



Investigating The Similarities and Differences in Cultural Dimensions Between Primary and Secondary School Teachers in Jordan and Turkey, Based on Hofstede's Model

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Abstract:

This study aims to explore the similarities and differences in cultural dimensions between primary and secondary school teachers in Jordan and Turkey, based on Hofstede's model of cultural dimensions. The problem of the study stems from the need to understand and analyze these dimensions among teachers in both countries, to reveal the similarities and differences between them, and to explore their implications for different educational contexts. The research relied on a field survey of a sample of 100 teachers in the Jordanian and Turkish contexts, based on the recommendations of Minkov and Hofstede as preliminary data, in addition to the use of official secondary data from Hofstede's global indicators. This methodological design allowed for direct comparisons between field results and published values, enhancing the scientific value of the analysis and deepening the understanding of cultural differences in the educational environment. The results indicated that teachers in Jordan and Turkey exhibit professional cultural patterns that differ from Hofstede's national indicators. Power distance scored at moderate levels in Jordan (58) and Turkey (57), which is lower than the national values, indicating more participatory and less hierarchical relationships within schools. A decrease in uncertainty avoidance (Jordan 44 and Turkey 46) was also observed, reflecting greater flexibility and openness to change in educational practices. Regarding the dimension of masculinity and femininity, values were relatively balanced (Jordan 51 and Turkey 41), indicating a combination of firmness and care in teaching behavior. Individualism was significantly higher (Jordan 61 and Turkey 66) than national averages, reflecting greater professional autonomy among teachers. Teachers scored very high on long-term orientation (Jordan 84 and Turkey 78), indicating an interest in future planning and educational sustainability, along with high tolerance (Jordan 79 and Turkey 61), reflecting openness and positive interaction in the work environment. Taken together, these results indicate that teachers in Jordan and Turkey share an advanced educational professional culture that is more independent and flexible than the prevailing culture in their societies. The importance of research into the impact of educational culture on classroom practices and school policies is highlighted, with an emphasis on developing continuing professional training programs that promote critical thinking and interactive methods, and proposing the application of the study to future research in several other sectors, and the comparison between rural and urban environments.

Keywords: Cultural dimensions; Hofstede model; comparative study; teachers; Jordan; Turkey

1. Introduction:

Culture plays a primary role in shaping the behavior of individuals and groups toward change and innovation, as it influences ways of thinking, values, and practices, making it a vital factor in explaining cultural differences between societies (Jassim & Al-Kubaisy, 2024). Each culture has its own customs, traditions, and values promotes openness and develops the ability to understand and respect others. Recognizing these cultural differences is a critical factor in achieving success in global markets. Organizations that pay attention to understanding and respecting the cultures of their customers, partners and employees can build strong and productive relationships, reducing misunderstandings, and conflicts caused by cultural differences (Adamczyk, 2017).

Although the general importance of cultural differences in education is widely recognized, understanding how these dimensions are reflected in teacher behavior and the educational environment remains limited, especially in Middle Eastern contexts. Jordan and Turkey are chosen for study because each one represents a unique model in terms of integrating local cultural values with openness to educational modernization. The importance of this study lies in the need to develop educational and administrative strategies that consider cultural diversity and enhance the ability of teachers and educational institutions to manage cultural differences effectively, thereby contributing to improved quality of education and increased institutional performance in schools. This aligns with the study's objective of understanding and analyzing these dimensions among teachers in both countries, revealing their similarities and differences, and exploring their implications for various educational contexts.

Cultural differences refer to the differences in traditions, beliefs, values, and behaviors that exist among individuals from different cultural backgrounds. In today's world, where multicultural societies are converging and individuals and organizations are collaborating across geographical and cultural boundaries, understanding cultural differences is becoming increasingly important.

Many models have been developed to understand and measure cultural differences between countries and societies, but Hofstede's cultural dimensions model is one of the most prominent and important of these models, due to its pivotal role in analyzing the impact of culture on organizational and social behavior across different environments. According to Hofstede, cultural differences shape an individual's identity and shape their decisions by adopting the norms of the society to which they feel they belong (Yilmazer, 2021). Different cultural backgrounds affect individuals' perceptions of happiness and well-being, leading to differences in their views on achieving life satisfaction (Türkmen, 2012). While cultural differences can lead to social conflicts, they are also a source of information due to the diversity in practices, beliefs, and values. This cultural diversity is a valuable resource that can enrich society and contribute to its development (Sarala & Vaara, 2009).

In light of the importance of conducting a systematic comparison between cultural dimensions in the context of current social and educational transformations, Turkey and Jordan are selected for this study. Turkey, in particular, represents one of the most prominent educational systems in the region, combining its rich cultural heritage with modern teaching methods. Furthermore, its strategic location at the crossroads of Asia and Europe makes it a vital model for studying the impact of cultural dimensions on educational environments and teacher behavior. Jordan, on the other hand, has a developed educational system in the Middle East, characterized by a blend of traditional Arabic values and increasing openness to educational renewal and reform initiatives. Jordan plays a prominent role in promoting education as a key tool for community development, reflecting its growing commitment to developing the education sector.

This combination of cultural heritage and modernizing aspirations provides an ideal basis for examining how local cultural values are formed and influence the educational context. Therefore, comparing the cultural dimensions of Turkey and Jordan provides a valuable opportunity to understand the similarities and differences between the two educational environments. This comparative analysis assists clarifying how cultural characteristics influence the educational process and interactions within school institutions.

Accordingly, the selection of these two countries enhances the scientific value of the study and gives it an important practical dimension by testing Hofstede's model in the field of education.

This study aims to examine cultural dimensions according to Hofstede's model by comparing the officially published values of Hofstede's global indicators with the values derived from analyzing questionnaires distributed to school teachers in Jordan and Turkey. The purpose is to reveal similarities and differences between theoretical results and field data, and to understand how these dimensions are reflected in teacher behavior and the educational environment. Although the study is limited in terms of the number of schools and sample size, its goal is not statistical generalization, but rather to provide a preliminary exploratory analysis that enhances theoretical understanding and lays a scientific foundation on which to build broader future studies. The study also contributes practical insights that educational institutions operating in multicultural environments can use to understand the impact of cultural dimensions on organizational behavior and administrative decision-making. Although there are many studies that have addressed cultural dimensions in organizational or economic contexts, the application of Hofstede's model in educational contexts, particularly in Middle Eastern countries, remains limited. There is a knowledge gap regarding how local cultural characteristics influence teacher behavior and school interactions. The absence of this understanding may lead to challenges in developing integrated educational strategies that take cultural diversity into account and support the effectiveness of the educational process. Hence, the problem addressed by this study stems from the need to analyze and compare the cultural dimensions of school teachers in Turkey and Jordan, to reveal similarities and differences, and to understand their implications for educational contexts.

