Original Research Article

Nurturing Employee Engagement through the Application of Socialization Tactics

Elbert Bryan R. Vidal, MBA[1*], Maria Carmen L. Vidal, MBA[2], Joefrelin Ines[3]

[1,2]University of Technology and Applied Sciences- Nizwa
[3]University of Technology and Applied Sciences- Shinas

*Corresponding author: Elbert Bryan R. Vidal

Abstract

The research was conducted to determine how different onboarding programs, otherwise termed as socialization tactics affects the level of employee engagement among new hires. In this study, faculty members and staff from the different colleges in Oman were chosen as the respondents. The study revealed, among other things that, the typology of socialization tactics has varied effects on the level of employee engagement and that there is a statistically significant relationship between socialization tactics and employee engagement. Further studies need to be conducted applying different statistical techniques to further demystify the gray areas that were revealed in the study. This may be done through the application of structural equation modelling or any other techniques that can possibly eliminate observed variables that taints the results of the study.
Keywords: Employee engagement, onboarding, socialization tactics.

INTRODUCTION

Employee engagement is recognized as a strategic goal for many enterprises. The rationale being such is that engaged employees are highly productive and productivity fuels businesses (Lauby, 2018). As a matter of fact, a research conducted by Globoforce (2019) reported that organizations that score in the top 25 percent on employee engagement have nearly three times the return on assets compared to organizations at the bottom of the list.

The Times of Oman (March, 2018) reported that improving employee engagement is the top area of focus of GCC companies (45.34%) while improving employee retention comes second with 41.18% of the companies interviewed have stated.

Employee engagement refers to the emotional commitment the employee has to the organization and its goals. The term encompasses motivation and should not be misconstrued as synonymous with other concepts as employee satisfaction, productivity and company loyalty. This level of commitment entails that the employee actually cares, believes and strives to meet company goals and objectives.

While it is moot and academic to attribute employee engagement to employee motivation and the myriad of theories and time- proven industry practices, it is worth noting that employee engagement takes more than just providing excellent compensation packages, career development options and other conventional motivational tools.

Employee engagement is something that is cultivated from the moment a new employee is hired. It is nurtured and sustained in his first few years in the company until eventually the employee feels this connection between him and the company.

It is given that there is a continuing shift from a resource-based economy to a knowledge- and service-based economy. As jobs become more complex, companies' competitive advantage depend more and more on human capital. Hence, the strategic importance of attracting and retaining employees and maximizing their productivity is increasing.

Failure to prioritize human capital can be catastrophic and downright expensive for a company. (Maurer, Onboarding: Key to Retaining, Engaging Talent, 2015) found out that nearly 33% of new hires look for a new job within their first six months on the job and around 23% of new hires quit before their first year in the company. These figures are highly alarming since the organizational costs of employee turnover are estimated to range between 100% and 300% of the replaced employee's salary and the average cost of replacing an employee is between 16 and 20% of that employee's salary.

These staggering figures and the underlying reasons for such are unchartered territories for many contemporary researches. Although many theories can be used to provide clues or plausible answers, the present research is keen on understanding how an employee's onboarding experience or what is now commonly referred to as socialization tactics, in his first few years working in a company affects the level of employee engagement to the company, with particular interests to the new hires of the University of Technology and Applied Sciences in Oman.

While there are numerous researches conducted about employee engagement, there are only quite a handful of them that specifically correlates it with the socialization tactics used in a company nor looks closely at socialization tactics as the main variable that determines employee engagement. Furthermore, there are not many researches that specifically delves on the effects of the typology of different socialization tactics used by a company and the impact they cause on employee engagement.

Specifically, for the University of Technology and Applied Sciences, there is no specific research about socialization tactics in relation to employee engagement.

These research gaps deem the importance of conducting this research. The findings of this study will be useful not only in designing appropriate onboarding programs or socialization tactics for the university but also for other organizations too. Furthermore, this study can validate the usefulness and efficacy of certain socialization tactics and their direct effects on soliciting engagement of employees.

OBJECTIVES OF THE STUDY

The present research aims to provide a definite description of the different onboarding schemes that are adopted by the different colleges that comprise sampled colleges in Oman with the end in view of assessing how these schemes affect the level of employee engagement among new hires in the overall university system. This will be done by accomplishing four objectives.

1. To assess the level of employee engagement among the new hires in the chosen colleges, measured in terms of vigor, dedication and absorption
2. To determine if there are significant differences on the effects of the different socialization tactics on employee engagement among new hires
3. To determine if there is a significant relationship between the different socialization tactics and employee engagement, measured in terms of vigor, dedication and absorption
4. To present a regression model that shows the impact of socialization tactics on employee engagement.

REVIEW OF LITERATURE
Onboarding or Socialization Tactics and Employee Engagement

Omanization, which is a loose term that refers to incorporating more Omanis into the workforce, has been set in motion and are now being felt in many industries.

The Oman 2040 vision vividly expresses the need to address the growing unemployment problems and the alleviation of the national economy's dependency on foreign workers. Instrumental in this matter was "the repositioning of the private sector as the engine of economic growth and generating employment". It is in the best interest of policy makers to hasten the Omanization process to satisfy the country's social and economic goals, but infusing the labor market with local employees is a daunting task.

For one, skills sets and work experiences of local employees are quite limited. There needs to be a great deal of training, acculturation and assimilation interventions for these employees to be effective in the workplace. This is also greatly necessary if employers aspire for higher employee engagement. Moreover, it is also emphasized that attrition rates, particularly among novice employees both local and foreign are relatively high. The Times of Oman (2018) wrote that a great deal of employees are reported to have a "wait and see" attitude about their careers as compensation and benefits progress are on a halt. Compensation and benefits contribute significantly to employee retention and consequently, dismal news about the matter, adversely affects employee engagement. The same report also suggested, that more than ever, companies are resulting to effective employee engagement initiatives to keep employee attrition levels at bay. For most companies, improving employee engagement has become the top area of focus for 2018, mentioned by 45.34 per cent of the survey's participants. This is closely followed by improving employee retention, which is up to 41.18 per cent.

There is no uniform onboarding practice that is applied in all of the studied colleges. Normally, the staff development committee/unit of each of the colleges

have their own orientation programs and practices. Basically, these working committees/units aim to make the new hire familiar with their work setting. Since there is no uniform onboarding practice, it is possible that some colleges may have a more elaborate onboarding scheme than the others, and obviously are able to exact better employee engagement from their new hires than the others.

This conundrum of not having a uniform onboarding practice presents an opportunity of researching what the best practices in landing committed employees are. This is the main intention of this research.

Socialization tactics or Onboarding
Socialization tactics or onboarding is the process of integrating new employees into the organization, of preparing them to succeed at their job, and to become fully engaged, productive members of the organization (Lee, 2008). It has become a key business initiative and an accelerator of company growth and performance. This has led companies to think proactively on how they can onboard talent by adopting new practices and investing in both traditional and innovative technology solutions to achieve results

Employee onboarding can also be defined as the process by which new employees acquire the necessary knowledge, skills and behaviors to become effective, engaged members of their teams, departments and the organization. They are meant to socialize new hires within the organization, shorten new hire time to productivity and encourage long-term retention (Krasman, 2015).

Onboarding, which is also referred to as new employee orientation programs or organizational socialization tactics, are designed to help newly hired employees learn about the business including daily functions and job responsibilities, as well as the business' culture and values. There are two central purposes for developing onboarding programs. First, onboarding programs help new employees understand their specific roles in the job and in the company. By knowing what to expect and what is expected of them, employees feel more comfortable in their positions and will be more productive in a shorter amount of time. Additionally, onboarding programs are designed to create better fit within the organization by aligning company culture with those of the newly hired employees (Cable D. M., 2001).

Onboarding prepares the employee for his job. While some employees are provided a detailed overview of the organization and the duties expected of him, others are expected to figure it out themselves. In both cases, the new hire is expected to perform his duties effectively while ensuring that he adjusts to the environment, builds confidence and establishes

relationships. Each organization employs different strategies to help the new-hires get accustomed to the environment (Hassan, 2020). Johnson (2010) emphasized that onboarding is imperative for human resource management strategy. Effective integration of new employees is important to make sure that the employees perform to their full potential.

Over time, onboarding has evolved, In the past, onboarding was regarded merely as an HR function i.e. employee orientation. Eventually, it was considered as an ongoing training function. These days, strategic onboarding has become a buzzword in many corporate offices. This entails that onboarding is no longer a mere HR function but a strategic one, which involves the use of both traditional and innovative methods on how to properly assimilate new hires to the company.

Some good onboarding practices include continuous training, structured orientation, established job expectations and assignment of a mentor. The onboarding process varies in length and should be tailored to the needs of the organization and job. Some organizations may have a 90-day onboarding process, while others may require 12 months or more.

Onboarding programs are classified into four levels i.e. 4 C's of Onboarding. Compliance, the lowest level of onboarding practices includes teaching employees about the basic legal and policy-related rules and regulations only. Clarification refers to ensuring that employees understand their new jobs and all related expectations. The third level is called Culture, which is a broad category that includes providing employees with a sense of organizational norms—both formal and informal. The fourth and highest level of onboarding is called Connection. This refers to the vital interpersonal relationships and information networks that new employees must establish (Bauer Talya, 2010).

Onboarding contributes directly to, employee socialization-the process of new hires' integration into the organization, understanding of goals and responsibilities, job satisfaction, commitment to the company, employee engagement, performance metrics; and employee retention (Nass, 2017).

Aside from this, (Lamoureux, 2008), adds that Onboarding is also about integrating new employees to the point at which they are fully accepted into the workforce by peers and others – and at which they are successful in their roles. In here, strategic onboarding enables this transition to occur smoothly and swiftly by helping employees become quickly acculturated, as well as being impactful, to the business and providing a consistent experience for new employees, helping employees utilize corporate resources, and business-specific methodologies and approaches and making sure employees feel welcomed and valued.

Bauer (2017) also adds that successful onboarding can be achieved by three distinct levers. The first lever for successful onboarding is self-efficacy, or self-confidence, in job performance. If the new employee feels confident in doing the job well, he or she will be more motivated and eventually more successful than less confident counterparts.

Thus, organizations should target specific onboarding programs to help boost employees' confidence as they navigate new organizational waters. Self-efficacy has been shown to have an impact on organizational commitment, satisfaction and turnover (Bauer & Bodner, 2007).

A second task-related lever is role clarity—how well a new employee understands his or her role and expectations Performance will suffer if expectations are ambiguous. Role clarity is a good indication of how well-adjusted a new employee is, and measuring role clarity can help organizations stop potential performance problems before they get worse, leading to poor job attitudes.

