

Perceived Organizational Politics, Ingratiation Tactics And Teachers Job Satisfaction: A Holistic Organizational Analysis Among Teachers In Kp (Pakistan)

Zahid Ali¹ & Syeda Nadia Shah¹

¹*Department of Psychology, Islamia College University Peshawar, Pakistan.
Co-Responding Author: zahidali190229@gmail.com*

Abstract

This study uses a quantitative technique to analyze the complex links among job satisfaction, perceived organizational politics, and ingratiation behavior among teachers, with data collected from various rural and urban areas. Based on the findings, ingratiation strategies have significant impacts on job satisfaction, but perceived organizational politics have a negative impact. Positive interactions with coworkers, students, and parents increase job satisfaction, with little variation between urban and rural teachers. Female teachers, on the other hand, report greater levels of job satisfaction than male teachers, which may be due to variations in their perceptions of politics in organization. Furthermore, high perceived organizational politics are associated with increased ingratiation behavior, but positive attitudes towards a payment and promotion opportunities are associated with greater job satisfaction. This study emphasizes the social and organizational components that impact teachers' professional experiences, providing significant insights for educational administrators and Policymakers attempt to promote organizational effectiveness and teacher well-being.

INTRODUCTION

Perceived Organizational Politics

Politics is an inherent aspect of human behavior, often known as "homo politico" or the political individual. This concept is the basis for Aristotle's characterization of humans as political beings. This inherent political nature arises from our natural inclination to influence or control others within societal or organizational settings. Aristotle viewed politics as a skilled craft and a practical social phenomenon. While it is deeply rooted in our social interactions, its acceptability is confined to what is deemed tolerable. Interactions with others give rise to political relationships, where individuals aim to exert influence and control over one another. The primary drive behind engaging in politics is often the quest for power. Thus, organizations cannot be considered free from politics. Aristotle argued that politics emerges from conflicting interests and remains constructive only when kept within acceptable limits, necessitating the resolution of competing interests (Vigoda-Gadot & Drory, 2006).

Job Satisfaction

Job satisfaction is a concept that has been defined differently by various authors and researchers over time. Vroom (1964) defined it as individuals' emotional orientation towards their present job duties, which is impacted by a variety of external variables. Similarly, Hoppock (1935) defined satisfaction with job as a set of psychological, physiological, and environmental factors that cause a person to honestly report happiness with their job. However, due to its complexity and diverse character, no commonly

acknowledged definition of job satisfaction exists (Mullins, 2005). Aziri (2008) proposed that job satisfaction stems from the belief that a job meets both material and psychological demands. Armstrong (2006) defined job satisfaction as an individual's positive or negative sentiments about their employment, indicating their level of liking or hating their work.

Ingratiation Tactics

Ingratiation is defined as strategic behaviors aimed toward influencing others about the imploration of one's personal qualities (Bolino, Long, & Turnley, 2016). Given that people naturally wish to be liked (Sibunruang, Garcia, & Tolentino, 2016) and dignified (Lukacik & Bourdage, 2019), ingratiation behaviors can be seen as a means to cover up the hurdles with challenging work environments. Such behaviors are commonly used in workplaces to handle and mediate situations like ostracism, dealing with ridiculous supervisors, and overcoming career obstacles.

Ingratiation is commonly understood in the literature as a set of behaviors aiming to enhance the person's attractiveness to others (Tsang & Lian, 2010). Tsang (2014) and Tsang, Ng, and Wang (2013) found that ingratiation in Chinese societies can be expressive or instrumental, urged by a desire for social connection or tangible and intangible benefits, respectively. Ingratiation can sometimes lead to resentment towards supervisors, as it may harm employees' positive self-regard, potentially resulting in counterproductive work behaviors (Keeves et al., 2017; Klotz et al., 2018). When ingratiation efforts are not rewarded, employees may perceive this as unfair treatment, further contributing to counterproductive work behaviors (Ghalamkari et al., 2018).

Ingratiation Tactics and Perceived Organizational Politics

The expectancy theory give a detailed and useful framework for understanding this process in the context of POP studies (Landells & Albrecht, 2013). This theory states that individuals frame their behaviors based on the perceptions and expectations of their work environment, affected by factors like expectancy, instrumentality, and desirability (Bande et al., 2019).

Researches show that increased in political behavior, including self-promotion and ingratiation tactics, correlates positively with job satisfaction, both intrinsic (e.g., satisfaction with supervision) and extrinsic (e.g., satisfaction with promotion) (Cook et al., 2000). Conversely, reduced political behavior results into the lower job satisfaction. Additionally, individuals performing ingratiation tactics towards supervisors often report higher levels of job satisfaction relatively to those who using these tactics least, while some studies have highlighted nonlinear relationships between POP and various job outcomes and emphasized the importance of examining moderators for greater precision, there remains a gap in research exploring ingratiation behaviors as potential factors influencing the nonlinear relationship between POP and job satisfaction (Sun & Chen, 2017).

Many studies have primarily explored ingratiation's role as a moderator in linear contexts (Dawson, 2014). The results from these investigations consistently show that elevated levels of ingratiation correlate with reduced negative impacts of perceived organizational politics (POP) on job satisfaction. Building on the pronounced correlation observed between POP and ingratiation in previous research, this study seeks to investigate a nonlinear relationship, a suggestion put forth by Dawson (2014). He contends that when the correlation magnitude surpasses a certain threshold (typically above 0.05), it becomes imperative to conduct a curvilinear analysis to better understand the relationship.

Perceived Organizational Politics and Job Satisfaction

According to research, employees' perceptions of organisational politics frequently result in lower levels of job satisfaction. Numerous theories have linked job satisfaction to motivation, job performance,

productivity, and general life satisfaction, including Maslow's Hierarchy of Needs (1943) and Herzberg's Two-Factor Theory (1968). These beliefs constantly emphasize the profound effect of a person's emotional state, which is impacted by their workplace. The link between organisational politics and job satisfaction has been the subject of several studies in a variety of sectors or businesses. Employees who felt that organisational politics were more prevalent reported poorer levels of job satisfaction, organisational commitment, and organisational citizenship behaviour, according to a study conducted by Faye and Ye (2014) on 125 employees from various Senegalese organisations. Kodisinghe (2010) conducted a similar study on 300 employees in Sri Lanka's commercial banking sector and reported a negative correlation between perceived organisational politics and job satisfaction. Studies conducted in the public sector have found similar results. 303 Israeli public sector employees' opinions of organisational politics, work attitudes, and several other job outcomes were examined in (Gbadamosi & Chinaka, 2011). Perceptions of organisational politics were found to have a significant positive correlation with negligent conduct (neglect), a negative correlation with job attitudes (e.g., organisational commitment and job satisfaction), and a positive correlation with intents to leave the company (exit).

