

The Effect of School Administrators' Level of Positive Psychological Capital on School Atmosphere

Okul Yöneticilerinin Pozitif Psikolojik Sermaye Düzeylerinin Okul İklimine Etkisi * **

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ABSTRACT

The aim of this study is to investigate the effect of school administrators' positive psychological capital levels on school climate. The sample group of the study, in which the relational survey model was used, consisted of 327 school administrators. In the study, 'Questionnaire Form' was applied to obtain demographic information of the participants and then the 'Positive Psychological Capital Scale' and 'School Climate Scale' were applied to obtain data. In the study, it was seen that school administrators had a 'Very Good' level of psychological capital. It was seen that the perception levels of school administrators' positive psychological capital differed significantly in the sub-dimension of "psychological resilience" according to the gender variable in terms of socio-demographic characteristics. While the age variable had a significant and positive effect on the 'self-efficacy' sub-dimension, it was observed that the professional experience variable did not have a significant effect on the positive psychological capital perceptions of administrators. In addition, the income variable was found to have a significant effect on the dimensions of 'optimism and extroversion'. As a result, it was determined that administrators' perceptions of positive psychological capital positively affect school climate. The results were discussed on the basis of the related literature and suggestions for future research were presented.

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Keywords: Education administration, school administrator, positive psychological capital, school atmosphere.

ÖZ

Bu araştırmanın amacı okul yöneticilerinin pozitif psikolojik sermaye düzeylerinin okul iklimine etkisini araştırmaktır. İlişkisel tarama modelinin kullanıldığı araştırmanın örneklem grubunu 327 okul yöneticisi oluşturmaktadır. Araştırmada katılımcıların demografik bilgilerini edinebilmek için "Anket Formu" uygulanmış sonrasında "Pozitif Psikolojik Sermaye Ölçeği" ile "Okul İklimi Ölçeği" uygulanarak veriler elde edilmiştir. Araştırmada okul yöneticilerinin "Çok İyi" düzeyde psikolojik sermayeye sahip olduğu görülmüştür. Okul yöneticilerinin pozitif psikolojik sermayelerine ilişkin algı düzeylerinin sosyo-demografik özellikler açısından cinsiyet değişkenine göre "psikolojik dayanıklılık" alt boyutunda anlamlı farklılaştığı görülmüştür. Yaş değişkeninin "öz yeterlilik" alt boyutu üzerinde anlamlı ve pozitif bir etkisi olurken mesleki deneyim değişkeninin yöneticilerin pozitif psikolojik sermaye algıları üzerinde anlamlı bir etkisi olmadığı gözlemlenmiştir. Ayrıca gelir değişkeninin "iyimserlik ve dışa dönüklük" boyutları üzerinde anlamlı bir etkiye sahip olduğu saptanmıştır. Sonuç olarak yöneticilerin pozitif psikolojik sermaye algılarının okul iklimini pozitif yönde etkilediği tespit edilmiştir. Ulaşılan sonuçlar ilgili alanyazın temelinde tartışılmış, yapılacak araştırmalar için öneriler sunulmuştur.

Anahtar Sözcükler: Eğitim yönetimi, okul yöneticisi, pozitif psikolojik sermaye, okul iklimi.

INTRODUCTION

Positive psychological capital is a concept that was brought forward with its basic components by Martin Seligman, the President of the American Psychological Association, and his colleagues in the late 1900s. Positive psychology and positive organizational behavior, which constitute the two main components of positive psychological capital, emphasize the positive aspects of organizational employees instead of focusing on their deficiencies, flaws or weaknesses and emphasize the realization of their true value. This trend has been created in order to improve the productivity power of organizational employees by enabling them to reveal their true potential (Seligman & Csikszentmihalyi, 2000; Luthans, 2002; Luthans & Youssef, 2004; Seligman et al., 2005). What is important in positive psychological capital is the extent to which organizational employees are aware of their own potential rather than how they are perceived by others or how much they know about which subject. The characteristics of self-efficacy, optimism, hope and resilience, which include positive psychological

development, are elements that contribute positively to the development of organizational employees (Luthans et al., 2007; Gler, 2009). These elements are among the requirements for creating a positive organizational climate, which is the product of interpersonal and intergroup relation.

Organizational climate as a concept started to attract the attention of social scientists who started to investigate change in the organizational environment in the early 1960s and was introduced by Lewin, Lippitt and White (1939, as cited in zdemir et al., 2010). In studies (Litwin ve Stringer, 1968; Yařar, 2005; Hollowey, 2012; Dnmez & Korkmaz, 2011; Bulu, 2013), organizational climate is defined as the perceptions of organizational employees. The organizational climate, which enables the formation of the unique personality of the organization, is also described as having a feature that can affect individuals and change very quickly and easily.

Climate, which indicates the quality of the relationship between the employees in the organization, is a concept used as a metaphor. While this concept states that each school has its own spirit and character, it also emphasizes the behavioral dimension between individuals or groups within the school (Bursalıođlu, 1999; Welsh, 2000; Őiřman, 2012). School climate is influenced by the environment in which the school is located, the formal and informal groups in the school, and the behaviors of teachers and administrators (Baykal, 2007). Creating a positive school climate is very important. Because a positive school climate ensures academic success in the school and positive relationships between administrators, teachers, students and parents. In an order consisting of individuals who respect each other, it is the determining factor in whether or not students acquire or fail to acquire characteristics such as learning, feeling safe, a sense of belonging to the school, gaining a critical perspective, and taking risks when necessary (zdemir et al., 2010; Őiřman, 2012; Duran & Erkek, 2018).

