

T.C.
MARMARA UNIVERSITY
SOCIAL SCIENCES INSTITUTE
DEPARTMENT OF BUSINESS ADMINISTRATION (ENGLISH)
ORGANIZATIONAL BEHAVIOR MASTER PROGRAMME

**THE MODERATING ROLE OF PSYCHOLOGICAL RESILIENCE ON
THE RELATIONS OF SELF LEADERSHIP AND COLLABORATIVE
CLIMATE WITH AFFECTIVE COMMITMENT**

Master Thesis

SİNEM ELİK

İSTANBUL, 2024

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ÖZET

Bu çalışmanın amacı, çalışanların öz liderlik düzeyi ve örgütteki işbirliği ikliminin çalışanların duygusal bağlılıkları ile ilişkisini incelemek ve psikolojik sağlamlığın bu ilişkideki düzenleyici rolünü değerlendirmektir.

Araştırmanın evreni Türkiye’de özel ve kamu sektörlerinde görev yapan çalışanlar olup örneklem grubunu kimya, eğitim, finans, sağlık, teknoloji ürünleri, danışmanlık gibi sektörlerde çalışan mavi yaka ve beyaz yakalı katılımcılar oluşturmaktadır. Nicel araştırma deseni araştırmanın yöntemidir. Veriler ise anketlerden faydalanılarak toplanmıştır. Anketlere, 2023 Eylül ayı ile 2023 Kasım ayı arasında toplamda 232 katılımcı yanıt vermiştir. Katılımcıların tümü ankette yer alan soruların hepsine yanıt vererek anketi tamamlamıştır. Verilerin analizinde hata payını en aza indirmek ve verileri en doğru şekilde analiz etmek amacıyla SPSS ve Hayes programları kullanılmıştır.

Yapılan analizler sonucunda duygusal bağlılık ve öz-liderlik arasında pozitif ve istatistiksel olarak anlamlı bir ilişki olduğu sonucu ortaya çıkmıştır. ($r=.28, p<.01$). Aynı zamanda duygusal bağlılık ve işbirliği iklimi arasında ise pozitif ve istatistiksel olarak anlamlı bir ilişki olduğu sonucu ortaya çıkmıştır. ($r=.59, p<.01$). Böylece, uygulanan hipotez testleri sonucunda öz-liderlik ve örgütteki işbirliği ikliminin duygusal bağlılık ile anlamlı ve olumlu yönde ilişkilere sahip olduğu görülmüştür. Bununla birlikte psikolojik dayanıklılık algısının öz-liderlik ve duygusal bağlılık arasındaki ilişkide düzenleyici bir role sahip olduğu, ancak işbirliği ikliminin duygusal bağlılık ile ilişkisinde anlamlı bir düzenleyici etkiye sahip olmadığı belirlenmiştir. Böylece araştırmanın ilk 3 hipotezi desteklenmiş, 4. hipotezi ise desteklenmemiştir. Bununla birlikte, katılımcıların yaş, cinsiyet, eğitim düzeyi, medeni durum, ve iş deneyimi arasındaki farklılıkları belirlemek amacıyla veriler üzerinde t- testleri ve ANOVA testleri uygulanmış, katılımcıların farklılık gösterdiği konular irdelenmiştir.

Anahtar Sözcükler: Psikolojik sağlamlık, işbirliği iklimi, duygusal bağlılık ve öz-liderlik.

ABSTRACT

The aim of the present study is to investigate the relationship between employees' level of self-leadership and collaborative climate of organization with perceived affective commitment and to determine the moderating role of employees' levels of psychological resilience on the proposed relationships.

The population of research is employees working in the public and private sectors in Turkey, and the sample group consists of blue and white-collar employees working in sectors such as chemistry, education, finance, health, technology products and consulting. The quantitative research method was used in this study. The data was collected by using surveys. A total of 232 participants responded to the surveys between September 2023 and November 2023. All participants completed the survey by answering all of the questions in the survey. In order to minimize the margin of error in the analysis of the data SPSS and Hayes programs were used.

As result of the analysis, it was revealed that there is positive and statistically significant relationship between affective commitment and self-leadership. ($r=.28$, $p<.01$). At the same time, it was revealed that there was positive and statistically significant relationship between affective commitment and collaborative climate. ($r=.59$, $p<.01$). As a result of the applied hypothesis tests, it was observed that self-leadership and collaborative organizational climate have significant and positive relationships with affective commitment. However, it was determined that the perception of psychological resilience had a moderating role on the relationship between self-leadership and affective commitment, but did not have a significant moderating role on the relationship between collaborative organizational climate and affective commitment. Accordingly, the first three hypotheses of the study were supported, but the fourth hypothesis was not supported. To determine the differences between the participants' age, gender, education level, marital status, and work experience, t-tests and ANOVA tests were applied on the data, and examined the themes in which participants differed.

Keywords: Resilience, collaborative climate, affective commitment and self leadership.

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ABBREVIATIONS

ANOVA	: A One-Way Analysis of Variance
LLCI	: Lower Level of Confidence Interval
ULCI	: Upper Level of Confidence Interval
VIFs	: Variance Inflation Factors



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1. INTRODUCTION

1.1. Statement of the Problem

In today's rapidly globalizing capitalist world, competition between companies has intensified. As a result, companies have begun to pay more attention to employee commitment and employee retention activities. There are a variety of instructions and actions carried out by companies specifically to increase employee commitment. For example, some companies conduct commitment surveys every year, and a lot of time and money is spent before and after these surveys. One of the most important type of commitment is affective commitment. In this study, the self-leadership and the collaborative climate were determined as the independent variables which has relation with the concept of affective commitment, which is so important for companies. Psychological resilience will be held as a moderator variable. All these variables can be seen as capacities which the employees can develop in time with the help of some instructions, trainings or maybe psychological counselings.

Affective commitment can be defined as “a party’s desire to continue a relationship because of the enjoyment of the relationship for its own sake, apart from the instrumental worth and because they experience a sense of loyalty and belongingness”. (as cited in Rhoades, Eisenberger & Armeli, 2001). It is possible to think that employees with high levels of self-leadership can exhibit dynamic and self-confident behavior. This type of employees can be expected to easily interact with their environment and, over time, develop an affective commitment to the company that they work for. So, it can be said that self-leadership can affect organizational commitment positively.

Some Turkish idioms emphasized the importance of the collaboration between people such as “*birlikten kuvvet doğar*” which means “Strength comes from unity.” and “*nerde birlik orda dirlik*” which means “Wherever there is unity, there is harmony.” Collaboration is one of the milestones of our cultural values. It is also important in the companies and it can be said that collaboration may boost the affective commitment of the employees. Bogaert, Boone, & van Witteloostuijn (2012) supported this notion and found that “a cooperative climate enhances the affective commitment of employees”.

From all of these perspectives, it is thought that self leadership and collaborative climate can affect the affective commitment. Psychological resilience is also another concept in the literature which is not usually studied as a moderator variable in between the relationships of the self leadership and collaborative climate with affective commitment. In this study, the relationships between the self leadership and collaborative commitment with affective commitment and the moderating affects of psychological resilience.

1.2. Objectives and Hypotheses

The aim of this study is to study the relationship between the self-leadership levels of the employees and the collaborative climate level of the organization they are working in, with the affective commitment of the employee to the company with the moderator role of the psychological resilience levels of the employees. The questions to be researched in this study are as below:

RQ1: What is the association of self leadership with affective commitment?

RQ2: What is the association of collaborative climate with affective commitment?

RQ3: If self leadership is associated with affective commitment, how does psychological resilience influence this relationship?

RQ4: If collaborative climate is associated with affective commitment, how does psychological resilience influence this relationship?

This research was conducted to examine these research questions with the help of the literature review and survey questions applied to participants.

1.3. Importance of the Research

The main importance of this research is that the variables of this research are not studied together in the literature before. This research is the first one which studies the relationship of collaborative climate and self leadership between the affective commitment under the moderating effect of the psychological resilience. The findings of this research contributes the literature in terms of the relationship between the variables of this research. It also can contribute to the companies some clues about how they can benefit from the strenght of the commitment and how to enable it.

2. LITERATURE REVIEW

This section contains literature review of all the concepts that were studied as the variables of the current thesis study. Before methodology of the research, it is good to determine all the variables, to give their operational definitions and to discuss their antecedents and consequences will provide a deeper understanding about the problem of the study. There are four different variables of this thesis study which are self leadership, collaborative climate, psychological resilience and the last but not least, affective commitment.

First of all, the all the variables' operational definitions will be explained. All the definitions of each variable will be in line with the main purpose of this study. Variables will be defined and discussed with their antecedent and consequences. After all, this section will provide a conceptual map behind the hypothesis of this research. In sum, after these concepts were explained, how they are related to each other and how the hypothesis of the study were created will be revealed with quotations from some important studies from the literature for each variables in this section.

2.1. Self Leadership and Three Strategies of the Self Leadership

Leo Tolstoy, a globally well-known Russian author, argues that “Everyone thinks of changing the world, but no one thinks of changing himself.”. Also Hacı Bektaş-ı Veli, who has a respectable place in Turkish culture stated that “Whatever you are looking for, look for it in yourself.” These arguments can be considered as calls that emphasize how important it is for us to return to ourselves. In this regard, it can be said that the concept of self leadership is in the same path with these arguments because the concept of the self-leadership carries the meaning of directing ourselves in our life literally.

In many studies in the literature, the concept of self leadership is considered as part of and extension of the other leadership theories. According to Tuna (2019) the concept of self-leadership first emerged in the mid-1980s as an expansion of self-directedness based on clinical theory of self-control and inspired by the concept of "substitution approaches to leadership. It can be said that in other leadership styles, there is a top-down relationship. This means that except self-leadership, almost all the leadership styles mention a leader followed by the others. However, it can be said that there is no such perspective in self-leadership.

Carmeli, Meitar and Weisberg (2006) assumed that the concept of self leadership is different than this kind of leadership styles and they cited that “an emergent approach suggests that leadership is an activity that can be shared or distributed among members of a group or organization”. Also Çakmak

and Uğurlu (2019) supported this argument and said that “Self-leadership is an alternative to traditional leadership and organizational perspectives that focus on the influence and control of leaders with formal and hierarchical authority.” In the other leadership theories, there is a leader and its followers however the concept of self-leadership suggested that the leader and follower is same person because of self-direction aspect.

To begin with, it is important to know where the concept of self leadership has emerged and what are its roots. As Altıntaş (2022) explained the concept of Self-Leadership was first included in the book called "The Art of Self-Leadership: Strategies for Personal Effectiveness in your Life and Work" written by Manz in 1983. “Manz (1986, p.585) mentioned that this concept emerged from the studies on social learning theory and self-control in the literature, and that this process is generally referred to as self-management in the organizational literature.” (as cited in Tuna, 2019)

Moreover, Carmeli et al., (2006) sought the roots of the concept of self leadership in previous researches in the literature and depended its roots on self-influence and self-navigation (Carver & Scheier, 1981; Kanfer, 1970), self-control (Mahoney & Arnkoff, 1978) and self-management (Andrasik & Heimberg, 1982; Luthans & Davis, 1979; Manz & Sims, 1980).

Stewart, Courtright, & Manz (2010) explained the continuum of self-leadership at individual and team levels with the below table:

Table 1: “Continuum of Self-Leadership at Individual and Team Levels”

Externally managed	Self-management	Self-leadership
No influence over What, How, and Why of Work	Influence over How of work	Influence over What, How, and Why of work
Dependent only on extrinsic incentives	Mainly dependent on extrinsic incentives	Dependent on intrinsic and extrinsic incentives

It can be said that in this table, self-management and self leadership are different than being externally managed. However self-management and self leadership are also similar to each other but they are different aspects of the employees. It can also be inferred that, according to this description above table employees with self leadership skills can act more autonomously on their tasks. They can influence over what, how and why of the work.

After examining background of the concept of self leadership, it is important to define this concept. The most popular and comprehensive definition of the concept comes from Manz (1992) as “Self-leadership involves the influence people exert over themselves to achieve the self-motivation and self-direction needed to behave in desirable ways.” (as cited in Prussia, Anderson, & Manz, 1998). Furthermore, another definition comes from Houghton et al., (2003): “self-leadership is defined as “a

process through which people influence themselves to achieve the self-direction and self-motivation needed to perform.” (as cited in Bligh, Pearce & Kohles, 2006).

“The concept of self-leadership, which is also defined as super leadership by Manz and Sims (1991), has the essence of revealing the energy that exists within the individual, and beyond that, enabling those who work together to reveal their own leadership energies.” (as cited in Düzenli, 2021). Pearce and Manz (2005) considered that the concept of self-leadership is beyond the concept of the self-management, because the concept of the self-leadership is a perspective that any time looks for the answers for the “why-why-how” questions in the process of management and emphasizes the importance of the fact that all of the employees should be considered as knowledge workers. (as cited in Tuna, 2019). So, in this notion, it can be inferred that self leadership can also be a way of influencing the others and bring their inner capacity to light and the important point is that they are doing it by revealing their own energy firstly. This statement alone can mean that self-leadership is a leadership that transcends all other types of leadership.

According to all definitions given above, it can be said that the self leadership can be seen as a highly crucial and a must have trait for employees. Topper (2009) listed some steps to show how to develop self leadership for the employees as followings:

- “(1) Set goals for your life; not just for your jobs. What we think of as “meaning of life” goals affect your lifestyle outside work too, and you get whole-life context, not just work-life, each feeding off the other.
- (2) Practice discretion constantly, and lead with the example of how your own behavior does get great results. Otherwise, why should anyone follow you when you lead?
- (3) Take initiative. Volunteer to be first. Be daring, bold, brave and fearless, willing to fall down, fail, and get up again for another round. Starting with vulnerability has this amazing way of making us stronger when all is done.
- (4) Be humble and give away the credit. Going before others is only part of leading; you have to go with them too. Therefore, they have got to want you around.
- (5) Learn to love ideas and experiments. Turn them into pilot programs that preface impulsive decisions.
- (6) Live in wonder. Wonder why, and prize “Why not?” as your favorite question. Be insatiably curious, and question everything.
- (7) There are some things you do not take liberty no matter how innovative you are when you lead. For example, to have integrity means to tell the truth. To be ethical is to do the right thing. These are not fuzzy concepts.
- (8) Believe that beauty exists in everything and everyone, and then go about finding it. You will be amazed at how little you have to invent and much is waiting to be displayed.
- (9) Actively reject pessimism and be an optimist. Say you have zero tolerance for negativity and self-fulfilling prophecies of doubt, and mean it.

(10) Champion change. As the saying goes, those who do what they have always done, will get what they have always got. The only things they do get more of are apathy, complacency and boredom.

(11) Be a lifelong learner, and be a fanatic about it. Surround yourself with mentors and people smarter than you. Seek to be continually inspired by something, learning what your triggers are.

(12) Care for and about people. Compassion and empathy become you, and keep you ever-connected to your humanity. People will choose you to lead them.”

2.1.1. Behaviour Focused Strategies

To define behaviour focused strategies, Houghton, Bonham, Neck, & Singh, (2004) argued that “Behavior-focused strategies involve the self-regulation of behavior through the use of self-assessment, self-reward, and self-discipline.” So, this strategy basically focuses on the behaviour management or behaviour regulation in a positive way by the individuals themselves.

Tuna (2019) stated that behavior-focused strategies seek to increase an individual's self-awareness in order to facilitate the management of behaviors, especially behaviors related to necessary but not very pleasant tasks. It should be noticed that this strategy of self leadership can raise the awareness of the individuals as well as making them able to complete unwanted tasks. In this regard, it can be said that this is a very useful aspect of the self leadership for employees to complete the tasks given. Houghton et al. (2004) supported this notion and stated that these strategies are very beneficial to manage or direct the behaviors which is about the finishing of necessary but unbeloved tasks.

It can be stated that these strategies can be stemmed from behavioral approaches in psychology because of its similarity in the method of shaping the behaviours, such as eliminating undesirable behaviours and reinforcing the desirable behaviours. For example Houghton et al., (2004) stated that “these strategies are designed to foster positive desirable behaviors while discouraging ineffective behaviors.”

Behavior-focused strategies consist of below aspects or steps:

- Self-observation,
- Self-goal setting,
- Self-reward or self-punishment,
- Self-clueing.

Carmeli, Meitar & Weisberg (2006) mentioned that self observation strategy provides an individual determining specific behaviors that should be changed, revised or enhanced. In other words, self observations can create an awareness about the desirable or undesirable behaviors of the individuals.

D'Intino et al. (2007) supported Carmeli, Meitar & Weisberg (2006) and argued that “this type of selfawareness is a necessary first step toward changing or eliminating ineffective or unproductive behaviors.”

Self-goal setting is the second step to change the undesirable behavior after individual observed himself/herself. In this period, the difficulty of the tasks plays a key role on the accomplishing them. Alves et al. (2006) give a definition of this step as “decision about what goals to pursue and how should be pursued.” Locke, & Latham (2006), in their motivation study, mentioned about the goal setting and its importance for employee’s motivation to complete the tasks and stated that “These studies showed that specific, high (hard) goals lead to a higher level of task performance than do easy goals or vague, abstract goals such as the exhortation to “do one’s best.”. Also, Carmeli et al., (2006) support these arguments and explained that setting some challenging goals motivates the individual to complete the tasks. In short, self-goal setting is one of the steps of the leading oneself. Individuals can lead and change their behaviours with the help of this step.

Another step is the self-reward and self-punishing step. After self-goal setting step individuals can reward or punish themselves as a response to results of their goals. Çakmak et al. (2019) mentioned this strategy as a method of systematic behavior or action transformation. Alves et al. (2006) mentioned this step is to energize oneself to change the behaviors.

The last but not least, self-cluing is one of the steps of the behavior-focused strategies of self leadership. “Lists, notes, screensavers, and motivational posters are just a few examples of external cues that can help achieve the goal of attention and effort.” (as cited in Çakmak et al., 2019). This way, individuals can discourage their desired behaviors or remind themselves what to do in a certain situation.

2.1.2. Natural Reward Strategies

Carmeli et al. (2006) defined this strategies as “natural reward strategies focus on the positive experience associated with a task and the process through which it is achieved.” In the literature there are two distinct natural reward strtaegies of the self leadership. D'Intino et al., (2007) explained these two sub-strategies as followings;

“The first involves building more pleasant and enjoyable features into a given activity so that the task itself becomes naturally rewarding. The second strategy consists of shaping perceptions by focusing attention away from the unpleasant aspects of a task and refocusing it on the task’s inherently rewarding aspects.”

Çakmak et al. (2019) stated that natural reward strategies are central to self-leadership strategies. It has a direct effect on people's intrinsic or internal motivation processes associated with their tasks. It can be inferred that with this strategy, individuals can feel that they can manage themselves and their tasks. They can feel that they shape their duties and it can create a “sufficiency” feeling as a turn.

2.1.3. Constructive Thought Pattern Strategies

This strategy envisages identifying non-functional thoughts and ideas and replacing them with more constructive and effective ones. (Demiröz, 2015). It can be considered that this strategy is highly functional in thinking positively and in completing the tasks efficiently.

