



Organizational socialization in universities: an empirical study

Socialización organizacional en las universidades: estudio empírico

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ABSTRACT

The aim of this study was to analyze organizational socialization in universities. The research is based on a quantitative approach, supplemented by descriptive fieldwork. Interviews and surveys were conducted with faculty members of the territorial polytechnic universities in the state of Táchira. The results show that none of the institutions have a socialization and integration program, and there is a welcoming process led by program coordinators, in which information is mainly provided about the curricular unit and its workload. However, the teachers express dissatisfaction with this process, as it does not facilitate adequate socialization and integration. In conclusion, it is necessary to design organizational socialization strategies for the teachers of the universities analyzed, with the aim of promoting effective integration in the academic sphere.

Keywords: Teacher, education, educational management, job satisfaction, University.

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INTRODUCTION

Organizational socialization refers to a broad process through which people progressively acquire attitudes and behaviors that allow them to join the world of the organization and develop productive activities (Ocando & Eslava, 2022). Vargas defines it as "a process that is made up of three stages (anticipated socialization, encounter, change, and acquisition) and that affect the new employee's work productivity and commitment to the organization's objectives" (2013, p. 32). These stages of the socialization process must be based on constructing a future in the image of the past and a future different from the past; that is, they must be based on planning, foresight, and perspective (Orozco et al., 2022).

Therefore, it is essential to predict changes in order to solve supervening and current problems (Amadei, 2022). Hence, prospective planning is defined by Ramirez as "a process of anticipatory prevention of actions to implement decisions that will lead us to the objectives set through various alternatives" (2007, p. 25). Therefore, the set of steps or procedures carried out to remedy a particular matter is synonymous with management, direction, or administration,



which works through the people in charge of ordering or organizing to achieve results (Eslava et al., 2022), applying the phases of the administrative process, such as planning, organizing, directing and controlling (Ding et al., 2023). To this end, material, technical, financial, and human resources are used (Omanović & Langley, 2021).

In another order of ideas, universities are diverse and, even more so, public universities, considering the variety of human groups existing in society, in which reference is made to whom it is directed and what is expected (Aranda et al., 2018). In Venezuela, in recent times of transformation, the public university has been created, designated as "territorial polytechnic university" for some states of the country, which are focused on novel public policy strategies, houses of higher education studies capable of positioning themselves concerning a large part of the social demand (Tang et al., 2022). The response is given with the diversity of university models, according to specific situations and needs of the people (Gupta et al., 2022); a diversity-oriented to the potential of university systems for synergy, in the actual contexts of today, integral, quality, free, guaranteeing access, permanence, and completion (Lisbona et al., 2009; Chaparro, 2023).

Of the territorial polytechnic universities in Venezuela, there are two in the state of Táchira; on the one hand, there is the Universidad Politécnica Territorial del Norte del Táchira "Manuela Sáenz," formerly called Instituto Universitario de Tecnología La Fría "I.U.T.L.A.F."; and, on the other hand, the Universidad Politécnica Territorial Agroindustrial del Táchira, formerly called Instituto Universitario de Tecnología Agro-industrial "I.U.T.A.I.". These universities, at present, offer national training programs, like all the Territorial Polytechnic Universities of the country, according to the common potentialities and needs of the society to which it belongs or is an integral part of its environment for sustainable development (Ortlieb & Ressi, 2022).

In this regard, it is necessary to induce the effort of the elaboration of the present exploration, framed in the area of Management and Human Resources, linked to the research line of strategy and organizational molding, as a public good at the service of the community (Gilmore & Harding, 2021) and with objectives focused on analyzing the managerial strategies of socialization applied to teachers in the territorial polytechnic universities in the state of Táchira, evaluating the existence of an instrument or program of organizational socialization in them, the degree or level of satisfaction that it generates, as well as the approach of strategies of organizational socialization, that allow the effective integration of the teachers to the context of the U.P.T., trying to establish the bases and premises of operation of the institution, its concise elements for the fulfillment of what has been previously established, enhancing the academic management, within the framework of the fundamental principles and values of the referred houses of study (Eslava, 2020; Pérez et al., 2023).

The Universidad Politécnica Territorial del Norte del Táchira Manuela Sáenz ("U.P.T. Manuela Sáenz") and the Universidad Politécnica Territorial Agroindustrial del Táchira "U.P.T.A.I.," are university institutions that were created for the training of university technicians, and have been subject to university transformation, framed in the alma mater mission, to respond to the policies of the national government. The purpose of these institutions is the professional training of the country's citizens. For this purpose, it is essential and fundamental that their teaching staff, who are in charge of developing the academic activities, focus on guaranteeing the quality in the execution of the educational policies and rules of admission, permanence, and control of studies of the students of these institutions, attached to the principles, rules, regulations, guidelines of the Ministry of the Popular Power for University Education and the U.P.T.

The institutions have a Human Resources office to incorporate teaching personnel, which is also coordinated with the Academic Vice Rector's Office. After carrying out the selection process of the new human capital, according to the requirements or needs of the different coordinations of the national training programs, which are raised before the academic council of the institution, and using recruitment procedures aimed at attracting potential candidates, capable of occupying the position of hired teacher in the corresponding scale, or if applicable, an ordinary teacher who receives the approval of transfer between polytechnic universities; a technique of integration into the organizational culture and context should be applied, allowing the new teacher to behave by the university's premises.

Ashforth et al., point out, "Organizational socialization is the process by which a person acquires work competencies in terms of a level of functional understanding of the organization, gains the support of co-workers, and accepts the norms of an organization" (2007, p. 18). On the other hand, Chiavenato points out that: "Before assigning a position, organizations should seek to integrate people into their context, acclimating and conditioning them - through initiation ceremonies and social acculturation - to the organization's prevailing practices and philosophy" (2000, p. 280). (2000, p. 280).

