

The Analysis of the Levels of 4th Grade Students Conscious Usage of School Canteen*

İlkokul 4. Sınıf Öğrencilerinin Okul Kantinini Bilinçli Kullanma Düzeylerinin İncelenmesi

Halil İbrahim Sağlam, İstanbul Medeniyet University, halil.saglam@medeniyet.edu.tr ORCID: 0000-0002-3341-2576

Duygu Özdemir, Sakarya University, duyguozdemir2341@gmail.com ORCID: 0000-0002-5109-0072

Abstract. This research was conducted to determine the levels of conscious use of school canteens by the 4th grade primary school students. For the validity and reliability, scale was applied for 231 primary school 4th grade students. Exploratory Factor Analysis (EFA) was used for construct validity according to the data obtained from this application. The Cronbach Alpha reliability coefficient of .70, which is 16 items, explains 42.14% of the variance. Using School Canteen Consciously Scale (USCCS), which consists of subdimensions such as “quality”, “responsibility” and “need”. After the pre-implementation, the scale was applied to 1071 elementary school students in 4 primary schools, 513 (48%) girls and 558 (52%) boys. As a result of the research, it was found that 4th grade primary school students did not consciously use the school canteen at the desired level and it differentiated significantly in favor of women at the level of using school canteen consciously in terms of gender of students, those studying at private schools in terms of the quality of type of school, and those who always go to school after having breakfast at home in terms of whether they go to school by having breakfast before school or not. It differs to a great extent against the students with low levels of family income in terms of quality, liability and scale according to their family income levels; according to the situation of getting money from their families, quality, responsibility, level of the needs and in terms of the total scale it differs in favor of the students who take weekly allowances.

Keywords: Conscious Consumerism, Conscious Use of School Canteen, And Social Studies

Öz. Bu araştırma, ilkokul 4 üncü sınıf öğrencilerinin okul kantinlerini bilinçli kullanma düzeylerini belirlemek amacıyla yapılmıştır. Ölçek geçerlik ve güvenirlik analizleri için 231 ilkokul 4. sınıf öğrencisine uygulanmıştır. Bu uygulamadan elde edilen veriler doğrultusunda yapı geçerliği için Açıklayıcı Faktör Analizi (AFA) yapılmıştır. Cronbach Alpha güvenirlik katsayısı .70 olan 16 maddelik ölçek, varyansın %42.14’ünü açıklamaktadır. Okul Kantinini Bilinçli Kullanma Ölçeği’nin (OKBKÖ) alt boyutları; “kalite”, “sorumluluk” ve “ihtiyaç”tır. Ön uygulamadan sonra ölçek, 2016-2017 eğitim-öğretim yılında 513’ü (%48) kız, 558’i (%52) erkek olmak üzere toplam 1071 ilkokul 4 üncü sınıf öğrencisine uygulanmıştır. Araştırma sonucunda ilkokul 4 üncü sınıf öğrencilerinin okul kantinini arzu edilen düzeyde bilinçli kullanmadıkları, öğrencilerin cinsiyetlerine göre okul kantinini bilinçli kullanma düzeylerinin *kalite* boyutunda kızlar; devam ettikleri okul türüne göre kalite boyutunda özel okula devam edenler; okula kahvaltı yaparak gidip gitmeme durumlarına göre *kalite* boyutunda okula her zaman kahvaltı yaparak gidenler lehine; aile gelir düzeylerine göre *kalite*, *sorumluluk* ve *ölçek toplamında* aile gelir düzeyi düşük olan öğrenciler aleyhine; ailelerinden harçlık alma durumları göre *kalite*, *sorumluluk*, *ihtiyaç* boyutlarında ve *ölçek toplamında* haftalık harçlık alan öğrencilerin lehine anlamlı bir şekilde farklılaştığı bulunmuştur.

Anahtar Kelimeler: Okul Kantinini Bilinçli Kullanma, Bilinçli Tüketici, Sosyal Bilgiler

*This work was produced from the second author's master's thesis, which was supervised by the first author. This article was presented at The International Symposium on Social Studies Education VI (USBES-2017), in Turkey on May 4-6, 2017.

GENİŞ ÖZET

Giriş

İnsan yaşamı düşünüldüğünde, yaşamının önemli bir kısmının ekonomiyle ilişkili olduğu görülür (Hanna ve Jacks, 1987). Bu durum, insan hayatına etkileri konusunda üretim, dağıtım ve tüketimin öğretilmesini gerekli kılmaktadır (Akhan, 2009). Okul kantinleri, öğrencilerin beslenme ihtiyaçlarının yanı sıra okulda ihtiyaç duydukları başka ürünleri de alabilmelerine ve bağımsız karar verebilmelerine imkân veren önemli bir mekândır. Öğrenciler okul kantinlerini kullanmaya başladıklarında “tüketici” kimliğiyle yüzleşirler. Tüketici kimliğiyle birlikte öğrencilerden sınırsız ihtiyaçlarını sınırlı kaynaklarla karşılamaları ve ihtiyaçları ile istekleri arasında bir seçim yapmaları gerektiğini öğrenmeleri beklenir. Böylece okul, öğrencileri hayata hazırlayan bir kurum olmanın ötesinde hayatın kendisi olmayı, öğrencilere derslerde kazandıkları bilgi ve becerileri okul içinde uygulamayı sağlamış olur. Okul kantinleri öğrencilerin harçlıklarını bilinçli kullanmalarına, karar verme sürecinde deneyim kazanmalarına fırsat vererek bilinçli tüketici olmalarına katkı sağlayabilir. Literatürdeki bilinçli tüketicilikle ilgili çalışmalar incelendiğinde bilinçli tüketicilik düzeyi (Makela & Peters, 2004; Purutçuoğlu, 2003; Sağlam, 2010; Sağlam, 2016; Sert, 2002) bilinçli tüketicilik ile sosyoekonomik düzey (Ersoy, 2005; Moore, 1978; Moschis & Moore, 1979; Purutçuoğlu, 2003), anne baba eğitim düzeyi (Akyüz, 2009; Altıok, 2010; Dursun, 1993; Ersoy & Nazik, 2006; Pliner, Darke, Abramovitch & Freedman, 1994; Sağlam, 2010; Ward, 1974) ve aile etkisi (Dündar, 2017; Martin & Bush, 2000; Sahay & Sharma, 2010) arasındaki ilişkilerin incelendiği görülmektedir. Bilinçli tüketicilik eğitiminin uygulamalı olarak yapılmasına imkân veren okul kantinleriyle ilgili bir çalışmanın literatürde yer almaması bu çalışmayı ihtiyaç haline getirmiş ve ilkökul 4 üncü sınıf öğrencilerinin okul kantinlerini bilinçli kullanma düzeyleri araştırmanın temel amacı olarak belirlenmiştir. Ayrıca, ilkökul 4 üncü sınıf öğrencilerinin okul kantinini bilinçli kullanma düzeylerinin cinsiyet, devam ettikleri okul türü ve okula kahvaltı yaparak gidip gitmeme durumu, öğrencilerin algılarına göre aile gelir düzeyi, ailelerinden harçlık alma durumlarına göre farklılaşıp farklılaşmadığının belirlenmesi amaçlanmıştır.

