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Relationship between Organizational Learning and Dynamic Capabilities in Aviation Companies *

Havacılık İşletmelerinde Örgütsel Öğrenme ve Dinamik Kabiliyetler Arasındaki İlişki

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ÖZ

Araştırmanın amacı, havacılık sektöründe dinamik kabiliyetler ve örgütsel öğrenme ilişkisini ortaya koymaktır. Ulusal ve uluslararası literatür incelendiğinde, dinamik kabiliyetler ve örgütsel öğrenme kavramlarının ayrı ayrı araştırıldığı ancak bu kavramların ilişkisi üzerine yeterli araştırmanın yapılmadığı görülmektedir. Çalışma, havacılık işletmelerindeki çalışanlara uygulanmıştır. Veriler anket formu yoluyla elde edilmiştir. Verilerin çözümlenmesi için betimleyici istatistik, bağımsız örneklem t-testi, tek yönlü varyans analizi (ANOVA), basit doğrusal regresyon modeli ve Pearson korelasyon analizi yapılmıştır. Verilerin normal dağılım gösterdiği araştırmada tecrübe değişkeninin grupları arasında farklılık olduğu görülmüştür. Değişkenlere uygulanan korelasyon analiziyle, aralarındaki ilişkinin $p < 0.01$ düzeyinde pozitif yönlü ve çok güçlü olduğu saptanmıştır. Bu araştırmanın sonuçlarının, havacılık sektöründe dinamik kabiliyetler ve örgütsel öğrenme kavramları hakkında farkındalık uyandırması ve gelecek bilimsel çalışmalar için önemli bir kaynak olması beklenmektedir. Ayrıca çalışmanın farklı örneklem gruplarına uygulanarak sonuçlarının karşılaştırılmasının literatüre katkı sağlayacağı düşünülmektedir.

ABSTRACT

The aim of the research is to reveal the relationship between dynamic capabilities and organizational learning in the aviation industry. Regarding the national and international literature, it is seen that the concepts of dynamic capabilities and organizational learning are investigated separately, but there is not enough research on the relationship between these concepts. The research was applied to employees in aviation institutions. The data were obtained through a questionnaire form. Descriptive statistics, independent sample t-test, one-way analysis of variance (ANOVA), simple linear regression model, and Pearson correlation analysis were used to analyze the data. In the research, where the data were normally distributed, it was observed that there was a difference between the groups of the experience variable. With the correlation analysis applied to the variables, it was determined that the relationship between them was positive and very strong at the $p < 0.01$ level. It is expected that the results of this research will raise awareness about dynamic capabilities and organizational learning concepts in the aviation industry and will be an important resource for future scientific studies. In addition, it is thought that comparing the results of the research by applying them to different sample groups will contribute to the literature.

1. Introduction

The accelerating growth of global competition and the information economy in a rapidly changing environment has

prompted organizations to develop a paradigm for understanding how to remain competitive and achieve superior organizational performance. The dynamic

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capabilities approach is one of the most important initiatives to overcome such difficulties (Singh & Rao, 2016). A more modern idea known as "dynamic capabilities" has provided the theoretical underpinnings for how businesses update their internal and external competencies to cope with environmental unpredictability. The resource-based perspective (RBV) of the firms, which explains the firm's uniqueness, has given rise to dynamic capabilities. The underlying source of outstanding performance and sustainable competitive advantage is inimitable and uncommon resources (Barney, 1991). The ability of a business to combine, develop, and reconfigure internal and external talents in order to react to rapidly changing conditions is referred to as dynamic capabilities. Through the integration, construction, and reconfiguration of internal resources, dynamic capabilities play a critical role in aligning an organization's external prospects with internal strengths, ensuring long-term competitive advantages and organizational success (Teece, 2007). Many scholars have been drawn to the importance of dynamic capabilities in the last decade (Zahra, Sapienza & Davidsson, 2006; Barreto, 2010). Several scholars studied the link between dynamic capacities and company performance empirically (Danneels, 2012; Wilden, Gudergan, Nielsen & Lings, 2013).

