

**Designing a Curriculum Model for Social Responsibility for Secondary Students
in Iran: A Research Synthesis Approach****Abstract****Article Type:****Original Research****Authors:****Javad Keyhan¹**ORCID: [0000-0002-5364-3806](https://orcid.org/0000-0002-5364-3806)**Mina Kazemnia²****Article History:****Received:** 2025.11.22**Accepted:** 2026.02.22**Published:** 2026.03.10

The main objective of the present study was to design a social responsibility curriculum model for the second grade of secondary school based on the Akker model. It is applied in terms of purpose and, from the perspective of data collection method, qualitative and conducted using research synthesis. The statistical population consisted of all domestic and international studies between 2004 and 2024, among which 40 studies were purposefully selected as a sample and analyzed using Marsh's six-step research synthesis model. The research findings were summarized and thematically analyzed based on Akker's proposed curriculum model, and the following elements were identified: curriculum logic; content topics; goals and objectives; teaching-learning activities including principles and methods, teacher's role, educational materials and resources; grouping; space and environment (physical and emotional); instruction time; and evaluation including: respect for social and environmental values; preservation of ethical values; and principles and methods. The proposed model moves social responsibility beyond a fragmented moral concept and frames it as an integrated curriculum logic that connects objectives, content, pedagogy, environment, and assessment. It can support curriculum policymakers and teachers in designing learning experiences that systematically cultivate students' ethical judgment, civic agency, environmental awareness, and responsible social participation.

Key Words: Curriculum Design; Secondary Education; Social Responsibility

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1. Introduction

Today, social science scholars and executive managers emphasize the necessity of social awareness, individual commitment, and acting responsibly in order to accelerate tasks and reduce costs. The importance of responsibility is not limited to the scope of “social responsibility,” but many psychologists consider it essential for the individual and believe that social responsibility gives new meaning and significance to life (Talebi & Bahri Pour, 2014). The concept of responsibility has become an important phenomenon in our era. In this regard, educators believe that efforts should begin from the preschool period to encourage students to feel responsible (Buğdayci, 2019). Schools, as social institutions, must take action to make children responsible, because many children come to school without having acquired social and emotional skills in their families (Arikan, 2020).

Social responsibility can be defined as following social rules and being accountable to social expectations (Eghdam-Pour et al., 2019). These rules and principles reflect social and cultural norms and indicate an individual's commitment to other members of society, while enhancing social abilities, academic motivation, attention to ethical and social issues, personal discipline, sense of duty toward others, respect for others, commitment to society, and so on (Iman & Jalailyan Bakhshandeh, 2010). Responsibility often refers to the relationship between individuals and their environment. In the field of communication between individuals and organizations, responsibility implies accountability (Saadatnia & Dehdar, 2020). In responsibility, an individual's attitude toward the actions they take is also part of their response (Fisscher & Nijhof, 2005). Therefore, social responsibility is a vital trait and behavior, and essentially the foundation for creating a healthy society and a high-quality social life in which all individuals and social classes feel satisfied (Rasouli, 2010). According to Wray-Lake and Syvertsen (2011), responsibility refers to feeling accountable for one's decisions and actions, trusting others, and having control over actions under one's authority, and therefore socially responsible individuals are active agents in their own progress (Ferrell & Ferrell, 2025).

Thus, since cultivating a sense of social responsibility in learners is an essential duty for educational systems (Eghdam-Pour, et al., 2019), the reality is that despite efforts by various educational institutions, for various reasons such as industrial and technological growth, development of social communications, increased large-scale population mobility, expansion of urban culture, proximity of different cultures and subcultures, mosaic communication, rationalization of human behavior, expansion of rigid calculative logic, individualism, weakness of

institutions and religious beliefs, and the erosion of group and national identities, the level of social responsibility among the public, particularly youth, has decreased (Talebian Darzi, 2024).

2. Review of the Related Literature

Results from several studies confirm that more attention should be given to social education and cultivating responsibility in learners (Badkoobeh et al., 2026; Smeen, 2023). In other words, research in the field of social education indicates that sufficient satisfaction in this regard has not been achieved, and therefore shortcomings and weaknesses are observed. For instance, the findings of Supriadi (2020) showed that the objectives, content, and evaluation of the secondary school life skills curriculum are of moderate quality, but the time, space, and educational facilities of the curriculum do not meet desirable standards. Similarly, Hatami (2005) reported that current social science curricula cover only 57.5% of the ideal model's criteria, indicating that existing curricula lack nearly half of the desired standards. Hoveyda and Yadollahi (2018) concluded that the performance of secondary schools in teaching social skills to students is not satisfactory; for schools to play an effective role in transferring essential social skills, they should provide deliberate opportunities, structured programs, and implementable plans in this field. In this regard, Xiaotong (2016) examined the level of social responsibility and its weaknesses among students, finding that, alongside various factors, academic factors such as incomplete theoretical instruction and illogical teaching methods are also involved. de Moraes Abrahão et al. (2024) also evaluated students' social and civic responsibility, concluding that students must have a proper understanding of the human, social, and environmental impacts of their activities and develop ethical reasoning tools for responsible and sustainable decision-making. Developing students' understanding in these capacities includes four major dimensions: knowledge, skills, values, and performance (Hwang et al., 2023).