The structure of this paper is divided into several interrelated sections. The second section reviews the relevant previous literature and presents the proposed hypotheses, while the third section explains the methodology followed in conducting the study. The fourth section presents the results of the analysis, followed by the fifth section, which discusses these results in light of Hofstede's global table, highlighting similarities and differences. Finally, the sixth section presents the conclusion, which includes the most important findings and theoretical and practical implications, as well as suggestions for future research.

2. Literature review and Hypothesis Development.

2.1 Hofstede's Cultural Dimensions

According to Hofstede, cultural patterns are gradually formed through repeated social interactions throughout an individual's life. In his pioneering work, Hofstede presented a model of cultural dimensions based on the analysis of survey data from 116,000 IBM employees around the world. Hofstede's study aimed to understand cultural differences between countries. Hofstede argued that the "mind programming" that occurs during the socialization process shows significant differences between cultures and that the cultural dimensions he identified can be used as a tool to analyze these differences (Zemojtel-Piotrowska & Piotrowski, 2023). Hofstede's six-dimensional model is one of the most popular models used to study cross-cultural differences:

- Power Distance Index reflects the extent to which individuals in a society accept the unequal distribution of power, as the existence of real power depends on the willingness of individuals to obey it. This distance is influenced by factors such as age, position, educational level, and family ties, leading to differences between cultures. In societies with a high-power distance, power is concentrated in the hands of a few, and leaders are difficult to access, while in cultures with a low power distance, communication between employees and superiors is easier, and decisions can be challenged without hindrance (Durkut, 2024; Al-Alawi & Alkhodari, 2016; Hofstede, 2011).

H₀₁: There is no statistically significant difference in the average level of power distance between Jordan and Turkey

- Uncertainty Avoidance reflects the extent to which individuals feel threatened by uncertain situations, which influences their behavior towards risk and change. Societies with high uncertainty avoidance tend to seek safety and stability, rely on laws, technology, and religion to cope with uncertainty, have strict regulatory systems, and prefer to plan ahead. In contrast,

societies with low uncertainty avoidance embrace innovation and change, and show more flexibility in dealing with the unknown. Higher uncertainty avoidance is also associated with higher rates of corruption, as there is an emphasis on a strong organizational structure as opposed to encouraging creativity and openness to the unknown (Bir, 2024 ;Jan et al., 2022; Yilmazer, 2021; Hofstede, 2011).

H₀₂: There is no statistically significant difference in the average level of uncertainty avoidance between Jordan and Turkey

- Masculinity and Femininity: Hofstede defines masculinity and femininity in the context of social values rather than biological roles. Masculine cultures focus on material success, ambition, and competition. While feminine cultures prioritize human relationships, quality of life, and empathy. In masculine societies, there is a clear separation between gender roles. Men are expected to be assertive and materialistic, while women focus on caring and humility. In feminine societies, gender roles overlap, and everyone is encouraged to be humble and cooperative rather than competitive, which is reflected in work environments and social relationships (TOK, 2022; Jan et al., 2022; Uğurlu & Yeşil, 2020; Hofstede, 2011).

H₀₃: There is no statistically significant difference in the average level of masculinity versus femininity between Jordan and Turkey

- Individualism and Collectivism reflect the extent to which individuals are integrated into society. Individualistic societies are characterized by weak ties, with individuals relying on themselves and their immediate families, with an emphasis on personal success and equal rights. In contrast, socialist societies are characterized by strong ties within close-knit groups that offer protection in exchange for loyalty, where group goals are prioritized over individual interests. In individualistic societies, the individual is seen as an independent entity pursuing self-actualization, while in socialist societies, individuals are expected to adhere to the interest of the group and submit to its social pressures (Yavuz, 2024; Uçar & Gülmez, 2023; Hofstede, 2011).

H₀₄: There is no statistically significant difference in the average level of individualism versus collectivism between Jordan and Turkey

- Long-term orientation reflects the extent to which a culture focuses on the past or the future. Long-term-oriented societies are characterized by flexibility and openness to change, believe that success is achieved through effort and adaptation to change, and place importance on values such as determination, frugality, and continuous learning. In contrast, short-term-oriented cultures emphasize tradition, stability, and social relationships, and believe that success depends more on luck than effort. They also place great importance on fulfilling social obligations and maintaining reputation, while long-term-oriented societies focus on achieving future goals and continuous development (Korkusuz, 2023; Pirlog, 2021; Sent & Kroese, 2022; Hofstede, 2011).

H₀₅: There is no statistically significant difference in the average level of long-term versus short-term orientation between Jordan and Turkey

- Indulgence refers to the extent to which individuals are free to satisfy their basic desires within society. Tolerant cultures allow for greater freedom, which enhances levels of happiness and social well-being, while cultures that tend towards self-control impose strict restrictions on individual behaviour, leading to lower life satisfaction. This dimension reflects the balance between personal freedom and social constraints and how it affects the quality of life in different cultures (KESKİN et al., 2020).