Social integration is the third lever for successful onboarding (Morrison, 2002). Meeting and starting to work with organizational "insiders" is an important aspect of learning about any organization. In addition, new employees need to feel socially comfortable and accepted by their peers and superiors. Employee Engagement

Employee engagement is the simultaneous employment and expression of a person's 'preferred self' in task behaviors that promote connections to work and to others, personal presence (physical, cognitive, and emotional) and active full performances (Kahn W. , 1990). Now, more than ever, the subject of employee engagement has never been this important. To illustrate, according to a research report from the SHRM 2012 Employee Job Satisfaction and Engagement study, job satisfaction rates, (which is one predictor of employee engagement) sunk for from 2009- 2012. While there was a notable increase from 2008-2009, this was primarily due to the economic recession. Howver, as economic conditions improve, job satisfaction rates have been consistently decreasing towards pre-recession levels (Jacobs, 2012).

Employee engagement is not similar to job satisfaction but arguably may be considered as a determinant. Most literature points that the concept is a manifestation of the employee's feelings towards the organization and is expressed through the employee's vigor, dedication and absorption of the organization (Gera, Pankaj, & Sharma, 2019).

Several studies conducted in the past, attribute employee engagement to several antecedents. These antecedents include job design and characteristics, supervisor and co-worker relationships, workplace environment, and human resource development (Aktar, 2017).

Alternatively, (Kahn W. A., 1990) posited that employees engage in their work roles due to the presence of three psychological conditions i.e. meaningfulness, safety, and availability. Meaningfulness is experienced when employees they feel worthwhile, useful, and valuable and are not taken for granted. Safety is attained by ensuring that negative consequences in work related situations function as a manner in which people can feel safe at work. Availability denotes the possession of physical, cognitive, or emotional resources necessary to participate in role performance(s). While these psychological factors are required for engagement to occur, other antecedent factors are required to facilitate the psychological experiences of personal engagement.

Several researches have pointed out different antecedents to employee engagement. A positive relationship between employee engagement with a person's level of conscientiousness based on the Big Five Personality model, and the perceived quality of relationship between the employee and his supervisor, which was derived from the LMX Theory (Liao, Qin, Mo, & Drown, March 2013).

The study of (Eldridge & Jie, 2010), indicated that collective, formal, fixed, sequential, serial and investiture were positively linked with a number of desirable socialization outcomes in the context of China. This is consistent with the work of Schaufelli *et al.*,

Similarly, Work (employee) engagement is positively associated with job characteristics that might be labeled as resources, motivators or energizers, such as social support form co-workers and one's superior, performance feedback, coaching, job autonomy, task variety, and training facilities Salanova *et al.*, 2001, 2003; Schaufeli, Taris & Van Rhenen, 2003; Schaufeli & Bakker, in press). (Sonnetag, 2011) showed that the level of experienced work engagement is positively associated with the extent to which employees recovered from their previous working day. Moreover, work engagement is positively related with self-efficacy, whereby it seems that self-efficacy may precede engagement as well as follow engagement (Schaufeli W. B., 2012).

(Clifford, 2010) verified and found similar results regarding the antecedents of employee engagement. According to him employee engagement has positive relationships between the antecedent constructs kind of work, amount of work, physical work conditions, supervision and financial rewards, and engagement constructs of company identification and co-workers.

A research by (Rana, Ardichvili, & Tkachenko, 2014), concluded similarly with the volume of researches that preceded his research. According to the research job characteristics were found to be a statistically significant predictor of engagement. The results also showed that HRD practices and conscientiousness were predictive of engagement.

Minor differences in results were reported regarding the antecedents of employee engagement. (Rana, Ardichvili, & Tkachenko, 2014) and even other earlier researches reported leader-member, and coworker exchanges and openness to experience have no effect on engagement (Schaufeli, Salanova, Gonzalez-Romá, & & Bakker, 2002).

While there are several identified antecedents of employee engagement, most of the research conducted about the matter point out to the same manifestations of employee engagement. Schaufeli *et al* defined employee engagement as a positive, fulfilling, work-related state of mind characterized by vigor, dedication and absorption. Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in ones work and persistence in the face of difficulty. Dedication is ones' sense of significance, enthusiasm, inspiration, pride and challenge. Absorption refers to the state in which one is highly concentrated and happily engrossed in works so that s/he feels time passes quickly and it is difficult to detach from work.

Navneet and Saini (2019) also validated Schaufeli's indicators- vigor, dedication and absorption. According to them employee engagement can be characterized by absorption, vigor and dedication. When an employee has high level of energy and mental peace, they are said to have vigor to perform. Pride, inspiration and enthusiasm manifests dedication. Lastly, absorption is manifested by the employees' eagerness to work such that he has a lot of energy and focus as well as not able to realize how time flies when they are working.

Socialization Tactics and Employee Engagement

The positive impact of onboarding programs has been well documented. A research by (Hassan, 2020) reported that companies are increasing in their offering onboarding or orientation programs which span from one day to one year. Further empirical evidence indicates that such initiatives have the potential to increase organizational and employee productivity, as well as employee integration and job satisfaction (Staunton, 2017). It is without question that, onboarding programs are linked to employee engagement.

The onboarding process can play an instrumental role in determining how well an employee is integrated into the organization. Present studies confirm that a successful implementation ensures that each hired individual is integrated and productive. It is for this reason that major research on onboaording focused more on the effectiveness of different onboarding schemes on organizational socialization outcomes. For example, Saks *et al*., (2007) found that the social tactics were the strongest predictor of certain socialization outcomes, and that the context tactics were the weakest predictor of organizational socialization outcomes studied. Similar conclusions were found out from thespecific outcomes such as organizational value congruence.

While there is singularity in the bulk of literature about the importance of onboarding programs and the crucial role it plays in securing a new hires commitment to the company, it is also being noted that onboarding programs among companies vary in process, time, methods, depth and complexity.

In a study which focused on the relationship between the used by organizations and a series of role and personal outcomes and the effects of self-efficacy on role orientation, it was found out that different patterns of socialization lead to different forms of newcomer adjustment to organizations (Jones, 1986). The study also revealed that self-efficacy moderates this learning process which means that produce a stronger custodial role orientation when newcomers possess low levels of self-efficacy. This points to show that, indeed such as the ones employed in onboarding programs correlate to improving self-efficacy.

Some onboarding programs are limited to providing orientation programs only while others have a very elaborate program. Some companies spend a few weeks to orient an employee, while some extend their onboarding program to at least a year. Given these differences, the impact or effectiveness of an onboarding program might differ as well. Bauer (2007), have illustrated the differing dimensions in onboarding. Referring these differences as organizational social tactics, accordingly there are six onboarding approaches i.e. collective/individual, formal/informal, sequential/random, fixed/variable, serial/disjunctive and investiture/divestiture.

As discussed by Bauer (2007), the collective approach to socialization refers to group learning in which new employees go through the socialization process with peers in a group and develop bonding through shared experiences. On the other hand, the individual-approach makes newcomers gain experience within the organization separate from their peer groups. While the collective approach fosters a consistent message to all newcomers, the individual approach opens the door to unique experiences and messages that come from a variety of sources. The formal approach refers to socialization that takes place separate from the job setting. In a formal setting, newcomers participate in a program that is separate from the actual job and

current employees, and learn about role expectations and the organization through segregated activities. The informal approach refers to on-the-job training that does not typically include any clearly defined socialization activities.

The sequential approach to socialization provides newcomers with specific information regarding the sequence of activities during the socialization process. The sequential approach gives new hires the order in which they will experience different learning programs and participate in activities, as opposed to the random approach, where the order of events is unknown. A specific timetable is set in a fixed approach to socialization. This gives newcomers ideas of when socialization events will take place and when each stage of the process will start and finish. In contrast, the variable approach operates with an unknown timeline of events Under the serial approach, a role model or mentor is provided to the new comer that will help guide in the socialization process. The disjunctive approach leaves new hires to learn independently without the help of an experienced peer

Similar to serial tactics, the investiture approach provides new hires with positive feedback from more experienced peers. In contrast, a divestiture approach provides a newcomer with negative feedback until he or she can fully adapt to the group.

Bauer (2007) also hypothesized and pointed out that these onboarding approaches are linked to role clarity, self-efficacy and social acceptance. Coincidently, these three factors are antecedents of employee satisfaction, organizational commitment and productivity.

Contemporary researches lead to conclusions that attribute successful onboarding programs adherence to the social exchange theory, which says that social behavior is the result of an exchange process. According to this theory, developed by sociologist George Homans, people weigh the potential benefits and risks of social relationships. When the risks outweigh the rewards, people will terminate or abandon that relationship. Many researchers argue that if the relationship between the manager and the employee is not successfully established within the onboarding program, the success of the entire onboarding program can be influenced. Similarly, the employee and teammate relationship is also vital (Keller, 2015).

The collected literature points out that employee engagement is caused mostly by job characteristics and predominantly by the employee's level of conscientiousness. However, the present research contends that the effects of these job related factors in most instances may be felt "late" already in relation to his overall feeling about working in the company. The effects are late in the sense that a new

employee may already have developed negative first impressions in his first few days in the job. Job ambiguity, job expectations and role conflicts arise in the first few months on the job and without a comprehensive onboarding program that will condition and prepare a new employee, employee engagement cannot be obtained. Interestingly, the closest and most recent study that links the importance of onboarding to securing employee engagement is the one that was conducted by Glassdoor as cited by (Stevenson, Mason, 2020). In here, Stevenson showed that organizations with a strong onboarding process can improve the retention of new hires by 82 percent. Additionally, productivity sees a boost in improvement of more than 70 percent. However, there are not much imperical studies that has been done to validate this claim.

The present research believes that securing employee engagement should be done as early as possible. This means that securing employee engagement should be one of the objectives of an onboarding program, after all, it has been widely documented that the highest employee attrition levels are obtained during the first few months of an employee's tenure. It then becomes moot and academic for a company to make a positive impression about the workplace and its people. However, there are not a lot of researches that point to the effect or impact of onboarding programs to employee engagement

METHODS
Research Design
By purpose, this research is framed as an applied research. An applied research's goal is to find strategies that can be used to address a specific research problem. Applied research draws on theory to generate practical scientific knowledge. In this case, the determination of appropriate socialization tactics that would engage employees more is the goal, which is to be deduced through and from widely accepted principles, theories and pragmatic studies on employee engagement and their determinants.

By scope, the study is classified as a correlational research in which the intention is to define the type and magnitude of relationships that exists between the different socialization tactics and the representative variables of employee engagement i.e. vigor, dedication and absorption (Schaufeli, Salanova, Gonzalez-Romá, & & Bakker, 2002).

Finally, based on the type of data that will be used to draw inferences, this study is classified as a quantitative research which determine the socialization tactics and its impact on employee engagement among the new hires of University of Technology and Applied Sciences Nizwa.

Participants of the Study
The research participants of the study are the employees of selected colleges in Oman who were hired

from 2018 up the 2021. No distinction as to tenure, position nor any demographic characteristics are employed to classify respondents aside from the time they were hired.

These participants were selected using judgment sampling, a non-probability sampling technique which according to Sekeran (2003) is appropriate to be used in instances where the information that needs to be taken can only be taken from very specific pockets of people who possess the needed facts and can give the information sought. In this case of this research, it is critically imperative that the respondents were hired during the research period and have been subjected to any socialization tactics upon joining the college.