Students become familiar with diverse thoughts, ideas, and scientific methods to solve various problems mainly through the curriculum and prepare themselves for life in society. According to Karami, et al. (2017), designing an appropriate curriculum is an important process used by specialists to create motivation and correct learning in students. Incorporating concepts related to life skills, including social responsibility, into the curriculum at various educational levels allows students from the very beginning of personality formation to perceive it not merely as a subject, but as a human duty and responsibility (Folorunso et al., 2025). Students are educated in schools to acquire knowledge and values and apply them in life, making educational and curriculum planning very important and fundamental (Ohadi, et al., 2012). Schools and curricula

can significantly influence students' socialization. In fact, schools and curricula are among the most fundamental elements of social education, achieving students' social commitment, fostering civic spirit, and making them responsible (Poodineh et al., 2019). Accordingly, it can be stated that the prerequisite for this process is identifying the characteristics of the elements and then designing an appropriate curriculum.

Considering that "social responsibility" is one of the most important and purposeful aspects of human education, whose effects are observed comprehensively in various dimensions of intellectual, social, religious, artistic, and ethical life, its teaching and promotion in society, especially among students, is essential. Achieving this requires access to a structured curriculum. Accordingly, the main research question of the present study was:

1. What is the optimal curriculum model for "social responsibility" in second-grade secondary school students?
2. What is the model of social responsibility curriculum components for secondary school students?

3. Method

This study was applied in terms of purpose and in terms of nature and implementation method was a research synthesis. The method employed was qualitative research synthesis (specifically, qualitative metasynthesis). Qualitative research synthesis is an exploratory scientific analysis and production in which the researcher seeks to examine, analyze, and ultimately integrate the findings of other qualitative studies (Sandelowski & Barroso, 2007). What is intended in the present study is to provide an example of systematic research synthesis of the findings of the past 20 years in the field of social responsibility in order to answer the research question concerning the design of a social responsibility curriculum model for second-grade secondary school students. In this study, Marsh's six-step research synthesis model (2008) was used, whose steps are as follows:

3. Identifying the need, conducting preliminary searches, and clarifying the need;
4. conducting research to retrieve studies;
5. selecting, screening, and organizing studies;
6. developing a conceptual framework and adapting it to the information obtained from analysis;
7. processing, combining, and interpreting in the form of tangible outputs;

8. presenting synthesized results.

The statistical population of the research included studies conducted in the field of social responsibility over the past 20 years from 2004 to 2024) that were published on the following databases. Using this method, 215 documents were collected, of which 15 articles were removed due to duplication, 113 articles due to irrelevance to the topic, 23 articles after reading abstracts, and 24 articles after reading the full text for insufficient data. Finally, 40 articles with sufficient quality were included in the analysis process.

In this study, the researchers conducted a search using keywords including social responsibility, responsibility in education, responsibility in upbringing, school social responsibility across domestic and international databases such as ScienceDirect, Google Scholar, IEEE, ERIC, Sage, Scopus, Wiley, as well as NoorMagz, MagIran, Comprehensive Human Sciences Portal, ElmNet, Civilica, and others, to collect the information required for analysis and component extraction.

Based on Marsh's six-step model (2008), data analysis was conducted in the fourth and fifth steps of the model. After selecting and screening 40 eligible articles out of the initial 215, in the fourth step (conceptual framework and adaptation to information), the analytical framework based on the main components of Akker's (2003) curriculum was first determined. Then, in the fifth step (processing, combining, and interpreting), the 40 selected articles were coded using the research synthesis method, through which the categories and concepts were extracted. This process included extracting initial codes related to each component of the curriculum, classifying similar codes into subcategories, aggregating subcategories into main themes, and ultimately integrating the main themes to form a comprehensive social responsibility curriculum model. During this process, a comparative analysis matrix was used to identify convergences and divergences among the various studies and incorporated them into the design of the final model. For validation, five experts with publications in curriculum studies and research synthesis were asked to review and provide their expert opinions on the accuracy of the findings from search to data analysis, and based on their recommendations, necessary additions, amendments, and deletions were made.

4. Findings

First, in accordance with Marsh's proposed steps, the selected studies included in the research are presented, based on which the elements of the curriculum were extracted and proposed.

Table 1.

