



NEAR EAST UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES  
BUSINESS ADMINISTRATION PROGRAMME

**THE MEDIATING ROLE OF EMOTIONAL COMMITMENT IN THE IMPACT  
OF THE PERCEIVED QUALITY OF IN-SERVICE TRAINING ON JOB  
SATISFACTION: AN APPLICATION IN LOCAL GOVERNMENT  
ASSOCIATIONS**

SÜLEYMAN ELBAN

PhD THESIS

NICOSIA

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PhD THESIS

THESIS ADVISOR  
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NICOSIA  
2021

## Acceptance and Approval

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Süleyman ELBAN

## Öz

### **Algılanan Eğitim Hizmet Kalitesinin İş Tatmini Üzerindeki Etkisinde Duygusal Bağlılığın Aracı Rolü: Mahalli İdare Birliklerinde Bir Uygulama**

Mahalli İdarelerde hizmet içi eğitimlerin verilmesindeki temel neden çevredeki değişimlerin algılanabilmesi ve uyumun kolaylaşması, teknolojideki gelişmelerin benimsenmesi ve kullanım yeteneğinin geliştirilmesi; çalışanların iş tatmininin sağlanarak daha verimli, etkili ve motivasyonu yüksek bir ekip oluşturulması ve çalışanların kuruma duygusal bağlılıklarının sağlanmasıdır. Hizmet içi eğitimlerin çalışanlar üzerinde olumlu etkisinin arttırılmasındaki önemli etkenlerden biri de eğitimlerin personelin ihtiyaç duyduğu alanların saptandıktan sonra verilmesidir. Herhangi bir ihtiyaç analizi yapılmadan verilen hizmet içi eğitimlerin personel üzerinde motivasyon düşüklüğüne sebep olduğu bilinmektedir. Bu çalışmada hizmet içi eğitim kalitesi, iş tatmini ve duygusal bağlılık ilişkileri incelenmektedir. Bu çalışmanın amacı çalışanların aldıkları hizmet içi eğitim kalitesinin iş tatmini üzerindeki etkisinde duygusal bağlılığın aracılık rolünün belirlenmesidir. Analiz bulgularına göre çalışanlara verilen hizmet içi eğitimlerin çalışanların aidiyet duygusunu geliştirerek çalışanların iş tatmin düzeyini arttırdığı görülmüştür. Ayrıca araştırma modelinde yer alan eğitim hizmet kalitesi algısı, iş tatmini ve duygusal bağlılık arasındaki ilişkinin çalışanların demografik özelliklerine göre de anlamlı farklılıklar gösterdiği tespit edilmiştir. Model değişkenleri arasındaki ilişkilerin literatür bilgisi ile uyum gösterdiği görülmektedir.

**Anahtar Kelimeler:** Mahalli İdareler, Duygusal Bağlılık, Eğitim Hizmet Kalitesi, İş Tatmini, Kamu Hizmeti

## **Abstract**

### **The Mediating Role Of Emotional Commitment In The Impact Of The Perceived Quality Of In-Service Training On Job Satisfaction: An Application In Local Government Associations**

In order to increase the quality of a public service, specialist personnel who has necessary skills and knowledge are required to recruited and trained. The reasons for providing training are to be able to perceive changes in the environment, to facilitate adaptation to advances in technology, to improve the ability to use technology, to create a more efficient, effective and motivated team by ensuring the job satisfaction of the employees and to ensure the emotional commitment of the employees to the institution. In-service training focuses on improving the knowledge and skills of employees so that they are ready to take on new responsibilities and challenges. In this study, the effects of in-service trainings given in local government association on employees' job satisfaction and emotional commitment perceptions will be examined. It is concluded that in service training given to the employees within the scope of this research is an important factor in increasing the emotional commitment to the institution and it is seen that employees reach the sufficient level of job satisfaction through in service training.

**Keywords:**Local Government, Emotional Commitment, Quality of In-Service Training, Job Satisfaction, Public Service

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### **Abbreviations**

<b>CFA</b>	:	Confirmatory Factor Analysis
<b>COM</b>	:	Communication
<b>COU</b>	:	Courtesy
<b>CRE</b>	:	Credibility
<b>EFA</b>	:	Exploratory Factor Analysis
<b>ISTQ</b>	:	In-Service Training Quality
<b>IULA</b>	:	International Union of Local Authorities
<b>KMO</b>	:	Kaiser-Meyer-Olkin
<b>REL</b>	:	Reliability
<b>RSP</b>	:	Responsiveness
<b>SEM</b>	:	Structural Equation Model
<b>SPSS</b>	:	Statistical Package for Social Sciences
<b>TAM</b>	:	Turkish Association of Municipalities
<b>TAN</b>	:	Tangibles

## **CHAPTER 1**

### **Introduction**

Local governments are organizations which are vested with legal rights under the rule of the state, have relative autonomy due to the division of responsibilities for the services between the national and local governments and can create their own order on a regional basis. They are the authorities operating within a clearly defined geographical and legal jurisdiction within a country or a state (Steytler & Fessha, 2007). Local governments are organizations administered by organs which meet the joint needs of the people in the area of their operation and are again selected by the people residing in the considered dwelling unit (Tekeli, 1983). Local governments are subject to national constitutions in countries including Brazil, Denmark, France, India, Italy, Japan and Sweden, state constitutions in countries including Australia and USA, an upper central government in countries such as New Zealand and the United Kingdom, state legislations in Canada, Pakistan etc. and executive orders for offering a series of services in a relatively small area in China and others (Shah & Shah, 2006).

Local governments facilitate the corporate design in countries against the financial crisis, ideological shift in markets, globalization and social change by creating gradually increasing network connections and improving governance and corporate diversity. Furthermore, they allow for the political system to intertwine with the civil society by creating social capital. Social capital allows for new corporate designs through social networks with the benefits created by trust, knowledge, reciprocity and cooperation in these networks. Local governments use social capital to develop necessary skills and attitudes and provide necessary information to ensure the people get democratized and show cooperative participation in the development of state policies, create norms and develop a sense of belonging to the state. The state looks for better governance models to meet all the needs of the heterogeneous society as the population increases and settlement areas grow. They mostly believe in local governments to transfer public service missions. Additionally, states have left the duty of encouraging social development by building trust, empathy and social capital to improve democracy and participation among the public to local governments (Thales, 2012).

It is required to recruit and train specialist personnel equipped with necessary skills and knowledge to improve the quality of a public service. The main reason for giving training is to perceive the changes in the environment and facilitate adaptation, adopt developments in technology and develop skills to use it, create a more efficient, effective and highly motivated team by ensuring job satisfaction of employees and assure employees' emotional commitment to the institution. Trainings focus on developing the knowledge and skills of employees to be ready to take on new responsibilities and challenges. Trainings have various advantages including increasing the feeling of personal satisfaction and achievement and expand career opportunities for employees. Moreover, trainings help improve personnel availability and quality. With respect to development, it defines a dynamic process which allows for offering in-service training to employees and building their capacity, improving critical social and technical capacities to define and analyze the issues of individuals and organizations and bringing solutions offers. With these trainings, employees can use their creative potential, intellectual capacity and leadership skills for personal and national growth and development (Agunyai, 2015).

In many countries, local governments aim for improving service quality due to the demand of the society and expectations for high quality public service. However, if employees are not fit their jobs or job satisfaction cannot be achieved, the organization's performance will drop down and quality service will not be offered. In this respect, it can be seen that in-service trainings offered to employees for quality service is of great importance for changing the working environment in the institution, improving the quality of the institution and ensuring accountability (Hamli, & et al., 2018).

Employees are also the human capital of local governments. They constitute the segment which interacts and communicates the most with the public in direct and indirect services. Despite various policies, systems and transformers, there is a frequent pressure applied by the society to ensure these employees reach the service quality and improve service provision systems in a more proactive way. Emotions have an important role in leadership and decision making processes, employees' organizational success, establishing transparency, open communication, team work, strategic renewal and creativity. Human emotions can be tracked by looking at the facial expressions,



behaviors and physical movements. Negative emotions such as anger and fear prevent employees from focusing on the job. It has been demonstrated that in-service trainings are effective in creating a mental state associated with good business performance of employees in the field of human resources management (Johar, 2014). Service quality can be improved in local governments by training employees in open communication, leadership, time management and team work through in-service trainings (Yilmazer, 2012).

Local governments can be classified by their jurisdiction, the size of the population they address and the area they are located in. In our country, local governments are comprised of municipalities, special provincial administrations and villages. Local governments try to increase the sense of professionalism in their employees and ensure their participation in the decision making process with the in-service trainings they offer to their personnel. With in-service trainings, a constructive change is made in the organizational structure and the needs and demands of citizens are responded to in a faster and higher quality manner. Municipalities need to ensure their employees acquire additional skills which would help them cope more efficiently with the external affairs and service provision functions of the institution such as computer technologies, budgeting, communication skills, program assessment and public works to increase their performance. In a smaller area, local governments tend to need additional professional training more. As the population they serve grows, the prospective perception of needs of local officers is impacted. For example, municipalities with a population larger than 30.000, need not only how to use the tools to develop the internal activities of the organization like small municipalities, but also trainings which are more technical and require higher expertise to help them acquire skills of communication with the public and program assessment (Slack, 1990).

In-service trainings help employees develop their skills. They give employees an opportunity of knowing their own capacities. In addition, in-service trainings are also used to give information about the performance standards expected from employees. Therefore, employees know their responsibilities, identify problems with the job, develop their skills of generating solutions and understand and appreciate each other better. In-service trainings allow for employees to establish a good communication and

fulfill their duties in a disciplined, continuous and consistent manner in a way to improve efficiency of local governments (Chenault, 1960).

The gradually increasing pace of social and technological change, central government becoming harder to administer with growing population, multiplying needs and demands of citizens and the requirements of local governments underline that in-service training needs to have a management function and responsibility. The important role of comprehensive and continuous training programs in the efficient provision of all kinds of public services has been appreciated. In Turkey, modern personnel management and administration standards rise as the jurisdiction of local governments expands. In-service training has become a tool frequently preferred by local governments in order to both develop organization and improve service quality. It is understood that local governments improve their technical aspects as local governments develop policies, produce services and allocate resources and considering the impact of local governments on the state's services. Therefore, in-service trainings cover multiple technical issues from developing skills to using computer technologies, governance to leadership, and communication to financial affairs. Local governments try to secure the necessary organizational change through in-service training. Loyal and specialized employees who are more efficient, compatible with technology and focused on quality service provision can be obtained with in-service training (Nigro & Demarco, 1979).

This study examines the contribution of the in-service trainings of local governments to the personnel and institution. Therefore, the subject of the study is why local governments pay attention to in-service training. It is also reviewed which factors the positive contributions of in-service training to the personnel and institution depend on.

Brief information is provided about the purpose, scope, problem status, assumptions, definitions and limitations in the first part of this thesis. In the part section, local governments are defined and classified in a conceptual framework and their history is provided. The structural characteristics, problems, contributions to the society, importance and functions of local governments in Turkey are explained. Job satisfaction and emotional commitment associated with the service quality of local governments, and ways to improve service quality are addressed. In the methodology section which is the

third part of the study, the model established within the scope of the study variable, study population and sample, and data collection tools are explained and data collected within the scope of the study is analyzed and interpreted. In the fourth part of the study, findings from the study are exhibited and related remarks are added. The fifth part discusses the outcome and recommendations.

### **Problem Statement**

The problem of this study is whether the in-service trainings of local governments have a positive impact on the personnel and institution. Sub-problems of the problem of the study are as follows:

- a) Do the perceived quality of in-service training, perceived job satisfaction and the level of emotional commitment significantly differ by the demographics of employees?
- b) Does the perceived quality of in-service training positively affect emotional commitment?
- c) Does the perceived quality of in-service training positively affect job satisfaction?
- d) Does perceived emotional commitment positively affect job satisfaction?
- e) Does emotional commitment increase the positive impact of the perceived quality of in-service training on job satisfaction when emotional commitment plays the role of a mediator between the perceived quality of in-service training and job satisfaction?

### **Purpose of the Study**

Growing population and managerial inefficiency create a high cost risk in meeting the public service needs. Implementing the rules and regulations issued by the central government to meet the demands of a growing economy on the local level, providing services of waste management, landscaping, drinking water and sewage, funding investments and preserving the infrastructure increase the costs of local governments. Demanded services define which services to offer, from which services to earn revenues and how to regulate service production. The production of a service

means the technical process of a public good or service. Issues, for which certain goods and services cannot be effectively characterized and which are unrivaled prevent the efficient operation of the market. As long as a market which supplies the service demand of the society is not provided due to market failure, certain services which are essential for the general welfare of the society and the performance of the economy cannot be provided. While local governments develop alternative ways of providing public services, they need to train their employees to implement them. The active participation of employees in in-service training programs can reduce costs while maintaining service quality (Deller, 1998).

The main purpose of this study is to determine the impact of in-service trainings in local governments on the development of the performance of institutions. The impact of the perceived quality of in-service trainings on the employees' job satisfaction and emotional commitment is being studied to ensure employees provide better quality services.

### **Importance of the Study**

The administrators of local governments are required to continuously develop themselves and update their information to meet rapidly changing environmental conditions, service demand as well as dynamic socioeconomic conditions and technology. Administrators need to have better management and inspection skills to solve the problems of local governments. The growing population in the modern society and complications caused by technological advancements lead to serious costs for administrators. Furthermore, administrators are under the pressure of economic, social and political changes. For this reason, administrators need to train their employees while they acquire knowledge for themselves. The demographics of employees might affect the perceived quality of the in-service training they receive. Both administrators and employees need training on technical aspects of communication, economics, leadership, funding, budgeting and service provision. With these trainings, both service quality can be improved and employees' sense of commitment to the institution and job satisfaction can be elevated. With improvements in the employees' perceived quality of in-service

training, the efficiency of local governments is expected to improve too (Dubin & et al., 1969).

Local governments might face problems due to the structural change in the local economic base, demographic shifts, intergovernmental revenues and lower property values. Local governments prefer restructuring by making innovations in their institutions to provide more efficient services and support development initiatives. In-service training is considered a tool for the internalization of such restructuring and a source for innovativeness (Otto & Edelman, 1990).

This study demonstrates in-service training is the main factor among those which improve the efficiency of local governments. In line with this purpose, examining the basic characteristics of the local government and the impacts of the quality of the in-service trainings of local governments offers important contributions in developing the perceived service quality of employees. The main purpose of this study is to research the impact of the local government employees' perceived quality of in-service training on their job satisfaction and emotional commitment. In this study, those who received in-service training among the employees at municipalities which are members to the Turkish Association of Municipalities were reached and it was questioned how these services reflected on their way of conduct and if in-service trainings increased corporate efficiency.

Considering the shares of local governments in the socio-economic development of countries, the importance of improving the quality of the services needed and demanded by the citizens is understood. Therefore, the employees of local governments have an increasing need for in-service trainings on both technical and managerial aspects. It can be clearly seen that conducting this kind of studies will provide serious benefits and contributions to the literature based on the fact that the quality of in-service training increases employees' job satisfaction and emotional commitment.

### **Assumptions of the Study**

The assumptions of the study are listed as follows:

1. In the study, it was assumed that local government employees would answer the measurements tools to be used for this study honestly and accurately.

2. With the surveys to be applied to the employees of local government institutions, employees' perceived quality of in-service training, job satisfaction and emotional commitment were reviewed and analyzed.

3. With the surveys to be applied to the employees of local government institutions, the impacts of in-service training on the institution's performance and service quality were reviewed and analyzed in multiple dimensions.

### **Limitations of the Study**

The limitations of this study are listed as follows:

1. The entire study will be comprised of employees who received in-service training at the municipalities which are members to the Turkish Association of Municipalities. Therefore, the study only includes findings from the view of the employees at the municipalities which offered in-service training. It is probable that different results will be obtained when the study is applied to different municipalities.

2. The Variables within the scope of the study will be limited with the cases to be described in the literature part and the dimensions of the questions in the surveys to be applied.

3. The study will be limited with the survey questions to be developed to measure the relationships between the variables and information collected.

4. The limitation of the subject of this study will be addressed in terms of municipality employees' perceived quality of in-service training, job satisfaction and emotional commitment.

### **Definitions**

Important notions and key concepts related with the subject of the study are defined below.

**Local Government:** With the rise of the global or entrepreneur cities, the notion of acquiring economic advantage and welfare from the competition between the cities has emerged as a different form of localization and different corporate forms have started to gain more importance. The central government has started to need local

governments more to meet the service demand of the citizens in a higher quality manner as a result of urbanization (Cochrane, 2016). Local governments are mentioned with other concepts such as decentralization or local autonomy. Keleş defines Local Autonomy as: “*a local community executing works of a local nature on its own through its own organs and also possessing resources which would allow it to do so*” (Keleş, 2000). Decentralization means the transfer of certain responsibilities and political decision making from an authority to another. From urban perspective, it means the transfer of administrative and financial authorities to offer compulsory services to citizens to local governments. In summary, the local government is the foundation of democracy. On the other hand, the local government is a method of conducting various services to the benefit of the society. It is a practical work. People who find central political decision-making processes complicated find it easier to participate in decision making processes in a more natural way. Therefore, local governments can also be defined as a locally elected, democratic, legal entity, below the provincial or regional level, serving to the public sector in their respective regions (<https://shodhganga.inflibnet.ac.in>).

**Municipalities:** Municipalities are regional divisions which have certain administrative functions, legal responsibilities and in most cases, political systems, and are generally seen in urban areas. The constitutional status and level of autonomy of municipalities changes depending on the national, legal and financial frameworks. In some countries, municipalities are accepted synonymous with local government, but in this way, the existence of other actors within the local government is ignored. The municipal administration implies the existence of an institution in charge of political management on most occasions. Such organizations are called municipal organizations. The corporate form and responsibilities of municipal organizations, the role of politics and the scope of local democratic functions depend on the national context. Moreover, the municipal organization plays an effective role in the urban life by directly or indirectly exerting authority or affecting others in planning and cooperation processes. The municipal organization includes not only local government institutions but also other actors including the companies operating under the municipality and governance processes outside traditional government activities. For this reason, the study of

municipalities covers the study of other stakeholders and their relationship with the municipal organization (Fenton, 2014).

**Service Quality:** It can be defined as the difference between the citizens' expectations of the services and the quality of the actual service. If expectations are higher than the performance of the service provider, the perceived quality of service is not satisfactory (Kaliannan & et al., 2014).

**In-Service Training:** It can be defined as a series of training which allows employees to learn continuously, is based on a continuous job analysis in a complicated, dynamic and continuously changing social structure and organized multiple, diversified and gradual learning experiences. The improved skills of employees in fulfilling their duties contribute to developing a better corporate climate and encourage the development of their leadership skills. A well-structured in-service training program has various functions including helping them develop their abilities as public officers, giving them an opportunity of getting to know themselves, providing information about desired performance standards to employees, allowing employees to better understand and appreciate their responsibilities, problems, programs and each other, strengthening employees' public relations programs and improving disciplinary procedures. The expectation in recruitment of employees is to assign the potentially required employee types. Personnel productivity will be guaranteed with professional compatibility in employment, suitable organization, selection and training. Without proper employment conditions, personnel incentive will fall short. Without a good staff, serious problems can occur in the motivation of inspection personnel. Training can be used as an effective tool in the resolution of these problems. At the same time, a wide range of knowledge is obtained which is well-organized and standardized with training. Training should start with scientifically prepared position specifications. A solid management structure is needed to make decisions on personnel selection and training. In other words, systematic work and planning are required to determine the in-service training needs of employees. Superintendents who know well about the positions, strengths and weaknesses of employees should help identifying training needs. Personnel training committees in institutions might offer a good help in this respect. It should include achievement systems, a scientific work analysis, job specifications, position classification and



sufficient wage programs. An effective implementation of social services requires generic qualifications, which are the ability to establish interpersonal relations, the capacity of identification with various people, an active interest in helping others, ability of feeling intensively while preserving objectivity and an interest in self-change and self-understanding. The performance achievement of organizations depends on creating emotional commitment in employees yet employees' acceptance of a mature authority (Chenault, 1960).

**Job Satisfaction:** It can be defined as any combination of psychological, physiological and environmental conditions which lead to a person saying they are content with their job. Job satisfaction, although being under the effect of many external factors, is related to how an employee feels. Job satisfaction can be expressed as a combination of positive and negative feelings for an employee's role at the workplace. Employees' expectations of the work are determined by their needs, desires and experiences. Job satisfaction is also represented by how much their expectations coincide with their real motivation. Job satisfaction is closely related to the individual's behaviors at the workplace. Job satisfaction is the feeling of success at work. Therefore, job satisfaction means how satisfied a person is with being awarded when they do their job. Job satisfaction is the key component which allows for fulfilling other targets which lead to appreciation, revenue, promotion and the feeling of fulfillment. Job satisfaction, from another perspective, means the attitudes and feelings of people about their work. Positive attitudes towards the work demonstrate job satisfaction. Negative attitudes towards the work demonstrate job dissatisfaction. Moreover, people can have different attitudes about the type of their work, workmates, superintendents, subsidiary companies and wages. Job satisfaction is generally connected with motivation. In terms of the efficiency and effectiveness of work, the fact that employees are treated and evaluated depending on their own desires, needs and personal requests in the first place is an indicator of the presence of job satisfaction. While analyzing job satisfaction, it is assumed that a satisfied employee is a happy employee and a happy employee is a successful employee (Azırı, 2011).

**Emotional Commitment:** Emotional commitment is employees' feeling committed to the organization. Employees with emotional commitment define

themselves together with the organization and establish a strong connection with it. Emotional commitment is also mentioned as ethical commitment. Therefore, employees internalize the targets, values and norms of the organization together with the management. On emotional commitment, individuals are content with being a member to the organization. Emotional commitment is a person's feeling committed to the organization and includes feelings such as loyalty, compassion, honesty, belonging, love, happiness and joy (Özbek & Kosa, 2009). Employees call it emotional commitment when they identify themselves with the identity of the organization by sincerely adopting the purpose, policies, principles, norms, values, strategies, activities and processes of the organization (Karakaplan Özer, 2019). Employees who have developed emotional commitment to their organization will exhibit high level performance to contribute to the success of the organization (Teke, 2019). The positive attitudes in an emotional sense of employees to their organization is also an indicator of the level of their dedication and loyalty to the organization. Employees who have developed emotional commitment to the organization have also high levels of belonging and participation. They also exhibit willing behaviors in the realization of organization's activities or purposes. If employees develop emotional commitment to an organization, they better define its values and targets and demonstrate behaviors which are more eager to realize their roles and beneficial for the organization. Change is realized fast in the organization and is not faced by resistance (Vargün, 2018).

## **CHAPTER 2**

### **Conceptual Framework**

Local governments are essential units of public administration. While local governments meet the service needs of rapidly growing urban population, new services emerge in parallel to technological advancements. Local governments are sub-geographic units of a sovereign state or a semi-sovereign federal government which provide public services to people living in a certain area and do not have sovereign rights (Keleş, 2000). Local governments are units which relieve the burden of the central government in efficiently using resources and minimizing transaction costs (Ulusoy & Akdemir, 2009). The birth of the state was only possible by creating the local government. It is affected by the state's earthbound organizational skills and the social, economic and technological qualifications of countries. These governments sometimes loosened their ties with the central governments, and they went under the strict and absolute sovereignty of the central government at other times (Güler, 1994). For example, a strict centralization is dominant in Turkey despite the liberal approach which has been observed in the economy since the first years of the Republic (Ersoy, 1989). Lately, local governments are being considered a factor which relieves the burden of the central government in providing many services to the public in modern states (Alodalı & et al., 2007). All public services being offered by the center increases costs. Therefore, the state needs to cooperate with local governments in the provision of public services (Tekeli, 1983). The efforts of states to develop local governments are for facilitating integration rather than dismembering the nation state. Local governments have gradually gained importance in line with this purpose. They are being tried to become more autonomous as they contribute to the development of democracy as well their integration properties (Alodalı & et al., 2007). The autonomy of local governments mean they can take independent decisions to create policies and generate resources and revenues for the services they will offer (Yıldız, 2014).

The first examples to local governments in the history are cities called police established by people living in a geographically limited area that had self-governance since ancient Greece, municipes that had administrative autonomy in the Roman Empire and communes that had institutionalized until the 16<sup>th</sup> century (Çiçek, 2014).

Local governments have a legal entity. In other words, local governments have gained a legal status by acquiring autonomy in their financial-administrative area in a region or city despite the sovereign power of the state (Ünal, 2011). They entered the constitution with the Kanun-u Esasi (Ottoman basic law) in 1876 (Ekinci, 2014). Another characteristic of local governments is they adopt the principles of decentralization and locality. If local units can establish their own organs and have specific authorities within the framework of the constitution and other law, such form of management is called local administration. The principle of locality is the design and implementation of public projects by the local authority. Besides, local governments have an authority of guardianship within the principles, procedures and limits set forth by the law determined by the central government. The concept of guardianship essentially includes the functions of inspection, audit and control (Ministry of Development, 2014). The central government cannot inspect the local administration in a hierarchic structure. It cannot decide in its name. Local governments are also held subject to internal and external audits on financial terms (Toprak, 2010).

The need for establishing local governments emerged due to the conditions required by the Tanzimat reform era. Local governments were created at the initiative of the central government with growing cities and foreigners' pressure (Ünal, 2011). The sharing of public services among the center and local government units made it necessary to share public resources. This division brought certain financial problems (Yıldız, 2014). Local governments never could get rid of their financial issues as they were dependent on the resources to be transferred from the center and due to regional imbalances in the reserved budget (Yayman, 2013).

They were regulated as organizations which provided local services with reforms made in the 18<sup>th</sup> century and the beginning of the 19<sup>th</sup> century. In the beginning of the 20<sup>th</sup> century, local governments became able to generate their resources to offer public services faster and at a higher quality. From the beginning of the 21<sup>st</sup> century, local governments gradually became stronger and more functional with the impact of the globalization process (Çiçek, 2014).

Recently, local governments have entered the process of restructuring. In this process, the organizational structure of local governments, the width of the service

spectrum, financial structures, relationships with the central management and the ability to earn income have started to gain importance. However, authority confusion might happen although the scope, mode of governance, roles and authorities of local governments are subject to law. For example, the limits of jurisdiction of the special provincial administration or district municipalities and villages can overlap on spatial terms. Therefore, a conflict of authority can be experienced in the field of responsibility of local governments (Yayman, 2013).

