Big Five Personality Traits as The Predictor of Teachers' Organizational Psychological Capital

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Abstract

The method of the research was defined as the descriptive survey model since it was aimed to test whether the personality traits of teachers are a significant predictor of their psychological capital levels in this study. 416 teachers (60.3% female, 39.7% male) who were teaching in the schools of Ministry of National Education in İstanbul and were selected by simple random element sampling method constituted the study group of the research. While 37.3% of teachers who participated in the research were working in primary schools, 39.2% of them were working in secondary schools and 23.6% of them were working in high schools. In the research, the personality traits of the teachers were measured by "adjective based personality test", and their psychological capital levels were measured by "organizational psychological capital" scale. Pearson correlation technique and multiple linear regression analysis were used to analyze the collected data. Research results showed that there was a positively significant relationship between extraversion, agreeableness, conscientiousness and openness, which are big five personality traits of teachers, and optimism, hope, resilience and self-efficacy, which are the sub-dimensions of the psychological capital scale, and that there was a negatively significant relationship with neuroticism personality trait. According to the findings obtained as a result of prediction analyses, personality traits were found to be significant predictors of optimism, resilience, hope, and self-efficacy, which are the sub-dimensions of the psychological capital scale. The results obtained from the research were discussed within the frame of the relevant literature and suggestions were offered for future researches.

Keywords: Teachers, psychological capital, big five personality traits, prediction

1. Introduction

For the success of the education system, it is important that the factors such as school, curriculum, teacher and administration that make up the components of the system should be in harmony with each other. Because every component in the education system has the potential to affect the whole, in other words, the whole of the system. A problem that may occur in one of the components of the system negatively affects the whole system. Although all components of the education system are important, teachers as people who teach individuals information that needs to be learned in a planned and systematical way, in a certain environment and with certain tools and equipment constitute the most critical component of the system. In this respect, the issue of teachers and quality in teaching profession very frequently becomes a current issue in many countries of the world. Depending on the recent increase in expectations from schools and therefore teachers, the opinion that field knowledge and pedagogical competence alone will not be enough to meet expectations has come to the forefront (Avcı, Bozgeyikli and Kesici, 2017). Because a teacher cannot be effective enough if he/she does not feel self-sufficient, cannot take a stand against troubles and does not believe that he/she will succeed, although he/she has knowledge or experience. Of course, it is important for teachers to have full competence and self-confidence in terms of professional knowledge and pedagogy. Besides, it is considered important that their ability to research and experiment alternative ways to accomplish the task is good, that they are optimistic by continuously taking into consideration the main objectives of the school while performing the task, and that they have a psychologically robust structure, in other words, their psychological capital is high.

The concept of psychological capital (Luthans, Youssef and Avolio, 2007), which is also referred to as the positive psychological developmental status of the individual, has emerged from theories and researches in positive psychology that are generally applied in the organizational field. The psychological capital approach is a natural development that occurs after the emergence of positive organizational behavior (Luthans and Avolio, 2009). The word 'capital' used in this concept is used to represent a value rather than its widespread use in the field of economics or finance, and the concept of psychological capital is a concept based on some individual and inspiring constructs of positive psychology (Luthans, Youssef and Avolio, 2007). According to Luthans and

Yousseff (2007), the components which are achieved based upon positive psychology and constitute the main features of the psychological capital approach are as follows:

1. Self-confidence that will allow individual to succeed in self-testing tasks (self-efficacy),
2. Positive perception that he/she will succeed now and in the future (optimism),
3. Determination for future goals, objectives and beliefs that are guided to achieve success (hope)
4. The willpower that will enable him/her to recover and succeed again when he/she is surrounded by problems and troubles (resilience).

Self-efficacy: According to the definition of Luthans and Youssef (2007) in the approach of psychological capital, it is defined as the self-confidence that the individual has in order to be able to draw a road map required to perform what is requested from him/her within a specific context and to deploy all his/her cognitive resources with motivation. The feature of self-efficacy which is mostly emphasized by the theorists of psychological capital approach is that it is improvable.