Yöntem

Bu araştırma, tarama modellerinden karşılaştırma türü ilişkisel tarama ile yapılmıştır. Tarama modelleri, geçmişte ya da şu anda var olan bir durumu var olduğu şekliyle betimlemeyi amaçlayan araştırma modelleridir (Karasar, 2009). Bu araştırmanın çalışma grubunu, 2016-2017 eğitim öğretim yılında Kocaeli ilinin Körfez ilçesinde öğrenim gören 513’ü (%48) kız, 558’i (%52) erkek olmak üzere toplam 1071 ilkökul 4 üncü sınıf öğrencisi oluşturmaktadır. Araştırmaya katılan öğrencilerin %4’ünün özel, %96’sının devlet okuluna devam ettikleri; %10’unun okula kahvaltı yapmadan, %28’inin ara sıra, %62’sinin her zaman kahvaltı yaparak okula gittikleri; öğrencilerin algılarına göre %4’ünün düşük, %64’ünün orta, %32’sinin yüksek aile gelir düzeyinde yer aldığı; öğrencilerin %18’inin düzensiz, % 51’inin günlük ve % 31’inin haftalık harçlık aldığı belirlenmiştir. Okul Kantinini Bilinçli Kullanma ile ilgili alandaki çalışmalar ve kuramsal bilgiler incelenmiştir. Yapılan incelemeler sonucunda okul kantinini bilinçli kullanmaya yönelik araştırmaların yetersiz olduğu ve ilkökul öğrencilerinin okul kantinini bilinçli kullanmalarını ölçmeye yönelik herhangi bir ölçme aracının bulunmadığı tespit edilmiştir. Alan yazından elde edilen bilgiler, uzmanlardan gelen öneriler ışığında elde edilen 23 maddelik ölçek yapı geçerliği ve güvenilirlik çalışmaları için 231 kişilik çalışma grubuna uygulanmıştır. Açıklayıcı faktör analizi sonucunda yapıyı bozan 7 madde ölçekten çıkarılmış ve geri kalan 16 maddelik ölçeğe tekrar faktör analizi yapılmıştır. Faktör analizi sonucunda KMO değeri .74, Barlett Küresellik testi ($\chi^2 = 594.913$; $p < .000$) anlamlı farklılık gösterdiği için ölçeğin faktör analizinin yapılmasının uygun olduğuna karar verilmiştir (Büyüköztürk, 2009). Faktör analizi sonucunda ölçeğin 16 maddeden oluşan üç boyutlu bir yapıya sahip olduğu, toplamda açıklanan %42.14’lük varyansın %15.54’ü birinci, %13.65’i ikinci ve %12.94’ü üçüncü faktör tarafından açıklandığı görülmüştür. Ölçeğin güvenilirliğine ilişkin olarak iç tutarlılık katsayısı (Alpha) .70 olarak hesaplanmıştır. Asıl uygulamadan sonra Doğrulayıcı Faktör Analizi (DFA) yapılmıştır. Yapılan DFA sonucu elde edilen faktör yapısının AFA sonucu elde edilen faktör yapısı ile tutarlı olduğu sonucuna ulaşılmıştır.

Bulgular

İlkökul 4 üncü sınıf öğrencilerinin okul kantinini arzu edilen düzeyde bilinçli kullanmadıkları, öğrencilerin cinsiyetlerine göre okul kantinini bilinçli kullanma düzeylerinin *kalite* boyutunda kızlar lehine; devam ettikleri okul türüne göre kalite boyutunda özel okula devam edenler lehine; okula kahvaltı yaparak gidip gitmeme durumlarına göre *kalite* boyutunda okula her zaman kahvaltı yaparak gidenler lehine; aile gelir düzeylerine göre *kalite*, *sorumluluk* ve *ölçek toplamında* aile gelir düzeyi düşük olan öğrenciler aleyhine; ailelerinden harçlık alma durumları göre *kalite*, *sorumluluk*, *ihtiyaç* boyutlarında ve *ölçek toplamında* haftalık harçlık alan öğrencilerin lehine anlamlı bir şekilde farklılaştığı görülmüştür.

Sonuç ve Tartışma

Araştırmada öğrencilerin okul kantinini arzu edilen düzeyde bilinçli kullanmadıkları sonucuna ulaşılmıştır. Bu durum öğrencilerin okul kantininden reklamların etkisinde alışveriş yapmalarıyla ilgili olabilir. Bu sonuç Uyanık'ın (2015) tüketici eğitimi konusunda öğretmenlerle yaptığı araştırma ile benzerlik göstermektedir. Buna karşılık bu sonuçlardan farklılık gösteren araştırmalar da bulunmaktadır. Sağlam (2010), yaptığı araştırmada ilkökul öğrencilerinin bilinçli tüketicilik düzeylerinin yüksek olduğunu belirlemiştir. Araştırmaya katılan öğrencilerin cinsiyetlerine göre okul kantinini bilinçli kullanma düzeylerinin *kalite* boyutunda kız öğrenciler lehine anlamlı bir şekilde farklılaştığı; *sorumluluk*, *ihtiyaç* ve *ölçek* toplamında anlamlı bir şekilde farklılaşmadığı görülmüştür. Bu sonuç Akyüz'ün (2009) ilköğretim öğrencilerinin bilinçli tüketicilik düzeyi ile ilgili araştırmasındaki kız öğrenciler lehine bulunduğu sonuçla benzerlik taşımaktadır. Ersoy ve Nazik'in (2006) ergenlerde tüketicilik bilinç düzeyi ilgili çalışmasında kız öğrencilerin erkek öğrencilere göre daha bilinçli tüketiciler oldukları sonucuna ulaşmışlardır. Araştırmaya katılan öğrencilerin devam ettikleri okul türüne göre okul kantinini bilinçli kullanma düzeylerinin *kalite* boyutunda özel okula devam eden öğrenciler lehine anlamlı bir şekilde farklılaştığı; *sorumluluk*, *ihtiyaç* ve *ölçek* toplamında anlamlı bir şekilde farklılaşmadığı görülmüştür. Bu durumun nedeni olarak özel okula giden öğrencilerin gelir düzeylerinin yüksek olması ve parasal kaygılarının olmadığı için ucuzluktan çok kaliteye önem vermeleri gösterilebilir. Bu sonuç Sağlam'ın (2010) *kalite* boyutu hariç devlet okuluna devam eden öğrenciler ile özel okula devam eden öğrencilerin bilinçli tüketicilik düzeylerinin farklılaşmadığı yönündeki sonuçla benzerlik göstermektedir. Araştırmaya katılan öğrencilerin okullarına kahvaltı yaparak gidip gitmeme durumlarına göre okul kantinini bilinçli kullanmalarına ilişkin görüşlerinin *kalite*, *ölçek* toplamında okula kahvaltı yaparak gidenler lehine anlamlı bir şekilde farklılaştığı; *sorumluluk* ve *ihtiyaç* boyutlarında anlamlı bir şekilde farklılaşmadığı görülmektedir. Bu sonuçlar ara sıra ve her zaman kahvaltı yaparak okula giden öğrencilerin kahvaltı yapmadan okula giden öğrencilere göre okul kantinini daha bilinçli kullandıklarını göstermiştir. Araştırmaya katılan öğrencilerin algılarına göre aile gelir düzeylerine göre okul kantinini bilinçli kullanmalarına ilişkin görüşlerinin *kalite*, *sorumluluk* ve *ölçek* toplamında anlamlı bir şekilde farklılaştığı; *ihtiyaç* boyutunda anlamlı şekilde farklılaşmadığı görülmüştür. Bu durum, Şahin ve Kor'un (2009) tüketicilerin haklarını koruma konusundaki bilinç düzeylerinin kişilerin sahip oldukları gelir seviyesi ile orantılı olarak arttığı yönündeki araştırma sonuçlarıyla paralellik taşımaktadır. Ayrıca Uyanık'ın (2014) yaptığı araştırmadaki ailenin aylık gelir düzeyi arttıkça öğrencilerin bilinçli tüketicilik düzeylerinin de arttığı, ailelerin gelir düzeyindeki farklılıkların çocukların harcama alışkanlıkları ile istek ve ihtiyaçlarını karşılama durumları üzerinde etkili olabileceği yönündeki sonuçlarla da benzerlik göstermektedir. Hayta da (2008), yüksek sosyoekonomik düzeyde olan çocukların, tüketim ile ilgili konularda aileleri ile daha fazla etkileşim içinde olduklarını ve ailelerinden daha çok etkilendiklerini belirtmektedir. Araştırmaya katılanların öğrencilerin ailelerinden harçlık alma durumları ile okul kantinini bilinçli kullanmalarına ilişkin görüşlerinin *kalite*, *sorumluluk*, *ihtiyaç* boyutlarında ve *ölçek* toplamında anlamlı bir şekilde farklılaştığı görülmüştür. Bu sonuçlar öğrencilerin kendi bütçelerini yönetmeleri bakımından belli periyodlarla harçlık almalarının okul kantininden bilinçli yararlanmalarına olumlu yönde etki ettiğini göstermektedir. Uyanık (2015) yaptığı araştırmada öğrencilerin bilinçli tüketicilik düzeylerinin öğrencinin harçlık birikim durumuna göre farklılık gösterdiği bulmuştur.

