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The Effects of Conscious Consumerism-Related Parental Role Modeling, Parental Communication, and Social Studies on Children's Socialization as Conscious Consumers

Bilinçli Tüketicilik ile İlgili Anne-Baba Rol Model Davranışlarının, Anne-Baba İletişiminin ve Sosyal Bilgiler Dersinin Çocukların Bilinçli Tüketiciler Olarak Sosyalleşmelerindeki Etkileri

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Abstract: This study investigated the effects of conscious consumerism-related parental role modeling, parental communication with children, and social studies on children's socialization as conscious consumers. The data were collected from 364 fourth grade students at five public elementary schools in Edirne. In the study, it was found that parental conscious consumer behaviors (role modeling) had significant and positive direct effects on children's interest in conscious consumerism in social studies, perceived learning about conscious consumerism in social studies, and conscious consumerism levels. Moreover, it had a positive indirect effect on conscious consumerism levels of children through perceived learning about conscious consumerism in social studies. It was also found that parental communication about conscious consumerism with children had significant and positive direct effects on children's interest in conscious consumerism in social studies and conscious consumerism levels. Children's perceived learning about conscious consumerism in social studies had also a significant and positive direct effect on their conscious consumerism levels. Interest in conscious consumerism in social studies had a significant and positive direct effect on perceived learning about conscious consumerism in social studies. However, it, not directly, but indirectly and positively affected children's conscious consumerism levels through perceived learning about conscious consumerism in social studies.
Keywords: Conscious consumerism, parental communication, parental role modeling, social studies, perceived learning, interest in conscious consumerism

Öz: Bu çalışmada çocukların bilinçli tüketiciler olarak sosyalleşmelerinde anne-babaların bilinçli tüketiciliğe ilişkin rol model olmalarının, bilinçli tüketicilik konusunda çocukları ile iletişim kurmalarının ve sosyal bilgiler dersinin etkileri incelenmiştir. Araştırmada veriler, Edirne'de bulunan beş resmi ilkokuldan olmak üzere 364 dördüncü sınıf öğrencisinden toplanmıştır. Çalışmada, anne-baba bilinçli tüketici davranışlarının (rol model olma) çocukların sosyal bilgiler dersinde bilinçli tüketiciliğe ilgi düzeylerinde, sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeylerinde ve bilinçli tüketicilik düzeylerinde anlamlı düzeyde ve pozitif yönde doğrudan etkisi; aynı zamanda bilinçli tüketicilik düzeylerinde sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeyleri üzerinden de pozitif yönde dolaylı etkisi olduğu bulunmuştur. Ayrıca, anne-babaların bilinçli tüketicilik konusunda çocukları ile iletişim düzeylerinin çocukların sosyal bilgiler dersinde bilinçli tüketiciliğe ilgi düzeylerinde ve bilinçli tüketicilik düzeylerinde anlamlı düzeyde ve pozitif yönde doğrudan etkiye sahip olduğu; sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeylerinin çocukların bilinçli tüketicilik düzeylerinde anlamlı düzeyde ve pozitif yönde doğrudan etkiye sahip olduğu bulunmuştur. Çocukların sosyal bilgiler dersinde bilinçli tüketiciliğe ilgi düzeylerinin, sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeylerini anlamlı düzeyde ve pozitif yönde doğrudan etkilediği; bununla birlikte çocukların bilinçli tüketicilik düzeylerini doğrudan değil, fakat sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeyleri üzerinden pozitif yönde dolaylı olarak etkilediği tespit edilmiştir.

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Anahtar Kelimeler: Bilinçli tüketicilik, anne-baba iletişimi, anne-baba rol model davranışı, sosyal bilgiler, algılanan öğrenme, bilinçli tüketiciliğe ilgi

Introduction

Socialization can be defined as "the learning of social roles and the behavior associated with those roles" (Ward, 1974, p. 2). Through socialization people learn values and norms of the society and act accordingly (Jorgensen & Savla, 2010). In the context of consumerism, consumer socialization was defined by Ward (1974) as "processes by which young people acquire skills, knowledge, and attitudes relevant to their functioning as consumers in the marketplace" (p. 2). Individuals learn becoming a consumer with consumer socialization process, and it begins from childhood and continues through all stages of life under the impact of a variety of agents (Südaş & Töge, 2015, p. 311). These agents, which have different levels of influences at different stages of life, include family members (parents, siblings, etc.), peer groups, mass media (TV, newspapers, radio, Internet, social media, etc.), and school (Ateşoğlu & Türkkahraman, 2009; Bozyiğit, 2015; Carlson, Grossbart, & Walsh, 1990; Dursun, 1993; Fan & Li, 2010; Hayta, 2008; Madran & Bozyiğit, 2013; Moschis, 1976; Moschis, Moore, & Smith, 1984; Südaş & Töge, 2015). In this study, however, the effects of parents and social studies course on children's socialization as conscious consumers were investigated.

Children's Socialization as Consumers and Parents

Children learn cognitive and emotional behaviors related to consumption such as "values", "purchasing habits", "brand preferences" from their parents (Cotte & Wood, 2004, p. 79). Although relative impacts of socialization agents show differences according to the developmental stages, in general, parents have the most important role in children's socialization as consumers (Carruth & Skinner, 2001; Dotson & Hyatt, 2000; Dursun, 1993; Hayta, 2008; Hota & McGuiggan, 2005; Moschis, 1985; Südaş & Töge, 2015). For example, in their study, Martin and Bush (2000) found that parents had more impact than favorite entertainers and favorite athletes as role models on purchase intentions and purchase behaviors of the 13- to 18-year-old students. A study by Cotte and Wood (2004) compared parental and sibling effects on consumer behavior and found that parents had far more influence than siblings, with parents explaining 65% of variation and siblings explaining 24% of variation. Similarly, some studies (Bozyiğit, 2015; Goodrich & Mangleburg, 2010) found that influence of family was much stronger than peers on consumer behaviors of students. Moreover, Özgen (2003) found that children aged 6-11 years learned consumer behaviors from mother, father, teachers, relatives, and peers, respectively.

