Organizational Socialization and New Employees Adjustment: An Empirical Review

Joy Nonyelum Ugwu and Chimeziem C. Udeze

Department of Accountancy/Business Administration/ Banking and Finance Alex Ekwueme Federal University, Ndufu-Alike Ikwo, Ebonyi State, Nigeria.

ABSTRACT

An organization is a subset of an entity called society and each society has its own shared values and attitudes. Consequently, workers working within the organization constitute part of the organization. Thus, the said workers, invariably exhibit the society's attitudes and behaviours as expected of them. This study is therefore saddled with the problem of investigating the effect workplace socialization has on the commitment of the employees. The descriptive survey design was adopted. The data used was generated from primary and secondary sources. The results showed that organizational socialization has a very strong positive and significant effect on new employee's adjustment. For organizations to facilitate the quick adjustment of their new intakes into their employee, socialization of the employees is a critical continuous process that must be institutionalized through established policies.
Keywords: Organization, employee, socialization and commitment

INTRODUCTION

One sure truth is that employees comes into the organization with their personal idiosyncrasies as manifested in their culture, personality, preferences, goal orientation, locus of control etc which may be different from that of the organization hence the need for congruence between organizational values, culture and beliefs with that of the employee. This is the main thrust of employee socialization. Employee socialization is a concept that has occupied a pride of place in manpower development and utilization especially as it affects the entry level of manpower into the organization. It is described by other terms such as employee orientation, induction, acculturation etc, the end point of socialization of the employee is to enable them adjust seamlessly into their new roles and environment. It is a known fact that starting a new job in a new work environment presents series of challenges to an individual irrespective of previous experiences. In adjusting to a new career, many of the expectations that individuals have before accepting their job are likely to change as they learn more about the requirements and norms of their chosen field. This exposes the new employee to multiple adjustments behaviors which can be very daunting, stressful and challenging. Well-meaning organizations take positive steps to cushion the effect of these demands and ensure an easy transition period for the new employee in terms of roles and responsibilities, organizational norms and relationship with work colleagues. Given the challenges confronting a new staff, it is vital that organizations helps the new staff to understand the mission, vision, goals, values, expectations as well as learn new behaviours and 'unlearn' things acquired in previous settings. Beyond this, organizations must take positive steps to provide enabling environment, so as to ease the adjustment process of new staff.

Workplace socialization is defined as the process of the employee's recognition and adaptation to the organization [1]. Organizational socialization involves a process in which an employee not only

learns how to perform work within an organization but also learns how to behave within an organization [2]. Socialization, in essence, can be considered a learning event. It is individual's learning process of the attitudes and behaviors envisaged by the organization. The individual is able to get himself/herself through as a member of the organization by the process of organizational socialization. The socialization process is not instantaneous; it lasts for the whole lifetime and from time to time (such as starting a new job, being charged with a new task, etc. Its intensity increases [3]. Employees through organizational socialization learn the aims of the organization, the ways to these aims, the roles they have to undertake due to their status within the organization, appropriate behaviors to these roles, the organization's rules, symbol and ceremonies [4]. Organizational socialization is addressed in four dimensions by Taormina, these are; the training dimension in which the organization teaches the employee how to do a job, the comprehension dimension in which the employee comprehends the functions of the organization and how it operates, colleague support dimension that is related to the relationship of the employee to other people and finally, the future expectation dimension in which reflects the employee's views about the organization in long-term. The training dimension that is the first of organizational socialization can be handled in a formal or non-formal way. The training from these two aspects as it can be the trainings provided by the organizations to socialize their employees, it can be the processes that the employees experience for themselves as well. The comprehension dimension is a process spreading from the beginning to the end of the organizational socialization and it matches up with all other dimensions. Colleague support is emotional or spiritual assistance provided without a financial cost. The future expectation is the expectations related to the possibility of remaining in employment at work, salary increases, future job assignments, promotions, premiums, aids, awards etc. [5].

