Educational Policy Analysis and Strategic Research, V18, N1, 2023

Investigation of the Relationship between Pre-service Social Studies Teachers' Attitudes towards Purchasing Geographically Indicated Products and their Status as Conscious Consumers

Abdulkerim DİKTAŞ [1]
Çanakkale Onsekiz Mart University
Kenan BAŞ[2]
Ağrı İbrahim Çeçen University

Abstract

The purpose of this study is to investigate whether there is a relationship between social studies teacher candidates' attitudes towards purchasing geographically indicated products and their status as conscious consumers. The study was carried out with a total of 211 teacher candidates studying at two different state universities in Turkey in the spring semester of 2022-2023 academic year. The relational survey model, one of the quantitative research types, was utilized in the study. The data in the study were collected through the Attitude Scale Towards Buying Geographically Indicated Products, developed by Yüce & Korucuk (2020), and the Conscious Consumer Scale developed by Buğday (2015). The SPSS 22nd statistical program was used in the analysis of the quantitative data obtained. As a result of the study, the following findings were attained. It was found that the attitudes of teacher candidates towards purchasing geographically indicated products and their state as conscious consumers did not demonstrate a statistically significant difference in terms of gender; similarly, it was observed that there was no significant difference in terms of the "parent average monthly income" variable. Nevertheless, it was revealed that there was a positive and significant relationship between the attitudes of pre-service teachers towards purchasing geographically indicated products and their status as conscious consumers.

Keywords: Geographical Indication, Social Studies, Conscious consumer

DOI: 10.29329/epasr.2023.525.10

Submitted:08 September 2022 **Accepted:** 23 January 2023 **Published:** 08 March 2023

[1]Assistant Prof. Dr., Faculty of Education, Çanakkale Onsekiz Mart University, Turkey, ORCID: (0000-0002-5803-5586) Email: abdulkerim.diktas@comu.edu.tr

[2] Assoc. Prof, Ağrı İbrahim Çeçen University, Patnos School of Social Services, Department of Social Services, Turkey,, ORCID:(0000-0003-4253-2323), Email: kbas@agri.edu.tr

Correspodence: kenanbas2301@gmail.com

Introduction

As in every field, there have been some great changes and transformations in sociological, cultural, economic and political fields regarding the technological developments in the world. In this change and transformation atmosphere experienced in different societies around the world, the phenomenon of being nationalistic has also had its share, and this situation has accelerated the process of returning back to basics due to the cultural degeneration apprehension of many societies. The increase in the value of the local and the return to being national with the phenomenon of globalization have not only significantly impacted the image of geographically indicated products in consumers, but also encouraged the individuals to be conscious consumers.

Even though many types of products have been introduced to the market due to the globalization of trade in the world and the increase in new technological opportunities, this state of affairs has also brought along some problems. The introduction of poor quality raw materials and genetically modified products to the market in order to make more profits has, in the long run, put human health at risk (Alemanno, 2006; De Rosa, 2015; Toklu, Usta Ahmetoğlu & Öztürk Küçük, 2016). This situation has led to an increment in quality and reliability concerns among the consumers and a serious increase in consumers' demands for the local products (Teuber, 2011).

Geographically Indicated Products

Geographical indication is one of the intellectual and industrial property rights (Gökovalı, 2007). Geographical indication is a quality mark that shows and guarantees the source of a particular product, its characteristics and the relationship between the characteristic features of that product in question and the geographical area (Web1: https://www.turkpatent.gov.tr/cografi-isaret). As it is possible to define geographical indication as the meeting of the local with the world, it is also possible to define it as a series of legal measures taken to ensure that authentic (original, authentic) products are safely transferred to future generations without deterioration (Şahin, 2013; Mertol & Yaylacı, 2021). Culture and the geographical indication as its product can also be defined as a brand today (Tanrıkulu, 2011; Murat & Ergen, 2022). Even though the agricultural products spring to mind when geographical indication is mentioned, the concept of geographical indications is composed of many products such as handicrafts, industrial products and mineral products (Oraman, 2015). Geographical indications and the traditional characteristic descriptions are important tools of the European Union's product quality policy (Ucuncuoglu, 2020). Nevertheless, the local product sector has become a growing sector in food consumption all over the world and especially in Europe (Tekelioğlu & Demirer, 2008; Wirth, 2018). Geographical indications (GIs), if used correctly and well protected, are likely to be an effective marketing tool with great economic value for the country they belong to. GIs define the cultural identity of a nation, region or a particular area. Therefore, it makes it possible to

add value to the country's natural wealth and the skills of its people and gives the local products a distinctive identity (Addor & Grazioli, 2002).

Geographically indicated products are classified and registered under three headings: "Protected Designation of Origin-PDO", "Protected Geographical Indication-PGI" and "Traditional Standard Guaranteed-TSG". (Dikici, Koluman & Aktaş, 2013).

