 16 | 9 | 14 | 37 | 59 | 4.2 | 3 |
| 05. | Power Point Slides | 63 | 13 | 21 | 14 | 22 | 12 | 19 | 9 | 14 | 7 | 11 | 2.4 | 5 |
| 06. | Text/ Pamphlets | 63 | 18 | 29 | 13 | 21 | 19 | 30 | 6 | 10 | 3 | 5 | 2.2 | 6 |

Source; Authors,(2018).

Discussion

This will include training methods with the mean score of above 4.0 which include; Question and Answer Sessions, Demonstration and Exercises, and Group discussions

Demonstration and Exercises;— This ranked first with the mean score of 4.63, where by 76% of the respondents thought it was very effective, 8% thought it was moderate and none of the respondents thought it was not effective. According to Lawson,(2006),[30]; this training method involves hands on activities that requires a trainee to handle the actual work. For the case of Graduate Quantity surveyors, in some firms they are given a part of a project to undertake by his own under close supervision of a senior.

Questions and Answers Sessions;— As its name explains itself, this training method involves trainees asking questions and trainers providing answers. From the table 3.13, it ranked second with the mean score of 4.62 where by 71% of the respondents thought it was very effective. A trainer from a certain consulting firm made a statement upon his method of training graduate quantity surveyors that, during Orientation Training, what he does is ask the graduates on the matters that they don't know or what they want to know and he answers by teaching them the particular items they needed to know.

Group Discussion;— This ranked third with the mean score of 4.19, whereby according to table 3.13, 59% of the respondents thought it was very effective while only 5% thought its effectiveness was extremely low. This is applicable where the orientation training has more two trainees, therefore this method gives them opportunity to talk and exchange ideas, opinions and reactions with fellow trainees,[30].

Level of Participation;— This was to determine the Training style of the employer/trainer during the orientation training, and the degree of freedom of participation of the graduate quantity surveyor.

Table 4.11: Level of Participation

| SN. | Level of Participation | Number | | Percentage(%) |
|-----|------------------------|-----------|-----|---------------|
| | | Employers | GQS | |
| 01. | Very Dictatorial | 0 | 0 | 0 |
| | | 0 | 0 | 0 |
| | | 0 | 0 | 0 |
| 02. | Dictatorial | 0 | 0 | 0 |
| | | 1 | 2 | 2 |
| | | 1 | 2 | 2 |
| 03. | Moderate | 3 | 17 | 17 |
| | | 6 | 13 | 13 |
| | | 9 | 14 | 14 |
| 04. | Open | 2 | 11 | 11 |
| | | 8 | 18 | 18 |
| | | 10 | 16 | 16 |
| 05. | Very Open | 13 | 72 | 72 |
| | | 30 | 67 | 67 |
| | | 43 | 68 | 68 |

Source; Authors,(2018).

From the results shown on the Table #4.11, Forty three (43) of the respondents (68%) had a very open participation training, 16% had a normal open participation training while 14% had moderate training participation. This compliments a statement by Lawson,(2006),[30]; which emphasizes on the relation between trainer and trainee during orientation training, that is, for an orientation training to be effective,

there must be a good relationship between a trainer and trainees which is friendly and open.

Table 4.12: Drivers of the Orientation Training - Employers

| S N | Training Methods | T N R | EU(1) | | U(2) | | M(3) | | I(4) | | EI(5) | | M E A N | R A N K |
|--------|---|-------------|-------|----|------|----|------|----|------|----|-------|----|------------------|------------------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Introduction to the organization as a whole | 18 | 1 | 6 | 0 | 0 | 1 | 6 | 3 | 17 | 13 | 72 | 4.5 | 5 |
| 02. | Understanding goals | 18 | 1 | 6 | 1 | 6 | 3 | 17 | 2 | 11 | 11 | 61 | 4.2 | 7 |
| 03. | Outlining roles and duties | 18 | 1 | 6 | 2 | 11 | 1 | 6 | 3 | 17 | 9 | 50 | 3.6 | 13 |
| 04. | Saving time for future supervision | 18 | 0 | 0 | 0 | 0 | 1 | 6 | 2 | 11 | 15 | 83 | 4.8 | 2 |
| 05. | To provide employees with important basic information | 18 | 1 | 6 | 0 | 0 | 2 | 11 | 4 | 22 | 9 | 50 | 3.8 | 11 |
| 06. | Understanding Departmental Relations | 18 | 0 | 0 | 1 | 6 | 1 | 6 | 1 | 6 | 15 | 83 | 4.7 | 3 |
| 07. | To promote effective communication | 18 | 0 | 0 | 0 | 0 | 1 | 6 | 1 | 6 | 16 | 89 | 4.8 | 1 |
| 08. | Acquiring new skills and knowledge | 18 | 1 | 6 | 2 | 11 | 5 | 28 | 4 | 22 | 6 | 33 | 3.7 | 12 |
| 09. | Promote Familiarity, Socializing and Comfort ability | 18 | 1 | 6 | 1 | 6 | 3 | 17 | 4 | 22 | 9 | 50 | 4.1 | 8 |
| 10. | Motivation and Confidence | 18 | 1 | 6 | 1 | 6 | 2 | 11 | 2 | 11 | 11 | 61 | 4.0 | 9 |
| 11. | Team work | 18 | 0 | 0 | 1 | 6 | 3 | 17 | 2 | 11 | 12 | 67 | 4.4 | 6 |
| 12. | Strengthen Loyalty | 18 | 2 | 11 | 4 | 22 | 3 | 17 | 2 | 11 | 7 | 39 | 3.4 | 14 |
| 13. | Increase productivity and performance | 18 | 0 | 0 | 0 | 0 | 3 | 17 | 1 | 6 | 14 | 78 | 4.6 | 4 |
| 14. | Instill positive attitude about the organization | 18 | 2 | 11 | 2 | 11 | 2 | 11 | 3 | 17 | 9 | 50 | 3.8 | 10 |