INTRODUCTION

Primary school is an educational step that prepares children for the tasks they will take when they become adults and provides the basic knowledge and skills necessary for these aforementioned tasks (Yaşar, Sözer and Gültekin, 2000). During this phase of education, students need to be educated to make a contribution for sustainable development (Raselimo and Mahao, 2015; Waghid, 2016). Students directly or indirectly have impact on consumption. That children get their needs or requests by influencing their parents is an example of indirect consumption whereas that they spend their allowances in their own school cafeteria, and make their own decisions about the products they receive is an example of direct consumption. Students may find the opportunity to practice what they learn via consumer education in school canteens and teachers can use school canteens for consumer education purposes.

When it comes to human life, an important part of the life is linked with economy (Hanna and Jacks, 1987). This makes it necessary to teach production, distribution and consumption in terms of their effects on human life (Akhan, 2009). 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 and Töge, 2015). These agents, which have different levels of influences at different stages of life, include family members, peer groups, mass media and school (Ateşoğlu and Türkkahraman, 2009; Fan and Li, 2010; Madran and Bozyiğit, 2013). It is vital that starting from primary education students be endowed with those experiences that will provide them with the opportunity to carry out activities which will enable them to decide how to spend their time and money. Activities regarding production, distribution and consumption provide students with crucial skills, including making appropriate decisions. Furthermore, they prepare students for being conscious concerning relevant issues and thinking about potential consequences of options before starting a new job (Brophy and Alleman, 2007). Here, it becomes extremely important for primary school students to have an idea of how to make a decision about a product while they are shopping. While they are shopping within a school, students have a direct chance to make decisions about what they purchase. An example of this would be the products bought from school canteen (Cleland, Worsley and Crawford, 2004). From that point of view, primary education proves to be the life itself rather than just an institution preparing students for it.

School canteens are important places where students can buy their nutritional needs as well as other products they need in school and make independent decisions. When students begin to use school canteens, they face "consumer" identity. With the consumer identity, students are expected to meet their unlimited needs with limited resources and learn to make a choice between their needs and their desires. Starting from primary schools, school canteens aim to give students the opportunity to decide how they will spend their money. Thus, beyond being an institution that prepares students for life, school becomes a life itself and provides the students with the knowledge and skills they have gained in the lessons. Being a conscious consumer can be regarded as one of these skills. The students can reveal this skill that he gains in classes on the moment of starting to use school canteen. School canteens can contribute to students to become conscious consumers by allowing students to use their allowances consciously.

A third of the lives of school-age children passes in school. That students meet all their variety of needs including their nutritional needs from school canteen makes school canteens important. For this reason, products that help children to develop healthily should be preferred in school canteens. Canteen operators should also be made to comply with appropriate products (Ministry of Education Research and Development Directorate [EARGED], 2008). Offering a sustainable healthy school canteen menu largely depended on the support and resources provided to the canteen by the school system in which it belonged (Drummond and Sheppard, 2011). Starting from primary school, school canteens can allow students to gain important experiences while ensuring that students make the right decisions while spending their time and money (Brophy and Alleman, 2007). As a consumer, students who use school canteen must be conscious. Shopping from the school canteen allows students to gain experience in the decision-making process.

Depending on the rapid developments in the field of science and technology, it can be said that students may be more knowledgeable than their parents on some issues. This can lead to the fact that students may influence their parents on the issue of consumption (McNeal, 2007). This allows children to communicate their wishes and needs to their parents much more easily so that they can influence their families' consumption behaviors in purchasing processes (Şener, 2010). That children directly or indirectly influence consumer behavior makes consumer education compulsory. "Consumer education is defined as an investment in education and information aimed at directing economic activities of the individuals, solving their needs, using their resources consciously, learning basic rights, increasing the power to influence the market. An educated consumer can lead to change economy and society in a broader sense. For this reason, educational programs should provide the level of development that consumers can perceive economic and social changes (Altıok and Babaoğlu, 2010). Consumer education aims to help the consumer to gain maximum advantage by improving their value and ability, and to make them understand the economy and changing market circumstances. Every consumer has a different consuming attitude than the other and learns new attitudes everyday. Changing negative attitudes and thoughts is possible only by education (Bayazit Hayta, 2009). In this context, school canteens can be effectively utilized in the practical application of consumer education.

When studies in literature are examined about conscious consumerism, level of conscious consumerism (Makela and Peters, 2004; Purutçuoğlu, 2003; Sağlam, 2010; Sağlam, 2016; Sert, 2002) conscious consumerism and socioeconomic level (Ersoy 2005; Moschis and Moore 1979; Purutçuoğlu, 2003), parental educational level (Akyüz, 2009; Altıok, 2010; Dursun, 1993; Ersoy and Nazik, 2006; Pliner et al., 1994; Sağlam, 2010; Ward, 1974) and family effect (Dündar, 2017; Martin and Bush, 2000; Sahay and Sharma, 2010) are seen to have been analyzed. Makela and Peters (2004) and Sağlam (2010) found that students' knowledge and awareness levels were high as a result of their research. On the contrary, Purutçuoğlu (2003) and Sert (2002) determined that the knowledge and consciousness levels of conscious consumers were insufficient, that they needed knowledge in saving and consumption, they were insensitive to environmental awareness and did not consider themselves as conscious consumers. Studies have shown that students from higher socioeconomic backgrounds have higher levels of consciousness and knowledge (Ersoy, 2005; Purutçuoğlu, 2003) and they are less influenced by advertisements (Moschis and Moore 1979). On the other hand, Akyüz (2009) and Altıok (2010) reached the conclusion that the level of family income does not affect students' knowledge and consciousness levels. It is seen that there is a positive relationship between the level of education of the parents and the level of conscious consumers of the students (Dursun, 1993; Ersoy and Nazik, 2006; Sağlam, 2010). Ward (1974) argues that families with high income levels have a positive effect on children's awareness of consumption, as these children's experiences with money are higher than children of low-income families; Pliner et al., (1994) have determined that students who regularly receive allowances take more responsibility for consumption and those consumption knowledge and skills have improved accordingly. Families have an important role in lifestyles and consumption behaviors of adolescents (Martin and Bush, 2000) and the issue of changing brands (Sahay and Sharma, 2010). Furthermore, Dündar (2017) in his research has found that parental role model behaviors as a conscious consumer have a direct and indirect effect on children's level of interest in conscious consumerism in social studies class, perceived learning levels in conscious consumerism in social studies class and conscious consumerism levels. When all these studies in the literature are examined, the lack of a study on school canteens, in which conscious consumerism education can be practiced, has made this study a necessity and it has been determined as the main purpose of investigating the levels of conscious use of school canteens by 4th grade primary school students. In addition, it was aimed to determine whether the level of conscious use of school canteen by 4th grade students in primary school varied according to gender, type of school they studied at, family income levels from students perspectives, whether or not they take allowances from their family and whether or not they went to school after having breakfast at home.

METHOD

This research was done via comparison type relational screening. Screening models are research models aiming to describe the past or current situation as it exists (Karasar, 2009).

Study Group

The study group of this research constitutes a total of 1071 primary school 4th grade students, 513 (48%) female and 558 (52%) male, who were educated in Körfez district of Kocaeli during 2016-2017 academic year. Of the students who participated in the survey, 4% were in private schools, 96% were in state schools; It was determined that 10% of the students did not have breakfast before school, while 28% of them occasionally had breakfast, and 62% of them always had breakfast before the school.

