

# The Mediating Role of Organizational Cynicism in The Relationship Between Organizational Hypocrisy, Organizational Silence and Organizational Citizenship in School Environment

## RESEARCH ARTICLE

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### Abstract

*The aim of the current study was to investigate the structural model formed by the variables of organizational hypocrisy, organizational cynicism, organizational silence, and organizational citizenship. Since the number of studies examining the effect of organizational cynicism and organizational hypocrisy on organizational silence and organizational citizenship specifically in the field of education is limited, this study aims to fill this gap in the field and provide recommendations for practitioners and researchers. The data of this study were collected from 354 (242 women, 102 men) teachers working at primary, lower secondary and upper secondary schools in Turkey. The sample of the study was selected by convenient sampling method. Organizational Hypocrisy Scale, Organizational Cynicism Scale, Organizational Silence Scale, and Organizational Citizenship Scale were used to collect data. The results indicated that there was a significant effect of organizational hypocrisy on organizational silence and organizational citizenship through organizational cynicism. The proposed model explained 0.19 of variance in organization silence, and 0.15 of variance in organization citizenship. The findings were discussed in the light of literature.*

**Keywords:** organizational cynicism, organizational hypocrisy, organizational silence, organizational citizenship

\* This study was presented as an oral presentation at the 7th International Conference on the Future of Teaching and Education, held in Vienna, Austria, on June 16–18, 2023.

# Okul Ortamında Örgütsel İkiyüzlülük, Örgütsel Sessizlik ve Örgütsel Vatandaşlık Arasındaki İlişkide Örgütsel Sinizmin Aracılık Rolü

## ARAŞTIRMA MAKALESİ

### Öz

*Bu çalışmanın amacı örgütsel ikiyüzlülük, örgütsel sinizm, örgütsel sessizlik ve örgütsel vatandaşlık değişkenlerinin oluşturduğu yapısal modeli incelemektir. Örgütsel sinizm ve örgütsel ikiyüzlülüğün örgütsel sessizlik ve örgütsel vatandaşlık üzerindeki etkisini eğitim özelinde inceleyen sınırlı sayıda çalışma olduğundan bu çalışma alandaki mevcut boşluğu doldurmanın yanı sıra uygulayıcılara ve araştırmacılara öneriler sunmayı amaçlamaktadır. Çalışmanın verileri Türkiye'deki ilkökul, ortaokul ve liselerde görevyapan 354 (242 kadın, 102 erkek) öğretmenden toplanmıştır. Araştırmanın örneklemini kolay ulaşılabilir örnekleme yöntemiyle seçilmiştir. Verilerin toplanmasında Örgütsel İkiyüzlülük Ölçeği, Örgütsel Sinizm Ölçeği, Örgütsel Sessizlik Ölçeği ve Örgütsel Vatandaşlık Ölçeği kullanılmıştır. Bulgular, örgütsel ikiyüzlülüğün örgütsel sessizlik ve örgütsel vatandaşlık üzerinde örgütsel sinizm yoluyla anlamlı bir etkisinin olduğuna işaret etmektedir. Önerilen model, örgütsel sessizliğin 0.19'unu, örgütsel vatandaşlığın ise 0.15'ini açıklamıştır. Bulgular literatür ışığında tartışılmıştır.*

**Anahtar Kelimeler:** örgütsel sinizm, örgütsel ikiyüzlülük, örgütsel sessizlik, örgütsel vatandaşlık

### Introduction

Growing cynicism among managers and employees increasingly hurts organizations' competitiveness and ability to sense and foresee potential crises. After becoming part of an organization, employees determine the extent to which they will commit their time, effort, and emotions into the work (Collins, 2017). While highly cynical ones often become surveilling opportunists, believing that further emotional investment in their work would be futile and likely lead to disappointment, ones with a less cynical view of their workplace are more likely to identify with, invest in, and relate to their work, exhibiting high levels of organizational citizenship behavior due to their more optimistic expectations about the outcomes of their efforts (Collins, 2017; Kılıçoğlu & Yılmaz-Kılıçoğlu, 2021). When employees notice discrepancies between the organization's stated goals and actual practices (Kılıçoğlu & Yılmaz-Kılıçoğlu, 2021), they may develop a cynical attitude and engage in behaviors that are detrimental to the organization (Tutar et al., 2021). They also become particularly sensitive to hidden agendas and gradually detach themselves emotionally from their work environment (Collins, 2017). Organizational cynicism eventually leads to counter-productive

work attitudes such as negative comments, complaints, skepticism, cynicism, and withdrawal behavior (Tutar et al, 2021).

Research on organizations has shown that work cynicism is associated with employees' silence behavior (Al-Abrow, 2018; Erdoğan, 2018; Karacaoğlu & Küçükköylü, 2015; Sezgin-Nartgün & Kartal, 2013; Zhang et al., 2019). "Speaking up one's mind freely and confidently fundamentally necessitates high levels of trust" (Özgenel & Çetin, 2021, p. 397). When individuals feel that senior managers neither want nor value their opinions, they often withhold their ideas (Al-Abrow, 2018; Morrison & Milliken, 2000; Zhang et al., 2019). Employees need assurance that expressing dissent will have positive outcomes and that the organization will be supportive for them to speak up (Graham, 1991). Consequently, individuals with higher levels of cynicism are less likely to voice dissent, lose hope for improvement, and become less inclined to take initiative or get involved in organizational matters (Pinder & Harlos, 2001; Van Dyne et al., 2003). This disinterest, coupled with a culture that promotes conformity and suppresses dissent, demotivates employees, leading to disengagement, submissiveness, and withdrawal (Farrell, 1983; Kahn, 1990; Knoll & Dick, 2013). Morrison and Milliken (2000) argued that to understand why employees refrain from addressing critical issues, it is essential to consider not only the absence of voice-promoting conditions but also the presence of organizational forces that actively encourage silence (Knoll & Dick, 2013).

