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SOCIALIZATION TACTICS, SELF-EFFICACY, AND
NEWCOMERS' ADJUSTMENTS TO COMMERCIAL
BANKS IN LEBANON

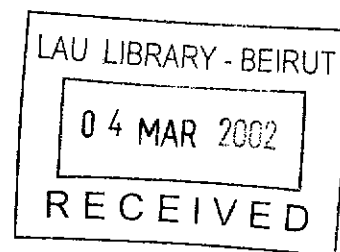
A Research Topic
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In Partial Fulfillment
of the Requirements for the Degree
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Management

BY

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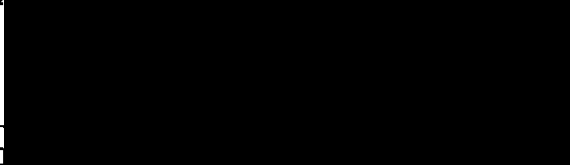
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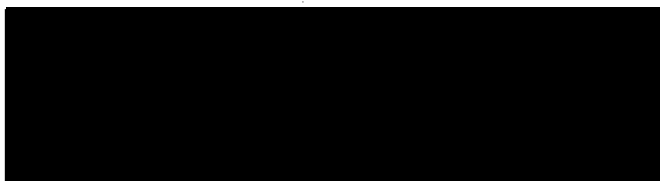
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I dedicate this work to my dear **Parents** and my love
SANA for their patience and encouragement.

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CHAPTER 1

INTRODUCTION

1.1 General Background

Work organizations offer a person far more than merely a job. From the time individuals first enter a workplace to the time they leave their membership behind, they experience and often commit themselves to a distinct way of life complete with its own rhythms, rewards, relationships, demands, and potentials.

Studies of work behavior have, to date, focused primarily upon the historical or present behavior and attitudes assumed by individual members of an organization that are associated with various institutional, group, interactional, and situational attributes. Relatively less attention has been given to the manner in which these responses are thought to arise. In particular, the question of how it is that only certain patterns of thought and action are passed from one generation of organizational members to the next has been neglected. Since such a process of socialization necessarily involves the transmission of information and values, it is fundamentally a cultural matter

Any organizational culture consists of an ideology that helps edit a member's everyday experience, and of shared standards of relevance, matter-of-facts prejudices, models for social etiquette and demeanor, certain customs, and rituals suggestive of how members are to relate to colleagues, subordinates, superiors, and outsiders. Such cultural forms are so rooted in the recurrent problems and common experiences of the membership in an organizational setting that once learned they become viewed by insiders as perfectly "natural" responses to the world of work they inhabit.

The fact that organizations survive the lifetimes of their founders, suggests that the culture established by the original membership displays at least some stability through time. New members always bring with them at least the potential for change. Newcomers always bring with them different backgrounds, faulty preconception of the jobs to be performed within the setting, and perhaps values and ends that are at odds with those of the working membership. The more experienced members must therefore find ways to insure that the newcomer does not disrupt the ongoing activity on the scene, or question too many of the established cultural solutions worked out previously. Thus,

newcomers must be taught to see the organization world as do their more experienced colleagues, if the traditions of the organization are to survive. The manner in which this teaching/learning occurs is referred to as the "organizational socialization process".

Organizational socialization is the process by which an individual acquires the social knowledge and skills necessary to assume an organizational role [Van Maanen & Schein, 1979]. At any time, organizational socialization refers to the fashion in which an individual is taught and learns what behaviors and perspectives are customary and desirable within the work setting as well as which ones are not.

1.2 Need for the Study

Although research in organizational socialization has progressed in generating descriptive models of the socialization process, empirical research testing these models has lagged far behind [Feldman, 1976]. The current state of knowledge about outcomes of socialization is likewise limited, there are few studies that both identify the outcomes of the socialization

process and specify what variables determine whether individuals attain those outcomes.

Several reviews provide ample evidence that newcomers' experiences differ from veterans' . Wheeler (1966), and Ralph Katz (1978), argue that " .. employees hold new jobs either because they are new to an organization (**newcomers**) or because they have recently been promoted or transferred (**veterans**). Socialization refers to the former condition; **resocialization** denotes the latter. More importantly, the outcomes associated with these two processes may not be identical and should be examined separately. The newcomers must learn about and adjust to the organization from scratch." [Katz, 1978. P.206].

This project investigates the relationship between the soci-alization tactics employed by commercial banks and the series of role and personal outcomes. **The model tested here, is the model that has been presented by Van Maanen and Schein (1979); This model offered a theoretical explanation of how methods of socialization influence one particular outcome, role orientation.**

The way in which individuals have learned to

respond to a new situation plays a decisive role in determining how they will attempt to master the new situation. Past experience also plays an important role in affecting other aspects of the individuals' orientation towards the organization, that is, the way they make sense of, and subsequently act in, the organization. Therefore, this project will also examine the effects of self-efficacy on role orientations.

1.3 Purpose of the Study

The present research is concerned with identifying the kinds of organizational experiences which have the effect of:

- I - Influencing the newcomers' adjustments to the organization through the flow or the volume of information provided by the organization to the newcomers during the socialization processes.
- II - Moderating the socialization processes and its effect upon role orientation by the newcomers' levels of self-efficacy.

Granted there have been many studies done on

newcomers' entry experiences, there was no attempt to study relationship between the socialization tactics and newcomers' adjustment in the Lebanese commercial banks. A study such as the one conducted here is recommended by experts in the field of management, human resources and development and/or organization behavior.

1.4 Statement of the Problem

This project have examined three socialization processes or tactics, and studied their effect whether they lead to either a custodial or innovative responses. Each tactic represents a single continuum with two poles. On examining real organizations, it is empirically obvious that these tactical dimensions are associated with one another and that the actual impact of organizational socialization upon a recruit is a cumulative one, the result of a combination of socialization tactics which perhaps enhance and reinforce or conflict and neutralize each other. It is also obvious that awareness of these tactical dimensions makes it possible for managers to design socialization processes which maximizes the probabilities of certain outcomes. The problem then is, first, to determine the

role outcomes the organizational management is interested in achieving; and second, to specify which socialization tactics are most appropriate to realize the specific outcome. Other outcomes of importance along with that of role orientation are the following:

- i - Role ambiguity.
- ii - Role conflict.
- iii - Job satisfaction.
- iv - Commitment.
- v - Intention to quit.

The above listed outcomes generally constitute the newcomers' personal adjustments to their organization. It is believed that institutionalized socialization tactics will offer the information to the newcomer in such a way making his role search easy and less problematic in searching for situational consistency and mediating personal adjustments than individualized tactics. In this respect, if we know the level and flow of information under each socialization tactic, then we can predict a certain pattern of relationships that might exist between the socialization practices and the set of role outcomes.[Jones,1986].

Much of the socialization process can be characterized as an active "role search" by newcomers. As a part of this role search, each new employee is seeking information about the norms appropriate to his/her position within the organization[Weiss,1978]. In this respect, certain socialization tactics have more effect on newcomers than others, because different tactics provide information in different ways. Feldman (1976), in his work "**A Contingency Theory of Socialization**", mentioned that "many employees reported feeling that until such time as they became friendly and could trust co-workers, they could not find out information that was essential to them to do their jobs well". However, investiture and serial socialization tactics are likely to be most important, because they provide social cues and facilitation necessary during the socialization process. Here comes the question about the importance of each socialization tactic concerning the newcomers' personal adjustments to organizations.

The effect of prior learning experiences on the individual's orientation towards the organization also moderates the newcomer's ability to make sense of the context he/she will act in it.

Therefore, beyond any learned response tendencies, the extent and variety of past experiences in other organizational contexts and in dealing with a wide variety of role holders will affect the way newcomers respond to new situations. Also, past experience is important in affecting other aspects of the individuals' towards the organization, that is, the way they make sense of, and subsequently act in, the organization. Therefore, newcomers with past experience will tend to not imitate their superiors, or ask for more information. As a matter of fact they may interpret things from their own perspective and may set new progressive goals for themselves and/or alter their job procedures. Therefore, the level of self-efficacy may play an important role in affecting the personal adjustments to organizations, most likely with institutionalized socialization tactics.

1.5 Research Questions

- What is the relative importance of the socialization tactics predicting the reality shock at commercial banks in West Beirut?.

- How many factors are underlying the socialization tactics in the commercial banks?. Are underlying the reality shock?.

1.6 Research Hypotheses

HYPOTHESIS 1: Institutionalized socialization tactics produce custodial role orientations while individualized tactics produce innovative role orientations.

HYPOTHESIS 2: Institutionalized socialization tactics will be negatively related to role conflict, role ambiguity, and intention to quit, and positively related to job satisfaction and commitment.

HYPOTHESIS 3: Investiture and serial socialization processes will be the most important among the six categories of socialization tactics in mediating personal adjustments to organizations.

HYPOTHESIS 4: A newcomer's level of self-efficacy will moderate the effects of institutionalized tactics on role orientation.

1.7 Definition of Terms

Organizational Socialization: It is the process by which an individual acquires the social knowledge and skills necessary to assume an organizational role.

Socialization Tactic: Or a "tactic of organizational socialization" refers to the way in which the experiences of newcomers are structured for them by others in the organization.

Reality Shock: Refers to what newcomers experience in real job settings compared to their perception of their role.

Organizational Role: The role is merely the set of often diverse behaviors that are more or less expected of persons who occupy a certain defined position within a particular social system. In this project it is a commercial bank.

Custodial Role: This is the newcomer's response to an organizationally defined role which is called "caretaking response". This response is marked by an acceptance of the role as presented, and traditionally practiced by role occupants.

Innovative Role: It is the newcomers' response to an organization-ally defined role where those responses display a **rejection** and **redefinition** of the major premises concerning missions and strategies followed by the majority of the role occupants to both practice and justify their present role.

Role Conflict: It is defined in terms of the dimensions of congruency-incongruency or compatibility-incompatibility in the requirements of the role, where congruency or compatibility is judged relative to a set of standards or conditions which impinge upon role performance [Rizzo, 1970].

Role Ambiguity: Is defined in terms of:

- i - The predictability of the outcome or responses to one's behavior.
- ii - The existence or clarity of behavioral requirements often in terms of inputs from the environment, which would serve to guide behavior and provide knowledge that the behavior is appropriate.[Rizzo, 1970].

Organizational Commitment: Is defined as a partisan,

effective attachment to the goals and values of an organization, to one's role in relation to goals and values, and to the organization for its own sake.[Buchanan,1974].

CHAPTER 2

2.1 Review of Literature

With the start of a new job the individual experiences a change in role and professional identity. Such role changes are accompanied by changes in status and differences in basic working conditions. Hughes (1958), used the phrase "**reality shock**" to characterize what newcomers often experience in entering unfamiliar organizational settings. Louis (1980), on the other hand, stated that "**surprise**" is a feature of the entry experience which represents a difference between an individual's expectations and subsequent experiences in the new setting. The newcomers will face an ambiguous and uncertain situation and lack the reference points for appropriate behavior. As a result of the anxiety or stress generated through the unknown and unusual situation, the newcomers' prime concern will be to clarify their situational identity through their work roles. [Jones,1983].

In order to reduce uncertainty or role ambiguity, newcomers will search for interpretive schemes that

allow them to define the expectations of others, and then orient their behavior to others. [Louis,1980;Van Maanen,1977]. Given this perspective, the way in which the socialization practices employed by the organization may influence or control the degree of reality shock experienced by newcomers is an important issue in this regard.

The organization, by defining its organizational context, is able to shape or mold newcomers' response through its task assignments, supervisory practices, or cultural premises [Katz,1978; Van Maanen & Schein, 1979]. Specifically there are evidence to suggest that formal and informal socialization practices may affect the level of organizational commitment, [Buchnan,1974], longevity in the organization, [Katz,1978;Wanous,-1973], satisfaction and feelings of personal worth, [Feldman,1976],and role orientation.

