

ORGANIZATIONAL COMMITMENT OF EMPLOYEES OF TV PRODUCTION CENTER (EDUCATIONAL TELEVISION ETV) FOR OPEN EDUCATION FACULTY, ANADOLU UNIVERSITY

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ABSTRACT

In like manner as conventional education and teaching approaches distance education tends to model the same procedures. Indeed, formerly enriched on printed material served as a primary source. However, thanks to the developments in technology and evolution in education, computerised information has made inroads in distance education programmes. Moreover the radio and television also are fullfil the need of this particular program. At Anadolu University's Open Education Faculty's TV Production Centers (Educational TV-ETV) programs are produced consistent with the faculties adapted Open Education System. Since 1982, more than 5000 educational programs have been produced at the center.

In this study, the views of employees at Anadolu University's Open Education Faculty's TV Production Center's organizational commitment level are analysed according to affective, continuance, normative commitment perspectives within the framework of Meyer and Allen model.

In this study, an account of the TV Production Center is provided. Employee's commitment levels are also taken into consideration. Needless to say that to maintain higher success in practices, commitment to organization is very important. Hence, to assess the level of commitment to the organization, surveys were distributed to employees. The organizational commitment scale provided by Meyr and Allen was also implemented to monitor the results.

In the study, organizational commitment within affective commitment, continuance commitment and normative commitment is analyzed. The survey was applied to 134 employees of TV Production Center and also face-to-face interviews were conducted. In the second stage, SPSS program was used for necessary analyses according to the demographics of employees (gender, age, and marital status, number of children, working duration, working unit, title and education) frequency test, t-test and Anova test were applied.

Keywords: Distance Learning, Open Education, Organizational Commitment, TV Production Center.

I. INTRODUCTION

Essentially, most systems aim to maintain their validity. In fact, systems produce certain products to reach this goal. In educational systems the product is expected to produce positive behaviors of individuals. Both the input and outputs are directly related with individuals. That is why the workforce is considerably more important when compared to other elements. The individual power incooperating teachers and personnel, plus technology and equipments have to complement each other to achive the desired goal. Educational workers are members of society with the required knowledge, skill and attitudes which shape organizational, administrative and educational targets. (Balay, 2000)

The current evolution of industrilization combined with other social factors, such as population growth and economic problems require more education. As such, traditional education methods have been replaced with distance learning which has made inroads in the educational system worldwide. Indeed, distance education carries more democratic opportunities: "With the limitations of traditional education and teaching techniques as paralel to lack of possibilities within classrooms, distance education appears to be the solution for directing activities and programs from one single source center". (Alkan, 1981)

In general, the material and technology used in traditional education and teaching are also used in distance learning. The first practices of distance learning consisted of written texts supported by graphic elements. Today, technology and educational technology lie at the basis of this transition which in them inspires computer supported techniques. In Turkey, the key for open education is to use technology which provides students with autonomy. More than anything, besides the required printed materials, radio-television and related educational programs are the prime sources for education at Anadolu University's Open Education Faculty's TV Production

Center course productions take place according to open education. Since 1982 more than 5000 educational TV programs have been produced at this center.

In this study, the opinions of employees who are working at Anadolu University's Open Education Faculty's TV Production Center organizational commitment level are evaluated according to affective, continuance, normative commitment perspectives within the framework of Meyer and Allen model.

I.1. History of TV Production Center of Open Education Faculty at Anadolu University (Educational TV-ETV)

Broadening the perspective of broadcasting from a regional level to a national one in Turkish television broadcasting gave rise to the idea of using this medium in education at Eskişehir Academy of Economics of Business. The first moves took place in 1970's when first closed circuit programing was established with a group of people who secured determined motivation. First small signal carrier was used for broadcasting purposes in Eskişehir, following the steps of Ankara TRT television station. Progressing from an educational tool to a separate entity as part of an institution took place in 1972. The institute of teaching via TV was officially recognized on September 1st, 1972 [14293 numbered Official Gazette]. The mission statement of this regulation is: "to provide efficiency in education and built human labor for television techniques". Thanks to the technical support of the agreement between Germany and Turkey, the institute of Educational TV provided the backgrounds of color TV and educational technology with broader possibilities. (Askun, 1979)

To create more efficient techniques and methods in education and teaching, the German Ministry of Foreign Affairs assigned Studio Hamburg for broadcasting and developing technological facilities of Turkish educational systems and their programming application by TV Production Center (Educational TV-ETV). This operated for five years and three months from January of 1976. The project was officially completed in March 20th, 1981. The Production Center, with the aim to develop color television technology and its use in teaching and education also produced educational programs for UNICEF and the Academy of Economics of Business. According to project agreement, within this period, all equipment techniques, maintenance, graphics-decor, animation, sound, lighting, and camera took place with five years with twenty German experts and a total of 120 personnel. As a result, the institution was capable of producing color, black and white TV programs and film productions; 4 or 5 productions could be created at a this stage. The Production Center was capable of broadcasting within 150 km radius with its rich external shooting possibilities. At the same time the quality standard ran in accordance with world standards and was seen as being of higher quality. (ETV, 1981-unpublished report)

The Educational TV which was founded by highly motivated young people as part of Eskişehir Academy of Economics of Business in 1970. This opportunity of broadcasting in January 1976 was made possible by the project agreement in collaboration with the German Government. It is against this background that distance education teaching became part of Open Education Faculty in 1982.

Those involved trained to produce educational TV programs as part of Open Education Faculty TV Production Center (Educational TV-ETV) during that period. Indeed, they contributed to its development. To gain better perspective, in 2008 it is capable of broadcasting on a national scale with its developed technology and trained personnel to provide the required service for teaching and education.

