ORGANIZATIONAL SOCIALIZATION: A STUDY OF REUNI IN A FHEI OF THE STATE OF MINAS GERAIS

SOCIALIZAÇÃO ORGANIZACIONAL: UM ESTUDO DO REUNI EM UMA IFES DO ESTADO DE MINAS GERAIS

Diego Cesar Terra de Andrade[1]

Flávio Santino Bizarrias[2]

Vanessa Nunes de Sousa Alencar Vasconcelos[3]

Renato Penha[4]

Abstract:
The objective of this research was to describe and analyze how the organizational socialization of professors and administrative technicians of a Federal Higher Education Institution (FHEI), opting REUNI, is configured. It is based on the theory of the Integrative Trends of Organizational Socialization of Bauer et al. (2007). The empirical research is characterized as field, descriptive, with quantitative and qualitative approaches (triangulation of methods). The servers in the FHEI are generally well socialized and the variations observed in the comparison between the administrative technician and professor groups, and also regarding the length of service in the institution, are small.

Keywords: Public administration; REUNI; FHEI; Organizational socialization; Integrating trends.

Resumo:
Objetivou-se nesta pesquisa descrever e analisar como está configurada a socialização organizacional dos servidores docentes e técnico-administrativos de uma Instituição Federal de Ensino Superior (IFES) optante pelo REUNI. O trabalho é fundamentado na teoria das Tendências Integradoras da Socialização Organizacional de Bauer et al. (2007). A pesquisa empírica se caracteriza como de campo, descritiva, com abordagens quantitativa e qualitativa (triangulação de métodos). Observou-se que os servidores da IFES, de maneira geral, estão bem socializados e as variações observadas na comparação entre os grupos de servidores técnico-administrativos e docentes, bem como em relação ao tempo de serviço na instituição, são pequenas.

Palavras-chave: Administração Pública; REUNI; IFES; Socialização Organizacional; Tendências Integradoras.

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[1] Doutor em Administração - Universidade Nove de Julho.
[2] Pós-doutor em Marketing Internacional pela Escola Superior de Propaganda e Marketing.
[3] Doutorado em Administração pela Universidade Nove de Julho.
[4] Pós-doutorado e Doutorado em Administração pela Universidade Nove de Julho.

1. INTRODUCTION

At the end of the 1990s, the studies on organizational socialization had an expressive growth, becoming a widely researched theme in the subsequent decades. Specifically in the public administration, in Brazil, this theme is highlighted by the work of Oliveira et al. (2008) in a quantitative research carried out at the Federal University of Rio Grande do Norte, seeking to analyze the perception of the public servants of a university about the process of organizational socialization. This interest is associated with the fact that, recently, it has been observed that the society has undergone numerous transformations due to a new economic, political and social context.

Likewise, the public sector has been forced to rethink its way of acting, seeking an efficient management model (BRESSER-PEREIRA, 2001; MARINI, 2002; MARTINS, 1997; MENDES; TEIXEIRA, 2000). Thus, when talking about People Management in the public sector, it is necessary to pay attention to a reality different from the one that is already established in private organizations. In general, for example, when a company in the second sector selects a person to be part of its staff, it is expected that they will be able to contribute to an increase in the profits of the company. On the other hand, when a public sector organization conducts a contest and seats a new server, it hopes they will be able to increase the rates efficiency, effectiveness and effectivity, which does not necessarily correspond to profit, but rather to better service delivery to the society.

However, beyond its purpose, derived from its own nature, other peculiarities differ it from the management of a private enterprise, such as the means used for recruitment, selection and hiring, remuneration policies, methods of performance evaluation, among others. In this sense, the public service becomes a peculiar environment. Oliveira et al. (2008), for example, found in their research that the technical administrative servants, as the time of service in the institution passes, perceive themselves as less competent and proactive.

This finding contradicts the authors' assertion, such as Motta (1993), for whom organizational socialization is a continuous process that begins even before the individual enters the company and continues throughout his or her stay in the organization. However, they support Gontijo and Melo (2005), who postulate that organizational socialization is seen as a process of complex description and conduction, mainly because it involves many subjective elements, with implications not only in professional and educational life, but also in affective aspects of the individual.

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Specifically on the scenario of Brazilian higher education, authors such as Andrade et al. (2011) point to significant changes in the Federal Higher Education Institutions (FHEI) from April 24, 2007, when the Federal Government launched the Education Development Plan (PDE), which contains about four dozen measures, among them the Decree no. 6,096, which established the Support Program for the Restructuring and Expansion of Federal Universities (REUNI) (BRASIL, 2009a).

