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The Relationship Between Teachers' Positive Psychological Capital Levels and School Effectiveness Levels Examining the Relationship*

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ABSTRACT

In this study, it was aimed to determine the relationships between the positive psychological capital levels and school effectiveness levels of secondary school teachers working in Erzurum. The data collection group of the study consists of a total of 320 teachers selected through probability sampling among secondary school teachers working in Erzurum in the 2018-2019 academic year. In the data collection process of the research, the data collected using the Positive Psychological Capital Scale to determine the psychological capital levels of the teachers and the Effective School Scale to determine the school effectiveness levels were analyzed by loading them numerically into the SPSS 15.0 (Statistical Package for Social Sciences) package program. In the analysis of the data, descriptive statistical methods (frequency, percentage, mean, standard deviation) as well as independent sample t-test, One-way ANOVA analysis and Pearson correlation were used. When the research findings are examined; While there was no difference between the participants in terms of gender variable; It was found that married teachers' perceptions of general positive psychological capital and the sub-dimensions of self-efficacy, optimism, confidence and hope were higher than those of single teachers. When examined in terms of the branch variable, it was determined that the perception of positive psychological capital of music and social studies teachers was higher than that of other branch teachers. It was observed that there was no significant difference in terms of age and educational status variables. In addition, it was concluded that there was a low level of the positive and statistically significant relationship between positive psychological capital and school effectiveness levels.

Keywords:
Teacher, Positive psychological capital, School effectiveness.

1. Introduction

The rapid flow of information, the fact that the jobs that require specialization require more specific qualifications and the ability of employees to adapt to changing environmental conditions have led to the emergence of new approaches in the field of organizational psychology. Thus, starting from the field of positive psychology, the positive organizational behavior movement, which turns to positive behaviors instead of negative behaviors, has emerged. As a result of the studies carried out within the scope of positive organizational behavior, the concept of positive psychological capital has gained importance beyond human capital and social catoder to understand the value of people in organizations and to reveal their true potential (Luthans & Youssef, 2004). The real purpose of positive psychology is to say that the positive aspects of human behavior should be investigated as well as the negative aspects (Gable & Haidt, 2005).

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Luthans (2002) stated that many articles written in the field of psychology focus on negative concepts such as depression, mental illness, anxiety, and anger, and very few of them focus on positive concepts. Positive psychology which is seen at the scientific level, strives to eliminate the points perceived as imbalance at the center of the research and application goals of psychology. First of all, human experience should be increased and then a common language of these experiences should be created (Proctor et al., 2011). In other words, this approach, which scientifically investigates the ideal human functioning, tries to repair the deficiencies by incorporating positivity into this process.

Man's positive the term positive psychological capital explained as psychological development; measurable, person who can be developed and actively positive to its capital depending on their active aspects and psychological cycles (Luthans et al., 2007). The concept of psychological capital: By owning the duties of the employee in difficult conditions, the necessary have the self- confidence to demonstrate determination and effort ''self-efficacy''; and Developing a positive perspective on achieving success in the future ''optimism''; having the necessary determination to achieve the goals and give direction to the goals if necessary in order to be successful ''hope ''; being able to overcome these problems when faced with problems and demonstrate the resilience necessary to maintain success ''resilience ''; the ability to turn his attention to the external objective and social environment rather than his own feelings and thoughts ''extraversion ''; It contains six main components, such as unconditional attachment to the person ''trust '' when faced with a problem (Luthans et al., 2007). These six positive constructs within the scope of positive psychology come together. When it arrives, it creates positive psychological capital, which is a superstructure . positive psychological capital, which has a positive nature It has also been shown in studies to be positive.

In positive psychology, strengths instead of individual and social disorders, positive experiences instead of problems, competence instead of pathology, and what works well rather than what is not, are emphasized. Wong (2011) stated that the main goal of positive psychology is *to "develop a virtuous civil society alongside a good person"* . The emphasis of positive psychology on well-being, character, meaning and virtue is fully relevant to the aim of effective school/education to develop the student as a whole. Positive education offers a new paradigm in school, based on positive emotion and character traits, intrinsic motivation that encourages understanding and learning. This paradigm is based on developing both the skills necessary for academic success and the abilities to be effective (Seligman et al., 2009).

Positive education is an antidote to increasing psychological problems, a tool to increase school effectiveness. However, it is a way of providing a better learning environment and bringing the student to school (Seligman et al ., 2009). Students whose well-being levels increase with positive educational practices find school more interesting, feel good at school, need to learn more, come to school more willingly, and their relationships at school become more effective (Waters, 2011).