It can be said that the first condition to be realized in creating a healthy working environment where school administrators, teachers and staff feel a sense of belonging and in improving the learning environment of students is to create a positive school climate (Hoy et al., 1991). Thanks to a positive school climate, bullying and all kinds of violence

in the school can be prevented; an environment where all stakeholders in the school feel belonging, happy and safe can be created. Thus, students' academic achievement can be increased with an efficient education and training environment. With an effective communication environment, a school environment where everyone participates and interacts effectively can be created (Korkmaz, 2011). In creating such a school environment, the school administrator's positive psychological The question of how and in which direction the level of positive psychological capital will affect the school climate is considered necessary in terms of the benefits it will provide in practice and guiding future research in the literature. In this context, in order to reveal whether there is a relationship between the positive psychological capital level and the climate of the schools where administrators with low or high positive psychological capital levels work, answers to the following sub-questions were sought:

1. What are the psychological capital levels of school administrators?
2. Do school administrators' perceptions of their psychological capital levels differ according to their gender, age, total work experience and monthly income?
3. Is there a significant relationship between school administrators' perceptions of positive psychological capital levels and school climate?

METHOD

Research Model

In this study, the relational survey model was used since it was aimed to examine the effect of school administrators' psychological capital and its components on school climate. In the relational survey model, in which the relationships between two or more variables are examined, it is attempted to describe an event, situation or person existing in the past or present without any change (Creswell, 2017).

Population and Sample

The population of the study consisted of 400 school administrators working in secondary schools affiliated to the Ministry of National Education in Erzurum province and its districts in the 2022-2023 academic year. Sampling was not taken in the study and all school administrators in the population were tried to be reached. As a result of the scales applied, 73 outliers were identified and after removing these outliers, a total of 327 scales were taken into consideration.

Data Collection

In the study, the "Questionnaire Form" created by the researcher was applied to obtain the demographic information of the participants, and then the data were obtained by applying the "Positive Psychological Capital Scale" developed by Tsten and zgan (2014) and the "School Climate Scale" developed by Canlı, Demirtaş and zer (2018).

The 26 items in the positive psychological capital scale have 6 dimensions (1-4th scale items are self-efficacy, 5th-9th scale items are optimism, 10th-13th scale items are trust, 14th-18th scale items are extraversion, 19th-23rd scale items are psychological resilience, and 24th-26th scale items are hope sub-dimension) and a 5-point Likert scale was used. As a result of the confirmatory factor analysis of the scale, it was seen that the Chi-square value ($\chi^2=728.83$, $N=308$, $sd= 285$, $p= 0.00$) was significant. The fit index values were RMSEA; 0.071, SRMR; 0.13, GFI; 0.85, AGFI; 0.81, CFI; 0.96, IFI; 0.96, NFI; 0.093; $\chi^2/df = 2.56$. This shows that the scale is a good model. Scoring of the scale is defined as "Totally Agree (1)", "Mostly Agree (2)", "Undecided (3)", "Somewhat Agree (4)" and "Strongly Disagree (5)". In this case, it is thought that the psychological capital competencies of managers who score 4.20 and above are "very good", those who score 3.40-4.19 are "good", those who score 2.60-3.39 are "undecided", those who score 1.80-2.59 are "low" and those who score 1.00-1.79 are "very low" (Tsten & zgan, 2014).

The school climate scale consists of 23 items and 5 dimensions (items 1-6 democracy and dedication to school, items 7-12 leadership and interaction, items 13-16 achievement, items 17-19 sincerity and items 20-23 conflict). Since items 20, 21, 22 and 23 in the scale

are reversed items, they should be scored in reverse order when totaling the scale. The fit index values obtained from the confirmatory factor analysis of the scale were $\chi^2 / Sd = 3.080$, GFI = .910, AGFI = .886, NNFI (TLI) = .926, CFI = .937, RMSEA = .059, RMR = .057. The values obtained from confirmatory factor analysis showed that the model-data fit for the scale was at an acceptable level. The scale is scored on a Likert-type scale consisting of never (1), rarely (2), sometimes (3), mostly (4), and always (5) options (Canlı et al., 2018).

Data Analysis

The reliability of the positive psychological capital scale and school climate scales were first examined. Cronbach Alpha internal consistency coefficient was determined to determine scale reliability. In social research, Cronbach Alpha coefficient should be .70 and higher than .70 (Büyüköztürk et al., 2012). Tavşancıl (2006) also states that a research with a Cronbach Alpha coefficient between .60-.79 is highly reliable and .80-1.00 is highly reliable. Reliability analysis of the positive psychological capital scale and school climate scales are given in Table 1:

Table 1. Reliability Analysis Results

Scale	Cronbach's Alpha
Positive Psychological Capital Scale	.848
School Climate Scale	.879

Since a Cronbach's Alpha value of 0.70 and above is considered sufficient for the reliability of the measurement tool, the reliability of the data obtained from both the positive psychological capital scale and the school climate scale in terms of internal consistency was found to be sufficient within the scope of this research (Büyüköztürk et al., 2012). After determining the reliability of the positive psychological capital scale and school climate scales, the kurtosis and skewness coefficients were examined to determine

whether they showed a normal distribution, and the results of the multivariate regression analysis were examined to determine the effect of positive psychological capital level on school climate. T-test and Anova analysis were conducted to determine the differences between the group averages of the administrators participating in the study.

