7 (2): 262-271 (2023)

Journal of Aviation

https://dergipark.org.tr/en/pub/jav

e-ISSN 2587-1676

The Mediating Role of Emotional Labor in Linking Organizational Learning and Organizational Identification in the Aviation Industry

Duygu Uludağ[1*], Melis Soyer[2], Merve Mert[3]

[1*]Nisantasi University, Aviation Management Department, 34398, Maslak, İstanbul, Türkiye. (duygu.uludag@nisantasi.edu.tr).
[2] Nisantasi University, Aviation Management Department, İstanbul, Türkiye. (melis.soyer@nisantasi.edu.tr).
[3] Nisantasi University, Aviation Management Department, İstanbul, Türkiye. (merve.mert@nisantasi.edu.tr).

Article Info

Received: 29 March 2023
Revised: 11 May 2023
Accepted: 30 May 2023
Published Online: 13 July 2023

Keywords:
Organization
Organizational learning
Organizational identification
Emotional labor
Aviation management

Corresponding Author: *Duygu Uludağ*

RESEARCH ARTICLE

https://doi.org/10.30518/jav.1273252

Abstract

In our study examined the mediating role of emotional labor in the effect of organizational learning on organizational identification. The purpose of the study is to measure the effect of organizational learning on organizational identification and to examine the mediating effect of emotional labor on the dimensions of learning. There are studies showing that organizational learning has a direct effect on organizational identification, but the mediating role of emotional labor has not been investigated.

The population of the study was the employees of ground services in the aviation sector of the Marmara region, 400 employees were reached through random sampling and data were collected through questionnaires. According to the results of the research, organizational learning is effective on organizational identification and emotional labor plays mediating role in this effect. In this context, emotional labor has a mediating role in the effect of managerial commitment, systemic perspective, transparency and experimentation and informational transaction and integration on organizational identification, which are sub-dimensions of organizational learning.

1. Introduction

Although they provide a competitive advantage in business, profitability and sustainability are concepts that are not as valuable today as they were in the past. Today's researches are concerned with people and their feelings in organizations, and the importance of ' is increasing day by day. With the changes in the external environment, the importance of the relationship between the employees and the organization has increased. At the beginning of the 20th century, more emphasis was placed on creating an emotional bond between the employees and the company to ensure the continuity of the working relationship and thus increase productivity. Another concept that has been brought to the forefront in some studies is the concept of "organizational identification." Organizational identification was first presented in the literature by Freud as an emotional bond that individuals form with other individuals (Gautam et al., 2004). The word recognition was first used by E. Tolma in 1943 in his company. The first study on this concept was conducted by March and Simon and was included in the management literature. In the service industry, customers consider the attitude of employees when they evaluate the service quality of a company. In the service sector, communication with customers is considered one of the main elements of quality. The concept of emotional labor also shapes communication with customers. The concept of emotional labor first entered the literature with the publication of Arlie Hochschild's book "Managed Hearts: The Commercialization of Human Emotions" in 1983, and since then the interest in this topic has increased day by day (Kaya & Özhan, 2012).

Emotions are not something specific, visible or tangible in terms of their existence and properties. However, in today's conditions, watches have become one of the most concrete determinants of the working environment and have a material value. Especially in recent years, with the rapid expansion of the service sector, emotional labor has become a necessary and common part of many service sectors and many professional fields, including the aviation sector (Begenirbaş, 2013).

One of the most important advantages of the concept of organizational learning is an advantageous position in competition and the possibility to transform this advantage into a sustainable operation (Drucker, 1993). The knowledge and experience that organizations acquire during this process is one of the most important factors that enable them to prepare for and experience future situations.

The first part of the research presents conceptual and relational information about organizational learning, organizational identification, and emotional labor. The second part includes the research model, hypotheses, research methods used, analysis of data, and interpretation of results. Finally, in the concluding part, evaluations are made in

accordance with the data obtained and the limitations of the research, and suggestions are made for future studies.

2. Conceptual Framework

2.1. Organizational Learning

Organizational learning is an important process for organizations to remain competitive in today's rapidly changing environment. Organizational learning involves acquiring new knowledge, skills, and behaviors that can improve organizational performance. It's not only about the acquisition of knowledge, but also about how knowledge is shared and integrated within the organization. The success of organizations depends on new products and services that are created when new ideas and information enter the organization in an ever-changing and evolving market and competitive environment. Therefore, learning as one of the most important factors in change processes is of particular importance (Seçilmiş et.al., 2018). The process of organizational learning includes four basic components: Acquisition of knowledge, dissemination of knowledge, utilization of knowledge, and retention of knowledge (Argyris & Schoen, 1978).

Organizational learning refers to the process of acquiring new knowledge, skills, and behaviors that an organization acquires based on its experiences and observations. It is expected that as the level of learning in organizations increases, new information will emerge and be disseminated, leading to an increase in organizational performance. Organizational learning is a process that involves learning new information and using that information by interpreting it to improve organizational performance (Marquardt, 1996). Organizations that engage in organizational learning can more easily adapt to a changing environment and improve the quality of their products and services while gaining a competitive advantage. Organizational learning contributes to high employee satisfaction by ensuring that facilities participate in continuous improvement studies.

Organizational learning is the use of experience and knowledge gained by organizations in the process or acquired from the environment for situations that may arise in the future (Trim & Lee, 2004). It would not be wrong to define the organizational learning process as a knowledge-based and dynamic process. The organizational learning process is a process that evolves from individual actions to groups and finally to the actions of organizations. The steps of these processes help organizations to form guiding models for the decision-making stages (Cyert & March, 1963). Achieving the highest organizational benefit depends on systematic implementation of the learning process. If employees do not engage in learning activities, organizations will not be able to sustain organizational learning and will lose their competitiveness (Demirel & Tohum, 2018).