According to Moschis (1985), "Although the family plays an important role in consumer socialization of the young, parental influence is often incidental and hence far from purposive consumer training" (p. 904). However, Carruth and Skinner (2001) showed that mothers intentionally became role models so that their children adopted responsible consumer behaviors. In order for their children to learn, they showed a variety of conscious consumer behaviors: "Read the labels and learn about the ingredients before buying. Always research something you buy", "Watch for product guarantees, discounts", "buy what you need not what you want" are among many others (p. 295).

Parents help their children socialize as consumers in several ways. Ward, Wackman, and Wartella (1977, as cited in Moschis et al., 1984) argue that parents shape their children's consumer behaviors by "(1) allowing children to observe and imitate their behaviors; (2) interacting with their children in consumption; and (3) providing opportunities for consumption, perhaps under parental guidance." (p. 314). That is to say, children learn directly by communicating with their parents, specifically on consumption and learn indirectly by observing their parents' consumption-related behaviors (Ekström, 2007, p. 205).

For example, it was found that family communication about consumption was a positive significant predictor of the 12- to 18-year-old students' desired consumer behaviors (Moschis, 1976; Moschis & Churchill Jr, 1978). In a similar study in Turkey, Dursun (1993) found that

parental communication about consumption was a positive and the strongest predictor of responsible consumer behaviors, that is, conscious consumer behaviors of youth aged between 11 and 19. In another study in Turkey, Bozyiğit and Karaca (2014) found significant correlation between parental communication and children's materialistic consumption perceptions.

In a study, Moschis et al. (1984) found significant positive relations between overt parent-child communication about consumption, observational learning, and rational and efficient consumer behaviors. Likewise, a study by Shim, Barber, Card, Xiao and Serido (2010), found that there were positive significant correlations among parental role modeling, parental direct teaching, and financial knowledge. Also, it was found that parental teaching predicted positively students' financial knowledge, and parental role modeling predicted positive financial attitude positively (Shim et al., 2010). Jorgensen and Savla (2010) compared the impact of explicit [deliberate instruction] and implicit [through observation] learning about financial literacy. They found that deliberate instruction from parents was more influential on financial attitudes and behaviors than learning through observation. They also found that students who learned more from their parents about managing their money and discussed finances with their parents showed better financial attitude and financial behaviors (Jorgensen & Savla, 2010). In another study, family communication about consumption was found to be a positive predictor of price knowledge (Moore & Stephens, 1975). In addition to communication and role modeling, parents also have a power to control such other agents as TV, Internet use, peers, school that influence children's consumer behaviors (Moschis, 1985, p. 902).

Children's Socialization as Consumers and Social Studies

Since schools teach formally basic concepts, skills, knowledge, behaviors, values related to economics through courses designed for these purposes, they, as organized learning environments, have a crucial role for children to acquire conscious consumer behaviors (Hayta, 2008; Moschis, 1976; Moschis & Churchill Jr, 1978; Sağlam, 2010a; Süle, 2012). A study showed that most of the students thought of the schools to be the best place to learn money-related knowledge (Varcoe et al., 2001). There are also other studies that showed positive effects of consumerism-related education at schools on students' conscious consumerism levels or knowledge about conscious consumerism (A. Ersoy & Papatğa, 2015; S. Ersoy, 2005; Malbeleği, 2011; Malbeleği & Sağlam, 2013; Pınarcı, 2007; Polat & Ünişen, 2016; Sağlam, 2010a; Shim et al., 2010). On the contrary, there are studies that could not find any relation between number of courses and responsible consumer behaviors, that is, conscious consumer behaviors (Moschis, 1976; Moschis & Churchill Jr, 1978; Moschis & Moore, 1978).

In elementary schools, two courses—namely life science (1-3 grades) and social studies (4-7 grades)—specifically aim to provide children with conscious consumer behaviors (Ministry of National Education [MEB], 2015; MEB, 2009, respectively). However, with the changes in 2015 in the life science curriculum, subject content related to conscious consumerism of this course has been narrowed to cover being economical with money and conscious consumers with relation to healthy diet (MEB, 2015). On the other hand, social studies covers conscious consumerism-related topics more comprehensively and intensively in the fourth grade and gives students opportunity to internalize economical activities in the unit of "From Production to Consumption" under the learning theme of "Production, Distribution, and Consumption" (MEB, 2009, Elementary School Social Studies 4th Grade Curriculum section, Table 4). As also pointed out by Sağlam (2010a, 2010b), conscious consumerism-related objectives (acquisitions) in this unit are as follows: "At the end of these unit students, 1. Distinguish between their wants and needs. 2. Infer about people's basic needs from their own needs. 3. Associate available resources with their needs. 4. Assess the products to be bought based on certain standards. 5. Use their rights as a conscious consumer." (MEB, 2009, Elementary School Social Studies 4th Grade Curriculum section, Table 4). In addition to these objectives, there are sub-discipline objectives in the social studies curriculum that teachers should cover (MEB, 2009). The sub-discipline objectives that are related to the abovementioned conscious consumerism-related objectives are as following: Students "explain the difference between need and want", "know

their rights as a consumer and use", "seek justice legally when their rights are violated as a consumer", "they understand that it is a consumer's right to check the expiration date of to be bought products", "explain the importance of decision making", and "they make decisions about themselves" (MEB, 2009, Sub-Disciplines for 4th Grade section, Table 2, 3, 6). Moreover, there are also such concepts in the social studies curriculum as "Budget", "Economy", "Economic Activity", "Income and Expense", "Prodigality", "Want and Needs", "Resource", "Money", "Saving", "Trade", "Consumption", "Price", and "Product" that teachers are required to teach to students (MEB, 2009, Concepts List in Social Studies 4th and 5th Grades Curriculum section). As seen from the main objectives, sub-disciplines' objectives, and concepts that are aimed to be taught to students, the social studies curriculum places high value on raising citizens who are conscious and responsible in their economic activities (Akhan, 2012; MEB, 2009; Sağlam, 2010a). There is also research that examined the impact of social studies on the students' consumer behaviors. For instance, Malbeleği and Sağlam (2013) interviewed with 21 fourth grade students to understand their opinions on conscious consumerism, and Sağlam (2010a) examined fourth grade students' conscious consumerism levels using a quantitative method. Both research was carried out following the "From Production to Consumption" unit and found that students had higher level of conscious consumer characteristics, indicating that social studies helped students to learn about conscious consumerism (Malbeleği & Sağlam, 2013; Sağlam, 2010a). Kim and Kim (2016) found that the more students learned economics-related topics in social studies, the less they showed impulsive buying behaviors. However, they found socialization through observation did not have a significant influence on students' impulsive buying behaviors. In an experimental study, Malbeleği (2011) investigated the influence of drama method in social studies on students' levels of conscious consumerism. Results showed significant differences in favor of experimental group on the post-achievement test and retention test, which contained conscious consumer questions, indicating that drama method helped students learn more and permanently. However, there were no significant differences between experimental and control groups in terms of levels of conscious consumerism (Malbeleği, 2011).

