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Teachers' Indıvıdual Cultural Values and the Relatıonshıp Between Psychologıcal Resılıence and Perceptıons of Alıenatıon

Original scientific paper

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Abstract

Schools are social structures and educational organizations are open and social systems. Determining the perception of cultural values, psychological resilience levels and alienation perceptions of administrators and teachers working in schools can provide information to practitioners and those concerned and offer clues for taking necessary measures. Determining the relationship and interaction level between these three qualities can contribute to the generation of realistic solutions. In this context, the purpose of this study is to determine the relationship between school administrators' and teachers' perceptions of individual cultural values and psychological resilience and their perceptions of alienation. Relational survey model, one of the quantitative research methods, was used in the study. The study was conducted with school principals, assistant principals and teachers working in Istanbul in the 2021–2022 academic year. Data were collected from 411 teachers randomly selected by cluster-stratified sampling. "Individual Cultural Values Scale" translated into Turkish by Saylık (2019), "Psychological Resilience Scale" developed by Arslan (2015) and the "Alienation Scale" translated into Turkish by Güğerçin and Aksay (2017) were used as data collection tools. According to the results of the analysis, it was determined that although the perceptions of psychological resilience of administrators and teachers were at a very high level, they also experienced a high level of alienation. Perceptions of individual cultural values are at a medium level in the power distance sub-dimension, at a medium level in the masculinity, femininity and collectivism sub-dimensions, and at a high level in other sub-dimensions. While there is a low level relationship between all sub-dimensions of individual cultural values perceptions of administrators and teachers and psychological resilience perceptions in general and their sub-dimensions, there is no significant relationship between alienation perceptions and cultural values except for the sub-dimension of long term reach.

Keywords: Culture, Individual Cultural Values, Psychological Resilience, Alienation

Culture, which constitutes the identity of a society and makes it different from other societies, is a concept that has been widely studied and handled from different perspectives. Especially within the framework of the understanding that

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has emerged as a result of globalization, it has become a subject that is increasingly discussed both nationally and internationally (Banks, 2010; Galley, 2001; Güvenç, 1994). When the relevant literature is examined, it is possible to come across many different definitions of culture (Geertz, 1995; Gray, 2004; Oğuz, 2011; Williams, 1977). According to Naylor (1996), culture is a complex phenomenon that conveys the way a nation solves its problems, the way it relates to each other and to others, and the way it thinks. Tomlinson (2013, p. 35–36) defines culture as an order of life to which people try to attribute meaning through symbolic means. This definition emphasizes how individuals make their lives meaningful through collective communication through culture. One of the most comprehensive studies on the concept of culture belongs to Hofstede. Hofstede (2011) defines culture as "the collective programming of the mind that distinguishes a group or community of people from others". As a result of his research, Hofstede (1980) identified five dimensions of culture as individualism/ pluralism, power distance, masculinity-femininity, uncertainty avoidance and longevity based on the main problems faced by societies. According to Hofstede's model, power distance explains how the differences in the use of power and inequalities in the distribution of power in social relations are perceived by individuals, while in terms of management, it describes authority, leadership and decision-making procedures (Turan, Durceylan & Şişman, 2005). Uncertainty avoidance is defined as the acceptance of unknown situations as a threat by members of a community (Sofyalıoğlu & Aktaş, 2001). In societies with high levels of uncertainty avoidance, people tend to increase job security, written and formal rules in order to make life safer for themselves (Sargut, 2001). In societies with low uncertainty avoidance, innovations, changes and contradictions are not viewed with suspicion. In other words, individuals and societies with high uncertainty avoidance motives will reject deviations in their thoughts and attitudes by following the official rules, as they are closely concerned with the need to be safe (Marcus & Gould, 2000). On the other hand, communities belonging to low uncertainty avoidance cultures are more willing to take risks and

may be less concerned about contradictory situations and problems (Dorfman & Howell, 1988). **Individualism-pluralism** refers to the degree to which people living in a country want to behave as individuals or as members of a group (Hofstede, 2011). In societies where individualism is effective, the values of personal success, freedom and competition are emphasized; whereas in societies where pluralism is effective, group integration, loyalty and cooperation are very strong and the importance of solidarity among people is emphasized (Hofstede, 1984). Individualism means that individuals are only interested in their individual and immediate environment. Pluralism, on the other hand, is a form of society where loyalty to the group, intra-group closeness and communication are very strong. Another dimension is **masculinity-femininity**. Hofstede created a "masculinity index" as a result of his studies in line with the business objectives of multinational companies in 40 different countries. While stating that masculinity and femininity dimensions differ in both countries and individuals, he also states that a person can have masculine and feminine characteristics, as well as the culture of a country can have masculine or feminine characteristics (Leung & Moore, 2003). In studies on the importance of the purpose of work, social goals such as interpersonal communication, helping each other and physical conditions are more important for women, while personal goals such as career and money are more important for men (Hofstede, 2001). In societies where masculine characteristics are dominant, men are seen to be ambitious, competitive and assertive, while women are expected to be kind, harmonious, tolerant and charitable (Wilson, 2004). Hofstede's fifth dimension, **longevity**, focuses on how people perceive time (Mosakowski & Earley 2000). In other words, longevity refers to how societies evaluate the past, present and tomorrow, and how events and situations are sequenced and influenced in this process (Earley, 1997; Mosakowski & Earley 2000; Spears et al., 2000). When the time-dependent approaches of organizations are taken as a criterion, longevity refers to the evaluation of social organizations according to whether they have long or short-term goals or plans. Organizations with a long-range approach exhibit characteristic attitudes such as making plans for the future and acting

