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| The Journal of Educational Reflections ISSN: 2587-0068 | Vol 5, Issue: 1, Year: 2021 http://dergipark.org.tr/pub/eduref | Article history Received: 28 February 2021 Received in revised form: 25 March 2021 Accepted: 30 March 2021 Available online: 31 March 2021 |
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The Intermediary Effect of Psychological Capital on the Relationship between Toxic Leadership Behaviors of School Administrators and School Effectiveness¹

Okul Müdürlerinin Toksik Liderlik Davranışları ile Okul Etkililiği Arasındaki İlişkide Psikolojik Sermayenin Aracılık Etkisi

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| Özet | Abstract |
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| <p>Bu araştırmada, liselerde görev yapmakta olan öğretmenlerin görüşleri doğrultusunda toksik (zehirli) liderlik, okul etkililiği ve psikolojik sermaye değişkenleri arasındaki ilişkinin belirlenmesi amaçlanmıştır. Betimsel ve ilişkisel tarama modelinde tasarlanan çalışmanın evreni, 2015-2016 eğitim- öğretim yılında Elazığ il merkezinde bulunan ortaöğretim okullarında görev yapmakta olan bütün öğretmenler oluşturmaktadır. Evrenden örneklem grubu alınmamış evrende yer alan tüm öğretmenlere ulaşılmaya çalışılmış ve 808 öğretmenden veri toplanmıştır. Araştırma bulgularına göre, öğretmenlerin okul müdürlerinin toksik liderlik davranışlarına yönelik algıları tüm boyutlarda düşük düzeyde; okul etkililiği algıları orta düzeyde ve psikolojik sermaye algıları iyimserlik boyutunda orta düzeyde, psikolojik dayanıklılık, umut ile öz yeterlilik boyutlarında ise yüksek düzeyde çıkmıştır. Diğer taraftan, psikolojik sermayenin aracılık rolüne dair elde edilen bulgulara göre, psikolojik sermaye toksik liderlik ile okul etkililiği arasında aracılık etkisine sahiptir.</p> <p>Keywords: Toksik liderlik, okul etkililiği, psikolojik sermaye, öğretmen</p> | <p>The purpose of this study is to identify the relationship between toxic (poisonous) leadership, school effectiveness and psychological capital variables with respect to opinions of teachers working in high schools. The population of the study, designed through the descriptive and relational survey model, consists of all the teachers working in secondary schools in the city center of Elazığ during the 2015-2016 academic years. A sample group was not taken from the population, all the teachers in the population were tried to be contacted and data were collected from 808 teachers. According to the study findings, teacher perceptions concerning toxic leadership behaviors of school administrators are at low level for all dimensions; their school effectiveness perceptions are at moderate level and psychological capital perceptions are at moderate level for the optimism dimension, and at high level for the psychological resilience, hope and self-efficacy dimensions. On the other hand, according to findings concerning the intermediary role of psychological capital, psychological capital has an intermediary effect between toxic leadership and school effectiveness.</p> <p>Keywords: Toxic leadership, school effectiveness, psychological capital, teacher</p> |

¹This article was composed from the doctoral dissertation titled “Intermediary Effect of Organizational Cynicism and Psychological Capital on the Relationship between School Administrators’ Toxic Leadership Behaviors and School Effectiveness” prepared by Özkan KÜÇÜK under the advisory of Prof. Zülfü DEMİRTAŞ and accepted by Firat University Institute of Educational Sciences Field of Educational Administration.

Genişletilmiş Özet

Liderlik konusu üzerine yapılan araştırmalar incelendiğinde, birçok çalışmanın liderlerin pozitif özellik ve davranışlarına odaklandığı görülmektedir. Ancak son yıllarda araştırmacıların, liderlerin olumlu tutum ve tavırlarının yanı sıra bazı negatif davranışlar sergilediklerini, çalışanların bu olumsuz davranışlardan etkilendiklerini ortaya koyan çalışmaları bulunmaktadır (Yılmaz & Bakan, 2019). Sözü edilen bu olumsuz özellik ve davranışlara sahip lider tiplerinden birisi de toksik liderlik tipidir. Kavramı ilk kez literatüre kazandıran Whicker (1996) toksik lideri; kötü huylu, başkalarını yıldırmada ve aldatmada zekice davranan, bencil ve sadece kendine odaklanan biri şeklinde tanımlamaktadır. Eğitim örgütleri açısından, müdürlerin toksik liderlik davranışlarının, psikolojik sermayenin de aralarında bulunduğu örgütsel tutum ve tavırlar üzerinde etkili olarak okul etkililiğine negatif şekilde yansması beklenmektedir. Bununla birlikte, literatürde toksik liderlik, okul etkililiği ve psikolojik sermaye değişkenlerini birlikte ele alan bir çalışmaya rastlanamamıştır. Bu doğrultuda, öğretmenlerin toksik liderlik, okul etkililiği ile psikolojik sermayeye dair algıları arasındaki ilişkinin ve müdürlerin toksik liderlik davranışları ile okul etkililiği arasındaki ilişkide psikolojik sermayenin aracılık rolünün belirlenmesi amaçlanmıştır.

