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İZİN VERİYORUM.

ADRESYADI: *Betina Miskoen*

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**CORPORATE SOCIAL RESPONSIBILITY PROJECTS AND  
EFFECT OF PARTICIPATING TO CSR PROJECTS ON  
EMPLOYEE SELF-ESTEEM**

Yüksek Lisans Tezi

**BETİNA MİSKOEN**

**DANIŞMAN**

**Doç. Dr. Refika Bakoğlu Deliorman**

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Marmara Üniversitesi  
Sosyal Bilimler Enstitüsü Müdürlüğü

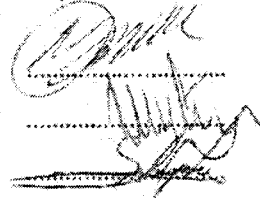
Tez Onay Belgesi

KAMU YÖNETİMİ Anabilim Dalı HUMAN RESOURCES MAN.& DEV. Bilim Dalı Yüksek Lisans öğrencisi BETİNA MISKOEN'İN CORPORATE SOCIAL RESPONSIBILITY PROJECTS AND SELF ESTEEM OF EMPLOYEES WORKING ON THESE PROJECTS adlı tez çalışması, Enstitümüz Yönetim Kurulunun 13.07.2006 tarih ve 2006/07-11 sayılı kararıyla ile oluşturulan jüri tarafından oy birliği / oy çokluğu ile Yüksek Lisans Tezi olarak kabul edilmiştir.

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- 1) Tez Danışmanı :  
2) Jüri Üyesi : DOÇ. DR. REFİKA BAKOĞLU DELİORMAN  
PROF. DR. İNCİ ARTAN ERDEM  
3) Jüri Üyesi : DOÇ. DR. M. MUSTAFA ERDOĞDU



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Betina MISKOEN

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## **ABSTRACT**

### **CORPORATE SOCIAL RESPONSIBILITY PROJECTS AND SELF ESTEEM OF EMPLOYEES WORKING ON THESE PROJECTS**

**By Betina Miskoen**

The aim of this research is to inform the reader about Corporate Social Responsibility Projects and empirically test the correlation between employees' self-esteem and participation to CSR projects and find out if there is significant positive relation between participation to CSR Projects and employees' self-esteem.

Quantitative method is selected for this research. Pharmaceutical sector is selected as the research area. Multinational Pharmaceutical Companies that are a member of AIFD (Researcher Pharmaceutical Companies Community) operating in Turkey and investing on CSR Projects are being analyzed in this research. The research is implemented at Pfizer Pharmaceutical Company. Sample consists of 64 employees who still work at Pfizer and are or have been a member of "Corporate Team" before and the other 64 employees are the control group who have not participated this team yet.

Factor analysis is implemented. ASSEI scores are measured by variance analysis and t-test with respect to demographic attributes. Upon the findings, we can state that employees who have participated to CSR Projects obtained higher scores on some of the items of self-esteem. These items are related to social self, material self, personal achievement and appreciated self components.

## OZET

### KURUMSAL SOSYAL SORUMLULUK PROJELERİ VE BU PROJELERE KATILAN CALISANLARIN OZGUVENLERİ

**Betina Miskoen**

Bu projenin amaci, okuyucuyu Kurumsal Sosyal Sorumluluk Projeleri hakkında bilgilendirmek, özgüven ile KSS Projelerine katilim arasındaki korelasyonu ampirik olarak test etmek ve KSS Projelerine katilim ile calisan ozguveni arasında pozitif bir iliski varsa bunu ortaya cikarmaktır.

Bu arastirma için secilen yontem kantitatifdir. Ilac sektoru arastirma alanı olarak secilmistir. Türkiye’de faaliyet gösteren ve sosyal sorumluluk projelerine yatirimda bulunan, aynı zamanda AIFD üyesi olan Uluslararası Ilac Firmaları analiz edilmistir. Arastirma Pfizer İlaçları Ltd. Sti.’de uygulanmistir. Orneklem, Pfizer bünyesinde yer alan “Toplum Takımı”nda bugüne kadar calismis ve bugüne kadar hiç calismamis olmak üzere toplam 128 kisten olusmaktadır.

Factor analizi uygulanmistir. ASSEI skorları varyans analizi ve t testi ile ölçulmus, bununla birlikte demografik faktörlerle kurulan iliskilere de yer verilmistir. Bulgulara göre; sosyal sorumluluk projelerine katılan calisanların ozguvene ait bazı faktörlerde daha yüksek skorlar aldığı görulmustur. Bu faktörler sosyal benlik, materyal benlik, kisisek basar ve gurur duyan benlik faktörleriyle iliskilidir.

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## INTRODUCTION

Every organization's goal is to gain profit for sure, but to reach this goal; organizations have to be aware of the problems and needs that community faces. Since 1980, the impact of globalization forces the organizations to renew themselves. And organizations besides their goal of maximizing profit increasingly started to invest on Corporate Social Responsibility (CSR) Projects in order to meet the needs of community.

There are many reasons today, why corporations invest money on CSR Projects, which will be described later in this research. Some of the corporations have workgroups or departments in order to carry on CSR Projects. And employees voluntarily spare their private time and take place in these projects. It is obvious that organizations provide a great help to society by these investments and that they get some benefits and advantages in return like having a positive image or prestige. But is it also an investment on the corporation's employees itself?

Human is the most important source a company has. And companies are aware of the fact that a company without high self-esteem employees will not survive long. So, they make investments to develop its employees' self-esteem. Therefore, it can be said that companies aiming sustainable profit should give importance to these two major concepts: "Corporate Social Responsibility and Self - Esteem". However, no research has yet been made to analyze the relation between these concepts. This research's purposes is to inform the reader about CSR, emphasize the importance of CSR and analyze the self-esteem of employees who take active role in these projects and see if there is a correlation in between participation to these projects and employee's self-esteem.

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Kütüphane ve Dokümantasyon  
Daire Başkanlığı

# 1. CORPORATE SOCIAL RESPONSIBILITY

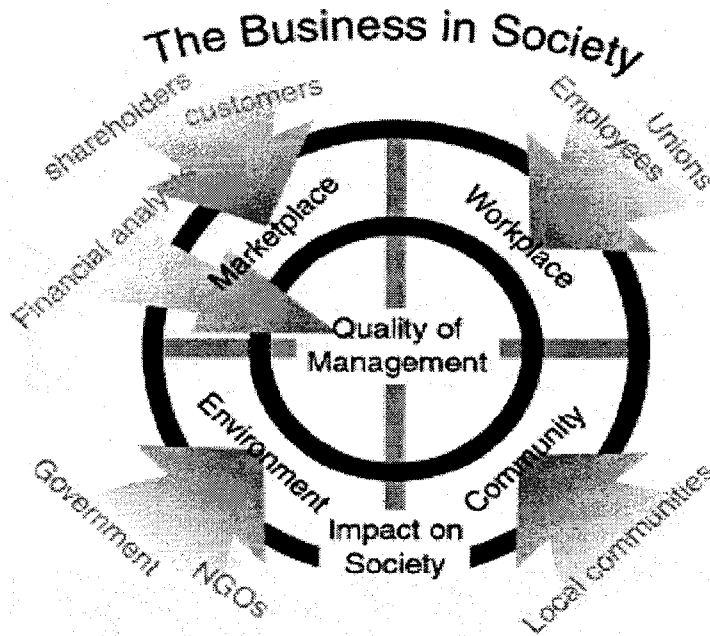
## 1.1 Definitions and Dimensions of Corporate Social Responsibility

According to the report of World Business Council for Sustainable Development (WBCSD), "Corporate social responsibility is the commitment of business to contribute to sustainable economic development, working with employees, their families, the local community and society to improve their quality of life". ([www.wbcsd.ch](http://www.wbcsd.ch), 2005)

Business for Social Responsibility (BSR), suggests that corporate social responsibility is a decision making process which relates to taking into consideration the ethical values, legal requirements, respect for people, communities and the environment, in a manner that meets or exceeds the ethical, legal, commercial and public expectations that society has. ([www.bsr.org](http://www.bsr.org), 2006)

The European Commission's Green Paper defines CSR as a concept, whereby companies integrate social and environmental concerns in their business operations and in their interactions with their stakeholders on a voluntary basis. Social Platform argues The European Commission's Green Paper's view on mentioning CSR as an optional concept by stating that a socially responsible corporation is the one that takes account of all of the positive and negative environmental, social and economic effects it has on society. Social Platform also states that CSR is not only about running a profitable business but also about protecting the health, safety and development of employees and caring for the social and physical environment. ([www.socialplatform.org](http://www.socialplatform.org))

Different organizations have framed different definitions of CSR. Mallen Baker - Development Director of Business in the Community states that CSR is about how companies manage the business processes to produce an overall positive impact on society. Baker describes CSR with the following illustration;



**Figure 1:** Social Responsibilities of Corporations

**Source:** Baker, M (2005). Development Director of Business in the Community, *Business and Society*, New York: Mc Grew-Hill.59, 538 – 549.

The World Business Council for Sustainable Development in its publication "Making Good Business Sense" by Richard Holme used the following definition "Corporate Social Responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large". The same report gave some evidence of the different perceptions of what this should mean from a number of different societies across the world, different definitions such as "CSR is about capacity building for sustainable livelihoods". It respects cultural differences and finds the business opportunities in building the skills of employees, the community and the government" from Ghana, through to "CSR is about business giving back to society" from the Philippines.

Briefly, we can say that no universally accepted definition of CSR exists. Some suggest that it's about what business puts back - and can show it has put back - in return for the benefits it receives from society. Others say that CSR is about a company's interaction with the legal and social obligations of the societies in which it operates and about how it accounts for those obligations. Most definitions of corporate social responsibility describe it as not only fulfilling legal expectations, but also going beyond compliance and investing 'more' into human capital and environment. Under these, and most other definitions, CSR is essentially about what organizations do, how they do it and the impact of their behavior on the wider society. It focuses on a variety of issues ranging from actions in the workplace and marketplace to questions such as community investment, environmental impact, business ethics and human rights.

## **1.2 History of Corporate Social Responsibility**

The idea of corporate social responsibility appeared around twentieth century before World War 2. Corporations at that time were criticized of being too big, too powerful, and guilty of antisocial and anticompetitive practices.

These critics forced corporations to use their power and influence voluntarily for social purposes, rather than for profits alone. Some of the wealthy business executives like Andrew Carnegie gave much of their wealth to educational and charitable institutions. Others like automaker Henry Ford developed programs to support the entertainment and health needs of their employees. These business executives led society to act responsibly and emphasized that business had a responsibility to society beyond making profits. (Morelli, 1970)

CSR became a popular concept in 1970's. It has been subject to many arguments and researches. Although there has been a big interest to CSR at that time; managers hesitated to carry on the implementations. In 1980's, together with the developing information technologies, "distance" concept disappeared and therefore knowledge became easily accessible. Besides, competition began to increase and globalization notion aroused. As a result, corporations were required to renew

themselves in order to adapt these changes. All these interactions drove organizations to act like socially responsible firms.

Another improvement was in the area of human rights. Human capital came out to be the most important asset. Moreover, education and wellbeing of people had improved and these ended up with increasing expectations in terms of life quality. (March, 1986)

To sum, nowadays having a high economic performance is not enough to sustain companies' existence. Companies are also required to realize their activities considering the CSR concept.

Ideas about business' role in society on twentieth century brought two principles: charity principle and stewardship principle. These principles are the historical foundation stones for the modern idea of corporate social responsibility.

#### The Charity Principle

The charity principle requires fortunate members of society to help its less fortunate members, including the unemployed, the disabled, the sick, and the elderly. (Freeman & Liedtka, 1991)

Beginning in the 1920's, business firms themselves rather than the owners alone started to give aid to the poor and the people in need. Business leaders established pension plans, employee stock ownership and life insurance programs, unemployment funds, limitations on working hours, and higher wages. They built houses, churches, schools, and libraries, provided medical and legal services, and gave to charity. (Post, Frederick, Lawrence, Weber, 1996)

#### The Stewardship Principle

According to this theory, corporate managers need to interact with all groups who have a "stake" in what the corporation does. If they do not do like this, their firms will not be fully effective economically or fully accepted by the public as a socially responsible corporation. As one former business executive declared, "Every citizen is a stakeholder in business whether he or she holds a share of stock or not, is employed in

business or not, or buys the products and services of business or not. Just to live in society today makes everyone a stakeholder in business. (Ullmann, 1985)

### Modern Forms of Corporate Social Responsibility

These two principles, the charity principle and the stewardship principle, established the original meaning of corporate social responsibility. Table 1 shows how these two principles have evolved to form the modern idea of corporate social responsibility. Corporate philanthropy is the modern expression of the charity principle.

**Table 1 Foundation Principles of Corporate Social Responsibility and Their Modern Expression**

	<b>Charity Principle</b>	<b>Stewardship Principle</b>
<b>Definition</b>	Business should give voluntary aid to society's needy persons and groups	Business, acting as a public trustee, should consider the interests of all who are affected by business decisions and policies
<b>Modern Expression</b>	Corporate philanthropy  Voluntary actions to promote the social good	Acknowledging business and society interdependence  Balancing the interests and needs of many diverse groups in society
<b>Examples</b>	Corporate philanthropic foundations  Private initiatives to solve social problems	Stakeholder approach to corporate strategic planning  Optimum long-run profits, rather than maximum short-run profits

**Source:** Carroll, Archie B., (1991a). The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders. *Business Horizons*, 34.4, 39-48.

Classical, Neo-Classical and Modern Approaches of Corporate Social Responsibility

Events of the late twentieth and early twenty-first century have forced the corporations to be socially responsible. Three approaches have come out at that time: Classical, Neo Classical and Contingency Approach of CSR.

The Classical approach to corporate social responsibility states that corporation's only social responsibility is maximizing shareholder value; anything else is, in fact, irresponsible. The Neoclassical approach, alternatively, drives businesses to invest in the well-being of society as a whole, even if it results in a financial loss or other disadvantages to the company.

The classicist arguments focus on legitimacy and the practices and principles to build the best organizational structure. Classical view accepts these principles as universally valid which mean these principles can be implemented in every organization and will create the same outcome. But actually, this approach leaves human notion out of the structure. Human is assumed to act like a robot and that he/she will not reflect his/her private problems to business and will separate his/her work life and private life. Moreover, the approach states that the only effect on employee productivity is the principles and conditions set by the organization. Those who accept the classical view believe that it is government's job to provide for the general welfare; and if business starts doing the government's job, the government will take over business. As a result, business and government will combine to one powerful group which will be a threat for democratic institutions. (Andrews and Mc Kennel, 1980)

Some researches specially the Hawthorne Studies done at 1930's showed that human notion can not be separated from the organizational structure. Researchers have analyzed the affect of physical work conditions on employee productivity at Hawthorne factories and however found out that although in some cases the work conditions were worse, the productivity level had increased. Findings brought the researchers to analyze the tools other than physical factors. As a result, human is found out to be the most important factor in organizations. (Cox and Ferguson, 1994) The neo-classical view of corporate responsibility states that the corporations should make profit while respecting individual rights and justice. Those who accept the neo-classical view would believe that the only social responsibilities to be accepted by business are the conditions of employment and payment of taxes. They argue that corporations don't have the resources to solve social problems. Moreover, since the obligation to do well is open-

ended, society can not expect corporations to undertake it. They can not focus on solving social problems even if they want to. (Bateman and Strasser, 1984)

Neo-Classical view argues that all of the problems can be solved by focusing on human notion. This point of view is found to be utopic and is criticized by some researchers. Therefore, Modern Approaches came out as an alternative to classical and neo-classical approaches. System and Contingency view are the two major views of modern approaches. System view declares that organizations should be analyzed together with its' all inner and outside aspects which they are in interaction. Contingency view declares that different behaviors, solutions and concepts are required for different conditions and situations. Therefore unlike the classical view they believe there are no universally accepted principles that will work in every organization. Those who accept modern approaches believe that business should help to solve social problems whether or not business helps to create those problems. (DiMaggio and Powell, 1983, pp 47-60)

### **1.3 Theories to Analyze and Explain Corporate Social Responsibility**

#### **1.3.1 Stakeholder Theories**

The stakeholder theory of the organization analyzes the groups to whom the organization should be responsible. As described by Freeman (1984), organizations are in relation with many groups that affect and are affected by its decisions. Freeman's classic definition of a stakeholder is "any group or individual who can affect or is affected by the achievement of the organization's objectives". (Freeman, 1984; Jones and Wicks, 1999, pp 206-210; Donaldson and Preston, 1995, pp 65-91)

Stakeholders are classified into two: primary and secondary stakeholders. Clarkson (1995) defines a primary stakeholder group as "one without whose continuing participation the corporation cannot survive as a going concern". Primary group includes "shareholders and investors, employees, customers and suppliers, together with what is defined as the public stakeholder group: the governments and communities that provide infrastructures and markets, whose laws and regulations must be obeyed, and to whom taxes and obligations may be due". (Clarkson 1995) The secondary groups are

defined as “those who influence or affect, or are influenced or affected by the corporation, but they are not engaged in transactions with the corporation and are not essential for its survival”.

### **1.3.2. Social Contracts Theory**

Gray, Owen, Adams (1996) describe society as “a series of social contracts between members of society and society itself”. Social Contracts Theory states that business acts in a responsible manner to society not because it is in its commercial interest, but because it is part of how society expects business to operate. Donaldson and Dunfee (1999) develop social contracts theory as a way for managers to take decisions in an ethical context. Consequently, we can say that companies who accept a view of social contracts would describe their involvement as part of “societal expectation”. However, this could explain the primary reason, but it can not explain the whole reason of their involvement.

### **1.3.3. Legitimacy Theory**

Suchman (1995) defined legitimacy as a “generalized perception or assumption that the actions of an entity are desirable or appropriate within some socially constructed system of norms, values beliefs and definitions”. Companies need legitimacy to survive. They manage their legitimacy through conforming to societal expectations, selecting supportive stakeholders and creating new ideas of what is legitimate behavior.

However, legitimacy management is complex due to a great number of issues and stakeholders and it is difficult to analyze what society expects. (Steger, 2004; Suchman, 1995)

As a result, legitimacy is seen as a key reason for undertaking corporate social behavior and a way of activity of publicity or influence. (Gray, Owen, Adam, 1996) An opposite view is that; business does not use its power to legitimate its activity, in fact it is the society who grants power to business and expects it to use responsibly, is defined by Frederick, William, Davis, and Post (1988). “Society grants legitimacy and power to

business. In the long run, those who do not use power in a manner which society considers responsible will tend to lose it. In effect, this is a re-statement of the concept of a social contract between the firm and society. We may begin, therefore, to examine the practice of CSR within business as potentially motivated by some form of principle as described in social contracts theory, analyzed in the particular by some form of stakeholder analysis in order to provide enhanced reputation or legitimacy to the firm.”

