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EXTERNAL MOTIVATION COMPETENCES OF MANAGERS IN IMPROVING PERFORMANCE ACCORDING TO PERCEPTIONS OF SPORTS EMPLOYEES

Yunus Emre KARAKAYA - Tamer KARADEMİR** - Cumaali
YAVUZ****

ABSTRACT

Just as in many institutions, motivation is of utmost importance in sports institutions as well. The sports managers' abilities to motivate their employees in these institutions play a major role in achieving the expected aims in sports. Sports managers, who can establish an effective communication with their employees, can empathize with them and motive them, are more successful in their duties. Sports managers, who can motivate their employees, also contribute to in improving the performance expected from sports. The aim of the study conducted within this framework is to determine the external motivation competencies of managers in improving their employees' performances according to the perceptions of sports employees, who work in the Directorate of Youth Services and Provincial Directorate of Youth and Sports in Turkey. The study group consists of 65 individuals working in the Directorate of Youth Services and Provincial Directorate of Youth and Sports, who were chosen by the cluster sampling method and participated in the study voluntarily. The survey form developed by the researchers was used as the data collection tool in the study. The Cronbach-Alpha internal consistency coefficient of the survey form was determined to be 0.941. The data collected from the study group was investigated for its normality distribution before it was subjected to analyses. Because the data did not provide parametric tests

* Assoc. Prof. Dr., Firat University, Faculty of Sports Sciences, E-mail: emrekarakaya@firat.edu.tr

** Assoc. Prof. Dr., Kahramanmaraş Sütçü İmam University, School of Physical Education and Sports, E-mail: tamer.karademir@hotmail.com

*** Assist. Prof. Dr., Firat University, Faculty of Sports Sciences, Turkey, E-mail: cyavuz123@gmail.com

assumptions, non-parametric tests, Mann Whitney U test for two sample comparisons and Kruskal Wallis test for multiple sample comparisons, were used. The statistical significance level was determined to be $p < 0.05$. In conclusion, significant differences were determined in the survey matters for the variables of gender, age, education level and professional seniority. As a result of the data collected within the scope of the study, it was determined that the employees' external motivation levels were at a moderate level.

STRUCTURED ABSTRACT

Under rapidly changing conditions, organizations/institutions should adapt to those changes to be successful. Qualified human resources should be motivated to actualize the aims of the organization and should be supported to uncover their potential. The aim of providing motivation is to improve the employees' performances and thus, ensure that organizational aims are actively and effectively achieved (Doğanlı & Demirci, 2014).

Especially in today's rapidly evolving competitive environment, the importance of managers for the organization increases every day thanks to the value placed on elements such as innovation and creativity, which emerges with information and thus, with the use of information, and dynamics in modern management such as transparency, accountability, customer centricity and participation. The attitudes and behaviors of managers towards the organization and the employees are also determinant variables in achieving the goals of an organization. This is because a manager makes plans based on the vision created by the leader, and a manager is a person who gets the organization to the envisaged aims by conducting these plans according to their due methods (Batmaz & Gürer, 2016; Baltaş, 2000).

Motivation is one of the leading elements that ensure workers are providing the highest level of efficiency in their work environment and increase individuals' desires to live. Thus, it can be stated that motivation is a moderating power in people's lives. On the other hand, in order to motivate an individual in a certain area, it is first necessary to know the elements that motivate the individuals in question (Özevren, 2009: 228).

The factors of motivation may not result in the same effect in every organization. This is because the individuals who serve and produce in an organization are the employees. Employees have various aims and needs due to both personal variables and the environment they live in. Additionally, employees want and aim to be in an organization that knows what it wants, look for solutions to its problems and have satisfactory behaviors and policies.

Motivation is of utmost significance in sports institutions. The sports managers' abilities to motivate the employees play an important role in achieving the desired aims in sports. Sports managers that can establish a sound communication with their employees, empathize with them and motivate them are more successful in their jobs. Thus, motivation is a force that activates the employees in sports institutions. This is because the motivation of employees plays a major role in

achieving the aims of the sports institutions and improving the performance in the success of sports.