Van Maanen and Schein (1979), offered a theoretical explanation of **how methods of socialization influence one particular outcome of socialization, role orientation.** "Tactics of Organizational Socialization" or methods of socialization refers to the ways in which the experiences of individuals in transition from one

role to another are structured for them by others in the organization. The tactics are essentially process variables that are more specific than such general transitional processes as education, training, apprenticeship, or sponsorship. Furthermore, the process variables are themselves not tied to any particular type of organization. [Van Maanen & Schein, 1979].

The most fundamental premise is that people respond to particular organizationally defined roles differently not only because people and organizations differ, but also because socialization processes differ. Each tactic operates in a way that somewhat uniquely organizes the learning experiences of a newcomer to a particular role.

Figure 2-1 presents the six socialization tactics that Van Maanen and Schein hypothesized to be significant in influencing newcomers' responses. [Jones, 1986. pp. 2].

Jones (1986), categorized the dimensions of the above mentioned socialization tactics into two main groups:

FIGURE 2-1.

A Classification of Socialization Tactics

Tactics concerned **INSTITUTIONALIZED** **INDIVIDUALIZED**

mainly with:

CONTEXT	Collective	Individual
	Formal	Informal
CONTENT	Sequential	Random
	Fixed	Variable
SOCIAL ASPECTS	Serial	Disjunctive
	Investiture	Divestiture

I - **Institutionalized:** This group includes (vertically) the socialization practices that are collective, formal, sequential, fixed, serial, and investiture.

II - **Individualized:** This group includes (vertically) the socialization practices that are individual, informal, variable, random, disjunctive, and divestiture.

In addition to the above mentioned grouping, Jones (1986), has classified the six socialization tactics into **three** main factors:

1 - **Context:** This class contains two main socialization groups that vary in terms of the context in which the organizations provide information to newcomers. The first group is collective versus individual socialization tactics, and the second group is formal versus informal.

2 - **Content:** Here we have two main socialization groups that vary in terms of the content of information given to newcomers via socialization. The first group is sequential versus random and the second is fixed versus variable.

3 - **Social:** Here we have the last two main socialization groups. These two groups are placed together in the same class because of their social interaction relationships that might occur in case of the serialversus disjunctive socialization tactics or investiture versus divestiture.

2.2 Properties of the Socialization Tactics

Before indulging into the theoretical conception of the socialization tactics, it is important to introduce at this point the newcomers' responses to an organizationally defined role. According to Van-Maanen and Schein, in 1979, two are identified:

First: A response is called a "Custodial" response when this response is marked by an **acceptance** of the role as presented and traditionally practiced by role occupants.

Second: A response is called an "Innovative" response when this response displays a **rejection** and a **re-definition** of the major premises concerning missions and strategies followed by the majority of role occupants to both practice and justify their present role.

2.2.1 Collective vs Individual Socialization processes

Collective socialization refers to the tactic of taking a group of recruits who are facing a given entry into the organization and putting them through a **common**

set of learning experiences. When individuals experience a socialization program collectively , the thoughts , feelings, and actions of those in the recruit group almost always reflect an **"in the same boat"** consciousness. Becker (1964), stated that " As the group shares problems, various members experiment with possible solutions and report back to the group. In the course of collective discussion, the members arrive at a definition of their situation and develop a consensus ". Collective socialization processes often promote and intensify the demands of the socialization agent.

Socialization in the individual mode refers to the tactic of processing recruits singly and in isolation from one another through a more or less **unique set of experiences**, where the views adopted by people processed individually are likely to be far less homogeneous than the views of those processed collectively.

In collective socialization programs, the organization desires to build a collective sense of identity, solidarity, and loyalty within the group members being socialized.[Van Maanen & Schein, 1979]. The newcomer does not question but accepts the status quo, and assumes a custodial stance towards the

knowledge, strategies, and missions associated with his role.

Individual socialization is most likely to produce the specific outcomes desired by the socialization agent. Specially if we know that any individual changes in this process is dependent solely upon the relationship which exists between the person and the agent, and because of the relatively greater control an agent has over a recruit. Therefore, these outcomes or differentiated responses will lead to an innovative role. [Jones, 1986].

2.2.2 Formal Versus Informal Socialization Processes

Formal socialization refers to those processes in which a newcomer is more or less segregated from regular organization members while being put through a **set of learning experiences tailored explicitly for the newcomer.**

Informal socialization in contrast, **does not distinguish the newcomer's role specifically,** and no effort is made in such programs to differentiate the recruit from the other experienced organizational members.

Formal socialization processes are applied in organizations where specific preparation for new status is involved and when it is considered important that a newcomer learn the correct attitudes, values, and protocol, associated with the new role. Hence, the greater the separation of the recruit from the day-to-day reality of the work setting, the less the newcomer will be able to carry over and generalize any ability or skill learned in the socialization process. As implied above, **formal tactics tend to emphasize the proper or accepted ways to accomplish things in an organization. Therefore, formal socialization is most likely to produce a custodial role orientation.**

Informal and individual socialization tactics are more powerful techniques of shaping work behavior than formal and collective tactics. Because they involve on-the-job contingencies as well as teaching by people who are clearly doing the work. Thus, **informal- like individual socialization, carries with it the potential for producing differentiated responses, and innovative responses,** specially if the recruit is assigned to work for a group or boss characterized by an innovative orientation.

2.2.3 Sequential Versus Random Socialization process

The socialization process may cover a broad spectrum of assignments and experiences, taking sometimes many years of preparation, through which the recruits are subject to different supervisory levels to build up experience and the so-called "good track record", which would then warrant the ultimate "goal job", [Van Maanen & Schein, 1979]. In this respect sequential versus random and fixed versus variable socialization processes, deal with the content of the information given to newcomers.

Sequential socialization refers to the degree to which the organization or occupation specifies a given sequence of discrete and identifiable steps leading to the target role, while random socialization occurs when the sequence of steps leading to the target is unknown, ambiguous, or continually changing. Nevertheless, we could have a combined process of sequential and random socialization, for example, in the case of a general manager, we have a sequential process with respect to supervisory or rank levels, but the sequence of rotating through functional positions and divisions is

often unspecified and, in some organizations, left more or less to "random" events.

Sequential socialization is more likely to produce custodial orientations among recruits than innovative orientations because the recruits remaind "locked in" to the conforming demands of others in the organization for a long period of time before the role is achieved.

On the other hand, recruits who encounter various socialization experiences in a random fashion may find themselves exposed to a wide and diverse variety of views and perceptions of the target role which will lead to an innovative role.

2.2.4 Fixed Versus Variable socialization processes

This dimension refers to the degree to which the steps involved in a socialization process have a timetable associated with them that is both adhered to by the organization and communicated to the recruit.

Fixed socialization processes provide a recruit with the precise knowledge of the time it will take to complete a given passage. Thus while organizations may

specify various career paths having different timetables, all of these paths may be more or less fixed in terms of the degree to which the recruit must follow the determined timetable.

Variable socialization processes on the other hand, give a recruit few clues as to when to expect a given passage during the orientation period.

Van Maanen and Schein (1979), argued that fixed socialization processes are most likely to produce innovative responses due to the fact that given a certain timetable, people can usually gear themselves to the situation better than in the variable case and, therefore, can plan innovative activities to fit the timetable. On the other hand, Jones (1986), proposed that fixed socialization tactics may not lead to innovative responses, but to custodial ones, because individuals will have no desire to rock the boat if they can clearly see the pathways to their future statuses from the beginning.

Variable socialization processes are most likely to produce custodial responses. The logic behind this proposition is simply that a variable situation leads to

maximum anxiety, and this anxiety operates as a strong motivator towards conformity, and consequently custodial role responses.

2.2.5 Serial Versus Disjunctive Socialization Processes

A serial socialization process is one in which experienced members of the organization adopt newcomers who are about to assume similar kinds of positions in the organization. In effect, these experienced members serve as role models for recruits.

When newcomers are not following the footsteps of immediate or recent predecessors, and when no role models are available to recruits to inform them as to how they are to proceed in the new role, the socialization process is a disjunctive one.

Serial socialization processes are most likely to produce a custodial orientation, because employees in organizations can gain a sure sense of the future by seeing in their most experienced elders an image of themselves further along in this organization.

Disjunctive processes on the other side, are most

likely to produce an innovative role orientation, because in an organization there are no persons on the scene who have the unique problems faced by the recruit.

2.2.6 Investiture Versus Divestiture

Socialization Processes

The final strategy to be discussed in this project is mainly concerned with the degree to which a socialization process is constructed to either confirm or disconfirm the entering identity of the recruit.

Investiture socialization processes ratify and document for recruits the viability and usefulness of those personal characteristics they bring with them to the organization. The organization in this process does not wish to change the recruit. Rather, it wishes to take advantage of and build upon the skills, values, and attitude the recruit is thought to possess.

Divestiture socialization processes, in contrast, seek to deny and strip away certain personal characteristics of a recruit. Some organizations use this tactic explicitly in order to disconfirm many of the

recruit's self-image. Thus, beginning the process of rebuilding the individual's self-image based upon new assumptions.

Investiture socialization processes, attempt to make entrance into a given organizationally defined role as smooth and trouble-free as possible, and make the newcomers feel that they are valuable to the organization. From this perspective, investiture processes are most likely to lead to an innovative role orientation.

Divestiture processes on the other hand are most likely to lead to a custodial orientation. Because, the divestiture process in effect, remold the person and, therefore, are powerful ways for organizations and occupations to control the values of incoming members.

2.3 Self-efficacy and Role Orientation

Several authors have suggested that self-esteem or growth need strength may moderate the individual's adjustment to the organization [Buchanan, 1974; Katz, 1978]. These variables are particularly important in the socialization process because, they will moderate the newcomer's reaction to role or task requirements.

Social learning theory offers an approach to the question based on the individual's past learning experience [Bandura, 1977, 1978]. It views that individuals have learned to interpret and define a situation as leading to self-efficacy "efficacy expectations which, in turn, determine the conviction that one can successfully execute the behavior required to produce the outcome" [Bandura, 1977, p.192]. Thus, the strength of self-efficacy expectations may be hypothesized to be directly related to peoples' perceptions of their success in dealing with past situations, and their expectations about their success in the future.

Self-efficacy therefore, is related to feelings of personal mastery and growth need strength. Moreover, in cases of outcomes that are uncertain or ambiguous, as in the socialization process, expectations of personal mastery affect both initiation and persistence in coping behavior. "The strength of peoples' convictions in their own effectiveness is likely to affect whether they will even try to cope with a given situation" [Bandura, 1977, 193].

Newcomers' self-efficacy expectations will moderate

the reality shock of entry and influence the way in which they will respond to the context in which they find themselves. Specifically, those newcomers who perceive themselves as personally competent, will define the new situation differently from those with low levels of self-efficacy, [Jones, 1983 a], to illustrate, **competent newcomers may more readily assimilate role and cultural knowledge and see the learning experience as a chance to demonstrate personal skills.** Those with low perceptions of personal competence will be more concerned to identify with the task [Katz, 1978], or to define a situational identity in narrow rather than boundary spanning terms. Similarly, differences in self-efficacy will moderate the individuals' reactions to their new roles and to the feedback from the task context. Because of these factors, newcomers will respond differently to the same objective situation.

In summary, the inclusion of individual difference factors in the socialization tactics affect the conceptualization of the linkage between organizational factors and individual and role outcomes. Even though newcomers may be processed in the same manner, they may experience that process in a very different way because of their past experience, and their levels of self-

efficacy. As a result, their subsequent orientation, attitudes, and behavior may be widely diverse.

