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Employee participation and turnover intention

Exploring the explanatory roles of organizational justice and learning goal satisfaction

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Abstract

Purpose – This paper aims to examine the explanatory roles of organizational justice (OJ) and learning goal/need satisfaction (LGS/LNS) in the relationship between participation in decision-making (PDM) and turnover intention (TI) of employees. OJ was expected to mediate the relationship of PDM with LNS and TI. Further, LNS was expected to mediate the relationship of PDM and OJ with TI.

Design/methodology/approach – This study used a rigorous design with 192 responses collected with temporal separation using snowball sampling technique. Responses on PDM, OJ and LNS were taken at one point of time, whereas responses on TI were taken at another point of time. Analysis was done using structural equation modeling approach in IBM SPSS AMOS 20.

Findings – OJ partially mediates PDM and LNS relationship but fully mediates PDM and TI relationship. Further, LNS partially mediates OJ and TI relationship but fully mediates PDM and TI relationship. PDM does not have a direct effect on TI.

Research limitations/implications – Ensuring participation of employees on programs and policies including those on human resources by itself may not be able to reduce TI of employees. It is when employees are able to experience fairness for themselves and/or they are able to add value for themselves by enhancing relevant knowledge base that PDM has an impact on TI. Therefore, organizations must ensure all three aspects of concern to employees; ensuring participation, fairness and individual growth of the employees to address TI.

Originality/value – Although there are studies relating TI separately with PDM, fairness and satisfaction, this study is able to contribute by specifying two-stage explanatory mechanism between PDM and TI. In addition, the authors believe that this study has brought in so far unexplored nuance of relevance of individual quest for learning in explaining TI. Further, through the use of robust design, the study contributes in corroborating research findings on TI.

Keywords Turnover intention, Organizational justice, Learning goal satisfaction, Participation in decision making

Paper type Research paper



Introduction

Participation in decision-making (PDM) has been supported among many reasons for its ability to enrich the decision-making process. PDM facilitates exchange and integration of information and fosters learning through the acquisition, sharing and combining of knowledge (De Dreu and West, 2001). Individuals, however, might view learning as functional and dysfunctional, as all knowledge may not be productive and the extent of learning therefore needed for better productivity becomes critical (Haas and Hansen, 2005). In fact, there are different perspectives on what constitutes value of knowledge (e.g. economic value, performance level, personal networks, codified knowledge, etc.; Haas and Hansen, 2005). Therefore, what one values as knowledge or for own learning or growth may be different from what someone else values. Further, acquisitions of knowledge may be dependent on aspects of cognition, society or structure (Haas and Hansen, 2005). For example, a structure which does not facilitate fairness to a participating employee may not be able to bring satisfaction with respect to learning imbibed through participation in organizational decision-making. Instrumentality of learning therefore may hinge on satisfaction of the individual with the learning. Employee interest, competence and knowledge are essential for PDM to translate into employee motivation and contribution (Heller, 1998). Organizational psychologists have long attributed employee participation in organizational decision-making as substantial ingredient in job satisfaction and motivation (Bakan *et al.*, 2004). Further, it is argued that when employees are owners, they think and act like owners, thereby becoming more responsible and accountable for organizational outcomes (Pfeffer, 1998 in Bakan *et al.*, 2004). It may therefore be interesting to explore relationship between PDM and learning satisfaction and the explanatory mechanism (such as perceived fairness) of the relationship. Furthermore, obvious extension of the relationship to explain organizationally desirable outcome such as reduced intent to turnover is likely to be interest to organizations.

