CHAPTER SEVEN
DISCUSSION

The detailed discussion on the results of SEM conducted in Chapter 6 is provided in this chapter. The consistency and inconsistency of results with the past studies in the same area are highlighted. Also, the clarification and probable reasons behind the results are discussed.

The purpose of the study was to examine the effect of supervisor support behavior on the intention to quit of newly hired employees. The study also examined the effect of supervisor support behavior on new recruit’s feedback seeking behavior through their psychological empowerment. Additionally, the study examined the impact of new recruit’s feedback seeking behavior on new recruit’s outcomes (job satisfaction, organizational commitment and intention to quit) through new recruit’s adjustment. Further, the effect of organizational socialization tactics on new recruit’s adjustment in the organization was also examined. The results of the study have provided various significant conclusions which enrich the research in the area of turnover and socialization. The study has provided support to the argument that supervisor support behavior can be used as a tool to reduce the intention to quit of newly hired employees in an Indian context.

The findings of the study confirmed that supervisor support behavior has a positive impact on new recruit’s psychological empowerment and new recruit’s feedback seeking behavior (H1a, H1c). The direct effect of organizational socialization tactics on new recruit’s adjustment in the organization was found significant (H2). The positive effect of new recruit’s feedback seeking behavior on new recruit’s adjustment in the organization was found significant (H3). The findings of the study confirmed that new recruit’s adjustment has a positive impact on their organizational commitment (H5a) and new recruit’s adjustment has a negative impact on
their intention to quit (H6a). The direct effect of new recruit’s feedback seeking behavior on their organizational commitment (H5b) and the negative impact of new recruit’s feedback seeking behavior on their intention to quit (H6b) were found significant. The present study confirmed the mediating effect of new recruit’s adjustment on the relationship between of new recruit’s feedback seeking behavior and their organizational commitment (H5) and the relationship between new recruit’s feedback seeking behavior and their intention to quit (H6). The data of the study has not supported five proposed hypotheses. H1 where we proposed the mediating effect of psychological empowerment on the relationship between supervisor support behavior and new recruit’s feedback seeking behavior was not found significant. The direct impact of psychological empowerment on feedback seeking behavior of newly hired employee as proposed in H1b is not supported by the data of the study. The mediating effect of new recruit’s adjustment on the relationship between new recruit’s feedback seeking behavior and their job satisfaction as proposed in H4 was not found significant. The data of the study has not supported H4a where we suggested the positive effect of new recruit’s adjustment on their job satisfaction. Also, the positive effect of new recruit’s feedback seeking behavior on their job satisfaction as proposed in H4b was not found significant.

In H1a it was anticipated that supervisor’s support behavior would have a positive impact on new recruit’s psychological empowerment. As stated by Krackhardt, et al., 1981, supervisor controls the overall job experience of the newly hired employees. The dimensions of supervisor’s supportive behavior such as showing concern for the well-being of the employees and taking their opinions, goals, and values into account contributes to the perception of newly hired employees towards their job and their ability to perform (Dewettinck & van Ameijde, 2011). Social cognitive theory supports the argument that psychological empowerment-related
dimensions such as perceived competence and perceived control can be influenced by providing necessary support (Bandura, 1986). The findings of the current study support these arguments and the positive relationship between supervisor’s support behavior and new recruit’s psychological empowerment was found significant. Few past studies have shown that supervisor’s support behavior can act as an antecedent of psychological empowerment (Bordin, Bartram & Casimir, 2006; Dewettinck & van Ameijde, 2011) in the case of strategically important employees. However, the concept remained unexplored for the newly hired employees with no previous work experience. The present study has provided that there is a significantly positive impact of supervisor’s support behavior on psychological empowerment of newly hired employees who had no previous work experience.

In H1b it was expected that psychological empowerment would have a positive effect on new recruit’s feedback-seeking behavior. The study by Morrison, 1993, stated that in the early days the newly hired employees face uncertainty in the work environment due to lack of knowledge and self-efficacy. The uncertainty reduction theory claims that to reduce the uncertainty in the environment an individual is likely to seek feedback. However, in the case of psychologically empowered employees, the uncertainty in the environment is likely to be less (Spreitzer, 1996). The psychologically empowered employees feel confident about their ability to complete the given task, perceive that they have control over the decision-making process in the organization and believe that they are well aware of the shared goals of the organization (Menon, 2001). Thus, due to rise in perceived competence, perceived control and clarity about the goals of the organization the need to seek information is likely to be lowered. The current study has hypothesized the positive effect of psychological empowerment on new recruit’s feedback-seeking behavior, but the data has not supported the argument. Due to the reduced level
of uncertainty and improved self-efficacy, the new recruits no more have the instrumental motive to seek feedback. Therefore, psychological empowerment does not lead to new recruits’ feedback-seeking behavior.