Geographical indications are divided into two as the name of origin and indication of origin.

The name of origin

"If all or the essential qualities of a product originate from the natural and human elements that belong to a certain geographical area, the geographical indications in this case are called "name of origin" (Web1: https://www.turkpatent.gov.tr/cografi-isaret). The production, processing and other operation stages of the product in question must take place within the boundaries of the determined geographical area. The relationship between the product named origin and the geographical region is very strong (Yüce & Korucuk, 2020). In other words, the product in question must take its qualities from the geography to which it is connected (Özgür, 2011). Afyon double-cream, Amasya Apple, Erzincan Tulum cheese, Finike Orange, Kars Kashar (Cheddar) cheese, Kars honey, Malatya Apricot, Gemlik Olive, Taşköprü Garlic etc. products can be mentioned as the examples of origin-indicated products.

The indication of origin

"The geographical indications, which are the subject of products that are identified with a certain geographical area in terms of their distinctive quality, reputation or other characteristics, and whose production, processing or other operations must take place within the specified geographical region, are called "the indication of origin" (Web1: https://www.turkpatent.gov.tr/cografi-isaret). The most important point to be considered in the indication of origin is that the quality of the product is exactly the same and that the raw materials and production and processing methods of the region are implemented in exactly the same way (Orhan, 2010). In other words, after the raw material or at least one of the stages in the production process of the product in question is registered as the indication of origin in the relevant region, other production or processing stages of that product can be carried out outside the region to which it is connected. The products of such regions as Hatay (Antakya) Künefe, Antep Baklava, Hereke Carpet, Adana Kebab, Afyon Sausage (Turkish style fermented sausage), Damal (Ardahan) Baby Doll, Siirt Blanket, Isparta Carpet etc. products can be exemplified as the products with the indication of origin.

Traditional Product Name

"The names that are proven to have been traditionally used for at least thirty years to describe a product in the relevant market that are not covered by the name of origin or the indication of origin, are defined as the traditional product name if they meet at least one of the following conditions."

a) The fact that there is a situation arising from the traditional production or processing method of the product or the traditional composition.

b) The fact that the product must be manufactured from a traditional raw material or ingredient (Web1: https://www.turkpatent.gov.tr/cografi-isaret). The products such as Turkish Delight, Ottoman sherbet, Baklava etc. can be exemplified as the traditional product names.

As of June 2022, 1139 products have obtained the geographical indication registration certificates in Turkey. However, there are a total of 722 products for which registration applications have been made but have not received the registration certificate yet (Web1: https://www.turkpatent.gov.tr/cografi-isaret).

The Concept of Conscious Consumer

Consumption is an important source that enables the life cycle for all living things (Köroğlu, 2014; Cici Karaboğa, 2022). Considering that consumer needs are the basis of economic activities, it is possible to claim that the role of consumer behavior is of great importance in generating a sustainable life source in the long run (Buenstorf & Cordes, 2008). Basically, the so-called conscious consumer can be defined as an individual who knows and uses his/her rights and makes purchases according to his/her needs (Buğday, 2015). There are five dimensions of being a conscious consumer: These can be listed as "socially responsible consumption", "ethical consumption", "modest consumption", "rational consumption" and "environmental consumption". The individual with these five dimensions can be defined as a person who possess the qualities of a conscious consumer as a whole. As individuals tend to be conscious consumers, businesses, decision makers or legislators will have to act more meticulously, respect human rights and demonstrate more rational behaviors (Buğday & Babaoğul, 2016).

Considering the fact that the individuals, in this day and age, focus on the symbolic meanings of the products consumed rather than their functional benefits (Ünal Kestane, 2020), the basic characteristics of a conscious consumer are to avoid excessive consumption, spend in accordance with their needs, and consciously choose the most suitable products among alternatives that do not endanger the environment and society. It is possible to say that it emerges in the form of choosing behaviors (Kılıç, Aydıner Boylu, Günay, 2019). In a nutshell, a conscious consumer is an individual who is fully aware of the effects of each consumption behavior on the society and environment (Kozinets & Handelman, 2004).

It is an indisputable fact that the concept of responsibility lies on the basis of citizenship education (Ersoy & Sarıabdullahoğlu, 2010). In the world today in which we have turned into a society of consumers, it is crucial that we take account of our traditions, being nationalistic, and carefully take into account the interests of the country in every consumption. As far as the need to illuminate the present in the light of the past by acting with this awareness is concerned, we need to act with the awareness that we should to be conscious consumers and resort to our own internal resources while doing this.

There is no doubt that one of the most important courses in schools that fulfills the greatest responsibility in preparing the individuals for life at educational institutions and educating them with this awareness is the Social Studies course. The Social Studies teachers are directly responsible for teaching this course in line with its intrinsic purpose. Therefore, this study was carried out in an attempt to identify how much the pre-service teachers who would practice the teaching profession in the future, became conscious consumers and how much they consumed the geographically indicated products. When the relevant literature is examined, it is assumed that since there are very few studies on the subject, this study will surely contribute to the relevant field.