Bu araştırmada, öğretmenlerin toksik liderlik, okul etkililiği ve psikolojik sermaye algıları düzeyinin ve öğretmen algılarına göre bu değişkenler arasında bir ilişkinin olup olmadığının belirlenmesi amacıyla uygun olarak genel tarama modeline dayalı betimsel ve ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini 2015-2016 eğitim-öğretim yılında Türkiye’de Elazığ ili merkezinde bulunan 40 resmi lisede görev yapan 1959 öğretmen oluşturmaktadır. Evren çok büyük olmadığı için örneklem alınmamış, evrenin bütünü üzerinde çalışılmış ve dönüt sağlanan 808 form üzerinden analiz yapılmıştır. Araştırmada veri toplama araçları olarak “Toksik Liderlik Ölçeği”, “Okul Etkililiği Ölçeği” ve “Psikolojik Sermaye Ölçeği” kullanılmıştır. Verilerin analizinde, doğrulayıcı faktör analizi (DFA), betimsel istatistiksel analizler ve Yapısal Eşitlik Modellemesi (YEM) yöntemi kullanılmıştır.

Araştırma sonunda, öğretmenlerin kendi müdürlerinin toksik liderlik davranışlarına yönelik algılarının, bütün boyutlarda (kendi reklamını yapma, istismar edici denetmenlik, öngörülemezlik, narsizm ve otoriter liderlik) düşük düzeyde gerçekleştiği görülmüştür. Diğer taraftan, öğretmenlerin okul etkililiği algıları orta düzeyde bulunmuştur. Çalışmanın bir diğer değişkeni olan psikolojik sermayeye dair öğretmenlerin algı düzeyleri iyimserlik boyutunda “orta”, psikolojik dayanıklılık, umut ve öz yeterlilik boyutlarında ise “yüksek” düzeyde bulunmuştur.

Araştırmanın temel amacı, liselerde görev yapmakta olan öğretmen görüşlerine göre toksik liderliğin okul etkililiği üzerindeki etkisinde psikolojik sermayenin aracı rolünü belirlemektir. Bu doğrultuda yapılan analiz ve aracılık testleri bulgularına göre, toksik liderlik ile okul etkililiği arasındaki ilişkide psikolojik sermayenin kısmi aracılık etkisine sahip olduğu belirlenmiştir. Sonuç olarak, toksik liderliğin okul etkililiğini açıklamasında psikolojik sermayenin aracı rolü oynadığı söylenebilir. Bu bağlamda toksik liderliğin okul etkililiği üzerindeki doğrudan etkisinin daha fazla olduğu, psikolojik sermaye değişkeni aracı yapıldığında bu etkinin azaldığı saptanmıştır. Elde edilen bu bulgu, okul etkililik düzeyini belirleyen lider davranışları dışında başka etmenlerin de var olduğunu göstermektedir. Literatür taramasında, benzer analiz yöntemi kullanılarak yapılmış ve bu araştırmanın bulgularını destekleyen ya da bu bulguyla çelişen herhangi bir çalışmaya ulaşılamamıştır. Bununla birlikte, Bahadır (2018) tarafından yapılan çalışmada toksik liderliğin öğretmenlerin psikolojik sermaye algılarının anlamlı bir yordayıcısı olduğu görülmektedir. Toksik liderliğin negatif bir örgütsel davranış olduğu ve okulun çıktılarını üzerinde olumsuz bir etki yarattığı söylenebilir. Diğer taraftan, psikolojik sermayenin pozitif bir örgütsel faktör olduğu ve okul etkililik düzeyini olumlu yönde etkilediği varsayılmaktadır. Bu varsayımdan hareketle, olumsuz bir değişkenin (toksik liderlik) bir başka olumlu değişken (okul etkililiği) üzerinde sahip olduğu negatif etkinin pozitif bir aracı değişken (psikolojik sermaye) vasıtasıyla azalması araştırmanın temel amacına ilişkin geliştirilen hipotezin desteklendiğini ortaya koymaktadır.

INTRODUCTION

We are witnessing that technologic, socio-economic structure and educational developments are leading to a change and transformation in organizations as a result of globalization of the twenty-first century. These developments affect structure and operations of organizations. Because organizational structures require a dynamism, it is an inevitable necessity to follow and perform innovations throughout all organizational processes, especially in administration and decision making. This necessity becomes more important for schools which have played a major role in social life throughout the past. While schools transfer social values that result from a historical experience to future generations, they also have a tough role of directing the society to the direction the rest of the world is heading towards. For schools to fulfill these roles, they must be full-equipped and flexible structures that can carry out the conditions required for the era. As school leaders,

administrators have a critical position in qualifying schools with these changes and developmental flexibility. Various positive leadership styles concerning the role and responsibilities of school administrators have been examined in many researches (Dülker, 2019; Öztekin, 2018; Yüzer, 2019). On the other hand, it is evident that various leadership styles that harm the environment throughout in and out school processes due to negative behaviors have recently attracted researchers (Kahveci, Bahadır & Kandemir, 2019). Toxic leadership is one of the negative leadership approaches.

