THE EFFECT OF ORGANIZATONAL LEARNING ON ORGANIZATIONAL COMMITMENT IN ACCOMMODATION SECTOR

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Abstract:

The research was done with the purpose of identifying the relationship between two conceptual structures which were organizational learning and organizational commitment. Main hypothesis was identified as "There is a positive correlation between employees' organizational learning inclination and organizational commitment." In order to identify the relation between two conceptual structures, Likert type scale was used by using the literature. Stated likert type scales were applied for 279 people including managers' and employees' and statistical analysis on gathered datas from 260 questionnaires was done. In the research, both the correlation between organizational learning and sub-dimensions of organizational commitment which classified as emotional, normative, continuance commitment and the correlation between employees' age, level of education, position and working period variables and organizational commitment were examined. Regression analysis was used in order to identify the correlation between organizational learning and organizational commitment which was the main hypothesis. Other hypotheses were tested by one way analysis of variance. It was found that that there was a positive correlation between organizational learning and organizational commitment. Result of the analysis indicates that in order to increase organizational learning inclination of managers and employees for developing their organizational commitment, applications for organizational learning should be given importance in companies.

Keywords: *Organizational Learning, Organizational Commitment, Hospitality Sector*

1. Introduction

Global challenge, technological developments and innovations that have come up recently made companies compulsory to adapt all these changes. There has been a widespread thought that it may be possible to adapt all these changes only with the existence of organizational learning in the organizations that consist of indivuduals gathered together for a common purpose and vision. It is seen that in the organizations where learning in the level of organization is realized, employees are more committed to their organizations. Especially in Hospitality sector which development of human resources plays critical role for adapting the changes occurring, the importance of organizational learning is increasingly being understood.

In the case of not identifying the relation between organizational learning and organizational commitment in a true way, companies may give less importance to organizational learning than they should give or they may ignore organizational learning totally. The fact that organizational learning may affect organizational commitment may be ignored. It is necessary to lay out the degree of relationship between organizational learning and organizational commitment with clear lines and elimination of uncertainty regarding the relationship of two constructural structures should be enabled with future researches.

2. Literature and Hypotheses

The existence of many researches regarding organizational learning in literature takes attention. According to Çakmakyapan, (2009) organizational learning was defined as "the development of organizational effectiveness through gaining better information and comprehension". Uğurlu and Kızıldağ, (2014) mentioned about organizational learning that "organizational learning is the transformation of experiences coming from the past into routines that leads behaviours" (p. 97).

Scales devoloped to measure organizational learning inclination and dimensions related to this conceptual structure are like these: Avcı, (2009) in his research called "the effect of organizational learning inclination on innovation performance: An application in Muğla Marble sector" used learning inclination scale. In this scale, four dimensions called "(a) determinity, (b) shared vision, (c) open mindness, (d) information sharing in company are used in order to measure organizational learning inclination (pp. 121-138). Naktiyok and İşcan (2014) used a scale consisting of three dimensions called "(a) open mindness, (b) learning dedication and (c) vision sharing". This scale included 11 scale items (pp. 19-37). Avcı and Küçükusta (2009) in their research about the relationship among organizational learning, organizational commitment and inclination of leaving work, used "learning organization dimensions questionnaire" that includes 43 scale items (pp. 34-44). Celep (2004) in his research called Turkey's universities in terms of organizational learning used "organizational learning dimension questionnaire" in order to measure organizational learning. Organizational learning scale took its final shape with the addings of scale items developed by the researcher. Scale developed by Celep includes four dimensions which are; "(a) leadership of organizational learning, (b) continuous learning, (c) information performance and (d) team learning. Atak, (2009) developed a scale in order to measure organizational learning. In the scale developed by the researcher, "(a) flexible organizational structure, (b) empowerment, (c) individual learning, (d) learning in teams, (e) shared vision, (f) system understanding, (g) organizational learning" dimensions exist (pp. 1- 215).