As Çakmak et al., (2019) cited that to achieve constructive thinking, four mental strategies or steps are needed;

- “Improving the belief system,
- Using imagination to facilitate desired performance,
- Using self-talk to gain advantage,
- Learning and using new and improved scenarios.”

2.2. Collaborative Climate

2.2.1. Organizational Climate and Main Types

Climate, in its dictionary meaning, is actually a word used to refer to the permanent weather, soil, vegetation, etc. conditions of a geographical region and its characteristic features. Organizational climate can actually be interpreted as a concept that refers to the characteristic features of a company's atmosphere. However, it can be said that organizational climate is more about the actions, beliefs, attitudes, rules and cultural traits of a company and employees in it.

Before defining and discussing the concept of the collaborative climate, it is important to define and examine the concept of the organizational climate itself. Hellriegel & Slocum (1974) explained that since the year of 1966 studies were accelerated to conceptualize and measure organizational climate concept. Lewinian forms the basis of the concept of organizational climate and the concept of behavior, defined by Lewinian as the product of people, has created a basic framework for climate research. (Halis, 2008).

In this part, some of these studies will be elaborated and tried to be understood. Kurt Lewin, (1951) argued that the concept of climate centers how participants of an organization experience the

organization. “Schneider and Hall (1972) described organizational climate as a set of summary or global perceptions held by individuals about their organizational environment.” (as cited in James & Jones, 1974). So, it can be said that the concept of the organizational climate is a perceived one by the individuals. In other words, this concept can be considered as a total of the perceptions of the employees about their organization. To support this notion, another definition comes from Kelley (1992): “Organizational climate refers to the perceptions of individuals regarding the set of descriptive characteristics that differentiate an organization (from other organizations) and influence their behavior.” (as cited in Taştan, 2013). However, in this definition, it can be said that another aspect of the concept of organizational climate emerges which is differing from one organization to another.

The definitions touch on many different aspects of the concept of organizational climate such as the perceived nature of the concept but also touch upon that it gains different meanings of organizational climate when viewed from one organization to another. As James & Jones (1974) cited, Pritchard and Karasick (1973) also redefined organizational climate based upon a number of previous definitions (Gellerman, 1959; Georgopoulos, 1965; Gilmer, 1966; Litwin & Stringer, 1968; Taguiri, 1968):

“Organizational climate is a relatively enduring quality of an organization's internal environment distinguishing it from other organizations; (a) which results from the behavior and policies of members of organizations, especially top management; (&) which is perceived by members of the organization; (c) which serves as a basis for interpreting the situation; and (d) acts as a source of pressure for directing activity.”

Another definition, in the same line with the other arguments above assumes that “Organizational climate refers to a set of attributes which can be perceived about a particular organization and/or its subsystems, and that may be induced from the way that organization and/or its subsystems deal with their members and environment.” (Hellriegel & Slocum, 1974).

It can be said that the organizational climate also affects the individual's behaviors and actions as Hitt & Morgan (1977) cited the definition of the concept and said that “as a set of properties of the work environment perceived, either directly or indirectly, by those working in the environment and which is assumed to be a major force of influence of behavior on the job.” In other words, it can be said that this concept, in addition to being perceived, also expresses a set of understandings that can affect employees' behavior on the job. In addition, the arguments and definitions of the Litwin & Stringer (1974) support this idea as it can be understood from below statement:

“Pioneering the conceptualisation of organisational climate, Litwin and Stringer (1974) identified both objective and perceptive features of the climate and described it as a set of measurable properties of the work environment, perceived directly or indirectly by the individuals and are assumed to influence motivation and behaviour.” (as cited in Taştan & Davoudi, 2007).

In this point can be said that, organizational climate is both created and affected by the employees of a particular organization as well as it affects the employees' behaviors on the job. Fakılı (2019) cited that it is not possible to say that the motivation, job satisfaction and organizational commitment of the individuals who breathe the same atmosphere and who are both the subject and the object of the organizations are not affected by the atmosphere created in the organization.” So organizational climate affects the employees and their thoughts, beliefs and also their actions when they performe their job. The concept of organizational climate is both created by the employees and their actions and also affects their actions in turn.

There are also some criticisms to the organizational climate concept. First of all, some criticisms have been made about the assumption that the organizational climate is perceived similarly by all employees. (Hellriegel & Slocum, 1974). However, it should be noticed that every employee has different perceptions and assumptions about every single situation. So, there cannot be only one and single unite of perception. In this regard, it can be said that actually the concept of organizational climate has a bit subjective dimension. “A second major criticism advanced by Guion is that ‘to many in the field, however, there seems to be real confusion over whether 'climate' refers to attributes of organizations or attributes of people’.” (Hellriegel & Slocum, 1974). This is another criticism to concept of organizational climate and it can be seen as an independently another debate area on its own. It is a bit hard to separate the organization from its members so maybe this is why the concept of organizational climate didn't mention about such distinction.

In the organizational climate literature, as Fakılı (2019) cited the concept of organizational climate consists of at least three variables which are:

- “1. Environmental Variables: These are the variables that are affected by external factors that are not caused by the individual himself. The physical structure of the organization, its size, laws, economic characteristics, etc.
2. Personal Variables: Variables with individual characteristics of organizational employees. These; personalities, skills, achievements, tendencies, experiences, etc. of the employees of the organization.
3. Outcome Variables: They are result-oriented variables that emerge with the effect of individual and environmental factors. Examples of these are job motivation, satisfaction, job satisfaction, employee performance and productivity.”

All in all, it can be inferred that organizational climate concept is both perceived one and also affecting the individuals in some ways. It can be considered as a result of the interaction of the employees as well as it influences the employees.

There are some different types of the organizational climate. Halis (2008) stated that Halpin and Croft determined six different organizational climate types in their study on organizational climate in schools. These can be listed as open climate, autonomous climate, controlled climate, familiar climate, paternal climate and closed climate. There is also another type in the literature which is developed by Litwin and Stringer (1968). Again Halis (2008) cited Litwin and Stringer (1968) and mentioned three types of organizational climate such as climate with autocratic structure, democratic structured climate, climate for success. These are some organizational climate types developed based on the different leadership styles in the organizations.

There are also positive organizational climate types and negative organizational climate types in the literature. Some positive organizational climate types are supportive climate, participative climate, creative climate, etc. Some negative organizational climate types are toxic climate, closed climate, etc. However, in this research these are not the main topics. So, in this section these climate types were not mentioned in detail.

After all these explanations about this main concept called organizational climate, the concept of collaborative climate, which is another type of the organizational climate and another variable of this study should be elaborated with its all aspects and definitions. Before giving its definition, different aspects and results of the collaborative climate is examined, its roots should be mentioned briefly.

Solidarity and collaboration are two indispensable building block of our own culture as it is such in the countries which have their own unique collective culture patterns. Well-known French sociologist Émile Durkheim bases collaboration and solidarity on the collective consciousness in such countries which have collective culture patterns. Davis (1963) supported this notion and said “Durkheim might say, the stronger the collective conscience and the greater the mechanical solidarity.” This is how solidarity and collaboration found place to itself in the social sciences, namely in the sociology.

When it comes to organization and organizational disciplines, “the concept of collaboration in organizations was first used in the context of the "human relations movement in the industry" developed at the end of the "Hawthorne Studies" conducted under the leadership of Elton Mayo in the 1930s.” (Limon & Durnali, 2017).

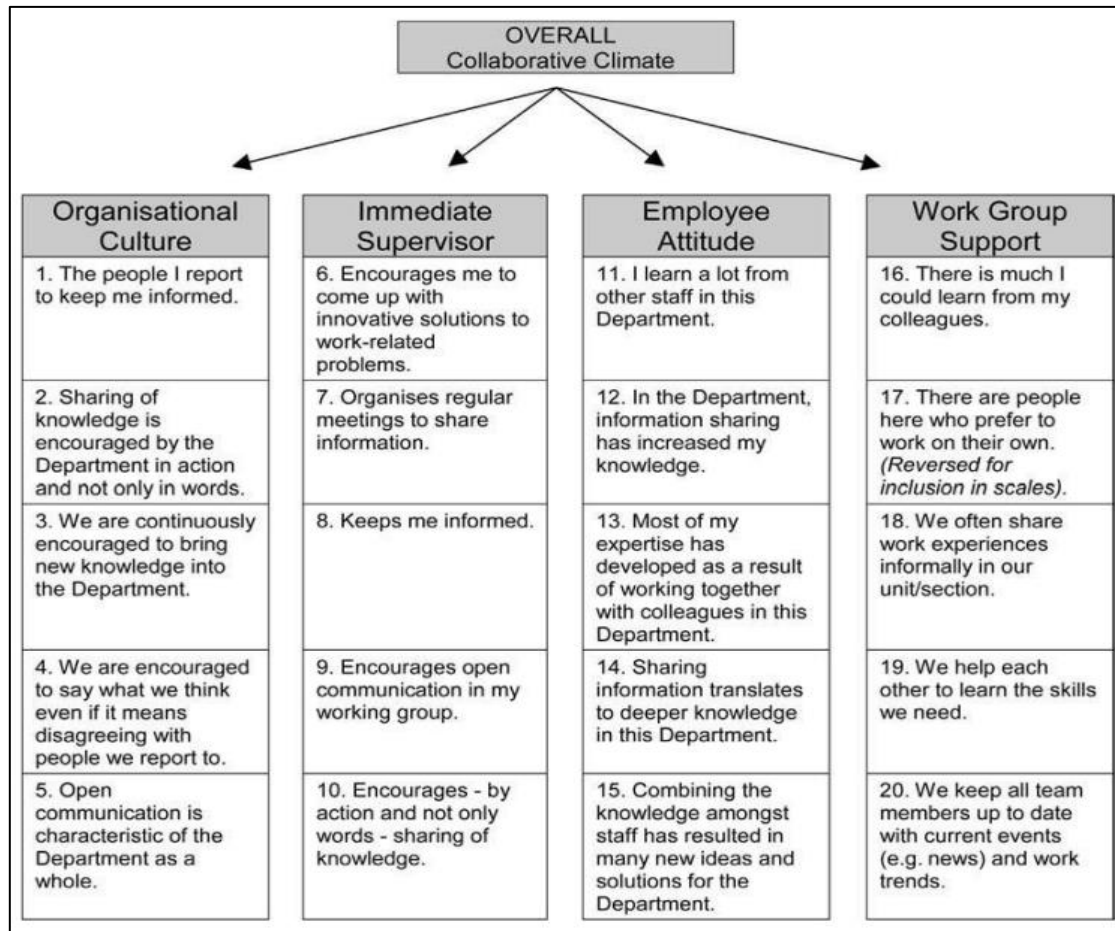
There are a variety of different definitions of the concept of collaborative climate in the literature field. To define the concept of the collaborative climate, Younis (2019) assumes that the collaborative climate mirrors the common perception of the collaboration between the employees in the work place.

This definition refers to interpersonal collaboration and also a common perception of the employees about the collaboration in their workplaces. In their measurement instrument development study, Limon and Durnalı (2017) defined the concept of the collaborative climate as “collaborative climate is the climate that expresses the beliefs, values and assumptions of individuals about knowledge sharing and is formed as a result of effort and volunteerism in this direction.” Kapusuz, Pekkan, Develi and Çavuş (2021) supported this notion and defined the concept as “the collaborative climate is among the most important factors that enable the disclosure of confidential information among team members and increase the efficiency of the information process.”

Another definition comes from Fakılı (2019): “Collaborative organizational climate is the sharing of resources among employees on the basis of teamwork.” In this kind of climate, employees might prefer to be more sharing the resources in justice and also this type of climate requires working in more harmony. Younis (2019) cited that “Collaboration is the ability to pull together and work closely and comfortably together to complete an interdependent task, pursue a mutual interest, or pursue a jointly held intriguing idea”.

Sveiby & Simons (2002) explained the subdimensions of the concept of collaborative climate with the table 2 below. As it can be seen in this table, the concept of collaborative climate has four different components. These components can be listed as organisational culture, immediate supervisor, employee attitude, work group support. (Sveiby et al., 2002).

Table 2: “Components of Collaborative Climate Composition of Scales”



Source: Sveiby & Simon, 2002.

According to this table of components of collaborative climate, it can be said that Limon et al., (2017) did a very similar definition with Sveiby et al., (2002). Because, in this table there are some expressions such as “information sharing”, “learn from colleagues”, “bringing new knowledge into department” and “sharing knowledge” etc. These statements might show that Sveiby et al., (2002) defined the concept through sharing the knowledge and the other resources within the organizations as Limon et al., (2017) did.

There are also some expressions such as “we”, “helping each other”, “open communication”. These expressions can be considered as clues of the collaboration, solidarity, and sharing the resources all together in harmony. In such a collaborative organizational climate it is indispensable to have positive organizational and individual level outcomes.

The last but not least, when the literature background of collaborative climate was searched for this study, it has been seen that the concept was used mostly in schools and on teachers. There were also some scales developed to make a measurement on this area. For this study, the scales will be used at a more organizational level.

2.2.2. Antecedents and Consequences of Collaborative Climate

There are some antecedents and consequences of the organizational climate. In this section these antecedents and consequences will be defined and discussed in detail to give a better understanding about the climate's effects on the organizations and to give a better framework about the conceptualization of the collaborative climate.

First of all, some of the antecedents of the concept of organizational climate might be leadership style of leader's behaviors. For example, İşçi, Çakmak and Karadağ (2015) cited that "Leader behaviors have an important place in shaping the organizational climate and creation of a positive environment." It is possible to say that leaders' attitudes and behaviours in the organizations effects the attitudes of the employees directly and the harmony between them. Also, this may affect the performance, creativity, and relationships between the employees. In this notion, all these are important in creating a positive organizational climate in the companies. Uysal (2019) summarized the antecedents of the positive organizational climate as leaders, physical environment, recognition, a good relationship among employees in her article. This perspective is also supportive to the one mentioned above. If the leader's behaviors are supportive and enhance the participation of the employees then there can be more collaborative atmosphere in the companies. Kim and Park (2020) cited that "Likewise, transformational leadership, specifically, the intellection stimulation aspect, supports employees' knowledge sharing by enhancing employees' interest in, and awareness of problems and increasing their ability to think about problems in new way."

In addition, Kim and Park (2020) stated that "providing relevant training programs and actively implementing supportive systems for leadership will enhance the organizational climate." In this respect, some HR implementations such as trainings etc. in the organizations may influence the organizational climate and as a result may provide the collaborative climate in the organizations.

Moreover, Viitala et al., (2015) cited that "There is some research evidence on the connections between the features of organizational climate and factors of well-being at work." This means that well-being at work is a crucial aspect which effects the organizational climate. Because as mentioned above sections, it can be said that organizational climate concept is both perceived one and also affecting the individuals in some ways. In other words, organizational climate is created within the organization itself and also affects the organization's all elements. So the organizational well-being can be another antecedent of the organizational climate.

There are also some consequences of the collaborative climate in the organizations. "Nowadays, firms tend to create comfortable atmosphere and suitable working environment to enhance performance,

increase job satisfaction, decrease employees' turnover and absenteeism and to improve workers' involvement and attachment to the organization as a whole entity." (El-Kassar et al., 2011). Because all the companies try to benefit from the desirable consequences of the organizational climate and improve employee retention and employee commitment as a result.

Kelly and Schafer (2014) stated that "... because it lowers stress, it makes for a better work environment overall." In other words, the collaborative climate can reduce stress levels of the employees and in return creating better work environment. Kelly et al., (2014) also summarized the consequences of the collaborative climate as below:

- "It can help recruit, retain, and motivate employees"
- "Increase productivity"
- "Bring new products and services to the market faster"
- "Increase customer satisfaction and loyalty"
- "Improve an organization's bottom line"

It can be said that collaborative climate can offer some solutions for organizations in change management and diversity management or etc. First of all, positive organizational climate is crucial in order to develop feelings of ownership. (as cited in Madi & Üçok, 2023). It may enhance the other positive work behaviors of the employees. Moreover, as cited in Taştan et al. (2015) "Supportive and collaborative climates have some advantages including the growth of human resources in terms of confidence, competence and skill, the rapid implementation of organisational change and the effective management of diversity." Collaborative climate can also be important in conflict resolution processes in the organizations. Kapusuz et al. (2021) mentioned that in the organizations which have collaboration opinions and resolutions are made up together by all the employees and they come to the end by acting with empathy during the finding remedy for conflicts in their workplaces. Also, Parayitam & Papenhausen (2016) supported this notion and said that "it is emphasized that this climate can reduce the negative aspects of the conflict process that affects the relationship between cognitive diversity and team effectiveness (as cited in Kapusuz et al., 2021).

Taştan et al., (2015) cited that "It has been argued that the supportive and collaborative climates enhance the value sharing, concern for peers, and mutual work among groups to increase capability and job performance." In other words, collaborative climate can create a harmony environment in the organizations. It is possible to assume that survival of the organizations can be possible with the solidarity and harmony between the employees in it. So, the concept of collaborative climate carries these meanings in it. For example, information sharing (Sveiby & Simon, 2002), volunteerism (Limon and Durnalı, 2017), sharing the resources (Fakılı, 2019), working together comfortably (Younis, 2019)

are some expresses which were used to make the definition of the collaborative climate. These aspects are crucial for the survival and competitiveness of the organizations. So, it can be said that collaborative climate might have an effect on the survival and competitiveness of the organizations.

2.3. Psychological Resilience

2.3.1. Conceptualization of Psychological Resilience

Today, in whole world, there is a rapid development and progress in all segments of our life. As the famous philosopher Heraclitus, who lived in Ephesus in 535-475 BC, said that "the only thing that does not change is change itself", the most important resources of hardship of the age that we all live in is fast change. This situation brings a huge ambiguity as a conclusion of competition to everyone's world. Psychological resilience is one of the most important soft skills for human-beings both in their daily life and business life, especially within such uncertain and ambiguous world in order to cope with all these hardships.

First of all, it is important to understand what resilience is and to define this concept within the scope of the research. In the literature, there are many different definitions of the concept of resilience. This concept is used in many other disciplines in different meanings such as ecology, disaster management, physics, psychology, and other social sciences such as sociology. Kararmak (2006) stated that resilience is a popular concept in the literature however there is not globally accepted definition of the concept.

The etymological root of the word "resilience" can be a clue to understand the concept in a better way. As Alexander (2013) cited that "...the most common uses were to describe leaping, jumping or rebounding. Pliny the Elder used the term to refer to the leaping of fleas and frogs. Cicero, in his Orations, used it in the sense of rebounding." So, the word itself contained meaning of reaction in some sense in the past times. It was conceptualized in different disciplines however, "the first researcher to use the concept of "resilience" most prominently in social sciences was Timmerman (1981), who examined the "resilience" levels of societies." (Gerçek and Börekçi, 2019). It is possible to say that in social science disciplines, resilience has similar meaning and connotations, such as ability to cope with adversities, crisis and hardships and keep surviving.