In the literature, school-based positive psychology interventions increase students' school effectiveness (Seligman et al ., 2009), positive emotions (Proctor et al., 2011), hope level (Madden et al., 2011), and academic achievement (Marques et al., 2011); reduces symptoms of depression (Green et al., 2007; Seligman et al., 2005; Shoshani & Steinmetz, 2014); There is clear evidence that it improves mental health and increases well-being (Quinlan et al., 2015; Vella et al., 2014). Considering all these studies, when positive education practices are included in educational institutions that have an active role in the creation and preservation of cultural and social values, it is highly likely that students' school effectiveness will increase and they will be psychologically happy individuals.

2. Method

2.1.Research Model

The research is in relational survey model. Relational survey models are the models that determine the change of two variables together and the degree of this change (Karasar, 2012).

2.2. Study Group

Random sampling method was used in the study. 320 teachers working in public schools in the central districts of Erzurum province in the 2018-2019 academic year. **.** 63.8% of the participants are women, 36.3% are male. According to the age variable; 27.2% of the participants were between the ages of 22-29, 47.2% were between

the ages of 30-39 and 25.6% were 40 and over. According to the marital status variable; 83.1 % of the participants are married and 16.9% are single . According to the educational status variable; 92.5% of the participants are undergraduate and 7.5% graduate. According to the branch variable; 12.8% of the participants were in Turkish, 15.6% in mathematics, 16.6% in English, 6.9% in social studies, 10% in science, 16.3% in religious culture and ethics (RCE), 5.6% physical education, 1.6% music, 1.9% computer, 2.2% art and 10.6 % other branches .

Table 1. *Demographic characteristics of the participants*

Demographics		f	%
Gender	Female	204	63,8
	Male	116	36,3
Age	22-29	87	27,2
	30-39	151	47,2
	40 and over	82	25,6
Marital status	Married	266	83,1
	Single	54	16,9
Educational status	Undergraduate	296	92,5
	Graduate	24	7,5
Branch	Turkish	41	12,8
	Maths	50	15,6
	English	53	16,6
	Social studies	22	6,9
	Science	32	10,0
	RCE	52	16,3
	Physical education	18	5,6
	Music	5	1,6
	Computer	6	1,9
	Art	7	2,2
	Other	34	10,6

2.3. Data Collection Tools and Procedure

Positive Psychological Capital Scale: "Positive Psychological Capital Scale" developed by Tösten and Özgan (2014) was used as a data collection tool in the research . The positive psychological capital scale consists of 26 items and is 6-dimensional and 5- point Likert type. Scoring of the scale is strongly disagree (1), slightly agree (2), undecided (3), mostly agree (4), completely agree (5). The Cronbach Alpha value for the overall 26-item Positive Psychological Capital Scale was found as .941 . Looking at the sub-dimensions, it was calculated as .798 for self- efficacy , .877 for optimism, .764 for confidence, .835 for extraversion, .858 for resilience, and .820 for hope. In this case, it is possible to say that the reliability levels of the scales are high.

School Effectiveness Scale: The "School Effectiveness Scale", which was used as a data collection tool in the research, was first published in 1972. It was developed by Mott to measure the service effectiveness of hospitals. Miskel was the first to adapt the scale to educational organizations in 1979 , it was followed by Hoy et al. in 1985. "School" consisting of eight items Effectiveness Scale" was adapted into Turkish by Yıldırım (2015). The Cronbach Alpha value for the overall 8-item School Effectiveness Scale was found as .951 . In this case, it is possible to say that the reliability levels of the scales are high.

2.4. Data Analysis

Numerical data obtained from 320 data collection tools SPSS 15.0 (Statistical Package for social Sciences) was transferred to the package program and analyzed in a way that would serve the purposes of the research. Cronbach Alpha reliability coefficients were determined to measure the reliability of the scales . Then, in order to give general information about the employees who answered the scales, the average values and demographic distributions of the variables were explained. Demographic variables presented before the scales in the application form were analyzed with frequency and percentage values from descriptive statistical techniques. For the following scales, the mean, standard deviation and normal distribution values of each item were calculated. In order to examine the differences between the groups according to the data obtained from the scales, taking into account the Levene value, which examines the homogeneity of the variances , the

independent samples t-test was used in the places where there were two groups (independent). sample t-test), one-way analysis of variance where there are three and more than three groups (one way ANOVA) was used. In addition, correlation analysis was conducted to determine whether there is a relationship between the variables and, if there is, the severity and direction of this relationship .

The order of sub-problems was followed in the analysis of the data. In order to determine the first sub-problem, "teachers' positive psychological capital and school effectiveness levels" , the total scores were divided by the number of questions, and the average scores were calculated and made suitable for a five-point rating. Positive psychological capital and school effectiveness levels were determined according to the range calculated for the four intervals (5–1=4) and (4/5=0.80) in the five-point scale of mean scores

Very low attendance (1)	1.00-1.80
Low attendance (2)	1.81-2.60
Moderate participation (3)	2.61-3.40
High attendance (4)	3.41-4.20
Very high participation (5)	4.21-5.00

In the study, it was aimed to test whether the levels of positive psychological capital and school effectiveness differ according to various variables. For this purpose, first of all, the normality of the distribution of views was tested with the help of the SPSS program in order to decide on the tests to be used in the analysis. Test results are given in Table 2.