The variables of the study are "Self-Efficacy", "Optimism", "Confidence", "Extraversion", "Psychological Resilience", "Hope" from the positive psychological capital sub-dimensions and "Democracy and School Commitment", "Leadership and Interaction", "Achievement", "Sincerity", "Conflict" from the school climate sub-dimensions.

It is seen that the values of the statements in the positive psychological capital and school climate scales - each of the scores given were averaged under its own heading and descriptive analysis was performed - are minimum 1.20 points and maximum 5.00 points, and as a result of this situation, the values of all statements are above the average. The highest mean value belongs to the "Extraversion" sub-dimension in the positive psychological capital scale, while the lowest mean value belongs to the "Optimism" sub-dimension in the same scale.

Among the sub-dimensions of the positive psychological capital scale, the mean of self-efficacy was 4.66 ± 0.325 , the mean of optimism was 4.67 ± 0.353 , the mean of confidence was 4.78 ± 0.263 , the mean of extraversion was 4.73 ± 0.271 , the mean of psychological resilience was 4.75 ± 0.283 , and the mean of hope was 4.74 ± 0.344 .

Among the sub-dimensions of the school climate scale, the mean of democracy and dedication to school was 4.30 ± 0.399 , the mean of leadership and interaction was 4.56 ± 0.320 , the mean of achievement was 4.41 ± 0.467 , the mean of sincerity was 4.20 ± 0.586 and the mean of conflict was 3.88 ± 0.629 .

In order to determine whether the variables show normal distribution or not, it is possible to say that the distribution of the variables is normal if the kurtosis and skewness values of the sub-dimensions of the scales are in the range of +2 and -2 (George & Mallery, 2010). When the results of the analysis of the scales were examined, it was seen that the

variables constituting the sub-dimensions of the scales were within this range and thus it was concluded that parametric tests could be applied by determining that normal distribution was provided.

FINDINGS

This section presents the findings and interpretations of the findings that emerged as a result of the analysis of the data obtained from the participants as a result of the research.

Table 2. Perception Levels of School Administrators' Positive Psychological Capital

	N	\bar{X}	S
Self-efficacy	327	4.66	.32
Optimism	327	4.67	.35
Trust	327	4.78	.26
Extraversion	327	4.73	.27
Psychological resilience	327	4.75	.28
Hope	327	4.74	.34
Psychological Capital Level Total	327	4.76	.30

It is seen that the highest average of the perception levels of school administrators' positive psychological capital belongs to the component of trust ($\bar{X}= 4.78$), followed by psychological resilience ($\bar{X}=4.75$), hope ($\bar{X}=4.74$), extraversion ($\bar{X}=4.73$), optimism ($\bar{X}=4.67$) and self-efficacy ($\bar{X}=4.66$), which has the lowest average compared to other components.

When scoring the answers given by the managers to the positive psychological capital scale, it was determined that the psychological capital competencies of the managers who scored 4.20 and above were "very good", those who scored 3.40-4.19 were "good", those who scored 2.60-3.39 were "undecided", those who scored 1.80-2.59 were "low" and

those who scored 1.00-1.79 were "very low" (Töstan & Özgan, 2014). Accordingly, the managers have "Very Good" level of psychological capital with an average psychological capital level of 4.72 points.

A t-test was conducted to determine whether the perception levels of managers' positive psychological capital vary according to gender variable. The results of the t-test examining the perception levels of managers' positive psychological capital in terms of gender variable are given in Table 3:

Table 3. School Administrators' Positive Psychological Capital Scores Gender Comparison According to Variable

Variables	Gender	N	\bar{X}	SS	T	p
Self-efficacy	Woman	19	4.71	.26	.740	.467
	Male	308	4.66	.32		
Optimism	Woman	19	4.63	.20	-8.34	.412
	Male	308	4.67	.36		
Trust	Woman	19	4.76	.25	-3.45	.734
	Male	308	4.78	.26		
Extraversion	Woman	19	4.71	.26	-3.74	.712
	Male	308	4.73	.27		
Psychological Resilience	Woman	19	4.86	.20	2.304	.036
	Male	308	4.75	.28		
Hope	Woman	19	4.77	.27	.399	.694
	Male	308	4.74	.34		

A t-test was conducted to determine whether the perception levels of managers' positive psychological capital vary according to gender variable. According to the t-test results, there is no statistically significant difference between women and men groups in terms of self-efficacy variable ($p > .05$). While the mean score of women for the variable in question is 4.71, it is 4.66 for men.

