



THE ROLE OF ORGANIZATIONAL SOCIALIZATION ON EMPLOYEE PERFORMANCE AT EQUITY BANK IN KENYA

KHAEMBA ARWIN WEKESA

THE ROLE OF ORGANIZATIONAL SOCIALIZATION ON EMPLOYEE PERFORMANCE AT EQUITY BANK IN KENYA

Khaemba, A., Jomo Kenyatta University of Agriculture and Technology (JKUAT), Nairobi Kenya

Gachunga, H., Jomo Kenyatta University of Agriculture and Technology (JKUAT), Nairobi Kenya

Accepted January 19, 2015

ABSTRACT

The researcher's main aim in this study was to find out the role of organizational socialization on the performance of employees at equity bank in Kenya, this involves explaining the variables under the study which are training and mentoring, in order to identify what role they play on employee performance. The study used quantitative research approach. Quantitative approach includes designs, techniques and measures that produce discreet numerical data. The researcher was therefore interested in information that relates quantitatively to the research. The case study method was selected because it carries out in depth analysis of particular single entity in this case Equity Bank. This study targeted the staff members of Equity Bank in ten branches which have a total of 433 members of staff. The researcher used a stratified random sampling technique to ensure that all the key areas which are located in a major town center Nairobi and those in small urban areas are adequately represented in the study. Data was collected using questionnaires which were administered by the researcher to the respondents who were the staff members of Equity Bank in the selected ten branches. Upon completion of the research the researcher processed and analyzed data using The SPSS tool which was presented in the form of tables for demonstrations pie-charts, percentages and graphs. The study recommends that organizations should emphasize on mentoring newcomers also the study recommends that organizations should emphasize on training this is because the training program plays a major role in how individuals make sense of and adjust to their new job settings.

Key Words: Socialization, Employee Performance

INTRODUCTION

Organizational socialization has been defined as the process by which an individual acquires the attitudes, behavior, and knowledge needed to participate as an organizational member in an organization (Van Maanen & Schein, 1979). This definition, as with virtually all definitions of this concept, emphasizes the importance of socialization as being important in helping the person successfully adjust to the people and culture of an organization (Taormina, 2009). Thus, Organizational socialization refers to the process by which newcomers make the transition from being organizational outsiders to being insiders (Bauer et al., 2007). Through this process, employees acquire knowledge about and adjust to new jobs, roles, work groups, and the culture of the organization in order to participate better as an organizational member (Saks et al, 2007).

When individuals join organizations, they must learn to understand and make sense of their new surroundings (Louis, 1980). The method by which this sense-making occurs is known as organizational socialization (Gruman & et al, 2006). Louis (1980) defined organizational socialization as: The process by which an individual comes to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and for participating as an organizational member (Louis, 1980). Several reasons showed particular importance of organizational Socialization, in both individuals and organizations role. It has been found that Organizational socialization plays a crucial role in the early stages of employment for a newcomer (Shaemi Barzoki & asghari, 2010). In particular, Organizational socialization is an important consideration for both employees and organizations for a number of reasons (Cooper-Thomas & Anderson, 2006). Thus Organizational

socialization has impacts on both organization and individual (Ge et al, 2010).

A typical socialization process includes: Anticipatory Socialization and the Hiring Process; the socialization process truly begins when a future employee simply considers working for a company. The candidate forms expectations of what the daily realities and culture of a workplace will be. This preliminary socialization continues during the hiring process. In interviews, those responsible for hiring communicate the organization's norms and values, and try to ascertain whether or not a candidate will be a good fit. During this process, candidates may already be purposely or subconsciously altering their behavior in order to better reflect what they perceive to be the dominant organizational values.

Statement of the research problem

Socialization is the main part of organizational reality and the entire organization is affected by it (Czarniawska, 2010). There is a meaningful relationship between organizational socialization and employee performance. According to Farahi (2008), organizational socialization has a positive relationship to organizational effectiveness, team performance, and employee retention. This clearly shows that there is a role that is played by the socialization process which involves training, mentoring, orientation and on boarding on the performance of the employees however this has not been clearly highlighted in many studies. Syatat (2006) believes that socialization causes individuals to stay and commit to performance improvement. Also, Chao (1994) found that employees play a main role in the socialization learning process, and socialization affects their performance (Yu and Lin, 2010). Therefore, organizations that have implemented socialization for newcomers can expect stronger employee performance unlike the organizations which do not carry out socialization. Other results show

that elementary rationalization and introduction affects performance. Chao (1994) noted that information obtained by newcomer's increases performance. Syed (2008) concluded that training is the first action for elementary rationalization and introduction.

