

**THE EFFECTS OF ORGANIZATIONAL SOCIALIZATION ON EMPLOYEE
PERFORMANCE IN THE MINISTRY OF GENDER ,CHILDREN
AND SOCIAL DEVELOPMENT -KENYA.**

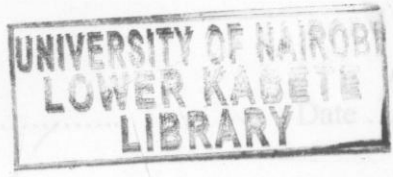
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Date 10.11.2011

This project has been submitted for examination with my approval as a University Supervisor.

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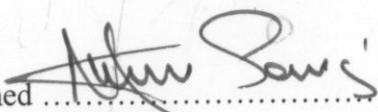
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**A MANAGEMENT RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILLMENT FOR THE REQUIREMENT OF THE AWARD OF MASTERS
DEGREE IN BUSINESS ADMINISTRATION, SCHOOL OF BUSINESS
UNIVERSITY OF NAIROBI**

NOVEMBER 2011

DECLARATION

This work is my original work and it has not been presented for a degree in any other University.

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Date 10.11.2011

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This project has been submitted for examination with my approval as a University Supervisor.

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Date 11/11/2011

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DEDICATION

This work is dedicated to my three children Emma, Kabuku & Christian - My joy and motivators.

I will also not forget my project supervisor Mr. Jay M. Nanyo who has the grace to sincerely thank my project supervisor Mr. Jay M. Nanyo who has the grace to assist me in his very busy schedule and guide me in the generation of my proposal however vigorous it was.

I will also not forget my lecturers who were very informative and instrumental without which I could not have achieved my MBA.

Sincere thanks should also go to the Government of Kenya for their kind Sponsorship and especially to Mr. Macharia who worked out the logistics. Special thanks should go to my secretary Mrs. Teresia Maina who gracefully did most of the typing work for my coursework as well as to Catherine Mutu and Jolal Atemo who chipped in when she was away.

Appreciation is also goes to my immediate colleagues at HR office appointment (POA) who silently understood the stress of the programme and gave me all the co-operation when I needed it most.

Thanks a great deal to my immediate supervisor Mr. Nakitari who due to his inanity granted me assistance on numerous occasion as the need arose.

I will also not forget my fellow students who played a very pivotal role in encouraging me and assisted me especially in academic matters.

Very special thanks goes to my family especially my children who gave me the inner motivation to continuously improve my social and financial standard which by extension will make them happy and to identify with me as 'papa'.

Finally, special thanks also go to my mom who has consistently sacrificed to the point of her banks in order to advance our course for a bright future. You are truly my hero!

ACKNOWLEDGEMENT

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..... of the employees in the Ministry where the sampling frame was drawn from the Ministry employees within Nairobi Province in job groups 'A' to 'K' which totals three hundred and seventy four. Stratified random sampling technique was used to sample out 75 employees from the population with departments composing the strata. The study used both the primary and secondary data. Primary data was collected using a semi-structured questionnaires which were administered to the respondents on a drop and pick criteria. The secondary data was in form of literature review sourced from books, relevant journals, articles and magazines. Collected data was both quantitative and qualitative in nature. Quantitative data was analyzed using a statistical package. The data was analyzed using descriptive statistics such as the frequency, mean and the standard deviations and presented in graphs and charts. The study revealed that, Most employees in the Ministry of Gender, Children and Social Development were not introduced during their first few days of their appointment. This affects their productivity since such introduction would have indicated a learning process through which a new organizational employee adapts from outsider to an integrated and effective insider. Organizational socialization is, however, needed for better understanding of the job tasks, responsibilities and work standards by the employees. Socialization programmes should be a well elaborate programme in all public institutions including government ministries. This would ensure that, newcomers in the organizations do not only get clearly defined job tasks and responsibilities but also gain psychosocial acceptance within their working environment. To achieve successful socialization, a systematic plan should be followed. This is to enable records to be kept and this ensure that information is not missed out. Although socialization is of vital importance to new employees, anyone who is promoted or transferred from one job to another should also be socialized.

ABSTRACT

Background of the study

The purpose of this study was to establish the effects of organizational socialization and employee performance in the Ministry of Gender, Children and Social Development. This study adopted a descriptive survey research design. The target population for this study consisted of the employees in the Ministry where the sampling frame was drawn from the Ministry employees within Nairobi Province in job groups 'A' to 'K' which totals three hundred and seventy four. Stratified random sampling technique was used to sample out 75 employees from the population with departments composing the strata. The study used both the primary and secondary data. Primary data was collected using a semi-structured questionnaires which were administered to the respondents on a drop and pick criteria, while secondary data was in form of literature review sourced from books, relevant journals, articles and magazines. Collected data was both quantitative and qualitative in nature. Quantitative data was analyzed using a statistical package. The data was analyzed using descriptive statistics such as the frequencies, mean and the standard deviations and presented in graphs and charts. The study revealed that, Most employees in the Ministry of Gender, Children and Social Development were not introduced during their first few days of their appointment. This affects their productivity since such introduction would have indicated a learning process through which a new organizational employee adapts from outsider to integrated and effective insider. Organizational socialization is, however, needed for better understanding of the job tasks, responsibilities and work standards by the employees. Socialization programmes should be a well elaborate programme in all public institutions including government ministries. This would ensure that, newcomers in the organizations do not only get clearly defined job tasks and responsibilities but also gain psycho-social acceptance within their working environment. To achieve successful socialization, a systematic plan should be followed. This is to enable records to be kept and thus ensure that information is not missed out. Although socialization is of vital importance to new employees, anyone who is promoted or transferred from one job to another should also be socialized.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

1.1.1 Organizational Socialization

This practice of introducing a new employee, viewed through the lens of anthropology, organizational sociology, and social psychology is termed as organizational socialization.

Organizational socialization extends the action of introducing a new employee to the organization with the process of imparting the norms on how to behave in a way that is acceptable to the social group one becomes part of.

Organizational socialization is central to the reproduction of an organization because it enable new individuals to become functional members of a collectivity (Anderson-Gough *et al.*, 2000). It also supports organizational recreation by sustaining, as well as, renewing aspects of the organization's character (Birnholtz *et al.*, 2007). Consequently, Organizational socialization is an important mechanism for both organizations and newcomers. On the one hand, organizations continuously need new employees for their sustainability and for organizational growth in particular. At the same time, employees need to reduce complexity when they enter into a new organization in order to be able to contribute to organizational activities (Bauer *et al.*, 2007). In essence, Organizational socialization includes the entire process of actions taken by the organization and action taken by the newcomer to ensure effective adjustment (Tuttle, 2002).

Organizational socialization consists of formal and informal processes that enable new individuals to become successfully functional members of a collectivity (Anderson-Gough *et al.*, 2000). Successful Organizational socialization is the transformation from an

outsider to participating as an effective insider (Feldman, et al 2003). As Cooper-Thomas and Anderson (2006, p. 492) put it: "Organizational socialization reflects a learning process through which a new organizational employee adapts from outsider to integrated and effective 'insider.'" This process of learning involves the development of knowledge about the organizational structure, its formal rules and official goals, as well as, its social rules that are shaped by the firm's history, traditions, and politics of the organization. Furthermore, the newcomer is introduced to his work unit and is taught how the working tasks and functions have to be fulfilled (Cooper-Thomas and Anderson, 2006). The central aim of Organizational socialization is the transfer of job and task relevant information to the new organizational member. On the one hand, from an organizational perspective, Organizational socialization strives to stimulate learning in order to familiarize a new employee with the systems, rules, conditions, and colleagues in the new workplace. On the other hand, Organizational socialization includes from an individual perspective beyond familiarization with the social rules and regulations the assimilation of those values, norms, and behavior patterns that are necessary for any new member to learn (Schein, 1988).