Despite the growing focus on dynamic skills, there is still a lack of understanding regarding how they affect organizational success. This study aims to investigate the relationship between adaptive capacities and organizational learning in the aviation industry. Several studies have looked into dynamic capacities in the setting of higher education establishments (Takahashi, Bulgacov, Giacomini & Santos, 2016). However, no one has examined how dynamic abilities affect organizational effectiveness. This study attempts to fill this vacuum by proposing an empirical model that asserts that elements of dynamic skills, such as perception, learning, and reconfiguration skills positively impact organizational effectiveness. This review contributes to the literature in two ways. To better understand the nature and dimensions of dynamic skills and their relevance in the corporate world, it first examines the concept of dynamic skills in skill perception using the three dimensions of learning and reconfiguring skills. Second, it uses empirical data to examine the relationship between aircraft company dynamic capabilities and organizational efficiency.

2. Literature Review

This part will address the specifics of the ideas covered by the research. Firstly, dynamic capabilities will be discussed, and then organizational learning will be mentioned. Finally, the relationship between these two concepts will be examined.

2.1. Dynamic Capabilities

The resource-based perspective gave rise to the idea of dynamic capabilities because of its capacity to adapt to changing climatic conditions (Teece, 2007). Dynamic does not mean that something has the power to be dynamic;

rather, it relates to how the environment changes. The ability to use resources is referred to in RBV. It describes the ability to continually adjust and adapt internal and external resources in response to shifting environmental conditions (Ambrosini & Bowman, 2009). Since its inception, the notion has gotten more attention in the literature. According to him, dynamic capabilities are a company's capacity to integrate new technologies and develop and restructure internal and external competency to respond to quickly changing situations (Eisenhardt & Martin, 2000). Further, a collection of particular and recognizable activities like product creation, strategic decision-making, and alliancing are all examples of dynamic capabilities. Details distinguish dynamic capacities, and their emergence is path-dependent; they have a lot in common with other businesses (Zollo & Winter, 2002). An organization's ability to systematically develop and adjust its operational operations in order to improve its effectiveness is referred to as having "dynamic capabilities" (Zahra & George, 2002). According to the authors, dynamic capabilities are essentially change-oriented capabilities that allow businesses to renew and rearrange their resource base to match changing client needs and rival strategies. As a company's ability to manage relationships, learn, integrate, and reorganize its resource base in response to shifting business conditions is considered one of its most current dynamic skills, it must also possess these other attributes. (Rao, 2016).

The literature on dynamic capacities has several discrepancies and overlapping terminology. Some experts suggest a distinction between operational and dynamic capabilities in order to better understand the nature of dynamic capabilities. (Helfat, Finkelstein, Mitchell, Peteraf, Singh, Teece & Winter, 2009). They claim that operational skills enable them to carry out their day-to-day activities, while dynamic skills are used to stay current. (Teece, 2007). Operational capability is the ability of an organization to maintain its technical capabilities by ensuring the effectiveness of its operational processes. Dynamic capabilities enable organizations to maintain their evolutionary capabilities by allowing their resource base to be built, updated, and reconfigured to create long-term competitive advantage. As a result, the organizational capacity that allows for the systematic creation, expansion, and adjustment of operational capabilities is called dynamic capabilities (Protogerou, Caloghirou & Lioukas, 2008).

2.2. Organizational Learning

As a proactive and all-inclusive response to the difficulties of maintaining sources of competitive advantage, the idea of a learning organization gained popularity in the late 1990s (Ferguson-Amores, García-Rodríguez & Ruiz-Navarro, 2005). The learning organization fosters change; in fact, some individuals think that a learning organization is a corporation that has the capacity to reform internally and is associated with change and adaptation. (Ferdinand, Graca, Antonacopoulou & Easterby-Smith, 2004). Organizational learning is defined as "processes in which people of an

organization actively use data to influence behaviour in order to enhance the organization's continuing adaptability." It is possible to describe organizational learning as the procedures for collecting experience, expressing knowledge, and codifying data. It may contain both exploitative and exploratory learning.

