<u>**ISTANBUL TECHNICAL UNIVERSITY ★ GRADUATE SCHOOL OF ARTS AND**</u>

<u>**SOCIAL SCIENCES**</u>

**ANTECEDENTS AND CONSEQUENCES OF SELF-REGULATED LEARNING FOR FRONTLINE SERVICE EMPLOYEES**

**M.A. THESIS**

**Ece KURTULDU**

**Master of Business Administration M.B.A**

**JUNE 2019**

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# İSTANBUL TEKNİK ÜNİVERSİTESİ ★ SOSYAL BİLİMLER ENSTİTÜSÜ

# HİZMET SEKTÖRÜ ÇALIŞANLARI İÇİN ÖZ-DÜZENLEYİCİ ÖĞRENMENİN BELİRLEYİCİLERİ VE SONUÇLARI

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Ece KURTULDU, a M.A./a M.Sc./a Ph.D. student of ITU Graduate School of Arts and Social Sciences student ID 403161007, successfully defended the thesis/dissertation entitled "ANTECEDENTS AND CONSEQUENCES OF SELF-REGULATED LEARNING FOR FRONTLINE SERVICE EMPLOYEES", which he/she prepared after fulfilling the requirements specified in the associated legislations, before the jury whose signatures are below.

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**Prof. Dr. Name SURNAME**   ...............................

**Date of Submission  : 29 April 2019**

*To my family and loved ones,*

**FOREWORD**

I would like to thank my thesis advisor Prof. Dr. Ayşe Banu ELMADAĞ BAŞ for her guidance and support in preparing my thesis.

I also would like to thank my family for their continuous support.

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## ABBREVIATIONS

| | |
|---|---|
| **SPSS** | **:** Statistical Package for Social Sciences |
| **FLSE** | **:** Frontline Service Employee |
| **SRL** | **:** Self-regulated Learning |
| **OISC** | **:** Organizational Investments in Social Capital |
| **FCF** | **:** Favorable Customer Feedback |
| **SAS** | **:** Supervisor Autonomy Support |
| **JP** | **:** Job Performance |
| **CSQ** | **:** Commitment to Service Quality |
| **GO** | **:** Goal Orientation |
| **SE** | **:** Self Efficacy |
| **IV** | **:** Independent Variable |
| **DV** | **:** Dependent Variable |
| **SD** | **:** Standard Deviation |
| **KMO** | **:** Kaiser Mayer Olkin |

## SYMBOLS

α           **:** Cronbach's alpha

**p**           **:** p value

**CI**          **:** Confidence interval

**t**           **:** t value

β           **:** Standardized beta coefficient

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## SUMMARY

The role of frontline service employees (FLSEs) is crucial for service organizations. Being in a direct contact with customers, these employees play a prominent role in affecting customer perceptions and satisfaction with the service, and the organization During their daily work routine, FLSEs are expected to fulfill highly demanding customer expectations, deal with uncertain situations, deliver under time pressure, offer quality service, and solve problems immediately to satisfy the In addition, today's challenging and rapidly changing work environments force both the organizations and employees to develop new skills and capabilities to keep up with the increased global competition and adapt to changing market conditions. FLSEs need to improve their knowledge, develop new skills and competencies continuously to overcome the challenges in the workplace, perform well and provide quality service to customers. Even though some companies offer formal traning methods to support employees' development, in majority of today's organizations, the responsibility of learning has been shifted from the organization to the learner who needs to self-regulate his / her learning process. Due to its growing importance, self-regulated learning of frontline service employees is the core of the current study. Being an under-researched topic in the literature, self-regulated learning (SRL) of frontline service employees (FLSEs) deserves more attention of academicians and practitioners. The current research sought to investigate how SRL mediates the relationship between learning environment of an organization (organizational investments in social capital, supervisor autonomy support, and favorable customer feedback) and learning outcomes (job performance and commitment to service quality) of FLSEs in service organizations. The moderating role of personal factors (goal orientation and self-efficacy) on the relationship between learning environment and SRL is also explored. Underlying theories and previous literature are presented for each construct and their relationships with each other. Survey method is employed for data collection. The research findings significantly support the role of SRL as a mediator between learning environment and learning outcomes. In addition, the moderating roles of goal orientation and self- efficacy on the relationship between learning environment and SRL are reported as significant.The implications of the findings and future research directions are discussed in detail.

*Keywords:* self-regulated learning, frontline service employee, learning environment

# HİZMET SEKTÖRÜ ÇALIŞANLARI İÇİN ÖZ-DÜZENLEYİCİ ÖĞRENMENİN BELİRLEYİCİLERİ VE SONUÇLARI

## ÖZET

Hizmet sektörü çalışanlarının rolü servis organizasyonları için kritik öneme sahiptir. Müşterilerle doğrudan temas halinde bulunan bu çalışanlar, müşteri algısını ve hizmetten duyulan memnuniyeti etkilemede önemli rol oynamaktadır. Günlük iş rutinleri sırasında müşteri memnuniyetini sağlamak amacıyla, hizmet sektörü çalışanlarının müşterilerin taleplerini yerine getirmesi, belirsiz durumlarla başa çıkması, zaman baskısı altında kaliteli hizmet sunması ve sorunları en hızlı şekilde çözmesi beklenmektedir. Ek olarak, günümüzün zorlu ve hızlı değişen çalışma ortamları, kurumları ve çalışanları artan küresel rekabete ayak uyduracak yeni beceriler ve yetenekler geliştirmeye zorlamaktadır. Yeni bilgiler edinen, beceri ve yetenekler geliştiren çalışanlar değişen ve zorlu piyasa koşullarına, çalışma ortamlarına ayak uydurabilecek ve kaliteli hizmet sunabileceklerdir.

Çalışanların gelişimini desteklemek için, bazı kuruluşlar resmi eğitim fırsatları sunarken, bazıları çalışanlardan kendi başlarına sürekli gelişim faaliyetlerinde bulunmalarını beklemektedir. Günümüzde, çalışma ortamlarının çoğunda, öğrenmenin sorumluluğu organizasyondan kendi öğrenme sürecini kendi kendine düzenlemesi gereken öğrenciye geçmiştir. Çalışanın öğrenme hedeflerini belirlemesi, kendi öğrenme sürecini planlaması ve yönetmesi, uygun öğrenme stratejileri uygulaması ve öğrenme çıktılarına yansıtması beklenmektedir.

Son zamanlarda, öz-düzenleyici öğrenme, çalışanların yetkinliklerinin ve becerilerinin geliştirilmesinde önemli bir araç olarak kuruluşlar için önemli miktarda ilgi kazanmıştır. Önceki araştırmalar, bir örgütün öğrenme ortamının (sosyal bağlamın) öz-düzenlemeli öğrenmeyi kolaylaştırmaktaki rolünü büyük ölçüde görmezden gelmiştir. Ancak, literatürdeki bir takım araştırmalar kendi kendine düzenlenen öğrenmenin, alana özgü bir beceri olduğunu ve bir organizasyondaki sosyal bağlamdan etkilendiğini öne sürmektedir. Organizasyonlar, öz-düzenleyici öğrenme için elverişli çalışma ortamları yaratarak, çalışanlarının öz-düzenleyici öğrenme davranışlarını destekleyebilirler.

Hizmet sektörü çalışanlarının öz-düzenleyici öğrenme davranışı geçmiş çalışmalarda yeterince araştırılmamış olup, akademisyen ve uygulayıcıların daha fazla dikkatini gerektiren bir araştırma alanıdır. Bu çalışma, hizmet sektörü çalışanlarının öz-düzenleyici öğrenme davranışının öğrenme ortamı (örgütsel sosyal sermaye yatırımları, süpervizör özerklik desteği, olumlu müşteri geri bildirimi) ile öğrenme çıktıları (iş performansı ve hizmet kalitesine bağlılık) arasındaki ilişkiye nasıl aracılık ettiğini incelemeyi amaçlamaktadır. Mevcut çalışmanın bir diğer amacı da kişisel faktörlerin (hedef oryantasyonu ve öz- yeterlilik) öğrenme ortamı ve öz-düzenleyici öğrenme ilişkisi üzerindeki düzenleyici etkisini araştırmaktır. Her bir araştırma değişkeni için mevcut literatür ve teoriler sunulmaktadır.

Öz-düzenleme, kendi-kendine oluşturulan düşünceler, duygular ve hedeflere ulaşmaya yönelik davranışlar anlamına gelmektedir. Öz-düzenleme, Sosyal Bilişsel kuramın uygulanmasında, insan davranışlarını, davranışsal, kişisel ve çevresel faktörlerin, insan işleyişinin belirlenmesinde birbirini etkilediği üçlü karşılıklı bir determinizm ile açıklayan temel bir kavramdır. Sosyal Bilişsel Kuram insanı, çevresel etkenlere karşı reaktif olmaktan ziyade proaktif bir şekilde kendi eylemlerini organize eden, düzenleyen ve yansıtan bir varlık olarak görür. Sosyal Bilişsel Teori'ye uygun olarak, mevcut araştırmada, hizmet sektörü çalışanlarının öğrenme sürecinde özdenetim mekanizmalarını etkileyebilecek çevresel ve kişisel faktörler ve öz-düzenleyici öğrenme sürecinin çıktıları incelenmiştir.

Kendi kendini düzenleyen öğrenme (öz-düzenleyici öğrenme), öğrenenlerin öğrenmeleri için hedefler koydukları ve ardından hedefleri ve ortamdaki bağlamsal özellikler tarafından yönlendirilen ve sınırlanan ve öğrenen kişinin kendi biliş, motivasyon ve davranışsal süreçlerini izlediği, düzenlediği ve kontrol ettiği aktif süreçleri kapsamaktadır. Öz-düzenleyici öğrenme gerçekleştiren bireyler proaktif olarak öğrenmeleri için hedefler koyar, kendi öğrenme süreçlerini izler ve öğrenme çıktılarına yansıtır.

Bu çalışmada, hizmet sektörü çalışanlarının öz-düzenleyici öğrenmeleri üzerinde organizasyonun çalışma ortamının (sosyal bağlamın) etkileri incelenmiştir. Sosyal bağlam kapsamında incelenen değişkenlerden ilki *örgütsel sosyal sermaye yatırımları*dır. Sosyal sermaye, kuruluşların etkili bir şekilde çalışmasını kolaylaştıracak bir kaynak olarak hareket etmektedir. Organizasyonun sosyal sermayeye yaptığı yatırımlar, kurum içindeki bireyler arasında sosyal bağların ve ilişkilerin oluşumunu kolaylaştırır. Bu sosyal bağlar ağ üyeleri arasında bilgi kanalları oluşturacak, yeni bilgi kaynakları yaratacak ve bireyler arasında bilgi paylaşım potansiyelini artıracaktır. Bu bilgi kanalları ağ üyelerine kaynaklara erişim olanağı sağlar ve bilgi toplamak için yatırım yapılması gereken zamanı azaltır. Organizasyondaki çalışanlar kuruluşun sosyal sermayeye yaptığı yatırımlar ile oluşturulan güçlü bağlantılar sayesinde çok çeşitli bilgilere kolayca erişebilecek ve kendi öğrenme süreçlerini düzenleyebileceklerdir. Mevcut çalışmada, sosyal bağlam kapsamında incelenen ikinci değişken *süpervizör özerklik desteği*dir. Özerkliği destekleyen bir ortam, bireylerin bakış açılarının dikkate alındığı ve değer verildiği, duygularının iyi anlaşıldığı ve seçimler yapması ve kendi başına belirli eylemleri başlatması için teşvik edildiği bir ortamdır. Önceki araştırmalar, özerkliği destekleyici ortamların ya da insanların içsel motivasyonunun, kontrollü ortamlara ya da insanlara kıyasla öğrenme görevine katılma olasılıklarının daha yüksek olduğunu göstermektedir. Özerkliği destekleyici ortamlarda, insanlar öğrenme görevine dahil olmaları için içsel olarak motive olduklarından, kendileri tarafından düzenlenen davranışları kolaylaştıracaklardır.