Source; Authors,(2018).

4.7. Drivers of the Orientation Training

This was the first objective of this study aimed at examining the drivers that attribute the employers' orientation training to the graduate quantity surveyors. In other word, it was aimed at determining the reasons (advantages) that influence the implementation of the orientation training to the quantity surveyors. Scaling of these Drivers was done as follows; Extremely Unimportant(EU) =1; Unimportant(U) =2; Moderate(M) =3; Important(I) =4; Extremely Important(EI) =5.

From the above Table #4.12, Eight (8) drivers scored the mean score of above 4.0 indicating they are the most important drivers that attribute the implementation of the orientation training from the employers' perspective, they

include Introduction to the organization as whole, Understanding goals, Saves time for future supervision, Understanding Departmental Relations, To promote effective communication, Promote Familiarity, Socializing and Comfortability, Motivation and Confidence, Team work, and Increase productivity and performance. The rest scored low to be considered with the highest degree of importance.

Table 4.13: Drivers of the Orientation Training - GQS

| S N | Training Methods | T N R | EU(1) | | U(2) | | M(3) | | I(4) | | EI(5) | | M E A N | R A N K |
|--------|---|-------------|-------|----|------|----|------|----|------|----|-------|----|------------------|------------------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Introduction to the organization as a whole | 45 | 2 | 4 | 4 | 9 | 9 | 20 | 13 | 29 | 17 | 38 | 3.9 | 7 |
| 02. | Understanding goals | 45 | 7 | 16 | 5 | 11 | 7 | 16 | 11 | 24 | 15 | 33 | 3.5 | 9 |
| 03. | Outlining roles and duties | 45 | 4 | 9 | 3 | 7 | 18 | 40 | 12 | 27 | 8 | 18 | 3.4 | 10 |
| 04. | Understanding rules and regulation | 45 | 3 | 7 | 6 | 13 | 7 | 16 | 13 | 29 | 15 | 33 | 3.6 | 8 |
| 05. | To provide employees with important basic information | 45 | 8 | 18 | 7 | 16 | 6 | 13 | 9 | 20 | 15 | 33 | 3.4 | 11 |
| 06. | Understanding Departmental Relations | 45 | 1 | 2 | 3 | 7 | 5 | 11 | 7 | 16 | 29 | 64 | 4.3 | 1 |
| 07. | To promote effective communication | 45 | 1 | 2 | 3 | 7 | 4 | 9 | 13 | 29 | 24 | 53 | 4.2 | 2 |
| 08. | Acquiring new skills and knowledge | 45 | 7 | 16 | 8 | 18 | 13 | 29 | 8 | 18 | 9 | 20 | 3.1 | 12 |
| 09. | Promote Familiarity, Socializing and Comfort ability | 45 | 2 | 4 | 1 | 2 | 5 | 11 | 18 | 40 | 19 | 42 | 4.1 | 4 |
| 10. | Motivation and Confidence | 45 | 1 | 2 | 2 | 4 | 6 | 13 | 15 | 33 | 21 | 47 | 4.2 | 3 |
| 11. | Team work | 45 | 2 | 4 | 3 | 7 | 8 | 18 | 13 | 29 | 19 | 42 | 4.0 | 6 |
| 12. | Increase productivity and performance | 45 | 3 | 7 | 1 | 2 | 8 | 18 | 10 | 22 | 23 | 51 | 4.1 | 5 |

Source; Authors,(2018).

From the above Table #4.13, the response from the graduate quantity surveyors was a little different, since only Six (6) drivers scored above 4.0 means score, the most important drivers that attribute the implementation of the orientation training include, Understanding Departmental Relations, To promote effective communication, Promote Familiarity, Socializing and Comfortability, Motivation and Confidence, Team work, and Increase productivity and performance. The rest scored low to be considered with the highest degree of importance.