Coutu (2002), Fiksel (2003), Hamel and Valikangas (2003), Sutcliffe and Vogus (2003), Stewart and O'Donnell (2007), Marcos (2008) also mentioned about the concept of resilience however, their definition was more on the organizational level. (Ates et al., 2011). In addition, there are two more organizational level definition as followings. According to Horne and Orr (1998), "resilience" is the

ability to respond productively to significant changes that disrupt the expected cycle of an event. (as cited in Gerçek et al., 2019). McDonald (2006), on the other hand, defined resilience as the ability of an organization to manage the environment and adapt to the needs of the environment. (as cited in Gerçek et al., 2019). However, in this research the concept of resilience will be used in individual level to understand the individual's level of resilience to what they faced in their workplaces.

In the discipline of psychology, the concept of resilience is defined by many different scholars. These definitions were on the individual level rather than organisational level. For instance, Friborg et al. (2006) defines the concept as “resilience is a well-established construct for describing and explaining unexpected positive outcomes despite a high risk for maladjustment when exposed to psychosocial adversities.” Moreover, “resilience is typically defined as some manner of successful adaptation to such negative events.” (as cited in Seery & Quinton, 2016). In other words, every single day people meet a variety of negative events, especially in workplaces. If they have good level of psychological resilience they can cope with such negative events far easier. In a very sum and short definition, Rutter (1985) stated that “resilience, the ability to bounce back or cope successfully despite substantial adversity.” (as cited in Earvolino-Ramirez, 2007). In another definition, Fraser, Richman, and Galinsky (1999, p.136) define resilience as “the ability to achieve positive and unexpected success under difficult conditions and adapt to extraordinary conditions and situations”. (Gizir, 2007). In every definition, adversities and difficulties plays a huge role on performing the psychological resilience.

In this point, Friborg and his colleauges (2006) has related the concept of resilience to the stressors when he conceptualized the resilience. “However, the concept of resilience is inextricably linked to the stress concept, e.g., it is assumed that exposure to some kind of stressors is a prerequisite for resilience to develop” (Friborg et al., 2006). So, from this angle, it is possible to consider that stressors or adversities are the first premise of the resilience to occur. Also, arguments of Luthar et al. (2000) support this notion: “while defining psychological resilience, two critical points are mentioned: (a) being exposed to a significant threat or adversity situation, and (b) realizing a successful adaptation process despite significant negativities that will interrupt developmental periods.” (Karairmak, 2006).

Luthans, Vogelgesang & Lester (2006) defined the concept of resilience quite similar to definition of Seery & Quinton (2016) and Luthans et al., (2006) suggested that “although resiliency has traditionally been portrayed as trait-like and therefore relatively fixed (you either have it or you do not; see Block, 1961), there is increasing evidence that it is in fact developable.” In addition, Friborg et al. (2003) stated that psychological resilience was initially thought of as a personal trait. As time passed, it was concluded that this is a phenomenon that can be learned and that it can be gained by learning and developing it. (Kavi & Karakale, 2018). In this regard, it can be considered that resilience is both genetic

and hereditary and can also be developed by learning later. It is not a static talent but it is dynamic and developable in these terms.

2.3.1.1. Four Waves in Psychological Resilience Investigations

As Masten (2011) stated the first wave of resilience researches emerged in the 1970s. The researches trying to figure out the concept itself and prevent the development of psychopathology. (as cited in Cömert, 2022). The scholars who investigated the concept of psychological resilience in this wave tried to understand what the psychological resilience is and how it can be measured which scales should be used. In short, they tried to understand the concept itself.

“The origins of research on resilience have deep roots in the history of medicine, psychology, and education. It was around 1970, however, that the systematic study of resilience emerged within the broader context of developmental psychopathology, the study of behavioral health and adaptation from a developmental perspective.” (as cited in Masten & Obradovic, 2006).

The second wave focused on finding the processes and regulatory systems that explain the protective factors associated with resilience. (Kavi et al., 2018). It can be said that in this period of the historical development of the concept, the most noticeable key factor is the protective factors of the psychological resilience. Masten et al., (2006) argued that second wave of researches upon the concept of resilience focused on find out the processes and regulatory systems and the causes behind the resilience. Risk and protective factors were developed in this wave.

The third wave, characterized by efforts to promote resilience through prevention, intervention, and policy, rose from a sense of urgency for the welfare of children growing up with adversities and vulnerabilities, who could not wait for a complete elucidation of resilience. (Masten et al., 2006). It can be said that this third wave is the sum and unite of all the previous waves in the psychological resilience investigations. Incentives were made to protect mental and spiritual health in this wave.

In most thesis and researches, the authors mentioned about three waves however some researchers mentioned also about a fourth wave in the psychological resilience investigations. In this wave the researches were affected from the developments in the neuro-science and technologies. They investigated the effects of the genetic differences.

2.3.1.2. Subdimensions of Psychological Resilience

There are three subdimensions of the concept of psychological resilience according to previous researches about this concept which are attachment, control and difficulty. (Morrissey ve Hannah, 1986; Maddi and Khoshaba, 1994; Lambert and Lambert, 1999; Hanton, Evans and Neil, 2002; Crowley et al., 2003; Lambert, Lambert and Yamase, 2003; Maddi et al., 2006). As Sezgin (2012) cited;

“Attachment is seen as a sense of purpose and meaning that occurs through the individual's passive involvement in daily events without staying out of events. Control is the tendency to believe and act in a way that will affect and change events instead of feeling unhappiness when faced with difficulties. The difficulty is the belief that change is a natural part of daily life and a stimulus for development rather than a threat to security. Because of this feature, psychological resilience can reduce the negative factors of life that cause stress or can be a shield against them.”

First of all, when the first subdimension was examined, it could be said that attachment is highly important for human-beings to gain strenght to cope with all stressors throughout the life which is full of hardships. Moreover, in control aspect, poeple do not fear from change and they feel that they held the power on their hand to cope with any adversity. Finally the difficulty subdimension is more about the pre-requisite of the transformation or development of oneself.

2.3.1.3. Risk Factors and Protective Factors of Psychological Resilience

In this section, it will be enlightened that there are some risk factors and protective factors which are affecting the resilience. As Karairmak (2006) suggested that risk factors originate from stressful events and protective factors eliminate the negative effects of risks and help formation of resilience. In many different definitions of resilience in the literature, the concept was defined or conceptualized with the adversities and hardships and coping with these conditions as it can be seen above citations. So, there are also some risk factors and protective factors which contribute or affect the resilience process when individuals faced a certain hardship in their life.

Karairmak (2006) defined the concept of resilience in the axis of risk and protective factors as “psychological resilience includes adapting to changes in one's life in the dynamic process that occurs as a result of the interaction of protective factors and risk factors when faced with a negative situation (divorce, terrorism, natural disasters, poverty, broken family order, even changing city or moving).” So, it could be possible to examine the risk factors and protective factors are a part of resilience process and they are important for people to cope with the difficulties in life.

In his study, Gizir (2007) divided protective factors into three categories which are individualistic, familial and environmental. Protective and risk factors are given together below tables in order:

Table 3: “Risk Factors of Resiliency”

	Psychological/dispositional attributes (Individualistic)	Family support and cohesion (Familial)	External support systems (Environmental & Organizational)
Risk Factors	Age, gender, marital status, education level, personality, maladaptive/incompatible temperament and personality, prematurity, mother's use of alcohol / drugs during pregnancy, low IQ level, anti-social behavior, adverse life experiences, pessimistic perspective, shyness, low self-esteem, asocial life, chronic illnesses, negative life experiences, academic failure, substance abuse, physical abuse, belonging to an ethnic minority,	Interparental conflict, depression and chronic diseases in parents, violence, neglect and abuse in the family, stepparents, sibling relationships, early parental loss, alcohol-substance abuse of parents, single-parent family, divorce of parents, adoption, oppressive effects of the extended family, being mom during adolescent, inconsistent or excessively authoritarian	Peer relationships, socioeconomic adversity, low cultural level, community violence, being included in deviant peer groups, insufficient nutrition opportunities, negative effects of traumatic events (migration, war, and natural disasters), social violence, homelessness and poverty, unemployment, social stigma, neglectful parents, workplace bullying

Source: “Akülger, 2022; Aşut, 2020; Aydın, 2020; Bradley et al., 1994; Bulut, 2019; Earvolino-Ramirez, 2007; Goodman, 2004; Gizir, 2007; Greeff & Ritman, 2005; Hetherington & Elmore, 2003; Lansford et al., 2006; McCann et al., 2013; Nurhat, 2017; O'Donnell, Schwan-Stone, & Muyeed, 2002; Pilowsky, Zybert, & Vlahov, 2004; Reed-Victor & Stronge, 2002; Sarıkaya, 2019; Schoon, Parsons, & Sacker, 2004; Tekin, 2011; Tiet et al., 1998; Yıldırım, 2020; Yu, Raphael, Mackay, Smith, & King, 2019.”

Table 4: “Protective Factors of Resiliency”

Protective Factors	Psychological/dispositional attributes (Individualistic)	Family support and cohesion (Familial)	External support systems (Environmental & Organizational)
	Social competence, problem-solving and decision-making skills, autonomy, sense of purpose and future, appealing, self-efficacy, self-confidence, high self-esteem and self-awareness, health, talents, faith and religious beliefs, intelligence, easygoing disposition, empowerment, self mastery, self-regulation skills, positive outlook on life, perceived control, age, gender, temperament and personality, academic success, optimism, effective in work/play/love, empathy, self-discipline, social intelligence, internal locus of control, flexibility, interpersonal sensitivity, future oriented, trust in others, sense of humor, productive critical thinking skills, managing range of emotions, physical attractiveness, spiritual well-being, intrinsic and extrinsic motivation, trained (being experienced) against negative events, mindfulness, developing/ having effective coping strategies	Caring and support, realistic and high expectations from children, socioeconomic advantages, connections to extended supportive family networks, warmth, monitoring, parent-child relationships, coparenting, stepparents, sibling relationships, marital support, low family-stress level, piety	Opportunities for participation, attending effective schools, quality of social services and health care, neighborhood quality, peer relationships, positive role models, social, emotional, and friend support, organizational support and perceived fairness, low workload, job satisfaction, work-life balance, workplace well-being, piety

Source: “Akülger, 2022; Adams, Figley, & Boscarino, 2008; Alnar, 2015; Aşut, 2020; Atalay, 2020; Back, Steinhäuser, Kamal, & Jackson, 2016; Benard, 1991; Bolger & Patterson, 2003; Brooks, Amlôt, Rubin, & Greenberg, 2018; Bulut, 2019; Carp, 2010; Çoruh, 2020; Earvolino-Ramirez, 2007; Ernas, 2017; Gabriel et al., 2007; Garmezy, 1974; Hetherington & Elmore, 2003; Karakaya, 2019; Karakuş, 2017; Karataş, 2016; Kaya, 2019; Mandleco & Peery, 2000; Masten & Coatsworth, 1998; Masten & Powell, 2003; McCann et al., 2013; Milne, 2007; Richardson, Neiger, Jensen, & Kumpfer, 1990; Richardson, 2002; Rutter, 1987; Sarıkaya, 2019; Taşdemir, 2018; Thoresen, Tønnessen, Lindgaard, Andreassen, & Weisæth, 2004; Tusaie & Dyer, 2004; Werner, 1995; Yıldırım, 2000; Yıldırım Usta, 2018”

2.3.2. Antecedents and Consequences of Psychological Resilience

In this section antecedents of the concept of psychological resilience will be elaborated in line with the aim of this study. Psychological resilience is one of the most crucial insrinct trait for human beings which affect inividual’s life in a positive way.

There are lots of antecedents of the concept of psychological resilience. In this study, when the concept of psychological resilience defined the most important antecedent might be perceived as

adversities. However, the adversities are just premises which affects the building of the psychological resilience. Also, the process of formation of the protective factors is highly important to understand the antecedents of the psychological resilience concept. In this point, some researches emphasize the importance of the care-giving methods in early childhood ages. (e.g. Masten et al., (2013)).

Many positive traits of human-being's character, positive work outcomes and positive psychology concepts can be the antecedents of the psychological resilience. For example, "higher levels of well-being" can be an antecedent of psychological resilience. (as cited in Harms, Brady, Wood, & Silard, 2018). When it comes to characteristic traits of human-beings, "also high levels of character strengths have been suggested to be key antecedents of resilience (Martínez-Martí & Ruch, 2017; Peterson, Park, & Castro, 2011; Peterson & Seligman, 2004) or as potential indicators of resilience itself (Goodman, Disabato, Kashdan, & Machell, 2017)." (as cited in Harms, et al., 2018). "Even the "passion" component might be considered a possible antecedent of resilient behavioral patterns." (Harms, et al., 2018). Moreover, in workplaces, organizational support, career-related issues and work atmosphere can affect the resilience in a positive way. In a recent study, the author stated that "the antecedents or factors such as career adaptability, engagement with the work environment and positive HRM interventions are directly related to women managers' resilience development." (Shafique, Tabassum, Konstantopoulou, & Arslan, 2019).

There are also lots of consequences of the concept of psychological resilience which will be elaborated in line with the aim of this study.

First of all, psychological resilience of the employees at workplaces can influence the performance in a positive way as Sezgin (2012) mentioned that the consequences of the psychological resilience can be "successful and effective." As Seçkin & Hasaoğlu (2019) stated it allows you to step beyond negative situations by overcoming them. (as cited in Cömert, 2022).

Additionally, it is possible to divide all the outcomes of the psychological resilience into two categories which are individual and organizational. Individual and organizational level consequences of psychological resilience are all listed in the tables in order below:

Table 5: Individual Level Consequences of the Psychological Resilience

Consequences	Author
“Cognitive flexibility”	“(Geyik Koç, 2020)”
“Coping with stress”	“(Küçüktatlıdil, 2016)”
“Life satisfaction”	“(Özdaş, 2017)”
“Post-traumatic growth”	“(Li, Cao, Cao, Liu, 2015; Oginska-Bulik & Kobylarczyk, 2015; Özçetin & Hiçdurmaz, 2017; Yun, Lim, Yu, & Choi, 2020)”
“Psychological well-being”	“(Fredrickson, 2001; He, Trunbull, Kirshbaum, Phillips, & Klainin-Yobas, 2018; Karacaoğlu & Köktaş, 2016; Keye & Pidgeon, 2014; Sourı & Hasanirad, 2011; Yıldırım & Arslan, 2020)”
“It decreases the level of anxiety”	“(Hjemdal et al., 2011, Humphreys, 2003; Perişan, 2018)”
“Vigilant decision making”	“(Yıldız, 2015)”
“Depression”	“(Hjemdal et al., 2011; Humphreys, 2003; Taş, 2013, Kukibara et al., 2014; Yoshikawa, Nishi, Kashimura, & Matsuoka, 2019)”
“Emotional exhaustion”	“(Rios-Risquez, Garcia-Izquierdo, Sabuco-Tebar, Carrillo-Garcia, & Martinez-Roche, 2016)”
“Obsessive-compulsive symptoms”	“(Hjemdal et al., 2011)”
“Procrastinating and hypervigilant style of decision making”	“(Yıldız, 2015)”
“Psychological distress”	“(Harker, Pidgeon, Klaassen, & King, 2016)”
“Secondary traumatic stress”	“(Harker, Pidgeon, Klaassen, & King, 2016)”
“Stress and perceived stress”	“(Hjemdal et al., 2011; Ong, Bergeman, Bisconti, & Wallace, 2006; Taş, 2013)”

Source: “as cited in Akülger, 2022”

Table 6: Organizational Level Consequences of the Psychological Resilience

Consequences	Author
“Psychological resilience increases the collaborating style of conflict management”	“(Sarıkaya, 2019)”
“Occupational/organizational commitment”	“(Çetin & Basım, 2011; Kara, 2019, Selçuklu, 2013; Youssef & Luthans, 2007)”
“Organizational citizenship behavior”	“(Kanbur, Kanbur, & Özdemir, 2017)”
“Cynicism”	“(Rios-Risquez et al., 2016)”
“Performance”	“(Sutcliffe & Vogus, 2003)”
“It decreases the possibility of burnout”	“(Çağlayaner, 2019; Harker, Pidgeon, Klaassen, & King, 2016; Mealer et al., 2012, Tekin, 2011)”
“Job satisfaction”	“(Çetin & Basım, 2011; Kanbur, Kanbur, & Özdemir, 2013, Kurt, 2011; Mizmizlioğlu, 2018, Youssef & Luthans, 2007)”
“It decreases job alienation”	“(Çetinkaya, 2019)”

Source: “as cited in Akülger, 2022”

In addition to all of these explanations, according to Avey, Luthans, and Jensen (2008), “resilience” is an internal resource that employees can use in the face of turbulent and stressful workplace situations. (as cited in Gerçek et al., 2019). In this point, it should be noticed that there are some scholars who suggested that resilience at work and resilience in daily life are different concepts. As Gerçek et al. (2019) stated that the psychological resilience and employee resilience are different because in employee resilience concept the organizational resources which help the coping strategies plays a huge role on this difference. From all these explanations, it can be considered that psychological resilience and employee’s resilience are two similar but a bit different concept. As far as understood from above descriptions, employee’s resilience contains a developmental process in the performance of the employees and also organizational support as a concept in itself.

2.4. Affective Commitment

2.4.1. Conceptualization of Organizational Commitment and Main Types

As Cakı, Asfuroğlu and Erbas (2015) explained the concept of commitment was first mentioned by Whyte (1956), later continued by firstly Porter, then by many researchers like Allen, Mowday and Becker etc. (Gul, 2002,37). Meyer and Allen are also two important milestones of the literature background of the concept of the organizational commitment although they argue that the most comprehensive study of the commitment was conducted by Mathieu and Zajac (1990). (Meyer and Allen, 2001).

Organizational commitment concept could be considered as a mutual concept between organization and the employee as Taştan and İşçi (2013) stated that “Two general factors which influence the strength of a person’s attachment to an organization are the rewards he has received from the organization and the experiences he has had to undergo to receive them as implied by the Social Exchange Theory (Blau, 1964).”

When the literature background of the concept of organizational commitment was investigated it can be said that commitment theories can be divided into four categories which are behavioral commitment theory, transactional commitment theory, obligatory commitment theory, and attitudinal commitment theory.

In the first category, in the behavioral commitment theories, scholars used more psychological view of defining the concept. For example, “Mowday, Porter & Steers (1982), when they wrote that behavioral commitment ‘relates to the process by which individuals become locked into certain organizations’” (as cited in Mercurio, 2015). “Social psychologists such as Kiesler (1971) and Salancik (1977) have defined commitment as ‘a state of being in which an individual becomes bound by his actions.’” (as cited in Angle and Perry, 1983).

The second category, transactional commitment theory is more about individual investments. “Becker (1960) argued that commitment was a result of the perceived loss of an accumulation of specific investments if the individual did not maintain membership in that organization. Examples of these investments could include time, effort, and money.” (as cited in Mercurio, 2015).

In the third category called obligatory theories, the key point of the definitions are obligation. “Other researchers (Meyer & Allen, 1991; Wiener, 1982) theorized that commitment is partly developed by an individual’s predisposition or mind-set of obligation to an organization.” (as cited in Mercurio, 2015).

The last categorization of the commitment theories is the attitudinal commitment theories. “Kanter (1968) pioneered the theory of attitudinal commitment by hypothesizing that feelings of cohesion or involvement with an organization likely contributed to an individual’s commitment to that organization.” (as cited in Mercurio, 2015).