Although there are studies in the literature that separately examine the relationships between toxic leadership, school effectiveness and psychological capital variables, there are no studies examining them together. In addition, there are no studies examining the relationship between toxic leadership and school effectiveness. However, there are studies examining the relationship between toxic leadership and various factors in educational institutions. According to a research; there is a direct relationship between toxic leadership and burnout (Arlı, 2019; Çetinkaya, 2017; Çetinkaya & Ordu, 2018) toxic leadership and organizational silence (Demirtaş & Küçük, 2019); and a reverse relationship between toxic leadership and organizational commitment (İlhan, 2019; Kahveci, Bahadır & Kandemir 2019). Toxic leadership has negative effects such as weak relationship between school shareholders; dysfunctional schools; weak teaching and learning; neglect of duty between school shareholders; misconduct of authority by school administration; insufficient resources; mutual distrust; fear; uncontrolled freedom and unacceptable behaviors (Mahlangu, 2014). Toxic leadership also plays a role in decreasing school effectiveness through unwilling results such as egotism, ethical failure, incompetency and neuroticism (Green, 2014). It is possible to claim that school leaders who display toxic leadership behaviors have a role in preventing school effectiveness rather than supporting it. Mahlangu (2014) states that administrators with toxic characteristics misuse their authority, thus the teaching process doesn't function well and learning doesn't take place at desired level in their school.

There are no studies in the literature examining the relationship between psychological capital and school effectiveness. In addition, studies examining the relationship between various intermediary variables affecting school effectiveness level and psychological capital have been observed. It is evident that psychological capital positively affects positive variables and negatively affects negative variables, thus has an indirect effect on school effectiveness level. Leaving work (Erkuş & Fındıklı, 2013; Ünal, 2019), organizational culture (Çetin, Hazır & Basım, 2013), organizational citizenship, organizational reliability (Yıldız, 2015), burnout (Topçu & Ocak, 2012), job satisfaction (Çakmak & Arabacı, 2017) and organizational commitment (Güler, 2016) are among the concepts examined to have a relationship with psychological capital.

There was only one study in the literature examining the relationship between toxic leadership and psychological capital. According to a study conducted by Bahadır (2018), there is a low level, negative and significant relationship between psychological capital and toxic leadership perceptions of teachers and toxic leadership behaviors are significant predictors of psychological capital perceptions of teachers. Kılıç (2019) examined the relationship between psychological well-being, which is a similar concept with psychological capital, and toxic leadership and as a result of qualitative and quantitative findings, observed that toxic leadership behaviors of individuals have negative effects on psychological well-being.

1. Conceptual Framework

1.1. Toxic Leadership

When studies on leadership are considered, it is evident that many studies focus on positive characteristics and behaviors of leaders. However, recently, there are researches revealing that leaders display various negative behaviors along with positive attitudes and characteristics and that workers are affected by these negative behaviors (Yılmaz & Bakan, 2019). One of the leader types having these negative characteristic and behaviors is toxic leader. Whicker (1996), who introduced the concept to the literature, defines toxic leader as; ill-natured, selfish, self-focused person who is smart in terrorizing and deceiving others. According to Goldman (2006) toxic leadership is a leadership style that can be clinically diagnosed and has a mental disorder. Also, toxic leadership is a leadership style which intentionally or unintentionally harms the setting, is self-centered, bad, disruptive and harmful (Bayrakçı, 2017). Flynn (1999) states that the daily mood of a toxic leader becomes the climate of the organization, in addition, threatens workers, talks loudly with them, acts like a bully and forces them to talk silently in the working environment. According to Reed (2004) toxic leadership is a syndrome and this syndrome has three elements. These are; (1) not caring about the employees and not worrying about their welfare, (2) negatively affecting the organizational climate and (3) being motivated by whatever their personal interests require.

Toxic leaders generally negatively affect organizational activities. They especially cause a decrease in worker performance, decrease their effectiveness and decrease their job satisfaction levels (Schmidt, 2008).

Hitchcock (2015), who defined them as malignant leaders, underlined that behaviors of these people brick a wall between organizational processes, destroys worker creativity and decrease their level of organizational loyalty. Also states that tyranny observed in these leaders affects worker productivity. Toxic leaders discriminate their workers, blame them, prevent their activities and threaten them (De Angelis, 2009; Kellerman, 2004; Kusy & Holloway, 2009; as cited in Hitchcock, 2015; Whicker, 1996). Toxic leaders are effective in causing and sustaining a poisonous atmosphere in their workplace. They are motivated only by their interests, focus on short-term success and negatively affect organizational climate by not worrying about the organization (Appelbaum & Roy-Girard, 2007; Seeger, Ulmer, Novak & Sellnow, 2005). With respect to organizations, it is crucial to decrease the level of being affected by negative outcomes of toxic leadership to minimum level or to completely prevent it.

1.2. School Effectiveness

Today's organizations need a flexible structure so as to conform to rapid changes, closely follow developments and adapt themselves to new conditions. Organizations which fail this structure or encounter adaptation problems with current developments are not expected to prevail. In other words, inflexible organizations can encounter the risk of unfulfilling social expectation and losing their effects. Schools can be considered as head organizations who encounter these risks. Schools, which are different from other organizations by having human capital, input and outputs, can carry out their functions only by being "effective schools". As a result of the critical responsibility, identifying the steps that should be taken in order to increase school effectivity has gained importance.

