SOCIALISATION OF PUBLIC ADMINISTRATORS IN NIGERIA IN THE 21ST CENTURY: A CORRECTIVE PERSPECTIVE.

Aghogho Victory IGHORHIOHWUNU
Department of Arts and Humanities, Delta State Polytechnic, Ogwashi-Uku,
Delta State, Nigeria
victory4joy2005@yahoo.com

Solomon ODUDU
Department of Arts and Humanities, Delta State Polytechnic, Ogwashi-Uku,
Delta State, Nigeria.
odudusolomon@yahoo.com

Mohammed Osiotare SULE
Department of Arts and Humanities, Delta State Polytechnic, Ogwashi-Uku,
Delta State,Nigeria.
mohammedosiotare@gmail.com

Abstract: *Over the years many employees are socialised with the nature of work and the work environment to enable them perform their assigned responsibilities creditably. It has been observed over time that public administrators rely just on their skill and knowledge to execute their duties, and in most cases, pay negligent or no attention to the workplace environment and those who have something to be done in the organization, are left unsatisfied with services rendered by the administrators. One way to overcome this challenge is for the public administrators to be sociable by establishing cordial relationship within the workplace environment in discharge of their duties. Socialisation will drive performance, teamwork, cooperation and understanding with administrators displaying good qualities such as modesty, tactful, foresight and sense of judgment in handling things. This study is carried out to correct the non socialisation attitude of some public administrators in the 21st century. The study therefore recommends among other that employers and government should create the atmosphere for employee work relationship, reshape administrators' scope of job performance to accommodate modern tactics, less control methods and new policies to accommodate socialisation strategies and to allow employees gain modern experience for proficiency and performance purposes. The Nigeria government should encourage worker-workplace- relationship for smooth implementation of government policies at all times to global standard.*
Keywords: *Socialisation, Public, Administrator, Nigeria*

Introduction

Employees engagement in socialising with his environment have formidable impacts on the behavior, experiences and personality, which will be exhibited obviously in the work place environment, where public administrators lack these attributes, it calls for correction and orientation of the concerned manpower in the organisation. With regards to socialisation of the employees there has been multifarious outcries concerning the biased position of punitive measures in the 21st Century Public Administrators. Physically and

Spiritually, this position has been widely adjudged as very partial in the sense that, administrators are always singled out as embodiment of the nature of the environment or workplace wherein they represents and this had made the balance of probabilities of employees affirmative relationship within the workplace insatiable and unverifiable, even possibly err in the opinion of the relationship attitude of public administrators.

One needs not to forget that the universe in the 21st century has reached a global standard of practice and one needs to learn these standards(Lifton:1961), and these has evolved into a communal setting due to the advancement of the technology, also that the very nature of humans are dynamic in adaptation to environmental changes that the environment has evolved; The public administrator uses the socialisation means to improves on the job performance and adapt to new changes the workplace environment projects (Klein and Weaver, 2002). The parameters of an administrators' workplace relationship tends to depends on several factors embodied in the environment and nature of job specification performs. To achieve every organisational goals employee's attitude to work, proficiency and social relations with the work environment is vital. Although most public administrators are proficient and effective in their job performance, there seems to be lack of socialisation perceived from the attitudinal display to outsiders and visitors within the workplace environment, where this indifference attitude is corrected that output flow will be maximized in most cases for the growth of organisation.

CONCEPTUAL CLARIFICATION

Socialisation

Various scholars had depicted scholarly acceptable definitions on the concept of socialisation, to which few shall be examined. In the view of Coleman (1977) socialisation described the way a person conforms, more or less with the social groups he finds himself. This view was termed a narrow perspective of socialisation by Okolocha et al (1999), in attempt to expand the scope of the concept, the scholars depicted that socialisation is an interactional process during which behaviour pattern are acquired and / or modified to conform to the expectation of the wider group to which an individual belongs. That dynamic cultural induction process by which individuals are prepared for participation as effective members of their society or group (Onwuleme and Ugbor, 1994: 28), socialisation is an internalisation of social norms, rules and expectations that governs behaviour in the environment, such rules and expectations are based on morality, rationality, etiquette, ideology and aesthetic judgment (Ansu:1984), it is an expectation that employees attitude at the workplace involves learning and improvement in spheres of life which cut across norms, organisation values and ethics, display behaviour, beliefs, knowledge, skills and others. The employees socialisation is the breed of both acculturative and culture or norms that emanates from the work place environment, which will enhance workers to perform meritoriously as expected in this modern century. Socialisation therefore, tends to prepare and position public administrators for better job performance and accomplishment of assigned task in the organisation.

The socialisation function may be summed up as the development in individuals of the commitments and capacities as crucial prerequisites for the administrator's future role performances (Talcott: 1959). For socialisation functions to be relevant in the workplace environment, anticipatory socialisation should not be proffer to concomitant socialisation.

The former only seeks futuristic emphasis, whereby the individual anticipate attaining certain positions or playing certain roles in the future. Whereas, the concomitant socialisation is a form of resocialisation, which entails the training of an individual or an employee/administrator gets consequently upon the assumption of a new position or status, resocialization becomes necessary as the employee is expected to meet the needs of the organisation on a daily basis without delay or ado. The individual may then be likened to people who are brainwashed, they will not only learn new standards but will be made to reject or denigrate existing old ways (Lifton: 1961).