Purpose of the Study

The purpose of this study is to investigate the relationship between the pre-service Social Studies teachers' attitudes towards purchasing geographically indicated products and their status as conscious consumers.

In line with the purpose of the study, answers to the following questions were sought.

1. Do the attitudes of pre-service social studies teachers towards purchasing geographically indicated products and their status as conscious consumers differ significantly in terms of the "Gender" variable?

2. Do the attitudes of pre-service social studies teachers towards purchasing geographically indicated products and their status as conscious consumers differ in terms of the "Parent Average Monthly Income Level" variable?

3. Is there a significant relationship between the attitudes of social studies teacher candidates towards purchasing geographically indicated products and their status as conscious consumers?

Method

Research Ethics

The necessary permission for the conduct of the study was obtained from the E-95531838-050.99-37514 document numbered E-95531838-050.99-37514 with the decision dated 23.03.2022

and numbered 85 from the Scientific Research Ethics Committee of the Ağrı İbrahim Çeçen University.

Model of the Study

In this study, which investigated the relationship between pre-service teachers' attitudes towards purchasing geographically indicated products and their status as conscious consumers, the relational survey model, which is one of the quantitative research types, was utilized. The relational screening models aim to identify whether there is a co-change between two or more variables and the degree of existence of this change (Cohen, Manion & Morrison, 2000).

Study Group

The study group of the study consisted of 211 pre-service teachers selected by random sampling, studying at the Çanakkale 18 Mart and Ağrı İbrahim Çeçen Universities in the 2021-2022 academic year.

Data Collection Tools

The data in the study were collected by the method of questionnaire consisting of three sections. In the first part of the questionnaire, there was a personal information form. In this form, there were questions that identified the descriptive characteristics of the students (class, gender, etc.). In the second part, the "Attitude Scale Towards Purchasing Geographically Indicated Products" developed by Yüce and Korucuk (2020), which consisted of 33 items and whose validity and reliability studies were conducted, was used to identify the attitudes of the participants towards purchasing Geographically Indicated Products. In the third part, the Conscious Consumer Scale developed by Buğday (2015) was used.

Attitude Scale Towards Purchasing Geographically Indicated Products (ASTPGIP)

The "Attitude Scale Towards Purchasing Geographically Indicated Products" developed by Yüce and Korucuk (2020) was prepared as a five-point Likert type and consisted of 33 items. The total variance value of the scale was established as 53.46%. The fact that the variance load obtained from the scale in social sciences was between 40% and 60% indicated that the scale was explanatory at a sufficient level (Pallant, 2017; Taşgın & Korucuk, 2018; Tavşancıl, 2014). The Cronbach's Alpha reliability coefficient of the scale was established as .95 for the total of the scale. The KMO (Kaiser–Meyer–Olkin) value of the scale was .928; Barlett Test Value was established as ($\chi 2$= 4022.375 p= .000). For the present study, the Cronbach's Alpha reliability coefficient of the scale was established as .917 for the total of the scale.

Conscious Consumer Scale (CCS)

The scale developed by Buğday (2015) consists of 4 dimensions and a total of 25 items. The distribution of the items according to the dimensions is illustrated below.

Dimension	Name	Number of Items
1.	Environmentally Conscious Consumption	7
2.	Ethical Consumption	5
3.	Modest Consumption	5
4.	Socially Responsible Consumption	8

It was found that the Cronbach's alpha value for the whole scale, which consisted of 25 items and 4 dimensions, was 0.856. This value can generally be expressed as an acceptable value (Nunnally, 1994, p. 245-246). It was also found that the KMO (Kaiser–Meyer–Olkin) value of the scale was. 0.914, and Barlett Test Value ($\chi 2$= 6970,119 p= .000). For this study, the Cronbach Alpha reliability coefficient of the scale was established as .812 for the total of the scale.

Analysis of the Data

The data of this study were analyzed with the SPSS 22 Statistics program. The Pearson Moment Correlation Coefficient (r) was calculated in order to evaluate the Relationship between the Pre-service Social Studies Teachers' Attitudes towards Purchasing Geographically Indicated Products and Being Conscious Consumers.

Results

Findings Related to the First Sub-Problem

Do the attitudes of pre-service social studies teachers towards purchasing geographically indicated products and their status as conscious consumers differ significantly in terms of the "Gender" variable?

