

## Evaluating the Effectiveness of the Program Developed to Increase the Awareness of Municipality Employees on Corporate Social Responsibility<sup>1</sup>

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### Abstract

The primary goal of education is to ensure the retention and effective utilization of knowledge and skills. In recent years, program development efforts have been implemented not only in formal education institutions but also in social organizations and non-formal education settings. Educational programs primarily focus on making sense of knowledge, emphasizing how to learn rather than what should be taught. In this context, the implementation of training programs in the field of corporate social responsibility and the evaluation of their effectiveness are considered essential. The concept of social responsibility has long been developed within the private sector and has been framed within the corporate obligations of businesses towards society. However, increasing social responsibility initiatives within public service units is crucial, particularly in terms of providing benefits to disadvantaged groups. Accordingly, it is necessary to enhance the awareness levels of municipal employees to help them better distinguish between social responsibility and social services. Within the scope of this study, the corporate social responsibility perceptions of employees in a selected municipality were identified, and the effectiveness of a training program designed to enhance their awareness was evaluated. The research findings indicate that the implemented training program contributes to increasing corporate social awareness.

**Keywords:** Program development, corporate social responsibility, educational program.

### INTRODUCTION

#### Program Development

An educational program is "the entirety of instructional curricula encompassing teaching-learning processes, as well as activities and programs beyond the instructional curriculum" (Küçükahmet, 2009). Curriculum development, in its broadest definition, refers to the process of designing, implementing, evaluating, and subsequently redesigning and organizing educational programs based on the findings obtained from the evaluation (Odabaşı, 2014). In its simplest form, curriculum development is the process of planning, implementing, and evaluating the curriculum, ultimately resulting in the formulation of a curriculum plan (Lunenber, 2011). According to Bobbitt, curriculum development consists of a series of deliberately guided educational experiences utilized by schools to facilitate the completion and perfection of individuals (Cincioğlu, 2014). According to Demirel (2015), curriculum development can be defined as "the comprehensive set of dynamic relationships among the objectives, content, teaching-learning process, and assessment components of an educational program." According to Tuncel (2014), curriculum development is a process based on scientific research and benefits from multiple disciplines. Throughout the curriculum development process, questions related to various disciplines such as history, philosophy, psychology, sociology, and economics are explored. Although there is no universally agreed-upon definition of the educational content referred to as curriculum in schools, Marsh (2009) has summarized the key aspects encompassed by different definitions as follows:

- ✓ The curriculum consists of subjects that include the required knowledge
- ✓ Curricula encompass useful subjects
- ✓ The curriculum includes all the learning experiences that a school is required to provide
- ✓ It comprises learning experiences through which individuals can acquire general skills and knowledge in different ways

Within the scope of curriculum development definitions, the concept is acknowledged to consist of four fundamental components: objectives, content, the teaching-learning process, and assessment and evaluation. The objectives component includes the desired behaviors that learners are expected to acquire. The content component refers to the body of topics that align with the predetermined objectives of the curriculum. The teaching-learning process outlines the selection of learning-teaching models, strategies, methods, and techniques necessary to

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achieve the specified objectives. The assessment and evaluation component emphasizes the systematic testing of objectives and behaviors, determining the extent to which the desired behaviors have been acquired, and ensuring the quality control of the implemented education (Demirel, 2015). In curriculum development, the primary emphasis is placed on school-related subjects and knowledge, the principles guiding how knowledge is addressed in the classroom, the acquisition of the minimum required knowledge, skills, and values by students, and the identification of information deemed important by curriculum designers for both students and society (Preez & Simmonds, 2014).

As in course documentation, the written and published curriculum is considered the official curriculum. The goal of educational development is to ensure that the official curriculum is delivered as the functional curriculum and that there is no discrepancy between curriculum development and its implementation (Slattery, 2013). The most distinctive characteristic of today's knowledge society is its rapid pace of change and development. As a result, advancements in science and technology significantly influence social, economic, and cultural life, leading to the continuous evolution of professions and their definitions. Additionally, the required workforce profile for these emerging professions is constantly being redefined (Hursen, 2016). Therefore, it is of great importance that education and curriculum programs are developed in alignment with these changes.

Curriculum development is the continuous improvement of an implemented program based on research findings (Küçükahmet, 2009). In light of this information, the primary goal of curriculum development is to provide structured learning experiences for all students. The curriculum is recognized as the crucial link between teaching and learning, as well as between teachers and students. The more comprehensive the curriculum and its planning process, the more effectively it can achieve its educational objectives (Aliyeva, 2016).

Curriculum development is a broad and complex process. Within this process, the curriculum can be defined in two ways. First, it is regarded as a sequence of experiences aimed at developing skills in individuals. From another perspective, it is a series of educational experiences utilized by schools to facilitate and enhance this developmental process (Soto, 2015). Furthermore, curriculum development is not a short-term task but rather a process that requires the collaboration of multiple experts and participants. Additionally, ongoing advancements necessitate the continuous renewal and adaptation of curriculum development (Carl, 2009).

