Between Words and Actions: Understanding the Relationship Between Organizational Hypocrisy, Teacher Silence, and Commitment

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Abstract: The aim of this study is to examine the relationship between high school teachers' perceptions of school principals' hypocritical behavior and, teachers' organizational silence and organizational commitment. More importantly this study examines the mediating role of organizational commitment in the relationship between perceived organizational hypocrisy and employee silence. The research was conducted using the correlational survey design, one of the quantitative research methods. The population of the study consisted of 412 teachers working in high schools in Siirt province and its districts. Data collection tools used in the study included a demographic form, a hypocrisy scale, and scales measuring organizational silence and organizational commitment. Confirmatory factor analyses were used to evaluate the construct validity of the scales. Pearson correlation analysis and structural equation modeling (SEM) were used to test the research hypotheses. The research results reveal that the correlation results indicate significant relationships among all variables. The analysis results reveal that organizational silence is negatively related to organizational commitment and positively related to hypocrisy. Furthermore, a strong and negative relationship was found between hypocrisy and organizational commitment. The structural equation modeling analysis conducted showed that the inconsistency between school administrators' discourse and actions significantly affected teachers' silence and organizational commitment. These findings emphasize the harmful effect of organizational hypocrisy on teaching and learning outcomes, providing valuable information for practitioners. Based on these findings, various recommendations have been made to school administrators to prevent the spread of hypocrisy among school members.

Keywords: Hypocrisy, silence, commitment, high school teacher, Türkiye

Söz ve Eylem Arasında: Örgütsel İkiyüzlülük, Öğretmen Sessizliği ve Bağlılık Arasındaki İlişkiyi Anlamak

Öz: Bu çalışmanın amacı, lise öğretmenlerinin algılarına okul yöneticilerini ikiyüzlü davranışları ile öğretmenlerin örgütsel sessizlik ve örgütsel bağlılıkları arasındaki ilişkiyi incelemektir. Daha da önemlisi, bu çalışma algılanan örgütsel ikiyüzlülük ile çalışan sessizliği arasındaki ilişkide örgütsel bağlılığın aracılık rolünü incelemektedir. Araştırma nicel araştırma yöntemlerinden ilişkisel tarama modeli yürütülmüştür. Araştırmanın evrenini Siirt ili ve ilçelerindeki liselerde görev yapan merkezi 412 öğretmen oluşturmaktadır. Araştırma kapsamında veri toplama aracı olarak kişisel bilgi formu, ikiyüzlülük ölçeği, örgütsel sessizlik ve örgütsel bağlılık ölçekleri kullanılmıştır. Ölçeklerin yapı geçerliliğini değerlendirmek için doğrulayıcı faktör analizleri kullanılmıştır. Araştırma Hipotezlerini test etmek amacıyla Pearson korelasyon analizi ve

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yapısal eşitlik modellemesi (YEM) kullanılmıştır. Araştırma sonuçları, Korelasyon sonuçları tüm değişkenler arasında anlamlı ilişkiler olduğunu ortaya koymaktadır. Analiz sonuçları, örgütsel sessizlik ile örgütsel bağlılıkla arasında negatif ve ikiyüzlülük ile pozitif yönde ilişkili olduğunu ortaya koymaktadır. Ayrıca, ikiyüzlülük ile örgütsel bağlılık arasında güçlü ve negatif bir ilişki saptanmıştır. Yapılan, yapısal eşitlik modellemesi analizi, okul yöneticilerinin söylem ve edimleri arasındaki uyumsuzluğun öğretmenlerin sessizliğini ve örgütsel bağlılığı önemli ölçüde etkilediğini göstermiştir. Bu sonuçlar, örgütsel ikiyüzlülüğün öğretme ve öğrenme sonuçları üzerindeki zararlı etkisini vurgulayarak, uygulayıcılar için değerli bilgiler sunmaktadır. Bu bulgulara dayanarak, okul yöneticilerine okul üyeleri arasında ikiyüzlülüğün yayılmasını önlemek için çeşitli önerilerde bulunulmuştur.

Anahtar kelimeler: İkiyüzlülük, sessizlik, bağlılık, lise öğretmeni, Türkiye

Introduction

In educational organizations, the relationships among the stakeholders play a critical role in shaping school effectiveness and overall learning environment. School are complex structures which possess various dynamics that directly influence school success. Among these dynamics, organizational hypocrisy, organizational silence are fundamental factors that determine teachers' commitment to their professional roles (Özdemir et al., 2024). The relationships between these concepts is gaining increasing attention in organizational literature. Organizational hypocrisy can cause detrimental consequences in terms of learning outcomes because a discrepancy between the values a company professes and its actions, can lead to feelings of disappointment and apathy among teachers (Ağalday, 2022; Kılıçoğlu & Hammersley-Fletcher., 2020; Kılıçoğlu, 2017). This often manifests as silence among teachers; educators tend to avoid sharing their feedback, suggestions, or concerns because they feel they do not receive trust or appreciation from their leaders. This can ultimately diminish teacher commitment, motivation and loyalty to school which would further undermine academic achievement.

Organizational hypocrisy and organizational silence are two critical organizational variables thought to be detrimental to the teacher-principal relationship (Kılıçoğlu, 2017; Wang et al., 2024) which, in turn, negatively affect instruction and learning. In schools where there is a disconnect between words and actions, teachers may lose trust in their principals, become disengaged, distance themselves from managerial practices, and begin to question the trustworthiness and honesty of their leaders (Kılıçoğlu & Yılmaz, 2019; Tschannen-Moran et al., 2006). As a result, the erosion of trust may lead to an intensification of distrust between principals and teachers. In turn, principals may respond to this psychological distance by either mistreating teachers or exhibiting behavioral inconsistency. Such a destructive climate would may hinder both teacher professional development and student learning. Furthermore, misalignment between administrators' words and deeds inherently hampers teachers' commitment (G. Kılıçoğlu & D.Y. Kılıçoğlu & Karadağ, 2019) and prevents them from speaking up about work-related problems and challenges that hinder learning outcomes. Hypocrisy is acknowledged as one of the most detrimental organizational aspects that frustrate principals' efforts in meeting the increasing needs and demands of society (Ağalday, 2022; Lv et al., 2024; Simons, 2002). Given this situation, understanding the dynamics lying behind the relationships within schools is of great importance in terms of school effectiveness. Exploring these dynamics may enhance teachers' resilience and wellbeing, thereby fostering a fostering supportive environment. This study aims to explore the connections between these concepts, drawing on relevant literature and previous research to highlight their significance in the context of educational landscape.

