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**THE INVESTIGATION OF THE EFFECTS OF RECEIVED TOTAL IN-SERVICE TRAINING ON OVERALL JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT OF EMPLOYEES IN THE IT SECTOR**

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## LIST OF ABBREVIATIONS

IT: Information Technology

STRS: In Service Training Receive Status



## ÖZET

Bu çalışmada, yapılacak bir alan araştırmasıyla Türkiye de IT sektöründe çalışanların aldıkları hizmet içi eğitim ile iş tatmini ve örgütsel bağlılık düzeylerini etkisini ortaya koymaktır.

Yapılan araştırma sonucunda bilişim alanında çalışanların hizmet içi eğitim sonucunda örgütsel bağlılığını ölçmek için 2000 yılında Arzu Wasti tarafından Türkçe 'ye çevrilen "Örgütsel Bağlılık Envanteri" ve iş doyumunu ölçmek için 1985 yılında Aslı Baycan tarafından Türkçe 'ye çevrilen "Minnesota İş Doyumu Envanteri" kullanılmıştır. İş doyumunu ve örgütsel bağlılık düzeylerini etkilediği düşünülen hizmet içi eğitim ile ilgili bilgilerine ve demografik bilgilerine ulaşmak için kişisel bilgi formu kullanılmıştır.

Araştırmanın sonucunda, IT sektöründe çalışanlar hizmet içi eğitim faaliyetlerini yararlı olduğunu bulunmuştur. Alınan hizmet içi eğitim, demografik faktörlere göre araştırılmıştır. IT sektöründe çalışanların hizmet içi eğitim ve iş doyumunu arasında anlamlı bir ilişki bulunmuştur. IT sektöründe çalışanların aldığı hizmet içi eğitim ve örgütsel bağlılık arasında anlamlı bir ilişki bulunmamıştır.

**Anahtar kelimeler:** Bilişim sektörü, BT, hizmet içi eğitim, iş tatmini, örgütsel bağlılık

## ABSTRACT

In this study, the status and conditions of received in-service training of employees in the IT industry in Turkey are determined and whether the status of received in-service training has an effect on their levels of organizational commitment and job satisfaction.

Whereas “Organizational Loyalty Scale” (Translated by A. Wasti, 2000) was utilized to measure the organizational loyalty of employees in the IT industry in Turkey in regard to their condition of receiving in-service training; “The Minnesota Job Satisfaction Scale” (Translated by A. Baycan, 1985) was utilized to measure job satisfaction. A personal inquiry form was used to collect data concerning in-service training which is believed to have impact on employees’ levels of job satisfaction and organizational loyalty and employees’ demographic information.

As a result of the survey, Employees in the IT industry find in-service training useful. Whether there was variability in the demographic factors due to received in-service training has been investigated. A significant relationship was found between received in-service training of employees in the IT industry and their job satisfaction. A significant relationship was not found between received in-service training of employees in the IT industry and organizational commitment.

**Keywords:** IT industry, IT, in-service training, organizational commitment, job satisfaction

## CHAPTER 1

### INTRODUCTION

In the contemporary world, resource management is important for IT industry as well as other sectors. It is required to utilize resources effectively in the IT industry so as to survive and compete. The most significant resource in the IT industry is the human component as technical tools, equipment and other material resources can be acquired with economic resources momentarily. However, acquisition, training and orientation of human resources require longer periods of time. Under these circumstances, for maintenance and development of an IT company, it is mandatory to employ productive, innovative and highly-motivated personnel. This compelled the IT sector to focus on in-service training, organizational commitment and subjects as a significant requirement.

Organizations in the IT industry are needed to provide training to their personnel so that they can follow up novelties and innovations brought by technology and/or social changes. Training given by an organization to its personnel is referred as “in-service training”.

Through in-service training activities, an organization can increase employees’ productivity and efficiency and at the same time also minimize errors and accidents that may occur during the performance of their duties, both of these processes eventually reduce the organization’s costs (Sağlam, 1982). By means of in-service training, it is possible to increase the inner-peace and motivation levels of employees within the organization. As inner-peace and motivation levels of personnel increase within the organization, their absenteeism decreases, whereas their harmony with colleagues and their productivity at work develop (Can, 2011).

Well-planned in service training activity that is structurally-based on organizational needs, makes employees feel a valuable part of the organization as well as giving them the opportunity of self-development and the chance to develop ties with their colleagues. As organizational commitment refers to employees’ commitment to organizational mission and vision, and striving truly for the organization to reach its targets and to establish strong ties between their own values and the organizational values, it is substantially important for organizations in the IT industry. Employees with high organizational commitment contribute more to the effectiveness and functionality of

the organization. Accordingly, employees' success and quality of work increase, which in turn reflects on customer satisfaction in a positive manner (Vandenberg and Scarpello, 1994).

One of the essential purposes of in-service training is to ensure that employees are at the desired standards. Job satisfaction is the pleasure felt by employees as a result of their work performance. Job satisfaction is the feeling that arises upon establishment of harmony among expectations of an organization, characteristics of the job, and characteristics of its employees. Job satisfaction relates with moral satisfaction of employees from the performance of their work. Positive feelings of employees toward their duty and the level of satisfaction they get from performing their duty increase their satisfaction from the job.

Like all organizations, personnel employed in the IT industry need to be morally, mentally and physically healthy, and also be at peace and dynamic so that their organizations are able to compete and maintain their existence because the most important value is human beings which enable them to reach their targets. A worker who feels valuable within the organization, who finds what he/she does in the organization meaningful, and who thinks that he/she accomplishes self-development feels satisfied in the organization. This is highly important in terms of job satisfaction. Another significant matter in regard to job satisfaction is the condition that a worker's expectations from his/her work life are fulfilled (Loscocco and Roschelle, 1991).

This thesis investigates the impact of having in-service training over job satisfaction and organizational commitment levels of IT industry employees.

During the literature search, there was no study found concerning employees in the Turkish IT industry in regard to their in-service training, job satisfaction and organizational loyalty. Thus, it was assumed that the study will particularly be valuable by fulfilling such a gap in the literature.

In this section, to determine the scope of the issue, the concepts of in-service training, job satisfaction and organizational commitment were described; their significance, benefits and necessity were included.

The second section covers previous research on in-service training, job satisfaction and organizational loyalty.

Finally, the third section consists of the practical aspect of the subject. Data obtained as a result of a survey study which examines whether in-service training provided to the employees from the IT industry has an effect on their job satisfaction and organizational commitment levels were analyzed and findings were exhibited.

### 1.1. Research Questions

Is there a relationship between received in-service training of employees in the IT sector and their job satisfaction and organizational commitment?

#### 1.1.1. Research Sub Questions

1. Is there any significant difference on the job satisfaction levels of IT employers according to gender, age, education level?
2. Is there any significant difference on the job satisfaction levels of IT employers whether or not receiving in-service training?
3. Is there any significant difference on the organization commitment levels of IT employers according to gender, age, education level?
4. Is there any significant difference on the organization commitment of IT employers whether or not receiving in-service training?

## CHAPTER 2 LITERATURE

### 2.1. In-Service Training

Training is a conscious process of self-development of an individual throughout his/her life in terms of knowledge, skill, attitude and behavior for a certain purpose (Üstün, 2010). The most effective way to alter and formalize a person is training (Cüceoğlu, 2002).

Similar to all countries, training is recognized as a basic right in Turkey. To underline the significance of this right, the UNESCO claimed year 1970 as the training year. Activities conducted by the life-long-learning department of the UNESCO reveal that the world is changing continuously and therefore current needs vary accordingly. Since education given at schools is considered insufficient, additional education is needed afterwards. In other words, training should not be limited with only the school period in a person's life. It should continue with lifelong non-formal education activities, courses designated for specific needs, public education (Gelpi, 1979) and in-service trainings offered by the employer organization during individuals' occupational life.

In the lifelong learning and in occupational life of individuals, training activities offered by organizations are important. These training activities are referred to as "in-service training".

In-service training is offered by the employer organization so that personnel could acquire knowledge, skills and behavior needed to develop them from the day they commence their duty at the work place (Sağlam, 1982).

In another definition, in-service training was defined as an individual's development in his/her professional efforts by means of the organization's opportunities and/or obtaining assistance from external sources, starting from the day of commencement at work until withdrawal day (Öztürk and Sancak, 2007); and his/her activities to develop the organization during this process (Can *et al.*, 1995).

In another definition, in-service training is single or multiple activities arranged for individuals who work on a regular salary basis to acquire knowledge and/or to learn attitude, skills and behavior without making classification based on industry (Taymaz, 1997).

In the light of the definitions above, in-service training can be defined as a regular or single training activity to develop employees' knowledge, attitude, skills and behavior in a desired way starting from the recruitment process and continuing until withdrawal date.

When studies on the in-service training are evaluated, it can be seen that they were usually conducted by the public organizations for their personnel. However, to catch up with the fast-paced steps of technology, to develop their service quality, and to provide a peaceful work place for their personnel, private sector utilizes in-service training activities as well.

Canman (1999) stressed in his study that in-service training is one of the means that organizations can use to bring employees to the position where they can effectively give service by accommodating to industrial processes, fast-paced change in technology, differentiation within the society, and varying conditions.

The purposes of the in-service training must be designed to meet both organizational and employees' needs. In-service training should not be conducted to develop liberal education of employees, instead, it must be arranged to improve on their level of occupational competency determined by the organization (Gül, 2000).

It is a challenging task to determine the purposes of planned trainings beforehand. Following criteria must be taken into consideration while determining the purpose of in-service training activities (Taymaz, 1992):

- They must be internally consistent with each other and correspond to the organizational targets,
- Target behaviors to be gained at the end of trainings must be well defined and attainable,
- In-service training must fulfill employees' requirements and be appropriate to their talents,
- Purposes of in-service training must be fit to be developed,

In-service training can have three sorts of purposes; namely, training given to newly recruited personnel, training given to employed workers, and training given by an organization to its workers (Canman, 1999; Bilgin *et al.*, 2007):

- a) Purposes of training given to the employees newly recruited by the organization:
  - To let freshmen employees to accommodate to the organization,

- To enable them to learn organizational mission, vision and policies in an integrity,
  - To enable personnel to learn how to perform their duty.
- b) Purposes of training given to the personnel already working at the organization:
- To ensure a more efficient development of a product, goods, service or idea under the responsibility of a worker/workers,
  - To let the personnel gain competency required for higher positions.
- c) Purposes of giving training to employees by an organization:
- To accommodate developments in technology, science and economy to the business life,
  - To develop work techniques and methods,
  - To develop the quantity and quality of products, goods, services and ideas created by an organization,
  - To ensure that production is completed within the planned time,
  - To minimize errors that can arise during production and marketing,
  - To organize work processes,
  - To increase profit in production and marketing.

Organizations apply in-service training activities so that they can reach determined targets and obtain productivity levels expected from employees. The aim is that organizational purpose and benefits expected from training coincide with each other (Dedebali, 2010).

Designated in-service training must provide both personal and organizational benefits.

