

The Effects of Socialization Tactics on Graduate Employability and Organizational Commitment Among Malaysian Newcomer Employees

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Abstract

Despite the growing interest in organizational socialization tactics, research on this topic remained in its infancy and required further in-depth study, particularly in Malaysia. Especially in the case of newly graduated newcomers. Current research aimed to study socialization tactics' influence on graduates' employability and organizational commitment among newly graduated newcomers in Malaysia. The data for this study were gathered from 401 Malaysian respondents with varied career backgrounds. The snowball sampling technique and convenience sampling were used for data collection. Through Pearson correlation and multiple regression analysis via SPSS Version 26.0, socialization tactic dimensions were found to significantly predict graduate employability dimensions and organizational commitment ($p < .01$) except continuance commitment ($p > .01$). The current finding has added a fresh perspective on socializing tactic affects within Malaysian newly graduated newcomers' settings. This was expected to be beneficial not only to Malaysian organizations but also to recently graduated newcomers themselves.

Keywords

Graduate employability; graduate newcomers; organizational commitment; socialization tactic

Introduction

Since the late 1970s, organizational socialization has gained importance in human resource management and social psychology research. The renewed interest in this topic can be attributed to the increasing integration of psychosocial characteristics into daily organization management. This included efforts to identify appropriate socialization tactics to assist graduates in experiencing a smooth transition into the workforce. This, therefore, has made university graduates an interesting focus group. This transition increased their enthusiasm and reduced doubts regarding their abilities. Nevertheless, plenty of recent university graduates who entered the workforce experienced difficulties in the socialization process, which impacted their employment outcomes (Atherley et al., 2022).

According to youth unemployment rates in Malaysia presented by Statista (2022), the rates were 11.21% in 2019, 14.03% in 2020, and 15.6% in 2021, an increase of 4.39% in three years, with the highest rate recorded in 2021. Although Malaysia's youth labor force participation rate slightly increased, this positive result was not necessarily desirable, considering the employment rate remained apparent (Lee, 2020). High unemployment rates risked difficulties in job hunting. Which potentially clarified the surge of mental health issues in Malaysia. Additionally, pandemic challenges have exposed young people to stress-inducing factors (Razali et al., 2022). Being unemployed in Malaysia may cause a variety of mental health issues. For these graduates, this demanded professional challenges they were obliged to overcome independently.

A survey conducted by Talent Bank in 2020 examined employers' thoughts on hiring university graduates (Alias, 2020). According to recent statistics, about 4.62% of them have expressed disinterest in hiring new graduates despite the apparent increase in their marketability. One of the reasons for this was that employers did not consider graduates fully prepared before entering the workforce, particularly in areas where critical thinking, leadership skills, English proficiency, and teamwork were included (Abdullah, 2018; Daud et al., 2023). They also considered graduates vulnerable to dismissal due to low organizational commitment (Pee et al., 2022). Low organizational commitment among Malaysian newcomers bore risks to organizations and led to higher costs in hiring and training new employees in terms of money, time, and effort (Rafdi & Sabri, 2021).

Both willingness to work and organizational commitment could influence an employee, especially for university graduates in the early stages of their careers. Narayansany and Isa (2021) emphasized that further research is required to retain entry-level Malaysian employees and prohibit their departure from their organizations. However, a research gap was identified. Compared to the West, studies on socialization in Malaysia were considerably scarce. Far fewer studies focused on socialization tactics among graduates. Most studies addressed the relationships between new entrants in general or within specific occupational groups, such as engineers, accountants, or mental health specialists (Mohd Ghanie et al., 2018).

New graduates also discovered difficulties applying theoretical learning in university to workplace practicality. Sawal et al. (2020) declared the importance of allowing graduates to outline a clear understanding of their careers. This included potential career-related issues that were yet to come in their career. A solid understanding of job responsibilities should be emphasized to maintain a positive attitude while fulfilling their roles in their respective organizations. Organizational socialization, such as peer interaction and training, assisted

new employees to acquire novel skill-enhancing information necessary to perform their duties. Therefore, providing insights to practitioners, researchers, organizations, higher education institutions, and graduates was crucial to establishing an improved working environment.

Self-determination theory was initially introduced in 1985 by Deci and Ryan (Deci & Ryan, 2008). It has become an essential framework for understanding human motivation in various settings, including the workplace, education, and health (Ryan & Deci, 2017). The theory, which emphasized emotional, behavioral, and well-being motivation, was central to a person's development, vitality, and well-being, as Krause et al. (2019) noted. It is often considered a macro theory, encompassing several human growth and psychological needs sub-theories. According to Chong (2020), people have an inherent need to understand, learn, and master their environment while internalizing social norms. This, in turn, promoted organizational commitment.

