



The effect of organizational socialization on organizational commitment: Mediation role of psychological empowerment

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Abstract

The purpose of this study is to explore the relationship between organizational socialization and organizational commitment and the mediation role of psychological empowerment. For this aim the survey applied to 150 employees operating in the 3rd Organized Industrial Zone in Konya. SPSS 22 was used to analyze the results. According to results, it has been found that the level of organizational socialization of employees has a positive and significant effect on organizational commitment and a partially mediation role of psychological empowerment in this relationship. It was also determined that employees' psychological empowerment perceptions has a positive and significant effect on organizational commitment.

Keywords: Organizational socialization; organizational commitment; empowerment; psychological empowerment; mediation role.

Introduction

While there is a fierce competitive environment today, one of the most important parameters for organizations to survive and keep their existence is undoubtedly the human factor. The importance of the human element that can be effectively used to achieve the goals of the organization is being understood better every day. In particular, by obtaining positive business outcomes through the employees whose organizational commitments are high, the foundation of the organization is being strengthened and the organization is moving towards the future with more confident steps.

Beginning from the employee enters the organization, the aim of the organizational socialization process, where the management stage is in the foreground, is the adaptation of the employee to the organization through learning the organizational norms, rules, culture and their roles in the organization.

Psychological empowerment is another factor that knits up the employee to the organization. Psychological empowerment can be seen not only as a process in which self-sufficiency of employees is increased, given them only authority and responsibility by sharing the power with them in the organization, but also as a process in which their knowledge and ability are uncovered at the same time. Emphasizing that there is a perception in the employees, psychologically

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strengthened people will consider themselves more competent and this competency will also bring the organizational commitment beside other positive business outputs.

In this context, in the study, it is aimed to determine whether the organizational socialization levels of employees have influence on their organizational commitment and whether the perception of psychological empowerment plays a role on the influence in question. In the study, firstly a theoretical framework on organizational socialization, organizational commitment and psychological empowerment is put forward and then the information and findings about the empirical research are shown.

Organizational Socialization

In its simplest case, socialization can be defined as to behave in a way that is acceptable in society (Merriam-Webster, 2014). Through socialization, the individual becomes a member of the society and adapts to its behaviors (Bozkurt, 2006: 111). Organizational socialization is defined by Schein as "The process of the employee's recognizing and adapting to the organization with being included to it." (Demirbilek, 2009: 354). Organizational socialization involves a process in which an employee not only learns how to perform work within an organization but also learns how to behave within an organization (Taormina, 2004: 77).

Socialization, in essence, can be considered a learning event. It is individual's learning process of the attitudes and behaviors envisaged by the organization. The individual is able to get himself/herself through as a member of the organization by the process of organizational socialization. The socialization process is not instantaneous, it lasts for the whole lifetime and from time to time (such as starting a new job, being charged with a new tasks, etc.) its intensity increases (Balci, 2000: 5).

Employees working with organizational socialization learn the aims of the organization, the ways to these aims, the roles they have to undertake due to their status within the organization, appropriate behaviors to these roles, the organization's rules, symbol and ceremonies (Sökmen, 2007: 174). In this context, on-the-job training, orientation, performance appraisal etc. can be counted among the tools of organizational socialization (Keleşçe & Özbek, 2008: 114). The stress in the initial stage of work decreases, the performance increases and the commitment to the organization increase in those who start work through this and similar methods (Demirbilek, 2009: 354)

Organizational socialization is addressed in four dimensions by Taormina (2004: 78). These are; the training dimension in which the organization teaches the employee how to do a job, the comprehension dimension in which the employee comprehends the functions of the organization and how it operates, colleague support dimension that is related to the relationship of the employee to other people and finally, the future expectation dimension in which reflects the employee's views about the organization in long-term. The training dimension that is the first of organizational socialization can be handled in a formal or non-formal way. The training from these two aspects as it can be the trainings provided by the organizations to socialize their employees, it can be the processes that the employees experience for themselves as well. The comprehension dimension is a process spreading from the beginning to the end of the organizational socialization and it matches up with all other dimensions. Colleague support is emotional or spiritual assistance provided without a financial cost. The future expectation is the expectations related to the possibility of remaining in employment at work, salary increases, future job assignments, promotions, premiums, aids, awards etc. (Zonana, 2011: 54-65).