utilitarian. Short-term oriented societies, on the other hand, are indexed to the past or the present rather than the future. In short-term oriented cultures, customs and social responsibilities are considered important (Hofstede et al., 2010).

Especially in the twenty-first century, people, who are constantly faced with stressful situations, need to struggle with difficulties and stress in order to maintain their well-being in their lives (Karaırmak & Siviş-Çetinkaya, 2011). One of the important elements of combating these difficulties and stress is psychological resilience. Psychological resilience has gained importance in both theoretical and practical fields after its inclusion in the scientific field in the second half of the twentieth century (Luthar, 2015). Although there are different definitions of the concept of psychological resilience, the definitions have some similar characteristics. Fraser et al. (1999) draw attention to the common points in the definitions made so far in their literature review. Accordingly, psychological resilience is defined as the interaction between certain personal characteristics of the individual and the factors in the environment. Protective factors that mitigate the risk factors caused by stressful life events and the negative effects of risk are defined as a developmental process (Fonagy et al., 1994). According to Garmezy (1993), a pioneering researcher in studies on psychological resilience, psychological resilience is hidden in the power of recovery and is defined as the ability to return to the abilities and behavioral patterns that already existed in the individual before the stressful event. Furthermore, Rutter (1999) defined psychological resilience as a dynamic concept that emerges as a result of the interaction between risk and protective factors. Masten and Coatsworth (1998) defined the concept of psychological resilience as the competence that leads to adaptation and development in the face of a significant risk situation. In the meta-theory proposed by Richardson (2002), he tried to explain the concept of resilience in three dimensions. In the first dimension, risk protective factors called psychological resilience traits or values were defined and listed. In the second dimension, called the process of psychological resilience, the development of the characteristics defined and listed in the first dimension as a result of

coping with the negative events experienced is described. In the third dimension, it is emphasized that after the traumatic experience that will help the individual to reveal and realize his/her own latent powers, the individual experiences progress or development and takes a step towards self-realization with this experience. In a similar study, in a meta-analysis study conducted by Herrman et al. (2011) in order to compartmentalize protective and risk factors in general, the sources of psychological resilience were determined as individual, biological, environmental factors and the interaction of these factors. In this study, it was found that social support provided by family and social environment was related to psychological resilience as environmental factors, while individual factors such as locus of control, self-esteem, self-efficacy, cognitive appraisal and optimism could contribute to psychological resilience.

It is undoubtedly a challenging process for people whose existing order has begun to differentiate, to give up their habitual lives and to integrate into a new life. As a result of the changes in human life, people's connections with nature, their environment or the society they belong to deteriorate and unhappiness becomes more prominent (Ofluoğlu & Büyükyılmaz, 2008). In the process of change, people may feel alienated from their new living arrangements. Alienation, in its most general form, refers to the estrangement of individuals from each other or from a certain environment or process (Marshall, 1999). In other words, it is a feeling of alienation or separation from others, a lack of warm relations with others. Seeman (1959), who explained alienation from a sociological and psychological perspective, discussed the concept of alienation in five dimensions.

1) Powerlessness: This concept is the inability of the individual to determine his/her own hopes and the thought that he/she cannot do anything to get results (Özçınar, 2011). In the case of powerlessness, people may have a negative feeling by thinking that they cannot control the developing events. Therefore, people who think that they cannot establish sovereignty over the work they perform with the feeling of powerlessness are faced with the thought of not being able to control the future. **2) Meaninglessness:** It is a situation where the individual cannot

be clear about which facts and values to trust (Tanrıverdi & Kılıç, 2016). In other words, meaninglessness is the lack of trust in the facts taught to the individual and the thought that these facts cannot lead him/her to a definite result (Tolan, 1980). Meaninglessness in organizations is seen when the goals conflict with personal roles and an obstacle to integration arises. People only have information about the work they will perform personally, do not think about the work of their colleagues, and do not know how much the work they perform will benefit the organization they are affiliated with (Tanrıverdi & Kılıç, 2016). **3) Anomie (Lack of norms):** The fact that individuals do not have norms to guide them in their lives causes them to feel aimless. In addition, it is important that their norms and the norms of the organization they work for are similar. For this reason, rulelessness means that working individuals perform attitudes that are not accepted by their organizations only in order to achieve their own goals. This situation may lead the employee to self-interest (Kasap, 2021). Alienation experienced in the dimension of rulelessness means that working individuals face feelings such as disorder, chaos and pessimism as a result of the loss of loyalty to the rules (Eroğluer, 2020). It is explained as the absence of values in people, the loss of their goals and visions, and the exclusion of the community to which they belong if they cannot find the values and elements to guide them.

