



**Organisational socialisation and employee performance: The mediating role of job satisfaction among staff school teachers of Sa'adatu Rimi College of Education  
Kumbotso, Kano State, Nigeria**

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**Abstract**

*This study is a response to the observed paucity of studies on the interaction among employee performance (EP) and its determinants such as organizational socialization (OS) and job satisfaction (JS), especially in relation to teachers. The study utilized PLS-SEM 3.0 for assessing both measurement and structural models after using SPSS V.23 for data cleaning. Besides excluding two grossly incomplete questionnaires, and using Serial Mean method to replace a missing value, two more univariate outliers were removed for having a Z-score outside the range of  $\pm 3.29$ , while no multivariate outlier was detected using the Mahalanobis distance criteria. Analyzing the retained 43 responses from a population of 62 Teachers, positive significant effects of OS on JS and JS on EP and positive but insignificant direct effect of OS on EP were found. Also found is that JS mediates the relationship between OS and EP – as per the discussed analytical developments. Thus, this study recommends that organisations should facilitate OS and equally do all it takes to promote JS so as to benefit from their potentials of enhancing EP.*

**Keywords:** Organisational Socialisation, Employee Performance, Teachers, Job Satisfaction

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**1. Introduction**

The success of an organisation depends largely on employee performance (EP) (Hee et al., 2020; Iqbal et al., 2013; Singh & Ryhal, 2020; Tokay, 2020). However, among the recent concerns are the Nigeria's slide into the seven countries with the lowest Human Capital Index (HCI) score in 2020, as no ranking is released for the year (The World Bank, 2020) and the decline in Nigeria's Labour Productivity Growth by 1.14% between first quarter of 2015 and the third quarter 2018, being the latest data released by Census and Economic Information Center, CEIC (CEIC, 2021). Though general, this problem is more noticeable in the education sector, despite being key to the national development. Moreover, assessing the performance of teachers and its determinants such as

socialisation and JS is essential towards educational development. Nevertheless, assessing and describing the performance of educational staff especially teachers is difficult because teachers' performance is far beyond the professional tasks at school with what they do outside school being more influential in performance than school work in most cases (Balci et al., 2016).

Organisational socialization (OS) is the process through which newcomers learn job skills, get functional level understanding about the organisation, attain coworkers support and adopts established ways of an organisation (Awan & Fatima, 2018; Taormina, 1997). The teachers of the staff school of the Child Development Centre (CDC) of Sa'adatu Rimi College of Education, Kumbotso serve as good unit of analysis for this study on predicting EP (and



JS) using OS for the fact that the staff school is situated within, and is part of the oldest college of education in Kano and the only full pledged teacher-training institution (college of education) owned by the Kano State Government. Also, many of the teachers were students of the College housing the staff school. Other reasons fitting the unit of analysis for this socialisation related study is that some of the Lecturers and the Administrators/Managers of the College have their children in the staff school, as well as their intermingling with the school teachers. Relatedly, Balci et al., (2016) observes that stakeholders of school socialisation process are principally administrators, teachers and students.

Despite finding some important contributions from the literature, there is still a reasonable paucity of studies on the interaction between OS and EP, with the assessed mediating role of JS, especially in Nigeria. In that vein, varied calls for such a study exist (Awan & Fatima, 2018; Bilyalov, 2017; Kowtha, 2018; Moyson et al., 2017; Oh, 2018; Saks & Gruman, 2014; Wang et al., 2011).

Therefore, based on this observed paucity of studies that that involved all those critical variables in a distinct model, this study attempts to fill the gap by examining the mediating role of JS on the relationship of OS and EP among teachers of Staff School of Sa'adatu Rimi College of Education, Kumbotso, Kano State, Nigeria, based on the Organisational Socialization Theory.

## 2. Literature Review

### 2.1 Employee Performance (EP)

EP can simply be defined as what employees do in terms of job-related actions and decisions as their contributions towards achieving the organisational objectives (Campbell & Wiernik, 2015). Sihombing et al. (2018) describe it as the worker's achieved outcome based on relevant job standards. Campbell and Wiernik (2015) describe EP as what drives

the entire economy and also a phenomenon without which there would be nothing like team performance, unit performance, organisational performance, economic sector performance, or Gross Domestic Product (GDP). For its relevance to the overall organisational success in terms of goal attainment, several studies were conducted on EP (Hee et al., 2020; Iqbal et al., 2013; Singh & Ryhal, 2020; Tokay, 2020).