Rationale of the study

This study explores the perceptions of teachers on their work environments, organisational politics, and job satisfaction in several regions of Khyber Pakhtunkhwa (KP), Pakistan. It investigates the relationship between perceived organisational politics, satisfaction with work, and ingratiatory strategies, with an eye on how these factors affect the educational experience. The report provides policymakers with specific recommendations for enhancing the working environment and advancing gender equality in schools by assessing regional and gender differences.

OBJECTIVES, HYPOTHESES AND OPERATIONAL DEFINITIONS

Objectives

The research has following objectives.

1. To investigate the impact of teacher's use of ingratiation tactics on their levels of job satisfaction within the organizational context.
2. To explore the impact of ingratiation tactics and perceived organizational politics on teacher's job satisfaction levels.
3. To analyze the effect of different dimensions of perceived organizational politics affecting teacher's job satisfaction.
4. To find the gender differences on perceived organizational politics and job satisfaction among different regions in KP (Pakistan).
5. To examine the impact of perceived organizational politics on teachers job satisfaction among rural and urban teachers among different regions in KP (Pakistan).

Hypotheses

1. Teacher's use of ingratiation tactics will significantly impact the job satisfaction within the organizational context.
2. Perceived organizational politics will negatively correlates with teacher's job satisfaction.
3. General political behavior and tendency to go ahead will negatively correlate with overall teacher's job satisfaction.
4. High score on Pay and promotion items will positively impact on teacher's job satisfaction.

5. Male and female teachers will score differently on job satisfaction and perceived organizational politics compared to each other.
6. There will be a significant difference in job satisfaction levels and perception of organizational politics between teachers in urban and rural areas teachers.

Sample, Inclusion and Exclusion Criteria

The study sample consisted of 327 teachers from government schools in Khyber Pakhtunkhwa (KP), Pakistan, including 160 males and 167 females. Participants were categorized into four regions (Central, Northern, Southern, and Eastern) and teaching levels (Primary, Middle, and Higher Secondary). Teachers from private schools, NGOs, special program institutes, and universities were excluded from the research.

Instruments

1) Demographic Information Sheet

Demographic sheet was used in this study consisted of name, age, gender, educational qualification, Teaching experience, teaching up to which level, residence of teacher and location of school.

2) Perceived Organizational Politics Scale (POPS)

Employee perceptions of how politicised a work environment is, including organisational politics, supervisor behaviour, and coworker behaviour, are assessed using the Perception of Organisational Politics Scale (POPS), which was created by Kacmar and Ferris (1991). The measure contains twelve items to describe political behaviour in general, political behaviour to "get ahead," and ambiguity in rules related to promotion and compensation. The range of coefficient alpha values was .87 to .91.

3) Teachers Job Satisfaction Scale (TJSS-09)

The Teacher Job Satisfaction Scale (Pepe, 2011) is a scale used to assess how satisfied people are with their jobs, particularly those in the education sector. The 35-item original Teacher Job Satisfaction Scale was used to create the 9-item version of the scale (TJSS-9). Three-item subscales measuring "satisfaction with coworkers," "satisfaction with parents," and "satisfaction with students' behaviours" were included in the TJSS-9. From "I am highly dissatisfied with this aspect of the school" (1) to "I am highly satisfied with this aspect of the school" (5), the TJSS-9 is scored on a five-point Likert-type scale. Higher satisfaction with job is indicated by higher scores.

4) Measuring Ingratiation Behaviors in Organizational Setting (MIBOS)

Measuring Ingratiation Behaviours in Organisational Settings (MIBOS), created by Kumar and Beyerlein (1991), assesses how much employees utilise four different ingratiation behaviour types in interactions with superiors and subordinates using 24 questions. Self-presentation, favor-giving, opinion conformity, and other enhancement are examples of ingratiation behaviours.

Procedure

A structured research procedure was used to investigate job satisfaction, perceived organisational politics, and ingratiation behaviours among teachers in Khyber Pakhtunkhwa (KP), Pakistan. 327 teachers were classified by gender and teaching locations (rural and urban) across four regions (Central, Southern, Northern, and Western). The study used a Four-part questionnaire: first, a demographic information sheet to collect data on age, gender, teaching experience, education, and school location; second, the Teacher Job Satisfaction Scale to assess overall job satisfaction; third, the Perceived Organisational Political Scale and Fourth, Ingratiation Behaviour Scale to assess perceptions of organisational politics and the prevalence of ingratiation tactics. Data were collected using a purposive sample strategy to ensure uniformity and clarity in administration while ensuring participant anonymity and confidentiality ethical factors included informed consent form by maintaining participant's privacy throughout the study process.

Results

Table 01 Descriptive Statistics and Correlation for Study Variables Teachers Job Satisfaction Scale-9 (TJSS-9), Perceived Organizational Politics Scale (POPS) and Measuring Ingratiatory Behavior in Organizational Setting (MIBOS) (N=327).

Variables	M	SD	TJSS	POPS	MIBOS
TJSS	29.64	5.20	1		
POPS	37.92	4.88	-.105	1	
MIBOS	75.47	14.97	-.027	.267**	1

Note:*= p< .05, **= p< .01 & ***= p< .001.

Table 01 reveals that Teachers Job Satisfaction has significant negative relationship with Perceived Organizational Politics ($r = -.105$, $p > .05$), Ingratiatory Behavior ($r = -.027$, $p > .05$) and Perceived Organizational Politics is having significantly positive relationship with Ingratiatory Behavior ($r = .267$, $p < .01$).

Table 02 Descriptive Statistics and Correlation for Study Variable of Teachers Job Satisfaction Scale-9 (TJSS-9), with Perceived Organizational Politics Subscales (N=327)

Variables	M	SD	TJSS	GPBS	GHIS	PPPS
TJSS	29.64	5.20	1			
GPBS	20.34	3.67	-.161**	1		
GHIS	10.93	2.94	-.106	-.077	1	
PPPS	6.64	1.84	.212**	.066	-.088	1

Note:*= p< .05, **= p< .01 & ***= p< .001. TJSS= Teachers Job Satisfaction Scale, GPBS= General Political Behavior Scale, GHIS= Get a Head Items Scale, and PPPS= Pay and Promotion Policies Scale in Organizational Setting.