The general objectives of REUNI were to create conditions for expanding access and permanence in higher education, to increase the quality of courses and offer better utilization for the physical structure (investment of almost R$ 2.2 billion) and to the human resources (expectation of hiring 15,755 new professors and 13,564 new administrative technicians, distributed from 2008 to 2012) in universities (BRAZIL, 2009b, emphasis added).

Thus, in order to understand issues related to the organizational socialization, this work was carried out in an FHEI which opted for the Program. To illustrate how REUNI affected the FHEI object of the study of this work, it was verified that in 2006 it offered 620 vacancies, moving forward, in 2011, to 1,480 new annual registrations. Moreover, in consequence of the increase in the number of vacancies offered to students, the number of professors and administrative technicians is increasing, being a justification for the study carried out in this research.

Another justification for researching the phenomenon of organizational socialization in the public service is that the ethical connotation, in the face of concern with the application of public resources and the improvement of the provision of services to the citizen, is in its core. Likewise, Chao et al. (1994) found that normally people who are well-socialized in their organizational roles have higher personal incomes, are more satisfied, are more involved with their careers, and are more adaptable to changes compared to less socialized ones.

Thus, the objective of this research is to describe and analyze how the organizational socialization of professors and administrative technicians of a federal higher education institution, located in the Southern Minas Gerais, opting for REUNI, is configured. The work is based on the theory of Integrative Tendencies of Organizational Socialization of Bauer et al. (2007). Due to the particularities of the public service, we opted for the triangulation of methods (quantitative and qualitative approaches), detailed in the methodology section, which is preceded by the theoretical framework. Then, we present the results and discussion sections that enable the design of the final considerations, which included search limitations and suggestions for future research.

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2. THEORETICAL BACKGROUND

This section is divided into three parts: one dealing with socialization from the sociological point of view; one that deals with organizational socialization and its evolution through its different approaches; and, finally, the chain of Integrative Trends, which underlies this research, is made explicit.

SOCIALIZATION

According to Borges et al. (2014), socialization is a process of development in which the subject constructs a differentiating identity and, at the same time, builds its socio-historical inclusion in the environment in which s/he is inserted. Thus, s/he comes to resemble and relate her/himself to the reference groups, considering the different environments to which s/he has access and interacts.

Socialization is a continuous process in which the individual learns and identifies characteristic habits and values that help him develop his personality and integrate with his group, making him sociable. It incorporates habits and values that are not innate to them. According to Levy Junior (1973, p. 60), "in a state of social isolation, the individual is not capable of developing a human behavior, since it must be learned throughout their interactions with social groups."

In this sense, Chanlat et al. (1996, p. 36) state: "the human being does not live in a closed circle, since it is in the relationship with the other one that the ego is constructed." Durkheim (1987) stresses the importance of socialization by showing that society can only exist because it penetrates the interior of the human being, shaping their life, creating their consciousness, their ideas and values. Such process, therefore, is dynamic in the sense that it is continuous and ends the experience of existential contradictions. It is a process that takes place throughout the life of the individual (BORGES et al., 2010), that is, it cannot be affirmed that it has beginning, middle and end.

THE ORGANIZATIONAL SOCIALIZATION

The organizational socialization is developed within organizations, in which the individual carries out his work activities. This is what Berger and Luckman (1985) call

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"secondary socialization". Feldman (1976) and Shinyashiki (2000) argue that even though it is a phenomenon of complex description and conduct, the theme has been awakening the interest of administrators, researchers, and other professionals for some time.

According to Shinyashiki (2003), the name organizational socialization is given to the way the organization receives employees and integrates them into its culture, context and system so that they can behave in a manner that is appropriate to the organization's expectations. Schein (1982) believes that the use of the term may be associated with the process in which a new member learns the value systems, norms, and behavior patterns demanded by an organization or the group in which he is entering.

As Shinyashiki (2003) puts it, individuals go through socialization processes during all stages of their lives, internalizing patterns of behavior, norms and values arising from the context in which they are inserted or the social situation which they are linked to. Oliveira et al. (2008) classify the process of organizational socialization in two-way and reciprocal: first because the adaptation is mutual, considering the search for a true symbiosis between the parties (organization/employee); second, because each party acts upon the other one.

According to a bibliographical review carried out by Borges and Albuquerque (2014), chronologically, the studies on organizational socialization evolved under four different trends:

a) Organizational Tactics – the attention is focused on the actions of the organization, which aim to facilitate the process of socialization of individuals;

b) Developmental - the focus is on the cognitive processes experienced by the subjects of the organizational, in order to analyze the nuances and ambiguities of socialization and its sequential form during the worker's working life;

c) Content and Information – the attention turns to the cognitive processes of the individual, relating them to the contents of the socialization process and to the role of the (pro)active search for information, dropping the assumption of sequential stages;

d) Integrative trends - this chain integrates the previous ones in a way that complements them, considering the different variables in order to have a broader understanding of the phenomenon.