The term effective school was introduced in the literature through studies dwelling on how to increase educational quality in schools. First studies on *effective schools* were conducted in the United States of America during the mid 1960's (Ellett & Teddlie, 2003). It is not easy to simply conceptualize school effectiveness. The reason is because schools have a multidimensional and complex structure and also have multidimensional functions. Thus, the concept doesn't yet have a comprehensive definition fitting theoretical frameworks (Balci, 2013). Researchers only stated that an effective school refers to a multidimensional concept. The perception that some schools are more successful than others lies at the basis of studies concerning effective schools. Mutual findings of studies concerning successful schools and less successful schools emphasize that school productivity can be increased (Helvacı & Aydoğan, 2011). According to Özdemir (2000), an effective school is where the cognitive, emotional, psycho-motor, social and aesthetic developments of children are supported and where there is a convenient learning environment. According to Lezotte (1991), an effective school is a school where all students benefit from the programs in the best and equal way. According to Edmonds (1982), effective schools; (1) set their goals about educational processes clearly; (2) conduct systematical evaluations on all dimensions; (3) have an expectation that all students can learn; (4) have a reliable climate and (5) have leaders carrying about quality.

Researchers carrying out studies on school effectiveness have not fully agreed on features that make a school effective. When these features are considered, it is evident that qualitative features are emphasized rather than physical features concerning school effectiveness. Evers and Bacon (1994) state elements identifying a school effective as an open school mission, student control, safe and regular environment, success-oriented high expectation, opportunity and sufficient time for learning, leadership and school-family relationships. Effective school consists of processes that fulfill active leadership, cooperation between workers, emphasizes worker needs, where there is a positive school climate and environment through a shared vision, teacher-student relationships are success-oriented and parent participation is achieved (Rutter & Maughan, 2002). It can be stated that positive emotions and attitudes of teachers, who are a crucial element in these processes, affect the extent of reaching school effectiveness.

Schools are expected to both raise qualified individuals fitting social expectations and also be structured so as to fulfill the social needs of individuals (Locke, Grant, & Tarcov, 1996; Storey, Killian & O'Regan, 2017). The importance of the role that teachers undertake during this structuring process should be taken into consideration. Thus, teachers, who should be positioned at the center of school functioning, have a critical role in succeeding or failing in attaining school goals. In conclusion, it is an obligation to become aware of teacher role in ensuring school effectiveness and to increase positive perceptions of teachers about their schools to maximum level.

1.3. Psychological Capital

In our century, organizations are almost every day exposed to many, especially technological, innovations and developments. It is crucial for organizations to closely follow and successfully administer these

innovation and development processes. Humans are at the center of all these actions. When compared with the past, organizations, which are aware of this, are thought to attach more importance and make more investment on human capital rather than economic capital. This new perception that organizations encountered has forced them to put effort in prioritizing and improving the positive characteristics of their workers and in increasing their worker happiness. Thus, the concept of psychological capital, which was examined by Luthans during the 2000's based on positive psychology and positive organizational behavior, has recently become a common subject in the literature.

Psychological capital doesn't deal with problematic and unsuccessful or unaccepted features of people. Rather, while it focuses on what is right and good for people, it also links relations between behaviors displayed by workers and organizational outputs. Psychological capital is related to dimensions such as work performance, job satisfaction, job stress level, job stability and organizational commitment (Abbas & Raja, 2015). Envic (2005) defines psychological capital as "the skill of workers to successfully transfer their economic, human and social capitals to the organization so as to be productive". On the other hand, Goldsmith, Darity and Veum (1998) define psychological capital as an important part of human capital and psychological states that affect worker productivity. According to another perspective, psychological capital is the main capacity necessary for high worker motivation, performance and success in the organizational setting (Peterson, Luthans, Avolio, Walumbwa, & Zhang, 2011).

Psychological capital consists of four elements; self-efficacy, hope, psychological resilience and optimism (Luthans & Youssef, 2004). Although the four elements of psychological seem independent from each other, it forms into a structure more united than the concept of positive organizational behavior. The four elements create a synergy when conducted together. Thus, the whole (psychological capital) is bigger than the total of elements (self-efficacy, hope, resilience, optimism). For instance, workers who have hope for the future and tools and methods required to fulfill their goals will be more motivated and will be more successful and powerful in overcoming negative outcomes (Çelik, Turunç & Bilgin, 2014).

A negative relationship is expected between toxic leadership and school effectiveness. Studies have put forward that toxic leadership behaviors negatively affect positive variables that are related to the level of organizational effectiveness (Bozkurt, Çoban & Çolakoğlu, 2018; Tepe & Yılmaz, 2020; Uzunbacak, Yıldız & Uzun, 2019; Yalçınsoy & Işık, 2018). Based on this, toxic leadership behaviors of administrators are expected to have negative reflections on school effectiveness by affecting organizational attitudes and manners such as psychological capital. Toxic behaviors of administrators are probable to negatively affect being optimistic, hopeful, psychologically resilient and belief perceptions concerning their skills. However, toxic leadership has been observed to have negative effects on; psychological capital (Bahadır, 2018) and psychological well-being (Kılıç, 2019). On the other hand, it is estimated that a high level of school effectiveness will have a direct relationship with psychological capital of teachers. There are no studies in the literature examining toxic leadership, school effectiveness and psychological capital together. Thus, we expect our study to have a crucial contribution to the literature. The main purpose of this study is to determine the relationship between toxic leadership, school effectiveness and psychological capital perceptions of teachers and the intermediary role of psychological capital on the relationship between toxic leadership behaviors of school administrators and school effectiveness. Thus, the following goals are expected to be fulfilled;

1. What is the level of toxic leadership perceptions of teachers?
2. What is the level of school effectiveness perceptions of teachers?
3. What is the level of psychological capital perceptions of teachers?
4. Does psychological capital have an intermediary effect on the relationship between toxic leadership and school effectiveness?

