Mediating Effect of Learning Capacity on Between Turnover Intention and Organizational Commitment: A Case in Health Sector

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Abstract
This study aims to analyze the relationship among organizational commitment, organizational learning capacity and turnover intention within the health sector. A 23-items questionnaire excluding demographic questions was used to test the model. These surveys were distributed to employees of public and private hospitals in Gaziantep and Diyarbakir which are located in Turkey’s Southeastern Anatolia Region, 269 of questionnaires were returned and used for analysis. As a result, significant relationships between learning capacity and turnover intention have been identified. And organizational commitment of in addition, the study indicated that the learning capacity mediated the relationship between turnover intention and organizational commitment. According to another finding of the study, private hospital employees reported higher levels of learning capacity and organizational commitment but lower level turnover intention than their counterparts in public hospitals. Additionally, in terms of demographic variables, some differences were found.

Key Word: Turn Over Intention, Organizational Commitment, Learning Capacity, Health Sector.

Introduction
Humans, namely the employees has actually been one of the most significant factors of business life from past to present. Despite the fact that both scientists and business managers introduce different factors (technology, capital, competitors etc.) in the respective literature in order to gain a competitive advantage, it is possible to suppose that human factor has always remained at the forefront. In this respect, extent of employee’s commitment to the companies they work for and reasons that lead them to quit their jobs have served as a basis for researches. Commitment of employees to the organization directly influences the care and attention they pay to their works. This plays an important role achieving the targets for the organization.
Employee turnover rate is another factor that influence the success of employees and the business. Business managers are always willing to work with well-trained and experienced employees. However, turnover intention that occur on the grounds of certain individual or organizational reasons has a negative impact on the business’s performance in every aspect. This is much more important in health businesses. It may be supposed that organizational commitment of employees is directly proportional to the well-being of businesses in the health sector, activities of which have a direct influence on human life. On the other hand, low employee turnover rate or highly experienced employees may have a vital importance for a health business as the occasion requires.

This study has been carried out with the purpose of analyzing the relationship between turnover intention and organizational commitment of employees in the health sector and function between two factors of learning capacity. Although the concepts of organizational learning capacity, organizational commitment and turnover intention have been analyzed with different combinations in different areas, application of these three concepts in the health sector is not very common. It is considered that the data obtained will be useful especially for managers, employees and academicians. Research question of this study is as follows: Is there any difference between public and private hospitals in terms of organizational commitment, learning capacity and turnover intention?

Organizational Commitment

Studies of organizational commitment have had a significant place in the organizational behavior literature by virtue of its relationship with the productivity of employees in organizations. Enhancing organizational commitment is both one of the primary efforts of organizations and also a target to be achieved. If there is organizational commitment, employees are more agreeable, more productive and have a higher sense of belonging and responsibility (Koç and Topaloğlu, 2010: 216).

Organizational commitment is identified the relative strength required for integration of a person with a certain organization (Mowday and Steers, 1979: 226) and sum of efforts internalized in order to behave in compliance with the organization’s aims (Özmen et al., 2005:2). The problem of agreeing on the definition of organizational behavior concepts also reveals itself for the organizational commitment. However, there are generally three characteristics taken into account in defining organizational commitment (Allen and Mayer, 1990: 1).

- Accepting and strongly believing in the aims and values of the organization,
- A strong willingness in carrying out activities of the organization,
- A strong desire to maintain membership to the organization.

According to another definition, organizational commitment is the psychological commitment of individuals to the organization. Commitment arises from interest in and loyalty to the work and strong belief in the organizational values (O’Reilley Charles, 1989:18, cited by Çekmeciñoğlu, 2006: 155).

Recently, some researchers prefer analyzing dimensions of organizational commitment individually rather than defining the concept. According to the model developed by Meyer and Allen, commitment of the individual to the organization consists of three components, which are affective, normative and continuance (Çekmeciñoğlu, 2006: 155). The first component of the model, affective commitment, is defined as employees’ emotional interests in the organization and desire of taking part in and being identified with the organization. Normative commitment, which is the second component of commitment, involves moral values and beliefs and caused by the perception of staying in the organization as a moral obligation. The third component, continuance commitment, is the commitment to continue in the organization by virtue of the employee’s perception about the cost to be borne in case of unemployment (Meyer, Allen, Topolnytsky, 1998:42). This type of commitment is developed due to the concern of losing the gainings like status, income etc. obtained in return for labor, time and effort (investment) spent during the period of working for
the organization. In this extent, the individual wants to stay in the organization by virtue of the relationships he/she has established in the organization. These three components in the organizational commitment model of Meyer and Allen have four common characteristics (Meyer and Allen, 1997: 11-24):

- They reflect the psychological state.
- They show relationships between the individual and the organization.
- They are related to the decision of maintaining membership to the organization.
- They have mitigating impacts on the turnover intention.

