T.C.

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SOSYAL BİLİMLER ENSTİTÜSÜ

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THE IMPACT OF LEARNING ORGANISATIONS ON TURNOVER INTENTION WITH THE MEDIATING EFFECT OF JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

Master Thesis

Ceren Tuğçe DEMİRCAN

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İşletme Anabilim Dalı Yönetim ve Organizasyon Bilim Dalı Yüksek Lisans öğrencisi Ceren Tuğçe Demircan'ın "Öğrenen Örgütlerde İş Tatmini ve Örgütsel Bağlılık Kavramları Aracılığıyla İşten Ayrılma Niyeti Etkisi" adlı tez çalışması, Enstitümüz Yönetim Kurulunun 29/ 05 /2023 tarih ve .....sayılı kararıyla oluşturulan jüri tarafından oy birliği / oy çokluğu ile Yüksek Lisans Tezi olarak kabul edilmiştir.

Tez Savunma Tarihi: 29 / 05 / 2023

Öğretim üyesi Adı Soyadı			**İmzası**
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ÖZET

ÖĞRENEN ÖRGÜTLERDE İŞ TATMİNİ VE ÖRGÜTSEL BAĞLILIK KAVRAMLARI ARACILIĞYLA İŞTEN AYRILMA NİYETİ ETKİSİ

Ceren Tuğçe DEMİRCAN

Yüksek Lisans Tezi, İşletme Anabilim Dalı

Tez Danışmanı: Prof. Dr. Beril DURMUŞ

Mayıs 2023, 64 sayfa

Dünya ekonomisinin genişlemesine ve teknolojinin hızla değişmesine ek olarak kurumlar, şimdi ve gelecekte karşılaşacakları rekabetle başa çıkmak için çalışanlarının sürekli öğrenmesi ve büyümesi gerekliliği ile karşı karşıyadır. Bu ortamın her geçen gün değiştiği göz önüne alındığında, öğrenen organizasyon anlayışı bir sistemin uzun soluklu işleyişi için önemlidir.

Çevremizde meydana gelen durmadan ve süratle boyut gösteren değişim, öğrenme gerekliliğini oluşturur. Bu nedenle kurumlar, öğrenmeyi ve gelişmeyi teşvik edebilecek yollara odaklanır (Watkins, Marsick 2003). Kurumların çalışma alanları oluşturmanın ve geliştirmenin yolunu bulabileceğini ve bu tür ortamların çalışanlar üzerindeki potansiyel etkilerini kabul etmek önemlidir. (Kontoghiorghes 2001).

Öğrenen organizasyon, bir sistem için kalıcı bilgi ve değişiklik yoluyla ilerleme sağlamak için bir yapı sağlamanın yanı sıra, çalışanları verimli bir şekilde birleştirme yeterliliğini de sağlar.

Bu kapsamda öğrenen örgüt işleyişle ilgili daha etkin bir anlayış ve giderek daha ayrıntılarıyla kavranması çalışan performansı için çalışanlara ve uygulayıcılara daha fazla katkı sağlayacaktır.

Bu araştırmanın amacı, öğrenen örgütlerde iş doyumu ve örgütsel bağlılık kavramları üzerinden işten ayrılma niyeti üzerinde anlamlı bir pozitif etkisinin olup olmadığı sonucuna varmaktır. Araştırma nicel olarak gerçekleştirilmiş, araştırmaya yönelik bir araştırma modeli oluşturulmuş ve ilgili hipotezler geliştirilmiştir. Araştırmanın modeli öğrenen organizasyon, iş

doyumu, örgütsel bağlılık ve işten ayrılma niyeti faktörlerinden oluşmaktadır.

Veriler, İstanbul'da bulunan yarı özel yarı devlet şeklinde yönetilen bir bankanın çeşitli tür ve büyüklükteki şubelerinde çalışan 251 banka personelinden derlenmiştir. Oluşturulan hipotezleri ölçmek için güvenilirlik analizi, doğrulayıcı faktör analizi ve model testi kullanılarak veriler değerlendirilmiş ve bulgulara ait sonuçlar incelenmiştir.

Sonuç olarak, işten elde edilen tatminlik ve kuruma olan liyakat kavramları aracılığıyla öğrenen örgütlerin işten ayrılma niyeti üzerindeki etkisi ayrı ayrı incelenip araştırılmıştır. Sonuçlar, öğrenen organizasyon ile iş tatmini arasındaki ve öğrenen organizasyon ile örgütsel bağlılık arasındaki pozitif ilişki ve örgütsel bağlılık ile işten ayrılma niyeti arasındaki negatif ilişki ile ilgili üç çalışma hipotezini desteklemiştir. Bununla birlikte, öğrenen organizasyon ile ayrılma niyeti arasında doğrudan bir bağlantı bulunamadı.

Anahtar Kelimeler: Öğrenen Örgüt, İş Tatmini, Örgütsel Bağlılık, İşten Ayrılma Niyeti

ABSTRACT

THE IMPACT OF LEARNING ORGANISATIONS ON TURNOVER INTENTION WITH THE MEDIATING EFFECT OF JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

Ceren Tuğçe DEMİRCAN

Master Thesis, Department of Social Sciences
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Addition to extension of the worldwide economy and the speedy alteration of technology, institutions are faced with a perpetual necessity for learning and growth of employees so that they could cope with the rivalry which they would come across now and in the coming days. Given that this environment has been changed day by day, the understanding of the learning organization is important to the long-dated system operated.

The necessity of learning grows out of the steady and hasty shifts in surrounding area. Therefore, institutions focus on ways that can promote learning and development (Watkins, Marsick 2003). It is important to recognize that institutions can find the way of making and developing working areas and the potential effects of such environments on employees. (Kontoghiorghes 2001).

Besides a learning organization supplies a construct in order to make progress by way of persistent information and alteration for a system, it affords the competence to merge workers efficiently as well.

Consequently, to grasp more and more the perform of Learning Organization, Job Satisfaction, Organizational Commitment and Intention to leave will contribute more to employees and practitioners with important outputs related to learning, work gratification and performance.

The aim of this research is to reach a conclusion whether there is a significant positive effect on intent to leave by the way of the concepts of job satisfaction and organizational commitment in learning organizations. The research was carried out quantitatively, a research model was created for the study and related hypotheses were developed. The model of the study comprised of learning organization, job satisfaction, organizational commitment and turnover intention factors.

The data was accumulated from 251 bank personnel which work various sorts and magnitudes of branches of a semi-private semi-state bank in Istanbul. The data were evaluated using reliability analysis, confirmatory factor analysis and model testing to measure hypotheses created, and the outcomes belongs to discoveries were examined.

Finally, the influence of learning organizations on intent to leave through the mentioned mediators was examined and investigated separately. The results supported three study hypotheses regarding the affirmative relation between the learning organization and job satisfaction, and between the learning organization and organizational commitment, and the negative relation between organizational commitment and turnover intention. Nevertheless, no straight link was found between learning organization and intention to leave.

Key Words: Learning Organization, Job Satisfaction, Organizational Commitment, Turnover Intention

PREFACE

First of all, I would like to state heartfeltly my appreciation to my thesis advisor Prof.Dr. Beril DURMUŞ for the helpful supervision and back up me throughout the preparation of this study. I am grateful for this enjoyable and instructive scientific journey.

Besides, I thank the jury members, Prof. Dr. Fatma Gülruh GÜRBÜZ and Assoc.Dr. Hüseyin EKİZLER for their guidance, reviews, and helpful recommendations to improve the study.

In the end, I would like to express my endless thanks and gratefulness to my beloved family, to my dear mother Gülfiye DEMİRCAN, who is always with me with her prayers, and finally to my dear father Talat DEMİRCAN, who is my commander who smiles at me from heaven.

Ceren Tuğçe DEMİRCAN
İstanbul, 2023

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CHAPTER 1: INTRODUCTION

In the information and technology age we live in, rapid technological developments, economic, cultural and political changes continue, the transition from industrial societies to information society continues in an environment of uninterrupted international competition, and companies, public organizations and all kinds of organizational structures are going through a change and transformation. In such an environment, all organizations that insist on preserving their old structures, resist change, and fail to transform are left behind and excluded from the market.