As a result, individuals may attempt all unethical methods to achieve their goals by ignoring the rules in the society they live in. **4) Isolation:** It manifests itself in the form of working individuals voluntarily distancing themselves from the environment they live in and not feeling a sense of belonging to a community. In the sense of isolation, firstly, the employee thinks that the group excludes him/her and therefore rejects the group to which he/she belongs. After this stage, even if the working individual establishes ties with other colleagues, they try to keep it to a minimum (Kasap, 2021). **5) Alienation:** The alienated individual tends to prefer to be preoccupied with external factors such as money and job security instead of dealing with the internal factors of his/her profession. A person who has given up on everything will neither be satisfied with

his/her job nor with the social roles he/she plays (Özler & Dirican, 2014). This may lead to a feeling of emptiness in their lives. It is stated that the individual who does not love what he/she does will not be able to establish a connection between what he/she wants to do and his/her profession and will not be able to taste the happiness that will arise from success (Mottaz, 1987). It is known that individuals' perceptions of cultural values, perceptions of psychological resilience and perceptions of alienation are effective on some of their behaviors (Akpolat & Oğuz, 2015; Ceylan, Erhan & Akbulut, 2017; Çapan & Arıcıoğlu, 2014; Ellis, 2012; Kahveci & Demirtaş, 2014; Saylık & Han, 2021; Waldman, Sully de Luque, Washburn, House, Adetoun, Barrasa & Wilderom, 2006; Wang, Lu & Wang, 2019). Knowing teachers' perceptions of individual cultural values can help to predict their perceptions of psychological resilience and alienation, and knowing their perceptions of psychological resilience can help to predict their perceptions of alienation. On the other hand, knowing the psychological resilience and alienation perception levels of teachers can give clues in taking the necessary measures in terms of improving their individual well-being and becoming more productive professionally. On the other hand, in the literature review, there is no study that examines individual cultural value perceptions, psychological resilience and alienation perceptions together. For these reasons, the problem statement of this study was determined as "*Is there a significant predictive relationship between teachers' perceptions of individual cultural values and psychological resilience and their perceptions of alienation?*".

Objectıve

The purpose of this study is to determine the predictive relationship between teachers' perceptions of individual cultural values and psychological resilience and their perceptions of alienation. For this purpose, answers to the following questions were sought:
1- What is the level of teachers' perceptions of individual cultural values, perceptions of psychological resilience and perceptions of alienation?
2- Do teachers' individual cultural value

perceptions, psychological resilience perceptions and alienation perceptions differ according to their gender?

3- To what extent are there predictive relationships between teachers' perceptions of individual cultural values, psychological resilience and alienation?

Method

Research Model

Since this study aims to determine the relationship between teachers' perceptions of individual cultural values and psychological health and their feelings of alienation by collecting and analyzing quantitative data, this research is a quantitative research in the relational survey model.

Study Group

The study group consisted of 411 pre-school, primary school, middle school and high school teachers working in Küçükçekmece, Bağcılar, Silivri, Kadıköy, Üsküdar, Bakırköy, Fatih, Eyüpsultan, Tuzla districts of İstanbul Province, who were selected by simple random sampling according to the accessibility criterion.

Data Collection

Data; personal information form, Individual Cultural Values Scale: Saylık, A. (2019). *Adaptation of Hofstede's Culture Dimensions Scale into Turkish; Validity and Reliability Study*, Psychological Resilience Scale: Banks, G. (2015). Psychometric Properties of the Adult Psychological Resilience Scale (APRS): Validity and Reliability Study, *Turkish Adaptation of Dean's Alienation Scale: Validity and Reliability Analysis*. Permission was obtained from the İstanbul Provincial Directorate of National Education and the scales were delivered to the designated schools by the researchers and the scales were requested to be filled in by making the necessary explanations.

Data Analysis

The data obtained were analyzed with the statistical analysis package program. Frequency and percentage analysis for demographic data, descriptive analysis for dependent variables and t-test for differences, Pearson correlation analysis and stepwise linear regression analysis were performed.

Table 1.
Normality analysis results for the data

		Skewness	Kurtosis
Individual Cultural Values Scale	Power Distance	.464	.517
	Uncertainty Avoidance	-.676	.567
	Individualism-Collectivism	-.156	-.341
	Longevity	-.665	-.015
	Masculinity-Femininity	.482	-.474
Alienation Scale	Social Repulsion	.474	.619
	Powerlessness	-.198	-.101
	Anomie (Lack of norms)	-.031	-.181
	Alienation Total	**.155**	**.469**
Psychological Resilience Scale	Relational Resources	-.663	.988
	Individual Resources	-.631	.293
	Cultural and Contextual Resources	-.947	.729
	Familial Resources	-.821	-.167
	Psychological Resilience Total	**-.546**	**-.040**

When Table 1 is examined, it is understood that the data of the Individual Cultural Values Scale, Alienation Scale and Psychological Resilience Scale are normally distributed in total and sub-dimensions (Skewness and Kurtosis values < +1.00 and -1.00) and are suitable for parametric analysis.

