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AUTHORS: Mehmet Sabir ÇEVIK,Ali CULHA,Mehmet Nezir ÇEVIK

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The Moderating Role of Gender and Age in the Relationship Between School Principals' Inclusive Leadership Behaviors and Teachers' Organizational Cynicism Levels

Mehmet Sabir ÇEVİK*
School Deputy Principal, Yunus Emre Primary School, Siirt, TÜRKİYE
ORCID: 0000-0002-8817-4747

Ali CULHA
Harran University, Şanlıurfa, TÜRKİYE
ORCID: 0000-0002-5215-0823

Mehmet Nezir ÇEVİK
Siirt University, Siirt, TÜRKİYE
ORCID: 0000-0001-9880-037X

One of the distinct leadership styles in influencing the attitudes and behaviors of employees in organizations is inclusive leadership, which means hints at that there may be a relationship between inclusive leadership and organizational behavior. This study, which was designed with a correlational study model, aims to determine the moderating role of gender and age in the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels. The study data were collected from the study population consisting of 4583 teachers. The sample consisted of 377 teachers, which were reached through the simple random sampling method. In addition, the inclusive leadership and organizational cynicism scales were used while collecting data. The results were obtained using descriptive statistics (mean and standard deviation), Pearson's product-moment correlation, and the modulation-effect analysis. Based on this study, school principals' inclusive leadership behavior levels were high, while teachers' organizational cynicism levels were low. Again, there is a moderately negative and significant relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism. Also, this study revealed that gender and age have a moderating effect on the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism. The influence of school principals' inclusive leadership behaviors on teachers' organizational cynicism levels was high in on female teachers and less in younger teachers.

* Correspondency: sahici1980@gmail.com

Introduction

Leadership behaviors can be decisive in embracing the employees regardless of their dissimilarities in organizational life and incorporating them into managerial processes (Shore et al., 2011). Organizations should be able to embrace the differences that employees have and discover ways to incorporate them into managerial processes (Kiikkilä, 2021). Without a doubt, with an inclusive understanding, it is possible to direct the potential that emerges with diversity in organizations following the objectives and to create environments that respect differences (Waldron et al., 2011). In other words, motivating, supporting, and making all members of the organization feel valued without discriminating them requires inclusive leadership (Nembhard & Edmondson, 2006). Because inclusive leadership, unlike traditional leadership styles, emphasizes the creation of a sustainable functioning in organizations and predicts a fair shake for each member of the organization (Adapa & Sheridan, 2018).

Inclusive leadership includes behaviors such as employees' concertion in the organization, everyones' involvement in managerial processes, the establishment of a fair system in the organization, and overcoming conflicts (McCauley & Van Velsor, 2004). It allows open dialogue and learning in organizational life, clamping around common purposes, feeling valuable and expressing ideas freely, effective and active participation, additional behaviors, motivation, and strengthening with more contributions (Edmondson, 2004; Ferdman, 2014, Hollander, 2008; Roberson & Perry, 2022; Wasserman et al., 2008). On the other hand, it is a known fact that inclusive leaders positively affect employees' working styles, increase their subjective well-being, prepare the ground for teamwork and increase the commitment of employees to the organization (Suk et al., 2015); otherwise, it reduces organizational trust and motivation in organizations, causing an increase in disappointment, despair, and negative emotions (Carmeli et al., 2010; Nembhard & Edmondson, 2006).

Employees who do not feel they belong to the organization and feel worthless because they do not participate in the decision-making process, show the attitude of not relying on the intentions of the organization and believe that they are not governed by an inclusive leader (Helvacı & Cetin, 2012). This situation is considered dangerous for organizations and may lead to cynical attitudes. Cynic attitudes can also cause all kinds of negative emotions such as an increase in disgust and embarrassment of organizations (Naus, 2007). Since the literature on inclusive leadership is still new, the literary research on inclusiveness intends to evaluate inclusive education practices rather than investigating the effects of school principals' inclusive leadership behaviors (Hirak et al., 2012; Kim et al., 2005; Lyons, 2016; Lundqvist & Bodin, 2021; Van Reusen et al., 2001; Zwane & Malale, 2018). This study may lead the way to complete the existing gap in the literature working on the relationship between inclusive leadership and organizational behaviors. In addition, this study can be noted for clarifying the moderating role of gender and age in the relationship between the inclusive leadership behaviors of school principals and the level of organizational cynicism of teachers.

Inclusive Leadership

The diversity and richness of human input in organizational life has led to a change in leadership approaches. Conventional leadership styles have changed depending on social developments hence the emergence of more inclusive approaches (Chin, 2010; Kuknor & Bhattacharya, 2020). These approaches are conceptualized through the model of Nembhard & Edmondson (2006) regarding inclusive leadership for contributing to the relevant literature. Inclusive leadership is the act of making each employee feel valuable in the organization by considering their needs and characteristics and the adoption of a respect-based leadership

approach (Shore et al., 2011). Hollander (2008) describes inclusive leadership as an approach that provides solidarity and cooperation among members of the organization, whereas Carmeli et al. (2010) embrace it as a concept in connection with social processes rather than an approach. Similarly, Randel et al. (2018) point out that inclusive leadership enables members of the organization to feel belonged to the organization and eliminates discrimination by considering inclusive leadership within the framework of social identity theory. Overall, it is clear that the approach of inclusive leadership indicates that the members of the organization are valuable and respectful with their uniqueness and differences (Ye et al., 2019).