A learning organization is a normative definition of an organization designed to enhance organizational learning and adaptation, based on a philosophy based on the continual pursuit of learning opportunities rather than the practice of organizational learning (Edmondson & Moingeon, 1998). While it is true that all businesses learn, some are faster and more successful than others, allowing them to gain a competitive edge. Learning businesses believe that learning is inextricably linked to day-to-day work, and they create flexible work environments that stimulate creativity and continual learning, as well as employee input and capability (Revans, 1998). Several organizational traits have been discovered in organizations aiming to be learning organizations. The five interrelated areas are structure, information systems, HR practices, organizational culture, and leadership. (Cummings & Worley, 2014). Traditional hierarchical arrangements do not promote effective information sharing or openness, both of which are essential for organizational learning. Learning organizations provide a framework for fostering organizational learning and functional excellence, while promoting networking and teamwork across functional and other internal and external organizational boundaries (Sanchez & Mahoney, 1996).

2.3. Organizational Learning and Its Relationship with Dynamic Capabilities

Organizational learning processes are responsible for creating different dynamics and operational habits by regularly changing the existing system (Zollo & Winter, 2002). In this sense, dynamic skills refer to behavioral patterns in which a company systematically adapts its operational processes to improve its efficiency. Therefore, the learning process can be classified as part of the dynamic capabilities of the company. (Collis & Montgomery, 2008).

Organizational learning processes may be seen from a variety of angles, including the resource-based perspective. The concept of dynamic capacity or concepts based on knowledge management (Rahmatollah, Gholamreza & Seyed, 2010). Our primary hypothesis for investigating the factors that cause a change in organizational routines will be dynamic capacity. It demonstrates the importance of repetition, investigation, and the finding of new possibilities in learning (Teece, 2007), and is one of the most important determinants affecting future corporate performance (Fugate, Stank & Mentzer, 2009).

2.4. Conceptual Model and Hypotheses

According to the relational capital notion, business partnerships are a source of organizational learning and help the firm acquire and maintain know-how (Kale, Singh &

Perlmutter, 2000). Furthermore, a learning organization is one that can develop the essential abilities to produce, acquire, and transmit information in order to change its behaviour (Garvin, 1993). This is why this type of organization's structure is built to ensure that the organizational learning process is truly successful (Slater & Narver, 1995). Organizational learning process has many dimensions and activities, such as acquiring new information, coding the acquired information and disseminating this information within the organization are accepted as auxiliary activities of organizational learning process dimensions. A range of procedures related to the gathering and sharing knowledge that is easily available, as well as the general process of interpretation, will be involved in organizational learning (Sinkula, 1994). The work required to explain and codify the important collective knowledge required to complete complicated activities within organizations, so that these tasks can serve as a foundation for the creation of new abilities that allow businesses to rearrange their routines, is defined as learning capacity. Dynamic capabilities are of great importance for organizations to survive by adapting to changing conditions, to cope with challenging competitive conditions, and eventually to become one of the leading organizations (Hamel & Prahalad, 1990; Nonaka & Takeuchi, 1995). The results of many researches have proven that organizations need to combine dynamic capabilities with a systematic organizational learning process in order to create innovation (Salvato, 2003; Verona & Ravasi, 2003; George, 2005). The ability of companies to adapt swiftly to changes in the industrial environment has become a critical component in their market survival. Argyris and Schon (1978) defined organizational learning as taking effective steps to increase an organization's competence. Garvin (1993) stated that organizational learning consists of two stages: knowledge transfer and behavior change. He argued that in order for organizations to adapt to changes, they need to abandon their existing behaviors in a certain order and develop a new behavior, and this is possible with organizational learning, which he defines as accessing new information, coding this information and then disseminating it. It goes without saying that in order to increase competitiveness, momentum must be built in the organizational learning and knowledge-building processes.