In exploratory interviews conducted in both institutions, the staff stated that in the Human Management or Human Resources offices, as well as in the academic coordinating offices, there is a vacuum concerning their organizational management since they do not have a precise or conscious manner, a system of organizational socialization aimed at the teaching staff, which allows them to integrate into their context, acclimatize or condition themselves to the philosophy and practices of the university institution, which has also undergone a recent transformation (Al Haraisa, 2022); and, at the same time, get rid of unwanted bad habits and prejudices in the behavior of the newly hired or newly transferred teacher (Karam et al., 2022). This is why discordances arise between the exercise of the new teaching staff with the needs, objectives, and institutional regulations, causing severe damage and disrepute of the university and, in general terms, of the entire community, mainly due to the particularity of the U.P.T. and the permanent social link (Liao et al., 2022).

Likewise, the lack of knowledge of the regulations and premises of the academic and administrative functioning of the territorial polytechnic university is one of the causes of individual behavior of non-compliance with them, indecision, and insecurity on the part of the teacher in his performance and commitment to the organization and specifically to his work. Likewise, improvisation and uncertainty on the part of the teacher, which leads to disorganization and the lack of adaptation and institutional identification, are other signs that affect institutional development. Similarly, the teaching staff's lack of training causes some inadequate academic performance. Consequently, it is necessary to address this situation since, if maintained, it would cause the dissociation of the bases of institutional functioning concerning the teaching staff, disarticulating the purpose of academic excellence and joint work with political-territorial premises of the polytechnic universities, even leading to student desertion, institutional chaos, its closure or suspension, unemployment and relocation of its staff.

However, among the possible alternatives, it is proposed to achieve adequate organizational socialization in the territorial polytechnic universities, a proposal beyond the simple adaptation or expansion of the physical infrastructure, and this is achieved through the effective integration of the bases of operation of the institution and the teaching staff; to adapt them to the expectations of these houses of study, proposing management strategies for the socialization of university teachers, creating a receptive and pleasant work environment; which in turn, according to Gómez and Ureña (2022) and Quiroz (2021), generates positive motivation and job satisfaction, symbolized in the adaptation of the teacher's behavior to the needs and objectives of the U.P.T., with reduction of uncertainty; encouraging role innovation, proactivity, better performance, institutional identification, organizational commitment and commitment to the assigned job or position, among others.

In this sense, the work aimed to analyze organizational socialization in universities. The research was framed within the quantitative methodology, with the support of field research and descriptive character. An interview and a survey were applied to the teaching staff of the territorial polytechnic universities of Táchira.

METHODS

The study was conducted under the quantitative paradigm, by the information collected, using statistics for further discernment and analysis in order to generate results consistent with reality (Hernández et al., 2010). The study had a descriptive level, in that factual realities were interpreted with the description, recording, analysis, and interpretation of the nature of the phenomena, emphasizing dominant conclusions or how a person, group, or thing conducts and functions in the present (Díaz, 2009).

The type of study was field study since data were collected directly from reality, studying social phenomena in their natural environment without manipulating or controlling the variables to avoid losing the natural environment in which the fact manifests and unfolds (Arias, 2012). To this end, to collect the information, we went directly to its source, without having control over the event and, thus, collecting concise data from teachers hired and transferred recently in public universities, with the particularity of territorial polytechnics, from those in charge of managing Human Talent in these institutions and from the coordinators of the national training programs.

The sample consisted of two heads of Human Resources, seven training program coordinators, and twenty-one new or transfer teachers. A semi-structured interview was conducted with the heads of human resources and training program coordinators to diagnose how they carried out the process of socialization and integration of new and transfer teachers. A survey with closed questions was applied to the new and transfer teachers to determine their level of satisfaction concerning their socialization and integration in the universities. The survey was designed under the Google Forms platform on the Likert scale.

The validity of the instrument was evaluated using the expert judgment technique, which consisted of providing

three experts in the subject matter under study -as well as in methodology or instrument development for its review- with considerations, observations, and recommendations in order to improve it and obtain the final validated instrument (Silva & Brain, 2006). A pilot test was also conducted with ten teachers, whose results the KR-20 Kuder-Richardson test was applied, giving a result of 0.975, i.e., very high reliability. The data were processed using the computerized statistical package applied to the social sciences (SPSS).

RESULTS

Diagnosis of the process of socialization and integration of the teaching staff.

Heads of human resources office

Five open questions were designed to gather information to diagnose how the Human Resources office carries out the socialization and integration of new teaching staff, whether by transfer or new entry. The keywords were extracted from the answers and tabulated in Table 1 for the analysis. According to the information from the heads of Human Resources Management interviewed, the state polytechnic universities need a socialization and integration program for new and transferring teaching staff. Likewise, it can be seen that these offices have nothing to do with these processes; there are no personnel responsible for this purpose in these offices. According to those interviewed, when new teachers are hired or transferred, they meet directly with the rector or the coordinators of national training programs.

Table 1.
Human Resources Managers

Informant	UPT Agroindustrial Táchira	UPTNT Manuela Sáenz
Process and program for socialization and integration of the teaching staff.	It does not have a program. It has never been requested.	There is no socialization program.
Responsibility	The department is not responsible for this. It is the responsibility of the career or NTP coordinators or study control.	There is no responsible for that, the rector receives the teacher and then the teacher goes to the NTP.
Adaptation	I could not tell you, at the moment no one has lodged complaints that they have not been able to integrate.	I think so.