An organization is able to convey knowledge about its formal and social rules to new employees and to reproduce its "character" over time understood as "coherent content of the ensemble of dispositions that generates the distinctive actions of the organizations" (Birnholtz *et al.*, 2007, p. 317) on the basis of Organizational socialization programs that have to be consistent with the overall human resource strategy. New employees learn the organizational routine's underlying rules during the Organizational socialization process (March, 1991; Mills and Murgatroyd, 1991, pp. 35-37).

Indicators for successful Organizational socialization include organizational attachment and commitment, job satisfaction, social integration, role clarity, task mastery, values congruence, and perceived fit (Cable and Parsons, 2001; Wanberg and Kammeyer-Mueller, 2000). Therefore, Organizational socialization programs seek to govern the newcomer's Organizational socialization in a way that he/she will become a fully functional member of the organization quickly. Van Maanen and Schein (1979) posit that Organizational socialization is a necessary process for a newcomer to assume an organizational role without disrupting ongoing activities. In the course of the Organizational socialization process, the newcomer acquires knowledge necessary to manage everyday organizational life. Learning provides a common link between Organizational socialization and Organizational performance.

However, the socialization process is not simply for new employees. Staff who have been promoted or transferred or those who have returned from a long period of absence can receive the same benefits. Furthermore, an organization should be careful to include long-term temporary staffs that are entitled to the same training and development as permanent staff members. Not to do so could harm your organization, and may be considered discriminatory (Ardts *et al.*, 2001). Moreover, socialization does not simply begin and end on an employee's first day at work. Proper socialization starts from the moment the need for recruitment is identified and carries on throughout the first year, blending into the organization's programme of staff training and development.

1.1.2 Employee performance

Much of the debate about employee performance focuses on the terms and conditions of employment it encompasses issues related to power differentials between employers and employees, the legitimacy of workers' claims, and the urgency thereof. If employers get to create contracts of adhesion that rank-and-file workers have to accept or reject (and rejection means no job on the formal sector), then worker exploitation is likely. This argument has been best made by labour and trade-justice campaign groups seeking to highlight labour abuses around the world. Salmon (2003) also noted that organizations may not adopt high-performance workplace practices, even if they generally improve organizational performance, out of a concern that such practices may also empower employees with regard to bargaining with employers.

A central concern in both human resource management and organizational behavior is how best to manage the employee performance in order to improve their outcomes. An important focus of this research has been to understand how differences among frontline managers shape workers' relationship with the firm (Rhoades & Eisenberger, 2002).

1.2 Ministry of Gender, Children and Social Development

Ministry of Gender, Children and Social Development comprises of two main technical departments i.e. Department of Gender and Social Development and Department of Children Services. The Ministry's mission is to promote, co-ordinate, monitor and evaluate Gender equality, women empowerment, social development, care, participation and protection of children and persons with disabilities as an integral part of National development.

The Ministry is also made up of semi-autonomous Government agencies (SAGAS) which are charged with various responsibilities. These include:-

National Council for Persons with Disabilities (NCPWD) whose main mission is the development of policy on registration of persons with disability (PWD) and institutions giving services to PWD as well as Disability mainstreaming.

National Council for Children Services (NCCS) which is mandated with the mission of formulating policies developing plans monitoring, coordinating and mobilizing resources for the implementation, realization and safeguarding the rights and the welfare of the children.

National Commission on Gender and Development (NCGD) whose mission is to coordinate implement and facilitate Gender mainstreaming in national development through advise to the Government and stake holders, participation in policy formulation, advocacy, research, education, investigation of Gender based violations, establishment of partnerships, monitoring and evaluation in order to achieve gender equity and equality.

Women Enterprise Fund (WEF) whose principal objective is the economic empowerment of women by loaning target beneficiaries through its partner financial intermediaries and directly through Constituency Women Enterprise Scheme (C-WES).

The Ministry is also charged with the implementation of the Social Protection Policies namely cash transfer for orphans and venerable children (OVC) and Cash Transfer to Older Persons which are carried out by the department of children and Gender and Social Development respectively.

1.3 Statement of the problem

Organizational entry is a critical time for newcomers. A major concern of every organization is how well its employees fit into it because a great deal of time, money, and effort are invested in preparing employees for their jobs.

Employees' turnover has nowadays become the order of the day for majority of organisations. The major cause for this is the heavy competition that makes the organisations to go for their competitors' personnel in an attempt to outdo them in their areas of congruence i.e marketing. This has resulted to a continuous process of recruitment in these organisations; a fact that has demanded adoption of socialization programmes to introduce the new employees in the organisations', working environment.

The process whereby new recruits are brought into the firm is an important element of human resource management practice although the emerging trend has tasked the human resource development unit with this task. If done well, it can help to retain the new employee and reduce staff turnover. Lashley, C., Rowson, B, (2000) argued that a cross-section of firms now have some form of Organizational socialization programme in place. In most cases, the socialization programme is short-lived and focused on job role and administrative procedures. The survey of these firms suggests that there is a need to embrace best practice from other sectors of the retailing industry, in particular, the recognition that well-planned and structured induction can play an important role in bringing down staff turnover. However, socialization is best seen as a process that commences before the employee starts work and extends through the first two or three months of employment. In the very best instances, the new recruit is deliberately eased

into the new job, Marchington, M, Wilkinson, A. (1996). Unit managers play a vital role in delivering the immediate socialization programme and management programmes need to ensure that unit managers are themselves trained to train and their performance is monitored.

Past research is not thorough on organizational socialization and the organization performance Bauer *et al.* (2007) and Cooper-Thomas and Anderson (2006) have provided literature reviews and Bauer *et al.* (2007) conducted a meta-analysis of Organizational socialization and organizational socialization from a psychological perspective. Bauer *et al.* (2007) and Cooper-Thomas and Anderson (2006) provide a broad literature review and Bauer *et al.* (2007) present results from a meta-analysis on Organizational socialization and socialization. Bauer *et al.* (2007) distinguish between antecedents, newcomer adjustment behavior in the course of their socialization and outcomes. Nonetheless none of the study has made the establishment of the effects of organizational socialization and the organization performance. This study is therefore designed to fill the existing gap by answering the question: what are the effects of organizational socialization on employee performance in the Ministry of Gender, Children and Social development?

1.4 Objective of the study

The main objective of this study was to establish the effects of organizational socialization and employee performance in the Ministry of Gender, Children and Social Development.

1.5 Importance of the study

The study will enable the ministry to gauge the usefulness of its socializations programmes to determine whether they offer value for resources employed and whether there is any link between these programmes and employees' performance.

Socialization programmes which are carried out by the Human Resource Development Unit, are mandatory as per the government regulations but there is no audit carried out to establish their efficacy.

In the academic field, future researchers can use the study as a reference point if one is researching on Organizational socialization and related topics. The findings may also benefit other organizations that are facing challenges during the socialization process. The findings of the study will be of use to trainers in human resource in that it will assist them in knowing the areas which should be given concentration when training managers on socialization in their respective organizations.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter discusses the past study on Organizational socialization as well as its significant to an organization. In addition, the chapter summarizes the concepts discussed into a conceptual framework and thereafter drawing the conclusion.