### **Curriculum Design**

Curriculum design is the process of identifying the components that constitute a program (Alcı, 2014). Program design, similar to the concept of industrial design, aims to structure instruction within a meaningful framework (Demirel, 2015). Curriculum design seeks to establish the fundamental structure of a program (Alcı, 2014). According to Print (1993), curriculum encompasses planned learning experiences, the presentation of the educational program, the representation of a document, and the outcomes obtained from the implementation of this document. Since quality and excellence in education are crucial for all aspects of society, there has been a focus on ensuring that programs fulfill their missions through program evaluation and assessment strategies (Abate et al., 2003). Program evaluation refers to the collection of information that enables judgments about the value and effectiveness of a specific program. Through this process, decisions can be made regarding the program's future, including whether it should be continued, modified, or completely discontinued (Hussain et al., 2011). Calley (2011) outlines the components of curriculum development as follows: developing the program rationale, conducting a comprehensive review of research in curriculum design, designing clinical programs, establishing an organizational structure, identifying relevant community resources, determining potential funding sources, developing proposals and an initial budget, conducting program evaluation, enhancing professional advocacy, defining data reporting methods, and creating plans for exploration.

Every curriculum design is also concerned with specific social benefits and values. During the curriculum development process, practitioners must be aware of which curriculum will provide greater social benefits and the underlying values of the curriculum. This awareness ensures that the curriculum aligns with the intended objectives (Thomas & Lien, 2005).

### **Corporate Social Responsibility and the Scope**

At the present stage, businesses can no longer be defined solely as profit-driven entities. As organizations that are part of society and interact with it, they must consider their stakeholders in decision-making processes, giving rise to the concept of social responsibility. In general, corporate social responsibility (CSR) encompasses products, processes, and services beyond economic considerations (Hohnen & Potts, 2007). Social responsibility, which involves engaging in a social contract and consensus, represents the sum of mutual understandings and expectations that arise from relationships between two or more individuals or institutions. Organizations must take into account certain restrictions and limitations imposed by the society in which they operate. At its core, CSR

emphasizes prioritizing societal benefit, ensuring that business activities are conducted within this framework (Akım, 2010). According to Crowther and Aras (2011), corporate social responsibility (CSR) concerns the nature of relationships between global corporations, national governments, and individual citizens, as well as how these relationships should ideally function. More specifically, CSR can be defined as the interactions between a company and its stakeholders. Social responsibility, which refers to an organization's ethical and responsible behavior towards its internal and external environment, involves making and implementing decisions in alignment with these principles. CSR is generally shaped around sustainability and sustainable development, encompassing the economic, legal, ethical, and discretionary expectations of the society in which a business operates. Beyond merely complying with legal regulations, CSR also involves adhering to unwritten ethical norms and engaging in voluntary social initiatives and campaigns, emphasizing the broader responsibilities of businesses toward society (Gümüş & Öksüz, 2009). Çelik (2007) defines the concept as "a company's engagement in economic activities by utilizing its scarce resources in the most efficient way to produce in accordance with the needs and desires of society, without causing harm to employees, shareholders, consumers, or individuals within the community."

There is no universally accepted definition of the concept of corporate social responsibility (CSR), which has emerged as a result of the social responsibility approach. The primary reason for this is its relativity and the varying connotations it evokes for different individuals (Bayraktaroğlu, İltter, & Tanyeri, 2009). From a broad perspective, corporate social responsibility can be defined as "a concept that extends beyond the legal obligations of businesses and is voluntarily undertaken, encompassing social, economic, ecological, and ethical dimensions. It aims to ensure a certain level of satisfaction for all internal and external stakeholders with whom the business interacts while also maintaining business profitability. Moreover, CSR involves planning and implementing activities that will enable the business to sustain its future alongside its environment" (Ceritoğlu, 2011). Kotler and Lee (2006) define the concept as voluntary commitments aimed at enhancing societal well-being through the contribution of corporate resources and practices.

Corporate Social Responsibility (CSR) is generally regarded as the social responsibilities that institutions hold toward society. However, while some interpret these responsibilities as limited to activities such as building schools, painting healthcare centers, or providing scholarships to students in need, others extend the definition to include the use of raw materials that do not pose a threat to public health, the production of goods, services, or businesses that contribute to environmental well-being, and responsible production processes (Boran, 2011). Although CSR is defined in various ways, it fundamentally refers to the alignment of business activities with widely accepted social and ecological standards and the fulfillment of legal obligations. Additionally, it encompasses voluntary investments in initiatives that provide public benefit, thereby expanding the scope of social responsibility. One perspective on CSR defines the concept as the efforts of organizations to address issues arising from their own operations (Boran, 2011). Social responsibility refers to the obligation of decision-makers within businesses to undertake actions that not only protect and promote their own interests and those of their companies but also safeguard and enhance societal well-being. Consequently, social responsibility imposes constraints on businesses throughout the entire process from production to consumption, compelling them to adopt policies, methods, and actions that account for these limitations. Companies that embrace social responsibility do not solely focus on satisfying business owners but also strive to enhance the welfare of employees, customers, partners, investors, and communities. Therefore, social responsibility requires businesses to engage not only in economic activities but also in socially responsible initiatives (Pelit, Keleş, & Çakır, 2009).