### 2.2 Organisational Socialisation (OS)

OS refers to the process of learning the essential social and task requirements by newcomers to resolve role uncertainty and settle as insiders of an organization (Kowtha, 2018). It is the process of mutual adaptation where newcomers adapt their identities, roles, and preferences to their position in the new organisation just as the latter makes efforts to integrate newcomers into the organisational roles, norms and objectives (Moyson et al., 2017). It brings about better employees retention, higher productivity, and reduced recruitment and training costs (Kowtha, 2018).

OS is also an uninterrupted process of adjustment. For example, organisational members are continuously influenced by their training, their coworkers, their understanding of the job, as well as the prospects of their organisation. (Taormina, 1997) These are the distinct content areas or dimensions of socialization identified by Taormina (1997), Taormina (2004) and Taormina (2008). Studies established positive relationship between OS and EP (Awan & Fatima, 2018; Chotigavanich & Sorod, 2020; Malikeh Beheshtifar et al., 2011; Shabani et al., 2020; Spagnoli, 2020; Wang et al., 2011). Accordingly, this study hypothesized that:

**H<sub>1</sub>:** OS would have a significant positive relationship with the EP of the teachers.

**H<sub>2</sub>:** OS would have a significant positive relationship with the JS of the teachers.

### 2.3 Job Satisfaction (JS) as Mediator

JS, which leads to better EP and other positive outcomes, refers to how content

employees are to their job (Dugguh & Ayaga, 2014). In the views of Çelik (2011), JS is a general manifestation of positive attitudes that employees develop toward their jobs. Literature reveals positive and significant relationship between OS and JS (Bilyalov, 2017; Feldman, 1976; Sollova, 2019; Wang et al., 2011). Moreover, due to the few or little studies on the identified variables, only Wang et al. (2011) was found to have used JS, along with organisational commitment as co-mediator, between OS and EP. JS was proven to have significant mediation effect between OS and employee job performance (Wang et al., 2011). Therefore, this study hypothesized that:

**H<sub>3</sub>:** IS would have a significant positive relationship with the EP of the teachers.

**H<sub>4</sub>:** JS of the teachers will mediate the relationship between OS and their EP.

#### **2.4 Theoretical Underpinning and the Proposed Model**

OS is the process by which an individual learns values, norms, desired behaviours and makes adjustments that enable him/her to associate and participate as a member of an organisation (Feldman, 1976; Kreitner & Kinicki, 2004). The theory that supports this proposed study is the Organisational Socialisation Theory, which holds that the more an individual or an employee socializes in his/her organisation, the greater an individual's outcomes will be (Feldman, 1976; Taormina, 2019). Among the major outcomes are JS and EP (Feldman, 1976). Moreover, the theory assumes a positive linear relation between OS and JS as well as EP (Feldman, 1976).



**Figure 1:** *Conceptual Model of the Study*

**Source:** The Researchers' (Abubakar, Maiyaki & Aliyu) Design (2021)

### **3. Methodology**

The study design is a cross-sectional survey research with data collection at one time point. The research model consists of three (3) variables with each considered as unidimensional (as a whole): EP as the DV, OS as the IV; and JS as Mediator. They were measured/adapted based on the previous studies relevant to the current research background (Bhat and Beri 2016; Taormina, 2004; Macdonald & MacIntyre, 1997). The items were measured as on a five-point Likert Scale. The population of the study is 62 teachers in the staff school which consists of both primary and secondary school sections. Thus, the whole population was targeted to maximize response rate and equally minimize sampling error. The study used Partial Least Square Model to analyse the data where Smart-PLS V. 3.0 was used to determine the outer model (reliability, convergent validity and discriminant validity) and inner model (significance of the path coefficients, coefficient determination, etc).

### **4. Results and Discussion**

#### **4.1 Preliminary Analysis**

The collected data was edited and out of the forty seven returned, two grossly incomplete questionnaires were not entered and one missing value replaced using Serial Mean method (Pallant, 2003; Sekaran, 2003; Sekaran & Bougie, 2013). Also, two cases (IDs 6 and 25) were removed for a Z-score outside the range of -3.29 and +3.29 (0.001 sig. level), while Mahalanobis distance revealed no multivariate outlier, leaving a total of 43 responses/cases for further analysis (Tabachnick & Fidell, 2007, 2014).

#### **4.2 Demographic profile of respondents**

The respondents' profile shows that 58.1% are male, 53.5% are between 36–50 years old, 39.5% spent 6–11 years in the present job, 72.1% were (or are) equally students of the mother institution (SRCOE) and 90.7%



currently hold the position of Classroom Teacher.