Source: own elaboration

National training program coordinators

For the national training program coordinators, the same interview was used with some contextual variations, i.e., the same indicators were used as in the interview designed for the Human Resources department. The coded results are presented below in table 2. According to the information provided by the national training program coordinators, new or transfer teachers still need a socialization and integration program. These NTP coordinators are in charge of receiving the teachers and giving them general orientations in an informal manner; they also state that no one is responsible for socializing this new member. Occasionally, the rector gives instructions to the teacher, the academic or hourly load, and his/her obligations; however, if the rector does not give the information, it is provided by the head or coordinator of the national training program. Likewise, they point out that, upon admission, they are introduced to the teachers who are present at the time, who belong to the program, and even to some teachers who already know each other from the university where they graduated or studied or from events or national games they have participated in, and this has helped them to adapt to the program.

Table 2.
Coordinators of national training programs

Informant	UPT Agroindustrial Táchira	UPTNT Manuela Sáenz
Process and program for socialization and integration of the teaching staff.	Informant 1 Program does not exist. There is interaction between the coordinator-teacher. Duties and responsibilities are given in writing.	Informant 5 Program does not exist. You are given the analytical syllabus. You are given the class schedule.
	Informant 2 There is no program. I receive him, place him in the subject he is going to teach and give him the programs.	Informant 6 There is no program. You meet with the teacher and are given the schedule.
	Informant 3 There is no program. The teacher is given orientations. He/she is informed of his/her workload.	Informant 7 No schedule, I meet with the teacher. The teacher is informed what the schedule is going to be and is given some suggestions.
	Informant 4 I meet with the teacher. I tell him about the course. I give him the schedule.	
	Informant 1 There is no direct responsible. The coordinator receives the teacher. The academic load and obligations are given by the rector.	Informant 5 There is no responsible for that. Informant 6 There is none. I am in charge of giving the information he requires.
	Informant 2 There is no one responsible for that. The coordinator receives it.	Informant 7 We don't have a person in charge.
	Informant 3 Responsible, no. I am the one who receives the teachers in my program.	
	Informant 4 No, but I am in charge of receiving the teachers.	
	Informant 1 I can't have that perception. There is suspicion of new entrants	Informant 5 If they adapt easily.
	Informant 2 If they adapt easily.	Informant 6 It can be seen that they adapt to the work team.
Informant 3 Difficult to give that opinion.	Informant 7 I don't know, but I think so.	
Informant 4 Very much so.		

Source: own elaboration

Degree of teacher satisfaction

The purpose of this objective is to determine the degree of satisfaction of recently hired or transferred teachers. As mentioned above, to determine the satisfaction of each indicator, it was first necessary to identify whether the process had been carried out; to do so, a dichotomous answer of Yes or No was designed. If the participant answered "Yes," a question with a Likert scale and degrees of satisfaction was shown. To support the analysis, the response options were grouped in percentages to elaborate the graphs.

Dimension: Induction to the organization

Institutional Regulations

In the institutional regulations, the teachers were asked if they had been informed or provided with information on the regulations and rules governing the institution. In figure 1, it can be seen that 76% stated that they had yet to be provided with information about the regulations; 76% indicated that they had not been provided with information about the regulations. However, 24% responded that they had. According to figure 2, 100% stated that they were moderately satisfied with the information presented on the regulations, and 20% were satisfied with it. It is essential to point out that universities should handle evaluation regulations and curricular guidelines, among others, and teachers should have information about them.

Figure 1.
Institutional regulations

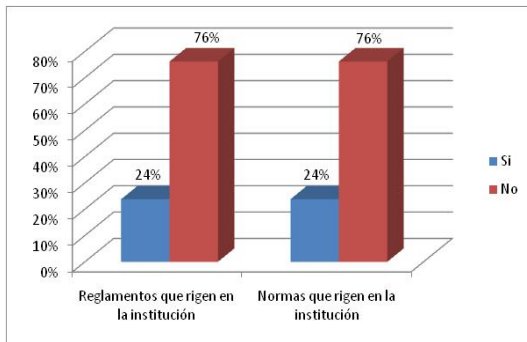
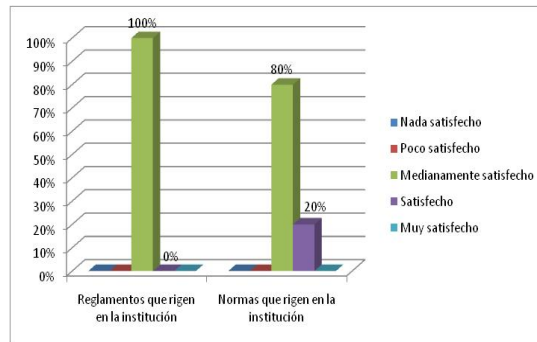


Figure 2.
Satisfaction with regulatory information



Source: own elaboration

Note: the figures appears in its original language

Institutional philosophy

Regarding information about the institutional philosophy, according to figure 3, 76% of the teachers stated that they had yet to be given information about the vision and values of the institution; 57% indicated that they had not been given information about the institution's mission either. It is necessary to point out that everyone in an organization should be aware of it. According to figure 4, 80% of the 24% who stated that they had been given information on the values and vision were satisfied.

Figure 3.
Institutional philosophy

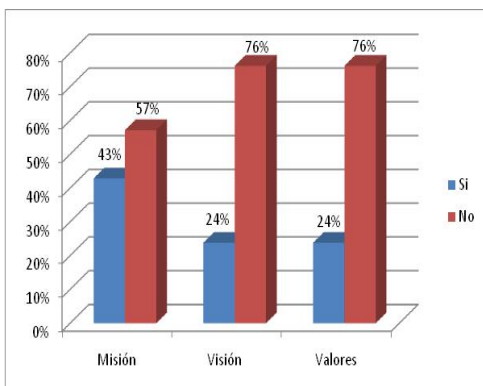
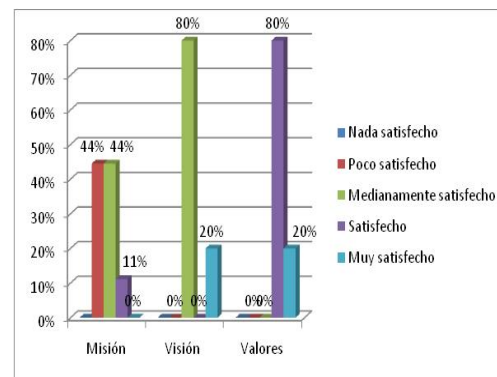


