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Investigation of the Relationship between Organizational Learning and Job Satisfaction

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Abstract: Those who work in a learning organization are more satisfied with their lives. Individuals in an organization who experience job satisfaction serve organizational goals more strongly. Therefore, it is possible to say that learning organizations make a positive contribution to the job satisfaction of employees. In this study, it is aimed to test the relationship between organizational learning and job satisfaction. In this context, by using the scales developed by previous researchers, it was investigated whether there is a relationship between organizational learning and job satisfaction, and if there is a relationship, to what extent organizational learning, which is an independent variable, predicts job satisfaction, which is the dependent variable. As a result of the correlation analysis applied to the data, a statistically significant relationship was found between the "Organizational Learning" variable and the "Job Satisfaction" variable. The strength of the relationship between these two variables is moderate. In addition, a statistically significant relationship was found between a total of 7 factors belonging to the organizational learning variable and job satisfaction at medium strength. As a result of the simple linear regression analysis conducted to examine the extent to which organizational learning predicts job satisfaction, it was seen that the variance of 38.6% in job satisfaction varied depending on organizational learning. The findings of this research are consistent with previous research that emphasizes that job satisfaction is an important predictor of employees' individual performance.

Keywords: *Organizational Learning; Job Satisfaction; Learning Organizations.*

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Introductıon

Individuals are in a continuous learning process, consciously or unconsciously, in the organizations or groups they are in. In this context, they are exposed to various experiences, experience, see and feel events. This is the natural process of learning and its unconscious arrival (Demirel, 2015). In addition, conscious learning can be developed by creating various educational environments. At the end of the learning process, changes occur in knowledge, thoughts, feelings and behaviors. The basis of the learning organization is the individuals who learn. It is also individuals who will create the learning organization. There are various views that claim that organizations can learn only through individuals who learn, that individual learning does not guarantee the learning of the organization, but that organizational learning cannot occur without individual learning (Pawlowsky, 2001). The speed of change in technological and informatics fields and the intensity of competition require continuous training and development activities for employees (Bicen & Demir, 2020). The implication is that today's organizations inevitably have to be learning organizations in order to survive and succeed in competition. Organizational learning can be defined as the process of developing the ability and experience of the organization to learn. Organizational learning aims to learn in groups (Özdevecioğlu & Biçkes, 2011). In the industrial society education model, learning by working alone has left its place to learning with team work in the information society education model (Efe & Sevinç, 2018). Collective learning is seen in learning organizations (Danju et al., 2020). The speed of learning must be equal to or greater than the speed of change in the outside world. Only learning organizations will be able to solve the problems posed by the pace of environmental change. Organizational learning aims not only to adapt the organization to environmental changes, but also to ensure that employees constantly eat themselves (Gizir, 2008). The main philosophy of the learning organization is based on the understanding of "continuous development and commitment to learning". Elements such as performance management, reward system, qualification definitions, in-house training level, career management, qualification-based staff selection, clarity of corporate culture are included in the learning organizations. The minus clique of one of these elementsdisrupts the functioning of the organization. Most of the changes and developments that occur in organizationsare based on learning (Taşçı and Koç, 2007). Members of the organization constantly change their thoughts and feelings about the organization as well as make changes in the

systems and theories applied. When members of the organization act as a change specialist who responds to changes in the internal and external environment by finding and correcting organizational errors, one can speak of learning to weavetsel. Organizational learning requires a new understanding of leadership. Leader as a management officer in the learning organization; In terms of the purpose of the organization, its raison d'être, where we come from and where we are headed, the organization has a unity of purpose that determines whether we transcend itself and turn to humanity more broadly. In this sense, naturally, they see organizations as a tool for learning and developing in society (Demirel & Tohum, 2018). As a teacher, the leader is not seeking to teach people how to put forward their visions. On the contrary, it is a teacher by supporting learning for everyone. Such leaders enable people to develop systematicpursuits throughout the organization. Those who work in a learning organization are more satisfied with their lives. Individuals in the organization who experience job satisfaction serve organizational purposes in a moretripartite way (Çiftçi, 2015). Therefore, it is possible to say that learning organizations make a positive contribution to the job satisfaction of employees. Employees of organizations who cannot create the climate of learning organizations can be expected to feel insecurity and discontent after a while. Individuals with increased stress levels are likely to experience workforce loss. Meeting the psychological, sociological and material needs of today's employees and experiencing job satisfaction as a result has apositive effect on every step of the functioning of organizations (İşçan & Sayın, 2010). In order for the organization to achieve its goals, for the organization to compete and for its success to continue, there is a need for the existing workforce to work efficiently. Meeting the needs and expectations of employees helps them to look at their organizations positively and to ensure job satisfaction. Vroom (1967) defined job satisfaction as the "emotional response" of employees to their roles in the workplace. The positive emotional reactions of the employees are expressed as "job satisfaction" and the negative emotional reactions are expressed as "job dissatisfaction". The expectations of employees are directly related to the expectations of the business environment. For example, if the employer does not have high expectations from the employee, the employee will perceive his job as routine and his future expectations about his job will be limited. According to the results obtained in a research conducted on the subject, it was suggested that the feeling of satisfaction is a very important "driving force" in the adaptation of the employee to the work environment. The aforementioned driving force can have a two-way effect on the employee: The first is that the person's

expectations and self-confidence decrease by becoming passive in the workplace, and the other is that the adaptation to the workplace by taking an active position is strengthened (Kök, 2006). Job satisfaction is important for both the employee and the organization he serves. Job satisfaction has a close relationship with actions such as work efficiency, adaptation to work or leaving the job. In the researches, a positive correlation was found between job satisfaction and productivity. However, high job satisfaction does not always result in an increase in individual performance. It is stated that it causes an increase at the organizational level in terms of productivity. Carroll and Tosi (1977) suggest that the internal motivation increases of employees who have achieved job satisfaction will allow them to be more productive. It is argued that employees who experience success at work will motivate employees who have reached the stage of "self-actualization" in Maslow's hierarchy of needs (Smith & Sweet, 2021). It has been observed that there is also a high level of correlation between job alienation and job dissatisfaction, and that employees who are alienated from work are far from the tendency to see their work as a part of life. It is stated that employees who are alienated from work quickly move away from seeing themselves as a part of the organization and even become alienated from their own essence. is not. As a result of the researches, it was suggested that there was a significant relationship between job dissatisfaction and the hesitation of the employees in their behaviors coming to work, and that the job absenteeism of the employees who experienced job dissatisfaction increased and the productivity decreased significantly. It is also possible to mention that there is a high relationship between job satisfaction and labor turnover. The perception that employees' needs and expectations are not met often results in job dissatisfaction, and job dissatisfaction adversely affects the productivity of employees and causes stress-related negativities to occur (Miner, 1992). In a study, serious increases in problems related to workplace inefficiency were observed in an enterprise where job satisfaction is low. In this context, it was determined that there was an increase of 40-70% in complaints, disciplinary penalties and quitting the job. Massaro & Kahn (1973) states that the main cause of these problems is employee dissatisfaction. As it can be understood from here, dissatisfaction with work has negative consequences both individually and organizationally. In this study, it is aimed to test the relationship between organizational learning and job satisfaction. In this context, scales developed by previous researchers were used. With the help of these scales, the opinions of individuals working in different sectors and at different levels on job satisfaction and organizational learning were measured. The main question of the research is

to investigate the voluntary simplicity tendencies of individuals living in the TRNC. The questions sought to be answered in the research are brought below: Is there a relationship between organizational learning and job satisfaction? If there is a relationship, to what extent does organizational learning predict job satisfaction?

