

The study aims to investigate school social capital among teenagers and the factors affecting (emotional autonomy, teacher's charisma, horizontal practices, group cohesion) it and its results on secondary school students(cheating behaviors).

One hundred and fifty secondary school students participated in the study. They were administered the Charisma Teacher questionnaire, The Horizontal Practices Questionnaire, the Emotional Autonomy Questionnaire, the Group Cohesion Questionnaire, the Social Capital Questionnaire and the Cheating Behavior Questionnaire.

It was found that the best model describing the relationships between the variables involves that EA has a statistically significant direct negative effect on teacher charisma, horizontal practices and social capital. Moreover, teacher's charisma has a statistically positive direct effect on horizontal practices and group cohesion. It was also revealed that student academic level has a statistically significant indirect effect on social capital and cheating. Results were discussed in the light of social capital literature.