Homogeneity of the Variances

Table 1. The levene test results for the gender variable

Gender	Dimension	F	Sig
(ASTPGIP)	-	,286	,593
	Dimension	F	Sig
	Environmentally Conscious Consumption	9,685	,002
(CCS)	Ethical Consumption	14,303	,000
	Modest Consumption	,881	,349
	Socially Responsible Consumption	19,901	,000

Whether the variances were equal was tested with the Levene Test. According to the result obtained in Table…, it was observed that the variances were evenly distributed in the Attitude Scale towards Purchasing Geographically Indicated Products (P=.593; P>0.05); however, it was also revealed that the variances in the Conscious Consumer Scale's Environmental Conscious Consumption (1), Ethical Consumption (2) and Socially Responsible Consumption (4) dimensions did not display an equal distribution (P=,002, 000, 000; P < 0.05). Therefore, it was decided to perform the independent variables T-Test in the 3rd dimension of CCS, and the Mann-Whitney U test, which is the non-parametric equivalent of the Independent Variables T-Test in the 1st and 4th dimensions of CCS.

The T-Test Results in terms of the "Gender" variable for the pre-service social studies teachers' attitudes towards purchasing geographically indicated products and the 3rd dimension of the scale of being conscious consumers (Modest Consumption) are illustrated below.

Table 2. Gender" variable for the pre-service social studies teachers' attitudes towards purchasing geographically indicated products

Scale	Gender	N	$\bar{\bar{X}}$	SS	t	*p
(ASTPGIP)	Female	117	3,5826	,64661	1,011	,313
	Male	94	3,4928	,63273		
	Total	211				
(CCS) 3. Dimension	Female	117	2,2803	1,00174	-2,005	,046
	Male	94	2,5511	,94069		
	Total	211				

(*p<0.05 significance level was taken into account.)

T-test was implemented to establish the effect of the "gender" variable on the pre-service social studies teachers' attitudes towards purchasing geographically indicated products and their status as conscious consumers. When Table…. is examined, it was seen that the attitudes of pre-service social studies teachers towards purchasing geographically indicated products did not cause any significant difference in terms of the "Gender" variable. In other words, the attitudes of pre-service teachers towards purchasing geographically indicated products were statistically similar in the female (( ) : 3,5826) and male participants (( ) : 3,4928) (P=,313; p>.05). On the other hand, when pre-service social studies teachers' state of being conscious consumers was examined in terms of the "Gender" variable, it was seen that there was a statistically significant difference in favor of boys between females ( ) : 2,2803) and males ( ) : 2.5511) in the 3rd dimension of BBL (P=.046; p<.05). In other words, as far as this result is concerned, it is possible to say that the males were more conscious in the 3rd (Modest Consumption) dimension of the Conscious Consumer Scale.

The Mann-Whitney U Test Results in terms of the "Gender" variable for the 1st, 2nd and 4th dimensions of the pre-service social studies teachers as conscious consumers scale are illustrated below.

Table 3. The mann-whitney u test results in terms of the "gender" variable

Scale	Gender	N	Rank Average	Rank Sum	U	*p
(CCS)1st Dimension	Female	117	115,78	13546,00	4355,000	,008
	Male	94	93,83	8820,00		
	Total	211				
(CCS)2nd Dimension	Female	117	110,98	12985,00	4916,000	,176
	Male	94	99,80	9381,00		
	Total	211				
(CCS)4th Dimension	Female	117	123,13	14406,50	3494,500	,000
	Male	94	84,68	7959,50		
	Total	211				

The Mann-Whitney U Test was implemented to identify the effect of the "gender" variable on the pre-service social studies teachers as conscious consumers. When the status of pre-service social studies teachers as conscious consumers was examined in terms of "Gender" variable, it is revealed that there was a statistically significant difference in the 1st and 4th dimensions of CCS in favor of females between the females ( ) : 115.78; 123.13) and males ( ) : 93.83; 84.68) (P=0.008; 000, p<.05).

In other words, as far as this particular result is concerned, it is possible to say that the female participants were more conscious in the 1st and 4th dimensions of the Conscious Consumer Scale. On the other hand, in the 2nd dimension of CCS, it was observed that the pre-service teachers' status as conscious consumers did not cause a significant difference in terms of the "Gender" variable. In other words, it is possible to say that there was a statistically similar point of view in the second dimension of the conscious consumer scale between the females ( ) : 110.98) and males ( ) : 99.80) (P=,176; p>.05).

Findings Related to the Second Sub-Problem

Do the attitudes of pre-service social studies teachers towards purchasing geographically indicated products and their status as conscious consumers differ in terms of the "Parent Average Monthly Income Level" variable?

