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Examining the Effect of Principals' Inclusive Leadership Practices on Organizational Hypocrisy through the Mediating Role of Trust in Principal

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This study aims to explore the effect of inclusive leadership and trust in principal on organizational hypocrisy in schools. We employed a quantitative methodology and used a cross-sectional survey design and Structural Equation Modelling to determine the relationships between inclusive leadership, trust in principal, and organizational hypocrisy. The research sample consisted of 408 teachers working in preschool, primary, secondary and high schools in different regions of Türkiye. We collected the data of the study through "Inclusive Leadership Scale," "Organizational Hypocrisy Scale," and "Trust in Principal Scale." The results showed that inclusive leadership, directly and indirectly, affected organizational hypocrisy. According to the total effect, inclusive leadership had a significant, negative, and large impact on organizational hypocrisy and explained 75% of the variance in organizational hypocrisy. Results also indicated a direct effect of inclusive leadership on trust in principal and of trust in principal on organizational hypocrisy. In addition, trust in principal had a mediator effect between inclusive leadership and organizational hypocrisy. Consequently, inclusive leadership and trust in principal were important variables in reducing organizational hypocrisy in schools. In this context, principals need to increase trust in principal by displaying inclusive leadership behaviors to reduce organizational hypocrisy that causes negative consequences in schools.

Introduction

Organizations are going through rapid change with globalization. Adapting to change is a task that organizations must accomplish. However, the process of change includes some difficulties. One of the most important challenges concerns the preservation of the legitimacy of organizations while going through change (Suchman, 1995). While coping with change, organization members and the general public may have varying demands that they want the organization's management to respond. On the other hand, these responses may lead the organization's leadership to exhibit inconsistent behaviors. Organizations may try to find answers to these demands with organizational hypocrisy. However, organizational hypocrisy, which is expressed as the inconsistency of the discourses and decisions of organizational

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management with their actions (Brunsson, 2002), is a threat to the legitimacy of organizations (Christensen, 2013).

It is argued that educational organizations with a loose structure often resort to organizational hypocrisy not to lose their legitimacy (Kılıçoğlu, 2017a) because the practices of such organizations may not be sufficiently connected to laws. In countries such as Türkiye, whose education systems are managed by the central government (Erdem et al., 2011), contradictions can be seen between the legal regulations and the practices in schools. Because while central governments want schools to comply with the legislation, schools are trying to comply with the legislation on the one hand, and on the other hand, they are trying to fulfill the requirements of local dynamics. As a result, legal regulations and practices decouple (Mundy & Menashy, 2014). Studies report that organizational hypocrisy caused by decoupling between policy and practice has negative consequences in schools (Çayak, 2021; Göçen et al., 2021; Kılıçoğlu & Yılmaz Kılıçoğlu, 2019; Kılıçoğlu et al., 2017; Kılıçoğlu et al., 2019; Mundy & Menashy, 2014).

Considering the negative consequences of hypocrisy, the factors that cause and reduce organizational hypocrisy in schools should be carefully examined. The above research also reports that it is important for principals to exhibit leadership behavior to reduce organizational hypocrisy. Researchers have emphasized the importance of inclusive leadership in minimizing decoupling between policy and practice (Mor Barak et al., 2021).

In recent years, researchers' interest in inclusive leadership has been increasing. There are studies on inclusive leadership, especially in non-educational institutions (Cenkci et al., 2020; Elsaied, 2020; Fang et al., 2019; Guo et al., 2020; Jiang et al., 2020; Khan et al., 2020; Shakil et al., 2021; Tran & Choi, 2019; Ye et al., 2019). These studies show that inclusive leadership positively affects employee attitudes towards jobs and the workplace. However, researches in schools have focused on the effects of inclusive leadership on students (Billingsley et al., 2018; DeMatthews, 2021; Ganon-Shilon et al., 2022). Studies have shown that principal leadership positively affects trust in principal (Bektaş et al., 2020; Bellibaş & Gümüş, 2021; Cansoy et al., 2020; Hallinger et al., 2017; Karacabey et al., 2022; Kılınç et al., 2022; Ma & Marion, 2019) and that trust in the manager is important to avoid organizational hypocrisy (Kılıçoğlu et al., 2019). An inclusive leadership style in policy-practice decoupling may reduce organizational hypocrisy in schools. Therefore, we have some justifications for doing this research.

First of all, studies on inclusive leadership in schools have focused on how inclusive leadership affects students' various outcomes. However, we have limited knowledge of how inclusive leadership affects teachers' perceptions. Second, organizational hypocrisy has negative consequences. Considering the limited research conducted to avoid organizational hypocrisy, we think there is a need for systematic studies. In addition, in countries like Türkiye, where education is managed with a centralized system, understanding the factors that reduce organizational hypocrisy in schools and taking measures against them can create a more effective and efficient education system. Therefore, the model to be designed to reduce organizational hypocrisy in schools can expand the knowledge for school administrators, other school stakeholders, such as teachers and students, educational leadership and management (EDML) scholars, and educational policymakers. Third, determining how inclusive leadership affects teachers' perceptions of organizational hypocrisy may strengthen the theoretical framework. However, the literature lacks evidence regarding the mediating role of trust in principal in the effect of inclusive leadership on organizational hypocrisy.