While positive results such as high level job satisfaction, high motivation, putting shoulder to the wheel, commitment to the organization, continuing to work, high performance and internalization of organizational values result in at the end of a successful organizational

socialization process; at the end of a unsuccessful organizational socialization, negative results can be seen such as decrease in job satisfaction, rejection of organizational values, role ambiguity and conflict, low organizational commitment, discontinuity, quitting job (Yılmaz et al., 2012: 698).

Organizational Commitment

In dealing with intense competitive conditions; the presence of the employees who are tightly bound up with the organization, who overlap the organization's purpose and objectives with their own purpose and objectives is in the forefront (Yıldız, 2013: 854). At this point, the concept of organizational commitment plays a critical role in the name of organizations.

Organizational commitment is the degree of the power unit that the employee establishes with the organization and the employee's feeling himself/herself as a part of the organization (Bozkurt & Yurt, 2013: 123), it is their adherence to the organization (Becker et al., 1996: 464). Organizational commitment, in other words, can be defined as that the employees to believe the organization's aims and objectives, they make efforts to reach those aims and have a strong desire for the sake of being able to remain as a member of the organization (Hunt & Morgan, 1994: 1568).

Commitment to organization occurs within the process of mutual exchange between the employee and the organization. Employees feel themselves committed to the organization in return what they get from the organization. Employees offer their commitment to the organization in return the awards they have achieved (Balci, 2000: 28-29).

Organizational commitment was studied in three dimensions by Allen and Meyer (1990) as widely accepted in the management literature. First of all, emotional commitment defends emotional attachment of the employee to the organization. This emotional aspect can also be seen as that the employee attaches his/her own identity to the organization's identity (Dawley et al., 2005: 513). Continuity is defined as the preference to remain as a member of the organization with the idea of separating the roads with the organization will create various costs for them (Güney, 2012: 289).

In the continuing commitment, it is thought that emotions play a very little role in attaching the employee to the organization (Yüceler, 2009: 448), especially gender and marital status are influential on this dimension of commitment. It can be said that married employees or divorced women feel a continuing commitment to get rid of the additional costs that may arise in case they quit the job (Hrebiniak & Alutto, 1972: 557). Finally, normative commitment is a mandatory commitment shown by the employees feeling moral obligations. Employees with high normative commitment maintain membership in the organization due to their individual values, feeling an obligation to stay in the organization and considering that working in their organization is their tasks (Uyguç & Çımrın, 2004: 93).

To summarize, for the employees who are attached to the organization with a strong emotional commitment "want to stay"; for the employees who are attached to the organization with a strong continuity commitment "are in need" and the employees who are attached to the organization with a strong normative commitment "need to stay" remain in their organizations (Bolat & Bolat, 2008: 78). However, it is a fact that, no matter how the employees feel a true commitment to the organization, this commitment will contribute to positive business outcomes in terms of both the organization and the individual.

Psychological Empowerment

Psychological empowerment, one of the internal factors of motivating employees, is employees' ownership of their work by sharing the power between the organization and the employees (Yalçın, 2013: 2). Conger and Kanungo (1988: 471) considered psychological empowerment as an enhancement of employee self-sufficiency. This self-sufficiency includes that

the employees are free to take decisions about their work and are responsible for the consequences of these decisions (Arslantaş et al., 2007: 4).

Psychological empowerment does not include only giving employees authority and responsibility. At the same time, it is the process of uncovering the knowledge and experience that is in the employee and not used for some reason (Yalçın, 2013: 7). When the administrator only delegates authority and responsibility, the employee will not perceive this as empowerment (Lee, 2005: 74). The basis in empowerment is that, in parallel with the self-development of the employee, he/she must be able to make business decisions and what is needed to be successful at work (Coşkun, 2002: 220). The point to be emphasized here is that on the basis of empowerment is the perception of the employee. Therefore, organization management's empowerment activities alone will be useless. Psychological empowerment, in addition to the management's activities, is the sum of how the employees perceive these activities and how they see themselves (Thomas & Velthouse, 1990: 666).

