

İşletme Bilimi Dergisi
Cilt:5 Sayı:3 2017



Sakarya Üniversitesi / Sakarya University
İşletme Fakültesi / Faculty of Business

i

Cilt/Volume : 5
Sayı/Issue : 3
Yıl/Year : 2017

ISSN:2148-0737

İNDEKLER



ii



Kurucu Sahip/Founder

Prof.Dr. Gültekin YILDIZ

İmtiyaz Sahibi / Owner

Prof.Dr. Kadir ARDIÇ

Editör / Editor

Doç. Dr. Mahmut AKBOLAT

Editör Yardımcısı / Assoc. Editor

Doç.Dr. Mustafa Cahit ÜNĞAN

Doç. Dr. Hakan TUNAHAN

Danışma Kurulu / Advisory Board

Prof. Dr. Ahmet Vecdi CAN	Sakarya Üniversitesi
Prof. Dr. Bülent SEZEN	Gebze Yüksek Teknoloji Enstitüsü
Prof. Dr. Dilaver TENGİLİMOĞLU	Atılım Üniversitesi
Prof. Dr. Erman COŞKUN	Sakarya Üniversitesi
Prof. Dr. Kadir ARDIÇ	Sakarya Üniversitesi
Prof. Dr. Mehmet BARCA	Ankara Sosyal Bilimler Üniversitesi
Prof. Dr. Nihat ERDOĞMUŞ	İstanbul Şehir Üniversitesi
Prof. Dr. Orhan BATMAN	Sakarya Üniversitesi
Prof. Dr. Recai COŞKUN	Sakarya Üniversitesi
Prof. Dr. Remzi ALTUNIŞIK	Sakarya Üniversitesi
Prof. Dr. Selahattin KARABINAR	İstanbul Üniversitesi
Prof. Dr. Sıdıka KAYA	Hacettepe Üniversitesi
Prof. Dr. Şevki ÖZGENER	Nevşehir Üniversitesi
Prof. Dr. Türker BAŞ	Sakarya Üniversitesi
Doç.Dr. Surendranath Rakesh JORY	Southampton Üniversitesi

Yayın Kurulu / Editorial Board

Prof.Dr. Kadir ARDIÇ

Doç. Dr. Mahmut AKBOLAT

Doç.Dr. Mustafa Cahid ÜNĞAN

Doç. Dr. Hakan TUNAHAN

Sekreteryaya / Secreteria

Arş. Gör. Özgün ÜNAL

Arş. Gör. Gülcan KAHRAMAN

Arş. Gör. Mustafa AMARAT

Arş. Gör. Ayhan DURMUŞ

iv

İşletme Bilimi Dergisi'nde yer alan makalelerin bilimsel sorumluluğu yazara aittir. Yayınlanmış eserlerden kaynak gösterilmek suretiyle alıntı yapılabilir.

Scientific responsibility for the articles belongs to the authors themselves. Published articles could be cited in other publications provided that full reference is given.

İşletme Bilimi Dergisi; www.dergipark.gov.tr/jobs Sakarya Üniversitesi İşletme Fakültesi Dekanlığı jobs@sakarya.edu.tr Esentepe Kampüsü 54187 Serdivan/SAKARYA

Dergi Hakemleri/ References

İşletme Bilimi Dergisi
Cilt:5 Sayı:3 2017

Prof. Dr. A. Vecdi Can	Sakarya Üniversitesi
Prof. Dr. Adem Öğüt	Selçuk Üniversitesi
Prof. Dr. Ahmet Bardakçı	Pamukkale Üniversitesi
Prof. Dr. Aykut Hamit Turan	Sakarya Üniversitesi
Prof. Dr. Ayşe İrmış	Pamukkale Üniversitesi
Prof. Dr. Bayram Şahin	Hacettepe Üniversitesi
Prof. Dr. Bayram Zafer Erdoğan	Anadolu Üniversitesi
Prof. Dr. Dilaver Tengilimoğlu	Gazi Üniversitesi
Prof. Dr. Durmuş Acar	Süleyman Demirel Üniversitesi
Prof. Dr. Ekrem Tatoğlu	Bahçeşehir Üniversitesi
Prof. Dr. Erman Coşkun	Sakarya Üniversitesi
Prof. Dr. Fatih Ertaş	Gaziosmanpaşa Üniversitesi
Prof. Dr. Gülten Gümüştekin	Dumlupınar Üniversitesi
Prof. Dr. Halit Keskin	Gebze Yüksek Teknoloji Enstitüsü
Prof. Dr. Hasan Tutar	Sakarya Üniversitesi
Prof. Dr. Haydar Sur	İstanbul Üniversitesi
Prof. Dr. İsmet Şahin	Hacettepe Üniversitesi
Prof. Dr. Kadir Ardiç	Sakarya Üniversitesi
Prof. Dr. Kıymet Çaluyurt	Trakya Üniversitesi
Prof. Dr. Mehmet Akif Çukurçayır	Selçuk Üniversitesi
Prof. Dr. Mehmet Barca	Yıldırım Beyazıt Üniversitesi
Prof. Dr. Mehmet Sarıışık	Sakarya Üniversitesi
Prof. Dr. Mehmet Selami Yıldız	Düzce Üniversitesi
Prof. Dr. Muhsin Halis	Kocaeli Üniversitesi
Prof. Dr. Musa Özata	Ahi Evran Üniversitesi
Prof. Dr. Nazan Günay	Ege Üniversitesi
Prof. Dr. Nejat Bozkurt	Marmara Üniversitesi
Prof. Dr. Nuran Cömert	Marmara Üniversitesi
Prof. Dr. Orhan Batman	Sakarya Üniversitesi
Prof. Dr. Ömer Torlak	Karatay Üniversitesi
Prof. Dr. Recai Coşkun	Sakarya Üniversitesi
Prof. Dr. Recep Pekdemir	İstanbul Üniversitesi
Prof. Dr. Remzi Altunışık	Sakarya Üniversitesi
Prof. Dr. Selahattin Karabınar	İstanbul Üniversitesi
Prof. Dr. Selman Aziz Erdem	Kocaeli Üniversitesi
Prof. Dr. Serap Benligiray	Anadolu Üniversitesi
Prof. Dr. Serdar Özkan	İzmir Ekonomi Üniversitesi
Prof. Dr. Şakir Sakarya	Balıkesir Üniversitesi
Prof. Dr. Şevki Özgener	Nevşehir Üniversitesi
Prof. Dr. Suayyip Çalış	Sakarya Üniversitesi
Prof. Dr. Sıdıka Kaya	Hacettepe Üniversitesi
Prof. Dr. Sima Nart	Sakarya Üniversitesi
Prof. Dr. Şuayip Özdemir	Afyon Kocatepe Üniversitesi
Prof. Dr. Türker Baş	Sakarya Üniversitesi
Prof. Dr. Ümit Gücenme Gençoğlu	Uludağ Üniversitesi
Prof. Dr. Vasfi Haftacı	Kocaeli Üniversitesi
Prof. Dr. Yıldız Özerhan	Gazi Üniversitesi
Prof. Dr. Yusuf Çelik	Hacettepe Üniversitesi