Results

The results of the descriptive analysis of teachers' perceptions of individual cultural values, psychological resilience and alienation are given in Table 2.

Table 2.

Descriptive analysis results of teachers' perceptions of individual cultural values, alienation and psychological resilience

	Individual Cultural Values					Alienation				Psychological Resilience			
	Power Distance	Uncertainty Avoidance	Collectivism	Longevity	Masculinity	FD Social Repulsion	FD Powerlessness	FD Anomie (Lack of norms)	Alienation Total	PS Relational Source	PS Individual Source	PS Cult Contextual	PS Familial Source
M	2.26	4.02	3.33	4.27	2.44	2.95	3.48	3.37	3.21	4.24	4.40	4.05	4.35
N	411	411	411	411	411	411	411	411	411	411	411	411	411
Ss.	.693	.623	.724	.563	1.022	.475	.664	.739	.437	.528	.457	.782	.578

When Table 2 is examined, according to the results of the descriptive analysis of the teachers' perceptions of Individual Cultural Values, Alienation and Psychological Resilience, the averages of the individual cultural value sub-dimensions of the teachers are high. The highest mean among the sub-dimensions (M = 4.27) belongs to the "Longevity" sub-dimension. The lowest mean (M = 2.26) belongs to "Power Distance" sub-dimension. The average of teachers' perceptions of alienation is at a medium level both in general (M = 3.21) and in terms of sub-dimensions. The highest mean among the sub-dimensions

(M = 3.48) is in the "Powerlessness" dimension. The lowest mean (M = 2.95) belongs to the "Social Repulsion" sub-dimension. On the other hand, the highest mean (M = 4.40) in the sub-dimensions of Psychological Resilience is in the "Individual Resources" sub-dimension. The lowest mean (M = 4.05) is in the "Cultural and Contextual Resources" sub-dimension. The results of t-test analysis of teachers' perceptions of individual cultural values, psychological resilience perceptions and alienation perceptions in terms of gender variables are given in Table 3.

Table 3.

Independent Groups t-test Analysis Results Related to Individual Cultural Values, Alienation and Resilience in Terms of Gender Variables

Variables (df=421)		Gender	M	t	p
Individual Cultural Values	Power Distance	Female	2.21	-1.83	.067
		Male	2.34		
	Uncertainty Avoidance	Female	4.06	1.83	.067
		Male	3.93		
	Collectivism	Female	3.36	.867	.387
		Male	3.29		
	Longevity	Female	4.29	.726	.468
		Male	4.25		
	Masculinity	Female	2.45	-.275	.784
		Male	2.48		
Alienation	Social Repulsion	Female	2.99	1.677	.094
		Male	2.91		
	Powerlessness	Female	3.53	1.300	.194
		Male	3.44		
	Anomie (Lack of norms)	Female	3.41	1.097	.273
		Male	3.32		
	Total	Female	3.26	1.878	.061
		Male	3.17		
Psychological Resilience	Relational Resources	Female	4.29	2.356	.019*
		Male	4.17		
	Individual Resources	Female	4.45	2.555	.011*
		Male	4.34		
	Cultural and Contextual Resources	Female	4.09	1.113	.266
		Male	4.00		
	Familial Resources	Female	4.43	3.204	.001*
		Male	4.24		
	Psychological Resilience Total	Female	4.31	2.873	.004*
		Male	4.19		

P < .05

When Table 3 is examined, teachers' perceptions of Individual Cultural Value do not show a significant difference in general and sub-dimensions in terms of gender variables. At the same time, there is no significant difference (t = 1.878; p<.05) between women (M = 3.26) and men (M = 3.17) in the general and sub-dimensions of teachers' perceptions of alienation. There was a significant difference between women (M = 4.31) and men (M = 4.19) in favor of women in terms of gender variable in the general perceptions of teachers in psychological resilience (t = 2.873; p<.05). As a result of the analysis of the sub-dimensions, there is a significant difference in all sub-dimensions except the Cultural and Contextual Resources dimension. Significant differences in favor of women were found between women (M = 4.29) and men (M = 4.17) in Relational Resources sub-dimension, between women (M = 4.45) and men (M = 4.34) in Individual Resources sub-dimension, and between women (M = 4.43) and men (M = 4.24) in Familial Resources dimension. The results of the analysis show that gender difference is not a significant factor except for the Psychological Resilience dimension. Pearson Correlation analysis results regarding teachers' perceptions of individual cultural values and alienation in terms of gender variables are given in Table 4.

Table 4.