CHAPTER 3

PROCEDURES AND METHODOLOGY

In order to investigate the effects of individual characteristics and socialization tactics on newcomers' adjustments to organizations, it became necessary to study how people in a given line of business respond to different organizational roles and how methods of socialization affect role orientation.

3.1 Population of the Study

The population of this study consists of the newcomers who have joined the commercial banking sector and who have not completed their first year in their current positions. They are either fresh college graduates with no experience at all, or newcomers with an outside experience in the concerned field.

3.2 Sampling

In selecting a random sample for this study, it is important to note that: The researcher in this project has assumed that, only high ranked banks are most likely to have some or all of the defined socialization tactics that have been introduced in chapter

2. This assumption was recommended by experts interviewed by this researcher in the field of Lebanese commercial banks. Therefore, this project attempts to study the socialization tactics practiced by the high ranked commercial banks operating in West Beirut.

In defining the high ranked commercial banks, it was necessary for the researcher to go through the most recent ranking for commercial banks operating in Lebanon.. Baz (1989), has ranked the banks based on different Balance Sheet and Income Statement items, and certain financial ratios. Tables 3-1 and 3-2 show the banks' ranking by TBS & CD respectively.

The researcher in this project has used two types of ranking as a basis of selecting a representative sample of the high ranked banks out of the banks operating in Lebanon. These two types are:

I - Ranking by Total Balance Sheet (TBS).

II - Ranking by Customers' Deposits (CD).

To ensure that the population of this study is truly out of the high ranked commercial banks, the concept of

"Concentration Ratios" is used to group these banks. In this concept the researcher is to find out where **75%** of the **total balance sheet**, and **75%** of **total customers' deposits** are concentrated. To do this, the researcher in this project has calculated the **Cumulative Percentage** of market shares for both the Total Balance Sheet (table 3-1) and Customers' Deposits (table 3-2) rankings.

Tables 3-1 and 3-2 show that 75% of the total balance sheet market is concentrated in **26** out of **83** banks operating in Lebanon. While 75% of the total customers' deposits in the market is concentrated in **24** out of **83** banks.

Hence, the population of the high ranked banks operating in Lebanon is the number of banks that fall within the range of 75% for both, the Total Balance Sheet and Customers' Deposits Cumulative table.

Table 3-3 shows the listing of the banks that are included in the population of this research. Included in the table, are the attitudes of these banks concerning their participation in the study or the state of zero level recruitment during the one-year period.

TABLE 3 - 1
RANKING BY TOTAL BALANCE SHEET

LIST OF ALL BANKS IN LEBANON	1988		
	VOLUME *	SHARE OF THE MKT%	RANK
Banque du Liban el d'Outre-Mer	281,095,147	8.89	1
Arab Bank Limited	155,004,420	4.90	2
Banque Libano-Francaise	149,247,535	4.72	3
Byblos Bank	138,154,730	4.37	4
Credit Libanais	132,306,027	4.19	5
Beirut Riyad Bank	130,749,093	4.14	6
Banque Libanaise pour le Commerce	113,065,948	3.58	7
Banque Audi	110,862,078	3.51	8
Banque National de Paris	109,271,179	3.46	9
Fransbank	106,439,255	3.37	10
Banque de la Mediterranee	95,808,986	3.03	11
Bank of Beirut and the Arab countries	79,212,801	2.51	12
Societe Generale libano- Eropeenne de Banque	77,995,812	2.47	13
Mebco Bank	77,236,639	2.44	14
Banque Saradar	71,019,158	2.25	15
Universal Bank	70,029,643	2.22	16
Banque du Credit Popula	66,955,271	2.12	17
Lebanese Arab Bank	59,220,942	1.87	18
British Bank of the Middle East	58,850,035	1.86	19
North African Bank	50,007,268	1.58	20
Saudi Lebanese Bank	49,723,000	1.57	21
Lebanon and Gulf Bank	43,300,336	1.37	22
Banque Beyrouth pour le Commerce	42,797,532	1.35	23
Societe Nouvelle de la Banque de Syrie et du Liban	39,069,728	1.24	24
Euromed Bank	36,408,230	1.15	25
First Phoenician Bank	36,248,291	1.15	26
=====	=====	=====	=====
Subtotal	2,387,296,684	75.00	26
Others Banks	795,765,561	25.00	57
Totals	3,183,062,245	100.00	83

* In millions of L.L.

TABLE 3 - 2
RANKING BY CUSTOMERS' DEPOSITS

LIST OF ALL BANKS IN LEBANON	1988		
	VOLUME *	SHARE OF THE MKT%	RANK
Banque du Liban el d'Outre-Mer	250,720,319	9.91	1
Arab Bank Limited	142,797,708	5.64	2
Byblos Bank	119,769,037	4.73	3
Banque Libano-Francaise	117,294,007	4.63	4
Credit Libanais	114,820,928	4.54	5
Banque National de Paris	99,377,550	3.93	6
Banque Audi	98,237,097	3.88	7
Beirut Riyad Bank	95,617,891	3.78	8
Fransbank	90,211,629	3.56	9
Banque de la Mediterranee	80,337,683	3.17	10
Bank of Beirut and the Arab countries	71,287,999	2.82	11
Mebco Bank	67,983,907	2.69	12
Banque Libanaise pour le Commerce	63,823,927	2.52	13
Societe Generale libano- Eropeenne de Banque	61,821,555	2.44	14
Banque Saradar	59,136,088	2.34	15
British Bank of the Middle East	57,189,209	2.26	16
Banque du Credit Popular	55,700,334	2.20	17
Universal Bank	48,486,588	1.92	18
Saudi Lebanese Bank	45,637,431	1.80	19
Lebanese Arab Bank	42,450,004	1.68	20
Lebanon and Gulf Bank	39,399,847	1.56	21
Banque Beyrouth pour le Commerce	37,687,091	1.49	22
Wedge Bank Middle East	31,698,880	1.25	23
Transorient Bank	30,545,689	1.21	24
=====	-----	-----	---
Subtotal	1,904,868,642	75.00	24
Others Banks	634,956,214	25.00	59
Totals	2,539,824,856	100.00	83

* In millions of L.L.

TABLE 3 - 3
ATTITUDE OF BANKS TOWARDS THE STUDY

LIST OF ALL BANKS IN THE STUDY	THE ATTITUDE OF BANKS ACCEPTANCE * REJECTION ** NO NEW EMPLOYEES ***
Banque du Liban el d'Outre-Mer	A
Arab Bank Limited	A
Banque Libano-Francaise	A
Byblos Bank	N
Credit Libanais	A
Beirut Riyad Bank	A
Banque Libanaise pour le Commerce	N
Banque Audi	R
Banque National de Paris	A
Fransbank	R
Banque de la Mediterranee	A
Bank of Beirut and the Arab countries	A
Societe Generale libano- Eropeenne de Banque	N
Mebco Bank	A
Banque Saradar	R
Universal Bank	A
Banque du Credit Popular	N
Lebanese Arab Bank	N
British Bank of the Middle East	A
North African Bank	N
Saudi Lebanese Bank	A
Lebanon and Gulf Bank	A
Banque Beyrouth pour le Commerce	A
Societe Nouvelle de la Banque de Syrie et du Liban	N

* ABBREVIATED A

** ABBREVIATED R

*** ABBREVIATED N

3.3 INSTRUMENTATION AND DATA COLLECTION

Based on the review of literature and interviews with experts in the field of socialization tactics, an objective questionnaire was constructed and distributed to all members of the selected sample chosen according to the sampling technique mentioned earlier. This questionnaire includes 50 items designed to measure the different variables presented in this project. The questionnaire is a short version of that used in Jones (1986), [Appendix].

The first 6 questions are designed to collect data about sex, age, educational level, employee's position, religion, and marital status. The next 10 questions are designed to determine the type of the socialization tactics employed by the respondent's employing bank. The remaining part of the questionnaire includes items that are used to measure the personal outcomes associated with the corresponding socialization tactics.

3.4 VARIABLES

I - **Dependent Variables**: The dependent variables in this project are the personal outcomes that are directly related to the socialization tactics practiced by commercial banks. The selected outcome variables for this project are as follows:

- 1 - Role orientation.
- 2 - Role conflict.
- 3 - Role ambiguity.
- 4 - Job satisfaction.
- 5 - Intention to quit.
- 6 - Organizational commitment.

The above listed variables are dependent because they are a direct result of the socialization tactics employed by organizations. Thus, the effect of any tactic or any serial or collective combination of these tactics, will lead to different degrees or levels of personal outcomes.

II - **Independent variables**: The independent variables in this project consist of the

socialization tactics that are subdivided into three categories according to context, content, and social, and other independent variables such as age, sex, educational level, employees' titles, religion, and marital status.

3.5 Measures

The first set of independent variables, i.e. the socialization tactics, are measured using Ten - item Likert-type scale using either 1-4 or 1-5 response format ranging from strongly disagree (1) to strongly agree(5), or from never (1) to frequently (5), or from All the time (4) to Never (1).

Low scores on each of the Ten - items indicates that the socialization tactic is of the institutionalized type, otherwise, it is individualized.

The socialization tactics consist of 10 items. Items 7 and 8 measure the first socialization tactics i.e. The context tactics, items 9 and 10 measure the second socialization tactic i.e. the content tactic. The rest measure the last socialization tactic i.e. 11 through 16.

Self-efficacy is another independent variable, which is measured in terms of the people's expectations that "they can successfully execute the behavior required to produce the outcome", [Bandura, 1977, 192], in this project, mastery of role and organizational requirements [Jones, 1986]. The self-efficacy scale consisted of five items (-2 to 2) Likert-type scale ranging from strongly agree (2) to strongly disagree (-2), or from All the time (2) to never (-2), or from Not at all (2) to many (-2), or from very satisfied (2) to not satisfied. Items (X46 to X50) measure self-efficacy. {see appendix for script}.

The maximum score, is -10 points and the minimum score is 10 points. A high score indicates a high level of self-efficacy, and a low scale indicates a low level.

Role orientation: Role orientation is measured on a 6-item Likert-type scale using a score from 2 to -2, with a response format ranging from strongly disagree to strongly agree, or ranging from very false to very true. Items (X17 TO X22) in the questionnaire measure the personal outcome and role orientation. A high score on role orientation indicates an innovative role

orientation, in a newcomer who attempts to alter procedures for performing a role, the purpose of the role, or both. A negative score indicates a custodial role orientation, in which a newcomer accepts the prescribed limits of a role in an organization. [Jones, 1986]. The maximum score on role orientation measured is 12 points and the minimum is -12 points.

Role conflict: Role conflict is measured by three items (X30 to X32) in the questionnaire, through the response of the newcomers' responses. The items use the Likert-type scale from -2 to 2 ranging from strongly disagree to strongly agree. The maximum score is 6 points, and the minimum score is -6. A high score indicates a high role compatibility, while a negative score shows a role conflict or incongruency in the requirement of the role.

Role ambiguity: Role ambiguity is measured by seven items (X23 to X29) in the questionnaire, using Likert-type scale from -2 to 2 ranging from strongly disagree to strongly agree. The maximum score is 14 points, and the minimum score is -14 points. A high score indicates

a high degree of predictability of the outcomes or responds to one's behavior, and reflects certainty about duties, authority, allocation of time, and relationships with others, guides, directives, policies, and the ability to predict sanctions as outcomes of behavior. A negative score indicates an extreme ambiguity concerning the newcomers' role in their organizations.

