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POSITIVE PSYCHOLOGY AND A CRITICAL APPROACH TO
PSYCHOLOGICAL CAPITAL AND PCQ

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PCQ

POZİTİF PSİKOLOJİ VE PSİKOLOJİK SERMAYEYE VE PSÖ'YE ELEŞTİREL BİR YAKLAŞIM

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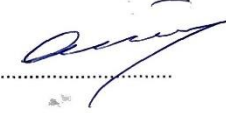
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ABBREVIATIONS

APA	: American Psychological Association
CFA	: Confirmatory Factor Analysis
EFA	: Explanatory Factor Analysis
GOF	: Goodness of Fit
HERO	: Capacities of PsyCap; Hope, efficacy, resilience, optimism.
KMO	: Kaiser-Meyer-Olkin
MBI	: Maslach Burout Inventory
MSA	: Measure of Sampling Adequacy
PCQ	: Psychological Capital Questionnaire
PCQ (M) 24	: Psychological Capital Questionnaire Modified
PERMA	: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment; the 5 pillars of well-being to Seligman
PIG	: Personal Growth Initiative
PsyCap	: Psychological Capital
PP	: Positive Psychology
PPI	: Positive Psychology Interventions
POB	: Positive Organizational Behavior
POS	: Positive Organizational Scholarship
SET	: Social Exchange Theory

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ABSTRACT

Today's organizations, leaders, and employees, continuously exposed to numerous impacts such as political, juridical, paradigm shifts, market movements, and financial turmoil, unlimited technological and conceptual innovations, value conversions, wars, global pandemics, are surrounded by significant uncertainties and risks related to those factors. Within this unsettled and volatile environment, the more constant and nonprogressive traditional capital pattern is being replaced by a new understanding, placing the human in its foundation and providing a competitive advantage.

One means to enhance human capital to gain a competitive advantage is through assessing and developing psychological capital. Positive Psychological Capital is deemed developable by workplace interventions and measurable by the Psychological Capital Questionnaire (PCQ). Given its popularity, the psychometric capability of PCQ became crucial than ever. In this study, with a sample of N=222 active workers in different hierarchical levels, the psychometrics of PCQ was tested with its deemed problematic reverse-scored items converted to positive items. The GOF indices demonstrated that the 12-items model had perfect fit the current sample.

Keywords: positive psychology, positive psychological capital, PCQ, critique, psychometric integrity

ÖZ

Siyasi, hukuki, paradigma değışiklikleri, piyasa hareketleri ve finansal kargaşıa, sınırsız teknolojik ve kavramsal yenilikler, değır dönüşümleri, savaşlar, küresel salgınlar gibi çok sayıda etkiye sürekli maruz kalan günümüz kuruluşları, liderleri ve çalışanları, bu faktörlere bağı önemli belirsizlikler ve risklerle çevrilidir. Bu istikrarsız ve değışken ortamda, daha sabit ve yenilikçi olmayan geleneksel sermaye örgüsünün yerini, insanı temeline yerleştiren ve rekabet üstünlüğü sağılayan yeni bir anlayış almaktadır.

Rekabet avantajı elde etmek için beşeri sermayeyi artırmanın bir yolu, çalışanların psikolojik sermayelerinin değırlendirilmesi ve değırştirilmesidir. Pozitif Psikolojik Sermayenin, işyeri müdahaleleri ile değırştirilebilir ve Psikolojik Sermaye Ölçeğı (PSÖ) ile ölçülebilir olduğı kabul edilir. Popülerliğı göz önüne alındığında, PSÖ'nün psikometrik yeteneğı her zamankinden çok önemli hale gelmiştir. Bu çalışmada, farklı hiyerarşik düzeylerde N = 222 aktif çalışan örneklemini ile PSÖ'nün psikometrisi, araştırmada problemlili olduğı varsayılan ters puanlı maddeleri pozitif maddelere dönüştürülmüş olarak test edilmiştir. Model Uyum İyiliğı Değerleri, 12 maddeli modelin mevcut örneğe mükemmel şekilde uyduğunu göstermiştir.

Anahtar Kelimeler: pozitif psikoloji, pozitif psikolojik sermaye, PSÖ, kritik, psikometrik sağıamlık

INTRODUCTION

While the author of this text is a great supporter of the positive approach and orientation in psychological human assets and capabilities, he also believes that the critical view should never disregard to ensure the accuracy and precision in the construct of related research. The objective of this research is the evaluation of Positive Psychological Capital to drive a coach and horses on its possible shortfalls and in this manner to contribute to its strength, reliability, and validity.

Towards the end of the 1990s, along with the consuetudinary concepts in psychology like “disorder” and “pathological,” notions such as “potential,” “flourishing,” “optimal functioning,” and “developable” started coming in sight under the positive psychology trend pioneered by Martin Seligman. Positive psychology directed its focus on human virtues, positive and developable traits, and strengths without neglecting or replacing the traditional psychology aimed to treat to bring from a negative to a neutral state. In other saying, the notion of positive psychology emerged as a supplementary question to “What is wrong with you?” as “What is right with you?”. Naturally, the well-being in question should have had implications; apart from its individualistic usage, the business environment could benefit; it has and continues to flourish. Psychological Capital, one of the most popular and critical concepts sprouting in this climate, is the main subject of this thesis.

Positive Psychological Capital introduced and conceptualized in 2004 by Fred Luthans *et al.* referred to as PsyCap; the Positive Psychological Capital is an individual’s positive psychological condition of advancement qualified with four factors; (a) “hope” defined as the will for following goals and, altering paths to destinations with successful outcomes whenever needed. (b) “Self-efficacy” means having the confidence to take on and put in the effort required to succeed at challenging tasks. (c) In an adverse and problematic surrounding, “resilience” means bearing, coming through, and, even more, to reach success. Finally, (d) “optimism” refers to making a positive attribution about succeeding now and in the future. (Luthans, Youssef & Avolio, 2007).

Those capabilities are all deemed measurable, developable, and manageable for attaining desirable organizational outcomes such as performance or job satisfaction (Luthans, Avolio, Avey & Norman, 2007). Unlike some popular psychology trends, PsyCap is claimed to depend on ample theory and methodologically admissible measures and research findings.

Although endorsed broadly with increasing interest, some areas of the PsyCap construct and PsyCap Questionnaire (PCQ) are ambiguous and may need clarifications or enhancements to strengthen the structure. Several research directions mentioned in their critical review (Dawkins, Martin, Scott, & Sanderson, 2013) each having unique importance in corroborating the PsyCap are; interaction of state-like PsyCap and trait-like constructs and coping processes, elaborating the construct with other positive psychology components such as creativity, humor, and courage, improving the psychometric profile of the construct, the need for more sophisticated means of analysis for gaining a better well-rounded understanding of composite PsyCap score and related PsyCap components generating that score and including supportive analysis of the individual components in addition to the composite PsyCap score.

While supporting the existing form of the PsyCap construct, Mohanty & Kolhe (2016) stated that further empirical study might be conducted to explain whether possible additional constructs of PsyCap amplify the latent second-order higher construct of PsyCap. Lorenz, Beer, Pütz, and Heinitz (2016) formed a new universal questionnaire (Compound Psychological Capital Scale - CPC-12) to accelerate research, not only in a specific domain (work) but also in multiple domains. On the other hand, they used the existing scales' best-fitting items while doing that. For hope, Snyder *et al.*, (1996), for resilience Wagnild & Young, (1993), for optimism Scheier & Carver, (1985), and self-efficacy Parker, (1998). Meyers *et al.* (2015) found that different mindsets might apply different results to PsyCap dimensions. Strengths intervention (fostering strengths and advantages) increasing the resilience of participants over time, whereas deficiency intervention (overcoming weaknesses and disadvantages) slightly decreasing the same variable while the researchers were querying the impact of strengths and deficiency

interventions on Personal Growth Initiative (PGI) and using PsyCap as the mediating agent.

Even in a minuscule and amateurish reflection in Positive Psychology Class, the author realized that the reversed items of resilience and optimism scales of PsyCap are troubled as two out of ten participants misread and incorrectly scored at least one of those reversed items. This essential information corresponded with a considerable amount of findings in the literature. Both sub-dimensions' internal consistencies are relatively low compared with remaining constructs of PsyCap; self-efficacy and hope (Dawkins, Martin, Scott, & Sanderson, 2013; Görgens-Ekermans & Herbert, 2013). If ever the hypotheses of this research are supported, there is the expectation of better prediction of PsyCap to organizational outcomes.

In conjunction with the initial motives of skepticism and continuous positive development, this study intends to understand the effect of reversing the negative items of the resilience and optimism scales of PCQ-24 without changing the prorated structure and weight of PCQ-24 and testing it in the Turkish sample. The researcher reached this decision depending on the assumption that reverse-scored items can reduce scale reliability (Schmitt & Stults, 1985). Loaded with only positively scored items, the reliability, construct validity, and discriminant validity of the modified PsyCap Questionnaire referred to PCQ (M)-24 are the following research topics to be examined. The study will also investigate the external validity of PCQ (M)-24 by controlling the relationships of relevant work engagement variables and turnover intention. In this regard, the thesis search for the justification of the following hypotheses:

Hypothesis 1: PsyCap is a four-dimensional construct consisting of hope, self-efficacy, resilience, and optimism.

Hypothesis 2: There is a higher-order factor (PsyCap) that underlines PCQ (M)-24 sub-dimensions of hope, resilience, self-efficacy, and optimism.

Hypothesis 3: All the sub-dimensions of PCQ (M)-24 are reliable.

Hypothesis 4: Although being highly related, the modified PsyCap constructs are distinct from each other.

Hypothesis 5: The modified PsyCap and its sub-dimensions are positively correlated with work engagement components (vigor, dedication, and absorption).

Hypothesis 6: The modified PsyCap and its sub-dimensions are negatively correlated with turnover intention.

Hypothesis 7: The modified PsyCap has positive relations with education, work tenure, and work experience.

CHAPTER ONE

POSITIVE PSYCHOLOGY & PSYCHOLOGICAL CAPITAL

The first part of the thesis mentions the history of the positive psychology trend, its pioneers contributing to the literature, and its definition, along with a great deal of criticism of positive psychology. Psychological Capital, shortly PsyCap, is a tool that expresses human strengths and abilities that can be measured, developed, and effectively managed in the workplace fed by positive psychology. Since the thesis's main discussion is on psychological capital, this subject will be discussed in more detail in this section.

1.1. POSITIVE PSYCHOLOGY

1.1.1. History of Positive Psychology

In a TEDx speech, Martin Seligman humorously told an anecdote about the passengers who found out his profession as a psychologist in flights in former years turned their backs on and ignored him, and today, on the contrary, those who hear his occupation approach him more and focus on him. Even this witty story might be an allusion to how the concept he pioneered with his fellow co-founder Mihaly Csikszentmihalyi illuminated the perspective of psychology's discipline focused on the pathological to the positive and developable model.

Along with the ancient Greek philosophers, psychology is a concept that has been dealt with for thousands of years. Hence, it was accredited as a science since the 19th century. Psychology had three distinct missions before World War II: overcoming mental illness, making the lives of people more productive and rewarding, and identifying and cultivating high talent (Seligman & Csikszentmihalyi, 2000).

In the post-traumatic environment that emerged after the Second World War, psychologists discovered that they could make their living by treating mental

illnesses, and besides, research on pathologies was encouraged and financially rewarded. This nurturing atmosphere had unquestionably beneficial outcomes regarding the cure or relieving of at least 14 disorders that had been intractable previously, giving a more precise vision backed with empirical evidence to psychologists in the recondite fields of the human mind, nevertheless, caused the other two cornerstone goals of psychology to be almost forgotten (Seligman, 1994, 2000).

This thesis's primary critical approach is the psychometric competence of PsyCap; however, there has even been debate on the history of positive psychology. Froh (2004) notes that, by following its past, positive psychology can only self-actualize. The core principles of positive psychology date back to William James, Froh claims. James asked why some people could use their fullest abilities in his presidential speech to the American Psychological Association in 1906, while others could not. James had two essential questions in response to this: (a) What were the frontiers of human energy, and (b) How was it possible to activate and unchain this energy so that it could be used optimally? (Rathunde, 2001). "What" and "How" two invariable psychology questions that are referred to in many different forms by the descendent psychologists from varying fields of the discipline.

Going back to "Positive Psychology," the term has first ever been used by Abraham Maslow. In the last chapter of his book "Motivation and Personality" (1954), the title of the chapter was "Toward a Positive Psychology." In the same chapter, Maslow wrote the missing link in the discipline of psychology quite clearly as follows:

The science of psychology has been far more successful on the negative than on the positive side; it has revealed to us much about man's shortcomings, his illnesses, his sins, but little about his potentialities, his virtues, his achievable aspirations, or his full psychological height. It is as if psychology had voluntarily restricted itself to only half its rightful jurisdiction, and that the darker, meaner half (Maslow, 1954, p. 354).

However, even Maslow's motivation for positive psychology changed, and he discarded the chapter "Toward a Positive Psychology" from the second edition of his book in 1970, explaining the reason by his conviction that this chapter, which was 98 percent correct in 1954, was two-thirds correct in 1970 (Maslow, 1970, preface xxiii). As is seen, the scholar can even change his own opinion over time. Froh does not mention this radical change of position of Maslow in his critical article. Therefore, it can be stated that unlike Maslow and other antecedents, Seligman, Csikszentmihalyi, Diener, Jamieson, Peterson, Vaillant, Snyder, and many others took a prominent role in the conceptualization of positive psychology by distinguishing it from the holistic and integrated construct of the discipline, bringing clarity to its definition and boundaries. As the pivotal driving force of positive psychology, Seligman has undeniable excel in catalyzing and unifying many remarkable scholars' efforts to become the pioneers of the positive psychology movement later (Linley *et al.*, 2006).

1.1.2. Definition of Positive Psychology in Literature

End of this section, the author will give his description, but before, when the definitions in the literature are reviewed, positive psychology's explications show similarities; however, there are varying characteristics in emphasis and interpretation.

The "Founding Fathers" of positive psychology introduced a three-level definition to the field of positive psychology. The valuable subjective experience is expressed along with three-time dimensions at the personal level. Past, involving well-being, contentment, and satisfaction; present comprehends flow and happiness and hope and optimism are included in the future. The capacity for love and vocation, courage, interpersonal strength, artistic awareness, perseverance, forgiveness, originality, future mindedness, faith, high talent, and wisdom are granted positive individual characteristics at the individual level. At the group level, it is about civic virtues and organizations directing people to better citizenship,

accountability, nurturance, altruism, decency, moderation, empathy, and work ethic. (Seligman & Csikszentmihalyi, 2000).

Table 1.1 Positive Psychology

Valued Subjective Experience		
Personal Level	Individual Level	Group Level (Organization)
Past	Capacity for Love and Vocation	Better Citizenship
Well-being	Courage	Responsibility
Contentment	Interpersonal Skill	Nurturance
Satisfaction	Aesthetic Sensibility	Altruism
Present	Perseverance	Civility
Flow	Forgiveness	Moderation
Happiness	Originality	Tolerance
Future	Future Mindedness	Work Ethic
Hope	Spirituality	
Optimism	High Talent	
	Wisdom	

Source: (Seligman & Csikszentmihalyi, 2000).

After the explicit definition as; positive psychology is the scientific study of optimal human functioning and what makes life worth living, Grenville-Cleave (2016) portrays positive psychology as the psychology of characteristics, conditions, and processes that lead to flourishing.

Gable & Haidt (2005) depict positive psychology as scientifically studied viewpoints on things making life worth living in an analogic manner of telling. It centers around parts of the human condition that lead to happiness, satisfaction, and prosperity.