Organizations have supported new employees in settling in through various strategies. Van den Broeck et al. (2016) pointed out that in terms of self-determination theory, a person's work tasks played a pivotal role in developing skills compared to the organizational context. This included content tactics, such as the work material that newly hired employees must complete. In addition, relationships fulfill a person's need to fit into social groups, feel accepted by others, and give meaning to close grouping proximity (Deci & Ryan, 2014). This was consistent with socialization strategies, as the goal of autonomy was to meet the needs of new employees. This included presenting options and rationales for tasks completed, acknowledging their thoughts and feelings, and encouraging their engagement and initiative (Slemp et al., 2018). Chong (2020) found that employees' willingness to stay in their jobs and their affective commitment enhanced when managers provided sufficient support. The link between this theory and corporate socialization strategies allowed in-depth discussion regarding appropriate approaches and their impact on new employees.

On the other hand, organizational socialization theory states that organizations and newcomers must possess adaptability during a new work environment transition, which can be established if work readiness is improved (Atherley et al., 2022). Based on both theories, the influence of socialization tactics on graduate employability and organizational commitment called for a fresh investigation. This led to the question, "To what extent did socialization tactics influence graduate employability and organizational commitment among newly graduated newcomers in Malaysia?" This study aimed to investigate the influence of socialization tactics on graduate employability and organizational commitment among newly graduated newcomers in Malaysia. It also aimed to identify the socialization tactics used by the Malaysian new graduates.

Literature review

Socialization tactics

Organizational socialization is an ongoing interaction between new hires and the organization. Van Maanen and Schein (1979) defined the socialization tactic as the structured path where organizational members created socialization experiences for people transitioning into foreign roles. Organizations received conveniences from socialization strategies that

improved proactivity (Nguyen et al., 2020). For employees, socialization tactics possibly boosted employees' engagement and job satisfaction (Putra et al., 2020). As employees understood the tasks completion demanded, they experienced flexibility and adaptability to teamwork. This led to fulfilling organizations' requirements, mainly when they possessed confidence in their work performance (Jahya et al., 2019).

Zhang (2019) concluded that adopting and adapting to a new role is also an organizational standard and value identification process. They stated that organizational socialization is a continuous learning process as new hires integrate into the organization. Li (2016) described socialization as an ongoing process through which individuals learn to perform their roles and responsibilities in the company. Previous research suggested that organizational socialization was based on employee behavior. Hence, it determined what was retained and needed to be adjusted during tenure.

The definition of organizational socialization was divided into two concepts (Roukatou & Guidkaya, 2022). First, socialization refers to an employee's learning perspective development. Second, socialization refers to an employee's internalization and acceptance within the organization. Thus, organizational socialization was a joint task that required the cooperation of both parties. Feldman's (1976) model described the socialization process in three phases: anticipatory socialization, accommodation, and role management. Anticipatory socialization involves acquiring knowledge before joining the company. The accommodation phase was company-based and about becoming a productive team member. During the role management phase, employees learn to deal with conflicts that may occur. Case in point: disagreements regarding tasks or with co-workers.

Woodrow and Guest (2020) noted several conceptual models that divided socialization into stages through tactical or strategic approaches and viewed socialization as a multistage process. The tactical approach or socialization tactics referred to formal and organized methods that assisted new employees in adjusting to their roles (Jones, 1986; Van Maanen & Schein, 1979). These strategies aimed to shape the information newcomers received concurrently facilitated their access to knowledge. The effective use of these tactics accelerated learning and social integration, reduced newcomers' anxiety, and laid the foundation for organizational socialization strategies (Atherley et al., 2022). Social integration, therefore, served an essential role in employee adaptation or newcomer role transition (Kowsikka & James, 2019).

Socialization tactics and graduate employability

Graduate employability focuses on individuals' attributes that enable them to provide the best service to their organizations and stakeholders. These attributes included adapting to new work culture, extensive knowledge in their field, and the capacity to contribute to the organization (Halim & Sahid, 2020). Socialization helps new employees develop an identity aligned with the organization's values (Adema et al., 2019). It turns the socialization phase into one where newcomers acquire the skills, behaviors, and knowledge needed to succeed in their roles.

Previous studies showed that socialization tactics related to training, understanding, and competence strongly influenced the willingness to work among newly employed graduates. Additionally, these studies suggested that an employee's dedication to work-related matters precedes their social connections during job evaluations. Galema et al. (2022) found that

socialization remained through interaction among recently hired graduates even without formal socialization programs. Workers acquired various skills, including problem-solving, workplace hierarchies, and job performance nuances.