H₀₆: There is no statistically significant difference in the average level of indulgence between Jordan and Turkey

3. Research Methodology:

This study is based on a descriptive-analytical-comparative approach to examine the cultural dimensions between Jordan and Turkey using Hofstede's model in the context of the educational environment. Data collection was based on two main sources: First, secondary data published on the Hofstede Insights platform, which provides standard quantitative indicators representing the

cultural dimensions of both Jordan and Turkey. Second, primary field data was collected through a questionnaire designed based on the Values Survey Model (VSM 2013) which was developed by Hofstede and colleagues to measure the six cultural dimensions. The questionnaire was translated into Arabic for Jordanian teachers and into Turkish for Turkish teachers to ensure that the questions were clear and easy for participants to answer. The questionnaire was distributed to a random sample of school teachers from three schools in Jordan (Amman, Irbid, and Karak) and three schools in Turkey (Ankara, Eskisehir, and Kutahya), for a total of 132 questionnaires. After processing 32 missing or incomplete responses, 100 complete and valid responses were retained for analysis, consisting of 50 responses from Jordan and 50 responses from Turkey. This is consistent with the minimum sample size recommended by Minkov and Hofstede for cross-country comparisons (Saad & Sudin, 2023). After collecting the data, quantitative statistical analysis methods were applied using SPSS 31.0.0.0 software to extract similarities and differences between the two groups and interpret the results in light of the educational and cultural contexts that may affect teachers' behaviors within the school environment. Thus, contributing to providing a clearer and more accurate description of the national culture in both countries. The importance of this study is based on the lack of applied research literature comparing the cultural dimensions between Jordan and Turkey in the educational context using Hofstede's model. This is because most previous studies have addressed cultural dimensions at the level of major countries or economic sectors, with few studies focusing on school education environments in these two countries. Therefore, this study addresses this gap by providing an updated comparative analysis based on quantitative and field data, which enhances scientific understanding of national cultures and provides education policymakers with evidence-based recommendations.

4. Results:

The internal consistency coefficient for each of Hofstede's six dimensions for both Jordan and Turkey was assigned by researchers using Cronbach's alpha equation to verify the reliability of the survey tool, as described in Table 1.

Table 1: Reliability Analysis (Cronbach's Alpha) for Hofstede's Cultural Dimensions

Hofstede's Cultural Dimensions	Number of Items	Cronbach's α – Jordan	Cronbach's α – Turkey
Power Distance	4	0.959	0.829
Uncertainty Avoidance	4	0.766	0.703
Masculinity vs. Femininity	4	0.923	0.910
Individualism vs. Collectivism	4	0.923	0.942
Long-Term Orientation	4	0.939	0.946
Indulgence	4	0.712	0.784

Source: Prepared by the researchers using SPSS (31.0.0.0)

The reliability values in the above table ranged between 0.712 and 0.959 in Jordan and between 0.703 and 0.946 in Turkey. These reliability values are considered appropriate and sufficient for the purposes of the study. The demographic characteristics of the study sample are shown in Table 2.

Table 2: Participants' Demographic Characteristics

Variables	Categories	Jordan		Turkey	
		Frequency	Percentage	Frequency	Percentage
Gender	Male	29	58%	23	46%
	Female	21	42%	27	54%
Age	Under 30	6	12%	4	8%
	30–39	32	64%	37	74%
	40–49	12	24%	9	18%
	50 and above	0	0%	0	0%
Educational Qualification	Bachelor's Degree	14	28%	24	48%
	Master's Degree	20	40%	13	26%
	Doctorate	13	26%	13	26%
	Other	3	6%	0	0%
Years of Teaching Experience	Under 5 years	16	32%	16	32%
	5–10 years	24	48%	14	28%
	Over 10 years	10	20%	20	40%
Type of school	Public	27	54%	20	40%
	Private	23	46%	30	60%
Total		50	100%	50	100%

Source: Prepared by the researchers using SPSS (31.0.0.0)

This table aims to provide a clear picture of the sample composition and verify its representativeness of the participating teachers, thereby enhancing the credibility of the analysis and enabling a better understanding of the social and cultural context of the data used in the study.

Table 3: The Mean and Standard Deviation for Question in the Questionnaire

Country/ Questions	Jordan		Turkey	
	Mean	S.D	Mean	S.D
Power Distance				
Q1 -The school principal is expected to make critical decisions without teacher involvement	2.50	1.282	3.64	1.045
Q2-Teachers are expected to fully comply with the principal's decisions without objection	2.42	1.430	3.12	.594
Q3 -Teachers are expected to maintain a formal and professional distance in their interactions with the principal.	2.52	1.389	3.40	.700
Q4- As a teacher, I should avoid working in an administrative structure where I report to more than one direct supervisor.	2.38	1.260	3.36	.776
Uncertainty Avoidance				
Q5 – I prefer all school policies and regulations to be clear and detailed from the outset	3.22	.679	4.32	.551
Q6 – I avoid trying new teaching methods in the current class unless I am confident of their effectiveness and success in advance.	2.84	.738	3.78	.418
Q7 - I feel anxious when work procedures in the school are not clearly defined.	2.88	.627	4.08	.566

Q8 - I usually adhere to school rules even when I believe that breaking them could be beneficial.	2.72	.757	3.70	.505
Masculinity vs. Femininity				
Q9 - I prefer the educational process to be based on competition among students in order to achieve the best academic results.	3.30	1.055	3.60	1.050
Q10 - I consider career advancement and professional achievements more important than maintaining a friendly and comfortable work atmosphere with colleagues.	3.30	.839	3.54	.862
Q11 - As a teacher, I tend to be more firm and decisive in my decisions rather than lenient or considerate of students' feelings.	3.18	1.063	3.38	.967
Q12 - As a teacher, I focus more on improving students' academic performance than on their psychological and emotional well-being during the semester.	3.14	.857	3.18	1.024
Individualism vs. Collectivism				
Q13 - I prefer completing my teaching tasks independently rather than working as part of a team.	3.76	1.021	3.82	1.082
Q14 - I believe that my individual success and achievements as a teacher are more important than the achievements of the school's work team.	3.78	1.112	3.60	.969
Q15 - I prefer to solve work-related problems on my own rather than resolving them with colleagues.	3.70	.953	3.80	1.125
Q16 - When planning lessons, I prefer to make decisions by myself rather than coordinating with other teachers.	3.84	1.017	3.86	1.212
Long-Term Orientation				
Q17 - It is important to teach students perseverance and patience, even if achieving results takes a long time.	3.74	1.192	3.60	1.195
Q18 - I believe that saving and avoiding waste of school resources ensures better sustainability in the long term.	3.88	1.189	3.96	1.049
Q19 - It is acceptable to adjust some school traditions if doing so benefits the school's future and development.	4.18	1.190	4.24	1.001
Q20 - I plan my lessons with a focus on building skills that will benefit students in their future rather than concentrating only on immediate test results.	4.22	.790	3.90	.974
Indulgence				
Q21 - As a teacher, I allow students to engage in enjoyable activities as long as they do not disrupt classroom discipline.	4.18	.748	4.44	.675
Q22 - I believe school rules should not be overly strict but should allow flexibility to consider individual circumstances when necessary.	4.18	.691	4.24	.657
Q23 - I believe that participating in school celebrations and social events is important for fostering a positive spirit in the school.	4.56	.577	4.38	.667
Q24 - I try to maintain a good balance between my work as a teacher and my personal life outside of work.	4.46	.646	4.36	.722

Source: Prepared by the researchers using SPSS (31.0.0.0)

Table 3 indicates the mean and standard deviation for each item in the questionnaire, reflecting the general trends in respondents' answers for each individual question. These values were also used to calculate Hofstede's cultural dimensions indices according to the VSM 2013 methodology and its approved equations.