Significant of the Study

This study may potentially contribute to the field in several ways. First, it addresses an unexplored educational problem that has been largely neglected in previous research. The present study may also expand understanding of hypocrisy, organizational commitment, and organizational silence. This study aims to explore whether the talk-action inconsistency (hypocrisy) of principals affects teachers' commitment to teaching and their organizational silence. The findings of this study will help us determine whether hypocrisy hampers teachers' organizational commitment and increases their organizational silence. More importantly, we believe that organizational commitment may serve as a buffer between principals' hypocritical behaviors and teachers' organizational silence. To our knowledge, this is the first study to investigate the relationship among these three variables.

We hypothesize that a negative correlation exists between principals' hypocritical behaviors and teachers' organizational silence. We further hypothesize a negative correlation between principals' hypocritical behavior and teachers' organizational commitment. We also predict that the results of this study will help principals identify the problems stemming from the talk-action inconsistency in their managerial practices, which hinder teacher commitment. Moreover, the findings are expected to encourage teachers to voice their concerns, feelings, and opinions about work-related issues in school.

Despite the growing recognition of the importance of trust and communication in school leadership, little interest has been paid to examine the impact of organizational hypocrisy on teacher behavior and their relationships with school leaders. Existing studies have primarily focused on how principal-teacher relationships influence school outcomes, but less attention has been given to the role of organizational factors—such as hypocrisy—in contributing to negative outcomes like teacher silence, alienation, and the erosion of professional relationships. This study aims to fill this gap by exploring how organizational hypocrisy affects teacher behavior and how these behaviors, in turn, influence the quality of principal-teacher relationships.

Purpose of the Study

Research Hypotheses

The following hypotheses were proposed for this study:

H1: Gender as a demographic variable, significantly impacts teachers' perceptions of organizational hypocrisy, organizational silence, and organizational commitment.

H2a: There is a negative correlation between word-deed misalignment (hypocrisy) and teachers' organizational commitment.
H2b: Word-deed misalignment (hypocrisy) has a significant and positive impact on teachers' organizational silence.
H2c: Organizational silence inhibits teachers' organizational commitment.
H3: Organizational commitment mediates the relationship between word-deed misalignment (hypocrisy) and teachers' organizational silence.

Literature Review

Hypocrisy

Despite the growing interest, few studies have explored the meaning of hypocrisy in organizational contexts (Brunsson, 1986; Courand & Kromann, 2011; Kılıçoğlu & Yılmaz, 2019).

The hypocrisy paradigm refers to the gap between discourse and practice (Greenbaum, et al., 2015). This misalignment between leaders' espoused values and their actual behaviors aligns with research showing that when leaders fail to "walk the talk," employees perceive them as hypocritical (Greenbaum et al., 2015). The significant dissonance between what is preached and what is actually done reinforces the existence of hypocrisy. Brunsson (1986) defines "organizational hypocrisy" as a loosely bound relationship between legitimate statements, opinions, and words, and actual activities. Hypocrisy is a strategic response to organizational dissonance or "duplicity." In essence, organizational hypocrisy captures the misalignment between stated intentions and actual behaviors, often driven by complex internal dynamics (Brunsson, 1986; Kılıçoğlu and Hammersley-Fletcher 2020).

Conceptual studies on hypocrisy identify three primary types: moral hypocrisy, corporate hypocrisy, and organizational hypocrisy (Courand & Kromann, 2011; Kılıçoğlu et al., 2019). While hypocrisy is often criticized for embodying the inconsistency between espoused values and actual behaviors, several scholars argue that it is an inherent and unavoidable phenomenon within organizational contexts. Those who view hypocrisy as an "inevitable reality" suggest that managers are inclined to exhibit intentionally hypocritical behaviors when faced with the complexity and sophistication inherent in organizational structures (e.g., complexity and sophistication) (Christensen et al., 2013).

The question that guides some studies—why people engage in hypocritical behaviors in organizations—is crucial. This exploration is particularly significant for educational leadership, as organizational hypocrisy is known to be detrimental and can threaten organizational efficiency (Ağalday, 2022; Çayak, 2021; Kılıçoğlu et al., 2019). Although the number of studies focusing on the antecedents and consequences of hypocrisy is limited, there are some key findings. Research by Kılıçoğlu & Hammersley-Fletcher (2020), which examines the causes and consequences of hypocrisy, reaffirms the assumption that power underpins hypocrisy (Ağalday, 2022; Snelson-Powell et al., 2019). Kılıçoğlu and Hammersley-Fletcher (2020) conclude that inconsistent and autocratic power relations, along with a lack of organizational legitimacy, foster organizational hypocrisy in schools. In the same study, the authors highlight that teachers who perceive hypocrisy in schools feel insecure and become alienated. A significant body of research has concluded that hypocrisy also weakens teachers' trust in their schools (Kahveci & Demirtaş., 2013; Simons, 2002).

Recent studies provide substantial insights that contribute to a better understanding of organizational hypocrisy. For example, a few scholars (Cho et al., 2015; Patelli & Pedrini, 2015) investigate how some organizations establish ethical behaviors then violate them, emphasizing the function of hypocrisy in this process. Winkler (2020) also offers an inclusive review of hypocrisy research and claims that it is a complex phenomenon. These perspectives suggest that hypocrisy should not be considered as a normative issue because it may serve as an adaptive mechanism.

Organizational Silence

In the relevant literature, the concept of organizational silence has been defined by several scholars. For example, early pioneers of silence, in their analytical review, Harlos & Finder (2000) defined it as an "act of communication in itself, encompassing a range of cognitions, emotions, or intentions, such as endorsement or objection." Contrary to popular belief, silence is a multifaceted and dynamic process. It involves the suppression of authentic expression about an individual's behavioral, cognitive, and/or emotional assessments of their organizational situation, especially toward those who can bring about change or resolve issues (Milliken et al., 2003; Tangirala &

Ramanujam, 2008)). In this sense, they argue that employees do not simply ignore problems within organizations but instead present their reactions to events that occur. During this phase, individuals may even align with others' opinions, even if they disagree. However, in the process self-protective behaviors, individuals remain silent to protect themselves from negative feedback (Knoll & Van Dick, 2013; Harlos & Pinder, 2000).