2.2 Organizational socialization

A basic premise of organizational socialization practices is that the nature of a newcomer's initial experiences is imperative to their adjustment to the new environment Fogarty, (1992); Saks and Ashforth, (1996). Experiences during this period help shape a newcomer's views about the organization, which may have long-lasting functional or dysfunctional consequences for their later attitudes and behaviors. Because newcomers may experience a reality shock or surprise Louis, (1980) when they first enter the organization, they respond by searching for information to reduce their uncertainty and anxiety Ashford (1983). During this entry period, newcomers reinterpret and revise the meaning of work as it pertains to a particular organization as well as their roles as functioning organizational members Hulin, (1991). A successful socialization process is one which transforms newcomers into established organizational insiders Nelson and Quick, (1997).

2.2.1. Controlled Socialization

Newcomers experience informal socialization – like practical jokes (getting the left-handed chisel from stores) – but these cannot be controlled by an organization, and so can have an adverse effect. It is mainly the deliberately planned instruments that can benefit the organization – introduction programs, training and education, career planning, counseling and appraisal. Introduction programs establish loyalty and identification, and impart values and expectations. Training and education are also important, passing on norms and knowledge on a variety of operational topics; newcomers generally do not perceive it to be as useful as other practices, though when it is, it can lead to higher levels of organizational commitment. Career planning and counseling, especially in a mentor relationship, is an important instrument. Feedback helps determine the level to which employees are socialized, as well as helping grow and develop newcomers.

The socialization tactics provide the framework that characterizes the structure of personnel instruments and, by describing the instruments in terms of the tactics, it is possible to translate the theoretical to the practical and assess each instrument's effectiveness. The tactics can also act as guidelines to design instruments that meet certain goals like organizational commitment.

Product/Service Innovation

To develop conformist newcomers organisations should use institutionalized tactics – collective induction and formal training, use of mentors and sequential steps in training within a fixed time scale and with an emphasis on the newcomer's identity and quality. Training and education will be designed in the same way, with class lessons as opposed

to on-the-job training and with clearly-signposted training opportunities – all devoted to developing existing qualities, not broadening the knowledge base. Career planning and counseling is periodic with line managers and personnel officers, and also possibly with a mentor. Career paths are clearly signposted and role models used to affirm the newcomer's qualities. Individual appraisals at periodic intervals stress the formal and fixed nature of the process, though the absence of role models or counselors at appraisal time means they do not form part of an institutionalized, individualized instrument, Ardts, J. *et al* (2001).

For innovative newcomers rather than job-for-lifers, and where emotional attachment to the company is less important, individualized tactics are key. Socialization programs will be more in line with workplace introductions, alongside other workers and not fellow recruits. This program may be *ad hoc* with no determined time frame, the use of mentors would be undesirable, and the aim is to deny the newcomer's own identity and qualities, making the company the workers' "father and mother". Training and education will be designed in a similar way, with learning on the job from experienced colleagues, and with no defined steps nor a feeling of building on existing knowledge. Career planning and counseling is in line with individual socialization, with a periodic discussion with organization members. Career signposting is unclear, so workers do not know what they have to do to rise in the organization. Mentoring is undesirable and planning should be aimed at the denial of the newcomer's qualities.

Enhanced Self -Steering

Personnel theories now embrace the philosophy that each person is responsible for his/her own career. "Self-steering" workers are required, with the organization only conditionally involved as a facilitator. Flexible, innovative employees are important to companies, given the speed and intensity of change in technology, market and organization. Organizations need innovative managers to stay competitive. These attitudes are similar to those found as a result of the use of individualized tactics – thus socialization should be individually made. To do this, organizations have to allow sufficient space for newcomers to show initiative in their introduction, education and career policies. Then the newcomer looks after him/herself. The organization offers support, encouragement and possibilities. The concomitant is that such workers are less "loyal", though this loose form of commitment fits with the concept of self-steering workers.

However, for firms that want innovative managers and a high level of commitment over many years, a middle course must be steered between institutionalized and individualized socialization. In this policy, responsibility for self-introduction, career and progress should not be the dominant tone, and some organizational steering is required – in the form of mentors perhaps, or by mixing on-the-job and classroom training, for example classroom for universal management skills while context-related skills could be taught on the job with a mentor's involvement, Ardts, J. *et al* (2001).

Person-Organization Fit

The relationship between organizational socialization and the issue of matching people and organizations has been a key objective towards which Organizational socialization

practices have been directed towards meeting. Person-organization fit is defined as the congruence between patterns of organizational values and patterns of individual values Chatman, (1991). Considering that organizational socialization is fundamental to ensure the continuity of organizational values and norms van Maanen and Schein, (1979), the tactics employed during the socialization process must help to establish compatibility between people and the organization Cable and Parsons, (2001).

Chatman (1991) investigated how the fit of a newcomer with his or her organization is established as a whole and how that relationship is maintained by focusing her study on 171 entry level auditors in eight of the largest US accounting firms. According to Chatman (1991), the selection and socialization processes are essentially viewed as complementary processes in accounting firms. Her findings support the view that although selection contributes significantly to value congruence at entry, the experience during the socialization process significantly contributes to changes in person-organization fit over the newcomer's first year. Moreover, formal socialization tactics result in recruits in accounting firms learning more about the technical aspect of auditing and less about the norms and values of the firms. Insights from Chatman's (1991) study provide also support to Arnold and Nicholson's (1991) results highlighting the significance of newcomer's relationships with supervisors and other senior staff in enhancing the organizational commitment of the newcomers.

Cable and Parson (2001) focused their attention on university leaving graduates. Findings from their research demonstrate the socialization tactics employed by organizations influence changes in newcomers' values. Although sequential, fixed, serial, and investiture-oriented socialization tactics result in positive person-organization fit

perception, newcomers' values shift towards their perception of their organizations' values when they experience socialization tactics that are sequential and fixed. Serial and investiture socialization tactics are more helpful in shifting newcomers' personal values towards perceptions of their organizations' values. Cable and Parson (2001) provide also support for the observations of Chatman (1991), which highlighted that newcomers are more likely to internalize the values of their organization if they spend social time with organizational insiders.

2.3 Employees performance

Employees performance is the heart of human resource management and the central feature that distinguishes HRM from traditional personnel management (Guest, 2002). The concept of employees performance refers to a person's affective reactions to characteristics of his employing organisation (Cook and Wall, 1980). It is concerned with feelings of attachment to the goals and values of the organisation, one's role in relation to this, and attachment to the organisation for its own sake rather than for its strictly instrumental value. Performance is an internalised employee belief, often associated with "soft HRM" and a high-trust organisational culture and is frequently associated with an exchange relationship between the employer and employee.

From the employees' perspective, they commit to an organisation in return for certain rewards, which can be extrinsic (salary) and intrinsic (belonging, job satisfaction). Legge (1995) suggests that the attitude conceptualisation suggests that committed employees have a strong belief in and acceptance of the organisation's goals and values, show a willingness to exert considerable effort on behalf of the organisation and have a strong

desire to maintain membership with the organisation. As such, affective performance is viewed as an employee's positive attachment to the employing organisation and a willingness to contribute towards the attainment of organisational goals (Mondey *et al.*, 1996). However employee performance to an organisation can be identified as factors underpinning behaviour where individuals may experience performance to multiple foci (e.g. organisation, management, co-workers, career, and groups), which may predict a range of attitudes and behaviours. People are an organisation's most important asset and their effective development and deployment offers a distinctive and non-imitable competitive advantage through employer and employee engagement. The second component of employee wellbeing at work is job satisfaction.