Therefore, this study focused on how inclusive leadership affects organizational hypocrisy and the role of trust in the principal in this effect. In other words, this study aims to explore the importance of inclusive leadership and trust in principal in reducing organizational hypocrisy in schools. In this context, answers to the following research questions were sought:

RQ1: Does inclusive leadership predict trust in principal and organizational hypocrisy?

RQ2: Does trust in principal mediate inclusive leadership's effect on organizational hypocrisy?

Conceptual framework

In this section, firstly, we discuss the theoretical basis of organizational hypocrisy, trust in principal, and inclusive leadership. Then we focus on the theoretical relationships between the variables. Finally, we examined the mediating effect of trust in principal in the relationship between inclusive leadership and organizational hypocrisy.

Organizational hypocrisy

In this study, we adopt the definition that organizational hypocrisy is "talking to meet one demand, making a decision to satisfy another, and providing products to meet a third demand" (Brunsson, 2002, p. 27). The theoretical background of hypocrisy is based on social psychology and organizational behavior. This study is based on the perspective of organizational behavior related to the organizational field. Organizational behavior emerges as hypocrisy due to inconsistency between what is said and practiced in organizations, and this situation is proposed to be organizational hypocrisy (Argyris & Schon, 1974). In this research, we conceptualized organizational hypocrisy in three dimensions (Kılıçoğlu et al., 2017). First, the dimension of "keeping promises" shows the inconsistency between speech, decisions, and school actions. Secondly, while the "harmony between the internal structure and the environment" offers the degree to which the schools reflect the values of the environment while reaching the mission and goals they have determined, the last dimension, "the inconsistencies in the practices," is related to the principals' deceiving the school's stakeholders in practice.

Studies on organizational hypocrisy show that while workplace spirituality (Ağalday, 2022), ethical leadership, and organizational legitimacy (Kılıçoğlu & Yılmaz Kılıçoğlu, 2019) reduce organizational hypocrisy, organizational silence (Çayak, 2021) enhances organizational hypocrisy. On the other hand, studies have focused on the negative consequences of organizational hypocrisy. Organizational hypocrisy negatively affects teachers' perceptions of organizational trust (Kılıçoğlu et al., 2017), organizational commitment, motivation, organizational citizenship, and job satisfaction (Kılıçoğlu & Yılmaz Kılıçoğlu, 2019).

Trust in principal

Trust is "an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open" (Hoy & Tschannen-Moran, 2003, p. 185). Considering the dimensions mentioned in this definition, first, benevolence is the confidence that goodwill will be preserved and undamaged. Second, reliability is about the consistency of behavior. Third, competence is the ability to perform as expected and to appropriate standards for the task. Fourth, honesty is about integrity. Fifth, openness is about taking an open stance toward the organization in



sharing information (Hoy & Tschannen-Moran, 1999). To be consistent in their behavior, a principal should be benevolent, honest, open, competent, and reliable. Trust is important for organizations and individual staff (Doney & Cannon, 1997). Organizational trust in schools is addressed in four dimensions: trust in students, teachers, families, and principals (Hoy & Tschannen-Moran, 2003). This research focused on trust in principals.

In schools with a high level of trust, school members have a positive perspective on the consistency of each other's actions and discourses (Tschannen-Moran et al., 1998). Teachers want to trust the acts of principals. As teachers' trust in principals increases, their tendency to see the behavior of principals more consistently may increase. Therefore, teachers rely more on principals' discourse, decisions, and actions. Researchers have also shown that there are negative relationships between organizational trust and organizational hypocrisy (e.g., Kılıçoğlu et al., 2017). In this context, trust in the principal may predict organizational hypocrisy negatively.

H₁: Trust in principal has a negative and significant relation with organizational hypocrisy.

Inclusive leadership

Inclusive leadership emphasizes recognition, respect, responsibility, and legitimization of the followers' actions and leadership (Nembhard & Edmondson, 2006). This study used the three-dimensional theoretical structure of inclusive leadership (Hollander, 2008; Okçu & Deviren, 2020). In "Support-Recognition," principals recognize teachers' contributions and encourage them. In "Communication-Action-Fairness," principals provide clear goals to be achieved, apply the rules consistently to everyone, and take the necessary precautions regarding the problems identified by the teachers. In "Self-Interest-Disrespect," principals do not only consider their interests and treat teachers with respect. According to Hollander (2008), inclusive leaders respect all employees, involve them in decision-making, create an inclusive environment, and appreciate their contribution somewhat. Inclusive leaders help employees feel psychologically safe when they are open, accessible, and accessible to employees and when they listen to employees (Edmondson, 2004). Consequently, employees realize that it is safe to seek new routes, come up with new ideas and take risks to achieve the organization's goals.