Purpose of the study

In this study, the effects of conscious consumerism-related parental role modeling, parental communication about conscious consumerism with children, and social studies on children's socialization as conscious consumers were investigated. Accordingly, the research questions were determined as following:

Research Question 1: Are there significant correlations among parents' role modeling of conscious consumerism for their children, parents' communication about conscious consumerism with their children, children's perceived learning about conscious consumerism in social studies, children's interest in conscious consumerism in social studies, and children's conscious consumerism levels?

Research Question 2: Does parents' role modeling of conscious consumerism for their children affect children's perceived learning about conscious consumerism in social studies, interest in conscious consumerism in social studies, and conscious consumerism levels?

Research Question 3: Does parents' communication about conscious consumerism with their children affect children's perceived learning about conscious consumerism in social studies, interest in conscious consumerism in social studies, and conscious consumerism levels?

Research Question 4: Does children's perceived learning about conscious consumerism in social studies affect their conscious consumerism levels?

Research Question 5: Does children's interest in conscious consumerism in social studies affect their conscious consumerism levels?

Importance of the Study

Although studies on children's socialization as consumers date back to 1960s (Özgen, 2003; Südaş & Töge, 2015) and social studies aims to educate children economically competent

(MEB, 2009), very few studies have investigated the impact of social studies on children's consumer behaviors. In addition, no study has been found in major data bases that investigated parental and social studies impact together on children's socialization as conscious consumers.

As argued by John (1999, p. 196), children about 2 years old become involved in the consumer process by demanding toys, clothes etc. and following these years they develop more and more complex skills and habits pertaining to consumerism. Of course, the effects of the habits, skills, attitudes, and behaviors gained at early stages of life are not limited to these years. They are likely to continue impacting their all life (Shim et al., 2010; Südaş & Töge, 2015). Moreover, influences of children's consumption-related abilities or behaviors are not limited to themselves either; children could also impact other people (i.e. parents, friends, siblings etc.) (Bozyiğit & Karaca, 2014; Ekström, 2007; Fan & Li, 2010; Grossbart, Carlson & Walsh, 1991; Shim et al., 2010). In addition, some comprehensive studies carried out in Turkey in different years by the Consumer and Environment Education Foundation (TÜKÇEV) and Hacettepe University Center of Consumer and Market Research Consulting Test and Education (TÜPADEM) consistently showed some problems regarding conscious consumerism. According to these studies, a significant number of participants did not display some important conscious consumer behaviors and did not have adequate knowledge about consumer rights (TÜKÇEV & TÜPADEM, 2010; TÜKÇEV, 2014; TÜPADEM, 2016).

Therefore, since they are consumers of present and future, it is of great importance to understand the factors that shape children's socialization as conscious consumers and make suggestions based on the research findings. In this framework, this study provides an opportunity to assess the impact of parents and social studies together on conscious consumerism levels of children which is thought to be helpful to see impact of both parents and social studies and also their interaction.

Method

Research Model

This study used "the prediction research design", which is one of the types of correlational research; in the prediction research design, "researchers seek to anticipate outcomes by using certain variables as predictors" (Creswell, 2008, p. 359).

Participants

Participants of the study were 364 fourth grade students (186 girls, 178 boys; M_{age} = 10.03 years, SD_{age} = .56) from five public elementary schools in Edirne. In selecting schools, it was paid attention that schools represented different socio-economic levels.

Measurements

Data collection tools used in the study was as follows:

Scale for the Level of Conscious Consumerism (SLCC): This scale was developed by Sağlam (2010b) based on the data collected from fourth grade students to measure the level of conscious consumerism. The scale consists of three factors as Consciousness of Consumer Responsibility (8 items and α = .67), Consciousness of Quality (5 items and α = .65), and Consciousness of Budget-Price (6 items and α = .58). Overall Cronbach alpha reliability (α) was found as .77. In the scale, participants answer to the items on a 4-point Likert scale (1 = *Never*; 4 = *Always*) (Sağlam, 2010b). In this study, however, a total score of 19 items was used in the direction of research questions. Cronbach alpha was found to be .73 in the present study.

Scale for the Level of Conscious Consumerism (SLCC)-Perceived Parental Behavior: This scale was modified from SLCC (Sağlam, 2010b) with reference to previous studies (Dursun, 1993; Moschis, 1976, 1985; Moschis et al., 1984; Shim et al., 2010; Ward, 1974) to measure children's observational learning about conscious consumerism from their parents (in other words, parents' role modeling of conscious consumer behaviors). For example, the items "I save the remaining money from my allowance" and "I check the expiration date of products that I

will buy" in SLCC (Sağlam, 2010b, p. 1197) was modified and used as "My parents save money" and "My parents check the expiration date of products that they will buy", respectively. This scale also had 19 items and used a 4-point Likert scale (1 = *Never*; 4 = *Always*) as in SLCC (Sağlam, 2010b). A total score of 19 items of this scale was used in this study in terms of the research questions. Cronbach alpha was found to be .71 for this scale.

Scale for the Level of Conscious Consumerism (SLCC)-Parental Communication: This scale was also modified from SLCC (Sağlam, 2010b) based on the previous studies (Dursun, 1993; Moschis, 1976; Moschis et al., 1984) to measure parents-child communication about conscious consumer behaviors. For example, the items "My parents encourage me to save the remaining money from my allowance" and "My parents tell me to check the expiration date of products that I will buy" were modified and used respectively for abovementioned original items in SLCC (Sağlam, 2010b, p. 1197). This scale also had 19 items and used a 4-point Likert scale (1 = *Never*; 4 = *Always*) as in SLCC (Sağlam, 2010b). Also for this scale, a total score of 19 items was used, and Cronbach alpha was found as .85.

