Investigation of the Relationship Between School Principals' Narcissistic Leadership Behaviors and Teachers' Organizational Trust and Organizational Cynicism Levels (Path Analysis)

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Abstract	Article Info
As leaders of educational organizations, school principals can change teachers' perceptions of school positively or negatively with leadership styles they have. The purpose of this study is to determine in what direction and level the narcissistic leadership behaviors of school principals is related with teachers' organizational trust and cynicism levels according to teachers' perceptions. 397 teachers working in primary, secondary and high schools in Siirt/Turkey during the 2019-2020 academic year completed self-report surveys. Teachers' perceived organizational cynicism and perceived organizational trust were shown to have a negative and moderate relationship. This indicates that the increase in organizational cynicism ultimately decreases organizational trust. Also, 37% of the total variance in the organizational cynicism variable is explained by the behaviours of	

narcissistic leader. Furthermore, 52% of the total variance of organizational trust variable is explained on the basis of narcissistic leadership behaviors and a direct effect of organizational cynicism latent variable, as well as an indirect effect of narcissistic leadership behaviors through the organizational cynicism variable. As a result, the narcissistic leadership behaviors of school principals can damage organizational trust and increase organizational cynicism.

Cite as:

Introduction

The responsibilities of social life and today's rapidly and continuously changing information and technology structure have led to a more competitive environment in business life. It can be said that this competitive environment causes a sceptical and prejudiced approach among employees (Akdemir, Kırmızıgül, & Zengin, 2016). It can be argued that organizations can only gain an effective structure in terms of management and functioning if such organizations possess positive traits (organizational trust, collaborative work, etc.) and purge away negative concepts (organizational cynicism, burnout, narcissism, etc.) within the organization. Organizational cynicism is one of such negative concepts given that concepts containing negativity are likely to cause problems for the organization and cause employees to generate unfavourable feelings and thoughts about their job (Kalağan & Aksu, 2010). In this respect, it is significant to examine the concept of cynicism in the context of the organization.

Cynicism, which is perceived as a new concept today but dates back to the 4th century BC, has an impact on social and organizational fields and activities (Ada and Yarım, 2017, p. 66). Cynicism, according to Andersson (1996), is not only a general but also a specific form of attitude that is characterized by frustration and disillusionment and skepticism of a person, group, ideology, social contract, or institution. Cynicism appears to have a negative structure. AL-Abrrow (2018) stated that the concept of cynicism evokes more pessimism in the society and business environment. In this respect, adopting a management approach that focuses on human relations is essential to prevent cynicism in an organization. The literature review reveals that organizational cynicism has negative organizational consequences (Cole, Bruch, & Vogel, 2006; Richardsen, Burke, & Martinussen, 2006). Such consequences may be listed as burnout, organizational distrust, reduced organizational commitment, work alienation, increased intention to quit the job, reduced job satisfaction and organizational performance, and the tendency to harm the organization (Andersson & Bateman, 1997; Dean, Brandes, & Dharwadkar, 1998; Eaton, 2000; Fleming, 2005; James, 2005). Accordingly, one may notice that there are concepts that affect and are affected by organizational cynicism. Organizational trust is of this nature and should be focused on in this respect.

In the 1950s, scientists realized that the concept of trust is important as a precondition for management and organization (Taşkın & Dilek, 2010, p.38). It is stated that trust is essential in all aspects of social life and plays a role in the development of social relations (Yu, Mai, Tsai, & Dai, 2018). Given that trust has important consequences for an organization, it is important and necessary to examine organizational trust. Rusu and Babos (2015, p.55) reported that organizational trust is

a structure that shows the healthy functioning of the organization as one of the direct or indirect determinants of the productivity of the organization. Cummings and Bromiley (1996, p. 302) expressed organizational trust as the level of trust that exists between units of an organization. Cook and Wall (1980) discussed this concept as an element that influences the long-term continuity of the organization and the employees' well-being. Employees in organizations who feel insecure about each other and the organization cannot be expected to create a healthy and trustworthy working environment. Therefore, it can be thought that the concepts of organizational cynicism and organizational trust exhibit a structure that limits the sphere of influence of one another.

The consequences of organizational trust are expressed in the literature as follows: building positive relations among employees, ensuring organizational commitment, increasing productivity, performance, and job satisfaction, facilitating information exchange among employees, reducing resistance to change, and providing performance evaluation perceptions and organizational citizenship (Demircan & Ceylan, 2003; Guinot, Chiva, & Mallén, 2013; Houtte, 2006; Lines, Selart, Espedal, & Johansen, 2005; Robinson, 1996; William, 2001). It can be argued that organizational trust must be established to observe the reflection of consequences in educational institutions. Teachers are the most important component of a healthy and effective education system. To ensure that teachers are active and productive in the management of the education system, it is of great importance that they trust other employees in schools. Baş and Şentürk (2011, p.8) report that the performance of teachers is enhanced if they equally trust their principals, colleagues, and stakeholders. In this sense, school principals with leadership skills are expected to play a key role

in establishing trust and reducing organizational cynicism in educational institutions.