In the research conducted by Turan and others, (2011) organizational learning scale was used to measure organizational learning. Organizational learning was examined in five dimensions in the research. Stated dimensions are: "(a) individual competence, (b) shared vision, (c) team learning, (d) mental models and (e) organizational structure" (pp. 627-638). Krishna, (2008) used organizational action question form including 17 scale items in order to measure organizational learning in her research. In this scale, environmental interface, action-thought, meaning and memory and spread-diffusion dimensions exist (pp. 1-206). Lim, (2003) in his research used organizational learning capability dimensions scale including seven factors and 21 scale items. The dimensions of this scale are; "(a) continuous learning facilities, (b) investigation and dialogue, (c) team learning and association (d) system approach, (e) learning together, (f) common vision, (g) employees' powerment in the framework of a common vision, (g) associating the organization with its environment, (h) providing strategical leadership for learning" (pp. 1- 143).

Problems faced by companies require companies changing into a learning organization. If learning capability of organizations doesn't respond to these developments -parallel to the rapid emergence and dissemination of information- it poses a threat for the development of organization. The reason why an organization stand behind in a competitive environment is due to failing of being a fully learning organization (Çam, 2002, p. 56). Individual learning is the trigger of organizational learning. Individual learning is pre-condition for the existence of organizational learning. What occurs a learning organization is an organization that places learning into their organizational culture. Organizational learning is a building block of an organization that learns (Türkay, 2007, p. 17). Organizational learning plays a role in the formulation and advancement of human relations in companies (Altındağ, 2006, s. 10-11). According to Yıldırım, (2006) if learning is desired to be realized in the level of organization, all members of organization should be provided access to information. By doing so, learning turns into a holistic way and gathers all members with great force and synergy (p. 21). Existence of dialogue in organizations is necessary in terms of spreading the information. All individuals reflect their perspectives and personal comments related organizational actions and activities on others. So individuals explore each others' informations and the way of interpreting informations. Learning occurs this way. While having dialogue, complete and inaccurate knowledge sharing, giving information about professional field, understanding each others' way of thinking are important (Biçkes, 2011, p. 47). If employees know the ways of gaining information and learning, organizational goal is reached by obtaining competitive advantage. In an organization including employees that know how to learn, better performance output occurs (Alanoğlu, 2014, p. 19). Employees in learning organizations that are sensitive to each others' opinions by means of team learning, contributes the formation of useful information stack for organizations, increasing opinions and information richness on a topic. Individuals that have different competences give reason information to grow like an avalanche (Tepeci ve Koçak, 2005, pp. 389-390).

Second conceptual structure of the research is organizational commitment. According to Örücü and Kışlalıoğlu, (2014), "organizational commitment was- for the first time- examined by Whyte in 1956 " (p. 46). When organizational commitment of individuals was associated with financial interest in 1960; an emotional point of view was added to conceptual structure in 1970. Organizational commitment is defined as emotional connection between indivuduals who work and organization (Öztürk, 2013, pp. 8-9). According to Ergen, (2015) "organizational commitment is to establish identification with organization's aims and values profitlessly, by only being ambitious to stay in an organization which they belong to" (p. 10). Organizational commitment takes place in three stages which are; obeying, being included and identity acquisition. Obeying is the process that an individual is proud of being a member of the organization. Being integrated is to be included in organization and identity acquisition is that individuls' values should be overlapping with the institution (Gürkan, 2006, pp. 5-6).

Meyer and Allen's organizational commitment model is one of the most popular model in the field. According to Meyer and Allen, (1990) organizational commitment model includes three dimensions that are "emotional commitment, normative commitment and continuance commitment" (pp. 1- 18). Buğra, (2014) in his research mentioned about the factors that may affect emotional commitment in a way either negative or positive. These factors are: "(a) significance of goals, (b) openness to new ideas, (c) friend affliation, (d) organizational commitment, (e) equality, (f) personal importance, (g) feedback, (h) attendance" (p. 43). Formulation of sentimental connection with the organization and ambition of continuing the membership of organization by indiviuals indicate the existence of emotional commitment on members of organization. Compulsory commitment caused from both employees' failing to abondon financial investment of long-period working and due to the lack of much work alternatives is called as continuance commitment (Mart, 2014, p. 34). If individual believe that staying in an organization is morally right and feel obligations to continue her/his existance in the company, commitment way that occurs is called as normative commitment (Davran, 2014 , p. 88).