Scholars show that inclusive leadership is correlated with some positive work behaviors such as leader identification (Guo et al., 2020), job embeddedness (Elsaied, 2020), organizational citizenship (Tran & Choi, 2019), innovative work behavior (Fang et al., 2019; Shakil et al., 2021; Ye et al., 2019), task performance (Xiaotao, 2017), work engagement (Cenkci et al., 2020), project success (Khan et al., 2020), voice behavior (Jiang et al., 2020), and well-being (Choi et al., 2017). In addition, inclusiveness also affects trust positively (Workman-Stark, 2017). In addition, employees feel safe as managers exhibit inclusive leadership behavior (Walumbwa & Schaubroeck, 2009). Therefore, inclusive leadership creates a perception of trust in employees by making them feel part of the organization. In this context, inclusive leadership may predict trust in principal positively.

H₂: Inclusive leadership has a positive and significant relation with trust in principal.

Leaders who exhibit inclusive leadership behaviors promote the integrity of output and input to all employees. Inclusive leaders increase integrity and demonstrate through behavior that they are ethical individuals who make right and fair decisions (Hollander, 2008). Since communication channels are open in an environment based on trust in organizations where

integrity is considered, employees can openly discuss ethical processes (Iltis, 2005). However, a lack of open communication channels may cause teachers to remain silent. Teachers' perceived organizational silence positively affects their perceptions of organizational hypocrisy (Çayak, 2021). Meanwhile, teachers' perceptions of organizational hypocrisy may decrease in schools where communication channels are open. In other words, the possibility of inconsistency between the discourses and actions of principals may decrease. On the other hand, one of the mechanisms that can be used to eliminate organizational hypocrisy in schools is integrity (Kılıçoğlu, 2017b). Inclusive principals who strive to maintain integrity may be less likely to act hypocritically. From these perspectives, inclusive leadership may predict organizational hypocrisy negatively.

H₃: Inclusive leadership has a negative and significant relation with organizational hypocrisy.

The most important feature of inclusive leadership is integrity. As a result of integrity, the leader ensures the development of the perception of trust in the employees (Pless & Maak, 2004). Hollander (2008) states that inclusive leaders should exhibit an honest management approach that fosters trust. Therefore, principals' inclusive leadership behaviors may create a perception of trust in teachers by making them feel like part of the school. With this in mind, principals give importance to integrity, which is the opposite of hypocrisy, due to teachers' decreasing perceptions of organizational hypocrisy and increasing self-confidence. Relatedly, trust in principal may mediate the relationship between inclusive leadership and organizational hypocrisy.

H₄: Trust in principal mediates the relationship between inclusive leadership and organizational hypocrisy.

Context of the study: Education system in Türkiye

In Türkiye, where the education system is centrally managed (Erdem et al., 2011), all decisions regarding educational activities to be carried out in schools are taken by the Ministry of National Education (MoNE). Although schools are seen - "on paper"- as consistent with legal regulations and well-functioning, their actual effectiveness is questionable (Kılıçoğlu & Yılmaz Kılıçoğlu, 2019). Indeed, teachers and principals state that the design of instructional programs, the daily and annual teaching plans, and the time allocated for the instructional objectives, which are all planned by the central authority, are not consistent with the reality of school life (Kılıçoğlu et al., 2019). The central authorities are often criticized for not understanding the reality of school life. School staff also claim that the difficulties in supervision under a strictly central administration cause teachers and principals to experience hypocrisy. On the other hand, the examination-oriented education system in Türkiye is criticized (Sakız, 2016). Local offices of MoNE and the students' parents pressure the principals and teachers to increase academic success. As a natural consequence of this situation, school administrators and teachers may experience a perception of hypocrisy because they are stuck between the curriculum expectations and exam orientation. It can be argued that the effectiveness of educational processes has not been fully achieved when the loose structure of schools and the pressure of central examinations are added to the difficulties of the central administration. Therefore, on the one hand, schools try to apply the formal rules of the central administration; on the other hand, they try to appear harmonious between their internal structures and their environment. The inconsistencies exhibited by the schools can cause a crisis of trust in school environments. In this context, this study examines how

inclusive leadership as a confidence-building factor can affect teachers' perceptions of organizational hypocrisy.

Conceptual model

The conceptual model used in this study is based on previous research findings (Kılıçoğlu et al., 2017; Kılıçoğlu et al., 2019; Kılıçoğlu & Yılmaz Kılıçoğlu, 2019; Mor Barak et al., 2021) and the theoretical framework of the variables in the research. In Figure 1, the conceptual (hypothesis) model tested in the research is presented.