Figure 4.
Satisfaction with information on institutional philosophy



Source: own elaboration

Note: the figures appears in its original language

Human Resources

In this section, we asked whether the Human Resources department informed the teachers about the salaries to be received and the administrative processes to be carried out in the department. Figure 5 shows that 81% did receive such information, and in figure 6, it can be seen that of those who answered Yes, 44% felt dissatisfied with the information given. Seventy-six percent indicated that they needed to be provided with information on the administrative processes to be followed, and 80% of those who did receive the information were not very satisfied. Administrative processes must be carried out for socio-economic benefits when entering an institution of this type. Therefore, all teachers should receive this information promptly. In many cases, with transfer personnel, teachers continue to be paid at the polytechnic universities of origin until the end of the year for reasons of the annual fiscal year budget.

Figure 5.
Financial compensation and internal processes

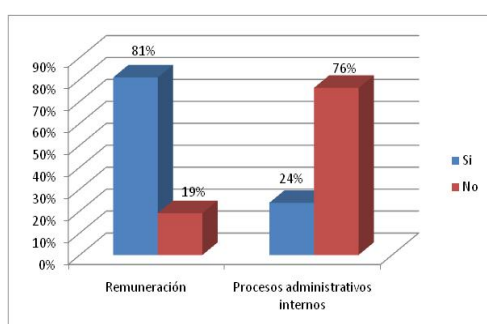
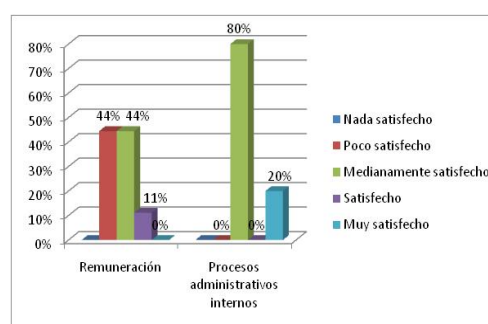


Figure 6.
Satisfaction with financial compensation and internal processes



Source: own elaboration

Note: the figures appears in its original language

Research

In research, teachers were asked if they had received information on research programs and the processes for joining them. Figure 7 shows that 95% still need to receive information in either of the two areas. However, 5%, corresponding to one person, stated that they had received information and, according to figure 8, felt moderately satisfied and satisfied with the information received. Promoting research is a fundamental element in this institution and identifies and positions a university.

Figure 7.
Research programs and processes

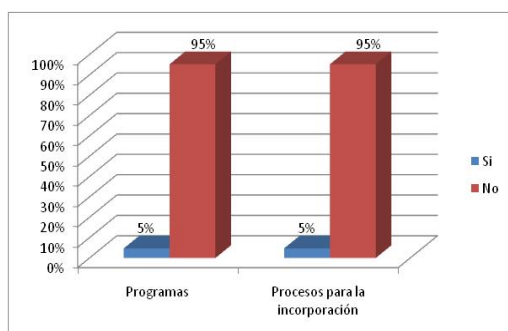
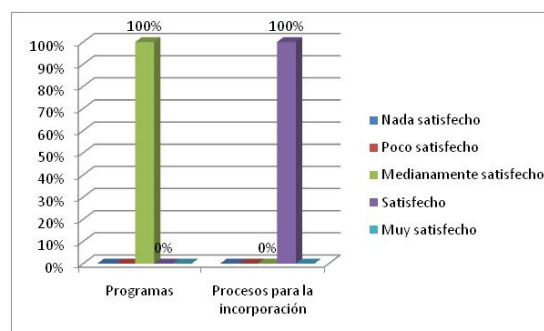


Figure 8.
Satisfaction with programs and processes for research integration



Source: own elaboration

Note: the figures appears in its original language

Social linkage programs

Social linkage (outreach), together with research, are two fundamental areas that support the academy in a university. This is why the teachers were asked if they had received any information about the existing programs and the process of joining one of them. According to figure 9, 76% of the teachers still need to receive information

about the programs or the processes. However, of those who did receive information, according to figure 10, 80% were moderately satisfied with the information received. By law, all university students must perform community service, and this service is inserted within the social linkage. Therefore, it is of utmost importance that teachers handle this information in order to be able to tutor, advise, and guide students who are interested and requesting information.

Figure 9.
Social linkage programs

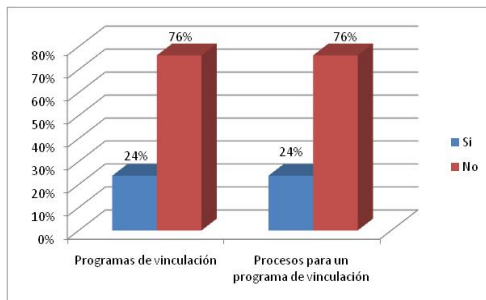
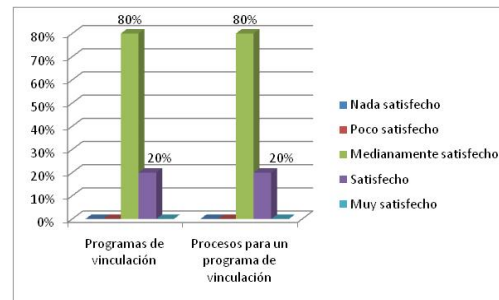


Figure 10.
Satisfacción en cuanto a programas y procesos para la vinculación social



Source: own elaboration

Note: the figures appears in its original language

Student welfare program

Although Student Welfare does not seem related to the teaching staff, they should be aware since the teacher has a direct relationship with the students. That is why they were asked if they had received information about the student welfare programs, and according to figure 11, 76% stated that they had not received information. Likewise, figure 12 shows that 80% of those who received information were unsatisfied.

