



The effect of managers' Toxic leadership on creating organizational trauma in secondary schools

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Abstract

The aim of this study was to investigate the effect of toxic leadership of principals on creating organizational trauma mediated by emotional exhaustion, organizational cynicism and hypocritical behavior in schools. The research was a descriptive correlational study. The study population was 16750 people in all secondary school teachers in Khuzestan province in 1400-1399, from which a sample of 407 people was selected based on Cochran's formula by stratified random sampling. For data collection, Schmidt (2008) Toxic Leadership Questionnaire, Vivian & Horman (2015) Organizational Trauma Questionnaire, Hills Emotional exhaustion Questionnaire (2019), Nafee Organizational cynicism Questionnaire (2013) and Hadavi Nejad (2011) were used. Cronbach's alpha values were 0.96, 0.93, 0.94, 0.91 and 0.97 respectively. Structural equation modeling through LISREL10.30 software was used to analyze the data. Results: Toxic leadership of principals have a positive and significant effect on organizational trauma in schools (0.32), on emotional exhaustion (0.31), on organizational cynicism (0.28) and on hypocritical behavior (0.34) (P value<0.05). Emotional exhaustion (0.48), organizational cynicism (0.42) and hypocritical behavior (0.45) had a positive and significant effect on organizational trauma (P value <0.05). Toxic leadership of principals had an indirect, positive and significant effect on organizational trauma in schools mediating emotional exhaustion (0.148), organizational cynicism (0.117) and hypocritical behavior (0.153).

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Introduction

In modern theories, the organization is considered as an organism that performs the necessary functions to survive and adapt to threatening conditions and has a dynamic and efficient interaction with the environment during its life. This perception of the organization has become such a window to experience psychological damage. Therefore, the productivity of the whole organization is affected. This approach has led to the introduction of new terms in the field of organizational behavior. One of these concepts that has recently increased dramatically concern is organizational trauma.

The organizational trauma is one of the newest theories in the field of organizational behavior that has entered into management from medical science and its purpose is to study and explain the mental and physical effects on individual, group or organization. Simply, trauma causes stress and changes in normal conditions and reduces individual and organizational functions. In general, any injury, hurt, shock and incident are called trauma (Ebrahimi et al., 2019). In fact, trauma is an organization's excessive confrontation with emotional and mental breakdown that results from a potentially traumatic event and leads to emotional turmoil throughout the organization (Pena et al., 2017). However, organizational trauma can be considered as a special type of events and incidents that are not necessarily undesirable and if recognized and responded quickly and effectively, may lead to the growth of the organization. This organizational damage entails challenges that will fundamentally change how the organization perceives the world around it and its situation in it (Alexander et al., 2021). Based on the principles of clinical psychology, and considering dimensions such as toxic culture, dysfunctional leadership, emotional exhaustion, and trauma, it can be argued that if organizational trauma is not properly addressed, it may lead to consequences such as silence, secrecy, and stagnation and has a negative impact on

organizational culture, performance and productivity of the entire organization. Since organizations do not have only an individual culture and have a collective identity and feelings, so if such a collective mental state occurs in the organization, the organization may suffer organizational trauma (Steinkamp & de Vries, 2014). Applying appropriate leadership and management styles can help to avoid organizational trauma and overcoming those conditions.

The concept of toxic leadership is one of the leadership styles. Toxic leadership is a style of leadership in which leaders, due to their negative behavior and detrimental personal characteristics inflict long lasting and serious harm directly on their followers and indirectly to their organizations. The interpersonal style of the leader, thus, has implications in formulating the organizational culture both when it is positive and when it is negative (Mehta & Maheshwari, 2014).

Lipman-Blumen (2005) argued that some leaders exhibit tendencies and behaviors that would lead to differentiation and polarization among subordinates. This leadership style has been considered by many organizations in recent years (Yavas, 2016). Experts have defined toxic leadership as "a different style, with abusive behaviors to irritate or control others" (Berdahl et al., 2018). This style focuses on keeping position through intense control and trying to influence toxic behaviors (Milosevic et al., 2019). Toxic leadership has negative and pervasive consequences and creates a stressful environment that will negatively affect the professional and personal lives of employees (Winn & Dykes, 2019). These leaders exhibit highly destructive behaviors and some dysfunctional personal characteristics. These behaviors and personality traits cause serious and lasting damage to their subordinates and organizations. Schmidt (2008) believes that these are selfish leaders who always pursue their goals with unpredictable patterns and abusive supervision (Singh et al., 2017).

