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RESEARCH ARTICLE

The Relationship Between Principals' Leadership Behaviors and Teachers' Psychological Capital

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Abstract

The purpose of this study was to determine the relationship between the leadership behaviors of the school principals and the psychological capital of the teachers. The population of the research consists of 28,745 primary and secondary public school teachers in nine districts of Ankara. The sample of the study consists of a total of 731 teachers selected through stratified sampling. The "Psychological Capital Scale" and the "Leadership Practices Inventory" was used. Gender, school type, and seniority variables significantly differentiate the teachers' perceptions of the school principals' leadership behaviors and the teachers' psychological capital levels. The teachers' perceptions of their psychological capital were the lowest in the humor dimension and the highest in the wisdom dimension. The regression analysis indicates that according to the teachers' perceptions, the principals' leadership behaviors are a significant predictor of the teachers' psychological capital.

Keywords: Leadership, positive organizational behavior, positive psychology, principals, psychological capital, teachers

Introduction

Some problems experienced in professional life affect employees psychologically and socially in a negative way. Individuals who are optimistic about life, self-confident, strong, and resilient are more likely to be motivated in their work life and increase the success of the organization by displaying better performance. As long as leadership behaviors are positive, employees might exhibit positive organizational behaviors as well. This situation highlights the concepts of psychological capital, which consists of the basic components of hope, optimism, self-efficacy/confidence, and resilience for the success of an organization, and which is based on positive psychology and positive organizational behaviors. Studies have revealed that people who feel psychologically good have an increased potential to display positive organizational behaviors (Akçay, 2012; Çetin & Basım, 2012; Viseu Neves de Jesus et al., 2016), and the reflection of this situation is a positive organizational climate and success (Çakmak & Arabacı, 2017; Sweetman et al., 2011).

Teaching is among the professions that have the most interaction with people. The problems that teachers encounter may negatively affect their perspectives toward the school or the profession. School principals, as educational leaders, play an important part in solving the problems of teachers, such as stress, loss of performance and motivation, quitting the job, and psychological depression and in improving their psychological capital. There are many studies dealing with the relationship between psychological capital and leadership in the international literature; on the other hand, in the national literature, psychological capital has generally been dealt with authentic (Dinçer, 2013; Gedikpınar, 2019; Savur, 2013;

Soylu, 2018), transformational (Erarslan, 2019; Şengüllendi, 2017; Yüksel, 2015), toxic (Bahadır, 2018), and instructional (Şimşek, 2018) leadership practices. In general, there has not been much research on the relationship between the leadership behaviors of the school principals and the teachers' psychological capital. Studies have revealed that psychological capital and positive psychological states of the employees are in the same direction as positive attitudes and behaviors and are inversely related to negative attitudes and behaviors (Avey et al., 2011). Some national studies on psychological capital reveal that psychological capital is negatively correlated with stress, anxiety, and burnout and positively correlated with job satisfaction, job participation (Demir, 2018), organizational commitment (Çakmak & Arabacı, 2017), job performance (Erkuş & Fındıklı, 2013) and problem-solving skills (Anık & Tösten, 2019). In some international studies, psychological capital is negatively correlated with organizational cynicism, intention to leave and mischievous workplace behaviors (Avey et al., 2010), and intention to leave and stress (Avey et al., 2009). There is a positive correlation between performance (Luthans et al., 2010) and intention to stay at work (Baron et al., 2016). Today's managers and leaders need to invest primarily in human resources and their psychology to ensure that employees work in a happier and more peaceful environment.

Literature Review

Psychological Capital in Educational Institutions

Since the 1980s, researchers have focused on the importance of positive behaviors, especially in the field of work and education (Kasa & Hassan, 2013). Based on positive psychology and positive organizational behavior, "psychological capital" is a term defined by Luthans

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in 2007. Psychological capital comprises four sub-dimensions: hope, self-efficacy, resilience, and optimism. These relationships are shown in Figure 1.

Luthans et al. (2007) state that the concept of psychological capital is open to development and change; thus, cognitive dimensions such as creativity and wisdom; emotional dimensions like humor and well-being; social dimensions such as gratitude, forgiveness, emotional intelligence; and higher-order dimensions such as spirituality, authenticity, and courage should be explored as likely components of psychological capital. Çetin (2015), who studied the structure and components of psychological capital in Turkey, analyzed psychological capital consisting of the components of self-efficacy, resilience, optimism, hope, creativity, well-being, humor, and wisdom. According to the author, the appropriate use of humor by administrators might enable them to create a positive organizational environment. In addition, humor serves as a tool that can be used to cope with stress and increase motivation.

Self-efficacy, which has a strong relationship with many educational outcomes, includes teachers' willingness, persistence, and commitment to their work as well as students' academic success, motivation, and their self-efficacy perceptions. In this context, it can be stated that the positive leadership behaviors of school principals contribute to the development of teachers' self-efficacy levels and help create a more effective and successful learning environment (Tschannen-Moran & Hoy, 2001). According to Bandura (1997), self-efficacy is people's belief, hope, and optimism in their ability to do a job, being resilient enough to overcome stress and challenges in difficult situations (cited in Bandura ve Locke, 2003). In the same way, hopeful people are motivated and self-confident to take on a task; they also can develop alternative ways when they encounter challenges. Hope includes beliefs that people can achieve goals and a reciprocal action between one or more strategies that they have determined to reach these goals (Bandura, 1982).

Hopeful teachers are very clear about their goals and are aware of how they should guide their students toward these goals. As long as the goals are concrete and clear, both teachers and students can see the development better (Snyder et al., 2003). In addition to these two components, teachers' optimistic feelings can help strengthen the bond they

will establish with themselves, their students, colleagues and administrators. Optimism is thinking positively about what will happen in the future. Recent studies have pointed out that optimism is strongly associated with important career outcomes such as job satisfaction, commitment, and performance (Luthans et al., 2007). Therefore, if teachers develop an optimistic perspective on their workplace and profession, they will be psychologically happy and healthy. In this sense, the school principal who is responsible for maintaining a positive school climate is the person to facilitate this situation. Besides, "resilience," which fully corresponds to the criterion of positive organizational behavior, is a process that occurs over time. The three main features of resilience are generally accepting reality with an optimistic perspective, a deep belief shaped by strong values, and the ability to achieve something with what one has (Coutu, 2002). Constant and various experiences give the teacher the ability to struggle. Resilient individuals are more creative, adaptable to changes and innovations, and persistent in dealing with difficulties, which results in increased motivation and performance in the workplace (Stajkovic & Luthans, 1998). If school leaders, who are seen as the architects of organizational trust, work with teachers in mutual trust and cooperation, this is more likely to result in the training of resilient teachers (Gu & Day, 2007).

Humor, another component, has an important role in the formation of many situations such as increasing the motivation of the employee, cooperation, teamwork, and an efficient working environment (Martin, 2006, p. 368). Humor is as necessary for the administrator or leader as it is for the employee. In addition to features such as intelligence, creativity, persuasion ability, and effective speaking ability, having a good sense of humor is also an important feature for effective leadership. In the same way, teachers who have a sense of humor and problem-solving skills to eliminate stress can develop a more positive perspective and easily overcome difficulties (Doney, 2013). While humor increases teachers' motivation, job satisfaction, and productivity, it also reduces stress (Özdemir et al., 2011). Likewise, when school principals use humor, tensions decrease, communication between principals and teachers improves, the working environment becomes more enjoyable, and therefore productivity and performance increase (Williams & Clouse, 1991). On the other hand, although humor is a concept that reduces tension in the workplace and entertains and raises the morale of the employees, it can also lead to negative consequences such as