2.2. Organizational Identification

Organizational identification refers to the degree of affiliation and commitment employees feel toward their organizations (Ashfort & Mael, 1989). The concept of organizational identification is important for understanding the relationship between employees and their organizations and the impact of this relationship on employee behavior. A strong sense of identification among employees with their organizations means that they have a strong sense of commitment and loyalty to their organizations. At the same time, a strong sense of identification with the organization indicates that employees defend their organization by making it their own. On the other hand, employees who do not identify strongly with their organization tend to engage in behaviors that are detrimental to their organization, such as turnover, sabotage, and absenteeism (Dutton et al., 1994)

For organizational identification to occur, individuals in the organization must identify with the values, goals, and characteristics of the organization. An employee's level of organizational identification in an organization indicates the degree to which his or herself is connected to membership in that organization. If this affiliation is central to the self, if it is more important than other social group affiliations, it means that there is a high degree of identification for the individual (Altaş, 2021). Individuals who identify with their organization accept the characteristics of their organization as their own. For example, an employee of Turkish Airlines may adopt customer-oriented, visionary, and innovative characteristics and perceive these characteristics as his or her own. In this case, the employee may believe that the organization has the same characteristics as he does because he is in the organization (Baykal et al., 2018). The more similar the prestige of the organization and the values of the individual, the more effective the identification process. Social, environmental, cultural, and economic factors also play an important role in the relationship between individuals and organizations in terms of organizational identification. An increase in the level of identification is observed when the cultural infrastructures of organizations match those of individuals.

The process of organizational identification includes cognitive and emotional components. Cognitive identification involves understanding the goals, values, and norms of the organization. Emotional identification involves an emotional attachment to the organization and a sense of pride and belonging in being part of the organization (Riketta, 2005). Organizations should work to develop the concept of identification in terms of the elements they have. A high level of organizational identification is an important process for promoting positive outcomes for both organizations and individuals.

2.3. Emotional Labor

Emotional labor refers to the process of managing the emotions of others to create a positive experience for customers as well as managing their own emotions to perform a task effectively (Hochschild, 1983). Emotional labor creates an important source of stress by revealing the situation that employees have to suppress their own emotions or act as if they have emotions that they do not really feel in order to meet their emotional expectations (Grandey, 2000).

Emotional labor is more prevalent in the service, hospitality, health, and education sectors, which are concerned with leaving a positive impression on customers. For example, even if a flight attendant is afraid or feels anxious, he or she should remain calm to counter a stressful situation on an airplane and avoid stressing passengers. Similarly, a healthcare worker who is confronted with difficult situations must maintain his or her calm. In such cases, employees use the emotional labor factor to create positive experiences for the people in front of them. The way employees control and present their behavior and emotions during interactions with customers is an important issue. The emotional aspect and presentation of work is the most critical element, especially for employees who interact directly with customers (Mavi & Yeşil, 2021).

Research shows that emotional labor has both positive and negative effects on employees. Employees who can successfully manage their emotions have a positive impact on job satisfaction and self-esteem (Ashforth & Humphrey, 1993). On the other hand, employees who cannot fully express their emotions may not be able to cope with emotional stress, which can lead to burnout. This is one of the negative effects of emotional labor on employees. On the other hand, emotional labor can lead to emotional exhaustion, especially when employees feel that they cannot express their true feelings (Hochschild, 1983).

2.4. Relations Between Concepts

Organizational learning and organizational identification are important concepts in the field of organizational behavior. Organizational learning refers to the process of acquiring various knowledge and skills to enhance institutional performance and adapt to a changing environment (Argote & Miron-Spektor, 2011). The concept of organizational identification, on the other hand, is the process that shows the level of commitment and integration of individuals to their organizations (Mael & Ashfort, 1992). The concept of organizational identification positively affects the concept of organizational learning. The more employees identify with their organization, the higher their commitment to their organization (Zhang et al., 2011). It is important to create a learning culture that promotes employee engagement, retention, and performance in organizations. Employees contribute to the long-term success of institutions when they identify with their institution and thus learn.

Organizational learning and organizational identification are two important interrelated concepts. Organizational learning, while it refers to the process of acquiring and applying new knowledge and skills within an organization, organizational identification refers to the degree to which an individual identifies with his or her organization.

According to the research of Saks and Ashforth (2000), organizational learning has a positive effect on organizational identification. When employees perceive their organization as a learning organization that values and supports the acquisition of new knowledge and skills, they are more likely to identify with their organization.

Organizations that place a high value on organizational learning tend to have higher levels of employee identification with their organization (Crossan et al., 1999). Organizational learning can facilitate the integration of new employees into the organization. New employees often face a steep learning curve when they join an organization, and the organization's ability to support and facilitate their learning has a significant impact on their identification with the organization. Companies with a learning culture tend to be more attractive to potential employees looking for growth and development opportunities (Edmondson, 1999).

Organizational learning can have a positive impact on identification with the organization, leading to better outcomes for employees. Organizational learning can facilitate the integration of new employees into the organization and help employees identify with the organization's goals. This identification can lead to higher levels of engagement and motivation, which in turn leads to better job performance and lower turnover rates.

In general, research shows that the relationship between organizational learning and organizational identification is reciprocal and mutually supportive. When organizations value and support learning, employees are more likely to identify with their organizations. Along with organizational learning and organizational identification, high levels of employee engagement, motivation, increased job performance, and lower turnover rates can be observed. When employees identify with their company, they are also more willing to share knowledge, which facilitates learning within the company.

The concept of organizational learning has four sub-dimensions: managerial commitment, systems perspective, openness and experimentation, knowledge transfer, and integration (Jerez-Gomez, 2005). Studies on the relationship between all these sub-dimensions and the concept of organizational identification have been investigated separately. It has been shown that there is a reciprocal and supportive relationship between the sub-dimensions of organizational learning and the concept of organizational identification.

The concepts of managerial commitment and organizational identification are interrelated constructs. Managerial commitment refers to the extent to which leaders are committed to achieving their organizational goals. This concept of commitment is reflected in managers' willingness to make sacrifices for the good of the organization, as well as the time and effort they devote to their work (Meyer, et al., 2002). Organizational identification refers to the extent to which employees feel a sense of belonging and loyalty to their organization (Ashforth & Mael, 1989). This definition is reflected in the extent to which employees adopt the values and goals of the organization and align their behavior with the behavior of the organization.

Studies have shown that there is a positive relationship between managerial commitment and organizational identification. Leaders who demonstrate a high level of commitment to their organization are more likely to develop a sense of identification among their employees. This identification leads to positive outcomes for the organization, such as higher job satisfaction, job performance, and organizational commitment (Meyer et al., 2002).