The world has now entered the age of information society. Not only individuals and states, but also companies have entered into an intense learning need. The severe competition environment and the swift transform in global environment have begun to engage in a novel search with institutions that are confronted with increasingly complex and uncertain surrounding problems. As a result, companies are increasingly striving to become a 'learning organisation'.

With the expansion of growth in westernization across national and local borders has come out a continually developing and competitous market. Institutions have difficulty in catching up with novelties in order to remain standing. At this point, "learning organization" comes into world to address the need.

Institutions are confronted with likelihood of transform day by day so the outcome is usual due to more complicated, unforeseen and active surrounding with the congestion of difficulties. (Johnson, Johnson 2000).

Most institutions are aware that in order to overcome this situation, they have to constantly update their existing strategies and adapt quickly to changing situations. (Oden 1999).

Technological developments in the field of communication and information show themselves and the change continues rapidly, and this situation has brought about great changes in the structure of commercial organizations. Today, the most significant factor in the change and transformation of organizations is information. It has come into prominence to race with rival organizations by drawing purposeful outcomes from all kinds of information used by the way of easeness of using information. While today's organizations continue to race with their peers, they are willing for change and transformation and try to conform to swiftly changing

conditions.

As a result of technological developments, internet has become prevalent, besides access to knowledge has become easier, but organizations have given different approaches and reactions to the use of information and 'learning', which we can call learning from the experiences get from its use.

Most scientific studies have shown that organizations that implement the concept of learning organization are more prospering in surviving and resisting transform and competitous surrounding. For this reason, the learning organization is a key factor in persistently renewing itself and suiting to alter by constantly learning. (Garvin 1993; Nonaka 1991; Prokesch 1997).

For this reason, the advantage is to adopt the concept of learning organization in order to both keep up with unpredictable alteration and survive in unstable surroundings. (Senge 1990; Stata 1989).

In addition, organizations today do not accept and practice the changes that occur; It will exist by creating new opportunities, appreciating past successes and failures, and enhancing learning ability. Successful organizations are those that implement the learning process constantly and dynamically.

According to Öneren, the learning organization approach is an approach developed to help organizations in this respect (Öneren 2008: 163) and he said that the 'learning organization' approach is an important approach that has get the upper hand in the field of business recently (Öneren 2008: 164). This approach has begun to be applied to different areas of business administration. First of all, success has been obtained by applying this model to companies running in the fields of economy and technology.

Armstrong and Foley concluded that learning has been seen substantial among leaders to remain standing in competitive in worldwide. (Armstrong, Foley 2003). Competitiveness is most prevalent in the financial sector. For this reason, institutions have to ceaselessly upgrade their products as well as services. Welch stated that banks are heavily regulated and are required to maintain certain standards for servicing consumers (Welch 2016). Due to the difficulties of the economic process, instutions must dedicate themselves to adapting to change and to survive in the competitive market by constantly enhancing themselves. (Association of Training and Development, 2016).

The decision to become a learning organization enables a financial company to thrivingly stand out among companies which are in the process of transform in adapting to unstoppable

technology and competitiveness in the world market. (Garvin 2000). Most researchers consider that adapting to change is a necessity in order to achieve in the corporate world. (Appelbaum, Reichart 1998; Armstrong, Foley 2003).

Financial organizations have to change their relationships and business practices so that they should catch up with improvements which relates to technology. (Andrews, Wardwell 2000). One of the aspects that makes the learning organization permanent and indispensable is technology.; for financial institutions, it enables customers to have faster access to their accounts, increases communication between customers and the financial institution, and allows more targeted marketing efforts (Urban 2005).

In the research, the concept of learning organization will be included in the first part, then the relationship among constructs will be examined and finally, whether the learning organization has a significant and positive and meaningful effect on turnover intention with the effect of mediators will be measured by a quantitative study conducted in a banking sector.

Consequently, The current study is divided into five chapters to accomplish this goal. The first chapter began with introduction, then second chapter discussed the theoretical side of learning organization, including its concept, process, disciplines, dimensions, and benefits. Additionally, literature on learning organization is also included.

In the third chapter, a literature research of the relations among the constructs and the associations between each construct were investigated.

The fourth chapter covered the research objective, sample selection and data collection as well as a theoretical hypothesis and research model establishing a link among these constructs were made. Additionally, it includes Questionnaire Design. This is accomplished by looking into the empirical data collected from a bank that voluntarily took part in the surveys.

The fifth chapter covered the outcomes of the analysis relates to data in terms of demographic profile of sample and statistical analysis.

The topics of sixth chapter are conclusions of the findings and limitations as well as recommendations.

CHAPTER 2: LITERATURE REVIEW

2.1. The concept of Learning Organization

2.1.1. Defining a Learning Organization

The "Learning Organisation" is the kind of organisation that may offer the best and most convenient learning environment within the institutions so that each person can learn on their own and in groups before incorporating the learning into their systems and behaviours.

The Learning Organization is a notion that identify an adjustable and resilient organization that can respond swiftly to internal and external unfavorable impacts.

This concept make possible an organization to constantly deduces from all its experiences and use the outcomes obtained to accord with ever changing environmental conditions. Thus, besides making a system that develops employees, learning organizations show that they are the very effective organizations that react to a fluctuant work environment over time.

A learning institution is a framework that envisions the possibilities for the future, one that relates to nurturing both individuals and the institution as a whole, is continually changing, and one that makes easier learning (Pedler, Boydell, Burgoyne 1989: 91-101).

The main publication that forms the basis for the spread of learning organization for the business world is “The Fifth Discipline”. Learning organizations are institutions where people constantly improve themselves to achieve the outcomes they want to achieve, give the opportunity to new and different ideas, and basically aim to see a whole piece. (Senge 1990: 3).

They are institutions that practice entering a change process with all their workers in the orbit of the values or tenets they advocate. In short, they are structures that are consistently learning and transforming themselves. (Watkins, Marsick 2013).

It is a vision that makes it easier for an employee in the organization to learn and to become more and more effective, and to convey these achievements to himself and other employees. (Thurbin 1994).

Given that learning can take place at any time and anywhere, any institution, public or private, can join a learning organisation and use this system (Nevis, DiBella, Gould 1995).

According to Pettinger; "Learning organization" is a general concept that aims to increase effectiveness of any institution by emphasizing the development of talents, capacities and qualifications of employees, and behavioral and attitudinal, development-based approaches as well as skills (Pettinger 2002).

Mayo and Lank also defined that "a learning organization that uses all its brain power, knowledge and experience to continually evolve for the benefit of all its stakeholders" (Mayo, Lank 1994).

A learning organization is ready to forget and relearn what it has learned. In short, It represents to be active in communication, detect and correct errors; have an effective leadership as well as learning with an accumulating culture. (Davis, Daley 2008).

Learning organization attracts increasing attention today, as it provides a surrounding which is suitable for continuous learning and self-development. (Alavi et al. 2014).

“The foundation of the learning organization is the creation, storage and transmission of knowledge within the organization to manage change for a sustainable competitive advantage” (Borisov, Stamenkova 2020).

Today, organizations are very willing to implement the learning organization as they see it as an opportunity in the competitious world. (Rupčić 2020).

2.2. Developing a 'Learning Organization'

2.2.1. Starting the Process

One of the most substantial topics in the management of organizations is which subject will be covered and how. At this point, the learning organization was the most effective factor facilitating this. It is also an advantage for developing understanding of each communication, expanding our thinking abilities and predicting future changes. Hence, a learning organization can be regarded as the basis for modern, productivity and competitiveness now and future.

Transforming an organization into a learning organization requires starting it in its inner world and strengthening its foundation with alteration. Awareness, Environment, Leadership, Empowerment, Learning are the points which we will consider while trying to realize this transformation. (Sofo 1993:25-28).

First of all, Institutions should be conscious that learning is essential before taking a new step and making a transformation decision.

Workers do not fully describe the entire institution and its goals and do not have enough information. Hence, employees should be offered a more flexible, modern and wide environment that supports novelty and creativeness.

Leader should develop the notion and embolden learning to assist both individual and organizational learning. Therefore, any administration can contribute to commitment for extended-term learning.

Workers are accountable for their own activities, but it does not mean that the manager will not join. Learning takes place among people work in the institution at all levels.