Mevcut çalışmada, sosyal bağlam kapsamında incelenen üçüncü değişken *olumlu müşteri geri bildirimi*dir. Öz-düzenleyici öğrenmede geri bildirimin rolünü vurgulamak üzere önceki araştırmalar, öğrenenlerin öğrenme hedeflerini belirlediklerini, öğrenme sırasında bilişsel ve metabilişsel stratejilerden yararlandıklarını ve öğrenme çıktılarını hedeflerle veya standartlarla karşılaştırırken, hedefler ile çıktılar arasında tutarsızlık olması durumunda boşlukları anlamak ve doldurmak için dış geri bildirimlerin önemli olduğunu öne sürmektedir.

Dış geribildirimin verdiği ipuçları, öğrencinin daha derin bilişsel stratejiler kullanmasına, öğrenme sürecini ve sonuçlarını daha etkili ve verimli şekilde izlemesine yardımcı olacaktır. Olumlu olan geribildirimin öğrenme motivasyonunu, çalışanın özgüvenini ve özerkliğini artırarak öğrenmede kendini düzenleme davranışını destekleyeceği varsayılmaktadır. Bu çalışmada, hizmet sektörü çalışanlarına müşterileri tarafından sağlanan olumlu geribildirimlerin bu çalışanların öz-düzenleyici öğrenmelerine olan etkisi üzerine çalışılmıştır.

Mevcut çalışmada, hizmet sektörü çalışanlarının öz-düzenleyici öğrenme çıktıları olarak *iş performansı* ve *hizmet kalitesine bağlılık* değişkenleri incelenmektedir. Bir iş bağlamında öz-düzenleyici öğrenme ile iş performansı arasındaki ilişki az araştırılmış bir konudur. Bu konu ile ilgili araştırmaların birçoğu eğitim bağlamında gerçekleşmiştir ve bu çalışmalar öz-düzenleyici öğrenmenin akademik performansın belirleyicisi olduğunu göstermiştir. Öz-düzenleyici öğrenmenin bir diğer çıktısı olarak incelenen hizmet kalitesine bağlılık değişkeninin önemi ve yararları bilinmesine rağmen, hizmet kuruluşlarında çalışanların hizmet kalitesine bağlılıkları üzerine sınırlı sayıda araştırma yapılmıştır. Son çalışmalar, resmi eğitim yöntemlerinin hizmet sektörü çalışanlarının hizmet kalitesine bağlılıkları üzerindeki etkilerine odaklanmış olsa da öz-düzenleyici öğrenmenin hizmet kalitesine bağlılık üzerindeki etkileri literatürde araştırılmamış bir alan olarak karşımıza çıkmaktadır. Bu bağlamda, mevcut çalışmada öz-düzenleyici öğrenme çıktıları olarak iş performası ve hizmet kalitesine bağlılık değişkenleri incelenerek hizmet literatürüne katkıda bulunma hedeflenmiştir.

Araştırma verileri anket metodu ile toplanmıştır. Araştırmaya katılan toplam katılımcı sayısı 780 olmuştur ancak bu katılımcıların 264'ü analiz dışı bırakılarak toplamda 516 anket sonucu analize dahil edilmiştir. Araştırma bulguları hizmet sektörü çalışanlarının öz-düzenleyici öğrenme davranışının, öğrenme ortamı ve öğrenme çıktıları değişkenleri arasındaki ilişkilere önemli ölçüde aracılık ettiğini göstermektedir. Hizmet sektörü çalışanlarının hedef oryantasyonu ve öz-yeterliliklerin de öğrenme ortamı ve öz-düzenleyici davranışları arasındaki ilişkilere önemli ölçüde düzenleyici etkide bulunduğu araştırma bulgularında yer almaktadır. Araştırma bulgularının sonuçları ve gelecekteki araştırma yönergeleri ayrıntılı olarak tartışılmaktadır.

*Anahtar kelimeler:* öz-düzenleyici öğrenme, hizmet sektörü çalışanları, öğrenme ortamı

# 1. INTRODUCTION

The purpose of the current study, the conceptual model and the hypotheses are discussed in this section.

## 1.1 Purpose of Thesis

The role of frontline service employees (FLSEs) is crucial for service organizations. Being in a direct contact with customers, these employees play a prominent role in affecting customer perceptions and satisfaction with the service, and the organization (Hartline& Ferrell, 1996). During their daily work routine, FLSEs are expected to fulfill highly demanding customer expectations, deal with uncertain situations (Yee et al., 2013), deliver under time pressure, offer quality service, and solve problems immediately to satisfy the customers (Michel et al., 2009). In addition, today's challenging and rapidly changing work environments (Senge, 1995) force both the organizations and employees to develop new skills and capabilities to keep up with the increased global competition (Margaryan, Littlejohn, & Milligan, 2009), and adapt to changing market conditions (Wilson, 2013). FLSEs need to improve their knowledge, develop new skills and competencies continuously to overcome the challenges in the workplace, perform well and provide quality service to customers (Yee, 2017).

In order to support employees' development, some organizations provide formal training opportunities, while some of them expect the employees to engage in continuous development activities on their own (Wilson, 2013). In majority of today's work environments, the responsibility for learning have been shifted from the organization to the learner (Fuller and Unwin, 2004) who needs to self-regulate his / her own learning process (Fuller & Unwin, 2004). The learner needs to set learning goals, plan and manage his/ her own learning, implement suitable learning strategies, and reflect on the learning outcomes (Schulz, Stamov Roßnagel, 2010).

Recently, self-regulated learning has gained a considerable amount of attention for the organizations as an important tool for the development of employee competencies and skills (Vassou, 2017).

Organizations' role in supporting their employees for self-regulation of learning desires a great deal of attention even though SRL gives the responsibility of the learning to learner himself/ herself (Fuller & Unwin, 2004). Organizations can support SRL of their employees by creating suitable work environments that would facilitate SRL since SRL heavily depends on the context where learning takes place (Zimmerman& Schunk, 2001).

In the current study, our aim is to explore the effect of work environment (organizational investments in social capital, supervisor autonomy support, and favorable customer feedback) on the self-regulated learning behavior of FLSEs and learning outcomes (job performance and commitment to service quality) as a consequence of the SRL process. Moderating role of personal factors (goal orientation and self-efficacy) on the relationship between antecedents of SRL and SRL are also investigated.

## 1.2 Literature Review and Hypotheses

Literature review consists of discussion on self-regulated learning concept and self-regulated learning models in the literature, antecedents of SRL, consequences and regulators of SRL.

### 1.2.1 Self-regulated learning

Self-regulation refers to "self-generated thoughts, feelings, and behaviors that are oriented to attaining goals" (Zimmerman, 2000). Self-regulation is a core concept in the application of Social Cognitive Theory which explains human actions by a triadic reciprocal determinism where behavioral, personal and environmental factors affect each other in determination of human functioning (Bandura, 1999). Human beings are viewed as organizing, regulating, and reflecting on their own actions in a proactive manner rather than just being reactive to environmental factors (Bandura, 1999). Consistent with the Social Cognitive Theory, in the current research, the relationship among environmental, personal and behavioral factors that would affect self-regulatory mechanisms during the learning process of frontline service employees are studied.

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Self-regulated learning is defined as "an active constructive process where learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment" (Pintrich, 2000, p.453). According to Zimmerman (2015), SRL is a personally initiated process aimed at acquiring knowledge and skills and consists of metacognitive, behavioral, and motivational components. Self-regulated learners proactively set goals for their learning, monitor their own learning process and reflect on the learning outcomes (Zimmerman, 2002).

There are several models of self-regulated learning in the literature based on various theories (the phenomenological perspective, the constructivist view, social cognitive view, etc.), but only the ones which have several empirical studies to support them have been included in this study (Puustinen & Pulkkinen, 2001).

Pintrich (1999) developed a General Framework of Self-Regulated Learning where he suggests that SRL is a process, which consists of four phases: forethought, monitoring, control and reflection phases. The forethought phase involves the learner setting goals and planning for the learning process, activating his / her perceptions regarding the self, the task, and the context where the learning takes place. In the monitoring phase, the learner utilizes cognitive and metacognitive strategies such as rehearsal, elaboration etc. to track the learning performance and motivation. In the control phase, the learner attempts to regulate and control the learning process in relation to the self, the task and the context. Finally, in the reflection phase, the learner reflects on his / her learning outcomes and compares them with the self-set goals for the learning (Pintrich, 2000, 2004). In this framework, these four phases of learning are assumed to take place in four different areas of regulation, which are cognition, motivation and affect, behavior, and context (Pintrich, 1999). Regulation of cognition involves utilizing cognitive and metacognitive strategies to monitor the learning progress in regards to the learning goal. If there is a discrepancy found between the learning progress and the goal, the individual may alter his/ her cognition (Pintrich, 2000, 2004). Regulation of motivation and affect involves trying to increase motivational beliefs such as self-efficacy, task-value beliefs etc. and managing intrinsic and extrinsic motivation through use of various motivational strategies such as the use of self-talk (Pintrich, 2000, 2004).

Regulation of behavior includes strategies such as time management, effort planning etc. to control the person's own behavior (Pintrich, 2000, 2004). Finally, regulation of context involves control of the environment outside of the learner, and the task (Pintrich, 2000, 2004). In the General Framework of SRL, he has also focused on several motivational beliefs and their relationships with the use SRL strategies (Pintrich, 2000, 2004). It was suggested that motivational beliefs such as self-efficacy beliefs (judgments of one's capabilities to accomplish a task), task value beliefs (perceptions about importance of the task) and goal orientations (the aim of doing the task) facilitate SRL (Pintrich, 1999).

Zimmerman's Social Cognitive Model of Self-regulation was developed based on the Social Cognitive Theory of Albert Bandura (Puustinen & Pulkkinen, 2001). He proposed a cyclical model of SRL in which the phases of self-regulation are indicated as a forethought phase, a performance phase, and self-reflection phase (Zimmerman, 2000). The forethought phase consists of activities performed prior to starting a learning task, and this phase includes two sub-phases, that are task analysis (goal setting and strategic planning) and self-motivation beliefs (self-efficacy, goal orientations, etc.) (Zimmerman, 2000). The performance phase includes activities performed during the learning task, which are self-control and self-observation strategies (Zimmerman, 2000). The self-reflection phase refers to the activities performed after the task completion and involves two sub-processes, which are self-judgment and self-reaction strategies (Zimmerman, 2000). Having a cyclical nature, it is expected that the evaluations made in the self-reflection phase are going to affect the forethought phase.

Boekaerts' Model of Adaptable Learning (1992) focused on the role of appraisals in directing the learning process. This model suggested that positive appraisals facilitate the increase of knowledge on the learning task while negative appraisals lead to the need to protect well-being and personal resources (Boekaerts, 1992). Recently, Boekaerts and Niemivirta (2000) developed an extended version of the adaptable learning model, which is the dual processing model to explain the classroom learning process of students. They state that there are two main pathways in the self-regulation process, which are the mastery/ growth and the well-being pathway. The mastery/ growth pathway is chosen when the learner sets personal learning goals to improve his/ her knowledge on the learning task (Boekaerts& Cascallar, 2006).

