

International Journal of Human Sciences Research

HISTORICAL ANALYSIS–SPANISH DOCUMENTARY ON CONSUMER EDUCATION FROM A HOLISTIC METHODOLOGY

Mónica Casado González

Universidad de Valladolid

Spain

<https://orcid.org/0000-0003-0718-2065>

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Abstract: The objective of this research focuses on carrying out an analysis of the documentary production on consumer education in Spain from 1972 to 2019 focused on the Bannister and Monsma taxonomy. For this, an analysis of the content of the documents and consumer education programs of the Municipal Consumer Information Offices is carried out. The research has a quantitative design and for the collection of information, a matrix of categories was used as an instrument to analyze 1859 documents belonging to the Educational Information Network, the National Library of the Ministry of Education and Science and the National Institute of Consumption, on the other hand, the questionnaire in on-line format that was sent to a sample of 847 Consumer Offices.

The instruments used are the category matrix, which is based on the Bannister and Monsma taxonomy, and the questionnaire that focuses on 2 categories: taxonomy and program data. The results obtained show us that this topic is not currently of research or social interest. On the one hand, consumer education programs are no longer developed, and production is currently almost nil. Neither the themes developed in the production and programs analyzed, nor the research, respond to current needs, it is necessary to update and produce with the current situation of society at the moment.

Under this title, it is intended to alleviate this deficiency, identifying the different aspects in Spanish production; the factors that characterize consumer education and the behavioral focus toward which consumer education is directed.

Keywords: consumer education, taxonomy, Bannister and Monsma, quantitative, holistic research.

INTRODUCTION

Analytical research on production in Spain on consumer education as a response to the existing problems in the consumer society. The importance that, with the passage of time, the defense and protection of the consumer is acquiring, as a fundamental part of the economic and social system, causes the need to develop this education from different acting agents. The influence that this training has on consumer behavior emphasizes the need to unify criteria, objectives and lines of action.

Despite this recognized need, pillars have not yet been established that unify and update planning and development while providing a broad vision of the situation in which consumer education implemented in Spain finds itself.

Consumer education is a subject that since 1970 has been developed by different organizations, administrations and authors at an international level. Consumption is a habitual act in people, in which almost all aspects of life are involved and, despite this, consumer education continues without having a scientific or academic consideration (De Pablos 2003).

The professionals involved in consumer education in their role as researchers have produced a large number of experiences, teaching materials, publications, etc. The purpose of this study is to know the national production on this subject until 2019 in different formats, as well as permanent training in citizenship.

JUSTIFICATION OF THE INVESTIGATION

In the words of Arana Martínez (2015), we are immersed in a historical stage that is characterized by an accelerated pace of social change. This is due to a market society that leads us towards a consumer society characterized by abundance, opulence, massification and

homogeneity (Zygmunt 2007).

That is why everyone must focus on studying these educational changes and that society is experiencing. This is necessary to face the problems that arise today, providing consumers with the necessary tools that allow them to function as autonomous, responsible and critical people.

The production generated and the programs developed are ways that are available to educators and the consumer in general and, for this reason, this study facilitates knowledge of the current state and the changes to be made to give the appropriate answers.

According to Thoresen (2001), consumer education is a concept that, being socially known, its use is very diverse. In general, it is due to the many meanings that are given to it and that become purposes, objectives and strategies of action.

On the other hand, Bannister & Monsma in (1982) define it as the process of acquiring knowledge and necessary skills in the management of consumer resources, is to obtain measures to influence the factors that affect it. These authors also made a taxonomy of concepts that focuses on decision-making, resource management and citizen participation, referring to the determining factors that influence the success of each of them.

GOALS

- Analyze the Spanish documentary production on consumer education from 1972 to 2019 using the Bannister and Monsma taxonomy.
- Examine the documentary production of the selected databases.
- Define and classify documents through the use of taxonomy.
- Know what approach to consumer behavior is developed in the analyzed

production.

- Analyze the municipal programs of the Municipal Consumer Information Offices.