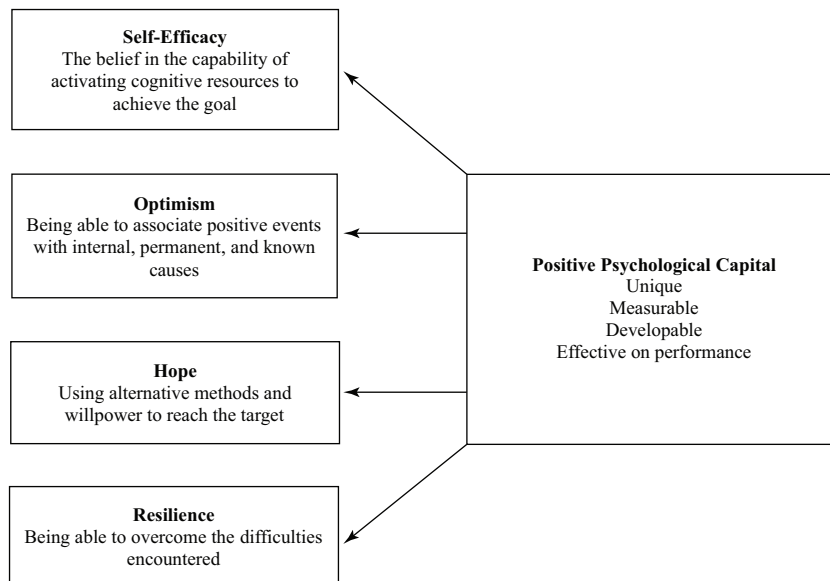


Figure 1.
Positive Psychological Capital Sub-dimensions.

disagreement or exclusion of individuals (Martin, 2006, p. 364). Creativity, another component, aims to develop individuals' creative thoughts and behaviors. One of the most important features of creativity is probabilistic thinking. It includes problem-solving skills, identifying alternative ways to prevent obstacles, and defining and revealing problems (Jeffrey & Craft, 2004). It can be asserted that teachers who can think creatively are the ones who are open to innovations, are entrepreneurs, have problem-solving skills, can develop alternative ways, and express themselves in any situation. For this reason, it is understood that the educational outputs of teachers who use creativity in classroom practices are better and more effective than those who do not, which makes them different in educational settings (Aslan & Cansever, 2009).

The factors affecting the well-being of teachers are divided into three parts: person, profession and workplace, and society. In particular, work-related factors might negatively affect a person's job satisfaction and well-being. Role conflicts or undefined roles, school administration, school culture, and interpersonal relationships can be given as examples. These have some negative consequences for the employee. Since teachers have an important role in the development process of students, it is necessary to provide them with a comfortable and peaceful environment and to feel good psychologically (Cenkseven & Sari, 2009). In addition, wisdom is a concept open to development, unlike intelligence and personality traits. In educational organizations, principals can help teachers reveal their strengths and aspects that need to improve and advise them on how to overcome difficulties based on their past experiences, which can help increase teachers' perceptions of wisdom. Furthermore, some approaches like acting in cooperation, group work, and joint decision-making under the leadership of the school principal are more likely to contribute to the development of wisdom.

Leadership in Educational Institutions

School principals play an important part in creating a learning environment that supports student and school success (Leithwood & Jantzi, 2006). Effective school principals are those who set clear and measurable goals, give responsibility to employees, include them in the decision-making process, approach them fairly and equally, and support them in challenging situations, which means a better work environment, higher job satisfaction, and less stress (Blase, 1987). The principal's constructive suggestions and support increase the productivity of teachers as well as that of the working environment, and the principal's appreciation and gratitude for their contributions increase their motivation. For instance, transformational leadership emphasizes the inspiring role of principals and their influence on teachers' attitudes and behaviors (Marks & Printy, 2003). School leaders are people who take on the roles of influencing and directing others to achieve the goals of the school. The main factor in the effectiveness of teachers and the success of students is the vision and managerial approach of the school leader. Organizational success is primarily to maintain leadership that will shape the school culture with a vision created around common values (Earley & Weindling, 2004, p. 16). In addition, leadership behaviors increase the level of effective teaching techniques, risk-taking, and creativity (Moffitt, 2007) and establish a positive learning environment by supporting trust-oriented relationships. Effective education leaders include teachers in the decision-making process (Parker & Raihani, 2011). The effective principal needs to support teachers in increasing the academic success of students because qualified teachers do not enjoy working in an environment where they do not get sufficient support from the school principal (Cypres, 2016). In summary, schools that have an important function in society need to be managed by effective educational leaders. In the modern age, school principals, each of whom is now considered an educational leader, need to improve themselves, constantly make self-evaluations, try to create a peaceful

and positive work environment for their employees, and fully exhibit leadership behaviors.

While there are many studies dealing with the relationship between psychological capital and leadership in the international literature, in the national literature, psychological capital has been generally studied with authentic leadership (Dinçer, 2013; Gedikpınar, 2019; Savur, 2013; Soylu, 2018), transformational leadership (Erarslan, 2019; Şengüllendi, 2017; Yüksel, 2015), toxic leadership (Bahadır, 2018), and instructional leadership (Şimşek, 2018) practices, but there are not many studies on the relationship between school principals' leadership behaviors and teachers' psychological capital (Yalçın et al., 2018). A study similar to this one, "Examination of the Relationship Between School Administrators' Leadership Styles and Teachers' Positive Psychological Capital Levels According to Teachers' Perceptions," was carried out on 218 teachers selected by random sampling method in the Erzincan province. In that study "School Administrators' Leadership Styles Scale" which was developed by the researchers Akan et al. (2014) and the "Positive Psychological Capital Scale" developed by Tösten and Özgan (2017) were used. On the other hand, in our study, a total of 731 teachers, including primary school (361) and secondary school (370) teachers, were selected by stratified sampling from nine districts of Ankara. Also, the data-gathering instruments are different. Turkish adaptation of the "Leadership Practices Inventory (LPI)" that was developed by Kouzes and Posner (2003) and the "Psychological Capital Scale (PCS)" that was developed by Çetin were used. These scales were the ones that were widely used to measure the related constructs. In Yalçın et al. (2018) study, a correlation analysis regarding the three leadership styles of school administrators, namely transformational, transactional and liberating, and psychological capital sub-dimensions, were carried out. Apart from the correlation analysis, a multiple regression analysis regarding the predictor of positive psychological capital by school principals' leadership styles was carried out. Considering the limitations of the studies in the literature which examine the relationships between the two variables that are the subject of this study, investigating the relationship between the leadership behaviors of school principals and the psychological capital of teachers is thought to make a unique contribution to the field of educational administration and be beneficial for both school principals and the Ministry of National Education as an important data source.

Recent studies have aimed to determine the relationship between psychological capital and leadership behaviors because providing solutions to the problems that are increasingly chronic in the current system in the working environments of teachers, who have a significant share of the efficiency of educational organizations, is primarily within the task of school principals. In this context, school principals, who are responsible for managing human resources, need to contribute to the academic success of students by providing teachers with an environment where they can feel psychologically comfortable and peaceful. Likely, the relationships of teachers with higher psychological capital levels with their students, colleagues, and administration have a positive contribution to educational outcomes. In short, the present study aims to examine whether the leadership behaviors of primary and secondary school principals are a significant predictor of the psychological capital of the teachers taking part in the study. Within the framework of this purpose, answers to the following questions were sought:

According to the views of the teachers working in public primary and secondary schools in Ankara:

1. What is the level of the leadership behaviors of the school principals?
2. Do the school principals' leadership behaviors differ significantly according to the teachers' (a) gender, (b) seniority, and (c) school type?

3. What are the psychological capital levels of the teachers?
4. Do the teachers' psychological capital levels differ significantly according to (a) gender, (b) seniority, and (c) school type?
5. According to the perceptions of the teachers working in primary and secondary schools, do the school principals' leadership behaviors significantly predict the teachers' psychological capital?

Method

The Method of the Study

This study was designed with the correlational research design since it aimed to examine the relationship between the leadership behaviors of the school principals and the psychological capital of the teachers according to the teachers' views.