It is stated in many studies that the most important determinant of the individual’s organizational commitment is job satisfaction. While organizational commitment is an attitude towards the organization as a more extensive concept, job satisfaction is an attitude towards the job. Job satisfaction is composed of inner reactions of the individual to the perceptions regarding the work and working conditions, which are processes through a system of norms, values and expectations (Schneider and Snyder, 1975:31).

Another issue discussed in the literature of organizational behaviors is the factors determining organizational commitment level. Mowday, Porter and Steers (1982) classified the factors influencing the organizational commitment level of employees and gathered them under the titles of individual, characteristics of the role and work, structural characteristics, work experience and work environment (Boylu et al., 2007:59).

In conclusion, organizational commitment may be considered as a bond between the organization and employees, where employees see themselves as a part of the organization, want to stay in the workplace, adopt and adhere to purposes and values of the organization (Çetin and Basım, 2011:84). In the extent of this definition, it may be claimed that individuals having a strong bond with the organization have a lower turnover intention.

**Turnover Intention**

Today, turnovers constitute a significant cost item for companies. Therefore, it is very important to determine the turnover intention as early as possible and help personnel planners about the reason behind this intention. Turnover is an individual process performed in order to quit membership to an organization (Price, 2001:600). This process may be interpreted as quitting the job or starting a new job. Morrell suggests that turnovers have three key features: (Morrell, 2001:10).

1) **Turnovers Based on Voluntariness:**

Various reasons like job satisfaction may be presented as the reason of turnover. It is important to distinguish voluntary and involuntary turnover. Otherwise, wrong assessments may be made concerning the reasons of all turnovers as turnovers are mostly voluntary and may be controlled by the managers, researches in this area are usually about voluntary turnovers (Price, 2001).

<table>
<thead>
<tr>
<th>Mode of Turnover</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Turnover</td>
<td>Voluntary cessation of membership of an organization by an employee of that organization.&quot;(Morrell, 2001:6)</td>
<td>Resignation</td>
</tr>
<tr>
<td>Involuntary Turnover</td>
<td>Movement across the membership boundary of an organization, which is not initiated by the employee. (Price, 1977: 9)</td>
<td>Dismissal, Retrenchment, Death</td>
</tr>
</tbody>
</table>
2) Inevitability of Turnovers:

The purpose here is to make various plans for the company to prevent voluntary turnovers. For example, turnovers arising from marriage are inevitable turnovers. It should be considered that there is a necessity behind such turnovers, instead of preventing it by increasing the wage.

3) Functionality of Turnovers:

Most studies on turnover have associated turnover with a negative impact on organizational effectiveness. Dalton (1981) divides the leavers into two types. Those who are productive and those who are productive to a certain extent. A functional turnover would be the replacement of unproductive employees with productive ones, thus dysfunctional turnover would be interpreted as losing productive employees. For managers it is important whether a turnover brings an opportunity to gain more productive employees or forces them to reorganize current work settings (Morrell, 2001:6).

According to the researches, turnover intention has a negative relationship with all variables. As the employees’ work commitment, work participation, affective, normative and continuance commitment to the organization increase, their turnover intentions decrease (Çakar and Ceylan, 2005:64).

Learning Capacity

The idea suggesting that organizations learn represents one of the most meaningful progresses in the management and organization theory in the last fifty years (Lipshitz et al., 2007: 5). Learning organization is a concept developed by virtue of the need for creating a learning environment as a result of the developments arising from great and rapid changes in the environmental conditions in 1990s. Learning in organizations is analyzed in two areas; organizational learning and learning organization. “Organizational learning” is described as a process, while “learning organizations” expresses the structures that lead to learning by internalizing the factors and principles which enable learning (Chiva and Alegre, 2009).

Properties that constitute the basis of organizational learning are analyzed in scope of the concept of organizational learning. Organizational learning have benefits such that environmental developments guarantee success of organization in the long run and increase creativity and skill of orientation (Teare and Dealtry, 1998).