Pearson Correlation analysis results for the relationship between Individual Cultural Values and Alienation Perceptions

Variables		Social Repulsion	Powerlessness	Anomie (Lack of norms)	Alienation Total
Power Distance	r	.164**	.013	.020	.094
	p	.001	.799	.693	.057
Uncertainty Avoidance	r	.003	.103*	.124*	.101*
	p	.951	.037	.012	.041
Collectivism	r	.216**	.131**	.116*	.214**
	p	.000	.008	.019	.000
Longevity	r	.024	.070	.011	.049
	p	.621	.155	.825	.326
Masculinity	r	.228**	.092	.118*	.203**
	p	.000	.063	.017	.000

*p < .05; **p < .01

When Table 4 is examined, the relationship between teachers' perceptions of alienation (M = 3.21, SD = .437) was determined by Pearson correlation analysis. Among these variables, a low (r = .203, p < .01) positive and significant relationship was found between masculinity-femininity and total alienation. It was also determined that there was a low level relationship between the sub-dimensions of the Individual Cultural Values scale and the sub-dimensions of Alienation Perceptions. The lowest correlation among the sub-dimensions (r = 131, p < .01) is between "Collectivism" and "Powerlessness". The highest correlation (r = 228, p < .01) is between "Masculinity" sub-dimension and "Social Repulsion" sub-dimension. Pearson Correlation analysis results regarding teachers' perceptions of individual cultural values and psychological resilience in terms of gender variables are given in Table 5.

Table 5.

Pearson Correlation analysis results for the relationship between Individual Cultural Values and Psychological Resilience Perceptions

Variables		Relational Resources	Individual Resources	Cultural Contextual	Familial Resources
Power Distance	r	-.091	-.122*	.092	-.106*
	p	.065	.013	.062	.031
Uncertainty Avoidance	r	.248**	.294**	.162**	.238**
	p	.000	.000	.001	.000
Collectivism	r	.021	.089	.147**	-.009
	p	.674	.071	.003	.851
Longevity	r	.281**	.410**	.278**	.274**
	p	.000	.000	.000	.000
Masculinity	r	-.002	-.010	.336**	-.069
	p	.963	.836	.000	.164

*p < .05; **p < .01

According to the data in Table 5, there is a moderate positive and significant relationship between the sub-dimensions of teachers' perceptions of Individual Cultural Values and Psychological Resilience Perceptions. It is also understood that there is a low level negative relationship between power distance and Individual Resources sub-dimension. The lowest relationship among the sub-dimensions (r = 147, p < .01) is between "Collectivism" and "Cultural and Contextual Resources". The highest correlation (r = 410, p < .01) was found between the "Long Termism" sub-dimension and the "Individual Resources" sub-dimension. The correlations between the other sub-dimensions are at a moderate level. The results of Pearson Correlation analysis for the relationship between teachers' perceptions of alienation and their perceptions of psychological resilience are given in Table 6.

Table 6.

Pearson Correlation analysis results for the relationship between perceptions of alienation and perceptions of psychological resilience

Variables		Social Repulsion	Powerlessness	Anomie (Lack of norms)	Alienation Total
Relational Resources	r	-.075	-.120[*]	-.028	-.103[*]
	p	.129	.015	.578	.037
Individual Resources	r	-.078	.059	.105[*]	.033
	p	.114	.236	.034	.508
Cultural and Contextual Resources	r	.144[**]	-.037	-.125[*]	.001
	p	.004	.457	.011	.991
Familial Resources	r	-.049	.008	-.042	-.038
	p	.318	.869	.394	.440

*p<.05;**p<.01

Table 6, a low level positive and significant relationship was found only between "Cultural and Contextual Resources" (r = .144, p < .01) and "Social Repulsion" sub-dimensions of the Psychological Resilience Perceptions scale. No significant relationship was found between the other sub-dimensions.

Table 7.

Regression Analysis on the Prediction of Relational Resources, one of the sub-dimensions of Alienation, by Individual Cultural Value Perceptions

	Model	F	p	Unstd. Coefficient		Std. Coeffic	R	R^2	t	p	VIF
				B	Std. Err	ß					
1	Constant	35.07	.00	3.12	.192		.281	.07	16.20	.00	
	Longevity			.263	.044	.281			5.96	.00	1.00
2	Constant	22.90	.00	2.83	.211		.318	.10	13.4	.00	
	Longevity			.203	.048	.216			4.21	.00	1.19
	Uncertainty Avoidance			.137	.043	.207			3.15	.00	1.13
3	Constant	19.94	.00	3.18	.235		.352	.12	13.5	.00	
	Longevity			.207	.047	.221			4.37	.00	1.14
	Uncertainty Avoidance			.149	.043	.175			3.45	.00	1.25
	Powerlessness			-.122	.037	-.153			-3.29	.00	1.04
4	Constant	15.56	.00	3.34	.247		.365	.13	13.50	.00	
	Longevity			.203	.047	.217			4.29	.00	1.16
	Uncertainty Avoidance			.154	.043	.182			3.58	.00	1.24
	Powerlessness			-.121	.037	-.153			-3.82	.00	1.00
	Power Distance			-.072	.035	-.093			-2.00	.04	1.00

Dependent Variable: Relational Resources, Durbin Watson = 1.745

When the data in Table 7 are examined, it is understood that teachers' perceptions of longevity predict their perceptions of individual cultural values' perceptions of alienation in the relational resources sub-dimension at a very low level (R^2 = .079), Longevity and uncertainty avoidance sub-dimensions together predict at a low level (R^2 = .101), Longevity, uncertainty avoidance and emotional powerlessness together predict at a low level (R^2 = .124), Longevity, uncertainty avoidance, emotional powerlessness and power distance together predict at a low level (R^2 = .133). It is seen that the predictive power of individual cultural value perceptions together partially increases.

