Organizational policy in schools and the relation between Herzberg's Double Factor Hygiene-Motivation Theory

Esef Hakan Toytok [a] *, Abdullah Acar [b]

[a] K.Maras Sütçü Imam University, Avsar Campus Education Faculty, K.Maras. and 46050, Turkey
[b] Mus Alparslan University, Vocational School of Health Services Address, Mus and 49100, Turkey

Abstract

The aim of the research is to determine the relationship between perception of teachers working in primary, secondary and high schools in the city centre of Siirt regarding organizational policy and their perception of Herzberg Double Factor Theory work motivation. The research was conducted with relational screening model. The population of the research consisted of 2051 teachers who worked in the public schools in Siirt Province during 2017-2018 academic year. The participants of the research was composed of 522 teachers who were selected by simple random sampling method. According to the findings obtained with the research, it was seen that perception of teachers was moderate in the organizational policy perception sub-dimension; it was moderate in the work motivation hygiene sub-dimension while it was high in the motivation sub-dimension. A significant difference was determined in the behaviour of the superiors and colleagues dimension of organizational policy perception according to the gender and self-interest, in the behaviour of the superiors and colleagues' sub-dimensions according to the branch independent variable and Herzberg Double Factor work motivation hygiene sub-dimension according to the branch independent variable. A negative, low-level significant relation was found between self-interest, doing what it takes to be promoted and behaviour of the superiors and colleagues sub-dimensions which were the sub-dimension of perception of teachers related to organizational policy and Herzberg double factor work motivation hygiene and motivation sub-dimensions while a positive and medium-level significant relation was found between organization policies and their applications which were other sub-dimensions of organizational policy perception and Herzberg double factor work motivation hygiene and motivation sub-dimensions.

Keywords: Organization; organizational policy perception; motivation; Herzberg double factor Theory

* Esef Hakan TOYOTK. Tel.: +905353858555
 E-mail address: hakantoytok@hotmail.com

1. Introduction

The social and technological developments that have occurred have increased the needs of people over time and led to the need to cooperate among individuals in the society in order to meet the increasing needs individually. The reasons such as the changing needs of individuals and the difficulties of realizing these needs individually formed the basis of the emergence of organizations (Can, 1997). When the definition of the organization is examined, it is seen that each of them is expressed in the form of a formed or organized structure of interconnected segments, each with a specific function or a general sense (Akat, Budak and Budak, 2002). Organizations are made up of individuals and groups that have different interests, values and goals (Robbins and Judge, 2007). The rules that meet these important needs of society such as marriage, religion, education, internal and external security, economy and law are called social organizations (Alıç, 1995). Organizations defined as schools have emerged to meet the educational needs of the society.

In educational organizations, individuals or groups have different expectations. Obtaining the organizational success depends on the success of people. In other words, organizational success is the sum of the successes of individuals who make up the organization in a sense. The failures of the individuals cause the organization to fail (Bursalıoğlu, 1997). The ability of both individuals and organizations to achieve their goals in educational organizations depends on the continuity of the organizations, the working of the members in harmony with each other, establishing an effective communication structure within the organization, being able to foresee the future and taking the necessary precautions in time. However, achieving all of these targets is possible by implementing effective and human-oriented organizational policies. Considering all these parameters, organizational policy has always existed as a fact of life in every organization (Ertekin and Yurtsever, 2003).

Although there are many definitions about organizational policy, there is not a general consensus related to these definitions. However, the definition made by Farrel and Peterson (1982) which is conducting an activity outside of the rules accepted by the organization and organizational goals for the common benefit of the individual or group is more accepted. It should also be noted that there are some factors such as organizational policy, time and organization members or groups within the organization may influence others with a conflictual approach to protect their individual interests outside the organization's structure and rules the outcome cannot be predicted precisely (Ertekin and Yurtsever, 2003). These behaviours, which become a process in which members of the organization interact with each other to use the powers of different individuals, can also lead to some positive or negative consequences for the organization.

Managing the process of influencing with results obtained through methods which are not accepted by the organization or accepted but not appropriate is defined as organizational policy. In some organizations, the 'policy phenomenon' is normally accepted and explicitly displayed while in other organizations, it is not accepted and tried to be maintained behind hidden doors. In fact, when necessary arrangements are made in organizations, either political activities are not required or such behaviours are seen in the organization at the lowest level (Mayes and Allen, 1977, Akt. Biçer, 2017).