The relationship between central and local governments has a centralist, authoritarian and paternalist nature. In other words, local governments do not create independent policies which are far from the strict control of the central government. The central government has different economic and political priorities than the local government. In addition, the central government strictly inspects local governments for them to not have political privileges. The nature of the relationship between the central and local governments is affected by historical, cultural and ideological factors as much as political and economic reasons (Ersoy, 1989). The nature of the relationship between the center and local changes together with the changes in the division of roles between the central government and the local government (Çetin, 2009).

### **Concept, Definition and History of Local Governments**

Local administration or local management is a concept known as “decentralization” in the Administrative Sciences. This kind of administration can be divided into two. The first is the organizations which are based on the principle of decentralization and located at the center, administrations which transfer authorities to fulfill some functions on their behalf outside the center and do not have a legal entity. The second is the administrations vested with certain legal, political and financial authorities which are actual local governments and other than those organs of which have been left to the central administration by the law (Keleş, 1998). Local governments are organizations administrators of which are elected by the public to meet the common needs of the people in the region outside the central administration and have a certain degree of autonomy (Kozanoğlu, 2012). The term in-situ means local. Accordingly, the concept of local government means administration in-situ (İnal, 2012). The

administration in-situ which is called *local government* in English means local administration (Sütlüoğlu, 1999). The concept of local administration is commonly used for local government. Especially today, local governments are considered organizations which allow for the development and installation of democracy other than the efficient and effective provision of services to the public. Local governments, from a conceptual perspective, mean an administrative structure which covers village, municipality and provincial administrations and meeting the needs of people living in these quarters through such administrative structure. In this framework, local governments are public organizations which allow for determining and implementing public policies albeit in a limited way (Cenker, 2004).

Local governments are constitutional organizations which are established under the law as per the 127<sup>th</sup> article of the Constitution of 1982, administrators of which are elected by the public (Öksüz, 2004) and created to meet the common needs of the people living in villages, towns, cities etc. (Mutlu, 2010). Additionally, they are public legal entities which have their own revenues, a budget and employees (İnal, 2012). Local governments are the most important administrative units that try to improve the life quality of the people living in their jurisdiction through their services and act on certain principles (Hussin Alaawar, 2018).

Local governments have the principles of locality, autonomy, guardianship control, democratic behavior, efficiency and effectiveness, social justice, openness, neutrality, being a part of the civil society, sharing of services, roles, revenues and authorities (Mutlu, 2010). In practice, the principles of local governments exert themselves in two ways. The first is meeting the common needs of the people dwelling in a certain area which has a local administration system on geographical terms. The second is certain public services which constitute a local government in terms of service but require technical knowledge and expertise which can be socio-economically interfered by the state. Local governments accelerate services by fulfilling the needs in-situ. However, they do not have a sufficient budget. They fall short on technical personnel. As the public services left for these organizations cannot be executed equally throughout the country, an imbalance occurs between developed and underdeveloped

regions. The success of local governments is determined according to the level of effectiveness and encouraging participation (Öksüz, 2004).

There are geographical, sociological, democratic and financial reasons behind the emergence of local governments. Local governments fulfill their duties based on public benefit through participation-oriented methods. Local governments are the most basic institutions which contribute to the survival and development of democracy. They allow for providing public services in a more effective way at a lower cost for purposes such as identify and meeting the priority needs of the people (Mutlu, 2010).

In ancient Greece, the first examples of local governments were cities called Police. When these units lost their impacts, cities became freer and with the transition of people to the permanent urban settlement, communes were created. The initial stages of establishment of the concept of local government date back to the Roman Empire. They used to call new pieces of conquered land “municipe” in the Roman Empire. Those municipes which benefitted from administrative autonomy had certain local and political authorities. The people living on that land used to get a commercial activity right fist, and then they were given partial authorities on city management (Keleş, 2000). Communes which especially emerged in the 11<sup>th</sup> century and then spread various regions of Europe were among the first examples of local governments. There was no progress in the field of municipal works in Europe until the New Age due to the concept of feudalism which cannot be thought separated from the Middle Ages. Local governments maintained their existence as communes on legal and administrative terms. As state administrations centralized, the authorities of communes got limited and they transferred their rights and authorities to the central government and municipal organizations (Hussin Alaawar, 2018). Especially the development of the concept of nation state since the 16<sup>th</sup> century developed the relationships between the management and the state. With the strengthening of national integration and economic developments of the 18<sup>th</sup> century, the special privileges of all local units were abolished with the French Revolution. With the emergence of modern nation states, the ruling power gained a centralist nature and the state gain ideological superiority to the city. As a result, units larger than the city were formulated within the scope of concepts such as nation (Keleş, 2006). With the Industrial Revolution of the 19<sup>th</sup> century, the cities becoming industrial centers became

the start of migrations to these areas. The increasing population with these migrations required services in the field of municipal works and the municipal process in Europe gained momentum accordingly (Mutlu, 2010).

**Table 1. Numbers of Municipalities in European States (Marias, 2016)**

<b>State</b>	<b>Number of Municipalities</b>	<b>Fields of Responsibility</b>
<b>France</b>	36.658	Protecting the state's local public order, road maintenance, urban and regional planning, education (kindergarten and primary schools), social action, environment (water supply and sanitation), culture, sports
<b>Germany</b>	11,313	Urban and regional planning, public safety and order, road construction, public transport, water supply and waste water management, flood control and management, firefighting, social aids, youth, child care, shelter, environmental care, education and cemeteries
<b>Italy</b>	8.006	Social services, urban planning, economic development, public services, land improvement, environment and culture
<b>Spain</b>	8.176	Water supply, street lamps, inner-city traffic, food safety, road maintenance, sewage and waste management

**Table 1 (continued).**



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<b>Ukraine</b>	10.885	Technical maintenance, infrastructure, urban development, planning and control, energy, transport, water, heating and sewage, waste management, tourism, environment, promotion of local enterprises and employment, development programs, education, social welfare, health care services, culture, administrative services
<b>Czechia</b>	6.258	Local development, agriculture and forestry management, water supply and sewage, waste management, shelter, social services, spatial planning, public transport services

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The reasons for local governments being essential in the economic development process include providing a safe and stable environment in which enterprises can thrive, providing physical infrastructure services such as road, water supply, waste management, information and communication technologies to create the infrastructure of economic activities, and meeting the needs of the citizens for public health, education, sheltering, local transport services, cultural and entertainment facilities, child care and other public goods and services to feed a healthy, skilled and reliable work force. In addition, municipalities create jobs and offer leadership in economic development in their own jurisdictions. They try to bring together all stakeholders of the local economy including chambers of commerce, micro representatives, small and medium enterprises, unions of trade and labor, manufacturers, education and training institutions, nongovernmental organizations, international development partners and marginalized groups such as the unemployed, youth and disabled, with an aim to provide the most efficient resolution by rapidly and accurately understanding the issues of communities as public institutions which are the closest to the society (Gökhale, 1972).

National development plans and policies are also required for big infrastructure projects such as power networks, highways, railways and communication networks in addition to improving employment and welfare for local economic development. Municipalities complete these national and supranational strategies and encourages local

stakeholders to act from the bottom to the top; initiates sustainable and life improving economic development incentives. Municipalities in many countries around the world conducts decentralization programs which develop responsibilities at the local scale for economic development within their jurisdiction. However, they fall short as there aren't clear roles and legal authorities for the roles assigned for various levels of the government and they do not provide enough human and financial resources for the complete fulfilment of the responsibilities of local governments. For this reason, legal frameworks should be created and it must be ensured that local authorities and personnel have necessary training and financial resources to fulfill their roles (U.N., 1962).

The biggest changes in the field of local governments happened in the 20<sup>th</sup> century. The administrative and financial structures of local governments around the world are directly associated with the structures of central governments. As a result of this, local government structures differ between countries (Özsaltık, 2018).

The main local government systems are as follows (Hussin Alaawar, 2018):

**French Napoleon Model:** Local governments are constitutional organizations (France, Italy, Spain, Greece).

**Anglo-Saxon Model:** Local governments are established by the Parliament (UK, Canada, Australia).

**Northern and Central European Model:** In countries that have both unitary (Italy, Japan) and federal management systems (Germany, USA), local government structures have differences. While local governments are elected by the public in a unitary system, local and regional governments operate under the guardianship of the central government to a varying extent. In a federal system, local governments can be said to have more (administrative and financial) autonomy (Hussin Alaawar, 2018). In the Ottoman Empire, villages were the oldest traditional local government units while municipalities and provincial special administrations were western type local governments created based on the French model in terms of foundation.

The historical development of local governments can be addressed in three periods. The first period of local governments is the period from the 1840s to 1877. The establishment of local governments in the Ottoman Empire started when local councils and local groups and merchants in the Municipality Administration established in

İstanbul in 1855 and the Provincial Organization established in 1864 were given authority to discuss certain local issues. The fact that municipal works were conducted through foundations until the 1850s did not require any study in this field. As from the 19<sup>th</sup> century, with the economic weakening of the Ottoman Empire and the impact of the Industrial Revolution, traditional organizations started to be replaced by modern organizations and the *şehremini* (mayor) period started in 1854. The *Şehremaneti* was established in French style in 1855. The second period is the process which started with the Municipality Law issued in 1877 and lasted until the end of the Second Constitutional Era. Finally, the third period is the period which covers the practices after the Republic. Until the 2000s, among local governments, special provincial administrations were managed under a Provisional Law issued in the Second Constitutional Era and villages and municipalities were managed under the Village Law and Municipality Law issued in the Republican era. Special provincial administrations and municipalities, except for villages, acquired a new perspective on management with the Metropolitan Municipality Law numbered 5216 issued in 2004 (Mutlu, 2010). As per the 3<sup>rd</sup> article of the Metropolitan Municipality Law numbered 5216, Metropolitan Municipalities serve to respective services in an orderly manner within their own field of responsibility and ensure coordination between municipalities. With this law, units with a population of 750.000 and higher were turned into Metropolitan Municipalities. The 4<sup>th</sup> article of the Metropolitan Municipality Law numbered 5216 sets forth the authorities and roles of Metropolitan Municipalities (Özsaltık, 2018). Keleş points at “eliminating disorder and disobedience” as the reason for the transition into the metropolitan municipality model in Turkey. Besides, eliminating different service criteria in metropolitan cities, ensuring coordination between services, sticking with the rule of indivisibility of the service production and distribution process in services which are required to be conducted from the center can be considered as the main notions at the basis of the metropolitan municipality system (Keleş, 1991).

The Municipality Law no. 5393 issued in 2005 regulates the principles on the establishment, management, organs, roles, authorities and responsibilities of municipalities. Clause (b) of the 3<sup>rd</sup> article of the Law no. 5393 defines municipality organs as the city council, the committee and the mayor. The 4<sup>th</sup> article of the Law

includes provisions on the conditions of establishment and limitations of the municipality. The 14<sup>th</sup> article of the said Law describes the authorities, roles and responsibilities of the municipality. Municipalities can offer services such as zoning, building water and sewage infrastructure, environmental health, fire department, city policy, regulating inner-city traffic, burial and cemetery works etc. Moreover, they meet the needs for the repair and maintenance of all kinds of educational facilities of the state and necessary tools, equipment and materials. Clause (b) of the same article states the municipality can fulfill its authorities, roles and responsibilities within the borders of the municipality. The provisions from the 17<sup>th</sup> article of the Law define the organs of the municipality and the 18<sup>th</sup> article sets forth the roles and authorities of the city council. The 59<sup>th</sup> article of the Law defines revenue items and the 60<sup>th</sup> article defines expenditure items of the municipality (Özsaltık, 2018).

**Table 2. Number of Local Governments in Turkey as of 2017**

<b>Type of Local Government</b>	<b>Qty.</b>
Provincial Special Administration	51
Municipality	1.389
Village	18.336
Total	19.775

There are 51 Provincial Special Administrations, 1.399 Municipalities and 18.336 Villages in Turkey as of 2017.

### **Characteristics of Local Governments**

The main characteristics of local governments are democracy and functional efficiency. Alexis Tocqueville briefly describes the democratic aspect of local governments as “the role of the establishment of communes for freedom is what the

function of the primary school is for the scientific life, in which free communities find their power in communes” (Keleş, 2000). They have a democratic nature as their organs are elected and they have a responsibility before the local people. Local governments have legal entities and autonomy (Sütlüoğlu, 1999). Autonomy does not mean independence. Local governments are under the inspection and surveillance of the general administration to the extent permitted by the law, in terms of ensuring unity in the administrative field (Öksüz, 2004). Another aspect of local governments is that their decision-making bodies are elected. Although they have limited budget, they have their own discretion in terms of activities to be conducted in their respective regions or quarters. The functional efficiency of local governments means ensuring compliance between the available resources and their service purposes (Sütlüoğlu, 1999). The organs are either elected by the local government or appointed by the central government or another type of appointment can be executed under the law, depending on the nature of the service in local governments (Öksüz, 2004).

Local governments operate in a certain geographical area. Local governments, borders of which are determined by the law, have certain rights and privileges within these borders. Local governments are authorized and responsible for meeting the common needs of the people in this area. In other words, provincial special administrations, municipalities and village administrations operate only within their own borders and thus, their roles and authorities do not cross these borders. The number of public administrations is limited according to the 127<sup>th</sup> article of the Constitution. Therefore, it is only possible by modifying the considered article to establish a new public administration other than those listed in the Constitution. Local governments have different personnel than the central government. Therefore, public officers of local governments are directly appointed by the local government. Public officers employed by local governments work under the inspection and surveillance of local governments. Local governments, where the principle of administration in-situ is implemented, are public legal entities outside the hierarchy of the central government and with a certain level of autonomy before it, so they cannot be held subject to the hierarchic inspection of the central government in the form of inferior – superior. The central government can inspect local governments based on its administrative guardianship authority to prevent

any noncompliance and conflicts between the services. On the other hand, the general administrative policy is also defined by the central government (Kozanoğlu, 2012).

The ability of organizing the supply of local public goods according to local tastes and preferences gives an important advantage to local governments, but local governments do not have sufficient local taxation authority to fund their spending responsibilities outside the central government. The width of the authorities granted to local governments is also related to the geographical width of the said area. In large areas, increasing the authorities of local governments can increase the quality of the public service offered by the government. On the other hand, in small places, increasing the authority of local governments might shake the government's authority. Local governments can be given the authority to collect their own taxes to prevent overload in the government's micro administration initiative and the grant system offered to local governments in terms of the funding of local governments. The role played by the government at this point can be issuing laws, ensuring accountability, preventing market failure, acquiring information, exerting inspection and control. By this way, the public will see the reflection of the democratic elections on political terms (Watt, 2006).

### **Types of Local Governments**

Local governments can be divided according to their purpose and functions, qualifications, the principle of representation and the local government system. According to their purpose and functions, local governments are grouped into two, general purpose and special purpose. Those with a general purpose are commissioned to meet all requirements of the local community while those with a special purpose are commissioned to realize a single purpose such as education, health care or postal services (Keleş, 1998).

Local governments are grouped into two by their qualifications. Local governments based on the principle of representation, decision making bodies of which are elected, are service organizations where all of the remaining administrative structure is appointed. The most common example to local governments based on the principle of representation is municipalities. This kind of administrations have roles and authorities

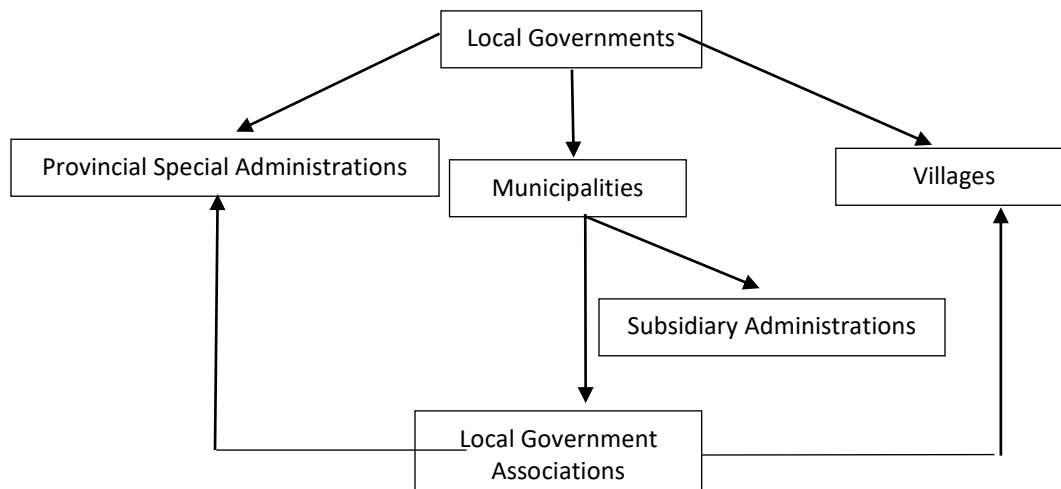
granted by the law. They differ between countries. In this respect, their size, population and roles can also show differences (Keleş, 1998; Mutlu, 2010).

Local governments based on the principle of representation are generally comprised of two or three steps. The country's population, size, the number of local government units, the level of centralization and its historical development process determine the number of these steps. While local governments based on the principle of representation are general purpose, local governments where the organs are appointed and which do not have a representative nature are special purpose (Keleş, 1998).

The local government system has a uniform appearance in some countries while it has a differential structure in others. It is a uniform system if there are no divisions under the law in terms of authorities, roles, revenues etc., and it is a differential system if such division has been made. Accordingly, the local governments in our country are uniform (Keleş, 1998).

The local governments in Turkey can be grouped into three main classes, namely provincial special administrations, municipalities and villages, according to the 127<sup>th</sup> article of the Constitution of 1982.

**Figure 1: Types of Local Governments in Turkey (Alaçam,2013)**

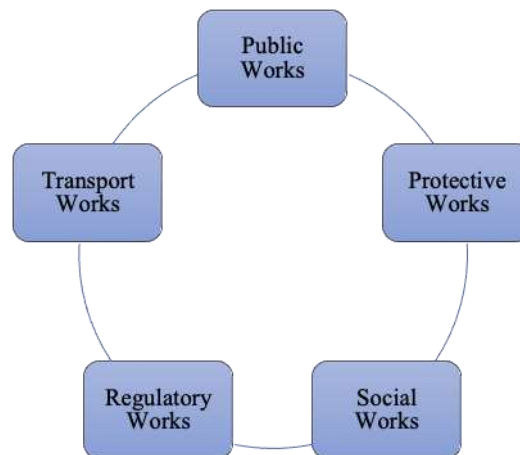


## Concept, Definition and History of Municipalities

It is “Municipe” in Italian and “Municipality” in English (Uyar, 2004). The concept of town or municipality which means city in Arabic is used in our country to define a local government unit, not a city (Keleş, 1998). Municipalities are institutions which serve to the citizens as an organization and make investments under the law and legislation, with the authority granted by the central government. There was not a concept called municipality in the Ottoman Empire until the 1850s. In that period, municipal services were offered through foundations. These services were given for free. As from the 19<sup>th</sup> century, the worsening economy of the Ottoman and foundations losing revenues led to the development of the concept of municipalities. Municipalities were represented by kadis (judges) and craftsmen were represented by guilds. The kadis used to receive assistance from city police in administration and inspection while fulfilling municipal works. Municipal organizations started to take the West as an example after the 19<sup>th</sup> century (Uyar, 2004).

Today, the roles of municipalities are grouped into five (Mutlu, 2010)

**Figure 2: Roles of Municipalities**



The oldest legislation on the municipality revenues was prepared in 1858 for İstanbul, then the capital. The legislation which covered all municipalities was issued in 1876 but this also distinguished the capital city from others. The legislation allocated



more flexible income sources while giving the authority to collect various taxes to the İstanbul municipality. Revenues of other municipalities were defined according to the rates and quantities determined by the central government and with the tax sharing method. The taxation of urban economic activities was transferred to municipalities with the Law of 1914 on municipality revenues (Ersoy, 1992).

The first legislation on the municipality taxation in the Republican era was issued in 1924, a year after the proclamation of the Republic. Other than some differences, the new law included the same income sources with those listed in the Law of 1914. This law brought a kind of local income revenue to the Turkish financial systems as an innovation. However, this practice was ceased in 1929 and never brought back. The first comprehensive law which set forth the operating principles of municipalities in the Republican era was adopted in 1930. Moreover, the basic legislation on the revenues and expenses of these organizations was adopted with the Municipality Revenues Law enacted in 1948. The new legislation and the organizations established for urban development in the 1950s created new items and spending areas for municipalities (Ersoy, 1992).

Municipalities started to experience serious problems with providing basic municipal services due to rapid inflation after the 1950s. Municipality revenues became more dependent on the tax sharing system and direct transfers and loans from the central government. In the period between 1960-1973, municipality revenues tripled. The transfer of shares from the national taxes was prevented with the Constitution of 1961. In the respective legislation, it was decided that taxes could be distributed to municipalities based on the share of the population. In this period, grants provided by the central government increased eight times and municipalities became more dependent. The Municipality Revenues Law which had been in effect since 1948 was changed in 1981 and it was divided into five categories according to municipalities' populations and socio-economic developments where different tax tariffs would be implemented. The Council of Ministers decided in which category a municipality would be placed in. Practices started to increase the resources of municipalities in 1985. For example, the tariffs set forth in the Municipality Revenues Law no. 2464 increased by about ten times. However, the central government was authorized to determine the

minimum and maximum quantities of these taxes and user fee tariffs. Moreover, in 1987, 1988 1989 and 1990, the central government added provisions to budget laws and decreased its share in national revenues. Sums which were reduced so were mostly collected as an independent fund from the budget at the discretion of the Ministry of Finance. This also reduced the revenues of municipalities (Ersoy, 1992).

Initiatives for the institutionalization of local governments in the Ottoman Empire comprised of efforts for a more regular and fair taxation, better service provision and creating order and economic power rather than efforts for developing local democracy. Before the Tanzimat reform era, the state left municipal works to kadis and charity foundations. Kadis were appointed by the central government and had full power in the administration of the city. Foundations were responsible for establishing and operating the city's social and technical infrastructure. Services such as water, sewage, sanitation etc. were provided by the public. After the dissolution of the Janissary Army Corps, municipality functions were taken from the kadis and given to the Ministers of Public Order. With foundations losing their powers, the Ministry of Public Order fell short in solving the city's problems and ensuring public order. Therefore, these institutions were abolished in a short time and replaced by municipal organizations (Ersoy, 1992).

There were Directorates of Public Order in İstanbul before the establishment of municipalities in the Ottoman Empire in 1826. The security and municipality functions of cities operating under the Directorate had duties such as tax collection. Kadis fulfilled the role of justice, notary and foundation auditors. When the Zaptiah Service was established in 1846, the role of the Directorate of Public Order was only limited with price fixing and inspection of the craftsmen. When the municipality was established, the Directorate of Public Order was cancelled. Foundations were responsible for services such as education, sheltering and social relief (Sütlüoğlu, 1999). The municipality administration entered the Ottoman administration system after the Tanzimat. Following the Crimean War of 1854, upon the recommendation of European army officers and soldiers who came from the allied countries of the Ottoman Empire and settled in İstanbul, mainly Beyoğlu and Galata, a new municipality organization called Şehremaneti was established in 1855 to offer basic services for the infrastructure of the

city (Sütlüoğlu, 1999). Şehremini was appointed as the president to the first municipality organization (Keleş, 1988).

In other words, the first municipality establishment activities in the Ottoman Empire started in İstanbul in 1855. The first municipality management of İstanbul had a şehremini appointed by the government, a city council comprised of 12 members, heads of municipality departments and the Cemiyet-i Umumiye comprised of members elected by the department council among its members. İstanbul Mayor (Şehremini) was shown as candidate by the Ottoman Cabinet comprised of Ottoman subjects from all classes and appointed reputable and wealthy craftsmen, and appointed by the Sultan. The City Council (Şehremaneti), however, was not effective in the resolution of problems either and only lasted for one year. In 1857, İstanbul was divided into 14 municipal sections, but the new organization only started operations in the most developed and modern district, Beyoğlu-Galata. The president, council members with significant possessions of high economic value and wealthy council counselors comprised of foreigners were appointed by the government (Ersoy, 1992). The Sixth Municipality Department was established in Pera district of İstanbul in 1858. The correspondence language of this municipality was determined as French in addition to Ottoman due to counsellorship of foreign citizens (Çoban, 1996).

In 1868, the Şehremaneti municipality model also started to be implemented in other districts of İstanbul, mainly Adalar, Yeniköy, Tarabya, Beykoz etc. (Sütlüoğlu, 1999). Around those times, municipality organizations also started to be established in the rural. The administration of municipality organizations in the rural comprised of an officer appointed by the governor, a mayor approved by the governor and persons elected by the boards of aldermen. Each of 14 municipality units had a mayor and a council. Council members were selected by the public for two years. The president was appointed among the council members by the government. The Şehremini and the council members of the Şehremaneti organization were appointed by the government and ranked at the top of the other 14 units (Ersoy, 1992).

Municipalities in İstanbul and in the rural started to be elected by voting with the Constitution of 1876. In 1877, two separate laws were issued, the Dersaadet Municipality Law only for İstanbul and Provinces Municipalities Law for other

municipalities. According to the Dersaadet Municipality Law, the number of municipality departments in İstanbul went from 14 to 20 (Çoban, 1996). The municipality in the rural was organized to include a president elected among the council members, a municipality council elected by the public, and municipality community comprised of the municipality council members and members of the local government council. The municipality organizations of Tuna cities in the Balkans, Baghdad in the Middle East and İzmir in the Aegean can be listed among the first Rural Municipality Organizations (Sütlüoğlu, 1999). In short, the Ottoman municipality started to develop as a part of this system in an authoritarian centralist period (Ersoy, 1992). The Committee members replaced *şehremini* in İstanbul with the Dersaadet Provisional Law on Municipalities issued in 1912. With this modification in the law, the system acquired a more centralist structure and survived without any change until the enactment of the Municipality Law no. 1580 in 1930 after the proclamation of the Republic (Yörükoğlu, 2009).

The Constitution of 1921, prepared on the First World War conditions, made local governments based on an autonomous administration on the contrary of the Constitution of 1876. According to the new constitution, provincial local administrations (Provincial Special Administrations) became autonomous administrative units with a legal corporate status. Provincial councils were established in place of provincial general councils and the council started to elect its own president. The executive function of provincial local administrations was transferred to the elected president and the executive board. According to the Constitution of 1921, districts comprised of multiple villages became local administrative units and started to be managed by administrators elected by the public. The Constitution of 1921 was democratic as it provided the largest autonomy to local governments. After the proclamation of the Republic, however, it became ineffective with the Constitution of 1924. After the Republic, Ankara was given priority in urban development and municipality problems. A similar system to the one in İstanbul was established in Ankara under the law in 1924. The mayor and the committee were appointed by the central government. The Ministry of the Interior had the authority to approve of the municipality's budget and determine personnel and their wages (Ersoy, 1992).

