



# FUNCTIONALITY ANALYSIS OF VOCATIONAL TRAINING COURSES IN THE SCOPE OF SOCIAL MUNICIPALISM: THE CASE OF DENİZLİ METROPOLITAN MUNICIPALITY VOCATIONAL TRAINING COURSES (DENMEK)<sup>1</sup>

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## Abstract

Within the scope of social municipalism practices, different types of services are carried out by local governments in Türkiye. In vocational training courses, one of these services, activities are carried out in many fields and titles. Denizli metropolitan municipality carries out training services and activities in different branches under the titles of sports, personal development, handicrafts, etc. within Denizli metropolitan municipality vocational training courses (DENMEK). In the study, survey application from quantitative research methods was preferred. In the preparation of the questionnaire form (Hayran, 2013; Şimşek, 2023), sources in the literature were utilised. There are 17 questions in the questionnaire prepared in a 5-point Likert scale format to test the hypotheses of the study. The study was conducted according to the random sampling model with 486 citizens who attended/participated in DENMEK course centres and courses at different points in the city. The data were analysed in SPSS 22.0 programme and t Test and Anova (Tukey, Tamhane) tests were used to determine the differences between groups. Participants' satisfaction perceptions about DENMEK, whether the course contents are effective and whether the courses contribute to the trainees were investigated and it was determined that the participants' satisfaction perceptions about DENMEK according to demographic characteristics differed significantly except for the age factor; the course contents were seen as effective and the courses contributed to the trainees.

**Anahtar Kelimeler** : Municipality, Denizli, DENMEK, Vocational Courses, Social Municipalism.

**JEL Classification** : H70, H79, H80.

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# SOSYAL BELEDİYESİ KAPSAMINDA MESLEK EDİNDİRME KURSLARININ İŞLEVSELLİK ANALİZİ: DENİZLİ BÜYÜKŞEHİR BELEDİYESİ MESLEK EDİNDİRME KURSLARI (DENMEK) ÖRNEĞİ

## Öz

*Sosyal belediyecilik uygulamaları kapsamında Türkiye’de yerel yönetimler tarafından farklı türlerde hizmetler gerçekleştirilmektedir. Bu hizmetlerden biri olan meslek edindirme kurslarında birçok alanda ve başlıkta faaliyetler yapılmaktadır. Denizli büyükşehir belediyesi tarafından Denizli büyükşehir belediyesi meslek edindirme kursları (DENMEK) bünyesinde spor, kişisel gelişim, el sanatları vb. başlıklar altında farklı branşlarda eğitim hizmetleri ve faaliyetleri yürütülmektedir. Çalışmada nicel araştırma yöntemlerinden anket uygulaması tercih edilmiştir. Anket formunun hazırlanmasında (Hayran, 2013; Şimşek, 2023) literatürdeki kaynaklardan faydalanılmıştır. Çalışmanın hipotezlerini test edebilecek şekilde 5’li Likert ölçeği formatında hazırlanan ankette 17 adet soru bulunmaktadır. Çalışma, rastgele örneklem modeline göre DENMEK kurs merkezlerinde ve kentin farklı noktalarında kurslara katılan/katılmış olan 486 vatandaşa yapılmıştır. Veriler SPSS 22.0 programında analiz edilmiş olup gruplar arası farklılıkların belirlenmesinde t Testi ve Anova (Tukey, Tamhane) testleri kullanılmıştır. Katılımcıların DENMEK hakkındaki memnuniyet algıları, kurs içeriklerinin etkili olup olmadığı ve kursların kursiyerlere katkı sağlayıp sağlamadığı araştırılmıştır ve katılımcıların demografik özelliklere göre DENMEK hakkındaki memnuniyet algılarının yaş etkeni dışında anlamlı farklılık gösterdiği; kurs içeriklerinin etkili olarak görüldüğü ve kursların kursiyerlere katkı sağladığı belirlenmiştir.*

**Anahtar Kelimeler** : Belediye, Denizli, DENMEK, Meslek Edindirme Kursları, Sosyal Belediyecilik.

**JEL Sınıflandırılması** : H70, H79, H80.

## INTRODUCTION

In this period when new methods and ways are sought to find solutions to social problems globally, international institutions and national governments are producing social policies and providing services to societies in order to provide solutions to the increasing inequality of income distribution, social justice problems, poverty, employment problems, equal opportunities and economic difficulties, population growth, rapid urbanisation, migration and social integration. It is observed that central governments develop cooperation with international structures in solving these problems. These administrations, which prioritise the society and produce social services and carry out services and activities for their citizens within the scope of the social state understanding, especially in recent years, see local governments, which are closest to the source of the problem, as stakeholder actors and cooperate with local governments (Batal, 2015). As in many countries of the world, in recent years, local governments in Türkiye also provide support, rehabilitation services, counselling and training services to needy and disadvantaged social segments within the scope of social municipalism.

Local governments carry out services and activities for citizens in order to increase social welfare, to ensure social order in cities, to find solutions to problems in many areas such as migration, construction, rapid population growth, income inequality, poverty, housing need, etc. that arise with increasing rapid urbanisation and to make them sustainable. The criticised aspects of the classical municipalism understanding such as being cumbersome, inefficient, ordinary, ineffective, not caring about individuals and groups, and having an understanding that makes decisions on its own have led to the emergence of a new municipalism understanding (Balcılar & Çınarlı, 2020). This new understanding, social municipalism, which prioritises and prioritises the individual and social services, includes service richness and diversity, social activities, ensuring democratic development and activities to ensure citizen satisfaction (Keleş, 2008). Within the diversity and richness of services,

vocational training courses are seen as a social activity-based service among the services carried out within the concept of social municipalism.

Especially in recent years, local governments in Türkiye have been organising vocational courses in different branches and contents for city dwellers. Citizens participate in these courses for employment, personal development, social activity, socialisation, gaining skills, getting support, etc., and local governments also organise courses in areas in line with the demands and expectations of citizens and make the necessary investments to the extent of their means. In these courses, services are generally provided under the titles of handicrafts, personal development, sports, hand skills, educational activities, etc. at places and times determined by local governments. While providing such services, local governments should receive feedback from the citizens who benefit from these services, determine the satisfaction of the citizens and, if necessary, improve the defective aspects of the services provided according to this feedback, develop good practices and apply the methods and policies in these good practices in the service titles that show defects.