Population and Sampling

In the study, primary and secondary school teachers were accepted as different populations, with the assumption that teachers working in primary and secondary schools differ as a class and branch teachers and their behaviors and perceptions may differ according to the student group they work with and the type of school. In addition, it was aimed to increase the validity and reliability by including more participants, since the acceptance of these two different levels of teachers as a separate population will cause the number of teachers who will be sampled to approximately double and the sample size will increase. High schools were not included in the sample because the sample that the researcher could reach was challenging in terms of accessibility, practicality, time, and cost. The first population of the research consists of 13,580 teachers working in public primary schools in nine districts of Ankara in the 2018–2019 academic year; the second population consists of 15,165 teachers working in secondary schools in the same districts. It was assumed that 381 primary school and 381 secondary school teachers could represent target populations with 95% certainty (Anderson & Arsenault, 2005, p. 14). Each of the nine districts of Ankara was considered a stratum, and the participants were represented in the strata in the sample according to their proportions in the populations (Table 1). Participants were determined by random sampling in proportion to their size in strata.

Table 1 shows that a total of 731 teachers, 361 of whom were in primary and 370 of whom were in secondary schools, were included in the sample; hence, the number of participants in the targeted strata was reached.

Demographic information regarding the participants. Of the primary schoolteachers, 78% are female and 22% are male. Of the secondary schoolteachers, 75% are female and 25% are male. While 3% of the primary schoolteachers have seniority of 1–5 years, 9% of them have seniority of 6–10 years, 16% of them have seniority of 11–15 years, 17% of them have seniority of 16–20 years, and 54% of them have

seniority of 21 years and more; 6% of the secondary schoolteachers have seniority of 1–5 years, 18% of them have seniority of 6–10 years, 24% of them have seniority of 11–15 years, 21% of them have seniority of 16–20 years, and 31% of them have seniority of 21 years and more.

Data Collection Tools

As one of the data-gathering instruments, the Turkish translation of the "Leadership Practices Scale (LPS)" (2010) by Mustafa Yavuz adapted from Kouzes and Posner's LPI (1988) was used. Leadership Practices Inventory (LPI) consists of five sub-dimensions, "Modeling the way (three items)," "Inspiring a shared vision (nine items)," "Challenging the process (five items)," Encouraging the heart (seven items)," and "Enabling others to act (six items)" and 30 items. The Cronbach's alpha value of the total scale was calculated as .98, and the Cronbach's alpha value of the sub-dimensions was calculated as .82 (modeling the way), .95 (inspiring a shared vision), .87 (challenging the process), .92 (encouraging the heart), and .91 (enabling others to act) in the Turkish version. The correlation coefficient of the sub-dimensions varies between .83 and .96, and the internal consistency coefficient varies between .85 and .96.

As the second data-gathering instrument, Psychological capital scale (PCS) developed by Çetin (2015) was used. The scale consists of 8 sub-dimensions and 35 items. The sub-dimensions are self-efficacy (six items), hope (five items), optimism (three items), resilience (three items), creativity (four items), well-being (five items), humor (four items), and wisdom (five items). The Cronbach's alpha reliability coefficient of the scale was tested on 348 participants working in different institutions in Istanbul and found to be .943. The reliability of all dimensions, except for optimism (.698), was calculated to be above .70 (.759–.885).

Data Collection Process

The data of the study were collected after providing the necessary ethical and legal permissions, and the researcher went to schools and collected the data from the teachers in person. The data of the study were collected in the 2018–2019 academic year.

Data Analysis

Data analysis was performed using the Statistical Package Program for Social Sciences (SPSS) 22 and the Lisrel 8.7 program. In the analysis of the data, descriptive statistics such as frequency, percentage, standard deviation (SD), and arithmetic mean and tests such as *t*-test, Kruskal–Wallis *H*-test, Mann–Whitney *U*-test, and regression analysis were performed. A total of 768 primary and secondary schoolteachers participated in the study. From this data set, a total of 37 outlier data were extracted by examining the *z* scores. In order to determine whether the outliers, the values outside the range of –3 to +3 points were extracted by considering the *z* scores (Pallant, 2010, p. 159). If the normalized kurtosis of the variable is between –3 and +3, it indicates

Table 1.
Numbers of the Participants in the Population and the Sample

Districts	Primary School				Secondary School				Total
	Male	Female	Total	Sample	Male	Female	Total	Sample	
1 Altındağ	306	1152	1458	41	411	932	1343	33	2801
2 Çankaya	410	1542	1952	51	539	1939	2478	59	4430
3 Etimesgut	304	1137	1441	40	418	1351	1769	45	3210
4 Gölbaşı	80	374	454	12	93	377	470	11	924
5 Keçiören	658	1919	2577	61	829	2027	2856	70	5433
6 Mamak	470	1404	1874	52	517	1290	1807	45	3681
7 Pursaklar	113	333	446	11	182	312	494	12	940
8 Sincan	383	1253	1636	44	559	1398	1957	46	3593
9 Yenimahalle	433	1309	1742	49	511	1480	1991	49	3733
Total	3157	10,423	13,580	361	4059	11,106	15,165	370	28,745

that the values of the aforementioned variable come from a typical normal distribution (Kalaycı, 2014, p. 209).

To decide which of the parametric and nonparametric tests should be used during the analysis of the data, the data were evaluated to check whether they show normal distribution. Histogram graph, Q-Q graph, box line graph, and distortion coefficients were examined for the normality test of the data. It can be interpreted that the scores do not show a significant deviation from the normal distribution since the skewness and kurtosis coefficients of the LPS and PCS data are between -1 and $+1$ (Büyükoztürk, 2016, p. 40). The analysis of the data obtained to determine the relationship between the leadership behaviors of the school principals and the psychological capital levels of the teachers has been performed in order:

1. Percentage and frequency calculations were made regarding the evaluation of the personal information of the teachers in the study.
2. The arithmetic mean and SD values were calculated to determine the views of the primary and secondary schoolteachers on the leadership behaviors of the school principals concerning the sub-dimensions of modeling the way, inspiring a shared vision, challenging the process, encouraging the heart, and enabling others to act.
3. The psychological capital levels of the primary and secondary schoolteachers participating in the study were calculated by the independent sample *t*-test to test the gender and school type variables. Kruskal–Wallis *H*-test was performed to analyze the significant difference according to the variable of seniority, and if there is a difference, Mann–Whitney *U*-test was performed to find out which groups significantly differ. The independent variable of seniority was tested based on five possible intervals (1–5 years, 6–10 years, 11–15 years, 16–20 years, 21 years, and over) for the participants. Due to the low number of participants with seniority between 1 and 5 years ($n < 30$), the comparisons regarding this variable were calculated by the Kruskal–Wallis *H*-test which does not require the assumption of normality.

Validity and Reliability

Leadership Practices Scale. The factor structure of LPS was examined by confirmatory factor analysis (CFA). The CFA diagram and standard values of the scale are presented in Figure 2.

The CFA results given in Figure 2, $\chi^2=1087.41$, $df=400$, $p=.00$, $(\chi^2/df)=2.71$, $RMSEA=0.093$, show that the fit of the model and the level of correlation between the items are good. Factor loads were 0.76 and 0.86 for the modeling the way, 0.74 and 0.89 for inspiring a shared vision, 0.82 and 0.86 for challenging the process, 0.80 and 0.90 for encouraging the others, and 0.81 and 0.89 for enabling the others. It was observed that the correlation coefficients between the items and sub-dimensions varied between .19 and .46. The correlations of the sub-dimensions among themselves vary between .87 and .98.

Psychological Capital Scale. The factor structure of the PCS was examined with CFA (Figure 3).

The second-level CFA results given in Figure 3, $\chi^2=1654.27$, $df=552$, $p=.00$, $\chi^2/SD=2.99$, $RMSEA=0.082$, show that the fit of the model and the correlation level between the items are good. The standardized coefficients showing the relationship of the items with their factors vary between .23 and .78. The correlations of the sub-dimensions among themselves vary between .70 and .97. The Cronbach's alpha reliability coefficient calculated for the scores that were obtained from the scale after CFA is .95. The standardized coefficients showing the relationship of the items with their factors vary between .23 and .77.

Ethic

The necessary permissions for the data collection were first obtained by the Hacettepe University Ethics Commission with the decision numbered 35853172-300 and dated December 18, 2018, and then it was taken from the Ankara Provincial Directorate of National Education in February 5, 2019, with the decision numbered 51944218-300 and was applied to the participants voluntarily.