**Table 3. Number of Municipalities from the Ottoman Empire to Today (Bayram, 2012)**

<b>Year</b>	<b>Number of Municipalities</b>
Pre-1923	389
1923	421
1930	492
1940	549
1950	628
1960	995
1970	1303
1980	1727
1990	2061
2000	3215
2005	3225
2008	3225
2009	2949
2010	2950
2013	2.950
2014	1.396
2018	1.399
March 2019	1.389

With the Ankara Şehremaneti Law no. 417 issued for Ankara in 1924, a şehremini was appointed by the Ministry of the Interior, a municipality department and 24 member Municipality Public Community were created. Municipality City Police Services were conducted by the police force. After a short while after the law issued for Ankara, the Village Law no. 442 was adopted on March 18, 1924. This law made a division between villages, towns and metropolitan cities (Çoban, 1996). It was understood that the Ankara Municipality could not fulfill its urban development

functions with its available structure until 1928 and the Directorate of Urban Development of Ankara was established with countless powers. The Directorate consisted of members elected by the cabinet and was responsible before the central government, more specifically, the Ministry of the Interior. The Municipality Law no. 1580 issued in 1930 allowed for establishing municipalities at places where population exceeds 2000 (Çoban, 1996). The Municipality Law adopted in 1930 brought equality for all municipalities other than Ankara and İstanbul. In Ankara and İstanbul, the municipality and the governorate were merged and put under the absolute control of the central government. The privileged status of Ankara and İstanbul ceased in the multi-party system after the Second World War (Ersoy, 1992).

Democratic rights and freedoms expanded with the adoption of the Constitution of 1961. Many articles in the municipality constitution which were not compliant with the new constitution were revised. For example, the procedural rules which regulated the appointment of mayors were modified. The Constitution of 1961 also brought the principle that the control of the acquisition or status loss of an organ elected in the local government could only be implemented by the courts. The authorities of the central government intensified with the law no 1605 issued in 1972 and additional provisions enacted in 1975. The Constitution of 1982 was based on the principle of the integrity of the central and local governments. The central government approved or rejected or postponed the implementation of the decisions of local governments but did not make new decisions (Ersoy, 1992). The Metropolitan Municipality Law no. 3030 was adopted in 1984. These municipalities are also subject to the Law no. 1580 on conditions which are not regulated by this law. The restructuring process of municipalities gained momentum in the 2000s with globalization and the European Union Process. The Draft Public Administration Basic Law, the Provincial Special Administration Law, the Municipality Law no. 5393 and the Metropolitan Municipality Law no. 5216 were passed with regard to local governments within the scope of the restructuring activities (Pustu, 2004).

### **Definition of a Special Administration Unit**

One of the local governments listed in the 127<sup>th</sup> article of our Constitution is the provincial special administration. Provincial special administrations serve not only in settlement areas but also in vineyards, gardens, fields, forests, mountains and other lands and roads within the borders of the city (Erhan, 2007). Provincial special administrations were established with the Provincial Regulations. The basic law for provincial special administrations, İdare-i Umumiye-i Vilayet Kanunu-u Muvakkat, was enacted in 1913 and preserved all its articles on special administrations until the Law no. 3360 issued in 1987 (Keleş, 1998). The basic organs of the provincial special administration are the provincial general council, the provincial permanent committee and the governor. Provincial special administrations have elected decision making bodies and this institution has a function in the appearance of a government department which supports the central government rather than local governments. The provincial special administration can only have 1% share in the general budget in terms of resources (Çoban, 1996).

The provincial public councils which emerged with the Provincial Regulations of 1864 were the foundation of the provincial special administrations. Attention was paid to represent non-Muslim subjects in the provincial public councils. The reason for that was the empowerment of the central government, because these councils developed the relationship of the central government with the public and strengthened its authority. The authority to implement the decisions of this council completely belonged to the central government and the Governor was responsible for submitting meeting reports to the government. The Law dated 1913 gave the provincial special administrations their nature of subsidiary organizations to the central administration (Sütlüoğlu, 1999).

The functions of provincial special administrations weakened in time. Provincial special administrations ranked at the top among local governments in terms of income sources and budget sizes until the multi-party system. While the share of local governments in the general budget was 20% in this period, the share of the provincial special administration in this budget was 13%. After the start of the multi-party life, there was a recession in the shares of both local governments and provincial special administrations. Despite an increase in the revenues of municipalities following certain

improvements after the 1980s, the share of provincial special administrations continued to shrink down (Sütlüoğlu, 1999).

### **Authorities and Roles of Special Administrations**

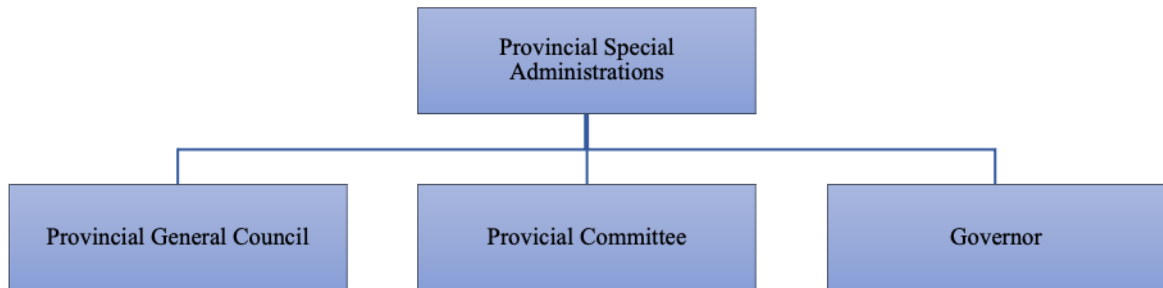
The Law of 1913 assigned very large roles to provincial special administrations. Most of the roles assigned to provincial special administrations were given to central administration organizations with many regulations adopted from 1987, the year the Law no. 3360 was adopted until 2005, the year Law no. 5302 was adopted (Keleş, 1998). Provincial special administrations use some of their roles and authorities all across the city while using some outside the borders of the municipality (Sütlüoğlu, 1999). Provincial special administrations have very large roles and authorities (Erhan, 2007). The roles of provincial special administrations include public works, education and training, health care, agriculture, establishment and operation of social relief facilities (Çoban, 1996). As per the provisions of the first paragraph of the 127<sup>th</sup> article of the Constitution, in order for the services listed under clause (a) of the 6<sup>th</sup> article of the Provincial Special Administration Law to be under the role and authority of the provincial special administration, these services should have a local common nature. Moreover, almost all of the services listed in the 6<sup>th</sup> article of the Law no. 5302 are of a local nature. However, highways, education etc. services are not within the roles and authorities of provincial special administrations as they have adopted the principle of generality as per article 127/1 of the Constitution of 1982 and the first paragraph of the 6<sup>th</sup> article of the Law no. 5302, these services are actually of national nature (Erhan, 2007).

There was the Provincial Special Administration Law no. 3360 which regulated provincial special administrations before the adoption of the Law no. 5302. With this Law, however, provincial special administrations began to get weaker. The transition to planned development in 1961 and income deficiencies of provincial special administrations had an impact on the weakening of provincial special administrations and the transfer of their roles to the central government. Provincial special administrations were made units which were dependent on the central government. The revenues of provincial special administrations gradually decreased after the 1960s. Taking the duty of Real Estate Tax from provincial special administrations and giving it



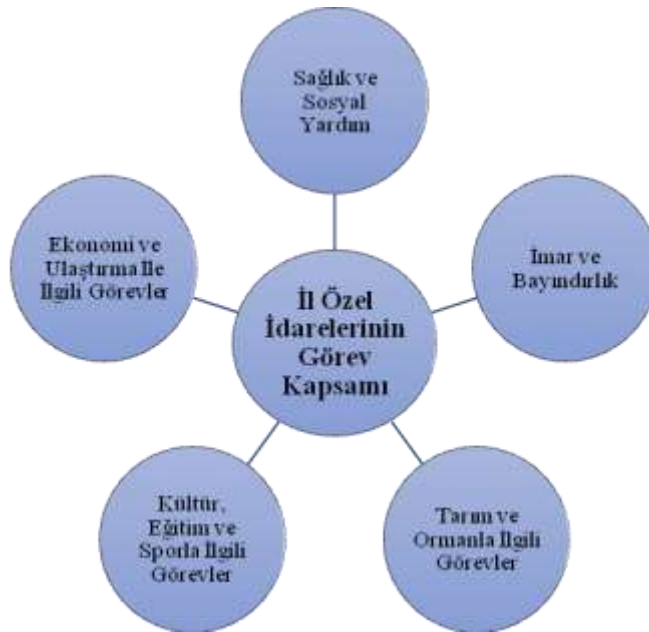
to first the Ministry of finance, then to municipalities in the 1960s had a great impact on it (Sobacı, 2005). Provincial special administrations have three main organs:

**Figure 3: *Organs of Provincial Special Administrations* (Karakuş,2010)**



Comprehensive duties were assigned to provincial special administrations with the Law of 1913 and these duties made the provincial legal entity an effective local government unit in meeting local common needs in the 1910s. After the 1950s, however, the central government institutions developed in terms of tools, equipment, personnel and organization and added various functions to its body such as the State Hydraulic Works, the Ministry of Development and housing and the Ministry of Rural Affairs and enlarged its bureaucratic mechanism. In that period, the development of municipalities too led to the actual withdrawal or reduced interest of provincial special administrations from or in certain areas. It was tried to clearly define the roles of local governments and put an end to the conflict of authority between the central government and local governments with the Municipality Law no. 5373 and the Provincial Special Administration Law no. 5302. However, even in new laws, some authorities and roles of local governments still coincide. For example, certain services listed in the article 6/a of the Provincial Special Law have conflicts. The development industry and commerce, social services and reliefs within the borders of the municipality were assigned to Provincial Special Administrations in the Provincial Special Administration Law, on the other hand, the same services were assigned to Municipalities under the 14<sup>th</sup> law of the Municipality Law (Erhan, 2007).

**Figure 4: Roles of Provincial Special Administrations**



*“Other than the foregoing duties, Provincial Special Administrations have other roles including establishing a provincial printing house, issuing newspapers through provincial publication bodies, establishing a village phone line, procuring a governor’s vehicle and participating in district governor’s vehicle expenditures as per the vehicle law no. 237, and submitting opinions in the establishment of the municipality” (Erhan, 2007).*

### **Concept, Definition and History of Villages**

The roles of the village administration is divided into two groups, compulsory and optional, in the 12<sup>th</sup>-14<sup>th</sup> articles of the Village Law. The Law listed 37 types of work as compulsory and 31 types of work as optional. Moreover, villages are not only local government units. At the same time, they engage in many roles as a step of the general administration as per both the Village Law and other many regulations in the law (Keleş, 1998). The village administration preserves the environment and ensures the improvement of environmental conditions. Village administrations have also duties such as drying the marsh lands within the borders of the village, supplying drinking water and offering sewage services etc. (Alaçam, 2013). On general terms, the roles of a village are related to preservation of environmental health, social relief, public works, culture and

education, agriculture and livestock, forestry, economics and the order in the village (Pustu, 2004). Villages are units which are established with administrative decisions and the authority to establish of which is vested in the Ministry of the Interior. Village Administrations are comprised of the Village Aldermen Council, the Headman and the Village Association. Villages are accepted the foundation of the local government in Turkey (Sütlüoğlu, 1999). Village administrations are the first institutionalized local government units which had been available before the Tanzimat but acknowledged for the first time in the Provincial Regulations of 1864 (Ünal, 2011). Accordingly, provinces are divided into districts and districts are divided into villages. Sub-districts were also added to this organization in 1870. In 1913, the charters dated 1864 and 1870 were abolished and the Public Administration Provincial Law was adopted (Çoban, 1996).

The Village Law no. 442 was adopted on March 19, 1924 and the village administration was given a legal entity for the first time. Despite being a very comprehensive and contemporary law according to its date of issue, the Municipality Law issued after six years and some others issued later on made the Village Law nonfunctional (Sütlüoğlu, 1999). The impact of village administrations is gradually weakening today. The village population rapidly drops with the migration from the rural to big cities. This situation puts villages in the background within the administrative organization (Kozanoğlu, 2012).

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**Local Government Associations.** Local government associations, in the most general sense, can be defined as organizations in which the decision making body is comprised of the representatives from member local governments, established to increase efficiency and effectiveness in services and protect common rights and

interests. Local government associations are defined in the Local Government Associations Law no. 5355 as “the public legal entity established by multiple local governments in order to jointly conduct some of the services under their responsibility” (Local Government Associations Law, 3<sup>rd</sup> article).

Local government associations are joint organizations established by local governments with municipalities or other local government units in order to jointly fulfill some of their compulsory or optional roles and make other kinds of cooperation. These associations offer their support in the timely fulfilment of the needs of local governments with higher quality services (Köseoğlu, 2010).

Associations in Europe first started to be seen in the Scandinavian countries and the Netherlands in the beginning of the 20<sup>th</sup> century, then in other countries. The “Urban Districts Association” was established in Denmark in 1883 to protect and develop the joint interests of local governments, the “Finnish Cities Association” was founded in Finland in 1912 and the Finnish Municipalities established the “Finnish Municipalities Association” in 1921. The “Netherlands Municipalities Association” was established in 1912. The International Union of Local Administrations (IULA) was established in 1913 (Bozdoğan & Demirkaya, 2008).

It is not possible to see administrative associations of today in the pre-Republican era. Although the Village Law no. 442 dated 1924 had provisions about the joint works to be conducted between multiple villages, the clearest provisions about local government associations were in the Municipality Law no. 1580 dated 1930. With the permission under this law, associations were established to meet certain needs of villages such as power, road, water etc. under the leadership of the governor and district governors. With the establishment of the Ministry of Rural Works in 1964, the Associations for Bringing Service to Villages were created to meet the infrastructure needs of villages (Bozdoğan & Demirkaya, 2008). The first initiative that intended for cooperation between municipalities in Turkey was the Turkish Municipal Works Association established under the “association” status by scientists and municipality personnel in 1945 (Ünlü, 1993). The Ministry of Local Governments which was established in January, 1978 and operated until November, 1979 also wanted the establishment of multi-purpose and comprehensive municipality associations and

municipality associations which undertook various roles on the regional level were established (Bozlağan & Demirkaya, 2008).

The concept of association was seen for the first time on a constitutional level in the 116<sup>th</sup> article of the Constitution of 1961. The 127<sup>th</sup> article of the Constitution of 1982 defines local governments as “public legal entities, for which the principles of foundation are described in the law to meet the common needs of the people of the city, municipality or village, and decision-making bodies are elected by the voters described in the law”. Based on the statement in the same article that says “The establishment of associations among local governments for conducting certain public services with the permission of the President, as well as their roles, authorities, financial and security works, their mutual ties and interests with the central government are regulated by the law”, provincial special administrations, municipalities and villages can build associations among themselves for a certain purpose. Associations can be established by municipalities, provincial special administrations or villages among themselves or municipalities, villages or provincial special administrations, or provincial special administrations with villages can establish a local government association (Keleş, 1998).

Associations can be held subject to certain classifications among themselves. They can be called an association between municipalities, an association between provincial special administrations or an association between villages depending on its member local governments. Associations, in which members are not comprised of a single type local government such as provincial special administrations, municipalities or villages, but comprised of local governments from different groups such as provincial special administrations, municipalities and villages together, are called mixed associations. Again depending on the intended purpose of local governments, they can be classified as infrastructure, irrigation, drinking water, development or tourism associations (Ünlü, 1993).

The concept of associations on a national level was used for the first time in the Local Governments Associations Law no. 5355 in 2005. Based on the provision under the 20<sup>th</sup> article of the Local Governments Associations Law no. 5355 that says “Only one association can be established on the national level to represent each of provincial special administrations and municipalities with an aim to protect the interests of local

governments, help their development, train their personnel and share opinions in law preparation processes with local governments.”, in 2005, the Turkish Municipalities Association (which is the subject of this study) was established to represent the country’s municipalities on a national level and the Provinces Service Association was established as national level association (Keleş, 1998).

**Table 4. Numbers of Local Government Associations by Types (YYGM & İİGM, 2019)**

<i>Seq. No</i>	<i>Type</i>	<b>2017</b>	<b>2018</b>
1	Associations on a National Level	2	2
2	Municipality Service Association	55	39
3	Special Administration - MunicipalityService Association	10	10
4	Development Association	8	5
5	Environment Infrastructure Service Association	99	74
6	Tourism Infrastructure Service Association	54	42
7	Drinking Water Association	97	75
8	Association for Bringing Services to Villages	450	451
9	Others	18	9
<b>Total</b>		<b>793</b>	<b>707</b>

### **Definition and Importance of the Turkish Association of Municipalities**

Efforts were made to realize a local government reform with an aim to develop local democracy, increase participation, ensure transparency in management and allow local government units to offer faster, quality, efficient and effective services. In this respect, concepts such as localization, governance, participation, accountability, transparency, openness, effectiveness, productivity and responsibility started to be used more frequently. Various developments contributed to the creation of a new management approach in municipalities and brought many important changes in many aspects including roles and responsibilities, the functioning of bodies, administrative guardianship, financial resources and service provision. This change required

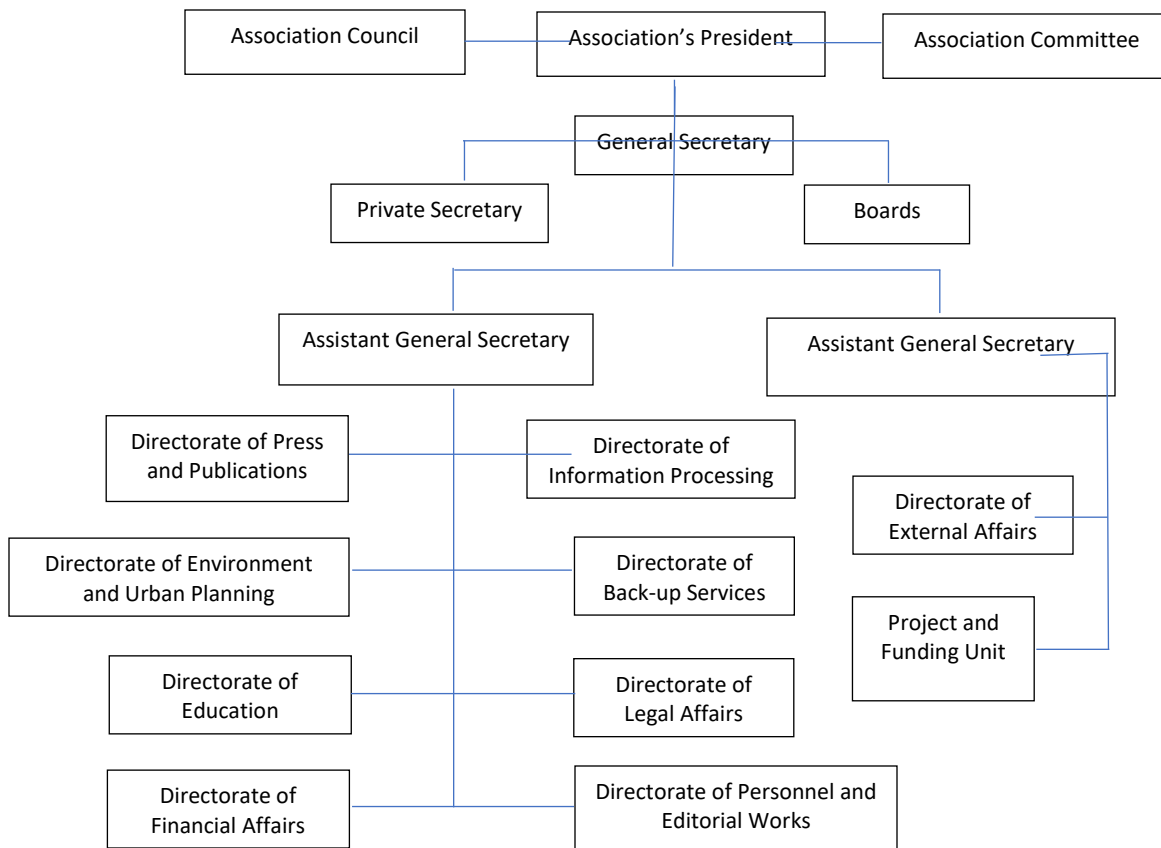
establishing the Turkish Association of Municipalities. The Turkish Association of Municipalities was established in 1945 to conduct activities related to municipality works as an association. It was turned into a local government association under the name of the Turkish Association of Municipalities (TAM) on August 21, 2002. A rapid change happened in the local government perspective with the Provincial Special Administration Law no. 5302, the Metropolitan Municipality Law no. 5216, the Local Government Associations Law no. 5355, the Law on Establishing Metropolitan Municipalities in Thirteen Cities and Twenty Six Districts no. 6360 (Akman, 2019). The Turkish Grand National Assembly adopted the Local Government Associations Law no. 5355 dated 26.05.2005 and the law was enacted in the same year. The Turkish Association of Municipalities was established for an indefinite time as per the 20<sup>th</sup> article of this law. The Charter of the Association was also prepared according to this law and put into effect by the Ministry of the Interior in 2005. Thus, TAM became the only local government association on the national level, to which all municipalities in Turkey were a member and which had the authority to represent the municipalities on the national and international arena (Akman, 2019). TAM Headquarters are located in Ankara. TAM can also open branches and training centers as necessary upon the Assembly's decision. The roles and authorities of TAM are set forth under the 20<sup>th</sup> article of the Local Government Associations Law and the 7<sup>th</sup> article of the Law on the Organization of the Turkish Assembly of Municipalities. TAM fulfills important functions within the defined roles and authorities, including representation, policy making, guidance, cooperation, training, legislation development, counseling, communication and coordination.

### **Organization of the Turkish Assembly of Municipalities**

The organization of TAM is comprised of the association council, the association committee and the association's president. The association council is the decision-making body as in local government units. The association council consists of mayors and council members. The natural members of the association council are comprised of the mayors of metropolitan municipalities, provincial municipalities and municipalities with a population of 100.00 and higher. Reserve members are elected half the number of

original members. The association committee is comprised of 15 persons including the association's president. The committee members consist of mayors and are elected for one year term with secret voting by the TAM Council. The president of TAM is also the president of the committee. The committee assembles monthly outside extraordinary situations (Law on the Organization of TAM, 14<sup>th</sup> article).

**Figure 5: Organization of the Turkish Association of Municipalities ([www.tbb.gov.tr](http://www.tbb.gov.tr))**



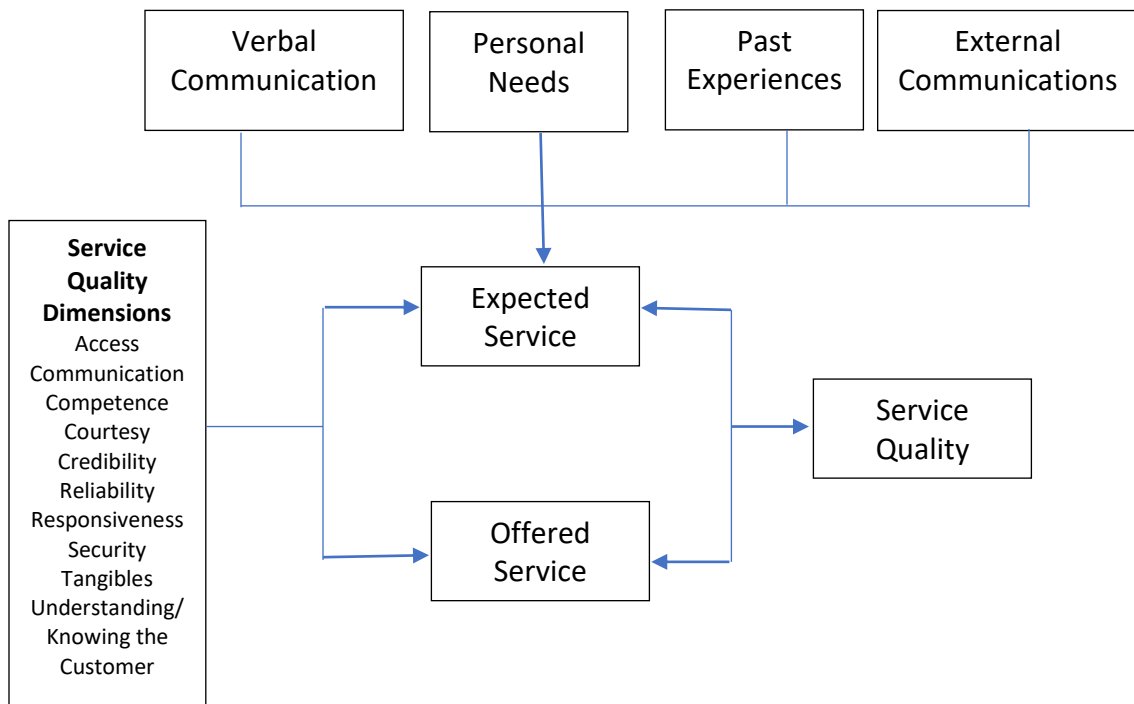
The association's organization is comprised of the general secretary and directorates of back-up services, education, legal affairs, personnel and editorial works, environment and urban planning, financial services and plan and project.



## Concept and Importance of Service Quality

The concept of service quality is comprised of two main components, service and quality. Quality means, on general terms, a product or service having predefined qualifications and characteristics required to always do it on the same standards (İriş, 2019). Therefore, it can also be defined as the value of the product and service which provides customer satisfaction. Service quality is the qualification of the offered service. In other words, service quality can be defined as the difference between the received service and the expected service (Sevimli, 2006).