Organizations are rational formations that aim to have talented, skilled, knowledgeable and well-motivated human resources in line with the goals of the organization in accordance with its structure (Gülova and Demirsoy, 2012; Akdoğan and Demirtaş, 2014). Teachers are undoubtedly one of the important determinants of the education and training process and teachers' job satisfaction and sufficient or low motivation affect their performance and organization directly (Yavuz and Karadeniz, 2009; Alramadhanı and Şahin, 2018). Herzberg's Double Factor Theory, which is one of the scope theories that deal with what motivates people and process theories that deal with how the behaviour begins, guides and continues, is a theory that focuses on factors that satisfy and dissatisfy the individual. This theory focuses on the Hygiene Factors that cause employees to be pessimistic, quit the job and be dissatisfied and satisfying motivation factors that connect employees to the organization and make them happy in the workplace.

Hygiene Factors in the theory have been determined as organization policy and management, supervision, relations with managers, relations among employees, wages, working conditions, life of the employee and relations of the employees with the sub-personnel, security and status. Motivational Factors have been determined as the job itself, success, recognition, responsibility, promotion, development (Küçük, 2007). According to the theory, if the Hygiene Factors are irregular and inadequate, a sense of satisfaction in the workplace will not occur. Motivation Factors, on the other hand, are of a nature that mobilizes and directs the individuals and creates satisfaction to the extent they are eliminated. If one of the abovementioned factors is missing, the motivation of the individual decreases (Küçük, 2007). According to Herzberg, there must already be Hygiene Factors in the workplace. Therefore, it perceived as normal by the individual and does not affect the increase in motivation. However, in the absence of these factors, it causes the employees to be bored with their job, separate them from the working environment and decrease motivation (Eren, 2003). Although hygienic factors prevent dissatisfaction, it does not directly affect motivation increase. In this context, the lack of motivating factors in the organization can mean that there is no satisfaction and motivation there (Büyükgöz, 2008).

In this context, the aim of the research is to determine the political behaviours of individuals or groups within the organization who act according to their own interests

while using the limited resources of the organization for their own interests and preferences without considering the objectives of the organization and how these behaviours affect the organization according to the double factor hygiene-motivation theory of Herzberg. . For this purpose, answers to the following questions were sought;

1. What is the level of teachers' perception of "organizational policy" and "Herzberg's double-factor hygiene – motivation"?

2. Does teachers' perception of "organizational policy" and "Herzberg's double-factor hygiene – motivation" show a significant difference according to gender and branch variables?

3. What is the relationship between teachers' "perception of organizational policy" and "Herzberg's double factor hygiene – motivation"?

4. How dependent are teachers' "perception of organizational policy" and Herzberg's dual-factor hygiene – motivation?

2. Method

The Method section describes in detail how the study was conducted, including conceptual and operational definitions of the variables used in the study, Different types of studies will rely on different methodologies; however, a complete description of the methods used enables the reader to evaluate the appropriateness of your methods and the reliability and the validity of your results, It also permits experienced investigators to replicate the study, If your manuscript is an update of an ongoing or earlier study and the method has been published in detail elsewhere, you may refer the reader to that source and simply give a brief synopsis of the method in this section.

The design of the research is descriptive-relational screening model which is one of the quantitative research methods. The models in the screening form are tried to be defined without changing the event, object or person conditions that are the subjects of the study and with their present forms (Karasar, 2008: 77). The population of the research consists of a total of 2051 teachers. Among them, 679 teachers work at public primary schools, 711 teachers work at secondary schools and 661 teachers work at high schools which are public schools affiliated to the Ministry of National Education in the city centre of Siirt in the 2017-2018 academic year. In the research, simple random sampling method was used and the number of samples with the power to represent the universe was tried to be reached. In this context, 650 scales were distributed and 574 of these scales were returned. Since 52 of the scales that were returned were not filled in accordance with the directives, they were excluded from the scope and opinions of 522 teachers were included

in the research and analysed. The return rate of the distributed scales was 88.3%. Information about the sample in the study is shown in Table 1.

Table 1. Demographic information about the sample

	N	%
Gender		
Male	297	56.9
Female	225	43.1
Branch		
Classroom Teacher	194	37.2
Branch Teacher	328	62.8

In the research, the personal demographic form which was developed by the researcher, perception of organizational policy scale and work motivation scale based on Herzberg Double Factor Theory were used as data collection tools. Perceptions of Organizational Politics Scale (POPS) was developed by Kacmar and Ferris (1991) and adapted to Turkish by Mohan-Bursalı (2008). The scale consists of 31 items and 5 dimensions. It is a 5-point Likert type scale and questions 2, 4, 16, 18, 24, 26 and 31 are reversed. The reliability analysis related to the original version of the scale which was performed by the researcher within the research process are presented in Table 2. The scale is graded between 1 and 5. For work motivation and hygiene scale; 1.00 - 1.79 inadequate, 1.80 - 2.59 low, 2.60 - 3.39 medium, 3.40 - 4.19 upper and 4.20 - 5.00 very high It is defined as the level. For the organizational policy perception scale; 1.00 - 1.79 totally disagree, 1.80 - 2.59 disagree, 2.60 - 3.39 partially agree, 3.40 - 4.19 agree, 4.20 - 5.00 completely agree it is defined as the level.