Optimism: It is the tendency of the person to describe positive events as internal, permanent and common and to describe negative events as external, temporary and particular to that situation (Luthans and Youssef, 2004). According to Luthans (2002a), optimists are easily motivated to work harder, are more satisfied and have high morale, are eager to achieve their goals and act more patiently in the face of obstacles and difficulties, see their personal mistakes as temporary problems rather than seeing them as their own inadequacies and tend to feel themselves psychologically and physiologically strong.

Hope: It is defined as cognitive tendency formed by the interaction of the person's determination to achieve his/her goal and the ways he/she used to achieve this goal in positive psychology (Snyder, 2000). In the psychological capital approach, it means that the person shows patience in achieving his/her goal and can make course changes with the same patience while doing it. Hope, just like self-efficacy and optimism, is also seen as improvable and situational and effective concept on performance. According to a cross-cultural research in which Peterson and Luthans (2003) gave example, there is a positive relationship between the job performance and hope levels of Chinese employees working in a public enterprise.

Resilience Another main factor of the psychological capital approach is the resilience that is transferred from the field of psychology to the field of organizational behavior. In the field of psychology, resilience is defined as the fact that the person is able to get good results from the events in spite of the serious threats faced towards adaptation and development (Masten, 2001). According to psychological capital theorists Luthans and Youssef (2004), resilience is defined as the capacity to leave behind the difficult changes to overcome (such as an increase in one's responsibility as a result of promotion) although they are unfortunate, uncertain, unsuccessful and even positive. Although there are opinions that psychological resilience is stable in the process, in other words, it does not change (Masten and Reed, 2002), there also studies suggesting that it could be improved through a number of trainings and support programs (Luthans, 2002b). In the researches mentioned in the study of Luthans and Youssef (2004), it is stated that people with psychological resilience achieve success and continue to progress in the face of problems and difficulties, and that there are even people who have reached a better point than their former situation as well as those who have returned to their former situation in the face of these events.

The most important feature of the psychological capital, which is addressed as a concept related to uncovering and developing the strengths of individuals rather than their weaknesses or problems (Seligman and Csikszentmihalyi, 2000), is that it gives answers about who the individual is and where he/she can reach through positive development (Luthans, Vogelgesang and Lester, 2006; Luthans, Youssef and Avolio, 2007).   With this aspect, it shows a direct relationship with the field of psychology of personality. The fact that the psychology of personality addresses the dimensions that reveal the differences of individuals has also increased the interest in the psychology of personality in the organizational field. Although there are several approaches regarding the description of personality in the relevant literature, it is seen that "traits" approach that focuses on individual differences and put forward based on behavior patterns that can be observed has come to the forefront (Basım, Çetin and Tabak, 2009). In this context, the big five factor model is preferred in the organizational field with respect to the fact that it provides researchers with valid and accepted personality dimensions and that it

decreases the need to develop different scales about personality (Betts, 2012). When recent studies are examined, it is seen that the five factor model has been adopted as the most popular method in explaining the personality dimensions in the organizational field. Five factor personality dimensions agreed in the literature are extraversion, agreeableness, conscientiousness, neuroticism and openness.

Extraversion: Extraversion is defined as the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self (Meriam Webster Dictionary). People with a high extroversion dimension are positive and social individuals and have the characteristics such as being cheerful, assertive, dominant, energetic and concerned with others (Basım, Çetin and Tabak, 2009). Individuals with a low extroversion dimension have introverted, withdrawn and calm personality traits (Costa, Busch, Zonderman &McCrae, 1986).

Neuroticism: The second trait which is mostly agreed in the five factor personality model is neuroticism. Neuroticism is also a personal trait which is believed to have the strongest relationship with subjective well-being along with extroversion (Diener, Oishi & Lucas, 2003). Neuroticism is one of the main personality traits and has characteristics such as anxiety, moodiness and jealousy (Thompson, 2008) People with high levels of neuroticism will be faced with a number of psychological and physical problems in their daily lives (Judge, Higgins, Thoresen & Barrick, 1999).

Agreeableness: Although it is studied under different names, what is understood from the dimension of agreeableness is that the individual is tender-minded, reliable, helpful, merciful, naive and direct (Costa et all, 1986). Among the dimensions of the five factor personality model, the biggest difference of the dimension of agreeableness compared to other dimensions is that this dimension draws attention to individual differences in the issues of cooperation and social cohesion (Graziano & Tobin, 2002). People with a high dimension of agreeableness are defined as polite, courteous, reliable, moderate, straightforward and self-sacrificing individuals (Judge and Bono, 2000).