An employee exhibiting cynical behaviors, ridicules his organization, criticizes managers, will be less likely to adopt the organizational goals and will eventually influence others negatively. On the other hand, individuals showing high levels of organizational citizenship are not likely to have such negative attitudes and behaviors (Brandes et al., 1999). Likewise, it is also not anticipated that cynic employees will fulfill duties which are not in their official job descriptions for the benefit of the organization (Yılmaz & Şencan, 2018). Indeed, numerous studies demonstrated that organizational cynicism has a negative impact on organizational citizenship, making employees less willing to take on additional responsibilities and duties, leading them to perform only the minimum required for their current job (Yetim & Ceylan, 2011; Yılmaz & Şencan, 2018). Lack of integrity, the inconsistency of statements and practices, incoherence between words and deeds or failure to commit to professed mission, ethical principles and values may elicit cynical attitude towards the organization

and negatively affect the organizational citizenship behavior (Kılıçoğlu & Yılmaz Kılıçoğlu, 2021). As employees become more psychologically detached, heightened cynicism often leads to decreased contributions to the organization, such as reduced organizational citizenship (Collins, 2017). Research also showed that organizational hypocrisy significantly impacts business outcomes, including organizational citizenship behavior (Kılıçoğlu et al., 2019; Kılıçoğlu & Yılmaz Kılıçoğlu, 2021) and organizational silence (Bowen & Blackmon, 2003; Mayhew et al., 2006; Pinder & Harlos, 2001). Specifically, research on organizations indicated that psychological contract violations erode trust, resulting in lower citizenship behavior and higher level of cynicism (Abraham, 2000).

### **Organizational cynicism**

Organizational cynicism was characterized by an employee's negative and oppositional attitude towards all aspects of the organization (Goldner et al., 1977; McNamara, 1999). It was also defined as a negative and insecure attitude towards the organization with which a person is affiliated (Göçen et al., 2021). When senior managers fail to act honestly and adhere to ethical standards, employees may develop a critical view, believing that nothing is going well within the organization (Tutar et al., 2021). Despite senior executives claiming to have strong and healthy communication systems and a democratic management approach, they sometimes fail to practice what they preach due to various reasons (Cha & Edmondson, 2006). This inconsistency can lead to organizational cynicism, especially if employees perceive the hypocritical behavior as intentional rather than due to external, uncontrollable factors (Zhang & Haoming, 2020).

The cognitive dimension of organizational cynicism involves employees' beliefs that organizational practices lack justice, honesty, and sincerity, and are often replaced by unprincipled and immoral actions (Güllüoğlu Işık, 2014). The affective dimension reflects strong emotional reactions such as anxiety, shame, anger, disappointment, or pessimism (Güllüoğlu Işık, 2014). The behavioral dimension includes overt or covert actions that express cynicism, such as meaningful glances, mocking, laughing, scornful smiles, or displaying hostile and critical expressions towards authority, which creates resistance to change and results in alienation and psychological disengagement (Turner & Valentine, 2001; O'Brien et al., 2004).

When organizational cynicism prevails in the school system, teachers may develop a strong sense of insecurity towards the organization. This negative attitude is based on the belief that the organization's procedures, processes, and management work against their best interests (Wilkerson, 2002). Organizational cynics believe their employers are self-serving and prioritize their personal interests over employee interests (Goodman et al., 2021). A central aspect of organization cynicism is the belief that the organization exploits and takes advantage of employees (Goodman et al., 2021). Cynics view their managers as operating unfairly, lacking sincerity, and institutionalizing injustice (Dean et al., 1998). Consequently, they report lower job satisfaction, organizational citizenship behaviors, and organizational commitment, perceiving a general state of corruption and decay within the organization (Tutar et al, 2021).

### **Organizational hypocrisy**

Although in varying degrees, every organization experience organizational hypocrisy. Organizational hypocrisy occurs “when there is a conflict between words and deeds” (Tschannen-Moran, 2004, p. 16). Organizational hypocrisy is described as the inconsistencies or contradictions between decisions, actions, and previously stated ideals, values, or performance metrics (Brunsson, 1989). According to the theory of institutionalization, organizations establish and maintain legitimacy by designing their structures and processes according to laws and regulations, as well as by imitating leading organizations and adopting well-established norms and practices (March & Olsen, 1989; Spillane & Kenney, 2012; Clegg, 2010; DiMaggio & Powell, 1983; Powell & DiMaggio, 1991). When organizations superficially comply with external demands while conflicting with their internal culture, this can result in what is known as ‘decoupling’ (Meyer & Rowan, 1977). Due to the tendency of organizations to shield their internal environment from external pressures, there can be a loose connection between formal structures and actual practices, leading to ‘organizational hypocrisy’ (Boiral, 2007; Brunsson, 1989; Kılıçoğlu et al., 2019; Kılıçoğlu & Yılmaz-Kılıçoğlu, 2021; Perezts & Picard, 2015; Weick, 1976).

When employees notice hypocrisy in the actions of senior managers, they seek to determine whether this behavior was deliberate or not (Zhigang & Haoming, 2020). Organizational cynicism arises when employees believe that such hypocritical actions were intentional rather than due to external factors beyond

the company's control, leading to distrust towards the organization and its leaders (Durrah et al., 2019). This study posits that organizational hypocrisy negatively impacts employees' trust in and attitudes towards the organization. If employees perceive hypocrisy as intentional, they may feel deceived, resulting in negative emotions like frustration, hopelessness, disappointment, pessimism, skepticism, disbelief, distrust, and contempt (Wagner et al., 2009). This perception often leads to counterproductive behaviors such as negative comments, complaints, cynicism, withdrawal, and organizational silence, and reduces employees' commitment to the organization (e.g., citizenship behavior). To understand how these perceptions of hypocrisy influence employees' behaviors, it is crucial to explore the psychological and behavioral mechanisms driving these responses (Zhigang & Haoming, 2020).

### **Organizational silence**

Organizational silence was first defined by Morrison and Milliken (2000) and described as the employees' unwillingness to express their thoughts on organizational problems or take any initiative regarding organizational issues. It also refers a situation where employees refrain from offering suggestions or opinions out of fear of potential negative reactions, leading to a state of indifference and lack of responsiveness to organizational matters (Tutar et al., 2021). This silence becomes pervasive when organizational members struggle to communicate effectively and are hesitant to share their views and recommendations (Çayak, 2021). While organizational silence might appear as compliance, it often reflects a withdrawal response and can prevent the organization from leveraging its most valuable asset -its employees' intellectual capital (Tutar et al., 2021).