The most important features of leaders who have internalized the inclusive leadership approach include characteristics such as building confidence among the employees of the organization, providing organizational commitment (Tangirala & Ramanujam, 2012), discovering the abilities of the members, providing an effective interaction with the members, and making a participatory understanding in organizations (Randel et al., 2018). An inclusive leader is not attached to the differences of employees such as gender, race, religion, and language; but reduces the hierarchy among leaders and followers with a versatile leadership approach that can manage differences instead of classical leadership approaches (Wuffli, 2016). For this reason, they create appropriate environments to make organization employees strengthen themselves and enable them to participate more actively in the organization (Howell & Shamir, 2005). Then again, they are not closed to change or development, act constructive even after a failure, and play it straight (Peng et al., 2017). Nonetheless, they ensure that employees have positive feelings towards the organization by establishing a solid psychological bond among them (Yan et al., 2017); Also, they implant a dynamic system in organizations (Ferdman, 2014). The fact that there are studies in the literature regarding the positive effects of the inclusive leadership approach on the members of the organization (Lee & Dahinten, 2021) supports these inferences.

Organizational Cynicism

Organizational cynicism is characterized as an unfavorable emotional reaction against the organization due to the lack of honesty (Abraham, 2000), the negative perception of individuals towards the organization in which they are employed (Brown & Cregan, 2008), organizations' far from integrity and insecure attitudes (Deal et al., 1998), the body of unjustified criticisms and beliefs directed to the organization, either openly or secretly (Pelit & Pelit, 2014), and the ideas that develop by the fact that personal interests are at the forefront and that there is no fairness and honesty in organizations (Bernerth et al., 2007). However, Dean et al. (1998) state that organizational cynicism cannot be delimitated to a single definition and emphasize the necessity of its cognitive, affective, and behavioral dimensions. According to the cognitive dimension of cynicism, the members of the organization believe that their organizations are not honest and that values such as honesty and sincerity can be sacrificed when personal interests arise (Brandes, 1997). The Affective dimension of organizational cynicism involves negative feelings such as shame, trouble, anger, and disrespect (Matrecia, 2005). Behavioral cynicism, on the other hand, is the actions aimed at humiliating the members of the organization, making constant complaints, and putting the organization in a difficult situation (Evans et al., 2011).

There are individual, organizational, and environmental factors that cause cynicism in organizations. Aspects such as age, gender, marital status, income level and professional seniority can be adduced as individual factors affecting organizational cynicism (Kalağan &

Güzeller, 2008); and aspects such as mobbing, frustration, psychological contract violations, insecurity and not meeting demands can be specified as organizational factors affecting organizational cynicism (Cartwright and Holmes, 2006). Again, environmental factors affecting organizational cynicism can be listed as the issues that the organization experiences with its environment, compliance problems, and unethical behaviors it encounters (Anderson, 1996). Individual, organizational, or environmental factors that cause cynicism in organizations also pave the way for negative individual, organizational, and environmental outcomes in organizations. In this respect, it is known that organizational cynicism causes individual consequences such as frustrations, anxiety, unhappiness, depression and insomnia (Brandes et al. 2007); Organizational consequences such as alienation, burnout, leaving the job, organizational citizenship and organizational commitment (Fındık & Eryeşil, 2012); And environmental consequences such as a communication gap with the external environment and other networks or the emergence of environmental adaptation problems (Rubin et al., 2009).

The Connection Between Inclusive Leadership and Organizational Cynicism

According to the literature, inclusivity provides positive consequences such as job performance, trust, job satisfaction, job dedication, organizational commitment, well-being, and creativity in organizations (Chen et al., 2020; Randel et al., 2018; Sabharwal, 2014; Workman-Stark, 2017). In addition, inclusive leadership practices eliminate the problem of inaccessibility to the leader (Hollander, 2008), prevent excessive bureaucratic processes (Wuffli, 2016), increase team spirit (Mitchell et al., 2015), makes employees feel psychologically safe (Lee & Dahinten, 2021) and resolve potential conflicts among employees (Boekhorst, 2015). Also, it is emphasized that it reduces negative emotions or behaviors such as disappointment, hopelessness, and discrimination (Carmeli et al., 2010; Nembhard & Edmondson, 2006; Shore et al., 2011). Effective learning environments in schools can make a difference regarding social justice, problem solving, and cooperation (Ainscow & Sandill, 2010; Lewis, 2016). In this regard, inclusive leadership practices increase positive behaviors and attitudes in the employees of the organization; And reduce negative behaviors and attitudes. Organizational cynicism, as an undesirable organizational behavior (Eaton, 2000), is highly likely to have a negative relationship with inclusive leadership. However, the relationship among them may vary depending on other variables. The fact that organizational cynicism can change according to individual, organizational or environmental variables in the literature supports this opinion (Cartwright & Holmes, 2006; Kalağan & Güzeller, 2008). Given that, with the model established in this study, it is aimed to determine whether the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels varies by gender and age.