Table 2. Organizational policy perception scale Cronbach alpha reliability coefficient calculations

Sub-Dimensions of the Scale	Number of Items	Cronbach Alpha Value (α)	
		Bursalı (2008)	For this Research
Self-Interest Sub-Dimension	5	.92	.83

Doing What It Takes to be Promoted Sub-Dimension	8	.83	.85
Organizational Policies and Practices Sub-Dimension	4	.80	.68
Behaviour of the Superiors and Colleagues Sub-Dimension	5	.79	.70
Promotion and Salary Practices Sub-Dimension	3	.54	.57

According to Cronbach Alpha reliability coefficient values, it is stated as the following: (not reliable for 0 and 0.40, low reliability for 0.40 and 0.60, very reliable for 0.60 and 0.80, high reliability for 0.80 and 1.00) (Özdamar, 2004: 633; Can, 2017: 391). When the table 2 is analysed according to these values, it is seen that the total scores of the factor (Promotion and Salary Practices Sub-Dimension) are unreliable. Therefore, the total scores of this factor were not included in the analysis section. In addition, since the organizational policy perception scale does not produce total points, it does not create a structural problem to not include data related to these dimensions in the research.

Cronbach alpha reliability coefficient calculations of the work motivation scale are presented in Table 3.

Table 3. Work motivation scale Cronbach alpha reliability coefficient calculations

Sub-Dimensions of the Scale		Number of Items	Cronbach Alpha Value (α)	
			Büyükgöz (2008)	This Study
Hygiene Sub-Dimension		8	.75	.80
Motivation Sub-Dimension		18	.89	.93

The "Work Motivation" scale including variables related to the perception of work motivation was developed by Büyükgöz (2008) based on Herzberg Double Factor Theory. It is 5-point Likert type scale including 26 items and 2 sub-dimensions. Interpretation of scale dimensions was made through (1-1,79 for inadequate, 1,80 -2,59 for low level, 2,60-3,39 for medium level, 3,40-4,19 for upper level and 4, 20-5 for very high level) scoring method.

It has been examined whether organizational policy perception and its sub-dimensions as well as work motivation its sub-dimension show homogeneous distribution according to gender and branch variables. It is because the structure of the statistics to be used depends on whether the groups show homogeneous distribution (parametric) or not (nonparametric). If these scores have a value of .050 and above, it means that they show

a homogeneous distribution (Can, 2017). For this reason, the researcher applied the Homogeneity of Variance test which is one of the One-Way ANOVA analysis and the findings are presented in Table 4 and Table 5 below.

Table 4.Organizational Policy Perception Homogeneity Test Distribution Values

Organizational Policy Perception		Gender	Branch
Self-Interest	p	.023*	.834
	Levene	5.208	.044
Doing What It takes to be Promoted	p	.659	.282
	Levene	.195	1.159
Organizational Policies and Practices	p	.304	.559
	Levene	1.058	.342
Behaviour of the Superiors and Colleagues	p	.763	.432
	Levene	.091	.619

Note: P< .050, * P< .010**, * P< .000****

When Table 4 is analysed and Sig. (p) scores of organizational policy perception and doing what it takes to be promoted, organizational policies and practices, behaviour of the superiors and colleagues and promotion and salary practices which are the sub-dimensions of organizational policy perception for gender and branch variables are examined, the absence of a value less than P <.050 means that the group showed a homogeneous distribution according to the Homogeneity of Variance test. According to these findings, parametric statistics can be used. When Sig. (p) scores of organizational policy perception self-interest sub-dimension are examined, it is seen that there is a value less than p <.050; therefore, it means that the group does not show a homogeneous distribution according to the Homogeneity of Variance test. According to these findings, non-parametric statistics can be used.