2.4 Organizational socialization and employee performance

Promotion of social relationships by organizations is associated with employee beliefs and attitudes towards their employer, as seen in organisational commitment and job satisfaction (Chartered Institute of Personnel Development (CIPD), 2007). Eisenberger *et al.* (1990) suggest that the process of social exchange is initiated by organisations when a general perception concerning the extent to which the organisation values employees' general contributions and cares for their wellbeing is achieved. With this in mind, once employees' perceive that organisational socialization equitably with them, they will reciprocate these "good deeds" with positive work attitudes and behaviours (Aryee *et al.*, 2002). In social exchange, each partner in a relationship must somehow persuade the other of his/her trustworthiness (Haas and Deseran, 1981). However, Blau (2006) argues that trust is built up incrementally through a series of gradually increasing investments in the relationship, a series in which the partners can demonstrate their trustworthiness to

each other. Social exchanges are dependent on actors (line managers and employees) orienting themselves towards a general norm of reciprocity. Organizational socialization is associated with production, training as well as synergy for the teamwork.

2.4.1 Training

Training is the process of teaching skills and presents employees or beneficiaries with the skills they need to perform their jobs (Stoner, 1984). It consists of those activities, which are designed to improve individual performance in a currently held job or one related to it. It is thus aimed at helping employees to do their present jobs effectively (Turn, 1995).

Training and development programmes are designed to educate employees beyond their requirements of their current position so that they are prepared for a broader and more challenging role in the organization. Training includes in house courses, coaching, seminars, job rotation and professional programmes. The ultimate aim is to enhance the future performance of the organization itself. The general training programme consists of assessing the company's needs, appraising the employee performance and the actual training itself.

Employee training can be said to be any attempt to improve employee performance by increasing the employees' ability to perform. Mondy and Noel (1996) define employee training as a planned and continuous effort by management to improve employee competence levels and organizational performance. However, a distinction is made between training and development. Training is short-term in nature and is usually designed to permit learners to acquire knowledge and skills for their current jobs.

Development on the other hand is long term in nature and aimed at developing employees for future job assignments within the organization and to solve a problem.

Given rapid changes that all organizations face, it is clear that employees must continue the learning process throughout their career in order to meet the challenges. This life long learning will require the GOK to make an ongoing investment in human resource development. For semi-skilled workers, learning management mean taking advantage of continuing educational opportunities. This is important for certified professional who require to complete a certain number of years continuing courses to maintain certification. For managers life long learning may include attending management seminars to address new management approaches.

According to Beardwell & Holden (1997)' human resource management has emerged as a set of prescriptions for managing people at work. Its central claim is that by matching the size and skills of the workforce to the productive requirements of the organization, and by raising the quality of individual employee' contributions to production, organizations can make significant improvements on their performance.

The environment of an organization refers to the sum total of the factors or variables that may influence the present and future survival of an organization. The factors may be internal or external to the organization. Anthony *et al* (1996), uses the terms societal environment to define the varying trends and general forces that do not relate directly to the company but could impact indirectly on the company at some point in time. Four of these forces are identified as economic, technological, legal and political and socio-cultural and demographic forces. The second type of environment is the task environment

that comprises elements directly influencing the operations and strategy of the organization. These may include the labour market, trade unions, competition and product markets comprising customers, suppliers and creditors. The task environment elements are directly linked to the organization and are influenced by the societal environment. Variables in the societal or remote environment affect all organizations in general and are beyond the ability of an individual organization to control.

Human resource development professionals must determine gaps in employee performance capacities. Human resource development programs and interventions provide skills and knowledge which help individuals and groups to become more effective. Periodic performance evaluation will help identify development training needs for employees. This will help maintain and increase knowledge, skills and abilities of each employee. This is also important for future job responsibilities.

2.4.2 Performance

Introduction of performance appraisal practices is to ensure that performance in organizations is transformed into being more focused and responsive to the needs of those it serves. The result will be a sector directing its energies towards delivering targeted results for Kenyans and utilizing resources more productively. The quality and productivity of expenditures and investment will be improved to ensure cost-effectiveness and value-for-money.

Performance appraisal practices management is about institutional as well as individual performance, both in quality and quantity. The key elements of performance appraisal practices are: Performance target setting- the process of setting performance targets for

ministries/parastatals, groups or individuals in carrying out specific work assignments; Performance planning -the process of establishing a shared understanding of what is to be achieved and how it is to be achieved and managing resources to ensure successful implementation; Performance monitoring and reporting; Performance appraisal practices- the process of evaluating organization, group or individual performance against predetermined targets; The framework for managing for results is at three levels namely: National, organizational (ministries and institutions) and individual.

Fletcher (1993), defined performance management as “approach to creating a shared vision of the purpose and aims of the organization helping each employee understand and recognize their part in contributing and enhancement of the performance of both individual and organization. Human Resource Management activities should be developed, evaluated and changed as necessary so that they can contribute to the competitive performance of the individual at work and the organization as a whole.

Private institutions in many African countries are confronted with many challenges, which constrain their delivery capacities . They include the human resource factor, relating to shortages of the manpower in terms of numbers and key competencies, lack of appropriate mindsets and sociologist that are necessary to support effective service delivery. On the other hand, the gradual erosion of the ethics and accountability has continued to bedevil the public sector in the delivering of services to the people effectively. Private sector reforms meant to address these challenges have achieved minimal results.

The objectives of performance appraisal practices in the civil service include: improving service delivery to the public by ensuring that top-level managers are accountable for results, and in turn hold those below them accountable, reversing the decline in efficiency and ensuring that resources are focused on attainment of the key national policy priorities of the Government; institutionalizing performance oriented culture in the civil service through introduction of an objective performance appraisal practices system; measuring and evaluating performance; linking reward to measurable performance and strengthening and clarifying the obligations required of the Government and its employees in order to achieve agreed targets.

2.4.3 Teamwork and Team Synergy

The importance of teams for organizational success in the modern economy has become a commonplace in management and academic literature. Throughout the latter part of the last century academic authors from various disciplines turned their attention to teamwork and related topics (Benders and Van Hootegem, 1999, p. 609; Molleman, 2000, p. 889), producing a body of literature which has led to a proliferation of typologies and approaches (Badham and Jürgens, 1998, p. 33). To classify different team types or to explain variation in outcomes, some authors focus on structural characteristics of the teams while others emphasize process features.

Team synergy occurs when a team's output exceeds the sum of the output of the team members working individually. However, synergy requires more than merely assigning individuals to a team (Lawford 2003), Salas *et al* 2000). It is enabled by a collaborative environment, which is created by a firm establishing and then maintaining a corporate

culture that nurtures and reinforces teamwork. As part of this process, many firms employ explicit team-based incentives (Parker *et al* (2000)). In practice, guidance to firms on the appropriate performance measures for inducing teamwork differs. For example, Lawford (2003) recommends that firms *not* single out individual team members for special acknowledgement, to prevent competitiveness that can damage a collaborative environment. On the other hand, Parker *et al.* (2000) advise firms to “send the right message” by reinforcing teamwork *and* individual performance. This paper attempts to reconcile this contradictory advice by examining several factors that influence a firm’s effectiveness at inducing teamwork to reap the benefits of synergy, under various performance measurement regimes.