All the equipment and technology in this center adhere to international standards. Within the period of 2007-2008 educational year, two TV studios, a sound recording studio, live broadcasting truck (O.B.WAN) and seven AVID editing sets, recording edit sets in Studio 6 and transfer room are set all in place. In the TV Production Center, external shooting equipment, ENG (Electronic News Gathering) also operates besides mounted ones. Two rooms for two and three dimensional animation units, electronic graphics, sound equipment, band duplication unit and decor and make up rooms are also available.

DVD copies all productions made in TV Production Center are sent to students according to the budget. Students in Western Europe Program, available in European countries attain their courses in DVD formats as well.

I.2. Organizational Commitment

Organizational commitment can be described as employees committed feelings towards their organization. This concept has become a study issue in many countries in the last 30 years. This was introduced by Whyte [1956] and later developed by Porter, Mowday, Steers, Allen, Meyer, Becker and many other researchers. (Gül, 2002)

A range of descriptions of the way employee's involvement in business commitment to the values and the aims and the ways to create more effective means are provided in the literature.

Morrow indicates that there are more than 25 descriptions related with organizational commitment. (Oliver, 1990) Some of the descriptions read as follows:

- In its wider perspective organizational commitment involves personal commitment and loyalty. (Morris, Lydka and O' Creavy, 1993)
- Organizational commitment is not only loyalty to the employer, but it is being open to criticism in terms of organizations' well-being and success. (Yüksel, 2000)
- Organizational commitment is the commitment of individual identity to the organization and its direction towards the organization. (Sheldon, 1971)
- Organizational commitment is more than what an organization expects from its individuals as formal and normatives but it is more about their values and aims. (Celep,2000)
- Organizational commitment is willingness to stay as a member of the organization, willingness to show effort for the organization and supports aims and values. (Dubin, Champoux and Porter, 1975)

Another research made an organizational commitment by Meyer and Allen defines another organizational commitment. (Meyer, Allen, 1987; Meyer, Herscovitch, 2001) Researchers defined two ways of organizational commitment of employees. The first one is the "affective commitment dimension" when employees share the aims and values of the organization. The other one is "continuance commitment dimension" highly linked by the fear of losing status, money. In 1984 Meyer and Allen added the third perspective which was improved by Weiner and Verdi called "normative commitment" or "moral commitment". As a result, they created three layered model. Normative commitment is the wish/desire of an employee to work for the organization and the employee feels it as her/his responsibility. This is also attributed with loyalty norms of the person. (Onay Özkaya, Deveci Kocakoç, Kara, 2006)

Affective Commitment: In this commitment, the employee deeply accepts the values of the organization and wants to stay as a part of the organization. This is the best way of the commitment to the organization. These types are the ones employers' dream of. These employees reflect positive attitudes towards the job and are ready to provide extra effort for the job.

Continuance Commitment: It is the result of what employees see of their investment to the organization. Employees think that they commit time and effort and that is why they feel like they need to stay in the work place. They think that if they leave the job they will have fewer choices. These people stay in the organization because they can not find any other job. Some of them consider health, family issues and retirement are the main considerations in staying on, and job satisfaction does not feature highly.

Normative Commitment: Employees see and feel that it is kind of responsibility to stay at the organization. Reciprocation is the key. One of the main reasons is that employers take them into their organization during their most needy time. These types think that the organization behaves positively towards them and in return, loyalty can be the answer. As a result, the commitment involved keeps the employee with the organization thanks to their strong ties. Strong normative ones stay because they think they have to and strong continuance ones do it because they think that they need the job. (Balay, 2000; Wasti 2000, Bayram 2008; Çetin 2004)

Organizational commitment becomes vital because of five causes. Firstly, giving up the job, discontinuity, less motivation and job search; secondly, job satisfaction, job involvement, motivation and performance within behavioral, emotional and cognitive forms; thirdly, autonomy, responsibility, participation, ways of understanding the job with its characteristics tied to the job itself and employee; fourthly, age, gender, employment time and education as part of employee qualities; and lastly, individuals need to know the proximities of their organizational commitment. (Balay, 2000)

Studies show that there are many variables effecting employees commitment to organization Mowday, Porter and Steers developed a classification related with this issue and questioned effective factors; personal characteristics, role and job characteristics, structural characteristics and job experience and work place within this area. Mowday, Porter and Steers defined personal factors within two subgroups: demographic characteristics and work factors. Demographic factors are analyzed within gender, age, marital status, educational level, income level, status, and individuals' psycho-social characteristics. Work factors are analyzed according to the desire for success, participant values and cumulative values. A role and work characteristic consists of the job validity, coverage, role conflict and vagueness in the job. Structural characteristics are related with structure of the organization. The size of the organization, control degree, unionization level, image of the organization, practice of total quality management, flexible working hours, payment system and carrier opportunities and perception on practices related with important ethics issues. Work experience and work environment generally indicate socialization process of employees, relationship between personnel and managers, organizational climate, customer oriented organizational atmosphere, trustworthiness of the organization and job satisfaction factors. (Boylu, Pelit, Güçer, 2007)

Organizational commitment is the loyalty, behavior and interest of employee towards the success of his or her own organization. All these are determined by factors like age, status as part of personal issues and job design, and leadership practices as part of organizational issues. In addition, job security, participation in decisions, responsibility and autarchy parallel to positive climate create a better positive climate towards organizational commitment. (Yalçın, İplik, 2005)