There are many different scholars who defined organizational commitment concept from different angles. In the Table 7 below, different definitions in the literature was shown.

Table 7: Definitions of Organizational Commitment

Definition	Author
“Organizational commitment reflects one’s persistence in making sacrifice to the good of the organization, and it indicates the person’s preoccupation with the organization, as evidenced by the person’s devotion of personal time to organizational activities.”	“(Wiener, 1982)”
“Organizational commitment generally refers to an individual’s psychological commitment to the organization, including work involvement, loyalty, and belief in organizational values.”	“(Measure Cetin, 2004: 90)”
“It is the process of identifying with the goals of an organization’s multiple elements (Which can include top management, customers, trade unions and society at large).”	“(Reichers, 1985: 465)”
“Commitment is a function of the perceived harmony between the individual and the organization.”	“(Çöl, 2004)”
“Organizational commitment, which expresses the psychological attachment of the employee to the workplace, can also be defined as the desire of the employee to stay in the organization and to strive for it, and to adopt the goals and values of the organization.”	“(Yalçın and İplik, 2005: 396-397)”
“Organizational Commitment is the identification of an individual with an organization and the relative strength of identify unity.”	“(İnce and Gül, 2005: 3)”
“Organizational commitment is defined as the individual’s seeing the interests of the organization above his own interests.”	“(Baysal and Paksoy, 1999: 7)”
“It is a behavior related to the commitment of employees to the organization they belong to and a continuous process in which the participants of the organization express their interest in the organization and its continued success and well-being.”	“(Luthans, 1992: 124)”
“Organizational commitment, which stresses employees’ identification with and attachment to the organization’s goal and values, is a broader concept than job satisfaction, which focuses only on the individual’s feelings toward the job itself or the task environment.”	“(Mowday et al., 1979)”

Source: (as cited in Gürkan, 2006), (as cited in Liou, 2008)

Etzioni (1975) is one of the first researchers to work on the classification of organizational commitment. (Ergöz, 2017). Katz and Khan (1978), Penley and Gould (1968) and O'Reilly and Chatman (1986) are some others who tried to classify the concept of organizational commitment. As Taştan et al., (2013) explained Allen and Meyer (1996:253) mentioned three-component of the organizational commitment, which are affective commitment, continuance commitment, and normative commitment. Meyer and Allen (1984) suggested that a separation can be made between continuance with affective commitment. Affective commitment is showing the employees’ emotional attachment to their organization and the continuance commitment is showing the costs faced after leaving the current organization. Allen and Meyer (1990) later mentioned a third component of commitment, which is normative commitment, which shows a feeling of obligation to stay in an organization. (Meyer et al., 2002).

In this study, the affective commitment sub-dimension of the concept of the organizational commitment will be used as a dependent variable. So, affective commitment will be elaborated with its details down below.

Affective commitment is one of the three basic components of the concept of organizational commitment. As Allen & Meyer (1996) described “affective commitment is defined as an individual’s emotional attachment to an organisation, based on the enjoyment derived through involvement and identification with the organisation.” (as cited in McCormick, & Donohue, 2016). Mercurio (2015) emphasized the importance of the concept as “affective commitment as the core essence of organizational commitment” and he adds “Securing employees’ affection and subsequent, demonstrated commitment is a rising concern emerging in organization development (OD) and human resource development (HRD) practice.” From this point of view, it is possible to say that affective commitment is one of the most important components of the organizational commitment while it is also important for the organizations to have competitive and survival advantages.

Mercurio (2015) defines affective commitment as “emotional attachment to the organization”. In this definition, it is possible to understand that the affective commitment is more about the emotions and feelings. “In case of affective commitment to the organization, the employee defines himself/herself with the organization and he/she is glad to belong to the organization as a member.” (as cited in Cakı et al., 2015). When employees work in an organization for a particular time period, they develop a sense of affection or emotional bond to their organization, their colleagues and their work itself in that organization. “Affective commitment is a sentimental bond with an organization.” (as cited in Yukongdi & Shrestha, 2020). This situation was named as affective commitment in the literature.

2.4.2. Antecedents and Consequences of Affective Commitment

As Morgan and Hunt (1994) defined as “Commitment is generally referred to as an enduring desire to maintain a relationship.” (as cited in Bloemer & Odekerken-Schröder, 2003). As we conceptualise the affective commitment through involvement and identification with the organisation, it could be possible to say that person-organisation fit can also be one of the most important antecedents of the affective commitment. Because employees can feel and act like themselves more and they can express themselves in a more natural way when they work within companies where they fit. Employees can also feel that their values and the values of the organisation that they fit are a good match. As a result it can be inevitable to develop affective commitment with such company. So, in this Notion, on of the antecedents of the affective commitment can be person-job fit as Allen and Meyer (1990)

witnessed with their studies that “employees who felt comfortable in their roles and who felt competent in the job, expressed greater affective attachment to the organization.”

In addition, Human Resources Management practices can make employees feel more valuable for their companies as well as they feel that they are supported by their company. The employees can feel that their needs were satisfied. Yogalakshmi & Suganthi (2018) supports this notion by advising that “since organization commitment is a prerequisite for retaining talent workforce, organizations must focus on antecedents such as POS for promoting affective commitment of elite workforce.” “Specifically, during environmental disruptions, work support is associated with positive changes in employees' affective commitment to the organization and ultimately in their job-related well-being.” (Mihalache & Mihalache, 2022). So, it can be said that HRM practices could make the employees affectively committed to their company by making them felt supported. “HRM practices that enhance personal growth and motivation would secure a durable employer-employee relationship via social exchange process, which brings a win-win situation that benefits both parties in the long run.” (Yew, 2011).

It can be said that every single thing is mutual in this material world. As Pattnaik, Mishra and Tripathy (2020) cited that “Consistent with social exchange theory (Blau, 1964) and the reciprocity norm (Gouldner, 1960), and organizational support theory, research reveals that employees with high levels of POS are more committed to the organization they work for and more satisfied with their jobs (Rhoades & Eisenberger, 2002)” In other words, commitment can be affected by the perceived organizational support level of the companies.

The last but not least, the role of the leaders and managers in an organization is highly important to create committed employees. Çalışkan and Torun (2019) considered “agile leadership” as the antecedent of organizational commitment. In today's world, when many people leave their jobs, they actually leave their manager, not the workplace. Both the toxic behavior of managers and the failure of managers to contribute sufficiently to the development of their employees may be reasons for this. From this point of view, it is possible to see once again the impact of leaders on employees' commitment in the workplaces.

There are also some consequences and outcomes of the organizational commitment and affective commitment as well as antecedents of it. In the below part these consequences of the affective commitment will be elaborated in detail.

“Affectively committed employees are seen as having a sense of belonging and identification that increases their involvement in the organization's activities, their willingness to pursue the organization's goals, and their desire to remain with the organization. (as cited in Rhoades,

Eisenberger & Armeli, 2001). This can be interpreted as the more employees are affectively committed to their company the more they are likely to work for long years in that company. Mowday (1998) supported this notion as “Organizational commitment is an important factor as committed employees are more likely to remain with an organization, maintain better relationship with customers, are flexible to changes, learn and work much more productively.” (as cited in Yukongdi et al., 2020).

As Wasti (2012) stated “Whenever the employee can ensure his needs and expectations about the organization, the employee can internalize the aims of the organization and employees are supported by the organization, affective commitment will be improved and the productivity inside of the work place will get positively influenced.” (as cited in Cakı et al., 2015). In this sentence, Cakı et al., (2015) explained both antecedents and the consequences of the affective commitment actually. For example, according to this quotation, support and internalizing the aims can be seen as antecedents of the affective commitment whereas the productivity is the consequence of the affective commitment. In addition to the productivity, “employee performance” (as cited in Aflah, Suharnomo, Mas’ud & Mursid, 2020) is another important consequence of the concept. Also, Meyer et al., (2002) in their study have shown that there are some consequences of the affective commitment such as job performance and organizational citizenship behavior while affective commitment reduces the influence of stress, work-family conflict, absenteeism, turnover and withdrawal, etc.

3. CONCEPTUAL FRAMEWORK AND THE HYPOTHESIS DEVELOPMENT

After the deep literature review and proofs shown for the relationships among the variables of this thesis study, the hypotheses of this research were shown in the below part. In this section there will be some more evidences which are witnessing the hypothesis of this study. Finally, all the hypothesis of the study will be revealed one by one.

3.1. Relationship Between Self Leadership and Affective Commitment

There are some studies mentioning the relationship between self leadership and organizational commitment. For example, Cranmer, Goldman, & Houghton (2019) and Pihl-Thingvad (2014) studied the relations of self-leadership and organizational commitment and they found positive relations between these variables. Apart from these studies, the relationship between self-leadership and affective commitment can also be explained with other concepts related to the concept of self-leadership.

In the literature there are some concepts similar to self-leadership such as self efficacy. Norris (2008) cited that a relationship exists between self-leadership and self-efficacy. So, the concept of self efficacy is similar to the self-leadership in terms of self-change or setting and achieving the goals as Maddux (2002) argued that “People with high self-efficacy may be more likely to overcome difficulties through self-initiated change, more likely to be goal-directed and more persistent in the achievement of that goal.” (as cited in Norris, 2008). From all these reasons, the relationship between self-efficacy and affective commitment can be a clue to predict that there can be a relationship between self-leadership and affective commitment. And in the literature, there are some studies working on the relationship between the self efficacy and affective commitment. For example, Albrecht & Marty, (2020) argued that “As proposed, self-efficacy was shown to have significant positive associations with work engagement, affective commitment and turnover intentions.”

Moreover, it is possible to support the relationship between self leadership and affective commitment with the help of the Self-Directed Behavior Theory. Manz and Sims (1980) defined this concept as “concept of self-directed behavior, interchangeably referred to as employee self-direction”. (Choi, 2019) This theory can be considered as the roots of the self-leadership theory. Self-direction skills or capacities of the employees may make them more confident upon their self-actions and they can motivate themselves about their job and they can be more engaged or committed to their job.

H1: “There is a positive relationship between self leadership and affective commitment of the employees.”

3.2. Relationship Between Collaborative Climate and Affective Commitment

There are many studies in the literature which supports the relationship between the collaborative climate and affective commitment. (Halis, 2008; Meredith, Moolenaar, Struyve, Vandecandelaere, Gielen, & Kyndt, 2023; Bogaert, Boone, & Witteloostuijn, 2012).

Moreover, social exchange theory or norm of reciprocity may support the relationship between collaborative climate and affective commitment. “Homans (1961) defined social exchange as the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two parties.” (as cited in Cook, Cheshire, Rice, & Nakagawa, 2013). Norm of reciprocity is a similar concept with social exchange and it assumes that “To requite a benefit, or to be grateful to him who bestows it, is probably everywhere, at least under certain circumstances, regarded as a duty.” (as cited in Gouldner, 1960). From this perspective, according to these two concepts, when someone do good things for people, they can expect good things in return. In this context, a collaborative climate in the workplace may also lead employees to feel grateful to the organization and feel more affectively committed.

H2: “There is a positive relationship between collaborative climate and affective commitment of the employees.”

3.3. Psychological Resilience as Moderator Variable on the Relationship Between Self Leadership and Affective Commitment

In the literature there was not any study which investigates the moderating role of the psychological resilience on the relations of self leadership and affective commitment. However, these relations can be supported by some other theories and researches in the literature. Hassan, Saufi, Nordin, & Permarupan, (2021) called employee engagement as “two-way commitment between the organisation and its employee” and added that employees’ self-leadership and self-resilience are antecedents of employee engagement. So, it can be said that there is a link between the concepts of commitment, psychological resilience and self-leadership. In other words, it can be said that Hassan et al., (2021) argued that the definition of the concept of employee engagement can be explained through the concept of commitment and he also show the relationship between concepts of commitment, psychological resilience and self-leadership.

Furthermore, as positive individual variables both psychological resilience and self leadership can influence the level of affective commitment of the employees. In the previous section, the relations of self-leadership and affective commitment was explained with some supportive studies in the literature. If employees have the capacity of self-leadership, it can affect the commitment levels of them and psychological resilience may influence the power of this relation. Because psychological resilience can strengthen the self-motivating, problem-solving and coping strategies of the employees and it can make the affect of self leadership on the affective commitment stronger. According to job demand–resource model of Bakker & Demerouti (2007), resilience can play a role upon motivational process and organizational commitment.” (as cited in Meng, Luo, Huang, Wen, Ma, & Xi, 2019). So it may strengthen the relations of the self leadership and affective commitment.

H3: “Psychological resilience has a significant moderating role on the relationship between self leadership and affective commitment of the employees.”

3.4. Psychological Resilience as Moderator Variable on the Relationship Between Collaborative Climate and Affective Commitment

There are not studies supporting the moderating effects of the psychological resilience on the relationship between the collaborative climate and affective commitment in the literature. In the previous sections, how collaborative climate has a relation with the affective commitment was discussed in the lights of some theories called Social Exchange Theory and Norm of Reciprocity Theory and also with some other supportive researches in the literature. Psychological resilience as a positive individual variable can make this relation stronger because psychological resilience may enhance the commitment levels of the employees. Because psychological resilience can enhance conflict management in the organizations (Sarıkaya, 2019), increases the level of coping with the stress and anxiety (Küçüktaşlıdıl, 2016) and these may provide some positive effects to boost the collaboration and harmony in the workplaces and may strengthen the relations of collaborative climate and affective commitment.

Apart from these, it can also be said that the collaborative environment strengthens the interaction with colleagues while completing the tasks assigned at the workplace and creates an emotional bond. And psychological resilience, which is mentioned for its positive effects such as solving the problems and overcoming stress, can also be expected to positively increase and strengthen the relationship between cooperation climate and affective commitment in terms of enhancing the bonds and interaction between people.

H4: “Psychological resilience has a significant moderating role on the relationship between collaborative climate and affective commitment of the employees.”

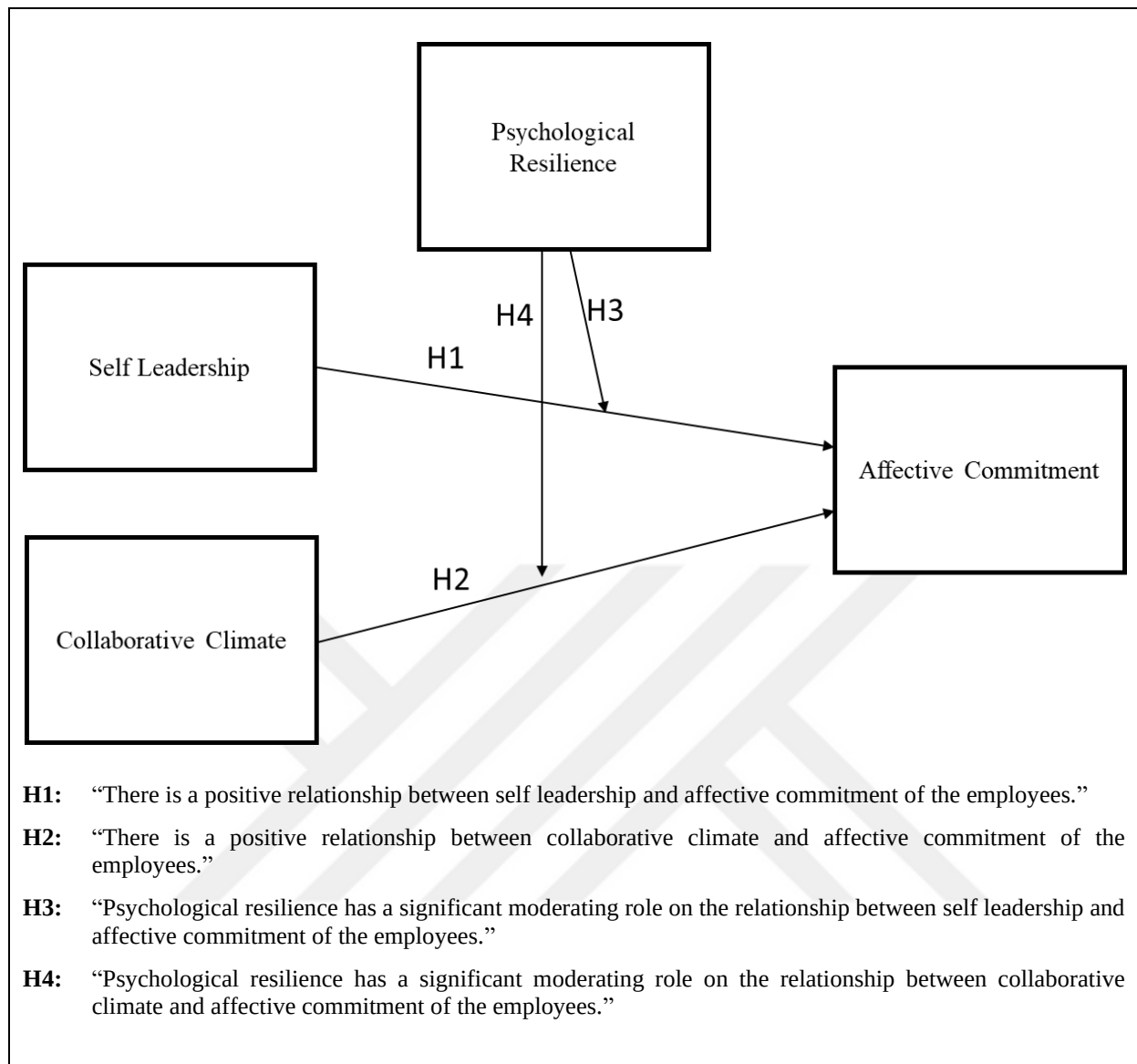


Figure 1: The Suggested Conceptual Framework of the Study

4. RESEARCH METHODOLOGY

4.1. Data Collection and Reserach Design

A quantitative research technique and cross-sectional design was used and numerical data collected with the help of the surveys was used for this thesis study. Validity and reliability tested scales were used to measure each variable.

The data was collected through online surveys which were sent to the participants the via Google Forms. The survey of the study took maximum 15 minutes for each participant to complete it.

4.2. Sample of the Study

In order to collect the data for this study, the snowball sampling and convenience methods were used. The surveys were distributed to employees via Google Forms. 232 participants completed the surveys and all questions in it. There were no missing questions in the other words. Because the participants were not able to skip the questions due to the structure of the Google Forms survey designs. In short, the participants were 232 employees from both public and private sector factories who are both blue and white collar. The sectors of the companies were varied from technology companies, chemical companies, finance companies, consulting companies and schools or etc.