Table 5. Work Motivation Homogeneity Test Distribution Values

Work Motivation		Gender	Branch
Hygene	p	.301	.360
	Levene	1.072	.838
Motivation	p	.819	.948
	Levene	.052	.004

Note: P< .050, * P< .010**, * P< .000****

When Sig. (p) scores related to work motivation as well as hygiene and motivation which are the sub-dimensions of work motivation for gender and branch variables are

examined, the absence of a value less than P <.050 means that the group showed a homogeneous distribution (parametric structure) according to the Homogeneity of Variance test. In this context, the t-test was used in the entire work motivation scale and in all other sub-dimensions of organizational policy perception scale except for the self-interest sub-dimension in the analysis of data for gender and branch variables while Mann-Whitney U test was used in the self-interest sub-dimension of organizational policy scale. Percentage (%), arithmetic mean ($\overline{X}$), frequency (N) and standard deviation values were examined in the analysis. Significance was looked for according to p <.050 value. Correlation (r) analysis was conducted for the relationship between organizational policy perception and its sub-dimensions and work motivation and its sub-dimensions. In the research, organizational policy perception and its sub-dimensions were determined as independent and predictor variables while work motivation and its sub-dimensions were determined as dependent and predicted variables. Regression analysis was performed to determine how dependent these variables are and the determination coefficient (R^2) gives us the estimation or to what extent it explains in the regression analysis.

3. Findings

In this section, findings related to the questions addressed in the research are presented.

Examination of teachers' perception of "organizational policy" and "Herzberg's double factor hygiene-motivation" perception levels

The arithmetic averages and standard deviations of teachers' organizational policy perception and sub-dimensions belonging to Herzberg Double Factor Theory work motivation are given in Tables 6 and 7 below.

Table 6. Distribution of Teachers' Organizational Policy Perception Scores

Perception of Organizational Policy Scale	$\overline{X}$	Ss
Self-Interest Sub-Dimension	2.844	0.867
Doing What It Takes to be Promoted Sub-Dimension	2.954	0.770
Organizational Policies and Practices Sub-Dimension	3.059	0.756
Behaviour of the Superiors and Colleagues Sub-Dimension	2.875	0.713

As it can be seen in Table 6, the dimension which has the highest average in teachers' organizational policy perception levels is organization policies and practices ($\overline{X}$=3.059), and the dimension which has the lowest average is self-interest ($\overline{X}$=2.844). When the

other dimensions are examined, it is seen that the doing what it takes to be promoted dimension has ($\overline{X}$=2.954) average while the average of behaviour of the superiors and colleagues sub*-dimension ($\overline{X}$=2.875). According to these results, teachers preferred ''partially agree'' option for self-interest, doing what it takes to be promoted, organizational policies and practices, and the behaviour of the superiors and colleagues dimensions.

Table 7. Distribution of the Scores related to Teachers' Perceptions of Herzberg Double Factor Theory Work Motivation

Herzberg Double Factor Work Motivation Scale	$\overline{X}$	S.s
Hygiene Sub-dimension	3.173	0.646
Motivation Sub-dimension	3.544	0.652

As it can be seen in Table 7, it is seen that the dimension which has the highest arithmetic average is motivation ($\overline{X}$=3.544) in teachers' Herzberg Double Factor Theory work motivation and when the hygiene dimension is analysed, it is seen that it has ($\overline{X}$=3.173) average. According to the answers given by the teachers, it can be said that the teachers have "upper" perception regarding motivation which has the highest arithmetic average and "medium" perception for hygiene dimension.

Findings Related to the Gender Variable

In order to determine whether the teachers' organizational policy perception and Herzberg Double Factor Theory work motivation differentiate according to the gender variable, t-Test was applied and Mann Whitney U test was applied since the self-interest sub-dimension of organizational policy perception was nonparametric. The analysis results are given in Tables 8 and 9.

Table 8. t-Test Results Regarding Teachers' Organizational Policy Perceptions and Herzberg Double Factor Theory Work Motivation Levels According to Gender Variable

Sub-dimensions of Organizational Policy Perception	$\overline{X}$	Ss	t	p
Doing What It Takes to be Promoted				
Male	3.008	0.773	1.870	.062
Female	2.882	0.762		
Organizational Policies and Practices				
Male	3.056	0.786	.-088	.930
Female	3.062	0.716		
Behaviour of Seniors and Colleagues				
Male	2.954	0.724	2.952	.003**
Female	2.771	0.688		

Sub-dimensions of Herzberg Double Factor				
Hygiene				
Male	3.197	0.662	966	.335
Female	3.142	0.625		
Motivation				
Male	3.551	0.650	269	.788
Female	3.535	0.656		

N(Male)=297 N(Female)=225, p < .050* p < .010** p < .000*** sd=520

When the findings in Table 8 are analysed, it is seen that there was a significant difference in favour of men according to the t-Test results in terms of the gender independent variable only in the behaviour of seniors and colleagues sub-dimension of the organizational policy perception of the teachers who participated in the research (t = 2.952, p <.050). In the averages of Herzberg Double Factor Theory work motivation which is another dependent variable dealt with in the study, it was found that there was no significant difference in terms of gender independent variable according to the t-Test results (p> .050).