Table 4: The Mean and Standard Deviation of Hofstede's Dimensions in Jordan and Turkey

Hofstede's Cultural Dimensions	Jordan			Turkey		
	Mean	SD	Degree of Approval	Mean	SD	Degree of Approval
Power Distance	2.45	1.26	Medium	3.38	0.647	Medium
Uncertainty Avoidance	2.91	0.538	Medium	3.97	0.373	High
Masculinity vs. Femininity	3.23	0.864	Medium	3.42	0.867	Medium
Individualism vs. Collectivism	3.77	0.925	High	3.77	1.01	High
Long-Term Orientation	4.00	1.01	High	3.92	0.982	High
Indulgence	4.34	0.489	High	4.35	0.529	High
Total Score	3.45	0.847	Medium	3.80	0.734	High

Source: Prepared by the researchers using SPSS (31.0.0.0)

The results of Hofstede's dimensions in Jordan indicated a mean of 3.45, which is equivalent to 69% of the total range of Scale 5, with a standard deviation of 0.847, indicating that the level of Hofstede's six dimensions among teachers in Jordan is medium. On the other hand, the results of Hofstede's dimensions in Turkey indicated a mean of 3.80, equivalent to 76% of the total range of Scale 5, with a standard deviation of 0.734, indicating that the level of Hofstede's six dimensions among teachers in Turkey is high.

Table 5: Skewness and Kurtosis for each of Hofstede's cultural dimension for Jordan and Turkey

Dimensions/ Country	Jordan		Turkey	
	Skewness	Kurtosis	Skewness	Kurtosis
Power Distance	.899	-1.040	-1.075	.786
Uncertainty Avoidance	.640	-.717	-.323	-.056
Masculinity vs. Femininity	-1.103	.186	-1.228	.506
Individualism vs. Collectivism	-.631	-1.008	-1.249	.451
Long-Term Orientation	-1.162	-.243	-.979	-.465
Indulgence	-1.785	4.731	-2.670	8.995

Source: Prepared by the researchers using SPSS (31.0.0.0)

Table 5 indicates the Skewness and Kurtosis values for Hofstede's cultural dimensions in Jordan and Turkey, to evaluate the nature of data distribution. The values show that some dimensions tend to deviate from normal distribution, with high peaks in some cases, such as the Indulgence dimension, indicating that the data is not completely normally distributed. Based on this, the nonparametric Mann–Whitney U test was used to accurately and reliably compare the differences between the two countries.

Table 6: Results of data distribution tests (Kolmogorov-Smirnov and Shapiro-Wilk) for each dimension of Hofstede's cultural dimensions

Dimensions	Country	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Power Distance	Jordan	.340	50	<.001	.734	50	<.001
	Turkey	.254	50	<.001	.885	50	<.001
Uncertainty Avoidance	Jordan	.220	50	<.001	.892	50	<.001
	Turkey	.172	50	<.001	.955	50	.058
Masculinity vs. Femininity	Jordan	.269	50	<.001	.824	50	<.001
	Turkey	.274	50	<.001	.827	50	<.001
Individualism vs. Collectivism	Jordan	.198	50	<.001	.880	50	<.001
	Turkey	.212	50	<.001	.815	50	<.001
Long-Term Orientation	Jordan	.275	50	<.001	.759	50	<.001
	Turkey	.270	50	<.001	.814	50	<.001
Indulgence	Jordan	.184	50	<.001	.831	50	<.001
	Turkey	.281	50	<.001	.689	50	<.001

a. Lilliefors Significance Correction

Source: Prepared by the researchers using SPSS (31.0.0.0)

The results of the Kolmogorov-Smirnov and Shapiro-Wilk tests indicate that the Sig. values for all Hofstede dimensions in both Jordan and Turkey were less than 0.001, excluding the Uncertainty Avoidance (UAI) dimension in Turkey, which recorded a value of 0.058 in the Shapiro-Wilk test. These results indicate that most cultural dimensions in the two studies do not follow a normal distribution, confirming the use of nonparametric tests, such as the Mann-Whitney U test, to compare differences between Jordan and Turkey.

Table 7: Mean Ranks and Sum of Ranks for each dimension of Hofstede's cultural dimensions in Jordan

Dimensions	The Country	N	Mean Rank	Sum of Ranks
Power Distance	Jordan	50	25.50	1275.00
	Turkey	50	.00	.00
	Total	50		
Uncertainty Avoidance	Jordan	50	25.50	1275.00
	Turkey	50	.00	.00
	Total	50		
Masculinity vs. Femininity	Jordan	50	25.50	1275.00
	Turkey	50	.00	.00
	Total	50		
Individualism vs. Collectivism	Jordan	50	25.50	1275.00
	Turkey	50	.00	.00
	Total	50		

Long-Term Orientation	Jordan	50	25.50	1275.00
	Turkey	50	.00	.00
	Total	50		
Indulgence	Jordan	50	25.50	1275.00
	Turkey	50	.00	.00
	Total	50		

Source: Prepared by the researchers using SPSS (31.0.0.0)

Tables 7 indicate the mean rank and sum of ranks for each of Hofstede's cultural dimensions in Jordan and Turkey, where the values for all dimensions were equal (Mean Rank = 25.50, Sum of Ranks = 1275.00). These values reflect the balance of responses within each country and provide a basis for the Mann–Whitney U test to compare the differences between the two countries. This analysis is used to determine whether there are statistically significant differences in each cultural dimension between Jordanian and Turkish teachers, contributing to an accurate view of cultural distinctions in the educational context between the two countries.