The researcher's main aim in this study was to find out the role of organizational socialization on the performance of employees at equity bank in Kenya, this involves explaining the variables under the study which are training and mentoring, in order to identify what role they play on employee performance. Robins (2006) believes it is not important how organizations select people as long as they fit into the organizational culture. Studies show organizational cultures are different and these different cultures could affect organizational performance (Griffin, 2003). Robins (2008) believes that when newcomers learn necessary skills to successfully execute their duties and roles, they respect organizational values and standards. Therefore, one can expect that when employees are familiar with organizational culture, it improves employee performance and organizational success. Socialization affects the efficiency, performance, and commitment of individuals in pursuing organizational goals (Saremi, 2003). Also, Chao (1994) found employees play a vital role in the learning process of organizational socialization and socialization affects their performance (Yu and Lee, 2010). Based on the above mentioned arguments, further research is needed in order to establish what role is played by organizational socialization process in relation to the performance of employees.

Socialization is an important issue because just as the first year is a critical period of learning for newcomers, it might also be a critical period for getting newcomers engaged (Gichuhi, 2013). Owing to unfriendly environment the employees feel uncomfortable while working in an

organization giving less output efficiency and remain unsocial and conscious at every pace which might lead to failure of market competition and degradation in negative slope. Therefore, this study will address this issue by fulfilling literature gap. It aims to identify the factors involved in employee's socialization with input from the source of employees directly and to explain the role of organizational socialization on employee performance at Equity Bank in Kenya.

Research objectives

The aim of this study was to find out the role of organizational socialization on the performance of employees in the banking sector with special reference to Equity bank where the key objectives are To find out the role of mentoring on improving employee performance in an organization and To establish the role of training on the performance of the employees in the organization.

Research questions

The aim of this study was to answer the following questions;

- i. What is the role of mentoring on employee performance in an organization?
- ii. What is the role of training on the performance of the employees in an organization?

The scope of the study

This study was carried out at ten Equity Bank Branches in Nairobi County and Kiambu County. The research study mainly targeted the staff members of Equity Bank in Kenya with the aim of establishing the role and the impact of organizational socialization on the performance of the employees and also identifying the gaps in the process of socialization and what can be done to address the same.

THEORETICAL LITERATURE REVIEW

Model of Socialization Tactics Van Maanen and Schein's (1979)

Van Maanen and Schein's (1979) typology of socialization tactics is probably the closest thing in the literature to a testable theory of organizational socialization in the sense that it delineates "a set of interrelated theoretical propositions about the structure and outcome of organizational socialization processes" (Van Maanen & Schein, 1979). It specifies the linkages between specific socialization variables (tactics) and the resulting behavioral responses (role orientation). Van Maanen and Schein (1979) proposed six bipolar tactics that could be used by organizations to structure the socialization experiences of newcomers (collective vs individual, formal vs informal, sequential vs random, fixed vs variable, serial vs disjunctive, investiture vs divestiture). They argued that these tactics influence the role orientations that newcomers ultimately adopt and their subsequent adjustment to the organization. Building on Van Maanen and Schein, Jones (1986) suggested that the six tactics form a gestalt that he termed institutionalized socialization. According to Jones, collective, formal, sequential, fixed, serial, and investiture tactics provide information that reduces the uncertainty and anxiety inherent in early work experiences, and they encourage newcomers to passively accept preset roles, thus reproducing the status quo ("custodial role orientation"). Conversely, at the opposite end of the continuum, individual, informal, random, variable, disjunctive, and divestiture tactics encourage newcomers to challenge the status quo and develop their own approaches to their roles ("innovative role orientation"). Thus, Jones termed this end of the continuum individualized socialization. As described below, a fair amount of recent research has examined this model and provided considerable support for its basic propositions.

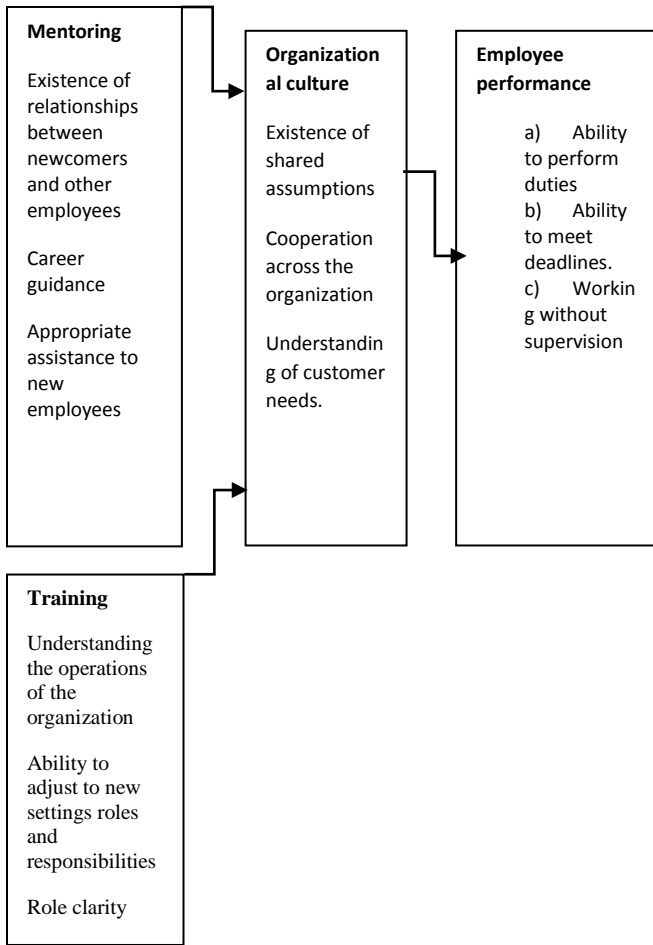
The Jones's model (1986)