A study conducted by Nishii and Mayer (2009) found that employees who strongly identify with their organization are more likely to perceive their managers as committed to the organization's goals and values. This perception increases employees' commitment to the organization and their willingness to act in ways that benefit the organization.

The relationship between managerial commitment and organizational identification is an important area of research that has significant implications for organizational outcomes. Leaders with high levels of commitment to their organization develop a sense of identification among their employees, which leads to positive organizational outcomes. Therefore, it is very important for organizations to foster and develop their leaders' commitment to the organization in order to improve organizational identification and overall performance.

The systems perspective reflects complex systems consisting of interconnected parts in which organizations interact with each other to achieve their goals. From this perspective, organizations are defined as open systems that interact with their external environment to achieve their goals (Katz & Kahn, 1978). Research has shown that a systems perspective can have a positive impact on organizational outcomes such as job satisfaction, organizational commitment, and job performance (Bakker et al., 2004). Employees who adopt a systems perspective are more likely to feel a sense of belonging and ownership, which can lead to positive outcomes toward the organization.

The systems perspective is an important concept for understanding organizations, and its relationship to organizational identification has important implications for organizational outcomes. Organizations that emphasize the systems perspective develop a greater sense of identification among their employees, leading to positive outcomes such as increased job satisfaction, organizational commitment, and job performance.

The relationship between openness and experimentation and organizational identification is assessed in terms of organizational culture. Shaping the behaviors of individuals in an organization, sharing values, beliefs, and practices are expressed through organizational culture (Cameron & Quinn, 2011). Openness is characterized by a willingness to listen to new ideas, embrace change, and challenge the status quo. On the other hand, experience means taking risks, trying new things, and learning from mistakes. These two cultural dimensions support the creation of an environment in which employees are encouraged to be creative and innovative, which can lead to increased job satisfaction, commitment, and organizational identification (Shin & Zhou, 2007).

Studies have shown that organizations that encourage openness and experimentation tend to have higher levels of employee identification with the organization (Shin & Zhou, 2007; Parker et al., 2006). When employees feel that their ideas are valued and they have the opportunity to experiment, they are more likely to identify with the organization and its goals. However, employees' adoption of the organization's values and goals is reflected in the extent to which they align their behavior with the organization's behavior. With openness and experience; it is one of the important dimensions that can create an environment where employees are encouraged to be creative and innovative, and that supports the emergence of positive activities for the organization with the increase of organizational identification.

Knowledge transfer and integration refers to the process of sharing knowledge and expertise among individuals within the organization. Knowledge transfer helps individuals learn new skills, improve job performance, and ultimately contribute to the success of the organization (Argote & Ingram, 2000). At the same time, knowledge transfer and integration play a crucial role in employees' identification with their organization (Liao et al., 2009).

According to the study, it was found that employees of organizations that emphasize knowledge transfer and knowledge integration have a higher tendency to identify with the organization (Liao et al., 2009). When employees feel that their knowledge and experience are valued, they are more likely to identify with the organization and its goals. The compatibility of employee behavior with organizational behavior depends on the extent to which employees adopt the organization's values and goals.

The concepts of organizational learning and emotional labor are interrelated. Organizational learning refers to the process of acquiring knowledge and skills that enhance an organization's ability to adapt to changing conditions, improve its performance, and achieve specific goals. Emotional labor, on the other hand, refers to the effort, planning, and control required to exhibit certain emotions in a work environment.

Emotional labor can affect organizational learning by affecting employee engagement and job satisfaction. Situations where employees need to give emotional labor in challenging processes can cause burnout, stress, decrease in learning and development motivation. At the same time, organizational learning can affect emotional labor by creating a culture of continuous learning and improvement. When employees feel supported in their development and have access to learning opportunities, they can increase job satisfaction and customer interactions by managing their emotions. The fact that emotional labor can be a component of organizational learning and that organizational learning creates a culture of development in the form of continuous learning by affecting employee commitment reflects the connection between emotional labor and organizational learning.

Grandey et al. (2012) a study by; He argues that emotional labor affects emotional burnout and job satisfaction of employees and this situation is also reflected in learning motivation. In this study, it is found that employees who engage in unreal or compulsive emotional labor are more likely to experience emotional exhaustion, which leads to a decrease in motivation to learn and develop. At the same time, employees who feel that emotional labor is not supported by the organization have lower job satisfaction, which affects their willingness to participate in learning and development opportunities.

Emotional labor also affects the way organizations as a whole learn and adapt. According to Ashkanasy and Humphrey (2011), emotional labor helps create a positive organizational culture that supports learning and innovation. Organizations create a more conducive environment for learning and growth by encouraging employees to constructively manage their emotions. Studies suggest that organizations can improve employee well-being by supporting emotional labor and creating a culture of continuous learning and improvement. Organizational learning and emotional labor are closely related concepts that have a significant impact on individual and organizational performance. Therefore, it is important for organizations to recognize the role of emotional labor in the learning process and create an environment that supports learning.

The concept of emotional labor and organizational identification are two important elements in the field of organizational psychology. Emotional labor; which refers to the process of dealing with emotions as part of one's work; It refers to the degree to which individuals identify with the organization. There is a positive relationship between organizational identification and emotional labor. Specifically, individuals who identify strongly with their organization expend more emotional labor to meet organizational expectations and norms (Van Jaarsveld, et al., 2010). At the same time, the amount of emotional labor depends on the type of organizational identification an employee experiences. While there are employees who identify more strongly with their organization because they believe in the organization's values and mission, there are employees who identify with their organization because of the organization's reward system and the benefits it provides (Ashforth & Mael, 1989). The relationship between the concepts of organizational identification and emotional labor indicates that employees' commitment to their organization influences their emotional experiences and behaviors.

Diefendorff et al. (2005) argue that emotional labor can have a positive impact on organizational identification. Specifically, the study found that individuals who perform emotional labor are more likely to identify with their organization. This relationship was observed to be stronger for individuals who act superficially (imitating the necessary emotions without attempting to actually feel them) than for

individuals who act deeply (attempting to actually feel the emotions required for their work).

