



RELATIONSHIP OF CRISIS MANAGEMENT OF SCHOOL PRINCIPALS AND PSYCHOLOGICAL CAPITAL OF TEACHERS

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Abstract

The aim of this study is to investigate the relationship between the crisis management skills of school principals who manage schools and the psychological capital of teachers. Scanning model was used in the research. The population of the research consists of 939 teachers, consisting of 396 primary school teachers and 543 secondary school teachers, who work in 34 schools in total, 15 of which are primary schools and 19 are secondary schools, affiliated to the Ministry of National Education in the city center of Çanakkale in the 2021-2022 academic year. The sample of the study consisted of 274 teachers working in primary and secondary schools located in the city center of Çanakkale. Data results were analyzed in SPSS 22.0 program. In the study, when the relationship between the crisis management skills of school principals and teachers' gender, working years at school and branch variables was examined according to teachers' perception levels, it was determined that the difference was not at a significant level. When the relationship between the psychological capital of teachers and the crisis management skills of school principals is examined, a positive and moderate relationship was determined between self-efficacy and the period before the crisis, the period during the crisis and the period after the crisis, and it can be said that self-efficacy is a positive predictor of crisis management skills.

Keywords: Crisis management skills, psychological capital, teacher.

INTRODUCTION

Global events, new developments in technology, innovative approaches, competitive competition environments have increased the interest in crisis management. Crises are not only caused by problems caused by humans, there are also crises caused by nature; However, crises that arise under the influence of human beings are in the middle of the social reaction because they are predictable (Kerzner, 2013).

Schools get their share of developments in the world. Managers and teachers also need to be aware of these developments and constantly renew themselves. School administrators should be sensitive to the events in the environment and surroundings in order to find suitable solutions to the problems that will arise with the help of their past experiences and to implement them, they should not underestimate the problems experienced and should focus on them sensitively, realizing that there are lessons that can be taken from each event in order to create alternatives It should try to solve the problems in the field completely, and if it is not able to do this, it should try to overcome the crisis with the least damage. The knowledge and skills of the administrators are of vital importance on the management of the school environment. Making education efficient at school is closely related to the approach of the administrators to the events. When the researches on the crisis management skills of school principals are examined, for example; It has been determined that the higher the education level, the more sensitive individuals are to the crisis (Bayram, 2015).

It has been determined that there is no difference in the perceived crisis resolution skills of school administrators in crisis management processes (Yılmaz & Yıldız, 2015). The concept of psychological capital is closely related to the problems that individuals experience within the educational organization. Stress, tension and difficulties experienced by individuals can cause negative emotions in them. Therefore, psychological capital is a resource that educators should develop among themselves in order to increase the performance of individuals (Burhanuddin, Ahmad, Said, & Asimiran, 2019). When the studies on psychological capital are examined, for example; It has been determined that job satisfaction and psychological capital have a positive relationship with each other (Türesin Tetik, Ataç, & Köse, 2018). The aim of this study is to determine how school principals manage the crises that arise at school and to investigate their relationship and relationship with teachers' psychological capital, to determine teachers' psychological capital and school principals' crisis management skills. In the globalizing world, very rapid developments and changes occur. Developing and changing educational understandings necessitate the change and development of school administrators. In this respect, crisis management skills of school principals are of great importance. In today's education models, it is a very effective form of management for school principals to perceive and prevent the crisis before it happens, but if it cannot prevent it, they can overcome this situation with the least damage and focus on its positive aspects and learn lessons. In order to increase the psychological capital levels of teachers, it is very important to improve the conditions they are in. The desire and desire of teachers to work at school will begin to increase substantially. This study is very important in terms of determining the perceptions of teachers working in state institutions, school principals working in schools, about the management styles of emerging crises, and determining the effects of crisis management skills on teachers' psychological capital and their contribution to education and training. In addition, it is important to determine whether teachers have sufficient knowledge and awareness about the crisis management skills of school principals and the sub-dimensions of the concept of psychological capital. Crises, as in the past, present negative events for institutions and organizations, as well as opportunities and opportunities. Organizations should monitor the crises that occur in the areas they live in and prepare their plans and programs before the crisis occurs. If the crisis cannot be prevented; The positive and negative aspects of the crisis should be examined and the crisis should be turned into an opportunity. If it is not possible to do these, it should be aimed to overcome the negative effects of the crisis with minimum damage (Özdemir & Uçar, 2020).