Psychological empowerment was examined in four dimensions by Spreitzer (1995). The first of these dimensions, significance, is the aims and objectives created by taking into account the employee's ideals and standards. The significance dimension requires a harmony between the requirements of the job and the role, beliefs, values and behaviors of the employee (Spreitzer, 1995: 1443). The more the requirements of the job and the employee's beliefs, values and behaviors are in harmony with one another, the more significant is the job for the employee (Somuncuoğlu, 2013: 29). Competence dimension involves relying on his/her own ability of an employee to fulfill the requirements of his/her job (Spreitzer, 1995: 1443). Employees who are psychologically empowered through competence dimension have the opportunity to influence the work they do feeling themselves adequate. In addition, self-sufficient workers will be able to make more rational choices about their work (Ghani et al., 2009: 56). Autonomy, on the other hand, reflects the autonomy of the worker in the initiation of business behaviors and processes and continuing these behaviors and processes (Spreitzer, 1995: 1443). When the employee makes the decisions about his/her work, the psychological empowerment perception will rise. Finally, influence dimension is related to the degree to which employees influence their work output in strategic, managerial and operational areas (Spreitzer, 1995: 1443-1444). Influence is a result of the questioning by the employee that who has the control to influence job-related outputs (Somuncuoğlu, 2013: 27).

According to Spreitzer (1995: 1444), psychological empowerment addresses these four dimensions down to the ground. The absence of even one of these dimensions will prevent the employee from feeling the perception that he/she is psychologically empowered.

Relations between Organizational Socialization, Organizational Commitment and Psychological Empowerment Concepts

It is seen in management literature that organizational socialization process influences many work outcomes. Job satisfaction, personnel turnover and organizational commitment are only a few of the relevant outputs (Hau & Chow, 2002: 724). In this context, Hartley (1992: 14) stated that organizational socialization may cause an increase in employee attitudes such as organizational commitment, job satisfaction, commitment, participation, low job turnover and organizational identification.

One of the remarkable works in the literature belongs to Bunchanan (1974) when studies investigating the effect of organizational socialization on employees' commitment are investigated. Bunchanan (1974: 535-538), who linked the process of socialization with commitment, examined the organizational socialization process in three stages, covering a total of five years. He defined the first year as "basic training", 2-4 years as "performance" and 5 years and over as "organizational commitment". As for Wanous (1980: 198), he recognized organizational commitment as one of the

precursors of organizational socialization. Wanous (1980: 171) emphasized the psychology of socialization expressing inner commitment at the point of adopting organizational practices. According to the author, organizational socialization has an effect on the commitment of the employee to the organization. According to Jones (1986), commitment concept, which is of the indicators of new employees' adaptation to organizations, is the result of fewer problems people have as a result of organizational socialization. Nicholson (1998: 523) also argues that socialization influences organizational commitment through the psychological and behavioral influences on employees. Taormina (1999) emphasized that there are positive and strong (especially between training and future expectancy dimensions) relationships in his study. Cohen and Veled-Hecht (2008) found, as a result of their work on the nurses, that organizational socialization has a moderately positive relationship with organizational commitment. İbrahimioğlu (2008) confirmed the positive effect of organizational socialization on the organizational commitment of employees with his study. In his study, Özçelik (2008) found a positive and significant relationship between organizational socialization and organizational commitment, and stated that their commitment to their organization as a result of a successful socialization process will develop positively. Aknar (2013) argued that the organizational commitment of employees is high at the end of the organizational socialization process in a survey on hotel management employees. In the light of this information, the first hypothesis of the study is as follows:

H₁: Organizational socialization levels of employees have a significant and positive effect on organizational commitment levels.

As a result of the behaviors of managers who encourage their employees to make decisions and give them responsibility, the commitment of employees to their organization is increasing (Liden et al., 2000). Feeling that the empowered employee has an important control in the business lets them think that they can affect the organization correctly and significantly, gives them high concentration, initiative, lets them again reach the level of durability and flexibility and makes them see themselves more competent, and this situation increases the employee's sense of commitment (Spreitzer, 1995, Thomas & Velthouse, 1990, Henkin & Marchiori, 2003). Workers whose jobs have great significance for them feel a high degree of organizational commitment and energy to act (Kanter, 1983). Similarly, Avolio et al. (2004) argued that psychologically empowered employees feel more competent, more effective in their work and organizations. These employees are performing extra roles, becoming independent, and expressed that their commitment to their organization is gaining strength.