Building upon the work of Van Maanen and Schein, Jones (1986) proposed that the previous six dimensions could be reduced to two categories: institutionalized and individualized socialization. Companies that use institutionalized socialization tactics implement structured step-by-step programs, enter into an orchestrated orientation as a group, and receive help from an assigned role model or mentor. Examples of organizations using institutionalized tactics include the military, in which new recruits undergo extensive training and socialization activities through a participative cohort, as well as incoming freshmen at universities, who may attend orientation weekends before beginning classes.

On the opposite end of the spectrum, other organizations use individualized socialization tactics in which the new employee immediately starts working on his or her new position and figures out company norms, values, and expectations along the way. In this orientation system, individuals must play a more proactive role in seeking out information and initiating work relationships.

Formal orientations; Regardless of the socialization tactics utilized, formal orientation programs can facilitate understanding of company culture, and introduces new employees to their work roles and the organizational social environment. Formal orientation programs may consist of lectures, videotapes, and written material, while other organizations may rely on more usual approaches. More recent approaches such as computer-based orientations and Internets have been used by organizations to standardize training programs across branch locations. A review of the literature indicates that orientation programs are successful in communicating the company's goals, history, and power structure.

Conceptual framework



Independent Variables Mediating Variable Dependent Variable

Mentoring

A mentor is commonly described as a critical friend, or guide who is "responsible for overseeing the career and development of another person outside the normal manager/subordinate relationship" (Clutterbuck and Sweeney 1997). The role of the mentor includes: Helping the mentee feel closely identified with his or her professional environment and assist through difficult situations, build the mentee's self-confidence and establish clear, open, two-way communication. A mentor should also be a source of information and encouragement, provide career guidance and help develop creative and independent thinking

Mentoring requires the mentor to know which of several styles to use at any particular time. A mentor may be more or less directive in response to the needs of the mentee. A mentor may also pay more or less attention to the emotional needs of the mentee. Following Kram (1983), researchers have viewed a mentoring relationship as having four phases: initiation, cultivation, separation and redefinition.

	Directive		
Intellectual/Skill need	COACHING	FACILITATING	Emotional Need
	MENTORING		
	NETWORKING	COUNSELLING	
	Non-directive		

Figure 2.2: Styles of mentoring (taken from Clutterbuck and Sweeney 1997)

In addition, while the majority of empirical research has focused on the benefits of mentoring in a dyad (one-to-one), Kaye and Jacobson (1995) propose group mentoring where one senior colleague mentors several junior protégés. This format allows protégés to benefit from the advice of a mentor as well as to exchange ideas and receive feedback from other group members.

Mentoring can be used in a number of situations to help an individual's development. One example is during the entry of an individual into an organization, commonly referred to as the 'organizational socialization' of a new employee. McManus and Russell (1997) identify three phases of organizational socialization during which a mentor could play a useful role. Anticipatory socialization: learning about an organization that occurs prior to becoming an employee, including information from recruitment efforts, the

organization's reputation and job previews. Encounter: becoming an employee and learning through direct experience what the organization is actually like. Change and acquisition: mastering important skills and roles while adjusting to the work group's values and norms. Mentoring may be one career development tool organizations use to socialize newcomers.

The process of establishing a mentor/mentee relationship should be based upon naturalness, choice and a sense of partnership. A core value should be the mutual desire to participate, define expectations and show respect. Through mutual respect and liking, the pair will develop a dynamic, reciprocal relationship, reflecting giving and receiving for both mentor and mentee. It should be viewed as a partnership, where both parties exchange ideas and opinions openly and freely.

Once the relationship is established, it must be nurtured. It is important to set goals and expectations at the beginning. The mentor drives vision and mission down to the mentee. The mentee drives reality up. Both parties should be selective as to what projects, problems or demands will be included within the relationship. To not become over-dependent upon the mentor, the mentee must show he or she is capable of independent thinking and is accountable for taking action. There should be a system for reporting results and planning future activities.

Most of the mentor/mentee relationship outcomes rest in the hands of the mentee. As the mentee searches for a mentor, the mentee must first look within to identify his or her needs and desires from this important relationship. The mentor can provide a sense of vision and mission, while the mentee is responsible for developing a career plan based in the reality of his or her own expectations.