I.3. Methodology

To have greater success in organizations, the need of highly committed individuals cannot be undermined. The subjects of this study are the employees of Open Education Faculty of Anadolu University. Sampling incorporates employees of TV Production Center. To define the organizational commitment levels of employees at TV Production Center a survey was conducted to participants. This was established by Meyer and Allen: "Organizational Commitment Scale". (Allen, Meyer, 1990). 30 questions are included in the questionnaire. Eight are related with demographic information, 22 with organizational commitment. In this study, organization commitment is referred as affective, continuance and normative commitment. 134 employees of TV Production Center participated in face-to-face interview techniques and all outcomes were transferred to SPSS program. The first results are classified according to gender, age; marital status, number of children, educational level, working unit, title and the years spend in the jobs - demographic characteristics-. Employees' organizational commitment within demographics were analyzed with t-test and Anova and displayed in tables. All ratios in the tables are the means for answers within affective, continuance and normative commitment. If any of the answers was blank no points were counted. That is why in different groups there appears to be different number of people.

In the study, firstly the history of ETV, which is responsible for production of educational-teaching material for students of Open Education Faculty at Anadolu University is depicted; than technical capabilities and the methodology were used. In the findings section the assessments of outcomes for the employees of TV Production Center and their commitment levels are put forward.

II. FINDINGS

Organizational commitment is one of the aims of any organization to maintain their validity. Individuals with well developed organizational commitment are more easy going, more down to earth, more productive and carry more loyalty and responsibility for the organization. Additionally, they cost less in budget terms. (Balci, 2003)

Table 1. Demographic Characteristics of Survey Participants

| Gender | f | % |
|-----------------------------------|------------|------------|
| Female | 53 | 39.6 |
| Male | 81 | 60.4 |
| Total | 134 | 100 |
| Age | f | % |
| 17-22 | 16 | 11.9 |
| 23-30 | 32 | 23.9 |
| 31-40 | 28 | 20.9 |
| 41-50 | 49 | 36.6 |
| 51 and over | 9 | 6.7 |
| Total | 134 | 100 |
| Marital Status | f | % |
| Married | 80 | 59.7 |
| Single | 54 | 40.3 |
| Total | 134 | 100 |
| Number of Children | f | % |
| None | 57 | 42.5 |
| One | 46 | 34.3 |
| Two | 27 | 20.1 |
| Three and more | 4 | 3.0 |
| Total | 500 | 100 |
| Educational Level | f | % |
| Primary | 2 | 1.5 |
| Secondary | 33 | 24.6 |
| Associate or Undergraduate Degree | 70 | 52.2 |
| Masters- Doctoral | 29 | 21.6 |
| Total | 134 | 100 |
| Working Unit | f | % |

| | | |
|--|------------|------------|
| Manager of ETV | 1 | 0.7 |
| Director | 12 | 9.0 |
| Production Personnel | 4 | 3.0 |
| Production Planning | 8 | 6.0 |
| Scenario | 4 | 3.0 |
| Camera | 17 | 12.7 |
| Tecnicial Service | 9 | 6.7 |
| Sound | 9 | 6.7 |
| Light | 9 | 6.7 |
| Recording- Editting | 13 | 9.7 |
| Graphics- Make up | 11 | 8.2 |
| Vision Mixer | 3 | 2.2 |
| Studio Manager | 3 | 2.2 |
| Prompter | 4 | 3.0 |
| Secretary | 3 | 2.2 |
| Band Copies | 8 | 6.0 |
| Maintenance | 2 | 1.5 |
| Transportation | 2 | 1.5 |
| Service | 12 | 9.0 |
| Total | 134 | 100 |
| Title | | |
| Academic Personel | 20 | 14.9 |
| Staff | 50 | 37.3 |
| Worker | 10 | 7.5 |
| Company Worker | 21 | 15.7 |
| Scholarship Student | 33 | 24.6 |
| Total | 134 | 100 |
| Number of Years in the Work Place | | |
| 1-5 | 49 | 36.5 |
| 6-10 | 8 | 6.0 |
| 11-15 | 17 | 12.7 |
| 16-20 | 26 | 19.4 |
| 21-25 | 19 | 14.2 |
| 26 and more | 15 | 11.2 |
| Total | 134 | 100 |

As it is seen in Table 1 60.4% of employees working at TV Production Center of Open Education Faculty at Anadolu University are males, 39.6% were females, 11.9% were in the age of 17-22, 23.9% is 23-30, 20.9% were 31-40, 36.6% were 41-50, 6.7% were 51 and over.

According to these, 35.8% of the employees are under 30, 64.2% are around and over 30 years old. In terms of their marital status, 59.7% are married, 40.3% are single. 42.5% of the employees have no children, 34.3% have one child, 20.1% have two and 3% have three or more children. In terms of employees' education, 1.5% has primary education, 24.6% have secondary, 52.2% have associate or undergraduate degree and %21.6 have masters or doctoral degrees. Apparently %73.8 employees can be viewed as having associate and doctoral degrees. Employees' jobs differ in various parts at the TV Production Center.14.9% employees are academics, 37.3% are students on the job trainees, 24.6% are scholarship student, 15.7% are private company worker and 7.5% are blue-collared workers. In terms of their working duration in the organization, %36.5% are 1-5 years, 19.4% are 16-20 years, 14.2% are 21-25 years, 12.7% are between 11-15 years, 11.2% are 26 years and over and 6% is 6-10 years. 57.5% employees with on and more years of working time admit that the organization employs experienced and specialized employees.