According to Haşit (2013), the main features of the crisis are as follows:

- Crises are events contrary to the ordinary life of life. Crises require appropriate changes in organizations. Organizations may have difficulty adapting to this situation.
- Crises emerge in different forms. It continues in the form of steps depending on each of the reasons.
- Crises affect the way organizations behave. Behavior resolution styles of organizations sometimes bring about a positive change. Ensuring that the crisis reflects positively on the organization is closely related to the manager.
- If managers can perfectly manage the crisis and adapt to the new changes that arise, they will show more improvement than their competitors. In this sense, managers can become ready for more complex crises. There are many definitions of the concept of crisis. In addition, each institution has its own crisis resolution method. Although there is no theory based on the details of the reasons for the emergence of crises, a general point of view about the crisis and its causes emerges. It can be said that not every event that occurs can be considered a crisis, that crises have their own characteristics, and that although there are different types of crisis, more than one feature of the crisis types is similar. Accordingly, (Tutar, 2000; Tuz, 2001) stated the characteristics of crises as follows:
- Crises negatively affect an organization's goals, economic, political, cultural and social life.
- Crises arise suddenly at an uncertain time.



- In order for crises to be resolved and fully extinguished, a rapid response to the crisis and implementation of crisis plans are required.
- When crises occur, they are events that cause confusion and maximum tension in managers.
- What is important in solving the crisis is to prevent the crisis at the first stage before the crisis occurs. If appropriate ways are developed to solve the crisis at the first stage, it can be prevented from happening.
- Since crises develop suddenly, they create an environment of uncertainty as they require a quick decision-making style.

Crisis is defined differently in every school. Independent and different schools may react differently to the same events. They may be affected differently by similar events. A similar situation in the same school can cause a crisis at different times and can be seen as an event that can be tackled with ordinary measures (Aksoy & Aksoy, 2003). The reason why the crises that occur in schools are more important than those that occur in other institutions is that the school covers children. Crises that occur in schools are student injuries, harming someone who is out of school, and events that occur in the laboratory (Savcı, 2008). The crises experienced in the school can damage the reputation of the school, education and training, and the order of the school. Considering that a crisis may occur in schools, the risk factor should always be considered. Like all organizations, schools should attach great importance to crisis management (Sagin, 2008). crisis preparation period; It consists of the stages of having a management center for crises, forming a team to manage the crisis, preparing a brochure about the crisis, and training all employees in the organization. A crisis plan should be established together with other institutions, namely the Police, National Education, Civil Defense, Non-Governmental Organizations, Health Organizations and Judicial Organizations. Schools generally limit the way of crisis management by doing exercises on natural disasters and fires. Activities should be planned in schools before, during and after the crisis. Managers should first prepare functional plans related to crisis management, analyze them and establish a team to intervene when a crisis occurs, and demonstrate crisis management skills that can be applied in practice (Poland, Pitcher, & Lazarus, 1999).

The positive psychology movement was founded in 1998 by Martin Seligman, president of the American Psychological Association. Positive psychology is a field of science that ignores the negative characteristics of people and tries to reveal their positive characteristics. Positive psychology, which covers more than 15 fields, questions how events that contribute to the management of the lives of individuals in the environment they live in, enable them to approach this environment in a more organizational way and make life meaningful (Seligman, 2002). positive psychology; The individual's being better in his new life compared to his past life is a field of psychology that is mostly based on the positive features of life (Peterson, 2000).

Positive psychology in the sense of science; It has been defined as an area that does not highlight the negative features of individuals, but rather takes their positive features as a reference and argues that their development should be supported (Seligman et al., 2005). What are the factors that individuals, groups and societies need for change and development and how their effects can be increased constitute the field of positive psychology (Kobau & Seligman, 2011). Positive psychology provides support for individuals to be productive, hardworking, productive and good by taking action in areas where clinical psychology is weak and deficient, which contributes to mental illnesses and purification of individuals from psychological disorders (Seligman, 2002; Cameron et al., 2003). The emergence of positive psychology has revealed new thoughts and desires in terms of understanding the personal experiences of individuals. Over the years, many researchers have presented many theoretical perspectives (Bryant & Cvangros, 2004). The concept of psychological capital; It is defined as the most sensitive type of capital, which is based on moral values and is difficult to measure because its components are closely related to the human factor (Luthans & Jensen, 2002).