STATEMENT OF THE PROBLEM

An organization is a subset of an entity called society and each society has its own shared values and attitudes. Consequently, workers working within the organization constitute part of the organization. Thus, the said workers, invariably exhibit the society's attitudes and behaviours as expected of them. Therefore, organization's culture cannot stand without integral societal culture and values. These societal forces that dictate the prevalent attitudes and behaviours may affect the commitment of the employees to their organization when hired. Increasing problems emanating from rapid changes in technological advancement is another key concern to organizations. This is because it has reduced the time frame of knowledge relevance greatly thereby making skills obsolete at a great pace. Organizations are therefore faced with the challenge of ensuring that both old and new employees are trained to update their skills and in order to meet present market realities, where such is lacking; employees' commitment may be low. The cost of these problems to the organization is that employees' productivity is reduced; their confidence and commitment reduced which leads to both poor satisfaction and failure to achieve organizational goals. This study is therefore saddled with the problem of investigating the effect workplace socialization has on the commitment of the employees

OBJECTIVES OF THE STUDY

The general objective of this study is to examine the effects of workplace socialization on employees' commitment. Its specific objectives will be to;

i. Examine the effects of performance proficiency training on the productivity of new employees

ii. Examine the effects of co-worker supports on the commitment of new employees

iii. Examine the effects of employees future prospect on their turnover intentions

Research Questions

The following research questions will provide guide to this study;

i. Does performance proficiency training affect the productivity of new employees?

ii. To what extent does co-worker supports have effect on the commitment of new   employees?

iii. To what extent does employees' future prospect affect their turnover intentions?

Statement of Hypotheses

H_{01}: Performance proficiency training does not have significant effect on the productivity of   new employees

H_{02}: Co-workers supports do not have significant effect on the commitment of new   employees

H_{03}: Employees future prospect does not have significant effect on their turnover intentions

REVIEW OF RELATED LITERATURES

Organizational   Socialization:
Socialization process starts right after, when an employee apply for a job in an organization. In this process in which both employees and organizations are new to each other, so they need time evolve a proper way that they could know each other. So the formal process for this is called Socialization. Socialization is an overview of organization for new comers and focusing on successful outcomes from new employees and suggesting practical steps to socialize newcomers [6]. Socialization process leads to a healthy environment both for organization and newcomers and also reduces early turnover rates in organization because of adjustment [7]. Socialization process also creates self justification that can shape employee's future and also improves productivity. Organizational socialization refers to the mechanism through which new employees acquire the necessary knowledge, skills, and behaviors to become effective organizational members and insiders. When an employee gets socialized and get committed with an organization so that is good for an organization to achieve its goals easily.

Employees have lots of expectations like, pay, behavior, promotions, rewards, opportunities etc that can influence job satisfaction [8]. It is important that individuals learn the customs and act of the organization in ways that are right and desirable. But this does not happen by itself, hence; managers are responsible for achieving this. One primary step is socialization [9]. Socialization according to [10], consists of elementary rationalization and introduction of employees and teaching new employees about the organization's culture. Some believe that elementary rationalization and introduction of employees are equivalent to socialization because the individual must adapt to a new work environment and job. But note that elementary rationalization and introduction of employees is a part of a socialization process that includes activities related to introducing newcomers, familiarity with related departments and organizational atmosphere and culture, familiarity with HR policies, and so on

Dimensions of Organizational Socialization

[11] States that three dimensions, namely organization, group and task, are relevant dimensions of socialization. Newcomers are socialized to the organization when they learn the values, goals, rules, politics, customs, leadership style, and language of the organization [12]. Additionally, they are supposed to obtain a clear understanding about the types of behaviors consistent with the goals and values of the organization. Newcomers are socialized to the group when they learn to function adequately as a group member. Group socialization is defined as newcomers' learning particulars about their work group as well as learning the behaviors associated with the group's rules, goals, and values [13]. In order to socialize to the group, newcomers need to learn how each group member contributes to the objectives of the group, and what is expected from them as a group member and how they can contribute to group goals in accordance with the group procedures [14]. Other specific dimensions of socialization recognized and used in this study are;

Task socialization*: this involves acquiring task knowledge, learning how to perform expected task behaviors while also learning how to interact with others as specific tasks are performed [15] Newcomers need to learn which tasks are their responsibilities, how they can perform them, which task is to be given priority, and where they can obtain necessary supplies to perform the task.

Performance Proficiency*: The extent of knowledge individuals learn to perform the task involved in the job indicates individual's socialization in this dimension [16]. As stated by [17], high motivation of the individual is of no use for success unless he has enough job skills. Although education and previous job experience of the individual are indirectly related to organizational socialization, identifying what needs to learned and the extent an individual learns the required knowledge and skills are directly affected by the socialization process.

People: The extent of acceptance of an individual's social skills and behaviors by other organizational members represents socialization in this dimension. The extent of acceptance is influenced by the personality traits, group dynamics, sharing similar interests, which may be either work-related or non work related, or clearly defined organizational relationships. Thus, finding the right people to learn about the organization, work groups, and task is crucial.