Table 4.14: General Response on Drivers of the orientation training

| S N | Training Methods | T N R | EU(1) | | U(2) | | M(3) | | I(4) | | EI(5) | | M E A N | R A N K |
|--------|---|-------------|-------|----|------|----|------|----|------|----|-------|----|------------------|------------------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Introduction to the organization as a whole | 63 | 3 | 5 | 4 | 6 | 10 | 16 | 16 | 25 | 30 | 48 | 4 | 8 |
| 02. | Understanding goals | 63 | 8 | 13 | 6 | 10 | 10 | 16 | 13 | 21 | 26 | 41 | 3.7 | 10 |
| 03. | Outlining roles and duties | 63 | 5 | 8 | 5 | 8 | 19 | 30 | 15 | 24 | 17 | 27 | 3.4 | 13 |
| 04. | To provide employees with important basic information | 63 | 9 | 14 | 7 | 11 | 8 | 13 | 13 | 21 | 24 | 38 | 3.5 | 12 |
| 05. | Understanding Departmental Relations | 63 | 1 | 2 | 4 | 6 | 6 | 10 | 8 | 13 | 44 | 70 | 4.4 | 2 |
| 06. | To promote effective communication | 63 | 1 | 2 | 3 | 5 | 5 | 8 | 14 | 22 | 40 | 63 | 4.4 | 3 |
| 07. | Acquiring new skills and knowledge | 63 | 8 | 13 | 10 | 16 | 18 | 29 | 12 | 19 | 15 | 24 | 3.3 | 15 |
| 08. | Promote Familiarity, Socializing and Comfort ability | 63 | 3 | 5 | 2 | 3 | 8 | 13 | 22 | 35 | 28 | 44 | 4.1 | 6 |
| 09. | Motivation and Confidence | 63 | 2 | 3 | 3 | 5 | 8 | 13 | 17 | 27 | 32 | 51 | 4.1 | 5 |
| 10. | Team work | 63 | 2 | 3 | 4 | 6 | 11 | 17 | 15 | 24 | 31 | 49 | 4.1 | 7 |
| 11. | Increase productivity and performance | 63 | 3 | 5 | 1 | 2 | 11 | 17 | 11 | 17 | 37 | 59 | 4.2 | 4 |
| 12. | Strengthen Loyalty | 18 | 2 | 11 | 4 | 22 | 3 | 17 | 2 | 11 | 7 | 39 | 3.4 | 13 |
| 13. | Saving time for future supervision | 18 | 0 | 0 | 0 | 0 | 1 | 6 | 2 | 11 | 15 | 83 | 4.8 | 1 |
| 14. | Instill positive attitude about the organization | 18 | 2 | 11 | 2 | 11 | 2 | 11 | 3 | 17 | 9 | 50 | 3.8 | 9 |
| 15. | Understanding rules and regulation | 45 | 3 | 7 | 6 | 13 | 7 | 16 | 13 | 29 | 15 | 33 | 3.6 | 11 |

Source; Authors,(2018).

Discussion

This part includes further explanation of the most important drivers that attribute the implementation of the orientation training to the graduate quantity surveyors. These are the ones which score the mean score of above 4.0 on Table #4.14 which includes, Introduction to the organization as a whole, Understanding Departmental Relations, To promote effective communication, Promote Familiarity, Socializing and Comfortability, Motivation and Confidence, Team work, Increase productivity and performance, Saving time for future supervision.

Saving Time for Future Supervision;— From the Table #4.14, saving time for future supervision has ranked first with mean score of 4.8 as the most important driver of the orientation training. 83% of the respondents thought this to

be extremely important, 11% thought it was important and 6% considered it Moderate. Any employer has no abundant amount of time to train an employee over and over, this is due to the presence of a lot of work in limited time. The results compliments the findings by Kunene,(2009),[29]. From his study, he found out that an employer who had a proper induction training is more competent and hence reduce the problems of supervising the employee again in the future.

Understanding Departmental Relations;— In any firm, it is important to understand how different departments within a firm relate. For a smooth operations, there must be a good relations between departments, each performing their roles efficiently. Example Quantity surveying department must receive drawings from Architecture and Engineering department so as the Qs can prepare BOQ, as well as the QS department doing valuation in order for the Architecture to issue Interim Payment Certificate. Understanding Departmental Relation is a critical drive for the orientation training Ranking Number 2, with the mean score of 4.4.

Promoting Effective Communication;— Communication is the most important tool in any Construction firm. According to Table #4.14 it has a mean score of 4.4, where 63% of the respondents thought it was extremely important and only 7% thought it was not important. This compliments a study by Yilma,(2015),[63]; where promoting effective communication was also found to be important driver of orientation training whereby her study was done in Ethiopia and it was one among the highest ranking factor for implementing the orientation training. Orientation training ensures effective communication mechanisms are critical to engage staff in safety activities, to gain cooperation and support, and to maintain a positive safety culture,(Vecchio-Sadus,2007).