H₁: Organizational learning has a positive impact on dynamic capabilities significantly.

The dynamic capabilities viewpoint arose in response to the shortcomings of both the resource-based and action-based perspectives in the changing conditions of a knowledge-based economy. (Mintzberg, Lampel, Quinn & Ghoshal, 2003). Despite the fact that the notion of dynamic capabilities has piqued scholars' curiosity, there is no widely accepted definition of what comprises dynamic capabilities. This subject has been examined from a range of views and attitudes. Some researchers concentrate on the nature of dynamic capabilities, while others emphasize the concept's antecedents and consequences. It makes traditional strategy

planning excessively static, and only dynamic skills can meet the demands of businesses. Teece (1997) was the pioneer of dynamic capabilities and he described it as the process of recovering resources by integrating and reconstructing specialized resources to suit market shift needs. Furthermore, according to Zollo and Winter (2002), dynamic capacities are developed through three learning mechanisms: experience accumulation, knowledge linking, and recoding, meaning that knowledge management and organizational learning are important resources for dynamic capabilities. In general, a dynamic capacities framework may be made up of both strategic and operational activities (Güttel & Konlechner, 2009). Strategic processes are largely concerned with detecting and capturing new possibilities in a changing environment (Teece, 2007). As a result, these procedures have an impact on how a company's strategy is developed. Operational processes primarily include the reconfiguration of internal or external skills and the design of operational routines inside the organization (Güttel & Konlechner, 2009). Numerous definitions of dynamic capabilities stress the significance of "innovation," "change," and organizational learning, all of which are connected to accumulating, pioneering, coordinating, and deploying processes. In contrast, the idea of dynamic capabilities is open enough to a variety of competing theories on how the phenomenon is best understood. Given the notion of "dynamic capabilities," organizational learning might be taken into consideration as a way to incorporate dynamic capabilities into the company's internal operations (Giniuniene & Jurksiene, 2015).

The organizational learning process is directly responsible for creating different types of organizational routines, some operational and some dynamic, where the latter is responsible for the changing process of the former (Zollo & Winter, 2002). Consequently, learning processes may be defined as a company's dynamic capabilities (Chen, 2005; Collis & Montgomery, 2008). We will utilize the dynamic capacities theory to investigate the processes that cause a change in organizational routines, which claims that the learning process is based on repetition, experimentation, and the finding of new opportunities (Teece, Pisano & Shuen, 1997), and is one of the most strongly associated indicators to future company success (Fugate et al. 2009).

H₂: Organizational Learning has a significant relationship with on organizations' dynamic capabilities.

3. Methodology

A quantitative research design was used in this study. A quantitative approach is suitable when evaluating hypotheses concerning the connection between dependent and independent variables (Sekaran & Bougie, 2013). The goal of this quantitative design study was to investigate the relationship between organizational learning, learning capability, and dynamic capabilities in aviation companies. The survey approach was employed to collect primary data for this study because it is a cost-effective and efficient way

of acquiring quantitative data on a specific population with the aim of generalizing the results. The information was gathered between May 16th and June 10th, 2022. As a data collection tool, an online questionnaire was used (Grohmann & Kauffeld, 2013). When adapting the survey method, a questionnaire is frequently used. Questionnaires created for data collection and analysis were obtained electronically from select organizations within aviation companies through google forms. It is known that this method is frequently used as a data collection tool in many studies. The surveys were delivered to the participants via e-mail and using an online survey link. The questionnaire was distributed to approximately 200 employees, resulting in 151 completed questionnaires. Ethics committee approval decision dated 27.05.2022 and numbered 2022/09 was taken by Istanbul Aydın University Social and Human Sciences Ethics Committee for this research.