Psychological capital; The level of effort of a person is a very important capacity that affects his/her performance in the workplace (Peterson et al., 2011). Psychological capital is the situation in which individuals working in an organization can successfully use their social, economic and productivity capital in order to exhibit their performance at the highest level (Envick, 2005). Psychological capital is a type of capital that highlights the positive and strong aspects of people, seeks the best ways to develop them, and enables them to relate to the situation of working people and the organization they are involved in (Samancı & Basım, 2018; Göçen, 2019).

The importance of psychological capital becomes apparent and clear when an individual or organization decides to overcome difficulties to achieve success. These difficulties are; It can manifest in a variety of ways, including lack of funding, legal restrictions, poor economic situation, an increase in industry or industry standards, employee turnover, new competitors, changing customer needs, and other events and circumstances. Such situations can force organizations to change their plans, cause the organization to change its entire direction, or even cause the organization to fail completely. For this reason, it is of great importance to provide and maintain psychological capital in organizations for a better and more effective fight against all these negative situations. Psychological capital has emerged as a result of the individual or organization's ability to cope with difficulties in order to achieve success. These; economic difficulties, legal restrictions, employees leaving their jobs, changing needs. These events can affect the entire structure of the organization, cause the organization to fail, and change the organization's plans. Therefore, the concept of psychological capital becomes important in order to be able to combat events that may cause such negative consequences (Envick, 2005).

Psychological capital can increase people's social and human capital levels. Studies have shown that the ability to take a better position in tense situations and in social relations is associated with positive psychological states (Taylor & Brown, 1994). According to Nelson and Cooper (2007), there are some criteria for any event to be counted as psychological capital. These:

- Psychological capital is a unique type of capital.
- It denotes more than human capital and social capital.
- Psychological capital is based on theory and research.
- Psychological capital is one of the capitals that can be measured.
- It has an impact on the performance of people in the work environment in which they work.
- Psychological capital has a feature that can be developed because it is based on a situation.

Purpose of the Research

The purpose of this research is to reveal the relationship between the crisis management skills of the school principals who manage the schools and the psychological capital of the teachers, taking into account the personal characteristics of the teachers, and to offer suggestions by considering the data in this research.

Problem Statement

- What are the crisis management skills of school principals and the psychological capital levels of teachers in terms of teachers' perceptions?
- Do these levels differ significantly according to their individual characteristics?
- Is the relationship between these levels significant?

Sub Problems

- What are the crisis management skill levels of school principals in terms of teachers' perceptions?



- Teachers' perceptions of school principals' crisis management styles, which are their individual characteristics;
 - Gender
 - Marital status
 - Age group
 - Educational status
 - Branch
 - Years of work in the profession
 - Form of employment
 - Years of study at the school where they work
 - Is there a significant difference according to variables such as the type of school they work in?
- What are teachers' perceptions of their psychological capital?
- Teachers' perceptions of their psychological capital are their individual characteristics;
 - Gender
 - Marital status
 - Age group
 - Educational status
 - Branch
 - Years of work in the profession
 - Form of employment
 - Years of study at the school where they work
 - Is the difference significant in terms of variables such as the type of school they work at?
- Is the relationship between teachers' psychological capital and school principals' crisis management skills significant?
- Do teachers' psychological capital predict the crisis management skills of school principals?

METHOD

Model of the Research

The research has a quantitative design and aims to determine the crisis management skills of school principals in terms of teachers' perceptions according to the relational survey model and to investigate the relationship with teachers' psychological capital. The scanning model is the model that defines the events and objects, which are the subject of research, that continue to exist in the past and the period we live in, within the conditions in which the individual lives (Karasar, 2013).

Participants

In the 2021-2022 academic year, a total of 274 teachers, 139 primary school teachers and 135 secondary school teachers, working in 34 schools in total, including 15 official primary schools and 19 secondary schools affiliated to the Ministry of National Education, in Çanakkale city center participated in the study.

Table 1. Distribution of teachers participating in the study by educational status

Educational Status	n	Percent
Associate Degree	9	3.3
Licence	252	92.0
Degree	13	4.7
Total	274	100.0

In Table 1, it has been determined that 3.3% of the teachers participating in the research have an associate degree, 92.0% have a bachelor's degree, and 4.7% have a master's degree in terms of the educational status variable. The graduation levels of the teachers participating in the research regarding doctorate and other educational backgrounds were not encountered.