Selected Studies Included in the Research

Source Code	Researcher(s)	Year	Study Title	Open Codes
1	Damghani and Badri	2014	Examining the Relationship between Social Responsibility and Positive Attitudes toward Education	Goal-oriented expertise, shifting responsibility from teacher to student, challenging and diverse assignments, active participation in social learning process, group comparisons instead of individual, shared group goals, providing common opportunities for activity and participation
2	Yazdanpanah and Hekmat	2014	Examining Factors Influencing Social Responsibility of Youth	Increased self-esteem, enhanced responsibility, cohesion, warmth, responsive parenting increases social responsibility, behavioral patterns, internalization through appropriate educational methods instead of direct teaching, institutional trust, formal and informal participation in activities, appropriate activity environment
3	Heidari Sarban	2019	Investigating Key Factors Affecting Social Responsibility of Rural Youth	Social participation and active engagement, literacy and educational level, social trust, improvement of parental behavioral systems, promotion of collective leisure styles, income distribution, increased communication, improved quality of life
4	Didgah Shariati, et al.	2018	Explaining the Role of Responsibility in Social Education of Adolescents Based on Tafsir Al-Mizan	Autonomy, awareness of individual and collective will, power and capability, decision-making before action, improving individual-society relationships, enhancing social understanding and awareness, methods for independence, modeling, social monitoring of performance, disciplined role-playing, decision-making environment, recognizing trusts and commitments, accountability
5	Khaje Noori, et al.	2014	Relationship between Lifestyle and Individual and Social Responsibility	Religious activities and attending religious events, accountability for duties, increased social dynamism, increased self-confidence, enhanced social monitoring, strengthening human capital, promoting cooperation and collaboration, increased social participation,

				psychological safety for individuals and society
6	Noei et al.	2019	Development and Validation of an Educational Program Based on Social Responsibility for At-Risk Adolescents	Civil, social, cultural, environmental, and economic responsibility
7	Poodineh, et al.	2018	Social Responsibility in Schools	Social, political, ethical-cultural, legal, economic, biological dimensions
8	Sobhaninejad and Ab-Niki	2012	Examining Attention to Social Responsibility Components in Secondary School Curriculum	Biological-social, cultural, political, economic responsibilities, civic responsibilities, environmental responsibilities, organizational and occupational responsibilities, cognitive, emotional, and behavioral dimensions
9	Karami, et al.	2017	Relationship between Professional Ethics, Ethical Leadership and Social Responsibility in Schools of Kurdistan	Economic (local economic improvement), social consequences (cultural environment, satisfaction, cooperation), environmental consequences (care, prevention, support), ethics (professional and social), society
10	Keshtiaray, et al.	2020	Designing a Curriculum Model Based on Social Responsibility for Higher Education	Individual, social, institutional antecedents, principles of higher education, educational environment, social role-taking and participation, value orientation, empathic understanding, social structure, familial, individual, university, and cultural background factors, outcomes of responsibility (optimal use of public property, responsible education, social justice, environmental attachment, reduced selfishness, individual potential development, positivity and judgment evaluation), influencing factors (social satisfaction, social adjustment, social capital, social security, social trust, social development), attitudes (cognitive, affective, behavioral)
11	Lak, et al.	2019	Effectiveness of School-Based Social Responsibility Education	Social awareness, choices and consequences, responsibility and its types, trust, respect for others' feelings, recognition of rights and responsibilities, conflict resolution peacefully
12	Moradi	2020	Examining the Relationship between Cultural Intelligence and Social Responsibility among Islamic Azad University	Responsibility toward friends, university, society, family, social groups, cognitive, social, cultural, religious, ethical dimensions, behavioral aspects, acquiring social skills, responsible social behavior
13	Isanejad et al.	2019	The Effect of Teaching Positive Parenting Program on Behavioral	Positive emotions, practical education, analysis of social responsibilities, community participation