The level of teamwork a firm can induce using incentives ultimately depends on the type of performance measures available to the firm. In an ideal world, performance measurement in a team-based setting is straightforward: a firm perfectly observes both the individual contributions of each team member and the total value generated by a team. However, in reality, synergy creates a number of measurement problems that complicate the use of incentive plans.

One fundamental problem is measuring how much value each individual team member provides. Alchian and Demsetz (1972) assert that in a team setting it is prohibitively costly to ascertain the marginal product of each team member. But, even if such practicalities are overcome and marginal products of each team member are available, Rose (2002) demonstrates the fundamental impossibility of paying each team member his marginal product because synergy causes the sum of the individual marginal products to exceed the collective marginal product. Furthermore, there is no reasonable way to

allocate team synergy to individual team members (Watts, 2003). This allocation problem is similar to the classic managerial accounting “joint cost/benefit” problem.

Failing the ability to measure and/or pay team members based on their marginal products, a firm may attempt to measure, as a proxy, effort inputs by team members. For example, one measure of a team member’s individual effort is the time each team member devotes to production. An example of a measure of a team member’s cooperative effort, or teamwork, is the time each team member invests in coordinating with other team members to improve performance. However, team settings are notoriously difficult for disentangling the effort contributions of individual team members as a result of the very synergy for which the team was formed. For example, attributing the total revenue generated by an interdepartmental sales team to individual departments without double- and triple-counting is often problematic.

Che and Yoo (2001) cite numerous examples of successful teams that improved profits – generating additional revenue, increasing productivity, reducing engineering delays, and decreasing cycle times – by as much as \$50 million at a single firm. (Watts 2003) claims that a firm’s very competitiveness is fundamentally driven by the synergistic fit among workers and the tasks they perform.

2.5 Empirical review

Jones (1986) empirically tested his model in a survey-based longitudinal study of 127 MBA students and examined how the information organizations provide during the socialization process influence newcomers' adjustment to the organization and how the newcomers' level of self-efficacy moderate the effects of socialization practices in

newcomers' subsequent job orientations. Based on his findings, he concluded that, as predicted by van Maanen and Schein (1979), different patterns of socialization lead to different forms of newcomer adjustment to the organization.

Adkins' (1995) study on the socialization process of 171 mental health specialists explored the relation between the organizational socialization process and prior work experience of newcomers adjustment. Drawing on Morrison's (1993a, b) conceptualization, based on the longitudinal research findings, she considers developing a sense of task competence, developing work role clarity, developing realistic expectations about the job, and developing interpersonal relationships as key tasks involved in the socialization process. Performance, job satisfaction, organizational commitment, and turnover are taken as key outcomes of the socialization process. Adkins (1995, p. 885) does not find in her survey-based study any significant relationship between previous work experience and role adjustment.

The meta-analysis of Bauer *et al.* (2007) shows, that the newcomer's information seeking behavior and the organization's socialization tactics govern, on the one hand, the newcomer adjustment in terms of role clarity, self-efficacy, and social acceptance.

Cherney and Daugherty (2003) used concepts from Schein (1991) and Taormina (1997) to measure person-organization fit by asking employees to rate their companies on reward and pay systems (i.e. future prospects), and their coworkers on behaviors such as cooperation (i.e. coworker support). Their results showed a strong association between job satisfaction and cognitive fit with company characteristics, implying that at least one socialization domain (i.e. future prospects) may be linked to organizational culture.

Starting a new job is a demanding and stressful experience. Quite apart from the obvious challenge of tackling new tasks, there is also the need to become accustomed to a new organization, a new working environment, new colleagues and possibly a new living environment. To achieve successful socialization, a systematic plan should be followed. This is to enable records to be kept and thus ensure that information is not missed out. Although socialization is of vital importance to new employees, anyone who is promoted or transferred from one job to another should also be socialized.

The purpose of socialization is to support new employees during this period and help them become fully integrated into the Board as quickly and easily as possible. Socialization has benefits for all involved in the process. Employees who settle quickly to their new job will become productive and efficient at an early stage and in turn will experience feelings of worth and satisfaction. It is generally recognized that new employees are highly motivated and an effective socialization process will ensure that this motivation is reinforced. In general, the aim of socialization should be to convey a clear picture of the working of the organisation.

Socialization programmes must be tailored to the individual's needs. It is necessary to plan carefully and prepare socialization programmes with consideration to specific areas appropriate to the individual. Examples of considerations which may be relevant to socialization planning include and not limited to: prior experience of the workplace – for example, this may be the new employee's first job since leaving school; the new employee may be returning to work after a career break or they may have gained their work experience in a different setting, the nature of the role the new employee will be carrying out and the working relationships that will need to be developed with colleagues

own and other departments, and adjustments that may need to be made with regards to special needs, for example, employees with a disability.

CHAPTER THREE: RESEARCH METHODOLOGY

Research Design

The study adopted a descriptive survey research design. It involved collecting data in order to answer questions concerning this study. This design is justifiable because it compares the quantitative reasoning of a sample. In addition the design, by the virtue of being cross-sectional, gives a representation of the whole population with minimum bias. Moreover descriptive survey makes standardized measurement more precise by enforcing uniform definitions upon the respondents. This standardization ensures that similar data can be collected from groups/strata then interpreted comparatively.

Population of the Study

The target population for this study consisted of the employees in the Ministry of Gender, Children and Social Services based at NSSF building, Upper Hill, Nairobi. The sample population was drawn from the Ministry employees within Nairobi Province in job grades 'A' to 'K' which totals three hundred and seventy four.

Sample Design

Stratified random sampling technique was used to sample out 25 employees from the population with departments composing the strata. The technique is preferred because it eliminates any bias in the selection of the sample since each element of population had an equal chance of being sampled. In addition, it permits greater obtaining of statistical

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3.3 Sample Design

Stratified random sampling technique was used to sample out 75 employees from the population with departments composing the strata. The technique is preferred because it eliminates any bias in the selection of the sample since each element of population had an equal chance of being sampled. In addition, it permits greater balancing of statistical

power of tests of differences between elements in the population. The sample size is justifiable as it represents 30 percent of the population and therefore a representative of the same. This is as tabulated below

	Number of Employees	Sample Size
Children Services Department	154	31
Administration Department	19	4
Gender and Social Development Department	102	20
Procurement Unit	8	2
Accounts Unit	35	7
Humane Resource Development Unit	5	1
Planning Unit	6	1
Human Resource Management Unit	40	8
Finance Unit	5	1
Total	374	75

3.4 Data Collection

The study used both the primary and secondary data. Primary data was collected using a semi-structured questionnaires that was administered to the respondents on a drop and pick criteria, while secondary data was in form of literature review sourced from the relevant journals, articles and magazines. The questionnaire was well structured and detailed to address the research questions.

Data Analysis

lected data was both quantitative and qualitative in nature. Quantitative data was analyzed using a statistical package. The data was analyzed using descriptive statistics such as the frequencies, mean and the standard deviations and presented in graphs and charts. The basis of using descriptive approach gave a basis for determining the weights of the variables under the study.