Aim of the Study

This study aims to determine the moderating role of gender and age in the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels. Based on this main purpose, answers to the following questions were sought:

(1) At what level are the inclusive leadership behaviors of school principals?
(2) At what level is the organizational cynicism of the teachers?
(3) Is there a significant relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels?
(4) Does gender have a moderating role in the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels?

(5) Does age have a moderating role in the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels?

Material and Methods

Study Model

This study was designed as a correlational study which aims to determine the relationship between multiple variables without any intervention (Creswell, 2003). As per the purpose of this study, the moderating effect analysis was used. It is a type of analysis that reveals the variables that weaken, strengthen, or eliminate the relationship between the independent and dependent variables (Jose, 2013). In this sense, the independent variable in this study was determined as school principals' inclusive leadership behaviors, the dependent variable as teachers' organizational cynicism levels, and the moderating variables as gender and age. Among the moderating variables, gender was counted as a categorical and age as a continuous variable in the analysis. The study model is given in Figure 1.
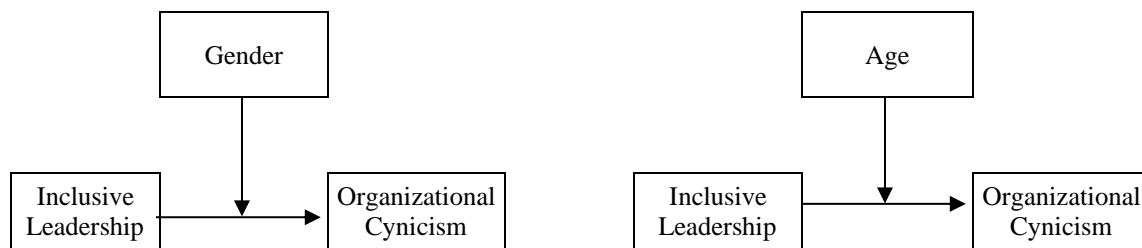

Figure 1. Research model

Population and Sample

The study population consists of 4583 teachers working in the Karaköprü district of Şanlıurfa in the 2022-2023 academic year (Karaköprü District Directorate of National Education, 2022), and the sample consists of 377 teachers that were determined with the simple random sampling method, which is one of the probability sampling methods. The simple random sampling method adds up to the fact that all units in the population have the same and independent chance of entering the sample (Mertens, 2014). The sample was determined to represent the population according to a 95% confidence level (Sekaran & Bougie, 2009). Among the teachers, 140 (37.1%) are female, 237 (62.9%) are male; 107 teachers (28.4%) work in primary schools, 195 teachers (51.7%) work in secondary schools, and 75 teachers (19.9%) in high schools; The age average is 39.97 (Sd=8.62); 344 (91.2%) are undergraduate, and 33 (8.8%) are graduate teachers.

Data Collection Tools

The study data was obtained using the Inclusive Leadership Scale (ILS) and the Organizational Cynicism Scale (OCS). In addition, the Personal Information Form includes questions regarding the gender, teaching status, age, and educational status of the participants. The details of the measurement tools were explained below.

Inclusive Leadership Scale (ILS)

ILS is a three-dimensional, 16-item scale developed by Hollander (2008) and adapted to Turkish by Okçu & Deviren (2020) to measure the inclusive leadership behaviors of school principals. The "recognition and support" dimension of the scale consists of six items (items 1, 2, 4, 5, 6, and 7); the "fairness, communication, and action dimension" consists of five items (items 3, 10, 11, 15 and 16); and "self-interest and disrespect" dimension consists of five items (items 8, 9, 12, 13, and 14). The scale was scored from 1 ("never") to 5 ("always") on a 5-point Likert scale. The Cronbach alpha values of the whole scale and its "recognition and support" dimension, "fairness, communication, and action" dimension, and "self-interest and disrespect" dimension were found to be .89, .85, .79 and .88, respectively. The Confirmatory factor analysis (CFA) results of ILS were also reported to confirm its 3-dimensional structure (x^2/sd=3.867, GFI=.91, AGFI=.93, CFI=.92, NFI=.93, RMSEA =.078) (Okçu & Deviren, 2020). To secure the validity of the study, we recalculated the reliability and validity results of the ILS. According to our calculations, the Cronbach alpha values of the whole scale and its "recognition and support" dimension, "fairness, communication and action" dimension, and "self-interest and disrespect" dimension were found to be .93, .92, .89 and .94, respectively. In addition, the CFA results of the ILS's three-dimensional structure showed that the study data were compatible with the model (x^2/sd=4.519, GFI=.87, AGFI=.82, CFI=.94, NFI=.93, TLI=.92, IFI=. .94, SRMR=.0531, RMSEA=.097) (Kline, 2011; Tabachnick and Fidell, 2013). Based on these results, ILS is a reliable and valid measurement tool that can measure the inclusive leadership behaviors of school principals.

