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The Effect of Cultural Intelligence on the Climate of Diversity

Kültürel Zekânın Farklılık İklimine Etkisi

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ABSTRACT

The climate of diversity is defined as “the common perceptions of employees about the way things are done”. The climate of diversity is at the centre of human resource management practices and policies. The climate of diversity is seen as an opportunity for the organization and turns into a useful tool when used brilliantly. The management of diversity, which sees the differences of individuals as wealth and aims to increase the differences, has an important potential in maintaining organizational development and equal opportunities for controlling organizational outputs. The main purpose of the current study is to determine the relationship between cultural intelligence and the climate of diversity. In the study, it was also examined whether cultural intelligence, the climate of diversity, the management of diversity and career perception vary significantly depending on the demographic characteristics of the employees. Anova, t-test and Pearson correlation method were used in empirical analyses. As a result of the analyses, a negative and statistically significant correlation was found between the cognitive dimension of the cultural intelligence scale and the scale of the climate of diversity, the work group factor and the organizational factors dimension. Moreover, it was determined that the individuals who are the citizens of the Turkish Republic have a higher level of cultural intelligence and a better perception of the climate of diversity than the ones who are not citizens.

Anahtar Kelimeler:

Kültürel Zekâ,
Farklılık İklimi,
Farklılıklar
Yönetimi

ÖZET

Farklılık iklimi “işlerin yapılış şekline yönelik çalışanların ortak algıları” olarak tanımlanmaktadır. Farklılık iklimi insan kaynakları yönetimi uygulama ve politikalarının merkezinde yer almaktadır. Farklılık iklimi, örgüt için bir fırsat olarak görülüp zekice kullanıldığında fayda sağlayan bir araca dönüşmektedir. Bireylerin farklılıklarını zenginlik olarak gören ve farklılıkları arttırmayı amaçlayan farklılıkların yönetimi örgütsel çıktılar üzerinde kontrol sahibi olunmasında örgütsel gelişimin ve fırsat eşitliğinin sağlanmasında önemli potansiyele sahiptir. Bu araştırmanın temel amacı kültürel zekâ ve farklılık iklimi arasındaki ilişkiyi tespit etmektir. Çalışmada ayrıca çalışanlarının demografik özelliklerine göre kültürel zekâ, farklılık iklimi ve farklılıklar yönetimi ve kariyer algı farklılaşım farklılaşmadığı incelenmiştir. Ampirik analizlerde Anova, t-testinden ve Pearson korelasyon yönteminden yararlanılmıştır. Yapılan analizler sonucunda kültürel zekâ ölçeğinin bilişsel boyutu ile farklılık iklimi ölçeği ve çalışma grubu faktörü ve örgütsel faktörler boyutu arasında negatif ve istatistiksel olarak anlamlı bir ilişki tespit edilmiştir. Ayrıca T.C. vatandaşı olan bireylerin olmayan bireylere göre kültürel zekâ ve farklılık iklimi ve daha yüksek olduğu belirlenmiştir.

1. INTRODUCTION

Human resources, which settled in the centre of organizations in the 21st century, have become the main priority of all organizations. The main goal of this priority is to attract, keep and benefit from human resources. After the Workforce 2000 report published in 1987, many organizations have turned towards creating a multicultural environment (Cox, 2001: 1-2).

Today, organizations have to take advantage of differences in order to gain a competitive advantage. Research has determined that the differences contribute to the goals and competitiveness of organizations. Diversity management is therefore important and diversity management has become the main policy for businesses. When differences are not managed effectively, some negative consequences such as cynicism, low motivation, inefficiency, burnout, conflict and absenteeism can be seen (Fettahlioğlu and Tatlı, 2015:120).

Traditional estimation methods including statistics and mathematics, which organizations use to anticipate changes and create appropriate action plans, are no longer sufficient. Today, heterogeneous groups with different imaginations, different perspectives, and different expertise are needed. Seen from this perspective, effective management of differences comes to the fore in the formation of think tanks that decide the future strategies of organizations (Kamaşak and Yücelen, 2007:36). The fact that individual differences may cause pressure, harassment, humiliation and discrimination increase the importance of diversity management. In addition, while the order in modern societies has been based on similarity, today it is based on diversity. In other words, developments in the social, organizational and managerial areas increase the interest in differences (Nişancı, Mayatürk Akyol and Özmutaf, 2016:288).

The main difficulties in organizations are not to manage individuals with similar beliefs, values, perspectives and individual characteristics, but to manage different people, bring them together, and reduce tensions arising from differences. Diversity management is a managerial practice used to overcome these difficulties. According to the diversity management approach, employee diversity is wealth for organizations and provides a competitive advantage (Tozkoparan and Vatansever, 2011:90).

Diversity management refers to the self-knowledge and awareness of individuals and communities with different demographic characteristics, belonging to different beliefs and cultures, and adopting different values (Memduhoğlu, 2011b:38). Diversity management is a management approach that has adopted the principle of making more use of the existing workforce potential (İnce, Gül and Korkmaz, 2015:112) by preventing individual differences from being a cost for organizations (Balyer and Gündüz, 2010: 26).

2. DIVERSITY CLIMATE

Effective diversity management contributes to the performance of the organization as it allows individuals to be free from mental, emotional and physical barriers and encourages them to work as a team and to benefit from all available capabilities. The success of the organization increases as the different knowledge and skills of different individuals are valued and utilized at the maximum level. Individuals strive harder to contribute to the goals in an organization where their differences are respected and valued. Thus, the organization's human resources are capitalized on to the greatest extent (Barutçugil, 2004:231).

While diversity management is gaining importance in multinational countries, it also concerns organizations in unination countries (Sezerel and Tonus, 2016:3). Diversity and diverse identities became critical issues as organizations expanded geographically and the workforce began to move freely across countries. Now, there are different elements in consumption and production areas (Memduhoğlu, 2011a:116). As a result of these changes and developments, the increase in the number of employees with a high level of education, knowledge and skills and with different cultures in the organization has made diversity management a competitive strategy (Tozkoparan and Vatansever, 2011:89).

Diversity management is at the centre of human resources management practices and policies. When diversity management is seen as an opportunity for the organization and used cleverly, it turns into a useful tool (İnce, Gül and Korkmaz, 2015:115). Diversity management which sees the differences of individuals as wealth and aims to increase the differences has an important potential in ensuring organizational development and equal opportunity in terms of having control over organizational outputs (Okçu, 2014:2151).

Reichers and Schneider (1990, 43) define organizational climate as “the common perceptions of employees about the way things are done”. Perceived climate is formed as part of the perception process. Employees get information from the most prominent stimuli to define and interpret their work environment. This information

about workplace conditions and events experienced by employees provides broader information on the climate of the work environment. Schneider (1987, 12) emphasizes that the best reference is the climate while interpreting organizational conditions and events. For this reason, the climate is seen as an important focal point by academicians who conduct organization studies, especially by those who study differences in working life.

Hyde and Hopkins (2004, 61) define the concept of diversity as the degree of heterogeneity of employees within the organization. The climate of diversity, which has been a very popular topic recently, is defined as “The unity of perceptions shared by employees that their organizations are conducting policies, practices and procedures that reinforce and protect differences and eliminate discrimination.” (Gelfand et al., 2005, 2). Garcia and Hoelscher (2010, 3) state that four different themes are widely acknowledged while defining the climate of diversity. These are listed as follows:

- Perception of the degree of between-group conflict and acceptance of others,
- Level of institutional commitment to diversity (e.g., promotion of personal and emotional safety, promotion of increased demographic representation of individuals from minority populations),
- Fairness (e.g., acculturation processes, lack of institutional bias), and
- A generalized atmosphere of respect (e.g., personal attitudes and reduction of prejudices).

Empirical research on the climate of diversity is very limited. The existing research typically focuses on the precursors of diversity climate rather its consequences.

The first study on diversity climate was conducted by Kossek and Zonia (1993, 12). The aim of this study was to operationalise the extent to which the members of an organization generally participate in and value the efforts made to increase the representation of minority groups within the organization. Later, Mor Barak et al. (1998, 23) developed the Perceived Diversity Climate Scale (PDCS) to evaluate organizational justice and inclusiveness regarding diversity in organizations, based on the theories of social identity and intergroup relations. The Diversity Climate Scale (Mor Barak et al. 1998) evaluates the extent to which an organization supports diversity to ensure an inclusive and equitable climate.

Research on diversity climate focuses on the theory of social identity and social change to explain the process by which diversity climate affects work attitudes (McKay and Avery, 2015, 71). From the perspective of social identity, researchers argue that diversity climate promotes freedom of identity and thus affects work attitudes such as job satisfaction and intention to quit. Based on the perspective of social change, researchers emphasize that diversity climate affects organizations by strengthening the psychological contracts of minority group members with the organization (Luthans and Youssef, 2004, 54).

According to Özbilgin (2008, 1-29), the diversity climate of an organization reflects the common perceptions of employees regarding the consequences of various forms of workplace harassment and discrimination against differences. Seen from this perspective, it can be argued that organizations dominated by a positive diversity climate do not tolerate harassment and discrimination, while organizations dominated by a negative diversity climate tolerate harassment and discrimination against different employees. Kwak (2003.7-8) stated that diversity climate includes the psychological climate (perceptions, attitudes and beliefs about diversity) and behavioural climate (the way different racial and ethnic groups interact in a given environment). From this point of view, diversity climate includes the whole of the attitudes, perceptions and beliefs developed towards the differences between the groups in the working environment.

2.1. Dimensions of Diversity Climate

Theory and models have the role of guiding researchers and elaborating on existing relational contexts related to the subject. Although the theories and models developed in relation to organizational diversity climate are limited, many theories and models in other fields of social sciences such as sociology, psychology and social psychology form the basis for diversity climate. In this context, theories and models related to diversity climate are elaborated.

2.1.1. Social Identity Theory

Social identity theory was introduced by Henri Tajfel and John Turner (1979). Social identity theory explains the relationship between social groups and individual identity through the meanings people ascribe to their membership in identity groups such as race, ethnicity, or social gender (Tajfel, 1982, 64). Social identity theory assumes that people want to define, interpret, and evaluate themselves in a positive way. Thus, the individual becomes a member of groups to create a positive social identity. His/her social and personal identity gained in this way determines his/her group membership.

Referring to social identity theory, Phinney (1992, 34) and Utsey (2002, 56) showed that minority members with different ethnic identities have a stronger sense of ethnic identity than white participants in the US. When the minorities and whites were compared, it was found that the group harmony of the whites was weak, on the other hand, the awareness of the minority group was high and the meaning they attributed to their group was strong. Moreover, it was revealed that minority groups are more sensitive than whites about wages and other working conditions within the organization.

2.1.2. Intergroup Relations Theory

The problem of intergroup relations has recently become a vital issue. When evaluated in terms of working life, ethnic, religious, ideological or lifestyle differences between managers and employees, who are in constant interaction, bring conflict, uncertainty and unhappiness. In 1949, Muzaffer Şerif and his colleagues examined the intergroup relations in an empirical study and tested the hypothesis "when two inner groups enter into operational relationships under conditions of competition and frustration, negative outgroup attitudes and stereotypes arise and become standardized". According to the results of the study, the sense of belongingness and solidarity of the inner groups strengthens and hostile attitudes and behaviours towards the outgroup increase in environments where competition is intense and obstruction in intergroup relations is encountered. It was observed that even when the obstructions on the subject groups were removed, the same attitudes were observed. As a result, the tested hypothesis was confirmed. This can be summarized as follows: The direction of intergroup relations determines the direction of the attitudes and behaviours developed towards the outgroup. The positive group relationship results in positive attitudes and behaviours. If intergroup relations are negative, negative attitudes and stereotypes towards the outgroup arise. These stereotypes lead to the development of social distance against different groups over time (Şerif ve White, 1996, 12).

2.1.3. Equity Theory

According to equity theory developed by John Stacey Adams (1963, 422), employees desire an environment in the workplace where all employees are treated equally. This desire has an impact on the motivation of employees. The level of success and job satisfaction of employees is shaped in direct proportion to the equality and inequality in the working environment. Employees also compare what they have achieved in return for their efforts with those of other employees within the organization. As a result of this comparison, they convince themselves of some facts. Cropanzano et al. (2011, 23) state that what people believe is more important than some absolute feelings about what is right because they argue that employees' perceptions are the basis for their later attitudes (such as the intention to leave the job) and behaviours (Bynum et al., 2012, 3; Fassin, 2012, 31; Harrison and Freeman, 1999, 21). Similar to social identity theory, Adams (1963, 430) argues that the individual's perception of equality is not independent of the values and norms of the social group to which he or she belongs. Every individual has a learning story, but he or she tends to demonstrate psychological responses similar to those with whom he/she has learned the same values, social norms, the same language and culture.

3. DIVERSITY MANAGEMENT

The main difficulties in organizations are not to manage individuals with similar beliefs, values, perspectives and individual characteristics, but to manage different people, bring them together, and reduce tensions arising from differences. Diversity management is a managerial practice used to overcome these difficulties. According to the diversity management approach, employee diversity is wealth for organizations and provides competitive advantage (Tozkoparan and Vatansever, 2011:90).

Diversity management refers to the self-knowledge and awareness of individuals and communities with different demographic characteristics, belonging to different beliefs and cultures, and adopting different value judgments (Memduhoğlu, 2011b:38). Diversity management is a management approach that has adopted the principle of making more use of the existing workforce potential (İnce, Gül and Korkmaz, 2015:112) by preventing individual differences from being a cost for organizations (Balyer and Gündüz, 2010: 26).

According to Thomas, who coined the concept, diversity management does not mean harnessing differences and establishing control over them, but means providing opportunities for employees to show their potential. In this context, the acceptance of the existence of differences under the same roof is important for an effective diversity management (United States Government Accountability Office Research Report, 2005). Diversity management is to view differences as a dimension that increases organizational performance, enhances its products and services, and increases its social benefits. It is the clear recognition and appreciation of the individuals who carry the increasing differences in communities to the organization every day (Barutçugil, 2011:203).

Diversity management has an interdisciplinary nature and correspondingly uses the methods of sciences such as racial science, economics, organizational behaviour, political science, human resource management, behavioural science and social science. In this context, diversity management plays a role in the development of different ideas and thoughts, creativity, making effective use of differences within the system and initiating organizational change processes (Doğan et al., 2015:122).

Diversity management does not only mean increasing the number of individuals with different characteristics but rather helping individuals having different socio-cultural perceptions, life styles and world views to be aware of themselves and feel their own existence (Taşlıyan, Hırlak and Çiftçi:2017:165). Diversity management is a management process that tries to reduce negative perspectives on differences such as gender, age, race, class, disability, sexual orientation and religion among individuals struggling with racism, classism and discrimination. In this process, importance is given to individual similarities and differences, thus the negativities arising from differences are reduced, and it is aimed to benefit from the advantages of differences at the highest level (Sürgevil, 2010:89-91).

Diversity management means that employees are not discriminated against in terms of demographic characteristics such as race, language, religion, personality, gender, mental and physical capacity, age and experience, as well as economic and socio-cultural characteristics. In this context, diversity management is a management approach that takes into account the internal and external environments of organizations. In this approach, it is aimed to ensure the happiness of individuals as well as the recognition of their differences (Polat, 2012:1398).

As can be seen, diversity management indicates three basic conditions: First, effective management of differences provides new contributions and values to the organization. Second, the differences are deep, not superficial. Third, the business environment is important in managing differences (Çetin and Bostancı, 2014:2). In the most general terms, diversity management refers to the effective and conscious development of the process leading to the formation of a positive working environment by respecting individual, socio-cultural and demographic differences, not discriminating individuals or groups, confirming differences and similarities, focusing on the future, directing values, creating new values by using strategy and communication and drawing on differences to achieve individual and organizational goals (Özan and Polat, 2013:55). In this process, differences are a means of achieving goals, not costs (Sürgevil and Budak, 2008:69).

4. CULTURAL INTELLIGENCE

Cultural intelligence, introduced by Earley and Ang (2003), is the ability to adapt to different cultures in different cultural environments and to act in accordance with the requirements of that culture. This type of intelligence, which has come to the fore with the increase in cultural relations in recent years, has become the most effective tool in problem-solving, especially in global business environments and multicultural environments.

4.1. Metacognitive Cultural Intelligence

This dimension of cultural intelligence refers to the ability of individuals to properly perceive every cultural situation and expectation they encounter. Individuals with metacognitive cultural intelligence are aware of the priorities of other cultures before and during the interaction. They can also challenge cultural assumptions and moderate their mental paradigms during and after the interaction (Ang et al., 2008). This type of intelligence reflects the mental processes used by the person in acquiring and understanding cultural knowledge, and also includes control and knowledge over the individual's thinking process towards the culture. It is the ability to plan, follow and change the mental model to understand the cultural norms of different countries or groups of people. When the metacognitive cultural intelligence level is high, there is an awareness of the cultural preferences of people from different cultures. This awareness occurs consciously before or during the interaction with cultures. In addition, people who interact can adapt the mental models they use during and after the interaction (Yeşil, 2010).

Metacognitive intelligence is a phenomenon strategic in nature. It allows individuals to develop an awareness of their knowledge of different cultures and to know when and how to use this knowledge. Metacognitive intelligence defined as individual cultural consciousness and awareness in the process of interacting with people from different cultures is important as it encourages effective thinking about people and situations when cultural backgrounds are different, triggers sensitive behaviours towards traditions, habits, assumptions and cultural thinking and allows individuals to create, evaluate and revise their mental maps about their own culture and others' cultures (Akdemir et al., 2016).

4.2. Cognitive Cultural Intelligence

Cognitive cultural intelligence reflects individuals' general knowledge and mental maps of cultures in a way that enables them to understand the similarities and differences of cultures. For this reason, the cognitive intelligence dimension includes information about the language, religious beliefs, social norms, legal and economic systems of different cultures (Yeşil, 2010: 158). In terms of cultural intelligence, this information includes general knowledge about the structure of a culture and its social, legal and economic systems (Dyne and Ang 2005). This component is the knowledge gained through experience and education including culture-specific differences containing norms, practices and customs / habits as well as the universal dimensions of the culture (Ang et al., 2008:338). Cognitive cultural intelligence has been shown to improve decision making in intercultural interaction practices (Ang and Van Dyne, 2008). The two sub-dimensions of cognitive intelligence are general knowledge about culture and specific knowledge about that culture, as stated above. When general knowledge is mentioned, reference is made to universal elements of the cultural environment encountered. These are knowledge on economic systems, management systems, education systems and general legal rules. Specific knowledge, for example, is to know that Brazilians tend to be very active and lively, and Japanese are inclined to non-verbal communication (Ang and Van Dyne, 2008).

Cognitive cultural intelligence provides a framework that we can use for various cultural interactions in building cultural understanding that constructs our knowledge capacity; equips us with mental preparations to understand what is happening at that time by putting aside our own cultural perspective; gives us flexibility and a broader perspective. While metacognitive cultural intelligence focuses on higher order cognitive processes, cognitive cultural intelligence mostly covers the knowledge about the norms, practices and traditions of different cultures that an individual acquires through education and experience. It involves having knowledge of economic, legal, social and general cultural value systems of different cultures, including their subcultures. For this reason, those with high cognitive intelligence have the capacity to understand the similarities and differences of cultures well (Yeşil, 2010).

4.3. Motivational Cultural Intelligence

Motivational cultural intelligence refers to the energy and interest level of a person in learning different cultural elements and shows the openness and interest in interacting with people from other cultures (İşçi et al., 2013: 6). This dimension of cultural intelligence is the capacity to direct energy and attention in order to act or learn in a different cultural environment. When their motivational cultural intelligence is high, people can focus their energy and attention on intercultural situations due to their inherent interest and as a result, they can be successful (Yeşil, 2010).