CHAPTER FOUR : DATA ANALYSIS, FINDINGS AND INTERPRETATION

1 Introduction

This chapter presents data analysis, findings, presentations and interpretation. The purpose of this study was to investigate the effects of organizational socialization on employee performance in the Ministry of Gender Children and Social Development. Data analysis was done using SPSS, presentation done using table while interpretation was done by the use of frequencies and percentages. The chapter is divided into sections based on objectives including the demographic information, the effects of organizational socialization on employees' productivity, the effects of organizational socialization on employee innovation as well as the challenges affecting organizational socialization.

The target respondents were the employees in the Ministry of Gender Children and Social Development where 75 respondents were administered with the questionnaires. The response rate was 86.7 percent which was satisfactorily adequate for the purpose of the study. According to Edwards, Roberts *et al.*, (2002), a questionnaire return rate of 80 percent and above is absolutely satisfactory, while 60 percent – 80 percent return rate is quite satisfactory. A return rate below 60 percent is 'barely acceptable'. A satisfactory questionnaire return rate is imperative to minimize assumptions in the study as well as to minimize any bias, which could probably be brought out by a lower questionnaire return rate.

Demographic information

Demographic information was based on the job title of the respondents, their department/section in the Ministry, Job Group of the respondents, their age, gender and level of education as well as the duration in which the respondents had worked with the Ministry.

	Frequency	Percent
Secretaries	17	26.2
Records management officers	17	26.2
Drivers	3	4.6
Senior support staffs	11	16.9
Clerical officers	7	10.8
Personal assistants	2	3.1
Human resource management officers	3	4.6
Telephone operators	3	4.6
Other response	2	3.1
Total	65	100.0

Table 4.1: Job title of the respondent

The respondents held different positions in the Ministry including Secretaries and Records managers (26.2 percent each), senior support staff (16.9 percent), clerical officers (10.8 percent), and human resource management officers (4.6 percent). Job title of the respondents was important because it would assist the researcher in assessing the organizational hierarchy/structure of the organization. A tall organizational structure in most cases brings complications in organizational socialization because of a complicated line of authority.

	Frequency	Percent
Children Department	8	12.3
Gender and social Development Department	5	7.7
Human Resource Division	33	50.8
Administration Division	15	23.1
Support Unit	1	1.5
Management Unit	3	4.6
	65	100.0

4.2: Department/section in the Ministry

Results indicated that the respondents were drawn from different departments in the Ministry including Human Resource Department (50.8 percent), administration division (23.1 percent), children department (12.3 percent) as well as Gender and social Development Department (7.7 percent). Belongingness to a particular department is a significant factor for organizational socialization since the nature of the role the new employee is expected to carry out and the working relationships that need to be developed with colleagues in own and other departments.

	Frequency	Percent
Group D – F	8	12.3
Group G – H	23	35.4
Group J – K	34	52.3
	65	100.0

4.3: Job group of the respondent

Results indicated that majority of the employees in the Ministry of Gender Children and Social Development (52.3 percent) were in job groups J – K. At the same time, 35.4 percent of the respondents were in job groups G – H while 12.3 percent were in job

aps D – E. This is an indication that most of the employees in the Ministry of Gender Children and Social Development are junior staff with a few in the management.

	Frequency	Percent
Female	21	32.3
Male	44	67.7
Total	65	100.0

Table 4.4: Gender of the respondent

Majority of the respondents (67.7 percent) were female while male were 32.3 percent.

This indicates that there are more female than male employees in the Ministry of Gender Children and Social Development

	Frequency	Percent
Secondary Certificate	22	33.8
Diploma/Higher diploma level	31	47.7
University Graduate	9	13.8
Post graduate	3	4.6
Total	65	100.0

Table 4.5: Level of education

According to the findings on the level of education, 47.7 percent of the respondents had a diploma/higher diploma while 33.8 percent only had a secondary certificate. Even so, 13.8 percent of the respondents were graduates. Post graduates employees were 4.6 percent. This indicates that majority of the employees in the Ministry of Gender Children and Social Development are at least diploma holders.

	Frequency	Percent
30 years	12	18.5
40 years	23	35.4
50 years	15	23.1
60 years	15	23.1
Total	65	100.0

Table 4.6: Age bracket of the respondent

Regarding age bracket of respondents, majority of respondents were over 30 to 60 years of age where 35.4 percent were between the 31 to 40 years, while 23.1 percent, and 23.1 percent were between the ages of 41 to 50 years and 51- 60 years respectively. This indicates that majority of employees within the Ministry of Gender, Children and Social Development are at least 30 years of age.

	Frequency	Percent
3 years and below	19	29.2
4 - 6 years	22	33.8
7 - 10 years	3	4.6
11 - 15 years	3	4.6
Above 15 years	18	27.7
Total	65	100.0

Table 4.7: Duration the respondent has worked in the organization

The researcher was also interested to know duration the respondents has worked in the organization indicated that, 33.3 percent of the respondents had between 4 – 6 years working experience while 29.2 percent had 3 years and below. Others (27.7 percent) of the respondents had above 15 years working experience. 7 – 10 years and 11 – 15 years had 4.6 percent each.

Effects of organizational socialization on employee productivity

	Frequency	Percent
	24	36.9
	41	63.1
	65	100.0

Figure 4.8: Whether the respondent were introduced to their new colleagues and management during their first day of post

Concerning whether respondent were introduced to their new colleagues and managers during their first few days in post majority (63.1 percent) of all the selected employees responded that they were not introduced while 36.9 percent said that they were not introduced to their new colleagues, managers and other appropriate during the few days of their post in their respective departments. This is an indication that most employees in the Ministry of Gender, Children and Social Services do not introduced during their first few days of their posts. This can affect their productivity since such introduction would initiate a learning process through which a new organizational employee adapts from an outsider to integrated and effective insider. This process of learning would develop the employees' knowledge about the organizational structure, its formal rules and official procedures, as well as, its social rules that are shaped by the firm's history, traditions, and culture of the organization.

	Frequency	Percent
Not introduced	24	36.9
Introduced	41	63.1
	65	100.0

	Frequency	Percent
	61	93.8
	4	6.2
	65	100.0

4.9: Whether socialization helps them understand their job, responsibilities and work standards

Whether socialization helps them understand their job, responsibilities and work standards, overwhelming majority (93.8 percent) of the respondents said that socialization helps them understand their job, responsibilities and work standards while 6.2 percent disagreed. This study indicates that organizational socialization is important for better understanding of the job tasks, responsibilities and work standards by employees. As argued by Cable and Parson (2001) organizational socialization is important for newcomers since it provide skills and knowledge which help individuals groups to become more effective. At the same time, Periodic performance evaluation help identify development training needs for employees. This will help maintain and use knowledge, skills and abilities of each employee. This is also important for job responsibilities (Turn, 1995).

	Frequency	Percent
Small extent	1	1.5
Medium extent	9	13.8
Large extent	38	58.5
Very large extent	17	26.2
	65	100.0

4.10: Extent to which organization socialization contributes to employee's

performance

Regarding the extent to which organization socialization contributes to employee's performance, majority (84.7 percent) of the respondents, felt that organization socialization largely contributes to employee's performance. Organizational socialization is a learning process through which a new organizational employee adapts from an outsider to an integrated and effective insider. Cooper-Thomas and Anderson (2006) states that, socialization is imperative for any organization because it involves the development of knowledge about the organizational structure, its formal rules and official policies as well as, its social rules that are shaped by the firm's history, traditions, and culture of the organization. Furthermore, the newcomer is introduced to his work unit and is taught how the working tasks and functions have to be fulfilled.