Table 2. Answers of Employees Working at TV Production Center for Questions Related with Affective, Continuance and Normative Commitment

| | | Totally Disagree | | Disagree | | Not Sure | | Agree | | Totally Agree | |
|------------------------|--|------------------|---------|----------|---------|----------|---------|-------|---------|---------------|---------|
| | | Count | Row N % | Count | Row N % | Count | Row N % | Count | Row N % | Count | Row N % |
| | | | | | | | | | | | |
| AFFECTIVE COMMITMENT | Q.9 I would be very happy to spend the rest of my career with this organization | 1 | ,7% | 9 | 6,7% | 26 | 19,4% | 40 | 29,9% | 58 | 43,3% |
| | Q.10 I enjoy discussing my organization with people outside it | 5 | 3,8% | 26 | 19,8% | 21 | 16,0% | 60 | 45,8% | 19 | 14,5% |
| | Q.11 I really feel as if this organization's problems are my own | 6 | 4,5% | 33 | 24,8% | 25 | 18,8% | 53 | 39,8% | 16 | 12,0% |
| | Q.12 I think that I could easily become as attached to another organization as I am to this one (R) | 6 | 4,5% | 16 | 12,0% | 27 | 20,3% | 48 | 36,1% | 36 | 27,1% |
| | Q.13 I do feel like 'part of the family' at my organization (R) | 7 | 5,4% | 11 | 8,5% | 24 | 18,5% | 53 | 40,8% | 35 | 26,9% |
| | Q.14 I do feel 'emotionally attached' to this organization (R) | 4 | 3,0% | 16 | 12,1% | 22 | 16,7% | 61 | 46,2% | 29 | 22,0% |
| | Q.15 This organization has a great deal of personal meaning for me | 2 | 1,5% | 10 | 7,5% | 22 | 16,4% | 54 | 40,3% | 46 | 34,3% |
| | Q.16 I do feel a <i>strong</i> sense of belonging to <i>my</i> organization (R) | 1 | ,8% | 19 | 14,3% | 30 | 22,6% | 54 | 40,6% | 29 | 21,8% |
| CONTINUANCE COMMITMENT | Q.17 I am not afraid of what might happen if I quit my job without having another one lined up (R) | 34 | 25,8% | 43 | 32,6% | 32 | 24,2% | 14 | 10,6% | 9 | 6,8% |
| | Q.18 It would be very hard for me to leave my organization right now, even if I wanted to | 9 | 6,8% | 17 | 12,9% | 24 | 18,2% | 52 | 39,4% | 30 | 22,7% |
| | Q.19 Too much in my life would be disrupted if I decided I wanted to leave my organization now | 5 | 3,8% | 25 | 18,9% | 24 | 18,2% | 50 | 37,9% | 28 | 21,2% |
| | Q.20 It wouldn't be too costly for me to leave my organization now (R) | 10 | 7,6% | 21 | 15,9% | 18 | 13,6% | 48 | 36,4% | 35 | 26,5% |
| | Q.21 Right now, staying with my organization is a matter of necessity as much as desire | 3 | 2,3% | 11 | 8,4% | 32 | 24,4% | 57 | 43,5% | 28 | 21,4% |
| | Q.22 I feel that I have too few options to consider leaving this organization | 16 | 12,1% | 36 | 27,3% | 30 | 22,7% | 31 | 23,5% | 19 | 14,4% |
| | Q.23 One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice — another organization may not match the overall benefits I have here | 20 | 15,2% | 29 | 22,0% | 29 | 22,0% | 41 | 31,1% | 13 | 9,8% |
| E COMMITMENT | Q.24 I think that people these days move from company to company too often. | 9 | 6,9% | 34 | 26,0% | 46 | 35,1% | 37 | 28,2% | 5 | 3,8% |
| | Q.25 I do not believe that a person must always be loyal to his or her organization (R) | 2 | 1,5% | 7 | 5,3% | 14 | 10,6% | 57 | 43,2% | 52 | 39,4% |

| | | | | | | | | | | |
|---|----|-------|----|-------|----|-------|----|-------|----|-------|
| Q.26 Jumping from organization to organization does not seem at all unethical to me (R) | 8 | 6,1% | 36 | 27,3% | 35 | 26,5% | 29 | 22,0% | 24 | 18,2% |
| Q.27 One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain | 6 | 4,6% | 33 | 25,2% | 36 | 27,5% | 35 | 26,7% | 21 | 16,0% |
| Q.28 If I got another offer for a better job elsewhere I would not feel it was right to leave my organization | 17 | 12,9% | 36 | 27,3% | 33 | 25,0% | 31 | 23,5% | 15 | 11,4% |
| Q.29 I was taught to believe in the value of remaining loyal to one organization | 9 | 6,9% | 20 | 15,4% | 27 | 20,8% | 58 | 44,6% | 16 | 12,3% |
| Q.30 Things were better in the days when people stayed with one organization for most of their careers | 8 | 6,1% | 25 | 18,9% | 32 | 24,2% | 34 | 25,8% | 33 | 25,0% |

According to Table 2, the responses from employees to these three commitment perspectives show that the highest involvement reflects itself in affective commitment (25.23%), normative commitment follows with 18.1% and lastly continuance commitment achieves 17.5%. This result is also supported by the literature which is echoed as follows: affective, than normative and lastly continuance commitment. (Boylu, Pelit and Güçer 2007)

In terms of participants' answers for "exactly agree", the highest preference is again for the questions related with affective commitment. 43.3% exactly profess that they wish to spend the rest of their careers in the same organization; 34.3% employees also exactly agree that the organization means a lot to them. 34.9% employees support the view that employees should be loyal to the organization. 25% employees profess that things would be better if people commit most of their career time for the same organization.