**Figure 6: Conceptual Model of Service Quality**

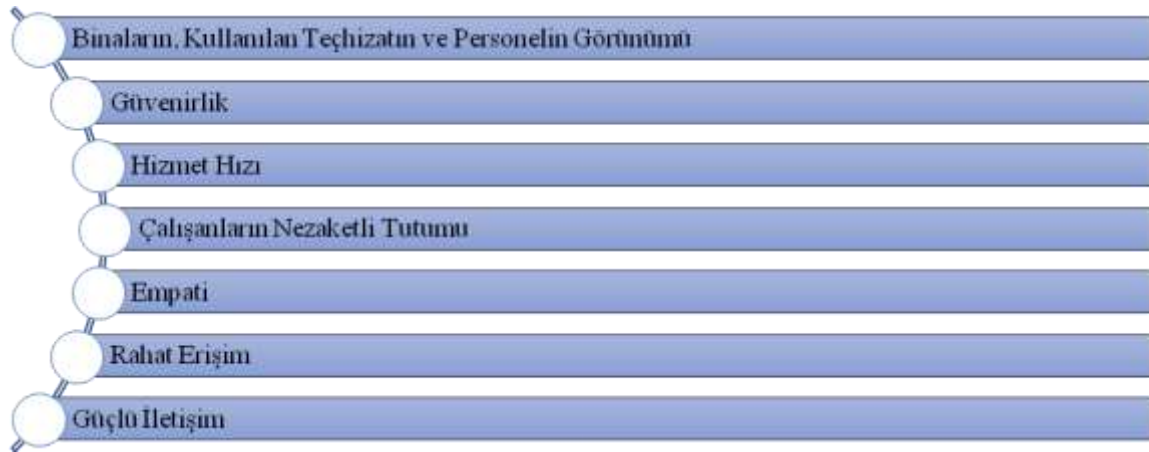


Service quality is a subjective concept for the customer. The customer finds service quality bad if the difference between the actual service and the expectation is negative. For example, service producing public institutions are required to offer their service in a quality way to ensure the satisfaction of their citizens (Şahin, 2011). Service quality is important for local governments as it yields positive results such as citizen satisfaction, fewer complaints, loyalty and rapid service (İnce & Şahin, 2011). Service

quality can only be evaluated by the measurement of perception. Service quality can be defined as the difference between the receivers' expectations and the realized service performance. Moreover, not the service output but the service provision process and the style of service provision are considered while evaluating service quality (Sevimli, 2006).

Service quality is divided into ten dimensions by Parasuraman et al. (1985), tangibles, reliability, responsiveness, communication, credibility, security, competence, courtesy, understanding and knowing the customer and access. Chen and Chang (2005) demonstrated the dimensions of assurance, reliability, empathy, responsiveness and tangibles can be analyzed. Vandamme and Leunis (1993) divided service quality into physical quality, interactive quality and the company's quality, and Kang and James (2004) into functional, technical and image.

**Figure 7: Factors That Impact Service Quality (Şahin, 2011)**



Ambiguity in the offered service and negative outcomes can cause financial loss, unhappiness, lack of expected functionality, physical damage and a negative social image. In a world that changes and transforms with technological advancements and globalization, citizens have higher expectations from the public and local governments. The importance of local governments has increased rather than the central government in the new management approach brought by growing population and rapid urbanization. Now, local governments are also required to offer a quality service (Arslan, 2013).

Public service is the service which is offered again to the citizens with the taxes collected from the citizens. The fact that public service is offered through taxation increases the level of satisfaction of the citizen with the services. The evaluation of service quality is affected by the individuals' income level, socialization level and education level (Şahin, 2011).

Factors that impact the satisfaction with public services can be listed as follows:

- Citizens comparing the services they previously received
- Demographics of citizens
- Technological advancements
- Verbal communication(Taşçı, 2014).

Citizens with increasing welfare expectations want to receive the service at the desired time, at a fair price and at expected quality. For example, the trust of citizens in protecting the interests of public institutions and organizations also affects the service satisfaction level (Taşçı, 2014).

Local governments need to establish service standards, provide information, act in accordance with the principles of openness and transparency, lower costs, ensure fairness and equality in services, evaluate customer complaints and build units to resolve these complaints in order to maintain service quality for the citizens' satisfaction. The leadership role of the senior management also has an impact. One of the most important components to ensure quality in local government services is identifying the factors that cause interruptions in services and developing corrective-preventive actions. Therefore, the offered service should be continuous and problems should be handled with a human oriented approach to ensure service quality. In conclusion, what determines service quality is not the provider of the service but the receiver of the service (Taşçı, 2014).

### **Concept and Importance of Emotional Commitment**

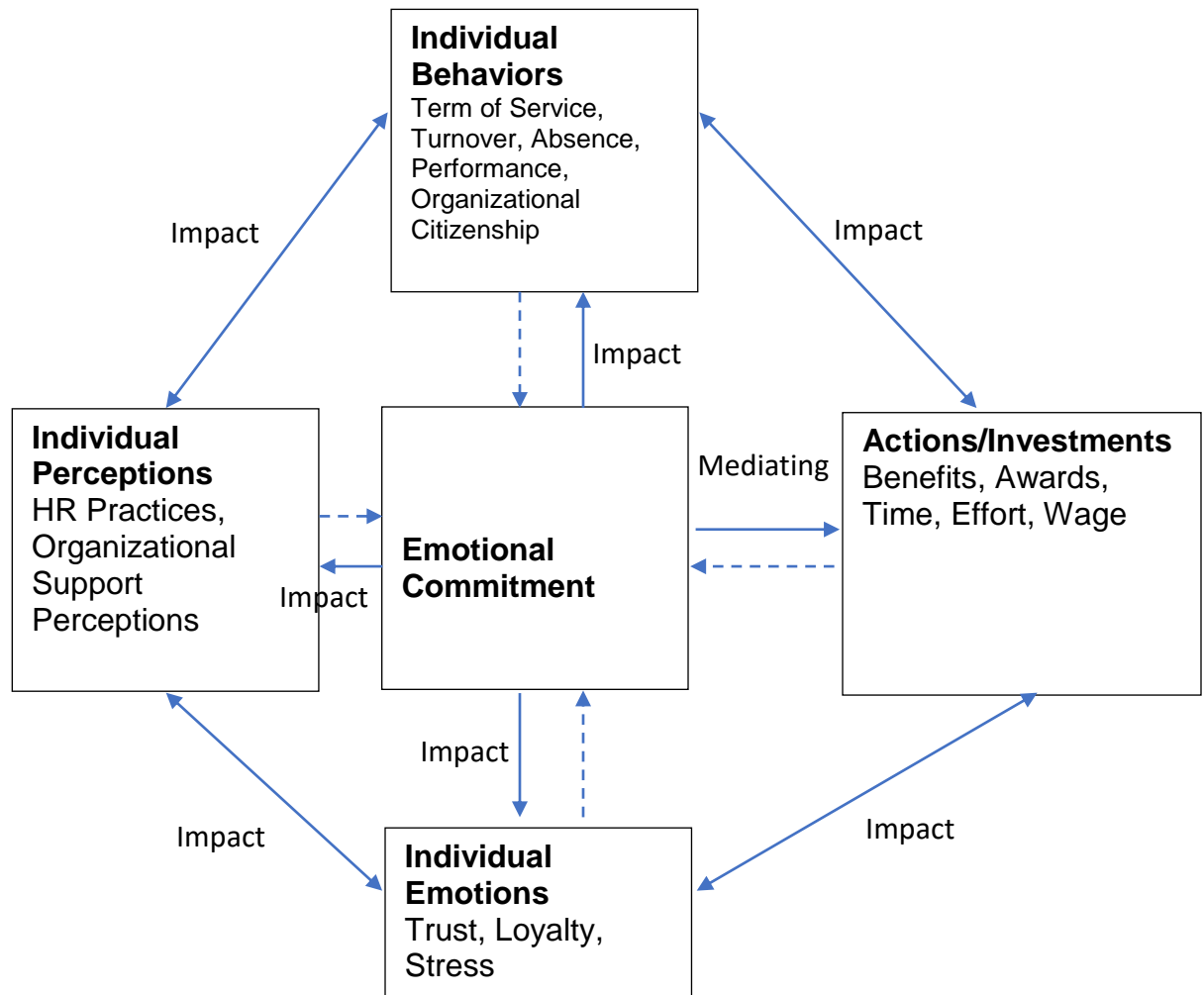
Emotional commitment is the level of employees' psychological attachment to the institution through feelings of loyalty, love, warmth, belonging, joy etc. (Jaros & et al., 1993). The important point here is how institutions can strategically establish this emotional tie with employees and how they can strengthen and maintain this connection. The best way to assure this is planning human resources practices which are based on

the organizational commitment theories (Kehoe & Wright, 2010; Morrow, 2011; Paré & Tremblay, 2007; Whitener, 2001).

As a strategic component in organizations, the financial results of employees' attitude, willingness to remain in the organization, loyalty to the organization, eagerness to put a high effort to realize the targets of the organization and their emotional commitment which is defined as the belief in the values of the organization can be measured with financial turnover, personnel turnover rate and the capacity of investment. If employees' attitudes of absence are frequent, the possibility of leaving the organization is high. Furthermore, the feeling of discontent with the job lowers the enterprise's financial turnover. On the other hand, increased time in the organization creates a higher emotional commitment. At the same time, emotional commitment that is considered an important sociological and psychological variant in organizations plays a key role in the legitimization around the organization. Additionally, it was seen that emotional commitment can reduce stress levels at the workplace by reducing the feeling of exhaustion (Mercurio, 2015).

It was seen that the management and development of emotional commitment can be improved by human resources practices such as in-service training. Factors that impact emotional commitment levels include employment and selection (O'Reilly & Caldwell, 1981), socialization (Hellman & McMillin, 1994; Allen & Meyer, 1990; Bauer & et al., 2007; Saks & Ashforth, 1997; Van Maanen & Schein, 1979), mentoring (Morrow, 2011; Nyhan, 1999; Payne & Huffman, 2005), social networking (Brass, 1995; Morrison, 2002) and employment and in-service trainings (Vance, 2006; Bartlett, 2001). Vance (2006) demonstrated providing information and skills, self-sufficiency and self-respect help developing emotional commitment.

**Figure 8 : Scope Map of Emotional Commitment (Mercurio,2015)**



Emotional commitment is the type of commitment that is the most desired in the organization. Diversifying the work, likening or approximating the interests of the company with those of the employees, and employing labor that is close or similar to the values of the organization can improve emotional commitment to the organization (Karakaplan Özer, 2019).

It has been demonstrated that emotional commitment can be influenced by various factors with the managers' desire to find a loyal supporter who sincerely adopts the organizational purposes, rules, norms and values. For example, trusting in the leader and supporting and friendly behaviors observed in the leader play a great role in developing strong emotional commitment. Especially transformational leaders support

developing an intrinsic motivation at every level of the organization. Solidarity, cooperation and team work among employees provide job satisfaction, lead to sharing authority and responsibility and thus, help increasing emotional commitment. The fact that employees working at interesting, exciting and challenging jobs are happier than others can be considered as a factor that increases their emotional commitment. Wage is a very important factor for attracting and keeping skills. Sometimes, organizations try to not lose skills with more than normal wages or incentives. This creates the impression in the employees that their performance is cared for by the organization and thus, their emotional commitment to the organization increases. Awards like promotion and status after performance measurements significantly improve emotional commitment. Empowering employees by training strengthens their emotional commitment by affecting their working attitudes inside the organization. Information sharing throughout the organization helps reducing training spending. Sharing information and ideas also creates emotional commitment. Feedback from employees and participating in decision making processes are also factors that improve their emotional commitment (Karakaplan Özer, 2019).

### **Concept and Importance of Job Satisfaction**

The image of an enterprise in the public eye and its power of attracting customers depend on employees' skills and achievements. While all resources of organizations can be acquired through purchasing, leasing etc., the human resource is a component that can be neither imitated nor easily acquired. The human resource is the source of know-how that determines the value of an enterprise. Therefore, both the public and the private sectors are required to have trained human resources in order to be able to compete, create change and adapt to changes (Taniş, 2019).

Local governments also have a great importance in ensuring the service quality of the human resource generation system. In this respect, personnel who have been employed based on their competency directly affect the service quality in local governments. Creating labor force and employing qualified personnel in areas that require expertise can be possible through ensuring the job satisfaction of employees in local governments much like in municipalities. The job satisfaction of employees in

local governments can be provided by protecting the personnel rights of employees. Failure to give wages on time due to limited financial resources in local governments can lead to loss of work force. For example, municipality personnel whose personnel rights cannot be sufficiently protected in small towns cannot be expected to offer productive and quality service. The only factors that creates satisfaction employees are promotion, higher wages and higher status. While the function of administrators in the private sector is support, it is control in the public sector (Demirhan, 2007).

Although factors that impact the job satisfaction of employees are mainly the factors resulting from themselves or the job itself, there are many other factors that affect job satisfaction. The fact that some employees are more successful and more satisfied with their job than other employees on the same working conditions might depend on personal factors such as gender, age, personality, seniority, educational level, status, skills and intelligence, race and culture etc. (Cingi, 2015). It was observed that men are more satisfied than women in terms of promotion, wage and career planning. The age of individuals can guide the person's perceptions, desires and expectations and affect their job satisfaction. As people grow older and have more experience and expertise, their job satisfaction increases accordingly. In terms of personality, employees who have self-confidence and a developed feeling of the self can get more satisfaction from the work they do at the workplace. People with a good educational level can have low satisfaction levels unless they have a level of wage that can meet their expectations. Employees with higher knowledge levels have higher awareness about their requirements. Therefore, a requirement which is acknowledged or goes unnoticed can have negative impacts on job satisfaction. Status is an important factor that gives a person dignity in the society and offers job satisfaction. With a better status, comes more respect. Those with intelligence levels that are above or below the intelligence level required by the profession do not get satisfaction from their job. The group that the individual is in can also affect their job satisfaction (Çiçeklioğlu, 2016).

The belief that employees get fair wages in return for their labor increases their job satisfaction. Otherwise, the job satisfaction of the employee remains low. As the wage of an employee also determines their status in the society, they arrive at a conclusion about what the organization think of them by looking at their wages. The

management style applied in the organization also directly affects the job satisfaction of employees. Authoritarian styles are implemented in some organizations while democratic styles in others. Job satisfaction drops down in organizations where inspections are stricter than normal and initiatives cannot be taken (Urhan, 2014).

If the job assigned to the employee has requirements below or above the knowledge, skills and abilities of the employee, it leads to dissatisfaction. The employee's job satisfaction will rise as long as there is a balance between the nature of the work and the employee's knowledge and skill level. Promotion is also an administrative factor which brings job satisfaction. Organizational culture is another administrative factor on job satisfaction. An organizational culture adopted by the employee causes high levels of satisfaction in the employee, if it is not well adopted, it leads to dissatisfaction. Therefore, enterprises struggle to create acceptable and understandable missions and visions to strengthen their organizational cultures (Urhan, 2014).

Job security becomes another important factor of satisfaction for employees with aging. Individuals that have job security and social security have a higher motivation and job satisfaction. Finally, organizing the physical conditions in the work environment in a way to not allow for accidents, injuries and occupational diseases also has an impact on increasing job satisfaction (Faghanı Nobarı, 2017). It can be said that the productivity of employees with high level job satisfaction is higher than that of employees with low level job satisfaction. While the employee becomes happier with job satisfaction, improved productivity also contributes to their happiness. Job satisfaction is an important factor in organizations' achieving success and desired productivity. For this reason, it is absolutely necessary to ensure job satisfaction to maintain the human resource that is the most important input of enterprises. Job satisfaction depends on the relationship between earnings and expectations (Nergis & Yılmaz, 2016). In conclusion, as the concept of job satisfaction is directly related to the organization's employees' efficiency, productivity and performance, it is approached with due diligence in today's enterprises and organizations want their personnel to have job satisfaction as well. The point is to assign the right employee to the right job. How the corporate identity is perceived is an important factor that can directly affect the employee's perceived job



satisfaction. As long as the employee has hope that their expectations will be met, they will have positive feelings and if it takes too long, their feelings will turn into negative (Demir, 2013).

It is observed that enterprises that care for and meet the desires of employees are able to easily find necessary personnel to employ, their employees remain long in the organization, while others that do not offer job satisfaction and do not meet the expectations of employees have challenges in finding people to employ (Urhan, 2014). Organizations can implement various solutions to minimize their problems with increasing job satisfaction and getting the highest benefits from the personnel in the most efficient way.

These practices include:

- Diversifying the job
- Applying rotation at the job,
- Discovering and using different abilities of personnel
- Providing emotional support among employees,
- Increasing revenues and innovations with improved performance,
- Paying importance to common sense in the resolution of problems,
- Ensuring personnel embrace the organization's targets and Show commitment to their realization,
- Increasing motivation (Taniş, 2019).

Managers try to improve job satisfaction and work performance through motivation. Motivation is a necessary component to stimulate personnel in line with the benefits of the organization. Therefore, motivation allows for providing feedback about personnel's performance. Unmotivated personnel cannot be expected to demonstrate high levels of performance. Managers will put more efforts for improving the efficiency, productivity and competitive advantage of the organization as they will more likely to demonstrate organizational citizenship behaviors when they are satisfied with their job (Taniş, 2019).

## Similar Studies

Vargün (2018) studied if and how communication between employees and management, opportunities of training and development and flexible working conditions have an impact on employees' emotional commitment and job satisfaction. To this end, data was collected through surveys from 246 employees in total, employed in the public and private sectors, in organizations mainly based in Ankara. As a result of the study, it was understood that there is a significant and positive relationship between communication with the management, a flexible work program and training opportunities, and job satisfaction and emotional commitment.

Urhan (2014) conducted an empiric study to examine the relationship between employees' job satisfaction and their organizational commitment, that covered 150 personnel employed at the Ministry of Defense Regional Directorate of Military Recruiting of Aydın and its dependent 16 draft offices. The Minnesota Job Satisfaction Scale and Meyer and Allen's Organizational Commitment Scale were used in the study, which determined two main factors on the job satisfaction of the respondents, namely internal and external satisfaction, and discussed the sub-dimensions of emotional commitment, normative commitment and continuance commitment in terms of organizational commitment. According to the study results, job satisfaction demonstrated significant differences between age, marital status, educational level, status, position and term of service, but did not have significant differences in terms of gender and income level. Organizational commitment had significant differences in terms of age, term of service, marital status and educational level, but did not so in terms of gender and income level. It was concluded that there is a significant relationship between job satisfaction and organizational, normative and emotional commitments; and organizational commitment and external and internal satisfaction.

Tanış (2019) also discussed the relationship between healthcare personnel's socio-demographics and perceived service quality and job satisfaction in the study conducted to examine the relationship between healthcare personnel's perceived service quality and job satisfaction. Under the light of the data obtained from the questionnaires applied to 291 healthcare personel at Recep Tayyip Erdoğan University Hospital, it was demonstrated that the sub-dimensions of the perceived service quality of healthcare

personnel, namely physical properties, reliability and ambition have an impact on job satisfaction. Additionally, it was concluded that there is not any relationship between employees' social security, experience and gender, and their perceived service quality; and there is a relationship between their profession and position, and their perceived service quality. It was understood that the respondents did not have a relationship between their profession and term of professional experience and job satisfaction, but have a relationship between their social security, position and gender and job satisfaction.

Sevimli (2006) conducted a practice on 125 patients at Medicana Çamlica Hospital to measure the perceived service quality of those who received service from healthcare institutions as well as examining the relationship between the service quality and the demographics of patients. As a result of the study that used the SERVQUAL method, it was seen that the perceived service quality level from the healthcare facility was low, and service quality did not show a significant difference in terms of age, educational level, gender and income level, and the perceived service quality did not show a significant difference in terms of gender and income level.

İriş (2019) analyzed the data collected from 297 personnel at the Aksaray Municipality to analyze the factors which determine the service quality level of the public services offered by the Aksaray Municipality. As a result of the study, it was determined that the personnel's age, gender, marital status, educational status, and perceived job satisfaction and success levels have an impact on service quality.

Özer (2019) conducted a study in Adıyaman, based on the assumption that employees, at an enterprise which was managed by efficient and competent leaders and which had a high brand power, would have a high level of emotional commitment to the organization. The mediating impact of the perception of the employer's brand on the relationship between efficient leadership and emotional commitment was studied in 483 public and private bank personnel. The study results demonstrated a medium level positive relationship between the employees' perceptions of the employer's brand and efficient leadership variables, and a strong positive correlation between the perceptions of the employer's brand and emotional commitment variables. Moreover, there is a positive significant relationship between both variables in the relationship of efficient

leadership and emotional commitment. Finally, the study demonstrated the perceptions of the employer's brand have a significant impact on the relationship between efficient leadership and emotional commitment.

Cingi (2015) conducted a study on the private imaging centers in İstanbul to determine the organizational citizenship behaviors and job satisfaction of the personnel at an imaging center in İstanbul, and the relationship between these two concepts. According to the study results, the imaging center personnel's job satisfaction had significant differences in terms of internal and external satisfaction, term of service, total professional experience, age, marital status and perceived income level, and their external job satisfaction had also a significant difference in terms of the respective role in addition to these factors.

Demir (2013) conducted a study with 1250 municipality employees in order to examine the relationship between the human resources management practices and job satisfaction in İstanbul district municipalities, for personnel with different educational levels and different statuses in the diversified staff structure of municipalities. It was tried to determine the level of relationship between job satisfaction and the Human Resources Management practices grouped in three factors in total, namely education and career, intra-organization relations and performance management and work safety. The result obtained for any of the sub-factors of human resources practices efficiency in almost all institutions ranking on the top spots among the identified factors was obtained with similar results for other factors. The reason for that was the perceived leadership and management in the institution.

Arslan (2013), in the study on the contributions of local governments to education services and related studies in this field, evaluated social, cultural and educational services offered by local governments and discussed the possible contributions that can be offered by local governments to education in terms legal, financial and other factors. As a result of the study, it was mentioned that it is important for municipalities, as equipped with necessary authorities, responsibility and income sources, to convey their services in education to all segments in the society in an efficient, productive and rapid manner, and related recommendations were presented.

Demirhan (2007), to measure the general job satisfaction levels of municipality employees and recommend solutions in this respect, conducted a 9 dimension and 54 item job satisfaction questionnaires with 435 personnel who responded to the questionnaire among 526 personnel in total at the Turhal Municipality. The study demonstrated the personnel's general satisfaction level was high but their satisfaction with their wages was low.

Nergis and Yılmaz (2016) intended to determine the relationship between employees' job satisfaction levels and their performance in their application with 206 people who fully answered the questionnaire among those employed at the Atatürk Airport Duty-Free Shops. As a result, it was determined that there is a significant relationship between job satisfaction and only their term of service in terms of their demographics, and there is a positive significant relationship between their job satisfaction and performance.

Aydoğan (2020) conducted a practice with 190 healthcare workers at the Pursaklar State Hospital, located in Pursaklar district in Ankara province, to study the impact of healthcare workers' perceived organizational justice on their organizational commitment, job satisfaction and integration with the job. As a result, it was observed that their perceived organizational justice had positive and significant impact on organizational commitment, job satisfaction and integration with the work. However, distribution justice which is a sub-dimension of organizational justice did not have an impact on organizational commitment, job satisfaction and integration with the work. It was also determined that procedural justice, a sub-dimension of organizational justice, did not affect integration with the work.

Şahaner (2019) conducted a study on white collar employees in the automobile sector to analyze their job satisfaction and emotional commitment, and evaluated 251 questionnaires collected from a company with 300 personnel that operated as the lower support division of a company in the automobile sector located in İstanbul. According to the study results, there is not a significant relationship between employees' organizational commitment in terms of age, gender, year of service, marital status, educational level and status; but there is a significant relationship between external awards, job satisfaction, work load, competency, working environment, governance and

job security and organizational commitment. Moreover, there is a significant relationship between governance, competency, work load, job security and working environment, external awards and job satisfaction. It was demonstrated with linear regression analyses that there is a significant relationship between the governance dimension, external awards dimension, job security and working environment dimension and work load, competency, satisfaction and work qualification dimension and personnel satisfaction.

Kanokorn, S., Prasertcharoensuk, T. and Ngang, T.K. (2017) applied a questionnaire to 300 teachers in total selected by random sampling in order to verify the suitability of the Causal Relationship Model in addition to examining the direct, indirect and general impacts of organizational citizenship behaviors of teachers at Khon Kaen Secondary Office. As the factors which affect the organizational citizenship behaviors that also cover demographic factors, job satisfaction, organizational commitment and servant leadership were addressed. It was understood that organizational commitment and servant leadership had a positive, open and direct impact, but job satisfaction had a negative, open and direct impact on the organizational citizenship behavior. The results of the study demonstrated that the teachers' organizational citizenship behaviors were compatible with the statistical values of the causal relationship model, and all three independent variables have a direct impact on the organizational citizenship behavior.

Aminuddin, A., Zakaria, Z., Noordin, N., Yusof, M., Ayob, N. (2008) studied to impacts of recruitment, promotion, training and development aspects on job satisfaction to examine the auxiliary impacts of human resources practices on the job satisfaction of employees in local governments. A questionnaire which included gender, age, race, marital status, position, educational level and term of service, was applied to 200 people in total, consisting of senior managers, specialists and back-up personnel, from 5 selected municipalities in the Northern Region of Malesia. According to the study results, it was determined that recruitment, promotion, training and development practices of Human Resources have a medium level relationship with job satisfaction.

Taylor (2013) made an online questionnaire with 233 permanent staff members in total at 7 different municipalities in Australia to determine the impacts of local government employees' job satisfaction level on citizens, if there is a perceived

interaction with citizens, and if so, how they put an impact on job satisfaction. According to the results, it was observed that the employees' perceptions about the frequency and width of the communications with the receivers of the services and their job satisfaction did not significantly affect the relationship with the Local Service Motivation.

Hee, Yan, Rizal, Kowang and Fei (2018) made a conceptual analysis of the work stress in the working environment, lack of communication and wage components to examine the factors that have an impact on employees' satisfaction. As a result of the study, it was recommended that enterprises which could foresee symptoms to increase the job satisfaction level of employees could earn permanent growth and improve their productivity with operational performance.

Agunyai (2015) studied if it was possible to build personnel capacity with training as local governments in Nigeria have a low capacity in service provision. 110 participants were interviewed with the quantitative study method. It was demonstrated with the hypotheses tested with the Chi-Square test that personnel training or capacities did not always turn into productive service. The study demonstrated that local governments need to build the capacity of the systems that create dedicated human capital and adopt good governance principles in order to institutionalize.

Blonski and Jefmański (2013) identified 23 variables with a 5 point Likert scale to determine the factors that affect the satisfaction of employees at local government institutions. The questionnaire filled by 1080 people was applied a confirmatory factor analysis and it was divided into four dimensions, cooperation in service provision, career development stability, relationships with seniors and working conditions.