Organizational Cynicism Scale (OCS)

The OCS was developed by Brandes et al., (1999) and translated into Turkish by Kalağan (2009). The scale consists of 13 items and three sub-dimensions: Cognitive cynicism, affective cynicism, and behavioral cynicism. The "Cognitive cynicism" sub-dimension of OCS consists of five items (items 1, 2, 3, 4, and 5), the "affective cynicism" sub-dimension of four items (items 6, 7, 8, and 9), again the "behavioral cynicism" sub-dimension of four items (items 10, 11, 12, and 13). The scale was scored from 1 ("strongly disagree") to 5 ("strongly agree") on a 5-point Likert scale. As a result of the adaptation study made by Kalağan (2009), the Cronbach's alpha coefficients of the OCS were determined as .913, .948, .866, and .931 for the cognitive cynicism, affective cynicism, and behavioral cynicism sub-dimensions, and the scale total, respectively. In addition, the CFA results of the OCS (x^2/sd=2.25, RMSEA=.077, GFI=.91, AGFI=.87) were reported to be in appropriate ranges for the model fit coefficients (Kalağan, 2009). To secure the study validity, the reliability and validity results of the OCS we re-examined. Accordingly, the Cronbach's alpha coefficients were determined as .94, .96, .85 and .95 in the cognitive cynicism sub-dimension, affective cynicism sub-dimension, behavioral cynicism sub-dimension, and the scale total, respectively. Again, the fit values of the study's CFA results (x^2/sd=4.438, GFI=.91, AGFI=.86, CFI=.96, NFI=.95, TLI=.95, IFI=.96, SRMR=.0365, RMSEA =.096) are within the appropriate ranges (Kline, 2011; Tabachnick and Fidell, 2013). Thus, OCS is a reliable and valid measurement tool that can be used for this study.

Data Collection Process and Data Analysis

The necessary ethical approval was obtained before the data collection process (Harran University Social and Human Sciences Ethics Committee's decision dated 17.11.2022 and numbered 182342). Attention was paid to comply with ethical rules at every stage of the data collection process. In addition, the rules within the scope of the "Higher Education

Institutions Scientific Research and Publication Ethics Directive" were followed. The study data were obtained from teachers who voluntarily agreed to participate in the study. It took about 10-12 minutes for the teachers to fill out the scales.

Before starting the required analysis in the study, the data sets were made suitable for extreme values and missing data. Assignments were made to the missing data identified in 11 participants using the serial average. To determine the extreme values, the scales were converted to Z scores, and examinations were made on the Mahalanobis distances of the data. Eight scales were excluded whose Z score was outside the range of -3 and +3, and the Mahalanobis distance was inappropriate. The data were analyzed with the remaining 377 measuring instruments. The kurtosis and skewness values were considered for the normality assumptions of the study. While the kurtosis values ranged between .782 and .172; The skewness values ranged from -.794 to .727. The fact that the data are in the range of -1 and +1 for the normality assumption in the study (Büyüköztürk, 2011), that the data is gathered around the 45-degree angle in the Q-Q plot graph, and that the research data is greater than 30 means that the normality assumptions are met. The tolerance, variance amplification factor (VIF) and condition index (CI) values for the multicollinearity problem were examined in the study. The fact that the tolerance value ranges between .992 and .995 and is greater than .20, the VIF values between 1.005 and 1.008 and less than 10, and CI values between 7.274 and 16,442 and less than 30 prove that there is no multicollinearity issue (Green & Salkind, 2010; Tabachnick & Fidell, 2013). For testing the autocorrelation, the Durbin-Watson coefficient was examined. To be specific, a Durbin-Watson coefficient between 1.5 and 2.5 (1.867) indicates that there is no autocorrelation in the study (Pallant, 2005).

In this study, for descriptive statistics and the Pearson product-moment correlation analysis, the SPSS 26.00 statistics software was used; For confirmatory factor analysis the AMOS 24.00 plugin; And for the moderating effect analysis the Process Macro v4.1 plugin. Also, the 5000 resampled bootstrap method was used in the study, and the confidence intervals for the significance of the modulating effect were calculated. The significance of the bootstrap confidence interval was determined as per the condition that it should not contain a value of zero (Hayes, 2018). In case the moderating effect is significant, a simple slope analysis (Slope) graph was drawn to better interpret the results of the moderating effect (Aiken et al., 1991; Cohen et al., 2003). The study results were evaluated according to the significance level of $\alpha=0.01$ and $\alpha=0.05$.