Results

Teachers' views related to the school principals' leadership behaviors. The findings including the mean and SDs of the teachers' views related to the leadership behaviors of the school principals are presented in Table 2.

In Table 2, according to the teachers, their school principals mostly show leadership behaviors in all sub-dimensions. Teachers' ratings of school principals' leadership behaviors are higher in the sub-dimension of encouraging others ($M=4.06$). This is followed by enabling the others ($M=3.96$), inspiring a shared vision ($M=3.94$), modeling the way ($M=3.87$), and challenging the process ($M=3.83$). It is seen that the sub-dimension of challenging the process has the lowest mean among the five sub-dimensions.

Teachers' views related to the leadership behaviors of the school principals according to the independent variables. *Gender.* In the sub-dimension of "modeling the way," the views of the primary schoolteachers ($t_{(359)}=0.177$; $p > .05$) do not show a significant difference according to the gender, while there is a difference among the views of the secondary schoolteachers ($t_{(368)}=2.910$; $p < .05$). Accordingly, male teachers ($M=4.10$) are more positive than female teachers ($M=3.88$) related to the "modeling the way" leadership behaviors of their principals.

In the sub-dimension of "inspiring a shared vision," the views of secondary teachers differ significantly according to gender ($t_{(368)}=2.548$; $p < .05$). Male teachers ($M=4.06$) scored higher than female teachers ($M=3.85$) with regard to the school principals displaying behaviors such as acting in line with common values and views, adopting a conciliatory approach, and celebrating success. On the other hand, there is no significant difference between the male and female teachers in the primary school group according to the gender variable ($t_{(359)}=0.771$; $p > .05$).

There is a significant difference between the secondary schoolteachers' views related to the "challenging the process" dimension according to the gender variable ($t_{(368)}=2.382$; $p < .05$). Accordingly, male teachers ($M=3.91$) are more positive than female teachers ($M=3.71$) in the sense that school principals are open to changes and take risks. The views of the primary schoolteachers do not show a significant difference according to gender ($t_{(359)}=0.835$; $p > .05$) in this dimension.

While the teachers' views on the leadership behaviors of school principals do not differ significantly according to the gender variable ($t_{(359)}=1.369$; $p > .05$) in the sub-dimension of "encouraging the others," there is a significant difference among the views of the secondary schoolteachers ($t_{(368)}=3.543$; $p < .05$). Accordingly, male teachers in secondary schools ($M=4.28$) feel that they are more supported and appreciated by their principals for their effort when compared to female teachers ($M=4.00$). Taken together, gender is a variable that makes a difference in the perceived leadership behaviors of the school principals from the point of teachers.

In the sub-dimension of "enabling others to act," the views of the primary schoolteachers related to their school principals do not differ significantly ($t_{(359)}=1.345$; $p > .05$), while scores of male secondary schoolteachers ($M=4.09$) are higher than female teachers ($M=3.83$). This means that male teachers feel that their principals show behaviors

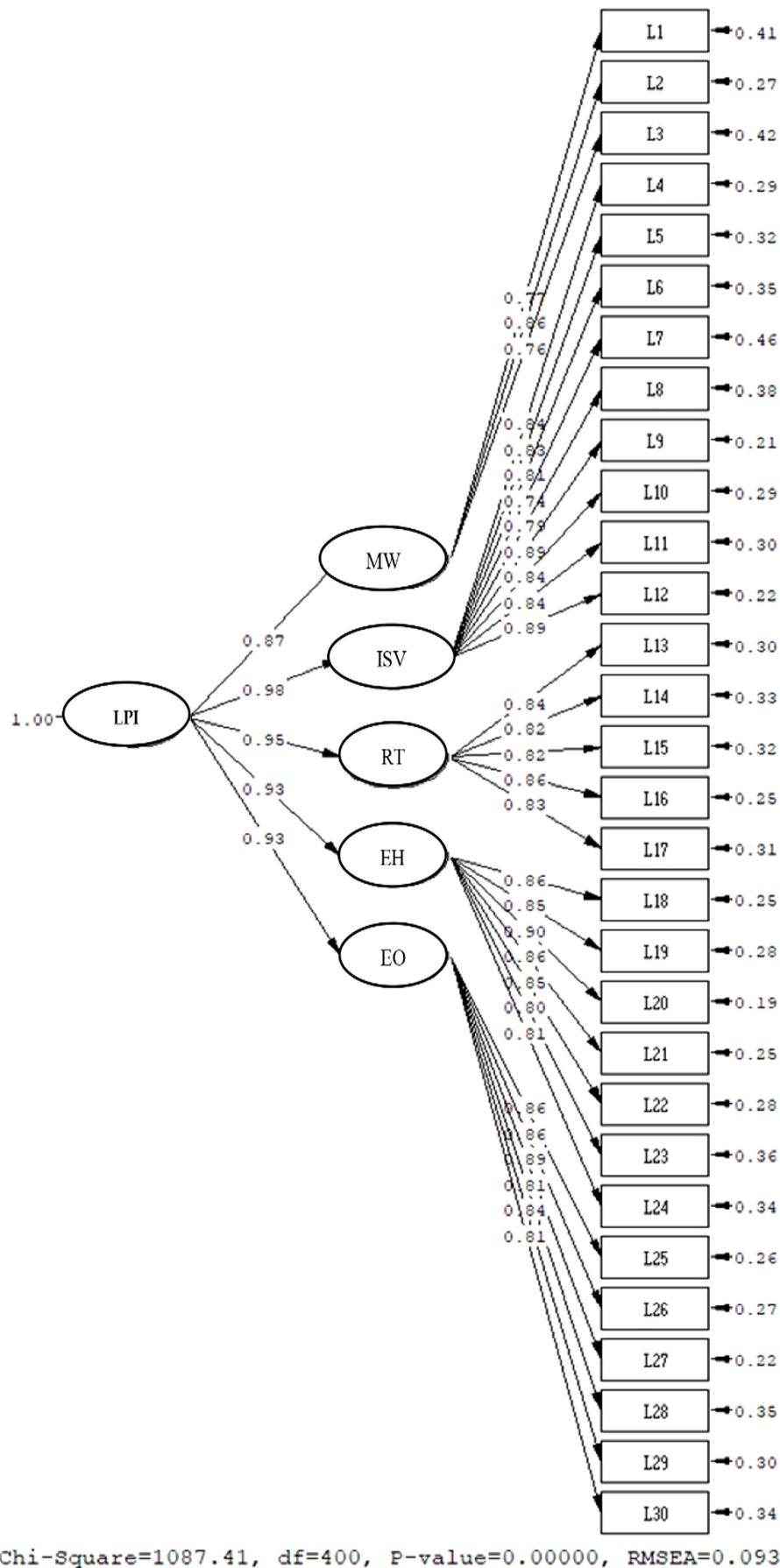


Figure 2.
CFA Results Regarding the Leadership Practices Scale. CFA=Confirmatory Factor Analysis.