METHOD

In this study, the descriptive and relational survey model, based on the general survey model, was used so as to determine toxic leadership, school effectiveness and psychological capital perception levels of teachers and to identify whether or not there is a relationship between these variables based on teacher perceptions.

Population and Sample

The population of the study consists of 1959 teachers working in 40 official high schools in Elazığ province in Turkey during the 2015-2016 academic terms. A sample wasn't taken because the population isn't big, the population was examined as a whole. The scale forms were conducted on the volunteer teachers working in all schools in the population by the researchers and the analysis was conducted on 808 forms filled in without any errors.

496 (61.4%) participants were male, 312 (38.6%) were female; 627 (77.6%) were married, 181 (22.4%) were single; 134 (16.6%) have “between 1-5 years”, 135 (16.7%) have “between 6-10 years”, 142 (17.6%) have “between 11-15 years” and 397 (49.1%) have “16 years and over” seniority. In addition, 357 (44.2%) teachers have numeric branch and 451 (55.8%) have verbal branch; 640 (79.2%) have bachelor’s degree and 168 (20.8%) have master’s degree. Similarly, 528 (65.3%) work in an Anatolian High School and 280 (34.7%) work in a Vocational and Technical Anatolian High School. The confidence interval of the sample was observed to be 95% and the error rate (z) was 1.96.

Data Collection Instruments

The “Toxic Leadership Scale”, “School Effectiveness Scale” and “Psychological Capital Scale” were used in the study as data collection instruments.

Toxic Leadership Scale: The “Toxic Leadership Scale” developed by Schmidt (2008) with 30 items was rearranged by Dobbs (2014) with 15 items. The scale consists of five factors. These factors and their items are respectively; self-promotion (items 1., 2., 3.), abusive supervision (items 4., 5., 6.), unpredictability (items 7., 8., 9.), narcissism (10.,11., 12.) and authoritarian leadership (13., 14., 15.). Based on the data collected from the thesis study, the Cronbach’s Alpha coefficient of reliability was observed to be respectively as; self-promotion (.90), abusive supervision (.85), unpredictability (.80), narcissism (.88), authoritarian leadership (.56) and total scale (.93). According to these results, this data collection instrument is a valid and reliable assessment instrument for determining toxic leadership perceptions of teachers. In addition, based on the data collected for this study, a Confirmatory Factor Analysis (CFA) was conducted, the good fit values of the scale were observed to be at acceptable level ($\chi^2/df=2.86$; GFI=.965; AGFI=.947; CFI=.982; NFI=.972; TLI=.976; RMSEA=.048 and SRMR=.029).

Psychological Capital Scale: The scale, developed by Luthans, Avolio, Avey and Norman (2007), consists of 24 questions related to the optimism, psychological resilience, hope and self-efficacy dimensions. There are six items under each dimension of the psychological capital scale. The scale was adapted into Turkish by Çetin and Basım (2012) after validity and reliability analyses.

With respect to the pre-analysis conducted to be used in the above mentioned thesis study on 214 teachers working in high schools, a Confirmatory Factor Analysis (CFA) was carried out on the scale and was observed that the scale consists of four sub-dimensions as in the original form. As a result of the analysis, overlapping (items that gained close load values from different factors at .10 level) and items with threshold load values below .40 were examined. According to the analysis, items 3., 4. and 8. that were under the threshold load value were excluded from the study. Based on the CFA it was observed that in the scale consisting of 21 items and four sub-dimensions, there are six items under the optimism sub-dimension (items 1., 6., 8., 11., 15. and 16.), five items under the psychological resilience sub-dimension (items 3., 5., 7., 10. and 19.), six items under the hope sub-dimension (items 2., 4., 9., 14., 17. and 21.) and four items under the self-efficacy sub-dimension (items 12., 13., 18. and 20.).

Items 1. and 8. were scored reversely in the 21 itemed scale. According to the analysis of the study findings, items 1. and 8. in the optimism dimension, which were reversely scored and estimated to be misunderstood by the participants, were observed to break the model fit with respect to the measuring model and structural equation model goodness of fit values. Based on the measuring carried out by excluding these items from the analysis, it was observed that item 2. in the hope dimension also created a problem with respect to goodness of fit values. Thus, items 1. and 8. in the optimism dimension and item 2. in the hope dimension were excluded from the analysis.

The Cronbach’s Alpha coefficient of reliability concerning the sub-dimensions of psychological capital scale of this study were measured as optimism (.73), psychological resilience (.81), hope (.83), self-efficacy (.88) and item totals (.94).

School Effectiveness Scale: Alanoğlu (2014) carried out exploratory and confirmatory factor analyses and translations on the eight itemed “Effective School Scale”, developed by Hoy (2009), during the Post-Graduate Thesis Study and developed the Turkish version of the scale. Alanoğlu (2014) measured the item loads of the effective school scale as .729 and .803. The Cronbach’s Alpha coefficient of the scale was observed to be .903, KMO value .867 and accounts for 59.508% of the total variance. The Cronbach’s Alpha reliability coefficient of the study was observed to be .89.