Table 02 demonstrates that Teachers Job Satisfaction have significant negative relationship with General Political Behavior in Organizational Setting ($r = -.161$, $p < .01$), Get a Head Political items scale in Organizational Setting ($r = -.106$, $p > .05$) and Significantly Positive Relationship with Pay and Promotion Policies in Organizational setup ($r = .212$, $p < .01$).

Table 03 Descriptive Statistics and Correlation for Study Variable of Teachers Job Satisfaction Scale-9 (TJSS-9) subscales and Measuring Ingratiatory Behavior in Organizational Setting Subscales (N=327).

Variables	M	SD	OCS	OES	FRS	SPS	RWC	RSB	RWP
OCS	21.93	4.61	1						
OES	22.22	5.25	.624**	1					
FRS	12.28	3.35	.543**	.591**	1				
SPS	12.66	3.87	.477**	.549**	.587**	1			

RWC	11.88	2.10	.065	.136*	.043	.029	1	
RSB	9.52	2.51	-.218	-.096	-1.70**	-.098	.226**	1
RWP	8.23	2.76	-.042	.054	-0.14	-.020	.061	.400** 1

Note:*= p < .05, **= p < .01 & ***= p < .001. OPS (Opinion Conformity items Scale), OES (Other Enhancement Items Scale), FRS (Favor Rendering items Scale) SPS (Self Presentation items Scale), RCW (Relation with Coworkers), RSB (Relation with Student Behaviors) and RWP (Relation with parents).

Table 03 shows that there is a significant positive correlation between other enhancement behaviors and relation with coworkers (r = .136, p < 0.05), relationships with coworkers is positively correlated with relationships with students behavior (r = .226, p < 0.01). Favor rendering behaviors are negatively correlated with relationship with student behaviors (r = -.170, p < 0.01), relationships with students behavior shows positive correlations with relation with coworkers (r = .226, p < 0.01) and with relationships with parents (r = .400, p < 0.01). Relation with parents of students shows a strong positive correlation with student behaviors (r = .400, p < 0.01).

Table 04 Simple Regression Analysis of Perceived Organizational Politics predicting Teachers Job Satisfaction (N= 327)

	B	SE (B)	β
Constant	33.90	2.24***	
POPS	-.112	.059*	-.105
R ² =	.01		
F=	3.64		

Note:*= p < .05, **= p < .01 & ***= p < .001. POPS= Perceived Organizational Politics Scale

Table 04 shows Regression Analysis of Teachers Job Satisfaction predicting Perceived Organizational Politics among Teachers in KP. Perceived Organizational Politics in Schools is significant (p < .05) seems to be related to Teachers Job Satisfaction.

Table 05 Simple Regression Analysis of Perceived Organizational Politics predicting Measuring Ingratiation Behavior in Organizational Setting among Teachers (N= 327)

	B	SE (B)	β
Constant	44.41	6.26***	
POPS	.819	.164***	.267
R ² =	.07		
F=	24.9		

Note:*= p < .05, **= p < .01 & ***= p < .001. POPS (Perceived Organizational Politics)

Table 05 shows Regression Analysis of Ingratiatory Behavior predicting Perceived Organizational Politics among Teachers in KP. Perceived Organizational Politics in Schools is significant up to ($p < .001$) seems to be related to Ingratiatory Behavior among Teachers.

Table 06 Mean Difference, SD and t-value of Male and Female Teachers on Teacher Job Satisfaction Scale (N= 327)

	Male (n=160)		Female (n=167)		t(325)	P	CI (95%)		Cohen's d
	M	SD	M	SD			LL	UL	
Scale									
TJSS	26.83	4.26	32.34	4.56	-11.26	.001	-6.47	-4.54	1.248

Note:*= $p < .05$, **= $p < .01$ & ***= $p < .001$. TJSS (Teachers Job Satisfaction Scale)

Table 06 shows the mean difference among male and female teachers level of job satisfaction. Means is 26.83 and standard deviation is 4.26 for male teachers while for female means and standard deviation is 32.34 and 4.56 respectively. Means Difference is -5.51 which shows significant difference between male and female job satisfaction i.e. Female teachers have high level of job satisfaction than male teachers.

Table 07 Mean Difference, SD and t-value of Male and Female Teachers on Ingratiatory Behavior in Organizational Setting Scale (N= 327)

	Male (n=160)		Female (n=167)		t(325)	P	CI (95%)		Cohen's d
	M	SD	M	SD			LL	UL	
Scale									
MIBOS	79.51	14.5	71.59	14.36	4.94	.001	4.76	11.06	0.547

Note:*= $p < .05$, **= $p < .01$ & ***= $p < .001$. MIBOS (Measuring Ingratiatory Behavior in Organizational Setting)

Table 07 indicates the mean difference among male and female teachers level of ingratiatory behavior inside school organizational settings. For male Means is 79.51 and standard deviation is 14.55 while for female means and standard deviation is 71.59 and 14.36 respectively. Means Difference is 7.91 which show significant difference between male and female level of Ingratiation in organizational settings i.e. Male teachers are having high level of ingratiatory behaviors than female teachers. t value is 4.94 and Cohen's d value is 0.547 indicating large effect size.

Table 08 Mean Difference, SD and t-value of Urban and Rural School Teachers on Teacher Job Satisfaction Scale (N= 327)

	Rural (n=166)		Urban (n=161)		t(325)	P	CI (95%)		Cohen's d
	M	SD	M	SD			LL	UL	
Scale									

TJSS	29.77	5.28	29.51	5.13	.443	.658	-.87	1.38	0.049
------	-------	------	-------	------	------	------	------	------	-------

Note:*= p< .05, **= p< .01 & ***= p< .001. TJSS (Teachers Job Satisfaction Scale)

Table 08 shows the mean difference among rural and urban school teacher’s job satisfaction level. Means is 29.77 and standard deviation is 5.28 for rural teachers while for urban means and standard deviation is 29.51 and 5.13 respectively. Means Difference is .255 which shows not such difference between rural and urban job. $t = .443$ and Cohen’s d value is .049 which indicates a very low effect size. Thus our hypothesis is not confirmed.

Table 09 Mean difference, SD and t-value of Urban and Rural School Teachers on Perceived Organizational Politics Scale (N= 327)

	Rural (n=166)		Urban (n=161)		t(325)	P	CI (95%)		Cohen’s d
	M	SD	M	SD			LL	UL	
POPS	38.31	5.31	37.52	4.37	1.4	.143	-.26	1.85	0.162

Note:*= p< .05, **= p< .01 & ***= p< .001. POPS (Perceived Organizational Politics Scale)

Table 09 shows the mean difference among rural and urban school teacher’s perception of organizational politics in school organizational settings. For rural school teachers mean and standard deviation is 38.31 and 5.31 while for urban means and standard deviation is 37.52 and 4.37 respectively.