Data Collection Tool

Studies and theoretical information about the conscious use of school canteen were examined. As a result of the examinations, it was determined that researches on conscious use of the school canteen are inadequate and there is no means of measuring the primary school students' conscious use of the school canteen. The information obtained from the field was applied to the study group of 231 persons for the scale validity and reliability studies of 23 items obtained from experts' suggestions. As a result of the exploratory factor analysis, 7 items that disturbed the structure were removed from the scale and factor analysis was applied again on the remaining 16 items. As a result of the factor analysis, since KMO value was .74, and Bartlett sphericity test ($\chi^2 = 594.913$; $P < .000$) differentiated significantly, it was decided that factor analysis of the scale ought to be done (Büyüköztürk, 2009). Concerning the reliability of the scale, the internal consistency coefficient (Alpha) was calculated as .70. This value indicates that the items forming the scale are consistent with each other. Scales whose reliability coefficients are .60 or above are fairly reliable, and those which are above .80 are considered to be highly reliable scales (Özdamar, 1999). These results show that each subscale is valid and reliable as well as all of the scale.

Table 1. Findings related to factor analysis

Item No	Common Variance	Factor 1	Factor 2	Factor 3
M9	.43	.67		
M11	.46	.62		
M12	.45	.61		
M18	.32	.57		
M21	.36	.49		
M23	.34	.46		
M10	.51		.75	
M19	.39		.65	
M20	.56		.59	
M22	.42		.47	
M1	.52			.72
M2	.36			.63
M3	.30			.55
M4	.43			.54
M5	.37			.49
M6	.43			.43
Varyans (%)	Total:42.14	15.54	13.65	12.94

Data on factors were analysed in Table 1, 42.14% variance totally were explained 15.54% by the first factor, 13.65% by the second factor and 12.94% by the third factor. The total variance accounted for is required to be minimum 30% in single-factor designs (Büyüköztürk, 2006), unlike multi-factor ones in which it is required to be higher than 41% (Kline, 1994). Therefore, it can be argued that the amount of variance accounted for in total is reasonable and adequate. When the substances under each factor were examined in terms of content and theoretical structure;

the first factor can be named as “quality”, the second factor as “responsibility” and the third factor as “need”. For instance, although “*I care about quality and cheapness of the product which I buy from canteen*” item is in Factor 1, “*I consider my family income when I spend money*” item is in Factor 2 and “*I go to canteen for my needs*” item is in Factor 3. The value of factor loading of the scale’s items changes between .46 and .67 for Factor 1, between .47 and .75 for Factor 2 and between .43 and .72 for Factor 3. Common factor variance analyses for 16 items of Using School Canteen Consciously Scale show that the values are between .32 and .56.

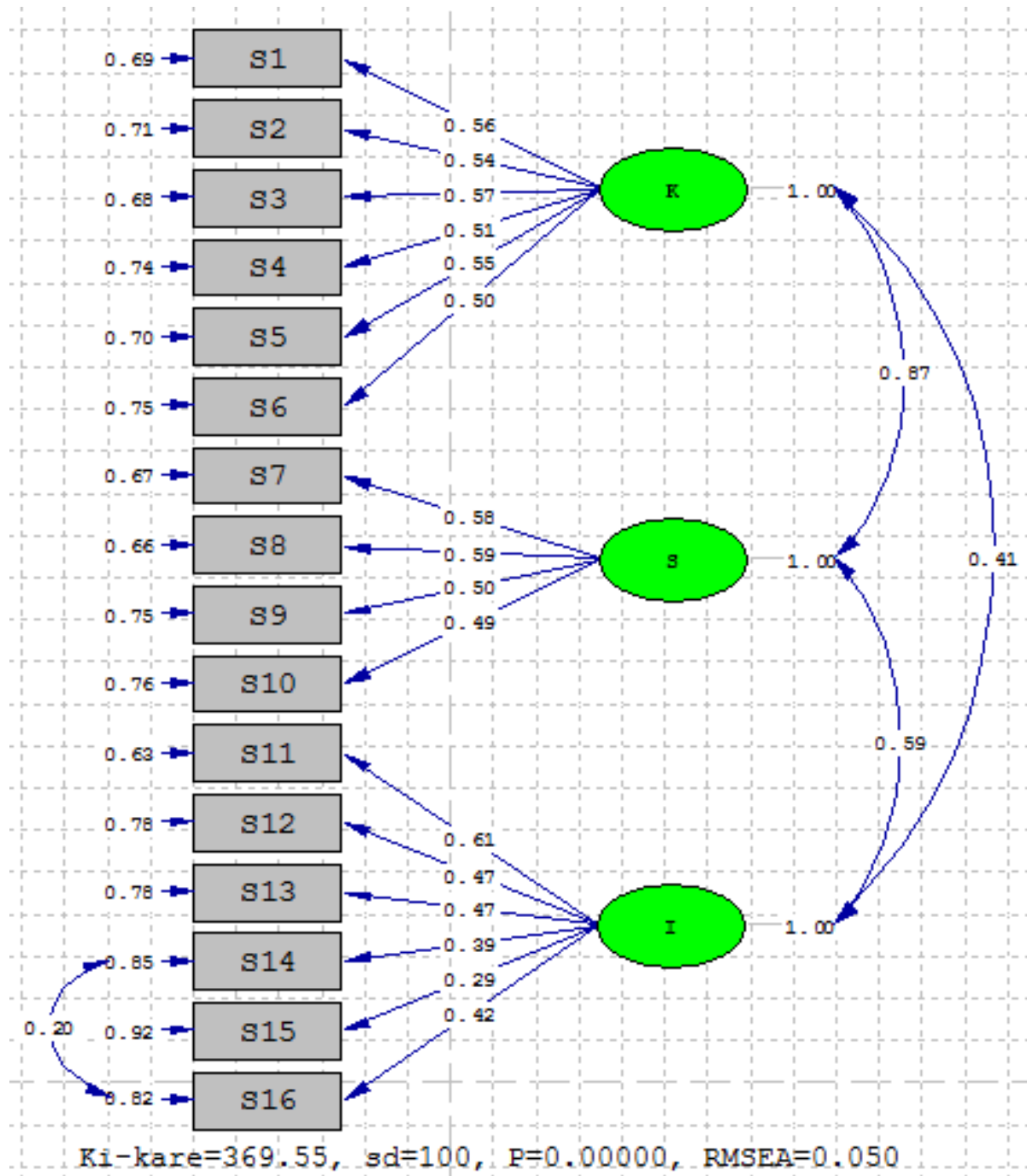


Figure 1. Path diagram and parameter estimates for the consistent use scale of school canteen