According to Earley and Ang (2003), one of the factors that affect an individual's motivation for behaviour is self-efficacy. People with high self-efficacy try harder to tackle any task, are more able to control the environment, and are less afraid of trying anything than those who are with low self-efficacy. Accordingly, self-efficacy plays an important role at the level of cultural intelligence because the successful maintenance of intercultural interactions depends on the individual's general sense of confidence. This situation manifests itself most simply in the use of foreign languages. It is a common situation that some individuals have difficulty in communicating despite their very good command of a foreign language, while others do not hesitate to speak by taking the risk of making mistakes despite the insufficient command of a foreign language. Motivational cultural intelligence reflects the energy to learn and work and the ability to pay attention in environments where cultural differences are evident. Cultural intelligence includes intrinsic motivation referring to the degree of taking pleasure from different cultural environments, extrinsic motivation referring to concrete gains from different cultural experiences, and intrinsic benefit referring to being effective in intercultural encounters (Aksoy, 2013: 86).

4.4. Behavioural Cultural Intelligence

The behavioural dimension is about combining cognitive and motivational intelligence and applying them to the real world. Because cultural intelligence means exhibiting behaviour in accordance with the necessity of the situation encountered, in other words, it defines different behavioural skills in different cultural situations, instead of acting according to certain behavioural patterns, it requires exhibiting behaviours appropriate to the situation. People with high cultural intelligence in the behavioural context can show behaviours appropriate to different cultural environments (such as appropriate language use, facial expressions, gestures and mimics, tone of voice) in line with their verbal or non-verbal behavioural abilities (Kulakoğlu & Topaloğlu, 2014: 43), they can adjust their behaviours according to different cultural interactions (Ersoy and Ehtiyar, 2015: 44).

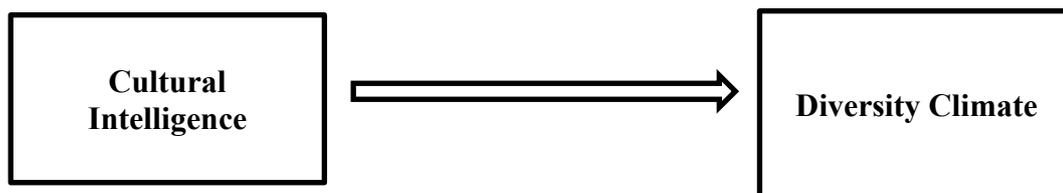
5. THE ROLE OF CULTURAL INTELLIGENCE IN MULTICULTURAL ENVIRONMENTS

As it is known, globalization has increased the circulation of the international workforce since the 1990s. The number of multinational companies operating in various countries increased from 7000 in the 1970s to 50,000 in 2000. In 2009, there were 82,000 multinational companies and 810,000 international companies in the world while in Turkey there were 29,283 internationally owned companies in 2011. The global business environment and accordingly the global labour movement are growing with each day. It is known that the number of multicultural teams has increased in the business world due to this development. Managing employees from different cultures who can adapt to the rapid changes in the global business environment has become a very important issue in the increasingly competitive environment. Multicultural teams are business groups that consist of citizens of different countries and whose activities include different countries. Managing multicultural teams is challenging and complex as it requires enabling individuals with different cultural backgrounds to be productive and successful for the same purpose. In this respect, it is different from the teams formed by the employees of the same nationality. Communication problems, disagreements and conflicts between individuals are possible in multicultural settings. The solution and management of these problems are important for both individuals and organizations.

6. METHODOLOGY

In the current study, it was aimed to examine the effect of the cultural intelligence of employees working in the city of Kocaeli on diversity climate. The population of the study is comprised of the employees working in the city of Kocaeli. The sample of the study consists of 172 employees selected from the population through the convenience sampling method. Of these 172 participants, 109 are Turks and 63 are foreigners. The scales used in the current study were developed by Robert Bean (2001) and adapted to Turkish by Nedim Aksu (2008). The model of the study is given in Figure 1.

Figure 1. Research Model



7. FINDINGS

Table 1. Demographic Information of the Participants

	Variables	N	%
Gender	Female	54	31.4
	Male	118	68.6
Age	18-25	44	25.6
	26-35	92	53.5
	36-50	28	16.3
	Over 50	8	4.7
Nationality	Turkish Republic	109	63.4
	Other	63	36.6
Marital Status	Married	106	61.6
	Single	66	38.4
Education Level	Secondary School	2	1.2
	High School	40	23.3
	Associate Degree	43	25.0
	Undergraduate Degree	73	42.4
	Graduate Degree	14	8.1
Length of Employment	Less than 1 year	18	10.5

	1-3 years	47	27.3
	4-6 years	84	48.8
	7-9 years	21	12.2
	10 years and more	2	1.2
Nationality of the Partner	Single	66	38.4
	Turkish	96	55.8
	From his/her own country	8	4.7
	From another country	2	1.2

Demographic information of the participants is given in Table 1. The great majority of the participants are married, male and citizen of Turkish Republic. More than half of the participants are in the age group of 26-35, have a length of employment between 4 and 6 years and have Turkish partners. In addition, 42.2% of the participants have a graduate degree.

Table 2. Reliabilities of the Scales and their Dimensions

Dimensions	Item Numbers	Cronbach's Alpha
Cultural Intelligence	1-20	.850
Diversity Climate	1-12	.786

In Table 2, the reliabilities of the cultural intelligence and diversity climate, diversity management and career scales are given. When the results are examined, it is seen that the cultural intelligence, diversity climate and diversity management and career scales are reliable (>.70).

Table 3. Means, Standard Deviations and Normality Values of the Cultural Intelligence, Diversity Climate and Diversity Management and Career Scales

	N	Mean	Standard Deviation	Skewness	Kurtosis
Cultural Intelligence	172	3.4709	.49417	.626	1.138
Metacognitive	172	3.7340	.77853	-.672	.063
Cognitive	172	3.0213	.69027	.113	.503
Motivational	172	3.7128	.74305	-.619	.441
Behavioural	172	3.5581	.81999	-.541	.432
Diversity Climate	172	3.0170	.64215	-.219	-.018
Work Group Factor and Organizational Factors	172	3.1971	.84004	-.033	-.414
Individual Factors	172	2.1163	1.10336	.765	-.626

In Table 3, means of the cultural intelligence, diversity climate and diversity management and career scales are presented. The highest mean score taken from the dimensions of the cultural intelligence scale belongs to the “Metacognitive” dimension (X=3.73; ss=0.77) while the lowest mean score belongs to the “Cognitive” dimension (X=3.02; ss=0.69). The highest mean score taken from the dimensions of the diversity climate scale belongs to the “Work Group Factor and Organizational Factors” dimension (X=3.19; ss=0.84).

Table 4. The Correlations Between the Turkish and Foreign Employees' Perceptions of Cultural Intelligence, Diversity Climate and Diversity Management and Career

	1	2	3	4	5	6	7	8
1.Cultural Intelligence	1							
2.Metacognitive	.666**	1						
3.Cognitive	.623**	.237**	1					
4.Motivational	.674**	.274**	.245**	1				
5.Behavioural	.665**	.358**	.090	.264**	1			
6.Diversity Climate	-.015	.018	-.225**	.126	.063	1		
7.Work Group Factor and Organizational Factors	.055	.097	-.251**	.220**	.113	.966**	1	
8.Individual Factors	-.262**	-.308**	.171*	-.396**	-.211**	-.186*	-.433**	1

Pearson correlation analysis was run to determine the correlation between the Turkish and foreign employees' perceptions of cultural intelligence and diversity climate, diversity management and career. As can be seen in Table 4, there is a negative and significant correlation between the cognitive dimension of the cultural intelligence scale and the diversity climate scale and the workgroup factor and organizational factors dimension ($p < 0.05$). On the other hand, there is a negative and significant correlation between the individual factors dimension of the diversity scale and the cultural intelligence scale and its metacognitive, motivational and behavioural dimensions ($p < 0.05$). Moreover, there is a positive and significant correlation between the diversity management and career scale and the metacognitive and motivational dimensions of the cultural intelligence scale ($p < 0.05$).

Table 5. The Effect of Cultural Intelligence on Diversity Climate

Model Dependent Variable: Diversity Climate	Non-standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.060	.338		9.059	.000
Metacognitive	.019	.068	.023	.276	.783
Cognitive	-.257	.072	-.277	-3.567	.000
Motivational	.155	.069	.179	2.251	.026
Behavioural	.025	.063	.032	.398	.691
Sig.	0.004				
F	3.991				
R2	0.065				

In Table 5, the effect of cultural intelligence on diversity climate is examined with regression analysis. As a result of the analysis, the cognitive and motivational dimensions of the cultural intelligence scale were found to have a significant effect on the diversity climate ($p < 0.05$). In other words, there is a negative correlation between the cognitive dimension of the cultural intelligence scale and diversity climate and there is a positive correlation between diversity climate and the motivational dimension of the cultural intelligence. In addition to this, the metacognitive and behavioural dimensions of the cultural intelligence scale were found to have no significant effect on diversity climate ($p > 0.05$).

RESULTS

The contemporary conception of intelligence has proved that intelligence which refers to the individual's capacity of solving problems and adapting to his/her environment is more than solving complex mathematical problems. While some people are able to reason, analyze numbers, other people are able to easily address, persuade others, analyze complex texts, or produce the music of the sounds they hear. Identification of these different abilities has taught us not to look at intelligence from a single window anymore. Today, concepts such as emotional intelligence and social intelligence have been used frequently both in the business world and in daily life. These show how important interpersonal relationships have become.

In the current study, it was aimed to investigate the relationship between the cultural intelligence and diversity climate perceptions of the employees working in the city of Kocaeli. As a result of the analyses conducted, a negative and significant correlation was found between the cognitive dimension of the cultural intelligence scale and the diversity climate scale and its work group factor and organizational factors dimension. On the other hand, a negative and significant correlation was found between the individual factors dimension of the diversity climate scale and the cultural intelligence scale and its metacognitive, motivational and behavioural dimensions. The negative correlation found between the cognitive cultural intelligence and diversity climate should be evaluated in terms of the general characteristics of Koreans or the characteristics of the Koreans working in Turkey. This might be because of the fact that the Korean managers come from the worker class and that they have relatively higher levels of education. Moreover, these Korean managers were observed to implement motivational factors relatively to a lesser extent. Thus, it is seen that in the firms whose managers are Koreans, employees with little job commitment and satisfaction tend to quit and as a result employee turnover rate is high. There are different results in national and international literature on the relationship between cultural intelligence and diversity climate. Johnson (2004) and Kaur & Malodia (2017) found a negative correlation between cultural intelligence and diversity climate, whereas Wharton (1993) and Cheung & Tang (2011) found a positive correlation. Yang & Chang (2008) and Yin (2012) on the other hand found no significant correlation between cultural intelligence and diversity climate.

Cultural intelligence includes an approach that focuses on individual abilities. The importance of cultural intelligence, which is approached in terms of various psychological processes of human in intercultural studies, is increasing with each day. Technological developments in the fields of communication and transportation allow the relations between people to proceed independently from temporal and spatial restrictions. This situation creates both new opportunities and new problems among individuals who are members of a wide variety of cultures. In this regard, it is recommended that individuals should conduct an evaluation of their own cultural intelligence factors in order to solve the problems caused by cultural differences, to establish communication in a healthy and successful manner, and to ensure dialogue between cultures. It is only possible through a high level of cultural intelligence for people who work in multicultural institutions, work in different countries of the world, are managers or candidates for management to develop their cultural knowledge capacity, have control over their own mental processes, be open to intercultural interactions and rearrange culturally determined verbal and non-verbal communication behaviours. It is recommended that individuals participate in evaluations where they can receive feedback on their existing cultural intelligence structures and benefit from the theoretical and educational tools offered in the field of cultural intelligence in order to improve themselves.

This study, which investigated the relationship between cultural intelligence, diversity climate and diversity management and career perceptions of employees working in Kocaeli, has some limitations. First of all, the findings obtained should be evaluated in terms of 2020 and employees in Kocaeli. Different results may be obtained in studies conducted at different times or on different samples. In addition, measurement and calculation errors that may occur in every survey study may have also occurred in this study. Similar studies can be conducted on different samples and by adding a new mediator variable in the relationship between cultural intelligence, diversity climate and diversity management and career perceptions.

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The Importance of Emotional Intelligence in Interpersonal Relationships: A Study on Pilots in the Context of Daniel Goleman's Emotional Intelligence Model

Kişilerarası İlişkilerde Duygusal Zekânın Önemi: Daniel Goleman'ın Duygusal Zekâ Modeli Bağlamında Pilotlar Üzerine Bir Araştırma

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ABSTRACT

Keywords:
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Pilots

The purpose of the current study is to test the relationship between the emotional intelligence levels of pilots and the dimensions of interpersonal relationships. The research consists of three parts. In the first part, the concept of interpersonal communication, in the second part, the concept of emotional intelligence, in the third part, the identification, evaluation, use and regulation of one's own and others' emotions and how interpersonal relationship dimensions change according to demographic factors are discussed. In this study, a survey was conducted on pilots. The analysis of the data was conducted with the SPSS 21.0 (Statistical Package for Social Sciences) program package. After a comprehensive literature review, it was tried to determine the scales that could measure the variables used in the best way and it was decided to use the scales whose validity and reliability was tested with different studies in the international literature. In addition, 7 questions were developed to determine the demographic characteristics of the pilots. The research model used is the descriptive research model because it was aimed to reveal the current situation in detail. When the analysis results were examined, it was understood that there was a significant relationship between the emotional intelligence levels of the pilots and the dimensions of interpersonal relations.

ÖZET

Anahtar Kelimeler:
Duygusal Zekâ,
Kişilerarası İlişki,
Pilotlar

Bu araştırmanın amacı; pilotların duygusal zekâ düzeyleri ile kişilerarası ilişki boyutları arasındaki ilişkiyi test etmektir. Araştırma üç bölümden oluşmaktadır. Birinci bölümde kişilerarası iletişim kavramından, ikinci bölümde duygusal zekâ kavramından detaylı bahsedilmiş, üçüncü bölümde ise pilotların kendi ve başkalarının duygularını tanımlaması, değerlendirmesi, kullanması ve yönetmesi ile kişilerarası ilişki boyutlarının demografik faktörlere göre nasıl değiştiği analiz edilmiştir. Bu çalışmada pilotlar üzerinde anket çalışması yapılmıştır. Verilerin analizi SPSS 21.0 (Statistical Package for Social Sciences) paket programı ile analiz edildi. Araştırmaya yönelik kapsamlı bir yazın taramasından sonra kullanılan değişkenleri en iyi biçimde ölçebilecek ölçekler belirlenmeye çalışılmış ve uluslararası yazında geçerliliği ve güvenilirliği farklı çalışmalarla test edilmiş ölçeklerin kullanılmasına karar verilmiştir. Buna ek olarak çalışanların demografik özelliklerini tespit etmek amacıyla 7 soru geliştirilmiştir. Araştırmanın modeli tanımlayıcı araştırma özelliğindedir. Araştırma modeli olarak tanımlayıcı araştırmalarda değişkenler kullanılarak mevcut durumun ayrıntılı bir şekilde ortaya çıkarılması amaçlanmıştır. Analiz sonuçları incelendiğinde Pilotların duygusal zekâ düzeyleri ile kişilerarası ilişkiler boyutu arasında anlamlı bir ilişki olduğu tespit edilmiştir.

1. INTRODUCTION

Emotional intelligence can be developed over time. If an individual has a high level of emotional intelligence, he/she can not only understand and control his/her own emotions but also have a significant emotional impact on other people. In this context, businesses can provide significant improvements in interpersonal relationships by improving their employees' emotional intelligence.

In the current study, emotional intelligence perceptions were examined with 5 different emotional intelligence dimensions on pilots. To this end, an emotional intelligence scale widely used in the literature was used. There are a total of 30 items on this scale. The original alpha coefficient of the emotional intelligence scale was found to be 0.84. In the current study, the Scale of Interpersonal Relationship Dimensions was also used. This scale consists of 4 sub-dimensions and 32 items. The original Alpha coefficients of the scale were calculated to be ranging from 0.78 to 0.84. In the analysis of the collected data, the SPSS 21.0 (Statistical Package for Social Sciences) program package was used. One-way variance analysis, independent samples t-test and Pearson correlation analysis were employed to analyse the data.

In the study, the relationship between emotional intelligence and interpersonal relationship was examined. In this context, it was also determined how the relationship between pilots' identification, evaluation, use and regulation of their own and others' emotions and interpersonal relationship varies depending on demographic factors. The study was conducted on 215 pilots. The great majority of the participating pilots are males and first officers. Moreover, 45.1% of the participants are in the age group of 28-34 and 33.5% are university graduates (from the department of pilotage and related departments). In addition, 58.6% of the participants are single and 55.3% have a professional experience of 0-6 years.

As a result of the study, a significant correlation was found between the emotional intelligence levels of the pilots and their interpersonal relationships. In light of the results of the study, some suggestions were made for further research. Due to the limited amount of research conducted in our country on interpersonal relationships, which have been more strongly emphasized in the literature in recent years, it is thought that it is necessary to conduct research on this important subject. In addition, it is important to carry out a large-scale research on the issue of emotional intelligence and how important it is in human life. Therefore, there is a need for future studies to be conducted in these areas with different and larger samples.

2. CONCEPTUAL FRAMEWORK

2.1. Daniel Goleman Model

Goleman's model, based on Mayer and Salovey's model, has shown that emotional intelligence consists of abilities such as knowing one's own emotions, recognizing emotions in others, motivating oneself and regulating emotions. Goleman divided the Emotional Intelligence Model into two groups. These are personal competence and social competence.

a) *Personal Competence:*

- ✓ *Self-awareness* means knowing one's own emotions and feelings; that is, emotional self-awareness. This self-awareness is made up of one's confidence in his/her own abilities and skills.
- ✓ *Self-regulation* is the ability to direct oneself to change by being open to new ideas and information, without ignoring what they know correctly, maintaining their honesty.
- ✓ *Motivation* refers to the strong desire to achieve and to go further by trying to accomplish his/her personal goals or institutional goals and not to miss opportunities.

b) *Social Competence:*

- ✓ *Empathy* consists of abilities such as being able to put oneself in the shoes of others, to understand their needs, to help them in their difficult times, to be able to consciously guide the other without escaping from any responsibility.
- ✓ *Social skills* include skills such as being able to listen to the other person by establishing open communication, establishing and managing communication in such a way as to serve the purpose,

initiating change and controlling conflicts, working with others and guiding them in line with the goals (Yan, 2008, p. 20).

2.2. The Importance of Emotional Intelligence in Business Life

Emotional intelligence is a combination of the words emotion and intelligence that have opposite meanings when used separately. When we think of emotional intelligence in business life, at first glance, it is always thought that emotions should not interfere with business. The concepts of emotion and business are kept separate, and it is generally predicted that the effects of emotions on business could be harmful.

The following six principles of emotion are important in emotional intelligence:

1. Emotions always carry information.
2. Even if we try to remove emotions from our lives, this will not be possible because only with our emotions and feelings, we can be humans (Scientifically speaking, the oldest centre of the brain is the emotional brain).
3. We can try to suppress emotions but we cannot destroy them.
4. It is necessary to cooperate with emotions to make the right decisions.
5. Emotions imitate what makes sense.
6. Feelings such as fear, happiness and rejoicing are universal. Feelings are also original (Caruso & Salovey, 2007, p. 40).

In order to measure emotional intelligence, we can ask the question *"How's your mood right now?"* If the answer to this question is that *"I am wrong about it"* then you can think *"I should correct my mistake"*. Such feelings as the following can emerge in such cases; *"I should correct the mistake, I do not know, so I should learn, I know and I should put what I know into practice, I have difficulties but I should try to put up with, I am pessimistic but I should try to be optimistic and positive, I am nervous so I should delay the solution"* (Tarhan, 2017, p. 203).

People who cannot hide their emotions in business life are not accepted because emotions are seen as the source of many mistakes and problems. In contrast, as long as we try to hide our feelings and do not understand the reason, the same feelings will capture our inner world from time to time. *"Emotions are the remains of 300 million years ago (when emotions were needed for our species to survive)"* (Caruso & Salovey, 2007, p. 9).

Emotional Intelligence in Management was developed in the late 1980s by John Mayer and Peter Salovey, with an approach based on the competence to use emotional abilities. This approach is called emotional intelligence. This method consists of four different skills that follow a hierarchical order.