Naktiyok and İşcan, (2014) in their research, used organizational commitment scale developed by Meyer and Allen that aims to measure emotional, normative and continuance commitment consisting of 23 scale items (pp. 21-38). Bozkurt and Yurt, (2013) used organizational commitment scale developed by Allen and Meyer in 1990 to measure organizational commitment (pp. 121-139). Arslan and Demirci, (2015) used organizational commitment scale developed by Allen and Meyer to measure organizational commitment in their research (pp. 24-38). Guliyev, (2010) used organizational commitment scale including three dimensions that are "(a) emotional commitment, (b) normative commitment, (c) continuance commitment " to measure organizational commitment. This question form contains 18 scale items. According to Guliyev, (2010) even if all these commitment types are associated with eachother, they are not semantically the same and are subjected to statistical analyses as seperately in empirical studies (pp. 1-87).

Organizational commitment is a popular concept that researches study on. It express the level of organizational commitment that an employee has. Indivuals who have high level of dedication to their organization are not willing to leave their companies. They keep their own goals and personal values in the same level with organization's goals and values. Researches identify that job satisfaction is the cause of commitment. Being connected with an organization in a sentimental sense is the determinant component of commitment (Jha ve Pandey, 2015, p. 68). People having weak emotional connections with their company are defined as "employees lack of emotion". In the case of low organizational commitment of workers, company performance is affected by gossip and rumors. Low level commitment causes customers' loyalty to company to demolish and employees' having adaptation difficulty to external changes (Çatır, 2014, p. 41).

When researches about organizational commitment are examined; shared vision, open mindness, information sharing within company, team learning, system approach, training and empowerment of employees dimensions seem coming into prominence. In organizational commitment; emotional commitment, normative commitment and continuance commitment dimensions seem coming into prominence.

The purpose of this study is to identify the relation between employees' organizational learning inclination and organizational commitment. Research question was tried to be answered by using Avcı 's question form to measure organizatonal learning inclination in 2005 and Sezgin's data collection tool to measure and evaluate organizational commitment in 2010.

Research builds a value in terms of contribution to literature. In spite of the existence of researches to identify the relation and the level of relation between two structural concept, number of researches including application on Hospitality sector is relatively less. The research that aims to identify the relation between organizational learning and commitment particularly on Hospitality sector of İstanbul city, may contribute to scientific information collection related to this field.

3. The Methodology and Model
In the research, responds of survey participants regarding two conceptual structures were subjected to statistical analyses and evaluated. Using this method, relationship of organizational learning inclination and organizational commitment were tried to identify. Both conceptual structures were tried to explain by using hypothesis tests to identify the relation between two conceptual structures that are the relation between organizational learning and organizational commitment's sub dimensions (emotional, normative and continuance commitment) and relationship between independent demographic variables and both conceptual structures.

4. Population, Sample and Research Application
The study is a quantitative research that aims to identify the relation between employees' organizational learning inclination and organizational commitment behaviours. Questionnaire method was used to gather datas from employees working in four and five star hotel chains located in İstanbul city. The research's population consist of 33800 people working in hotel chains. A sample of 380 people was identified with a 95% confidence level and 5% failure tolerance.
Taking into account the possibility of the questionnaires not returning, number of questionnaires were increased % 30 and was reached to 494 sample size.

For the application of questionnaire, multistage sampling method was applied. In the first stage, it was aimed to reach 5 managers and 20 workers for each hotel. In this direction, 25 questionnaire were planned to be filled in a hotel. 20 hotels were selected among 169 hotels by randomly and subjected 25 questionnaire were distributed to managers and workers randomly. So, 500 questionnaires were distributed and 279 questionnaires were obtained. Survey's response rate is % 56.

For the representation of population of the sample, data gathering was fullfilled in different geographical parts of İstanbul city, so data collection from a wide geographical area was enabled. At the same time, questionnaire form was distributed to different departments of the hotels. Thefore, it may be said that the sample has representative characteristics of the population.