Initiation of mastery/ growth path illustrates the use of top-down self-regulation strategy because personal goals and motivations facilitate the learning process (Boeakaerts & Corno, 2005). When the learner focuses on the negative cues in the environment that would threaten the learning process, he/she activates the well-being path (Boekaerts and Cascallar, 2006). If self-regulation process is triggered by the environmental factors rather than personal goals, it is said to follow bottom-up strategy use (Boeakaerts &Corno, 2005).

According to Boekaerts and Niemivirta (2000), in an educational context, students try to balance between mastery/growth and well-being pathways since they both want to increase their knowledge on the learning task and protect their well-being.

Winne and Hadwin's (1998) Four-stage Model of Self-Regulated Learning focuses mainly on specific cognitive and metacognitive strategies used during SRL process. This model explains SRL process in four phases: In *phase 1*, the learner defines the task and tries to understand it; in *phase 2*, the learner set goals for the learning process; in *phase 3*, learner identifies which tactics and strategies will be used; in *phase 4*, the learner performs metacognitive adaptations to his/ her beliefs and motivations for future tasks by considering the past performance (Winne and Hadwin, 1998). The four-stage model states that each phase includes five different processes, which are conditions, operations, products, evaluations, and standards (Winne and Hadwin, 1998).

Borkowski's process oriented model of metacognition (1996) was established on the metacognitive and information-processing perspectives. Borkowski and his colleagues investigated and defined the characteristics of a good information processor and strategy user (Borkowski et al., 2000) and emphasized the role of these characteristics into the process-oriented model of metacognition. This model states that self-regulation starts when children are shown how to use a learning strategy, and become able to select among the appropriate strategies (Puustinen & Pulkkinen, 2001). Applying the learning strategies in different contexts contribute to the strategy knowledge of the individual. However, strategy use is not sufficient for the successful implementation of self-regulated learning by its own. Integration of an appropriate learning strategy with contextual factors (learning environment), personal and motivational factors is the most important focus of Borkowski's model (Borkowski & Muthukrishna, 1995; Borkowski et al., 2000).

In order to develop the current research model, conceptualization proposed by Zimmerman's (2000) Social Cognitive Model of Self-Regulation is used since this model proposes clear distinctions between the sub-processes of SRL and emphasizes the importance of self-motivation beliefs in SRL.

### 1.2.2 Antecedents of self-regulated learning

Antecedents of SRL we emphasize in the current study are organizational investments in social capital, supervisor autonomy support and favorable customer feedback.

### 1.2.2.1.Organizational investments in social capital

Nahapiet and Ghoshal (1998) define social capital as "the sum of the actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or a social unit. Social capital thus comprises both the network and the assets that may be mobilized through that network". Fukuyama (2001) defines social capital as "an instantiated informal norm that promotes co-operation between two or more individuals". Adler and Kwon (2002) define social capital as "the goodwill available to individuals or groups. Its source lies in the structure and content of the actor's social relations. Its effects flow from the information, influence, and solidarity it makes available to the actor". According to Inkpen and Tsang (2005), "social capital is the aggregate of resources embedded within, available through, and derived from the network of relationships possessed by an individual or organization".

Social capital acts as a resource to facilitate organizations to work in an effective way (Dess and Shaw, 2001). Organization's investments in social capital facilitates the formation of social ties and relations among individuals within the organization. These social ties would form information channels between network members, create new sources of knowledge and increase the potential for knowledge sharing among individuals (Inkpen and Tsang, 2005). According to Nahapiet and Ghoshal (1998), these information channels provide network members access to resources and decrease the time need to be invested to gather information. The study of Adler and Kwon (2002) also suggests that organizations' investments in social capital will result in positive outcomes that will affect learning of the individuals.

People in the organization will have an access to wide range of information with the help of strong connections created by the organization's investments in social capital (Adler and Kwon, 2002).

Previous research has largely ignored the role of the social context of an organization in facilitating self-regulated learning. Bolhuis (2003) suggests that self-regulated learning is domain-specific skill and it is affected by the social context in an organization. According to the social cognitive theory Bandura (1999), self-regulation does not take place in an isolation from the environment, instead social capital factors facilitate sharing of knowledge and cooperation among individuals. It is important for the individuals in an organization to know whom to contact for help seeking and cooperation in order to acquire knowledge to regulate their own learning process (Pintrich, 2000). This can only be possible if the organizations invest in the social capital to create network ties that promote trust and cooperation among individuals. So, we expect the more the organizations' investment in social capital, the more members of the organization will engage in self-regulated learning behavior.

### 1.2.2.2. Supervisor autonomy support

Self-Determination Theory suggests that human beings have three innate psychological needs to be satisfied, which are autonomy, competence and relatedness (Deci and Ryan, 2000). Autonomy is defined by Cotteral (1995) as "the extent to which learners demonstrate ability to use set of tactics for taking control of their learning". Deci and Ryan (1985) define the term "autonomy support" where the authority figure (e.g. instructor, supervisor, etc.) values the other's perspective (e.g. student, employee, etc.), understands other's feelings, and provides opportunities for choice.

Deci and Ryan (2000), in the Self-Determination Theory, explained the concept of *autonomy support* versus *control* as characteristics of the social context. An autonomy-supportive context is the one in which the perspectives of individuals are considered and valued, their feelings are well understood and they are encouraged to make choices and initiate certain actions on his/ her own. (Williams, Gagne, Ryan, & Deci, 2002). Furthermore, immediate feedback is provided in order to motivate behavior (Deci et al., 1994). In contrast, a controlled context is identified by lack of consideration of individual's perspective, high pressure, and strict deadlines (Troum, 2010).

In controlled contexts, it is hypothesized that someone else directs individual's actions by the use of extrinsic reward systems (Troum, 2010).

Previous research has confirmed the importance of autonomy support in providing positive outcomes. Autonomy supportive contexts or people are more likely to increase intrinsic motivation, engagement in the learning task when compared to controlled contexts or people (Deci, Schwartz, Sheinman, & Ryan, 1981). Previous studies illustrated that autonomy-supportive factors in the learning environment facilitate intrinsic motivation, internalization and integration of values in the learning context, while controlling factors have a negative impact on both intrinsic motivation and internalization (Deci, Ryan, & Williams, 1996; Williams & Deci, 1996). Thus, autonomy-supportive contexts increase intrinsic motivation, engagement in autonomous self-regulation behaviors (Gagné, 2003), use of adaptive learning strategies (Lattari,2016), while controlled contexts have a negative impact on these behaviors. Deci, Ryan and Williams (1996) suggest that in order to consider an action as self-regulated, people need engagement in the task without presence of external pressure. In the autonomy-supportive contexts, since people are intrinsically motivated to engage in the learning task, their self-regulated behavior will be facilitated.

### 1.2.2.3. Favorable customer feedback

Feedback is defined by Hattie (2003) as "the actions or information provided by an agent that provides information regarding aspects of one's performance or understanding" (p.2). Espasa and Menses (2010) defined feedback as "an information on how to improve work and how to take learning further" (p.289). FLSEs, being in contact with customer, face feedback as a integral part of their job. Customer feedback was defined by Erickson and Eckrich (2011) as the information provided by customers regarding a product or service they are provided. Customer feedback can take different forms such as positive, negative, or neutral in nature (Doorn et al., 2010). In their study, Steelman, Levy, and Snell (2004), introduced the terms of "favorable" and "unfavorable feedback" to the literature. Favorable feedback was conceptualized as the frequency of positive feedback, while unfavorable feedback was conceptualized as the frequency of negative feedback received from an external agent (Steelman, Levy, & Snell, 2004).

Most previous research, especially research in the service area, has focused on the effects of negative customer feedback, leaving positive and favorable customer feedback under-researched (Nasr et al., 2014). In the current study, we focused our attention on how favorable customer feedback triggers SRL of frontline service employees, and in turn job performance and commitment to service quality.

Previous research pointed out the importance of feedback, provided by an external agent, in facilitating SRL, and stated that skilled self-regulated learners opt for external feedback to catalyze their own learning process (Butler & Winne, 1995). In order to emphasize the role of feedback during SRL process, Butler (2002) suggests that learners set learning goals, make use of cognitive and metacognitive strategies during learning, and reflect on their learning outcomes. While comparing the learning outcomes with the goals or standards, learners utilize external feedback to understand and fill the gaps if there is a discrepancy between learning outcome and goals (Butler, 2002). The cues provided by external feedback helps the learner to use deeper cognitive strategies and monitor the learning process, and its outcomes in a more effective and efficient way (Butler & Winne, 1995). Feedback, which is favorable in nature, was hypothesized to facilitate self-regulation in learning by enhancing motivation, self-esteem, task-engagement, and autonomy of the learner (Hawk & Shah, 2008).

Besides its effects on SRL behavior, previous literature also suggests that feedback environment improves employee performance and service quality (Gabriel et al., 2014). In their study, Nasr et al. (2014) pointed out that feedback received from customers can be utilized to improve frontline employees' performance in future interactions with customers. Ashford et al. (2003) also highlight the role feedback in facilitating performance of employees. Research conducted in service industry by Zeithaml and Bitner (2000) suggest that service quality is created by the inputs of customer and employee during the service encounter, therefore customer feedback is prominent in determining quality of the service. Therefore, it is important for service organizations to understand the role of customer feedback to improve service quality of employees (Awuah, 2006).

In sum, based on previous research findings, we argue that organizational investments in social capital, supervisor autonomy support, and favorable customer feedback are facilitators of self-regulated learning of FLSEs.

### 1.2.3 Consequences of self-regulated learning

Consequences of self-regulated learning consists of job performance and commitment to service quality.

### 1.2.3.1.Job performance

Job performance is defined as "the level of productivity of an individual employee, relative to his or her peers, on several job-related behaviors and outcomes" (Babin & Boles, 1998, p.82). Due to being directly in contact with the customers, job performance of frontline service employees is of critical importance in terms of customer perceptions of the services and the firm (Hartline & Ferrell, 1996). In the current research, we focus on job performance of frontline service employees as a consequence of SRL behavior.

The relationship between SRL and job performance in a work context is an under-researched topic in the literature. Most research on this topic have been performed in an educational context and these studies showed that SRL is an important predictor of academic performance (Zimmerman& Schunk, 2011). The Social Cognitive Theory explained the relation between SRL and academic performance and postulated that individuals can control and regulate their own learning process with the aim of attaining better performance outcomes (Zimmerman, 1989). The study of Hwang and Vrongistinos (2002) performed in an educational context indicated that high performing students were the ones who were better at utilizing SRL strategies. Weinstein and Mayer (1986) suggested that cognitive and metacognitive strategies utilized during SRL increases the engagement in the task and results in better performance outcomes.

In the study of Gol and Royaei (2013) performed in the professional work context, it was found that use of self-regulation strategies by teachers significantly correlate with their job performance. Vancouver (2000) also states that, SRL in a work context includes behaviors of setting goals in order to achieve certain performance outcomes, and an individual will regulate his /her behavior in order to achieve these self-set goals. The study by Leach, Liu and Johnston (2005) performed on the salespeople showed that increased use of self-regulation strategies improves their job performance.