	Frequency	Percent
Providing employees	2	3.1
Encouraging teamwork	11	16.9
Providing of important information	17	26.2
Short term trainings	8	12.3
Providing knowledge and skills needed	7	10.8
Providing conducive environment	5	7.7
Providing room for occasional team	2	3.1
Response	13	20.0
	65	100.0

4.11: Respondents' opinion on how organization socialization can be used to increase productivity within the Ministry

ings on how organizational socialization can be used to enhance productivity within the ministry indicated that, 26.2 percent of the respondents felt that sharing important information was a way that could be used to enhance productivity within the ministry. 20 percent of all the respondents did not respond. Others (16.9 percent) said that organizational socialization can be used to enhance productivity by encouraging teamwork in the ministry and 12.3 percent said short term trainings. 10.8 percent felt that organizational socialization can be used to bring knowledge and skills needed in the ministry. Organizational socialization can also be used to make a conducive environment suggested by 7.7 percent of the respondents. The remaining 3.1 percent felt that organizational socialization can be used to enhance productivity by creating room for professional team and motivating employees.

It is generally recognized that new employees are highly motivated and an effective socialization process will ensure that this motivation converts into high productivity. From an organizational perspective, Organizational socialization strives to stimulate learning in order to familiarize a new employee with the systems, rules, conditions, and colleagues in the new workplace. On the other hand, Organizational socialization extends from an individual perspective beyond familiarization with the social rules and regulations to the assimilation of those values, norms, and behavior patterns that are necessary for any new member to learn (Schein, 1988).

Organizational socialization and the employee innovation

	Frequency	Percent
	55	84.6
	10	15.4
Total	65	100.0

Table 4.12: Response on whether organization socialization affects employees'

Productivity

whether organization socialization affects employees' productivity, majority (84.6 percent) of the respondents agreed that organizational socialization affected employees' productivity while the remaining 15.4 percent denied. The study indicates that, organizational socialization is imperative if the newly coming employees will exercise their innovativeness in full for better overall organizational performance. For innovative newcomers rather than job-for-lifers, and where emotional attachment to the company is important, individualized tactics are key and therefore socialization programs will be more in line with workplace introductions, alongside other workers and not fellow recruits (Ashford, 1983).

	Frequency	Percent
Not at all	15	23.1
Slight extent	3	4.6
Moderate extent	4	6.2
Large extent	41	63.1
Very large extent	2	3.1
Total	65	100.0

Table 4.13: Respondents' opinion on the Extent to which organization socialization affects employee productivity

ings on the extent to which organization socialization affects employee innovation
 cated that, majority (66.2 percent) of all the respondents felt employees' innovation
 cted by organizational socialization in large extent while 23.1 percent said that the
 oylees' innovation is not affected at all by socialization. This implies that
 nizational socialization is very critical for newcomers since they learn the
 nizational routine's underlying rules during the organizational socialization process
 arch, 1991).

	Frequency	Percent
Job specialization	7	10.8
Meeting employees' training needs	1	1.5
Training the organization members	9	13.8
Recognizing and acknowledging innovative	6	9.2
Motivating employees and encouraging new ideas	11	16.9
Team working	8	12.3
No response	23	35.4
Total	65	100.0

Table 4.14: Respondents' opinion on how organization socialization can be used to enhance innovation within the Ministry

Concerning the respondents' opinion on whether organizational socialization can be used to enhance innovation within the ministry, 35.4 percent of the respondents did not act in response while 16.9 percent felt that organizational socialization can be used by motivating employees and encouraging new ideas. Training the organizational members and team working had 13.8 percent and 12.3 percent respectively. Job specialization was another way that would be applied to enhance innovation within the respondents' respective ministries which was supported by 10.8 percent of all the respondents. The

aining 9.2 percent and 1.5 percent of all the respondents felt that recognizing and knowing innovative and meeting employees' training needs were other ways organizational socialization can be used to enhance innovation within the ministry.

From the findings, proper socialization starts from the moment the need for recruitment is identified and carries on throughout the first year, blending into the organization's programme of staff training and development. Introduction programs, training and education, career planning, counseling and appraisal are mainly the deliberately planned instruments that establish loyalty and identification, and impart values and expectations.

	Frequency	Percent
s	52	80.0
	13	20.0
total	65	100.0

Table 4.15: Whether there are any training needs that the respondents feel are specific to the department that should have been included before

On whether there was any training that respondents felt were specific to the department that should have been included before, majority (80 percent) of all the respondents agreed that there were trainings that were specific to the department that could have been included while 20 percent disagreed.

	Frequency	Percent
improves organizational socialization	11	16.9
Working in a political office needs more secretarial skills	13	20.0
employees ought be inducted into the work department	14	21.5
customer care	7	10.8
increasing knowledge to work effectively	3	4.6
no response	17	26.2

65 100.0

4.16: Reason why the respondents think the training is needed

Researchers also wanted to know why the respondent thought training was needed in respective departments where 21.5 percent of the respondents thought that employees ought to be inducted into the work department. 20 percent said that the people working in political offices needed more secretarial skills while 16.9 percent felt that the training improved organization socialization. Others (10.8 percent) had customer care and 10.8 percent of the respondents said that training was needed to increase knowledge to work effectively and 26.2 percent of all the respondents did not have any idea of why training was needed in their departments. These findings are in line with argument by (1995) who observed that, training and development programmes are designed to prepare employees beyond their requirements of their current position so that they are prepared for a broader and more challenging role in the organization. Training includes in-house courses, coaching, seminars, job rotation and professional programmes. The ultimate aim is to enhance the future performance of the organization itself.

Challenges affecting organizational socialization

	Frequency	Percent
Requiring training and capacity building	12	18.5
Consulting with different department	8	12.3
Working in working	7	10.8
Quality leadership	8	12.3
Financial support	5	7.7
Induction of employees	7	10.8
Response	18	27.7
Total	65	100.0

Figure 4.17: Recommendations on the challenges affecting organization socialization

According to the findings 18.5 percent of the respondents recommended that offering training and capacity building would curb some of the challenges affecting organizational socialization. Consulting with different departments and quality leadership were equally important with 12.3 percent each while 10.8 percent of the respondents suggested that socialization of employees and team working would solve the challenges that affects organizational socialization. 7.7 percent of the respondents said social support and the training 27.7 percent of all the respondents did not respond. This study therefore concludes that, team working, consulting with different departments and capacity building as well as quality leadership presents the most prevalent challenges faced by most organizations when welcoming new employees.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Chapter presents the summary of the study, findings, conclusions, recommendations as the suggestions for further study

Summary of the study

The purpose of this study was to establish the effects of organizational socialization and job performance in the Ministry of Gender, Children and Social Development. The study adopted a descriptive survey research design. The target population for this study consisted of the employees in the Ministry where the sampling frame was drawn from the Ministry employees within Nairobi Province in job groups 'A' to 'K' which numbered three hundred and seventy four. Stratified random sampling technique was used to select out 75 employees from the population with departments composing the strata. The study used both the primary and secondary data. Primary data was collected using a structured questionnaires that was administered to the respondents on a drop and pick criteria, while secondary data was in form of literature review sourced from the internet journals, articles and magazines. Collected data was both quantitative and qualitative in nature. Quantitative data was analyzed using a statistical package. The data was analyzed using descriptive statistics such as the frequencies, mean and the standard deviations and presented in graphs and charts.