The aim of this study is to determine the external motivation competencies of managers, who work in the Directorate of Youth Services and Provincial Directorate of Youth and Sports, in improving the employees' successes according to the perceptions of employees, and to present suggestions. Additionally, another aim of this study is to establish a source for further studies investigating managerial external motivation in these institutions. This study will help in revealing the factors that positively or negatively affect the motivations of employees, who work in the Directorate of Youth Services and Provincial Directorate of Youth and Sports, and it will assist to explain whether a difference exists in the perceptions of the employees of these institutions.

Improving the employees' motivation by managers is one of the most important subjects in an organization. This is because motivation plays a major role in the performances of both the organization and the employees. A manager, who desires to improve performance, should consider employees' wishes, ideas and feelings as well as the internal and external organizational factors that affect those. This is because performance should not be expected from the organization's employees without motivation. Finally, it was determined that the motivation levels of the sports employees included in the study were at a moderate level. In the evaluation of the sports employees' perceptions of motivation, it was observed that the employees' scores of support from manager, motivation and rewarding were also at a moderate level. It was suggested that managers should pay more attention to creating an environment to increase the eagerness of the employees. The factors that negatively affect the sports employees should be determined, and motivation levels could be improved by taking measures to negate these factors. Motivation from the managers working in sports managers is effective in employees' efficiency. The managers working in these institutions should develop novel motivational strategies. Generally, sports managers should definitely let their employees know that they are valuable. They should pay attention to the problems of the employees and motivate them to work. Activities to increase the professional dedication and professional development of sports employees should be emphasized. The professional development of sports employees should be provided and encouraged.

Keywords: Motivation, External Motivation, Sports Managers, Sports Employees, Sports Institutions.

SPOR ÇALIŞANLARININ GÖRÜŞLERİ DOĞRULTUSUNDA YÖNETİCİLERİNİN PERFORMANSLARINI ARTIRMADA DIŞSAL MOTİVASYON YETERLİKLERİ

ÖZ

Birçok kurumda olduğu gibi spor kurumlarında da motivasyonun büyük bir önemi vardır. Bu kurumlarda spor konusunda beklenen

hedeflere ulaşılmasında spor yöneticilerinin çalışanlarını motive etme becerisi büyük bir önem taşımaktadır. Spor çalışanlarıyla iyi iletişim kurabilen, empati kurabilen ve motive edebilen spor yöneticileri görevlerinde daha başarılı olmaktadır. Çalışanlarını güdüleyebilen spor yöneticileri spordan beklenen performansın artmasına da katkı sağlamaktadır. Bu kapsamda yapılan bu araştırmanın amacı, Türkiye’de Gençlik Hizmetleri ve Spor İl Müdürlüğünde görev yapan çalışanların görüşleri doğrultusunda, yöneticilerin çalışanlarının başarısını arttırmada dışsal motivasyon (dışsal güdüleme) yeterliklerini tespit etmektir. Araştırma grubunu küme örnekleme yöntemiyle seçilmiş, Gençlik Hizmetleri ve Spor İl Müdürlüğünde çalışan ve araştırmaya gönüllü olarak katılım sağlayan 65 kişi oluşturmaktadır. Araştırmaya veri toplamak amacıyla araştırmacılar tarafından geliştirilen anket formu kullanılmıştır. Anket formunun Cronbach-Alpha iç tutarlılık katsayısı 0.941 olarak tespit edilmiştir. Araştırma grubundan elde edilen veriler analiz edilmeden önce normallik dağılımları incelenmiştir. Parametrik test varsayımlarını yerine getirmediği için non-parametrik test gruplarından ikili karşılaştırmalar için Mann Whitney U testi, çoklu karşılaştırmalar için Kruskal Wallis testi kullanılmıştır. İstatistiksel anlamlılık derecesi ise $p < 0.05$ olarak kabul edilmiştir. Sonuç olarak, cinsiyet, yaş, eğitim durumu ve mesleki kıdem değişkenlerinde anket maddelerinde anlamlı farklılıklar tespit edilmiştir. Araştırma kapsamında elde edilen veriler sonucunda, çalışanlarının dışsal güdülenme seviyelerinin genel olarak orta seviyede olduğu belirlenmiştir.