#### **1.4. The Pyramid of Corporate Social Responsibility**

It is suggested that four kinds of social responsibilities constitute total CSR: economic, legal, ethical, and philanthropic. Furthermore, these four categories of CSR are described as a pyramid by Carroll (1991) as follows:

##### **1.4.1. Economic Responsibilities**

Historically, organization has come out to be the basic economic unit in the society. Their only reason of existence is accepted as providing goods and services to community. And “profit” is established as the primary goal for private enterprises. Table 2 summarizes some important statements characterizing economic responsibilities.

##### **1.4.2. Legal Responsibilities**

Business can not operate according only to the profit motive; at the same time business is expected to comply with the laws and regulations set by government. As a part of the "social contract" between business and society, firms are expected to realize their economic missions within the framework of the law.

**Table 2 Economic and Legal Components of Corporate Social Responsibility**

<b>Economic and Legal Components of Corporate Social Responsibility</b>	
<b>Economic Components (Responsibilities)</b>	<b>Legal Components (Responsibilities)</b>
1. It is important to perform in a manner consistent with maximizing earnings per share.	1. It is important to perform in a manner consistent with expectations of government and law.
2. It is important to be committed to being as profitable as possible.	2. It is important to comply with various federal, state, and local regulations.
3. It is important to maintain a strong competitive position.	3. It is important to be a law-abiding corporate citizen.
4. It is important to maintain a high level of operating efficiency.	4. It is important that a successful firm be defined as one that fulfills its legal obligations.
5. It is important that a successful firm be defined as one that is consistently profitable.	5. It is important to provide goods and services that at least meet minimal legal requirements.

**Source:** Carroll, Archie B., (1991a). The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders. *Business Horizons*, 34.4, 39-48.

### **1.4.3. Ethical Responsibilities**

Ethical responsibilities are the ethical norms and values which employees, shareholders, and the community expects business to meet even though they do not take place in law. The environmental, civil rights and consumer movements are examples of ethical responsibilities. These can even become the driving force behind the establishment or revision of laws or regulations. Although it is described as the next layer of the CSR pyramid, it is in interaction with the legal responsibility category. That means, it is constantly pushing the legal responsibility category to broaden or expand while at the same time forcing business to operate at higher levels than what is required by law. Table 3 shows statements that help characterize ethical responsibilities. The figure also summarizes philanthropic responsibilities, discussed next. (Carroll, 1991)

### **1.4.4. Philanthropic Responsibilities**

Philanthropic responsibility is defined as organizations' actions to be good corporate citizens in response to society's expectation. This includes acts or programs to promote human welfare or goodwill such as contributions to the arts, education, or the community.

Communities desire organizations to contribute their money, facilities, and employee time to humanitarian programs or purposes, but they do not regard the organizations as unethical if they do not provide the desired level. Therefore, philanthropy is more voluntary even though there is always the social expectation on businesses to provide it. In fact, it can be argued that philanthropy is highly desired and prized but actually less important than the other three categories of social responsibility.

(Carroll, 1991)

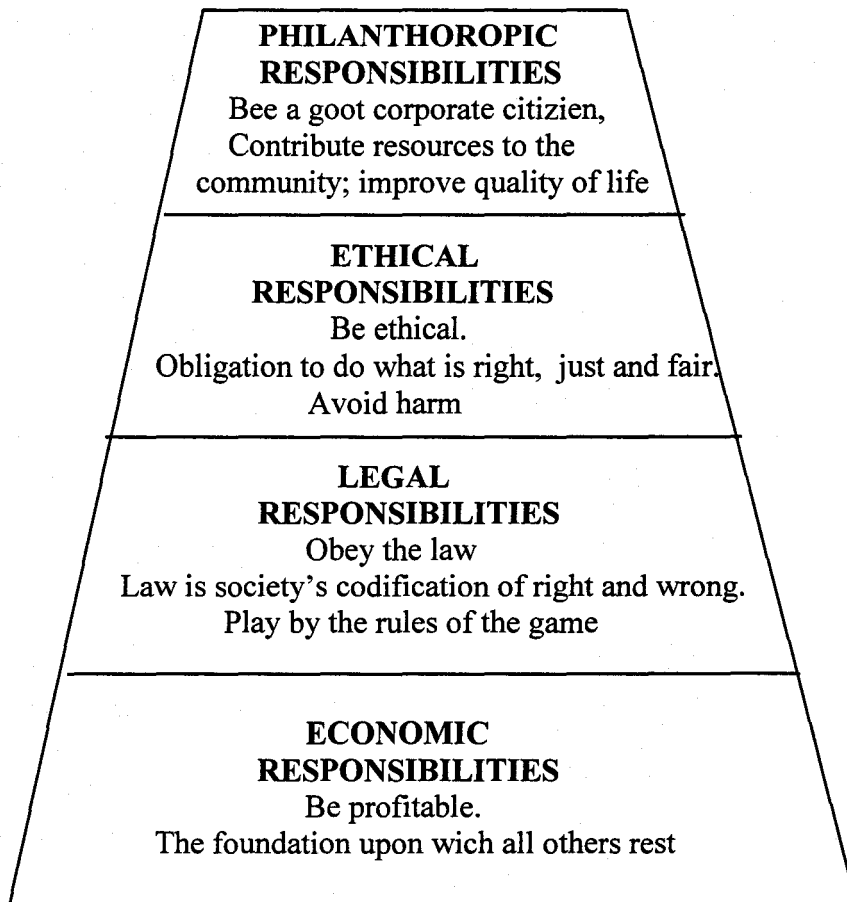
**Table 3 Ethical and Philanthropic Components of Corporate Social Responsibilities**

<b>Ethical Components (Responsibilities)</b>	<b>Philanthropic Components (Responsibilities)</b>
1. It is important to perform in a manner consistent with expectations of societal mores and ethical norms	1. It is important to perform in a manner consistent with the philanthropic and charitable expectations of society
2. It is important to recognize and respect new or evolving ethical/ moral norms adopted by society	2. It is important to assist the fine and performing arts
3. It is important to prevent ethical norms from being compromised in order to achieve corporate goals	3. It is important that managers and employees participate in voluntary and charitable activities within their local communities
4. It is important that good corporate citizenship be defined as doing what is expected morally or ethically	4. It is important to provide assistance to private and public educational institutions
5. It is important to recognize that corporate integrity and ethical behavior go beyond mere compliance with laws and regulations	5. It is important to assist voluntarily those projects that enhance a community's "quality of life"

Source: Cavanagh, Gerald, and McGovern A., (1988). *Ethical dilemmas in the modern corporation*. Englewood Cliffs. NJ: Prentice Hall.

The pyramid of corporate social responsibility is defined in Figure 5. As a summary, it shows the four components of CSR. The first and the basic layer accepts profit as the building block. But at the same time, business is expected to obey the law because the law is society's measure of acceptable and unacceptable behavior. Next is business's responsibility to be ethical. This is the obligation to do what is right, just, and fair, and to avoid or minimize harm to stakeholders (employees, consumers, the environment, and others). Finally, business is expected to be a good corporate citizen. Business is expected to contribute financial and human resources to the community and to improve the

quality of life. This is captured in the philanthropic responsibility. Though the components have been treated as separate concepts, these components can only constitute the whole CSR when they get together. That means, the CSR firm should make effort to make a profit, obey the law, be ethical, and be a good corporate citizen.



**Figure 2: The Pyramid of Corporate Social Responsibility**

- **Source:** Carroll, Archie B., (1991a). The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders. **Business Horizons**, 34.4, 39-48.

### **1.5. Corporate Social Responsibilities toward Various Stakeholders**

We have mentioned the types and the importance of CSR, but to whom the companies should be responsible?

Freeman (2001) defines stakeholders as follows; “groups and individuals who benefit from or are harmed by, and whose rights are violated or respected by, corporate actions”. In a broad sense, Freeman and Reed (1983: 91) refer to a stakeholder as 'any particular group or individual who can affect the achievement of an organization's objectives or who is affected by the achievement of an organization's objectives'. In a narrower sense, they refer to 'any particular group or individual on which the organization is dependent for its survival (employees, customer segments, certain suppliers, shareholders, key government agencies, certain financial institutions).

Hopkins (2004) clarifies stakeholder groups in 9 categories and explains corporate social responsibility and profits in the following table (Table 4).

**Table 4 Corporate Social Responsibility and Profits**

<b>Stakeholder group</b>	<b>Benefits</b>	<b>Costs</b>
<b>Directors</b>	More independent non-executive directors	More meetings and briefings
<b>Shareholders</b>	Increased investment from Ethically based pension funds	CSR premium on all company activities such as increased reporting costs, more openness, etc
<b>Managers</b>	Better HR policies lead to increased motivation	Increased training in ethics
	More awareness of ethical issues from focus	Focus group sessions and reporting
	Group sessions lead to more confidence about employees	
<b>Employees</b>	Better HR policies lead to increased motivation	Inclusion of ethics training
	Good ethical conducts by superiors lead to improved productivity	
	Less labor relations disputes, less strikes	More intra-company communications
	Better working conditions	More effort on labor relations
	Good company CSR leads to easier recruitment of high flyers and young people	Will need to implement human rights policies
	Reduced costs of recruitment	
<b>Customers</b>	Move to ethical consumption captured by company	Costs of goods may increase in the short term
	Advertising can cite CSR	
	Enhanced reputation	
	Brand quality recognition	
<b>Suppliers</b>	Better quality inputs	Cost of inputs may increase in short-term
	Less harmful effect on public image	
<b>Community</b>	More willingness to accept new investments	Requires continual interaction with community
	Improved public image	
<b>Government</b>	More confidence in company	Costs of adhering to new regulations will increase
	Fewer legal battles, no new potentially harmful legislation	
	More favorable trading regime	
	More willingness to accept	
	Expansion or downsizing	
<b>Environment</b>	Less legal battles	Investment in

**Source: Michael Hopkins, "Corporate social responsibility: An Issues Paper",  
Policy Integration Department World Commission on the Social Dimension of  
Globalization International Labour Office, Geneva, May 2004, pp.30.**

## 2. CORPORATE SOCIAL RESPONSIBILITY PROJECTS

The concept of contribution to the community which was included in the Ottoman and Anatolian tradition has also been maintained after the establishment of the Republic; the first businessmen of the Republic epoch have given importance to social Responsibility projects in the field of education, health, environment etc. For example, Hacı Ömer Sabancı, the founder of the Sabancı Holding Company has pioneered the projects aimed at social development of Turkey such as establishment of schools, libraries and health institutions by adopting the philosophy of "Giving back to this land what it has given to us". ([www.vaksa.org.tr](http://www.vaksa.org.tr), 2006)

In Turkey, many companies make contributions to the public in the fields' of education, health, culture and arts, environment and sports. And in the recent years, an increase is observed in social responsibility projects.

One of the major reasons underlying the fact that CSR projects gain importance is the process of nomination to EU. The CSR Projects are now necessary for the private sector to operate at EU standards. Legal regulations have also been improved in compliance with EU process. Another reason why regulations on social Responsibility issues, primarily the environmental and management issues are increased is to encourage foreign investments. The companies operating in the competitive markets are preferred by both the Corporate and the individual costumers when they form their strategies under the CSR. These improvements have also affected the consumer behavior and changed their expectations. Consumers are now willing to buy the products of companies which carry on CSR projects. Moreover, the employees are motivated and the performance is positively affected by the fact that the company demonstrates the value it gives to its employees through carrying on CSR projects. ([www.abinfoturk.net](http://www.abinfoturk.net), 2006)

Therefore, with the rasing importance, today CSR projects are attempted to be organized with a great interest in Turkey, primarily by the leading companies that have started operating globally such as Arçelik, Borusan, Eczacıbaşı Holding, Sabancı Holding, Anadolu Grubu and Turkcell. Moreover, the multinational companies such as

Pfizer, Unilever, Protector and Gamble and IBM have been the pioneers of the practices considering the CSR with its current definition completely as an inseparable component of the business culture. (www.vkv.org.tr, 2006)

## **2.1. The Advantages of CSR Projects**

Almost all companies deal with similar questions concerning CSR projects. “How much money will it cost me in time and money?”, “How does it really relate to my core business? Will it create a significant impact on environment?” In order to answer these questions, we should first be informed about the advantages of CSR projects.

Primarily, the CSR projects create a good corporate image. Since the shareholders and the public have more confidence in the companies trying to be a good corporate citizen, their corporate prestige is strengthened. It enables the company to be economically successful and gain competitive advantage through the confidence all the shareholders and primarily the employees have in the company that it would meet their expectations. (Feldman, 1995)

As the company gains prestige, the trademark values and as a consequence the company values are raised. The target population’s confidence that the trademark is close to them becomes strong and an emotional connection is established. The community and the regulatory authorities begin to give importance to the opinions of the company, and the belief in the companies that they would do proper business becomes strong. The companies that gain prestige in the eye of the community catch the opportunity to guide the community, get more business and activate more extensive resources. (Argüden, 2002)

Besides, major advantages are gained in entering new markets, developing supplier relations and maintaining customer loyalty. Both the value of the shares is increased and the borrowing cost is decreased due to the growing opportunity to reach the investors who are particularly sensitive about the social issues. Many financial funds worldwide have begun to evaluate the CSR projects performance of a company before they make any investments to that company. Since the sponsors think that a company

applying CSR projects will take the responsibility in case of crisis and make the necessary investment required immediately for correcting the situation, these companies can reach wider financial resources. (Gündoğmuş, 2005)

Another advantage is the increase in productivity and quality. There are many case studies on this issue in the literature. The costs are decreased in the long term through environmental policies. For example, BO has gained an approximate income of 650 million dollars from the 20-million dollar investment it has made on the more effective, environment-friendly policies and products. Briefly, the biggest carpet manufacturer on the world saved over 230 million dollars by applying environment-friendly processes while it used to be a company that gave damage to the environment in 1994. (www.insankaynaklari.com, 2006)

Although the primary objective of applying social responsibility projects is not financial earning, they have a positive effect on profitability. That is because the target population prefers the products of the company due to its activities which are beneficial for the community. In this context, the results of the “Topkapı Cleaning and Renovation Project” conducted by Cif (a trademark of Unilever Company) between 1998 and 2000 may be given as an example from Turkey. According to the results of the research performed based on the project title, Cif has succeeded in increasing its brand recognition by 40% via “Cif Topkapı Project” and its sales by 15-20% in 1999. For these benefits to be explained better, we can only give this information in order not to broaden the scope of the thesis and run away from the subject, although this project may be discussed further. (Cif-Topkapı sarayı Değerlendirme raporu, 2000)

We can also see that publicization of the company can be performed more easily and efficiently via social responsibility projects:

- Media is interested in the news concerning social responsibility projects;
- Social Responsibility advertisements are made at reduced costs compared to the normal advertisements worldwide. In Turkey, social responsibility advertisements are generally reduced by 50%. Therefore, a strong corporate image is created with the advertisements at reduced costs. (Tuncer, 2004)

- Various tax discounts are made for the social responsibility campaigns. In Turkey, an amount of the company profit up to 5% can be deducted from the tax for the donations made to the non-governmental organizations. In the scope of the “100% Support for the Education Project” implemented by the government in September 2003, the donations and the financial contributions made by the companies in relation to education can be completely deducted from the tax. According to the “Sponsorship Law” numbered 5105, which is placed on March 2004, the companies sponsoring various sports, organizations and primarily the sport clubs will be able to benefit from tax deduction up to the rate of 100%. ([www.gelirler.gov.tr](http://www.gelirler.gov.tr), 2006)

As a last and an important advantage, we can say that opportunity of attracting more qualified employees, motivating and keeping these employees is created as the employees feel they are valuable. All these advantages of carrying on social responsibility projects should be encouraging for the companies.

## **2.2. Example of CSR Projects from Turkey and Worldwide**

Based on the KSS Survey conducted by GfK Turkey between September - October 2004 with the participation of 1335 persons from 20 cities, the Turkish public mostly expect the companies to make contributions in the field of education. (Büyük, 2005) The results of the relevant survey are presented in Table 5.

**Table 5 The sequence of priority in the social Responsibility issues according to the Turkish public**

Social Issues	Sequence of priority (%)
Education	29.9
Health and healthcare services	20.7
Support for the protection of environment and nature	11.9
Voluntary activities and charity work	9.1
Esteeming the employees	7.2
Activities aimed at human rights	4.7
Arts and Culture	4.2
Support for the sports	3.8
Support for the non-governmental organizations	3.2
Ethical rules and business morals	3.1

**Source:** Campbell, J.D. (1990). Self-esteem and clarity of self-concept. *Journal of Personality and Social Psychology*.59, 538 – 549.

Some of the social Responsibility projects conducted by the leading holding companies in Turkey are given below as examples. Examples are chosen of the projects concerning philanthropic responsibility, since philanthropic responsibility is the last

layer of CSR pyramid and companies carrying on philanthropic responsibility projects are accepted to complete the other types of responsibilities.

- **THE KOÇ GROUP**

Koç Group conducts its social responsibility projects mainly by means of foundations. The Vehbi Koç Foundation, brought into life by Vehbi Koç, has established many facilities such as schools, student hostels, libraries and clinics and transferred them to relevant public organizations. The Foundation grants scholarships to thousands of skilled young people. Koç High School and Koç University are important educational institutions established by the Vehbi Koç Foundation. The Koç Group regularly provides scholarship to students who need financial support. In addition to the Sadberk Hanım Museum, which is the first private museum of Turkey, the Rahmi Koç Technology Museum has been established. ([www.koc.com.tr](http://www.koc.com.tr), 2006)

- **THE SABANCI GROUP**

The Sabancı Group companies have conducted many social responsibility projects via Hacı Ömer Sabancı Foundation (VAKSA). Until today, VAKSA has pioneered in the construction of many schools, dormitories, health facilities, mosques, sports facilities and libraries all around Turkey; the value of the 119 permanent establishments in 56 settlements has reached 1 billion and 162 millions TRY at the end of 2004. In addition, VAKSA carries on giving support to the education by providing gratuitous scholarships.

The Sabancı Group that established the Sabancı University, one of the leading universities of Turkey has also donated the arts collection of the Sabancı Family to the Sabancı University. ([www.sabanci.com.tr](http://www.sabanci.com.tr), 2006)

- **THE ECZACIBAŞI GROUP**

The Eczacıbaşı Group sponsors many activities and projects in the fields of culture, art, sports, education, creativity and science. Three primary schools, which bear the name of the Group, provide education in İzmir, and the Dr. Nejat Eczacıbaşı

Foundation has sponsored young musicians who receive masters and doctorate education abroad. The “Eczacıbaşı Scientific Research and Award Fund”, who had been established with purpose of encouraging and supporting scientific researches, sponsors the scientific projects of the researchers by providing the necessary resources and rewards successful scientists within this context. Moreover, the Eczacıbaşı Sports Club makes great contributions to sports in Turkey in the branches of basketball, volleyball and table tennis.