Table 2. *Normal Distribution Test*

	Positive Psychological Capital	School Effectiveness
N	320	320
$\bar{x}$	4.38	3.59
Ss	.45	.91
Distortion	-.742	-.457
Kurtosis	1,480	-.191

According to the results of the analysis, it was assumed that the groups showed a normal distribution, since the number of participants was over 30 and the kurtosis skewness values were in the range of +1.5 and -1.5. In this context, the variables of gender, marital status, and educational status were t-test; age, and branch ANOVA test; In order to examine the relationship between positive psychological capital and school effectiveness, Pearson Correlation relationship test was used to examine positive psychological capital and school effectiveness with the help of SPSS. As a result of the test, the p value was checked, and the relationship was interpreted as significant when the p value was ≤ .05.

2.5. Ethical

In order to apply the scales, first of all, the researchers who adapted the scale were reached and the necessary permissions were obtained from Sakarya University Institute of Educational Sciences and Erzurum Provincial Directorate of National Education for the use of scales and then for the application of these scales to the sample group.

3. Findings

The t-test results of teachers' views on their positive psychological capital are given in Table 3.

According to Table 3, among the items related to positive psychological capital , the participants' perceptions of being accountable for every job they do ($\bar{x}$ = 4.78) and being aware of professional responsibilities ($\bar{x}$ =4.63) were in the range of 4.21-5.00 and at a very high level; Since the perceptions regarding the item being full of energy ($\bar{x}$ = 4.03) are in the range of 3.41-4.20, they are at a high level. Perceptions of all other items belonging to positive psychological capital are in the range of 3.41-4.20 and are at a high level. In this case , it can be said that there is no medium, low or very low perception regarding the positive psychological capital scale . The overall perception of positive psychological capital ($\bar{x}$ = 4.38) is in the range of 4.21-5.00 and is at a very high level. In this case, it is possible to say that teachers ' perceptions of positive psychological capital are at a high level.

Table 3. *Views on Positive Psychological Capital*

Item No.	Item Root	N	$\bar{x}$	ss	v
1.	Being confident	320	4.34	0.64	14.70
2.	Trust yourself	320	4.45	0.61	13.62
3.	Knowing what to do for success	320	4.54	0.59	12.91
4.	Knowing who to get help from	320	4.38	0.67	15.32
	Self-Efficacy Dimension				
5.	Being full of life	320	4.08	0.94	23.01
6.	Being full of energy	320	4.03	0.96	23.72
7.	Life is Beautiful	320	4.3	0.86	20.07
8.	Being smiling	320	4.38	0.77	17.58
9.	Peace of mind to live with the community	320	4.2	0.92	21.86
	Optimism Dimension				
10.	Being aware of professional responsibilities	320	4.63	0.52	11.12
11.	Willingness to solve problems	320	4.52	0.62	13.67
12.	Being reliable in the profession	320	4.55	0.61	13.32
13.	Accountability	320	4.78	0.51	10.59
	Trust Dimension				
14.	Providing information about the profession	320	4.47	0.65	14.59
15.	Consult with all authorities when necessary	320	4.21	0.79	18.79
16.	Developing new ideas	320	4.23	0.73	17.21
17.	Ability to represent the institution	320	4.36	0.72	16.54
18.	Being transparent at work	320	4.62	0.57	12.32
	Extroversion Dimension				
19.	Dealing with negativity	320	4.47	0.64	14.25
20.	Making constructive contributions	320	4.43	0.64	14.42
21.	Developing solutions to problems	320	4.21	0.77	18.31
22.	Increasing determination to cope with difficulties	320	4.25	0.80	18.82
23.	Dealing with difficulties	320	4.36	0.69	15.73
24.	Maturing in the face of problems	320	4.51	0.60	13.37
	Resilience Dimension				
25.	Dealing with things	320	4.28	0.77	17.97
26.	Coping with problems	320	4.4	0.67	15.23
	Hope Dimension				
	Positive Psychological Capital total	320	4.38	0.45	10.27

When the relative c11fficients of variation (V) are examined, it is seen that self-confidence, self-confidence, knowing what needs to be done for success, knowing from whom to get help, being friendly, being aware of professional responsibilities, being willing to solve problems, being reliable, accountable, informing about the profession. meeting with all authorities when necessary, developing new ideas, being able to represent the institution, being transparent in business life, struggling with negativities, making constructive contributions, developing solutions to problems, increasing the determination to struggle with difficulties, struggling against difficulties, maturing in the face of problems, overcoming problems and dealing with problems. Perceptions about coping items are homogeneous, indicating a consensus (V < 20). On the other hand, the perceptions regarding the items of being full of life, being full of energy, being friendly and peaceful living together with the society are heterogeneous and do not show a consensus (V >20). When the positive psychological capital is examined in general, it can be said that the participants have a consensus (V<20) regarding positive psychological capital (V=10.27).