Data Collection and Analysis

In this study, which was conducted in the fall semester of the 2021 and 2022 academic years, the scales were sent face-to-face and online to the teachers via the link created by the researcher in Google form. The answers were collected face to face and online. In this context, 67 of 274 data tools were filled in face to face, and 207 of them were answered online. The purpose of the research and how it will be implemented were explained to the teachers in writing. It has been stated that it is important for teachers to choose items that reflect their real situations in order for the research to reach its purpose. Teachers who volunteered during the data collection process answered the scales. The research aims to investigate the psychological capital levels of teachers within the scope of the survey model and to determine the relationship between the crisis management skills of school principals and teachers' psychological capital. Therefore, the Crisis Management Skills Scale developed by Aksu and Deveci in 2009 was used to determine the crisis management skills of school principals. The scale consists of 31 items, including the period before the crisis, the period of the crisis and the period after the crisis. The created scale is in the form of a likert-type five-point rating scale up to “(1) Never (5) Always”. The Cronbach Alpha reliability coefficient of this scale is .91. The pre-crisis period dimension of the scale; 1-2-3-4-5-6 and 7th items, crisis period dimension; Items 8-9-10-11-12-13-14 and 15, and the post-crisis period dimension 16-17-18-19-20-21-22-23-24-25-26-27-28-29 Articles 30 and 31 constitute.

The Psychological Capital Scale (PSÖ), which aims to determine the psychological capital of teachers, was adapted into Turkish by Öztekin Bayır (2018). Scale; It consists of four sub-dimensions, namely self-efficacy, hope, resilience, and optimism, and has 24 items. The Cronbach Alpha reliability coefficient of the scale is .92.

The self-efficacy dimension of the scale; 1-2-3-4-5-6. scale items, hope dimension; 7-8-9-10-11-12. scale items, psychological resilience dimension; 13-14-15-16-17-18. scale items, optimism dimension; 19-20-21-22-23-24. scale items. In this study, Psychological Capital Scale (PSÖ) was used to determine teachers' psychological capital levels.

Table 2. Limits and levels of scale options

Scale options	Borders	Levels
Never	1.00 to 1.80	Very low
Rarely	1.81 to 2.60	Low
Sometimes	2.61 to 3.40	Middle
Mostly	3.41 to 4.20	High school
Anytime	4.21 to 5.00	Very high

Table 3. Limits and levels of scale options

Scale options	Borders	Levels
I strongly disagree	1.00 to 1.80	Very low
I don't agree	1.81 to 2.60	Low
I'm undecided	2.61 to 3.40	Middle
I agree	3.41 to 4.20	High school
Absolutely I agree	4.21 to 5.00	Very high

Table 2 and Table 3 show the lower limits, upper limits and their corresponding levels for the scale options.

Analysis of Data

The data collected from the personal information form and scales were analyzed with the SPSS 22.0 program, transferred to the computer and analyzed. Taking into account the personal characteristics of the teachers who participated in the survey (gender, marital status, age group, education level, branch, years of work in the profession, the type of employment in the school they work, the years of work in the school they work in, and the type of school they work in), frequency and percentage calculations were made for descriptive statistical analyzes. For the obtained data, t test and Anova were applied.



According to Anova, in cases where the difference was significant, the LSD test was applied to determine between which groups there was a difference. The relationships between the two scales used in the study were determined by using the Pearson-Moment product correlation coefficient. In addition, regression analysis was conducted to determine whether teachers' psychological capital levels predicted school principals' crisis management skills.

FINDINGS

“Is there a significant relationship between the crisis management skills of school principals and the dimensions of teachers' psychological capital?” has been determined. For the solution of this sub-problem, the correlations between the scale scores of the Crisis Management Skills Scale and the Psychological Capital Scale were calculated and the results are shown in Tables 69-70-71. Calculations were made by considering both the total scale and subscales. In the literature, where there are different classifications, it is generally seen that there is a weak relationship (.00 to .30)'a moderate relationship (.31 to .49)'a strong relationship (.50 to .69), and a very strong relationship (.70 to .100). It is interpreted as meaning (Tavşancıl, 2006).