Organizations can find out what it's like to fail in order to learn from their mistakes. According to Liberty, "Upset in a learning organization is a information, that helps to know, to learn and at the end to get wisdom and Upset in a surviving organization is a problem." (Larry Liberty 2002).

2.2.2. Steps are into the Learning Organization

Senge argued that the first thing required to build a learning organization is the concept of leadership that appeals to all segments and expresses the ability to manage them effectively. (Senge 1996).

Gephart emphasized that for a learning organization: "Culture is the glue that holds an organization together" (Gephart 1996: 39).

Argyris stated that one of the greatest difficulties to be coped with on a path to becoming a learning organization, is to identify as well as resolve defensive reasoning methods of workers (Argyris 1991:106).

As a result, to take the steps of a Learning Organization, we must make a framework to grasp the kinds of changes in accordance with time (Gephart 1996:40). According to this framework;

Establishing a communication system to facilitate the exchange of information is the first step. Forming a preparation survey which is an instrument. “Providing continuous learning, providing strategic leadership, encouraging inquiry and dialogue, fostering collaboration and team learning, creating embedded structures for capturing and sharing learning, empowering people toward a shared vision and making systems connections”.

Developing an environment that enables constantly learning and ensuring its sustainability is an other step. Creating a vision which belongs to the instution and determining the tasks under its leadership. Using education and mindfulness programs to implement the mission. (Navran 1993). Communicating a change in the company's culture by integrating human and technical systems. It underlines the importance of team learning as well as individual learning and its effective implications. Stage Eight is to permit workers to query key business practices and suppositions. Stage Nine is to develop workable expectations for future actions (Navran 1993). And finally, stage ten is to recognize that becoming a learning organization is a long term process and tiny drawbacks must be anticipated.

2.2.3. Disciplines for Becoming a Learning Organization

Some disciplines have been introduced together with a set of guiding principles, so that the employees can harmonize themselves to the emerging changes. These principles facilitate developing organizations to transform into a “learning organization”. As result, the key elements to build a learning organization comprise of some disciplines

Learning is an ongoing activity. It is in line with the goals of an institution, but it is also about individual and group performance. Moreover, it makes a safe environment with search and communication by providing an opportunity for employees to share their ideas and take risks. (Kerka 1995).

Given that bearing in mind distinct types of knowledge, learning styles and making a learning surrounding is the starting point to realize their full potential for each organizational company. There are five disciplines that identify the executions of a learning organization (Senge 1990).

- Systems thinking is the capability to grasp the larger picture and discern models rather than conceptualizing transform as isolated events. Systems thinking requires the other four disciplines to realise a learning organisation. A paradigm shift is required, moving away from the idea of being separate from the entire and toward the understanding that our actions, how we behave, can actually cause issues

- Personal Mastery entails being more actualist, concentrating on improving oneself, and aiming for a sense of dedication and enthusiasm in our careers. It is the philosophical basis of learning and starts with "becoming committed to lifelong learning."

- Mental Models must be administered until awareness and clarity are achieved and real alteration happen. It needs to be handled since they obstruct the adoption of innovative organisational strategies and powerful new discoveries. Self-reflection is the first step in the process since it reveals deeply held assumptions and generalisations and helps us realise how greatly they affect how we live our own lives.

- Building Shared Vision is a long-term notion that fosters relationships. It is a true vision that has the power to strengthen commitment and connect an entire institution as a whole. Since shared visions always start with the personal visions of the individual employees,

which may differ from the leader's vision, they cannot be imposed.

- Team Learning is substantial because modern institutions which are based on working together to achieve the goal, work in teams. Without collaboration, organisations cannot train themselves. It involves learning how to produce desired outcomes, to set aims and collaborate to achieve them.

2.2.4. Dimensions of the Learning Organization

Academics have associated and generalized them under three headings: individual learning, team learning, and organizational learning. (Marsick, Watkins 2003). Watkins and Marsick blossomed the dimensions of the Learning Organization Questionnaire (DLOQ).

DLOQ was approved as a search tool. It has been examined within seven dimensions on the basis of individual, team and organizational level.

Individual level covers ‘creating continuous learning opportunity’ and ‘promoting inquiry and dialogues’.

The time and energy put into planning and implementing all kind of education, including the improvement of learning environments and the restating and reapplication of outstanding information for employees. A learning organisation supports the learning of all of its participants and continuously transforms (Peddler et al. 1991).

Today's learning organisations make surroundings where experiential information is gained through dialogue and engagement, which is related to efforts in establishing the right environment that encourages people to become more open-minded.

Team level focuses on ‘encouraging collaboration and team learning’.

It can be achieved by developing a common point of view and opinions; hence, it calls for a powerful culture to deal with potential differences that could arise and lead to disagreements and drawbacks. According to Jensen, It represents the "spirit of collaboration and the collaborative skills that underpin the effective use of teams," and a learning organisation is structured in a way that encourages knowledge transfer among team members. (P.E. Jensen 2005).

Finally organizational level includes ‘establishing system to capture and share learning’,

‘empowering people toward a collective vision’, ‘Connecting the organization to its environment’ and ‘Providing a strategic leadership for organizational learning’.

The expansion of an foundation's competence aims to foster new ideas that must be disseminated throughout the establishment. Learning outcomes must be recorded in the system so that everything learned may be used by members of the organisation at each level and time.

The process of creating and conveying a shared notion for the company, as well as receiving input from its members regarding any gaps between the present situation and the new one, is known as empowerment. People are believed to have much more control over their own lives when they are autonomous, giving them the chance to take competent action. A common notion is therefore essential for the success.

The environments of a corporation are closely related. In contrast to being connected to the internal environment, which entails being attentive to the demands of its stakeholders, being connected to the external environment means that every request from external customers will have an impact on the entire organisation.

It is necessary for a leadership that could guide, assist, and create dynamism for an organisation to become a learning one. The leaders or administrators of an organisation must promote its cultural values.

2.3. Job Satisfaction, Organizational Commitment and Turnover Intention

2.3.1. Job Satisfaction

An employee's effective responses to a work are often based on a comparison of wanted and actual results (Cranny, Smith, Stone 1992).

Job satisfaction is a multidimensional structure that incorporates all job components (Howard, Frick 1996).

The level of overall worker expectations that were satisfied was represented in the degree of employee job satisfaction (Porter, Steers 1973).

How happy a worker is with his or her employment is measured by employee job satisfaction. It is a sentiment that emerges when a worker believes their job satisfies their material, social, and psychological demands. It demonstrates that some people find job satisfaction when their needs are addressed and their emotions are in check. Job satisfaction increases employee commitment to the organisation, and increased commitment promotes overall organisational performance (Saari, Judge 2004).

People's attitudes towards their jobs are said to determine whether they are satisfied with their jobs. Their impression of their jobs is the cause (Ivancevich, Matteson 1990).

Furthermore, the word "affect" is used frequently in this definition's content to refer to feelings. All feelings that a person has towards what could be considered the attitude object or the attitude's focal point are referred to as the emotional or evaluative component (Greenberg, Baron 2000).

People are typically satisfied or unhappy with their jobs, according to several explanations of people's affective response to present employment (Ward, Sloane 1999).

Consequently, employees' levels of pleasure which belongs to their works alter, and the distinctions are caused by both individual and job-related reasons.

2.3.2. Organizational Commitment

Three elements which belongs to organisational commitment are identified. These are affective commitment, continuity commitment, and normative commitment (Meyer, Allen 1993).

According to an alternative definition, these three elements of commitment are the result of emotional attachments, the costs of leaving, such as losing desirable benefits or seniority and the individual's personal values (Brief, 1998).

Affective commitment is defined as a feeling of belonging and attachment to an organisation and has been linked to individual traits, constructs and job experiences (Hartmann 2000).

The ongoing commitment, which acknowledges the expenses associated with leaving the organisation, should be linked to every aspect that increases perceived costs. (Becker 1960).

Normative commitment describes a worker's sense of duty to stick with the company. Because they feel it is the "right and moral thing to do," employees with strong normative commitment will stay with a company. It results from a certain kind of investment that the company makes in each employee and receives in return. (Meyer, Allen 1993).

Loyalty to the company has an impact on individuals personally, on the company as a whole, and on society. Workers that are more devoted to their organisations exhibit less withdrawal attributions. They additionally get higher various incentives. Commitment is also identified as organisational identity and attachment (Mathieu, Zajac 1990).