Principals influence the functioning of the school since the organizational structure formed by the principals in their institutions may also set the ground for an effective and productive school climate and ensure that employees possess positive perspectives towards their organizations. Suliman (2001) suggests that the existence of healthy and positive relationships between principals and employees will play a significant role in establishing organizational trust. Along the same lines, school principals play a significant role in establishing trust among teachers, and particularly the leadership of principals influences the organizational climate.

Apart from organizational cynicism, another unfavourable concept in the field of management is narcissism. Grandiose and overly optimistic personal beliefs characterize narcisism (Nevicka, De Hoogh, Den Hartog, & Belschak, 2018). In other words, narcissism is a trait that can be expressed as being overly preoccupied with seeing him/herself superior to others with an inflated sense of self-importance and having a self-righteous point of view. Although narcissism is considered a disorder in terms of personality in psychology (Pincus & Lukiowitsky, 2010), it has been defined as a personality trait based on the dynamism of narcissistic behaviors (Chatterjee & Hambrick, 2007). As a personality dimension, narcissism is regarded to be linked to authority and leadership (Nevicka, Ten Velden, De Hoogh, & Van Vianen, 2011) and has positive and negative influences and outcomes on three levels including individuals, groups, and organizations (Braun, 2017).

The administration of institutions also encompasses the issue of leadership approaches, one of which is narcissistic leadership. Narcissistic leaders differ in terms of bright and dark sides (Campbell,

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Hoffman, Campbell, & Marchisio, 2011). High level of self-esteem shows the bright side of narcissistic leaders, while such leaders may also possess bright sides including charisma (Rosenthal & Pittinsky, 2006), self-expression skills (Back, Schmukle, & Egloff, 2010), and personal energy (Padilla, Hogan, & Kaiser, 2007). The bright sides of narcissism aid narcissistic leaders to be successful in evaluating prospective recruits during job interviews (Grijalva, Harms, Newman, Gaddis, & Fraley, 2015) and taking brave decisions in the face of obscurity (Patel & Cooper, 2014). Such sides and traits explain the reasons for selecting narcissists for executive posts in companies or other types of establishments (Brunell et al., 2008; Campbell et al., 2011).

The dark sides of narcissistic leaders are the inability to recognize and be worried about others and feelings of self-interest (Paunonen, Lönnquist, Verkasalo, Leikas, & Nissinen, 2006). The dark sides also include traits representing a high level of confidence (John & Robins, 1994), command (Saucier & Webster, 2010), and lack of empathy (Munro, Bore, & Powis, 2005). Those with excessive amount of narcissism possibly disadvantage their workplace in the long run than those with a low level of narcissism (Braun, 2017; Grijalva et al., 2015). The challenge for narcissistic leaders emerges when their egos are threatened and they are unable to manage their impulses, resulting in arrogance, anger, and aggression (Grijalva & Harms, 2014). Unsurprisingly, narcissists misjudge their abilities (Maccoby, 2007). Narcissists distort past performances through overestimation (Chatterjee & Hambrick, 2011) and take unnecessary and trivial risks (Campbell et al., 2011). If they are criticized negatively, they feel that they are being subjected to unfair treatment, even if the evidence is shown (Allen et al., 2009). Rosenthal and Pittinsky (2006) underline

that grandiose belief systems and leadership styles are what narcissistic leaders possess and such people are often driven by their desires for power and admiration rather than empathetic concern for the people and organizations they are in charge of.

Narcissistic leadership also has a negative connotation like organizational cynicism. Since narcissistic leaders put their own management approach to the fore and thus ignore the interests and needs of other employees in the organization, they may cause an increase in organizational trust and negative feelings and thoughts arising from organizational cynicism. The relationship among these three concepts stated within the scope of the research is examined according to the perceptions of the teachers. It will be possible to understand the effectiveness level of narcissistic leadership and organizational cynicism in ensuring organizational trust while contributing to understanding the causes of negative situations that arise in educational environments.

Research Objective

This study seeks to investigate the relationships between narcissistic leadership behaviors of school principals and teachers' organizational trust and cynicism levels. As a result, the following research questions were addressed:

1. To what extent do school principals show narcissistic leadership behaviors? (dimensions including authority, exploitativeness and entitlement, superiority and self-sufficiency, exhibitionism), according to teachers' perceptions?

2. What is the perceived organizational trust level of teachers?

3. What is the perceived organizational cynicism level of teachers?

4. Is there a significant relationship between school principals' narcissistic leadership behaviors and teachers' perceived organizational trust and cynicism levels?

5. To what extent do school principals' narcissistic leadership behaviors (dimensions including authority, exploitativeness and entitlement, superiority and self-sufficiency, exhibitionism) are related to teachers' organizational cynicism and trust?