Dubin, Alderman and Marlow (1969) tried to identify the perceived training of public administrators who were willing to tackle with the municipality problems and needed necessary management and inspection skills. 324 managers were applied questionnaires, and their perceived training needs were analyzed. The scope of the trainings was determined from a class list, namely required, usable and not actually necessary. Every class heading was given a brief explanation of the class contents. Moreover, information was provided about the employees' training history, refreshing methods and managers' and superintendents' attitudes towards training. In conclusion, it

was observed that less than half of the local governments were able to offer in-service trainings for their personnel. Therefore, educational institutions or professional associations should help offering trainings needed by local government personnel by organizing training programs for local governments.

Hamli, Hee, Yinand Mahmood (2018) analyzed the relationship between job satisfaction, training, perceived organizational support and service quality. A 5 point Likert scale which focused on the factors that impact the service quality of personnel was applied to 145 respondents at the Malaysia local city council. The respondents consisted of certain units in a local city council which directly offered services to the public in Johor, Malaysia. A factor analysis and a multiple regression analysis as well as a quantitative sectional research method were used for data analysis. The study results found a positive and significant relationship between job satisfaction and training and the consumer's purchasing behavior. Furthermore, job satisfaction was found to be the strongest predictor of service quality. The findings of this study facilitate the organization's defining a suitable personnel factor to be capitalized and increasing customer satisfaction with higher service quality later on.

Nigro (1979) made a study with an aim to obtain a comparative assessment of various training techniques in an efficient provision of public services as a central management function and responsibility of in-service training and how much these techniques are used in practice. The study data was collected through a questionnaire form e-mailed by 446 municipality managers. The respondents were asked to grade nine in-service training procedure category and organization development tagged techniques and state if their respective institution was currently using them. In conclusion, it was understood that there is a strong and consistent positive relationship between the use of a great variety of standard personnel management techniques and administrative regulations.

Slack(1990) studied the education and training needs of local governments and the perceptions of local government officers about their education and training needs while serving citizens in cities in USA in the twenty first century. The data was collected through questionnaires. The questionnaire included thirty possible areas of need. The questionnaire was e-mailed and applied to 340 city administrators and mayors around



the country selected with a systematic sampling technique. In conclusion, it was seen that larger city administrations paid attention to developing their internal administrative skills and smaller local governments neglected such development. The participants stated they would desperately need future trainings and aids. The type of government and the size of the society affect and increase the diversity and width of training needs. The most needed areas are trainings on municipality administration, computer training, budgeting, public works, communication skills, program assessment, relationships with the society, trainings for developing and implementing special information systems. In addition, trainings for service provision and the improvement of the internal operations of the municipality are also needed.

## CHAPTER 3

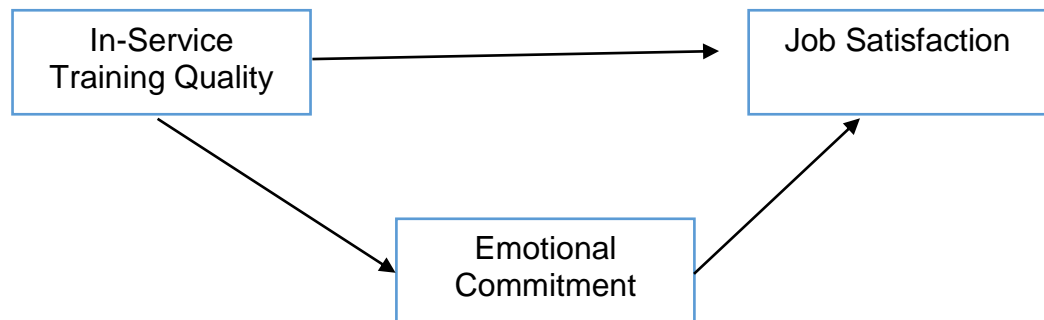
### Methodology

This part of the study includes information about the study model, study population, study sample, data collection tools and analyses about the implementation and variables of the scales.

#### Study Model

The model established in this study was designed according to the relational screening model. Relational screening models are used to determine if there is any change between the variables or the level of such change. In this thesis, a model demonstrated in Figure 1 was created to shoe the relationships of variables with each other.

**Figure 9: Study Model**



The study model consists of three variables. The hypotheses created to determine the relationship among these variables can be listed as follows:

**H<sub>1</sub>: The perceived in-service training quality significantly differs by the respondents' demographics.**

H<sub>1a</sub>: The perceived in-service training quality significantly differs by the respondents' educational level.

H<sub>1b</sub>: The perceived in-service training quality significantly differs by the respondents' term of service.

H<sub>1c</sub>: The perceived in-service training quality significantly differs by the respondents' duty status.

H<sub>1d</sub>: The perceived in-service training quality significantly differs by the respondents' age.

**H<sub>2</sub>: The perceived job satisfaction significantly differs by the respondents' demographics.**

H<sub>2a</sub>: The perceived job satisfaction significantly differs by the respondents' educational level.

H<sub>2b</sub>: The perceived job satisfaction significantly differs by the respondents' term of service.

H<sub>2c</sub>: The perceived job satisfaction significantly differs by the respondents' duty status.

H<sub>2d</sub>: The perceived job satisfaction significantly differs by the respondents' age.

**H<sub>3</sub>: The perceived emotional commitment significantly differs by the respondents' demographics.**

H<sub>3a</sub>: The perceived emotional commitment significantly differs by the respondents' educational level.

H<sub>3b</sub>: The perceived emotional commitment significantly differs by the respondents' term of service.

H<sub>3c</sub>: The perceived emotional commitment significantly differs by the respondents' duty status.

H<sub>3d</sub>: The perceived emotional commitment significantly differs by the respondents' age.

H<sub>4</sub>: The perceived in-service training quality has a positive significant impact on emotional commitment.

H<sub>5</sub>: The perceived in-service training quality has a positive significant impact on job satisfaction.

H<sub>6</sub>: The perceived emotional commitment has a positive significant impact on job satisfaction.

**H<sub>7</sub>:** Emotional commitment has a mediating role in the impact of in-service training quality on job satisfaction.

### **Study Population and Sample**

The population is the group consisting of objects or individuals that have the same characteristics. In this study, it is not possible to reach the entire population. At the same time, it is very hard to be sure of the size of the entire population. At this point, we have the concept of target population (Akbulut, 2010). The population of this study was comprised of 46.035 individuals who received training services from the Turkish Association of Municipalities and the governorates' service divisions as of 2020. The sample to represent the study population was comprised of the respondents who received in-service training services. The data was collected by applying the questionnaires to the respondents who received in-service training. 455 out of 600 questionnaires sent within the scope of the study were received back. As a result of the examinations on lost data and basic variables before the analyses, data from 53 persons who did not answer to much of the questionnaire was excluded from the analysis, which continued with 402 samples. As known, the sufficiency of the sample number can be statistically calculated. Sample sizes which can be accepted depending on the population size, introduced by Yazıcıoğlu and Erdoğan (2004) and significantly taken into account by many researchers in the related literature, are given in Table 5.

**Table 5. Sample Sizes for  $\alpha = 0.05$  (Yazıcıoğlu & Erdoğan, 2004)**

Population Size	± 0.03 sampling error (d)			± 0.05 sampling error			± 0.10 sampling error		
	(d)			(d)			(d)		
	p=0.5 q=0.5	p=0.8 q= 0.2	p=0.3 q=0.7	p=0.5 q=0.5	p=0.8 q= 0.2	p=0.3 q=0.7	p=0.5 q=0.5	p=0.8 q= 0.2	p=0.3 q=0.7
100	92	87	90	80	71	77	49	38	45
500	341	289	321	217	165	196	81	55	70
750	441	358	409	254	185	226	85	57	73
1000	516	406	473	278	198	244	88	58	75
2500	748	537	660	333	224	286	93	60	78
5000	880	601	760	357	234	303	94	61	79
10000	964	639	823	370	240	313	95	61	80
25000	1023	665	865	378	244	319	96	61	80
50000	1045	674	881	381	245	321	96	61	81
100000	1056	678	888	383	245	322	96	61	81
1000000	1066	682	896	384	246	323	96	61	81
100 Million	1067	683	896	384	245	323	96	61	81

### Data Collection Tools

The questionnaire method was used for the study. The questionnaire form created within the scope of this study (see Annex 1) is comprised of two parts. In the first part, the purpose of the study is explained, information about the filling of the questionnaire is given and questions to determine demographics of the respondents are listed. The second part includes questions that measure in-service training quality, job satisfaction and emotional commitment.

### Service Quality Scale

The model developed by Parasuraman, Zeithalm and Berry and the scale of this model were used in the measurement of the respondents' perceived in-service training quality. The scale is comprised of two main parts, expected and perceived service quality. While the expected service quality means what the respondents wish and want

from the offered service, the perceived service quality is the comparison of the respondents' expectations before receiving the service and their experiences after receiving the service (Zeithalm and Bitner, 2000: 53, Can, 2016: 66). The scale is comprised of 6 different dimensions, reliability (3 statements), responsiveness (5 statements), courtesy (2 statements), communication (2 statements), credibility (5 statements) and tangibles (6 statements), and 21 questions in total. The respondents stated on a 5 point Likert scale how much they agree with the items in the scale; *"The training offered by my institution is always conducted in accordance with the program"*, *"In the training offered by my institution, trainers offer services to participants with all their sincerity"*, *"In the training offered by my institution, classrooms are suitable for giving classes"*, (1= Completely Disagree, 5= Completely Agree).

### **Job Satisfaction Scale**

The job satisfaction scale adapted from the 5 item work specifications questionnaire of Hackman and Oldham (1975) was used in the measurement of the respondents' perceived job satisfaction. The scale was translated to Turkish by Şeşen and Basım (2010). The respondents stated on a 5 point Likert scale how much they agree with the items in the scale; *"I highly enjoy my job"*, *"Generally, I am satisfied with my job"*, *"I think I am happier than most people at my job"* (1= Completely Disagree, 5= Completely Agree).

### **Emotional Commitment Scale**

The 13 item emotional commitment scale of Allen and Meyer (1990) was used in the measurement of the respondents' perceived emotional commitment. The scale was later developed and given its final form by Fernandez et al. (2016). The scale was translated to Turkish by Özer (2019). The respondents stated on a 5 item Likert scale how much they agree with the items in the scale; *"I feel like a part of my institution and I would also like it to be this way in the future"*, *"I consider the achievements of my institution as if my own"*, *"I have developed a strong tie with my institution"*.

### **Application of the Scale**

5 pollsters were assigned to apply the questionnaire in the field. These pollsters were explained the stages of the questionnaire collection process in the first place. They were asked to be diligent about not sharing the personal information of the respondents with anyone. They were also asked to not write down the names of the respondents on the questionnaire. Those who were not willing to fill out the form were not given questionnaires. The questionnaire forms were filled in about 7-12 minutes. In the final stage, no feedback was received with regard to the questions not being understood and no change was made on the questionnaire form.

### **Scale's Validity and Reliability**

Reliability means the repetition of the measurement procedures during the measurement time or the consistency in their repetition (Altunışık & et al. 2010). Reliability is used to measure if the items in the questionnaire are consistent among themselves. In practice, to determine the reliability of the measurement, the Cronbach's Alpha coefficient was calculated and the coefficients of the scales were 0,896; 0,836 and 0,979. Based on these calculations, the general coefficient of the scale was 0,903. According to Table 6, it can be said that this result ( $\alpha=0,903$ ) is a highly reliable result ( $0,60 \leq \alpha < 0,80$ ) (Akbulut, 2010).

**Table 6. Cronbach's Alpha ( $\alpha$ ) Coefficient Values (Akbulut, 2010)**

$0,00 \leq \alpha < 0,40$	Not Reliable
$0,40 \leq \alpha < 0,60$	Slightly Reliable
$0,60 \leq \alpha < 0,80$	Relatively Reliable
$0,80 \leq \alpha < 1,00$	Very Highly Reliable

### **Scales' Construct Validity and Reliability**

Before testing the study model, the construct validity and reliability of the scales used in the study were tested. For this purpose, the exploratory factor analysis (EFA), the confirmatory factor analysis (CFA) and reliability analyses were conducted.

**In-Service Training Quality Scale.** The descriptive statistics of items from the in-service training quality scale are given priority. The scale's descriptive statistics findings are provided in Table 7.

**Table 7. In-Service Training Quality Descriptive Statistics**

Questions	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
ISTQ1	402	1,00	5,00	3,5522	1,06568	-,522	-,384
ISTQ2	402	1,00	5,00	3,4925	1,04569	-,447	-,482
ISTQ3	402	1,00	5,00	3,4055	1,17847	-,553	-,502
ISTQ4	402	1,00	5,00	3,5920	,96973	-,509	-,188
ISTQ5	402	1,00	5,00	3,6716	1,13289	-,694	-,214
ISTQ6	402	1,00	5,00	3,8980	1,00970	-,992	,497
ISTQ7	402	1,00	5,00	3,7587	1,04702	-,723	,012
ISTQ8	402	1,00	5,00	3,6443	,87374	-,482	,190



**Table 7 (Continued).**

ISTQ9	402	1,00	5,00	3,8582	1,06042	-,950	,493
ISTQ10	402	1,00	5,00	3,7413	1,05827	-,610	-,126
ISTQ11	402	1,00	5,00	3,4925	1,14582	-,446	-,588
ISTQ12	402	1,00	5,00	3,5995	1,01426	-,575	-,100
ISTQ13	402	1,00	5,00	3,7114	,97158	-,445	-,272
ISTQ14	402	1,00	5,00	3,6542	,99743	-,264	-,541
ISTQ15	402	1,00	5,00	3,6318	1,02526	-,401	-,374
ISTQ16	402	1,00	5,00	3,6219	,98938	-,303	-,486
ISTQ17	402	1,00	5,00	3,5771	1,01376	-,363	-,314
ISTQ18	402	1,00	5,00	3,6716	1,06246	-,719	,098
ISTQ19	402	1,00	5,00	3,5100	1,11938	-,448	-,495
ISTQ20	402	1,00	5,00	3,7488	1,03748	-,667	,056
ISTQ21	402	1,00	5,00	3,6642	1,08223	-,547	-,364
ISTQ22	402	1,00	5,00	3,8905	,98262	-,762	,165
ISTQ23	402	1,00	5,00	3,6045	1,06884	-,453	-,353

Considering the mean value of the scale items, the perceived in-service training quality of the respondents is above the average. Considering the skewness and kurtosis of the scale items, they are between -2 and +2. It demonstrates the data has normal distribution (George & Mallery, 2010). As can be understood from the information in the table, conducting parametric analyses was considered to an important factor in reaching accurate results in this study.

The KMO test was applied for the compliance of the data used in the study with the factor analysis. KMO is an indicator that compares correlation coefficient magnitudes. A KMO test being significant means the data collected in the study is sufficient for analysis (Büyüköztürk, 2011). The KMO result of the scale used in the study is 0,954. The fact that the KMO result is 0,954 demonstrates the collected sample within the population is sufficient (Kalaycı, 2010). As the rest result was positive, the

process continued with the factor analysis. The results of the factor analysis applied to the 23 item scale are given in Table 8.

**Table 8. In-Service Training Quality KMO and Barlett**

<b>KMO and Bartlett Test</b>		
Measurement of the Kaiser-Meyer-Olkin Sampling Adequacy		,954
	Approx.	9334,478
Bartlett's Test of Sphericity	Chi-Square	
	sd	253
	Sig.	,000

The principal components test was used to obtain significant results in the factor analysis. Data below 0,40 was not taken into account in the factor analysis (Alpar, 2011; Büyüköztürk & et al., 2016). It is necessary to classify variables that have a big weight and are collected under a factor in order to name the factors determined with the factor analysis (Kalaycı, 2010). The factors under in-service training quality are listed in Table 9.

**Table 9. Factors of In-Service Training Quality**

<b>Factors/Items</b>	<b>Factor Load Values</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Reliability</b>						
Reliability 1	,768					
Reliability 2	,785					
Reliability 3	,598					
<b>Responsiveness</b>						
Responsiveness 1		,542				
Responsiveness 2		,750				
Responsiveness 3		,676				

**Table 9 (Continued).**

Responsiveness 4	,572
Responsiveness 5	,789
<b>Courtesy</b>	
Courtesy 1	,590
Courtesy 2	,494
<b>Communication</b>	
Communication 1	,655
Communication 2	,629
<b>Factors/Items</b>	<b>Factor Load Values</b>
<b>Credibility</b>	
Credibility 1	,652
Credibility 2	,706
Credibility 3	,762
Credibility 4	,763
Credibility 5	,676
<b>Tangibles</b>	
Tangibles 1	,813
Tangibles 2	,823
Tangibles 3	,746
Tangibles 4	,741
Tangibles 5	,556
Tangibles 6	,601

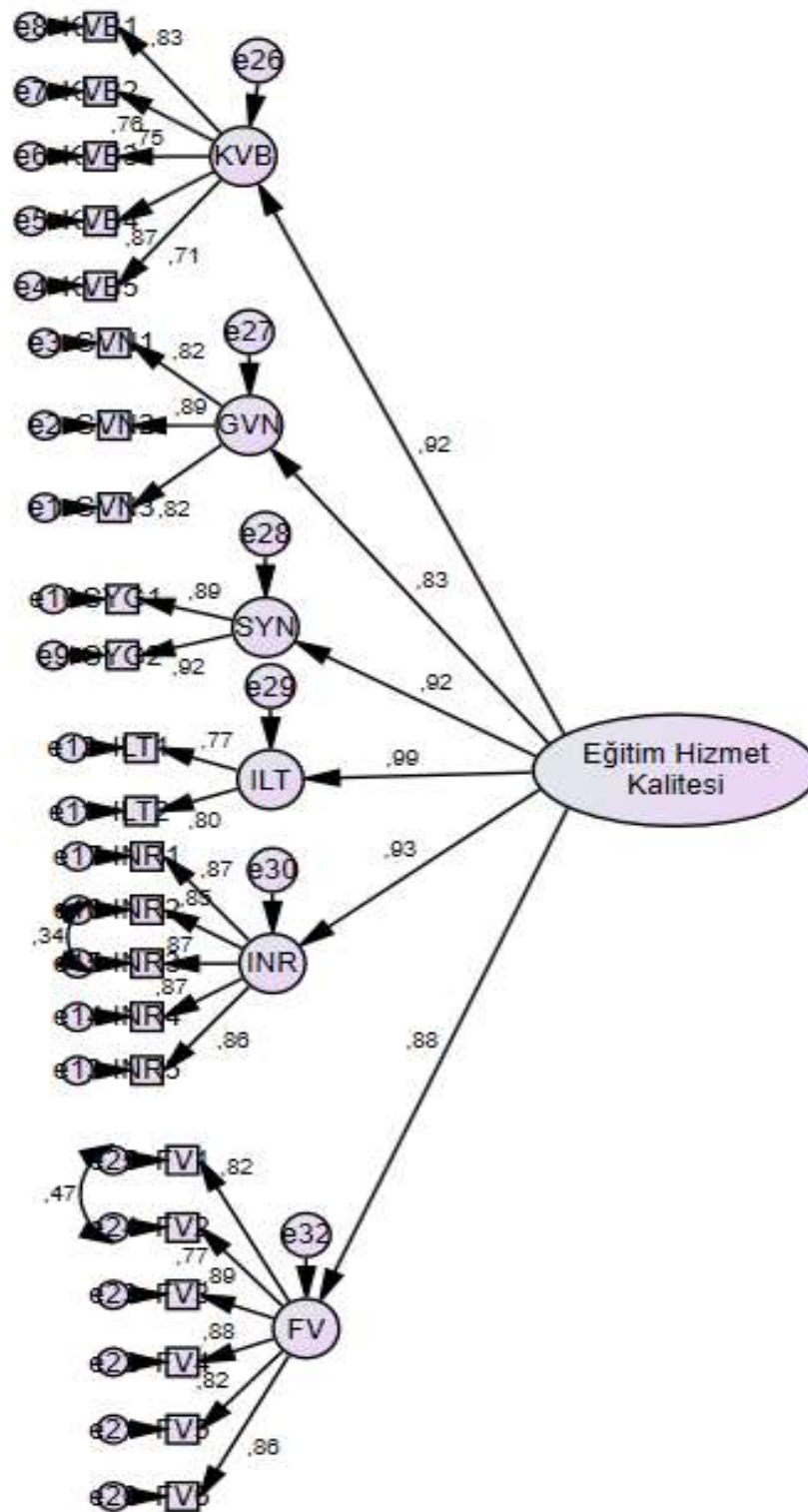
Under the first factor, “Reliability 1” ( ,768), “Reliability 2” ( ,785) and “Reliability 3” ( ,598) have the highest value in their own group. As all of these items are related to reliability in in-service training quality, the first factor is called “reliability”. Similarly, under the second factor, “Responsiveness 1” ( ,542), “Responsiveness 2” ( ,750), “Responsiveness 3” ( ,676), “Responsiveness 4” ( ,572) and “Responsiveness 5” ( ,789) items have the highest value in their own group. As all of these items are related to responsiveness in in-service training quality, the second factor is called “responsiveness”. Under the third factor, “Courtesy 1” ( ,590) and “Courtesy 2” ( ,494) items have the highest value in their own group. As all of these items are related to courtesy in in-service training quality, the third factor is called “courtesy”. Under the

fourth factor, “Communication 1” ( ,655) and “Communication 2” ( ,629) have the highest value in their own group. As all of these items are related to communication in-service training quality, the fourth factor is called “communication”. Under the fifth factor, “Credibility 1” ( ,652), “Credibility 2” ( ,706), “Credibility 3” ( ,762), “Credibility 4” ( ,763), and “Credibility 5” ( ,676) have the highest value in their own group. As all of these items are related to credibility in in-service training quality, the fifth factor is called “credibility”. Finally, under the sixth factor, “Tangibles 1” ( ,813), “Tangibles 2” ( ,823), “Tangibles 3” ( ,746), “Tangibles 4” ( ,741), “Tangibles 5” ( ,556) and “Tangibles 6” ( ,601) have the highest value in their own group. As all of these items are related to tangibles in in-service training quality, the sixth factor is called “tangibles”.

Following the normal distribution test and the exploratory factor analysis, the confirmatory factor analysis was applied to the in-service training quality scale. The confirmatory factor analysis can be defined as a type of the structural equation modeling (SEM) (Çelik & Yılmaz, 2013). The factor structures obtained from these two factor analyses are assumed to mean the testing of the factor structures determined in original scales (Özdamar, 2016).

While the in-service training quality scale applied to 402 participants in this study was evaluated with the exploratory factor analysis, the model was tested with the confirmatory factor analysis. The CFA diagram is shown in Figure 10.

Figure 10: In-Service Training Quality CFA Diagram



The factor loads obtained for the in-service training quality scale as a result of the confirmatory factor analysis are provided in Table 9.

**Table 10. In-Service Training Quality CFA Factor Loads**

<b>Items</b>	<b>Factor Load</b>
<b>REL3</b>	0,819
<b>REL2</b>	0,894
<b>REL1</b>	0,819
<b>RSP5</b>	0,712
<b>RSP4</b>	0,866
<b>RSP3</b>	0,753
<b>RSP2</b>	0,760
<b>RSP1</b>	0,834
<b>COU2</b>	0,923
<b>COU1</b>	0,894
<b>COM2</b>	0,797
<b>COM1</b>	0,768
<b>CRE5</b>	0,860
<b>CRE4</b>	0,869
<b>CRE3</b>	0,871
<b>CRE2</b>	0,854
<b>CRE1</b>	0,873
<b>TAN6</b>	0,860
<b>TAN5</b>	0,821
<b>TAN4</b>	0,878
<b>TAN3</b>	0,890
<b>TAN2</b>	0,773
<b>TAN1</b>	0,820

It can be seen in Table 10 that the factor load values of the scale items are above 0,50 as a result of the confirmatory factor analysis. Various fit indices are used for the fit sufficiency of the model tried to be tested with CFA. What these indices are and their values are provided in Table 11.

**Table 11. Fit Indices (Meydan & Şeşen, 2015; Gürbüz & Şahin, 2016)**

<b>Fit Indices</b>	<b>Good Fit</b>	<b>Acceptable Fit</b>
CMIN/DF	$\leq 3$	$\leq 5$
RMSEA	$\leq 0,05$	$\leq 0,08$
GFI	$\geq 0,90$	$\geq 0,85$
AGFI	$\geq 0,90$	$\geq 0,85$
NFI	$\geq 0,95$	$\geq 0,90$
CFI	$\geq 0,97$	$\geq 0,90$
TLI	$\geq 0,95$	$\geq 0,90$

As can be understood from the table, it can be concluded that the CMIN/DF index has a value between 3 and 5; the RMSEA index has a value between 0,05 and 0,08, the GFI index has a value between 0,95 and 0,85 and the goodness of fit value increases as it approaches to 1; the AGFI GFI index has a value between 0,95 and 0,85 and the goodness of fit value increases as it approaches to 1, the NFI index has a value between 0,95 and 0,90 and the goodness of fit value increases as it approaches to 1; the CFI index has a value between 0,97 and 0,90 and the goodness of fit value increases as it approaches to 1; and the TLI index has a value between 0,95 and 0,90 and the goodness of fit value increases as it approaches to 1 (Meydan & Şeşen, 2015; Gürbüz & Şahin, 2016).

The goodness of fit values after the CFA analysis of the in-service training quality are provided in Table 12.

**Table 12. In-Service Training Quality CFA Goodness of Fit Values**

Variable	$\chi^2$	sd	$\chi^2/\text{sd}$	GFI	CFI	TLI	RMSEA
Criterion			$\leq 5$	$\geq .85$	$\geq .90$	$\geq .90$	$\leq .08$
In-Service Training Quality	735,06	222	3,311	0,867	0,943	0,931	0,079

It was determined that the scale meets the acceptable goodness of fit criterion as a result of the confirmatory factor analysis conducted according to Table 12.

A reliability analysis was made for the in-service training quality scale after the exploratory factor analysis and the confirmatory factor analysis. The results of the reliability analysis are given in Table 13.

**Table 13. In-Service Training Quality Reliability**

DIMENSION	ALPHA COEFFICIENT	NUMBER OF ITEMS
RELIABILITY	,876	3
RESPONSIVENESS	,887	5
COURTESY	,904	2
COMMUNICATION	,756	2
CREDIBILITY	,940	5
TANGIBLES	,938	6
<b>GENERAL IN-SERVICE TRAINING QUALITY</b>	<b>,971</b>	<b>23</b>

It was determined as a result of the reliability analysis that the alpha coefficient values were above 0,70 for all dimensions according to Table 13. Accordingly, it can be concluded that the in-service training scale is valid and reliable.

**Emotional Commitment Scale.** The descriptive statistics findings, KMO and Bartlett test, the confirmatory factor analysis and the reliability analysis for the emotional commitment scale used in the study are given under this heading. The scale's descriptive statistics findings are given in Table 14.



