



ORGANIZATIONAL POWER RESOURCES AND PSYCHOLOGICAL CAPITAL RELATIONS IN SCHOOLS

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ABSTRACT

In this study, the relationship between psychological capital and the power resources used by the administrator in the educational organizations is researched. In the organizations and, especially, in the educational organizations expertise, reward power, compelling power, legal power, and charismatic power are the power types that managers use and are of great importance. This affects the psychological situations of the teachers in the school organization which reflects their performance and their daily lives. In this context, studies regarding the psychological capital concept have gained pace and importance. In the study, the concepts of optimism, hope, psychological durability and self-efficacy that are the dimensions of the psychological capital are emphasized. The psychological capital concept is becoming increasingly important and it can be said that there is a mutual interaction with the organizational power concept. When the writings are scanned and examined regarding this topic, it can be said that the power and the power types used by the school administrators in the school organizations can be influential on the psychological capital dimensions of the teachers such as optimism, hope, psychological durability, and self-efficacy.

Keywords: psychological capital, organizational power, school manager

INTRODUCTION

School is described as a complex structure and a socially open system. All the activities conducted at the school are gathered under the same roof and the base of these activities are formed by education. The duties of the school organization are actually the duties of education and these duties can be categorized as social, political, and economic. It is essentially connected to the fact that in order the school to fulfill these mentioned duties, education should be seen as an investment which can later be turned into a form from which the state resources can be benefited (Bursalıoğlu, 2015).

School is an organization which consists of school administrators, teachers, students, and custodians. School administrators have a certain power resource within the school. (Aşan and Aydın, 2006; Şimsek, 2003; Başaran, 2008) The power resource concept that the school administrator holds expresses what the current power base is based on. The answer to “Where can I supply the power?” question is intended for finding the resources of power (Bayrak, 2001).

Through investigating the structures of the organizations, organizational power resources are formed according to the changing conditions. The power resources that have an effective potent on from the order of the organization to its structures affect the employees and accession to the resources of the organization and it helps determine the places of those employed in the organization (Çelik, 2015; Aşan and Aydın, 2006; Hoy and Miskel, 2010; Şimsek, 2003). An administrator who knows the base of the power resource and uses it effectively can forecast what kind of an effect the power which is used by the organization on its employees.

When the writings regarding the power resources held by the administrators are examined, it is seen that many classifications are done due to the diversity of the power resources. The power resources or



kinds are firstly generated by French and Raven (1959) by following the interaction between the person, organization, group, and teams. These power resources are classified within five groups such as legal power, compelling power, rewarding power, charismatic (resemblance), and information-expertise (Can, 2009; Çelik, 2014; Helvacı, 2011 Karaman, 1999; Hoy and Miskel, 2010; Yılmaz and Altınkurt, 2012; Kızanlıklılı and Erkoç and Kılıçlar, 2016). Raven (1965) also accepted the power based on information as the sixth power dimension. (Raven vd., 1998:308, Akt: Çavuş and Harbalıoğlu, 2016: 118). On the other hand, Max Weber added an additional dimension to the organizational power resources with the traditional authority term. In the organizations, the administrators can use different power resources in order to impress their subordinates. The administrator is capable of influencing and orienting others by using the power resources (Koçel, 2014:652). For this reason, it is important to know the power resources in order to detect the power sorts used in the organizations.

According to McShane and Von Glinow (2005), the power resources are closely related to each other. There is not only one type of power resource in the organization administrators. It is necessary that the administrators use these power resources in time and effectively to arouse desire in the employees and by orienting them to increase the fertility of the organization.

Table 1: Power Types and Sources

Power Types	Power Resource	Examples
Legal Power	Authority and authorization of the office	Authority of the principal of the teacher
Rewarding Power	Availing power of the employees	Teacher's giving small presents to the students for their achievements
Expertise Power	Administrators' knowledge, skills, and talents	Principal's being an example to the teachers with his/her theoretical and practical knowledge
Compelling Power	Capacity of punishing the employees	Administrator's request for warning penalty to the teachers that are constantly late for the courses.
Charismatic Power	Love and admiration to the administrators	Teachers' admiration and respect towards the principal