			Problems and Responsibility Taking among Aggressive Elementary Students	
14	Rastgar and Zargarian	2018	Causal Model of Perceived Social Support and Environmental Responsibility	Social support, environmentally responsible citizen, cultural acceptance, hope, resilience, peer support, optimism
15	Talebi and Khoshbin	2012	Social Responsibility of Youth	Universalism, social trust, use of mass media, religiosity, social and ethnic status
16	Habibi, et al.	2016	Components for Enhancing Social Responsibility in Islamic Azad University	Humanitarian, economic, legal, ethical, technological dimensions, scientific and skill-based education for labor market readiness, multi-dimensional development in ethical, religious, social, political, sports, etc., preparation for successful social life, provision of technical specialists, scientific development, dissemination of produced content, applied technology development, business services, innovation policy, guidance for global scientific and technological growth, promoting Islamic revolutionary messages and global Islamic culture
17	Soltanzadeh, et al.	2015	Simple and Combined Relationships between Organizational Socialization and Social Responsibility	Economic, legal, ethical responsibility
18	Hoveyda and Yadollahi	2018	Predicting the Effect of Professional Development on Social Responsibility of Employees	Community welfare and health, fair wealth distribution, natural resource preservation, individual and organizational values, social and environmental considerations, ethical values, social interaction, environmental respect
29	Taleghani, et al.	2020	2020). The Impact of Social Capital on Organizational Social Responsibility: Case study of West Tehran Tax Administration	Environmental responsibility, customer orientation, community engagement, adaptability to changing needs, social and environmental considerations, continuous business commitment, economic, legal, ethical, and voluntary responsibility
20	Buğdayci	2019	Examining Individual and Social Responsibility Levels of High School Students	Awareness of own behavior, attention to consequences, fulfilling commitments, community participation, accountability, preventing critical outcomes, positive life progress, increased loyalty
21	Burgos and Carnero	2020	Assessment of Social Responsibility in Education in Secondary Schools	New solutions for social, economic, and environmental problems, economic dynamism, progress and social justice, respect for ethical values, people,

				society, environment, strategic decision-making
22	Arikan	2020	Effect of Personal and Social Responsibility-Based Social-Emotional Learning Program on Emotional Intelligence	Social, moral, and personal development, self-regulation, ethical and social responsibility, encouragement of positive ethical judgment, balancing power, accepting responsibility, goal setting, idea exchange
23	Hwang et al.	2023	Promoting Engineering Students' Social Responsibility and Willingness to Act on Socioscientific Issues	Respect, self-care, care for others, helping others
24	de Moraes Abrahão	2024	University Social Responsibility: The Role of Teachers	Participation in community, living with consequences of mistakes, decisions and habits in fulfilling duties, accepting consequences, morality, fairness, tolerance, social and personal values
25	KucEROVÁ et al.	2017	Program to Improve Individual and Social Responsibility in Secondary Education	Social awareness, social sensitivity, self-sufficiency, performing tasks responsibly, trust, responsible education, psycho-social well-being, observing social models, ethical guidance
26	Patah, et al.	2020	Effectiveness of Personal and Social Responsibility Model in Improving Responsibilities	Commitment to protect each other, adherence to laws and role expectations, responsible citizen, respectful, active participation, greater independence, care for others, respect for rights and feelings, self-control, peaceful conflict resolution, effort and collaboration, care and compassion, sensitivity and accountability
27	Supriadi	2020	Improving Responsibilities: Teaching Personal and Social Responsibilities through Adventure Learning Activities	Responsibility for own and others' welfare, value enhancement, accepting life responsibility, student-centered learning, adventurous activities, challenging activities, sound decision-making, practical experience, team activities, student-centered teaching, self-assessment, guided discovery, peer assessment and teaching, positive social interaction
28	Dixit	2020	Educator Sector and Corporate Social Responsibility Education: Study on Private Secondary Schools in North & South Delhi, India	Ethical behavior responsibility, sensitivity to social, cultural, civil, and environmental issues, knowledge, skills, civic judgment, intercultural skills, ethical reasoning, striving for excellence, participation in larger community, consideration of others' views, accepting diverse perspectives, skill development in ethical reasoning and action, participation in volunteer/community service activities
29	Mackenzie et al.	2015	Social Responsibility in Higher Education	Ability to observe and understand different perspectives, willingness to

				overcome biases, integrity, willingness to volunteer in civic activities, community and neighborhood participation, using ethical standards, behavioral control strategies, participation in storytelling, behavioral arts training (teaching, modeling, practice, feedback), multicultural stories, analogy, imagination
30	Romar, et al.	2015	Teachers' Experiences with TPSR Model (Teaching Personal and Social Responsibility) in Physical Education	Work motivation, work ethics, competence in reasoning, ethical action, ability to help broader community, attention to others' perspectives
31	Van Chi	2020	Student Social Responsibility: Role and Importance of Education	Community participation, cultural competence, interpersonal skill improvement, civic responsibility, ethical behavior, promoting citizenship, intercultural skill development, nurturing volunteers and civic leaders, safeguarding and improving overall community welfare
32	Tan and Chua	2022	Science, Social Responsibility, and Education: The Experience of Singapore During the COVID-19 Pandemic	Humanitarian responsibilities, voluntary participation in charity, educational responsibilities, economic responsibilities, ethical responsibilities, helping others, improving life
33	Mukhuty et al.	2022	Strategic Sustainable Development of Industry 4.0 Through the Lens of Social Responsibility: The Role of Human Resource Practices	Self-care, care for others, fulfilling commitments, community participation, building a better world, sensitivity to others' rights, feelings, and needs, ethical values
34	Alfirević et al.	2023	The Role of Higher Education and Civic Involvement in Converting Young Adults' Social Responsibility to Prosocial Behavior	Identifying ethical and social responsibilities, respect for diversity, human rights, reflection on environmental impacts, problem identification and solving, self-reliance, group cooperation, self-leadership, social trust
35	Castilla-Polo et al.	2022	The Adoption of Corporate Social Responsibility Active Learning Methodology with Management Accounting Students	Integrated approach teaching, indirect teaching methods, emphasis on classroom interaction
36	Rahimian and Kazempour	2017	Corporate Social Responsibility: Concepts, Dimensions	Problem-solving, brainstorming, elimination of unnecessary activities, Q&A in class
37	Augustiniene et al.	2015	Social Responsibility of a Comprehensive School: Theoretical Insights of Its Modelling	Effective communication, group presentation, role-playing, time management, curriculum integration