New employees who recognized the social support provided by their organization were more likely to take risks and negotiate their roles regarding work scope, hours, and benefits (Perrot et al., 2014). Taormina (2019) supported this and demonstrated a strong correlation between organizational socialization and peer support. Social interactions with colleagues contributed to successful career prospects and proactive behavior in the workplace. However, contrasted findings emerged regarding creativity. Some studies suggested that newcomers who felt supported by the company showed lower levels of innovation. In contrast with Sollova (2019), socializing strategies built on peer relationships led to a deeper understanding and adherence to organizational values and protocols.

Colleagues who communicated with one another developed a more robust understanding of the organization's guiding principles, values, and the protocols necessary to perform their duties. Additionally, they benefited from receiving advice from a mentor at work. This exchange enabled employees to engage in candid conversations, participate in job-related information exchange, and demonstrate more proactive behaviors as exemplars of workplace leadership.

Saks and Gruman (2014) suggested three basic socialization strategies to increase employee resilience: risk-focused, asset-focused, and process-focused. By emphasizing asset-focused strategies, employees could ensure control over their work execution was maintained as long as the necessary resources were available. Hence, it enhanced their ability to perceive. Regarding social tactics, the employee's resource often came in the form of a colleague or mentor. These people provided social support through stress plus confusion management guidance towards new employees associated with their new role. Assigning work tasks at the initial stage improved new employees' work experience and developed skills relevant to the job.

Socialization tactics and organizational commitment

Initially introduced by Meyer and Allen (1996), organizational commitment referred to employees' desire to stay with their company. Anitha (2014) defined employee commitment as the degree of dedication employees show toward their organization and its values. Studies have shown that organizational commitment reflects employees' attitudes toward their workplace and their assessment of its environment (Dilig-Ruiz et al., 2018; Lim et al., 2020; Stankovska et al., 2017). According to Idris and Manganaro (2017), organizational commitment is employees' psychological attachment to their organization.

This attachment manifested as a desire to stay, obligation to fulfill duties, or a cost-benefit analysis of remaining employed. Hassan et al. (2021) stated that work commitment is an employee's capacity to support the organization's goals. The three-component model developed by Meyer and Allen (1996) consisted of affective, normative, and continuous commitment (Noraazian & Khalip, 2016).

As employees gained experience within an organization, they developed an emotional bond, which formed the basis of their affective commitment. Affective commitment involves three key factors: desire to remain a member of the organization, active involvement, and

meaningful relationship development. Employees' emotional commitment demonstrations were likelier to work with dedication and align themselves with the organization's goals and objectives (Hashmi et al., 2021; Ullah et al., 2021). On the other hand, normative commitment stems from an employee's sense of obligation toward the organization. This type of commitment occurred when individuals were compelled to stay with the company based on how much they had invested in their organization.

Characteristics of normative commitment included the presence of an ethical foundation, the employee's ability to transform as a leader, and their fair behavior within the organization (Herrera & De Las Heras-Rosas, 2021). The final type of commitment, known as continuous commitment, was based on the financial or social consequences of leaving the company. This type of commitment was influenced by the investments made and alternative opportunities available (Khan et al., 2021). Employees' time, money, and effort devoted to the company are all part of this investment. Consequently, individuals with a high level of continuous commitment carefully consider these investments before leaving their positions.

Socialization tactics have shown promising positive and significant influences on all three types of work commitment: affective commitment, continuous commitment, and normative commitment (Nishanthi & Kailasapathy, 2018). Despite that, affective commitment was considered more reliable than normative and constant commitment. In other words, they assumed it had undergone extensive study, as the latter two concepts often overlap. Consequently, this led to a lack of more profound research into normative and continuous commitments. Ahmad (2018) emphasized that each type of organizational commitment serves a distinct purpose. On that note, attention was long overdue to all forms of commitment, primarily normative and continuous. Additionally, previous studies found strong negative associations between all three types of organizational commitment and the intention to resign. Similarly, organizational socialization has been shown to have a significant and negative impact on employee turnover intentions (Hussain et al., 2022; Kumaran, 2017; Setiono et al., 2018).

Through content, social, and context tactics, employees recognized that the organization invested in developing supportive strategies (Qadeer et al., 2020). This enabled experienced employees to engage in social learning through positive interactions, convey organizational care, and commit to employees' success. Context tactics, learning experiences, and cultural capital were commonly applied in training programs. According to Bauer and Erdogan (2014) and Nasr et al. (2019), utilizing content, context, and social tactics eased positive impression expression of the organization's social exchanges. In the meantime, it also demonstrated the organization's concern for the transition of new employees. This reduced uncertainty and anxiety, facilitating new hires' integration into workplace culture.