Perceived Learning about Conscious Consumerism in Social Studies Scale: This scale measures how much children perceive they have learned about conscious consumerism in social studies. The items in this scale were created from the fourth grade social studies curriculum (MEB, 2009) based on previous studies related to perceived learning (Baird, 1987; Richmond, McCroskey, Kearney & Plax, 1987). There are six items in this scale utilizing a 4-point Likert scale (1 = *I learned nothing*; 4 = *I learned a lot*). The sample item is: "In your social studies class, how much did you learn about wants and needs?" To test this scale's factor structure, exploratory factor analysis (EFA) was performed using a principal component analysis (PCA). Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) was found to be .835, and Bartlett's Test of Sphericity was found to be statistically significant, $X^2(15) = 477.699$, $p < .001$. These results from both KMO and Bartlett's Test of Sphericity showed that factor analysis was appropriate for the data related to *Perceived Learning about Conscious Consumerism in Social Studies Scale* (Büyüköztürk, 2014; Field, 2009). The EFA results displayed that *Perceived Learning about Conscious Consumerism in Social Studies Scale* consisted of one factor accounting for the 47.153% of the variance.

The results obtained from EFA were also tested with Confirmatory Factor Analysis (CFA). The results ($X^2(9) = 16.465$, $p > .05$, $X^2/df = 1.829$; RMR = .009; SRMR = .0302; GFI = .984; AGFI = .963; NFI = .966; CFI = .984; RMSEA = .048) indicated that CFA provided a very good fit (Bayram, 2010; Byrne, 2001; Çokluk, Şekercioğlu & Büyüköztürk, 2012; Hu & Bentler, 1999; Meydan & Şeşen, 2011; Schreiber, Nora, Stage, Barlow & King, 2006). Cronbach alpha was found as .77 for this scale.

Interest Scale in Conscious Consumerism in Social Studies: Based on the fourth grade social studies curriculum (MEB, 2009), this scale was modified and created from the Interest in Social Studies Scale, which was developed by Gehlbach et al. (2008). There are four items in this scale utilizing a 4-point Likert scale (1 = *It was not at all interesting*; 4 = *It was so much interesting*). The items "How interesting are the different topics you study in this class?" and "How interesting are the assignments you are given for this class?" in the Interest in Social Studies Scale (Gehlbach et al., 2008, p. 912) were modified as "How interesting did you find 'wants and needs', 'budget', 'conscious consumer behaviors', 'consumer rights' topics in social studies?" and "How interesting did you find the assignments given in social studies related to 'wants and needs', 'budget', 'conscious consumer behaviors', 'consumer rights' topics?" respectively. Other two items, namely "How interesting did you find the activities related to 'wants and needs', 'budget', 'conscious consumer behaviors', 'consumer rights' topics in social studies" and "How interesting did you find the social studies textbook sections covering 'wants and needs', 'budget', 'conscious consumer behaviors', 'consumer rights' topics?" were written by the researcher.

To test this scale's factor structure, EFA was performed using a PCA. The KMO statistic was found to be as .783, and Bartlett's Test of Sphericity was found to be statistically significant, $X^2(6) = 382.927$, $p < .001$. The results from both KMO and Bartlett's Test of

Sphericity showed that factor analysis was appropriate for the data related to *Interest Scale in Conscious Consumerism in Social Studies* (Büyüköztürk, 2014; Field, 2009).

The EFA results displayed that *Interest Scale in Conscious Consumerism in Social Studies* consisted of one factor accounting for the 60.399% of the variance. The results obtained from EFA was also confirmed with CFA, $X^2(2) = .795$, $p > .05$, $X^2/df = .397$; RMR = .005; SRMR = .008; GFI = .999; AGFI = .995; NFI = .998; CFI = 1.000; RMSEA = .000, yielding very good fit indices (Bayram, 2010; Byrne, 2001; Çokluk et al., 2012; Hu & Bentler, 1999; Meydan & Şeşen, 2011; Schreiber et al., 2006). Cronbach alpha was found as .78 for this scale.

For both modified and newly constructed scales, the opinions of two teachers and one academician were consulted. According to their suggestions, necessary changes were made on the scales prior to implementation.

Data Collection and Analysis

In the study, the data were gathered in the spring term of 2015-2016 academic year. The data were collected by the researcher in the schools under the supervision of school administrations/teachers. When the data were collected, the unit *From Production to Consumption,* which includes conscious consumerism and related topics in the fourth grade social studies curriculum (MEB, 2009), had been already covered in the classes. The SPSS 11.5 and AMOS 16.0 software programs were used in analyzing data collected in the study. An alpha level of .05 was used for significance for all statistical tests.

Findings

For all variables, means, standard deviations, and correlation coefficients were calculated, and results were presented in Table 1.

Table 1. *The Mean, Standard Deviation, and Correlation Coefficients*

Variables	*M*	*SD*	*1*	*2*	*3*	*4*	*5*
1. Conscious Consumerism	3.38	.35	-				
2. Parental Conscious Consumer Behavior	3.53	.31	.68	-			
3. Parental Communication about Conscious Consumerism	3.41	.47	.54	.60	-		
4. Perceived Learning about Conscious Consumerism in Social Studies	3.69	.39	.46	.45	.34	-	
5. Interest in Conscious Consumerism in Social Studies	3.46	.59	.40	.36	.37	.56	-

Note. All correlation coefficients are significant at $p < .01$.

As seen in Table 1, all correlation coefficients among variables were positive and statistically significant ranging between .34 and .68. Following this, the path model in Figure 1 was constructed based on the literature given previous sections and tested.

The model in Figure 1 was found to be saturated and yielded the goodness of fit indices that were excellent, $X^2(0) = 0$, RMR = 0, SRMR = .000, GFI = 1.000, NFI = 1.000, IFI = 1.000, CFI = 1.000, with the exception of RMSEA which was found to be .426 (Bayram, 2010; Byrne, 2001; Çokluk et al., 2012; Hu & Bentler, 1999; Meydan & Şeşen, 2011; Schreiber et al., 2006). However, it was empirically proved that the value of RMSEA with small degrees of freedom (df) tends to be larger (Kenny, Kaniskan & McCoach, 2015; Taasoobshirazi & Wang, 2016). Kenny et al. (2015) recommended "not to dismiss models with large RMSEA values with small df without examining other information" (p. 503). Furthermore, they advise "to completely avoid computing the RMSEA when model df are small" (p. 503).