Questionnaires were applied with three different methods. In first method, questionnaires were reached to departments' managers, taking permissions of top level managers in the hotels. Questionnaires were answered by workers under supervision of managers. The purpose of the research, content of the survey and importance of the research were mentioned to all participants before filling the survey forms in every stage of gathering datas. In second method, datas were gathered by using face to face interview method. During replying process of questionnaire forms, participants' all questions about survey were answered. In third method, questionnaire form was distributed to workers of Hospitality sector in İstanbul by e- mail. In all data collection methods; the information of company's name, participants' names and responds given to questionnaires would be hidden is given to all participants. Participants were assured that all responds would be used just with the scientific aims and answers wouldn't be

shared with the authorities of the companies. All participants were requested to fill in the questionnaires completely and inaccurately, taking organizational activities into account. At the end of two weeks period, 19 questionnaires were regarded as invalid due to including missing datas and excluded from analyses and evaluation. 260 questionnaire forms were analysed and evaluated for the research.

5. Measurement

In the research, two measurement instruments were used seperately in order to measure organizational learning and organizational commitment. Questionnaire form used in the research consist of three parts. In the first part, demographical questions (age, position, education level, working period); in the second part, questionnaire form used by Avcı in his research called "relation between organizational learning and organizational performance" in 2005 to measure organizational learning inclination scores were used. Organizational learning inclination scale was developed using the criteria of Yeo, Calantone vd. , Chan vd. , Jaspara, Baker and Sinkula's studies to measure organizational learning. In this scale, 41 scale items exist and scale items were searched with 5- point Likert type. In the scale; (1) Strongly Disagree, (2) Partly Disagree, (3) Neutral, (4) Partly Agree, (5) Strongly Agree options took place. Organizational learning inclination scale consists of 7 sub-dimensions which are common vision, training and education, open mindness, knowledge sharing within company, behaviour of top management, communication and collective working environment, information gaining and resource use. In third part of questionnaire, organizational commitment scale firstly developed by Allen and Meyer and used by Sezgin in his research called "An application on the impact of the in-service training of kitchen staff on organizational commitment and job satisfaction " to measure organizational commitment scores of employees' in 2010 was used. In this scale, 17 scale items exist and scale items were searched with 5- point Likert type. In the scale; (1) Strongly Disagree, (2) Partly Disagree, (3) Neutral, (4) Partly Agree, (5) Strongly Agree options took place. Organizational commitment scale consist of emotional commitment, normative commitment and continuance commitment sub-dimensions.

The dependent variable of the research is organizational commitment and the sub-dimensions of organizational commitment concept which are "emotional, normative and continuance commitment". Independent variable of the research is organizatinal learning inclination. 41 scale items in organizational learning inclination scale reduced to 22 scale items after the explanatory factor analysis was applied for formulating the factorial structure and eliminate the scale items. 17 scale items in organizational commitment scale reduced to 14 scale items after the explanatory factor analysis. The reseach analysis continued with factorial structures that identified for both scales.

6. Hypotheses of the Research

Organizational learning inclination is defined as the predictor variable. Organizational commitment is defined as the result variable in the research. Main hypothesis of the research is identified as "there is a positive meaningful correlation statistically between employees' organizational learning inclination and organizationel commitment". Managers and employees whose organizatitional learning inclination scale scores are in a high level will have higher level of organizational commitment scale scores. The organizational learning inclination and organizational commitment scale scores were found by calculating the arithmetic mean of the items in question. The hypotheses of the research which try to identify the relations between organizational learning inclination and the dimensions of organizational commitment were tested with linear regression analysis. One way analysis of variance was used in order to identify the relations between independent demographic variables (age, position, level of education, working period) and organizational commitment. When there was statistically significant difference between the groups of variables, Duncan test was applied to explore between which groups there was statistically significant difference.

7. Findings

Findings of the research came up under the headings of demographic findings regarding participants, reliability, validity of scales and findings of hypothesis tests.

8. Descriptive Statistics

The frequency distributions of demographic data related to participants' age, position, education level and working period were calculated. The findings obtained are like below:

According to the results, % 25 of participants are between the ages of 18-25. % 29 of them are between the ages 26-30. %40 of participants are in 31-40 age group. %5,8 of participants are 40 years old or over 40 years. It is seen that approximately % 54 of participants are below the ages of 31. This result indicates that participants have a higher average age of younger participants.