Mentoring has the potential to support individual and organizational leadership development. Through the continuing growth of the complexity of organizational performance and the demands on individual contributors, mentoring provides a resource and outlet for continuous development and learning. Mentors and mentees must be open, committed and ready for a dynamic, challenging and intimate relationship based upon trust, mutuality and dedication to professionalism. (David B. Hutchins)

Training

According to Feldman (1989), formal training programs have become the main socialization process for many newcomers and to many have become synonymous with socialization. Further, "the overall training program plays a major role in how individuals make sense of and adjust to their new job settings" (Feldman, 1989). Although both training and socialization are critical for the development of newcomers, research in each area has tended to ignore the other (Holton, 1996). Thus, a strong urge has emerged in the past few years to integrate these two research streams (Anderson, Cunningham-Snell, & Haigh, 1996; Feldman, 1989; Holton, 1995, 1996) and several studies have begun to do so. Nelson and Quick (1991) examined the availability and helpfulness of 10 socialization practices originally examined by Louis, Posner, and Powell (1983). They found that formal orientation was rated as one of the most available practices, whereas offsite training sessions were rated as one of the least available. However, the availability of formal orientation was not related to newcomers' adjustment, and the availability of offsite training was only related to psychological distress symptoms. Newcomers for whom offsite training was not available reported greater psychological distress. Neither the helpfulness of formal orientation nor offsite training was related to adjustment. Saks (1996) extended this work by measuring the amount of training rather than just its availability, he found

that newcomers' perceptions of the amount received was significantly related to their ratings of training helpfulness, and both the amount and helpfulness were related to work outcomes. In addition, while none of the interactions between the amount and helpfulness of training were significant, some support was found for the hypothesis that anxiety reduction mediates the relation between training and work outcomes. Chatman (1991) included a measure of formal training in her research on person-organization fit in public accounting firms. Attending firm-sponsored events and spending time with a mentor were positively related to newcomers' Person organization fit, but formal training was not. She suggested that her results might be sample-specific because formal training in accounting firms is likely to focus more on the technical aspects of auditing than firm norms and values. Tannenbaum, Mathieu, Salas, and Cannon-Bowers (1991) examined training fulfillment in the socialization of military trainees. They defined fulfillment as "the extent to which training meets or fulfills a trainee's expectations and desires", and found that fulfillment was positively related to post training organizational commitment, training motivation, and self-efficacy. Anderson et al. (1996) found that an overwhelming majority of 100 major British organizations provided new hires with formalized, off-the-job induction training within 4 weeks of entry. Most of the organizations provided standardized programs that were designed and conducted by in-house personnel practitioners. The content of induction training was general in nature and pertained mostly to health and safety, terms and conditions of employment, organizational history and structure, specific training provisions, and human resource management policies and procedures. Although most organizations evaluated their induction training, they relied almost exclusively on reaction measures rather than more sophisticated measures of training evaluation. Interestingly, organizations that used pre- and

post-course tests were less satisfied with their training program and the socialization process in general than organizations that relied solely on reaction measures.

Only one study conducted an actual experiment to test the effectiveness of a training intervention on newcomer adjustment. Waung (1995) compared an experimental group of new hires in entry level service jobs who received self-regulatory training (i.e., cognitive restructuring, positive self-talk, and statements to bolster self-efficacy) to a comparison group that received only information about the negative aspects of the job and coping behaviors. The experimental group reported higher levels of organizational supportiveness immediately after the training (but not 4 weeks later) and higher job satisfaction. Surprisingly, the experimental group also had higher turnover after 4 weeks. No differences were found between the groups for self-efficacy, organizational commitment, anxiety, or intentions to quit, thus providing only limited support for self-regulatory training.

Finally, several studies examined the role of newcomers' self-efficacy. For example, Saks (1994, 1995) found that self-efficacy moderated the effects of formal and tutorial training on newcomers' anxiety, and moderated and mediated the relation between the amount of formal training and work adjustment. However, Waung (1995) found no moderating effect of self-efficacy on the effect of self-regulatory training on newcomer adjustment.

Organizational culture

Any organization has its set of behaviors and norms that characterize it as the company it is. Its culture is what really identifies the category that each and every company falls into. A particular aspect of the culture has to do with the way employees at this company see this culture as it has an impact on them. Hsiung & Hsieh (2002) define organizational socialization as "the process by which employees learn the values, norms, and

required behaviors, which permit them to participate as members of an organization”.

Knowledge of organizational culture; refers to how well a new employee understands a company's values, goals, roles, norms, and overall organizational environment. For example, some organizations may have very strict, yet unspoken, rules of how interactions with superiors should be conducted or whether overtime hours are the norm and an expectation. Knowledge of one's organizational culture is important for the newcomer looking to adapt to a new company, as it allows for social acceptance and aids in completing work tasks in a way that meets company standards. Overall, knowledge of organizational culture has been linked to increased satisfaction and commitment, as well as decreased turnover.

It is important that individuals learn the customs and act in ways that are right and desirable for organization. But this does not happen by itself and managers are responsible for achieving this. One primary step is socialization (Syatat, 2006). As noted above, socialization 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 (Syed, 2009). In general, the goals for newcomers in their first days are: Learning the goals, rules, and procedures of the organization. Becoming familiar with some regulations such as payroll, recruitment, benefits, overtime pay, learning new duties and

responsibilities, visiting different units in the organization and meeting fellow employees. (Syatat, 2006) 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 (Syed, 2009). Socialization is seen as the process by which a new employee adjusts to the culture within the organization. Many organizations utilize socialization programs in order to train, mentor, and retain employees in the company so they can provide the best service possible to the company and enjoy being a part of the company.