Theory and hypotheses

The psychological ownership theory (POT) states that employee ownership may affect job attitudes and outcomes in multiple ways (Klein, 1987). The first perspective of the theory as “intrinsic” model suggests that employee ownership directly relates with employee attitudes and outcomes. The second perspective as the “instrumental satisfaction” model suggests employee ownership having an indirect effect on employee attitudes and outcomes and has been measured through perceived involvement in decision-making activities and perceived control over work. The third perspective as the “extrinsic” model of employee ownership and, suggests effect on attitudes and outcomes through financial rewards. In her study, Klein (1987) tested all three models and found support for second and third perspectives on employee satisfaction, commitment and turnover intention (TI). It, therefore, seems that PDM is likely to relate with employee attitudes and outcomes and the effect being contingent on structural arrangements such as provisions of financial rewards.

PDM benefits are seen from organization point of view in terms of increased productivity centering PDM on cognitive model related with use and flow of information and resources. Employee participation on one hand brings more up-to-date perspective of employees as a source of information, whereas on the other hand, it imparts an

understanding of the implementation of such solutions to the participating employees (Van Der Westhuizen *et al.*, 2012).

The participative decision-making movement focuses on the needs of employees and posits organizations' responsibility to meet them. This perspective proposes that participation will lead to greater attainment of high-order needs, such as self-expression, respect, interdependence and equality, which in turn will elevate morale and satisfaction (Somech, 2010), and is empirically supported by studies relating PDM with satisfaction level (Van Der Westhuizen *et al.*, 2012). Therefore, PDM is likely to increase employee motivation and satisfaction (Somech, 2003; also see meta-analyses by Miller and Monge, 1986; Wagner, 1994). The literature on the influence of PDM on job satisfaction is, however, relatively underdeveloped (Van Der Westhuizen *et al.*, 2012). As participation itself may accomplish little and may rarely brake down the walls of bureaucracy (Hecksher, 1995), managers need to rethink their value orientations and adapt new models that encourage individual fulfilment, learning and personal development (Sarros *et al.*, 2002). Therefore, specifically exploring the relationship of PDM and satisfaction/motivation particularly from the angle of fulfillment/satisfaction of needs concerning learning/personal growth may be apt to rethink value orientation in organizations.

The third perspective of POT mentioned above, however, does not include intangible aspects. As discussed above, PDM models are also seen from human resource perspective wherein an organization provides appropriate working environment and involvement, and consultation of employees helps in satisfaction of their ego needs and attainment of higher-order needs in the affective model of participation ((Van Der Westhuizen *et al.*, 2012). What therefore comes out is that PDM as manifest aspect of psychological ownership may not only be restricted to being explained through tangible aspects such as financial rewards but also through aspects of work environment such as equality, respect and opportunities to express viewpoints in relating with satisfaction of employee needs and other employee outcomes (Smith and Brannick, 1990). PDM has in fact been widely studied within the organizational justice (OJ) literature (Roberson *et al.*, 1999). OJ includes dimensions of distributive justice pertaining to consistency of outcomes with implicit norms for allocation, such as equity or equality; procedural justice regarding aspects of the processes that lead to decision outcomes; interpersonal justice on aspects of the interpersonal treatment people receive as procedures are enacted; and informational justice on aspects of information about why procedures were used in a certain way or why outcomes were distributed in a certain fashion (Colquitt, 2001; Kumar and Singh, 2011). Further literature has also established a relationship between OJ and various facets of satisfaction (Roberson *et al.*, 1999). In fact, all dimensions of OJ have been empirically related with voluntary learning (Walumbwa *et al.*, 2009). Further, the mediating role of justice (procedural justice) on relationship between PDM and job satisfaction has been empirically supported (Roberson *et al.*, 1999). Not only the procedural aspects of fairness but also other aspects of fairness such as the exchange of knowledge and information may be crucial for the effect of participation on outcome variables (Locke *et al.*, 1997 in Roberson *et al.*, 1999). PDM has been found in literature as a mechanism to affect satisfaction level of employees, which in turn affects TI of employees (Jackson, 1983).