In addition to the Eczacıbaşı Imaginary Museum established for the purpose of generating a “Memory Archives” on the contemporary arts setting in Turkey, one of the important founders of the İstanbul Modern Arts Museum opened up in 2004 is also the Eczacıbaşı Group. Eczacıbaşı Group also organizes the International Film Festival, Theater Festival, Music Festival, Jazz Festival and the Arts Biennial via the İstanbul Culture and Arts Foundation they had established. ([www.eczacibasi.com.tr](http://www.eczacibasi.com.tr), 2006)

- **NOKIA**

Nokia’s aim is to improve the quality of life in world, and “Corporate social responsibility projects” is one of the ways to realizing this vision.

Nokia Poland - Make a Connection - "Przylacz Sie" (Polish Children and Youth Foundation (PCYF): This project aims to enrich life skills of youth groups, make Participants get experienced about project managment and get ready for the future job opportunities. The Culture Centre in Leszno is one of the examples of the projects carried out by PCYF The Culture Centre is a place where young people can meet in their free times and create their own projects One of the groups successfully built a climbing-wall in a local school and trained disabled youth to use it The other group taught interested youth how to play African drums Both of the groups also worked together in music, arts and dance festivals. Moreover, PCYF organizes youth to meet with government and community leaders. These leaders share their experiences and point of views with youth.

Nokia - United Kingdom: Life Routes (The National Children's Bureau): This project is built to provide support to teachers and government’s Personal, Social and

Health Education (PSHE) program for children. In order to measure the benefits of this program, The National Children's Bureau (NCB) contacted the schools and required feedback. And the result shows that the project reached %68 of its yearly target. NCB also supports other governmental education programs such as Healthy School coordinators, PSHE advisers, and Behavior and Attendance Strategy advisors

Nokia Turkey - Dreams Workshop: Nokia Turkey has built up "Dreams Workshop" and their projects are implemented with the cooperation of TEGV (Educational Volunteers Foundation of Turkey). In this project, art-based education is aimed Volunteers of young people ages 16-26 are trained to conduct creative arts workshops for children at risk and adolescents aged 7-16 By participating in the program, the young people help the development of children through the arts. The project is being held at least developed places in Turkey where usually, TEGV facilities are the only appropriate non-formal education opportunity for youth. ([www.nokia.com.tr](http://www.nokia.com.tr), 2006)

### **2.2.1. Examples of CSR Projects held in Health Industry**

We can see examples of CSR Projects almost in every industry. Health industry is one of the biggest industries in the world and also in Turkey, and it aims to increase the quality of life. This aim matches directly with social responsibility concept. Therefore, companies in health sector have been a guide to all other industries in realizing corporate social responsibility projects.

Below, you will find examples of CSR Projects held by the pharmaceutical companies which are member to AIFD (Researcher Pharmaceutical Companies Community) AIFD Members, at total have % 60 markets share and have invested 300 million USD in last two years.

AIFD Members: Abbott Laboratories, Astra Zeneca, Bayer, Boehringer Ingelheim, Bristol Myers Squibb, Johnson and Johnson, Lilly Pharmaceutical Comp, Lundbeck Pharm Com, Merck Corp, Merck Sharp Dohme, Novartis, Novo Nordisk, Organon, Pfizer, Roche, Sanofi Synthelabo, Shering, Shering – Plough, Serono, Servier, Solvay, Wyeth Corp. ([www.aifd.org.tr](http://www.aifd.org.tr), 2006)

- **ASTRA ZENECA**

AstraZeneca all over the world aims to make a positive contribution to local communities through donations, sponsorships and other initiatives. Some of the big projects held by Astra Zeneca are below.

**Astra Zeneca - Global:** Astra Zeneca's Response to Tsunami, Joining forces in the fight against TB.

**Astra Zeneca - North Africa & Central America:** Assisting Hurricane Katrina Relief Efforts, Mini med school - Canada, Young minds in Psychiatry

**Astra Zeneca - Europe:** Asthma Treatment Units - Sweden, Diversity Mentoring - UK, Pioneering Education Program - France, the African Institute of Biomedical Science and Education – France. ([www.astrazeneca.com.tr](http://www.astrazeneca.com.tr), 2006)

- **BAYER**

Bayer's corporate social responsibility addresses to those in need and efforts to improve social conditions in all the countries in which the company is active Their tools of our social responsibility include donations and support for long-term projects upon their principle "helping people to help themselves".

**Bayer Global:** Bayer is carrying out some global health projects against African sleeping sickness, anti-tuberculosis drug, HIV/AIDS and malaria

**Bayer Brazil - Seeing-eye dogs Project:** The first Latin American training center for guide dogs which help blind people cope with the difficulties of everyday life.

**Zero Hunger Program:** Bayer believes hunger and poverty are the most urgent problems in many parts of the world. ([www.bayer.com.tr](http://www.bayer.com.tr), 2006)

- **NOVARTIS**

Novartis has established various initiatives and foundations in many countries, including Switzerland, France, Great-Britain, and the US in order to realize CSR Projects.

**Novartis Global:** Training Centre in Tanzania, Basic Health Care in Sri Lanka, Comprehensive Leprosy Care in India, Health Centre and Health Insurance Scheme in Mali, Psychosocial Support Initiative for HIV/AIDS Children, Psychosocial Support for AIDS Orphans in Tanzania, Patient-Centered Treatment of Tuberculosis is in Tanzania

**Novartis Turkey:** Novartis Turkey is aware of its responsibilities to community Projects held: [www.hastayakinicom](http://www.hastayakinicom.com) (first website designed for the people who are in near relation with the patient), Tropical Diseases, Support to Education, A World without leprosy, Aid to Elderly People, Books, Sports. ([www.novartis.com.tr](http://www.novartis.com.tr), 2006)

- **PFIZER PHARMACEUTICAL COMPANY**

Pfizer Pharmaceutical Company – Turkey, will be analyzed in this research regarding their wide investments on CSR Projects, and their structure of Community Team. (Structure: Community Team consists of employees from separate divisions with different titles and experiences. Members change each year and it is possible to observe the members during their one year membership.) Before implementation, below you can find some information about Pfizer, the Community Team and the projects held by them.

Pfizer Inc, founded in 1849 in Brooklyn, New York, US, is dedicated to better health and greater access to healthcare for people and their valued animals. Their purpose is helping people live longer, healthier, happier lives and their route to that purpose is through discovering and developing medicines and global leadership in corporate responsibility. Pfizer employs more than 115,000 colleagues worldwide.

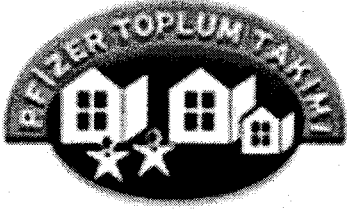
**Pfizer's Mission:** To become the world's most valued company to patients, customers, colleagues, investors, business partners, and the communities where they work and live.

**Pfizer's Purpose:** Company's purpose is dedicating to humanity's quest for longer, healthier, happier lives through innovation in pharmaceutical, consumer, and animal health products.

To achieve their purpose and mission, they affirm values of Integrity, Respect for People, Customer Focus, Community, Innovation, Teamwork, Performance, Leadership, and Quality.

Their value of Respect to Community includes playing an active role in making every country and community in which they operate a better place to live and work, knowing that the ongoing vitality of our host nations and local communities has a direct impact on the long-term health of our business.

## **PFIZER COMMUNITY TEAM**



**Figure 3: Pfizer Community Team**

Respect to Community is one of Pfizer's indispensable values and Pfizer realizes this value together with the support of its employees. Pfizer Turkey has constructed a "Community Team" to meet the needs of society in 1998. The team is consisted of 1 member from each department. These members, who are all volunteers, change every year. Community Team Members' mission, besides their own duties at work, is to organize the necessary donations to provide help to society in the areas of health and science education. The team has reached to more than 40.000 people in the past 7 years. Their criteria for the coming help requests are: strong health / education focus, impact/reach, strength of local partner. Not supporting the projects that will provide a direct benefit to Pfizer Inc is their principle.

The team has an independent identity (logos, printed materials and etc) and carries out its own projects and is financed by Pfizer Turkey, Pfizer Headquarter (New York) and the support of its employees' voluntary contributions. All the activities are organized within employees' working hours as the upper level managers always support the team. Below you can find some of examples of the projects that the team held in previous years.

### **PROJECTS, COMMUNITY TEAM**

#### **HEALTH PROJECTS**

1. Medicine Donations
2. Social Projects:

- Sponsored the football team of “Çankırı Primary School” which gained a medal in the tournaments at Trabzon.

- Pakistan Earthquake: Donated 41 earthquake tents in coordination with “Kızılay Community” supported the campaign of Ministry of Health by donating medicine and also supported the campaign of “Kızılay Community” by doubling the financial aids of the employees.

- Accompanied the children in the “Bahcelievler Society for Protection of Children” on 23 April.

- Traditional Cloth Campaign: 92 packs of clothes, toys and books have been sent to places in need regarding the coming request.

### **EDUCATION PROJECTS**

- Renovation of laboratories at Hayat Primary High school.

- Computer, lap top and furniture donations to all over Turkey: Istanbul, Kocaeli, Camlıkule, Bingol, Tabaklar Village, Samsun, Malatya, Çıldırım - Adana, Yakapınar – Adana, Erzurum – Askale, Eskişehir, Kutahya – Gediz.

- HEALTH LITERACY PROJECT: The project is designed to create consciousness and awareness of university students, around age 17 – 25, about basic health issues such as family planning, healthy nutrition, addiction and sexuality with the cooperation of TOG (Volunteers of Society Foundation). The project’s purpose is to reach 4500 young people through out university students in two years time. To realize this project, some volunteer university students have taken a trainer - training program about basic health issues. After, completing this training program, they started to share what they have learned at pear-to-pear training. ([www.pfizer.com.tr](http://www.pfizer.com.tr), 2006)

### **3. SELF-ESTEEM**

#### **3.1. Self Concept**

In order to understand the “self –esteem concept”, we should first mention the “self-concept”. Ever since William James wrote “The Principles of Psychology, “self-concept” has been the focus of many disciplines such as psychology, sociology and anthropology.

The self is often considered to be individuals’ way of defining and categorizing themselves (Gergen and Gergen, 1986) or the totality of the answers to the question of “Who I am?” (Shaver, 1977)

Individuals’ search for their sense of self and their need to have a definite self-concept needs to be considered in a social context. Man is a social animal as Aristotle implied, from the first day she/he is born into this world and as Cyert and March. (1963) have suggested the self can be a mediator between person and society. The existence of self – concept enables individuals to deal with physical and social world by providing a frame of reference (Bradwick, 1975) and to get into social interaction by simplifying the world in general, providing individual’s with explicit goals, values and patterns of interactions depending on the contents of their selves, and further enable them to preserve coordination in interpersonal relations which is necessary for maintaining the social order.

The formulations about self by William Evan (1988), points to the existence of multiple social selves, he (1892) provided a comprehensive formulation of self by making distinctions between an empirical self (Me) and a knowing self (I) which, he said, together formed the self. He conceptualized that “I” was the part of the self which was the pure ego, which actively experiences, feels, chooses, imagines, remembers and plans, in other words it is the ongoing process of consciousness. On the other hand, “Me” constituted an object of experience known to that consciousness and consisted of the total of all that a person can call his/her own. (Shaver, 1977) thought of the self known as Me, as being Material Me (eg body, immediate family, home, property etc); Social Me (eg reputation, recognition, fame, honor in the eyes of significant others, etc)

and Spiritual Me. These 3 “Me” give a kind of self appreciation. People could positively feel self- satisfaction in the form of pride, arrogance, self-esteem or modesty, humility, confusion, shame, etc. These emotions drive people to take actions for the benefit of the self. And James pointed out that although people had a single material and a single spiritual self, they were thought to have multiple social selves: The “Me” known by parents, friends, teachers, and colleagues. James formulation of self was a realization that self was multidimensional.

Mead (1934) also drew attention to the social interaction in the formation of self-concept. He stated that, self was affected from social experiences and a person’s self-concept was a reflection of the opinions of significant others. Mead proposed that an individual would act according to the expectations of these significant others concerning the way people like him / her.

Shrauger and Schoenemen (1979) provided support for the Mead’s hypothesis of a person’s definition of self-concept and his / her perceptions about other people’s evaluations about his / herself. However they also suggested that what others actually thought about the person had little agreement with the person’s self-concept.

Researchers also argued whether the self-concept was constant or reformed over time. Individuals, through out their lives pass through processes of socialization which could change not only their social environment but also their roles in the society and their values, beliefs they have been holding in accordance with these roles; and all these changes may cause some change in the self-concept.

Self esteem can be considered as the evaluative aspect of the self Shaver (1977) the prominent figure of the study of self has defined self-esteem as the ratio of one’s successes to one’s pretensions or as he formulated it:

$$\text{Self Esteem} = \frac{\text{Success}}{\text{Pretensions}}$$

The important detail to notice is that the person has control over the internal standards in this formulation, both in selection of aspects and in the level of performance the person expects of those aspects from her/himself.

Like James, Coopersmith (1967) defined self-esteem as the extent to which the individual believes himself / herself to be capable, significant, successful and worthy.

More recently, Brown and Mankowski (1993) defined self-esteem as a person's global orientation toward the self and suggest that it plays a central role in the psychological life and behavior of the person.

The development of self-esteem is a process that can be affected by personal and situational factors such as socialization experiences and sex, among on the others.

Rosenberg (1979, cited in Marsh 1986) proposed an interactive model of self-esteem According to the model, the positive or negative contribution will be larger when the level of specific self-concept is more important; when this level is low the positive or the negative contribution will be less. In parallel to his definition Gergen K. AND Gergen M., (1986) stated that when positive affect was associated with a person's conception of self, the person is considered to have high self-esteem, whereas when the self-concept was associated with negative affect, the individual's self-esteem is considered to be low.

In the study of self-esteem, great emphasis has been placed on assessing people with high versus low self-esteem and examining the differences between them. Moreover, the sources and conditions that affect the self esteem are also examined.

As a conclusion, referring to Coopersmith (1967), we can say that there are two main factors affecting the development of self-esteem: One of them is being accepted and respected from the significant people in his /her life; the other is the individual's successes and failures regarding his / her objectives.

Coopersmith drew attention on the role of the significant others in the development of self esteem. In additional to these external factors, physical

characteristics that the individual has no control over such as gender, race or attractiveness could also have effects of their level of self-esteem.

Since recent times, self-esteem levels of individuals as high versus low were measured through unidimensional, global measures which were relatively content free (Marsh, 1988), such as Coopersmith's Self-Esteem Inventory, or Rosenberg's Self-Esteem Scale. However, as James (1908) had earlier emphasized, an individual's self-esteem should be based on what the individual considers to be important. The other, less important aspects would have a little effect on individual's self perception of worth. Therefore, multidimensional measures started to get support from researchers. The Adult Source of Self Esteem Inventory (ASSEI), which is also used in this thesis, is a multidimensional scale. ASSEI was developed by Elovson and Fleming (1989) in order to measure the specific sources to the self-esteem, such as physical self, social self, ethical self, material self, familial self, personal achievement characteristics by assessing both the importance and the satisfaction of the aspects to the individual.

### **3.2. Consequences of Low – Esteem**

In order to understand why having high self-esteem is important, we should be informed about the consequences of low-esteem. In recent times low self-esteem has been one of the most popular psychological explanations for behavioural and social problems. There is a widespread view that low self-esteem is a risk factor for a broad range of psychological, behavioural problems and business failures. And people aim to believe that racial prejudice, abuse of illegal drugs, illegal (under-age) tobacco use, alcohol abuse, risky sexual behaviour and teenage pregnancy, child maltreatment, educational underachievement, economic circumstances, eating disorders, suicide and suicide attempts are the negative consequences of low self-esteem. As for the large social problems, those with significant costs for the community such as violent crime, alcohol abuse and racism; researches claim that there is no proof for the view that low self-esteem plays a significant part. Its clearest effects relate to more private troubles - depression, suicide attempts, being bullied, eating disorders. (Burns, David, 1999)

## **Characteristics of low self-esteem**

- Rejection
- Conditional love or no love at all
- Lack of attention, being ignored
- Not being listened to or taken seriously
- Emotional abuse such as ridicule, criticism, sarcasm, blaming, humiliation
- Prejudice
- Comparison, perfectionism
- Expectations that are too high or too low
- Focusing on externals (appearances, behavior, performance)
- Guilt, shame, resentment
- Physical and sexual abuse or exploitation (Johnsson, Karen, Ferguson, 1991)

These negative characteristics of low self-esteem may reinforce the negative self-image and can take a person into a spiral of lower and lower self-esteem and increasingly non-productive or even actively self-destructive behavior.

Most of us have an image of what low self-esteem looks like, but it is not always so easy to recognize. Low self-esteem people act helpless and unable to cope with the world and waits for someone to come to the rescue. He / she use self-pity or indifference as a guard against fear of taking responsibility for changing his or her life. He / she looks constantly to others for guidance, which can lead to such problems as lacking assertiveness skills, under-achievement, and excessive reliance on others in relationships. This type of people is the most common frame of low-self esteem people. But there are also some people who act happy and successful, but is really terrified of failure. He / she lives with the constant fear that she or he will be "found out." He / she needs continuous successes to maintain the mask of positive self-esteem, which may lead to problems with perfectionism, procrastination, competition, and burn-out. And sometimes people known as rebels may be low self-esteem people. They act like the opinions of people who are important or powerful - don't matter. He / she lives with

constant anger about not feeling "good enough." And this type of people continuously need to prove that others' judgments and criticisms don't hurt, which may lead to problems like blaming others excessively, breaking rules or laws, or fighting authority. (McKay, Matthew, Fanning, 2000)

### **3.3. Consequences of High Self-Esteem**

High self-esteem is based on ability to assess ourselves accurately and still be able to accept and to value ourselves unconditionally. This means being able to realistically acknowledge our strengths and limitations (which is part of being human) and at the same time accepting ourselves as worthy and worthwhile without conditions or reservations. There is a wide range of evidence that high self-esteem has many positive effects for individuals. Research has linked high self-esteem to higher expectation to succeed; to higher task performance; and to being more independent and self-directed, and less tend depression.