Public administrators' socialisation are hasty by their establishment objectives, because, an organisation itself is an agent of socialisation; where a pattern of doing things is not yielding expected and anticipated results. The organisation tends to change its policy towards a better challenging standards, this new dimension is expected to be a new foundation for the employee to drive force on. This is where concomitant socialisation comes to play. The public administrator needs not actually waits to attain certain position before beginning to engage or positioning himself for development of the organisation, this is the essential concern of every employable and employed administrator.

Goals of Socialisation

Socialisation takes into cognizance the objective of the establishment and possibly influence an already formed attitudes, habits, and adopted values, and achieve new modes of behavior that are in the interest of both the companies and their employees (Ratkovic Njegovan and Vukadinovic, 2011).Most organizations considers socialization of administrators as a desirable quality and skills coupled with competences for efficiency in output. It is on this note that we state some goals that socialization tends to achieve for both the organisation and the administrators.

Social Competence is an orgainsational desires as a trait in an administrator, to be socially competent in dealing with the world outside the very organisation, to overcome existing social realities and add values to core goals. To attain social competences by the administrator, there are essential elements that the organisation expects form the worker and they are competency based was enumerated by Vathanophas and Thai-ngam (2007) to include self-improvement, team leadership, organisational awareness, commitment, confidence, analytical thinking, integrity, good communication and influence skills, coordinators, self-control and expertise, just to mention but few needed to be exhibited by the administrators.

Social competence is a complex and multidimensional related, thus, the European Commission (2005) identified social competence as one of the essential benchmark indicators based on which the tendencies towards prosperity and well-being in respective countries (organisation) can be identified. Again, socialization tends to achieve orgainsational tactics which always engages structural experiences required to be attained by the administrators. Tactics can be consciously planned and could sense as guidance to the employee job role performances, planned tactics could be termed formal means of socialization with the goals of attaining experiences by the employee. Good tactics for administrator promotes self confidence, agility and sense of responsibilities; to buttress his view, Eisenberg and Goodall (2011) opined that tactics or organisation could reinforce the positive attributes of the employees, while orgainsation takes into cognizance that each

worker is a complex and unique personality with its own needs, values, emotions and motives.

More so, Administrator's socialisation improves work performance, the concept of work is influenced by the perception of conditions of the work contextwhich invariably, an employee can key into; work promotes relations of exchange with the environment and the dynamic behavior of the work, performance can be confirm by the set standard of the organisation knitted by the administrator values, habits, beliefs, and principles that guide actions (Fernandes and Zanelli, 2006). Beyond these few points, the goals of socialisation in an irgainsiation that strives for greater attainment will be inexhaustible.

Public Administrator

Administrators as a class, being it junior or senior occupies a crucial strategic position in any organisation; the simple objective of administration in an establishment is absolute organisation and direction of persons in order to accomplished a specified end. Every organisation in the 21st century consists of various groups of people woven together in a complicated process to achieve the aims of the organisation. In a large organisation, a large number of employees have to be supervised, coordinated and controlled, to attain this, a lot of workers have to be brought together and are distributed for works among different departments or units that made up the establishment, these workers are graded from various levels of authority and responsibilities, to another, and there is a chain or an atmosphere for growth in the course of job performance, those who performs various functions in the organisation are administrators, their positions within the establishment is pivotal because each component is designed to perform a specialised purpose/functions.

The very essence of administrative functions is to ensure the continuance of the existing order of the day. This order could varies and is subjected to dynamism of the time, which serves as a wave for the pilot-usually the administrator. Public administrators are those employees in the public sectors who majorly render services to the public on behalf of their employees in attempt to satisfy the establishment goals; the administrators needs to render quality and satisfying services by employing their wealth of experience and knowledge into function; with a sense of modesty and acceptable attitude/behaviour that is reputable to the image of the organisation. This behaviour are not stringent but could be changing along with the 21st century requirements; the manner and means in which administrators renders the services to members of the society matters a lot, it's actually revolves around socialisation as can be showcase by the employees.
To best derive satisfaction from the administrator, the employee need to fine-tune courteous and gentle some attitude at all time within the workplace. Public administrator can be more effective and efficient in performance of the job in a socialised way through display of the following qualities:

Tact

A public administrator must cultivate and develop a sense of tact, being tactful in dealing with the employers, colleagues and subordinates as well as the general public at large. To exercise tact means to see a situation calling for sensitivity, to understand the meaning of what is seen, to sense the significance of the situation, to know how and what to do, and to actually do something right (Van Manen, 1991:146). A good administrator must avoid being arrogant, pompous, or even pedantic when relating with the boss, superior

or employer, this demands the show of courtesy both in writing style and in addressing same orally. Tact is a kind of empathic sensibility and wisdom about people, which support instance understanding (Van Manen, 2015). Juuso and Laine (2004) view tact as a situation-specific form of action based on sensitivity, which is only remotely connected with ideas that are derived consciously, again, Van de Wolf and Van Beukering (2011) depicted that tact is 'reading the situation, which provides professional with information on what is important and what should be done. On a daily basis, public administrator demonstrate tact in several channels; an open confrontation with superior, colleagues or inferior authorities of the organisation or outsiders /visitor is tactless attitude; where wrongs needs to be right, administrator needs to employ the courteous and gentle discussion tool and not the other way round. It is unprofessional in this 21st century for public administrator to embarrass staff or visitors in the workplace environment, it can lead to suspension and query if the things are being done rightly. Vagle (2011) relate tact to intuitional qualities; which is acted on for development (Bors and Stevens, 2013). From the conclusion of Johansson and Kroksmark (2004), administrators who are tactful are aware of the uniqueness in that situations of the job, Kennedy (2002) added that such tactful administrator is aware of environmental cues and can sense what happens in the workplace environment. Levin and Nolan (2014) position was that both rationality and intuition facilitates administrators tact, and the role play by rationality is much better understood in tactfulness than that of intuition.