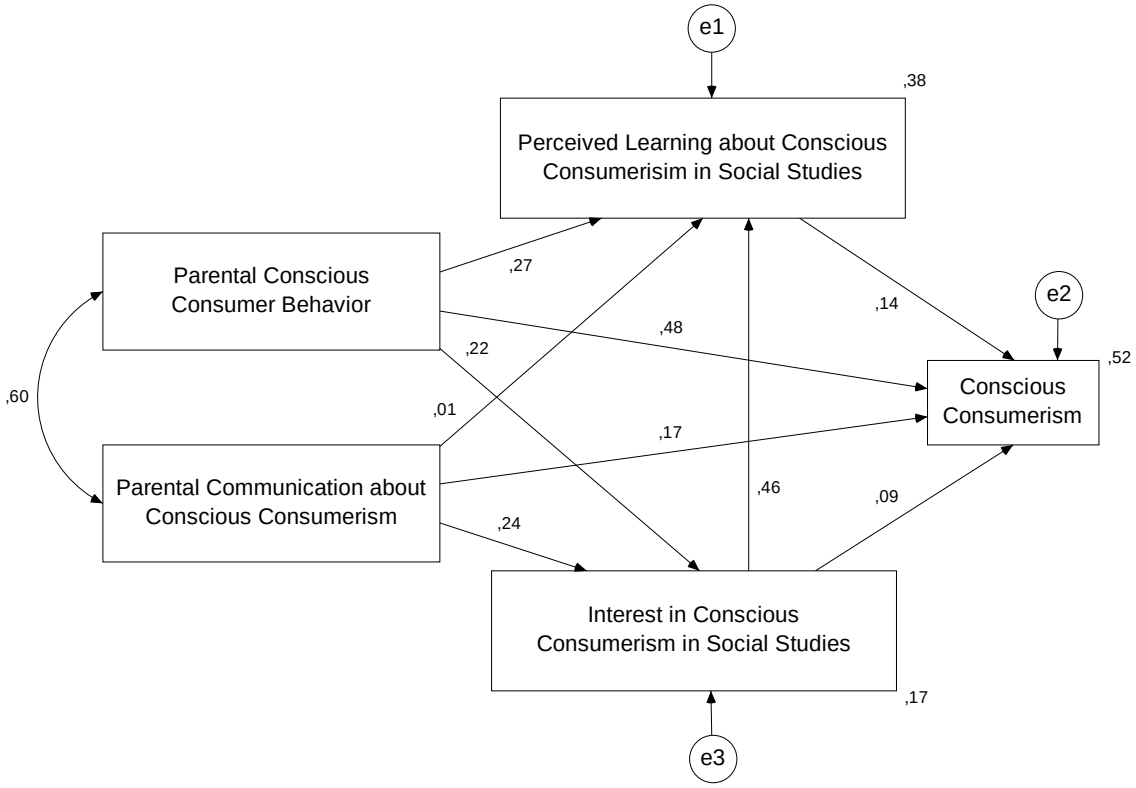


Figure 1. *Path model of relations among variables*

Standardized and unstandardized regression weights and standard errors of predictor and predicted variables in the model were presented in Table 2.

As seen in Figure 1 and Table 2, there were found to be some direct effects. Parental conscious consumer behavior (β = .48, p < .001), parental communication about conscious consumerism (β = .17, p < .001) and perceived learning about conscious consumerism in social studies (β = .14, p = .002) had significant and positive direct effects on conscious consumerism levels of children. However, the effect of interest in conscious consumerism in social studies on conscious consumerism levels of children was not significant (β = .09, p = .057).

Parental conscious consumer behavior (β = .22, p < .001) and parental communication about conscious consumerism (β = .24, p < .001) had significant and positive direct effects on interest in conscious consumerism in social studies.

Moreover, parental conscious consumer behavior (β = .27, p < .001) and interest in conscious consumerism in social studies (β = .46, p < .001) had significant and positive direct effects on perceived learning about conscious consumerism in social studies. However, parental communication about conscious consumerism did not have a significant and direct effect on perceived learning about conscious consumerism in social studies (β = .01, p = .855).

Table 2. *Standardized and Unstandardized Regression Weights and Standard Errors of Predictor and Predicted Variables*

Predictor Variable		Predicted Variable	B	*B*	*S.E.*	*C.R.*	*p*
Parental Conscious Consumer Behavior	→	Interest in Conscious Consumerism in Social Studies	.219	.411	.112	3.660	<.001
Parental Communication about Conscious Consumerism	→	Interest in Conscious Consumerism in Social Studies	.242	.301	.075	4.039	<.001
Parental Conscious Consumer Behavior	→	Perceived Learning about Conscious Consumerism in Social Studies	.275	.343	.066	5.214	<.001
Parental Communication about Conscious Consumerism	→	Perceived Learning about Conscious Consumerism in Social Studies	.010	.008	.044	.183	.855
Interest in Conscious Consumerism in Social Studies	→	Perceived Learning about Conscious Consumerism in Social Studies	.455	.303	.030	10.037	<.001
Parental Conscious Consumer Behavior	→	Conscious Consumerism	.481	.546	.055	9.983	<.001
Parental Communication about Conscious Consumerism	→	Conscious Consumerism	.170	.128	.035	3.637	<.001
Interest in Conscious Consumerism in Social Studies	→	Conscious Consumerism	.086	.052	.027	1.903	.057
Perceived Learning about Conscious Consumerism in Social Studies	→	Conscious Consumerism	.140	.127	.042	3.028	.002