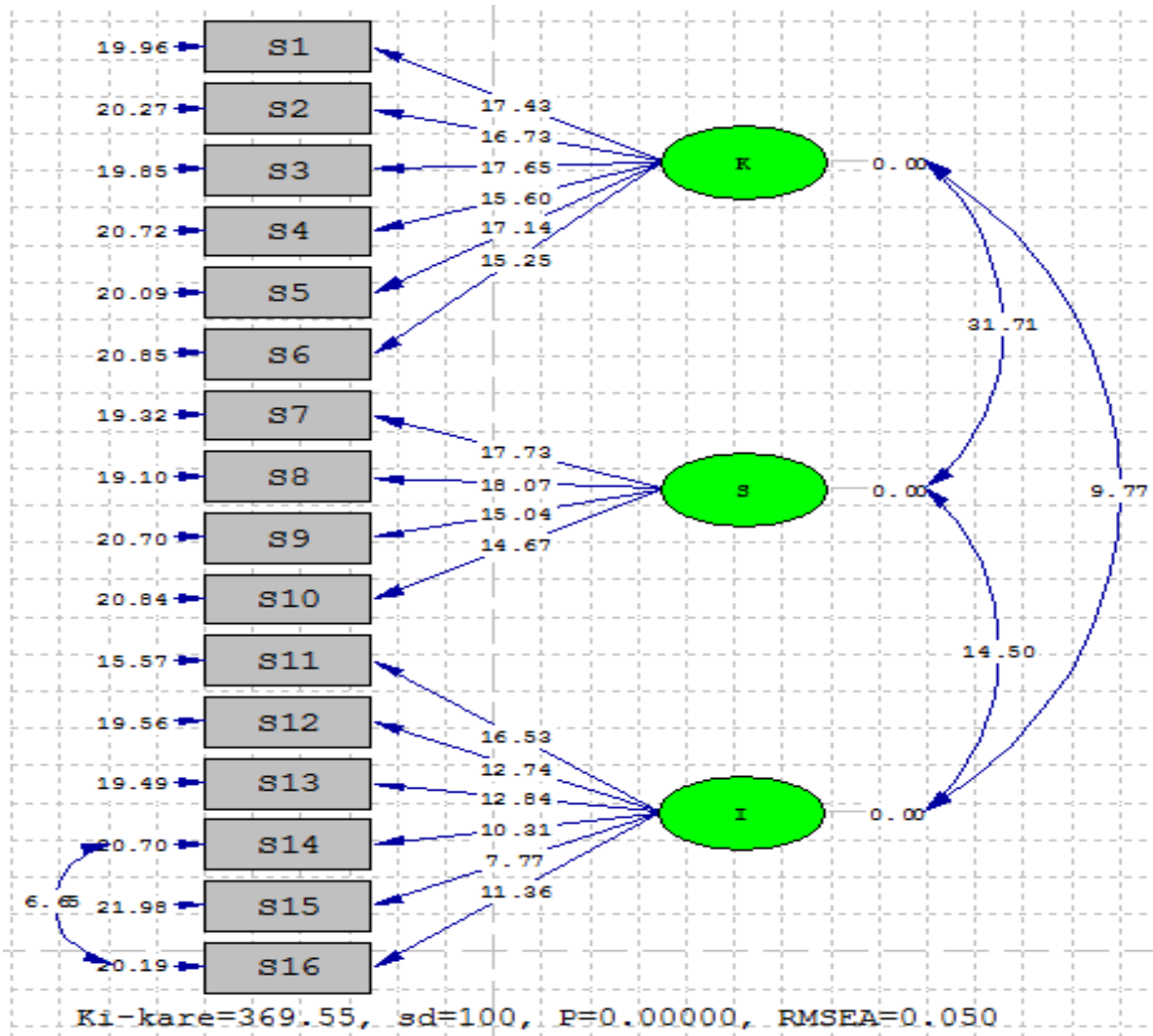


Figure 2. Confirmatory Factor Analysis (CFA) *t* values of the Scale for Conscious Use of School Canteen

In Figure 1 and Figure 2, the fit index and *t* value of the model obtained from the confirmatory factor analysis (CFA) for the construct validity of the scale were examined. The chi-square value ($\chi^2= 369.055$, $N= 1071$, $sd= 100$, $p= .00000$) was found to be significant. It is concluded that the factor structure obtained from the CFA results is consistent with the factor structure obtained from the result of EFA. In other words, it is seen that the fit of the EFA model to determine the construct validity of the scale ($\chi^2= 369.55$, $df= 100$, $p= 00000$, $RMSEA= 0.050$, $SRMR= 0.048$, $GFI= 0.96$, $AGFI= 0.94$, $NNFI= 0.89$, $CFI= 0.91$, $IFI: 0.91$) has an acceptable level of conformity index and the *t* values are significant when the fit indices of the model are evaluated. All items in the scale are rated positively. The minimum score is 16 and the maximum score is 64. The high score indicates the use of the school canteen consciously.

Collection And Analysis of Data

The survey tool developed for the research was brought to the schools in Körfez District of Kocaeli by the researchers. The necessary legal permits were taken to implement the scales. After being interviewed by the school management, it was applied to 4th grade students. 1100 of the 1120 distributed data collection tools returned. 29 data collection tools were excluded from the assessment because it was determined that they were left blank and not filled in properly. The assessments were made on 1071 data collection tools. Data collection tools were numbered in sequence and the obtained data were defined and loaded into the SPSS program and analyzed. The data were analyzed according to the sub-problems of the study. Since the level of independent

variable was two for gender and type of school, the significance control of the differences between conscious use of school canteen was tested with t-test applied to independent groups. As the level of the independent variable for the case of going to school after having breakfast was more than twice, family income, getting an allowance from family the importance control of differences related to factors as mentioned was determined with one-sided variance analysis in case of variances, being homogeneous, yet was determined with welch test in case variances were not homogeneous. Conditions in which one side dvariance analysis result is considered significant, scheffe test was used with the aim of finding out the gap arising from which differences between averages. But, cases in which variances were not homogeneous, Tamhane test was made for dual comparisons when welch test technique was used. When the arithmetic mean was determined, the score range of 1.00-1.74 was not at all appropriate, 1.75-2.49 was slightly appropriate, 2.50-3.24 was appropriate, and 3.25-4.00 was completely appropriate.

FINDINGS

In this section, the findings obtained by the research are handled in the light of sub-problems of the research. The level of conscious use of the school canteen by the 4th grade primary school students was determined and answers were asked about whether the students differentiated in terms of gender, type of school they studied, and whether or not they went to school after breakfast.

Table 2. Descriptive data regarding the scale of conscious use of school canteen

Dimension	N	$\bar{x}$	ss
Quality	1071	2.68	.58
Responsibility	1071	2.72	.56
Need	1071	2.31	.56
Total	1071	3.00	.51

In Table 2, it is observed that the students have 2.72 in the dimension of responsibility, 2.31 in the dimension of the need and 3.00 in total in the "Scale of Conscious Usage of School Canteen" This situation shows that students, for the conscious use of school canteen, are at the appropriate level in the dimensions of quality, responsibility, and in total scale and they are "some" in the dimension of need.

Table 3. T test results on students' conscious use of school canteens in terms of gender

Dimension	Gender	N	$\bar{x}$	ss	cd	t	p
Quality	Girl	513	2.72	.59	1069	2.309	.021
	Boy	558	2.64	.58			
Responsibility	Girl	513	3.03	.52	1069	1.801	.072
	Boy	558	2.98	.49			
Need	Girl	513	2.29	.58	1069	-1.045	.296
	Boy	558	2.33	.55			
Total	Girl	513	3.03	.52	1069	1.801	.072
	Boy	558	2.98	.49			

When Table 3 was examined, it was found that the levels of conscious use of the school canteen according to the genders of the students participating in the survey significantly differentiated for the favor of female students in quality [$t_{(1069)}=2.309$; $p<.05$] dimension and they did not differentiate significantly in the dimension of responsibility [$t_{(1069)}=1.801$; $p>.05$] need [$t_{(1069)}=-1.045$; $p>.05$] and overall scale [$t_{(1069)}=1.801$; $p>.05$]. This shows that girls use the school canteen more consciously in terms of *quality*.

Table 4. *T test results on students' conscious use of school canteens according to school types*

Dimension	Type School	N	$\bar{x}$	ss	cd	t	p
Quality	Private	43	2.91	.38	1069	2.600	.009
	State	1028	2.67	.59			
Responsibility	Private	43	3.10	.33	1069	1.283	.200
	State	1028	3.00	.51			
Need	Private	43	2.20	.50	1069	-1.301	.193
	State	1028	2.31	.56			
Total	Private	43	3.10	.33	1069	1.283	.200
	State	1028	3.00	.51			

When Table 4 was examined, it was found that the levels of conscious use of the school canteen according to the genders of the students participating in the survey significantly differentiated for the favor students studying at private school in quality [$t_{(1069)}=2.600$; $p<.05$] dimension; they did not differentiate significantly in the dimensions of responsibility [$t_{(1069)}=1.283$; $p>.05$], need [$t_{(1069)}=-1.301$; $p>.05$] and overall scale [$t_{(1069)}=1.283$; $p>.05$]. This result shows that students who attend private school in use school canteen more consciously quality dimension.