Trauma after life threatening can lead to exhaustion and serious damage to an individual's ability to interact positively with others in the organizational community. In recent decades, exhaustion and especially emotional exhaustion have been considered by organizational researchers. Emotional exhaustion occurs when a person's emotional resources become so depleted that they no longer feel like they have anything to do with psychological interaction with others. In addition, emotional exhaustion has been described as a chronic disease of depletion of emotional resources, which is often the result of overwork (Hills, 2019). In fact, emotional exhaustion may lead to a situation in which employees, despite their physical presence, are unable to perform properly due to the existence of a toxic work environment. It is a kind of hidden absence, in which the employee comes to work but cannot do his job completely and usefully (Naseem & Ahmed, 2020). In a school as an educational system, teachers and students experience different emotions every day, focusing on some stimuli and avoiding others. Emotional experiences facilitate or perhaps destroy a person's performance in tasks, personal judgment, physical and mental health. The impact of teachers' organizational behaviors will be reflected not only in schools, but also in society as a whole (Cribbs, 2015). Toxic leader behaviors and toxic interactions can lead to physical, mental, and emotional exhaustion.

Organizations, like individuals, promote the pursuit of certain values and avoid others. In other words, they say something, but they act in a different way and show themselves to be more preserved than others in observing moral standards (Effron et al., 2015:). These behaviors are interpreted as hypocritical behavior. These behaviors are felt and manifested when people fail to keep their promises. In other words, they say something, but act differently, or hypocritically present themselves as advocates of moral values. A hypocrite deliberately deceives others to put himself in a higher position that he does not

deserve (Hakimi, 2019). Obviously, when confliction or impossible demands are made on organizations, they are forced into hypocritical behavior. In fact, inconsistencies between decisions and actions within the organization are often the result of uncoordinated actions and efforts to gain legitimacy. When educational organizations are considered, inappropriate, unconventional actions are taken by school principals, leaders, or teachers. These promises may provoke negative feelings about the school. If the degree of hypocrisy is excessive, the behavioral responses of individuals will lead to consequences and lasting damage in the organization (Kılıcoglu & Kılıcoglu, 2019). In an organization affected by trauma, the employees will be hostile and hypocritical towards management and organization decisions and will be pessimistic about the entire performance of the organization. Organizational cynicism refers to individuals' negative attitudes toward the organization and is often the result of individual experiences. Organizational cynicism arises when employees lose the necessary trust and confidence in their organization. Definitions of organizational cynicism are often associated with emotions such as frustration and anger (Durrah et al., 2019).

The success of a school depends on a set of factors, including leaders, followers, and the amount of their efforts. The role of leadership is often considered as the most important factor in the success or failure of the school as a social organization. In this sense, education is one of the organizations whose success depends on the use of sustainable and committed forces. Teachers are the most effective human resources that need support programs and actions to maintain and motivate them enough to survive. This retention of motivated teachers can be one of the factors affecting the quality of education and learning of students. Considering the undeniable role of leadership of school principals in job attitudes and organizational behavior of teachers, the present study seeks to investigate the role of toxic

leadership of principals in creating organizational trauma mediated by emotional exhaustion, hypocritical behavior and organizational cynicism in high school teachers in Khuzestan province. In other words, it tries to answer the question in a scientific way whether the role of toxic leadership of principals in creating organizational trauma through mediation of emotional exhaustion, hypocritical behavior and organizational cynicism in high schools in Khuzestan province is significant?

A review of the research literature indicates that the study of the negative and dark aspects of organizational leadership as well as organizational trauma has been discussed in the last two decades. At the same time, in the field of educational organizations, the above variables have been studied rarely, which indicates the importance and necessity of this research. The following is a number of related researches conducted in Iran and other countries.