Table 4. The Relationship between the pre-crisis period and the lower levels of psychological capital (Correlations)

	Self-efficacy	Hope	Resilience	Optimism
Crisis Pre Period	.394(**)	.351(**)	.283(**)	.234(**)

According to Table 4, considering the relationship between the pre-crisis period and the lower levels of psychological capital; Between pre-crisis period and self-efficacy level, .394 (p<.01), between pre-crisis period and hope level .351 (p<.01), between pre-crisis period and psychological resilience level .283 (p<.01), there was a correlation of .234 (p<.01) between the pre-crisis period and the level of optimism. When all the scales and the lower level scales are examined, it can be said that there is a moderate and positive correlation between the pre-crisis period and the lower levels of psychological capital.

Table 5. The Relationship between the crisis period and the lower levels of psychological capital (Correlations)

	Self-efficacy	Hope	Resilience	Optimism
Crisis period	.389(**)	.346(**)	.328(**)	.293(**)

Considering the relationship between the crisis period and the lower levels of psychological capital according to Table 5; Between the crisis period and the level of self-efficacy .389 (p<.01), between the crisis period and the level of hope .346 (p<.01), between the crisis period and the level of resilience .328 (p<.01)), it was determined that there was a correlation of .293 (p<.01) between the crisis period and the level of optimism. When all of the scales and the lower level scales are examined, it can be said that there is a moderate and positive correlation between the crisis period and the lower levels of psychological capital.

Table 6. The relationship between the post-crisis period and the lower levels of psychological capital (Correlations)

	Self-efficacy	Hope	Resilience	Optimism
Post Crisis Period	.507(**)	.476(**)	.443(**)	.371(**)



According to Table 6, considering the relationship between the post-crisis period and the lower levels of psychological capital; .507 ($p < .01$) between the post-crisis period and the level of self-efficacy, .476 ($p < .01$) between the post-crisis period and the hope level, .443 ($p < .01$) between the post-crisis period and the psychological resilience level (.01), there was a correlation of .371 ($p < .01$) between the post-crisis period and the level of optimism. When all the scales and the lower level scales are examined, it can be said that there is a moderate and positive correlation between the post-crisis period and the lower levels of psychological capital.

Table 7. The predicting power of the self-efficacy dimension variable on crisis management skills

Variable	B	Standard Error B	B	t	p	Binary r	Partial r
Still	2.788	.191	-----	14.637	.000	-----	-----
The Period Before the Crisis	-.066	.083	-.074	-.792	.429	.234	.243
Crisis Sequence Period	-.028	.108	-.031	-.261	.794	.293	.303
After the Crisis Period	.420	.101	.452	4.155	.000	.371	.380
R=.375	R ² = .141	F=14.765	P=.000				

Self-Efficacy: Predictive variable
Crisis Management Skills: The predicted variable

According to the results of the regression analysis, it can be observed that there is a positive and moderate relationship between self-sufficiency and the pre-crisis period ($r = .39$), but the correlation between the two variables is calculated as $r = .38$ when other variables are taken into account. It is seen that there is a positive and moderate relationship between self-sufficiency and crisis period ($r = .38$) but the correlation between the two variables is calculated as $r = .38$ when other variables are taken into account. It is seen that there is a positive and moderate relationship between the self-sufficiency dimension and the post-crisis period ($r = .50$), but the correlation between the two variables is calculated as $r = .50$ when other variables are taken into account. According to the results of the analysis, the self-proficiency size variable can be seen to be a positive fatigue of crisis management skills ($p < .001$). There is a .268 level of common ground between self-sufficiency size and crisis management skills. This can be explained by the self-sufficiency dimension of 26.8% of the total variance for crisis management skills.

Table 8. The power of the hope dimension variable to procedure crisis management skills

Variable	B	Standart Error B	B	t	p	Binary r	Partial r
Still	2.646	.158	-----	16.696	.000	-----	-----
The Period Before the Crisis	.073	.069	.093	1.056	.292	.351	.350
Crisis Sequence Period	-.207	.090	-.259	-2.308	.022	.346	.344
After the Crisis Period	.517	.084	.627	6.138	.000	.476	.476
R=.492	R ² = .242	F=28.701	P=.000				