*Northouse, 2012

Legal power, which is one of the organizational power resources, is a power type that is held by the administrator thanks to its office. Legal power which is also expressed as authority or authorization is the official power held by the administrator thanks to its office (Hoy and Miskel, 2010). Rewarding power which is another type of power is based on rewarding. In this case, in order, the power to be effective is related to power resource. If the administrator uses the reward power successfully and applies it to its employees equally then s/he has the most significant power to impress the employees (Eraslan, 2007). The other resource power which is compelling power is described to be the power to scare, damage, and threaten the subordinates. Compelling power is of capital importance in making the subordinates do their jobs correctly and toeing the line (Başaran, 2004). Compelling power is the power to describe the material and nonmaterial compelling which is used by the administrators to



orient them to a certain way of behavior (Eraslan, 2007). According to Çelik (2014), the other power resource, expertise, is a power related to knowledge, talent, and experience.

Attaining power by the consultant in the business comes from his/her relations with networks and knowledge. This type of power is related to the leader's knowledge and experience and is also about the extent to which the employees trust the leader's knowledge. The expertise of the administrator on some topics contributes to the orientation, persuasion, and influence of the individuals in the organization. It is seen that people tend to be influenced by the individuals that they respect and want to resemble. Shortly, expertise power is the use of prestige as an influence tool (Aydın, 2013). Charismatic power is directly related to the personality of the administrator (Koçel, 2007) and is welded from the fact that because of the employees' commitment, loyalty, and respect these virtues make them do their duties and their willingness to make their administrators happy. This power type resembles expertise power, however, requires less surveillance than expertise power (Can, 2009). Charismatic power is a power that arouses from the fact that the subordinates rely on an administrator's character that can impress them (Çelik, 2014).

According to the result of a research conducted by Titrek and Zafer (2009), it is detected that in the school organization the school administrators use the legal and compelling power the most and the rewarding power the least. According to the results of the researches conducted for detecting the relation between the school administrators' emotional competence and administrative power, the more emotional competence the school administrators have the more they use their expertise, rewarding, and charismatic powers. Along with this, if the school administrators' emotional competence level is low they use the legal and compelling powers more. In another research conducted for the school administrators' power resources, it is concluded that the school administrators use the legal power resource the most against the teachers and the rewarding power resource the least (Yorulmaz, 2014: 102)

The psychological capital concept, which is another topic of the research, is a concept which not only deals with who the individual want to be but also the individual's will to be the best and wants s/he wants to be in the future (Karatürk, 2015). Psychological capital is evaluated as individuals' positive development situation. Luthans (2007a:3) describes psychological capital as "individuals' positive development situation and that psychological capital finds an answer to the question "Who am I?" in the individuals.

Psychological capital is a concept consists of dimensions. It is a structure consists of hope, endurance, optimism, and self-sufficiency (Luthans vd, 2008:820). Aforementioned hope, endurance, optimism, and self-sufficiency dimensions can be explained as follows: Hope is the belief that individuals have along the way to commence and continue in order to attain a certain goal. Hope is the fact that people's effort, decisiveness and will to determine the alternative roads to use in the targets (Jensen, Luthans, 2006:261). Self-efficacy is described as people's beliefs for their own capabilities to reach out to a certain performance level in the situations that can affect their lives (Bandura, 1997).

Self-efficacy dimension expresses the belief that the individual creates in him/herself on how to do his/her job in a most productive way (Arslantaş and Dursun, 2008:115). So, the thought that is formed in the individual "I have the ability to realize duties related to my job" is actually the self-efficacy in the individual (Arslantaş and Dursun, 2008:118; Arslantaş, 2007:233)

Optimism is evaluated as the heart of the psychological capital and it has been for years used both positive psychological concept and human life by the people (Luthans, 2002:64).



Optimism is expressed that people associate their own inner, permanent, and general incidents' realizations with positive situations while associating their outer, temporary, and private incidents' realizations with negative situations (Şengüllendi and Şehitoğlu, 2017:115).

Psychological durability which is another dimension is the positive coherence that people the individual has against a certain danger and harsh conditions (Masten, 2001:288). According to Özkalp (2009), durability is a concept that expresses people's behavior against all the hardships and their durability power, flexibility, harmony, reaction to change and existing psychological suppressions.