Ensuring self-control by being ready and conscious of every positive and negative emotion is one of the most important things taught by emotional intelligence. In a national survey, a survey question was asked the managers about what qualifications they look for in their newly recruited employees. In line with the results of the survey, it was revealed that technical skills and experiences do not matter much in the first stage, and learning skill is the most important feature sought in a new employee, followed by the qualifications given below;

- Developed listening and verbal communication skills,
- Being able to adapt to the environment and cope with problems in working life,
- Self-regulation, self-confidence and motivation, continuous self-improvement,
- Effective communication, solution-orientedness and cooperation in the work environment,
- The ability to be effective with their communication and knowledge, to be the leader of their own business and to manage it well.

In addition to this study, similar results were obtained in another study conducted on MBA graduates hired by companies. The three skills that managers want to see in their employees are communication skills, interpersonal skills, and taking initiative. A study was conducted on the efficiency of emotional intelligence in business life with the participation of 250 senior executives and it was found that the majority of the participants think *"I should use my head, not my heart"*. It was revealed that some of the managers were afraid to act out of emotions. Some stated that it is not possible to understand the thoughts and feelings of the employees and that trying to manage them considering their feelings would be really difficult (Goleman, 2003, p. 192).

The setbacks and problems in business life, after a while, may force employees to look for better working conditions and to prevent this, managers should assume important responsibilities. It is of utmost importance to bring employees together sometimes to keep their motivation high, to take care of them and to encourage them with rewards to ensure healthy competition as stated by Goleman *“Market forces that reshape business life emphasize emotional intelligence as the main factor in business success and state that toxic emotions put our physical health at risk as much as smoking, and that emotional balance plays an important role in protecting our health and well-being”* (Goleman, 2003, p. 191). Because we have an emotional nature due to our creation, our first reaction will be emotional. But it’s in our hands to take control of these emotions (Bradberry & Greaves, 2017, p. 28). As stated by Aristotle, it is important *“to be angry with the right person, to the right extent, for the correct reason and in the correct way”* in business life.

3.METHOD

In this section of the study, first, the purpose and significance of the study will be explained, then the scope and limits of the study will be drawn, the method, dimensions, scales and hypotheses of the study will be discussed and finally, the findings of the study will be presented.

3.1. Significance and Purpose of the Study

Emotional intelligence can be developed over time. If an individual has a high level of emotional intelligence, he/she can not only understand and control their own emotions but also have a significant emotional impact on other people. In this context, businesses can provide significant improvements on interpersonal relationships by improving their employees’ emotional intelligence. The purpose of the current study is to test the relationship between the emotional intelligence levels of pilots and their interpersonal relationship dimensions. It will also be determined how the relationship between pilots’ identification, evaluation, use and regulation of their own and others’ emotions and interpersonal relationship dimensions varies depending on demographic factors.

3.2. Scope and Limits of the Study

The population of the study is comprised of individuals working as pilots in Turkey. The data of the study were collected within a two-month period covering October 2020 and November 2020 by using a questionnaire. A total of 230 pilots were administered the questionnaire and 217 of them were returned. Two of these questionnaires were discarded as they were incomplete.

3.3. Research Method

In the current study, the questionnaire method was used to collect data. After a comprehensive literature review, it was tried to determine the scales that could measure the variables used in the best way and it was decided to use the scales whose validity and reliability was tested with different studies in the international literature. In addition, 7 questions were developed to elicit demographic features of the participants. These seven questions were designed to elicit data about the participants’ demographic features such as gender, marital status, income level, position, education level, etc.

The emotional Intelligence Assessment Scale was developed in 1999 by Nick Hall with the aim of assessing the level of emotional intelligence and adapted to Turkish Ergin (2000: 1-100) and used in many studies in Turkey. The scale consisted of 30 items have five sub-dimensions; “Emotional Awareness” (items 1, 2, 4, 17, 19, 25), “Regulating One’s Own Emotions” (items 3, 7, 8, 10, 18, 30), “Internal Motivation” (items 5, 6, 13, 14, 16, 22), “Empathy” (items 9, 11, 20, 21, 23, 28) and “Regulating Other’s Emotions” (items 12, 15, 24, 26, 27, 29) (Ergin, 2000). The items in the scale designed in the Likert type are scored as follows: “strongly disagree” (1 point), “partially disagree” (2 points), “a little disagree” (3 points), “a little agree” (4 points), “partially agree” (5 points), “strongly agree” (6 points).

The Scale of Interpersonal Relationship Dimensions was developed by İmamoğlu (2008). The scale consisted of 32 items have four sub-dimensions called “Approval Dependency” (items 2, 4, 7, 11, 17, 21, 26, 28, 30, 32, 33, 36, 40, 41, 45), “Empathy” (items 18, 27, 34, 37, 39, 42, 44, 48, 51) “Trust in Others” (items 1, 5, 14, 20, 22, 23, 24, 29, 31, 35, 38, 43, 47, 50, 53), “Emotional Awareness” (items 3, 6, 8, 9, 10, 12, 13, 15, 16, 19, 25, 46, 49, 52). Items are designed in the 5-point Likert scale. The items are followed by the question “To what extent does it describe you?” and the response options are; “Exactly Describes”, “Moderately Describes”, “Partially Describes”, “Very Little Describes” and “Not Describes At All”.

3.4. Variables of the Study

In the current study, emotional intelligence perceptions were examined within 5 different emotional intelligence dimensions on pilots. To this end, an emotional intelligence scale widely used in the literature was used. There are a total of 30 items on this scale. The original alpha coefficient of the emotional intelligence scale was found to be 0.84. In addition to this scale, the Scale of Interpersonal Relationship Dimensions was also used in the current study and this scale consists of 4 different sub-dimensions and 32 items. The original alpha coefficients of this scale were found to be ranging from 0.78 to 0.84.

3.5. Research Model

The current study is a descriptive study. Descriptive research aims to reveal the existing state in a detailed manner by using variables. In the current study, it is aimed to measure the relationship between the pilots' demographic features and levels of emotional intelligence, the relationship between the demographic features and interpersonal relationship dimensions and the relationship between the levels of emotional intelligence and the interpersonal relationship dimensions. The research model developed for this purpose is given below.

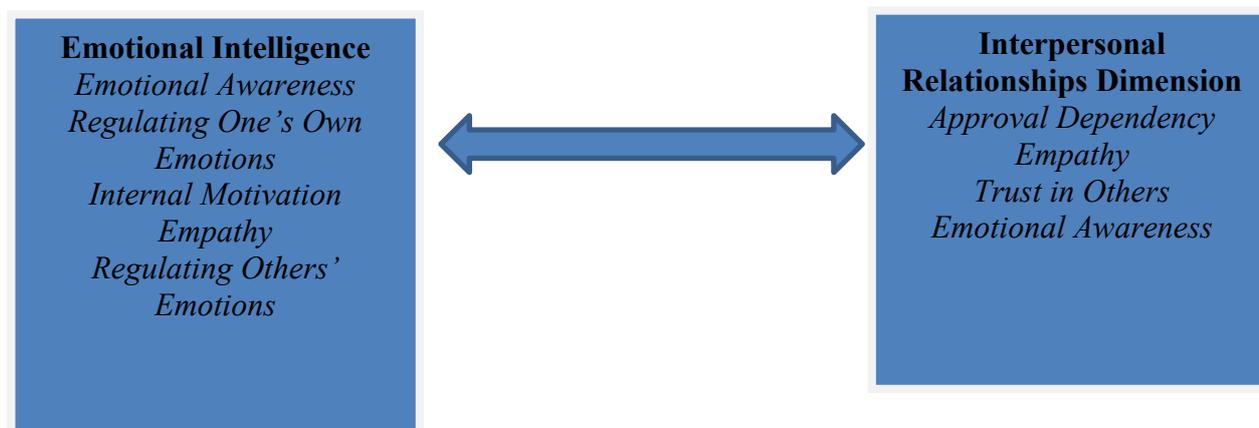


Figure 1. Research Model

3.6. Research Hypotheses

In the current study, the relationship between emotional intelligence and interpersonal relationship dimensions will be determined. In this context, the hypotheses developed in the current study are given below:

H₁: The pilots' level of emotional intelligence varies significantly depending on demographic variables.

H₂: The pilots' interpersonal relationship dimensions vary significantly depending on demographic variables.

H₃: There is a significant relationship between the pilots' level of emotional intelligence and interpersonal relationship dimensions.

4. FINDINGS

In this section of the study, the participants' demographic and professional information is presented in the form of frequencies and percentages.

Table 1. Participations' Demographic Features

	Features	N	%
Gender	Female	59	27.4
	Male	156	72.6
Age	21-28	70	32.6
	28-34	97	45.1
	35 and older	48	22.3
Marital Status	Married	89	41.4

	Single	126	58.6
Education Level	High School (Science High School)	41	19.1
	High School (Social Sciences High School)	50	23.3
	University (Pilotage and related departments)	72	33.5
	University (other departments)	52	24.2
Length of Service	0-6 years	119	55.3
	7-12 years	62	28.8
	13 and longer	34	15.8
Where You Work	Domestic Airlines	80	37.2
	International Airlines	49	22.8
	Others (flying school or other organizations)	86	40.0
Position	Chief Pilot (Pilot in Command)	75	34.9
	First Officer	140	65.1

The demographic features of the pilots participating in the current study are given in Table 1. When the results are examined, it is seen that the majority of the participants are males and first officers. Moreover, 45.1% of the participants are in the age group of 28-34 and 33.5% are university graduates (from the department of pilotage and related departments). In addition, 58.6% of the participants are single and 55.3% have a professional experience of 0-6 years.

Table 2. Reliability of the Scales and their Sub-dimensions

Scales and Sub-dimensions	Item Number	Cronbach's Alpha
Emotional Intelligence Scale	1-30	.980
<i>Emotional Awareness</i>	<i>1-2-4-17-19-25</i>	<i>.912</i>
<i>Regulating One's Own Emotions</i>	<i>3-7-8-10-18-30</i>	<i>.918</i>
<i>Internal Motivation</i>	<i>5-6-13-14-16-22</i>	<i>.902</i>
<i>Empathy</i>	<i>9-11-20-21-23-28</i>	<i>.879</i>
<i>Regulating Others' Emotions</i>	<i>12-15-24-26-27-29</i>	<i>.931</i>
Scale of Interpersonal Relationship Dimensions	1-32	.818
<i>Approval Dependency</i>	<i>2,4,7,11,17, 21, 26, 28, 30,32, 33, 36, 40, 41, 45</i>	<i>.801</i>
<i>Empathy</i>	<i>18, 27, 34, 37, 39, 42,44, 48, 51</i>	<i>.811</i>
<i>Trust in Others</i>	<i>1, 5, 14, 20, 22, 23, 24, 29, 31, 35, 38, 43, 47, 50, 53</i>	<i>.816</i>
<i>Emotional Awareness</i>	<i>3, 6, 8, 9, 10, 12, 13, 15, 16, 19, 25, 46, 49, 52</i>	<i>.821</i>

In Table 2, the reliability scores obtained for the Interpersonal Relationship Dimensions and Emotional Intelligence Scales are presented. The validity of a scale on the other hand is related to the extent to which the scale can measure the construct it intends to measure. There is no certain coefficient that can be used to evaluate the validity. Therefore, the validity test is conducted with theoretical analyses. As can be seen in Table 2, the sub-

dimensions of emotional intelligence and interpersonal relationship dimensions have high-reliability scores (>.80).

Table 3. Normality Test for the Scales and their Sub-dimensions

Scales and Sub-dimensions	N	Mean	Standard Deviation	Skewness	Kurtosis
Emotional Intelligence Scale					
<i>Emotional Awareness</i>	215	4.2042	1.15525	-1.023	.422
<i>Regulating One's Own Emotions</i>	215	4.2287	1.18894	-.905	.118
<i>Internal Motivation</i>	215	4.2953	1.22399	-1.085	.460
<i>Empathy</i>	215	4.2426	1.17781	-1.225	.921
<i>Regulating Others' Emotions</i>	215	4.2364	1.18567	-1.077	.560
Scale of Interpersonal Relationship Dimensions					
<i>Approval Dependency</i>	215	3.1698	.50979	-.956	1.106
<i>Empathy</i>	215	3.5096	.75837	-.648	.831
<i>Trust in Others</i>	215	2.8192	.50023	.666	.733
<i>Emotional Awareness</i>	215	3.0499	.56864	.833	1.066

In Table 3, the mean scores of the sub-dimensions of emotional intelligence and interpersonal relationship dimensions are given. The highest mean score was obtained for the sub-dimension of "Internal Motivation" and the lowest mean score for the sub-dimension of "Emotional Awareness" from among the sub-dimensions of the Emotional Intelligence Scale and the highest mean score was obtained for the sub-dimension of "Empathy" from among the sub-dimensions of the Scale of Interpersonal Relationship Dimensions.

According to George and Mallery (2010), if the skewness and Kurtosis values are between +2.0 and -2.0 and according to Tabachnick and Fidell (2013), if these values are between +1.5 and -1.5, the scale is considered to be normally distributed and parametric tests are accepted to yield more valid and reliable results. In this connection, as the skewness and Kurtosis values of the scales were found to be between +2.0 and -2.0, three of the parametric tests, One-Way Anova, independent samples t-test and Pearson correlation analysis were used in the current study.

Table 4. Results of the T-test Conducted to Determine whether the Participants' Level of Emotional Intelligence and Interpersonal Relationship Dimensions Vary Significantly Depending on Gender

	Dimensions	Groups	N	\bar{X}	Ss	T	P	
EMOTIONAL INTELLIGENCE SCALE	<i>Emotional Awareness</i>	Female	59	3.9051	1.25415	-2.359	.019	
		Male	156	4.3173	1.09869			
	<i>Regulating One's Own Emotions</i>	Female	59	3.9181	1.33023	-2.381	.018	
		Male	156	4.3462	1.11306			
	<i>Internal Motivation</i>	Female	59	3.9718	1.26557	-2.411	.017	
		Male	156	4.4177	1.18918			
	<i>Empathy</i>	Female	59	4.0621	1.42464	-1.385	.168	
		Male	156	4.3109	1.06712			
	<i>Regulating Others' Emotions</i>	Female	59	3.9802	1.28582	-1.961	.051	
		Male	156	4.3333	1.13482			
	SCALE OF INTERPERSONAL RELATIONSHIP DIMENSIONS	<i>Approval Dependency</i>	Female	59	3.1695	.48120	-.005	.996
			Male	156	3.1699	.52170		
<i>Empathy</i>		Female	59	3.5666	.70485	.676	.500	
		Male	156	3.4881	.77874			

	<i>Trust in Others</i>	Female	59	2.7966	.58164	-.406	.685
		Male	156	2.8277	.46757		
	<i>Emotional Awareness</i>	Female	59	3.0443	.50664	-.089	.929
		Male	156	3.0520	.59192		

In Table 4, the results of the t-test conducted to determine whether the participants' level of emotional intelligence and interpersonal relationship dimensions vary significantly depending on gender are presented. When the results of the analysis are examined, it is seen that the mean scores taken from the sub-dimensions of Emotional Awareness, Regulating One's Own Emotions and Internal Motivation in the Emotional Intelligence Scale vary significantly depending on gender ($p < 0.05$). In other words, the mean scores of the male pilots taken from the sub-dimensions of emotional awareness, regulating one's own emotions and internal motivation are significantly higher than those of the female pilots. On the other hand, the mean scores taken for sub-dimensions of Approval Dependency, Empathy, Trust in Others, Emotional Awareness in the Scale of Interpersonal Relationship Dimensions were found to be not varying significantly depending on gender ($p > 0.05$). In other words, the male and female pilots' levels of interpersonal relationships are similar.

Table 5. Results of the T-test Conducted to Determine whether the Participants' Level of Emotional Intelligence and Interpersonal Relationship Dimensions Vary Significantly Depending on Marital Status

	Dimensions	Groups	N	\bar{X}	Ss	T	P
EMOTIONAL INTELLIGENCE SCALE	<i>Emotional Awareness</i>	Married	89	4.3303	1.06647	1.348	.179
		Single	126	4.1151	1.21029		
	<i>Regulating One's Own Emotions</i>	Married	89	4.3127	1.07392	.871	.385
		Single	126	4.1693	1.26473		
	<i>Internal Motivation</i>	Married	89	4.3371	1.13401	.419	.675
		Single	126	4.2659	1.28741		
	<i>Empathy</i>	Married	89	4.3109	1.06339	.713	.477
		Single	126	4.1944	1.25428		
	<i>Regulating Others' Emotions</i>	Married	89	4.2715	1.09302	.364	.716
		Single	126	4.2116	1.25067		
SCALE OF INTERPERSONAL RELATIONSHIP DIMENSIONS	<i>Approval Dependency</i>	Married	89	3.2219	.46723	1.262	.208
		Single	126	3.1329	.53660		
	<i>Empathy</i>	Married	89	3.5746	.64068	1.057	.292
		Single	126	3.4637	.83097		
	<i>Trust in Others</i>	Married	89	2.7949	.46704	-.596	.552
		Single	126	2.8363	.52356		
	<i>Emotional Awareness</i>	Married	89	3.0811	.61859	.677	.499
		Single	126	3.0278	.53198		

In Table 5, the results of the t-test conducted to determine whether the participants' level of emotional intelligence and interpersonal relationship dimensions vary significantly depending on the marital status are presented. When the results of the analysis are examined, it is seen that the mean scores taken from the sub-dimensions of Emotional Awareness, Regulating One's Own Emotions, Internal Motivation, Empathy and Regulating Others' Emotions in the Scale of Emotional Intelligence and the mean scores taken from the sub-dimensions of Approval Dependency, Empathy, Trust in Others and Emotional Awareness in the Scale of Interpersonal Relationship Dimensions do not vary significantly depending on marital status ($p > 0.05$). In other words, the married and single pilots' levels of emotional intelligence and interpersonal relationships are similar.

Table 6. Results of the T-test Conducted to Determine whether the Participants' Level of Emotional Intelligence and Interpersonal Relationship Dimensions Vary Significantly Depending on Position

	Dimensions	Groups	N	\bar{X}	Ss	T	P	
EMOTIONAL INTELLIGENCE SCALE	Emotional Awareness	Chief Pilot (Pilot in Command)	75	4.1013	1.16960	-.955	.341	
		First Officer	140	4.2593	1.14790			
	Regulating One's Own Emotions	Chief Pilot (Pilot in Command)	75	3.9978	1.17994	-2.101	.037	
		First Officer	140	4.3524	1.17937			
	Internal Motivation	Chief Pilot (Pilot in Command)	75	4.1200	1.21476	-1.542	.124	
		First Officer	140	4.3893	1.22289			
	Empathy	Chief Pilot (Pilot in Command)	75	4.1378	1.18783	-.955	.341	
		First Officer	140	4.2988	1.17282			
	Regulating Others' Emotions	Chief Pilot (Pilot in Command)	75	4.2000	1.26604	-.329	.742	
		First Officer	140	4.2560	1.14452			
	SCALE OF INTERPERSONAL RELATIONSHIP DIMENSIONS	Approval Dependency	Chief Pilot (Pilot in Command)	75	3.2650	.44833	2.019	.045
			First Officer	140	3.1188	.53441		
Empathy		Chief Pilot (Pilot in Command)	75	3.4114	.82833	-1.393	.165	
		First Officer	140	3.5622	.71566			
Trust in Others		Chief Pilot (Pilot in Command)	75	2.8083	.44662	-.232	.817	
		First Officer	140	2.8250	.52816			
Emotional Awareness		Chief Pilot (Pilot in Command)	75	2.9778	.36396	-1.363	.174	
		First Officer	140	3.0885	.65038			

In Table 6, the results of the t-test conducted to determine whether the participants' level of emotional intelligence and interpersonal relationship dimensions vary significantly depending on the position are presented. When the results of the analysis are examined, it is seen that the mean scores taken from the sub-dimension of Regulating One's Own Emotion in the Emotional Intelligence Scale and the sub-dimension of Approval Dependency in the Scale of Interpersonal Relationship Dimensions vary significantly depending on the position of the pilots ($p < 0.05$). In other words, the first officers' level of approval dependency is lower than that of the chief pilots and the chief pilots' level of regulating their own emotions is lower than that of the first officers. No significant difference based on the position of the pilots was found in the other sub-dimensions of the Emotional Intelligence Scale and the Scale of Interpersonal Relationship Dimensions ($p > 0.05$).