Research Method

In this research, where "quantitative research" management is preferred, "survey" type research category was used. In screening researches, individuals' attitudes, beliefs and opinions on certain subjects are determined with the help of scales (Gürbüz & Şahin, 2016, 107).

When evaluated in terms of the objectives of this study, it is included in the "descriptive research" class. In descriptive research, the aim is to uncover and define the characteristics of facts, objects, people, groups or organizations. In this context, it will be defined how individuals' future oriented thinking tendencies and their views on sustainable consumption are distributed and also whether there is a significant relationship between these two variableswill be examined.

Model of Research and Hypotheses

The model of the research was created as seen in the figure below. In this context, it was examined how the factors constituting the organizational learning variable affect job satisfaction. In this context, organizational learning is the independent variable and job satisfaction is the dependent variable.

The research hypotheses based on the model of the research are as follows:

H_1: Organizational learning has a positive effect on job satisfaction.

H_{11}: Promoting learning, which is one of the sub-factors of organizational learning, positively affects job satisfaction.

H_{12}: The learning environment, which is one of the sub-factors of organizational learning, positively affects job satisfaction.

H_{13}: Group learning, which is one of the sub-factors of organizational learning, positively affects job satisfaction.

H_{14}: The learning system, which is one of the sub-factors of organizational learning, positively affects job satisfaction.

H_{15}: Empowered employees, which is one of the sub-factors of organizational learning, positively affects job satisfaction.

H_{16}: Coordination, which is one of the sub-factors of organizational learning, positively affects job satisfaction.

H_{17}: Leader support, which is one of the sub-factors of organizational learning, positively affects job satisfaction.

H_2: Perceptions of organizational learning differ significantly according to demographic variables.

H_3: Perceptions of job satisfaction differ significantly according to demographic variables.

Research Group

The main mass of the study consisted of individuals over the age of 18 living in the TRNC. Since the number of participants of 235 people was reached in this study, the findings are not sufficient to represent the universe. Therefore, the findings are limited to the research group from which the data were collected. The analysis unit in the research consists of individuals

Data Collection Tools and Data Collection

The tsel of individuals developed by Marsick and Watkins (1997) for the purpose of developing algae is a great deal of perception. There are two versions of the subject of the S¨lc¸eg˘i use i lm i s¸ir. The second version is designed in a total of 9 dimensions, including seven basic dimensions and two additional dimensions. i and gu¨is an abbreviated form with venomiality (Yang et al., 2003). For each of the seven dimensions included in the annex, there are each item. has been found appropriate. The basic dimensions of o¨lçeğ; learning is the learning environment, group learning, learning system, empowered employees, coordination and leader support.

A collection of 5 articles adapted to Hackman and Oldham (1975) and to Tu¨rkçe from the Hackman and Oldham (1975) side for the purpose of satisfying it. Use additional lc¸I willnotuse additional products.

Analysis of Data

Normality Assumption Analysis and Outlier Detection

In order to use parametric tests with more statistical power, it is important to determine whether the data distribution meets the normal distribution conditions (Bursal, 2017). At this stage of the research, it will be tested whether the data meet the assumption of normality. In this context,

first of all, the skewness coefficient and then the normality tests will be examined and the decision will be made.

The findings obtained as a result of the analysis made through the skewness coefficient are shown in the table below.

Table 1. Skewness Analysis Findings

			Statistics	Std. Error
Organizational Learning General Scale	Mean		3,3058	,05461
	95% Confidence Interval for Mean	Lower Bound	3,1982	
		Upper Bound	3,4134	
	5% Trimmed Mean		3,3175	
	Median		3,3333	
	Variance		,701	
	Std. Deviation		,83712	
	Minimum		1,14	
	Maximum		5,00	
	Range		3,86	
	Interquartile Range		1,19	
	Skewness		**-,196**	**,159**
	Wormosis		-,293	,316
Job Satisfaction Scale	Mean		3,4987	,07659
	95% Confidence Interval for Mean	Lower Bound	3,3478	
		Upper Bound	3,6496	
	5% Trimmed Mean		3,5541	
	Median		3,8000	
	Variance		1,379	
	Std. Deviation		1,17413	
	Minimum		1,00	
	Maximum		5,00	
	Range		4,00	
	Interquartile Range		1,80	
	Skewness		**-,517**	**,159**
	Wormosis		-,770	,316

Source: Authors' own conception

The calculated skewness value (-0.196) for the Organizational Learning Scale is divided by its standard error (0.159) and its absolute value is taken as **1.23.** Since this value is less than the reference value of **1.96,** it will be seen that the assumption of normality is satisfied.

The calculated skewness value (-0.517) for the Job Satisfaction Scale is divided by its own standard error (0.159) and the absolute value is taken to find the value of 3.25. Since this value is greater than the reference value of 1.96, itwill be seen that the normality assumption cannot be achieved.

The normality test was used as the second criterion in the control of the normality assumption and the table of the calculations was brought down.

Table 2. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Organizational Learning Scale	,044	235	**,200***	,990	235	,127
Job Satisfaction Scale	,133	235	**,000**	,931	235	,000
a. Lilliefors Significance Correction						

Source: Authors' own conception

Since the sample size for the scales was n=**235** (n>50), the Kolmogorov-Smirnov test result was taken into account. Since these values were p**>0.05** for the organizational learning scale (p=0.200), it was seen that the data met the normal distribution requirement at the level of 0.05 significance. Since p<0.05 for the job satisfaction scale (p=0.000), it was seen that the data could not meet the normality requirement at the level of 0.05 significance.

The normality graph, which is used as the last criterion in the control of the organizational learning scale normality assumption, is brought below.