Groth et al. (2009) argue that emotional labor can also negatively affect organizational identification under certain conditions. In the work concept, the perception of emotional labor as a kind of emotional disharmony (i.e., a conflict between one's own feelings and the emotions demanded by the job) leads to lower organizational identification. This effect is especially true for employees who are strongly committed to their work and have a strong need for autonomy.

In general, the relationship between emotional labor and organizational identification is complex and depends on several factors. However, emotional labor plays an important role in how individuals perceive their organization and how they identify with it. In this context, the following hypotheses have been formed based on theoretical evidence;

H1: Organizational learning is effective on organizational identification and emotional labor has a mediating role in this effect.

H2: Emotional labor has a mediating role in the effect of managerial commitment on organizational identification.

H3: Emotional labor has a mediating role in the effect of systemic perspective on organizational identification.

H4: Emotional labor has a mediating role in the effect of transparency and experimentation on organizational identification.

H5: Emotional labor has a mediating role in the effect of informational transaction and integration on organizational identification.

3. Method

This study is a descriptive and descriptive research. In this type of research, it is aimed to reveal the existing situation about an event. Questionnaire technique was used as a data collection method. In the application of the questionnaire form to individuals, convenience sampling method was used among non-random sampling methods.

The compliance of the current study with ethical principles was approved by the Nisantaşı University Ethics Committee with meeting number 2023/13. Data were collected via the Internet from individuals working in the aviation industry in Turkey in March 2023. All participants were informed that participation was voluntary, that all data would be kept confidential and that the identity of the participant would not be disclosed. Participants who were willing to participate in the study were presented with an online questionnaire.

3.1. Data Collection

The universe of research consists of aviation workers in Turkey. In this study, the effect of organizational learning on organizational identification through emotional labor is investigated. The random sampling method was used as the sampling method. The prepared questionnaire was applied to the people who are currently working at the airports in Turkey through the Internet. The study was conducted by giving the questionnaire used in the study to 425 people. However, the questionnaires of 25 people that were incomplete were not included in the study. Consequently, the final sample of the study was set at 400 (194 (%48.5) female, 206 (%51.5) male) people.

3.2. Measures

Participants in the study were asked a total of 40 questions, which consisted of three different scales and demographic questions. All questions except the demographic questions were asked on a 5-point Likert scale (1: "strongly disagree," 5: "strongly agree"). The emotional labor scale, which is the mediating variable of the survey, was developed by Pala and Sürgevil in 2016 and consists of a total of 12 questions. The organizational learning scale, which is the dependent variable of the study, was developed by Jerez-Gomez (2005). The organizational learning scale, totaling 16 questions and 4 dimensions, used 5 questions to measure managerial commitment, 3 questions to measure systemic perspective, 4 questions to measure transparency and experimentation, and 4 questions to measure information transaction and integration. Scale for identification with the organization that is the outcome variable of the study; The scale developed by Mael and Ashforth (1992) and adapted by Eker (2015) was used. The scale consists of a total of 12 questions.

3.3. Data Analysis

Basically, the data collected online were analyzed using the SPSS package program. Later, erroneous parts were detected and removed from the program. Then, the reliability and validity of the scales used in the instruments were analyzed. The organizational learning rules included four dimensions (managerial commitment, systemic perspective, transparency and experimentation, information processing and integration), and these dimensions were assessed using the confirmatory factor analysis method. In addition, the general statistics and the boundaries between variables were examined. To test mediation models in research, Hayes et al. (2017) used the guidance PROCESS Macro (Model 4). The AMOS 21 program was used for confirmatory factor analysis. 95% confidence intervals were determined based on large data sets reconstructed from original sources using the bootstrap method. This method allows the modeling of multiple regression consumption.

4. Results

4.1. Reliability and Validity Analyses of the Scales

The reliability values of the scales of the questionnaire are given in Table 1. It was found that the expressions in the scales have values between 0.74 and 0.94 with a margin of error of 0.05 in the 95% confidence interval.

Table 1. Reliability Analysis Results of Scales

Scales	Cronbach Alfa
Organizational Learning (OL)	0.94
Managerial Commitment (MC)	0.82
Systemic Perspective (SP)	0.87
Transparency and Experimentation (TE)	0.84
Informational Transaction and Integration (ITI)	0.84
Organizational Identification (OI)	0.83
Emotional Labor (EL)	0.74

In addition, a factor analysis was conducted for the scales measuring organizational learning. The result of the Kaiser-Meyer-Olkin (KMO) test was calculated as 0.963 to ensure the adequacy of the data from the sample we used for the organizational learning scale. On the other hand, Barlett's test for sphericity with $p < 0.01$ is valid for the organizational learning scale. Accordingly, the results of KMO test show that the data are suitable for factor analysis (Table 2). The result of

factor analysis for the organizational learning scales shows that there is no item with factor loading less than 0.58 (Table 3).

Table 2. KMO and Bartlett's Test Result

KMO and Bartlett's Test		
		Organizational Learning
Kaiser-Meyer-Olkin Measure Sample fit test		0.963
Bartlett Testi	Approximate Ki-Kare	3987.432
	Df	120
	Sig.	0.000

As a result of the confirmatory factor analysis for the organizational learning in research scale, the presence of the dimensions of managerial commitment, systemic perspective, transparency and experimentation, information transaction, and integration, which are the four sub-dimensions of the scale, was verified and the construct validity of the scale was revealed.

Table 3. Factor Analysis Results on Organizational Learning Dimensions

Subdimensions	**Perception Dimensions**	**Factor Loads**	**Total Variance (%)**
Managerial Commitment	S1	0.79	
	S2	0.69	
	S3	0.65	
	S4	0.61	
	S5	0.58	
Systemic Perspective	S6	0.81	
	S7	0.73	
	S8	0.82	69.835
Transparency and Experimentation	S9	0.69	
	S10	0.73	
	S11	0.71	
	S12	0.62	
Informational Transaction and Integration	S13	0.61	
	S14	0.70	
	S15	0.70	
	S16	0.63	

Examination of the results of the confirmatory factor analysis shows that the degree of freedom (x2/sd) is less than 3 (2.283). From this point of view, it can be said that the statistical result of the first adjustment is adequate. Moreover, the "GFI" value of 0.93 is at an acceptable level. The "RMSEA" value is 0.057 and is at an acceptable level with a confidence interval of 90%. In addition, the "NFI" 0.94, "CFI" 0.94, "GFI" 0.93, "AGFI" 0.91, "IFI" 0.96, "RFI" 0.93 values were found to be acceptable. These results indicate the construct validity of the scale and the reliable measurement of its dimensions.