Empirical literature review

In this section, we review research on socialization tactics, socialization training, proactive socialization, socialization learning and content, and group socialization. Although there is a diversity of organizational socialization topics have been investigated in the past years, these topics have received most of the attention each of these topics has been considered in the socialization literature in the past, but only recently has begun to receive serious empirical attention.

Research gaps

Limited research with regard to the role of socialization on the performance of employees has been done especially in the banking industry. This has led to the socialization process being ignored in the banking industry and in the instances where socialization is carried out it is not done effectively to achieve the goal of improving the performance of employees in the organization. This points out that there is limited understanding and application of factors that are crucial to organizational socialization in regard to the performance of the employees. Among these crucial socialization factors that improve

employee performance are training, mentoring and finally orientation and onboarding.

Although the outcomes of socialization organization have been positively associated with the process of uncertainty reduction, they may not necessarily be desirable to all organizations. Jones (1986) as well as Allen Meyer (1990) found that socialization tactics were related to commitment, but they were negatively correlated to role clarity. Because formal socialization tactics insulate the newcomer from full responsibilities while there is a potential for role confusion once expected to fully enter the organization. Therefore it's against this background that this study embarks to fill the literature gap and contribute to the body of knowledge.

This research will therefore seek a deeper understanding of how the mentioned factors of organizational socialization influence the performance of the employees from the point of view that socialization is carried out at Equity Bank. This will therefore provide a practical basis for any other socialization process that are to be implemented in other organizations in relation to factors studied hence ensuring that the socialization process plays a major role in improving the performance of the organization.

RESEARCH METHODOLOGY

Research Design

According to Kothari (2004) a research design is a strategy of specifying which approach will be used to gather and analyze data. The study used quantitative research approach. Quantitative approach includes designs, techniques and measures that produce discreet numerical data. The researcher was therefore interested in information that relates quantitatively to the research. The case study method was selected because it carries out in depth analysis of particular single entity in this case Equity Bank. It

is upon this case study that the researcher gained an in-depth information on the impact of organizational socialization on performance of the employees. The collected data was then analyzed, interpreted and presented to show the current situation of organizational socialization in relation to employee performance in the selected area.

The Target Population and Area of Study

According to Mugenda and Mugenda (1999) target population is the entire group a researcher is interested in or the group which the researcher wishes to draw conclusions. This study targeted the staff members of Equity Bank in ten branches which have a total of 433 members of staff. However, for the purposes of this study, only the staff members who were present in the selected branches during the time of research were included in the sample.

Sampling technique

The researcher used a stratified random sampling technique to ensure that all the key areas which are located in a major town center Nairobi and those in small urban areas are adequately represented in the study. The goal of stratified random sampling is to achieve representation from various subgroups in the population

According to Nachmias 1996, researchers use a relatively small number of cases (a sample) as the basis for making inferences about all the cases (a population). In the selection of the sample size the following formula will be used (Israel, 2006)

$$n = N / (1 + N(e * e))$$

Where;

n= the sample size

N=total population

E= the precision or sample error

In this case, the researchers used a confidence level of 95% which yields a margin error of 5%

which is 0.05. This is because 95% confidence level and a 0.05 margin of error is most commonly used in research (Survey Monkeys, 2013). Utilizing this formula, the total sample size was 132 consisting of 30% of the total staff members from each Equity Bank branch.

Data Collection Procedure

Data was collected using questionnaires which were administered by the researcher to the respondents who were the staff members of Equity Bank in the selected ten branches. This process included giving out questionnaires at random to the members of staff present at work during the process of data collection by the researcher. The reason for using this procedure is because of the sampling technique which was used in the research that is the convenient sampling technique.

Data Analysis

Upon completion of the research the researcher processed and analyzed data. According to Kothari, 2004, data processing implies editing, classification, coding and tabulation of the collected data so that they can be analyzed. On the other hand data analysis involves computation of certain measures along with searching for patterns of relationships that exist between the dependent variables and independent variables. The data collected was interpreted and analyzed before presentation in order to ensure that the raw and unprocessed data becomes effective. This was done using descriptive statistics which are indices that describe a given sample. This means that measures of central tendency such as mean, measures of dispersion such as range and distributions such as percentages and frequencies were used. The SPSS tool was used to in the analysis of data that was presented in the form of tables for demonstrations pie-charts, percentages and graphs.

FINDINGS AND DISCUSSION

Response Rate

From the data collected, out of 132 questionnaires administered, 124 were filled and returned. This represented a 93% response rate, which was considered satisfactory to for making a conclusion of the study. According to Fiske and Taylor (1991) assertion that a response rate greater than 70% is very good. Thus basing on this assertion 93 % response rate is considered to be very good.