### **Related Researches**

In Turkey, curriculum development has generally been approached as a process focused on formal education. There is a notable scarcity of curriculum development studies specifically addressing in-service training programs for employees in both the public and private sectors.

Regarding curriculum development, Arsal (1998) states that research findings indicate that past curricula have not been developed based on a thorough analysis of actual needs using needs assessment techniques for society, individuals, and subject areas. Instead, these programs have been designed primarily based on expert opinions rather than systematic needs assessment research. Aykaç (1993), in his thesis titled *Determining the In-Service Training Needs of Keçiören Municipality Law Enforcement Personnel*, conducted a study closely related to our research. In addition, Turan (2002) conducted a curriculum development study aimed at women enrolled as trainees in a Public Education Center, serving as another example of social responsibility. One of the few studies in this field was conducted by Kaya, Çepni, and Küçük (2004), who developed a program to address the in-service training needs of physics teachers regarding laboratory use. Within this framework, a total of 60 hours of training was provided to enhance teachers' knowledge and experience in the laboratory. Observations at the end of the program indicated that participants' knowledge and experience had significantly improved. Similarly, Güler and Çavuş (2016) examined teachers' opinions on an in-service training program designed to enhance their knowledge

levels. The study found that participants' views on the program differed significantly based on gender, while no significant differences were observed in their success levels concerning demographic characteristics. Konaş (2009) developed a program to address the curriculum development needs of BİLSEM (Science and Arts Center) teachers and evaluated its effectiveness. In this study, teachers' knowledge of curriculum development was assessed before implementing a two-week training program. Following the program's implementation, the curriculum was evaluated. Based on the results of pre- and post-tests, a significant difference in favor of the post-test scores was found, indicating the effectiveness of the program.

### Goals

Within the scope of this study, the aim is to develop a program to enhance the social responsibility awareness of employees in public institutions, using a municipality as a case study. The program will be implemented, and its outcomes will be evaluated. To achieve these general objectives, the following sub-objectives have been determined:

1. Can municipal employees' awareness of social responsibility be enhanced through training?
2. Can municipal employees' perspectives on social responsibility be changed?
3. What are municipal employees' views on their training needs regarding social responsibility?
4. How should a training program on social responsibility be designed for municipal employees?
5. What is the success level of municipal employees who have completed the social responsibility training program?

## STRATEGIES AND METHOD

### Research Model

Both qualitative and quantitative analyses were utilized in the study. The qualitative analyses were conducted using the interview method, one of the qualitative research methods. Qualitative research was chosen due to its advantages, such as reflecting the reality of specific cases, facilitating the development of theories based on its findings, and enabling a better understanding of various factors in the environment. The quantitative analyses in the study were carried out using the survey model. The survey model is an approach that aims to describe a past or present situation as it exists. The event, individual or object that is the subject of the research is analyzed within its own conditions.

### Sample

Since the study is limited to Yalova, the research population consists of all employees working at Yalova Municipality. The sample of the study comprises 46 employees from Yalova Municipality.

### Data Collection Tools

#### 1) Gain test

Within the scope of the study, an Achievement Test was designed to measure participants' level of knowledge regarding social responsibility. For this purpose, various academic studies in the field of social responsibility were examined in terms of their problem statements, and participants' knowledge levels regarding the questions addressed in these studies were assessed. The test was administered twice, once at the beginning and once at the end of the study. After the first test, correct answers were not provided to the participants, and the same test was re-administered at the end of the training.

#### 2) Social responsibility awareness scale

A literature review was conducted on municipalities' understanding of social responsibility, and a question pool consisting of 25 statements was initially created on the subject. Expert opinions were obtained for the created pool, and 10 statements that were deemed to contain semantic shifts, be prone to misinterpretation, or be ineffective in measuring the intended concept were removed based on expert evaluations. Additionally, following a reliability test, 6 more statements were excluded, as it was observed that their removal would increase the reliability value. With these adjustments, the final version of the scale was determined. The reliability value is an indicator of the degree to which repeated measurements yield the same result. Therefore, survey questions are subjected to reliability analysis. In reliability analysis, Cronbach's Alpha coefficient is used. This coefficient ranges between 0 and 1, and as it approaches 1, the reliability of the survey increases. If the coefficient is above 0.70, the survey is considered to be reliable (Cihangiroğlu et al., 2011). The Cronbach's Alpha coefficient for all sub-dimensions of the Corporate Social Responsibility Survey in Municipalities is above 0.9. Therefore, the survey results are highly reliable.