Homogeneity of the Variances

Table 4. The levene test results for parent average monthly income level

Grade Level	Dimension	F	df1	df2	Sig
(ASTPGIP)	-	1,354	4	206	,251
	Dimension	F	df1	df2	Sig
	Environmentally Conscious Consumption	4,156	4	206	,003
(CCS)	Ethical Consumption	,830	4	206	,508
	Modest Consumption	1,015	4	206	,400
	Socially Responsible Consumption	3,107	4	206	,016

Whether the variances were equal was tested with the Levene Test. According to the finding obtained in Table…, as the variances displayed an equal distribution in the Attitude Scale towards Purchasing Geographically Indicated Products, it was decided to implement the One-Way ANOVA Test (P=,251; P>0.05). Nevertheless, it was seen that the variances in the Environmentally Conscious Consumption (1) and Socially Responsible Consumption (4) dimensions of the Conscious Consumer Scale did not show an equal distribution (P=.003, 016; P < 0.05). Therefore, it was decided to perform the One-Way ANOVA Test in the 2nd and 3rd dimensions of CCS, and the Kruskal Wallis test, which was the non-parametric equivalent of the One-Way ANOVA Test in the 1st and 4th dimensions of the CCS.

Table 5. The descriptive statistics results related to the parent monthly average income level variable

Scale	Parent Average Monthly Income Level	N	$\overline{\overline{X}}$	SS
(ASTPGIP)	0-2000 TL	51	3,4427	,72738
	2000-5000 TL	84	3,5819	,63409
	5000-8000 TL	42	3,5469	,48169
	8000-1000 TL	16	3,6212	,64889
	10000 TL and above	18	3,5724	,75839
	Total	211		

Table 6. One-Way ANOVA test results of the pre-service social studies teachers' attitudes towards purchasing geographically indicated products according to the variable of "parent monthly average income level"

Scale	Source of Variance	Sum of Squares	Sd	Mean Squares	F	*p
(ASTPGIP)	Intergroup	,755	4	,189	,455	,769
	Intragroup	85,432	206	,415		
	Total	86,186	210			

p<0.05

According to the results of the "Parent Monthly Average Income Level" Variable "One-Way ANOVA" illustrated in Table 6, it was revealed that the attitudes of the pre-service social studies teachers towards purchasing geographically indicated products did not cause a statistically significant difference. As far as these findings are concerned, regarding the Parent's Average Monthly Income Level 0-2000 TL (X = 3.44), 2000-5000 TL (X =3.58), 5000-8000 TL (X =3.54), 8000-1000 TL (X = 3.62), 10000 TL and above (X =3.57) year range, it is possible to say that the attitudes of the pre-service social studies teachers towards purchasing geographically indicated products were similar (P=,769; p>.05).

Table 7. The descriptive statistics results of the conscious consumption scale and parent monthly average income level variable

Scale	Parent Monthly Average Income Level	N	$\overline{\overline{X}}$	SS
1. (CCS) DIMENSION	0-2000 TL	51	4,4930	,60563
	2000-5000 TL	84	4,6017	,59398
	5000-8000 TL	42	4,5540	,46313
	8000-1000 TL	16	4,2941	,98906
	10000 TL and Above	18	4,3529	1,05598
2. (CCS) DIMENSION	0-2000 TL	51	4,3294	,79682
	2000-5000 TL	84	4,4682	,62072
	5000-8000 TL	42	4,3073	,67394
	8000-1000 TL	16	4,3059	,91137
	10000 TL and Above	18	4,7059	,55280
3. (CCS) DIMENSION	0-2000 TL	51	2,3647	1,01091
	2000-5000 TL	84	2,3082	,89312
	5000-8000 TL	42	2,5512	1,08515
	8000-1000 TL	16	2,6235	,98459
	10000 TL and Above	18	2,3882	1,09652
4. (CCS) DIMENSION	0-2000 TL	51	4,1005	,74541
	2000-5000 TL	84	4,2500	,63269
	5000-8000 TL	42	4,2713	,58021
	8000-1000 TL	16	4,2132	,88252
	10000 TL and Above	18	3,9853	1,03066

Table 8. Conscious consumer scale "parent average monthly income level" 2nd and 3rd dimension One-Way ANOVA test results

Scale	Dimension	Source of Variance	Sum of Squares	Sd	Mean Squares	F	*p
CCS	Dimension2	Intergroup	2,724	4	,681	1,397	,236
		Intragroup	100,457	206	,488		
		Total	103,181	210			
CCS	Dimension3	Intergroup	2,568	4	,642	,662	,619
		Intragroup	199,951	206	,971		
		Total	202,520	210			

Conscious Consumer status of the pre-service social studies teachers given in Table 6 was examined according to the 2nd and 3rd Dimensions of the Conscious Consumer Scale, according to the "Parental Average Monthly Income Level" variable.

When the findings obtained are examined, it is seen that there was no statistically significant difference between the status of being conscious consumers of individuals with different income levels in the 2nd and 3rd dimensions of the scale. As far as this finding is concerned, it is possible to say that pre-service teachers had similar mindset in terms of being conscious consumers in the 2nd and 3rd dimensions of the scale (P=.236; 619; p>.05).