General information

Table 1. Gender and Age of the respondents

Age	21-30 years	31-40 years	41-50 years	51and Above years	Total
Male	31	23	13	5	72
Female	22	18	9	3	52
Total	53	41	22	8	124

The male respondents in this study were 72 while the female were 52, the male respondents were more than the female respondents by 20 hence forming the majority of the respondents. The total number of the respondents within the age bracket 21-30 years were 53 of which 31 were male while 22 were female. Those in the age bracket of 31-40 years were 41 of which 23 were male while 18 were female respondents. In the age bracket of 41-50 years we had 22 respondents of which 13 were male while 9 were female. Only 8 respondents indicated that they were 51 years old. From the above table it is clear that the majority of the respondents lie in the age bracket of between 21-30 years.

Education level of the respondents

According to the findings education level was measured it was found that the majority of the respondents were degree holders which were 70.2% followed by diploma holders who constituted 20.2% of the respondents. We had

5.6% of the respondents who had masters level of education and only 4% of the respondents had post graduate diploma. As per the findings indicated from the table above majority respondents were degree holders.

Years worked

The study sought to establish the respondent’s length of service in the organization and it was established that most of the respondents have worked in the organization for a period of less than two years. A total number of 84 respondents which is 67.7% said they have finished two years in the organization. Only 33 respondents which is 26.6% of the respondents have worked for more than two years in the organization. 5 respondents which is 4.1% of the total respondents had worked fora period of 6- 10 years while only 2 respondents which is 1.6% of all the respondents had worked for more than ten years.

Training

It was clear that all respondents agree that some form of training was carried out after they had joined the organization. However the respondents have different views on the extent to which training was done and the level of influence by training on their performance.

Table 2 Extent to which training was done

	Frequency	Percentage
Very great extend	89	71.8
Great extend	32	25.8
Moderate extend	3	2.4
Little extend	0	0
Not at all	0	0
TOTAL	124	100

According to the findings where the study measured the extent to which training was done. It was found that the majority of the respondents

were satisfied with how training was conducted. A total of 89 respondents which is 71.8% of the respondents agree that training was done to a very great extent. While 32 respondents which is 25.8% said that training was done to a great extent and only 3 respondents which is 2.4% said training was done to a moderate extent. As per the findings indicated from the table above majority respondents were satisfied with the extent to which training was done.

According to the findings where the study sought to establish extend to which training influenced the performance of the employee. It was found that the majority of the respondents agreed that training had influenced their performance. A total of 85 respondents which is 68.5% of the respondents agreed that training influenced their performance to a very great extent. While 36 respondents which is 29.1% said that training influenced their performance to a great extent, 2 respondents which is 1.6% said training influenced their performance to a moderate extent and finally it is only 1 respondent who said that training influenced performance to a little extend. According to the findings indicated from the table above majority of the respondents agreed that training influenced their performance to a very great extent.

According to the findings where the study were measured the extent to which respondents agreed with the statements on training in their organization. A total of 103 respondents which is 83.1% which are the majority of the respondents strongly agreed that training helped them to make sense and adjust to their new job settings roles and responsibilities. While 21 respondents which is 16.9% only agree with the statement that training helped them to make sense and adjust to their new job settings roles and responsibilities

however no respondents were neutral, disagreed or strongly disagreed with the same statement.

A total of 92 respondents which is 74.2% who are the majority of the respondents strongly agreed with the statement that training helped them to reduce anxiety by ensuring that new employees understands their job responsibilities. While 30 respondents which is 24.2% only agree with the statement that training helped them to reduce anxiety by ensuring that new employees understand their job responsibilities however 2 respondents which is 1.6 % was neutral to the same statement and no respondents disagreed or strongly disagreed with the statement.

A total of 99 respondents which is 79.8% who are the majority of the respondents strongly agreed with the statement that training process helped them to understand the operations of the company. While 25 respondents which is 20.2% only agree with the statement that training process helped them to understand the operations of the company however no respondent was neutral, disagreed or strongly disagreed with the same statement.

A total of 101 respondents which is 81.5% who are the majority of the respondents strongly agreed with the statement that the training process helped new employees to understand health and safety, terms and conditions of employment and policies and procedures. While 20 respondents which is 16.1% only agree with the statement that the training process helped new employees to understand health and safety, terms and conditions of employment and policies and procedures however 3 respondents which is 2.4 % were neutral to the same statement and no respondents disagreed or strongly disagreed with the statement.

Mentoring

It was clear that all respondents agree that some form of Mentoring was carried out after they had

joined the organization. However the respondents had different views on the extent to which mentoring was done and the level of influence by mentoring on their performance.

According to the findings where the study sought to establish extend to which mentoring was done. It was found that the majority of the respondents agreed that mentoring had been done to a very great extent. A total of 93 respondents which is 75% of the respondents agreed that mentoring was done to a very great extent. While 22 respondents which are 17.7% said that mentoring was done to a great extent, 9 respondents which are 7.3% said mentoring was done to a moderate extent. As per the findings indicated from the table above it is clear that majority of the respondents agreed that mentoring in the organization was done to a satisfactory level.