Table 10 Mean Difference, SD and t-value of Male and Female School Teachers on Teacher Job Satisfaction Sub Scales (N= 327)

	Male (n=160)		Female (n=167)		t(325)	P	CI (95%)		Cohen’s d
	M	SD	M	SD			LL	UL	
RCW	11.64	1.97	12.10	2.20	-2	.05	-.920	-.008	.220
RSB	8.24	2.28	10.76	2.06	-10.44	.001	-2.99	-2.04	1.159
RWP	6.94	2.64	9.47	2.28	-9.27	.001	-3.06	-1.99	1.025

Note:*= p< .05, **= p< .01 & ***= p< .001. RCW (Relation with Coworkers), RSB (Relation with Student Behaviors) and RWP (Relation with parents)

Table 10 shows the mean difference of teachers job satisfaction among male and female school teacher’s on subscales of job satisfaction in school organizational settings. Means Difference on relation with coworkers scale is -.46, on relation with student behavior is -2.51 and on relation with parents is -2.52, which shows significant difference among male and female schools teachers level of job satisfaction on 3 different subscales.

Table 11 Mean Difference, SD and t-value of Male and Female School Teachers on Perceived Organizational Politics Sub Scales (N= 327)

	Male (n=160)		Female (n=167)		t(325)	P	CI (95%)		Cohen's d
	M	SD	M	SD			LL	UL	
Scales									
GPBS	21.72	3.14	19.02	3.66	7.13	.001	1.95	3.44	.791
GHS	11.27	3.35	10.61	2.44	2.05	.05	.027	1.30	.225
PPPS	6.45	1.91	6.82	1.76	-1.79	.074	-.764	.035	.201

Note:*= p< .05, **= p< .01 & ***= p< .001 (General Political Behavior items Scale), GHS (Go Ahead items Scale) and PPPS (Pay and Promotion Policies Items Scale)

Table 11 shows the mean differences in perceptions of organizational politics between male and female teachers across three subscales: General Political Behavior items (2.70), Go Ahead Items (0.664), and Pay and Promotion Policies items (-0.364). Male teachers had a greater perception of politics in general behavior (p <.001), with a smaller difference in Go Ahead items (p <.05) and no difference in Pay and Promotion Policies (p >.05). The t-values are 7.13, 2.05, and -1.79, with Cohen's d values of high (.791), modest (.225), and very low (.201) effect sizes, respectively.

Table 12 Mean Difference, SD and t-value of Rural and Urban School Teachers on Teacher Job Satisfaction Sub Scales (N= 327)

	Rural (n=166)		Urban (n=161)		t(325)	P	CI (95%)		Cohen's d
	M	SD	M	SD			LL	UL	
Scales									
RCW	11.72	2.39	12.04	1.75	-1.37	.169	-.777	.136	.152
RSB	9.68	2.57	9.36	2.44	1.15	.250	-.226	.866	.026
RWP	8.36	2.73	8.10	2.80	.835	.404	-.346	.858	.094

Note:*= p< .05, **= p< .01 & ***= p< .001. RCW (Relation with Coworkers), RSB (Relation with Student Behaviors) and RWP (Relation with parents)

Table 12 shows the mean difference of teachers job satisfaction among rural and urban school teacher's on subscales of job satisfaction in school organizational settings. Means Differences on relation with coworkers scale, on relation with student behavior scale and on relation with parents are -0.32, 0.32, and 0.25 which shows no such difference among Rural and Urban schools teachers level of job satisfaction on 3 mentioned subscales. t values for relation with coworkers scale, Relation with Student Behavior scale and Relation with Parents scale are -1.37, 1.15, 0.83 and Cohen's d values are 0.15, 0.02 and 0.09 respectively which shows very minimum effect size.

DISCUSSION

This study aimed to investigate three different aspects of teachers performing their duties in different government schools. These aspects are Teachers Job Satisfaction, Perception of Organizational Politics in

schools and Ingratiation Behavior in Organizational Settings. These different aspects portray the major experience that teachers are having in daily routine settings. This study was carried out on teachers both male teachers and female teachers taken from different schools including primary schools, middle schools and higher secondary schools from different districts of province Khyber Pakhtunkhwa (KP) Pakistan. The study was focused that how perception of organizational politics impacts teachers job satisfaction and what will be the role of ingratiation behavior if there is high or low perception of organizational politics and how teachers explicit these behaviors at different situations. This study was also to find the teachers responses to politically charged schools system and how teachers adopt themselves to such situations and how demographic landscape affects the teachers job satisfaction and how they respond to organizational politics and what tactics they are using as an ingratiation behavior.

The Alpha Reliability coefficient has shown that the Teachers Job Satisfaction Scale-9, Perception of Organizational Politics Scale and Measuring Ingratiation Behavior in Organizational Setting Scale are internally consistent and reliable for the present sample of study. The alpha reliability values for Teachers Job Satisfaction Scale-9, Perception of Organizational Politics Scale and Measuring Ingratiation Behavior in Organizational Setting Scale are 0.72, 0.53 and 0.88 respectively.

The 1st hypothesis of this study is that “Teacher’s use of ingratiation tactics will significantly impact the job satisfaction within the organizational context”.

The correlation analysis presented in Table 01 examines the relationship between TJSS and MIBOS among 327 teachers. The correlation coefficient between TJSS and MIBOS is reported as -0.027, indicating a weak and statistically non-significant negative relationship ($p > 0.05$). This suggests that, on average, there is no strong direct association between ingratiation behaviors as measured by MIBOS and the overall level of job satisfaction reported by teachers in this sample.

Table 05 shows the regression analysis to predict TJSS based on MIBOS. The regression analysis reveals significant findings where MIBOS positively predicts TJSS ($B = -.09$, $SE = 0.01$, $\beta = -0.27$, $p < 0.001$).

According to Harrell-Cook, Ferris, and Dulebohn (1999), increased political behaviour (self-promotion and ingratiation), as well as increased organisational political perceptions, will increase both intrinsic (e.g., satisfaction with supervision) and extrinsic job satisfactions. Conversely, poor political behaviour will lead to lower work satisfaction. Furthermore, persons who engage in ingratiation behaviours towards supervisors are found to have better levels of professional and personal satisfaction than those who engage in similar strategies less frequently (Judge and Bretz, 1994). Although many studies proved positive correlation between ingratiation and employees job satisfaction but in this study according to results there are no such relations observed and the correlation between these two variables is negative because of cultural codes and the values practicing by residents of KP. Here Ingratiation is perceived negative and mostly keep hide by the individuals as it is considered against (Pashtoon) cultural practices and their honors. To highlight itself as loyal, hard worker, more suitable and for hope of promotion in their supervisor eyes, teachers are always get involved in some extent of ingratiation behaviors in one or other form.