Data Analysis: The toxic leadership, school effectiveness and psychological capital levels and the relationships between these variables were analyzed in this study with respect to the perceptions of teachers working in high schools. With this respect, the confirmatory factor analysis (CFA), descriptive statistical analyses and Structural Equation Modelling (SEM) was used.

The five point Likert type rating scale was taken as a basis for the toxic leadership and school effectiveness scales. The rating was identified as “(5) I Strongly Agree”, “(4) I Agree”, “(3) I Moderately Agree”, “(2) I Disagree” and “(1) I Disagree”. Values collected were classified as “1.00 – 1.79 I Strongly Disagree”, “1.80 – 2.59 I Disagree”, “2.60 – 3.39 I Moderately Agree”, “3.40 – 4.19 I Agree” and “4.20 – 5.00 I Strongly Agree”. Items in the psychological capital scale were scored according to six point Likert type classification as “(1) I Disagree”, “(2) I Slightly Agree”, “(3) I Somewhat Agree”, “(4) I Quite Agree”, “(5) I Strongly Agree” and “(6) I Totally Agree”. Intervals of the results that were to be interpreted were as “1.00-1.81 I Disagree”, “1.82-2.64 I Slightly Agree”, “2.65-3.48 I Somewhat Agree”, “3.49-4.32 I Quite Agree”, “4.33-5.16 I Strongly Agree” and “5.17-6.00 I Totally Agree”.

FINDINGS

The average and standard deviation values concerning toxic leadership, school effectiveness and psychological capital perceptions of high school teachers are given on Table 1.

Table 1. Average and Standard Deviation Values Concerning Toxic Leadership, School Effectiveness and Psychological Capital Perceptions Of High School Teachers

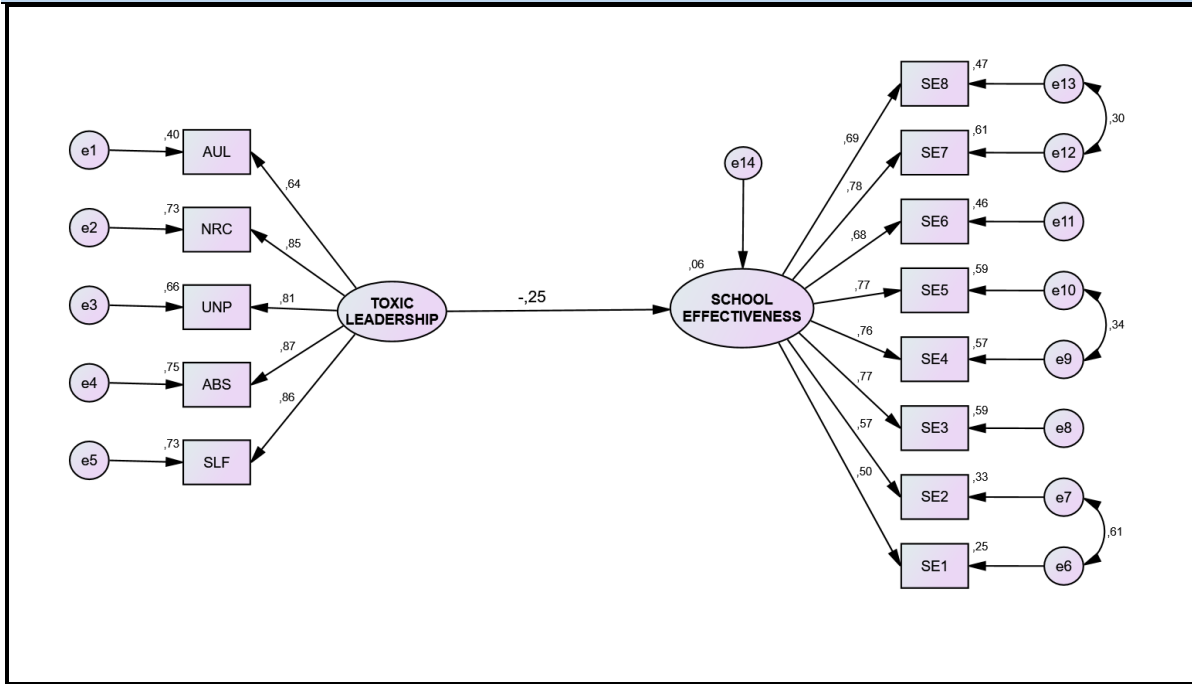
| Scale | Dimension | N | \bar{X} | SS |
|-----------------------|------------------------------|-----|-----------|------|
| Toxic Leadership | Self-promotion | 808 | 1.79 | .877 |
| | Abusive Supervision | 808 | 1.70 | .801 |
| | Unpredictability | 808 | 1.99 | .876 |
| | Narcissism | 808 | 1.86 | .891 |
| | Authoritarian Leadership | 808 | 2.33 | .814 |
| | Toxic Leadership | | 808 | 1.94 |
| School Effectiveness | | 808 | 3.30 | .748 |
| Psychological Capital | Optimism | 808 | 4.30 | .945 |
| | Resilience | 808 | 4.37 | .922 |
| | Hope | 808 | 4.48 | .919 |
| | Self-Efficacy | 808 | 4.50 | .998 |
| | Psychological Capital | 808 | 4.37 | .780 |

According to Table 1, teacher perceptions on toxic leadership behaviors of their administrators are at “I Strongly Disagree” for the self-promotion ($\bar{X} = 1.79$) and abusive supervision ($\bar{X} = 1.70$) dimensions and “I Disagree” for the unpredictability ($\bar{X} = 1.99$), narcissism ($\bar{X} = 1.86$) and authoritarian leadership ($\bar{X} = 2.33$) dimensions. Findings indicate that perceptions of teachers concerning toxic leadership behaviors of the administrators are at low level. On the other hand, school effectiveness perceptions of teachers ($\bar{X} = 3.30$) were observed to be at moderate level.