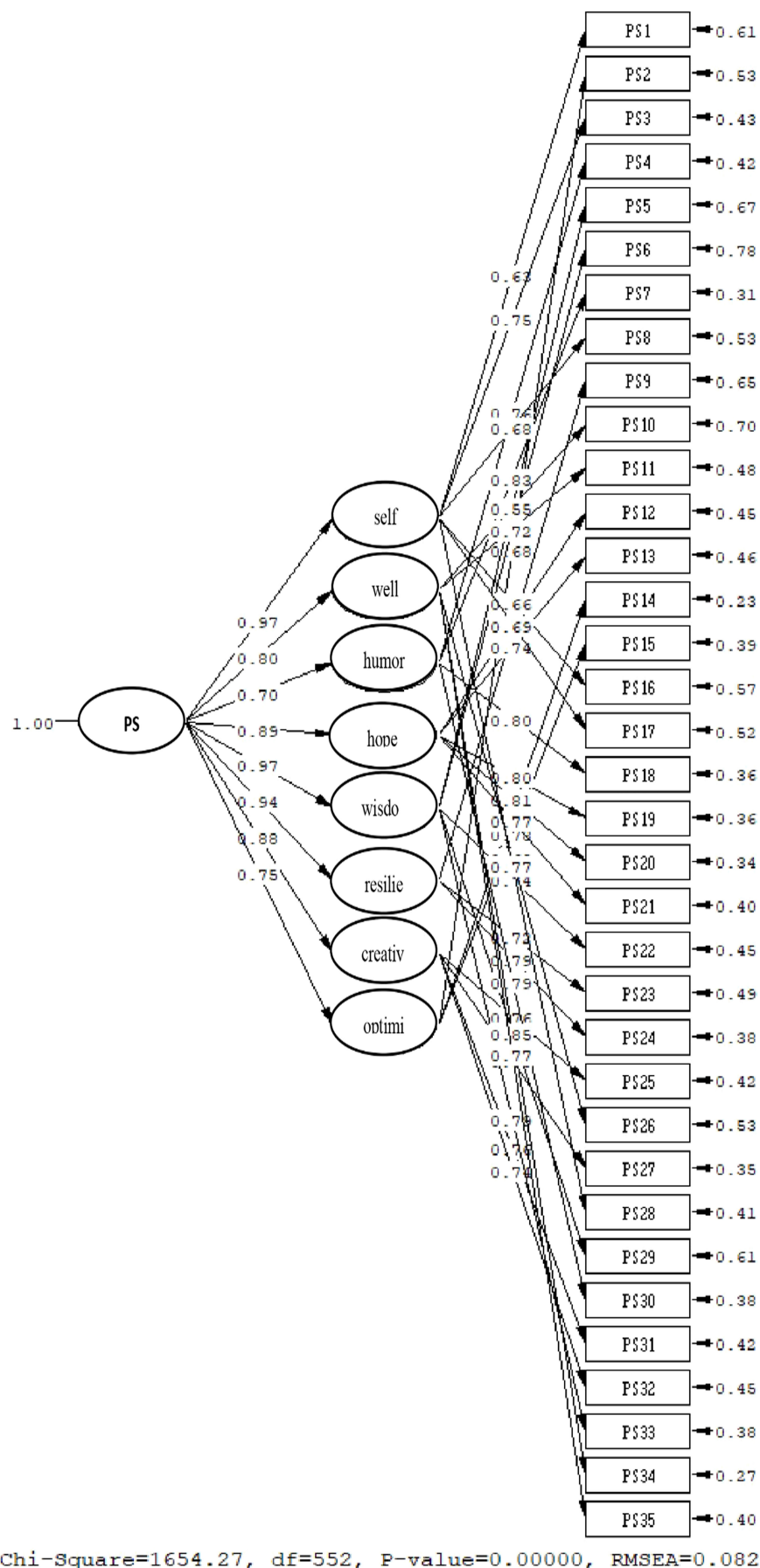


Figure 3.
 CFA Results Regarding the Psychological Capital Scale. CFA=Confirmatory Factor Analysis.

Table 2.

Arithmetic Mean and Standard Deviation (SD) Values of the Teachers' Views Related to the Leadership Behaviors of the School Principals

Sub-dimensions	Modeling the Way		Inspiring a Shared Vision		Challenging the Process		Encouraging the Others		Enabling Others to Act	
School type	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Primary	3.86	0.82	3.98	0.76	3.91	0.81	4.06	0.81	4.03	0.77
Secondary	3.89	0.73	3.90	0.67	3.76	0.71	4.07	0.65	3.90	0.70
Total	3.87	0.78	3.94	0.71	3.83	0.76	4.06	0.84	3.96	0.73

such as giving importance to different perspectives, learning from failures, and providing a free working environment ($t_{(368)} = 3.085$; $p < .05$).

School type. The teachers' views do not differ significantly in the sub-dimensions of modeling the way ($t_{(729)} = 1.560$; $p > .05$), inspiring a shared vision ($t_{(729)} = 1.424$; $p > .05$), and encouraging the heart ($t_{(729)} = 0.226$; $p > .05$). The views of the teachers differ significantly according to the school type variable ($t_{(729)} = 2.699$; $p < .05$) in the dimension of challenging the process. When compared to secondary schoolteachers ($M = 3.76$), primary schoolteachers ($M = 3.91$) think that school principals can take risks more. Primary and secondary schoolteachers' views on leadership behaviors of the school principals differ significantly in the sub-dimension of enabling the others ($t_{(729)} = 2.497$; $p < .05$). Accordingly, the opinions of primary schoolteachers ($M = 4.03$) are more positive than those of secondary schoolteachers ($M = 3.90$). In brief, when the study results regarding this variable are evaluated, primary schoolteachers, unlike secondary schoolteachers, have the perception that school principals exhibit behaviors such as liberating employees and paying attention to different opinions.

Seniority. There is no significant difference between the views of primary ($\chi^2(4) = 3.270$, $p > .05$) and secondary schoolteachers ($\chi^2(4) = 4.612$, $p > .05$) according to the seniority variable in the sub-dimension of modeling the way. Similarly, in the dimension of "inspiring a shared vision," the views of the primary ($\chi^2(4) = 2.282$, $p > .05$) and secondary schoolteachers ($\chi^2(4) = 3.890$, $p > .05$) do not show a significant difference. In the same way, seniority variable does not show a significant difference in the views of the primary ($\chi^2(4) = 0.775$, $p > .05$) and secondary schoolteachers ($\chi^2(4) = 6.946$, $p > .05$) in the dimension of challenging the process. In the dimension of encouraging the heart, the views of the primary ($\chi^2(4) = 2.778$, $p > .05$) and secondary schoolteachers ($\chi^2(4) = 4.219$, $p > .05$) do not differ significantly. Finally, in the dimension of "enabling others to act," teachers views do not significantly differ according to seniority variable for primary ($\chi^2(4) = 3.131$, $p > .05$) and secondary schoolteachers ($\chi^2(4) = 8.013$, $p > .05$).

Teachers' Psychological Capitals. Table 3 shows the findings of the relationship between the leadership behaviors of the school principals and the psychological capital of the teachers in public primary and secondary schools.

As it can be seen in Table 3, the psychological capital of the primary ($M = 4.39$) and secondary schoolteachers ($M = 4.30$) is the highest in the sub-dimension of wisdom. This is followed by self-efficacy ($M = 4.27$), hope ($M = 4.24$), well-being ($M = 4.14$), resilience ($M = 4.11$), creativity ($M = 4.10$), optimism ($M = 3.97$), and humor ($M = 3.95$). Humor is the dimension with the lowest mean score among the other sub-dimensions.

Comparison of the Teachers' Views on Psychological Capital According to Independent Variables

Gender. While the primary schoolteachers' views on their psychological capital do not differ significantly in the "self-efficacy" dimension according to the gender variable ($t_{(359)} = 0.041$; $p > .05$), there is a significant difference among the views of the secondary schoolteachers ($t_{(368)} = 3.541$; $p < .05$). Accordingly, the self-efficacy perception of male teachers ($M = 4.35$) working in secondary schools is higher than female teachers ($M = 4.17$).

In the sub-dimension of "hope," the secondary schoolteachers' views ($t_{(368)} = 2.076$; $p < .05$) related to psychological capital levels differ significantly; however, there is no significant difference in the primary schoolteachers' views ($t_{(359)} = 0.372$; $p > .05$). Male teachers in secondary schools ($M = 4.24$) have higher hope scores than female teachers ($M = 4.10$). While the psychological capital levels of the primary schoolteachers ($t_{(359)} = 0.385$; $p > .05$) do not differ significantly in the sub-dimension of optimism, there is a significant difference in the views of the secondary schoolteachers ($t_{(359)} = 2.980$; $p < .05$). It is obvious that male teachers ($M = 4.06$) are more optimistic and happier about their jobs than female teachers ($M = 3.85$).