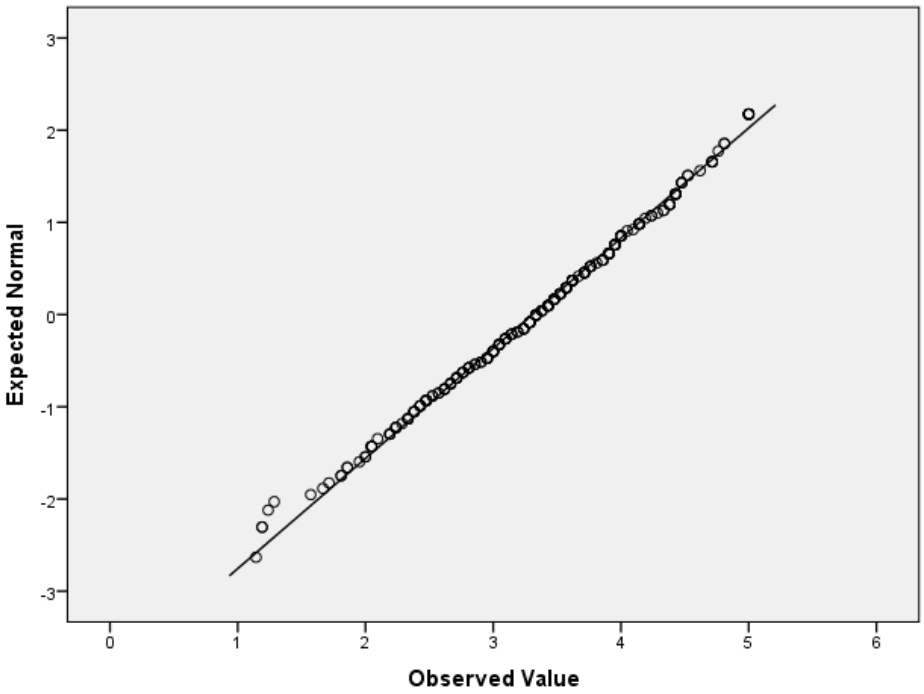


Figure 2. Organizational Learning Scale Normality Chart

Source: Authors' own conception

When Figure 2 is examined, the uniform distribution of the data around the line extending linearly indicates that the assumption of normality of the organizational learning scale is met.

The normality graph, which is used as the last criterion in the control of the normality assumption of the job satisfaction scale, is brought down.

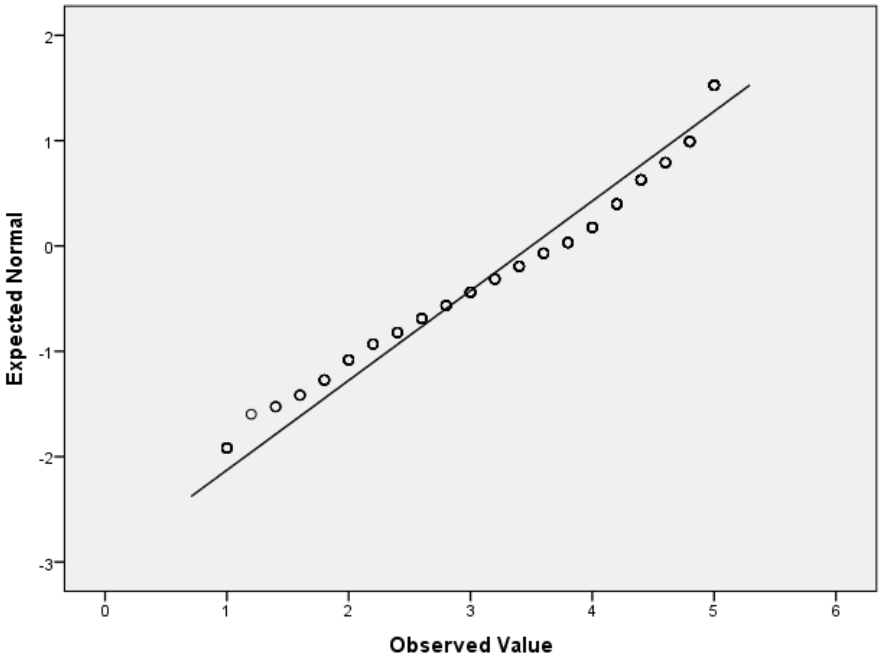


Figure 3. Job Satisfaction Scale Normality Chart

Source: Authors' own conception

When Figure 3 is examined, it is accepted that the normality assumption of the job satisfaction scale is met because the data show a uniform distribution around the line extending in a linear manner.

As a result, as a result of the analyzes made by using a total of three criteria, it was concluded that the assumption of normality of the data was provided. In this context, it was decided to use parametric tests in the analysis of the data.

Reliability Analysis with SPSS

Cronbach's Alpha values are calculated and shown in the table below by measuring the reliability of the Organizational Learning and Job Satisfaction Scales in the context of the collected data.

Table 3. Reliability Test

Scale Name	Cronbach's Alpha Value	Number of Items on the Scale
Organizational Learning Scale	**0,944**	21
Job Satisfaction Scale	**0,909**	5

Source: Authors' own conception

The organizational learning scale consists of 21 items. When reliability analysis was performed by taking the data into consideration, it was seen that Cronbach's Alpha value was calculated as 0.944. The job satisfaction scale consists of 5 items. When reliability analysis was performed by taking the data into consideration, it was seen that Cronbach's Alpha value was calculated as 0.909. Since these values are greater than the generally accepted value of 0.7 in social sciences, the scales have been accepted as reliable.

Validity Analysis with SPSS (Organizational Learning Scale)

First of all, the factor structure of the "Organizational Learning Scale" consisting of 21 items was examined. Since the determinant coefficient obtained for the correlation matrix of the examined substances was 0.011 (0.011>0.00001), it was decided that the available data were suitable for factor analysis. According to the coefficients in the correlation matrix, the majority of the substances in the measurement tool are related to at least one of the other substances.

In order to perform factor analysis with sample data, the relevant literature (Büyüköztürk, 2007; Pallant, 2007) include; The Barlett Globality Test result with a BMO>0.60 was significant (p<0.05). The calculated values in this context are shown in the table.

Table 4. KMO and Barlett Globality Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0,942
Bartlett's Test of Sphericity	Approx. Chi-Square	3133,529
	Df	210
	Sig.	,000

Source: Authors' own conception

Since KMO = 0.942, the requirement of CMO>0.60 was met and it was seen that the data obtained from the sample were suitable for factor analysis. The fact that the Barlett Globality Test result (0.000) is significant (p<0.001) shows that significant relationships exist between the items in the correlation matrix and that factor analysis can be continued.

The table showing the common factor variances explained by each item in the measurement toolis presented below.

Table 5. Common Variances

		Beginning	Pull
1	In my workplace, employees do not hide information from each other.	1,000	.314
2	In my workplace, employees are allocated enough time for learning.	1,000	.527
3	Self-improvement in my workplace is rewarded.	1,000	.565
4	In my workplace, employees are open and honest with each other.	1,000	.536
5	Thoughts can be easily expressed in my workplace.	1,000	.596
6	Efforts are made to provide an environment of trust in my workplace.	1,000	.628
7	In my workplace, departments/groups have a say in determining the goals of the workplace.	1,000	.635
8	In my workplace, the brainstorming results of departments/groups are transferred to the targets.	1,000	.717
9	I am sure that the departments/groups proposals in my workplace will be taken into consideration.	1,000	.716
10	In my workplace, the performance measurement of the employees is done systematically.	1,000	.604
11	It is ensured that the lessons learned in my workplace are learned by all employees.	1,000	.630
12	In my workplace, the resources and time spent on learning are measured.	1,000	.660
13	In my workplace, employees are encouraged to take the initiative.	1,000	.663
14	In my workplace, employees have a say over the resources they use.	1,000	.617
15	Employees who take acceptable risks in my workplace are supported.	1,000	.563
16	In my workplace, employees are encouraged to think broadly.	1,000	.643
17	In my workplace, different departments work together voluntarily on common issues.	1,000	.646

18	My workplace encourages employees to get opinions from within the organization while looking for solutions to problems.	1,000	.703
19	In my workplace, managers strive to train their subordinates.	1,000	.696
20	In my workplace, managers look for opportunities to improve themselves.	1,000	.653
21	In my workplace, managers strive to ensure that corporate activities are consistent with corporate values.	1,000	.651
	Extraction Method: Principal Component Analysis.		

