

# Orientation Training and Performance of Employees in Select County Governments in Nyanza Region in Kenya as Moderated by Knowledge Sharing

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## ABSTRACT

County governments in Kenya were constitutionalized in 2010 to ensure resources and services were devolved. However, employee performance in the Nyanza region has been declining despite high investment in orientation and training programs. The purpose of this study was to establish the moderating effect of knowledge sharing on the relationship between orientation training and the performance of employees in Kisii, Migori, Siaya, Homa Bay, and Nyamira County Governments. The study was grounded in human capital theory. A correlation research design was utilized, targeting 389 employees from selected county governments in the Nyanza region. A sample of 199 respondents was selected using a stratified sampling method. Structured questionnaires were used to collect primary data. Both descriptive and inferential statistics were used in the data analysis, while hierarchical multiple linear regression was used to test the moderating effect of knowledge sharing on the relationship between orientation and mentorship training and employee performance in county governments. The results showed that orientation training through induction, benchmarking practices, job rotation, and role and duties awareness played crucial roles in improving employees' performance in the county governments. Hence, orientation had a positive, significant relationship with employee performance. Additionally, there was a moderating effect of knowledge sharing on the relationship between orientation and employee performance ( $P=0.000<0.05$ ). Knowledge management contributed to a 3.2% improvement in the relationship between orientation and employee performance (R Square Change =0.032). The study concludes that knowledge-sharing orientation training had a moderating effect on the relationship between orientation and employee performance. The study recommends that county governments enhance orientation training programs for employee development, optimize professional development, develop comprehensive employee orientation programs, and strengthen personal development by investing in knowledge-sharing resources.

**Keywords:** Orientation Training, Knowledge Sharing, Employee Performance, Correlational Design, County Governments, Nyanza Region, Kenya.

## INTRODUCTION

Training is essential for acquiring the knowledge and skills needed to boost employee productivity. Training has been shown to influence employee engagement, motivation, and job satisfaction, alongside impacting employee performance (Afroz, 2018). Several studies indicate that training positively affects employees'

productivity (Ayana, Alaro, & Gebissa 2020; Ndayisaba, 2017). According to Rohan and Madhumita (2012), investing in educating employees in decision-making, teamwork, and problem-solving positively impacts business growth and employee performance. Devolution from national governments to county governments has significantly improved the public sector by bringing services closer to citizens.

According to Worlu, Mugri, and Akpakip (2017), employee orientation plays a significant role in enhancing job satisfaction. This can be achieved through induction training, which provides employees with foundational knowledge of their work, thereby motivating them and improving their skills. Leaders' orientation, according to Bintang, Afnan, Achmad, and Mintarti (2017), helps leaders gain more knowledge about the organization and garner support from members to achieve organizational goals. Ayana, Alaro, and Gebissa (2020) assert that induction and orientation practices significantly influence the performance of the health workforce in Ethiopia. Mchete and Shayo (2020) state that induction helps new staff familiarize themselves with their new environment. In Kenya, Ndayisaba (2017) asserts that methodologies used in orientation programs play a significant role in employee performance. Ahmed (2014) points out that induction helps new employees improve performance and increase satisfaction within the organization.

According to Alyoubi et al. (2018), knowledge sharing promotes the dissemination of knowledge during work processes, ensuring organizational learning. Knowledge-sharing activities can be achieved through brainstorming sessions, informal communication, and face-to-face interaction, enabling tacit knowledge to be shared through human expertise and social interaction. Despite the importance of training, it is crucial to foster a knowledge-sharing culture to diffuse knowledge throughout the organization. This study examines the moderating effect of knowledge sharing on the relationship between training and employee performance.