Christopher Peterson (2008) describes positive psychology as the scientific study of what makes life most worth living. It is an invitation for the psychological science and practice to synchronously concentrate on strength and weakness, be interested in building the best things in life, fix the worst, make ordinary people's lives fulfilling, and heal the pathology.

Sheldon & King (2001) replied to the question of "What is positive psychology?" It is nothing more than a scientific study of the capabilities and virtues of ordinary humans. They argued that positive psychology revisits the "the

average person” with interest to find what works, what is right, and what is improving. Like other natural and social sciences attempt, from their viewpoint, to explain the usual form and natural functioning of their topic of interest, so does psychology. Therefore, positive psychology is simply psychology.

Sheldon & King’s approach is sound. If we refer back to three distinct psychology missions, along with the abandoned two, making ordinary people more robust and more productive and actualizing the human potential, the aggregated knowledge unarguably encompasses positive psychology’s definition and goals. In conjunction, the APA Dictionary defines optimal functioning as; the highest level of functioning, especially in relations, work, education, and subjective well-being. In this regard, the definition could be given as; positive psychology; rather than being a disparate trend, it is the inherent integrative component orienting in fulfilled ordinary humans and establishing the “optimal functioning” of the psychological discipline itself.

Before moving to some severe criticism of the Positive Psychology movement, it would be appropriate to introduce some personal level aspects of positive psychology. Those terms will be reviewed elaborately at the organizational level in the onward writings of the thesis.

1.1.2.1. Flow

As a subjective experience, flow can be framed by; fully concentrating on the tasks at hand, increased feel of possession, lack of self-consciousness, consolidating actions and awareness, losing the notion of time, and autotelic experience (Csikszentmihalyi, 1975). Three conditions are described that ease the flow experience; balance between perceived task and talent, clear and attainable goal, and explicit and prompt feedback (Nakamura & Csikszentmihalyi, 2002).

It is hypothesized by flow theory that when the challenge level is higher than skills, people likely to develop anxiety, and boredom on the contrary, in the opposite unbalanced situation (Csikszentmihalyi, 1990). However, whenever there is a

balance between perceived challenge and the skill, the person's likelihood to experience the flow increases.

1.1.2.2. Hope

Hope is a multidisciplinary concept. It can be said that the psychological literature regarding "Hope" ranks behind when compared to other disciplines like; religion, medicine, history, multidisciplinary sciences, oncology and, others. (Lou, van Horen, Millet, & Zeelenberg, 2020). Although the extensive cumulated amount of study on hope, there is no consensus on its description. Various definitions and conceptualizations of hope are clustered under the approaches of the scholars holding different perspectives. Primary dissociations concern the cognitive and emotional roots of hope. Other main distinctions are whether definitions involve "possibility" or not and if hope emerges with or without the perceived control. Snyder, Cheavens, and Simpson (1997) approached the cognitive side and defined hope as "a thinking process that involves an agency and pathways for one's goals," which coincide with the definition of hope as the sub-construct of PsyCap given delectably as chapter title "PsyCap Hope: The Will and the Way" by Luthans *et al.* (2007) placing Luthans and friends' vantage in the cognitivist paradigm. Briefly, the goal-setting theory does not address the experience of hope when there is little or no perceived control over a consequence. On the other hand, Averill *et al.* (1990), in their work, found outcomes of hope that do not fit the goal-setting framework, like altruistic hopes, desire for another person's well-being, which the responder has no or very little perceived control. Besides, Averill *et al.* (1990) demonstrate that hope harmonizes with the significant parameters of an emotional model of behavior by comparing it to two prototypical emotions; anger and love.

Recent research also suggests more attention to the emotional aspect of hope, which motivates people to pursue a favorable outcome. It is not merely giving the dominance either on cognition or emotion, contrariwise assuming those constructs inspiring together and constituting the dynamics of hope (Bruininks & Howington, 2019; Lou, van Horen, Millet, & Zeelenberg, 2020). In this sense, Lou

et al. (2020) concluded their working definition of hope in their research as; “a belief that a positive future outcome is possible combined with a desire for that outcome,” highlighting both the cognitive and emotional underlying processes of hope. Long story short, recent studies emerge the question; how competent is PsyCap’s hope sub-construct to predict hope with its structure built on the cognitive goal-setting model.

1.1.2.3. Optimism (The Half-Full Glass)

Optimism, as an aspect of positive psychology at the personal level, explained in future dimensions (Seligman & Csikszentmihalyi, 2000), also meets the criteria as a sub-construct of PsyCap (Luthans *et al.*, 2007). Scheier and Carver (1985) conceptualized optimism as a general expectancy that future outcomes will be positive. According to Luthans, Youssef, and Avolio (2007), PsyCap, and so does the optimism sub-construct, is open to development and can be improved by brief and focused interventions at the workplace, whereas Scheier and Carver (1985) depict optimistic beliefs as state-like and stable across time and context. This distinction uncloses that although their uniformness as the word, the meaning of optimism of some psychological literature (trait-like approach to hope) and PsyCap are different (more state-like approach). In the early conceptualization of PsyCap (Luthans & Youssef, 2004), optimism has been defined as having the explanatory style that attributes favorable events to internal, permanent, and pervasive causes, thus, allowing individuals to take credit for desired events in their lives, improving the self-esteem and motivation, and to distance from undesired life experiences, protecting them from depression, guilt, self-blame, and despair. Therewithal, it could have been argued that description has comprehended the exemplifying expression of optimism as “perceiving the filled side of the half-full glass,” hence not interested or focused in the other empty half. However, it exists as an inextricable facet of the construct, depicted as pessimism. Fortunately, Luthans *et al.* (2007) were aware of this conceptual deficiency and reviewed their initial idea by addressing and advocating Peterson’s “flexible optimism” (2000), and expressed

PsyCap's flexible optimism referring to an individual trying to assess the situation and then decides whether to use the positive or negative types of explanation.

1.1.3. Some Straight Criticism of Positive Psychology

The positive psychology and positive psychology interventions are being criticized in three levels by Wong and Roy (2018); the primary problems of elitism and scientism, conceptual and methodological limitations, and specific problems in positive psychology interventions (PPI). While proposing a new trend, Wong conceptualized PP 2.0 (positive psychology, aka PP), which harmonizes complex interplay between the "dark" and "bright" to advance desired results across all life domains and environments (Wong, 2011a).

1.1.3.1. Elitism and Scientism

Wong (2011b) argues that at the fundamental level, the PP movement has been conceptualized in a minimal domain of pioneers, or invitation-only elitists, and had a clear and immediate influence as backed by the high-profile members and vast amount of funds. However, this mutually adulating network, influenced by each other's work and citing in a restricted domain, and blindly embracing pursuers, lacks the critical thinking approach and peer review process. As a result, positive psychology literature deficiencies remained persistent, although they should have been captured long before (Brown, Sokal & Friedman, 2014b).

The dual-founders of positive psychology, Seligman and Csikszentmihalyi, criticized humanistic psychology for its lack of scientific rigor while drawing the boundary between positive psychology and humanistic psychology in their PP proclamation in the *American Psychologist* (2000). However, to what extent did positive psychology achieve that mission declared in its founding manifesto is in question. A widely credited benchmark of positive psychology's empirical foundation was the critical positivity ratio, which referred to a constant (2.9013) that distinguished between the flourishing and the languishing in all humanistic

settings and across all cultures and time (Frederickson & Losada, 2005). Based on the Lorenz equations from the physics discipline using the mathematics of nonlinear dynamic systems, the critical positivity ratio debunked by the work of Brown, Sokal, and Freidman (2013), demonstrating that this ratio had no empirical support. While this contradictory and doubtful alleged ratio was gaining full accreditation and implementation in varying domains such as businesses, education, healthcare, marriages, and even in U.S. Army, Brown and friends were struggling to get their 2013 paper published (Freidman & Brown, 2018).

Frederickson & Losada (2013) finally withdrew their claim regarding the universal-invariant ratio of 2.9013; however, Frederickson (2013) continued to assert the existence of a tipping point around somewhere 3. This claim has also been negated by Brown *et al.* (2014a), indicating that there was no empirical evidence of neither three positives to one negative nor any other value of any tipping point. Criticism is inherent in social sciences; like all other disciplines, there is also criticism of criticism. Hämäläinen, Luoma, and Saarinen (2014) criticize the work of Brown *et al.* (2013) being in a very narrow perspective, hyperbolizing the conceptual and mathematical errors as there are no present mathematical errors, but the lack of justification for Lorenz equations to fit the model of critical positivity ratio, which they had already pointed out (Luoma, Hämäläinen, & Saarinen, 2008). No matter who, when, and how, there are apparent deficits of the so-called critical positivity ratio; however, even these findings do not prevent it from gaining ground in business and academic domains, receiving a vast number of citations, and from being praised by the top theoreticians of positive psychology. This phenomenon is depicted with the concept of voodoo science by Freidman and Brown (2018), like zombies wandering around, although long-dead. The rotting, stinking zombies create a great deal of commercialization and economy through comics, toys, games, series, and films, though, giving the implication that positive psychology's same motives are underlying. The positive psychologists and practitioners commercialized PP and gained a significant amount of tangible benefits from self-help books to an extent far worse than humanistic psychology. Hence, according to Coyne (2014), the low quality of the literature on positive psychology interventions

brings them to a state of marketing pseudoscience. Coyne & Tennen (2010) examined the role of four positive factors; chosen due to their tremendous popularity in the broader psychological community and mainstream media, and analyze the effect of those factors in extending people lives with cancer, immune functioning, cancer progression, and mortality, evidence concerning benefit finding and post-traumatic growth following a severe illness such as cancer or other life-threatening experiences. In conclusion, Coyne & Tennen (2010) strikingly underscore the need of scientific evidence on the foundation the positive psychology to distinguish it from wishful thinking.

Ryff (2003) indicates that limitations on the foundation of positive psychology as; neglecting the previous studies and the current research studying the positive, the healthy, and the ideal functioning. Such ignorance, discrediting others' previous contributions, damages the movement's conceptual and empirical background and is like reinventing wheels. Like, Froh (2004), Ryff (2003) gives the exemplifying writings of William James (1902/1958), indicating that the discrepancy between the positive and the negative had already been there. Wong & Roy (2018) states that this memory deficit in positive psychologists becomes apparent when it comes to existential psychology subjects.

Positive psychology defends the scientific method as of; testing hypothesis, creating self-reports dependent on operationally characterized constructs and conducting experimental tests, all forming the scientific studies, and those studies are immediately find a place in well-known media and acknowledged by organizations and people to build their accomplishments and felicitousness (Coplan, 2009). Shockingly, there are no replications of most of those studies, and their findings have little relationship to human needs. According to Biswas-Diener (2015) and Tavris (2014), the cause of this is the lack of construct validity in their measuring instruments. The elitisms and scientism examples given so far induces the conceptual and methodological pitfalls in positive psychology in research and application.

1.1.3.2. Conceptualization and Methodology

The primary conceptual deficiency is the unidirectional perspective of positive psychology, centering on positive emotions, positive traits, and positive organizations, which dominate the research and the applications for decades. However, this view became the departure point for a need for a revised projection of positive psychology integrating the positives and the negatives, as they exist unseparated in reality (Wong & Roy, 2018). Indeed, this new approach bears a resemblance to the PP movement's starting point, which flagged the unheeded two missions as the complements of psychological discipline and highlighted the over-emphasized positives only.

As humans, we all inherit some amount of evil, dysfunctions, deficits, and disorders to some extent, or at least phobias; top it all off, some of us are just good at disguising the negatives or dark side of ourselves in daily lives. Well-being, positivity, satisfaction, optimal functioning, virtues, resilience, optimism may all have different meanings for the people of the earth in very different cultures. Then, it could be argued that the intention of positive psychology and its interventions centered on improving the lives of healthy people is narrowed by caliber and lacks the competence of embracing the whole human experiences among different times and cultures.

Besides, there are favorable outcomes from negatives (Kashdan & Biswas-Diener, 2015; Norem & Chang, 2002; Woolfolk, 2002) and unfavorable outcomes from positives (Forgas, 2014; Shumaker, 2006; Wong, 2007). In this manner, many researchers of the field suggest a balanced or simultaneous emphasis on strengths and deficits (Schwartz & Sharpe, 2006; Allan, 2015; Snyder, Lopez & Pedrotti, 2011), where suggested balance is likely to be achieved when a holistic rather than a componential view of the total person is taken into consideration.

From Wong & Roy's (2018) corresponding perspective, inclusively harmonizing complicated interactions of positives and negatives to attain and optimize positive outcomes, the positive psychology movement lacks comprehensive theoretical bases. PERMA of well-being proposed by Seligman

(2011) and Frederickson's (2001) broaden-and-built theory, hypothesizing that positive emotions push humans forward in "upward spirals" towards creativity and optimal performance, both misses to address the negatives as opposed by the new wavers of positive psychology. Moreover, Wong (2011b) criticizes PERMA as a listing of phenomena underlying well-being instead of a formal theory.

The main discussion on positive psychology's methodological deficiencies is the curtailed operational definitions of complicated human experiences or phenomena. This view seems to be referring to concerns about the mostly commercialized side of positive psychology, which may urge quick and half-baked interventions and psychological measures, thus, enabling rapid tangible and intangible returns to providers and overriding the flawed and biased findings. Accordingly, the PP results were taken as simplistic, impractical and lacking external validity (Coyne, 2014; Coyne & Tennen, 2010; Coyne, Tennen, & Ranchor, 2010; Parks & Biswas-Diener, 2013; Wong, 2011b), which "overstating" could easily be added up to those critical depictions.

1.1.3.3. How Positive Psychology 2.0 Differs from Traditional PP?

After all, given the foremost critics regarding the positive psychology movement, the primary differences of PP 2.0 from traditional positive psychology are presented in a facilitating manner in the below comparative table. At most clarity, the aim could be summarized by giving constructive criticism, not the destructive one, defining the PP movement's asserted gaps and deficits, enhancing the concept to a more comprehensive level, built on strong theory and research, and applicable to a significantly massive cluster of people.

Table 1.2 Differences Between PP and PP 2.0

Positive Psychology	Positive Psychology 2.0
• PP is dichotomous and binary. • PP centers only on the positive. • PP emphasize only positive emotions. • In PP, the themes of pain and death are ignored. • PP reaches flourishing by relying on the positive and preventing the negative. • PP is happiness-oriented, concentrated on self-fulfillment. • PP is the direct quest for happiness. • PP has an abbreviated perception of well-being. • PP focuses on well-being aspects, such as behavior, perception, affect, and so on. • PP is separated from the humanistic-existential psychology. • PP is built on the basis of positivist model. • PP is built on psychological laboratory empirical studies. • PP is built on individualist culture.	• PP 2.0 is dialectical and interactive. • PP 2.0 centers both the positive and the negative. • PP 2.0 emphasizes responsible action. • PP 2.0, the themes of pain and death are accepted as a precondition for true happiness. • PP 2.0 reaches flourishing by facing the bleak side of human life and converting it. • PP 2.0 is meaning oriented, concentrated on self-transcendence. • In PP 2.0, a byproduct of the quest for meaning is happiness. • PP 2.0 has the holistic awareness of well-being in the face of pain. • PP 2.0 focuses on the whole individual, following a comprehensive and person-centered approach. • PP 2.0 is informed by the humanistic-existential psychology. • PP 2.0 is centered on the pluralistic, humble perspective of science. • PP 2.0 is built on empirical findings of both psychological and “real-life” laboratories. • PP 2.0 is built on both individualist and collectivist cultures.