38	Doorn and Kroesen	2013	Using and Developing Role Plays in Teaching Aimed at Preparing for Social Responsibility	Role-playing, teaching through encouragement, encouraging group discussion participation, creating a friendly and warm environment
39	Radoslav and Jankalová	2017	Social Responsibility of the Educational Institution	Participation in group work, facilitating learning, emphasis on classroom activities
40	Talebi et al.	2022	Determining the Relationship between Hidden Curriculum and Social Responsibility of High School Students	Practicing self-care, showing care and concern for others, honoring responsibilities and commitments, engaging actively in community life, contributing to the betterment of society, demonstrating respect and sensitivity toward others' rights, feelings, and needs, and upholding strong ethical values.

RQ1. After selecting appropriate and relevant articles, each article was read and re-read multiple times. Then, initial themes were identified through categorization and combination of codes. Axial coding was performed by organizing, merging, and structuring a large amount of data. Subsequently, classification, analysis, and integration of the results were presented in a comprehensive conceptual framework. To ensure that all relevant concepts were extracted, all sentences and phrases were repeatedly reviewed, and similar concepts were categorized and abstracted into broader categories.

Table 2.

Elements of the Social Responsibility Curriculum (Logic, Goal, Content, Teaching and Learning Activities)

Curriculum Elements	Description / Sub-elements	Source Code
Curriculum Logic	Respect and value for the environment, preservation of ethical values, and interpersonal communication	3,5,15,8,9,10,17,19,21,26, 28, 29,30,31,32
Goals	Environmental Responsibility General and Specific Goals: Familiarity with personal responsibilities toward the environment Cognitive: Awareness of environmental hazards, Reflection on solving future environmental issues, Providing solutions to protect local environment Attitudinal: Effort to support the environment, Respect for one's environment Behavioral: Optimal use of natural resources, Preventing environmentally harmful actions, Solving local environmental problems	9,10,31,29,19,23,32,35
	Ethical Responsibility General and Specific Goals: Familiarizing students with ethical responsibilities Cognitive: Understanding ethical concepts and Islamic values, Recognizing civic duties, Reflecting on	2,3,32,5,15,19,31,10,22,23,11,25,29,14,20,26,33

	consequences of behavior, Considering ethical aspects before acting Attitudinal: Respect for ethical values, Interest in participating in religious ceremonies, Respect for others' feelings, Respect for national and social identity Skills: Correct ethical judgment, Acting according to ethical principles, Accountability for actions	
	Legal Responsibility General and Specific Goals: Familiarity with legal responsibilities Cognitive: Awareness of own and others' rights, Understanding duties toward others and the environment, Knowledge of age-appropriate laws Attitudinal: Interest in respecting others' rights, Compliance with laws Behavioral: Performing duties, Accountability for actions	4,5,10,11,17,27
	Economic Responsibility General and Specific Goals: Awareness of economic responsibilities Cognitive: Familiarity with valuable professions, Knowledge of responsibilities related to each profession Attitudinal: Interest in pursuing valuable and ethical jobs, Preference for ethical jobs over high-income but unethical options, Consideration of others' interests in earning income, Desire for lawful income	3,19,8,9,10,17,21,26,16
	Socio-Cultural Responsibility General and Specific Goals: Awareness of social responsibilities Cognitive: Knowledge of civic responsibilities, Awareness of social skills Attitudinal: Promoting cooperation and collaboration, Respect for others' feelings, Empathy with peers, Interest in teamwork and volunteer participation, Respect for cultural values Behavioral: Responsibility toward self and others, Voluntary engagement in social tasks, Establishing proper relationships, Ability to empathize	2,3,4,5,10,26,27
Content	Environmental Responsibility: Environmental issues and preventive actions to avoid environmental challenges	9,10,31,29,19,23,32,35
	Ethical Responsibility: Identifying ethical standards and respecting them	2,3,32,5,15,19,31,10,22,23,11,25,29,14,20,26,33
	Legal Responsibility: Identifying own and others' rights and respecting them	4,5,10,11,17,27
	Economic Responsibility: Introducing valuable, lawful, and productive professions	3,19,8,9,10,17,21,26,16
	Socio-Cultural Responsibility: Introducing Iranian culture and civilization, empathy with others, civic responsibilities	2,3,4,5,10,26,27
Teaching and Learning Activities	Principles: Attention to diverse and challenging activities, individual differences, and designing activities based on interests and individual differences	1,2,3,4,11,15,22,24,32,33,34,35,36,37,38,39,40
	Methods: Q&A, group discussion, brainstorming, problem-solving, effective communication, group presentations and role-playing, role-playing	–