METHOD

KIND OF INVESTIGATION

This research is carried out following a holistic methodology. It is Smuts, (1926) in his book "Holism and Evolution", the first to formally use this term. From epistemology, the concept is divided into the root "holos" which derives from the Greek and which means "all, complete" and the suffix "ism" which is used to designate a doctrine. From this methodology the event is appreciated from the integrity and its context.

Hurtado de Barrera (2000) states that the holistic methodology sees research as a global, evolutionary, integrating, chained and synergistic process, with sequential and simultaneous aspects. Being a model of methodological integration with a multiple perspective considering all the points of view, in which the gnoseological syntagma (the theoretical foundation of the investigation) argues the subsequent chapters of analysis. Along the same lines, Kenny (2004) points out that it is the representation of interdisciplinary strategies that integrate the concepts and practices of all of them.

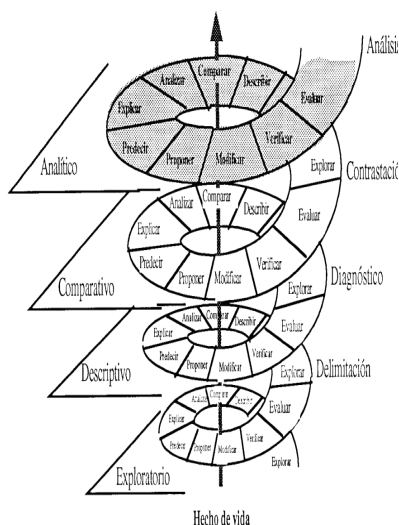
This study is part of an analytical research design. The object of this is focused on analyzing the event and understanding it in terms of its less obvious aspects. Bunge (1981) states that an attempt is made to reveal and discover the units that make up the whole and the connections that explain their integration.

In this research model, analyzing implies abstracting internal relationship patterns from an event, situation, phenomenon, etc. This involves perceiving the components in the interaction that forms the whole through

a process of reflection. In addition, the existing associations in an event are identified and reorganized in order to reach a deeper understanding, revealing new meanings and scopes.

In Graphic 1, the progress through each of the phases is represented, this makes it possible to achieve the object of study. In addition, the actions that I have carried out in each of them are made explicit.

On the other hand, Graphic 2 (Hurtado 2000) represents the analytical stage of the holistic spiral on which my research is based. This helical shape expresses the sequencing and connection of the silver targets in each phase. Each of the activities carried out has an impact on the rest of the moments of the study. This way, I have started from the certain idea that research has a continuous evolution in which changes are generated that affect the internal structure of the process.



Graphic 2. Analytical stage of the holistic spiral

STUDY EVENT

The event of this study is “consumer education and its documentary production in Spain”. Consumer education understood as the activity that the school, associations and administrations carry out with the different educational levels.

THE ANALYSIS CRITERIA: BANNISTER AND MONSMA

This taxonomy is the broadest and most precise, since it presents up to a fifth level of specification in some of the criteria that make up said taxonomy.

On the other hand, this classification focuses on three main areas (decision-making, resource management and citizen participation), in my opinion they are basic in the development of adequate consumer education. It is presented updated despite being from 1982 and it is adapted to the needs of today’s society and of this research due to the level of precision developed in it.