Ismail et al. (2011) stated in their research that psychological empowerment of the techniques that transitional leaders use to achieve the organization's goals provides organizational commitment. Çekmecelioğlu and Eren (2007) found in their investigation on academicians that the significance and autonomy dimensions of psychological empowerment have positive influence on organizational commitment. Sigler and Pearson (2000) in their research on the workers of two textile factories in the USA, Dee et al. (2002) on teachers in the United States and Joo and Shim (2010) on public servants in Korea stated that psychological empowerment, significance, autonomy and influence dimensions have a significant effect on organizational commitment. Park and Rainey (2007) in their research on federal agency employees and Jha (2011) in the research done in information industry in India found that psychological empowerment has a positive effect on emotional and normative commitment. Konczak et al. (2000), Ari and Ergeneli (2003), Avolio et al. (2004), Kuo et al. (2010), Rawat (2011), Chaudary and Sangwan (2012) emphasized, as a result of the research they conducted, that psychological empowerment perceptions of employees have a positive effect on their commitment to the organization. Kirkman and Rosen (1999), Bergman et al. (2002), Kazlauskaitė et al. (2006), Pekdemir et al. (2006), Bordin et al. (2007) found that there was a significant positive correlation between employees' perceptions of psychological empowerment and

their organizational commitment. Ugboro et al. (2006) found, in their research, that there was a significant positive relationship between employees' perceptions of psychological empowerment and their emotional attachment.

When studies investigating the relationship between organizational socialization and organizational commitment are examined in literature, in general, "Social support or colleagues support" dimension of the dimensions of organizational socialization seems to concentrate on the effect on commitment. According to Spreitzer, it can be said that employee receives social support if the employee's behavior is approved and considered as appropriate by superiors, subordinates and colleagues. In this context, the most important condition of social support is to be a member of the social network in the organization. Membership in social networks reinforces personal empathy by improving social relations with members of the organization at critical levels. Socialization and increased personal power provides both self-determination (autonomy) and empowerment of impact feelings (Spreitzer, 1996: 488). In this context, employees can gain social and political support in their organizations, in other words they can socialize in their organizations through formal or informal relations they establish with superiors, subordinates, colleagues and members of the working group. Therefore, the employee, who has a positive relationship with his colleagues, subordinates and superiors in a short period of time, will be advantageous to gain social and political support in the organization (Gül & Çöl, 2004: 252). Corsun and Enz (1999) investigated the relationships within the organization and outside the organization in the context of social support in their research on service sector employees in the US. As a result of this research, it was found that the employees who received the help of their colleagues showed an increase in their psychological empowerment perceptions in the positive direction.

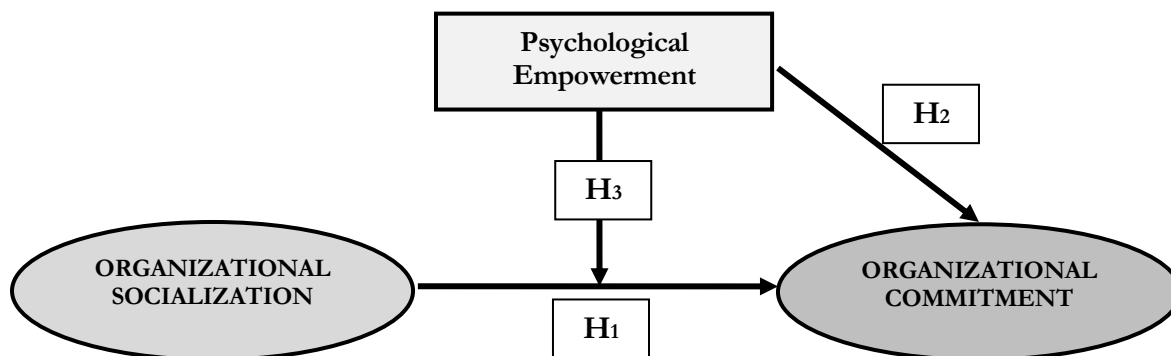
In the light of the information based on theoretical and empirical research on the subject, other hypotheses of the study are as follows:

H₂: *Employees' perceptions of psychological empowerment have a significant and positive impact on their organizational commitment levels.*

H₃: *Psychological empowerment has a mediation role on the effect of organizational socialization levels of employees on their organizational commitment levels.*

In the framework of these hypotheses, the research model is constructed as in Figure 1:

Figure 1: Research Model



Methodology

Purpose and Importance of the Research

In the research, it was aimed to determine the effect of socialization levels of employees on their organizational commitment levels and whether psychological empowerment has a role on this effect. In the management literature, as well as there are a number of studies that analyze the relationship between socialization and organizational commitment, the concept of psychological empowerment was added to this study in order to measure the mediating effect. In the literature, a study that addresses these three concepts together wasn't come across. Also, it is hoped to contribute to the management literature with the relationship between the concepts is being investigated on the employees of one of Turkey's major industrial zones like Konya 3rd Organized Industrial Zone.