Conscientiousness: Characteristics such as reliability, working hard, being organized, punctuality, perseverance and ambition are encountered in people with a high dimension of conscientiousness (Costa et al., 1986). Another aspect of conscientiousness is related to having a reliable personality. In other words, it is related to the fact that the individual has responsibility for the business he/she does and also has a meticulous nature. Individuals whose dimension of conscientiousness is low are characterized by personality traits such as unreliability, purposelessness, irresponsibility and carelessness. Naturally, the work-related performances and job satisfaction of these individuals are also expected to low.

Openness: The dimension of openness for improvement is the characteristics which has maximum cognitive aspects under the five factor model (Basım, Çetin and Tabak, 2009). When it is considered from this aspect, personality traits such as curiosity, creativity, imagination, originality and being different are at the forefront in individuals whose dimension of openness for improvement is high (Costa et al., 1986). These people are individuals who are interested in others' feelings and thoughts and follow the latest developments.

Those carrying out researches in the organizational field have long been trying to reveal the differences among individuals by using the psychology of personality. However, it is also a fact that some difficulties are encountered in moving the theories of the psychology of personality arising out of psycho-dynamic movement to the organizational field and in studying them (Betts, 2012). Indeed, Gohel (2012) expresses the concept of psychological capital as personality traits that contribute to individual productivity. However, personality traits refer to tendencies towards the stable patterns in the behaviors and thoughts of the individual (Schumette and Ryff, 1997). Psychological capital is not continuous in every situation and condition, like personality traits but contains personal level attributes that vary according to circumstances and conditions (Çetin and Basım, 2012). According to Choi and Lee (2014), personality traits and psychological capital seem to have similar conceptual dimensions along with positive perspectives on that individual. However, when it is examined closely, it is seen that both concepts analyze the individual with different dimensions.

In this study, it was aimed to examine the relationship between personality traits and organizational

psychological capital in a sample consisting of teachers. In this direction, an attempt to determine the relationship between the sub-dimensions of extraversion, conscientiousness, neuroticism, agreeableness and openness, which constitute the five factor personality model, and the sub-dimensions of optimism, self-efficacy, hope and resilience, which constitute the psychological capital, was made. Accordingly, the hypothesis that the personality trait of neuroticism would negatively predict the psychological capital components and that the personality traits of extraversion, conscientiousness, agreeableness and openness would positively predict them was tested.

2. Method

Since relationship between teachers' organizational psychological capital levels and personality traits was examined in this study, the relational screening model which is a descriptive research type and tries to define relationships between variables as they are was determined as the model of the research.

2.1. Participants

416 teachers who were teaching in the schools of Ministry of National Education in İstanbul during the 2016-2017 academic year participated in the research. While 60.3% (251 people) of the teachers who participated in the research were female, 39.7% (165 people) of them were male. In addition, 37.3% of the participants (155 people) were working in primary schools, 39.2% of them (163 people) were working in secondary schools and 23.6% of them (98 people) were working in high schools. 32.0% of the teachers who participated in the research (133 people) are teaching as classroom teachers, 14.7% of them (61 people) are teaching as science teachers, 29.6% of them (123 people) are teaching as social sciences teachers, 8.4% of them (35 people) are teaching as foreign language teachers and 15.4% of them (64 people) are teaching in the branches of painting, music, physical education guidance etc..

2.2. Instruments

The "Organizational psychological capital scale" and "Adjective Based Personality Test" were used to collect research data.