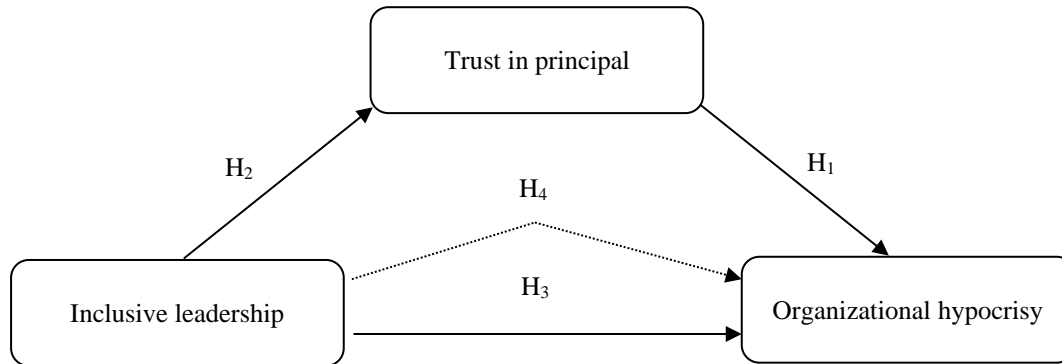


Figure 1. Conceptual model

Method

Research design

We employed a quantitative methodology with a cross-sectional survey design to examine the relationship between inclusive leadership, trust in principal, and organizational hypocrisy. We used Structural Equation Modeling (SEM) to assess the associations between the variables (Kline, 2010). In this study, while inclusive leadership was an external latent variable, trust in principal, and organizational hypocrisy were internal latent variables in the measurement model.

Working group

The research sample consists of teachers working in preschool, primary, secondary and high schools in five cities in different regions of Türkiye. When choosing the sample, we used the convenience sampling method, in which the individuals meet criterias “such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate” (Etikan et al., 2016, p. 2). Thus, we reached teachers who are willing and accessible to participate in the study. Since any institution or organization did not financially support the research, we could not use random sampling methods. Because, in random sampling methods, data collection process would take too long (Etikan & Bala, 2017). However, we also paid attention to the fact that cities have different cultural structures. Thus, 408 teachers completed the surveys. Of the teachers, 5.6% worked in preschools, 30.1% in primary schools, 40.9% in secondary schools, and 23.3% in high schools. Among teachers, 43.9% were women, 56.1% were men, 60.3% were married, 39.7% were single, 41.4% had 1-5 years seniority, 25.2% were 6-10 years, and 15.2% 11-15 years, and 18.1 above 15 years.

Table 1. Information about the participants

Characteristics	n	%
Level		
Pre-school	23	5.6
Primary school	123	30,1
Secondary school	167	40.9
High school	95	23.3
Gender		
Female	179	43.9
Male	229	56.1
Marital status		
Married	246	60.3
Single	162	39.7
Seniority (years)		
1-5	169	41.4
6-10	103	25.2
11-15	62	15.2
> 15	74	18.1

Data collection tools

This study used the “Inclusive Leadership Scale” developed by Hollander (2008) and adapted into Turkish by Okçu and Deviren (2020). The scale consists of 16 items and three dimensions. The scale was scored from 1 ("never") to 5 ("always") on a 5-point Likert scale. The items "The principal asks for my ideas about my work" and "the principal provides clear goals to be achieved" are sample scale items. The fit indices obtained in the confirmatory factor analysis (CFA) show that the three-dimensional structure of the scale is confirmed ($\chi^2/df = 2.76$, GFI = .92; CFI = .97, RMSEA = .06). Cronbach's alpha coefficients ranged between .86-.94.

The “Organizational Hypocrisy Scale (OHS)” developed by Kılıçoğlu et al. (2017) was used in this study. The scale consists of 17 items and three dimensions. Sample item from the scale includes "school management keeps their promises". This scale was answered on a rating scale from 1 ("totally disagree") to 5 ("totally agree"). CFA for the OHS had fit indices in appropriate intervals ($\chi^2/df = 2.19$, GFI = .93, CFI = .98, RMSEA = .05). Cronbach's alpha coefficients ranged between .92-.95.

We used the "Trust In Principal" subscale of the "Multipurpose T Scale," developed by Hoy and Tschannen-Moran (2003) and adapted into Turkish by Ozer et al. (2006). The scale, scored as a 5-point Likert scale, consists of 5 items. "Teachers in this school can rely on the principal" is a sample scale item. As a result of CFA the fit indices were within the appropriate intervals ($\chi^2/df = 2.03$, GFI = .99, CFI = .99, RMSEA = .05). Cronbach's alpha coefficient was .96. In general, the validity and reliability values (see Table 2) obtained from the scales indicate valid (Hu & Bentler, 1999) and reliable (George & Mallery, 2003) measurements.



