

Full Length Research Paper

The awareness of the students about the concepts in the production distribution and consumption learning field in the social studies course curriculum

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In our world where unlimited human needs are tried to be met with limited resources, the effort to use resources in the most effective way is the reason for the existence of economics. The aim of this research is to examine the awareness of the concepts and topics that are planned to be taught to the 4th grade students' social studies curriculum and to make some suggestions. The study group of the research consists of 99 students studying in two primary schools in the Atakum district center of Samsun province in the 2020-2021 academic year. In the research, one of the purposeful sampling methods was used as a measurement tool. The data were analyzed by descriptive analysis. As a result of the research, it has been determined that the majority of the students have sufficient awareness of the concepts of need, benefit, goods, production, consumption, savings and waste, but their awareness of the concepts of budget, cost, economic activity, balancing the budget is not sufficient. It has been revealed that the students are aware of the production activities in their regions, but they are little aware of the production stages, the contribution of production to the economy, the growing conditions of the products and the difficulties in growing the products, and the income from the products. In addition, it was understood that the majority of the students had a good level of awareness about conscious consumer, thrift, expiry date, receipt and invoice, but low awareness of TSE, CE and ISO as well as what to do after shopping. On the other hand, it was determined that the majority of the students had a low level of awareness about the income-expenditure status of the family, but had a good level of awareness about the contribution to the family economy. In addition, the majority of the students stated that they contributed to the country's economy by not wasting and not acting extravagantly.

Key words: Awareness, family, family economy, country, student.

INTRODUCTION

Concepts such as economy and finance have become an important part of people's lives for many years and

are increasingly gaining importance. The responsibilities of individuals in economic matters are increasing day

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by day. In order for children and young people to be able to cope with this responsibility, good financial education should be provided in schools (Amagir et al., 2018). Societies make very important efforts to raise awareness about the economy. In this context, various activities are carried out by means of mass media. In particular, public service announcements are prepared to reach individuals of all ages. More importantly, purpose-oriented education and training activities are included at all levels of formal education institutions. Through non-formal education, individuals' awareness is raised on economic issues from an early age, since the economics education given from early ages prepares individuals to be qualified voters as well as enabling them to be better educated in production and consumption issues (Melendez et al., 2000).

Starting economics education at a young age and supporting this education with current events and examples from their own lives as much as possible will be an important support for individuals to make the right decisions in the future (Akhan, 2013). Studies have revealed that the applied education activities related to economy given to preschool and primary school children have positive and lasting effects in terms of their understanding of economic facts and events (Akhan, 2010; Bayhan et al., 2007; CFYI, 2012; Çarıkçı, 2019; Davison and Kilgore, 1971; Kourilsky, 1977; OECD, 2017; Ünlüer, 2021; Webley, 2005).

Although all the lessons taught in primary schools should serve a purpose in a way, the social studies lesson in the 4th grade has a special importance in terms of realizing the purpose. In this context, the special purpose of "understanding the basic concepts of economy and understanding the place of national economy in development and international economic relations" was included in the social studies curriculum. In order to realize this aim, a learning area named "Production, Distribution and Consumption" has been included in the program. Within the scope of the learning area, economic concepts and information are given by expanding them as the grade levels increase. With this learning area, students are expected to develop entrepreneurship and conscious consumerism skills, to believe in the need to protect resources because they are limited, to make an effort to improve their own conditions by comparing their economic situation with that of their friends, and to understand the characteristics of the professions they are interested in by recognizing various professions (Ministry of National Education (MEB), 2018).

At the core of the learning area is the development of students' entrepreneurship and conscious consumerism skills. Entrepreneurship is the individual recognizing the opportunities around him and making plans and projects by taking risks when necessary in order to make the most of these opportunities and making an effort to put them into practice (Gömlüksiz and Kan, 2009). In other words, it is an individual's effort to make his dreams come true (Ürper, 2015). Therefore, economy and entrepreneurship

are intertwined concepts. In addition, financial literacy skills are tried to be gained within the scope of social studies course. In the social studies curriculum, it was asked to associate the financial literacy skill with the savings value. This skill is expressed in the program as "raising individuals who use their resources and budget effectively, contribute to the progress of themselves and their country by making wise investments, and save their resources by avoiding waste" (MEB, 2018).