Figure 11.
Student welfare program

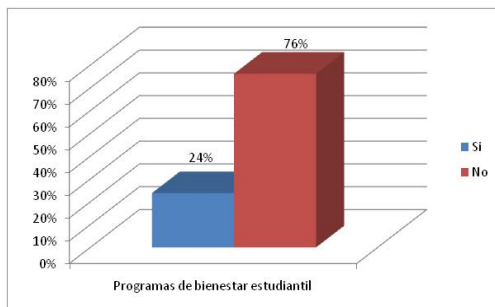
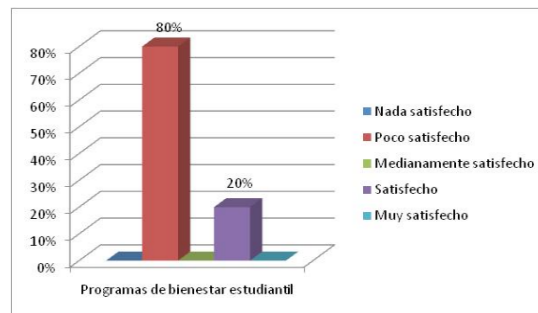


Figure 12.
Satisfaction with student wellness program



Source: own elaboration

Note: the figures appears in its original language

Trade associations

An element of great interest for teachers is the knowledge of the main unions that exist in the institution; these associations are fundamental for integrating the teaching staff into the university. According to figure 13, 76% indicated they had not received information about the savings bank; however, 62% did receive information about the existing unions. figure 14 shows that 80% were moderately satisfied with the information received from the savings bank. Regarding satisfaction with the information received from the unions, 93% said they were somewhat, moderately, and satisfied. The survey also aimed to find out whether they had met or introduced them to the authorities and direct managers.

Integration with authority and direct managers

According to figure 15, 62% met the authorities. Of this group, people said - in an equal distribution of 93% - that they were not very satisfied, moderately satisfied, and satisfied after talking to them. Figure 16 shows that 76% felt moderately satisfied after meeting their direct bosses.

Tour of the facilities

Finally, with regard to the dimension of induction to the organization, we wanted to know whether new or transferring teachers had been given a tour of the facilities. Figure 17 shows that 57% stated that they had not been given such a tour; however, 43% had. Figure 18 shows that 89% of these teachers were satisfied with the tour and recognition of the facilities.

Figure 13.
Trade associations

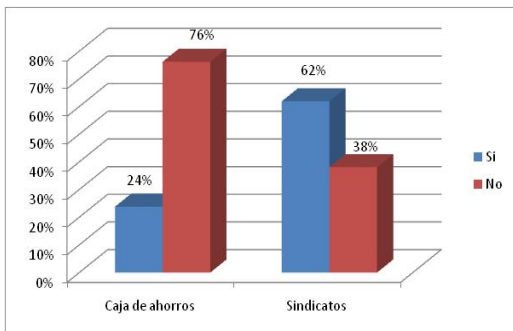
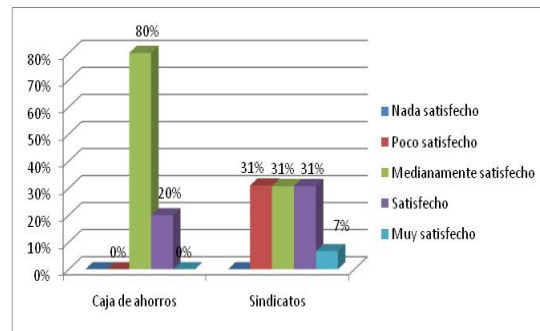


Figure 14.
Satisfaction with information from trade associations



Source: own elaboration

Note: the figures appears in its original language

Figure 15.
Integration with authority and direct managers

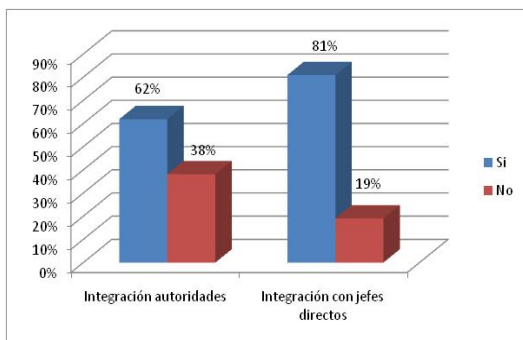
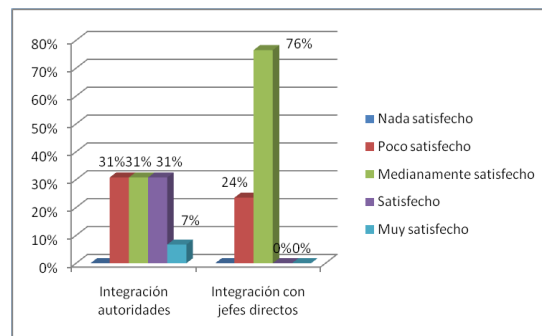


Figure 16.
Satisfaction regarding integration with authority and direct bosses.