Quiescent or defensive silence, which stems from fear and anger, and acquiescent or passive silence, which arises from feelings of futility, indifference, and resignation, should be recognized as reactions to perceived organizational unfairness (Pinder & Harlos, 2001). In quiescent/defensive silence people remain silent because they fear the bad consequences that they might face when they speak up (Morrison & Milliken, 2000) and in acquiescent/passive silence people accept the existing conditions or problems as they are and prefer remaining silent and withholding relevant ideas, information, or opinions instead of sharing their knowledge, ideas and thoughts with others just because they no longer interested in consequences as they already resigned emotionally or think that voicing

out will just be futile (Pinder & Harlos, 2001). Acquiescent silence reflects a passive, disengaged behavior where individuals are less actively involved. In contrast, prosocial silence involves deliberately withholding work-related ideas, information, or opinions to benefit others or the organization, driven by altruistic or cooperative intentions (Van Dyne et al., 2003). Similar to organizational citizenship behavior (OCB), prosocial silence is intentional and proactive, aimed at positively impacting others. Unlike defensive silence, which is driven by fear of negative personal repercussions, prosocial silence arises from a concern for the well-being of others. Additionally, Knoll and Van Dick (2013) suggested that employees may strategically withhold information to gain personal advantages, even at the expense of others.

### **Organizational citizenship**

Organizational Citizenship Behavior (OCB) was first described as “voluntary actions that are not formally rewarded but contribute to the overall effectiveness of the organization” (Organ, 1988, p. 4). It involves employees going beyond their official job requirements to support organizational goals and foster a positive working environment (DiPaola & Tschannen-Moran, 2001; Somech & Drach-Zahavy, 2000). This behavior, while not mandated by the organization, is beneficial and helps others succeed within it. OCB includes five key dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ, 1988).

- Altruism refers to employees voluntarily helping their colleagues with specific tasks or organizational issues.
- Civic virtue involves fulfilling broader responsibilities, such as participating in committees and attending functions, demonstrating a commitment to the organization (Podsakoff et al., 2000).
- Conscientiousness describes going beyond the minimum job requirements in a voluntary manner (Organ, 1988).
- Sportsmanship is the ability to endure organizational challenges without complaining (Organ, 1988; Schnake and Dumler, 2003).
- Courtesy involves being considerate in interactions, such as providing advance notices and communicating effectively to avoid problems (Organ, 1988).

To conclude, schools are educational organizations established to meet the educational needs of societies. Schools have to follow various strategies to achieve their goals and maintain their existence, and those strategies sometimes may require a degree of hypocrisy on the part of school administrators which may lead to cynic behaviors among teachers. Although it is a common knowledge that organizational cynicism and organizational hypocrisy often stems from perceptions of insincerity and lack of virtue in organizational motives, its specific impacts on organizations are still unclear. Thus, the aim of this study was to test a structural model involving organizational hypocrisy, cynicism, silence, and citizenship among teachers. Given the limited research on how organizational cynicism and hypocrisy directly or indirectly affect organizational silence and citizenship in the schools, this study seeks to address this gap. The study's theoretical significance lies in testing and validating the model, while its practical importance is in helping educational leaders identify factors influencing organizational silence and citizenship. By highlighting how organizational hypocrisy and organizational cynicism impact school environment, the study offers insights on managing these challenges and improving organizational citizenship.

### **Hypotheses**

**Hypothesis1.** Organizational hypocrisy would predict organizational cynicism among teachers.

**Hypothesis2.** Organizational cynicism would predict organizational citizenship among teachers.

**Hypothesis3.** Organizational cynicism would predicts organizational silence among teachers.

**Hypothesis4:** Organizational cynicism would mediate the relationship between organizational hypocrisy and organizational silence.

**Hypothesis5:** Organizational cynicism would mediate the relationship between organizational hypocrisy and organizational citizenship behavior.



## Methodology

### Research Design

The study employed a cross-sectional research design, involves collecting data from a population at a specific point in time (Wang & Cheng, 2020). The design aligns with the scope of the research, which examines the mediating role of organizational cynicism in the relationship between organizational hypocrisy (independent variable) and two dependent variables: organizational silence and organizational citizenship behavior. By collecting data simultaneously, this design facilitates the assessment of direct and indirect effects among the sub-dimensions of the study, making it suitable for mediation analysis.

### Participants

354 teachers (242 women, 112 men, Mage = 42.06 years, SDage = 9.76, age range: 23–63 years) working at primary, lower secondary and upper secondary schools in Marmara Region and Central Anatolia Region, especially İstanbul and Ankara took part in the study. The sample of the study was consisted by using convenient sampling method which is the collection of data from a sample conveniently located around a location or on the internet (Edgar & Manz, 2017). Considering the distribution of samples by education level and type of school, 115 (32.5%) had graduate, 2 (0.6%) had doctoral degree. Two hundred seventy four (77.4%) of them were from public school, 80 (22.6%) from private school. The range of professional seniority of the participants was 1-43 years, and the range of the working period in this school was 1-39 years. Three hundred thirteen (88.4%) participants work as teachers, 41 (11.3%) as administrators. One hundred and forty-three participants (40.4%) stated that they were engaged in different jobs (private lessons etc.) besides teaching in the school.

### Data Collection Process

The data were gathered through during the 2022–2023 academic year, specifically in the fall semester. Each participant received an online survey package, which included an informed consent form and all necessary instruments, and took about 15 minutes to complete. In the informed consent, purpose of the study, confidentiality, possible outcomes and contact information of the researchers were explained. The link of the survey pack was distributed via teachers' and administrators' whatsapp groups.

## **Measures**

The data was gathered through four different scales to measure the variables of the model designed to be tested in the study. In addition to a demographic questionnaire, organizational hypocrisy, organizational cynicism, organizational silence and organizational citizenship scales were included in the survey.

### **Organizational Hypocrisy Scale (OHS)**

Teachers' perceptions of organizational hypocrisy were assessed using a 17-item, 3-factor scale, developed and validated by Kılıçoğlu et al. (2019). This scale evaluates organizational hypocrisy from the perspective of individual employees, based on the idea that organizational hypocrisy occurs when an organization publicly claims good practices but fails to implement them effectively (Fernandez-Revuella Perez & Robson, 1999). Confirmatory factor analysis by Kılıçoğlu et al. (2019) confirmed that the scale maintains its original three-factor structure: Keeping Words into Practice (five items), Compliance Between Internal Structure and Environment (seven items), and Inconsistency in Practices (five items). Items in the first two dimensions are reverse coded. Reliability coefficients for each factor were .90, .87, and .90, respectively, and the overall reliability estimate was .94. This indicates that the scale is both valid and reliable. Scores range from 17 to 85, with higher scores reflecting a greater perception of organizational hypocrisy among teachers.

### **Organizational Cynicism Scale (OCS)**

Organizational Cynicism Scale (OCS) is a 13-item, 3-factor, 5-point Likert-type scale ranging from "completely agree (5)" to "completely disagree (1)". It was developed and validated by Brandes et al (1999). The OCS was translated and adapted into Turkish by Kalağan (2009). It has three subscales called "cognitive-5 items", "affective-4 items", and "behavioral-4 items". The scale's coefficient of internal consistency was .95 for the overall scale. The reliability coefficients, which were calculated for each factor dimensions were .91, .97, and .82, respectively. According to the results obtained, it can be said that the scale is valid and reliable. The maximum score that can be obtained from the scale is 65 and minimum score is 13. Higher organizational cynicism is reflected by higher scores obtained from the scale.