Therefore, due to the objectives of this research (aforementioned), emphasis is placed here on the "integrative trends" approach, for what is sought is a broad understanding of the phenomenon of organizational socialization.

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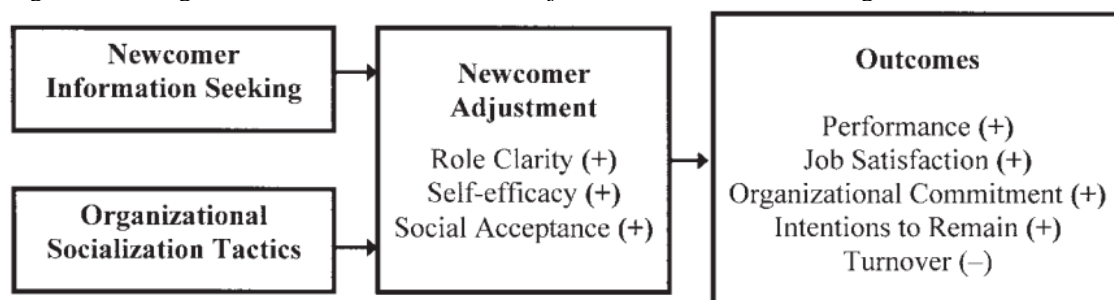
INTEGRATING TRENDS

As the name explains, this chain integrates the previously studied positions, in search of a broad understanding of the phenomenon to complement them. Oliveira et al. (2008) argue that such studies represented a definite distance from the functionalist perspective and an approximation of the symbolic interactionism and the social constructivism.

According to Carvalho (2009), the importance of considering different variables in order to have a broader understanding of the phenomenon has made the researches in organizational socialization begin to have more extensive designs. Borges et al. (2010) corroborate this assertion and present that integrative tendencies assume that the approaches that precede them complement each other, illuminating the process, considering different dimensions. These trends, in addition to integrating the previous contributions, by reflecting about the process, considering several levels of analysis, focus on the importance of the process being understood in the context and have a strong explanatory characteristic.

In this sense, several integrative models have been proposed. Among these, the model of Bauer et al. (2007), based on meta-analysis review (meaning that it sticks to the search for relationships that have been consistently studied in the literature in question), called Background model and results of adjustment of newcomers during socialization, is found.

This proposal, as represented by Figure 1, deals with the clarity of the role, the self-efficacy and the social acceptance as key indicators of the subject's adjustment in his work context. The search for information and organizational tactics is proposed as antecedents of the adjustment; whereas job satisfaction, organizational commitment, job performance, intentions to remain in the company, and turnover are considered as results of the adjustment. It should also be stressed that the moderating effects of different methodological strategies on socialization studies are observed.

Figure 1 – Background model and results of the adjustment of newcomers during socialization

Source: adapted from Bauer et al. (2007).

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In general, the model presented by Bauer et al. (2007) indicates that: with regard to the antecedents of the adjustment, it was verified that the search for information was significantly related to paper clarity and social acceptance; the tactics of socialization, in turn, were related to the three types of adjustment; with respect to the results of the adjustment, it was observed that the social acceptance was related to all the results; the clarity of role did not show relation only with the turnover; whereas self-efficacy was related to performance, intentions to remain in the company and turnover.

Finally, it should be pointed out that the "Organizational Socialization Inventory" proposed by Chao et al. (1994) and that served as reference for the construction of the scale that composes the quantitative part of this work, was part of the model of Bauer et al. (2007). And it is possible to perceive similarities in the dimensions of both models, which will be used here, as detailed in the methodology hereinafter.

3. METHODOLOGY

The present study is a field research (Vergara, 2003), descriptive (Gil, 2002; VERGARA, 2003), with qualitative and quantitative approaches (DEMO, 2002), characterizing a triangulation of methods (Jick, 1979), in the format of a case study (YIN, 2001; ROESCH, 1999; BECKER, 1999; SILVA, GODOI; BANDEIRA-DE-MELLO, 2006).

The units of observation were the professors and the administrative technician servants of an FHEI, located in the state of Minas Gerais, according to accessibility criteria (VERGARA, 2003). The unit of analysis was the organizational socialization of these public servants. The research universe was 309 individuals; 301 respondents from a structured questionnaire (survey) and eight interviews. The choice of the research object was based on accessibility.

This verification was part of the first stage of data collection, which was performed through a documentary survey and that included the reading of records, laws, protocols and other documents that could contribute to the understanding of the reality of the institution and the servants in terms of their organizational socialization.