Table 4. *The Effect of Gender on Positive Psychological Capital and Its Sub-Dimensions*

Dimensions	Gender	N	$\bar{x}$	ss	sd	t	p
Efficacy sub-dimension	Woman	204	4.41	0.49	318	-.86	.39
	Man	116	4.46	0.50			
Optimism sub-dimension	Woman	204	4.22	0.64	318	.919	.359
	Man	116	4.15	0.86			
Trust sub-dimension	Woman	204	4.63	0.40	318	.834	.405
	Man	116	4.59	0.48			
Extraversion sub-dimension	Woman	204	4.35	0.53	318	-1.189	.235
	Man	116	4.43	0.56			
Psychological resilience sub-dimension	Woman	204	4.33	0.55	318	-.477	.634
	Man	116	4.36	0.60			
Hope sub-dimension	Woman	204	4.39	0.58	318	-.365	.716
	Man	116	4.41	0.60			
Positive Psychological Capital	Woman	204	4.38	0.43	318	-.18	.858
	Man	116	4.39	0.49			

$p < .05$

According to Table 4, there was no significant difference in any dimension according to the t-test results of whether there was a significant relationship between the genders of the participants in the study and their perceptions of their positive psychological capital and sub-dimensions (p>.05).

Table 5. *The Effect of Marital Status on Positive Psychological Capital and Its Sub-Dimensions*

Dimensions	Gender	N	$\bar{x}$	ss	sd	t	p
Efficacy sub-dimension	Married	266	4.26	0.67	318	2,731	,007*
	Single	54	3.90	0.91			
Optimism sub-dimension	Married	266	4.64	0.40	318	3,281	,001*
	Single	54	4.50	0.54			
Trust sub-dimension	Married	266	4.40	0.52	318	2,203	,028*
	Single	54	4.27	0.62			
Extraversion sub-dimension	Married	266	4.35	0.56	318	1,639	,102
	Single	54	4.29	0.61			
Psychological resilience sub-dimension	Married	266	4.43	0.56	318	,727	,468
	Single	54	4.25	0.69			
Hope sub-dimension	Married	266	4.41	0.42	318	2,086	,038*
	Single	54	4.24	0.55			
Positive Psychological Capital	Married	266	4.26	0.67	318	2,666	,008
	Single	54	3.90	0.91			

$p < .05$

When Table 5 is examined, there is no significant difference in the dimensions of extraversion and resilience in the t-test results conducted to determine whether there is a significant relationship between the marital status of the teachers in the study and their perceptions of their positive psychological capital (p>.05); Significant differences were found in the dimensions of self-efficacy , optimism, confidence and hope (p<.05; t self- *efficacy* = 2.731 ; t *optimism* =3.281; t *confidence* = 2.203; t *hope* = 2.086).

Arithmetic of married and single teachers in the dimension of " Self- Efficacy " When the averages are examined, it is seen that married teachers ($\bar{x}$= 4.26) have higher perceptions of positive psychological capital competencies compared to single teachers ($\bar{x}$=3.90), therefore, married teachers' self- efficacy levels are higher.

Arithmetic of married and single teachers in the dimension of "Optimism" Looking at the averages, it was seen that married teachers ($\bar{x}$= 4.64) had higher perceptions of positive psychological capital competencies compared to single teachers ($\bar{x}$=4.50), therefore, married teachers had higher levels of optimism.

Arithmetic of married and single teachers in the dimension of "Trust" Looking at the averages, it was seen that married teachers ($\bar{x}$= 4.40) had higher perceptions of positive psychological capital competencies compared to single teachers ($\bar{x}$=4.27), therefore, married teachers had higher confidence levels.

Arithmetic of married and single teachers in the dimension of "Hope" Looking at the averages, it was seen that married teachers ($\bar{x}$= 4.21) had higher perceptions of positive psychological capital competencies compared to single teachers ($\bar{x}$=4.23).