Table 9. Mann Whitney U Test Results Regarding Self-Interest Sub-Dimension Levels of Teachers' Organizational Policy Perceptions

Organizational Policy Perception Sub-Dimension		Mean Rank.	Z	U	p
Self-Interest					
	Male	272,18	.-1.863	30242, 00	.062
	Female	247,41			

N(Male)=297 N(Female)=225 p < .050* p < .010** p < .000***

When Table 9 is examined, a significant difference was not found between the averages (for p> .050) according to the results of Mann Whitney U test which was conducted in order to determine whether the mean scores of the teachers who participated in the study for "self-interest" dimension showed a significant difference in terms of gender variable.

Findings Regarding Branch Variable

In order to determine whether there is a significant difference in the perception of the teachers who participated in the study according to being a classroom teacher or branch teacher (branch independent variable) in teachers' organizational policy perception and

Herzberg Double Factor Theory work motivation dimensions. The obtained findings are shown in Table 10.

Table 10. t-Test Results Regarding Teachers' Organizational Policy Perceptions and Herzberg Double Factor Theory Work Motivation Levels According to Branch Variable

Organizational Policy Perception	$\overline{X}$	Ss	t	p
Self-Interest				
Classroom Teacher	2.719	0.857	.-2.555	.011*
Branch Teacher	2.918	0.867		
Doing What It Takes to be Promoted				
Classroom Teacher	2.868	0.818	.-1.913	.056
Branch Teacher	3.005	0.737		
Organizational Policies and				
Classroom Teacher	3.073	0.739	.341	.733
Branch Teacher	3.050	0.767		
Behaviour of Seniors and Colleagues				
Classroom Teacher	2.767	0.745	.-2.622	.009**
Branch Teacher	2.939	0.687		
Herzberg Double Factor Sub-Dimensions				
Hygiene				
Classroom Teacher	3.251	0.630	2.127	.034*
Branch Teacher	3.128	0.653		
Motivation				
Classroom Teacher	3.616	0.659	1.924	.055
Branch Teacher	3.502	0.645		

N(Classroom Teacher)=194 N(Branch)=328 p < .050 p < .010** p < .000***   sd=520*

When the findings in Table 10 are analysed, it is seen that there is a significant difference in favour of branch teachers in the scores of the "self-interest" dimension of the organizational policy perception of the teachers participating in the research according to the results of the t-Test in the branch independent variable (t = -2.555; p <.050). The branch teachers' "self-interest" dimension scores ($\overline{X}$=2.918) were found to be higher compared to the classroom teachers' scores ($\overline{X}$=2.719). Again, according to the results of the t-Test of the scores of the behaviour of seniors and colleagues dimension of the organizational policy perceptions of the teachers who participated in the research in terms of branch independent variable, it was seen that there was a significant difference in favour of the branch teachers (t=-2.622; p <.050). The branch teachers' 'behaviour of seniors and colleagues" dimension scores ($\overline{X}$=2.939) were found to be higher compared to the classroom teachers' scores ($\overline{X}$=2.767). According to the results of the t-Test of the scores of the hygiene dimension of Herzberg Double Factor Theory work motivation which was another dependent variable dealt with in the study, it was seen that there was

a significant difference in favour of the classroom teachers in terms of branch variable (t = 2.127; p <.050). Classroom teachers' scores in the "hygiene" dimension were found to be higher ($\overline{X}$=3.251) than the scores of the branch teachers ($\overline{X}$=3.128).

The Relationship between Organizational Policy Perception and Herzberg Double Factor Work Motivation

In this part of the study, the correlation analysis between the teachers' organizational policy perception sub-dimensions and the Herzberg Double Factor work motivation sub-dimensions were presented and given in Table 11.

Table 11. Results Regarding the Relationship between Organizational Policy Perception

Sub-Dimensions and Herzberg Double Factor Work Motivation Sub-Dimensions

		1	2	3	4	5	6
1	Self-Interest	1					
2	Doing What It Takes To Be Promoted	.752**	1				
3	Organizational Policies and Practices	-.028	-.007	1			
4	Behaviour of Seniors and Colleagues	.739**	.746**	.041	1		
5	Hygiene	-.185**	-.245**	.314**	-.161**	1	
6	Motivation	-.230**	-.252**	.445**	-.216**	.609**	1