Commitment is the term for the emotional response to a favourable evaluation of the workplace (Testa 2001; Rizwan et al. 2013).

Some responses may be viewed as dependence when a person demonstrates a strong desire to keep in touch with the group and a powerful belief in its ideas. (Scholarios, Marks 2004).

When compared to workers who are less devoted to the company, mostly loyal staffs are less likely to depart (Iqbal et al. 2014).

2.3.3. Turnover Intention

The definition of turnover intention is a deliberately made choice to quit the company (Tett, Meyer 1993).

The current definition of turnover intention is an employee's desire to leave their position. Intentions to withdraw are particularly likely to result in real turnover (Harrison et al. 2006).

According to Iqbal and others, quitting a job means that you have made the decision to leave the company voluntarily. "Person's own expected probability (subjective) that they are quitting the organisation permanently at some point in the close to future" (Iqbal et al. 2014).

Decision to withdraw can relate to either an some efforts which belong to company to oust personnel or the plans of specific employees to quit their jobs (Williams, Hazer 1986).

Thus, there are two types of intent to leave: voluntary and involuntary (Mobley, Fisk 1982).

Turnover intention refers to an employee's inability to be a part of the organisation and is now grasped as an employee's preference to leave their company (Lacity et al. 2008).

In case there is a general lack of faith in management, dissatisfaction among workers will shorten duration at work and augment decisions to quit (Jeffrey 2007).

CHAPTER 3: JOB SATISFACTION, ORGANIZATIONAL COMMITMENT and TURNOVER INTENTION

3.1. Learning Organization and Job Satisfaction

Knowledge sharing, organisational learning capacity, workplace learning, innovation, empowerment, team work, and other factors are among the characteristics of learning organisations. Therefore, a learning organization's qualities may have some bearing on job satisfaction.

There have been several studies on job satisfaction that are connected to elements of learning organisations.

Employers' work pleasure, fruitfulness, and profitability have all augmented in companies that place a high priority on learning and development (Watkins, Marsick 2003).

Workplace learning encouraged high levels of job satisfaction among employees (Rowden, Ahmad 2000: 307–322).

Organisational learning capacity through a dynamic workplace has implications on developing employees' competences and job satisfaction (Chiva, Alegre 2008).

Encouraging learning organisations can enhance job satisfaction (Chang, Lee 2007: 155–185).

It is possible to change employees' attitude and approach to their occupations and increase mental pleasure through the promotion of continuous learning, extensive cultural learning, and system thinking.

Additionally, raising workers' awareness of their beliefs might actually increase their motivation and eagerness to work, as well as their overall sense of contentment.

Learning organisations' modified behaviours in response to the external environment not only have a positive impact on the performance of the organisation as a whole but also enhance performance and satisfaction which belongs to job (Gardiner, Whiting 1997).

Through the promotion of learning, the adoption of learning strategies, practices, and

behavioural patterns goes up work performance (Davis, Daley 2008; Weldy 2009).

Adopting the learning organisation model promotes staff members' knowledge and dedication to the organization's goals, augments productivity, and improves performance (Bhatnagar 2007).

As evidenced by the literature, learning organisations substantially improve employees' job pleasure.

However, a number of empirical research have confirmed that work satisfaction plays a significant role in influencing the desire to leave (Griffeth, Hom, Gaertner 2000).

Turnover results from employees becoming dissatisfied with their jobs (Bluedorn 1982; Mobley, Fisk 1982).

The theories explain why those who despise their jobs may consider quitting, plan to look for alternative employment, and intend to leave the company (Sager, Griffeth, and Hom 1998: 254–273).

Employees are more likely to perform well and stick with a company when they feel they are treated and paid fairly in relation to the time and effort they invest in it (Birtch et al. 2016).

When workers discover that their organisations respect their contribution, care about career planning, and encourage their professional growth, their job satisfaction rises and their intentions to leave the company decrease (Harden et al. 2018; Mobley 1982).

When factors like their psychological well being and job satisfaction are poor, employees may consider quitting (Wright, Bonett, 2007).

As a result, we also suggested that job satisfaction can reduce intents to leave your employment.

3.2. Learning Organization and Organizational Commitment

Numerous empirical investigations on the relationships between organisational commitment and learning organisations have been conducted.

Participation in training and learning activities increases employees' commitment to the organisation (Forozandeh et al. 2011).

Learning organisation culture, work pleasure, and loyalty have positive and significant, albeit weakly associated correlations with one another (Lim 2010).

A high and favourable link between dedication to work and the helpful collaboration of coworkers (Joiner, Bakalis 2006).

Traits which belongs to organization are crucial for augmenting loyalty (Mathieu, Zajac 1990).

Wang and Yang also affirm that organisational commitment, learning organisation culture, and job satisfaction have positive and substantial correlations, albeit moderate ones, in their study among Chinese firms on the same topic. (Wang,Yang 2007).

With an identical outcome of the substantial and moderate connections between the three variables according to findings. (Dirani 2009).

The relations among proactive personality, perceived work complexity, organisational commitment, and organisational learning culture. The research shows significant and favourable relationships between those variables. Evidently, it also states that significant initiatives, such as team learning, continuous learning, empowerment, connection systems, and leadership strategies, have increased staff attachment to and loyalty to the organisations. (Joo, Lim 2009).

Lim discovered a strong relationship between organisational learning subconstructs and affective commitment. Joo and Lim identified a favourable correlation between organisational commitment and perceived organisational learning culture while researching the manufacturing sector, but more research is still needed in this area for the service industry. (Joo 2010).

The literature on learning organisations therefore demonstrated that employees' sense of ongoing education, dialogue sharing, empowerment, and strategic leadership strengthen their emotional ties to their company.

3.3. Learning Organization and Turnover Intention

Competence growth and knowledge exchange have a detrimental impact on quitting job (Pare, Tremblay 2007).

A learning culture had an adverse influence on work pleasure and that the pleasure mediated the learning culture's negative impact on departing from job (Egan, Yang, Bartlett 2004).

Workers who have access to enough appropriate training chances within their organisations may be less likely to quit (Shore et al. 2006: 837-867).

Through the notion of learning organisations, an organisation can provide chances for continuous learning, stimulate information exchange, and encourage teamwork so that employees can build pertinent workplace competencies. (Watkins, Marsick 1997).

Employees are willing to perform their job tasks and responsibilities as necessary when they believe their organization's learning resources are sufficient to meet their job change and needs. (Emami et al. 2012; Joo 2010, 2012).

Employees may have less intention to quit their current position if they believe they have more options for training.

To connect knowledge management with organisational learning, it is crucial to integrate knowledge and learning. It is crucial to not just learn in this day and age, but to also be able to apply that learning, manage that knowledge, and store it in organisational memory (Gorelick, Monsou 2005).

As a result, we offered that learning organisations can have a negative impact on intent to leave.

CHAPTER 4: METHODOLOGY

4.1. Research Objective

The aim of the research is to reach the conclusion whether the functioning of the learning organization has a significant positive effect on intention to leave with the mediating effect of Job Satisfaction and Organizational Commitment.

4.1.1. Sample Selection

The sample of this research was obtained from a banking sector in Istanbul. This organization is in the private sector. Participation in this study is optional. Primary data was collected through a questionnaire. Personal visits also were made to the relevant bank in Istanbul in order to collect data.

A quantitative research design was employed. All items given in the questionnaire was developed on a five-point Likert scale.

According to the questionnaire of the research, The DLOQ consists of 21 items. (Yang et al. 2004), Organizational Commitment is made up of 8 items (Porter et al. 1974), Job Satisfaction consists of 5 items (Cohen et al. 1983) and Turnover Intention Questionnaire comprises of 3 items (Cummann et al. 1979).

Statistical Package for Social Sciences (SPSS) will be used to analyze the Data.

4.1.2. Data Collection

Data was collected through Google forms. The questions in the survey were created according to the literature review conducted during the course. The questions were distributed via WhatsApp. 251 people completed the survey during April 2023. The survey was designed so that no questions would remain unanswered by the respondent. The collected data was transferred to SPSS as a statistic computer program to implement the required analysis and evaluations.

4.1.3. Theorical Framework of Research

The conceptual framework in the study is the simple structure of the dependent and independent variables.