Literature states TI as a response to incongruence between an individual's psychological perception about his/her job environment and individual's needs and aspirations, and these responses are mediated by an individual's attitudinal facets such

as satisfaction with his/her job responsibilities (Biswas, 2009). Particularly, environment of fairness is likely to relate with TI as fairness can generate affective regard for the organization, thereby enhancing psychological attachment to the organization and triggering other motivational forces such as contractual, calculative and normative forces which may make employees less likely to quit (Posthuma *et al.*, 2007; Maertz and Griffeth, 2004).

To summarize, PDM relates with need satisfaction, satisfaction affects TI and learning/knowledge exchange has been seen as crucial for relationship of PDM with outcome variables. Similarly, literature states that justice perception relates with satisfaction, TI, PDM and learning. Literature further talks of mediating role of justice on PDM and job satisfaction relationship. Therefore Figure 1:

- H1. Learning goal satisfaction will mediate the relationship between participation in decision-making and turnover intention.
- H2. Organizational justice will mediate the relationship between participation in decision-making and turnover intention.
- H3. Organizational justice will mediate the relationship between participation in decision-making and learning goal satisfaction.
- H4. Learning goal satisfaction will mediate the relationship between organizational justice and turnover intention.

Method

Sample and procedures

This study focuses on aspects such as employee PDM, perception regarding learning opportunities and intention to quit. It is important that the study sample consists of people who work in an environment that provides decision-making and learning opportunities and consists of employees who are at such stage of life when thoughts of job change are more likely. For conducting this study, we used the snowball sampling technique to identify individuals in our networks who were more likely to have the above context, and these individuals were in turn requested to do the same while identifying respondents in their networks.

Data were collected from individuals on aspects of PDM, OJ and satisfaction with learning opportunities at one point of time and on TI at another point of time, using a

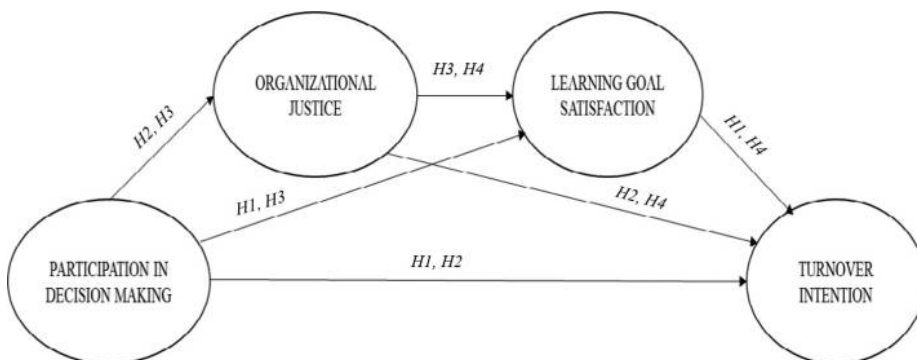


Figure 1.
Hypothesized model

Web-based survey. A total of 204 respondents completed both the survey, out of which 192 responses ($n = 192$) were considered for analysis. This study was part of a larger study. Of the 192 respondents, 75 per cent were males and 28.6 per cent were married. Mean age of respondents was 28.12 years, and average organizational tenure was 35.36 months. About 40 per cent respondents had graduation and lower qualification level, whereas remaining respondents had masters or higher educational qualification.

Measures

Participation in decision-making. PDM was measured using a four-item scale (e.g. How frequently do you usually get to participate in the decision on the adoption of new programs?) of Dewar *et al.* (1980). Respondents were asked to rate their perception on a five-point scale (from 1 = never to 5 = always). Cronbach's alpha coefficient for this scale was 0.83.

Organizational justice. OJ was measured using 20-items scale of Colquitt (2001). The measure consists of four dimensions of OJ; distributive justice, procedural justice, interpersonal justice and informational justice. Distributive justice was measured using four items (e.g. "Does your 'outcome' reflect the effort you have put into your work?"). Cronbach's alpha coefficient for distributive justice dimension was 0.96. Procedural justice was measured using seven items (e.g. "Have you been able to express your views and feelings during those procedures?"). Cronbach's alpha coefficient for procedural justice dimension was 0.86. Interpersonal justice was measured using four items (e.g. "Has he/she treated you in a polite manner?"). Cronbach's alpha coefficient for interpersonal justice dimension was 0.93. Informational justice was measured using five items (e.g. "Has he/she been frank in (his/her) communications with you?"). Cronbach's alpha coefficient for informational justice dimension was 0.90. Respondents were asked to rate the extent to which they agreed with each item on a five-point scale (from 1 = to a small extent to 5 = to a large extent).