There is a significant difference in the dimension of "resilience" among the secondary schoolteachers' views ($t_{(368)} = 3.649$; $p < .05$) on psychological capital levels, but gender is not a variable that makes a significant difference among the views of the primary schoolteachers ($t_{(359)} = 0.241$; $p > .05$). The opinions of male secondary schoolteachers ($M = 4.25$) on the dimension of resilience are more positive than female teachers ($M = 4.00$). Likewise, while secondary schoolteachers' views ($t_{(368)} = 5.161$; $p < .05$) on psychological capital levels in the dimension of well-being differ significantly, there is no significant difference among the views of the primary schoolteachers ($t_{(359)} = 0.563$; $p > .05$). As a result, it can be said that male teachers ($M = 4.33$) in the secondary school are much happier, more peaceful, and enthusiastic about their jobs than females ($M = 3.97$), and this situation is not likely to affect their well-being that much even if they face with some troubles.

While the views of the primary school teachers ($t_{(359)} = 0.342$; $p > .05$) do not differ significantly according to the gender in the "creativity" dimension, the views of the secondary schoolteachers ($t_{(368)} = 2.893$; $p < .05$) differ significantly in this dimension. Male secondary schoolteachers ($M = 4.18$) have higher creativity scores than females ($M = 3.97$). There is a significant difference between the views of both primary ($t_{(359)} = 2.276$; $p < .05$) and secondary schoolteachers ($t_{(368)} = 4.782$; $p < .05$) regarding the "humor" dimension in terms gender. The mean of male teachers in both school types ($M = 4.06$) is at the same level; in addition, female primary ($M = 3.86$) and secondary school ($M = 3.65$) teachers had lower scores. While the scores of the primary schoolteachers ($t_{(359)} = 0.424$; $p > .05$) do not differ significantly

Table 3.

Arithmetic Mean and Standard Deviation (SD) Values of the Teachers' Psychological Capital

Sub-dimensions	Self-Efficacy		Hope		Optimism		Resilience		Well-Being		Creativity		Humor		Wisdom	
School type	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Primary	4.34	0.46	4.34	0.46	4.05	0.63	4.20	0.53	4.22	0.53	4.17	0.57	4.03	0.90	4.39	0.43
Secondary	4.21	0.48	4.14	0.53	3.90	0.65	4.03	0.60	4.06	0.59	4.03	0.60	3.88	0.93	4.30	0.44
Total	4.27	0.47	4.24	0.96	3.97	0.64	4.11	0.56	4.14	0.56	4.10	0.58	3.95	0.91	4.34	0.43

regarding the “wisdom” dimension according to the gender, the views of the secondary schoolteachers ($t_{368}=2.421$; $p < .05$) differ significantly. Accordingly, male ($M=4.40$) secondary schoolteachers are more prudent than female ($M=4.27$) teachers and also they benefit more from their experiences and knowledge in the face of difficulties.

School type. The views of the primary and secondary schoolteachers concerning their psychological capital levels in the sub-dimension of “self-efficacy” show a significant difference in favor of the primary schoolteachers ($t_{729}=3.575$; $p < .05$). Primary ($M=4.27$) and secondary school ($M=4.14$) teachers’ views on psychological capital levels in the dimension of hope show a significant difference according to the school type variable ($t_{729}=3.474$; $p < .05$). The opinions of the primary and secondary schoolteachers regarding their psychological capital in the dimension of “optimism” show a significant difference according to the school type ($t_{729}=3.254$; $p < .05$). It can be concluded that primary schoolteachers are more positive in the optimism dimension ($M=4.05$) than that of secondary schoolteachers ($M=3.90$).

The secondary schoolteachers’ views on their psychological capital in the sub-dimension of “resilience” show a significant difference according to the school type ($t_{729}=3.148$; $p < .05$). More specifically, primary schoolteachers’ views toward “resilience” items ($M=4.20$) are at a higher level than the secondary schoolteachers’ views ($M=4.07$). Primary ($M=4.22$) and secondary school ($M=4.06$) teachers’ views in the dimension of “well-being” differ significantly according to school type ($t_{729}=3.886$; $p < .05$). Primary schoolteachers’ perceptions of well-being were more positive. In the “creativity” dimension, there is a significant difference between the primary and secondary schoolteachers in terms of the school type variable ($t_{729}=3.246$; $p < .05$). It is seen that teachers’ views in the “humor” dimension differ significantly according to the school type ($t_{729}=2.768$; $p < .05$). The views of the teachers in the primary and secondary school groups regarding their psychological capital in the dimension of “wisdom” show a significant difference in terms of the school type ($t_{729}=2.701$; $p < .05$). Accordingly, primary schoolteachers ($M=4.39$) were more positive than the teachers in the secondary school group ($M=4.30$) in the “wisdom” dimension. When compared to other variables, the views of the primary and secondary schoolteachers differ significantly in all sub-dimensions only in terms of the school type variable.

Seniority. There is a significant difference between the psychological capital levels of primary ($\chi^2(4)=9.740$, $p < .05$) and secondary schoolteachers ($\chi^2(4)=10.993$, $p < .05$) in the “self-efficacy” dimension according to seniority. Accordingly, teachers with a seniority of 16–20 years in the primary school group ($M=200.98$) feel more qualified than those in other seniority groups ($M=188.69$ – 102.25). Also, they are more likely to be confident about coping with difficulties, communicating with other teachers easily, or expressing themselves. On the other hand, it can be said that secondary schoolteachers with a seniority of 21 years or above ($M=206.51$) have more professional self-efficacy than those in other seniority groups ($M=196.75$ – 164.98).

There is no significant difference between the views of the primary ($\chi^2(4)=5.351$, $p > .05$) and secondary schoolteachers ($\chi^2(4)=6.282$, $p > .05$) in the sub-dimension of “hope” according to the seniority variable. Similarly, there is no significant difference between the views of primary ($\chi^2(4)=5.565$, $p > .05$) and secondary schoolteachers ($\chi^2(4)=1.461$, $p > .05$) in the “optimism” dimension according to the seniority variable. Besides, the views of the primary school ($\chi^2(4)=3.823$, $p > .05$) teachers do not differ significantly in the “resilience” dimension, while the views of the secondary schoolteachers ($\chi^2(4)=12.029$, $p < .05$) differ significantly. Accordingly, teachers with a seniority of 6–10 years ($M=166.88$) have a lower level of resilience perception than the teachers with a seniority of 21 years and above ($M=206.35$). Similarly, it is seen that teachers with a seniority

of 11–15 years ($M=161.83$) have a lower level of resilience perception compared to those with a seniority of 16–20 years ($M=197.21$) and 21 years or above ($M=206.35$). In short, it can be argued that the secondary school teachers with a seniority of 21 years and above ($M=206.35$) are psychologically stronger, more determined, and combative than those in the other seniority range ($M=197.21$ – 161.83).

In the sub-dimension of “well-being,” there is no significant difference between the views of primary ($\chi^2(4)=0.546$, $p > .05$) and secondary schoolteachers ($\chi^2(4)=3.051$, $p > .05$) according to the variable of seniority. Similarly, the views of primary ($\chi^2(4)=7.666$, $p > .05$) and secondary schoolteachers ($\chi^2(4)=9.006$, $p > .05$) in the creativity dimension do not show a significant difference according to the seniority variable. There is no significant difference between the psychological capital levels of the secondary schoolteachers ($\chi^2(4)=6.751$, $p > .05$) in terms of “humor” dimension according to seniority, whereas the views of the primary schoolteachers ($\chi^2(4)=10.153$, $p < .05$) differ significantly. Accordingly, primary schoolteachers in the 1–5 years ($M=94.21$) seniority range have a lower level of humor perception compared to the teachers in the other seniority range ($M=167.53$ – 189.01).

There is no significant difference between the views of the primary schoolteachers ($\chi^2(4)=3.756$, $p > .05$) regarding their psychological capital levels in the wisdom dimension; however, the views of the secondary schoolteachers ($\chi^2(4)=16.400$, $p < .05$) differ significantly. It can be asserted that the teachers with a seniority of 21 years and above in the secondary school group ($M=212.00$) have a higher level of wisdom perception than those with 6–10 years ($M=166.53$) seniority. In addition, teachers with a seniority of 11–15 years ($M=156.87$) have a lower level of wisdom perception than those with a seniority of 16–20 years ($M=194.93$) and 21 years and above ($M=212.00$).