Individuals who receive in-service training develop themselves in both individual and occupational ways (Canman, 1999); and they look to the future with confidence. As workers develop, they feel more comfortable and their satisfaction and motivation levels increase (Aytaç, 2000). Their timidity within the organization disappears and interpersonal relationships develop. They follow novelties and broaden their horizon. In-service training creates an environment to determine and develop their future (Çetin, 1999).

In-service trainings given in the period from commencement of job until withdrawal to employees of an organization increase quality and productivity in regard to



duty, product, goods, service or idea put forth by employees; minimize errors and consequent work accidents, and develop employee performance so as to increase efficiency and to reduce cost (Sağlam, 1982). An employee who receives training develops both quantitatively and qualitatively in performing sales and business service (Aytaç, 2000). Energy and costs saving can be possible through training. Inter-organizational communication develops, while incidents disrupting internal discipline reduce. Qualified service is provided by accommodating developments (Ünsar, 2003).

In-service training planning is constructed based on the steps of determination, planning, application and evaluation, and also on concerning requirements as they are expressed by Çevikbaş (2002) in detail.

While structuring in-service training, first of all training needs are determined. Determination of needs is a study to perform planned in-service training (Dedebali, 2010). Training needs can be determined by taking requirements of their current duty and possible requirements that can arise in future into consideration (Can, 2011).

The need for in-service training is the difference between an employee's competency at his/her current duty and the qualification of the task expected from a worker by his/her organization.

While training needs are determined, employees must be assessed. An employee can be best assessed by another employee in the very same organization. These individuals can be department head, manager, project management or team leader. Organizations can determine training needs through determining necessities of subordinates in terms of knowledge, skill or talent by senior employees within the organization (Sabuncuoğlu, 2005).

Moreover, there are various methods and approaches to determine needs for in-service training.

It is possible to investigate these approaches used in determination of training needs in three distinct sections. Firstly, pre-service and in-service training activities are important from the professional approach so as to maintain existence of an organization and to reach its targets. Secondly, trainings given to allow an organization to catch up with changes in science, technology and society are important in terms of transitional approach. Finally, trainings required for occupational advancement and for process development are important in terms of developmental approach (Saban, 2000).

In determination of in-service training requirement, following materials and methods can be used as well (Çeliker, 2010):

- Declaration form for required training,
- Survey method,
- Interview method,
- Comparative performance evaluation method,
- Training schedule method,
- Psychotechnic test method.

After in-service training requirements are determined, their priority must be set based on precedence of the relevant training need (Canman, 1999).

Needed trainings must coincide with the organizational purpose; they must be included in future plans; and they must be determined by evaluating qualitative and quantitative benefits of the considered employee for the organization.

Activity cost projection of planned training and a training budget regarding proper funding these costs are prepared (Bilgin *et al.*, 2007). Then, appropriate planning for training is determined such as educator, time and place of training, and how it will be performed.

In-service training program must include all steps to perform training. This plan must include purpose, expected results of in-service training; profiles of participants, content, sequence, timing of training; tools and equipment required for training; time and place of training (Çevikbaş, 2002).

After preparation of in-service training program, it must be implemented within the training plan framework according to the target, type and their frequency. Implementation of in-service training activities includes all internal and external activities. As it is reported by UNESCO in 1970, during training application, it must be stressed that training is part of an employee's life and these training activities must increase their motivation (Can, 2011).

The core aim of in-service training is to ensure that an employee is to gain competency, skill, attitude and behavior needed to perform his/her duty. While determining the methodology to be used in application of in-service training, following articles come to prominence (Gül, 2000):

- Purpose of training,

- Numbers and attributes of the participant personnel,
- Condition, cost and location of the materials utilized during the training,
- Educator's method.

In the application of in-service training activity, from time to time, it must be checked whether the training activity is continuing according to its core purpose, and after completing the activity, its success level must be assessed in terms of how-well it accomplished its mission. As a result of this assessment, outcome of in-service training is determined as either successful or not (Çevikbaş, 2002).

Before in-service training, there is a whole process from the beginning to the end and there are steps to be followed in evaluation of training outcome. These steps are enumerated below (Can, 2011):

- By means of questions toward participants, evaluation of whole training activity and determination of utilization levels regarding specific parts of the training program,
- The evaluation of how well a participant gained the knowledge, skills and behavior which were desired as the aim of the training program,
- To assess whether the training acquired its purpose, and whether the effect of knowledge, skill and behavior gained through training sessions on products, goods, service and idea under the participant's responsibility can be measured.

Findings obtained at the end of the assessment must be utilized in the training activities that will be arranged in the future to complete missing parts and to prevent repeating the same mistakes (Köse, 2006).

If in-service training is defined as training activities given so that product, good, service and idea created by an employee are to be more efficient, we can see that they possess following characteristics described below (Ersan, 1988):

- The concept of in-service training covers all training activities given to employees during their service period,
- They are applied during employees' service period,
- They are applied to improve occupational sufficiency,
- They are applied to increase productivity of the organization and its employees,
- They enable employees to get promoted,

- They aim that the employees of an organization gain desired knowledge, skills, and behavior.

Utmost care is required during the analysis of the process from the time the need for in-service training is determined until the assessment of training outcomes and of the targets of the organization because it is misleading for an organization to assume that all problems will be solved and all targets can be achieved through in-service training activities. To ensure that the projected training to serve its primary purpose, that is, to prevent that it is an delusional, following limitations are taken into consideration, which provide the plan practicable and measurable characteristics (Tutum, 1979).

- If training is given without determination of the need and purpose, it will not be beneficent,
- If training is organized without taking employees' needs and the organization's objectives into consideration, it is not possible to acquire positive results,
- If organized training is not appropriate to the employees' basic levels of knowledge and skill, training will not succeed,
- If organized training is given to the employees that do not have the required potential, it will not provide expected success and work productivity,
- If the educator assigned for the training is not competent, it is not possible to acquire the desired level of success out of the training,
- If employees do not consider training as a necessity, there will not be success at the end,
- In-service training must be given to all employees assigned with the relevant subject, otherwise expected benefits cannot be acquired,
- If in-service training is not assessed, it is not possible to talk about its usefulness,
- Erroneous employee policy in an organization may reduce efficiency of the training,
- Problems that arise as a result of inappropriate organization structure cannot be solved through in-service training.

Planned in-service training that is based on organizational needs by paying attention to its limitations is important for both employees and organization (Canman, 1999).

## 2.2. Job Satisfaction

Studies investigating employees' attitudes toward their jobs, namely Hawthorne researches, began in the 1930s. In these studies, employees' attitudes regarding their jobs, their education levels, societal and economic levels, and corporate structures which they are bound to were stressed (Baysal, 1997: 30). When employee satisfaction, as a process, is considered, its causes and its underlying psychological processes are investigated instead of the concept of satisfaction itself. Satisfaction can be viewed as fulfillment of expectations (Naktiyok, 2002: 168). These researches constitute the initiative studies regarding job satisfaction.

Job satisfaction is described as employees' sentiments and gratitude about their job and workplace (Pekdemir *et al.*, 2006: 16). Job satisfaction is the feeling sensed upon an employee's evaluation of his/her job or work life (Glisson and Durick, 1988: 64). In another definition, job satisfaction is referred to as an employee's attitude, values toward his/her job and pleasure sensed as a result of work (Oshagbemi, 2000). Finally, Locke considers job satisfaction as an emotional feeling which arises as a result of the difference between an employee's expectation and outcome from the job (Locke, 1976: 389).

In Şimşek's study regarding job satisfaction, it was viewed as an attitude which arises as a result of balancing between desired and undesired things concerning the job. Job satisfaction concept was seen as employees' attitude regarding their feelings and behavior during their work process and at the end of their work (Şimşek, 1995).

As much as employees' job provides the conditions they desire, their job satisfaction level will be high proportionally. Job satisfaction emerges as a result of the relationship between personal desires and the job's characteristics (Tınaz, 2005: 25).

Based on the descriptions above, job satisfaction can be defined as an employees' general attitude toward and what they feel about their job.

Job satisfaction increases with the feeling provided by material earnings gained at the end of the job; colleagues whom an employee enjoys to be with; and the end product of employee's work. A concrete product created at the end of the work by an employee can be a source of satisfaction. This eventually affects job satisfaction in a positive way. Elevated job satisfaction depends on high morale and motivation of employees, intimate relations with coworkers, job definition within the organization, a well-determined authority, and elimination of experiencing problems in these areas as much as possible. Employees' creativity in their jobs must be respected; and they must be allowed to design new products by using aggregate experiences. There must be a relationship based on trust at the foundation of job satisfaction (Tutum, 1979).

It can be said that attitudes of employees with high job satisfaction level toward their jobs are positive and vice versa (Erdil *et al.*, 2004: 18).

Hackman and Oldham who focused on job satisfaction suggested that basically employees must have five characteristics to ensure job satisfaction (Hackman and Oldham, 1975):

- Employees need to have required job competency,
- Employees need to be identified with their job,
- Feedback received by employees after the work,
- Recognized autonomy for employees during performance of their work,
- Meaning of job for employees.

On the other hand, Luhtans distinguished job satisfaction into factors. First of them is sentimental response of an employee toward the work condition. Thus, it is not possible to be observed, it can only be expressed. The second one is the relationship between monetary gain and employees' expectations. The important thing for an employee is the degree of fulfillment of his/her needs and its proportion of his/her monetary gaining. Finally, the third one is the reflection of employees' personal characteristics on their attitudes (Luhtans, 1995: 172)

Job satisfaction factors can be classified as internal, external and personal as well. The internal aspect includes characteristics regarding the basic structure of the job (Telman and Ünsal, 2004: 27). The external aspect includes characteristics regarding

employees' administrative and societal structure within the organization (Eren, 2001: 57; Robbins, 1996:172). The personal aspect is the impact of personal characteristics of an employee on job satisfaction (Eren, 2001: 37).

For organizations, job satisfaction is a significant factor (Baş, 2002: 19) because in case of failure in job satisfaction, some issues such as slowdown strike, low productivity, discipline, and other organizational problems may arise (Kahn, 1973: 94). Therefore, it is more beneficial and useful for employees to be content about job satisfaction.

Job satisfaction has an impact on employees' performance and productivity. Additionally, it increases their commitment to the organization, and reduces their absenteeism (Şenturan and Kamitoğlu, 2007: 42). On the other hand, low job satisfaction causes workers to feel psychological disruption, prevents them to express their talents and consequently reduces productivity across the organization. An employee with low job satisfaction is alienated toward job and finally they become unconcerned about their work. This situation has negative impact on productivity of both the organization and the employees (Tetik *et al.*, 2008: 80).

Uncertainty concerning an employee's job **status** reduces job satisfaction level. Studies revealed that this situation causes psychological issues as well (Kömürçüoğlu, 2003: 3)

Job satisfaction of an employee is a function of his/her attitudes. Whether they are aware or not, the awareness level of an employee about something valuable for him/her determines his/her job satisfaction. Employee's attitudes and priorities concerning values vary according to each worker. Thus, individual perceptions of employees are different from each other and exhibited job satisfaction levels of each worker toward a certain circumstance are different. Therefore, it is not an easy task to determine and generalize their job satisfaction levels.