Table 4. Fit Index Values Obtained from Confirmatory Factor Analysis with the Amos Program

Fit Indexes	**Good Fit Values**	**Acceptable Fit Values**	**Achieved Values**
RMSEA	0.00≤RMSEA≤0.05	0.05≤RMSEA≤0.08	0.05
NFI	0.95≤NFI≤1.00	0.90≤NFI≤.095	0.94
CFI	0.95≤CFI≤1.00	0.90≤CFI≤0.95	0.96
GFI	0.95≤GFI≤1.00	0.90≤GFI≤0.95	0.93
AGFI	0.90≤AGFI≤1.00	0.85≤AGFI≤0.90	0.91
IFI	0.95≤IFI≤1.00	0.90≤IFI≤0.95	0.96
RFI	0.95≤RFI≤1.00	0.90≤RFI≤0.95	0.93
$X^{2/df}$	$0 \leq X^{2/df} \leq 2$	$2 \leq X^{2/df} \leq 3$	2.283

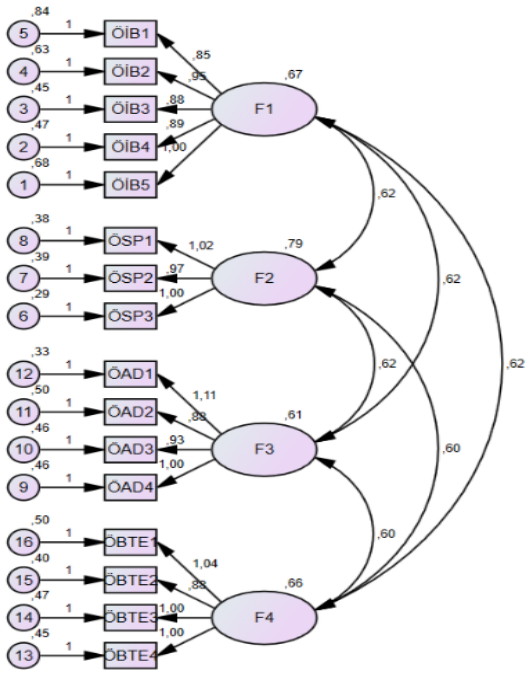

Figure 1. Confirmatory Factor Analysis Result

4.2. Correlation Analysis Results

The means, standard deviations, and correlation results of all variables in the current study are shown in Table 5.

The results of the correlation analysis show that there is a positive and significant relationship between organizational learning, organizational learning sub-dimensions, and organizational identification [r=0.733, p<0.01; r=0.607, p<0.01; r=0.763, p<0.01; r=0.667, p<0.01; r=0.663, p<0.01].

In addition, there is a positive and significant relationship between emotional labor and the sub-dimensions of organizational learning [r=0.845, p<0.01; r=0.615, p<0.01; r=0.707, p<0.01; r=0.726, p<0.01]. Moreover, it is found that there is a positive and significant relationship between

Table 5. Correlation Analysis Results

Variables	**M**	**SD.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
1.Organizational Learning	3.82	0.78	1						
2.Organizational Identification	3.66	0.58	0.733**	1					
3.Emotional Labor	3.65	0.54	0.807**	0.677**	1				
4.Managerial Commitment	3.76	0.84	0.929**	0.607**	0.845**	1			
5.Systemic Perspective	3.73	0.95	0.872**	0.763**	0.615**	0.745**	1		
6.Transparency and Experimentation	3.89	0.83	0.925**	0.667**	0.707**	0.808**	0.756**	1	
7. Informational Transaction and Integration	3.88	0.84	0.907**	0.663**	0.726**	0.775**	0.718**	0.804**	1

Note. SD= Standard Deviation, M= Mean, N = 400,
**p < 0.01

emotional labor, organizational identification, and organizational learning [r=0.807, p<0.01; r=0.677 p<0.01].

4.3. Results and Hypothesis

In the present study, the results for determining the mediating role of emotional labor in the relationship between organizational learning and organizational identification are presented in Table 6.

Table 6. Testing the mediation effect of organizational learning on organizational identification

	Model 1 (OI)		Model 2 (EL)		Model 3 (OI)	
	B	**T**	**B**	**T**	**B**	**T**
OL	0.54***	21.51	0.56***	27.27	0.39***	9.47
EL	-	-	-	-	0.26***	4.34
R^2	0.53		0.65		0.55	
F	462.70		743.82		251.17	

Note. N= 400, OI= Organizational Identification, EL= Emotional Labor
*** p < 0.001

In this table, three different submodels were created according to our model (Table 6). Model 1 analyzed the effects of organizational learning on organizational identification. According to this model, the effect of organizational learning on organizational identification is positive (b = 0.54, p < 0.001). Model 2 analyzed the effect of organizational learning on emotional labor. The effect of organizational learning on emotional labor was also positive (b = 0.56, p < 0.001). Finally, Model 3 presents the effect of organizational learning and organizational identification on emotional labor. Organizational learning (b = 0.39, p < 0.001) and emotional labor (b = 0.26, p < 0.001) had a positive effect on organizational identification. As can be seen in Table 7, the mediation effect of emotional labor was statistically significant.

Table 7. Direct and Indirect Effects of Organizational Learning on Organizational Identification

Total Effects of Organizational Learning on Organizational Identification						
			Unstand.	**SE**	**LLCI**	**ULCI**
			0.54	0.02	0.495	0.594
Direct Effects of Organizational Learning on Organizational Identification						
			0.39	0.042	0.315	0.480
Indirect Effects of Organizational Learning on Organizational Identification (Emotional Labor)						
Ind.	Med.	Dep.	**Unstand.**	**SE**	**LLCI**	**ULCI**
OL >	EL >	OI	0.14	0.035	0.080	0.215

Note. Ind. = Independent, Med.=Mediation, Dep. = Dependent, N=400

As can be seen in Table 8, organizational learning in Model 1 has managerial commitment (b = 0.37, p < 0.001), systemic perspective (b = 0.46, p < 0.001), transparency and experimentation (b = 0.46, p < 0.001), and information transaction and integration (b = 0.45, p < 0.001) have a positive effect on organizational identification.