Source: own elaboration

Note: the figures appears in its original language

Figure 17.
Tour of the facilities

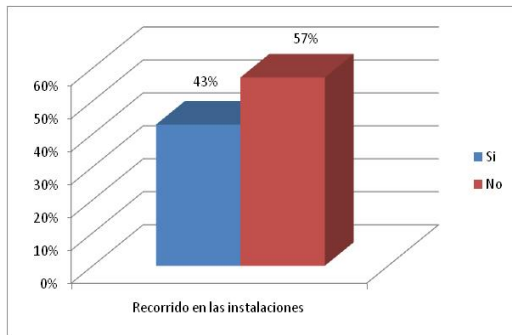
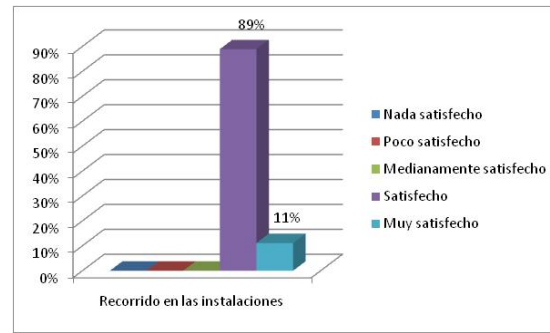


Figure 18.
Satisfaction with the tour of the facilities



Source: own elaboration

Note: the figures appears in its original language

Dimension: Induction to the position

This dimension analyzed whether the teaching staff had received information on the curriculum development area, whether they were introduced to the coordinators and direct supervisors upon entry, whether they were assigned a tutor to guide them, whether they were offered training, whether they received information on study control; and whether they received information on academic-administrative activities.

Curriculum

The information teachers should be given about the curricular unit they are assigned to teach is very important. Knowing the purpose of the curricular unit within the student's profile allows the teacher to establish didactic strategies to achieve the purpose for which the curricular unit was created. According to figure 19, 57% of the teachers stated that they were informed of the purpose of the curricular unit and, in general, they were satisfied with this information. However, in the current times of constant updating of knowledge, it is necessary to have updated curricular unit programs; that is why they were asked if they received information about the processes to modify the programs, and 95% said they did not.

Figure 19.
Information about the curricular area

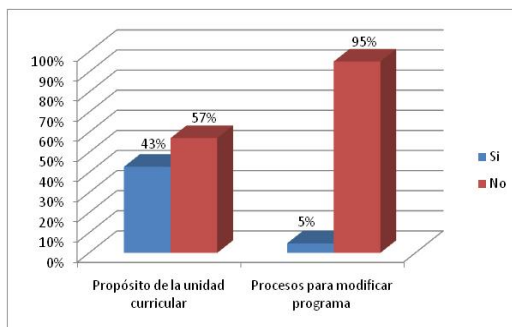
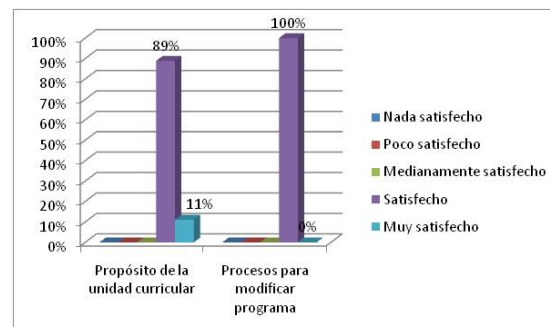


Figure 20.
Satisfaction in the curricular area



Source: own elaboration

Note: the figures appears in its original language

Integration with coworkers

Regarding integration with coworkers, 81% stated that they had this integration (figure 21). Similarly, according to figure 22, 71% said they were satisfied with having met their coworkers.

Figure 21.
Integration with coworkers

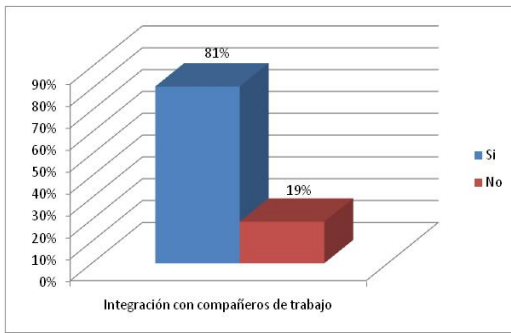
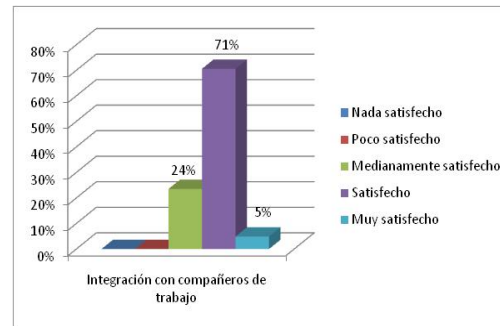


Figure 22.
Satisfaction regarding integration with coworkers.



Source: own elaboration
Note: the figures appears in its original language

Tutor

Assigning a tutor to a person who enters a new job is fundamental to facilitating and helping this worker integrate and socialize with the institution and his or her work environment. According to figure 23, 95% of the teachers stated that they were not assigned a tutor upon entry; this is a disadvantage for the teacher and the institution. The function of a tutor is to help and advise the new employee in terms of educational or academic processes and, if applicable, administrative processes. The tutor should be an example for the teacher to follow in his or her new work environment. However, only one person stated that he had been assigned a tutor and was 100% satisfied with the attitude and modeling of the assigned tutor.