Crisis Management Skills: Predictive variable
Hope: Predicted variable



According to the results of the regression analysis, it can be observed that there is a positive and moderate relationship between hope and the pre-crisis period ($r=.35$), but the correlation between the two variables is calculated as $r=.35$ when other variables are taken into account. It is seen that there is a positive and moderate relationship between hope and crisis period ($r=.34$) but the correlation between the two variables is calculated as $r=.34$ when other variables are taken into account. It is seen that there is a positive and moderate relationship between the hope dimension and the post-crisis period ($r=.47$), but the correlation between the two variables is calculated as $r=.47$ when other variables are taken into account. According to the results of the analysis, the hope size variable can be seen to be a positive fatigue of crisis management skills ($p<.001$). There is a .242 level of common ground between the size of hope and crisis management skills. This may indicate that 24.2% of the total variance on crisis management skills is expressed in the dimension of hope.

Table 9. The psychological resilience dimension of crisis management skills

Variable	B	Standart Error B	B	t	p	Binary r	Partial r
Still	2.736	.167	-----	16.355	.000	-----	-----
The Period Before the Crisis	-.035	.073	-.044	-.483	.629	.283	.281
Crisis Sequence Period	-.117	.094	-.142	-1.240	.216	.328	.327
After the Crisis Period	.506	.089	.596	5.692	.000	.443	.443
R=.452	R ² = .205	F=23.156	P=.000				

Crisis Management Skills: Predictive variable
Psychological resilience: Predicted variable

According to the results of the regression analysis, it can be observed that there is a positive and weak relationship between psychological resilience and the pre-crisis period ($r=.28$), but the correlation between the two variables is calculated as $r=.28$ when other variables are taken into account. There is a positive and moderate relationship between psychological resilience and crisis period ($r=.32$); however, when other variables are taken into account, the correlation between the two variables is calculated as $r=.32$. It is seen that there is a positive and moderate relationship between psychological resilience and the post-crisis period ($r=.44$), but the correlation between the two variables is calculated as $r=.44$ when other variables are taken into account. According to the results of the analysis, the psychological endurance dimension variable can be seen to be a positive fatigue of crisis management skills ($p<.001$). There is a .205 level of common ground between psychological resilience and crisis management skills. This can be explained by the psychological resilience dimension of 20.5% of the total variance for crisis management skills.

Table 10. The Power of Crisis Management Skills to Procedure the Dimension of Optimism

Variable	B	Standart Error B	B	t	p	Binary r	Partial r
Still	2.788	.191	-----	14.637	.000	-----	-----
The Period Before the Crisis	-.066	.083	-.074	-.792	.429	.234	.243
Crisis Sequence Period	-.028	.108	-.031	-.261	.794	.293	.303
After the Crisis Period	.420	.101	.452	4.155	.000	.371	.380
R=.375	R ² = .141	F=14.765	P=.000				

Crisis Management Skills: Predictive variable
Optimism: Predicted variable



According to the results of the regression analysis, it can be observed that there is a positive and weak relationship between optimism and the pre-crisis period ($r=.23$), but the correlation between the two variables is calculated as $r=.24$ when other variables are taken into account. It is seen that there is a positive and weak relationship between optimism and crisis period ($r=.29$) but the correlation between the two variables is calculated as $r=.30$ when other variables are taken into account. It is seen that there is a positive and moderate relationship between optimism and the post-crisis period ($r=.37$), but the correlation between the two variables is calculated as $r=.38$ when other variables are taken into account. According to the results of the analysis, the optimism dimension variable can be seen to be a positive fatigue of crisis management skills ($p<.001$). There is a .141 level of common ground between optimism and crisis management skills. This can be explained by the optimism dimension of 14.1% of the total variance on crisis management skills.

Conclusion and Recommendations

The crisis management skills of administrators working in public schools are at an intermediate level. ($\bar{x}=3.20$ for the pre-crisis period, $\bar{x}=3.22$ for the crisis period, $\bar{x}=3.59$ for the post-crisis period). Based on the results of the analysis, it can be said that the crisis management skills of school principals are at the highest level in the post-crisis period, and the lowest level is in the pre-crisis period. According to the findings, the crisis management level of school principals working in public schools is at the highest level in the post-crisis period, and at the lowest level in the pre-crisis period. According to the results of the analysis, the lowest level of crisis management skills of school principals in the pre-crisis period is $\bar{x}=3.10$ and "Crisis scenarios are created before a crisis occurs". item is out. The highest level is $\bar{x}=3.28$, "It can detect crisis signals from different sources before the crisis occurs". item is out. According to the crisis period levels, the lowest level is "Preparing an emergency action plan to be implemented in the crisis period" with $\bar{x}=3.12$. item is out. The highest level $\bar{x}=3.38$ "It organizes trainings on crisis management that will cover all employees". item is out. In the post-crisis period, the lowest level is $\bar{x}=3.32$, "It sets new targets after the crisis". item is out. The highest is with $\bar{x}=3.48$, "It enables employees to participate in the decision-making process". item is out.