In H1c it was predicted that supervisor’s support behavior would have a positive impact on new recruit’s feedback-seeking behavior. The supportive supervisor is likely to encourage the frequent interaction among his or her team members (Morrison, 1993). The supervisor assigns the task to newly hired employees and also provides necessary information and feedback to complete the task (Krackhardt, et al., 1981). It is often found that the regular feedback provided by the supervisor is not sufficient for the newly hired employees and they are likely to seek more feedback (Ashford & Cummings, 1985). Although the feedback seeking behavior is a proactive initiative from the newly hired employees, how often the newly hired employees will approach their supervisor for feedback profoundly depends upon the behavior of the supervisor (Morrison, 1993). The supportive behavior of supervisor would persuade newly hired employees to seek feedback (Nifadkar et al., 2012). The current study supported the argument, and it was found out that supervisor’s support behavior had a positive impact on new recruit’s feedback-seeking behavior.

In H1 the mediating effect of psychological empowerment on the relationship between the supervisor’s support behavior and new recruit’s feedback seeking behavior was expected. As stated earlier, the data of present study has not supported the direct relationship between psychological empowerment and new recruit’s feedback seeking behavior (H1b). Due to the non-existence of any significant influence of psychological empowerment on new recruit’s feedback seeking behavior, the mediating role of psychological empowerment was also not supported. The findings of the current study suggested that psychological empowerment does not
mediate the relationship between the supervisor’s support behavior and new recruit’s feedback-seeking behavior.

In H2 it was anticipated that organizational socialization tactics would have a positive impact on new recruits’ adjustment in the organization. The purpose of usage of socialization tactics in the organization is to ensure the early adjustment of newly hired employees (Perrot et al., 2014). When an employee joins the organization, they are unaware of the social norms, their job profile, values and goals of the organization and the career ladder specified by the organization (Cable & Parsons, 2001). The organizational socialization tactics provide the learning experience which enhances the role adjustment of the newly hired employees (Perrot et al., 2014). The social aspects of socialization tactics help the newly hired employees to feel accepted in the organization (Cable & Parsons, 2001). This study has supported these arguments and found that organizational socialization tactics have a significantly positive impact on new recruits’ adjustment in the organization. The present study has considered three dimensions of new recruits’ adjustment namely role clarity, task mastery and social adjustment as given by Bauer et al., 2007, in their meta-analytic study. As in the past literature, the concept of new recruits’ adjustment was restricted to role adjustment, the investigation of impact of organizational socialization tactics on wider dimensions of new recruit’s adjustment definitely has improved scholarly understanding of the term adjustment and how organizational socialization tactics can be used to ensure the early adjustment of newly hired employees in the organization.

In H3 the positive impact of new recruit’s feedback seeking behavior on their adjustment in the organization was expected. The corporate world has its own social norms and culture which can be unfamiliar for the new employees; in such a case it is important for a newly joined
employee to feel accepted in the new environment (Bauer & Green, 1998). Once the employees join the organization, they are likely to gather information about the social norms of the organization which helps them to adjust in the organization (Bauer & Green, 1998). The feedback seeking behavior of newly hired employees helps them to get more information about the task and provides role clarity (Nifadkar et al., 2012). The results of this study supported these arguments, and it was found that new recruit’s feedback seeking behavior has a positive impact on their adjustment in the organization. The past studies have shown that there is a significant difference between the adjustment of newly hired employees with previous work experience as compared to the employees who have no previous work experience (Beus et al., 2014). Also, the previous experience of employees helps them in an early adjustment in the organization (Beus et al., 2014). Most of the past studies have provided the evidence that new recruit’s feedback seeking behavior has a positive impact on the adjustment of newly hired employees with previous work experience (Bauer & Green, 1998; Nifadkar et al., 2012). Whereas the current study has reported that new recruits’ feedback seeking behavior has a positive impact on the adjustment of newly hired employees who have no previous work experience.