Increase Productivity and Performance;— This is among the important drivers of the orientation training with the mean score of 4.1. A proper orientation training will improve productivity and performance of graduate quantity surveyor since it involves employees learning how to optimally carry out their job duties. Further still, Kinicki & Kreitner,(2007), [24] document that employee performance is higher mainly after he has passed through the orientation training and satisfied workers and the management find it easy to motivate high performers to attain firm targets. In general, employee orientation is believed to be positively related to performance. For example Narver & Slater,(1999),[37] subscribed to the belief that employee orientation is the key to successful business performance and noted that employees who went through orientation training mostly take corrective action needed to improve their performance. This clearly supports the need to properly orient new employees in order to optimize their performance.

Motivation and Confidence;— Results from the findings on Table #4.14 shows that orientation training is driven to be implemented so as to give the new staff Motivation and confidence as it has a mean score of 4.1. Mwesigwa,(2010), [36] states that; well-trained employees who were provided

with orientation training tend to feel more confident in performing their duties, which ultimately benefits the firm. Orientation training can influence and motivate a new staff towards a desired outcome. Also according to Huselid.(1995) ,[23] Employee orientation determines the type of skills and motivation of these employees. This orientation promotes skill development, motivation and discretionary effort is often labeled as high-involvement employee orientation.

Promoting Familiarity, Socializing and Comfortability;— A good orientation training will have effect on the employee morale such that, while tempting to rush through the orientation training, an employer/trainer should invest his time and efforts necessary to make an employee be familiar with the works and his fellow workers in the firm⁸. Also according to Kunene,(2009),[29], orientation training provides an ample time for the employee to be comfortable and working with confidence since the employee goes through comprehensive training on the roles he will take in the rganization.

Team Work;— According to Table #4.14, respondents considers promotion of teamwork to be among the critical driver of orientation training with a mean score of 4.1 where 49% of the respondents thought it was an extremely important driver of orientation training while only 9% thought it was not. According to Nassazi,(2013),[38], a primary benefit to your business with a comprehensive induction program is that you can build and maintain a solid, strong and positive culture can increase employee morale and teamwork, which is crucial in achieving goals and accomplishing tasks.

Introduction to the Organization as Whole;— According to Table #4.14, 48% of the respondents thought Introduction to the organization as whole is extremely important driver of the Orientation training with the mean score of 4.0. Orientation training initiates the whole process of integrating employees into the firm. Organizational values, beliefs and traditions commonly known as the organizational culture are slowly absorbed as a person is exposed to orientation training. It creates positive work values and fosters a sense of belonging in the organization allows the new employee to become productive much more quickly,[32].

Other Drivers of Orientation Training;— Only two respondents answered this, and the other drivers were the need of employers to give lessons on new ways of doing thing differently from the University training and the other was to improve Competence of Graduate Quantity surveyor.

4.8. Challenges of the Employers' Orientation Training

This was the second objective of this study which was aimed at investigating the challenges of the orientation training to the quantity surveyors. The respondents were required to determine the extent of which they face various challenges during the orientation training. The scaling was done as follows; Very Low(VL) =1; Low(L) =2; Moderate(M) =3; To Some Extent(SE) =4; and To Great Extent(GE) =5.

⁸ <http://smallbusiness.chron.com>

Table 4.15: Challenges of Orientation training - Employers

| S N | Training Methods | T N R | VL(1) | | L(2) | | M(3) | | SE(4) | | GE(5) | | M E A N | R A N K |
|--------|--|-------------|-------|----|------|----|------|----|-------|----|-------|----|------------------|------------------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Small Budget | 18 | 4 | 22 | 4 | 22 | 5 | 28 | 3 | 17 | 2 | 11 | 2.7 | 7 |
| 02. | Lack of Comprehensive Training Guideline | 18 | 2 | 11 | 7 | 39 | 6 | 33 | 2 | 11 | 1 | 6 | 2.6 | 8 |
| 03. | Poor Training methods | 18 | 1 | 6 | 3 | 17 | 5 | 28 | 6 | 33 | 3 | 17 | 3.4 | 3 |
| 04. | Lack of Training Coordination | 18 | 2 | 11 | 3 | 17 | 7 | 39 | 4 | 22 | 2 | 11 | 3.1 | 4 |
| 05. | Trainees' Poor Participation | 18 | 2 | 11 | 1 | 6 | 6 | 33 | 3 | 17 | 6 | 33 | 3.6 | 2 |
| 06. | Lack of Enough Training Duration | 18 | 0 | 0 | 1 | 6 | 7 | 39 | 6 | 33 | 4 | 22 | 3.7 | 1 |
| 07. | Lack of motivation to Training | 18 | 3 | 17 | 5 | 28 | 4 | 22 | 4 | 22 | 2 | 11 | 2.8 | 5 |
| 08. | Lack of effective training premises | 18 | 4 | 22 | 4 | 22 | 5 | 28 | 2 | 11 | 3 | 17 | 2.8 | 6 |

Source; Authors,(2018).