When study findings concerning teacher perceptions on the psychological capital variable of the study are considered, opinions were as “I Quite Agree” for the hope ($\bar{X} = 4.30$) dimension, “I Strongly Agree” for the psychological resilience ($\bar{X} = 4.37$), hope ($\bar{X} = 4.48$) and self-efficacy ($\bar{X} = 4.50$) dimensions.

The Intermediary Effect of Psychological Capital between Toxic Leadership and School Effectiveness

Before carrying out the test analysis on the model developed so as to determine the intermediary effect of psychological capital between toxic leadership and school effectiveness, the effect of toxic leadership on school effectiveness was tested and results are displayed on Figure 1.



Note: SLF: Self-promotion; ABS: Abusive Supervision; UNP: Unpredictability; NRC: Narcissism; AUL: Authoritarian Leadership; SE: School Effectiveness

Figure 1. Effect of Toxic Leadership on School Effectiveness

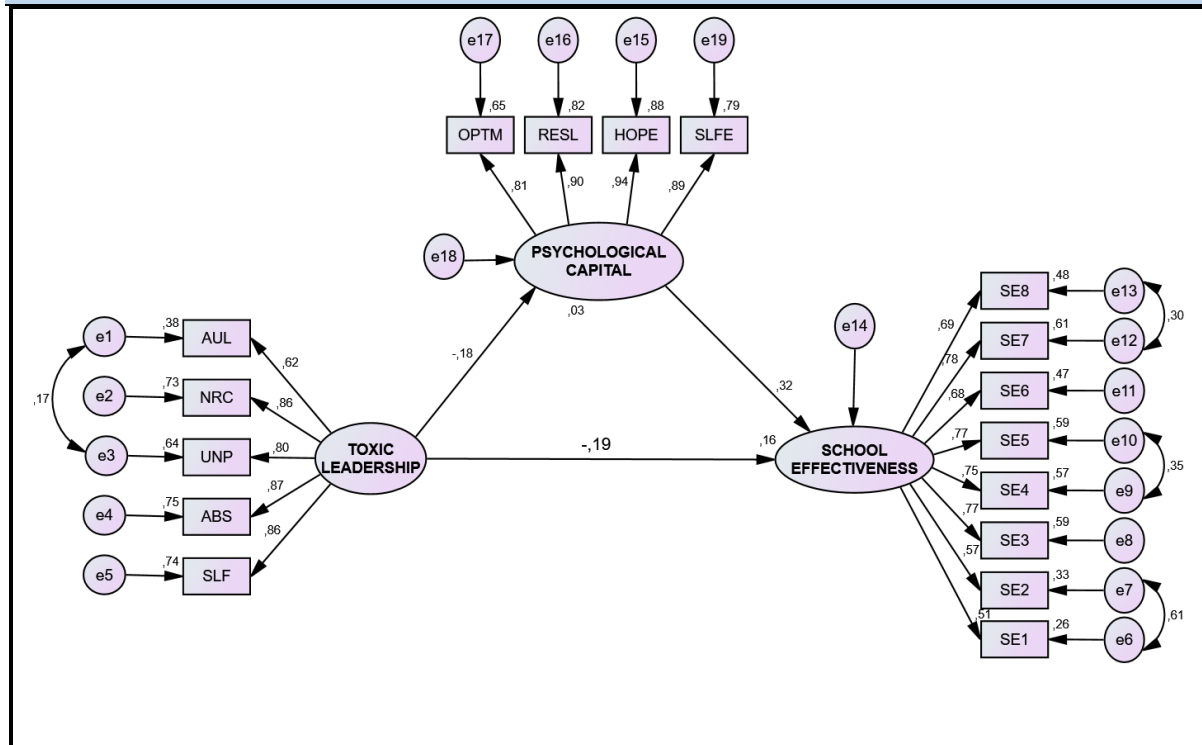
When fit values of the model developed so as to examine the effect of toxic leadership on school effectiveness are considered, it is evident that the values are within acceptable limits ($\chi^2/df= 3.12, p < .01; CFI= .98, AGFI= .95, GFI= .96$ and $RMSEA= .051$).

Table 2. Standardized Regression Analysis Results Concerning the Effect of Toxic Leadership on School Effectiveness

| Independent Variable | Dependent Variable | B | β | S.E. | C.R.(t) | p |
|----------------------|----------------------|------|---------|------|---------|-----|
| Toxic Leadership | School Effectiveness | -.25 | -.25 | .043 | -5.740 | *** |

*** $p < 0.01$

According to Table 2, it is evident that the standardized regression coefficient between toxic leadership and school effectiveness is -.25. In addition, the effect of toxic leadership on school effectiveness is statistically significant. Consequently, analysis of the intermediary test can be carried out. Thus, the intermediary effect of psychological capital between toxic leadership and school effectiveness was tested and displayed on Figure 2.