In the current study, organizational socialization was operationally defined, according to Van Maanen and Schein (1979), as the process where the new hires were taught to become familiar with and adjust to the operating culture developed by their company. Following component analysis, Van Maanen and Schein grouped six socialization tactics into three categories, according to Jones (1986): context, content, and social tactics. Meanwhile, according to Rothwell and Arnold (2007), marketability was the degree to which an individual possessed the skills and qualities that employers valued to retain them in their position. Mason et al. (2009) referred to this as willingness to work. Lastly, Porter et al. (1974) characterized organizational commitment as the strength of an individual's identification with and involvement in a particular organization.

Materials and methods

This study employed a cross-sectional research design. The target population consisted of newly graduated bachelor's degree holders who were newcomers to any organization in Malaysia. One of the inclusion criteria for respondents was a minimum working period of at least 6 months, as this aligned with the socialization phase, divided into three key stages: anticipatory socialization, accommodation, and role management. These phases typically occur within the first 6 months after an employee begins their service in an organization, making this time frame crucial for respondent selection (Woodrow & Guest, 2020).

Additionally, the maximum period for classifying someone as a newcomer was set at three years, based on the general processes employees undergo, such as task mastery, role clarity, and social acceptance. These processes varied in their adaptation periods, with some taking longer than others depending on the occupation (Morrison & Vancouver, 2000; Rollag, 2004). The sample size of this study, determined by Krejcie and Morgan tables, suggested a minimum of 384 respondents to represent the population of 1 million Malaysian youths. G*Power was also utilized to look at power ($1-\beta$ error probability: 0.8), alpha significance level (probability of error α : 0.5), medium effect size F^2 (0.15), and three main predictors: content tactics, context tactics, and social tactics. The minimum sample size required to test the regression-based model was 77, ensuring sensitivity in the analysis.

The study utilized snowball and convenience sampling techniques to overcome the limitations of researcher-respondent interactions. In both sampling methods, the specified respondent criteria were applied. Initially, the snowball sampling technique was employed by recruiting ten close contacts of the researcher who met the study's criteria. These participants were asked to complete the questionnaire distributed to their relevant contacts. Following this, the researcher applied convenience sampling by targeting institutions such as the Malaysian Youth Development Research Institute (IYRES), Professional Training and Education for Growing Entrepreneurs (PROTÉGÉ), and Institut Teknologi Petroleum PETRONAS (INSTEP). These institutions distributed the questionnaires to affiliated respondents, and data collection was conducted between November and December 2022.

These institutions were selected because they offered internship programs (e.g., INSTEP). Additionally, they had access to their intern alums and transitioned interns who have become permanent employees. The convenience sampling technique allowed for sample collection in easily accessed locations or via internet services, another method to address the interaction limitations imposed by COVID-19. Privacy and data protection guidelines by Human Research Protection were applied in this study. A Google Form survey was distributed, and respondents were ensured that the data collected would remain confidential. This was used for the researcher's contacts and the participants who received the online questionnaire. The questionnaire was designed as self-administered, with an estimated completion time of less than 20 minutes. The collected data were analyzed through SPSS software version 26.0. Statistical analysis included descriptive statistics (mean, standard deviation, etc.), Pearson correlation, and multiple regression to examine the relationships between the variables of interest.

Ethics approval

All respondents provided informed consent. Before distributing the questionnaire, we sent the participating organizations a request letter and information about the research. The UKM Research Ethics Committee approved the study with the approval code UKM PPI/111/8/JEP-2023-099.

Research instrument

The survey instrument consisted of demographic questions, the socialization tactics scale, and the graduate employability scale. We asked respondents to provide information about their gender, age, marital status, average monthly wage, sector, company, or industry, and the duration since they started working in the demographic section. This information was used for inclusion and exclusion criteria filtering.

Socialization tactics were measured using the Socialization Tactics Scale, developed by Cable and Parsons (2001). This scale contained 12 items divided into three factors, each with four items. The response format was a 7-point Likert scale with options ranging from 1 (*strongly disagree*), 2 (*disagree*), 3 (*somewhat disagree*), 4 (*neutral*), 5 (*somewhat agree*), 6 (*agree*), and 7 (*strongly agree*). An example was: "I do not carry out any of my job responsibilities until I am familiar with the department's procedures and my work methods." The scale demonstrated satisfactory internal reliability, with a Cronbach's alpha value exceeding 0.7 within the Malaysian context (Jahya et al., 2019).

Graduate employability was measured by the Graduate Employability Instrument. This instrument has been adapted for the Malaysian context to assess graduates' work readiness. This version included 33 items and measured seven factors: academics (4 items), personal management (5 items), leadership (4 items), critical thinking (4 items), teamwork (4 items), human and social capital (5 items), and work and career resilience (7 items). The instrument used a 7-point Likert scale, with responses ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). An example of an item was: "I always evaluate myself." Cronbach's alpha value for each factor was very good, within the range of .796 to .903, with an overall Cronbach's alpha of .952, indicating excellent internal reliability.