Organizational Psychological Capital Scale: The "Organizational Psychological Capital Scale" which was originally developed by Luthans, Avolio, Avey and Norman (2007a) and was adapted to Turkish by Çetin and Basım (2012) was used to measure the psychological capital levels of teachers. The organizational psychological capital scale consisting of 24 items has four sub-dimensions including optimism (6 items), resilience (6 items), hope (6 items) and self-efficacy. A 6-point Likert type rating between "strongly disagree" and "strongly agree" was used in the scale. The lowest and highest scores that can be obtained from the sub-dimensions are 6 and 36, respectively. The high scores obtained from the scale indicate that the traits of each dimension are high. The adaptation of the psychological capital scale to the conditions of Turkey was performed on an executive group consisting of 235 people working in the public sector. The results of the factor analysis performed to determine the validity of the scale confirmed the four-factor model containing the dimensions of optimism, resilience, hope and self-efficacy which are included in the original scale. In order to determine the reliability of the scale, the reliability coefficients calculated for each sub-dimension were found between .67 and .85, and the test-retest values were calculated between .70 and .77. The reliability coefficients calculated for this study were .72 for optimism, .69 for resilience, .68 for hope and .82 for self-efficacy.

Adjective Based Personality Test (ABPT): It is a 40-item scale which was developed by Bacanlı, İlhan and Aslan (2009) based on the Five Factor Theory to determine the personality traits of teachers and uses adjective pairs appropriate to the dimensions of extraversion, agreeableness, conscientiousness, openness and neuroticism that are included in this theory. The scale items were formed based on opposite adjective pairs, and an attempt to measure the statements in the items was made with a Likert-type scale rated between 1-7. In order to test the construct validity of the ABPT, Principal Components Factor Analysis was performed on the data and Direct Oblique rotation was applied. As a result of the analysis, it was seen that five factors accounted for 52.63% of the variance of the ABPT. Extraversion consisted of 9 items with factor loadings varying between .568 and .790 and accounted for 23.20% of the variance of the ABPT. Agreeableness consisted of 9 items with factor loadings

varying between .778 and .605 and accounted for 10.45% of the variance of the ABPT. Conscientiousness consisted of 7 items with factor loadings varying between .861 and .665 and accounted for 9.15% of the variance of the ABPT. Neuroticism consisted of 7 items with factor loadings varying between .719 and .367 and accounted for 5.26% of the variance of the ABPT. Openness consisted of 8 items with factor loadings varying between .793 and .491 and accounted for 4.56% of the variance of the ABPT. Within the scope of the reliability studies of the ABPT, participants were applied with ABPT for two weeks, and it was seen that internal consistency coefficients varied between .73 and .89 (Bacanlı, İlhan and Aslan, 2009).

2.3. Data Analysis

The instruments used in the collection of research data were applied to participants in February-March 2017. The Pearson correlation coefficient was used to reveal the relationship between teachers' personality traits and the sub-dimensions of the organizational psychological capital scale. The linear regression analysis technique was used to determine the level of Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness, which are the sub-dimensions of personality traits scale, predicting the sub-dimensions of organizational psychological capital. In the research, the level of significance was taken as .05.

3. Results

This section includes the findings obtained as a result of statistical analysis of data collected in the research. The scores obtained by teachers from the sub-dimensions of the organizational psychological capital scale and the results of the Pearson Correlation analysis applied to these scores to determine the relationship between the sub-dimensions of personality traits are presented in Table 1.

When the correlation values in Table 1 are examined, it is seen that there is a positively significant relationship at .05 level between the scores obtained from the sub-dimensions of extraversion, agreeableness, conscientiousness and openness of personality traits and the scores obtained from the sub-dimensions of the organizational psychological capital scale.

Table 1. Pearson's correlation values regarding the relationship between teachers' organizational psychological capital and personality traits

Variables		Optimism	Resilience	Hope	Self-Efficacy
Extraversion	r	.282[**]	.471[**]	.437[**]	.489[**]
	p	.001	.001	.001	.001
Agreeableness	r	.540[**]	.394[**]	.259[**]	.209[**]
	p	.001	.001	.001	.001
Conscientiousness	r	.361[**]	.436[**]	.404[**]	.470[**]
	p	.001	.001	.001	.001
Neuroticism	r	-.537[**]	-,441[**]	-.304[**]	-.279[**]
	p	.001	.001	.001	.001
Openness	r	.375[**]	.513[**]	.479[**]	.489[**]
	p	.001	.001	.001	.001

Furthermore, it was determined that there was a negatively significant relationship at .05 level between neuroticism and the sub-dimensions of the organizational psychological capital scale. According to these findings, as the personality traits of extraversion, agreeableness, conscientiousness and openness increase, there is also a significant increase in the components of organizational psychological capital. On the other hand, a decrease is observed in the optimism, resilience, hope and self-efficacy levels as Neuroticism increases.