There are some personal and social factors believed to be determinant on job satisfaction. Barutçugil enumerates them as below (Barutçugil, 2004: 389):

- Age,
- Gender,
- Level of education,

- Faith and values,
- Work experiences,
- Upbringing,
- Family structure,
- Life standard.

It is suggested that a low level of job satisfaction weakens organizational structure and diminishes or even demolishes employees' reaction against internal and external problems. When it is viewed from the point of the organization, it is reported that a low level of job satisfaction causes following issues (Luhans, 1995: 128 - 130):

- Decreasing productivity of employees,
- Increasing withdrawal tendency among employees,
- Employee unwillingness to actively work,
- Increasing absenteeism rate among employees,
- Employees' tendency to escape from work,
- Failure to establish cooperation among employees,
- Increasing feeling of inadequacy among employees toward work may slow down their working pace and consequently increase cost,
- Increasing rotation rate of employees increase costs.

Job satisfaction affects both the organization and the employees either directly or indirectly (Koh and Boo, 2004: 686). Therefore, job satisfaction levels of IT industry employees in Turkey and whether in-service training was one of the factors that have an effect on job satisfaction were investigated.



### 3.2. Organizational Commitment

If we consider the phrase “Organizational commitment”, the word “commitment” is defined as the expression and feeling of intimacy toward someone based on respect, love, and faithfulness toward someone (TDK, 2008). In another definition, commitment is the expression of human instincts through an emotional way in places where a society exists (Doğan and Kılıç, 2007). Commitment can be an emotion sensed for an object, an individual, a society or an organization.

If this is about an organization, it is referred to as “corporate”. The word “organization” is defined as groups consisting of individuals and groups who are coalesced for a certain objective (TDK, 2008). Organization is the endeavor of individuals who constitute an institution toward a certain goal. This is a social phenomenon. To talk about existence of an organization, it is required to have the following specifications (Ceylan, 2011).

- Formation of an organization requires more than one person,
- Formation of an organization requires a certain purpose and this must be evident and realizable,
- Organization framework must be structured,
- Organization limits must be determined.

In the 1960s, researchers reported that workers feel commitment toward their employers to fulfill their material needs. In 1970s, studies revealed that employees feel commitment toward their organizations not only for their material needs, but for sentimental reasons as well. The studies after 1970s emphasized the psychological connection established between employees and their organization; and these relations were described (Öztürk, 2013).

There are numerous definitions concerning organizational commitment from different angles. Among these descriptions, Mowday, Steers and Porter’s suggestions were recognized the most. Organizational commitment is defined as an individual’s desire to embrace the defined mission, vision and value system of his/her organization; to strive for reaching organizational objectives; and to continue the existence of the organization (Vandenberg and Scarpello, 1994).

Becker *et al.*, (1996) explain organizational commitment as the psychological tie of employees to their organizations. Organizational commitment is defined as sincere

commitment of an employee to his/her organization by internalizing objectives and values of this organization (Seymen, 2008). It can also be considered as a personal integration of an employee with his/her organization (Balay, 2000).

In another definition according to Mayen and Allen, organizational commitment is a psychological approach of employees toward their employer organization. It represents the relationship of an employee with his/her organization; and it can be taken as a psychological condition which determines the employee's decision to continue to work at his/her organization (Meyen and Allen, 1997)

In the light of the definitions above, organizational commitment is sentimental intimacy and faithfulness of an employee toward his/her society or organization.

It was found that within the scope of organizational commitment definition, the following factors are emphasized:

- Employee must recognize purposes of organization and believe in them strongly,
- Employee must strive for the organization and make self-sacrifice,
- Employee must be willing to exist within the body of organization.

Employees who constitute an organization have impact on the way an organization performs its activities and create further success opportunities for this organization. The levels of productivity and feeling of responsibility of an employee that has high organizational commitment are stronger. By strengthening employees' commitment to their organization, harmful attitudes such as quitting job and absenteeism can be reduced. In this way, an organization can cut down its costs and increase its profits.

Individuals who constitute an organization gather around a certain objective. As much as they have common values, they are more ready to make self-sacrifice along with objectives of his/her organization (Vandenberg and Scarpello, 1994).

The reasons why organizational commitment is important were reported as follows (Tiryaki, 2005):

- Employees with higher organizational commitment develop desired behavior better compared to the others with low loyalty,
- Employees with higher organizational commitment have lower desire to quit from work compared to the other with low loyalty,
- Performance of employees with higher organizational commitment is higher than the ones with lower loyalty,

- Efficiency, self-sacrifice and honesty levels of employees with higher organizational commitment are higher than the ones with lower loyalty.

Organizational commitment has been a more important issue than ever for institutions. Research has classified factors that have impact on organizational commitment of employees under different titles.

Schwenk determined these factors as experience, demographical characteristics of employees, and corporate structure of the organization in his study (Schwenk, 1986: 299). In other research, factors regarding employees' personal characteristics such as age, education and family status; and job characteristics such as duty variety assigned by the organization and their autonomy; corporate structure characteristics such as administration and leadership style, salary, social benefits and supports, participation into decision making process, and human resource policy were investigated (Nijhof *et al.*, 1998: 243- 144).

In the present study, organizational commitment of employees in the IT industry and whether receiving in-service training is one of the factors that have an impact on their organizational commitment were investigated.

In the literature search, there was no study found concerning this subject. Thus, it was assumed that the present study will particularly be important since it constitutes a new resource in the literature.

## CHAPTER 3

### METHOD

This research has been conducted to examine the relationship between IT sector employee received total in-service training situation, job satisfaction and organizational commitment.

Under this part of the research, the headings "Research Aim and Significance", "Research Methods", "Research Variables", "Data Collection Tools and Methods", "Data Collection Process", "Validity of the Research", "Data Analysis", "Research Hypothesis" and "Research Findings" are given.

#### 3.1. Research Aim and Significance

In this study, the status and conditions of received in-service training of employees in the IT industry in Turkey are determined and whether the status of received in-service training has an effect on their levels of organizational commitment and job satisfaction.

In the literature review, it has been found that such research has not been conducted on the IT sector in Turkey. Thus, this study will particularly be important for being a new source of information in this field in literature.

#### 3.2. Research Method

In the present study, survey method was preferred to collect data by means of questionnaires and scaled expressions. Data collection scale is to measure the same concept by summing or averaging answers given to the multiple questions. Through survey method and sampling the population, it is possible to reach quantitative results as well as statistical analyses. Survey method presents questions appropriate for analysis to the relevant respondents (Folwer, 2001). These questionnaires can either be applied on printed form or on the internet so as to obtain required sampling. The main reason to prefer survey method was that data can conveniently and reliably be collected (Stanton, 1998).

#### 3.3. Research Variables

Whereas the independent variable of the present study is the condition of receiving in-service training, dependent variables are job satisfaction and organizational loyalty.

### 3.4. Data Collection Tools and Method

As well as internet materials regarding the subject, all relevant published materials, thesis, occupational researches, and articles were scanned as a preliminary literature search.

Whereas “Organizational Commitment Scale” (Translated by A. Wasti, 2000) was utilized to measure the organizational loyalty of employees in the IT industry in Turkey in regard to their condition of receiving in-service training; “The Minnesota Job Satisfaction Scale” (Translated by A. Baycan, 1985) was utilized to measure job satisfaction. A personal inquiry form was used to collect data concerning in-service training which is believed to have impact on employees’ levels of job satisfaction and organizational loyalty and employees’ demographic information.

The personal information form was prepared by the researcher. There are a total of sixteen questions within the personal information form. There are two sections in the personal information form. While the first one gathers demographic information through ten questions regarding gender, age, marital status, number of children in the family, monthly wage, education level, service period at the current organization, total working period, and job position; the second section consists of six questions concerning the in-service training condition. Sub-sections of the personal information form and relevant articles were exhibited below on Table 3.4.1.

Table 3.4.1 Personal Information Form

<b>Personal Information Form</b>	<b>Substance Number</b>
<b>Demographic Information</b>	1, 2, 3, 4, 5, 7, 8, 9, 10
<b>Regarding Information the In-Service Training</b>	11, 12, 13, 14, 15, 16

To determine job satisfaction levels, “Minnesota Satisfaction Scale” was used. This tool was developed by Weiss, Dawis, England and Lofquist in 1947; and it has two versions which either consists of 100 or 20 questions. In this study, Turkish translation of the 20-questioned version of the Minnesota Scale (Translated by A. Baycan, 1985) was utilized. Each expression in the scale was measured based on five-point Likert scale (1:

very dissatisfied, 2: dissatisfied, 3: not sure, 4: satisfied, 5: very satisfied). As the values increase in the scale, employee job satisfaction level increases.

This scale has two sub-scales as internal job satisfaction and external job satisfaction (Bilgin *et al.*, 2007).

Subscales of job satisfaction were exhibited below on Table 3.4.2.

Table 3.4.2 Sub-scales of Job Satisfaction

<b>Subscales of Job Satisfaction</b>	<b>Substance Number</b>
<b>Intrinsic Job Satisfaction</b>	1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, 20
<b>Extrinsic Job Satisfaction</b>	5, 6, 12, 13, 14, 17, 18, 19

The inventory reliability of 0,879, inherent job satisfaction reliability of 0,855, extrinsic job satisfaction reliability of 0.774 were exhibited below on Table 3.4.3.

Table 3.4.3 Sub-scales of Job Satisfaction Reliability

<b>Sub-Scales Of The Organizational Commitment</b>	<b>Reliability</b>
<b>Inherent Job Satisfaction</b>	0,855
<b>Extrinsic Job Satisfaction</b>	0,774
<b>Job Satisfaction</b>	0,879

“Organizational commitment scale” was used to determine organizational commitment levels of employees. While the original study, “Organizational commitment scale”, was developed by Meyen and Allen in 1947; its 18-questioned Turkish version was utilized in our study (Translated by A. Wasti, 2000). Each expression in the scale was evaluated based on 5-point Likert scale (1: strongly disagree, 2: disagree, 3: little bit agree, 4: agree, 5: strongly agree). As the values increase, the level of organizational commitment of employees increases as well.

This scale has three sub-scales as sentimental commitment, normative commitment and continual commitment.

Table 3.4.4 Exhibits sub-scales of the organizational commitment and the relevant articles.

<b>Organizational Commitment Subscales</b>	<b>Substance Number</b>
<b>Sentimental Commitment</b>	1, 2, 3, 4, 5, 6
<b>Normative Commitment</b>	7, 8, 9, 10, 11, 12
<b>Continual Commitment</b>	13, 14, 15, 16, 17, 18

To determine employees' levels of intention to quit their job, "Organizational loyalty scale" was used. Each expression in this scale was evaluated based on five-point Likert scale (1: strongly disagree, 2: somewhat agree, 3: agree, 4: strongly agree, 5: certainly agree).

This inventory Sentimental Commitment reliability of 0,941 Normative Commitment reliability of 0,604, Continual Commitment reliability of 0,685 were exhibited below on Table 3.4.5.