Table 1: Reliability Values

	Cronbach's Alpha	N
Health Care Studies	,916	9
Transportation Studies	,957	9
Studies for the Elderly	,932	9
Children Studies	,936	9
Environmental Studies	,904	9
Welfare Studies	,933	9
Studies on Natural Disaster Regions	,942	9
Studies on Public Education	,940	9
Studies on Special Occasions	,955	9
Studies on people with disabilities	,917	9

3) Personal information form

A personal information form was created to collect participants' personal data, including gender, age, marital status, educational background, work experience, duration of employment at the municipality, and income level.

4) Education program development

Particularly, the training program to be developed on corporate social responsibility aims to comprehensively cover the essence of the subject. Efforts have been made to develop solutions for practical challenges that employees interested in social responsibility may encounter. Previously developed training programs in this field have been examined, with a specific focus on the curricula of certification programs, which have been instrumental in shaping the training program. Additionally, to ensure the validity and reliability of the designed training program, expert opinions were sought. Based on these evaluations, the training content was deemed appropriate for enhancing corporate social responsibility awareness.

**Data Analysis**

The data collected for the research were analyzed using the SPSS 22.0 software package and were first subjected to reliability analysis. Subsequently, in accordance with the research objectives, frequency analyses were conducted, along with t-tests for two-group variables and ANOVA analyses for variables with more than two groups.

**FINDINGS AND DISCUSSIONS**

*General Opinions on Social Responsibility*

When examining participants' opinions on the municipality's activities, it is observed that they generally hold positive views regarding all areas of work. The most favorable opinions are related to corporate social responsibility initiatives for individuals with disabilities and activities conducted on special occasions. Therefore, it can be concluded that participants are highly satisfied with social responsibility efforts targeting individuals with disabilities and special occasion initiatives. Although views on natural disaster-related initiatives are also positive, this area appears to have the lowest level of satisfaction compared to other social responsibility efforts.

Table 2: General Opinions on Corporate Social Responsibility

	N	Average	Standard Deviation
Health Care Studies	46	3.8792	,71581
Transportation Studies	46	3,8357	,88819
Studies for the Elderly	46	4,1280	,72803
Children Studies	46	4,0435	,72065
Environmental Studies	46	4,3092	,59716
Welfare Studies	46	4,3043	,62567
Studies on Natural Disaster Regions	46	3,7971	,94202
Studies on Public Education	46	4,1884	,80358
Studies on Special Occasions	46	4,3841	,71730
Studies on People with disabilities	46	4,3937	,59199

*Opinions of Municipal Employees Regarding Their Training Needs*

According to the majority of municipal employees participating in the study, corporate social responsibility (CSR) refers to voluntary initiatives that are not legally mandated. When thinking about corporate social responsibility, what comes to mind is the efforts undertaken by institutions for the benefit of society without any obligation. In most cases, activities carried out within the scope of CSR are not directly part of the municipality’s core responsibilities but are instead voluntary initiatives aimed at benefiting society. Another definition describes CSR as "societal communication efforts." Municipalities engage in CSR activities to maintain their connection with society and to demonstrate that they exist for the benefit of the public, thereby conducting societal communication initiatives. According to another significant definition, CSR represents solutions to social problems. Participants believe that municipalities should provide solutions to various societal issues, even if they are not legally required to do so. By doing so, they contribute to the development of a more peaceful and prosperous society.

Table 3: Descriptions of Corporate Social Responsibility

	n	%
<sup>2</sup> Corporate social responsibility studies are efforts for social communications.	15	32,6
Corporate social responsibility studies are voluntary and have no obligations.	17	37,0
Corporate social responsibility studies are solution proposals to social problems.	14	30,4
TOTAL	46	100,0

According to the participants, corporate social responsibility (CSR) activities are not profit-oriented initiatives. Instead, they serve as means of social communication and solutions to societal problems. Therefore, they should not be profit-driven. If profit becomes the primary goal, the initiative ceases to be a social responsibility effort and transforms into a commercial activity. Participants also believe that corporate social responsibility requires sustainability. When proposing solutions to social issues through CSR, a long-term perspective should be adopted rather than a short-term one. Therefore, projects developed within this scope must be sustainable. Additionally, according to the participants, mass circumcision or wedding ceremonies should not be considered corporate social responsibility activities. Such events are not issues that concern society as a whole, and therefore, they should not be evaluated within the scope of social responsibility.

Table 4: Non-Corporate Social Responsibility Activities

	n	%
These activities are not conducted for profit	24	52,2
They cannot be considered as unsustainable activities.	11	23,9
Activities such as collective circumcision feasts or weddings are not seen as non-corporate social responsibility activities.	11	23,9
TOTAL	46	100,0

According to the participants, corporate social responsibility (CSR) cannot be likened to any specific entity. However, some participants described CSR as resembling an umbrella, as it brings together and unites all beneficiary groups by ensuring the participation of all actors in social life. Others compared CSR to an ant, as its function increases as social responsibility activities are carried out and expand.