In accordance with education level variable; %4,6 of participants had primary school degree; % 29,6 of them had high school degree, %14,6 of them had associate degree; % 43,8 of participators joining the survey had bachelors degree and %7,3 of them had master's degree. The fact that 7,3 % of those who have worked at a graduate level of education indicates the lack of highly educated employees' in hospitality sector.

When working period variable is examined, % 43,5 of participants are found to have 0-2 years working period; % 21,2 of them had working period between 3-5 years. % 21,5 of participants had 6-10 years working period. %13, 8 of them are found to have 11 years or over 11 years working experience. This finding may be due to the fact that hotel business has a high turnover rate.

31.5% of the participants appear to have worked in positions linked to the front office department. Even in each company, name of the positions, number of employees working in positions and staging of positions change, front office department generally includes receptionist, belboy, doorman, guest relations executive and operator positions. % 43,1 of participants are identified to have worked in the positions of other departments. Other departments have included production and service departments in which hospitality sector is widely employed by more workers. Just as food and beverage department - kitchen and restaurant managers and employees, housekeeping and room maintenance.

According to task variable, % 24,6 of participants consist of managers; %75,4 of them consist of non-executive employees. This finding in the framework of the study reveals that the vast majority of the participants in the hospitality industry are not in managerial status.

9. Analyses of Dimensionality, Reliability and Validity

Explanatory factor analysis (EFA) related to both conceptual structure was used for the determination of factorial structure and to exclude inappropriate scale items from analysis. "Factor 10.3.01" programme was used for EFA analysis.

As a result of factor analysis, variables' correlation values were found to be over 0.20. Policoric correlation analysis was applied for identifying the certain number of factors and determination of factorial structure. Parallel analysis was also used to determine the factor size. In the analysis, the scale items with a factor load of less than 0.40 were removed from the scale and items with a factor load over 0.40 were included to the scale.

The fact that the test result of Kaiser Meyer Olkin is greater than 0.60 and the significance of the Barlett measurement output indicate that pre-conditions of factor analysis are met (Yıldırım, 2015, p. 36). After the EFA analysis conducted to organizational learning scale, Barlett statistical test result's value was found as 1404,6 (*df = 231; p = 0.00*) As the significance value in Barlett sphericity test was p <0.05, the sample for the scale was found to be suitable for factor analysis. KMO test result related to organizational learning inclination scale was found as 0.76 when KMO test result value was found as 0.87 related to organizational commitment. Barlett statistical test result related organizational commitment was found as 1487,1 (*df = 91; p= 0,000010*). These findings indicates that the sample for the scale is suitable for factor analysis. As a result of EFA analysis related to organizational learning

inclination, 7 factorial structure consisting of 41 variables turned into 4 factorial structure consisting of 22 variables. As a result of EFA analysis related to organizational commitment, 3 factorial structure consisting of 17 variables turned into 3 factorial structure consisting of 14 variables. After the identification of factorial structure, reliability analysis regarding measurement datas was conducted.

Since the aim of developing a scale in the study was not carried out, only "internal consistency reliability" method was used to measure reliability. Cronbach alpha values were calculated for scales and for each sub-dimension of concepts. At the same time, correlation values between the scale items were calculated and examined. Items with a correlation value of less than 0.30 are removed from the scale (Şencan, 2005, p. 242). According to literature, scale items with a negative correlation value should be removed from the scale and should not be included in the analysis.

Tablo 1. Internal Consistency Reliability Values Related te O. L. I Scale

	Number of Items	Cronbach Alpha Values
Organizational Learning Inclination Scale	22	0.759
OLI. Scale: Shared Vision (first sub-dimension)	5	0.629
OLI. Scale: Information Acquisition and Resource Use (second dimension)	5	0.656
OLI. Scale: Information Sharing (third sub- dimension)	7	0.683
OLI. Scale: Open mindness (fourth sub-dimension)	5	0.503

Tablo 2. Internal Consistency Values Related to O.C. Scale

	Number of Items	Cronbach Alpha Values
Organizational Commitment Scale	14	0.846
OC: Emotional Commitment (First sub- dimension)	8	0.876
OC: Normative Commitment (second sub- dimensions)	3	0.677
OC: Continuance Commitment (third sub-dimension)	3	0.505