Lack of training duration has ranked number 1 challenge with the mean score of 3.7, followed by Poor trainees' participation at 3.6 with Poor training methods 3.4 and lack of training coordination. The rest scored below 3.0 showing that they were not faced to a great extent with Lack of comprehensive training guidance scoring the least (2.6).

Table 4.16: Challenges of Orientation training - GQS

| S N | Training Methods | T N R | VL(1) | | L(2) | | M(3) | | SE(4) | | GE(5) | | M E A N | R A N K |
|--------|--|-------------|-------|----|------|----|------|----|-------|----|-------|----|------------------|------------------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Small Budget | 45 | 10 | 22 | 9 | 20 | 15 | 33 | 3 | 7 | 8 | 18 | 2.8 | 6 |
| 02. | Lack of Comprehensive Training Guideline | 45 | 8 | 18 | 11 | 24 | 17 | 38 | 6 | 13 | 3 | 7 | 2.7 | 7 |
| 03. | Poor Training methods | 45 | 6 | 13 | 9 | 20 | 11 | 24 | 13 | 29 | 8 | 18 | 3.3 | 1 |
| 04. | Lack of Training Coordination | 45 | 7 | 16 | 8 | 18 | 14 | 31 | 6 | 13 | 10 | 22 | 3.1 | 4 |
| 05. | Trainees' Poor Participation | 45 | 13 | 29 | 11 | 24 | 10 | 22 | 7 | 16 | 4 | 9 | 2.5 | 8 |
| 06. | Lack of Enough Training Duration | 45 | 5 | 11 | 6 | 13 | 16 | 36 | 7 | 16 | 11 | 24 | 3.3 | 2 |
| 07. | Lack of motivation to Training | 45 | 9 | 20 | 10 | 22 | 12 | 27 | 8 | 18 | 6 | 13 | 2.8 | 5 |
| 08. | Lack of effective training premises | 45 | 7 | 16 | 6 | 13 | 15 | 33 | 9 | 20 | 8 | 18 | 3.1 | 3 |

Source; Authors,(2018).

Response from Graduate Quantity surveyors is a bit different from the employers' as seen from Table #4.16, where Poor

training methods has ranked number 1 challenge with the mean score of 3.3, followed by Lack of enough training duration ranking number 2 with mean score of 3.6 with Lack of training premises and lack of training coordination both with the mean score of 3.1. The rest scored below 3.0 showing that they were not faced to a great extent with Trainees' poor participation scoring the least (2.5).

Table 4.17: General Response on Challenges of Orientation Training

| S N | Training Methods | T N R | VL(1) | | L(2) | | M(3) | | SE(4) | | GE(5) | | M E A N | R A N K |
|--------|--|-------------|-------|----|------|----|------|----|-------|----|-------|----|------------------|------------------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Small Budget | 63 | 14 | 22 | 13 | 21 | 20 | 32 | 6 | 10 | 10 | 16 | 2.8 | 7 |
| 02. | Lack of Comprehensive Training Guideline | 63 | 10 | 16 | 18 | 29 | 23 | 37 | 8 | 13 | 4 | 6 | 2.7 | 8 |
| 03. | Poor Training methods | 63 | 7 | 11 | 12 | 19 | 16 | 25 | 19 | 30 | 11 | 17 | 3.3 | 2 |
| 04. | Lack of Training Coordination | 63 | 9 | 14 | 11 | 17 | 21 | 33 | 10 | 16 | 12 | 19 | 3.1 | 3 |
| 05. | Trainees' Poor Participation | 63 | 15 | 24 | 12 | 19 | 16 | 25 | 10 | 16 | 10 | 16 | 2.8 | 6 |
| 06. | Lack of Enough Training Duration | 63 | 5 | 8 | 7 | 11 | 23 | 37 | 13 | 21 | 15 | 24 | 3.4 | 1 |
| 07. | Lack of motivation to Training | 63 | 12 | 19 | 15 | 24 | 16 | 25 | 12 | 19 | 8 | 13 | 3 | 4 |
| 08. | Lack of effective training premises | 63 | 11 | 17 | 10 | 16 | 20 | 32 | 11 | 17 | 11 | 17 | 2.8 | 5 |

Source; Authors,(2018).

Discussion

This will include challenges that have faced the orientation training to a great extent, according to the study findings, the challenges to be discussed will be the ones with mean score of 3.0 and above which are Poor Training methods, Lack of Training Coordination, Lack of Enough Training Duration and Lack of motivation to training.