Results

Results Related to Descriptive and Correlational Analysis

Table 1 shows the mean and standard deviation rates of school principals' inclusive leadership behaviors and teachers' organizational cynicism levels, and also the Pearson product-moment correlation values between the study variables:

Table 1. Results related to descriptive and correlational analysis

Variables	$\overline{X}$	SD	1	2	3	4	5	6	7	8
1.Recognition and Support	3.60	0.97	1							
2.Fairness, Communication and Action	3.73	0.92	.89**	1						
3.Self-Interest and Disrespect	2.69	0.7	-.38**	-.47**	1					
4.Inclusive Leadership Scale-Total	3.66	0.84	.91**	.92**	-.67**	1				

5.Cognitive	2.59	1.07	-.50**	-.56**	.52**	-.63**	1		
6.Affective	2.15	1.13	-.48**	-.54**	.49**	-.62**	.80**	1	
7.Behavioral	2.81	0.99	-.30**	-.36**	.36**	-.42**	.65**	.71**	1
8.Organizational Cynicism Scale-Total	2.52	0.96	-.48**	-.55**	.51**	-.62**	.92**	.92**	.85**	1

** p<.01

According to Table 1, the inclusive leadership behaviors of school principals are at a "high" level in the overall total of the scale ($\overline{X}$ =3.66; Sd=.84), in the "recognition and support" sub-dimension ($\overline{X}$ =3.60; Sd=.97), and "fairness, communication, and action" sub-dimension ($\overline{X}$ =3.73; Sd=.92); At a "moderate" level in the "self-interest and disrespect" sub-dimension ($\overline{X}$ =2.69; Sd=.70). While teacher's organizational cynicism levels are "low" in the general total of the organizational cynicism scale ($\overline{X}$ =2.52; Sd=.96), in the "cognitive cynicism" sub-dimension ($\overline{X}$ =2.59; Sd=1.07), and "affective cynicism" sub-dimension ($\overline{X}$ =2.15; Sd=1.13); They are "moderate" in the "behavioral cynicism" sub-dimension ($\overline{X}$ =2.81; Sd=.99). As per the results of Pearson product-moment correlation analysis, a moderately negative and significant relationship was found between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels (r=-.62; p<.01). In addition, a positive significant relationship was found between the "self-interest and disrespect" sub-dimension of the inclusive leadership behavior scale and the sub-dimensions of the organizational cynicism scale (p<.01); A negative significant relationship (p<.01) between the sub-dimensions of "recognition and support", "fairness, communication, and action" of the inclusive leadership behavior scale and the sub-dimensions of the organizational cynicism scale.

Results regarding the Moderating Role of Gender in the Relationship between School Principals' Inclusive Leadership Behaviors and Teachers' Organizational Cynicism Levels

Table 2 shows the results on whether the gender variable has a moderating role in the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels.

Table 2. Regression analysis results regarding the moderating effect of the gender variable

Variables	*b*	S.E.	p	*t*	95% Confidence Interval	
					Lower Limit	Upper Limit
Constant	7.0675	0.5566	.0000*	12.6987	5.9731	8.1619
Inclusive Leadership (X)	-1.177	0.1483	.0000*	-7.9365	-1.4687	-0.8854
Gender (W)	-1.2327	0.3406	.0003*	-3.6192	-1.9024	-0.5629
Interaction Variable (X*W)	0.2982	0.0906	.0011*	3.2916	0.12	0.4763
R	0.6458					
R²	0.4171					
Adjusted R²	0.0169					

Not: *p<.05*, *b:* Unstandardized beta coefficient, S.E.: Standard Error

Based on the rates in Table 2, the inclusive leadership behaviors of school principals (b=-1.1770, t=-7.9365, 95% Confidence Interval [-1.4687, -.8854], p<.05) and the gender variable (*b*=-1.2327, t=-3.6192, 95% Confidence Interval [-1.9024, -.5629], p<.05) have a significant effect on teachers' organizational cynicism levels. In other words, the interactional effect of

the moderator variable (Inclusive Leadership*Gender) on teachers' organizational cynicism levels is significant (b=.2982, t=3.2916, 95% Confidence Interval [.1200, .4763], p<.05). In addition, all variables included in the study explained 41.71% of the change in teachers' organizational cynicism levels. The additional variance explained by the interactional variable is 1.69%. As a result, the gender variable has a moderating effect in the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels.