In sum, previous findings in the literature showed that organizational investments in social capital, supervisor autonomy support and favorable customer feedback are correlated with the self-regulated learning behavior. Also, self-regulated learning behavior is correlated with job performance. Based on the literature, in the current study performed on FLSEs, we expect self-regulated learning to mediate the relationship between above mentioned learning context variables and job performance.

So, we formulated the hypotheses below:

**H1:** Self-regulated learning mediates the relationship between organizational investments in social capital and job performance of frontline service employees.

**H2:** Self-regulated learning mediates the relationship between supervisor autonomy support and job performance of frontline service employees.

**H3:** Self-regulated learning mediates the relationship between favorable customer feedback and job performance of frontline service employees.

### 1.2.3.2. Commitment to service quality

Commitment to service quality (CSQ) is described as "the relative propensity of service employee to engage in continuous improvement and exert effort on the job for the benefit of customers" (Peccei & Rosenthal, 1997, p.69). CSQ is an important topic for the service literature since it may benefit both the employees and the organization. Clark, Hartline and Jones (2009) suggest that benefits of CSQ to the FLSE can be listed as better and clear understanding of the organization's culture and values, job requirements, and being more pleased with the job. In regards to organizational benefits, previous studies showed that high quality services lead to an increase in customers' positive evaluations of the service, employee, and organization (Kim et al.,2012). Loveman (1998) suggests that the more employees' commitment to service quality, the more will be customer satisfaction.

Although its known importance and benefits, limited number of studies have been performed on how to improve frontline employees' CSQ in service organizations (Elmadag, Ellinger, & Franke, 2008). Peccei and Rosenthal (1997) suggest that in order to increase the level of employee CSQ, companies need to ensure that employees possess necessary skills, knowledge, and competencies to perform their job and provide high quality service, and also an ability to solve complex issues they encounter.

Most companies utilize formal training methods in order to increase employee knowledge, skills and competencies, and to guide them how to provide customers high quality services (Elmadag, Ellinger, & Franke, 2008). Recent literature illustrated that formal training methods assist employees in providing high quality customer service (Schneider and Bowen, 1993). Even though recent studies focused on the effects of formal training methods on FLSE CSQ, effects of self-regulated learning on FLSE CSQ remained as an under-researched topic. In the current study, our aim is to contribute to services literature by exploring the relationship between SRL and CSQ.

Recent theories support the effect of organizational investments in social capital, supervisor autonomy support, and favorable customer feedback on SRL. Regarding the relationship between SRL and CSQ, we expect SRL to have an impact on CSQ of FLSEs due to SRL's positive effects on increasing knowledge, skills and competence of the employees.

Therefore, we formulated the hypotheses as:

**H4:** Self-regulated learning mediates the relationship between organizational investments in social capital and commitment to service quality of frontline service employees.

**H5:** Self-regulated learning mediates the relationship between supervisor autonomy support and commitment to service quality of frontline service employees.

**H6:** Self-regulated learning mediates the relationship between favorable customer feedback and commitment to service quality of frontline service employees.

### 1.2.4 Regulators of self-regulated learning

As regulators of self-regulated learning, goal orientation and self-efficacy are studied.

### 1.2.4.1.Goal orientation

Achievement Goal Theory developed by the studies of Ames (1992), Dweck (1986), and Nichols (1984) defines goal orientation as the *situated* orientation that makes an individual to pursue an action in order to achieve a desired performance outcome. Rather than focusing on what individuals try to achieve, this theory focuses on how and why they try to achieve desired outcomes (Anderman & Maehr, 1994).

Goal orientation research begins with the two-factor model which defines mastery (or learning) and performance goal orientations (Ames, 1992; Dweck & Leggett, 1988). Mastery oriented individuals focus on developing new skills and competencies, learning new materials by using self-referenced standards, while performance oriented individuals focus on getting positive judgments and recognition for their performance, and out-performing others (Ames, 1992). Further research by Elliot (1994) expanded the two-factor model by adding approach and avoidance motivations to the performance orientation. Performance-approach oriented individuals are eager to show that they are more competent than others, while performance-avoidance oriented individuals avoid to show that they are less competent compared to others (Geitz et al., 2015). Elliot and McGregor (2001) took a one step further and established a four-factor goal orientation model by adding approach and avoidance motivations to mastery orientation, too. Mastery-approach oriented individuals are encouraged to show themselves that their performance and competencies are improving, while mastery avoidance oriented individuals avoid showing themselves that they're getting less competent (Cellar et al., 2011).

The role of goal orientations in self-regulated learning have been a subject of previous research. Most models of self-regulation share a common assumption that there is a goal, or a standard which serves as a reference point in evaluation of performance outcomes of self-regulated learning process (Pintrich, 2000). An individual can be high on both mastery and performance orientation (Pintrich and Garcia, 1991). Butler and Winne (1995), taking the SRL perspective, suggested that having both orientations can be advantageous for individuals in regulating their learning process.

Previous studies showed that individuals who are high on mastery orientation tend to make use of deeper levels of cognitive, metacognitive strategies and self-regulatory strategies during learning process (Pintrich &De Groot, 1990; Pintrich & Garcia, 1991). When an individual sets a learning goal based on self-reference, he or she will monitor the performance against the goal, and control or regulate it in case of any discrepancies (Pintrich, 2000). Contrary to mastery orientation, performance orientation involves less use of cognitive, metacognitive, and self-regulatory strategies during learning process (Pintrich & Schrauben, 1992). Elliot and Dweck (1988) suggest that performance oriented individuals are too much concerned with out-performing others and showing their ability to others that they are not engaged in the task as much as mastery-oriented individuals, resulting in less use of deep processing during learning process. Overall, previous research showed that mastery-oriented people are likely to be high on self-regulation; whereas performance-oriented people are less likely to use self-regulation (Ommundsen, 2003).

Previous studies focused on the effect of goal orientations on SRL in different settings. In the current study, our focus is not on direct effect of goal orientations on SRL. Instead, we aim to explore how goal orientations moderate the relationship of contextual factors with SRL. We don't distinguish between mastery or performance classifications during hypotheses development since it is not relevant for the current study. So, we formulated the hypotheses as:

**H7a:** The relationship between organizational investments in social capital and self-regulated learning will be moderated by goal orientation of frontline service employees.

**H7b:** The relationship between supervisor autonomy support and self-regulated learning will be moderated by goal orientation of frontline service employees.

**H7c:** The relationship between favorable customer feedback and self-regulated learning will be moderated by goal orientation of frontline service employees.

### 1.2.4.2.Self-efficacy

Bandura (1997) defines self-efficacy as "the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments". Social Cognitive Theory suggests that human action is determined by three sources which are the social context, behavior, and personal values (Bandura, 1999). Self-efficacy falls into the personal values dimension and plays an important role in self-regulation.

People who are high in self-efficacy, compared to people low in self-efficacy, are more confident that they can perform an action, overcome challenges they face without attributing failures to personal insufficiencies (Alqurashi, 2016), and they are better at utilizing cognitive scenarios to control their environment (Wood & Bandura, 1989). Self-efficacious individuals tend to set goals which are challenging, and they are committed to these goal (Bandura, 1999). They are persistent in their actions and motivated to improve their performance even in the case of difficulties, since they are confident in their capabilities (Bandura, 1999). Moreover, individuals having high self-efficacy are eager to utilize self-regulatory strategies (Pajares, 2002), their self-efficacy beliefs motivate them to use self-regulatory processes such as setting goals, monitoring their performance, and reflecting on the outcomes (Zimmerman, 2000). Schunk and Ertmer (2000) state that self-efficacy beliefs are beneficial in all stages of self-regulation, and people who are successful at regulating their own learning process are the ones who are highly self-efficacious.

Existing literature has focused on the roles of self-efficacy as being IV, moderator, or mediator variable in different contexts. In the current study, we focused on the moderating role of self-efficacy. Considering the Social Cognitive Theory (Bandura, 1986), we established a model where self-efficacy moderates the relationship between the social context and SRL behavior by contributing to use of cognitive strategies and control on the environment, and we formulated the hypotheses below.

**H8a:** The relationship between organizational investments in social capital and self-regulated learning will be moderated by self-efficacy of frontline service employees.

**H8b:** The relationship between supervisor autonomy support and self-regulated learning will be moderated by self-efficacy of frontline service employees.

**H8c:** The relationship between favorable customer feedback and self-regulated learning will be moderated by self-efficacy of frontline service employees.

## 2. CONCEPTUAL MODEL

In the current study, the mediating role of self-regulated on the relationship between learning environment (organizational investments in social capital, supervisor autonomy support, and favorable customer feedback) and learning outcomes (job performance and commitment to service quality) is investigated. Furthermore, goal orientation and self-efficacy variables are included in the study as moderators of the relationship between organizational investments in social capital, supervisor autonomy support, and favorable customer feedback and self-regulated learning.
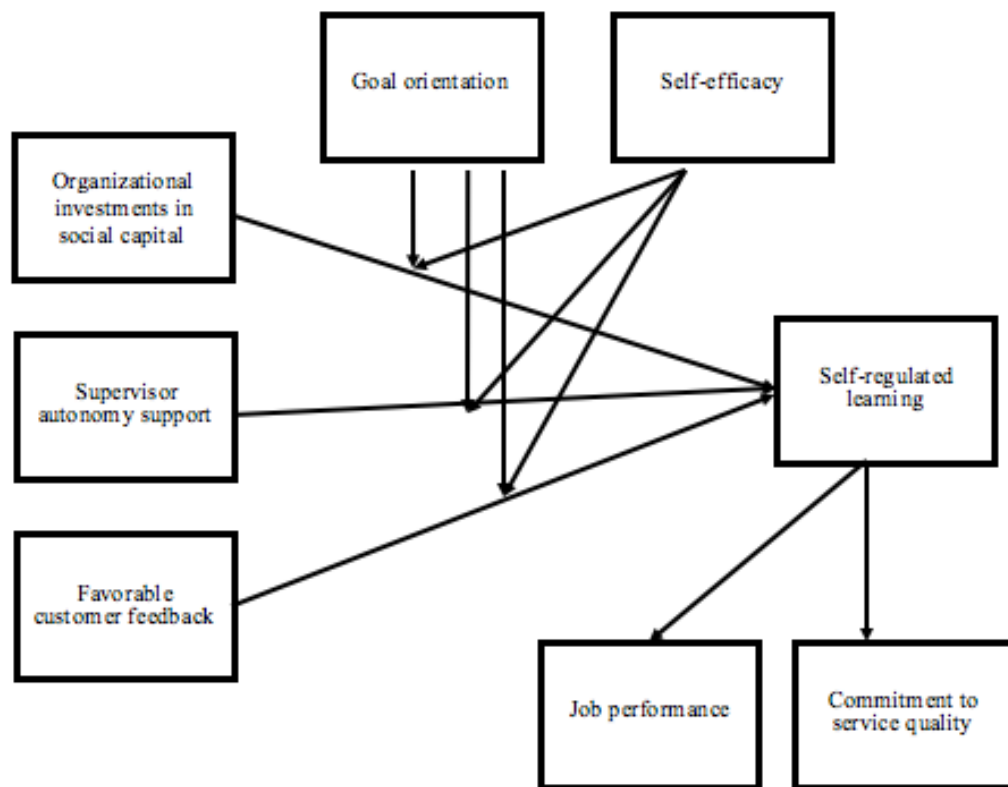


**Figure 2.1:** Conceptual model of FLSE self-regulated learning

## 3. RESEARCH METHOD

### 3.1 Participants

The total number of participants attended to the research was 780, but 264 of them were excluded from the analysis. The defined population of the study was frontline service employees who are in contact with their customers at least once a week by one or more of the following methods; face-to-face, internet, or phone. Participants who did not meet this requirement were excluded from further analysis. 122 of the excluded participants did not meet the inclusion criteria of being a frontline service employee, and 142 of them did not answer all questions in the questionnaire and provided missing data. In total, 516 responses were included in the analysis, and the mean age of the participants was 33.64 years (SD= 8.93). Descriptive statistics for the participants are provided in Table 3.1. which provides information regarding marital status, education level, tenure in the profession, and tenure in the company.