Lack of Enough Training Duration;— This is the first ranking challenge with the mean score of 3.4 according to Table #4.17. These findings compliments what was written by Mndeme,(2011),[34] stating poor training duration is among the factors that limit the implementation of the Orientation training. This can be caused by overloading of works in the office to be done at a limited time hence leaving a little time for the new staff to be provided with a proper orientation training. The results also compliments a study by Sambrook,(2002),[44] that noted; lack of time to attend training on the part of employees were due to work pressures; cancellation/postponement of training opportunities on the part of management to ensure that the work load was completed and those were inhibiting factors.

Poor Training Methods;— Different methods of training can be used for orientation training depending on the size of the firm and what is to be trained,[21]. According to Table #4.17, poor training methods has scored a mean score of 3.3

ranking number 2. According to Lawson,(2006),[30], the use of wrong method to a newly hired group of staf will not stretch out the orientation training to its great importance, hence an employer/trainer should closely study the type of new staffs he has hired inorder to determine proper methods to be used for training.

Lack of Training Coordination;— This is the third ranking challenge of the orientation training with the mean score of 3.1. Lack of training coordination results from incompetent trainers who complicate processes and delay the completion of the training. It also results to difficulty in distribution of information and doubling the efforts,materials and time to impelement the training,[34]. A good trainer develops a plan to fit in with the overall vision, goals and strategic plans of the training. He also designs a good schedule with proper coordination and evaluation, (Davidson,2008).

Lack of Motivation to Training;— This ranked fourth according to table 3.20 with the mean score of 3.0, where 13% of the respondents face this challenge to a great extent while 19% face it to some extent and 25% were moderate. A good Orientation training is possibly an outcome of training motivation as complimented similiary by the findings of Krapp,(2005) and Beier & Kanfer,(2009), lack of motivation to training can result to a continuous postponement that may lead to difficulty in implimenting orientation training.

Other Challenges;— These were written by the respondents as other challenges of the orientation training, and they included incompetent trainees (GQS), lack of tools and equipment, poor training environment, insufficient budget and few number of trainers who are mostly busy.

4.9. Possible Measures to Enhance Orientation Training to Graduate Quantity Surveyors

This was the last objective of my study aimed at proposing the possible measures of enhancing the orientation training to the graduate quantity surveyors. The respondents were required to express the extent at which various measures can enhance orientation training. The scaling was done as follows; Very Low(VL) =1; Low(L) =2; Moderate(M) =3; To Some Extent(SE) =4; and To Great Extent(GE) =5.

Table 4.18: Possible Measures to Enhance Orientation Training - Employers

| S N | Training Methods | T N R | VL(1) | | L(2) | | M(3) | | SE(4) | | GE(5) | | M E A N | R A N K |
|--------|---|-------------|-------|----|------|----|------|----|-------|----|-------|----|------------------|------------------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Use of proper training methods | 18 | 0 | 0 | 1 | 6 | 2 | 11 | 2 | 11 | 13 | 72 | 4.5 | 1 |
| 02. | Effective Orientation Training Assessment | 18 | 2 | 11 | 3 | 17 | 2 | 11 | 3 | 17 | 8 | 44 | 3.7 | 6 |
| 03. | Top management support | 18 | 0 | 0 | 0 | 0 | 3 | 17 | 4 | 22 | 11 | 61 | 4.4 | 2 |
| 04. | Increased Motivation | 18 | 1 | 6 | 2 | 11 | 3 | 17 | 5 | 28 | 7 | 39 | 3.8 | 5 |

| | | | | | | | | | | | | | | |
|-----|---------------------------------------|----|---|----|---|----|---|----|---|----|---|----|-----|---|
| 05. | Setting appropriate Fund for training | 18 | 3 | 17 | 6 | 33 | 3 | 17 | 4 | 22 | 2 | 11 | 2.8 | 8 |
| 06. | Timely Delivery | 18 | 1 | 6 | 2 | 11 | 2 | 11 | 4 | 22 | 9 | 50 | 4.0 | 4 |
| 07. | Competent trainers | 18 | 0 | 0 | 1 | 4 | 6 | 33 | 2 | 11 | 9 | 50 | 4.1 | 3 |
| 08. | Comfortable training premises | 18 | 2 | 11 | 4 | 22 | 7 | 39 | 4 | 22 | 1 | 6 | 2.9 | 7 |

Source; Authors,(2018).

The use of proper training methods has ranked number one as the most effective measure to enhance orientation training with mean score of 4.5 as shown on Table #4.18, followed by top management support at 4.4, with Competent trainers and Timely delivery with the mean score of 4.1 and 4.0 respectively. The rest scored below 4.0 with setting appropriate fund for training having the least score of 2.8.