In order to better understand the results of the moderator effect determined by the gender variable in the study, a simple slope graph was used by predicating one point above the standard deviation and one point below the standard deviation rate of the gender variable. The simple slope graph made in this direction is shown in Figure 2.
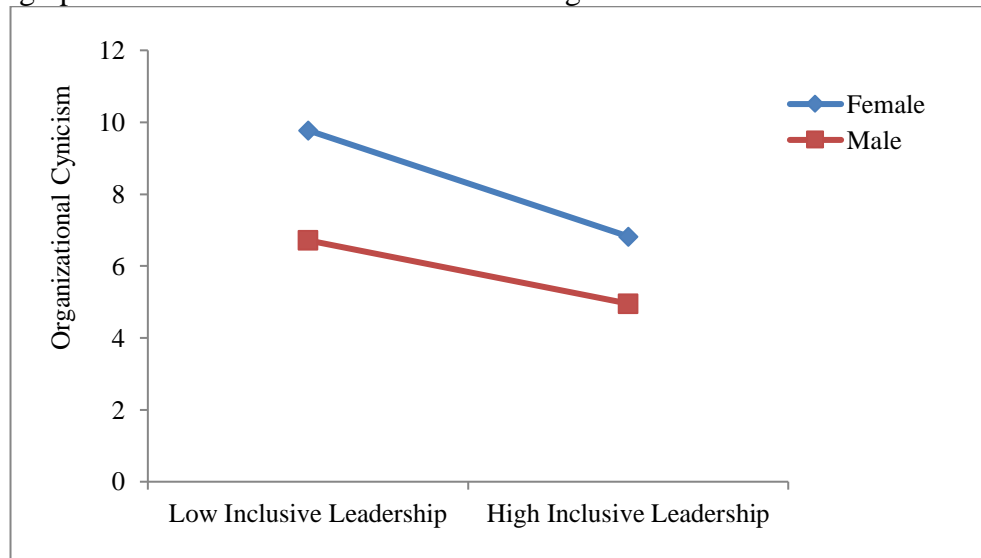

Figure 2. Simple slope graph by the gender variable

As in Figure 2, the inclusive leadership behaviors of the school principals are located on the X axis, and the organizational cynicism levels of the teachers are located on the Y axis in the simple slope graph. The relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels shows a significant negative correlation both in female (b=-.88, t=-12.9630, 95% Confidence Interval [-1.0122, -.7456], p<.05) and male teachers (b =-.58, t=-9.6683, 95% Confidence Interval [-.6988, -.4626], p<.05). However, the effect of school principals' inclusive leadership behaviors is higher on the organizational cynicism levels of female teachers than male teachers. Thus, the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels are regulated by the gender variable.

Results Regarding the Moderating Role of Age Variable in the Relationship between School Principals' Inclusive Leadership Behaviors and Teachers' Organizational Cynicism Levels

In Table 3, the results on whether the age variable has a moderating effect on the relationship between the inclusive leadership behaviors of school principals and teachers' organizational cynicism levels are presented:

Table 3. Regression analysis results regarding the moderating effect of age variable

Variables	b	S.E.	p	t	95% Confidence Interval Lower Limit	Upper Limit
Constant	3.211	0.8752	.0003*	3.6688	1.49	4.9321
Inclusive Leadership (X)	-0.2406	0.2282	0.2924	-1.0543	-0.6893	0.2081
Age (W)	0.0491	0.0217	.0243*	2.2612	0.0064	0.0918
Interaction Variable (X*W)	-0.012	0.0056	.0338*	-2.1304	-0.0231	-0.0009
R	0.6352					
R²	0.4035					
Adjusted R²	0.0073					

Not: *p<.05, *b:* Unstandardized beta coefficient, S.E.: Standard Error

Based on the results in Table 3, the inclusive leadership behaviors of school principals (*b*=-.2406, t=-1.0543, 95% Confidence Interval [-.6893, .2081], p>.05) have an insignificant negative effect on teachers' organizational cynicism levels, whereas the age variable (*b*=.0491, t=2.2612, 95% Confidence Interval [.0064, .0918], p<.05) has a significant negative effect. On the other hand, the interactional effect of the moderator variable (Inclusive Leadership*Age) on teachers' organizational cynicism levels was significant (*b*=-.0120, t=-2.1304, 95% Confidence Interval [-.0231, -.0009], p<.05) and all the variables in the study explained the change in teachers' organizational cynicism levels by 40.35%. The rate of additional variance explained by the interaction variable was calculated as 0.73%. When Table 3 is evaluated as a whole, it is clear that the age variable plays a moderating role in the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels.

In order to better understand the results of the moderator effect determined by the age variable in the study, a simple slope graph was used by predicating one point above the standard deviation and one point below the standard deviation rate of the age variable. The simple slope graph made in this direction is shown in Figure 3.
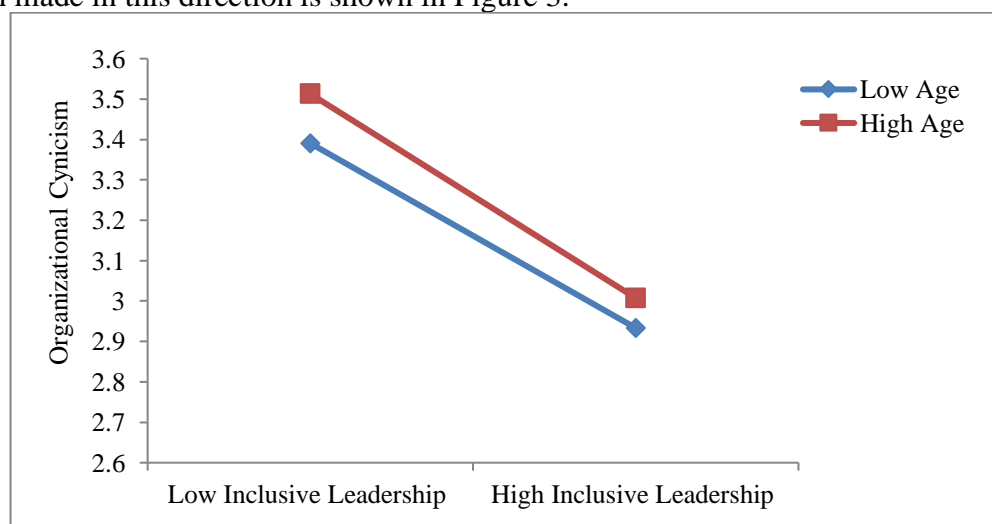