Table 3.4.5 Sub-scales of Organizational Commitment Reliability

<b>Sub-scales of Organizational Commitment</b>	<b>Reliability</b>
<b>Sentimental Commitment</b>	0,941
<b>Normative Commitment</b>	0,604
<b>Continual Commitment</b>	0,685

### 3.5. Data Collection Process

There are two scales, one questionnaire used in the present research including expressions in the demographic and in-service related sections. Survey was applied to the employees from the Turkish IT industry. While 21.3% of surveys were applied through printed materials, 78.7% of them were applied over internet. During the application of the survey, the purpose about this research and explanation regarding application of the survey were presented at the very beginning. Survey was conducted in November and December 2013.

### 3.6. Research Validity

Collected data at the end of the research was analyzed by means of “IBM SPSS Statistics for Windows” package software. In this process, various statistical techniques were utilized. Reliability of the survey study was determined by “Cronbach's Alfa” method. In the Cronbach's Alfa analysis, as the value of the alpha coefficient closes to 1, the reliability of the survey increases. Table 3.6.1. exhibits the obtained alpha coefficients for both the job satisfaction and for the organizational loyalty as 0.923 and 0.809 respectively. Based on these findings, answers of respondents were considered consistent. Reliability analysis for each expression in the survey was presented in the Appendix 2.

Table 3.6.1 Job Satisfaction and Organizational Commitment Questionnaire Reliability Coefficient

	Reliability Coefficient	
	Cronbach's Alpha	Number of Scale Items
<b>Job Satisfaction Scale</b>	0,926	20
<b>Organizational Commitment Scale</b>	0,818	18

### 3.7. Data Analysis

The statistical procedures used to analyze the collected data are explained in this section. For assessing data Collected data at the end of the research was analyzed by means of “IBM SPSS Statistics for Windows” package software. To ensure items' internal consistency, reliability was assessed by Cronbach's alpha. Factor, ANOVA and T-tests analysis were tested. Extreme data Outliers

Data average data with “Outlier/Extreme Values”, showing extreme deviations located in the extreme values were removed.



Hypothesis 1:

H<sub>0</sub>: Job satisfaction level of employees in the IT sector that received the total in-service training in the IT sector status is not different.

H<sub>1</sub>: Job satisfaction level of employees in the IT sector that received the total in-service training in the IT sector status is different.

Hypothesis 2:

H<sub>0</sub>: Job satisfaction level of employees in the IT sector is not different between genders.

H<sub>1</sub>: Job satisfaction level of employees in the IT sector is different between genders.

Hypothesis 3:

H<sub>0</sub>: Job satisfaction level of employees in the IT sector is not different across ages.

H<sub>1</sub>: Job satisfaction level of employees in the IT sector is different across ages.

Hypothesis 4:

H<sub>0</sub>: Job satisfaction level of employees in the IT sector is not different between education levels.

H<sub>1</sub>: Job satisfaction level of employees in the IT sector is different between education levels.

Hypothesis 5:

H<sub>0</sub>: Organizational commitment level of employees in the IT sector that received the total in-service training in the IT sector status is not different.

H<sub>1</sub>: Organizational commitment level of employees in the IT sector that received the total in-service training in the IT sector status is different.

Hypothesis 6:

H<sub>0</sub>: Organizational commitment level of employees in the IT sector is not different between genders.

H<sub>1</sub>: Organizational commitment level of employees in the IT sector is different between genders.

Hypothesis 7:

H<sub>0</sub>: Organizational commitment level of employees in the IT sector is not different across ages.

H<sub>1</sub>: Organizational commitment level of employees in the IT sector is different across ages.

Hypothesis 8:

H<sub>0</sub>: Organizational commitment level of employees in the IT sector is not different between education levels.

H<sub>1</sub>: Organizational commitment level of employees in the IT sector is different between education levels.

### 3.8. Research Finding

#### 3.8.1. Survey and Sampling

The field of information technology is wide open to novelties brought on by technological developments. These advancements affect individuals employed in the information technology industry. Employees in the Turkish IT industry were selected as our research sampling. While this sampling group was being created, “the snowball sampling”, one of the “random sampling methods”, was utilized. Snowball sampling method is preferred for populations that are not convenient for access or to work with. In this method, it is expected to find a subject with desired characteristic (an employee from IT industry), and then, it is expected from this subject to suggest another subject (another employee from the IT industry). In other words, subjects with desired characteristics are communicated by means of establishing a reference chain (Büyüköztürk *et al.*, 2013).

To find subjects for the study, I called colleagues in the IT sector to ask them to fill out the survey. Then the chain of communication brought the other subjects that volunteered to join the study. To collect more data, I shared the survey on social network that colleagues from the IT sector follow.

As it can be seen from 3.8.1., 164 employees from the Turkish IT sector, who were scattered to various cities across Turkey such as Istanbul, Ankara, Antalya, Izmir, Samsun, Denizli, and Uşak were communicated for survey application. At the end of the evaluation of the survey process, while 26 of them were considered as invalid, the rest of them, 138 surveys were taken into analysis process.

Table 3.8.1. Survey Implementation

City	Valid surveys Count	Invalid Number of Polls	Total
<b>İstanbul</b>	42	14	56
<b>Ankara</b>	24	6	30
<b>Antalya</b>	14	4	18
<b>İzmir</b>	18	5	23
<b>Samsun</b>	11	4	15
<b>Denizli</b>	12	2	14
<b>Uşak</b>	7	1	8
<b>Total</b>	128	36	164

Table 3.8.3. Research Group Analysis

			High School	Pre-undergraduate	Undergraduate	Master's Degree	PhD	Subtotal	Total	Overall Total
<b>W</b> <b>o</b> <b>m</b> <b>e</b> <b>n</b>	Married	20 -29				1		1	17	128
		30- 39		1	2			3		
		40- 49						0		
		50 and up						0		
	Single	20 -29	1		7	5			13	
		30- 39							0	
		40- 49							0	
		50 and up							0	
<b>Subtotal</b>			1	1	9	6	0	17		
<b>M</b> <b>e</b> <b>n</b>	Married	20 -29		2	6		1	9	121	
		30- 39	3	4	12	7	1	27		
		40- 49	3		2		1	6		
		50 and up	1		2			3		
	Single	20 -29	3	6	31	8			48	
		30- 39	3	2	17	5			27	
		40- 49					1		1	
		50 and up							0	
<b>Subtotal</b>			13	14	70	20	4	111		
<b>Total</b>			14	15	79	26	4	128	128	

According to Table 3.8.2., the sampling group consisted of a total of 128 individuals; 17 female and 111 male.

Whereas 13 of female subjects were single, 4 of them were married. In terms of education, one of the female respondents was a high school graduate, another one was college graduate, 9 of them were holding bachelor degrees, and 6 of them were graduates of a master's program. There was no female subject with a PhD degree. While 14 female respondents were in the age range of 20- 29; 3 of them were in the age range of 30- 39.

In terms of male respondents, 76 of them were single and 45 of them were married. 13 of them were high school graduates, 14 of them were college graduates, 70 of

them were holding bachelor degrees, 20 of them were graduates of a master’s program, and finally, 4 of them were holding a PhD degree. Regarding their distribution based on age, 57 of them were in the range of 20- 29; 54 of them were in the range of 30- 39; 7 of them in the range of 40- 49; and 3 of them were 50 and over.

3.8.2. Findings on the differentiation of levels of job satisfaction of employees in the IT sector according to received total in-service training status in the IT sector

One of the aims of the research was to determine whether there was any difference or not on the levels of IT employees’ job satisfaction depending on the total in-service training while working in the IT industry. For this purpose, the arithmetic average of IT employees’ scores on the whole of the Minnesota Job Satisfaction Scale and its subscales and the IT sector total in-service training status variable were tested using the independent samples test to determine whether there was a differentiation or not.

Table 3.8.2.1 The independent samples test results for the total in-service training status in the IT sector

	LS	In-Service Training Status	N	Mean	Std. Dev.	Std. Error Mean	T- Test		
	sig						t	df	sig
<b>Job Satisfaction</b>	.272	Didn't Get	29	73.069	14.976	2.780	-2.049	126	.043
		Got	99	78.545	11.912	1.197			
<b>Extrinsic Job Satisfaction</b>	.156	Didn't Get	29	26.758	7.312	1.357	-2.744	126	.025
		Got	99	29.767	5.934	.596			
<b>Intrinsic Job Satisfaction</b>	.239	Didn't Get	29	46.310	9.103	1.690	-1.576	126	.117
		Got	99	48.777	6.853	.688			

In this respect, Levene's test was used to determine whether the Minnesota Job Satisfaction Scale and its subscales’ variances were homogeneous or not. As can be seen

in Table 3.9.2.1, all of the variances of the job satisfaction ( $p > .05$ ), extrinsic job satisfaction ( $p > .05$ ), and intrinsic job satisfaction ( $p > .05$ ) scores were found to be homogeneous.

As seen in Table 3.8.4.1, significant difference was found between the means of two groups ( $t(126) = -2.049$ ,  $p < .05$ ) while comparing the mean scores of IT staff that received in-service training and IT staff that did not receive in-service training. Job satisfaction of IT staff that received in-service training ( $X = 78.545$ ) is significantly higher than job satisfaction of IT staff that did not receive in-service training ( $X = 73.069$ ).

A significant difference was found between the means of two groups ( $t(126) = -2.744$ ,  $p < .05$ ) while comparing the mean scores of IT staff that received in-service training and IT staff that did not receive in-service training regarding extrinsic job satisfaction, which is a sub-dimension of job satisfaction. Extrinsic job satisfaction of IT staff that received in-service training ( $X = 29.767$ ) is significantly higher than extrinsic job satisfaction of IT staff that did not receive in-service training ( $X = 26.758$ ).

The other sub-dimension of job satisfaction is intrinsic job satisfaction. A significant difference was found between the means of two groups ( $t(126) = -1.576$ ,  $p > .05$ ) while comparing the mean scores of IT staff that received in-service training and IT staff that did not receive in-service training. Intrinsic job satisfaction of IT staff that received in-service training ( $X = 48.777$ ) is not significantly higher than intrinsic job satisfaction of IT staff that did not receive in-service training ( $X = 46.310$ ).

According to these findings;

- A significant difference is found between the status of in-service training and job satisfaction.
- A significant difference is found between the status of in-service training and extrinsic job satisfaction.
- A significant difference is not found between the status of in-service training and intrinsic job satisfaction.

Supports the hypothesis 1: “H<sub>1</sub>: Job satisfaction level of employees in the IT sector that received the total in-service training in the IT sector status is different.”

3.8.3. Findings on the levels of job satisfaction of employees in the IT sector in relation with gender

One of the aims of the research was to determine whether there was any difference or not on the levels of IT employees’ job satisfaction in relation to gender differences. For this purpose, the arithmetic average of IT employees’ scores on the whole of the Minnesota Job Satisfaction Scale and its subscales and the gender variable were tested using the independent samples test to determine whether there was a differentiation or not.