In the second part of the data collection, a questionnaire was distributed by email through the software SurveyMonkey, containing demographic information and the Reduced Organizational Socialization Inventory (ROSI), which had its validity and consistency confirmed by Andrade, Bizarrias and Ramos (in press). This ROSI is based on the work of Chao et al. (1994), and since then it has been adapted to the context of Brazilian public administration

sector (Borges et al., 2010, 2014; Andrade; Oliveira, 2013) and has been widely used (Carvalho; Borges, 2010; Carvalho et al., 2011; Andrade, 2011; Carvalho; Borges; Vikan, 2012; Andrade; Oliveira; Oliveira, 2012; Oliveira, 2013; Andrade; Penha; Ramos, 2014) in researches about socialization in the public sector. It is composed of 22 closed-ended questions, in the form of five-point Likert-type intervals of agreement, and capable of measuring seven hypothetical factors. Namely:

Board 1 – Structure of factors measurable by the Organizational Socialization Inventory

Factors	Notions or compiled ideas
History	It concerns the knowledge of the traditions, myths, and rituals that compose the culture of the organization.
Objective	To learn and be familiar with the organizational objectives and priorities.
Employees	It involves the satisfaction in the relationships with the members of the organization.
Language	It addresses the individual's knowledge about the professional technical language, as well as the familiarity with the informal language of the organization.
Initiative	It is related to the individual's ability of seeking solutions to labour matters.
Experience	How much the knowledge acquired by the subject prior to joining the organization helps them in the activities.
Performance	It addresses the extension in which the individuals master their tasks.

Source: Andrade, Bizarrias and Ramos (in press).

For the quantitative analysis of the data the software Statistical Package for Social Science - SPSS 17, commonly used in social science research, covering univariate statistics (position, mean and median measures) and bivariate (correlations) and also tests that allowed to clarify hypotheses raised about the behavior of the respondents. According to the analysis of normality distribution of variables or equality of variance, nonparametric tests were performed to evaluate the correlations between demographic-functional data and variables of organizational socialization.

After the quantitative measurement and based on its main results, the third phase of data collection was carried out, with a qualitative analysis, more appropriate for researches positioned from the perspective of interactionism and constructivism, to deepen the subjective issues associated with the organizational socialization.

To do so, interviews were conducted (Minayo, 2000) with eight servants that also answered the questionnaires, varying the term of employment at the FHEI, and two groups were established: a group with four servants – two professors and two administrative technicians prior to the expansion of REUNI, that is, they have worked in the institution since before 2008; and a second group composed of four servants, distributed as before (two professors and two administrative technicians) who have had their vacancy coming from the decree.

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The questions were based on the seven hypothetical factors ascertained by Andrade, Bizarrias and Ramos (in press). As an example of an approach there is: "what is your familiarity with the professional technical language used in the daily routine of the institution and with the informal language, slangs and jargons of your daily job routine?"

Besides these seven factors another question was included: "Do you see yourself retiring in this institution?" This question is also suggested by Andrade, Bizarrias and Ramos (in press), since, as in the Brazilian public sector, the servant is usually stable and remains until retirement, it may contribute to the understanding of the organizational socialization construct. Furthermore, it corroborates the findings of Bauer et al. (2007), who base the chosen chain of analysis, stating that well-conducted socialization decreases the turnover.

The methodology of content analysis (Bardin, 1977) and thematic analysis (Minayo, 2000; Melo et al., 2007) was used for the analysis of the interviews. The choice of such servants took place by accessibility (Vergara, 2003), considering their availability to assist the research.

4. RESULTS AND DISCUSSION

The first part of this section describes the demographic and functional variables of the research participants, subdivided among the 301 respondents of the questionnaire and the eight interviewees. In the second part, the results of the organizational socialization in the FHEI are presented. Then there are the variations of the level of organizational socialization, according to the different segments, administrative technician servants and professors. Next the variations of the level of organizational socialization by length of service in the institution are presented. And, finally, qualitative information, referring to the intention of the server to retire in the institution.

CHARACTERIZATION OF THE DEMOGRAPHIC AND FUNCTIONAL VARIABLES OF THE RESEARCH PARTICIPANTS

In order to optimize the size of the questionnaire, and increasing the chances of answers, only two demographic characteristics were measured in the quantitative part of the study: length of service in the institution and classification (administrative technician rank) and class (professor ranks).

Of the respondents, 101 were administrative technicians, divided according to the classification presented in Table 1. The average length of service at the FHEI was 16.009 years,

with a standard deviation of 12.45 years. It should be noted that of these amounts of administrative technicians, 50 members started working as of 2008. That is, they began to work after the Institution's accession to REUNI.