#### **Characteristics of high self-esteem**

- Act independently
- Assume responsibility
- Be proud of accomplishments
- Approach new challenges with enthusiasm
- Exhibit a broad range of emotions
- Tolerate frustration well
- Feel capable of influencing others (Johnsson, Karen, Ferguson, 1991)

While there are a number of reasons to promote high self-esteem in people, some psychologists take very different perspectives, according to which high self-esteem isn't such a good thing a. Roy Baumeister, a prominent social psychologist, defines high self-esteem as belief that one is superior. He maintains that gang leaders, racists, murderers, and rapists have high self-esteem. In a widely cited research,

Lindblom (1996) concluded that aggression is associated with high self-esteem. Lozano (2000) argued that groups known to have high self-esteem are also more aggressive than other groups; for instance, non-depressed individuals are more aggressive than depressed individuals. He also contended that because alcohol “enhances” self-esteem, aggressive individuals who have consumed alcohol provide further evidence linking high self-esteem and aggression. Examining empirical studies in which murderers and rapists respond to self-defining statements, Baumeister (1996) pointed out that these violent criminals consciously believe in their superiority. They also state that the idea that low self-esteem causes violence is wrong. People with low self-esteem are generally shy, humble, modest, self-effacing individuals. But people with very high self-esteem are more close to violence. Hittler, Hussein, and Amin are the examples of people with very high self-esteem.

Comparing low versus high self esteem, we can say that high self esteem people are advantageous in work life. But too much high self-esteem may cause aggression and sometimes violence. Also, people with very high self esteem view themselves unrealistically good which will lead to determining extremely high and unreachable goals. Therefore, we can say that high self-esteem should be kept at a healthy level in order to get positive benefits.

### **3.4. Importance of Self-Esteem in Organizations**

Self-esteem, which has always been an important psychological need, has become an urgent economic need to adapt the complex, challenging, and competitive world.

We now live in a global economy characterized by rapid change, accelerating scientific and technological breakthroughs, and a level of competitiveness. These developments create demands for higher levels of education and training than were required at previous generations. This is a known fact. What is not equally realized is that these developments also create new demands on our psychological resources. Specifically, these developments ask for a greater capacity for innovation, self-management, personal responsibility, and self-direction. This is not just asked at the top

levels. It is asked at every level of a business enterprise, from senior management to first-line supervisor and even to entry-level personnel. (Mitchell, Agle, Wood 1997)

A modern organization can no longer be run by few people who think and many people who do what they are told. Today, organizations need not only a higher level of knowledge and skills, but also a higher level of independence, self-reliance, self-trust, and the capacity to take initiative - in a word, self-esteem. This means that people with a healthy level of self-esteem are now needed economically in large numbers.

Recent technological and economic dynamics are forcing us to rise to a higher level than our ancestors. And this should be accepted as one of the most important aspects of the twentieth century. This fact has significant effects on the future organizations and their values. Values that drive to autonomy, innovativeness, self-responsibility, self-esteem will be dominant in all organizations (in contrast to traditional values as obedience, conformity, and respect for authority).

Companies which are aware of the importance of self-esteem should try to build a healthy high self-esteem. So what can the companies do to increase the self-esteem of its employees? Below there are some common methods:

- Easy access not only to the information employees need to do their job, but also about the wider context in which they work - the goals and progress of the organization - should be provided, so they can understand how their activities relate to the organization's overall mission and agenda.
- Opportunity of continuous learning and upgrading of skills should be maintained.
- If someone does good work or gives a fine decision, the person can be invited to explore how and why it happened. And by asking appropriate questions, help to raise the person's consciousness about what made the achievement possible. In reverse, if someone does unacceptable work or gives a bad decision, the same principle can be practiced and in addition corrective feedback can be given. Again by asking questions, let the employee find out what made error possible, so that he/she will avoid the repetition of the problem.

- Overdirecting, overobserving, and overreporting should be avoided as excessive management is the enemy of autonomy and creativity.
- Budgets should be parallel to innovations; that mean if a company asks for innovative ideas and then announce there are no resources, then the creative enthusiasm might dry up and be replaced by demoralization.
- Tasks and projects slightly beyond their known capabilities should be assigned in order to improve tem.
- Keep handing responsibility down. (Moir and Lance, 2001)

#### 4. CSR PROJECTS AND SELF-ESTEEM

Today, many companies invest money on Corporate Responsibility Projects and some of them have Corporate Responsibility Teams or Departments. However, there are not many scientific studies related to CSR and no studies have been made about the relation between CSR Projects and self-esteem ever before. But there have been several researches analyzing the relation between high self-esteem and work performance. Jugde and Bono (2001) surveyed about 40 studies with more than 5000 participants and found out that most of these studies showed positive relation. In some studies self-esteem was measured with global incides, such as the Rosenberg scale, whereas usually it was measured on an organization based self-esteem. Similarly, the results showed that high self esteem leads to better performance.

There have been some interesting researches about persistence and work performance. Upon the research, people having high self characteristics, tend to persist on failure. The reseach also shows that high self esteem people know when to quit persisting. Baumeister (1996)

Study by Burhmester (1998) show that people with high self esteem are more willing than those with low esteem to speak up in groups, criticize the group and propose for action. Similarly, people with high self-esteem take more initiative.

Aplied to the world of work, the self-esteem hypothesis suggests that people who feel about them perform better. The best modern employers and organizations are beginning to realize that self-esteem has become a prime determinant of success. Obtaining sustainable success is built on a serious and compassionate commitment to helping people identify, pursue and reach their own personal unique potential. On both a professional and an organizational level, it is a fact that only organizations staffed with people who are confident, creative, and highly adaptive — traits built on self-esteem — will be able to meet the unique challenges of the Information Age.

Organizations are aware of the fact that the successful organizations and employers will be those who care about, understand, encourage and enable their people's personal growth towards building self-esteem and self-actualization - way

beyond traditional work-related training and development, and of course way beyond old-style X-Theory management autocracy, which still forms the basis of much organized employment today. (Guttman, 2004)

As mentioned before, one of the key points of building a high self-esteem is handling responsibility. Employees when participating to CSR projects have to take responsibility, initiative and be creative. No matter what their level of positions are at work, CSR projects brings them the opportunity to carry on their own projects. While executing the projects, they have experience to work as a team and how to relate with various people. What's more, they help the people in need; they reach many people and touch their lives. So that can be helping them to self-actualize.

We have cited the known advantages of CSR projects such as long term profit, trust, respect, reputation, commitment, legitimacy and motivation. This research aims to find out another to advantage of participating to these projects – which is high self-esteem.

## **5. METHOD**

### **5.1. Research Question and Hypothesis**

In order to obtain sustainability and for many other reasons as stated above, organizations are making investments on CSR Projects. They are also aware that their most important resource is human – their employees and that high self-esteem employee is the route to reach the organization's goals. It is obvious that companies and employees working on these projects make a great help to society by these projects and companies get some advantages and benefits in reverse as stated before. But the question is: "Do employees also get any benefit for participating to CSR Projects". The aim of this research is to empirically test the correlation between employees' self-esteem and participation to CSR projects and find out if there is significant positive relation between participation to CSR Projects and employees' self-esteem.

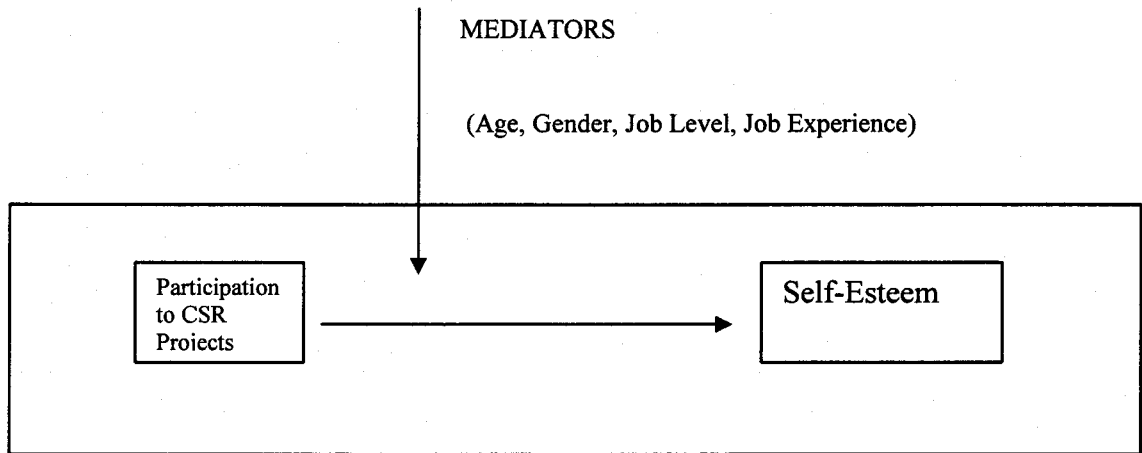
Hypothesis 1: Participating to CSR Projects affects self-esteem in a positive way.

Hypothesis 2: Participating to CSR Projects affect IPC (Interpersonal characteristics) more than PC (personal characteristics).

Hypothesis 3: Physical self component of self-esteem is not affected from participation to CSR Projects.

Hypothesis 4: Familial self component of self-esteem is not affected from participation to CSR Projects.

Model of this research is summarized in Figure 4.



**Figure 4: Model of the research**

Since we are looking for the relation between participation to CRS Projects and self-esteem, participatipn to CSR Projects scores are used as independent variables.

## 5.2. Sampling Mehtod and Size

Quantitative method is selected for this research. Questionairres consisting 20 items were delivered to randomly selected employees. The sample consisted of a total of 128 employees working at Pfizer Pharmaceutical Company. Sample consists of 64 employees who still work at Pfizer and are or have been a member of "Corporate Team" before and the other 64 employees are the control group who have not participated this team yet. All the employees have accepted to take part in this research voluntarily. Frequency of the sample and control groups is stated below.

**Table 6 Frequency distributions of the sample and control groups according job level attribute**

JOB LEVEL	SAMPLE	CONTROL	TOTAL
A Level	28	25	53
B Level	28	25	53
C Level	11	11	22
TOTAL	67	61	128

Level: Managment Tranees, Executive Assistants, Team Support Assistants, Field Force

B Level: Managers without having a subordinate

C Level: Division directors and management family A

**Table 7 Frequency distributions of the sample and control groups according job experience attribute**

JOB EXPERIENCE	SAMPLE	CONTROL	TOTAL
1 and < 1	9	11	20
1-3	11	23	34
4-6	8	15	23
7-9	13	8	21
10 and > 10	12	18	30
TOTAL	53	75	128

**Table 8 Frequency distributions of the sample and control groups according age attribute**

AGE	SAMPLE	CONTROL	TOTAL
25 or < 25	5	5	10
26-30	19	24	43
31-35	19	13	32
36-40	8	11	19
41 and > 41	13	9	22
<b>TOTAL</b>	<b>64</b>	<b>62</b>	<b>126</b>

**Table 9 Frequency distributions of the sample and control groups according gender attribute**

GENDER	SAMPLE	CONTROL	TOTAL
Female	34	30	64
Male	38	26	64
<b>TOTAL</b>	<b>72</b>	<b>56</b>	<b>128</b>

### 5.3. Instruments

Adult Source of Self Esteem Inventory (ASSEI; Elovson&Fleming, 1989) and a personal information cover sheet are used to measure “self-esteem” in this research. The scale was translated to Turkish by Sunar, İnelman, Karabatı, Karamolla and Üner (1994). The ASSEI is composed of two subscales measuring importance and satisfaction with various domains of one’s life to one’s self-esteem. Each subscale contains the same 20 items that present specific aspects of self-esteem in various domains such as physical self, social self, ethical self, material self, familial self, personal achievement. Sunar (1994) classified the items into two categories, personal characteristics (PCs) and interpersonal characteristics (IPCs) The items classified as personal characteristics (items 1,2,3,12,13,14,15,16,18, and 20) are related to physical attributes of the individual, abilities, achievements and spiritual beliefs, whereas those classified as interpersonal characteristics (items 4,5,6,7,8,9,10,11,17,19) are related to interpersonal relationships , social behavior, and social roles (See Appendix A for the full list of items). Each item in the inventory is scored on a 10 point (1-10) scale. The

reliability of Turkish version ASSEI was highly satisfactory; Cronbach's alpha was 92 for the "importance" and 97 for the "satisfaction" scale.

A cover sheet is given together with the ASSEI scale and participants are required to fill information corresponding their age, gender, position and year of job experience.

#### **5.4. Procedure**

All Corporate Responsibility Team Members since the team's foundation and who are still working at Pfizer are applied one-shot test. They are given ASSEI scale together with the cover sheet by hand and requested to return the test after completion. Participants were informed that their names would not be disposed.

Also the same test is applied to a control group with the same amount of employees as one-shot. The employees are chosen randomly.

#### **5.5. Limitations of the Research**

Pharmaceutical sector is selected as the research area. Multinational Pharmaceutical Companies that are a member of AIFD (Researcher Pharmaceutical Companies Community) operating in Turkey and investing on CSR Projects are being analyzed in this research. The research is implemented at Pfizer Pharmaceutical Company.

## 6. FINDINGS

First of all, ASSEI is factor analysed by using confirmatory analysis and according the analysis 8 components appeared: physical self, social self, ethical self, material self, appreciated self, familial self, personal achievement, and spiritual self. It can be concluded that our sampling size is adequate for utilizing factor analysis, since Kaiser-Meyer-Olkin Measure of Sampling Adequacy value is 0,602.

**Table 10 Kaiser-Meyer-Olkin Measure**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			,602
Bartlett's Test of Sphericity	Approx. Square Df	Chi-	1209,387
	Sig.		190,000

As a result of factor analysis, below we can see the 8 components which have higher than 1.

The first component measures 18,239%, second component measures 13,160%, third component measures 10,360 %, fourth component measures 8,769%, fifth component measures 7,634%, sixth component measures 7,077%, seventh component measures 5,486% and the eighth component measures 5,129% of total . Our scale is accounted of %75,853 of total variance.

Distribution of the components is chartd in Table 7.

**Table 11 Distribution of Variables**

<b>Components</b>	<b>Questions</b>			
Familial self	10	11		
Physical self	1	2	3	
Ethical self	7	8	9	
Personal achievement	12	13	14	15
Social self	4	5	6	
Material self	16	18		
Appreciated self	17	19		
Spiritual self	20			

The original ASSEI scale in USA measures 6 components which is in line with the Turkish translation of the scale. In this research, factor analysis revealed 2 unique components such as appreciated self and spiritual self. In the original scale and the Turkish translation of the scale, spiritual self was measured under the ethical self component and appreciated self was measured under the material power. The different components might have occurred due to the small quantity of the sample size. This point may be investigated in researches with larger sample groups.

After the factor analysis, demographic attributes of participants are summarized by descriptive statistics and frequency distributions are prepared. Then, the relation between “Participation to CSR Projects” and “Self-esteem” has been analyzed together with the change of participants’ self-esteem level related to demographic attributes. All findings in this research are tested at  $P < 0.05$  significance level.

### **6.1. Findings Related To Demographic Attributes**

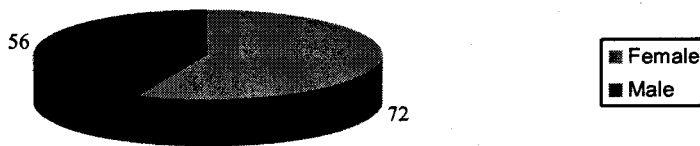
Sample group is investigated per position, gender, age, job experience, company experience variables.

### 6.1.1. Findings Concerning Gender Variable:

It can be referred that 44% of the participants is male.

**Table 12 Distribution of the sample concerning gender variable**

Gender	N	Percent	Total Percent
Female	72	56,3	56,3
Male	56	43,8	100,0



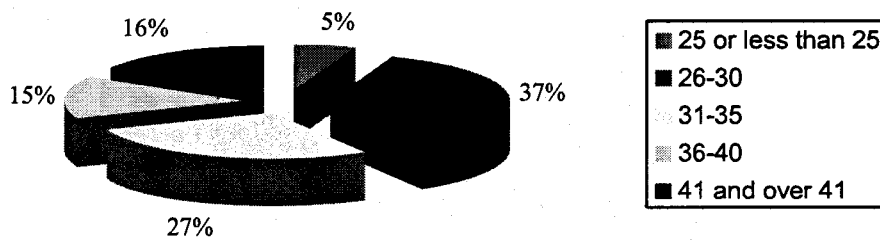
**Figure 5:** Distribution of the sample concerning gender variable

### 6.1.2. Findings Concerning Age Variable

It can be referred that 5% of the participants are younger than 25 year old, 37% of them are between 26 – 30 year old, 27% of them are between 31 – 35 year old, 15% of them are between 36 – 40 year old, 16% is over 41 year old.

**Table 13 Distribution of the sample concerning age variable**

Age	N	Percent	Total Percent
25 or less than 25	7	5,5	5,5
26-30	46	35,9	41,4
31-35	35	27,3	68,8
36-40	19	14,8	83,6
41 and over 41	21	16,4	100,0



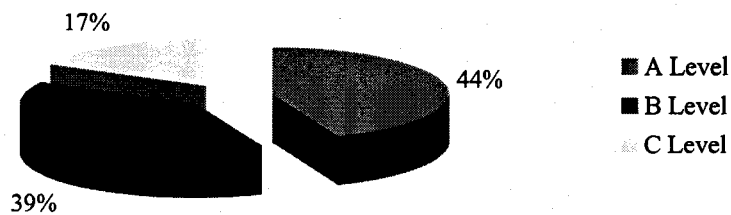
**Figure 6: Distribution of the sample concerning age variable**

### 6.1.3. Findings Concerning Job Level

When job levels are analyzed concerning job level of the sample, it can be referred that % 44 of the participants are A level, % 39 of them are B level and % 27 of them are C level. These job levels are designed by Pfizer Pharmaceutical Company beginning from the lowest (A) to highest (C).

**Table 14 Distribution of the sample concerning job level**

Job Level	N	Percent	Total Percent
A Level	56	43,8	43,8
B Level	50	39,1	82,8
C Level	22	17,2	100,0



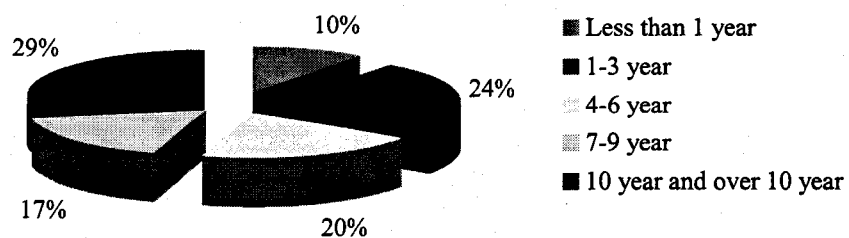
**Figure 7: Distribution of the sample concerning job level**

#### **6.1.4. Findings Concerning Job Experience**

It can be referred that % 10 of the participants have less than 1 year job experience, % 24 of them have 1-3 years, % 29 of them have 4-6 years, %17 of them have 7-9 years, %28 of them have over 10 years job experience.