Anahtar Kelimeler: Motivasyon, Dışsal Motivasyon, Spor Yöneticileri, Spor Çalışanları, Spor Kurumları.

INTRODUCTION

Under rapidly changing conditions, organizations/institutions should adapt to those changes to be successful. Qualified human resources should be motivated to actualize the aims of the organization and should be supported to uncover their potential. The aim of providing motivation is to improve the employees’ performances and thus, ensure that organizational aims are actively and effectively achieved (Doğanlı & Demirci, 2014).

Management could lead the employees to work more efficiently towards the aims of the organization by using a number of internal and external motivational tools. While managers are having the employees work efficiently, there are five important steps to consider for the use of these tools. These steps are as the following: initially, “*determining the aim expected from the motivation*” and “*determining who or which group to motivate*”, then, “*determining the motivational tools*” and “*implementation of motivational tools*” and lastly, “*observing and evaluating the results of the implementation*” (Selen, 2016: 1). Especially in today’s rapidly evolving competitive environment, the importance of managers for the organization increases every day thanks to the value placed on elements such as innovation and creativity, which emerges with information and thus, with the use of information, and dynamics in modern management such as transparency, accountability, customer centricity and participation. The attitudes and behaviors of managers towards the organization and the employees are also determinant variables in achieving the goals of an organization. This is because a manager makes plans based on the vision created by the leader, and a manager is a person who gets the organization to the envisaged aims by conducting these plans according to their due methods (Batmaz & Güre, 2016; Baltaş, 2000).

Motivation

The concept of motivation, which first appeared in the studies of the British and American psychologist in 1880s, is derived from the English verb “*to move*”, which is transferred from the Latin verb “*movere*” (Keskin, 2008; Pintrich & Schunk, 1996). Motivation, in the most general sense, can be recognized and acknowledged as the whole mechanism that covers individuals’ initiation of a work and then, their continuation of that work and carrying out their duties. In other words, it is the process to activate an individual by creating an environment for the individual to satisfy his/her needs, affecting him/her and encouraging him/her (Selen, 2016: 1). Motivation is the process to encourage workers to work and making them believe that they will satisfy their needs in the organization as long as they work effectively in the organization (Yüksel, 2007). Motivation is one of the leading elements that ensure workers are providing the highest level of efficiency in their work environment and increase individuals’ desires to live. Thus, it can be stated that motivation is a moderating power in people’s lives. On the other hand, in order to motivate an individual in a certain area, it is first necessary to know the elements that motivate the individuals in question (Özevren, 2009: 228). In order to provide motivation, employees should acknowledge the motivation as a mechanism that makes the employees happy and rewards them when they work eagerly and display their knowledge and skills in the best way. If the individual does not have a will to work, it is impossible for him/her to be successful even though he/she is quite talented. If the abilities are not suitable for the appointed work, it is still impossible to be successful even though the individual has a great desire to work. Thus, while choosing an employee, he/she should be evaluated according to the priorities. For instance, knowledge, skill, job experience, namely the suitability of the employee to the required position, should be considered beforehand (Yüksel, 2007).

Motivation could be divided into two as internal and external. Internal motivation is an individual’s actions and working with his/her own desire. It emerges with internal effects such as interest, curiosity and necessity, and it is the total of reactions the individual develops for his/her internal needs. Qualification, familiarity and the need for understanding could be examples of this state. External motivation is not related to the activity’s itself. In external motivation, the gain is the only important element. External motivation emerges as a result of the effects of external reinforcers such as a reward, a punishment, a pressure or a request (Akbaba, 2006). External motivation covers the effects from the individual’s environment. External rewards, such as payments due to performance, premiums, appreciations by the manager and promotions, reinforce motivation (Ersari & Naktiyok, 2012: 84). External motivation is the power that leads the individual to act in return for the rewards promised for the performance according to the predetermined and mutually acknowledged criteria by the encourager. Many systems used in real organizations use external triggers to motivate their employees (Austin, 2013: 1-3).