Table 7. Results of the ANOVA Conducted to Determine whether the Participants' Level of Emotional Intelligence and Interpersonal Relationship Dimensions Vary Significantly Depending on Age

	Dimensions	Groups	N	\bar{X}	Ss	F	P
EMOTIONAL INTELLIGENCE SCALE	Emotional Awareness Regulating One's Own Emotions	21-28	70	4.2600	1.14277	.389	.679
		28-34	97	4.2268	1.12791		
		35 and older	48	4.0771	1.24049		
	Internal Motivation	21-28	70	4.2524	1.19201	.204	.816
		28-34	97	4.2595	1.13140		
		35 and older	48	4.1319	1.31277		
	Empathy Regulating Others' Emotions	21-28	70	4.2643	1.19866	.164	.849
		28-34	97	4.3471	1.18894		
		35 and older	48	4.2361	1.34693		
	Emotional Awareness	21-28	70	4.3167	1.13222	.253	.777
		28-34	97	4.2285	1.07672		
		35 and older	48	4.1632	1.43227		
Regulating One's Own Emotions	21-28	70	4.3548	1.13817	.804	.449	
	28-34	97	4.2320	1.06190			
	35 and older	48	4.0729	1.46548			
INTERPERSONAL RELATIONSHIP DIMENSIONS	Approval Dependency	21-28	70	3.1071	.49922	.803	.449
		28-34	97	3.2062	.50680		
		35 and older	48	3.1875	.53283		
	Empathy	21-28	70	3.3184	.93509	5.532	.005
28-34	97	3.6907	.56382				

	<i>Trust in Others</i>	35 and older	48	3.4226	.74549	1.907	.151
		21-28	70	2.9143	.56488		
		28-34	97	2.7784	.43283		
	<i>Emotional Awareness</i>	35 and older	48	2.7630	.51779	.133	.876
		21-28	70	3.0786	.51010		
		28-34	97	3.0378	.50407		
		35 and older	48	3.0324	.75462		

In Table 7, the results of the ANOVA conducted to determine whether the participants' level of emotional intelligence and interpersonal relationship dimensions vary significantly depending on gender are presented. When the results of the one-way ANOVA test are examined, it is seen that the mean scores taken from the sub-dimensions of Emotional Awareness, Regulating One's Own Emotions, Internal Motivation, Empathy and Regulating Others' Emotions in the Emotional Intelligence Scale and from the sub-dimensions of Approval Dependency, Trust in Others and Emotional Awareness in the Scale of Interpersonal Relationship Dimensions do not vary significantly depending on age ($p>0.05$). In other words, the emotional intelligence levels and interpersonal relationship levels of the pilots from different age groups are similar. However, the mean scores taken from the sub-dimension of empathy in the Emotional Intelligence Scale do not vary significantly depending on age ($p<0.05$).

Table 8. Results of the ANOVA Conducted to Determine whether the Participants' Level of Emotional Intelligence and Interpersonal Relationship Dimensions Vary Significantly Depending on Length of Service

	Dimensions	Groups	N	\bar{X}	Ss	F	P
EMOTIONAL INTELLIGENCE SCALE	<i>Emotional Awareness Regulating One's Own Emotions</i>	0-6 years	119	4.3454	1.12406	2.451	.089
		7-12 years	62	3.9484	1.21355		
		13 and longer	34	4.1765	1.10400		
	<i>Internal Motivation</i>	0-6 years	119	4.4636	1.13333	5.768	.004
		7-12 years	62	3.8656	1.22431		
		13 and longer	34	4.0686	1.15333		
	<i>Empathy Regulating Others' Emotions</i>	0-6 years	119	4.4846	1.17771	3.670	.027
		7-12 years	62	3.9785	1.39394		
		13 and longer	34	4.2108	.91592		
	<i>Emotional Awareness</i>	0-6 years	119	4.3866	1.07465	2.651	.073
		7-12 years	62	3.9651	1.34832		
		13 and longer	34	4.2451	1.13428		
<i>Regulating One's Own Emotions</i>	0-6 years	119	4.3711	1.08652	2.090	.126	
	7-12 years	62	3.9946	1.35433			
	13 and longer	34	4.2059	1.15255			
INTERPERSONAL RELATIONSHIP DIMENSIONS	<i>Approval Dependency</i>	0-6 years	119	3.0599	.56370	6.629	.002
		7-12 years	62	3.2883	.39760		
		13 and longer	34	3.3382	.39711		
	<i>Empathy</i>	0-6 years	119	3.4562	.81415	.844	.431
		7-12 years	62	3.6106	.71131		
		13 and longer	34	3.5126	.62825		
	<i>Trust in Others</i>	0-6 years	119	2.9139	.55990	5.141	.007
		7-12 years	62	2.6794	.37440		
		13 and longer	34	2.7426	.40934		
	<i>Emotional Awareness</i>	0-6 years	119	3.1545	.60902	4.955	.008
		7-12 years	62	2.8889	.43802		
		13 and longer	34	2.9771	.56773		

In Table 8, the results of the ANOVA conducted to determine whether the participants' level of emotional intelligence and interpersonal relationship dimensions vary significantly depending on the length of service are presented. When the results of the one-way ANOVA test are examined, it is seen that the mean scores taken from the sub-dimensions of Regulating One's Own Emotions and Internal Motivation in the Emotional Intelligence Scale and the sub-dimensions of Approval Dependency, Trust in Others and Emotional Awareness in the Scale of Interpersonal Relationship Dimensions vary significantly depending on the length of service ($p<0.05$). In other

words, when the results of the Post HOC Tukey test are examined, it is seen that while the mean scores of the pilots with the professional experience of 0-6 years taken from the sub-dimensions of regulating their own emotions, internal motivation, trust in others and emotional awareness are significantly higher than those of the pilots having the other lengths of service, their mean score taken from the sub-dimension of approval dependency is lower. No significant difference based on the length of service was found in the other dimensions of the Emotional Intelligence Scale and the Scale of Interpersonal Relationship Dimensions ($p>0.05$).

Table 9. Results of the ANOVA Conducted to Determine whether the Participants' Level of Emotional Intelligence and Interpersonal Relationship Dimensions Vary Significantly Depending on Where They Work

	Dimensions	Groups	N	\bar{X}	Ss	F	P
EMOTIONAL INTELLIGENCE SCALE	Emotional Awareness	Domestic Airlines	80	4.4175	1.00288	2.214	.112
		International Airlines	49	4.0531	1.05180		
		Others (flying school or other organizations)	86	4.0919	1.31598		
	Regulating One's Own Emotions	Domestic Airlines	80	4.4542	1.01465	2.868	.059
		International Airlines	49	3.9558	1.04736		
		Others (flying school or other organizations)	86	4.1744	1.37435		
	Internal Motivation	Domestic Airlines	80	4.5729	1.03621	5.161	.006
		International Airlines	49	3.8741	1.10477		
		Others (flying school or other organizations)	86	4.2771	1.38186		
	Empathy	Domestic Airlines	80	4.5167	.94564	3.555	.030
		International Airlines	49	4.0510	1.08983		
		Others (flying school or other organizations)	86	4.0969	1.37019		
Regulating Others' Emotions	Domestic Airlines	80	4.5625	1.03197	5.062	.007	
	International Airlines	49	3.9966	1.10998			
	Others (flying school or other organizations)	86	4.0698	1.30095			
INTERPERSONAL RELATIONSHIP DIMENSIONS	Approval Dependency	Domestic Airlines	80	3.1516	.39262	2.547	.081
		International Airlines	49	3.3087	.38367		
		Others (flying school or other organizations)	86	3.1076	.64231		
	Empathy	Domestic Airlines	80	3.3482	.81254	3.066	.049
		International Airlines	49	3.5627	.64114		
		Others (flying school or other organizations)	86	3.6296	.74935		
	Trust in Others	Domestic Airlines	80	2.8344	.41803	.216	.806
		International Airlines	49	2.7781	.43992		
		Others (flying school or other organizations)	86	2.8285	.59750		
	Emotional Awareness	Domestic Airlines	80	3.0549	.39408	9.984	.000
		International Airlines	49	2.7687	.42361		
		Others (flying school or other organizations)	86	3.2054	.70593		

In Table 9, the results of the ANOVA conducted to determine whether the participants' level of emotional intelligence and interpersonal relationship dimensions vary significantly depending on where they work are presented. When the results of the one-way ANOVA test are examined, it is seen that the mean scores taken from the sub-dimensions of Empathy, Internal Motivation, Regulating Others' Emotions in the Emotional Intelligence Scale and the sub-dimensions of Empathy and Emotional Awareness in the Scale of Interpersonal Relationship Dimensions vary significantly depending on where they work ($p<0.05$). In other words, when the results of the Post HOC Tukey test are examined, it is seen that the level of emotional intelligence of the pilots working in domestic airlines is significantly higher than that of the pilots working in international airlines and others while their level of interpersonal relationships is lower. However, no significant difference based on where they work

was found for the other sub-dimensions of the Emotional Intelligence Scale and the Scale of Interpersonal Relationship Dimensions ($p>0.05$).

Table 10. Results of the ANOVA Conducted to Determine whether the Participants' Level of Emotional Intelligence and Interpersonal Relationship Dimensions Vary Significantly Depending on Education Level

	Dimensions	Groups	N	\bar{X}	Ss	F	P
EMOTIONAL INTELLIGENCE SCALE	<i>Emotional Awareness</i>	High School (Science High School)	41	3.9463	1.12163	1.806	.147
		High School (Social Sciences High School)	50	4.1560	1.25668		
		University (Pilotage and related departments)	72	4.1778	1.11510		
		University (other departments)	52	4.4904	1.10671		
	<i>Regulating One's Own Emotions</i>	High School (Science High School)	41	3.9228	1.24839	1.798	.149
		High School (Social Sciences High School)	50	4.1967	1.24435		
		University (Pilotage and related departments)	72	4.2338	1.09261		
		University (other departments)	52	4.4936	1.18816		
	<i>Internal Motivation</i>	High School (Science High School)	41	3.9024	1.20299	2.313	.077
		High School (Social Sciences High School)	50	4.3067	1.30513		
		University (Pilotage and related departments)	72	4.3148	1.18894		
		University (other departments)	52	4.5673	1.16047		
	<i>Empathy</i>	High School (Science High School)	41	3.9553	1.22249	1.239	.297
		High School (Social Sciences High School)	50	4.2500	1.28097		
		University (Pilotage and related departments)	72	4.2708	1.10038		
		University (other departments)	52	4.4231	1.13398		
<i>Regulating Others' Emotions</i>	High School (Science High School)	41	4.1138	1.22556	.963	.411	
	High School (Social Sciences High School)	50	4.0633	1.25306			
	University (Pilotage and related departments)	72	4.2963	1.19212			
	University (other departments)	52	4.4167	1.07431			
INTERPERSONAL RELATIONSHIP DIMENSIONS	<i>Approval Dependency</i>	High School (Science High School)	41	3.2713	.42010	3.134	.027
		High School (Social Sciences High School)	50	3.2475	.45631		
		University (Pilotage and related departments)	72	3.1858	.40026		
		University (other departments)	52	2.9928	.69461		
	<i>Empathy</i>	High School (Science High School)	41	3.4843	.80234	2.881	.037
		High School (Social Sciences High School)	50	3.7486	.61737		

		University (Pilotage and related departments)	72	3.3452	.73423		
		University (other departments)	52	3.5275	.83469		
	<i>Trust in Others</i>	High School (Science High School)	41	2.8110	.35258	2.390	.070
		High School (Social Sciences High School)	50	2.7175	.51866		
		University (Pilotage and related departments)	72	2.7865	.44328		
		University (other departments)	52	2.9688	.62125		
	<i>Emotional Awareness</i>	High School (Science High School)	41	2.9946	.42886	5.339	.001
		High School (Social Sciences High School)	50	2.9044	.43180		
University (Pilotage and related departments)		72	2.9954	.48966			
University (other departments)		52	3.3088	.77711			

In Table 10, the results of the ANOVA conducted to determine whether the participants' level of emotional intelligence and interpersonal relationship dimensions vary significantly depending on education level. When the results of the one-way ANOVA test are examined, it is seen that the mean scores are taken from the sub-dimensions of Emotional Awareness, Regulating One's Own Emotions, Internal Motivation, Empathy and Regulating Others' Emotions in the Emotional Intelligence Scale do not vary significantly depending on education level ($p>0.05$). In other words, the emotional intelligence levels of the pilots having different education levels are similar. On the other hand, the mean scores taken from the sub-dimensions of Empathy, Approval Dependency, Emotional Awareness in the Scale of Interpersonal Relationship Dimensions were found to be varying significantly depending on the education level of the pilots ($p<0.05$). According to the results of the Post HOC test, the level of interpersonal relationships of the pilots who are university graduates (other departments) is higher than that of the pilots with the other levels of education.

Table 11. Relationship between Emotional Intelligence and Interpersonal Relationships

	<i>Approval Dependency</i>	<i>Empathy</i>	<i>Trust in Others</i>	<i>Emotional Awareness</i>
<i>Emotional Awareness</i>	-.257**	-.256**	.302**	.276**
<i>Regulating One's Own Emotions</i>	-.297**	-.272**	.230**	.267**
<i>Internal Motivation</i>	-.310**	-.311**	.280**	.306**
<i>Empathy</i>	-.188**	-.323**	.238**	.210**
<i>Regulating Others' Emotions</i>	-.157*	-.340**	.281**	.181**

** and * indicate the level of significance at 1% and 5%, respectively.

The results of the Pearson correlation analysis conducted to determine the relationship between emotional intelligence and interpersonal relationships are presented in Table 11. There is a statistically significant and negative correlation between the sub-dimensions of Emotional Awareness, Regulating One's Own Emotions, Internal Motivation, Empathy and Regulating Others' Emotions in the Emotional Intelligence Scale and the sub-dimensions of Approval Dependency and Empathy in the Scale of Interpersonal Relationship Dimensions ($p<0.05$). On the other hand, there is a statistically significant and positive correlation between the sub-dimensions of Trust in Others and Emotional Awareness in the Scale of Interpersonal Relationship Dimensions and the sub-

dimensions of Emotional Awareness, Regulating One's Own Emotions, Internal Motivation, Empathy and Regulating Others' Emotions in the Emotional Intelligence Scale ($p < 0.05$).

5.RESULTS

In the current study, the relationship between emotional intelligence and interpersonal relationships was examined. It was also determined how the relationship between the pilots' identification, evaluation, use and regulation of their own and others' emotions and interpersonal relationships varies depending on some demographic factors. The study was conducted on a total of 215 pilots.

As a result of the analyses, it was concluded that the pilots' level of emotional intelligence varies significantly depending on gender, length of service, position and where they work. On the other hand, the education level of the pilots was found to have no significant effect on their emotional intelligence. While these findings are parallel to the findings reported by Turgut (2014), they contradict the findings reported by Delice and Odabaşı (2013). Moreover, the mean emotional intelligence score of the male pilots was found to be higher than that of the female pilots. Similarly, Odabaşı (2013) and Turgut (2014) stated that the emotional intelligence of males is higher than that of females. As a result, the hypothesis H1 of the study is supported.

When the results related to interpersonal relationships are examined, it is seen that the pilots' interpersonal relationships vary significantly depending on gender, length of service, position and where they work. As a result, the hypothesis H2 of the study is supported. Moreover, there is a statistically significant and negative correlation between the sub-dimensions of Emotional Awareness, Regulating One's Own Emotions, Internal Motivation, Empathy and Regulating Others' Emotions in the Emotional Intelligence Scale and the sub-dimensions of Approval Dependency and Empathy in the Scale of Interpersonal Relationship Dimensions. On the other hand, there is a statistically significant and positive correlation between the sub-dimensions of Trust in Others and Emotional Awareness in the Scale of Interpersonal Relationship Dimensions and the sub-dimensions of Emotional Awareness, Regulating One's Own Emotions, Internal Motivation, Empathy and Regulating Others' Emotions in the Emotional Intelligence Scale. As a result, the hypothesis H3 of the study is supported.

Given that emotional intelligence is defined as the ability to monitor one's own emotions and other people's emotions, to recognize these emotions and to use the data obtained from this recognition to shape their thoughts and behaviours, it was expected that there would be a negative correlation between the scores to be taken from the Emotional Intelligence Scale and the sub-dimensions of Approval Dependency and Empathy in the Scale of Interpersonal Relationship Dimensions. Considering that individuals with high emotional intelligence have the ability to recognize the feelings of the other person, understand them correctly, manage them skilfully by using emotional cues and that individuals with high interpersonal sensitivity, on the contrary, are more likely to think that they are neglected or mistreated in their interpersonal relationships, it is highly natural to see a negative correlation between them.

In light of the findings of the current study, the following suggestions can be made for further studies;

- As the current study was conducted on 215 pilots, there is an important limitation in terms of generalizing the results; therefore, future studies can be conducted on larger and different samples.
- Due to the limited amount of research conducted in our country on interpersonal relationships, which have been more strongly emphasized in the literature in recent years, it is thought that it is necessary to conduct research on this important subject.
- There are some limitations of the current study investigating the relationship between emotional intelligence and interpersonal relationships. A questionnaire was used to determine this relationship in the current study. Sampling, scope, responding and measurement errors that can be encountered in any questionnaire study may have also occurred in this study. This restricts the possibility of making some generalizations on the basis of the findings. Moreover, the results of the study can only be interpreted for pilots.
- Although there are many studies on the relationship between emotional intelligence and interpersonal relationships in the international literature, this number is quite low in the national literature. However, the relationship between emotional intelligence and interpersonal relationships cannot be clearly demonstrated because the results of these studies conflict with each other. Therefore, there is a need for future studies to be conducted on larger samples and with different methods.

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The Effect of Positive Thinking on Internal Corporate Communication in the Context of Positive Communication: A Review of the State Oil Company of Azerbaijan Republic (SOCAR)

Pozitif İletişim Bağlamında Olumlu Bakış Açısının Kurum İçi İletişime Etkisi: State Oil Company of Azerbaijan Republic (SOCAR) Şirketi Üzerine Bir İnceleme

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ABSTRACT

Keywords:
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The purpose of this study is to examine and reveal the effect of positive thinking on internal communication in the context of positive communication. The research consists of three parts. In the first part, the concept of corporate communication, in the second part, the concept of positive communication and positive thinking, in the third part, the demographic characteristics of the participants, the results of the analysis made to determine the relationship between positive thinking and internal communication are mentioned. In this research, a survey was conducted on SOCAR employees. The analysis of the data was conducted with the SPSS 21.0 (Statistical Package for Social Sciences) program package. Means, standard deviations and percentages are given as descriptive statistics. An independent sample t-test was used for comparisons of parametric binary variables. One Way ANOVA was used for the comparisons of categorical variables with more than two categories, and the F test was used for the comparisons of non-parametric variables with more than two categories. The results obtained were evaluated at a 95% ($p < 0.05$) significance level. As a result of the study, positive thinking skills were found to be influential on internal communication. In other words, improving employees' positive thinking skills also positively affects their internal communication.