Source: (Wong & Roy, 2018)

1.2. PSYCHOLOGICAL CAPITAL – THE ORGANIZATIONAL LEVEL

1.2.1. The Conceptual Framework

In 2004, Luthans and Youssef, in their article conceptualizing the idea of positive psychological capital (PsyCap), advert to a paradigm shift in the capital structure of organizations that is small in scope for that time being, yet has a very high tendency to grow and spread, which is spurred by the change in understating of the sources underlying the sustainable competitive advantage. According to Luthans and Youssef (2004), the traditional, human, and social capitals cannot or can partly respond to sources as the competitive advantage constructs; hence positive psychological capital can completely reply to those sources.

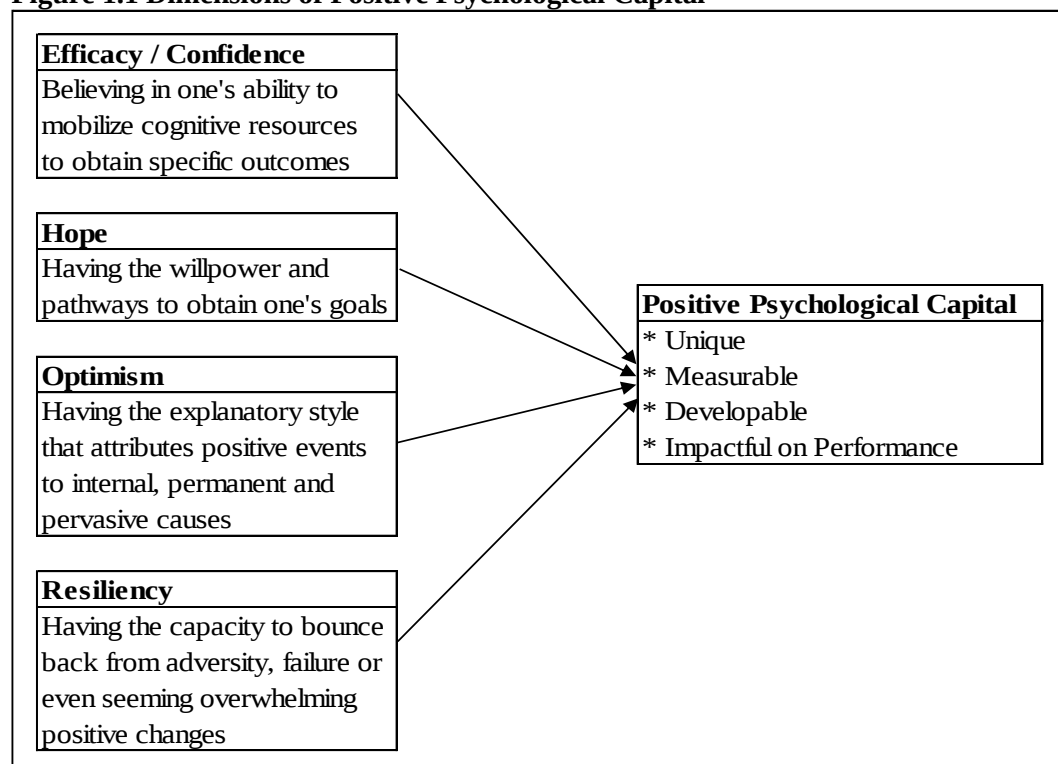
Table 1.3 The Status of Various Sources of Competitive Advantage

Competitive Advantage					
Source	Long Term	Unique	Cumulative	Interconnected	Renewable
Traditional Capital (What you have)					
Financial	No	No	Yes	No	No
Structural/Physical	Yes	No	Yes	Maybe	Maybe
Technological	No	No	No	Maybe	No
Human Capital (What you know)					
Explicit knowledge	Maybe	Yes	Yes	Yes	Maybe
Tacit Knowledge	Yes	Yes	Yes	Yes	Yes
Social Capital (Whom you know)					
Networks	Maybe	Yes	Yes	Yes	Maybe
Norms and Values	Yes	Yes	Yes	Yes	Yes
Trust	Yes	Yes	Yes	Yes	Yes
Positive Psychological Capital (Who you are)					
Confidence	Yes	Yes	Yes	Yes	Yes
Hope	Yes	Yes	Yes	Yes	Yes
Optimism	Yes	Yes	Yes	Yes	Yes
Resiliency	Yes	Yes	Yes	Yes	Yes

Source: (Luthans & Youssef, 2004).

The declaration of the positive trend in psychology (Seligman & Csikszentmihalyi, 2000) has facilitated the dissemination of organizational positivity and strengths-based management initiatives. The first one of these movements, at the macro level, and more dispositional, fixed, and trait-like is the positive organizational scholarship (POS), emphasizing positive organizational characteristics that will contribute to the organization's life span and effectiveness in crisis and adverse situations, and based on scholars' work at the University of Michigan (Luthans, 2002; Luthans & Youssef, 2004; Luthans, Youssef, & Avolio, 2007). At the micro-level, the second movement, which is state-like, is positive organizational behavior, shortly (POB), proposed by Luthans (2002), and refers to applying positively oriented human resource strengths and capacities in the workplace that can be measured, developed, and managed for performance improvement. The unique, positive, measurable, developable, and manageable capacities meeting the POB criteria are; self-efficacy, hope, optimism, and resilience (HERO), all referred to as positive psychological capital, simply PsyCap.

Figure 1.1 Dimensions of Positive Psychological Capital



Source: (Luthans & Youssef, 2004).

As PP and POS are more dealing with the trait-like, fixed, and dispositional constructs, the state-like criterion and constructs fitting to that criterion of POB are the most significant discrepancies from those two movements (Luthans, Youssef, & Avolio, 2007).

1.2.2. The Dimensions of PsyCap

1.2.2.1. PsyCap Self-Efficacy

Self-efficacy has been defined by the comprehensive work and social cognitive theory of Bandura (1986; 1997) and broadened in definition as one's confidence in own skills to activate the motivation, cognitive resources, and appropriate behaviors to ably perform a particular task under a specific situation. (Luthans, 2002; Luthans, Youssef, & Avolio, 2007). PsyCap efficacy is built on Bandura's social cognitive theory and includes the five critical cognitive processes into the efficacy equation; symbolizing (creating a mental image or model in mind), forethought (planning actions based on the targeted performance), observation (learning from relevant others), self-regulation (acting as an entity and setting relevant performance targets and expectations and reviewing the self-position corresponding to such self-set standards), and finally self-reflection the most relevant to self-efficacy (reflecting on previous events, milestones, and shortcomings, and learning from those past experiences).

Among the four positive psychological capital capabilities, the most supported by rich theory and experimental findings is self-efficacy. Extracted from its definition that PsyCap efficacy is a contextualized trait and may perform at different levels at multiple contexts; in other words, it is domain-specific. Besides, PsyCap efficacy depends on mastery or practice, has room for development, could be influenced by others, and is variable (Luthans, 2002; Luthans, Youssef, & Avolio, 2007). Unlike other PsyCap capacities of hope, optimism, and resilience, which can sometimes act on a conceptual continuum as trait-like and, as PsyCap state-like components, confidence is openly state-like and consequently malleable.

Although this advancement has variations, Bandura (1997) and others indicated that efficacy could develop through the chances of experiencing mastery/success, vicarious learning/modeling, social persuasion, positive feedback, psychological and physiological arousal, and well-being (Bandura, 1997, Luthans & Youssef, 2004; Maddux, 2002; Stajkovic & Luthans, 1998a, 1998b).

Luthans and Luthans *et al.* (2002; 2007) stated that a person holding higher level of confidence in a specific context has a higher probability of:

1. setting high goals, choosing between getting into difficult tasks and welcoming the challenge, not waiting for the challenging goals set for them,
2. giving more energy and encouragement to fulfill the assignments,
3. demonstrating more persistence when faced with obstacles and even experience initial failures or repeated failure.

Rather than applying discrepancy reduction, highly efficacious people create their discrepancies by seeking highly self-set goals rather than waiting for someone to set goals for them. Devastating factors for an individual with low self-efficacy like; self-doubt, skepticism, critical reviews, peer judgment, challenges and failures, and recurring disappointment have minimal influence on highly efficacious people (Bandura & Locke, 2003).

Finally, it worth stating, a meta-analysis investigating 114 studies demonstrated a strong positive relation (.38) between self-efficacy and work-related performance and level of motivation (Stajkovic & Luthans, 1998a; Bandura & Locke, 2003), explaining the emphasis given to self-efficacy as the core construct of PsyCap.

1.2.2.2. PsyCap Hope

Psycap's hope refers to the theory-building work of C. Rick Snyder, which has its foundation from the interplay of three factors; goals, agency, and pathways (Snyder, Irving, & Anderson, 1991, p. 287; Luthans & Youssef, 2004). People possessing high hope levels are motivated to canalize their energy to achieve goals; in other words, they possess the determination and the willpower (agency) for

achieving goals. Besides, those who hold high hope impel developing ways to reach their destinations successfully and can bring out alternative paths even their initial ones are blocked. Snyder's work advocates the idea of hope being a cognitive state in which demanding yet achievable expectations can be set. The individual could achieve those objectives with energy and interiorized-perceived control, and a sense of self-directed determination. Snyder and associates add the ability to generate alternative routes to coveted objectives whenever those initial paths are blocked and useless as the second component of hope (Snyder, 1994, 1995a, 2000; Snyder, Ilardi, Michael, & Cheavens, 2000; Snyder, Rand, & Sigmon, 2002).

In his review article in 2002, Snyder explained his evolution of the thinking of hope theory. Although many researchers defined hope as solely being an emotion, Snyder (2002) chose to underline hope as a sequence of thinking processes and therefore recommended that a person's judgments regarding the degree of achievement of chasing personal objectives affect following emotions. Accordingly, positive emotions should be byproducts of successful goal pursuits, and on the contrary, the negative ones should be the outcomes of failed goal pursuits. This cognitive perspective of Snyder has been transferred to PsyCap hope as it is.

Lastly, along with the developable understanding of the hope construct, Luthans *et al.* (2007) asserted that hope could be enhanced in the workplace; by setting self-set, participatory goals, including the ones assigned with logical explanations (goal-setting), by range goals, which are challenging yet reachable, and sufficient to initiate enthusiasm and exploration, by stepping meaning breaking complicated, long-term, and overwhelming goals into multiple milestones, by involvement through bottom-up decision making, interaction, cooperation, employee empowerment, commitment, installation, and self-determination, by rewarding, effective allocation of resources, material ones along with the managerial support and commitment, by a strategic alignment of human capital coinciding with each employee's capabilities and energies, and finally by training.

1.2.2.3. PsyCap Optimism

Conceptualized by Martin Seligman, optimism is a style of explanation that loads the favorable events to personal, permanent, and pervasive causes, and contrarily, construe with those adverse events to external, temporary, and situation-specific factors (Seligman, 1998). Therefore, optimistic people accredit positive occurrences to their power and control and negative ones to external, uncontrollable factors. Pessimistic people tend to do just the opposite, bounding fortunate happenstances to factors out of their control, i.e., luck, temporary, situation-specific, and unfortunate happenstances to internal, permanent, and pervasive causes. In example, if an optimistic individual is laid off due to the downsizing resulting from the global pandemic, they will attribute this to external, temporary, and specific causes. She or he may perceive this adverse experience as an opportunity to enhance developing new skills through education, add on the possessed ones, seek new work opportunities, and interact intensively with family members and friends. In contrast, a pessimistic individual may develop hopelessness, introversion, apathy, stress, and depression under the same conditions.

Despite the perspectives, postulating optimism as trait-like and dispositional (Scheier & Carver, 1985; Carver, Scheier & Segerstrom, 2010) contradicting to PsyCap criteria of being state-like, developable, and manageable, PsyCap's optimism asserted to refer to a view which is flexible, and realistic, more comprehensively in a balanced manner (Luthans, Youssef & Avolio, 2007). While highlighting the attributing, explanatory style of positive psychology's optimism definition, PsyCap's optimism applied to the workplace does not exclude optimism's emotional dimensions, future orientation, or motivational benefits (Luthans *et al.*, 2007).

Optimism has been applied to various work settings and has positive correlations with work achievement (Seligman, 1998; Luthans, Avolio, Walumbwa, & Li, 2005; Luthans, Avolio, Avey, & Norman, 2006;), and Schneider (2001) introduced three perspectives that are adaptable to the workplace for

developing realistic optimism; tolerance for the past, admiration for the present, and exploration of opportunities for the future.

1.2.2.4. PsyCap Resilience

Luthans and Youssef (2004) defined resiliency as “the capacity of bouncing back from adversity, uncertainty, failure, or even positive but seemingly overwhelming changes such as increased responsibility” and transfer the positive psychology study of resilience to the workplace as a PsyCap construct. This definition was then expanded by Luthans *et al.* (2007) to include bouncing back and even going beyond the original level.

Three PP factors are identified and researched; supporting resiliency’s improvement are assets, risk factors (increased probability of unwanted outcomes), and values (Luthans *et al.*, 2007). Cognitive skills, character, self-regulation, positive self-perceptions, a positive life outlook, confidence, emotional well-being, a sense of humor, and attractiveness are the collection of conducive factors for building resilience (Masten, 2001), autonomy, insight, initiative, relationships, creativity, and morality (Wolin & Wolin, 2020). Luthans, Youssef & Avolio (2007) adds other PysCap dimensions of optimism, confidence, and hope to the resilience assets. The identified risk factors are; alcohol and drug abuse (Johnson, Bryant, Collins, Noe, Strader, & Berbaum, 1998; Sandau-Beckler, Devall, & de la Rosa, 2002) and disclosure to trauma (Qouta, El-Sarraj, & Punamaki, 2001), stress, and burnout (Baron, Eisman, Scuello, Veyzer, & Lieberman, 1996; Smith & Carlson, 1997), poor health, undereducation, and unemployment (Collins, 2001). PsyCap resiliency approaches the assets and the risk factors cumulatively and interactively (Luthans *et al.* 2007). Finally, through giving stability and meaning, values form and direct individuals’ cognitions, feelings, and behavior.

1.2.3. Possible Drawbacks of Psychological Capital

1.2.3.1. The Possible Drawbacks Acknowledged by Luthans and Colleagues

Regarding PsyCap efficacy or confidence, as acknowledged by Luthans *et al.* (2007), it highly depends on the success, and the relevant cognitive processes, together with the expectations and meanings of the accomplishments or setbacks, events, and models, social persuasion, and well-being, which have potential to reinforce or dim the effect of PsyCap efficacy. Possible perceptual and attributional biases, however, can function as PsyCap efficacy inhibitors. For example, success may lose its value if the task is perceived too easy by the individual or attributed to the others' support, or mere focus on the pace of improvement, or by excessive emphasis on the failures that led to success. Likewise, the perceived level of similarity or relevancy of the model or the situation can weaken the impact of modeling. Regarding social persuasion and positive feedback, the perceived credibility and the source's expertise may impair the efficacy. Psychological and physiological states, interacting with other sources of PsyCap's confidence may engender stable but mostly incorrect assumptions or inclinations. False efficacy inferring the overconfidence is another major threat to developing PsyCap efficacy (Luthans, Youssef & Avolio, 2007).