Learning organization is comprised of seven components. They are Continuous learning, Dialogue and inquiry, Team learning and collaboration, Embedded systems, Empowerment, Systems connections and Strategic leadership.

The below figure reveals the proposed conceptual study framework, which is based on Learning Organization and Turnover Intenion and is the base for the hypotheses addressed below.

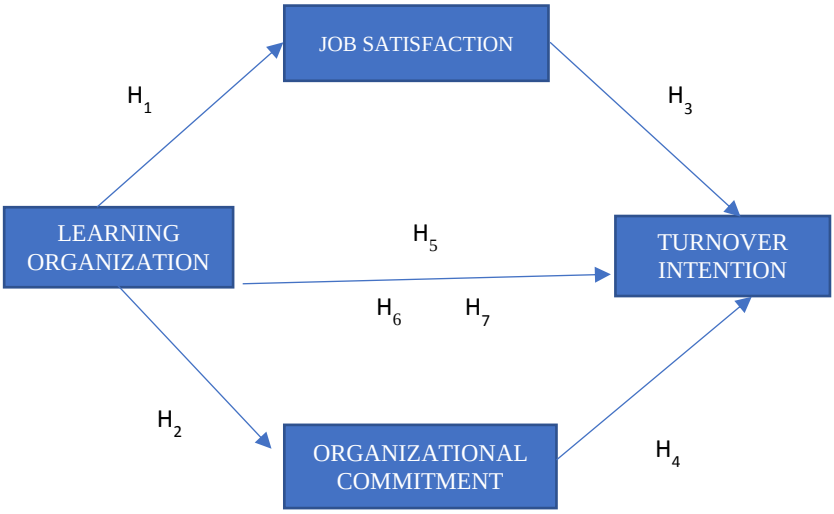

Figure 4.1 Conceptual Study Framework

The following hypotheses formed:

H1: Learning Organization has a positive effect on job satisfaction.

H2: Learning Organization has a positive effect on Organizational Commitment.

H3: Job Satisfaction has a negative effect on Turnover Intention.

H4: Organizational Commitment has a negative effect on Turnover Intention.

H5: Learning Organization has a negative effect on Turnover Intention.

H6: Learning organization has an indirect effect turnover intention through job satisfaction.

H7: Learning organization has an indirect effect turnover intention through organizational commitment.

4.2. Questionnaire Design

The questionnaire was worked up to get a result about whether functioning of the learning organization has a significant positive effect on intention to leave with the effect of mediators.

First of all, the questions were asked about their demographical characteristics such as age, gender, marital status, education, organizational position, total experience and income level.

These statistics are provided based on 251 valid answers to the survey. The age of the respondents varied from 25 to 65, with a mean of 31.77 and a standard deviation of 9.24.

Gender was questioned for males, females and others. Of the 251 valid responses 41.4% of the respondents turned out to be females, 58.6% percent of the respondents turned out be males.

Of the 251 valid responses 69.7% of the respondents turned out to be married, 30.3% percent of the respondents turned out be singles.

Education was questioned in terms of university, postgraduate and doctorate. As the question regarding the education included university as percentage of 49.0%, post graduate as percentage of 31.9%, and doctorate as percentage of 19.1%.

The respondents' organizational position was questioned and the possible choices included assistant, specialist, chief, assistant manager, manager, director, general manager and other, in case their position was not stated in the survey, namely was was open ended.

The survey included questions regarding experience in recent company and total experience, depending on years experienced. As the question regarding the total experience was open ended, there appeared different durations.

Monthly income was indicated by 4 values, between 10.000 TL – 20.000 TL, 20.000 TL – 30.000 TL, 30.000 TL-50.000 TL, and 50.000 TL-more.

Some variables in the research had reciprocal relations with each other, meaning that some variables had to become dependent and independent according to the hypothesis being tested.

These variables included Learning Organization (LO), which remained as an independent variable during the whole research. Organizational Commitment (OC) questions tested how participants were connected to their organizations during and this variable became dependent for one variable and independent for another one. Job Performance (JP) reviewed how

respondents' job performance was affected and this variable remained dependent through the research.

Within Questionnaire, the questions were adopted from previous researchers. Items were examined with a five point Likert scale ranging from 1=Strongly agree to 5= Strongly Disagree.

Different constructs had different number of questions to be answered. All of these items were based on five-Likert scale. Learning Organization scale was adopted by Yang et al (2004) This scale consisted of 21 items. Organizational Commitment scale was adopted by Porter et al. (1974). It consists of eight items. Job Satisfaction scale was adopted by Cohen et al. (1983). Job satisfaction consists of 5 items. Turnover Intention scale was adopted by Cummann et al. (1979). It consists of three items.

The details of the questions belonging to each construct with their sources can be found in Appendice A.

CHAPTER 5: RESEARCH FINDINGS

This chapter is comprised of two parts: Demographic Profile and Statistical Analysis.

5.1. Demographic Profile of Sample

In this research, the descriptive statistics in the survey included age, gender, marital status, education, organizational position, total experience and income level. These statistics are provided based on 251 valid answers to the survey.

As the question regarding age was open ended, there appeared many ages. The age of the respondents varied from 25 to 65, with a mean of 31.77 and a standard deviation of 9.24.

Gender of respondents was shown in Table 5.1. Of the 251 valid responses 41.4 % of the respondents turned out to be females, 58.6 % percent of the respondents turned out be males.

Table 5.1 Gender of Online Respondents

Gender	Frequency	Percentage (%)
Male	**147**	**58.6**
Female	**104**	**41.4**

Marital status of respondents was shown in Table 5.2. Of the 251 valid responses 69.7 % of the respondents turned out to be married, 30.3% percent of the respondents turned out be single.

Table 5.2 Marital Status of Online Respondents

Marital Status	Frequency	Percentage (%)
Single	**76**	**30.3**
Married	**175**	**69.7**

As the question regarding the education included university as percentage of 49.0 %, postgraduate as percentage of 31.9 %, and doctorate as percentage of 19.1 %.

Table 5.3 Education Level of Online Respondents

Education Level	Frequency	Percentage (%)
University	**123**	**49.0**
Postgraduate	**80**	**31.9**
Doctorate	**48**	**19.1**

The respondents' organizational position was questioned in terms of blue collar and white collar and the possible choices included assistant, specialist, chief, assistant manager, manager, director, general manager and others.

Therefore, as the question regarding organizational position was open ended, there appeared many positions.

The survey included questions regarding experience in recent company and total experience, depending on years experienced. As the question regarding the total experience was open ended, there appeared different years.

Monthly income was indicated by 4 values, between 10.000 TL – 20.000 TL, 20.000 TL – 30.000 TL, 30.000 TL-50.000 TL, and 50.000 TL-more.

Table 5.4 Income Level of Online Respondents

Income Level	Frequency	Percentage (%)
10.000 TL – 20.000 TL	**22**	**9.9**
20.000 TL – 30.000 TL	**51**	**23**
30.000 TL- 50.000 TL	**82**	**36.9**
50.000 TL-more	**67**	**30.2**

5.2. Statistical Analyses

This research was tested respectively in terms of Reliability Analysis, Confirmatory Factor Analysis and Model Testing.

5.2.1. Reliability Analysis

Reliability is largely pertain to the consistence of a measurement, so roughly the same results should be obtained each time a test is carried out. However, it is not possible to calculate reliability exactly. In general, three main features are emphasized. They are homogenetiy, Stability and Equivalence respectively.

In order to detect the consistence of an item, the most commonly used test is Cronbach's α. The Cronbach's α is a number between 0 and 1 and an acceptable score is one that is 0.7 and higher.

The table below shows the data collected with reliability analysis feature of SPSS on each construct. The values referred to under the reliability are the Cronbach's Alpha values for each component.

Regarding all of the stated items in the table, it can be stated that these items are reliable, factorable and consistent in each construct.

Table 5.5 Cronbach's Alpha Scores of Constructs

Constructs	Abbrevations	Reliability
Learning Organization	LO_CL	0.852
	LO_DI	0.898
	LO_TC	0.900
	LO_ES	0.897
	LO_EP	0.918
	LO_SC	0.926
	LO_SL	0.932
Organizational Commitment	OC	0.961
Job Satisfaction	JS	0.950
Turnover Intention	TI	0.963

5.2.2. Confirmatory Factor Analysis

Although advanced at first in the 1960s to test whether a set of elements states a structure, CFA is currently defined as a sort of structural equation modeling. (Schumacker, Lomax 2010).