Materials and Method

Research Model

A relational study was employed as this study aims to determine the relationships between teachers' perceived organizational cynicism, organizational trust, and narcissistic leadership. The goal of relational research is to find out if there is any co-change between two or more variables and, if so, how much. (Büyüköztürk, Akgün, Karadeniz, Demirel & Kılıç Çakmak, 2016; Karasar, 2015). There are three variables in the research model: one independent variable and two dependent variables. The research model's independent variable is narcissistic leadership behaviors (comprised of four dimensions: authority, entitlement and exploitativeness, superiority and self-sufficiency, and exhibitionism) whereas the dependent variables are organizational trust and cynicism. Figure 1 shows the model used in the research study.
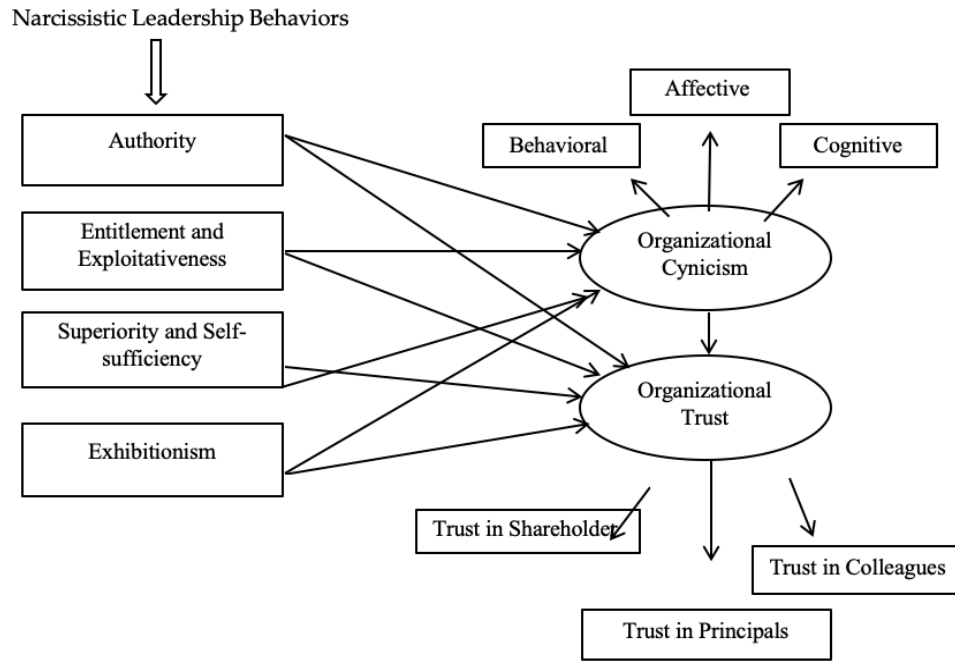
Figure 1. *Structural Equation Model of the Research*

Population and Sample

The population of the study is 4456 teachers working in primary, secondary and high schools in Siirt/Turkey during the 2019-2020 academic year. The study's sample includes 397 teachers from 10 primary schools (125 class teachers), 10 secondary schools (124 secondary school teachers), and 10 high schools (148 high school teachers) who were chosen using the simple random sampling method, which ensures that the selected units are included in the sampling by giving each sampling unit an equal chance of being chosen. (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2016). Personal information about 397 teachers is as such: 47.4% of the teachers are female and 52.6% are male and 31.5% work in primary

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schools, 31.2% in secondary schools, and 37.3% in high schools. 36.8% have seniority of 1-5 years, 25.2% of 6-10 years, 20.2% of 11-15 years, and 17.9% of 16 years and over.

Data Collection Tools

Information on the scales used to collect data in the study is explained below, respectively. The "Perceived Narcissistic Leadership Scale", which was developed as a narcissistic personality inventory by Raskin and Hall (1979) and took its current form by Raskin and Terry (1988) to determine teachers' perceptions of school principals about narcissistic leadership, was revised and reconstructed by Öğretmenoğlu (2019). The perceived narcissistic leadership scale consists of four dimensions and 18 items. Sample items are: *My principal thinks he's a special person, my principal thinks he is a good leader (whether he is or not), my principal thinks he's more talented than other people.* There are 7 items in the "Entitlement and exploitativeness" dimension, 5 items in the "Superiority and self-sufficiency" dimension, 3 items in the "Authority" dimension, and 3 items in the "Exhibitionism" dimension. The explained total variance of the scale was determined as 47.90%. Cronbach's alpha value for the whole scale was determined as .91. The competence level of the scale is arranged as a 5-point Likert. Items in the scale are rated and graded as 1-"strongly disagree" to 5- "strongly agree".

The Organizational Trust Scale, developed by Hoy and Tschannen-Moran (2003) and adapted into Turkish by Yılmaz (2006b) to measure organizational trust levels of teachers, was used in the study. It contains 3 dimensions and 22 items. Sample items are: *I trust the school principal, I never suspect my colleagues at school that they will behave negatively towards me, I rely on the support of students' parents,* "Trust in principal" has 7 items, "trust in colleagues" has 8 items, and "trust in

stakeholders" has 7 items. The explained total variance of the scale was determined as 45.31%. Cronbach's alpha value for the whole scale was determined as .92. The competence level of the scale is arranged as a 5-point Likert. Items in the scale are rated and graded as 1- "never" to 5- "always". The 17th-item in the scale was coded in reverse.

The "Organizational Cynicism Scale," developed by Brandes, Dharwadkar, and Dean (1999) and adapted into Turkish by Kalağan (2009), was used. It contains three dimensions and 13 items: The dimension of "Cognitive" contains 5 items, "Affective" contains 4 items, and "Behavioural" contains 4 items. Sample items are: *I believe that what is said and what is done in the school are different (Cognitive), I get angry when I think about the school (affective), With others, I criticise practices and policies of the school (behavioral)*. The explained total variance was determined as 78.67%. Cronbach's alpha value for the whole scale was determined as .93. The competence level of the scale is arranged as a 5-point Likert. Items in the scale are rated and graded as 1-"strongly disagree" to 5-"strongly agree".