The findings of general reliability of both scales and the alpha values calculated for each dimension of these conceptual structures were given in Table 1 and Table 2 taking alpha reliability coefficient values into account. Reliability of the scales for measuring two conceptual structures seems to be at a good level. Since the Cronbach alpha value was 0.759 and the alpha coefficient value between $0.60 \leq a < 0.80$ indicated that the scale was reliable,

the organizational learning inclination scale was found to be reliable. Since the Cronbach alpha coefficient value between $0.40 \leq a < 0.60$ indicated that the scale was reliable, sub-dimensions of organizational learning scale were reliable (Table 1.). When the reliability of the organizational commitment scale was examined, the Cronbach alpha value was 0.846. As the Cronbach alpha coefficient value of $0.60 \leq a < 0.80$ indicates that the scale is reliable, and the organizational commitment scale was found to be reliable at a good level. As the Cronbach alpha value between $40 < a < 0.60$ is reliable, sub-dimensions of the scale are also reliable (Table 2). After reliability analysis, validity analysis was used for measurement instruments and datas.

As validity analysis is conducted on the obtained data, it should be repeated in each research (Şencan, Thesis Writing Guide, 2016). Appropriateness of the scale to the conceptual structure can be assesed by the inclusion of experts and researchers in the evaluation (Bannigan ve Watson, 2009, p. 3240). As a result of the evaluation of 5 experts in related field by using this superficial technic not based on statistical measures, scales were found to have face validity. Lawshe's IGO formula is used for identifying the content validity of scales. 5 expert academicians examined the scale items in terms of relevance and understandability. Since the rate of content validity is found approximately close to 1 (İGO→ 5/5:2-1= 1), the result indicates that scale items in both scales contain the scale items related to conceptual structure and have content validity. As well as being a component of structural validity (Westen ve Rosenthal, 2003, pp. 608-609), Confirmatory factor analysis (CFA) was used for contruct validity in the scope of the study and its findings were given in Table 3.

Table 3. Confirmatory Factor Analysis Finding Related to OLI. Scale

Chi-square value/ degree of freedom ($\chi 2 /df$)	3.509
Comparative Fit Index (CFI)	0.586
Goodness of Fit Index (GFI)	0.889
Adjusted Goodness of Fit Index (AGFI)	0.866
Root Mean Square (RMS)	0.087
Root Mean Residual (RMR)	0.097

According to CFA analysis finding related to organizational learning inclination shown in Table 3. , since Chi-square value/ degree of freedom is ($\chi 2 /df = 3.509$), it is an acceptable value. Root mean square value was found as 0.087. Root mean square values between $0.05 < RMR < 0.10$ are accepted as appropriate. The result of Goodness of Fit Index is 0.889. Since the values of GFI between $0.90 < GFI < 0.95$ are appreciated as appropriate, this value is rather low. Comperative fit index values are acceptable as long as equal to 0.90 or over 0.90. The result of the analysis indicates that CFI value is also low (CFI= 0.586). It is an acceptable value if Root mean residual value is 0.08 (Erdoğan and others., 2007, pp. 10-11). The RMR value was found as 0.09 as the result of the analysis. The result of Adjusted goodness of fit index is 0.866. AGFI values between $0.90 < AGFI < 1.00$ indicate good fit when AGFI values between $0.85 < AGFI < 0.90$ indicate acceptable values.

Table 4. Confirmatory Factor Analysis Finding Related to OC.

Chi-square value/ degree of freedom ($\chi 2 /df$)	5.214
Comparative Fit Index (CFI)	0.536
Goodness of Fit Index (GFI)	0.929
Adjusted Goodness of Fit Index (AGFI)	0.904

Root Mean Square (RMS)	0.176
Root Mean Residual (RMR)	0.160

According to CFA analysis finding regarding OC. Scale shown in Table 4. , the result of Chi-square value/ degree of freedom is found as 5.214. If the result of Chi-square value/ degree of freedom is $\chi 2$ /df <2, it reflects the perfect fit. if the value is lower than 3, the result reflects an appropriate fit. Root mean square value is 0.176. According to literature, RMS values between 0.05<RMS<0.10 are acceptable. The result of Goodness of Fit index is 0.929. Since the GFI values beteeen 0.90<GFI<0.95 are appropriate, this value is acceptable. When Comperative Fit index value of 0.90 or greater, it indicates acceptable compliance. The analysis show that CFI value is also low (CFI=0,536). It is an acceptable value if Root mean residual value is 0.08 (Erdoğan and others, 2007, pp. 10-11). The analysis result shows that RMR value is 0.160. Adjusted Goodness of Fit Index value is 0.904. AGFI values between 0.90 <AGFI<1.00 indicate good fit when AGFI values between 0.85<AGFI<0.90 indicate acceptable values. AGFI values of OC. Scale are acceptable.

