



## **Effects of Socialization on Employee's Work Behaviour in Selected Micro-Finance Banks in Port Harcourt**

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### **ABSTRACT**

This study focused on Effects of Socialization on Employee's Work Behaviour in Selected Micro-Finance Banks in Portharcourt. Descriptive survey design was adopted while data was generated from both primary and secondary sources. The major instrument for data collection is a five point likert scale questionnaire titled socialization and employee commitment questionnaire (SandEPQ). The study population covered 89 members of staff drawn from five micro-finance banks in Portharcourt, with the use of Taro Yamene, 73 members of staff were selected as the study sample. The questionnaire was subjected to face and content validation and its reliability tested using the spearman rank correlation coefficient. The statistical tool used for data analysis is the Kruskawalis test (H) with the aid of 23.0 version of statistical package for social sciences (SPSS). It is the conclusion of the study that socialization of the employees is a critical factor that can facilitate positive work behavior in micro-finance bank employees. In line with the findings and conclusion, the study recommends that; Employees' socialization should not be a one off activity rather it should be continuous and that 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

**Keywords:** Performance Proficiency Training, culture orientation, Employees future prospect

### **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. Through socialization, the individual becomes a member of the society and adapts to its behaviors (Bozkurt, 2006).

In the organizational context, organizational socialization is defined as the process of the employee's recognition and adaptation to the organization (Demirbilek, 2009). 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 (Taormina, 2004). 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 tasks, etc.) its intensity increases (Balci, 2000). 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 (Sökmen, 2007). 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 which reflects the employee's views about the organization in long-term.

#### **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' performance may be low. The cost of these problems to the organization is that employees' efficiency is reduced; their confidence and commitment reduced which leads to both poor satisfaction and failure to achieve organizational goals. This study is therefore is saddled with the problem of investigating the effect socialization has on employees performance in selected micro-finance banks Portharcourt

#### **Objectives of the Study**

The general objective of this study is to examine the effects of socialization on employees' performance. Its specific objectives are to;

- i. Examine the effects of performance proficiency training on employees efficiency
- ii. Examine the effects of culture on employees supportive work behavior
- iii. Examine the effects of employees future prospect orientation on their commitment

#### **Research Questions**

The following research questions will provide guide to this study;

- i. Does performance proficiency training affect the efficiency of employees?
- ii. To what extent do culture orientation affects employees supportive work behavior?
- iii. Does employees' future prospect affect their commitment?

#### **Statement of Hypotheses**

**H<sub>01</sub>:** Performance proficiency training does not have significant effect on employees' efficiency

**H<sub>02</sub>:** Culture orientation does not have significant effect on employees supportive work behaviour

**H<sub>03</sub>:** Employees future prospect does not have significant effect on their commitment

## 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 (Cable & Thomas, 2006). Socialization process leads to a healthy environment both for organization and newcomers and also reduces early turnover rates in organization because of adjustment (Saari & Judge, 2004). 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 (Judge & Church, 2000).

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 (Syatat, 2006). Socialization according to Syed (2009), 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. In general, the goals for newcomers in their first days are:

1. Learning the goals, rules, and procedures of the organization
2. Becoming familiar with some regulations such as payroll, recruitment, benefits, and overtime pay
3. Learning new duties and responsibilities
4. Visiting different units in the organization
5. Meeting fellow employees: Awareness of the organizational culture is the second factor. When organizational culture stabilizes, it is necessary to preserve it and socialization does this (Robins, 2008). To align behavior with organizational culture and norms, it is crucial that newcomers have clear understanding of the values, customs, and norms of the organization. Two assumptions about socialization include the idea that socialization strongly influences employee performance and that organizational stability expands via socialization (Abaspoor, 2008).

### **Dimensions of Organizational Socialization**

Haueter (1999) 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 (Chao et al., 1994). 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 (Ostroff & Kozlowski, 1992). 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 (Feldman, 1981). 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 (Adkins, 1995). 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 (Van & Schein, 1979). As stated by

Feldman (1981), 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 be 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, Fisher (1986) 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.