Table 3.8.3.1 The independent samples test results for job satisfaction levels regarding gender differences

	LS	In-Service	N	Mean	Std.	Std. Error	T- Test		
	sig	Training			Dev.	Mean	t	df	sig
		Status							
<b>Job Satisfaction</b>	.423	Women	16	79.187	9.093	2.273	.627	126	.532
		Men	112	77.035	13.272	1.254			
<b>Extrinsic Job Satisfaction</b>	.822	Women	16	29.437	5.864	1.466	.235	126	.814
		Men	112	29.035	6.461	.610			
<b>Intrinsic Job Satisfaction</b>	.280	Women	16	49.750	4.171	1.042	.877	126	.382
		Men	112	48.000	7.801	.737			

In this respect, Levene's test was used to determine whether the variances were homogeneous or not. As can be seen in Table 3.9.3.1, all of the variances of the job satisfaction ( $p > .05$ ), extrinsic job satisfaction ( $p > .05$ ), and intrinsic job satisfaction ( $p > .05$ ) scores were found to be homogeneous.

As seen in Table 3.8.3.2., significant difference was not found between the means of women and men ( $t(126) = .627, p > .05$ ). Job satisfaction of female IT staff ( $X = 79.187$ ) is not significantly higher than job satisfaction of male IT staff ( $X = 77.035$ ).

A significant difference was not found between the means of women and men ( $t(126) = .235, p > .05$ ) regarding extrinsic job satisfaction, which is a sub-dimension of job satisfaction. Extrinsic job satisfaction of female IT staff ( $X = 29.437$ ) is not significantly higher than extrinsic job satisfaction of male IT staff ( $X = 29.035$ ).

The other sub-dimension of job satisfaction is intrinsic job satisfaction. A significant difference was not found between the means of women and men ( $t(126) = .877, p > .05$ ). Intrinsic job satisfaction of female IT staff ( $X = 49.750$ ) is not significantly higher than intrinsic job satisfaction of male IT staff ( $X = 48.000$ ).

According to these findings;

- A significant difference is not found between gender and job satisfaction.
- A significant difference is not found between gender and extrinsic job satisfaction.
- A significant difference is not found between gender and intrinsic job satisfaction.

Supports the hypothesis 2 “ $H_0$ : Job satisfaction level of employees in the IT sector is not different between genders”.

#### 3.8.4. Findings on the levels of job satisfaction of employees in the IT sector according to age

One of the aims of the research was to determine whether there was any differentiation on the levels of IT employees’ job satisfaction depending on age differences. For this purpose, the arithmetic average of IT employees’ scores on the whole of the Minnesota Job Satisfaction Scale and its subscales and the age variable were tested using the independent samples test to determine whether there was a differentiation or not.



Table 3.8.4.1. The independent samples test results for job satisfaction levels regarding age differences

	<b>Age</b>	<b>N</b>	<b>X</b>	<b>SS</b>
<b>Job Satisfaction</b>	20- 29	63	77.476	12.953
	30- 39	55	76.490	13.627
	40- 49	7	80.285	6.319
	50 and older	3	81.66	4.725
	Total	128	77.304	1.132
<b>Extrinsic Job Satisfaction</b>	20- 29	63	29.206	6.319
	30- 39	55	28.636	6.788
	40- 49	7	30.285	4.498
	50 and older	3	32.000	3.000
	Total	128	29.085	6.369
<b>Intrinsic Job Satisfaction</b>	20- 29	63	48.269	7.818
	30- 39	55	47.854	7.614
	40- 49	7	50.000	3.958
	50 and older	3	49.666	2.081
	Total	128	48.218	7.455

According to the analysis results, the overall level of job satisfaction among IT workers shows that there is not a significant difference ( $F(3,124) = .315, p > .01$ ) in terms of age range. In other words, IT employee job satisfaction level does not vary according to age range. Scheffe test results show that the job satisfaction mean scores of IT

employees in the 20-29 range was  $X = 77.476$ ; the job satisfaction mean scores of IT employees in the 30-39 range was  $X = 76.490$ ; the job satisfaction mean scores of IT employees in the 40-49 range was  $X = 80.285$  and the job satisfaction mean scores of IT employees in the 50-older age range was  $X = 81.66$ .

The extrinsic level of job satisfaction among IT workers in terms of age range shows that there is not a significant difference ( $F(3,124) = .385, p > .01$ ). In other words, IT employee extrinsic job satisfaction does not vary according to age range. Scheffe test results show that the average extrinsic job satisfaction mean scores of IT employees in the 20-29 range was  $X = 29.206$ ; the extrinsic job satisfaction mean scores of IT employees in the 30-39 range was  $X = 28.636$ ; the extrinsic job satisfaction mean scores of IT employees in the 40-49 range was  $X = 30.285$  and the extrinsic job satisfaction mean scores of IT employees in the 50-older age range was  $X = 32.000$ .

The intrinsic level of job satisfaction among IT workers in terms of age range shows that there is not a significant difference ( $F(3,124) = .212, p > .01$ ). In other words, IT employee intrinsic job satisfaction does not vary according to age range. Scheffe test results show that the average intrinsic job satisfaction mean scores of IT employees in the 20-29 range was  $X = 48.269$ ; the intrinsic job satisfaction mean scores of IT employees in the 30-39 range was  $X = 47.854$ ; the intrinsic job satisfaction mean scores of IT employees in the 40-49 range was  $X = 50.000$  and the intrinsic job satisfaction mean scores of IT employees in the 50-older age range was  $X = 49.666$ .

Table 3.9.8.2. ANOVA results of IT employees' job satisfaction levels in regard to age groups

		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
<b>Job Satisfaction</b>	Between Groups	157.562	3	52.521	.315	.815
	Within Groups	20701.555	124	166.948		
	Total	20859.117	127			
<b>Extrinsic Job Satisfaction</b>	Between Groups	47.581	3	15.860	.385	.764
	Within Groups	5104.473	124	41.165		
	Total	5152.055	127			
<b>Intrinsic Job Satisfaction</b>	Between Groups	35.959	3	11.986	.212	.888
	Within Groups	7023.916	124	56.644		
	Total	7059.875	127			

According to these findings;

- There was not a difference between IT employees' job satisfaction levels and age.
- There was not a difference between IT employees' extrinsic job satisfaction levels and age.
- There was not a difference between IT employees' intrinsic job satisfaction levels and age.

Supports the hypothesis 3 " H<sub>0</sub>: Job satisfaction level of employees in the IT sector is not different across ages."

3.8.5. Findings on the levels of job satisfaction according to the level of education of employees in the IT sector

One of the aims of the research was to determine whether there was any differentiation on the levels of IT employees' job satisfaction depending on levels of education. For this purpose, the arithmetic average of IT employees' scores on the whole of the Minnesota Job Satisfaction Scale and its subscales and the education level variable were tested using the independent samples t-test to determine whether there was a differentiation or not.

Table 3.8.5.1 The independent samples test results for job satisfaction levels regarding education level differentiation

	<b>Educational Status</b>	<b>N</b>	<b>X</b>	<b>SS</b>
<b>Job Satisfaction</b>	High School	14	75.500	16.672
	Pre- license	15	69.666	19.237
	License	72	78.972	9.115
	Master	24	79.333	11.987
	Doctorate	3	67.666	26.083
	Total	128	77.304	12.815
<b>Extrinsic Job Satisfaction</b>	High School	14	28.285	8.240
	Pre- license	15	25.066	8.547
	License	72	30.194	4.802
	Master	24	29.625	6.063
	Doctorate	3	22.000	11.532
	Total	128	29.085	6.369
<b>Intrinsic Job Satisfaction</b>	High School	14	47.214	9.324
	Pre- license	15	44.600	11.740
	License	72	48.777	5.308
	Master	24	49.708	7.285
	Doctorate	3	45.666	15.373
	Total	128	48.218	7.455

According to the analysis results, the overall level of job satisfaction among IT workers shows that there is not a significant difference in terms of education levels ( $F(4,123) = 2.380, p > .05$ ). In other words, IT employee job satisfaction level does not vary according to level of education. Scheffe test results show that the job satisfaction mean scores of IT employees who are high school graduates was  $X = 75.500$ ; the job satisfaction mean scores of IT employees with a pre-license education was  $X = 69.666$ ; the job satisfaction mean scores of IT employees with a license degree was  $X = 78.972$ ; the job satisfaction mean scores of IT employees with a master's degree was  $X = 79.333$  and the job satisfaction mean scores of IT employees with a PhD degree was  $X = 67.666$ .

The extrinsic level of job satisfaction among IT employees in terms of level of education shows that there is a significant difference ( $F(4,123) = 3.286, p < .05$ ). In other words, IT employee extrinsic job satisfaction varies according to level of education. Scheffe test results show that the extrinsic job satisfaction mean scores of IT employees who are high school graduates was  $X = 28.285$ ; the extrinsic job satisfaction mean scores of IT employees with a pre-license education was  $X = 25.066$ ; the extrinsic job satisfaction mean scores of IT employees with a license degree was  $X = 30.194$ ; the extrinsic job satisfaction mean scores of IT employees with a master's degree was  $X = 29.625$  and the extrinsic job satisfaction mean scores of IT employees with a PhD degree was  $X = 22.000$ .

The level of intrinsic job satisfaction among IT employees in terms of level of education shows that there is a significant difference ( $F(3,123) = 1.392, p > .05$ ). In other words, IT employee intrinsic job satisfaction does not vary according to level of education. Scheffe test results show that the intrinsic job satisfaction mean scores of IT employees who are high school graduates was  $X = 47.214$ ; the intrinsic job satisfaction mean scores of IT employees with a pre-license education was  $X = 44.600$ ; the intrinsic job satisfaction mean scores of IT employees with a license degree was  $X = 48.777$ ; the intrinsic job satisfaction mean scores of IT employees with a master's degree was  $X = 49.708$  and the intrinsic job satisfaction mean scores of IT employees with a PhD degree was  $X = 45.666$ .

Table 3.8.5.2 ANOVA results of IT employees' job satisfaction levels in regard to education levels

		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>P</b>
<b>Job Satisfaction</b>	Between Groups	1498.339	4	374.585	2.380	.055
	Within Groups	19360.778	123	157.405		
	Total	20859.117	127			
<b>Extrinsic Job Satisfaction</b>	Between Groups	497.361	4	124.340	3.286	.013
	Within Groups	4654.693	123	37.843		
	Total	5152.055	127			
<b>Intrinsic Job Satisfaction</b>	Between Groups	305.848	4	76.462	1.392	.240
	Within Groups	6754.027	123	54.911		
	Total	7059.875	127			

According to these findings;

-There was not a difference relationship between IT employees' job satisfaction levels and the educational levels.

-There was a difference relationship between IT employees' extrinsic job satisfaction levels and the educational levels.

-There was not a difference relationship between IT employees' intrinsic job satisfaction levels and the educational levels.

Supports the hypothesis 4: "H<sub>0</sub>: Job satisfaction level of employees in the IT sector is not different between education levels."

3.8.6. Findings on the levels of organizational commitment of employees in the IT sector according to received total in-service training

One of the aims of the research was to determine whether there was any differentiation on the levels of IT employees' organizational commitment depending on the received total in-service training status. For this purpose, the arithmetic average of IT employees' scores on the whole of the Organizational Commitment Scale and its subscales and the total in-service training variable were tested using the independent samples test to determine whether there was a differentiation or not.