Table 8.

Regression Analysis Regarding the Prediction of Individual Resources Subdimension of Alienation by Teachers' Individual Cultural Value Perceptions Regression Analysis

	Model	F	p	Unstandardized Coefficient		Standardized Coefficient	R	R^2	t	p	VIF
				B	Std. Err	ß					
1	Constant	82.71	.00	2.986	.158		.410	.168	16.286	.000	
	Longevity			.333	.037	.410			5.963	.00	1.000
2	Constant	47.34	.00	2.744	.174		.434	.188	13.418	.00	
	Longevity			.282	.039	.348			4.219	.00	1.192
	Uncertainty Avoidance			.114	.036	.155			3.156	.00	1.192
3	Constant	34.67	.00	2.924	.184		.451	.204	13.562	.00	
	Longevity			.278	.039	.342			4.372	.00	1.194
	Uncertainty Avoidance			.120	.035	.164			3.453	.00	1.196
	Power Distance			-.082	.029	-.124			-3.290	.00	1.005

Dependent Variable: Individual Resources, Durbin Watson = 1.965

When the data in Table 8 are examined, it is understood that teachers' perceptions of individual cultural values predict the perception of individual resources at a low level (R^2 = .168) in the longevity sub-dimension, together with the sub-dimensions of longevity and uncertainty avoidance, it predicts at a low level (R^2 = .188), and when longevity, uncertainty avoidance and power distance are taken together, it predicts at a significant level (R^2 = .204).

Table 9.

Regression Analysis on the prediction of the cultural-contextual resources sub-dimension of alienation by teachers' individual cultural value perceptions

	Model	F	p	Unstandardized Coefficient		Standardized Coefficient	R	R^2	t	p	VIF
				B	Std. Er	ß					
1	Constant	51.89	.00	3.426	.095		.336	.11	36.21	.00	
	Masculinity			.257	.036	.336			7.20	.00	1.00
2	Constant	41.72	.00	2.051	.275		.412	.17	7.45	.00	
	Masculinity			.235	.035	.306			6.74	.00	1.01
	Longevity			.334	.063	.241			5.30	.00	1.01
3	Constant	33.30	.00	2.611	.310		.444	.19	8.42	.00	
	Masculinity			.250	.034	.326			7.23	.00	1.02
	Longevity			.334	.062	.240			5.37	.00	1.01
	Anomie (Lack of norms)			-.176	.047	-.166			-3.71	.00	1.01
4	Constant	27.20	.00	2.299	.328		.460	.21	7.00	.00	
	Masculinity			.263	.035	.344			7.60	.00	1.05
	Longevity			.257	.068	.185			3.79	.00	1.22
	Anomie (Lack of norms)			-.195	.048	-.184			-4.10	.00	1.03
	Uncertainty Avoidance			.167	.062	.133			2.71	.00	1.23
5	Constant	23.08	.00	1.886	.372		.471	.22	5.07	.00	
	Masculinity			.246	.035	.321			7.00	.00	1.09
	Longevity			.257	.067	.185			3.81	.00	1.22
	Anomie (Lack of norms)			-.215	.048	-.204			-4.48	.00	1.07
	Uncertainty Avoidance			.168	.061	.134			2.73	.00	1.23
	Social Repulsion			.176	.075	.107			2.33	.02	1.09

Dependent Variable: Cultural and Contextual Resources, Durbin Watson = 1.684

According to the analysis results in Table 9, it was determined that masculinity sub-dimension of teachers' individual cultural value perceptions predicted alienation in the cultural-contextual resources dimension at a low level ($R^2 = .113$), and Masculinity and Longevity sub-dimensions together predicted alienation at a low level ($R^2 = .170$). Masculinity, Longevity and Irregularity together predicted alienation at a low level ($R^2 = .197$), and Masculinity, Longevity, Irregularity and Uncertainty Avoidance together predicted it at a significant level ($R^2 = .211$). At the same time, it is seen that Masculinity, Longevity, Irregularity, Uncertainty Avoidance and Social Repulsion sub-dimensions together affect cultural and contextual resources at a low level ($R^2 = .222$).

Table 10.