Table 3.*Curriculum Themes and Codes*

Theme / Category	Open Codes	Source Code
Teacher's Role	Use of active teaching methods, student participation, creating challenges for students' thinking, problem-solving, role-playing, brainstorming	Shifting responsibility from teacher to student, active participation in social learning, internalization through proper educational methods, modeling, role-playing with discipline, integrated teaching approaches, indirect teaching, practice-based methods, divergent questioning, removing unnecessary activities, considering individual differences, class interaction, encouragement
Student Learning Activities	Diverse and challenging tasks, attention to individual differences, designing activities based on interests	Challenging and diverse assignments, opportunities for collective participation, active social involvement, Q&A in class, open-ended questions, adventure activities, hands-on experience, team activities, group activities, varied and attractive tasks, student participation in learning, fostering independence and collaboration, student-led problem-solving, activities based on interests and needs, problem-solving training, brainstorming, effective communication, group presentations and role-playing, student-centered, role-playing
Time	Integration with other subjects and use of class time	Integration with other courses, in-class integration
Learning Environment	Emphasis on group and team activities, creating friendly environment inside and outside class	Appropriate setting for activities, decision-making space, inside and outside classroom, encouraging group discussions, friendly environment, team activities
Materials and Resources	Use of sources beyond textbooks, real-life events, and mass media	Mass media, diverse resources, real-life examples
Grouping	Group comparison and team activities	Group comparison instead of individual, team activities
Assessment	Focus on process-oriented and flexible evaluation, including cognitive, attitudinal, and skill dimensions	Questionnaires, behavioral observation, performance-based assessment, peer assessment, attention to process and result, focus on cognitive, skill, and attitudinal dimensions, flexible evaluation

RQ 2. Based on the findings from the analyzed studies, the proposed model of social responsibility curriculum components for secondary school students is based on the "Spider Web Approach" by Akker, as illustrated in Figure 4-1. This model offers several advantages. It clearly demonstrates the interconnections among the elements of the social responsibility curriculum and highlights the central role of the curriculum logic and the rationale behind social responsibility.

Ultimately, social responsibility can be understood as an integrated whole composed of various interrelated elements, similar to the threads of a spider web, each mutually dependent on

the others. In this model, the appropriate combination and coordination of these components ensure the success of the social responsibility curriculum and effectively guide students toward the intended goals and outcomes.