The results of the multiple linear regression analysis performed to determine the power of the scores that teachers obtained from the sub-dimensions of the ABPT predicting the optimism dimension of the organizational psychological capital are presented in Table 2.

Table 2: Multiple regression analysis results regarding the predicting of the optimism by personality traits

Model	B	Std. Error	β	t	p
(Constant)	22.906	.527		43.494	.000
Extraversion	.013	.028	.027	.481	.631
Agreeableness	.164	.028	.287	5.787	.001
Conscientiousness	.110	.039	.141	2.812	.005
Neuroticism	-.178	.024	-.336	-7.397	.001
Openness	.021	.040	.032	.529	.597
R=.637	R^2=.406	$F_{(5-410)}$=56.122		p=.001	

a. Dependent Variable: Optimism

When the findings in Table 2 are examined, it is seen that the sub-dimensions of extraversion, agreeableness, conscientiousness, neuroticism and openness, which are the personality traits that were analyzed as independent variables (predictive variables), significantly predicted the total score of optimism (R=.673, R^2=.406, F=56.122, p<.001). This finding indicates that all sub-dimensions of personality traits accounted for 40.6% of the variance of the optimism sub-dimension score. According to t test results regarding the independent variables, neuroticism (β=-.336) from among five independent variables is the most powerful predictor of optimism score, and it is followed by agreeableness (β=.287) and conscientiousness (β=.141). The ratio of the sub-dimensions of extraversion (β=.027) and openness (β=.032) predicting the optimism score on their own was not found significant at .05 level.

The results of the multiple linear regression analysis performed to determine the power of the scores that teachers obtained from the sub-dimensions of the ABPT predicting the resilience dimension of the organizational psychological capital are presented in Table 3.

Table 3: Multiple regression analysis results regarding the predicting of the resilience by personality traits

Model	B	Std. Error	β	t	p
(Constant)	24.355	.529		46.061	.000
Extraversion	.086	.028	.179	3.080	.002
Agreeableness	.043	.029	.076	1.506	.133
Conscientiousness	.105	.039	.136	2.669	.008
Neuroticism	-.138	.024	-.265	-5.721	.000
Openness	.120	.040	.184	2.980	.003
R=.621	R^2=.385	$F_{(5-410)}$=51.370		p=.001	

a. Dependent Variable: Resilience

When the findings in Table 3 are examined, it is seen that the sub-dimensions of extraversion, agreeableness, conscientiousness, neuroticism and openness, which are the personality traits that were analyzed as independent variables (predictive variables), significantly predicted the total score of resilience (R=.621, R^2=.385, F=51.370, p<.001). This finding indicates that all sub-dimensions of personality traits accounted for 38.5% of the variance of the resilience sub-dimension score. According to t test results regarding the independent variables, neuroticism (β=-.265) from among five independent variables is the most powerful predictor of resilience score, and it is followed by openness (β=.184), extraversion (β=.179) and conscientiousness (β=.136).

The ratio of the sub-dimension of agreeableness (β=.076) predicting the resilience score by itself was not found significant at .05 level.

The results of the multiple linear regression analysis performed to determine the power of the scores that

teachers obtained from the sub-dimensions of the ABPT predicting the hope dimension of the organizational psychological capital are presented in Table 4.

When the findings in Table 4 are examined, it is seen that the sub-dimensions of extraversion, agreeableness, conscientiousness, neuroticism and openness, which are the personality traits that were analyzed as independent variables (predictive variables), significantly predicted the total score of hope (R=.534, R^2=.285, F=32.717, p<.001). This finding indicates that all sub-dimensions of personality traits accounted for 28.5% of the variance of the hope sub-dimension score. According to t test results regarding the independent variables, openness (β=.252) from among five independent variables is the most powerful predictor of hope score, and it is followed by neuroticism (β=-.173), conscientiousness (β=.152) and extraversion (β=.137).

