



THE EFFECTS OF MANAGER BEHAVIOR ON MOTIVATION OF THE WORKERS: AN APPLICATION ON TEACHERS WORKING IN THE NATIONAL EDUCATION DEPARTMENT¹

Ahmet GÜVEN²

ABSTRACT

Behavioral styles of managers in achieving organizational goals and objectives affect their employees both positively and negatively. For this reason, managers must be careful and attentive to their behavior towards their employees while achieving organizational goals. Motivation is an important factor in achieving organizational efficiency in our age. Corporate efficiency and productivity are the inevitable reality that a well-functioning management can achieve. Good governance is made up of managers who are responsible to their employees, who value them and understand them. The purpose of the study covered in this framework is; to reveal the effect of managerial behavior on the motivation level of employees. In the study, an application was made on the teachers working under the direction of Tokat Provincial National Education Directorate. The data were tried to be compiled using the questionnaire method. One way ANOVA was performed to determine the differences between the groups. The purpose and the analysis of the correlation was used to reveal the effect of manager behaviors on the motivation of employees. In the study, when teachers evaluate managers in terms of managerial behaviors, it is found out that there is a difference between the schools and the managers in general have positive behaviors, and as a result, they have a positive influence on the motivation of the teachers.

Keywords: Public Manager, The Way of Manager's Behaviour, Public Personel, Motivation

Jel Codes: H75, I20, M54.

YÖNETİCİ DAVRANIŞLARININ ÇALIŞANLARIN MOTİVASYONU ÜZERİNE ETKİLERİ: MİLLİ EĞİTİM MÜDÜRLÜĞÜNDE ÇALIŞAN ÖĞRETMENLER ÜZERİNDE BİR UYGULAMA

ÖZ

Yöneticilerin kurumsal amaç ve hedeflere ulaşmada davranış tarzları, çalışanlarını olumlu ve olumsuz yönde etkilemektedir. Bu nedenle yöneticiler kurumsal amaçlara ulaşırken, çalışanlarına karşı davranışlarında dikkatli ve özenli olmaları gerekmektedir. Çağımızda örgütsel verimliliğin sağlanmasında motivasyon önemli bir faktör olarak değerlendirilmektedir. Kurumsal etkinlik ve verimliliğin, iyi işleyen bir yönetim tarafından gerçekleştirilebileceği kaçınılmaz bir gerçektir. İyi bir yönetim ise, çalışanlarına karşı sorumlu, onlara değer veren ve onları anlayabilen yöneticilerden oluşmaktadır. Bu çerçevede ele alınan çalışmanın amacı, yönetici davranışlarının çalışanların motivasyon düzeyine etkisini ortaya çıkarmaktır. Çalışmada Tokat İl Millî Eğitim Müdürlüğü'ne bağlı olarak çalışan öğretmenler üzerinde bir uygulama yapılmıştır. Veriler anket yöntemiyle derlenmeye çalışılmıştır. Gruplar arasındaki farklılıkları belirlemek için tek yönlü varyans analizi yapılmıştır. Yönetici davranışlarının çalışanların motivasyonuna etkisini ortaya çıkarmak amacı ile korelasyon analizi kullanılmıştır. Çalışmada, öğretmenlerin yöneticilik davranışları açısından yöneticilerini değerlendirdiklerinde, okullar arasında farklılıklar olmakla birlikte genel de yöneticilerinin davranışlarını olumlu gördükleri ve bu sonucunda öğretmenlerin motivasyonlarında olumlu etkiye sahip olduğu ortaya çıkmaktadır.

Anahtar Kelimeler: Kamu Yöneticisi, Yönetici Davranış Tarzı, Kamu Personeli, Motivasyon,

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² Assoc. Prof. Gaziosmanpaşa University, Department of Public Administration, e-mail: ahmetguvenn@gmail.com

INTRODUCTION

The extreme competition environment and new trends that emerged with the globalization process show its effect primarily in the private sector and then in the public sector. When it is thought that one of the main objectives of the public sector is to meet the needs of the society, important tasks are being given to the public institutions in meeting the needs of the society. The ability to perform these tasks depends on the efficient and efficient operation of the institutions. The biggest task for achieving productivity falls to managers alongside the employees of the institution. The policy that institution managers follow in achieving organizational goals and objectives should primarily be to meet the expectations of their employees. For this reason, managers need to create policies that will meet the expectations of the employees first of all. They operate as a whole with institutions, managers and employees. It is therefore necessary for managers to identify strategies and policies that will enable them to achieve organizational goals together with their employees. For this reason, managers should show the necessary care and attention to their employees who have internal dynamics. In doing so, they must give their employees all kinds of technological and psychological support. Only by improving the institutional technical and physical possibilities, it may not be possible for the employees to work happily and effectively. Motivation is an important factor in achieving organizational efficiency in our age. Besides the technical possibilities of the managers, they need to use the material and non-material incentive tools which increase the motivation of the employees. Corporate efficiency and productivity can be achieved by a well functioning management. A good management is made up of managers who are responsible to their employees and who value them.

The purpose of the study covered in this framework is; to determine the behavior styles of the managers, to determine the effects of these behaviors on the motivation of the public employees and to contribute to the elimination of the problems encountered in the application of the issues. It is also one of the purposes for public administrators to determine the behavioral modes that public administrators should show for effective and efficient operation. The study consists of three main parts. In the first part of the work, the concepts of public manager, public personnel and motivation were examined. In the following section, managerial behaviors and personnel motivation were first discussed and then the effects of managerial behaviors on employee motivation were tried to be revealed. Finally, in the application section of the study, there is a questionnaire study on teachers working in the public sector in Tokat province center. In this study, it was tried to put forward the perspectives of the teachers towards the administrators and the effect of the administrators on the motivation of the teachers.

1. CONCEPTUAL FRAMEWORK

1.1. Public Manager

In public institutions and organizations, the public administrators are called to those who govern public organizations within the framework of relevant legal rules, especially public law rules. The Public Administrator is the person who is responsible for ensuring that public services are effectively, continuously and regularly viewed. The following five characteristics should be known when referring to the public administrator (Özdevecioğlu, 2002: 119):

- The public manager takes his power from the law, regulations or appointment.
- The primary duty of the public administrator is to see the public service, and the deduction of the public must come first.
- The public manager is the person who ensures the efficient management and control of planned activities.
- Since the public administrator has no proprietary rights, that is, the profit or loss will get the state in any case, so the tendency to take risks is very low. Therefore, a public administration dominates the concept of redistribution or formalism.
- Success or failure in terms of the public manager belongs to the public.

In this study, the term "manager" will be dealt with in a broad sense. The word manager is used in our language in the meanings indicated by the words supervisor, leader, leader. This is the case in the main definition of the concept of the manager.

Bennis and Nanus have the ability to do business with others, achieve business with others, and achieve goals. Again according to Bennis and Nanus, the manager defines him as a leading person who guides his subordinates according to their assigned tasks and plans, drives their behavior and works to understand the problems that subordinates may encounter while performing their duties (Bennis, 1985: 43). An administrator is the person who is at the head of a company, who is staffed, ordered and controlled by his / her command. In

other words, the executive is the manager who works at the senior level (Tortop, 1999: 127-128). The manager must gain proficiency from the staff working at his disposal by skillfully utilizing many procedures. The duty of the manager is not to manage only those who are bound to his orders and his opinion (Aydoğan, 1969: 2). The manager shall best practice the methods of planning, organization, control, coordination and supervision, which shall be applied to the procedures and methods in the most appropriate manner in terms of time and conditions, and as management and administration elements in management.