Meher and Mishra (2020) declare that continuous knowledge sharing enhances organizational intelligence, learning, and knowledge exchanges, leading to a superior organizational culture. Kuzu and Ozilhan (2014) assert that information sharing through knowledge sharing helps employees work more efficiently, resulting in the satisfaction of both internal and external customers. According to Sunarta, Rohman, and Kawedar (2020), knowledge sharing impacts organizational performance. Marketing innovation, product innovation, process innovation, and organizational innovation significantly mediate the relationship between knowledge sharing and organizational performance. Lee, Malik, Illand Sharma (2020) pointed out that a trusted environment and organizational performance are moderated by knowledge sharing. Of the two, informal knowledge sharing has a greater intervening effect than formal knowledge sharing. Incentives were found to have a more substantial effect on a trusted environment than training.

Employee performance in the Nyanza region has been declining, according to an InfoTrack report (2021), with performance decreasing from 55.4% to 47.20% between 2015 and 2020. Therefore, it is necessary to examine the moderating effect of knowledge sharing on the relationship between training practices and employee performance. Despite county governments' spending on employee training and providing study leaves, this investment does not translate into improved performance for the county governments. This indicates a challenge in sharing existing knowledge from training programs with employees, highlighting the need to examine the moderating effect of knowledge sharing on training practices and employee performance. Empirical research on training and employee performance often overlooks the aspect of knowledge sharing, which plays a crucial role in knowledge management within organizations. This study aims to examine the moderating effect of knowledge sharing on the relationship between induction practices and employee performance in selected county governments in Nyanza, Kenya.

## Hypothesis

$H_0$ : There is no statistically significant moderating effect of knowledge sharing on the relationship between orientation training and performance of employees of selected county governments in Nyanza, Kenya.

H<sub>1</sub>: There is statistically significant moderating effect of knowledge sharing on the relationship between orientation training and performance of employees of selected county governments in Nyanza, Kenya.

## LITERATURE REVIEW

### Theoretical Review

The theory was anchored on human capital theory and The study was founded on the human capital theory, which Gary Becker and Jacob Mincer proposed in 1954. The fundamental component of a workforce that enables a business to gain a competitive advantage, according to the human capital theory, is its abilities, knowledge, skills, and competence (Nadezhina & Avduevskaja, 2021). Human resource development, sourcing of personnel and rewarding forms important part of organization human capital theory.

Key tenets include employee development, engagement, performance management, leadership, and organizational culture. Human capital theory cuts across HRM strategies which involve training and knowledge management concepts which intend to achieve organizational goal (Ombui, 2014). The theory promotes creating a culture that values learning and collaboration, facilitating the exchange of ideas and expertise among employees. Training is important towards enhancing skills, knowledge and competency which is important on creating competitive advantage and performance of the organization.

Orientation training, aligned with human resource principles, ensures that new employees understand the organization's culture, values, and expectations, laying the groundwork for effective performance (Gelle-Jimenez & Aguilin, 2021). Additionally, human resource theory emphasizes performance management systems that provide feedback, recognition, and rewards based on employee contributions, motivating them to excel. Human resource theorist argues that human capital theory is based on improving the effectiveness, reliability and efficiency of employees through advancing their skills through training and development. The theory is not only associated with training and development but knowledge management concepts. Human capital theory contributes to performance through proposing induction and development. Hence human capital theory is important in training to ensure development of human capital.

Penrose (1959) developed Knowledge-Based View (KBV) and later advance by numerous scholars. This reveals that knowledge is a resource that can be difficult to imitate, scarce and valuable, therefore can be used as competitive advantage by the organization. These three theories have common denominator that is creating competitive advantage using the existing skills and acquired knowledge for performance of employee as well as the organization.

According to Girard and Girard (2015) identify, create, share and protect knowledge is associated with organization performance. Therefore, knowledge management a tool that assists an organization to create, acquire and share knowledge for internal development of employee contributing to improvement in organizational performance. This involves three main components which are knowledge creation, organizational learning or knowledge acquisition and knowledge sharing. According to the Knowledge base view it is important that knowledge is shared within the organization so as to enhance performance.

The relevant proposition of this theory is that, it advocates for knowledge sharing in order to achieve firm's sustainability. This can be accomplished by the firm ensuring they have a comprehensive and elaborate knowledge processes. The relevance of the theory to the current study is that, it emphasizes on knowledge sharing. It emphasizes the need for storing knowledge either in form of explicit or tacit. Hence the study support knowledge sharing in relation to performance.