Procedure and data analysis

The university ethics committee provided the ethical approval for the study. We collected the data in the academic year 2021-2022. After informing the principals about the survey, we sent the scale link we prepared online to the participants via e-mail and Whatsapp. We pre-checked whether the scale form opens appropriately on both computers and smartphones. For participants who want to fill in the scale from their phone, we put an explanatory note at the beginning of the scale items that they should use their phones horizontally. In addition, we informed the participants in the information text that the collected data will not reveal the identity of the participants or the school they work in. We asked the participants to fill out the scale form. Participation was voluntary.

We calculated the descriptive statistics of the data, Cronbach's alpha coefficients, and Pearson Product-Moment Correlation coefficients with SPSS software. We performed CFA of the instruments and average variance extracted (AVE) for the structure validity. We also calculated the composite reliability (CR) coefficient for reliability with Microsoft Excel software in the study. In Table 2, AVE and CR values appear in the appropriate range (Hair et al., 2013). We used SEM via AMOS software to test the relationships between variables in the measurement model. We used χ^2/df , GFI, CFI, and RMSEA fit indices for model fit. The skewness coefficients of the data ranged from -1.16/-.09 for ILS, -.83/-.69 for TPS, and .61/1.07 for OHS, while kurtosis coefficients ranged from -1.12/-.03 (ILS), -.73/-.43 (TPS), -.85/.96 (OH). The data were distributed normally (Kline, 2010), and according to the correlation coefficients, no multicollinearity problem was found between them (see Table 2).

Results

First, we analyzed the means, standard deviations, reliability coefficients, and correlations between variables (see Table 2). Teachers perceptions of IL ($M = 3.77$, $SD = .88$) and TP ($M = 3.70$, $SD = .86$) were high, while their perceptions of OH ($M = 2.15$, $SD = .76$) were low. Among the variables examined, there was a high and positive correlation between IL and TP ($r = .79$; $p < .05$). We found high and negative correlations between IL and OH ($r = -.82$; $p < .01$) and TP and OH ($r = -.78$; $p < .01$).

Table 2. Descriptive statistics, reliability values, and correlations

Variable	Mean	SD	AVE	CR	α	1	2	3	4	5	6	7	8	9
SR (1)	3.69	1.05	.71	.93	.94	1								
CAF(2)	3.73	1.04	.67	.91	.92	.88*	1							
SD (3)	3.90	1.00	.62	.89	.86	.39*	.43*	1						
IL (4)	3.77	.88	.59	.94	.94	.91*	.92*	.69*	1					
KWP (5)	2.21	.94	.69	.92	.93	-.71*	-.74*	-.36*	-.72*	1				
CBE (6)	2.12	.83	.69	.94	.93	-.67*	-.68*	-.29*	-.66*	.87*	1			
IP (7)	2.16	1.12	.75	.93	.92	-.43*	-.46*	-.63*	-.59*	.28*	.22*	1		
OH (8)	2.15	.76	.57	.95	.93	-.75*	-.78*	-.55*	-.82*	.87*	.85*	.66*	1	
TP (9)	3.70	1.22	.86	.96	.96	.74*	.78*	.48*	.79*	-.78*	-.72*	-.39*	-.78*	1

Note: SR: Support-Recognition; CAF: Communication-Action-Fairness; SD: Self-Interest-Disrespect; IL: Inclusive Leadership; KWP: Keeping Words Into Practice; CBE: Compliance Between Internal Structure and the Environment; IP: Inconsistency in Practices; OH: Organizational Hypocrisy; TP: Trust in Principal. * $p < .01$

Second, we used SEM to predict the relationships between variables in the model and the mediating role of trust in principal in the relationship between inclusive leadership and organizational hypocrisy. The results indicated that the model fitted well ($\chi^2/df = 2.16$ [<3], GFI = .85 [$>.80$], CFI = .95 [$>.90$], RMSEA = .054 [$<.08$]). This reveals that inclusive leadership and trust in principal are effective variables in explaining the change in organizational hypocrisy (Figure 2).