In their research, Karakuş and İnandı (2018) determined that the crisis management skills of school principals were at the level of "mostly" during the crisis before and after the crisis, and at the level of "sometimes" during the crisis.

In his research, Gezer (2020) determined that the crisis-solving skills of school principals in the pre-crisis period and during the crisis are at the level of "sometimes" and "most of the time" after the crisis.

In the research of Zeyad (2020), attention should be paid to educating decision makers in the decision-making process in times of crisis and increasing their awareness of the factors affecting the crisis decision-making process.

In their study, Özarslan and Diker (2020) determined that there were significant differences between the sub-dimensions of the crisis period and the post-crisis period and the genders of the participants. They stated that as the education level of the participants increases, their interest and awareness can be increased against the crisis situations that arise in the institution they work for. As a result of the study, they determined that the crisis management skills of the institution are at a medium level.

In addition to these studies, it was investigated whether the variables of "gender, marital status, age group, education level, branch, working year in the profession, working year at the school they work in and the type of school they work in" have an effect on the crisis management skill levels of school principals. The results of the research reveal that there is no significant difference between the crisis management skills of school principals (pre-crisis period, crisis period, post-crisis period) and teachers' gender, working years at school and branch variables, according to teachers' perceptions, while there are significant differences between marital status and educational status. are available. Considering the variable of teachers' working years in the profession, it was determined that there were significant differences in the period before and after the crisis, but there was no significant



difference during the crisis period. Considering the variable of the type of school the teachers work in, it was determined that while there were significant differences in the period before the crisis, the differences were not at a significant level in the crisis period and in the post-crisis period.

When the self-efficacy, hope, resilience and optimism levels of the participants in the research were evaluated; It was determined that the difference between the highest and lowest level averages was small and the average values of the dimensions were close to each other. In the study, it was determined that the highest psychological capital perceptions of teachers were determined in the dimensions of hope with an average of $\bar{x}=3.96$ and in the dimensions of resilience with an average of $\bar{x}=3.95$, while the lowest average was determined in the sub-dimension of optimism with an average of $\bar{x}=3.74$. When similar studies on psychological capital are examined, in the results of Öztekin Bayır's (2018) doctoral thesis research, while teachers' hope and self-efficacy dimensions have the highest average; Optimism and resilience dimensions have lower averages. According to the perceptions of the teachers participating in the research, the average of the optimism dimension, which is a sub-dimension of the psychological capital scale, is lower than the average of the other dimensions. The negativities brought by the pandemic period and the negative thoughts of teachers about their future professions may have been effective in the low average of the optimism dimension. Environmental factors, teachers' financial concerns can be shown as other reasons for these. In such cases, what needs to be done may be to eliminate the reasons that reduce the optimism dimension of the teachers.

It can be said that the mean values of psychological capital sub-dimensions are slightly different from each other and in a positive direction. The psychological capital levels of the teachers participating in the research are high. According to the other results obtained from the research, it was determined that the difference between the variables of the teachers' branch, marital status, working year in the school they were in, age group was not significant. Significant differences were found between teachers' gender variable and self-efficacy and hope. It was determined that the difference between psychological resilience and optimism levels was not at a significant level. It has been determined that there are no significant differences between the variable of teachers' working years in the profession and self-efficacy and hope. Among the dimensions of resilience and optimism, those with 1 to 5 years of employment; It has been determined that there are significant differences between those who are 6 to 10 years old, 11 to 15 years old, and 16 years and older. While it was determined that there were no significant differences between the type of school variable where the teachers work and the dimensions of hope, resilience, and optimism; It has been determined that there is a significant difference with the self-efficacy dimension.

Yalçın (2019) determined in his research that teachers have a high level of positive psychological capital. No difference was found in the sub-dimensions of "self-efficacy, hope, resilience, optimism" according to the gender of the teachers.