Table 9. Conscious consumer scale parent average monthly income level 1 and 4 dimensions kruskal-wallis-h test results

Scale	Dimension	Parent Average Monthly Income Level	N	Rank Average	Sd	χ^2	*p
CCS	1. Dimension	0-2000 TL	51	99,95	4	2,400	,663
		2000-5000 TL	85	113,31			
		5000-8000 TL	41	98,73			
		8000-1000 TL	17	104,29			
		10000 TL and Above	17	106,85			
		Total	211				
CCS	4. Dimension	0-2000 TL	51	98,46	4	1,780	,776
		2000-5000 TL	85	109,20			
		5000-8000 TL	41	108,70			
		8000-1000 TL	17	114,65			
		10000 TL and Above	17	97,47			
		Total	211				

Conscious Consumer status of social studies teacher candidates given in Table… was examined according to the 1st and 4th Dimensions of the Conscious Consumer Scale, according to the "Parent Average Monthly Income Level" variable. As far as the findings are concerned, it was found that there was no statistically significant difference between the status of being conscious consumers as individuals with different income levels in the 1st and 4th dimensions of the scale. Accordingly, it is possible to say that the pre-service teachers had similar mindset in terms of being conscious consumers in the 1st and 4th dimensions of the scale (P=,663; 776; p>.05).

Findings Regarding the Third Sub-Problem

Is there a significant relationship between the attitudes of social studies teacher candidates towards purchasing geographically indicated products and their status as conscious consumers?

Table 10. The relationship between the attitude towards purchasing geographically indicated products and being a conscious consumer (pearson correlations) is illustrated below.

N	r	** p
211	,281**	,000

** p< 0.01. * p< 0.05

When the table is examined, as a result of the simple linear correlation analysis performed to reveal whether there was a relationship between the attitudes of pre-service social studies teachers towards purchasing geographically indicated products and their status as conscious consumers, it was found that there was a positive and significant relationship between the attitudes of pre-service teachers towards purchasing geographically indicated products and their status as conscious consumers **(r = 0,281, p < 0.01).** Based on this particular result, it is possible to say that there was an increase in the attitudes of pre-service social studies teachers towards purchasing geographically indicated products as their status as conscious consumers increased.

Discussion, Conclusion and Recommendations

In this study, in which the relationship between the attitudes of pre-service social studies teachers towards purchasing geographically indicated products and their status as conscious consumers were investigated, the following results were obtained.

- ✓ In the present study, when the attitudes of pre-service social studies teachers towards purchasing geographically indicated products and their status as conscious consumers were examined in terms of the "gender" variable, it was revealed that there was no statistically significant difference in the attitudes of pre-service teachers towards purchasing geographically indicated products. It is possible to interpret this particular finding as follows; the male and female participants had similar attitudes at the point of purchasing geographically indicated products.
- ✓ Nevertheless, it was observed that there was no significant difference in terms of gender the variable in the second dimension of the Conscious Consumer Scale (Ethical Consumption). It is possible to interpret this particular finding as follows; the male and female participants had similar attitudes in terms of being conscious consumers. On the other hand, it was revealed that there was a statistically significant difference in favor of females in terms of the gender variable in the 1st (Environmentally Conscious Consumption) and 4th (Social Responsible Consumption) dimensions of the Conscious Consumer Scale. The result of the study done by Çakaloğlu and Çağatay (2017) overlaps with the result of the present study. In the study, it was concluded that the female consumers considered the geographically indicated products as a brand value and attached more value to these products. In the 3rd (Modest Consumption) dimension of the Conscious Consumer Scale, it was observed that there was a statistically significant difference in favor of males.
- ✓ When the attitudes of pre-service Social Studies teachers towards purchasing geographically indicated products and their status as conscious consumers are concerned by the "Parent Monthly Average Income Level" variable, it was found that there was no statistically significant difference both in their attitudes towards purchasing geographically indicated products and in behaviors of acting as conscious consumers (In all dimensions). This situation can be interpreted as the fact that the income level of the families did not have any impact over the participants' preference for geographically indicated products.
- ✓ The last finding obtained from the study was whether there was a significant relationship between the attitudes of pre-service social studies teachers towards purchasing geographically indicated products and their status as conscious consumers. When the findings were examined, it was observed that there was a positive and significant relationship between the attitudes of pre-service social studies teachers towards purchasing geographically indicated

products and their status as conscious consumers. This particular finding can be interpreted as the fact that the participants acted consciously when choosing geographically indicated products and they did so deliberately. These results are similar to the results of the studies conducted by Grunert (2005) and Anselmsson, Bandesson, Johansson (2014).

In the light of the data obtained from the present study, the following recommendations can be offered.

- ✓ This study can be duplicated with the pre-service teachers studying different subjects at different departments.
- ✓ Qualitative studies can be conducted on the concept of geographical indication and being a Conscious Consumer.
- ✓ In order to obtain more qualitative results, the study can be duplicated in different age and occupational groups.