Table 5. *Results of variance analysis regarding conscious usage of school canteen in terms of whether they have breakfast before school*

Dimension	Breakfast Co.	N	$\bar{x}$	ss	F	p	Scheffe
Quality	Without Break.	110	2.45	.63	10.344	.000	1-2
	Occasionally	300	2.67	.52			1-3
	Always	661	2.72	.59			
	Total	1071	2.68	.58			
Responsibility	Without Break.	110	2.89	.56	2.643	.072	
	Occasionally	300	3.02	.45			
	Always	661	3.02	.52			
	Total	1071	3.00	.51			
Need	Without Break.	110	2.34	.54	1.359	.257	
	Occasionally	300	2.35	.52			
	Always	661	2.29	.58			
	Total	1071	2.31	.56			
Total	Without Break.	110	2.89	.56	3.336	.036	1-3
	Occasionally	300	3.02	.45			
	Always	661	3.02	.52			
	Total	1071	3.00	.51			

It was observed that the average level of conscious use of the school canteen by the students who participated in the research and whether they went to their schools by having breakfast differentiated. Whether these averages differentiated significantly was desired to be analyzed with one-way variance analysis. For this purpose, Levene test was used to determine whether the variances of the scores were homogeneous. As a result of this analysis, the *quality of the scale* [$F_{(2,1068)}= 2.64$; $P>.05$], *responsibility* [$F_{(2,1068)}= 1.58$; $P>.05$], the *need* [$F_{(2,1068)}= 2.39$; $p>.05$] and the *total scale* [$F_{(2,1068)}=1.54$; $P>.05$] were found to be homogeneous and one-way analysis of variance was decided, and the results of the analysis were shown in table 5. When Table 5 was examined, it was found that the levels of conscious use of the school canteen according to students' going to school having breakfast or not differentiated significantly in the dimension of quality [$F=10.344$; $p<.05$] and overall scale [$F=3.336$; $p<.05$] and they did not differentiate significantly in the dimensions of responsibility [$F=2.643$; $p>.05$] and need [$F=1.359$; $p>.05$]. When those who have breakfast before school and those who occasionally have breakfast before school were compared in terms of the quality dimension, a significant differentiation was seen for the favor of those who occasionally have breakfast before school. When those who always have breakfast before school and those who never have breakfast before school. Were compared, a significant differentiation

was observed for the favor of those who always have breakfast before school. In the total scale, when those who always have breakfast before school and those who never have breakfast before school were compared a significant differentiation was observed for the favor of those who always have breakfast before school. These results show that students who always have breakfast before school and those who occasionally have breakfast before school use the school canteen more consciously than students who go to school without having breakfast before.

Table 6. Results of the analysis of variance related to the conscious use of the school canteens according to students' perceptions and according to their families' income level

Dimension	Family income level	N	$\bar{x}$	ss	F	p	Scheffe
Quality	Low	39	2.43	.68	11.417	.000	1-3
	Middle	690	2.64	.59			2-3
	High	342	2.79	.53			
	Total	1071	2.68	.58			
Need	Low	39	2.25	.61	.934	.393	
	Middle	690	2.30	.55			
	High	342	2.34	.57			
	Total	1071	2.31	.56			
Total	Low	39	2.74	.56	3.336	.000	1-2
	Middle	690	2.99	.52			1-3
	High	342	3.07	.46			2-3
	Total	1071	3.00	.51			

Table 7. Tamhane's T2 results regarding the conscious use of the school canteen according to students' perceptions and their family income level

Dimension	Family income level	N	$\bar{x}$	ss	Welch	P	Tamhanne
Responsibility	Low	39	2.74	.56	6.460	.002	1-2
	Middle	690	2.99	.52			1-3
	High	342	3.07	.46			2-3
	Total	1071	3.00	.51			

According to the perceptions of the students, it is seen that the average level of family income and the level of using the school canteen consciously vary. One-way analysis of variance was asked whether these averages differed significantly. For this purpose, firstly the variance of the scores was determined by Levene test. As a result of this analysis, the quality of the scale [$F_{(2,1068)} = 2.78$; $p > .05$], in need and in the sum of the scale [$F_{(2,1068)} = .86$; $p > .05$] variance was found to be homogeneous and one-way analysis of variance was decided to be made, in terms of liability [$F_{(2,1068)} = 4.52$; $p < .05$] of variables it was revealed that the variances were not homogeneous. Therefore, instead of one-way analysis of variance, Welch test was performed as an alternative. When the Table 6 and Table 7 are examined, the quality of the students' opinions about the conscious use of the school canteen according to their family income level [$F = 11.417$; $p < .05$], liability [Welch Test: $F_{(2,100)} = 6.46$; $p < .05$] and total scale [$F = 3.336$; $p < .05$] differentiated significantly; but in terms of need [$F = .934$; $p > .05$] it is seen that it did not differentiate to a great extent. According to the perceptions of students in the quality dimension, compared to the ones with low income levels and the middle ones, it changed significantly in favor of the middle ones; it is in favor of higher levels when high and medium income levels are compared, in terms of liability dimension when low incomes and middle ones are compared it is in favor of middle income levels, it is in favor of high income levels when low and higher income levels are compared, and it differed significantly in favor of high income levels when middle and higher income levels are compared to each other. In terms of total scale compared to the ones with low income levels and the middle ones, it changed significantly in favor of the middle ones; it is in favor of higher levels when high and low income levels are compared, when high incomes and middle ones are compared it is in favor of high income levels. These results show that there is a positive

relationship between the family income levels and the conscious use of the school canteen according to their perceptions.

Table 8. *Results of the analysis of variance related to the conscious use of the school canteen taking the allowance by the families of students*

Dimension	Receive an allowance	N	$\bar{x}$	ss	F	P	Scheffe
Quality	Irregular	186	2.62	.56	4.289	.014	1-3
	Daily	551	2.65	.59			2-3
	Weekly	334	2.75	.58			
	Total	1071	2.68	.58			
Need	Irregular	186	2.21	.56	4.789	.009	1-2
	Daily	551	2.35	.54			
	Weekly	334	2.29	.58			
	Total	1071	2.31	.56			
Total	Irregular	186	2.89	.52	5.938	.003	1-2
	Daily	551	3.01	.49			1-3
	Weekly	334	3.05	.52			
	Total	1071	3.00	.51			

Table 9. *The Tamhane's T2 results regarding the conscious use of the school canteen the students' taking the allowance from their families*

Dimension	Receive an allowance	N	$\bar{x}$	ss	Welch	P	Tamhane
Responsibility	Irregular	186	2.89	.52	5.576	.004	1-3
	Daily	551	3.01	.49			
	Weekly	334	3.05	.52			
	Total	1071	3.00	.51			

It was observed that the students' taking the allowance from their families and the level of using the school canteen consciously changed. One-way analysis of variance was asked whether these averages differed significantly. For this purpose, firstly whether the variance of the scores was homogenous was determined by Levene test. As a result of this analysis, the quality of the scale [$F_{(2,1068)} = 1.007$; $p > .05$], need [$F_{(2,1068)} = 517$; $p > .05$] and in the sum of the scale [$F_{(2,1068)} = 163$; $p > .05$] variances were found to be homogeneous and one-way analysis of variance was decided to be carried out [$F_{(2,1068)} = 3.75$; $p < .05$] variables were not homogeneous in terms of liability dimension. Therefore, instead of one-way analysis of variance, Welch test was performed as an alternative. When the Table 8 and Table 9 are examined, the quality of the opinions of the students participating in the research about their taking allowances and their conscious use of the school canteen [$F = 4.289$; $p < .05$], need [$F = 4.789$; $p < .05$], responsibility [Welch Test: $F(2.462) = 5.57$; $p < .05$] and in the sum of the scale [$F = 5.938$; $p < .05$] appears to differ significantly. In terms of the need dimension when students who take allowances irregularly are compared to those who take it daily it differs in favor of students taking it daily and in terms of liability dimension when students taking allowance from their families irregularly are compared to those who take it weekly it differs significantly in favor of those who take allowances weekly. It is seen that in terms of quality, when those who take allowances irregularly are compared to those who take it weekly it differs in favor of those who take allowances weekly, and it differs significantly in favor of those who take allowances weekly when they are compared to those who take it daily. In terms of total scale when students who take allowances irregularly are compared to those who take it daily it differs in favor of students taking it daily and when those who take allowances irregularly are compared to those who take it weekly it differs in favor of those who take allowances weekly. These results show that students' having a certain amount of allowance in terms of managing their own budgets positively affect the school canteen's conscious use. According to the perceptions of the students, the views of the school canteen consciously differed according to their family income levels; it did not differ significantly in the need dimension. In the quality dimension it differs in favor the middle income levels when students with low income levels to those with medium ; it is

in favor of those who are with high income when students with middle and high incomes are compared, in terms of liability it is in favor of those with medium income level when low and middle income levels are compared, it is In favor of families with higher income when low and high income levels are compared to each other, it differs in favor of higher income levels when middle and higher income levels are compared to each other.