**Table 3.1 :** Frequency and frequency percent of the population.

| Variable | Frequency | % Frequency |
|---|---|---|
| *Marital Status* | | |
| Married | 278 | 53.9 % |
| Single | 238 | 46.1 % |
| *Education Level* | | |
| Primary school | 7 | 1.4 % |
| Secondary school | 35 | 6.8 % |
| High school | 182 | 35.3 % |
| Associate degree | 53 | 10.3 % |
| Bachelor's degree | 183 | 35.5 % |
| Master's or PhD | 56 | 10.9 % |
| *Tenure in the Profession* | | |
| 1 year or less than 1 year | 45 | 8.7 % |
| 2-5 years | 103 | 20.0 % |
| 6-10 years | 164 | 31.8 % |
| 11-15 years | 81 | 15.7 % |
| 15-20 years | 57 | 11.0 % |
| *Tenure in the Company* | | |
| 1 year or less than 1 year | 136 | 26,4 % |
| 2-5 years | 211 | 40.9 % |
| 6-10 years | 99 | 19.2 % |
| 11-15 years | 36 | 7.0 % |
| 15-20 years | 10 | 1.9 % |
| More than 20 years | 24 | 4.7 % |

**3.2 Scales**

In the current research, quantitative approach was utilized. 85-item scale was used which consisted of screening questions to identify frontline service employees, 10 different scales and demographics part. All scales were translated from English to Turkish language. Participants responded to all survey items using a 7-point Likert scale (from 1= 'Strongly disagree' to 7= 'Strongly agree'). Responses to the questionnaire was based on self-rating of the participants.

*Supervisor Autonomy Support Scale* was adapted from Troum's (2010) *Perceived Autonomy Support Scale,* which was developed to measure perceptions of students' regarding their music instructors' autonomy support. The scale was adapted to asses the perceptions of frontline service employees' regarding their supervisor's autonomy support. Both the original scale and the adapted version consisted of 6 items. Chronbach's alpha was α= .94 for the adapted scale, indicating a high degree of internal consistency among the items of the adapted scale.

Organizational Investments in Social Capital Scale developed by Ellinger et al. (2010) was used for the study. Both the original scale and the version used for the study consisted of 7 items. Chronbach's alpha was α= .94 for the adapted scale, indicating a high degree of internal consistency among the items of the adapted scale.

Favorable Feedback Sub-scale of The Feedback Environment Scale developed by Steelman, Levy, and Snell (2004) was adapted for the current study. In the original scale, favorable feedback received from supervisors and co-workers were taken into account. In the current study, we adapted the original scale for the measurement of favorable feedback received from customers in a way that the words "my supervisor" or "my co-worker" in the original scale were replaced by "my customer" in the current study. Scale consisted of 4 items in total. Chronbach's alpha was reported as α=.64 for the adapted scale. When we exclude one item from the analysis which is "I seldom receive praise from my customers", the internal consistency of the scale increased. Chronbach's alpha was reported as α=.74 for the 3-item scale, indicating higher degree of reliability compared to original number of items.

General Self- Efficacy Scale (Schwarzer & Jerusalem, 1995) was used for the current study as a self-report measure of self-efficacy. The scale consisted of 10 items in total and Chronbach's alpha was reported as α=.91 in the current study, indicating a high degree of internal consistency.

Goal Orientation for a Work Domain Scale (Baranik et al., 2007) was adapted to current research for the measurement of goal orientations of frontline service employees. The original scale consisted of 23 items in total, and items represented four factors which were mastery approach, mastery avoidance, performance approach and performance avoidance (Baranik et al., 2007). For the current research, the original scale was shortened and number items decreased to 12. While reducing the number items, our aim was to include items for all factors of the scale. For each factor, we selected 3 items which had the highest scores in factor analysis of the original scale. Chronbach's alpha for the adapted scale was reported as α=.76.

Job Performance Scale (Babin and Boles, 1996) which consists of 5 items used for the measurement of self-rated job performance scores of frontline service employees. Chronbach's alpha for the scale used in the current study was reported as α=.90, indicating high internal consistency of items.

Commitment to Service Quality Scale (Hartlina and Ferrell, 1996) which consists of 5 items used for the measurement of self-rated commitment to service quality of frontline service employees. Chronbach's alpha score for the scale was reported as α=.89.

For the measurement of self-regulated learning, three scales were used representing the three phases of SRL; which are namely forethought, performance, and reflection phase. The scales were retrieved from The Self-Regulated Learning in the Workplace Questionnaire (Fontana et al., 2015). SRL Forethought Scale consisted of 17 items, SRL Performance Scale consisted of 15 items, and SRL Reflection Scale consisted of 6 items in the original instrument.  All three scales were shortened and adapted to the current study. The shortened version of SRL Forethought Scale consisted of 12 items, SRL Performance Scale consisted of 9 items, and SRL Reflection Scale consisted of 6 items. Chronbach's alpha scores were reported as $\alpha=.93$, $\alpha=.91$, and $\alpha=.88$ respectively. Reliability of all items for SRL (all items of three phases) was also computed and Chronbach's alpha for all 27 items was reported as $\alpha= .96$, indicating high degree of internal consistency.

## 3.3 Procedure

Participants were told that the study was designed to explore the effect of job context on employees. Informed consent was obtained from all participants and they were informed that their answers to research questions are confidential and will only be used for research purpose. Questionnaire was distributed via internet and the average response time to complete the all questions in the questionnaire was fourteen minutes.

# 4. RESULTS

SPSS Version 24 was used for analysis of data.

## 4.1 Hierarchical Regression Results

The effect of sample characteristics on SRL, CSQ and JP are tested by hierarchical regression method and results are presented in Table 4.1.

**Table 4.1 :** Effect of sample characteristics on SRL, CSQ and JP.

| Predictor Variables | SLR - Forethought | SRL - Performance | SLR - Reflection | SRL (Total) | CSQ | JP |
|---|---|---|---|---|---|---|
| Age | .037 | .098 | .069 | .072 | .064 | .051 |
| Education Level | -.258*** | -.230*** | -.229*** | -.256*** | -.280*** | -.309*** |
| Tenure in the Profession | .138 | .078 | .045 | .092 | .030 | .104 |
| Tenure in the Company | -.020 | -.038 | -.017 | -.026 | .020 | -.022 |
| $R^2$ | .089 | .070 | .060 | .082 | .084 | .111 |
| Adjusted $R^2$ | .082 | .063 | .052 | .075 | .077 | .104 |
| F value | 12.346*** | 9.570*** | 8.026*** | 11.314*** | 11.592*** | 15.752 |

*** p<.01

## 4.2 Factor Analysis Results

All scales used in the study were factor analyzed. Principal components analysis with Varimax rotation was chosen for the analysis. Factor loadings for the items of all scales are presented in tables in APPENDIX A.

Initially, we checked the factorability of 6-item Supervisor Autonomy Scale. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .92, and Bartlett's test of sphericity was significant ($\chi^2 (15) = 2505.28, p < .001$). Factor analysis produced one-factor solution which explained 75.98 % of variance. Composite score for the supervisor autonomy support scale was obtained by calculating the mean of all six items. Factor loadings of the items are presented in Table A.1 in APPENDIX A.

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Factor analysis of 7-item Organizational Investments in Social Capital Scale yielded one factor solution which explained %73.57 of variance. KMO measure of sampling adequacy was .93 and Bartlett's test of sphericity was significant ($\chi^2$ (21) = 2998.08, $p$ < .001). Total score for the scale was calculated by taking the mean of 7 items. Factor loadings of items are presented in Table A.2 in APPENDIX A.

Initial version of Favorable Customer Feedback Scale included 4 items. As we checked the reliability scores, and reliability if items deleted, we decided to omit one of the items in the scale. Factor analysis was conducted for the remaining 3 items of the scale. Analysis resulted in one-factor solution which explained %66.78 of variance. KMO measure of sampling adequacy was .63, and Bartlett's test of sphericity was significant ($\chi^2$ (3) = 417.38 $p$ < .001). Composite score for the scale was calculated by taking the mean of 3 items. Factor loadings of the items are presented in Table A.3 in APPENDIX A.

Factor analysis of 12-item Goal Orientations Scale provided 3 factor solution which explained 59.82 % of variance. KMO measure of sampling adequacy was .81 and Bartlett's test of sphericity was significant ($\chi 2$ (66) =1927.90, p < .001). Only the variables constituting factor 1 form a meaningful construct and they include performance approach and mastery approach components of goal orientation. We included these items for further analysis, and excluded rest of the items. A separate reliability analysis was conducted on these 6-items and Chronbach's alpha was reported as $\alpha$=.81 which shows remaining items have high internal consistency. KMO measure of sampling adequacy was .79, and Bartlett's test of sphericity was significant ($\chi 2$ (15) = 1023.08, p < .001) for the remaining 6 –item scale. Factor loadings of the items are presented in Table A.4 in APPENDIX A.

Factorability of General Self-efficacy scale resulted in one-factor solution which explained 57.19 % of variance. KMO measure of sampling adequacy was .94, and Bartlett's test of sphericity was significant ($\chi^2$ (45) = 2850.57, $p$ < .001). Factor loadings of items are presented in Table A.5 in APPENDIX A.

Factor analysis separately performed for each SRL scale and resulted in one-factor solutions. One-factor solutions explained 57.29 % of variance for the SRL-Forethought Scale, 62.05 % of variance for the SRL-Performance Scale and 65.04% of variance for the SRL-Reflection Scale. KMO measure of sampling adequacy .95, .94, .89, and Bartlett's test of sphericity were ($\chi^2$ (66) = 3668.08, $p$ < .001), ($\chi^2$ (36) = 2987.41, $p$ < .001), ($\chi^2$ (15) = 1666.01, $p$ < .001), respectively for the SRL-Forethought, SRL-Performance, and SRL-Reflection Scales. Factor loadings of the items are presented in Table A.6 , Table A.7, and Table A.8 in APPENDIX A.

Factor analysis for the 5-item Commitment to Service Quality Scale resulted in one-factor solution which explained 69.87 % of total variance. KMO measure of sampling adequacy was .87 and Bartlett's test of sphericity was significant ($\chi^2$ (10) = 1474.67, $p$ < .001). Factor loadings of the items are presented in Table A.9 in APPENDIX A.

Factor analysis results for the 5-item Job Performance Scale yielded one-factor solution which explained 72.64 % of variance. KMO measure of sampling adequacy was .89 and Bartlett's test of sphericity was significant ($\chi^2$ (10) = 1646.13, $p$ < .001). Factor loadings of the items are presented in Table A.10 in APPENDIX A.

Correlation matrix of the scales used in the experiment are presented in Table 4.2.