10. Main Hypothesis Test Finding

The main hypothesis of the research which aims to identify the relation between organizational learning and organizational commitment was tested with linear regression analysis. H_2, H_3 ve H_4 hypotheses relatively which aim to identify relations between organizational learning inclination and the dimensions of organizational commitment (emotional, normative and continuance commitment) were tested with linear regression analysis. Hypothesis which are H_5 H_6 H_7 ve H_8 relatively trying to identify relations between organizational commitment and independent demographic variables(age, position, education level and working period) were tested with one- way anaysis of variance.

Before the analysis was conducted, it was examined whether the pre-conditions for linear analysis were met or not. Accordingly, pre-conditions which are (a) linearity, (b)normality, (c) independence of errors and (d) homogenity of variances were examined. As the results from regression analysis were fair, the pre-conditions were met. Therefore, it may be admitted that the results from regression analysis are the true reflection of the truth.

Depending on the results of regression analysis to test the relation between general scores of O.L scale and general scores of O.C. , the relation of two conceptual structures was found statictically meaningful (*F=6.134; p<0.05; R^2=-0.023*). Organizational learning inclination factor explained 0.023% (R^2 =0.023) of the variance. Accordingly main hypothesis of the research was verified with the meaningful statictical correlation between concepts. In reject of null hypothesis, alternative hypothesis was approved. Incease in organizational learning inclination of employees is supposed to affect organizational commitment of them positively. Findings of confidence interval predictor value indicate that 1-point increase in the organizational learning inclination variable would result in a point change of between 0.053 and 0.461 in organizational commitment scores.

11. Conclusion and Recommendation

Main hypothesis of the research is to identify whether a statistically meaningful correlation between organizational learning inclination of employees' and their organizational commitment exist or not. Sub- hypotheses are to identify the relationship between organizational learning and organizational commitments's sub- dimensions. Also, the relationship between independent demographic variables just as age, position, education level, working period and organizational commitment were tried to identify.

Main hypothesis finding shows that organization learning concept explains 0.023 % of organizational commitment concept (*R^2 =0.023*). Main hypothesis was approved with the meaningful statistical correlation between two concepts. In other words, increase in employees' organizational learning inclination is supposed to increase their organizational commitment positively. In a company where learning in the level of organization occurs, "the thought

of employees are appreciated" is dominant. Employees that are aware of the actions and practises regarding organizational learning in the company feel more appreciated and committed to their organization. Pleasure of employees who are internal customers of organization ensure indiviuals' development of organizational commitment. Increasing the organizational commitment of employees goes through the establishment of a learning environment where continuity of learning can be ensured. Kyoo and Shim, (2010) in their research admited that when employees have a perception of the existence of learning culture at a high level, their commitment to their organization increase (pp. 425-441). Bhatnagar, (2007) found a remarkable correlation between organization learning capability and organizational commitment's sub dimensions in his research (Bhatnagar, 2007, pp. 1782-1811). Yeniçeri and Yücel, (2009) specified "the existence of a positive relation between guest relations, organizational learning, adaptive behaviour and organizational commitment" in their research (Yeniçeri and Yücel, 2009, pp. 138-154).

Second hypothesis of the research is to identify the relation between "organizational learning inclination and emotional commitment". Finding of the analysis indicates that organizational learning explains 0.046 % of emotional commitment ($R^2=0.046$; $F=12.574$; $p=0.000$). The hypothesis is verified as there is a statistically significant relationship between organizational learning inclination of employees and their emotional commitment. In reject of null hypothesis, alternative hypothesis was approved. Employees' emotional commitment increase depending on the increase of their inclination to organizational learning activity. Employees having higher emotional attachment to their organizations make additional efforts in favor of the organization. Therefore, such employees have continuously learning motivation (Akpınar, 2007, pp. 104- 105). The importance given to the learning in the level of organization within the companies creates positive impact on the commitment of employees. In the hospitality sector - which is known to have a very high turnover rate- providing appropriate environment for learning and allocation of the resources to this activity is an element that enhances employees' organizational commitment.