Table 6. *The Effect on Positive Psychological Capital Level and Sub-Dimensions by Branch*

Dimensions	Source of Variance	Sum of Squares	sd	Mean Squares	f	p
Positive Psychological Capital General	Among groups	2,935	10	,294	1,456	,155
	In-group	62,286	309	,202		
	Total	65,222	319			
Efficacy sub-dimension	Among groups	2,155	10	,215	,879	,553
	In-group	75,763	309	,245		
	Total	77,918	319			
Optimism sub-dimension	Among groups	9,451	10	,945	1,821	,056
	In-group	160,385	309	,519		
	Total	169,836	319			
Trust sub-dimension	Among groups	2,958	10	,296	1,621	,100
	In-group	56,397	309	,183		
	Total	59,355	319			
Extraversion sub-dimension	Among groups	3,903	10	,390	1,351	,202
	In-group	89,249	309	,289		
	Total	93,152	319			
Psychological resilience sub-dimension	Among groups	3,635	10	,363	1,137	,334
	In-group	98,793	309	,320		
	Total	102,427	319			
Hope sub-dimension	Among groups	3,804	10	,380	1,109	,355
	In-group	105,972	309	,343		
	Total	109,776	319			

Table 6 is examined, no significant difference was found when the results of the ANOVA test conducted regarding the significant relationship between the branches of the teachers participating in the research and their perceptions of their positive psychological capital and sub-dimensions (p>.05). Table 7 shows the results of the ANOVA test on whether there is a difference between the teachers' views on their positive psychological capital according to the age variable.

Table 7. *The Effect of Age Variable on Positive Psychological Capital and Its Sub-Dimensions*

	Source of Variance	Sum of Squares	sd	Mean Squares	f	p
PositivePsychological Capital total	Among groups	,249	2	,125	,608	,545
	In-group	64,973	317	,205		
	Total	65,222	319			
Efficacy sub- dimension	Among groups	,902	2	,451	1,856	,158
	In-group	77,016	317	,243		
	Total	77,918	319			
Optimism sub-dimension	Among groups	,875	2	,437	,821	,441
	In-group	168,961	317	,533		
	Total	169,836	319			
Trust sub-dimension	Among groups	,016	2	,008	,044	,957
	In-group	59,339	317	,187		
	Total	59,355	319			
Extraversion sub-dimension	Among groups	,671	2	,336	1,151	,318
	In-group	92,481	317	,292		
	Total	93,152	319			
Psychologicalresilience sub-dimension	Among groups	,080	2	,040	,124	,883
	In-group	102,347	317	,323		
	Total	102,428	319			
Hope sub-dimension	Among groups	,002	2	,001	,002	,998
	In-group	109,775	317	,346		
	Total	109,776	319			

p < .05

According to Table 7, there was no significant difference between the ages of the teachers in the study and their perceptions of their positive psychological capital and sub-dimensions, according to the ANOVA test results (p>.05).

The t-test results regarding whether there is a difference between the views of the teachers on their positive psychological capital according to the branch variable are given in Table 8.

Table 8. *The Effect of Educational Status on Positive Psychological Capital and Its Sub-Dimensions*

Dimensions	Education status	N	$\bar{x}$	ss	sd	t	p
Efficacy sub-dimension	Undergraduate	296	4.41	,49	318	1,209	,228
	Graduate	24	4.46	,50			
Optimism sub-dimension	Undergraduate	296	4.22	.64	318	1,489	,137
	Graduate	24	4.15	.86			
Trust sub-dimension	Undergraduate	296	4.63	,40	318	,31	,976
	Graduate	24	4.59	,48			
Extraversion sub-dimension	Undergraduate	296	4.35	,53	318	,596	,551
	Graduate	24	4.43	,56			
Psychological resilience sub-dimension	Undergraduate	296	4.33	.55	318	1,369	,172
	Graduate	24	4.36	,60			
Hope sub-dimension	Undergraduate	296	4.39	.58	318	-.42	,966
	Graduate	24	4.41	,60			
Positive Psychological Capital	Undergraduate	296	3.59	,93	318	1.13	,259
	Graduate	24	3.62	.75			

According to Table 8, there was no significant difference in any dimension according to the t-test results of whether there is a significant relationship between the educational status of the participants in the study and their perceptions of positive psychological capital and its sub-dimensions (p>.05)

The t-test results of teachers' views on school effectiveness are given in Table 9.

Table 9. *Views on School Effectiveness*

Item No .	Substance Root	N	$\bar{x}$	ss	v
3.	Being successful in dealing with emergencies and disruptions	320	3.72	1.10	29.44
8.	Using school resources effectively	320	3.69	1.07	29.05
6.	Informing about innovations by managers	320	3.68	1.08	29.27
5.	Accepting and adapting to change in a short time	320	3.64	1.07	29.40
4.	Accepting and adapting to change	320	3.61	1.08	30.00
1.	The quality of products and services is very good	320	3,52	1.04	29.66
7.	Anticipating and preventing problems	320	3.47	1.02	29.48
2.	Products and services are in sufficient quantity	320	3.40	1.03	30.15
	School Effectiveness total	320	3.59	.92	25.51

According to Table 9, among the items related to school effectiveness , the participants' perceptions of the items related to being quite successful in coping with emergencies and disruptions ($\bar{x}$= 3.72) and using school resources effectively ($\bar{x}$=3.69) are in the range of 3.41-4.20. at high level; Products and services at school are in sufficient quantity ($\bar{x}$ = 3.40). Perceptions about all other items related to school effectiveness are in the range of 3.41-4.20 and are at a high level. In this case, it can be said that there is no low or very low perception of the school effectiveness scale. The general perception of school effectiveness ($\bar{x}$= 3.59) is between 3.41-4.20 and is at a high level. In this case, it is possible to say that teachers' perceptions of school effectiveness are at a high level.