As for indirect effects, when the model in Figure 1 is examined, there seem to be three possible mediators in the model based on Baron and Kenny's (1986) suggestions: (1) Perceived learning about conscious consumerism in social studies was thought to be a mediator between parental conscious consumer behavior and conscious consumerism levels of children since regression weights between the mediator and independent and dependent variables are significant, and when the possible mediator—perceived learning about conscious consumerism in social studies—was removed in the same model, direct regression weight $\beta = .48$ ($p < .001$) increased to $\beta = .52$ ($p < .001$), indicating that when the mediator was added to model, direct effect decreased. (2) Perceived learning about conscious consumerism in social studies was thought to be a mediator between interest in conscious consumerism in social studies and conscious consumerism levels of children because regression weights between the mediator and independent and dependent variables are significant, and when the possible mediator—perceived learning about conscious consumerism in social studies—was removed in the same model, direct regression weight $\beta = .09$ ($p = .057$) increased to $\beta = .15$ ($p < .001$), indicating that when the mediator was added to model, direct effect decreased. (3) Interest in conscious consumerism in social studies was thought to be a mediator between parental communication about conscious consumerism and perceived learning about conscious consumerism in social studies because regression weights between the mediator and independent and dependent variables are significant, and when the possible mediator—interest in conscious consumerism in social studies—was removed in the same model, direct regression weight $\beta = .01$ ($p = .855$)

increased to β = .12 (p = .041), indicating that when the mediator was added to model, direct effect decreased.

To test these indirect relations, the Sobel test (Baron & Kenny, 1986; Sobel, 1982) was performed using Preacher and Leonardelli's (2010-2017) interactive calculation tool. The Sobel test results were given in Table 3.

Table 3. *Sobel Test Results For Significance of Indirect Effects*

Independent Variable	→		Mediator Variable	→		Dependent Variable	*Sobel test*	*SE*	*p*
	B	*SE*		*B*	*SE*				
Parental Conscious Consumer Behavior	.343	.066	Perceived Learning about Conscious Consumerism in Social Studies	.127	.042	Conscious Consumerism	2.61	.02	.009
Interest in Conscious Consumerism in Social Studies	.303	.030	Perceived Learning about Conscious Consumerism in Social Studies	.127	.042	Conscious Consumerism	2.90	.01	.004
Parental Communication about Conscious Consumerism	.301	.075	Interest in Conscious Consumerism in Social Studies	.303	.030	Perceived Learning about Conscious Consumerism in Social Studies	3.73	.02	<.001

As seen in Table 3, perceived learning about conscious consumerism in social studies significantly mediated the relationship between parental conscious consumer behavior and conscious consumerism levels of children (Sobel test = 2.61, p = .009) and also interest in conscious consumerism in social studies and conscious consumerism levels of children (Sobel test = 2.90, p = .004). Interest in conscious consumerism in social studies also significantly mediated the relationship between parental communication about conscious consumerism and perceived learning about conscious consumerism in social studies (Sobel test = 3.73, p < .001).

Discussion

This study was carried out to examine the effects of conscious consumerism-related parental role modeling, parental communication about conscious consumerism with children, and social studies on children's socialization as conscious consumers.

In the study, it was found that parental conscious consumer behaviors (role modeling) had significant and positive direct effects on children's interest in conscious consumerism in social studies, perceived learning about conscious consumerism in social studies, and conscious consumerism levels. Moreover, it had a positive indirect effect on conscious consumerism levels of children through perceived learning about conscious consumerism in social studies. It was also found that parental communication about conscious consumerism with children had significant and positive direct effects on children's interest in conscious consumerism in social studies and conscious consumerism levels. Moreover, it indirectly and positively affected perceived learning about conscious consumerism in social studies through interest in conscious

consumerism in social studies. However, it did not significantly and directly affect perceived learning about conscious consumerism in social studies.

The more children observe conscious consumer behaviors in their parents and the more parents communicate conscious consumer behaviors to their children, the more children perceive themselves as conscious consumers. These findings are consistent with other studies that found associations between parental role modeling and/or parental communication about consumption and children's consumer behaviors (Bozyiğit, 2015; Carruth & Skinner, 2001; Dursun, 1993; Jorgensen & Savla, 2010; Martin & Bush, 2000; Moore & Stephens, 1975; Moschis, 1976; Moschis & Churchill Jr, 1978; Moschis et al., 1984; Polat & Ünişen, 2016; Shim et al., 2010). The findings confirm that parents' impact on children's socialization as consumers is multiple (Ekström, 2007; Jorgensen & Savla, 2010; Moschis, 1985; Moschis et al., 1984; Shim et al., 2010). They impacted children's conscious consumer behaviors directly both by role modeling and communicating about these behaviors. In line with previous studies (Bozyiğit, 2015; Cotte & Wood, 2004; Dursun, 1993; Goodrich & Mangleburg, 2010; Martin & Bush, 2000; Özgen, 2003), the study also showed that parental effects on children's consumer behaviors were much stronger than other factors, namely in this study perceived learning about conscious consumerism in social studies and interest in conscious consumerism in social studies. Moreover, parental role modeling and communication about conscious consumer behaviors also shaped children's conscious consumer behaviors by influencing their conscious consumer-related perceptions in social studies classes, namely perceived learning and interest.

The more children observed conscious consumer behaviors in their parents and the more parents communicated conscious consumer behaviors to their children, the more children perceived that they learned about conscious consumer behaviors in social studies classes and the more they became interested in conscious consumerism in social studies, which indicates that parental learning and schools are not independent from each other; parents have a power in influencing school-related consumer learning as well (Fan & Li, 2010; Moschis, 1985). A possible explanation for this might be that when parents role model and communicate about conscious consumer behaviors, it could increase children's awareness in these topics and their knowledge about these topics, which results in higher level of conscious consumer behaviors of children.

Children's perceived learning about conscious consumerism in social studies had a significant and positive direct effect on their conscious consumerism levels. Although this finding differs from some earlier studies that found learning about consumerism in courses at schools did not affect students' responsible consumer behaviors (Moschis, 1976; Moschis & Churchill Jr, 1978; Moschis & Moore, 1978), it supports some other studies that found significant positive correlations between financial/consumer related courses taken and healthy financial behaviors (Shim et al., 2010) and negative associations between learning economics-related topics and impulsive buying behaviors (Kim & Kim, 2016). This finding is also in concurrent with Polat and Ünişen's (2016) study which showed that students' learning about consumption at schools positively affected their conscious consumer behaviors. Likewise, this study is also in line with the research that found learning about conscious consumerism-related topics in social studies increased students' conscious consumerism levels (Malbeleği & Sağlam, 2013; Sağlam, 2010a).