Organizational commitment: It is the fourth personal outcome that is measured using a shortened version (in terms of the number of questions) of the scale by Pork, Stears, Mowday, and Boulian (1974), their organizational commitment questionnaire was designed to measure the degree to which newcomers feel committed to the employing organization. In this project's questionnaire eight items were used to measure the newcomers' commitment to their organizations (X33 to X40), and they pertain to the employee's perceptions concerning their loyalty toward the organization, their willingness to exert a great deal of effort to achieve organizational goals, and their acceptance of the organization's values. The items are based on a 1-5 Likert-type scales. Ranging from strongly disagree to strongly agree , or from very false to very true . The maximum score of commitment measurement

is 16 points, and the minimum is -16 points. A high score indicates that the employee is committed to the organization, while a negative score indicates that the newcomer is not committed.

Intention to quit: Intention to quit is measured by 2 items of the Likert-type scale from -2 to 2, ranging from strongly disagree to strongly agree. The items are X41 AND X42.

Satisfaction: Satisfaction is measured using three Likert-type scale items scoring from -2 to 2, ranging from Absolutely unsatisfied to Absolutely satisfied. Three items were used to measure satisfaction, these are X43, X44, & X45.

3.6 Conceptual Framework to **Analyze the Variables**

" If we examine empirical evidence rather than opinion, we must conclude that factor analysis is one of the most powerful tools yet devised for the study of complex areas of behavioral scientific concern. Indeed, factor analysis is one of the creative inventions of the century".[Kerlinger, 1973].

Oblique factor solution is performed to investigate the hypothetical factors underlying the socialization tactics.

Factor analysis is used to identify how many dependent variables are in one study, Keeping in mind, theoretically speaking, that six dependent variables are expected to be a result of the application of the defined socialization processes.

Percentage analysis is used to describe the major characteristics of the selected group.

CHAPTER 4

Findings of the Study

The findings of the study are presented and discussed herein, under four major sections:

The first section describes the major characteristics of the selected sample.

The second section analyzes the relationship between a socialization tactic and a role or personal outcome using the Chi-Square test of independence.

The third section analyzes the results of factor analysis that was used as a constitutive meaning method to establish the construct validity of the variables.

The fourth section presents the results of Multiple Regression Analysis that is used to determine the relative importance of the independent variables to the explained variation in role outcomes.

4.1 Major Characteristics of the selected sample

The selected sample of employees covered in this study is described according to the following independent variables:

- i - Age.
- ii - Sex.
- iii - Educational level.
- iv - Position.
- v - Religion.
- vi - Marital Status.

The dependent variables included in the study are six:

- i - Role Orientation.
- ii - Role Conflict.
- iii - Role Ambiguity.
- iv - Commitment.
- v - Satisfaction.
- vi - Intention to Quit.

A frequency distribution for the selected group of employees by age is presented below in Table 4-1.

TABLE 4 - 1
Frequency Distribution of Respondents' Age

SPSS/PC+					
X2	AGE				
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	21	1	1.3	1.3	1.3
	22	10	13.3	13.3	14.7
	23	10	13.3	13.3	28.0
	24	10	13.3	13.3	41.3
	25	11	14.7	14.7	56.0
	26	2	2.7	2.7	58.7
	27	11	14.7	14.7	73.3
	28	4	5.3	5.3	78.7
	29	6	8.0	8.0	86.7
	30	4	5.3	5.3	92.0
	31	2	2.7	2.7	94.7
	32	2	2.7	2.7	97.3
	34	1	1.3	1.3	98.7
	35	1	1.3	1.3	100.0
	TOTAL	75	100.0	100.0	

TABLE 4 - 1 (continued)

Mean	25.813	Std Err	.364	Median	25.000
Mode	25.000	Std Dev	3.152	Variance	9.938
Kurtosis	.042	S E Kurt	.548	Skewness	.740
S E Skew	.277	Range	14.000	Minimum	21.000
Maximum	35.000	Sum	1936.000		

The average age is 26 years. The positive value of skewness (0.74) indicates clustering of observations to the left (mode < mean). The positive value of Kurtosis (0.042) indicates that the age distribution is slightly more peaked than the normal.

A frequency distribution of the respondents' gender is shown in Table 4-2.

TABLE 4 - 2
Frequency Distribution of Respondents' Sex

X1	SEX					
	Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	FEMALE	0	33	44.0	44.0	44.0
	MALE	1	42	56.0	56.0	100.0
		TOTAL	75	100.0	100.0	
Mean	.560	Std Err	.058	Median	1.000	
Mode	1.000	Std Dev	.500	Variance	.250	
Kurtosis	-1.993	S E Kurt	.548	Skewness	-.247	
S E Skew	.277	Range	1.000	Minimum	0.0	
Maximum	1.000	Sum	42.000			

Thirty three of the employees (44%) in the project's sample are females, and forty two (56%) are males.

Table 4-3 shows the frequency distribution of the positions of the employees in the selected sample.

TABLE 4 - 3
Frequency Distribution of Respondents' Positions

X4 POSITION					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
REGULAR EMPLOYEE	1	54	72.0	72.0	72.0
COUNTER MANAGER	2	10	13.3	13.3	85.3
BRANCH MANAGER	3	5	6.7	6.7	92.0
OTHER	4	6	8.0	8.0	100.0
TOTAL		75	100.0	100.0	
Mean	1.507	Std Err	.108	Median	1.000
Mode	1.000	Std Dev	.935	Variance	.875
Kurtosis	1.869	S E Kurt	.548	Skewness	1.761
S E Skew	.277	Range	3.000	Minimum	1.000
Maximum	4.000	Sum	113.000		

Inspecting table 4-3 reveals that the majority of the selected sample, i.e. fifty four (72%) are regular employees, ten (13.3%) are counter managers, five (6.7%) are branch managers.

Frequency distribution of the educational level of the group of employees is presented in table 4-4.

TABLE 4 - 4
Frequency Distribution of Respondents' Educational Level

X3 EDUCATIONAL LEVEL					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
MBA	0	23	30.7	30.7	30.7
BA/BS	1	52	69.3	69.3	100.0
TOTAL		75	100.0	100.0	

TABLE 4 - 4

Mean	.693	Std Err	.054	Median	1.000
Mode	1.000	Std Dev	.464	Variance	.215
Kurtosis	-1.303	S E Kurt	.548	Skewness	-.856
S E Skew	.277	Range	1.000	Minimum	0.0
Maximum	1.000	Sum	52.000		

Table 4-4 shows that almost two thirds (69.3%) of the selected sample are B.A./B.S. holders, while the rest have MBA's.

4.2 Analysis of the Relationship Between Variables Using Chi-Square Test

With respect to the relationship between the context socialization tactics and role orientation, the research question posed is: **Does the collective vs. individual and formal vs. informal socialization tactics exert any influence on employee's role orientation?**

The research hypothesis formulated is **that institutionalized socialization tactics will lead to custodial role orientation.** To answer the question just posed, the null and the alternative hypothesis are formulated as follows:

H_0 : There is no difference in role orientation between newcomers exposed to different socialization tactics.

H_a : Institutionalized socialization tactics will lead to custodial role orientation and individualized socialization tactics will lead to innovative role orientation.

Table 4-5
CROSSTABULATION RO BY F1.

SPSS/PC+					
Crosstabulation:		RO	ROLE ORIENTATION		
By F1			CONTEXT TACTICS		
F1 >	Count Col Pct	UNDECIDE D	INSTITUT IONAL	INDIVIDU AL	Row Total
RO		0.0	1.00	2.00	
NEUTRAL	0.0		2 6.9	3 7.7	5 6.7
CUSTODIAL	1.00	6 85.7	24 82.8	17 43.6	47 62.7
INNOVATIVE	2.00	1 14.3	3 10.3	19 48.7	23 30.7
	Column Total	7 9.3	29 38.7	39 52.0	75 100.0
Chi-Square	D.F.	Significance		Min E.F.	Cells with E.F. < 5
-----	----	-----		-----	-----
13.91864	4	.0076		.467	5 OF 9 (55.6%)
Statistic	Symmetric		With RO Dependent	With F1 Dependent	
-----	-----		-----	-----	
Lambda	.14063		.07143	.19444	
Uncertainty Coefficient	.11560		.12203	.10982	
Somers' D	.29756		.28127	.31586	
Eta			.31978	.38554	

Table 4-5 (continued)

Statistic	Value	Significance
Cramer's V	.30462	
Contingency Coefficient	.39564	
Kendall's Tau B	.29806	.0032
Kendall's Tau C	.24107	.0032
Pearson's R	.26449	.0109
Gamma	.52074	

Number of Missing Observations = 0

Considering the context tactics, inspecting table 4-5 reveals that the majority of the institutionalized hold custodial role orientation (24 out of 29, i.e. 82.8%) while the majority of the individualized hold innovative role orientation (19 out of 39, i.e. 48.7%).

TABLE 4 - 6
CROSSTABULATION RO BY F2

Crosstabulation: RO ROLE ORIENTATION
By F2 CONTENT TACTICS

F2	Count	UNDECIDE	INSTITUT	INDIVIDU	Row Total
	Col Pct	D	IONAL	AL	
RO		0.0	1.00	2.00	
NEUTRAL	0.0		1	4	5
			2.6	11.8	6.7
CUSTODIAL	1.00	3	36	8	47
		100.0	94.7	23.5	62.7
INNOVATIVE	2.00		1	22	23
			2.6	64.7	30.7
Column		3	38	34	75
Total		4.0	50.7	45.3	100.0

Chi-Square D.F. Significance Min E.F. Cells with E.F. < 5

41.17309 4 .0000 .200 5 OF 9 (55.6%)

TABLE 4 - 6 (continued)

Statistic	Symmetric	With RO Dependent	With F2 Dependent
Lambda	.58462	.50000	.64865
Uncertainty Coefficient	.37986	.37895	.38077
Somers' D	.48996	.47745	.50314
Eta		.46903	.70326

Statistic	Value	Significance
Cramer's V	.52392	
Contingency Coefficient	.59532	
Kendall's Tau B	.49013	.0000
Kendall's Tau C	.38400	.0000
Pearson's R	.44125	.0000
Gamma	.67797	

Number of Missing Observations =	0
----------------------------------	---

Considering the relationship between role orientation and content tactics table 4-6 shows that the majority of the institutionalized group hold custodial role orientation (36 out of 38, i.e. 94.7%) while the majority of the individualized tactic hold innovative role orientation (22 out of 34, i.e. 64.7%).

The data are calculated as percentages taken from the dependent variable "role orientation" (by column) against the independent variable "social tactics" as presented in table 4-7.

TABLE 4 - 7
CROSSTABULATION RO BY F3

Crosstabulation: RO ROLE ORIENTATION
By F3 SOCIAL TACTICS

F3	Count	UNDECIDED	INSTITUT	INDIVIDU	Row Total
	Col Pct		IONAL	AL	
		0.0	1.00	2.00	
RO					
	0.0	1	3	1	5
NEUTRAL		10.0	7.9	3.7	6.7
	1.00	7	30	10	47
CUSTODIAL		70.0	78.9	37.0	62.7
	2.00	2	5	16	23
INNOVATIVE		20.0	13.2	59.3	30.7
	Column	10	38	27	75
	Total	13.3	50.7	36.0	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. > 5
16.49899	4	.0024	.667	4 OF 9 (44.4%)

Statistic	Symmetric	With RO Dependent	With F3 Dependent
Lambda	.26154	.21429	.29730
Uncertainty Coefficient	.12070	.13117	.11178
Somers' D	.36369	.33711	.39483
Eta		.42208	.38291
Statistic	Value	Significance	
Cramer's V	.33165		
Contingency Coefficient	.42464		
Kendall's Tau B	.36483	.0004	
Kendall's Tau C	.30133	.0004	
Pearson's R	.35408	.0009	
Gamma	.58428		
Number of Missing Observations =	0		

Considering the relationship between role orientation and social tactics table, 4-7 indicates that the majority of the institutionalized tactic hold custodial role orientation (30 out of 38, i.e. 78.9%) while the majority of the individualized group hold innovative role orientation (16 out of 27, i.e. 59.3%).