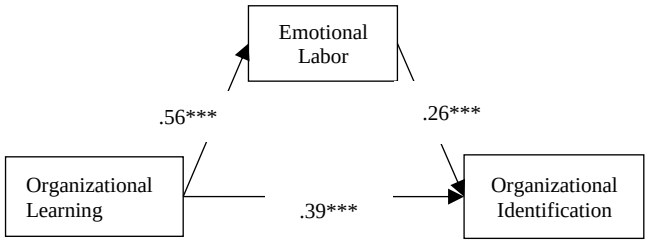

Figure 2. The Mediator Role Emotional Labor in the Effect of Organizational Learning on Organizational Identification

Similarly, organizational learning has managerial commitment (b = 0.54, p < .001), systemic perspective (b = 0.35, p < 0.001), transparency and experimentation (b = 0.46, p < 0.001), and information transaction and integration (b = 0.46, p < 0.001) have a positive effect on emotional labor. Finally, the subdimensions of organizational learning and emotional labor had a positive effect on organizational identification (Model 3). Consequently, the subdimensions of organizational learning and emotional labor had a positive effect on organizational identification.

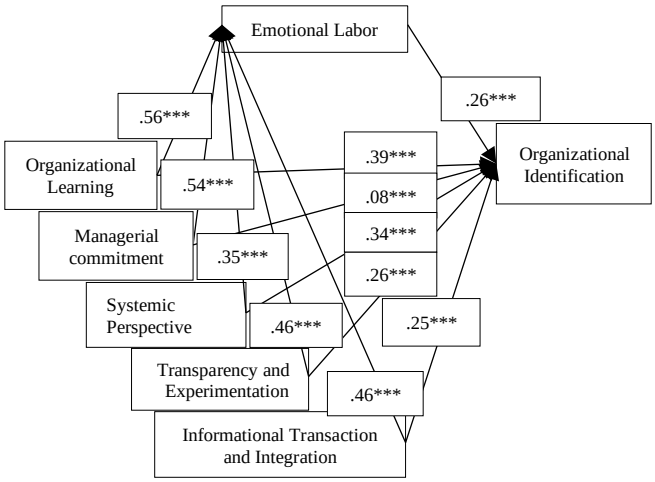

Figure 3. Mediator Role of Emotional Labor in the Effects of Sub-Dimensions of Organizational Learning on Organizational Identification, ***p < 0.001

Table 8. Testing the Mediation Effect of Emotional Labor on the Effect of Sub-Dimensions of Organizational Learning on Organizational Identification

	Model 1 (OI)		Model 2 (EL)		Model 3 (OL)	
	B	**T**	**B**	**T**	**B**	**T**
MC	0.37***	6.31	0.54***	31.51	0.08***	1.76
EL	-	-	-	-	0.61***	8.35
R^2	0.36		0.71		0.46	
F	232.21		993.41		171.11	
SP	0.46***	23.57	0.35***	15.57	0.34***	14.84
EL	-	-	-	-	0.35***	8.89
R2	0.58		0.37		0.65	
F	555.61		242.52		371.91	
TE	0.46***	17.87	0.46***	02.33	0.26***	7.75
EL	-	-	-	-	0.43***	8.44
R2	0.44		0.49		0.52	
F	319.62		397.20		223.73	
ITI	0.45***	17.67	0.46***	21.09	0.25***	7.16
EL	-	-	-	-	0.44***	8.18
R2	0.43		0.52		0.52	
F	312.51		444.83		215.71	

Note. N= 400, OL= Organizational Learning, OI= Organizational Identification,EL= Emotional Labor, MC= Managerial Commitment , SP= Systemic Perspective, TE= Transparency and Experimentation, ITI= Informational Transaction and Integration
*** p < 0.001

Table 9. The Indirect Effects of the Sub-Dimensions of Organizational Learning on Organizational Identification

Ind.		Med.		Dep.	Unstand.	SE	LLCI	ULCI
MC	>	EL	>	OI	0.3352	0.0474	0.2461	0.4306
SP	>	EL	>	OI	0.1260	0.0174	0.0932	0.1617
TE	>	EL	>	OI	0.2037	0.0281	0.1518	0.2613
ITI	>	EL	>	OI	0.2016	0.0274	0.1533	0.2602

Note. N = 400, OI= Organizational Identification, EL= Emotional Labor, MC= Managerial Commitment, SP= Systemic Perspective, TE= Transparency and Experimentation, ITI= Informational Transaction and Integration, ***p < 0.001

Table 10. Summary Table of Hypotheses

Hypothetical Relationship	Mediation	Results
H1: OL → OI and OL → EL → OI	EL	**Accepted**
H2: MC→ EL → OI	EL	**Accepted**
H3: SP→ EL → OI	EL	**Accepted**
H4: TE→ EL → OI	EL	**Accepted**
H5: ITI→ EL → OI	EL	**Accepted**

Note. N = 400, OL= Organizational Learning, OI= Organizational Identification, EL= Emotional Labor, MC= Managerial Commitment, SP= Systemic Perspective, TE= Transparency and Experimentation, ITI= Informational Transaction and Integration

Table 10 shows the results of the hypotheses. According to the table, H1, H2, H3, H4 and H5 are accepted.

5. Conclusion

There are many examples of the fact that organizations, and therefore the markets in which they are located, can reach international dimensions by crossing national borders, and that organizations that cannot adapt to the necessary changes, having reached that dimension, can disappear. . It is a fact that every institution with capital has access to constantly changing and developing information and technologies. In this case, it is very important to differentiate from other organizations and adapt to the changes and differences in the world order. What will be different from other organizations is the element of access, understanding and development of information, especially people. As management and traditional organizations have changed, the fact that people are emotional beings has become more important.

In this context, with the learning concept of organizations, it will be easier for individuals to identify with their organizations. This study was conducted to investigate the impact of organizational learning on organizational identification, in which emotional labor plays a mediating role.