Table 8: Results of the Mann–Whitney U test for differences between Jordan and Turkey in Hofstede's cultural dimensions

Dimensions	The Mean of Jordan	SD of Jordan	The Mean of Turkey	SD of Turkey	U	Z	p	The Significance
Power Distance	2.45	1.26	3.38	0.65	1250	0	1.00	No
Uncertainty Avoidance	2.91	0.54	3.97	0.37	1250	0	1.00	No
Masculinity vs. Femininity	3.23	0.86	3.42	0.87	1250	0	1.00	No
Individualism vs. Collectivism	3.77	0.93	3.77	1.01	1250	0	1.00	No
Long-Term Orientation	4.00	1.01	3.92	0.98	1250	0	1.00	No
Indulgence	4.34	0.49	4.35	0.53	1250	0	1.00	No

Source: Prepared by the researchers using SPSS (31.0.0.0)

The results of the Mann–Whitney U test indicate that all p-values for all Hofstede dimensions were equal to 1, with no statistically significant differences between Jordan and Turkey. Based on this, the null hypotheses for each dimension are accepted, indicating that there is no significant difference between Jordan and Turkey in terms of the six cultural dimensions according to Hofstede's model.

To methodically explain the study results, Hofstede's Value Survey Model (VSM 2013) equations were used to calculate the values of the six cultural dimensions based on field survey data for both Jordan and Turkey. These equations aim to extract quantitative indicators for each cultural dimension, allowing for the preparation of a table comparing the study results with the data published on the Hofstede Insights, which enhances the reliability of the results and allows for the assessment of differences or similarities between the field reality and global indicators.

This methodology stipulates the use of fixed weights for the questions that contribute to each dimension, with the two most important questions for each dimension being given a weight of 35, while the two least important questions are given a weight of 25. For example, to calculate the Power Distance (PDI) dimension, the following equation is used:

The index formula is: $PDI = 35(m07 - m02) + 25(m20 - m23) + C(pd)$

For example, m02 and m07 are the mean values of the answers to the second and seventh questions. C for each dimension, and is adjusted within the range of 0 to 100 to modify the answers so that the final result for each dimension is within the range of 0–100, reflecting the level of cultural dimension in a balanced manner. Based on this approach, equations were calculated for each dimension according to the questionnaire questions, and the final values for the dimensions in Jordan and Turkey were extracted as follows:

The index formula is $PDI = 35(m04 - m01) + 25(m03 - m02) + C(PDI)$

$PDI_{Jordan} = 35(2.38 - 2.5) + 25(2.52 - 2.42) + 60$

$PDI_{Jordan} = 58.3$

$PDI_{Turkey} = 35(3.36 - 3.64) + 25(3.40 - 3.12) + 60$

$PDI_{Turkey} = 57.2$

The index formula is $UAI = 35(m08 - m05) + 25(m07 - m06) + C(UAI)$

$UAI_{Jordan} = 35(2.72 - 3.22) + 25(2.88 - 2.84) + 60$

$UAI_{Jordan} = 43.5$

$UAI_{Turkey} = 35(3.70 - 4.32) + 25(4.08 - 3.78) + 60$

$UAI_{Turkey} = 45.8$

The index formula is $MAS = 35(m12 - m09) + 25(m11 - m10) + C(MAS)$

$MAS_{Jordan} = 35(3.14 - 3.30) + 25(3.18 - 3.30) + 60$

$MAS_{Jordan} = 51.4$

$MAS_{Turkey} = 35(3.18 - 3.60) + 25(3.38 - 3.54) + 60$

$MAS_{Turkey} = 41.3$

The index formula is $IDV = 35(m16 - m13) + 25(m15 - m14) + C(IDV)$

$IDV_{Jordan} = 35(3.84 - 3.76) + 25(3.70 - 3.78) + 60$

$IDV_{Jordan} = 60.8$

$IDV_{Turkey} = 35(3.86 - 3.82) + 25(3.80 - 3.60) + 60$

$IDV_{Turkey} = 66.4$

The index formula is $LTO = 35(m20 - m17) + 25(m19 - m18) + C(LTO)$

$LTO_{Jordan} = 35(4.22 - 3.74) + 25(4.18 - 3.88) + 60$

$LTO_{Jordan} = 84.3$

$LTO_{Turkey} = 35(3.90 - 3.60) + 25(4.24 - 3.96) + 60$

$LTO_{Turkey} = 77.5$

The index formula is $IVR = 35(m24 - m21) + 25(m23 - m22) + C(IVR)$

$IVR_{Jordan} = 35(4.46 - 4.18) + 25(4.56 - 4.18) + 60$

$IVR_{Jordan} = 79.3$

$IVR_{Turkey} = 35(4.36 - 4.44) + 25(4.38 - 4.24) + 60$

$IVR_{Turkey} = 60.7$

The values in the table have been rounded to the nearest whole number in order to standardize the presentation and facilitate comparison between the results of the two countries, without affecting the statistical interpretation of the results.

Table 9: Hofstede's cultural dimensions for Jordan and Turkey, according to the study results

Dimensions / Country	Jordan		Turkey	
	Score	Level	Score	Level
Power Distance Index	58	Medium	57	Medium
Uncertainty Avoidance	44	Medium	46	Medium
Masculinity & Femininity	51	Medium	41	Medium
Individualism & Collectivism	61	Medium	66	Medium
Long-term orientation	84	High	78	High
Indulgence	79	High	61	Medium

Source: Prepared by the researchers

Dimensions of Hofstede culture: Jordan and Turkey

A comparative study of Hofstede's cultural dimensions between Jordan and Turkey is an important study in terms of understanding the cultural differences between the two societies. This study contributes to the identification of similarities and differences in the cultural structures of Turkey and Jordan, which play an important role in shaping behaviors and social interactions. In Table 11, we compare the levels of Hofstede's cultural dimensions between Jordan and Turkey. Hofstede's classification of scores as high (70-100), medium (40-69), and low (0-39) (Hofstede, 2001).

Table 10: Dimensions of Hofstede culture: Jordan and Turkey.