Table 5: What is Corporate Social Responsibility like?

	n	%
It is a unique entity.	22	47,8
It is like an umbrella keeping benefit groups together.	5	10,9
Like ants, the performance of corporate social responsibility activities increase as their numbers grow.	4	8,7
I have no idea.	15	32,6
TOTAL	46	100,0

According to the municipal employees who participated in the study, municipalities should primarily engage in social responsibility activities related to children, followed by initiatives concerning individuals with disabilities and transportation. Participants believe that "children are the future of society." Therefore, social responsibility activities aimed at children will lay the foundation for a peaceful society in the future. Additionally, individuals with disabilities represent a disadvantaged group that often faces difficulties in integrating into social life. For this reason, social responsibility initiatives should be organized to support their inclusion in society and enhance their participation in community life.

Table 6. In What Areas Should the Municipality Organize Corporate Social Responsibility Studies?

	n	%
Health	4	8.7
Transportation	6	13.0
Elderly	4	8.7
Children	10	21.7
Environment	5	10.9
Welfare	3	6.5
Natural disaster	3	6.5
Public Education	2	4.3
Special Occasions	2	4.3
People with Disabilities	7	15.2
TOTAL	46	100.0

According to the participants, in the corporate social responsibility (CSR) initiatives undertaken by the municipality, people from different segments of society should work together to contribute to social cohesion. Additionally, these individuals should participate on a voluntary basis and should not engage in these activities for financial gain, as doing so would contradict the essence of corporate social responsibility. However, the participants emphasized that high-level professionals, such as psychologists, psychiatrists, and sociologists, should be involved in these initiatives to ensure that societal problems are addressed with expert intervention.

Table 7. Who should take part in the Corporate Social Responsibility Studies of the municipalities?

	n	%
Volunteers should be involved	10	21.7
Academic staff should be involved	14	30.4
People from different sections of society must work together	22	47.8
TOTAL	46	100

The majority of municipal employees believe that municipalities should take on corporate social responsibility (CSR) duties. However, a minority of employees consider the implementation of CSR activities by municipalities unnecessary.

Table 8. Should Municipalities Undertake Corporate Social Responsibility Duties?

	N	%
Yes, they should	39	84.8
No, they should not	7	15.2
TOTAL	46	100.0

The majority of participants find municipalities' social responsibility efforts sufficient. However, among those who believe that municipalities should undertake corporate social responsibility (CSR) duties, a minority group considers these efforts insufficient. Additionally, some employees believe that municipal CSR initiatives should be evaluated not by municipal employees but by the public.

Table 9. Are the Municipalities' Corporate Social Responsibility Studies Adequate?

	n	%
The public should evaluate rather than municipal employees.	11	23.9
I think that our social responsibility studies are adequate.	19	41.3
I think that our social responsibility activities are inadequate.	9	19.6
There is no need for municipalities to assume social responsibility.	7	15.2
TOTAL	46	100.0

According to the municipal employees who participated in the study, the most important duty of municipal administrators in corporate social responsibility (CSR) initiatives is to maintain close communication with the public rather than being disconnected from them. Additionally, municipal administrators should provide training on corporate social responsibility to all municipal employees, from the lowest-level staff to the highest-ranking officials.

Table 10. Duties of Municipal Managers on Corporate Social Responsibility

	N	%
Be in touch with the public	20	43.5
Do his job well	9	19.6
Provide training in the field of social responsibility from the bottom to the top.	17	37
TOTAL	46	100.0

The majority of municipal employees believe that they need training on corporate social responsibility (CSR).

Table 11. Do You Need Training?

	N	%
Yes	29	63.0
No	17	37
TOTAL	46	100.0

The trainings that the participants want to receive on corporate social responsibility are generally shaped in two different types. While one group of municipal employees favored distance education, another group argued that practical training should be given by dividing into small groups. In addition, they stated that the production of projects for social actors such as children, the elderly and the disabled should be encouraged in these practices.

*Training Program Prepared for Social Responsibility Needs of Municipal Employees*

The Municipal Employees’ Social Responsibility Awareness Enhancement Program, developed for this study, was designed over approximately one month through a review of previous studies, observations, and other research methods, ensuring its originality. In this section, information will be provided regarding the name of the activity, its objectives, duration, target audience, measurement, and evaluation methods. Each participant who successfully completes this program is expected to acquire the following skills:

- ✓ Knowledge of the basic concepts about social responsibility,
- ✓ Knowledge of the historical development of social responsibility,
- ✓ Knowledge of approaches regarding social responsibility,
- ✓ Knowledge of social responsibility activities in the field of transportation,
- ✓ Knowledge of social responsibility activities for the elderly,
- ✓ Knowledge of social responsibility activities for children,
- ✓ Knowledge of social responsibility activities for the environment,
- ✓ Knowledge of social responsibility activities on welfare,
- ✓ Knowledge of social responsibility activities regarding natural disasters,
- ✓ Knowledge of social responsibility activities regarding public education,
- ✓ Knowledge of social responsibility activities in the field of health care,
- ✓ Knowledge of social responsibility activities for special occasions,
- ✓ Knowledge of social responsibility activities for people with disabilities,

The duration of the activity consists of a total of 32 hours, with two sessions per day. The target group of the activity includes Yalova Municipality employees who participated in our previous survey. In addition:

