

RESPONSIBLE CONSUMPTION CONCEPT IN EARLY CHILDHOOD

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Abstract:

Financial literacy is the last pillar in the Saudi government's realization to ensure its society is dynamic and its economy successful by 2030. This paper will explore the role of kindergarten educators in inculcating a culture of responsible consumption in children between the ages of 3 and 6 years, providing a detailed account of how this role plays in the development of a culture of understanding responsible consumption at an early age, in line with Saudi Vision 2030 (2021). The quantitative survey of the study involving kindergarten teaching personnel in Najran city, Saudi Arabia took place. As the results show, although the teachers' success in terms of content delivery was enormous, the lack of a standard curriculum and the limited involvement of parents only complicated the realization of the final goal. The discussion segments connect the results to the grander goals of the Saudi Vision 2030 (2021), insisting on the transcendence of early financial education over economic imperative to the forging of a responsible generation for the future. The proposal includes improved teacher-parent partnerships, development of a standard curriculum, and provision of specialized teacher training camps.

Keywords: Responsible Consumption, Teacher, Early Childhood.

INTRODUCTION

To make the ambitious socio-economic transformation outlined in the Saudi Vision a reality, its population must adopt various changes (Saudi Vision 2030, 2021.). One of the most crucial elements of this change is fostering financial and monetary strength and building a culture of responsible consumption among children. Children is the primary focus of this program, as new habits can be established in early childhood (Al Rumaih & Al Hazzani, 2025). With this knowledge, the Saudi government has created kindergarten as an important hub of early monetary and socialization. In the present paper, we will consider the efforts and opinions of Najran, Saudi Kindergarten educators in fostering the responsible consumption culture, among children, and the behavioral fallout of their activities in the ultimate goal of developing human capital.

The Importance of Studying

This study is highly significant in three main aspects. First, it fills a substantial gap in the literature, as one of the frequently neglected aspects of study is early childhood financial socialization, when adolescent and adult research is more popular (Lusardi & Messy, 2023). Second, its results provide detailed, evidence-based evidence regarding Saudi policymakers and educators who seek to implement the financial intelligence goals of Vision 2030 (Mancone et al., 2024; Desfita et al., 2025; Wirawan & Mahendra, 2024). Lastly, through the analysis of the role of educators, the study has provided a blueprint for building a generation of financially responsible citizens who have a direct involvement in supporting the economic sustainability of the Kingdom (Batham et al., 2025).

RESEARCH QUESTIONS

1. How can early childhood educators enhance responsible consumption concept among children?
2. How does kindergarten teachers' confidence impact their effectiveness in delivering financial principles regarding responsible consumption?

LITERATURE REVIEW

Improving the Responsible Consumption Ideology during Early Childhood

According to Agnew and Sotardi (2024), understanding the financial socialization theory, it is through direct instruction, observation, and interaction that any child can get raw financial education. Similarly, Gibson et al. (2021) insist that cognitive development usually peaks in early childhood, thus allowing children to easily absorb basic economic principles, such as responsible consumption and exchange value. It is also crucial to understand that the ability to delay gratification forms the basis of the culture of responsible consumption (Foláyan, 2024; Kopnina, 2011; Pramitasari et al., 2023; Shah, 2024). It is also vividly clear that a prime financial capability in adulthood means having a history of responsible consumption in one's childhood (Alshebami & Aldhyani, 2022; Foláyan, 2024; Kopnina, 2011; Shah, 2024). The strategies that effective pedagogical interventions employ at this stage include role-playing and storytelling.

Contribution of Early Childhood Education to Financial Intelligence Development

Ullah and Yusheng (2020) emphasize in their research that an appropriate tool, such as a formal education system, should be accepted by stakeholders to provide the ideal delivery of fair and organized financial education. Educators, particularly those working with

the kindergarten age group, would be instrumental in the implementation, as they would be required to instill financial principles in the children as part of their daily lives and teach them the difference between needs and wants in order to increase their responsible consumption concept (Jambunathan et al., 2024). Nevertheless, Mireku et al. (2023) have discovered that efficacy relies on the recognition of the educator's training style, confidence, the nature of the curriculum, and other factors. The growing role of technology in the finance industry complicates the curriculum, requiring educators to bridge the emerging gap between traditional and modern financial techniques.

MATERIAL AND METHODS

In this study, the researchers employed a cross-sectional survey design for the quantitative analysis. The research collected data from Saudi teachers in Najran city, who are dealing with children aged between 3 to 6 years. The survey sent to the educators through Whatsapp app. The sample population consisted of Saudi Arabia kindergartens educators in Najran ciity. Developing the research instrument was rooted in the literature review. Experts systematically checked the instrument before applying it to juvenile literacy. The translation of the research into Arabic was conducted through a forward-backward process and then piloted. The value of .89 of Cronbach's alpha was an obvious sign of good internal consistency of the instrument. The researchers employed SPSS, combined with inferential statistics (ANOVA and Pearson correlations), as well as descriptive statistics (means and standard deviations).

RESULT AND DISCUSSION

This study provided insight into two basic points related to the Vision 2030 (2021) financial plan within the Saudi kindergarten cohort. The result provided ideal evidence of the strong self-efficacy degree of the teachers in tutoring fundamental financial principles in regard responsible consumption concept for the children. The study also found that confidence is a critical aspect in ascertaining the quality and frequency of financial knowledge in children (Kamber et al., 2024). The implementation of play-based approaches was consistent with the best pedagogical practices, which are grounded in the principles of experiential and concrete education to foster responsible consumption concept among children. Lastly, the results revealed that the lack of parenteral and systemic support is the primary barrier to achieving the goal of increasing responsible consumption concept among children (Kaiser et al., 2022). On the same note, a significant share, high percent, admitted the absence of a uniform curriculum as another significant problem (Mpaata et al., 2020). Further research reveals that financial literacy would not be viable unless the domestic setting allows practice to take place (Fahmi et al., 2024). Such a false orientation harms the cultivation of the responsible consumption culture.

CONCLUSION

Based on the study and its results, it is absolutely transparent that if the human capital development goal established by the Saudi government to achieve the 2030 Vision, (2021) were entirely reliant on its educators, it would achieve overwhelming success. The study demonstrates the educators' expertise and readiness to implement the fundamentals of financial education, such as responsible consumption concept, with precision in children (Salas-Velasco, 2022). The program to enhance early financial literacy and responsible consumption concept among children is an ideal move towards the creation of an economically knowledgeable and sensible generation that can intelligibly handle a complex business world (Foláyan, 2024; Kopnina, 2011; Shah, 2024). Engagement in education at an early childhood level is a viable, long-term model of socio-economic development.

RESEARCH RECOMMENDATIONS AND FUTURE RESEARCH

The kindergartens ought to collaborate with their parents and arrange weekly financial education classes including responsible consumption concept to aid their children in the learning process (Dagres, 2024). The Ministry of Education's curriculum development department should ensure that it develops an age-relevant standard curriculum that includes financial literacy and responsible consumption concept as a fundamental and mandatory course (Zaimovic et al., 2023).

LIMITATION

There are two main flaws in this study. The weakness lies in the use of a cross-sectional design in data collection. This approach directly hinders causal inference, thus limiting the vastness of the results (Xiao et al., 2022). Secondly, the research heavily depends on self-reported data. Self-reported data usually possesses a considerable component of bias.

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