Doç. Dr. Abdurrahman benli
Doç. Dr. Adem Sağır
Doç. Dr. Aşkın Özdağoğlu
Doç. Dr. Aykut Hamit Turan
Doç. Dr. Bayram Topal
Doç. Dr. Bora Yenihan
Doç. Dr. Buket Bora Semiz
Doç. Dr. Burcu Candan
Doç. Dr. Burhanettin Zengin
Doç. Dr. Buket Bora Semiz
Doç. Dr. Cemal Sezer
Doç. Dr. Cemal İyem
Doç. Dr. Ece Armağan
Doç. Dr. Engin Dinç
Doç. Dr. Erdoğan Kaygın
Doç. Dr. Erkan Erdemir
Doç. Dr. Faruk Anıl Konuk
Doç. Dr. Ferudun Kaya
Doç. Dr. Fikret Çankaya
Doç. Dr. Fuat Man
Doç. Dr. Gülfen Tuna
Doç. Dr. Hakan Tunahan
Doç. Dr. Haluk Bengü
Doç. Dr. Hasan Ayyıldız
Doç. Dr. Hasan Latif
Doç. Dr. Hayrettin Zengin
Doç. Dr. Kazım Ozan Özer
Doç. Dr. Kemal Can Kılıç
Doç. Dr. Kurtuluş Kaymaz
Doç. Dr. Mahmut Akbolat
Doç. Dr. Mahmut Hızıroğlu
Doç. Dr. Mehmet Saraç
Doç. Dr. Mesut Çimen
Doç. Dr. Muammer Mesci
Doç. Dr. Musa Said Döven
Doç. Dr. Mustafa Cahid Ünğan
Doç. Dr. Mustafa Kemal Demirci
Doç. Dr. Mutlu Başaran Öztürk
Doç. Dr. Müjdat Özmen
Doç. Dr. Nevran Karaca
Doç. Dr. Nihal Sütütemiz
Doç. Dr. Nilgün Sarıkaya
Doç. Dr. Oğuz Işık
Doç. Dr. Oğuz Türkay
Doç. Dr. Özgür Uğurluoğlu
Doç. Dr. Ramazan Aksoy
Doç. Dr. Seçil Taştan
Doç. Dr. Sedat Bostan
Doç. Dr. Selami Özcan

Sakarya Üniversitesi
Karabük Üniversitesi
Dokuz Eylül Üniversitesi
Sakarya Üniversitesi
Sakarya Üniversitesi
Kırklareli Üniversitesi
Bilecik Şeyh Edebali Üniversitesi
Kocaeli Üniversitesi
Sakarya Üniversitesi
Bilecik Şeyh Edebali Üniversitesi
Sakarya Üniversitesi
Sakarya Üniversitesi
Adnan Menderes Üniversitesi
Karadeniz Teknik Üniversitesi
Kafkas Üniversitesi
İstanbul Şehir Üniversitesi
Sakarya Üniversitesi
Abant İzzet Baysal Üniversitesi
Karadeniz Teknik Üniversitesi
Sakarya Üniversitesi
Sakarya Üniversitesi
Sakarya Üniversitesi
Niğde Üniversitesi
Karadeniz Teknik Üniversitesi
Sakarya Üniversitesi
Sakarya Üniversitesi
Nişantaşı Üniversitesi
Çukurova Üniversitesi
Uludağ Üniversitesi
Sakarya Üniversitesi
Ankara Sosyal Bilimler Üniversitesi
İstanbul Üniversitesi
Acıbadem Üniversitesi
Düzce Üniversitesi
Osmangazi Üniversitesi
Sakarya Üniversitesi
Dumlupınar Üniversitesi
Niğde Üniversitesi
Osmangazi Üniversitesi
Sakarya Üniversitesi
Sakarya Üniversitesi
Sakarya Üniversitesi
Hacettepe Üniversitesi
Sakarya Üniversitesi
Hacettepe Üniversitesi
Bülent Ecevit Üniversitesi
Marmara Üniversitesi
Gümüşhane Üniversitesi
Yalova Üniversitesi

Doç. Dr. Senay Yürür	Yalova Üniversitesi
Doç.Dr. Şevki Ulama	Sakarya Üniversitesi
Doç. Dr. Tuncay Yılmaz	Sakarya Üniversitesi
Doç. Dr. Yasemin Özdemir	Sakarya Üniversitesi
Doç. Dr. Yasin Şehitoğlu	Yıldız Teknik Üniversitesi
Doç Dr. Yunus Emre Öztürk	Selçuk Üniversitesi
Yrd. Doç. Dr. A. Mohammed Abubakar	Aksaray Üniversitesi
Yrd. Doç. Dr. Adem Akbıyık	Sakarya Üniversitesi
Yrd. Doç. Dr. Ahmet Yağmur Ersoy	Sakarya Üniversitesi
Yrd. Doç. Dr. Ali Coşkun	Boğaziçi Üniversitesi
Yrd. Doç. Dr. Algin Okursoy	Adnan Menderes Üniversitesi
Yrd. Doç. Dr. Ayhan Serhateri	Sakarya Üniversitesi
Yrd. Doç. Dr. Ceren Giderler Atalay	Dumlupınar Üniversitesi
Yrd. Doç. Dr. Derya Ergun Özler	Dumlupınar Üniversitesi
Yrd. Doç. Dr. Dilek Özceylan	Sakarya Üniversitesi
Yrd. Doç. Dr. Esra Dil	Sakarya Üniversitesi
Yrd. Doç. Dr. Fatma Gamze Bozkurt	Sakarya Üniversitesi
Yrd. Doç. Dr. Filiz Konuk	Sakarya Üniversitesi
Yrd. Doç. Dr. Halil İbrahim Cebeci	Sakarya Üniversitesi
Yrd. Doç. Dr. Hakan Murat Arslanhan	Düzce Üniversitesi
Yrd. Doç. Dr. Harun Kırılmaz	Sakarya Üniversitesi
Yrd. Doç. Dr. İrfan Usta	Gaziosmanpaşa Üniversitesi
Yrd. Doç. Dr. İsa Demirkol	Kırıkkale Üniversitesi
Yrd. Doç. Dr. Mihriban Cindiloğlu	Hitit Üniversitesi
Yrd. Doç. Dr. Murat Ayanoglu	Sakarya Üniversitesi
Yrd. Doç. Dr. Mustafa Kenan Erkan	Sakarya Üniversitesi
Yrd. Doç. Dr. Mustafa Yıldırım	Sakarya Üniversitesi
Yrd. Doç. Dr. Nermin Akyel	Sakarya Üniversitesi
Yrd. Doç. Dr. Nesrin Akca	Kırıkkale Üniversitesi
Yrd. Doç. Dr. Onur Dirlik	Osmangazi Üniversitesi
Yrd. Doç. Dr. Orhan Kandemir	Kastamonu Üniversitesi
Yrd. Doç. Dr. Özlem Balaban	Sakarya Üniversitesi
Yrd. Doç. Dr. Recep Yılmaz	Sakarya Üniversitesi
Yrd. Doç. Dr. Safiye Sencer	Sakarya Üniversitesi
Yrd. Doç. Dr. Sedat Durmuşkaya	Sakarya Üniversitesi
Yrd. Doç. Dr. Sema Polatçı	Gaziosmanpaşa Üniversitesi
Yrd. Doç. Dr. Sema Yiğit	Ordu Üniversitesi
Yrd. Doç. Dr. Sema Ülkü	Sakarya Üniversitesi
Yrd. Doç. Dr. Sinan Esen	Sakarya Üniversitesi
Yrd. Doç. Dr. Sümeyra A. Danışman	Mevlana Üniversitesi
Yrd. Doç. Dr. Şevki Ulama	Sakarya Üniversitesi
Yrd. Doç. Dr. Şuayyip Doğuş Demirci	İzmir Kâtip Çelebi Üniversitesi
Yrd. Doç. Dr. Şule Yıldız	Sakarya Üniversitesi
Yrd. Doç. Dr. Tarık Semiz	Bilecik Şeyh Edebali Üniversitesi
Yrd. Doç. Dr. Tuncay Turaboğlu	Mersin Üniversitesi
Yrd. Doç. Dr. Umut Sanem Çiftçi	Sakarya Üniversitesi
Öğr. Gör. Dr. Hüseyin İskender	Sakarya Üniversitesi
Öğr. Gör. Dr. İlker Calayoğlu	Okan Üniversitesi
Arş. Gör. Dr. Emrah Özsoy	Sakarya Üniversitesi