**Table 4.2 :** Correlation matrix for all scales used in the study.

| | SE | GO | OISC | FCF | CSQ | SAS | JP | SRL |
|---|---|---|---|---|---|---|---|---|
| SE | 1 | .547** | .327** | .442** | .493** | .392** | .568** | .644** |
| GO | .547** | 1 | .394** | .423** | .546** | .354** | .536** | .660** |
| OISC | .327** | .394** | 1 | .316** | .445** | .731** | .447** | .487** |
| FCF | .442** | .423** | 316** | 1 | .515** | .307** | .565** | .571** |
| CSQ | .493** | .546** | .445** | .515** | 1 | .394** | .790** | .784** |
| SAS | .392** | .354** | .731** | .307** | .394** | 1 | .440** | .510** |
| JP | .568** | .536** | .447** | .565** | .790** | .440** | 1 | .785** |
| SRL | .644** | .660** | .487** | .571** | .784** | .510** | .785** | 1 |

OISC: Organizational Investments in Social Capital, SAS: Supervisor Autonomy Support, FCF: Favorable Customer Feedback, SRL: Self-Regulated Learning, GO: Goal Orientation, SE: Self-Efficacy, CSQ: Commitment to Service Quality, JP: Job Performance

** Correlation at the .001 level of significance

## 4.3 Mediation Analysis Results

In order to test Hypothesis 1, the mediating effect of SRL on the relationship between OISC and job performance of frontline service employees was analyzed. Regression analysis indicated a significant total effect of OISC on job performance ($\beta$= .45, $t$= 11.32, $p$<.001). The direct effect of OISC on SRL was found as significant ($\beta$= .49, $t$= 12.63, $p$<.001). Also, the direct effect of SRL on job performance was found as significant ($\beta$= .79, $t$= 28.70, $p$<.001). When SRL is controlled for, the effect of OISC on job performance was reported as significant ($\beta$= .09, $t$= 2.73, $p$<.01). When OISC is controlled for, the effect of SRL on job performance is also reported as significant ($\beta$= .74, $t$= 23.90, $p$<.001). Based on the analysis results, we can infer that SRL partially mediates the relationship between OISC and job performance since the effect of IV on DV remained significant but lower after controlling for SRL. Therefore, we can reject the null hypothesis and conclude that SRL mediates the relationship between OISC and job performance.

Hypothesis 2 was tested by analyzing the mediating effect of SRL on the relationship between supervisor autonomy support and job performance of frontline service employees. Regression analysis resulted in a total significant effect of supervisor autonomy support on job performance ($\beta$=.44, $t$=11.11, $p$<.001). The effect of supervisor autonomy support on SRL was reported as significant ($\beta$=.51, $t$=13.45, $p$<.001). Also, the effect of SRL on job performance was found as significant ($\beta$= .79, $t$= 28.70, $p$<.001). When SRL was controlled for, we found that the effect of supervisor autonomy support on job performance is not significant ($\beta$= .05, $t$=1.69, $p$>.01). Also, when supervisor autonomy support is controlled for, the effect of SRL on job performance is significant ($\beta$=.76, $t$=23.86, $p$<.001). Based on the analysis, we can make the inference that SRL fully mediates the relationship between supervisor autonomy support and job performance as the relationship between these variables is not longer significant when SRL is controlled for. So, we reject the null hypothesis and conclude that SRL mediates the relationship between supervisor autonomy support and job performance.

Hypothesis 3 was tested by analyzing the mediating effect of SRL on the relationship between favorable customer feedback and job performance. Regression analysis indicated a significant total effect of favorable customer feedback on job performance ($\beta$=.57, $t$=15.52, $p$<.001). The effect of favorable customer feedback on SRL was also found as significant ($\beta$=.57, $t$=15.76, $p$<.001). The effect of SRL on job performance was reported as significant ($\beta$= .79, $t$= 28.70, $p$<.001). When SRL was controlled for, we found that favorable customer feedback significantly effects job performance ($\beta$=.17, $t$= 5.36, $p$<.001). When favorable customer feedback is controlled for the effect of SRL on job performance is reported as significant ($\beta$=.69, $t$= 21.14, $p$<.001). Results indicated a partial mediation model since the effect of favorable customer feedback on job performance became smaller and remained significant when we controlled for SRL. So, we reject the null hypothesis, and conclude that SRL mediates the relationship between favorable customer feedback and job performance.

In order to test the mediating effect of SRL on the relationship between OISC and CSQ (Hypothesis 4), regression analysis was performed. Results indicated that the total effect of OISC on CSQ is significant ($\beta$=.45, $t$=11.24, $p$<.001). Also, OISC has a positive significant effect on self-regulated learning ($\beta$= .49, $t$= 12.63, $p$<.001). SRL has a significant effect on CSQ ($\beta$=.78, $t$=28.61, $p$<.001). The effect of OISC on CSQ, when SRL is controlled for, is significant ($\beta$=.08, $t$=2.68, $p$<.01). Also, the effect of SRL on CSQ is significant when OISC is controlled for ($\beta$=.74, $t$=23.84, $p$<.001). Based on the findings, we can infer that SRL partially mediated the relationship between OISC and CSQ since the effect of OISC on CSQ decreased but still remained significant when SRL is controlled for. As a result, we reject the null hypothesis and conclude that SRL mediates the relationship between OISC and CSQ.

Hypothesis 5 was tested by analyzing the mediating effect of SRL on the relationship between supervisor autonomy support and CSQ of frontline service employees. Regression results showed that the total effect of supervisor autonomy support on CSQ was significant ($\beta$=.39, $t$=9.72, $p$<.001). The effect of supervisor autonomy support on SRL was found as significant ($\beta$=.51, $t$=13.45, $p$<.001). Also, there was a significant positive effect of SRL on CSQ ($\beta$=.78, $t$=28.61, $p$<.001). The effect of supervisor autonomy support on CSQ was no longer significant when SRL is controlled for ($\beta$= -.01, $t$= -.25, $p$>.05). Also, the effect of SRL on CSQ when supervisor autonomy support controlled for is significant ($\beta$= 79, $t$= 24.71, $p$<.001).

We can infer a full mediation model based on these results. It is shown that supervisor autonomy support is no longer a significant predictor of CSQ when SRL is controlled in the model. So, we can reject the null hypothesis and conclude that SRL fully mediates the relationship between supervisor autonomy support and CSQ.

In order to test Hypothesis 6, the mediating effect of SRL on the relationship between favorable customer feedback and CSQ of frontline service employees was analyzed. Regression analysis resulted in a significant total effect of favorable customer feedback on CSQ ($\beta$= .52, $t$= 13.63, $p$<.001). The effect of favorable customer feedback on SRL was reported as ($\beta$=.57, $t$=15.76, $p$<.001). Also, the effect of SRL on CSQ was significant ($\beta$=.78, $t$=28.61, $p$<.001). When SRL is controlled for, the effect of favorable customer feedback on CSQ was found as ($\beta$= .10, $t$= 3.05, $p$<.01). Also, when the favorable customer feedback is controlled for, the effect of SRL on CSQ is significant ($\beta$= .73, $t$= 21.95, $p$<.001). Results supported partial mediation model where the effect of IV on DV decreased but remained significant when the mediator is presented into the relationship. Therefore, we can reject the null hypothesis and conclude that SRL mediates the relationship between favorable customer feedback and commitment to service quality.

**Table 4.3** : Total and direct effects among variables.

| Predictor Variable | Mediator Variable | Outcome Variable | Total Effect ($\beta$) | Direct Effect ($\beta$) | $p$ Value |
|---|---|---|---|---|---|
| OISC | | JP | .45 | | <.001 |
| OISC | | SRL | | .49 | <.001 |
| SRL | | JP | | .79 | <.001 |
| OISC | SRL | JP | | .09 | <.01 |
| SAS | | JP | .44 | | <.001 |
| SAS | | SRL | | .51 | <.001 |
| SRL | | JP | | .79 | <.001 |
| SAS | SRL | JP | | .05 | >.01 |
| FCF | | JP | .57 | | <.001 |
| FCF | | SRL | | .57 | <.001 |
| SRL | | JP | | .79 | <.001 |
| FCF | SRL | JP | | .17 | <.001 |
| OISC | | CSQ | .45 | | <.001 |
| OISC | | SRL | | .49 | <.001 |
| SRL | | CSQ | | .78 | <.001 |
| OISC | SRL | CSQ | | .08 | <.01 |
| SAS | | CSQ | .39 | | <.001 |
| SAS | | SRL | | .51 | <.001 |
| SRL | | CSQ | | .78 | <.001 |
| SAS | SRL | CSQ | | -.01 | >.05 |
| FCF | | CSQ | .52 | | <.001 |
| FCF | | SRL | | .57 | <.001 |
| SRL | | CSQ | | .78 | <.001 |
| FCF | SRL | CSQ | | .10 | <.01 |

## 4.4 Moderation Analysis Results

Moderation analysis was performed by using PROCESS (Hayes et al., 2015) single moderator analysis was utilized by using model 1. Figures representing the relationships among variables are presented in APPENDIX B.

In order to test the Hypothesis 7a, we performed a single moderator analysis to examine the interaction effect of goal orientation on the relationship between organizational investments in social capital and SRL. Analysis results indicated a significant and negative interaction effect of goal orientation ($\beta$= -.73, $t$=-4.72, $p$<.001) on the relationship. Results indicated that when the level of organizational investments in social capital increases, the effect of goal orientation in predicting the SRL decreases. Therefore, we reject the null hypothesis and conclude that goal orientation of frontline service employees moderates the relationship between organizational investments in social capital and SRL. Figure B.1 indicates the relationship between OISC and SRL for low, moderate and high levels of goal orientation.

In order to test the Hypothesis 7b, we performed a single moderator analysis to examine the interaction effect of goal orientation on the relationship between supervisor autonomy support and SRL. Analysis results indicated a significant and negative interaction effect of goal orientation on the relationship ($\beta$= -.08, $t$= -6.07, $p$<.001). Results indicated that when the level of supervisor autonomy support increases, the effect of goal orientation in predicting the SRL decreases. Therefore, we reject the null hypothesis and conclude that goal orientation of frontline service employees moderates the relationship between supervisor autonomy support and SRL. Figure B.2 indicates the relationship between SAS and SRL for low, moderate, and high levels of goal orientation.

The Hypothesis 7c was tested by examining the interaction effect of goal orientation on the relationship between favorable customer feedback and SRL. Analysis indicated that there was a negative and significant interaction effect ($\beta$= -.09, $t$= -6.10, $p$<.001). We conclude that when the level of favorable customer feedback increases, the effect of goal orientation in predicting SRL decreases. So, we reject the null hypothesis and conclude that goal orientation of frontline service employees moderate the relationship between favorable customer feedback and SRL. Figure B.3 indicates the relationship between FCF and SRL for low, moderate, and high levels of goal orientation.

The Hypothesis 8a was tested by examining the interaction effect of self-efficacy on the relationship between organizational investments in social capital and SRL. Results indicated a significant and negative interaction effect ($\beta$= -.12, $t$= -8.09 $p$<.001). So, we concluded that when the level of organizational investments in social capital increases, the effect of self-efficacy in predicting SRL decreases. So, we reject the null hypothesis and conclude that self-efficacy of frontline service employees moderates the relationship between organizational investments in social capital and SRL. Figure B.4 indicates the relationship between OISC and SRL for low, moderate, and high levels of self-efficacy.