## **Empirical Review**

### **Orientation Training and Performance**

In Ethiopia, Ayana, Alaro, and Gebissa (2020) evaluated that induction and orientation practices on health workforce performance. Orientation plays a role in ensuring the employee adopt to process and productivity on their assigned jobs. The study aimed at examining the effect of induction and orientation on the performance of employee. This was done using cross-sectional designs that adopted both qualitative and quantitative approach. A sample of 403 was selected using stratified sampling approach. Questionnaires and interview schedules were used to collect quantitative and qualitative data, respectively. The results showed that induction and orientation training had positive significant on employee performance. Similarly, induction and orientation training affected significantly and positive the job satisfaction of employees in the firms.

New employees at workplace in University of Tanzania were evaluated by Mchete and Shayo (2020) concerning induction training. The study used explanatory case study design which adopted qualitative data from interviews of management personnel and employees. In the results induction training played a role in informing new staff on working environment. The orientation training should be used by top management to support new employees through reasonable and realistic budget. This study used quantitative approach where questionnaire was used.

In Kenya, orientation programmes were investigated by Ndayisaba (2017) on employee performance of USIU-Africa. The study specifically examined the effect of methodologies used for orientation program, predominance of employee and factors affecting orientation training programs on employee performance. A target of 270 administration staffs in USIU-Africa, Kenya were sampled using simple random sampling technic. Descriptive design was adopted where primary data were obtained using structured questionnaires. The results obtained revealed that methodologies used for orientation programmes significantly affected employee performance. Employees performance was influence significantly and positively by employee predominance as well as factors affecting orientation programs. This study focused on orientation training in terms of recruit induction and job rotation.

### **Knowledge Sharing And Performance**

Lee, Malik, Ill, and Sharma (2020) wanted to demystify the differences between training and incentive on employee performance where trust and knowledge sharing mediated the relationship. Knowledge sharing was measured using formal and informal techniques of knowledge sharing. Senior managers were surveyed from 119 firm from clothing industry in Hong Kong. The study found that trust had a stronger mediating effect on incentive against training on informal knowledge sharing. While information knowledge sharing had stronger mediating effects of trust on increase in sales and labour productivity. The study concluded that incentives enhance building a trusting environment than training while informal knowledge sharing had a stronger effect on organization performance than formal knowledge sharing. The current study used approach and process beside the type of knowledge sharing while training was investigated using electronic training, mentoring, orientation training and seminar.

Hasmin, Ansar and Umi (2020) investigated the effect of training on performance of civil servants in Indonesia with knowledge sharing and quality of work-life as moderator. Quantitative approach was used to structure equation model using Amos analysis. A sample of 149 was selected using purposive sampling technique from civil servants in Indonesia who have participated in leadership training. The findings revealed that leadership training as well as additional training improved knowledge sharing in technical training, functional and other training. Hence, leadership training and additional training significantly

enhanced knowledge sharing. However, work-life and leadership training did not improve performance quality of civil servant. Knowledge sharing had an indirect effect on civil servant performance compared to direct effect. Therefore, the study concluded that leadership training improved knowledge sharing compared to functional or technical training. The current study focused on seminar, electronic training, mentorship training and orientation training in training concerning employee performance where knowledge sharing is a mediator.

Buch, Dysvik, Kuvaas and Nerstad (2015) explored interplay among training intensity, job autonomy and supervisor support in predicting knowledge sharing. This was to respond to work stressors relating to perceived training intensity. A sample of 129 employees from three Norwegian service industry were used. According to the results, knowledge sharing had positive relationship with perceived training for employees with high level of perceived job autonomy and high level of perceived supervisor support. However, there was negative relationship between perceived training intensity and supervisor-rated knowledge sharing for employee with high reporting high level of job autonomy and low level of perceived supervisor support. Hence, the study recommended that high perceived job autonomy and high level in facilitating perceived training intensity to achieve supervisor-rated knowledge sharing. The current study would focus on training, knowledge sharing and employee performance.