Table 3.8.6.1 The independent samples test results for organizational commitment levels regarding total in-service training

	LS	In-Service Training Status	N	Mean	Std. Deviation	Std. Error Mean	T- Test		
	Sig						t	df	sig
<b>Organizational Commitment</b>	.923	Didn't Get	29	57.137	9.984	1.854	-	126	.115
		Got	99	60.747	10.985	1.104			
<b>Emotional Commitment</b>	.277	Didn't Get	29	18.758	5.145	.955	-	126	.131
		Got	99	20.656	6.076	.610			
<b>Continued Commitment</b>	.451	Didn't Get	29	16.655	3.866	.717	-	126	.031
		Got	99	18.535	4.141	.416			
<b>Normative Commitment</b>	.308	Didn't Get	29	21.724	4.216	.782	.187	123	.852
		Got	99	21.565	3.964	.398			

In this respect, Levene's test was used to determine whether the Organizational Commitment Scale and its subscales' variances were homogeneous or not. As can be seen in Table 3.8.12.1, all of the variances of organizational commitment ( $p > .05$ ), emotional commitment ( $p > .05$ ), continued commitment ( $p > .05$ ), and normative commitment ( $p > .05$ ) scores were found to be homogeneous.

As can be seen in Table 3.8.6.1, when compared, organizational commitment level mean scores of the two groups were not found to be significantly different ( $t(126) = -1.587, p > .05$ ). In other words, whether in-service training was received or not did not lead to a significant difference in organizational commitment levels. The mean scores of IT employees' organizational commitment levels that received in-service training was  $X = 60.747$  and the mean scores of IT employees' organizational commitment levels that did not receive in-service training was  $X = 57.137$ .

Emotional commitment is a sub-dimension of organizational commitment. The emotional commitment mean scores of IT staff that received in-service training and IT staff that did not receive in-service training were compared and a significant difference was not found between the means of the two groups ( $t(126) = -1.520, p > .05$ ). The emotional commitment levels of IT staff that received in-service training ( $X = 20.656$ ) are not significantly higher than the emotional commitment levels of IT staff that did not receive in-service training ( $X = 18.758$ ).

Another sub-dimension of organizational commitment is continued commitment. The continued commitment mean scores of IT staff that received in-service training and IT staff that did not receive in-service training were compared and a significant difference was found between the means of the two groups ( $t(126) = -2.182, p < .05$ ). The continued commitment levels of IT staff that received in-service training ( $X = 18.535$ ) are significantly higher than the continued commitment levels of IT staff that did not receive in-service training ( $X = 16.655$ ).

Another sub-dimension of organizational commitment is normative commitment. The normative commitment mean scores of IT staff that received in-service training and IT staff that did not receive in-service training were compared and a significant difference was not found between the means of the two groups ( $t(126) = .187, p > .05$ ). The



normative commitment levels of IT staff that received in-service training ( $X = 21.565$ ) are not significantly higher than the normative commitment levels of IT staff that did not receive in-service training ( $X = 21.724$ ).

According to these findings;

-There was not a significant relationship between IT employees' organizational commitment levels and the status of in-service training.

-There was not a significant relationship between IT employees' emotional commitment levels and the status of in-service training.

-There was a significant relationship between IT employees' continued commitment levels and the status of in-service training.

-There was not a significant relationship between IT employees' normative commitment levels and the status of in-service training.

Supports the hypothesis 5: "H<sub>0</sub>: Organizational commitment level of employees in the IT sector that received the total in-service training in the IT sector status is not different."

#### 3.8.6. Findings on the levels of organizational commitment of employees in the IT sector according to gender

One of the aims of the research was to determine whether there was any differentiation on the levels of IT employees' organizational commitment depending on gender differences. For this purpose, the arithmetic average of IT employees' scores on the whole of the Organizational Commitment Scale and its subscales and the gender variable were tested using the independent samples t-test to determine whether there was a differentiation or not.

Table 3.8.6.1. The independent samples test results for organizational commitment levels regarding gender differences

	LS	Gender	N	Mean	Std. Deviation	Std. Error Mean	T- Test		
	sig						T	df	sig
<b>Organizational Commitment</b>	.452	woman	16	59.062	12.320	3.080	-.341	126	.734
		man	112	60.053	10.662	1.007			
<b>Emotional Commitment</b>	.649	woman	16	18.812	5.528	1.382	-	126	.311
		man	112	20.419	5.961	.563			
<b>Continued Commitment</b>	.988	woman	16	18.375	4.240	1.060	.273	126	.785
		man	112	18.071	4.145	.391			
<b>Normative Commitment</b>	.684	woman	16	21.875	4.470	1.117	.291	126	.772
		man	112	21.562	3.956	.373			

In this respect, Levene's test was used to determine whether the Organizational Commitment Scale and its subscales' variances were homogeneous or not. As can be seen in Table 3.8.6.1, all of the variances of organizational commitment ( $p > .05$ ), emotional commitment ( $p > .05$ ), continued commitment ( $p > .05$ ), and normative commitment ( $p > .05$ ) scores were found to be homogeneous.

As can be seen in Table 3.8.6.1, when compared, organizational commitment level mean scores of men and women were not found to be significantly different ( $t(126) = -.341, p > .05$ ). In other words, gender differences did not lead to a significant difference in organizational commitment levels. The mean scores of male IT employees' organizational commitment levels were  $X = 60.053$  and the mean scores of female IT employees' organizational commitment levels were  $X = 59.062$ .

Emotional commitment is a sub-dimension of organizational commitment. The emotional commitment mean scores of male and female IT staff were compared and a significant difference was not found between the means of the two groups ( $t(126) = -1.017, p > .05$ ). The emotional commitment levels of male IT staff ( $X = 20.419$ ) were not significantly higher than the emotional commitment levels of female IT staff ( $X = 18.812$ ).

Another sub-dimension of organizational commitment is continued commitment. The continued commitment mean scores of male and female IT staff were compared and a significant difference was not found between the means of the two groups ( $t(126) = -1.017, p > .05$ ). The continued commitment levels of female IT staff ( $X = 18.375$ ) were not significantly higher than the continued commitment levels of male IT staff ( $X = 18.071$ ).

Another sub-dimension of organizational commitment is normative commitment. The normative commitment mean scores of male and female IT staff were compared and a significant difference was not found between the means of the two groups ( $t(126) = -1.017, p > .05$ ). The normative commitment levels of female IT staff ( $X = 21.875$ ) were not significantly higher than the normative commitment levels of male IT staff ( $X = 21.562$ ).

According to these findings;

-There was not a significant relationship between IT employees' organizational commitment levels and gender differences.

-There was not a difference between IT employees' emotional commitment levels and gender differences.

-There was not a difference between IT employees' continued commitment levels and gender differences.

-There was not a difference between IT employees' normative commitment levels and gender differences.

Supports the hypothesis 5 "H<sub>0</sub>: Organizational commitment level of employees in the IT sector is not different between genders."

3.8.7. Findings on the levels of organizational commitment of employees in the IT sector according to age

One of the aims of the research was to determine whether there was any differentiation on the levels of IT employees' organizational commitment depending on age differences. For this purpose, the arithmetic average of IT employees' scores on the whole of the Organizational Commitment Scale and its subscales and the age variable were tested using the independent samples t-test to determine whether there was a differentiation or not.

Table 3.8.7.1. The independent samples test results for organizational commitment levels regarding age differences

	Age	N	X	SS
<b>Organizational Commitment</b>	20- 29	63	61.000	10.801
	30- 39	55	57.672	11.211
	40- 49	7	65.428	4.076
	50 and older	3	66.000	7.549
	Total	128	59.929	10.835
<b>Emotional Commitment</b>	20- 29	63	20.142	6.061
	30- 39	55	19.763	6.064
	40- 49	7	22.714	1.253
	50 and older	3	24.333	5.507
	Total	128	20.218	5.912
<b>Continued Commitment</b>	20- 29	63	21.952	4.037
	30- 39	55	21.000	4.046
	40- 49	7	22.142	3.716
	50 and older	3	24.000	2.645
	Total	128	21.601	4.006
<b>Normative Commitment</b>	20- 29	63	18.904	4.106
	30- 39	55	16.909	3.978
	40- 49	7	20.571	3.552
	50 and older	3	17.666	4.509
	Total	128	18.109	4.141

According to the analysis results, the overall level of organizational commitment among IT workers shows that there is not a significant difference ( $F(3,124) = 1.959, p > .05$ ) in terms of age range. In other words, IT employee organizational commitment level does not vary according to age range. Scheffe test results show that the organizational commitment mean scores of IT employees in the 20-29 range was  $X = 61.000$ ; the

organizational commitment mean scores of IT employees in the 30-39 range was  $X = 57.672$ ; the organizational commitment mean scores of IT employees in the 40-49 range was  $X = 65.428$  and the organizational commitment mean scores of IT employees in the 50-older age range was  $X = 66.000$ .

The level of emotional commitment among IT workers in terms of age range shows that there is not a significant difference ( $F(3,124) = 1.012, p > .05$ ). In other words, IT employee emotional commitment does not vary according to age range. Scheffe test results show that the average emotional commitment mean scores of IT employees in the 20-29 range was  $X = 20.142$ ; the emotional commitment mean scores of IT employees in the 30-39 range was  $X = 19.763$ ; the emotional commitment mean scores of IT employees in the 40-49 range was  $X = 22.714$  and the emotional commitment mean scores of IT employees in the 50-older age range was  $X = 24.333$ .

The level of continued commitment among IT workers in terms of age range shows that there is not a significant difference ( $F(3,124) = 3.323, p < .05$ ). In other words, IT employee continued commitment does not vary according to age range. Scheffe test results show that the average continued commitment mean scores of IT employees in the 20-29 range was  $X = 21.952$ ; the continued commitment mean scores of IT employees in the 30-39 range was  $X = 21.000$ ; the continued commitment mean scores of IT employees in the 40-49 range was  $X = 22.142$  and the continued commitment mean scores of IT employees in the 50-older age range was  $X = 24.000$ .

The level of normative commitment among IT workers in terms of age range shows that there is not a significant difference ( $F(3,124) = .975, p > .05$ ). In other words, IT employee normative commitment does not vary according to age range. Scheffe test results show that the average normative commitment mean scores of IT employees in the 20-29 range was  $X = 18.904$ ; the normative commitment mean scores of IT employees in the 30-39 range was  $X = 16.909$ ; the normative commitment mean scores of IT employees in the 40-49 range was  $X = 20.571$  and the normative commitment mean scores of IT employees in the 50-older age range was  $X = 17.666$ .