The question arises: Why do people avoid expressing the truth about issues and problems within organizations? What factors cause individuals to withhold their opinions and concerns? To explore these questions, some researchers (Brunsson, 1986; Morrison & Milliken, 2000) have focused on the development of organizational silence in organizations. A wide range of personal, institutional, and social factors underpin organizational silence. For example, tenure, organizational culture, hierarchy, and the trustworthiness and integrity of leaders are key antecedents of employees' silence within organizations (Morrison, 2011; 2000; Milliken et al., 2003).

Managerial policies are central to organizational silence, as managers, through their actions and practices, play a critical role in creating "a climate of silence" (Morrison & Milliken, 2000). When such a climate exists, employees fear expressing their beliefs and tend to remain quiet. Employees may withhold their opinions and concerns because they perceive that managers are not open to communication and do not support employees who raise issues within the organization. In this context, silence becomes a protective mechanism that shields employees from potential backlash (Morrison, 2011; Harlos & Pinder, 2001; Tangirala & Ramanujam, 2008; Wang et al., 2024).

Recent research has continuously highlight importance of multifaceted nature of silence for organizational success. Knoll and Van Dick (2013) generated a typology to better understand the nature of employee silence. They developed three different typologies-acquiescent, defensive, and prosocial silence- understanding why individuals remain silent. Tangirala and Ramanujam (2008) examine effect of organizational climate on employee silent. They focus particularly on how procedural justice affects silence. In summary, these developments show that organizational silence is more than just not speaking. This suggests that organizational silence is driven more by concerns such as leadership behavior, organizational norms, and psychological safety rather than individual choice or indifference. This perspective explains how silence functions in schools where the hierarchy is prevalent.

Organizational Commitment

Few constructs have received as much attention as organizational commitment. It has been a highly popular topic among scholars for many years, and the increasing interest in organizational commitment has led to efforts to explain the construct both theoretically and empirically (Bentein et al., 2005; Meyer & Allen, 1991). Its popularity comes its impact on organizational outcomes. It is believed that the efficiency and productivity of any organization are closely tied to the attitudes and behaviors reflecting employees' loyalty and dedication to the organization. Organizations cannot survive or achieve their mission and goals without committed members (Bentein et al. (2005). Many scholars argue that organizational commitment is vital and a priority for organizations (Radosavljevic et al., 2017).

The performance and efficiency of any organization depend largely on employees' sense of obligation to stay connected with the organization and on their attitudes toward it. As Katz (1994) proposes, employees are the most crucial factor in an organization's success and its survival in a

competitive and changing world (Radosavljevic et al., 2017). Organizations can only achieve their goals if they have employees who are genuinely and intentionally committed to their work. According to Radosavljevic and colleagues, social exchange theory best explains employees' organizational commitment. Social exchange theory proposes that the benefits and rewards employees receive are key motivating factors that ensure their commitment to the organization. These benefits and rewards also play a critical role in reinforcing trust and commitment. Supporting this view, Bentein et al. (2005) demonstrate that fluctuations in commitment often reflect employees' evolving evaluations of their social exchange with the organization (Bentein et al.,2025). More importantly, social exchange theory also offers a lens to understand the cascading effect of perceived hypocrisy on organizational silence. When leaders exhibit inconsistent behavior, employees lose trust and motivation to their job.

Teachers' organizational commitment emphasizes the importance teachers place on their work. Much of the literature on teachers' commitment shows that when teachers attribute significant value to their jobs, they exhibit positive attitudes and behaviors toward their work. For example, teachers who have commitment are more likely to embrace change within the school, collaborate more with colleagues, and work with greater enthusiasm (Özdemir et al., 2024). Research also indicates that committed teachers are more satisfied with their work and perform better. Additionally, a climate of trust tends to thrive in schools where teachers have a strong sense of organizational commitment (Dou et al, 2017; Tangirala & Ramanujam, 2008).

Previous conceptual and empirical work has confirmed that teachers' commitment is a core indicator of learning outcomes (Berkovich & Eyal, 2017). Organizational commitment also plays a central role in determining school learning outcomes (Dee et al., 2006; Dou et al., 2017; Özdemir et al., 2024). However, research on the influence of principals' hypocritical behaviors on teachers' commitment and silence is limited. Nevertheless, studies suggest a causal relationship between hypocrisy and teachers' organizational commitment (Kılıçoğlu, 2017).

Recent research on organizational commitment highlights the evolving dimensions of this concept in response to changing workplace expectations and organizational changes. Meyer and Hamilton (2020) strongly emphasize that organizational commitment alone is no longer sufficient for success. They further suggest that employee should be reflexive and welcome change initiatives. In the educational context where social interactions are intensive teachers' commitment may be more vulnerable because it is highly influenced by professional duty moral values and, school leadership (Day, Sammons, & Gorgen (2020). These insights warrant a better understanding of how leadership behaviors, such as perceived hypocrisy, can weaken or foster teachers' commitment to their schools over time.

Method

Research Design

The current study was conducted to explore the associations between principals' hypocritical behaviors, teachers' commitment, and organizational silence. Additionally, confirmatory factor analyses were conducted to determine the model-data fit of the scales used in the study. To analyze this, a model was tested for each scale. Fit indices such as the chi-square/degrees of freedom ratio, CFI, TLI, and RMSEA were considered to evaluate model-data fit (Podsakoff 2012). The AMOS-16 software package was used for CFA.

Demographic Variables

In this study, gender was the only background variable examined, as it is recognized as a significant predictor in the context of this research. In traditionally conservative contexts, female educators may encounter greater social expectations to conform and could be thus be less inclined to vocalize dissent Ağalday, 2022; Kılıçoğlu et al., 2019). Women who voice their views, thoughts, and feelings about work-related issues may face condemnation, unlike men who tend to be exempt from such consequences. Thus, in line with this perspective, women are expected to be less reactive than men to practices and implications within their schools (Ağalday, 2022; Kılıçoğlu & Yılmaz., 2019).

Participants

The population for this study consisted of teachers employed in public schools in a city located in the northeastern region of Türkiye. Simple random sampling was employed to select participants, which ensures that every member of the population had an equal probability of being included in the sample (Taherdoost, 2016). Teachers were assured that their responses would remain confidential. After data collection, the surveys were reviewed, and any missing or inconsistent responses were not included in the analysis. A total of 412 teachers completed the survey in the study, comprising 198 males and 214 females.

Measures

Research Instruments

Three established instruments were used to collect data: The Organizational Hypocrisy Scale (OHS), the Organizational Commitment Scale (OCS), and the Organizational Silence Scale (OSS). Furthermore, Confirmatory factor analysis (CFA) was performed to test the construct validity of each scale used in the study.