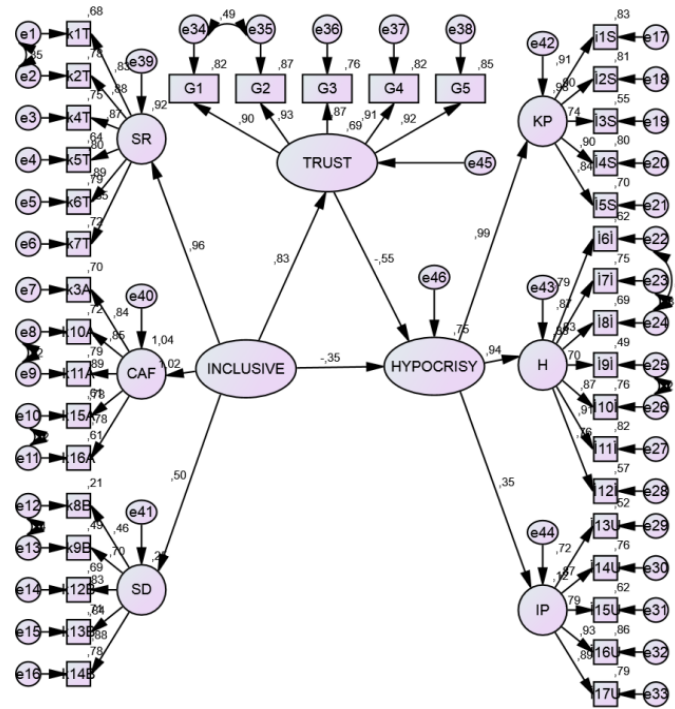


Figure 2. SEM results

We used bootstrapping to explore the mediation role of trust in principal (Table 3). The bootstrap indicates inclusive leadership's direct, indirect, and total effects on organizational hypocrisy. The results of the bootstrap analysis first revealed that trust in principal had a significant and negative effect on organizational hypocrisy ($\beta = -.55$, $p < .01$), and Hypothesis 1 was confirmed. Second, inclusive leadership has a significant and large effect on trust in principal ($\beta = .83$, $p < .01$). Inclusive leadership explains 69% of the variance change in trust in principal (Hypothesis 2); as principals exhibit inclusive leadership behaviors, teachers' perceptions of trust in principal increase. Third, inclusive leadership has a significant and medium effect on organizational hypocrisy ($\beta = -.353$, $p < .01$). This finding shows that the increase in the inclusive leadership perceptions of the teachers decreases organizational hypocrisy. Hypothesis 3 was also confirmed. According to the total effect, inclusive leadership has a significant, negative, and large effect ($\beta = -.812$, $p < .01$) on organizational hypocrisy and explains 75% of the variance in organizational hypocrisy. Finally, the indirect effect of trust in principal on organizational hypocrisy is medium but significant ($\beta = -.46$, $p < .01$), through 95% confidence ($-.584$, $-.327$). This finding indicates that Hypothesis 4 was confirmed. Thus, trust in principal partially mediates the effect of inclusive leadership on organizational hypocrisy.

Table 3. Bootstrapping results

		Product of coefficient		95% Bootstrap CI			
Construct		Estimate	SE	Lower	Upper	R ²	Two-tailed (p)
Standardized effects	total						
IL → OH		-.812	.03	-.868	-.752	.754	.00
Standardized effects	direct						
IL → TP		.831	.026	.779	.879	.691	.00
TP → OH		-.552	.078	-.703	-.388	-	.00
IL → OH		-.353	.081	-.526	-.197	-	.00
Standardized effects	indirect						
IL → TP → OH		-.459	.064	-.584	-.327	-	.00

IL: Inclusive Leadership, TP: Trust in Principal, OH: Organizational Hypocrisy.

CI: Confidence Interval, Standardized Indirect Effects = 95% CI does not include zero, Based on 2000 bootstrapped samples.

Discussion

This research investigated the relationships between inclusive leadership, trust in principal, and organizational hypocrisy. After interpreting the study's results in light of the relevant conceptual framework and research findings, we also developed recommendations for EDML researchers, practitioners, and policymakers. Finally, by mentioning some of the limitations of the research, we made some implications for future researches.

The study's first hypothesis was that increasing trust in principal reduces organizational hypocrisy. The analysis showed that trust in principal negatively affects organizational hypocrisy. Therefore, the first hypothesis was confirmed. The obtained finding seems to be compatible with the result of Kılıçoğlu et al. (2017). This study found a negative relationship between organizational trust and organizational hypocrisy. However, in their research, Naus et al. (2007) indicated that the perceptions of falsehood, injustice, and fraud, which can be characterized as the determinants of distrust, may trigger organizational hypocrisy. Therefore, when trust decreases, teachers' perception of hypocrisy may increase. Teachers who trust the principal more think that their principals exhibit less inconsistent behavior. In other words, teachers' trust in principals can strengthen their perceptions of the inconsistency of the decisions and discourses taken by the principals with the actions taken. Research findings (Kılıçoğlu et al., 2019) also support the finding obtained in this study. Related research has shown that trust is a way to avoid organizational hypocrisy. In schools with a high level of trust, school members have a positive perspective on each other's actions and discourses. However, sincere relations between teachers, the emphasis on common values and shared beliefs, the activation of cooperation and communication processes, and the high level of organizational trust can be explained by the high level of organizational trust (Fukuyama, 1998). Behaviors that are not consistent with their values constitute the basis of hypocrisy (Alicke et al., 2013). A safe environment enables all employees to collaborate to develop the organization's vision and fulfill its mission (Tschannen-Moran, 2004).