Learning goal satisfaction. Learning goal/need satisfaction (LGS/LNS) was measured by adapting five items from learning goal orientation dimension of scale by VandeWalle (1997). One item pertaining to reading habit was not used, as it was considered less relevant for the context. The instruction asked the respondents to answer these questions based on their perception of extent to which their needs were being taken care by the present organization or the organization they worked last in case they had recently joined the present organization. The items pertained to challenging aspects, opportunity creation and skills and abilities enhancement ("I am encouraged in this organization to select the challenging assignments those I think I can learn a lot from"; "I am able to get challenging and difficult tasks at work in this organization where I enjoy learning new skills"; "I often am encouraged in this organization to look for opportunities those I think will help me develop new skills and knowledge"; "I am encouraged in this organization to take risks to develop work ability that are important to me"; "I am given opportunity to spell out my preferences for works requiring high level of ability and talent in this organization"). Respondents rated on a five-point scale (from 1 = strongly disagree to 5 = strongly agree). Cronbach's alpha coefficient for this scale was 0.86.

Turnover intention. The TI measure was based on five items from Bozeman and Perrewé (2001). It included items related to the three cognitions of the thought of quitting, search and the intention to quit (e.g. "I will probably look for a new job in the

near future"). Respondents were asked to rate each statement on a five-point scale (from 1 = strongly disagree to 5 = strongly agree). Cronbach's alpha coefficient for this scale was 0.87.

Control variables. Past research on TI suggests that demographic factors (such as age, gender, tenure, marital status, etc.) can be related with intent to quit. We used demographic factors, such as tenure (in months) and age (in years), education level, gender and marital status as controls. Although recent meta-analysis by Griffeth *et al.* (2000) did not find the demographic variables to be relating with employee turnover, earlier meta-analysis by Cotton and Tuttle (1986) on the contrary found age, tenure and education to be strong correlates of turnover, whereas marital status had weak to moderate correlation. Therefore, to make sure that our findings hold irrespective of these variables, we incorporated these variables as control variables in our research.

Data analysis

The descriptive statistics and correlations between the constructs are given in Table I. Next, we tested for the convergent and discriminant validity of the constructs using composite reliability (CR), average variance extracted (AVE), maximum shared variance (MSV) and average shared variance (ASV). For reliability, a threshold of 0.7 was followed (Hair *et al.*, 2006). For convergent validity, the rule of $CR > AVE > 0.50$ was followed (Hair *et al.*, 2006). As an evidence of discriminant validity, both MSV and ASV should be less than AVE. All values were on expected lines (Table II).

To test our hypotheses, we followed structural equation modeling approach using AMOS 20. Model fit was assessed using model χ^2 measure, non-normed fit index (NNFI/TLI), comparative fit index (CFI), standardized root mean square residual (SRMR) and root mean square error of approximation (RMSEA) (Hooper *et al.*, 2008). Relative χ^2 (χ^2/df) less than 3; RMSEA less than 0.08; CFI greater than 0.95; SRMR less than 0.08; and NNFI greater than 0.95 were taken as acceptable threshold levels.