**Table 15 Distribution of the sample concerning job experience**

Job Experience	N	Percent	Total Percent
Less than 1 year	13	10,2	10,2
1-3 year	31	24,2	34,4
4-6 year	26	20,3	54,7
7-9 year	22	17,2	71,9
10 year and more	36	28,1	100,0



**Figure 8: Distribution of the sample concerning job experience**

## 6.2. The Effect of Participation to CSR Projects on Employees' Self-esteem

Findings concerning employees's self esteem are analyzed by t-test. Employees - who have participated to CSR Projects and the control group - who have never participated to CSR Projects are being compared. Data is analyzed as below:

$P < 0,05 = \text{significant}$

**1) Findings Concerning Participation to CSR Projects and “Being liked by others, popularity, ability to get along, social skills” item**

In order to analyze the effect of participation to CSR Projects on “Being liked by others, popularity, ability to get along, social skills” item, scores concerning the participants who have taken place in CSR Projects and the participants who have not taken place in these projects are compared by t-test. Findings show us that the difference between the groups is significant.

$P < 0, 05 = \text{significant}$

Upon the Findings, it can be referred that “Participation to CSR Projects” is dependent to “Being liked by others, popularity, ability to get along, social skills”.

**Table 16 Findings concerning “Being liked by others, popularity, ability to get along, social skills”.**

Group	N	Mean	Standard Deviation	Standart Error	t value	Significancy Level
Control Group	64	3,1398	0,58596	0,07324		
ResearchGroup	64	2,8352	0,44834	0,05604	3,304	0,001

**2) Findings Concerning Participation to CSR Projects and “Having a loving, close relationship with someone”.**

In order to analyze the effect of participation to CSR Projects on “Having a loving, close relationship with someone” item, scores concerning the participants who have taken place in CSR Projects and the participants who have not taken place in these projects are compared by t-test. Findings show us that the difference between the groups is significant.

P < 0, 05 = significance

Upon the Findings, it can be referred that “Participation to CSR Projects” does affects “Having a loving, close relationship with someone” in a positive way.

**Table 17 t test findings concerning “Having a loving, close relationship with someone”**

Group	N	Mean	Standart Deviation	Standart Error	t value	Significancy
Control Group	64	3,0641	0,66017	0,08252		
Research Group	64	2,8414	0,36477	0,0456	2,362	0,02

**3) Findings Concerning Participation to CSR Projects and “Being a cultured and knowledgable person, knowing about art, music, and world events”**

In order to analyze the effect of participation to CSR Projects on “Being a cultured and knowledgable person, knowing about art, music, and world events”item, scores concerncing the participants who have taken place in CSR Projects and the participants who have not taken place in these projects are compared by t-test. Findings show us that the difference between the groups is significant.

P < 0, 05 = significance

Upon the Findings, it can be referred that “Participation to CSR Projects” does affects “Being a cultured and knowledgable person, knowing about art, music, and world events”.

**Table 18 t test findings concerning “Being a cultured and knowledgeable person, knowing about art, music, and world events”**

Group	N	Mean	Standart Deviation	Standart Error	t value	Significancy Level
Control Group	64	3,2211	0,53931	0,06741	3,522	0,001
Research Group	64	2,8164	0,74445	0,09306		

**4) Findings Concerning Participation to CSR Projects and “Being recognized for accomplishments, earning the respect of others for your work”**

In order to analyze the effect of participation to CSR Projects on “Being recognized for accomplishments, earning the respect of others for your work” item, scores concerning the participants who have taken place in CSR Projects and the participants who have not taken place in these projects are compared by t-test. Findings show us that the difference between the groups is significant.

$P < 0, 05 = \text{significance}$

Upon the Findings, it can be referred that “Participation to CSR Projects” affects “Being recognized for accomplishments, earning the respect of others for your work” in a positive way.

**Table 19 t test findings concerning “Being recognized for accomplishments, earning the respect of others for your work”**

Group	N	Mean	Standart Deviation	Standart Error	t value	Significancy Level
Control Group	64	3,3477	0,56361	0,07045	3,478	0,001
Research Group	64	3,0164	0,51262	0,06408		

**5) Findings Concerning Participation to CSR Projects and “Doing what you set out to do personally, meeting goals you set for your self”**

In order to analyze the effect of participation to CSR Projects on “Doing what you set out to do personally, meeting goals you set for your self” item, scores concerning the participants who have taken place in CSR Projects and the participants who have not taken place in these projects are compared by t-test. Findings show us that the difference between the groups is significant.

$P < 0, 05 =$  significance

Upon the Findings, it can be referred that “Participation to CSR Projects” affects “Doing what you set out to do personally, meeting goals you set for your self” in a positive way.

**Table 20 t test findings concerning “Doing what you set out to do personally, meeting goals you set for your self”**

Group	N	Mean	Standart Deviation	Standart Error	t value	Significancy Level
Control Group	64	3,5633	0,6729	0,08411	2,759	0,007
Research Group	64	3,2703	0,51845	0,06481		

**6) Findings Concerning Participation to CSR Projects and “Having influence over the events of people in your life”**

In order to analyze the effect of participation to CSR Projects on “Having influence over the events of people in your life” item, scores concerning the participants who have taken place in CSR Projects and the participants who have not taken place in these projects are compared by t-test. Findings show us that the difference between the groups is significant.

$P < 0, 05 =$  significance

Upon the Findings, it can be referred that “Participation to CSR Projects” affects “Having influence over the events of people in your life” in a positive way.

**Table 21 t test findings concerning “Having influence over the events of people in your life”**

Group	N	Mean	Standart Deviation	Standart Error	t value	Significancy Level
Control Group	64	3,3641	0,5806	0,07258	2,079	0,04
Research Group	64	3,1477	0,59691	0,07461		

### 6.3. Self-Esteem Level Compared to Demographic Attributes

Self-esteem level is measured by t test and investigated in a two way analysis of variance according to participants’ age, gender, job experience and job level. Results are tested at  $P < 0.05$  significance level.

#### 6.3.1. Findings concerning the items of self-esteem and gender variable

Findings concerning the items of self-esteem and gender variable are measured by t test. Results are tested at  $P < 0.05$  significance level.

##### 1) Findings concerning “Earning a great amount of money and acquiring valuable possessions” and gender variable:

It can be seen that the difference between groups is statistically significant.

Upon the findings, it can be referred that “Earning a great amount of money and acquiring valuable possessions” is dependent than gender variable and that this item is stronger in males.

**Table 22 t test findings concerning “Earning a great amount of money and acquiring valuable possessions”**

Group	N	Mean	Standart Deviation	Standart Error	t value	Significancy Level
Female	56	3,0759	0,55727	0,7447	4,145	0,044
Male	72	3,2771	0,55258	0,06512		

**2) Findings concerning “Doing what you set out to do personally, meeting goals you set for yourself” and gender variable:**

It can be seen that the difference between groups is statistically significant.

Upon the findings, it can be refered that” Doing what you set out to do personally, meeting goals you set for yourself” is dependent to gender variable and that this item is stronger females.

**Table 23 t test findings concerning “Doing what you set out to do personally, meeting goals you set for yourself”**

Group	N	Mean	Standart Deviation	Standart Error	t value	Significancy Level
Female	72	3,5326	0,58863	0,06937	6,049	0,015
Male	56	3,2679	0,62373	0,08335		

**6.3.2. Findings concerning age variable**

Findings concerning the items of self-esteem and age variable are measured by analyses of variance. Results are tested at  $P < 0.05$  significance level.

**1) Findings concerning age variable and “Looks, physical attractiveness”**

It can be seen that the difference between groups is statistically significant.

We can say that Looks, physical attractiveness changes according to age variable, the subject item has opposite propotion with age variable. That means, physical attractiveness lowers when the person gets older.

**Table 24 Analyses of Variance Results Concerning “Looks, physical attractiveness”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
< 25	7	3,2214	0,66386	0,25092	3,675	0,007
26-30	46	2,8033	0,52898	0,07799		
31-35	35	2,8214	0,50792	0,08585		
36-40	19	2,5711	0,36221	0,0831		
41 >	21	2,4643	0,65501	0,14293		

**2) Findings concerning age variable and “Relationship with family, being on good terms with family”**

It can be seen that the difference between groups is statistically significant.

We can say that “Relationship with family, being on good terms with family” is dependent to age variable. Results of the data shows that employees between 25-35 ages have lower scores than employees younger than 25, but by time the scores get even higher than the scores before age 25.

**Table 25 Analyses of Variance Results Concerning “Relationship with family, being on good terms with family”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Levellevel
< 25	7	3,8643	0,33753	0,12758	4,438	0,002
26-30	46	3,2935	0,63461	0,09357		
31-35	35	3,5843	0,5953	0,10062		
36-40	19	3,4553	0,54896	0,12594		
41 >	21	3,9429	0,8126	0,17732		

**3) Findings concerning age variable and “Meeting/having met responsibilities to family, being a good parent/spouse/son/daughter”**

It can be seen that the difference between groups is statistically significant.

It can be seen that the scores are just like the scores of “Relationship with family, being on good terms with family”. Employees between 25-35 ages have lower scores than employees younger than 25, but by time the scores get even higher than the scores before age 25.

**Table 26 Analyses of Variance Results Concerning “Meeting/having met responsibilities to family, being a good parent/spouse/son/daughter”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
< 25	7	3,6786	0,3839	0,1451	2,577	0,041
26-30	46	3,3391	0,52798	0,07785		
31-35	35	3,6843	0,75174	0,12707		
36-40	19	3,5158	0,47406	0,10876		
41 >	21	3,8238	0,8827	0,19262		

**4) Findings concerning age variable and “Being a cultured and knowledgable person, knowing about art, music, and world events”**

It can be seen that the difference between groups is statistically significant.

We can say that “Being a cultured and knowledgable person, knowing about art, music, and world events” is dependent to age variable. Although the scores of employees less than 25 are lower, it can be said that this item gets higher by age.

**Table 27 Analyses of Variance Results Concerning “Being a cultured and knowledgeable person, knowing about art, music, and world events”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
< 25	7	3,3071	0,40149	0,15175	2,966	0,022
26-30	46	2,7728	0,70472	0,10391		
31-35	35	3,0471	0,64465	0,10897		
36-40	19	3,1974	0,6987	0,16029		
41 >	21	3,2524	0,59592	0,13004		

**5) Findings concerning age variable and “Earning a great amount of money and acquiring valuable possessions”**

It can be seen that the difference between groups is statistically significant.

We can say that “Earning a great amount of money and acquiring valuable possessions” is dependent to age variable. This item’s socres lowers on employees over 25, but the scores get higher between age 31 – 40. Then the score get lower again for the employees over 41.

**Table 28 Analyses of Variance Results Concerning “Earning a great amount of money and acquiring valuable possessions”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
< 25	7	3,1714	0,67383	0,25468	6,494	0
26-30	46	2,9033	0,46421	0,06844		
31-35	35	3,36	0,42423	0,07171		
36-40	19	3,5263	0,6742	0,15467		
41 >	21	3,231	0,56269	0,12279		

**6) Findings concerning age variable and “Doing what you set out to do personally, meeting goals you set for yourself”**

It can be seen that the difference between groups is statistically significant.

We can say that “Doing what you set out to do personally, meeting goals you set for yourself” is dependent to age variable. This item has the maximum effect between ages 31 – 40.

**Table 29 Analyses of Variance Results Concerning “Doing what you set out to do personally, meeting goals you set for yourself”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
< 25	7	3,4	0,79844	0,30178	6,097	0
26-30	46	3,1359	0,5622	0,08289		
31-35	35	3,6957	0,54454	0,09204		
36-40	19	3,6921	0,58506	0,13422		
41 >	21	3,3238	0,54489	0,1189		

### 6.3.3. Findings concerning job level variable

Findings concerning the items of self-esteem and age variable are measured by analyses of variance. Results are tested at  $P < 0.05$  significance level.

#### 1) Findings concerning job level and “Being liked by others, popularity, ability to get along, social skills”:

It can be seen that the difference between groups is statistically significant.

We can say that “Being liked by others, popularity, ability to get along, social skills” is dependent to job level variable. Upon the data, it can be seen that employees of B Band have higher scores than other employees.

**Table 30 Analyses of Variance Results Concerning “Being liked by others, popularity, ability to get along, social skills”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
<b>A Band</b>	56	2,8634	0,55379	0,074	6,146	0,003
<b>B Band</b>	50	3,189	0,55044	0,07784		
<b>C Band</b>	22	2,8455	0,32474	0,06923		

**2) Findings concerning job level and “Having a loving, close relationship with someone”:**

It can be seen that the difference between groups is statistically significant.

We can say that “Having a loving, close relationship with someone” is dependent than job level variable. Employees of B Band have higher scores than other employees.

**Table 31 Analyses of Variance Results Concerning “Having a loving, close relationship with someone”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
<b>A Band</b>	56	2,8107	0,48708	0,06509	5,064	0,008
<b>B Band</b>	50	3,133	0,59519	0,08417		
<b>C Band</b>	22	2,9045	0,44799	0,09551		

**3) Findings concerning job level and “Being a law-abiding, responsible citizen”:**

It can be seen that the difference between groups is statistically significant.

We can say that “Being a law-abiding, responsible citizen” is dependent than job level variable.

Employees of B Band have higher scores than other employees.

**Table 32 Analyses of Variance Results Concerning “Being a law-abiding, responsible citizen”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
A Band	56	2,7357	0,68236	0,09118	5,285	0,006
B Band	50	3,072	0,40104	0,05672		
C Band	22	2,7864	0,45492	0,09699		

**4) Findings concerning job level and “Relationship with family, being on good terms with family”:**

It can be seen that the difference between groups is statistically significant.

We can say that “Relationship with family, being on good terms with family” is dependent to job level variable. The scores of this item get lower starting from C Band to A Band.

**Table 33 Analyses of Variance Results Concerning “Relationship with family, being on good terms with family”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
A Band	56	3,3527	0,68546	0,0916	4,272	0,016
B Band	50	3,632	0,5915	0,08365		
C Band	22	3,7773	0,69071	0,14726		

**5) Findings concerning job level and “Meeting/having met responsibilities to family, being on good terms with family”:**

It can be seen that the difference between groups is statistically significant.

We can say that “Meeting/having met responsibilities to family, being on good terms with family” is dependent to job level variable. The scores of this item get lower starting from C Band to A Band.

**Table 34 Analyses of Variance Results Concerning “Meeting/having met responsibilities to family, being on good terms with family”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
A Band	56	3,3455	0,59919	0,08007		
B Band	50	3,681	0,66485	0,09402		
C Band	22	3,8182	0,70619	0,15056		
					5,751	0,004

**6) Findings concerning job level and “Intelligence, how smart you are”:**

It can be seen that the difference between groups is statistically significant.

We can say that “Intelligence, how smart you are” is independent than job level variable. The scores of this item get lower starting from C Band to A Band.

**Table 35 Analyses of Variance Results Concerning “Intelligence, how smart you are”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
A Band	56	2,9839	0,69191	0,09246		
B Band	50	3,517	0,50129	0,07089		
C Band	22	4,025	0,5595	0,11928		
					26,08	0

**7) Findings concerning job level and “Academic accomplishments, years education”:**

It can be seen that the difference between groups is statistically significant.

We can say that “Academic accomplishments, years education” is dependent to job level variable. The scores of this item get lower starting from C Band to A Band.

**Table 36 Analyses of Variance Results Concerning “Academic accomplishments, years education”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
A Band	56	2,9929	0,55966	0,07479	21,03	0
B Band	50	3,543	0,49187	0,06956		
C Band	22	3,7023	0,51835	0,11051		

**8) Findings concerning job level and “Being a cultured and knowledgeable person, knowing about art, music, and world events”:**

It can be seen that the difference between groups is statistically significant.

We can say that “Being a cultured and knowledgeable person, knowing about art, music, and world events” is independent than job level variable.

**Table 37 Analyses of Variance Results Concerning “Being a cultured and knowledgeable person, knowing about art, music, and world events”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
A Band	56	2,8402	0,66759	0,08921	4,607	0,012
B Band	50	3,086	0,64894	0,09177		
C Band	22	3,3205	0,66613	0,14202		

**9) Findings concerning job level and “Earning a great amount of money and acquiring valuable possessions”:**

It can be seen that the difference between groups is statistically significant.

We can say that “Earning a great amount of money and acquiring valuable possessions” is dependent to job level variable. The scores of this item get lower starting from C Band to A Band.

**Table 38 Analyses of Variance Results Concerning “Earning a great amount of money and acquiring valuable possessions”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
A Band	56	3,0464	0,51256	0,06849	12,31	0
B Band	50	3,133	0,49473	0,06997		
C Band	22	3,6795	0,57749	0,12312		

**10) Findings concerning job level and “Belief in a higher power, spiritual convictions”:**

It can be seen that the difference between groups is statistically significant.

We can say that “Belief in a higher power, spiritual convictions” is dependent to job level variable. The scores of this item get lower starting from C Band to A Band.

**Table 39 Analyses of Variance Results Concerning “Belief in a higher power, spiritual convictions”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
A Band	56	2,4196	0,84341	0,1127	5,438	0,005
B Band	50	2,823	0,52248	0,07389		
C Band	22	2,8682	0,71905	0,1533		

#### 6.3.4. Findings concerning job experience variable

Findings concerning the items of self-esteem and job experience variable are measured by analyses of variance. Results are tested at  $P < 0.05$  significance level.

##### 1) Findings concerning job experience and “Looks, physical attractiveness”:

It can be seen that the difference between groups is statistically significant.

We can say that “Looks, physical attractiveness” is dependent to job experience variable. That means job experience has a direct proportion with this item.

**Table 40 Analyses of Variance Results Concerning “Looks, physical attractiveness”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
< 1	13	3,2769	0,62803	0,17418		
1-3 year	31	2,7855	0,51238	0,09203		
4-6 year	26	2,7885	0,55413	0,10867		
7-9 year	22	2,6727	0,4317	0,09204		
10 year >	36	2,5167	0,51158	0,08526		
					5,317	0,001

2) Findings concerning job experience and “Being a good person, friendliness and helpfulness to others”:

It can be seen that the difference between groups is statistically significant.

We can say that “Being a good person, friendliness and helpfulness to others” is dependent to job experience variable. It has a direct proportion with job experience variable.

**Table 41 Analyses of Variance Results Concerning “Being a good person, friendliness and helpfulness to others”**

Group	N	Mean	Standart Deviation	Standart Error	F value	Significancy Level
< 1	13	3,2808	0,6064	0,16819		
1-3 year	31	3,0823	0,54445	0,09779		
4-6 year	26	2,9096	0,52498	0,10296		
7-9 year	22	2,7455	0,35251	0,07516		
10 year >	36	2,8889	0,41647	0,06941		
					3,257	0,014

**3) Findings concerning job experience and “Being a cultured and knowledgeable person, knowing about art, music, and world events”:**

It can be seen that the difference between groups is statistically significant.