Teachers tend to trust the decision-making processes and actions of the principal more when their behavior is predictable (Handford & Leithwood, 2013). This also indicates that principals behave more consistently between their discourse, decisions, and actions. An integrative approach by principals is fundamental for teachers to maintain their trust in principals (Bryk & Schneider, 2003). Employees in organizations with integrity were able to discuss how to conduct ethical actions in an open and trust-based environment (Iltis, 2005). In this context, Kılıçoğlu (2017a) argues that to ensure organizational integrity, principals should keep their promises, internalize the values they have adopted and show them in their practices, and consider ethical principles in all processes in the school. In a school where teachers do not trust principals enough, it is not easy to establish communication on the axis of integrity between teachers and principals (Tschannen-Moran et al., 1998).

In Türkiye, which has a centralized education structure, MoNE is asked to fulfill some schools' practices. For example, it is stated that schools prepare their strategic plans and implement them according to these plans. All schools prepare strategic plans, but we can say that the goals specified in the plans have not been implemented. 83.7% of education administrators and teachers who participated in the research conducted by Arabacı et al. (2015) believe that the strategic plans made in schools in Türkiye do not have a chance to succeed, and a significant part of them see them as useless efforts. This situation reduces the trust of school stakeholders in the MoNE's practices. In addition, since school principals closely monitor this process, a crisis of trust may occur between school principals and teachers. Therefore, it can cause inconsistency between discourse and action by showing many transactions as they have been done. Although they do not want to put them into practice, the fact that some schools are still trying to prepare strategic plans can be explained by the cultural codes in Türkiye. Researchers have reported that Türkiye is a country with a large power distance (House et al., 2004). Power distance is related to how less powerful individuals accept the unequal power distribution in organizations (Hofstede, 1980). Organizations with a large power distance have a more central decision structure and an intense understanding of authority. In this context, MoNE asks schools to prepare a strategic plan, which schools fulfill. There is no questioning here. Therefore, although there may be inconsistency between discourse and action, the important element is that the given task must be fulfilled on paper.

The study's second hypothesis was that the increase in inclusive leadership increased trust in principal. The analysis showed that inclusive leadership positively affects trust in principal, confirming the second hypothesis. School principals' inclusive leadership behaviors increase trust in principal. Walumbwa and Schaubroeck's (2009) research finding showed that employees feel safe when managers exhibit inclusive leadership behavior. In inclusive leadership practices, leaders should exhibit specific characteristics and behaviors. One of these features is to be open to integrative communication that enhances trust (Hollander, 2008). When principals demonstrate honesty in their actions and show interest in teachers, teachers may trust the principal more (Farnsworth et al., 2019). Inclusive leaders can also encourage employees by appreciating their perspectives (Chrobot-Mason et al., 2014). Türkiye has a wide power distance and a collectivist culture (House et al., 2006). Great importance is placed on interpersonal relationships in collectivist cultures, and employees expect to be contacted (Hofstede, 1980). In this context, inclusive school principals can consider showing interest in teachers as important in gaining teachers' trust.

Inclusive leadership has a close relationship with trust. Hoppey and McLeskey's study (2013) emphasized the importance of principals coming together and solving problems to increase

trust. Trust-based relationships are developed when the principal, as an inclusive leader, takes care of and respects teachers and their lives outside of school (Hitt & Tucker, 2016). In addition, inclusive leaders create a safe learning environment by supporting employees with mentoring and coaching (Booyesen, 2014). To support teachers in adopting new approaches, inclusive principals protect teachers from pressure and provide support to increase trust in the principal (Hoppey & McLeskey, 2013).

The third hypothesis was that an increase in inclusive leadership reduces organizational hypocrisy. In the study, principals' inclusive leadership behaviors negatively affected teachers' perceptions of organizational hypocrisy. Thus, the third hypothesis was also confirmed. School principals' inclusive leadership behaviors can strengthen teachers' perceptions of the consistency of the decisions and discourses taken by principals. While inclusive leadership increases integrity, integrity reduces organizational hypocrisy. Therefore, the concept of integrity explains the adverse effects of inclusive leadership on organizational hypocrisy. Organizational integrity, as opposed to organizational hypocrisy, is the school's commitment to consistency in its discourse and actions and the school's mission, ethical principles, and values (Kılıçoğlu, 2017b). Revealing the characteristics of inclusive leadership, the leader encourages integrity in all employees (Hollander, 2008). Kılıçoğlu et al. (2019) reported findings that emphasize the importance of principals' approaches to integrity, such as acting by their promises, being honest, and making decisions based on moral values, in reducing teachers' perceptions of organizational hypocrisy. The second is about ethics. An inclusive leader increases the honesty of the team member and shows that they are ethical individuals who make correct and fair decisions (Nemhard & Edmondson, 2006). Kılıçoğlu and Yılmaz Kılıçoğlu (2019) showed that the ethical leadership behaviors of principals negatively affect organizational hypocrisy. In another study (Kılıçoğlu et al., 2019), teachers participating in the research stated that principals had to act ethically to reduce teachers' perceptions of hypocrisy. Therefore, the ethical approach of principals reduces teachers' perceptions that principals behave inconsistently. The inclusive leader also demonstrates integrity and advanced moral judgment when dealing with ethical dilemmas (Pless & Maak, 2004). Otherwise, people's perceptions of unfair and unethical behaviors in the organization may reveal organizational hypocrisy (Naus et al., 2007). Wuffli (2016) argues that inclusive leaders should be normative. He defined normativity as exhibiting the behavior that the leader believes encourages thinking about ethical behaviors. Organizational hypocrisy may occur as a result of the school administration acting against the norms (Kılıçoğlu et al., 2017). Therefore, it is ordinary for teachers to perceive principals' discourse, decisions, and actions less inconsistently, thanks to the normative approach of inclusive principals. However, it is challenging for school principals to approach normatively in a country governed by a central education system. Because school principals, on the one hand, are trying to fulfill the legal world of the central authority, on the other hand, they can be caught between the demands of local actors. School principals, who strive to create a harmony between the internal structure of the school and its environment, will move away from inclusiveness and have to exhibit inconsistent behaviors when they act outside the norms. In this context, school principals who exhibit less inclusive leadership behavior may cause teachers to perceive more organizational hypocrisy.