Financial literacy is the ability to understand the basic concepts, risks and skills related to the subject and to use them in financial decisions when necessary, in order to increase the level of financial well-being of individuals and society (OECD, 2012). This is because, in order to create a society that produces information, technology and financial resources, financial literacy skills must be gained at an early age to all members of the society. Individuals who acquire financial literacy skills at an early age are more conscious and sensitive about the economy, budget and investing (OECD, 2014). From a social point of view, it is expected that financially literate individuals will tend to save and these savings will contribute to economic development. Individuals contribute to the country's economy by managing their own budget correctly, prepare a budget, compare prices in shopping, and save for emergencies and unexpected situations (Atkinson and Messy, 2013). In parallel with their level of financial education, their potential for effective citizenship also increases. In this context, the following achievements are included in the social studies curriculum at the 4th grade level:

1. Makes conscious choices between the two by distinguishing between wants and needs.
2. Recognizes the main economic activities of his family and close environment.
3. Exhibits conscious consumer behavior as a responsible individual.
4. Creates a sample budget of its own.
5. It uses the resources around it without wasting it.

These achievements are discussed in the textbook under the topics of our wishes, needs, economic activities in my family and environment, let's be conscious consumers and yes to consumption, no to waste. Again in the course book, the concepts of desire, need, budget, benefit, cost, goods, services, costs, economic activity, production, consumption, profession, savings, waste, self-control in shopping, balancing the budget and frugality are included. Pre-shopping and post-shopping transactions, expiry date, meanings of the signs (TSE, CE, ISO) on the products, receipts, invoices, advertising concepts, family income and expenses, economic contribution to the family, being a conscious consumer, economic resources of the region, the products produced in the region, the growing conditions of the products, the professions involved in the production, the marketing of the products,

their delivery to the consumers, the income level of the products, the difficulties encountered in the production of the products, the effect of the climate on the production and how it can contribute to the country's economy (Tüysüz, 2019). If adequate financial education is not provided in schools, this gap is closed by parents and other adults, but 32% of parents can support their children in this regard.

According to a study conducted in Turkey on the subject, the learning outcome related to financial literacy is mostly included in the primary school curriculum, followed by the secondary school and high school curriculum. At primary school level, this subject is frequently included in social studies and life studies courses. In addition, studies supporting this education are included in mathematics and science programs. In recent years, the increase in online shopping, the use of credit cards, and the emergence of complex financial products have increased the importance of the subject. The Ministry of National Education, Ministry of Development, financial institutions and non-governmental organizations provided training to teachers on financial literacy with the project they developed (MEB, 2016).

It is noteworthy that other countries and international organizations also took similar initiatives. Among these, UNICEF and the UN Committee on the Rights of the Child included children's rights, responsibility, information about family and society, and saving issues in the "Social and Financial Education Program" developed for children in ninety countries. Of these, "The National Center for Economic Education for Children" produces the "Primary Education Economist" program and distributes it at the national level (Amagir et al., 2018). On the other hand, financial literacy has been added to the fields such as Mathematics and Science, which are evaluated within the scope of PISA, in some countries (OECD, 2013). There are many studies on the subject in the literature. Some of these have been done on university students, some on teachers and academics, some on high school and middle school students, and some on other adults. Studies on economics education and awareness of primary school students were conducted (Bayhan et al., 2007; Batty et al., 2015; Collins et al., 2016; Çarıkçı, 2019; Mammadova et al., 2021; Schug and Hagedorn; 2005; Ünlüer, 2021; Webley, 2005).

There are also some studies conducted to increase the knowledge level of students on the subject (Berry et al., 2015; Go et al., 2012; Sherraden et al., 2011). There are very few studies on the awareness of primary school 4th grade students about the family and the country's economy. In addition, these studies do not cover all the concepts and subjects that should be given within the scope of the social studies curriculum. This research tries to reveal the awareness of the concepts and topics that are aimed to be gained to the 4th grade students in the social studies curriculum. In this respect, the research is expected to contribute primarily to those working on the curriculum, teachers and other interested parties.

In this study, the awareness of the 4th grade primary school students about the family and the country's economy was examined within the scope of the social studies 4th grade curriculum.

For this purpose, answers to the following questions were sought:

1. What is the awareness of students about economic concepts that they should have?
2. What is the awareness of the students about the production, consumption and distribution activities of the region they live in?
3. What is the awareness of the students about thrift and being a conscious consumer?
4. What is the awareness of the students about contributing to the family and national economy?
5. What is the awareness of the students about the family and the country's economy?

METHOD

The research used qualitative research method. This research has the characteristics of a study in terms of examining the awareness of primary school 4th grade students about the family and the country's economy.

Research group

The study group of the research consists of 99 students studying in two primary schools in the Atakum district center of Samsun province in the 2020-2021 academic year. 56 of these students attend Seyfi Demirsoy Primary School and 43 of them from Fahrettin Ulusoy Primary School. One of the purposive sampling methods was used in the research. This method is used for elements that cannot be accessed easily and quickly even though they are sure of their existence. Considering that the sample size used in qualitative research is not suitable for generalization, easy and economical situations are preferred for the study (Patton, 2005; Vogt et al., 2012; Yıldırım and Şimşek, 2011).