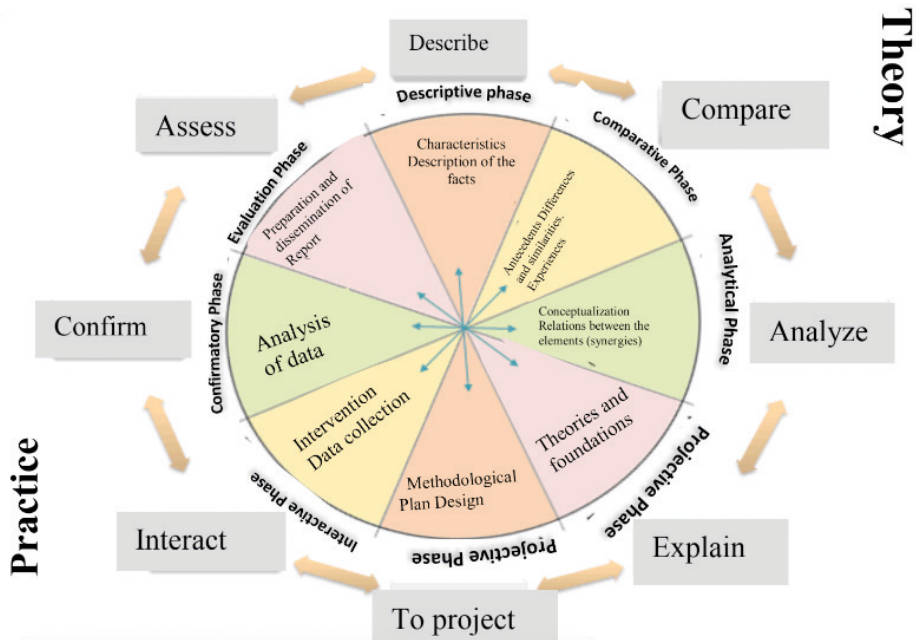
From a holistic point of view, this taxonomy presents a worldview of consumer education in which there is an interrelationship between the different spheres with which consumption is related: social, political, industrial, personal, new technologies, legislative, among others.

From the pedagogical perspective on which the study and treatment of the event at school is based, the main pillars for consumer education focused and adapted to today’s society appear.

Another aspect taken into account has been the social one, the current one, needs trained and informed citizens, capable of solving problems, who act autonomously and freely in their decisions; responsible with their economy, the environment and with the repercussions that this has on others.

VARIABLES OF INTEREST

The event or topic of study is Consumer Education, its documentary production in Spain. Tables 1 and 2 present the variables, synergies and indicators.



Graphic 1. Diagram of the phases of holistic research (Carro 2010)



Picture 1. Bannister and Monsma's taxonomy

Units	Variables	Indicators
Documents	Appearance of taxonomy elements	Taxonomy
Associations/ Websites	Use of taxonomic criteria in its development	Taxonomy Aspects dealt with in the web sections Methodology
	Type of information accessible on Consumer Education. Objectives and contents	
Municipal Offices Consumer Information	Organization and treatment of Consumer Education	Taxonomy Consumer Education programs and treatment. Themes, content.

Table 1. *Units, Variables and Indicators of the study.*

Variables	Clues
Decision making	To consider external factors before acting.
	Reflection on the personal factors that influence.
	To consider procedure when making decisions.
Resource Management	To make a financial statement.
	Study the purchase.
Citizen participation	To participate in conserving resources.
	It complies with your protection as a consumer.
	It decides on your defense.

Table. *Variables or Synergies and Indications of analysis. taxonomy.*

SAMPLE

When selecting the sample, the European Thesaurus of Educational Systems and the Universal Decimal Classification were used.

The total sample of the study consists of 1859 documents, categorized into Innovation, Research, Resources and Analytical Journals; 37 Consumer Association Websites, and 847 educational programs from Municipal Offices.

Primary documentary sources such as books, magazines, research reports, official educational programs, open questions from the questionnaire and Webs have been

analyzed; secondary reviewing summaries and hemerographic. All of them belong to the Educational Information Network, the National Library of the Ministry of Education and Science and, finally, the National Consumer Institute, Municipal Consumer Information Offices.

TECHNIQUES AND INSTRUMENTS

To collect the data that respond to the object of the investigation, two techniques have been used: the documentary review when resorting to information written in texts and the survey when interacting with other people to obtain information based on their experience.

The instruments are the way through which it is possible to apply the information gathering techniques and in this case, a series of registration tools have been used that have allowed the information to be captured.

The instruments used are divided into: a) compilation, the questionnaire, the matrix of categories; computer tools for recording; b) analysis, computer tools. It is represented in Table 3.