p <.050* p <.010**. p < .000***

If the value obtained is +1 (plus one), it means that the relationship is perfect and positive; if it is -1 (minus one), it means the relationship is perfect but negative and if it is 0 (zero), it means that there is not any relationship. In addition, it is understood that if the values are between 0 and 0.30, there is a low relationship; if the values are between 0.30 - 0.70, there is a moderate relationship and if the values are between 0.70-1, there is a high relationship (Büyüköztürk et al. 2009: 185). When the findings in Table 11 that were obtained as a result of the conducted Pearson Correlation analysis are examined, it is seen that there is a negative, low-level significant relationship between "self-interest" sub-dimension of teachers' organizational policy perception and "hygiene" dimension (r = -.185, p <.050) and "motivation" dimension (r = -.230, p <.050) of Herzberg double factor work motivation; there is a negative, low-level significant relationship between "doing what it takes to be promoted" which is a sub-dimension of organizational policy perception and "hygiene" dimension (r = -.245, p <.050) and "motivation" dimension (r = -.252, p <.050) of Herzberg double factor work motivation; there is a positive, moderately

significant relationship between the "organization policies and practices" sub-dimension of organizational policy perception and "hygiene" dimension (r = .314, p <.050) and "motivation" dimension (r= .445, p <.050) of Herzberg double factor work motivation; there is a negative, low-level significant relationship between "behaviour of seniors and colleagues" which is a sub-dimension of organizational policy perception and "hygiene" dimension (r = -.161, p <.050) and "motivation" dimension (r = -.216, p <.050) of Herzberg double factor work motivation.

Regression Analysis

Multiple regression analysis results related to organizational policy perception, Herzberg Double Factor work motivation prediction are given in Tables 12 and 13.

Table 12. Results of Multiple Regression Analysis between Organizational Policy Perception Sub-Dimensions and Hygiene Sub-Dimensions

		Predicted Variable (Herzberg Double Factor Hygiene Sub-Dimension)				
		B	S	Beta	t	p
Organizational Policy Perception	Fixed	2.948	.153		19.237	.000***
	Self-Interest	.007	.050	.010	.142	.887
	Doing What It Takes To Be Promoted	-.218	.057	-.259	-3.827	.000***
	Organizational Policies and Practices	.267	.035	.312	7.702	.000***
	Behaviour of Seniors and Colleagues	011	.060	.012	.183	.855
R² = .158				R=.398		
R²ADJ= .152				F=24.283		

p <.050* p <.010** P <.000

According to the data given in Table 12, the organizational policy perception sub-dimensions and Herzberg double factor work motivation "hygiene" sub-dimension predictive value were calculated as R² (R Squared)= .158. This value indicates that 16% of Herzberg's double factor work motivation "hygiene" sub-dimension, which is the dependent variable, predicts the organizational policy perception, which is the independent variable. However, considering the variables that do not contribute to the model, the more realistic value is R² (Adjust R²)=.152 which is seen as 15%.

Table 13. Results of Multiple Regression Analysis between Organizational Policy Perception Sub-Dimension and Motivation Sub-Dimension

| Predicted Variable (Herzberg Double Factor Hygiene Sub- |

		B	S	Beta	t	p
						Dimension)
	Fixed	3.068	.144		21.260	.000***
	Self-Interest	-.024	.047	-.32	-.503	.615
Organizational Policy Perception	Doing What It Takes To Be Promoted	-.128	.054	-.152	-2.396	.017*
	Organizational Policies and Practices	.386	.033	.447	11.809	.000***
	Behaviour of Seniors and Colleagues	-.089	.057	-.098	-1.576	.116
R² = .266				R=.515		
R²ADJ = .260				F=46.759		

p <.050. p <.010** P < .000****

In Table 13, the organizational policy perception sub-dimensions and Herzberg double-factor work motivation "motivated" sub-dimension predictor were examined and calculated as R² (R Squared) = .266. This value shows that 27% of "motivation" sub-dimension of Herzberg's double factor work motivation, which is the dependent variable, predicts the perception of organizational policy, which is the independent variable. However, considering the variables that do not contribute to the model, the more realistic value is R² (Adjust R²) =.260 which is seen as 26%.

4. Discussion, Conclusion and Recommendation

In this research, which aims to examine the relationship between teachers' perception of organizational policy and Herzberg's double factor hygiene-motivation theory, when the findings regarding the organizational policy perception levels are examined, it is seen that teachers expressed their opinions as "partially agree" for self-interest, behaviour of the superiors and colleagues dimensions, doing what it takes to be promoted and organizational policies and practices sub-dimensions of organizational policy perception. Among these sub-dimensions, it was determined that the highest average was in organizational policies and practices and the lowest average was in the self-interest sub-dimension (at partially agree level). It has been observed that the political perception levels of teachers are high in participating in the organization's policies and practices, and low in self-interest. self-interest behaviors are those that harm the organization and cause negative effects. In fact, this is also an expected result for research.