Children's interest in conscious consumerism in social studies had a significant and positive direct effect on perceived learning about conscious consumerism in social studies. However, it did not affect directly children's conscious consumerism levels, but indirectly and positively through perceived learning about conscious consumerism in social studies. In their study, A. Ersoy and Papatğa (2015) found that using stories about conscious consumerism increased students' attention, interest, motivation, participation in classes, and awareness of conscious consumerism-related behaviors. Besides, students also perceived these classes to be more informative (A. Ersoy & Papatğa, 2015). However, Malbeleği (2011) found that using drama method, which was considered to increase interest in the topics, in teaching conscious consumerism in social studies increased knowledge about conscious consumerism but not

conscious consumerism levels of students (Malbeleği, 2011). It seems that even if students found conscious consumerism-related topics or activities interesting, it might not necessarily result in conscious consumerism. However, as asserted by Gehlbach et al. (2008) "as students become interested in a particular content, they may begin to ask more self-generated questions out of curiosity. Answers to these curiosity questions help students become more knowledgeable" (p. 899); as a result, if they feel to learn more, it is likely to result in conscious consumerism. Interest helps to increase learning perceptions of students which in turn increase conscious consumer levels of students.

Taken all together, we can conclude from the findings of the current study that both parents and social studies course in elementary school years shape socialization of children as conscious consumers, which is in agreement with the ideas of Hayta (2008) who notes that "Formal education institutions as well as the family play important roles in the socialization of children" (p. 182). Teachers should bear in mind that parents are playing a key role in children's perceived learning about conscious consumerism and interest in conscious consumerism in social studies. Therefore, if teachers cooperate with parents, successful socialization of children as conscious consumers can be much easier.

Limitations and Suggestions for Future Research

This study was carried out with the data collected from students. It is recommended to conduct studies with the data both from parents, students and teachers for future research.

Research showed that students' consumer behaviors, attitudes, and/or knowledge about consumerism differ in terms of parents' education levels (Dursun, 1993; S. Ersoy, 2005; S. Ersoy & Nazik, 2006; Özkaya, 2013; Sağlam, 2010a; Uyanık, 2015), parental occupation (Özkaya, 2013), parental income (S. Ersoy, 2005; S. Ersoy & Nazik, 2006; Jorgensen & Savla, 2010; Uyanık, 2015), parental communications patterns (Bozyiğit & Karaca, 2014), socio-economic status (Bozyiğit & Karaca, 2014; S. Ersoy, 2005; Özgen, 2003; Purutcuoğlu, 2003; Sert, 2002; Uyanık, 2015), parental styles (Bozyiğit, 2013, 2015; Carlson & Grossbart, 1988; Rose, 1999). Likewise, consumer behaviors also differed in terms of consumer characteristics such as age (Dotson & Hyatt, 2000; Dursun, 1993; Moschis, 1976; Moschis & Moore, 1978; Moschis et al., 1984; Özgen, 2003), gender (Akyüz, 2009; Dursun, 1993; S. Ersoy, 2005; S. Ersoy & Nazik, 2006; Kim & Kim, 2016; Moschis & Churchill Jr, 1978; Moschis & Moore, 1978; Moschis et al., 1984; Özgen, 2003; Özkaya, 2013; Purutcuoğlu, 2003), class level (Akyüz, 2009; Altıok, 2010), school level (Moore & Stephens, 1975), and academic achievement (Polat & Ünişen, 2016). Because it was beyond the aim of current study, this study did not include these variables; future studies, however, could include these variables in a correlational design.

Finally, a qualitative research could be used to better understand the relations among conscious consumerism levels of children, parents' and social studies' impact on children's socialization as conscious consumers.

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Uzun Öz

Giriş

Sosyalleşme, "sosyal rollerin ve bu roller ile ilintili davranışların öğrenilmesi" olarak tanımlanabilir (Ward, 1974, s. 2). Sosyalleşme yoluyla bireyler içinde yaşadıkları toplumun değer ve normlarını öğrenirler ve buna uygun olarak davranırlar (Jorgensen ve Savla, 2010). Tüketicilik bağlamında ise tüketici sosyalleşmesi Ward (1974) tarafından "gençlerin piyasada tüketiciler olarak görevlerini yerine getirebilmeleri doğrultusunda tüketicilik ile ilgili beceri, bilgi ve tutumları edinme süreçleri" olarak tanımlanmaktadır (s. 2). Bireyler tüketici olarak sosyalleşme süreci ile tüketici özellikleri kazanırlar ve bu süreç çocukluk döneminden başlayarak çeşitli faktörlerin etkisi altında yaşamın tüm evrelerinde devam eder (Südaş ve Töge, 2015, s. 311). Bu faktörler, yaşamın farklı evrelerinde farklı düzeylerde etkiler gösteren aile üyeleri (anne-baba, kardeşler vb.), akran grupları, kitle iletişim araçları (TV, gazeteler, radyo, İnternet, sosyal medya vb.) ve okul gibi değişkenleri içermektedir (Ateşoğlu ve Türkkahraman, 2009; Bozyiğit, 2015; Carlson, Grossbart ve Walsh, 1990; Dursun, 1993; Fan ve Li, 2010; Hayta, 2008; Madran ve Bozyiğit, 2013; Moschis, 1976; Moschis, Moore ve Smith, 1984; Südaş ve Töge, 2015). Bu çalışmada çocukların bilinçli tüketiciler olarak sosyalleşmelerinde

anne-babaların bilinçli tüketiciliğe ilişkin rol model olmalarının, bilinçli tüketicilik konusunda çocukları ile iletişim kurmalarının ve sosyal bilgiler dersinin etkileri incelenmiştir.

Yöntem

Bu araştırmada korelasyonel araştırma türlerinden olan "yordayıcı araştırma deseni" kullanılmıştır. Yordayıcı araştırmalarda "araştırmacılar belirli değişkenleri yordayıcı olarak kullanarak sonuçlar üzerinde kestirimde bulunmaya çalışırlar" (Creswell, 2008, s. 359).

Araştırmaya Edirne'de bulunan beş ilkokuldan 364 dördüncü sınıf öğrencisi (186 kız, 178 erkek; $AO_{yaş}$ = 10.03, $SS_{yaş}$ = .56) katılmıştır. Okulların seçilmesinde farklı sosyo-ekonomik düzeyleri temsil etmelerine dikkat edilmiştir.