Considering the investments made by local governments to realise vocational training courses services, the financing they provide, budgets, employment of trainers and auxiliary personnel, materials, buildings, time and other items, these elements should be used effectively and efficiently towards the goals of 'social municipalism' and these services are expected to be effective. The aim of this study is to analyse the functionality of Denizli metropolitan municipality vocational training courses (DENMEK), which are carried out by Denizli metropolitan municipality within the scope of social municipalism, according to the evaluations made by the trainees who attended / participated in these courses, and to evaluate the general satisfaction, content and contribution to the trainees.

Public resources should be used effectively and efficiently. For this reason, it is necessary to increase the efficiency in the use of resources and to provide effective course services. With the data presented in the study, it is foreseen that Denizli metropolitan municipality will contribute to the effectiveness of Denizli metropolitan municipality vocational training courses (DENMEK) carried out by Denizli metropolitan municipality. In addition, a comprehensive review of the literature shows that there is no scientific study on DENMEK in this dimension. The study is considered important in these aspects.

The data of the study were obtained through the survey application, which is a quantitative research method and frequently used in the literature, and the questions in the questionnaire, which was prepared using a random sampling model, were developed by using the literature (Hayran, 2013; Şimşek, 2023) to test the hypotheses. There are 17 research questions in the questionnaire and the first ten items of the questions consist of items related to the content of the course and the last seven items consist of questions to determine the contribution of the courses to the trainees. The survey was conducted at DENMEK course centres and at different points in the city with 486 citizens who attended/participated in the courses. The participants responded to the survey questions prepared in a 5-point Likert scale format as 'strongly disagree', 'disagree', 'undecided', 'agree' and 'strongly agree' according to their satisfaction perceptions about DENMEK. The data were analysed in SPSS 22.0 programme and t Test and Anova (Tukey, Tamhane) tests were used to determine the differences between groups. The study investigates whether there are differences in the perception of satisfaction with the courses according to the demographic characteristics of the trainees, whether the course contents are effective and whether the courses contribute to the trainees.

## I. CONCEPTUAL FRAMEWORK

In this section, the concept of social municipalism and social municipalism practices in Türkiye and information about vocational training courses in Türkiye in the context of social municipalism are given.

## I.I. The Concept of Social Municipalism

The concept of social municipalism is a concept that emerged towards the end of the 19th century based on the understanding of social state with industrialisation and globalisation (Berkün, 2017). This process, which started with helping those in need, started to develop with local governments taking a more active role in solving social problems that emerged after the world wars (Ersöz, 2006). Social municipalism can be explained as the development of solutions by municipalities as a buffer mechanism to problems such as rapid urbanisation and increasing income inequality as a result of migration from rural to urban areas and the transformation of cities into centres of attraction in this process in which the interventionist state role started to lose its effect and local governments became more important (Balcılar & Çınarlı, 2020, p. 125). While these services and supports were previously provided by associations, foundations, NGOs and central state administrations to citizens in need of social support such as providing financial support to needy people in society, providing housing, work and employment to those in need, educational activities, support services for disadvantaged groups, with the emergence of social policies, these services have started to be provided by local governments. This situation has led to the emergence of the concept of social municipalism and its spread throughout the world with globalisation (Yılmaztürk & Güler, 2017, p. 9).

Social municipalism is the assistance provided by local governments to needy and poor citizens who have difficulty in meeting their daily needs at a minimum level, as well as social services and activities covering education, culture and social activities carried out by these governments (Balcılar & Çınarlı, 2020, p. 123). Social municipalism is the contribution of local governments to the social policy services provided by the central government to the citizens and their assistance in the realisation of these services (Adıyaman & Demirel, 2011, p. 116). Social municipalism, as a projection of the social state at the local level, can be defined as municipalism that aims to create a better standard of living with the social goods and services it offers and contributes to their budget in a way that ensures social justice (Pektaş, 2010). Social municipalism can be seen as an extension of social state activities (Pekşen, 2014).

The use of public expenditures in activities such as education, health, culture, etc., to put forward practices that produce solutions to the problems of combating unemployment and creating employment, as well as the protection and financial support of needy people and services to ensure social justice can be explained as social municipalism (Kaya, 2003). Practices that aim to provide a more prosperous and quality life standard to its citizens through policies that strengthen the social functions of local governments and increase their effectiveness in social life, contribute financially and ensure social justice are seen as social municipalism (Yılmaztürk & Güler, 2017, p. 10).

Social municipalism is defined as the process of municipalism that produces services in the fields of welfare, culture, health and education by expanding the service portfolio consisting of basic services traditionally seen in classical municipalism, taking into account the unique social structures of cities and creating an impact. With the expansion of the target group of this service portfolio and services, the concept of social municipalism has also developed (Şahinoğlu, 2014). Social municipalism has developed as an extension of social state activities (Pekşen).

Planning and implementation of social policies in municipalities, for this purpose, all kinds of social activities including public expenditures on education, housing, environment and health services fall within the scope of social municipalism. The scope and objectives of social municipalism can be summarised under the headings of establishing social solidarity and integration, strengthening the infrastructure for the purpose of realising educational, cultural and social activities and strengthening investments in this field, and helping to improve and develop the factors of unity, justice and social security that have been eroded between individuals and society (Koçak & Kavi, 2014, p. 36). It is seen that social municipalism has different dimensions in terms of its functional characteristics. These dimensions are gradually increasing considering the increasing social demands (Ünlü, 2016). In terms of the functional characteristics of social municipalism, it can be explained as socialising, guiding, guiding, providing and supervising assistance, providing social assistance, making investments and establishing and operating facilities (Sezik, 2017).

## I.II. Social Municipalism Practices in Türkiye

In many countries of the world, local governments provide services under different headings within the scope of social municipalisation practices. When compared with Türkiye, it is seen that in Europe, for example, within the framework of social municipalism understanding, these services are mostly in the fields of social care, health, social protection, information and counselling, culture, entertainment, services for businesses, housing services, entertainment and recreation services and education services (Ünal & Caner, 2014, p. 39). In Türkiye, services and activities are carried out under different headings in this sense.

Ankara metropolitan municipality carries out services and activities for different social segments within the scope of social municipalism. For example, social aids, social facilities, educational services, economic supports, in-kind and cash aids, discounted water and transportation services, bill payment supports, agricultural supports for farmers, elderly services and compassion homes, psychological counselling services, services for the disabled, services for children working on the streets, BELMEK and BELTEK courses, educational support courses and material, resource supply, rehabilitation centres service, children's festivals, festivals, supports, services, events, counselling services for women and families (ankara.bel.tr).