We can say that “Being a cultured and knowledgeable person, knowing about art, music, and world events” is dependent to job experience variable. It can be seen that this item’s scores get higher parallel to job experience variable except employees with 4-6 years of experience.

**Table 42 Analyses of Variance Results Concerning “Being a cultured and knowledgeable person, knowing about art, music, and world events”**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Standart Deviation</b>	<b>Standart Error</b>	<b>F value</b>	<b>Significancy Level</b>
<b>&lt; 1</b>	13	2,6846	0,69414	0,19252		
<b>1-3 year</b>	31	3,1194	0,62138	0,1116		
<b>4-6 year</b>	26	2,7769	0,83225	0,16322		
<b>7-9 year</b>	22	3,0205	0,59415	0,12667		
<b>10 year &gt;</b>	36	3,2264	0,57439	0,09573		
					2,773	0,03

Table 39 summarizes the relation between demographic attributes and participation to CSR Projects:

**Table 39 Relation between demographic attributes and participation to CSR projects**

	Participation	Age	Gender	Job Level	Job Exp.
Being liked by others, popularity, ability to get along, social skills	x			X	
Having a loving, close relationship with someone	x			X	
Being a law-abiding, responsible citizen				X	
Relationship with family, being on good terms with family		x		X	
Meeting/having met responsibilities to family, being a good parent/spouse/son/daughter		x		X	
Intelligence, how smart you are				X	
Academic accomplishments, years education				X	
Being a cultured and knowledgeable person, knowing about art, music, world events	x	x	X	X	X
Earning a great amount of money and acquiring valuable possessions		x		X	
Belief in a higher power, spiritual convictions				X	
Doing what you set out to do personally, meeting goals you set for your self	x	x	x		
Having influence over the events of people in your life	x	x			X
Looks, physical attractiveness					X
Being a good person, friendliness, helpfulness to others					
Being recognized for accomplishments, earning the respect of others for your work	x				

## 6.4. RESULTS AND DISCUSSIONS

Upon the findings, we can state that employees who have participated to CSR Projects obtained higher scores on some of the items of self – esteem. These items are related to social self, material self, personal achievement and appreciated self components.

### Items dependent to participation to CSR Projects

- Having influence over the events of people in your life (Related to appreciated self component)
- Doing what you set out to do personally, meeting goals you set for your self (Related to material self component)
- Being recognized for accomplishments, earning the respect of others for your work (Related to material self component)
- Being a cultured and knowledgable person, knowing about art, music, and world events (Related to material self component)
- Having a loving, close relationship with someone (Related to social self component)
- Being liked by others, popularity, ability to get along, social skills(Related to social self component)

Hypothesis 1: Participating to CSR Projects affect self-esteem in a positive way.

It can be seen that 6 / 20 of the items of self-esteem are affected from participation to CSR Projects in a positive way. And employees who have participated to CSR Projects obtained higher scores concerning these items which are related to social self, material self, personal achievement and appreciated self components. What is more, employees who have not participated to CSR Projects did not get higher scores concerning none of the items of self-esteem. Therefore, we can say that hypothesis 1 is valid.

Hypothesis 2: Participating to CSR Projects affect IPC (Interpersonal characteristics) more than PC (personal characteristics)

We can see that only one of the items (Being liked by others, popularity, ability to get along, social skills) which is affected from participation to CSR Projects is a PC item. Therefore, hypothesis 2 is valid.

Hypothesis 3: Physical self component of self-esteem is not affected from participation to CSR Projects.

Hypothesis 4: Familial self component of self-esteem is not affected from participation to CSR Projects.

According the findings, we can say that Hypothesis 3 and 4 are valid. But we can also see that ethical self, spiritual self and personal achievement components are not also affected from participation to CSR Projects.

### **Items dependent to Demographic Attributes**

Upon the findings of demographic attributes we can summarize the following:

Following items are dependent to gender attribute:

- “Doing what you set out to do personally, meeting goals you set for yourself” (Related to material self component)
- “Being a cultured and knowledgeable person, knowing about art, music, world events” (Related to personal achievement component)

Following items are dependent to age attribute:

- “Looks, physical attractiveness” (Related to physical self component)
- “Relationship with family, being on good terms with family” (Related to family self component)

- "Meeting/having met responsibilities to family, being a good parent/spouse/son/daughter" (Related to material self component)
- "Being a cultured and knowledgeable person, knowing about art, music, world events" (Related to personal achievement component)
- "Earning a great amount of money and acquiring valuable possessions" (Related to material self component)
- "Doing what you set out to do personally, meeting goals you set for yourself" are dependent to age variable. (Related to material self component)

Following items are dependent to job level attribute:

- "Being liked by others, popularity, ability to get along, social skills" (Related to social self component)
- "Having a loving, close relationship with someone" (Related to social self component)
- "Being a law-abiding, responsible citizen" (Related to moral self component)
- "Relationship with family, being on good terms with family" (Related to family self component)
- "Meeting/having met responsibilities to family, being a good parent/spouse/son/daughter" (Related to family self component)
- "Intelligence, how smart you are" (Related to personal achievement component)
- "Academic accomplishments, years education", (Related to personal achievement component)
- "Being a cultured and knowledgeable person, knowing about art, music, world events" (Related to personal achievement component)

- “Earning a great amount of money and acquiring valuable possessions” (Related to material self component)
- “Belief in a higher power, spiritual convictions” (Related to spiritual self component)

Following items are dependent to job experience attribute:

- “Looks, physical attractiveness” (Related to physical self component)
- “Being a good person, friendliness, helpfulness to others” (Related to social self component)
- “Being a cultured and knowledgeable person, knowing about art, music, world events” are dependent to job experience variable. (Related to personal achievement component)

As a conclusion, it can be seen that participating to CSR Projects affects self-esteem in a positive way as employees who have participated to CSR Projects have higher scores concerning some of the items which are related to social self, material self, personal achievement and appreciated self components. Besides, it can be seen that participating to CSR affects interpersonal characteristics (IPC) which are related to social behavior, and social roles related to interpersonal relationships more than personal characteristics (PC) which are related to physical attributes of the individual, abilities, achievements and spiritual beliefs. Although, participation to CSR Projects may not be the only factor affecting self-esteem, and that some of the items could also be affected by demographic attributes, findings show us that hypothesis of this research is still valid - participation to CSR Projects has a positive effect on employees' self-esteem.

One point is that some items' scores are in the limits of significancy level. A further step to investgiations, sample size can be richened in order to test whether these items scores will change or not. Also, pre-post test can be applied on employees who participate to CSR Projects in order to eliminate mediator effect in future reserches.

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## APPENDICES

### Appendix A -SPSS Tables Regarding Statistics

#### A.1. Findings Concerning Factor Analysis

##### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	,602
Bartlett's Test of Approx. Chi-Square	1209,387
Sphericity Df	190
Sig.	,000

##### Communalities

	Initial	Extraction
VAR00001	1,000	,830
VAR00002	1,000	,421
VAR00003	1,000	,803
VAR00004	1,000	,772
VAR00005	1,000	,823
VAR00006	1,000	,852
VAR00007	1,000	,657
VAR00008	1,000	,748
VAR00009	1,000	,705
VAR00010	1,000	,866
VAR00011	1,000	,883
VAR00012	1,000	,710
VAR00013	1,000	,715
VAR00014	1,000	,749
VAR00015	1,000	,636
VAR00016	1,000	,898
VAR00017	1,000	,814
VAR00018	1,000	,878
VAR00019	1,000	,834
VAR00020	1,000	,576

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,65	18,239	18,239	3,65	18,239	18,239	2,57	12,866	12,866
2	2,63	13,16	31,399	2,63	13,16	31,399	2,09	10,445	23,311
3	2,07	10,36	41,759	2,07	10,36	41,759	1,93	9,654	32,965
4	1,75	8,769	50,528	1,75	8,769	50,528	1,9	9,491	42,456
5	1,53	7,634	58,161	1,53	7,634	58,161	1,8	9,003	51,459
6	1,42	7,077	65,238	1,42	7,077	65,238	1,8	8,99	60,448
7	1,1	5,486	70,724	1,1	5,486	70,724	1,8	8,988	69,436
8	1,03	5,129	75,853	1,03	5,129	75,853	1,28	6,417	75,853
9	0,92	4,582	80,436						
10	0,84	4,2	84,636						
11	0,53	2,657	87,293						
12	0,52	2,573	89,867						
13	0,41	2,071	91,937						
14	0,34	1,691	93,628						
15	0,31	1,535	95,163						
16	0,24	1,196	96,359						
17	0,21	1,05	97,409						
18	0,2	0,994	98,403						
19	0,17	0,869	99,271						
20	0,15	0,729	100						

Extraction Method: Principal Component Analysis.

**Component Matrix(a)**

	Component							
	1	2	3	4	5	6	7	8
VAR00004	0,62	-0,5						
VAR00006	0,57	-0,56			-0,39			
VAR00014	0,57	0,421					-0,33	0,316
VAR00007	0,56			-0,52				
VAR00018	0,5		-0,4	0,38		-0,38	0,35	
VAR00005	0,53	-0,68						
VAR00001		-0,52	0,39			0,378	0,323	
VAR00012		0,499			-0,35	0,412		
VAR00015	0,38	0,459					-0,31	
VAR00019	0,37		-0,67		0,332			
VAR00017	0,42		-0,64			0,348		
VAR00010	0,44	0,315	0,52		0,375			
VAR00011	0,41	0,383	0,444					-0,42
VAR00008				-0,72				
VAR00009	0,47			-0,5	0,392			
VAR00016	0,43			0,461		-0,38	0,428	
VAR00013	0,41	0,361			-0,54			
VAR00003	0,33	-0,35	0,323	0,336	0,364	0,452		
VAR00020						0,318		-0,5
VAR00002			0,343					0,432

Extraction Method: Principal Component Analysis.  
8 components extracted.

**Rotated Component Matrix(a)**

	Component							
	1	2	3	4	5	6	7	8
VAR00006	0,91							
VAR00005	0,87							
VAR00004	0,83							
VAR00014		0,76						
VAR00015		0,74						
VAR00013		0,66						0,411
VAR00012		0,62						0,521
VAR00008			0,85					
VAR00009			0,79					
VAR00007	0,36		0,68					
VAR00019				0,89				
VAR00017				0,87				
VAR00016					0,93			
VAR00018					0,9			
VAR00001						0,87		
VAR00003						0,86		
VAR00011							0,91	
VAR00010							0,89	
VAR00020								0,738
VAR00002						0,42		-0,42

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 17 iterations.

**Component Transformation Matrix**

Component	1	2	3	4	5	6	7	8
1	0,548	0,426	0,39	0,284	0,355	0,21	0,318	0,126
2	-0,63	0,526	0,04	-0,06	0,212	-0,36	0,315	0,205
3	0,001	0,055	0,14	-0,69	-0,33	0,418	0,465	-0,01
4	0,004	0,1	-0,77	-0,04	0,45	0,36	0,167	-0,19
5	-0,45	-0,41	0,29	0,443	0,087	0,338	0,373	-0,3
6	-0,2	0,34	-0,15	0,371	-0,46	0,513	-0,233	0,391
7	-0,2	-0,25	0,25	-0,29	0,536	0,319	-0,373	0,478
8	-0,15	0,429	0,26	-0,15	0,083	0,2	-0,473	-0,66

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

## A.2. Findings Concerning Demographic Distributions

### Cinsiyet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kadin	72	56,3	56,3	56,3
	Erkek	56	43,8	43,8	100,0
	Total	128	100,0	100,0	

### Yas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25'den az	7	5,5	5,5	5,5
	26-30	46	35,9	35,9	41,4
	31-35	35	27,3	27,3	68,8
	36-40	19	14,8	14,8	83,6
	41 ve üzeri	21	16,4	16,4	100,0
	Total	128	100,0	100,0	

### Kademe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A Bandi	56	43,8	43,8	43,8
	B Bandi	50	39,1	39,1	82,8
	C Bandi	22	17,2	17,2	100,0
	Total	128	100,0	100,0	

### Deneyim

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yıldan az	13	10,2	10,2	10,2
	1-3 yıl arası	31	24,2	24,2	34,4
	4-6 yıl arası	26	20,3	20,3	54,7
	7-9 yıl arası	22	17,2	17,2	71,9
	10 yıl ve üzeri	36	28,1	28,1	100,0
	Total	128	100,0	100,0	

### A.3 Tables Regarding Effect of Participation to CSR Projects on Employees' Self Esteem

Group Statistics

Profil	N	Mean	Std. Deviation	Std. Error Mean
P1 Kontrol Grubu	64	2,7156	,60572	,07571
P1 Arastirma Grubu	64	2,7664	,50285	,06286
P2 Kontrol Grubu	64	2,8133	,55999	,07000
P2 Arastirma Grubu	64	2,8531	,46084	,05760
P3 Kontrol Grubu	64	2,8539	,49652	,06207
P3 Arastirma Grubu	64	2,9977	,42477	,05310
P4 Kontrol Grubu	64	3,1398	,58596	,07324
P4 Arastirma Grubu	64	2,8352	,44834	,05604
P5 Kontrol Grubu	64	3,0375	,57044	,07130
P5 Arastirma Grubu	64	2,8727	,40950	,05119
P6 Kontrol Grubu	64	3,0641	,66017	,08252
P6 Arastirma Grubu	64	2,8414	,36477	,04560
P7 Kontrol Grubu	64	2,9453	,61526	,07691
P7 Arastirma Grubu	64	2,8063	,51281	,06410
P8 Kontrol Grubu	64	3,0336	,72621	,09078
P8 Arastirma Grubu	64	3,0609	,49972	,06246
P9 Kontrol Grubu	64	2,8625	,68173	,08522
P9 Arastirma Grubu	64	2,9727	,57528	,07191
P10 Kontrol Grubu	64	3,4633	,65715	,08214
P10 Arastirma Grubu	64	3,6063	,67574	,08447
P11 Kontrol Grubu	64	3,5602	,65059	,08132
P11 Arastirma Grubu	64	3,5555	,68990	,08624
P12 Kontrol Grubu	64	3,3805	,71000	,08875
P12 Arastirma Grubu	64	3,3617	,71618	,08952
P13 Kontrol Grubu	64	3,3844	,61172	,07646
P13 Arastirma Grubu	64	3,2750	,59695	,07462
P14 Kontrol Grubu	64	3,2211	,53931	,06741
P14 Arastirma Grubu	64	2,8164	,74445	,09306
P15 Kontrol Grubu	64	3,3008	,55316	,06915
P15 Arastirma Grubu	64	3,2156	,64426	,08053
P16 Kontrol Grubu	64	3,1992	,60241	,07530
P16 Arastirma Grubu	64	3,1789	,52189	,06524
P17 Kontrol Grubu	64	3,3477	,56361	,07045
P17 Arastirma Grubu	64	3,0164	,51262	,06408
P18 Kontrol Grubu	64	3,5633	,67290	,08411
P18 Arastirma Grubu	64	3,2703	,51845	,06481
P19 Kontrol Grubu	64	3,3641	,58060	,07258
P19 Arastirma Grubu	64	3,1477	,59691	,07461
P20 Kontrol Grubu	64	2,5398	,88413	,11052
P20 Arastirma Grubu	64	2,7688	,53374	,06672

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
P15	Equal variances assumed	,541	,464	,802	126	,424	,08516	,10614
	Equal variances not assumed			,802	123,181	,424	,08516	,10614
P16	Equal variances assumed	1,024	,313	,204	126	,839	,02031	,09963
	Equal variances not assumed			,204	123,492	,839	,02031	,09963
P17	Equal variances assumed	,199	,656	3,478	126	,001	,33125	,09523
	Equal variances not assumed			3,478	124,884	,001	,33125	,09523
P18	Equal variances assumed	1,567	,213	2,759	126	,007	,29297	,10618
	Equal variances not assumed			2,759	118,307	,007	,29297	,10618
P19	Equal variances assumed	,004	,953	2,079	126	,040	,21641	,10409
	Equal variances not assumed			2,079	125,903	,040	,21641	,10409
P20	Equal variances assumed	9,131	,003	-1,773	126	,079	-,22891	,12909
	Equal variances not assumed			-1,773	103,536	,079	-,22891	,12909

#### A.4 Tables Regarding Gender Attribute and Self - Esteem

Group Statistics

	Cinsiyet	N	Mean	Std. Deviation	Std. Error Mean
P1	Kadin	72	2,7139	,59642	,07029
	Erkek	56	2,7759	,50000	,06682
P2	Kadin	72	2,8153	,52250	,06158
	Erkek	56	2,8563	,50001	,06682
P3	Kadin	72	2,9590	,49528	,05837
	Erkek	56	2,8830	,42558	,05687
P4	Kadin	72	2,9639	,58226	,06862
	Erkek	56	3,0179	,48808	,06522
P5	Kadin	72	2,9222	,48852	,05757
	Erkek	56	2,9973	,51895	,06935
P6	Kadin	72	2,9264	,53160	,06265
	Erkek	56	2,9866	,55999	,07483
P7	Kadin	72	2,8354	,51747	,06098
	Erkek	56	2,9277	,62892	,08404
P8	Kadin	72	2,9792	,57554	,06783
	Erkek	56	3,1348	,67014	,08955
P9	Kadin	72	2,8382	,62841	,07406
	Erkek	56	3,0196	,62440	,08344
P10	Kadin	72	3,5340	,65847	,07760
	Erkek	56	3,5357	,68548	,09160
P11	Kadin	72	3,5868	,66301	,07814
	Erkek	56	3,5205	,67829	,09064
P12	Kadin	72	3,3542	,68029	,08017
	Erkek	56	3,3929	,75290	,10061
P13	Kadin	72	3,3146	,59750	,07042
	Erkek	56	3,3491	,61824	,08262
P14	Kadin	72	3,0688	,63802	,07519
	Erkek	56	2,9545	,72822	,09731
P15	Kadin	72	3,2806	,60698	,07153
	Erkek	56	3,2295	,59420	,07940
P16	Kadin	72	3,2771	,55258	,06512
	Erkek	56	3,0759	,55727	,07447
P17	Kadin	72	3,1861	,54870	,06466
	Erkek	56	3,1768	,58309	,07792
P18	Kadin	72	3,5326	,58863	,06937
	Erkek	56	3,2679	,62373	,08335
P19	Kadin	72	3,2625	,54558	,06430
	Erkek	56	3,2473	,66116	,08835
P20	Kadin	72	2,5549	,77583	,09143
	Erkek	56	2,7821	,66752	,08920