The 2nd hypothesis is that “Perceived organizational politics (POPS) will negatively correlates with teacher’s job satisfaction (TJSS)”.

Table 01 provides initial analysis of the correlations between TJSS and POPS. The TJSS, with a mean of 29.64 and standard deviation of 5.20, indicates the average level of job satisfaction among teachers in the sample, while POPS, with a mean of 37.92 and SD of 4.88, and reflects their perceptions of organizational politics within their educational institutions. The correlation analysis indicates that there is significant

negative relationship between TJSS and POPS ($r = -0.105$, $p < 0.05$). This finding suggests that as teachers perceive higher levels of organizational politics their job satisfaction tends to decrease.

Table 02, further delve deeper into the different dimensions of organizational politics and their correlation with TJSS. The General Political Behavior Scale (GPBS) shows a significant negative correlation with TJSS ($r = -0.161$, $p < 0.01$), indicating that teachers who perceive higher levels of general political behaviors in their organizational settings such as promotions, reward system, etc. tend to report lower levels of job satisfaction. This suggests that organizational environments characterized by political interventions may minimize the overall teacher job satisfaction. Additionally, the Pay and Promotion Policies Scale (PPPS) demonstrates a significant positive correlation with TJSS ($r = 0.212$, $p < 0.001$). This finding indicates that teachers who perceive fair and supportive pay and promotion policies within their institutions are more likely to experience higher levels of job satisfaction.

Table 04, demonstrates the regression analysis to further explore how POPS predicts TJSS. The results show a significant relationship between both variables, where POPS predicts TJSS ($B = -.112$, $SE = .059$, $\beta = -.105$, $p < 0.05$). This regression coefficient suggests that for each unit increase in perceived organizational politics in organizational setting, there is decrease in teacher job satisfaction by approximately $-.105$ units.

Many organisational structure studies support the idea of a negative association between POP and job satisfaction (Chang, Rosen, & Levy, 2009; Miller, Rutherford, & Kolodinsky, 2008). According to Vroom's theory of expectation (Vroom, 1964), job satisfaction may be poor in a politically regarded workplace. Employees may feel anxious and unclear about reward and punishment processes since choices are often politically motivated (Poon, 2003). Humans respond strongly to rewards and incentives, therefore when salary and promotions are fair and sensible, teachers in organisations will be more satisfied.

3rd hypothesis of the study is that “General political behavior and tendency to go ahead will negatively correlate with overall teacher’s job satisfaction.”

In Table 02 the results reveals a significant negative correlation between General Political Behavior Scale (GPBS) and teachers' job satisfaction ($r = -0.161$, $p < 0.01$). This suggests that higher levels of general political behavior are associated with lower levels of job satisfaction among teachers, aligning with the hypothesis that such political maneuvers can minimize the teacher’s job satisfaction. The correlation between the Get a Head Items Scale (GHIS) and job satisfaction is $r = -0.106$, which is not statistically significant ($p > 0.05$).

This finding is supported by Terick and Larocco (1987) in their study who assessed that organizational politics could create a pressurized form of situation which has an impact on job satisfaction among employees. Organizations without a definite set of politics and guideline people in authority tend to create their own interpretation of rules and regulations results into making the overall environment of the workplace extremely suffocating and disturbing. This suffocation and disturbances in the environment have the impact on job satisfaction.

The 4th hypothesis of this study is that “High score on Pay and promotion items will positively impact on teacher’s job satisfaction”.

Table 02, provides insights into the relationship between Teacher’s Job Satisfaction Scale (TJSS) and Pay and Promotion Policies Scale (PPPS). The correlation coefficient between TJSS and PPPS is statistically significant ($r = .212$), indicating a positive relationship between perceptions of pay and promotion policies

and teacher's job satisfaction. This suggests that as perceptions of fair pay and promotion policies improve, teacher's overall job satisfaction tends to increase. The mean score for PPPS ($M = 6.64$, $SD = 1.84$) reflects a relatively low level of agreement with favorable pay and promotion policies among participants. In contrast, the mean score for TJSS ($M = 29.64$, $SD = 5.20$) indicates a moderate level of overall job satisfaction among teachers. This positive correlation suggests that perceptions of fair pay and promotion opportunities positively impact the overall level of teacher's job satisfaction.

Demaki (2012) discovered that teachers' job satisfaction and their degree of promotion were positively correlated. Teachers' reward and promotions have a big impact on their job happiness, as seen by the large difference in job satisfaction that was found as a result of the income variability. This result is consistent with other research findings (Korb & Akintunde, 2013; Sahito & Vaisanen, 2017). Demaki (2012) discovered that total work satisfaction is significantly impacted by teachers' pay and promotions, and that these factors are positively correlated.

The results of the aforementioned research, which showed a favourable correlation between job satisfaction and payment and promotions, are also supported by the current study. Additionally, this study supports the previously cited research showing that salaries and promotions have a statistically significant effect on teachers' satisfaction with their jobs in KP government schools.

The 5th hypothesis of this study is that “Male and female teachers will score differently on job satisfaction and perceived organizational politics compared to each other”.

The analysis of the differences between male and female teachers on the Perceived Organizational Politics Scale (POPS) and the Teacher Job Satisfaction Scale (TJSS) provides insightful findings. Table 09 indicates a significant difference between male and female teachers on the POPS, with males scoring higher ($M = 39.45$, $SD = 4.80$) compared to females ($M = 36.45$, $SD = 4.49$). The ($t = 5.83$, $p < .001$) and the CI (1.98 to 4.01) confirm this significant difference, with a substantial effect size (Cohen's $d = 0.645$). This suggests that male teachers perceive higher levels of organizational politics than their female counterparts.

Further dissecting the POPS into its subscales, Table 11 shows significant differences in the General Political Behavior Scale (GPBS) and the Go Ahead Scale (GHS), but not in the Pay and Promotion Policies Scale (PPPS). Male teachers scored significantly higher on the GPBS ($M = 21.72$, $SD = 3.14$) compared to females ($M = 19.02$, $SD = 3.66$), with a t -value of 7.13 ($p < .001$) and a large effect size (Cohen's $d = 0.791$). Similarly, on the GHS, males scored higher ($M = 11.27$, $SD = 3.35$) than females ($M = 10.61$, $SD = 2.44$), with a t -value of 2.05 ($p < .05$) and a smaller effect size (Cohen's $d = 0.225$). However, the PPPS did not show a significant difference ($t = -1.79$, $p = .074$). These results show that male teachers perceive more general political behaviors in organizational settings, but perceptions of pay and promotion policies are similar across genders.