Leader and executive concepts are highly suitable to be confused with each other and to be synonymous with each other. In the literature on organizational leadership, it can be said that those who do not go to such a differentiation are in a discussion with those who go between the leader and the manager. For example, theorists such as Friedler, Rachid and Archer, use the concepts of leader and manager as identifiers, while theorists such as Selznick, Bennis, Nanus, Zalesnick, and Schein divide the two phenomena by clear lines (Kılınç, 1995: 70). Although similar aspects exist, in fact, the concepts of leadership and management have features and directions that are separated from each other at a significant level (Karkın, 2004: 48).

While managers are basically trying to control employees and direct them towards the specified goal; Leaders are guided towards the goal, meeting the basic needs of followers. Functionally, managers, planning, budgeting, organizing, etc. , leaders take on functions such as orientation, orientation and integration. Trying to make these differences between the leader and the manager actually gives some clues about the relationship between leadership and motivation in public and private settings. In parallel with the acquisition and development of leadership and management with education, it can be said that leadership in the public domain is not very meaningful, and your leadership is valid instead (Karkın, 2004: 49). The relationship of leadership and management concepts to each other is one of the most debated topics in management. These two concepts are often used in management books in the same sense, although they actually have quite different meanings. Leadership refers to motivating and directing people in the direction of achieving a common goal, while management refers to a concept related to the more formal organizational structure (Arıkan, 2003: 2). Leadership is a concept related to being influenced by the functions of management. In other words, management has a broader understanding of leadership and defines a process for managerial, behavioral, and non-managerial aspects, especially when it comes to behavioral leadership in leadership. It is impossible to say that all managers have leadership qualities, but the most effective managers are those who can demonstrate leadership skills in the long run (Certo, 1997: 350).

It is thought that managers should have leadership qualities in order to be more effective and productive in their organizations. In particular, the need for leading managers in public institutions is increasing day by day. Today, managers need to have leadership skills and qualifications at the same time and to lead outside their official duties (Koçel, 1998: 397). It is important for the manager to use his power effectively on groups and individuals. Leadership arises from the adoption of the leadership of the managers of employees rather than power. Leadership is a role in interrelationships (Akat and Üner, 1993: 190). The leader sets goals for the organization before anything else and activates the environment to reach those goals. It is accepted that the leader provides the atmosphere necessary for the survival and development of collective, integrative and cooperation spirit creativity qualities (Akat and Üner, 1993: 191). The leader tries to remove the causes of the conflict. It is important for a leader to know what his attitudes and behaviors have on his subordinates. Because the organization should be able to manage itself first. As Koçel points out, leadership is an attribute attributed to the manager. The manager may obtain this title in various ways or may not be aware of it (Koçel, 1998: 258).

1.2. Public Personnel

The human element of public administration is called "public personnel". In 1961 and 1982 Constitution of the Republic of Turkey, "public services" was used to mean public personnel. The term of public personnel is often used in two meanings, one narrow and the other broad. Whether in the narrow sense or the broad sense, one has to work as a public figure in order to be a public employee. Not everyone who serves the public is a public person. For example; lawyer, public service. The public service lawyer must work for a public institution in order to be a public employee. A freelance lawyer is not a public servant. (Gözübüyük, 2002: 171). When the Public Personnel is used in the broader sense, it incorporates all the personnel who work in the public sector and whose juridical situations are different from each other. In the broad sense, everyone working in the public office enters the public statement. In the narrow sense, the term public personnel refers to persons who carry out essential and continuous duties required by the public services that public institutions and organizations are obliged to carry out on the basis of general administration, as stated in Article 128 of the Constitution. These are civil servants and other officials. Other public personnel are persons who are required to be expressly referred to by the public administration, such as civil servants, who carry out essential and continuous duties required by public services. They also need to be regulated by the law, such as civil servants, appointments, duties and places, rights and obligations, salaries and allowances and other personal affairs. Apart from civil servants, other public personnel include public personnel who are subject to a separate personnel regime, such as judges and

prosecutors, soldiers, university lecturers. Officers who constitute the political structure of the State and those who are subject to private law and who work in the public sector remain out of the narrow sense of the term public official (Gözübüyük, 2002: 172).

1.3. Motivation

Motivation, considered as one of the functions of modern management, is a concept with very complex qualities. Motivation is expressed as motivation, motivation and motivation in many works. "Motivation comes from the word" movere "in Latin. It has meanings such as to encourage, to influence, to act" (Şenatarlar, 1975: 221). Motivation is primarily concerned with human behavior. Behaviors come in the form of reactions that one can achieve to reach their goals. The motives in the individual will lead to a goal that is either unwilling, conscious or unconscious, and to act in this direction. "Motivation is a process of motivation that allows individuals to engage in action by creating a work environment that best meets their needs" (Akat and Üner, 1993: 205). The needs and desires that form the basis of the motivational concept are essentially shaped by the culture, social justice and social structure of the human being affected by that person's emotional and spiritual structure. Human motivation is closely related to all the objects that human beings make relationship with (Bingöl, 1997: 259). The idea of directing the physical, mental and mental power of the human element in the direction of organizational goals leads us to the concept of motivation. Motivation is the process by which people act with their own desires and desires to achieve a specific purpose (Koçel, 1998: 465). A different definition of motivation is Lightning: "Motivation is defined as the act of encouraging the managers of organizational items with a variety of motives in order to achieve their goals" (Simsek, 1999: 168). In other sources, motivation is defined as the act of encouraging managers to organize members with various motives in order to achieve their goals. In motivation, it is the task of those who work, their educational background and talents, the full use of their personal working capacities, the actuation of these two factors in terms of managerialism. Motivation can be defined as the process of being influenced and motivated by the organization and the movement of individuals (Eren, 2004: 316).

For staff motivation, the manager should define the staff well. The educational status and abilities of the staff, the use of working capacities, the various needs and desires, the motivation desires change the motivation tools. In this case, the manager should determine which astatic motivational tool he will use (Özkalp and Kirel, 1998: 163). Every human being is motivated differently. While one person is motivated by a different motivational tool, another motivational tool may not motivate that person. Employees generally want to be encouraged for spiritual and economic reasons. The spiritual causes that create the necessity of incentive are related to people's behavior. Economic reasons are the result of personal and social pressures that employees face. This means that the working person needs a good monetary income in terms of his physical and social needs. They also want to increase this level of monetary income in terms of the level of comparative living within the society as a result of familial pressures (Eren, 2004: 316). Employees as well as organizations have their aims. Various theories attempting to explain the causes of human behaviors have shown that members must take into account their goals in order to achieve their goals. Because man tends to show the effort that serves his own purposes, not the effort that will work for others. The needs of people are derived from their unmet needs. People can not be motive until these deficiencies are turned on. Motivated, evoked needs can be called motivation (Can, 1999: 173). When a need is warned, the person will turn to a certain behavior to get rid of it. The behavioral end result is a sign that you are satisfied with the need. As can be understood, motivation is a process to eliminate a wide range of human needs. If organizations want to achieve their own goals then they have to motivate their employees' needs in accordance with their organizational goals. In other words, they must realize their goals in a way that serves their own purposes (South, 2001: 225-226). A manager must lead his subordinates to act in such a way as to achieve organizational goals. In other words, the success of an executive depends on the ability of his subordinates to refer to behaving in a way that achieves their organizational goals (Koçel, 1998: 634).