As a conclusion, the Chi-Square test for role orientation against the three classes of socialization tactics (Context, Content, and Social Aspect) is significant at the 0.01 significance level. Thus we reject the null hypothesis which states that there is no difference in role orientation between newcomers exposed to different socialization tactics and **accept the alternative hypothesis that, individualized socialization tactics will result in innovative role orientation while the institutionalized tactics lead to a custodial role.**

4.3 Factor Analysis

The factor loading shown in figures 4-8 to 4-10 express the correlations between the items and the factors. Factor analysis in this study is used for determining the number and nature of the underlying variables. The variables in this study were reduced into 10 variables representing the three socialization tactics; The context, the content, and the social aspect tactics; And into six dependent variables representing role orientation, role ambiguity, role conflict, commitment, satisfaction, and intention to quit. The last of the variables is self-efficacy.

Table 4-8 represents the results of oblique factor analysis that is performed to investigate the relationship between the socialization tactics.

The social tactics load on factor 1, content tactics load on factor 2, and context tactics load on factor 3. These three factors (1, 2, & 3) with eigenvalues 4.78, 1.17, and 0.95 accounted for 68.9% of the common variance of all the 10 items composing these tactics.

TABLE 4-8
Rotated Factor Loadings From Factor Analysis
for the Socialization Tactic Scales

- - - - FACTOR ANALYSIS - - - -

Analysis Number 1 Listwise deletion of cases with missing values
 Extraction 1 for Analysis 1, Principal-Components Analysis (PC)

Initial Statistics:

Variable	Communality	Factor	Eigenvalue	Pct of Var	Cum Pct
X25	1.00000	1	4.77887	47.8	47.8
X26	1.00000	2	1.16585	11.7	59.4
X35	1.00000	3	.94895	9.5	68.9
X33	1.00000	4	.75476	7.5	76.5
X36	1.00000	5	.52919	5.3	81.8
X32	1.00000	6	.50469	5.0	86.8
X20	1.00000	7	.42106	4.2	91.0
X21	1.00000	8	.33781	3.4	94.4
X14	1.00000	9	.31038	3.1	97.5
X15	1.00000	10	.24844	2.5	100.0

PC Extracted 3 factors.

Factor Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3
X13	.79256	-.15874	-.19125
X15	.77616	-.09534	-.21764
X12	.76905	-.29466	-.06214
X14	.72524	-.39225	.09068
X11	.68543	-.21316	-.34530
X16	.68052	-.14841	.22633
X7	.65014	.15243	.40576
X8	.63316	.24261	.58327
X10	.61194	.59930	-.02889
X9	.54765	.61818	-.42044

Final Statistics:

Variable	Communality	Factor	Eigenvalue	Pct of Var	Cum Pct
X14	.68806	1	4.77887	47.8	47.8
X12	.68212	2	1.16585	11.7	59.4
X13	.68992	3	.94895	9.5	68.9
X15	.65887				
X16	.53636				
X11	.63449				
X7	.79996				
X8	.61056				
X9	.85884				
X10	.73448				

TABLE 4 - 8 (continued)

- - - - FACTOR ANALYSIS - - - -

Oblimin Rotation 1. Extraction 1. Analysis 1 - Kaiser Normalization.

Oblimin converged in 5 iterations.

Pattern Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3
X11	.81669	.13126	-.20014
X12	.79811	-.05689	.09065
X13	.77451	.13402	.00977
X14	.76639	-.22874	.20154
X15	.72750	.20059	-.00217
X16	.48142	-.08012	.40436
X9	.12094	.89490	-.05436
X10	-.01266	.70838	.36128
X7	-.02725	.09830	.88021
X8	.14133	.10347	.67497

Structure Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3
X12	.82063	.21166	.43258
X13	.82062	.37757	.38286
X15	.78906	.42688	.36457
X14	.78457	.05411	.49190
X11	.76874	.34216	.19107
X16	.63597	.15814	.60062
X9	.37574	.92074	.19452
X10	.36854	.78324	.51017
X7	.39418	.28180	.88956
X8	.47325	.29475	.76029

Factor Correlation Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3
FACTOR 1	1.00000		
FACTOR 2	.31170	1.00000	
FACTOR 3	.44397	.21812	1.00000

In order to ensure that role orientation was conceptually and empirically independent of role conflict and role ambiguity, a factor analysis of the 16 items composing these scales is performed. Three factors (1, 2, & 3) with eigenvalues 4.03, 3.86, and 1.74, respectively, are obtained accounting for 60.2% of the common variance.

Table 4-9
Rotated Factor Loading From Factor Analysis
for Role Orientation, conflict, & Ambiguity

SPSS/PC+

----- FACTOR ANALYSIS -----

Analysis Number 1 Listwise deletion of cases with missing values
Extraction 1 for Analysis 1, Principal-Components Analysis (PC)

SPSS/PC+

----- FACTOR ANALYSIS -----

Initial Statistics:

Variable	Communality	*	Factor	Eigenvalue	Pct of Var	Cum Pct
		*				
X22	1.00000	*	1	4.03076	25.2	25.2
X18	1.00000	*	2	3.86148	24.1	49.3
X17	1.00000	*	3	1.73636	10.9	60.2
X19	1.00000	*	4	1.08644	6.8	67.0
X20	1.00000	*	5	.88205	5.5	72.5
X21	1.00000	*	6	.82052	5.1	77.6
X30	1.00000	*	7	.61640	3.9	81.5
X31	1.00000	*	8	.53718	3.4	84.8
X23	1.00000	*	9	.48603	3.0	87.9
X28	1.00000	*	10	.45604	2.9	90.7
X27	1.00000	*	11	.38127	2.4	93.1
X26	1.00000	*	12	.33389	2.1	95.2
X32	1.00000	*	13	.28758	1.8	97.0
X29	1.00000	*	14	.23396	1.5	98.4
X25	1.00000	*	15	.16823	1.1	99.5
X24	1.00000	*	16	.08181	.5	100.0

PC Extracted 3 factors.

TABLE 4 - 9 (continued)

Factor Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3
X17	-.70153	.51735	.05870
X19	-.67691	.51621	-.02560
X21	-.62818	.41968	.04430
X22	-.61422	.30258	-.23128
X20	-.58914	.58078	.14792
X32	.50546	.30125	.49729
X18	-.55330	.65405	.18210
X23	.45124	.64831	-.35225
X29	.30616	.58987	.05422
X25	.43116	.57480	-.13148
X26	.49327	.53329	.03433
X24	.50233	.53197	-.27011
X27	.41712	.53076	-.08204
X28	.43941	.46227	-.11201
X30	.17068	.20507	.77432
X31	.15723	.01813	.73292

Final Statistics:

Variable	Communality	Factor	Eigenvalue	Pct of Var	Cum Pct
X22	.52231	1	4.03076	25.2	25.2
X18	.76708	2	3.86148	24.1	49.3
X17	.76324	3	1.73636	10.9	60.2
X19	.72534				
X20	.70627				
X21	.57270				
X30	.67076				
X31	.56222				
X23	.74800				
X28	.41932				
X27	.46243				
X26	.52890				
X32	.59354				
X29	.44462				
X25	.53358				
X24	.60829				

TABLE 4 - 9 (continued)

SPSS/PC+

----- FACTOR ANALYSIS -----

Oblimin Rotation 1. Extraction 1. Analysis 1 - Kaiser Normalization.
 Oblimin converged in 4 iterations.

Pattern Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3
X17	-.87299	-.03357	.00826
X18	-.86140	.11546	.16690
X19	-.84391	.00807	-.07273
X20	-.83797	.05025	.12022
X21	-.75288	-.06048	-.00519
X22	-.63600	-.04938	-.29082
X23	-.03066	.87395	-.22326
X24	.07345	.78759	-.14508
X25	-.02401	.73245	-.01229
X26	.03112	.68150	.15872
X27	-.01214	.67421	.03084
X28	.05210	.64504	-.00273
X29	-.15010	.60913	.15710
X30	-.08895	-.00354	.82074
X31	.02513	-.13989	.75881
X32	.13637	.35704	.60129

Structure Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3
X17	-.87301	-.04705	-.05605
X19	-.84865	-.01873	-.12799
X18	-.84822	.12925	.12879
X20	-.82904	.05647	.07255
X21	-.75426	-.07420	-.06604
X22	-.65636	-.10984	-.34193
X23	-.03075	.83534	-.07623
X24	.07714	.76409	-.00580
X25	-.01234	.72995	.11105
X26	.05340	.70911	.27707
X27	.00143	.67927	.14504
X28	.06292	.64546	.11081
X29	-.12917	.63337	.25094
X30	-.03392	.13495	.81417
X31	.07368	-.01001	.73663
X32	.18281	.46194	.67135

Factor Correlation Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3
FACTOR 1	1.00000		
FACTOR 2	.01705	1.00000	
FACTOR 3	.06712	.17060	1.00000

From the pattern matrix shown in table 4-9 role orientation load on factor 1 (6 items), role ambiguity load on factor 2 (7 items), and role conflict load on factor 3 (3 items). The results of factor analysis supported the analytical separation of these variables.

Table 4-10 shows the factor loading from the factor analysis for the dependent variables satisfaction, commitment, self-efficacy and intention to quit in order to verify the number and nature of the underlying variables.

TABLE 4 - 10
Rotated Factor Loading From Factor Analysis for
Commitment, Satisfaction, Sel-Efficacy & Intention to Quit

----- FACTOR ANALYSIS -----

Analysis Number 1: Listwise deletion of cases with missing values
Extraction 1 for Analysis 1, Principal-Components Analysis (PC)

Initial Statistics:

Variable	Communality	*	Factor	Eigenvalue	Pct of Var	Cum Pct
		*				
X45	1.00000	*	1	5.26514	29.3	29.3
X47	1.00000	*	2	3.30347	18.4	47.6
X50	1.00000	*	3	1.69893	9.4	57.0
X48	1.00000	*	4	1.40240	7.8	64.8
X49	1.00000	*	5	.93221	5.2	70.0
X46	1.00000	*	6	.76915	4.3	74.3
X43	1.00000	*	7	.66870	3.7	78.0
X37	1.00000	*	8	.60960	3.4	81.4
X39	1.00000	*	9	.55611	3.1	84.5
X38	1.00000	*	10	.50012	2.8	87.3
X44	1.00000	*	11	.44051	2.4	89.7
X36	1.00000	*	12	.40010	2.2	91.9
X34	1.00000	*	13	.35776	2.0	93.9
X33	1.00000	*	14	.29329	1.6	95.5
X35	1.00000	*	15	.24806	1.4	96.9
X40	1.00000	*	16	.23742	1.3	98.2
X42	1.00000	*	17	.21706	1.2	99.4
X41	1.00000	*	18	.09997	.6	100.0

PC Extracted 4 factors.