4.3 PLS-SEM Analysis

PLS-SEM utilises a dualistic process to compute and report the PLS-SEM path results among others as recommended by Henseler et al. (2009). The two steps consist of assessing the measurement model and the structural model (Hair et al., 2011, 2014; Henseler et al., 2009).

4.3.1 Measurement model

The reliability of all the study constructs was computed using Cronbach’s alpha

values and composite reliability. Convergent validity was also evaluated using the average variance extracted (AVE). Items deleted due to low factor loading were six, five and fourteen from EP, JS and OS respectively (Hair et al., 2014). Table 1 depicts the measurement model assessment (factor loadings, Cronbach’s alpha, composite reliability and AVE) of the retained 17 items.

Table 1: Reliability Coefficients and AVE

Variable	No. of Items	Factor Loadings	Cronbach’s Alpha	Composite Reliability	AVE
EP	6	EP1 = 0.789 EP2 = 0.747 EP4 = 0.808 EP5 = 0.876 EP6 = 0.718 EP7 = 0.788	0.878	0.908	0.623
JS	5	JS1 = 0.876 JS2 = 0.829 JS3 = 0.702 JS6 = 0.738 JS10 = 0.701	0.829	0.880	0.597
OS	6	CWS1= 0.808 CWS2 = 0.817 CWS4 = 0.728 FPR2 = 0.771 ND1 = 0.806 UND2 = 0.818	0.881	0.910	0.627

It could be seen from Table 1 that, all the variables in this study achieved a satisfactory internal consistency composite reliability values of ≥ 0.70 (Hair et al., 2011). Same with convergent validity as each of the variables reached an AVE value of ≥ 0.50 (Hair et al., 2010). Additionally, discriminant validity of the variables was achieved as the square root of AVE values for each satisfied the Fornell and Larcker (1981) criterion of being greater than values within the same rows and columns of the correlation matrix depicted in Table 2. But experts like Henseler et al. (2015) criticized the Fornell-Larcker discriminant

validity criterion for lapses in detecting the discriminant validity especially when the variables have only slight difference(s), and thus, suggested the use Heterotrait-Monotrait Ratio (HTMT) of the correlations – whose liberal threshold ratio is < 0.90, while the conservative is < 0.85 as sufficient discriminant validity of variables. The HTMT ratios of this study as shown in Table 3 reveal that all the ratios are below even the conservative 0.85 threshold, proving a good discriminant validity.



Table 2: Fornell-Larcker Criterion of Discriminant Validity

VARIABLES	1	2	3
EP	<b>0.789</b>		
JS	0.672	<b>0.772</b>	
OS	0.380	0.617	<b>0.792</b>

Table 3: Heterotrait-Monotrait Ratio (HTMT) Criterion of Discriminant Validity

VARIABLES	Emp. Performance	Job satisfaction	Job satisfaction
EP			
JS	0.766		
OS	0.719	0.709	

4.3.2 Structural model

The structural model analysis was conducted using PLS-SEM for the hypotheses testing. Bootstrapping method with 5,000 sub-samples and one-tailed test (α = 0.05) as per the hypothesized direction(s) was applied to explain the variables interplay and the mediating effect of JS on the relationship between OS and EP, as shown in Table 4.

4.4 Discussion of results

This paper has the main objective of determining the mediating effect of JS between OS and EP among teachers of Staff School of Sa'adatu Rimi College of Education, Kumbotso, Kano State, Nigeria. Respondents' profile reveal that 72.1% were equally NCE/B.Ed. students (or are simultaneously B.Ed. students) of the mother institution, the College – a fact that may potentially influence their socialization. Analytical results showed that OS as a sole independent variable did not significantly affect EP of the teachers. Thus, H1 is not supported. This result differs from the findings of many studies (Awan & Fatima, 2018; Chotigavanich & Sorod, 2020; Malikeh Beheshtifar et al., 2011; Shabani et al., 2020; Spagnoli, 2020; Wang et al., 2011). This might however be linked

to the peculiar situation of the teachers' socialization as most of them (72.1%) have been involved in a long term two-way (as student and an employee/colleague) socialization (OS) capable of extra ordinarily synchronizing its effect on performance (EP) irrespective of, and across different other attributes. Another reason might be the locally witnessed unprecedented paradigm shifts in the 21<sup>st</sup> century academic environment and society in general, in terms of greater access to information and enhanced civilization occasioned by information and communications technologies (ICTs) and the internet that revolutionize social development of individuals, organisations and societies in Nigeria (Danbatta, 2016). Next is the effect of OS on JS. The results reveal a statistically significant positive effect (see Table 4), thereby supporting the H2. This is in congruence with the findings of Bilyalov (2017), Feldman(1976), Sollova (2019) and Wang et al. (2011). JS is an important individual job outcome variable influenced by organizational socialization, as asserted by the Organisational Socialisation Theory (Feldman, 1976).