Furthermore, the research participants were engaged through personal connections or referrals from the researcher's personal connections. This is also one of the reasons why a non-probability sampling technique was used. As a matter of cultural practice, obtaining information from unknown people is highly discouraged in Oman and at times it is being perceived

as intrusive. Ergo, it was an ethical judgment by the researcher not to distribute questions randomly.

Reliability of Data

To check the internal consistency of the scores, Cronbach's Alpha was calculated for the 22 items that were answered by the respondents of the study. By principle, internal consistency measures whether several items that propose to measure the same general construct produce similar scores. In this case, this test intends to find out whether the respondents' answers to the items in the questionnaire variables are actually close and related to the main constructs of the study i.e. socialization tactics and employee engagement. The summary table for the Cronbach's Alpha and the individual Internal Consistency Scores of each item in the questionnaire is presented below.

Table-1

Reliability Statistics

Cronbach's Alpha	N of Items
.702	22

Table-2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Collective	73.7623	51.984	-.102	.728
Structure	74.9262	46.433	.409	.680
Sequence	74.8361	45.146	.501	.672
Mentorship	74.8852	45.689	.482	.674
Scheduling	75.2213	43.711	.443	.672
BurstingEnergy	74.4344	46.115	.389	.681
FullofMeaning	74.5410	45.193	.433	.676
TimeFlies	73.6148	47.958	.225	.696
StrongandVigourous	74.3852	45.991	.426	.678
Enthusiastic	73.6393	47.125	.302	.689
ForgetEverything	73.4672	49.226	.142	.702
Inspired	73.6475	47.602	.236	.695
MorninFeeling	73.5902	47.632	.229	.695
IntenselyWorking	73.6557	48.261	.212	.697
Proud	73.7869	46.979	.332	.686
Immersed	73.5574	47.802	.281	.691
WorkLongTime	73.6148	48.768	.181	.699
Challenging	73.6639	50.837	.004	.713
Engaged	73.6066	49.001	.152	.702
Resiliet	74.2951	46.937	.291	.690
DifficulttoDetach	74.4590	48.945	.153	.702
Persevere	74.6639	50.126	.066	.708

Table-1 shows a Cronbach's Alpha value of .702. This is interpreted as a good internal consistency score and is widely accepted as an acceptable value for internal consistency. Table-2, on the other hand, details the Item- Total statistics. This table illustrates the change in Cronbach's Alpha values if one particular item is deleted. By logic, items which carries the highest factor loading e.g. "Item Collective" =.728, may

be eliminated to increase the Cronbach's coefficient to .728. However, the researcher opted to keep all of the 22 items in the questionnaire, since they are all widely accepted to be valid and consistent in multifarious researches. As a matter of fact, most of the values all fall below 0.70, which means that deleting those items will not really increase the internal consistency of the items.

Suitability of Data for Structure Detection

Table-3 shows two tests that indicate the suitability of the data for structure detection. This is necessary to determine whether the data is enough to be used for factor analysis i.e. confirmatory factor analysis, correlation coefficients. To do this, the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy is used,

This statistic indicates the proportion of variance in the variables that might be caused by underlying factors. High values (close to 1.0) generally indicate that a factor analysis may be useful with the data. However, if the value is less than 0.50, the results of the factor analysis probably won't be very useful (IBM, 2021). The KMO statistic for the research is shown below.

Table 3

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.720
Bartlett's Test of Sphericity	Approx. Chi-Square	545.601
	df	231
	Sig.	.000

According to Kaiser, Meyer and Olkin's (1974) Indices of Factorial Simplicity, a KMO statistic of .70 can be considered as "middling level" and is thus acceptable, thus, it can be surmised that the current research passed the measure of sampling adequacy and that the data can be used for factor analysis. Furthermore, obtaining an acceptable level of sampling adequacy justifies the number of samples that were taken for the research despite of using non-probability sampling.

Instruments

To derive that will be needed by the study, the research adopted the following questionnaires.
1. Typology of Socialization Tactics (Van Maanen & Schein, 1979). This tool was used to help identify and describe the socialization tactics that were experienced by the respondents of the study.
2. Utrecht Work Engagement Scale (UWES 17). This tool was used to measure the level of employee engagement among the respondents of the study.

Data Gathering Procedure

The data were collected using judgment sampling, a non-probability sampling technique, wherein respondents are selectively chosen by the researcher based on merits that are specifically useful only for the current research. The 22-item questionnaire was distributed through google forms and were sent via email to known associates in the different colleges. After the questionnaires were retrieved, an initial screening of responses was done. Individual responses whose Standard Deviations were equal to zero (0) were removed, as well as those responses which have missing data. Out of the 127 responses, 6 were eliminated due to the above cited reasons.

Ethical Considerations

The instruments that were used in the study have already been validated and tested for reliability and is frequently used in related studies. This negates the necessity for obtaining permission from the authors

of these instruments. However, they were properly cited in text and in the references.

Consent from the administrators of the different colleges were also considered but due to certain limitations this was not done but instead, permission from the respondents were directly sought. Data that were retrieved are all kept confidential and used for research purposes only.

Data Analysis

The research utilized the following instruments to process and analyze the data that were obtained from the questionnaire.
1. **Mean ($\bar{X}$):** This descriptive statistic is a measure of central tendency and will be used to present the different socialization tactics that are used in the different colleges as well as the level of effect of socialization tactics and employee engagement.
2. **Cronbach Alpha:** This measure of reliability was used to check the internal consistency of the data that are retrieved from the respondents.
3. **KMO Measure of Sampling Adequacy:** This was used to check the adequacy of responses to be acceptable for undergoing factor analysis
4. **Analysis of Variance (ANOVA):** This was used to check if the socialization tactics effects to employee engagement is significantly different. A Post-hoc test such as the Tukey test was also used to point out where the significant differences are noted.
5. **Tukey HSD Test**: This post-hoc test was used to determine where the significant differences were located within the variables tested.
6. **Pearson-R correlation coefficient**: This test statistic was used to determine the type and strength of correlation or simultaneous occurrence that exists between the variables that were studied i.e. socialization tactics and employee engagement.
7. **Multiple Regression**: This statistical technique was used to predict the effect of explanatory or independent variables i.e. socialization tactics on the mediating variables i.e. organization socialization, group socialization, and task

socialization and on the dependent variables i.e. employee engagement measured through vigor, dedication and absorption.

RESULTS AND DISCUSSIONS
### EMPLOYEE ENGAGEMENT LEVELS AMONG NEW HIRES

Based on the responses of the samples who participated in the study, the level of engagement as measured in terms of vigor, dedication and absorption were assessed. Vigor represents the level of energy, enthusiasm and perseverance of the employee in the performance in his job. By asking six questions taken from the UWES 17, a clinical representation of engagement in terms of vigor is measured. This research assessed vigor using a 5-point scale, with one being the lowest and 5 the highest. The resulting scores for each of the six items in vigor were then added up. Ergo, 30 is the highest possible vigor mark that can be obtained by a respondent.

Dedication refers to the employee's perception of how meaningful, inspiring and challenging the job is.

Based on the UWES 17, there are five indicators that can measure dedication. Similar to measuring vigor, the items in dedication are assessed through a five-point scale and the scores obtained in these five items were summed up. This yields a possible maximum score of 25 i.e. highest level of dedication.

This was also the same treatment that was done for the last representative variable for employee engagement i.e. Absorption. Absorption refers to the employees' focus and attention to their work. This factor, according to the UWES 17, are manifested in such behaviors like being too engaged in work and forgetting about time, working immensely and intensely and being unable to detach oneself from their work. The UWES 17 measured these behaviors in six questions. Like the first two parameters of employee engagement, a five-point scale was also used and the resulting scores summed up to get the total Absorption score. Thus, for absorption a participant's highest score will be 30. The results of the employee engagement assessment is presented in Table 4.1.

Table 3.1: Level of Employee Engagement (Per Criterion)
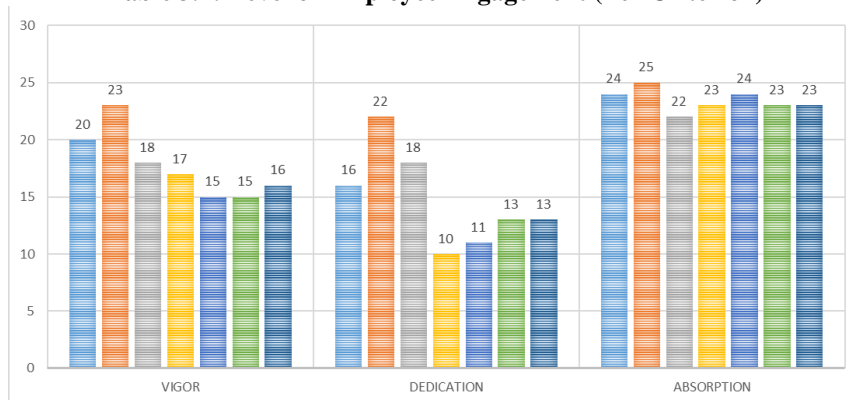
The bars in the Table 3.1 represent the seven chosen colleges that were studied. The numbers above these bars represent the total score obtained for each determinant of employee engagement i.e. vigor, dedication and absorption. The highest possible score for vigor is 30, for dedication 25 and for absorption 30. These scores were derived from UWES 17, a commonly used tool for measuring employee engagement.

From the table it can be seen that across all determinants of employee engagement, the general scores fall within middle to high i.e 16-25 for vigor and absorption while most scores for dedication fall in the middle portion. Thus, it can be said that the employee engagement of the participants is within the normal range- they are neither too engaged or have low engagement in their work.

Significant Differences on the Effect of Socialization Tactics on Employee Engagement

The respondents were exposed to different socialization tactics or onboarding programs. These different tactics were presented by Maanan and Schein (1976) and Bauer 2007. According to them, socialization tactics may be carried through six onboarding approaches i.e. collective/individual, formal/informal, sequential/random, fixed/variable, serial/disjunctive and scheduled/unscheduled.

As discussed by Bauer (2007), the collective approach to socialization refers to group learning in which new employees go through the socialization process with peers in a group and develop bonding through shared experiences. On the other hand, the individual-approach makes newcomers gain experience within the organization separate from their peer groups. While the collective approach fosters a consistent message to all newcomers, the individual approach

opens the door to unique experiences and messages that come from a variety of sources. The formal approach refers to socialization that takes place separate from the job setting. In a formal setting, newcomers participate in a program that is separate from the actual job and current employees, and learn about role expectations and the organization through segregated activities. The informal approach refers to on-the-job training that does not typically include any clearly defined socialization activities.