TABLE 4 - 10 (continued)

Factor Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
X34	.80746	-.13246	.21104	-.00916
X33	.77817	-.30920	.08335	-.05777
X38	.76004	.00045	-.09382	.10386
X35	.73229	-.22902	.15197	-.09284
X40	.71410	-.10674	-.28040	-.09885
X37	.70233	-.27832	.07923	.06021
X36	.67836	-.18037	.12680	-.35058
X39	.62106	-.05853	.30199	.42747
X45	.54758	.42794	-.21529	.35017
X48	.15067	.81671	.01789	-.01312
X46	-.13343	.80648	.26143	.00262
X49	.18679	.71016	.08618	.05784
X47	.10549	.67319	.41426	-.06229
X50	.30394	.47428	.29353	.05353
X41	-.28747	-.40727	.56811	.43364
X42	-.44917	-.38230	.56156	.37485
X44	.29038	-.00221	.54505	-.48783
X43	.44400	.13421	-.32857	.60093

Final Statistics:

Variable	Communality *	Factor	Eigenvalue	Pct of Var	Cum Pct
X45	.65195 *	1	5.26514	29.3	29.3
X47	.63980 *	2	3.30347	18.4	47.6
X50	.40635 *	3	1.69893	9.4	57.0
X48	.69021 *	4	1.40240	7.8	64.8
X49	.54999 *				
X46	.73657 *				
X43	.68422 *				
X37	.58063 *				
X39	.66307 *				
X38	.59725 *				
X44	.61939 *				
X36	.63169 *				
X34	.71416 *				
X33	.71144 *				
X39	.62042 *				
X40	.60973 *				
X42	.80378 *				
X41	.75931 *				

TABLE 4 - 10 (continued)

SPSS/PC+				
- - - - FACTOR ANALYSIS - - - -				
Oblimin Rotation 1, Extraction 1, Analysis 1 - Kaiser Normalization.				
Oblimin converged in 5 iterations.				
Pattern Matrix:				
	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
X33	.84018	-.13620	-.02381	-.00456
X34	.83838	.08675	.04796	.00465
X35	.79475	-.04101	-.00638	-.06517
X36	.74910	-.03175	-.18228	-.28589
X37	.74745	-.11390	.04796	.09412
X38	.65129	.06107	-.14603	.25181
X39	.62474	.19588	.38895	.33139
X40	.61368	-.13918	-.37046	.13752
X46	-.31945	.81873	.00032	-.04746
X47	-.00715	.80018	.07275	-.15314
X48	-.13341	.74916	-.24840	.09432
X49	-.05245	.69592	-.13105	.11998
X50	.19347	.60002	.06921	.01325
X41	-.00542	-.10491	.85512	.03730
X42	-.15623	-.11034	.83724	-.03403
X43	.20026	.05639	-.01106	.76766
X44	.47110	.26424	.07511	-.63842
X45	.25337	.36834	-.17362	.54148
Structure Matrix:				
	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
X34	.83990	.13976	-.05539	.11619
X33	.83257	-.07416	-.09653	.10199
X35	.78383	.01144	-.07856	.03933
X37	.74680	-.06129	-.03102	.18001
X36	.72843	.02600	-.22076	-.16301
X38	.70518	.14324	-.25917	.36291
X40	.66258	-.03756	-.43742	.26060
X39	.64058	.21054	.25002	.37537
X46	-.26817	.79300	-.06711	-.03528
X47	.02080	.77974	-.01185	-.11023
X48	-.04099	.77906	-.34608	.16049
X49	.02689	.71767	-.23396	.17749
X50	.22998	.60536	-.03324	.07004
X42	-.25965	-.23471	.87349	-.17600
X41	-.10085	-.21624	.86456	-.08654
X43	.30819	.12351	-.14452	.79975
X45	.37069	.44559	-.32356	.62370
X44	.39608	.24458	.07546	-.56781

TABLE 4 - 10 (continued)

Factor Correlation Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
FACTOR 1	1.00000			
FACTOR 2	.07044	1.00000		
FACTOR 3	-.10879	-.13267	1.00000	
FACTOR 4	.13386	.06715	-.13573	1.00000

Factor analysis for the 18 items composing the scales of the above mentioned variables is performed. Four factors are extracted with eigenvalues greater than one (5.27, 3.3, 1.7, and 1.4 respectively) accounting for 64.8% of the common variance.

Commitment (8 items) load on factor 1, self-efficacy load on factor 2, Intention to quit (2 items) load on factor 3, and satisfaction (3 items) load on factor 4.

As a conclusion, the results of the factor analysis shows the relationship between the socialization tactics; The analytical separation of role orientation, role conflict, and role ambiguity. Hence, the conclusion is that the research instrument is valid and reliable.

4.4 Multiple Regression

To answer the research question: **What is the relative importance of socialization tactics (context, content, and social aspect) to the explained variations in role orientation.** It was decided to use multiple regression. the results of the regression analysis are shown in table 4-11a.

It is important to note here that using **residual analysis** to eliminate the **outliers** (cases with random responses) enabled this researcher to delete thirty cases.

TABLE 4 - 11
REGRESSION OF ORIENTATION VS. SOCIALIZATION TACTICS

```

***** MULTIPLE REGRESSION *****
Listwise Deletion of Missing Data
Equation Number 1    Dependent Variable..  RO    ROLE ORIENTATION
Beginning Block Number 1. Method: Stepwise
-----
                                SPSS/PC+
***** MULTIPLE REGRESSION *****

Equation Number 1    Dependent Variable..  RO    ROLE ORIENTATION
Variable(s) Entered on Step Number
1..    F2            CONTENT TACTICS

Multiple R            .89603
R Square              .80288
Adjusted R Square     .80018
Standard Error        .48618

Analysis of Variance

                                DF            Sum of Squares            Mean Square
Regression            1                70.28017                70.28017
Residual              73                17.25538                 .23638
F =      297.32474      Signif F = .0000

```

TABLE 4 - 11 (CONTINUED)

***** MULTIPLE REGRESSION *****
 Equation Number 1 Dependent Variable.. RO ROLE ORIENTATION
 Variable(s) Entered on Step Number
 2.. F3 SOCIAL TACTICS

Multiple R .93442

R Square .87314

Adjusted R Square .86961

Standard Error .39273

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	2	76.43038	38.21519
Residual	72	11.10517	.15424

F = 247.76687 Signif F = 0.0

***** MULTIPLE REGRESSION *****
 Equation Number 1 Dependent Variable.. RO ROLE ORIENTATION
 Variable(s) Entered on Step Number
 3.. F1 CONTEXT TACTICS

Multiple R .93945

R Square .88257

Adjusted R Square .87761

Standard Error .38049

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	3	77.25669	25.75223
Residual	71	10.27886	.14477

F = 177.88040 Signif F = 0.0

***** MULTIPLE REGRESSION *****
 ----- Variables in the Equation -----

Variable	B	SE B	Beta	T	Sig T
F2	.67203	.04991	.68561	13.464	.0000
F3	.24076	.04246	.28638	5.670	.0000
F1	.09380	.03926	.11346	2.389	.0196
(Constant)	-.13837	.04465		-3.099	.0028

----- Variables not in the Equation -----

Variable	Beta In	Partial	Min Toler	T	Sig T
X1	-8.855E-03	-.02392	.62418	-.200	.8419
X2	-.03771	-.10939	.63781	-.921	.3604
X3	-4.934E-03	-.01411	.63043	-.118	.9063
X4	.03112	.08972	.63780	.754	.4536
X5	.06225	.17796	.61313	1.513	.1348
X6	-3.909E-03	-.01136	.63553	-.095	.9245

End Block Number 1 PIN = .050 Limits reached.

The multiple regression yielded the following regression equation.

$$RO = -0.138 + 0.672*F_2 + 0.241*F_3 + 0.094*F_1$$

(0.00) (0.00) (0.0196) (0.0028)

Where RO is role orientation.

F₂ Content tactics.

F₃ Social Aspect Tactics.

F₁ Context Tactics.

The F-ratio (177.88) indicates that the regression of role orientation for the variables F₂, F₃, and F₁ is statistically significant. The coefficient of determination R² = 0.883, indicates that 88.3% of the variations in role orientation are explained by the variations in content tactics variables. The "Sig T" column shows that the T-value of the regression coefficients are significant at p < 0.01.

In order to investigate the relative importance of socialization tactics to the explained variations in self-efficacy A multiple regression analysis was performed with SE as the dependent variable versus the socialization tactics as the independent variables. The result of the regression analysis is shown in Table 4-12.

TABLE 4 - 12
REGRESSION OF SELF-EFFICACY VS. SOCIALIZATION TACTICS

SPSS/PC+			
* * * * MULTIPLE REGRESSION * * *			
Equation Number 1	Dependent Variable..	SE	SELF EFFICACY
Variable(s) Entered on Step Number			
1..	F2	CONTENT TACTICS	
Multiple R	.71910		
R Square	.51711		
Adjusted R Square	.51049		
Standard Error	.66393		
Analysis of Variance			
	DF	Sum of Squares	Mean Square
Regression	1	34.45887	34.45887
Residual	73	32.17899	.44081
F =	78.17205	Signif F =	.0000

SPSS/PC+			
* * * * MULTIPLE REGRESSION * * *			
Equation Number 1	Dependent Variable..	SE	SELF EFFICACY
Variable(s) Entered on Step Number			
2..	F3	SOCIAL TACTICS	
Multiple R	.75565		
R Square	.57101		
Adjusted R Square	.55909		
Standard Error	.63011		
Analysis of Variance			
	DF	Sum of Squares	Mean Square
Regression	2	38.05090	19.02545
Residual	72	28.58697	.39704
F =	47.91806	Signif F =	0.0

TABLE 4 -12 (continued)

```

-----
                        SPSS/PC+
      * * * *  M U L T I P L E  R E G R E S S I O N  * * *

Equation Number 1   Dependent Variable..  SE  SELF EFFICACY

Variable(s) Entered on Step Number
  3..  F1          CONTEXT TACTICS

Multiple R          .77588
R Square            .60199
Adjusted R Square   .58517
Standard Error      .61119

Analysis of Variance
      DF      Sum of Squares      Mean Square
Regression        3          40.11547          13.37182
Residual          71          26.52240           .37355

F =      35.79614      Signif F = .0000
-----

```

```

-----
                        SPSS/PC+
      * * * *  M U L T I P L E  R E G R E S S I O N  * * *

----- Variables in the Equation -----

Variable          B          SE B          Beta          T  Sig T
F2                .42933        .08018        .50201        5.355 .0000
F3                .16241        .06821        .22140        2.381 .0200
F1                .14827        .06307        .20555        2.351 .0215
(Constant)        .42758        .07173                5.961 .0000
-----

```

```

----- Variables not in the Equation -----

Variable  Beta In  Partial  Min Toler          T  Sig T
X1        2.3431E-03  .00344    .62418        .029 .9771
X2        -.03121    -.04917    .63781       -.412 .6817
X3         .01415    .02199    .63043        .184 .8545
X4        -.05709    -.08940    .63780       -.751 .4552
X5        -.11793    -.18311    .61313      -1.558 .1237
X6        -.04389    -.06930    .63553       -.581 .5630
-----

```

```

End Block Number  1  PIN = .050 Limits reached.
-----

```

The multiple regression analysis yielded the following prediction equation:

$$SE = 0.428 + 0.429*F2 + 0.162*F3 + 0.148*F1$$

(0.00) (0.02) (0.0215) (0.00)

The F-ratio (35.796) indicates that the regression of self-efficacy on the socialization tactics variables is statistically significant at 0.00 level. The coefficient of determination r^2 indicates that 60% of the variations of the self-efficacy variable are explained by variations in the socialization tactics. The 'Sig T' column shows that the T-value of the regression coefficients are significant at $p < 0.03$.

From table 4-17 it is observed that the Pearson correlation coefficient indicates that role orientation is highly and positively related to self-efficacy. A research question is raised, and a null and an alternative hypothesis are formulated.

H_0 : Self-efficacy does not effect the institutionalized socialization tactics.

H_a : High levels of self-efficacy moderates the institutionalized socialization tactics.

In order to test the hypothesis that high levels of self-efficacy moderates the effects of the institutionalized socialization tactics on role orientation, a series of moderated regressions are performed. A separate regression equation is run for each socialization tactic with role orientation as the dependent variable. In each equation, self-efficacy and an interaction variable composed of the product of the socialization tactic and self-efficacy are included. Therefore, three regressions were run, the results are shown in the following tables:

I - The results of regression analysis of role orientation against self-efficacy and the interaction variable of self-efficacy multiplied by context socialization tactics are presented in Table 4 - 13.