1.4. Manager Behavior

Managers in institutional management have important duties. Today, the success of institutions is measured by the success of their managers. Many factors are under the influence of managers trying to achieve organizational goals while achieving these goals. Naturally, these factors directly affect the behavior of managers towards employees. These factors, which influence manager behavior, have many sources. Institutional structure, non-institutional environment, personal characteristics of the manager are the basic elements that determine the behavior of the manager.

The attitude of the management to the employees and the physical structure of the environment in which the rules are implemented are influencing the views of the employees towards the work (Mitchell and Larson, 1987: 139-140). Working conditions are important both for personal comfort and for work. Employees want a business environment that will provide more physical comfort. For example, too much heat or little light

can cause physical discomfort, and polluted air or poor ventilation can be dangerous (Erdil, et al., 2004: 19). Employees should have the opportunity to control and influence their work, be confident in their safety, , good physical working conditions and a stress-free working environment, affects business efficiency positively. (Edvardsson and Custavsson, 2003: 149). Working conditions are also influential in the work life of the staff. For example, overtime or long working hours can cause people not to spend too much time on their family or friends and not be able to renew themselves. Long working hours or working hours will prevent workers from spending time with themselves (Luthans, 1995: 122). In the case of employees who are unable to achieve organizational goals, in the case of insecure management, no work can be done regardless of the working conditions. In such situations, managers have great duties in gaining the trust of employees. If there is trust against the direction, it seems that the complaints about the physical conditions have decreased. In situations where sudden and major changes are experienced, physical conditions become important (Feldman and Hugh, 1986: 196). It is also possible to define the working environment as the atmosphere of emotion in which the individuals are in some form. Improving the working conditions will increase the productivity of the employees as well as providing the perception that the employee is self-worth and will provide the employee's job satisfaction (Erdil, et al., 2004: 20). The ability of employees to perform well and work efficiently depends on their satisfaction with their work. In this framework, the issue of what employee satisfaction is and how employees can be satisfied comes to mind (Erdil, et al., 2004: 18).

2. THE IMPACT OF MANAGERIAL BEHAVIOR ON THE MOTIVATION OF EMPLOYEES

The existence of human and human relations on both sides of the administrative dimension leads to different behaviors in management, from person to person, from institution to institution, from being good. Responses that administrators, who have the duty of fulfilling the main purposes of the institutions, are exposed during these duties, bring action to their behavior. It fills people's needs, hopes, dreams, anticipations, achievement goals, psychological worlds and make their lives meaningful. Every manager must make this meaningful life more meaningful. For this, he must certainly know the needs of his people, his hopes, his wishes, and his goals. Managers who know the psychological aspects and develop and implement the motivation methods accordingly have a high level of success. Sometimes there is no similarity between people's needs, goals, hopes and wants, and the goals and objectives of businesses. Here are important tasks for managers. Administrators need to establish a balance between the needs, desires and goals of people and the objectives of enterprises, institutions and organizations by organizing training programs. Thanks to this balance, people reach psychological satisfaction while institutions reach their defined targets (Güney and Arıkan, 2003: 47).

Knowing spiritual things that are at the basis of people's behavior is a necessity for managers who are in charge of management. For this reason, it is now a necessity for the people at the management level to pass through a pedagogical formation program. When we examine these assumptions, it is a fact that people do not exhibit random behavior. With these assumptions, managers should not forget that the exhibited behavior is positive or negative, and that there is a reason for it and that it is aimed at a target. For example, if the employee does not come to work or does not do his job very well, then there is a reason and a goal. In such a situation, it is helpful for the managers to learn the reasons of the behaviors that they call and present the employees to get positive results both in terms of the worker and the institution (Güney and Arıkan, 2003: 49). The environmental conditions in which individuals live are a part of their personality. Some of the innate features can not, of course, be changed or changed. However, as environmental conditions change, people's behaviors change and may reveal changes in their personality that may or may not be visible. Some of today's common management features are; "being close to people", "being social", "being customer-focused" (Özdevecioğlu, 2002: 115-116). One of the main factors that reveals the managerial abilities of the managers is the personal differences. These personal differences are among the factors that succeeded a manager in the private or public sector. One of the fundamental variables underlying the management function is an artistic feature is also personality and personal differences (Koçel, 2001: 11).

The elements and behavioral patterns that determine behavior are divided into classes by being examined by many thinkers. For example, Eysenck examined personality differences in six different categories of personality. These are the six factors. Intrinsic / extroverted, emotional imbalance and harmony, uprightness / softness, sense of humor, sexuality and average gender, social and political attitudes (Eysenck and Wilson, 2000: 12). At another distinction, it is seen that managers have studied the behavior in three different ways. Managerial personality according to lean behaviors (Type A, Type B, inward / outward, aggressive, calm); According to the level of emotional stability, the managerial personality (feisty, hard, neurotic, psychotic); (democratic, autocratic, relational, humanistic, bureaucratic, liberal) (Şencan, 1995: 96) according to their sense of duty and relationship tendencies. In another class, the forms of leadership behavior are examined in three groups. These; Autocratic leadership is democratic leadership and full liberal leadership (Güner, 2002: 16). Autocratic leadership is a suitable mode for people who are trained in bureaucratic societies and who receive this education

and notion. Because the leaders or managers do not take much into account the feelings and thoughts of the viewers or subordinates, job dissatisfaction is the maximum, and the motivational commitment is minimal. Authority in the form of autocratic leading behavior is centralized. Democratic leaders have a tendency to share their authority with their audience. Therefore, it is possible to make decisions more effectively. The viewers are at the top of their motivations for seeing themselves as a part of their work. In democratic understanding, it may be the losses resulting from the slow process of decision-making. Democratic leaders encourage the distribution, sharing and distribution of authority. More personal powers (expertise, charismatic power) are the forefront. The viewers see themselves accountable to the knitting and they are positive towards knitting. The system works and works regularly even if it is not at the head of the leader (Güner, 2002: 17). Full liberal leadership is a style of leadership that uses virtually no authority in its hands, leaves audiences on their own, and allows them to draw up plans in the direction of recognized resources. The main task of the leader is to provide material or resources to the audience or to solve problems related to the subject. Tannenbaum and Schmidt argued that as a result of their work, a leader can assume both democratic and autocratic understanding as the situation requires. When there is little time in the decision phase; the leader assumes the possible risks and makes the necessary decisions, assuming that his subordinates have been delayed or forced into decision, assuming an autocratic pattern. In addition, it is natural for leaders to adopt the autocratic style when subordinates' abilities fall (Güner, 2002: 17).

These and similar behaviors exhibited by institution managers are a significant influence on the organization's employees being more motivated towards their business. Motivation is extremely important in terms of staff. The main use of motivation is astrology. Because the success of those who see the work as well as the organization can be useful for their own business. The needs of the personnel are increasing day by day, technological developments are used to make new inventions inventions are done in the works, and records made with typewriters have been made by computers today and it is unknown what will come tomorrow. Contemporary people are constantly waiting for more. The presence of a motivational environment in the organization will be extremely helpful in meeting the needs of the staff and in reaching the vehicles. If the motivation is not attractive or even unfulfilled, it will be a case of poor morale, inadequate satisfaction, and a fairly ineffective training to contribute to the job, as they will not be able to fully utilize their talent and working capacities, The appropriateness of the work to be done, the wage given to it, the external motivation factors that the work environment is to be satisfactory to the employee. That is, the individual originates from his own personality. The individual's intelligence, ability, skill, personal and work experience are the motivators of his or her own motivation. All of these factors determine the success of the individual. For this reason, the importance of motivation and business success is quite obvious (Bingöl, 1997: 195). Determining what an organization's common goals are, and reconciling personal and collective goals with organizational goals is a necessary requirement in staff motivation. The presence of a management that will accomplish what is desired creates an environment in which social cohesion can be realized in the organization. For this reason, the problem of interpersonal relations and personal desires must be solved. Because personal problems are an important factor affecting the development and productivity of the organization. The healthy execution of the relationships between the organization and its employees, as important as the developments in technology and hardware, is a factor that should be paid attention by management in personnel motivation.