Table 1 – Classification level of the administrative technicians

Classification level	Quantity	Percentual
E	45	45.45%
D	45	45.45%
C	8	8.8%
B	2	2.2%
A	1	1.1%
Total	101	100%

Source: the authors.

With regard to the professors, 200 responded to the survey. They are divided into classes, as observed in Table 2.

Table 2 – Professors' category

Position	Quantity	Percentage
Adjunct professor	112	56%
Assistant professor	17	8%
Associate professor	48	24%
Secondary vocational and technology professor	3	2%
Full professor	20	10%
Total	200	100%

Source: the authors.

The average length of service of the professors at the Institution was 15.155 years, with a standard deviation of 10.7 years. Of the 200 respondents, 74 began teaching at the Institution after it's accession to REUNI.

Regarding the eight interviewees, they were divided into two groups (Pre-expansion and Post-expansion):

• in the first group of four employees (who work in the institution prior to 2008); in relation to sex, three were male and one was female. As for the age group, two of them (one professor and one administrative technician) are in the range "between 40 and 50 years", and two (equal distribution) were between 50 and 60 years old. Regarding marital status, all respondents are married. As far as education is concerned, both professors are doctors, and both administrative technicians have specialization, one being classified as "D" (administrative assistant) and the other one as "E" (Accountant). As for the current position, the two professors do not have any type of added bonus Functions (FG) nor Management Position (CD), however one of them has already been a course coordinator and the head of department, totaling eight years in these extra teaching activities. With regard to the two administrative technicians, the accountant does not have a CD or FG either, and up to the moment of the interview he had not

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exercised any type of function beyond the one due to his position. The administration assistance, in turn, currently has a CD and is in charge of a strategic directorate of the Institution. Along her over 30 years of work, more than half of the time she performed activities of coordination and direction.

- in the second group of four employees (they started working at the institution after 2008); in relation to sex, two were male and two were female. As for the age group, one of them (administrative technician) is in the range "between 20 and 30 years old" and the others are between 30 and 40 years old. About marital status, two of the respondents are married and two are single. Regarding schooling, the result is the same as in the previous group. That is, both professors are doctors, and both administrative technicians have specialization. However, the latter ones are classified as "D", both administrative assistants. None of the four, up to the moment of their work activities, own, or owned, in the Institution, any type of FG or CD.

THE ORGANIZATIONAL SOCIALIZATION AT IFES

For the analysis of the organizational socialization of the servants, the data from the questionnaires and also those from the interviews were used, which are mixed, with the intention of giving organicity to the text and depth to the analysis itself.

Based on the means and dispersion measurements (standard deviation, minimum and maximum), the factor scores of the participants were synthesized according to Table 3. Thus, in accord with the objective, which is to identify the perception of the servants of the institution researched about the level of organizational socialization, the first observation to be made is that, on average, the servants perceive themselves as well socialized in the majority of the factors measured, confirmed by the significant differences between the means and considering the respective standard deviations.

Table 3 – Descriptive analyzes of the factors of the Organizational Socialization Inventory

Dimension	Alpha	N	Minimum	Maximum	Mean	Standard deviation
Experience	65,70%	301	2.333	5	4.395	0.475
Performance	41,60%	301	2.000	5	3.872	0.638
Initiative	69,70%	301	1.000	5	4.332	0.697
Background	80.00%	301	1.000	5	3.807	0.782
Language	70,30%	301	1.333	5	4.626	0.538
Objectives	77,10%	301	1.250	5	3.904	0.672
People	74,71%	301	1.333	5	4.039	0.754

Source: the authors.

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The average scores of the factors, in order: Language, Experience, Initiative and People, all with means between 4.00 and 5.00, stand out positively. However, when one considers the standard deviations of these factors, which were also moderately low (maximum 0.782), it is noticed that there is a certain moderately socialized population within the organization. In this regard, the Background factor with lower scores is highlighted. And, when considering the standard deviation for this factor, it comes close to 3.00, which can be considered as the neutral point, as it is important to remember that the Inventory uses a 5-point Likert scale, in which 1 is Strong Disagreement and 5 is Strong Concordance.

In addition, the factors Experience (which evaluates how much the knowledge acquired by the subject prior to joining the organization helps him in his activities) and Performance (which evaluates the extent to which individuals dominate their tasks) were respectively 2.333 and 2.000.

In general, these figures confirm the model of Bauer et al. (2007) because the measured factors point to the similarity of the dimensions "results of the adjustment" proposed by the authors. This can be observed, above all, regarding performance, job satisfaction and organizational commitment. Still according to the same authors, this phenomenon is the result of socialization strategies antecedent to the adjustment (behavior of information search and tactics of organizational socialization). However, as in the documental survey phase, no preparatory action was taken by the FHEI for the arrival of the servant, it is believed that mandatory advertising (such as publication of public notice) and the social institutionalization of this type of organization (education), contribute to the behavior of information search of servants as a precedent to this adjustment.