Organizational Hypocrisy Scale (OHS): Teachers' perceptions of principals' hypocritical behaviors were measured by using the OHS (Kılıçoğlu et al., 2019). This 17-item scale uses a 5-point Likert-type response format, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale assesses principals' behaviors concerning organizational hypocrisy and includes three sub-dimensions: Keeping Words in Practice, Compliance between Internal Structure and the Environment, and Inconsistency in Practices. The Cronbach's Alpha for this scale in the current study was 0.95. Previous research has also supported the scale's reliability (Kılıçoğlu, 2017). Confirmatory factor analysis (CFA) was employed to test the construct validity of the scale used in the study. The CFA results for the Organizational Hypocrisy scale show an acceptable model fit (CMIN/DF = 3.377; RMR = 0.076; GFI = 0.902; AGFI = 0.866 ; IFI = 0.921; TLI = 0.904; CFI = 0.921; RMSEA = 0.077). The GFI, IFI, TLI, and CFI values are good, although the AGFI remains within acceptable limits. The RMSEA and CMIN/DF values also indicate that the model shows generally acceptable fit.

Organizational Commitment Scale (OCS): To measure the extent of teachers' commitment to their schools, the OCS, developed by Penley & Gould (1988) and adapted into Turkish by Ergün & Çelik, 2019), was used. This 15-item, 5-point Likert-type scale has responses ranging from Strongly Disagree (coded as 1) to Strongly Agree (coded as 5). Higher cumulative scores reflect stronger organizational commitment. The scale has been validated in several studies. The three dimensions of the scale are Alienative Commitment, Moral Commitment, and Calculative Commitment. In the current study, the reliability of the scale, measured by Cronbach's alpha, was 0.65. Confirmatory factor analysis (CFA) was performed to test the construct validity of the scale

used in the study. The CFA results for the Organizational Hypocrisy scale show an acceptable model fit (CMIN/DF = 3.377; RMR = 0.076; GFI = 0.902; AGFI = 0.866; IFI = 0.921; TLI = 0.904; CFI = 0.921; RMSEA = 0.077). The GFI, IFI, TLI, and CFI values are good, while the AGFI remains within acceptable limits. The RMSEA and CMIN/DF values also indicate that the model shows generally acceptable fit.

Organizational Silence Scale (OSS): The OSS, developed by Kahveci & Demirtaş (2013), is an 18-item, 5-point Likert-type scale that measures teachers' perceptions of organizational silence. The scale has five sub-dimensions: School Environment, Affection, Source of Silence, Administration, and Isolation. Responses range from Strongly Disagree to Strongly Agree (coded as 1 to 5). The scale's validity has been established through various studies (Nartgün & Kartal, 2013). In this study, the reliability, indicated by Cronbach's alpha, was 0.92. A confirmatory factor analysis (CFA) was conducted to test the construct validity of the scale employed in the study. The CFA findings for the Organizational Commitment scale indicate a good fit (CMIN/DF = 2.589; RMR = 0.084; GFI = 0.934; AGFI = 0.921; IFI = 0.927; TLI = 0.908; CFI = 0.927; RMSEA = 0.063). The GFI, AGFI, IFI, TLI, and CFI values indicate a good fit, and the RMSEA and CMIN/DF are within acceptable limits. These results show that the scale has a strong model fit overall.

Findings

The following section presents the study's findings, highlighting the key patterns and relationships observed.

Table 1

Descriptive statistics

n=412	Mean	Median	Skewness	Kurtosis	Cronbach's Alpha
Organizational Silence	3.77	3.83	-,783	1,047	,908
Organizational Commitment	3.52	3.53	,106	1,194	,869
Organizational Hypocrisy	2.77	2.76	,042	-,888	,939

Table 1 shows the mean score of teachers' perception of organizational silence to be ($\bar{X}$= 3.77). This implies that the majority of teachers agreed that organizational silence exists in high schools and the average raw score of the respondents for organizational commitment is ($\bar{X}$= 3.52). This implies that the majority of teachers are committed to the school for which they work. The result also shows that organizational hypocrisy is prevalent in schools ($\bar{X}$= 2.77). more than half of the variance in… could be explained by rhetoric and practices of administration. The results of the analysis regarding the effects of gender are presented in Table 2.

Table 2

Effect of gender on hypocrisy, silence, and commitment

	Gender	N	Mean	Std Deviation	t	P
Organization Silence	Female	214	3,94	,64	6,161	,000
	Male	198	3,85	,68		
Organizational commitment	Female	198	3, 62	,67	-4,221	,000
	Male	198	3,4	,66		
Organizational Hypocrisy	Female	214	3,64	,88	5,030	,000
	Male	198	2,94	,71		

**p < 0.01

Table 2 shows that H1, which proposes that participants' perceptions of organizational hypocrisy, silence, and commitment differ according to gender. The analysis revealed a statistically significant difference in organizational commitment between the groups. The levels of organizational silence (t = 6.161, p < 0.01) and organizational hypocrisy (t = 5.030, p < 0.01) were found to be significantly high. These results indicate that female teachers report higher levels of organizational silence and hypocrisy compared to male teachers. Additionally, gender also shows a significant difference in organizational commitment, suggesting that female teachers perceive slightly higher commitment than their male counterparts. Correlational analysis was conducted to assess the relationship between three variables in the current study. The results of the correlational analysis are presented in Table 3. The results of the bivariate correlations between the variables are presented in Table 3.

Table 3

Bivariate correlations

Variables	1.	2.	3.
1. Organizational Silence	1.00	-,398	,512
2. Organizational Commitment		1.00	,-767
3. Organizational Hypocrisy			1.00

**: Correlation is significant at the 0. 01 level (2-tailed). n=412

Table 3 demonstrates the correlations of the study variables. The results reveal that Organizational Silence is negatively associated with Organizational Commitment (r = -0.398) and positively correlated with Organizational Hypocrisy (r = -0.512). Additionally, Organizational Commitment and Organizational Hypocrisy show a strong negative correlation (r = -0.767). These statistically significant relationships indicate that higher levels of silence are associated with lower commitment and higher perceptions of hypocrisy; on the other hand, the findings indicate that the greater commitment corresponds with lower perceived hypocrisy.