In their study, Tösten and Özgan (2017) determined that variables such as teachers' age group, marital status, seniority, size of the school they work in, the type of faculty they graduated from, and satisfaction levels in salaries affect teachers' psychological capital levels. They also determined that teachers' perceptions of their positive psychological capital were at the maximum level.

Patnaik and Mishra (2017) examined the relationship between psychological capital and employee engagement in their research. In the results obtained, it was determined that psychological capital was positively related to employee engagement.

In the study, it is seen that the difference between teachers' perceptions of psychological capital level and school principals' perceptions of crisis management skills is significant. When the relationship between teachers' psychological capital and school principals' crisis management skills was examined, the following findings were reached. According to the results of the regression analysis, the relationship between self-efficacy and the pre-crisis period ($r=.39$) is positive and moderate. The relationship between self-efficacy and the crisis period ($r=.38$) is positive and moderate. The relationship between self-efficacy and the post-crisis period ($r=.50$) is positive and moderate.



According to the results of the analysis, it can be said that the variable of self-efficacy dimension is a positive predictor of crisis management skills. Considering the results of the regression analysis, it was determined that there was a moderate positive relationship between hope and the pre-crisis period ($r=.35$). It has been determined that there is a moderately positive relationship between hope and the crisis period ($r=.34$), and a moderately positive relationship between hope and the post-crisis period ($r=.47$). According to the results of the analysis, it can be said that the hope dimension variable is a positive predictor of crisis management skills. Considering the results of the regression analysis, it was found that there was a weak positive relationship between resilience and the pre-crisis period ($r=.28$), and a moderately positive relationship between resilience and the crisis period ($r=.32$). It has been determined that there is a moderately positive relationship between psychological resilience and the post-crisis period ($r=.44$). According to the results of the analysis, it can be said that the resilience dimension variable is a positive predictor of crisis management skills. Considering the results of the regression analysis, a weak positive relationship between optimism and the pre-crisis period ($r=.23$), a weak positive relationship between optimism and the crisis period ($r=.29$), optimism and the post-crisis period. It has been determined that there is a moderate positive relationship between ($r=.37$). According to the results of the analysis, it can be said that the optimism dimension variable is a positive predictor of crisis management skills.

Suggestions for researchers

- An article can be written on the relationship between teachers' crisis management skills and their psychological capital.
- This research includes the central district of Çanakkale province. The study can be done all over Turkey.
- In this study, quantitative research method was used. In addition, the study can be supported by qualitative research methods such as observation and interview.
- The sample group determined in the study consists of teachers working in public schools. Comparisons can be made by including teachers working in private schools in the sample group.
- In the study, teachers' psychological capital levels were investigated. In addition, studies can be conducted to investigate the psychological capital levels of school administrators in the future.
- The number in the literature can be increased by conducting research on how school principals perform their crisis management skills.
- For each concept constituting the school organization, research on psychological capital levels can be done.
- Quantitative studies can also be conducted to more clearly reveal the relationship between each of the variables, which is the qualitative dimension of the research, and psychological capital.

Recommendations for practitioners

- According to the results of the research, there is a positive and moderate relationship between crisis management skills and psychological capital. In order to increase this level, in-service training can be given to school administrators and teachers on crisis management skills and psychological capital by the Çanakkale Provincial Directorate of National Education.
- Each teacher can have their own study room by making practices that will increase the psychological capital of teachers.
- Teachers can be encouraged to participate in activities that will allow them to discover themselves.
- In addition to the programs for individual teachers, psychological capital development programs covering the school organization can be applied.
- School administrators can apply to resources of crisis management skills that will contribute to the development of teachers' psychological capital.
- Trainings can be organized by the school principal for the factors that hinder the development of teachers' psychological capital.



- Efforts can be made for the goals of teachers to receive postgraduate education and necessary facilities can be provided to teachers in this regard.
- Policies that will increase the personal rights of teachers and solve their economic problems can be developed.

Limitations of the Research

- This research is limited to 274 teachers working in official primary and secondary schools in Çanakkale city center.
- The results of this research are limited to the measures of "Crisis Management Skills Scale", "Psychological Capital Scale", "Personal Information Form".

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I declare and confirm that we have acted in accordance with ethical rules throughout the entire research and that there is no conflict of interest between authors.

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