Policy Implications

Today, due to the rapid changes in technology and internet access, various changes and transformations are experienced in many areas of life. Accordingly, the comfort of reaching many products in a short time, although it seems like a useful situation in a short time, brings many negative situations in the long run. For example, access to poor quality products, loss of local and cultural products, loss of values, global powers bringing their own markets to the fore, the shrinkage and shrinkage of national markets, the phenomenon of fraud, the emergence of health problems, the disappearance of national products, the individual's need for products that are not needed. being directed as if it is a necessity, etc. Of course, raising individuals who invest in their own domestic and national products and shape their consumption in line with this perspective in a society is of course a very important factor in the development of that society and the society's having a say in the export share to be made in the world global platform. Teachers are undoubtedly important members of the society who undertake an important mission in transferring this consciousness to future generations. Students should avoid unnecessary expenditures in the lessons, prefer domestic products in consumption, create the perception of consuming what is necessary and what you need by moving away from the concept of consuming for consumption can be expressed as the topics that should be given importance in the education policies of the societies. Considering that the Social Studies course is one of the courses that have a say in creating this awareness, it is thought that the Social Studies teacher candidates who will practice this profession in the future should be trained with this understanding. Accordingly, it is assumed that this study will contribute to the relevant stakeholders in the field of education in the current situation and will shed light on the researchers who will work from now on.

Conflicts of Interest

The Authors named in the article do not have any personal or financial conflicts of interest.

Funding Details

No financial resource or grant support was received from any institution, organization, person or legal person or persons during the conduct of this research.

Credit Author Statement

Author 1: Conceptualisation, Methodology, Formal analysis, Investigation, Writing-original draft, Writing-Reviewing and Editing, Visualization, Supervision,

Author 2: Conceptualisation, Methodology, Formal analysis, Investigation, Writing-original draft, Writing-Reviewing and Editing, Reviewing and Editing, Visualization, Supervision,

References

Addor, F. & Grazioli, A. (2002) 'Geographical indications beyond wines and spirits. A roadmap for a better protection for geographical indications in the WTO TRIPS Agreement'. *Journal of World Intellectual Property*, 5(6), 865–98.

Alemanno A, (2006). Food safety and the single European market. In: Ansell CK, Vogel D, eds. *What's the beef? The contested governance of European food safety.* MIT Press, Cambridge, MA, USA, pp 237-58.

Anselmsson, L., Bondesson, N.V. & Johansson, U. (2014). Brand image and costumers' willingness to pay a price premium for food brands. *Journal of Product and Brand Management,* 23 (2), 90-102. Doi: 10.1108/JPBM-10-2013-0414.

Aydıner Boylu, A., Kılıç, C. & Günay, G. (2019). Bilinçli tüketim davranışlarını etkileyen sosyo-ekonomik faktörlerin incelenmesi: Üniversite öğrencileri üzerine bir çalışma. *Atatürk Üniversitesi Edebiyat Fakültesi Dergisi*, (63), 465-479.

Buenstorf, G., & Cordes, C. (2008). Can sustainable consumption be learned? A model of Cultural Evolution. *In Ecological Economics*, 67 (4), 646–657, DOI: 10.1016/J.Ecolecon.2008.01.028.

Buğday, B, E. (2015). *"Bilinçli tüketici ölçeği geliştirme çalışması"*. Yayımlanmamış doktora tezi, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Aile ve Tüketici Bilimleri Anabilim Dalı. Ankara.

Buğday, E. B. ve Babaoğul, M. (2016). Bilinçli tüketim kavramının boyutları: Bilinçli tüketim davranışının yeniden tanımlanması. *Sosyoekonomi*, 24(30): 187-206.

Cici Karaboğa, E.N. (2022). Bilinçli tüketici kavramına ilişkin algıların değerlendirilmesi: Bir metafor analizi çalışması. *Business &Amp; Management Studies: An International Journal,* 10 (1), 412-428.

Cohen, L., Manion, L. & Morrison, K. (2000). Research methods in education. 5th ed. London New York: Routledge Falmer.

Çakaloğlu, M. & Çağatay, S. (2017). Coğrafi işaretler ve marka değerine sahip ürünlere yönelik tüketici algısı: Finike portakalı ve Antalya tavşan yüreği zeytini örnekleri. *Tarım Ekonomisi Araştırmaları Dergisi*, 3 (1), 52-65.

De Rosa, M. (2015). The role of geographical indication in supporting food safety: a not taken for granted nexus. *Italian Journal of Food Safety. 4* (4931), 186-191.

Dikici, A., Koluman, A., & Aktaş, R.K. (2013). Gıdaların Coğrafi İşaretlenmesi. *İstanbul Üniversitesi Veterinerlik Fakültesi Dergisi*, 39(1), 136-138.

Ersoy, A. F. & Sarıabdullahoğlu, A. (2010). Erken dönemde tüketici bilincinin geliştirilmesi. *Üçüncü Sektör Kooperatifçilik*, 45, (1), 65-76.