Organizational learning addresses to the change in organizational information (e.g. organizational rules, roles, traditions, strategies, structures, technologies, cultural practices, skills etc.) and additions to, transformations in and reductions from such information. Therefore, in Shultz’s view, organizational learning theories try to clarify processes that provide or hinder changes in the organizational information and impacts of learning and information on behaviors and organizational outputs (Schulz, 2002: 415, cited by Koç, 2009: 153).

Sevmen suggests that organizational learning attaches importance to the establishment of an open communication medium that promotes continuous learning and improvement of employees. Integration of the learning process into the organizational culture and planned performance of the process are important. Management of the organization is responsible for creating and maintaining a culture that promote learning. Individuals in the organization gather, try and thus learn the information (Sevmen, 2002: 108).

There are two primary models of organizational learning (Arikan, 1999: 20).

- Traditional Organizational Learning Model: This is the learning model in which information flows from bottom to top in the organizational hierarchy.
Modern Organizational Learning Model: Information flows mutually both from top to bottom and from bottom to top. Managers are responsible for creating an environment suitable for learning and employees are responsible for learning.

Learning may be on an individual, group or organizational level. This may be clarified from a personal or social perspective (Popper and Lipshitz, 1999).

Another different model on this subject is the organizational learning approach of Ultich, Van Glinow and Jick. These three scientists suggested four different approaches in organizational learning according to the results of the research carried out with 1359 managers working in different countries (Güney, 2001: 474).

- **Learning by Gaining Ability**: Enterprises search for new ways and methods for the performance of the work and promote learning.
- **Learning by Trial**: Enterprises constantly develop new ideas and thus try to gain a competitive advantage.
- **Learning by Continuous Development**: Enterprises strive for learning their current status and becoming a leading company in this extent.
- **Learning by Measuring the Limits**: Enterprises constantly review activities of other enterprises’ activities, compare them to their own activities and try to obtain information from external sources.

Literature of learning organization attempts to define the organization and people in the organization. Senge (1998: 15) states that learning organizations consist of five disciplines, each having a vital importance for others: Personal mastery, mental models, building shared vision, team learning and systems thinking.

In Garvin’s view, learning organizations put emphasis on systematical problem solving, trial of new ideas, learning from experiences and past knowledge and learning from the experiences of other members of the organization and rapid transfer of the obtained information within the organization (Garvin, 1993). The distinction between organizational learning and learning organization is summarized in the following table.

<table>
<thead>
<tr>
<th>Subject of Distinction</th>
<th>Organizational Learning</th>
<th>Learning Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approach</td>
<td>Descriptive</td>
<td>Predictive</td>
</tr>
<tr>
<td>Existence</td>
<td>Natural and available.</td>
<td>It requires action and cannot be accessed.</td>
</tr>
<tr>
<td>The main question</td>
<td>How an organization learns?</td>
<td>How an organization should learn?</td>
</tr>
<tr>
<td>Target audience</td>
<td>Academics</td>
<td>Practitioners and consultants</td>
</tr>
<tr>
<td>Objective</td>
<td>Developing theory</td>
<td>Improving organizational performance</td>
</tr>
<tr>
<td>Focus</td>
<td>Processes</td>
<td>Organizational form</td>
</tr>
<tr>
<td>Learning-performance relationship</td>
<td>It may be positive or negative</td>
<td>It is expected to be positive.</td>
</tr>
<tr>
<td>Result of learning</td>
<td>Potential behavioral change</td>
<td>Existing behavioral change</td>
</tr>
</tbody>
</table>


Chiva and Alegre suggests five factors that facilitate learning (Chiva and Alegre, 2009). These are experimentation, risk taking, communication, interaction with the external environment and participative decision making.
It is determined in many studies that there is a positive linear relationship between learning activities and performance and employees displaying a high performance in organizations are more interested in learning activities (Garver, 1996). In another study, it is seen that learning in organizations have a positive impact on the performance of organizations (Jashapara, 1993). According to studies, there is a positive linear relationship between organizational learning and performance (Power and Waddell, 2004).

**Relationship Between Organizational Commitment, Turnover Intention and Learning Capacity**

Despite the fact that organizational commitment have a lot of results, the primary results frequently discussed in the literature are “performance level”, “absenteeism (tardiness and avoidance)” and “turnover intention”. Employees, who are well-behaved and have affective commitment to the organization, display more behaviors of organizational citizenship and have a lower turnover intention (Sun et al., 2007). In other researches, it is found out that employees with job satisfaction are more productive and participative (McNeese-Smith, 1997).

Riordan suggests that employees will have a higher sense of participation, commitment and motivation if a larger part of the works to be performed in an organization is planned by employees when compared to managers. As a result, employees will have a higher morale and lower turnover intention and will display a stronger performance (Riordan, 2005: 473).