In the qualitative phase of the research, all interviewees corroborated these data. It is mentioned, for example:

> I studied for years to be a teacher and a researcher, I graduated, did master's and doctorate degree when I was here, I just could not go abroad because I was already married and had children of school age [...] but all in a time that a few people had these titles [...] I know what should be done and taught. I recognize a student with the potential for the studies in a few minutes of conversation (Pre-Expansion Professor 1). I prepared myself to be an accountant here [...] when I was in college, I worked in an accounting office, I have experience, I just needed to study the specific laws of the civil service to pass the examination (Pre-expansion Administrative Technician 1) (verbal information).

It is important to emphasize the positioning of administrative assistants when these subjects (Experience and Performance) have been dealt with, since in their case, despite the fact that all the interviewees today have undergraduate and specialization, the minimum

qualification required by the civil examination is complete secondary education. Thus, they can act in various activities within the Institution, from secretariats to assistant of the dean, reaching management positions. Due to this plurality they are considered "all-around".

> I have worked in several sectors here [...] but over the course of more than thirty years, since the day I took over a coordination, I never left. There are many competent people here who know what to do. I have been the head of board for two administrations of different deans (Pre-expansion Administrative Technician 2).
> When I was approved at the civil service examination, I knew I could work anywhere. I was prepared for this [...] (Post-expansion Administrative Technician 2) (verbal information).

Returning to the model of Bauer et al. (2007), the interviewees' statements present evidences of these behaviors of information search before their entering the institution. Either because they have already studied at the FHEI and have previously been aware of their entry as a servant, or because they sought information about the activities to be undertake when they were approved in the civil service examination. It is evident the contribution of these actions as key indicators of the adjustment of the subject in their work context (greater clarity of their institutional role, self-efficacy and social acceptance).

In the model, these observations are listed as part of the newcomers' adjustment. However, this is partially confirmed, since this behavior was present even in the older ones (although the time relation is not directly associated with this statistical test, it is possible to verify it in the data of the interviewees). However, this supports Motta's (1993) statement that organizational socialization is an ongoing process that can be observed during all the permanence at the organization. However, this finding does not compromise the model, since this may be a specificity observed in public administration.

VARIATIONS IN THE LEVEL OF ORGANIZATIONAL SOCIALIZATION AMONG THE ADMINISTRATIVE TECHNICIANS AND PROFESSORS

As such reports have been observed, the t-Test was applied in order to compare the differences in the scores of organizational socialization of the administrative technicians and professors, from their point of view. As shown in Table 4, it was observed that there were significant differences ($p < 0.05$) between the means presented only in the factors designated by Language and, once again, Experience. The same was not observed among the means in the other factors. In other words, statistically there are no statistical differences between the different segments of servants in the hypothetical factors People, Background, Objectives, Performance and Initiative.

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Table 4 – Differences among servant segments

Dimension	Position	N	Mean	Standard deviation	Teste t
Language	Professor	200	4,718	0,442	t=4,324, p<0,0001, df=299
	Administrative technician	101	4,442	0,655	
People	Professor	200	4,010	0,806	t=-0.931, p=353, df=299
	Administrative technician	101	4,096	0,638	
Background	Professor	200	3,843	0,762	t=1.99, p=0.272, df=299
	Administrative technician	101	3,738	0,818	
Objectives	Professor	200	3,909	0,659	t=0.185, p=0.853, df=299
	Administrative technician	101	3,894	0,700	
Performance	Professor	200	4,402	0,472	t=0.324, p=0.746, df=299
	Administrative technician	101	4,383	0,484	
Experience	Professor	200	4,388	0,645	t=1.945, p=0.053, df=299
	Administrative technician	101	4,223	0,783	
Initiative	Professor	200	3,885	0,617	t=0.514, p=0.607, df=299
	Administrative technician	101	3,845	0,681	

Source: the authors.

At this point, when there are significant differences in the Experience factor, a discrepancy between statistical analyzes (quantitative) and the servants' statements (qualitative) is observed. However, when analyzed with greater acuity, it is noted that Post-expansion Administrative Technician 1, in her speech, sees herself as prepared (sic), but is seeking a second course aiming at being allocated in another sector and, moreover, in this positioning/option, she demonstrates knowledge about what should be done.

> If I wasn't prepared I wouldn't have passed the civil service examination, which are getting more and more competitive. Only the best ones are approved, the hit rate is above 90%. Although I already have a degree, now I'm studying law, right here in the institution, in the evening, I already know in which sector I want to work (Post-expansion Administrative Technician 1) (verbal information).