Table 8: Demographic Characteristics of Sample

	n	%
Gender		
Female	146	62.93
Male	86	37.07
Marital Status		
Single	113	48.71
Married	119	51.29
Education Level		
High School	19	8.26
Associate degree	22	9.57
Bachelor's degree	145	63.04
Master's Degree	44	19.13
Work Experience		
0-5 years	81	34.91
6-10 years	41	17.67
11-15 years	44	18.97
16 years and more	66	28.45

Table 8 (Continued): Demographic Characteristics of Sample

	n	%
Work experience in last job		
Less than 1 year	44	18.97
1-5 years	101	43.53
6-10 years	40	17.24
11 years and more	47	20.26
Work Style		
Office	154	66.38
Remote working	25	10.78
Hybrid working	53	22.84

The average age of the participants was calculated as 35.24 years ($SD = 8.86$). Regarding gender, 146 participants (62.93%) were female, and 86 (37.07%) were male. Concerning marital status, 113 (48.71%) were single, and 119 (51.29%) were married. In terms of educational attainment, 19 (8.26%) participants had completed high school, 22 (9.57%) had an associate degree, 145 (63.04%) held a bachelor's degree, and 44 (19.13%) had a master's degree. Regarding total full-time work experience, 81 participants (34.91%) had between 0-5 years, 41 (17.67%) had 6-10 years, 44 (18.97%) had 11-15 years, and 66 (28.45%) had 16 years or more. When analyzing tenure at the most recent workplace, 44 participants (18.97%) had worked there for less than 1 year, 101 (43.53%) for 1-5 years, 40 (17.24%) for 6-10 years, and 47 (20.26%) for 11 years or more. Regarding work style, 154 participants (66.38%) worked from the office, 25 (10.78%) worked remotely, and 53 (22.84%) had a hybrid arrangement (combining office and remote work).

4.3. Measurement Scales

There were five different sections in the questionnaire of this study. First part consisted of nine different demographic items which are gender, age, marital status, city where the participants live currently, education level, total years of work experience, total years of the work experience in the current workplace, working style in the current workplace (e.g. remote, at the workplace or hybrid.) Other sections consisted of four different scales used in this thesis study to measure the self-leadership, collaborative climate, affective commitment and psychological resilience. The advisor of the thesis and the researcher again examined all the items of the scales and evaluated the face validity.

4.3.1. Self Leadership

In order to measure the first independent variable of this study, self leadership scale of Houghton and Neck (2002) was used. Self leadership survey consists of 29 items which was developed by

Houghton and Neck in 2002. The items were scored by a five-point scale ranging from ‘totally disagree’[1] to ‘totally agree’[5]. This scale was adapted into Turkish language by Tabak (2013). The cronbach alpha values of the subscales was between .90-.67 in the article of the Tabak (2013). Some items from this scale was a s below:

- “I think about the goals that I intend to achieve in the future.”
- “When I have successfully completed a task, I often reward myself with something I like.”
- “I use my imagination to Picture myself performing well on important tasks.”

4.3.2. Collaborative Climate

In this study, in order to measure the collaborative climate, Collaborative Climate survey of Sveiby and Simons (2002) was used. This scale consisted of 20 items which were scored by a five-point scale ranging from ‘totally disagree’[1] to ‘totally agree’[5].

This scale was adapted into Turkish by Limon and Durnalı in 2017. The cronbach alpha values of the subscales was between .873-.709 in the article of the Limon & Durnalı (2017). As Limon et al. (2017) explained “when the scale is adapted to Turkish, it consists of 17 items.” The reason behind this is that:

“Within the scope of Confirmatory Factor Analysis, the standardized regression weights of the items were first checked and 17 and 18 items that did not meet the necessary criteria were excluded from the analysis. In addition, item 16 was removed from the scale because it reduced the reliability coefficient in the 'Intra-group Cooperation' sub-dimension below the acceptable value (0.70).”

Some items from this scale was a s below:

- “We are continuously encouraged to bring new knowledge into the department.”
- “The people I report keep me informed”
- “Sharing of knowledge is encouraged by the department in action and not only in words.”

4.3.3. Affective Commitment

In order to measure the affective commitment variable in this study, Meyer and Allen’s (1993) affective commitment scale was used. Turkish translation was done by Bünyamin et al. (2018). This scale has 6 items which were scored by a five-point scale ranging from ‘totally disagree’[1] to ‘totally agree’[5]. In the translated scale, cronbach alpha value of the affective commitment sub-scale was the .80.

Some items from this scale was a s below:

- “I really feel as if this organization's problems are my own.”
- “I would be very happy to spend the rest of my career with this organization.”
- “This organization has a great deal of personal meaning for me.”

4.3.4. Psychological Resilience

In this study, in order to measure the psychological resilience of the employees, six-items of the resilience sub-category of the “Psychological Capital Scale” of Luthans, Youssef, and Avolio (2007) was used. The items were scored by a five-point scale ranging from ‘totally disagree’[1] to ‘totally agree’[5]. This scale was translated into Turkish language by Akçay (2014) and the internal consistency of the resilience sub-category has been founded as .82. (as cited in Akülger, 2022).

Some items from this scale are as below:

- “I tend to get down on myself in my mind when I have performed poorly.”
- “I use my imagination to picture myself performing well on important tasks.”
- “I think about the goals that I intend to achieve in the future.”

5. FINDINGS

5.1. Descriptive Statistics

Table 9: Means, Standard Deviations, Minimum, Maximum Values, Skewness and Kurtosis of the Measures

	M	SD	Min	Max	Skewness	Kurtosis
Psychological Resilience	27.53	3.31	12.00	36.00	-0.48	2.24
Affective Commitment	21.05	6.35	6.00	30.00	-0.55	-0.31
Collaborative Climate	57.70	10.92	24.00	75.00	-0.35	-0.19
Collaborative Organization	29.98	6.74	10.00	40.00	-0.35	-0.48
Collaborative Employees	27.72	4.97	9.00	35.00	-0.56	0.45
Self Leadership	98.00	10.51	59.00	121.00	-0.50	0.68
Self-reward	11.75	2.62	3.00	15.00	-0.49	-0.39
Self-punishment	11.57	3.56	4.00	20.00	-0.13	-0.27
Self-observation	8.85	1.08	5.00	10.00	-0.48	-0.37
Self-cueing	8.15	1.82	3.00	10.00	-0.75	-0.28
Self-goal setting	12.91	2.14	3.00	15.00	-1.27	2.12
Visualizing successful performance	12.06	2.27	3.00	15.00	-0.90	1.16
Self-talk	11.45	2.64	3.00	15.00	-0.46	-0.28
Evaluating beliefs and assumptions	17.02	2.12	7.00	20.00	-0.67	1.74

When Table 9 is examined; mean score for Psychological Resilience is 27.53 ($SD = 3.31$), for Affective Commitment is 21.05 ($SD = 6.35$), for Collaborative Climate is 57.70 ($SD = 10.92$), for Collaborative Organization is 29.98 ($SD = 6.74$), for Collaborative Employees is 27.72 ($SD = 4.97$), for Self Leadership is 98.00 ($SD = 10.51$), for Self-reward is 11.75 ($SD = 2.62$) for Self-reward, 11.57 ($SD = 3.56$) for Self-punishment, 8.85 ($SD = 1.08$) for Self-observation, 8.15 ($SD = 1.82$) for Self-cueing, 12.91 ($SD = 2.14$) for Self-goal setting, 12.06 ($SD = 2.27$) for Visualizing successful performance, 11.45 ($SD = 2.64$) for Self-talk, 17.02 ($SD = 2.12$) for Evaluating beliefs and assumptions.

5.2. Normality Analysis

After checking the variables for correct data entry, missing values, and homogeneity of variance, statistical analyses were conducted using SPSS version 27 for Windows. The dataset of the study contained no extreme values. (Kline, 2011; Tabachnick and Fidell, 2013). Normality was checked by observing skewness and kurtosis values. As shown in Table 9, all skewness and kurtosis values ranged from -1.27 to 2.24. According to Kline (2011), the values above +3 and lower than -3 shows a non-

normal distribution. Additionally, according to Westfall and Henning (2013), when the skewness is greater than 2 in absolute value, the variable is considered to be asymmetrical about its mean. When the kurtosis is greater than or equal to 3, then the variable's distribution is markedly different from a normal distribution in its tendency to produce outliers. Therefore, it can be suggested that the data from the current study were normally distributed. Furthermore, upon examining histograms and Q-Q plots, the findings indicated that the data set of the current study was normal.

5.3. Factor and Reliability Analysis Results

5.3.1. Factor Analysis Results of Self Leadership

Houghton and Neck (2002) have reported Self Leadership Scale with nine factors named Self-goal setting, strategies Self-reward, Self-punishment, Self-observation, Self-cueing, Natural reward strategies, Focusing thoughts on natural rewards, Constructive thought Visualizing successful performance pattern strategies Self-talk, Evaluating beliefs and assumptions. In the factor analysis we conducted in this study, the "Self-cueing" factor consisting of two items was not obtained and the other items were grouped into eight factors as given in Table 9.

Table 10: Factor Analysis results of Self-leadership Questionnaire

Factor Name	Item Numbers	Factor Loading	α	TVE
Self-Reward	"10. When I do something well, I reward myself with a special event such as a good dinner, movie, shopping trip, etc."	0.989	0.92	25.180
	"19. When I do an assignment especially well, I like to treat myself to some thing or activity I especially enjoy."	0.942		
	"3. When I have successfully completed a task, I often reward myself with something I like."	0.742		
Self-Punishment	"21. I feel guilt when I perform and task poorly."	0.904	0.85	11.240
	"12. I tend to be tough on myself in my thinking when I have not done well on a task."	0.868		
	"5. I tend to get down on myself in my mind when I have performed poorly."	0.734		
	"26. I sometimes openly express displeasure with myself when I have not done well."	0.560		
Self-Talk	"9. Sometimes I find I'm talking to myself 3out loud or in my head) to help me deal with difficult problems I face."	0.962	0.88	10.464
	"18. When I'm in difficult situations I will sometimes talk to myself 3out loud or in my head) to help me get through it."	0.865		
	"2. Sometimes I talk to myself (out loud or in my head) to work through difficult situations."	0.671		

Table 10 (Continued): Factor Analysis results of Self-leadership Questionnaire

Factor Name	Item Numbers	Factor Loading	α	TVE
Visualizing Successful Performance	“16. I use my imagination to picture myself performing well on important tasks.” “8. I visualize myself successfully performing a task before I do it.” “23. I purposefully visualize myself overcoming the challenges I face.”	0.913 0.883 0.694	0.87	6.380
Evaluating Beliefs and Assumptions	“4. I think about my own beliefs and assumptions whenever I encounter a difficult situation.” “11. I try to mentally evaluate the accuracy of my own beliefs about situations I am having problems with.” “20. I openly articulate and evaluate my own assumptions when I have a disagreement with someone else.” “25. I think about and evaluate the beliefs and assumptions I hold.”	0.746 0.723 0.680 0.593	0.80	5.719
Self-Cueing	“15. I use concrete reminders (e.g. notes and lists) to help me focus on the things I need to accomplish.” “7. I use written notes to remind myself of what I need to accomplish.”	0.896 0.889	0.89	3.491
Self-Goal setting	“14. I establish specific goals for my own performance.” “28. I think about the goals that I intend to achieve in the future.” “24. I consciously have goals in mind for my work efforts.”	0.935 0.874 0.534	0.85	3.369
Self-Observation Total	“22. I pay attention to how well I am doing in my work.” “27. I keep track of my progress on projects I'm working on.” Kaiser Meyer Olkin Measure of Sampling Adequacy	0.853 0.638	0.78	3.001
	Total = 0.798 Kaiser Meyer Olkin Measure of Sampling Adequacy = 0.841 Bartlett's Test of Sphericity Approx. Chi-Square = 2740.962 df = 210 p = <0.001			

5.3.2. Factor Analysis Results of Collaborative Climate

The original study consists of 4 sub-dimensions. These subscales are "Organizational Culture", "Immediate Supervisor", "Employee Attitude", "Work Group Support". As a result of the factor analysis conducted in this study, two factors were obtained, with the items related to the organization itself in one subscale and the employees working in the organization in the other subscale. Therefore, the subscales were named as "Collaborative Organization" and "Collaborative Colleagues". Information on the factor structure is shown in Table 10.

Table 11: Factor Analysis Results of Collaborative Climate

Factor Name	Item Numbers	Factor Loading	α	TVE
Collaborative Organization	“5. Open communication is the characteristic of the company as a whole.”	0.873	.93	56.783
	“10. Encourages- by action not only words-sharing of knowledge.”	0.826		
	“4. We are encouraged to say what we think even if it means disagreeing with people we report to.”	0.819		
	“6. Encourages me to come up with innovative solutions to work-related problems.”	0.811		
	“9. Encourages open communication in my working-group.”	0.807		
	“7. Organises regular meetings to share information.”	0.760		
	“2. Sharing of knowledge is encouraged by the company in action and not only in words.”	0.697		
	“8. Keeps me informed.”	0.613		
	“3. We are continuously encouraged to bring new knowledge into the company.”	0.568		
	“1. The people I report to keep me informed.”	0.531		
Collaborative Colleagues	“14. Sharing information translates to deeper knowledge in this company.”	0.873	.91	8.214
	“15. Combining the knowledge amongst staff has resulted in many new ideas and solutions for the company.”	0.826		
	“13. Most of my expertise has developed as a result of working together with colleagues in this company.”	0.819		
	“12. In the company, information sharing has increased my knowledge.”	0.811		
	“11. I learn a lot from other staff in this company.”	0.807		
	“16. We help each other to learn the skills we need.”	0.760		
	“17. We keep all the team members up to date with current events and work trends.”	0.697		
	Total = 64.997 Kaiser Meyer Olkin Measure of Sampling Adequacy = 0.934 Bartlett’s Test of Sphericity Approx. Chi-Square = 3028.074 df = 136 p = <0.001			

5.3.3. Factor Analysis Results of Affective Commitment

Meyer and Allen's (1993) Affective Commitment is one of three components of the organizational commitment. As a result of the factor analysis carried out in our study, all items were successfully collected under a single factor. The results of factor analysis were shown in Table 11.

Table 12: Factor Analysis results of Affective Commitment

Factor Name	Item Numbers	Factor Loading	α	TVE
Affective Commitment	"6. This organization has a great deal of personal meaning for me."	0.917	.94	77.003
	"4. I do not feel "emotionally attached" to this organization."	0.914		
	"2. I do not feel like "part of the family" at my organization."	0.906		
	"5. I do not feel like "part of the family" at my organization."	0.884		
	"1. I would be very happy to spend the rest of my career with this organization."	0.837		
	"3. I do not feel a strong sense of "belonging" to my organization."	0.801		
		Total	=	77.003
		Kaiser Meyer Olkin Measure of Sampling Adequacy	=	0.892
		Bartlett's Test of Sphericity Approx. Chi-Square	=	1236.987
		df	=	15
		p	=	<0.001

5.3.4. Factor Analysis Results of Psychological Resilience

As a result of the factor analysis, we conducted for the "Psychological Capital Scale" developed by Luthans et al. (2007), which consists of a single dimension, a single dimension was obtained similar to the original. However, the first item of the scale was removed due to low factor loading. The result of factor analysis was presented in Table 12.

Table 13: Factor Analysis results of Psychological Resilience

Factor Name	Item Numbers	Factor Loading	α	TVE
Psychological Resilience	"2. I usually manage difficulties one way or another at work."	0.838	.80	59.143
	"5. I can get through difficult times at work because I've experienced difficulty before."	0.837		
	"6. I feel I can handle many things at a time at this job."	0.819		
	"4. I usually take stressful things at work in stride."	0.696		
	"3. In case of necessity, I can manage difficulties by myself."	0.631		
		Total	=	59.143
		Kaiser Meyer Olkin Measure of Sampling Adequacy	=	.835
		Bartlett's Test of Sphericity Approx. Chi-Square	=	407.663
		df	=	10
		p	=	<0.001

5.4. Hypothesized Model After Factor Analysis

The model tested in this study after the items with validity and reliability risks were excluded from scales is given below.

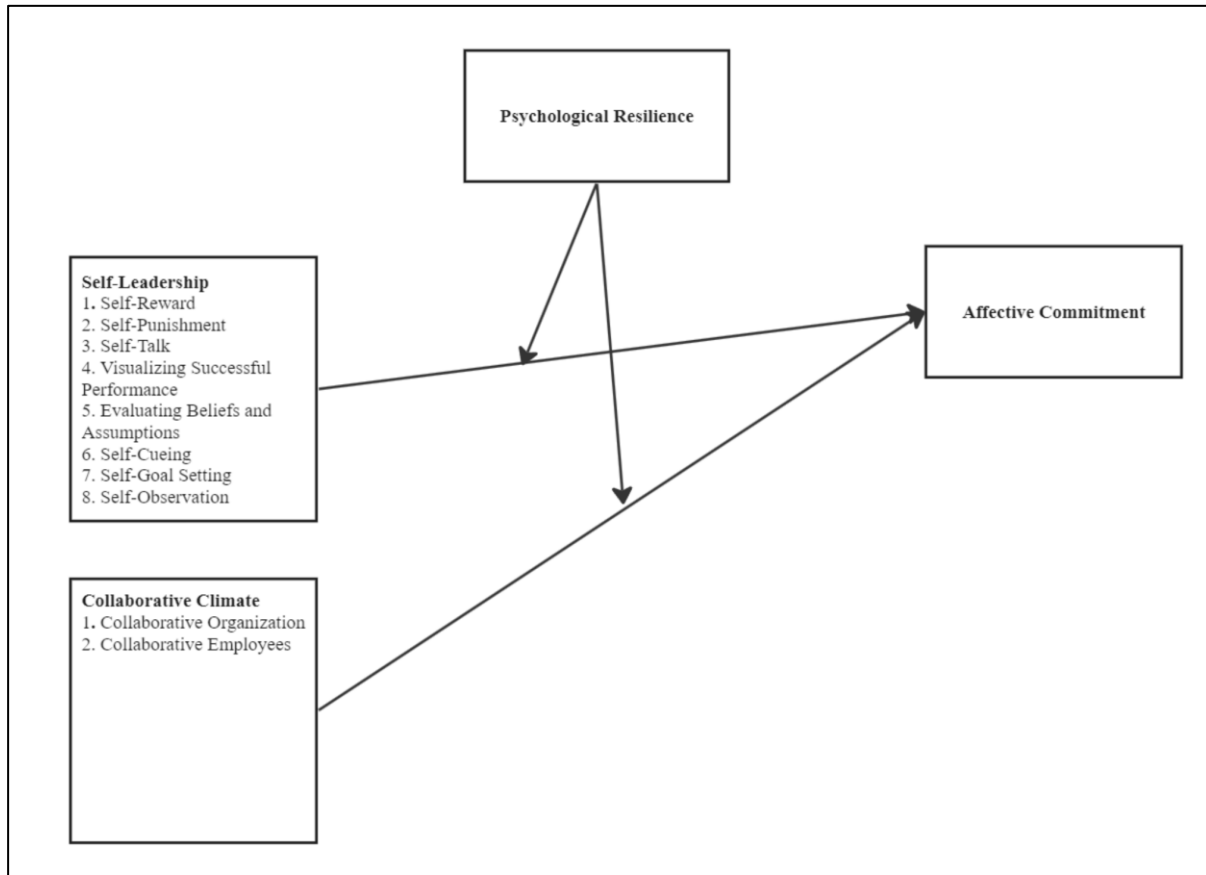


Figure 2: Research Model after Factor Analyses

As previously reported, the data included in the analyses were found to be normally distributed. In addition, assumptions related to homoscedasticity, multicollinearity and outliers were checked before testing the model. As a result of the analyses, the study data was randomly distributed with a mean of zero, no obvious curvature, and no outliers were observed. In addition, Variance Inflation Factors (VIFs) were calculated to detect the presence of multicollinearity between predictors. All VIF values were examined for acceptable limits and analyses were performed after it was decided that there was no risk of multicollinearity. VIF values of the variables are given in Table 13 below.