Furthermore, importance of these concepts increase, considering the fact that turnover intention, avoidance and absence rates of employees with a high level of commitment to the organization will be lower than those of employees with a lower organizational commitment (Ersoy and Bayraktaroğlu, 2010:1).

Similarly, involvement of organizations in learning activities and provision of learning opportunities to the employees will have a positive impact on their job satisfaction, improve their performances and thus they will be more productive (Rowden and Conine, 2005; Leslie et al.,1998).

Blau and Boal (1989) determined in their research that there is a statistically significant negative relationship between organizational commitment and turnover intention (Çakar and Ceylan, 2005). Allen and Meyer suggest that employees with a high level of affective commitment will display a high performance as they are satisfied with their workplaces (Ersoy and Bayraktaroğlu, 2010: 11). It may be claimed that increase in the employee’s performance will positively influence the learning capacity.

*Figure 1. Conceptual Model*
In consideration to the above-given statements about learning capacity, job satisfaction and organizational performance levels:

H₁: “There is a negative linear relationship between turnover intention and organizational commitment.”
H₂: “There is a negative linear relationship between turnover intention and learning capacity.”
H₃: “Organizational learning capacity has a mediating impact on the relationship between turnover intention and organizational commitment.”

The above conceptual model, which shows the relationship between turnover intention, organizational commitment and learning capacity, may be developed by making use of the literature (Figure 1).

**Research Method**

**Research Population and Sample:**

Apart from demographic variables, a 23-item questionnaire is used in order to test hypotheses and the model. These surveys were distributed to employees of public and private hospitals in Gaziantep and Diyarbakır which are located in Turkey’s Southeastern Anatolia Region, 269 of questionnaires were returned and used for analysis.

**Data Collection Tools:**

A demographic information form and three different scales were used in the collection of data in order to determine job satisfaction, learning capacity and organizational commitment level of employees.

a) **Demographic Information Form:**

This questionnaire aims to gather demographical information concerning employees of the institution and includes personal information like age, gender, marital status, work experience, department and title.

b) **Organizational Commitment Scale:**

This questionnaire is adapted by Bakiev (2011) from the surveys of Nyhan (2000) and Porter-Smith (1970) in order to determine organizational commitment levels of employees and uses a five-point Likert scale. Answers to the items in the questionnaire are evaluated with points from 1 to 5 and issued as follows: (1) never, (2) rarely, (3) occasionally, (4) frequently and (5) very frequently. In the reliability analysis, Cronbach Alpha coefficient is found as 0.84. Skewness and Kurtosis values are found to be between -1 and +1 and distribution is normal.

c) **Learning Capacity Scale:**

This scale was developed by Chiva and Alegre (2009) to measure the organizational learning capacity. This scale consists of five questions and uses a five-point Likert grading. Answers to the items in the questionnaire are evaluated with points from 1 to 5 and issued as follows: (1) never, (2) rarely, (3) occasionally, (4) frequently and (5) absolutely. In the reliability analysis, Cronbach Alpha coefficient is found as 0.90. Skewness and kurtosis values are found to be between -1 and +1 and distribution is normal.

d) **Turnover Intention Scale**

4-item turnover intention scale, which was developed by Walsh, Ashford and Hill (1985), is used. Answers to the items in the questionnaire are evaluated with points from 1 to 5 and issued as follows: (1) never, (2) rarely, (3) occasionally, (4) frequently and (5) absolutely. In the reliability analysis, Cronbach Alpha...
coefficient is found as 0.84. Skewness and Kurtosis values are found to be between -1 and +1 and distribution is normal.

**Data Analysis:**

SPSS 18.0 statistics program is used in evaluating the data. Structural Equation Model with AMOS 18.0 software is used in the analysis of the data obtained. Furthermore, \( t \)-test is used for the comparison of variables. Data are evaluated on the basis of total points of participants’ answers to each question. In this research, statistical significance level is taken as \( p<0.5 \).