Data collection tool

Economics is one of the most talked about topics in every period. At the same time, the deficiencies of individuals on these issues are often the subject of discussion in the society. For this reason, it is planned to prepare a questionnaire consisting of open-ended questions in order to see the awareness of the 4th grade students in primary school, which is the basis for acquiring many knowledge, skills and attitudes. Open-ended (unstructured) questions are preferred so that respondents can answer freely. In addition, with such questions, the researcher can have more extensive and detailed information about the subject by getting answers that he did not expect or planned (Büyüköztürk, 2005). Before the questions were prepared, the 4th grade social studies curriculum and textbook were examined and it was determined what the students expected to gain about the economy. After the review, 6 draft interview questions were created. The questions were sent to 2 experts from the fields of educational sciences and social studies, and they were asked to examine them. In line with the warnings from the experts, the number of questions in the interview form was reduced to 5 and rearranged. Then, the pilot application was carried out by applying the new form created to 10 students who would not

take part in the original application. The application was made by the researcher under the supervision of classroom teachers. In the pilot application, provided that the number of questions remained constant, the questions that could not be understood well were rearranged and adapted to the level of the students.

Data collection

The data were collected from 99 4th grade students studying in two public primary schools in the Atakum District of Samsun Province in the 2021-2022 academic year. The application was carried out in the classrooms of 2 classroom teachers, who volunteered for the application in both schools. Due to the fact that some students did not come to school due to the pandemic, the application was carried out on existing students through face-to-face interviews in the presence of the classroom teacher. In this application, since the researcher and the respondent are in mutual interaction, it is thought that the control of the researcher regarding the application will increase and time and cost savings will be achieved. In addition, face-to-face interviews can be arranged individually or as a group (Büyüköztürk, 2005). 75 min were given to answer the questionnaires; 15 min were added to the students who could not answer within this time. During the application, necessary explanations were made about the points that the students did not understand. Particular attention was paid not to direct students while answering the questions.

Analysis of data

The data were analyzed by descriptive analysis. Descriptive analysis is an approach that covers the stages of processing qualitative data, defining the findings and interpreting the identified findings, adhering to a predetermined framework. In this approach, the results of the research are presented to the reader by making direct quotations without changing the original form of the data (Yıldırım and Şimşek, 2011). In this study, research questions were based on the creation of the main themes. Sub-themes were created by analyzing the data obtained from the questionnaires. In the analysis of the data, groupings were made according to the similarity of the expressions. The process of providing information from the collected data and comparing it with the emerging sub-themes is called the continuous comparison method in data analysis (Creswell, 2013).

Three of the 99 students participating in the study were not included in the analysis because they did not fill out the form sufficiently. Thus, the data obtained from 96 students were analyzed. Before starting the analysis, screening criteria were determined and coding was done according to these criteria. In this context, since the themes were determined at the beginning, some sub-themes were created as a result of the coding. Coding was done by another researcher who is an expert in qualitative research, in line with the criteria determined together at the beginning. It was tried to present the data effectively by making direct quotations from the statements of the students.

In the research, students were coded as S1, S2, S3... While coding was done, correct perceptions were coded according to the inferred meaning, while wrong and irrelevant answers were given under a common code. In content analysis, similar data are organized within the scope of various concepts and themes and it is interpreted in a way that the reader can understand (Büyüköztürk et al., 2012; Cohen et al., 2007; Yıldırım and Şimşek, 2011). In order to ensure reliability in qualitative research, the stability between the coding of more than one researcher on the data is taken into account (Creswell, 2013). In this context, the coding of the two researchers was compared and arranged as consensus and disagreement. Consensuses of codes close to each other and

codes that are quite different from each other or cannot be decided on similarity are determined as differences of opinion. Codes on which no consensus could be reached were excluded from the study. After these determinations, the percentage of agreement (Reliability) = $\text{Consensus}/(\text{Agreement}+\text{Disagreement})\times 100$ was calculated using the formula (Miles and Huberman, 2015). Percent of Concordance (Reliability)= $167/(167+33)100$ was found to be approximately 0.84. A rate of agreement above 0.70 is interpreted as sufficient security (Yıldırım and Şimşek, 2011).