Değerli Bilim İnsanları,

İşletme Bilimi Dergisi, sizlerin ilgisi ve desteği ile her sayıda daha da güçlenerek 2017 yılından itibaren yılda 3 sayı çıkarmaya başlamıştır. Bu kapsamda 2017 yılı 3. Sayısı olan Aralık Sayımızla huzurlarınızdayız. Bu sayıda biri toplam 12 makalemiz bulunmaktadır. Dergimizin diğer sayılarında olduğu gibi, bu sayısında da üretim yönetimi, örgütsel davranış, yönetim bilimi, yönetim bilişim sistemleri, uluslararası ticaret gibi farklı alanlardan ve ağırlıklı olarak ampirik çalışmalar yer almaktadır. Dergi politikası olarak bundan sonraki sayılarımızda da işletme bilimine dayalı farklı disiplinlerden gelen çalışmaları yayınlamaya özen göstereceğiz.

Dergimizin bu sayısının çıkmasında da emeklerini esirgemeyen ekip arkadaşlarım ve siz değerli bilim insanlarına katkılarından dolayı şükranlarımı sunar; dergimizin okurlarımız ve bilim insanlarına faydalı olması dikeklerimle sonraki sayılarımızda işletmeciliğin güncel çalışmalarını bilim dünyasının hizmetine sunmak için siz değerli bilim insanları ve araştırmacıların katkılarını bekleriz.

Saygılarımızla...

Doç. Dr. Mahmut AKBOLAT

Editör

İÇİNDEKİLER

Cilt 5 Sayı 3

İşletme Bilimi Dergisi
Cilt:5 Sayı:3 2017

Araştırma Makaleleri

- DENİM PANTOLONU ÜRETİMİNDE DEĞER AKIŞ HARİTALANDIRMA YÖNTEMİNİN UYGULAMASI** 1-24
Sibel ESER, Prof. Dr. Mehmet Selami YILDIZ
- MOBİL BANKACILIK UYGULAMALARININ BENİMSENMESİNE YÖNELİK DAVRANIŞSAL NİYETLERİ ETKİLEYEN FAKTÖRLER ÜZERİNE BİR ARAŞTIRMA** 25-59
Kadir KURT, Yrd. Prof. Dr. Aykut Hamit TURAN
- TOPLAM VERİMLİ BAKIM UYGULAYAN BİR İŞLETMEDE BAKIM PERSONELİNİN PERFORMANS DEĞERLEME PUANLARININ ENTROPI TABANLI VIKOR SIRALAMASI İLE KARŞILAŞTIRILMASI** 59-78
Arş. Gör. Dr. Emre Bilgin Sarı
- FİNANSAL OKURYAZARLIK: HANEHALKI ÜZERİNE BİR ARAŞTIRMA** 79-104
Öğr. Gör. Emine GÜLER, Doç. Dr. Hakan TUNAHAN
- 5018 SAYILI KANUN KAPSAMINDA KAMU KURUMLARINDA İÇ KONTROL SİSTEMİ: MALİYE BAKANLIĞI UYGULAMASININ İNCELENMESİ** 105-125
Yılmaz ÇALIŞKAN, Doç. Dr. Yavuz ÇİFTÇİ
- ŞEHİR İÇİ TOPLU TAŞIMA HATLARININ HİZMET ETKİNLİĞİNİN VERİ ZARFLAMA ANALİZİ İLE ÖLÇÜLMESİ: ÖZEL VE KAMU İŞLETMELERİNİN KARŞILAŞTIRILMASI** 127-145
Yrd. Doç. Dr. Samet GÜNER, Yrd. Doç. Dr. Kamil TAŞKIN, Öğr. Gör. Gökhan GÜRLER
- ÇEVİK ÜRETİM TARZI FAALİYET GÖSTEREN GELENEKSEL TÜRK EL SANATLARI İŞLETMELERİNİN CANLANDIRILMASI ÇALIŞMALARININ BULANIK TOPSİS YÖNTEMİ İLE DEĞERLENDİRİLMESİ** 147-172
Yrd. Doç. Dr. Hakan Murat ARSLAN, Doç. Dr. Selami ÖZCAN
- GENETİK ALGORTİMA İLE PORTFÖY SEÇİMİNDE KRİZ DÖNEMİ ETKİSİ, BİST-30'DA BİR UYGULAMA** 173-187
Yrd. Doç. Dr. Sedat DURMUŞKAYA, Kanish GARAYEV

THE RELATIONSHIP BETWEEN BASIC CHARACTERISTICS OF LEARNING ORGANIZATIONS AND FINANCIAL PERFORMANCE 189-206

*Yrd. Doç. Dr. Yunus Emre TAŞGİT, Gül Büşra ÖZDAMAR,
Yrd. Doç. Dr. Faruk Kerem ŞENTÜRK*

DIŞARIDAN İŞ SAĞLIĞI VE GÜVENLİĞİ HİZMETİ SAĞLAMA MODELLERİNDEN BİRİ OLARAK TÜRKİYE'DE UYGULANAN ORTAK SAĞLIK GÜVENLİK BİRİMİ HİZMETLERİNİN ETKİNLİĞİ: ÖRNEK BİR UYGULAMA 207-234

Yrd. Doç. Dr. Serdar ORHAN, Elifnaz ÖZKAN, Sezgin UYSAL

SİNEMA FİLMLERİNDEKİ MUHASEBECİ KARAKTERLERİNİN KİŞİLİK ÖZELLİKLERİ: HOLLYWOOD FİMLERİ İNCELEMESİ 235-255

Şeyda ALANKAYA, Yrd. Doç. Dr. Sema AKPINAR

TESTING MCLOUGHLIN'S TRUST MODEL ON TURKISH INFORMATION TECHNOLOGY EMPLOYEES 257-272

*Arş. Gör. Dr. Emrah ÖZSOY, Dr. Dominic McLOUGHLIN,
Arş. Gör. Dr. Osman USLU*

THE RELATIONSHIP BETWEEN BASIC CHARACTERISTICS OF LEARNING ORGANIZATIONS AND FINANCIAL PERFORMANCE

Yrd. Doç. Dr. Yunus Emre TAŞGİT

Düzce Üniversitesi, İşletme Fakültesi, İşletme Bölümü

yunusemretasgit@duzce.edu.tr

ORCID ID: orcid.org/0000-0001-6261-1278

Gül Büşra ÖZDAMAR

Düzce Üniversitesi, Sosyal Bilimler Enstitüsü

gbozdamar@gmail.com.tr

ORCID ID: orcid.org/0000-0002-3055-0797

Yrd. Doç. Dr. Faruk Kerem ŞENTÜRK

Düzce Üniversitesi, İşletme Fakültesi, İşletme Bölümü

keremsenturk@duzce.edu.tr

ORCID ID: orcid.org/0000-0002-3055-0797

ABSTRACT

Aim: The basic aim of this study is to examine the relationship between the basic characteristics of learning organizations and financial performance.