Data Analysis

After the implementation studies of the scale, the remaining 397 scales were deemed suitable for evaluation after the incomplete or unfilled scales were removed. Voluntary participation was taken as basis. The SPSS 21 package program was employed. While anlaysing the data, frequency, percentage, mean, and standard deviation values were calculated and the Pearson moments correlation analysis was used to determine the relationship between variables. For confirmatory factor analysis, a number of fit indices such as x^2/df, RMSEA, TLI and CFI were used to determine the fit indicators of the scales. The research model was put to the test using the AMOS 22 program. The hypotheses of the study were tested at a p <.01 and p <.05 significance level.

Results

Reliability and validity of the scales

Cronbach's alpha values for each scale were calculated with the data obtained from 397 teachers who constituted the sample in the study. Table 1 shows the reliability coefficients of the narcissistic leadership, organizational trust, and organizational cynicism scales.

Table 1. *Reliability coefficients calculated for dimensions of narcissistic leadership, organizational trust, and organizational cynicism scales*

Scales	Dimensions	Number of Items	Cronbach's Alpha
Narcissistic Leadership	Authority	3	.70
	Exhibitionism	3	.79
	Superiority and Self-sufficiency	5	.89
	Entitlement and Exploitativeness	7	.87
Organizational Trust	Trust in colleagues	8	.89
	Trust in principal	7	.90
	Trust in stakeholders	7	.81
Organizational Cynicism	Cognitive	5	.89
	Affective	4	.96
	Behavioural	4	.82

The Cronbach's alpha coefficients of dimensions of the scales were calculated. The values are ranging from .70 to .96. The construct validity of each scale was tested with confirmatory factor analysis (CFA). As suggested by Hu and Bentler (1999), CFI >.90, TLI >.90, and RMSEA < .1 were employed as cutoffs for demonstrating acceptable

data fit. As a result of CFA, the Perceived Narcissist Leadership Scale (x^2/df:915.39/189=4.84 p < .01, RMSEA=.088, TLI=.92, CFI=.94), the Organizational Trust Scale (x^2/df:768.2/200=3.72, p < .01, RMSEA=.083, TLI=.93, CFI=.96), and the Organizational Cynicism Scale (x^2/df:293.43/62=4.73, p < .01, RMSEA=.085, TLI=.92, CFI=.95) fitted the data well. Accordingly, it was observed that there is no problem regarding the reliability and validity of all three scales.

Results Regarding the First, Second and Third Sub-Problems

Table 2 shows the mean and standard deviation values for narcissistic leadership, organizational trust, organizational cynicism, and their dimensions according to teacher perceptions.

Table 2. *School principals' narcissistic leadership behaviors and perceived organizational trust and organizational cynicism levels of teachers (N = 397)*

	Dimensions	$\bar{X}$	Sd
Narcissistic Leadership	Authority	3.45	.69
	Exhibitionism	2.58	.94
	Superiority and Self-sufficiency	2.56	.88
	Entitlement and Exploitativeness	2.98	.80
Organizational Trust	Trust in colleagues	3.47	.67
	Trust in principal	3.73	.70
	Trust in stakeholders	3.19	.58
	Total	3.46	.52

Organizational Cynicism	Cognitive	2.55	.80
	Affective	2.02	.95
	Behavioural	2.53	.82
	Total	2.38	.72

Table 2 reveals that the mean values of the dimensions of narcissistic leadership traits range between X = 2.56 and X = 3.44 according to the perceptions of the teachers who participated in the study. Given the mean scores of the dimensions of narcissistic leadership traits, one may notice that the highest value is found in the "authority" (X = 3.44) and the lowest value in the "superiority and self-sufficiency" (X = 2.56) dimensions. In general, mean score of perceived organizational trust was X = 3.46, and mean score of perceived organizational cynicism was X = 2.38.

Results Regarding the Fourth Sub-problem

Table 3 shows the result of the correlation analysis between narcissistic leadership behaviors of school principals and organizational trust and organizational cynicism levels of teachers.

Table 3. *Correlation analysis between school principals' narcissistic leadership behaviors and teachers' organizational trust and organizational cynicism levels.*

Variables	1	2	3	4	5	6
1. Authority	1					

2. Exhibitionism	.05**	1			
3. Superiority and Self-sufficiency	.16**	.77**	1		
4. Entitlement and Exploitativeness	.32**	.68**	.75**	1	
5. Organizational Trust	.33**	-.30**	-.20**	-.14**	1
6. Organizational Cynicism	-.15**	.56**	.52*	.46**	-.45**	1