Findings Regarding the Predictions of the School Principals’ Leadership Behaviors on Teachers’ Psychological Capital

The variable predicted in this study is the psychological capital perceptions of the teachers in the sample. The predictive variables are the leadership behaviors of the principals in the sub-dimensions of inspiring a shared vision, modeling the way, encouraging the heart, challenging the process, and enabling others to act. The findings of the regression analysis regarding the prediction of the primary schoolteachers’ perceptions of psychological capital are presented in Table 4.

Table 4 shows that the leadership behaviors of the school principals predict the psychological capital of the primary schoolteachers significantly. Predictive variables show a low correlation with the primary schoolteachers’ perception of psychological capital and explain 18% of the total variance ($R = .435$, $R^2 = .187$). It can be seen that the leadership behaviors of the school principals are a significant predictor of

Table 4.
Multiple Regression Analysis of the Sub-dimensions of the School Principals’ Leadership Behaviors to Predict the Primary Schoolteachers’ Psychological Capital

PC	B	Standard Error B	β	t	p	Bilateral r	Partial r
Constant	3.111	0.118	—	26.351	.000	—	—
MW	.074	.058	.124	1.270	.205	.067	.059
ISV	-.006	0.085	-.011	-0.075	.940	-.004	-.003
CP	.151	0.054	.278	2.818	.005	.148	.131
EH	-.159	0.062	-.291	-2.555	.011	-.134	-.119
EOA	.221	0.060	.386	3.668	.000	.191	.170

$R = .435$; $R^2 = .187$; $p = .000$.

Note: MW=modeling the way; ISV=inspiring a shared vision; EH=encouraging the heart; CP=challenging the process; EOA=enabling others to act; PC=psychological capital.

Table 5.

Multiple Regression Analysis of the Sub-dimensions of the School Principals' Leadership Behaviors to Predict the Secondary Schoolteachers' Psychological Capital

PC	B	Standard Error B	β	t	p	Bilateral r	Partial r
Constant	2.949	0.153	—	19.239	.000	—	—
MW	0.015	0.056	.020	0.265	.791	.014	.013
ISV	-0.098	0.083	-.143	-1.183	.238	-.062	-.057
CP	0.124	0.057	.193	2.186	.029	.114	.104
EH	0.082	0.064	.117	1.288	.199	.067	.062
EOA	0.168	0.056	.258	2.971	.003	.154	.142

$R=.411$; $R^2=.158$; $p=.000$.

Note: MW=modeling the way; ISV=inspiring a shared vision; EH=encouraging the heart; CP=challenging the process; EOA=enabling others to act; PC=psychological capital.

the primary schoolteachers' psychological capital in the sub-dimensions of challenging the process ($\beta=.278$, $p<.05$), encouraging the heart ($\beta=-.291$, $p<.05$) and enabling others to act ($\beta=.386$, $p<.05$). On the other hand, the leadership behaviors of the school principals do not significantly predict the psychological capital of the primary schoolteachers in the sub-dimensions of modeling the way ($\beta=.124$, $p>.05$) and inspiring a shared vision ($\beta=-.011$, $p>.05$). The findings calculated by regression analysis regarding the prediction of the secondary schoolteachers' perceptions of psychological capital are shown in Table 5.

It is seen in Table 5 that the power of the school principals' leadership behaviors to predict the secondary schoolteachers' psychological capital was found to be statistically significant. Predictive variables show a low correlation with the secondary schoolteachers' perception of psychological capital and explain 15% of the total variance ($R=.411$, $R^2=.158$). It is seen that the leadership behaviors of the school principals are a significant predictor of the psychological capital of the secondary schoolteachers in the sub-dimensions of challenging the process ($\beta=.193$, $p<.05$) and enabling others to act ($\beta=.258$, $p<.05$). However, the leadership behaviors of the school principals do not significantly predict the psychological capital of the secondary schoolteachers in the sub-dimensions of modeling the way ($\beta=.20$, $p>.05$), inspiring a shared vision ($\beta=-.143$, $p>.05$), and encouraging the heart ($\beta=0.117$, $p>.05$).

Discussion

This study aimed to examine the relationship between the leadership behaviors of the school principals and the psychological capital of the teachers, according to the views of public primary and secondary schoolteachers working in nine districts of Ankara. As a result of the regression analysis, it was concluded that the leadership behaviors of the school principals predicted the psychological capital of the primary and secondary schoolteachers in a statistically significant way. The findings of the study support the past research findings (Abu-Tineh et al., 2008; Korkmaz & Gündüz, 2011; Leech & Fulton, 2002) showing that the school principals exhibit leadership behaviors in the sub-dimension of modeling the way according to the teachers' views. Only the gender variable makes a significant difference in the sub-dimensions of modeling the way, inspiring a shared vision, encouraging the heart, and enabling others to act. While this finding is similar to the research findings Abu-Tineh et al. (2008), which revealed that the gender variable makes a significant difference in the sub-dimensions of modeling the way, inspiring a shared vision, and enabling others to act, it differs from some research findings (Demir, 2019) showing that the gender variable makes no difference in the dimension of inspiring a shared vision. The findings of the current study are in line with the research findings (Barnett & McCormick, 2004; Çelik, 1995; Korkmaz, 2008; Kurland

et al., 2010; Ngang, 2011; Tahaoğlu & Gedikoğlu, 2009) revealing that the teachers' perceptions of the school principals' leadership behaviors are at a relatively high level in the sub-dimension of inspiring a shared vision. The school principal, who has a key role in the success of a school, needs to create the school's vision by reconciling with all the stakeholders around common values because it will help the vision be adopted by everyone (Bilge, 2013).

The findings of the study show that the teachers' perceptions regarding the school principals' leadership behaviors are relatively low in the "challenging the process" dimension when compared to other sub-dimensions. Yet, what is important in the leadership process is to take risks (Zaleznik, 1981) because leaders who can take risks are the ones who are open to innovations and changes for the development of the organization (Kouzes & Posner, 2017). According to the secondary schoolteachers, gender and school type variables make a significant difference in the sub-dimension of "challenging the process" related to the principals' leadership behaviors. The findings of the present study reveal that school principals mostly show their leadership behaviors in the sub-dimension of encouraging others. While this finding is supported by research findings (Kouzes & Posner, 2017) revealing that employees who are appreciated and supported by their managers due to their work and performance increase organizational trust and work commitment and create a strong team spirit, it differs from Leech and Fulton's study (2002). In fact, gratitude, appreciation, and celebration help strengthen organizational values and goals, increase organizational commitment, establish healthy communication between individuals, and thus increase the level of productivity (Kouzes & Posner, 2017). Consequently, it is possible to create a positive organizational culture and working environment for a manager, leader, or school principal who values their employees, show that they are always behind them with their words and actions, and rewards them for their success, even if it is small.

Similar to the study findings, in Leech and Fulton's study (2002), it was found that secondary and high school principals exhibited leadership behaviors more in the sub-dimension of enabling others to act. The school principal is the person responsible for creating a learning environment that will increase the success of the student and the school. Therefore, they should show that they support the teachers and all the stakeholders by creating a team spirit and making each of them feel that they are a part of the team. On the other hand, while the school type is the variable that makes a difference only in the sub-dimensions of challenging the process and enabling others to act, seniority is not a variable that makes a difference in all five sub-dimensions. The current study findings support the research findings (Anderson et al., 1988; Midgley et al., 1989; Paletta et al., 2017; Ross & Gray, 2006; Tschannen-Hoy & Moran, 2001), which show that teacher self-efficacy is related to the leadership behaviors of the school principal, who is a mediator in the education of the students.