Table 3 reports the correlation between organizational silence and organizational commitment in the expected direction. The results indicate that organizational silence was negatively corelated with organizational commitment (r = -0.40, p < .01). The results show that
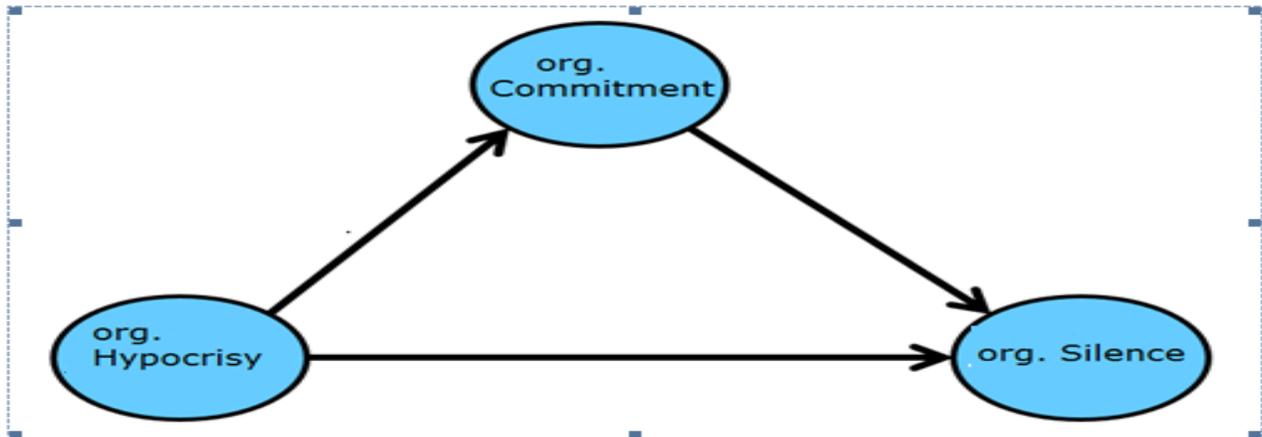
organizational hypocrisy was positively correlated with organizational silence ($r = -.51$, $p < .01$). The highest correlation was between organizational hypocrisy and organizational commitment ($r = -0.76$, $p < .01$). In other words, the teachers are prone to remain silent as the frequency of words and deeds misalignment increases. Hence, hypotheses 2a, 2b, and 2c were supported and confirmed.

Hence, the hypothesis that postulates that organizational silence would be negatively correlated with organizational commitment was supported. The hypothesis proposing a negative correlation between organizational silence and organizational commitment was confirmed. The hypothesis that proposes a positive correlation between organizational silence and organizational hypocrisy was supported. It appears that organizational hypocrisy is a fundamental threat to teachers' sense of belonging.

The impact of organizational hypocrisy on organizational silence and organizational commitment was tested with the following model.

Figure 1

Research model

This study developed several models to examine the relationship between organizational hypocrisy, silence, and organizational commitment. Furthermore, two models were identified to examine to the extend to which organizational hypocrisy affects organizational silence and organizational commitment. Finally, in model 2, SEM was conducted to investigate whether organizational commitment acts as a mediator between hypocrisy and silence. Structural equation modeling provides a comprehensive approach for testing complex relationships among variables, consistent with methodological recommendations by Little et al. (2007). In the first step, the structural equation model was conducted to explore the impact effect of hypocrisy on silence. The findings of structural equation model analysis were displayed in figure 2.
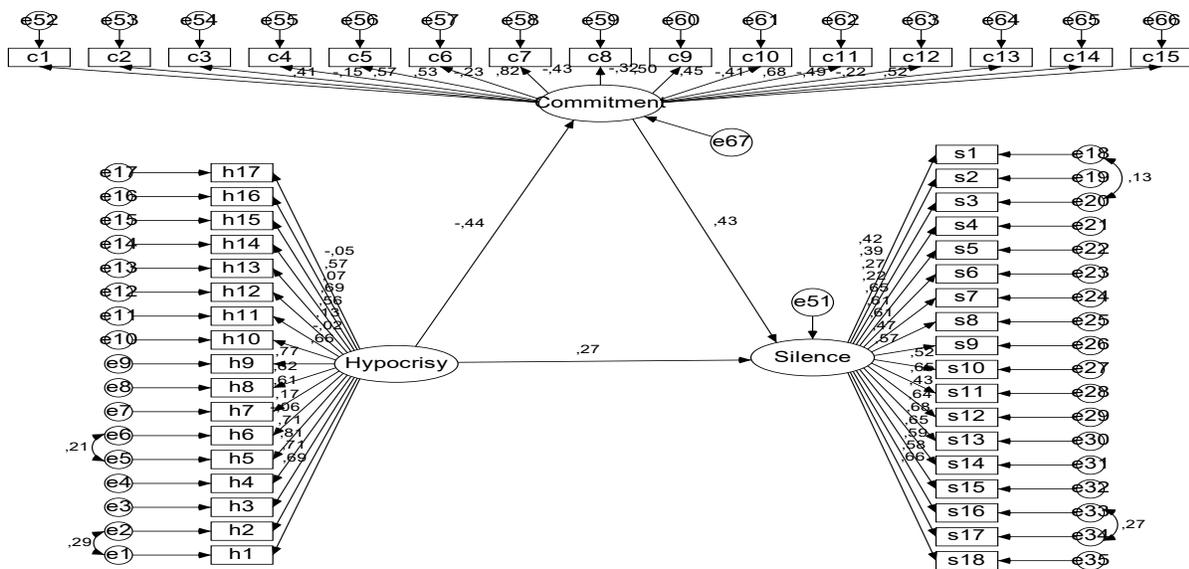
SEM analysis was conducted to examine the overall explanatory effect of organizational hypocrisy on silence. The findings of structural equation model analysis indicate (see fig. 2) that the overall and direct effect of organizational hypocrisy on silence was: regression weight estimate = 0.254, standard error = 0.024, $\beta = 0.53$, $p < 0.01$. With regards to the relationship between organizational hypocrisy and silence, the current study further indicates that organizational hypocrisy significantly and positively predicts organizational silence as expected. That is, more

than half of the change with organizational silence could be explained with the same rate of change with organizational hypocrisy. However, the decrease is minimal.

The second step, with regard to the proposed research model, was to test whether organizational commitment mediates the relationship between organizational hypocrisy and organizational silence. The results displaying the mediating role of organizational commitment are depicted in figure 2.