The Significance of the Study

The factors of motivation may not result in the same effect in every organization. This is because the individuals who serve and produce in an organization are the employees. Employees have various aims and needs due to both personal variables and the environment they live in. Additionally, employees want and aim to be in an organization that knows what it wants, look for solutions to its problems and have satisfactory behaviors and policies. Meeting the employees’ needs, encouraging them to work and motivating them, constitute a process that is rather complex and difficult for organizations. Organizations that want to motivate their employees, to increase their efficiency and to keep them in the organization, should first analyze the requirements of their employees extensively. Thus, the motivation concept should be acknowledged and used by the managers comprehensively.

Motivation is of utmost significance in sports institutions. The sports managers’ abilities to motivate the employees play an important role in achieving the desired aims in sports. Sports managers that can establish a sound communication with their employees, empathize with them and

motivate them are more successful in their jobs. Thus, motivation is a force that activates the employees in sports institutions. This is because the motivation of employees plays a major role in achieving the aims of the sports institutions and improving the performance in the success of sports. Sports managers that can motivate their employees also contribute to the improvement of performance expected from sports. The increase in the performance of employees who are externally motivated by their managers is of great significance in terms of contributing to the increase in efficiency aimed at the sports activities in this institution. The aim of this study is to determine the external motivation competencies of managers, who work in the Directorate of Youth Services and Provincial Directorate of Youth and Sports, in improving the employees' successes according to the perceptions of employees, and to present suggestions. Additionally, another aim of this study is to establish a source for further studies investigating managerial external motivation in these institutions. This study will help in revealing the factors that positively or negatively affect the motivations of employees, who work in the Directorate of Youth Services and Provincial Directorate of Youth and Sports, and it will assist to explain whether a difference exists in the perceptions of the employees of these institutions.

METHOD

The study group consists of 65 individuals, who were chosen by the cluster sampling method, work in the Directorate of Youth Services and Provincial Directorate of Youth and Sports and participated in the study voluntarily. The study was conducted with employees from 6 offices of the Directorate of Youth Services and Provincial Directorate of Youth and Sports: Diyarbakır (N=6), Elazığ (N=14), Gümüşhane (N=16), Isparta (N=17), Kırklareli (N=8) and Tunceli (N=4).

As the data collection tool in the study, the questionnaire form developed by Özdemir (2015) was utilized in creating a new questionnaire form. These matters were first presented for an opinion of a specialist in educational sciences to evaluate the matters for clearness, comprehensibleness and reliability. As a result of this evaluation, the matters were analyzed and the Cronbach-Alpha internal consistency coefficient was determined to be 0.941. In the end, the total number of matters in the form was determined to be 32.

While changing the matters included in the data collection tool, the following responses and intervals were used: *Rarely* "1.00-1.74", *Sometimes* "1.75-2.49", *Often* "2.50-3.24" and *Always* "3.25-4.00".

The data collected from the study group were first tested for normality distribution before conducting analyses. Because the data did not meet the assumptions of parametric tests, non-parametric tests, Mann Whitney U test, and Kruskal Wallis test for multiple comparisons, were used. The statistical significance level was determined as $p < 0.05$.

FINDINGS

In this section, the data collected from the study group was presented.

Table 1. Mean scores of the study group in the external motivation matters.