Table 4.19: Possible Measures to Enhance Orientation Training - GQS

| S N | Training Methods | T N R | VL(1) | | L(2) | | M(3) | | SE(4) | | GE(5) | | M E A N | R A N K |
|--------|---|-------------|-------|----|------|----|------|----|-------|----|-------|----|------------------|------------------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Use of proper training methods | 45 | 1 | 2 | 3 | 7 | 6 | 13 | 11 | 24 | 24 | 53 | 4.2 | 2 |
| 02. | Effective Orientation Training Assessment | 45 | 3 | 7 | 6 | 13 | 18 | 40 | 12 | 27 | 6 | 13 | 3.3 | 6 |
| 03. | Top management support | 45 | 2 | 4 | 3 | 7 | 7 | 16 | 8 | 18 | 25 | 56 | 4.1 | 3 |
| 04. | Increased Motivation | 45 | 1 | 2 | 4 | 9 | 17 | 38 | 13 | 29 | 9 | 20 | 3.5 | 5 |
| 05. | Setting appropriate Fund for training | 45 | 9 | 20 | 10 | 22 | 19 | 42 | 4 | 9 | 3 | 7 | 2.6 | 8 |
| 06. | Timely Delivery | 45 | 3 | 7 | 6 | 13 | 9 | 20 | 7 | 16 | 18 | 40 | 3.6 | 4 |
| 07. | Competent trainers | 45 | 1 | 2 | 3 | 7 | 7 | 16 | 8 | 18 | 26 | 58 | 4.2 | 1 |
| 08. | Comfortable training premises | 45 | 8 | 18 | 5 | 11 | 22 | 49 | 6 | 13 | 4 | 9 | 2.8 | 7 |

Source; Authors,(2018).

Response from the Graduate quantity surveyors is different compared to the employers' response since Competent trainers has ranked number one as the most effective measure to enhance orientation training with mean score of 4.2 as shown on Table #4.19, followed by The use of proper training methods also at 4.2, and Top management support with the mean score of 4.1. The rest scored below 4.0 with setting appropriate fund for training having the least score of 2.6.

Table 4.20: General Response on Possible Measures to Enhance Orientation Training

| S N | Training Methods | T N R | VL(1) | | L(2) | | M(3) | | SE(4) | | GE(5) | | M E A N | R A N K |
|--------|---|-------------|-------|----|------|----|------|----|-------|----|-------|----|------------------|------------------|
| | | | NR | % | NR | % | NR | % | NR | % | NR | % | | |
| 01. | Use of proper training methods | 63 | 1 | 2 | 4 | 6 | 8 | 13 | 13 | 21 | 37 | 59 | 4.3 | 1 |
| 02. | Effective Orientation Training Assessment | 63 | 5 | 8 | 9 | 14 | 20 | 32 | 15 | 24 | 14 | 22 | 3.4 | 6 |
| 03. | Top management support | 63 | 2 | 3 | 3 | 5 | 10 | 16 | 12 | 19 | 36 | 57 | 4.2 | 2 |
| 04. | Increased Motivation | 63 | 2 | 3 | 6 | 10 | 20 | 32 | 8 | 13 | 26 | 41 | 4.0 | 5 |
| 05. | Setting appropriate Fund for training | 63 | 12 | 19 | 16 | 25 | 22 | 35 | 8 | 13 | 5 | 8 | 2.7 | 8 |
| 06. | Timely Delivery | 63 | 4 | 6 | 8 | 13 | 11 | 17 | 11 | 17 | 27 | 43 | 4.1 | 4 |
| 07. | Competent trainers | 63 | 1 | 2 | 4 | 6 | 13 | 21 | 10 | 16 | 35 | 56 | 4.2 | 3 |
| 08. | Comfortable training premises | 63 | 10 | 16 | 9 | 14 | 29 | 46 | 10 | 16 | 5 | 8 | 2.9 | 7 |

Source; Authors,(2018).

Discussion

This will include possible measures that will enhance Orientation training to a great extent, according to the study findings, the measures to be discussed will be the ones with mean score of 4.0 and above which are Use of proper training methods, Top management support, Increased Motivation, Timely Delivery and Competent trainers.

Use of Proper Training Methods;— As seen on the Table #4.20, this has ranked first with the mean score of 4.3, where by 59% of the respondents thought it will enhance the orientation training to a great extent while 21% thought it will enhance the training to some extent and only 1% thought it wasn't helpful. The use of proper training methods during orientation training have various advantages such as ensuring trainees satisfaction and morale, reduce training time due to smooth operation and maximize the effectiveness of the training,[21].

Top Management Support;— This ranked second on the measures to enhance orientation training with the mean score of 4.2, where 57% of the respondents thought it can enhance orientation training to a great extent and 19% to some extent while only 2% thought it would not help. The top management should therefore support the orientation training and ensure continued quality learning. This was supported by Steyn & Schulze,(2005),[51] where they concurred that, sufficient support from senior management will ease the transfer of organization procedures, policies and processes to the newly hired staff.

Competent Trainers;— According to Table #4.20, this had a mean score of 4.2 with 57% of the respondents thinking it will help enhancing the orientation training to a great extent while only 1% thought it would not. Competent trainers will help preparing the structure for training, they will also ensure a well-planned and flexible training program with sufficient training duration and constant evaluation to help the newly hired staff integrate smoothly with the organization procedures,[32].