RESULTS

Awareness levels of the students participating in the research regarding the concepts related to economy are presented in Table 1. Looking at Table 1, students' awareness of the concepts related to economy, 86 (90%) of 96 students, 49 (51%) of budget, 71 (74%) of benefit, 66 of 'goods' regarding the concept of need. (69%), services 70% (73%), cost 30% (31%), economic activity 43 (45%), production 84 (88%), consumption 50 (52%), profession 73 (76%), saving 58 (60%), waste 70 (73%) and budget balancing 39 (41%) were found to be good. Other students expressed these concepts inadequately, incorrectly, or left them blank. It can be said that the awareness of these students about the concepts is insufficient. In addition, based on these data, it is seen that the majority of the students have sufficient awareness of the concepts of need, benefit, goods, production, consumption, savings and waste, but their awareness of the concepts of budget, cost, economic activity, balancing the budget is not sufficient. Some of the students' statements about these concepts are shown below:

1. Service, bringing the order given at the restaurant (S30), making a person's returns (S35)
2. Cost, money spent until selling (S72), money spent on something (T93)
3. Economic activity, income generating activity (S2), forestry, agriculture, fisheries, tourism (S11), all kinds of shopping where money is used (S40)
4. Production, making products (S76), the stages of an item until the market (S7), work done in the factory (S17)
5. Consumption, using the products produced (S10), buying the products from the grocery store and the market and having a meal (S58)
6. Profession, the job we specialize in (S40), Doctor, engineer, architect, nurse (S64)
7. Saving, using as much as needed (S12), using something as needed (S64)
8. Spending something unnecessarily (S56), not eating something to eat and throwing it away (S48)
9. Balancing the budget, adjusting our income and expenses (S55), stretching your feet according to your quilt.

The level of awareness of the students participating in the research about the economic activities in the regions

Table 1. Students' awareness of economic concepts.

Concept	Awareness of students	Frequency (n)	Percent
Need	Food, shelter, clothing	31	32
	Things we need to survive	23	24
	Things we need	2	2
	Things we have to buy	15	16
	Love, education	14	15
	Unwanted food, clothing,	1	1
	Water and similar things	5	5
	Missed or incomprehensible expression	10	10
Budget	The group consisting of income and expenses	7	7
	Money coming to our house	19	20
	Income, expense	13	14
	Calculation of our income and expenses	2	2
	Allocated money	4	4
	Adjusting our income and expenses	1	1
	Money set aside for a cause	2	2
	Money excluding expenses	1	1
	Missed or incomprehensible expression	47	47
	Use	Beneficial, profitable	26
Doing good, doing useful things		18	19
Healthy food and drinks		27	28
Missed or incomprehensible expression		25	26
Goods	Product	6	6
	Goods	50	50
	Assets we own	10	10
	Missed or incomprehensible answer	30	31
Service	Help	16	17
	Meeting people's needs	53	55
	Products made by humans	1	1
	1. Missed or incomprehensible expression	26	27
Cost	The money spent on the production of the product	30	31
	Missed or incomprehensible expression	66	69
Economic activity		28	29
	Income generating activity	12	13
	Production, consumption	3	3
	Any kind of shopping where money is used	5	5
	Missed or incomprehensible expression	53	55
Production	Make something, manufacture, create, reproduce, produce	84	88
	1. Missed or incomprehensible expression	12	13
Consumption	Eating, finishing, aging, spending,	29	30
	Use of manufactured products	21	22
	1. Missed or incomprehensible answer	46	48
Profession	Monetized business	51	53
	Trained job.	22	23
	Missed or incomprehensible expression	23	24

Table 1. Cont'd. Students' awareness of economic concepts,

Saving	Not to overspend	14	15
	Use as needed	2	2
	Being frugal	5	5
	Use sparingly	23	24
	Not to waste	3	4
	Growing out of need	4	3
	Use with caution	3	4
	Spool	4	40
	Missed or incomprehensible expression	38	
Waste	Spending unnecessarily	25	26
	Consume wrong	4	4
	Being extravagant	4	4
	to waste	23	24
	Using more than necessary	13	14
	Consuming unconsciously	1	1
Missed or incomprehensible expression	26	27	
Balancing the budget	Adjusting our income and expense	13	14
	Equalizing our income and expense	23	24
	Extending your foot according to the quilt	3	3
	Missed or incomprehensible expression	57	59

Table 2. Awareness of students about the economic activities in the region they live in.