Figure 2

Path model showing the influence of commitment and hypocrisy on silence behaviors

A structural equation modeling (SEM) analysis was conducted to test the explanatory power of organizational hypocrisy on organizational silence and organizational commitment. Additionally, SEM was used to examine the mediating role of organizational commitment in the relationship between organizational hypocrisy and organizational silence. When organizational commitment was involved in the model, it was seen that organizational hypocrisy positively affected organizational silence (β = .43; p = 0.01) and negatively impacted organizational commitment (β = -.44; p = 0.01). The total effect of hypocrisy on silence was calculated as 532. The direct effect of hypocrisy on silence (β = -0.27; p = 0.01) was significant. The indirect effect of hypocrisy on silence was mediated by commitment (β = -0.192; p = 0.01). That is, we could argue that commitment plays a partial mediator role between organizational commitment and silence. Results of the Sobel test (z=3.548; p<0.01) indicate that this decrease is significant. Therefore, we can argue that organizational commitment is a partial mediator between organizational hypocrisy and organizational silence.

Findings indicating the standardized overall (direct and indirect) effect of organizational hypocrisy on organizational silence were displayed in Table 4.

Table 4

The direct and indirect effects of hypocrisy on silence

Effect Type	Path	Unstandardized Coefficient	Standardized (β)	Standard error
Direct effect	Silence ← Hypocrisy	0,170	0,269	0,044
Indirect effect	Silence ← Commitment ← Hypocrisy	-0,122	-0,192	__
	Silence ← Commitment	0,560	0,432	0,115
Total effect	Silence ← Hypocrisy	0.254	0,532	0,024

Table 4 shows the standardized total effect, both direct (unmediated) and indirect (mediated), of hypocrisy on silence. After the mediator variable was introduced, the effect of hypocrisy on silence decreased. Specifically, the initial effect of hypocrisy ($\beta = 0.532$) was reduced when commitment was included as a mediator in the model ($\beta = 0.270$). However, the mediating effect of commitment remained significant. This suggests that commitment functions as a partial mediator between organizational hypocrisy and organizational silence. The Sobel test ($z = 3.548$, $p = 0.0004$) confirmed that the decrease in effect was statistically significant. Based on these findings, we can conclude that H3 was partially accepted—commitment partially mediates the relationship between organizational hypocrisy and organizational silence.

Conclusion and Discussion

The best education systems are those that guarantee success for all students. To achieve this, schools must make effective and efficient use of both human and physical resources. Among these, teachers are a central resource. The general success of education is directly tied to the success of teachers—nothing can surpass the quality of teachers (Schleicher, 2020). Therefore, it is essential to understand the significant impact teachers have on learning outcomes. By addressing barriers that inhibit teacher effectiveness, schools can create pathways to improve teacher engagement and outcomes. Organizational hypocrisy and silence are two significant barriers that restrict teachers' sense of belonging to the school.

This study tested a model of organizational hypocrisy to explore its relationships with work-related outcomes, specifically organizational commitment and organizational silence, from the perspective of teachers. Research on organizational hypocrisy remains limited (Kılıçoğlu, 2017). Unlike most studies that explore principals' hypocritical behaviors, this study provides a quantitative analysis of the issue.

Cultural context and organizational structure may explain these findings, as values and norms heavily influence communication. In cultures characterized by high power distance and collectivism, administrators are often inclined to silence subordinates (Morrison & Milliken, 2000). In such societies, speaking up goes against cultural norms (Hirokawa & Miyahara, 1986; Rhee et al., 2014). Teachers in Turkish schools, which operate under a highly bureaucratic and hierarchical system, often find that their voices are not aligned with expectations, which leads to silence. Additionally, when organizations enforce punitive disciplinary measures, individuals are more likely to remain silent (Milliken et al., 2003; Wang et al., 2024).

The analysis confirmed H1, showing that gender is a statistically significant predictor of both organizational silence and organizational hypocrisy. Female teachers, in particular, perceived more hypocrisy and silence than male teachers. This aligns with previous research (Çınar et al., 2013; Bastug et al., 2016), which found that female teachers tend to be more silent than their male counterparts regarding work-related issues.

The results from the correlation analysis supported H2a, demonstrating a positive relationship between word-deed dissonance (hypocrisy) and teacher silence. This implies that when hypocrisy is present, teachers are more likely to remain silent. Teachers may avoid voicing concerns to protect themselves from the potential repercussions of contradicting administrators. This silence may be seen as the only safe option in environments where hypocrisy prevails as there is limited prior research examining this relationship, these findings cannot be directly compared to earlier studies.

Several factors could explain these findings. For example, the hierarchical power distance between principals and teachers in Turkish schools may contribute to this silence (Kılıçoğlu & Hammersley-Fletcher, 2020). School climate, managerial practices, and demographic characteristics may also influence this result (Park & Keil, 2009; Yao et al., 2024).

The negative impact of hypocrisy on teacher commitment was significant and aligned with H2b. This finding indicates that the more administrators' actions diverge from their words, the less committed teachers feel to their profession. This result mirrors previous studies (Kılıçoğlu & Yılmaz, 2019), which found that when teachers perceive inconsistency between discourse and practices, their commitment to their profession diminishes. The dissonance between words and deeds of school administrators significantly affects teachers' sense of organizational commitment.

H2c was also supported, as organizational silence was negatively correlated with organizational commitment. Teachers who feel silenced by organizational practices are less likely to be committed to their schools. This result is consistent with past research, which suggests that when employees feel unable to voice their concerns, they distance themselves from the organization (Kılıçoğlu et al., 2017; Snelson-Powell et al., 2019).

The structural equation modelling analysis confirmed H3, showing that organizational commitment mediates the relationship between organizational hypocrisy and organizational silence. When commitment was added to the model, the effect of hypocrisy on silence was reduced, though it remained significant. This finding suggests that commitment plays a partial mediating role (Özdemir et al., 2024). However, it is an expected result because commitment is a known driver of positive attitudes and behaviors, which may encourage individuals to voice concerns and engage in open communication.

Hypocrisy is recognized as a disruptive force in organizational effectiveness, particularly in schools (Kılıçoğlu, 2017). To improve educational outcomes, principals must create an environment of trust and transparency (Ağalday, 2022; Kahveci ve Demirtaş, 2023). Teachers should be given more autonomy and be involved in decision-making processes. By fostering an open and supportive school climate, principals can reduce the prevalence of hypocrisy and improve teacher engagement (Blasé & Blasé, 2000; Tschannen-Moran et al., 2006).