The sequential approach to socialization provides newcomers with specific information regarding the sequence of activities during the socialization process. The sequential approach gives new hires the order in which they will experience different learning programs and participate in activities, as opposed to the random approach, where the order of events is unknown. A specific timetable is set in a fixed approach to socialization. This gives newcomers ideas of when socialization events will take place and when each stage of the process will start and finish. In

contrast, the variable approach operates with an unknown timeline of events Under the serial approach, a role model or mentor is provided to the new comer that will help guide in the socialization process. The disjunctive approach leaves new hires to learn independently without the help of an experienced peer.

To determine if there really are significant differences in the effect of these different socialization tactics, an Analysis of Variance (ANOVA) was performed for each of the employee engagement criterion. Post-hoc tests were also done to specifically find out where the differences in effects are. This was done by comparing the socialization tactics scores with the employee engagement scores. By doing this, the research was able to find out whether the typology of different socialization tactics will have an effect on the vigor, absorption and dedication of the new hires.

EMPLOYEE ENGAGEMENT WITH RESPECT TO VIGOR

Table 4.1: Significant Differences in Vigor Based on Experienced Socialization Tactics (Individual versus Collective)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	444.367	4	111.092	15.782	.000
Within Groups	816.558	116	7.039		
Total	1260.926	120			

Table 4.1 reveals that there is a significant difference on the vigor of the respondents based on the socialization tactics that they experienced, particularly on whether if the onboarding program was delivered to them individually or collectively, at the p<.05 level for the three conditions [df4,116 =15.782, p =.000]. The

mean differences range from −5.60 to +5.60. What this connotes is that that the differences in the effect of an individualized and a collective socialization tactic on vigor component of employee engagement is statistically true and not just because of happenstance.

Table 4.2: Significant Differences in Vigor Based on Socialization Tactics (Individual versus Collective) Post Hoc Test

Individual versus Collective Socialization Tactics		Mean Difference (I-J)	p-value	Significant?
1.00	2.00	-.52941	.962	NO
	3.00	-2.17647*	.042	YES
	4.00	-5.04604*	.000	YES
	5.00	-5.60504*	.000	YES
2.00	1.00	.52941	.962	NO
	3.00	-1.64706	.066	NO
	4.00	-4.51662*	.000	YES
	5.00	-5.07563*	.000	YES
3.00	1.00	2.17647*	.042	YES
	2.00	1.64706	.066	NO
	4.00	-2.86957*	.001	YES
	5.00	-3.42857*	.017	YES
4.00	1.00	5.04604*	.000	YES
	2.00	4.51662*	.000	YES
	3.00	2.86957*	.001	YES
	5.00	-.55901	.988	NO
5.00	1.00	5.60504*	.000	YES
	2.00	5.07563*	.000	YES
	3.00	3.42857*	.017	YES
	4.00	.55901	.988	NO

*. The mean difference is significant at the 0.05 level.

Table 4.2 detects and pinpoints where the significant differences are with respect to the effect of individualized versus collective onboarding programs or socialization tactics. Dichotomies whose p- values are less than 0.05 are considered as statistically significant at a confidence level of 95%. To illustrate with a mean difference of -2.17 and p=0.042, the difference in vigor with those who scored 1.00 (individualized socialization tactic) and those who scored 3.00 (middling between individualized and collective) are proven to be statistically significant. Similar observations are noted in multiple dichotomies as the range of scores widen. This means that as socialization tactics become more collective as supposed to individualized, there will be statistically significant differences in vigor that will be noticed.

Table 4.3: Significant Differences in Vigor Based on Experienced Socialization Tactics (No Sequence versus with Sequence)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	507.573	3	169.191	26.276	.000
Within Groups	753.353	117	6.439		
Total	1260.926	120			

In Table 4.3, it can be seen that there is also a significant difference in Vigor with respect to the sequence of how a socialization tactic or onboarding program is delivered (df3,117=26.28, p= .000). This connotes that the sequence of the onboarding program will result into statistically significant differences in the vigor component of employee engagement, and this is not due to luck, coincidence or happenstance. As such, those who were exposed to onboarding programs whose activities are not carefully sequenced will yield a different level of engagement, specifically vigor, than their counterparts who were exposed to a rather well-sequenced onboarding program or socialization tactic.

To pinpoint where the statistical differences are, a post-hoc test was conducted. The results of this test is shown in Table 4.4.

Table 4.4: Significant Differences in Vigor Based on Socialization Tactics (No Sequence versus with Sequence) Post Hoc Test

No Sequence versus With Sequence		Mean Difference (I-J)	p-value	Significant?
2.00	3.00	-1.68590*	.006	YES
	4.00	-5.93939*	.000	YES
	5.00	-6.52381*	.000	YES
3.00	2.00	1.68590*	.006	YES
	4.00	-4.25350*	.000	YES
	5.00	-4.83791*	.000	YES
4.00	2.00	5.93939*	.000	YES
	3.00	4.25350*	.000	YES
	5.00	-.58442	.964	NO
5.00	2.00	6.52381*	.000	YES
	3.00	4.83791*	.000	YES
	4.00	.58442	.964	NO

*. The mean difference is significant at the 0.05 level.

From Table 4.4, it can be inferred that across dichotomies of sequential and non- sequential socialization tactics, there are statistically significant differences noted ranging from -6.52 to +6.52. By rule, dichotomies whose p-values <0.05 are ruled as statistically significant.

This can be interpreted that as the range of onboarding programs from non-sequential to more sequential widens, higher mean differences which are statistically significant will be observed. This further purports that a more sequential type of onboarding programs is better than a non-sequential one in eliciting vigor of the employees.

Table 4.5: Significant Differences in Vigor Based on Experienced Socialization Tactics (Informal versus Structured)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	393.958	3	131.319	17.722	.000
Within Groups	866.968	117	7.410		
Total	1260.926	120			

Table 4.5 reveals that there is a significant difference on the vigor of the respondents based on the socialization tactics that they experienced, particularly on whether if the onboarding program was delivered to them informally or structure, at the p<.05 level for the three conditions [df3,117=17.72, p =.000]. The mean differences range from −5.60 to +5.60. What this connotes is that that the differences in the effect of an individualized and a collective socialization tactic on vigor component of employee engagement is statistically true and not just because of happenstance.

Table 4.6: Significant Differences in Vigor Based on Socialization Tactics (Informal versus Structured) Post-hoc Test

INFORMAL VERSUS STRUCTURE		Mean Difference	p-value	Significant?
2.00	3.00	-.15968	.990	NO
	4.00	-5.07193*	.000	YES
	5.00	-6.37193*	.000	YES
3.00	2.00	.15968	.990	NO
	4.00	-4.91224*	.000	YES
	5.00	-6.21224*	.000	YES
4.00	2.00	5.07193*	.000	YES
	3.00	4.91224*	.000	YES
	5.00	-1.30000	.819	NO
5.00	2.00	6.37193*	.000	YES
	3.00	6.21224*	.000	YES
	4.00	1.30000	.819	NO

Table 4.6 shows the specific dichotomies where statistical differences are noted with respect to vigor as affected by informal versus structured forms of onboarding programs. Similar with previous findings, insignificant differences are noted in dichotomies with narrow ranges i.e. 1 to 2, 2 to 3 etc. whereas significant differences are noted in dichotomies which have wider ranges for e.g. 2-4 or 2-5. The mean differences can be as low as -6.37 to as high as +6.37.

These results entail that vigor as an indicator of employee engagement is also influenced by how an onboarding tactic is structured, such that a more structured onboarding program will result to statistically significant higher levels of vigor.

Table 4.7: Significant Differences in Vigor Based on Experienced Socialization Tactics (No Mentor versus with Mentor)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	904.533	4	226.133	73.603	.000
Within Groups	356.392	116	3.072		
Total	1260.926	120			

Table 4.7 reveals that there is also a statistically significant difference in the vigor of the respondents based on the dichotomy of having or not having a mentor during the onboarding program or using mentoring as a socialization tactic as df4,116, F=73.60, p=.000. Given such, it entails that differences in the level of vigor between mentored and non-mentored new hires are statistically true and not just a coincidence or happenstance. The differences widen as the range between non-mentored and mentored new hires also increases. This resulted into higher mean differences as the range between groups widen. The mean differences can be as low as -6.0 to +6.0 as shown in Table 10.8.

Table 4.8: Significant Differences in Vigor Based on Experienced Socialization Tactics (No Mentor versus with Mentor) Post hoc Test

(I) MENTOR		Mean Difference	Sig.	Significant
1.00	2.00	2.01161*	.007	YES
	3.00	-1.81818*	.022	YES
	4.00	-5.22995*	.000	YES
	5.00	-7.81818*	.000	YES
2.00	1.00	-2.01161*	.007	YES
	3.00	-3.82979*	.000	YES
	4.00	-7.24155*	.000	YES
	5.00	-9.82979*	.000	YES
3.00	1.00	1.81818*	.022	YES
	2.00	3.82979*	.000	YES
	4.00	-3.41176*	.000	YES
	5.00	-6.00000*	.000	YES
4.00	1.00	5.22995*	.000	YES
	2.00	7.24155*	.000	YES
	3.00	3.41176*	.000	YES
	5.00	-2.58824	.135	NO
5.00	1.00	7.81818*	.000	YES
	2.00	9.82979*	.000	YES
	3.00	6.00000*	.000	YES
	4.00	2.58824	.135	NO

*. The mean difference is significant at the 0.05 level.

Similar with the other earlier factors cited, significant differences in the various dichotomies of onboarding programs with respect to having or not having a mentor during the entire program are noted. This means that vigor levels will be statistically different in the lower end of the dichotomy compared to the higher end.

Moreover, this can also be interpreted that vigor levels are increased as onboarding programs use mentoring more extensively and decreases when it is not applied.

Table 4.9: Significant Differences in Vigor Based on Experienced Socialization Tactics (Not Scheduled versus Scheduled)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	458.258	4	114.565	16.557	.000
Within Groups	802.668	116	6.920		
Total	1260.926	120			

Table 4.9 reveals that there is a significant difference in the level of vigor among the respondents based on the extent to which their onboarding programs were scheduled, df,4,116=16.57,p=0.000. This means that scheduling the onboarding program may have an impact on someone's vigor. This further means that these differences are statistically consistent and is not coincidental or due to happenstance. The mean differences range from +/- 6.47.

To illuminate where the differences between groups lie, a post-hoc test using Tukey was conducted. The results of this test is presented in Table 5.9.

Table 4.10: Significant Differences in Vigor Based on Experienced Socialization Tactics (Not Scheduled versus Scheduled) Post Hoc Test

(I) SCHEDULE		Mean Difference (I-J)	Sig.	Significant?
1.00	2.00	-.32778	.987	NO
	3.00	.00556	1.000	NO
	4.00	-4.88974*	.000	YES
	5.00	-6.46667*	.000	YES
2.00	1.00	.32778	.987	NO
	3.00	.33333	.983	NO
	4.00	-4.56197*	.000	YES
	5.00	-6.13889*	.000	YES
3.00	1.00	-.00556	1.000	NO
	2.00	-.33333	.983	NO
	4.00	-4.89530*	.000	YES
	5.00	-6.47222*	.000	YES
4.00	1.00	4.88974*	.000	YES
	2.00	4.56197*	.000	YES
	3.00	4.89530*	.000	YES
	5.00	-1.57692	.743	NO
5.00	1.00	6.46667*	.000	YES
	2.00	6.13889*	.000	YES
	3.00	6.47222*	.000	YES
	4.00	1.57692	.743	NO

*. The mean difference is significant at the 0.05 level.