Foresight

It is not expected that an administrator should be a prophet or a seer and when he forecast an occurrence, it should not be cajole either. Background of foresight and the importance ascribed to it is traceable to the 20th century (Fayol, 1949; Knight, 1921, and Whitehead, 1967). Foresight has been linked to performance as a changing environment (Amsteus: 2011). A good administrator should anticipate and be able to forecast based on experience attained, the probable consequences of measure for organisation policy, more ado, being able to think development possibly to terms over the short and long terms future and circumstances. Thus, this aptitude motivates employee to advise accurately and effectively on organization policy and where needs arises, the workers should be able to persuade those they relates within the course of their job performance. Since foresight is a device for promoting innovation and change (Amsteus, 2011), the possibilities of an employee to unveil the predictions now depends and is subjected to the degree of relationship such administration display with everyone in the workplace environment and this is where resocialisation is encourage for those who are not sociable to commenced interpersonal relationship building attitude especially in the workplace environment. Fink and Marr et al (2005) argued that organisation have to recognise future threats and opportunities early enough and address them in their strategies, it is the duty of public administrators to forecast these threats and opportunities, which is possible through socialisation with the global environment. Hamel and Prahalad (1994) noted the aims of foresight as to build the best possible assumption base concerning the future and from that base build the capacity needed to proactively shape evolution. The concept of foresight took another shape as the ability to imagine or simulate the future (Dawkins, 2006), also an employee seeking adaption of socialisation needs to entails foresight as complete as possible (Knight, 2002). One importance of foresight as a quality of a public administrator

which cannot be underestimated is its contributions to the goals of the best strategic decision making processes(Courtney, 2001), managers and administrators, have some foresight concerning the rising of an advantage (Ahuja, et al. 2008; Cockburn, et al. 2000). In the very opinion of Horton (1999), the practical perspective of foresight by manager and administrators in an organisational environment entails looking at possible futures, as well as determining what choices the administrator can make in the present to optimise the future of the organisation.

Sense of Judgment

Sense of judgment is an essential quality of an administrator because on a daily basis, employee/administrator is engaged with assigned responsibilities which demand some elements of evaluation, weighing of evidences, assessing the levels of public issues. In the course of job performance, an administrator has to consult and take into consideration before conclusion on issues that force and drives the establishment goals; otherwise, a paralytic shift will occur in a bid to execute assigned responsibilities. This process of consultation should be wide and based on good sense of judgment, one needs to succumb to good opinions emanating from glamorous opinions of those that has impetus contributions to the organisation, it is only when an employee or administrator has undivided cordial relationship with people that good responses can be attained from consultations. "Even though, bad eggs are found within a create of the eggs", an administrator should be able to sought good opinions out of the numerous sinuous (if there be) ones and this became imperative only with good sense of judgment or the part of the administrator. This is a risk attitude to treat general risks as a meaningful trait of the administrator (Highhouse, Nye, Zhang, and Rada, 2017). With good sense of judgment, a professional administrator is required to have risk assessment and risk management skills (Steward and Roth, 2001), While socialising with the workplace environment.

What is pivotal to the administrator sense of judgment is accuracy in the matters of utmost importance, to be accurate; the administrator had to gauge the facts about any situation and tender advice where necessary or receive same. The quality of a glamorous sense of judgment in administrator could be manifested likewise in an administrator's ability to measure correctly the limits of the possible, in public settings several public policies which are set to be rolled out and the expectation of the organization is affirmative, then an administrator can capture the crucial policy and translate them into reality through capacity measurement and the scope of delimitation. To succeed on it, the administrator needs establish good relationship within the workplace environment and ensure that he is accurate with the situational position of the organisational policy. Gilovich, Griffin and Kahneman (2002) noted that an administrator makes decisions quickly and effortlessly where they possess senses of good judgment. The choice of judgment affects the organisation growth, thus, Schwarz (2001) suggested that experienced emotions are processed as information that can form or make judgments or decisions. However, too much attachment of emotion can lead to various anticipated negatives like regrets, disappointment (Coricelli, Critchley, Joffily, O'Dohert, Sirigu, and Dolan, 2005) or negative outcome like indecision (Anderson,2003). The sure way out is for administrators to be socialise. Whatsoever an administrator does to shape decision and show sense of judgment was termed "nudge" by Thaler and Sunstein. Thaler and Sunstein (2008) expatiated on nudge as any aspect of the

choice architecture that alters people's behaviours in a predictable way without forbidding any options or significantly changing their economic incentives.