Method: Quantitative research method was used in the research. Data were collected by questionnaire. The research is conducted at the textile firms operating in Düzce. The observation unit is composed of top and middle level managers of textile companies. Since the research population has a reachable size, it is aimed to reach all managers. Companies whose years of establishment are less than 3 (three) and established as a workshop are not included in the study. As a result of this elimination, 43 firms have been selected and all of them are reached.

Findings: For this research, analysis such as correlation analysis for determining the relationship between variables, descriptive statistics, frequency distributions, T-test and ANOVA analyses are conducted and their results are interpreted.

Results: As a result, it is determined that there is at low level and a positive relationship between the basic characteristics of the learning organization and financial performance.

Keywords: Managerial Commitment, System Perspective, Information Transfer&Integration, Profitability, Growth

ÖĞRENEN ORGANİZASYONLARIN TEMEL KARAKTERİSTİKLERİ VE FİNANSAL PERFORMANS ARASINDAKİ İLİŞKİLER

ÖZ

Amaç: Bu araştırmanın temel amacı öğrenen organizasyonların temel karakteristikleri ile finansal performans arasındaki ilişkiyi incelemektir.

Yöntem: Araştırmada nicel araştırma yöntemi kullanılmış, veriler yüz yüze anket yöntemi ile toplanmıştır. Araştırma evrenini Düzce’de faaliyet gösteren tekstil işletmeleri oluşturmaktadır. Araştırmanın gözlem birimi, tekstil işletmelerinde çalışan üst ve orta düzey yöneticilerden oluşmaktadır. Araştırma evreni ulaşılabilir büyüklükte olduğu için tüm yöneticilere ulaşmak hedeflenmiştir. Kuruluş yılı itibariyle 3 yılın altında olan işletmeler ve küçük işletmeler çalışma kapsamında değerlendirilmemiştir. Bu eliminasyon sonucunda toplamda 43 işletme belirlenmiş ve bu işletmelerin tamamına ulaşılarak araştırma gerçekleştirilmiştir.

Bulgular: Bulguların elde edilmesinde; değişkenler arasındaki ilişkileri belirlemek için korelasyon analizi gerçekleştirilmiştir. Ayrıca araştırma sınırlarını tespit için tanımlayıcı istatistikler, farklılık analizi için T-testi ve ANOVA testleri yapılmış, test sonuçları yorumlanmıştır.

Sonuçlar: Sonuç olarak öğrenen organizasyonların temel karakteristikleri ile finansal performans arasında düşük düzeyde pozitif yönlü bir ilişki tespit edilmiştir.

Anahtar Kelimeler: Yönetimsel Taahhüt, Sistem Perspektifi, Bilgi transferi & Entegrasyon, Karlılık, Büyüme.

I. INTRODUCTION

Due to rapid technological and economic changes, organizations have to operate in a highly complex environment. Nowadays "Learning" has become critically more important in every field of institutional change (Kocoglu et al., 2011). An important factor that forces organizations to learn is that the new economic order is built upon "knowledge". In this order, successful organizations are organizations that have achieved to implement learning processes consistently and dynamically. Learning organization is an approach that has been developed to assist organizations in this issue. In learning organizations, learning activities are spread across all channels of the organization and employees follow, learn and apply technological innovations related to their fields. In the literature, the basic features of learning organization are closely related to competitive advantage

(Lengnick-Hall, 1992; Farrukh and Waheed, 2015) and it is claimed that these features contribute positively to all functions of the business. So it is expected that these characteristics will be related to the financial performance of the firm.

The purpose of this research is to examine the linking between basic characteristics of the learning organizations and financial performance of the firm, and to evaluate the relationship between the variables and industry structure that considered being effective on learning and performance. When the literature on the subject is examined, it can be seen that the topics of organizational learning and financial performance have been discussed extensively in the relevant international literature (Jiang and Li, 2008; Abiola, 2013), but there have been no comprehensive studies showing specific relationships between them in the national and sectoral context. This gap in the literature constitutes the claim of the research.

II. Literature Review and Theoretical Framework

2.1. Financial Performance

The concept of performance appraisal is a dynamic process and it is a comprehensive process in terms of planning, evaluating and developing performance (Uyargil, 2008). The performance word is defined as "accomplishing any business" by the Turkish Language Institute (TDK, 1981). Çevik et al. (2008: 54) describe performance as "a concept that helps to identify the point reached or the end result of any activity". The main benefits expected from performance measurement; accountability, control of suppliers, control of service procurement, responding to customer expectations, strategic planning, budgeting and resource planning (Köseoğlu, 2005: 12-14).

Financial performance is a measure of the change of the financial state of an organization, or the financial outcomes that result from management decisions and the execution of those decisions by members of the organization (Carton and Hofer, 2006). Financial performance can be defined as the measurement of the results of the monetary policies and activities of the enterprises. With financial performance, the financial position of the enterprises, the efficiency of the investments and the risk level of the operator can be determined (Uygurtürk and Korkmaz, 2012: 96). Financial performance needs to be measured and analysed in the most accurate way so that companies can continue their assets (Ege et al, 2013: 101). Financial performance measures are important among potential investors who plan to invest in the firm besides company managers (Aydeniz, 2009: 264). In order to be determined a firm's competitive

advantage correctly, the financial performance of the firm needs to be measured and examined. Various criteria have been discussed in literature regarding this issue. Griffin and Mahon (1997) have been sorted financial measures into six categories: profitability, asset utilization, growth, liquidity, risk/market measures and others. Focusing on financial measures is very important because market measures may be assessing more than financial outcomes of the organizations. Profitability and growth status are among these criteria. Profitability and growth status demonstrate how well an enterprise's investment and financing decisions are. Similar measures used by researchers in some researches (Antoncic and Hisrich, 2001; Ağca and Kandemir, 2008). As these criteria are derived from sales and investments, they are the most important indicators to evaluate management's efficiency and performance.

Various measuring instruments (criterion) which provided validity and reliability to measure the financial performance of companies are discussed in the literature. Each of these criteria has its own unique aspects. In the research conducted, "profitability and growth" financial criteria developed by Robert Carton and Charles Hofer (2006) were used. Growth is consistently related to higher financial performance. Growth in assets and sales individually show positive relationships to performance at both industry and firm/business levels of analysis (Capon et al., 1990). Measurements of profitability, especially the profitability of assets, and measures of growth rates, especially for newly established businesses, are the most commonly used performance indicators for measuring organizational performance (Yavuz, 2010: 150).

2.2. Organizational Learning

The Learning defined as "Process of making conceptual arrangements", "The name given to the very continuous effects of exercises and practices", "Obtaining certain knowledge, skills and understanding", "Changes in reactions and behaviours that are always or sometimes caused by experiences" by the Turkish Language Institute (TDK, 2017). The human who has to adapt to the changes in environmental conditions must constantly learn and change. Information that is provided through experience facilitates the adaptation process.

Similar processes are acceptable in businesses which struggling to survive. Organizational learning is based on the principle that organizations change their behaviour according to their experience. According to Argyris and Schön (1978), changes in environment have important effects on learning. The authors argue that organizations can

learn if they interpret these changes correctly. Huber (1991) takes an information-processing perspective of organizational learning and define it as a dynamic process based on knowledge, which implies moving among the different levels of action, going from the individual to the group level, and then to the organizational level and back again. Duncen and Wiess (1979), on the other hand, explain organizational learning based largely on knowledge and its using rather than experience. In this context, organizational learning can be considered as a cognitive process in which information is processed.