When the relative coefficients of variation (V) are examined, it is seen that the items related to school effectiveness all of them have a heterogeneous structure and do not show consensus (V> 20). When we look at the overall effectiveness of the school, it can be said that there is no consensus among the participants (V>20).

The t-test results regarding whether there is a difference between teachers' views on school effectiveness according to the gender variable are given in Table 9.

Table 10. *The Effect of Gender Effect on School Effectiveness*

	Gender	N	$\bar{x}$	ss	t	sd	p
School Effectiveness	Woman	204	3.60	.89	.372	318	.710
	Man	116	3.56	.95			

According to Table 10, there was no significant difference according to the t-test results of whether there is a significant relationship between the genders of the participants in the study and their perceptions of school effectiveness (p>.05). However, when the descriptive data are analyzed, it is seen that the perceptions of female participants ($\bar{x}$=3.60) are higher than the perceptions of male participants ($\bar{x}$=3.56), therefore, male teachers' school effectiveness is higher. However, this situation did not create a statistically significant difference. The t-test results regarding whether there is a difference between the views of teachers on school effectiveness according to the marital status variable are given in Table 14.

Table 11. *The Effect of Marital Status on School Effectiveness*

	Marital status	N	$\bar{x}$	ss	t	sd	p
School Effectiveness	Married	266	3.62	.91	1,516	318	.130
	Single	54	3.41	.88			

In Table 11 , there was no significant difference according to the results of the t-test on whether there is a significant relationship between the marital status of the participants in the study and their perceptions of school effectiveness (p>.05). However, when the descriptive data is analyzed, it is seen that the perceptions of married participants ($\bar{x}$=3.62) are higher than the perceptions of single participants ($\bar{x}$=3.41). Therefore, the school effectiveness of married male teachers is higher. However, this situation did not create a statistically significant difference.

Table 12. *The Effect of Branch Variable on School Effectiveness*

	Branches	N	$\bar{x}$	ss	v
School Effectiveness Total	Turkish	41	3.38	.96	28.55
	Maths	50	3.77	.92	24.53
	English	53	3.69	.87	23.61
	Social studies	22	3.37	1.12	33.17
	Science	32	3,56	.78	21.83
	Religious culture and ethics (RCE)	52	3,51	1.01	28.70
	Physical Education	18	3.98	.80	20.02
	Music	5	3.20	1.15	36.08
	Computer	6	3.27	1.01	30.90
	Art	7	3.75	.76	20.28
	Other branches	34	3.61	.74	20.60

When Table 12 is examined, no significant difference was found when the results of the ANOVA test conducted on the meaningful relationship between the teachers participating in the study and their perceptions of school effectiveness (p>.05) . In this case, it can be said that teachers' views on school effectiveness do not change according to branches. However, when the descriptive data is examined, it is seen that the perceptions of the participants who are music teachers ($\bar{x}$=1.15) and the perceptions of the participants who are social studies teachers ($\bar{x}$ =1.11) are higher than the perceptions of the participants who are other branch teachers, so the school effectiveness of music and social studies teachers is higher. is seen. However, this situation did not create a statistically significant difference.

Table 13 shows the results of the ANOVA test on whether there is a difference between teachers' views on school effectiveness according to the age variable.

Table 13. T*he Effect of Age Variable on School Effectiveness*

Dimension	Groups	N	x̄	ss	v
School Effectiveness	22-29	87	3.59	.85	23.70
	30-39	151	3,57	.92	25.81
	40 and over	82	3.63	.98	27.04

ANOVA

	Varience	Sum of Squares	sd	Mean	f	p
School Effectiveness	Among groups	.183	2	.091	.108	.898
	In-group	267,588	317	.844		
	Total	267,771	319			

When Table 13 is examined, It is seen that there is no significant difference between the views of the participants on school effectiveness according to the age variable in their institutions. (p>.05).

The t-test results regarding whether there is a difference between the views of teachers on school effectiveness according to the variable of educational status are given in Table 13.

Table 14. *The Effect of Educational Status on School Effectiveness*

	Education S.	N	x̄	ss	t	sd	p
Effect on School Effectiveness	Undergraduate	296	3.58	.92	-.191	318	.873
	Graduate	24	3.61	.75			

According to Table 14, there was no significant difference in any dimension according to the t-test results of whether there is a significant relationship between the educational status of the participants in the study and their perceptions of school effectiveness (p>.05).