Table 1. Summary of the background of other researches

Results	Authors
Showed that toxic leadership style has a direct and positive effect on organizational cynicism and job alienation.	Eidipour et al., (2020)
Has confirmed the relationship between bad leadership and abusive supervision by creating organizational cynicism in employees	Ul Haq & Rizvi (2020)
It has also been found that there is a positive and significant relationship between toxic leadership and organizational cynicism	Mahlangu (2020)
Showed that toxic leadership had a positive effect on organizational trauma both directly and through mediating role of hypocritical and Machiavellian behaviors	Dehghani Soltani et al., (2020)
They considered the special characteristics of leadership as an important factor in preventing organizational hypocrisy	Kılıcoglu et al., (2020)
Showed that there is a positive and significant relationship between organizational silence.	Zare & Sepahvand (2019)
Between toxic leadership and organizational silence with emotional exhaustion. The mediating role of organizational silence was also positive and significant	Khakpour (2019)
Toxic leadership in the organization, it has been found that understanding the toxic leader reduces job satisfaction	Uysal (2019)
That toxic leaders create stressful environments for employees that in the long run, the continuation of this job stress will affect the health and organizational well-being of employees.	Yusif (2019)
Showed that there is a significant relationship between leadership style and teachers' emotional exhaustion.	Ilyavi (2019)
Toxic leadership not only reduces organizational commitment, but also reduces many other negative outcomes by reducing employee performance.	Kilic & Gonsel (2019)
Showed that organizational trauma of employees has a positive and significant effect on organizational cynicism. They concluded that organizational trauma can be considered as an important factor in organizational mental health.	Ebrahimi et al. (2019)
Between organizational commitment and teachers' organizational cynicism.	Yuksel & Sahin (2017)
Showed that there is a direct and significant relationship between toxic leadership and job stress of employees.	Hadadian & Zarei (2016)
Showed that managers' narcissism has a direct and significant effect on hypocritical behaviors. In this regard, the role of machiavellian mediator in the relationship between narcissism and hypocritical behavior of managers was confirmed	Shiri et al., (2015)

Based on the theoretical foundations and research literature, the conceptual model was underpinned as follows:

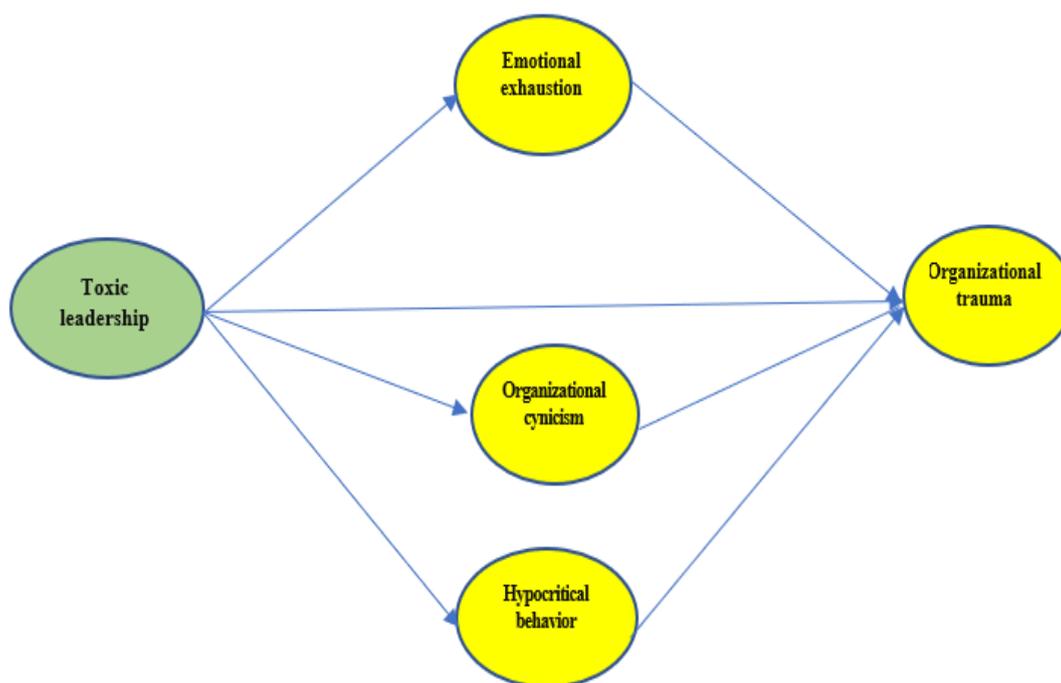


Figure 1: Conceptual model

Research Hypotheses

1) Toxic leadership has an effect on the emotional exhaustion of high school teachers in Khuzestan province.

2) Toxic leadership has an effect on the hypocritical behavior of high school teachers in Khuzestan province.

3) Toxic leadership has an effect on the organizational cynicism of high school teachers in Khuzestan province.

4) Toxic leadership has an effect on organizational trauma in secondary schools in Khuzestan province.

5) Emotional exhaustion has an effect on organizational trauma in high schools in Khuzestan province.

6) Hypocritical behavior has an effect on organizational trauma in secondary schools in Khuzestan province.