Figure 3. Simple slope graph by the age variable

As seen in Figure 3, school principals' inclusive leadership behaviors were on the X-axis, and teachers' organizational cynicism levels were on the Y-axis in the simple slope graph. The relationship between school principals' inclusive leadership behaviors and teachers'

organizational cynicism levels shows a significant negative effect both in both young teachers (b=-.62, t=-9.4074, 95% Confidence Interval [-.7454, -.4877], p<.05) and old teachers (b=-.82, t=-12.1756, 95% Confidence Interval [-.9565, -.6905], p<.05). In other words, the effect of school principals' inclusive leadership behaviors on organizational cynicism levels is weak in younger teachers compared to older teachers. Based on this result, it can be concluded that the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels varies depending on the age variable and that it has a moderating role in the study.

Discussion

As mentioned before, this study aimed to determine the moderating role of gender and age in the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism levels. Firstly, it was determined that school principals frequently use inclusive leadership practices. A limited number of previous studies (Altınel Yüncü, 2022; Carvalho et al., 2019) also support this result. Accordingly, inclusive leadership practices in schools may have an effect that should be considered on the quality of educational activities (Crisol Moya et al., 2020). To be specific, school principals having attitudes such as establishing strong relationships with school personnel, supporting them, and valuing their participation as a requirement of inclusive leadership practices can make a meaningful difference within the school. In such a case, cynical attitudes and behaviors of teachers, as one of the essentials in schools, may decrease. At this point, the low level of cynicism perceptions of the teachers participating in the study can be considered a significant result. Moreover, studies conducted in Turkey generally show that teachers' perceptions of organizational cynicism are at a low level (Akın, 2015; Ayik et al., 2016; Polatcan & Titrek, 2014; Helvacı & Çetin, 2012). However, these results should not be interpreted as teachers do not experience cynicism.

Another significant study result is that the relationship between school principals' inclusive leadership practices and teachers' organizational cynicism levels is moderate and negative as expected. The leadership styles of school principals can be effective in teachers' cynicism perceptions (İnandı & Gılıç, 2021). The empirical results of this study also show that it may be beneficial for school principals who exhibit inclusive leadership practices or want to create an inclusive environment in schools, to consider teachers' cynicism perceptions. As a matter of fact, the differentiation of the structure and needs of schools in recent years has brought the educational leadership literature to focus on different subjects (Hargreaves & Fink, 2012), and has started the discussions towards being more inclusive (Ainscow & Sandill, 2010). One of these discussions is the inclusive leadership behaviors of school principals (Garrison-Wade et al., 2007). Given that, the concept of increasing the participation of stakeholders in educational activities and building inclusive schools is becoming more and more widespread (Azorín & Ainscow, 2020). In this concept, characteristics such as an inclusive vision, being solution-oriented, a relational and democratic position towards others, and a permanent and flexible attitude appear to be the features of inclusive leaders (Carvalho et al., 2019). Considering the promising study results on the reflections of inclusive leadership in schools (Devecchi & Nevin, 2010), the leadership roles of school principals, who are in a critical position on the road to success, will also be very decisive. Especially due to the development of inclusive leadership on a relational basis (Jolly & Lee, 2020), it falls back from individuality and grouping and emphasizes cooperation, unity, and trust (Bennett, 2014; Bortini et al., 2016; Fournier et al., 2020; Ganon-Shilon et al., 2022). Such a climate can trigger the creation of an environment where leaders can share ideas, talk, give feedback and

develop relationships with their audience (Randel et al., 2018). To do this, it is expected that cynicism will not be experienced as an undesirable organizational behavior in organizations. Organization members with a perception of cynicism may be less likely to encounter feelings (Roberson & Perry, 2022) such as feeling a part of the organization, fully participating in organizational activities, and being valued, as emphasized in inclusive leadership. Again, the positive relationship of inclusive leadership with organizational satisfaction and organizational justice (Sung, 2021) may prevent the formation of organizational cynicism. The relatively high relationship between cynicism and participation in decisions (Akın, 2015) also coincides with the sub-dimension of "participation" in inclusive leadership. On the other hand, features of transformational leadership such as valuing stakeholders, ensuring their participation and development by setting a vision, and strengthening communication, cooperation, and relations to achieve the best possible outputs support inclusive leadership (Óskarsdóttir et al., 2020). Similarly, positive and desired leadership practices in schools can reduce the perception of cynicism that teachers can experience (Akan et al., 2014; Doğan & Uğurlu, 2014).