Politics: Gaining information about formal and informal work relationships and power structures in the organization indicates the individual's success in being socialized in terms of organizational politics. Also, learning to deal with political behavior and learning effective behavior patterns for the new role represent political dimension of organizational socialization.

Language: Knowledge of technical language related to the job, and specific jargon and acronyms which are related to the job or organization indicates individual's socialization in this dimension.

Organizational Goals and Values*: Knowledge of formal-written rules and principles in the organization along with knowledge of informal-tacit goals and values which are shared within the higher level members in the organization represent socialization in the dimension of organizational goals and values.

History: Knowledge of traditions, customs, myths, and rituals in the organization along with knowledge about the personal background of key people in the organization indicates the individual's socialization in this dimension. Similarly, [18] also emphasized the significance of knowledge about history of the organization to learn about key organizational principles. Different measures of organizational socialization were developed in relation to various approaches in terms of dimensions of socialization.

Employees' Adjustment

A definition of adjustment is the fit between the person and environment [19]. This balance has three major components; firstly, the individual's capacity for learning new social skills which would allow him or her to deal with the new environment, secondly, his or her motivation to succeed in a new environment and thirdly, his or her personal Characteristics which would create the psychological climate in which the first two factors can function. It is considered necessary to assume that there is some significant, genetically based pre programming in man; that there is something that may be called human ethology. Such pre programming must be taken into account in understanding human behaviour and human institutions, but because man is a single species, it cannot account for the differences in such behaviour from one community to another. Accordingly, an individual's degree of successful adjustment is closely related to his or her past experiences, environmental influences and personal strengths. Adjustment problems are not new phenomenon; human beings are constantly adjusting their behaviour according to the standards laid down by the society or the community in which they live, for example, schools, domestic life, work and leisure. Poor work adjustment gives rise to worker inefficiency, discontent, resentment, and feelings of frustration or serious maladjusted behaviour [20]. The success of employee adjustment initiatives is often determined by employee attitudes [21]. In addition to their effect on the success of adjustment initiative, employee attitudes toward a pending change can have a wider impact in terms of overall job satisfaction, organizational commitment, morale, productivity, and absenteeism and turnover intentions. These indicators can serve as markers for tracking the likelihood of employees enacting behaviours necessary for achieving the desired changes [22]. In the present research, the adjustment indicators included employees' productivity, employees' commitment and employees' turnover intentions

THEORETICAL REVIEW

This paper is anchored on two theories as discussed below;

Social networks theory: This theory emphasizes the need to facilitate access to information, resources, and opportunities. Second, networks can help actors to coordinate critical task interdependencies and to overcome the dilemmas of cooperation and collective action [7]. Behind this apparent convergence, however, lays a fundamental disagreement about the network structure responsible for such benefits. More specifically, the core of the discrepancy concerns the effects of cohesive networks on individual action; that is, of networks where most or all the individual's contacts are strongly tied to him as well as to one another.

Social capital theory: [9] stresses the positive effect of cohesive social ties or "network closure" on the production of social norms and sanctions that facilitate trust and cooperative exchanges. According to Coleman, members of a closely-knit network can trust each other to honor obligations, which diminish the uncertainty of their exchanges and enhances their ability to cooperate in the pursuit of their interests. The amount of social capital available to an actor is thus a function of the closure of the network surrounding that actor.

METHODOLOGY

In this study, the descriptive survey design was adopted. The data used was generated from primary and secondary sources. However, the major instrument for data collection will be a five point likert scale questionnaire titled workplace socialization and employee commitment questionnaire (WSandECQ). The

population for this study consists of all personnel of three selected branches of Access Bank within Enugu metropolis which according to available record from the personnel unit is given as 89 members of staff from where a sample of 73 members of staff was drawn. For data

analysis inferential statistics was employed. The statistical tool used was the Kruskawalis test (H) with the aid of 23.0 version of statistical package for social sciences (SPSS). The kruskawalis test is given as;

$$T = H = \frac{12}{N(N+1)}\sum_{i=1}^{k}\frac{R_i^2}{n_i} - 3(N+1)$$. Note, of the 73 questionnaires distributed, only 70

were accurately filled and returned

DATA PRESENTATION, ANALYSIS AND RESULTS

H$_{o1}$: Performance proficiency training does not have significant effect on the continuance commitment of employees

Table 6.   Frequency Distribution of Respondent's for Research Question One

S/NO	SA	A	UND	D	SD	TOTAL
1	8	26	16	13	7	70
2	12	29	13	11	5	70
3	10	22	20	14	4	70
4	10	25	15	15	5	70
5	14	24	12	12	8	70
TOTAL	54	126	76	65	29	350

Source; *Field Survey, 2019*

SPSS OUTPUT FOR HYPOTHESIS ONE
NPAR TESTS
 /K-W=PPTandCCE BY RANKS(1 5)
 /STATISTICS DESCRIPTIVES
 /MISSING ANALYSIS.