Since human behaviors are extremely complex and difficult to understand, it is difficult to put motivational principles. There are important personal differences among people. People are constantly learning and changing. However, many of the factors affecting the person are also provided with consensus. We can summarize the factors motivating the public personnel into three headings. These; Economic Incentive Tools, Psycho-social Incentive Tools and Managerial Incentive Tools (Akçakaya, 2004: 211-212). In motivation, economic incentives can be examined in categories such as wage increase, economic rewarding, discounted benefits from housing and social facilities, retirement opportunities, accident and sickness insurance. These tools are applied in different ways on every organization. The shape and quantity of these tools is that the means of economic stimulation in terms of employees increase the motivation of employees; it is an important factor that an organization member tends to work effectively when he or she realizes that achieving his or her own goals successfully is an inseparable integral to organizational achievement. Otherwise, the employee will see his / her work as a means of providing money out of work. In that sense, economic incentives would benefit if they intersected the common goals of employees and organizations (Akçakaya, 2004: 211-212). When organizations are working to maximize their profits, the most important factor driving workers to work is that they and their family earn a sufficient salary to rescue their lives. The greatest fear of a working person in this respect is that he loses his main source of income. But money is not enough. A lot of people are getting less money; prestige, equal treatment and pride. The desire to get more money is also restrained by the unofficial pressures of friends in the group. Man can be motivated not only by money but also by other psychological, social and emotional needs (Özdönmez et al., 1998: 118). Psycho-social motivational tools such as these have not been taken into consideration by many institutions have recently begun to feel the effectiveness of their motivation tools. All of the organizational activities are aimed at making people happier and prosperous. For this reason, organizational

managers should pay attention to the social, cultural and psychological characteristics of employees in the structure of their institutions. Psychological factors such as respect for the person, security, social status, transfer of power, social participation, ability to use competitive means, pride should be considered. These are important motivational tools to increase productivity, such as the provision of job security for individuals working in this framework, the application of status-enhancing policies within the organization, the provision of a worthwhile job, the occasional transfer of authority, the expansion of participation opportunities in social groups and the development of a sense of competitiveness among employees within the work environment (Akçakaya, 2004: 212). Most people are ready to make a great effort to earn the respect of their friends, that is, to preserve and improve their social status. The respect someone sees among colleagues is a real incentive. Regardless of the position occupied, acceptance as a first-class staff provides satisfaction for almost everyone (Newman, 1970: 427). Employees 'pride in their work and pride in their work influence employees' motivation positively and increase organizational productivity. However, many employees desire to be proud of their success, and if the business life does, they try to fulfill these desires with sports and similar hobbies. This causes employees to spend their potentials in the workplace and reduce work efficiency. Various techniques can be developed to ensure that employees are proud of their work. For example, it can make a great effort to be recognized as a superior achievement, such as the personal separation of jobs. If the job can not be separated personally, it can be separated into groups. The successful group is appointed. In addition, work can be shown in various ways to employees (Özdönmez et al., 1998: 116). In addition to these, employees are accused in their institutions and become better motivated if they feel safe in their institutions. A good manager should know the character of subordinates and behave accordingly. For example; a silent shy person often needs to be laid back. These kinds of people are connected more to the managers who help him to get along with his friends and protect him from the jokes of the mobile, playful workers. On the other hand, a noisy, active, satisfied person needs a scene that will show itself more than the caress of his back (Ertekin, 1993: 76). Competition is another factor motivating employees when they are used effectively. While this element is in use, staff should be directed to try but not be restless. Because the competitive environment constantly irritates and pressures the person. However, these effects make people up to a certain level lively and dynamic, and if they are exceeded, they start to feel uncomfortable. Competition should never be allowed to distract relations. There should be an impartial attitude among the employees, while the employees are paid an additional fee while being promoted. must be made available to the competition on equal terms. Personnel should not be considered only as persons performing certain duties for the organization. Although one can occupy a significant part of someone's effort, there are many other topics that interest him. Family relationships, home status, personal health status, things made for pleasure, religion, social life, hopes, obligations are also important for personnel. Respecting the personality of subordinates plays an important role in ensuring their loyalty, support and cooperation. A simple but important way to respect the personality of subordinates is to share with subordinates the information about current problems and future plans (Newman, 1970: 428).

There is an antagonism as an element to increase motivation among employees in organizations and administrative tools. These include the opening up of training opportunities for employees and the inclusion of decisions made on an organizational basis into their employees, the establishment of a good communication network within the organization, the making of the physical conditions of the working environment more attractive for the employees, more respect for the private life of the employees, counseling, equitable and continuous discipline, and organizational and managerial incentives are important factors that increase productivity. In the motivation of the employees, the training situation and the talents of the personnel, the full use of the personal working capacity is a matter that should be taken into consideration for the manager. Managers have to deal with motivation issues. Because the success of the management depends on the subordinates to work towards their organizational goals and to spend their knowledge abilities and powers exactly in this direction. In other words, motivation and performance are closely related. Non-motive personnel should not be expected to perform. A manager has to refer his subordinates to act in a way that realizes the aims of the establishment (Akçakaya, 2004: 212). It is at the beginning of the work to be done to create an environment in organizations that will lead employees to work efficiently, take responsibility, act to solve problems and reward their successes. Although they are not institutions that motivate people to work, they should not be ignored, as organizations and managerial tools are the driving force in the motivation of employees. The source of high motivation is that employees know that the contribution they make to the job is valuable and they love their work (Aydın, 2000: 47). Participation of employees in managerial decisions is very important in terms of achieving organizational goals and motivating employees. Employee involvement is valued in three respects. The first one allows managers to make better decisions. Because there are many talented people among the employees, and the ideas they put forward can contribute to the improvement of the quality of the decision. Participation in the second facilitates the acceptance of the management's decisions and in this way creates a more effective motivation. If the employees see that they have contributed to the formation, they will be more willing to apply it. The possibility of a dispute is reduced. Participation also creates a sense of importance. Employees know that their ideas are valued and sought. This is different from the authority cycle in

the normal way and has a great effect and allows the employee to take part in the responsibility of the work done. In addition to these, it is important for workers to be motivated to be informed clearly about work related matters. Otherwise, the lack of explanations about the work to be done by the staff, the shortcomings of communication and misunderstandings are brought to the agenda. This leads to incomprehensibility. With the job description, the reasons for the existence and the purpose of the work they are doing and the work they need to do are explained. Such an explanation should identify the limits of authority and responsibilities, and what is in the context of certain tasks. Many of the employees want to know what is happening behind the events and behaviors that occur in the organization. Sharing information with employees and the community is considered to be an effective motivation technique for accepting the current system (Özdönmez et al., 1998: 114). Authority transfer is also an important motivational tool. In order for the transfer of authority to be motivated, it is necessary for the superior subordinates to provide the necessary responsibilities and authorities. Another method of encouraging work is education. Education is also effective in encouraging employees as well as increasing employee success. One of the methods that should be applied after all these methods is the evaluation of employees' work. In this way, the administrator can grasp at what point they are present and can better identify the objectives of the goal (Şenatalar, 1975: 291-293). If the supervisor has properly measured and assessed his subordinates, the empowerment has a very positive and significant impact on the subordinates. A successful jurisdiction is that the preliminary jurisdiction has the capability required of the work of the transferred person. Delegation is an effective motivating factor. In this case, the ast is in his own right, and he trusts him. Naturally, he will endeavor to achieve success and to prove his abilities. The manager must be well-informed about his / her subordinates and apply the appropriate motivation technique for each. However, management principles also include the establishment of an audit mechanism for each transfer of authority. No asthma should be given full freedom to do a task, and the freedom given must be at least as motivating for that subordinate (Özdönmez et al., 1998: 118).