The one-way analysis of variance for the relationship between school administrators' ages and the research variables is given in Table 4:

Table 4. Comparison of Positive Psychological Capital Scores of School Administrators

Variables	Age	N	\bar{X}	SS	F	p
Self-efficacy	Between 22-29 Years	42	4.72	.29	5.608	.004
	Between 30-39 Years	70	4.55	.34		
	40 Years and Over	215	4.69	.31		
Optimism	Between 22-29 Years	42	4.70	.25	.797	.452
	Between 30-39 Years	70	4.62	.34		
	40 Years and Over	215	4.68	.37		
Trust	Between 22-29 Years	42	4.74	.29	1.936	.146
	Between 30-39 Years	70	4.74	.29		
	40 Years and Over	215	4.80	.24		
Extraversion	Between 22-29 Years	42	4.74	.23	.638	.529
	Between 30-39 Years	70	4.70	.27		
	40 Years and Over	215	4.74	.27		
Psychological Resilience	Between 22-29 Years	42	4.73	.23	.127	.880
	Between 30-39 Years	70	4.75	.26		
	40 Years and Over	215	4.76	.29		
Hope	Between 22-29 Years	42	4.75	.24	.680	.507
	Between 30-39 Years	70	4.70	.33		
	40 Years and Over	215	4.75	.36		

According to Age Variable

One-way variance analysis of the relationship between school administrators' ages and research variables shows that only self-efficacy levels differ significantly ($p < 0.05$) according to the ages of the administrators. In the analysis, we see that the highest mean

level of self-efficacy is found in administrators between the ages of 22-29, while optimism, confidence, extraversion, psychological resilience and hope levels do not differ significantly ($p>0.05$).

The results of the one-way analysis of variance for the relationship between school administrators' professional experience and the research variables are shown in Table 5:

Table 5. Professional Experience of School Administrators' Positive Psychological Capital Scores Comparison According to Variable

Variables	Professional Experience	N	\bar{X}	SS	<i>F</i>	<i>p</i>
Self-efficacy	Between 1-9 Years	183	4.65	.33	.338	.714
	Between 10-19 Years	47	4.64	.30		
	20 Years and Over	97	4.68	.32		
Optimism	Between 1-9 Years	183	4.67	.30	.683	.506
	Between 10-19 Years	47	4.62	.58		
	20 Years and Over	97	4.69	.28		
Trust	Between 1-9 Years	183	4.78	.27	.546	.580
	Between 10-19 Years	47	4.75	.25		
	20 Years and Over	97	4.79	.24		
Extraversion	Between 1-9 Years	183	4.73	.27	.488	.614
	Between 10-19 Years	47	4.72	.28		
	20 Years and Over	97	4.76	.26		
Psychological Resilience	Between 1-9 Years	183	4.77	.26	.704	.495
	Between 10-19 Years	47	4.71	.36		
	20 Years and Over	97	4.74	.27		
Hope	Between 1-9 Years	183	4.77	.28	1.351	.260
	Between 10-19 Years	47	4.68	.54		
	20 Years and Over	97	4.73	.31		

When we examine the results of one-way analysis of variance for the relationship between school administrators' professional experience and research variables, it is possible to say that self-efficacy, optimism, confidence, extraversion, psychological resilience and hope levels of school administrators do not differ significantly ($p>0.05$) according to their professional experience.

The results of the independent sample t-test on the relationship between school administrators' monthly income and the research variables are shown in Table 6:

Table 6. School Administrators' Positive Psychological Capital Scores and Monthly Income Comparison According to Variable

Variables	Monthly Income	N	\bar{X}	SS	T	p																																																				
Self-efficacy	Between 15.000-20.000 TL	32	4.60	.35	1.073	.301																																																				
	Over 20.000 TL	295	4.67	.32			Optimism	Between 15.000-20.000 TL	32	4.48	.68	9.851	.002	Over 20.000 TL	295	4.69	.29	Trust	Between 15.000-20.000 TL	32	4.73	.30	1.205	.273	Over 20.000 TL	295	4.78	.25	Extraversion	Between 15.000-20.000 TL	32	4.60	.30	8.590	.004	Over 20.000 TL	295	4.75	.26	Psychological Resilience	Between 15.000-20.000 TL	32	4.73	.42	.296	.587	Over 20.000 TL	295	4.76	.26	Hope	Between 15.000-20.000 TL	32	4.65	.61	2.485	.116	Over 20.000 TL
Optimism	Between 15.000-20.000 TL	32	4.48	.68	9.851	.002																																																				
	Over 20.000 TL	295	4.69	.29			Trust	Between 15.000-20.000 TL	32	4.73	.30	1.205	.273	Over 20.000 TL	295	4.78	.25	Extraversion	Between 15.000-20.000 TL	32	4.60	.30	8.590	.004	Over 20.000 TL	295	4.75	.26	Psychological Resilience	Between 15.000-20.000 TL	32	4.73	.42	.296	.587	Over 20.000 TL	295	4.76	.26	Hope	Between 15.000-20.000 TL	32	4.65	.61	2.485	.116	Over 20.000 TL	295	4.75	.30								
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Hope	Between 15.000-20.000 TL	32	4.65	.61	2.485	.116																																																				
	Over 20.000 TL	295	4.75	.30																																																						

The salary declared by the executives belongs to May 2023.

Finally, when we look at the results of the independent sample t-test for the relationship between the monthly income of the managers and the research variables, we see that self-

efficacy, confidence, psychological resilience and hope levels do not show a significant difference according to the income level of the managers ($p>0.05$). Optimism and extroversion levels, on the other hand, differ statistically ($p<0.05$).

In the study, it was examined whether there is a significant relationship between school administrators' positive psychological capital levels and school climate. The findings are presented in Table 7.