It was seen that there was a similarity with the results of research conducted by Emre (2018) and difference with the results of the research conducted by Bursalı (2008) as the perception level was "disagree" for the self-interest dimension; there was a similarity with the results of research conducted by Bursalı (2008), Aydın (2015), Akbaş (2016),

Emre (2018) and Özdemir (2018) with ''partially agree'' and difference with the results of the research conducted by Eryılmaz (2014) with ''agree'' for organization policies and practices sub-dimension; the research results obtained by Aydın (2015), Emre (2018) and Özdemir (2018) were similar to the results of our study with ''partially agree'' for doing what takes to be promoted sub-dimension but it was at a low level in the study conducted by Bursalı (2008) with ''disagree'' and different from the research results obtained by Erol (2014), Eryılmaz (2014) and Shaltoot (2016) "with disagree" for doing what takes to be promoted sub-dimension; there was a similarity with the results of the research conducted by Eryılmaz (2014) with ''partially agree'' for behaviour of seniors and colleagues sub-dimension and difference with the results of the research conducted by Aydın (2015), Emre (2018) and Bursalı (2008) with "disagree" for behaviour of seniors and colleagues sub-dimension.

It was seen that there was a moderate perception in the hygiene sub-dimension and "high-level" perception in the motivation sub-dimension of "Herzberg Double Factor Theory Work Motivation" scale which was the other variable in the research. When the results obtained from the study were evaluated, it was seen that the hygiene factor variable was at a lower level than the motivating factor variable. Although teachers find their wages, physical conditions and social opportunities insufficient, it has been determined that they do their profession fondly. As a result, it was seen that the organization positively affected the quality of work life and teachers felt themselves as valuable and important staff of the school. It was seen that there was a similarity between the results of the study conducted by Büyükgöz (2008), Yıldız (2010), Kaş (2012), Ertürk (2014), Yılmazer (2018) and our study with ''moderate'' level in the hygiene sub-dimension. In the motivation sub-dimension, there was a similarity between results of our study and the studies conducted by Yıldız (2010), Kaş (2012) and Ertürk (2014) with ''high level''. However, it was seen that there was a difference between the results of our study and the studies conducted by Büyükgöz (2008) made in public sector and Yılmazer (2018) with ''moderate'' level in the motivation sub-dimension.

According to the findings obtained in the research, it was determined that there was not a significant difference in the self-interest, doing what it takes to be promoted, organizational policies and practices sub-dimensions of ''organizational policy'' perception with respect to gender variable. However, it was seen that there was a significant difference in favour of males in behaviour of seniors and colleagues sub-dimension of organizational policy in terms of gender independent variable. The reason for this can be stated to be that male teachers are more political than female teachers in their behaviour with school administrators and other teachers. However, it should not be forgotten that classifying people as male-female is against a holistic approach.

It can be stated that male teachers find behaviours of the seniors and colleagues more political compared to the female teachers; in other words, female teachers consider

behaviours of the seniors and colleagues and their communication with each other less political. The reason for this can be said to be low participation of the females in the organizational policy process to achieve their individual goals, since women are not included in political games in organizations. It is possible to come across research that supports the research findings in the literature. In the researches carried out by Ferris et al. (1989), Drory (1991) and Akbaş (2016), it was observed that male teachers' organizational policy perceptions were higher than female teachers. There are also studies in the literature which show that the perception of organizational policy does not differ according to the gender variable. In the studies conducted by Ferris and Kacmar (1992), Vigoda and Cohen (2002), İşcan (2005a), Mohammed (2011), Çelik (2017), it was found that the organizational policy perceptions of female employees are higher than male employees. In the studies conducted by Kesken (1999), O'Connor and Morrison (2001), Bursalı (2008), Ayhan (2013), Erol (2014), Eryılmaz (2014), Aydın (2015), Shaltoot (2016), Eken (2017), Gürce (2018) and Emre (2018), any significant difference was not found in the perceived organizational policy in terms of gender. These results are different from the results of our study. It can be said that there are differences due to the differences of the institutions where the studies were conducted and the number of staff. According to the gender approach, both men and women are socialized differently before and after working life and as a result, different tendencies occur in their working lives.

It was found that there was not a significant difference between the hygiene and motivation sub-dimensions perception levels of Herzberg Double Factor Theory work motivation which was another variable in the study in terms of gender variable. A similar situation was observed in the research conducted by Seguin (1997), Şahin (2003), Frank and Lewis (2004), Büyükgöz (2008), Kaş (2012) and Gökkaya (2015). However, contrary to the results of the research, Yıldız (2010) and Ertürk (2014) found that there was a significant difference in the hygiene sub-dimension in favour of male teachers and in the motivation sub-dimension in favour of women according to the gender variable.