The study utilized the Organizational Commitment Scale developed by Meyer et al. (1993) to measure organizational commitment. This scale contained 18 items across three factors: affective, continuous, and normative commitment. The adapted version was used due to its psychometric validation within the Malaysian context (Addison et al., 2006). Similar to the employability instrument, this scale also used a 7-point Likert scale, with responses ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). One of the examples of items used in this scale was "I would feel guilty if I left my organization." Previous studies have shown a Cronbach's alpha value greater than 0.7 for this scale, indicating excellent reliability within the Malaysian context.

Results

The characteristics of the participants are presented in Table 1. A total of 401 respondents were obtained, of which 38.7% were men ($n = 155$), while women comprised the majority,

accounting for 61.3% ($n = 246$). The largest age group consisted of those aged 21 to 23 years old, representing 42.9% ($n = 172$) of the respondents. Regarding marital status, 78.1% ($n = 313$) of respondents were single. The income group earning between MYR 1,501 (USD 343) and MYR 2,000 (USD 457) had the highest representation, at 29.4% ($n = 118$). The service industry had the most significant proportion of respondents by sector, with 13.0% ($n = 52$) employed in this field. Additionally, the highest percentage of respondents (50.9%, $n = 204$) had worked for 6 to 12 months.

Table 1: Characteristics of Participants ($N = 401$)

Characteristics	<i>n</i>	%
Gender		
Male	155	38.7
Female	246	61.3
Age		
18–20 yrs	67	16.7
21–23 yrs	172	42.9
24–26 yrs	118	29.4
27–29 yrs	44	11.0
Marital Status		
Single	313	78.1
Married	72	18.0
Divorced	10	2.5
Death of spouse	6	1.5
Average Monthly Income (MYR)		
501–1,000	30	7.5
1,001–1,500	60	15.0
1,501–2,000	118	29.4
2,001–2,500	103	25.7
2,501–3,000	38	9.5
3,001–3,500	24	6.0
3,501–4,000	12	3.0
4,001–4,500	6	1.5
4,501–5,000	7	1.7
> 5,000	3	0.7
Industry / Sector		
Manufacturing industry	24	6.0
Automotive Industry	21	5.2
Construction industry	16	4.0
Rural industry	13	3.2
Tourism Industry	18	4.5
Wood-Based Industry	10	2.5
Rubber-Based Industry	17	4.2
Palm Oil-Based Industry	16	4.0
Petroleum-Based Industry	26	6.5
Chemical-Based Industries	15	3.7
Food and Beverage-Based Industry	25	6.2
Service Industry	52	13.0
Health Sector	23	5.7
Education Sector	33	8.2
Business Sector	37	9.2
Defense Sector	13	3.2
Agricultural Sector	14	3.5
Human Resource Sector	9	2.2

Characteristics	<i>n</i>	%
Information and Technology Sector	8	2.0
Legal Sector	4	1.0
Mass Media Sector	7	1.7
Period since started working		
6–12 months	204	50.9
12–18 months	105	26.2
18–24 months	43	10.7
24–30 months	23	5.7
30–36 months	26	6.5

Descriptive statistics, specifically mean comparison, were analyzed to identify the socialization tactics used among graduate newcomers in the workplace. The utilization of socialization tactics among newly employed graduates was studied by comparing the mean values of socialization tactics for each characteristic in the respondent's demographic profile (Table 2). Regarding gender, the highest mean for socialization tactics for both males and females was found in content tactics (male, $M = 18.690$, $SD = 5.333$; female, $M = 18.732$, $SD = 4.764$). Similarly, content tactics were reported as the most dominant socialization strategy across different age groups and periods since starting work. As shown in Table 2, there was variability in the socialization tactics experienced by newcomers. However, based on the frequency of tactic utilization, content tactics emerged as the most frequently employed among newly graduated newcomers in this study.