Figure 23.
Tutor assignment

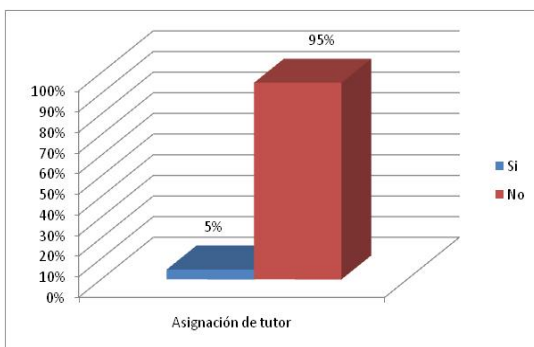
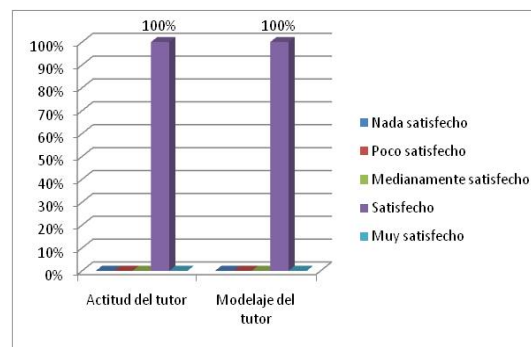


Figure 24.
Satisfaction with the tutor



Source: own elaboration
Note: the figures appears in its original language

Training

Regarding training, we would like to know if the institution offered programs to train teachers in the pedagogical, research, and professional development areas. According to figure 25, 95% of the teachers stated that they were not informed about pedagogical and personal development training programs; however, 76% were informed about research training programs. These institutions under study offer professional training programs; therefore, their teaching staff is mainly professional in specific areas and not in pedagogical or educational areas, so most of these teachers need to gain pedagogical tools to carry out the teaching-learning process.

Figure 25.
Training

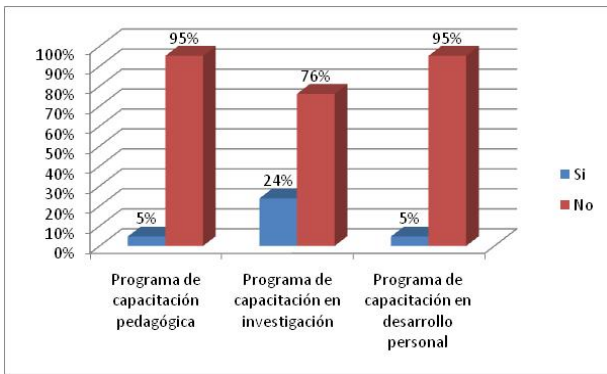
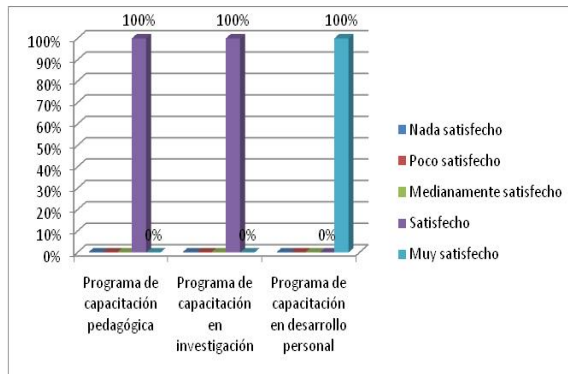


Figure 26.
Satisfaction with training



Source: own elaboration

Note: the figures appears in its original language

Evaluation and control of studies

Another area of interest was study control. Here, we inquired about the procedures and the evaluation system. According to figure 27, 57% of the teachers still need to receive information on the procedures or the evaluation system. The 43% who did receive information said they were moderately satisfied and satisfied with the information received. A teacher needs to know the evaluation system and the administrative procedures for uploading or recording grades and making modifications, among other things. It must be noted that the evaluation system and procedures are crucial working tools.

Administrative activities

To analyze administrative activities, it was asked whether the teaching staff had been given information about their responsibilities, workload, and tasks or obligations. According to figure 29, 81% of the teachers were informed of their responsibilities, 100% were informed of their workload, and 62% were informed of their tasks and obligations. This was the indicator with the highest number of affirmative responses: each teacher must be assigned a workload. According to figure 30, the teachers were satisfied with the information provided.

Figure 27.
Study evaluation and control information

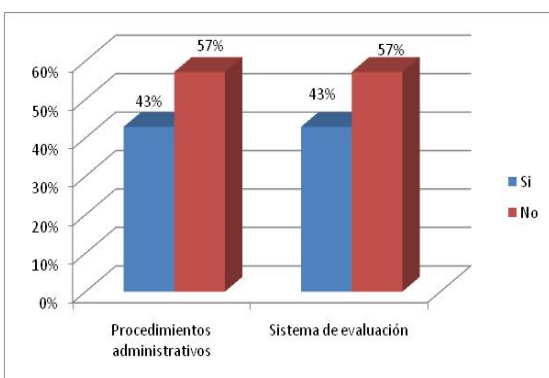
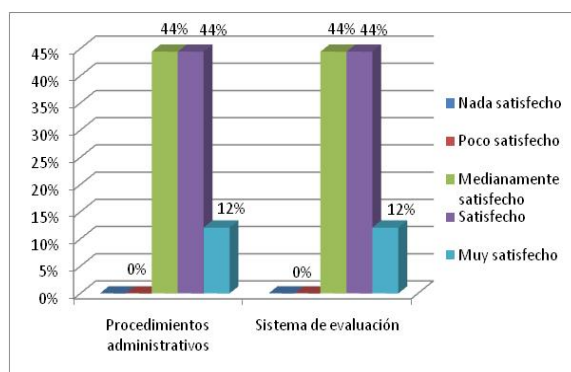


Figure 28.
Satisfaction regarding study control information.