### **Theoretical Review**

This study is anchored on social network and social capital theory.

**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 (Gulati and Gargiulo 1999). 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:** Coleman, (1990) 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. In a different form, the same argument is also advanced by Granovetter (1985), who stresses the positive effect of common third parties in facilitating trust between people and in diminishing the risk of opportunism that can affect cooperative relationships. Evidence in support of the positive effects of network cohesion typically comes from contexts in which the pursuit of individual goals requires the active cooperation of other players and in which there is uncertainty about whether such cooperation will be forthcoming. This research stresses the role of common third parties in securing cooperative behavior through a concern for local reputation that enforces the honoring of obligations between partners.

### **METHODOLOGY**

Saunders et al (2007), defines research design as the general plan of how the research questions would be answered. It is the conceptual structure within which research is conducted. In this study, the descriptive survey design was adopted. The data used in this study was generated from both primary and secondary sources. However, the major instrument for data collection is a five point likert scale questionnaire titled socialization and employee commitment questionnaire (SandEPQ). The study

population covered 89 members of staff drawn from five micro-finance banks in Port Harcourt, with the use of Taro Yamene, 73 members of staff were selected as the study sample. The questionnaire was subjected to face and content validation and its reliability tested using the spearman rank correlation coefficient. The statistical tool used for data analysis is the Kruskawalis test (H) with the aid of 23.0 version of statistical package for social sciences (SPSS). The Kruskawalis test is given as;

$$T = H = \frac{12}{N(N+1)} \sum_{i=1}^k \frac{R_i^2}{n_i} - 3(N+1).$$

**RESULTS**

**H<sub>01</sub>:** Performance proficiency training does not have significant effect on the employees' efficiency

**SPSS OUTPUT FOR HYPOTHESIS ONE**

**NPART TESTS**

/K-W=PPTandEE BY RANKS(1 5)

/STATISTICS DESCRIPTIVES

/MISSING ANALYSIS.

**Descriptive Statistics**

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

**Kruskal-Wallis Test**

**Ranks**

	RANKS	N	Mean Rank
PPTandCCE	1.00	5	3.10
	2.00	5	12.60
	3.00	4	16.50
	4.00	5	22.00
	5.00	5	9.10
Total		24	

**Test Statistics<sup>a,b</sup>**

	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 efficiency of employees in micro-finance banks. The H value is lesser than the level of significance (i.e .000<0.05), we therefore rejected the null hypothesis and accept the alternate

**H<sub>02</sub>:** Culture orientation does not have significant effect on employees supportive work behavior

SPSS OUTPUT FOR HYPOTHESIS TWO

NPART TESTS

/K-W=COandESWB 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

**Kruskal-Wallis Test**

**Ranks**

	RANKS	N	Mean Rank
CWSandACE	1.00	5	4.00
	2.00	5	13.20
	3.00	5	12.10
	4.00	5	23.00
	5.00	5	12.70
Total		25	

**Test Statistics<sup>a,b</sup>**

	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 culture orientation has significant effect on the supportive work behaviour of employees in micro-finance banks

**H<sub>03</sub>:** Employees future prospect does not have significant effect on their commitment

SPSS OUTPUT FOR HYPOTHESIS THREE

NPART 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

**Kruskal-Wallis Test**

<b>Ranks</b>			
	<b>RANKS</b>	<b>N</b>	<b>Mean Rank</b>
EFPandNC	1.00	5	3.10
	2.00	5	15.20
	3.00	5	14.60
	4.00	5	23.00
	5.00	5	9.10
	Total		25

**Test Statistics<sup>a,b</sup>**

	<b>EFPandNC</b>
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 commitment. 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 socialization has a very strong positive and significant effect on the work behavior of employees of the selected micro-finance banks under study. 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 employees' efficiency and their commitment respectively. 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 socialization of the employees is a critical factor that can facilitate positive work behavior in micro-finance bank employees

**RECOMMENDATIONS**

In line with the findings and conclusion, the study recommends that;

- i. 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
- ii. 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

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