Table 2: Respondents Socialization Tactic Average Mean Score

Characteristics	Types of Tactic (mean [SD])		
	Context Tactic	Content Tactic	Social Tactic
Gender			
Male	18.174 (3.980)	18.690 (5.333)	17.368 (3.575)
Female	17.858 (4.123)	18.732 (4.764)	17.797 (3.483)
Age			
18–20 years	17.851 (4.300)	18.493 (5.229)	17.537 (3.461)
21–23 years	17.989 (3.946)	18.250 (5.085)	17.378 (3.453)
24–26 years	18.051 (3.935)	17.407 (4.731)	17.967 (3.564)
27–29 years	17.955 (4.615)	19.023 (4.810)	17.864 (3.782)
Period since started working			
6–12 months	17.476 (4.259)	17.951 (5.361)	17.392 (3.821)
12–18 months	18.448 (3.653)	19.524 (4.064)	17.505 (3.045)
18–24 months	18.395 (4.332)	19.442 (5.275)	17.605 (3.755)
24–30 months	18.000 (3.966)	18.348 (4.097)	18.957 (2.225)
30–36 months	19.346 (3.322)	20.577 (4.683)	20.885 (3.051)

This study explored the relationship through multiple regression analysis to determine the influence of socialization tactics on graduate employability. Before the regression analysis for the hypothesis was conducted, a correlation analysis was performed between the dimensions of socialization tactics and graduate employability. Following this, stepwise regression analysis was conducted, and the results were summarized in Table 3. Each regression model showed an increase in the R^2 value after social tactics and context tactics were included in the original model. The models examined the relationships between socialization and various factors that contribute to employability, such as work and career resilience ($\beta = .570$, $p = .000$), human and social capital ($\beta = .632$, $p = .000$), teamwork ($\beta = .662$, $p = .000$), personal management ($\beta = .478$, $p = .000$), critical thinking ($\beta = .570$, $p = .000$), academic ($\beta = .542$, $p = .000$), leadership ($\beta = .466$, $p = .000$).

Table 3: Stepwise Regression Analysis Result Between Organizational Tactic and Graduate Employability

Regression Model	Independent Variable	Dependent Variable	Standardized β	p value	Adjusted R^2	F value	Model p value
1	Content	Work and Career	.570	.000	.325	192.281	.000
2	Content_Social	Resilience	.450	.000	.403	134.477	.000
			.304	.000			
3	Content_Social_Context		.383	.000	.420	95.762	.000
			.269	.000			
			.155	.000			
1	Content	Human and Social	.632	.000	.400	265.895	.000
2	Content_Social	Capital	.525	.000	.462	171.037	.000
			.272	.000			
3	Content_Social_Context		.447	.000	.485	124.573	.000
			.230	.000			
			.182	.000			
1	Content	Teamwork	.662	.000	.438	310.660	.000
2	Content_Social		.573	.000	.480	183.533	.000
			.223	.000			
3	Content_Social_Context		.554	.000	.485	124.542	.000
			.186	.000			
			.086	.049			
1	Content	Personal Management	.478	.000	.229	118.180	.000
2	Content_Social		.357	.000	.308	88.531	.000
			.307	.000			
3	Content_Social_Context		.313	.000	.334	66.248	.000
			.223	.000			
			.194	.000			
1	Content	Critical Thinking	.570	.000	.564	185.922	.000
2	Content_Social		.450	.000	.609	117.253	.000
			.304	.000			
3	Content_Social_Context		.383	.000	.616	80.940	.000
			.269	.000			
			.155	.000			
1	Content	Academic	.542	.000	.294	165.852	.000
2	Content_Social		.442	.000	.348	106.003	.000

Regression Model	Independent Variable	Dependent Variable	Standardized β	p value	Adjusted R^2	F value	Model p value
			.253	.000			
3	Content_Social_Context	Leadership	.349	.000	.379	80.913	.000
			.204	.000			
			.216	.000			
1	Content		.466	.000	.217	110.649	.000
2	Content_Social		.337	.000	.307	88.276	.000
			.327	.000			
3	Content_Social_Context		.285	.000	.317	61.500	.000
			.299	.000			
			.121	.016			

Table 4: Stepwise Regression Analysis Result Between Organizational Tactic and Organizational Commitment

Regression Model	Independent Variable	Dependent Variable	Standardized β	<i>p</i> value	Adjusted R^2	<i>F</i> value	<i>p</i> value
1	Content	Affective Commitment	.486	.000	.237	123.629	.000
2	Content_Social		.364	.000	.319	93.002	.000
			.312	.000			
3	Content_Social_Context	Normative Commitment	.300	.000	.333	66.154	.000
			.278	.000			
			.147	.000			
1	Content		.443	.000	.196	97.267	.000
2	Content_Social		.326	.000	.269	73.379	.000
			.295	.000			
3	Content_Social_Context		.299	.000	.280	51.354	.000
			.242	.000			
			.122	.000			

We conducted another multiple regression analysis, as presented in Table 4, to examine the influence of socialization tactics on organizational commitment. A correlation analysis was first performed between the dimensions of socialization tactics and organizational commitment. But there were no significant links between content tactics ($r = -.059, p > .001$), social tactics ($r = -.002, p > .001$), context tactics ($r = .004, p > .001$) and continuance commitment. As a result, stepwise regression analysis was performed only for affective and normative commitment. The results of this analysis are summarized in Table 4. Each regression model showed an increase in the R^2 value after social and context tactics were included in the original model, which initially contained only content tactics. This included the models for socialization tactics influencing affective commitment ($\beta = .570, p = .000$) and normative commitment ($\beta = .466, p = .000$).