Source: Authors' own conception

Since there are as many factors as the number of items at the beginning of the factor analysis, the common factor and the ratio of each item is seen as 1 in the common variances table. After the pulling process for factorization, it is now preferable that the contribution of each item to the common variance of the obtained factors is greater than 0.10. When the table was examined, the decision was made to keep all of the items on scale since there was no value less than 0.10. In order to determine the number of factors of the measurement tool in the 2nd stage of the factor analysis, "Explained Total Variance" and "Slope Accumulation Graph"were taken into consideration by the union.

Table 6. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.324	49.161	**49.161**	10.324	49.161	49.161
2	1.557	7.413	**56.574**	1.557	7.413	56.574
3	1.080	5.145	**61.719**	1.080	5.145	61.719
4	.908	4.323	66.042			
5	.881	4.195	70.237			
6	.764	3.638	73.875			
7	.642	3.056	76.931			
8	.589	2.802	79.734			
9	.509	2.423	82.156			
10	.465	2.214	84.370			
11	.430	2.046	86.416			

12	.412	1.963	88.379
13	.376	1.791	90.170
14	.339	1.616	91.786
15	.315	1.499	93.285
16	.301	1.433	94.718
17	.272	1.297	96.015
18	.255	1.216	97.231
19	.235	1.120	98.351
20	.205	.977	99.328
21	.141	.672	100.000

Extraction Method: Principal Component Analysis.

Source: Authors' own conception

In the Total Variance table described, it is seen that a 3-factor structure is proposed because the "Kaiser Criterion (Number of Factors=Eigenvalue>1 case number)" is used. Since the number of factors predicted for the scale was 7 and the Kaiser criterion suggested fewer factors than expected, it was evaluated that it would be appropriate to examine it together with the Slope Accumulation Graph.

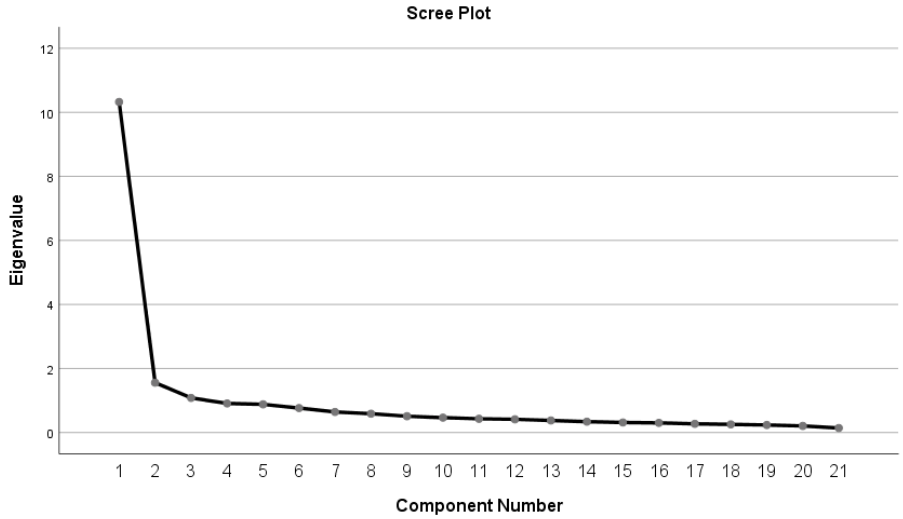


Figure 4. Slope Accumulation Chart

Source: Authors' own conception

When the sharp decreases in the Slope Puddle Graph (number of elbows) are taken into account, it is seen that the two-factor structure is

supported. As a result of the evaluation of the Kaiser criterion and the slope accumulation graph together, no result was obtained.

At this stage, it was decided to enter the number of factors as constant and to perform the rotation process so that the item removal process from the scale could be done. When the factor loads approach 1, it improves the quality of that substance. 0.3 was also accepted as the weak correlation limit. In addition, when a substance has more than one factor at the same time and the difference between the factor loads is less than 0.1, this substance will need to be removed as there will be a superimposed substance. The values obtained as a result of the rotation are seen in the table below.

Table 7. Rotated Component Matrix

Items of the Scale	Factors						
	1	2	3	4	5	6	7
SCT1	.978						
SCT2	.765						
SCT3	.500						
LM1		.778					
AM2		.757					
AM3		.621					
LO1			.753				
LO2			.829				
LO3			.764				
PE1				.795			
PM2				.790			
PES3				.561			
IO1					.523		
IO2					.541		
IO3					.793		
K1						.556	
K2						.784	

K3	.679	
L1		.727
L2		.725
L3		.631

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.a
a. Rotation converged in 7 iterations.

Source: Authors' own conception

When the table was examined, it was decided to use the scale as 21 items because there was no substance with a load below 0.3 and there was also no overlapping substance.

Validity Analysis with SPSS (Job Satisfaction Scale)

The factor structure of the "Job Satisfaction Scale" consisting of 5 items was examined. Since the determinant coefficient obtained for the correlation matrix of the examined substances is 0.022 (0.022>0.00001), it was decided that the available data were suitable for factor analysis. According to the coefficients in the correlation matrix, the majority of the substances in the measurement tool are related to at least one of the other substances.

In order to perform factor analysis with sample data, the relevant literature (Büyüköztürk, 2007; Pallant, 2007) include; The Barlett Globality Test result with a BMO>0.60 was significant (p<0.05). The calculated values in this context are shown in the table.

Table 8. KMO and Barlett Globality Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,845
Bartlett's Test of Sphericity	Approx. Chi-Square	880,265
	Df	10
	Sig.	,000

Source: Authors' own conception

Since KMO = 0.845, the requirement of KMO >0.60 was met and it was seen that the data obtained from the sample were suitable for factor analysis. The fact that the Barlett Globality Test result (0.000) is significant (p<0.001) shows that significant relationships exist between the items in the correlation matrix andcan be used to factor analysis.

The table showing the common factor variances explained by each item in the measurement tool is presented below.

Table 9. Common Variances

		Beginning	Pull
1	My job is like a hobby for me.	1,000	,558
2	I think I'm happier at my job than most other people.	1,000	,796
3	I enjoy my job.	1,000	,849
4	My job satisfies me in general.	1,000	,822
5	I think my current job is more interesting than any other job I could find.	1,000	,683
	Extraction Method: Principal Component Analysis.		