Note: SLF: Self-promotion; ABS: Abusive Supervision; UNP: Unpredictability; NRC: Narcissism; AUL: Authoritarian Leadership; OPTM: Optimism; RESL: Resilience; SLFE: Self Efficacy; SE: School Effectiveness

Figure 2. The Intermediary Effect of Psychological Capital between Toxic Leadership and School Effectiveness

It was observed that goodness of fit values of the structural equation model developed concerning the intermediary effect of psychological capital between toxic leadership and school effectiveness are within acceptable limits ($\chi^2/df= 2.55$, $p < .01$; CFI= .98, AGFI= .95, GFI= .96 and RMSEA= .044).

Table 3. Standardized Regression Analysis Results Concerning the Intermediary Effect of Psychological Capital between Toxic Leadership and School Effectiveness

| Independent Variable | Dependent Variable | B | β | S.E. | C.R.(t) | p |
|-----------------------|-----------------------|------|---------|------|---------|-----|
| Toxic Leadership | Psychological Capital | -.31 | -.18 | .066 | -4.709 | *** |
| Toxic Leadership | School Effectiveness | -.20 | -.19 | .042 | -4.725 | *** |
| Psychological Capital | School Effectiveness | .19 | .32 | .026 | 7.545 | *** |

*** $p < 0.01$

According to Table 3, it is evident that the standardized regression coefficient between toxic leadership and psychological capital and school effectiveness is -.18 and -.19. The standardized regression coefficient between psychological capital and school effectiveness was calculated as .32. On the other hand, the relationship between all variables was observed to be statistically significant. This significance level indicates that psychological capital has an intermediary effect between toxic leadership and school effectiveness. The effect of toxic leadership on school effectiveness decreases from -.25 to -.19 when psychological capital is included on the model. This finding indicates that psychological capital has an intermediary role between toxic leadership and school effectiveness. Thus, it is possible to interpret this result as teachers with high psychological capital levels are less affected by the negative behaviors of their administrators.

CONCLUSION AND DISCUSSION

The purpose of this study was to put forward the level of toxic leadership, school effectiveness and psychological capital perceptions of teachers working in high schools and what kind of relationship there is between these perceptions. According to the study results, it was observed that teacher perceptions concerning toxic leadership behaviors of their administrators were at low level for all dimensions (self-promotion, abusive

supervision, unpredictability, narcissism and authoritarian leadership). Findings are similar with the results of studies conducted previously on toxic leadership (Bahadır, 2018; Bektaş & Erkal, 2018; Çetinkaya & Ordu, 2018; Dobbs, 2014; İzgüden, Eroymak & Erdem, 2016). In addition, school effectiveness perceptions of teachers were observed to be at moderate level. This finding is in line with the literature ((Alanoğlu, 2014; Arslan, Satıcı & Kuru, 2006; Cerit & Yıldırım, 2017; Oral 2005; Şenel & Buluç, 2016).

Teacher perception levels concerning the psychological capital variable of the study was at “moderate” level for the optimism dimension, “high” level for the psychological resilience, hope and self-efficacy dimensions. Similarly, psychological capital perceptions of teachers were at high level in studies conducted by Akman (2016), Bostancı and Şarbay (2018), Büyükgöze and Kavak (2017), Keser and Kocabaş (2014), Tokmak (2014) and Oral, Tösten and Elçiçek (2017). On the other hand, psychological capital perceptions of teachers were observed to be quite high in studies conducted by Yalçın (2019) and Kelekçi and Yılmaz (2015). When previous study results are considered together, it is evident that psychological capital perceptions of teachers are generally at high level.

The main purpose of the study is to determine the intermediary role of psychological capital on the effect of toxic leadership over school effectiveness with respect to high school teacher opinions. With respect to the analysis and intermediary tests conducted, it was observed that psychological capital has a partial intermediary effect on the relationship between toxic leadership and school effectiveness. In conclusion, psychological capital can be said to have an intermediary role in toxic leadership accounting for school effectiveness. Thus, it was observed that toxic leadership direct effect on school effectiveness is rather high and decreases when the psychological capital variable is in intermediary role. This finding shows that there are also other factors than leadership behaviors that determine school effectiveness level. No studies were found during the literature review which were carried out through a similar analysis and which support or has contradicting findings with this study. In addition, according to a study conducted by Bahadır (2018), toxic leadership is a significant predictor of teacher perceptions on psychological capital. It can be stated that toxic leadership is a negative organizational behavior and has negative effects on school outputs. On the other hand, it is predicted that psychological capital is a positive organizational factor and positively affects school effectiveness levels. Based on this prediction, that a negative effect that a negative variable (toxic leadership) has over a positive variable (school effectiveness) decreases via a positive intermediary variable (psychological capital) supports the hypothesis that was created according to the main purpose of the study. Results of this study show that negative effects of teacher perceptions concerning toxic leadership behaviors of their administrators can somewhat decrease through their feelings of optimism, hope for future, self-confidence and being resilient against incidents. In conclusion, with respect to school outputs and effectiveness levels, it is possible to claim that effects of undesired negative leadership behaviors can be decreased to some degree by ensuring high psychological capital levels of teachers.

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