Behavioral science experts' knowledge about human beings aims to understand, interpret, explain and act on human behaviors under certain conditions. Psychological, sociological, biological and physiological factors are the basis of human behaviors. The human behavior that can be observed and examined can be realized by the influence of all or some of these basic factors, even if not in the same way (Güney and Arıkan, 2003: 50). The fact that public underground organizations are created and supervised by strict legal legislation grants little flexibility to managers. Besides, concepts such as public benefit, public service, public resources and public service largely determine the way of organization of the public sphere (Karkın, 2004: 43). As a social entity, one has to take part in a group to meet personal needs. Without forming a group, it is not possible for people to live alone as individuals and to meet all their needs and wants. Within the tool-goal cycle, people need to be able to live as a group and direct the group as a natural end result, as well as a person to lead to a common goal (Eren, 2004: 342). Manager; on a group under a certain condition, time and conditions; (Werner, 1993: 17), which encourages people to voluntarily struggle to achieve organizational goals, helps them achieve common goals, communicates their experiences, and ensures that viewers are satisfied with the type of leadership applied. Administrators should create such conditions in their institutions that the members of the organization at all levels are able to achieve their own goals in the best way while trying to achieve their organizational goals. The fact that these conditions were partially created in the past will have an effect on the organizational atmosphere of the future. Management can provide such conditions if you use your past experiences wisely. The conditions to be created in this way will be organizational atmospheric constructive (Turko, 1970: 19).

3. AN APPLICATION ON TEACHERS WORKING IN TOKAT PROVINCIAL NATIONAL EDUCATION DIRECTORATE

In this part of the study, the purpose, limitations, methodology, and findings of the research conducted to measure the effects of managerial behaviors on motivation levels of teachers working in Tokat Provincial Directorate of National Education are found.

3.1. The Purpose and Importance of Research

3.1.1. Purpose of the research

In this study, it is aimed to determine the motivation levels of teachers working in Tokat Provincial Directorate of National Education and to show the relationship between managerial behaviors and motivation level of teachers. It is also aimed to present suggestions on increasing the motivation of teachers in the data obtained from the research.

3.1.2. The Importance of Research

Motivation is an important factor in achieving organizational efficiency in our age. Corporate efficiency and productivity can be achieved by a well functioning management. Good management is also made up of managers who are responsible to their employees and value them. Motivation factors used to increase effectiveness and efficiency in the private sector can be considered to be used in the public sector. Especially in public institutions; there is a great deal of responsibility for the leader-managers in correcting the negativities caused by the cumbersome, solid bureaucratic structure. By considering such a study, it is thought that determining the behaviors of leader-managers and determining the effect on the motivation of public employees will contribute to solving the problems encountered in the application of the subject.

3.2. Limitations of the Study

The research is limited to school administrators and employees working in Tokat province center because of time and cost constraints. Nevertheless, it can be said that the results obtained are not related to the general of Turkey but the school administrators can give an idea about the managerial behaviors and the effects of these behaviors on the motivations of the workers. It was accepted that the teachers who participated in the survey gave information that they understood the questionnaire questions in the same way and reflected the real situation about the applications. Also, managerial behaviors and motivation levels were not included in the scope of researching possible effects of structural and environmental variables.

3.3. Research Method

3.3.1. Universe and Sampling

The universe of the research is constituted by the teachers working in Tokat Provincial National Education Directorate. In this context, it was determined that 1,546 teachers worked in the province center and 400 teachers' questionnaires determined by random sampling from non-random sample methods were applied considering the sample size to represent the main mass. If it is recalled that the sample size accepted for 1600 persons is accepted as 310, the sample seems to be sufficient (Altunışık et al 2004: 125).

3.3.2. Data Aggregator

The survey tool was used to determine the effects of managerial behaviors on the employees motivation of the managers in the data gathering and to arrange the primary data required to be obtained in a healthy way and allow statistical analysis. In the creation of the questionnaires, a managerial behavior questionnaire developed by Ekvall and Arvonen and used by Dilaver Tengilimoğlu in his work entitled "A Field Study on Determining Leadership Behavioral Characteristics in Public and Private Sector Organizations" was used. The questionnaire used in the study consists of two parts. In the first part of the questionnaire, there are 36 expressions. The questionnaire items were rated with a Likert type 5 rating and I do not agree (1) Absolutely (2) Disagree, (3) Undecided, (4) Participate, (5) Absolutely agree. In the second part of the questionnaire, there are five answers from 1 to 1 in order to determine the motivation level of the teachers working in the school and against the 36 statements in the questionnaire. A motivation scale with scores of 5 too many, 4 more, 3 neutral, 2 less, 1 very little was added. The reliability of the questionnaire for this study was determined as the result of Cronbach Alpha Coefficient 0.9773. This figure indicates that the level of reliability of the survey is high.

3.3.3. Analysis of Data

Survey technique was utilized in the study. The data obtained in the study were analyzed by using SPSS 11.5 package program. The reliability of the data was tested primarily by the Cronbach Alpha Coefficient. ANOVA and Chi square analyzes were performed in comparison between the groups and it was tried to be determined whether there was a meaningful relationship between the groups. In the study, Correlation Analysis was applied to determine the direction and power of the relationship between managerial behavior and motivation. "Pearson Correlation Coefficient" was calculated to measure the degree of correlation between variables in Correlation Analysis. In statistical analyzes, comparisons were evaluated according to 0.05 significance level (p).

3.4. Data and Findings

3.4.1. Demographic Characteristics of the Research Sample

Table 1. Demographic Findings Related to the Measurement Sample

Variables		Frequency	%	Variables		Frequency	%
Gender	Male	206	61,5	Number of children	No	89	26,6
	Woman	129	38,5		1	77	23,0
Age	20-25	40	11,9		2	105	31,3
	26-35	131	39,1		3	51	15,2
	36-45	99	29,6	4	13	3,9	
	46 and +	65	19,4	Marital status	Single	61	18,2
Duration of service	1-5 yıl	140	41,8		Married	265	79,1
	6-10 yıl	80	23,9		Widow	6	1,8
	11-15 yıl	34	10,1		Divorced	3	,9
	16-20 yıl	33	9,9	Peer working status	Yes	152	45,4
	21-25 yıl	13	3,9		No	183	54,6
	26 ve üstü	35	10,4	Branch distribution	Branc. teac.	158	47
School distribution	First education	158	47		Clas. teach	64	19
	High school	177	53		Vocational teacher	31	9
					Null	82	25

The demographic characteristics of the research group according to Table 1 can be expressed as follows. 61.5% of the personnel participating in the survey are male, %38.5 are females. % 39,1of the personnel participating in the survey are in the 26-35 age group, % 29,6are in the age group of 36-45 and % 19,4are in the age of 45 and over. %41.8 of the personnel participating in the survey are working in 1-5 years, % 23.9 in 6-10 and %10.4 in 26 years and over. %79,1 of the personnel participating in the survey are married and 18,2% are single. 31.3% of the personnel involved in the survey have 2 children. %26.6 have no children. 54.6% of the personnel participating in the survey had their husbands working and %45.4 were not working. % 24.5 of the personnel participating in the survey did not mention the branch, and %19.1 were class teachers. %47 of the personnel participating in the survey work in primary schools and %53 work in primary schools.