The identification supported by organizational learning will also lead individuals to act with their emotions. It is an important value that the leader has skills such as understanding the emotional needs of their employees, meeting their human and material needs, conveying the sense that they are an important individual to the organization, and the ability to empathize with employees. The fact that the leader possesses these qualities is a reflection of the organization in the eyes of the employees. It is just as important for organizations to hire effective employees as it is to keep them in the organization. One of the biggest human resource issues facing companies today is employee turnover. Various measures can be taken to combat this situation, and many problems arise, such as the cost and time lost in finding new personnel, the negativity of existing employees in this compensation process, the associated decline in performance, and the fluctuations in product and quality. Organizational identification: it increases the sense of doing business together. But identification is more than a collaborative activity. These emotions that enable individuals to act collectively are essentially a sense of empathy.

The identification supported by organizational learning will also lead individuals to act with their emotions. As the service sector has become more important, the conditions of competition in this sector have also become more difficult. Customer satisfaction and service quality are mainly influenced by face-to-face communication between service providers and recipients. For this reason, emotions become even more important in the service sector, where communication is often face-to-face and service providers are expected to satisfy customers to the maximum by putting their emotions first. The human element, which plays an important role in the formation of societies and institutions, involves its emotions in this educational process. Emotions become elements that directly influence all learning processes of people. Understanding the emotions of individuals and institutions can be challenging for many reasons. First of all, each individual and society is different; the fact that their environmental, social, and cultural structures differ from each other means that the emotional impact on institutions differs. Therefore, it is very difficult to capture and analyze emotional reflections in a single classification.

In İyem and Yıldız's (2017) study examining the relationship between flight attendants' emotional work behaviors and their alienation dimensions, flight attendants intensely suppress their emotions in the work environment. Emotional conflict and effort were found to be positively related to the meaninglessness, powerlessness, and isolation dimensions of alienation. In addition, sincere behavior was found to be related to performance, and flight attendants were found to experience intense isolation. It was concluded that suppression of emotions leads to emotional alienation. Çolak (2022) conducted a study on flight attendants of different ages and experience at an airline. She concluded that the emotional competencies of cabin crew have a significant positive impact on their performance. The concept of emotional labor plays a mediating role, especially in studies conducted in labor-intensive fields such as the service sector (Li & Wang. 2016; Wu et al., 2017; Potipiroon et al., 2019).

In studies conducted in this context, a high level of emotional labor is a factor that increases work performance and engagement. At the same time, research has shown that there is a positive relationship between organizational learning and organizational identification. Emotional labor acts as a mediator in the processes of organizational learning and organizational identification of aviation employees.

Based on the research findings, it has been determined that organizational learning significantly influences organizational identification, and emotional labor plays a mediating role in this relationship. Additionally, emotional labor acts as a mediator between managerial commitment, systemic perspective, transparency and experimentation, and informational transaction and integration, which are sub-dimensions of organizational learning, and organizational identification. The research suggests that emotional labor plays a crucial role in the impact of various factors on organizational identification within the context of organizational learning.

Today's conditions directly affect the environment in which institutions carry out their activities and the target groups they address. All technological developments in the

field of production and services affect many points, including the organizational structures of institutions. It is quite normal that the concepts of organizational learning, emotional work and organizational identification are interwoven when making plans for the future in this time when everything is developing rapidly both in production and consumption and all trends are spreading. The emotions of the personnel in the institutions are directly reflected in the learning process. They develop by merging with the learning of the organizations, and thus the identification of the individual with the organization and the ability to control their emotions.

Organizations can continue their life as long as they learn, and they can identify individuals with their organizations. The ability to learn empowers employees to develop new ideas, evaluate them, and incorporate them into decision making. At this stage, institutional support for employee education and evaluation of emerging innovative ideologies is an important stage for organizational learning. The role of institutions should be to support employees who are developing at the same time as their managers. Developing employees through learning also means developing organizations, managing emotions, and increasing feelings.

Organizations are a place where there is a close connection between emotions and reason. Emotions direct attention and shape thoughts. Emotions influence what we think and perceive and keep us focused. Employees who feel valued, excited, and proud will think about ways to improve their organization and look for opportunities to do so. He comments on feedback from supervisors, customer feedback, and positive market changes and gives them positive feedback. In this case, he has used all of his intellectual abilities; they extend to creative, flexible, and analytical thinking. Employees who live in fear, resentment and pain lose most of their intellectual abilities and therefore begin to think solidly, primitively, messily, simply and superficially. It is very important for companies to understand this relationship between emotional states and intellectual performance and to use human resources as positively as possible. In order to increase employees' identification with the organization, the company should be managed efficiently by giving priority to emotion management practices in enterprises.

In our country, there is a need for studies in various fields to clearly understand the impact on employees and organizations of the strategies to be chosen in the concept of organizational learning, organizational identification, and emotional labor. It would be beneficial if the topic was studied in different occupational groups to compare the results. The study was conducted in the Marmara region and a very limited sample could be obtained. All hypotheses made based on the research results were confirmed and it is expected that the study will contribute to the literature. The research is related to the aviation sector and cannot be generalized to the service sector.

Ethical Approval

This study protocol received ethical approval from Nisantasi University's Ethics Committee by the Decision Number 2023/13 (2023/03/22).

Conflicts of Interests

The authors declare that tere is no conflict of interest regarding the publication of this paper.

References

Altaş, S. S. (2021). Sağlık çalışanlarının örgütsel özdeşleşme, örgütsel bağlılık, örgütsel güven ve örgütsel destek algıları arasındaki ilişkiler. İşletme araştırmaları dergisi, 13(1), 875-891.

Argote, L., & Ingram, P. (2000). Knowledge transfer: A basis for competitive advantage in firms. Organizational behavior and human decision processes, 82(1), 150-169.

Argote, L., & Miron-Spektor, E. (2011). Organizational learning: From experience to knowledge. Organization science, 22(5), 1123-1137.

Argyris, C., & Schön, D. (1978). Organizational learning: a theory of action prospective. Reading, Pennsylvania, USA: Addison-Westly

Ashforth, B. E., & Humphrey, R. H. (1993). Emotional labor in service roles: The influence of identity. Academy of management review, 18(1), 88-115.

Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. Academy of management review, 14(1), 20-39.