Discussion

The current study aimed to examine the socialization tactic's influence on graduates' employability and organizational commitment among Malaysian newcomer employees and identify the tactics utilized in the workplace. The findings indicated that content and social tactics were the most commonly used in Malaysian organizations to help employees adapt to a new working environment. From an organizational point of view, Malaysian employers thought that introducing new graduates to their professional roles, knowledge, skills, and abilities early on would help avoid misunderstandings while they did their work, which would boost employee self-efficacy (Salisu et al., 2019). These findings align with previous research, which reported that content tactics have a more significant impact than other socialization tactics (Jahya et al., 2019).

Institutional or content strategies used structured ways to get information through official channels, gave new hires positive feedback, and helped them figure out their professional roles. This helped employees see the actions, attitudes, and skills they needed more quickly. When employees have clarity about their roles and feel more satisfied with their jobs, organizations benefit from applying institutionalized content strategies (Mortazavi et al., 2013). Meanwhile, the social dimension of social tactics pertains to the nature of interactions between members of an organization during the socialization process. Ashford and Black (1996) recommended that employees seek knowledge, provide feedback, engage in daily social interaction, develop personal networks, cultivate positive relationships with superiors, and negotiate job changes (Xain et al., 2018). This context suggested that employee initiative was more significant in this strategy than organizational effort.

Conversely, we found each socialization tactic to be a significant predictor of graduate employability. Researchers have reported that process-focused strategies, such as content and context tactics, can influence processes that trigger newcomers' motivational systems. The initial tasks assigned to new employees provide opportunities to develop expertise and provide opportunities for employees to get to know colleagues or mentors (Saks & Gruman, 2014). Motivation is triggered when employees experience events contributing to their development, confidence, and competence, building resilience as they fulfill their work responsibilities.

A significant influence of socialization tactics was also observed in one of the graduate employability dimensions: human and social capital. According to a study, employees' values align more with the organization when exposed to content tactics (Kim et al., 2005). According

to the regression analysis results, content tactics also had the most significant influence on teamwork compared to other socialization tactics. Furthermore, previous research, including Alessandri et al. (2020), supported the significant relationship between socialization tactics and thoroughness or personal management. Newcomers were often motivated to improve their expertise and succeed in their roles, prompting them to find alternatives to ensure tasks were completed and met organizational demands.

The significant influence of socialization tactics on self-development among graduates in this study can also reflect their impact on graduate employability. The effects experienced in the work environment were closely tied to the education system that graduates have undergone. As individuals transitioned into the workforce, new employees were required to reassess their values, stay attuned to their surroundings, efficiently interact through technology, and demonstrate strong leadership skills (Yusoff et al., 2008). Consequently, organizational socialization enhanced employee confidence, resilience, and emotional regulation, which may be challenged by work pressure – one of the key characteristics of leadership (Atherley et al., 2022).

Regarding the influence of socialization tactics on organizational commitment, content tactics enabled new employees to recognize the organization's efforts to develop strategies for their adaptation and growth. Through training programs, contextual tactics provided standardized work experiences and cultural capital. Social tactics fostered a healthy work culture in which new employees feel appreciated, accepted, and recognized. When organizations offer better training, provide sufficient understanding of their operational systems, and support new employees through positive relationships with colleagues, employees tend to form emotional bonds with the organization (Taormina, 1997). As a result, they perceived a promising future within the organization, leading to higher affective commitment.

Interestingly, none of the three socialization tactics discussed showed a significant relationship with continuous commitment. They may be influenced by new graduates' employment roles. Previous studies have suggested that new graduates are less interested in temporary or unstable jobs and prefer stable, full-time work (Jackson, 2021; Meyer et al., 2002). In contrast, the current study found a significant relationship between socialization and normative commitment (Cernas Ortiz & Lau, 2011). Organizational socialization can increase an employee's loyalty and sense of moral responsibility toward the organization. An employee's departure was likely to disrupt their progress.

The behavior of recently graduated newcomers in Malaysia aimed to obtain organizational information, which explained why content tactics had the most significant influence on organizational commitment. According to Ryan and Deci (2017), self-determination theory emphasizes an individual's motivation to determine one's capacity for independent decision-making and action and the desire to connect with others or share common goals. Additionally, self-determination theory identified three basic psychological needs fundamental to all human beings.