Variables	Mean	SD	1	2	3	4	5	6	7
1. PDM	2.19	0.89	<i>0.83</i>						
2. Distributive justice	2.86	1.35	0.31	<i>0.96</i>					
3. Procedural justice	2.86	0.95	0.34	0.63	<i>0.86</i>				
4. Interpersonal justice	4.01	1.09	0.20	0.28	0.42	<i>0.93</i>			
5. Informational justice	3.07	1.18	0.32	0.50	0.66	0.57	<i>0.90</i>		
6. LNS	3.43	0.93	0.43	0.38	0.41	0.32	0.39	<i>0.86</i>	
7. TI	3.27	1.00	-0.20	-0.42	-0.31	-0.20	-0.33	-0.41	<i>0.87</i>

Notes: All correlations (barring between participation and interpersonal justice) are significant at the 0.01 level (two-tailed); values in italic are the Cronbach's alpha reliability estimates

Table I.
Descriptive statistics and correlations

Variables	CR	AVE	MSV	ASV
PDM	0.810	0.530	0.226	0.159
Organizational justice	0.845	0.584	0.277	0.229
LNS	0.863	0.558	0.277	0.235
TI	0.876	0.591	0.209	0.154

Table II.
Convergent and discriminant validity test

For checking the significance of indirect effects, we used the more rigorous and powerful bootstrap test instead of Sobel test, as suggested by Zhao *et al.* (2010). In this test, if “Bootstrap Result for Indirect Effects” at 95 per cent confidence interval does not include 0, the indirect effect is significant and mediation is established.

Results

OJ was taken as second-order construct, composed of four dimensions. Therefore, second-order factor model consisting of first-order factors of distributive justice, procedural justice, interpersonal justice and informational justice was specified. Exhaustive meta-analysis by Colquitt (2001) suggests the dimensions of OJ to be empirically distinct and differently relating with different outcomes and, therefore, caution against combination measures that combine the justice dimensions into a single variable. As our study uses other individual variables which were unidimensional and because all the justice dimensions were expected to similarly relate with these other variables, we thought it appropriate to take an overall second-order factor of OJ. We were careful in our study, however, not to merely combine the dimensions of justice. Further, we have also analyzed the results considering only the individual dimensions of justice one at a time with hypothesized relationships to cross-check the appropriateness of the choice of the second-order OJ construct.

As an evidence of measurement model, we specified a four-factor model (representing PDM, OJ as second-order factor, learning needs satisfaction and TI) without the hypothesized relationships among them. This model (Model 1) provided an acceptable fit to the data (Table III). To test the mediation hypothesis, we were guided by Kelloway’s (1998) sequence of mediation tests. This sequence models the full mediation model (model with no direct path from PDM to TI), a partially mediated model (model with direct paths from PDM to TI; OJ to TI and LNS to TI, in addition to mediation paths) and a non-mediated model (a direct relationship between PDM and TI, with no paths from OJ and LNS to TI).

Non-mediated model (Model 2) did not fit the data well (Table III). Partially-mediated model (Model 3) revealed a fairly good fit to the data. In Model 3, direct path from PDM to TI was insignificant. In the fully mediated model (Model 4), all the paths were significant and model fit was good. Therefore, Model 4 was accepted as the better model on account of χ^2 difference test [$\Delta\chi^2(3) = 21.43, p > 0.05$], as it was larger model. The direct path, however, from PDM to TI in Model 4 was non-significant. Therefore, this path was removed subsequently and this new model was taken as the final model

Model	χ^2	df	RMSEA	SRMR	NNFI	CFI
Model 1	721.65	501	0.05	0.07	0.95	0.95
Model 2	1092.99	642	0.06	0.12	0.89	0.90
Model 3	842.13	575	0.05	0.08	0.94	0.94
Model 4	820.70	572	0.05	0.07	0.94	0.95
Model 5	821.33	573	0.05	0.07	0.94	0.95