### **Organizational Silence Scale (OSS)**

The Organizational Silence Scale (OSS) is a 20-item, 4-factor scale using a 5-point Likert format, developed and validated by Knoll and Dick (2013). It was translated and adapted into Turkish by Çavuşoğlu and Köse (2019). Although the original scale had four factors-Acquiescent (Passive) Silence, Quiescent (Defensive) Silence, Opportunistic Silence, and Prosocial (Protective) Silence-five items were removed during adaptation, and two factors (Acquiescent and Quiescent Silence) were combined into one. As a result, the adapted OSS has 15 items and three factors: “Acquiescent and Quiescent Silence” with ten items, “Opportunistic Silence” with three items, and “Prosocial Silence” with two items. The overall internal consistency of the scale was .97, with reliability coefficients for the individual factors being .95, .85, and .83, respectively. These results indicate that the scale is both valid and reliable. Scores on the scale range from 20 to 100, with higher scores indicating greater levels of organizational silence.

### **Organizational Citizenship Scale (OCS)**

The Organizational Citizenship Scale (OCS) is a 19-item tool with five dimensions, measured on a 5-point Likert scale. It was adapted into Turkish by Basım and Şeşen (2006) from scales originally developed by Vey and Campbell (2004) and Williams and Shiaw (1999). The dimensions include altruism (5 items), conscientiousness (3 items), courtesy (3 items), sportsmanship (4 items), and civic virtue (4 items). Respondents rate each item on a scale from almost never to almost always. In this study, the overall reliability of the scale was .87, with individual dimension reliability coefficients of .52, .51, .52, .68, and .63, respectively. The scale’s validity and reliability are considered strong. The scale scores range from a minimum of 19 to a maximum of 95, with higher scores indicating greater organizational citizenship.

### **Data Analysis**

Before starting analysis, the data set consisting of 354 participants was examined in terms of univariate and multivariate normality. The data is considered normal when the skewness and kurtosis values are in the range of -1.5 to 1.5 (Tabachnick & Fidell, 2013). The data were normally distributed in the current study (Table 1). Mahalanobis distance was found to be 57.212, and nine participants exceeding the cut-off value of 22.458 (Tabachnick & Fidell, 2013) were defined as outliers and excluded from the study. Moreover, the relationship

among variables were examined through Pearson correlation and the results revealed that multicollinearity ( $r < .85$ ) was not an issue in this study (Kline, 2011).

The sample size significantly affects the accuracy of the model's estimation (Hair et al., 2019). To ensure stable and reliable results, a sample size should have at least ten participants for each free parameter (Bentler & Chou, 1987). In this study, with each construct being measured by three to five indicators-totaling 14 indicators and 28 parameters-according to Bentler and Chou's (1987) 10:1 rule, a sample size of 280 was required for reliable estimates. Therefore, this study's sample size is considered adequate. To evaluate how well the data fit the overall model, several fit indices were used, including chi-square statistics ( $\chi^2$ ), comparative fit index (CFI), goodness-of-fit index (GFI), Tucker-Lewis index (TLI), and root mean square error of approximation (RMSEA).

Structural equation modeling (SEM) is a robust analytical technique that integrates factor analysis and regression analysis. Unlike regression analysis, SEM allows for the testing of theoretical models while accounting for measurement errors (Hair et al., 2019). SEM involves a two-step approach (Anderson & Gerbing, 1988): (a) the measurement model, which assesses how well the latent variables are represented by their indicators, and (b) the structural model, which examines the proposed relationships among variables. The measurement model was initially tested to ensure an acceptable fit before using SEM to evaluate the relationships among variables, employing maximum likelihood estimation with Analysis of Moment Structures (AMOS).

## **Ethical Issues**

Ethics Committee permission was taken from Bahçeşehir University with issue number 26.01.2021- E.1133. Ethical principles of Helsinki Declaration were followed during the research.

## **Results**

### **Preliminary Analysis**

Table 1 displays the skewness, kurtosis, means, standard deviations (SDs), and Pearson correlations for all variables. The results show that the variables were significantly correlated in the anticipated directions. Statistically significant relationships among the observed variables were found to vary between  $-.382$  and  $.772$ . Similarly, significant relationships among the latent variables also yielded results changing from  $-.696$  to  $.403$ .

**Table 1***Results of correlational analysis, skewness, kurtosis, mean, and standard deviation of observed and latent variables*

Observed Var	1	2	3	4	5	6	7	8	9	10	11	12	13	14	X	SD	Skew	Kurto
1. KeepWord	1	.772**	.737**	-.700**	-.666**	-.570**	.213**	.272**	.366**	.260**	.347**	-.352**	-.317**	-.235**	16.77	3.85	-.096	-.191
2. Compliance		1	.670**	-.636**	-.509**	-.444**	.156**	.233**	.258**	.180**	.227**	-.197**	-.232**	-.160**	24.76	4.30	-.056	.507
3. Inconsistency			1	-.711**	-.713**	-.603**	.149**	.258**	.320**	.241**	.317**	-.388**	-.370**	-.272**	17.39	3.93	-.427	.192
4. Cognitive				1	.724**	.639**	-.204**	-.215**	-.314**	-.193**	-.307**	.325**	.278**	.234**	13.73	4.56	.184	-.357
5. Emotional					1	.656**	-.153**	-.250**	-.333**	-.220**	-.293**	.420**	.331**	.294**	8.48	4.08	.978	.667
6. Behavioral						1	-.158**	-.207**	-.349**	-.177**	-.251**	.318**	.246**	.215**	11.40	3.39	-.038	.016
7. Altruism							1	.553**	.458**	.502**	.616**	-.147**	-.160**	.004	19.35	3.13	-.438	.371
8. Conscience								1	.530**	.683**	.685**	-.206**	-.216**	-.053	13.17	1.60	-.907	.986
9. Kindness									1	.630**	.652**	-.359**	-.271**	-.209**	12.45	1.78	-.491	-.025
10. Sportsman										1	.748**	-.382**	-.301**	-.154**	15.89	2.97	-.629	.291
11. CivilVirtue											1	-.273**	-.239**	-.075**	16.18	2.73	-.589	.161
12. AcePasSil												1	.733**	.732**	21.18	7.01	.196	-.399
13. Opportunist													1	.600**	5.58	1.96	.411	.045
14. Prosocial														1	4.34	1.50	-.007	-.470
Latent Var																		
1. Org_Hypoer	1	-.696**	.320**	-.357**											58.91	11.05	-.078	.014
2. Org_Cynici		1	-.318**	.403**											33.62	10.66	.508	.140
3. Org_Citizen			1	-.311**											77.05	10.15	-.488	.349
4. Org_Silence				1											41.11	12.79	.024	-.437