**Table 14. Emotional Commitment Descriptive Statistics**

Questions	N	Minimum	Maximum	Mean	Std.		
					Deviation	Skewness	Kurtosis
EC1	402	1,00	5,00	3,6045	1,24955	-,628	-,604
EC2	402	1,00	5,00	3,6692	1,20162	-,632	-,479
EC3	402	1,00	5,00	3,6045	1,24755	-,565	-,666
EC4	402	1,00	5,00	3,5970	1,27778	-,531	-,817
EC5	402	1,00	5,00	3,6542	1,27212	-,666	-,555
EC6	402	1,00	5,00	3,7537	1,22995	-,702	-,457
EC7	402	1,00	5,00	3,6841	1,31449	-,719	-,555
EC8	402	1,00	5,00	3,6119	1,25885	-,571	-,681
EC9	402	1,00	5,00	3,5970	1,33504	-,592	-,808
EC10	402	1,00	5,00	3,7985	1,25410	-,834	-,334
EC11	402	1,00	5,00	3,7612	1,28978	-,802	-,468
EC12	402	1,00	5,00	3,6443	1,25753	-,620	-,592
EC13	402	1,00	5,00	3,7214	1,28369	-,698	-,583

Considering the mean value of the scale items, it is seen that the employees' perceived emotional commitment level is above the average. Considering the skewness and kurtosis values of the scale items, they have a value between -2 and +2. This finding demonstrates the data has normal distribution (George & Mallery, 2010).

After it has been determined that the scale data has normal distribution, first, EFA was conducted to test the construct validity. The KMO and Bartlett Test of Sphericity results obtained as a result of EFA are given in Table 15.

**Table 15. Emotional Commitment KMO and Bartlett**

KMO and Bartlett Test		
Measurements of the Kaiser-Meyer-Olkin Sampling Adequacy		,917
	Approx.Chi-Square	8193,332
Bartlett's Test of Sphericity	Sd	78
	Sig.	,000

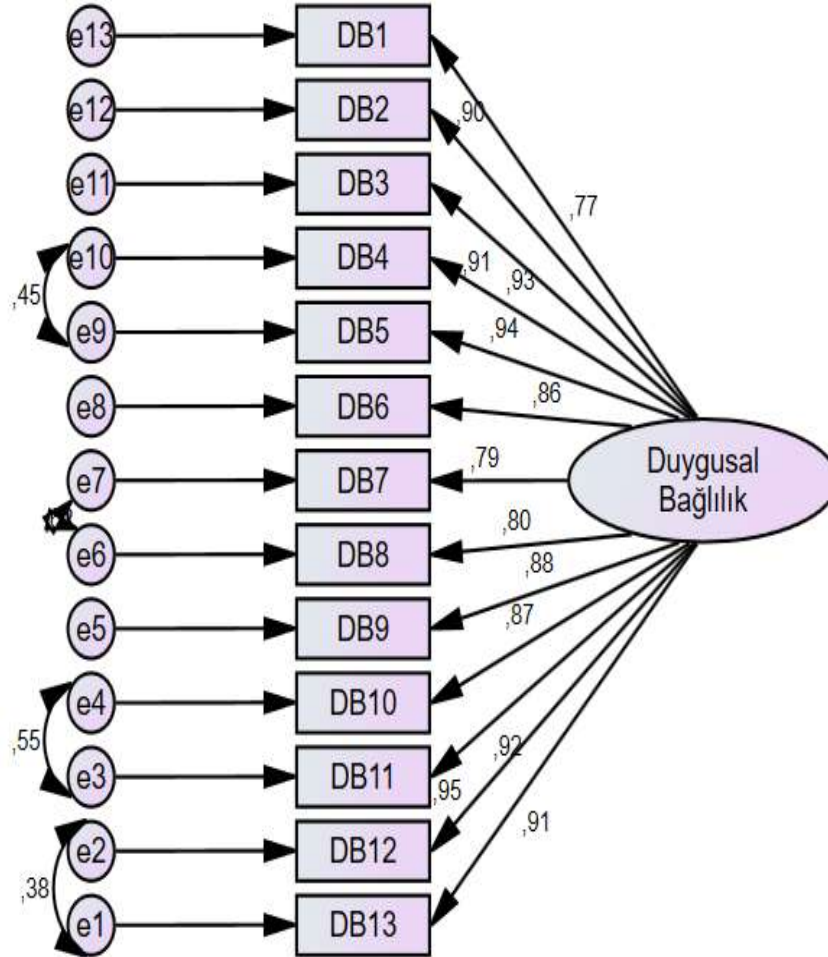
As a result of the analysis, the KMO value was calculated to be 0,917. This finding demonstrates the sample size is sufficient for factor analysis. According to the Bartlett's test results, the sig. value is 0,00, which is below 0,05. This value also demonstrates that the correlation between the items is suitable for factor analysis. Moreover, it was determined that it explained 90,052% of the total variance of the scale. Following the KMO test, the factor loads obtained as a result of the EFA were considered. The emotional commitment factor loads are given in Table 16.

**Table 16. Emotional Commitment Scale Factor Loads**

Items	Factor Load
EC1	,815
EC2	,894
EC3	,907
EC4	,929
EC5	,931
EC6	,885
EC7	,841
EC8	,844
EC9	,906
EC10	,883
EC11	,920
EC12	,945
EC13	,922

Following the exploratory factor analysis, the scale's factor loads were evaluated. The reason for evaluating the factor loads is to ensure items below 0,40 are excluded from the factor. With the test, it was seen that the scale's factor loads are between 0,815 and 0,945. After the test of normality and the exploratory factor analysis, a confirmatory factor analysis was made for the scale. The CFA diagram is given in Figure 11.

**Figure 11: Emotional Commitment CFA Diagram**



The factor loads obtained as a result of the confirmatory factor analysis are given in Table 17.

**Table 17. Emotional Commitment CFA Factor Loads**

<b>Items</b>	<b>Factor Load</b>
EC13	0,914
EC12	0,947
EC11	0,915
EC10	0,875
EC9	0,884
EC8	0,795
EC7	0,795
EC6	0,863
EC5	0,936
EC4	0,934
EC3	0,907
EC2	0,900
EC1	0,775

As a result of the confirmatory factor analysis, it can be seen in Table 17 that the factor load values of the scale items are above 0,50. After the CFA, the scale's goodness of fit values were evaluated. CFA goodness of fit values are given in Table 18.

**Table 18. Emotional Commitment CFA Goodness of Fit**

<b>Variable</b>	$\chi^2$	<b>sd</b>	$\chi^2/\text{sd}$	<b>GFI</b>	<b>CFI</b>	<b>TLI</b>	<b>RMSEA</b>
<b>Criterion</b>			$\leq 5$	$\geq 85$	$\geq 90$	$\geq 90$	$\leq 08$
<b>Emotional Commitment</b>	90,208	61	1,478	0,968	0,993	0,98	0,073

As a result of the confirmatory factor analysis, it was determined that the scale meets the acceptable goodness of fit criterion. Following the exploratory and confirmatory factor analysis, a reliability analysis was made for the scale. The reliability analysis results are given in Table 19.

**Table 19. Emotional Commitment Reliability**

Scale	Alpha Coefficient	Number of Items
Emotional Commitment	,979	13

As the alpha coefficient is 0,979 as a result of the reliability analysis, the scale is highly reliable.

**Job Satisfaction Scale.** For the job satisfaction scale used in the study, the descriptive statistics findings, KMO and Bartlett test, the confirmatory factor analysis and reliability analyses are given under this heading. The descriptive statistics findings of the scale are given in Table 20.

**Table 20. Job Satisfaction Descriptive Statistics**

Questions	N	Minimum	Maximum	Mean	Std.			Kurtosis
					Deviation	Skewness		
<b>JS1</b>	402	1,00	5,00	3,2687	1,27999	-,312		-,865
<b>JS2</b>	402	1,00	5,00	3,6119	1,17694	-,538		-,466
<b>JS3</b>	402	1,00	5,00	3,6318	1,14695	-,550		-,416
<b>JS4</b>	402	1,00	5,00	3,5970	1,14391	-,561		-,297
<b>JS5</b>	402	1,00	5,00	3,6119	1,15987	-,447		-,612

Considering the mean values of the scale items, it is determined that the employees' job satisfaction level is above the average. Considering the skewness and kurtosis of the scale items, they have a value between -2 and +2. This finding demonstrates the data has normal distribution.

After the normal distribution of the scale was demonstrated, first, CFA was applied to test the construct validity. The KMO and Bartlett Test of Sphericity results obtained from CFA are given in Table 21.

**Table 21. Job Satisfaction KMO and Barlett**

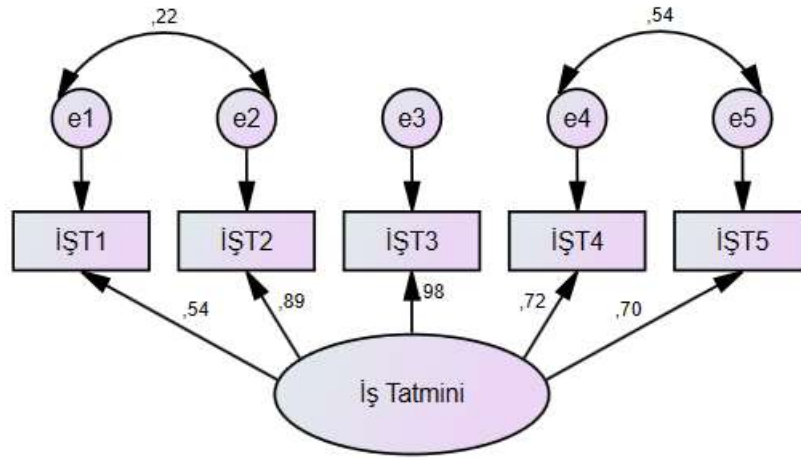
<b>KMO and Bartlett Test</b>		
Measurements of the Kaiser-Meyer-Olkin Sampling Adequacy		,799
	Approximate	1406,442
Bartlett's Test of Sphericity	Chi-Square	
	sd	10
	Sig.	,000

As a result of the analysis, the KMO value was calculated to be 0,917. This finding indicates the sample size is sufficient for factor analysis. Considering the Barlett test result, the sig. value is 0,00, that is below 0,05. This value also demonstrates that the correlation between the items is suitable for factor analysis. Moreover, it explained 69,598% of the total variance of the scale. After the KMO test, the factor loads obtained from CFA were evaluated. The job satisfaction scale factor loads are given in Table 22.

**Table 22. Job Satisfaction Factor Loads**

<b>Items</b>	<b>Factor Load</b>
JS1	,642
JS2	,896
JS3	,923
JS4	,853
JS5	,827

After the exploratory factor analysis, the factor loads of the scale were evaluated. The reason for evaluating the factor loads is to ensure items below 0,40 are excluded from the factor. The factor loads of the scale were between 0,642 and 0,923. Following the normality test and the exploratory factor analysis, a confirmatory factor analysis was made for the scale. The CFA diagram is given in Figure 12.

**Figure 12: Job Satisfaction CFA Diagram**

The factor loads obtained from CFA are given in Table 22.

**Table 23. Job Satisfaction CFA Factor Loads**

Items	Factor Load
JS1	0,536
JS2	0,886
JS3	0,983
JS4	0,72
JS5	0,697

As a result of CFA, the factor load for all of the items of the scale were above 0,50. The CFA goodness of fit values are given in Table 24.

**Table 24. Job Satisfaction CFA Goodness of Fit**

Variable	$\chi^2$	sd	$\chi^2/sd$	GFI	CFI	TLI	RMSEA
Criterion			$\leq 5$	$\geq .85$	$\geq .90$	$\geq .90$	$\leq .08$
Job Satisfaction	8,897	3	2,966	0,991	0,996	0,986	0,07

As a result of CFA, it was determined that the scale met the acceptable goodness of fit criterion. After EFA and CFA, a reliability analysis was made. The result of the reliability analysis are given in Table 25.

**Table 25: Job Satisfaction Reliability**

Scale	Alpha Coefficient	Number of Items
Emotional Commitment	,883	5

As the alpha coefficient was 0,883 as a result of the reliability analysis, it can be said the scale is reliable.



## CHAPTER 4

### Findings and Interpretation

The findings of the study are given under 5 headings. The first part includes descriptive statistics of the demographic variables of the employees, the second part includes findings from the comparison of the scales in the model to the demographic variables of the respondents, the third part includes the findings from the correlation analysis for the variables in the mode, the fourth part includes the findings from the structural equation of the variables in the model and the fifth part includes the results of the mediation analysis.

#### Descriptive Statistics for the Demographic Variables of the Employees

The data about the demographic variables of the employees was analyzed using the SPSS package software. First, information about the gender of the employees is given in Table 26.

**Table 26. Distribution by Gender**

Gender	Number	Percentage (%)	Cumulative Percentage
Men	254	63,2	63,2
Women	148	36,8	100,0
<b>Total</b>	<b>402</b>	<b>100,0</b>	

Considering the gender of the respondents, 254 (63,2%) were men and 148 (36,8%) were women.

Information about the educational status of the respondents is given in Table 27.

**Table 27. Distribution by Educational Level**

Educational Level	Number	Percentage (%)	Cumulative Percentage
High School	99	24,6	24,6
Associate Degree	55	13,7	38,3

Bachelor's Degree	185	46,0	84,3
Master's Degree	63	15,7	100,0
<b>Total</b>	<b>402</b>	<b>100,0</b>	

Considering the educational level of the respondents, 99 (24,6%) had a high school degree, 55 (13,7%) had an associate degree, 185 (46%) had a bachelor's degree and 63 (15,7%) had a master's degree. Information about the age of the respondents is given in Table 28.

**Table 28. Distribution by Age**

<b>Groups</b>	<b>Number</b>	<b>Percentage (%)</b>	<b>Cumulative Percentage</b>
18-27	12	3,0	3,0
28-37	192	47,8	50,7
38-47	106	26,4	77,1
48-57	80	19,9	97,0
58 and over	12	3,0	100,0
<b>Total</b>	<b>402</b>	<b>100,0</b>	

Considering the age of the respondents, 12 (3,0%) were aged between 18-27, 192 (47,8%) between 28-37, 106 (26,4%) between 38-47, 80 (19,9%) between 48-57 and 12 (3,0%) at the age of 58 and over. Information about the term of service of the respondents is given in Table 29.

**Table 29. Distribution by Term of Service**

<b>Term</b>	<b>Number</b>	<b>Percentage (%)</b>	<b>Cumulative Percentage</b>
1-9 Years	182	45,3	45,3
10-19 Years	84	20,9	66,2
20-29 Years	76	18,9	85,1
30 Years and over	60	14,9	100,0
<b>Total</b>	<b>402</b>	<b>100,0</b>	

Considering the terms of service of the respondents, 182 (45,3%) had a term of service of 1-9 years, 84 (20,9%) between 10-19 years, 76 (18,9%) between 20-29 years, and 60 (14,9%) of 30 years and over.

Information about the duty status of the respondents is given in Table 30.

**Table 30. Distribution by Duty Status**

<b>Position</b>	<b>Number</b>	<b>Percentage (%)</b>	<b>Cumulative Percentage</b>
Public Servant	253	62,9	62,9
Worker	99	24,6	87,6
Manager	50	12,4	100,0
<b>Total</b>	<b>402</b>	<b>100,0</b>	

Considering the duty status of the respondents, 253 (62,9%) were public servants, 99 (24,6%) workers and 50 (12,4%) managers.

### **Correlation Analysis of the Study Variables**

The correlation test is used to calculate the direction and the strength relationship between two variables (George & Mallery, 2010). The study used the correlation test to determine if there is any relationship between each other and among the in-service training quality, job satisfaction and emotional commitment variables and examine the direction of the relationship. Pearson's correlation coefficients and significance levels are given in Table 30. The correlation coefficients in the correlation table have a value between (r) -1 and +1. As this value approaches 1, the relationship gets stronger, especially a r coefficient above 0,70 indicates a very strong relationship between two variables. A + value for the coefficient means a positive (linear) relationship, while a – value indicates a negative (inverse) relationship (George & Mallery, 2010). Considering Table 31, there is a positive significant relationship ( $p < 0,01$ ) between in-service training quality, job satisfaction and emotional commitment in the study model.

**Table 31. Correlation Analysis**

<b>Variables</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>In-Service</b>		
			<b>Training Quality</b>	<b>Job Satisfaction</b>	<b>Emotional Commitment</b>
In-Service Training Quality	3,6580	,82339	1		
Job Satisfaction	3,5556	,99219	,585**	1	
Emotional Commitment	3,6693	1,13286	,556**	,784**	1

\*\* Significant at 0,01 significance level.

### **Variance Analysis for Demographic Variables**

Anova analysis, which is translated variance analysis to our language, is an analysis made to determine if the arithmetic mean values of multiple independent variables are different from each other (Kozak, 2014). This heading covers the demographic variables of the employees and variance analyses conducted among the model variables.

### **Variance Analysis for Educational Level**

A variance analysis was made to test if the in-service training quality, job satisfaction and emotional commitment scales in the study model demonstrate significant difference by the employees' educational level. The analysis results are given in Table 32.

**Table 32. Variance Analysis for the Educational Level Variable**

		Sum of	df	Sum of	F	Sig.
		Squares		Squares		
<b>In-Service Training Quality</b>	Intergroup	18,941	3	6,314	9,935	,000
	Intra-group	252,928	398	0,635		
	Total	271,870	401			
<b>Job Satisfaction</b>	Intergroup	7,643	3	2,548	2,619	,051
	Intra-group	387,117	398	0,973		
	Total	394,759	401			
<b>Emotional Commitment</b>	Intergroup	22,987	3	7,662	6,203	,000
	Intra-group	491,641	398	1,235		
	Total	514,628	401			

According to the variance analysis result, it was demonstrated that the perceived in-service training quality and emotional commitment had a significant difference depending on the educational level ( $p < 0,05$ ). Tukey results were taken into account to see between which training groups the difference was observed. The Tukey results are given in Table 33.

**Table 33. Educational Level Variable Tukey Test**

Dependent Variable			Mean	Std.	Sig.	95% Confidence Interval	
			Difference (I-J)	Error		Confidence Interval Bottom	Confidence Interval Top
<b>In-Service Training</b>	High School	Associate Degree	,70972*	,13407	,000	,3638	1,0556
		Bachelor's Degree	,36697*	,09927	,001	,1109	,6231
		Master's Degree	,28502	,12848	,120	-,0464	,6165
	Associate Degree	High School	-,70972*	,13407	,000	-1,0556	-,3638
		Bachelor's Degree	-,34274*	,12243	,027	-,6586	-,0269
		Master's Degree	-,42470*	,14711	,021	-,8042	-,0452
	Bachelor's Degree	High School					
		Associate Degree					
		Master's Degree					

Quality		Degree					
Emotional Commitment	Bachelor's Degree	High School	-,36697*	,09927	,001	-,6231	-,1109
		Associate Degree	,34274*	,12243	,027	,0269	,6586
	Master's Degree	High School	-,08196	,11629	,895	-,3820	,2181
		Associate Degree	-,28502	,12848	,120	-,6165	,0464
	High School	Associate Degree	,42470*	,14711	,021	,0452	,8042
		Bachelor's Degree	,08196	,11629	,895	-,2181	,3820
	Associate Degree	High School	,53862*	,18691	,022	,0564	1,0208
		Bachelor's Degree	,39203*	,13840	,025	,0350	,7491
	Bachelor's Degree	High School	,72150*	,17912	,000	,2594	1,1836
		Associate Degree	-,53862*	,18691	,022	-1,0208	-,0564
	Master's Degree	High School	-,14659	,17070	,826	-,5870	,2938
		Associate Degree	,18288	,20510	,809	-,3463	,7120
	Bachelor's Degree	High School	-,39203*	,13840	,025	-,7491	-,0350
		Associate Degree	,14659	,17070	,826	-,2938	,5870
	Master's Degree	High School	,32947	,16213	,178	-,0888	,7477
		Associate Degree	-,72150*	,17912	,000	-1,1836	-,2594
Emotional Commitment	Bachelor's Degree	High School	-,18288	,20510	,809	-,7120	,3463
		Associate Degree	-,32947	,16213	,178	-,7477	,0888
	Master's Degree	High School					

According to the Tukey test results, the perceived in-service training quality had a significant difference between those with an associate degree and high school degree, and those with a bachelor's degree and master's degree.

Emotional commitment had a significant difference between those with a high school degree and associate degree, and those with a bachelor's degree and master's

degree. The mean values were evaluated to see in which in-service training group the difference was higher. The mean values are given in Table 34.

**Table 34. Educational Level Variable Tukey Mean Values**

		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error</b>
<b>In-Service Training Quality</b>	High School	99	<b>3,9687</b>	,88087	,08853
	Associate	55	3,2589	,97676	,13171
	Degree				
	Bachelor's	185	3,6017	,73572	,05409
	Degree				
	Master's	63	3,6836	,64474	,08123
	Degree				
Total		402	3,6580	,82339	,04107

**Table 34 (Continued).**

<b>Emotional Commitment</b>	High School	99	<b>4,0365</b>	1,07357	,10790
	Associate	55	3,4979	1,35896	,18324
	Degree				
	Bachelor's	185	3,6445	1,08299	,07962
	Degree				
	Master's	63	3,3150	1,00928	,12716
	Degree				
Total		402	3,6693	1,13286	,05650

Considering the average responses to the variables, the high school graduates group has the highest level of average response for the perceived in-service training quality and emotional commitment. This finding shows the perceived in-service training quality and emotional commitment are higher in high school graduates.

According to the analysis result, **H<sub>1a</sub>**: “The perceived in-service training quality significantly differs by the respondents’ educational level” and **H<sub>3a</sub>**: “The perceived emotional commitment significantly differs by the respondents’ educational level”

hypotheses were supported; **H<sub>2a</sub>**: “The perceived job satisfaction significantly differs by the respondents’ educational level” hypothesis was not supported.

### Variance Analysis for Term of Service

A variance analysis was made to test if the perceived in-service training quality, emotional commitment and job satisfaction differ by term of service. The analysis results are given in Table 35.

**Table 35. Variance Analysis for Term of Service**

		Sum of	Df	Sum of	F	Sig.
		Squares		Squares		
<b>In-Service Training Quality</b>	Intergroup	9,912	3	3,304	5,020	,002
	Intra-group	261,957	398	,658		
	Total	271,870	401			
<b>Job Satisfaction</b>	Intergroup	23,058	3	7,686	8,230	,000
	Intra-group	371,702	398	,934		
	Total	394,759	401			
<b>Emotional Commitment</b>	Intergroup	39,884	3	13,295	11,146	,000
	Intra-group	474,744	398	1,193		
	Total	514,628	401			

According to the analysis results, the perceived in-service training quality, job satisfaction and emotional commitment significantly differ by the term of service. The Tukey results were evaluated to see between which groups the difference was observed. The Tukey results are given in Table 36.

**Table 36. Term of Service Variable Tukey Test**

Dependent Variable		Mean	Std.	Sig.	95% Confidence Interval	
		Difference	Error		Confidence	Confidence
		(I-J)			Level Bottom	Level Top
1-9 Years	10-19 Years	,08302	,10701	,865	-,1931	,3591



<b>In-Service Training Quality</b>	20-29 Years	20-29 Years	-,13097	,11080	,639	-,4168	,1549
		30 Years and over	-,40598*	,12077	,005	-,7176	-,0944
		10-19 Years	1-9 Years	-,08302	,10701	,865	-,3591
		20-29 Years	20-29 Years	-,21398	,12844	,343	-,5453
			30 Years and over	-,48900*	,13713	,002	-,8428
		20-29 Years	1-9 Years	,13097	,11080	,639	-,1549
			10-19 Years	,21398	,12844	,343	-,1174
			30 Years and over	-,27502	,14011	,204	-,6365
	30 Years and over	1-9 Years	<b>,40598*</b>	,12077	,005	,0944	,7176
		10-19 Years	<b>,48900*</b>	,13713	,002	,1352	,8428
		20-29 Years	,27502	,14011	,204	-,0864	,6365
		1-9 Years	10-19 Years	-,07555	,12747	,934	-,4044
			20-29 Years	<b>-,38131*</b>	,13198	,021	-,7218
			30 Years and over	<b>-,64857*</b>	,14386	,000	-1,0197
<b>Job Satisfaction</b>	10-19 Years	1-9 Years	,07555	,12747	,934	-,2533	,4044
		20-29 Years	-,30576	,15299	,190	-,7005	,0889
		30 Years and over	<b>-,57302*</b>	,16335	,003	-,9944	-,1516
	20-29 Years	1-9 Years	<b>,38131*</b>	,13198	,021	,0408	,7218
		10-19 Years	,30576	,15299	,190	-,0889	,7005
		30 Years and over	-,26725	,16689	,379	-,6978	,1633
	30 Years and over	1-9 Years	,64857*	,14386	,000	,2774	1,0197
		10-19 Years	,57302*	,16335	,003	,1516	,9944
		20-29 Years	,26725	,16689	,379	-,1633	,6978
	1-9 Years	10-19 Years	,03360	,14406	,996	-,3381	,4053
		20-29 Years	<b>-,43343*</b>	,14916	,020	-,8183	-,0486
		30 Years and over	<b>-,83087*</b>	,16259	,000	-1,2503	-,4114
	10-19 Years	1-9 Years	-,03360	,14406	,996	-,4053	,3381
		20-29 Years	<b>-,46703*</b>	,17290	,036	-,9131	-,0210
		30 Years and over	<b>-,86447*</b>	,18461	,000	-1,3407	-,3882
<b>Emotional Commitment</b>	20-29 Years	1-9 Years	<b>,43343*</b>	,14916	,020	,0486	,8183
		10-19 Years	<b>,46703*</b>	,17290	,036	,0210	,9131
		30 Years and over	-,39744	,18861	,153	-,8840	,0892
	30 Years and over	1-9 Years	,83087*	,16259	,000	,4114	1,2503
		10-19 Years	,86447*	,18461	,000	,3882	1,3407
		20-29 Years	,39744	,18861	,153	-,0892	,8840

According to the Tukey results, the in-service training quality significantly differs between those with a term of service of 30 years and over, and those with 1-9 years and 10-19 years. Job satisfaction significantly differs between those with a term of service of 1-9 years and 20-29 years and 30 years and over; 10-19 years and 30 years and over; 20-29 years and 1-9 years. Emotional commitment significantly differs between those with a term of service of 1-9 years and 20-29 years and 30 years and over; those with 10-19 years and 20-29 years and 30 years and over; those with 20-29 years and 1-9 years and 10-19 years. The mean values were evaluated to see in which group the difference was significantly higher. The mean values are given in Table 37.