ÖZET

Anahtar Kelimeler:
Pozitif İletişim
Pozitif Düşünme,
Kurum İçi İletişim,
SOCAR

Bu çalışmanın amacı, pozitif iletişim bağlamında olumlu düşüncenin kurum içi iletişime olan etkisinin incelenmesi ve ortaya koyulmasıdır. Araştırma üç bölüme ayrılmıştır. Birinci bölümde kurumsal iletişim ve kurum içi kavramından, ikinci bölümde pozitif iletişim ve olumlu düşünme kavramından, üçüncü bölümde ise katılımcıların demografik özellikleriyle ilgili dağılım ve olumlu düşüncenin kurum içi iletişime olan etkisini belirlemek üzere yapılan analizlerden ve araştırmanın sonucundan bahsedilmiştir. Bu çalışmada SOCAR şirketi çalışanları üzerinde anket çalışması yapılmıştır. Verilerin analizi ise SPSS 21.0 (Statistical Package for Social Sciences) paket programı ile analiz edilmiştir. Tanımlayıcı istatistikler olarak ortalama, standart sapma ve yüzde dağılımları verildi. Parametrik olan ikili değişkenlere ilişkin karşılaştırmalarda bağımsız örneklem t testi kullanıldı. Parametrik olan ikiden fazla parametreye sahip değişkenlere ilişkin karşılaştırmalarda One Way ANOVA, parametrik olmayan ikiden fazla parametreye sahip değişkenlere ilişkin karşılaştırmalarda F testi uygulandı. Elde edilen sonuçlar %95 ($p < 0.05$) anlamlılık düzeyinde değerlendirildi. Araştırma sonucunda olumlu düşünme becerileri kurum içi iletişim üzerinde etkilidir. Başka bir ifade ile çalışanların olumlu düşünme becerileri arttıkça kurum içi iletişim düzeyi becerileri de artmaktadır.

1. INTRODUCTION

Communication is related to all activities of human life. Communication is a social phenomenon and enables the sharing of meanings between individuals or groups. Its main goal is to allow people to be influential on people around them. Corporate communication is the communication that occurs in an organization for the accomplishment of the organizational goals. Corporate communication is not the communication established just within the institution, but the communication established inside or outside the company for the accomplishment of organizational goals. The investment made in corporate communication will make the communication of employees with each other healthier and more efficient. The role of internal communication in business life is indispensable. We spend a significant proportion of our lives with our colleagues at our workplaces. This shows that our work has an important part in our lives. Everyone wants to have a happy and peaceful work environment and mutual efforts are made to achieve this.

In the current study, the effect of positive thinking on internal communication in the context of positive communication was examined. In the study, it was also investigated whether the participants' positive thinking skills and perceptions of internal communication vary depending on demographic variables such as gender, age, marital status and education level. In the current study, an analysis was conducted on the "State Oil Company of Azerbaijan Republic" (SOCAR). This analysis was conducted on a total of 210 questionnaires. In the analysis of the collected data, SPSS 21.0 (Statistical Package for Social Sciences) program package was used and means, standard deviations and percentages were calculated as descriptive statistics. In the comparison made in relation to binary variables, independent samples t-test was used. In the comparisons made with parametric variables having more than two categories, One Way ANOVA was used while in the comparisons to non-parametric variables having more than two categories, Turkey test was used. The data obtained were evaluated at the significance level of 0.05.

2. INTERNAL COMMUNICATION, POSITIVE COMMUNICATION AND POSITIVE THINKING

2.1. Internal Communication

As a result of the rapid development of technology, people have lost the concept of time and are trying to keep up with an accelerated world and to benefit from technology to the greatest extent. All these developments bring about many problems while people are trying to comprehend the new world and find a place in it. While people struggle to gain a place in life, to show themselves strong and to keep up with a fast life, they also encounter problems such as lack of communication, negligence, lack of satisfaction and stress. These kinds of negative situations brought about by the course of life have formed the basis of communication problems between managers and employees and between employees and employees in organizations. Seen from positive perspectives, various communication tools offered to us have given us the opportunity to choose the most suitable and efficient communication tools (Dolphin, 1999, p. 58).

In order to be able to talk about internal communication, we first need to understand what internal communication is: *"Internal communication is a social process that enables a continuous exchange of information and ideas between the various departments and elements that make up the organization and between the organization and its environment, or the establishment of necessary relations between the departments in order to ensure the correct functioning of the organization and achieve its goals"* (Erogluer, 2011, p. 1410).

Based on the above definition, ensuring the functioning of the organization towards the determined goals and accomplishment of its goals can be possible through the establishment of positive internal communication. It is important to ensure harmony between employees working in an organization by placing emphasis on manager-employee communication, creating a collaborative work environment and motivating employees. It should not be overlooked that it is the employees of the organization that represent the organization and reflect the image, mission and vision of the organization to the external environment, customers, and thus they contribute to the accomplishment of organizational goals and its development.

Kohtes and Klewes suggest that organizations should ensure internal communication by informing, motivating and managing their employees. What is meant by informing the employees is informing them about the goals, strategies, daily work, products and services of the organization so that they can get to know their work areas and work more efficiently. At the same time, organizations should motivate their employees and get them to feel a

sense of satisfaction by positively influencing their feelings and thoughts. Most importantly, organizations should manage their employees. It should enable the strengthening of internal communication by helping them to progress and find direction in the organization. All these processes should be strongly integrated with each other. Thus, we can state that the stages in internal communication should be outlined as follows:

- Accurate communication of the goals, vision and mission of the organization to its employees.
- In the organization, the manager should establish effective communication with his / her employees and thus determine the demands and satisfaction of the employees.
- Strong harmony and cooperation among the employees.
- Knowing the wishes and satisfaction of the employees, increasing their motivation and determination and making a strategic planning for their development.

When we look at it as a whole, as long as these main lines are preserved in internal communication, it becomes easier to fill other missing parts. Recruitment of employees in accordance with the mission and vision of the organization and the employees' understanding of the goals and objectives of the organization or the company contribute to their working more effectively and productively. Effective manager-employee communication will ensure the development of the employee by reinforcing the sense of commitment to the job. In terms of personal satisfaction, managers' encouragement of employees with awards will play an important role in increasing their motivation and developing the relationship of trust with the organization. These positive aspects, together with this trust relationship, loyalty to the organization, advanced communication between employees and the feeling of belongingness penetrate into the customer and bring the organization to a better position (Özel, 2012, p. 106).

When we look at the development of internal communication in corporate structures in general, we see a process that is directly proportional to the development of technology. First, while there were face-to-face communication and announcements made on billboards, then printed materials (news bulletins, annual reports, etc.) appeared. As technology developed, e-mail, social media, and the power of the digital world became a resource for internal communication. Ensuring effective internal communication is one of the important issues in order to use all these resources efficiently through developing internal communication.

2.2. Positive Communication

By saying that “*You can say everything with the right key, but nothing with the wrong key; the main issue is the construction of the key*”, Bernard Shaw put forward the idea that forms the basis of “positive communication”. Being a very important factor in human relations and communication, to act according to the situation, to apply communication tactics is an important principle of positive communication. With the communication established in this way, the quality of life and the status of human being increase. The important factors of positive communication can be listed as follows: Understanding each other by establishing mutual empathy, listening to the other person without interrupting his/her words, asking questions that do not have a negative purpose, sometimes expressing feelings to the other person with body language, being able to share thoughts freely and without hesitation, being able to act according to the situation when needed, and being able to look into the eye of the other person while communicating. In positive communication, individuals empathize with each other and at the same time foster positive emotions. Communication is based on mutual understanding and parties' respecting each other (Kaya, 2014, p. 15). It is necessary to make an effort to create positive communication. Of course, it is not possible to communicate positively with all people, but it is in the hands of people to understand the other person, to take an attitude according to the situation, to listen to the other person sincerely and to translate this into positive communication (Çakır & Ünal, 2019, p. 936). Communication researcher Jack Gibb mentions the following attitudes that lead to positive communication (Çeşitcioğlu, 2007, p. 17):

2.3. Positive Thinking

Man is subject to a law of evolution, not a being created by chance. As with the visible world and material things, man is an absolute constant in the hidden realm of thought, with the absolute relationship of cause and effect. A noble and lofty character is not about being privileged or lucky, but a sum of striving for righteous thinking and lofty thoughts that are firmly abided by. Dishonourable and bad character, from the same point of view, is due to the constant harbouring of bad thoughts in the individual (Allen, 2019, p. 8).

Positive thinking is using the mind by controlling and directing it in a positive way. According to some academicians and researchers, the attitudes and judgments of the individual are directly related to the information. The available information includes feelings and thoughts on that subject. Any communication or event that has a positive effect on the mind of the individual will relieve him/her (Bilge, 2012, p. 12). As a being with power,

intelligence and love and as the master of his own thoughts, man has the key to every situation. With his transformative and refreshing power, he can build himself however he wants (Allen, 2019, p. 9).

If we want to influence our behaviour or performance, we can only do so with our subconscious mind. For this, we have to choose new, positive thoughts, and they are constantly rooted in our subconscious mind. Repetitive negative thoughts create negative consequences: we need to turn this around. The quality of our thoughts determines the quality of our life (Peiffer, 2003, p. 17).

Positive thinking is the ability to see the bright side of things and makes people more creative and constructive. Positive thinking is also linked to positive emotions, optimism, hope, joy, and happiness (Karadağ, 2019, p. 132). Positive thinking is a choice. It is a decision about how you will look at things. It is finding the good in the bad. Positive thinking is finding one's own positive sides and striving for something bigger than himself/herself by combining these positive aspects (Kan, 2017, p. 29). Positive thinking skill is one of the skills that can provide many advantages to individuals in the course of life. Many studies have shown that positive thinking skill is an important factor related to coping with stress and anxiety, problem-solving, happiness, academic performance and even health (Naseem and Khalid, 2010:53).

3. METHOD

3.1. Purpose and Significance of the Study

The organization is an order established with the aim of doing together what people cannot do alone. The togetherness mentioned here is to achieve the goal in accordance with the purpose of the work by doing the work together and incoordination. In this sense, what brings people together is communication. The contribution of internal communication to the motivation and productivity of a person in business life is an undeniable fact. In this regard, the current study focused on the effect of positive thinking on the internal communication within the context of positive communication in SOCAR. To this end, the current situation is defined and analyzed and interpretations are made through a scientific method.

It is thought that positive thinking skills will positively affect internal communication and that individuals with these skills will have strong internal communication. The purpose of the current study is to reveal the effects of positive thinking skills on internal communication. When it comes to the significance of the study, business life and our colleagues have an important place in our lives. Organizations now value their employees and understand that success comes from positive energy. Employees can defend their thoughts freely and openly. Now, one of the most important principles of management is to invest in its employees, to accept that they are a part of companies and to support them by establishing positive communication.

3.2. Population and Sample of the Study

The population of the study is comprised of individuals working in SOCAR. A total of 210 employees selected from the population by using the convenience sampling method constitute the sample. The convenience sampling method allows the inclusion of the individuals meeting some pre-determined criteria in a non-random manner in the sample. Within the context of the study, an analysis was conducted on the "State Oil Company of Azerbaijan Republic" (SOCAR). In the study, the Corporate Communications departments in both Baku and Istanbul were contacted and information exchange was made. When we examine the company, we can see that Corporate Communication activities are actively managed. It has achieved many successes and has also received many awards. In the study conducted by the Great Place to Work (GPTW) institute, which attaches great importance to internal communication in many countries, in 2019, SOCAR was in the list of the companies classified as great places to work in Turkey. It was also on the lists of the great places to work in 2015 and 2018 (SOCAR Türkiye, 2019). In addition, it has also achieved many other successes such as the most reputable energy company of the year, the third-time winner of the Gold Award in the Energy Category at the Social Media, and one of the best employers of 2019.

3.3. Data Collection Tools

In the current study, the processes of the quantitative research method were followed in order to collect and analyze the data to test the hypotheses determined before. Accordingly, the questionnaire method was used to collect data. First, the criteria of the individuals to be included in the study were determined and the questionnaire items were entered into the online environment. The first question asked to the participants was arranged as a selective question, and their state of having made a job application to an institution / organization and having received a negative answer was determined. The questionnaire consists of three parts;

1. Demographic features form
2. Positive Thinking Skills Scale
3. Internal Communication Scale

Cronbach's Alpha coefficients of the scales used in the current study are shown in Table 1.

Table 1. Reliabilities of the Scales Used in the Study

Scales	Item Numbers	Cronbach's Alpha
Positive Thinking Skills Scale	1-8	.814
Internal Communication Scale	1-17	.932

3.3.1. Demographic Information Form

Questionnaires and scales whose validity and reliability have been tested with previous studies in the literature are used as data collection tools in the study. The questionnaire form used in the current study consists of three parts. In the first part, there is a personal information form developed to elicit information about socio-demographic features of the individuals working in SOCAR. In this personal information form, there are questions to elicit information about demographic features of the individuals working in SOCAR such as gender, marital status, age, length of service, education level and position in the organization. The form has five questions. In addition, there are two scales in the questionnaire; the Positive Thinking Skills Scale and the Internal Communication Scale.

3.3.2. Positive Thinking Skills Scale

This is a uni-dimensional scale consisted of 8 items. The scale is designed in the form of a 4-point Likert scale. The validity and reliability studies of the Turkish form of the scale were conducted by Akin, Uysal and Akin (2015). In their study, the Cronbach Alpha coefficient of the scale was calculated to be 0.814.

3.3.3. Internal Communication Scale

In the current study, the Internal Communication Scale developed by Cengizalp (2003) was used to determine the participants' level of internal communication. The Internal Communication Scale is comprised of 17 items and 3 sub-dimensions called communication with colleagues, communication with managers and corporate communication policy. The scale is designed in the form of a 5-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree". The validity and reliability studies of the scale were performed by Cengizalp (2003). The Cronbach Alpha internal consistency coefficient of the whole scale was calculated to be .86. The Cronbach alpha internal consistency coefficients calculated for the sub-dimensions are as follows; .87 for communication with colleagues, .83 for communication with managers, .89 for corporate communication policy.

3.4. Statistical Analysis of the Research Data

In the current study, demographic and professional information about the participants is presented in the form of percentages and frequencies. The Kurtosis and skewness values were taken into consideration in the examination of the normality of the distribution of the scores taken from the Positive Thinking Skills Scale and Internal Communication Scale. According to George and Mallery (2010), if the skewness and Kurtosis values are between +2.0 and -2.0 and according to Tabachnick and Fidell (2013), if these values are between +1.5 and -1.5, the scale is considered to be normally distributed and parametric tests are accepted to yield more valid and reliable results. In this connection, as the skewness and Kurtosis values of the scales were found to be between +2.0 and -2.0, some of the parametric tests, One-Way ANOVA, independent samples t-test, Pearson correlation analysis and regression analysis were used in the current study.

3.5. Hypotheses

In the current study, the effect of positive thinking on the internal communication within the context of positive communication was investigated. In this context, the hypotheses developed in the current study are given below:

H1= There is a positive and significant correlation between positive thinking skills and internal communication.

- H2= The level of positive thinking varies significantly depending on gender.
 H3= The level of positive thinking varies significantly depending on marital status.
 H4= The level of positive thinking varies significantly depending on age.
 H5= The level of positive thinking varies significantly depending on education level.
 H6= The level of positive thinking varies significantly depending on the length of service.
 H7= The level of positive thinking varies significantly depending on the position.
 H9= The perception of internal communication varies significantly depending on gender.
 H10= The perception of internal communication varies significantly depending on marital status.
 H11= The perception of internal communication varies significantly depending on age.
 H12= The perception of internal communication varies significantly depending on education level.
 H13= The perception of internal communication varies significantly depending on the length of service.
 H14= The perception of internal communication varies significantly depending on the position.

4. FINDINGS

In this section of the study, findings related to the effect of positive thinking on internal communication and whether the participants' positive thinking skills and perception of internal communication vary significantly depending on the demographic variables of gender, age, marital status, education level, position and length of service are presented. In Table 2, findings related to the demographic features of the participants working in SOCAR are given.

Table 2. Participants' Socio-demographic Features

	Features	N	%
Gender	Female	106	50.5
	Male	104	49.5
Age	20-25	54	25.7
	26-40	156	74.3
Marital Status	Married	93	44.3
	Single	117	55.7
Education Level	High School	22	10.5
	Undergraduate Degree	89	42.4
	Master's Degree	68	32.4
	Doctoral Degree	31	14.8
Position	I do not have an administrative duty in the company	150	71.4
	I have an administrative duty in the company	60	28.6
Length of Service	0-6 years	112	53.3
	7-12 years	69	32.9
	13 years and longer	29	13.8

When the results presented in Table 2 are examined, it is seen that the majority of the participants are in the age group of 26-40 and do not have an administrative duty in the company. Moreover, nearly half of the participants are males, single, have been working for 0-6 years in the company and hold an undergraduate degree. The results of the analyses conducted to determine whether the mean scores taken by the participants from the Positive Thinking Skills Scale and the Internal Communication Scale vary significantly depending on the socio-demographic variables are presented below.

Table 3. Results of the T-test Conducted to Determine whether the Participants' Mean Scores Taken from the Positive Thinking Skills Scale and the Internal Communication Scale Vary Significantly depending on Gender

Scales	Groups	N	\bar{X}	Ss	T	P
Positive Thinking Skills	Female	106	1.7911	.43696	-.727	.468
	Male	104	1.8393	.52089		
Internal Communication	Female	106	3.8091	.53605	-1.229	.224
	Male	104	3.9095	.65313		

In Table 3, the results of the t-test conducted to determine whether the participants' scores taken from the Positive Thinking Skills Scale and the Internal Communication Scale vary significantly depending on the gender are presented. When the results of the analysis are examined, it is seen that the mean scores taken from the Positive Thinking Skills Scale and the Internal Communication Scale do not vary significantly depending on gender ($p > 0.05$). In other words, the mean positive thinking and internal communication scores of the male and female participants are similar. Thus, the hypotheses H2 and H9 are refuted.

Table 4. Results of the T-test Conducted to Determine whether the Participants' Mean Scores Taken from the Positive Thinking Skills Scale and the Internal Communication Scale Vary Significantly depending on Marital Status

Scales	Groups	N	\bar{X}	Ss	T	P
Positive Thinking Skills	Married	93	1.9094	.50761	2.576	.011
	Single	117	1.7399	.44454		
Internal Communication	Married	93	3.9602	.51238	2.211	.028
	Single	117	3.7783	.64841		

In Table 4, the results of the t-test conducted to determine whether the participants' scores taken from the Positive Thinking Skills Scale and the Internal Communication Scale vary significantly depending on the marital status are presented. When the results of the analysis are examined, it is seen that the mean scores taken from the Positive Thinking Skills Scale and the Internal Communication Scale vary significantly depending on marital status ($p < 0.05$). In other words, the married participants' positive thinking skills and internal communication are significantly stronger than those of the single participants. Thus, the hypotheses H3 and H10 are supported.

Table 5. Results of the T-test Conducted to Determine whether the Participants' Mean Scores Taken from the Positive Thinking Skills Scale and the Internal Communication Scale Vary Significantly depending on Age

Scales	Groups	N	\bar{X}	Ss	T	P
Positive Thinking Skills	20-25	54	1.6693	.48212	-2.624	.009
	26-40	156	1.8654	.47010		
Internal Communication	20-25	54	3.8410	.57085	-.254	.800
	26-40	156	3.8650	.60824		

In Table 5, the results of the t-test conducted to determine whether the participants' scores taken from the Positive Thinking Skills Scale and the Internal Communication Scale vary significantly depending on the age are presented. When the results of the analysis are examined, it is seen that the mean scores taken from the Positive Thinking Skills Scale vary significantly depending on age ($p < 0.05$). In other words, the positive thinking skills of the participants aged 26-40 are significantly stronger than those of the participants aged 20-25. On the other hand, the participants' mean scores taken from the Internal Communication Scale were found to be not varying significantly depending on gender ($p > 0.05$). That is, the internal communication levels of the participants from different age groups are similar. Thus, the hypothesis H4 is supported while the hypothesis H11 is refuted.

Table 6. Results of the ANOVA Conducted to Determine whether the Participants' Mean Scores Taken from the Positive Thinking Skills Scale and the Internal Communication Scale Vary Significantly depending on Length of Service

Scales	Groups	N	\bar{X}	Ss	F	P	TUKEY
Positive Thinking Skills	0-6 years (a)	112	1.7398	.46150	13.264	.000	a<b
	7-12 years (b)	69	1.7681	.41077			
	13 years and longer (c)	29	2.2167	.51877			
Internal Communication	0-6 years (a)	112	3.7416	.68205	9.651	.000	a<b b<c
	7-12 years (b)	69	3.8781	.41500			
	13 years and longer (c)	29	4.2657	.41938			

In Table 6, the results of the ANOVA conducted to determine whether the participants' scores taken from the Positive Thinking Skills Scale and the Internal Communication Scale vary significantly depending on the length of service are presented. When the results of the analysis are examined, it is seen that the mean scores taken from the Positive Thinking Skills Scale and the Internal Communication Scale vary significantly depending on the length of service ($p < 0.05$). In other words, the positive thinking skills and internal communication of the participants working for 13 years and longer are significantly stronger than those of the participants working for 0-6 years and 7-12 years. Thus, the hypotheses H6 and H13 are supported.