Source: Authors' own conception

Since there are as many factors as the number of items at the beginning of the factor analysis, the common factor and the ratio of each item is seen as 1 in the common variances table. After the pulling process for factorization, it is now preferable that the contribution of each item to the common variance of the obtained factors is greater than 0.10. When the table was examined, it was decided to keep all the items in the measure since there was no value less than 0.10. In the 2nd stage of the factor analysis, "Explained Total Variance" and "Slope Accumulation Graph" were taken into consideration together in order to determine the number of factors of the measurement tool.

Table 10. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	**3,709**	**74,174**	**74,174**	**3,709**	**74,174**	**74,174**
2	,533	10,660	84,834			
3	,407	8,130	92,964			

4	,232	4,644	97,608
5	,120	2,392	100,000

Extraction Method: Principal Component Analysis.

Source: Authors' own conception

Since the "Kaiser Criterion (Number of Factors=Eigenvalue>1 case number)" is used in the Total Variance table described, it is seen that a 1-factor structure is proposed. It was evaluated that it would be appropriate to examine the structure together with the Slope Puddle Chart to verify it.

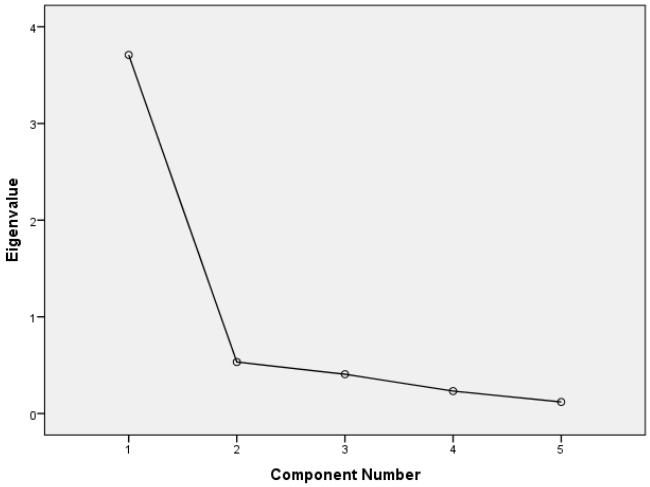


Figure 5. Slope Accumulation Chart

Source: Authors' own conception

When the sharp decreases in the Slope Puddle Graph (number of elbows) are taken into consideration, it is seen that the single-factor structure is supported. As a result of the evaluation of the Kaiser criterion and the slope accumulation graph together, the single-factor structure was confirmed.

Results

Freakans Distributions

The demographic data of the participants are shown as a summary in Table 11.

Table 11. Participant Statistics

	Frequency	Current Percentage	Cumulative Percentage
Gender			
Woman	92	39,1	39,1
Male	143	60,9	100,0
Marital Status			
Single	143	60,9	60,9
Married	92	39,1	100,0
Workplace Status			
Senior manager	28	11,9	11,9
Middle manager	72	30,6	42,6
Senior admin	25	10,6	53,2
Employee	101	43,0	96,2
Other	9	3,8	100,0
Age Groups			
25 years and under	88	37,8	37,8
26-40 years	111	47,6	85,4
41 years and older	34	14,6	100,0

Source: Authors' own conception

Correlation Analysis Findings

Although the significance values calculated for correlation coefficients provide information whether the correlation coefficient is statistically significant or not, finding a significant correlation does not guarantee a strong relationship between these variables. Since the significance of correlation coefficients is strongly dependent on the sample size, even a very weak correlation coefficient can be found statistically significant in a study with a high sample size. Therefore, when interpreting the correlation coefficients, first the value of the correlation coefficient and then the level of statistical significance should be taken into consideration.

The findings of the correlation analysis conducted to test the relationships between the variables in the model ofthe study are summarized in Table 12.

Table 12. Correlation Findings

		1	2	3	4	5	6	7	8	9
Encouraging Learning	Pearson Correlation	1	.604**	.590**	.544**	.527**	.556**	.557**	.758**	.438**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000	,000
	N	235	235	235	235	235	235	235	235	235
Learning Environment	Pearson Correlation	.604**	1	.658**	.506**	.598**	.582**	.552**	.788**	.566**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,000	,000
	N	235	235	235	235	235	235	235	235	235
Group Learning	Pearson Correlation	.590**	.658**	1	.535**	.608**	.577**	.615**	.806**	.554**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,000	,000
	N	235	235	235	235	235	235	235	235	235
Learning System	Pearson Correlation	.544**	.506**	.535**	1	.608**	.625**	.691**	.794**	.423**
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,000	,000
	N	235	235	235	235	235	235	235	235	235
Empowered Employees	Pearson Correlation	.527**	.598**	.608**	.608**	1	.737**	.679**	.838**	.517**
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,000	,000
	N	235	235	235	235	235	235	235	235	235
Coordination	Pearson Correlation	.556**	.582**	.577**	.625**	.737**	1	.775**	.853**	.515**
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,000	,000
	N	235	235	235	235	235	235	235	235	235

Leader Support	Pearson Correlation	.557**	.552**	.615**	.691**	.679**	.775**	1	.858**	.521**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000		,000	,000
	N	235	235	235	235	235	235	235	235	235
Organizational Learning Overview	Pearson Correlation	.758**	.788**	.806**	.794**	.838**	.853**	.858**	1	.621**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000		,000
	N	235	235	235	235	235	235	235	235	235
Job Satisfaction	Pearson Correlation	.438**	.566**	.554**	.423**	.517**	.515**	.521**	.621**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	
	N	235	235	235	235	235	235	235	235	235
**. Correlation is significant at the 0.01 level (2-tailed).										

Source: Authors' own conception

When the table was examined, a statistically significant relationship was found since the significance value calculated for the Pearson correlation coefficient (r=0.621; p=0.000) between the "Organizational Learning" variable and the "Job Satisfaction" variable was p<0.05. The relationship between these two variables is of medium strength.

A statistically significant relationship was found between all of the sub-factors of the organizational learning variable and job satisfaction (p<0.05). The strength of these relations is moderate.

Regression Analysis Findings

The findings of the regression analysis conducted to test the relationships between the "Organizational Learning" independent variable and the "Job Satisfaction" dependent variable are summarized in the tables below.

Table 13. Regression Model Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,621[m]	,386	,383	,92226	,386	146,264	1	233	,000
a. Predictors: (Constant), Organizational Learning									

Source: Authors' own conception

Table 14. Significance Results of Simple Regression Model

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	124,407	1	124,407	146,264	,000[b]
	Residual	198,182	233	,851		
	Total	322,590	234			
a. Dependent Variable: Job Satisfaction						
b. Predictors: (Constant), Organizational Learning						

Source: Authors' own conception

Table 15. Coefficients of Simple Regression **Model**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,619	,246		2,522	,012
	Organizational Learning	,871	,072	,621	12,094	,000
a. Dependent Variable: Job Satisfaction						

Source: Authors' own conception

Simple linear regression analysis was performed to examine the extent to which organizational learning predicts job satisfaction. The results of simple regression analysis were statistically significant ($F=146.264$, $p<0.05$). The regression equation for the simple linear relationship between variables is Job Satisfaction=0.619+0.871(Organizational Learning). The results of the analysis have an adjusted value of R^2 of 0.386. According to this value, it is seen that the variance of 38.6% in job satisfaction depends on organizational learning.