**Notes:** \*\*Significant at the 0.05 level of significance; \*\*\*Significant at the 0.01 level of significance

## Measurement Model

The measurement model consisted of four latent variables (organizational hypocrisy, organizational cynicism, organizational citizenship, and organizational silence) and 14 observed variables. In the model, organizational hypocrisy was modelled as an exogenous variable, organizational cynicism, organizational citizenship and organizational silence as endogenous variables. The results of the measurement model yielded as  $\chi^2 (71) = 239.152$ ,  $p = .000$ ;  $\chi^2 / df = 3.368$ ;  $GFI = .910$ ,  $CFI = .951$ ;  $TLI = .937$ ;  $RMSEA = .082$ . Despite  $GFI$ ,  $CFI$ , and  $TLI$  values were found to be between acceptable/sufficient fit values,  $CMIN/DF$  value and  $RMSEA$  were outside the good fit value ranges. Hence, in order to see whether there will be any improvement in the goodness-of-fit values of the model, in line with the recommendations of the AMOS program, it was decided to make a modification. Observed variables of keeping words and compliance were co-variated in the latent variable of organizational hypocrisy. A finding of the measurement model revealed close to an good fit,  $\chi^2 (70) = 197.505$ ,  $p = .000$ ;  $\chi^2 / df = 2.82$ ;  $GFI = .925$ ,  $CFI = .963$ ;  $TLI = .952$ ;  $RMSEA = .072$ . All factor loadings for the indicators on the latent variables were significant ( $p < .001$ ), demonstrating that each latent factor was well-represented by its corresponding indicators. The correlations among organizational hypocrisy, organizational cynicism, organizational citizenship, and organizational silence, and factor loadings of variables were displayed in Table 2.

**Table 2**

*Correlations and loadings of latent variables for the measurement model*

	Correlations				Loadings				
	1	2	3	4	1	2	3	4	5
Organizational hypocrisy	1	-.95	.38	-.42	.90	.71	.93		
Organizational cynicism		1	-.36	.42	.91	.81	.71		
Organizational citizenship			1	-.35	.66	.78	.73	.84	.89
Organizational silence				1	.96	.77	.76		

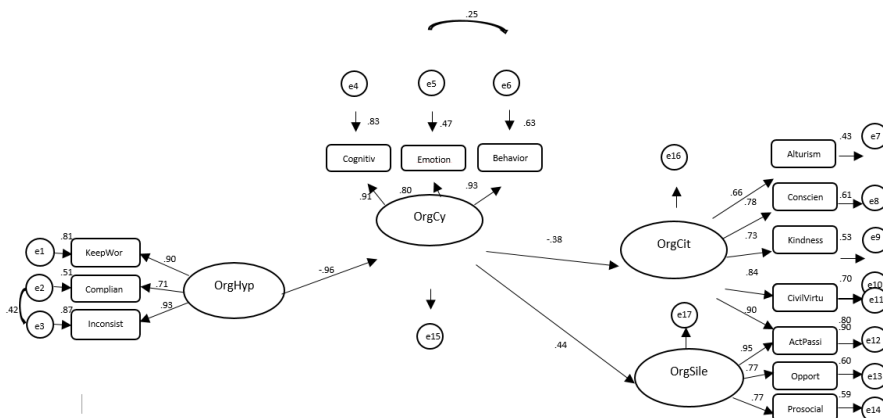
## Structural Model

The proposed model integrating the effects of the organizational hypocrisy, and organizational cynicism and relationships among latent variables as determinants of organizational citizenship, and organizational silence was tested to examine the hypotheses of the study. The results of good-fit values were found as follows:  $\chi^2 (73) = 213.414$ ,  $p = .000$ ;  $\chi^2 /df = 2.923$ ; GFI = .921, CFI = .959; TLI = .949; RMSEA = .074. Since the CMIN/DF value and RMSEA didn't indicate the good fit value ranges, it was decided to make one more modification in the model. Observed variables of behavioral and emotional of organizational cynicism were covariated with each other. An analysis of proposed model generated a good fit:  $\chi^2 (72) = 195.491$ ,  $p = .000$ ;  $\chi^2 /df = 2.715$ ; GFI = .928, CFI = .964; TLI = .954; RMSEA = .070.

The indirect effects in the model revealed that the effect of organizational hypocrisy on organizational silence ( $\beta=.699$ ,  $SD= .086$ ,  $t = 8.091$ ) and organizational citizenship ( $\beta=-.191$ ,  $SD= .030$ ,  $t = -6.404$ ) through organizational cynicism were significant among teachers. In other words, organizational cynicism mediates the relationship between organizational hypocrisy and organizational silence and organizational citizenship among teachers. Finally, it was found that the model explained 19% of variance in organization silence, 15% of variance in organization citizenship among teachers.

**Figure 1**

*Standardized regression coefficients for structural model.*



## Discussions, Conclusions, and Recommendations

The current study aimed at understanding the predictive role of organizational cynicism and organizational hypocrisy on organizational silence and organizational citizenship in school settings with a particular focus on teachers. It was found that the effect of organizational hypocrisy on organizational citizenship through organizational cynicism was significant. Similarly, the effect of organizational hypocrisy on organizational silence over organizational cynicism was found to be significant. Zhigang and Haoming (2020) notes that if employees think that the hypocritical behaviors were intentional or were not caused by objective reasons outside of the organization's control, it may lead to the development of organizational cynicism. Similarly, Johnson and O'Leary-Kelly (2003) stated that hypocrisy can reveal cynicism and cynicism can arise not only from the violation of specific promises, but also from the violation of general expectations, thus it is quite understandable that cynicism is quite common in the school systems. In systems where isomorphism is the most important survival strategy, perceiving hypocrisy as a norm is also understandable. Indeed, Kılıçoğlu and Yılmaz-Kılıçoğlu (2021) advocate that discrepancies and contradictions between words and real deeds of the schools are bound to happen in schools when administrators have to comply with the standards, regulations, procedures and practices. Charette (2006) argues that organizational hypocrisy comes in two