Regression Analysis on the Prediction of Alienation by Teachers' Perceptions of Individual Cultural Values in the dimension of Familial

	Model	F	p	Unstandardized Coefficient		Standardized Coefficient	R	R^2	t	p	VIF
				B	Std. Err	ß					
1	Constant	33.12	.00	3.159	.210		.274	.075	15.012	.00	
	Longevity			.281	.049	.274			5.755	.00	1.000
2	Constant	21.32	.00	2.856	.232		.308	.095	12.319	.00	
	Longevity			.218	.053	.212			4.127	.00	1.192
	Uncertainty Avoidance			.142	.048	.153			2.982	.00	1.192
3	Constant	16.21	.00	3.059	.246		.327	.107	12.421	.00	
	Longevity			.212	.053	.207			4.042	.00	1.194
	Uncertainty Avoidance			.149	.048	.161			3.142	.00	1.196
	Power Distance			-.092	.039	-.110			-2.349	.02	1.005

Dependent Variable: Familial Resources, Durbin Watson = 2.006

When the data in Table 10 are analyzed, it was determined that the Longevity sub-dimension of teachers' Individual Cultural Value perceptions predicted the Familial Resources sub-dimension at a very low level (R^2 = .075), and the Longevity sub-dimension and Uncertainty Avoidance sub-dimension together predicted the Familial Resources sub-dimension at a very low level (R^2 = .095). It was determined that when the sub-dimensions of Long Termism, Uncertainty Avoidance and Power Distance were taken together, it predicted familial resources at a very low (R^2 = .107) and significant level.

Dıscussıon and Conclusıons

The fact that teachers working in educational institutions are role models for their students, in ensuring the sustainability of education, in adapting to the change and transformation brought by age, in addition to their professional duties and responsibilities, their concern for their students to be successful in every field makes it important to investigate the psychological resilience of teachers. In this study, the relationships between teachers' perceptions of individual cultural values, their perceptions of psychological resilience and their perceptions of alienation were determined, and it was determined that teachers' perceptions of individual cultural values and perceptions of alienation had a predictive effect on the "Relational resources" and "Cultural-Contextual resources" sub-dimensions of psychological resilience, and their perceptions of individual cultural values had a predictive effect on "Individual resources" and "Familial resources".

When the analysis results of the study were examined, it was determined that the mean of the "Longevity" sub-dimension, the mean of the "Uncertainty avoidance" sub-dimension and the mean of the sub-dimensions of the "Psychological Resilience" perceptions of the teachers' Individual Cultural Value perceptions were very high, while the mean of the "Alienation" perceptions was at a medium level both in general and in sub-dimensions. In the study conducted by Hofstede et al. (2010), although the tendency of the Turkish society was stated as short-term, it can be considered as a remarkable development that in line with the findings obtained in this study, it was determined that the perception level of "longtermism" of teachers in Turkey as of 2022 is very high. This situation shows that Individual Cultural Values have been changing over the years in Turkish society in general and among teachers in particular. The fact that Batır and Gürbüz (2016) reported that the perception of future orientation value is increasing in the Turkish society strengthens the results of this study. In addition, the results obtained for determining individual cultural value perceptions support the results of studies reported in other studies (Saylık & Han, 2021; Saylık, 2017). Accordingly, it can be interpreted that

teachers have a more positive view of social change and transformation, have a more functionalist perspective and tend to make plans for the future. There are also moderate (Saylık & Han, 2021; Yıldırım, 2016) and high level (Terzi, 2004; Gürbüz & Bingöl, 2007; Saylık, 2017) results regarding the perception of uncertainty avoidance. The level determined in the study conducted by Hofstede et al. (2010) coincides with the results of this study.

In this study, the perception of power distance was found to be at a low level. In the literature, there are also studies that determined the perception of power distance at medium level (Terzi, 2004) and high level (Gürbüz & Bingöl, 2007). On the other hand, in some recent studies, it is also stated that the perception of power distance is at a very low level (Can & Gündüz, 2021). This can be interpreted as teachers being less tolerant of unequal distribution of power and administrators tending to distribute power more evenly. In another study, Akyol (2009) emphasized that in societies with low power distance, titles and statuses are less important, power distribution and equal opportunity are balanced, and the distance between subordinates and superiors is less.

The low mean obtained in the masculinity dimension and the fact that Turkish society has a feminine value perception are in line with other studies (Hofstede et al., 2010; Gürbüz & Bingöl, 2007). The fact that the pluralism value perception was found to be at a medium level close to high level is in line with other studies that teachers have a pluralistic value perception (Gürbüz & Bingöl, 2007; Acaray & Şevik, 2016). In line with the analysis, the fact that their perceptions of collectivism are still at a moderate level may be due to the internal communication problems experienced by the teachers, excessive class load, problems related to school management and the educational climate problems of the school.

It was determined that teachers' perceptions of alienation were at a moderate level. In contrast to this result, Kayaalp and Özdemir (2020) reported that the general average of the sub-dimensions of powerlessness, meaninglessness, isolation, rulelessness and self-alienation in their study on teachers' alienation from school was at a very low level, and similarly, Kovancı

(2020) and Can and Gündüz (2021) reported a very low level. Similar to the results of the research, there are different studies (Celep, 2008; Elma, 2003; Erjem, 2005; Şirin, 2009; Yılmaz & Sarpkaya, 2009; Kovancı & Ergen, 2019; Kahveci, 2015; Kabaklı-Çimen, 2018; Eryılmaz & Burgaz, 2011). According to the results of this study, teachers' perceptions of job alienation are low.