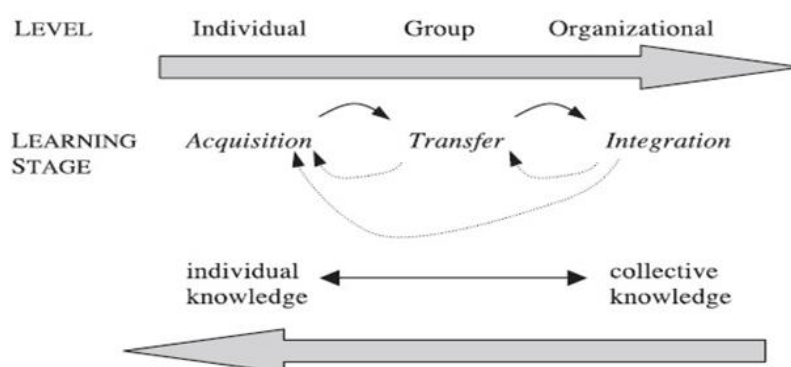


Figure 1: Organizational Learning Model

Source: Jerez-Gomez et al., 2005.

Researchers highlight organizational learning with three main aspects. First step is acquisition or creation of knowledge and its dissemination and integration within the organization. Then new knowledge implies the existence of constant internal changes that can occur at a cognitive or behavioral level. These internal changes lead to a process of constant improvement that allows the firm's actions to be maintained or bettered (Jerez-Gomez et al., 1995; Fiol and Lyles, 1985). Crossan et al. (1999) also developed a framework for the process of organizational learning, presenting organizational learning as four processes-intuiting, interpreting, integrating, and institutionalizing-linking the individual, group, and organizational levels. There are many studies about learning organizations in the literature (e.g. Mills and Friesen, 1992; Örttenblad, 2001; Armstrong and Foley, 2003) and different dimensions have been used to measure learning organizations in these studies. Senge (1990) emphasized five factors related to organizational learning as personal mastery, mental models, shared vision, team learning, and systems thinking. Newis et al. (1995) mentioned about 7 dimensions in order that learning organizations can be accurately measured. Teo and Wang (2005) focused on sub-

dimensions of system orientation, organizational culture, efficiency and sharing and use of information to increase learning organizational capacity. Considering the common points of the different scales in the literature and the most commonly used sub-dimensions, the learning organization scale developed by Jerez-Gomez et al. (2005) was used to evaluate the basic characteristics of the learning organizations in this study. Scale consists of 4 dimensions as "Managerial Commitment, System Perspective, Openness and Experimentation, Information Transfer and Integration".

Commitment is an output of employees' psychological contract. Psychological contract is an exchange agreement between individuals and their organization (Massingham and Diment, 2009; Zhao et al., 2007). Learning organizations are both more generative and more adaptive than traditional organizations, because of their commitment, openness, and ability to deal with complexity (Kofman and Senge, 1993). Organizational learning is a long-term activity that will build competitive advantage over time and requires sustained management attention, commitment, and effort (Goh, 1998). Management must take a leading role to orchestrate internal change to promote learning and needs to build an internally consistent organization design that closely aligns learning and open communications with strategy, organizational structure, reward systems, and culture to create and share new forms of knowledge throughout the firm. Learning and knowledge accumulation may occur from individual efforts, within departments, from sister divisions, and from strategic alliance partners (Lei et al, 1999: 29). Perceptions about management's support for knowledge sharing in the organization is a significant predictor of perceptions about a positive knowledge sharing culture (Connelly and Kelloway, 2003).

Liao and Wu (2010) pointed out that organizational learning is the mediating variable between knowledge management and organizational innovation. Just like a system, knowledge management is an important input, and organizational learning is a key process, then organizational innovation is a critical output. Learning occurs in a system with input, output, conversion process and feedback (Aydoğan et al., 2011). As the organization adopts the system orientation and emphasizes it, the values obtained from the learning can be seen as a whole. Besides system perspective eliminates the difficulties on learning that organizations experience and adds the concept of learning into their culture (Çelik, 2014). Inasmuch as organizational learning implies shared knowledge, perceptions, and beliefs, it will be enhanced by the existence of a common

language and joint action by all the individuals involved in the process (Jerez-Gomez et al., 2005).

Openness is related with being open to new ideas and experiences and emphasizes imagination, versatile thinking and intellectual curiosity (Burger, 2006: 254). Being open to new experiences help us to learn a context from a deep point of view (Chamorro-Premuzic and Furnham, 2009). Organizational learning increases when executives perform their assignments in a supportive organizational culture and the essential attributes measured in a supportive culture are open communication, trust, innovation, providing challenging work, and cohesion among employees (Pool, 2000). A culture that motivates new solutions and innovative improvements in particular first of all prevents ideas from getting lost in daily business and within the organization. Giving immediate feedback, providing communication channels for implicit knowledge, allowing for autonomous work and task identity, initiating innovation projects and using a comprehensive reward and incentive system are appropriate managerial actions in this regard (Hartmann, 2006: 159). Organizations have as much social as they are physical. In this context, it is also important to understand and shape the cultural structure of the organization to shape the processes of innovation and firm performance (Hogan and Coote, 2014).

This fourth dimension refers to two closely linked processes, which occur simultaneously rather than successively: internal transfer and integration of knowledge (Jerez-Gomez et al., 2005: 717). Information transfer is very important for all businesses to acquire and internalize new information (Sarikaya, 2011). The information obtained by the employees and the managers is transferred to the relevant persons on the basis of mutual dialogues and discussions through educational activities (Demirel, 2007). By integration Songer and Linn (1991: 764) mean the synthesizing of ideas into a cohesive and coordinated whole. Sometimes integration means recognizing that two seemingly different processes are really explained by the same underlying principles; at other times, in order to integrate a set of experiences, it may be necessary to differentiate concepts such as heat and temperature which had previously been seen as identical. Directives such as rules, procedures, heuristics etc., routines such as organizational protocols, interaction norms etc. and self-contained task-teams are three ways for organizations to effect knowledge integration (Grant, 1996). Specifically teams provide a viable mechanism for the integration of knowledge for complex and non-routine organizational tasks, especially

when task uncertainty, novelty, and complexity preclude the use of existing routines or directives (Alavi and Tiwana, 2002: 1031).

III. Method

Research Method

In the research, quantitative research method is used and data is obtained through survey technique. The research is an empirical study in terms of data collection technique and based on the primary data according to the nature of the data used. The reason why the research is designed in this way is to measure the degree of inter-variable relationship.

Sample and Data Collection

In this study, as an observation unit, top and middle level managers in textile firms operating in Düzce are selected. The population of the research is 74 textile firms operating in Düzce. Except from the firms which have been operating less than 3 years and which are established in the form of workshops, all the textile firms (43 firms) are reached. Since the population is accessible, a full counting sampling method is used in the research.

Overall 22 items using 5 likert-type scale are used to measure organizational learning and firm performance. Organizational learning scale is adopted from Gomez et al. (2005), which uses 15 items to measure four dimensions (managerial commitment, system perspective, openness and experimentation, knowledge transfer and Integration). Firm performance scale is adopted from Carton and Hofer (2006) which uses 7 items to measure two dimensions (Profitability, Growth). The both scales were firstly translated into Turkish by the authors. Subsequently, they were sent to the English language linguistics and the specialist academicians on these issues for their reviews. The scales were finalized in the direction of the suggestions made by them.