forms: external hypocrisy and internal hypocrisy. While external hypocrisy is interested about how credible an organization is in meeting its stated mission at the eye of the public, internal hypocrisy is interested about how credible an organization is at the eye of its own employees (Charette, 2006). Brunsson (1989) argued that given the often-contradictory demands organizations face from the environment, hypocrisy might be the only way organizations can ensure the support of its environment and survive. Charette (2006) advocates that every organization somehow operate at the stage 1 level of mild and healthy hypocrisy where the reality gap between the public image and what is happening inside its private sphere (from now on will be called as Organizational Hypocrisy Gap/OHG) is narrow. This phenomenon might be best explained by the Darwinian ‘survival of the fittest’ theory. When teachers think organizational hypocrisy is the only way for their schools to adapt to its institutional and non-institutional environment, and when they think that school survival is what at stake and their administrator engage in hypocritical behaviors just because they have to, they tend to be more supportive of hypocrites in their schools and less cynical towards their administrators. And, they most probably feel much safer when they play three wise monkeys towards stage 1 level hypocrisy as a member of a thriving community. However, at stage 2, when the OHG becomes wide enough and unhealthy, employees start questioning the judgement of senior management (Charette, 2006). At this stage, teachers would be cynical towards the school administration and would start questioning the sincerity of school decisions and less inclined to support administrative decisions and display citizenship behaviors. Finally, at stage 3, unhealthy form of OHG becomes gradually institutionalized and at this point, the organization suffers from a severe organizational hypocrisy: Conversation, decisions, and actions become disconnected, definitions of reality conflict with the work-level perspective, employees begin to wonder aloud what planet top executives live on, and healthy skepticism turns into destructive skepticism (Charette, 2006). This strategy can indeed be viable till an unexpected crisis where organizational hypocrisy perceived by the teachers becomes contagious and spread to the parents and the larger community, leading to a deep mistrust among school stakeholders. With that being said, it is interesting to note that even if the hypocrisy becomes inadvertently exposed, a few disgruntled teachers can be hold accountable for this unfortunate whistle blow and the school administration can easily paper over the OHG. On the other hand, once an

organizational hypocrisy is exposed, even the sincerest attempts to make things right by the school administration would be seen in a cynical light by the school community.

When employees feel disappointment, shame, hopelessness, anger, insecurity and lack of trust (e.g. cynicism), organizations lose the opportunity to benefit from their employee's mental labor and intellectual capital (Tutar et al., 2021), this is also the case for teachers working in schools. Unless the school administrators provide a secure school environment for their teachers, teachers will turn into scepticals and will be less likely to invest in their mental labor and intellectual capital into their school. Feeling shame for being a part of such a school with a climate of distrust, cynical teachers who are critical about the true intents of their school administrators will be less likely to exhibit citizenship behaviours. Moreover, when teachers start to feel cynic about their schools because of their bad experiences such as humiliation and despair, they are simply forced into silence or prefer silence for protection (Özdem & Sezer, 2019). The findings of the study conducted by Sezgin-Nartgün and Kartal (2013) indicated that there was a moderate positive relationship between teachers' organizational cynicism and the dimensions of organizational silence which are the school environment, source of silence and isolation. Additionally, the reasons for organizational silence were found to be risky to speak in the school environment, the authoritarian behavior of administrators, low performance of school administrators and fear of isolation. To sum up, hypocrisy has significant direct and indirect effects on organizations such as organizational citizenship behavior (Kılıçoğlu et al., 2019; Kılıçoğlu & Yılmaz Kılıçoğlu, 2021) and counterproductive behaviours such as organizational silence (Bowen & Blackmon 2003; Mayhew et al., 2006; Pinder & Harlos, 2001).

As it was stated before, every organization suffers from organizational hypocrisy to some degree. Yet, as long as the senior managers are able to keep the level of this hypocrisy at a healthy level, the organization can avoid the adverse effects. If they let Organizational Hypocrisy Gap/OHG grow to an unhealthy level, then destructive cynicism may take over and it may just lead to organizational silence and hinder organizational members to take initiatives for the favor of organizational goals and exhibit organizational citizenship behaviors. Since the relationship between organizational hypocrisy and its anticipated outcomes is indeed proved to be mediated by the organizational cynicism, it would be the

best interest of all the practitioners to gear up their efforts to control the level of organization cynicism before it becomes destructive for the whole education system. It is important to note that the more the subordinates develop a cynical attitude about the school, the less efforts will be exercised by them to mitigate the effect of any crisis on the school. Such a withdrawal behavior may cause schools to fall into a crisis which was preventable only if teachers would be less cynical, had a more positive attitude towards the school and therefore better communicate to each other in cooperation. According to Amaresan (2021), such type of a crisis (i.e. a crisis which is preventable only if the employees were able to better communicate with each other and work collaboratively) is the worst possible threat to an organization. In cases of natural disaster or violent incidents, the organization can be seen as a victim and therefore is attributed minimal crisis responsibility, yet in preventable crises caused by human errors or misdeeds, the organization is attributed strong crisis responsibility (Coombs, 2007). While the organization may take measures to resolve the situation afterwards, it may prove to be extremely difficult to make a comeback after such a crisis. Because the aftermath of this crisis may expose an ongoing problem of organizational silence in the schools. Disclosure of the employees' intentional or unintentional unwillingness to express problems at work (Eroğlu, Adıgüzel, & Öztürk, 2011) may throw organizations just right into the eye of storm and may lead to severe public scrutiny. This suggests that the effort the administrators expend to mitigate the aftershocks of any crisis will not necessarily translate into a positive outcome if these efforts are not supported by the citizenship behaviors of the teachers. On the contrary, counterproductive work behaviours feed each other and has a contagious effect (Tutar et al., 2021) on teachers.

To conclude, the achievement of organizational success and the effective implementation of innovative practices are deeply rooted in teachers' perceptions of the education system and the specific environment in which they work. These perceptions shape the behaviors teachers adopt, which in turn impact the overall school climate. When attention is diverted to merely achieving educational outcomes—often at the expense of meaningful processes—teachers may find themselves mired in an overwhelming amount of paperwork. This situation can foster an environment rife with hypocritical and cynical behaviors, undermining morale and engagement.

For organizational citizenship—defined as the voluntary commitment of employees to go above and beyond their formal job requirements—to truly thrive, it is essential for teachers to believe that their efforts are recognized and valued. This belief is reinforced when promotions and advancements are based on merit rather than favoritism. Organizational citizenship flourishes in transparent systems that uphold equity and fairness; conversely, in environments plagued by nepotism, it becomes unrealistic to expect teachers to exhibit behaviors that enhance the organization.