Implications and Limitations

This study contributes to the literature on organizational hypocrisy, silence, and commitment. The findings emphasize the critical role of school leaders in cultivating a positive

school environment. Principals should prioritize open communication with teachers and involve them in decision-making to reduce organizational hypocrisy and silence. A supportive climate can enhance teacher commitment and minimize silence towards work-related issues (Yao et al., 2024).

However, the study has several limitations. First regional and cultural differences should be considered when interpreting the findings because cultural diversity may influence these results. Second, data were collected through self-report questionnaires, which may be subject to social desirability or response bias (Podsakoff 2012). Finally, this is a cross-sectional design which may restrict the ability to draw causal conclusions between gender and organizational variables. Thus, the findings of this study should be evaluated within the cultural context of Türkiye, where this research was conducted. The behaviors and attitudes of individuals are shaped by the cultural environment in which they live, and the social and psychological consequences of these cultural bonds could be central to the development of organizational hypocrisy and silence. In collectivist cultures like Türkiye, individuals are often raised to be submissive and are expected to conform to managerial practices rather than challenge or voice concerns. This cultural backdrop plays a significant role in shaping teachers' perceptions and responses to organizational issues. Furthermore, the unexpected positive relationship between organizational commitment and silence requires further explanation, as it lacks a clear theoretical foundation. To gain a deeper understanding of this relationship, future studies employing qualitative methodologies are recommended.

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Geniş Özet

Giriş

Küresel ölçekte yaşanan hızlı değişim ve yenilikler (örneğin teknolojideki sürekli gelişim) ve hesap verebilirlik talepleri, okul liderlerini geleneksel yönetim tarzlarını değiştirmeye zorlamıştır. Okul liderlerinden, özellikle de müdürlerden, çevrelerindeki siyasi, ekonomik, sosyal ve teknolojik değişimlere kayıtsız kalmamaları beklenmektedir. Bu zorunluluk, bir anlamda, okulun rolünü ve misyonunu da değiştiren yönetim paradigmasında bir evrimi temsil etmektedir. Zamanın ruhuna uygun olarak, toplumun eğitim ihtiyaçları, talepleri ve beklentileri artmakta ve değişmektedir. Bu nedenle, eğitim liderleri, gerekli değişiklikleri uygulayarak bu ihtiyaç ve talepleri karşılamak için karşı konulmaz bir baskı altındadır (Kılıçoğlu vd., 2019). Bu baskı nedeniyle, müdürler genellikle örgütsel ikiyüzlülük olarak bilinen "konuşmayı yürümekte" başarısız olurlar (Brunsson, 1986). İkiyüzlülük, sözler ve eylemler arasında bir kopukluk olduğunda ortaya çıkar (Lv, Zhou ve Yu, 2024; Ağalday, 2022). Bu anlamda, okullarda ikiyüzlülüğe yol açan koşulların ve faktörlerin araştırılması önemlidir. Ayrıca, ikiyüzlü davranışların örgütsel sessizlik ve örgütsel bağlılık gibi örgütsel yapılar üzerindeki sonuçlarını araştırmak okul etkiliği açısından çok önemlidir.

Örgütsel ikiyüzlülük ve örgütsel sessizlik, öğretmen-müdür ilişkisine zarar verdiği düşünülen iki kritik örgütsel değişkendir (Kılıçoğlu, 2017; Wang vd., 2024) ve bu da öğretim ve öğrenmeyi olumsuz etkiler. Sözler ve eylemler arasında uyumsuzluk olan okullarda, öğretmenler müdürlerine olan güvenlerini kaybedebilir, ilgilerini kaybedebilir, yönetim uygulamalarından uzaklaşabilir ve liderlerinin güvenilirliğini ve dürüstlüğünü sorgulamaya başlayabilir (Kılıçoğlu vd., 2019; Tschannen-Moran vd.,., 2006). Sonuç olarak, güvenin aşınması, okul müdürleri ve öğretmenler arasındaki güvensizliğin yoğunlaşmasına yol açabilir. Buna karşılık, okul müdürleri bu psikolojik mesafeye, öğretmenlere kötü davranarak veya tutarsız davranışlar sergileyerek tepki verebilirler.

Bu çalışmanın alana çeşitli şekillerde katkı sağlaması beklenmektedir. İlk olarak, önceki araştırmalarda büyük ölçüde ihmal edilmiş olan zor bir eğitim sorununu ele almaktadır. Bu çalışma aynı zamanda ikiyüzlülük, örgütsel bağlılık ve örgütsel sessizlik anlayışımızı da genişletebilir. Müdürlerin söz-eylem tutarsızlığının (ikiyüzlülüğünün) öğretmenlerin öğretime bağlılıklarını ve örgütsel sessizliklerini etkileyip etkilemediğini araştırmayı amaçlıyoruz. Bu çalışmanın bulguları, ikiyüzlülüğün öğretmenlerin örgütsel bağlılıklarını engelleyip engellemediğini ve örgütsel sessizliklerini artırıp artırmadığını belirlememize yardımcı olacaktır. Daha da önemlisi, örgütsel bağlılığın, müdürlerin ikiyüzlü davranışları ile öğretmenlerin örgütsel sessizliği arasında bir tampon görevi görebileceğine inanıyoruz. Bildiğimiz kadarıyla bu çalışma, bu üç değişken arasındaki ilişkiyi araştıran ilk çalışmadır.

Bu çalışma için aşağıdaki hipotezler geliştirilmiştir:

H1: Demografik bir değişken olarak cinsiyet, öğretmenlerin örgütsel ikiyüzlülük, örgütsel sessizlik ve örgütsel bağlılık algılarını anlamlı bir şekilde etkiler.

H2a: Söz-eylem uyumsuzluğu (ikiyüzlülük) ile öğretmenlerin örgütsel bağlılığı arasında negatif bir ilişki vardır.

H2b: Söz-eylem uyumsuzluğu (ikiyüzlülük) öğretmenlerin örgütsel sessizliği üzerinde anlamlı ve pozitif bir etkiye sahiptir.

H2c: Örgütsel sessizlik öğretmenlerin örgütsel bağlılığını engeller.

H3: Örgütsel bağlılık, söz-eylem uyumsuzluğu (ikiyüzlülük) ile öğretmenlerin örgütsel sessizliği arasındaki ilişkiye aracılık eder.