**p <.01

Cut-off points recommended by Büyüköztürk (2004) were used in the interpretation of the values obtained from correlation analysis. Table 3 shows that there is a positive and moderate level of relationship between the dimension of authority and organizational trust levels of teachers (r = .33; p < .01), but an inverse and low level of relationship between the dimension of authority and organizational cynicism levels of teachers (r = -.15; p < .01). There is an inverse and moderate level of relationship between the dimension of exhibitionism and organizational trust levels of teachers (r = -.30; p < .01) while there is a positive and moderate level of relationship between the dimension of exhibitionism and organizational cynicism levels of teachers (r = .56; p < .01). There is an inverse and low level of relationship between the dimension of superiority and self-sufficiency and organizational trust levels of teachers (r = -.20; p < .01) while there is a positive and moderate level of relationship between the dimension of superiority and self-sufficiency and organizational cynicism levels of teachers (r = .52; p < .05). There is an inverse and low level of relationship between the dimension of entitlement and exploitativeness and organizational trust levels of teachers (r = -.14; p < .01) while there is a positive and moderate level of relationship between the dimension of entitlement and exploitativeness and organizational cynicism levels of teachers (r = .46; p < .05). According to the findings, there is a negative, moderately

significant relationship between teachers' perceptions of organizational trust and organizational cynicism ($r = -.45$; p<.05).

Results Regarding the Fifth Sub-problem

The findings of the fit indices obtained as a result of the path analysis made regarding the direction and level of the effect of the school principals' narcissistic leadership behaviors on perceived organizational trust and organizational cynicism levels of teachers are shown in Table 4.

Table 4. *Values Regarding Fit Indices*

Criteria of Fit	Fit Indices	Acceptable Fit Indices	Excellent Fit Indices	Interpretation
x^2/**df**	23.288/12=1.941	3< x^2/df<5	0< x^2/df<3	Excellent fit
RFI	.902	.90<GFI<.95	.95<GFI<1.00	Acceptable fit
TLI	.943	.85<AGFI<.90	.90<AGFI<1.00	Excellent fit
CFI	.975	.90<CFI<.95	.95<CFI<1.00	Excellent fit
NFI	.952	.90<NFI<.95	.95<NFI<1.00	Excellent fit
RMSEA	.049	.05<RMSEA<.08	.00<RMSEA<.05	Excellent fit
p	.00			

In Table 4, "excellent fit", "acceptable fit", and "fit indices obtained for scales" are given. Although different ranges are indicated in the literature regarding the interpretation of fit indices, it is seen that values close to each other are generally mentioned (Bayram, 2010; Çelik & Yılmaz, 2013, p.39; Hooper, Coughlan, & Mullen, 2008; Hu & Bentler, 1999; Meydan & Şeşen, 2011, p.31-37; Raykov & Markoulides, 2006). The Chi-Square and degree of freedom ratio (x^2/df) in the values of the fit index were expected to be below 5. The ratio of (x^2/df) calculated as a result of the analysis was 1.941, which indicates that the proposed model had an excellent fit with its data (Bayram, 2010; Kline,

2005; Sümer, 2000). For the RMSEA value, .080 was accepted as acceptable fit and values less than .05 were accepted as excellent fit. As a result of the analysis, the RMSEA and x^2/df values were among the values of excellent fit. Besides, for RFI, GFI, TLI, CFI and NFI indices, the range between 0.90 and 0.95 was an acceptable fit while the range between 0.95 and 1.00 was an excellent fit (Bayram, 2010; Byrne & Campbell, 1999; Hooper, Coughlan & Mullen, 2008; Steiger, 2007; Sümer, 2000; Tabachnick & Fidell, 2011). In the light of this information, the TLI (.943), CFI (.975) and NFI (.952) values obtained in this study were determined as an excellent fit and the RFI (.902) value as an acceptable fit.

The results regarding the standardized path coefficients are shown in Figure 2 below.
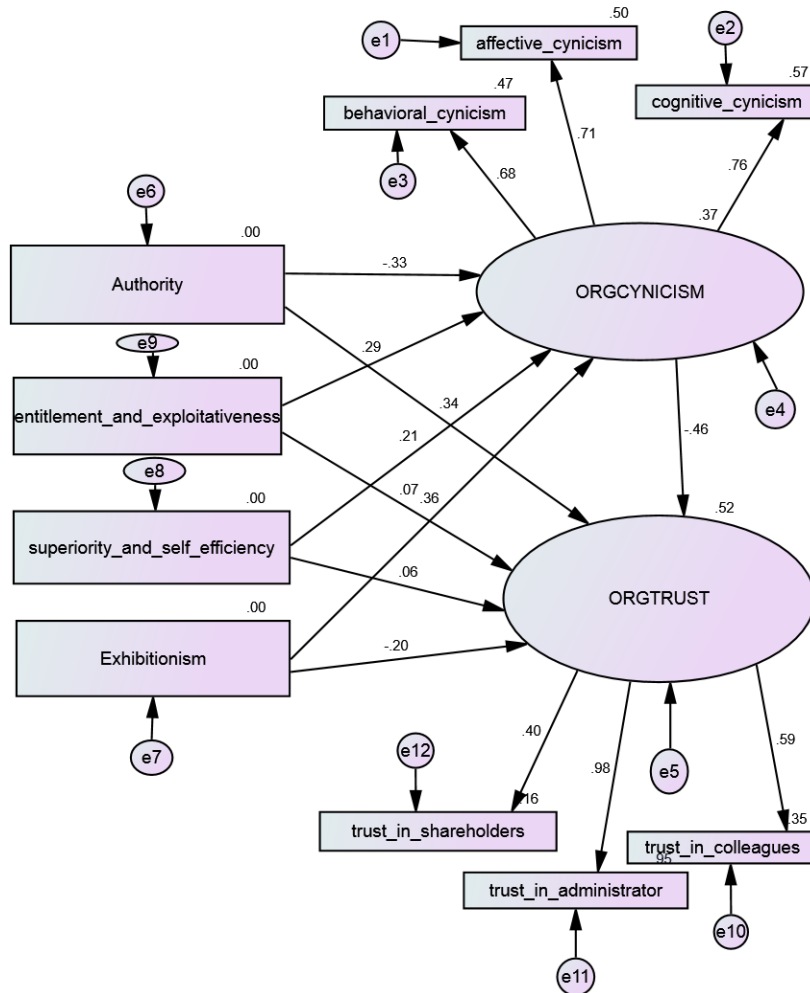
Figure 2. *Standardized Path Coefficients*