Modesty

An administrator modicum is positioned in every sense of modesty; anything short of this is resentment and outright blunder on the administrator's part. Public administrators relates with all and sundry and it behooves on them to be modest in all ramification to avert been labeled with failure. Modesty is viewed as a highly-valued attribute (Leary: 2005) in this 21st century. Pearsall (2001) reechoes the definition of New Oxford Dictionary of English on Modesty as the quality or state of being unassuming or moderate in the estimation of one's abilities. Modest behavior is perceived as helpful, pro-social and agreeable (Bond, Kwan and Li: 2000) for an administrator. Study has revealed that modesty prevails in public transactions, while self-enhancement lurks in private settings (Kobayashi and Greenwald: 2003; Kurman: 2001; Muramoto: 2003). It is not out of place to stress that administrators who are modest are always rated positive in evaluation with interpersonal relation and socialisation, hence Judd, James-Hawkins, Yzerbyt, and Kashima (2005) opined that modest people are evaluated favourably, not along the communal dimension but also in the organisation. Employees therefore, should have more stable interpersonal relationships (Campbell, Foster and Finkel, 2002).Modesty is required to advanced high status in the organisation, and to attain different aspect of optimal human functioning (Passmore: 2000 and Sheldon: 2004) in the establishment.

Catholicity or Catholicism

A good quality of an administrator also entails catholism, a catholicity of views and interests, a mindset capable of comprehending adequate conceivable subjects and interrelating them in a clear, lucid and logical sequence is required to set rolling to attainment, organisational goals. Thus, Kahya (2007) was correct to say that the level of experience of an employee can affect his job performance. Also, the influence gained from socialisation can bring about innovations in every facet of the employee when opportune to catholically relate; among many individuals antecedents that influences employee's innovative performance are attitudes (Williams: 2004). A specialist administrator ought to think deeply and sometimes obsessively about his spheres of specialisation; he needs to be enthusiastic about that field and recognized every possibility of limitation in such area; a public administrator who possess quality of thinking briefly and rapidly about many subjects and their interconnections needs to put into consideration technical factors before the policy makers and policy executors. The ability to have a wide variation of things and be flexible in the course of job performance is still related to socialisation of the public administrator and the workplace environment. Kreisman (2002) further buttressed that the most valuable and volatile asset of any institution or organisation is a will motivated and stable workforce which is competent, dedicated, productive and catholic in nature. This position was ascertained by Wilson (2010) that administrator has discretionary behavior which is displayed affirmatively upon motivation and commitment. This is the cruise of socialisation. When administrator comprehends the global standard of job performance, and is opportune to exercise such approach catholically, there will be job satisfaction and proficiency in output performance with added values. Ren (2010) holds that administrator can add values to organisation, which is congruence designed for productivity when

employee is opportune to participate in decision making and being autonomous in job performance sovereign from any form of control. One fact remains that the level administrator socialisation also determines the grade of employees' exposition and experience gain in this modern world and its standard.

Delegation and Empowerment

The administrator at times acts as delegatee who play their employers roles at times, in so doing, the employee needs clarification and certainty of what to do and how best (methodology) to do it; on the other hand ,an administrator could delegate responsibilities to subordinate to aid in quick result reaching process. Whether the superior delegated powers to administrators – inferior or not, it is a glamour call that a delegate must be empowered and protected to execute those assigned responsibilities without being tense up for lacks of security, therefore, for delegation to be effective in this 21st century, it must come with authority(Muo: 1999). The administrator interest must be protected and there ought to be little incentive to motivate such a delegate in order to pull forces into action that will yield positive results; anything less will amount to poor management (Ugoani:2020) and it will also amount to demotivating when rulers are placed with delegation (Heller:1998). Both delegation and empowerment are based on established relationship displayed by the administrator in the workplace environment. Thus, Adebayo (2004) noted that a top man who cannot get the best out of his subordinates and give them an opportunity to exercise their initiative is not fit to head an organisation. Delegating authority is a measure of psychological empowerment that can effectively boost employee performance (Ugoani: 2020), effective delegation enhance learning, socialisation and efficiency result oriented driven. In the view of Bass (1990), he holds that delegation implies that a person has been empowered by his or her boss to take responsibilities for certain activities. To him, delegation is highly related to empowerment, and empowerment is a motivational concept related to self-efficacy(Ugoani: 2020). The very essence of employee delegation and empowerment is to maximise output, hence Noe, et al (2004) opined that management in every organisation should ensure that employee's actions and outputs contributes to the organisational goals. To achieve workplace objectives, an administrator needs to be balance in all way round. Any delegation supported with empowerment will result into psychological balance of the employee, thus, Zhu, et al (2004) holds that such psychological empowerment results in better work outcomes.