4. Analysis and Results

The data were analyzed to answer the research questions, objectives, and hypotheses. The Statistical Package for Social Science (SPSS) version 20 was used to analyze data. Prior to data analysis, completed surveys were edited, coded, entered, and cleaned as part of data preparation. The demographic features of the respondents were summarized using descriptive statistics including frequency and percentage, mean, and standard deviation.

This section includes analyses of the answers of 151 participants who participated in the "Relationship between Organizational Learning and Dynamic Capabilities in aviation companies". First of all, the results of the reliability analysis of the survey questions are given:

Table 1: Reliability Analysis for Organizational Learning

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,988	0,988	10

Table 2: Reliability Analysis for Dynamic Capabilities

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,993	0,993	19

As a result of the reliability analysis of the questions about Organizational Learning, which were asked to 151 participants who participated in the survey, it was seen that the Cronbach's Alpha coefficient was 0.988, which showed that the scale was reliable.

In the table 2, the results of the reliability analysis of the questions about dynamic capabilities addressed to 151 participants are given. According to the table, it was seen that the Cronbach's Alpha value was 0.993, which showed that the scale was reliable.

The descriptive statistics of Organizational Learning and Dynamic Capabilities variables, which are created by

averaging the answers given to the Organizational Learning and Dynamic Capabilities questions in the survey, are given in the table 3.

When the normal distribution research is done from the table above; Skewness and Kurtosis values are taken into account. These values are expected to be between ± 1.5 (Tabachnick and Fidell, 2013). Looking at the table, it can be said that the Skewness and Kurtosis values of both Organizational Learning and Dynamic Capabilities remain between ± 1.5 values, therefore these variables are normally distributed.

The following analyzes were applied to examine the independence status of the respondents to the questionnaire for Organizational Learning and Dynamic Capabilities variables, which were discussed in the study, among categorical variables such as Gender, Age, Status, Experience and Educational: The t-test was applied to examine whether the groups were independent according to the Gender variable, which has a 2-group structure. The result of the test is given in the Table 4.

The table 4 contains two analysis results. Looking at the results of the Levene Test, which examines the homogeneity of the variances; It shows that the Significant values (Organizational Learning=0.063; Dynamic Capabilities=0.071) for both variables are greater than 0.05 and the variances are homogeneously distributed. Looking at the results of the t-test analysis in the table, it was concluded that the Significant values of the variables were greater than 0.05 and that the gender factor did not make a significant difference in the answers. ANOVA test was applied to examine the independence status of variables containing more than two groups. The table below shows the results of the ANOVA analysis of the Experience variable (ANOVA analysis of the Age, Status and Education variables was performed. However, since there was no significant difference between the groups, they are not included here).

Table 3: Descriptive Statistics for Variables

		Statistic	Std. Err.
Organizational Learning	Mean	3,8940	0,07792
	Std. Dev.	0,95751	
	Minimum	2,50	
	Maximum	5,00	
	Skewness	-,709	0,197
	Kurtosis	-1,370	0,392
Dynamic Capabilities	Mean	3,9315	0,07792
	Std. Dev.	0,95745	
	Minimum	2,53	
	Maximum	5,00	
	Skewness	-,727	0,197
	Kurtosis	-1,361	0,392

Table 4: Independent Samples t-Test for Variables by Gender

Factor	Group	N	Mean	Std. Deviation	t	df	p
Organizational Learning	Female	88	3,9829	,93085	1,352	149	0,178
	Male	63	3,7698	,9876			

Dynamic Capabilities	Female	88	4,0068	,93116	1,143	149	0,255
	Male	63	3,8263	,99089			

Table 5: ANOVA Test for Variables by Experience Variable

		Sum of Squares	df	Mean Square	F	Sig.
Organizational Learning	Between Groups	17,620	4	4,405	5,364	0,000
	Within Groups	119,905	146	0,821		
	Total	137,525	150			
Dynamic Capabilities	Between Groups	18,899	4	4,725	5,816	0,000
	Within Groups	118,609	146	0,812		
	Total	137,508	150			