Within the scope of the Social and Economic Support Programme (SEDEP) of the Istanbul Metropolitan Municipality (IBB) within the scope of social municipalism, social aid applications can be made through the official web page and citizens can benefit from the in-kind and cash support offered by IBB. Social supports such as social support card (İstanbulkart), which can be used in many shopping malls and chain markets, municipal social facilities, car parks, transportation vehicles and public bread kiosks, furniture aid, Istanbul public milk support, suspended invoice, public bread support, mother-baby support package, family support package, newborn support package, table support package and education support package are provided. In addition, İSMEK (Istanbul Metropolitan Municipality Vocational Training Courses) provides training and skill activities in a wide range of fields from handicrafts to personal development, from courses and trainings in different sports branches to language, technology, career-technical, social development and interaction activities. Many social activities such as festivals, culture and arts events, galleries, exhibitions and concerts are among the social municipal activities carried out by IBB (ibb.bel.tr).

Within the Vocational Factory by Izmir metropolitan municipality, citizens are offered electrical-electronics, informatics, industrial automation, machinery technology, installation technology and air conditioning, metal technology, construction technology, insurance services, law, accounting and finance, personal development, graphic-design and advertising, foreign languages, office management and secretarial, Trainings and courses are offered in different fields and titles such as food and beverage services, gardening, cleaning services, clothing production technology, handicraft technology, beauty and hair care services, patient and elderly services, child development and education services, transport-hospitality and travel services, and there are workshops and work areas related to these. Within the scope of social municipalism, social municipal activities are carried out under many different headings such as welcome baby, youth camps, psycho-social support services, education services, support, counselling and guidance services for families, solidarity points, support for the disabled and disadvantaged groups, guest house, nursing home, milk support, milk lamb project, clothing, stationery aids, laundry services for university students, catering services to condolence houses, catering services to the homes of needy families, communicating with the elderly and needy who cannot leave their homes and meeting their necessary needs. İzmir metropolitan municipality also carries out activities within the scope of social municipalism in the fields of education, culture and arts, festivals, festivities, etc. (izmir.bel.tr).

In Aksaray Municipality Vocational Training Courses (AKMEK), Aksaray Municipality provides course training services in more than thirty titles including handicrafts, personal development, sports, technology, technical-career, hand skills, foreign language, counselling, rehabilitation trainings and services within the scope of social municipalism approach. Taking into account the preferences of women, young people and those who want to improve their professional

competences, courses are opened and training services are provided in relevant branches. Training, activity venues, vehicle, material supports and rehabilitation services for disabled and disadvantaged groups, mobile soup vehicles and soup houses, patient relatives' guesthouse, in-kind and cash supports, food, clothing supports, stationery, resource, educational materials supports, book mansions, discounted transportation, social store bus, hairdresser services, circumcision festivals, festivals, festivals, social supports are some of the services carried out by Aksaray Municipality within the scope of social municipalism (aksaray.bel.tr).

Within the scope of the social municipalism approach of Elazığ Municipality, handicrafts, clothing, sports, music, foreign language, technology, personal development, career-technical, skill-based vocational training services are some of the vocational training services offered to citizens by EBEGEM (Elazığ Municipality Economic Development Centre) in the centres within the municipality. Social facilities, social aids, support, educational, supportive, protective and personal-social development activities are carried out for students, youth, women, disabled and disadvantaged groups. There are food, clothing, cleaning, fuel, education support and aids, culture and arts activities (elazig.bel.tr).

Social aids, social events, social supports, social facilities, Kastamonu Municipality vocational training courses (KASMEK), cultural activities, festivals, festivals, social events, in-kind and cash support, services for the disabled and disadvantaged groups are some of the social municipal activities carried out within Kastamonu Municipality. Akademi Kastamonu provides free education, stationery and material support to students. Within the scope of social municipalism by Kastamonu Municipality (kastamonu.bel.tr). As seen in the examples above, many local governments in Türkiye carry out activities and services centred on social municipalism. Throughout the country, local governments provide training to citizens in many titles and branches under the roof of vocational courses within the scope of education services in the context of social municipalism.

### **I.III. Vocational Training Courses in Türkiye in the Context of Social Municipalism**

In the context of social municipalism, there are legal regulations regarding vocational training courses organised by local governments in Türkiye. These legal regulations consist of the Regulation on Non-Formal Education Institutions of the Ministry of National Education dated 14.02.2006 and numbered 26080, the Regulation on Non-Formal Education Institutions of the General Directorate of Apprenticeship and Non-Formal Education of the Ministry of National Education, the circulars numbered 1996-60, 1997-85, the Law on the Organisation and Duties of the Ministry of National Education numbered 3797, the Basic Law on National Education numbered 1739, the Metropolitan Municipality Law numbered 5216 and the Municipal Law numbered 5393. The legal basis of vocational training courses organised by local governments is provided by these laws. In addition, the definition of the duties of local governments regarding the opening of vocational training courses is stated in the legal regulations (Law No. 5393) as *"the municipality, provided that it is of a local common nature ... provides vocational and skill acquisition ... services "* (Municipal Law No. 5393, Article 14).

Local administrations across the country open vocational training courses under many names and titles. In these courses, personal development, music, culture and arts, sports, language training, skill trainings, vocational trainings in different branches are organised and trainings are provided. Local administrations across the country also organise healthy living, family planning training, mother-child health training, preventive and emergency response health services training, conferences, symposiums, meetings, courses, cooperation with educational institutions, fight against addiction, recycling, environmental awareness, handicrafts, sports branches, It opens training, information and skill acquisition courses in many titles and branches such as services, trainings, activities contributing to personal development, information activities, kindergarten services, vocational, technical and exam trainings, social benefit-centred activities, course services to increase knowledge and skills, and services to protect traditional arts and cultural heritage that are about to be forgotten.