Regarding the significant difference found in the hypothetical factor Language (which measures the individual's knowledge of professional technical language, as well as familiarity with the organization's informal language), as more than half of the administrative technician respondents do not necessarily have specific training in their area (as already pointed out, level "D", a proof requirement at the moment of the takeover, of complete secondary education, Level "C" complete primary education, Level "B" and "A" – already extinct positions for new civil service examination – incomplete primary education), this result is understandable. As revealed in the statement of Pre-expansion Administrative Technician 2: "When I worked at the soil analysis department, I did not understand many terms used by them (?), but over time I learned and adapted." (verbal information).

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Once again, it goes back to Motta (1993) and his realization that organizational socialization is an ongoing process, which can be observed during its permanence in the organization, which corroborates what was perceived by the Pre-expansion Administrative technician 2. In this case it is the time factor acting as a variable.

As far as professors are concerned, considering that the vacancies for professors are filled according to training and specific qualification, the domain of jargon is not only expected but also required, and is learned at the time of their entire education.

Regarding the factor People (which involves the satisfaction in the relations with members of the organization), although in the quantitative stage there was no difference between the different segments (professors and administrative technicians), in the qualitative part it was possible to verify a "noise" in the process. For example, the Pre-expansion Professor 1 stated: "[...] these new professors, many of them newly doctors, have much to learn [...] the daily routine will show them how some things work, since many of them do not listen to us [...] I am a local, I did my undergraduate, master and doctorate here." (verbal information).

This statement refers to Shinyashiki (2003), who states that socialization occurs also to inform the individual about the context, the system, so that they can behave properly to the expectations of the organization. The part that says "I am a local" goes back to Motta (1993), for whom organizational socialization is a process that begins even before they enter the organization. It is a way of saying that they know everything even before becoming a formal part of the institution, it represents pride in knowing the process.

VARIATIONS IN THE LEVEL OF ORGANIZATIONAL SOCIALIZATION BY LENGTH OF SERVICE IN THE INSTITUTION

Thus, we sought, in the Pearson's correlation coefficients, to assess the scores in the organizational socialization factors and the times of service in the institution (Table 5). It was found that two factors present statistically significant ($p < 0.05$) and positive correlations with the length of service in the institution: Background (knowledge of the traditions, customs, myths and rituals that make up the culture of the organization) and Initiative. In other words, it was not observed, in the other factors, a significant increase as effective working time goes on. And this contradicts Motta's (1993) and Shinyashiki's (2000) statements, but corroborates in part (because she assessed other hypothetical factors) the empirical findings of Oliveira et al. (2008).

Table 5 – Correlations between the scores in the factors of organizational socialization and length of
service in the institution.

Factor	Coefficient	Time
Language	Pearson's correlation	0.055
	p-value	**0.339**
People	Pearson's correlation	0.082
	p-value	**0.155**
Background	Pearson's correlation	0.466
	p-value	0.001
Objectives	Pearson's correlation	0.037
	p-value	**0.523**
Performance	Pearson's correlation	-0.035
	p-value	**0.549**
Experience	Pearson's correlation	-0.072
	p-value	**0.211**
Initiative	Pearson's correlation	0.171
	p-value	0.003

Source: the authors.

Moreover, it is also on these nuances that Gontijo and Melo (2005) postulate that organizational socialization is seen as a process of complex description and conduction. With regard to the factors of Background and Performance, it seems logical that as time goes by, more knowledge is acquired about, for example, the organizational culture. But with respect to the Initiative, this does not seem to be truth, as said by the Post-expansion Administrative Technician 1:

> At the beginning nobody teaches you anything. If you do not seek it you do not learn the job. I went in to replace someone else, she had already left, no one taught me anything [...] when I worked in the private sector in the first week they did an integration, we went through various sectors and we understood more or less how things worked, what we should do, who to ask for something we need. Here I got scared, I was thrown into the department. I came to take office and get to work and they told me: "this is your table"! (verbal information).

Another statement that contradicts this result is from the Pre-expansion Administrative Technician 1:

> [...] when I started I was looking for work, I was hoping to grow here. But over the years the opportunities pass through you but do not reach you. Today I do not look for anything else, I do what I have to do in my daily routine and count the days to retire. (verbal information).

If the theory on organizational socialization (Motta, 1993; Borges et al., 2010; Shinyashiki, 2003; Schein, 1982) was confirmed, the results of the correlation among all factors and length of service in the institution would be positive until the disconnection (retirement) of the servant.