Production	Awareness of students	Frequency (n)	Percent
Production activities	Aware	84	88
	Unaware	12	13
Production stages	Aware	53	55
	Unaware	43	45
Contribution of production to economy	Aware	35	36
	Unaware	61	64
Growing conditions of products	Aware	23	24
	Unaware	73	76
Difficulties in growing the products and income situation	Aware	22	23

they live in is presented in Table 2. Looking at Table 2, 84 (88%) of the 96 students participating in the research were aware of the academic activities in the region they live in, while 12 (13%) were not aware of it; 53 (55%) of the students were aware of the production stages of the products grown in the region, while 43 were not; 35 (36%) of the students were aware of the contribution of the products grown in the region to the economy, 61 (64%) were not aware of it; It is seen that 23 (24%) are aware of the growing conditions of the

products grown in the region, 73 (76%) are not aware, 22 (23%) are aware of the difficulties and income situation in growing the products, 74 are not. Based on these data, it is understood that the students are quite aware of the production activities in their regions, but they are scarcely aware of the production stages, the contribution of production to the economy, the growing conditions of the products, the difficulties in growing the products and the income situation. In other words, it can be said that their awareness level is low. Some of the

students' statements about the subject are shown below:

1. Production activities in the living environment: Education, industry, fisheries, ovine breeding, wheat barley production, hazelnut production (S9), Livestock, industry, hazelnut production, fisheries and food are produced in the environment where I live (S62)
2. Production stages: Peach cultivation, irrigation, care, spraying, collection, storage, selling- occupations farmer, marketer, market, greengrocer (S1), hazelnuts are gathered with the worker, come to the threshing floor, cleaned with pulp, dried, bagged, sold to the trader, the trader reaches the factory, is broken, sorted, packaged, sent to the market (S2)
3. Contribution of the products to the economy: Thanks to the hazelnuts and paddy produced in our region, people make a living (S2), wheat contributes a lot to our country, bread, etc. This is a beautiful thing (S90).
4. Growing conditions of products: Bafra District, watermelon; Due to its climate, watermelon grows very well. If there is a drought, it will be adversely affected (S1), hazelnut: The climate here is very suitable for hazelnut cultivation because hazelnuts love a humid climate. Hazelnuts collected because it is too rainy dry hard (S16)
5. Difficulties in growing products and income situation: Fishermen cannot earn much income due to fishing and unconscious fishing (S10), cold weather in spring and dry seasons in the interior of the Black Sea negatively affect production (S47).

Awareness levels of the students participating in the research regarding the concepts related to conscious consumerism are presented in Table 3. Looking at Table 3, out of 96 students, 78 (81%) explained what is understood by the concept of conscious consumer, 67 (70%) what to do before shopping, 42 (44%) what to do after shopping, 71 (74% what the expiry date means, 25 (26%) what TSE means, 43 (45%) what CE means, 33 (34%) what ISO does 72 (75%) of them stated that they are aware of what the receipt does, 56 (58%) of the invoice and 61 (64%) of them are aware of what the advertisement does. Other students expressed these concepts inadequately or incorrectly, and some left them blank. It can be said that the awareness of these students about the concepts is insufficient. In addition, based on these data, the majority of the students have good awareness levels about conscious consumer, thrift, things to do before shopping, expiry date, receipt and invoice; however, it is seen that the level of awareness about what to do after shopping, TSE, CE and ISO is low. Some of the students' statements about these concepts are shown below:

1. Conscious consumer is the consumer who balances his income and expenses (S78), Going to the market full, making lists, not being affected by advertisements,

getting his needs (S11), Checks the expiry date, looks at the user manual, checks whether the package has been opened or not (S62).

2. Before shopping, I prepare a list of needs, because I have to decide beforehand what I need to buy and shop accordingly, I go to the room and see what I need, because I do not want to buy things that I do not need (S87), I look at my money, I look at my budget (S33)
3. After shopping, after checking our invoice, I delete and place the items I bought (S11), I check if the items I bought are defective, I check the label how to wash them S15, I get receipts after shopping, and I check my belongings (S39)
4. Expired products, spoiled or stale products may be harmful to human health. In addition, food poisoning may occur (S78), if we cannot finish it by the expiry date we will not buy it (S32)
5. TSE means conforming to Turkish standards (S17); it shows that it is produced according to the rules in Turkey (S10)
6. CE indicates that it is produced in accordance with the production rules in Europe (Ö48); it means that it complies with health and safety standards in Europe (S53)
7. It has an ISO international standard (S96), It shows that it is a quality and reliable product (S51)
8. The receipt is taken to check the prices of the goods and see how much they cost (S42). The seller pays tax when they receive the receipt (S14)
9. It is used in invoice, return and exchange transactions (S58), it shows how many TL of shopping they have made (S14)
10. Advertising ensures the promotion of the product and increases the sales (S10), the thing that persuades people to buy that item (S31).