To perform CFA, a defined theoretical model is first created. Next, the number of factors, which factors are related, and which observed variables measure which factor are determined. The next step is to test whether the data fit the survey-based measurement model.

A CFA model can include latent variables and observed ones. Latent ones couldn't be gauged directly, but they can be gauged with monitored ones.

While performing CFA, validity and reliability tests should be carried out. In addition, the most influential variable is the one with the highest regression coefficient. Goodness of fit statistics should also be within agreeable limits. Researchers can use distinct indicators of goodness of fit while assessing a model. (Kline 2011).

CFA was applied for each constructs in the research. The outcomes belongs to each were shown in the table 5.6.

The chi-square statistics were meaningful within the limitation for each construct.

RMSEA value for the model was 0.086 and it was around the recommended cutoff point, as acceptable model fit (Hu, Bentler 1999).

Also, TLI value for the model was 0.9 and it was the cutoff point of 0.90.

CFI value for the model was 0.907 and it was the cut-off point of 0.90 as acceptable model fit and NFI value for the model was 0.865 and it was below the cut-off point.

CFA standardized estimated loadings belongs to items of Learning organization strecth from 0.745 to 0.928; Job Satisfaction items 'loadings strecthed from 0.822 to 0.92.; Organizational Commitment items 'loadings strecthed from 0.802 to 0.915 and Turnover Intention items' loadings strecthed from 0.923 to 0.975. Hence, all outcomes are threshold enough.

Morever, Composite Reliability (CR) values for all constructs were in acceptable range, they were 0.987 (LO), 0.948 (JS), 0.962 (OC) and 0.965 (TI) (Nunnally, Bernstein 1994).

All AVE values for all constructs were in acceptable range, they were 0.914 (LO), 0.784 (JS), 0.759 (OC) and 0.901(TI) (Fornell, Larcker 1981).

Consequently, The results of CFA were excellent.

Confirmatory Factor Analyzes for Each Constructs

Items	CFA Loadings	t-value
Learning Organization	**(** CR=0.987; AVE=0.914)	
Continuous learning	**(** α=0.852)	
LO_CL_1	0.745	a
LO_CL_2	0.816	13.247***
LO_CL_3	0.901	14.792***
Dialogue and Inquiry	(α=0.898)	
LO_DI_1	0.849	a
LO_DI_2	0.884	18.513***
LO_DI_3	0.854	17.409***
Team learning and collaboration	(α=0.9)	
LO_TC_1	0.893	a
LO_TC_2	0.883	21.131***
LO_TC_3	0.836	18.689***
Embedded systems	(α=0.897)	
LO_ES_1	0.909	a
LO_ES_2	0.835	18.42***
LO_ES_3	0.864	19.754***
Empowerment	(α=0.918)	
LO_EP_1	0.900	a
LO_EP_2	0.879	21.284***
LO_EP_3	0.903	22.759***
Systems Connections	(α=0.926)	
LO_SC_1	0.919	a
LO_SC_2	0.886	22.789***
LO_SC_3	0.896	23.514***
Strategic Leadership	(α=0.932)	
LO_SL_1	0.866	a
LO_SL_2	0.923	21.386***
LO_SL_3	0.928	21.608***
Organization Commitment	(α=0.961; CR=0.962; AVE=0.759)	
OC_1	0.806	14.884***
OC_2	0.912	17.874***

OC_3	0.885	17.071***
OC_4	0.904	17.631***
OC_5	0.841	15.802***
OC_6	0.915	17.978***
OC_7	0.894	17.317***
OC_8	0.802	a
Job Satisfaction	(α=0.95; CR=0.948; AVE=0.784)	
JS_1	0.881	a
JS_2	0.879	35.857***
JS_3	0.922	22.608***
JS_4	0.919	22.405***
JS_5	0.822	17.652***
Turnover Intention	(α=0.963; CR=0.965; AVE=0.901)	
TI_1	0.923	a
TI_2	0.949	28.901***
TI_3	0.975	31.61***
$\chi 2$ (615, N=251) = 17.54; p<0.05; RMSEA= 0.086; TLI= 0.90; CFI= 0.907; NFI= 0.865		

5.2.3. Model Testing

Model testing was applied to test the relation between the constructs.

The model was evaluated by analyzing the goodness of fit indices. Then each hypothesis determined by this research was tested following getting the enough outcomes for the reliability and data fit model

Because most indices are within the recommended range, the proposed model has a good model-data fit according to the goodness-of-fit indices for each constructs.

Table 5.7 Model Fit Indices

Indices	**χ^2 / df**	**p-value**	**RMSEA**	**NFI**	**TLI**	**CF**
Results	2.921	0.00	0.088	0.861	0.896	0.903
Criteria	<5	significant	<0.08	>0.90	> 0.90	>0.90

$\chi 2$ (615, N=251)= 1963.86,

Note: df=Degrees of Freedom, RMSEA= Root Mean Square of Error Approximation, NFI=Normed Fit Index, TLI= Tucker-Lewis Index, CFI= Comparative Fit Index

Path analysis is one of the statistical techniques used to investigate and analyze relationships between a set of observed factors.

These relationships can represent direct or indirect links. When one variable is found to be related to another variable, there is a straight relationship between the two.

When a variable is linked to another variable through a third variable, an indirect relationship arises that is directly related to the outcome variable.

We arrive at the total relationship of a variable by summing up its direct and indirect relationships. For this reason, path analysis is considered a more complex technique compared to other methods. However, its most obvious and superior advantage is its clarity in detecting relationships.

Because this is determined by research design and data quality, not statistical techniques, the outcomes of a pathway analysis are not proof of causality.

Path analysis method is very practical and beneficial today in examining complicated relations. Originally used in correlation, according to Wright, it is now a more general type among statistical techniques. (Wright 1921).

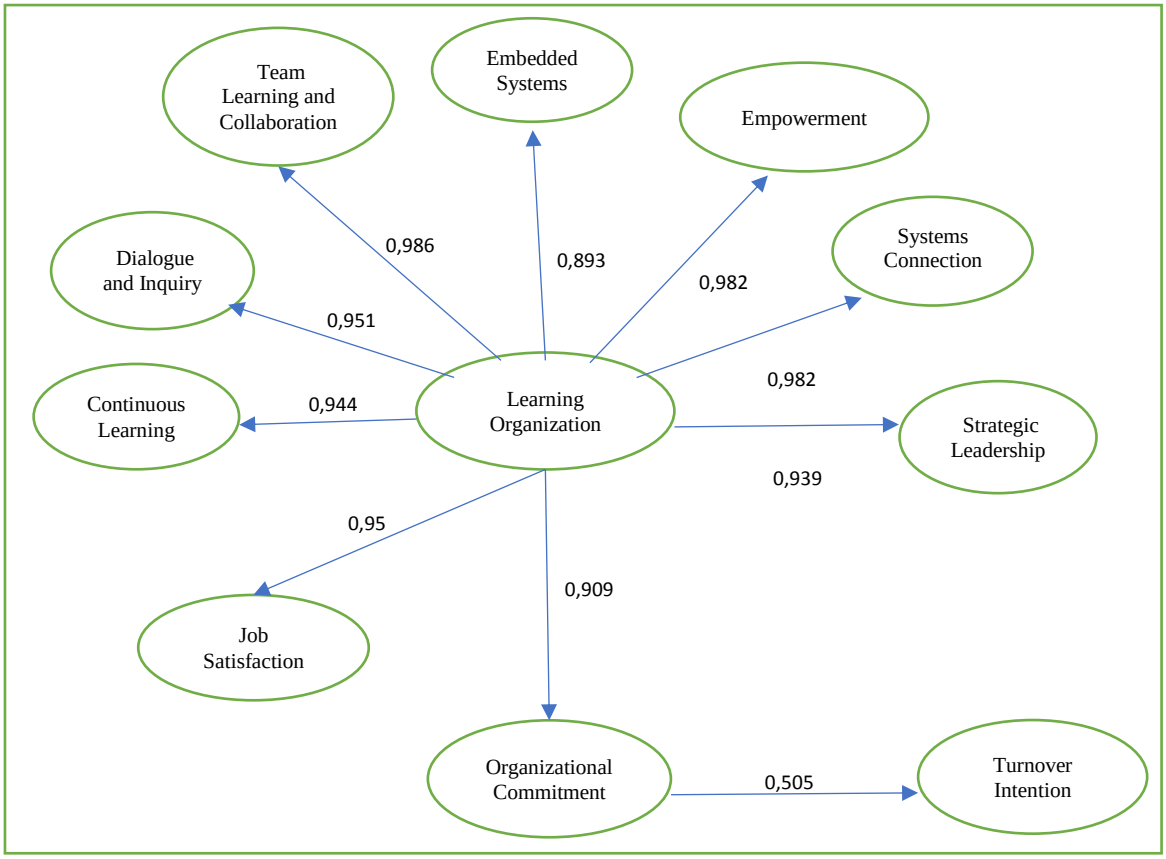

Figure 5.1 Path Diagram of the SEM

Table 5.8 shows the supported and unsupported hypotheses with empirical results for the model,

H1 between learning organization and job satisfaction was supported by the data (β=0.95, t=13.302, p<0.001).