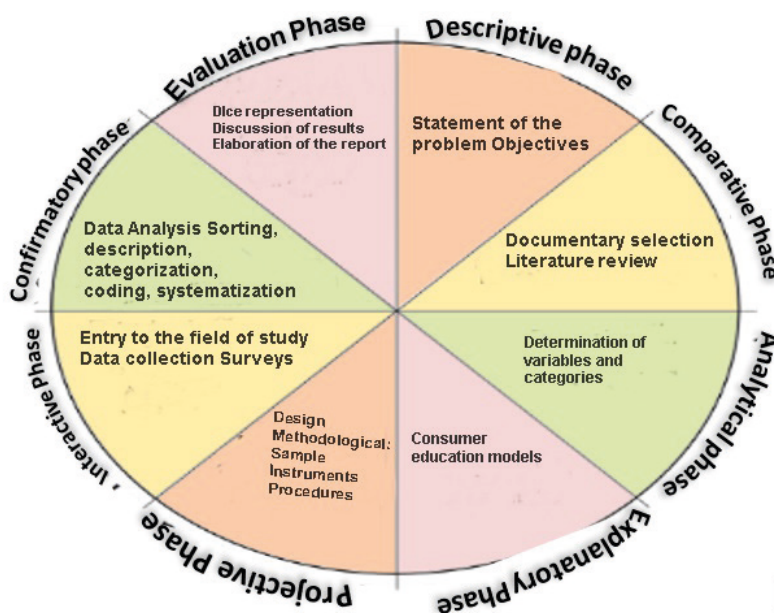
DESCRIPTION OF THE METHODOLOGICAL DEVELOPMENT

In carrying out this research, the phases have been carried out: exploratory, descriptive, comparative, analytical, explanatory, predictive and projective, which are represented in Graphic 3. Specifically, those of the analytical level, which implies the reinterpretation of what was analyzed based on of some criteria. All of this depends on the objectives that I have set in the analysis, trying to identify the less evident synergies of the analyzed event. In some cases, this methodology is manifested as contrasting one event with another when it contains or adjusts to certain criteria.

Progress through each of the phases makes

Techniques	Data collection instruments	Registration instrument	Analysis instrument
Documentary review	Category Matrix	Computer	Analysis Matrix
Quizz	Quizz	Computer	Computer

Table 3. Techniques and instruments used



Graphic 3. Concretion of the phases of the holistic investigation to this study.

Source: self made.

ASPECT	CRITERIA	PROCEDURE
True value	Credibility	persistent observation triangulation Collection of referential material
Applicability	Transferability	exhaustive description Collection of abundant data
Consistency	Dependence	Identification of the status and role of investigator Identification and description of analysis techniques and data collection. step by step replica overlapping methods
Neutrality	Formability	Mechanical data collection Explain the position of the researcher

Table 4. Criteria and procedures. Scientific rigor of research

it possible to achieve the object of study. In addition, the actions carried out in each of them are made explicit.

After determining the subject of study, the search, location and identification of the sample was carried out following the selection criteria (relevance, completeness, speed and economy).

Once the sources were selected, we proceeded to collect the data to later analyze them based on the model of analysis of the information collected through the matrix of variables or data, following the model of Miles and Huberman (1994) in which they appear as basic steps: Data Reduction, Data Disposition, and Data Collection and Verification.

On the other hand, the data obtained through the questionnaire is a material that we must describe and interpret through procedures with which we extract the meaning of the data in relation to the problem and the objectives of the investigation.

The quantitative analysis of the results of the questionnaires has been carried out through four steps (Martínez Minguélez 2002): Create a matrix and empty the questionnaire, Count the answers to each question, Prepare graphs and Study relationships between variables.

In educational research, the means used to demonstrate the rigor that characterizes it as such must be detailed. In the development of this study, the following procedures have been carried out to achieve each of the criteria that are presented in Table 4 below.

RESULTS

Of the total documents analyzed, in 0.8% consumer education appears within the subject category. This shows little social interest.

We can see in Figure 2 that the production of jobs in the different Autonomous Communities. Castilla y León, Murcia, the Balearic Islands and Asturias draw attention.

The records in the databases are distributed in the four documentary categories. We find 34.3% of innovations. 32.2% resources. 31.6% of magazines. And, 1.9%. in investigations.

On the other hand, the temporal evolution of the documentary categories of Consumer Education is analyzed, shown in figure 3.

Documentary production has been scarce throughout the years studied and in a timely manner. The year of greatest productivity is 2000, followed by 1990 and 1993.