Table 7. Results of Multivariate Regression Analysis

Independent Variable	Dependent Variables	B	SH	β	F	p
Positive Psychological Capital Level	Democracy and School Dedication	4.46	.06	.56	6.73	0.00
	Leadership and Interaction	4.55	.09	.04		
	Success	4.61	.08	.08		
	Sincerity	4.49	.05	.17		
	Conflict	3.86	.04	.16		

In the analysis, VIF values were examined to see whether there is a multicollinearity problem in the sub-objectives of the research. Since the VIF values were less than 10 ($1,399<10$, $1,323<10$, $1,094<10$, $1,148<10$, $1,242<10$), it was observed that there was no multicollinearity problem (Albayrak, 2005).

The results of the multiple regression analysis are as follows:

- 1) It is possible to say that the level of positive psychological capital has a significant effect on the sub-dimensions of democracy and dedication to school, which are sub-dimensions of school climate, in a positive direction (.562) and since it meets the condition of less than $P<.05$ ($p=0.00$). Since the Beta coefficient included in the regression model=.562 ($p<.05$), positive psychological capital level predicts the sub-dimension of democracy and school commitment in a significant and positive way.

- 2) It is possible to say that positive psychological capital level has a significant effect on leadership and interaction, which are sub-dimensions of school climate, in a positive direction (.043) and since it meets the condition of $P < .05$ ($p = 0.00$). Since the Beta coefficient included in the regression model = .043 ($p < .05$), positive psychological capital level predicts the leadership and interaction sub-dimension in a significant and positive way.
- 3) According to the multiple regression analysis, it is possible to say that positive psychological capital level has a significant effect on achievement, one of the sub-dimensions of school climate, in a positive direction (.089) and since it meets the condition of $P < .05$ ($p = 0.00$). Since the Beta coefficient included in the regression model = .089 ($p < .05$), positive psychological capital level predicts the achievement sub-dimension in a significant and positive way.
- 4) It is possible to say that positive psychological capital level has a significant effect on sincerity, one of the sub-dimensions of school climate, in a negative direction (-.177) and since it meets the condition of less than $P < .05$ ($p = 0.00$). Since the Beta coefficient included in the regression model = -.177 ($p < .05$), positive psychological capital level predicts the sincerity sub-dimension in a significant and positive way.
- 5) It is possible to say that positive psychological capital level has a significant effect on conflict, the last sub-dimension of school climate, in a positive direction (.165) and since it meets the condition of $P < .05$ ($p = 0.00$). Since the Beta coefficient included in the regression model = .165 ($p < .05$), positive psychological capital level predicts the conflict sub-dimension in a significant and positive way.

Since the significance level meets the condition of $P < .05$, all of the regression models are significant. The F value and p value in the table show the significance of the model. The F value was found to be 6.733 and the p value corresponding to this statistic is less than 0.01 and significant. Since the R^2 value, which is expressed as the explanatory power of the model in the analysis, was found to be 0.355, it is possible to say that the model is statistically significant and 35.5% of the sub-dimensions of school climate is explained by the level of positive psychological capital. This result shows that school administrators'

positive psychological capital levels affect school climate.

DISCUSSION AND CONCLUSION

The aim of this study is to investigate the effect of school administrators' positive psychological capital levels on school climate. In order to reveal whether there is a relationship between the positive psychological capital level and the climate of the schools where administrators with low or high positive psychological capital levels work, first of all, the level of positive psychological capital and its components perceived by school administrators was tried to be determined. As a result of descriptive statistics, it was seen that school administrators had a "Very Good" level of psychological capital according to the average level of psychological capital.

While there was no statistically significant difference between male and female groups in terms of self-efficacy, optimism, confidence, extraversion and hope scores, which are the sub-dimensions of positive psychological capital, according to the gender variable of managers' perception levels of positive psychological capital, it was determined that there was a significant difference between male and female groups according to the "psychological resilience" variable. When the literature is examined, it is possible to see different research results. In the study conducted by Tsten and zgan (2017) to determine the perceptions of educators regarding their positive psychological capital levels, it was seen that the perceptions of teachers were also affected by the gender variable and they had a high perception. Gender variable is a subject that has been studied in creating a positive school climate as well as positive psychological capital level. For example, Dođan (2011), in his study on determining the school climate perceptions of school administrators and teachers, found that gender, one of the demographic variables, did not create a significant difference according to the school climate perception levels of school administrators; the same situation showed a significant difference in teachers. zdemir et al. (2010) conducted a study to determine students' perceptions of school climate and found that gender positively affected the level of perception of school climate. It was found that the perceptions of female students were higher, the quality of the

education given at school positively affected the school climate levels of the students, and there was a negative relationship between school climate and physical violence.

We see that only self-efficacy levels differ significantly between age and research variables, while optimism, confidence, extraversion, psychological resilience and hope levels do not differ significantly. In this case, it is possible to say that age demographic variable has a significant and positive effect only on the "self-efficacy" sub-dimension. According to another study conducted by adding the level of psychological capital, the employee's loyalty to the workplace and the relationship between the employees who are peers in the same workplace, it was revealed that there is a positive and significant relationship between the level of positive psychological capital, the employee's loyalty to his/her job and the relationship between the employees who are peers (Nawaz et al., 2018).