Regarding the hope construct of PsyCap, the determinant for an efficient hope is realism. After a breaking point, where hope is unrealistic, both success and performance start to erode in the inverted U-shaped relationship of hope and success. Individuals or organizations holding unrealistic hope may allocate their energies and resources to impossible goals or goals that have not been strategic, desired, or profitable anymore (Luthans *et al.*, 2007). Snyder (1995a), along with the hope theorization, emphasizes the dexterity of "regoaling," referring to the continuous redirection of hopeful individuals' energies and creativities to the right goals. Also, putting overemphasizing goals may create unconcerned and conflicting pathways to ethics, morals, and social values in highly hopeful organizations or individuals.

Potential threats associated with an optimistic explanatory style are inadequate interceptive physical or psychological treatment, eschewal of responsibility and accountability, and learned helplessness resulting from the overemphasis on agency and individualism (Peterson & Chang, 2002). Luthans *et al.* (2007) assert that realistic and flexible optimism can avoid those hidden dangers. The unfortunate part, the primary concern of PsyCap optimism, as being an explanatory style, is its dependency on subjective attributions and assumptions, which may not always be veridical or flexible. Besides, this subjective structure of explanatory styles may foster the Pygmalion effect; for an individual holding the pessimistic explanatory style, when she or he goes into a downward negative spiral, it would be difficult for that individual to break through those mental spirals.

Traditional and paternalistic leaders can put indirect barriers by not allowing their employees or subordinates, coping with the adversities and setbacks they experience in the sense of a supportive and protective manner. However, these good intentions, offering short-term quick fixes, may weaken the employees' resiliencies by prohibiting them from strengthening their problem solving inventory and coping mechanisms (Luthans, Youssef, Avolio, 2007). In addition, leaders with a strong crisis management workload are apt to high levels of stress and burnout. Those types of leaders may be destructive to their well-being together with the resiliencies of the followers. When organizations and leaders make unilateral decisions for their employees, the short-term coping mechanisms of employees, in return, could mistakenly be assumed as resiliency. However, those fugacious bounce backs mixed with long-term resiliency may have impairing effects on employees, leaders, and organizations (Vickers & Kouzes, 2001).

Another potential thread is regarding the inconsistency of personal values and beliefs within the ones of the organization. Continuous screening and alignment are needed to match and fully utilize the leaders' and employees' bounce-back capacities from adversities with the organization's ethics and values. Besides, although leaders and employees' resiliencies are adequate, what they are tackling could be a significant and compulsory paradigm shift as the reality of today's fluctuating business environment rather than being adversity that misdirection

could slowly end an organization's life span (Hamel and Välikangas, 2003; Luthans, Youssef, Avolio, 2007). Luthans *et al.* (2007) wrote:

Dramatic, paradigmatic changes, which are the rule rather than the exception, require organizations to be constantly on the lookout for opportunities that warrant the proactive destruction of their own presently successful strategies and business models in anticipation of discontinuities and strategic shifts. PsyCap resiliency is no longer “nice to have” at the individual, leader, and organizational levels; it may be required in the new “flat-world” globalization in which we now live and compete (Luthans, Youssef & Avolio, 2007, p. 137).

This statement could be a clear indication of a new or additional PsyCap construct, allowing PsyCap better predicting the competitive advantage and controlling the PsyCap Resilience in turn whether it is acting on favorable or unfavorable grounds. The idea of adding more constructs to present PsyCap has also been acknowledged by Luthans *et al.* (2007) by selecting creativity and wisdom in cognitive level and well-being, flow, and humor in affective level as the potential constructs of PsyCap. As the additional constructs to PsyCap are another broad research dimension, the next section is about the thesis's departure point, the psychometric competency of PsyCap.

1.2.3.2. The Review of PsyCap Psychometrics

Despite the vast body of research on PsyCap in literature, only a few studies critically approach the phenomenon. Reviewed so far, the primary conceptual shortfall of PsyCap seems to be its inclusion criteria for its constructs, that stress being state-like, malleable, developable, and applicable in the workplace. So, these criteria narrow and prohibit possibly better fitting constructs from entering into the PsyCap equation. Besides, there is a debate in the literature regarding the traits versus states for extant PsyCap constructs, especially for optimism. However, without discounting the need for investigating the potentials for broadening and developing new constructs, Dawkins, Martin, Scott & Sanderson (2013) propose that the first step should be taken, giving effort and interest in the existing PsyCap

constructs. Additionally, it is of vast importance to understanding best-predicting outcomes by PsyCap along with the best-predicting ones by its sub-constructs in varying circumstances and contexts.

This understanding indeed represents the departure point of the thesis. A crucial number of researchers, scholars, and practitioners worldwide either remove three negatively scored items (one under resilience subscale and two under optimism subscale) of the PsyCap questionnaire or notify when retaining that those reverse-scored items reduce the internal consistency reliabilities. In other words, in cross-cultural studies, Cronbach's Alpha coefficients of resilience and optimism sub-dimensions were relatively low when compared with the one's of self-efficacy and hope sub-dimensions, and mostly extracted from the analysis for the sake of the research or at least their misfit was reported (Çetin & Basım, 2012; Erkmen & Esen, 2013; Erkuş & Fındıklı, 2013; Görgens-Ekermans & Herbert, 2013; Mónico, Pais, dos Santos & Santos, 2014; Abbasi, Kamal & Masood, 2020; Cid, Martins, Dias & Fidelis, 2020). Besides, confirmatory factor analysis (CFA) findings reveal that the extraction of the negatively scored items increased the factor load and enhanced the fit of the model (Chen & Lim, 2012; Gooty, Gavin, Johnson, Frazier & Snow, 2009; Rego, Marques, Leal, Sousa & Cunha, 2010).

Although one critical recommendation while constructing scales is that scales should include both positively and negatively scored items, Schmitt & Stults (1985) demonstrated that careless respondents only 10% of the whole respondents that fail to discern the negative attribution of the items, will give inconsistent responses to those items than the rest of the items in the questionnaire. "The careless respondent" is not a respondent randomly scoring the scale; instead, he or she is the participant discerning the existence of the negative load of the item and scoring in the opposite manner of his or her real position. This results in all or most of the negatively scored items define a single factor, most probably an incorrect or an irrelevant factor. Along with its undesired outcomes, identifying those types of respondents is also very problematic (Schmitt & Stults, 1985).

Instead of removing the reverse-scored items in the analysis due to a possible necessity, the thesis writer chose to revert those negative items to positives

to analyze the results of the modified PCQ which measures PsyCap and its interplay with work engagement and turnover intention. The initial findings regarding the factor analysis and model fit were confounding and became clear-cut after a preliminary work on the response data, as all those findings are reviewed in Chapter 4.

CHAPTER TWO

WORK ENGAGEMENT & TURNOVER INTENTION

In this section of the thesis, another important concept has been subject to positive psychology research; work engagement is being examined with the counter concept of the turnover intention. In this research, a positive relationship between PsyCap and work engagement and a negative relationship between PsyCap and turnover intention is asserted.

2.1. WORK ENGAGEMENT

2.1.1. The Conceptual Framework

The concept of work engagement is included in the movement of positive organizational behavior, which is at the micro-level. The person who brought the concept to the literature is William A. Kahn, with his doctoral thesis written in 1987. Khan formed the theoretical basis of the concept of work engagement in his doctoral dissertation, and in his later work (Kahn, 1990) expresses work engagement as the individual's physical, cognitive and emotional commitment to working and embracing his work wholeheartedly. According to Khan, three factors are affecting a person's level of work engagement. These factors are; psychological meaning (meaningfulness), psychological trust (safety), and psychological accessibility (availability) (Khan, 1990). To Kahn, the employee who finds his job meaningful, feels safe in his job, and has the internal and external resources he needs to perform his job will show dedication to the job. (Kahn, 1992).

Two distinct approaches followed Kahn's studies to the concept of work engagement. The first one of these approaches assumes that work engagement and burnout are opposites, where work engagement (positive pole) and burnout (negative pole) stand on the opposite poles of the work-related well-being continuum. As Maslach and Leisher (1997) define burnout as exhaustion, cynicism,

and reduced professional efficacy, on the contrary, work engagement is framed by energy, involvement, and efficacy. Under this point of view, low scores on the Maslach Burnout Inventory (MIB) (Maslach, Jackson & Leiter, 1996) assessing the three dimensions of burnout would imply high score the converse three dimensions of work engagement.

The second and opposite approach has been proposed by Schaufeli & Bakker (2001), underscoring the two negative consequences of the first approach. Firstly, Schaufeli and Bakker argue that it is not reasonable to assume the constructs of burnout and work engagement are in perfect negative correlation. That is, a person who is not experiencing burnout could also be low on work engagement, and on the contrary, when an individual is highly engaged in his or her work, he or she may experience burnout. Secondly, the relationship between burnout and work engagement cannot be studied when the same questionnaire measures both constructs. Therefore it is not possible to include both concepts simultaneously in the same research model. According to Schaufeli & Bakker (2001), burnout and work engagement are two distinct concepts, and they should be investigated separately.

By their definitive distinction of work engagement from burnout, Schaufeli, and Bakker (2004a) define engagement as; a productive, rewarding, and work-related state of mind, identified by vigor, dedication, and absorption. Engagement refers to a more constant and pervasive affective-cognitive state instead of a temporary and particular state, not based on any specific thing, situation, individual, or activities. Vigor is defined by high levels of energy and the ability to put effort into one's job, mental resilience when working, and determination even in the face of difficulties. Dedication refers to being intensely active and feeling a sense of purpose, passion, influence, elation, and challenge in one's work. Absorption is wholly centering and happily immersing in one's work, where the notion of time is slowed down, and the individual has difficulty separating from work.

Derived from the definition of work engagement, vigor, and dedication, direct opposites in burnout construct of exhaustion and cynicism, were entered into the distinct engagement concept as researchers assert those two constructs to be the

core of burnout. There is empirical evidence that lack of professional efficacy plays a less considerable role than the two core constructs of burnout (Maslach, Schaufeli & Leiter, 2001; Shriom, 2002). Besides, it emerged from interviews and discussions with staff and superiors that the primary characteristics of engagement are the senses of being absorbed and happily engrossed in work, a condition called absorption, rather than efficacy. Therefore, entering into the construct, absorption differs from the other two components as not being the direct opposite of professional inefficacy.

2.1.2. The Dimensions of Work Engagement

There are studies in the literature that examine the concept of work engagement under different dimensions. Kahn, who laid the foundations of the concept, defined these dimensions as meaningfulness, safety, and availability in his study in 1990, while Maslach *et al.* (2001) expressed them in terms of energy, identification, and efficacy. Schaufeli *et al.* (2002) identified the dimensions of commitment to work as vigor, dedication, and absorption. On the other hand, Macey and Schneider (2008) divided work engagement dimensions into three sub-dimensions; trait engagement, state engagement, and behavioral engagement. The most known and studied one among the studies on work engagement dimensions is Schaufeli *et al.* (2002). In our research, since the Utrecht Engagement Scale (UWES) developed by Schaufeli *et al.* is used, the dimensions of vigor, dedication, and absorption will be emphasized.

2.1.2.1. Vigor

Vigor is defined as the individual's willingness to make an effort even in the face of difficulties, evaluated with a high level of energy and mental resistance while working (Schaufeli *et al.*, 2002). On the other hand, Özkalp and Meydan (2015) express the concept as; feeling physically energetic, being emotionally intense, having the voluntary will to make an effort, struggle with difficulties, and

withstand them. If the person feels vigorous during the work, he or she is motivated by that work. This motivation ensures that the person does not give up if he or she encounters difficulties and obstacles related to his job and continues to persistently perform his or her job (Çalışkan, 2014).

2.1.2.2. Dedication

Feelings of expressiveness, excitement, motivation, pride, and challenge define the dedication dimension. It has a broader definition that applies to a particular state of cognition or belief and includes the emotional component (Schaufeli *et al.*, 2002). Dedication contributes positively to organizations' desired results, such as assuming more duties and responsibilities by employees in their work, exhibiting behaviors beyond the behaviors required by their roles, and focusing on their jobs completely (Kanten, 2016).

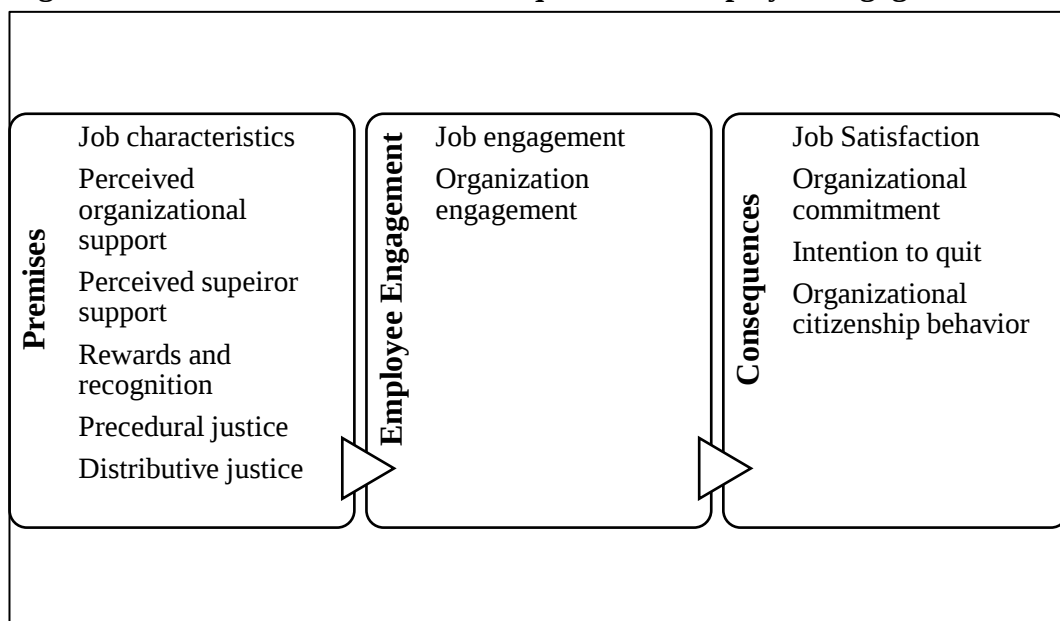
2.1.2.3. Absorption

Absorption refers to the individual's commitment to his work in a fully concentrated manner and in-depth work. For the person working in this way, time passes quickly, and the employee does not want to detach from work. In other words, absorption attributes to a situation in which the person has difficulty stopping working. The absorption dimension refers to a widespread and permanent situation, not a short-term one (Schaufeli *et al.*, 2002). The more focused the employees are on the job, the higher their performance is expected. If the employee is mentally committed to his job while doing his job, it is expected that he or she will contribute more to the organizational results with his or her high efficiency and productivity. In other words, practices and changes that ensure concentration are essential for organizations to succeed (Denizli, 2018).

2.1.3. Precedents and Consequences of Employee Engagement

The impact of engagement or disengagement is horrendous. The majority of US workers, almost half of the workforce, have not been entirely engaged in their jobs or disengaged, resulting in a state that has been called an “engagement gap” which has a yearly cost of \$300 billion in terms of lost productivity to US businesses (Saks, 2006). Since the incapability in understanding the reasons for disengagement can be detrimental to organizations’ lifespans, Saks (2006) conducted pioneering research in which he used social exchange theory as the basis to model the precedents and consequences of engagement. Social exchange theory (SET) offers a theoretical framework for understanding the underlying factors affecting employees’ engagement levels in their jobs and organizations. Kahn’s (1990) and Maslach, Schaufeli & Lieter’s (2001) models accentuate the engagement conditions and can be regarded within SET explaining the exchange of economic and socio-emotional resources. The employees respond by feeling compelled to compensate the company with higher degrees of commitment when they gain organizations’ services.

Figure 2. 1 The Precedents and Consequences of Employee Engagement



Source: (Saks, 2006).