According to the findings where the study sought to establish extend to which mentoring influenced the performance of the employee. It was found that the majority of the respondents agreed that mentoring had influenced their performance. A total of 97 respondents which is 78.2% of the respondents agreed that mentoring influenced their performance to a very great extent. While 19 respondents which is 15.3% said that mentoring influenced their performance to a great extent, 8 respondents which is 6.5% said mentoring influenced their performance to a moderate extent. According to the findings as indicated from the table above all of the respondents agreed that mentoring had an influence on their performance.

According to the findings where we were measuring extend which respondents agreed with the statements on mentoring in their organization. A total of 95 respondents which is 76.6% who are the majority of the respondents strongly agreed that mentoring in their organization played a role of ensuring good relationship between new employees and other

employees hence enhancing a sense of competence, clarity of identity and effectiveness of professional role. While 25 respondents which is 20.2% only agree with the statement that mentoring in their organization played a role of ensuring good relationship between new employees and other employees hence enhancing a sense of competence, clarity of identity and effectiveness of professional role, however 3 respondents which is 2.4 % were neutral to the same statement and no respondents disagreed or strongly disagreed with the statement.

A total of 104 respondents which is 83.9% who are the majority of the respondents strongly agreed with the statement that mentors assist new employees to develop their skills at resolving career related complications. While 19 respondents which is 15.3% only agree with the statement that mentors assist new employees to develop their skills at resolving career related complications, however 1 respondent which is 0.8 % was neutral to the same statement and no respondents disagreed or strongly disagreed with the statement.

A total of 102 respondents which is 82.3% who are the majority of the respondents strongly agreed with the statement that mentoring in their organization is an exercise that brings together new employees and other employees with different levels of experience within the organization. While 22 respondents which are 17.7% only agree with the statement that mentoring in their organization is an exercise that brings together new employees and other employees with different levels of experience within the organization, however no respondent was neutral to the same statement and no respondents disagreed or strongly disagreed with the statement.

A total of 92 respondents which is 74.2% who are the majority of the respondents strongly agreed with the statement that mentoring helped them

to receive information, encouragement and career guidance. While 30 respondents which are 24.2% only agree with the statement that mentoring helped them to receive information, encouragement and career guidance, however 2 respondents which is 1.6 % were neutral to the same statement and no respondents disagreed or strongly disagreed with the statement.

Organizational culture

All respondents were in agreement that there is a clear and consistent set of values that governs the way business is done in the organization. However the respondents had different views on the extent to which organizational culture influenced their performance in the organization.

According to the findings where the study sought to establish extent to which organizational culture influenced the performance of the employee. It was found that the majority of the respondents agreed that organizational culture had influenced their performance. A total of 99 respondents which is 79.8% of the respondents agreed that organizational culture influenced their performance to a very great extent. While 17 respondents which is 13.7% said that organizational culture influenced their performance to a great extent, 8 respondents which is 6.5% said organizational culture influenced their performance to a moderate extent. According to the findings indicated from the table above all of the respondents agreed that organizational culture had an influence on their performance.

Regression Analysis

In addition, the researcher conducted a multiple regression analysis so as to determine the influence of organizational socialization on employee performance at Equity bank in Kenya. The researcher applied statistical package for

social sciences (SPSS) to code, enter and compute the measurements of the multiple regression for the study.

Table 3 Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.900 ^a	.810	.804	.248

a. Predictors: (Constant), training and mentoring

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable which is employee performance that is explained by all independent variables which are mentoring and training.

Table 4 ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	31.345	4	7.836	127.183	.000 ^b
Residual	7.332	119	.062		
Total	38.677	123			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), training and Mentoring

The significance value .000 is less than 0.05 thus the model is statistically significant in predicting independent variables which are mentoring and training hence this shows that the overall model was significant.

SUMMARY OF THE FINDINGS

The aim of the study is to find out the role of organizational socialization on the performance of employees in the banking sector with special reference to Equity bank. The study sought to achieve the following specific objectives; to find out the role of mentoring on improving new employee performance in an organization and to

establish the role of induction training on the performance of the employees in the organization. According to the findings, socialization which involves training and mentoring plays a major role on employee performance. This is because majority of the respondents agreed that training and mentoring had influenced their performance to a very great extent.

Conclusion

It has been established from the research that mentoring and training, play a major role in employee performance.

According to the findings the study concludes that mentoring contributes to employee performance. Majority of the respondents indicated that mentoring influenced their performance to a great extent.

Also According to the findings the study concludes that training contributes to employee performance. Majority of the respondents indicated that training influenced their performance to a great extent this is simply because training ensures that new employees are informed about their health and safety, terms and conditions of employment, organizational history and structure and human resource management policies and procedures.

Recommendations

From the outcomes of the study the researcher would like to make some recommendations which to his view can contribute to improving the process of organizational socialization.

The study recommends that organizations should emphasize on mentoring newcomers this is because mentoring functions into two broad categories known as career functions and psychological functions. According to Kram (2005) mentoring enhances learning and prepares

newcomers for advancement in an organization an also enhances a sense of competence, clarity of identity and effectiveness in a professional role.