Awareness status of the families of the students participating in the research regarding the income and expenditure status is presented in Table 4. When we look at Table 4, the answers given by the students to the questions asked about the income status of the family are evaluated under two categories: the income meeting the expenses and how they contribute to the family economy. While 53 (55%) of the 96 students who participated in the research stated that their income covered their expenses, 2 (2%) stated that their income was more than their expenses, they saved money, 8 (9%) stated that their income did not cover their expenses due to the cost of living. 34) did not answer the question and gave an irrelevant answer. Based on these data, it can be said that the students are not sufficiently aware of the income and expenditure status of the family. Some of the students' statements about your family's income, expenses and whether the income is sufficient for the expenses are shown below:

1. Our family's income and expenses are sufficient for each other (S35)

Table 3. Students' awareness of the concepts related to conscious consumerism.

Concept	Awareness of students	Frequency (n)	Percent
Conscious consumers	1. saving	18	19
	2. Balancing the income expense	6	6
	3. Those who get what they need	15	16
	4. Receipt of invoice	3	3
	5. Facing TSE logo	2	2
	6. Not fooled by advertisements	5	5
	7. Looking at the consumption history	16	17
	8. Preparing the shopping list	3	3
	9. Looking after the quality of the product	7	7
	10. Avoiding waste	4	4
	11. Missed or incomprehensible answer	18	19
Before shopping	1. Preparing a shopping list	56	58
	2. Planning	4	4
	3. Not going to the market hungry	1	1
	4. Separating wants and needs	2	2
	5. Missed or incomprehensible answer	4	4
		29	30
After shopping	1. Don't see if you need it	7	7
	2. Receipt, receipt of invoice	18	19
	3. Checking what you have received	9	9
	4. Checking the shopping receipt	6	6
	5. Missed or incomprehensible answer	54	56
Expiry date	1. Out of date, poisoning, expired shelf life, not eating spoiled food	71	74
	2. Missed or incomprehensible answer	25	26
TSE	1. Turkish standards institute	51	53
	2. Compliant with Turkish standards	11	11
	3. Safe, checked, licensed	16	17
	4. Whether it is good quality	3	3
	5. Missed or incomprehensible answer	25	26
CE	1. Healthy and safe	19	20
	2. Compliant with European production rules	4	4
	3. European standards institute	7	7
	4. Comply with European production rules	9	9
	5. Conform to European standards	4	4
	6. Missed or incomprehensible answer	53	55
ISO	1. Have international standard	29	30
	2. It is of good quality	4	4
	3. Missed or incomprehensible answer	63	66
Receipt	1. Product information	16	17
	2. Allows to pay taxes	5	5
	3. Shows the prices of the items	15	16
	4. It serves to change products	23	24
	5. Document received after shopping	6	6
	6. Shows the payment amount	5	5
	7. To check the received products	2	2
	8. Missed or incomprehensible answer	24	25
Invoice	1. Allows to return	5	5
	2. Shows what we spent	28	29
	3. Shows product information	23	24
	4. Missed or incomprehensible answer	40	42

Table 3. Cont'd. Students' awareness of the concepts related to conscious consumerism.

Advertisement	1. Promote the product, increase sales	40	42
	2. Showing the products on TV	8	8
	3. Don't praise something	3	3
	4. TV program made to make money	5	5
	5. What convinced you to buy the product	5	5
	6. Missed or incomprehensible answer	35	36

Table 4. Students' awareness of the family's income and expenditure status.

Awareness of students		Frequency (f)	Percent
Income meets expenses	1. Our revenues cover our expenses	53	55
	2. We save more money than our income.	2	2
	3. Our incomes are not enough due to the high cost of living.	8	9
	4. Missed or incomprehensible answer	33	34
Contribution to the family economy	1. By taking little pocket money	1	1
	2. By giving the money I saved	3	3
	3. By saving	12	13
	4. By not taking things that are not necessary	31	32
	5. By helping my family	9	9
	6. By not wasting	7	7
	7. By protecting our belongings, tools and equipment	2	2
	8. By recycling the materials to be recycled	1	1
	9. Studying my lessons	6	6
	10. I'm not doing anything	1	1
	11. Missed or incomprehensible answer	23	24

2. My mother and father are working. My mother earns 5000 TL and my father earns 6000 TL. Our income is sufficient for our expenses (S10).

3. It is not enough because our income is less than our expenses. We make moderate expenditures (S48).

4. Our income is sufficient for our expenses. We receive our requests with the money left after we receive our needs (S80).

5. Since my family's expenses are not high, our income is sufficient for expenses. Our revenues remain 400 TL when we spend 1000 TL on expenses per month. But I really don't know how much my mother earned (S78).