Looking at the table 5, it is seen that the Significant values of both variables are less than 0.05. Accordingly, it can be said that there is a difference between the categories in the Experience variable in terms of Organizational Learning and Dynamic Capabilities variables. In order to find out which of the categories in the experience variable created this difference, Games Howell analysis (Appendix 4), one of the Post Hoc analysis methods, was conducted. According to the results of the analysis, it is seen that the answers of the group with less than two years of experience to the survey questions differ from the other groups. This may indicate that they do not fully grasp the structure and corporate culture within the institution due to their lack of experience. In addition, it can be said that they cannot fully embrace the dynamism and business understanding of the institution due to their lack of experience. Correlation analysis was conducted to measure whether there is a relationship between the Organizational Learning and Dynamic Capabilities variables in the study. The table 6 contains the analysis results.

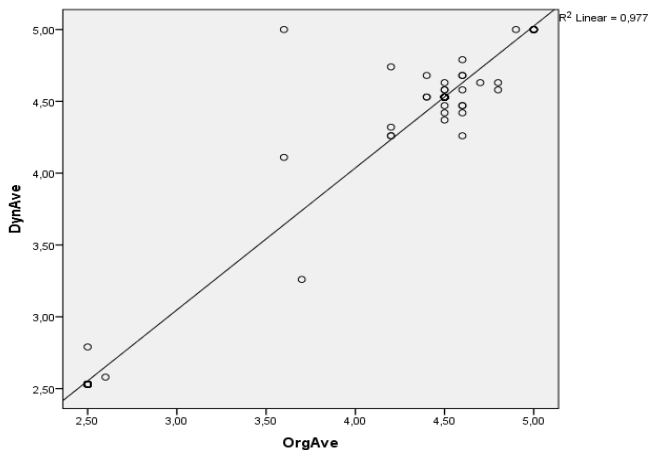
According to the results of the analysis, it is observed that there is a high degree of positive correlation between the Organizational Learning and Dynamic Capabilities variables.

Regression analysis was conducted to examine whether the Organizational Learning and Dynamic Capabilities variables were effective on each other. First of all, a Scatter-Dot graph was drawn with two variables in order to have a preliminary idea about the direction of the regression.

Table 6: Correlation Analysis for Variables

Pearson Correlation	Organizational Learning	Dynamic Capabilities
Organizational Learning	1	0,988**
Dynamic Capabilities	0,988**	1
Mean	3,894	3,9315
Std. Deviation	0,95751	0,95745

**p<0.01



Graph 1: Scatter – Dot Graph for Variables

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,988 ^a	0,977	0,977	0,14588

a. Predictors: (Constant), Organizational Learning

Table 8: ANOVA Analysis for Simple Linear Regression Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	134,337	1	134,337	6312,754	,000
	Residual	3,171	149	,021		
	Total	137,508	150			

a. Dependent Variable: Dynamic Capabilities, b. Predictors: (Constant), Organizational Learning

According to the result obtained from the table 7, the Organizational Learning variable explains the Dynamic Capabilities variable at the rate of 97.7%. Afterwards, the ANOVA analysis results obtained for the model are as follows table 8.

When the Significant value in the table is examined, it shows that it is less than 0.05 and the model will be considered significant. In other words, the Organizational Learning variable explains the Dynamic Capabilities variable in a meaningful way. The coefficients of the model are given in the table 9.

The coefficient of 0.988 in the table above; It means that a 1 unit increase in the organizational Learning variable will create a 0.988 unit increase in Dynamic Capabilities.