Scope and Method of the Research

The universe of the research constitutes a total of approximately 20,000 employees (KOS, 2016) of 452 operators operating in Konya 3rd Organized Industrial Zone. In this direction, the sampling of the study was found to be 377 persons in the 95% confidence interval with easy sampling method (Sekaran, 1992: 253). 150 were returned of 380 questionnaires distributed by the face-to-face survey method. Surveys have a return rate of about 40%. Thirteen surveys that were found to contain incomplete information were not included in the assessment and therefore 137 surveys were assessed. In the evaluation of the survey results, "SPSS 22" statistical analysis program was used.

The questionnaire consists of four sections and a total of 48 expressions. In the first part, there are 6 questions in which age, gender, education status, department, position and the year of working are asked. In the second part, The "Organizational Commitment" scale was used that was developed by Allen and Meyer (1993). This scale consists of "emotional commitment", "continuity commitment" and "normative commitment" dimensions. In the third part, "Organizational Socialization" scale, developed by Taormina (2004), was used. While there were 20 expressions in the original scale, two expressions were took out and the questionnaire was continued with the remaining 18 expressions. Organizational socialization is addressed in four dimensions as "Education", "future expectation", "comprehension" and "colleagues' support" in the scale. Finally, in the fourth part, the "Psychological Empowerment" scale, created by Spreitzer (1995), was used. The scale consists of 12 expressions and four dimensions. These four dimensions are; "significance", "competence", "autonomy" and "influence".

In the statements in the sections other than the demographic information, the 5 Likert scale was used. In the 5 Likert scale, "1" corresponds to the expression "absolutely do not agree"; and "5" corresponds to the expression "I strongly agree". In the questionnaire, translations of the said scales from English into Turkish by translation-back translation method are included. Before finalizing the questionnaire and applying it, the draft questionnaire was corrected with the help of expert academicians in the field, at the same time; the semantic errors in some of the expressions were also eliminated in order to avoid possible mistakes.

Findings of the Research

Frequency Analysis

Frequency analysis included demographic information of employees who participated in the survey.

Table 1: Frequency Analysis

Age	Freq.	%	Educational Status	Frequency	%
20-26	25	18,2	Primary School	15	10,9
27-32	43	31,4	High School	26	19
33-39	35	25,5	Associate's Degree	25	18,2
40 and above	33	24,1	Graduate Degree	60	43,8
<i>Total</i>	<i>136</i>	<i>99,3</i>	Master's Degree	10	7,3
Gender	Freq.	%	<i>Total</i>	<i>136</i>	<i>99,3</i>
Male	102	74,5	Department	Frequency	%
Female	35	25,5	Production	50	36,5
<i>Total</i>	<i>137</i>	<i>100</i>	Accounting	30	21,9
Working Year	Freq.	%	Research-Development	17	12,4
0-2	39	28,5	HR	10	7,3
3-9	47	34,3	Logistics	7	5,1
10 and above	42	30,7	Foreign Trade	7	5,1
<i>Total</i>	<i>128</i>	<i>93,4</i>	Marketing	4	2,9
Position in Organization	Freq.	%	Data Processing	1	0,7
Director	38	27,7	<i>Total</i>	<i>126</i>	<i>92</i>
Personnel	94	68,6			
<i>Total</i>	<i>132</i>	<i>96,4</i>			

When Table 1 is examined, it is seen that 31,4% of the participants are between the ages of 27-32 and 25,5% of the participants are between the ages of 33-39. It was also determined that the average age of participants was 33,7. When we look at the gender variable, it is seen that most of the participants are men with 74,5%. According to the working year data, the majority of participants have been working in institutions for 3 to 9 years. Furthermore, it was determined that the participants' average year of work is 7,35. It is observed that the majority of the participants graduate students with 43,8%, they are followed by high school and associate degree graduates with close percentages. Finally, it is seen that the employees participating in the survey mostly work in production departments with 36,5% and then work in accounting departments with 21,9%.

Validity and Reliability Analysis

Kaiser-Meyer-Olkin (KMO) sample adequacy test and Bartlett sphericity test were applied to test the suitability of the data set for factor analysis. The value of KMO was determined as 0,86 for the organizational socialization scale. These values show that the data set is generally in accordance with factor analysis. Analyses were performed using the principal component method and the Varimax rotation method.