Dimensions / Country	Jordan		Turkey	
	Score	Level	Score	Level
Power Distance Index	70	High	66	Medium
Uncertainty Avoidance	65	Medium	85	High
Masculinity & Femininity	45	Medium	45	Medium
Individualism & Collectivism	20	Low	46	Medium
Long-term orientation	20	Low	35	Low
Indulgence	43	Medium	49	Medium

The source: The culture factor (<https://www.theculturefactor.com/country-comparison-tool>)

Table 10 shows a comparison of cultural differences between Jordan and Turkey according to Hofstede Insights' dimensions, explaining for each dimension the differences in values and behaviors between the two countries. These differences are explained as follows:

- **Power Distance Index:** According to Hofstede Insights, Turkey scores 66 on the power distance dimension, reflecting a clear hierarchy and respect for authority, with some flexibility allowing for limited participation in expressing opinions. On the other hand, Jordan scores higher (70), indicating a more entrenched hierarchical structure and a tendency toward centralization in decision-making, where differences in power and status are socially acceptable, and individuals are expected to comply directly with their leaders' directives.
- **Uncertainty Avoidance:** According to Hofstede Insights' outcomes on the uncertainty avoidance dimension, Turkey scored 85, a high score that reflects a tendency to plan ahead and establish rules to limit risk, with an emphasis on stability, predictability, and reducing exposure to uncertain situations. On the other hand, Jordan scored 65, which is an average score indicating the society's ability to deal relatively flexibly with uncertain situations, balancing planning and organization with limited risk acceptance and adapting to change while maintaining a level of stability.

- **Masculinity and Femininity:** According to Hofstede Insights' findings on masculinity and femininity, both Turkey and Jordan score 45, reflecting a balance between “masculine” and “feminine” values. In both societies, material success and personal achievement are valued, while personal and social relationships and quality of life are important, indicating middle-of-the-road cultures that combine professional ambition with social well-being.
- **Individualism & Collectivism:** According to Hofstede Insights' results on the individualism-collectivism dimension, Turkey scores 46, which is a moderate score reflecting a balance between individual independence and rights on the one hand, and the importance of the group, loyalty, and family and social cohesion on the other. In contrast, Jordan scores 20, which is low and indicates a strong tendency toward collectivism, where individuals' social identities are defined by their affiliation with a family or tribe, with an emphasis on harmony, cooperation, and mutual support within the group.
- **Long-term orientation:** According to Hofstede Insights' findings on the long-term orientation dimension, Turkish society scores 35 while Jordanian society scores 20, both of which are low, reflecting a tendency toward short-term orientation. However, Turkey tends to plan and maintain a slightly greater focus on the future than Jordan, with both societies primarily focused on the present and the past, valuing traditions and customs while seeking quick results rather than long-term planning or saving for the distant future.
- **Indulgence:** According to Hofstede Insights' findings on the indulgence dimension, Turkey scores 49, which is an average score reflecting a balanced culture between emotional expression, self-control, and commitment to social responsibilities. Jordan, on the other hand, scores slightly lower at 43, indicating a greater tendency to suppress emotions and control emotional expression compared to Turkish society.

5. Discussion of Results:

This study aimed to compare Hofstede's dimensions, according to the field sample results, with the dimensions published on the Hofstede Insights platform. The main results can be summarized as shown in Table 11:

Table11: Comparison of Hofstede's results with this study's results

The Cultural Dimension	Jordan		Turkey	
	This study's findings	Hofstede Insights	This study's findings	Hofstede Insights
Power Distance Index	58 - Medium	70 - High	57 - Medium	66 - Medium
Uncertainty Avoidance	44 - Medium	65 - Medium	46 - Medium	85 - High
Masculinity & Femininity	51 - Medium	45 - Medium	41 - Medium	45 - Medium
Individualism & Collectivism	61 - Medium	20 - Low	66 - Medium	46 - Medium
Long-term orientation	84 - High	20 - Low	78 - High	35 - Low
Indulgence	79 - High	43 - Medium	61 - Medium	49 - Medium

Source: Prepared by the researchers

Using Table 11, we present Hofstede's dimensions according to the results of the field sample in Jordan and Turkey and compare them with Hofstede's cultural dimensions according to Hofstede Insight graphically (Figure 1).