With regard to the additional question to the seven factors, "do you see yourself retiring in this institution?", the analysis of the two actors immediately cited (Post-expansion Administrative 1 and Pre-expansion Administrative Technician 1) is able to provide evidence on the phenomenon. The Post-expansion Administrative 1 demonstrated dissatisfaction with her early stage of socialization (integration) to the organization, thus, it should be mentioned that, as previously stated, she cites being unhappy with the current position, she studies law and seeks another position within the Institution. It can be interpreted in the light of Bauer et al. (2007), within the perspective of the turnover.

As for the and Pre-expansion Administrative Technician 1, when asked about the factor Initiative, he expressed his expectation for retirement. When questioned especially about retirement, he said he had not left before because, according to him:

> Getting out of the public service, even unsatisfied, is craziness. I have to endure, I have family, my commitments. Even though I am no longer happy and motivated, stability and salaries are still better than out there. In my case there is still the issue of retirement being integral, a condition that is no longer a reality nowadays, for those who are starting now. (verbal information).

This position shows the difficulty in managing people within the Brazilian public administration, as well as understanding certain organizational behaviors, since this is a unit of analysis in contrast with organizations from other sectors, such as the private production or services sectors.

5. FINAL CONSIDERATIONS

The general objective of this work was to describe and analyze how the organizational socialization of the teaching and technical-administrative servants of a Federal Higher Education Institution, located in the South of Minas Gerais and opting REUNI, is configured. As justification, there has been an increase in the number of professors and administrative technicians, as a result of the accession to REUNI, and the ethical connotation, regarding the application of public resources and the improvement of the provision of services to the citizens. The research is based on the theory of Integrative Trends of Organizational Socialization of Bauer et al. (2007). The empirical part is characterized as field, descriptive, with quantitative and qualitative approaches. As data collection techniques, documentary survey (secondary data that were analyzed through documentary analysis), questionnaires (statistically tabulated, in

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univariate and bivariate ways, primary data), and interviews (primary data analyzed using content analysis techniques) were used, characterizing a triangulation of the methods.

The data were presented in the following order: characterization of the demographic and functional variables of the research participants, which was composed of 301 respondents of the questionnaire and eight interviewees (a group containing four servants – two professors and two administrative technicians, who took office before the expansion coming from REUNI –, and a second group composed of four employees, two professors and two administrative technicians, who have had their vacancy from the decree); the organizational socialization in the FHEI; the variations in the level of organizational socialization among administrative technicians and professors; and the variations in the level of organizational socialization by length of service in the institution.

The results of the research indicate that the servants of the FHEI are generally well socialized and the variations observed in the comparison between the groups of teaching and technical-administrative servants, as well as in relation to the length of service in the institution, are small in the majority of the factors measured. However, it would still be possible to observe improvements in this process if the institution implemented socialization strategies (Organizational Socialization Tactics) (Bauer et al., 2007) once the servant took office.

As theoretical contributions of this research, we find the reflection on the challenges and the internal reality of a public institution regarding organizational socialization as a part of the understanding of the macro-organizational behavior (SIQUEIRA, 2002). Also, this was the first time the Organizational Socialization Inventory was used in its reduced version, and this one showed to be consistent. This statement can be verified both by the favorable statistical data and its adherence to what was observed in the qualitative part.

As practical contributions, it is suggested that the FHEI, with the intention of improving its employees' socialization, institute weeks of integration to the newcomers. These actions are commonly organized by private organizations. The adoption of this action is in line with the new model of public management and modernization of the State, observed in the last decades. In that meantime, it has been associated with behavioral and managerial notions, imbued with concepts and practices that were specific and, until then, restricted to the sphere of private organizations (CARVALHO; OLIVEIRA; SILVA, 2013). The question of the history of the organization should be addressed to all new servants, regardless of their function or departmental position. The information on the professional technical language should be provided according to the servants' position specific requirements, and, above all, to the

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administrative technicians with a general training (e.g. Administration Assistant). This process should be easy to implement since this is an educational institution.

For the institution, it is expected that the issues raised, the results and the suggestions will encourage discussions and reflections about its processes, in order to seek alternatives that favor a satisfactory environment for their staff and, consequently, a better provision of services to the population.

Among the limitations of the study, two stand out. The first concerns the option for the case study, which deepens, but also limits, since it does not allow greater generalizations of the results. Second, only one FHEI was addressed.

Given the theoretical contribution reported here and the awareness that this is a field of studies under construction, as a research agenda, it is suggested the realization of further research on the topic organizational socialization in different segments of the public sector, as well as in other FHEIs, in order to allow comparisons between these organizations and consequent understanding of this specific area of service provision. Finally, the realization of interorganizational studies is perceived as a contribution, which allows comparing the reality of several public and private organizations, and therefore deepen the matter of the organizational socialization in Brazil.

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