2.1.3.1 Precedents of Employee Engagement

Job characteristics: Psychological meaningfulness provides a sense of return on self-in-role success investments (Kahn, 1992). Psychological meaningfulness can be achieved Kahn (1990; 1992) through role characteristics that include stimulating work, variety, enabling various abilities to be used, personal choice, and the occasion provided to put in significant participation. It is based on Hackman and Oldham's (1980) model of job characteristics and, in particular, skill diversity, task identity, task importance, independence, and feedback, the five core job features. Jobs possessing high core work characteristics propose space and impulse for people to put more of themselves into their job or be more involved (Kahn, 1992). Job features have been consistently linked to burnout, especially feedback and autonomy (Maslach *et al.*, 2001). From the social exchange theory perspective, a high level of commitment in return for workers occupied with enriched and demanding jobs can be expected.

Rewards and recognition: Kahn (1990) stated that expectations of the benefits employees obtain from a position affect their engagement levels. Besides, together with meaningful work, the belief of return on investment may arise from external benefits and acceptance. Thus, to the degree that they perceive a significant amount of incentives and recognition for their job performances, it could be anticipated that workers would be more inclined to involve themselves at work. Maslach *et al.* (2001) indicated that engagement requires adequate acceptance and compensation, although the lack of incentives and acceptance may result in burnout.

Perceived organizational and superior support: Psychological safety requires a feeling of demonstrating and employing oneself without adverse effects (Kahn, 1992). The level of care and backup workers expect to receive from their institution, and their direct manager is a significant safety aspect. In reality, Kahn (1990) found that one facilitator of psychological safety to be supportive and trustworthy interpersonal relationships and supportive administration. Social support is also one of the variables in the model of Maslach *et al.* (2001), and research by Schaufeli and Bakker (2004b) demonstrated that the desirably predicted

engagement in a measure of job resources needs backup and contribution from peers. Burnout has also been repeatedly linked with a loss of social reinforcement (Maslach *et al.*, 2001). The two inputs anticipated to capture the essence of social backup are; perceived institutional support and perceived manager support. Perceived corporate support applies to the general opinion that the company esteems employees' contributions and minds for their well-being (Rhoades & Eisenberger, 2002). It is also possible that observed supervisor backing is an important indicator of employee engagement. A lack of supervisory support is a particularly significant factor linked to burnout (Maslach *et al.*, 2001).

Distributive and procedural justice: Kahn (1990) defined that the safety dimension requires foreseen and harmonious social conditions. Businesses need to be foreseen and steady in terms of allocating benefits and the processes used to distribute those rewards. The influence of justice judgments on different findings may be partly due to employee involvement. In different saying, workers are more disposed to feel compelled to be open in how they fulfill their jobs by offering more from themselves through more desired levels of commitment when they have strong expectations of fairness in their organization. Differently, low expectations of justice are likely to result in workers to retreat and disentangle from their job positions (Saks, 2006). One of the requirements in the engagement model of Maslach *et al.* (2001) is fairness and justice. The lack of fairness can intensify burnout, whereas favorable fairness attitudes can promote involvement (Maslach *et al.*, 2001).

2.1.3.2 Consequences of Employee Engagement

The importance of employee involvement's success is that it has beneficial effects for institutions. Engagement, however, is a state at the individual-level, and it must first impact individual-level results if it contributes to business success. There are reasons to conclude that job engagement is connected to employee attitudes, intentions, and behaviors (Saks, 2006). Involvement leads both to individual outcomes, such as the quality of the tasks completed and the perceptions

of people doing the job and, to organizational outcomes, such as organizational development and efficiency (Khan, 1992). Besides, Maslach *et al.*'s (2001) model considered involvement as a mediating input for the relationship between six working conditions. Like burnout, involvement should be associated with multiple job outcomes such as; raised withdrawal, poor performance, job satisfaction, and commitment (Maslach *et al.*, 2001).

The involvement experience was identified as a rewarding, preferred work-related experience and state of mind (Schaufeli and Bakker, 2004; Sonnentag, 2003) and was found to be in relation to good health and positive work effects (Schaufeli and Bakker, 2004; Sonnentag, 2003). Desired job outcomes are highly probable results of positive experiences and emotions (Sonnentag, 2003). As Schaufeli and Bakker (2004) have noted, involved workers have a higher probability of being loyal to their organization and hold a lower propensity to abandon their organization.

2.2. TURNOVER INTENTION

Turnover intention is mostly the implicit thought and plans that an employee holds about leaving their job or organization. A manageable turnover rate might be desirable for organizations, and executives, particularly in sectors requiring innovation, creativity, and flexibility; however, turnover is mostly a severe issue in human capital management. The voluntary turnover has negative consequences for the organizations, in terms of efficiency, effectiveness, and general performance, if the leavers are notably highly trained, experienced, high performers. The direct costs associated with turnover can be listed as; selection and recruitment, personnel process and induction, and training (Ak, 2018).

2.2.1. Factors in Relation with Turnover Intention

Leadership styles: Employees occupied under autocratic leaders are more likely to hold intentions to leave work, essentially due to leaders concentrating on

efficiency. Because of the leader's collaborative decision-making strategy, employees subordinated under democratic leadership possess less possibility to be interested in turnover intentions (Ak, 2018).

Demographic variables: There are varying research results on whether demographics have a significant effect on the intentions of turnover or not. Choong *et al.* (2013) found a significant relationship between turnover intention to demographics, gender, age, and marital status, where female, young, and single employees have higher intentions to quit than male, elder, and married employees.

Organizational commitment: Organizational commitment can be expressed as is one's strong confidence and acknowledgment in the institutions' targets and values, will for putting effort into the account of the organization, and the request to sustain as an organization member (Mowday *et al.*, 2013). The research on the relationship between organizational commitment and turnover intention demonstrates that organizational commitment is a strong predictor of turnover intention.

Organizational justice: Organizational justice refers to individuals' and parties' perception of fairness of behaviors within an organization and their responses to that perception (Sokhanvar *et al.*, 2016). A significant negative relationship had been found between turnover intention and perceived level of justice within an organization.

Organizational culture & organizational climate: Organizational culture represents its members' common and acquired values, opinions, and attitudes and is nested with the organizational climate. Organizational culture is an essential component that profoundly affects workers' dedication, work satisfaction, and retention. Depending on its nature, organizational culture may significantly influence turnover either positively or negatively (Ak, 2018).

Promotion opportunities: The promotion was defined by Mahapatro (2010) as advancing employees to a higher position with higher duties and higher wages, better terms of service, and thus greater prestige. Promotion opportunity has a significant relationship with turnover, along with the other work variables negatively correlating with turnover intention; organizational commitment, job

characteristics, pay level, incentives, quality of work-life, work environment, career opportunities and growth, and job satisfaction (Ak, 2018). If the promotion opportunity is mismanaged, it may result in skepticism, conflict, dissatisfaction, and frustration among employees, which will foster turnover Mahapatro (2010).

Salary: Employees tend to increase their level of income in organizations. Therefore, whether they get a salary raise in their current organization or entering other organizations with decent pay, workers boost their pay level. Regarding this, the compensation level of organizations has a potentially substantial direct impact on voluntary turnover. Employees leave their present employment to consider the job with a more considerable wage incentive in today's work environment, where pay is one of the deciding factors (Ak, 2018).

Job stress: Role ambiguity, role conflict, work over-load, work-family conflict may be reasons for job stress, where job stress is a significant indicator of the turnover intention (Jha, 2014).

Job satisfaction: Job satisfaction refers to the level of satisfaction and elation a person feels about their job. (Bashir & Durrani, 2014). Job satisfaction is significantly in a negative relationship with turnover intention.

CHAPTER THREE

METHOD

3.1. RESEARCH DESIGN

3.1.1. Research Approach

A non-experimental research design was employed to test the hypothesis of this study. There are no manipulations or control of the variables. Non-probability (availability) sampling was used.

3.1.2. Research Method

3.1.2.1. Research Participants

The sample contains actively working people in Turkey. The Turkish translation of the scales was distributed to the researcher's networks through Survey Monkey©. Data collection started October 13th, 2020, and ended on October, 30th 2020.

A total of 249 respondents replied to the survey. However, 7 of them did not complete the whole turnover intention questionnaire (5 items), and 27 of them did not complete the whole psychological capital (24 items) and turnover intention questionnaires. Those 27 respondents were excluded from the research. So, 222 respondents (58.64% male, 41.36% female; age: minimum 23, maximum 65, mean = 40.05, SD = 8.738, with 2 participants missing demographic information) participated in the research.

The sample of 220 participants with complete demographic data had chosen from predefined work titles as; employee (16.4%), freelancer (4.1%), foreman – technician (3.6%), engineer – specialist – representative (21.4%), chief – assistant manager (11.4%), manager – executive (21.8%), general manager – board member

(2.3%), company partner – company owner (5,5%), and other (13.6%). The work titles listed under other option are; banker, civil servant, teacher, HR specialist, consultant, educator, academician (MD), sales representative, customer representative, accounting personnel, administrative affairs chief, private security guard, assistant general manager, director, colorist, educator consultant, laborer, sales responsible, executive and sales & marketing.

Participants have the education levels; no education (0.5%), secondary school (0.5%), high school (9.1%), two-year degree (7.7%), university graduate (58.2%), master degree or doctorate (24.1%). The participants have the following years of experience in their current company; 0-4 years (35.5%), 5-9 years (17.7%), 10-14 years (14.5%), 15-19 years (15.5%), 20 years and more (16.8%). The total work experience of participants are; 0-4 years (6.4%), 5-9 years (19.5%), 10-14 years (14.1%), 15-19 years (17.3%), 20-24 years (22.3%), 25 years and more (20.5%). 30.5% of the participants are single, 69.5% are married, and 63.2% have children, 36.8% do not have children. The age frequencies of the sample are presented in Table 3.1.

Table 3.1 The Age Distribution of the Sample

Age	Frequency	Percentage (%)
23-29	27	12.27%
30-39	78	35.45%
40-49	78	35.45%
50-59	33	15.00%
60-65	4	1.82%
Total	220	100.00%

3.1.2.2 Measuring Instruments

3.1.2.2.1. Demographic Information

The following demographic information had been collected from the participants; gender, age, education, marital status, children, work title, total experience in current company, total work experience.

3.1.2.2.2. Psychological Capital

Psychological capital was measured with the 24 items PCQ, including equally weighted four subscales; self-efficacy, hope, resilience, and optimism (Luthans, Youssef & Avolio, 2007). Each of four subscales consists of 6 items with response alternatives of a six-point Likert scale. Response options range from 1 (Strongly Disagree) to 6 (Strongly Agree). Each of the subscales derived from existing scales published, employed and tested in workplace research previously. Self-efficacy (Parker, 1998), hope (Snyder *et al.*, 1996), resilience (Wagnild & Young, 1993), and optimism (Scheier & Carver, 1985). The Turkish translation of PsyCap (Vural Özkan, 2016) was used for the research. The reverse-coded items of resilience (1 item) and optimism (2 items) were converted and translated by the researcher to positive items in accordance with the objective of the study.

3.1.2.2.3. Work Engagement

UWES-9, with nine items and three sub-dimensions, the shorter version of the Utrecht Work Engagement Scale (Schaufeli & Bakker, 2003), was used in the study. Responses range on a seven-point Likert scale from 1 (never) to 7 (always). Engagement; a positive, full-filing, work-related state of mind and is measured by the sub-dimensions; vigor, dedication, and absorption. Vigor is characterized by high energy and mental resilience, will to the investment of effort in and enduring to difficulties while working. Dedication is eager involvement in one's work and is

having a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is characterized by a full and happy concentration of one's work, where the time flies and one has difficulties with detaching from work. The Turkish translation of UWES-9 (Özkalp & Meydan, 2015) was used in the study.

3.1.2.2.4. Turnover Intention

The questionnaire adapted from Keaveney (1992) was used in the study (Ganesan & Weitz, 1996). The factor scale measures the intention to leave by five items. Scoring is calculated on a seven-point Likert scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). The scale was translated to Turkish by the researcher.

3.1.3. Research Procedure

3.1.3.1. Consent

Following the ethics committee application, data collection started. As the turnover intentions could be a sensitive topic preventing most participants from giving wholehearted responses, anonymity has been stressed in the survey's explanation and consent part. The questionnaires were distributed through Survey Monkey® electronically, and no personnel interaction was established with the respondents. Two hundred forty-nine respondents replied to the questionnaires, as twenty-seven did miss to fill complete questionnaires for PsyCap and turnover intention; those incomplete ones were eliminated from the analysis. The response rate for questionnaires was 89.16%.

3.1.3.2. Statistical Analysis of the Data

In data analysis, the IBM® SPSS® Statistics and AMOS® 26 were employed. Neither data manipulation nor outliers removal was employed. Item

analysis and confirmatory factor analysis were performed to investigate the modified PsyCap scale's psychometric integrity containing only positively scored items together with the other measurement instruments. Spearman's rank correlation method was employed as this method is less sensitive to outliers.

Confirmatory factor analyses (CFA) were performed to investigate the modified psychological capital questionnaire's construct validity. Following the model's determination with four factors, the one-factor model was analyzed to assess the construct validity. Differences between these models were calculated and presented. Parallel to the intension of developers of PsyCap, and contrary to many research applications in literature, removing items (mostly the reverse-scored ones) and unbalancing the observed variable numbers of sub-dimension scales, preserving the balanced structure of the PCQ was deemed as the top priority. Therefore, PsyCap models with 24, 20, 16, and 12 items were analyzed. Furthermore, the models' GOF indices such as; chi-square/degrees of freedom, root mean square residual (RMR) and standardized root mean square residual (SRMR), the goodness of fit index (GFI), norm fit index (NFI), Tucker & Lewis index (TLI), comparative fit index (CFI), root mean square error of approximation (RMSEA), probability of close fit (PCLOSE) were calculated and comparatively reported. The GOF indices of the models were compared with the commonly accepted cut-offs from the relevant literature. A consensus table (Çapık, 2014) and Byrne's (2016) goodness of fit indices table used for the comparison.

The magnitude of Spearman's rank correlations were inspected to test the discriminant validity of the determined model. According to Kline (2011), correlations of 0.60 and less may be interpreted as supporting discriminant validity. The Spearman's rank correlations were also controlled for the relation of PsyCap with related constructs of work engagement and turnover intention for testing the external validity.

Cronbach's alphas were calculated to test the analyzed PsyCap models' internal consistency for each higher-order PsyCap model and their respective sub-dimensions and presented comparatively.

CHAPTER FOUR

RESULTS

4.1 FINDINGS

4.1.1. Psychometric Analysis of UWES and TOI

The construct validity of the UWES-9 and turnover intention scale items was tested by CFA using IBM® AMOS® 26. The initial calculations were confounding and raised some concerns regarding the UWES-9 scale. First, absorption item 2 (A2) with the lowest factor loading ($r=0.30$) was removed from the model. The recalculated model had improved GOF indices. However, RMSEA was still above the upper threshold. An evaluation of the modification indices revealed the error term of item 3 (V3) of the vigor dimension having significant covariance with other error terms and factors. This item was removed from the model. The control of the Cronbach's α for absorption dimension revealed another phenomenon. The Cronbach's α is 0.488 for two items absorption dimension (A1 & A3), and the suggestion is to remove item A1 ($\alpha=0.681$, for A2 & A3). So, the A2 observed variable reentered the model while A1 was removed. The GOF indices were still not at the acceptable level, so item 2 of dedication was removed from the model due to error term covariance with two other error terms. The Cronbach's α of the determined model with 6 items are; UWES=0.810, Vigor=0.922, Dedication=0.779 and Absorption=0.681. The Cronbach's α for absorption is just close to commonly accepted cut-off. The threshold for acceptable reliability of Cronbach's alpha is $\alpha>0.70$ (Nunnally, 1978). On the other hand, lower scores may also be used in the literature (Griethuijsen *et al.*, 2014). The general acceptance in the literature is a factor having a minimum of 3 observed variables. However, there are studies conducted with a small number of observed variables under several factors (i.e., nine items with four factors, Yoo & Donthu, 2001). Therefore, rather than explaining covariance between error terms, the model with a six-items and

three dimensions was decided to use for analysis. The standardized factor loadings of the determined model for subscales are; vigor V1=0.92, V2=0.93, dedication D1=0.86, D3=0.74, and absorption A2=0.56 and A3=0.92. The model is shown in Figure 4.1, and the GOF indices are presented in Table 4.1.