TABLE 4 - 13
MODERATED REGRESSION OF ROLE ORIENTATION VS.
SELF-EFFICACY*CONTEXT SOCIALIZATION TACTICS

* * * * MULTIPLE REGRESSION * * * Listwise			
Deletion of Missing Data			
N of Cases = 54			
Correlation:			
	RO	SE	SE1
RO	1.000	.722	.685
SE	.722	1.000	.568
SE1	.685	.568	1.000

TABLE 4 - 13 (continued)

 SPSS/PC+ *
 *** MULTIPLE REGRESSION ***
 Equation Number 1 Dependent Variable.. RO ROLE ORIENTATION

Beginning Block Number 1. Method: Stepwise

Variable(s) Entered on Step Number
 1.. SE SELF EFFICACY

Multiple R .72163
R Square .52075
 Adjusted R Square .51153
 Standard Error .75334

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	1	32.06587	32.06587
Residual	52	29.51077	.56751
F =	56.50226	Signif F = .0000	

SPSS/PC+ *
 *** MULTIPLE REGRESSION ***
 Equation Number 1 Dependent Variable.. RO ROLE ORIENTATION

Variable(s) Entered on Step Number
 2.. SE1

Multiple R .79502
R Square .63206
 Adjusted R Square .61763
 Standard Error .66651

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	2	38.92033	19.46017
Residual	51	22.65631	.44424
F =	43.80538	Signif F = 0.0	

----- Variables in the Equation -----

Variable	B	SE B	Beta	T	Sig T
SE	1.00110	.21028	.49135	4.761	.0000
SE1	.30535	.07774	.40540	3.928	.0003
(Constant)	-.94598	.19115		-4.949	.0000

End Block Number 1 POUT = .100 Limits reached.

the following regression equation is extracted from the results of regression of role orientation versus the interaction variable of self-efficacy times the content socialization tactics. (content & social tactics are kept constant).

$$RO = -0.946 + 1.0*SE + 0.305*SE_1.$$

(0.00) (0.00) (0.00)

wher RO Role orientation.

SE Self-efficacy.

SE1 Self-efficacy*Context tactics.

F-Ratio (56.5) is statistically significant. The 'Sig T' column shows that the variables' coefficients are significant at the 0.001 level. The coefficient of determination r^2 (0.632) indicates that 63.2% of the variations in role orientations (keeping everything else constant) is due to the variations in self-efficay and its interaction with context socialization tactics. Note that the interaction term corresponds to 11% of the variations in role orientation.

II- The results of regression analysis of role

orientation against self-efficacy and the interaction variable of self-efficacy multiplied by content socialization tactics are presented in Table 4 - 14.

TABLE 4 - 14
MODERATED REGRESSION OF ROLE ORIENTATION VS.
SELF-EFFICACY*CONTENT SOCIALIZATION TACTICS

***** MULTIPLE REGRESSION *****

Listwise Deletion of Missing Data

N of Cases = 54

Correlation:

	RO	SE	SE2
RO	1.000	.722	.900
SE	.722	1.000	.733
SE2	.900	.733	1.000

***** MULTIPLE REGRESSION *****

Equation Number 1 Dependent Variable.. RO ROLE ORIENTATION

Beginning Block Number 1. Method: Stepwise

Variable(s) Entered on Step Number

1.. SE2

Multiple R .89982

R Square .80967

Adjusted R Square .80601

Standard Error .47475

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	1	49.85662	49.85662
Residual	52	11.72003	.22539
F =	221.20637	Signif F = .0000	

***** MULTIPLE REGRESSION *****

Equation Number 1 Dependent Variable.. RO ROLE ORIENTATION

----- Variables in the Equation -----

Variable	B	SE B	Beta	T	Sig T
SE2	.70772	.04758	.89982	14.873	.0000
(Constant)	-.26299	.07233		-3.913	.0003

TABLE 4 - 14 (continued)

----- Variables not in the Equation -----					
Variable	Beta In	Partial	Min Toler	T	Sig T
SE	.13424	.20932	.46281	1.529	.1325
End Block Number	1	PIN =	.050 Limits reached.		

The regression yielded the following prediction equation.

$$RO = -0.283 + 0.708*SE_2,$$

(0.0003) (0.00)

wher RO Role orientation.

SE Self-efficacy.

SE₂ Self-efficacy*Context tactics.

The F-Ratio (221.2) is statistically significant. The 'Sig T' column shows that the variables' coefficients are significant at the 0.0003 level. The coefficient of determination r² (0.809) indicates that 80.9% of the variations in role orientations (keeping everything else constant) is due to the variations in the interaction variable which is composed of the multiplication of self-efficay by the content socialization tactics.

III - The results of the regression analysis of role orientation against self-efficacy and the interaction variable of self-efficacy multiplied by social socialization tactics are shown in table 4 - 15.

TABLE 4 - 15
MODERATED REGRESSION OF ROLE ORIENTATION VS.
SELF-EFFICACY*CONTENT SOCIALIZATION TACTICS

SPSS/PC+
*** MULTIPLE REGRESSION *** Listwise Deletion
of Missing Data

N of Cases = 54

Correlation:

	RO	SE	SE3
RO	1.000	.722	.775
SE	.722	1.000	.679
SE3	.775	.679	1.000

SPSS/PC+
*** MULTIPLE REGRESSION ***

Equation Number 1 Dependent Variable.. RO ROLE ORIENTATION
Beginning Block Number 1. Method: Stepwise

Variable(s) Entered on Step Number
1.. SE3

Multiple R .77476
R Square .60025
Adjusted R Square .59257
Standard Error .68802

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	1	36.96157	36.96157
Residual	52	24.61507	.47337

F = 78.08232 Signif F = .0000

TABLE 4 - 15 (continued)

 SPSS/PC+
 * * * * M U L T I P L E R E G R E S S I O N * * * Equation Number
 1 Dependent Variable.. RO ROLE ORIENTATION

Variable(s) Entered on Step Number

2.. SE SELF EFFICACY

Multiple R .81931

R Square .67128

Adjusted R Square .65839

Standard Error .63000

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	2	41.33495	20.66747
Residual	51	20.24170	.39690
F =	52.07276	Signif F = 0.0	

----- Variables in the Equation -----

Variable	B	SE B	Beta	T	Sig T
SE3	.34812	.07204	.52838	4.833	.0000
SE	.73948	.22277	.36294	3.319	.0017
(Constant)	-.67861	.19959		-3.400	.0013

End Block Number 1 POUT = .100 Limits reached.

the above tabulated results of the regression analysis have yielded the following prediction equation.
 (context & content tactics were kept constant).

$$RO = -0.679 + 0.348*SE_3 + 0.739*SE.$$

(0.0013) (0.00) (0.0017)

wher RO Role orientation.

SE Self-efficacy.

SE₃ Self-efficacy*Social tactics.

F-Ratio (52.07) is statistically significant. The 'Sig T' column shows that the variables' coefficients are significant at the 0.0013 level. The coefficient of determination r^2 (0.671) indicates that 67.1% of the variations in role orientations (keeping everything else constant) is due to the variations in self-efficacy and its interaction with social socialization tactics. It is observed that the interaction variable was loaded first, explaining 60% of the variations in role orientation with all other variables kept constant.

As a conclusion, **high levels of self-efficacy do moderate the effect of the institutionalized tactics.** This is explained by the values of the coefficients of determinations for the three regression analyses, and by the high correlation between SE_1 , SE_2 , SE_3 and role orientation. Therefore, we reject the null hypothesis that self-efficacy has no effect upon the institutionalized socialization tactics, and **accept the alternative that high levels of self-efficacy do effect the institutionalized socialization tactics.**

4.5 Correlation

Concerning the relationship between the institutionalized socialization tactics and the personal outcomes, the following research question is posed: Is there any relationship between institutionalized tactics and personal outcomes. To answer this question the null and alternative hypotheses were formulated as follows:

H₀: There is no relationship between institutionalized socialization tactics and personal outcomes.

H_a: Institutionalized socialization tactics will be negatively related to role conflict, role ambiguity, and intention to quit, and positively related to job satisfaction and commitment.

To test the above posed research question, a correlation analysis is performed in an attempt to pinpoint any significant intercorrelation between the variables used in this research. The results are shown in table 4-16.

TABLE 4 - 16
INTERCORRELATION BETWEEN INSTITUTIONALIZED
TACTICS AND PERSONAL OUTCOMES

SPSS/PC+						
Variable	Cases	Mean	Std Dev			
F1	38	-.2105	1.2446			
F2	38	-.3640	.9395			
F3	38	-1.1447	.4780			
RO	38	-.6579	.6855			
RC	38	.5439	.7995			
RA	38	.6617	.6931			
CO	38	.1151	.8415			
ST	38	.3772	.6256			
IQ	38	-.0132	1.0494			

SPSS/PC+						
Correlations:	RO	RC	RA	CO	ST	IQ
F1	.4035*	-.1715	-.3735	-.3536	-.1035	-.4005*
F2	.8094**	-.2550	-.6054**	-.4576*	.1224	-.2837
F3	.4370*	-.2364	-.2276	-.4656*	.1574	-.3945*
N of cases: 38 1-tailed Signif: * - .01 ** - .001						
" . " is printed if a coefficient cannot be computed						

38 cases out of 75 were taken into the analysis ensuring that only the institutionalized side of the socialization tactics continua was taken. The sign of the correlation coefficients for role conflict, role ambiguity, and intention to quit is negative, indicating that these variables are negatively related to the institutionalized tactics. Similarly, satisfaction is positively related to the social and content socialization tactics, and negatively related to the context tactic. This is explained as the possibility of

the existence of the context and social tactics in either an individual setting (informal & individual) or in an institutionalized setting (formal & collective).

Although the sign of the correlation coefficients for commitment versus socialization tactics is negative, commitment is positively related to institutionalized type of tactics, because the negative sign is due to the nature of the scaling procedure for commitment. Commitment is measured on a continuum with a positive side indicating commitment, while no commitment is measured on the negative side. Since the institutionalized tactics are measured on the negative side of their continua, the negative sign of the correlation coefficients have become negative.

As a conclusion, we reject the null hypothesis that there is no relation between the institutionalized socialization tactics and personal outcomes, and adopt the alternative hypothesis which states that role conflict, role ambiguity, and intention to quit are negatively related to the institutionalized tactics, and that commitment and satisfaction are positively related to them.