Matter No	Matters	N	$\bar{X}$	SD
1	My manager gives chances to employees to show themselves in inspections.	65	2.43	0.88
2	My manager shares the resultant impression of the inspection with the overseen.	65	2.27	0.87
3	My manager listens to employees with novel ideas and supports their projects.	65	2.38	0.91
4	My manager trusts his/her employees.	65	2.23	0.89
5	My manager believes their employees to overcome various problems and he/she makes the employees feel this.	65	2.33	0.92
6	My manager lets the employees know what is going regarding the school.	65	2.24	0.86
7	My manager is open to suggestions and thoughts of the employees.	65	2.41	0.86
8	My manager can empathize with the employees when necessary.	65	2.07	0.83
9	My manager gives authorization and responsibilities to the employees.	65	2.56	0.70
10	My manager appreciates the employees in their successful works.	65	2.52	0.81
11	My manager tries to meet the needs of the employees within the bounds of possibility.	65	2.40	0.82
12	My manager makes efforts for the institution to achieve its aims.	65	2.73	0.90
13	My manager creates opportunities for the employees to develop themselves professionally and supports them in their effort to this end	65	2.23	0.87
14	My manager makes efforts for the all the employees to work comfortably.	65	2.38	0.86
15	My manager prepares suitable environments for the employees to get motivated.	65	2.38	0.89
16	My manager detects and warns the employees who do not pay the necessary attention	65	2.53	0.90
17	My manager takes the opinions of all the shareholders in making the institution a center of attraction.	65	2.30	0.93
18	My manager contributes to the preparation and implementation of social projects for the employees.	65	2.32	0.86
19	My manager pays attention to ensuring that the employees and their families are benefiting from the institutions' chances and opportunities fully.	65	2.30	0.86
20	My manager always shares his/her professional knowledge and experience.	65	2.40	0.86
21	My manager devotes all of his/her shift to the institution.	65	2.66	0.88
22	My manager always acts with concrete data.	65	2.46	0.81
23	My manager provides professional guides for the employees.	65	2.21	0.78
24	My manager encourages the workers to receive an academic education to develop themselves.	65	2.38	0.91
25	My manager considers the individual characteristics in the in-house appointment.	65	2.52	0.86
26	My manager supplies the in-house hardware needs and provides physical improvements.	65	2.46	0.96
27	My manager supplies the technological needs of the institution and the employees and maintains its continuity.	65	2.32	0.93
28	My manager provides the professional publications and offers them to the employees, and creates discussion environments about these publications.	65	2.01	0.80
29	My manager's attention to greetings, his/her cheerfulness and kindness increases the organizational dedication.	65	2.64	1.00
30	My manager's consistency in his/her decisions and his/her professional discipline increases the motivation.	65	2.56	1.01
31	I can easily reach my manager when necessary.	65	3.01	0.87
32	I can comfortably share my problems with my manager.	65	2.55	1.03

When the perceptions of the study group in Table 1 were evaluated, it was determined that the highest level of opinions was received in the matter “*I can easily reach my manager when necessary. (Matter 31)*” with a score of $\bar{X} = 3.01$. The lowest level of opinions was for the matter, “*My manager provides the professional publications and offers them to the employees, and creates discussion environments about these publications.*” (Matter 28) with a score of $\bar{X} = 2.01$.

Table 2. Results of the analysis of the study group according to the variable of gender

	Gender	N	Mean	SD	Z	p
Matter 10	Male	48	2.68	0.71	-2.608	0.009*
	Female	17	2.05	0.89		

*p<0.05

According to Table 2, it was determined that the matter of “*My manager appreciates the employees in their successful works. (Matter 10)*” constituted a statistically significant difference according to the variable of gender.

Table 3. Results of the analysis of the study group according to the variable of age

	Age	N	Mean	SD	X ²	p	Difference (U)
Matter 8	(a) 21-30 years old	38	1.89	0.76	8.340	0.015*	c>a, b
	(b) 31-40 years old	24	2.20	0.83			
	(c) 41 years old and above	3	3.33	0.57			

*p<0.05

According to Table 3, it was determined that the matter of “*My manager can empathize with the employees when necessary. (Matter 8)*” constituted a statistically significant difference according to the variable of age.