Face to face survey technique is used as research tool. The survey is designed in three sections to examine the basic characteristics of the learning organizations, the company's performance and demographics. The questionnaire prepared on the basis of literature was sent to the expert in their fields to ensure the reliability. Based on the criticism, additions and subtractions were made on survey expressions. Data collection process was performed by the investigator interviewing with the managers individually.

Research Questions

The problem of the research was shaped as a result of literature review and practical examinations. That is, after observing the organizational learning practices and financial performance of the enterprises operating in the textile sector in Düzce, these observations were tried to be associated with the results of the researches on related topics in the literature.

In this context, the question of the research is as follows: "Is there any relationship between the basic characteristics of learning organizations and firm performance? If so, at what level are they related? In light of this research question, the following hypotheses are proposed:

H1: There is a positive relationship between organizational learning and firm performance.

<i>There is a positive relationship between</i>	<i>h2(a, b): Managerial Commitment and a) Profitability, b) Growth</i>
<i>positive relationship between</i>	<i>h3(a, b): System Perspective and a) Profitability, b) Growth</i>
<i>relationship between</i>	<i>h4(a, b): Openness and Experimentation and a) Profitability, b) Growth</i>
<i>between</i>	<i>h5(a, b): Information Transfer and Integration and a) Profitability, b) Growth</i>

IV. Findings

In the analysis of the data, SPSS 18 program was used. Main statistical methods to be used in the research are frequency analysis to summarize the data, and to get a general idea of the distribution descriptive statistics, and correlation analysis to determine the relationship between variables, and to test the differences t-test and ANOVA analyses.

The findings of the analysis were collected in two groups: (I) Findings related to managers and companies and descriptive statistics (II) Findings about the relationship between variables. Firstly, frequency analyses were conducted. The results are shown in Table 1.

Table 1
Frequency Analysis related to Managers and Companies

Questions	Criteria	Frequency	Percentage
How many years has been your firm operating?	1-5 years	17	16,2
	6-10 years	47	44,8
	11 years and above	41	39,0
	Total	105	100,0
What is your position in the firm?	Top Level Manager	28	26,7
	Middle Level Manager	77	73,3
	Total	105	100,0
How many employees do you have?	1-50	31	29,5
	50-100	19	18,1
	100-200	11	10,5
	200 and above	44	41,9
	Total	105	100,0
How is your industry structure?	Dynamic	71	67,6
	Stable	6	5,7
	Complex	26	24,8
	Simple	2	1,9
	Total	105	100,0
Do you make business environment analysis?	Yes	90	85,7
	No	15	14,3
	Total	105	100,0
Do you have seminar program about your employees?	Yes	59	56,2
	No	46	43,8
	Total	105	100,0
What does "learning" mean to you?	Investment	104	99,0
	Cost	1	1,0
	Total	105	100,0
In which department do you work in firm?	Accounting	20	19,0
	Production	25	23,8
	Marketing	11	10,5
	Human Resources	12	11,4
	Total	37	35,2
	Total	105	100,0

When Table 1 is examined, it is seen that the enterprises participating in the research are mostly enterprises operating over 6 years, having more than 200 employees, having a dynamic sector structure, making business environment analysis and educating their employees with seminar programs and meaning the learning as an investment tool. The executives participating in the survey are mostly in the mid-level managerial position and working in the production and accounting departments. On the other hand, when the participating firms are evaluated in terms of the basic characteristics of learning organizations, it seems that the businesses are generally in good conditions. When the situation is specifically assessed, information transfer & integration characteristic is better than the others and it is followed by managerial commitment, openness & experience and system perspective. At the same

time, in terms of financial performance, it is understood that the enterprises are moderate at both profitability and growth conditions.

Secondly, the descriptive statistics about the organizational learning and firm performance have been studied. For each variable, means, standard deviations, reliability coefficients, number of questions and scales are calculated. The findings are presented in Table 2.

Table 2.
Descriptive Statistics: Learning Organization-Firm Performance

Learning Organization-Firm Performance	Means	Standard Deviations	Number of Questions	Reliability Coefficients	Scales
Managerial Commitment	3,6629	1,15669	5	.603	5
System Perspective	3,5746	,85046	3	.748	5
Openness and Experimentation	3,6381	,81403	3	.697	5
Information Transfer and Integration	3,9310	,78331	4	.887	5
Profitability	3,0857	,65213	3	.877	5
Growth	3,0429	,60293	4	.730	5

According to Table 2, the reliability coefficients for all variables are above the current threshold mentioned in the literature (Cronbach's alpha coefficient is 0.60 or above (Nunnally, 1978)). These findings reveal that the formed scales are highly reliable. After determining the reliability of the dimensions, the correlation analysis was conducted. The results are presented in Table 3.

Table 3.
Correlation Analysis: Learning Organization-Firm Performance

Variables	1	2	3	4	5	6
1. Managerial Commitment	1					
2. System Perspective	,489**	1				
3. Openness and Experimentation	,546**	,623**	1			
4. Information Transfer and Integration	,472**	,550**	,594**	1		
5. Profitability	,267**	,136	,115	,052	1	
6. Growth	,215*	,202*	,136	,210*	,516**	1

*Correlation is significant at the 0.05 level (2-tailed). **Correlation is significant at the 0.01 level (2-tailed)

When we examined the Table 3, it can be seen that there is generally at low level and a positive relationship between the basic characteristics of the learning organization (Managerial Commitment, System Perspective, Openness and Experimentation, Information Transfer and Integration) and the dimensions of firm performance (Growth and Profitability). Specifically, the managerial commitment is positively related to

The Relationship between Basic Characteristics of Learning Organizations and Financial Performance

200

profitability and growth at low levels; System Perspective and Information Transfer & Integration features are only positively associated with growth at a low level. Openness&Experimentation dimension is not related to any dimension of financial performance. On the other hand, according to the general relationship between the variables, organizational learning is related to financial performance at a low level (,259 p<0.01). In the light of these results, H1, H2_(a,b), H3_(b) and H5_(b) hypotheses have been supported; H3_(a), H4_(a,b) and H5_(a) hypotheses have been rejected. So, in accordance with the correlation analyses results, research model is shaped as it has been shown at Figure 2 below:

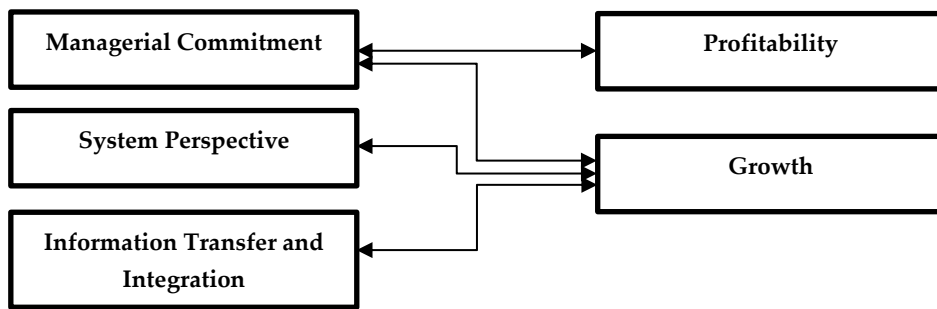


Figure 2.
Final Research Model

Finally, a difference test was conducted to examine the relationship between the variables and industry structure that considered being effective on learning and performance. The results are shown in table 3.