When we examine the results of the analysis of the relationship between the professional experience of the administrators and the research variables, we see that the levels of self-efficacy, optimism, trust, extraversion, psychological resilience and hope do not differ significantly according to the professional experience of the administrators. According to this result, it is possible to say that the demographic variable of professional experience does not have a significant effect on school administrators' perceptions of positive psychological capital. However, Herbert (2012), who examined the relationship between positive psychological capital and its components (self-efficacy, hope, optimism and resilience) and job performance, found that there is a significant positive relationship between psychological capital level and job performance. He also found that the subcomponents have a significant relationship with the stress and occupational attrition experienced by the employees at work. There was no significant difference between the average monthly income of school administrators and the research variables in self-efficacy, confidence, psychological resilience and hope levels. Optimism and extraversion levels differ statistically. It is possible to say that income demographic variable has no significant effect on "self-efficacy, confidence, psychological resilience and hope" sub-dimensions of perceived psychological capital, while it has a significant

effect on "optimism and extroversion" dimensions. According to the results of the research on the level of positive psychological capital and employee commitment to the workplace, it has been determined that there is a positive and significant relationship between these two concepts and it has been determined that the most important factor motivating employees is salary; the higher the salary given, the higher the performance and motivation of the employee (Diržytė et al., 2013).

Creating a positive school climate is one of the priorities in creating a healthy working environment where school administrators, teachers and staff feel a sense of belonging and in improving the learning environment of students (Hoy et al., 1991). A positive school climate can prevent bullying and all kinds of violence in schools; By creating an environment where all stakeholders in the school feel belonging, happy and safe, students' academic achievement can be increased with an effective and efficient education and training environment; a school environment where everyone participates effectively and interacts with an effective communication environment can be created (Korkmaz, 2011). Multivariate regression analysis was applied to determine whether there is a significant relationship between school administrators' perceptions of positive psychological capital levels and school climate. As a result of the analysis, it is possible to say that the positive psychological capital levels perceived by school administrators are explained by the variables "democracy and dedication to school", "leadership and interaction", "success", "sincerity" and "conflict", which are the sub-dimensions of school climate. According to this result, it is seen that the psychological capital levels perceived by the administrators have a significant and positive effect on the school climate in which they work. When we look at the results of the studies conducted to determine whether psychological capital components (self-efficacy, hope, optimism and resilience) have a significant effect on the personal performance of organizational employees, it was determined that the performance levels of employees had a significant positive relationship with psychological capital components (Aydoğan & Kara, 2015). When the relationship between positive psychological capital and its components (self-efficacy, hope, optimism and resilience) and job performance was examined, it was found that there was a

significant positive relationship between psychological capital level and job performance, and it was revealed that these subcomponents had a significant relationship with the stress and occupational wear and tear experienced by the employee at work (Herbert, 2012). As a result of the research examining the relationship between the level of psychological capital and its subcomponents and organizational support, it was found that there is a significant positive relationship between these two concepts. It has been observed that the subcomponents of positive psychological capital also have an effect on the productivity of employees in their business life and this situation also contributes to the concept of organizational citizenship (Nafei, 2015).

It should not be forgotten that a positive school climate is realized when many factors come together in harmony. In the study conducted by Sezgin and Kılınc (2011), it was concluded that school climate should be handled together with different factors (attitude towards school climate, branch, working time at school) because when these variables and school climate perception were examined together, significant differences were observed in line with the data obtained. How school climate is formed and what influences it is one of the issues that researchers have studied. Akbaba and Erdoğan (2014) concluded that the decisions and practices of school administrators are effective in creating a positive school climate in line with the data obtained from their research on this subject. Pantaleno et al. (2007) found that the attitudes and behaviors of school staff as well as administrators are important in creating a positive school atmosphere. Since students take school administrators, teachers and school staff as role models, a positive school climate also affects students' moral values, views, outlook on life and character. This makes the active participation of school staff in creating a positive school climate one of the most important factors.

How the school climate is formed and what affects it are also the subjects that researchers have studied, and in line with the data obtained, it has been concluded that the decisions and practices of school administrators are effective in creating a positive school climate (Akbaba & Erdoğan; 2014). In a study examining the effect of decision-making skills of school administrators on school climate according to the opinions of teachers, it was

found that there was no significant difference between demographic variables - age, professional seniority, educational status, etc. - and that there was a significant positive correlation between teachers' positive perception of school climate and their belief that school principals have decision-making skills (Acet, 2006). In the study investigating how the sense of trust is reflected on school climate, it was revealed that the trust that school principals have in their teachers has an important place in the formation of a positive school climate. School principals' trust towards teachers.

In other words, it was concluded that principals' effective educational management increases the morale and motivation of teachers and they can channel their potential correctly and effectively in creating a positive school climate (Altinkurt & Çolak, 2017).

In another study conducted on the subject, the question of whether school administrators alone can be sufficient in creating a healthy educational environment was sought to be answered. With the data obtained, it was emphasized that the school administrator alone cannot be sufficient in solving the problems experienced or likely to be experienced in the school, and at this stage, shared leadership should come into play and a safe school climate should be created, including school staff, teachers, students and parents (Hughes & Pickeral, 2013). Research has revealed that the attitudes and behaviors of school staff as well as teachers are important in creating a positive school atmosphere. Since students take school administrators, teachers and school staff as role models, a positive school climate also affects students' moral values, views, outlook on life and character, which makes the active participation of school staff in creating a positive school climate one of the most important factors (Pantaleo et al., 2007).