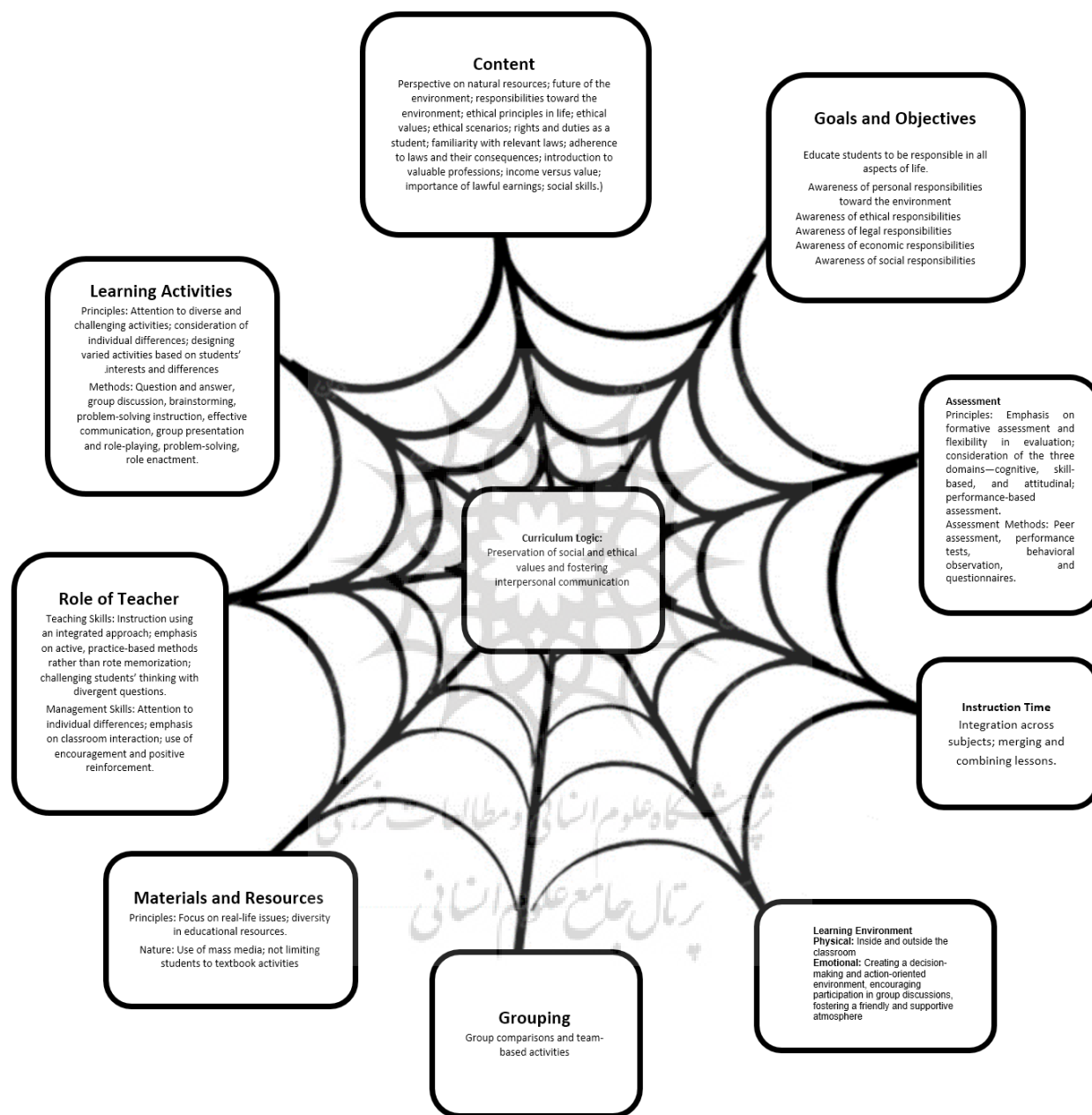


Figure 1. Proposed Model of Social Responsibility Curriculum for Upper Secondary Students Based on Akker's Spider-Web Approach

5. Discussion

The present study was conducted to identify the elements and characteristics of the social responsibility curriculum for upper secondary students and to propose its model and structure. Accordingly, the nature of the curriculum elements was extracted and developed based on the proposed Akker (2003) model. In Akker's approach, the first element of the curriculum is the curriculum logic, which addresses the rationale for learning the subject matter. In this study, through the extraction of open codes and based on various models such as Carroll (1999), social responsibilities were divided into five dimensions: environmental, ethical, legal, economic, and socio-cultural. The logic corresponding to each dimension was then identified.

According to the research findings, the logic of the social responsibility curriculum in the environmental dimension emphasizes concern for the environment and the preservation of natural resources. Environmental factors such as adherence to environmental standards, energy conservation, and avoidance of destructive activities affect social responsibility (Karami, et al., 2017). In the ethical dimension, value-orientation, respect for ethical values, ethical judgment in actions, and professional ethics constitute the curriculum logic. In the legal dimension, accountability for one's duties, respect for one's own and others' rights, and adherence to the law form the curriculum logic. In the economic dimension, attention to personal and societal welfare and contribution to justice underpin the curriculum logic. The socio-cultural dimension emphasizes enhancing social awareness and interpersonal relationships to create a balanced society.

Based on these findings, it can be concluded that changing societal attitudes toward educational missions and promoting active engagement in social transformations, with the aim of developing students' knowledge, attitudes, and social skills, creating opportunities and innovative initiatives through social interactions, generating transformative knowledge, identifying and addressing complex social issues, preparing students for successful social life, and improving citizens' quality of life constitute the logic of the social responsibility curriculum. These findings align with the study by Eghdam-Pour, et al. (2019), which identified empathy, role-taking, participation, and value-orientation as essential components of social responsibility.

According to the proposed model, social responsibility content constitutes the second element. Based on the findings, proposed topics were designed to align with national curriculum documents and to be comprehensive, practical, and adaptable to students' needs, interests, and abilities. The content is culturally and socially relevant, environmentally responsible, and compatible with the society's economic capacities. Furthermore, the content should follow principles such as continuity, integration, avoiding textbook- or topic-centered approaches, and

providing structured learning packages. In line with this study, Sobhaninejad and Ab-Niki (2012) indicated that social responsibility dimensions in curriculum content can be divided into seven types (religious-social, cultural, political, economic, civic-social, environmental, and organizational-professional) and three domains (cognitive, affective, and behavioral), all of which should be addressed in content development.