Public education and vocational training activities are carried out in vocational courses in metropolitan cities under names such as İstanbul (İSMEK), Ankara (BELMEK and BELTEK), İzmir (İzmir Vocational Factory), Bursa (BUSMEK), Antalya (ANMEK), Konya (KOMEK), Kocaeli (KOMEK), Kayseri (KAYMEK), Gaziantep (GAMEK). In every province and in many district centres, there are vocational courses under many different names. Such as “Cumhuriyet Halk Evleri” Public Houses of Republic in Karadeniz Ereğli, Aksaray Municipality (AKMEK), Edirne Municipality (EDMEK).

#### **I.IV. General Information on Denizli Metropolitan Municipality Vocational Training Courses (DENMEK)**

With the understanding of social municipalism, Denizli Metropolitan Municipality provides vocational and personal development/education themed courses to citizens under many titles in the municipal facilities located at different points of the city within the scope of Denizli Metropolitan Municipality Vocational Training Courses (DENMEK). In DENMEK courses, where activities for women and young people are of great importance, there are training and personal development courses that appeal to many social segments. In this context, there are vocational and training courses in many branches and branches under the titles of folk dances, theatre, conservatory, sports, personal development, handicrafts and hand skills, etc. within DENMEK, and the trainings and activities in these courses held at different points of the city are offered free of charge to citizens by DBB.

Under the title of folk dances courses offered by DENMEK, DBB provides training in folk dances such as zeybek, halay, potpori, teke, Caucasian, spoon and horon. 185 citizens benefited from these trainings in 2021 (DBB Annual Report, 2021) and 794 citizens in 2022. Applied drama and basic theatre trainings are offered in theatre games courses. 183 people benefited from these trainings in 2021 (DBB Annual Report, 2021) and 354 people benefited in 2022. In conservatory training courses with Turkish Art Music, Turkish Folk Music and youth choirs, guitar, baglama, oud, ney, piano, clarinet, darbuka, darbuka, bendir, kanun, kabak kemane, kaval trainings are provided within the scope of instrument trainings. 942 citizens participated in these choirs and courses in 2021 (DBB Annual Report, 2021) and 2,194 citizens in 2022 (DBB Annual Report, 2022). Sports activities and training courses include taekwondo, athletics, zumba, ballet, ice skating, basketball, gymnastics, capoeira, karate, tennis, wrestling, skiing, judo, badminton, breathing exercises, pilates, archery, volleyball, swimming, yoga, step-aerobics, chess, table tennis. In all branches of these courses, a total of 52,668 people were provided with courses in 2021 (DBB Annual Report, 2021) and 71,531 people in 2022 (DBB Annual Report, 2022).

Under the heading of handicrafts and skills, marbling, wire wrapping, cross-stitch, macrame knitting, amigurumi doll making, crochet knitted money pouch, knitted and knotted jewellery making, foamiran flower making, felt accessories, cake making and presentation, sewing women's clothes, plain-knitted weaving, knitting, The courses include ceramics, jewellery design, illumination, crochet knitting bags, calligraphy, rugs, lace, sewing carpets, wire breaking, paper relief, fringing, calligraphy, tile and glass beads, glass mosaic, decorative wood decoration, traditional Turkish hand embroidery and carpet weaving. A total of 967 trainees participated in these courses in 2021 (DBB Annual Report, 2021) and 1826 trainees participated in 2022 (DBB Annual Report, 2022), and the trainees not only receive training in the fields they are interested in, but also sell the products they produce at DENMEK Handicrafts Sales Centre located in Denizli Metropolitan Municipality Art Centre and contribute economically to their family budgets (denizli.bel.tr).

In 2023, 1764 people participated in folk dances and hobby courses, 2189 people participated in music, conservatory and theatre courses, and 1472 people participated in handicrafts and hand skills courses under the titles detailed above. In addition, 2702 students at primary, secondary, high school and open education levels were provided with various training services at the social activity centres, including lectures, question solving and various other topics to increase their success in their courses and support their academic development (DBB Annual Report, 2023). Again, 91,313 people of different age groups were provided with sports training in 22 different sports branches. The equipment

required for these trainings and used by the participants were provided by Denizli Metropolitan Municipality (DBB Annual Report, 2022).

## II.METHODOLOGY

In this section of the article, detailed literature information about the research, its purpose of use, scope, importance, universe, scope, preparation of the survey, storage and limitations, and maintenance are included about Denizli Province Field Research on the Functionality of DBB Vocational Courses (DENMEK)

### II.I. Literature Review

Hayran (2013), in his study titled Women's Policies in Local Governments: The Example of İZMEK (İzmit Municipality Vocational Training Courses), examined the relationship between the education given in the courses within İZMEK (İzmit Municipality Vocational Training Courses) and employment and concluded that these could be effective in the employment policies of municipalities.

In their study titled Effectiveness of Vocational Courses: SAMEK Example, Bağlan and Yardımcıoğlu (2017) examined the effectiveness of the clothing courses given within the Sakarya Metropolitan Municipality Vocational Courses (SAMEK) and as a result of the study, when taken as a whole, the courses provided the expected effectiveness and the participants stated that the clothing courses given within SAMEK were effective. have shown to be effective.

Atay (2021), in his study titled Vocational Courses Within the Scope of Employment Policies in Türkiye: Eskişehir Example, examined the Eskişehir Metropolitan Municipality vocational training courses (ESMEK) and the trainings given in İŞKUR in terms of the factor of reducing unemployment, and employment data were analyzed mutually and both institutions' It also states that ESMEK activities contribute to the socialization of participants.

Küçükler (2022) in his study titled KOMEK as a Social Municipality Practice: An Evaluation of Trainees' Perceptions, examines the trainees' gender, age, profession, income, educational status, etc. examined the perception of KOMEK in social municipality according to demographic characteristics and revealed that the participants differed significantly in many dimensions such as effectiveness and efficiency.

Erdem and Kara (2022) in the study titled Municipalities and Combating Women's Exclusion: The Case of Ankara Municipality Vocational Training Courses studied social municipalism in Ankara Metropolitan municipality and the other district municipalities determined that the vocational courses examined contribute to the socialisation of women, but they do not contribute to their participation in business life due to the lack of tools, equipment and trainers in the course environments and the lack of credit, material and moral support after the course.

Şimşek (2023), in his study Vocational Courses in the Context of Social Municipality: İSMEK Case, researched the qualities of İSMEK trainings and stated that the trainings were beneficial to the participants, but these trainings remained superficial.