Table 2: Validity and Reliability Analysis

Scales	Factors	Number of Expression	Variance Explained	Cronbach's Alpha (α)
Organizational Socialization ($\alpha=0,88$)	<i>Education and future expectation</i>	9	%25,1	0,86
	<i>Comprehension</i>	4	%17,8	0,74
	<i>Colleagues' support</i>	3	%16,4	0,85
Organizational Commitment	-	16	-	0,83
Psychological Empowerment	-	12	-	0,89

As a result of the exploratory factor analysis, it was found that the participants perceived Likert-scale questions consisting of expressions related to the concept of organizational socialization in three dimensions, like the original scale, as Zonana (2011) used in the study. (In the original scale, while the dimensions of education and future expectation were perceived as two different dimensions, the participants perceived these two dimensions as one dimension in this study.) These three factors seem to account for the level of organizational socialization of employees by 57%. The explanation rates of the individual factors are 25,1% for the "Education and Future Expectation" factor; 17,8% for the "Comprehension" factor and 16,4% for the "Colleagues' Support" factor. In the context of research, because the concepts of dependent variable organizational commitment and mediating variable psychological empowerment will be included in the analysis as one dimension, factor analysis for these scales was not required.

As a result of the reliability analysis; the reliability ratio was observed as 88% for organizational socialization scale ($\alpha = 0,88$). The sixth ("*I do not fully know my duties at this institution.*") and thirteenth ("*I do not have a good knowledge of how this institution works.*") expressions, which lowered the reliability of the scale, were removed from the scale. In the reliability analysis for the organizational commitment scale, which is another scale of the study, the reliability rate was determined as 83% ($\alpha = 0,83$). The second ("*I do not feel like every problem is my problem.*") and the eighth ("*If I had not added so much from myself to this institution, I could consider working elsewhere*"), which was observed to reduce the reliability of the scale, were removed from the scale. The reliability scale of the final scale, psychological empowerment scale, was determined as 89% ($\alpha = 0,89$). When Cronbach's Alpha value is greater than or equal to 0,70 so the scale is considered to be reliable (Sekaran, 2003: 311). In this context, all scales and dimensions were accepted as reliable and passed on to the analysis stage.

Correlation Analysis

Spearman correlation analysis was performed to determine the relationship between the participants' organizational socialization levels, its sub-dimensions and their organizational commitment.

Table 3: Descriptive Statistics Regarding the Variables and Correlation Coefficients

SCALES	Mean*	SD	1	2	3	4	5
Organizational Socialization (1)	3,34	0,67	1				
- <i>Education and future expectation (2)</i>	3,11	0,78	,836(**)	1			
- <i>Comprehension (3)</i>	3,69	0,76	,734(**)		1		
- <i>Colleagues' support (4)</i>	3,56	0,89	,734(**)			1	
Organizational Commitment (5)	3,35	0,55	,613(**)	,592(**)	,438(**)	,410(**)	1
Psychological Empowerment	3,87	0,64	,526(**)	,403(**)	,660(**)	,339(**)	,489(**)
* At the scale; 1= «Exactly Disagree» 5= «Exactly Agree»	** Correlation is significant at 0,01 level. (2-tailed). $p < 0,01$ (n=137)						

According to the results of the correlation analysis, as can be seen from Table 3, a moderate positive and statistically significant relationship between organizational socialization levels and organizational commitment levels of the participants was found ($r = 0,613$; $p < 0,01$). It was also seen that there were moderately positive significant relationships between education and future expectation ($r = 0,592$), comprehension ($r = 0,438$) and colleague support ($r = 0,410$) and organizational commitment which are the dimensions of organizational socialization.

Again, as seen in Table 3, a moderate positive and statistically significant relationship was determined between the participants' the levels of organizational socialization and psychological empowerment levels they perceive ($r = 0,526$; $p < 0,01$). In addition, positive significant relationships are observed between the dimensions of organizational socialization, education and future expectancy ($r = 0,403$), comprehension ($r = 0,660$), colleagues' support ($r = 0,339$) and perceived psychological empowerment.