3.4.2. Level of Involvement Participation of the Survey Sample in the Survey

The following conclusions have been reached on the extent to which managers perform the expressions on the questionnaire and how these behaviors affect the level of motivation of the sample.

I agree with %32,2 of the employees, %21,8 agree, %25,1 say undecided, %33,4 very positive, %22 on the motivation levels of the same phrase, 1 is positive, %24.2 is neutral, and %13.4 is negative. We agree with %31 of the employees, %28.7 agree, %24.8 undecided, %28.4 very positive, %30.4 on the motivational level of the same statement positive, %23.6 neutral, and %11 negative. %40.6 of the employees strongly agree, %25.4 agree, %19.1 undecided, while %37.6 of the effect on the motivational level of the same phrase is very high positive, %27,8 positive, %18,5 neutral and % 9 negative. %33,1 strongly agree with the statement "Our manager encourages new ideas", %30,1, %20.3 are undecided, %31.6 are very positive, %30.4 are positive, %20

are neutral and %13.4 are negative influences on motivation levels of the same expression He gave the answer. % 23.6 strongly agree, %23.3 agree, %27.2 undecided, %25.1 very positive, %23 influence on motivation levels of the same phrase, %23.6 of employees say "our manager is open to criticism" positive, %27.2 neutral, and %13.7 negative, respectively. We agree with % 38.2 of the employees, %31.3 agree, %17.9 undecided and %34.3 to the effect of the same expression on motivation levels. positive, % 32,5positive, %18,5 neutral and %8,4 negative. We agree with % 31of employees, %29,9 agree, %23,3undecided, %32,2 very positive, %28 to motivational levels of the same statement, %7 positive, %20.6 neutral, and %12.8 negative.

Table 2. Quotations of Participation in the Survey and Participation in the Survey Averages

	EXPRESSIONS	Average for manager behaviors	Averages for motivation level
1	It is friendly.	3,5910	3,6179
2	Listens to ideas and suggestions from others.	3,6478	3,6239
3	It provides the level.	3,9701	3,8955
4	Trust your subordinates.	3,6925	3,6299
5	It does not prevent you from entering risk when you make a decision.	3,5749	3,5329
6	He always knows who is responsible.	3,8985	3,8269
7	There is a clear and honest management.	3,8388	3,7970
8	Encourages new ideas.	3,7463	3,7134
9	It is consistent.	3,6687	3,6119
10	Enlightenment is on.	3,3284	3,3672
11	He likes to discuss new ideas.	3,6090	3,6090
12	It is important to follow rules and principles.	3,8925	3,8000
13	It is trustworthy.	3,8030	3,7910
14	He makes plans for the future.	3,7970	3,7910
15	It gives information about the results of the units.	3,7791	3,7343
16	It will make good work.	3,7104	3,6836
17	It encourages development.	3,6866	3,6418
18	Their purpose is obvious.	3,6060	3,6328
19	It cares about the thoughts of others.	3,5881	3,5970
20	It produces new projects.	3,6239	3,6119
21	He carefully stays on the plans being implemented.	3,7104	3,7284
22	Defend your subordinates.	3,7254	3,7313
23	It's open to innovation.	3,8149	3,8358
24	He is rigorous in supervision.	3,8418	3,7881
25	It creates a distant friendlier environment without controversy.	3,5881	3,5701
26	Conflicts create environments that will survive.	3,6687	3,6090
27	Describes and expresses work requirements in an understandable way.	3,7104	3,6955
28	He treats his subordinates fair.	3,7015	3,6478
29	It makes a quick decision when necessary.	3,7970	3,7403
30	He makes the plans careful.	3,7343	3,7254
31	He gives his subordinates the right to speak when they decide.	3,6448	3,6657
32	Flexibility and change are obvious.	3,6507	3,6597
33	Clearly give instructions.	3,8269	3,7881
34	He respects his subordinates as an individual.	3,7851	3,7463
35	It introduces new and different ideas in the implementation of jobs.	3,8209	3,8149
36	It examines the events and does not decide without thinking.	3,7731	3,7493

In the table above, averages of the answers given to the administrators' behaviors by the sample participating in the questionnaire and the motives of the motives of these expressions were given. As can be understood from Tablodan, the average of answers given to manager behaviors is between 3,5 and 4. That is, the teachers who participate in the survey generally evaluate the behaviors of the managers as positive. However, it is seen that the average of the effects of the behaviors of the managers on the motivation levels of the teachers is between 3,5 and 4. According to this result, teachers are generally influenced and motivated by the behaviors of the managers in the positive direction.

3.4.3. Occupational Characteristics and Managerial Behaviors

3.4.3.1. The Relationship Between Teachers' Ages and Manager Behaviors

In order to determine the relationship between the ages of teachers and manager behaviors, there was no significant relationship between age factor and manager behaviors as a result of the square analysis. ($p=0,286 > 0.05$)

Table 3. The Relationship Between Teacher's ages and Maneger Behaviors

	Value	Degree of freedom	Significant grade
Pearson ki-kare	7,394	6	,286
Likelihood factor	7,654	6	,265
Linearity coefficient	,274	1	,600
Current number of units	335		

* $\alpha = 0,05$

According to this result, it can be said that the teachers of all ages working in Tokat Provincial Directorate of National Education consider the behavior styles of the teachers to be very similar, and the managers of the teachers behave in the same way regardless of their ages.

3.4.3.2. The Relationship Between Gender and Manager Behavior of Teachers

In order to determine the relationship between teachers' genders and manager behaviors, there was no significant relationship between gender factor and manager behaviors as a result of the square analysis. ($p= 0,667 > 0.05$)

Table 4. The Relationship Between Gender and Manager Behavior of Teachers

	Value	Degree of freedom	Significant grade
Pearson ki-kare	,809	2	,667
Likelihood factor	,798	2	,671
Linearity coefficient	,242	1	,623
Current number of units	335		

* $\alpha = 0,05$

According to this result, it can be said that the teachers working under the direction of the Tokat Provincial Directorate of National Education consider the behavior styles of the managers to be largely similar without any gender difference and the managers treat each teacher in the same way regardless of their gender.

3.4.3.3. The Relationship Between Teachers' Service Duration and Manager Behavior

In order to determine the relationship between the service duration of the teachers and the manager behaviors, there was no significant relationship between the service duration factor and the manager behaviors as a result of the square analysis. ($p= 4,87 > 0.05$)

Table 5. The Relationship Between Teachers' Service Duration and Manager Behavior

	Value	Degree of freedom	Significant grade
Pearson ki-kare	7,473	8	,487
Likelihood factor	6,518	8	,589
Linearity coefficient	1,614	1	,204
Current number of units	335		

* $\alpha = 0,05$

According to this result, it can be said that the teachers working under the direction of the Tokat Provincial Directorate of National Education consider the behavior styles of the managers to be very similar in spite of differences in service periods and the managers treat each teacher in the same way regardless of their service periods.