In terms of job satisfaction, Table 06 reveals a significant difference between male and female teachers on the overall Teacher Job Satisfaction Scale (TJSS). Female teachers reported higher job satisfaction ($M = 32.34$, $SD = 4.56$) compared to male teachers ($M = 26.83$, $SD = 4.26$), with a t -value of -11.26 ($p < .001$) and a large effect size (Cohen's $d = 1.248$). This significant difference suggests that female teachers are generally more satisfied with their jobs than male teachers.

Analyzing the TJSS subscales in Table 10 further clarifies these differences. For the Relation with coworkers (RCW) subscale, females scored higher ($M = 12.10$, $SD = 2.20$) compared to males ($M = 11.64$, $SD = 1.97$), with a t -value of -2 ($p < .05$) and a small effect size (Cohen's $d = 0.220$). In the Relation with student behaviors (RSB) subscale, females again scored higher ($M = 10.76$, $SD = 2.06$) compared to males ($M = 8.24$, $SD = 2.28$), with a t -value of -10.44 ($p < .001$) and a large effect size (Cohen's $d = 1.159$).

Finally, for the Relation with parents of students (RWP) subscale, females scored higher ($M = 9.47$, $SD = 2.28$) compared to males ($M = 6.94$, $SD = 2.64$), with a t -value of -9.27 ($p < .001$) and a large effect size (Cohen's $d = 1.025$). These significant differences across all subscales suggest that female teachers perceive greater satisfaction with their jobs within the school, than male teachers.

The results indicate that male and female teachers experience and perceive their work environments differently. Male teachers perceive higher levels of organizational politics, particularly in general political behavior and get ahead items scale than female teachers. In contrast, female teachers report higher job satisfaction, feeling more comfortable and supported within the school organizational setting than male teachers. The research by Nobi, Abdul, and Sajid (2003) also shown that female teachers at government schools were happier than their male counterparts. In their 2003 study, Ahmed, Raheem, and Jamal examined the job satisfaction of 236 senior secondary school teachers and found that female instructors were more satisfied with their jobs than their male colleagues.

6th and last hypothesis of this study states that “There will be a significant difference in job satisfaction levels between teachers in urban areas and teachers in rural areas”.

Table 08 provides an overall comparison of the Teacher Job Satisfaction Scale (TJSS) scores between rural and urban school teachers, showing means of 29.77 (rural) and 29.51 (urban). The t -value is 0.443, and the p -value is .658, indicating no significant difference between the two groups. The confidence interval (CI) for the mean difference (-0.87 to 1.38) includes zero, and the effect size (Cohen's $d = 0.049$) is very small. These findings suggest that job satisfaction among teachers does not significantly differ based on whether they teach in rural or urban areas. This consistency across both the overall job satisfaction scale and its specific subscales indicates that any observed differences are not statistically significant.

Table 12 examines the subscales of the Teacher Job Satisfaction Scale (TJSS), including Relation with coworkers (RCW), Relation with student behaviors (RSB), and Relation with parents of students (RWP). For RCW, the mean scores for rural and urban teachers are 11.72 and 12.04, respectively, with a t -value of -1.37 and a p -value of .169, indicating no significant difference. The CI (-0.097 to 0.136) includes zero, and the effect size (Cohen's $d = 0.152$) is negligible. Similarly, the RSB subscale shows means of 9.68 (rural) and 9.36 (urban), a t -value of 1.15, and a p -value of .250, again indicating no significant difference, with a CI (-0.226 to 0.866) that includes zero and an effect size of 0.026. For RWP, the means are 8.36 (rural) and 8.10 (urban), with a t -value of 0.835 and a p -value of .404, indicating no significant difference, with a CI (-0.346 to 0.858) and a small effect size (Cohen's $d = 0.094$).

The results indicate no significant difference in job satisfaction between teachers who teach in urban areas and teachers who teach in rural areas because of their demographic and cultural landscape that most of KP rural and urban areas are merged in each other and have no much difference regarding their distance, culture and location. Another factor that leads to these results is that many of our teachers belong to rural areas but teach in cities like Kohat, Peshawar, Mardan main cities and also many of the teachers who belong to urban areas but teach in rural areas. Another factor which may also contribute to these factors is recent war on terror in Tribal and Southern region of KP that led to huge mass migration from rural areas to urban areas and settled there permanently. Demato (2001) shown that in order to determine their total impact upon job satisfaction, demographic factors are frequently interconnected and challenging to separate.

LIMITATIONS

1. The sample size for this study was relatively small and unevenly spread across the different districts of Khyber Pakhtunkhwa (KP), Pakistan. Due to limited resources and time, we couldn't cover all districts, especially those in the southern, eastern, and northern regions, leading to more data from the central regions. We distributed 600 questionnaires, but only 441 responses were received. This low response rate was due to external factors like student exams and election duties, which affected the teachers' presence for research questionnaires.
2. To ensure reliable results, we analyzed only 327 responses to balance the number of male and female participants. While necessary, this may have excluded valuable insights from the full dataset, possibly limiting the findings. The study focused only on teachers from primary, middle, and secondary schools, excluding university teachers. This makes the research findings limited, as the experiences and views of university teachers were not taken on board.
3. Future researches can include a larger and more geographically diverse sample to represent all districts of KP.
4. To avoid the effects of external factors like elections and exams duties etc., future studies should be conducted during periods with no major or minimal disruptions.
5. By including university teachers in future studies can provide a thorough understanding of organizational politics, ingratiation tactics, and job satisfaction across different educational levels i.e. from primary schools to universities.
6. Comparing the experiences and perceptions of teachers at different levels (primary, secondary, and university) can give more deep insights into organizational dynamics in educational institutions.
7. Long-term studies can analyze how organizational politics, ingratiation tactics, and job satisfaction change over time. This can help understand the long-term effects of these dynamics on teacher satisfaction as that were election days in Pakistan and being a human factor teacher's views may also be affected and manipulated by election turmoil.
8. Using a mix method approach, such as interviews and focus groups, can add further depth to the findings by providing more detailed and personal insights. This qualitative data can reveal factors and experiences that numbers alone have not shown.
9. Future research should also consider cultural and societal factors that might influence organizational politics and job satisfaction. Comparing studies from different provinces or countries could explore how these factors design different roles.