7) Organizational cynicism has an effect on organizational trauma in secondary schools in Khuzestan province.

8) Toxic leadership has an effect on organizational

trauma through the emotional exhaustion of high school teachers in Khuzestan province.

9) Toxic leadership has an effect on organizational trauma through the hypocritical behavior of high school teachers in Khuzestan province.

10) Toxic leadership has an effect on organizational trauma through the mediating role of organizational cynicism of high school teachers in Khuzestan province.

Method

This correlational study was an applied research in terms of purpose and descriptive in terms of implementation. The study population was all secondary schools' teachers in Khuzestan province in 2020 (N= 16750). Cochran's formula was used to determine the sample size ($\alpha = 0.048$; error value = 0.05 and P & O ratio = 0.5). Therefore, the sample size was 407. According to the classes of the research population, such as type of districts (Office of Service), type of secondary school (senior or junior) and gender (male and female), the method of proportionate stratified random sampling was used, which is described in Table (2)

Table 2. Research sample

District	Junior High school		Senior High school		Total
	Male	Female	Male	Female	
Center	28	37	29	44	138
West	6	3	5	3	17
North	21	22	22	26	91
East	26	21	22	25	94
South	13	18	15	21	67
Total	94	101	93	119	407

The following questionnaires were used to collect data:

Toxic leadership questionnaire

This scale designed by Schmidt (2008) and consists of five components (leadership, authoritarianism, narcissism, ambition, and unpredictable leadership) and 28 items. Cronbach's alpha method was used to determine the reliability. Its values ($\alpha = 0.96$ to 0.96) indicated the appropriate reliability of the questionnaire. First-order confirmatory factor analysis was used to determine the validity. Questionnaire fit indices indicated appropriate validity of the questionnaire. In order to measure organizational trauma based on the model of Vivian and Horman (2015), 9 items were used. Cronbach's alpha method was used to determine the reliability. Cronbach's alpha value (0.86) for the questionnaire indicated good reliability. First-order confirmatory factor analysis was used to determine the validity. Fit indicators for

organizational trauma questionnaire indicated its validity.

Emotional exhaustion questionnaire

It designed and validated by Maslach & Jackson (1986) and has 9 items. This questionnaire was modified and introduced by Hills (2019). Its reliability coefficients were reported to be 0.86 and 0.77 using Cronbach's alpha and halving methods, respectively, which indicated the appropriate reliability of the questionnaire. First-order confirmatory factor analysis was used to determine the validity. Fit indicators for the Emotional Exhaustion Questionnaire also indicated its validity.

Hypocritical Behavior Questionnaire

This scale was made by Hadavi Nejad (2011). It consists of three components (deceptive communication; cognitive heterogeneity and ingratiation) and 10 items. Cronbach's alpha coefficient (0.93) was used to determine the reliability, which indicated the appropriate reliability of the questionnaire. First-order

confirmatory factor analysis was used to determine the validity. Fit indicators indicated the validity of the questionnaire.

Organizational cynicism Questionnaire

To assess organizational cynicism, Nafei (2013) questionnaire was used, which consists of three components (cognitive; emotional and behavioral components) and 12 items. To measure

reliability, Cronbach's alpha was reported (above 0.7). First-order confirmatory factor analysis was used to determine the validity. The fit indicators of the question to analyze the data, statistical techniques of frequency distribution, mean, standard deviation, skewness, elongation, Pearson correlation matrix and structural equation modeling were used by SPSS.25 and LISREL 10.30 software.

Findings

Table 3. Descriptive analysis and correlation matrix of research variables

Variable	Toxic leadership	Toxic leadership	Hypocritical behavior	Organizational cynicism	Organizational trauma
Toxic leadership	1	-	-	-	-
Toxic leadership	0.55	1	-	-	-
Hypocritical behavior	0.74	0.62	1	-	-
Organizational cynicism	0.72	0.74	0.81	1	-
Organizational trauma	0.76	0.79	0.74	0.82	1
Mean	3.85	4.18	3.92	3.92	4.01
SD	0.888	0.900	1.160	0.836	0.960
Skewness	-0.939	-1.368	-1.075	-0.844	-1.084
Kurtosis	0.173	1.337	0.173	0.315	0.583

*P <0.05

Mean and standard deviation of research variables are as follow: toxic leadership (3.85-0.888); Emotional exhaustion (4.18-0.900); Hypocritical behavior (3.92-1.160); Organizational cynicism (3.92 -0.836) and organizational trauma (4.01-0.960). Skewness and Kurtosis of variables indicate the normal distribution of data in five variables (including Toxic leadership, emotional exhaustion; Hypocritical behavior and organizational cynicism and organizational trauma).