According to the relevant findings;

H1: Organizational learning has a positive impact on dynamic capabilities significantly. ACCEPT

H2: Organizational Learning has a significant relationship with on organizations’ dynamic capabilities. ACCEPT

Looking at the graph, it can be said that there is a positive linear relationship between the two variables. Afterward, the analysis results for the dependent Organizational Learning variable of the Dynamic Capabilities variable and the independently established model are as follows:

Table 9: Coefficient of Simple Linear Regression Model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
	(Constant)	,083	,050		1,662	,099
1	Organizational Learning	,988	,012	,988	79,453	,000

a. Dependent Variable: Dynamic Capabilities

5. Conclusion and Limitations

In this study, we investigated the relationship between organizational learning and dynamic capabilities in aviation companies, which was expressed through the former's impact on the routines and procedures of the company. Following an analysis of the data, we discovered that organizational learning plays a crucial role in the development of dynamic capacities since it alters the operating routines of the company and boosts its capacity for adaptation. Learning and expertise are seen as dynamic capacities that several writers (Zollo & Winter, 2002; Pavlou & El Sawy, 2006; Easterby-Smith & Prieto, 2008) point to as decisive elements in modifying the operational capabilities and procedures employed by businesses. In addition, it is seen that organizational learning has positive results on the performance of the firm; on the other hand, the effect of dynamic talents on firm performance comes to the fore during the learning process that can be restructured by dynamic talents within the organization and generates new knowledge. Acting mainly in the internal environment of the firm is seen as one of the key internal processes within the organization (Giniuniene & Jurksiene, 2015).

In this study, the following results were obtained from 29 questionnaire questions applied to 151 respondents:

According to the reliability analysis applied to the questionnaire questions, Organizational Learning and Dynamic Capabilities variables were found to be reliable. Following this analysis, descriptive statistics about the variables included in the research were obtained. According to the result obtained from these statistical values, it was observed that the variables were normally distributed, and this situation formed the route of the analysis to be applied for the variables. It is understood that the analysis will continue with parametric tests in order to examine whether there is a significant difference between the groups in variables according to the categorical status of the participants such as Gender, Age, Education, Status, and Experience, to see the relationship between the variables and to measure the level of influence on each other.

Considering the results of the independence analysis

according to the categorical status of the participants, it was concluded that the answers given by the participants to the questions did not change according to the status of being Female-Male. Results similar to this were derived from the analysis made in Age, Status and Education variables. In the experience variable, another variable included in the study, it was observed that this situation showed a different course and there was a difference between the groups belonging to this variable. In order to obtain the category that caused this difference, the Games Howell test was used and it was determined that the difference consisted of the category of people with less than two years of experience. The reason for this is that people with less than two years of experience in the aviation industry may not be able to learn the organizational process and develop their dynamic abilities of the person. March and Olsen (1975) examined the relationship between the experience variable and organizational learning in their research and concluded that these two variables act in direct proportion, and the working time spent in the institution contributes to learning the organization.

Correlation analysis was applied to examine the relationship between Organizational Learning and Dynamic Capabilities variables, and according to the results of the analysis, it was observed that there was a high degree of a positive relationship between the variables. A similar result was seen in the research of Bustinza Sánchez, Molina Fernández and Arias Aranda (2010). It is thought that the fact that these two concepts are so highly correlated will contribute positively to the performance of the company. As a matter of fact, we can see this situation with the leadership position of the institution, which we included in our research, in the aviation sector. Regression analysis was applied to measure the effects of Organizational Learning and Dynamic Capabilities variables on each other. According to the results of this analysis, it was observed that the Organizational Learning variable explained 97.7% of the change in the Dynamic Capabilities variable. In addition, it was observed that a 1-unit change in the Organizational Learning variable created a 0.988-unit change in the Dynamic Capabilities variable.

The fact that the research findings were obtained from an institution operating in the aviation sector can be shown as a limitation of the research. In order for the scales to reach more employees and to reach a more detailed result, research aiming to collect data from various institutions will be beneficial. In addition, the fact that the details of the income levels related to the protection of personal data security could not be reached upon the request of the employees themselves, causing the economy variable to not be included in the research.

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