As seen in Figure 2, the dimension of cognitive (.76) in organizational cynicism was a slightly better indicator than the dimensions of affective (.71) and behavioral (.68). On the other hand, trust in principal (.98) was found to be a more positive indicator compared to trust in colleagues (.59) and trust in stakeholders (.40).

According to the path analysis findings, there was a positive and moderate relationship between the dimension of "authority" and teachers' organizational trust levels (β =.34), as well as a negative and moderate relationship between narcissistic authority and teachers' organizational cynicism levels (β =-.33). In other words, as school principals display authoritative behaviors, organizational trust increases and organizational cynicism decreases.

A positive, moderate, and significant relationship existed between the dimension of "entitlement and exploitativeness" and teachers' organizational cynicism level (β =.29), as well as a positive and low-level relationship between the dimension of "entitlement and exploitativeness" and teachers' organizational trust level (β =.07). This indicates that as school principals display exploitative behaviours along with entitlement, organizational cynicism levels increase and organizational trust levels are not significantly influenced.

The dimension of "superiority and self-sufficiency" had a positive and low-level relationship between teachers' organizational cynicism (β =.21), as well as a positive and a very low relationship between teachers' organizational trust (β =.06). This indicates that as school principals display behaviours of superiority and self-sufficiency, organizational cynicism increases and organizational trust is not significantly influenced.

The dimension of "exhibitionism" was found to have a positive, moderate-level relationship with teachers' organizational cynicism (β =.36), as well as a negative, low-level, and significant relationship with teachers' organizational trust (β =-.20). This indicates that as school principals display behaviours of exhibitionism, organizational cynicism increase and organizational trust decreases.

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Teachers' perceived organizational cynicism and perceived organizational trust were shown to have a negative and moderate relationship (β =-.46). This indicates that the increase in organizational cynicism ultimately negatively influences organizational trust. Also, 37% of the total variance in the organizational cynicism variable is explained by the behaviours of "authority", "entitlement and exploitativeness", "superiority and self-sufficiency" and "exhibitionism". In addition, 52% of the total variance of organizational trust variable is explained on the basis of narcissistic leadership behaviors and a direct effect of organizational cynicism latent variable, as well as an indirect effect of narcissistic leadership behaviors through the organizational cynicism variable.

Discussion

Perceived narcissistic leadership level of school principals was X̄=3.45 in the dimension of authority, which indicates that teachers are of the opinion that school principals display behaviors in the dimension of authority. The dimension of authority indicates a strong belief that the narcissistic leader possesses an extraordinary leadership ability to influence other employees and should be the first to use such power (Judge, LePine, & Rich, 2006). The dimension of authority indicates that the narcissistic leader is apt to take responsibility for authoritative situations and decisions and to perceive himself/herself as a leader (Glover, Miller, Lynam, Crego, & Widiger, 2012). This is possibly because the narcissistic leader possesses excessive and unnecessary self-confidence. However, the authority and leadership of narcissistic leaders do not last for long. For, employees notice the negative traits/behaviors of narcissistic leaders in a short time and stop following them (Twenge & Campbell, 2010, 78). In this respect, the "authority" dimension of narcissistic leadership can be seen as a

positive leadership trait, albeit temporarily. The study conducted by Öğretmenoğlu (2019) supports the result of this study since perceived authoritative behaviours were found as X=3.57. It is positive to observe that perceived behaviors of school principals in the dimensions of exhibitionism and superiority and self-sufficiency were at levels of X=2.58 and X=2.56 respectively, since exhibitionism, sensation seeking, extraversion, and a lack of impulse control seem to signalise the exhibitionism component (Raskin & Terry, 1988, p.899). Narcissists are obsessive individuals to prove their superiority (Wallace and Baumeister, 2002, p.820). According to the researches, in this sense, superiority is one of the most harmful characteristics of narcissism. (Reidy et al., 2008, p.866). Self-sufficiency means motivation in which a person is in pursuit of being loved and efforts for reaching self-sufficiency and excellence (Raskin and Terry, 1988, p.890-891). As Öğretmenoğlu (2019) concluded that perceived narcissistic leadership behaviors of school principals by teachers in the dimensions of "exhibitionism" and "superiority and self-sufficiency" were at a moderate level, the relevant finding supports the study's findings. Alternatively, it should be considered negative to observe that perceived narcissistic behaviors of school principals in the dimensions of "entitlement and exploitativeness" were at a level of X=2.98, since feelings and behaviors of entitlement, presumption, not being satisfied until he or she obtains what is thought to be deserved, or anticipation of favorable treatment are all examples of entitlement (Glover et al., 2012). The findings of Öğretmenoğlu (2019) support the findings of this study, which indicates that perceived narcissistic leadership behaviors in the dimensions of "entitlement and exploitativeness" were at a moderate level.