Table 7. Results of the ANOVA Conducted to Determine whether the Participants' Mean Scores Taken from the Positive Thinking Skills Scale and the Internal Communication Scale Vary Significantly depending on Education Level

Scales	Groups	N	\bar{X}	Ss	F	P	TUKEY
Positive Thinking Skills	High school (a)	22	1.506	.6040	15.468	.000	a<b a<d
	Undergraduate (b)	89	1.812	.3594			
	Master's (c)	68	1.716	.4731			
	Doctoral (d)	31	2.258	.4180			
Internal Communication	High school (a)	22	3.893	.6825	5.692	.001	b<d c<d
	Undergraduate (b)	89	3.747	.6385			
	Master's (c)	68	3.820	.5071			
	Doctoral (d)	31	4.239	.4482			

In Table 7, the results of the ANOVA conducted to determine whether the participants' scores taken from the Positive Thinking Skills Scale and the Internal Communication Scale vary significantly depending on the

education level are presented. When the results of the analysis are examined, it is seen that the mean scores taken from the Positive Thinking Skills Scale and the Internal Communication Scale vary significantly depending on education level ($p < 0.05$). In other words, the positive thinking skills and internal communication of the participants holding a doctoral degree are significantly stronger than those of the participants with a lower level of education. Thus, the hypotheses H5 and H12 are supported.

Table 8. Results of the T-test Conducted to Determine whether the Participants' Mean Scores Taken from the Positive Thinking Skills Scale and the Internal Communication Scale Vary Significantly depending on Position

Scales	Groups	N	\bar{X}	Ss	T	P
Positive Thinking Skills	I do not have an administrative duty in the company	150	1.7333	.42380	-4.039	.000
	I have an administrative duty in the company	60	2.0190	.55013		
Internal Communication	I do not have an administrative duty in the company	150	3.7675	.58377	-3.602	.000
	I have an administrative duty in the company	60	4.0873	.57457		

In Table 8, the results of the t-test conducted to determine whether the participants' scores taken from the Positive Thinking Skills Scale and the Internal Communication Scale vary significantly depending on the position are presented. When the results of the analysis are examined, it is seen that the mean scores taken from the Positive Thinking Skills Scale and the Internal Communication Scale vary significantly depending on the position ($p < 0.05$). In other words, the positive thinking skills and internal communication of the participants having an administrative duty are significantly stronger than those of the participants not having an administrative duty. Thus, the hypotheses H7 and H14 are supported.

Table 9. Relationship between Positive Thinking Skills and Internal Communication

	Internal Communication
Positive Thinking Skills	.371**

In Table 9, the results of the Pearson correlation conducted to determine the correlation between positive thinking skills and internal communication are presented. When the results of the analysis are examined, it is seen that there is a positive and significant correlation between positive thinking skills and internal communication ($r = 0.371$; $p = 0.00$). In other words, with improving positive thinking skills, the level of internal communication also improves.

Table 10. The Effect of Positive Thinking Skills on Internal Communication

Model	Non-standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Dependent Variable: Internal Communication					
Positive Thinking Skills	3.020	,151		20,064	,000
(Constant)	.462	,080	,371	5,763	,000
Sig.	0.000				

F	33.212
R ²	0.134

In Table 10, the effect of positive thinking skills on internal communication is revealed by means of regression analysis. As a result of the model developed, positive thinking skills were found to have positive effects on internal communication ($p < 0.05$). In other words, with the participants' improving positive thinking skills, their level of internal communication also improves. Thus, the hypothesis H1 is supported. Positive thinking skills explain 13.4% of the variance in internal communication.

5.RESULTS

Today, the concept of positive thinking has an important place in human life. While in the past, positive thinking in society was considered to be related to communication, data from recent clinical studies showed that it has a positive correlation with internal communication. But in modern societies, personal health is more comprehensive, including being positive. Positivity, defined as having a positive disposition or positive thinking, corresponds to the hidden dimension underlying life satisfaction, self-esteem, and optimism, which is influenced by people's cognition, emotions and actions. Positivity means that individuals have a positive orientation towards or positive appraisal of themselves, the future, and past experiences.

The ability to respond positively to failures and negative obstacles is very important for communication. Positive subjective experiences and positive individual traits help improve the quality of life and communication and prevent pathologies that occur when life is vicious and meaningless. Today, positive psychology is associated with research that investigates other positive aspects such as positive emotions and creativity, optimism, communication, flexibility, empathy, compassion, humour and life satisfaction. In particular, the study of psychological well-being includes examining the factors of happiness, positive character traits, and the perception of life purpose and satisfaction. The purpose of positive psychology is to concentrate on the science of positive human qualities that enhance internal communication. In other words, the main goal of positive psychology is well-being. The emphasis is on enhancing human development. A "good life" means a well-lived and fulfilling life. It is necessary to be positive, attractive, meaningful, successful and to connect with others through positive relationships.

It has been argued that positive speaking can contribute to the creation of an environment to support employees' performance and communication. Seen from this perspective, as positive communication skills improve, there occurs an improvement in the communication between the employee and the manager and thus the motivation of employees increases. Research shows that positive thinking positively affects communication. In the current study, the effect of positive thinking on the internal communication within the context of positive communication was examined. Moreover, it was investigated whether the participants' positive thinking skills and perceptions of internal communication vary depending on demographic variables such as gender, age, marital status and education level. In this regard, the participants' positive thinking skills and internal communication were found to be varying significantly depending on the position. In other words, the positive thinking skills and internal communication of the participants having an administrative duty were found to be significantly stronger than those of the participants not having an administrative duty. Similarly, Salik (2017) also found that the positive thinking skills of administrators are stronger but the difference is not statistically significant.

As a result of the current study, it was concluded that the internal communication of the male participants is better than that of the female participants but the difference is not statistically significant. In the study conducted by Tekin (2015), it was also found that internal communication did not vary significantly by gender. Another finding obtained in the current study is that the participants' positive thinking skills and internal communication were found to be varying significantly depending on education level. In other words, the positive thinking skills and internal communication of the participants holding a doctoral degree are significantly stronger than those of the participants with a lower level of education. On the contrary, Salik (2017) found that with increasing level of education, the level of positive thinking skills decreased but the difference between the groups was not statistically significant.

Moreover, the positive thinking skills and internal communication of the married participants were found to be significantly stronger than those of the single participants. Married couples support each other. They share happiness and sadness. This makes them think more positively compared to single individuals. Similarly, Salik

(2017) also found that the positive thinking skills of married individuals are significantly better than those of single individuals. In the current study, it was also found that the positive thinking skills of the participants vary significantly depending on age. In other words, the positive thinking skills of the participants aged 26-40 are significantly better than those of the participants aged 20-25. On the other hand, the participants' internal communication was found to be not varying significantly depending on age. In addition, the positive thinking skills and internal communication of the participants having been working for 13 years or longer were found to be significantly stronger than those of the participants having been working for 0-6 years and 7-12 years. The longer you work, the more experience you have; therefore, the people working for longer periods may have more positive perceptions of events in the workplace.

As a conclusion, positive thinking skills are effective in internal communication. In other words, as the positive thinking skills of the employees improve, their internal communication improves as well. In light of the findings of the current study, it can be suggested that positive thinking skills of the employees should be developed to improve their internal communication. In further studies, a comparison can be made with the results of the current study by conducting research in different sectors and on different samples.

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The Mediating Role of Flexibility and Agility in the Effect of Supply Chain Integration on Firm Performance

Tedarik Zinciri Entegrasyonun Firma Performansına Etkisinde Esnek ve Çevikliğin Aracılık Rolü

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ABSTRACT

Today, the concepts of supply chain integration and agile and flexible supply chain, which affect companies to increase their performance in the face of the change in competition, have come to the fore. The purpose of the current study is to develop a model that reveals the mediating role of agile supply chain and flexible supply chain in the effect of supply chain integration on firm performance, and the hypotheses are tested with the structural equation model (SEM). To this end, the research question of the current study is worded as follows: "Do the flexibility and agility of the supply chain integration have a mediating role in the relationship between the supply chain integration and firm performance?" The population of the study consists of manufacturing companies in the Free Zone and Organized Industrial Zone in the city of Mersin. A total of 238 questionnaires were applied in the current study. As a result of the analysis, it was found that the mediating role of supply chain flexibility and agility exists in the effect of supply chain integration on firm performance.

Anahtar Kelimeler:

*Tedarik Zinciri
Entegrasyonu,*

*Çevik Tedarik
Zinciri*

*Esnek Tedarik
Zinciri,*

Firma Performansı

ÖZET

Günümüzde firmalar rekabet boyutunun değişmesi karşısında firmalar performanslarını artırmada etki eden tedarik zinciri entegrasyonu, çevik ve esnek tedarik zinciri kavramları ön plana çıkmaktadır. Bu araştırmanın amacı tedarik zinciri entegrasyonun firma performansına etkisinde çevik tedarik zinciri ve esnek tedarik zincirinin aracılık rolünü ortaya çıkaran bir model geliştirilmiş ve hipotezler, yapısal eşitlik modeli (YEM) ile test edilmiştir. Bu çalışmada ortaya konulması gereken problem cümlesi bir soru ifadesi olarak tedarik zinciri entegrasyonu ve firma performansı ilişkisinde tedarik zinciri esnekliğinin ve tedarik zinciri çevikliğinin aracılık rolü var mıdır? Çalışmanın evrenini Mersin ilinde Serbest Bölge ve Organize sanayi bölgesinde imalat firmaları oluşturmaktadır. Bu çalışmada toplam 238 anket uygulanmıştır. Analiz sonucunda tedarik zinciri esnekliği ve çevikliğinin aracılık rolünün, tedarik zinciri entegrasyonun firma performansı üzerindeki etkisinde var olduğu bulgusu elde edilmiştir.

1. INTRODUCTION

Today, businesses have turned to impressions that will provide competitive advantage and increase their performance. The concepts of supply chain integration, agility and flexibility come to the fore in changing the dimension of competition and increasing the performance of companies. The supply chain, which includes suppliers, production companies and distribution channels, has become an important concept for the performance of today's businesses (Erdem, 2007: 9).

Integration can be used to describe a wide variety of structural links between departments and firms. For example, the company may integrate different elements of the company's activities inside or outside the company. These elements can be tangible (such as product flows and measurement) or intangible (such as relationships and information) (Chen et al., 2009: 64). According to Flynn et al. (2010:59), supply chain integration refers to "the extent to which an organization can manage intra- and inter-organizational efforts to achieve effective and efficient flows of products, services, information, money and decisions with the goal of strategically collaborating with its supply chain partners and providing maximum value". According to Chow et al. (1995: 290), integration is not a feature, but the product of a desirable organizational structure as a means of achieving greater logistical performance.

Ayan et al., who investigated supply chain flexibility in a conceptually comprehensive way, made an examination based on the scientific definition of the concept of flexibility. According to Sheffi (2005), flexibility is "the efforts to protect against the unpredictable dangers and problems of the uncertain future and to protect the existence of the businesses that face these dangers" (Ayan et al., 2018: 360; Cf. Sheffi, 2005: 48). Stating that companies use supply chain management to use and coordinate their functions in the most active way, Ayan also mentions the flexibility of the supply chain in the field of business by relating it to risk management (Ayan et al., 2018: 360).

Application flexibility, which is widely used today, is the main feature of flexible production systems. Gupta and Goyal (1989) defined flexibility as the ability of the production system to cope with changing conditions or environmental instability (Gupta and Goyal, 1989: 120). In addition to this definition of flexibility, Benjaafar and Ramakrishnan (1996: 1195) define flexibility as the ability of a system to respond quickly and cost-effectively to changing needs and requirements. In other words, flexibility is responsible for making the production process as versatile as possible (Wahab, 2005: 3773). Slack emphasized that it would be wrong to think of flexibility only at the individual or system level, and emphasized that it would be correct to think it in four areas. He explained that these four areas are the entry of product changes, making different product mixes, adjusting output quantities and changing distribution times (Slack, 1983: 8).

The concept of agility has become a field of study gaining greater importance in manufacturing and supply chain management research because of its importance for managerial practice (Blome et al., 2013: 1296). In order to understand supply chain agility, we first need to clarify the meaning of agility. As agility is a very broad and multidimensional concept, it includes various aspects of an organization and includes supply chain agility as an organizational agility issue (Li et al., 2008: 410). In an environment of change, supply chain agility has become a source not only for competitive differentiation but, in some cases, for the long-term sustainability of an organization. In this context, agility is one of the important points for a business to grow in a competitive market that is constantly and unexpectedly changing, and to be able to respond quickly to rapidly changing markets as a result of the customer-based evaluation of products and services (Yusuf et al., 1999: 36). In addition, agility plays a key role in the successful exploration of competitive bases and services (speed, flexibility, innovation proactivity, quality and profitability) in a rapidly changing market environment through the integration of reconfigurable resources and best practices in a knowledge-rich environment so that customer-focused products can be manufactured (Braunscheidel, 2005: 36).

Profitability indicators such as profitability of capital, the profitability of sales, the profitability of assets, and growth-based financial performance indicators such as growth in sales, assets, capital and market share, and increase in the number of employees were mostly used in firm performance measurements. However, since financial performance measurements cannot measure non-financial performance, the importance of which has increased in recent years, companies have turned to non-financial issues such as employee satisfaction, quality, customer satisfaction, innovation and flexibility. Therefore, it is necessary to measure the results of these actions with non-financial performance indicators. It is emphasized that a healthy company performance measurement is possible by measuring financial and non-financial performance indicators together in a certain balance (Elitaş and Ağca, 2006: 366).

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Muntaka et al. (2007) argue that supply chain integration and supply chain flexibility provide an environment where everyone in the organization can focus their attention on production, cost reduction, quality improvements and environmental uncertainties, and the meaning of the relationship between supply chain integration and supply chain flexibility affects the performance of businesses individually and collectively. However, Muntaka et al. (2017) found that supplier, customer and inter-unit integration, which are the dimensions of supply chain integration, are each related to supply chain flexibility in their research on the effect of supply chain integration and supply chain flexibility on firm performance in Ghana. They concluded that supply chain integration and flexibility are critical components, especially for improving business performance. In this context, Muntaka et al. (2017) emphasized that the impact on business performance is higher in places where supply chain integration and flexibility policies are applied simultaneously (Muntaka et al., 2017: 141). On the other hand, Scannell et al. (2000) found that supplier development, supplier partnership and just-in-time purchasing, which are the result of integration, increase flexibility, and Schoenherr and Swink (2012: 107) also found the significant effect of supplier and customer integration and integration on flexibility.

Supply Chain is the two main dimensions of Integration (Marin-Garcia, Luque and Medina-Lopez, 2013: 425). It is internal integration, which refers to the coordinated management of a company's internal operational activities, and external integration, which refers to the integration of external activities (Sudrajat; 2007: 20). It is internal integration, which refers to the coordinated management of a company's internal operational activities, and external integration, which refers to the integration of external activities (Sudrajat; 2007: 20). Internal integration is the degree to which firms can integrate and collaborate across traditional functional boundaries to provide better customer service, that is, coordination is required within the firm's internal supply chain departments (Chen and Paulraj, 2004: 143:142). In essence, internal integration refers to information sharing between internal functions, strategic cross-functional cooperation and working together (Zhao et al., 2011: 19). External integration refers to the extent to which a firm can collaborate with key supply chain members (customers and suppliers) to transform its organizational strategies, practices, procedures and behaviors into synchronized and manageable processes to fulfill customer requirements (Zhao et al., 2011: 19). ; Chen and Paulraj, 2004: 143). In addition, external integration refers to supplier and customer integration that focuses on developing intense and interactive relationships with suppliers and customers, in this respect, the company expands the scope of integration by integrating with the supplier and customer through information sharing and collaborative relationship (Stevens, 1989: 3)

Supply chain flexibility refers to the firm's ability to construct and manage the supply chain in collaboration with its supply chain partners to respond quickly, effectively and efficiently. In this context, it is emphasized that having a flexible supply chain provides a significant competitive advantage, including both creating customer value (i.e. delivery, product variety and service) and the company's ability to outperform its competitors in financial performance (Liao, 2006: 16). Beamon (1999: 290) identified three types of performance measures that are essential components in any supply chain performance measurement system: resource, output and flexibility. In addition, Beamon (1999: 284) emphasized that the flexibility used in supply chain analysis can measure a system's ability to adapt to volume and timing fluctuations resulting from suppliers, manufacturers, and customers. In this context, by emphasizing the importance of product performance on the basis of the information, it has been stated that there are important points to be considered such as having a flexible supply chain, creating customer value and outperforming competitors in the financial performance.

In the world of global competition, supply chains focus on dynamics in changing markets with a competitive advantage such as changing products, low costs, short life cycles and offering products with better quality. Supply chain agility is defined as an externally focused competency related to speed at the business level. According to Gunasekaran (2001:28), agility is dynamic and open-ended because it requires constant attention and importance to organizational performance, the value of products and services, and the ever-changing context of customer opportunities. Agility is used to quickly respond to changes in the market environment and for competitive advantage through the ability to use a key resource and knowledge (Kuruppallil, 2008: 113). According to Lee (2004: 4), agility is important because in many industries agility is an important consideration as both demand and supply fluctuate faster and more widely than before, and most supply chains cope with costs, but agile ones respond both faster and more cost-effectively. In the study conducted by Tallon and Pinsonneault (2011), it was revealed that agility has positive effects on firm performance, and they also examined a network where agility mediates the relationship between compliance and firm performance, and the findings showed that agility fully mediates the relationship between compliance and firm performance (Tallon and Pinsonneault, 2011: 479). In addition, Yusuf et al. (2004) stated in their research that agile chain and agile supply chain performance increase

the competitive advantage performance of the firm, and also emphasized that agile chain has a stronger effect on competitiveness (Yusuf et al., 2004: 385). The concept of supply chain agility also refers to a complicated situation in terms of coordination and integration between different channel members throughout the supply chain (Yıldız and Çetindaş, 2019: 880). Appropriately and properly managed supplier connections can reduce costs, increase the competitiveness of the business with improved information networks and lead to profitability. The most appropriate selection of suitable suppliers according to the requirements of the business is important for the management of the relations with suppliers. The production schedules, stock levels, product development costs of the suppliers and timely delivery of products and services can directly affect the financial situation and profitability of companies. In addition, supplier performance has a significant impact on the productivity, quality and competitiveness of the enterprise (Chen and Pauraj, 2004: 134).

In light of the literature review, the following hypotheses were developed for the current study:

H₁: Supply chain integration has a positive effect on supply chain flexibility.

H₂: Supply chain flexibility has a positive effect on firm performance.

H₃: Supply chain integration has a positive effect on firm performance.

H₄: Supply chain integration has a positive effect on supply chain agility.

H₅: Supply chain agility has a positive effect on firm performance.

H₆: Supply chain flexibility has a mediating role in the effect of supply chain integration on firm performance.

H₇: Supply chain agility has a mediating role in the effect of supply chain integration on firm performance.

3. METHODOLOGY

In this study, the following model was developed to determine the mediating role of agile supply chain and flexible supply chain in the effect of supply chain integration on firm performance.

The structural scheme and hypotheses of the research model are given in Figure 1.