In schools where meritocracy is prioritized, and there is a clear distinction between the contributions of productive and non-productive teachers, educators are more likely to invest their energy and creativity into the school's advancement. When teachers feel valued and see that their hard work leads to genuine opportunities for advancement, they are motivated to engage actively in fostering a positive learning environment. However, in contrast, when teachers perceive their contributions as unrecognized or when they experience inequitable treatment, they may retreat into silence, foregoing opportunities to share innovative ideas and creativity.

Ultimately, the prevalence of cynical and hypocritical behaviors among teachers significantly contributes to a culture of organizational silence. This silence diminishes the spirit of organizational citizenship, which is critical for collaboration and collective progress. The ripple effect of this disengagement ultimately detracts from the quality of education provided to students, stifling their potential and hindering the overall mission of the school. Thus, fostering an environment that values transparency, equity, and meritocracy is essential for nurturing engaged educators and, by extension, enhancing the educational experience for all learners.

The findings of this study should be considered within the context of several limitations. Firstly, the number of samples and the fact that the data were collected from the Marmara and Central Anatolia regions make it difficult to generalize the data to all of Türkiye. Expanding the model to include larger and more diverse samples could enhance the applicability of the results. Secondly, the study relies solely on self-reported measures. Although self-reporting is common in quantitative research, incorporating alternative qualitative methods in future studies could provide additional insights. Lastly, longitudinal research is needed

to thoroughly explore the causes and effects of organizational cynicism. While a perceived lack of integrity in organizational motives is often cited as the root cause of cynicism, further investigation is required to understand the conditions that exacerbate such attitudes and their impact on organizations.

## Genişletilmiş Özet

### Giriş

Yöneticiler ve çalışanlar arasında artan sinizm, organizasyonların rekabet gücüne ve olası krizleri algılama ve öngörme becerisine giderek daha fazla zarar veriyor. Çalışanlar bir örgütte çalışmaya başladıktan sonra o örgüte ne kadar zaman ve emek harcayacaklarına ve kendilerini örgüte ne kadar derinden adayacaklarına karar verirler (Collins, 2017). Çalışanlar, örgütlerin gerçek uygulamaları ile fiili uygulamaları arasındaki tutarsızlıkları veya çelişkileri fark ettiklerinde (Kılıçoğlu ve Yılmaz-Kılıçoğlu, 2021), işletmenin aleyhine faaliyetlerde bulunabilir ve işverenlerine karşı alaycı bir tutum geliştirebilirler (Tutar ve diğerleri, 2020). Örgütsel sinizm sonuçta olumsuz yorumlar, şikayetler, şüphecilik, sinizm ve geri çekilme davranışı gibi üretkenlik karşıtı iş tutumlarına yol açmaktadır (Tutar ve diğerleri, 2021). Örgütler üzerinde yapılan araştırmalar, örgütsel sinizmin çalışanların sessizlik davranışlarıyla ilişkili olduğunu göstermiştir (Al-Abrow, 2018; Erdoğan, 2018; Karacaoğlu & Küçükköylü, 2015; Sezgin-Nartgün & Kartal, 2013; Zhang ve diğerleri, 2019). Çalışanların sesini yükseltmesi için muhalif davranışlarının sonuçlarının olumlu olacağından ve örgütün destekleyici olacağından emin olmaları gerekir (Graham, 1991). Çalışanlar psikolojik olarak geri çekildikçe artan sinizm, azalan örgütsel vatandaşlığa eşlik edebilir (Collins, 2017). Örgütsel sinizmin örgütsel vatandaşlığı olumsuz yönde etkilediğini, çalışanların daha fazla sorumluluk ve görev üstlenme konusundaki isteğini azalttığını, onların mevcut işlerini yerine getirecek kadar çalışmaya yönlendirdiğini gösteren çeşitli çalışmalar bulunmaktadır (Yetim & Ceylan, 2011; Yılmaz & Şencan, 2018). Araştırmalar ayrıca örgütsel ikiyeüzlülüğün örgütsel vatandaşlık davranışı (Kılıçoğlu ve diğerleri, 2019; Kılıçoğlu ve Yılmaz Kılıçoğlu, 2021) ve örgütsel sessizlik (Bowen ve Blackmon 2003; Mayhew ve diğerleri, 2006; Pinder & Harlos, 2001) gibi iş sonuçları üzerinde doğrudan ve dolaylı etkileri olduğunu göstermiştir. Örgütsel sinizm ve örgütsel ikiyeüzlülüğün örgütsel sessizlik ve örgütsel vatandaşlık üzerindeki doğrudan ve dolaylı etkisini eğitim özelinde inceleyen sınırlı sayıda çalışma olduğundan bu çalışma alandaki bu boşluğu doldurmanın yanı sıra uygulayıcılara ve araştırmacılara öneriler

sunmayı amaçlamaktadır. Bu çalışmanın amacı örgütsel ikiyeüzlülük, örgütsel sinizm, örgütsel sessizlik ve örgütsel vatandaşlık değişkenlerinin oluşturduğu yapısal modeli test etmektir.

## Yöntem

Araştırmada kesitsel araştırma modeli kullanılmıştır. Bu çalışmanın verileri Türkiye’deki ilkokul, ortaokul ve liselerde görev yapan 354 öğretmenden (242 kadın, 112 erkek) toplanmıştır. Katılımcıların yaş aralığı 23-63 olup yaş ortalaması 42,06’dır (SS= 9,76). Katılımcıların 274’ü devlet okullarında, 80’i ise özel okullarda görev yapmaktadır. Kolay ulaşılabilir örnekleme yöntemi kullanılmıştır.

Araştırmada veri toplama sürecine geçilmeden önce Bahçeşehir Üniversitesi Araştırma ve Yayın Etiği Kurulundan onay alınmıştır. Araştırma kapsamında kullanılan ölçekler ve bilgilendirilmiş onam katılımcılara çevrim içi ortamda verilmiştir. Araştırma linki öğretmen ve yöneticilerin olduğu WhatsApp gruplarında paylaşılmıştır. Katılımcıların gönüllüğünün esas olduğu çalışmada anket sorularını cevaplamak 15 dk. sürmüştür. Araştırmada Örgütsel İkiyeüzlülük Ölçeği, Örgütsel Sinizm Ölçeği, Örgütsel Sessizlik Ölçeği ve Örgütsel Vatandaşlık Ölçeği kullanılmıştır. Veriler, yapısal eşitlik modeliyle test edilmiştir. Anderson ve Gerbing’e (1988) göre YEM, (a) ölçüm modeli ve (b) yapısal modelden oluşan iki aşamadan oluşur.