Psychological capital which forms a greater structure than the total of dimensions has something to do with the question of "Who did you start to be?" not with what it knows, or who it knows (Luthans, Avey, Avolio, and Peterson, 2010:42). Along with it, positive psychological resources which are covered by the psychological capital concept are basically forming the individuals' mental structure (Avey, Luthans, Smith, and Palmer, 2010:20).

When the effects of the psychological capital concept on the administrators are examined, it is concluded that the administrators can develop various methods to increase their employees' trust, hope, optimism, and durability, therefore, psychological capital is manageable and its effectiveness could be evaluated objectively (Luthans and Youssef, 2004:152-153).

This information is obtained when the effect of the power resources and psychological capital concepts on the education organization is examined.

By their duty, in order the principal, who is in the first degree liability of the effectiveness and productivity of the school organization, to fulfill his/her responsibilities s/he must have the ability to impress those who watch her/him and that the school organization be oriented in accordance with the organization's targets. An effective principal should detect a management method through common vision and values and then should include the teachers at the school in the decision-making process so that he would manage the school administration process (Can, 2009).

An effective school principal should be aware of the power types rooted in official authority or individual features then determine the most appropriate power type which should be effective in the school management and should demonstrate its application capability (Aslanargun, 2010). Also, the principal should use his/her power, by paying attention to the fact that group work would be effective in the works at the school, not to arouse individuality but to arouse team spirit (Yorulmaz, 2014). This situation extremely affects the psychological situations of those workmen in the organization which reflects their performances and daily lives. In this sense, the works done about the psychological capital concept are gaining pace and importance.

When the self-efficacy concept, which is one of the components of the psychological capital, is evaluated from the aspect of the teacher, the knowledge and skills that are necessary for teaching are emphasized. It is confirmed by the researchers conducted that in order for the teachers to prepare effective educational peripheries and realize practices it must have a close relationship with the self-efficacy dimension (Tuluk, 2015:2).

Although there are many pieces of research on the hope dimension's description, purpose, and contribution to individuals, there is a limited number of researches on its effect on the teacher. When this research is examined; so that the teachers would be productive, the students would be more active during the learning and the schools demonstrate a better performance the teacher's and student's hope and happiness should be neglected (Kalman, 2017:35).



Every single dimension's effect of the psychological capital on the teachers reveals that it is in showing oneself and disclose that the dimensions are an inseparable whole. The mentioned situation can be explained as follows: the teacher's effect from him/herself to the students and the student's interactions with each other (Kaya, Balay, Demirci, 2014).

If the teachers work in a school environment where there is insufficient structural and psychological empowerment, it may not contribute to their own psychological capital's development (Kaya, Altinkurt, 2018:65). In this regard, it can be said that the school organization where the teachers work significantly contributes to their psychological capital development. What makes the school organization work productively and orderly is the head of the school and his/her power resources (Yorulmaz, 2014).

It can be said that the school administrators have an impact on the psychological capital development of the teachers. The school administrator can show this effect of his/her by the power resources that he uses during his/her administration. The school administrator has a legal power due to his/her office, however, how to use this power is framed according to the structure and members of the school organization that s/he works. It has resulted from the conducted researches that in the schools that are state institutions the compelling and expertise powers are more effectively used and the rewarding power is less used (Nartgün, Nartgün, Arıcı, 2016:23).

According to the results of the researches regarding the aforementioned topic, it is possible to talk about a relationship between the organizational power resources and the teachers' psychological capital. When the researches about this topic are examined, it can be said that the power and power types that form the teachers' psychological capitals used by the school administrators might well be effective on optimism, hope, psychological durability, self-efficacy dimensions.

METHOD

The purpose of this research is to detect the impact degree of the power resources used by the school administrators on the teachers' psychological capital and to put result and suggestions according to data obtained. The literature research method is used in this work. Articles and scientific researches regarding the research topic are found by literature researching. Literature research is done by examining the existing knowledge and resources.

The literature research model is described as reviewing the works conducted in various types such as books, magazines, and articles in the scientific discipline of a scientific area (Büyüköztürk, 2014).

FINDINGS

In this section, there are findings and comments that come out as a result of the literature research regarding the research topic.