Gökovalı, U. (2007). Coğrafi işaretler ve ekonomik etkileri: Türkiye örneği. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi,* 21(2), 141-160.

Grunert, K. G. (2005). Food quality and safety: Consumer perception and demand. *European Review of Agricultural Economics*, 32 (3), 369-391. Doi:10.1093/eurrag/jbi011

Kozinets, Roberts V. & Handelman, Jay M. (2004). "Adversaries of consumption: consumer movements, activism and ıdeology". *Journal of Consumer Research, 31*(12), 691-704.

Köroğlu, M. A. (2014). "Tüketim kültürünün gençliğe etkisi üzerine bir değerlendirme". *Gümüşhane Üniversitesi İletişim Fakültesi Elektronik Dergisi, 2*(4), 254-269.

Mertol, H. & Yaylacı, S. (2021). Coğrafi işaretli ürünler ve gastronomik lezzetler: Tokat Örneği. *Ağrı İbrahim Çeçen Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 7* (1), 313-334.

Murat, E. & Ergen, F. D. (2022). Yiyecek ve içecek işletmelerinin menülerinde coğrafi işaretli ürünlerin yeri ve gastronomi turizminde önemi: Uzungöl Örneği, *Türk Turizm Araştırmaları Dergisi*, 6(2): 553-569.

Oraman, Y. (2015). Türkiye'de coğrafi işaretli ürünler. *Balkan ve Yakın Doğu Sosyal Bilimler Dergisi* 1(1), 76-85.

Orhan, A. (2010). Yerel değerlerin turizme dönüştürülmesinde coğrafi işaretlerin kullanımı: İzmit pişmaniyesi örneği. *Anatolia Turizm Araştırmaları Dergisi, 21*(2), 243–254.

Özgür, D. (2011). *Coğrafi işaretlerin korunması: Avrupa Birliği'ndeki hukuki çerçeve ve Türkiye uygulaması* (Yayınlanmış Doktora Tezi). Dokuz Eylül Üniversitesi, Sosyal Bilimler Enstitüsü, İzmir.

Pallant, J. (2017). *SPSS kullanma klavuzu SPSS ile adım adım veri analizi.* (Çev. Sibel Balcı, Berat Ahi). Ankara: Anı Yayıncılık.

Şahin, G. (2013). Coğrafi işaretlerin önemi ve vize (Kırklareli)'nin coğrafi işaretleri. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi.* Sayı (15), 23-37.

Tanrıkulu, M. (2011). Türkiye'de coğrafi işaretlerin tespiti ve tescil edilmesinin önemi. *Uluslararası Sosyal Bilimler Eğitimi Dergisi*, 1(2), 173-184. Retrieved from https://dergipark.org.tr/tr/pub/issej/issue/26445/278903

Taşgın, A. & Korucuk, M. (2018). Development of foreign language lesson satisfaction scale (FLSS): Validity and reliability study. *Journal of Curriculum and Teaching, 7*(2), 66-77.

Tavşancıl, E. (2014). *Tutumların ölçülmesi ve SPSS ile veri analizi* (5. Basım). Ankara: Nobel Yayınevi.

Tekelioğlu, Y. & Demirer, R. (2008). Küreselleşme sürecinde, yöresel ürünler ve coğrafi işaretlerin geleceği. *İgeme'den Bakış Dergisi*, 36, 87-102.

Teuber, R. (2011). Consumers' and producers' expectations towards geographical indications: Empirical evidence for a German case study. *British Food Journal*, 113 (7), 900-918. Doi: 10.1108/00070701111148423

Toklu, İ. T., Ustaahmetoğlu, E., & Öztürk Küçük, H. (2016). Tüketicilerin coğrafi işaretli ürün algısı ve daha fazla fiyat ödeme isteği: Yapısal eşitlik modellemesi yaklaşımı. *Yönetim ve Ekonomi: Celal Bayar Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 23(1), 145-161.

Ucuncuoğlu, D. (2020). Geographical ındications and designations of origin linked agricultural products: Current statistics from Turkey. *Turkish Journal of Agriculture - Food Science and Technology*, 8(4): 957-959.

Ünal Kestane, S. (2020). Bilinçli tüketim ve annelerin bilinçli tüketime yönelik tutum ve davranışları. *İstanbul Ticaret Üniversitesi Sosyal Bilimler Dergisi, 19* (39), 803-827.

Wirth, D. A. (2018). *Geographical ındications, food safety, and sustainability challenges and opportunities.* Boston College Law School Legal Studies Research Paper, (474).

Yüce, A. & Korucuk, N. (2020). Coğrafi işaretli ürünleri satın almaya yönelik tutum ölçeği; Geçerlik ve güvenirlik çalışması. *İşletme Araştırmaları Dergisi,* 12 (4), 3569-3581.

Web1: https://www.turkpatent.gov.tr/cografi-isaret *(Erişim Tarihi: 22.06.2022, Saat: 12:22).*