According to the findings obtained as a result of the research, it was determined that there was not any significant difference organizational policies and practices and doing what it takes to be promoted sub-dimensions of teachers' organizational policy perception levels according to the branch variable. Similar results to the study were found by Çevik and Köse (2017). However, it was observed that there was a significant difference in self-interest and behaviour of the superiors and colleagues sub-dimensions of organizational policy in favour of the branch teachers. Accordingly, it can be said that branch teachers exhibit more self-interested behaviours compared to classroom teachers. Similarly, in the behaviour of the superiors and colleagues sub-dimension, it was seen that the aim of the communication that the branch teachers establish with the school administrators established is to show themselves better and they offer help not because they care about their other friends but in return for an expectation compared to the classroom teachers. When these findings are analysed, it can be stated that various teachers in different

branches enter a classroom in secondary and high schools; therefore, the branch teachers are in more communication with each other. In this context, it should not be forgotten that classroom teachers only enter their own classes; therefore, their common ground with other teachers is less than the branch teachers in the process of education. In addition, since the classroom that the classroom teachers will teach and take responsibility is certain, they can plan the curriculum as they wish and their lesson load which is 30 hours a week is fixed. If there is more than one branch teacher working in secondary and high school in the same branch, these teachers should take more class hours and even enter classes in different schools if necessary in order to receive additional course fees. Since the course days and the program are arranged by the school management accordingly in order to adjust this, branch teachers may exhibit political behaviours against school administrators. However, administrators should be fair in all elements including reward distributions and in their material and moral practices at schools in accordance with organizational policies and in doing so, should take into account the expectations and thoughts of their employees (Bursalı and Bağcı, 2011).

It was determined that there was not any significant difference in the motivation sub-dimension of Herzberg Double Factor work motivation theory perception levels of the teachers who participated in the study according to the branch variable. However, a significant difference in hygiene sub-dimension was observed in favour of classroom teachers according to the branch variable. The reason for this is that the classroom teachers have better communication with the school administrators in the school and in this context, they do not have a serious problem in their schools and their expectations are at a satisfactory level. In addition, it can be interpreted that the classroom teachers are with the students who are younger within the process of education compared branch teachers and the feeling that they have a significant impact on the formation of characters and personalities of these young students increases the feeling of being accepted and satisfaction and provides motivation. Regarding this issue, Herzberg states that "the most valid way to achieve satisfaction in a work is to have the responsibility to be successful" (Sabuncuoğlu, 1984). Again, it was observed that the classroom teachers were more satisfied with the salaries they received as a result of their services compared to the branch teachers. When the effect of the economic factor on motivation is examined in the studies, it has been stated that the teachers attach importance to the economic motivation tools most among the hygiene factors (Coşkun, 2009).

When the relationship between teachers' perceptions of organizational policy and Herzberg Double Factor theory is examined, a negative, low-level significant relationship was seen between self-interest, behaviour of the superiors and colleagues and doing what it takes to be promoted which are the sub-dimensions of teachers' organizational policy perception and "hygiene" and "motivation" sub-dimensions of Herzberg double factor work motivation. Accordingly, it was determined that the levels of "self-interest", "behaviour of the superiors and colleagues" worker" and "doing what it takes to be

promoted" reduce Herzberg double factor work motivation, "hygiene" and "motivation" levels. It was seen that there was a positive, moderate and significant relationship between teachers' organizational policy perception "organizational policies and practices" and Herzberg double factor work motivation "hygiene" and "motivation" sub-dimensions. In this context, it was determined that the levels of "organizational policies and practices" of teachers increase the level of Herzberg double factor work motivation, "hygiene" and "motivation" levels. Accordingly, it is very important to distribute the awards fairly in the school, to think that teachers with good performance think that they can get promoted and to actively participate in the decision-making process. Thus, it is seen that the hygiene and motivation factors will increase as the teachers' feelings of trust towards the organization and their performance increase.

As a result of the research, it was seen that 15% of Herzberg double factor work motivation "hygiene" sub-dimension factors and 26% of "motivation" sub-dimension factors were explained by organizational policy perception. Accordingly, the organizational policy perception at schools is explained by hygiene and motivation, which are two sub-dimensions of Herzberg Double Factor work motivation theory. When the other research results and our research results are evaluated together, it can be said that although the type of service provided by the employees differs, they have similar thoughts on salary satisfaction and physical conditions as well as social facility hygiene factors.

All these obtained results are limited to the teachers who participated in the study; therefore, similar studies with larger and different sample groups will help enrich the literature. In order to reduce the perception of organizational policy in schools, environments with more emphasis on organizational goals can be created instead of the environments in which teachers work for their personal interests and purposes, salaries of the teachers can be increased in order for meeting the needs of their basic and private lives and social opportunities and services at schools by improving physical conditions. In addition, both organizational policy perception and Herzberg Double Factor Theory work motivation relationship with other variables may be the subject of different studies.

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