Table 4.10 specifically points out where the significant differences were noted. The same table compared all the dichotomies to check significant mean differences. Those dichotomies whose p-values are <.05 suggest that their mean differences are statistically significant, whereas those whose p-values are >0.05 mean that their mean differences are not statistically significant.

Similar with the previous observation, when the range between dichotomies are narrow i.e. 1-2, 2,3 or 3,2, their mean differences are not statistically different and that statistical differences are only noted when dichotomies have large intervals i.e 2-4, 1, 5 etc.

The results from Table 5.1 to Table 4.10 reveal that the effect on the vigor component of employee engagement will be different based on the delivery of socialization tactics or onboarding programs where the new hire was exposed. As it was observed onboarding programs that are sequenced, structured, formal, uses mentoring and are scheduled will cause a different effect on vigor compared to informal, non-sequenced, unscheduled and unstructured onboarding programs. Furthermore, the mean differences among the different dichotomies which can be as low as less than to higher than 6 further proves the point that vigor results may increase as onboarding programs become better in terms of programming, mentoring and scheduling.

EMPLOYEE ENGAGEMENT AS MEASURED BY DEDICATION
Tables 5.1 to 5.10 shows the significant differences on the effect of the typologies of socialization tactics on the dedication component of employee engagement.

Table-5.1: Significant Differences in Dedication Based on Experienced Socialization Tactics (No Individual versus Collective)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	392.896	3	130.965	12.232	.000
Within Groups	1252.708	117	10.707		
Total	1645.603	120			

Table 5.1 shows that there is a significant difference in the dedication component of employee engagement in relation to the dichotomy of socialization tactic that they experienced, particularly whether the onboarding program was collectively or individually conducted as shown by df3,117,F=12.232,p=.000. This means that the mean differences between and within groups are statistically significant and not just based on happenstance or coincidence. The study reveals that the farther two scores are the wider the mean difference will be whole lower mean differences were noted in two scores with a narrow range.

Table 5.2 further reveals that the mean differences between possible combinations in the dichotomy of scores for dedication. This was done by conducting a post hoc evaluation using the Tukey test.

Table 5.2: Significant Differences in Dedication Based on Experienced Socialization Tactics (No Individual versus Collective) Post Hoc Test

INDIVIDUAL VERSUS COLLECTIVE		Mean Difference (I-J)	p-value	Significant?
2.00	3.00	-.58253	.798	NO
	4.00	-4.50702*	.001	YES
	5.00	-7.40702*	.000	YES
3.00	2.00	.58253	.798	NO
	4.00	-3.92449*	.004	YES
	5.00	-6.82449*	.000	YES
4.00	2.00	4.50702*	.001	YES
	3.00	3.92449*	.004	YES
	5.00	-2.90000	.372	NO
5.00	2.00	7.40702*	.000	YES
	3.00	6.82449*	.000	YES
	4.00	2.90000	.372	NO

It can be seen from the post hoc test that the mean differences between scores range from +/- 7.41 and was observed between those who leaned towards an individual onboarding program set up (2.0) and with those who had a more collective onboarding program experience (5.0). However certain combinations revealed to be insignificant i.e. (2,3), (3,2), (4,5), (5,4). These results reveal that significant differences are only noted in scores whose range are wider. Furthermore, findings like these naturally happen in conducting post-hoc tests since the Tukey (HSD) tests since this test runs its observations in between factors or categories.

Table 5.3: Significant Differences in Dedication Based on Experienced Socialization Tactics (Informal versus Structured)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	392.896	3	130.965	12.232	.000
Within Groups	1252.708	117	10.707		
Total	1645.603	120			

Table 5.3 shows that the differences between groups in the level of dedication among the respondents of the study are significantly different at df3, 117, F=12.23, p=0.000. This entails that the mean differences that were observed in between and within the dichotomy of scores are statistically significant and is not due to coincidence or happenstance.

This means that those respondents who experienced an informal onboarding program will elicit a different level of dedication compared to those who have been exposed to a more structured onboarding program. It was observed that those who were engaged in a more structured socialization tactic displayed higher levels of dedication than for those who were subjected to informal onboarding programs.

The mean differences between possible combinations in the dichotomy of scores for informal versus structured socialization tactics will be pointed out in Table 5.4. This was done by conducting a Tukey test, which aimed at identifying the mean differences in between scores and comparing it to their respective p-values to determine their statistical significance.

Table 5.4: Significant Differences in Dedication Based on Experienced Socialization Tactics (Informal versus Structured) Post Hoc Test

Informal versus Structured		Mean Difference	p-value	Significant?
2.00	3.00	-.58253	.798	NO
	4.00	-4.50702*	.001	YES
	5.00	-7.40702*	.000	YES
3.00	2.00	.58253	.798	NO
	4.00	-3.92449*	.004	YES
	5.00	-6.82449*	.000	YES
4.00	2.00	4.50702*	.001	YES
	3.00	3.92449*	.004	YES
	5.00	-2.90000	.372	NO
5.00	2.00	7.40702*	.000	YES
	3.00	6.82449*	.000	YES
	4.00	2.90000	.372	NO

*. The mean difference is significant at the 0.05 level.

Comparing the mean differences between combinations of scores for informal and structured onboarding programs to a p-value, it was found out where the specific stastically significant differences are which was revealed in the ANOVA test in Table 5.4.

Similar to earlier observations, the combination of scores which have narrow ranges were not statistically significant, while scores which have wider ranges appeared to be statistically significant. These mean differences are significant at the 0.05 level.

Table 5.5: Significant Differences in Dedication Based on Experienced Socialization Tactics (Without Sequence versus with Sequence)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	286.287	3	95.429	8.214	.000
Within Groups	1359.317	117	11.618		
Total	1645.603	120			

It can be seen Table 5.5 that similar with the results of vigor and socialization tactics, there also is a noted statistical significant differences among the different combinations in the dichotomies of scores for sequenced versus non-sequenced forms of onboarding programs vis-à-vis the new hires level of dedication. This is proven by df,3,117,F=8.214 , p=0.000. Obtaining a p-value of less than 0.05 rejects the null hypothesis that there is no significant differences in the scores. What this entails is that the differences in the

type of socialization tactic experienced by the new hire, particularly on the way that the onboarding program activities were sequenced will most likely yield a different level of dedication among the new hires. The mean difference between the different combinations ranges for +/- 4.65 as can be seen in Table 5.5.

Table 5.6 also determines which specific combinations are those statistical differences noted. This is done by doing a post hoc test using Tukey-HSD.

Table 5.6: Significant Differences in Dedication Based on Experienced Socialization Tactics (Without Sequence versus with Sequence) Post Hoc Test

Without Sequence versus Wih Sequence		Mean Difference	p-value	Significant?
2.00	3.00	-.84502	.591	NO
	4.00	-4.57754*	.001	YES
	5.00	-4.65546*	.005	YES
3.00	2.00	.84502	.591	NO
	4.00	-3.73252*	.007	YES
	5.00	-3.81044*	.032	YES
4.00	2.00	4.57754*	.001	YES
	3.00	3.73252*	.007	YES
	5.00	-.07792	1.000	NO
5.00	2.00	4.65546*	.005	YES
	3.00	3.81044*	.032	YES
	4.00	.07792	1.000	NO

*. The mean difference is significant at the 0.05 level.

What can be learned from Table 5.6 is that, in almost all possible combinations of scores, there are statistically significant differences in the level of dedication of the new hires except for the combinations 2,3; 3,2; 4,5; and 5,4. Moreover, similar with earlier results, it appears that as the range between two combinations become more dispersed, a statistical significant difference arises. This validates the finding that the level of dedication of new hires will be quite different as a result of the sequencing of activities in an onboarding program. As a matter of fact, those who scored 2 in sequencing have a mean difference of 4.65 compared to those who scored 5 on the same criterion or factor.

Table 5.7: Significant Differences in Dedication Based on Experienced Socialization Tactics (Without Mentor versus with Mentor)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	432.286	4	108.072	10.332	.000
Within Groups	1213.317	116	10.460		
Total	1645.603	120			

With respect to having a mentor or not during the entire onboarding stage, a statistically significant difference was also noted as evidenced by df,4,116,F=10.33, p=.000. Obtaining a p-value of less than 0.05 rejects the null hypothesis that there is no significant difference in the level of dedication between those new hires which did not experience any mentoring compared to those who were designated with a mentor for some time or for the entirety of the whole onboarding program.

The statistical analysis also reveals that the mean difference between those who were not mentored to those who have experienced some degree of mentoring as a socialization tactic is +/- 6.33. This means that those who have experienced some degree of mentoring will most likely have a higher level of dedication compared to those who did not or barely had any mentoring experience during the onboarding program. Table 5.8 will show where the specific significant differences were found out from the different score combinations in the dichotomy of scores for mentoring.

Table 5.8: Significant Differences in Dedication Based on Experienced Socialization Tactics (Without Mentor versus with Mentor) Post Hoc Test

WITHOUT MENTOR VERSUS WITH MENTOR		Mean Difference	P-VALUE	Significant?
1.00	2.00	-1.02128	.880	NO
	3.00	-1.95349	.386	NO
	4.00	-6.11765[*]	.000	YES
	5.00	-6.33333[*]	.026	YES
2.00	1.00	1.02128	.880	NO
	3.00	-.93221	.651	NO
	4.00	-5.09637[*]	.000	YES
	5.00	-5.31206	.052	YES
3.00	1.00	1.95349	.386	NO
	2.00	.93221	.651	NO
	4.00	-4.16416[*]	.000	YES
	5.00	-4.37984	.163	NO
4.00	1.00	6.11765[*]	.000	YES
	2.00	5.09637[*]	.000	YES
	3.00	4.16416[*]	.000	YES
	5.00	-.21569	1.000	NO
5.00	1.00	6.33333[*]	.026	YES
	2.00	5.31206	.052	YES
	3.00	4.37984	.163	NO
	4.00	.21569	1.000	NO

Compared to the previous results where significant differences were noted even to combinations which have a range of at least 1 i.e. 2,4;3,5, for mentoring, a similar pattern was not observed.

However, it is still consistent that as the range widens, there will be a statistical difference that will be observed.

Table 5.9: Significant Differences in Dedication Based on Experienced Socialization Tactics (Not Scheduled versus Scheduled)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	414.341	4	103.585	9.759	.000
Within Groups	1231.262	116	10.614		
Total	1645.603	120			

With respect to scheduling onboarding programs of socialization tactics, it was also seen that there is a statistically significant difference between and within groups at df4,116, F= 9.76, p=0.000. This p-value which is less than 0.05 rejects the null hypothesis that there is no significant differences in the level of dedication among the different groups or combinations of dichotomies of scores between groups.