### II.II. Purpose, Scope and Importance of the Study

The aim of the study is to determine the satisfaction perception of the trainees who attended Denizli Metropolitan Municipality vocational training courses (DENMEK) regarding the courses they attended, and to examine the content of these courses by the participants and the contribution dimensions to the participating trainees. The scope of the study includes examining the satisfaction perceptions of the participants who attended the Denizli Metropolitan Municipality vocational training courses (DENMEK) by Denizli Metropolitan Municipality, the content of the courses and the



contributions they provide to the trainees. The study is the first time in the literature that Denizli Metropolitan Municipality vocational training courses (DENMEK) are subject to a scientific study for these purposes. In this respect, it is thought that the study will contribute to the literature and researchers who will work in this field. It is anticipated that the study will guide Denizli Metropolitan Municipality and other municipal governments that provide services similar to DENMEK in developing policies and providing services by providing feedback with the measurements made in the study regarding services in this scope.

### II.III. Population and Sample of the Study

The population of the study consists of all trainees who have benefited or are benefiting from Denizli Metropolitan Municipality vocational training courses (DENMEK). Purposeful sampling method was used to determine the sample in the study. Purposeful sampling is a technique commonly used in qualitative research to identify and select information-rich cases for the most effective use of limited resources. This sampling method involves the identification and selection of individuals or groups who are knowledgeable and experienced in the topic of interest (Palinkas et. al., 2015, p. 538). The sample of the study consists of 486 people selected by purposeful sampling method among all trainees who benefited from Denizli Metropolitan Municipality vocational training courses (DENMEK) between 2023-2024.

### II.VI. Preparation of the Survey Form and Analysis of Data

The data of the study was obtained by using document analysis method, one of the qualitative research methods, and survey applications, one of the quantitative research methods. Denizli Metropolitan Municipality (DBB) 2021-2023 activity reports were also used to collect the data of the study, and the number, participation rate, branches, etc. of the courses and trainees opened within the DBB. Descriptive information was obtained from these sources. While preparing the survey form of the study, it was used in the master's thesis titled "Women's Policies in Local Governments: The Example of İZMEK (İzmit Municipality Vocational Training Courses)" prepared by Nihal Hayran in 2013 (Hayran, 2013) and in the master's thesis prepared by Necati Şimşek in 2023. The survey forms used in the doctoral thesis "Vocational Training Courses in the Context of Social Municipality: İSMEK Example" (Şimşek, 2023) were used and the survey form was prepared by using the survey forms used in these sources. Validity and reliability tests of the survey forms of the study were conducted by both Hayran and Şimşek (Hayran, 2013 & Şimşek, 2023). The scale (items 1-10) is designed to allow evaluation of the courses within DENMEK in terms of content, and (items 11-17) in terms of contribution to trainees. Regarding scale reliability, as stated in the literature, if the scale reliability value is  $0.80 \leq \alpha < 1.00$ , the scale is a highly reliable scale (Kayış, 2009). The Cronbach Alpha value of the entire scale was found to be 0.860 and the scale is considered reliable.

The data of the study were analyzed with SPSS 22.0 program, and the skewness and kurtosis values of the data were determined as skewness value (.113) and kurtosis value (-.907). Since these values are between +1 and -1, they are considered acceptable values (Tabachnick and Fidell, 2013, p. 18). Since the data showed normal distribution, t Test was used to determine the differences between two groups, and Oneway Anova test (Tukey test for homogeneous distributions, Tamhane test for non-homogeneous distributions) was applied to determine the differences between three or more groups.

### II.V. Aim of the Study Assumptions and Limitations of the Study

The assumptions of the study are as follows.

**H<sub>1</sub>:** Trainees' perception of satisfaction with DENMEK courses varies according to their demographic characteristics (gender, age, education, employment and income status).

**H<sub>2</sub>:** The content dimension of DENMEK courses is effective and efficient.

**H<sub>3</sub>:** DENMEK contributes to the personal development of trainees.

The study is limited to 486 trainees in the central district of Denizli province who benefited from Denizli Metropolitan Municipality vocational training courses (DENMEK) between 2021-2024 and participated in the study and responded to the survey form. Annual activity reports, which are regularly announced every year by DBB, were used to obtain information about the data of the study.

### III. FINDINGS

In this heading, where information about the demographic characteristics of the participants/trainees who responded to the survey is presented, descriptive information is given about the participants' gender, age, education status, employment status, income status and which courses they attended, respectively.

While analyzing the functionality of the courses offered within DENMEK in the study, considering the difficulties of analyzing all course titles one by one, all courses were divided into three groups as personal development courses, sports courses and handicraft courses, and the course titles in these groupings were evaluated under the upper headings. For example, taekwondo, athletics, zumba, ballet, ice skating, basketball, gymnastics, capoeira, karate, tennis, wrestling, skiing, judo, badminton, breathing exercises, pilates, archery, volleyball, swimming, yoga, step-aerobics, chess, table. Sports activities such as tennis were evaluated under the headings of sports activities and training courses. Folk dances such as zeybek, halay, potpourri, billy goat game, kakkas, spoon and horon; Guitar, baglama, oud, ney, piano, clarinet, darbuka, bendir, qanun, kabak kemane, kaval etc. are given within the scope of drama and basic theater training, choir training, instrument training. Conservatory training courses consisting of trainings were evaluated under the title of personal development courses. Marbling, wire wrapping, cross stitch, macrame knitting, amigurumi doll making, crocheted money purse, knitted and knotted jewelry making, foamiran flower making, felt accessories, cake making and presentation, sewing women's clothes, plain-kirkit weaving, knitting, ceramics, jewelry design, illumination, crochet bag, calligraphy, rug, lace, sewing carpet, wire breaking, paper relief, fringing, calligraphy, tile and glass beads, glass mosaic, decorative wooden ornament, traditional Turkish hand embroidery, carpet weaving Course services provided under many headings, such as, were also evaluated under the title of handicrafts and skills. The findings obtained as a result of the research were divided into two separate groups as "descriptive" and "statistical" findings, and the findings were presented as data belonging to these two groups within their own groups.

#### III.I. Descriptive Findings of the Study

In this part where information about the demographic characteristics of the participants/trainees who responded to the survey is presented, descriptive information is given about the participants' gender, age, education status, employment status, income status and which courses they attended, respectively.