3.4.3.4. Relationship Between Teachers' Civil Service and Manager Behavior

As a result of the square analysis to determine the relationship between the teachers' marital status and manager behaviors, there was no significant relationship between managerial behaviors and marital status factor. ($p=0,322 > 0,05$)

Table 6. Relationship Between Teachers' Civil Status and Manager Behaviors

	Value	Degree of freedom	Significant grade
Pearson ki-kare	4,680	4	,322
Likelihood factor	4,984	4	,289
Linearity coefficient	,373	1	,541
Current number of units	335		

* $\alpha = 0,05$

According to this result, it can be said that the teachers working under the direction of the Tokat Provincial Directorate of National Education consider the behavior styles of the managers to be largely similar without the marital status difference, and the managers treat each teacher in the same way regardless of the marital status of the employees.

3.4.3.5. The Relationship Between Teachers' Number of Children and Manager Behaviors

As a result of the square analysis to determine the relationship between the number of teachers and the manager behaviors, there was no significant relationship between the number of children and manager behaviors. ($p = 0,341 > 0,05$)

Table 7. The Relationship Between Teachers' Number of Children and Their Manager Behaviors

	Value	Degree of freedom	Significant grade
Pearson ki-kare	9,014	8	,341
Likelihood factor	8,992	8	,343
Linearity coefficient	3,138	1	,076
Current number of units	335		

* $\alpha = 0,05$

According to this result, it can be said that the teachers working under the direction of the Tokat Provincial Directorate of National Education consider the behavior of the managers to be largely similar despite the differences in the number of children, and the administrators behave in the same way regardless of the number of employees and children.

3.4.3.6. Teachers' View of Manager Behaviors in Terms of Branches

Teachers participating in the survey were basically classified into three branches. In this classification, classroom teachers, vocational school teachers and branch school teachers were discriminated. The reason for this distinction is that the teachers in these groups work in similar and close areas. Classification and distribution of teachers responding to the questionnaire are given in the table below.

Table 8. Distribution of Research Teachers According to Branches

Branch	Branch	%
Vocational course teacher	Technical design teacher	2,4
	Computer teacher	,6
	Vocational course teacher	4,2
	Health teacher	,3
	Primary class teacher	,6
	Guidance teacher	1,8
Branch teacher teaching	Turkish teacher	3,3
	Math teaching	9,3
	Science teacher	1,5
	Social studies teacher	3,0
	English teacher	5,1
	Art teacher	2,4
	Music teacher	3,3
	Physical education teacher	2,1
	Teaching Turkish language literature	6,3
	Religious culture teaching	2,4
	Physics teacher	1,8
	Chemistry teacher	,9
	Biology teacher	1,2
	Geography teacher	,3
History teaching	3,0	
Philosophy teacher	,9	
Classroom teaching		19,1
Null		24,5
Total		100,0

An ANOVA analysis was conducted to determine whether there was a meaningful difference between the teachers' branches and managerial behaviors. Below is a table showing the results of the analysis.

Table 9. Teachers' View of Manager Behavior in Terms of Branches

	Sum of squares	Degree of freedom	Average squares	F	Significance
Between groups	5,426	3	1,809	4,160	,007
Inside groups	143,929	331	,435		
Total	149,355	334			

* $\alpha = 0,05$

According to Table 9, it is understood that the branches of teachers differ in terms of their attitudes towards managerial behaviors. ($p = 0.007$). One-way Anova (Scheffe) test results, which are used to determine which group of teachers differ from the others, are given in Table 10 below.

Table 10. Teachers' View of Manager Behavior According to Branches

Branch	Branch	Average difference	Standard error	Significance
Nul	Classroom teaching	,0274	,10999	,996
	Branch teacher	-,2495	,08975	,054
	Vocational course teacher	-,2105	,13903	,515
Classroom teaching	Null	-,0274	,10999	,996
	Branş öğretmenliği	-,2769(*)	,09771	,047
	Vocational course teacher	-,2379	,14429	,438
Branch teacher	Null	,2495	,08975	,054
	Classroom teaching	,2769(*)	,09771	,047
	Vocational course teacher	,0390	,12953	,993
Vocational course teacher	Null	,2105	,13903	,515
	Classroom teaching	,2379	,14429	,438
	Branch teacher	-,0390	,12953	,993

* $\alpha = 0,05$

A one-way ANOVA (Scheffe) test between the teachers' branches and the level of involvement in managerial behaviors indicated a statistically significant difference between class teachers and branch teachers. ($p = 0,047$) According to the outcome, the class teachers see the behavior of the managers as less positive than the branch teachers. Class teachers are less satisfied with the behavior of their managers than their branch teachers.

3.4.4. Increasing Features and Motivation Level

3.4.4.1. Relationship Between Teachers' Ages and Motivation Levels

In order to determine the relationship between age and motivation levels of teachers, there was no significant relationship between age factor and motivation level as a result of square analysis. ($p = 0,720 > 0,05$)

Table 11. Relationship Between Teachers' Age and Motivation Levels

	Value	Degree of freedom	Significant grade
Pearson ki-kare	3,676	6	,720
Likelihood factor	3,795	6	,704
Linearity coefficient	,052	1	,820
Current number of units	335		

* $\alpha = 0,05$

According to this result, it was determined that the motivation levels of the teachers at all ages working in Tokat Provincial National Education Directorate were influenced at the same level by the behaviors of the managers in terms of age criteria.

3.4.4.2. The Relationship Between Teachers' Genders and Motivation Levels

In order to determine the relationship between teachers' gender and motivation levels, there was no significant relationship between gender factor and motivation level. ($p = 0,919 > 0,05$)

Table 12. Relationship Between Teachers' Gender and Motivation Levels

	Value	Degree of freedom	Significant grade
Pearson ki-kare	,170	2	,919
Likelihood factor	,169	2	,919
Linearity coefficient	,100	1	,752
Current number of units	335		

* $\alpha = 0,05$

According to this result, it was determined that the motivation levels of the different cinste teachers who are affiliated to the Tokat Provincial Directorate of National Education were influenced at the same level by the behaviors of the managers in terms of gender criterion.

3.4.4.3. The Relationship Between Teachers' Service Years and Motivation Levels

In order to determine the relationship between the service duration and motivation levels of the teachers, there was no significant relationship between the service duration factor and the level of motivation as a result of the square analysis. ($p = 0,692 > 0,05$)

Table 13. The Relationship Between Service Time and Motivation Levels of Teachers

	Value	Degree of freedom	Significant grade
Pearson ki-kare	5,603	8	,692
Likelihood factor	4,965	8	,761
Linearity coefficient	1,543	1	,214
Current number of units	335		

* $\alpha = 0,05$

According to this result, it was determined that the motivation levels of the teachers working under Tokat Provincial National Education Directorate were influenced at the same level by the behaviors of the managers in terms of the service duration criterion.

3.4.4.4. Relationship Between Marital Status and Motivation Levels of Teachers

In order to determine the relationship between teachers' marital status and motivation levels, there was no significant relationship between marital status factor and motivation level. ($p = 0,390 > 0,05$)

Table 14. Relationship between Teachers' Marital Status and Motivation Levels

	Value	Degree of freedom	Significant grade
Pearson ki-kare	4,121	4	,390
Likelihood factor	4,674	4	,322
Linearity coefficient	,173	1	,678
Current number of units	335		

* $\alpha = 0,05$

According to this result, it was determined that the motivation levels of the teachers working under the direction of Tokat Provincial National Education Directorate were influenced at the same level by the behaviors of the managers in terms of marital status criterion.