Araştırmada kullanılan veri toplama araçları aşağıda verilmiştir:

Bilinçli Tüketicilik Düzeyi Ölçeği (BTDÖ): Bu ölçek Sağlam (2010b) tarafından bilinçli tüketicilik düzeyinin belirlenmesi için dördüncü sınıfa giden öğrencilerden toplanan veriler ile geliştirilmiştir.

Bilinçli Tüketicilik Düzeyi Ölçeği (BTDÖ)-Algılanan Anne-Baba Davranışı: Bu ölçek çocukların bilinçli tüketicilik davranışlarını anne-babalarından gözlem yoluyla (diğer bir deyişle, anne-babaların bilinçli tüketici davranışlarına ilişkin rol model olması) öğrenme düzeylerini belirlemek amacıyla önceki çalışmalar (Dursun, 1993; Moschis, 1976, 1985; Moschis ve diğerleri, 1984; Shim, Barber, Card, Xiao ve Serido, 2010; Ward, 1974) referans alınarak BTDÖ'den (Sağlam, 2010b) uyarlanmıştır. Örneğin, "Harçlıklarımdan artakalanları biriktiririm" ve "Alacağım ürünlerin son kullanma tarihini kontrol ederim" maddeleri (Sağlam, 2010b, s. 1197) sırasıyla "Annem ve babam para biriktirirler" ve "Annem ve babam alacakları ürünlerin son kullanma tarihini kontrol ederler" şeklinde değiştirilerek kullanılmıştır.

Bilinçli Tüketicilik Düzeyi Ölçeği (BTDÖ)-Anne-Baba İletişimi: Bu ölçek de bilinçli tüketiclik ile ilgili olarak anne-baba ve çocuk arasındaki iletişimi belirlemek amacıyla önceki çalışmalar temelinde (Dursun, 1993; Moschis, 1976; Moschis ve diğerleri., 1984) BTDÖ'den (Sağlam, 2010b) uyarlanmıştır. Örneğin, yukarıda verilen orijinal maddeler (Sağlam, 2010b, s. 1197) sırasıyla "Annem ve babam harçlıklarımdan artakalanları biriktirmem için beni teşvik ederler" ve "Annem ve babam alacağım ürünlerin son kullanma tarihini kontrol etmemi söylerler" şeklinde değiştirilerek kullanılmıştır.

Sosyal Bilgiler Dersinde Bilinçli Tüketicilik İle İlgili Algılanan Öğrenme Ölçeği: Bu ölçek, çocukların sosyal bilgiler dersinde bilinçli tüketicilik ile ilgili kendilerinin ne kadar öğrendiklerine ilişkin algılarını ölçmektedir. Ölçek, algılanan öğrenme ile ilgili önceki çalışmalar (Baird, 1987; Richmond, McCroskey, Kearney ve Plax, 1987) temelinde dördüncü sınıf sosyal bilgiler programı (Milli Eğitim Bakanlığı [MEB], 2009) çerçevesinde oluşturulmuştur.

Sosyal Bilgilerde Bilinçli Tüketiciliğe İlişkin İlgi Ölçeği: Bu ölçek Gehlbach ve diğerleri, (2008) tarafından geliştirilmiş olan Sosyal Bilgiler İlgi Ölçeği'nden dördüncü sınıf sosyal bilgiler programı (MEB, 2009) çerçevesinde uyarlanmış ve oluşturulmuştur.

Hem uyarlanan hem de yeni oluşturulan ölçekler için iki öğretmenin ve bir öğretim üyesinin görüşlerine başvurulmuş ve onlardan gelen önerilere göre uygulanmadan önce ölçeklerde gerekli değişikliler yapılmıştır.

Araştırmada veriler 2015-2016 eğitim öğretim yılı bahar yarıyılında toplanmıştır. Veriler, okul yönetimlerinin/öğretmenlerin denetiminde araştırmacı tarafından toplanmıştır. Veriler toplandığında dördüncü sınıf sosyal bilgiler programında bilinçli tüketicilik ile ilgili konuları içeren *Üretimden Tüketime* ünitesi (MEB, 2009) okullarda işlenmiş bulunmaktadır.

Sonuç ve Tartışma

Çalışmada, anne-baba bilinçli tüketici davranışlarının (rol model olma), çocukların sosyal bilgiler dersinde bilinçli tüketiciliğe ilgi düzeylerinde, sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeylerinde ve bilinçli tüketicilik düzeylerinde anlamlı düzeyde pozitif yönde doğrudan etkisi olduğu; aynı zamanda bilinçli tüketicilik düzeylerinde

sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeyleri üzerinden de pozitif yönde dolaylı etkisi olduğu bulunmuştur.

Anne-babaların bilinçli tüketicilik konusunda çocukları ile iletişim düzeylerinin, çocukların sosyal bilgiler dersinde bilinçli tüketiciliğe ilgi düzeylerinde ve bilinçli tüketicilik düzeylerinde anlamlı düzeyde ve pozitif yönde doğrudan etkiye sahip olduğu, sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeylerinde sosyal bilgiler dersinde bilinçli tüketiciliğe ilgi düzeyleri üzerinden dolaylı ve pozitif yönde etkisi olduğu bulunmuştur. Ancak, anne-babaların bilinçli tüketicilik konusunda çocukları ile iletişim düzeylerinin, öğrencilerin sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeylerinde doğrudan anlamlı bir etkisi olmadığı görülmüştür.

Sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeylerinin öğrencilerin bilinçli tüketicilik düzeylerinde anlamlı düzeyde ve pozitif yönde doğrudan etkiye sahip olduğu bulunmuştur.

Öğrencilerin sosyal bilgiler dersinde bilinçli tüketiciliğe ilgi düzeylerinin, sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeylerini anlamlı düzeyde ve pozitif yönde doğrudan etkilediği; fakat öğrencilerin bilinçli tüketicilik düzeylerini doğrudan değil, sosyal bilgiler dersinde bilinçli tüketiciliğe ilişkin algılanan öğrenme düzeyleri üzerinden dolaylı olarak pozitif yönde etkilediği tespit edilmiştir.