There is a positive and significant relationship between toxic leadership and emotional exhaustion

(0.55), hypocritical behavior (0.74), organizational cynicism (0.72) and organizational trauma (0.76). There is a positive and significant relationship between emotional exhaustion and hypocritical behavior (0.62), organizational cynicism (0.74) and organizational trauma (0.79) ($p \leq 0.05$). Hypocritical behavior has a positive and significant relationship with organizational cynicism (0.81) and organizational trauma (0.74). Organizational cynicism has a positive and significant relationship with organizational trauma (0.82).

Table 4. Fit indicators of experimental research model

Indicator	Value	Criterion	Result
X ²		680.28	
df		370	
X ² /df	1.83	Less than 3	Improved
RMSEA	0.046	Less than .07	Improved
CFI	0.97	More than .90	Improved
GFI	0.94	More than .90	Improved
AGFI	0.91	More than .85	Improved
PGFI	0.69	More than .50	Improved

According to the results of Table (4), it can be said that the ratio of chi-square to the degree of freedom indicates the appropriate fit of the conceptual model with the experimental model. The value of the RMSEA index is above the

acceptable criteria. The values of CFI, GFI and AGFI indices also indicate the proper fit of the structural model. Therefore, it can be said that the structural model of the research has a suitable and acceptable fit.