DISCUSSION

In the study, it was concluded that the students do not consciously use the school canteen at the desired level. This may be related to the fact that students are shopping in the school canteen under the influence of advertisements. This result is similar to the research that Uyanık (2015), conducted with teachers on consumer education. Moreover, Purutçuoğlu (2003) and Sert (2002), determined that the knowledge and consciousness levels of conscious consumers were insufficient and did not consider themselves as conscious consumers. However, there are also researches that differ from these results. The research done by Sağlam (2010), shows that the conscious consumerism levels of primary school students are high; Sağlam and Malbeleş (2013), have determined that students in their research exhibit behaviors that a responsible consumer should have.

The students who participated in the research differentiate significantly in favor of the girls in the quality dimension of the levels of conscious use of school canteens and they did not differentiate significantly in the dimensions of responsibility, need, and overall scale. The situation was interpreted as the fact that female students use the school canteen more consciously in the dimension of quality. This can be interpreted as the fact that girls are more likely to go shopping with their families and they may be affected by their families' quality approaches. Akyüz (2009), found in the study of consumption behavior and consumer awareness level of primary school students that conscious consumerism levels were significantly higher in favor of female students in terms of their gender. Ersoy and Nazik (2006), have found in their study of consumer consciousness level in adolescents that female students are more conscious consumers than male students. On the contrary, Sağlam (2010), found that student opinions regarding the level of conscious consumerism do not display a meaningful difference depending on their gender.

The students attending the survey in terms of the type of school they are studying differentiated significantly in favor of the students studying at private school in the *quality* dimension of conscious use of the school canteen and no differentiation was observed in responsibility and need dimensions as well as the sum of the scale. This result has been interpreted in a way that the students who go to the private school in quality dimension use the school canteen more consciously. This is due to the fact that the income level of the students who go to the private school is high, and that they pay more attention to quality rather than cheapness because they have no financial concerns. This result is similar to the result put forward by Sağlam (2010) that the conscious consumerism levels of the students attending public school and those attending private school did not differ, except for *quality* dimension.

The students who participated in the study differentiated significantly in quality dimension in terms of whether students go to school after having breakfast but did not differentiate significantly in the dimension of responsibility and need. When those who have breakfast before school and those who occasionally have breakfast before school were compared in terms of the quality dimension, a significant differentiation is seen for the favor of those who occasionally have breakfast before school. When those who always have breakfast before school and those who never have breakfast before school are compared, a significant differentiation is observed for the favor of those who always have breakfast before school. In the total scale, when those who don't have breakfast before school and those who always have breakfast before school were compared a significant differentiation was seen for the favor of those who always have breakfast before school. These results have shown that students who occasionally and always go to school after breakfast use school cafes more consciously than students who attend school without breakfast. This may be due to the fact that students feel hungrier during the day due to skipping breakfast and the products in the canteen has influenced students due to the hunger at the time using

canteen in order to suppress hunger feelings. Carruth and Skinner (2001), showed that mothers intentionally became role models so that their children adopted responsible consumer behaviors. This result is similar to the result put forward by Veselá and Grebeňová's (2010), the issue of school meals, the impact of media and advertising on primary school children's attitudes effect to food and eating habits.

These results show that there is a positive relationship between the family income level and the conscious use of the school canteen according to the perceptions of the students. Differences in the income levels of families were found to be an effective factor on children's quality and responsibility consciousness. The fact that low income students' consumption behaviors are shaped according to the socioeconomic environment may have caused this result. The amount of money available in the spending behavior of children may also cause compromise on quality in order to meet more needs. This is in parallel with Şahin and Kor's (2009), research findings that the level of awareness of protecting the rights of consumers varies significantly according to the income of the individuals and that the level of consciousness increases as the income level increases. In his study Uyanık (2015), found that students' level of conscious consumerism varies according to the student's allowance savings situation. Students who save weekly allowance even at various rates have higher levels of conscious consumerism than students who do not save money. The same researcher found school's socioeconomic environment affects students' levels of conscious consumerism, and that as the socioeconomic level of the school environment increases, students' level of conscious consumerism also increases. Hayta (2008), states that children with high socioeconomic status interact more with their families about consumption related issues and are more affected by their families.

It was observed that the participants' opinions about taking allowances from their families and their conscious use of school canteen differed significantly in quality, responsibility, needs dimensions and in total scale. It is seen that in terms of quality, when those who take allowances irregularly are compared to those who take it weekly it differs in favor of those who take allowances weekly, in terms of liability dimension when students taking allowance from their families irregularly are compared to those who take it weekly it differs significantly in favor of those who take allowances weekly. In terms of the need dimension when students who take allowances irregularly are compared to those who take it daily it differs in favor of students taking it daily. In terms of total scale when students who take allowances irregularly are compared to those who take it daily it differs in favor of students taking it daily and when those who take allowances irregularly are compared to those who take it weekly it differs in favor of those who take allowances weekly. These results show that students' having a certain amount of allowance in terms of managing their own budgets positively affect the school canteen's conscious use. In his study Uyanık (2015), found that students' level of conscious consumerism varies according to the student's allowance savings situation. Students who save weekly allowance even at various rates have higher levels of conscious consumerism than students who do not save money.

Conclusion

As a result, it was found that 4th grade primary school students did not consciously use the school canteen at the desired level. A differentiation is observed for the favor of women in the quality dimension of conscious usage of school canteen according to genders of students; those who study at private school in terms of type of school studied; and those who always have breakfast in terms of whether they have breakfast before school. It differs to a great extent against the students with low levels of family income in terms of quality, liability and scale according to their family income levels; according to the situation of getting money from their families, quality, responsibility, level of the needs and in terms of the total scale it differs in favor of the students who take weekly allowances.

Suggestions

Teachers and parents have significant duties and responsibilities to increase the level of conscious use of the school canteen by students. In addition to being a good role model for

students, school canteens can be used for practical consumer education. Having breakfast before going to school has a positive effect on conscious consumerism. This requires parents to have the responsibility to send their children to the school after they have breakfast. For this reason, parents should be conscious about sending the students to the school after having breakfast and awareness about this issue should be raised.