In this study, it was determined that school administrators' perceptions of positive psychological capital positively affect school climate. In the literature review, the results of the study are in parallel with the results of the studies conducted in Turkey and abroad. As a result, it is seen that administrators' perceived positive psychological capital levels have a significant and positive effect on school climate and its sub-dimensions. When the research process and results are evaluated, the most important suggestion that can be given to practitioners is that since increasing the positive psychological capital

perceptions of administrators will contribute positively to the school climate, studies should be focused on this. It should be ensured that administrators feel themselves valuable, socialize and be included in a process that will enrich them with activities such as seminars that will contribute to their personal development by experts in their field. This situation can be characterized as activities to increase managers' self-efficacy, optimism, extraversion and psychological resilience levels, which are sub-dimensions of positive psychological capital. A better and more efficient working environment should be provided by removing bureaucratic obstacles in front of the managers, and their monthly incomes should be standardized to today's conditions by supporting their career advancement. Thus, administrators' levels of trust and hope, which are sub-dimensions of positive psychological capital, should be increased, and administrators should be supported in creating a positive school climate in these and other ways.

When we look at the suggestions that can be given to the researchers, first of all, since this research is limited to Erzurum province and its districts, new research can be expanded to represent the universe of Turkey. The subject of the research can be deepened by conducting further research to include the opinions, experiences and recommendations of school administrators. In addition, the extent to which school administrators' perceptions of positive psychological capital from the perspective of teachers, students and school staff overlap with their own perceptions can be the subject of different studies. When the literature is examined, due to the scarcity of studies conducted with administrators in the field of educational administration and the fact that positive psychological capital is a new concept, more detailed qualitative research on these two basic concepts can contribute to the literature.

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GENİŞ ÖZET

Amaç

Bu araştırmanın amacı okullardaki en önemli ve etkili bileşen olan okul yöneticilerinin pozitif psikolojik sermaye düzeylerinin okul iklimine etkisini araştırmaktır. Bununla birlikte pozitif psikolojik sermaye düzeyleri düşük veya yüksek yöneticilerin görev yaptıkları okulların iklimlerinin pozitif psikolojik sermaye düzeyi ile arasında ilişki olup olmadığını ortaya koymak adına şu alt sorulara yanıt aranmıştır:

- 1. Okul yöneticilerinin psikolojik sermaye düzeyleri nasıldır?*
- 2. Okul yöneticilerinin psikolojik sermaye düzeylerine ilişkin algıları cinsiyet, yaş, toplam iş deneyimi, aylık gelir sosyo-demografik özellikleri açısından farklılık göstermekte midir?*
- 3. Okul yöneticilerinin pozitif psikolojik sermaye düzeylerine ilişkin algıları ile okul iklimi arasında anlamlı bir ilişki var mıdır?*

Yöntem:

Bu araştırmada okul yöneticilerinin psikolojik sermaye ve bileşenlerinin okul iklimi üzerindeki etkisini incelemek amaçlandığından ilişkisel tarama modelinin kullanılması uygun görülmüştür. İki ya da daha çok değişkenin birbiriyle olan ilişkilerinin incelendiği ilişkisel tarama modelinde geçmişte veya günümüzde var olan bir olayı, durumu veya kişiyi olduğu haliyle hiçbir değişikliğe maruz bırakmadan betimlenmeye çalışılmaktadır (Creswell, 2017). Araştırmanın evrenini 2022-2023 eğitim öğretim yılında Erzurum ilinde ve ilçelerinde bulunan Millî Eğitim Bakanlığına bağlı ortaokullarda görev yapan 400 okul yöneticisi oluşturmaktadır. Evrendeki tüm yöneticilere ulaşılması hedeflendiğinden örneklem alma yoluna gidilmemiştir. Uygulanan ölçekler sonucunda 73 tane uç değer tespit edilmiş ve bu uç değerler çıkarılarak 327 ölçek değerlendirilip araştırma için kullanılmıştır.

Bulgular:

Araştırmada okul yöneticilerinin "Çok İyi" düzeyde psikolojik sermayeye sahip olduğu görülmüştür. Okul yöneticilerinin pozitif psikolojik sermayelerine ilişkin algı düzeylerinin sosyo-demografik özellikler açısından cinsiyet değişkenine göre "psikolojik dayanıklılık" alt boyutunda anlamlı farklılaştığı, yaş değişkeninin "öz yeterlilik" alt boyutu üzerinde anlamlı ve pozitif bir etkisinin görüldüğü, mesleki deneyim değişkeninin yöneticilerin pozitif psikolojik sermaye algıları üzerinde anlamlı bir etkisinin görülmediği ve gelir değişkeninin "iyimserlik ve dışa dönüklük" boyutları üzerinde anlamlı bir etkiye sahip olduğu saptanmıştır. Yöneticilerin pozitif psikolojik sermaye algılarının okul iklimini pozitif yönde etkilediği tespit edilmiştir. Alanyazın taramasında yurt içinde ve yurt dışında yapılan araştırma sonuçlarıyla yapılan çalışma sonuçlarının paralellik gösterdiğini söylemek mümkündür. Sonuç olarak yöneticilerin algıladıkları pozitif psikolojik sermaye düzeylerinin okul iklimini ve alt boyutlarını anlamlı ve pozitif olarak etkilediği görülmektedir.