Table 4. Results of the analysis of the study group according to the variable of education level

	Education Level	N	Mean	SD	X ²	p	Difference (U)
Matter 9	(a) Associate Degree	8	2.25	0.88	6.199	0.045*	c<b
	(b) Bachelor's Degree	50	2.70	0.61			
	(c) Postgraduate	7	2.00	0.81			
Matter 12	(a) Associate Degree	8	3.12	0.83	5.531	0.026*	c<a, b
	(b) Bachelor's Degree	50	2.80	0.83			
	(c) Postgraduate	7	1.85	0.86			

*p<0.05

According to Table 4, it was determined that the matters of “*My manager gives authorization and responsibilities to the employees. (Matter 9)*” and “*My manager makes efforts for the institution to achieve its aims. (Matter 12)*” constituted statistically significant differences according to the variable of education level.

Table 5. Results of the analysis of the study group according to the variable of professional seniority

Professional Seniority		N	Mean	SD	X ²	p	Difference (U)
Matter 19	(a) 0-5 years	42	2.21	0.84	7.060	0.029*	b<c
	(b) 6-10 years	13	2.07	0.75			
	(c) 11 years and above	10	3.00	0.81			
Matter 22	(a) 0-5 years	42	2.45	0.86	7.675	0.022*	b<c
	(b) 6-10 years	13	2.07	0.86			
	(c) 11 years and above	10	3.00	0.66			
Matter 23	(a) 0-5 years	42	2.16	0.82	8.111	0.017*	b<c
	(b) 6-10 years	13	1.92	0.49			
	(c) 11 years and above	10	2.80	0.63			
Matter 24	(a) 0-5 years	42	2.21	0.95	6.802	0.033*	a<c
	(b) 6-10 years	13	2.46	0.77			
	(c) 11 years and above	10	3,00	0.66			
Matter 27	(a) 0-5 years	42	2.35	0.98	6.046	0.049*	b<c
	(b) 6-10 years	13	1.84	0.68			
	(c) 11 years and above	10	2.80	0.78			

According to Table 5, it was determined that the matters of “*My manager pays attention to ensuring that the employees and their families are benefiting from the institutions’ chances and opportunities fully. (Matter 19)*”, “*My manager always acts with concrete data. (Matter 22)*”, “*My manager provides professional guides for the employees. (Matter 23)*”, “*My manager encourages the workers to receive academic education to develop themselves. (Matter 24)*” and “*My manager supplies the technological needs of the institution and the employees and maintains its continuity. (Matter 27)*” constituted statistically significant differences according to the variable of professional seniority.

CONCLUSION

The findings obtained as a result of the analyses conducted within the framework of this study was evaluated in the following section.

In terms of the gender variable of the study group, it was determined that statistically significant differences existed in the matter of “*My manager appreciates the employees in their successful works. (Matter 10)*”. Male employees in sports institutions responded more positively to this matter, compared to female employees. It was thought that the significant difference in this matter resulted from the employees’ points of view towards the profession, the statue of the profession and the employees’ care for the profession. In the review of other studies, the following results were observed: In the study conducted by Bul (2007), it was reported that significant differences existed in the two types of motivation in terms of the gender in teachers’ perceptions of school managers’ motivational abilities. According to Bul (2007), school managers resorted more to reward-punishment and authority ways for male teachers, compared to female teachers. In other studies, it was observed that no statistically significant difference was reported. For instance in the study conducted by Kurt (2013), no significant difference was observed in the motivational levels of the study group according to the gender variable. In the study by Can (2015), investigating the factors motivating teachers, it was determined that gender was not an effective factor. Koçak & Helvacı (2011) reported that motivation did not constitute a significant difference according to the perceptions of the teachers. In the study conducted by Çalış (2012), it was reported that no statistically significant difference existed in the perceptions of the teachers in terms of gender. In the studies conducted by Güven (2009) and Yıldırım (2009), no statistically significant difference was reported according to the gender variable.