Figure 4.1 The UWES Model with Six Items

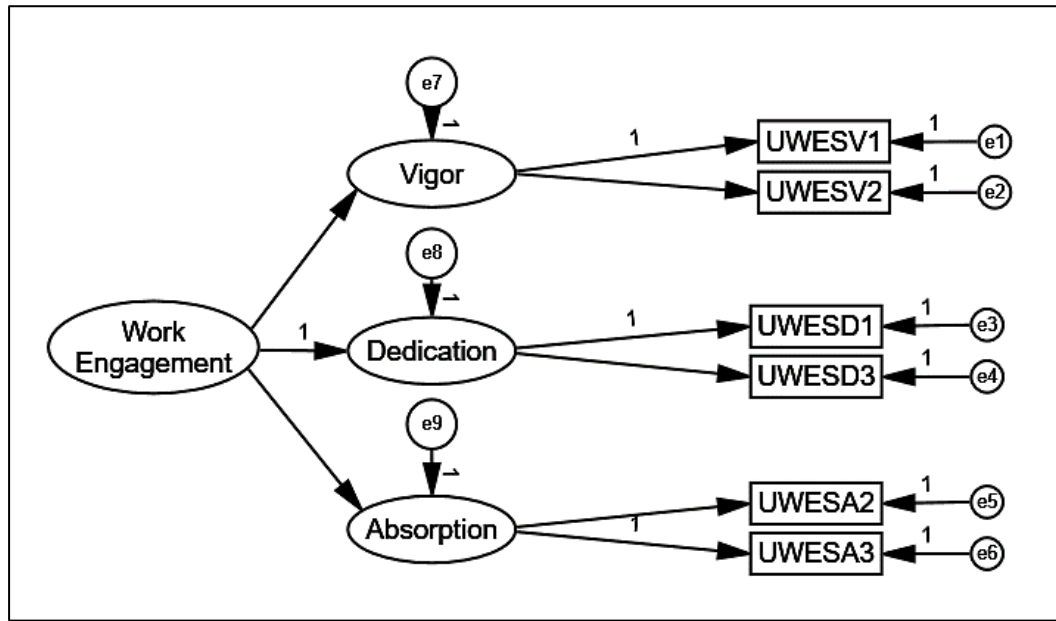


Table 4.1 The Comparative GOF indices of UWES Models

# of items	p	χ^2/df	RMR	SRMR	GFI	NFI	TLI	CFI	RMSEA	PCLOSE
9	.000	5.151	.136	.0735	.891	.895	.869	.913	.137	.000
7*	.065	1.708	.038	.0202	.978	.980	.984	.991	.057	.357
7**	.569	.870	.029	.0161	.988	.989	1.003	1.000	.000	.880
6	.341	1.132	.029	.0159	.990	.990	.997	.999	.024	.646

* Items A2 and V3 are removed from the model, ** Items A1 and V3 are removed from model

The five-item turnover intention (TOI) questionnaire was assessed by IBM® AMOS® 26. The initial results revealed good GOF indices. Item 1, with the lowest factor load ($r=0.27$), was distracted from the model. The Cronbach's α revealed the same suggestion ($\Delta\alpha=0.068$ if item 1 was deleted). The Cronbach's α

of determined four-item model is .897. The TOI model is shown at Figure 4.2. The GOF indices are presented in Table 4.2.

Figure 4.2 The TOI Model with Four Items.

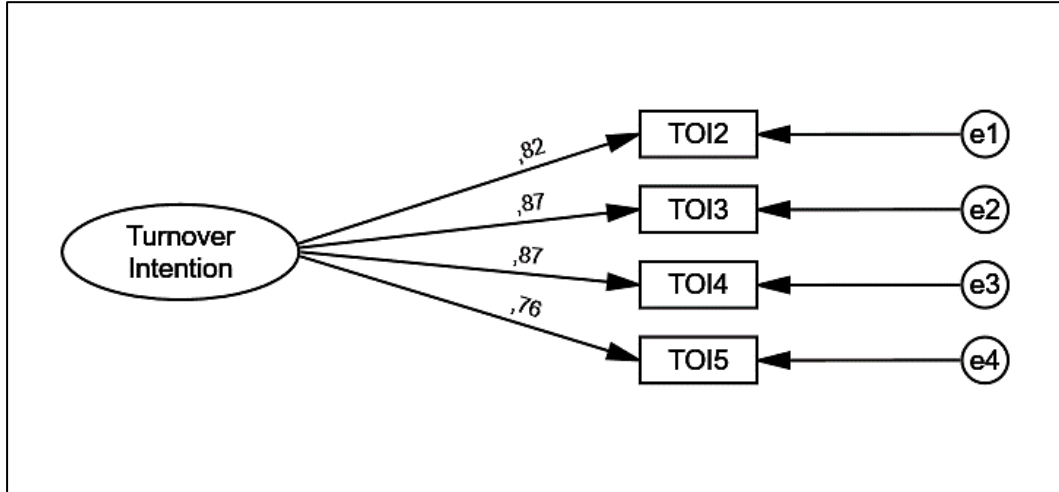


Table 4.2 The Comparative GOF indices of TOI

# of items	p	χ^2/df	RMR	SRMR	GFI	NFI	TLI	CFI	RMSEA	PCLOSE
5	.000	3.820	.156	.0362	.964	.967	.950	.975	.113	.023
4	.023	3.790	.074	.0182	.983	.986	.969	.990	.112	.081

4.1.2. Psychometric Analysis of PCQ

Structural equation modeling (SEM) has a historical advancement, respectively, through regression analysis, PATH analysis, factor analysis, and structural equation modeling (Çapık, 2014). Due to the thesis emphasis given on the modified PsyCap questionnaire, the analyses of PsyCap were based on SEM. The second emphasis was given to the balanced structure of PsyCap asserted by the developers (Luthans, Youssef & Avolio, 2007). However, many studies in literature examined the capabilities of PsyCap, while distracting items from PCQ and mostly the three reverse-scored items, disregard the balanced construct. Some examples from Turkish samples can be listed. In their work, testing the reliability and validity of Turkish translation of PCQ, Erkmén & Esen (2013) found the best fitting model with 18 items under three factors, which resilience dimension disappeared, items

either distracted or loaded under other factors. Similarly, Çetin & Basım (2012) distracted the reverse-scored items in their sample in their work, resulting in a 21-items model with four factors. A review of the master's and doctorate thesis for Turkish samples reveals similar results. In this study, PCQ was analyzed, preserving its balanced structure, respectively, with 24, 20, 16, and 12 items.

4.1.3. The Validity and Reliability of PsyCap Questionnaire

The four-factor models have been analyzed via IBM® AMOS® 26, and control was performed afterward in IBM® SPSS®. Following the analysis of 24 item PCQ, four items were removed from the model depending on their low factor loadings to factors. In the analysis of 20-items PCQ, three items were removed from each of three factors depending on their low factor loadings to factors, and in the fourth factor, one item was removed out of three with close factor loadings by the examination of modification indices having the highest error term covariance with other error terms and factors. An analysis of the 16-items PCQ, four items, one per each factor, was distracted from the model depending on their error terms, holding the highest error terms. Finally, the 12-items model was analyzed and, all GOF indices are presented in comparative tables to determine the best fitting PsyCap model. To test the construct validity of PsyCap, the determined model with four dimensions was compared with the determined model's observed variables loaded under one factor. The GOF indices are presented in Table 4.3.

Table 4.3 Comparative Table of Model Fit Indices for 24, 20, 16 and 12 Items PsyCap

# of items	p	χ^2/df	RMR	SRMR	GFI	NFI	TLI	CFI	RMSEA	PCLOSE
24*	.000	2.345	.085	.0604	.811	.816	.872	.885	.078	.000
20*	.000	2.435	.079	.0567	.846	.848	.889	.903	.081	.000
16*	.000	1.710	.072	.0497	.912	.913	.954	.961	.057	.216
12*	.069	1.310	.064	.0433	.953	.947	.983	.987	.037	.794
12**	.000	5.570	.122	.0822	.793	.758	.744	.791	.144	.000

* Four Factor Models, ** One Factor Model with 12 Items

There is debate on the cut-offs for the GOF indices in literature, therefore, the acceptable and normal GOF indices are presented in a consensus Table 4.4. A more sophisticated table for cut-offs including the samples size and the number of observed variables is presented in Table 4.5.

Table 4.4 Model Fit Indices in CFA

Measure	Normal value	Acceptable value
χ^2 p value	p>0,05	-
χ^2 /df	<2	<5
GFI	>0.95	>0.90
CFI	>0.95	>0.90
RMSEA	<0.05	<0.80
RMR	<0.05	<0.80
SRMR	<0.05	<0.80

Sources: (Munro, 2006; Schreiber, Nora, Stage, Barlow & King, 2006; Şimşek, 2007; Hooper & Mullen 2008; Schumacker & Lomax, 2015; Waltz, Strickland & Lenz 2017; Wang and Wang, 2020).

Table 4.5 Good Model Fit Indices for Number of Observed variables ≤ 12 with N<250

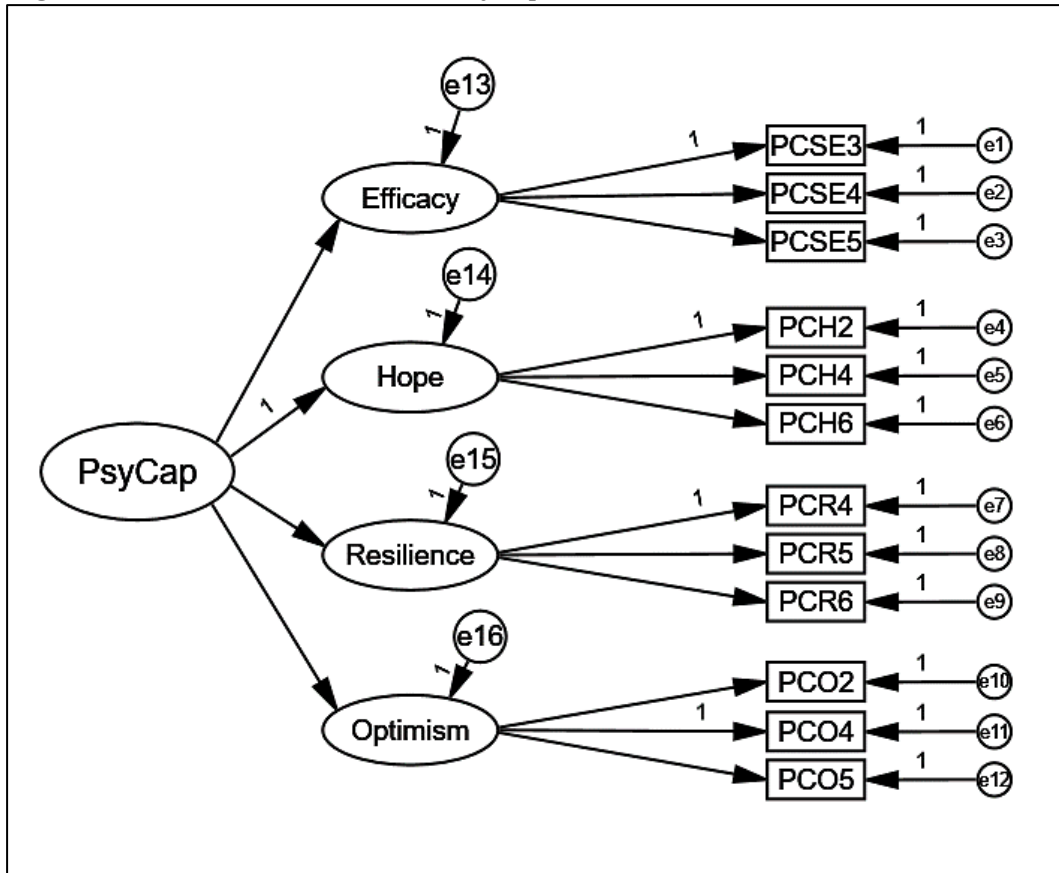
Sample Size	N<250
Number of observed variables	m $\leq$ 12
CMIN (χ^2)	Not significant p value
CMIN/df	-
GFI	>0.95
CFI	>0.97
NFI-TLI	>0.97
RMSEA	<0.08

Source: Byrne, M. B. (2016)

The GOF indices are close to the acceptable threshold for 24 and 20 items PCQ. However, the 16-items model has god model-fit indices, and the 12-items model has perfect model-fit indices. χ^2 statistics check the harmony of the universe covariance matrix and the sample covariance matrix, and a significant p-value is undesired since it means that there is a difference between the matrices. In other

words, the p-value of the χ^2 test should not be significant (Munro 2006; Şimşek 2007; Schumacker and Lomax 2015). Since χ^2 p-value is too sensitive to sample size and requires immense sample size for non-significant p-values (Waltz, Strickland & Lenz, 2017), the null hypothesis is often rejected in literature. In the 12-items model, the exception of this assumption is achieved. The p-value is not significant, $p=0.069$, indicating there is no difference between the universe and sample covariance matrixes, so in the current sample, the H_0 is retained. Another important finding of the 12-items model is regarding the assumption of the “close” fit of the model under the null hypothesis where the RMSEA is no greater than 0.05. The sample RMSEA=0.037 and PCLOSE=0.794 are strong evidence of the close fit was achieved. Those findings are supported by the other GOF indices; GFI=0.953, TLI=0.983, and CFI=0.987. The standardized factor loadings for subscales range; self-efficacy from 0.79 to 0.81, hope from 0.74 to 0.80, resilience from 0.74 to 0.88, and optimism from 0.67 to 0.72. The standardized factor loadings of sub-dimensions to higher order PsyCap are; for self-efficacy=0.75, for hope=0.80, for resilience=0.82, and for optimism=0.84. Therefore, hypotheses 1 is supported. The GOF indices of the determined 12-items model are superior when compared with the 12-items one-factor model. Therefore, hypothesis 2 is supported. The determined model is presented in Figure 4.3.

Figure 4.3 The Determined 12-Items PsyCap



Structural equation modeling findings were also tested with SPSS® for 24, 20, 16, and 12 items PCQ. CFA extraction was forced to four factors. From the oblique rotation methods, Direct Oblimin has been selected as the rotation method as correlations between PsyCap constructs had theoretically and empirically evidenced. Kaiser-Meyer-Olkin (KMO-MSA) (Kaiser & Rice, 1974) revealed marvelous and meritorious sampling adequacy for the factor analysis. Bartlett's test of sphericity (Bartlett, 1951) with a significant value of $p < .000$, indicating the null hypothesis that the correlation matrix is an identity matrix is rejected for all four models. The results of KMO and Bartlett's test of sphericity indicating the suitability of data for factor analysis are presented in comparative Table 4.6.