In relation to teachers' perception of organizational trust, it was determined that teachers perceive their principals and colleagues trustful while teachers' perceived trust in stakeholders was at a lower level and these findings overlap with the findings in the literature (Arslan, 2009; Çınar, 2013; Çelik & Gencer, 2019; Doğan & Karakuş, 2020; Kovancı & Ergen, 2019; Okçu & Gider, 2019; Ergül, Okçu & Adıgüzel Gök, 2020; Okçu, Ergül & Ekmen, 2020; Polat & Celep 2008; Saraç, 2019; Pars & Elma, 2018; Yazıcıoğlu, 2015). Teachers have a sufficient level of trust in their principals and colleagues in the context of organizational trust while they tend to have some problems in terms of trust in stakeholders. These problems can be overcome through environments and activities in which all stakeholders (school principal, teacher, student, parents, etc.) can participate to understand each other better. Unlike this study, there are some studies indicating that teachers have a moderate level of perceived organizational trust (Külekçi-Akyavuz, 2017; Memduhoğlu & Zengin, 2011; Özdemir, 2020). In this context, it is stated that the behaviors, such as failure to take the opinions of the teachers in the decisions taken about the school and to involve them in the decisions, are negatively related with the trust in the principals. Gökduman (2012) concluded that the trust in colleagues and stakeholders was higher than trust in principals, which does not support the finding of this study.

As a result of the analysis, organizational cynicism levels of teachers working in educational institutions at primary, secondary and high school levels were not high and that teachers do not have a cynical perception of their school. This finding is similar to the studies on the concept of perceived organizational cynicism of teachers. In various studies, it was found that teachers' opinions on organizational cynicism were not high (Helvacı & Çetin, 2012; Korkut, 2019; Sezgin-

Nartgün & Kartal, 2013; Şamdan & Baskan, 2019). Since organizational cynicism is a concept that creates negative effects, as shown in the literature, it can be argued that low levels of cynicism may reflect positively on institutions. Particularly, low level of perceived organizational cynicism can be effective on concepts such as burnout and organizational commitment and especially trust in the organization. In this respect, it can be implied that positive contributions may be provided if teachers, as an important component of the education system, do not exhibit cynical behaviour. Some studies have found higher levels of cynicism of teachers than findings of this study (Balay, Kaya & Cülha, 2013; Demirtaş, Özdemir & Küçük, 2016; Kalağan & Güzeller, 2010; Korkmaz, Okçu & Uçar, 2018; Okçu, Şahin & Şahin, 2015). Researches on organizational cynicism have shown that cynical employees do not trust their organization, believing that the organization exploits them. Furthermore, whereas a lack of trust might emerge from a lack of knowledge about the organization; cynicism against an organization is always the consequence of some experience with that organization (Eaton, 2000). Factors such as the size of the sample group, regional differences, and the educational level are effective in the differentiation of the results of the studies conducted with organizational cynicism.

Teachers' organizational trust and cynicism levels were shown to have a negative and moderate relationship. In general, the relationship between organizational trust and organizational cynicism is inversely proportional. It can be argued that teachers are less likely to display cynical behaviour if they trust their institution. There are other studies in the literature that support the findings of this study that show a negative and moderate relationship between the two concepts (Akın, 2015; Yakın, 2017; Zengin, 2020). Akin (2015) found a significant

relationship in all dimensions between teachers' organizational cynicism and organizational trust levels and concluded that organizational cynicism predicted organizational trust. Zengin (2020) found a negative and moderate relationship between organizational trust and cynicism. In various studies on organizational cynicism and organizational trust, it has been determined that there are negative and high-level relationships (Uyar & Zafer Güneş, 2019; Uyar-Bulut, 2018), which contrasts the findings of this study. In another study, a negative and high-level relationship between organizational trust and organizational cynicism levels of secondary school teachers was found (Uyar and Zafer-Güneş). Batmantaş and Örücü (2018) found that organizational trust does not have any effect on cynicism. On the other hand, Reyhanoğlu and Yılmaz (2017) reported that there is a negative and significant relationship between organizational cynicism and organizational trust. It can be said that factors such as the size of the sample group and different occupational groups are effective in the differences in the findings of the studies.