Regarding what the students do to contribute to the family economy, it is seen that 31% of 96 students did not buy unnecessary things, 12 of them made savings, and 23% did not answer the question and gave irrelevant answers. Based on these data, it can be said that the awareness level of the majority of the students about the contribution to the family economy is good. Some of the statements about what they do to contribute to your family's economy are shown below:

1. By not getting pocket money during the corona

period (S1), giving the money I saved (S53), not buying things that are not needed (S96).

2. I restrict most of my desires and be thrifty and a little patient (S40).

3. I do not waste my allowance (S15)

4. I save money and meet my needs by taking money from my piggy bank (S73)

5. I buy cheap stuff. I use resources when I need them. I do not waste water (S62)

6. I don't buy everything I see and make a secret piggy bank from my mother. Then I give all my money to my mother. When I have a lot of money of my own, I don't spend it and keep it. I use this money for my needs when I need it (S78).

7. I do not leave the taps and lights on (S80).

Awareness status of the students participating in the research about contributing to the country's economy is presented in Table 5. Looking at Table 5, 17 (18%) of the 96 students who participated in the research regarding contributing to the country's economy were thrifty and not extravagant, 14 (15%) were careful not to waste, 6 (6%) were good at classes. While expressing this as a study, it is seen that 36 (38%) did not respond

Table 5. Students' awareness of contributing to the country's economy.

Student perceptions	Frequency (f)	Percent
1. Take care not to waste	14	15
2. Doing useful work, helping those in need	2	2
3. Don't recycle things to be recycled	5	5
4. Receiving receipts in shopping	4	4
5. Being thrifty and not extravagant	17	18
6. Collecting waste batteries and giving them to the municipality	1	1
7. Not polluting the environment	5	5
8. Good study for lessons	6	6
9. Using domestic products	3	3
10. Regular use of tools and materials	2	2
11. Missed or incomprehensible answer	36	38

and gave irrelevant answers. Based on these statements, it is understood that the students contribute to the country's economy by not wasting more, not behaving extravagantly and economically. In addition, it can be said that the majority of the students are not aware of the subject. Some of the students' statements are shown below:

1. I don't leave the tap on while washing my hands, I don't leave the lights on unnecessarily, I don't waste electricity and I don't waste food (S12)
2. I do not buy more food and bread than necessary (S9)
3. I throw the things to be recycled into the recycling bin (S61)
4. I receive receipts or invoices for every product or service I buy. I pay special attention to buying domestic goods. I warn my friends about these issues (S47).
- 5 I help my parents to harvest tea and hazelnuts (S32)
6. I do not pollute the places by throwing garbage, I keep them clean. I fulfill my responsibilities (S63).
7. I am studying. I use consumable resources such as water, electricity and natural gas sparingly. I do not damage places such as poles, lamps and parks on the street (S78).
8. I don't do anything (S44)

DISCUSSION

In the research, it has been determined that the majority of the students have sufficient awareness of the concepts of need, benefit, goods, production, consumption, savings and waste, but their awareness of the concepts of budget, cost, economic activity, balancing the budget is not sufficient. Economics education is not just for adults. Individuals in all age groups should have the necessary knowledge on economic issues. Therefore, economics education should be given to children from an early age (Webley,

2005). This training will enable them to be a good producer, a good consumer and even a good voter (Melendez et al., 2000; Suiter et al., 2004). This education is not carried out only through schools. Family life and media tools also play an important role in this regard (Bayhan et al., 2007; Schug and Armento, 1985; Hansen et al., 2002; Webley, 2005; OECD, 2017; Wehmeyer, 1980).

However, if economics topics are handled with the active participation of students in connection with real life, they can better understand the difficult and complex structure of the economy (Buckles, 2001; Murphy and Walsh, 1989). In many studies on the subject, it is emphasized that children can learn economics-related subjects in a more enjoyable and permanent way with a good economics education program (Racich, 1982; Schug and Birkey, 1985; Day, 1988; Schug and Hagedorn, 2005). Based on these data, it can be said that education on economic issues should start from an early age. The effect of the education given on economic issues will not only be reflected in the economic gains of the individual in his future life, but also will have important effects on his political and social life. As a result of his research, Çarıkçı (2019) found that primary school fourth grade students heard some concepts related to economics but did not have information about their functions. It can be said that there is a partial similarity between Çarıkçı's research and the results of this research. There are no other studies on the level of awareness of elementary school 4th grade students about concepts related to economy. Based on these results, it can be said that the awareness level of the students about the concepts related to the economy is not sufficient. The reason for this may be that the education given is not suitable for the level of the students, the appropriate methods and techniques are not used and the necessary importance is not given.