Findings of the study

ity (63.1 percent) of all the selected employees disclosed that they were not introduced while 36.9 percent said that they were not introduced to their new colleagues, managers and other appropriate during the few days of their appointment in their respective departments. On whether socialization helps them understand their job, responsibilities and work standards, overwhelming majority (93.8 percent) of the respondents said that socialization helps them understand their job, responsibilities and standards while only 6.2 percent disagreed. At the same time, majority 84.7 percent of the respondents indicated that organization socialization largely contributes to employee's performance.

Findings on how organizational socialization can be used to enhance productivity within the ministry indicated that, 26.2 percent of the respondents felt that sharing important information was a way that could be used to enhance productivity within the ministry while 20 percent of all the respondents did not respond. Others (16.9 percent) said that organizational socialization can be used enhance productivity by encouraging teamwork in the ministry and 12.3 percent said short term trainings. 10.8 percent felt that organizational socialization can be used to bring knowledge and skills needed in the ministry.

Whether organization socialization affects employees' productivity, majority (84.6 percent) of the respondents agreed that organizational socialization affected employees' productivity while the remaining 15.4 percent denied. The study indicates that, organizational socialization is imperative if the newly coming employees will exercise their

productiveness in full for better overall organizational performance. Findings on the extent to which organizational socialization affects employee innovation indicated that, majority (66.2 percent) of all the respondents felt employees' innovation affected by organizational socialization in large extent.

Concerning the respondents' opinion on whether organizational socialization can be used to enhance innovation within the ministry, 35.4 percent of the respondents did not act in response while 16.9 percent felt that organizational socialization can be used by motivating employees and encouraging new ideas. According to the findings 18.5 percent of the respondents recommended that offering training and capacity building would curb some of the challenges affecting organizational socialization.

Conclusions

Most employees in the Ministry of Gender, Children and Social Development were not introduced during their first few days of their appointment. This affects their productivity and such introduction would indicate a learning process through which a new organizational employee adapts from outsider to integrated and effective insider. Organizational socialization is, however, needed for better understanding of the job tasks, responsibilities and work standards by the employees. Organizational socialization strives to stimulate learning in order to familiarize a new employee with the systems, rules, conditions, and colleagues in the new workplace.

Organizational socialization was also found to be a major determinant of the productivity of any organization as this determines how the employees are introduced to their roles.

Organizational socialization is very critical for newcomers since they learn the organizational routine's underlying rules during the organizational socialization process. The researcher also deduces from the study that, the general performance in the Ministry of Gender, Children and Social Development has improved as a result of the induction procedures since rules and procedures are adhered to in the Ministry as employees are aware of them through induction. Quality of training and induction is the biggest challenge in carrying out of induction procedures in any organization.. Other significant challenge is insufficient finance to cater for the induction. However, different personnel profile in terms of age, job group that may hinder effective communication are not major challenges in induction procedures. Team working, consulting with different departments and capacity building as well as quality leadership presents the most prevalent challenges faced by most organizations when welcoming new employees.

Recommendations

Based on findings of the study, the following recommendations are made.

Firstly, socialization programmes should be an elaborate programme in all public institutions including government ministries. This would ensure that, newcomers in the organizations do not only get clearly defined job tasks and responsibilities but also gain socio-social acceptance within their working environment

Secondly, to achieve successful socialization, a systematic plan should be followed. This would enable records to be kept and thus ensure that information is not missed out. Although socialization is of vital importance to new employees, anyone who is promoted or transferred from one job to another should also be socialized.

, Government Ministries should also offer training and capacity building programmes to the new employees. In addition, consulting within different department, working, quality leadership, social support and fair equalization of employees be considered at large since they lead to better productivity

onally, socialization process should also be closely linked to but clearly distinguished from the induction process. This implies that, there should be fully fledged distinct socialization and induction processes which entail not only mere formal on the employee's first day of the post, but also detailed familiarization of employees to their new working environment

essential training needs should be specific and addressed to the requirements of ment.

Human Resource Management activities should be developed, evaluated and as necessary so that they can contribute to the competitive performance of the at work and the organization as a whole.

Suggestions for further study

researcher suggests that other studies in the field of organizational socialization and t well attended by the past research should be carried out. In particular, organizational socialization in private organizations should be related to their nance. This study should also be taken to a higher notch by studying the various zation processes adopted by different organizations.

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APPENDICES

Appendix 1: Questionnaire

The effect of organizational socialization on employee performance in the Kenya Ministry of Gender, Children and Social Development - Nairobi

SECTION A: DEMOGRAPHIC INFORMATION

1) Name of the respondent (Optional)

.....
.....

2) Job Title

.....
.....

3) Department/Section in the Ministry of Gender, Children and Social Services

Children Department	[]	Administration Division	[]
Gender & Social Dev. Department	[]	Accounts Unit	[]
Human Resource Division	[]	Procurement Unit	[]
Finance Unit	[]	Planning Unit	[]

4) If any other (Kindly indicate)

.....

5) Respondent's Job Group

Job-Group A - C	[]	Job-Group G - H	[]
Job-Group D - F	[]	Job-Group J - K	[]

6) If any other (Kindly Indicate)

.....

7) Gender of the Respondent

Male	[]	Female	[]
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Level of education

Secondary Certificate [] University Graduate []
Diploma/Higher diploma level [] Post graduate []
other (Kindly Specify)

Age Bracket of the Respondent

30 years []
40 years []
50 years []
60 years []
Above 60 years []

Duration that the respondent has worked in the organization

5 years and below [] 11 – 15 years []
6 – 10 years [] Above 15 years []
10 years []

PART B: ORGANIZATIONAL SOCIALIZATION AND THE EMPLOYEE PRODUCTIVITY

Were you personally introduced to your new colleagues, managers and other appropriate people during your first few days in post?

[] No []

Has your socialization helped you understand your job, responsibilities, work standards?

[] No []

To what extent do you think organizational socialization contributes to employee performance?

- at all []
- extent []
- erate extent []
- e extent []
- large extent []

How do you think organizational socialization can be used to enhance productivity within the Ministry?

.....

.....

.....

SECTION C: ORGANIZATIONAL SOCIALIZATION AND THE EMPLOYEE MOTIVATION

Do you feel organizational socialization affects employee productivity?

[] Yes [] No

If yes in 13 above, to what extent

.....

.....

.....

What extent do you agree with the following statements regarding employees' motivation?

	Completely Disagree	Disagree	Not sure	Agree	Completely Agree
Generation of new ideas in the ministry has improved as a result of the organizational socialization					
Employees feel motivated and as a consequence become more innovative in					

your work					
As a result of socialization, employees are more conversant with their tasks and thus become more creative and innovative					
There are incentives given to employees as a result of being innovative					
Socialization within the Ministry has made a culture and traditions that encourage innovation					

How do you think organizational socialization can be used to enhance innovation within the Ministry?

.....

.....

.....

.....

Are there any training needs that you feel are specific to your department that should have been included before you started?

Yes No

Why?

.....

.....

.....

.....

SECTION D: CHALLENGES AFFECTING ORGANIZATIONAL SOCIALIZATION

To what extent do you think the following factors are a challenge on organizational socialization in the Ministry?

	Not at all	Less extent	Moderate extent	Large extent	Very large extent
Rigidity within the government ministries					
Political factors					
Differences in socio-cultural practices					
Difference in academic background					
Complexity in organizational structure					
Other					

Kindly give recommendations on the challenges affecting organizational socialization