In Indonesia, Tamsah (2020) analysed the effects of training, knowledge sharing, and quality of work life on employee performance. The research was done following the new paradigm for public administration; the community, as a recipient of services, is regarded as a customer. The purpose of this study is to determine the effect of training on employee performance in the public sector, using indications of knowledge exchange as a mediator. This study applies a quantitative methodology to the SEM-Amos analysis tools. Using a purposive sampling technique, a sample of civil servants (CS) participating in an online survey was selected for this study. A sample of 149 respondents were give questionnaires who had attended leadership training and other training. Compared to functional training, technical training, and other training, the role of leadership training and supplementary training for training assessment tools to improve knowledge sharing was significantly more influential. Although leadership training and additional training have had a major influence on boosting information sharing, they have not enhanced the quality of work life and CS performance. The current study used SPSS analytical tool in solving moderated multiple linear regression models while the study uses SEM using Amos analytical tool. The moderating effect of knowledge sharing on the relationship between orientation and employee performance was examined in the current study.

## RESEARCH METHODOLOGY

Correlation research designs were adopted in the study. This assisted in establishing the relationship between orientation, knowledge sharing and employee performance. The study targeted selected County Governments from Nyanza with declining employee performance which include Kisii, Migori, Siaya, Homabay and Nyamira. Nyanza region is lake basin region where the economic activity is fishing, farming and business. The citizen satisfaction was assessed as indicator of employee performance and generally the entire Nyanza region with exception of Kisumu have been recording poor performance based on InfoTrack 2021 report. A population of 389 employees comprising of CECs, COs, Directors and Assistant Directors were used in the study. Using Yamane's formulae, the sample size was 199 respondents that is 
$$n = \frac{N}{1 + Ne^2} = \frac{389}{1 + 389(0.05)^2} = 199$$
 where N is target population of 389 and e is the standard error of 5%. Stratified random sampling technique was adopted in selecting sample from the five county governments. Data was collected using structured questionnaires. Face, context and criterion validity was achieved through interrogation of the research instrument by experts. A Cronbach alpha coefficient of 0.784 was achieved from a pilot 20 questionnaire from Kericho County Government which revealed that the research instrument was reliable. The study used descriptive and inferential statistics based on structure questions in the questionnaire. The employee performance's findings from County Government were extracted to determine

how it affect orientation practices and knowledge sharing. The mean and frequency distribution were adopted on orientation practices, knowledge sharing and employee performance Hierarchical multiple regression analysis analysed both direct relationship between training and performance of the county governments as well as the moderating effect of knowledge sharing on the relationship between orientation and employee performance of the county governments.

The hierarchical multiple linear regression model was presented as below.

$$Y = 0.229 + 0.519X_1 + 0.948M + 0.140X_1M$$

Where Y is employee performance,  $X_3$  is orientation training and M is knowledge sharing.

## RESULTS AND DISCUSSIONS

### Orientation Training

The results of orientation training were obtained to examine its extent of influence to the performance of County Government. The orientation training results were analysed in terms of mean and frequency distribution and mean as presented in *Table 1*.

Table 1: Orientation Training

Statement	SA	A	N	D	SD	Mean	STD
Recruited employees are inducted on policies and processes of the County.	15 8.1%	107 57.8%	17 9.2%	18 9.7%	28 15.1%	3.34	1.22
Benchmarking is used in inducting new employees to understand county government.	37 20.0%	29 15.7%	58 31.4%	24 13.0%	37 20.0%	3.03	1.38
There are laid procedures and policies on how new employees are inducted.	41 22.2%	83 44.9%	14 7.6%	30 16.2%	17 9.2%	3.55	1.26
Job rotations are used to enhance skills of employees in the county government.	41 22.2%	86 46.5%	15 8.1%	14 7.6%	29 15.7%	3.52	1.34
Job rotations are done often to improve performance of the county government.	29 15.7%	68 36.8%	39 21.1%	20 10.8%	29 15.7%	3.26	1.29
The county ensures that all the employees are provided with sufficient job description.	49 26.5%	74 40.0%	4 2.2%	28 15.1%	30 16.2%	3.45	1.44
Employees of the county are well aware of their role and duties.	78 42.2%	56 30.3%	9 4.9%	25 13.5%	17 9.2%	3.83	1.35