Table 3.
ANOVA Results of Variables Based on Industry Structure

Variables		Sum of Squares	df	Mean Square	F	Sig.	Difference
Profitability	Betw. Groups	4,820	3	1,607	4,118	,008	Dynamic - Stable
	With. Groups	39,408	101	,390			
	Total	44,229	104				
Growth	Betw. Groups	4,764	3	1,588	4,854	,003	Dynamic - Complex
	With. Groups	33,043	101	,327			
	Total	37,807	104				
Managerial Commitment	Betw. Groups	14,969	3	4,990	4,058	,009	Dynamic - Simple
	With. Groups	124,176	101	1,229			
	Total	139,145	104				
System Perspective	Betw. Groups	3,793	3	1,264	1,788	,154	No
	With. Groups	71,429	101	,707			
	Total	75,221	104				
Openness and Experimentation	Betw. Groups	12,673	3	4,224	7,586	,000	Dynamic - Simple
	With. Groups	56,242	101	,557			

Table 3. Continued

Variables		Sum of Squares	df	Mean Square	F	Sig.	Difference
Information Transfer and Integration	Total	68,914	104				
	Betw. Groups	5,253	3	1,751			
	With. Groups	58,559	101	,580	3,020	,033	-
	Total	63,812	104				

When Table 3 is evaluated, all of the variables, except from system perspective, show differences in terms of industry structure. That is, openness & experimentation, information transfer & integration, growth, managerial commitment and profitability vary based on the industry structures which are complex, simple, dynamic and stable.

Observing the Ad-Hoc Tukey Test, it can be seen that profitability differs depending on whether the sectoral environment is dynamic and stable. In dynamic environments, profitability is affected more positively. Growth differs depending on whether the sectoral structure is dynamic or complex. Again dynamic environments are perceived as a more favorable environment for growth. On the other hand, managerial activity differs according to the level of dynamic and simplicity of the sectoral structure. Dynamic structures are seen as structures in which administrative efficiency is better. Finally, openness & experience also differ according to the level of dynamic and simplicity of the industry structure. Dynamic structures are seen as the structures, openness and experience is more outstretched in it.

V. Conclusion and Discussions

This research has been carried out on textile firms operating in Düzce/Turkey. The enterprises participating in the research are mostly operating over 6 years in a dynamical sector structure, having more than 200 employees, making business environment analysis and meaning the learning as an investment tool.

Efficient firms grow and survive; inefficient firms decline and fail. Firms differ in size not because of the fixity of capital, but because some discover that they are more efficient than others (Jovanovic, 1982: 649). It is especially important to keep two basic financial performance indicators such as profitability and growth high in today's business conditions. The era we are in is allowing the businesses that obtain information and use it in the right place to rescue their lives. For this reason, the concepts of organizational learning and financial performance are covered in the scope of our research.

When the enterprises are evaluated according to the basic characteristics of the learning organization, it seems that the information transfer & integration characteristic is better than the others, in terms of financial performance, it is understood that the enterprises are moderate at both profitability and growth conditions. According to the results of correlation analysis, there is generally at low level and a positive relationship between the basic characteristics of the learning organization and firm performance. One of the most striking result is that growth indicator of firm performance is more associated with the characteristics of learning organizations. Whereas, profitability indicator of firm performance is only associated with managerial commitment characteristics of learning organizations. The other side the difference test shows that all of the variables, except from system perspective, different depending on the industry structure. That is, profitability, growth, managerial commitment, openness & experimentation, information transfer & Integration vary based on the industry structures which are complex, simple, dynamic and stable. When these results are compared with the results of similar studies in the literature, it can be seen that these findings are consistent with the some studies in the literature (Kitapci et al., 2012; Farrell et al., 2008; Wang, 2008; Steyrer et al., 2008). There are also studies that investigate the same subject through different variables (Sahaya, 2012; Ellinger et al., 2002; Yang et al., 2004) but results also support the positive relationship between learning organization capabilities and financial performance.

However, this survey is conducted on textile firms operating in Düzce, findings might not be transferred to all sectors. Therefore, it is recommended that further researches can be conducted on other industries and different sampling can be obtained from different provinces in Turkey for the generalizability.

REFERENCES

- Abiola, I. (2013). Organizational Learning, Innovativeness and Financial Performance of Small and Medium Enterprises (Smes) In Nigeria, *European Journal of Business and Management*, 5(2): 179-186.
- Ağca, V. and Kandemir, T. (2008). Aile İşletmelerinde İç Girişimcilik Finansal Performans İlişkisi: Afyonkarahisar'da Bir Araştırma, *Sosyal Bilimler Dergisi*, 10(3): 209-230.

- Alavi, M. and Tiwana, A. (2002). Knowledge integration in virtual teams: The potential role of KMS. *Journal of the Association for Information Science and Technology*, 53(12): 1029-1037.
- Antoncic, B. and Hisrich, R. D. (2001). Intrapreneurship: Construct Refinement and Cross-Cultural Validation, *Journal of Business Venturing*, 16: 495-527.
- Argyris, C., and Schön, D. A. (1978). *Organizational Learning: A Theory of Action Perspective*, Reading, MA: Addison-Wesley.
- Armstrong, A. and Foley, P. (2003). Foundations for a learning organization: organization learning mechanisms, *The Learning Organization*, 10(2): 74-82.
- Aydeniz, E. Ş. (2009). Makroekonomik Göstergelerin Firmaların Performans Ölçütleri Üzerindeki Etkisinin Ölçülmesine Yönelik Bir Araştırma: İMKB'ye Kote Gıda ve İçecek İşletmelerin Üzerine Bir Araştırma, *Marmara Üniversitesi İİBF Dergisi*, 27(2): 263-277.
- Aydoğan, E., Orhan, F., Naldöken, Ü., Beylik, U. and Aksay, K. (2011), Sağlık Kurumlarından Örgütsel Öğrenme Kapasitesi: Bir Kamu Hastanesi Örneği, *C.Ü. İİBF Dergisi*, 12 (2): 191-213.
- Burger, J. M. (2006). *Kişilik* (Çev. İD Erguvan Sarıoğlu). İstanbul: Kaknüs Yayınları.
- Capon, N., Farley, J.U. and Hoenig, S. (1990). Determinants of Financial Performance: A Meta-Analysis, *Management Science*, 36(10): 1143-1159.
- Carton, R. B. and Hofer, C. W. (2006). *Measuring Organizational Performance: Metrics for Entrepreneurship and Strategic Management Research*, Northampton, MA: Edgard Elgar Publishing.
- Çelik, V. (2014). Örgütsel Öğrenme Kapasitesi Ve Yeniliğin, Finansal Performansa Etkisi, *Balikesir University Journal of Social Sciences Institute*, 17(31): 193-212.
- Çevik, H. H., Göksu, T., Bilgiç, V. K., Karakaya, M., Seyhan, K. and Gül, S. K. (2008). *Kamu Kurumlarında Performans Yönetimi*. Ankara: Seçkin Yayınevi.
- Chamorro-Premuzic, T. and Furnham, A. (2009). Mainly Openness: The relationship between the Big Five personality traits and learning approaches, *Learning and Individual Differences*, 19(4): 524-529.
- Connelly, C.E. and Kelloway, E.K. (2003). Predictors of employees' perceptions of knowledge sharing cultures, *Leadership & Organization Development Journal*, 24(5): pp.294-301.
- Crossan, M. M., Lane, H. W. and White, R. E. (1999), An Organizational Learning Framework: From Intuition to Institution, *Academy of Management Review*, 24(3): 522-537.
- Demirel, Y. (2007). *Müşteri İlişkileri Yönetimi ve Bilgi Paylaşımı*, 2. Baskı, İstanbul: IQ Kültür Sanat Yayıncılık.