Table 15. *The Relationship between Positive Psychological Capital and School Effectiveness*

		1	2	3	4	5	6	7	8
1- SE (School Effectiveness)	r	1							
	p								
	N	320							
2-PPC (Positive Psychological Capital)	r	,192(**)	1						
	p	,001							
	N	320	320						
3-Self-sufficiency	r	,112(*)	,785(**)	1					
	p	,046	,000						
	N	320	320	320					
4-Optimism	r	,136(*)	,736(**)	,486(**)	1				
	p	,015	,000	,000					
	N	320	320	320	320				
5-Trust	r	,147(**)	,791(**)	,636(**)	,463(**)	1			
	p	,008	,000	,000	,000				
	N	320	320	320	320	320			
6-Extroversion	r	,182(**)	,857(**)	,623(**)	,460(**)	,672(**)	1		
	p	,001	,000	,000	,000	,000			
	N	320	320	320	320	320	320		
7-Psychological resilience	r	,179(**)	,863(**)	,610(**)	,458(**)	,629(**)	,744(**)	1	
	p	,001	,000	,000	,000	,000	,000		
	N	320	320	320	320	320	320	320	
8-Hope	r	,161(**)	,792(**)	,550(**)	,401(**)	,582(**)	,678(**)	,764(**)	1
	p	,004	,000	,000	,000	,000	,000	,000	
	N	320	320	320	320	320	320	320	320

*p<.05 ; **p<.01

A correlation coefficient of 1.00 indicates a perfectly positive relationship; -1.00, a perfectly negative relationship; A value of 0.00 indicates no relationship. correlation coefficient, as an absolute value, between 0.70-1.00 is high; between 0.70-0.30 medium to be; Being between 0.30-0.00 is a low level relationship. (Büyüköztürk et al., 2011).

According toable 15, the scores of the participants on the factors related to positive psychological capital When analyzed, it was found that the positive psychological capital scale was self- efficacy (r=.785; p<.01), optimism

(r=.736; p<.01), confidence (r=.791; p<.01), extraversion (r=.857; p<.01), resilience (r=.863; p<.01), and hope (r =.792; p<.01) sub-dimensions, highly positive and It is seen that there is a statistically significant relationship.

When the scores of the participants from the positive psychological capital and school effectiveness scales are compared, it is seen that there is a low level of positive and statistically significant relationship (r= .192; p<.01). When the positive psychological capital and school effectiveness scale are compared; positive psychological capital scale with self-efficacy (r=.112; p<.01), optimism (r= .136; p<.01), confidence (r= .147; p<.01), extraversion (r= It is seen that there is a low level of positive and statistically significant relationship between .182; p<.01), resilience (r= .179; p<.01) and hope (r= .161; p<.01) sub-dimensions.

4. Conclusion, Discussion and Recommendations

Psychological capital is an accumulation that helps to establish a relationship between the behavior of employees and performance and productivity. Psychological capital has a significant effect on job satisfaction, job performance, job stress level, job continuity, organizational commitment and behavior (Abbas & Raja, 2015). As in most studies, teachers' high perceptions of positive psychological capital will contribute positively to organizational goals in many areas.

No significant difference was found in both the general scores and the scores related to the sub-dimensions, according to the variables of gender, branch, age and educational status. It was observed that teachers' views on positive psychological capital differ according to the marital status variable.

It was observed that gender did not have a significant effect on teachers' positive psychological capital perceptions. According to Polatçı (2011) psychological capital In the study in which the effect on performance was examined and in Keser's (2013) psychological capital authentic leadership relationship study, no significant difference was found according to gender. In Berberoğlu's (2013) study on the effect of psychological capital on organizational citizenship, and in Çınar's (2011) study on the relationship between psychological capital and organizational commitment, no significant difference was found according to gender. Therefore, it can be said that gender does not have a significant effect on positive psychological capital.

It was observed that the branch did not have a significant effect on teachers' positive psychological capital perceptions. There are many studies in the national and international literature. As a result of the studies conducted by Kaya, Balay and Demirci (2014), it was stated that there was no significant difference as a result of examining the perception levels of teachers regarding their positive psychological capital according to the branch variable. In the study of Sarıcı (2015), it was revealed that the branch variable is not a factor affecting the psychological capital of teachers. Kelekçi and Yılmaz's (2015) study also revealed that the branch does not affect positive psychology.

It was observed that age did not have a significant effect on teachers' positive psychological capital perceptions. However, especially the levels of optimism extraversion, which is one of the sub-dimensions of positive psychological capital, differ between groups. Teachers in the "40+ age group" are less optimistic than the teachers in the "30-39 age group". This situation can be interpreted as the teachers in the "over 40" group show more stasis and less optimism.