The averages of all sub-dimensions of psychological resilience are high. It was determined that psychological resilience was at a very high level in the relational resources, individual resources and familial resources sub-dimensions, and at a high level in the cultural and contextual sub-dimension. The results of this study overlap with the studies (Köse, 2022; Elsel, 2019; Karacabey & Bozkuş, 2019) that indicate a high level of psychological resilience. In studies on teachers, studies have also been conducted in the context of psychological resilience and leadership behaviors (Cerit et al., 2018), occupational burnout, job satisfaction (Gönen, 2020), cognitive flexibility and self-efficacy (Ateş & Sağar, 2022), turnover intentions (Kadıoğlu Ateş, 2018) and general psychological resilience (Akfırat & Özsoy, 2021; Gün et al., 2022; Topçu & Demircioğlu, 2020).

No significant difference was found in teachers' perceptions of individual cultural values and alienation according to their gender. According to the results of this analysis, male and female teachers think that they participate in decisions equally and that there is no power distance between them and administrators. At the same time, the fact that there is no difference in the general and sub-dimensions of alienation perceptions means that male and female teachers act together within the institution and trust each other. This result can be seen as a result of the communication and interaction of current school administrators with teachers. This is also one of the indicators of a democratic environment in schools.

Teachers' perceptions of psychological resilience differed according to gender in favor of women except for the Cultural and Contextual Resources sub-dimension. It is also possible to come across studies supporting this result (Köse, 2022). In addition, there are studies in the literature reporting that women have higher levels of psychological resilience than men (Hunter

& Chandler, 1999; Oktan et al., 2014; Bozgeyikli & Şat, 2014). On the other hand, there are also studies finding that there is no significant difference in teachers' perceptions of psychological resilience according to gender (Sezgin, 2012; Ulukan, 2020; Güzel, 2022).

When the correlation analysis of all variables within the scope of the research was analyzed, a low level positive and significant relationship was found between the sub-dimensions of teachers' perceptions of "Individual Cultural Value" and the sub-dimensions of their perceptions of "Alienation". A moderate positive and significant relationship was found between "Longevity" sub-dimension of "Individual Cultural Value" perceptions and "Individual Resources" sub-dimension of "Psychological Resilience" perceptions. There is a low level relationship in other sub-dimensions. Among the sub-dimensions of teachers' perceptions of "Alienation" and "Psychological Resilience" perceptions, only a low level significant relationship was found between "Cultural and Contextual Resources" and "Social Repulsion". No relationship was found between the other sub-dimensions.

Various studies have been conducted to determine teachers' perceptions of alienation (Kurtulmuş & Karabıyık, 2016; Ayık & Ataş-Akdemir, 2016; Kasapoğlu, 2015). According to Emir's (2012) research findings, teachers' alienation levels were generally found to be low. In the literature, there are different independent studies on issues such as teachers' perceptions of individual cultural values (Kozikoğlu, 2020; Acaray & Şevik, 2016), perceptions of alienation (Ayık et al., 2020; Polatcan, 2020) and psychological resilience (Kim & Asbury, 2020; Mansfield et al., 2016; Sezgin, 2012; Gu & Day, 2007). However, there is no research on the relationship between individual cultural values and teachers' perceptions of alienation and psychological resilience. Therefore, it is considered that this study will fill this gap in the literature and contribute to the field.

In the study, teachers' perceptions of psychological resilience from relational sources were predicted positively and at a low level with the sub-dimension of longevity, uncertainty avoidance, power distance from individual cultural values and powerlessness from alienation perceptions.

There is no direct research on the prediction of psychological resilience in the dimension of relational resources. However, there are studies that organizational climate predicts resilience (Yurdabakan, 2017; Bugay et al., 2015; Cohen et al., 2009), as well as studies on the prediction of forgiveness (Dilmaç & Şimşir, 2017; Çapan & Arıcıoğlu, 2014) and emotional intelligence and interpersonal emotion regulation (Yüksel et al., 2021). On the other hand, there is no study on the prediction of the sub-dimensions of psychological resilience separately.

Teachers' individual-based psychological resilience is predicted positively by their perceptions of individual cultural values together with their perceptions of longevity, uncertainty avoidance and power distance at a low level. There is no predictive effect of teachers' perceptions of alienation on their individual-based psychological resilience. Teachers' cultural contextual psychological resilience was predicted positively at a low level together with their perceptions of longevity, uncertainty avoidance, masculinity-femininity and alienation perceptions of rulelessness and social alienation from individual cultural values perceptions. Teachers' familial psychological resilience is positively predicted at a low level by longevity, uncertainty avoidance, and power distance from the perceptions of individual cultural values. There is no predictive effect of teachers' perceptions of alienation on their familial resilience.

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