The county ensures that the employees are well informed of change in their roles.	45 24.3%	72 38.9%	19 10.3%	14 7.6%	35 18.9%	3.42	1.42
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The results presented in *Table 1* indicate that the induction of recruited employees on county policies and processes was slightly above average (mean = 3.34), albeit with moderate variation across counties (STD = 1.22). Benchmarking practices were reported by half of the respondents, with significant variability observed across the counties (mean = 3.03, STD = 1.38). It was found that slightly more counties provided laid procedures and policies for new employee induction (mean = 3.55, STD = 1.26). Job rotations were reported to enhance employee skills to some extent within county governments, with slight variations observed across counties (mean = 3.52, STD = 1.34). Moreover, job rotations were frequently practiced in more than half of the counties, contributing to a slight improvement in county performance. Additionally, over half of the counties ensured that all employees were provided with sufficient job descriptions, although this varied significantly across counties. Most employees in the county were aware of their roles and duties, and they were also kept informed about any changes in their roles.

### Knowledge Sharing

Knowledge sharing is crucial part of knowledge management that was examined in *Table 2*. The questionnaire results from the counties were analysed in terms of frequency distribution and mean to ascertain the extent to which knowledge sharing was associated with training practices as well as employee performance.

Table 2: Knowledge Sharing

Statement	SA	A	N	D	SD	Mean	STD
County stores messages in written form through saving documents used in training so that all employee access (explicit knowledge).	16 8.6%	34 18.4%	83 44.9%	32 17.3%	20 10.8%	2.97	1.07
Trained employee is encouraged to share the knowledge through modelling others (tacit knowledge).	15 8.1%	57 30.8%	39 21.1%	49 26.5%	25 13.5%	2.94	1.20
The county has internet and other tools for knowledge sharing purposes (codification).	23 12.4%	77 41.6%	43 23.2%	22 11.9%	20 10.8%	3.33	1.17
The county has sufficient ICT equipment used by trainees to pass knowledge to other employees (codification tools).	17 9.2%	58 31.4%	55 29.7%	30 16.2%	25 13.5%	3.06	1.18
Knowledge in the county is communicated by individual who attended training to other employees (personalization).	0 0.0%	75 40.5%	53 28.6%	40 21.6%	17 9.2%	2.96	0.997
Individuals are allowed to use their intellection capital to explain retained knowledge to others (knowledge donating).	9 4.9%	29 15.7%	71 38.4%	36 19.5%	40 21.6%	2.63	1.130

Statement	SA	A	N	D	SD	Mean	STD
The county has sharing culture; employees are encouraged to share with other employee (knowledge collecting).	13 7.0%	66 35.7%	19 10.3%	59 31.9%	28 15.1%	2.88	1.25
There is internal mechanism that ensures knowledge is collected and shared in the organization.	18 9.7%	48 25.9%	45 24.3%	37 20.0%	37 20.0%	2.85	1.28

Table 2 results indicate that a limited number of counties stored explicit knowledge in written messages after training employees, with high variability observed (mean=2.97, STD=1.07). Additionally, few and varied counties encouraged employees to share tacit knowledge with others, resulting in low levels within County Governments (mean = 2.94, STD = 1.20). Furthermore, a more diverse range of counties adopted internet and ICT tools for knowledge sharing, aiming to facilitate codification for ease of sharing among employees (mean=3.33, STD=1.17). ICT equipment availability varied slightly across counties, primarily used for codification purposes. Few counties encouraged individual employee training sessions following their own training experiences (mean=2.96, STD=0.997). Unfortunately, knowledge donation was limited within the county, with very few employees in County Governments utilizing their intellectual capital to explain retained knowledge to others (mean=2.63, STD=1.130). The culture of knowledge collection and sharing among County Government employees was generally low and varied (Mean=2.88, STD=1.25). However, most County Governments did not ensure that knowledge was systematically collected and shared within the organization (mean=2.85, STD=1.28).