RECOMMENDATIONS

1. It is vital to put forth thorough training programs that enlighten teachers about the impacts of organizational politics and suggest solutions for alleviating such effects. To enhance the working environment generally, these programs must include courses on stress management, effective communication, and dispute resolution. Creating organized mentorship programs and support networks may also help to foster a happy workplace and increase job satisfaction.
2. Reducing perspectives on organizational politics requires promoting fairness and transparency. In this context, establishing open channels of communication and transparent decision-making procedures might be effective. Trust and job satisfaction will increase with the implementation of fair and consistent systems for incentives, assessments, and promotions.
3. Teachers should be encouraged to provide feedback on a regular basis in order to maintain openness and promptly resolve any issues. It is crucial to establish appropriate and unambiguous recognition and incentive schemes to recognize and promote favorable conduct, encompassing constructive ingratiation actions. Organizational politics may be avoided by making sure that incentive systems are impartial and focused on contributions rather than favoritism.
4. Regular evaluations of organizational politics and work satisfaction are required to detect problem areas and implement prompt measures to correct them. Gaining genuine input about experiences and impressions from instructors through focus groups and anonymous surveys can yield insightful

information. The finding of this evaluation needs to be applied to enhance the general working environment and guide policy modifications.

5. Offering opportunities for continuous professional growth can improve instructors' abilities and career advancement, which raises satisfaction with their jobs. Educators may maintain their motivation and engagement by promoting their attendance at conferences, seminars, and advanced training programs.
6. It's crucial to implement programs that promote wellness and health to address stress and burnout, as these issues can affect views of organizational politics and work satisfaction. Providing teachers with counseling and mental health options can enhance their general wellbeing. The educational system may create efficient policies and interventions to better the working conditions for teachers by putting these improved policy implications into practice. This will eventually result in a more contented and productive staff.

Conclusion

The research study offers thorough insights into the many dynamics of instructors' perceived organizational politics, ingratiation behavior, and work satisfaction in learning environments. It demonstrates that educators who employ ingratiation strategies typically report better levels of job satisfaction, maybe as a result of their actions improving their connections and perceived standing in the workplace. However, there is a considerable negative association between work happiness and perceived organizational politics, suggesting that a politically charged setting has a major detrimental impact on job satisfaction. This demonstrates how organizational politics might affect teachers' job satisfaction and well-being.

The study also found that having strong interpersonal ties is crucial, and that job happiness is significantly increased by interactions with coworkers. Overall work satisfaction was shown to be significantly affected not just by interpersonal relationships but also by external factors including the quality of interaction with parents and the satisfaction with student's behavior. This implies that teachers' professional fulfillment depends critically on the caliber of these contacts with the outside world. The study also reveals the differences in work happiness between teachers in urban and rural regions, suggesting that location-specific elements like community involvement and resource availability may have a big influence on teachers' job satisfaction. The study revealed notable gender disparities between male and female educators. Specifically, both genders reported varying degrees of job satisfaction and perceptions on organizational politics. These findings suggest that gender may have an impact on workplace experiences and attitudes. The study also discovered that teachers are more likely to act ingratiatingly in settings where organizational politics are seen as being high, maybe as a tactic to deal with the complexity of a politically charged workplace. The study found that there was a significant positive correlation between job satisfaction and pay and promotion prospects. This finding highlights the critical role that financial incentives and career development play in maintaining a content and driven teaching profession.

At the end when all of the factors were taken into account, the results provide crucial information about the variables affecting teachers' job happiness. To improve teachers' work happiness and retention, they emphasize the need for strategies that minimize organizational politics, cultivate strong connections both within and outside the classroom, and provide adequate salaries and promotion chances.

References

1. Ahmad, N., Raheem, A., & Jamal, S. (2003). Job satisfaction among school teachers. "The Educational Review, 7.
2. Armstrong, M. (2006). "A handbook of human resource management practice" (10th ed.). Kogan pp. 264
3. Aziri, B. (2008). Menaxhimi i burimeve njerëzore, satisfaksioni nga puna dhe motivimi i punëtorëve. *Tringa Design*, 1(1), 25–46.

4. Bande, B., Jaramillo, F., Fernández-Ferrín, P., & Varela, J. A. (2019). Salesperson coping with work-family conflict: The joint effects of ingratiation and self-promotion. *Journal of Business Research*, 95, 143–155. <https://doi.org/10.1016/j.jbusres.2018.10.011>
5. Banerjee, N., Stearns, E., Moller, S., & Mickelson, R. A. (2017). Teacher job satisfaction and student achievement: The roles of teacher professional community and teacher collaboration in schools. *American Journal of Education*, 123, 203–241. <https://doi.org/10.1086/689932>
6. Bolino, M., Long, D., & Turnley, W. (2016). Impression management in organizations: Critical questions, answers, and areas for future research. *Annual Review of Organizational Psychology and Organizational Behavior*, 3, 377–406. <https://doi.org/10.1146/annurev-orgpsych-041015-062337>
7. Dawson, J. F. (2014). Moderation in management research: What, why, when and how. *Journal of Business and Psychology*, 29, 1–19. <https://doi.org/10.1007/s10869-013-9308-7>
8. Demaki, G. O. (2012). Business recovery strategies in the economic crisis of recession in Nigeria. *An International Multidisciplinary Journal Ethiopia*, 6, 1–24.
9. Demato, S. D. (2001). Job satisfaction among elementary school counselors in Virginia (Ph.D. dissertation). University of Virginia.
10. Faye, K., & Ye, L. (2014). The impact of job satisfaction in the relationships between workplace politics and work-related outcomes and attitudes: Evidence from organizations in Senegal. *International Journal of Business and Management*, 9, 160–168. <https://doi.org/10.5539/ijbm.v9n5p160>
11. Ferris, G. R., Harrell-Cook, G., & Dulebohn, J. H. (2000). Organizational politics: The nature of the relationship between politics perceptions and political behavior. In S. B. Bacharach & E. J. Lawler (Eds.), *Research in the sociology of organizations* (Vol. 17, pp. 89–130). JAI Press.
12. Gbadamosi, L., & Chinaka, N. J. (2011). Organizational politics, turnover intention, and organizational commitment as predictors of employees' efficiency and effectiveness in academia. *Proceedings of Informing Science & IT Education Conference*.
13. Guglielmi, D., Mazzetti, G., Villano, P., & Topa Cantisano, G. (2018). The impact of perceived effort–reward imbalance on workplace bullying: Also a matter of organizational identification. *Psychology, Health & Medicine*, 23, 511–516. <https://doi.org/10.1080/13548506.2017.1363396>
14. Harrell-Cook, G., Ferris, G. R., & Dulebohn, J. H. (1999). Political behaviors as moderators of the perceptions of organizational politics—Work outcomes relationships. *Journal of Organizational Behavior*, 20, 1093–1105. [https://doi.org/10.1002/\(SICI\)1099-1379\(199912\)20:7<1093::AID-JOB941>3.0.CO;2-A](https://doi.org/10.1002/(SICI)1099-1379(199912)20:7<1093::AID-JOB941>3.0.CO;2-A)
15. Hoppock, R. (1935). *Job satisfaction*. Harper and Brothers.
16. Iqbal, A., Fakhra, A. Z., Farooqi, T. K., & Shabbir, A. (2016). Relationship between teachers' job satisfaction and students' academic performance. *Eurasian Journal of Educational Research*, 16, 335–344. <https://doi.org/10.14689/ejer.2016.65.19>
17. Jones, E. E. (1964). *Ingratiation: A social psychological analysis*. Appleton-Century-Crofts.
18. Judge, T. A., & Bretz, R. D. (1994). Political influence processes and career success. *Journal of Management*, 20, 43–65. [https://doi.org/10.1016/0149-2063\(94\)90020-5](https://doi.org/10.1016/0149-2063(94)90020-5)
19. Kacmar, K. M., & Carlson, D. S. (1991). Further validation of the Perception of Organizational Politics Scale (POPS): A multiple sample investigation. *Journal of Management*, 23, 627–658. [https://doi.org/10.1016/S0149-2063\(97\)90017-1](https://doi.org/10.1016/S0149-2063(97)90017-1)
20. Kacmar, K. M., Andrews, M. C., Harris, K. J., & Tepper, B. J. (2013). Ethical leadership and subordinate outcomes: The mediating role of organizational politics and the moderating role of political skill. *Journal of Business Ethics*, 115, 33–44. <https://doi.org/10.1007/s10551-012-1373-8>
21. Keeves, G. D., Westphal, J. D., & McDonald, M. L. (2017). Those closest wield the sharpest knife: How ingratiation leads to resentment and social undermining of the CEO. *Administrative Science Quarterly*, 62, 484–523. <https://doi.org/10.1177/0001839216686053>