**Table 37. Term of Service Variable Tukey Mean Values**

		N	Mean	Std. Deviation	Std. Error
<b>In-Service Training Quality</b>	1-9 Years	182	3,5900	,76426	,05665
	10-19 Years	84	3,5070	,92891	,10135
	20-29 Years	76	3,7210	,83976	,09633
	30 Years and over	60	<b>3,9960</b>	,73331	,09467
	Total	402	3,6580	,82339	,04107
<b>Job Satisfaction</b>	1-9 Years	182	3,3709	1,03096	,07642
	10-19 Years	84	3,4464	1,06016	,11567
	20-29 Years	76	3,7522	,88589	,10162
	30 Years and over	60	<b>4,0194</b>	,67863	,08761
	Total	402	3,5556	,99219	,04949
<b>Emotional Commitment</b>	1-9 Years	182	3,4704	1,13714	,08429
	10-19 Years	84	3,4368	1,21697	,13278
	20-29 Years	76	3,9038	1,13451	,13014
	30 Years and over	60	<b>4,3013</b>	,59992	,07745
	Total	402	3,6693	1,13286	,05650

Considering the mean values, the mean values of in-service training quality, job satisfaction and emotional commitment are higher in those with a term of service of 30 years and over. Therefore, the difference is in favor of the employees with a term of service of 30 years and over. That means these employees think the in-service training quality is higher, they have higher job satisfaction and show more emotional commitment. According to the analysis result, **H<sub>1b</sub>**: “The perceived in-service training quality significantly differs by the respondents’ terms of service”, **H<sub>2b</sub>**: “The perceive job satisfaction significantly differs by the respondents’ terms of service” and **H<sub>3b</sub>**: “The perceived emotional commitment significantly differs by the respondents’ terms of service” hypotheses were supported.

### Variance Analysis for Duty Status

A variance analysis was made to test if the in-service training quality, emotional commitment and job satisfaction significantly differ by the duty of the employees. The analysis results are given in Table 38.

**Table 38. Duty Status Variance Analysis**

		Sum of	df	Sum of	F	Sig.
		Squares		Squares		
<b>In-Service Training Quality</b>	Intergroup	1,409	2	,705	1,040	,355
	Intra-group	270,460	399	,678		
	Total	271,870	401			
<b>Job Satisfaction</b>	Intergroup	3,506	2	1,753	1,788	,169
	Intra-group	391,253	399	,981		
	Total	394,759	401			
<b>Emotional Commitment</b>	Intergroup	10,697	2	5,349	4,235	,015
	Intra-group	503,931	399	1,263		
	Total	514,628	401			

As a result of the variance analysis, it was understood that emotional commitment significantly differs by the duty status. The Tukey results were evaluated to see between which groups the difference was observed. The Tukey results are given in Table 39.

**Table 39. Duty Status Tukey Test**

Dependent Variable			Mean	Std.	Sig.	95% Confidence Interval	
			Difference	Error		Confidence	Confidence
			(I-J)			Interval	Interval Top
						Bottom	
<b>Emotional Commitment</b>	Public	Worker	<b>-,32181*</b>	,13323	,043	-,6352	-,0084
	Servant	Manager	-,36623	,17393	,090	-,7754	,0429
	Worker	Public	,32181*	,13323	,043	,0084	,6352
		Servant					
		Manager	-,04441	,19498	,972	-,5031	,4143
	Manager	Public	,36623	,17393	,090	-,0429	,7754
		Servant					
		Worker	,04441	,19498	,972	-,4143	,5031

According to the Tukey test results, emotional commitment significantly differs between public servants and workers. The mean values were evaluated to see if the difference was in favor of the public servants or the workers. The findings on the mean values are given in Table 40.

**Table 40. Duty Status Tukey Mean Values**

		N	Mean	Std.	Std. Error
				Deviation	
<b>Emotional Commitment</b>	Public	253	3,5445	1,19039	,07484
	Servant				
	Worker	99	<b>3,8664</b>	1,03842	,10437
	Manager	50	3,9108	,91656	,12962
	Total	402	3,6693	1,13286	,05650

Considering the mean values, the average of the responses of the workers is higher than that of the public servants. This finding indicates the emotional commitment level is higher in the workers than in the public servants. As a result of the analysis, **H<sub>3c</sub>**: “The perceived emotional commitment significantly differs by the respondents’ duty status” hypothesis was supported, **H<sub>1c</sub>**: “The perceived in-service training quality significantly differs by the respondents’ duty status” and **H<sub>2c</sub>**: “The perceived job satisfaction significantly differs by the respondents’ duty status” hypotheses were not supported.

### Variance Analysis for Age

A variance analysis was made to determine if in-service training quality, emotional commitment and job satisfaction differ by the employees’ age. The analysis results are given in Table 41.

**Table 41. Variance Analysis for Age**

		Sum of Squares	df	Sum of Squares	F	Sig.
<b>In-Service Training Quality</b>	Intergroup	17,822	4	4,455	6,963	,000
	Intra-group	254,048	397	,640		
	Total	271,870	401			
<b>Job Satisfaction</b>	Intergroup	34,684	4	8,671	9,560	,000
	Intra-group	360,076	397	,907		
	Total	394,759	401			
<b>Emotional Commitment</b>	Intergroup	44,573	4	11,143	9,411	,000
	Intra-group	470,055	397	1,184		
	Total	514,628	401			

As a result of the variance analysis result, it was determined that in-service training quality, job satisfaction and emotional commitment significantly differ by the

employees' age. The Tukey results were evaluated to see between which age groups the difference was observed. The Tukey results are given in Table 42.

**Table 42. Age Variable Tukey Test**

Dependent Variable			Mean	Std.	Sig.	95% Confidence Interval	
			Difference	Error		Confidence	Confidence
			(I-J)			Interval	Interval Top
						Bottom	
<b>In-Service Training Quality</b>	18-27	28-37	-,42996	,23803	,371	-1,0823	,2223
		38-47	-,41065	,24365	,444	-1,0783	,2570
		48-57	<b>-,86839*</b>	,24764	,005	-1,5470	-,1898
		58 and over	<b>-,93391*</b>	,32658	,036	-1,8288	-,0390
	28-37	18-27	,42996	,23803	,371	-,2223	1,0823
		38-47	,01931	,09680	1,000	-,2460	,2846
		48-57	-,43843*	,10645	,000	-,7301	-,1467
		58 and over	-,50395	,23803	,215	-1,1562	,1483
	38-47	18-27	,41065	,24365	,444	-,2570	1,0783
		28-37	-,01931	,09680	1,000	-,2846	,2460
		48-57	-,45774*	,11847	,001	-,7824	-,1331
		58 and over	-,52326	,24365	,202	-1,1909	,1444
	48-57	18-27	<b>,86839*</b>	,24764	,005	,1898	1,5470
		28-37	<b>,43843*</b>	,10645	,000	,1467	,7301
		38-47	<b>,45774*</b>	,11847	,001	,1331	,7824
		58 and over	-,06552	,24764	,999	-,7441	,6131
	58 and over	18-27	,93391*	,32658	,036	,0390	1,8288
		28-37	,50395	,23803	,215	-,1483	1,1562
		38-47	,52326	,24365	,202	-,1444	1,1909
		48-57	,06552	,24764	,999	-,6131	,7441
<b>Job Satisfaction</b>	18-27	28-37	-,42535	,28338	,562	-1,2019	,3512
		38-47	-,48532	,29007	,452	-1,2802	,3096
		48-57	<b>-1,09444*</b>	,29482	,002	-1,9024	-,2865
		58 and over	<b>-1,15278*</b>	,38880	,026	-2,2182	-,0873
	28-37	18-27	,42535	,28338	,562	-,3512	1,2019
		38-47	-,05998	,11524	,985	-,3758	,2558
		48-57	-,66910*	,12673	,000	-1,0164	-,3218
		58 and over	-,72743	,28338	,079	-1,5040	,0491

**Table 42 (Continued).**

<b>Job Satisfaction</b>	38-47	18-27	,48532	,29007	,452	-,3096	1,2802
		28-37	,05998	,11524	,985	-,2558	,3758
		48-57	-,60912*	,14105	,000	-,9956	-,2226
		58 and over	-,66745	,29007	,147	-1,4623	,1274
	48-57	18-27	<b>1,09444*</b>	,29482	,002	,2865	1,9024
		28-37	<b>,66910*</b>	,12673	,000	,3218	1,0164
		38-47	<b>,60912*</b>	,14105	,000	,2226	,9956
		58 and over	-,05833	,29482	1,000	-,8663	,7496
	58 and over	18-27	1,15278*	,38880	,026	,0873	2,2182
		28-37	,72743	,28338	,079	-,0491	1,5040
		38-47	,66745	,29007	,147	-,1274	1,4623
		48-57	,05833	,29482	1,000	-,7496	,8663
	18-27	28-37	,15104	,32378	,990	-,7362	1,0383
		38-47	,03229	,33142	1,000	-,8759	,9405
		48-57	-,63942	,33685	,320	-1,5625	,2837
		58 and over	-,89103	,44423	,265	-2,1084	,3263
	28-37	18-27	-,15104	,32378	,990	-1,0383	,7362
		38-47	-,11875	,13167	,896	-,4796	,2421
		48-57	<b>-,79046*</b>	,14480	,000	-1,1873	-,3937
		58 and over	<b>-1,04207*</b>	,32378	,012	-1,9293	-,1548
	<b>Emotional Commitment</b> 38-47	18-27	-,03229	,33142	1,000	-,9405	,8759
		28-37	,11875	,13167	,896	-,2421	,4796
		48-57	-,67172*	,16115	,000	-1,1133	-,2301
		58 and over	-,92332*	,33142	,044	-1,8315	-,0151
	48-57	18-27	,63942	,33685	,320	-,2837	1,5625
		28-37	<b>,79046*</b>	,14480	,000	,3937	1,1873
		38-47	<b>,67172*</b>	,16115	,000	,2301	1,1133
		58 and over	-,25160	,33685	,945	-1,1747	,6715
	58 and over	18-27	,89103	,44423	,265	-,3263	2,1084
		28-37	<b>1,04207*</b>	,32378	,012	,1548	1,9293
		38-47	<b>,92332*</b>	,33142	,044	,0151	1,8315
		48-57	,25160	,33685	,945	-,6715	1,1747

As a result of the Tukey test, it was observed that in-service training quality significantly differed between the 18-27 age group and the 48-57 and the 58 and over age groups; between the 48-57 age group and the 18-27, 28-37 and the 38-47 age groups. Job satisfaction significantly differed between the 18-27 age group and the 48-57 and 58 and over age groups; and between the 48-57 age group and the 18-27, 28-37 and 38-47 age groups. Emotional commitment significantly differed between the 28-37 age group and the 48-57 and 58 and over age groups, and between the 48-57 age group

and the 28-37 and 38-47 age groups, and between the 58 and over age group and the 28-37 and 38-47 age groups. The mean values were considered to see which age group the difference was in favor of. The findings for the mean values are given in Table 43.

**Table 43. Age Variable Tukey Mean Values**

		N	Mean	Std. Deviation	Std. Error
<b>In-Service Training Quality</b>	18-27	12	3,1437	,69959	,20195
	28-37	192	3,5736	,80173	,05786
	38-47	106	3,5543	,88297	,08576
	48-57	80	4,0121	,70728	,07908
	58 and over	12	<b>4,0776</b>	,64059	,18492
	Total	402	3,6580	,82339	,04107
<b>Job Satisfaction</b>	18-27	12	2,9722	1,23467	,35642
	28-37	192	3,3976	1,04408	,07535
	38-47	106	3,4575	,87682	,08516
	48-57	80	4,0667	,76565	,08560
	58 and over	12	<b>4,1250</b>	,85613	,24714
	Total	402	3,5556	,99219	,04949
<b>Emotional Commitment</b>	18-27	12	3,5962	,93300	,26933
	28-37	192	3,4451	1,17991	,08515
	38-47	106	3,5639	1,16996	,11364
	48-57	80	4,2356	,77121	,08622
	58 and over	12	<b>4,4872</b>	,59252	,17105
	Total	402	3,6693	1,13286	,05650

Considering the mean values, the mean values of in-service training quality, job satisfaction and emotional commitment are higher in the 58 and over age group. This finding demonstrates the perceived in-service training quality of the employees in the 58 and over age group is higher, their job satisfaction is higher and emotional commitment is higher. As a result of the analysis, **H<sub>1a</sub>**: “The perceived in-training service quality significantly differs by the respondents’ age”, **H<sub>2a</sub>**: “The job satisfaction level



significantly differs by the respondents' age", **H<sub>3a</sub>**: "The perceived emotional commitment significantly differs by the respondents' age" hypotheses were supported.

### **Structural Equation Model**

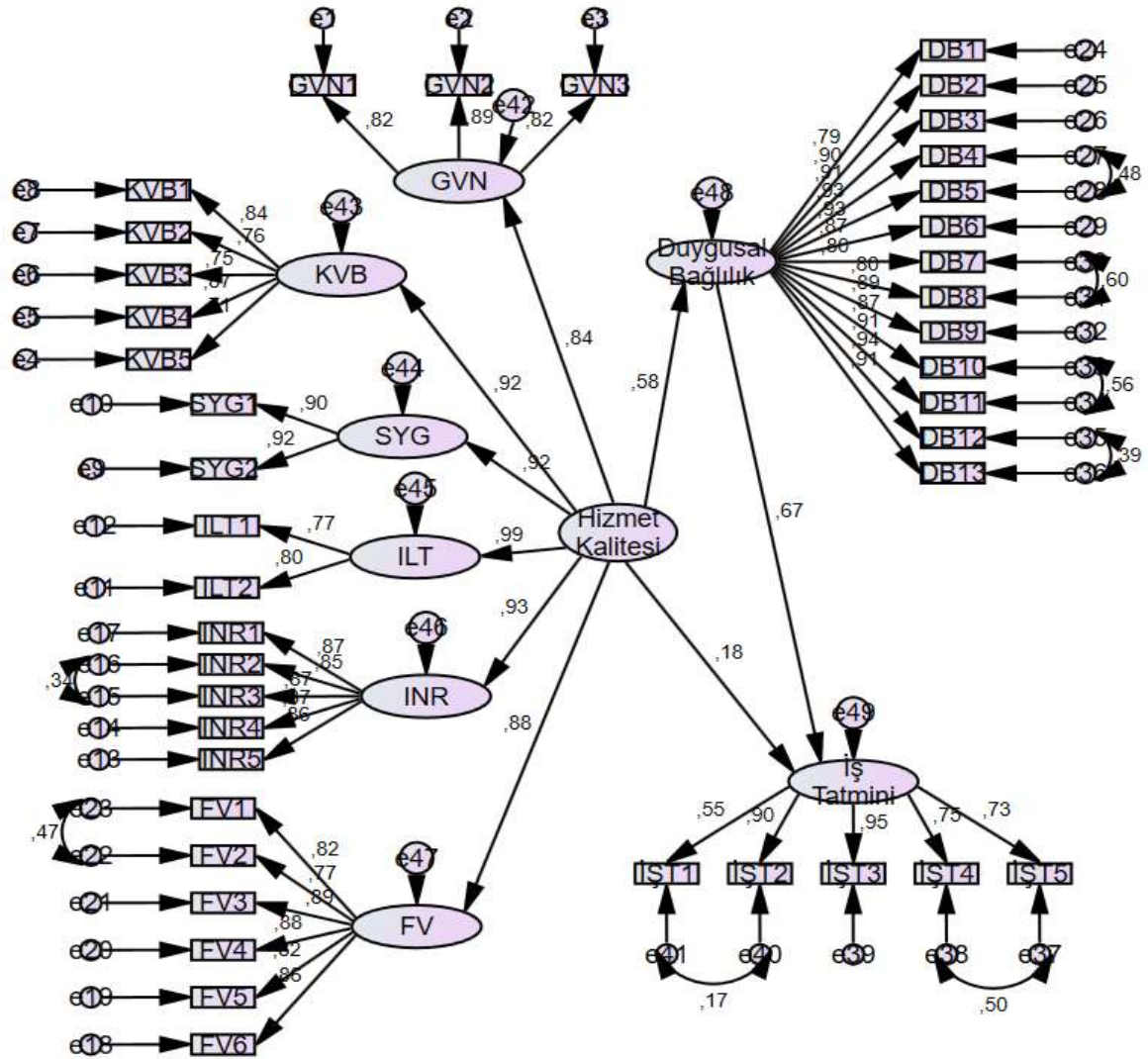
The structural equation modeling was used to test the hypothesis in the study model. The structural equation model is a method that is used to test the causality and correlations between variables (Kline, 2005). The main reason for using the structural equation model in studies is to demonstrate the dependency relationships of the variables with each other at the same time (Yılmaz, 2004). The difference of SEM from other statistical methods is that acts on a confirmatory method, is more successful in hypothesis tests, has superiority in error calculations and makes analysis between both observable and non-observable variables (Meydan & Şeşen, 2015).

An important point in the structural equation model is making a confirmatory factor analysis to all variables in the model created for the study and demonstrating the relationships of dependent and independent variables with each other. The structural equation model embodies two different parts. They are the measurement and structural models. The structural model generally studies the causality relationship while the measurement model studies on which level the validity and reliability between the variables is observed. Specialists that suggest measuring these two models separately state the measurement model should have priority (Şimşek, 2007).

The most frequently used indices in the structural equation model are (Yılmaz, 2004);  $\chi^2$  (Chi-Square), GFI (Goodness of Fit Index), AGFI (Adjusted Goodness of Fit Index), CFI (Comparative Goodness of Fit Index), RMSEA (Root Mean Square Error of Approximation), SRMR (Standardized Root Mean Residual).

Analyses related to structural equation were made within the scope of this study. The hypotheses of the study were tested with path analyses. A structural model was created to demonstrate the relationships of the perceived in-service training, job satisfaction and emotional commitment variables of the employees who received in-service training in local governments. The structural model is given in Figure 13. At the same time, the values of goodness of fit are given in Table 44. The regression analyses for the considered variables in the structural model are given in Table 45.

Figure 13: Structural Equation Model



The goodness of fit values of the model obtained from the structural equation modelling are outlined in Table 44.

Table 44. Structural Equation Model Goodness of Fit Values

Variable	$\chi^2$	sd	$\chi^2/\text{sd}$	GFI	CFI	TLI	RMSEA
Criterion			$\leq 5$	$\geq .85$	$\geq .90$	$\geq .90$	$\leq .08$
Model	2897,639	762	3,802	0,829	0,908	0,903	0,076

It was determined that the model met the goodness of fit values as it met the acceptable criteria of the Chi-Square/sd, CFI, TLI and RMSEA values according to the structural equation model goodness of fit values. The regression weights of the structural equation model are given in Table 45.

**Table 45. Structural Equation Model Regression Weights**

Analyzed Path			Standardized Estimate	Std. Error	Critical Ratio	P
Emotional Commitment	←	In-Service Training Quality	0,584	0,077	10,194	** *
Job Satisfaction	←	In-Service Training Quality	0,185	0,052	4,103	** *
Job Satisfaction	←	Emotional Commitment	0,673	0,051	11,281	** *

As a result of the analysis of the structural equation model, it was demonstrated that emotional commitment significantly positively affected the in-service training quality, job satisfaction significantly positively affected the in-service training quality, and job satisfaction significantly positively affected emotional commitment.

According to the analysis results, **H4**:“The perceived in-service training quality significantly positively affects emotional commitment”,**H5**:“The perceived in-service training quality significantly positively affects job satisfaction” and**H6**:“The perceived emotional commitment significantly positively affects job satisfaction” hypotheses were supported.

### **Sobel Test for Mediation**

The Sobel test was conducted to test the mediation role of emotional commitment in the impact of the in-service training quality on job satisfaction. The Sobel test for mediation consists of examining the indirect impact on the relationship between two variables by the means of a third variable by creating hypotheses. When the model is added a mediator variable, the impact of the independent variable on the

dependent variable drops down and the mediator variable creates a significant impact. The Sobel test is applied to test if the drop in the impact on the independent variable is significant after adding the mediator variable to the model, and the significance of the mediation impact (Yılmaz & İlhan Dalbudak, 2018). The first stage of the Sobel test is shown in Figure 14, the second stage in Figure 15, the third state in Figure 16 and the fourth stage in Figure 17