Table 14: Variance Inflation Factors for Self-leadership, Collaborative Climate and Psychological Resilience

Variable	VIF
Self Leadership	1.08
Collaborative Climate	1.12
Psychological Resilience	1.14

5.5. Correlation Analysis Findings

A Pearson correlational analysis was conducted to examine the relationships between psychological resilience, affective commitment, collaborative climate and self leadership scores. The analysis results were presented in Table 14.

Table 15: Pearson Correlation Matrix Among Psychological Resilience, Affective Commitment, Collaborative Climate and Self Leadership

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Psychological Resilience	-													
2. Affective Commitment	.32 *	-												
3. Collaborative Climate	.31 *	.59 *	-											
4. Collaborative Organization	.28 *	.56 *	.95 *	-										
5. Collaborative Employees	.30 *	.54 *	.91 *	.74 *	-									
6. Self Leadership	.25 *	.28 *	.41 *	.40 *	.37 *	-								
7. Self-reward	-.03	.04	.10	.08	.10	.53 *	-							
8. Self-punishment	.02	-.02	.02	.05	-.03	.31 *	-.05	-						
9. Self-observation	.39 *	.28 *	.39 *	.35 *	.38 *	.47 *	-.03	.07	-					
10. Self-cueing	.20 *	.34 *	.35 *	.31 *	.35 *	.51 *	.10	-.08	.49 *	-				
11. Self-goal setting	.28 *	.30 *	.33 *	.31 *	.30 *	.75 *	.37 *	.06	.34 *	.32 *	-			
12. Visualizing successful performance	.17 *	.27 *	.33 *	.31 *	.30 *	.68 *	.32 *	-.03	.23 *	.27 *	.58 *	-		
13. Self-talk	.08	.04	.20 *	.21 *	.16 *	.60 *	.29 *	-.09	.16 *	.22 *	.35 *	.37 *	-	
14. Evaluating beliefs and assumptions	.29 *	.22 *	.32 *	.33 *	.27 *	.69 *	.21 *	.01	.44 *	.36 *	.49 *	.44 *	.40 *	-

Note. * $p < 0.01$

Table 15 shows that the relationship between Psychological Resilience and Affective Commitment ($r = 0.32, p < 0.01$), Collaborative Climate ($r = 0.31, p < 0.01$), Collaborative Organization ($r = 0.28, p < 0.01$), and Collaborative Colleagues ($r = 0.30, p < 0.01$) is moderately positive and statistically significant. Furthermore, positive and statistically significant relationships were also found between Psychological Resilience and Self Leadership ($r = 0.25, p < 0.01$), Self-Observation ($r = 0.39, p < 0.01$), Self-Cueing ($r = 0.20, p < 0.01$), Self-goal setting ($r = 0.28, p < 0.01$), Positive Imagination ($r = 0.17, p < 0.01$), and Evaluating Beliefs and Assumptions ($r = 0.29, p < 0.01$).

Positive and statistically significant relationships have been found between Affective Commitment and Collaborative Climate ($r = 0.59, p < 0.01$), Collaborative Organization ($r = 0.56, p < 0.01$), and Collaborative Employees ($r = 0.54, p < 0.01$). Furthermore, positive and statistically significant relationships were also observed between Affective Commitment and Self Leadership ($r = 0.28, p < 0.01$), Self-Observation ($r = 0.28, p < 0.01$), Self-Cueing ($r = 0.35, p < 0.01$), Self-goal setting ($r = 0.30, p < 0.01$), Positive Imagination ($r = 0.27, p < 0.01$), and Evaluating Beliefs and Assumptions ($r = 0.22, p < 0.01$).

Additionally, positive and statistically significant relationships were identified between Collaborative Climate and Self Leadership ($r = 0.41, p < 0.01$), Self-Observation ($r = 0.39, p < 0.01$), Self-Cueing ($r = 0.20, p < 0.01$), Self-goal setting ($r = 0.33, p < 0.01$), Visualizing successful performance ($r = 0.33, p < 0.01$), Self-talk ($r = 0.20, p < 0.01$), and Evaluating Beliefs and Assumptions ($r = 0.32, p < 0.01$).

5.6. Moderation Analysis Findings

To determine the moderating effect of Psychological Resilience on the relationships between variables the Process model developed by Hayes (2017) was utilized. According to this model, to establish a significant interaction effect p value and Upper Level of Confidence Interval (ULCI) and Lower Level of Confidence Interval (LLCI) was examined.

The overall model was significant, $R^2 = 0.16$, $F(3, 228) = 14.64$, $p < .001$, indicating the predictors accounted for 16.15% of variance in Affective Commitment. Since the overall model was significant, moderation was assessed by examining the interaction between Self Leadership and Psychological Resilience. A significant interaction is considered evidence of a moderating effect when the overall model is significant (Netemeyer et al., 2001).

The interaction between Self Leadership and Psychological Resilience was significant, $B = 0.02$, $t(228) = 2.01$, $p = .046$, indicating that as Psychological Resilience increases, the effect of Self Leadership on Affective Commitment strengthens. The overall model was significant, $R^2 = 0.16$, $F(3,$

228) = 14.64, $p < .001$, indicating the predictors accounted for 16.15% of variance in Affective Commitment. Since the overall model was significant, moderation was assessed by examining the interaction between Self Leadership and Psychological Resilience. A significant interaction is considered evidence of a moderating effect when the overall model is significant (Netemeyer et al., 2001).

In the condition of interaction effect included to the model, the main effects of Self Leadership ($\beta = -0.48$ $p = 0.119$) and resilience ($\beta = -1.67$, $p = 0.127$) on Affective Commitment are not statistically significant. This suggests that neither leadership nor resilience independently predicts affective commitment significantly in the model.

Table 16: Moderation Analysis Table with Affective Commitment Predicted by Self Leadership Moderated by Psychological Resilience

Predictor	B	SE	t	p	LLCI	ULCI
(Intercept)	53.18	29.64	1.79	.074	-5.24	111.59
Self Leadership	-0.48	0.31	-1.57	.119	-1.08	0.12
Psychological Resilience	-1.67	1.09	-1.53	.127	-3.83	0.48
Self Leadership X Psychological Resilience	0.02	0.01	2.01	.046	0.001	0.045

As presented in Figure 4, at different levels of Psychological Resilience (25th, 50th, and 84th percentiles), the effect of *Self Leadership* on Affective Commitment varies. When Psychological Resilience level was low (25th percentile), the effect is not significant ($\beta = 0.084$, $p = 0.063$). At medium resilience (50th percentile), the effect becomes significant and positive ($\beta = 0.129$ $p < 0.001$). At high level of Psychological Resilience (84th percentile), the effect remains significant and becomes more stronger ($\beta = 0.218$, $p < 0.001$).

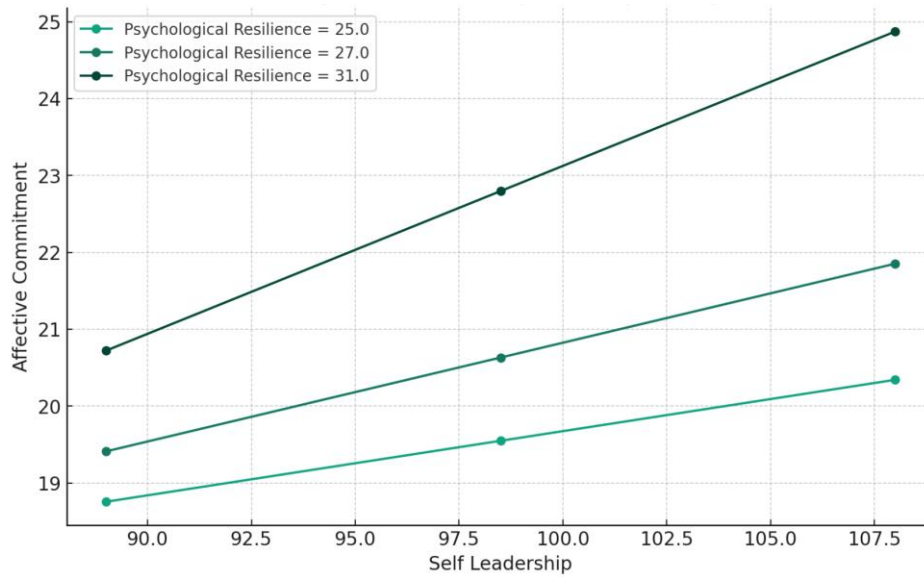


Figure 3: Affective Commitment predicted by Self Leadership for the different level of Psychological Resilience

When it comes to the moderator effect of the psychological resilience on the relationship between the collaborative climate and affective commitment, the overall model was significant, $R^2 = 0.38$, $F(3, 228) = 45.79$, $p < .001$, indicating the predictors accounted for 37.60% of variance in Affective Commitment. Since the overall model was significant, moderation was assessed by examining the interaction between Collaborative Climate and Psychological Resilience. A significant interaction is considered evidence of a moderating effect when the overall model is significant (Netemeyer et al., 2001). However, the interaction between Collaborative Climate and Psychological Resilience was not significant ($B = -0.006$, $t(228) = -0.87$, $p = .384$). According to this results, Psychological Resilience does not moderate the relationship between Collaborative Climate and Affective Commitment.

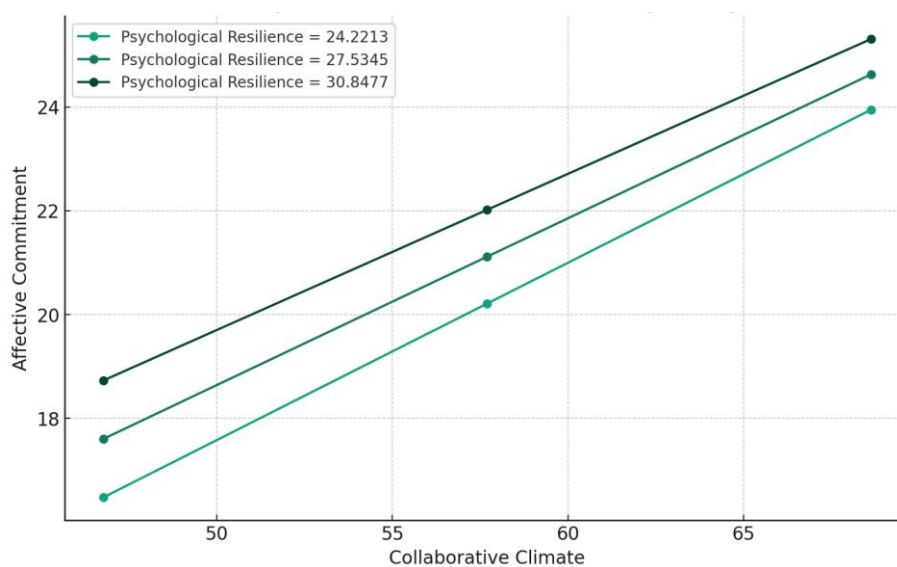


Figure 4: Affective Commitment predicted by Collaborative Climate for the different level of Psychological Resilience

5.7. Results of the Comparative Tests

5.7.1. Results of the T-Test Analysis

An "independent samples t-test" was conducted to test whether there was a significant difference between the mean scores of male and female participants. The results of the analysis are given in the Table 17.

Table 17: Independent Sample t-test Results for Gender

	Female (n=146)		Male (n=86)		t	p	d
	M	SD	M	SD			
Psychological Resilience	27.00	3.32	28.44	3.11	-3.27	.001	0.45
Affective Commitment	20.68	6.31	21.66	6.40	-1.13	.258	0.15
Collaborative Climate	57.45	10.52	58.12	11.63	-0.45	.656	0.06
Collaborative Organization	29.78	6.58	30.33	7.02	-0.59	.553	0.08
Collaborative Colleagues	27.67	4.83	27.79	5.22	-0.18	.860	0.02
Self-Leadership	98.92	98.92	96.43	10.54	1.75	.082	0.24
Self-reward	12.26	2.40	10.88	2.75	3.99	< .001	0.53
Self-punishment	11.38	3.46	11.91	3.72	-1.10	.274	0.15
Self-observation	8.84	1.07	8.86	1.10	-0.12	.903	0.02
Self-cueing	8.33	1.73	7.84	1.93	2.00	.047	0.27
Self-goal setting	13.12	1.99	12.56	2.34	1.93	.055	0.26
Visualizing successful performance	12.10	2.21	11.98	2.39	0.41	.684	0.05
Self-talk	11.60	2.59	11.20	2.73	1.13	.260	0.15
Evaluating beliefs and assumptions	16.96	2.18	17.12	2.02	-0.55	.586	0.07

The analysis revealed a statistically significant difference in the average Psychological Resilience scores of participants based on gender [$t(230) = -3.27, p < .001, d = 0.45$], with male recording a higher average score ($M = 28.44, SD = 3.11$) compared to female ($M = 27.00, SD = 3.32$). Additionally, a significant difference was observed in the average Self-reward scores by gender [$t(230) = 3.99, p < .001, d = 0.53$], where female scored higher on average ($M = 12.26, SD = 2.40$) than male ($M = 10.88, SD = 2.75$). Furthermore, the average Self-cueing scores differed significantly between participants based on gender [$t(230) = 2.00, p = .047, d = 0.27$]. Female's average score ($M = 8.33, SD = 1.73$) was higher than that of male ($M = 7.84, SD = 1.93$).

An independent samples t-test was conducted to evaluate the presence of a statistically significant difference in mean scores between single and married participants. The outcomes of this analysis are presented in Table 18.

Table 18: Independent Sample t-test Results for Marital Status

Variables	Single (n=113)		Married (n=119)		t	p	d
	M	SD	M	SD			
Psychological Resilience	27.50	3.28	27.57	3.36	-0.17	.862	0.02
Affective Commitment	20.60	6.48	21.47	6.22	-1.04	.298	0.14
Collaborative Climate	57.93	10.99	57.48	10.90	0.31	.754	0.04
Collaborative Organization	30.10	7.02	29.87	6.48	0.25	.801	0.03
Collaborative Colleagues	27.83	4.70	27.61	5.23	0.35	.729	0.05
Self-Leadership	98.37	10.78	97.64	10.28	0.53	.597	0.07
Self-reward	11.85	2.73	11.66	2.51	0.56	.573	0.07
Self-punishment	11.89	3.66	11.27	3.46	1.34	.182	0.18
Self-observation	8.90	1.13	8.80	1.03	0.73	.463	0.10
Self-cueing	7.95	1.94	8.34	1.69	-1.63	.104	0.21
Self-goal setting	13.00	2.27	12.82	2.02	0.63	.532	0.08
Visualizing successful performance	12.02	2.33	12.09	2.22	-0.25	.803	0.03
Self-talk	11.50	2.77	11.40	2.53	0.29	.772	0.04
Evaluating beliefs and assumptions	16.94	2.18	17.09	2.07	-0.55	.580	0.07

According to the results of the analysis, there was no statistically significant difference between the mean scores of Psychological Resilience, Affective Commitment, Collaborative Climate, Self-Leadership and its sub-dimensions according to the marital status of the participants ($p > 0.05$).

5.7.2. Results of the ANOVA Analysis

One-way Analysis of Variance (ANOVA) was conducted to evaluate whether there was a statistically significant difference between the participants in terms of mean scores according to educational status. The results of this analysis are presented in Table 19.

Table 19: One-way Analysis of Variance (ANOVA) Results for Education Level - I

		n	M	SD	F	p	η^2	Diff.
Psychological Resilience	High school	19	28.05	3.31	0.72	.541	0.01	-
	Associate Degree	22	28.32	4.77				
	Bachelor's degree	145	27.44	3.16				
	Master's Degree	44	27.23	3.04				
Affective Commitment	High school	19	22.00	6.72	0.35	.786	0.00	-
	Associate Degree	22	20.45	5.09				
	Bachelor's degree	145	21.21	6.36				
	Master's Degree	44	20.48	6.84				
Collaborative Climate	High school	19	59.05	9.65	1.31	.271	0.02	-
	Associate Degree	22	54.18	9.65				
	Bachelor's degree	145	58.47	11.29				
	Master's Degree	44	56.36	10.85				

Table 19 (Continued): One-way Analysis of Variance (ANOVA) Results for Education Level - I

		n	M	SD	F	p	η^2	Diff.
Collaborative Organization	High school	19	30.68	5.69	0.61	.607	0.01	-
	Associate Degree	22	28.27	6.55				
	Bachelor's degree	145	30.24	7.10				
	Master's Degree	44	29.82	6.14				
Collaborative Colleagues	High school	19	28.37	4.82	2.44	.066	0.03	-
	Associate Degree	22	25.91	4.39				
	Bachelor's degree	145	28.23	4.94				
	Master's Degree	44	26.55	5.20				

According to the results of the analysis, there was no statistically significant difference between the mean scores of Psychological Resilience, Affective Commitment, Collaborative Climate, Collaborative Organization, Collaborative Colleagues of the participants according to the level of education ($p > 0.05$).

Table 20: One-way Analysis of Variance (ANOVA) Results for Education Level - II

		n	M	SD	F	p	η^2	Diff.
Self-Leadership	High school	19	96.37	12.74	0.87	.459	0.01	-
	Associate Degree	22	95.32	10.45				
	Bachelor's degree	145	98.30	10.48				
	Master's Degree	44	99.25	9.83				
Self-reward	High school	19	11.68	3.06	1.49	.217	0.02	-
	Associate Degree	22	10.64	2.54				
	Bachelor's degree	145	11.90	2.56				
	Master's Degree	44	11.80	2.60				
Self-punishment	High school	19	11.16	3.47	0.24	.865	0.00	-
	Associate Degree	22	11.68	3.31				
	Bachelor's degree	145	11.53	3.63				
	Master's Degree	44	11.93	3.56				
Self-observation	High school	19	8.47	1.22	0.90	.440	0.01	-
	Associate Degree	22	8.95	1.05				
	Bachelor's degree	145	8.89	1.11				
	Master's Degree	44	8.86	0.93				
Self-cueing	High school	19	7.89	2.08	0.80	.495	0.01	-
	Associate Degree	22	8.05	1.50				
	Bachelor's degree	145	8.10	1.94				
	Master's Degree	44	8.52	1.39				
Self-goal setting	High school	19	12.53	2.59	0.43	.733	0.01	-
	Associate Degree	22	12.64	2.11				
	Bachelor's degree	145	12.97	2.21				
	Master's Degree	44	13.07	1.77				
Visualizing successful performance	High school	19	12.16	2.69	2.05	.108	0.03	-
	Associate Degree	22	10.95	2.70				
	Bachelor's degree	145	12.12	2.29				
	Master's Degree	44	12.36	1.69				

Table 20 (Continued): One-way Analysis of Variance (ANOVA) Results for Education Level - II

		n	M	SD	F	p	η^2	Diff.
Self-talk	High school	19	11.21	3.03	0.27	.845	0.00	-
	Associate Degree	22	11.77	2.84				
	Bachelor's degree	145	11.49	2.61				
	Master's Degree	44	11.23	2.53				
Evaluating beliefs and assumptions	High school	19	16.89	2.98	0.33	.801	0.00	-
	Associate Degree	22	16.64	2.08				
	Bachelor's degree	145	17.10	2.12				
	Master's Degree	44	17.05	1.72				

According to the results of the analysis, there was no statistically significant difference between the mean scores of Self-Leadership, Self-reward, Self-punishment, Self-observation, Self-cueing, Self-goal setting, Visualizing successful performance, Self-talk, Evaluating beliefs and assumptions of the participants according to the level of education ($p > 0.05$).