H2 between learning organization and organizational commitment was supported by the data (β=0.909, t=11.756, p<0.01).

H3 between job satisfaction and turnover intention was not tested since no significant relationship found.

H4 between organizational commitment and turnover intention was supported by the data (β=0.505, t=8.05, p<0.01).

H5 between learning organization and turnover intention was not tested by the data since no significant relationship found.

The impact of a mediator happens when the direct path coefficient between the independent variable and the dependent variable diminishes while determining the indirect path (Osman, Sentosa 2013).

H6 and H7, including effect of mediators, were not tested by the data since no direct relation found between learning organization and turnover intention.

Table 5.8 Results of Model Testing

Hypothesized Relationship	**Standardized Estimate**	**t-value**
H1: Learning Organization → Job Satisfaction	0.95	13.302***
H2: Learning Organization → Organizational Commitment	0.909	11.756***
H3: Job Satisfaction → Turnover Intention	NOT SUPPORTED	
H4: Organizational Commitment→Turnover Intention	0.505	8.05***
H5: Learning Organization → Turnover Intention	NOT SUPPORTED	
H6: Learning Organization → Turnover Intention through JS	NOT SUPPORTED	
H7: Learning Organization → Turnover Intention through OC	NOT SUPPORTED	

The table 5.9 covers all results about which hypothesis is supported or not.

Table 5.9 Results of Hypotheses Testing

Hypotheses	**Results**
H1: There is a positive relationship between JS and LO.	Supported
H2: There is a positive relationship between OC and LO.	Supported
H3: There is a negative relationship between JS and TI.	Not Supported
H4: There is a negative relationship between OC and TI.	Supported
H5: There is a negative relationship between LO and TI.	Not Supported
H6: LO has an indirect effect on TI through JS.	Not Supported
H7: LO has an indirect effect on TI through OC.	Not Supported

CHAPTER 6: CONCLUSION AND DISCUSSION

6.1. Conclusion

More businesses will strive to become workers' selection given that the knowledge-based economy and the talent battle persist (Gubman 2004).

To obtain a result about whether the functioning of the learning organization has a significant positive effect on intention to leave with the mediating effect of Job Satisfaction and Organizational Commitment is the target of the research. In addition to that, this study includes detailed explanation about Learning Organization.

This study is significant because it combines learning organisation, turnover intention, and mediators, including work satisfaction and organisational commitment.

The research was respectively tested with Reliability Analysis, Confirmatory Factor Analysis and Path Analysis, following picking up data with online survey.

According to results of path analysis, there was a very strong relation between organizational commitment and intent to leave due to high path coefficients. Besides, the highest correlation lies between Organizational Commitment and Turnover Intention, namely, Organizational Commitment is specificially significant factor for Turnover Intention.

Consequently, according to the existing hypotheses, the effect of Organizational Commitment on Turnover Intention is empirically validated within a banking sector in Turkey.

The relation between job satisfaction and turnover intention was not tested.

No relationship was found between the learning organization and the intention to leave. However, there are many studies showing the opposite of this result.

Apparently, the direct influence of organizational commitment on turnover intention is much bigger than others, as a result of this study.

But also, there are many scientific studies showing that learning organization and job satisfaction negatively affect turnover intention.

6.2. Limitations and Recommendations

The impression of learning organization on intent to leave has not been sufficiently investigated, even though it has been seen as one of the most widely and rapidly advancing accepted understandings in human resources development. (LeeKelley, et al., 2007).

The discoveries of the research drew substantial conclusions. However, There are many restrictions on this particular research article.

First of all, the responses which belongs to employees in the bank can be biased and inaccurately reflect their viewpoint.

The study was applied only on one sector banking. It should be applied and tested in other sectors in order to better examine the learning organization and to reach better data on its validity. Thus, comparisons and associations between institutions can be made.

Secondly, data from multiple cities can be collected because this study only uses information from one city.

The determined sample size of the research was adequate beforehand, but unsufficient participation limited the data collection.

Given that this research questionnaire was carried out on Turkish workers, these outcomes may not be valid for others. As one of the solutions, upcoming researches can be performed in other countries.

In order to enhance generalizability of the present study, more studies can be carried out in various industries.

The knowledge workers with higher educational levels were the main focus of this study. The samples from various educational levels may have produced different findings. More research involving people from various educational backgrounds is therefore advised.

The relation between job satisfaction and turnover intention could not be tested. As a solution, this relation can be tested by the way of using more questions or distinct questions.

Moreover, account of unsufficient standardized loadings, the relation between learning organization and job satisfaction could not be tested.

The outcomes of the study, which is being done at a period of economic hardship, might alter during a period of economic prosperity.

Future studies must be supported by several sources and objective indices. More longitudinal studies with comparator groups should also be conducted in order to properly prove causality.

In addition, it may become more clear whether this structure is applicable to the banking sector, in case the learning organization is discussed and tested in the next researches.

APPENDICES

Appendix A. Questionnaire Items with Sources

Measurement Items and Sources of Learning Organization

Construct / Source
Learning Organization / (2003; Yang et al., 2004)
Continuous learning
In my organization, people help each other learn.
In my organization, people are given time to support learning.
In my organization, people are rewarded for learning.
Dialogue and inquiry
In my organization, people give open and honest feedback to each other.
In my organization, whenever people state their view, they also ask what others think.
In my organization, people spend time building trust with each other.
Team learning and collaboration
In my organization, teams/groups have the freedom to adapt their goals as needed.
In my organization, teams/groups revise their thinking as a result of group discussions or information collected.
In my organization, teams/groups are confident that the organization will act as their recommendations.
Embedded systems
My organization creates systems to measure gaps between current and expected performance.
My organization makes its lessons learned available to all employees.
My organization measures the results of the time and resources spent on training.
Empowerment
My organization recognizes people for taking initiatives.
My organization gives people control over the resources they need to accomplish their work.
My organization supports employees who take calculated risks.
Systems connections
My organization encourages people to think from a global perspective.
My organization works together with the outside community to meet mutual needs.
My organization encourages people to get answers from across the organization when solving problems.
Strategic leadership
In my organization, leaders mentor and coach those they lead.
In my organization, leaders continually look for opportunities to learn.

In my organization, leaders ensure that the organization's actions are consistent with its values.

Measurement Items and Sources of Organizational Commitment

Construct / Source
Organizational Commitment / (Porter et al., 1974)
I am willing to put in a great deal of effort beyond that normally is expected in order to help this organization to be successful.
I talk up this organization to my friends as a great organization to work for
I feel great loyalty to this organization.
I found that my values and the organization‟s values are very similar
I am proud to tell others that I am part of this organization
This organization really inspires the very best in me in the way of job performance.
I am extremely glad that I choose this organization to work for over others I was considering at the time joined.
I really care about the fate of this organization.

Measurement Items and Sources of Job Satisfaction

Construct / Source
Job Satisfaction / (Cohen et al., 1983)
My basic salary is sufficiently paid according to my daily working hours and workload
I am satisfied with my chances for salary increases.
The work I do is appreciated.
I believe those that do well on the job have fair chances of being promoted.
It is possible to get promoted fast in my job.