According to correlation analysis, a positive and moderate relationship was found between the dimension of authority and organizational trust. The ability to influence others and an effective leadership style are factors that may positively affect teachers' organizational trust. A negative and moderate relationship was found between exhibitionism and organizational trust. This indicates that seeking attention, theatricalism, and failure to be humble hinder teachers' trust in the organization. Also, a negative and low-level relationship was found between the dimension of superiority and self-sufficiency and organizational trust. Self-righteousness (e.g. a grandiose person, an extraordinary person, etc.) is also a possible consequence of reduced trust in the organization. A negative and low-level relationship was

found between the dimension of entitlement and exploitativeness and organizational trust. High expectations, the search for power, and the desire to be followed reduce trust. Yıldız and Öncer (2012) found a negative and low-level relationship between narcissism and organizational trust in their study. According to Ouimet (2010), narcissistic leadership has significant negative consequences, such as a decrease in or loss of trust among subordinates/employees in organizations. The correlation analysis revealed a negative and low-level relationship between the dimension of authority and organizational cynicism, as well as a positive, moderate-level, and significant relationship between the three dimensions of narcissistic leadership (exhibitionism, superiority and self-sufficiency, and entitlement and exploitativeness) and organizational cynicism. Narcissistic leadership is described as a more negative leadership style, in which the leader has the potential to cause psychological pressure on subordinates. When subordinates see their leaders as narcissists, negative attitudes such as organizational cynicism may be more likely to occur. Maccoby (2000) and Paunonen et al (2006) reported that the leader can concurrently have good and bad narcissistic traits. Narcissistic leaders have an exaggerated, grandiose sense of self-esteem, power, and success fantasy. They hardly care about and feel empathy with others (Yukl, 2002). In the studies of Aboramadan, Turkmenoglu, Dahleez and Cicek (2020), Erkutlu and Chafra (2017), it was concluded that narcissistic leadership is positively related with the cynicism of the employees.

The path analysis revealed a negative and close to moderate relationship between the dimension of "authority" and organizational cynicism, as well as a positive and moderate relationship between the dimension of authority and organizational trust. This indicates that

while teachers' organizational trust levels (trust in principal,
colleagues and stakeholders) are enhanced and organizational
cynicism (cognitive, affective and behavioural cynicism) are reduced
by the power of school principals if that power is positive. While the
dimension of "entitlement and exploitativeness" was shown to have a
positive and low-level relationship between organizational cynicism,
no significant relationship was found between the same dimension
and organizational trust. Organizational cynicism and the dimensions
of "superiority and self-sufficiency" had a positive and low-level
relationship, but there was no significant relationship between the
same dimension and organizational trust. "Exhibitionism" had a
positive and moderate relationship with organizational cynicism,
while it had a negative and low-level relationship with organizational
trust. Teachers' organizational trust and cynicism levels were found to
have a negative and moderate relationship. This indicates that the
increase in teachers' organizational cynicism level is related with their
organizational trust levels negatively. Besides, 37% of the total change
in the organizational cynicism variable is explained by the behaviors
of narcissistic leadership in the dimensions of "authority",
"exploitativeness and entitlement", "superiority and self-sufficiency",
and "exhibitionism". The remaining 52% is explained by the direct
influence of the above-mentioned dimensions and the latent variable
of organizational cynicism as well as by the indirect influence of the
variables under the four dimensions through the mediation of the
organizational cynicism variable. In this context, in a study by Erkutlu
and Chafra (2017), it was determined that narcissistic leaders support
the positive effect on employees' organizational cynicism and that the
psychological tension of the employee supports the mediating effect.

School principals' behaviors (exploitativeness and entitlement, superiority and self-sufficiency, and exhibitionism) are negatively related with teachers' organizational trust and positively related with their organizational cynicism. Although administrative behavior (authority) is positively related with teachers' organizational trust levels and negatively related with their organizational cynicism levels, the literature review indicates that the authorities and leadership of narcissistic leaders do not last long and remain temporary and that when teachers learn about the negative behaviors/characteristics of the narcissistic leader, they may stop following the relevant leader.

It can be concluded that the narcissistic leadership behaviors of school principals can damage organizational trust and increase organizational cynicism, thus, such behaviors can damage the quality of education and educational practices. In this context, the results of this research are remarkable.

Limitations and Recommendations

The study's findings can be generalized in terms of representing teachers' perceptions. However, it should be highlighted that these findings are limited to Siirt state schools for the 2019-2020 academic year, as well as the scales used. The study is a relational study. One fundamental limitation of relational research is that it cannot provide precise information about the causality between variables. Furthermore, there is no evidence of a cause-and-effect link between factors in the current study.

The teachers included in the study were selected through simple random sampling. Teachers made statements about their schools, principals, colleagues and other stakeholders. However, the statements of teachers working in a school may not be stochastically

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independent from each other. Therefore, in future studies, it can be ensured that all teachers in one school are included in the research.

Depending on the results of the study, the following recommendations can be made:

1. In this study, it was determined that the behaviors of school principals regarding the three dimensions of narcissist leadership ("exploitativeness and entitlement", "superiority and self-sufficiency", and "exhibitionism") can decrease teachers' organizational trust while increasing their level of organizational cynicism. In this context, educational activities can be organized for school principals to raise awareness to draw attention to narcissistic leadership traits and the institutional negative consequences of such traits.

2. To improve education, school principals can take an approach to increase teachers' organizational trust and to avoid cynical behaviors in an attempt to ensure teachers' participation in decision-making processes, to strengthen internal communication, and to adopt a collaborative perspective in various works.

3. In this study, it was determined that teachers have a moderate sense of trust in the dimension of organizational trust in stakeholders. To improve this situation, various social activities can be organized together with the stakeholders in schools (school principal, teacher, student, parents, etc.).

4. Quantitative, qualitative or mixed studies can also be conducted on different provinces and regions and different occupational groups, focusing on the relationship between narcissistic leadership, organizational trust, and organizational cynicism.

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