Table 3.8.7.2.ANOVA results of IT employees' organizational commitment levels in regard to age groups

		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>P</b>	<b>Sig</b>
<b>Organizational Commitment</b>	Between Groups	674.544	3	224.848	1.959	.124	
	Within Groups	14235.823	124	114.805			
	Total	14910.367	127				
<b>Emotional Commitment</b>	Between Groups	106.138	3	35.379	1.012	.390	
	Within Groups	4333.737	124	34.949			
	Total	4439.875	127				
<b>Normative Commitment</b>	Between Groups	46.965	3	15.655	.975	.407	
	Within Groups	1991.714	124	16.062			
	Total	2038.680	127				
<b>Continued Commitment</b>	Between Groups	162.114	3	54.038	3.323	.022	
	Within Groups	2016.355	124	16.261			
	Total	2178.469	127				

According to these findings;

-There was not a significant relationship between IT employees' organizational commitment levels and ages.

-There was not a significant relationship between IT employees' emotional commitment levels and ages.

-There was a significant relationship between IT employees' continued commitment levels and ages.

-There was not a significant relationship between IT employees' normative commitment levels and ages.

Supports the hypothesis 13: "  $H_0$ : Organizational commitment level of employees in the IT sector is not different across ages."

#### 3.8.8. Findings on the levels of organizational commitment of employees in the IT sector according to gender

One of the aims of research, IT employees' organizational commitment levels of gender differences is tested. For this purpose, Organizational Commitment Scale and subscale scores of IT employees receive from the whole of the arithmetic average of the scores if it changes according to gender is tested using independent samples t-test.

Table 3.8.8.1. the total in-service training in the IT sector status for independent samples test results

	LS	Gender	N	Mean	Std. Deviation	Std. Error Mean	T- Test		
	sig						t	df	sig
<b>Organizational Commitment</b>	,45	woman	16	59,062	12,320	3,080	-,341	126	,734
	2	man	112	60,053	10,662	1,007			
<b>Emotional Commitment</b>	,64	woman	16	18,812	5,,528	1,382	-1,017	126	,311
	9	man	112	20,419	5,961	,563			
<b>Continued Commitment</b>	,98	woman	16	18,375	4,240	1,060	,273	126	,785
	8	man	112	18,071	4,145	,391			
<b>Normative Commitment</b>	,68	woman	16	21,875	4,470	1,117	,291	126	,772
	4	man	112	21,562	3,956	,373			

In this respect, whether homogeneous groups of variance was tested with Levene's test. Table 3.9.8.1. Levene's test results' as seen in the organizational commitment ( $p > .05$ ), emotional commitment ( $p > .05$ ), continued commitment ( $p > .05$ ), normative commitment ( $p > .05$ ) scores of all of the variance was found to be homogeneous.

Appears in the table 3.10.7.1, comparing the mean scores of IT staff gender was not found significant difference between women and men ( $t(126) = -,341, p >, 05$ ). IT men staff organizational commitment ( $X = 60,053$ ) is not significant higher than IT women staff organizational commitment ( $X = 59,062$ ).

Emotional commitment, which is a sub- dimensions of organizational commitment, comparing the mean scores of IT staff gender was not found significant difference between women and men ( $t(126) = -1,017, p >, 05$ ). IT men staff job satisfaction ( $X = 20,419$ ) is not significant higher than IT women staff job satisfaction ( $X = 18,812$ ).

Other sub- dimension of organizational commitment is continued commitment, comparing the mean scores of IT staff gender was not found significant difference between women and men ( $t(126) = -1,017, p >, 05$ ). IT women staff continued



commitment ( $X = 18,375$ ) is not significant higher than IT men staff continued commitment ( $X = 18,071$ ).

Normative commitment, which is a sub- dimensions of organizational commitment, comparing the mean scores of IT staff gender was not found significant difference between women and men ( $t(126) = -1,017, p >, 05$ ). IT women staff normative commitment ( $X = 20, 21,875$ ) is not significant higher than IT women staff normative commitment ( $X = 18, 21,562$ ).

According to these finding;

- A significant difference is not found between gender and organizational commitment.
- A significant difference is not found between gender and emotional commitment.
- A significant difference is not found between gender and continued commitment.
- A significant difference is not found between gender and normative commitment.

Supports the hypothesis 7 “ $H_0$ : Organizational commitment of employees in the IT sector level is not differences between genders.”

#### 3.8.9. Findings on the levels of organizational commitment of employees in the IT sector according to education levels

One of the aims of the research was to determine whether there was any differentiation on the levels of IT employees’ organizational commitment depending on education levels. For this purpose, the arithmetic average of IT employees’ scores on the whole of the Organizational Commitment Scale and its subscales and the education level variable were tested using the independent samples t-test to determine whether there was a differentiation or not.

Table 3.8.9.1. The independent samples test results for organizational commitment levels regarding education levels

	<b>Educational Status</b>	<b>N</b>	<b>X</b>	<b>SS</b>
<b>Organizational Commitment</b>	High School	14	61.357	11.000
	Pre- license	15	58.000	12.581
	License	72	60.083	9.264
	Master	24	60.333	13.760
	Doctorate	3	56.000	16.370
	Total	128	59.929	10.835
<b>Emotional Commitment</b>	High School	14	21.500	4.033
	Pre- license	15	19.866	8.061
	License	72	20.319	5.314
	Master	24	19.458	7.282
	Doctorate	3	19.666	5.131
	Total	128	20.218	5.912
<b>Continued Commitment</b>	High School	14	18.714	4.778
	Pre- license	15	17.466	4.611
	License	72	18.111	3.558
	Master	24	18.583	4.519
	Doctorate	3	14.666	9.018
	Total	128	18.109	4.141
<b>Normative Commitment</b>	High School	14	21.142	4.737
	Pre- license	15	20.666	4.303
	License	72	21.652	3.925
	Master	24	22.291	3.850
	Doctorate	3	21.666	3.511
	Total	128	21.601	4.006

According to analysis results, there is not any significant difference in the level of organizational commitment among IT employees with regard to education level differences ( $F(4,123) = .284, p > .05$ ). In other words, IT employee organizational commitment levels do not vary according to level of education. Scheffe test results show that the organizational commitment mean scores of IT employees with a high school level education were  $X = 61.357$ , the organizational commitment mean scores of IT employees with a pre-license level of education were  $X = 58.000$ , the organizational commitment mean scores of IT employees with a license degree were  $X = 60.083$ , the organizational commitment mean scores of IT employees with a master's degree were  $X = 60.333$  and the organizational commitment mean scores of IT employees with a PhD degree were  $X = 56.000$ .

There is not any significant difference in the level of emotional commitment among IT employees with regard to education level differences ( $F(4,123) = .282, p > .05$ ). In other words, IT employee emotional commitment levels do not vary according to level of education. Scheffe test results show that the emotional commitment mean scores of IT employees with a high school level education were  $X = 21.500$ , the emotional commitment mean scores of IT employees with a pre-license level of education were  $X = 19.866$ , the emotional commitment mean scores of IT employees with a license degree were  $X = 20.319$ , the emotional commitment mean scores of IT employees with a master's degree were  $X = 19.458$  and the emotional commitment mean scores of IT employees with a PhD degree were  $X = 19.666$ .

There is not any significant difference in the level of continued commitment among IT employees with regard to education level differences ( $F(4,123) = .756, p > .05$ ). In other words, IT employee continued commitment levels do not vary according to level of education. According to Scheffe test results, the continued commitment mean scores of IT employees with a high school level education were  $X = 18.714$ , the continued commitment mean scores of IT employees with a pre-license level of education were  $X = 17.466$ , the continued commitment mean scores of IT employees with a license degree were  $X = 18.111$ , the continued commitment mean scores of IT employees with a master's degree were  $X = 18.583$  and the continued commitment mean scores of IT employees with a PhD degree were  $X = 14.666$ .

There is not any significant difference in the level of normative commitment among IT employees with regard to education level differences ( $F(4,123) = .423, p > .05$ ). In other words, IT employee normative commitment levels do not vary according to level of education. According to Scheffe test results, the normative commitment mean scores of IT employees with a high school level education were  $X = 21.142$ , the normative commitment mean scores of IT employees with a pre-license level of education were  $X = 20.666$ , the normative commitment mean scores of IT employees with a license degree were  $X = 21.652$ , the normative commitment mean scores of IT employees with a master's degree were  $X = 22.291$  and the normative commitment mean scores of IT employees with a PhD degree were  $X = 21.666$ .

Table 3.8.9.2.ANOVA results of IT employees' organizational commitment scale scores in regard to education levels

		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>P</b>
<b>Organizational Commitment</b>	Between Groups	136.320	4	34.080	.284	.888
	Within Groups	14774.048	123	120.114		
	Total	14910.367	127			
<b>Emotional Commitment</b>	Between Groups	40.364	4	10.091	.282	.889
	Within Groups	4399.511	123	35.768		
	Total	4439.875	127			
<b>Continued Commitment</b>	Between Groups	52.267	4	13.067	.756	.556
	Within Groups	2126.202	123	17.286		
	Total	2178.469	127			
<b>Normative Commitment</b>	Between Groups	27.688	4	6.922	.423	.792
	Within Groups	2010.992	123	16.350		
	Total	2038.680	127			

According to these findings;

-There was not a difference between IT employees' organizational commitment levels and education levels.

-There was not a difference between IT employees' emotional commitment levels and education levels.

-There was not a difference between IT employees' continued commitment levels and education levels.

-There was not a significant relationship between IT employees' normative commitment levels and education levels.

Supports the hypothesis 8: "H<sub>0</sub>: Organizational commitment level of employees in the IT sector is not different between education levels."

## CHAPTER 4

### CONCLUSION AND DISCUSSION

The purpose of this research is to investigate the relationship of IT employees' received in-service training with their job satisfaction and organizational commitment levels. In this research, primarily the reliability and confirmatory factor analysis of the scales were conducted to test whether they were able to measure the variables collected from the IT employees as required.

In research conclusion, IT employees' received in-service training with their job satisfaction and continues commitment is considerably higher. IT employees' received in-service training continued commitment of the institution was shown to increase.

In this thesis, after the theoretical framework of the subject was formed in the first and second chapters, a cross-sectional study was carried out. In the application section of the thesis, the relationship of job satisfaction and organizational commitment with IT employees' received in-service training were examined.

Employees in the IT industry find in-service training useful. Whether there was variability in the demographic factors due to received in-service training has been investigated. As a result of the survey, it was found that while some of the demographic factors were affected by received in-service training, others were found to be unaffected.

A significant relationship was found between received in-service training of employees in the IT industry and their job satisfaction. While extrinsic job satisfaction, a sub-factor of job satisfaction, was found to be correlated with received in-service training; a similar correlation was not found between received in-service training and intrinsic job satisfaction, another sub-factor of job satisfaction.

A significant relationship was not found between received in-service training of employees in the IT industry and organizational commitment. Sub-factors of organizational commitment were also found to have no significant relationship with received in-service training of employees in the IT industry.

Concurrently, an investigation into whether variability occurred in job satisfaction and organizational commitment according to the demographic factors has been carried

out. As a result of the survey, it was found that while some of the demographic factors affected job satisfaction and organizational commitment, other demographic factors did not have the same effect.

Two concepts need to be held in consideration to prevent the high overturn of IT employees and to enable them to use their business potential. The subject of this thesis is these two concepts; namely job satisfaction and organizational commitment. In the literature review, it has been observed that in organizations where job satisfaction and organizational commitment are high, productivity and job attendance of employees are bound to increase whereas in organizations where job satisfaction and organizational commitment are low; absenteeism, labor turnover, stress, deterioration in both physical and mental health, and negative factors damaging the social cohesion within the organization become evident.