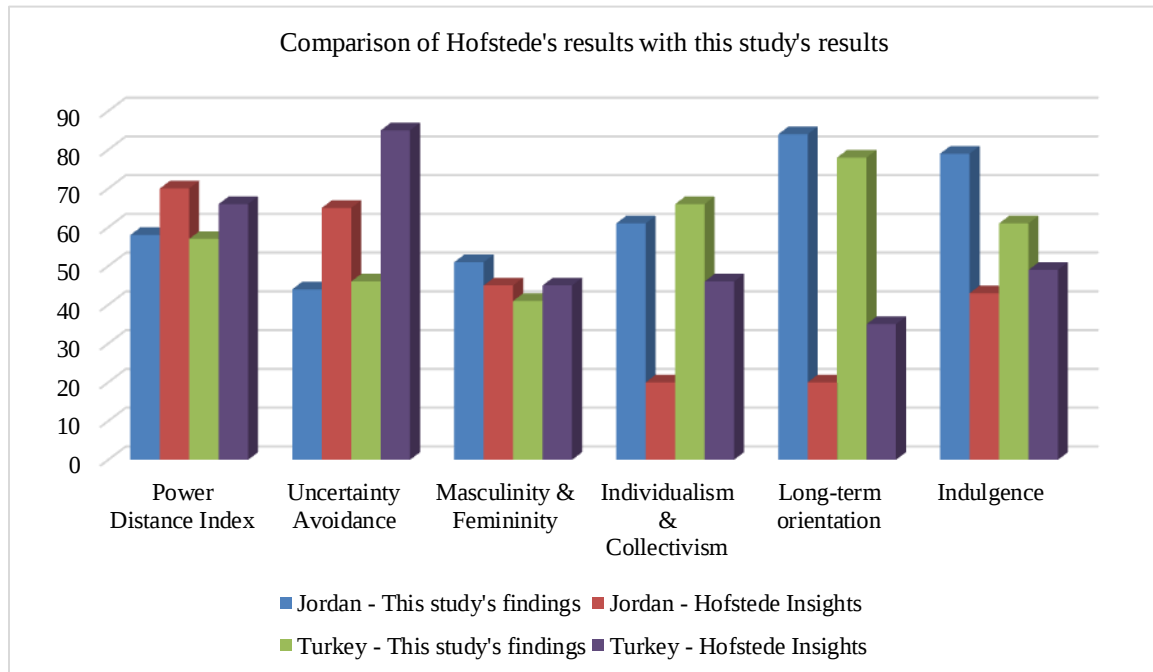


Figure 1: The comparison of Hofstede's results with this study's results

Source: Prepared by the researchers

- **Power Distance Index:** In this study, Jordanian teachers scored 58 on the power distance dimension, which is a medium level compared to the high score of 70 according to Hofstede Insights. This indicates that the sample of teachers is less inclined to accept power differences than the stereotypical image of Jordanian culture. This can be explained by several factors, most notably the nature of the education sector, which embraces values of guidance and equality more than the administrative or military sectors, in addition to the social and cultural transformations that Arab societies are undergoing towards reducing power gaps as a result of globalization and increased awareness of individual rights. Methodological differences also play a role, as Hofstede's original data was based on employees of international companies decades ago, while this study focused on teachers, who represent a professional subculture characterized by a higher degree of participation. Therefore, the gap between the results does not reflect a contradiction so much as it reveals the specificity of the educational context and changing cultural trends over time. On the other hand, in this study, Turkish teachers scored 57 on the power distance dimension compared to 66 according to Hofstede Insights, both of which are classified as medium, indicating a general convergence with a noticeable numerical difference. This difference can be explained by the nature of the sample, which was limited to teachers, a professional group that often adopts less hierarchical and more participatory educational values compared to other sectors. In addition, social changes in Turkey in recent decades, such as educational reforms and increased openness to European values, have led to a relative decline in the acceptance of authority differences. The reliance on samples from different time periods and sectors between Hofstede's original study and this study explains part of the variation in results and reflects the specificity of the Turkish educational context as a subculture within the broader national culture.
- **Uncertainty Avoidance:** In this dimension, Jordanian teachers in this study scored 44 compared to 65 in Hofstede Insights data. Although both values are in the middle range, the numerical difference reflects a greater tendency among the sample of teachers to accept ambiguity and uncertainty compared to the general image of Jordanian culture. This can be explained by the nature of the teaching profession, which requires a degree of flexibility and

adaptation to new situations in the classroom, reducing the need for strict rules and formal procedures that are usually associated with higher scores on this dimension. Social and technological transformations in Jordan, particularly the spread of digital education tools and modern learning methods, have also contributed to strengthening teachers' abilities to deal with the unknown to a greater extent than previous generations. In Turkey, Turkish teachers in this study scored 46 on the medium level, while the Hofstede Insights study recorded a high score of 85. This significant difference indicates that the sample of Turkish teachers is less inclined to avoid ambiguity compared to the overall national average described in Hofstede. This can be explained by several factors: First, the nature of the teaching profession requires flexibility and the ability to adapt to unexpected situations in the classroom, reducing the need for strict adherence to formal rules and procedures. Second, social and educational changes in Turkey, including the shift toward modern teaching methods and digital learning, have strengthened teachers' ability to deal with the unknown and change more quickly. Third, the difference also reflects the difference in sample and methodology between Hofstede's original study, which relied on employees in various sectors decades ago. This study focuses on teachers in a contemporary context, illustrating the specificity of the educational subculture compared to the general national culture.

- **Masculinity & Femininity:** This study recorded a score of 51 for Jordanian teachers in this dimension, compared to 45 in Hofstede Insights. Both of which are in the middle level, indicating that the dimension in the Jordanian educational context is similar to the overall national average, although the higher score indicates a relatively greater tendency toward individual achievement due to schools' focus on academic assessment and formal testing. As for Turkey, the study recorded 41 compared to 45 in Hofstede, both of which are also within the medium level, indicating that the dimension in the Turkish educational context is similar to the national average, with a lower tendency towards individual competition as a result of digital transformation, modern teaching methods, and a focus on cooperation within classrooms. On the whole, the values recorded in this study are close to those of Hofstede Insights and are at the same medium level, reflecting the cultural dimension's alignment in the educational context with national data.
- **Individualism & Collectivism:** In this dimension, Jordanian teachers scored 61 points on the medium level compared to Hofstede Insights, which scored 20 points on the low level, indicating a noticeable increase in the tendency toward individualism compared to the traditional national average. This change reflects the social and cultural transformations that Jordan has undergone in recent decades, including rising levels of education, the spread of social media, and exposure to globalization and European openness, which have heightened individuals' awareness of their rights and independence in thinking and decision-making. Modern and interactive teaching methods have also played a key role in promoting teacher autonomy within classrooms, giving them greater freedom to design teaching strategies and take educational initiatives, which translates into a tendency toward individualism within a traditional collective context. In Turkey, this study recorded 66 points compared to 46 points in Hofstede. Both of which are on the medium level, reflecting a continuing medium-level tendency toward individualism with a noticeable increase in teacher autonomy as well. This is attributed to recent educational transformations, the integration of technology into education, and exposure to European experiences and globalization, which have given teachers more space to develop innovative teaching methods and make independent decisions. While maintaining the values of collective learning and interactive support for students, balancing individualism and cooperation within the Turkish educational context.
- **Long-term orientation:** In this dimension, this study recorded that teachers in Jordan scored 84 compared to 20 on Hofstede Insights, while teachers in Turkey scored 78 compared to 35 on Hofstede Insights, showing a significant difference compared to traditional national data. This clear transformation in both countries reflects the impact of technological changes, globalization, global openness, and the utilization of international educational experiences, which have

enhanced teachers' ability to plan for the future, persevere, develop long-term strategies, and manage resources more effectively, including saving and long-term organization of educational activities. These factors have led schools in Jordan and Turkey to adopt modern teaching methods based on projects and future planning, which has contributed to raising the level of this cultural dimension to a high level and reflecting a shift in educational culture towards a focus on continuity and strategic planning compared to Hofstede's traditional data.