Third hypothesis of the study is to identify whether a statistically meaningful correlation between "organizational learning inclination and normative commitment" exist or not. It is identified that organizational learning ($R^2= 0.000$; $F=0.042$; $p=0.839$) doesn't provide the opportunity to explain normative commitment significantly ($p =0.839$; $p >0-.001$). According to finding, there is no statistically significant relationship between organizational learning and normative commitment. The organizational learning activity inclination of employees have no affect on the normative commitment of employees. The increase in organizational learning inclination of employees does not have an impact on moral commitment development of them.

Fourth hypothesis of the research is to identify whether a statistically positive relation between "organizational learning inclination and continuance commitment" exist or not. It is identified that organizational learning ($R^2= 0.000$; $F=0.059$; $p=0.809$) doesn't provide the opportunity to explain continuance commitment significantly ($p =0.809$; $p >0.001$). H_0 (There is no a statistically meaningful correlation between organizational learning inclination of employees and their continuance commitment) was approved in the reject of alternative hypothesis. Organizational learning inclination of employees has no influence on the continuance commitment of them. Akpınar, (2007) obtained a similiar finding in his research that aimed to identify the relation between organizational learning and organizational commitment dimensions. According to research findings, compulsory attachment has no relation with organizational learning factors (p. 147).

Fifth hypothesis of the research is to identify whether there is a statistically meaningful correlation between "the ages of employees and organizational commitment" scores or not. According to the findings of the analysis, age groups have a significant effect on organizational commitment ($p<0.05$). Also, organizational commitment scores ($m = 4.1000$) for participants aged 40 years and over were higher than other age groups. This situation may be explained by the fact that the employees aged 40 and older are not willing to move away from their work due to the investments and savings they have made during their working period. Lack of much work options may also cause continuance commitment on the employees.

Sixth hypothesis of the research aims to identify whether a statictically meaningful correlation between "employees' positions and organizational commitment " exist or not. The analysis concluded that there was no significant relationship between positional groups and organizational commitment (*p= 0.192>0,05*). It was determined that the organizational commitment scores (*m = 3.7744*) of the employees in the purchasing department positions were higher than the other positional groups.

Seventh hypothesis of the research is to identify whether a meaningful correlation between "employees' education levels and organizational commitment" scores exist or not. As a result of the analysis, It is found that "there is statistically significant difference between the groups in terms of organizational commitment" (*p=0.016<0,05*). The organizational commitment scores (*m =3.808*) of the employees at the graduate level are significantly higher than those of the other education groups. Employees at the graduate level seem to be more committed and loyal to their company and less inclined to leave the workplace.

Eighth hypothesis of the study is to identify whether there is a meaningful correlation between "employees' working period and organizational commitment" scores or not. The analysis concluded that there was significant difference between working period groups in terms of organizational commitment (*p= 0,000 <0,05*). It is seen that the organizational commitment scores (*m = 4,0635*) of the employees over 11 years working period are higher than the other groups. This situation may be explained by the fact that it gets more difficult to give up the investments made by the employee when there is a long working period. Working period of the employees in their workplace may influence their continuance commitment.

5.1. Recommendation for Future Researches

The findings of the research indicate that organizational learning is related to organizational commitment. Increasing organizational learning inclination of employees cause the development of their commitment to their organization. For this reason, the organization should include practises to increase the organizational learning inclination of the employees. Number of researches regarding Hospitality sector to determine the relation between two concepts are less in quantity and many of them are not based on practise. The research will shed light on future researches in this regard. It will be a compass for other researches that will develop scientific information accumulation.

The research conducted on this topic was at a time period when external conditions directly affecting the hospitality sector were predominant. Dismissals from workplaces noticeably increased in the term when number of tourists prominently decreased. The research should be assesed by considering that these conditions may have influenced companies' organizational learning practises, employees' organizational learning inclination and their attitute towards organizational commitment.

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