If in-service training received by IT employees is planned according to needs and demands; it may be possible to increase efficiency in the processes of production and service, productivity and quality improvement; while errors and accidents during the processes of production and consumption can be reduced, costs can be lowered, sales and service can be developed in both qualitative and quantitative aspects, profits can be raised, and tax income and savings can be increased. Concurrently, in addition to the basic vocational and skills training needed for the current job, employees can have the benefit of acquiring knowledge, skills and behavior necessary for their entire careers.

## SUGGESTIONS

The suggestions listed below may contribute to further studies and this thesis can complete the work.

Foreign languages, graduated college with variables such as in-service training, organizational commitment and job satisfaction in relation to negotiable.

Of employees in the IT industry where more men than women are seen. The study focused on women in the IT industry to be made.

A similar study with more participants should be tested again and again. Over the years, the recurrence of similar studies on the development of the IT industry will be able to provide important clues.

IT workers have their special financial facilities (company car, bonus, vacation facilities, facilities for special expenses, signature priorities, such as special clothing vouchers) effects on job satisfaction and organizational commitment can be examined.

In Turkey, women working in the IT industry service training, job satisfaction, advancement opportunities and barriers related to the research to be done, will be able to offer support to women's studies.

As a result, the investigate the relationship of IT employees' received in-service training with their job satisfaction and organizational commitment levels.



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## T.C. YEDİTEPE ÜNİVERSİTESİ

Bu anket, IT sektöründe çalışan bireylerin hizmet içi eğitimin, iş doyumu ve örgütsel bağlılığına olan etkisini belirlemek amacı ile uygulanmaktadır.

Ankete değerli zamanınızı ayırarak gösterdiğiniz ilgi ve katkıdan ötürü teşekkürlerimi sunarım.

**İkbal BARIŞKAN**

Yeditepe Üniversitesi / Eğitim Bilimleri

Enstitüsü

Eğitim Ekonomisi ve Planlaması Programı

- 1) Cinsiyetiniz?  Kadın  Erkek
- 2) Yaşınız?  20- 29  30- 39  40- 49  50 ve üstü
- 3) Medeni Durumunuz?  Evli  Bekâr
- 4) Çocuğunuz var mı?  
 Yok  1  2  3  4 ve üzeri
- 5) Aylık Geliriniz?  
 1.000TL ve altı  
 1.000TL – 1.999TL arası  
 2.000TL – 3.499TL arası  
 3.500TL – 4.999TL arası  
 5.000TL – 7.499TL arası  
 7.500 TL üstü

6) Eğitim durumunuz?

- Lise
- Ön Lisans
- Lisans
- Yüksek Lisans
- Doktora

7) Kurumdaki göreviniz ne ile ilgili?

- Yazılım
- Veri tabanı
- Bilişim Güvenliği
- Ağ
- Donanım/ Elektronik
- Teknik Destek
- Web
- Multimedya
- Departman/ Proje Yönetimi
- İş Analisti / İş Geliştirme
- Diğer .....

8) Bu kurumda kaç senedir çalışıyorsunuz?

- 0- 3
- 4- 6
- 7- 9
- 10 ve üzeri

9) IT sektöründe toplam çalışma süreniz? ..... sene

10) IT sektöründe kaçınıcı iş yeriniz? .....

11) Bu kurumda kaç kez hizmet içi eğitim aldınız?

- Hiç almadım
- 1
- 2
- 3
- 4
- 5 ve üzeri

12) IT sektöründe toplamda kaç kez hizmet içi eğitim aldınız?

- Hiç almadım
- 1
- 2
- 3
- 4
- 5 ve üzeri

13) Aldığınız hizmet içi eğitimlerin içeriği aşağıdakilerden hangisine daha yakındır?

- Kişisel gelişim
- Mesleki gelişim

14) Hangi alanlarda hizmet içi eğitim almak istersiniz?

- Kişisel gelişim

- Etkili iletişim bilinci
- Etkili toplantı yönetimi
- Problem çözme ve karar alma
- Süreç yönetimi
- Zaman Yönetimi
- .....

- Mesleki gelişim
  - Microsoft Office
  - Bilişim meslek raporları
  - Bilgi yönetimi ve raporlama
  - Mobil uygulama geliştirme
  - IT güvenlik eğitimleri
  - Proje yönetim eğitimleri
  - .....

15) IT sektöründe aldığınız eğitimin gelişiminizde faydalı olduğunu düşünüyor musunuz?

- Kişisel gelişim
  - Evet     Hayır
- Mesleki gelişim
  - Evet     Hayır



## Appendix 2

	Mevcut işimden:	Hiç Memnun Değilim	Memnun Değilim	Kararsızım	Memnunum	Çok Memnunum
1	Bana meşguliyet sağlaması bakımından					
2	Tek başıma çalışma olanağının olması bakımından					
3	Ara sıra değişik şeyler yapabilme şansımın olması bakımından					
4	Toplumda “saygın bir kişi” olma şansını bana vermesi bakımından					
5	Amirimin emrindeki kişileri idare tarzı açısından					
6	Amirimin karar vermedeki yeteneği bakımından					
7	Vicdanıma aykırı olmayan şeyler yapabilme şansımın olması açısından					
8	Bana iş güvencesi sağlaması bakımından					
9	Başkaları için bir şeyler yapabilme olanağına sahip olmam bakımından					
10	Kişilere ne yapacaklarını söyleme şansına sahip olmam bakımından					
11	Kendi yeteneklerimi kullanarak bir şeyler yapabilme şansımın olması açısından					
12	İş ile ilgili alınan kararların uygulanmaya konması bakımından					
13	Yaptığım iş karşılığında aldığım ücret bakımından					
14	İş içinde terfi olanağımın olması açısından					
15	Kendi kararlarımı uygulama serbestliğini bana vermesi bakımından					
16	İşimi yaparken kendi yöntemlerimi kullanabilme şansını bana sağlaması bakımından					
17	Çalışma şartları açısından					
18	Çalışma arkadaşlarının birbiriyle anlaşması bakımından					
19	Yaptığım iyi bir iş karşılığında takdir edilmem açısından					
20	Yaptığım iş karşılığında duyduğum başarı hissinden					

Appendix 3

		Hiç Katılmıyorum	Çok Az Katılıyorum	Biraz Katılıyorum	Oldukça Katılıyorum	Kesinlikle Katılıyorum
	Aşağıda bazı yargılar yer almaktadır. Yargılarla ilgili düşüncelerinizi ilgili bölümü işaretleyerek lütfen belirtiniz.					
1	Meslek hayatımın geri kalan kısmını çalışmakta olduğum kurumda geçirmek beni mutlu eder.					
2	Çalıştığım kurumun meselelerini gerçekten kendi meselelerimmiş gibi Hissediyorum					
3	Kendimi çalıştığım kuruma ait hissediyorum.					
4	Kendimi çalıştığım kuruma "duygusal olarak bağlı" hissediyorum.					
5	Kendimi çalıştığım kurumda "ailenin bir parçası" olarak görüyorum.					
6	Çalıştığım kurum benim için çok şey ifade ediyor					
7	Şu anda kendi isteğimden ziyade mecburiyetten dolayı bu kuruluştaki çalışıyorum.					
8	İstesem de şu anda çalıştığım kurumdan ayrılmak çok zor olur.					
9	Şu anda çalıştığım kurumdan ayrılacak olsam hayatım altüst olur.					
10	Fazla alternatifim olmadığı için çalıştığım kurumdan ayrılmayı düşünmüyorum.					
11	Çalıştığım kuruma kendimden o kadar çok şey verdim ki, buradan ayrılmayı düşünemiyorum.					
12	Çalıştığım kurumdan ayrılacak olsam, başka iş bulma imkânım sınırlı olur.					
13	Bu kurumda çalışmaya devam etmek için zorunluluk hissetmiyorum.					
14	Benim için avantajlı da olsa çalıştığım kurumdan şu anda ayrılmamın doğru olmadığını düşünüyorum.					
15	Çalıştığım kurumdan ayrılırsam kendimi güçlü hissederim.					
16	Çalıştığım kurum sadakat gösterilecek bir kurumdur.					
17	Buradaki insanlara karşı yükümlülük hissettiğim için çalıştığım kurumdan şu anda ayrılamam.					
18	Çalıştığım kuruma çok şey borçluyum.					

Appendix 1 4

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Is1	72,8261	168,685	,691	,632	,918
Is2	72,8043	171,224	,494	,498	,922
Is3	72,8333	167,702	,550	,457	,921
Is4	72,7609	169,147	,592	,605	,920
Is5	73,0507	163,800	,689	,817	,917
Is6	73,1884	162,256	,704	,836	,917
Is7	72,9638	165,451	,647	,515	,918
Is8	72,6812	169,372	,619	,504	,919
Is9	72,6232	175,346	,416	,332	,923
Is1	72,6739	174,105	,455	,495	,922
Is11	72,7246	168,113	,632	,590	,919
Is12	73,0435	165,254	,612	,516	,919
Is13	73,6087	166,765	,533	,499	,921
Is14	73,5797	162,260	,622	,523	,919
Is15	72,8768	168,021	,653	,592	,918
Is16	72,7391	170,048	,559	,530	,920
Is17	72,9855	168,715	,541	,472	,921
Is18	72,7319	170,723	,596	,538	,920
Is19	73,1304	162,844	,691	,609	,917
Is20	72,6304	174,016	,519	,594	,921

Appendix 5

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Orgut1AyniKurum	56,8478	101,882	,617	,575	,786
Orgut2BenimMeselem	56,1377	106,251	,554	,510	,792
Orgut3KurumaAit	56,5725	98,947	,748	,749	,778
Orgut4DuygusalBagli	56,6159	101,435	,615	,705	,786
Orgut5AileninParcasi	56,6667	99,348	,713	,712	,780
Orgut6KurumCoksey	56,6667	98,428	,762	,739	,777
Orgut7MecburiyettenCalisiyorum	56,3768	104,704	,431	,453	,797
Orgut8IstenAyrilmekZorOlur	56,5580	115,796	,040	,367	,821
Orgut9AyrilirsamHayatimBozulur	56,0870	117,043	-,003	,445	,824
Orgut10AlternatifimYokAyrilmam	56,0217	111,262	,238	,539	,808
Orgut11CokSeyVerdimAyrilmam	57,5725	109,502	,273	,498	,807
Orgut12IsOlanagimSinirli	55,7536	111,720	,266	,581	,806
Orgut13ZorunluHisetmiyorum	57,0725	117,075	-,006	,099	,824
Orgut14SucluHisederim	57,0362	109,641	,262	,374	,808
Orgut15GucluHisederim	56,3551	109,837	,298	,408	,805
Orgut16SadakatGosterilecekKurum	56,6594	100,810	,621	,547	,785
Orgut17YukumLulukAyrilmam	57,2754	107,588	,348	,426	,802
Orgut18CokSeyBorcluyum	57,3551	105,136	,460	,512	,795