Table 4: Multiple regression analysis results regarding the predicting of the hope by personality traits

Model	B	Std. Error	β	t	p
(Constant)	25.835	.525		49.178	.000
Extraversion	.060	.028	.137	2.187	.029
Agreeableness	-.019	.028	-.036	-.661	.509
Conscientiousness	.107	.039	.152	2.757	.006
Neuroticism	-.083	.024	-.173	-3.457	.001
Openness	.152	.040	.252	3.775	.000
R=.534	R^2=.285	$F_{(5-410)}$=32.717		p=.001	

a. Dependent Variable: Hope

The ratio of the sub-dimension of agreeableness (β=-.036) predicting the hope score by itself was not found significant at .05 level.

The results of the multiple linear regression analysis performed to determine the power of the scores that teachers obtained from the sub-dimensions of the ABPT predicting the self-efficacy dimension of the organizational psychological capital are presented in Table 5.

Table 5: Multiple regression analysis results regarding the predicting of the self-efficacy by personality traits

Model	B	Std. Error	β	t	p
(Constant)	25.914	.596		43.471	.000
Extraversion	.098	.031	.189	3.117	.002
Agreeableness	-.067	.032	-.109	-2.078	.038
Conscientiousness	.203	.044	.245	4.606	.000
Neuroticism	-.095	.027	-.167	-3.466	.001
Openness	.144	.046	.204	3.161	.002
R=.575	R^2=.331	$F_{(5-410)}$=40.608		p=.001	

a. Dependent Variable: self-efficacy

When the findings in Table 5 are examined, it is seen that the sub-dimensions of extraversion, agreeableness, conscientiousness, neuroticism and openness, which are the personality traits that were analyzed as independent variables (predictive variables), significantly predicted the total score of self-efficacy (R=.575, R^2=.331, F=40.608, p<.001). This finding indicates that all sub-dimensions of personality traits accounted for 33.1% of the variance of the self-efficacy sub-dimension score. According to t test results regarding the independent variables, conscientiousness (β=.245) from among five independent variables is the most powerful predictor of self-efficacy score, and it is followed by openness (β=.204), extraversion (β=.189), neuroticism (β=-.167) and Agreeableness (β=-.109).

4. Discussion

It is important that the teachers, who constitute the focal point of educational activities, have full competence and self-confidence in terms of professional knowledge and accumulation of knowledge. Besides, it is considered important that their ability to research and experiment alternative ways to accomplish the task is good, that they are optimistic by continuously taking into consideration the main objectives of the school while performing the task, and that they have a psychologically robust structure, in other words, their psychological capital is high. It is thought that psychological capital that focuses on situational traits such as optimism, resilience, hope and self-efficacy can be affected by the personality traits of individuals rather than the personality traits that are difficult and time-consuming for change of the employees. For this purpose, in this research, it was aimed to investigate the relationship between psychological capital components and personality traits.

As a result of the analyses performed within the scope of the research, it was firstly seen that there was a negatively significant relationship between optimism, resilience, hope and self-efficacy, which are the components of the organizational psychological capital and neuroticism, one of big five personality traits, and that there was a positively significant relationship with extraversion, agreeableness, conscientiousness and openness. These findings are compatible with the Luthans et al.'s (2013) findings regarding a positive relationship between agreeableness and conscientiousness of the personality traits and psychological capital and a negative relationship between neuroticism. In addition, Brandt, Gomes and Boyanova (2011) determined in their study that there was a significant relationship between extraversion and psychological capital. The majority of findings obtained in the research are compatible with the findings of the research carried out on psychological capital structure and personality traits by Luthans et al. (2007a). However, the most important difference observed between the two studies is that Luthans et al. (2007a) did not find a significant relationship between psychological capital and openness. However, in this research, a strong and positive relationship was found between openness and the components of the psychological capital. This may be due to the measurement instruments used in the study. In addition, in many studies in which the relationship between personality traits and the components of the psychological capital was investigated (e.g., Chen, Casper and Cortina, 2001; Lee and Klein, 2002), it was found that there was a positive relationship between conscientiousness and self-efficacy. In the study of Wang et al. (2014), it was also stated that there was a positive relationship between self-efficacy and extraversion, conscientiousness, agreeableness and openness. Similarly, Lorenz, Beer, Pütz and Heinitz (2016) determined that there was a positively significant relationship between extraversion, conscientiousness and openness and psychological capital and that there was a negatively significant relationship between neuroticism. In a similar manner to the finding in the present study, Romano (2008) also emphasized that there was a positive relationship between extraversion and self-efficacy. Based on this information, it can also be said that individuals with personality traits of extraversion, which can be described as social, warm-blooded and optimistic (Robbins, 2001), of conscientiousness, which is careful and disciplined and more willing to succeed (Özkalp and Kırel, 2010), and of openness, which is intelligent, broad-minded, curious and sensitive to the environment (Zel, 2001), have also high psychological capital.