In terms of answers for continuance commitment, 26.5% employees think that leaving the organization would harm them financially, 22.7% employees share the view that it would be really difficult to leave the organization even if they wanted to do so.

Table 3. Gender Oriented Comparative t-Test Results of Employees Working at TV Production Center in Terms of Their Affective, Continuance and Normative Commitment to Their Organization

| | Gender | n | Mean | Std. Deviation | Std. Error Mean |
|--|--------|----|--------|----------------|-----------------|
| Mean Points for Affective Commitment | Female | 53 | 3,7335 | ,61316 | ,08422 |
| | Male | 81 | 3,6978 | ,67300 | ,07478 |
| Mean Points for Continuance Commitment | Female | 53 | 3,3783 | ,67997 | ,09340 |
| | Male | 80 | 3,1607 | ,59202 | ,06619 |
| Mean Points for Normative Commitment | Female | 52 | 3,3787 | ,77182 | ,10703 |
| | Male | 80 | 3,2982 | ,70471 | ,07879 |

In Table 3, gender oriented comparative t-test results of employees working at TV Production Center in terms of their affective; continuance and normative commitment to their organization are displayed. According to the table mean points of affective, continuance and normative commitment for females are higher than males.

Table 4. Age Oriented Comparative Anova Results of Employees Working at TV Production Center in Terms of Their Affective, Continuance and Normative Commitment to Their Organization

| Age | n | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum | |
|--|-------------|------|----------------|------------|----------------------------------|-------------|---------|---------|------|
| | | | | | Lower Bound | Upper Bound | | | |
| Mean Points for Affective Commitment | 17-22 | 16 | 3,7366 | ,54980 | ,13745 | 3,4436 | 4,0296 | 2,50 | 4,62 |
| | 23-30 | 32 | 3,7132 | ,65316 | ,11546 | 3,4777 | 3,9487 | 2,38 | 5,00 |
| | 31-40 | 28 | 3,6875 | ,71403 | ,13494 | 3,4106 | 3,9644 | 2,38 | 4,88 |
| | 41-50 | 49 | 3,7365 | ,69460 | ,09923 | 3,5370 | 3,9360 | 1,75 | 4,88 |
| | 51 and over | 9 | 3,6052 | ,35066 | ,11689 | 3,3356 | 3,8747 | 3,12 | 4,12 |
| | Total | 134 | 3,7119 | ,64788 | ,05597 | 3,6012 | 3,8226 | 1,75 | 5,00 |
| Mean Points for Continuance Commitment | 17-22 | 16 | 3,1905 | ,50305 | ,12576 | 2,9224 | 3,4585 | 2,29 | 4,00 |
| | 23-30 | 31 | 3,0968 | ,75267 | ,13518 | 2,8207 | 3,3729 | 1,00 | 4,14 |
| | 31-40 | 28 | 3,2925 | ,65545 | ,12387 | 3,0384 | 3,5467 | 1,43 | 4,57 |
| | 41-50 | 49 | 3,3197 | ,61859 | ,08837 | 3,1420 | 3,4974 | 2,00 | 4,29 |
| | 51 and over | 9 | 3,3333 | ,41033 | ,13678 | 3,0179 | 3,6487 | 2,71 | 4,00 |
| | Total | 133 | 3,2474 | ,63509 | ,05507 | 3,1385 | 3,3563 | 1,00 | 4,57 |
| Mean Points for Normative Commitment | 17-22 | 16 | 3,5179 | ,57823 | ,14456 | 3,2097 | 3,8260 | 2,29 | 4,43 |
| | 23-30 | 30 | 3,2992 | ,80525 | ,14702 | 2,9985 | 3,5999 | 1,86 | 4,43 |
| | 31-40 | 28 | 3,3418 | ,75826 | ,14330 | 3,0478 | 3,6359 | 2,00 | 4,86 |
| | 41-50 | 49 | 3,3411 | ,75018 | ,10717 | 3,1256 | 3,5566 | 1,29 | 4,86 |
| | 51 and over | 9 | 3,0000 | ,48445 | ,16148 | 2,6276 | 3,3724 | 2,57 | 3,57 |
| | Total | 132 | 3,3299 | ,73004 | ,06354 | 3,2042 | 3,4556 | 1,29 | 4,86 |

In Table 4 the focus is on the age oriented comparative Anova results of employees working at TV Production Center in terms of their affective, continuance and normative commitment to their organization.

Within these age groups, there is no significant difference between means points of affective commitment; but continuance commitment is higher in 41-50 and 51 and over groups; normative commitment is higher in the 17-22 age group when compared to other groups.

Table 5. Marital Status Oriented Comparative t-Test Results of Employees Working at TV Production Center in Terms of Their Affective, Continuance and Normative Commitment to Their Organization

| | Marital Status | n | Mean | Std. Deviation | Std. Error Mean |
|--|----------------|----|--------|----------------|-----------------|
| Mean Points for Affective Commitment | Married | 80 | 3,7312 | ,68664 | ,07677 |
| | Single | 54 | 3,6832 | ,59088 | ,08041 |
| Mean Points for Continuance Commitment | Married | 80 | 3,2661 | ,68525 | ,07661 |
| | Single | 53 | 3,2192 | ,55598 | ,07637 |
| Mean Points for Normative Commitment | Married | 79 | 3,3128 | ,74865 | ,08423 |
| | Single | 53 | 3,3553 | ,70769 | ,09721 |

In Tables 5, marital status oriented comparative t-Test results of employees working at TV Production Center in terms of their affective, continuance and normative commitment to their organization are analysed. According to the table there is no significant difference between singles and married for continuance and normative commitment. It is apparent that affective commitment is higher for married when compared to singles.