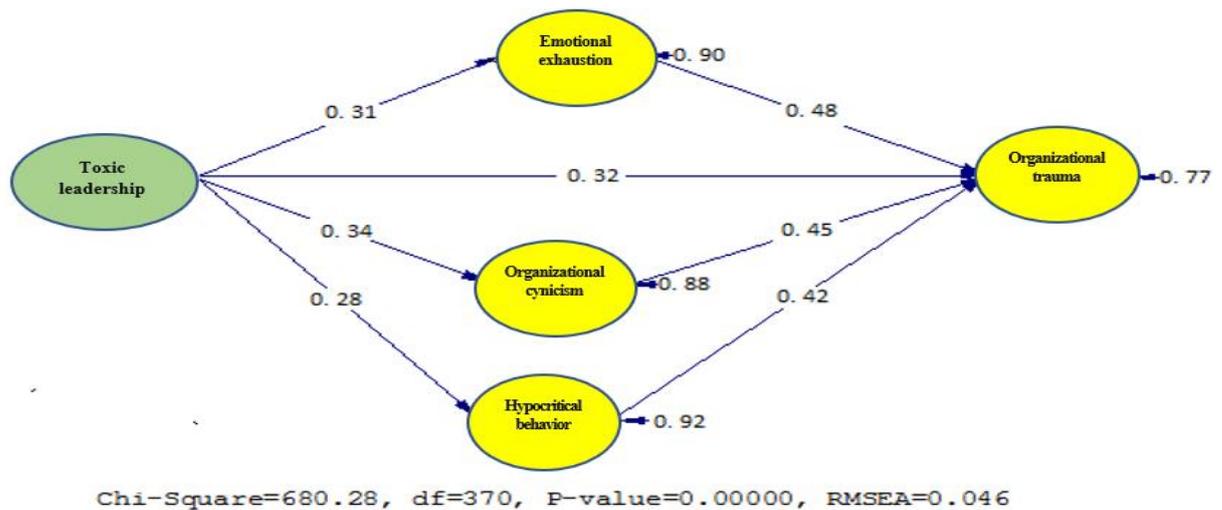


Figure 2. Experimental model of research based on standard coefficients

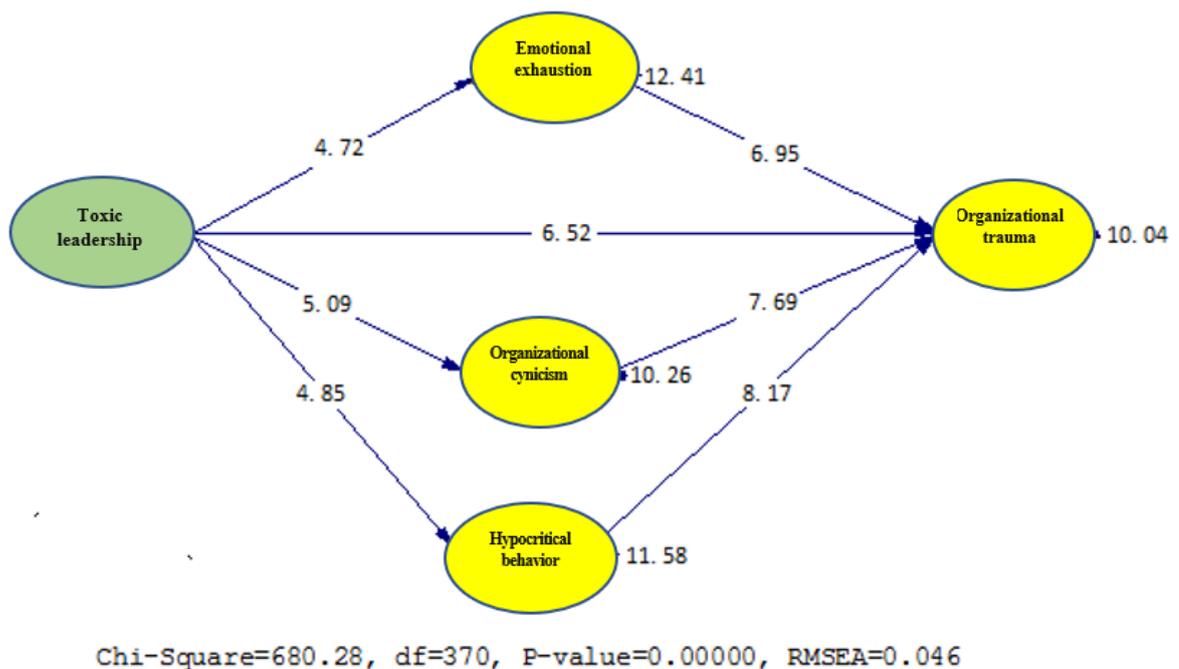


Figure 3. Experimental model of research based on T values

Table 5. Test of direct effects hypotheses

<i>Hypothesis</i>	<i>Independent</i>	<i>Dependent</i>	<i>Path coefficient</i>	<i>T</i>	<i>Result</i>
1	Toxic Leadership	Emotional exhaustion	.31	4.72	Improved
2	Toxic Leadership	Hypocritical behavior	.34	5.09	Improved
3	Toxic Leadership	Organizational cynicism	.28	4.85	Improved
4	Toxic Leadership	Organizational trauma	.32	6.52	Improved
5	Emotional exhaustion	Organizational trauma	.48	6.95	Improved
6	Hypocritical behavior	Organizational trauma	.45	7.69	Improved
7	Organizational cynicism	Organizational trauma	.42	8.17	Improved

*T values ≥ 1.96 are significant at 0.05 level.

The results of structural equation modeling analysis indicate that: Toxic leadership has a direct and significant effect on the variables of emotional exhaustion (0.31)(t-value = 4.72); Hypocritical behavior (0.34) (t-value = 5.09); Organizational cynicism (0.28) (t-value = 4.85); and organizational trauma (0.32) (t-value = 6.52). Emotional exhaustion has a direct and significant

effect on organizational trauma (0.48) (t-value = 6.95). Hypocritical behavior has a direct and significant effect on the variables of organizational trauma (0.45) (t-value = 7.69). Organizational cynicism has a direct and significant effect on the variables of organizational trauma (0.42) (t-value = 8.17).

Table 6. Test of indirect effects hypotheses

<i>Hypothesis</i>	<i>Independent</i>	<i>Mediator</i>	<i>Dependent</i>	<i>Path coefficient</i>	<i>T</i>	<i>Result</i>
8	Toxic Leadership	Emotional exhaustion	Organizational trauma	0.1488	3.90	Improved
9	Toxic Leadership	Hypocritical behavior	Organizational trauma	0.1530	4.24	Improved
10	Toxic Leadership	Organizational cynicism	Organizational trauma	0.1176	4.17	Improved

*T values ≥ 1.96 are significant at 0.05 level.

The results of structural equation modeling analysis indicate that: Toxic leadership through emotional exhaustion has a significant indirect effect on the organizational trauma (0.1488) (t-value=3.90). Toxic leadership through hypocritical

behavior has a significant indirect effect on the organizational trauma (0.1530) (t-value=4.24). Toxic leadership through organizational cynicism has a significant indirect effect on the organizational trauma (0.1176) (t-value = 4.17).