Sympathy and Consideration

Socialisation key into self–esteem of the administrators in a workplace environment and it encourages empathic relationship amongst workers (Singh: 2013). Sympathy and consideration is an indispensable quality of a good administrator, which is demonstrated both to his employers, subordinate and for the members of the public, in fact, it is what matter most in organization (Whetten, 2001). Human feelings and kindness, softness and spineless elements are expectation to be cordially associated with workers, which will make employees to be firm and strict, sympathetic and considerate when engaged with socialisation in the workplace environment. Socialisation of administrator is initiated to foster high level performance and for continuous learning process (Driver, 2007). Administrator must desist from harming or aiming to harm other's personalities in the work environment, desist from stringent discouragement and avoid being skewed when crucial

policy is tabled for consideration. The quality of sympathy and consideration needs to be extended to members of the public who relates with the establishment to transact business, with the administration at every point in time. Many personalities and figures are attracted to an organisation on numerous grounds, whether these purposes are favourable to both the administrators and the establishment, the administrator must establish a cordial relationship with all and sundry, because it promotes organisation output interests and emotions. Studies revealed that administrators are basic humans who are driven with interests to be as other serving as well as self-serving (Brown, et al, 2011) since organisations are emotional arenas(Fineman, 2000)   Where there is anxiety and trepidation, good socialisation and establishment of fair relationship by administrator could ease issues and policy. Administrators in this modern society are persons that exercise patience, display humorous and optimistic attitudes to alienate wrong feelings. The essence of employee sympathy and consideration is embodied in the revelation of researches that those who have witnessed sympathy, compassion or consideration tends to take less punitive action against others unrelated to the compassion episode who have transgressed to some ways (Condon and DeSteno, 2011). Professor Laski in Adebayo (2004) summed up the attribute of an administrator in relation to specialty as the wisdom that is needed for the direction of affairs that is not expert-technique driven but a balanced equilibrium.

Public Administrator and Socialisation: The Nexus

Although the concepts of public administration is quite distinct from socialisation, there is correlation in the sense that socialisation is one of the process through which the public administrator (employee) learns the necessary information to make a successful transition for becoming an integrated member of the organisation after getting hired (Van Maanen and Schein: 1979). The public administrator (employee) will learn the required knowledge, skills, attitudes and behaviours for adapting to the new job, role or culture of the workplace through successful socialisation process (Chao et at: 1994; Wachtfogel: 2009). The public administrator uses the socialisation means to improves on the job performance and adapt to new changes the workplace environment projects. This view was also held sacrosanct by Klein and Weaver (2002), also that socialisation is a process whereby the employees (public administrators) learn about and adapt to the new jobs, roles, and the culture of the workplace. The process of socialisation concentrates upon the stages which the public administrator experiences as they pass from organisational outsider to integrated insider (Wachtfogel: 2009). The processes of socialisation was explained in few content areas by Wachtfogel (2009) to entails organisational values, goals and culture; work group values, norms and relationship; job tasks, needs skills and knowledge, and personal change reality to identify self image and motives. These processes often changes as the organisation policies changes to meet the global standard of operations and transformational proficiency. Flowing from the above points, that socialisation as means of internalizing the norms and ideologies of the workplace environment, and it represents the whole process of learning throughout concerns pursue and it is a central influence on the behavior, beliefs, and actions of public administrators. Again, socialisation presents certain explanation for public administrator's behaviours, maintenance of certain relationship with the employers and the work place environment, thus shaping and reshaping of employee attitude to work and people.

Theoretical Framework

The Theory of Self Development

The theory of self development was propounded by an America Sociologist Charles Cooley in 1902, as a pioneer contributor to the theory, he asserted that people's self understanding is constructed in part, by their perception of how others view them as a process which is termed 'the looking glass self'. The theory of self development was well expanded in 1934 by George Herbert Mead. He opined that 'self' as a person's distinct identity that is developed through, and only through, social interactions. This implies that without interactions with others, self is not possible to emerge. In order to engage in social interaction (socialisation) to grow the 'self' as individual has to be able to view him/her through the eyes of others. That is not an ability we are born with (Mead: 1934), the self is hence, not an inborn trait; however, through socialisation, we learn to put ourselves in someone else's has and look at the world through their perspectives. Mead stated that self can be developed through any of these three stages of (a) imitation, (b) play and(c) team games. The team game of Mead self development theory posits that one learns to take several roles of a given time and how those roles interact with each other. One learns to understand interactions involving different people with a variety of purposes. Mead holds theory of self development as a person's distinct identity that developed through social interaction.

This theory implies that self development is a crucial aspect of human nature which is enigmatic from childhood to adulthood, even till death. Socialisation is pivotal both to individuals and employees. This continuous process is designed to shape and reshaped individuals and not even identical twins, even if they are subjected to scientific study (Flam: 2007), even when such personalities behaves alike, using the same gestures and facial expressions (Spratling: 2007), their levels of socialisation differs. The theory also implies that self development does not have to do with knowledge or skill or ability – this further implication was tenable in the view of Sternberg et al (2002) that knowing what to say to whom, knowing when to say it, and knowing how to say it for maximum effect is part of self development; knowledge is never part of socialisation.

Methodology

The method of study adopted is the qualitative research design and data were obtained from the secondary sources of document and scholars work on previous relevant topics such as books, articles, journal articles, publications, newspapers and conference papers.