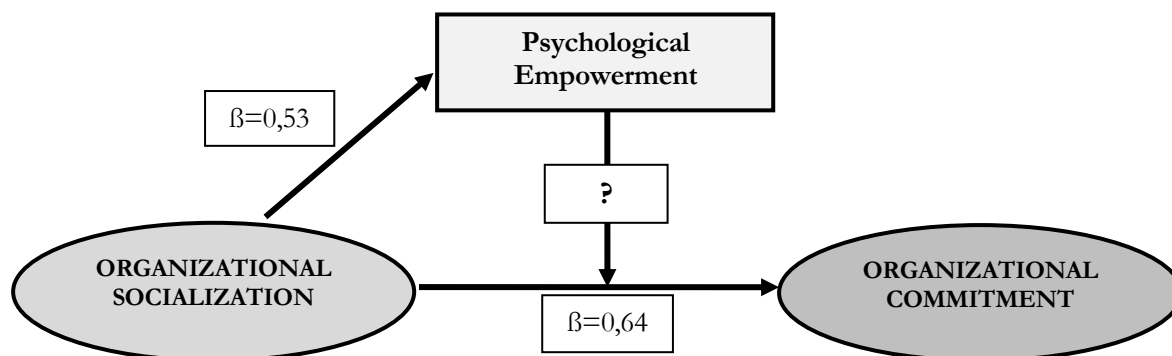
Finally, it is seen that there is a moderate positive and statistically significant relationship between organizational commitment levels and perceived psychological empowerment levels of employees ($r = 0,489$; $p < 0,01$).

Regression Analysis

In order to test the effect of level of organizational socialization on organizational commitment and the effect of psychological strengthening on this effect, a three-step regression analysis was performed, proposed by Baron and Kenny (1986). According to the mediating variable analysis method proposed by Baron and Kenny (1986), the following conditions must exist in order for a variable to act as a mediator:

- i-) Independent variable must have an effect on mediating variable.
- ii-) Independent variable must have a significant effect on mediating variable.
- iii-) The effect of the independent variable on the dependent variable must be reduced or completely eliminated when the mediating variable is switched on. Disappearing of this effect shows the result that there is a full mediator effect; its reduction shows that there is a partial mediator effect. The partial mediator effect points to the existence of other mediator variables.

Figure 2: Hierarchical Regression Model



When the model is examined, as a result of the linear regression analysis performed, it is seen that the necessary conditions are met in order to speak of the intercourse of Baron and Kenny. According to this; positive and significant effects are seen between organizational socialization as an independent variable and psychological empowerment as the mediating variable ($\beta = 0,53$; $p = 0,00$); between independent variable organizational socialization and dependent variable organizational commitment ($\beta = 0,64$, $p = 0,00$). In this context, to test the mediation effect, the results of the hierarchical regression analysis are as follows:

Table 4: Hierarchical Regression Analysis

Model	Dependent Variable	Independent Variable	B	Beta	t	R	R ²	ΔR^2	F	P
1	Psychological Empowerment	Organizational Socialization	0,51	0,53	7,34	0,53	0,285	0,280	53,83	0,000
2	Organizational Commitment	Organizational Socialization	0,52	0,64	9,61	0,64	0,406	0,402	92,33	0,000
3	Organizational Commitment	Organizational Socialization	0,43	0,52	6,82	0,66	0,440	0,432	52,63	0,000
		Psychological Empowerment	0,19	0,22	2,84					0,005
	Organizational Commitment	Psychological Empowerment	0,43	0,50	6,63	0,50	0,246	0,240	43,98	0,000
Sobel Test (z)=5,48; p=0,000										

Dependent Variable: Organizational Commitment

According to the results of the hierarchical regression analysis in Table 4, it is seen that the level of organizational socialization has a positive and significant effect on organizational commitment ($\beta = 0,64$, $p = 0,00$, Model 2). In this context, the H_1 hypothesis is accepted. Psychological empowerment perception was determined to have a positive and significant effect on the level of organizational commitment ($\beta = 0,50$, $p = 0,00$). The H_2 hypothesis was accepted in this context. When the mediating role of psychological empowerment in the effect of the level of organizational socialization on organizational commitment, while the effect of the level of organizational socialization on organizational commitment was $\beta = 0,64$, when the effect of psychological empowerment was controlled, this effect was observed to decrease ($\beta = 0,52$) (Model 3).

This case supports the premise in Baron and Kenny's (1986) mediation relationship that "When the effect of the agent variable is checked, the effect of the independent variable on the dependent variable is decreasing or disappearing". Following this result, Sobel test was performed in order to confirm the effect of mediation and found significant ($z = 5,48$; $p = 0,000$). As a result, it can be said that the psychological empowerment has a partly mediation role on the influence of organizational socialization on the organizational commitment. The H_3 hypothesis was accepted in this context.