Experimental studies on primary school students have shown that students with economics education are

more successful in economics (Akhan, 2010; Davison and Kilgore, 1971). According to Akhan (2013), it was emphasized that while in the first years of the republic, more importance was given to economic issues, by making students active in the process and by adapting them to daily life, but recently the importance given to the subject has decreased. It has been determined that the students participating in the research are quite aware of the production activities in their regions, but they are little aware of the production stages, the contribution of production to the economy, the growing conditions of the products and the difficulties in growing the products, and the income from the products.

According to Mandell (2008), there is a significant relationship between the socio-economic level of the family and their children's approaches to financial matters; emphasizes that children with high economic levels manage money better, and students in lower socio-economic groups are more affected by the lack of education given in this sense at school.

In another study conducted on secondary school students, it was found that students learned information about the economy mostly from their families, and partially from social media, newspapers and friend groups; it has been determined that very few of them benefit from their teachers at school (Mammadova et al., 2021). As a result of his research, Güvenç (2017) revealed that the most learning outcome related to financial literacy, which is included in the compulsory courses category, is not sufficient, although it is included in the primary school stage of the social studies curriculum, the life studies curriculum and the mathematics curriculum. Studies conducted to increase the knowledge level of students on economics and finance have found significant increases in students' success (Berry et al., 2015; Go et al., 2012; Sherraden et al., 2011). From the relevant literature, it is understood that the socio-economic status of the family is effective on the level of awareness of the students about the economy. In this case, it can be said that effective results can be obtained if the necessary education is given to the students, taking into account the socio-economic status of the families of the students. In addition, it is seen that studies on production, consumption and economic activities, which are mainly limited to social studies, are not sufficient. The majority of the students have good awareness levels about conscious consumer, thrift, things to do before shopping, expiry date, receipt and invoice; however, it is seen that the level of awareness about what to do after shopping, TSE, CE and ISO is low. Mammadova et al. (2021), in their study on secondary school students, determined that the majority of students save money from their pocket money and they tend to use this savings for their primary needs.

In the study conducted by Tetik (2019), it was found that although the level of financial literacy is low in

Turkey, this result is similar to the world average; In this context, it has been determined that the financial literacy levels of those with low income and education level are also low, the financial literacy levels of women are lower than men, and there is no increase in financial literacy level with age. Çarıkçı (2019) found that the majority of students were willing to save, heard about financial concepts, but could not define them, but did not have an idea about their functions and scopes, although they heard about money price and budget. It has been concluded that the financial programs applied to primary school students create a positive change in students' attitudes (Batty et al., 2015; Collins, O'Rourke, Odders-White et al., 2016; Schug and Hagedorn; 2005). Again, in studies conducted to increase the knowledge level of students on the subject, it was determined that there were significant increases in students' success (Berry et al., 2015; Go et al., 2012; Sherraden et al., 2011). In order to gain such concepts, educational environments suitable for making the concepts concrete can be organized.

It has been determined that the majority of the students have a low level of awareness about the income and expenditure situation of the family, but their awareness level about the contribution to the family economy is good. According to the results of the research conducted by Yıldırım and Öztürk (2017) to determine the opinions of field experts and teachers on economic literacy, it was determined that the level of economic literacy and the education received in economics in the Turkish society were insufficient. Similar results have been obtained from studies conducted on the same subject on different societies (Davies, 2006; Disney and Gathergood, 2013; OECD, 2017). In his study, Çarıkçı (2019) emphasized that it is not enough to give financial literacy competencies only to those who are in working life, to university students, and that this awareness should be gained from the primary school years. Since there is no study in the literature to determine the awareness of students regarding the income and expenditure status of the family, a comparison could not be made. However, according to the research data, it can be said that the family does not support the child enough in economic matters, does not show the necessary effort to raise economic awareness and the school-family cooperation is insufficient in this regard.

RECOMMENDATION

In line with the results of the research, the following suggestions can be made:

1. Research can be conducted using different methods on students selected from different provinces and different socio-economic levels in order to determine

the level of awareness of primary school 4th grade students about concepts.

2. In order to provide elementary school students with the concepts of economics, associations can be made with different courses and subjects.

3. More emphasis can be placed on school-parent cooperation efforts to increase awareness of economic concepts; it can be ensured that parents take their children to markets and shopping centers to participate in shopping decisions.

4. Class trips can be organized by teachers to places where shopping will be done, and students can talk and discuss basic concepts such as products, prices, and budget.

5. Class trips, projects, etc., covering economic activities in the environment. It can be tried to create awareness among students by organizing

6. Research assignments can be given on the family budget, the state budget and how these will reflect on them, and discussions can be made on the subject when appropriate.

7. Different practices on this subject can be followed by the Ministry of National Education officials and good practices can be reflected in the programs and practices.

CONFLICT OF INTERESTS

The author has not declared any conflict of interest.

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