The Hypothesis 8b was tested by examining the interaction effect of self-efficacy on the relationship between supervisor autonomy support and SRL. Analysis resulted in a significant and negative interaction effect of self-efficacy on the relation between supervisor autonomy support and SRL ($\beta$= -.07, t= -5.18 p<.001). It was indicated that when the level of supervisor autonomy support increases, the effect of self-efficacy in predicting SRL decreases. So, we reject the null hypothesis and conclude that self-efficacy of frontline service employees moderates the relationship between supervisor autonomy support and SRL. The relationship is presented in Figure B.5 for the low, moderate, and high levels of self-efficacy.

The Hypothesis 8c was tested by analyzing the interaction effect of self-efficacy on the relation between favorable customer feedback and SRL. Analysis results showed that the interaction effect was significant and negative ($\beta$= -.11, t= -7.08, p<.001). Based on the results, we can conclude that when the level of favorable customer feedback increases, the effect of self-efficacy in predicting SRL decreases. So, we reject the null hypothesis and conclude that self-efficacy moderates the relation between favorable customer feedback and SRL. Figure B.6 shows the relationship for the low, moderate and high levels of the moderator.

## 5. DISCUSSION

### 5.1 Evaluation of the Research Findings

The important role of frontline service employees for service organizations has been a widely researched topic in the literature due to FLSEs' impact on customer perceptions, satisfaction, and loyalty (Hartline& Ferrell, 1996). Previous literature supports the positive organizational outcomes brought about by good performance and service quality of FLSEs. It has been widely recognized that in order to show sustainable good performance and provide quality services to their customers, FLSEs need to continuously improve their knowledge, develop new skills and competencies (Yee, 2017). The organizations' roles in supporting their employees' development is of critical importance and recent literature has focused on the formal training methods implemented by organizations for the development of their employees. However, the role of self-regulated learning of frontline service employees in predicting organizational outcomes and how the service organizations would support SRL of their FLSEs by structuring the learning environment has remained as an under-researched area. In the current study, we contribute to the existing literature by exploring how SRL behavior of frontline service employees mediate the relationship between learning environment (organizational investments in social capital, favorable customer feedback, and supervisor autonomy support) and learning outcomes (job performance, commitment to service quality). Also, we investigated how goal orientation and self-efficacy beliefs of FLSEs moderate the relationship between the learning environment and SRL.

First, we investigated the mediating role of SRL between learning environment (OISC, SAS, FCF) and JP of FLSEs. Analysis results showed that SRL partially mediates the relationship between OISC and JP; FCF and JP; and fully mediates the relationship between SAS and JP for FLSEs.

Research findings are congruent with the existing literature. Previous studies showed that organizations' investments in social capital had a positive impact on SRL of employees since OISC creates networks among individuals so that they can easily access information necessary for their learning (Adler & Kwon, 2002). Feedback, being favorable in nature, was hypothesized to facilitate SRL due to increasing motivation, self-esteem and autonomy of the learner (Hawk & Shah, 2008). Also, autonomy supportive contexts were shown to increase SRL in accordance with the Self-Determination Theory (Deci & Ryan, 1996). In addition, previous studies mainly focused on the role of SRL in predicting performance in educational context and they showed that SRL is a significant predictor of academic performance (Zimmerman & Schunk, 2011). We contribute to the literature by showing the significant mediator role of SRL between OISC, FCF, SAS and JP in FLSE context.

Secondly, we investigated the mediating role of SRL between learning environment (OISC, SAS, FCF) and CSQ of FLSEs. Although previous research focused on the ways to improve FLSE CSQ, the role of SRL in predicting CSQ has been largely ignored. In the current study, analysis results showed that SRL partially mediates the relationship between OISC and CSQ; FCF and CSQ; and fully mediates the relationship between FCF and CSQ.

Finally, we tested the moderating role of personal factors (goal orientation and self-efficacy) in predicting the relationship between learning environment (OISC, SAS, FCF) and SRL. Research findings showed significant and negative interaction effects for both GO and SE which means that when the level of OISC, SAS, or FCF increases, the effect of personal factors (GO and SE) in predicting SRL decreases.

## 5.2 Managerial Implications

Current research findings have some practical implications for the service organizations which would structure the work context in a way that facilitates self-regulated learning of frontline service employees. Taking into the consideration the effect of social context in predicting self-regulated learning, service organizations can structure the work environment in order to increase the levels of supervisor autonomy support, favorable customer feedback and they can increase their investments in social capital.

In order to increase the autonomy support of supervisors in service organizations, companies can design methods which would teach supervisors to be more autonomy supportive. Deci et al., 1989 suggest that it is possible to teach people to be more autonomy supportive. Hardré and Reeve (2009) showed that if people are trained on how to be autonomy-supportive, they can become more autonomy supportive.

Organizations can also create environments that would facilitate the interactions between customer and FLSEs. Also, they can establish feedback mechanisms that would encourage customers to provide positive feedback to FLSEs. In addition, organizations can invest in social capital to establish network among employees to create an environment whih would facilitate sharing of information.

## 5.3 Limitations and Recommendations for Future Research

In the current study, we analyzed the antecedents and consequences of self-regulated learning of frontline service employees. We need to acknowledge that the current study has some limitations which need to be considered for future research.

First limitation of the study is generalizability of the findings. Because of the difficulty of reaching out to frontline service employees, we distributed the surveys through an agency which mainly operates in the consumer goods industry. Since nearly half of the sample consisted of participants from almost the same sector, the findings may not be generalizable to other work environments (Bornstein, Jager, & Putnick, 2013). For the future research, we recommend including frontline service employees from as many industries as possible in order to be able to generalize research findings.

Second limitation is the data collection method which is the survey method based on the self-report of frontline service employees. For the future research we can suggest gathering data from employees' supervisors, peers and customers in order to avoid common method bias (Podsakoff, MacKenzie, Lee & Podsakoff, 2003) in the results that employees may provide in a self-report measure.

Third limitation can be suggested as the use of cross-sectional research design. Due to time constraint, we employed cross-sectional study to measure antecedents and consequences of self-regulated learning. However, longitudinal research design can be more suitable in order clearly understand the effects of social context variables on the development of self-regulated learning skills (Panadero, 2017). Also, the effect of self-regulated learning behavior on employee's commitment to service quality and job performance can be better reflected in the long term.

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# 6. APPENDICES

**APPENDIX A:** Tables for factor loadings of the survey items

**APPENDIX B**:  Figures for the moderation analysis results

## APPENDIX A

**Table A.1 :** Factor loadings based on a principal components analysis for 6 items of supervisor autonomy support scale (N= 516).

| Item | Factor Loading |
| --- | --- |
| I feel that my supervisor provides me with choices and options about what I practice | .81 |
| I feel understood by my supervisor | .86 |
| My supervisor listens to how I would like to do things | .90 |
| My supervisor encourages me to ask questions | .89 |
| My supervisor conveys confidence in my ability to do well in my job | .88 |
| My supervisor tries to understand how I see things before suggesting a new way to do things | .89 |

**Table A.2 :** Factor loadings based on a principal components analysis for 7 items of organizational investments in social capital scale (N= 516).

| Item | Factor Loading |
|---|---|
| Managers and employees spend quality time together | .75 |
| Management shows respect for employees | .88 |
| Managers frequently offer encouragement to employees | .86 |
| Promises made to employees by management are kept | .85 |
| Managers are good role models and set a positive tone | .91 |
| Managers are consistent and direct in their communication with employees | .89 |
| Managers are fair and provide equitable opportunities | .89 |

**Table A.3 :** Factor loadings based on a principal components analysis for 3 items of favorable customer feedback scale (N= 516).

| Item | Factor Loading |
|---|---|
| When I do a good job at work, my customers praise my performance | .89 |
| My customers generally let me know when I do a good job at work | .72 |
| I frequently receive feedback from my customers | .84 |

**Table A.4 :** Factor loadings based on a principal components analysis for 12 items of goal orientations scale (N= 516).

| Item | Factor Loadings | | |
|---|---|---|---|
| | Factor 1 | Factor 2 | Factor 3 |
| I often look for opportunities to develop new skills and knowledge | .69 | | |
| I like to show that I can perform better than my coworkers | .68 | | |
| I prefer to avoid situations at work where I might perform poorly | | .79 | |
| At work, I am just trying to avoid performing the tasks required for my job poorly | | .85 | |
| I am willing to select a challenging work assignment that I can learn a lot from | .75 | | |
| I try to figure out what it takes to prove my ability to others | .69 | | |
| I'm concerned about taking on a task at work if my performance reveal that I have low ability | | | .71 |
| I prefer to work on projects where I can prove my ability to others at work | .62 | | |
| When I'm engaged in a task at work, I find myself thinking a lot about what I need to do not to mess up | | | .75 |
| I enjoy challenging and difficult tasks at work where I will learn new skills | .74 | | |
| Avoiding a show of low ability is more important to me than learning a new skill | | | .76 |
| I just try to avoid being incompetent at performing the skills and tasks necessary for my job | | .74 | |

**Table A.5 :** Factor loadings based on a principal components analysis for 10 items of general self-efficacy scale (N= 516).

| Item | Factor Loading |
|---|---|
| It is easy for me to stick to my aims and accomplish my goals | .58 |
| If I am in trouble, I can usually think of a solution | .72 |
| I can remain calm when facing difficulties because I can rely on my coping abilities | .73 |
| I can solve most problems if I invest the necessary effort | .74 |
| If someone opposes me, I can find the means and ways to get what I want | .69 |
| Thanks to my resourcefulness, I know how to handle unforeseen situations | .78 |
| I can usually handle whatever comes in my way | .76 |
| I can always manage to solve difficult problems if I try hard enough | .84 |
| I am confident that I could deal efficiently with unexpected events | .87 |
| When I am confronted with a problem, I can usually find several solutions | .81 |

**Table A.6 :** Factor loadings based on a principal components analysis for 12 items of SRL forethought scale (N= 516).

| Item | Factor Loading |
|---|---|
| I use specific strategies for different types of things I need to learn | .53 |
| I can remain calm when facing difficulties in my job because I can rely on my abilities | .79 |
| I meet the goals that I set for myself in my job | .82 |
| It is important for me to learn new things in this job | .79 |
| Whatever comes my way in my job, I can usually handle it | .81 |
| When planning my learning, I adapt strategies that have worked in the past | .73 |
| I set personal standards for performance in my job | .73 |
| I think I will be able to use what I learn in this job in the future | .76 |
| I feel prepared for most of the demand in my job | .81 |
| I ask myself questions about each learning task before I begin | .71 |
| When I am confronted with a problem in my job, I can usually find several solutions | .83 |
| Learning that I undertake in this job is important to me | .72 |

**Table A.7 :** Factor loadings based on a principal components analysis for 9 items of SRL performance scale (N= 516).

| Item | Factor Loading |
|---|---|
| When I am unsure about something, I look it up | .72 |
| I organize my time to best accomplish my goals | .68 |
| In my job I think about possible alternative ways to do my tasks | .82 |
| During learning I treat the resources I find as a starting point and try to develop my own ideas from them | .86 |
| I fill in the gaps in my knowledge by getting hold of the appropriate material | .87 |
| I write down a plan to describe how I hope to achieve my learning goals | .58 |
| I try to play around with ideas of my own related to what I am learning | .86 |
| When faced with a challenge in my job I try to understand the problem as thoroughly as possible | .83 |
| I ask myself how what I'm learning is related to what I already know | .81 |

**Table A.8 :** Factor loadings based on a principal components analysis for 6 items of SRL reflection Scale (N= 516).

| Item | Factor Loadings |
|---|---|
| I try to understand how new information I've learned impacts my work | .82 |
| I ask myself if there were other ways to do things after I finish a task | .73 |
| I think about how what I've learned fits into the "bigger picture" at my company | .74 |
| I know how well I have learned once I have finished a task | .85 |
| I consider how what I've learn relates to my team | .84 |
| I think about what I've learned after I finish | .84 |