- **Indulgence:** In this dimension, Jordanian teachers scored 79 points at a high level compared to 43 points on the medium level in Hofstede Insights, reflecting a clear transformation towards enjoying life and flexibility in fulfilling personal desires. This is attributed to the interactive work culture in schools, the adoption of innovative teaching methods that encourage initiative, experimentation, and self-expression, as well as social and economic transformations that have promoted personal satisfaction and individual flexibility, including support for cultural and recreational activities and the spread of social media and global content. In Turkey, the study recorded a score of 61 compared to 49 in Hofstede, both of which are on the medium level, indicating a moderate tendency toward enjoyment. This can be explained by the Turkish education system's ability to balance commitment to collective values with modern educational flexibility, where teachers are encouraged to use interactive teaching methods that make the educational process enjoyable while maintaining a balance between the needs of the individual and the group in the classroom.

6. Limitations:

Although the sample used in this study meets the minimum requirements for applying Hofstede's model, its limited size represents a methodological constraint that may limit the generalizability of the results to the entire population covered by the study. Therefore, the results were interpreted within the limits of the sample under study without assuming their applicability on a broader scale.

One of the limitations of the study is that the sample size used was limited, and its geographical scope was restricted to specific areas in Jordan (Amman, Irbid, and Karak) and Turkey (Ankara, Kutahya, and Eskisehir), which may constitute a methodological limitation affecting the external validity of the results and limiting their generalizability to all segments of the target population. Nevertheless, the sample was carefully selected to be as representative as possible of the educational context under study within the available possibilities, giving the results an exploratory value that contributes to enriching the initial understanding of the professional culture of teachers and paves the way for more comprehensive and extensive studies in the future.

Another limitation of the study is the absence of an internal control group within the methodological design, as the comparison was based on secondary data from Hofstede's model to represent the national culture in both Jordan and Turkey. Although this comparison provides a reliable analytical framework, differences in data sources, time periods, and collection methodologies may limit the ability to isolate the effect of teachers' professional affiliation from other external variables. However, the aim of this study is exploratory in nature, seeking to identify preliminary indicators of the existence of a professional subculture in the educational milieu, to be supplemented in subsequent studies that include internal comparison groups from other professional categories to enhance the scientific validity of the results.

One of the study's limitations is that the sample was restricted to primary and secondary school teachers, excluding other categories of employees in the education sector. This limitation is due to the researcher's desire to maintain sample homogeneity in terms of job nature and job levels to ensure the accuracy of internal comparisons. This study is an exploratory step that paves the way for more comprehensive future research covering multiple educational professional groups to enhance the external validity of the results.

7. Conclusion:

The results of this study indicate that Hofstede's cultural dimensions in the educational environment of Jordan and Turkey differ from the values described in Hofstede Insights data, reflecting the dynamism of culture and its influence by social and technological transformations and globalization. The results indicated that dimensions such as individualism and collectivism, long-term orientation, and Indulgence contribute significantly to shaping teaching practices, classroom interaction patterns, and teachers' decision-making mechanisms. The study also indicated that some dimensions had increased significantly compared to traditional national values, demonstrating teachers' orientation toward future-oriented thinking, perseverance, and flexibility in their teaching practices, while other dimensions showed gradual transformations reflecting a growing tendency toward independence, while collective values remained present. A comparison between Jordan and Turkey shows that the educational culture in both countries is largely similar, combining traditional and modern values, reflecting teachers' ability to adapt to the demands of contemporary education.

In a practical perspective, this study represents a qualitative scientific contribution by providing recent data on Hofstede's cultural dimensions in Jordan and Turkey, particularly in the educational environment, with a focus on school teachers in both countries. The results show that dimensions such as individualism and collectivism, long-term orientation, and Indulgence directly contribute to shaping teaching practices, classroom interaction patterns, and teachers' decision-making mechanisms.

The practical importance of these findings lies in their potential to be used by policymakers and educational leaders to develop training programs and educational strategies that promote strategic planning, strike a balance between individual and collective values, and support the adoption of innovative teaching methods that contribute to increasing the attractiveness and flexibility of the educational process. The notable differences that appeared in some dimensions, especially long-term orientation, reflect a tangible transformation among teachers toward future-oriented thinking and perseverance, paving the way for more sustainable educational reforms and the development of project-based curricula and long-term planning. These findings confirm that national culture is not static but is influenced by technological, social, and cultural developments, especially in the educational environment, to form a dynamic subculture that requires customized strategies that consider this transformation.

Even though Jordan and Turkey represent different cultural and social backgrounds, the clear convergence in the study results between teachers in both countries reflects the strong impact of efforts to modernize education and open up to modern professional policies and practices in both contexts. Continuous training, the adoption of innovative teaching strategies, and curricula that encourage critical thinking and interaction have led teachers to adopt similar behavioral patterns characterized by independence, flexibility, and long-term planning, reducing the traditional differences expected between the two societies. The characteristics of the sample studied, which mostly represented teachers in urban and advanced educational environments, contributed to this similarity, demonstrating that professional culture within schools can transcend traditional national differences when modern educational practices and supportive institutions are in place.

This study recommends that educational institutions in Jordan and Turkey should adopt continuing professional development programs for teachers and school administrators that focus on promoting critical thinking, encouraging collaborative learning, and applying adaptive teaching methods to ensure the quality and sustainability of education. It also proposes the development of educational policies and curricula that take into account cultural and social transformations and integrate critical thinking and strategic planning skills, while adopting interactive teaching methods that balance individual and collective values. In addition, the study recommends conducting future research to apply Hofstede's dimensions to diverse samples within the education sector, such as comparing urban and rural schools to explore cultural differences and their impact on teaching practices and teachers' decisions. It also recommends expanding

these studies to include other sectors, such as health and tourism, to understand the impact of cultural diversity on work behaviors and decision-making in various sectors.

In light of methodological limitations related to sample size and reliance on secondary data for comparison, these findings are interpreted within their exploratory framework, emphasizing the need for larger and more representative future studies to verify the persistence of these cultural trends.

Authors Declaration:

We Hereby Confirm That All the Figures and Tables in The Manuscript Are Mine and Ours. Besides, The Figures and Images, which are Not Mine, Have Been Permitted for Republication and Attached to The Manuscript.

Conflicts of Interest: The Authors declare that there is no conflict of interest

Ethical Clearance: The Research Was Approved by The Local Ethical Committee in The University of Baghdad.

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