Table 6. Number of Children Oriented Comparative t-Test Results of Employees Working at Production Center in Terms of Their Affective, Continuance and Normative Commitment to Their Organization

| | Number of Children | n | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|--|--------------------|-----|--------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | | Lower Bound | Upper Bound | | |
| Mean Points for Affective Commitment | None | 57 | 3,7346 | ,62058 | ,08220 | 3,5700 | 3,8993 | 2,38 | 5,00 |
| | One | 44 | 3,8283 | ,63185 | ,09526 | 3,6362 | 4,0204 | 2,38 | 4,88 |
| | Two | 27 | 3,4054 | ,64582 | ,12429 | 3,1499 | 3,6609 | 1,75 | 4,75 |
| | Three and more | 4 | 4,3750 | ,35355 | ,17678 | 3,8124 | 4,9376 | 4,12 | 4,88 |
| | Total | 132 | 3,7179 | ,64718 | ,05633 | 3,6065 | 3,8294 | 1,75 | 5,00 |
| Mean Points for Continuance Commitment | None | 56 | 3,1973 | ,61991 | ,08284 | 3,0313 | 3,3633 | 1,43 | 4,14 |
| | One | 44 | 3,2955 | ,68781 | ,10369 | 3,0863 | 3,5046 | 1,00 | 4,29 |
| | Two | 27 | 3,2540 | ,60016 | ,11550 | 3,0166 | 3,4914 | 2,29 | 4,57 |
| | Three and more | 4 | 3,6786 | ,47201 | ,23600 | 2,9275 | 4,4296 | 3,14 | 4,29 |
| | Total | 131 | 3,2566 | ,63542 | ,05552 | 3,1468 | 3,3665 | 1,00 | 4,57 |
| Mean Points for Normative Commitment | None | 56 | 3,3975 | ,71775 | ,09591 | 3,2053 | 3,5897 | 1,86 | 4,86 |
| | One | 43 | 3,3721 | ,80338 | ,12251 | 3,1248 | 3,6193 | 1,29 | 4,86 |
| | Two | 27 | 3,1587 | ,62438 | ,12016 | 2,9117 | 3,4057 | 1,86 | 4,00 |
| | Three and more | 4 | 3,4286 | ,73771 | ,36886 | 2,2547 | 4,6024 | 2,57 | 4,29 |
| | Total | 130 | 3,3405 | ,72795 | ,06385 | 3,2142 | 3,4668 | 1,29 | 4,86 |

Table 6 demonstrates the number of children oriented Anova results of employees working at TV Production Center in terms of their affective, continuance and normative commitment to their organization.

According to the table it is significant that employees with three and more children show great commitment within these three perspectives when compared to other employees.

Table 7. Educational Level Oriented Comparative Anova Results of Employees Working at TV Production Center in Terms of Their Affective, Continuance and Normative Commitment to Their Organization

| Educational Level | n | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum | |
|--|------------------|------|----------------|------------|----------------------------------|-------------|---------|---------|------|
| | | | | | Lower Bound | Upper Bound | | | |
| Mean Points for Affective Commitment | Primary | 2 | 3,5625 | ,08839 | ,06250 | 2,7684 | 4,3566 | 3,50 | 3,62 |
| | Secondary | 33 | 3,8279 | ,63637 | ,11078 | 3,6023 | 4,0536 | 2,38 | 5,00 |
| | University | 69 | 3,6410 | ,68755 | ,08277 | 3,4759 | 3,8062 | 1,75 | 4,88 |
| | Masters-Doctoral | 29 | 3,7789 | ,57953 | ,10762 | 3,5585 | 3,9994 | 2,50 | 4,57 |
| | Total | 133 | 3,7163 | ,64830 | ,05621 | 3,6051 | 3,8275 | 1,75 | 5,00 |
| Mean Points for Continuance Commitment | Primary | 2 | 4,2143 | ,10102 | ,07143 | 3,3067 | 5,1219 | 4,14 | 4,29 |
| | Secondary | 33 | 3,3983 | ,54370 | ,09465 | 3,2055 | 3,5911 | 2,00 | 4,57 |
| | University | 68 | 3,1176 | ,66384 | ,08050 | 2,9570 | 3,2783 | 1,00 | 4,29 |
| | Masters-Doctoral | 29 | 3,3448 | ,57842 | ,10741 | 3,1248 | 3,5648 | 2,00 | 4,29 |
| | Total | 132 | 3,2543 | ,63245 | ,05505 | 3,1454 | 3,3632 | 1,00 | 4,57 |
| Mean Points for Normative Commitment | Primary | 2 | 4,2857 | ,60609 | ,42857 | -1,1598 | 9,7312 | 3,86 | 4,71 |
| | Secondary | 33 | 3,6010 | ,66860 | ,11639 | 3,3639 | 3,8381 | 1,86 | 4,71 |
| | University | 67 | 3,2665 | ,71337 | ,08715 | 3,0925 | 3,4405 | 1,86 | 4,86 |
| | Masters-Doctoral | 29 | 3,1133 | ,74562 | ,13846 | 2,8297 | 3,3969 | 1,29 | 4,86 |
| | Total | 131 | 3,3324 | ,73227 | ,06398 | 3,2059 | 3,4590 | 1,29 | 4,86 |

Table 7 presents educational level oriented Anova results of employees working at TV Production Center in terms of their affective, continuance and normative commitment to their organization.