Conclusion and Suggestions

Organizational commitment is one of both the fundamental activities and ultimate goals of organizations' efforts to protect their assets. The reason for this is that employees who work in the organization are more profitable and productive; the more committed and the more responsible they are, the less costs they are for their organizations. Believing that the activities that they do are able to change and contribute to the organizations' structures attaches them to their work more.

One of the most important functions of organizational socialization is to provide organizational commitment and loyalty. Organizations are more attentive to their employees to ensure this. Organizations create behavioral commitments that will ensure employee satisfaction through the adoption and acceptance of organizational values. At the end of the socialization process, the employee will adapt to the organization and his/her commitment will rise.

Psychological empowerment is that an employee feels strong and competent in matters related to work. Employees who are able to take decisions related to the work, who consider themselves authorised will be tied more tightly to their work, and they will be more dependent on their organizations.

In this context, in the study, it is aimed to determine whether the level of socialization of the employees has an effect on the level of their organizational commitment and whether the psychological empowerment has a role on this effect. For this purpose, 150 employees working in Konya Organized Industry were surveyed and relevant data were analyzed via the SPSS 22 program.

First of all, according to the results of the correlation analysis made in order to reveal the relations between the variables and the direction of the relations, a moderate positive and statistically significant relationship were determined between the levels of organizational socialization and organizational commitment and the perception of psychological empowerment. Positive, significant relationships were seen also between education and future expectancy, comprehension, colleagues' support and organizational commitment and perceived psychological empowerment, which are the dimensions of organizational socialization. Finally, it was found out that there is a moderate positive and statistically significant relationship between employees' level of organizational commitment and perceived levels of psychological empowerment.

As a result of the regression analysis, it was determined that the organizational socialization levels of the employees had positive and significant effect on their organizational commitment levels. Furthermore, it was determined that the level of organizational socialization explains organizational commitment by 40%; in other words, organizational commitment variable was shaped depending on organizational socialization by 40%. Thus, the H_1 hypothesis was accepted. This finding is parallel with the statements of Bunchanan (1974), Wanous (1980), Jones (1986) Hartley (1992), Nicholson (1998) and Taormina (1999), and also with Cohen and Veled-Hecht (2008), İbrahimoğlu (2008), Özçelik (2008) and Aknar's (2013) research findings.

According to the results of the regression analysis conducted to test the second hypothesis of the research, it was found that the psychological empowerment perceptions of the employees had

positive and significant effect on their organizational commitment levels. In addition, it was determined that psychological empowerment perception accounts for organizational commitment by 24%; in other words, organizational commitment variable was shaped by 24% depending on psychological empowerment perception. The H₂ hypothesis was accepted in this context. This finding shows parallelism with the statements of Kanter (1983), Spreitzer (1995), Thomas and Velthouse (1990), Liden et al. (2000), Henkin and Marchiori (2003), Avolio et al. (2004), also with the research findings of Kirkman and Rosen (1999), Konczak et al. (2000), Bergman et al. (2002), Arı and Ergeneli (2003), Avolio et al. (2004), Kazlauskaite et al. (2006), Pekdemir et al. (2006), Bordin et al. (2007), Kuo et al. (2010), Rawat (2011), Chaudary and Sangwan (2012).

According to the hierarchical regression analysis to determine whether psychological empowerment has a mediator role in the effect of organizational socialization on organizational commitment, it was found that when the effect of the psychological empowerment is controlled in the effect of organizational socialization level on the organizational commitment, this effect decreased and the effect was statistically significant. Also, Sobel test was performed in order to confirm the mediation effect and the result was found to be statistically significant. Accordingly, it can be said that the perceptions of psychological empowerment have partly mediator roles in the effect of organizational socialization levels of employees on organizational commitment. In this case, the last hypothesis of the research, the H₃ hypothesis, was also accepted.

It can be said that there are some limitations of the research after these findings. Limiting the study with the workers in Konya 3rd Organized Industrial Zone is the most important limitation of the study. For this reason, it is inadequate at the point of generalizability of its results. It is believed that a study in which more workers can be included will represent the main mass better. It may also be useful to conduct further studies on a provincial or geographical basis. It will also be useful to carry out researches in which the relationship between the concept of organizational socialization and different concepts will be addressed as well, and factor such as organizational climate, organizational support, organizational identification, dedication, motivation will be analyzed as mediator variables in explaining the effect of organizational socialization on organizational commitment.

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