In H4a it was expected that new recruit’s adjustment would have a positive effect on new recruits’ job satisfaction. Also, in H4b it was anticipated that new recruit’s feedback-seeking behavior would have a positive effect on new recruit’s job satisfaction. The data does not provide evidence to support both these hypotheses. Moser, 2005, argued that newly hired employees have too high, inflated and unrealistic expectation. The difference between expectation and actual experience can lead to job dissatisfaction. The author also stated that certain tenure (more than 1.5 years) is required to assess the unmet expectations and the job satisfaction linked with it. As the participants in the present study had no previous work experience, they might have come
across the unmet expectation which had an influence on their job satisfaction. Also, the respondents in current study had completed only three months to one year of duration in the organization. Thus, it might be too early to measure the job satisfaction of the new recruits in the organization. Thus, the new recruit adjustment and feedback seeking behavior does not significantly affect the job satisfaction of the newly hired employees. As the results do not support any direct effect of new recruit adjustment and feedback seeking behavior on their job satisfaction, the H4 hypothesis which anticipated the mediating effect of new recruit’s adjustment on the relationship of feedback seeking behavior and new recruit’s job satisfaction was also not supported.

In H5a, the positive effect of new recruit’s adjustment on their affective commitment was anticipated. The social adjustment of newly hired employees makes them attached to the organization and enhances their affective commitment (Furtado, Sobral & Islam, 2015). The clarity about the job assigned and the mastery over the task has a positive impact on the involvement of newly hired employees in the organization as they believe that they can contribute in the goal achievement process of the organization (Nifadkar et al., 2012). Here, we can conclude that the enhanced attachment, involvement and identification with the organization are some of the consequences of the adjustment of the newly hired employees which leads to their affective commitment. The current study has expectedly shown that new recruit’s adjustment positively influences the affective commitment of newly hired employees.

In H5b it was predicted that new recruit’s feedback-seeking behavior would have a positive effect on new recruit’s affective commitment. The feedback seeking behavior of newly hired employees reduces their uncertainty, and the acquired information helps them to work seamlessly in the organization (Bauer & Green, 1998). The study by Saks and Ashforth, 1997,
has shown that when newly hired employees seek feedback, they get a better understanding of the goals and values of the organization and start to get identified with the organization. This further leads to enhanced affective commitment towards the organization. The present study has supported the argument and has found that new recruit’s feedback-seeking behavior has a positive effect on new recruit’s affective commitment.

In H6a it was expected that new recruits’ adjustment would have a mediating effect on the relationship of feedback seeking behavior and new recruits’ affective commitment. Better adjustment acts as a reason for enhanced affective commitment of newly hired employees and thus mediates the relationship between feedback seeking behavior and new recruits’ affective commitment. Here, this study has provided a new insight in the area of new recruits’ socialization by showing that new recruits’ adjustment has a mediating effect on the relationship of feedback seeking behavior and new recruits’ affective commitment.

In H6a it was anticipated that new recruits’ adjustment would have a negative effect on new recruits’ intention to quit. The social adjustment of newly hired employees influences their decision to stay or quit the job (King et al., 2005). The social integration of employees in the organization provides them stability and willingness to continue the job which in turn has a negative impact on their intention to quit (King et al., 2005). The current study supports this argument that social adjustment has a significantly negative effect on new recruits’ intention to quit. Additionally, the present study has also considered the job adjustment dimensions (role clarity and task mastery) and shown that adjustment of newly hired employees in terms of role clarity, task mastery, and social adjustment has a negative effect on their intention to quit the organization.
In H6b the negative effect new recruits’ feedback-seeking behavior on new recruits’ intention to quit was expected. The feedback seeking behavior of newly hired employees helps them to understand how things work in the organization and also guides them to take necessary steps to contribute to the goal achievement of the organization. The additional information gathered by the newly hired employees also provides them clarity about their career path and future in the organization which influences their turnover decision (Saks & Ashforth, 1997). Based on uncertainty reduction theory, the feedback seeking behavior makes the newly hired employees familiar with the new environment which in turn reduces their intention to quit. The results of the current study have supported these arguments and confirmed the link between new recruits’ feedback-seeking behavior and their intention to quit the organization among newly hired employees working in IT companies in a developing nation like India.

In H6 it was predicted that new recruits’ adjustment would mediate the relationship between feedback seeking behavior and new recruits’ intention to quit. Although few studies in the past have explored the relationship between feedback seeking behavior, new recruit’s adjustment and their intention to quit, the mediating role of new recruit’s adjustment remains uninvestigated. The mediating role of new recruits’ adjustment is firstly introduced in this study which contributes to the area of socialization by highlighting the mediating effect of new recruits’ adjustment on the relationship between feedback seeking behavior and new recruits’ intention to quit to the organization.

To sum up, this chapter provides detailed information about the results, findings, and contribution of the study. It highlights the link between the past research and the gaps in the literature which are bridged due to the findings of the present study. The implication, limitation, and scope for future research are presented in the next chapter.