Conclusion and recommendations

The study has revealed through its perceived findings that socialisation has an affirmative and strong influence on public administrators and employees in this 21st century when it comes to discharge of their duties and services. More so, the nexus between public administrators and socialisation was upheld to be effectual in this century and it is am

atmosphere to widen employee's or administrator's experiences on the job performance to yield positive output/results for the organisation. Finally, the research sufficiently revealed related literature on the concept of socialisation public administrator, theory of self development and there is prevailing evidence that public administrators in modern age needs to gain modern experience through proper socialisation to the core to foster speedy and healthy performance in service delivery in every organisation, which is now a global trend, when public administrators are sociable (interactive personally and not orientation exercise), then it suffice to say that organisation is set to yield expected outcome. Based on the theoretical findings of this study, the following policies recommendations were made:

   i.   Reshape public administrator's scope of job performance to accommodate modern tactics.
   ii.   Every administrator needs modern experience to advance performance through socialisation.
   iii. Less control methods for employees and subordinate should be observed to enable workers to learn modern means of effective performance.
   iv.   New policy to accommodate employee socialisation strategise and relationship establishment within and outside the workplace environment.
   v.   Employees or administrators targeted goals should be fostered with modern practices and functionality of organisation to a globally acceptable standard of operations and improvement.
   vi.   Administrators should have the leverage to develop self on the job performance with guidelines of global standards of job performance methods.

References

1.   Ahuja, G., Coff, R.W, and Lee, P.M. (2005). Managerial foresight and attempted rent appropriation; Insider trading on knowledge of imminent breakthrough. *Strategic Management Journal*, Vol.26 (9), 791-808 https://doi.org/10.1002/smj.474
2.   Amsteus, M. (2011). Managerial foresight and firm performance. *Linnaeus University Dissertation* No.35/2011ISBN 978-91-86491-64-2
3.   Anderson, C.J. (2003). The Psychology of doing nothing: forms of decision avoidance. *Psychological Bulletin*, 129(1) 139-167 https://psycnet.apa.org/doi/10.1037/0033-2909.129.1.139
4.   Ansu Datta (1984) *Education and Society: Sociology of Africa Education* London Macmillan
5.   Bass, B.M. (1990). From Transactional to Transformational Leadership: Learning to share the vision. *Organisation Dynamics,* Vol.18, 19-31 https://doi.org/10.1016/0090-2616(90)90061-S
6.   Bond, M.H., Kwan, V.S.Y., and Li, C. (2000).Decomposing a sense of Superiority: The differential social impact of self-regard for others. *Journal of Research in personality,* 34, 557-553
7.   Bors, G. and Stevens, L. (2013). Pedagoishe Tact: Op het geode moment het juiste doen, ook in de ogen van den leerling (*Pedagogical Tact: Doing the Right Thing at the Right Moment also from pupils' perspective*). Antwerp, Garant
8.   Brown, S.L., Brown, R.M., and Penner, L.A. (2011). *Moving Beyond Self-Interest: Perspectives from evolutionary Biology, Neuroscience, and Social Science.* New York: Oxford University Press.
9.   Campbell, K.W, Foster, C.A., and Finkel, E.J.(2002). Does self love lead to love for others? A story of narcissistic game playing. *Journal of Personality and Social Psychology.* 83, Pp 340-354 https://psycnet.apa.org/doi/10.1037/0022-3514.83.2.340
10.   Chao, G.T., Oleary-Kelly, A.M., Wolfe, S., Klein, H.J. and Gardner, P.D. (1994). Organizational Socialization: Its Content and Consequences. *Journal of Applied Psychology,* 779(5), 730-743 https://psycnet.apa.org/doi/10.1037/0021-9010.79.5.730

11.   Cockburn, I.M., Henderson, R.M. and Stern, S.(2000). Untangling the origins of competitive advantage. *Strategic Management Journal*, Vol.21 No.10-11, Pp 1123-1145 https://onlinelibrary.wiley.com/doi/pdf/10.1002/1097-0266(200010/11)21:10/11%3C1123::AID-SMJ130%3E3.0.CO;2-R

12.   Cole J.C. (1977). *Introductory Psychology.* University of London

13.   Condon, P. and DeSteno, D. (2011). Compassion for one reduces punishment for another. *Journal of Empirical Social Psychology* Vol. 47 No.3, 698-701, https://doi.org/10.1016/j.jesp.2010.11.016

14.   Cooley, Charles Harton (1902). The Looking Glass Self. Pp179-185 in Human Nature and Social Order, New York: *Scribners*

15.   Courtney, H. (2001). *20/20 Foresight.* Harvard Business School Press,

16.   Boston., R. (2006). *The selfish Gene*. Oxford University Press, Oxford.

17.   Driver, M. (2007). Meaning and Suffering in Organisation. *Journal of Organisational Change Management.* Vol. 20, 611-632, https://doi.org/10.1108/09534810710779063

18.   Eisenberg, E.M. and Goodall, H.L. (2011). *Organisational Communication: Balancing Creativity and Constraint* (3rd ed). Boston, MA: Bedford/ St. Martina.

19.   European Commission (2005). Working together for growth and jobs: A new start for the Lisbon Strategy. *Communication 33.* Brussels.

20.   Fayol, H. (1949). *General and Industrial Management.* Pitman, London.

21.   Fernandes, K.R. and Zanelli, J.C. (2006). O processo de construcao e reconstrucao das identidades dos individuos nas organizacooes. *Revista de Administracao Contemporanea*, 10(1), 55-72. https://doi.org/10.1590/S1415-65552006000100004

22.   Fineman, S.(2000). *Emotion in organizations.* London: Sage. 2nd edition.

23.   Fink, A., Marr, B., Siebe, A., and Kuhle, J.P. (2005). The future scorecard; Combating external and internal scenarios to create strategic foresight. *Management Decision Journal* Vol.43, No.3., 3360-381, https://doi.org/10.1108/00251740510589751

24.   Flam, Faye (2007) Separated Twins Shed Light on Identity Issues *The Philadelphia Inquirer*, December 9th, retrieved from www.megafoundation.org/ctmu/press/thesmartguy.pdf on 14th April, 2021

25.   Gilovich, T., Griffin, D., and Kahneman, D.(2002). Heuristics and biases*. The Psychology of intuitive judgment.* Cambridge: Cambridge University Press.