Tartuřma ve Sonu:

Bu arařtırmanın amacı okul yneticilerinin pozitif psikolojik sermaye dzeylerinin okul iklimine etkisini arařtırmaktır. Pozitif psikolojik sermaye dzeyleri dřk veya yksek yneticilerin grev yaptıkları okulların iklimlerinin pozitif psikolojik sermaye dzeyi ile arasında iliřki olup olmadıđını ortaya koymak adına ncelikle okul yneticilerinin algıladıkları pozitif psikolojik sermaye ve bileřenlerinin dzeyi tespit edilmeye alıřılmıřtır. Yapılan betimsel istatistik sonucunda okul yneticilerinin psikolojik sermaye dzeyi ortalamasına gre ‘‘ok İyi’’ dzeyde psikolojik sermayeye sahip olduđu grlmřtr.

Arařtırmada okul yneticilerinin psikolojik sermaye dzeylerine iliřkin algıları cinsiyet, yař, toplam iř deneyimi ve aylık gelir sosyo-demografik zellikleri aısından farklılık gsterip gstermediđini tespit etmek adına bađımsız rneklem t testi ve varyans analizi uygulanmıřtır. Analiz sonucunda pozitif psikolojik sermayenin alt boyutları olan z yeterlilik, iyimserlik, gven, dıřadnklk ve umut puanına iliřkin kadın ve erkek grupları arasında istatistiksel olarak anlamlı bir farklılık bulunmazken ‘‘psikolojik dayanıklılık’’ deđiřkenine gre kadın ve erkek grupları arasında anlamlı bir farklılık olduđu tespit edilmiřtir.

Yař ile arařtırma deđiřkenleri arasındaki iliřkiye ynelik yapılan tek ynl varyans analizinin sonularına bakıldıđında yneticilerin yařlarına gre yalnızca z yeterlilik dzeylerinin anlamlı olarak farklılařtıđı; iyimserlik, gven, dıřadnklk, psikolojik dayanıklılık ve umut dzeylerinin anlamlı farklılařmadıđı belirlenmiřtir. Bu durumda yař demografik deđiřkeninin yalnızca ‘‘z yeterlilik’’ alt boyutu zerinde anlamlı ve pozitif bir etkisinin olduđu grlmřtr.

Yneticilerin mesleki deneyimleri ile arařtırma deđiřkenleri arasındaki iliřkiye ynelik tek ynl varyans analizi uygulanmıřtır. Analiz sonucunda mesleki deneyim demografik deđiřkeninin, okul yneticilerinin pozitif psikolojik sermaye algıları zerinde anlamlı bir etkisinin grlmediđini sylemek mmkndr.

Okul yneticilerinin ortalama aylık gelirleri ile arařtırma deđiřkenleri arasındaki iliřkiye ynelik bađımsız rneklem t testi uygulanmıřtır. Gelir demografik deđiřkeninin, algılanan psikolojik sermayenin alt boyutlarından ‘‘z yeterlilik, gven, psikolojik dayanıklılık ve umut’’ zerinde anlamlı bir etkisi grlmezken ‘‘iyimserlik ve dıřa dnklk’’ boyutları zerinde anlamlı bir etkiye sahip olduđu tespit edilmiřtir.

Okul yneticilerinin pozitif psikolojik sermaye dzeylerine iliřkin algıları ile okul iklimi arasında anlamlı bir iliřki olup olmadıđının tespit edilmesi iin ok deđiřkenli regresyon analizi uygulanmıřtır. Analiz sonucunda okul yneticilerinin algıladıkları pozitif psikolojik sermaye dzeylerinin, okul ikliminin alt boyutları olan ‘‘demokratiklik ve okula adanma’’, ‘‘liderlik ve etkileřim’’, ‘‘bařarı’’, ‘‘samimiyet’’ ve ‘‘atıřma’’ deđiřkenlerince aıklandıđını sylemek mmkndr. Bu sonuca gre ortaokulda grev yapmakta olan mdrlerin algıladıkları psikolojik sermaye dzeylerinin grev yaptıkları okul iklimi zerinde anlamlı ve pozitif bir etkisinin olduđu grlmřtr.

Bu arařtırmada ortaokulda grev yapmakta olan yneticilerin pozitif psikolojik sermaye algılarının

okul iklimini pozitif yönde etkilediği tespit edilmiştir. Alan yazın taramasında yurt içinde ve yurt dışında yapılan araştırma sonuçlarıyla yapılan çalışma sonuçları paralellik göstermektedir. Sonuç olarak yöneticilerin algıladıkları pozitif psikolojik sermaye düzeylerinin okul iklimini ve alt boyutlarını anlamlı ve pozitif olarak etkilediği görülmektedir.

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Contribution of Researchers

We declare that the researchers contributed to the planning, execution and writing of this study as partners.

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Conflict of Interest

The researchers do not have any personal or financial conflicts of interest with other individuals or institutions related to the research.

Ethics Committee Declaration

This study was conducted with the approval of Trakya University Social and Human Sciences Research Ethics Committee dated 08.02.2023 and numbered 2023.01.01.