Table 7. Effects of variables on organizational trauma

	<i>Variable</i>	<i>Type</i>	<i>Value</i>	<i>T</i>
1	Toxic Leadership	Direct	0.32	6.52
		Indirect	0.4194	7.02
		Total	0.7394	9.26
2	Emotional exhaustion	Direct	0.48	6.95
3	Hypocritical behavior	Direct	0.45	7.69
4	Organizational cynicism	Direct	0.42	8.17
5	Organizational trauma variance	Determined	0.23	5.84
		Error	0.77	10.04

*T values ≥ 1.96 are significant at 0.05 level.

Toxic leadership has a direct effect (0.32), indirect effect (0.4194) and total effect (0.7394) on organizational trauma. Emotional exhaustion

has a direct effect (0.48) on organizational trauma. Hypocritical behavior has a direct effect (0.45) on the organizational trauma.

Organizational cynicism has a direct effect (0.42) on organizational trauma. Toxic leadership, emotional exhaustion, hypocritical behavior and organizational cynicism can explain 23% of the variance of organizational trauma (t -value=5.84). Explained variance of organizational trauma is significant at the level of 0.05.

Discussion & Conclusion

The aim of this study was to investigate the effect of toxic leadership on organizational trauma mediated by emotional exhaustion, organizational cynicism and hypocritical behavior of high school teachers in Khuzestan province. Organizational damage and stress management is an inevitable necessity for organizational leaders. Paying attention to the morale and health of the organization is as important as individuals and will enable their sustainability and durability. Systematic identification and diagnosis of organizational trauma, recovery and resilience practices provided by managers and leaders, is the hope of having an organization away from harm and damages. Toxic leadership had a direct, positive and significant effect on the emotional exhaustion of high school teachers in Khuzestan. This finding is consistent with Yusif (2019), Fahi (2019), Ilyavi (2019), and Hadadian & Zarei (2016). The results of the research indicate that toxic leadership with its consequences including behaviors; authoritarian; narcissism; Selfishness and unpredictability will lead to emotional distress and emotional, psychological and physiological exhaustion for teachers.

Toxic leadership had a direct, positive and significant effect on hypocritical behavior of high school teachers in Khuzestan. This finding is consistent with Kılıcoglu et al. (2020) and Shiri et al., (2015). The results of the research indicate that toxic leadership at school refers to harassment, unhappiness, social exclusion and negative actions for a long time. Therefore, it can be imagined that hypocritical behavior endangers

the existence of a healthy and creative workforce, will lead to a reduction in organizational productivity and will cause great losses. This phenomenon can be evident in the form of increased boredom or illness, frequent absence, salaries reduction and decrease in turnover.

Toxic leadership had a direct, positive and significant effect on organizational cynicism of high school teachers in Khuzestan. This finding is consistent with Mahlango (2020), and Eidipour et al., (2020). The results of the research indicate that his practice separates the leadership from the teachers and with toxic and autocratic decisions will create mistrust as well as doubt among teachers. Therefore, the characteristics of toxic leadership provide the teachers' organizational cynicism about the school, organization and even the missions of the educational system.

Toxic leadership had a direct, positive and significant effect on organizational trauma in secondary schools in Khuzestan. This finding is consistent with Kilic & Gonsel (2019), Yusif (2019), Dehghani Soltani et al., (2020), Khakpour (2019) and Zare et al. (2019). The school leadership, with its destructive, toxic and toxic behaviors, creates a traumatized school that is unable to compete and save its life in line with its organizational goals. A traumatized organization is a sick and disabled organization full of problems in various individual and organizational areas. The toxic leadership of managers will affect the creation and stabilization of organizational trauma.

Emotional exhaustion had a direct, positive and significant effect on organizational trauma in secondary schools in Khuzestan. This finding is consistent with Kilic & Gonsel (2019). Teachers who have suffered from exhaustion and mental depression due to leadership behavior and school conditions provide a traumatic and pathological school environment with a reluctance to participate. Therefore, they do not perform their duties in a timely and correct manner. The result of this action of the teachers will be a falling

school that will fail to fulfill its mission and duties.

Hypocritical behavior had a direct, positive and significant effect on organizational trauma in high school teachers in Khuzestan. This finding is consistent with Dehghani Soltani et al., (2020). The more deceptive, narcissistic, and heterogeneous the teachers' behavior toward each other and toward the school, the more it will create organizational trauma and disable governance of school. The hypocritical behavior of teachers leads to the hypocritical performance of their duties and the formation of a false bubble of school success, a bubble that disappears with the simplest careful and scientific examination, and nothing is left of those false successes.