This further means that new hires who have experienced an unscheduled socialization tactic will have a different level of dedication compared to those who had a more scheduled onboarding program.

By using a Tukey test, the differences between groups are located. The summary of results is presented in Table 5.10.

Table 5.10: Significant Differences in Dedication Based on Experienced Socialization Tactics (Not Scheduled versus Scheduled) Post Hoc Test

NO SCHEDULE VERSUS SCHEDULED		Mean Difference	P-value	Significant?
1.00	2.00	-.42778	.984	NO
	3.00	.26667	.997	NO
	4.00	-4.65641*	.000	YES
	5.00	-5.90000*	.001	YES
2.00	1.00	.42778	.984	NO
	3.00	.69444	.895	NO
	4.00	-4.22863*	.001	YES
	5.00	-5.47222*	.002	YES
3.00	1.00	-.26667	.997	NO
	2.00	-.69444	.895	NO
	4.00	-4.92308*	.000	YES
	5.00	-6.16667*	.000	YES
4.00	1.00	4.65641*	.000	YES
	2.00	4.22863*	.001	YES
	3.00	4.92308*	.000	YES
	5.00	-1.24359	.938	NO
5.00	1.00	5.90000*	.001	YES
	2.00	5.47222*	.002	YES
	3.00	6.16667*	.000	YES
	4.00	1.24359	.938	NO

*. The mean difference is significant at the 0.05 level.

Through the Tukey test it was determined that the mean differences are statistically significant only between groups 1,4; 1,5; 2,4;2,5, 3,4; 3;5. There appears to be no pattern as well with regards to where the significant differences lie. However, consistent with the other results, there are always a statistical significant difference between two groups that have a wide range.

EMPLOYEE ENGAGEMENT AS MEASURED BY ABSORPTION

The next tables present the significant differences in the levels of employee engagement as measured by absorption based on the different socialization tactics that the respondents were exposed to.

Absorption, in the context of the research pertains to behaviors associated with the attachment and focus of employees to their job as manifested by the length of time they spend for their work and how engrossed they are with their work, whenever they work.

Table 6.1: Significant Differences in Absorption Based on Experienced Socialization Tactics (Individual versus Collective)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	50.276	3	16.759	3.197	.026
Within Groups	613.377	117	5.243		
Total	663.653	120			

Table 6.1 shows that there is a significant difference in the level of absorption. Among the respondents who have experienced a different onboarding program, specifically those who were trained alone compared to those who were trained with others at the same time as shown by df3,117, F=3.197, p=0.026.

Since p<0.05, the null hypothesis is rejected which means that if a new hire was trained by himself, he will most likely have a different level of absorption compared to other new hires that were trained as a group. Johnson (2010) and Cable (2019) confirm that

training in groups have a significant impact in the development of confidence, networks and overall employee engagement. This may explain why those who experienced a group-structured onboarding program have higher levels of absorption compared to their other individually trained counterparts.

The mean differences among the different groups will be shown in Table 6.2. Moreover, the same table will also pinpoint where the specific differences between groups are found. This is done by the use of Tukey Test.

Table 6.2: Significant Differences in Absorption Based on Experienced Socialization Tactics (Individual versus Collective) Post Hoc Test

Individual versus Collective		Mean Difference	p-value	Siginificant?
2.00	3.00	.11457	.994	NO
	4.00	-.60175	.869	NO
	5.00	-3.10175*	.023	YES
3.00	2.00	-.11457	.994	NO
	4.00	-.71633	.804	NO
	5.00	-3.21633*	.018	YES
4.00	2.00	.60175	.869	NO
	3.00	.71633	.804	NO
	5.00	-2.50000	.196	NO
5.00	2.00	3.10175*	.023	YES
	3.00	3.21633*	.018	YES
	4.00	2.50000	.196	NO
*. The mean difference is significant at the 0.05 level.				

It can be seen in Table 6.2 that the significant differences in the level of absorption were only attributed to groups 2,5 and 3,5. These groups represent their answers to whether they were trained alone or in groups. Ranges for this question run from 1 to 5, with 1 meaning that the new hire was trained alone and 5

meaning they were trained as a group. This pattern of observation was also noted in other aspects of employee engagement when exposed to different levels of socialization tactics. These mean differences were all significant at the confidence level of 0.05 with mean differences ranging from +/-3.21.

Table 6.3: Significant Differences in Absorption Based on Experienced Socialization Tactics (Informal versus Structured)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	50.276	3	16.759	3.24	.021
Within Groups	613.377	117	5.243		
Total	663.653	120			

Table 6.3 reveals that at df3,117, F=3.24,p=0.21 where p <0.05. This connotes that the null hypothesis that there is no significant difference in the level of absorption of new hires when grouped

based on informal to full structured socialization tactics is rejected. This means that socialization tactics that are unstructured will lead to a different level of absorption

compared to those who were exposed to a more structured type of an onboarding program.

This result is consistent with the findings of Johnson (2010) and Cable (2019) which claims that different onboarding tactics may result to different levels of employee motivation and engagement. In this case, it shows that unstructured onboarding programs

has yielded different levels of absorption among the new hires.

A Tukey test was conducted to find out where the significant differences among the dichotomy of scores were noted. The results are presented in Table 6.4.

Table 6.4: Significant Differences in Absorption Based on Experienced Socialization Tactics (Informal versus Structured) Post Hoc Test

Not Structured Vs. Structured		Mean Difference	p-value	Significant?
2.00	3.00	.40043	.826	NO
	4.00	-1.51672	.137	NO
	5.00	-1.91714*	.033	YES
3.00	2.00	-.40043	.826	NO
	4.00	-0.43	.720	NO
	5.00	-1.36000	.032	YES
4.00	2.00	1.51672	.137	NO
	3.00	0.43	.720	NO
	5.00	.55714	.936	NO
5.00	2.00	1.91714*	.033	YES
	3.00	1.36000	.032	YES
	4.00	-.55714	.936	NO

*. The mean difference is significant at the 0.05 level.

Table 6.4 shows that the significant difference was only noted among new hires who belong to the groups 2,5 and 3,5. The mean differences extend from +/-1.91. These findings reveal that there is a considerable level of absorption observed between groups who were exposed to non-structured onboarding

programs compared to those who have been trained following a structured socialization tactic.

These findings are consistent with the earlier findings of these study. Just like with the differences in vigor and dedication, the new hires will also elicit different levels of absorption as influenced by the type of socialization tactic they were exposed to.

Table 6.5: Significant Differences in Absorption Based on Experienced Socialization Tactics

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	48.722	3	16.241	3.090	.030
Within Groups	614.930	117	5.256		
Total	663.653	120			

(No Sequence versus Sequenced)

Based on Table 6.5, the null hypothesis that there is no significant difference on the level of absorption between and within the new hires when grouped based on how sequenced the onboarding program activities they experienced were is rejected since at df,3,117,F=3.09, p<0.05.

The research found out that onboarding programs whose activities were not sequenced posted a different level of absorption compared to their

counterparts who were exposed to a more sequenced onboarding program. This finding is consistent and in line with the findings of earlier researches mentioned earlier which confirms the positive impact of organized onboarding programs or socialization tactics.

The mean differences between groups were analyzed further to determine where the statistical differences are. These are analyzed using Tukey Test and is summarized in Table 6.6

Table 6.6: Significant Differences in Absorption Based on Experienced Socialization Tactics (No Sequence versus Sequenced) Post Hoc Test

No Sequence Vs. Sequenced		Mean Difference	p-value	Significant?
2.00	3.00	-.28733	.920	NO
	4.00	-1.03209	.531	NO
	5.00	-2.65546*	.025	YES
3.00	2.00	.28733	.920	NO
	4.00	-.74476	.762	NO
	5.00	-2.36813	.045	YES
4.00	2.00	1.03209	.531	NO
	3.00	.74476	.762	NO
	5.00	-1.62338	.462	NO
5.00	2.00	2.65546*	.025	YES
	3.00	2.36813	.450	YES
	4.00	1.62338	.462	NO

*. The mean difference is significant at the 0.05 level.

The post-hoc test conducted for the variable "absorption", revealed that the significant difference between groups are found between groups 2,5 and 3,5. This is a mirror reflection of the results for the post-hoc test for informal versus structured onboarding programs. Another similarity observed is that, when the two groups compared is of a narrow range (0- .99), no significant differences where noted regardless of the high mean differences.

However, in those groups were a significant difference were evident, the mean differences range from +/-2.66.

Table-6. 7: Significant Differences in Absorption Based on Experienced Socialization Tactics (No Mentor versus Mentored)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.518	4	4.879	.879	.479
Within Groups	644.135	116	5.553		
Total	663.653	120			

Table 6.7 reveals a different story. At df,4,116,F=.879, p=.479, the null hypothesis that there is no significant difference between and within the respondents when they are grouped based on the degree of mentoring they received during their onboarding program is accepted. This entails that the use of mentoring will not create a significant difference in the level of absorption of the new hires who undergoes an onboarding program.

This further means that at a confidence level of 95%, the reoccurrence of the mean differences between groups may not be observed consistently in future events. Nonetheless, this does not mean that mentoring can be sidelined as a part of an onboarding program. Since the null hypothesis is accepted, a post hoc test was not conducted anymore.

Table 6.8: Significant Differences in Absorption Based on Experienced Socialization Tactics (Not Scheduled versus Scheduled)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43.105	4	10.776	2.014	.097
Within Groups	620.548	116	5.350		
Total	663.653	120			

Similar with the results for mentoring, the null hypothesis that there is a significant difference in the level of absorption between and within the respondents when grouped based on how much the onboarding program follows a schedule is also accepted.

Regardless of how scheduled a socialization tactic where a new hire was subjected to, the mean differences among the different groups are not statistically significant. This entails that the mean differences among the different groups are just based on

happenstance and their likelihood of reoccurrence in the future may not be observed.

Relationship between the different socialization tactics and employee engagement

The research also intended to determine if there is a correlation between the employee engagement indicators i.e. vigor, dedication and absorption to the socialization tactics experienced by the participants of the study. Although it has been established by several earlier researches that socialization tactics have an effect on employee engagement, there are not much research which used vigor, dedication and absorption as indicators of employee engagement. Moreover, no similar or even related studies have been conducted to the participants of the study and the whole research area.

In the succeeding, a correlational analysis was used to determine how these different socialization tactics are related to each of the indicators of employee engagement i.e. vigor, dedication and absorption.

Table-7.1: Relationship between Vigor and the Different Socialization Tactics

Socialization Tactic	Variable	r	Interpretation
COLLECTIVE	Independent	.460	Moderate to weak relationship
STRUCTURE	Independent	.460	Moderate to weak relationship
SEQUENCE	Independent	.611	Moderate to strong relationship
MENTOR	Independent	.742	Strong relationship
SCHEDULE	Independent	.449	Weak relationship

Table 7.1 shows the correlational coefficients between the variables. For purposes of the research, impetus was only given to determining the relationship between vigor (as a dependent variable) with the independent variables collective, structure, sequence, mentor and schedule.