REFERENCES

- Akhan, N. E. (2009). Sosyal bilgilerde ekonomi konularının öğretimi. Safran M (Ed.), *Sosyal Bilgiler Öğretimi*. Ankara: Pegem A Yayınları.
- Akyüz, Z. (2009). *İlköğretim çağındaki öğrencilerin tüketim davranışları ve tüketicilik bilinç düzeyi*. Yayınlanmamış Yüksek Lisans Tezi. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Altıok, N. (2010). *İlköğretim programlarının bilinçli tüketici davranışlarını kazandırma düzeyine ilişkin bir araştırma*. Yayınlanmamış Doktora Tezi. Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Altıok, N. & Babaoğlu, M. (2010). Türkiye’de ve Avrupa Birliği ülkelerinde tüketici eğitimi. Babaoğlu M & Şener A (Eds.). *Tüketici Yazıları*. Ankara: TÜPADEM Yayınları.
- Ateşoğlu, İ. & Türkahraman, M. (2009). Çocukların tüketici olarak sosyalleşmesi. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 14(3), 215-228.
- Bayazıt Hayta, A. (2009). Sürdürülebilir tüketim davranışının kazanılmasında tüketici eğitiminin rolü. *Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi*, 10(3), 143-151.
- Brophy, J. & Alleman, J. (2007). *Powerful Social Studies for Elementary Students*. USA: Thomson Wadsworth.
- Büyüköztürk, Ş. (2009). *Sosyal bilimler için veri analizi el kitabı*. Ankara: Pegem Yayınları.
- Carruth, B. R. & Skinner, J. D. (2001). Consumer goals/skills that mothers want their children to learn. *International Journal of Consumer Studies*, 25(4), 290-298. <http://doi: 10.1046/j.1470-6431.2001.00196.x>
- Cleland, V., Worsley, A., & Crawford, D. (2004). What are grade 5 and 6 children buying from school canteens and what do parents and teacher think about it? *Nutrition & Dietetics*, 61 (3), 145-150. <http://doi:10.1093/her/cyr036>
- Drummond, C. & Sheppard L. (2011). Examining primary and secondary school anteens and their place within the school system: a South Australian study. *Health Education Research*, 26(4), 739-749.
- Dursun, Y. (1993). *Gençlerin tüketicilik rolünü kazanmaları*. Yayınlanmamış Doktora Tezi. Erciyes Üniversitesi Sosyal Bilimler Enstitüsü, Kayseri.
- Dündar, Ş. (2017). The effects of conscious consumerism-related parental role modeling, parental communication, and social studies on children’s socialization as conscious consumers. *Mersin University Journal of the Faculty of Education*, 13 (2), 726-743. <http://dx.doi.org/10.17860/mersinefd.316607>
- Ersoy, S. (2005). *İlköğretim öğrencilerinin tüketici eğitimine yönelik bilgi ve tutum düzeyleri*. Yayınlanmamış Doktora Tezi. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Ersoy, S. & Nazik, M. H. (2006). Ergenlerde tüketicilik bilinç düzeyi üzerine bir inceleme. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 16, 313-328.
- Ersoy, A. F., Demirci, A. & Ersoy, S. (2007). Çocukların tüketim davranışlarına anne-babaların etkisi. *Üçüncü Sektör Kooperatifçilik*, 42 (1), 86-101.
- Fan, Y. & Li, Y. (2010). Children’s buying behaviour in China: A study of their information sources. *Marketing Intelligence & Planning*, 28(2), 170-187. <http://dx.doi.org/10.1108/02634501011029673>
- Hanna, P. R. & Jacks, L. L. (1987). *Assuring Quality for The Social Studies in Our School*. California: Stanford University.
- Hayta, A. (2014). Postmodern dönemin tüketim imajları: Postmodern tüketim kültürü, tüketim kalıpları ve postmodern tüketici. M. Babaoğlu, A. Şener ve E., B. Buğday (Ed.), *Tüketici Yazıları 4* içinde (ss. 9-21). Ankara: TÜPADEM Yayınları.
- Karasar, N. (2009). *Bilimsel araştırma yöntemleri*. Ankara: Nobel Yayınları.

- Kline, P. (1994). *An easy guide to factor analysis*. London: Routledge.
- Madran, C. & Bozyiğit, S. (2013). Çocukların tüketici olarak sosyalleşme süreci. *Çağ Üniversitesi Sosyal Bilimler Dergisi*, 10(1), 71-95.
- Makela, C. J. & Peters, S. (2004). Consumer education: Creating consumer awareness among adolescents in Botswana. *International Journal of Consumer Studies*, 28(4), 379-387.
- Malbeğli, F. & Sağlam, H. İ. (2013). İlkokul 4. sınıf öğrencilerinin bilinçli tüketiciliğe ilişkin görüşleri. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, 32 (1), 251-268.
- Martin, C. A. & Bush, A. J. (2000). Do role models influence teenagers' purchase intentions and behavior? *Journal of Consumer Marketing*, 17(5), 441-454.
- McNeal, J. U. (2007). *On Becoming A Consumer: Development of Consumer Behavior Patterns In Childhood*. United States: Butterworth Heinemann.
- Milli Eğitim Bakanlığı Eğitimi Araştırma Dairesi [EARGED], (2008). *Öğrencilerin Okul Kantinlerindeki Tüketim Tercihleri Ve Kantinlerin Değerlendirilmesi*. Ankara: Milli Eğitim Bakanlığı.
- Moschis, G. P. & Moore, R. L. (1979). Decision making among the young: A socialization perspective. *Journal of Consumer Research*, 6, 101-112.
- Özdamar, K. (1999). *Paket programlar ile istatistiksel veri analizi*. Eskişehir: Kaan Kitabevi.
- Pliner, P., Darke Abramovitch, P. & Freedman, J. (1994). Children's consumer behavior in a store with unattractive: The "caveat emptorium." *Journal of Economic Psychology*. 15, 449-465. [https://doi.org/10.1016/0167-4870\(94\)90024-8](https://doi.org/10.1016/0167-4870(94)90024-8).
- Purutçuoğlu, E. (2003). Lise öğrencilerinin tüketici eğitimi ihtiyacının belirlenmesi. Yayımlanmamış Yüksek Lisans Tezi. Ankara Üniversitesi Fen Bilimleri Enstitüsü, Ankara.
- Raselimo, M. & Mahao, M. (2015). The Lesotho curriculum and assessment policy: Opportunities and threats. *South African Journal of Education*, 35(1), 1-12.
- Sağlam, H. İ. (2010). İlköğretim öğrencilerinin bilinçli tüketicilik düzeylerinin çeşitli değişkenler açısından incelenmesi. *Kuramdan Uygulamaya Eğitim Bilimleri*, 104, 2531-2568.
- Sağlam, H. İ. (2016). A study of prospective teachers' consumption patterns on special days. *Universal Journal of Educational Research*, 4(7), 1529-1532. DOI: 10.13189/ujer.2016.040705
- Sert, P. (2002). *İlköğretim öğrencilerinin tüketici davranışları*. Yayımlanmamış Yüksek Lisans Tezi. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Şahin, A. ve Kor, Ö. (2009). Mersin'de yaşayan tüketicilerin tüketici hakları konusundaki bilinç düzeylerini etkileyen faktörleri inceleyen bir araştırma. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 9(2), 105-126.
- Şener, A. (2010). Medya, reklam ve tüketim: Çocukları açısından bir değerlendirme. Babaoğlu M & Şener A (Eds.). *Tüketici Yazıları*. Ankara: TÜPADEM Yayınları.
- Sahay, A. & Sharma, M. (2010). Brand relationships and switching behaviour for highly used products in young consumers. *Vikalpa*, 35(1): 15-30.
- Südaş, H. D. & Töge, B. (2015). Sosyal ağlarda tüketim temelli akran iletişiminin incelenmesi. *Akademik Sosyal Araştırmalar Dergisi*, 3(15), 309-327.
- Uyanık, C. (2015). *İlkokul 4. sınıf öğrencilerinin bilinçli tüketicilik durumlarının incelenmesi*. Yayımlanmamış Yüksek Lisans Tezi. Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskişehir.
- Veselá, J. & Grebeňová, Š. (2010). The influence of psychological and social aspects on the eating habits of primary school children. *Health Education: Contexts and Inspiration*, 21: 271-284.
- Waghid, Z. (2016). A pedagogical approach to socially just relations in a Grade 11 Economics class. *South African Journal of Education*, 36, (2), 1-18. <http://doi: 10.15700/saje.v36n2a1132>
- Ward, S. (1974). Consumer socialization. *Journal of Consumer Research*, 1 (2): 1-14.
- Yaşar, Ş., Sözer, E. & Gültekin, M. (2000). *İlköğretimde öğrenme-öğretme süreci ve öğretmenin rolü*. Trabzon: VIII: Ulusal Eğitim Bilimleri Kongresi Bildiriler Kitabı.