**Table 1. Demographic characteristics of the trainees participating in the research**

		<i>n</i>	(%)
<i>Gender</i>	<i>Female</i>	297	61,1
	<i>Male</i>	189	38,9
<i>Age</i>	18-39	158	32,5
	40-64	268	55,1
	65+	60	12,3
<i>Education</i>	<i>Primary School</i>	87	17,9
	<i>High school</i>	139	28,6
	<i>University</i>	260	53,5
<i>Job</i>	<i>No job</i>	156	32,1
	<i>Public Personnel</i>	180	37,0
	<i>Private Sector</i>	150	30,9
<i>Income</i>	<i>No Income</i>	78	16,0
	<i>Minimum Wage</i>	65	13,4
	<i>Over Minimum Wage</i>	163	33,5
	<i>Other</i>	180	37,0
<i>Types of Courses</i>	<i>Sports</i>	109	22,4
	<i>Personal Development</i>	94	19,3
	<i>Handicrafts</i>	283	58,2

Source: The Table Was Prepared by the Author

According to the information about the demographic characteristics of the trainees who participated in the study on DENMEK, a total of 486 trainees participated in the study; 297 of these participants (61.1%) were women and 189 people (38.9%) were men; 158 people (32.5%) are between the ages of 18-39, 268 people (55.1%) are between the ages of 40-64, 60 people (12.3%) are over 65 years of age; 87 people (17.9%) were at primary school, 139 people (28.6%) were at high school, 260 people (53.5%) were at university level; 156 people (32.1%) are not working, 180 people (37.0%) are public personnel, 150 people (30.9%) are private sector; 78 people (16.0%) have no income, 65 people (13.4%) earn minimum wage, 163 people (33.5%), 180 people (37.0%) are in the other income group and 109 people (22.4%) are in the other income group. ) sports courses, 94 people (19.3%) attended personal development courses and 283 people (58.3%) attended handicraft courses.

**Table 2. t Test data by gender**

<i>Groups</i>	<i>n</i>	$\bar{X}$	<i>S.d.</i>	<i>S.e.</i>	<i>t Test</i>		
					<i>t</i>	<i>sd</i>	<i>p</i>
<i>Female</i>	297	3,49	,84	,489	2,94	447,492	0,003
<i>Male</i>	189	3,28	,71	,051			

Source: The Table Was Prepared by the Author

As seen in the data in Table 2, the average scores of the trainees vary according to the gender variable  $\bar{X}_{female} = 3,49$   $\bar{X}_{male} = 3,28$ . According to the t-test findings, there is a statistically significant difference between the groups ( $t = 2.94$ ,  $s.d = 447.492$ ,  $p = .003 < .05$ ). When the average scores of female trainees are evaluated, it is seen that their general awareness of DENMEK courses is higher than male trainees.

**Table 3. ANOVA test data according to Age Levels**

Descriptive Statistical Results				One-Way ANOVA Results					
Groups	n	$\bar{X}$	S.s.	Variance Comparison	S.s.	df	M.S.	F	p
18-39	158	3,31	,75	Between Groups	2,956	2	1,478	2,32	,099
40-64	268	3,48	,83	Within Groups	307,321	483	,636		
65+	60	3,40	,75	Total	310,277	485			
Total	486	3,41	,79						
Levene's Test= $p= ,08 < ,05$				post hoc test Tukey			= Max. ( $p= ,774$ )		
						= Min. ( $p= ,081$ )			

Source: The Table Was Prepared by the Author

According to Table 3, the trainees' scores from the awareness scale about DENMEK ( $\bar{X}_{18-39} = 3,31$ ,  $\bar{X}_{40-64} = 3,48$ ,  $\bar{X}_{65+} = 3,40$ ) There is no difference according to the age variable. According to the ANOVA test findings ( $F=2.32$ , s.d.=485,  $p=.099>.05$ ), it appears that there is no statistically significant difference. The variances of the trainees' scores from the awareness scale regarding DENMEK courses are distributed homogeneously according to their age levels (Levene's  $p=.08>.05$ ). In this regard, post-hoc Tukey test was used to determine which groups differed according to the age variable of the trainees. According to Tukey test results, there is no difference in the awareness level of DENMEK courses among trainees according to age factor.

**Table 4. ANOVA test data according to Education Levels**

Descriptive Statistical Results				One-Way ANOVA Results					
Groups	n	$\bar{X}$	S.s.	Variance Comparison	S.s.	df	M.S.	F	p
Primary School	87	3,07	,64	Between Groups	29,04	2	14,52	24,94	,000
High school	139	3,21	,70	Within Groups	281,23	483	,58		
University	260	3,64	,82	Total	310,27	485			
Total	486	3,41	,79						
Levene's Test= p= ,000 < ,05				post hoc test Tukey			= Max. (p= ,365)		
						= Min. (p= ,000)			

Source: The Table Was Prepared by the Author

According to Table 4, the trainees' scores from the awareness scale about DENMEK ( $\bar{X}_{\text{Primary school}} = 3,07$ ,  $\bar{X}_{\text{High school}} = 3,21$ ,  $\bar{X}_{\text{University}} = 3,64$ ) differ according to the education level variable. According to the ANOVA test findings ( $F=24.94$ ,  $sd=485$ ,  $p=.000<.05$ ), there is a statistically significant difference. The variances of the trainees' scores from the awareness scale regarding DENMEK courses according to their education levels are not distributed homogeneously (Levene's  $p=.000<.05$ ). In this regard, post-hoc Tamhane test was used to determine which groups differed according to the variable of trainees' education levels. According to Tamhane test results, there is a difference in the awareness level of DENMEK courses among trainees according to the education level factor. There is a positive difference in favor of the university group between the trainees in the university group and the trainees in the primary and high school groups.