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
PPTandCCE	24	13.8750	7.35623	.00	29.00
RANKS	25	3.0000	1.44338	1.00	5.00

Test Statistics[a,b]	
	PPTandCCE
Chi-Square	20.351
Df	4
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: RANKS	

From the result of the SPSS output for hypothesis one, it can be deduced that Performance proficiency training has significant effect on the productivity of new employees in. The H value is very significant lesser than the level of significance (i.e .000<0.05), we therefore

rejected the null hypothesis and accepted the alternate

H$_{02}$: Co-workers support does not have significant effect on the commitment of new employees

Table 7. Frequency Distribution of Respondent's for Research Question Two

S/NO	SA	A	UND	D	SD	TOTAL
1	11	20	13	16	10	70
2	10	33	19	8	0	70
3	13	29	14	12	2	70
4	15	23	7	16	9	70
5	14	29	10	13	4	70
TOTAL	63	134	63	65	25	350

Source; *Field Survey, 2019*

SPSS OUTPUT FOR HYPOITHESIS TWO
NPAR TESTS
 /K-W=CWSandACE BY RANKS(1 5)
 /STATISTICS DESCRIPTIVES
 /MISSING ANALYSIS.

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
CWSandACE	25	14.0000	8.10350	.00	33.00
RANKS	25	3.0000	1.44338	1.00	5.00

Test Statistics[a,b]	
	CWSandACE
Chi-Square	16.866
Df	4
Asymp. Sig.	.002

a. Kruskal Wallis Test
b. Grouping Variable: RANKS

From the result of the SPSS output for hypothesis two, the H value at .002 is lesser than the 0.05 level of significance; we therefore rejected the null hypothesis and accepted the alternate hypothesis which states that co-workers support has significant effect on the commitment of new employees

H_{03}: Employees future prospect does not have significant effect on their turnover intentions

Table 8.   Frequency Distribution of Respondent's for Research Question Three

S/NO	SA	A	UND	D	SD	TOTAL
1	9	21	19	13	8	70
2	12	27	15	15	1	70
3	12	25	12	14	7	70
4	10	25	10	16	9	70
5	13	22	18	14	3	70
TOTAL	56	120	74	72	28	350

Source; *Field Survey, 2019*

SPSS OUTPUT FOR HYPOTHESIS THREE
NPAR TESTS
 /K-W=EFPandNC BY RANKS(1 5)
 /STATISTICS DESCRIPTIVES
 /MISSING ANALYSIS.

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
EFPandNC	25	14.0000	6.58913	1.00	27.00
RANKS	25	3.0000	1.44338	1.00	5.00

Test Statistics[a,b]	
	EFPandNC
Chi-Square	20.444
Df	4
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: RANKS	

From the SPSS output for hypothesis three, the H value is lesser than the level of significance i.e .000<0.05. This affirms that Employees future prospect has significant effect on their turnover intentions. We therefore reject the null hypothesis and accept the alternate

DISCUSSION OF FINDINGS

From the SPSS output for hypotheses 1, 2 and 3, it was discovered that organizational socialization has a very strong positive and significant effect on new employee's adjustment. The H < the level of significance in all the three hypotheses respectively (i.e .000, .002 and .000 < 0.05), we therefore rejected the three null hypotheses and accepted the alternates. Furthermore, no significant difference was noticed on the degree of effect performance proficiency training and employees' future prospect has on productivity and turnover intentions. However, at .002, hypothesis two showed a slight lesser level of effect when compared to hypotheses one and three.