Also the study recommends that organizations should emphasize on training this is because the training program plays a major role in how individuals make sense of and adjust to their new job settings. This helps the new employees to quickly become settled in the organization hence becoming more productive to the organization.

Suggestions for further research

While this study successfully examines the variables, it also presents rich prospects for several other areas to be researched in future. This study was only confined to a specific sector that is the banking sector and specifically Equity bank in Kenya. It would however be useful to carry out a different study across heterogeneous sectors such as the public sector among others. It would to carry out the same type of research across East Africa and beyond and see whether the same results will be replicated.

References

- Abaspoor A (2008). *Advanced Human Resource Management*, Samt issuances, Third edition, pp. 154-158. 2nd ed, Consulting Psychologists Press, Palo Alto, CA, pp. 445-505.
- Abtahi H (2002). *Human Resource Management in Public, Industrial and Business Organizations*, Institution of Management Training and Research, Second edition, Tehran, p. 81 century. *Academy of Management Executive*, 10(4), 80–88.
- Chao, G. T., O’Leary-Kelly, A. M., Wolf, S., Klein, H. J., & Gardner, P. D. (1994). Organizational socialization: Its content and consequences. *Journal of Applied Psychology*, 79, 5, 730-743.
- Cooper D (2006). Invited Manuscript Organizational socialization: A new theoretical model and recommendations for future research and HRM practices in organization, *J. Manager. Psychol.*, 21(5): 492-516
- Cooper-Thomas, H.D., Van Vianen, A. and Anderson, N. (2004), “Changes in person organization fit: the impact of socialization tactics on perceived and actual P-O fit”, *European Journal of Work and Organizational Psychology*, Vol. 13 No. 1, pp. 52-78. CT: JAI Press.
- Erdogan, B. and Enders, J. (2007), “Support from the top: supervisors’ perceived organizational support as a moderator of leader-member exchange to satisfaction and performance relationships”, *Journal of Applied Psychology*, Vol. 92 No. 2, pp. 321-30.
- Farahi B (2008). Socialization Process. *J. Manage. Dev.*, 7: 47. Griffin M (2003). *Organizational Behavior*, Translate: Mehdi Alvani and Gholamreza Memar Zade, Morvarid issuances, 9 edition, Tehran, 53p.
- Feldman, D.C. (1989), “Socialization, resocialization, and training: reframing the research agenda”, in Goldstein, I. (Ed.), *Training and Development in Organizations*, Jossey-Bass, San Francisco, CA.
- Fisher, S. L., Wasserman, M. E. Wolf, P. P. & Hannan Wears, K. (2008). *Human resource issues*
- George, E. (2003). External solutions and internal problems: The effects of employment externalization on internal workers attitudes. *Organizational Science; vol. 14, 386-402*
- Hulin, C.L. (1991), “Adaptation, persistence, and commitment in organizations”, in Dunnette, M.D. and Hough, L.M. (Eds), *Handbook of Industrial and Organizational Psychology, Vol. 2, 2nd ed.*, Consulting Psychologists Press, Palo Alto, CA, pp. 445-505.
- Hutchison, S. (1997), “A path model of perceived organizational support”, *Journal of Social Behavior and Personality*, Vol. 12, pp. 159-74.
- Korte R (2010). Leader socialization in organizations: The importance of making connections for leadership performance, www.coastwiseconsulting.com Robins A (2008).

Mugenda O. Mugenda A., (1999). *Research Methods; Quantitative and Qualitative Approaches*. Nairobi, Africa Centre for Technology Studies

Ruth C. King, Weidong Xia, James Campbell Quick, Vikram Sethi (2009). Socialization and organizational outcomes of information technology professionals. *Career Development International* Vol. 10 No. 1, pp. 26-51.

Saks, A. M., & Ashforth, B. E. (1997). Socialization tactics and newcomer information acquisition. *International Journal of Selection and Assessment*, 5, 48–61.

Saks, A. M., & Waldman, D. A. (In press). The relationship between age and job performance evaluations for entry-level professionals. *Journal of Organizational Behavior*.

Saremi M (2003). *A model to Evaluate Performance and Ranking* Refah Banks, Manage. Cult. J., 40: 58

Schein, E. H. (1996). Career anchors revisited: Implications for career development in the 21st century. *Academy of management Executive*, 10(4), 80-88

Schneider, B. (1983). Interactional psychology and organizational behavior. In L. L. Cummings & B. M. Staw (Eds.), *Research in organizational behavior* (Vol. 5, pp. 1–31). Greenwich,

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

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

Tannenbaum, S. I., Mathieu, J. E., Salas, E., & Cannon-Bowers, J. A. (1991). Meeting trainees' expectations: The influence of training fulfilment on the development of commitment, self-efficacy, and motivation. *Journal of Applied Psychology*, 76, 759–769.

Van Maanen, J., & Schein, E. H. (1979). *Toward a theory of organizational socialization*. *Research in Organizational behavior*, 1, 209-264. vol. 47, 501-523