The findings of this study are in line with the research findings (Skaalvik & Skaalvik, 2007; Yalçın, 2017) revealing that gender is the variable that makes a significant difference in the dimension of "self-efficacy." Similarly, they support the research findings (Aelterman et al., 2007) that the school type is the variable that makes a difference. In addition, the findings of the study are similar to the research findings (Skaalvik & Skaalvik, 2007; Tösten & Özgan, 2017; Tschannen-Moran & Hoy, 2001) revealing that seniority is the variable that makes a difference in the dimension of self-efficacy. Moreover, the findings indicate that individuals with high hope levels are happier with their jobs; they also support research findings (Avey et al., 2008; Luthans & Youssef, 2004; Snyder et al., 2003; Viseu et al., 2016) that show a significant difference between the academic achievement of people with high and low hope levels. The findings of the present study reveal that the gender variable does not make a significant difference in the sub-dimension

of “hope.” However, they are inconsistent with the research findings (Snyder et al., 2003; Tösten & Özgan, 2017) revealing that there is a significant difference between male and female teachers’ hope perceptions according to the gender variable in the dimension of hope. The psychological capital perceptions of male secondary schoolteachers are more positive than female teachers. In addition, primary schoolteachers think that they do not lose their motivation and enjoy their work more compared to secondary schoolteachers. It can be claimed that male teachers in the secondary school group have a more optimistic perspective in their workplace than female teachers.

The findings on the “resilience” dimension are in line with research findings (Mäkikangas & Kinnunen, 2003; Viseu et al., 2016) revealing that obstacles increase the resilience levels of individuals. The teachers’ perceptions of psychological capital show a significant difference in the sub-dimension of resilience according to gender and school type variables. Similarly, Yalçın (2017) also revealed that the school type is a variable that makes a difference in teachers’ resilience perceptions. In the present study, male secondary schoolteachers think that they are more combative than female teachers. In the “resilience dimension,” the primary schoolteachers’ perceptions of psychological capital are higher than those of secondary schoolteachers.

The study findings support research findings (Cenkseven, 2004; Nguni et al., 2006) showing that teachers’ well-being is related to the leadership behaviors of school principals. In addition, the findings of the study are similar to the findings of the research (Aelterman et al., 2007) revealing that the school type is the variable that makes a difference in the dimension of well-being. Teachers’ perceptions of psychological capital show a significant difference in the dimension of well-being in terms of gender and school type. Compared to the female teachers in the secondary school group, male teachers feel psychologically happier, more peaceful, and comfortable at school. Also, primary schoolteachers feel much happier and healthier at school than secondary schoolteachers. Therefore, the current findings are in line with research findings (Avey et al., 2011; Demir, 2018; Rodrigues et al., 2017) showing that teachers with high psychological capital are less likely to develop negative emotions such as anxiety, depression, and stress.

The findings of the study are consistent with the research findings (Černe et al., 2013; Dinçer, 2013; Rego et al., 2012) on the relationships between leadership and creativity. Aslan and Cansever (2009) also revealed that teachers who use creativity in classroom practices are more successful and effective than those who do not. Male secondary schoolteachers think that they put forward more creative and original ideas in their lessons than females do. Besides, primary schoolteachers have a higher perception of creativity. The study findings indicate that individuals with a good sense of humor can struggle with problems more easily; it is also compatible with research findings (Kuiper et al., 1993; Özdemir et al., 2011) which reveal that they are less likely to exhibit negative behaviors such as stress and anxiety. The sense of humor of both primary and secondary school male teachers is at the same level. Male teachers use humor as a means of coping with sources of stress at school. Primary schoolteachers benefit more from humor in soothing tense environments and from adapting to social settings. While seniority is not a variable that makes a difference in the secondary school group, the primary schoolteachers who are the most senior in the profession feel that they are the most humorous.

Male teachers in the secondary school group think that they have a higher wisdom perception than female teachers. The seniority variable does not make a significant difference in the primary school group; yet, the secondary schoolteachers who are the most senior in the profession see themselves as more reliable and prudent and think that they have

stronger problem-solving skills thanks to their previous experience and knowledge.

The study findings point out that the leadership behaviors of the school principals significantly predict the psychological capital of the primary schoolteachers in the sub-dimensions of challenging the process, encouraging the heart, and enabling others to act. In other words, the increase in the level of the school principals’ leadership behaviors in these three dimensions causes an increase in the teachers’ psychological capital levels. Besides, the leadership behaviors of the school principals are a significant predictor of the psychological capital of the secondary schoolteachers in the sub-dimensions of challenging the process and enabling others to act. Therefore, it can be expressed that the school principals’ leadership behaviors affect shaping the teachers’ perception of psychological capital in these two aforementioned dimensions. This finding is in line with different research findings (Karatürk, 2015; Luthans & Jensen, 2005; McMurray et al., 2010; Medlock 2016; Rego et al., 2012; Savur, 2013; Şengüllendi, 2017; Soylu, 2018; Woolley et al., 2011; Yalçın et al., 2018; Yüksel, 2015) on the relationship between various leadership styles and psychological capital.

The results of this study largely support the results of previous studies; besides, it has comparatively demonstrated how the psychological capital of the primary and secondary schoolteachers, which was examined separately in previous studies, is shaped by the leadership behaviors of the school principals. Leadership behaviors of the school principals explain the psychological capital of both primary and secondary schoolteachers at a significant but low level in a holistic way. On the other hand, it is concluded that some dimensions of the leadership behaviors (modeling the way and inspiring a shared vision) are insufficient to explain the psychological capital of the teachers independently. A similar situation can be mentioned concerning the dimension of encouraging others for secondary schoolteachers. As a result, the teachers’ psychological capital can be explained by some features of the school principal’s leadership behaviors, but in terms of the characteristics of the data collection tool used in this study, the leadership characteristics of the school principals are not strong enough to explain the psychological capital of the teachers holistically. Therefore, further research is needed to examine which individual and organizational variables can explain teachers’ psychological capital.

This study has some limitations. First, the results of the study indicate the perceptions of teachers working in public schools in nine central districts of Ankara. Since the results of the study will be affected by the social context of the school, studies that can be carried out in different environments such as smaller cities and different regions of Turkey may produce different results from the ones of this study in a large city. Therefore, reconducting the study in the sample of Turkey or regions with various cultural and/or social characteristics can produce different results. Additionally, the results of the current study reflect the views of teachers in public schools at the primary and secondary levels. Considering the results of different research (Bahar, 1999) reporting that the leadership behaviors of school principals are more effective in private schools, reconducting the research in private schools may produce different results, and a comparison of public and private schools can be made. Finally, this study aimed to analyze the relationship between the leadership behaviors of the school principals and the psychological capital of the teachers according to the teachers’ perceptions. In future research, the views of school principals can also be included in the analysis.

Conclusion and Recommendations

The first conclusion is that the assessment of the teachers working in public primary and secondary schools regarding the school

principals' capacity of exhibiting model behaviors was lower than other sub-dimensions. Hence, school principals can make surveys to understand the teachers' expectations of themselves, so they are more likely to evaluate the desirable and undesirable behaviors in their relations with teachers. This awareness can provide school principals with important clues to reorganize their relations with teachers. The second conclusion reached in the study is that challenging the process dimension related to the school principals' leadership behaviors is the one that the teachers scored the lowest. This finding points out that school principals are hesitant to take the initiatives for changes related to the institution. In this context, the Ministry of National Education may provide school principals with training on risk and crisis management within the scope of professional learning and development. Moreover, by widening their authority, they can take more initiative so that they can take the risk. The third result is that teachers got relatively low scores in the optimism dimension of psychological capital. At this point, the school administration should be able to be flexible in terms of both the curriculum and the working environment while arranging the working conditions. For the school principal to realize this, it would be appropriate to organize the job descriptions and work arrangements of the teachers, which give the school principal initiative in this sense.

Another result obtained by this research is that teachers' perceptions that they can produce unusual and original ideas are scored relatively low among the items in the dimension of creativity. This issue seems to be worth examining by both future researchers and the Ministry of National Education. In future studies, examining teachers' perceptions of creativity with in-depth qualitative research can provide valuable information about the work that can be done to improve teachers' creativity. It is suggested that researchers who will deal with this subject in the future can carry out the study in comparison with public and private schools. Furthermore, the research can be reconducted to measure the psychological capital perceptions of the teachers in high schools and even the instructors' perceptions of psychological capital in higher education.

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