### Employee Performance

Employee performance was examined and presented in frequencies, percentage and mean as indicated in Table 3.

Table 3: Employee performance

Statement	SA	A	N	D	SD	Mean	STD
The county employees have focused in providing service that recommended by the citizen.	41 22.2%	57 30.8%	62 33.5%	20 10.8%	5 2.7%	3.59	1.034
The county government employees offered quality service delivery to their citizen	26 14.1%	89 48.1%	35 18.9%	24 13.0%	11 5.9%	3.51	1.073
The county government employees have done all projects promised by the leaders.	18 9.7%	45 24.3%	52 28.1%	47 25.4%	23 12.4%	2.94	1.178
Services are done within the recommended time, scope and quality.	19 10.3%	60 32.4%	48 25.9%	43 23.2%	15 8.1%	3.14	1.132



Employees are punctual and effective in-service delivery.	26 14.1%	43 23.2%	77 41.6%	34 18.4%	5 2.7%	3.28	1.007
There is efficient service delivery provided be the employees.	12 6.5%	88 47.6%	41 22.2%	37 20.0%	7 3.8%	3.33	0.992
Employees are concerned with the need of the citizen and ensure that they are achieved.	11 5.9%	76 41.1%	68 36.8%	23 12.4%	7 3.8%	3.33	0.906

The results from *Table 3* indicate that more than half of the county employees provided services that met the needs of their citizens (mean=3.59); however, there was moderately high variation in service provision across the county (standard deviation of 1.034). Additionally, slightly more County Government employees performed above average in delivering quality services, although this varied across counties (mean = 2.94), revealing significant variation across County Governments (STD=1.073). Only a few projects were completed within the recommended time, scope, and quality standards, with variations observed across County Governments (mean =3.14, STD=1.1320). Further findings revealed that slightly more employees were punctual and effective in service delivery compared to those who were not (mean=3.28). Moreover, there were slightly more County Governments that provided efficient service delivery to employees (mean=3.33, STD=0.992). Finally, more County Government employees were concerned about citizen needs and ensured they were met (mean=3.33, STD=0.906).

### Test of Hypothesis

The study tested the hypothesis using hierarchical multiple linear regression models. These were utilized to explain the moderating effect of knowledge sharing on the relationship between orientation and employee performance of County Governments in Kenya.

Table 4: Model Summary

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Err. of the Estimate.	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.861 <sup>a</sup>	.742	.739	.35665	.742	261.661	2	182	.000
2	.880 <sup>b</sup>	.774	.770	.33465	.032	25.726	1	181	.000
a. Predictors: (Constant), Knowledge Sharing, Orientation Training									
b. Predictors: (Constant), Knowledge Sharing, Orientation Training, I_KS									

The study found that knowledge sharing had a significant moderating effect in orientation training on employee performance (P=0.000<0.05). This implied that knowledge sharing interaction with electronic training contributed a change in variation induction 3.2% (R Square Change =0.032) which significantly improve performance of employee. This implies that knowledge sharing an important aspect in orientation training and employee performance.

Table 5: Coefficients Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.357	.090		15.102	.000
	Orientation Training	.148	.031	.242	4.726	.000
	Knowledge Sharing	.481	.036	.679	13.247	.000
2	(Constant)	.229	.238		.964	.336
	Orientation Training	.519	.079	.847	6.586	.000
	Knowledge Sharing	.948	.098	1.338	9.656	.000
	I_KS	.140	.028	1.172	5.072	.000

a. Dependent Variable: Performance of Employees

H<sub>0</sub>1: There is no significant moderating effect of knowledge sharing on the relationship between orientation training and performance of employees of selected county governments in Nyanza, Kenya.