Source: own elaboration

Note: the figures appears in its original language

Figure 29.
Administrative activities

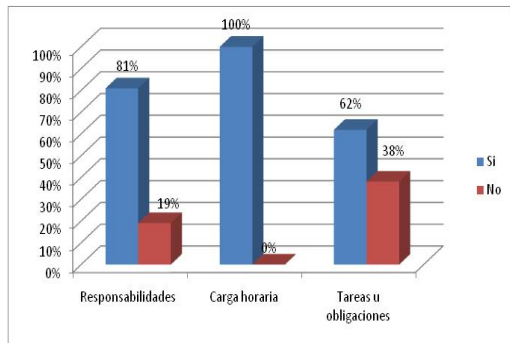
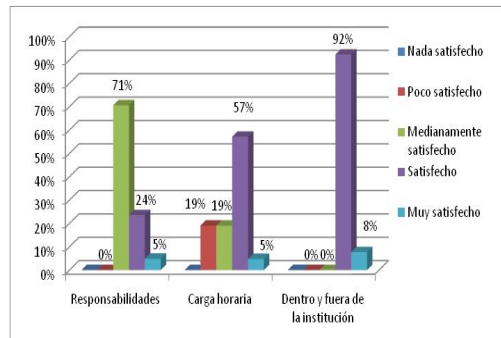


Figure 30.
Satisfaction with regard to information on administrative activities



Source: own elaboration

Note: the figures appears in its original language

Expected behaviors

The last indicator considered for this analysis was expected behaviors and conduct. One of the objectives of organizational socialization is that new employees adapt to the organization and its customs. Teachers are role models for their students, so they were asked about their behavior as teachers, their attitude in case of conflicts, and their behavior inside and outside the institution. According to figure 31, 95% of the teachers stated that they had not been given any recommendations on behaviors or attitudes in case of conflicts and to behave inside and outside the institution.

Figure 31.
Expected behaviors and behaviors

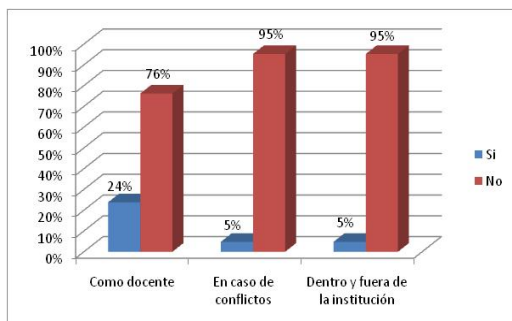
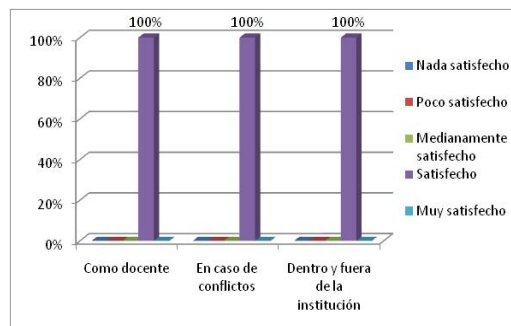


Figure 32.
Satisfaction in terms of expected behaviors and behaviors.



Source: own elaboration

Note: the figures appears in its original language

General appreciation by the teacher

At the end of the instrument, the teachers were asked, in general, how they felt about the socialization and integration process. According to figure 34, 76% of the teachers stated they were unsatisfied. In addition, Figure 33 shows that the process, applied to 76%, needed to allow them to integrate and adapt quickly. Finally, 95% of the teachers stated that they were not assigned a staff member for the socialization process.

Figure 33.
Adaptation and integration

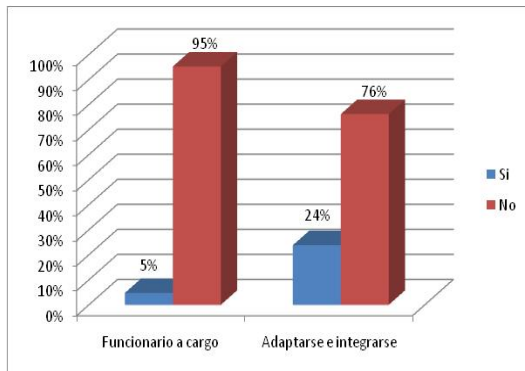
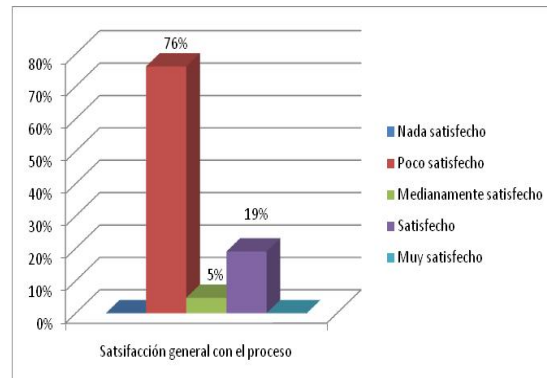


Figure 34.
Overall satisfaction



Source: own elaboration

Note: the figures appears in its original language

CONCLUSIONS

It was verified that the universities studied need a formal socialization and integration program for new or transfer teachers. In terms of induction to the organization, the usual practice is to introduce new or transfer teachers to the institution's authorities and, in the specific case of the teachers' union, if it has an active presence for the incorporation of the teacher into this union. Regarding the induction to the position, teachers receive information about their workload and responsibilities; they are also offered information about the curricular unit or knowledge they are going to teach, and, in most cases, they are introduced to colleagues who previously taught it to share information.

Seventy-six percent of the teachers felt little satisfied with the integration process they informally received because their needs could be better attended to, generating a negative motivation. Similarly, taking into account the above results, it is necessary to design socialization strategies for the effective integration of the teachers of the territorial polytechnic universities in the state of Táchira so that, at a personal level, the teacher achieves an authentic adaptation, with tranquility and reduction of uncertainty and, thus, his behavior is a positive motivation for the benefit of the institution since his needs are met.

Likewise, at the level of the organization, it is relevant that better performance, institutional identification, organizational commitment, and commitment to work emerge. In order to consolidate a good relationship, in the long term, between the teacher and the university, the teacher must assimilate the organizational culture and the teacher can behave as a committed member.

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DECLARATION OF CONFLICT OF INTEREST

The authors declare that they have no conflicts of interest.

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