When the employees of the organization are approached with inclusive leadership qualities such as openness, accessibility, availability, valuing, appreciation and participation in decision-making processes, positive social interaction will likely occur in the organization. In such a climate, employees can express their opinions more easily. Employees' psychological perceptions in this direction may also play a role in their self-expression (Javed et al., 2017) since inclusive leadership has the potential to have a positive impact on the psychological state of employees. The openness or accessibility dimensions of inclusive leadership can make employees feel that their emotions and thoughts are considered (Carmeli et al., 2010; Hirak et al., 2012; Jolly & Lee, 2020). This feeling can bring about improvements in the perception of cynicism that adds up to the negative attitudes and behaviors of the individual. Regarding inclusive leadership, there are also efforts to ensure that some organizational stakeholders are more vigorously participating in organizational activities, both psychologically and behaviorally (Bennett, 2014; Bortini et al., 2016; Janakiraman, 2011; Nembhard & Edmondson, 2006; Randel et al., 2018; Van Knippenberg & Van Ginkel, 2022). To be specific, leaders who support the activeness of the members, care about their participation, appreciate them and act inclusively are essential for organizational success (Shore & Chung, 2021).

Based on this study, the effect of school principals' inclusive leadership behaviors on organizational cynicism levels is higher in female teachers than male teachers. There are various study results on the effect of gender on organizational cynicism in studies regarding cynicism. To be specific, for some studies, gender does not have a significant effect on organizational cynicism (Akın, 2015; Polatcan & Titrek, 2014; Helvacı & Çetin, 2012), while in some studies, it is reported that women have a higher perception of cynicism (Gedik & Üstüner, 2019; İnandı & Gılıç, 2021). As per this study, school principals' inclusive leadership practices are more effective on female teachers' perceptions of cynicism by the fact that women are more sensitive, fragile and emotional than men. It is estimated that the attitudes and behaviors of school principals, such as not being available, not participating in school activities, not being taken into consideration, and not being valued and appreciated, increase cynical tendencies in female teachers who are dominated by this psychological structure. On the other hand, the effect of school principals' inclusive leadership behaviors on organizational cynicism levels was less in younger teachers when compared to older teachers. There are different results in the literature regarding the differentiation of cynicism by age. In this regard, some studies implicate that cynicism does not differ by age (Kalağan & Güzeller,

2010), some of them argue that cynicism tends to increase with age (Yücel & Çetinkaya, 2015), and several other studies revealed that cynicism is more likely to be experienced in young teachers (Şamdan & Baskan, 2018). Young teachers' idealistic attitudes and behaviors may be more intense, and they may be more determined to cope with the difficulties they face due to their high motivation, energy and professional expectations. When faced with non-inclusive practices, they may show more resistance, struggle and experience less cynicism. With the increasing age, the determination of teachers may weaken, and they may undergo more cynicism.

Conclusion

To conclude, there is a moderately negative and significant relationship between school principals' inclusive leadership behaviors and the organizational cynicism levels of teachers. Also, gender and age have a moderating role in the relationship between school principals' inclusive leadership behaviors and teachers' organizational cynicism. In addition to that, the effect of school principals' inclusive leadership behaviors on teachers' organizational cynicism levels was high in female teachers and low in younger teachers.

Limitations and Recommendations

One of the most important limitations of the study is that the data were collected in a certain period since this is a cross-sectional study. Therefore, the results are not suitable for the interpretation of causal inferences between variables. In other words, it is believed that empirical or longitudinal studies are needed to be able to talk about the full impact of inclusive leadership on organizational cynicism. On the flip side, although the number of participants in the study is statistically sufficient, the collection of data only from teachers working in a specific region makes it difficult to generalize the study results.

To sum up, we can suggest by the study results that school principals carry out administrative processes by accepting all organizational and individual differences. School principals can provide flexibility for teachers to take initiative and prevent potential cynical behavior by treating everyone consistently and fairly. In addition, school principals' appreciation of every teacher who contributes to the school without discriminating them and showing them that they are always there for all teachers when necessary, with their behaviors and attitudes can also enable teachers to have positive feelings towards the school. Also, supporting or rewarding good practices that raise awareness can be encouraged to make schools more inclusive. For researchers, it may be suggested to conduct a longitudinal study that is relevant to this study in different periods, and to conduct comparative analyzes with larger groups of participants in private and public schools. In addition, the relationship of inclusive leadership with other organizational variables can also be examined using intermediary analysis.

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Conflict of Interest

Authors declare that they have no conflict of interest.

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