The findings regarding the determination of predictors of teachers' psychological capitals, which constituted the primary purpose of this research, showed that big five personality traits significantly predicted the sub-dimensions of the psychological capital. In other words, the results of the multiple linear regression analysis performed on the total scores of the psychological capital optimism sub-dimension showed that the sub-dimensions of extraversion, agreeableness, conscientiousness, neuroticism and openness, which are the personality traits that were analyzed as independent variables all together accounted for 40.6% of the optimism total score. It was determined that neuroticism of the independent variables was the most powerful predictor of optimism total score and was followed by agreeableness and conscientiousness, and that the variables of extraversion and openness were not significant predictors of optimism total score. Similarly, the findings regarding the sub-dimension of resilience also showed that big five personality traits together accounted for 38.5% of the variance in the sub-dimension of resilience. In particular, it was seen that neuroticism, openness, extraversion and conscientiousness, except for Agreeableness, were significant predictors of resilience. The findings obtained from the multiple linear regression analysis for the dimension of hope showed that big five personality traits together accounted for 28.5% of the variance in the sub-dimension of hope. In particular, it was determined that personality trait of openness was the most powerful predictor of the sub-dimension of Hope, and that personality traits of neuroticism, conscientiousness and extraversion made contributions as significant predictors of Hope. The findings regarding the predicting of the sub-dimension of self-efficacy showed that personality traits together accounted for 33.1% of the variance in the sub-dimension of self-efficacy. While the most powerful predictor of this dimension was the personality trait of conscientiousness, it was followed by

openness, extraversion, neuroticism and agreeableness.

As it was expected in this study, personality traits of teachers were found to be significant predictors of optimism, resilience, hove and self-efficacy, which are the components of psychological capital. It can be considered that this result obtained is an expected situation due to the close interest of big five personality traits, which were discussed as independent variables in the research, with the components of psychological capital. However, it is necessary to be cautious in the interpretation of these findings obtained in this research since the relationship between variables was examined rather than the effect of independent variables on dependent variables in the research. Because these findings obtained in the research do not allow to establish a cause and effect relation between the variables. By adhering to this statement, it is seen that the results of this research are supported by theoretical perspectives on organizational psychological capital. Namely, psychological capital is essentially a factor corresponding to the questions of "who you are" and "what can you be in terms of positive development", unlike the questions of "what do you know?" of human capital, "who do you know?" of social capital and "what do you have?" of financial capital (Avolio & Luthans, 2006; Luthans et all., 2004). This psychological state has a nature that changes and differs according to circumstances (Luthans & Youssef, 2004), not as a characteristic feature which is continuous in all conditions and circumstances (Positive affection, self-discipline, self-esteem, core-self-evaluation, etc.). In this respect, psychological capital does not have a stable structure such as personality or central self-evaluations and is expressed as the whole of traits that can change and improve by experience or education (Luthans & Youssef, 2007). However, it can also be expressed according to the results of this study that the personality traits of individuals such as psychological capital may be an important factor in the development of their situational traits.

Based on the results of this research, the following suggestions can be made for researches to be carried out on teachers in the future: according to the results of the research, teachers' psychological capital levels increase as their personality traits of extraversion, agreeableness, conscientiousness and openness increase. On the other hand, their psychological capital levels decrease as neuroticism increases. In this respect, it is considered important to organize activities to ensure emotional stability for teachers. On the other hand, when the fact that the components of the psychological capital are both measurable and improvable is taken into account, it is important to carry out studies to strengthen and develop teachers' psychological capitals. Furthermore, it is considered that the investigation of different personality traits with more extensive and different samples in future studies will be important to be able to generalize the results obtained.

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