26.   Hamel, G., and Prahalad, C.K.(1994). Competing for the future. *Harvard Business Review*. Vol. 72, No.4. Pp 122-129

27.   Heller, R. (1998). Motivating People. *Dorling Kindersley*. London

28.   Highhouse, S., Nye, C.D., Zhang, D.C., and Rada, T.B. (2017). Structure of the DOSPERT: Is there evidence for a general risk factor? *Journal of Behavioural Decision Making.* 30(2) 400-406, https://doi.org/10.1002/bdm.1953

29.   Horton, A. (1999). A Simple Guide to successful foresight. *The Journal for future studies, strategic thinking and policy*. Vol.1. No.1. 5-9, https://doi.org/10.1108/14636689910802052

30.   Johansson, T. and Kroksmark, T. (2004). Teacher's Intuition-in-action: How teachers experience action, reflective practice: International and Multidisciplinary perspectives, 5(3), 357-381 in *British Educational Research Journal* 45(6) 1186-1202, https://doi.org/10.1080/1462394042000270673

31.   Judd, C.M., James-Hawkins, L., Yzerbyt, V., and Kashima, Y. (2005). Fundamental dimensions of social judgment: Understanding of Competence and warmth. *Journal of personality and social psychology* 89, 899-913, DOI: 10.1037/0022-3514.89.6.899

32.   Juuso, H. and Laine, T. (2004). Tact and Atmosphere in the Pedagogical Relationship, Analytical Teaching. *British Educational Research Journal* 25 (1), 1-17

33.   Kahya, E. (2007). The effect of job characteristics and working conditions on job performance. *International Journal of Industrial Ergonomics,* Vol.37, 515-523, https://doi.org/10.1016/j.ergon.2007.02.006

34.   Kennedy, J.(2002). Developing Intuition in marginal trainees on teaching practice. English Language Teacher Education and Development, 7, 44-53

35.   Klein, H.J., and Weaver, N.A. (2002) The Effectiveness of an Organizational-Level Orientation Training Programme in the Socialization of New Hires, *Personnel Psychology Journal*, 55 (1), 47-66, https://doi.org/10.1111/j.1744-6570.2000.tb00193.x

36.   Knight, F.H.(2002). *Risk, Uncertainty, and Profit.* Beard Books, Washington, DC

37.   Kobayashi, C., and Greenwald, A.G. (2003). Implicit-Explicit differences in Self-Enhancement for Americans and Japanese. *Journal of Cross-Cultural Psychology* 34, 522-542, https://doi.org/10.1177%2F0022022103257855

38.   Kreisman, B.J. (2002). *Insights into Employee Motivation, Commitment and Retention.* White Paper Insight Denver

39.   Kurman, J. (2001). Self – Enhancement: Is it restricted to individualistic cultures? *Personality and Social Psychology Bulletin,* 12, 1705-1716, https://doi.org/10.1177%2F01461672012712013

40.   Laski, H.T. "The Limitation of the Expert" Fabian Tract No. 235 in Adebayo, A. (2004) "Principles and Practices of Public Administration in Nigeria" Second edition. Pp 42-50

41.   Leary, M.R. (2005). *The Curse of the Self: Self Awareness, egoism, and the quality of human life:* New York: Oxford University Press.

42.   Levin, J. and Nolan, J. (2014). *Principles of classroom management: A professional Decision making management.* Cranbury, Nj Perason.

43.   Lifton, R.J. (1961) *Thought Control and the Psychology of Totalism* New York: W.W. Norton and Co., Inc.

44.   Madden, L.T., Dvchon, D., Madden, T.M., and Plowman, D.A.(2012). Emergent Organisational Capacity for Compassion. *Academic Management Review.*37 (4) 689-708 https://doi.org/10.5465/amr.2010.0424

45.   Mead, George H, (1934) "*Mind, Self and Society*" edited by C.W. Morris. Chicago: University of Chicago Press.

46.   Muo, I.K.(1999). *The Nature, Scope and Challenges of Management.* 1st edition, Lagos Impressed Publishers. Lagos.

47.   Muramoto, Y. (2003). An Indirect Self-enhancement in relationships among Japanese. *Journal of Cross- Cultural Psychology,* 34, 552-566, https://doi.org/10.1177%2F0022022103256478

48.   Noe, R.A., Hollenbeck, J.R, Gerhart, B., and Wright, P.M. (2004). Managing Employees' Performance in Ugoani J.K.N. (2020). Effective Delegation and its impact on employee Performance. *International Journal of Economics and Business Administration.* Vol.6(3), 78-87.

49.   Okolocha, C.F; Nwanunobi, C.O; Igbo, E.U.M (1999) *Introductory Sociology*, Mindex Press, Benin City, Pp 150-170.

50.   Onwueme M.S, and Ugbor O. (1994). *Education and Society: The Sociology of Education*, Ilupeju Press, Benin City. Pg 28.