**The
Relationship
between Basic
Characteristics
of Learning
Organizations
and Financial
Performance**

204

- Duncan R. and Weiss, A. (1979). Organizational learning: Implications for organizational design. In Staw B. (Ed.), *Research in organizational behavior*, pp. 75-123. Greenwich, CT: JAI.
- Ege, İ., Topaloğlu, E. E. and Özyamanoğlu, M. (2013). Finansal Performans İle Kurumsal Yönetim Notları Arasındaki İlişki: BIST üzerine bir uygulama, *Akademik Araştırmalar ve Çalışmalar Dergisi (AKAD)*, 5(9): 100-117.
- Ellinger, A. D., Ellinger, A. E., Yang, B., and Howton, S. W. (2002). The relationship between the learning organization concept and firms' financial performance: An empirical assessment, *Human resource development quarterly*, 13(1): 5-22.
- Farrell, M. A., Oczkowski, E. and Kharabsheh, R. (2008), Market orientation, learning orientation and organizational performance in international joint ventures, *Asia Pasific Journal of Marketing Logistics*, 20(3): 289-308.
- Farrukh, M. and Waheed, A. (2015). Learning Organization And Competitive Advantage-An Integrated Approach, *Journal of Asian Business Strategy*, 5(4): 73-79.
- Fiol, C. M and Lyles, M. A. (1985). Organizational learning, *Academy of Management Review*, 10(4): 803-813.
- Goh, S. C. (1998). Toward a learning organization: The strategic building blocks, *SAM Advanced Management Journal*, 63(2): 15-22.
- Grant, R. (1996). Prospering in dynamically-competitive environments: Organizational capacity as knowledge integration, *Organization Science*, 7(4): 375-387.
- Griffin, J. J. and Mahon, J. F. (1997). The Corporate Social Performance and Corporate Financial Performance Debate, *Business & Society*, 36(1): 5-31.
- Hartmann, A. (2006). The Role of Organizational Culture in Motivating Innovative Behaviour in Construction Firms, *Construction Innovation*, 6(3): 159-172.
- Hogan, S. J. and Coote, L. V. (2014). Organizational Culture, Innovation, and Performance: A Test of Schein's Model, *Journal of Business Research*, 67(8): 1609-1621.
- Huber, G. P. (1991). Organizational learning: The contributing processes and the literatures, *Organization science*, 2(1): 88-115.
- Jerez-Gomez, P., Cespedes-Lorente, J. and Valle-Cabera, R. (2005). Organizational Learning Capability: A Proposal of Measurement, *Journal of Business Research*, 58: 715-725.
- Jiang, X. and Li, Y. (2008). The relationship between organizational learning and firms' financial performance in strategic alliances: A contingency approach, *Journal of World Business*, 43: 365-379.
- Jovanovic, B. (1982). Selection and the Evolution of Industry, *Econometrica: Journal of the Econometric Society*, 50(3): 649-670.

- Kitapci, H., Aydin, B. and Celik, V. (2012). The effects of organizational learning capacity and innovativeness on financial performance: An empirical study, *African Journal of Business Management*, 6(6): 2332-2341.
- Kocoglu, I., Imamoglu, S. Z., and Ince, H. (2011). The Relationship between Organizational Learning and Firm Performance: The Mediating Roles of Innovation and TQM, *Journal of Global Strategic Management*, 09 (June): 72-88.
- Kofman, F. and Senge, P. M. (1993). Communities of commitment: The heart of learning organizations. *Organizational dynamics*, 22(2), 5-23.
- Köseoğlu, M. A. (2005). Kamu İktisadi Teşebbüslerinde Performans Ölçümü, DPT Uzmanlık Tezleri, 12-14.
- Lei, D., Slocum, J. W. and Pitts, R. A. (1999). Designing organizations for competitive advantage: the power of unlearning and learning. *Organizational dynamics*, 27(3): 24-38.
- Lengnick-Hall, C. A. (1992). Innovation and competitive advantage: what we know and what we need to learn, *Journal of Management*, 18(2): 399-429.
- Liao, S. H. and Wu, C. C. (2010). System perspective of knowledge management, organizational learning, and organizational innovation, *Expert systems with Applications*, 37(2): 1096-1103.
- Massingham, P. and Diment, K. (2009). Organizational commitment, knowledge management interventions, and learning organization capacity, *The Learning Organization*, 16(2):122-142.
- Mills, D. Q. and Friesen, B. (1992). The learning organization, *European Management Journal*, 10(2): 146-156.
- Nevis, E. C., DiBella, A. J. and Gould, J. M. (1995). Understanding Organizations as Learning Systems, *Sloan Management Review*, 36: 73-85.
- Örtenblad, A. (2001). On differences between organizational learning and learning organization, *The Learning Organization*, 8(3): 125-133.
- Pool, S. W. (2000). The learning organization: motivating employees by integrating TQM philosophy in a supportive organizational culture, *Leadership & Organization Development Journal*, 21(8): 373-378.
- Sahaya, N. (2012). A learning organization as a mediator of leadership style and firms' financial performance, *International Journal of Business and Management*, 7(14): 96-113.
- Sarıkaya, B. (2011). Bilgi Paylaşımı: Kahramanmaraşta Bir Alan Çalışması, Yayınlanmamış Yüksek Lisans Tezi, Kahramanmaraş: Kahramanmaraş Sütçü İmam Üniversitesi Sosyal Bilimler Enstitüsü.
- Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*, London: Random House.

**The
Relationship
between Basic
Characteristics
of Learning
Organizations
and Financial
Performance**

206

- Songer, N. B and Linn, M. C. (1991). How do students' views of science influence knowledge integration? *Journal of research in science teaching*, 28(9): 761-784.
- Steyrer, J., Schiffinger, M. and Lang, R. (2008). Organizational commitment-a missing link between leadership behavior and organizational performance?, *Scandinavian Journal of Management*, (24): 364-374.
- TDK (Türk Dil Kurumu) (1981). Türkçe Sözlük (6. Baskı). Ankara: Türk Tarih Kurumu Basımevi.
- TDK (Türk Dil Kurumu), "Öğrenme", <http://www.tdk.gov.tr>. 11.09.2017.
- Teo H. H. and Wang, X. (2005). Organizational Learning Capacity and Attitude Toward Complex Technological Innovations: An Empirical Study,. *Int. Sci.*, 57(2): 264-279.
- Uyargil, C. (2008). İşletmelerde Performans Yönetim Sistemi-Performans Planlaması Değerlendirilmesi ve Geliştirilmesi, 2. Baskı. İstanbul: Arıkan Yayınları.
- Uygurtürk, H. and Korkmaz, T. (2012). Finansal Performansın TOPSIS Çok Kriterli Karar Verme Yöntemi ile Belirlenmesi: Ana Metal Sanayi İşletmeleri Üzerine Bir Uygulama, *Eskişehir Osmangazi Üniversitesi İİBF Dergisi*, 7(2): 95-115.
- Wang, C. L. (2008). Entrepreneurial orientation, learning orientation, and firm performance, *Entrepreneurship Theory and Practice*, July: 635-657.
- Yang, B., Watkins, K. E. and Marsick, V. J. (2004). The construct of the learning organization: Dimensions, measurement, and validation, *Human resource development quarterly*, 15(1): 31-55.
- Zhao, H., Wayne, S. J., Glibkowski, B. C. and Bravo, J. (2007). The impact of psychological contract breach on work-related outcomes: a meta-analysis, *Personnel Psychology*, 60(3): 647-80.