According to the table secondary education places itself with in affective emotional and primary education takes place in continuance and normative commitment.

Table 8. Title Oriented Comparative Anova Results of Employees Working at TV Production Center in Terms of Their Affective, Continuance and Normative Commitment to Their Organization

| Title | n | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum | |
|--|---------------------|------|----------------|------------|----------------------------------|-------------|---------|---------|------|
| | | | | | Lower Bound | Upper Bound | | | |
| Mean Points for Affective Commitment | Academic Personnel | 20 | 3,7670 | ,57571 | ,12873 | 3,4975 | 4,0364 | 2,50 | 4,57 |
| | Staff | 50 | 3,7100 | ,72159 | ,10205 | 3,5049 | 3,9151 | 1,75 | 4,88 |
| | Worker | 10 | 3,5554 | ,75290 | ,23809 | 3,0168 | 4,0939 | 2,38 | 4,62 |
| | Company Worker | 21 | 3,7764 | ,59752 | ,13039 | 3,5044 | 4,0484 | 2,75 | 5,00 |
| | Scholarship Student | 33 | 3,6878 | ,59581 | ,10372 | 3,4765 | 3,8990 | 2,38 | 4,62 |
| | Total | 134 | 3,7119 | ,64788 | ,05597 | 3,6012 | 3,8226 | 1,75 | 5,00 |
| Mean Points for Continuance Commitment | Academic Personnel | 20 | 3,4143 | ,67150 | ,15015 | 3,1000 | 3,7286 | 2,00 | 4,29 |
| | Staff | 50 | 3,2229 | ,59027 | ,08348 | 3,0551 | 3,3906 | 1,43 | 4,29 |

| | | | | | | | | | |
|--------------------------------------|---------------------|-----|--------|--------|--------|--------|--------|------|------|
| | Worker | 10 | 3,1857 | ,26979 | ,08532 | 2,9927 | 3,3787 | 2,86 | 3,86 |
| | Company Worker | 21 | 3,3197 | ,83165 | ,18148 | 2,9412 | 3,6983 | 1,00 | 4,57 |
| | Scholarship Student | 32 | 3,1533 | ,62460 | ,11042 | 2,9281 | 3,3785 | 1,86 | 4,14 |
| | Total | 133 | 3,2474 | ,63509 | ,05507 | 3,1385 | 3,3563 | 1,00 | 4,57 |
| Mean Points for Normative Commitment | Academic Personnel | 20 | 3,0357 | ,59694 | ,13348 | 2,7563 | 3,3151 | 2,14 | 4,43 |
| | Staff | 50 | 3,2743 | ,70804 | ,10013 | 3,0731 | 3,4755 | 1,29 | 4,86 |
| | Worker | 10 | 3,7000 | ,81497 | ,25772 | 3,1170 | 4,2830 | 1,86 | 4,86 |
| | Company Worker | 20 | 3,4560 | ,85607 | ,19142 | 3,0553 | 3,8566 | 1,86 | 4,71 |
| | Scholarship Student | 32 | 3,4063 | ,69144 | ,12223 | 3,1570 | 3,6555 | 1,86 | 4,43 |
| | Total | 132 | 3,3299 | ,73004 | ,06354 | 3,2042 | 3,4556 | 1,29 | 4,86 |

Table 8 features the title oriented Anova results of employees working at TV Production Center in terms of their affective, continuance and normative commitment to their organization. According to the table, in terms of mean points for affective commitment is higher in private company workers and academics; similarly, mean points of continuance commitment is higher in private company workers and academics while mean points for normative commitment is higher in worker and company workers.

Table 9. Working Years Oriented Comparative Anova Results of Employees Working at TV Production Center in Terms of Their Affective, Continuance and Normative Commitment to Their Organization

| | Working Years | n | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|--|---------------|-----|--------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | | Lower Bound | Upper Bound | | |
| Mean Points for Affective Commitment | 1-5 | 49 | 3,7547 | ,61303 | ,08758 | 3,5787 | 3,9308 | 2,38 | 5,00 |
| | 6-10 | 8 | 3,7188 | ,51647 | ,18260 | 3,2870 | 4,1505 | 3,00 | 4,62 |
| | 11-15 | 17 | 3,4496 | ,61508 | ,14918 | 3,1333 | 3,7658 | 2,38 | 4,50 |
| | 16-20 | 26 | 3,6786 | ,81466 | ,15977 | 3,3495 | 4,0076 | 1,75 | 4,88 |
| | 21-25 | 19 | 3,8618 | ,61646 | ,14143 | 3,5647 | 4,1590 | 2,62 | 4,88 |
| | 26 and more | 15 | 3,7333 | ,58011 | ,14978 | 3,4121 | 4,0546 | 2,43 | 4,50 |
| | Total | 134 | 3,7119 | ,64788 | ,05597 | 3,6012 | 3,8226 | 1,75 | 5,00 |
| Mean Points for Continuance Commitment | 1-5 | 48 | 3,1766 | ,69146 | ,09980 | 2,9758 | 3,3774 | 1,00 | 4,57 |
| | 6-10 | 8 | 3,7143 | ,65688 | ,23224 | 3,1651 | 4,2634 | 2,57 | 4,29 |
| | 11-15 | 17 | 3,0868 | ,71473 | ,17335 | 2,7194 | 3,4543 | 1,43 | 4,29 |
| | 16-20 | 26 | 3,2234 | ,56485 | ,11078 | 2,9953 | 3,4516 | 2,00 | 4,14 |
| | 21-25 | 19 | 3,2632 | ,51345 | ,11779 | 3,0157 | 3,5106 | 2,00 | 3,86 |
| | 26 and more | 15 | 3,4286 | ,52904 | ,13660 | 3,1356 | 3,7215 | 2,71 | 4,29 |
| | Total | 133 | 3,2474 | ,63509 | ,05507 | 3,1385 | 3,3563 | 1,00 | 4,57 |
| Mean Points for Normative Commitment | 1-5 | 47 | 3,4220 | ,71705 | ,10459 | 3,2115 | 3,6325 | 1,86 | 4,71 |
| | 6-10 | 8 | 3,4464 | 1,04822 | ,37060 | 2,5701 | 4,3228 | 2,00 | 4,71 |
| | 11-15 | 17 | 3,2185 | ,72337 | ,17544 | 2,8466 | 3,5904 | 2,00 | 4,86 |