Measurement Items and Sources of Turnover Intention

Construct / Source
Turnover Intention / (Cummann et al. ,1979)
I will likely actively look for a new job in the next year
I often think about quitting.
I probably look for a new job in the nex

Appendix B. Research Questionnaire in English

THE IMPACT OF LEARNING ORGANISATIONS ON TURNOVER INTENTION WITH THE MEDIATING EFFECT OF JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

Dear participant, this questionnaire was designed to assist decision makers in the banking service organization in effectively implementing approved learning frameworks and learning organization strategies. Thank you for your contribution to our research by participating in the survey.

- **Age :**
- **Gender : Female ( ) Male ( ) Others ( )**
- **Marital Status : Married ( ) Single ( )**
- **Education Level : University ( ) Postgraduate ( ) Doctorate ( )**
- **Organization Position :**
- **Total Experience : ….. years**

NOTE: Please mark the following thoughts according to your level of participation.

	QUESTION LABEL	STRONGLY DISAGREE	DISAGREE	SLIGHTLY AGREE	AGREE	STRONGLY AGREE
1	In my organization, people help each other learn.					
2	In my organization, people are given time to support learning.					
3	In my organization, people are rewarded for learning.					
4	In my organization, people give open and honest feedback to each other.					
5	In my organization, whenever people state their view, they also ask what others think.					
6	In my organization, people spend time building trust with each other.					
7	In my organization, teams/groups have the freedom to adapt their goals as needed.					
8	In my organization, teams/groups revise their thinking as a result of group discussions or information collected.					
9	In my organization, teams/groups are confident that the organization will act as their recommendations.					
10	My organization creates systems to measure gaps between current and expected performance.					
11	My organization makes its lessons learned available to all employees.					
12	My organization measures the results of the time and resources spent on training.					
13	My organization recognizes people for taking initiatives.					
14	My organization gives people control over the resources they need to accomplish their work.					
15	My organization supports employees who take calculated risks.					
16	My organization encourages people to think from a global perspective.					
17	My organization works together with the outside community to meet mutual needs.					
18	My organization encourages people to get answers from across the organization when solving problems.					
19	In my organization, leaders mentor and coach those they lead.					
20	In my organization, leaders continually look for opportunities to learn.					
21	In my organization, leaders ensure that the organization's actions are consistent with its values.					

22	I am willing to put in a great deal of effort beyond that normally is expected in order to help this organization to be successful.					
23	I talk up this organization to my friends as a great organization to work for					
24	I feel great loyalty to this organization.					
25	I found that my values and the organization‟s values are very similar					
26	I am proud to tell others that I am part of this organization					
27	This organization really inspires the very best in me in the way of job performance.					
28	I am extremely glad that I choose this organization to work for over others I was considering at the time joined.					
29	I really care about the fate of this organization.					
30	My basic salary is sufficiently paid according to my daily working hours and workload					
31	I am satisfied with my chances for salary increases.					
32	The work I do is appreciated.					
33	I believe those that do well on the job have fair chances of being promoted.					
34	It is possible to get promoted fast in my job.					
35	I will likely actively look for a new job in the next year					
36	I often think about quitting.					
37	I probably look for a new job in the next					

Appendix C. Research Questionnaire in Turkish

ÖĞRENEN ÖRGÜTLERİNDE İŞ TATMİNİ VE ÖRGÜTSEL BAĞLILIK KAVRAMLARI ARACILIĞIYLA İŞTEN AYRILMA NİYETİ ETKİSİ

Sayın katılımcı, bu anket formu onaylanmış öğrenme çerçeveleri ile öğrenen organizasyon stratejilerini etkili bir şekilde uygulamada bankacılık hizmeti organizasyonundaki karar vericilere, yardımcı olmak amacı ile düzenlenmiştir. Ankete katılmak suretiyle, araştırmamıza sağlayacağınız katkıdan dolayı teşekkür ederiz

- **Yaşınız :**
- **Cinsiyetiniz : Kadın ( ) Erkek ( ) Diğerleri ( )**
- **Medeni Durumunuz : Evli ( ) Bekar ( )**
- **Eğitim Durumunuz : Üniversite ( ) Yüksek Lisans ( ) Doktora ( )**
- **Çalıştığınız Bölüm :**
- **Çalıştığınız faaliyet süresi : ….. yıl**

NOT: Aşağıdaki düşüncelerin karşısına katılım düzeyinize göre işaret koyunuz.

	DÜŞÜNCELER	HİÇ KATILMIYORUM	KATILMIYORUM	AZ KATILIYORUM	KATILIYORUM	TAMAMEN KATILIYORUM
1	Kurumumda insanlar birbirlerinin öğrenmesine yardımcı olur.					
2	Kurumumda, insanlara öğrenmeyi desteklemek için zaman verilir.					
3	Kurumumda, insanlar öğrendikleri için ödüllendirilir.					
4	Kurumumda insanlar birbirlerine açık ve dürüst geri bildirimde bulunurlar.					
5	Benim kurumumda, insanlar görüşlerini ifade ettiklerinde, başkalarının ne düşündüğünü de sorarlar.					
6	Kurumumda insanlar birbirlerine güven inşa etmek için zaman harcarlar.					
7	Kurumumda ekipler/gruplar, hedeflerini gerektiği gibi uyarlama özgürlüğüne sahiptir.					
8	Kurumumda ekipler/gruplar, grup tartışmaları veya toplanan bilgilerin bir sonucu olarak düşüncelerini gözden geçirir.					
9	Kurumumda, ekipler/gruplar kuruluşun tavsiyelerine göre hareket edeceğinden emindir.					
10	Kurumumda, mevcut ve beklenen performans arasındaki farkları ölçmek için sistemler oluşturur.					
11	Kurumum, öğrenilen dersleri tüm çalışanların kullanımına sunar.					
12	Kurumum, eğitim için harcanan zaman ve kaynakların sonuçlarını ölçer.					
13	Kurulumum, inisiyatif alan insanları takdir ediyor.					
14	Kurumum, insanlara işlerini başarmaları için ihtiyaç duydukları kaynaklar üzerinde kontrol sağlar.					
15	Kurumum, hesaplanmış riskler alan çalışanları destekler.					
16	Kurumum, insanları küresel bir bakış açısıyla düşünmeye teşvik ediyor.					
17	Kurulumum, ortak ihtiyaçları karşılamak için dış toplulukla birlikte çalışır.					
18	Kurulumum, insanları sorunları çözerken kuruluş genelinde yanıtlar almaya teşvik eder.					
19	Kurumumda liderler, liderlik ettikleri kişilere akıl hocalığı yapar ve koçluk yapar.					
20	Kurumumda liderler sürekli olarak öğrenmek için fırsatlar ararlar.					
21	Kurumumda liderler, kurumun eylemlerinin değerleri ile tutarlı olmasını sağlar.					
22	Kurumumun başarılı olmasına yardımcı olmak için normalde beklenenin					

	ötesinde büyük çaba sarf etmeye hazırım.					
23	Kurumumun, çalışılacak harika bir organizasyon olduğunu arkadaşlarıma anlatırım.					
24	Bu kuruma karşı büyük bir bağlılık hissediyorum.					
25	Değerlerimin ve kurumumun değerlerinin çok benzer olduğunu buldum					
26	Başkalarına bu kurumun bir parçası olduğumu söylemekten gurur duyuyorum.					
27	Bu kurum, iş performansı konusunda içimdeki en iyi şeye gerçekten ilham veriyor.					
28	O sırada katılmayı düşündüğüm diğerleri yerine bu kurulumu çalışmak için seçtiğim için son derece mutluyum.					
29	Bu kurumun kaderini gerçekten önemsiyorum.					
30	Temel maaşım günlük çalışma saatlerime ve iş yoğunluğuma göre yeterince ödeniyor					
31	Maaş artışı şansımdan memnunum.					
32	Yaptığım iş takdir ediliyor.					
33	İşinde başarılı olanların terfi etme şansının adil olduğuna inanıyorum.					
34	İşimde hızlı yükselmem mümkün.					
35	Muhtemelen aktif olarak gelecek yıl yeni bir iş arayacağım.					
36	Sıklıkla işi bırakmayı düşünüyorum.					
37	Muhtemelen önümüzdeki günlerde yeni bir iş ararım.					

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