**Table 5. ANOVA test data by Job Status**

Descriptive Statistical Results				One-Way ANOVA Results					
Groups	n	$\bar{X}$	S.s.	Variance Comparison	S.s.	df	M.S.	F	p
No Job	156	3,25	,71	Between Groups	12,11	2	6,05	9,81	,000
Public Personnel	180	3,36	,78	Within Groups	298,17	483	,61		
Private Sector	150	3,64	,85	Total	310,28	485			
Total	486	3,41	,79						
Levene's Test= p= ,000 < ,05				post hoc test Tukey			= Max. (p= ,312)		
						= Min. (p= ,000)			

**Source:** The Table Was Prepared by the Author

According to Table 5, the trainees' scores from the awareness scale about DENMEK ( $\bar{X}_{\text{No Job}} = 3,25$ ,  $\bar{X}_{\text{Public Personnel}} = 3,36$ ,  $\bar{X}_{\text{Private Sector}} = 3,64$ ) differ depending on the working status variable. According to the ANOVA test findings ( $F=9.81$ ,  $sd=485$ ,  $p=.000<.05$ ), there is a statistically significant difference. The variances of trainees' scores from the awareness scale regarding DENMEK courses, depending on their employment status, are not distributed homogeneously (Levene's  $p=.000<.05$ ). In this regard, post-hoc Tamhane test was used to determine which groups differed according to the variable of trainees' employment status. According to Tamhane test results, there is a difference in the awareness level of DENMEK courses among trainees according to the working status factor. It does not work with the trainees in the private sector group, and there is a positive difference in favor of the private sector group between the trainees in the public personnel group.

**Table 6. ANOVA test data by Income Status**

Descriptive Statistical Results				One-Way ANOVA Results					
Groups	n	$\bar{X}$	S.s.	Variance Comparison	S.s.	df	M.S.	F	p
No Income	78	3,23	,67	Between Groups	9,98	3	3,33	5,34	,001
Min. Wage	65	3,26	,71	Within Groups	300,30	482	,62		
Over Min. Wage	163	3,37	,82	Total	310,28	485			
Other	180	3,59	,83						
Total	486	3,41	,79						

Levene's Test= $p = ,000 < ,05$	post hoc test Tukey	= Max. ( $p = 1,000$ )
		= Min. ( $p = ,002$ )

Source: The Table Was Prepared by the Author

According to Table 6, the trainees' scores from the awareness scale about DENMEK ( $\bar{X}_{No\ income} = 3,23$ ,  $\bar{X}_{Minimum\ wage} = 3,26$ ,  $\bar{X}_{Over\ Minimum\ wage} = 3,37$ ,  $\bar{X}_{Other} = 3,59$ ) differ according to their income variable. According to the ANOVA test findings ( $F=5.34$ ,  $sd=485$ ,  $p=.001<.05$ ), there is a statistically significant difference. The variances of the trainees' scores from the awareness scale regarding DENMEK courses according to their income status are not distributed homogeneously (Levene's  $p=.000<.05$ ). In this regard, post-hoc Tamhane test was used to determine which groups differed according to the income status variable of the trainees. According to Tamhane test results, there is a difference in the awareness level of DENMEK courses among trainees according to the income status factor. There is a positive difference in favor of the other income group between the trainees in the other income group and the trainees in the no income and minimum wage groups.

**Table 7. ANOVA test data by Course Types**

Descriptive Statistical Results				One-Way ANOVA Results					
Groups	n	$\bar{X}$	S.s.	Variance Comparison	S.s.	df	M.S.	F	p
Sports	109	3,49	,66	Between Groups	17,21	2	8,607	14,85	,000
Personal Development	94	3,03	,20	Within Groups	293,06	483	,607		
Handicrafts	283	3,51	,92	Total	310,27	485			
Total	486	3,41	,80						
Levene's Test= p= ,000 < ,05			post hoc test Tukey				= Max. (p= ,992)		
						= Min. (p= ,000)			

Source: The Table Was Prepared by the Author

According to Table 7, the trainees' scores from the awareness scale about DENMEK ( $\bar{X}_{Sports} = 3,49$ ,  $\bar{X}_{Personal\ development} = 3,03$ ,  $\bar{X}_{Handicrafts} = 3,51$ ) differ according to the course types variable. According to the ANOVA test findings ( $F=14.85$ ,  $sd=485$ ,  $p=.000<.05$ ), there is a statistically significant difference. The variances of trainees' scores from the awareness scale regarding DENMEK courses according to course types are not distributed homogeneously (Levene's  $p=.000<.05$ ). In this regard, post-hoc Tamhane test was used to determine which groups differed according to the variable of course types attended by the trainees. According to Tamhane test results, there is a difference in the awareness level of DENMEK courses among trainees depending on the course types of factors. There is a positive difference between trainees attending sports courses and handicraft courses and trainees attending personal development courses in favor of trainees attending sports and handicraft courses.

When the general satisfaction perception of the trainees participating in the study regarding DENMEK was examined, the average of the general satisfaction perception evaluation regarding these courses was 3.42/5.00. This reveals that trainees are generally satisfied with the courses offered by DENMEK.

As seen in the findings, "H<sub>1</sub>: The perception of satisfaction with DENMEK courses varies according to the demographic characteristics of the trainees (gender, age, education, employment and income status)." The assumption was confirmed in other variables except the age variable.

**Table 8. DENMEK Content Evaluation Data**

<i>DENMEK Content Evaluation Data</i>		
<i>Items</i>	<i>Average Values</i>	<i>Overall Average</i>
<i>Item-1</i>	2,10	3,29
<i>Item-2</i>	2,97	
<i>Item-3</i>	3,14	
<i>Item-4</i>	3,22	
<i>Item-5</i>	3,40	
<i>Item-6</i>	3,51	
<i>Item-7</i>	3,67	
<i>Item-8</i>	3,61	
<i>Item-9</i>	3,68	
<i>Item-10</i>	3,56	

**Source:** The Table Was Prepared by the Author

According to the information in Table 8, the general satisfaction average of the trainees who participated in the study regarding the contents of the courses was 3.29/5.00 and the duration of the vocational training course program is sufficient (2.10); The content of the vocational training program is sufficient (2.97); The wishes and needs of the trainees are taken into account when determining the content of the course program (3,14); vocational training is appropriate to the level of trainees (3,22); The information provided from the vocational training program is up-to-date and useful (3,40); The information provided in the vocational training program contributes to the personal development of trainees (3,51); vocational training programs are aimed at using trainees' spare time with social and cultural activities rather than employment (3,67); The training provided in vocational training programs helps people who are unemployed or in jobs they do not want to gain skills to improve their living standards (3,61); The information provided in the vocational training program is information that has economic returns (3.68) and the vocational training program is opened in the areas needed by the sectors (3.56).

As seen in the data in Table 8, considering the general average values of the trainees participating in the study (3.29/5.00), the assumption "H<sub>2</sub>: The content dimension of DENMEK courses is effective and efficient" is confirmed.