- ✓ This activity has been organized to increase the social responsibility awareness of municipal personnel.
- ✓ An expert in social responsibility, who has experience in providing in-service training on this subject, has been assigned as the trainer.
- ✓ The classroom environment has been arranged to facilitate effective communication among participants.
- ✓ The training was conducted in an environment equipped with internet-connected computers and a projector, and the training content was supported with appropriate materials.
- ✓ The training took place in a conference-style seating arrangement.
- ✓ The necessary lighting and sound system were adjusted according to the number of participants.
- ✓ The number of participants was limited to a maximum of 40 per training session.
- ✓ At the end of the activity, a 25-question post-test was administered to assess the learning outcomes achieved through the training.

Table 12. Activity Content

<i>Topics</i>	<i>Time (hours)</i>
Social responsibility concept and scope	9
Social responsibility in municipal works	13
Sample case demonstration and observation tour	4
Project work, brainstorming	4
Assessment and Evaluation (Quiz)	2
Total	32

In light of the findings identified through the survey study, it has been determined that public employees working in the municipality need training and that they themselves have expressed a demand for such training. Based on this, the need to develop a training model has emerged. Within this scope, the aim is to develop a training program based on the following stages. As part of the training program, the first step is to establish the working group. Therefore, efforts have been made to create three fundamental units:

- ✓ Program Decision and Coordination Group
- ✓ Program Working Group
- ✓ Program Advisory Group

The curriculum development work plan has been established through the coordination of the three units mentioned above. Based on the survey findings, a training program was designed in response to the majority of municipal employees requesting corporate social responsibility (CSR) training. Accordingly, the implementation of the training program for participants was structured as follows:

Table 13. Training Program

Duration of training	32 hours/2 sessions
The number of target group of the training	46
Type of training	Practical Training

Participants' opinions on corporate social responsibility (CSR) were evaluated under the subcategories of health, transportation, elderly care, children, environment, social aid, natural disasters, public education, special occasions, and disability services. According to the findings, participants expressed positive views on municipal social responsibility efforts across all subcategories. Participants generally found municipal services in all these areas to be sufficient. However, CSR efforts related to natural disasters were rated the least positively, while initiatives for individuals with disabilities received the most favorable evaluations. Therefore, when determining training needs, priority has been given to corporate social responsibility training topics related to natural disasters and children.

In light of the data obtained from the findings, the primary objective of the study is to positively influence municipal employees' perception of corporate social responsibility (CSR). The initial survey results are also positive, indicating that participants approach the municipality's CSR initiatives favorably.

The training preferences of participants regarding corporate social responsibility (CSR) were generally divided into two types. While some municipal employees favored practical training, others suggested that a week-long training program should be conducted, where participants are divided into groups to receive small-scale practical training. Additionally, they emphasized that these sessions should encourage the development of projects related to social actors such as children, the elderly, and individuals with disabilities.

*How is the Success Status of the Municipal Employees passing the prepared Social Responsibility Training Program?*

Before the training, a multiple-choice questionnaire was distributed to participants to assess their knowledge level in the field of social responsibility. At the end of the initial assessment, the correct answers were not provided to the participants. After the training was completed, they were asked to retake the same test, and the accuracy of their responses before and after the training was analyzed to determine whether there was an increase in their correct answer rate. Accordingly, the distribution of participants' responses before and after the training is presented in Table 14.

Table 14. Pre and Post Training Status (%)

	PRE TRAINING		POST TRAINING	
	CORRECT	FALSE	CORRECT	FALSE
<b>Q1</b>	65	35	80	20
<b>Q2</b>	54	46	75	25
<b>Q3</b>	61	39	79	21
<b>Q4</b>	52	48	75	25
<b>Q5</b>	70	30	85	15
<b>Q6</b>	66	34	75	25
<b>Q7</b>	64	36	80	20
<b>Q8</b>	46	54	80	20
<b>Q9</b>	44	56	85	15
<b>Q10</b>	44	56	90	10
<b>Q11</b>	40	60	80	20
<b>Q12</b>	52	48	85	15
<b>Q13</b>	70	30	90	10
<b>Q14</b>	66	34	85	15
<b>Q15</b>	65	35	85	15
<b>Q16</b>	54	46	80	20
<b>Q17</b>	61	39	80	20
<b>Q18</b>	46	54	88	12
<b>Q19</b>	44	56	86	14
<b>Q20</b>	44	56	85	15
<b>Q21</b>	40	60	75	25
<b>Q22</b>	52	48	90	10
<b>Q23</b>	40	60	90	10
<b>Q24</b>	55	45	88	12
<b>Q25</b>	55	45	88	12

The first question asked participants to identify which option represents a social responsibility project in the field of health. Before the training, 65% of participants answered this question correctly, while this rate increased to 80% after the training. This indicates that participants learned what constitutes a social responsibility project in the health sector.