In the responses obtained from the study group, it was determined that significant differences existed in the matter of *“My manager can empathize with the employees when necessary. (Matter 8)”* according to the variable of age. The employees, who were 41 years old and above, responded more positively to this matter. The reason for this was thought to be related to the experience depending on the period of serving. In the review of other studies, the following results were observed: In the study conducted by Kurt (2013), it was reported that no significant difference existed in the perceptions of teachers in terms of the variable of age. In the study conducted by Can (2015), which investigated the factors affecting the motivation levels of teachers, the variable of age was reported to be an effective factor.

According to the study group's variable of education level, significant differences were determined in the matters of *“My manager gives authorization and responsibilities to the employees. (Matter 9)”* and *“My manager makes efforts for the institution to achieve its aims. (Matter 12)”*. Employees with postgraduate education responded more negatively to these matters. The reason for this was interpreted to be due to increased critical view as the education level increased. In the study conducted by Kurt (2013), significant differences were determined between the educational levels of the employees and their motivation level. In the study conducted by Can (2015), education level was reported to be an effective factor in motivation.

In the study group's variable of professional seniority, significant differences were determined in the matters of *“My manager pays attention to ensuring that the employees and their families are benefiting from the institutions' chances and opportunities fully. (Matter 19)”*, *“My manager always acts with concrete data. (Matter 22)”*, *“My manager provides professional guides for the employees. (Matter 23)”*, *“My manager encourages the workers to receive academic education to develop themselves. (Matter 24)”* and *“My manager supplies the technological needs of the institution and the employees and maintains its continuity. (Matter 27)”*. It was observed that employees with a professional seniority of 11 years and above responded in a more positive way to these matters. This was thought to be related to the experience of the employees in the institution. In the study conducted by Koçak & Helvacı (2011), no significant difference was reported in terms of the variable of professional seniority. In the study conducted by Civci & Şener (2012), the levels of external motivation were reported to be low. In the study conducted by Çalış and Kurt (2013), it was reported that there was no significant difference between the motivation levels of the employees and the variable of professional seniority.

The external motivation levels of the sports employees investigated within the study were determined to generally at a moderate level. In the review of other studies, the following results were observed: In the study conducted by Gençay & Gençay (2007), the mean external motivation of students was reported to be higher compared to their internal motivation. In the study conducted by Çayırtaş & Özpolat (2013), high levels of external motivation were reported. In the study conducted by Zeynel & Çarıkçı (2015), it was reported that the professional motivation strongly affected the organizational dedication in a positive way. Karakaya & Ay (2007) reported that personal factors were more effective on the motivation compared to organizational factors. In the study conducted by Karaali (2005), it was reported that because the needs of individuals are various and progressive, where one ended the other started, and this situation made motivating the employees complex due to the need for continuity and variety, emphasizing that a motivational tool presented to an individual might affect the individual negatively after a certain time. In the study conducted by Özevren (2009), it was reported that employees with high levels of professional motivation had higher levels of performance. A significant relationship was determined between the motivation levels of the employees and the efficiency.

Improving the employees' motivation by managers is one of the most important subjects in an organization. This is because motivation plays a major role in the performances of both the

organization and the employees. A manager, who desires to improve performance, should consider employees' wishes, ideas and feelings as well as the internal and external organizational factors that affect those. This is because performance should not be expected from the organization's employees without motivation. Finally, it was determined that the motivation levels of the sports employees included in the study were at a moderate level. In the evaluation of the sports employees' perceptions of motivation, it was observed that the employees' scores of support from manager, motivation and rewarding were also at a moderate level. It was suggested that managers should pay more attention to creating an environment to increase the eagerness of the employees. The factors that negatively affect the sports employees should be determined, and motivation levels could be improved by taking measures to negate these factors. Motivation from the managers working in sports managers is effective in employees' efficiency. The managers working in these institutions should develop novel motivational strategies. Generally, sports managers should definitely let their employees know that they are valuable. They should pay attention to the problems of the employees and motivate them to work. Activities to increase the professional dedication and professional development of sports employees should be emphasized. The professional development of sports employees should be provided and encouraged.

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