**Figure 14: Sobel Test First Stage**

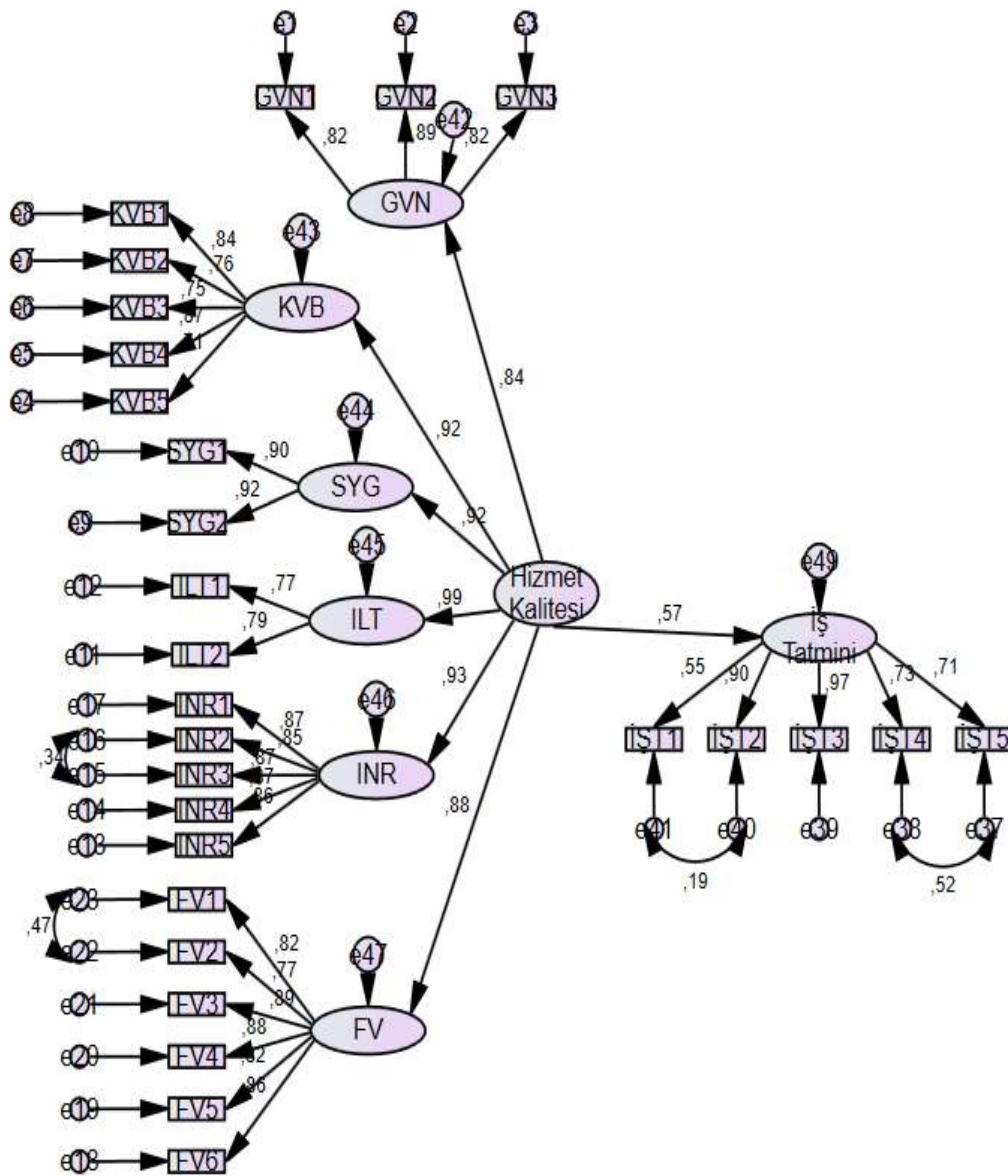


Figure 15: Sobel Test Second Stage

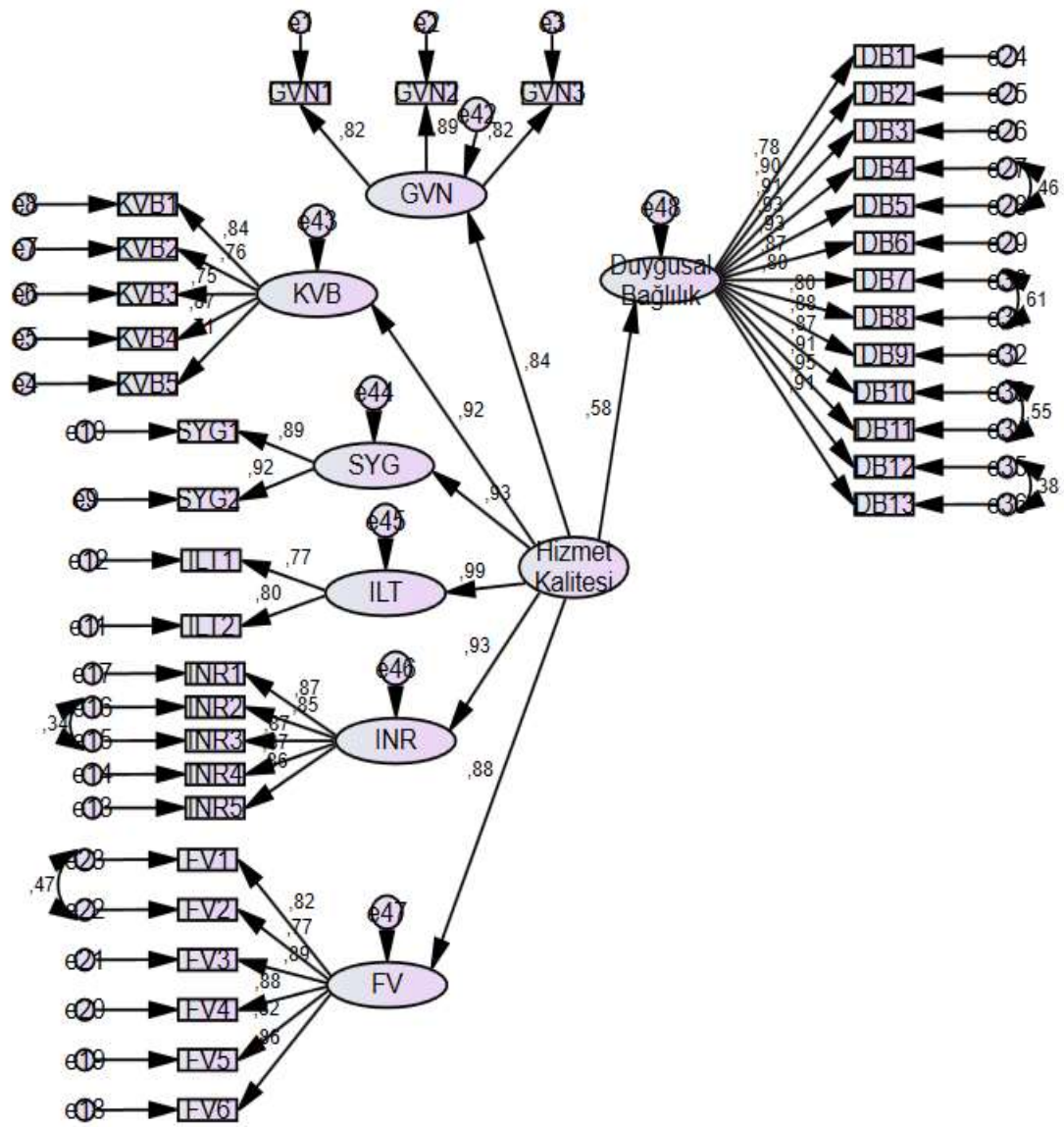




Figure 16. Sobel Test Third Stage

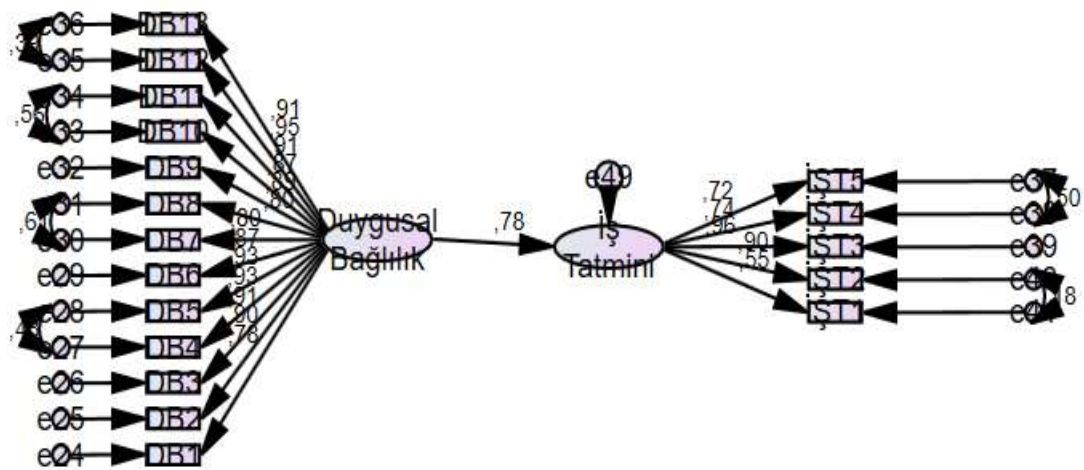
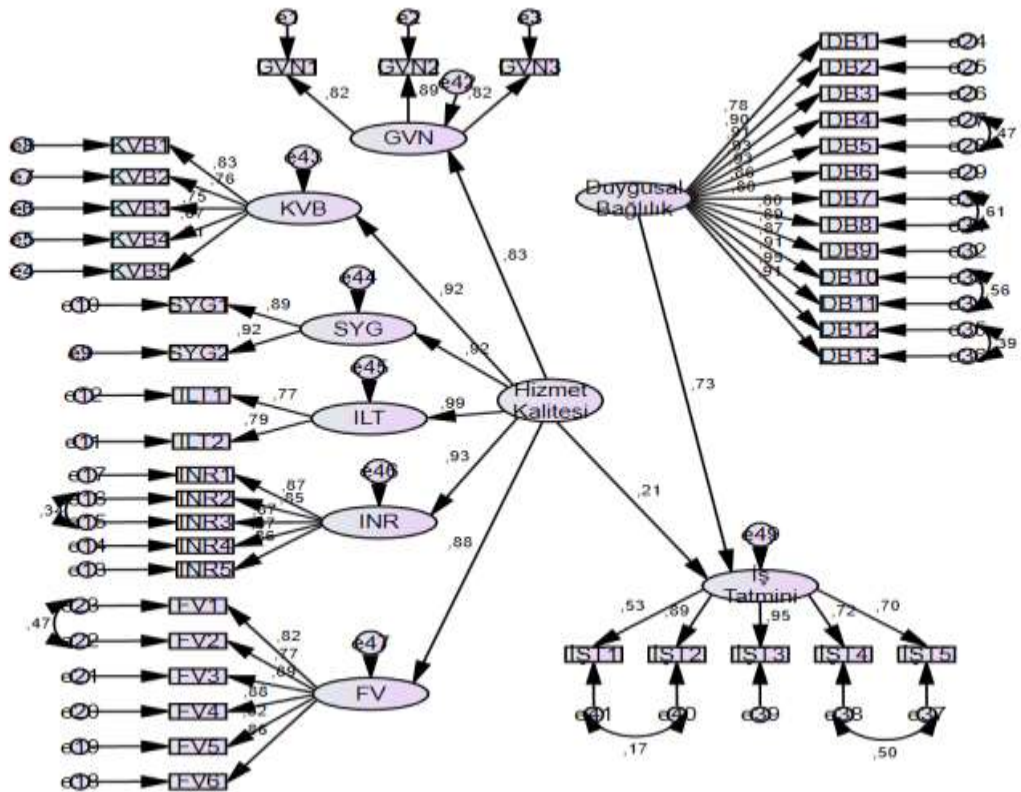


Figure 17: Sobel Test Fourth Stage



The Sobel Test results are given in Table 46.

**Table 46. Sobel Test Results**

<b>Stages</b>	<b>B</b>	<b>Std. Error</b>	<b><math>\beta</math></b>	<b>p</b>
<b>Stage 1:</b>	0,639	0,069	0,569	***
Independent: In-Service Training Quality				
Dependent: Job Satisfaction				
<b>Stage 2:</b>	0,775	0,077	0,583	***
Independent: In-Service Training Quality				
Dependent: Emotional Commitment				
<b>Stage 3. and 4:</b>	0,225	0,05	0,21	***
Independent 1: In-Service Training Quality				***
Independent 2: Emotional Commitment	0,578	0,05	0,726	
Dependent: Job Satisfaction				

For the Sobel Test, the impact of the in-service training quality which is an independent variable on job satisfaction was analyzed. According to the analysis result, it was determined that the in-service training quality significantly affected job satisfaction. In the second stage, the impact of the in-service training quality which is an independent variable on emotional commitment which is a mediator variable. As a result of the analysis, it was determined that the in-service training quality significantly affected emotional commitment. In the third stage, the impact of emotional commitment which is a mediator variable on job satisfaction which is a dependent variable. As a result of the analysis, it was determined that emotional commitment significantly affected job satisfaction. After these findings, the last stage was initiated. In the last stage, the impact of the in-service training quality and emotional commitment on job satisfaction at the same time was analyzed. In this part of the analysis, it was demonstrated that the in-service training quality significantly affected job satisfaction. As there was a significant impact, the standardized coefficient estimate values identified on the impact of the in-service training quality on job satisfaction in the first and last stages were compared. The beta value in the first stage was 0,569 while it was 0,21 in

the last stage. This reduction in the coefficient estimate value demonstrates emotional commitment has a partial mediator role in the impact of the in-service training quality on job satisfaction. Therefore, according to the analysis results, **H7**: “Emotional commitment has a mediator role in the impact of the in-service training quality on job satisfaction” hypothesis was supported. The hypothesis results are given in Table 47.

**Table 47. Hypothesis Results**

<b>Hypothesis No</b>	<b>Hypothesis</b>	<b>Result</b>
<b>1</b>	<b>H<sub>1a</sub></b> :The perceived in-service training quality significantly differs by the respondents’ educational level.	Supported
<b>2</b>	<b>H<sub>1b</sub></b> :The perceived in-service training quality significantly differs by the respondents’ term of service.	Supported
<b>3</b>	<b>H<sub>1c</sub></b> :The perceived in-service training quality significantly differs by the respondents’ duty status.	Not supported
<b>4</b>	<b>H<sub>1d</sub></b> :The perceived in-service training quality significantly differs by the respondents’ age.	Supported
<b>5</b>	<b>H<sub>2a</sub></b> : The perceived job satisfaction significantly differs by the respondent’s educational level.	Not supported
<b>6</b>	<b>H<sub>2b</sub></b> : The perceived job satisfaction significantly differs by the respondent’s term of service.	Supported
<b>7</b>	<b>H<sub>2c</sub></b> : The perceived job satisfaction significantly differs by the respondent’s duty status.	Not supported
<b>8</b>	<b>H<sub>2d</sub></b> : The perceived job satisfaction significantly differs by the respondent’s age.	Supported
<b>9</b>	<b>H<sub>3a</sub></b> : The perceived emotional commitment significantly differs by the respondents’ educational level.	Supported
<b>10</b>	<b>H<sub>3b</sub></b> : The perceived emotional commitment significantly differs by the respondents’ term of service.	Supported
<b>11</b>	<b>H<sub>3c</sub></b> : The perceived emotional commitment significantly differs by the respondents’ duty status.	Supported
<b>12</b>	<b>H<sub>3d</sub></b> : The perceived emotional commitment significantly differs by the respondents’ age.	Supported
<b>13</b>	<b>H<sub>4</sub></b> : The perceived in-service training quality significantly positively affects emotional commitment.	Supported
<b>14</b>	<b>H<sub>5</sub></b> : The perceived in-service training quality significantly positively affects job satisfaction.	Supported
<b>15</b>	<b>H<sub>6</sub></b> : The perceived emotional commitment significantly positively affects job satisfaction.	Supported
<b>16</b>	<b>H<sub>7</sub></b> : Emotional commitment has a mediator role in the impact of the in-service training quality on job satisfaction.	Supported



## **CHAPTER 5**

### **Conclusion and Recommendations**

An important role of local governments is effective service provision. Constitutional regulations and norms are shaped by the needs of the society and local governments act based on these written or non-written rules. Local governments mostly need the skills, knowledge and expertise of available organizational actors and structures to effectively distribute the responsibilities they undertaken. Moreover, local governments provide their employees with in-service trainings to improve the quality and quantity of public services and offer easy access.

It has been demonstrated that there is a close relationship between personnel development and capacity building of local governments. In this respect, it is ensured that employees at local governments are equipped with accurate information and skill sets and their adaption to changing conditions is facilitated through trainings, seminars and workshops. One of the most important issues at this point is whether personnel training or capacity building always turn into efficient services. Another question is whether in-service trainings increase employees' emotional commitment to the organization. Local governments should increase the capacity of the system that generates human capital that is dedicated to efficient service provision and adopt the principles of good governance.

It is noteworthy that studies on the job satisfaction and emotional commitment of the personnel at local governments are in limited numbers in the literature. Therefore, what distinguishes this study from others is that it evaluates the in-service trainings offered to the personnel at local governments and discusses the reflection of such evaluation on their professional lives.

This study also tried to fill a gap in the respective literature. In this respect, the thesis was supported practically with questions that meet the concepts of in-service training quality, job satisfaction and emotional commitment on a theoretical ground designed with respect to local governments.

In this part, the results obtained from the employees who received in-service training from the municipalities registered to the Turkish Association of Municipalities are interpreted and recommendations are offered to researchers who would study the

concept of local governments in the future. To this end, in the first place, the demographics of the employees enrolled in the study are demonstrated and the correlations between the variables in the study model are examined. In the following process, the significant differences between the employees' demographics and the model variables, and hypotheses were tested by evaluating the relationships between the in-service training quality, job satisfaction and emotional commitment variables in the Structural Equation Model. Finally, an effort was made to demonstrate the mediator role of emotional commitment in the impact of in-service training quality on job satisfaction with the Sobel test. The findings of the study and the recommendations for these findings are listed in the following order.

As a result of the exploratory factor analysis conducted in the study, the in-service training quality, job satisfaction and emotional commitment dimensions were obtained. By holding the in-service training quality dimension subject to the exploratory factor analysis again, 6 more dimensions were obtained. These dimensions are reliability, responsiveness, courtesy, communication, credibility and tangibles. It can be stated that these dimensions of in-service training quality match with the findings in the literature.

All of the scales used in the entire study have high validity and reliability ( $\alpha > 0,70$ ). This outcome demonstrates the prerequisites are met for accurately testing the hypotheses established with regard to the relationships between the structural equation model and the variables.

Following these analyses, a confirmatory factor analysis was conducted to test the structural equation model. The factor analysis demonstrated the scale has a three dimensional structure and the factor loads are between 0,494 and 0,894. It can be concluded that the goodness of fit of the scale is good and the data collected within the scope of the study is suitable for the model.

Considering the mean values of the respondents' answers to the questions on in-service training quality, it can be seen the weighted average values vary between 3,49 and 3,89. Under the light of these findings, it can be concluded that the employees who received in-service training at local governments have a positive opinion of the training.

Considering the mean values of the respondents' answers to the questions on job satisfaction, it can be seen the weighted average values vary between 3,26 and 3,63. Under the light of these findings, it can be concluded that the employees gave positive answers to the questions on job satisfaction, in other words, they have job satisfaction.

Considering the mean values of the respondents' answers to the questions on emotional commitment, it can be seen the weighted average values vary between 3,59 and 3,79. Under the light of these findings, it can be concluded that the employees gave positive answers to the questions on emotional commitment and they are committed to the organization and have a sense of belonging.

What is noteworthy in the demographics of the employees enrolled in the study is that in-service trainings were rather attended by men. Considering the educational level of the respondents, the most crowded group is those with a bachelor's degree. With regard to the distribution of the respondents by age, it can be seen from the analysis results that the young and medium aged group has a higher average. In terms of the distribution of the respondents' term of service, it is seen that those who are newly-hired and those who have not filled their ten years attended those trainings at a higher rate. Finally, the dominant presence of public servants in the trainings is another significant finding.

A positive relationship between the variables was demonstrated according to the correlation analysis results applied to the in-service training quality, job satisfaction and emotional commitment scales in the study model. In this respect, it can be suggested that the results of hypothesis tests to be made between the variables can also be related and the relationship between the model variables is in parallel to the literature.

It was determined that the perceived in-service training quality, job satisfaction and emotional commitment questions in the study model significantly differed by the educational level of the employees. It was understood as a result of the tests that the difference caused by the high school graduates. It can be stated that this findings reflects that the high school graduates considered the in-service training was of high quality, they had higher job satisfaction and felt more committed to the organization compared to other graduates. It can be said that this outcome is consistent with the results of the study conducted by Urhan (2014), İriş (2019), Cingi (2015) and Aminuddin et al. (2008).

Significant differences were detected as a result of the variance analysis made to test if the perceived in-service training quality, emotional commitment and job satisfaction significantly differ by the term of service. As a result of the tests conducted to see the source of the difference, it was determined that it was caused by the employees with a term of service of 30 years and over. It can be suggested that this outcome reflects that the local government employees with a term of service of 30 years and over found the in-service training quality was of high quality, they had higher job satisfaction and felt more committed to the organization. It can be concluded that this outcome is consistent with the studies of Urhan (2014), Cingi (2015), Nergis and Yılmaz (2016), Aminuddin et al. (2008).

A significant difference was only obtained for emotional commitment as a result of the variance analysis made to test if the perceived in-service training quality, emotional commitment and job satisfaction significantly differ by the duty status of the employees. As a result of the tests, it was found out that the difference was caused by the workers employed at local governments. It can be said that this situation reflects that the workers employed at local governments feel themselves more committed to the institution. It can be concluded that this outcome is consistent with the results of the studies of Vargün (2018), Urhan (2014) and Tanış (2019). No significant difference was detected in terms of in-service training quality and job satisfaction.

Significant differences were obtained as a result of the variance analysis made to test if the perceived in-service training quality, emotional commitment and job satisfaction significantly differ by the age of the employees. As a result of the tests, it was found out that the difference was caused by the employees in the 58 and over age group. It can be said that this situation reflects that the employees in the 58 and over age group thought the in-service training was of high quality, they had higher job satisfaction and felt themselves more committed to the institution. It can be concluded that this outcome is consistent with the results of the studies of Urhan (2014), İriş (2019), and Cingi (2015).

With regard to the variables in the structural equation model, as a result of the regression analysis made to test if emotional commitment positively affects in-service training quality, job satisfaction positively affects in-service training quality and job

satisfaction positively affects emotional commitment, “The perceived in-service training quality significantly positively affects emotional commitment”, “The perceived in-service training quality significantly positively affects job satisfaction” and “The perceived emotional commitment significantly positively affects job satisfaction” outcomes were obtained. So, it can be concluded the emotional commitment of the employees who received in-service training at local governments increased, again, those who received in-service training were satisfied with their job and the increased emotional commitment of local government employees positively affected job satisfaction. It can be concluded that this finding is consistent with the results of the studies of Vargün (2018), Urhan (2014), Tanış (2019), İriş (2019), Nergis and Yılmaz (2016), Şahaner (2019), Kanokorn et al. (2017), Aminuddin et al. (2008), Hamli, Hee, Yin and Mahmood (2018).

With the Sobel test made to test the mediation role of emotional commitment in the impact of the perceived in-service quality on job satisfaction, the outcome was “Emotional commitment has a mediator role in the impact of the perceived in-service quality on job satisfaction”. With this finding, it can be concluded that the employees at local governments fed their feelings of loyalty, love, sincerity and belonging to their institutions with the in-service trainings they received and as a result of these feelings, they were satisfied with their job in psychological, physiological and environmental aspects. According to the results of the study; While emotional commitment increases the success of the institution by increasing the job satisfaction of the employee, the absence of emotional commitment decreases the success of the institution. When the literature studies are examined; Emotional commitment and job satisfaction positively affect the inner world of the employee and regulate his private life. Because the employee, who is happy in business life, continues this situation in his home life as well.

### **Recommendations**

In the face of rapid and continuous change in social, economic and technological fields, one of the most important investment tools in the survival of institutions that will adapt to this change is the training of employees. The efficiency and quality of the service is possible with the in-service trainings provided by the institutions to the human

resources. Because in-service training is a planned training technique to increase efficiency and quality by improving the knowledge, skills and abilities of employees according to current conditions. The following suggestions can be made within the analysis of the research;

***to the management***

Working with in-service training; will gain practice in terms of which problem and which solution to apply. In order to determine what issues the employee is deficient in, in-service training programs should be updated by taking their opinions at regular intervals. Getting the opinions of the managers about the in-service training from the employees will make the employees feel that they are valuable for the organization and increase their emotional commitment. In order to realize this situation, it is necessary to maintain a healthy communication within the institution. It should be explained to the employee that the job he/she performs is of great importance and vocational competence training should be given frequently.

In the in-service training given in local administrations, the physical characteristics of the place where the training is given should meet the needs of the employees and should include all kinds of technological infrastructure. Again, the knowledge and equipment of the trainer in the in-service training should be at a sufficient level, taking into account the education level of the employees. The education given in local administrations should have the ability to accommodate the arguments that are suitable for the needs of the age and that will improve the employees themselves. While planning the trainings given in local administrations, they should be defined as life-long learning organizations at a level that will cover the entire business life of the employees.

***To Educators and Researchers***

Employees participating in in-service training should be made conscious before training and should be advised to be interested in the content of the training. The distribution of in-service trainings given should be programmed equally, taking into account the density of personnel in local administrations. This study will provide a

roadmap to other researchers working in the academic literature, and will enable them to design their studies on solid foundations. At the same time, it is important for the generalization of the results by reconstructing the research data in other institutions and organizations.

*to politicians*

In order to meet the in-service training needs of local administrations, sufficient budget should be met by giving priority to the relevant institutions. Continuity of education should be ensured by adhering to the pre-planned in-service training programs in local administration management changes.

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### **İnternet Kaynakları**

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## ANNEXES

### Annex 1. Questionnaire Form

**Questionnaire No:**

Dear Respondent,

This questionnaire is applied to provide data for the doctoral thesis titled “**The Mediating Role of Emotional Commitment in the Impact of the Perceived In-Service Training Quality on Job Satisfaction**” conducted within the body of Near East University, the Institute of Social Sciences. The questionnaire does not provide organizations’ titles and persons’ names. The collected data shall only be used for scientific purposes and not be shared with third persons on any condition. The success and validity of this study depends on your honest answers. Thank you for your interest.

**Süleyman ELBAN**

Near East University Institute of Social Sciences

#### PART I: INTRODUCTORY INFORMATION

**1. State your gender.**

☐ Man                      ☐ Woman

**2. State your educational status.**

☐ Primary School   ☐ Elementary School   ☐ High School      ☐ Associate Degree   ☐  
Bachelor’s Degree   ☐ Master’s Degree  
☐ Doctorate

**3. State your age.**

☐ 18-27   ☐ 28-37   ☐ 38-47   ☐ 48-57   ☐ 58 and over

**4. State your term of service in the profession.**

☐ 1-9 Years      ☐ 10-19 Years      ☐ 20-29 Years      ☐ 30 Years and over

**5. State your duty at the workplace.**

☐ Head of Department   ☐ Assistant Head of Department   ☐ Director  
☐ Assistant Director   ☐ Public Servant                      ☐ Other.....

#### PART II: PERCEIVED IN-SERVICE TRAINING QUALITY, JOB SATISFACTION AND EMOTIONAL COMMITMENT

<b>Please state how much you agree with the following questions on the training you received from your institution and your job satisfaction.</b> 1: Absolutely Disagree, 2: Disagree, 3: Partially Agree 4: Agree, 5: Absolutely Agree	<b>Absolutely Disagree</b>	<b>Disagree</b>	<b>Partially Agree</b>	<b>Agree</b>	<b>Absolutely Agree</b>
The training offered by my institution is always conducted according to the program.					
In the training offered by my institution, records are always kept accurately.					
In the training offered by my institution, directors act honestly to solve the problems of attendees.					
In the training offered by my institution, educators are always willing to serve attendees.					
In the training offered by my institution, lectures always begin on time.					
In the training offered by my institution, information about the date of training is provided to attendees.					
In the training offered by my institution, services are given to attendees rapidly without waiting.					
In the training offered by my institution, educators are not too busy to pay attention to attendees.					
In the training offered by my institution, educators have sufficient knowledge.					
In the training offered by my institution, the educational institution is at an easily accessible location.					
In the training offered by my institution, educators show due respect and interest to attendees.					
In the training offered by my institution, educators serve attendees honestly.					
In the training offered by my institution, complaints and recommendations of attendees are taken into consideration.					
In the training offered by my institution, attendees are informed about interruptions in the program and special circumstances.					
In the training offered by my institution, educators are field specialists and knowledgeable.					
In the training offered by my institution, the examples given by educators during the lecture are sufficient and up to date.					
In the training offered by my institution, educators have sufficient rhetoric skills while giving lectures.					
In the training offered by my institution, educators have sufficient communication skills with attendees.					
In the training offered by my institution, educators believe in the training to be successful.					
In the training offered by my institution, attendees' personal records are kept confidential.					
In the training offered by my institution, lectures are given on a level to be easily understood by attendees.					
In the training offered by my institution, the special requests and needs of attendees are met.					
In the training offered by my institution, the institution has a modern physical appearance.					
In the training offered by my institution, the education building is physically attracting.					

In the training offered by my institution, the physical environment in the education building is clean and in order.					
In the training offered by my institution, the classroom environments are suitable for lectures.					
In the training offered by my institution, educators are good looking, neat and well groomed.					
In the training offered by my institution, education materials used in lectures are sufficient.					
My job is like a hobby to me.					
I believe I am happier than most people at my job.					
I enjoy my job a lot.					
My job generally satisfies me.					
I believe my current job is more attractive than other jobs I can find.					
I would be happy to spend the rest of my career at this institution.					
I see the problems of my institution as if my own problems.					
I feel like a part of the family at this institution.					
I feel emotionally committed to this institution.					
I have a strong sense of belonging to this institution.					
My institution means a lot to me.					
I have a long term commitment to my institution.					
I would be very sad if I had to leave my institution.					
I feel like a part of the institution and I would like it to be the same in the future.					
I adopt the projects of my institution as if my own project.					
I see the achievements of my institution as if my own achievements.					
I have developed a strong tie with the institution.					
I fully adopt my institution.					



**CURRICULUM VITAE**

Süleyman Elban (June 6, 1969, Kırşehir), Turkish bureaucrat. He was appointed as the governor of Adana with the Presidential decree dated 10 June 2020.

He graduated from Ankara University, Faculty of Political Sciences, Department of Public Administration in 1992. In 1994, he started to work as a civil administrator as a candidate for Eskişehir District Governor. Havsa, Yakakent, Karakoçan District Governorates, Local Administrations Gn. Art. Branch, Local Administrations Gn. Art. Department, Local Administrations Gn. Art. He served as the Deputy General Manager. He was appointed as the Governor of Bilecik with the governor's decision published in the Official Gazette dated 1 June 2016. He was appointed as the Governor of Ağrı by decree published in June 2017. T.R. He was appointed as the Governor of Adana with the Presidential decree dated 10 June 2020. He is married and has two children.

## PLAGIARISM REPORT

süleyman elban doktora

### ORJİNALLIK RAPORU

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BENZERLİK ENDEKSİ

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İNTERNET KAYNAKLARI

%4

YAYINLAR

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ÖĞRENCİ ÖDEVLERİ

### BİRİNCİL KAYNAKLAR

1

Ieva Meidute-Kavaliauskiene, Bülent Yıldız, Şemsettin Çiğdem, Renata Činčikaitė. "The Effect of COVID-19 on Airline Transportation Services: A Study on Service Robot Usage Intention", Sustainability, 2021  
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Paul Fenton. "Five factors for urban sustainability - exploring influences on municipal strategic planning", Linköping University Electronic Press, 2014  
Yayın

<%1

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openaccess.hku.edu.tr  
İnternet Kaynağı

<%1

**ETHICS COMMITTEE REPORT****BİLİMSEL ARAŞTIRMALAR ETİK KURULU**

22.12.2021

Dear Süleyman Elban,

Your query regarding your research titled **“The Mediating Role Of Emotional Commitment In The Impact Of The Perceived Quality Of In-Service Training On Job Satisfaction: An Application In Local Government Associations”** has been evaluated. Since your research took place before the Ethics Committee has started working actively, your research does not need ethics approval.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Ethics Committee