In this model, teaching-learning activities are emphasized as crucial elements that facilitate the achievement of social responsibility objectives. Such activities should create opportunities for new learning, using interactive, participatory, and exploratory approaches to maximize student engagement. These activities should align with social responsibility components and societal needs, developing students' social skills for applying knowledge in real-life situations. Rahimian and Kazempour (2017) similarly emphasized the importance of practical application in social responsibility, rather than purely theoretical instruction.

In the proposed model, educational materials and resources include the use of mass media, adventurous and narrative activities, all aligned with social responsibility components. Integrated use of educational resources can generate optimal learning opportunities in this domain. Achieving this requires flexible and decentralized educational materials. Brati, et al. (2011) also confirmed that attention to environmental issues is crucial for enhancing social responsibility.

In this model, the teacher is the most influential component for achieving social responsibility curriculum objectives. Even with appropriate content, the teacher's role, approach to content, and creation of a supportive learning environment determine the success or failure of the program. Teachers should possess professional competence. This finding aligns with Yazdanpanah and Hekmat (2014), indicating that self-esteem, formal and informal social participation, and interpersonal trust are key factors influencing social responsibility, which teachers must foster.

Group work is also a significant element. Its importance lies in fostering both individual and social skill development. Social responsibility education requires student participation and group activities to enhance social interactions and achieve objectives. Effective communication, interpersonal trust, cooperation, altruism, and peer interaction are critical for group activities within this model.

The learning environment and educational setting are among the most influential factors in achieving social responsibility goals. They should be designed both theoretically and emotionally to maximize student engagement. In addition to the classroom, the broader social

environment serves as an essential learning context. The time element plays a central role in embedding social responsibility activities, characterized by flexibility, informality, brevity, and alignment with students' needs and curriculum components. Integrated approaches allow teaching social responsibility either during official class hours or through extracurricular activities.

Finally, assessment is integral. Social responsibility evaluation emphasizes self-assessment, observation of behaviors, and performance-based measurement. This finding aligns with Xiaoteng (2016), who noted that deficiencies in social responsibility among graduate students are linked to lack of awareness, absence of collective consciousness, social and family factors, and insufficient or illogical teaching methods.

6. Conclusion

The findings of this study suggest that social responsibility in secondary education should be understood not merely as a moral value to be recommended to students, but as a curriculum logic capable of reorganizing the relationship among knowledge, values, action, and social life. The proposed model shows that social responsibility becomes educationally meaningful only when it is translated into a coherent curriculum structure in which objectives, content, pedagogy, learning environment, resources, grouping, time, and assessment are mutually aligned. In this sense, the model moves beyond fragmented approaches that reduce social responsibility to isolated lessons, moral advice, or occasional extracurricular activities. Instead, it conceptualizes social responsibility as an integrated educational orientation through which students learn to interpret social realities, evaluate the ethical and environmental consequences of action, respect legal and civic obligations, and participate constructively in collective life. Therefore, the central contribution of the study is that it reframes social responsibility as a multidimensional curriculum construct rather than a peripheral educational theme.

The practical implication of the study is that cultivating social responsibility requires systemic curriculum intervention rather than the simple addition of new content to existing textbooks. Curriculum policymakers can use the proposed model to revise curriculum standards, learning outcomes, textbook content, teacher guides, and assessment frameworks in a way that connects environmental, ethical, legal, economic, and socio-cultural responsibilities. For schools and teachers, the model implies a shift from transmissive instruction to participatory, reflective, problem-based, and experience-oriented learning. Activities such as group discussion, role-playing, community-based tasks, peer assessment, analysis of real social and environmental issues, and reflective classroom dialogue can transform responsibility from an abstract concept

into an enacted competence. The findings also indicate that the hidden curriculum, classroom climate, teacher role, and assessment practices are not secondary factors, but essential mechanisms through which students internalize responsible behavior. Thus, successful implementation depends on the coherence between the formal curriculum and the lived educational culture of the school.

Despite its contribution, this study has several limitations that should guide future research. Since the model was developed through research synthesis, it remains a theoretically and analytically grounded model, but its effectiveness has not yet been tested in real secondary school settings. Moreover, the model is limited by the scope, quality, and conceptual emphases of the studies included in the synthesis; therefore, some culturally specific, school-level, or student-experience dimensions of social responsibility may require further exploration. Future studies should validate the model through expert review, Delphi technique, curriculum evaluation studies, or structural modeling, and then examine its practical effectiveness through experimental or quasi-experimental designs. It is also recommended that future research investigate how this model can be adapted across different school subjects, educational levels, cultural contexts, and types of schools, and how teachers' professional competencies, school climate, and assessment systems influence its successful implementation.

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