Timely Delivery;— From the Table #4.20, timely delivery of the orientation training ranked number four with the mean score of 4.1 where by 43% of the respondents thought it was an important measure to enhance the orientation training. Orientation training should be delivered timely mainly within the first week of the new employee arrival and at a cost effective manner as discussed on the study by,[10].

Increased Motivation;— This is one among the important measures for enhancing orientation training with the mean score of 4.0, where by 41% of the respondents thought it would help enhancing the training to a great extent while only 2% thought it would not. Increased motivation will rise the interest of the newly hired employees to the training through various tasks provided at the training,[60].

Other Measures to Enhance Orientation Training;— These were written by the respondents as other solution that will enhance the orientation training, and they included; Increased number of trainers with proper supervision and the use of proper training equipments.

5. Conclusion

This study assessed the drivers and challenges of the orientation training programs implemented by the employers to the graduate quantity surveyors in Dar-Es-Salaam, Tanzania. Basing on the study primary objectives which were to examine the drivers that attribute the employers' orientation training to the graduate quantity surveyors; to investigate the challenges of the employers' orientation training to the graduate quantity surveyors; and lastly to propose the possible methods of enhancing the orientation training to the graduate quantity surveyors; the study concludes the following:—

Graduate Quantity surveyors are taught various skills during Orientation training including sets of Quantity surveying skills as per company's format (such as BOQ, Financial Statements, and Payment Certificates), individual roles and duties, working hours and schedule, office letters and record keeping, company's mission, goals and values, Company Document Presentation format, Punctuality, High Quality and on time delivery, Ethics and Conduct of work. These items help them be competent whilst doing their work activities and integrate smoothly into the new firm.

Graduate Quantity surveyors are taught new skills during orientation training when employed by a great number but majority (more than 50%) do not, this is because most of the Quantity surveying professional basic knowledge is mostly

acquired during the University level training as per BSc. Be Curriculum. These new things included Office keeping (Environmental Management), Practical methods or procedures of theories gained in University level, Financial Management, Technical Audit skills, Taking off using Microsoft Excel, Cash flow projections, Financial Appraisal report, Site hand over, schedule of materials and the use of RIPAC Program for Preparation of Bills of Quantities.

Orientation training may last only a few days, others last a month or longer, with sessions spread out over a period of weeks to prevent information overload. However, the time necessary to conduct an orientation depends on factors such as, The size and complexity of the organization, The number of employees participating in the orientation program and The complexity of the new employees' jobs (what and how much information workers need to perform to the organization's standards). From data findings, respondents specified to have experienced training duration such as One day (8 hours), Two days (16 hours), One week, Ten Days, Two weeks and the maximum was One (1) Month, and the majority thought it was adequate for the training.

Training methods used in Orientation training include Demonstration and Exercises, Questions and Answers sessions and Group discussions which were considered very effective. However, other methods such as Lectures, Practical Training through Site Visits and the use of texts or pamphlets can also be useful on training the Graduate Quantity surveyors during Orientation Training.

Most important drivers that attribute the implementation of the orientation training to the graduate quantity surveyors includes, Introduction to the organization as a whole, Understanding Departmental Relations, To promote effective communication, Promote Familiarity, Socializing and Comfortability, Motivation and Confidence, Team work, Increase productivity and performance, and improving competence. From the above mentioned drivers, it was found that Orientation training is important in any firm and should be implemented upon hiring Graduate Quantity surveyors despite limiting factors that hinders its implementation.

Any Training Program face a few setbacks during its implementation. The challenges that have been faced by various Contracting and Quantity Surveying Consulting firms during the orientation training to a great extent includes Poor Training methods, Lack of Training Coordination, Lack of Enough Training Duration and Lack of motivation to training. It further shows that lack of tools and equipment, poor training environment, insufficient budget and few number of trainers who are mostly busy are also among the common challenges that are faced during the implementation of Orientation Training to Graduate Quantity Surveyors

6. Recommendations

Enhancing Orientation training to the graduate quantity surveyors requires various measures to be addressed. In regard to the study findings, the following are recommended in this research:—

The use of proper training methods during orientation training will help ensuring trainees satisfaction and morale, it will also reduce training time due to smooth operation and maximize the effectiveness of the training.

The top management should support the orientation training and ensure continued quality learning. Sufficient support from senior management will ease the transfer of organization procedures, policies and processes to the newly hired staff.

Orientation training should be conducted by competent trainers will help preparing the structure for training, they will also ensure a well-planned and flexible training program with sufficient training duration and constant evaluation to help the newly hired staff integrate smoothly with the organization procedures.

Orientation training should be delivered timely mainly within the first week of the new employee arrival and at a cost effective manner.

Increased motivation will rise the morale of the newly hired employees to the training through various interesting tasks provided at the training and positive training environment. Increased number of trainers with proper supervision and training equipments will help smooth the process of implementing the orientation training.

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