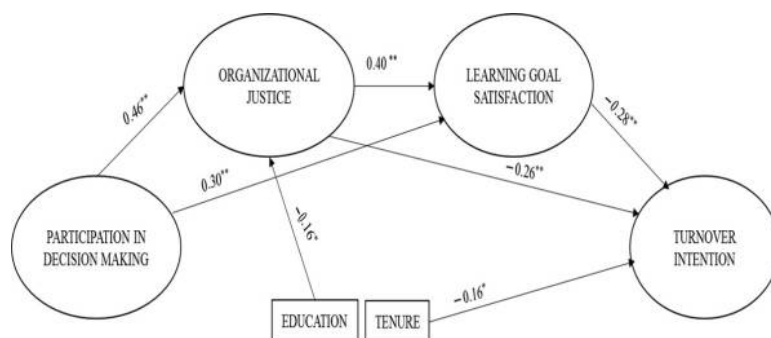
Table III.
Results of the model tests using second-order organizational justice model

Notes: Model 1: measurement model; Model 2: non-mediated model; Model 3: partially mediated model; Model 4: fully mediated model; Model 5: final Model (no direct path from PDM to TI)

(Model 5), as there was no significant difference between Models 4 and 5, and Model 5 had less parameters.

As shown in Figure 2, PDM was positively associated with OJ (path coefficient = 0.46; $p < 0.01$). Further, OJ was positively associated with LGS (path coefficient = 0.40; $p < 0.01$). However as expected, LGS was negatively associated with TI (path coefficient = -0.28 ; $p < 0.01$). Similarly, OJ was negatively related with TI (path coefficient = -0.26 ; $p < 0.01$). Finally, PDM was positively associated with LGS (path coefficient = 0.30; $p < 0.01$). Paths from two demographic variables of educational qualification and age of the respondent had significant relationship with TI (path coefficient = 0.14 and -0.16 , respectively; $p < 0.05$), whereas educational qualification had significantly negative relationship with OJ (path coefficient = 0.16; $p < 0.05$).

To further validate the significance of indirect paths, we performed Bootstrapping test (as suggested by Zhao *et al.*, 2010). Indirect paths from PDM to TI (through OJ and LGS); OJ to TI (through LGS); and PDM to LGS (through OJ) were significant at $p < 0.01$ (Table IV). These results lend support to all the hypotheses. In line with *H1*, LGS did mediate the PDM–TI relationship. Similarly, in line with *H2*, OJ mediated the PDM–TI relationship. Further, in line with *H3*, OJ mediated the PDM–LGS relationship. Finally, in line with *H4*, LGS mediated the OJ–TI relationship. In sum, the PDM–TI relationship was fully mediated by OJ and LGS, when controlled for the demographic variables. The PDM–LGS relationship and OJ–TI relationships were, however, partially mediated by



Notes: Gender and marital status did not have significant relationship with any endogenous variable; **denotes significant at $p < 0.01$ level while *denotes significant at $p < 0.05$ level

Figure 2.
Structural model

Serial no.	Independent variable	Mediator variable	Dependent variable	Indirect effect	p	Lower bound	Upper bound
1	PDM	LGS	TI	-0.093	0.005	-0.228	-0.033
2	PDM	OJ	TI	-108	0.006	-0.224	-0.038
3	PDM	OJ	LGS	0.156	0.001	0.080	0.258
4	OJ	LGS	TI	-0.194	0.006	-0.578	-0.055

Notes: ^aPDM = participation in decision-making; LGS = learning goal satisfaction; TI = turnover intention; OJ = organizational justice

Table IV.
Indirect effect bootstrapping results using second-order organizational justice model^a

OJ and LGS, respectively. Further, the findings for testing the hypotheses while considering only one dimension of OJ at a time have been shown in Table V. Detailed discussion on these findings is provided in discussion section below.