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
P15	Equal variances assumed	,024	,877	,477	126	,634	,05109	,10716
	Equal variances not assumed			,478	119,519	,633	,05109	,10687
P16	Equal variances assumed	,106	,745	2,036	126	,044	,20119	,09882
	Equal variances not assumed			2,034	117,883	,044	,20119	,09893
P17	Equal variances assumed	1,231	,269	,093	126	,926	,00933	,10049
	Equal variances not assumed			,092	114,702	,927	,00933	,10126
P18	Equal variances assumed	,127	,722	2,460	126	,015	,26478	,10765
	Equal variances not assumed			2,442	114,885	,016	,26478	,10844
P19	Equal variances assumed	3,375	,069	,142	126	,887	,01518	,10669
	Equal variances not assumed			,139	105,715	,890	,01518	,10927
P20	Equal variances assumed	1,249	,266	-1,746	126	,083	-,22728	,13016
	Equal variances not assumed			-1,779	124,674	,078	-,22728	,12774

## A.5 Tables Regarding Age Attribute and Self - Esteem

### Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		
					Lower Bound	Upper Bound	
P1							
25'den az	7	3,2214	,66386	,25092	2,6075	3,8354	
26-30	46	2,8033	,52898	,07799	2,6462	2,9603	
31-35	35	2,8214	,50792	,08585	2,6470	2,9959	
36-40	19	2,5711	,36221	,08310	2,3965	2,7456	
41 ve üzeri	21	2,4643	,65501	,14293	2,1661	2,7624	
Total	128	2,7410	,55506	,04906	2,6439	2,8381	
P2							
25'den az	7	2,8643	,86251	,32600	2,0666	3,6620	
26-30	46	2,8098	,46328	,06831	2,6722	2,9474	
31-35	35	2,7986	,52894	,08941	2,6169	2,9803	
36-40	19	2,6526	,46889	,10757	2,4266	2,8786	
41 ve üzeri	21	3,0952	,41590	,09076	2,9059	3,2846	
Total	128	2,8332	,51119	,04518	2,7438	2,9226	
P3							
25'den az	7	3,1571	,58767	,22212	2,6136	3,7006	
26-30	46	2,9065	,48792	,07194	2,7616	3,0514	
31-35	35	2,9929	,51580	,08719	2,8157	3,1700	
36-40	19	2,8184	,33091	,07592	2,6589	2,9779	
41 ve üzeri	21	2,8762	,38328	,08364	2,7017	3,0507	
Total	128	2,9258	,46584	,04117	2,8443	3,0073	
P4							
25'den az	7	3,2786	,68912	,26046	2,6412	3,9159	
26-30	46	2,9054	,55740	,08218	2,7399	3,0710	
31-35	35	2,9700	,50047	,08459	2,7981	3,1419	
36-40	19	2,8974	,38603	,08856	2,7113	3,0834	
41 ve üzeri	21	3,1810	,60755	,13258	2,9044	3,4575	
Total	128	2,9875	,54169	,04788	2,8928	3,0822	
P5							
25'den az	7	3,2357	,80089	,30271	2,4950	3,9764	
26-30	46	2,9685	,47497	,07003	2,8274	3,1095	
31-35	35	2,9557	,57353	,09694	2,7587	3,1527	
36-40	19	2,7553	,34152	,07835	2,5907	2,9199	
41 ve üzeri	21	3,0119	,40401	,08816	2,8280	3,1958	
Total	128	2,9551	,50145	,04432	2,8674	3,0428	
P6							
25'den az	7	2,8214	,44051	,16650	2,4140	3,2288	
26-30	46	2,8696	,51072	,07530	2,7179	3,0212	
31-35	35	3,0171	,60863	,10288	2,8081	3,2262	
36-40	19	2,8711	,47706	,10945	2,6411	3,1010	
41 ve üzeri	21	3,1452	,56323	,12291	2,8889	3,4016	
Total	128	2,9527	,54286	,04798	2,8578	3,0477	
P7							
25'den az	7	3,0286	,43956	,16614	2,6220	3,4351	
26-30	46	2,9272	,60449	,08913	2,7477	3,1067	
31-35	35	2,8286	,62829	,10620	2,6127	3,0444	
36-40	19	2,7842	,50664	,11623	2,5400	3,0284	
41 ve üzeri	21	2,8738	,49336	,10766	2,6492	3,0984	
Total	128	2,8758	,56843	,05024	2,7764	2,9752	

**Descriptives**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
P8 25'den az	7	2,9929	,53341	,20161	2,4995	3,4862
26-30	46	3,0989	,61918	,09129	2,9150	3,2828
31-35	35	3,0029	,61464	,10389	2,7917	3,2140
36-40	19	2,9237	,63276	,14516	2,6187	3,2287
41 ve üzeri	21	3,1381	,68171	,14876	2,8278	3,4484
Total	128	3,0473	,62103	,05489	2,9386	3,1559
P9 25'den az	7	3,1643	,57714	,21814	2,6305	3,6981
26-30	46	2,9326	,55540	,08189	2,7677	3,0975
31-35	35	2,8914	,76104	,12864	2,6300	3,1529
36-40	19	2,7842	,61329	,14070	2,4886	3,0798
41 ve üzeri	21	2,9667	,60525	,13208	2,6912	3,2422
Total	128	2,9176	,63070	,05575	2,8073	3,0279
P10 25'den az	7	3,8643	,33753	,12758	3,5521	4,1765
26-30	46	3,2935	,63461	,09357	3,1050	3,4819
31-35	35	3,5843	,59530	,10062	3,3798	3,7888
36-40	19	3,4553	,54896	,12594	3,1907	3,7199
41 ve üzeri	21	3,9429	,81260	,17732	3,5730	4,3127
Total	128	3,5348	,66775	,05902	3,4180	3,6516
P11 25'den az	7	3,6786	,38390	,14510	3,3235	4,0336
26-30	46	3,3391	,52798	,07785	3,1823	3,4959
31-35	35	3,6843	,75174	,12707	3,4261	3,9425
36-40	19	3,5158	,47406	,10876	3,2873	3,7443
41 ve üzeri	21	3,8238	,88270	,19262	3,4220	4,2256
Total	128	3,5578	,66789	,05903	3,4410	3,6746
P12 25'den az	7	3,2286	,69334	,26206	2,5873	3,8698
26-30	46	3,1859	,79503	,11722	2,9498	3,4220
31-35	35	3,4457	,74620	,12613	3,1894	3,7020
36-40	19	3,5947	,39012	,08950	3,4067	3,7828
41 ve üzeri	21	3,4976	,62779	,13699	3,2119	3,7834
Total	128	3,3711	,71035	,06279	3,2469	3,4953
P13 25'den az	7	3,1071	,54576	,20628	2,6024	3,6119
26-30	46	3,2380	,64085	,09449	3,0477	3,4284
31-35	35	3,3757	,60747	,10268	3,1670	3,5844
36-40	19	3,3421	,50970	,11693	3,0964	3,5878
41 ve üzeri	21	3,5167	,60711	,13248	3,2403	3,7930
Total	128	3,3297	,60449	,05343	3,2240	3,4354
P14 25'den az	7	3,3071	,40149	,15175	2,9358	3,6785
26-30	46	2,7728	,70472	,10391	2,5635	2,9821
31-35	35	3,0471	,64465	,10897	2,8257	3,2686
36-40	19	3,1974	,69870	,16029	2,8606	3,5341
41 ve üzeri	21	3,2524	,59592	,13004	2,9811	3,5236
Total	128	3,0188	,67858	,05998	2,9001	3,1374

## ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
P1	Between Groups	4,177	4	1,044	3,675	,007
	Within Groups	34,950	123	,284		
	Total	39,127	127			
P2	Between Groups	2,135	4	,534	2,115	,083
	Within Groups	31,051	123	,252		
	Total	33,186	127			
P3	Between Groups	,820	4	,205	,943	,442
	Within Groups	26,740	123	,217		
	Total	27,560	127			
P4	Between Groups	1,854	4	,463	1,610	,176
	Within Groups	35,411	123	,288		
	Total	37,265	127			
P5	Between Groups	1,386	4	,346	1,395	,240
	Within Groups	30,548	123	,248		
	Total	31,934	127			
P6	Between Groups	1,489	4	,372	1,274	,284
	Within Groups	35,937	123	,292		
	Total	37,427	127			
P7	Between Groups	,522	4	,131	,396	,811
	Within Groups	40,513	123	,329		
	Total	41,035	127			
P8	Between Groups	,676	4	,169	,430	,787
	Within Groups	48,306	123	,393		
	Total	48,982	127			
P9	Between Groups	,849	4	,212	,526	,717
	Within Groups	49,669	123	,404		
	Total	50,518	127			
P10	Between Groups	7,141	4	1,785	4,438	,002
	Within Groups	49,486	123	,402		
	Total	56,628	127			
P11	Between Groups	4,381	4	1,095	2,577	,041
	Within Groups	52,271	123	,425		
	Total	56,652	127			
P12	Between Groups	3,202	4	,800	1,617	,174
	Within Groups	60,881	123	,495		
	Total	64,083	127			
P13	Between Groups	1,544	4	,386	1,058	,380
	Within Groups	44,863	123	,365		
	Total	46,407	127			
P14	Between Groups	5,145	4	1,286	2,966	,022
	Within Groups	53,335	123	,434		
	Total	58,480	127			
P15	Between Groups	2,777	4	,694	1,992	,100
	Within Groups	42,882	123	,349		
	Total	45,659	127			

## ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
P16	Between Groups	6,980	4	1,745	6,494	,000
	Within Groups	33,055	123	,269		
	Total	40,035	127			
P17	Between Groups	,709	4	,177	,554	,697
	Within Groups	39,370	123	,320		
	Total	40,079	127			
P18	Between Groups	7,977	4	1,994	6,097	,000
	Within Groups	40,230	123	,327		
	Total	48,206	127			
P19	Between Groups	,632	4	,158	,436	,782
	Within Groups	44,552	123	,362		
	Total	45,183	127			
P20	Between Groups	,319	4	,080	,143	,966
	Within Groups	68,551	123	,557		
	Total	68,870	127			

## A.6 Tables Regarding Job Level and Self - Esteem

### Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
P1	A Bandi	56	2,8134	,63629	,08503	2,6430	2,9838
	B Bandi	50	2,7680	,42025	,05943	2,6486	2,8874
	C Bandi	22	2,4955	,55846	,11907	2,2478	2,7431
	Total	128	2,7410	,55506	,04906	2,6439	2,8381
P2	A Bandi	56	2,8643	,61086	,08163	2,7007	3,0279
	B Bandi	50	2,8080	,39620	,05603	2,6954	2,9206
	C Bandi	22	2,8114	,48180	,10272	2,5977	3,0250
	Total	128	2,8332	,51119	,04518	2,7438	2,9226
P3	A Bandi	56	2,9098	,52574	,07025	2,7690	3,0506
	B Bandi	50	2,9980	,43717	,06183	2,8738	3,1222
	C Bandi	22	2,8023	,33682	,07181	2,6529	2,9516
	Total	128	2,9258	,46584	,04117	2,8443	3,0073
P4	A Bandi	56	2,8634	,55379	,07400	2,7151	3,0117
	B Bandi	50	3,1890	,55044	,07784	3,0326	3,3454
	C Bandi	22	2,8455	,32474	,06923	2,7015	2,9894
	Total	128	2,9875	,54169	,04788	2,8928	3,0822
P5	A Bandi	56	2,9563	,56786	,07588	2,8042	3,1083
	B Bandi	50	3,0180	,47281	,06687	2,8836	3,1524
	C Bandi	22	2,8091	,35039	,07470	2,6537	2,9644
	Total	128	2,9551	,50145	,04432	2,8674	3,0428
P6	A Bandi	56	2,8107	,48708	,06509	2,6803	2,9412
	B Bandi	50	3,1330	,59519	,08417	2,9639	3,3021
	C Bandi	22	2,9045	,44799	,09551	2,7059	3,1032
	Total	128	2,9527	,54286	,04798	2,8578	3,0477
P7	A Bandi	56	2,7357	,68236	,09118	2,5530	2,9185
	B Bandi	50	3,0720	,40104	,05672	2,9580	3,1860
	C Bandi	22	2,7864	,45492	,09699	2,5847	2,9881
	Total	128	2,8758	,56843	,05024	2,7764	2,9752
P8	A Bandi	56	2,9866	,64670	,08642	2,8134	3,1598
	B Bandi	50	3,1880	,55352	,07828	3,0307	3,3453
	C Bandi	22	2,8818	,66073	,14087	2,5889	3,1748
	Total	128	3,0473	,62103	,05489	2,9386	3,1559
P9	A Bandi	56	2,8286	,66871	,08936	2,6495	3,0077
	B Bandi	50	3,0710	,54978	,07775	2,9148	3,2272
	C Bandi	22	2,7955	,66061	,14084	2,5026	3,0884
	Total	128	2,9176	,63070	,05575	2,8073	3,0279
P10	A Bandi	56	3,3527	,68546	,09160	3,1691	3,5362
	B Bandi	50	3,6320	,59150	,08365	3,4639	3,8001
	C Bandi	22	3,7773	,69071	,14726	3,4710	4,0835
	Total	128	3,5348	,66775	,05902	3,4180	3,6516

**Descriptives**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
P11 A Bandi	56	3,3455	,59919	,08007	3,1851	3,5060
B Bandi	50	3,6810	,66485	,09402	3,4921	3,8699
C Bandi	22	3,8182	,70619	,15056	3,5051	4,1313
Total	128	3,5578	,66789	,05903	3,4410	3,6746
P12 A Bandi	56	2,9839	,69191	,09246	2,7986	3,1692
B Bandi	50	3,5170	,50129	,07089	3,3745	3,6595
C Bandi	22	4,0250	,55950	,11928	3,7769	4,2731
Total	128	3,3711	,71035	,06279	3,2469	3,4953
P13 A Bandi	56	2,9929	,55966	,07479	2,8430	3,1427
B Bandi	50	3,5430	,49187	,06956	3,4032	3,6828
C Bandi	22	3,7023	,51835	,11051	3,4724	3,9321
Total	128	3,3297	,60449	,05343	3,2240	3,4354
P14 A Bandi	56	2,8402	,66759	,08921	2,6614	3,0190
B Bandi	50	3,0860	,64894	,09177	2,9016	3,2704
C Bandi	22	3,3205	,66613	,14202	3,0251	3,6158
Total	128	3,0188	,67858	,05998	2,9001	3,1374
P15 A Bandi	56	3,1893	,66836	,08931	3,0103	3,3683
B Bandi	50	3,2630	,57886	,08186	3,0985	3,4275
C Bandi	22	3,4227	,42587	,09080	3,2339	3,6115
Total	128	3,2582	,59960	,05300	3,1533	3,3631
P16 A Bandi	56	3,0464	,51256	,06849	2,9092	3,1837
B Bandi	50	3,1330	,49473	,06997	2,9924	3,2736
C Bandi	22	3,6795	,57749	,12312	3,4235	3,9356
Total	128	3,1891	,56146	,04963	3,0909	3,2873
P17 A Bandi	56	3,1205	,58316	,07793	2,9644	3,2767
B Bandi	50	3,2130	,50415	,07130	3,0697	3,3563
C Bandi	22	3,2682	,63612	,13562	2,9861	3,5502
Total	128	3,1820	,56177	,04965	3,0838	3,2803
P18 A Bandi	56	3,3098	,61780	,08256	3,1444	3,4753
B Bandi	50	3,4430	,59582	,08426	3,2737	3,6123
C Bandi	22	3,6295	,62291	,13280	3,3534	3,9057
Total	128	3,4168	,61610	,05446	3,3090	3,5246
P19 A Bandi	56	3,1795	,57214	,07646	3,0262	3,3327
B Bandi	50	3,3220	,62818	,08884	3,1435	3,5005
C Bandi	22	3,3000	,58777	,12531	3,0394	3,5606
Total	128	3,2559	,59647	,05272	3,1515	3,3602
P20 A Bandi	56	2,4196	,84341	,11270	2,1938	2,6455
B Bandi	50	2,8230	,52248	,07389	2,6745	2,9715
C Bandi	22	2,8682	,71905	,15330	2,5494	3,1870
Total	128	2,6543	,73640	,06509	2,5255	2,7831

## ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
P1	Between Groups	1,656	2	,828	2,763	,067
	Within Groups	37,471	125	,300		
	Total	39,127	127			
P2	Between Groups	,096	2	,048	,182	,834
	Within Groups	33,090	125	,265		
	Total	33,186	127			
P3	Between Groups	,611	2	,305	1,416	,247
	Within Groups	26,949	125	,216		
	Total	27,560	127			
P4	Between Groups	3,337	2	1,668	6,146	,003
	Within Groups	33,928	125	,271		
	Total	37,265	127			
P5	Between Groups	,667	2	,333	1,333	,267
	Within Groups	31,267	125	,250		
	Total	31,934	127			
P6	Between Groups	2,805	2	1,403	5,064	,008
	Within Groups	34,621	125	,277		
	Total	37,427	127			
P7	Between Groups	3,200	2	1,600	5,285	,006
	Within Groups	37,835	125	,303		
	Total	41,035	127			
P8	Between Groups	1,799	2	,899	2,382	,097
	Within Groups	47,183	125	,377		
	Total	48,982	127			
P9	Between Groups	1,949	2	,974	2,508	,086
	Within Groups	48,569	125	,389		
	Total	50,518	127			
P10	Between Groups	3,623	2	1,812	4,272	,016
	Within Groups	53,005	125	,424		
	Total	56,628	127			
P11	Between Groups	4,774	2	2,387	5,751	,004
	Within Groups	51,879	125	,415		
	Total	56,652	127			
P12	Between Groups	18,866	2	9,433	26,076	,000
	Within Groups	45,217	125	,362		
	Total	64,083	127			
P13	Between Groups	11,683	2	5,841	21,027	,000
	Within Groups	34,725	125	,278		
	Total	46,407	127			
P14	Between Groups	4,014	2	2,007	4,607	,012
	Within Groups	54,466	125	,436		
	Total	58,480	127			
P15	Between Groups	,863	2	,431	1,204	,304
	Within Groups	44,796	125	,358		
	Total	45,659	127			

## ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
P16	Between Groups	6,589	2	3,295	12,313	,000
	Within Groups	33,446	125	,268		
	Total	40,035	127			
P17	Between Groups	,423	2	,212	,667	,515
	Within Groups	39,656	125	,317		
	Total	40,079	127			
P18	Between Groups	1,671	2	,835	2,244	,110
	Within Groups	46,535	125	,372		
	Total	48,206	127			
P19	Between Groups	,588	2	,294	,825	,441
	Within Groups	44,595	125	,357		
	Total	45,183	127			
P20	Between Groups	5,513	2	2,756	5,438	,005
	Within Groups	63,357	125	,507		
	Total	68,870	127			

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## A.7 Tables Regarding Job Experience and Self – Esteem

### Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		
					Lower Bound	Upper Bound	
P9	1 yıldan az	13	3,0000	,45917	,12735	2,7225	3,2775
	1-3 yıl arası	31	3,1323	,68259	,12260	2,8819	3,3826
	4-6 yıl arası	26	2,7423	,61655	,12092	2,4933	2,9913
	7-9 yıl arası	22	2,7545	,60137	,12821	2,4879	3,0212
	10 yıl ve üzeri	36	2,9292	,63261	,10544	2,7151	3,1432
	Total	128	2,9176	,63070	,05575	2,8073	3,0279
P10	1 yıldan az	13	3,5346	,63488	,17608	3,1510	3,9183
	1-3 yıl arası	31	3,4323	,60602	,10884	3,2100	3,6545
	4-6 yıl arası	26	3,3327	,63007	,12357	3,0782	3,5872
	7-9 yıl arası	22	3,6682	,58116	,12390	3,4105	3,9259
	10 yıl ve üzeri	36	3,6875	,77712	,12952	3,4246	3,9504
	Total	128	3,5348	,66775	,05902	3,4180	3,6516
P11	1 yıldan az	13	3,5308	,57028	,15817	3,1861	3,8754
	1-3 yıl arası	31	3,4774	,66255	,11900	3,2344	3,7204
	4-6 yıl arası	26	3,4308	,67083	,13156	3,1598	3,7017
	7-9 yıl arası	22	3,5523	,52858	,11269	3,3179	3,7866
	10 yıl ve üzeri	36	3,7319	,76980	,12830	3,4715	3,9924
	Total	128	3,5578	,66789	,05903	3,4410	3,6746
P12	1 yıldan az	13	2,9577	,62244	,17263	2,5816	3,3338
	1-3 yıl arası	31	3,3129	,68422	,12289	3,0619	3,5639
	4-6 yıl arası	26	3,5038	,81571	,15997	3,1744	3,8333
	7-9 yıl arası	22	3,3364	,78713	,16782	2,9874	3,6854
	10 yıl ve üzeri	36	3,4958	,59454	,09909	3,2947	3,6970
	Total	128	3,3711	,71035	,06279	3,2469	3,4953
P13	1 yıldan az	13	2,9769	,49058	,13606	2,6805	3,2734
	1-3 yıl arası	31	3,3177	,60257	,10822	3,0967	3,5388
	4-6 yıl arası	26	3,4904	,58805	,11533	3,2529	3,7279
	7-9 yıl arası	22	3,3023	,67972	,14492	3,0009	3,6036
	10 yıl ve üzeri	36	3,3681	,58348	,09725	3,1706	3,5655
	Total	128	3,3297	,60449	,05343	3,2240	3,4354
P14	1 yıldan az	13	2,6846	,69414	,19252	2,2652	3,1041
	1-3 yıl arası	31	3,1194	,62138	,11160	2,8914	3,3473
	4-6 yıl arası	26	2,7769	,83225	,16322	2,4408	3,1131
	7-9 yıl arası	22	3,0205	,59415	,12667	2,7570	3,2839
	10 yıl ve üzeri	36	3,2264	,57439	,09573	3,0320	3,4207
	Total	128	3,0188	,67858	,05998	2,9001	3,1374
P15	1 yıldan az	13	3,2231	,59533	,16512	2,8633	3,5828
	1-3 yıl arası	31	3,4290	,69111	,12413	3,1755	3,6825
	4-6 yıl arası	26	3,0442	,63219	,12398	2,7889	3,2996
	7-9 yıl arası	22	3,1977	,50603	,10789	2,9734	3,4221
	10 yıl ve üzeri	36	3,3153	,51821	,08637	3,1399	3,4906
	Total	128	3,2582	,59960	,05300	3,1533	3,3631

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		
					Lower Bound	Upper Bound	
P16	1 yıldan az	13	3,0038	,57099	,15836	2,6588	3,3489
	1-3 yıl arası	31	3,0565	,43946	,07893	2,8953	3,2176
	4-6 yıl arası	26	3,2192	,67544	,13246	2,9464	3,4920
	7-9 yıl arası	22	3,2136	,52171	,11123	2,9823	3,4450
	10 yıl ve üzeri	36	3,3333	,57146	,09524	3,1400	3,5267
	Total	128	3,1891	,56146	,04963	3,0909	3,2873
P17	1 yıldan az	13	3,1885	,43357	,12025	2,9265	3,4505
	1-3 yıl arası	31	3,2823	,61340	,11017	3,0573	3,5073
	4-6 yıl arası	26	3,1846	,61070	,11977	2,9379	3,4313
	7-9 yıl arası	22	3,0159	,53103	,11322	2,7805	3,2514
	10 yıl ve üzeri	36	3,1931	,54421	,09070	3,0089	3,3772
	Total	128	3,1820	,56177	,04965	3,0838	3,2803
P18	1 yıldan az	13	3,3692	,71226	,19754	2,9388	3,7996
	1-3 yıl arası	31	3,2532	,56509	,10149	3,0460	3,4605
	4-6 yıl arası	26	3,4788	,69644	,13658	3,1975	3,7601
	7-9 yıl arası	22	3,4386	,62658	,13359	3,1608	3,7164
	10 yıl ve üzeri	36	3,5167	,55652	,09275	3,3284	3,7050
	Total	128	3,4168	,61610	,05446	3,3090	3,5246
P19	1 yıldan az	13	3,3385	,63481	,17606	2,9549	3,7221
	1-3 yıl arası	31	3,3468	,62569	,11238	3,1173	3,5763
	4-6 yıl arası	26	3,2481	,61131	,11989	3,0012	3,4950
	7-9 yıl arası	22	3,0091	,61656	,13145	2,7357	3,2825
	10 yıl ve üzeri	36	3,3042	,52118	,08686	3,1278	3,4805
	Total	128	3,2559	,59647	,05272	3,1515	3,3602
P20	1 yıldan az	13	2,7115	,60109	,16671	2,3483	3,0748
	1-3 yıl arası	31	2,6274	,90073	,16178	2,2970	2,9578
	4-6 yıl arası	26	2,7269	,66862	,13113	2,4569	2,9970
	7-9 yıl arası	22	2,4523	,89129	,19002	2,0571	2,8474
	10 yıl ve üzeri	36	2,7278	,56169	,09361	2,5377	2,9178
	Total	128	2,6543	,73640	,06509	2,5255	2,7831

## Appendix B – Questionnaire Used

### B1. Turkish Version of ASSEI (Adult Source of Self-Esteem Inventory)

#### BÖLÜM 1 .

Aşağıdaki özelliklerinizi, kendinize verdiğiniz değeri belirlemede sizin için ne kadar ÖNEMLİ olduğunu 0'dan 10'a kadar bir ölçekte gösteriniz.

0: "hiç önemsiz"

10: "çok önemli"

- 1) Görünüş ve fiziksel çekicilik  
0..1..2..3..4..5..6..7..8..9..10
- 2) Fiziksel kondisyon, güç ve çeviklik  
0..1..2..3..4..5..6..7..8..9..10
- 3) Bakımlılık, giyim, genel görünüm  
0..1..2..3..4..5..6..7..8..9..10
- 4) Beğenilmek popüler olmak, başkalarıyla iyi geçinebilmek ve sosyal ilişkilerde başarılı olmak  
0..1..2..3..4..5..6..7..8..9..10
- 5) İyi bir insan olmak; arkadaş canlısı ve yardımsever olmak  
0..1..2..3..4..5..6..7..8..9..10
- 6) Sevgi dolu, yakın bir ilişki içinde olmak  
0..1..2..3..4..5..6..7..8..9..10
- 7) Yasalara uyan, sorumluluk sahibi bir vatandaş olmak  
0..1..2..3..4..5..6..7..8..9..10
- 8) Başkalarına karşı dürüst olmak, doğruyu söylemek  
0..1..2..3..4..5..6..7..8..9..10
- 9) Doğru bildiğiniz şeyleri, hoş karşılanmasa bile söyleme cesaretini göstermek  
0..1..2..3..4..5..6..7..8..9..10
- 10) Ailenizle olan ilişkileriniz; aile bireylerinin birbirlerini sevip sayması ve karşılıklı iyi duygular beslemesi  
0..1..2..3..4..5..6..7..8..9..10
- 11) Aileye karşı sorumluluklarını yerine getirmiş olmak; iyi anne-baba, iyi oğul veya kız olmak  
0..1..2..3..4..5..6..7..8..9..10
- 12) Zekanız; akıllı olmak  
0..1..2..3..4..5..6..7..8..9..10
- 13) Gördüğünüz eğitim süresi, akademik başarı düzeyi  
0..1..2..3..4..5..6..7..8..9..10
- 14) Bilgili ve kültürlü bir insan olmak; sanattan, müzikten ve dünya olaylarından haberdar olmak  
0..1..2..3..4..5..6..7..8..9..10
- 15) Özel yetenek veya becerilere (sanat, bilim, spor, müzik vs. İle ilgili) sahip olmak  
0..1..2..3..4..5..6..7..8..9..10

- 16) Çok para kazanmak, değerli mal ve mülk sahibi olmak  
0..1..2..3..4..5..6..7..8..9..10
- 17) Başarılarınız için takdir edilmek, çalışmalarınıza saygı göstermek  
0..1..2..3..4..5..6..7..8..9..10
- 18) Başladığınız işi bitirmek, belirlediğiniz kişisel hedeflere ulaşmak  
0..1..2..3..4..5..6..7..8..9..10
- 19) Yaşamınızdaki olayları ve insanları etkileyebilmek  
0..1..2..3..4..5..6..7..8..9..10
- 20) Üstün bir güce inanmak; manevi inançlarınız  
0..1..2..3..4..5..6..7..8..9..10

## BÖLÜM 2 .

Aşağıdaki özelliklerinizden ne kadar MEMNUN olduğunuzu 0'dan 10'a kadar bir ölçekte gösteriniz.

0: "hiç önemsiz"

10: "çok önemli"

- 1) Görünüş ve fiziksel çekicilik  
0..1..2..3..4..5..6..7..8..9..10
- 2) Fiziksel kondisyon, güç ve çeviklik  
0..1..2..3..4..5..6..7..8..9..10
- 3) Bakımlılık, giyim, genel görünüm  
0..1..2..3..4..5..6..7..8..9..10
- 4) Beğenilmek popüler olmak, başkalarıyla iyi geçinebilmek ve sosyal ilişkilerde başarılı olmak  
0..1..2..3..4..5..6..7..8..9..10
- 5) İyi bir insan olmak; arkadaş canlısı ve yardımsever olmak  
0..1..2..3..4..5..6..7..8..9..10
- 6) Sevgi dolu, yakın bir ilişki içinde olmak  
0..1..2..3..4..5..6..7..8..9..10
- 7) Yasalara uyan, sorumluluk sahibi bir vatandaş olmak  
0..1..2..3..4..5..6..7..8..9..10
- 8) Başkalarına karşı dürüst olmak, doğruyu söylemek  
0..1..2..3..4..5..6..7..8..9..10
- 9) Doğru bildiğiniz şeyleri, hoş karşılanmasa bile söyleme cesaretini göstermek  
0..1..2..3..4..5..6..7..8..9..10
- 10) Ailenizle olan ilişkileriniz; aile bireylerinin birbirlerini sevip sayması ve karşılıklı iyi duygular beslemesi  
0..1..2..3..4..5..6..7..8..9..10
- 11) Aileye karşı sorumluluklarını yerine getirmiş olmak; iyi anne-baba, iyi oğul veya kız olmak  
0..1..2..3..4..5..6..7..8..9..10
- 12) Zekanız; akıllı olmak  
0..1..2..3..4..5..6..7..8..9..10
- 13) Gördüğünüz eğitim süresi, akademik başarı düzeyi

- 0..1..2..3..4..5..6..7..8..9..10
- 14) Bilgili ve kültürlü bir insan olmak; sanattan, müzikten ve dünya olaylarından haberdar olmak  
0..1..2..3..4..5..6..7..8..9..10
- 15) Özel yetenek veya becerilere (sanat, bilim, spor, müzik vs. İle ilgili) sahip olmak  
0..1..2..3..4..5..6..7..8..9..10
- 16) Çok para kazanmak, değerli mal ve mülk sahibi olmak  
0..1..2..3..4..5..6..7..8..9..10
- 17) Başarılarınız için takdir edilmek, çalışmalarınıza saygı göstermek  
0..1..2..3..4..5..6..7..8..9..10
- 18) Başladığınız işi bitirmek, belirlediğiniz kişisel hedeflere ulaşmak  
0..1..2..3..4..5..6..7..8..9..10
- 19) Yaşamınızdaki olayları ve insanları etkileyebilmek  
0..1..2..3..4..5..6..7..8..9..10
- 20) Üstün bir güce inanmak; manevi inançlarınız  
0..1..2..3..4..5..6..7..8..9..10

## B2. Original Version of ASSEI (Adult Source of Self-Esteem Inventory)

### PART 1 .

Pls mention the **IMPORTANCE** of the items below in defining the value you give to yourself on a 0 to 10 point scale.

0: “not important at all”  
important”

10: “extremely  
important”

- 1) Looks, physical attractiveness  
0..1..2..3..4..5..6..7..8..9..10
- 2) Physical condition, strength, agility  
0..1..2..3..4..5..6..7..8..9..10
- 3) Grooming, clothing overall appearance  
0..1..2..3..4..5..6..7..8..9..10
- 4) Being liked by others, popularity, ability to get along, social skills  
0..1..2..3..4..5..6..7..8..9..10
- 5) Being a good person, friendliness and helpfulness to others  
0..1..2..3..4..5..6..7..8..9..10
- 6) Having a loving, close relationship with someone  
0..1..2..3..4..5..6..7..8..9..10
- 7) Being a law-abiding, responsible citizen  
0..1..2..3..4..5..6..7..8..9..10
- 8) Being an honest and truthful person in dealings with others  
0..1..2..3..4..5..6..7..8..9..10
- 9) Having the courage of convictions, speaking up for what you think is right, even it isn't popular  
0..1..2..3..4..5..6..7..8..9..10
- 10) Relationship with family, being on good terms with family  
0..1..2..3..4..5..6..7..8..9..10
- 11) Meeting/having met responsibilities to family, being a good parent/spouse/son/daughter  
0..1..2..3..4..5..6..7..8..9..10
- 12) Intelligence, how smart you are  
0..1..2..3..4..5..6..7..8..9..10
- 13) Academic accomplishments, years of education  
0..1..2..3..4..5..6..7..8..9..10
- 14) Being a cultured and knowledgeable person, knowing about art, music, and world events  
0..1..2..3..4..5..6..7..8..9..10
- 15) Having special talents  
0..1..2..3..4..5..6..7..8..9..10
- 16) Earning a great amount of money and acquiring valuable possessions  
0..1..2..3..4..5..6..7..8..9..10

- 17) Being recognized for accomplishments, earning the respect of people in your life  
0..1..2..3..4..5..6..7..8..9..10
- 18) Doing what you set out to do personally, meeting goals you set for yourself  
0..1..2..3..4..5..6..7..8..9..10
- 19) Having influence over the events of people in your life  
0..1..2..3..4..5..6..7..8..9..10
- 20) Belief in a higher power, spiritual convictions  
0..1..2..3..4..5..6..7..8..9..10

## **PART 2 .**

Pls mention your **SATISFACTION** of the items below on a 0 to 10 point scale.

0: "not important at all"  
important"

10: "extremely

- 1) Looks, physical attractiveness  
0..1..2..3..4..5..6..7..8..9..10
- 2) Physical condition, strength, agility  
0..1..2..3..4..5..6..7..8..9..10
- 3) Grooming, clothing overall appearance  
0..1..2..3..4..5..6..7..8..9..10
- 4) Being liked by others, popularity, ability to get along, social skills  
0..1..2..3..4..5..6..7..8..9..10
- 5) Being a good person, friendliness and helpfulness to others  
0..1..2..3..4..5..6..7..8..9..10
- 6) Having a loving, close relationship with someone  
0..1..2..3..4..5..6..7..8..9..10
- 7) Being a law-abiding, responsible citizen  
0..1..2..3..4..5..6..7..8..9..10
- 8) Being an honest and truthful person in dealings with others  
0..1..2..3..4..5..6..7..8..9..10
- 9) Having the courage of convictions, speaking up for what you think is right, even it isn't popular  
0..1..2..3..4..5..6..7..8..9..10
- 10) Relationship with family, being on good terms with family  
0..1..2..3..4..5..6..7..8..9..10
- 11) Meeting/having met responsibilities to family, being a good parent/spouse/son/daughter  
0..1..2..3..4..5..6..7..8..9..10
- 12) Intelligence, how smart you are  
0..1..2..3..4..5..6..7..8..9..10
- 13) Academic accomplishments, years of education  
0..1..2..3..4..5..6..7..8..9..10

- 14) Being a cultured and knowledgeable person, knowing about art, music, and world events  
0..1..2..3..4..5..6..7..8..9..10
- 15) Having special talents or abilities  
0..1..2..3..4..5..6..7..8..9..10
- 16) Earning a great amount of money and acquiring valuable possessions  
0..1..2..3..4..5..6..7..8..9..10
- 17) Being recognized for accomplishments, earning the respect of people in your life  
0..1..2..3..4..5..6..7..8..9..10
- 18) Doing what you set out to do personally, meeting goals you set for yourself  
0..1..2..3..4..5..6..7..8..9..10
- 19) Having influence over the events of people in your life  
0..1..2..3..4..5..6..7..8..9..10
- 20) Belief in a higher power, spiritual convictions  
0..1..2..3..4..5..6..7..8..9..10

### **B.3 ASSEI Items Categorized as Personal Characteristics (PC) & Interpersonal Characteristics (IPC)**

#### **PC Items**

- 1) Looks, physical attractiveness
- 2) Physical condition, strength, agility
- 3) Grooming, clothing overall appearance
- 4) Intelligence, how smart you are
- 5) Academic accomplishments, years of education
- 6) Being a cultured and knowledgeable person, knowing about art, music, and world events
- 7) Having special talents or abilities
- 8) Earning a great amount of money and acquiring valuable possessions
- 9) Doing what you set out to do personally, meeting goals you set for yourself
- 10) Belief in a higher power, spiritual convictions

#### **IPC Items**

- 1) Being liked by others, popularity, ability to get along, social skills
- 2) Being a good person, friendliness and helpfulness to others
- 3) Having a loving, close relationship with someone
- 4) Being a law-abiding, responsible citizen
- 5) Being an honest and truthful person in dealings with others
- 6) Having the courage of convictions, speaking up for what you think is right, even it isn't popular
- 7) Relationship with family, being on good terms with family
- 8) Meeting/having met responsibilities to family, being a good parent/spouse/son/daughter
- 9) Being recognized for accomplishments, earning the respect of people in your life
- 10) Having influence over the events of people in your life