The fundamentals of the power used by the administrators are directly connected with the features of the organization, of the job, and of the employees. By their duties, By duty, in order the principal, who is in the first degree liability of the effectiveness and productivity of the school organization, to fulfill his/her responsibilities s/he must have the ability to impress those who watch her/him and that the school organization be oriented in accordance with the organization's targets (Can, 2009.). There are some points that the principals should pay attention to while using their administrative powers. For instance, every school shows a difference according to the quality of the service it provides and the features of the employees. Educational activities at the school is not a job that can be run by individual



efforts and decisions. Most of these services require creativity and make the group work mandatory. On the other hand, the school employees are composed of people that are experts in their own disciplines.

In this regard, the fundamentals of the power that is used by the school administrator should be taken care of. In the slack-structured and value-oriented schools, it is very important that the base of the power used by the administrator be detected with regards to resolving the structure of the institution (Altinkurt and Yılmaz, 2013:4). An important point in developing the schools is that the shared power in the organization to be known as the gained power (Taymaz, 2003:66). When the effects of the psychological capital concept's effect on the teachers are examined, Gibson and Dembo (1984) state that a teacher who has a high level of self-efficacy of psychological dimensions is more willing in the classroom, plans his/her time more effectively and works longer. Guskey and Pasaro (1994) described that teacher's self-efficacy concept as "feeling of trust and belief in effective education." It is confirmed by the conducted researches that teacher's ability to create effective educational environments and realize practices has a close relation to the self-efficacy dimension (Tuluk, 2015:2).

When the researches of the psychological capital concept's hope dimension on the teachers are examined it is concluded that in order the teachers to be productive, the students to be more active during the learning process and the schools to show a better performance the student's hope and happiness should not be neglected (Kalman, 2017:35). Every single dimension's effect of the psychological capital on the teachers reveals that it is in showing oneself and disclose that the dimensions are an inseparable whole. The mentioned situation can be explained as follows: the teacher's effect from him/herself to the students and the student's interactions with each other.

RESULT AND SUGGESTIONS

Among the elements that form the school organization, the school administrators and teachers hold a significant place. Teachers are the key points in the educational organizations and they can affect the educational institutions positively or negatively. There is a common objective of the people who conduct teaching as a profession. This objective is to examine the learning capabilities of the students by paying attention to the students' individual differences (Shen vd, 2014). It can be said that the teachers' professional development and existing psychological capital dimensions are quite effective on the students' career development and learning levels (Rehman vd, 2017). The psychological capital concept is something first came out to continue the performance that is shown by the employee in the economic and social area and to reveal the positive effect of this behavior (Arthur, Jonathan, William, 1997). The focus point of the psychological capital concept is on the people's power and how they can evolve in the workplace. This concept is examined in the four dimensions such as optimism, psychological durability, hope, and self-efficacy (Cheung, 2011). According to Altinkurt (2012), when people move by their individual feelings and express themselves accordingly it affects the organizational structure in which they are. In this regard, it can be said that the teacher's psychological capital's positive improvement would have a positive effect on the school organization. Revealing the powerful sides of the teachers working in the educational institutions by reviewing their features and in the result of developing these features more and providing a convenient environment and facilities for this purpose it can be said that the success in the educational institutions would increase and together with that it can contribute to preparing for life which is one of the duties of the school organization. The teacher's discovery of their own features, awareness of their positive or negative features can have a positive effect on their own psychological capital (Nartgün, Nartgün, Arıcı, 2016:23). It can be said that the school administrators who form the head of the school organization have an effect on the psychological capital development of the teachers. The school teacher can show this ability of his/her by the power resources during his/her administration. The school administrator



has a legal power due to his/her office, however, how to use this power is framed according to the structure and members of the school organization that s/he works. It has resulted from the conducted researches that in the schools that are state institutions the compelling and expertise powers are more effectively used and the rewarding power is less used (Nartgün, Nartgün, Arıcı, 2016:23).

For this reason, the administrators at the schools must know which power resources they are going to use against the teachers and other employees and may need to know the necessary tactics to hold this power. In order the school administrators to find the necessary tactics in the school organizations and detect how to use them, firstly, the school administrator must know his/her power resources and what kind of effects these power resources may have the teachers and other employees (Yorulmaz, 2014).

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