A One-Way Analysis of Variance (ANOVA) was performed to assess the presence of statistically significant differences in mean scores among participants, categorized based on their total duration of experience. The findings of this analysis are detailed in Table 21.

Table 21: One-way Analysis of Variance (ANOVA) Results for Working Experience - I

		n	M	SD	F	p	η^2	Diff.
Psychological Resilience	0-5 years	81	26.91	3.18	2.15	.095	0.03	-
	6-10 years	41	27.41	2.88				
	11-15 years	44	28.41	2.72				
	16 years and more	46	27.79	3.93				
Affective Commitment	0-5 years ^a	81	20.15	5.60	4.07	.008	0.05	d>a,b
	6-10 years ^b	41	19.80	7.25				
	11-15 years ^c	44	20.50	6.98				
	16 years and more ^d	46	23.29	5.73				
Collaborative Climate	0-5 years	81	58.46	10.05	0.41	.742	0.01	-
	6-10 years	41	57.32	12.02				
	11-15 years	44	56.25	10.86				
	16 years and more	46	57.97	11.43				
Collaborative Organization	0-5 years	81	30.23	6.32	0.14	.935	0.00	-
	6-10 years	41	29.71	7.89				
	11-15 years	44	29.52	6.66				
	16 years and more	46	30.15	6.65				
Collaborative Colleagues	0-5 years	81	28.22	4.43	0.88	.455	0.01	-
	6-10 years	41	27.61	5.10				
	11-15 years	44	26.73	5.01				
	16 years and more	46	27.82	5.47				

A statistically significant variation was observed in the mean Affective Commitment scores of participants based on their working experience [$F(3, 228) = 4.07, p = .008$]. Subsequent multiple

comparison tests revealed that individuals with 16 or more years of work experience exhibited significantly higher mean Affective Commitment scores ($M = 23.29$, $SD = 5.73$) compared to those with 0-5 years of work experience ($M = 20.15$, $SD = 5.60$) and 6-10 years of work experience ($M = 19.80$, $SD = 7.25$).

Table 22: One-way Analysis of Variance (ANOVA) Results for Working Experience - II

		<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	<i>Diff.</i>
Self-Leadership	0-5 years	81	98.68	9.82	0.80	.496	0.01	-
	6-10 years	41	99.51	9.75				
	11-15 years	44	97.25	12.50				
	16 years and more	46	96.71	10.39				
Self-reward	0-5 years ^a	81	12.40	2.29	4.36	.005	0.05	a>d
	6-10 years ^b	41	12.05	2.71				
	11-15 years ^c	44	11.55	3.09				
	16 years and more ^d	46	10.91	2.39				
Self-punishment	0-5 years	81	11.27	3.74	1.09	.353	0.01	-
	6-10 years	41	12.39	3.50				
	11-15 years	44	11.20	4.10				
	16 years and more	46	11.68	2.93				
Self-observation	0-5 years	81	8.89	1.16	0.25	.865	0.00	-
	6-10 years	41	8.73	1.10				
	11-15 years	44	8.82	1.06				
	16 years and more	46	8.89	0.99				
Self-cueing	0-5 years	81	8.14	1.79	0.53	.663	0.01	-
	6-10 years	41	7.85	1.97				
	11-15 years	44	8.20	1.96				
	16 years and more	46	8.30	1.67				
Self-goal setting	0-5 years	81	13.06	1.95	0.51	.679	0.01	-
	6-10 years	41	13.10	2.29				
	11-15 years	44	12.75	2.18				
	16 years and more	46	12.71	2.28				
Visualizing successful performance	0-5 years	81	12.12	2.35	0.05	.985	0.00	-
	6-10 years	41	11.98	2.07				
	11-15 years	44	12.00	2.06				
	16 years and more	46	12.06	2.47				
Self-talk	0-5 years	81	11.43	2.70	1.12	.344	0.01	-
	6-10 years	41	11.98	2.61				
	11-15 years	44	11.61	2.90				
	16 years and more	46	11.05	2.40				
Evaluating beliefs and assumptions	0-5 years	81	16.98	2.02	0.19	.904	0.00	-
	6-10 years	41	17.24	1.97				
	11-15 years	44	16.95	2.45				
	16 years and more	46	16.97	2.13				

A statistically significant variation was observed in the mean Self-reward scores of participants based on their working experience [$F(3, 228) = 4.36$, $p = .005$]. Subsequent multiple comparison tests

revealed that individuals with 16 or more years of work experience exhibited significantly lower mean Self-reward scores ($M = 10.91$, $SD = 2.39$) compared to those with 0-5 years of work experience ($M = 12.40$, $SD = 2.29$).

A One-Way Analysis of Variance (ANOVA) was performed to assess the presence of statistically significant differences in mean scores among participants, categorized based on their duration of experience in their most recent organization. The findings of this analysis are detailed in Table 23.

Table 23: One-way Analysis of Variance (ANOVA) Results for Total Working Year - I

		<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	η^2	<i>Diff.</i>
Psychological Resilience	Less than 1 year	44	27.16	2.77	0.52	.669	0.01	-
	1-5 years	101	27.43	3.37				
	6-10 years	40	27.98	3.28				
	11 years and more	47	27.74	3.70				
Affective Commitment	Less than 1 year ^a	44	19.75	5.53	6.82	< .001	0.08	d>a,b
	1-5 years ^b	101	19.86	6.67				
	6-10 years ^c	40	21.48	6.43				
	11 years and more ^d	47	24.45	5.03				
Collaborative Climate	Less than 1 year	44	57.89	10.40	0.40	.753	0.01	-
	1-5 years	101	57.24	10.82				
	6-10 years	40	56.95	12.85				
	11 years and more	47	59.15	10.03				
Collaborative Organization	Less than 1 year	44	30.23	6.39	0.63	.598	0.01	-
	1-5 years	101	29.99	6.55				
	6-10 years	40	28.80	8.43				
	11 years and more	47	30.74	5.87				
Collaborative Colleagues	Less than 1 year	44	27.66	4.82	0.70	.552	0.01	-
	1-5 years	101	27.25	5.10				
	6-10 years	40	28.15	5.04				
	11 years and more	47	28.40	4.81				

A statistically significant variation was observed in the mean Affective Commitment scores of participants based on their working experience in their most recent organization [$F(3, 228) = 6.82$, $p < .001$]. Subsequent multiple comparison tests revealed that individuals with 11 or more years of work experience exhibited significantly higher mean Affective Commitment scores ($M = 24.45$, $SD = 5.03$) compared to those with less than 1 years of work experience ($M = 19.75$, $SD = 5.53$) and 1-5 years of work experience ($M = 19.86$, $SD = 6.67$).

Table 24: One-way Analysis of Variance (ANOVA) Results for Total Working Year - II

		n	M	SD	F	p	η^2	Diff.
Self-Leadership	Less than 1 year	44	98.70	11.70	0.20	.893	0.00	-
	1-5 years	101	98.12	9.63				
	6-10 years	40	98.05	12.83				
	11 years and more	47	97.02	9.17				
Self-reward	Less than 1 year	44	11.84	2.38	2.35	.073	0.03	-
	1-5 years	101	12.17	2.51				
	6-10 years	40	11.47	3.39				
	11 years and more	47	11.00	2.16				
Self-punishment	Less than 1 year	44	11.70	3.32	1.19	.314	0.02	-
	1-5 years	101	11.28	3.95				
	6-10 years	40	12.47	3.64				
	11 years and more	47	11.32	2.70				
Self-observation	Less than 1 year	44	8.91	1.07	0.28	.841	0.00	-
	1-5 years	101	8.82	1.09				
	6-10 years	40	8.75	1.13				
	11 years and more	47	8.94	1.05				
Self-cueing	Less than 1 year	44	8.20	1.75	2.49	.061	0.03	-
	1-5 years	101	7.97	1.90				
	6-10 years	40	7.83	2.05				
	11 years and more	47	8.74	1.36				
Self-goal setting	Less than 1 year	44	13.16	2.07	0.26	.856	0.00	-
	1-5 years	101	12.88	1.95				
	6-10 years	40	12.82	2.77				
	11 years and more	47	12.81	2.06				
Visualizing successful performance	Less than 1 year	44	12.09	2.48	0.05	.984	0.00	-
	1-5 years	101	12.08	2.14				
	6-10 years	40	11.93	2.19				
	11 years and more	47	12.09	2.47				
Self-talk	Less than 1 year	44	11.61	2.95	0.39	.763	0.01	-
	1-5 years	101	11.58	2.48				
	6-10 years	40	11.30	2.95				
	11 years and more	47	11.15	2.44				
Evaluating beliefs and assumptions	Less than 1 year	44	16.75	2.52	0.45	.717	0.01	-
	1-5 years	101	17.13	2.02				
	6-10 years	40	17.18	1.92				
	11 years and more	47	16.89	2.12				

According to the results of the analysis, there was no statistically significant difference between the mean scores of Self-Leadership, Self-reward, Self-punishment, Self-observation, Self-cueing, Self-goal setting, Visualizing successful performance, Self-talk, Evaluating beliefs and assumptions of the participants according to duration of experience in their most recent organization ($p > 0.05$).

One-way Analysis of Variance (ANOVA) was conducted to assess the presence of statistically significant differences in the mean scores between participants categorized according to the type of study. The findings of this analysis are detailed in Table 25.

Table 25: One-way Analysis of Variance (ANOVA) Results for Remote or Office Working

		n	M	SD	F	p	η^2	Diff.
Psychological Resilience	Office	154	27.24	3.49	1.95	.145	0.02	-
	Remote working	25	27.84	3.25				
	Hybrid working	53	28.25	2.69				
Affective Commitment	Office	154	21.33	6.48	0.78	.458	0.01	-
	Remote working	25	19.64	6.36				
	Hybrid working	53	20.89	5.96				
Collaborative Climate	Office	154	56.80	10.58	2.21	.112	0.02	-
	Remote working	25	57.44	13.09				
	Hybrid working	53	60.43	10.57				
Collaborative Organization	Office	154	29.53	6.59	1.57	.211	0.01	-
	Remote working	25	29.72	8.13				
	Hybrid working	53	31.42	6.36				
Collaborative Colleagues	Office	154	27.27	4.78	2.48	.086	0.02	-
	Remote working	25	27.72	6.15				
	Hybrid working	53	29.02	4.75				
Self-Leadership	Office	154	96.99	10.74	2.63	.074	0.02	-
	Remote working	25	98.28	9.29				
	Hybrid working	53	100.79	10.00				
Self-reward	Office	154	11.60	2.71	0.78	.458	0.01	-
	Remote working	25	12.20	2.86				
	Hybrid working	53	11.96	2.18				
Self-punishment	Office	154	11.60	3.53	0.02	.979	0.00	-
	Remote working	25	11.44	3.54				
	Hybrid working	53	11.57	3.72				
Self-observation	Office	154	8.73	1.11	3.04	.050	0.03	-
	Remote working	25	9.16	0.99				
	Hybrid working	53	9.06	0.99				
Self-cueing	Office	154	8.16	1.74	0.07	.928	0.00	-
	Remote working	25	8.24	1.92				
	Hybrid working	53	8.08	2.02				
Self-goal setting	Office	154	12.77	2.10	2.88	.058	0.02	-
	Remote working	25	12.52	2.79				
	Hybrid working	53	13.51	1.81				
Visualizing successful performance	Office	154	11.88	2.30	2.82	.062	0.02	-
	Remote working	25	11.76	2.60				
	Hybrid working	53	12.70	1.93				
Self-talk	Office	154	11.18	2.73	3.42	.035	0.03	c>a
	Remote working	25	11.44	2.12				
	Hybrid working	53	12.26	2.49				
Evaluating beliefs and assumptions	Office	154	16.89	2.24	0.92	.399	0.01	-
	Remote working	25	17.12	1.83				
	Hybrid working	53	17.34	1.86				

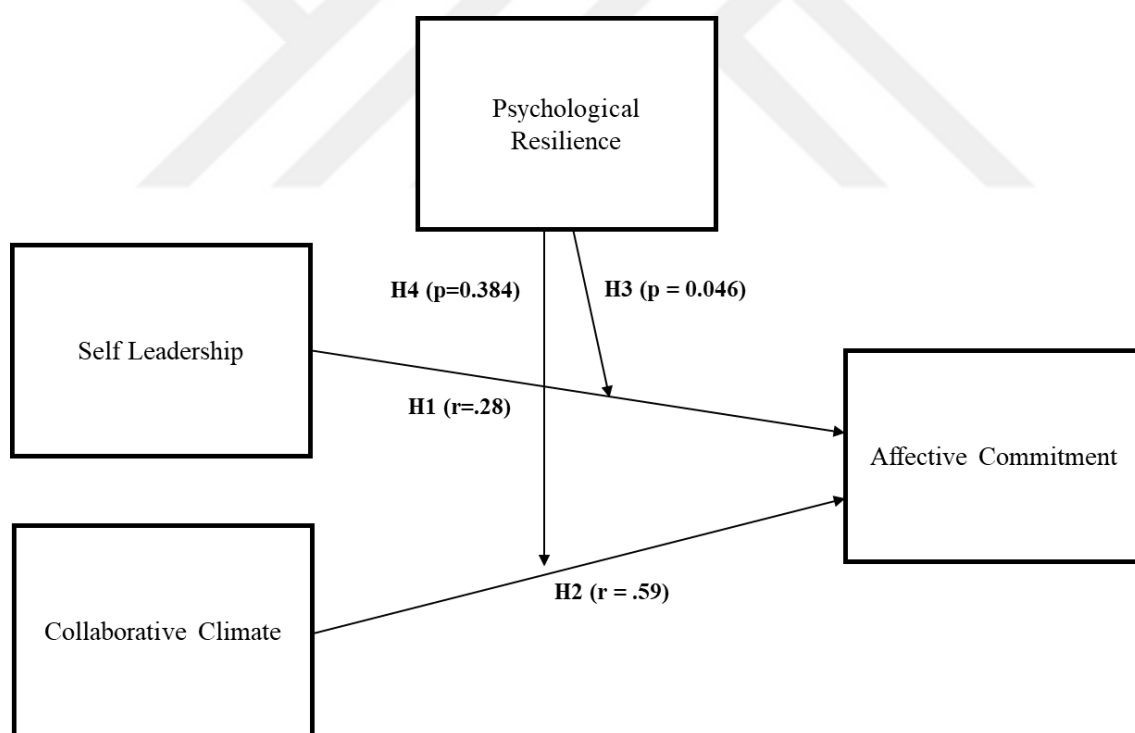
A statistically significant difference was observed in the mean Self-Talk scores depending on the type of work experience of the participants [$F(2, 229) = 3.42, p = .035$]. Subsequent multiple comparison tests revealed significantly higher mean Self-talk scores for those working as hybrid ($M = 12.26, SD = 2.49$) compared to those working in the office ($M = 11.18, SD = 2.73$).

6. CONCLUSION AND DISCUSSION

According to the statistical analysis of this thesis, first three hypotheses are supported. However, the other hypotheses, 4 is not supported. The result of hypothesis testing was summarized and showed in Table 26.

Table 26: Summary of Hypotheses Findings

Hypotheses of the Study		Findings
H1	“There is a positive relationship between self leadership and affective commitment of the employees.”	Supported
H2	“There is a positive relationship between collaborative climate and affective commitment of the employees.”	Supported
H3	“Psychological resilience has a significant moderating role on the relationship between self leadership and affective commitment of the employees.”	Supported
H4	“Psychological resilience has a significant moderating role on the relationship between collaborative climate and affective commitment of the employees.”	Not Supported



The previous parts of the study argued related literature on the variables such as psychological resilience, self-leadership, collaborative climate and affective commitment, and the hypotheses of this thesis were formed. Later, the methodology of the study was described, and the data was analysed the results were shown. In this section, findings, future recommendations and limitations of this thesis study

will be discussed according to the findings mentioned above and the literature background of each variable.

In today's highly globalized world the technological developments are too rapid and it brings a constantly changing environment and competition which is tough to catch up with. In this rapidly globalizing environment, the organizations noticed the importance of the employee retention which is possible with for example increased commitment of the employees. "Increasingly, organizations are interested to develop committed workforce to reduce employee turnover and absenteeism, while improving the employees' performance and job-related attitudes" (as cited in Yew, 2011). There are several factors that affected the commitment level of the employees. In this study, in the literature review sections, these factors were explained and discussed in detail.

To the best of our knowledge, this thesis study is the first study in the literature which investigates the relationship between self-leadership and collaborative climate with affective commitment under the moderating effect of the psychological resilience. There was no such research in the literature before this study. So, this study makes an important contribution to the literature for this reason. In addition, in the practical life, organizations look for the ways to make the commitment levels of the employees higher. That is why some other variables which can affect the affective commitment level of the employees were studied and examined with the affective commitment variable in this study.

For all these reasons listed above, examining the findings of the research will provide an opportunity to try to understand what kind of relationship there is between the variables.

In our study, which has 232 participants, it is founded that the relationships between Self Leadership and Collaborative Climate on Affective Commitment, both Hypothesis 1 and Hypothesis 2 are supported. Positive and statistically significant relationships were also observed between Affective Commitment and Self Leadership ($r = 0.28, p < 0.01$), Self-Observation ($r = 0.28, p < 0.01$), Self-Cueing ($r = 0.35, p < 0.01$), Self-goal setting ($r = 0.30, p < 0.01$), Positive Imagination ($r = 0.27, p < 0.01$), and Evaluating Beliefs and Assumptions ($r = 0.22, p < 0.01$). So, the Hypothesis 1 is supported. Furthermore, positive and statistically significant relationships have been found between Affective Commitment and Collaborative Climate ($r = 0.59, p < 0.01$), Collaborative Organization ($r = 0.56, p < 0.01$), and Collaborative Employees ($r = 0.54, p < 0.01$). So, the Hypothesis 2 is also supported.

As Durmuş, Yurtkoru and Çinko (2018) said that "although there are no strict limitations, correlation coefficient below 0.50 will indicate a weak correlation, correlation coefficient between 0.50 and 0.70 will indicate a medium level correlation, and correlation coefficient between 0.70 and above will indicate a strong correlation.". In this regard, in this research, it can be said that there is a medium level correlation relationship between the affective commitment and collaborative climate ($r = 0.59, p$

< 0.01) while there is a low correlation level in between the affective commitment and self leadership ($r = 0.28, p < 0.01$). There can be some reasons behind this situation that the correlation level between affective commitment and self leadership is low. For example, self leadership concept might be new for the participants of the study and that is why the correlation level is resulted as low. Although the relationship between independent variables such as self leadership and collaborative climate and the dependent variable of the study which is affective commitment found moderate and low according to findings of this study, we can still say that the relationships are significant. In this respect, these findings overlap with the evidence given in the literature section and hypothesis generation section of the study. From the literature there are some researches mentioning about the relationship between self-leadership and commitment. For example, Cranmer, Goldman, & Houghton (2019) stated that “Self-leadership assists in newcomers’ commitment partially.” The current research shows a partial relationship between commitment and self leadership however in our research there is a significant but weaker relationship between self leadership and affective commitment ($r=.28$).