Organizational cynicism had a direct, positive and significant effect on organizational trauma in secondary schools in Khuzestan. This finding is consistent with Mahlango (2020), Yuksel and Shahin (2017) and Ebrahimi et al., (2019). Teachers' organizational cynicism is associated with concepts such as cynicism, disbelief, and distrust. Despair, cynicism, and negative emotions throughout school are also used to describe teachers who are difficult to satisfy and criticize constantly. This will show a picture of a sick and traumatized school. Therefore, they fail to perform their duties and do not feel committed to their affairs. That's why the effective cycle of the school activities will not perform properly.

Toxic leadership through emotional exhaustion had a positive and significant indirect effect on organizational trauma in high school teachers in Khuzestan. This finding is consistent with Kilic & Gonsel (2019), Yusif (2019) and Ilyavi (2019). The presence of toxic leaders will definitely create a stressful environment, organizational cynicism and job alienation among employees, which in the long term, this stress and psychological pressure can affect the health and organizational well-being of employees (Yusif, 2019; Ilyavi, 2019). Based on previous studies toxic leadership, on the one

hand, reduces organizational commitment, and on the other hand, it affects employee performance (Kilich & Gansel, 2019). The toxic leadership of principals will play a direct and positive role in organizational trauma in schools. In the meantime, the existence and dominance of teachers' emotional exhaustion intensifies this relationship. It will also play a role in weakening the morale and emotional conditions and the weak participation and synergy of teachers as the most important factor in school. Thus, toxic leadership, which is full of toxic and dangerous decisions, causes emotional exhaustion and organizational trauma. Therefore, mediating role of emotional exhaustion seriously strengthens this effect.

Toxic leadership through hypocritical behavior had a positive and significant indirect effect on organizational trauma in high school teachers in Khuzestan. This finding is in line with Dehghani Soltani et al., (2020). Toxic leadership can cause organizational trauma by promoting hypocritical behaviors (Dehghani Soltani et al., 2020). Therefore, we can say that toxic leadership has a direct and positive role on organizational trauma in schools. In the meantime, the existence of deceptive communication, cognitive heterogeneity and ingratiation of teachers strengthens this relationship. Also, instead of creating a cohesive organization, a hypocritical and hypocritical organization will be established. Therefore, the combination of the characteristics of toxic leadership with the hypocritical behaviors of teachers will intensify the toxic atmosphere in the school. This toxic atmosphere is like adding fuel to the flames and will cause maximum inefficiency of the school, which means the organizational trauma of the school.

Toxic leadership through organizational cynicism had a positive and significant indirect effect on organizational trauma in high school teachers in Khuzestan. This finding is consistent with Eidipour et al., (2020). Toxic leadership has a direct and positive effect on organizational

trauma in schools. Teachers' cynicism and mistrust will exacerbate this relationship and create a school where everyone is frustrated and distrustful of each other. Therefore, trauma and lack of organizational health will prevail throughout the school.

The use of self-assessment questionnaire as a tool for data collection and sample selection among school teachers makes the generalization of the results of this research face limitations. In addition, the fear of losing the organizational position caused teachers to pretend and not provide real information, which is another limitation of the research. It is recommended accordingly, Try to strengthen the culture of participation among school principals and teachers. In a participatory culture, the toxic leadership will be less effective than in an authoritarian culture. Therefore, factors such as emotional exhaustion, hypocritical behavior, organizational cynicism due to participation and attention to teachers' opinions and a sense of worth by them and its role in school affairs are reduced. As a result of the reduction of the mentioned factors, the process of organizational trauma of the school will be very slow and will be normal. Also continuous and comprehensive evaluation of school principals about the characteristics of negative leadership, identifying negative characteristics such as toxic leadership characteristics and trying to reduce, control and replace negative leadership behaviors with positive leadership skills in principals. Also Improving the system of evaluating the performance of principals according to their leadership skills and the culture resulting from their leadership in school, so that their negative leadership skills negative score and their positive leadership skills to be given a positive score.

Also, successful managers in leadership, are appreciated and introduced as a model. Also improving the system of evaluating the performance of principals according to their leadership skills and the culture resulting from their leadership in school. Therefore, give negative feedback to their negative leadership skills and positive score to their positive leadership skills. Also, successful leaders are appreciated and introduced as a model.

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Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of the statistical community, organizations and institutions, as well as authors have been observed.

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Conflict of interest

The results of the research are not in conflict with the interests of any institutions or organizations. This article has not been previously submitted to any journal, whether in Iran or other countries, and was only sent to Journal of School Administration for review and publication.

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