3.4.4.5. The Relationship Between the Number of Children and Motivation Levels of Teachers

In order to determine the relationship between the number of children and motivation levels of the teachers, there was no significant relationship between the number of children and the level of motivation as a result of the square analysis. ($p = 0,474 > 0,05$)

Table 15. The Relationship Between the Number of Children and Motivation Levels of Teachers

	Value	Degree of freedom	Significant grade
Pearson ki-kare	7,592	8	,474
Likelihood factor	7,392	8	,495
Linearity coefficient	2,101	1	,147
Current number of units	335		

* $\alpha = 0,05$

According to this result, it has been determined that the motivation levels of teachers who are affiliated to the Tokat Provincial National Education Directorate are affected by the behaviors and behaviors of the teachers at the same level in terms of the number of children they have.

3.4.4.6. Levels of Motivation for Teachers' Branches

As a result of ANOVA analysis between the branches of the teachers and the levels of motivation, a significant difference was found among the branches. ($p = ,012 > 0,05$)

Table 16. Motivation Levels of Teachers in terms of Branches

	Sum of squares	Degree of freedom	Average squares	F	Significance
Between groups	5,030	3	1,677	3,683	,012
Inside groups	150,713	331	,455		
Total	155,743	334			

* $\alpha = 0,05$

However, as shown in Table 17, no statistically significant difference was found among the branches in the Scheffe Test, which was conducted in order to determine which branches are different.

Table 17. Motivation Levels of Teachers in terms of Branches

Branch	Branch	Average difference	Standard error	Significance
Null	Classroom teaching	-,0057	,11255	1,000
	Branch teacher	-,2476	,09184	,066
	Vocational course teacher	-,2592	,14227	,346
classroom teaching	Null	,0057	,11255	1,000
	Branch teacher	-,2419	,09998	,121
	Vocational course teacher	-,2535	,14766	,401
Branch teacher	Null	,2476	,09184	,066
	classroom teaching	,2419	,09998	,121
	Vocational course teacher	-,0116	,13255	1,000
Vocational course teacher	Null	,2592	,14227	,346
	classroom teaching	,2535	,14766	,401
	Branch teacher	,0116	,13255	1,000

According to this, it can be said that the motivation levels of class teachers, branch teachers and vocational teacher are influenced in the same way and at the same level by the behaviors of the administrators.

3.4.5. Manager Behavior and Motivation Level

Correlation analysis was used to determine the direction and degree of the relationship between manager behavior and motivation level. "Pearson Correlation Coefficient" was calculated to measure the degree of correlation between variables in Correlation Analysis. Correlation Analysis results, which indicate the degree and quality of relationship between managerial behavior and motivation, are given in Table 20.

Table 18. The Relationship Between Managerial Behaviors and Motivation Level

		Manager behavior	Motivation level
Manager behavior	Pearson correlation	1	,959
	Significance	.	,000
	Number of units	335	335
Motivation level	Pearson correlation	,959	1
	Significance	,000	.
	Number of units	335	335

* $\alpha = 0,01$

When the relationship between the factors in the Person Correlation Matrix was examined, a strong correlation was found between the manager behaviors and the motivation $p = 0,000$ positive. ($p = 0.959$)

CONCLUSION

Parallel to the changes and developments in the world in the production and distribution of public services, we see that the public institutions in our country are also trying to keep up with this process. In this process of change and development, the greatest duty is undoubtedly falling into the managers of the institution as well as the employees of the institution. In this sense, institutional managers have to reach the people and reach institutional goals; depends on the development of warm relationships with the staff of the institution. In this study, the level of motivation of the public personnel was influenced by the behaviors of the administrators, and a questionnaire study was carried out on the teachers working in Tokat. Managerial behaviors play a major role in the motivation of teachers. It is crucial to provide a quality education service by motivating them as competent by showing the necessary care and attention to the employees of the managers. This study on teachers working in primary and secondary education which is a source of education in an age when education is an indispensable effort has been tried to reduce the problems arising from managerial behaviors in educational institutions and to determine the duties of managers and to avoid behaviors that administrators should avoid in

order to provide quality education service. Considering that the behavior of the administrators on the teachers will affect the behavior of the teachers to the students, the significance of the matter is better understood.

335 teachers working in the city center of Tokat participated in the application section of the study covered in this framework. A two-part questionnaire consisting of 36 words was administered to these teachers in order to determine the behavior styles of the managers. In the first part of the questionnaire, 36 levels were tried to be measured by the school administrators. In the second part of the questionnaire, it was attempted to determine in which direction the effect of these 36 statements on the level of motivation of the teachers was whether or not they were in the managers. In the study, when teachers evaluate managers in terms of managerial behaviors, there are differences among schools and the result is that the managers generally see their behaviors positively. However, the number of teachers who are not satisfied with the behavior of the managers should not be ignored. It is easy to say that there is a similarity between the answers given in the second part of the questionnaire and the first part. Teachers who found the behavior of managers to be positive indicated that managers were motivated to act positively on these behaviors. As can be understood from the answers given, the motivation of the employees and the managerial behavior on the work efficiency of the employees are significant. In a further analysis of the study, a square test was conducted between the characteristics of the employed and the behavior of the managers; There was no significant relationship between the attitudes of teachers working according to age groups, gender, marital status, number of children and service duration. In other words, the demographic characteristics of employees and the demographic differences among employees reveal that there is no difference in the way employees view managerial behavior.

According to ANOVA (one way ANOVA), there was a significant difference between the branches of the teachers in their managerial behaviors. ($P = 0,007 < 0,05$) According to the results, the class teachers perceive the behaviors of the administrators as less positive than the branch teachers. That is, class teachers are less satisfied with the behaviors of the administrators than their branch teachers. The reasons for this should be investigated by the school administrators and necessary changes should be made in terms of management. Again, $p < 0.05$ was found as a result of square analysis between the characteristics of job and motivation levels and it was found that there is no meaningful relationship between them. In other words, there was no difference in the motivations of teachers in terms of age, gender, duration of service, number of children, marital status. Finally, in the study, Correlation Analysis was conducted to determine the direction and degree of the relationship between managerial behavior and motivation level. "Pearson Correlation Coefficient" was calculated in order to measure the degree of relation between variables in Correlation Analysis, and the square correlation coefficient between managerial behaviors and motivation level was found as 0,959 and it was determined that there is a high correlation. As can be seen from all these results, managerial behaviors have an important effect on employee motivations. The high level of motivation of the employees is an important factor in increasing the quality of work and productivity. Managers who are aware of this need to make effort from their hands to motivate their employees better. If necessary, they should not avoid taking the necessary technical and psychological support. Even this psychological support should be supported by various methods for employees, with courses, seminars, in-service training programs or similar activities.

It is important for administrators not to be friendly to their employees, to give importance to their ideas, to catch the same communication channels, to support their employees and to be always there, to act fairly to their employees, to reward employees for their achievements, not to be proud and arrogant, They are also some of the things managers should do to motivate their employees, always persuading their employees to persuade them to work, despite all kinds of internal institutional difficulties. Institution administrators may not reach the institutional targets and objectives alone. Hence, managers who are aware of the role of employees in achieving organizational goals are increasing the likelihood of achieving their goals and corporate objectives. Managers should evaluate the corporate objectives and the factor that is working to achieve them. Employees must be motivated to benefit effectively and efficiently within the framework of corporate goals. Sometimes a smile should not be forgotten that sometimes a small rewarder can cause them to work more efficiently and work more effectively. Sometimes, on the other hand, behaviors such as misrepresentation, unfair distribution of work, rewarding an unfair person weaken the commitment of employees to the organization and reduce the effectiveness of their work. All of this must be carefully monitored by the managers, and the managers should exhibit behaviors motivating them against their employees. It is an inevitable reality that managers who can motivate their staff and work with the staff as a whole can reach the institutional goals faster and more efficiently.

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