In the continuation of the research, the moderator role of psychological resilience was examined. As a result of these investigations, some findings were obtained about hypotheses 3 and 4. Hypothesis 3 is supported since the interaction between Self Leadership and Psychological Resilience was significant, $B = 0.02, t(228) = 2.01, p = .046$. The significance level here is less than 0.05, so this relationship is considered as significant. This finding indicates that the more Psychological Resilience increases, the more the effect of Self Leadership on Affective Commitment strengthens. However, Hypothesis 4 was not supported since the interaction between Collaborative Climate and Psychological Resilience was not significant ($B = -0.006, t(228) = -0.87, p = .384$). Since the significance level here is higher than 0.05, this relationship is not considered as significant. This study is the pioneer to use the psychological resilience as a moderator variable in the relationship between collaborative climate and affective commitment variables to the best of our knowledge.

Apart from the research findings and hypothesis tests, independent samples t-test and one-way ANOVA tests were conducted to understand whether there was a difference between the participant groups in terms of these findings. Independent samples t-test was applied based on the participants' gender and marital status variables. When the significance values were checked according to the independent samples T-Test results for the marital status of the participants, it was determined that there was no significant difference since the values were higher than 0.05. ($p = 0.862$; $p = 0.298$; $p = 0.754$; $p = 0.597$). When the significance values are checked according to the independent samples T-Test results for the gender of the participants, the analysis revealed a statistically significant difference in the average Psychological Resilience, Self-reward and Self-cueing scores of participants based on gender. ($p = 0.001$; $p = 0.001$; $p = 0.047$). According to the findings, men had higher values than women in terms of

psychological resilience, while women had higher values in terms of self-rewarding and self-cueing. There are some researches in the literature which support these findings. For example, Gök and Koğar (2021) stated that “Analyzes using the random effects model showed that the PR levels of men were higher than the PR levels of women, and this difference was found to be statistically significant.”

ANOVA tests were conducted on the participants' education level, total years of employment, total years of employment at their current workplace, and work style (remote or in-office). According to the results of the analysis, there was no statistically significant difference between the mean scores of Psychological Resilience, Affective Commitment, Collaborative Climate, Self Leadership of the participants according to the level of educational level of the participants. Moreover, according to the results of the analysis of the working experience in the current workplace, there was statistically significant difference between the mean scores of Affective commitment ($p=0.008$) and Self-reward ($p=0.005$). These results can be interpreted as the more the working experience in the current workplace the higher affective commitment levels of the employees and the more the working experience in the current workplace the lower self-reward levels of the employees. The literature is also supporting these findings. For example, Beck and Wilson (2000) stated that “it is reasonable to assume that commitment was viewed as increasing with tenure.” Also, Çankır (2019) cited that “Tenure, on the other hand, is related to continuity commitment, and passing years reduces the rate of people leaving their jobs.” So, in the literature tenure is related to the commitment level of the employees. The findings of this current research contribute to the literature by showing that emotional commitment is also related to tenure. Moreover, when it comes to the self-rewarding Sabancı (1999) stated that “In addition, it was understood that spiritual rewards met the needs of respect and self-actualization more than the group with 1-5 years of seniority, compared to the group with 11-15 years of seniority.” Finally, when the results of analysis of the working style (remote or at office) was examined the scores of the Self-Talk subdimension of the Self Leadership depending on the working style has a statistically significant difference. ($p=0.035$). The findings revealed that the working at the office has least mean score is $M=11.18$. According to this result, participants self-talk the most when they work from home ($M=12.26$), while when they work hybrid ($M=11.44$), they can self-talk less than when they work remote and more when compared to working from the office ($M=11.18$). In other words, it can be said that the crowd in offices may prevent them from listening to employees' own inner voices.

It is a highly important opportunity for organizations that psychological resilience, affective commitment, self-leadership and collaborative organizational climate are capacities that can be developed and increased with various practices and implications. Organizations support their employees to develop this capacity through many different practices such as training, social activities, surveys, recognizing development areas as a result of these surveys and preparing action plans for these

development areas. Organizations that take this into consideration will always continue to be more comfortable and desirable to work for their employees and will continue to increase their competitiveness. In addition, employees can turn to their inner world, improve themselves in terms of these skills by receiving various trainings, and make more contributions to the institutions they work for.



7. LIMITATIONS AND IMPLICATIONS

To begin with, it is possible to say that this study can provide many benefits to both literature and the companies in terms of practice. In the other words, there are both theoretical and practical implications of this study. Theoretical implications are more about the contribution of the study to the literature whereas the managerial implications stand for the contribution of the study to the companies.

First of all, if we consider its contributions to the literature, there is no other study in the literature that examines the relationship between self-leadership and collaborative climate with affective commitment under the moderating effect of the psychological resilience variable. In this sense, this study maintains its originality and contributes to the literature by filling this gap in the literature. Apart from these, since these concepts are not frequently studied with each other in the literature, the research enriches the literature of the Organizational Behavior field in this sense.

Apart from these, this study can also be seen as a helpful guide for companies on employee management etc. Because today, the biggest competitive power for companies is to retain well-qualified employees, and therefore the companies provide lots of facilities to increase employee commitment and use many different surveys and measurement tools to measure this. They spend millions of moneys on research companies to measure employee commitment and mange the results on their benefit. While employee commitment is so important for the companies, the results of studies conducted in the academic field on these issues can also be guiding for companies. In this respect, this study may provide some clues for companies to increase organizational commitment, especially in terms of affective commitment. Moreover, when employees read this study, they will be introduced to concepts that can affect them positively, such as self-leadership and collaborative organizational climate, and they will be able to benefit from them in their working lives. Because all these variables are some capacities that employees can develop in time by themselves via some trainings, psychological counselings or etc.

Despite this study has lots of contributions to the literature it has also some limitations. First of all, although this study is the first in the literature, the sample of the study is very limited. In this reason, the results should or can be tested in another study whose sample has more participants to gather a richer and fruitful data. Moreover, this study was conducted on both blue and white-collar employees of both public and private sector companies. In the future studies, different results can be obtained by selecting samples in a more characteristic way and studying on more specific groups. Moreover, although there are many participants from different cities and different sectors, there could be more diversity in terms of city where participants live and the sector that they work in. Conducting this research depended on more diverse participants in terms of city, age, sectors etc. could provide a more comparable data. Also

studying on only one sector and different cities or regions can enable the researcher obtain a deeper perspective about the participants.

Moreover, another limitation of this study can be about the moderator variable choice and research design choice. It may be possible to measure the effect of different moderator variables for the future studies. These can be also highly contributive to the literature in this notion. Apart from all these, the research can also be established from the beginning based on comparing different sectors, which may offer a different research design but can also be an important step in enriching the literature in this field. Furthermore, in order to see if there can be any relationship with time, future studies can conduct research with longitudinal design. Future researches can also have experimental design to compare different sample groups. These methods can provide some richer data for the literature. The last but not least, all the variables in this study are at the individual level in some senses. However, future researchers could study this topic with different variables which can be more at the organizational level. For example, the moderator effects of the perceived organizational support could be investigated instead of psychological resilience.

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APPENDIX

Appendix 1. Informed Consent

(Bilgilendirilmiş Onam Formu)

Sayın Katılımcı,

Bu anket formu, Marmara Üniversitesi Örgütsel Davranış Anabilim Dalı Yüksek Lisans Programı kapsamında, Prof. Dr. Seçil Bal TAŞTAN danışmanlığında yürütülen bir tez çalışması için hazırlanmıştır. Çalışmanın sonuçları sadece bilimsel amaçlar için kullanılacaktır.

4 bölümden oluşan ve yaklaşık 15 dakikada tamamlanabilen bu ankette kişisel veya kurumsal tanımlayıcı hiçbir soru yer almamaktadır. Anketteki tüm soruları eksiksiz yanıtlamanız araştırmamızın geçerliliği açısından son derece önemlidir.

Çalışmaya katılım tamamen gönüllülük esasına dayalıdır. Çalışmaya katılmama ve katıldıktan sonra herhangi bir aşamada ayrılma hakkına sahipsiniz. Soruları yanıtlamanız araştırmaya katılım için onam verdiğiniz anlamına gelmektedir.

Bilimsel araştırmamıza katkı sağladığınız için teşekkür eder, başarılarla dolu bir iş yaşamı dileriz.

Tez Danışmanı:

Prof. Dr. Seçil Bal TAŞTAN

Marmara Üniversitesi İşletme Fakültesi Örgütsel Davranış Anabilim Dalı Öğretim Üyesi

Araştırmacı:

Sinem ELİK

Marmara Üniversitesi Sosyal Bilimler Enstitüsü Örgütsel Davranış Bölümü Tezli Yüksek Lisans Öğrencisi

Appendix 2. Self-Leadership, Collaborative Climate, Affective Commitment and Psychological Resilience Questionnaires

(Öz Liderlik, İşbirlikçi Ortam, Duygusal Bağlılık ve Psikolojik Dayanıklılık Anketleri)

1. Cinsiyetiniz: 1 () Kadın 2 () Erkek
2. Medeni Durumunuz nedir? 1 () Bekar 2 () Evli
3. Yaşınız?
4. Hangi Şehirde Yaşıyorsunuz?
5. Mezun olduğunuz son okul hangisidir?
1 () İlkokul-Ortaokul 2 () Lise 3 () Yüksekokul
4 () Üniversite 5 () Yüksek Lisans 6 () Doktora
6. Çalıştığınız sektör nedir?
 1. Bankacılık-finans
 2. Enerji
 3. Gıda
 4. İnşaat
 5. İş ve Yönetim
 6. Kimya
 7. Otomotiv
 8. Sağlık ve Sosyal Hizmetler
 9. Teknoloji
 10. Turizm, Konaklama, Yiyecek-İçecek Hizmetleri
 11. Ulaştırma, Lojistik, Haberleşme
 12. Diğer:
7. Toplam tam zamanlı çalışma tecrübeniz kaç yıldır?
 1. 1 yıldan az
 2. 1-5 yıl
 3. 6-10 yıl
 4. 11-15 yıl
 5. 16 yıl ve üzeri
8. Şu anki kurumunuzda kaç yıldır çalışmaktasınız?
 1. 1 yıldan az
 2. 1-5 yıl
 3. 6-10 yıl
 4. 11-15 yıl
 5. 16 yıl ve üzeri
9. Şu anki kurumunuzda çalışma şekliniz nedir?
 1. Ofisten
 2. Hibrit çalışma
 3. Uzaktan çalışma

Öz Liderlik Ölçeği

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Önemli işlerde, başarıyı üst düzeyde sergileyebilmek için hayal gücümü kullanırım.	1	2	3	4	5
2. Bir işe başlamadan önce, kendimi o işi başarıyla tamamlamış gibi hayalimde canlandırım.	1	2	3	4	5
3. Bir işi yapmadan önce, o işi başarıyla yaptığımı kafamda tasarlarım.	1	2	3	4	5
4. Kendim için tespit ettiğim belirli hedefleri gerçekleştirmek için çalışırım.	1	2	3	4	5
5. Karşılaştığım zorlukların üstesinden gelebildiğimi, özellikle gözümde canlandırım.	1	2	3	4	5
6. Gelecekte ulaşmak istediğim hedefleri düşünürüm.	1	2	3	4	5
7. Kişisel başarımlar için özel hedefler belirlerim	1	2	3	4	5
8. Bir görevi başardığımda, özellikle zevk aldığım bir şeyleri yaparak kendimi ödüllendiririm.	1	2	3	4	5
9. Bir işi iyi yaptığımda, kendimi özel bir şekilde (iyi bir akşam yemeği, sinema, alış veriş, seyahat, vb.) ödüllendiririm.	1	2	3	4	5
10. Bir görevi başarıyla sonuçlandırdığımda, çoğunlukla kendimi sevdiğim bir şeyle ödüllendiririm.	1	2	3	4	5
11. Karşılaştığım problemleri çözmeye çalışırken kimi zaman yüksek sesle, kimi zaman içimden, kendi kendime konuşarak durumu gözden geçirmeye çalışırım.	1	2	3	4	5
12. Zor koşullar altında çalışırken, kimi zaman kendi kendime konuştuğum olur.	1	2	3	4	5
13. Zor durumlarla karşılaştığımda, o durumun üstesinden gelebilmek için kendi kendime sesli ya da sessiz konuşmalarla telkinler yaparım.	1	2	3	4	5
14. Zor bir durumla karşılaştığımda, kendi mantığıma başvurarak durumu değerlendiririm.	1	2	3	4	5
15. Sorun yaşadığım durumlar hakkındaki düşüncelerimin doğruluğunu zihnimde tartmaya çalışırım.	1	2	3	4	5
16. Biriyle anlaşmazlığım olduğunda, kendi düşünce ve fikirlerimi açıkça ifade eder, gerekirse o düşünce ve fikirleri doğruluğu açısından değerlendirebilirim.	1	2	3	4	5

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
17. Fikirlerim ve inançlarım hakkında düşünür ve değerlendirmeler yaparım.	1	2	3	4	5
18. Başarısız olduğum zamanlarda, kendimi yetersiz bulma eğilimindeyimdir.	1	2	3	4	5
19. Başarısız olduğum durumlarda kendime çok kızarım.	1	2	3	4	5
20. Bir işte yeterince başarılı olamadığım zamanlarda kendimi suçlu hissedirim.	1	2	3	4	5
21. Bir işi başaramadığım zaman, kendimle ilgili memnuniyetsizliğimi açık olarak ifade ederim.	1	2	3	4	5
22. Mesleğimde ne kadar iyi olduğumu takip ederim.	1	2	3	4	5
23. Bir işi yaparken ne kadar iyi olduğumun farkındayım.	1	2	3	4	5
24. İşimi ne kadar iyi yaptığıma dikkat ederim.	1	2	3	4	5
25. Üzerinde çalıştığım konuların hangi aşamasında olduğumu takip ederim.	1	2	3	4	5
26. Neyi başarmam gerektiğini hatırlamak için notlar kullanırım.	1	2	3	4	5
27. Başarmam gereken işlere odaklanmamı sağlayacak, somut hatırlatıcılar kullanırım (notlar, listeler, vb.).	1	2	3	4	5
28. Çevremde heyecanımı ve tutkumu diri tutan, bana pozitif enerji veren insan ve nesneler bulundurmaya çalışırım.	1	2	3	4	5
29. İşlerin yapılması için kendime has yöntemlerim vardır.	1	2	3	4	5

İşbirliği İklimi Ölçeği

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
İşbirlikçi Örgüt Kültürü					
1. Kurumumda kendilerine karşı sorumlu olduğum kişiler beni işim ile ilgili konularda bilgilendirir	1	2	3	4	5
2. Kurumumda bilgi paylaşımı sadece sözlü olarak değil eylemlerle de teşvik edilir.	1	2	3	4	5
3. Kurumumda iş arkadaşlarım edindikleri yeni bilgileri okula taşıma hususunda sürekli olarak teşvik edilir.	1	2	3	4	5
4. Kendilerine karşı sorumlu olduğum kişiler ile uyuşmasa bile düşündüklerimi dile getirmeye teşvik edilirim.	1	2	3	4	5
5. İletişimde şeffaflık bu kurumun genel bir özelliğidir.	1	2	3	4	5
İşbirliğine Yönelik Yönetici Tutumu					
6. Kurum yöneticileri, iş ile ilgili sorunlara yenilikçi çözüm yolları bulma konusunda beni teşvik eder.	1	2	3	4	5
7. Kurum yöneticileri, bilgi paylaşımı amacıyla düzenli olarak toplantı organize eder.	1	2	3	4	5
8. Kurum yöneticileri, iş ile ilgili konularda beni bilgilendirir.	1	2	3	4	5
9. Kurum yöneticileri, çalışanlar arasında şeffaf iletişimi teşvik eder.	1	2	3	4	5
10. Kurum yöneticileri, bilgi paylaşımını sadece sözlü olarak değil eylemleriyle de teşvik eder.	1	2	3	4	5
İşbirliğine Yönelik Çalışan Tutumu					
11. İş ile ilgili konularda kurumdaki diğer çalışanlardan birçok şey öğrenirim.	1	2	3	4	5
12. Kurum içerisindeki bilgi paylaşımı bilgi dağarcığımı zenginleştirir.	1	2	3	4	5
13. Sahip olduğum mesleki bilginin çoğunluğunu bu kurumdaki çalışanlarla birlikte çalışarak edindim.	1	2	3	4	5
14. Kurum içerisindeki bilgi paylaşımı daha derinlemesine bilgi anlamına gelir.	1	2	3	4	5
15. Çalışanların sahip oldukları bilgiyi birleştirmesi kurum için birçok yeni fikrin ve çözümün doğması anlamına gelmiştir.	1	2	3	4	5

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Grup İçi İşbirliği					
16. Çalışanlar olarak ihtiyaç duyduğumuz becerileri edinme konusunda birbirimize yardımcı oluruz.	1	2	3	4	5
17. Çalışanlar olarak birbirimizi güncel durumlardan haberdar eder ve iş ile ilgili yeniliklere herkesin ayak uydurmasını sağlarız.	1	2	3	4	5



Duygusal Bağıllık Ölçeği

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Meslek hayatımın kalan kısmını bu kuruluştaki geçirmek beni çok mutlu eder.	1	2	3	4	5
2. Bu kuruluşa kendimi “duygusal olarak bağlı” hissetmiyorum.	1	2	3	4	5
3. Bu kuruluşun meselelerini gerçekten de kendi meselelerim gibi hissediyorum.	1	2	3	4	5
4. Kendimi kuruluşumda “ailenin bir parçası” gibi hissetmiyorum.	1	2	3	4	5
5. Bu kuruluşun benim için çok kişisel (özel) bir anlamı var.	1	2	3	4	5
6. Kuruluşuma karşı güçlü bir aitlik hissim yok.	1	2	3	4	5

Psikolojik Sağlamlık Ölçeği

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. İşte başarısız olduğumda, bundan kurtulmakta ve yoluma devam etmekte zorlanıyorum.	1	2	3	4	5
2. İş ortamında meydana gelen güçlüklerin bir şekilde üstesinden gelirim.	1	2	3	4	5
3. Zorunluluk halinde, işte kendi başımın çaresine bakarım.	1	2	3	4	5
4. Stresli işleri kendime dert etmem, soğukkanlılıkla halletmeye bakarım.	1	2	3	4	5
5. Deneyimlerim sayesinde iş yerindeki zorlukların üstesinden gelebiliyorum.	1	2	3	4	5
6. Bu işte aynı anda birden fazla şeyin üstesinden gelebilirim.	1	2	3	4	5