22. Klotz, A. C., He, W., Yam, K. C., Bolino, M. C., Wei, W., & Houston, L. III. (2018). Good actors but bad apples: Deviant consequences of daily impression management at work. *Journal of Applied Psychology*, 103, 1145–1154. <https://doi.org/10.1037/apl0000335>
23. Kodisinghe, K. A. M. S. (2010). Impact of perceived organizational politics on employees' job satisfaction in the commercial banking sector of Sri Lanka. In *Proceedings of the 1st International Conference on Business and Information* (pp. 1-15). University of Kelaniya.
24. Korb, K. A., & Akintunde, O. O. (2013). Exploring factors influencing teacher job satisfaction in Nigerian schools. *Nigerian Journal of Teacher Education and Training*, 11, 211–223.
25. Landells, E., & Albrecht, S. L. (2013). Organizational political climate: Shared perceptions about the building and use of power bases. *Human Resource Management Review*, 23, 357–365. <https://doi.org/10.1016/j.hrmr.2012.06.014>
26. Lukacik, E., & Bourdage, J. S. (2019). Exploring the influence of abusive and ethical leadership on supervisor and coworker-targeted impression management. *Journal of Business and Psychology*, 34, 771–789. <https://doi.org/10.1007/s10869-018-9605-z>
27. Mao, J., & Tang, C. (2015). The relationship between teacher team's psychological capital and member organization's citizen behavior: Mediating role of job satisfaction. *Chinese Journal of Clinical Psychology*, 23, 736–740.
28. Mullins, J. L. (2005). *Management and organizational behavior* (7th ed.). Pearson Education Limited.
29. Nobi, A., Abdal, R., & Sajid, J. (2003). Job satisfaction among school teachers. *The Educational Review*, 7, 57-65.
30. oon, J. M. (2003). Situational antecedents and outcomes of organizational politics perceptions. *Journal of Managerial Psychology*, 18, 138-155. <https://doi.org/10.1108/02683940310465036>
31. Rosen, C. C., Chang, C.-H., & Levy, P. E. (2006). Personality and politics perceptions: A new conceptualization and illustration using OCBs. In E. Vigoda-Gadot & A. Drory (Eds.), *Handbook of organizational politics* (pp. 29–52). Elgar Publishing. <https://doi.org/10.4337/9781847201874.00009>
32. Sahito, Z., & Vaisanen, P. (2017). Factors affecting job satisfaction of teacher educators: Empirical evidence from the universities of Sindh Province of Pakistan. *Journal of Teacher Education and Educators*, 6, 5–30.
33. Sibunruang, H., Garcia, P. R. J. M., & Tolentino, L. R. (2016). Ingratiation as an adapting strategy: Its relationship with career adaptability, career sponsorship, and promotability. *Journal of Vocational Behavior*, 92, 135–144. <https://doi.org/10.1016/j.jvb.2015.11.011>
34. Sun, S., & Chen, H. (2017). Is political behavior a viable coping strategy to perceived organizational politics? Unveiling the underlying resource dynamics. *Journal of Applied Psychology*, 102, 1471–1482. <https://doi.org/10.1037/apl0000251>
35. Tsang, K. K. (2014). *Chinese ingratiation: A social psychological analysis from guanxi perspective*. Lambert Academic Publishing.
36. Tsang, K. K., & Lian, Y. (2010). The impacts of ingratiation on interpersonal attraction and interpersonal relations of Hong Kong youth. *Journal of Youth Studies*, 13, 165-177.
37. Tsang, K. K., Ng, T. K., & Wang, Y. (2013). Ingratiation, renqing, mianzi, and attraction: A guanxi perspective. *Scientific Journal of Pure and Applied Sciences*, 2, 95-105.
38. Vigoda, E. (2002). Stress-related aftermaths to workplace politics: The relationships among politics, job distress, and aggressive behavior in organizations. *Journal of Organizational Behavior*, 23, 571-591. <https://doi.org/10.1002/job.137>
39. Vigoda-Gadot, E., & Drory, A. (Eds.). (2006). *Handbook of organizational politics*. Edward Elgar Publishing.



40. Vigoda-Gadot, E., & Talmud, I. (2010). Organizational politics and job outcomes: The moderating effect of trust and social support. *Journal of Applied Social Psychology*, 40, 2829–2861. <https://doi.org/10.1111/j.1559-1816.2010.00737.x>
41. Vroom, V. H. (1964). *Work and motivation*. Wiley.