These basic needs included the desire to achieve autonomy, competence, and relatedness, essential for individual development. These requirements aligned with graduate employability, motivating employees to plan and implement strategies to increase their competence at work. Employees adapted during organizational socialization by enhancing their task expertise, improving self-efficacy, and integrating socially key elements of self-determination theory that foster employee development (Chong, 2020).

An individual's ability to successfully integrate new experiences into their existing ones depends on fulfilling these fundamental psychological needs (Chong et al., 2021). Effective social strategies reduced feelings of isolation within the organization, boosted employees' confidence in the support provided by their colleagues, and reinforced the sense that their abilities were valued. Furthermore, social behavior promoted social integration and reduced the likelihood of employees leaving the organization. It was evident that fresh graduates engaged in all three organizational socialization strategies during the organizational socialization process.

Another theoretical association was discovered through relational cohesion theory, which explained the effect of organizational socialization experience on affective commitment. This theory emphasizes an individual's attachment to their organization. It suggested that an organization provided three types of capital to employees—human capital, social capital, and cultural capital—through relationships or social interactions, which aligned with the discussed tactics. Organizationally-minded employees viewed these capitals as essential assets in achieving organizational objectives. The theory argued that relationships built with co-workers and supervisors led to employee retention through increased affective commitment. According to relational cohesion theory, affective commitment was a critical determinant of organizational socialization because it fostered social integration and job satisfaction.

This study focused on the impact of socialization tactics on newly employed graduates. Research on the mean comparison of the demographic characteristics of the respondents revealed that content tactics were the most commonly used socialization tactics in Malaysia. Content strategies focused on the work delivered to employees, which can be random or scheduled. Interestingly, the study demonstrated that Malaysian industries exhibit a diversity of socialization tactics. For instance, the rural industry was found to apply context tactics that emphasized formal training. This industry involved income-generating handwork by villagers trained in local ancestral heritage methods. Context tactics suggested that industrial engagement may be more effective if villagers participate in formal training, discussions, and information-sharing (Haslina & Regina, 2009), providing further insight into developing productive and efficient rural workers.

The current study's findings revealed a significant relationship and influence between the dimensions of organizational socialization tactics and willingness to work. In particular, the three (content, social, and context) were found to influence graduates' employability among newcomers in Malaysia. Similar results were observed between the dimensions of socialization tactics and organizational commitment. However, the findings indicated that socialization tactics did not significantly influence continuance commitment. The results suggested that content, social, and context tactics primarily influence or predict affective commitment and normative commitment among newly graduated newcomers in Malaysia.

Conclusion

To inspire future research, the current study has listed some interesting topics that may interest potential researchers. The concept of socialization tactics was still in its early stages of development despite gaining attention from researchers and academics since its emergence. In this study, several variables influenced by socialization tactics have been identified, offering various benefits to stakeholders if the information is utilized. Additionally, given the

cultural similarities among Southeast Asian (SEA) countries, including Thailand, Vietnam, Indonesia, Brunei, the Philippines, Myanmar, and others, a comparative study on socialization tactics between these nations could yield interesting findings worth exploring.

Alongside these intriguing research possibilities, some limitations have been identified. Snowball sampling may have led to sampling proximity, resulting in a biased sample drawn from a small population subgroup. Moreover, gaps in demographic factors remained, as other variables such as race, current residence, and work experience were not explored in this study. The study also employed a cross-sectional design, which means the long-term effects or influences of socialization tactics were not examined. Additional factors may affect graduates' employability and organizational commitment beyond socialization tactics.

Furthermore, organizational awareness of socialization tactics in Malaysia has been underexplored. As a result, this study suggested that future research investigate the awareness of socialization tactics among Malaysian organizations and newcomers. Future researchers should also explore mediating variables, such as the influence of academic knowledge among new graduates working in universities, to further understand the relationships observed in this study.

Regarding practical application, researchers suggested that organizations in Malaysia develop training or intervention programs that incorporate socialization tactics. One example of such a program could be an annual innovation presentation for newcomers, providing employees with a platform to propose ideas that may improve the organization's workflow. Through this program, newcomers could develop a framework within a self-determined timeline using appropriate socialization tactics. Additionally, counseling sessions and work planning activities for newcomers could be implemented to further support their adaptation.

For higher education institutions, a flexible course could be incorporated into students' learning syllabus, or collaboration with organizations could be established, guided by lecturers or workplace supervisors, to encourage graduates to apply their skills on the job. The concept of socialization tactics highlighted the organization's vital role in supporting newly graduated newcomers as they transitioned into the workforce. All stakeholders—whether in academia, research, or practice—must consider the relevant factors, alternatives, and possible impacts on the parties involved to maximize the potential benefits.

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