The second question aimed to determine which option does not represent a primary objective of health-related social responsibility activities. Before the training, 54% of participants answered correctly, whereas this rate increased to 75% after the training. This suggests that participants gained a better understanding of the primary objectives of social responsibility projects in the health field.

The third question focused on identifying the most important topic for social responsibility projects aimed at new mothers. Before the training, 61% of participants responded correctly, while this rate rose to 79% after the training.

Therefore, it can be concluded that participants learned the key topic for social responsibility projects targeting new mothers.

The fourth question asked participants to identify which option represents a social responsibility project in the field of transportation. Before the training, 52% of participants answered correctly, while this rate increased to 75% after the training. This indicates that participants learned what constitutes a social responsibility project in the transportation sector.

The fifth question aimed to determine which option does not represent a primary objective of transportation-related social responsibility activities. Before the training, 70% of participants answered correctly, whereas this rate increased to 85% after the training. This suggests that participants gained a better understanding of the primary objectives of social responsibility projects in the transportation field.

The sixth question focused on identifying which option does not represent a primary objective of social responsibility activities for the elderly. Before the training, 66% of participants responded correctly, while this rate rose to 75% after the training. Therefore, it can be concluded that participants learned the key objectives of social responsibility projects targeting the elderly.

The seventh question asked participants to identify which option represents a project that can be evaluated within the problem analysis framework for elderly-focused initiatives. Before the training, 64% of participants answered correctly, while this rate increased to 80% after the training. This indicates that participants learned how to conduct problem analysis in social responsibility projects for the elderly.

The eighth question aimed to determine which option represents a social responsibility project for children. Before the training, 46% of participants answered correctly, whereas this rate increased to 80% after the training. This suggests that participants gained a better understanding of what constitutes a social responsibility project for children.

The ninth question focused on identifying the most important reason why children are chosen as the target group in social responsibility activities. Before the training, 44% of participants responded correctly, while this rate rose to 80% after the training. Therefore, it can be concluded that participants learned why children are prioritized in social responsibility initiatives.

The tenth question asked which option represents an environmentally responsible behavior. Before the training, 44% of participants answered correctly, while this rate increased to 90% after the training. This indicates that participants learned environmentally responsible behaviors.

The eleventh question aimed to determine which option represents a measure to prevent the unconscious use of resources. Before the training, 40% of participants answered correctly, while this rate increased to 80% after the training. This indicates that participants learned measures to prevent resource waste after the training.

The twelfth question focused on identifying which option represents a behavior related to social aid and solidarity. Before the training, 52% of participants responded correctly, while this rate rose to 85% after the training. Therefore, it can be concluded that participants learned behaviors associated with social aid and solidarity.

The thirteenth question asked which option represents a social responsibility project related to natural disasters. Before the training, 70% of participants answered correctly, while this rate increased to 90% after the training. This indicates that participants gained knowledge about social responsibility projects related to natural disasters.

The fourteenth question aimed to determine which option represents the responsibilities of municipalities in the field of public education. Before the training, 66% of participants answered correctly, while this rate increased to 85% after the training. This indicates that participants learned about the responsibilities of municipalities in public education.

The fifteenth question focused on identifying which social responsibility activities municipalities undertake to address overconsumption, waste, and societal values. Before the training, 65% of participants answered correctly, while this rate increased to 85% after the training. This suggests that participants gained a better understanding of municipalities' responsibilities regarding waste prevention and societal values.

The sixteenth question asked which social responsibility activity municipalities engage in to protect natural resources, prevent environmental pollution, and promote environmental development. Before the training, 54% of

participants answered correctly, while this rate increased to 80% after the training. This indicates that participants learned about the role of municipalities in protecting natural resources, preventing pollution, and fostering environmental sustainability.

The seventeenth question aimed to determine which social responsibility area refers to municipalities allocating part of their resources to educational, artistic, and social projects. Before the training, 61% of participants answered correctly, while this rate increased to 80% after the training. This indicates that participants learned which social responsibility projects require municipalities to allocate a portion of their resources.

The eighteenth question focused on measuring corporate social responsibility (CSR) strategies. Before the training, 46% of participants answered correctly, while this rate increased to 80% after the training. This suggests that participants gained a better understanding of CSR strategies.

The nineteenth question was related to the responsibilities of municipalities in addressing environmental pollution. Before the training, 44% of participants answered correctly, while this rate increased to 85% after the training. This indicates that participants learned about municipalities' responsibilities regarding environmental protection. The twentieth question focused on the key principles of social responsibility campaigns. Before the training, 44% of participants answered correctly, while this rate increased to 85% after the training. This indicates that participants learned the key principles of social responsibility campaigns.

The twenty-first question was related to economic development. Before the training, 40% of participants answered correctly, while this rate increased to 75% after the training. This suggests that participants enhanced their knowledge of economic development.

The twenty-second question focused on activities carried out within the scope of social responsibility. Before the training, 52% of participants responded correctly, while this rate rose to 90% after the training. Therefore, it can be concluded that participants gained a better understanding of what social responsibility activities entail.