Discussion

Fostering ownership among organizational members and generating a sense of oneness are of utmost priority of organizational decision makers. Many a times, decision makers delegate power and authority to employees in the hope of achieving organizationally desirable outcomes. The moot question, however, was whether participation itself would be a sufficient condition for reducing TI. In this study, therefore, an attempt was made to identify the mechanism of ensuring participation of employees in a relationship with organizationally relevant outcomes. Employees are likely to evaluate opportunities such as PDM with respect to aspects of interest to individuals at both organizational and individual levels. Both of these aspects are likely to address the outcomes such as alienation and TI of employees. It is in this context, this study had set to explore the relationship and explanatory mechanisms between PDM and TI. It was hypothesized that an individual would expect his/her working environment (aspects in organization) to be just as well as would have the expectation that his/her personal goals (aspects associated with individual) would be satisfied by the organization for any real empowerment (read as PDM) to take place. It is likely that an individual will view any empowerment as pointless in absence of fairness and satiation of individual needs and concerns. All the hypotheses were supported. Findings of the study suggest that ensuring participation of employees by itself may not be able to reduce TI of employees. It is when employees are able to experience fairness for themselves and/or they are able to add value for themselves by enhancing relevant knowledge base that PDM has an impact on TI. Fairness perception and/or need satisfaction, therefore, were established to be necessary condition in this study for PDM to have effect on TI. Justice perception and LNS individually, however, on their own were found to relate with TI.

Further, justice perception not only directly relates with employee intent to leave but also is explained through satisfaction of employee needs. Even if an employee sees the organization as just, the employee many a times still may not see fairness as relevant to himself/her. For example, the employee may think that “my organization is equitable to me”, but many a times being equitable may not be relevant to what employee perceives

Model	χ^2	df	RMSEA	SRMR	NNFI	CFI
Model 6	3.970	3	0.04	0.03	0.98	0.99
Model 7	3.916	3	0.04	0.03	0.99	0.99
Model 8	5.680	4	0.05	0.03	0.97	0.99
Model 9	3.112	3	0.01	0.03	0.99	0.99

Table V. Results of the model tests for justice dimensions using data imputation method

Notes: Model 6: distributive justice (no direct path from PDM to TI, and education relating with DJ and tenure negatively relating with TI); Model 7: procedural justice (no direct path from PDM to TI, and education negatively relating with PJ and tenure negatively relating with TI); Model 8: interpersonal justice (no direct paths between PDM–TI and IPJ–TI and education and tenure relating with TI); Model 9: informational justice (no direct path from PDM to TI, and education and tenure negatively relating with TI)

to be important for employee needs. Similarly, procedures may be explained in an appropriate manner, and all available information may be provided but still may not be relevant. Therefore, justice to relate with intent to turnover may have to lead to satisfaction of the need fulfillment or goal satisfaction of the employee. Therefore, LNS was considered as partial mediator of relationship between OJ and TI. The findings supported this hypothesis too. Similarly, PDM to translate as direct point of employee interest in the form of needs satisfaction may need the presence of trust building factors such as evidence of just systems and practices. An employee's thought process in absence of a just system is likely to be on the lines, "even if my needs are taken care of, but if I see work environment as unjust I may still continue thinking of quitting in case the things take a turn for bad even in my case", and, therefore, fairness of system is likely to be necessary condition for employees to feel really satisfied with fulfillment of their needs. Therefore, OJ was expected to partially mediate the relationship between PDM and LGS. This hypothesis was also supported.

Among the control variables, educational qualification and tenure among the variables of tenure, gender, marital status and educational level had a significant relationship with TI. More educated employees are likely to have more nuanced understanding of justice perception and therefore may have higher expectation of what it takes to have a just system. This finding is in line with earlier research on educational qualification with respect to more qualified employees having higher expectations from the organization. Employees with higher tenure, however, have less intent to quit the organization. These findings are also in line with prior research. The findings of the study were arrived at after controlling for the effect of all the above-mentioned control variables.