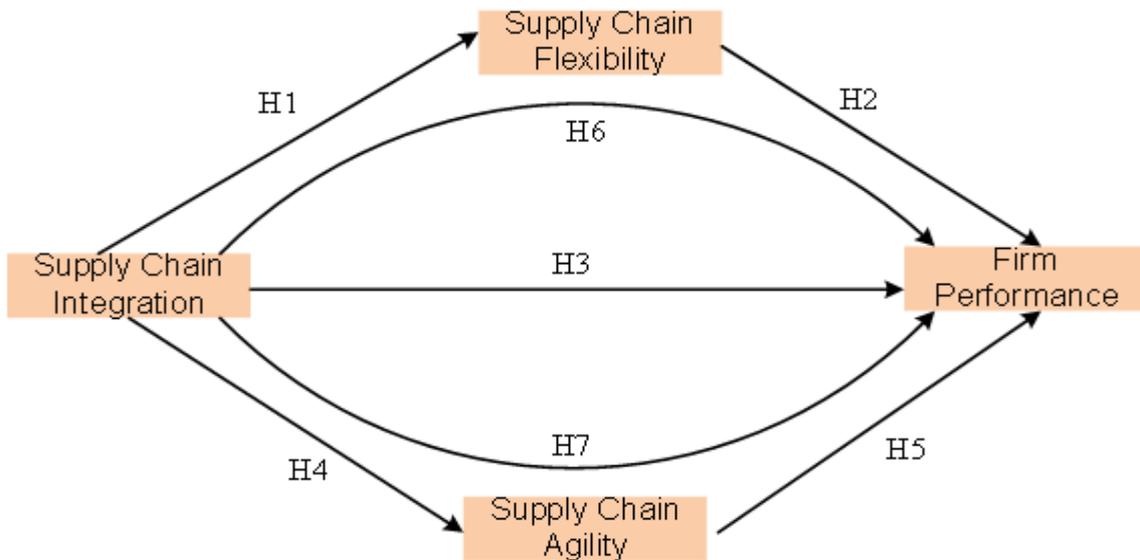


Figure 1. Structural scheme of the research model

In general terms, considering the principle that the research universe is similar in terms of field of activity and size in terms of research methodology, the universe of the research has been determined as Mersin Free Zone and Mersin Organized Industrial Zone companies operating in the manufacturing sector in Mersin.

The universe of the research is 217 companies in the organized industrial zone (according to the information obtained from the corporate website: <https://www.mesbas.com.tr/firmalar.html>, Access date: February 2020), 70

companies in the Free Zone (according to the information obtained from the corporate website). According to: <http://www.mtosb.org.tr/firmalar/>, Access date: February 2020), a total of 287 companies. The simple random sampling method was used as the sampling method. According to the framework and limitations of the study, it was deemed appropriate to have a sample size of 95% confidence level and 5% sensitivity level.

The data of the study were collected with the questionnaire method. The first part of the questionnaire included items to elicit information about the companies such as how long the firm has been operating, the number of employees, and the sector in which they operate. The second part of the questionnaire consists of scales related to the variables expressed in the research problem. The scales are in the form of a five-point Likert scale.

The scale of supply chain integration from the study of Wong, Boon-ittb, and Wong (2011) was used in the current study. The Firm performance scale developed on the basis of the study by Yıldız and Çetindaş (2019) called “The mediating role of supply chain agility in the effect of strategic resource use on firm performance” was thought to be appropriate for the current study. For the agile and flexible supply chain scale, the scales used by Um et al. (2017) were capitalized on.

4. FINDINGS

Table 1. The Cronbach Alpha Coefficients of the Scales Used in the Study and their Sub-Dimensions and CFA Findings for the Structural Validity of the Scales Used in the Study

Scales	CMIN/df	GFI	CFI	TLI	RMSEA	Number of Items	Cronbach Alpha
Critical Values	<5	<0.90	<0.90	<0.90	<0.08		
Supply Chain Integration	1.983	0.945	0.983	0.973	0.064	12	0.937
Agile Supply Chain	2.119	0.982	0.949	0.872	0.069	6	0.965
Flexible Supply Chain	1.598	0.992	0.997	0.988	0.050	5	0.850
Firma Performance	1.703	0.963	0.994	0.991	0.054	9	0.971

The Cronbach alpha coefficients for the scales and dimensions used in the questionnaire are given in Table 1. According to the findings obtained, it is seen that the reliability of the scales is high.

When the CFA findings for the structural validity of the scales used in the current study are examined in Table 1, it is seen that all the scales have acceptable goodness-of-fit values.

Table 2. Statistical Information about the Companies Participating in the Study

Sectors in which they operate	Frequency	Percentage
Food	65	27.3
Textile	33	13.9
Metal	24	10.1
Chemistry-Pharmaceutical	18	7.6
Others	98	41.1
Capital structure of the companies		
With domestic capital	205	86.1

Domestic-Foreign partnership	24	10.1
With foreign capital	9	3.8
Number of employees of the companies		
1-50 people	145	60.9
51-100 people	46	19.3
101 people and more	47	19.7
How long the companies have been operating		
1-5 years	53	22.3
6-15 years	110	46.2
16 years and more	75	31.5
Total	238	100

The distribution of the participating companies across the sectors in which they operate is given in Table 2. According to the findings, 27.3% of the participating companies are companies operating in the food sector.

The distribution of the participating companies by capital structure is given in Table 2. According to the findings, 86.1% of the participating companies are companies with domestic capital, 10.1% with domestic-foreign partnerships and 3.8% with foreign capital.

The distribution of the participating companies according to the number of employees is given in Table 2. According to the findings, 60.9% of the participating companies have 1-50 employees, 19.3% have 51-100 employees and 19.7% have 101 or more employees.

The distribution of the participating companies according to how long they have been operating is given in Table 2. According to the findings, 22.3% of the participating companies have been operating for 1-5 years, 46.2% for 6-15 years and 31.5% for 16 years and more.

Table 3. Distribution Statistics of the General Application

Scales/dimensions	Mean	Std. Deviation	Skewness	Kurtosis
Customer integration	3.16	0.857	0.131	-0.454
Internal integration	3.22	0.966	0.037	-0.774
Supplier integration	3.34	1.070	0.043	-1.029
Supply chain integration	3.24	0.852	0.116	-0.825
Agile supply chain	3.24	1.099	0.024	-1.099
Flexible supply chain	3.17	0.794	-0.002	-0.540
Customer performance	3.22	1.159	0.107	-1.167
Financial performance	3.27	0.998	0.158	-0.851
Firm performance	3.24	1.058	0.125	-1.099

In the current study, the suitability of the scale and its sub-dimensions to the normal distribution was examined with the Q-Q plot method and it was decided that it was suitable for the normal distribution.

Table 4. Goodness-of-Fit Coefficients for the SEM Model

Goodness-of-fit criterion	SEM goodness-of-fit coefficients
CMIN/DF	1.949
GFI	0.920
CFI	0.916
RMSEA	0.063

SEM model was established for the Mediating Role of Uncertainty of Flexibility and Agility in the Effect of Supply Chain Integration on Firm Performance. The goodness-of-fit coefficients found for the model are given in Table 4. According to these values, the model satisfies the fit criteria.

Table 5. Investigation of the Mediating Role of Agile Supply Chain and Flexible Supply Chain in the Effect of Supply Chain Integration on Firm Performance

		Firm performance	Flexible supply chain	Agile supply chain
Direct effect	Supply chain integration	0.599 (p=0.000)	0.037 (p=0.118)	0.385(p=0.024)
	Flexible supply chain	0.345 (p=0.000)		
	Agile supply chain	0.975 (p=0.000)		
Mediating effect	Supply chain integration	0.388		
	Flexible supply chain			
	Agile supply chain			
Total effect	Supply chain integration	0.987	0.037	0.385
	Flexible supply chain	0.345		
	Agile supply chain	0.975		

In the analysis of the research model, the findings regarding the mediating role of flexible supply chain and agile supply chain in the effect of supply chain integration on firm performance are given in Table 5. According to the analysis, the effects of supply chain integration, flexible supply chain and agile supply chain on firm performance, the effect of supply chain integration on flexible supply chain were found to be statistically insignificant and the effect of supply chain integration on agile supply chain was found to be statistically significant. When the effect coefficients are examined, it is seen that all coefficients are positive. When the total effect coefficients are examined, it is expected that 1 unit increase in supply chain integration will lead to 0.987 unit increase in firm performance, 0.037 unit increase in flexible supply chain and 0.385 unit increase in the agile supply chain. However, as can be seen from the fact that the effect coefficient is statistically insignificant ($p=0.118>0.05$), the effect of supply chain integration on the flexible supply chain is statistically insignificant and has a very low numerical value.

Since the effect of supply chain integration on flexible supply chain and the effect of the flexible supply chain on firm performance were found to be statistically significant, it is statistically accepted that flexible supply chain has a mediating role in the effect of supply chain integration on firm performance.

Since the effect of supply chain on the agile supply chain and the effect of the agile supply chain on firm performance were found to be statistically significant, it is statistically accepted that the agile supply chain has a mediating role in the effect of supply chain integration on firm performance.

According to these results, H₂, H₃, H₄, H₅ and H₇ hypotheses were accepted and H₁ and H₆ hypotheses were not accepted.

5. DISCUSSION AND CONCLUSION

In the current study, the mediating role of agility and flexibility in the effect of supply chain integration on firm performance was investigated. The model design was made by assuming that agile supply chain (Sambamurthy et al., 2003, Hitt et al., 1998) and flexible supply chain (Gerwin, 1993; Upton, 1997) play a mediating role in the effect of supply chain integration on firm performance. In this respect, the research model is considered both as an original model and as a model with beneficial results for the sector.

When the findings of the current study regarding company information are evaluated, it is seen that the participating companies are largely operating in the food (27.3%) and textile (13.9%) sectors and the majority of them have domestic capital (86.1%) in terms of capital structure. It is seen that 60.9% of the companies have 1-50 employees, 22.3% of them have been operating for 1-5 years and 46.2% for 6-15 years.

The effects of supply chain integration, flexible supply chain and agile supply chain on firm performance, the effect of supply chain integration on flexible supply chain were found to be statistically insignificant and the effect of supply chain integration on agile supply chain was found to be statistically significant. When the total effect coefficients are examined, it is expected that 1 unit increase in supply chain integration will lead to 0.987 unit increase in firm performance, 0.037 unit increase in flexible supply chain and 0.385 unit increase in the agile supply chain.

An important finding obtained in the study is that although the effect of the flexible supply chain on firm performance was found to be statistically significant, since the effect of supply chain integration on flexible supply chain was found to be statistically insignificant, flexible supply chain did not have a mediating role in the effect of supply chain integration on firm performance.

However, since the effect of supply chain integration on the flexible supply chain was found to be statistically insignificant and the effect of the flexible supply chain on firm performance was found to be statistically significant, it was observed that the flexible supply chain does not have a mediating role in the effect of supply chain integration on firm performance. On the other hand, since the effect of the supply chain on the agile supply chain and the effect of the agile supply chain on the firm performance were found to be statistically significant, it is statistically accepted that the agile supply chain has a mediating role in the effect of supply chain integration on firm performance.

When the study is evaluated in terms of its contribution to the literature:

In the study, the structural model of the interaction between supply chain integration, agile supply chain, flexible supply chain and firm performance is revealed. Both the model itself and the statistical significance of the model are important contributions to the relevant literature.

This study is a study that contributes to the literature by including 3 variables in the model together. In addition, it is a more important contribution to the literature that it creates a comprehensive effect model by including the interaction between the independent variables in the model.

It was revealed that agile supply chain and flexible supply chain are effective parameters in improving supply chain integration and company performance, which is an important goal for a company.

The findings obtained in the study offer an important solution to the performance problem of companies. According to the findings obtained with the structural equation model, how much an improvement in any variable will improve performance is presented within the framework of statistical evidence.

In the current study, a structural model for effect analysis is presented by taking agile supply chain and flexible supply chain that affect firm performance and supply chain integration. This study was conducted within the context of quantitative data analysis. Qualitative data analysis can also be used as a method so that the performance and the factors affecting it can be analyzed from a different perspective within the framework of the stakeholders' own statements.

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The Relationship between Organizational Commitment and Work Alienation: A Study on the Health Sector

Örgütsel Bağlılık İle İşe Yabancılaşma Arasındaki İlişki: Sağlık Sektörü Üzerine Bir Araştırma

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ABSTRACT

Keywords:
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Alienation, which is built on Hegel's social psychology studies and Karl Marx's philosophical studies, is considered to be an increasingly important problem as an interdisciplinary subject. Work alienation is a state of incompatibility that occurs as a result of the individual's getting distanced from himself/herself and society. It is important to handle this state of incompatibility, which is affected by external and internal factors, from an administrative point of view. In this connection, the purpose of the current study is to determine the level of work alienation of employees and the effect of alienation on the level of organizational commitment. The study employed the questionnaire method to collect data. The population of the study consists of health sector workers in the city of Istanbul. The sample of the study is comprised of 322 people selected from the population by using the random sampling method. Correlation and regression analysis methods were used to determine the interaction between the perceptions of organizational commitment and work alienation. As a result of the analysis, it was determined that there is a negative and significant correlation between work alienation and organizational commitment.

ÖZET

**Anahtar
Kelimeler:**
İşe Yabancılaşma,
Örgütsel Bağlılık,
Sağlık Sektörü

Hegel'in sosyal psikoloji araştırmalarında ve Karl Marx'ın felsefi çalışmalarında temellenen yabancılaşmanın, disiplinlerarası bir inceleme konusu olarak önemi giderek artan bir sorun olduğu düşünülmektedir. İşe yabancılaşma, bireyin kendinden ve toplumdaki uzaklaşması ile ortaya çıkan bir uyumsuzluk durumudur. Dışsal ve içsel faktörlerin etki ettiği bu uyumsuzluk durumunun yönetsel açıdan ele alınması önemlidir. Bu düşünceden hareketle tasarlanan araştırmanın amacı; çalışanların işe yabancılaşma düzeylerinin ve yabancılaşmanın örgütsel bağlılık düzeyi üzerindeki etkisinin tespit edilmesidir. Araştırmada veri toplama yöntemi olarak anket yönteminden yararlanılmıştır. Araştırmanın evrenini İstanbul ilindeki sağlık sektörü çalışanları oluşturmaktadır. Söz konusu evren içerisinde tesadüfi yöntemle seçilmiş 322 kişi çalışmanın örnekleimidir. Örgütsel bağlılık ve işe yabancılaşma algısı arasındaki etkileşimi belirlemek için korelasyon ve regresyon analizi yönteminden yararlanılmıştır. Yapılan analizler sonucunda işe yabancılaşma ile örgütsel bağlılık arasında negatif ve anlamlı bir ilişki olduğu tespit edilmiştir.

1. INTRODUCTION

Nair and Vohra (2010) state that the psychological bond between the individual and the organization has mainly been investigated in relation to the concept of commitment to the organization rather than alienation from work. The psychological distance between the individual and the organization is generally defined as work alienation in the literature (Hirschfeld and Field, 2000; Kanungo, 1979). Hirschfeld and Field (2000) addressed work centrality and work alienation as separate elements of a general commitment to work. In this regard, Hirschfeld and Field (2000) define the concept of work alienation as a psychological sense of getting disengaged from work. According to this definition, the concept of work alienation reflects the degree of disengagement and unenthusiastic outlook of the person from the business world. Similarly, Kanungo (1979) handled the concept of work alienation and work involvement as two poles of the same phenomenon and defined work alienation on the basis of the sense of disengagement. Accordingly, work involvement refers to a person's cognitive identification with the work and the perception that the work has the potential to meet the expectations and needs (external and internal) of the person. Work alienation, on the other hand, refers to the psychological and cognitive separation of the person from the work and the perception that the work does not have the potential to meet the expectations and needs (external and internal) of the person (Kanungo, 1979).

As can be seen, studies investigating the concepts of alienation and organizational commitment explain both of these concepts by emphasizing the psychological bond or disengagement between the individual and the organization. In addition, studies in the literature also show that these two variables are closely related to organizational attitudes such as job performance and intention to quit (Az, 2017; Meyer and Allen, 1991; Meyer et al., 2002; Özutku, 2008; Taştan, İşçi and Arslan, 2014; Tummers and Dulk, 2013; Ünsal and Karahan, 2011; Weiner and Vardi, 1980).

The fact that work alienation refers to a psychological separation/disengagement from work and that organizational commitment refers to the strength of the bond established with the organization, as well as the fact that both variables are related to organizational results such as job performance and intention to quit strengthen the possibility of a relationship between these two variables. Studies on the relationship between organizational commitment and work alienation also support this situation.

Tummers and Dulk (2013) revealed that work alienation negatively affects employees' organizational commitment as well as their performance. The meta-analysis study conducted by Chiaburu, Thundiyil, and Wang (2014) showed that although work alienation affects various organizational outputs, it has the strongest effect on organizational commitment. Hirschfeld and Field (2000) found that work alienation has a stronger relationship with the emotional commitment dimension of organizational commitment compared to work centrality.

Brannen and Peterson (2009) concluded that work alienation causes employees to stay at work solely for financial reasons. Employees whose interest in the job has decreased stay in this job only for financial reasons, which causes a feeling of alienation. Therefore, work alienation may cause employees to develop continuance commitment, which is related to the cost of leaving the organization, rather than an emotional commitment to identification with the organization and commitment to the organization.

2. LITERATURE REVIEW

The review of the literature on organizational alienation and the antecedents and consequences of organizational alienation in relation to some variables is summarized below.

In order to analyze the state of alienation in the tourism sector, a study was conducted on five-star hotel employees (Babür, 2009). According to the results of the study, the alienation levels of the employees were not very high. The author attributes this result to the fact that young people generally work in the tourism sector. It was observed that the alienation of the employees occurred to the greatest extent in the dimension of powerlessness and this is believed to be because employees think that they are not given the right to speak sufficiently. In addition, it is stated that the division of labour, working conditions and management style factors are among the factors affecting the dimension of powerlessness. In addition, it is stated that unfair promotions in the tourism sector cause a significant increase in the dimension of normlessness. The factors affecting the dimension of meaninglessness and normlessness are explained as economic structure, working conditions, management style and work itself.

Banai and Weisberg (2003) examined the levels of alienation among employees in private and public organizations in Russia. The results of the survey conducted on 725 employees working in three private and five public organizations are as follows: The organizational alienation level of the employees working in private

companies is higher than the employees working in public institutions. On the other hand, it was observed that the alienation levels of the employees with high education level were lower than those of the employees with low education level. The authors, who concluded that alienation levels are higher in male employees, attribute this to the fact that women adapt faster to changing conditions. In addition, it was stated that there is an opposite relationship between organizational alienation and organizational commitment.

A seminal study examining the problem of organizational alienation was carried out by Mauldin (2001). The researcher aimed to determine the attitudes of employees towards organizational alienation, with the idea that humour behaviours can reveal people's subconscious situations. And it was concluded that negative subjective comments made towards the work and the person can cause organizational alienation. Managers' establishing positive relations in the organizational environment seems to be very important in terms of the alienation problem. In a study carried out to determine the causes of alienation, the factors that lead to the emergence of powerlessness, meaninglessness, normlessness and alienation from society are stated to be a division of labour, working conditions, social cultural-economic structure, technological structure and urbanization-industrialization (Büyükyılmaz, 2007). In another study examining the relationship between working conditions and alienation, it is stated that negative working conditions will cause burnout in employees over time and this will cause alienation. According to the results of the study, there is a positive relationship between the satisfaction of the employees regarding the working conditions and burnout. In addition, it is stated that there is a positive relationship between burnout syndrome and alienation (Behar, 2007).

Chiaburu et al. (2014) conducted a meta-analysis study on alienation. The study revealed the antecedents and consequences of alienation. Accordingly, the antecedents of alienation are stated as personality characteristics, role stress (role conflict and role ambiguity), leadership, job design and work environment. The consequences of alienation are summarized as negative results in employee attitudes, absenteeism, health problems and poor performance. The authors, who interpret the antecedents and consequences of alienation, state that alienation will negatively affect the adoption of the job, job satisfaction and commitment (Chiaburu et al. 2014: 33). Mercan (2016), on the other hand, surprisingly, did not find a significant relationship between organizational alienation and organizational commitment in a study conducted on a sample of teachers.

The relationship between leadership and alienation, which Chiaburu et al. (2014) expressed as an antecedent of alienation, is a subject investigated in the study of Banai and Reisel (2007). In the study, the concept of alienation is discussed in two dimensions as individual and social. The study, which examined the relationship between supportive leadership, job characteristics and alienation, was carried out on production facility and hospital employees working in Cuba, Germany, Hungary, Israel, Russia and the United States. As a result of the study, it was concluded that there is a negative relationship between leadership and individual alienation in Cuba, Hungary, Russia and the USA, and there is a negative relationship between leadership and social alienation in Cuba and Hungary. In addition, it is stated that in western countries such as Germany and the USA, alienation is less than in others. The authors explained the reason for different results across the countries on the basis of cultural differences.