Ashkanasy, N. M., & Humphrey, R. H. (2011). Current emotion research in organizational behavior. Emotion review, 3(2), 214-224.

Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. Human resource management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management, 43(1), 83-104.

Baykal, E., Zehir, C. & Köle, M. (2018). Hizmetkar liderlik firma performansi ilişkisinde örgütsel özdeşleşmenin araci etkisi. Akademik hassasiyetler, 5 (9), 111-133.

Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework. New Jersey: John Wiley & Sons.

Crossan, M. M., Lane, H. W., & White, R. E. (1999). An organizational learning framework: From intuition to institution. Academy of management review, 24(3), 522-537.

Çolak, N. (2018). Duygusal emeğin iş performansına etkisi, havacılık sektöründe bir uygulama. FSM mesleki bilimler dergisi, 1(1), 112-127.

Demirel, Y. & Tohum, E. U. (2018). Örgütsel öğrenmenin örgütsel vatandaşlık davranışı üzerine etkisi. MANAS Sosyal araştırmalar dergisi, 7 (2), 277-295.

Diefendorff, J. M., Croyle, M. H., & Gosserand, R. H. (2005). The dimensionality and antecedents of emotional labor strategies. Journal of vocational behavior, 66(2), 339-357.

Dutton, J. E., Dukerich, J. M., & Harquail, C. V. (1994). Organizational images and member identification. Administrative science quarterly, 239-263.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. Administrative science quarterly, 44(2), 350-383.

Grandey, A. A. (2000). Emotional regulation in the workplace: A new way to conceptualize emotional labor. Journal of occupational health psychology, 5(1), 95.

Grandey, A., Foo, S. C., Groth, M., & Goodwin, R. E. (2012). Free to be you and me: a climate of authenticity

alleviates burnout from emotional labor. Journal of occupational health psychology, 17(1), 1.

Groth, M., Hennig-Thurau, T., & Walsh, G. (2009). Customer reactions to emotional labor: The roles of employee acting strategies and customer detection accuracy. Academy of management Journal, 52(5), 958-974.

Hochschild, A. R. (1983). The managed heart: Commercialization of human feeling. Berkeley: University of California Press.

İyem, C., & Yıldız, F. Z. (2017). Gökyüzündeki gösteri: kabin memurlarının duygusal emek süreçlerine yönelik bir araştırma. Söke işletme fakültesi priene uluslararası sosyal bilimler dergisi, 1(1), 11-22.

Katz, D., & Kahn, R. L. (1978). The social psychology of organizations (Vol. 2, p. 528). New York: Wiley.

Li, M., & Wang, Z. (2016). Emotional labour strategies as mediators of the relationship between public service motivation and job satisfaction in Chinese teachers. International journal of psychology, 51(3), 177-184.

Liao, H., Toya, K., Lepak, D. P., & Hong, Y. (2009). Do they see eye to eye? Management and employee perspectives of high-performance work systems and influence processes on service quality. Journal of applied psychology, 94(2), 371.

Mael, F., & Ashforth, B. E. (1992). Alumni and their alma mater: A partial test of the reformulated model of organizational identification. Journal of organizational Behavior, 13(2), 103-123.

Marquardt, M. J. (1996). Building the learning organization: A systems approach to quantum improvement and global success. McGraw-Hill Companies.

Mavi, Y. & Yeşil, S. (2021). Covid-19 korkusu'nun duygusal emek, çalışan performansı, iş tatmini, yaşam doyumu üzerine etkisi: bir alan araştırması. Yaşar Üniversitesi e-dergisi, 16 (63), 1078-1104.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. Journal of vocational behavior, 61(1), 20-52.

Nishii, L. H., & Mayer, D. M. (2009). Do inclusive leaders help to reduce turnover in diverse groups? The moderating role of leader–member exchange in the diversity to turnover relationship. Journal of Applied Psychology, 94(6), 1412.

Potipiroon, W., Srisuthisa-ard, A., & Faerman, S. (2019). Public service motivation and customer service behaviour: Testing the mediating role of emotional labour and the moderating role of gender. Public management review, 21(5), 650-668.

Parker, S. K., Williams, H. M., & Turner, N. (2006). Modeling the antecedents of proactive behavior at work. Journal of applied psychology, 91(3), 636.

Riketta, M. (2005). Organizational identification: A meta-analysis. Journal of vocational behavior, 66(2), 358-384.

Saks, A. M., & Ashforth, B. E. (2000). The role of dispositions, entry stressors, and behavioral plasticity theory in predicting newcomers' adjustment to work. Journal of organizational behavior, 21(1), 43-62.

Seçilmiş, C., Kodaş, & Kodaş, D. (2017). Örgütsel öğrenme yeteneği ve yaratıcılık süreci ilişkisi: Eskişehir'deki mutfak çalışanları üzerine bir araştırma. Journal of tourism and gastronomy studies, 5(3), 150-167.

Shin, S. J., & Zhou, J. (2007). When is educational specialization heterogeneity related to creativity in research and development teams? Transformational leadership as a moderator. Journal of applied Psychology, 92(6), 1709.

Trim, P. R., & Lee, Y. I. (2004). Enhancing customer service and organizational learning through qualitative research. Qualitative Market Research: An International Journal.

Van Jaarsveld, D. D., Walker, D. D., & Skarlicki, D. P. (2010). The role of job demands and emotional exhaustion in the relationship between customer and employee incivility. Journal of management, 36(6), 1486-1504.

Wu, X., Shie, A. J., & Gordon, D. (2017). Impact of customer orientation on turnover intention: Mediating role of emotional labour. International journal of organizational analysis, 25(5), 909-927.

Zhang, A. Y., Tsui, A. S., & Wang, D. X. (2011). Leadership behaviors and group creativity in Chinese organizations: The role of group processes. The leadership quarterly, 22(5), 851-862.

Cite this article: Uludağ, D., Soyer, M., Mert, M. (2023). The Mediating Role of Emotional Labor in Linking Organizational Learning and Organizational Identification in the Aviation Industry. Journal of Aviation, 7(2), 262-271.

This is an open access article distributed under the terms of the Creative Commons Attiribution 4.0 International Licence

Copyright © 2022 Journal of Aviation https://javsci.com - http://dergipark.gov.tr/jav