**Table 4:** Path Coefficients and Mediation Results

Relationship	Hypothesis ( $H_n$ )	Beta ( $\beta$ )	$t$ -statistics	$p$ values	Comment on $H_n$
OS $\rightarrow$ EP	$H_1$	- 0.042	0.383	0.351	Not Supported
OS $\rightarrow$ JS	$H_2$	0.640	6.142	0.000	<i>Supported</i>
JS $\rightarrow$ EP	$H_3$	0.724	5.098	0.000	<i>Supported</i>
OS $\rightarrow$ JS $\rightarrow$ EP	$H_4$	0.460	4.107	0.000	<i>Supported</i>

*Note:  $R^2$  for JS=0.381 and  $R^2$  for EP=0.454*

Similarly, JS was found to have a significant positive effect on EP, meaning that  $H_3$  is supported. This is in line with the finding of Wang et al.(2011). This result, coupled with that of  $H_2$ , that OS significantly affects JS, signifies the relevance OS in predicting job outcomes, EP inclusive; despite the observed lack of support for  $H_1$ . It equally raises hope for possible mediation of JS between OS and JS as per conditions set by Hayes(2009).

The principal objective of this study is to examine the mediating effect of JS between OS and EP. In process,  $H_1$ ,  $H_2$  and  $H_3$  were tested as described earlier. However, according to Baron and Kenny(1986), for mediation effect to hold, there must be significant relationship/effect between IV (OS) and the Mediator (JS), Mediator (JS) and the DV (EP) and also IV (OS) and DV (EP). But it is argued that the direct IV–DV (OS  $\rightarrow$  EP) significant relationship is not necessary (Hayes, 2009; Shrout & Bolger, 2002). The hypothesized mediation effect,  $H_4$ , was analysed using bootstrapping (Preacher & Hayes, 2008; Hayes, 2009). Therefore, adopting the Hayes (2009) method, coupled with the significant specific indirect effect results (OS  $\rightarrow$  JS  $\rightarrow$  EP), in Table 4, the  $H_4$  is supported. Thus, we come to establishing the mediating effect of JS between OS and EP. This corresponds with the finding of Wang et al.(2011), who used organisational commitment as the JS’s co-mediator).

**5. Conclusion and Recommendation**

This study establishes that JS mediates the relationship between OS and EP. This goes to further unveil the contemporary relevance of the somewhat ignored OS, as a good predictor of JS – a factor that when promoted/used together as a mediator, leads to better EP. This study addresses the apparent paucity of studies involving these important variables. To the best knowledge of the researchers, this is the first study to investigate the sole mediating effect of JS between OS and EP as harmonized in the study’s distinct model. Nevertheless, Managers and other decision makers would learn from this study that technological advances in ICT and easier access to information in this 21<sup>st</sup> century tend to adjust the way people interact/socialize and how such ultimately affects their performance to the extent of removing any supposed ideal variations given the exposure to a regular socialization process. Another practical implication is that OS needs to be supported with measures that enhance JS for it boosts EP and other desired result like better organizational performance, academic excellence or profitability as the case may be. It is therefore recommended that organisations should take socialisation serious and equally do all it takes to promote JS so as to benefit from their combined potentials of enhancing EP and by extension, achieving organizational objectives.



## 6. Limitations and Further Studies

Despite the attained fit of the data and the evidenced mediation of JS between OS and JS, this study is not without some limitations. In a bid to use a more refined sample as suggested by (Kowtha, 2018), the relatively small population and the resulting small responses (n=43) utilized may limit the versatility and robustness of the data due to possible sampling error (Hair et al., 2003). The study also utilized self-reported measures and would have been freer from common method bias if some variables like EP were measured differently (Podsakoff et al., 2012).

For these, future studies should target larger populations and samples. This study should also be replicated in different sectors and or nations. More variables should also be incorporated to further explore how EP can be predicted and improved. Studies should also be conducted to develop and or test a more objective EP measure (to be extracted from records or through supervisor rating), but that could be correctly matched with constructs/variables that would on the other hand, best be self-reported, such as the OS and JS.

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