In the context of the findings obtained, the hypothesis "Organizational learning has a positive effect on job satisfaction (H_1)" was accepted.

Comparison of Group Averages

The findings obtained as a result of the tests conducted to determine whether the data collected from the participants were distributed differently between the groups were brought below.

Gender Group Variation Tests

The results of the independent sample t-test applied to determine whether the data obtained on organizational learning and job satisfaction variables differ statistically significantly according to gender groups are shown in the table below.

Table 16. Group Comparison Test (Gender)

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference
Organizational Learning	Assumption of Equality of Variance	1,575	,211	,609	233	**,543**	,06825
	Assumption of Inequality of Variance			,618	203,251	,537	,06825
Job Satisfaction	Assumption of Equality of Variance	3,418	,066	2,054	233	**,041**	,32005
	Assumption of Inequality of Variance			2,108	210,491	,036	,32005

Source: Authors' own conception

When the independent sample t-test table is examined, it will be seen that the perceptions for organizational learning do not show a statistically significant difference according to gender since the significance value obtained for the organizational learning variable is calculated as 0.543 ($p>0.05$), while the perceptions for job satisfaction differ statistically significantly according to gender since the significance value obtained for the job satisfaction variable is calculated as 0.041 ($p<0.05$).

Statistics for gender groups are shown in the table below.

Table 17. Group Statistics (Gender)

	Gender	N	Average	Std. Deviation
Organizational Learning	Woman	92	3,3473	,80496
	Male	143	3,2791	,85890
Job Satisfaction	Woman	92	3,6935	1,08027
	Male	143	3,3734	1,21800

Source: Authors' own conception

When the statistical table of gender groups is examined, it is seen that women's job satisfaction is significantly higher than men's.

Differential Tests According to Marital Status Groups

The results of the independent sample t-test applied to determine whether the data obtained regarding organizational learning and job satisfaction variables differ statistically significantly according to marital status groups are shown in the table below.

Table 18. Group Benchmark (Marital Status)

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference
Organizational Learning	Assumption of Equality of Variance	2,216	,138	1,631	233	**,104**	,18182
	Assumption of Inequality of Variance			1,691	216,223	,092	,18182
Job Satisfaction	Assumption of Equality of Variance	,769	,381	,146	233	**,884**	,02291
	Assumption of Inequality of Variance			,146	193,978	,884	,02291

Source: Authors' own conception

When the independent sample t-test table is examined, it will be seen that the perceptions for organizational learning and job satisfactiondo not show a statistically significant difference according to marital status since the significance values obtained for organizational learning and job satisfaction variables are calculated as 0.104 and 0>0.05), respectively. Statistics for marital status groups are shown in the table below.

Table 19. Group Statistics (Marital Status)

	Gender	N	Average	Std. Deviation
Organizational Learning	Single	143	3,3770	,88482
	Married	92	3,1951	,74831
Job Satisfaction	Single	143	3,5077	1,17576
	Married	92	3,4848	1,17790

Source: Authors' own conception

When the statistical table of marital status is examined, although there is no statistically significant difference, it is seen that singles have a higher average score in terms of both organizational learning and job satisfaction variables than married people.

Differences Tests According to Age Groups

The results of the one-way ANOVA test applied to determine whether the data obtained on organizational learning and job satisfaction variables differ statistically significantly according to age groups are shown in the table below.

Table 20. Group Benchmark (Age)

		Sum of Squares	Df	Average of Squares	F	Sig.
Organizational Learning	Between Groups	2,094	2	1,047	1,493	**,227**
	In-Group	161,218	230	,701		
	Sum	163,311	232			
Job Satisfaction	Between Groups	,390	2	,195	,139	**,870**
	In-Group	321,300	230	1,397		
	Sum	321,690	232			

Source: Authors' own conception

When the one-way ANOVA table is examined, it will be seen that the perceptions of organizational learning and job satisfaction do not show a statistically significant difference according to age since the significance values obtained for organizational learning and job satisfaction variables are calculated as 0.227 and 0>0.05), respectively. The relationship between age groups and organizational learning variable is shown in the following blunder.

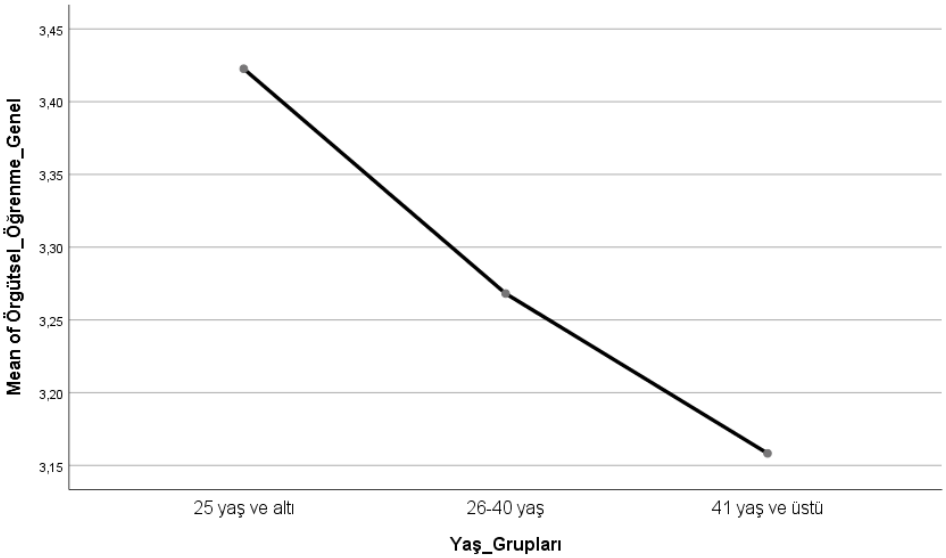


Figure 6. Graph of the relationship between age groups and organizational learning

Source: Authors' own conception

As a result of the tests, although there was no statistically significant difference between age groups and organizational learning, when the graph above is examined, it will be seen that there is a decrease in organizational learning average scores as the age increases and that there is an inverse linear relationship between the two variables.

Discrete Tests According to Workplace Status

The results of the one-way ANOVA test applied to determine whether the data obtained on organizational learning and job satisfaction variables differ statistically significantly according to the workplace status groups are shown in the table below.

Table 21. Group Benchmark (Workplace Status)

		Sum of Squares	Df	Average of Squares	F	Sig.
Organizational Learning	Between Groups	4,220	4	1,055	1,519	**,198**
	In-Group	159,761	230	,695		
	Sum	163,980	234			

Job Satisfaction	Between Groups	5,564	4	1,391	1,009	**,403**
	In-Group	317,026	230	1,378		
	Sum	322,590	234			

Source: Authors' own conception

When the one-way ANOVA table is examined, it will be seen that the perceptions for organizational learning and job satisfactiondo not show a statistically significant difference according to workplace status since the significance values obtained for organizational learning and job satisfaction variables are calculated as 0.198 and 0>0.05), respectively. The relationship between workplace status groups and job satisfaction variables is shown in the following blunder.