Another study dealing with the relationship between leadership and alienation is by Sarros et al. (2002). The aim of the study was to examine the relationship between transformational leadership and transactional leadership, two styles of leadership, and alienation. The study was carried out on 326 employees of a fire department serving in the USA. As a result, the authors found a positive relationship between transactional leadership and alienation and a negative relationship between transformational leadership and alienation. From this point of view, it is stated that organizations can direct the alienation problem with certain leadership styles. In order to determine the relationship between leadership styles, intention to quit and anti-work behaviours, Puni et al. (2016) conducted a study whose sample consisted of bank employees in Ghana. According to the findings of the study, there is a positive relationship between autocratic leadership style, intention to quit and harmful work behaviour and a negative relationship between democratic leadership style, intention to quit and harmful work behaviour. Intention to quit and harmful work behaviour is defined as the organizational consequences of alienation by Nair and Vohra (2012). The relationship between labour turnover, which is another organizational result of alienation, and alienation was investigated in another study on nurses. The study revealed a positive relationship between labour turnover and alienation. In other words, as alienation increases, it is inevitable to experience an increase in the labour turnover rate (Phillips, 2001).

In light of the data obtained from the managers and employees of the lodging businesses operating in Muğla province, it was concluded that the employees perceive the leadership behaviours of the lower-level managers as more control-oriented. Middle managers, on the other hand, have the perception that top managers have more relationship-oriented leadership behaviour. The differences in perceptions of leadership between hierarchical

levels can be explained through various reasons. As the majority of the employees are young, they are more prone to perceive the instructions coming from lower-level managers with whom they are in direct interaction as a pressure factor, which may lead to the emergence of the perception that control-oriented leadership behaviour is exhibited by these managers. In addition, the fact that the education level and age of lower-level managers are generally lower than those of the upper-level managers might be the reason for them to exhibit control-oriented leadership (Avcı and Topaloğlu, 2009).

In order to determine the relationship between democratic leadership, in which the person-oriented leadership is adopted, and the hierarchy of needs, a study was conducted on the employees of a five-star hotel in Alanya. In this study, the participants expressed that democratic leadership behaviours more positively affected their need for security, their social needs, their need for self-disclosure and their need for self-completion (İnce, 2013). It should not be forgotten that problems experienced in these factors positively affected by democratic leadership behaviours are among the reasons for alienation.

Democratic leadership behaviour was found to be the dominant leadership style in the sample of the employees working in the lodging sector (Al-Ababneh, 2013). On the other hand, the job satisfaction of the employees was found to be not low. Thus, Al-Ababneh (2013) argues that democratic leadership is the appropriate leadership style for the management of hospitality businesses. An important study investigating role conflict and role ambiguity, which are other antecedents of alienation, was carried out by Keller (1975). According to the results of the study carried out by administering a questionnaire to 88 employees in the R&D department of a public institution operating in the United States, role ambiguity has a significant negative impact on job satisfaction. Similarly, Netemeyer et al. (1995) concluded that role conflict and role ambiguity have a negative effect on job satisfaction, that role conflict directly affects job-related tensions, but role ambiguity does not have such an effect. Furthermore, role conflict, role ambiguity and workload indirectly affect organizational commitment, intention to quit and job satisfaction. According to the results of another study conducted on the employees of the lodging sector, the presence of role ambiguity in the management policies implemented by the managers will increase the employees' intention to quit (Eastham, 2004).

When the national literature is reviewed, it is seen that there are studies examining the relationship between role conflict and role ambiguity and job satisfaction and organizational commitment. In order to investigate the relationship between organizational commitment, job satisfaction and role stress sources, a questionnaire was administrated to managers in 5 large white meat production enterprises operating in Balıkesir province. As a result of the study, it was determined that there is a negative correlation between organizational commitment, role ambiguity and role conflict. In addition to this, it was stated that role conflict and role ambiguity negatively affect job satisfaction (Akar and Yıldırım, 2008).

The results of a study carried out on employees in the food sector in the Eastern Mediterranean Region revealed that the perception of role ambiguity affects job satisfaction and organizational commitment. In this context, it is possible to say that role ambiguity should be eliminated in the organizational environment in order to ensure job satisfaction and increase organizational commitment (Terzioğlu, 2014).

According to the results of a different study conducted to determine the organizational commitment, job satisfaction and tendency to quit, which are the results of alienation, it was concluded that job satisfaction, organizational commitment and alienation affect the tendency to quit. It is stated that the dimensions of normative commitment and self-alienation have a high effect on the tendency to quit (Uysaler, 2010). Contrary to these studies examining the relationship between alienation and organizational commitment, Kılıç (2010) reached a surprising result in the study conducted on call centre employees. According to the results of the study, there is a linear and strong correlation between the organizational commitment of the employees and their state of alienation. The reason for such a result might be the fact that the participants may have avoided giving negative answers to the questions posed to measure their alienation due to professional concerns. In addition, Özdevecioğlu and Aktaş (2007) found that there is a positive correlation between life satisfaction and organizational commitment in their study in which they examined the relationship between life satisfaction and organizational commitment levels of the employees working in lodging businesses in Antalya and Nevşehir. Moreover, it was found that the organizational commitment of the employees reduces work-family conflicts that affect their life satisfaction. A study examining the effect of loneliness in business life on organizational commitment was carried out by applying a questionnaire to the employees of a five-star hotel in Didim. As a result of the analysis of the data collected from 156 participants, a negative correlation was found between emotional loneliness in business life and organizational commitment. In the study, although organizational commitment was handled with a three-

dimensional approach, the normative commitment dimension was excluded from the study due to weak results of the reliability analysis (Ayazlar and Güzel 2014).

The most important factor for the competitive advantage in organizations is to provide quality service. It is obvious that the key element in providing quality service is the personnel. In the tourism industry, where seasonal fluctuations are experienced intensely, sectoral problems such as seasonal employment, exposure to long and irregular working hours and low wages prevent employees from being permanent in enterprises (Güçlü, 2006: 4). Because of the current problems and the importance of the human factor in the tourism sector, the subject of organizational commitment has been widely researched in relation to different variables in the literature. The relationship of organizational commitment with job satisfaction (Namasivayam and Zhao, 2007), life satisfaction (Özdevecioğlu and Aktaş, 2007), organizational learning (Avcı and Küçükusta, 2009), leadership (Yavuz and Tokmak, 2009), organizational justice (Yazıcıoğlu and Topaloğlu, 2009), devotion (Altınöz et al., 2011), organizational stress (Uzun and Yiğit, 2011), work-family conflicts, organizational conflicts (Kavacık et al., 2013), intention to quit (Tnay et al., 2013), mobbing (Yıldırım et al., 2014; Pelit and Kılıç, 2012), loneliness in business life (Ayazlar and Güzel 2014), staff empowerment (Mete et al., 2015) and organizational loyalty (Yaou et al., 2019) has been investigated in the literature. When the national and international literature on the subject is reviewed, it is seen that the subject to be investigated has been examined in different fields with different variables, and has not been considered as in the model proposed in the current study.

3. METHODOLOGY

In this section, the application conducted, the method used, selection of the scales, determination of the sample, data collection and reliability analysis of the scales are presented.

3.1. Purpose of the Study

As a result of the developing technology and understanding of competition, the individual, who is the most valuable asset of the organizations, needs to feel safe and should have knowledge about what his/her job completely serves in order to work with maximum efficiency in the organization. In order to help workers in the health sector get rid of the sense of insecurity, cynicism and alienation from the work, first of all, there is a need for the determination of the current situation of the workers by organizations. In the current study, organizational commitment and job alienation levels of individuals employed in various positions by different organizations in the health sector were determined. In this context, the main purpose of the current study is to examine the relationship between the health sector employees' perception of organizational commitment and perception of alienation from work.

3.2. Research Population and Sample

The questionnaire method was used as the data collection method in the study. Questionnaires were collected online via Google Forms. Google Docs, a professional online software and MS Word were used to administer the questionnaires, and the data were transferred to SPSS and Excel. The population of the study consists of health sector workers in Istanbul. The sample of the study is comprised of 322 people selected from the population by means of the random sampling method.

3.3. Scales Used in the Study

For the current study, studies in the literature on organizational commitment and work alienation were examined and the scale developed by Allen and Meyer in 1990 and given the final shape by Meyer, Allen and Smith in 2000 was used. In addition, the "Work Alienation" scale developed by Mottaz (1981) and adapted to Turkish by Moç (2018) was used. Both of the scales are 3-dimensional.

3.4. Research Method

The data of the study were collected by using the questionnaire method. The questionnaire was administered face-to-face and online. In the analysis of the collected data, the SPSS program package was used. First, the demographic data of the participants were analyzed. Then, the reliabilities of the scales used in the study were determined. In order to determine whether the scales and their dimensions were normally distributed, the Kurtosis and skewness values were examined. Correlation and regression analysis methods were employed to determine the interaction between the perceptions of organizational commitment and work alienation.

3.5. Hypotheses of the Study

The following hypothesis was developed to determine the relationship between the perceptions of organizational commitment and work alienation.

H₁= There is a significant correlation between organizational commitment and work alienation.

3.8. Demographic Information of the Participants

In this section of the study, demographic information of the 322 participants is presented.

Table 1. Demographic Information of the Participants

	Variables	N	%
Gender	Female	154	47.8
	Male	168	52.2
Age	18-25	50	15.5
	26-35	193	59.9
	36-50	68	21.1
	51 and older	11	3.4

In Table 1, the demographic information of the participants is shown. Nearly half of the participants are females. Moreover, 59.9% of the participants are in the age group of 26-35.

3.9. Reliability and Normality Tests of the Scales Used in the Study

In this section of the study, the reliability and normality tests of the scales of organizational commitment and work alienation and of their sub-dimensions are given.

Table 2. Reliabilities of the Scales Used in the Study and of their Sub-dimensions

Scales and Sub-dimensions	Number of Items	Cronbach's Alpha
Organizational Commitment	18	.840
<i>Emotional Commitment</i>	6	.847
<i>Continuation Commitment</i>	6	.820
<i>Normative Commitment</i>	6	.776
Work Alienation	21	.942
<i>Meaninglessness</i>	7	.909
<i>Self-alienation</i>	7	.859
<i>Powerlessness</i>	7	.906

In Table 2, the reliabilities of the scales used in the current study and of their sub-dimensions are shown. When the reliability test results are examined, it is seen that the scales of organizational commitment and work alienation have "high reliability" (>.80).

Table 3. Descriptive Statistics of the Scales and their Sub-dimensions

Scales	N	Mean	Std. Dev.	Skewness	Kurtosis
Organizational Commitment	416	3.2151	.55773	-.614	.376
<i>Emotional Commitment</i>	416	3.4980	.82079	-.554	.162
<i>Continuation Commitment</i>	416	2.9391	.51630	-.190	.026
<i>Normative Commitment</i>	416	3.2083	.72209	-.462	-.027
Work Alienation	322	2.5095	.82517	.163	-.597
<i>Meaninglessness</i>	322	2.1744	.82776	.511	-.325
<i>Self-alienation</i>	322	2.7382	1.03995	.155	-.874
<i>Powerlessness</i>	322	2.6158	.96585	.274	-.420

In Table 3, the descriptive statistics of the scales of organizational commitment and work alienation used in the current study and of their sub-dimensions. The highest mean from among the sub-dimensions of the scale of organization commitment was calculated for the sub-dimension of “*Emotional Commitment*”. Moreover, the highest mean from among the sub-dimensions of work alienation was calculated for the sub-dimension of “*Self-alienation*”. According to George and Mallery (2010), Tabachnick and Fidell (2013), if the skewness and kurtosis values are between +2.0 and -2.0, then the scale is considered to have a normal distribution and parametric tests should be used (As cited in Eygü, 2018, 844). Thus, as the skewness and Kurtosis values of the scales of organizational commitment and work alienation used in the current study and of their sub-dimensions were calculated to be between +2.0 and -2.0, one-way ANOVA and independent samples t-test were used in the study.

Table 4. Factor Analysis of the Scale of Work Alienation

Name of the Factor	Items	Item Loadings	Factor Extraction (%)
Meaninglessness	İY13	.754	26.433
	İY8	.732	
	İY14	.721	
	İY10	.685	
	İY12	.654	
	İY9	.663	
	İY11	.641	
Self-Alienation	İY20	.754	20.875
	İY15	.723	
	İY21	.675	
	İY16	.643	
	İY18	.622	
	İY17	.676	
Powerlessness	İY19	.632	16,345
	İY5	.732	
	İY1	.694	
	İY4	.656	
	İY6	.632	
	İY7	.623	
	İY2	.612	
	İY3	.606	
		TOTAL	63.653
		Sampling Adequacy	.876
		Bartlett Test Chi-square	1344.20
		Df	66
		Sig.	.000

In Table 4, factor analysis of the scale of work alienation is presented. The scale of work alienation was divided into three sub-dimensions called powerlessness, meaninglessness and self-alienation. The original scale has the same sub-dimensions.

Table 5. Factor Analysis of the Scale of Organizational Commitment

Name of the Factor	Items	Item Loadings	Factor Extraction (%)
Emotional Commitment	OB3	.776	27.130
	OB6	.754	
	OB1	.734	
	OB2	.704	
	OB4	.695	
Continuation Commitment	OB5	.686	24.250
	OB17	.723	
	OB14	.712	
	OB18	.701	

Normative Commitment	OB13	.673	
	OB15	.671	
	OB16	.664	
	OB8	.651	
	OB7	.714	14.323
	OB9	.704	
	OB10	.653	
	OB12	.643	
	OB11	.621	
	TOTAL		65.703
Sampling Adequacy		.801	
Bartlett Test		Chi-square	1423.44
		Df	81
		Sig.	.000

In Table 5, factor analysis of the scale of organizational commitment is presented. The scale of organizational commitment was divided into 3 sub-dimensions called emotional commitment, normative commitment and continuation commitment. The original scale has the same sub-dimensions.

Table 6. Correlation between the Perceptions of Organizational Commitment and Work Alienation

	Organizational Commitment	Emotional	Continual	Normative
Work Alienation	-,737**	-,660**	-,599**	-,642**
	,000	,000	,000	,000
Meaninglessness	-,584**	-,536**	-,473**	-,499**
	,000	,000	,000	,000
Self-Alienation	-,697**	-,605**	-,587**	-,608**
	,000	,000	,000	,000
Powerlessness	-,638**	-,582**	-,498**	-,562**
	,000	,000	,000	,000

** denotes significance at the level of 99% * denotes significance at the level of 95%

The correlation between the perceptions of organizational commitment and work alienation was tested with correlation analysis. As a result of the analyses conducted, a negative and significant correlation ($p < 0.01$) was found between the perceptions of organizational commitment and work alienation. In other words, with the increasing perception of organizational commitment, the perception of work alienation decreases.

Table 7. The Effect of Organizational Commitment on Work Alienation

Model Dependent Variable: Work Alienation	Non-standardized Coefficients		Standardized Coefficients Beta	T	P
	B	Std. Error			
(Constant)	.666	.099		6,694	,000
Organizational Commitment	-,678	.035	-,737	-19,509	,000
P	0.000				
F	380.607				
Durbin-Watson	1.833				
Adjusted R ²	0.543				

In Table 15, the effect of organizational commitment on work alienation with regression analysis is shown. Since there was a high correlation between the dimensions of organizational commitment, Durbin-Watson values were

not between 1.5 and 2.5 and VIF and Tolerance values were not within the desired ranges, they were not included in the model as independent variables. As a result of the analysis, it was understood that organizational commitment has an effect on work alienation. In other words, as the perception of organizational commitment increased, the perception of work alienation decreased. Of the total variance in work alienation, 54.3% is explained by organizational commitment.

5.RESULTS

The concept of organizational commitment, which dates back to the depths of the history of philosophy, has recently gained importance in the organizational context in our country and in the world. The individual's perception of organizational commitment can vary across its dimensions and can be encountered in the form of alienation from work, cynical attitude, not attaching the required importance and a critical point of view. Such cynical attitudes of the individual within the organization lead to both decreasing efficiency in the activities of the organization and to the creation of personnel who are difficult to manage in organizational terms.

Although alienation is a concept inherent in human nature, as old and deep-rooted as human history, its identification with business life is mostly based on the industrial revolution and its aftermath. Of course, it would be possible to observe the negative effects of a period characterized by mechanization, technological developments and the depreciation of the individual's labour as a result of the capitalist order, on the perceptions of employees and their approach to work. It has been observed that instead of identifying himself/herself with the organization in return for his/her effort, the individual cannot grasp the value of himself/herself for the organization in the mechanized, robotic, routine work cycle and is alienated as a result.

In the current study, the relationship between the perceptions of organizational commitment and work alienation of the employees working in the health sector was examined. To this end, a questionnaire was administered to 322 people working in the health sector in İstanbul. In the empirical analyses, regression and correlation methods were employed.

The number of studies investigating the relationship between these two phenomena is highly small. This study, different from the other relevant studies in the literature, includes the analysis of employees working in the health sector in Istanbul. In the previous studies, this population and sample were not addressed. As a result of the analysis, it was determined that there is a negative relationship between organizational commitment and work alienation. In other words, it was observed that as the employees' perception of organizational commitment increased, their level of alienation from work increased as well. Thus, the H_1 hypothesis of the study was supported.

It is possible to prevent the alienation of employees by detecting the intra-organizational factors that cause organizational alienation in advance and intervening in possible problems beforehand. The personnel working in the lodging sector, which is an important element of the tourism sector, provide service under great pressure as a result of long working hours and heavy guest traffic. Employees working under pressure are increasingly getting alienated from themselves and their work. In the tourism sector, where the employee turnover rate is high, taking measures to prevent organizational alienation and ensuring the organizational commitment of the employees are one of the important issues that will bring organizational success. Meeting the expectations of the individual in the business environment and making him/her feel that he/she is a part of the organization that works for the purposes of the organization rather than a robot will have an impact on quality in business life, as stated by Gürcü (2012). In the light of the results of the current study and the review of the literature, in the tourism sector, where production is directly dependent on the human factor, managers should follow the organizational or individual activities of their personnel by "seeing", not by "looking". In order to prevent the alienation problem, which can be described as a crisis in both individual and organizational terms, and to eliminate the existing problem, all level managers should be actively involved in intra-organizational communication.

Alienation is a growing problem. For this reason, it is necessary to determine the factors that cause alienation for an employee who has an organizational alienation problem. In this respect, the social opportunities offered by the organization, the protection of the legal rights of the employees, the preparation of in-service training that will increase the job-related qualifications and the organization's providing a suitable work environment for the employee are important issues to be handled. If the perceptions of managers about such problems in the organization are clear, then it can be an opportunity to turn a crisis into an opportunity. For an alienated worker who has isolated himself/herself from his/her environment, exhibiting democratic leadership behaviours and

directing the employee towards communicating will reduce the effect of the problem, while at the same time, it will over time increase the self-confidence of the employee who is encouraged to communicate. One of the most distinctive features of democratic leadership behaviour is to encourage workers to generate ideas and to participate in decisions and this is a factor that can directly affect the powerlessness dimension of alienation. However, an employee, who is managed with democratic leadership behaviour, will realize that his/her thoughts are cared for and will feel valued. This will prevent alienation and increase organizational commitment.

It is seen in the literature review carried out in detail on the subject that the problem of alienation in connection with relations between democratic leadership, role ambiguity and organizational commitment has not been the subject of research up to now. Investigation of these relations is the scientifically powerful side of the current study. In this respect, it is thought that analyzing the current state of the issue in other branches of the sector is important in terms of bringing the problem to the agenda and coming up with some useful implications. In addition, it is thought that a comparative analysis in which organizational alienation will be investigated more comprehensively in five dimensions rather than in three dimensions as in the current study can be a subject of further research. Researching the subject in relation to different variables will help fill the gap in the literature.

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