Regarding the most developed positions in production, we found that 85% of the documents develop some of the subcategories that make up the responsible position and some of the subcategories of the reformist, are treated in 87% of the sample.

In relation to the distribution of the documentary categories in the different educational levels, we found that there are documents that are only addressed to one level, giving a specificity to the document and others that the educational levels to which it is addressed are several, being of more general content.

Direct attention to the 1,389 documents associated with secondary education with a similar production in innovation, magazines and resources, in the 203 directed to primary education, in this case resources being the most used document category, in the 140 directed to the Higher education relying mainly on magazines, in the 108 aimed at the general environment with magazines as the document with the highest production, in the 97 aimed at early childhood education that, as in the previous ones, magazines are the most used support material and finally the 30 innovations in vocational training. The result achieved in higher education, and as in the general database, with the scant information obtained in the records, it is not possible to determine if it is recipients or producers who are the object of such high production.



Figure 2. Map of national production on Consumer Education

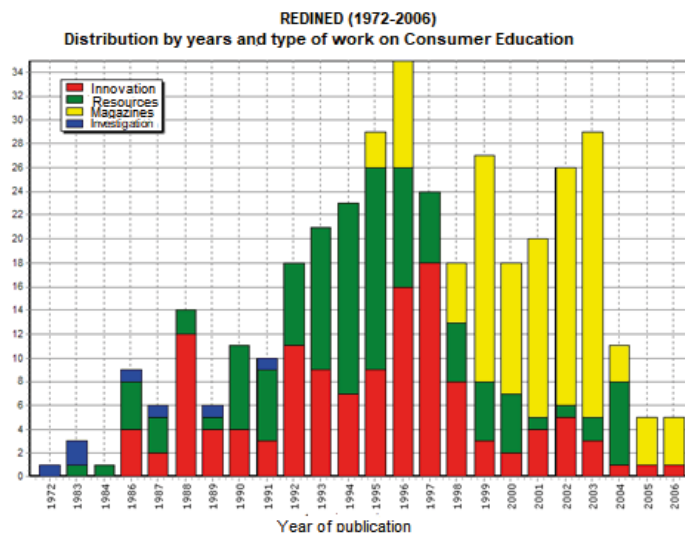


Figure 3. General distribution by years and type of documents 1972-2019

Regarding the Webs, the services offered, 100% work on consumer education and publications and news appear in 86%.

In the following Tables 5 and 6, the results are presented in relation to the Educational Programs.

Education level	Total %
Childish	25
Primary	53
Secondary	48
Baccalaureate	23
Basic	14
Vocational training	12
Special	5
Adults	5

Table 5. Levels to which the educational programs are addressed from Municipal Offices

	Decision making and influencing factors %	Resource management and economic planning %	citizen participation %
A lot	19	17	19
Much	12	11	35
A little	7	8	2
Nothing	1	6	0

Table 6. Contents of the design of the Municipal Offices Consumption program

The objective focused on the Municipal Consumer Offices, we obtain results referring to the themes developed and the methodology used.

DISCUSSION

The regional production is closely related to factors such as the relation between the number of inhabitants and the production of the provinces, the number of provinces, the existence of a University and the involvement of the administration in Consumer Education.

The typology of production, given the results obtained, point out that it focuses on carrying out studies, innovation and resources whose purpose is the use in the classroom, all of them characterized by great pragmatism and little scientific validity.

The Growth shown on the production trend in Spain is positive as it has a guideline towards a small increase and continuity.

The productive trend is, of greater productivity in 2000, 1990 and 1993 directly related to events in Spanish society. On the one hand, the change of the Educational System

to the LOGSE in 1990, which introduced consumer education in the curriculum as one of the cross-cutting themes, and on the other, the change of currency from the Spanish monetary system to the euro in 1999.

The Websites are based on the possibility of informing, training and facilitating responsible actions for citizens in terms of consumption, as well as advertising.

Facilitating responses to the needs of the centers is the main objective in the current programs of the Municipal Offices with the development of talks and workshops.

We find ourselves with several limitations to develop skills, not knowledge: increase support and economic and social interest in this subject and train professionals.

Neither the themes developed nor the research and production respond to current needs, there is a lack of updating.

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