Yöntem

Bu çalışma, müdürlerin ikiyüzlü davranışları, öğretmenlerin bağlılığı ve örgütsel sessizlik arasındaki ilişkileri araştırmak amacıyla gerçekleştirilmiştir. Ayrıca, yapısal eşitlik modellemesi (YEM) analizi kullanılarak öğretmenlerin bağlılığı ile müdürlerin ikiyüzlü davranışları arasında örgütsel bağlılığın aracılık rolünün araştırılması amaçlanmıştır.

Bulgular

Analiz, cinsiyetin hem örgütsel sessizliğin hem de örgütsel ikiyüzlülüğün bir yordayıcısı olduğunu göstererek H1'i doğrulamıştır. Özellikle kadın öğretmenler, erkek öğretmenlere kıyasla daha fazla ikiyüzlülük ve sessizlik algılamaktadır. Bu durum, kadın öğretmenlerin işle ilgili konularda erkek meslektaşlarına kıyasla daha sessiz olma eğiliminde olduğunu ortaya koyan önceki araştırmalarla (Çınar, Karcıoğlu ve Alioğulları, 2013; Bastug vd.,2016) uyumludur.

Korelasyon analizinden elde edilen sonuçlar H2a'yı destekleyerek söz-eylem uyumsuzluğu (ikiyüzlülük) ile öğretmen sessizliği arasında pozitif bir ilişki olduğunu göstermiştir. Bu, ikiyüzlülük mevcut olduğunda, öğretmenlerin sessiz kalma olasılığının daha yüksek olduğu anlamına gelmektedir. Örgütsel sessizlik örgütsel bağlılıkla negatif ilişkili olduğundan H2 de desteklenmiştir. Örgütsel uygulamalar tarafından susturulduklarını hisseden öğretmenlerin okullarına bağlılık gösterme olasılıkları daha düşüktür. Bu sonuç, çalışanların endişelerini dile getiremediklerini hissettiklerinde örgütten uzaklaştıklarını öne süren geçmiş araştırmalarla tutarlıdır (Kılıçoğlu, 2017; Snelson-Powell vd., 2019). Yapısal eşitlik modellemesi analizi, örgütsel bağlılığın örgütsel ikiyüzlülük ve örgütsel sessizlik arasındaki ilişkiye aracılık ettiğini gösteren H3'ü doğrulamıştır.

Örgütsel ikiyüzlülüğün örgütsel sessizlik ve örgütsel bağlılık üzerindeki açıklayıcı gücünü test etmek için yapısal eşitlik modellemesi (YEM) analizi yapılmıştır. Ayrıca, YEM, örgütsel ikiyüzlülük ve örgütsel sessizlik arasındaki ilişkide örgütsel bağlılığın aracılık rolünü incelemek için kullanılmıştır. Örgütsel bağlılık modele dahil edildiğinde, örgütsel ikiyüzlülüğün örgütsel sessizliği olumlu etkilediği (β = .43; p = 0.01) ve örgütsel bağlılığı olumsuz etkilediği (β = -.44; p = 0.01) görülmüştür. İkiyüzlülüğün sessizlik üzerindeki toplam etkisi 532 olarak hesaplanmıştır. İkiyüzlülüğün sessizlik üzerindeki doğrudan etkisi (β = -0,27; p = 0,01) anlamlıydı. İkiyüzlülüğün sessizlik üzerindeki dolaylı etkisi, bağlılık tarafından aracılık edildi (β = -0,192; p = 0,01). Yani, bağlılığın örgütsel bağlılık ve sessizlik arasında kısmi bir aracı rolü oynadığını söyleyebiliriz.

Sonuç ve Tartışma

En iyi eğitim sistemleri, tüm öğrenciler için başarıyı garanti eden sistemlerdir. Bunu başarmak için okullar hem insan kaynaklarını hem de fiziksel kaynakları etkili ve verimli bir şekilde kullanmalıdır. Bunlar arasında öğretmenler merkezi bir kaynaktır. Eğitimin genel başarısı doğrudan öğretmenlerin başarısına bağlıdır; hiçbir şey öğretmenlerin kalitesini geçemez (Schleicher, 2020). Bu nedenle, öğretmenlerin öğrenme çıktıları üzerindeki önemli etkisini anlamak çok önemlidir. Okullar, öğretmenlerin etkinliğini engelleyen engelleri ele alarak,

öğretmen katılımını ve sonuçlarını iyileştirmek için yollar oluşturabilir. Örgütsel ikiyüzlülük ve sessizlik, öğretmenlerin okula aidiyet duygusunu kısıtlayan iki önemli engeldir.

Bu çalışma, öğretmenlerin bakış açısından, örgütsel ikiyüzlülük modelini test ederek, bunun işle ilgili sonuçlarla, özellikle örgütsel bağlılık ve örgütsel sessizlikle olan ilişkilerini araştırmıştır. Örgütsel ikiyüzlülük üzerine yapılan araştırmalar sınırlıdır (Kılıçoğlu, 2017). Okul müdürlerinin ikiyüzlü davranışlarını inceleyen çoğu çalışmanın aksine, bu çalışma konuyla ilgili nicel bir analiz sunmaktadır.

Değerler ve normlar iletişimi büyük ölçüde etkilediğinden, kültürel bağlam ve örgütsel yapı bu bulguları açıklayabilir. Yüksek güç mesafesi ve kolektivizm ile karakterize edilen kültürlerde, yöneticiler genellikle astlarını sessizliğe zorlarlar (Morrison ve Milliken, 2000). Bu tür toplumlarda, sesini yükseltmek kültürel normlara aykırıdır (Hirokawa ve Miyahara, 1986; Rhee ve ark., 2014). Son derece bürokratik ve hiyerarşik bir sistem altında çalışan okullarındaki öğretmenler, genellikle seslerinin beklentilerle uyumlu olmadığını fark ederler ve bu da sessizliğe yol açar. Ayrıca, kuruluşlar cezai disiplin önlemleri uyguladığında, bireyler sessiz kalma eğilimindedir (Milliken ve ark., 2003; Wang ve ark., 2024).

Analiz, H1'i doğrulayarak cinsiyetin hem örgütsel sessizliğin hem de örgütsel ikiyüzlülüğün istatistiksel olarak anlamlı bir öngörücüsü olduğunu göstermiştir. Özellikle kadın öğretmenler, erkek öğretmenlere göre daha fazla ikiyüzlülük ve sessizlik algılamıştır. Bu bulgu önceki araştırmalar sonuçlarıyla uyumludur (Çınar, Karcıoğlu ve Alioğulları, 2013; Bastug vd., 2006).