**Findings**

Tables 1 includes certain demographical information about the participants of the research. As seen in the table, 269 employees, out of which 177 are from public hospitals and 92 are from private hospitals, participated in the research.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Public Hospitals</th>
<th>Private Hospitals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency (%)</td>
<td>Frequency (%)</td>
</tr>
<tr>
<td>n=177</td>
<td></td>
<td>n=92</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>117 (55.2)</td>
<td>119 (49.8)</td>
</tr>
<tr>
<td>Female</td>
<td>95 (44.8)</td>
<td>120 (50.2)</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>128 (60.4)</td>
<td>96 (40.2)</td>
</tr>
<tr>
<td>31-40</td>
<td>52 (24.5)</td>
<td>97 (40.6)</td>
</tr>
<tr>
<td>41-50</td>
<td>21 (9.9)</td>
<td>44 (18.4)</td>
</tr>
<tr>
<td>51+</td>
<td>11 (5.2)</td>
<td>2 (0.8)</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>124 (58.5)</td>
<td>146 (61.1)</td>
</tr>
<tr>
<td>Single</td>
<td>88 (41.5)</td>
<td>93 (38.9)</td>
</tr>
<tr>
<td><strong>Educational Background</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary/Secondary School</td>
<td>7 (3.3)</td>
<td>9 (3.8)</td>
</tr>
<tr>
<td>High School</td>
<td>39 (18.5)</td>
<td>35 (14.6)</td>
</tr>
<tr>
<td>University</td>
<td>147 (69.3)</td>
<td>187 (78.2)</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>19 (9)</td>
<td>8 (3.3)</td>
</tr>
<tr>
<td><strong>Position</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Officer</td>
<td>143 (67.5)</td>
<td>123 (51.5)</td>
</tr>
<tr>
<td>Nurse</td>
<td>24 (11.3)</td>
<td>55 (23)</td>
</tr>
<tr>
<td>Doctor and technician</td>
<td>34 (16)</td>
<td>44 (18.4)</td>
</tr>
<tr>
<td>Manager/Assistant Manager</td>
<td>11 (5.2)</td>
<td>17 (7.1)</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>118 (55.7)</td>
<td>93 (38.9)</td>
</tr>
<tr>
<td>6-10</td>
<td>45 (21.2)</td>
<td>68 (28.5)</td>
</tr>
<tr>
<td>11-15</td>
<td>22 (10.4)</td>
<td>34 (14.2)</td>
</tr>
<tr>
<td>16-20</td>
<td>15 (7.1)</td>
<td>15 (6.3)</td>
</tr>
<tr>
<td>21+</td>
<td>12 (5.7)</td>
<td>29 (12.1)</td>
</tr>
</tbody>
</table>

n:269
Structural equation model is used in order to test the mediating effect of the model. As values sufficient for fit could not be provided in the generic model of the study, the model is revised. Fit statistical (goodness-of-fit) values of the generic and revised model (Schumacker and Lomax, 2004: 82) are given in the following table:

<table>
<thead>
<tr>
<th>Index</th>
<th>Required Value</th>
<th>Reference Model</th>
<th>Revised Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-square ($\chi^2$)</td>
<td>The smaller, the better</td>
<td>332</td>
<td>302</td>
</tr>
<tr>
<td>Chi-square associated p value (p)</td>
<td>Value $\geq$ 0.05</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Chi-square / Degree of Freedom ($\chi^2$/df)</td>
<td>Value $\leq$ 4</td>
<td>3.02</td>
<td>2.79</td>
</tr>
<tr>
<td>Root Mean Square Error of Approximation (RMSEA)</td>
<td>$0.05 &lt; \text{value} \leq 0.08$; acceptable $\leq 0.05$; good</td>
<td>0.067</td>
<td>0.063</td>
</tr>
<tr>
<td>RMSEA associated p value (PCLOSE)</td>
<td>$\geq 0.05$</td>
<td>0.000</td>
<td>0.006</td>
</tr>
<tr>
<td>Tucker-Lewis Index (TLI)</td>
<td>$0.90 &lt; \text{value} \leq 0.95$; acceptable $\geq 0.95$; good</td>
<td>0.91</td>
<td>0.92</td>
</tr>
<tr>
<td>Comparative Fit Index (CFI)</td>
<td>$0.90 &lt; \text{value} \leq 0.95$; acceptable $\geq 0.95$; good</td>
<td>0.93</td>
<td>0.94</td>
</tr>
<tr>
<td>Hoelter's Critical N (Hoelter Index)</td>
<td>$75 &lt; \text{value} \leq 200$; acceptable $\geq 200$; good</td>
<td>184</td>
<td>200</td>
</tr>
</tbody>
</table>

In the revised structural equation model, all indicators show a significant relationship with their latent variables ($p<0.0001$). There is a negative linear relationship between turnover intention and organizational commitment ($p<0.0001$). There is a negative linear relationship between turnover intention and learning ($p<0.0001$). According to these results, research hypotheses are supported. In this model, it is determined that organizational learning has a mediating effect in the relationship between turnover intention and organizational commitment and the model is given in the following Figure 2.