**Table A.9 :** Factor loadings based on a principal components analysis for 5 items of commitment to service quality scale (N= 516).

| Item | Factor Loadings |
|---|---|
| I really care about the quality of my company's services | .86 |
| I gain a sense of personal accomplishment in providing quality services to customers | .75 |
| I feel strongly about improving the service my company provides to its customers | .87 |
| I am willing to put in a great deal of effort to help my company deliver high-quality services to our customers | .90 |
| I enjoy discussing quality-related issues with people in my company | .79 |

**Table A.10 :** Factor loadings based on a principal components analysis for 5 items of job performance scale (N= 516).

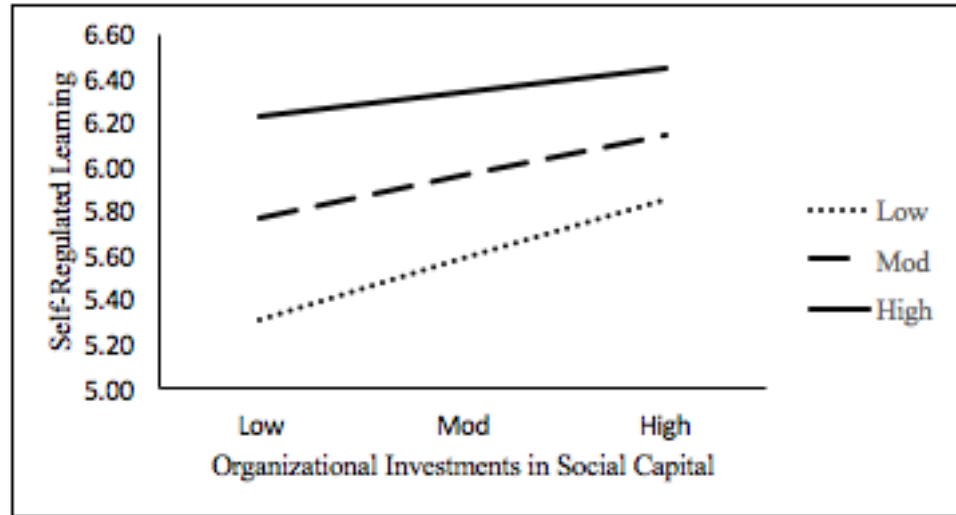| Item | Factor Loadings |
|------|:---------------:|
| I satisfy my customers' service expectations | .82 |
| I am good at my job | .88 |
| I know what my customers expect | .89 |
| I am knowledgeable about my company's services | .89 |
| I manage my work time effectively | .77 |

**Figure B.1 :** Interaction effect of goal orientation on the relationship between organizational investments in social capital and self-regulated learning.
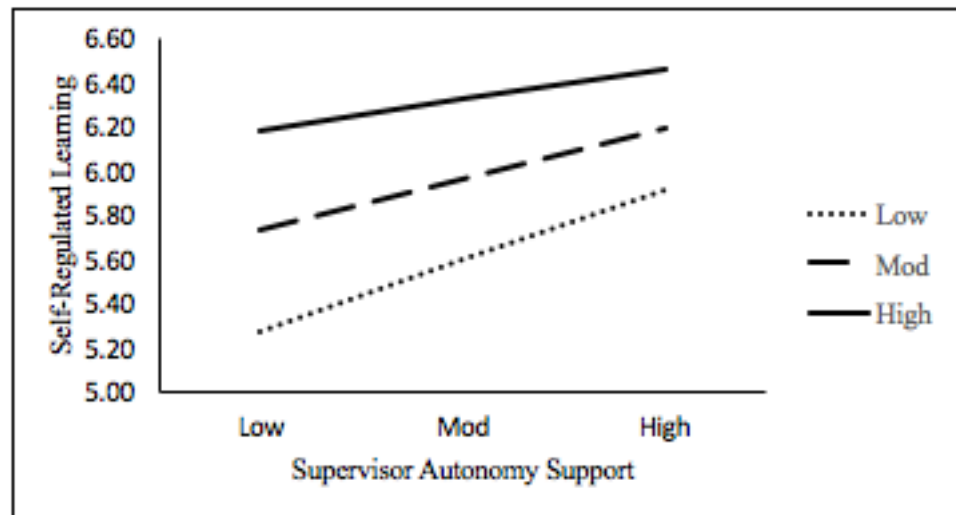


**Figure B.2 :** Interaction effect of goal orientation on the relationship between supervisor autonomy support and self-regulated learning.
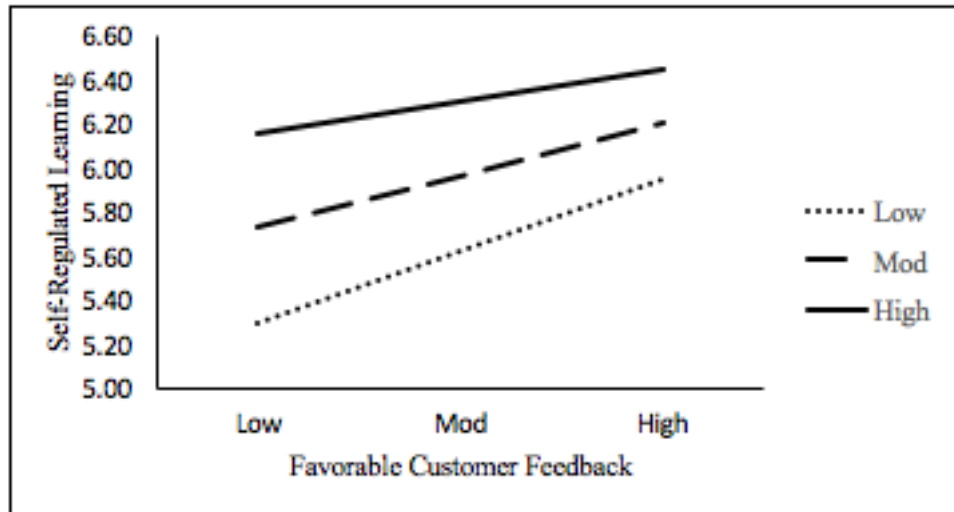
**Figure B.3 :** Interaction effect of goal orientation on the relationship between favorable customer feedback and self-regulated learning.
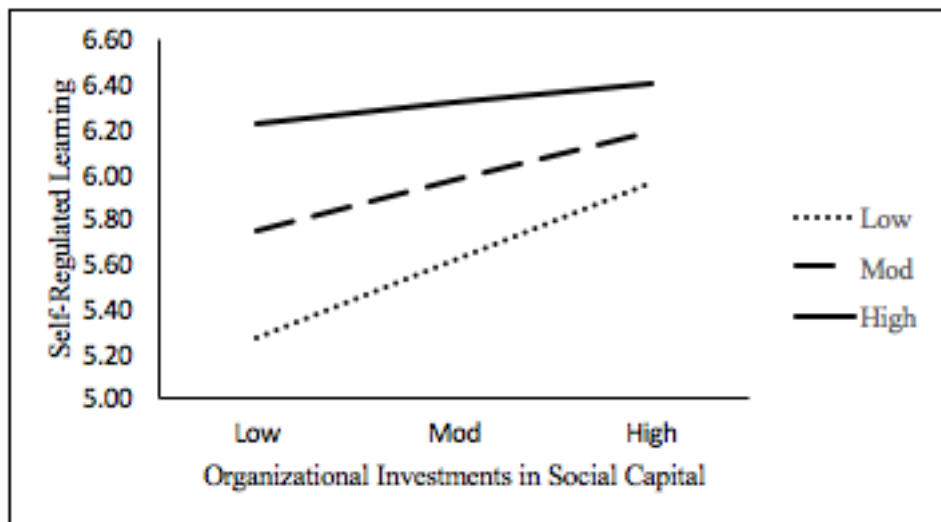


**Figure B.4 :** Interaction effect of self-efficacy on the relationship between organizational investments in social capital and self-regulated learning.
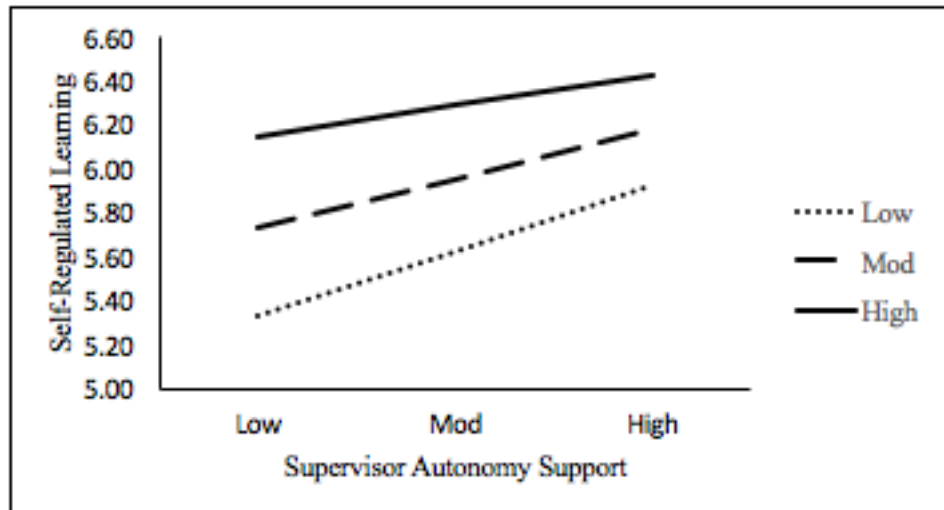
**Figure B.5 :** Interaction effect of self-efficacy on the relationship between supervisor autonomy support and self-regulated learning.
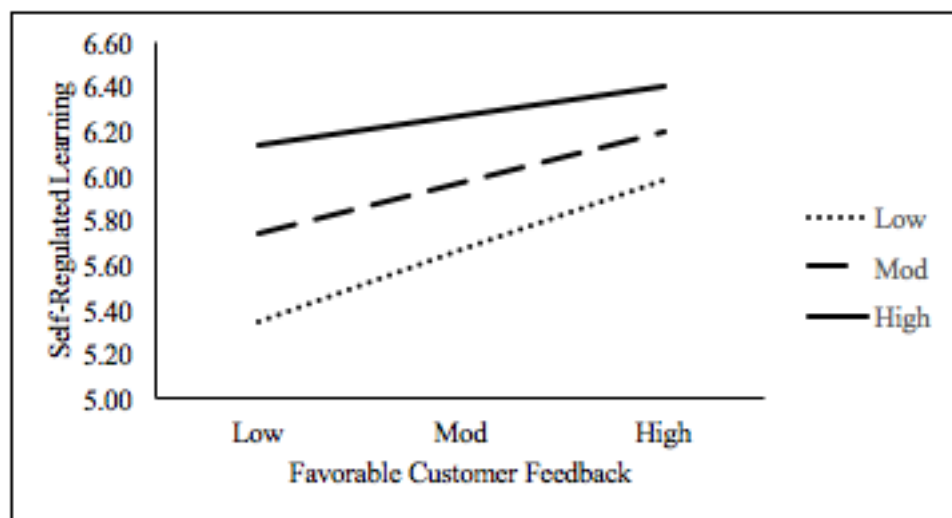


**Figure B.6 :** Interaction effect of self-efficacy on the relationship between favorable customer feedback and self-regulated learning.

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