Finally, trust in principal mediating between inclusive leadership and organizational hypocrisy, confirms the fourth hypothesis. In other words, principals display inclusive leadership behaviors and increase their self-confidence, thus they enable teachers to perceive less organizational hypocrisy. In other words, when teachers trust that principals have sufficient talent, helpfulness, and honesty, which are the determinants of inclusive leadership,

their perception of the inconsistency between what the school administration says and does decreases. Studies have shown that trust in principal has a mediating role in the effect of principal leadership styles on teachers' positive attitudes (e.g., Bektaş et al., 2020; Bellibaş & Gümüş, 2021; Boies & Fiset, 2018; Hallinger et al., 2017; Karacabey et al. al., 2022; Kılınç et al., 2022; Ma & Marion, 2019). Related research findings support the relationship between trust in principal and inclusive leadership behaviors. The degree to which principals act by values and norms is essential to teachers' trust in principals. In addition, the degree of sincerity of principals plays an important role in carrying out the group meetings held at the school by its purpose, implementing the education program in the context of target achievement, realizing what is envisaged in the strategic plan, and realizing the administrative processes (Kılıçoğlu et al., 2017). The degree of principal's sincerity is related to IL. Therefore, the principal's display of inclusive behaviors may increase teachers' trust in principal and reduce the perception of hypocrisy towards the practices carried out in the school. If the principal behaves otherwise, they may refuse to participate in the rules within the school. Because Burke et al. (2007) argue that when the leader does not act honestly, employees do not prefer to fulfill their responsibilities in achieving the goals set by the leader because of their fear of vulnerability.

Conclusion

The results show that principals' inclusive leadership behaviors and teachers' trust in principals are vital in explaining teachers' perceptions of organizational hypocrisy. In this context, principals need to increase their trust by displaying inclusive leadership behaviors to reduce organizational hypocrisy that causes negative consequences in schools. When trust in principal increases, it can enable teachers to collaborate to develop the school's vision and fulfill its mission (Tschannen-Moran, 2017). School principals need to exhibit inclusive leadership behaviors to reduce organizational hypocrisy in schools. Relatedly, principals should ask teachers' opinions when making decisions, keep communication channels open, and encourage teachers to ask questions. However, they should be able to produce necessary solutions for the problems identified by the employees. In addition, principals should appreciate teachers' contributions and support them in taking the initiative. Principals should treat all teachers consistently and fairly in applying the school rules. On the other hand, to protect teacher self-confidence, the principal should praise the achievements of teachers, should not consider only their interests, and should not criticize teachers in front of everyone. At the same time, they should value teachers by considering their opinions. Policymakers should contribute to increasing the trust of principals to reduce teachers' perceptions of organizational hypocrisy. This can happen when principals flexibly in the bureaucratic functioning and teachers take the initiative (Polatcan & Cansoy, 2019).

Although this research has achieved important results, it has some limitations. We collected data from schools located in five cities and different regions in Türkiye. Nevertheless, the generalizability of the results could change if the number of provinces was increased. Second, we could not perform a multi-level analysis on leadership because we collected the data online. Third, we conducted the study with a cross-sectional survey design. To understand the causal relationship between this design, inclusive leadership, and organizational hypocrisy, we suggest that future research use experimental designs. In addition, we recommend that EDML researchers use qualitative and mixed methods to understand the effects of the relationships between the variables we have studied in the study on the school. Fourth, we tested only the mediating role of trust in principal in our research. Future research can test different conceptual models regarding the mediating effect of workplace spirituality and



organizational legitimacy, which reduce organizational hypocrisy between inclusive leadership and organizational hypocrisy. In addition, its relationship with different leadership styles that have the potential to reduce organizational hypocrisy, which has negative effects in schools, can be examined. The final limitation was related to the consequences of inclusive leadership in school. EDML researchers should examine the relationship between inclusive leadership and various organizational variables.

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