| | | | | | | | | |
|-------------|-----|--------|--------|--------|--------|--------|------|------|
| 16-20 | 26 | 3,0604 | ,67027 | ,13145 | 2,7897 | 3,3312 | 1,29 | 4,29 |
| 21-25 | 19 | 3,3534 | ,67068 | ,15387 | 3,0301 | 3,6766 | 1,86 | 4,57 |
| 26 and more | 15 | 3,5429 | ,73083 | ,18870 | 3,1381 | 3,9476 | 2,57 | 4,86 |
| Total | 132 | 3,3299 | ,73004 | ,06354 | 3,2042 | 3,4556 | 1,29 | 4,86 |

Table 9 displays working year oriented Anova results of employees working at TV Production Center in terms of their affective, continuance and normative commitment to their organization. According to the table, mean points for affective commitment is higher in the 21-25 working years group; mean points of continuance commitment is higher both in the 6-10 working years and 26 years and more, while mean points for normative commitment is higher only in 26 years and more working years group.

III. CONCLUSION

Employees commitment builds an atmosphere for better and more efficient production possibilities. That is why, it is important for an organization to be aware of these ways to improve commitment of its employees. It is seen that employees with high commitment level to any organization develop strategies to reach the goals required. Better relations with others and their association with the organization are also strengthened.

TV Production Center of Open Education Faculty at Anadolu University (Education TV ETV) and its employees commitment degree is as follows; employees working at TV Production Center are 60.4% males, 39.6% is females. 35.8% of employees are under 30 years old, 64.2% are around and over 30 years. In terms of their marital status, 59.7% are married and %40.3 is single. 42.5% have no children, 34.3% have one, 20.1% have two, 3% have three or more children. Organization employees mainly have associate, under graduate and graduate degrees which is 73.8%. 14.9% of the employees are academics; 37.3% are staff, 24.6% are scholarship students, 15.7% are company workers and the other 7.5% are just workers. If we look at the amount of working years within the organization sample group, 57.5% are for 10 years plus and their experience and specialization are reflected at work.

In terms of the level of approval to the statement in accordance with those commitment by employees; the results agree well with affective commitment; normative follows, and lastly continuance emerges. This result also ties with the literature.

According to the t-test mode relating to commitment perceptions and gender factors; the mean points for all affective, continuance and normative commitment are higher for females when compared to males. This indicates a significant relationship between gender and organizational commitment. Females are reluctant to consider new job possibilities because of factors like children and marriage. According to Anova mode, relating to commitment perspectives and age, there is no significant difference between age groups for these commitments.

Continuance commitment appeared to be higher for the 41 +age group. Simply put, the older one is, the less inclined he/she is to move to a new job, hence, a stronger commitment is dedicated to the company. For these groups, a new job means potential risks. In another organization, they may not have the same rights and the status. That might be the reason that this particular age group is seen to be related to continuance commitment.

The indicator of greater significance in 17-22 age group for normative commitment might be tied to the fact that the employees in this group consists of students of Open Education Faculty. In fact, while continuing their education these students also work as scholarship student at TV Production Center. Their high commitment within normative can be explained by their engagement to their school.

In terms of the outcomes of t-test in regard to employees' marital status and these three commitments the study shows that those married are organizationally more committed than those who are singles. This can be explained to the financial commitments and responsibilities which the average family has to face with.

In terms of the number of children factor in relation to the commitments the study shows that the ones with three and more children achieve higher mean points in any category when compared to the other ones. Hence, the responsibility within the family is strongly related to organizational commitment.

In terms of the educational level of employees and the commitment degree; primary and secondary education groups reflect more loyalty in commitment groups when compared to higher education groups. It can be argued that they might be offered more job opportunities unlike the less educated ones..

In terms of the titles involved for the employees of TV Production Center, academics offer higher loyalty levels when compared to others; this might be because of their average age and the amount of working year's committed to the organization. For the ones with 15+ years of working within the organization, significant difference within commitment issue came to the fore.

As a general assesment; females, married employees and the ones with children in the older age groups, lower educational levels employees, the ones with 15+ working years within the organization, all show greater loyalty to the organization. This trend also runs parallel with the literature.

The attachment level of the staff towards their institution is an important indicator regarding organizational development and their willingness to do their job. In this regard, research studies focusing on this topic should scrutinize on the current situation, and implications of these studies should be used to ameliorate the attachment level of staff in organizations. Such implementations are good opportunities to develop positive attitudes of the staff towards their organization.

In addition, organization managers should value their employees, improve working conditions, respect employee opinions, consider employee complaints and reward their successes to increase the staff attachment level. When the staff members see that they are considered, their emotional, normative and continuity attachment will increase successively. Individuals with higher level of organizational attachment will be more willing to work for the organization and to stay as a member of the organization, which brings about higher levels of productivity in the organization.

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