It was observed that the educational status did not have a significant effect on teachers' positive psychological capital perceptions. However, postgraduate teachers have higher scores for the general and sub-dimensions of positive psychological capital. The higher the education level, the higher the positive psychological capital of teachers. The general positive psychological capital and sub-dimensions of hope, self-efficacy, resilience and extraversion of postgraduate teachers are higher than those of graduate teachers.

A significant difference was found between teachers' marital status and their perceptions of positive psychology in the dimensions of self-efficacy, optimism, confidence and hope. It is seen that this difference is due to the fact that the averages are in favor of married teachers.

When we look at the perceptions of married teachers, the reason why hope and trust are at a higher level than singles is that they organize their lives, mature in their thoughts, parental motivation provides compassion and develops responsibility. In Polatçı's (2011) study, it is seen that the psychological capital is higher in married people and there is an increase in psychological capital according to the number of children. In the measurement tool in this study, features similar to those in psychological capital were determined in the

expectation dimension. In the study of Savur (2013) and Berberoğlu (2013), there is no significant situation in the psychological capital of married-single people.

There are objective studies on work and family life in the literature. There are studies showing that family life affects working life (Doğan, Üngüren & Kesgin, 2010; Karatepe, 2008). According to the teachers in the qualitative part of the study, the view that the married people's responsibilities affect their psychological capital, confidence and hope positively according to the singles mentioned in the study of Doğan, Üngüren and Kesgin (2010). Therefore, it can be said that marriage is effective in the awareness of responsibility. In this sense, the effect on the psychological capital levels of teachers who will increase the awareness of responsibility and have social trust is considered important.

The views of the teachers participating in the research on the level of school effectiveness in their schools were examined according to personal variables, and no statistically significant difference was found according to the variables of gender, marital status, branch, age and educational status.

It was observed that gender did not have a significant effect on teachers' perceptions of school effectiveness. The dimensions of the learning organization did not show a significant difference according to the gender of the teachers. The finding in the study of Töremen (1999) that the gender variable does not affect the perceptions of the learning organization supports this conclusion. Similar results were also found in the research findings.

It was observed that marital status did not have a significant effect on teachers' perceptions of school effectiveness. On the other hand, it is seen that the perceptions of married participants are higher than the perceptions of single participants, therefore, the school effectiveness of married teachers is higher. However, this situation did not create a statistically significant difference.

It was observed that the branch did not have a significant effect on teachers' perceptions of school effectiveness. In this case, it can be said that teachers' views on school effectiveness do not change according to branches. However, it is seen that the perceptions of the participants who are music teachers and social studies teachers are higher than the perceptions of the other branch teachers, therefore, the school effectiveness of music and social studies teachers is higher. However, this situation did not create a statistically significant difference.

It was observed that age did not have a significant effect on teachers' perceptions of school effectiveness. On the other hand, it is seen that the school effectiveness levels of teachers over the age of 40 are higher. It can be said that this situation stems from the knowledge, knowledge and experience of the teachers who are more experienced in age.

It was observed that educational status did not have a significant effect on teachers' perceptions of school effectiveness. However, postgraduate teachers have higher scores on school effectiveness. The higher the education level, the higher the school effectiveness of teachers

It is seen that there is a highly positive and statistically significant relationship with the positive psychological capital scale and the sub-dimensions of self-efficacy, optimism, confidence, extraversion, resilience, and hope. There is a low-level positive and statistically significant relationship between the teachers' positive psychological capital scale and school effectiveness scale. When the positive psychological capital and school effectiveness scales are compared; It is seen that there is a low level of positive and statistically significant relationship between the positive psychological capital scale and the sub-dimensions of self-efficacy, optimism, confidence, extraversion, resilience and hope.

In order for our education system to realize an effective school, how it can be re-planned and restructured in line with the needs can be researched. Therefore, schools are ineffective in the education system. Research can be conducted to eliminate the problems that cause it. The effectiveness of schools in Turkey and the effectiveness of other countries' effective international school studies can be carried out to compare the effectiveness levels. Effective school studies should be supported by the Ministry of National Education itself.

Motivation plays an important role in increasing optimism. Efforts to be made to ensure professional motivation of teachers will also affect the level of optimism. Therefore, it is recommended that the discourse and actions towards teachers at all levels of National Education should also have motivating aspects.

As their seniority and age progress, the burden of teachers should be lightened, and they should be trained to coach new teachers. School principals, the effects of the personality traits of the administrators on the positive psychological capital of the teachers. should be informed about the impact of should be introduced.

Research on positive psychological capital is limited in the national literature. Especially with the increase in psychological capital studies in education administration, there will be an opportunity to compare the researches and a common perspective will be formed. In this sense, it is suggested that psychological capital studies should be increased and handled with different dimensions. Theories can be put into practice by conducting empirical/applied studies on increasing psychological capital.

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