Table 4.6 Comparative Table of KMO and Bartlett’s Test of Sphericity for 24, 20, 16 and 12 Item Models of PsyCap

# of items	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett’s test of sphericity
24	.924	$\chi^2=3042.604$, df=276, p<.000
20	.918	$\chi^2=2563.422$, df=190, p<.000
16	.919	$\chi^2=1907.576$, df=120, p<.000
12	.892	$\chi^2=1217.876$, df=66, p<.001

The confirmatory factor analysis (CFA) revealed four factors explaining 61.75%, 65.70%, 69.64% and 72.94% of the total variance for 24-items, 20-items, 16-items and 12-items models respectively. For 12-items model, the Eigenvalue for the fourth factor is less than 1 (Table 4.7) which is an important indicator of decision for dismissing a factor. However, the fourth factor’s contribution to total variance is 7.28%, is also another major determinant for retaining a factor (Yashoğlu, 2017). The scree plot reveals another breakdown before component 5. The decision given for retaining the factor. The scree plot is presented in Figure 4.4. The total variance explained is presented in comparative Table 4.7.

Figure 4.4 Scree Plot of 12-items PCQ

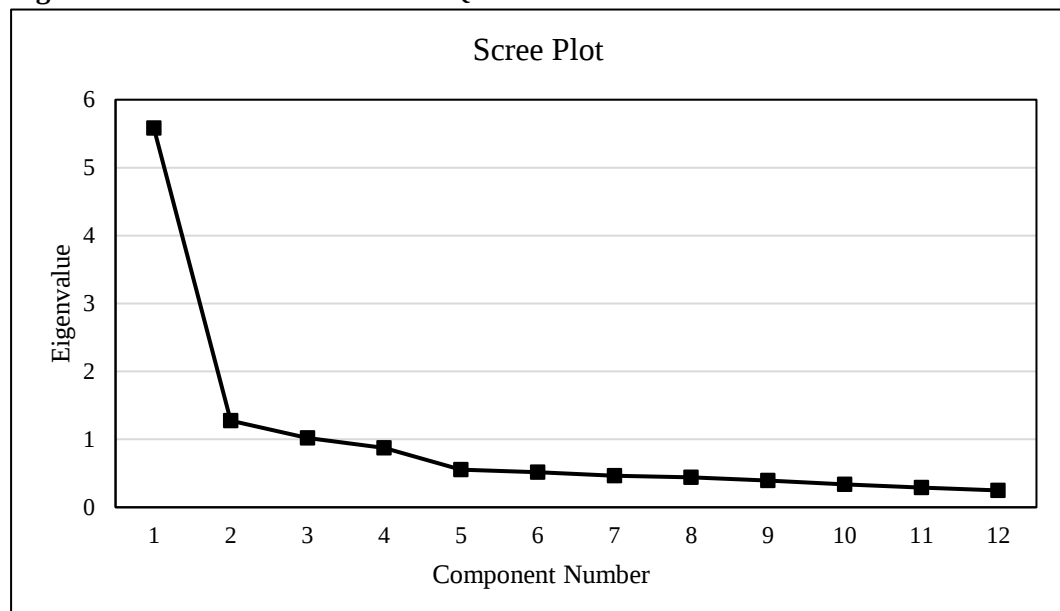


Table 4.7 Comparative Table of Total Variance Explained for 24, 20, 16 and 12 Item Models of PsyCap

Total Variance Explained (24 Items)			
Initial Eigenvalues			
Component	Total	% of Variance	Cumulative %
1	10.128	42.200	42.200
2	1.976	8.234	50.435
3	1.400	5.832	56.267
4	1.316	5.481	61.748
Total Variance Explained (20 Items)			
Initial Eigenvalues			
Component	Total	% of Variance	Cumulative %
1	8.989	44.947	44.947
2	1.740	8.700	53.648
3	1.233	6.167	59.815
4	1.117	5.887	65.702
Total Variance Explained (16 Items)			
Initial Eigenvalues			
Component	Total	% of Variance	Cumulative %
1	7.450	46.565	46.565
2	1.519	9.494	56.059
3	1.165	7.280	63.338
4	1.009	6.305	69.644
Total Variance Explained (12 Items)			
Initial Eigenvalues			
Component	Total	% of Variance	Cumulative %
1	5.581	46.510	46.510
2	1.274	10.617	57.127
3	1.023	8.526	65.653
4	.874*	7.283	72.936

* Although, having an Eigenvalue less than 1, the fourth factor was added to the model as its contribution is significantly higher than 5% (7.28%) to the total variance (Yaşlıoğlu, 2017).

4.1.3. The Reliability of PCQ

Cronbach's alpha (Cronbach, 1951) assesses the reliability or internal consistency of a given measurement of a concept. The reliability refers to the extent of stability of that given measurement while measuring a concept. The threshold for acceptable reliability of Cronbach's alpha is $\alpha > 0.70$ (Nunnally, 1978). All models' scores have indicated a high degree of reliability as presented in Table 4.8. The Cronbach's alphas of determined model are respectively; 0.891 for PsyCap higher

order construct, 0.837 for self-efficacy, 0.809 for hope, 0.821 for resilience, and 0.730 for optimism. Consequently, hypothesis 3 is supported.

Table 4.8 Cronbach's α for 24, 20, 16 and 12 Item Models of PsyCap

	PsyCap	Self-Efficacy	Hope	Resilience	Optimism
# of items	24	6	6	6	6
Cronbach's α	.935	.894	.866	.861	.798*
# of items	20	5	5	5	5
Cronbach's α	.932	.884	.857	.864	.803
# of items	16	4	4	4	4
Cronbach's α	.920	.866	.849	.853	.794
# of items	12	3	3	3	3
Cronbach's α	.891	.837	.809	.821	.730

* if PCO6 deleted Cronbach's α = .803

4.1.4. The Discriminant and External Validity of PsyCap

To test the discriminant and external validity of the modified Spearman's rank correlations were calculated and examined. For PsyCap sub-dimensions, the results of the Spearman's Rho test demonstrate that there are significant positive moderate relationships between sub-dimensions of PsyCap ranging from $r_s(220) = 0.423$, $p < 0.001$ to $r_s(220) = 0.577$, $p < 0.001$. According to Kline (2011), correlations 0.60 and less may be interpreted as providing discriminant validity. Considering this assumption, hypothesis 4 is supported.

The Spearman's Rho test showed there are significant positive relationships between overall PsyCap and UWES and its sub-dimensions; $r_s(220) = 0.585$, $p < 0.001$ for UWES, $r_s(220) = 0.537$, $p < 0.001$ for vigor, $r_s(220) = 0.571$, $p < 0.001$ for dedication, and $r_s(220) = 0.250$, $p < 0.001$ for absorption. The sub-dimensions of PsyCap have significant positive relations with UWES, and its sub-dimensions demonstrated in Table 4.10. The exception to this statement should be noted, the positive relation between self-efficacy and absorption is not significant. Hypothesis 5 is supported.

The Spearman's Rho test showed there is significant negative relationship between overall PsyCap and TOI; $r_s(220) = -0.227$, $p < 0.001$. The sub-dimensions of PsyCap have significant negative relations with TOI demonstrated in Table 4.10.

The exception to this statement should be noted, the negative relation between self-efficacy and turnover intention is not significant. Hypothesis 6 is supported.

Finally, to test the hypothesis 7, Spearman's rank correlations were calculated for PsyCap, education, experience in company, and total work experience. The results revealed no relation between PsyCap and education, and significant ($p < 0.001$ and $p < 0.05$) positive relationships between PsyCap and experience in company and total work experience. Therefore, hypothesis 7 is partially supported. The Spearman's Rho correlations are presented in Table 4.9.

Table 4.9 Correlations Between PsyCap, Education, Experience in Company, and Total Work Experience. (N = 220)

		PsyCap
Spearman's Rho	Education	.000
	Total experience in the company	.134*
	Total work experience	.243**

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.10 Spearman's Rho (N = 222)

	Min.	Max.	Mean	Std. Deviation	1	2	3	4	5	6	7	8	9	10
Efficacy	4	18	14.73	2.98	1.000									
Hope	3	18	13.78	3.30	.524**	1.000								
Resilience	3	18	14.62	2.87	.527**	.556**	1.000							
Optimism	3	18	12.45	3.14	.423**	.577**	.498**	1.000						
PsyCap	22	72	55.58	9.84	.738**	.841**	.778**	.792**	1.000					
Vigor	2	14	10.12	2.15	.375**	.445**	.368**	.490**	.537**	1.000				
Dedication	2	14	10.32	2.52	.407**	.495**	.354**	.497**	.571**	.689**	1.000			
Absorption	2	14	9.32	2.35	.118	.268**	.155*	.184**	.250**	.297**	.268**	1.000		
UWES	6	42	29.75	5.55	.386**	.519**	.384**	.504**	.585**	.835**	.842**	.640**	1.000	
TOI	4	28	10.20	7.05	-.110	-.199**	-.143*	-.210**	-.227**	-.283**	-.372**	-.055	-.302**	1.000
**. Correlation is significant at the 0.01 level (2-tailed).														
*. Correlation is significant at the 0.05 level (2-tailed).														

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1. DISCUSSION

Positive Psychological Capital is theoretically measured by a twenty-four item psychological capital questionnaire (PCQ), but mostly with fewer items practically. As the reverse coded items are excluded in most cross-cultural research applications, this study addresses this problem by converting the reverse-scored items to positive ones and testing the modified PCQ in the Turkish sample. In the study, various cross-cultural examples were given as well as examples from the Turkish sample. Erkmén & Esen (2013), Çetin & Basım (2012), Vural Özkan (2016), and Bitmiş (2014) extracted items from the PsyCap questionnaire in their analyses, respectively, six items, three items, three items, and twelve items, and Oruç (2018) directly conducted his research with the 12-item short version of PCQ.

Considering the intentions of PsyCap developers (Luthans, Youssef & Avolio, 2007), in the constitution of composite PCQ, while deriving items from the existing scales for hope, Snyder *et al.*, (1996), for resilience Wagnild & Young, (1993), for optimism Scheier & Carver, (1985), and self-efficacy Parker, (1998), the selected the PsyCap constructs are measured with the least number of items, in order to ensure high voluntary response rates, reliability and validity. Luthans *et al.* (2007 p. 209) concluded the explanation of the length of questionnaire as:

Moreover, science searches for the most parsimonious representation or solution, and in this case, it is to measure our selected PsyCap constructs with the least number of items necessary for reliability and validity—but no less.

The “but no less” in this expression is in question, along with the reliability and validity of the reverse-scored items. The results of this analysis, with its current sample, demonstrated an improvement of GOF indices from close, acceptable,

normal, or perfect as the number of items of PCQ are reduced in a balanced manner. One widely known example that coincides with this study's findings is Lorenz, Beer, Pütz & Heintiz's (2016) study in which they broadened the scope of PsyCap to fit all life domains, in which they conducted their research with the shortened version of PsyCap with twelve items.

Although in parallel with developers, the balanced structure of the PsyCap questionnaire was preserved in the present study, this structure and scoring are also in question. Dawkins, Martin, Scott, and Sanderson (2013) mentioned the pitfalls of the composite scoring of PsyCap as they illustrated two employees were having the same composite scores (employee A with balanced scores on four subscales, and employee B with high scores on resilience and self-efficacy, and low scores on hope and optimism) but having completely different PsyCap profiles. More specifically, an entry-level employee's overall score may be the composition of higher scores on hope and optimism stemming from enthusiasm associated with the start of a new career, and low scores on resilience and self-efficacy due to lack of experience in the role and a limited or no coping history on career-specific changes and setbacks. Conversely, a tenured employee's overall score may be low on hope and optimism depending on being in the same position for years, lacking inspiration and creativity, and outperform high resilience and self-efficacy due to experience of the role and accumulated history of overcoming setbacks. Although having the same composite PsyCap scores, those two profiles may bear a different relationship with related outcomes such as performance, job satisfaction, and turnover intention.

5.2. SUMMARY OF FINDINGS

SEM estimates multiple and interrelated dependencies in a single analysis; therefore, SEM has advantages over running a CFA followed by multiple regression analyses; therefore, the model fit indices, error indices, and modification indices indicate missing paths boost the model's overall fit (Dawkins *et al.*, 2013; Clapp-Smith *et al.*, 2009). Through historical advancement, structural equation modeling is the recent method in evaluating models, so it is employed in the thesis's analysis.

CFA confirmed the four-factor structure of PsyCap, and different balanced models were tested with reduced variables, where the 16-items model has good fit indices, and the 12-items model has best-fit indices with a non-significant p-value for Chi-square and high probability of PCLOSE with RMSEA <0.05.

The construct validity is assured as the GOF indices of the four-factor 12-items model have superiority over the one-factor model. The determined model's external validity was confirmed with a positive relationship to work engagement and a negative relationship with turnover intentions as expected. The discriminant validity assessed by Spearman Rho correlations. Regarding the reliability, the internal consistencies of the determined model and its sub-dimensions are above Nunnally's (1978) threshold, where the overall reliability of the higher-order PsyCap is very good, and where it ought to be, as a very high Cronbach's alpha value may be an indicator for shortening a scale. PsyCap was found to have no relation with education and has significant positive relationships with total time in the operating company and total work experience.

Along with other findings, as the study's departure point, two of the modified items (converted from reverse-scored to positively scored items) from the optimism scale were retained at the final best-fitting model.

5.3. LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

With the current Turkish sample, the study argues that the shorter version of PCQ measuring PsyCap, composed only positively scored twelve items, has a better model fit than the original 24-items questionnaire. However, there are two limitations to the study; firstly, eliminating the items was performed from the existing scale of PsyCap. Lorenz *et al.* (2016), indeed, operated more soundly, reconstitute an equally structured PCQ-12 from State Hope Scale (SHS) (Snyder *et al.*, 1996) for hope dimension, The Affective Valence of the Orientation Towards the Future Questionnaire (AFF) (Brandtstädter, & Wentura, 1994), and Life Orientation Test (LOT-R) (Glaesmer *et al.*, 2008) for optimism, Resilience Scale

(RS-13) (Leppert *et al.*, 2008) for resilience, The German General Self Efficacy Scale (GSE) (Jerusalem & Schwarzer, 1999) for self-efficacy, while keeping the equal structural weight of the new composite PsyCap-12, three items per dimension were derived from scales taken their content and face validities into account. It can be argued that cultural and translational and linguistic differences may have major effects on the conclusions. In any future research in the Turkish sample, it is suggested that choosing items from relevant scales that will fit most to the Turkish sample could be a research dimension rather than using the translation of existing PsyCap scale.

The second limitation is regarding the constructs of the PsyCap and PCQ. The study analyzed the PsyCap and PCQ with its current construct with four dimensions. However, there are suggestions from developers to scholars that the construct of PsyCap may contain more positive psychology components such as; flow, engagement, emotional intelligence, authenticity, courage, creativity, and spirituality. The problem can also be identified as PsyCap measurement of state-like workplace-related capabilities due to its inclusive criterion. Hence, the exclusion of trait-like capabilities does not mean that they are not the primary parts of the psychological capital. This assumption could be argued as a significant deficit in psychometrics of PsyCap and PCQ. Besides, the meaning of workplace is in transmission due to the pandemic; at least some employees can manage their jobs from home, and some of those transmissions have a high possibility to retain permanently. This phenomenon may raise the concern of validity of at least several items of PCQ like; i.e., “I feel confident in representing my work area in meetings with management” or “I feel confident presenting information to a group of colleagues” in which personnel interaction and psychical workplace had been emphasized.