## Bulgular

Ölçüm modeli dört gizil değişkenden (örgütsel ikiyeüzlülük, örgütsel sinizm, örgütsel vatandaşlık ve örgütsel sessizlik) ve 14 gözlemlenen değişkenden oluşmaktadır. Ölçüm modelinin sonuçları  $\chi^2 (71) = 239.152$ ,  $p = .000$ ;  $\chi^2 / sd = 3,368$ ; GFI = 0,910, CFI = 0,951; TLI = 0,937; RMSEA = 0,082 olarak bulunmuştur. GFI, CFI ve TLI değerleri kabul edilebilir/yeterli uyum değerleri arasında bulunmasına rağmen CMIN/DF değeri ve RMSEA iyi uyum aralığının dışında kalmıştır. Bu nedenle modelin uyum iyiliği değerlerinde herhangi bir iyileşme olup olmayacağını görmek amacıyla AMOS programının önerileri doğrultusunda değişiklik yapılmasına karar verilmiştir. Sözlerini tutma ve itaat gibi gözlemlenen değişkenler, örgütsel ikiyeüzlülüğün gizli değişkeninde ortak değişkenlik gösteriyordu. Ölçüm modelinin bir bulgusu iyi bir uyuma yakın olduğunu ortaya çıkardı,  $\chi^2 (70) = 197,505$ ,  $p = 0,000$ ;  $\chi^2 / sd = 2,82$ ; GFI = 0,925, CFI = 0,963; TLI = 0,952; RMSEA = 0,072.

Yapısal modelin uyum iyiliği değerleri şu şekilde bulunmuştur:  $\chi^2$  (73) = 213.414,  $p = .000$ ;  $\chi^2 /sd = 2,923$ ; GFI = 0,921, CFI = 0,959; TLI = 0,949; RMSEA = 0,074. CMIN/DF değeri ve RMSEA iyi uyum değeri aralıklarını göstermediğinden modelde bir değişiklik daha yapılmasına karar verilmiştir. Örgütsel sinizmin davranışsal ve duygusal alt boyutları gözlenen değişkenler olarak birbirleriyle ortak değişkenlik göstermiştir. Önerilen modelin analizi iyi bir uyum sağlamıştır:  $\chi^2$  (72) = 195.491,  $p = .000$ ;  $\chi^2 /sd = 2,715$ ; GFI = 0,928, CFI = 0,964; TLI = 0,954; RMSEA = 0,070.

Örgütsel ikiyeüzlülüğün örgütsel sinizm yoluyla örgütsel sessizlik ( $\beta = .699$ ,  $SD = .086$ ,  $t = 8.091$ ) ve örgütsel vatandaşlık ( $\beta = -.191$ ,  $SD = .030$ ,  $t = -6.404$ ) üzerindeki dolaylı etkisi olduğuna işaret etmektedir. Diğer bir deyişle örgütsel sinizm, örgütsel ikiyeüzlülüğün örgütsel sessizlik ve örgütsel vatandaşlıkla ilişkisine aracılık etmektedir. Model; örgüt sessizliğin %19'unu, örgüt vatandaşlığın ise %15'ini açıklamaktadır.

### **Tartışma, Sonuç ve Öneriler**

Araştırma bulgularına göre örgütsel ikiyeüzlülük örgütsel vatandaşlığın anlamlı yordayıcısı olup örgütsel sinizm bu ilişkide aracılık rolü üstlenmektedir. Benzer şekilde örgütsel ikiyeüzlülük örgütsel sessizliğinde önemli yordayıcılarından biri olup örgütsel sinizm bu ilişkide de aracılık rolü üstlenmektedir. Zhigang ve Haoming (2020), çalışanların ikiyeüzlü davranışlarının kasıtlı olduğunu veya şirketin kontrolü dışındaki nesnel nedenlerden kaynaklanmadığını düşüncelerinin örgütsel sinizmin gelişmesine yol açabileceğini belirtmektedir. Brunsson (1989), örgütlerin çevreden karşı karşıya kaldıkları çoğu zaman çelişkili talepler göz önüne alındığında ikiyeüzlülüğün, örgütlerin çevrenin desteğini sağlayıp hayatta kalabilmelerinin tek yolu olabileceğini öne sürmektedir. Bu olgu en iyi şekilde Darwin'in "en uygun olanın hayatta kalması" kuramıyla açıklanabilir. Öğretmenler örgütsel ikiyeüzlülüğü sağlıklı ve örgütün hayatta kalması için gerekli olarak algıladıklarında örgütün başarılı olmak ve hayatta kalmak için hem kurumsal hem de kurumsal olmayan çevreye uyum sağlama yeteneğine daha fazla inanma eğiliminde oldukları için örgütlerine karşı daha az şüpheli hissetme eğilimindedirler. Çalışanlar, aşağılanma ve umutsuzluk gibi kötü deneyimler nedeniyle örgütlerine karşı sinik hissetmeye başladıklarında basitçe sessizliğe mecbur kalmakta ya da korunmak için sessizliği tercih etmektedirler (Özdem & Sezer, 2019).

Örgütler, çalışanlarına güvenli bir örgütsel ortam sağlamadığı sürece çalışanlar örgütlerine karşı şüpheli olmaya devam edecek ve bunun sonucunda zihinsel emeklerine ve entelektüel sermayelerine daha az yatırım yapacak ve örgütün parçası oldukları için utanç duyacaklardır. Bunun sonucunda da örgütün gerçek niyetini eleştiren sinik kişilere dönüşeceklerdir. Sonuç olarak örgütsel ikiyüzlülük ile bunun beklenen sonuçları arasındaki ilişkinin gerçekten de örgütsel sinizm tarafından aracılık ettiği kanıtlandığından, bütün için yıkıcı hâle gelmeden önce örgütsel sinizm düzeyini kontrol etme çabalarını hızlandırmaları tüm uygulayıcıların yararına olacaktır.

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**Ethical Statement:** This study adhered to the rules specified in the "Guidelines for Scientific Research and Publication Ethics in Higher Education Council," and no action was taken based on "Actions Contrary to Scientific Research and Publication Ethics."

**Ethics Committee Approval:** This process was carried out in accordance with the approval of the Bahçeşehir University Scientific Research and Publication Ethics Committee, dated 11.01.2022, numbered E-20021704-604.01.02-24490.

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