With respect to theoretical contributions of our work, this research makes several contributions to the existent literature. First, we establish relationship between less researched relationship between PDM and TI. Our findings support the stream of research that suggests relationship between PDM and attitudinal and behavioral outcomes. Further, in this stream of research, our findings showcase reasonably strong effect of PDM on outcomes pertaining to employee motivation, satisfaction, and TI (indirect effect). The findings may help mitigate concerns regarding small effects found normally in literature for PDM relating with these variables (see Robbins *et al.*, 2013: 266). Second, we explored the mechanisms behind PDM and TI relationship. We suggest OJ and learning goal satisfaction as specific instances of representations of employee expectations on aspects of organization and individuals, respectively, as mechanisms through which PDM influences TI. Finally, in terms of scale testing, we found support for second-order four-factor conceptualization of OJ in our study conducted using Indian sample of respondents. The findings for the second-order factor with respect to hypotheses was compared with outcomes for each dimension of OJ. The outcomes of the model when only one dimension of justice (in case of distributive, procedural and informational justice) was considered at a time in the model were same as that of second-order factor of OJ. The findings for interpersonal justice were, however, slightly different in the sense direct relationship between IPJ and TI was not supported. All other findings with respect to hypotheses testing were similar to findings for second-order factor of OJ (Table V). The findings of this study, therefore, could possibly direct attention of researchers toward considering all dimensions of OJ and analyzing as second-order factor rather than considering only one or few dimensions of justice, which

has been the dominant trend in OJ literature (for another perspective on using all dimensions of OJ, see [Kumar and Singh, 2011](#)). We also found support for the adapted scale of LNS/LGS. We hope scholars will find this scale useful for further research in this progressive area.

With respect to implications for managers, organizational decision makers are likely to appreciate the finding of the study regarding need to factor in multiple aspects to reduce turnover of employees. Merely focusing on structural interventions to ensure participation of employees in organizational decision-making may not yield desirable results. In fact, decision makers need to ensure that even before employees are given participatory roles, adequate and elaborate arrangements of ensuring fairness are present in the organization. Detailed procedures to ensure equity, communication of those procedures, training of managers to ensure effective communication and handling of employee concerns are some of the arrangements which go long way in enhancing employee perception of fairness. In addition, managers would appreciate that PDM in fact relates with fulfillment of employees' quest for growth in terms of knowing and learning. Managers would therefore do well to ensure robust mechanisms to make the organizational systems as fair and align the participation activities with individual learning goals to anticipate reduction in employee turnover, as TI has been considered as strongest predictor of actual turnover.

Limitations and future scope

Despite the contributions discussed above, this study has limitations that should be noted. First, the study was conducted using the snowball sampling method. Future studies can consider more robust study design for better generalization.

Another limitation of our study is its research design that prohibits statements of causality for mediating variables. Apart from TI, even the responses for OJ and LGS measures should have been taken at different points of time from all other variables, including TI. Therefore, study design with data collected at three points of time instead of two points of time would have further corroborated the causality of the findings.

Further, for future research, scholars can explore the interacting effect of the four OJ dimensions in various relationships. Also, effect of PDM and OJ on performance goal satisfaction and the possibility of differential relationship of learning and performance goal satisfactions with PDM, OJ and TI could be studied. In addition, effects of various other types of participation (e.g. participation on issues specific to one's job) and effects of other similar constructs such as job involvement and psychological empowerment could be interesting extensions of the study. To add, alternative approaches to measurement (instead of needs and satisfaction of needs being measured through same item, both can be measured differently) could also be explored. Finally, plausible mechanisms (such as facets of satisfaction as mediator of OJ and TI and trust as mediator of PDM and facets of satisfaction) presented as conjectures in discussions above regarding why LGS would mediate O–TI relationship or why OJ would mediate PDM–LGS relationship can be tested in future studies.

Conclusion

In this work, we have explored the explanatory mechanism for PDM and TI relationship. The study was conducted using Indian sample of respondents. Perceptions of fairness and satisfaction of learning goals were found to explain as to why PDM leads

to reduction in intent to turnover. Particularly, we believe that OJ was explored with an interesting perspective from the research methodology point of view. Further, adaption of learning goal orientation scale was supported with appropriate psychometric properties. Future research may extend this work by exploring other organizational-level and individual-level interests to analyze the relationship between organizational initiatives and individual outcomes.

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Further reading

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