**Table 9. Contribution Data to Denmek Trainees**

<i>DENMEK Content Evaluation Data</i>		
<i>Items</i>	<i>Average Values</i>	<i>Overall Average</i>
<i>Item-11</i>	3,69	3,60
<i>Item-12</i>	3,63	
<i>Item-13</i>	3,53	
<i>Item-14</i>	3,54	
<i>Item-15</i>	3,64	
<i>Item-16</i>	3,55	
<i>Item-17</i>	3,65	

**Source:** The Table Was Prepared by the Author

According to the information in Table 9, the general satisfaction average of the trainees who participated in the study regarding the contribution of DENMEK to the trainees was 3.60/5.00 and the course training should be provided on more topics in vocational training programs (3.69). ; Vocational training program increases knowledge about sector areas (3.63); In the vocational training program, information is given about job opportunities related to sector fields (3.53); The information provided in the vocational training program contributes to trainees in finding a job (3.54); In vocational training programs, it is generally sufficient to meet the needs of trainees (3.64); I believe that vocational training will enable me to have a job (3.55); I want to work on the education I received here in the future (3.65).

As seen in the data in Table 9, considering the general average values of the trainees participating in the study (3.60/5.00), " $H_3$ : DENMEK contributes to the personal development of the trainees." The assumption is confirmed.

## CONCLUSION AND DISCUSSION

Social municipalism, which is the local reflection of the concept of the social state, which is assumed to be identified with policies, practices and methods that prioritize the individual and society instead of classical methods that are inadequate to meet the needs of the modern world, has begun to be accepted globally and nationally. Despite its criticisms that it is insufficient to meet all expectations, the concept of social municipalism, which cares about effectiveness and efficiency in the social dimension and prioritizes social justice, the individual and his wishes, instead of classical municipalism, is becoming more accepted day by day. Administrations - central or local - produce policies and carry out services and activities within this framework. For this purpose, local governments carry out activities and activities within this framework in the areas where the law assigns them duties and responsibilities. Local governments attach more importance to social projects and services that will contribute to society day by day and try to implement the best practices implemented throughout the world and the country in their own settlement areas. It makes investments and provides services to meet the needs of social segments that need to be supported. Since education is a public service that can only be provided in schools within a formal framework and can be seen as sufficient, the provision of complementary and supportive training by local governments in areas other than formal education can be considered as a social municipal service.

In Türkiye, many municipalities offer vocational training courses and trainings to citizens with different titles and contents. In these courses, where citizens participate intensively, training is provided in different fields and branches to meet social needs, and many citizens benefit from these courses for different purposes. Education, personal development, sports, crafts, manual skills, career-technical education, etc. Although vocational training courses, where course services are provided intensively under the headings, require financing, facilities, buildings, infrastructure, equipment, instructors, etc. Expenses for these items are covered by local governments. Even though a small amount of contribution is collected from the citizens, such services are mainly covered by the budgets of the municipalities. Of course, the economic financing of such large-volume services, which are provided for the benefit of thousands or tens of thousands of citizens, from municipal budgets will not be a priority in terms of social state and social municipalism. However, the administrations need to be informed about whether the money, time, effort, and investments spent on these courses and services contribute to the citizens, whether they are useful or not, whether they are effective and efficient, and to correct the defective aspects of the service provided, if any, or to improve these services by developing good practices and services. It is necessary to provide data that will enable them to take reference to apply policies and methods in less good services. Otherwise, services are provided, implemented, and the process continues as it is, without any feedback or any deficiencies or positive aspects. When the studies in the literature on local governments and vocational training courses are evaluated, it is seen that the trainees participating in vocational training courses make satisfaction evaluations about the courses. In the studies, the content dimension of vocational training courses and their contribution to the trainees are almost never mentioned and analyzed. In this study, it is seen that vocational training courses organized by local governments in Denizli Metropolitan Municipality are



handled and evaluated with two dimensions. While the contents of the courses organized within DENMEK are evaluated, whether the trainees participating in these courses benefit from the trainings given in the courses is discussed and evaluations are made. In this respect, the study differs from other studies in which vocational training courses organized by local governments are evaluated in the context of social municipalism. The studies in the literature do not provide detailed analyses on both the content and the contribution to the trainees of vocational training courses conducted by local governments. The study also analyses these two dimensions (the content of the courses and the contribution of the training provided in the courses to the trainees). It differs from other studies in the literature because it deals with and evaluates them together. In the study conducted for these purposes, the general satisfaction perception of the citizens who attended/participated in the courses given by DENMEK regarding these courses was tried to be revealed and the following results were reached.

The general average satisfaction perception of the citizens who attended/participated in the courses offered by DENMEK regarding these courses was determined as 3.42 out of 5.00. This situation reveals that DENMEK services provided by Denizli metropolitan municipality are generally appreciated and there is satisfaction with these services.

Regarding the general perception of satisfaction with DENMEK, according to the demographic characteristics of the trainees participating in the study, including gender, age, education, employment status, income status and the courses they attended:

- It is seen that it varies according to the gender factor, and female trainees have higher satisfaction values (3.49) than male trainees.
- It is observed that there is no difference according to the age factor (trainees between the ages of 18-39 (3.31), trainees between the ages of 40-64 (3.48) and trainees over the age of 65 (3.40).
- It is seen that it varies according to the educational level factor, and trainees who are educated at university level have higher satisfaction values than trainees who are educated at primary and high school levels. (Trainees at primary school level, (3.07); trainees at high school level, (3.21); trainees at university level, (3.64)).
- It is seen that it varies according to the working status factor, and the general satisfaction values of trainees working in the private sector (3.64) are higher than those of public personnel (3.36) and trainees who are not working (3.25).
- It is seen that the general satisfaction values of the trainees in the other income group differ according to the income status factor (3.59), those in the above minimum wage income group (3.37), those in the minimum wage income group (3.26) and those in the no income income group. (3.23) is seen to be higher than the trainees.
- It is seen that it varies depending on the type of courses they attend, and that trainees who attend handicraft-related courses (3.51) and sports-related courses (3.49) have higher satisfaction values than trainees who attend personal development-related courses (3.03).

The data reveal that course durations should be increased (general satisfaction average: 2.10/5.00) and course contents (general satisfaction average: 2.97/5.00) should be diversified and enriched, and the DENMEK content dimension (3.29/5.00) and the general satisfaction average regarding the contribution dimension to trainees is (3.60/5.00), It is found that DENMEK services are effective and efficient in terms of content and contribution to trainees.

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