![Structural Equation Model of the Relationships between Turnover Intention, Organizational Commitment and Learning Capacity](image-url)
In this scope, standardized regression weight of the relationship between turnover intention and organizational commitment is found as -0.31 and weight of the relationship between turnover intention and learning capacity is found as -0.21. Considering these results, it may be suggested that organizational commitment decreases as the turnover intention increases. It is determined in the model that learning capacity, as an important mediating effect, influences the relationship between turnover intention and organizational commitment in a statistically significant manner. It is found out that variables of turnover intention and learning capacity explains 51% of the variance in organizational commitment variable.

Analysis results according to certain demographic variables:

- Private hospital employees reported a higher score of organizational commitment and learning capacity when compared to public hospital employees (p<0.001, t: -7.11;  p<0.001, t: -5.67).
- Private hospital employees reported a lower score of turnover intention when compared to public hospital employees (p<0.05, t: 2.72).
- High school graduates reported a higher score of organizational commitment and learning capacity when compared to university graduates (p<0.005, t: 3.10;  p<0.005, t: 2.53).
- Nurses reported a lower score of organizational commitment and learning capacity when compared to emergency medicine technicians, laboratory assistants and administrative personnel (secretaries, officers) (p<0.005, t: -3.52;  p<0.05, t: -2.29).

Discussion

It is determined in the research that there is a negative linear relationship between turnover intention and organizational commitment. The results obtained are compatible with the results of previous researches (Price, 2001; Riordan, 2005; Çağar and Ceylan, 2005; Çekmecelioglu, 2006; Ersoy and Bayraktaroğlu, 2010; Çetin and Başım, 2011). Accordingly, it may be suggested that organizational commitment will decrease as the turnover intention increases. It is determined that learning capacity, as an important mediating effect, influences the relationship between turnover intention and organizational commitment in a statistically significant manner. To clarify this result, it may be stated that turnover intention of employees changes depending on the learning capacity in the organization. It is possible to suggest that, as employees’ capacity to learn the work that they perform in the workplace increase, their turnover intention will decrease, or vice versa. In other words, learning capacity influences organizational commitment by virtue of its mediating effect. Accordingly, it may be suggested that decrease in the turnover intention of employees will positively increase organizational commitment, depending on increase in their learning capacity. In this respect, business managers should pay the attention required to make employees, especially the new ones, firstly learn the work in order to keep them in the organization. This will increase employees’ commitment to the organization and eliminate the intention to quit.

According to another result of the research, private hospital employees reported a higher score of organizational commitment and learning capacity when compared to public hospital employees. This may be considered as result of on-the-job trainings, which are valued more in the private sector and given at short intervals to employees. As previously stated, organizational commitment of an employee, who learns the work on the job better, will be at the same level.

According to another result, private hospital employees reported a lower score of turnover intention when compared to public hospital employees. It may be argued that this is the result of poor employment opportunities or the unemployment problem in our country that may be experienced by private sector employees after quitting their jobs. It may also be caused by the fact that public employees do not have a tendency to change their jobs. In the research, high school graduates reported a higher score of organizational commitment and learning capacity when compared to university graduates. This may be a result of their high learning capacity and higher need for education when compared to university graduates. From another perspective, high school graduates have less job opportunities compared to university graduates. It may be assumed that their organizational commitment increases accordingly.
According to another result, nurses reported a lower score of organizational commitment and learning capacity when compared to emergency medicine technicians, laboratory assistants and administrative personnel (secretaries, officers). This may be related to the characteristics of their job. As the rate of change of the work of emergency medicine technicians, laboratory assistants or other administrative personnel is higher than that of nurses, nurses may not need to renew or improve themselves. Moreover, this may be triggered by the intensive labor demand for nurses in the sector. Organizational commitment of nurses decreases accordingly.

In conclusion, it is determined that there is a significant relationship among turnover intention, organizational commitment and learning capacity and learning capacity has a mediating effect in the relationship between turnover intention and organizational commitment. Furthermore, private hospital employees reported a higher score of organizational commitment and learning capacity when compared to public hospital employees. Additionally, private hospital employees reported a lower turnover intention when compared to public hospital employees. The fact that this research is limited to Southeastern Anatolia and a limited number of questionnaires are applied is the main constraint of the research. Another constraint is that the research is based on the perceptions of employees, rather than objective evaluations as in other surveys.

References


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