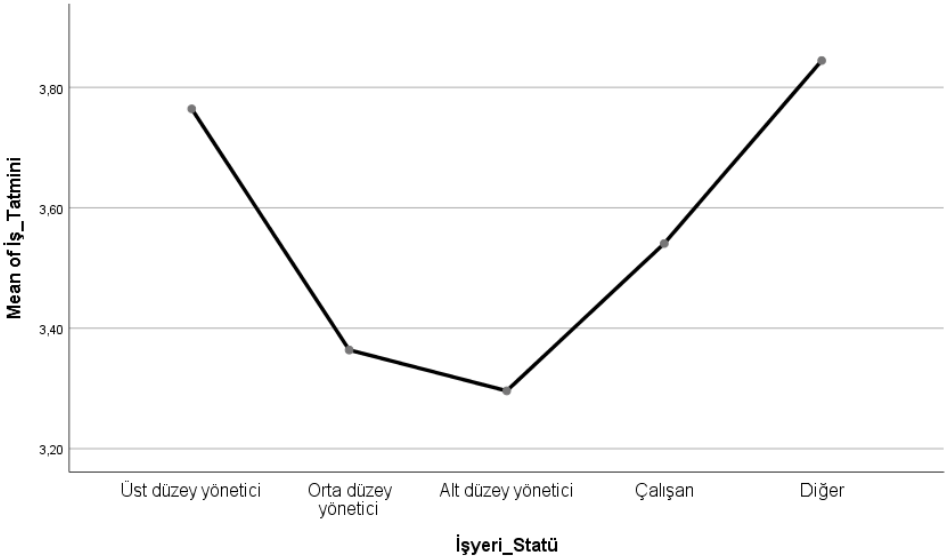


Figure 7. Graph of the relationship between workplace status groups and job satisfaction
Source: Authors' own conception

As a result of the tests, although there was no statistically significant difference between the workplace status groups and job satisfaction, when the graph above is examined, it is noticeable that when the management status falls from the upper level to the lower level, there is a decrease in the average scores of job satisfaction and the average score of job satisfaction obtained at the employee level is at the highest level.

Different Tests According to the Sectors Studied

The results of the one-way ANOVA test applied to determine whether the data obtained on organizational learning and job satisfaction variables differ statistically significantly according to the sector groups studied are shown in the table below.

Table 22. Group Statistics (Sector Studied)

		Sum of Squares	Df	Average of Squares	F	Sig.
Organizational Learning	Between Groups	7,466	5	1,493	2,185	**,057**
	In-Group	156,514	229	,683		
	Sum	163,980	234			
Job Satisfaction	Between Groups	28,453	5	5,691	4,430	**,001**
	In-Group	294,137	229	1,284		
	Sum	322,590	234			

Source: Authors' own conception

When the one-way ANOVA table is examined, it will be seen that the perceptions for organizational learning do not show a statistically significant difference according to the sectors studied, since the significance value obtained for the organizational learning variable is calculated as 0.057 ($p>0.05$), and the significance value obtained for the job satisfaction variable is calculated as 0.001 ($p<0.05$), so it will be seen that the perceptions for job satisfaction differ statistically significantly according to the sectors studied.

The table of the relationship between the sector studied and job satisfaction variables is below.

Table 23. Group Comparison Test (Sector Studied)

	N	Average Rating	Std. Deviation	Std. Error
Education	55	3,9309	,92313	,12448
Other	46	3,7522	1,09397	,16130
Health	16	3,6375	1,36669	,34167
Law & Security	67	3,2328	1,22232	,14933
Public	43	3,2047	1,18923	,18136

Source: Authors' own conception

When the table above is examined, it is seen that the "Education" sector has the strongest job satisfaction average (3.9309), followed by the "Health" sector (3.6375), then the "Law and Security" sector (3.2328) and the "Public" sector (3.2047) comes last.

Results of Hypothesis Testing

As a result of the analysis of organizational learning and job satisfaction variables after the data collected from the participants, the hypotheses of the research were tested and shown as a summary in the table below.

Table 4.24. Hypothesis Results

Code of the Hypothesis	Hypothesis Explanation	Admission/Rejection Status	The Power of Relationship
H1	Organizational learning has a positive effect on job satisfaction.	**Acceptance**	Middle
H_{11}	Encouraging learning, which is one of the sub-factors of organizational learning, positively affects job satisfaction.	**Acceptance**	Middle
H12	The learning environment, which is one of the sub-factors of organizational learning, positively affects job satisfaction.	**Acceptance**	Middle
H_{13}	Group learning, which is one of the sub-factors of organizational learning, positively affects job satisfaction.	**Acceptance**	Middle
H14	The learning system, which is one of the sub-factors of organizational learning, positively affects job satisfaction.	**Acceptance**	Middle
H_{15}	Empowered employees, which is one of the sub-factors of organizational learning, positively affects job satisfaction.	**Acceptance**	Middle
H16	Coordination, which is one of the	**Acceptance**	Middle

	sub-factors of organizational learning, positively affects job satisfaction.		
H17	Leader support, which is one of the sub-factors of organizational learning, positively affects job satisfaction.	**Acceptance**	Middle
H21	Perceptions of organizational learning differ significantly by gender.	Alex	
H22	Perceptions of organizational learning differ significantly according to marital status.	Alex	
H23	Perceptions of organizational learning differ significantly according to the sector studied.	Alex	
H24	Perceptions of organizational learning differ significantly by workplace status.	Alex	
H25	Perceptions of organizational learning differ significantly by age.	Alex	
H_{31}	Perceptions of job satisfaction differ significantly by gender.	**Acceptance**	
H_{32}	Perceptions of job satisfaction differ significantly according to marital status.	Alex	
H_{33}	Perceptions of job satisfaction differ significantly according to the sector studied.	**Acceptance**	
H_{34}	Perceptions of job satisfaction differ significantly by workplace status.	Alex	
H_{35}	Perceptions of job satisfaction differ significantly by age.	Alex	

Source: Authors' own conception

Conclusion, Discussion and Suggestions

The basis of the learning organization is the individuals who learn. It is also individuals who will create the learning organization. There are various views that claim that organizations can only learn through individuals who learn, that individual learning does not guarantee the learning of the organization, however, organizational learning will not occur without individual learning. The speed of change in technological and informatics fields and the intensity of competition require continuous training and development activities for employees. The implication is that today's organizations inevitably have to be learning organizations in order to survive and succeed in competition. Organizational learning can be defined as the process of developing the ability and experience of the organization to learn. Organizational learning aims to learn in groups. In the industrial society education model, learning by working alone has left its place to learning with teamwork in the information society education model.