TABLE 4 - 17
CORRELATION MATRIX OF ALL THE
VARIABLES IN THE RESEARCH

Variable	Cases	SPSS/PC+	
		Mean	Std Dev
F1	75	.1600	1.3156
F2	75	.0511	1.1096
F3	75	-.0733	1.2937
RO	75	-.1067	1.0876
RC	75	.5689	.7589
RA	75	.6248	.7049
CO	75	.3250	.9571
ST	75	.5822	.7231
IQ	75	-.1933	1.0933
SE	75	.4613	.9490

Correlations:	F1	F2	F3	RO	RC	RA
F1	1.0000**	.4618**	.4477**	.5583**	-.1217	-.0770
F2	.4618**	1.0000**	.5518**	.8960**	-.1447	-.1163
F3	.4477**	.5518**	1.0000**	.7155**	-.0143	.0626
RO	.5583**	.8960**	.7155**	1.0000**	-.0910	-.0030
RC	-.1217	-.1447	-.0143	-.0910	1.0000**	.2036
RA	-.0770	-.1163	.0626	-.0030	.2036	1.0000**
CO	.2110	.1824	.3394*	.3180*	.0513	.5628**
ST	.3340*	.3854**	.4219**	.4781**	-.1466	.1112
IQ	-.3517**	-.2470	-.2753*	-.3330*	.3923**	-.0065
SE	.5365**	.7191**	.5904**	.7410**	-.0966	-.1637

N of cases: 75 1-tailed Signif: * - .01 ** - .001

" . " is printed if a coefficient cannot be computed

Correlations:	CO	ST	IQ	SE
F1	.2110	.3340*	-.3517**	.5365**
F2	.1824	.3854**	-.2470	.7191**
F3	.3394*	.4219**	-.2753*	.5904**
RO	.3180*	.4781**	-.3330*	.7410**
RC	.0513	-.1466	.3923**	-.0966
RA	.5628**	.1112	-.0065	-.1637
CO	1.0000**	.5365**	-.2096	.0109
ST	.5365**	1.0000**	-.2973*	.3648**
IQ	-.2096	-.2973*	1.0000**	-.2750*
SE	.0109	.3648**	-.2750*	1.0000**

N of cases: 75 1-tailed Signif: * - .01 ** - .001

" . " is printed if a coefficient cannot be computed

CHAPTER V

CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

Many research topics have approached the concept of socialization tactics from many perspectives, but few have tried to measure their impact on role and personal outcomes.[Feldman,1976]. It is commonly known that all the new entrants into commercial banks in Lebanon, and elsewhere, are faced with a new environment making them feel uncertain about their success in the new setting. Therefore, reducing uncertainty is the major goal of newcomers in commercial banks, and the methods of socialization that banks use can influence the newcomers' respond to their bank's management. In other words, the employees in their new setting will face a "reality shock". This shock is positive when the actual experience falls within the scope of the newcomers' expectations. The reality shock could be negative when the new entrants face a situation that falls short of their expectations. In such a situation the newcomer will be involved in an active role search to redefine his position in the new setting. In this stage the newcomers starts to dig for information either formally

(through the content type of socialization tactics) or informally (through the social aspect type of socialization tactics) within the given situation (context socialization tactics). As a result of the information search, the employee's role could be either custodial or innovative.

5.2 Answers to Research Questions

The findings of this research have answered the research questions posed in chapter two concerning the importance of the socialization tactics in predicting the reality shock of the employees at the commercial banks in Lebanon, and the factors underlying these tactics.

The Chi-Square results have led to the adoption of the alternate hypothesis which states that different socialization tactics lead to different sets of role and personal outcomes. It is significant that custodial role orientation is associated with the institutionalized socialization tactics, and that innovative role orientation is associated with the individualized socialization tactics. The contingency tables in the Chi-Square test have shown that the "institutionalized

tactics versus custodial role" are the highest majority among all the extracted tables. Also, it is noticed that the "individualized tactics versus innovative role" are the second majority through all the extracted tables of the test. This indicates that the majority of commercial banks in Lebanon adopt the institutionalized type of socialization tactics.

To answer the research question as to the relative importance of the independent variables in predicting the reality shock and role orientation at commercial banks in Lebanon.

The multiple regression analysis results in a prediction equation with role orientation as the dependent variable. The prediction equation shows that role orientation is a function of all the socialization tactics. i.e. variations in role orientation are explained by different variations in socialization tactics. The loading of the independent variables shows that the content type of tactics has an 80% contribution to the variations in role orientations. This explains that the content socialization tactics are significant in influencing role orientation and subsequent adjustments to banks. The reason is that

the content of information given to newcomers concerning role requirements and their future progress in the bank, reduce the uncertainty surrounding the entry process. It also appears that the context socialization tactics (F2) are relatively the least influential, perhaps because banks' management consider newcomers as learners.

Empirically speaking, it is obvious that these tactical dimensions are associated with one another and that the actual impact of the banks' socialization upon a recruit is a cumulative one. Therefore, awareness of the dimension of the socialization tactics makes it possible for managers to design socialization tactics which maximize the probabilities of certain outcomes.

5.3 IMPLEMENTATION

A custodial role will be most likely to result from a socialization process which is context (collective & formal), content (sequential & fixed), and social (serial & investiture). The conditions which stimulate a custodial role orientation derive from processes which involve the recruit in a definite series of cumulative

stages (sequential), with set timetables for matriculation from one stage to next (fixed), involving role models who set the correct example for the recruit (serial), and to experience an affirmation of self throughout the socialization process (investiture), with all this done on formal group basis.

Role innovation is most likely to occur through a socialization process which is individualized in terms of context (informal & individual), content (random & variable), and social (disjunctive & divestiture). For an individual to have the motivation and strength to be a role innovator, it is necessary for that person to be reinforced individually by other members of the organization which must be an informal process, to be free of sequential stages which might inhibit innovative efforts, to be exposed to innovative role models or none at all and the recruit should redefine himself/herself around certain recognized organizational values.

5.4 RECOMMENDATIONS

In any event, the specification of the dimension of the socialization tactics, open up for bank managers an analytic framework for considering the actual process by

which people are brought into new roles in the workplace. Indeed, it is time to become more conscious of the choices and consequences of the ways in which banks' management process people.

" Uninspired custodianship, recalcitrance, and organizational stagnation are often the direct result of how employees are processed into the organization. Role innovation and ultimately organizational revitalization, at the other extreme, can also be a direct result of how people processed. From this perspective, organizational results are not simply the consequences of the work accomplished by people brought into the organization; rather, they are the consequences of the work these people accomplish after the organization itself has completed its work on them.[Van Maanen & Schein, 1979].

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APPENDIX

QUESTIONNAIRE ITEMS

I - Characteristics of the respondents

- Q # 1 : What is your sex: Male (), Female ().
Q # 2 : What is your age (at your last birthday): _____
..... years.
Q # 3 : What is your educational level?
Q # 4 : What is your current position?
Q # 5 : What is your religion (optional):
Q # 6 : Marital status:

SD = Strongly Disagree D = Disagree UND = Undecided
SA = Strongly Agree A = Agree

II - Items measuring the "CONTEXT TACTICS"

- Q # 7 : My colleagues have gone out of their way to help me adjust to this organization.

S.D D UND A S.A
|-----|-----|-----|-----|

- Q # 8 : I feel that experienced organizational members have held me at a distance until I conform to their expectations.

S.D D UND A S.A
|-----|-----|-----|-----|

III - Items measuring the "CONTENT TACTICS"

- Q # 9 : I did not perform any of my normal job responsibilities until I was thoroughly familiar with departmental procedures and work methods.

S.D D UND A S.A
|-----|-----|-----|-----|

- Q # 10 : Much of my job knowledge has been acquired informally on a trial and error basis.

S.D D UND A S.A
|-----|-----|-----|-----|

IV - Items measuring the "SOCIAL TACTICS"

- Q # 11 : I can predict my future career path in this organization by observing other people's experiences.

S.D D UND A S.A
|-----|-----|-----|-----|

- Q # 12 : The steps in the career path are clearly specified in this organization.

S.D D UND A S.A
|-----|-----|-----|-----|

Q # 13 : I have little idea when to expect a new job assignment or training exercise in this organization.

S.D	D	UND	A	S.A

Q # 14 : This organization does not put new employees through an identifiable sequence of learning experiences.

S.D	D	UND	A	S.A

Q # 15 : I have a good knowledge of the time it will take me to go through the various stages of the training process in this organization.

S.D	D	UND	A	S.A

Q # 16 : Most of my knowledge of what may happen to me in the future comes informally, through the grapevine (getting news unofficially), rather than through regular organizational channels.

S.D	D	UND	A	S.A

V - Items measuring "ROLE ORIENTATION"

Q # 17 : I have changed the mission or purpose of my role.

S.D	D	UND	A	S.A

Q # 18 : While I am satisfied with my overall job responsibilities I have altered the procedures for doing my job.

S.D	D	UND	A	S.A

Q # 19 : The procedures for performing my job are generally appropriate in my view.

S.D	D	UND	A	S.A

Q # 20 : I have tried to change the procedures for doing my job

S.D	D	UND	A	S.A

Q # 21 : I have tried to institute new work goals for me in this organization.

S.D	D	UND	A	S.A

Q # 22 : I have made an attempt to redefine my role and change what I am required to do.

S.D	D	UND	A	S.A

VI - Items measuring "ROLE AMBIGUITY"

Q # 23 : I work under incompatible policies and guidelines.

S.D	D	UND	A	S.A

Q # 24 : I have to work under vague (unclear) directives or orders

S.D	D	UND	A	S.A

Q # 25 : I receive an assignment without adequate resources or materials to execute it.

S.D	D	UND	A	S.A

Q # 26 : I have just the right amount of work to do.

S.D	D	UND	A	S.A

Q # 27 : I have to buck a rule or policy in order to carry out an assignment.

S.D	D	UND	A	S.A

Q # 28 : I know that I have divided my time properly.

S.D	D	UND	A	S.A

Q # 29 : I am uncertain as to how my job is linked.

S.D	D	UND	A	S.A

VII - Items measuring "ROLE CONFLICT"

Q # 30 : I have enough time to complete my work.

S.D	D	UND	A	S.A

Q # 31 : I perform tasks that are too easy or boring.

S.D	D	UND	A	S.A

Q # 32 : I know that I have divided my work load properly.

S.D	D	UND	A	S.A

VIII - Items measuring "COMMITMENT"

Q # 33 : There is not much to be gained by sticking with this organization indefinitely.

S.D	D	UND	A	S.A

Q # 34 : I am extremely glad I chose this organization to work for over others.

S.D	D	UND	A	S.A

Q # 35 : For me, this is the best of all organizations for which to work.

S.D	D	UND	A	S.A

Q # 36 : It would take very little change in my present circumstances to cause me to leave this organization.

S.D	D	UND	A	S.A

Q # 37 : I talk up this organization to my friends as a great organization to work for.

S.D	D	UND	A	S.A

Q # 38 : I am proud to tell others that I am a part of this organization.

S.D	D	UND	A	S.A

Q # 39 : I would accept almost any type of job assignment in order to keep working for this organization.

S.D	D	UND	A	S.A

Q # 40 : Deciding to work for this organization was a definite mistake on my part.

S.D	D	UND	A	S.A

IX - Items measuring "INTENTION TO QUIT"

Q # 41 : I scan the newspapers and other sources for prospective jobs.

S.D	D	UND	A	S.A

Q # 42 : I will probably look for a new job in the coming year.

S.D	D	UND	A	S.A

X - Items measuring "SATISFACTION"

Q # 43 : Professionally speaking, my new job exactly satisfies my expectations of my myself.

S.D	D	UND	A	S.A

Q # 44 : I don't mind working for another organization
as long as my job is the same.

S.D	D	UND	A	S.A
-----	---	-----	---	-----

Q # 45 : My new job is well within the scope of my
abilities.

S.D	D	UND	A	S.A
-----	---	-----	---	-----

XI - Items measuring "SELF-EFFICACY"

Q # 46 : I could have handled a more challenging job
than the one I will be doing.

S.D	D	UND	A	S.A
-----	---	-----	---	-----

Q # 47 : I feel I am overqualified for the job I will be
doing.

S.D	D	UND	A	S.A
-----	---	-----	---	-----

Q # 48 : I feel confident that my skills and abilities
equal or exceed those of my future
colleagues.

S.D	D	UND	A	S.A
-----	---	-----	---	-----

Q # 49 : My past experiences and accomplishments
increases my confidence that I will be able to
perform successfully in this organization.

S.D	D	UND	A	S.A
-----	---	-----	---	-----

Q # 50 : I have all the theoretical and technical
knowledge I need to deal with my new job, all I
need now is practical experience.

S.D	D	UND	A	S.A
-----	---	-----	---	-----