Based on the second column of Table 7.1, it can be seen that the depended variable vigor is positively correlated with onboarding programs that are collective (r=.46, moderate to weak correlation), structured (r=.46, moderate to weak correlation), sequenced (r=.61, moderate to high correlation), used mentoring (r=.74, high correlation and scheduled (r=.45, moderate to weak correlation).

These positive correlations mean that there is a simultaneous occurrence between the independent variables and the dependent variable albeit that their correlation coefficients are not that strong.

This finding is consistent with the works of earlier researches such as Campierre (2019) which emphasized on the critical role of onboarding on soliciting employee engagement and that 64 percent of new employees are less likely to remain at a job after a negative onboarding experience. Similarly, Cornerstone Editors (2021) also noted that onboarding is the strategic vehicle for fast-tracking new talent into – and through – the organizational labyrinth to a progressed state of engagement and, as a result, productivity. Maurer (2015) further added that a well-designed, fun and engaging onboarding process has a significantly greater effect on employee engagement and retention when compared to the old-school mentality of one-day orientation

Table-7.2: Relationship between Dedication and the Different Socialization Tactics

Socialization Tactics	Variable	r	Interpretation
COLLECTIVE	Independent	.433	Weak relationship
STRUCTURE	Independent	.433	Weak relationship
SEQUENCE	Independent	.383	Weak relationship
MENTOR	Independent	.465	Weak relationship
SCHEDULE	Independent	.352	Weak relationship

Using the Pearson-r correlation coefficient, it was found out that that there exists a weak relationship with dedication and the different socialization tactics. Collective onboarding tactics and dedication only has an r-.433 which is interpreted as a weak relationship. This weak relationship to the variable dedication is also noted with sequence=.38, mentor= .46, and scheduling=.35. This means that there exists a weak simultaneous occurrence between the dependent variable dedication and the identified socialization tactics. This finding is not consistent with the results of the Cornerstone Editor's (2021) study which says that

---

onboarding programs should be more structures and consistent instead of being an informal or decentralized process to make it more effective not only in terms of

delivery but more importantly to encourage higher employee engagement.

Table-7.3: Relationship between Absorption and the Different Socialization Tactics

Socialization Tactics	Variable	r	Interpretation
COLLECTIVE	Independent	.187	Weak relationship
STRUCTURE	Independent	.187	Weak relationship
SEQUENCE	Independent	.246	Weak relationship
MENTOR	Independent	.152	Weak relationship
SCHEDULE	Independent	.131	Weak relationship

Table 7.3 summarizes the correlation coefficient results for the dependent variable Absorption to the different socialization tactics. It can be seen that all of the socialization tactics have a very weak positive relationship with the absorption.

This entails that even if the respondent's onboarding experience gravitates towards a more collective, structured, sequenced, mentored and scheduled socialization tactic, this will only cause a minor simultaneous occurrence on the dependent variable since these variables have a weak association with each other.

This result somewhat deviates with the results of earlier researches who claim that engagement levels become higher as more formal and structured onboarding programs. To illustrate, Maurer (2015) said that onboarding process should be a systematic and comprehensive approach to integrating a new employee with a company and its culture, as well as getting the new employee the tools and information needed to become a productive member of the team. He further added that a well-designed, fun and engaging onboarding process has a significantly greater effect on employee engagement and retention when compared to the old-school mentality of one-day orientation.

Socialization Tactics and Employee Engagement Model

Regression models are presented in Tables 8.1 to 8.3. These models aim to predict the changes in the dependent variables i.e. vigor, dedication and absorption, based on the influence of the five dichotomies of socialization tactics. In these models, independent variables which are not significant are removed since their impact do not statistically factor in the model. Not considering other extraneous variables such as the work environment, organizational culture and leadership among others, these regression models can predict future employee engagement levels that new hires may have as a result of the different socialization tactics that they were exposed to during their first three years on the job.

Ideally, these models may help the university and other companies for that matter to develop better onboarding programs that will create more impact to the employees, particularly in making sure that they remain engage. Consequently, the positive impact of high employee engagement will also help reduce other human resource employment woes such at chronic labor turnover, dismal productivity figures, low motivation and morale and other employee issues.

H1: Socialization Tactics (ST) have no significant impact on the level of Vigor (V)

Table 8.1: Regression Model on the Impact of Socialization Tactics (On Vigor)

Ha	Regression Weights	Beta Coefficient	Adj. r-Squared	p-value	Hypothesis Supported
H_1	ST→V	8.527 (Constant)	.457	.000	Yes
	Collective	-.113		.789	No
	Structure	.457		.134	No
	Sequence	1.548		.000	Yes
	Mentor	.863		.001	Yes
	Schedule	.285		.262	No

It was hypothesized that Vigor is affected by different socialization tactics. The socialization tactics, taken as independent variables are derived from the earlier works of Bauer (2010) and Schaufelli (2002), which presented five different socialization tactics which are presented in dichotomies. These independent variables are individual versus collective, informal

versus structured, no sequence versus sequenced, no mentor versus with mentor and no schedule versus scheduled.

Subjecting these variables to a regression analysis revealed how much these different socialization tactics affect the dependent variable Vigor,

which is one of the three representative variables for Employee Engagement.

Table 8.1 summarizes the regression model results for the hypothesis that different socialization tactics (IV). have a significant effect on employee engagement as measured by vigor (DV). Results show a significant effect on vigor at $(F(5,115)= 19.36)$. An adjusted r-squared value of .457 means that 45.7% of the change in Vigor (V) is explained by the independent variables i.e. Collective, Structure, Sequence, Mentor and Schedule. The predicted level of Vigor is equal to 8.53 + 1.55 (Sequence) + .86 (Mentor). It can be noticed that the independent variables Collective (.113, p=.789), Structure (.457, p= .134) and Schedule (.285,

p=.285) were removed since they do not support the hypothesis given that their p-values are higher than 0.05.

To sum up, the calculated regression model estimates that Vigor will be influenced only by the independent variables Sequence and Mentor, while the remaining independent variables are dropped since they do not support the hypothesis since their sig>0.o5. Thus the regression equation for Vigor as an effect of the significant independent variables is written below.
Vigor (V) = 8.53 + 1.55(Sequence) + 0.86(Mentor)

H2: Socialization Tactics (ST) have no significant impact on the level of Dedication (D)

Table 8.2: Regression Model on the Impact of Socialization Tactics (On Dedication)

Ha	Regression Weights	Beta Coefficient	Adj. r-Squared	p-value	Hypothesis Supported
H₂	ST→D	7.088		.000	Yes
	Collective	.987		.010	Yes
	Structure	.261	.653	.067	No
	Sequence	.515		.020	Yes
	Mentor	.476		.017	Yes
	Schedule	.344		.318	No

Table 8.2 presents the regression analysis for the hypothesis that Absorption as a measure of employee engagement is affected by the different socialization tactics- collective, structure, sequence, mentor and schedule. These independent variables were derived and described by the works of Bauer (2010) and Schaufelli (2002). These authors postulated that a well-conceived and executed onboarding programs are very beneficial not to the new hires as they increase employee engagement, morale and performance which in turn results to higher productivity and lower turnover.

It can be seen that the calculated adjusted r-squared =.653, which means that 65.3% of the change in the level of dedication of the respondents of the study can be attributed to the socialization tactics that they have experienced during their first three years in the university. This is of course not taking into consideration the effects of other extraneous variables which were not factored in the model such as

organizational culture, leadership, work environment among others.

From the same table, it can be deduced that three out of the five independent variables namely collective (.261, p <0.05), sequence (.515, p<0.05) and mentor (.476) supports the null hypothesis. This means that these three variables are taken as explanatory variables to the change in the levels of dedication among the respondents, while the other two independent variables namely structure and schedule do not have a significant impact on dedication. These findings concur with earlier notable researches on how socialization tactics affects employees.

Given these coefficients the revised model is presented below.
Dedication (D) = 7.08 + .515 (Collective) + 0.515 (Sequence) + 0.476 (Mentor)

H3: Socialization Tactics (ST) have no significant impact on the level of Absorption (A)

Table 8.3: Regression Model on the Impact of Socialization Tactics On Absorption

Ha	Regression Weights	Beta Coefficient	Adj. r-Squared	p-value	Hypothesis Supported
H₃	ST → A	21.149		.000	Yes
	Collective	.142		.723	No
	Structure	.137	.025	.636	No
	Sequence	.588		.090	No
	Mentor	9.48		.989	No
	Schedule	-.056		.816	No

Table 8.3 summarizes the regression analysis that determines whether the dependent variable Absorption (A) is affected by the five dimensions or dichotomies of socialization tactics or onboarding programs which were postulated by Bauer and Schaufelli- individual versus collective, informal versus structured, no sequence versus sequenced, no mentor versus mentored and no schedule versus scheduled. In theory, varying degrees of socialization tactics will yield different results on the level of engagement specifically on their absorption.

Interestingly, Table 8.3 revealed a contrasting result to the two earlier models. The Adjusted r-squared of 0.025 indicates that only 2.5% of the variation on the levels of absorption is attributed to the independent variables. This low figure made sense after analyzing the beta coefficients in relation to the p-values obtained for each of the independent variables as it indicates that across the five dimensions of socialization tactics, all p-values are greater than 0.05 i.e collective (.142, p= .723), structured (.137, p= .636), sequence (.588 p= 0.989) and schedule (-0.56, p = .816).

These findings entail that none of these independent variables can be treated as explanatory variables for the variations in the level of absorption among the subjects of these study. Since these results conform with the earlier results that there is no significant difference on the level of absorption among the respondents when grouped into different levels of socialization tactics, this regression results may further support the argument that socialization tactics have no impact on the level of absorption of employees.

This means that the levels of effort exerted on work, being engrossed to work, spending long hours working and other manifestations of absorption have nothing to do and is neither caused by any shape or form of socialization tactics. Given these findings, no revised regression model is presented.

CONCLUSIONS

After processing and analyzing the data, the research come to the following conclusions;
1. There is a significant difference in the effects of the five different socialization tactics with respect to vigor.
2. There is a significant difference in the effects of the five different socialization tactics with respect to dedication.
3. There is a significant difference in the effects of collective, formal and sequenced socialization tactics with respect to absorption. Meanwhile, the effect of mentoring and scheduling socialization tactics on the absorption of new hires have no significant difference.
4. There is a weak association between the different socialization tactics and employee engagement.
5. Overall, socialization tactics do not appear to have lingering effects on all the determinants of employee engagement.
6. Of the three indicators or employee engagement, only vigor and dedication are affected by the different socialization tactics. The very low association with absorption and the socialization tactics prove that the socialization tactics do not significantly augment the employee engagement of new hires.
7. The low association between new hires and absorption leads to a conclusion that socialization tactics lowly to moderately contributes to the changes in the level of employee engagement among the new hires.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are made;
1. Organizations should adopt a more organized, systematic and continuous onboarding programs to its new hires.
2. Onboarding programs need to be instituted in a definite and dedicated schedules or periods for them to be more effective.
3. The use of mentoring as a socialization tactic should be maximized.
4. As there are many extraneous variables that may have an effect on employee engagement, future researches may incorporate other variables that affect employee engagement.
5. Similar researches should be conducted for new hires who have been in the company for no more than 1-2 years only, as time and circumstances might have already changed from the time of inception to the organization.