The main philosophy of the learning organization is based on the understanding of "continuous development and commitment to learning". Elements such as performance management, reward system, qualification definitions, in-house training level, career management, qualification-based staff selection, clarity of corporate culture are included in the learning organizations. The lack of one of these elements disrupts the functioning of the organization.

Most of the changes and developments that occur in organizations are based on learning. Members of the organization constantly change their thoughts and feelings about the organization as well as make changes in the systems and theories applied. When members of the organization act as a change specialist who responds to changes in the internal and external environment by finding and correcting organizational errors, onecan speak of learning to weave tsel.

Those who work in a learning organization are more satisfied with their lives. Individuals in an organization who experience job satisfaction serve organizational goals more strongly. Therefore, it is possible to say that learning organizations make a positive contribution to the job satisfaction of employees. Employees of the organization who cannot create the climate of the learning organization can be expected to feel insecurity and discontent after a while. Individuals with increased stress levels are likely to experience workforce loss.

In this study, it is aimed to test the relationship between organizational learning and job satisfaction. In this context, by using the

scales developed by previous researchers, it was investigated whether there is a relationship between organizational learning and job satisfaction, and if there is a relationship, to what extent organizational learning, which is an independent variable, predicts job satisfaction, which is the dependent variable.

The tsel of individuals developed by Marsick and Watkins (1997) for the purposeofdeveloping algae is a great deal of perception. To promotejob satisfaction, Hackman and Oldham (1975) have been awarded the Hackman and Oldham (2010). It consists of 5 articles adapted to rkc ¸ e and itlçe can beused additionally.

As a result of the analyzes made by using a total of three criteria, it was concluded that the assumption of normality of the data was provided. In this context, parametric tests were used in the analysis of the data.

As a result of the correlation analysis made to the data, a statistically significant relationship was found between the "Organizational Learning" variable and the "Job Satisfaction" variable. The relationship between these two variables is of medium strength. In addition, a statistically significant relationship was found between a total of 7 factors belonging to the organizational learning variable and job satisfaction at medium strength.

As a result of the simple linear regression analysis conducted to examine the extent to which organizational learning predicts job satisfaction, it was seen that the variance of 38.6% in job satisfaction varied depending on organizational learning.

As a result of the independent sample t-test applied to determine whether the data obtained on organizational learning and job satisfaction variables differed statistically significantly according to gender groups, it was found that while the perceptions for organizational learning did not show a statistically significant difference according to gender, the perceptions for job satisfaction differed statistically significantly according to gender. When the statistical table of gender groups was examined, it was seen that women's job satisfaction was significantly higher than men's.

As a result of the independent sample t-test applied to determine whether the data obtained on organizational learning and job satisfaction variables differed statistically significantly according to marital status groups, it was determined that the perceptions for organizational learning and job satisfaction did not show a statistically significant difference according to marital status. When the statistical table of marital status was examined, although there was no statistically significant difference, it was seen that singles had higher average scores in terms of both organizational learning and job satisfaction variables than married people.

As a result of the one-way ANOVA test applied to determine whether the data obtained on organizational learning and job satisfaction variables differed statistically significantly according to age groups, it was determined that the perceptions of organizational learning and job satisfaction did not show a statistically significant difference according to age. Although there was no statistically significant difference between age groups and organizational learning, it was seen that there was a decrease in organizational learning average scores as age increased and that there was an inverse linear relationship between the two variables.

As a result of the one-way ANOVA test applied to determine whether the data obtained on organizational learning and job satisfaction variables differed statistically significantly according to workplace status groups, it was determined that perceptions for organizational learning and job satisfaction did not show a statistically significant difference according to workplace status. Although there was no statistically significant difference between workplace status groups and job satisfaction, it was seen that when management status decreased from high to lower level, there was a decrease in job satisfaction average scores and the average job satisfaction score obtained at the employee level was at the highest level.

As a result of the one-way ANOVA test applied to determine whether the data obtained on organizational learning and job satisfaction variables differed statistically significantly according to the sector groups studied, the perceptions for organizational learning did not show a statistically significant difference according to the sectors studied, and the perceptions for job satisfaction differed statistically significantly according to the sectors studied. has been identified. While the "Education" sector had the strongest average job satisfaction, it was seen that the "Health" sector followed by the "Law and Security" sector and the "Public" sector came last in the last place.

5.2. Discussion

In the research conducted by Acar (2021), it was found that the organizational learning variable and all related factors positively affected job satisfaction. Since a similar conclusion was reached in this research, itcan be said that the bulg countries overlap. In the same study, it was found that the perceptions of the participants regarding organizational learning differed significantly according to gender, age groups, workplace status, education status and professional experience, while no significant difference was found according to marital status. In this study, it was seen that perceptions of organizational learning did not show a significant difference for all

demographic factors. Marital status in this regard. In terms of variable, thefindings of the two research studies overlap. In his study, Acar (2021) found that while perceptions about job satisfaction differed significantly according to gender, age and workplace status, they did not differ according to marital status. When compared with the results of this research, it is seen that similar results have been reached in terms of gender and marital status variables. In a study conducted by Dekoulou & Trivellas (2014), it was seen that learning-oriented operations are an important predictor of both employee job satisfaction and individual performance. These findings support the conclusions reached in this research. The findings of this research are consistent with previous research that has highlighted that job satisfaction is an important predictor of employees' individual performance (Chen & Silverthorne, 2008). It is also stated that employees who derive more mental and physical pleasure from their work concentrate their efforts to achieve higher individual performance and are strongly motivated to make maximum contribution to the realization of organizational goals (Manganari et al., 2011; Miller & Rose, 2009). It is observed that employees working in learning organizations are more satisfied with their jobs, which strengthens their individual performance.

Suggestions

A positive and statistically significant relationship was found between organizational learning and job satisfaction. In this context, it is evaluated that the efforts of enterprises to become a learning organization will be effective in maintaining their long-term lives. The fact that the learning environment factor is the variable that affects job satisfaction the most indicates that businesses pay special attention to this factor. Again, learning in groups stands out as the second factor that affects job satisfaction the most. The importance of employees learning as a team in order to make a positive contribution to job satisfaction emerges. It is important for businesses to consciously support learning by forming teams. Learning in businesses can occur consciously or unconsciously. What is meant by unconscious learning is learning as a result of experiences experienced entirely within the enterprise without any planning. In this type of learning, it should be taken into consideration that there will be deviations from organizational goals and objectives and that the motivation of employees may be lost over time. So the importance of directing learning in a way that is consistent with business objectives is clear. Monitoring job satisfaction by measuring it periodically within the enterprise and removing

the obstacles that are thought to exist in front of learning is another critical issue. Improvements should be made in order to ensure that the organizational climate is open to learning. Learning organizations have a structure that encourages individuals to improve themselves and gives them the opportunity to reveal their creativity. In this way, it is thought that individuals will discover their own potentials and talents and increase their job satisfaction and commitment to their jobs. Creating an organizational climate that will enable employees to take the initiative will play a supporting role in supporting organizational learning. The establishment of official communication channels that will pave the way for employees to give feedback on the activities they perform will both strengthen organizational learning and increase job satisfaction.

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