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APPENDICES

APPENDIX A

İZİN

Aşağıda sunulan anket formları İstanbul Bilgi Üniversitesi, Lisansüstü Programlar Enstitüsü, Örgütsel Psikoloji bölümünde, Dr. Gergely Czukor danışmanlığında devam etmekte olan “Pozitif Psikoloji ve Psikolojik Sermayeye ve PSÖ’ye Eleştirel bir Yaklaşım” isimli yüksek lisans tez çalışmasına kaynaklık etmesi amacıyla hazırlanmıştır.

Anketlerde vereceğiniz tüm bilgiler ve tercihleriniz akademik sadece amaçlarla kullanılacak ve başka kişi ve kurumlarla paylaşılmayacaktır. Cevaplarınız kişisel veya kurumsal olarak değerlendirilmeyeceğinden sizden isminiz veya kimliğinizi herhangi bir şekilde açığa çıkartacak bir bilgi talep edilmemektedir. Lütfen bütün soruları boş bırakmadan ve tek seçenek halinde cevaplayınız. Araştırmanın sonucunda anlamlı ve sağlıklı bilgiler elde edilmesi için anketin tam ve doğru olarak doldurulması büyük önem taşımaktadır.

Anket toplam 38 sorudan oluşmaktadır, son bölümde de araştırmayı tamamlayıcı 8 soruluk tanımlayıcı bilgiler (kontrol değişkenleri) mevcuttur. Anketi tamamlamanız yaklaşık 6-7 dakikanızı alacaktır. Vakit ayırıp ankete katıldığınız ve çalışmama katkı sağladığınız için şimdiden sizlere teşekkür ederim.

APPENDIX B

ANKET FORMLARI

1. İlk bölüm 9 sorudan oluşmakta olup işinize dair ve çalışırken hissettiklerinizle ilgilidir. Lütfen her cümleyi dikkatlice okuyarak size en uygun gelen seçeneği işaretleyiniz.

1						7
Asla	2	3	4	5	6	Daima

İşimi yaparken kendimi çok enerjik hissedirim.	1	2	3	4	5	6	7
İşimi yaparken kendimi güçlü ve dinç hissedirim.	1	2	3	4	5	6	7
Sabah uyandığımda işe gitme isteği duyuyorum.	1	2	3	4	5	6	7
İşim konusunda hevesliyim.	1	2	3	4	5	6	7
İşim bana ilham veriyor.	1	2	3	4	5	6	7
Yaptığım işten gurur duyuyorum.	1	2	3	4	5	6	7
Yoğun bir şekilde çalışırken kendimi mutlu hissediyorum.	1	2	3	4	5	6	7
İşe gömülmüş durumdayım.	1	2	3	4	5	6	7
Çalışırken kendimden geçiyorum.	1	2	3	4	5	6	7

APPENDIX C

2. İkinci bölüm geliştirilebilir psikolojik özelliklerinizi ölçmeyi hedeflemekte ve 24 sorudan oluşmaktadır. Lütfen soruları dikkatlice okuyup 1 "Kesinlikle katılmıyorum" ile 6 "Kesinlikle katılıyorum" arasında size uygun olan değeri seçiniz.

1	2	3	4	5	6
Kesinlikle Katılmıyorum					Kesinlikle Katılıyorum

Uzun süreli bir probleme çözüm bulmaya çalışırken kendime güvenirim.	1	2	3	4	5	6
Yöneticilerin bulunduğu toplantılarda iş birimimi temsil ederken kendime güvenirim.	1	2	3	4	5	6
Örgütün stratejisi hakkındaki tartışmalara katılma konusunda kendime güvenirim.	1	2	3	4	5	6
İş birimimde hedefler/amaçlar belirlenmesine destek olurken kendime güvenirim.	1	2	3	4	5	6
Kurum dışındaki kişilerle (tedarikçiler, tüketiciler vb.) problemleri tartışmak için temas kurarken kendime güvenirim.	1	2	3	4	5	6
Bir grup iş arkadaşşıma bir bilgi sunarken kendime güvenirim.	1	2	3	4	5	6
Kendimi iş yerinde bir tıkanıklık içinde bulsaydım bundan kurtulmak için birçok yol düşünebilirdim.	1	2	3	4	5	6
Bu aralar faal bir şekilde iş amaçlarımla peşinden gidiyorum.	1	2	3	4	5	6
Bir problemin üstesinden gelmek için pek çok yol vardır.	1	2	3	4	5	6
Şu anda kendimi işimde oldukça başarılı görüyorum.	1	2	3	4	5	6
İşimle ilgili mevcut amaçlarıma ulaşmak için pek çok yol düşünebilirim.	1	2	3	4	5	6
Bu aralar, kendime belirlemiş olduğum çalışma amaçlarımla yerine getiriyorum.	1	2	3	4	5	6
İşimde bir terslikle karşılaştığımda onu atlatma ve yoluma devam etme konusunda sıkıntı yaşamıyorum.	1	2	3	4	5	6
Genellikle, işimdeki zorluklarla şu veya bu şekilde baş ederim.	1	2	3	4	5	6
Eğer mecbur kalırsam işyerimde kendi kendime yetebilirim.	1	2	3	4	5	6
Genellikle işimdeki stresli şeylerle sakin bir şekilde başa çıkarım.	1	2	3	4	5	6
Daha önce de zorluklar yaşadığım için işimdeki zor zamanların üstesinden gelebilirim.	1	2	3	4	5	6
İşimde aynı anda birçok şeyle baş edebileceğime inanıyorum.	1	2	3	4	5	6
İşimde benimle ilgili belirsizlikler olduğunda genellikle en iyi olasılığın gerçekleşmesini beklerim.	1	2	3	4	5	6
İşle ilgili bir şeyin benim için iyi gitme ihtimali ortaya çıkarsa, mutlaka gerçekleşir.	1	2	3	4	5	6
İşimle ilgili şeylere her zaman iyi tarafından bakarım.	1	2	3	4	5	6
Gelecekte işimle ilgili ne yaşayacağım konusunda iyimserimdir.	1	2	3	4	5	6

İşimde olaylar her zaman benim istediğim şekilde sonuçlanır.	1	2	3	4	5	6
İşime “her şeyde bir hayır vardır” düşüncesiyle yaklaşırım.	1	2	3	4	5	6

APPENDIX D

3. Bu bölüm ise çalışmakta olduğunuz kurumla ilgili düşüncelerinizi ölçmeyi hedeflemektedir. Lütfen soruları dikkatlice okuyup 1 "Kesinlikle katılmıyorum" ile 7 "Kesinlikle katılıyorum" arasında size uygun olan değeri seçiniz.

1						7
Kesinlikle Katılmıyorum	2	3	4	5	6	Kesinlikle Katılıyorum

Tüm meslek yaşamımı bu kurumda geçireceğimi düşünmüyorum.	1	2	3	4	5	6	7
Kısa bir süre içinde bu kurumdaki ayrılmayı düşünüyorum.	1	2	3	4	5	6	7
Bu kurumdaki ayrılmaya karar verdim.	1	2	3	4	5	6	7
Şu an başka işlere bakıyorum.	1	2	3	4	5	6	7
Yakında terfi etmezsem, başka bir yerde iş arayacağım.	1	2	3	4	5	6	7

4. Son bölüm araştırmaya katkısı bulunabilecek bazı tanımlayıcı bilgileri içermektedir.

* Cinsiyetiniz? Kadın / Erkek

* Yaşınız? ...

* Eğitim durumunuz? Eğitimim yok / İlkokul / Ortaokul / Lise / Yüksek Okul / Üniversite / Yüksek Lisans / Doktora

* Medeni durumunuz? Bekâr / Evli

* Çocuğunuz var mı? Evet / Hayır

* Size en uygun unvanı işaretleyiniz. Çalışan / Serbest Meslek / Posta Başlı – Tekniker / Mühendis – Uzman – Temsilci / Müdür Yardımcısı – Şef / Müdür – Yönetici / Direktör / Genel Müdür – Yönetim Kurulu Üyesi / Şirket Ortağı – Şirket Sahibi / Diğer

* Halen çalıştığınız şirkette kaç yıldır çalışıyorsunuz? 1. 0-4 yıl / 2. 5-9 yıl / 3. 10-14 yıl / 4. 15-19 yıl / 5. 20 yıl ve üzeri

* Toplamda kaç yıldır çalışıyorsunuz? 1. 0-4 yıl / 2. 5-9 yıl / 3. 10-14 yıl / 4. 15-19 yıl / 5. 20-24 yıl / 6. 25 yıl ve üzeri

APPENDIX E

CONSENT

The questionnaire forms presented below have been prepared as a reference to the master's thesis entitled "Positive Psychology and a Critical Approach to Psychological Capital and PCQ" in Istanbul Bilgi University, Graduate Programs Institute, Organizational Psychology Department being studied under the supervision of Dr. Gergely Czukor.

All the information and preferences you provide in the questionnaires will only be used for academic purposes and will not be shared with other people and institutions. Since your answers will not be considered as personal or institutional, no information is requested from you that will reveal your name or identity in any way. Please answer all questions without leaving blank and in one option. It is essential to complete the questionnaire thoroughly and correctly to obtain meaningful and most accurate information due to the research.

The questionnaire consists of 38 questions in total, and in the last part, there are descriptive information (control variables) of 8 questions to complement the research. It will take approximately 6-7 minutes to complete the survey. Thank you in advance for taking the time to participate in the survey and contribute to my work.

APPENDIX F

QUESTIONNAIRES

1. The first part consists of 9 questions and is about how you feel about your job and while working. Please read each sentence carefully and mark the option that best suits you.

1						7
Never	2	3	4	5	6	Always

At my work, I feel bursting with energy.	1	2	3	4	5	6	7
At my job, I feel strong and vigorous.	1	2	3	4	5	6	7
When I get up in the morning, I feel like going to work.	1	2	3	4	5	6	7
I am enthusiastic about my job.	1	2	3	4	5	6	7
My job inspires me.	1	2	3	4	5	6	7
I am proud on the work that I do.	1	2	3	4	5	6	7
I feel happy when I am working intensely.	1	2	3	4	5	6	7
I am immersed in my work.	1	2	3	4	5	6	7
I get carried away when I'm working.	1	2	3	4	5	6	7

APPENDIX G

1. The second part aims to measure your developable psychological characteristics and consists of 24 questions. Please read each sentence carefully and mark the option that best suits you.

1					6
Strongly Disagree	2	3	4	5	Strongly Agree

I feel confident analyzing a long-term problem to find a solution.	1	2	3	4	5	6
I feel confident in representing my work area in meetings with management.	1	2	3	4	5	6
I feel confident contributing to discussions about the organization's strategy.	1	2	3	4	5	6
I feel confident helping to set targets/goals in my work area.	1	2	3	4	5	6
I feel confident contacting with people outside the company (e.g. customers and suppliers) to discuss problems.	1	2	3	4	5	6
I feel confident presenting information to a group of colleagues.	1	2	3	4	5	6
If I should find myself in a jam at work, I could think of many ways to get out of it.	1	2	3	4	5	6
At the present time, I am energetically pursuing my work goals.	1	2	3	4	5	6
There are lot of ways around any problem.	1	2	3	4	5	6
Right now, I see myself as being pretty successful at work.	1	2	3	4	5	6
I can think of many ways to reach my current work goals.	1	2	3	4	5	6
At this time, I am meeting the work goals that I have set for myself.	1	2	3	4	5	6
When I have a setback at work, I have no trouble recovering from it, moving on.	1	2	3	4	5	6
I usually manage difficulties one way or another at work.	1	2	3	4	5	6
I can be "on my own", so to speak, at work if I have to.	1	2	3	4	5	6
I usually take stressful things at work in stride.	1	2	3	4	5	6
I can get through difficult times at work because I've experienced difficulty before.	1	2	3	4	5	6
I feel I can handle many things at a time at this job.	1	2	3	4	5	6
When things are uncertain for me at work, I usually expect the best.	1	2	3	4	5	6
If something can go right for me work-wise, it will.	1	2	3	4	5	6
I always look on the bright side of things regarding my job.	1	2	3	4	5	6
I'm optimistic about what will happen to me in the future as it pertains to work.	1	2	3	4	5	6

In this job, things always work out the way I want them to.	1	2	3	4	5	6
I approach this job as if “every cloud has a silver lining”.	1	2	3	4	5	6

APPENDIX H

3. This section aims to measure your thoughts about the institution you work for. Please read the questions carefully and choose the value between 1 “Strongly disagree” and 7 “Strongly agree”

1						7
Strongly Disagree	2	3	4	5	6	Strongly Agree

I do not think I will spend all my career with this organization.	1	2	3	4	5	6	7
I intend to leave this organization within a short period of time.	1	2	3	4	5	6	7
I have decided to quit this organization.	1	2	3	4	5	6	7
I am looking at some other jobs now.	1	2	3	4	5	6	7
If I do not get promoted soon, I will look for a job elsewhere.	1	2	3	4	5	6	7

4. The last section contains some descriptive information that may contribute to the research.

- * Gender (1 = male, 2 = female)
- * Age (in years)
- * Education Level (1: No education, 2: Primary school, 3: Secondary school, 4: High school, 5: Two-year degree, 6: University 7: Master degree or doctorate.
- * Marital status (1: Single, 2: Married)
- * Children (1: Yes, 2: No)
- * Work title? Employee / Freelancer / Foreman – Technician / Engineer – Specialist – Representative / Chief – Assistant Manager / Manager – Executive / General Manager – Board Member / Company Partner – Company Owner / Other (please indicate)
- * Total experience in the company? 1. 0-4 years / 2. 5-9 years / 3. 10-14 years / 4. 15-19 years / 5. 20 years and more
- * Total work experience? 1. 0-4 years / 2. 5-9 years / 3. 10-14 years / 4. 15-19 years / 5. 20-24 years / 6. 25 years and more

ETİK KURUL DEĞERLENDİRME SONUCU / RESULT OF EVALUATION BY THE ETHICS COMMITTEE

Covid-19 salgını nedeniyle İstanbul Bilgi Üniversitesi İnsan Araştırmaları Etik Kurulu, 2020-2021 Güz döneminde teslim edilecek lisansüstü tezlerin onay yetkisini ilgili etik kurul alt komitelerine devretmiştir. / Due to the Covid-19 outbreak, İstanbul Bilgi University Human Research Ethics Committee has transferred its approval authority to the Ethics Board Sub-Committees organized within each graduate program. Thus, the graduate theses to be submitted in the fall semester of 2020-2021 should/must get the approval of the Ethics Board Sub-Committee within their own graduate program.

ETİK KURUL ALT KOMİTESİ DEĞERLENDİRME SONUCU / ETHICS BOARD SUB-COMMITTEE EVALUATION RESULT

Bu bölüm lisansüstü tez araştırmaları için ilgili Etik Kurul alt komitesince doldurulacaktır. / This part to be completed by the Ethics Board sub-committee responsible for graduate dissertation studies.

Başvuru Sahibi / Applicant: Emre Vural

Proje Başlığı / Project Title: Positive Psychology and Critical Thinking on Psychological Capital

Değerlendirme Sonucu/ Result of Evaluation

1. Herhangi bir değişikliğe gerek yoktur. Veri toplama/uygulama başlatılabilir. / There is no need for revision. Data collection/application may commence : _____X_____09/2020_____

2. Ret / Application Rejected : _____

Reddin gerekçesi / Reason of Rejection : _____

Değerlendirme Tarihi / Date of Evaluation: 1.10.2020

Doç.Dr. İdil Işık



Dr. Öğr.Üyesi Alev Çavdar Sideris