APPENDIX 1
Survey Questionnaire
Dear Ma'am, Sir:

This questionnaire aims to find out how onboarding experience or socialization tactics used by organizations for its new employees affect employee engagement. The insights that you will share will greatly help organizations and their new employees to cope up in their working environment. Please indulge a few minutes of your time to answer the questions below. Rest assured that your responses will be kept confidential and will be used for research purposes only.
Thank you very much!

Question/Descriptor	I was trained alone.	I was trained together with others occasionally	I was trained together with others frequently	I was always trained together with others
1. How many employees trained together with you during your entire orientation program?	1	2	3	4

A. SOCIALIZATION TACTICS. The following questions ask about the onboarding experience or orientation program that you had upon joining the organization. Encircle the number of the item that corresponds to your experience.

Question/Descriptor	It was casual and informal	It was conducted formally at times	It was more formal than informal for most of the time	It was set up formally through a comprehensive program
2. How was the onboarding program that you experienced structured?	1	2	3	4

Question/Descriptor	None	Rarely	Frequently	Always
3. Was there a sequence followed in the orientation program?	1	2	3	4
4. Did you receive mentorship guidance during the onboarding /orientation stage?	1	2	3	4

Question/Descriptor	There was no clear schedule	A time frame was provided on what had to be accomplished	A daily/weekly/periodic schedule was given, but not followed consistently	A clear schedule was given and followed consistently
5. How was the orientation program scheduled?	1	2	3	4

Question/Descriptor	Never	Rarely	Frequently	Always
6. Did the onboarding program consider your personal abilities and skills in determining what type of training you will receive?	1	2	3	4

B. Employee Engagement. The following questions try to measure the level of engagement that you have in your company. Please rate how much you agree with the statements below. Rate your response following the scale below.

1-------------------------------- Strongly Disagree
2-------------------------------Disagree
3-------------------------------Agree
4----------------------------------Strongly Agree

Question/Descriptor	1	2	3	4
1. At my work, I feel bursting with energy.				
2. I find the work that I do full of meaning				
3. Time flies when I am working.				
4. At my job, I feel strong and vigorous.				
5. I am enthusiastic about my job.				
6. When I am working, I forget about everything				
7. My job inspires me.				
8. When I get up in the morning , I feel like going to work				
9. I feel happy when I am working intensely.				
10. I am proud of the work that I do.				
11. I am immersed in my work.				
12. I can continue working for very long periods at a time.				
13. To me , my job is challenging				
14. I get carried away when I am working				
15. At my job, I am very resilient mentally.				
16 It is difficult to detach myself from my job.				
17. At my work, I always persevere.				

End of Questionnaire

REFERENCES

1. Aktar, A. A. (2017). Antecedents and Consequences of Employee Engagement. IOSR JOurnal of Business and Management.
2. Aston University. (2021, May 21). Benefits of Mentoring. Retrieved from Aston University.com: https://www2.aston.ac.uk/current-students/get-involved/mentoring-at-aston-university/peer-mentoring/benefits-of-mentoring
3. Bauer, T. (2010). Onboarding New Employees: Maximizing Success. United States of America: Society of Human Resource Management.
4. Bauer, T. N., & Bodner, T. E. (2007). Newcomer Adjustment during the Organizational Socialization. Journal of Applied Psychology.
5. Cable, D. M. (2001). Socialization Tactics and Person-Organization Fit. In Socialization Tactics and Person-Organization Fit. Personnell.
6. Cable, D. M., Gino, F. G., & Staats. (2013). Breaking Them In or Eliciting Their Best? Reframing Socialization Around Newcomers' Authentic Self-Expression. Pennsylvania, USA: University of Pennsylvania Scholarly Commons.
7. Campierre, A. (2019, August). pcma.org. Retrieved from www.pcma.org: https://www.pcma.org/why-onboarding-is-so-crucial-for-employee-engagement/
8. Choi, Y. (2014). Newcomer Socialization: The Role of Social Networks. Minnesota, USA: University of Minnesota.
9. Clifford, M. K. (2010). Employee Engagement: Antecedents and Determinants. Proquest.
10. Cornerstone Editors. (2021). Onboarding: The Critical First Step to Employee Engagement. Retrieved from corenerstoneondemand.com: https://www.cornerstoneondemand.com/resources/blogs/onboarding-critical-first-step-employee-engagement/
11. Eldridge, D., & Jie, &. C. (2010). Organizational Socialization tactics and newcomer adjustment in the Chinese Context: perceived Organizational Support as Mediator. Institute for Development Policy and Management.
12. Gera, N., Pankaj, S., & Sharma, R. (2019). Absorption, Vigor and Dedication: Determinants of Employee Engagement. Indian Journal of Academics and Business.
13. Hassan, S. H. (2020). Impact of Employing Extensive Onboarding Processes on Employee Retention: Case Study from Transferwise.
14. Haueter, J. A., Macan, T. H., & &Winter, J. (2010). Measurement of Newcomer Socialization: Construct Validation of A Multidimensional Scale. Journal of Vocational Behavior.
15. IBM. (2021, May 20). ibm.com. Retrieved from www.ibm.com: https://www.ibm.com/docs/en/spss-statistics/23.0.0?topic=detection-kmo-bartletts-test
16. Jacobs, E. (2012). Executive Brief:Tracking Trends in Employee Turnover. Society for Human.
17. Johnson, M. (2010). Learning to be a programmer in a complex organization.
18. Jones, G. R. (1986). Socialization Tactics, Self Efficay and New Comers' Adjustment to Organizations. (JSTOR, Ed.) The Academy of Management Journal, Vol. 29, 262,279.
19. Kahn, W. (1990). Psychological conditions of personal engagement at work. . Academy of Management Journal,.
20. Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. . Academy of Management Journal, 33(4), 692-724.
21. Kaiser, Meyer, & Olkin. (1974). Educational and Psychological Measurement. In Educational and Psychological Measurement (pp. 111-117).
22. Keller, L. M. (2015). Adjunct Faculty Engagement:Connections in Pursuit of Student Success in Community Colleges. Proquest Dissertations Publishing.
23. Kowtha, R. (2016). Socialization Tactics and Newcomer Adjustment. Moderating Effects of Tolerance and Ambiguity. International Journal of Business Research.
24. Krasman, M. (2015). Three must-have onboarding elements for new and relocated employees . Employment Relations Today, pp. 9-14. doi: 10.1002/ert.
25. Kraut, R. E. (2010). Dealing with New Comers. Carnegie Melon University.
26. Lamoureux, K. (2008). Strategic Onboarding: Transforming New Hires into Dedicated Employees. Bersin & Associates.
27. Lauby, S. (2018). Human Resources Today. Retrieved from humanresourcestoday.com.
28. Laurano, M. (2013). Onboarding 2013" A New Look at New Hires. Aberdeen Group.
29. Lee, D. (2008). Successful Onboarding: How to Get Your New Employees Started Off Right. Silk Road Technology.
30. Liao, E., Qin, Y. L., Mo, W., & Drown, D. (March 2013). Team–Member Exchange and Work Engagement: Does Personality Make a Difference? Journal of Business and Psychology.
31. Lieshout, I. v. (2009). Effective Socialization fo Newcomers; Introducing the link between socialization and psychological contact. Netherlands: Tilburg University.
32. Maurer, R. (2015, April 16). Onboarding Key to Retaining, Engaging Talent. Retrieved from shrm.org: https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/onboarding-key-retaining-engaging-talent.aspx
33. Maurer, R. (2015, April 16). Onboarding: Key to Retaining, Engaging Talent. Retrieved from shrm.org: https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/onboarding-key-retaining-engaging-talent.aspx

34. Mcgee, A. (2015). An Exploratory Analysis of the Socialization Process and its Impact on Employee Engagement Levels in an Irish Global Pharmaceutical Company. Ireland: National College Ireland.

35. Morrison, E. (2002). Newcomers Relationships: The Role of Social Netwrok Ties during Socialization:. Academy of Management Journal.

36. Nass, K. (2017). The New Rules of Employee Onboarding. Talmundo.

37. Navneet, G., & Saini, P. (2019). Absorption, Vigor and Dedication: Determinants of Employee Engagement in B- Schools. Indian Journal of Economics.

38. Rana, S., Ardichvili, A., & Tkachenko, O. (2014). A theoretical model of the antecedents and outcomes of employee engagement. Journal of Workplace Learning.

39. Saks, A. (1995). Longitudinal Field Investigation of the moderating and mediating effects of self-efficacy on the relationship between training and new comer adjustment. Journal of Applied Psychology, 211-215.

40. Saks, A. (2007). Socialization tactics and New Comer Adjustment: Meta Analytic Review and Test of Model. Journal of Vocational Behavior.

41. Saks, A. M., & Ashforth, B. E. (2002). Socialization Tactics and Newcomer Information Acquistition. International Journal of Selection and Assessment.

42. Saks, A. M., & Gruman Jamie, A. (2018). Socialization Resources Theory and Newcomers' Work Engagement. Career Development International.

43. Salazar, V. A. (2016). Welcome Aboard: An Exploration of the Impact of Structured Socialization on Newcomer Perceived Organizational Support, Engagement and Identification. Texas, USA: Texas State University.

44. Schaufeli, W. B. (2012). Work Engagement. What Do We Know and Where Do We Go? Romanian Journal of Applied Psychology.

45. Schaufeli, W. B., Salanova, M., Gonzalez-Romá, V., & & Bakker, A. B. (2002). The measurement of engagement and burnout: A confirmatory analytic approach. Journal of Happiness Studies,, Vol. 3 71-92.

46. Sekeran, U. (2003). Research Methods for Business: A Skill Based Approach. Illinois: John Wiley and Sons.

47. Sonnetag, S. (2011). Research on work engagement is well and alive. European Journal of Work and Organizational Psychology.

48. Staunton, S. (2017). An exploratory study of employees' perspectives on the value of onboarding programs. Proquest Dissertations Publishing.

49. Stein, L, C. L. (2010). Successful Onboarding: A Strategy to Unlock Hidden Value WithinYour Organization. McGraw Hill/ Kaiser Associates, Inc. Psychology, 54(1): 1-23.

50. Stevenson, M. (2020). The Onboarding Process and Its Link to Retention. HR Exchange Network. Retrieved from https://www.hrexchangenetwork.com/employee-engagement/articles/the-onboarding-process-and-its-link-to-retention

51. Van Maanen, J., & Schein, E. (1979). Towards a theory of organizational socialization", in Staw,. Research in Organizational Behavior.