The twenty-third question addressed social responsibility initiatives in the field of education. Before the training, 40% of participants answered correctly, while this rate increased to 90% after the training. This indicates that participants learned about social responsibility activities in education.

The twenty-fourth question asked which option represents social responsibility projects that can be carried out in collaboration with non-governmental organizations (NGOs). Before the training, 55% of participants answered correctly, while this rate increased to 88% after the training. This suggests that participants learned about the types of social responsibility projects that can be implemented in partnership with NGOs.

Finally, the twenty-fifth question focused on the rules of social responsibility. Before the training, 55% of participants answered correctly, while this rate increased to 88% after the training. This indicates that participants gained knowledge about the principles and guidelines of social responsibility.

When we make a general assessment, it is observed that participants gained a better understanding of the concept of social responsibility following the implementation of the awareness-raising program. Their success rate significantly increased based on the answers they provided to the designated questions.

## CONCLUSION

Curriculum development is a frequently discussed topic in Turkey, particularly in the context of formal education. Research in this field has primarily focused on this area. However, studies aimed at enhancing education and awareness remain limited. Considering this need, the training program developed within this study, similar to previous research, has yielded results that enhance participants' knowledge levels regarding both their work and various other topics. Within the scope of this study, participants' awareness of corporate social responsibility was measured both before and after the training, and findings were found to be consistent with previous research. Accordingly, similar to the findings of Aykaç's (1993) study conducted at Keçiören Municipality, in-service training has led to an increase in participants' knowledge accumulation. This finding is consistent with the studies conducted by Kaya, Çepni, and Küçük (2004) and Turan (2002). Similarly, in Kontaş's study, the results of the achievement test administered before and after the program indicated a significant difference in favor of the post-test scores, demonstrating that the pre-service teachers' knowledge improved after the training. However, in contrast, Güler and Çavuş (2016) found that, following the training program designed to enhance teachers' knowledge levels, participants' perceptions of the in-service training program differed significantly based on

gender. However, no significant difference was observed in their success levels based on demographic characteristics.

Corporate social responsibility (CSR) in the public sector encompasses a set of practices that not only aim to identify and address citizens' issues but also provide various benefits, including enhancing political participation. Therefore, improving the awareness levels of municipal employees, who are the primary group in direct contact with the public, is of great importance in municipal services. Within the scope of this study, the primary objective was to determine the sample group's awareness level regarding the core values of social responsibility. Accordingly, the research was conducted with a sample of 46 municipal employees, the majority of whom were women, aged between 25 and 29, married, held a bachelor's degree, had 5 to 10 years of work experience, had been employed at the municipality for up to 5 years, and had a monthly income ranging between 3,001 TL and 4,000 TL. As a result of the reliability analysis, the findings were determined to be highly reliable.

Participants were asked to express their opinions on corporate social responsibility (CSR) under the subcategories of health, transportation, elderly care, children, environment, social aid, natural disasters, public education, special occasions, and disability services. According to the findings, participants' views on municipal social responsibility efforts across all subcategories were positive. They generally found municipal services in these areas to be sufficient. However, CSR efforts related to natural disasters were rated the least positively, while initiatives for individuals with disabilities received the most favorable evaluations. Additionally, participants' perspectives on social responsibility did not vary based on their demographic characteristics.

Participants defined corporate social responsibility (CSR) as "voluntary initiatives that are not legally mandated but serve as a means of social communication and offer solutions to societal problems." According to the participants, profit-driven activities and events such as mass circumcision or group weddings should not be considered social responsibility initiatives. Additionally, the majority of participants stated that social responsibility cannot be likened to any specific entity.

Participants stated that municipalities should primarily focus on social responsibility activities aimed at children. According to them, initiatives targeting children are investments in the future, contributing to the formation of a harmonious and peaceful society. Additionally, municipal employees believe that municipalities should take on responsibilities in corporate social responsibility (CSR) initiatives and, in doing so, bring together individuals from different segments of society. While some municipal employees found the existing social responsibility efforts sufficient, others argued that such evaluations should be made by the public rather than municipal employees. A very small minority expressed the opinion that municipalities do not need to undertake social responsibility initiatives.

Participants expressed two main preferences regarding the type of training they wished to receive on corporate social responsibility (CSR). While some municipal employees were open to online (remote) training, others emphasized the need for a one-week training program, where participants would be divided into groups and engage in small-scale practical training sessions. They also suggested that these practical sessions should encourage the development of projects related to social actors such as children, the elderly, and individuals with disabilities.

A 32-hour training program was developed and implemented to enhance municipal employees' awareness of social responsibility. Following the program, an additional assessment test was conducted to evaluate the effectiveness of the training by measuring participants' knowledge levels. In light of these findings, it was determined that even a 32-hour social responsibility training program significantly improved municipal employees' awareness of social responsibility. Therefore, addressing the training needs identified through survey findings has provided valuable insights for further studies in this area. Additionally, it was concluded that enhancing municipal employees' awareness will contribute to the more effective and sustainable implementation of social responsibility initiatives within municipal services.

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