The results revealed that the interaction between knowledge sharing, and orientation training had a significant moderating effect the relationship between orientation training and employee performance ( $\beta = 0.140$ ,  $P=0.000 < 0.05$ ). Therefore, the null hypothesis was rejected and alternative accepted. The results implied that orientation through knowledge sharing assisted County Government employees to pass the knowledge and skills to new employees as well as existing employees.

Extent literature, overemphasize only on direct relationship between orientation and employee performance. In the case of Worlu, Mugri, and Akpakip's (2017) study at United Bank for Africa emphasized the influence of employee orientation on employee satisfaction. The positive correlation between orientation and satisfaction suggests that a well-structured orientation program contributes to positive employee experiences. The current study's finding showed that orientation training was high significant in improving employee performance in the County Government.

Similarly, Ayana, Alaro, and Gebissa's (2020) evaluation in Ethiopia highlighted the positive effect of induction and orientation on employee performance and job satisfaction. However, Mchete and Shayo's (2020) case study at the University of Tanzania underscored the role of induction training in informing new staff about the working environment. This current built further on this knowledge by showing that orientation training is crucial in County Government. Similarly, Ndayisaba's (2017) study on orientation programs at USIU-Africa in Kenya found that methodologies used for orientation significantly affected employee performance.

In conclusion, the extent literature (Worlu, Mugri, & Akpakip, 2017; Bintang, Afnan, Achmad, & Mintarti, 2017; Ayana, Alaro, & Gebissa, 2020; Mchete & Shayo's, 2020; Ndayisaba, 2017) show that there exists direct relationship between orientation training and employee performance. The current study concurs and adds knowledge sharing has moderating the relationship between orientation training and employee performance.

## CONCLUSIONS AND RECOMMENDATIONS

The results indicated that orientation training and its impact on employee performance within county governments, along with the moderating influence of knowledge sharing, unveils several key findings. A significant proportion of respondents acknowledged the systematic on boarding of recruited employees regarding county policies and processes, indicating a structured approach to induction. However, opinions were mixed concerning the utilization of bench marking in employee induction, suggesting varied practices among County Governments. Nevertheless, laid procedures and policies for new employee induction were

widely recognized, emphasizing the structured approach adopted by the County Government. Job rotations were prevalent and acknowledged for enhancing employee skills and performance. Additionally, there was recognition of sufficient job descriptions post-selection, ensuring clarity in roles for new recruits. Employees demonstrated a high level of awareness regarding their roles and duties, showcasing a clear understanding of responsibilities. The interaction between knowledge sharing and orientation training revealed a significant moderating effect on the relationship between orientation training and employee performance. This indicates the crucial role of knowledge sharing in orientation, affirming its importance in passing knowledge and skills to both new and existing employees. Overall, these results underscore the County Government's comprehensive approach to employee induction, development, and knowledge dissemination, aiming to enhance overall performance.

## Conclusions

The study concludes that knowledge sharing had moderating effect on the relationship between orientation training and employee performance in county governments. Induction process was done in the counties with laid procedures and policies which emphasizes the systematic approach adopted for new employee induction. Job rotations were widely acknowledged and linked to enhanced skills and performance. Sufficient job descriptions and a high awareness of roles among employees was practice in the county. The County Governments were recognized for keeping employees well-informed about changes in roles. The significant moderating effect highlights the crucial role of knowledge sharing in orientation training observed, rejecting the null hypothesis and affirming its importance in passing knowledge and skills to both new and existing employees. In essence, these results underscore the County Government's commitment to fostering employee growth, development, and performance through a thoughtful and systematic approach to orientation and knowledge dissemination.

## Recommendations

The paper recommends that counties regularly assess and update their induction and orientation programs, incorporating best practices and lessons learned from successful internal workshops and external benchmarking. Secondly, the County Government should adopted new innovative ways of knowledge sharing to improve orientation programmes resulting to higher performance.

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