51.   Passmore, J.(2000). The Perfectibility of MAN (3rd ed.). Indianapolis, in Liberty Fund, Paulhus, D.L.(1998). Interpersonal and Intrapsychic adaptiveness of trait self-enhancement. A mixed blessing? *Journal of Personbality and Social Psychology*, 74, 1197-1208

52.   Ren, T. (2010). Value Congruence as a source of intrinsic motivation. Kyklos, 63 (1), 94-109 in Kuranchile-Mensah, E.B. and Amponsah-Tawiah, K (2016): Employee motivation and work performance: A comparative study of mining companies in Ghana. *Journal of Industrial Engineering and Management.* Vol. 9(2), 255-309, http://dx.doi.org/10.3926/jiem.1530

53.   Schwarz, N.(2001). Feelings as Information, Implication for affective influences on information processing. In Zhang and Highhouse, 2018, *Handbook of industrial Work, and Organisational Psychology.* (Second Edition), 621.

54.   Sheldon, K.M.(2004). *Optimal human being: An integrated Multi-level Perspective.* Mahwah, Nj: Lawrence Erlbaum Associates. Inc.

55.   Singh, P.(2013). A collegial approach in understanding leadership as a social skill. *International Business and Economic Research Journal.* 12(5) 489-502, https://doi.org/10.19030/iber.v12i5.7824

56.   Spratling, Cassandra (2007) *Nature and Nurture* Detroit Free Press. November 25th, retrieved on 14th April, 2021 from www.articles.southbendtribune.com/2007-11-2005/news/26786902 1 twins-adoption-identical-stranger. Sternberg, R.J; Forsythe, G.B; Hedlund J; Horvath J.; Snook, S.; Williams, W.M.;

57.   Stewart, W. K. Jr. and Roth, P.L.(2001). Risk propemsity differences between entrepreneurs and managers: A meta-analytic review. *Journal of Applied Psychology.* 86(1), 145-153, https://psycnet.apa.org/doi/10.1037/0021-9010.86.1.145

58.   Thaler, R.H. and Sunstein, C.R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. New Haven, CT: Yale University Press.

59.   Talcott Parsons (1959) *The School Class as a social system* in Harvard Education Review. Vol. 29, Pp 279,298, 318

60.   Ugoani J.K.N. (2020). Effective Delegation and its impact on employee Performance. *International Journal of Economics and Business Administration.* Vol. 6(3) Pp 78-87

61.   Vagle, M. (2011). Critically- Oriented pedagogical Tact: Learning about and through our compulsions as teachers. *Teaching Education* 22(4), 413-426, https://doi.org/10.1080/10476210.2011.618534

62.   Van der Wolf, K. and Van Beukering, T.(2011). Gedragsproblemen in scholen. Het denken en handelen van Terraren (Behavioural problems in schools:The thoughts and actions of teaching) Leuven, Uitgeverij Accoi

63.   Van Maanen, J., and Schein, E.H.(1979) Toward a Theory of Organizational Socialization in B.M. Staw (Ed), *Research in Organizational Behaviour,* Vo.1, Pp 209-264, Greenwich, Ct: JAI Press.

64.   Van Manen, M. (1991). *The tact of teaching the measuring of pedagogical thoughtfulness*. Albany, NY, State University of New York Press.

65.   Van Manen, M. (2015). *Pedagogical Tact: Knowing what to do when you don't know what to do.* New York, Routledge.

66.   Vathanophas, V., and Thai-ngam, J. (2007). Competency Requirement for effective job performance in the Thai Public Sector. *Contemporary Management Research,* 3(1) 45-70, https://doi.org/10.7903/cmr.49

67.   Wachtfogel, M. (2009) *Organizational Socialization, Person-Environment Fit and Commitment of Recent College Graduation* PhD Thesis. New York University. Steinhardt School of Culture, Education and Human Development.

68.   Wager, R.K.; Grigorenko, E.L.,(2000) *Practical Intelligence in Everyday Life*. New York; Cambridge University Press.

69.   Whetten, D.A.(2001). What matters most? *Academic Management Review Journal* 26(2) 175-178, https://doi.org/10.5465/amr.2001.4378008

70.   Whitehead, A.N. (1967). *Adventures of Ideals.* Free Press, New York.

71.   Williams, S.D.(2004). Personality, Attitude, and Leader Influences on Divergent Thinking and Creativity in Organisation. *European Journal of Innovation Management,* 7(3) 187-204, https://doi.org/10.1108/14601060410549883

72.   Wilson, G. (2010). The effects of external rewards on intrinsic motivation, in Kuranchile-Mensah, E.B. and Amponsah-Tawiah, K (2016): Employee motivation and work performance: A comparative study of mining companies in Ghana. *Journal of Industrial Engineering and Management.* Vol.9(2), 255-309 http://dx.doi.org/10.3926/jiem.1530

73.   Zhu, W., May, D.R., and Avolio, B.J. (2004). The Impact of ethical leadership behavior on employee outcomes: The role of psychological empowerment and authencity. *Journal of Leadership and organizational Studies.* Vol.11, 16-26, https://doi.org/10.1177%2F107179190401100104