CONCLUSION

The need to achieve convergence or uniformity in organizational processes and congruence in employees' goals and organizational goals has made it expedient for employees to be continuously socialized along changing organizational needs. It is the conclusion of this study therefore that for organizations to facilitate the quick adjustment of their new intakes into their employ, socialization of the employees is a critical continuous process that must be institutionalized through established policies

RECOMMENDATIONS

In line with the findings and conclusion, the study recommends that;
1. Employees' socialization should not be a one off activity rather it should be continuous. This will enable the employee to maintain pace with industry changes by learning new skills and current methodologies that is consistent with changing needs of the organization and the industry in general
2. Employees who regularly provide supports to their co-workers at no cost should be recognized and rewarded. This will help boost their morale and enhance their commitment to the organization
3. During socialization, exposing employees to growth path in their career with the organization by

detailing how performance and merit guides the growth policies of

the organization can help boost the commitment of the employees

REFERENCES

1. Adkins, C. L. (1995). Previous Work Experience and Organizational Socialization: A Longitudinal Examination. *Academy of Management Journal*, 38(3), 839-862.

2. Balcı, A. (2000). *Örgütsel Sosyalleşme Kuram, Strateji ve Taktikler.* Ankara: Pegem Yayıncılık

3. Beer, M, Eisenstat, R and Spector, B (1990) Why change programs don't produce change, *Harvard Business Review*, November–December, pp 158–66

4. Chao, G. T., O'Leary-Kelly, A. M., Wolf, S., Klein, H. J., & Gardner, P. D. (1994). Organizational socialization: Its content and consequences." *Journal of Applied Psychology, 79,* 730–743

5. Coleman, J.S. (1990). *Foundations of Social Theory.* Cambridge, MA: Harvard University Press.

6. Crow, L.D. (1974). *Psychology of human adjustment.* New York: Alfred A. Knopf.

7. Demirbilek, T. (2009). Örgütsel sosyalleşmede işe alıştırma eğitiminin yeri ve önemi. *S.Ü. İ.İ.B.F Sosyal ve Ekonomik Araştırmalar Dergisi,* 12 (18), 353-373.

8. Eby, L. T., McManus, S. E., Simon, S. A., & Russell, J. E. A. (2000). The protégé's perspective regarding negative mentoring experiences: The development of a taxonomy. *Journal of Vocational Behavior, 57*, 1–21.

9. Feldman, D. C. (1981). The multiple socialization of organization members. Academy of Management Review,6, 308–318.

10. Fisher, C.D. (1986). Organizational socialization: An integrative view. *Research in Personnel and Human Resource Management*, 4, 101-145.

11. Gulati, R. and Martin G. (1999). Where do interorganizational networks come from? *American Journal of Sociology*, 104 (5).

12. Haueter, J. A., Macan, T. H., & Winter, J. (2003). Measurement of newcomer socialization: Construct validation of a multidimensional scale. *Journal of Vocational Behavior, 63*(1), 20-39. doi:10.1016/S0001-8791(02)00017-9

13. Judge, T. A., & Church, A. H. (2000). Job satisfaction: Research and practice. In C. L. Cooper & E. A. Locke (Eds.), Industrial and organizational psychology: Linking theory with practice (pp. 166–198). Oxford, UK: Blackwell.

14. Mechanic, D. (1974). Social Structure and personal adaptation: some neglected dimensions. In Coelho, G .V, Hamburg, D.A. and Adams, J.E. (Eds), *Cop ing and Adaptat ion.* New York: Basic books

15. Ostroff, C., & Kozlowski, S. W. J. (1992). Organizational socialization as learning process: The role of information acquisition. Personal Psychology,45, 849–874

16. Saari, L., & Judge, T. (2004). *Employee Attitude and Job.* New York.

17. Sökmen, A. (2007). Örgütsel Sosyalleşme Sürecinde İşgorenlerin Yöneticilerine Dönük Algıları: Ankara"daki Otel İşletmelerinde Bir Değerlendirme. *Anatolia: Turizm Araştırmaları Dergisi,* 18(2), 170-182.

18. Syatat A (2006). *Human Resource Management, Management issuances*, Third edition, Tehran, pp. 47-171.

19. Syed J.R (2009). *Human Resource Management, Management College issuances*, Tehran, Forth edition, p. 27, 267. Thomas G, Reio

20. Taormina, R.J. (2004). Convergent validation of two measures of organizational socialization. *International Journal of Human*

Resource Management, 15(1), 76-94.

21. Van M, J., & Schein, E. H. (1979). Toward a theory of organizational socialization. In B. M. Staw (Ed.), Research in organizational behavior (Vol. 1, pp. 209–264). Greenwich, CT: JAI Press.

22. Zonana, M. (2011). İş Stresinin İşgörenlerin Örgütsel Sosyalleşme Düzeylerine Etkileri ve Bir Araştırma. Marmara University Master Thesis, İstanbul