

**Araştırma Makalesi**

**The Mediating Role of Social Media Marketing on the Effect of Green Consumption Perception on Sustainable Consumption**

*Yeşil Tüketim Algısının Sürdürülebilir Tüketim Etkisinde Sosyal Medya Pazarlamasının Aracılık Rolü*

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**Abstract**

*This study aims to investigate the mediating role of social media marketing on the effect of teachers' perceptions of green consumption on sustainable consumption. Over and above, the study hunts to determine the impact of teachers' green consumption perception on sustainable consumption, based on the assumption that teachers are sensitive to green consumption. The sample of this study consists of 441 teachers residing in the province of Isparta who voluntarily participated in the research. The study examines the mediating role of social media marketing in the relationship between green consumption perception and sustainable consumption.*

*The study employed frequency analysis, exploratory factor analysis, reliability analysis, confirmatory factor analysis, and structural equation modeling. The study's findings indicate that teachers' green consumption perceptions positively affect sustainable consumption. Furthermore, social media marketing was found to act a part as a mediating role in strengthening the relationship between teachers' green consumption perceptions and sustainable consumption behaviors.*

**Key words:** Green Consumption, Sustainability, Social Media Marketing, Sustainable Consumption, Consumer Behavior

**Öz**

*Bu çalışmada, öğretmenlerin yeşil tüketim algısının sürdürülebilir tüketim üzerindeki etkisinde sosyal medya pazarlamasının aracılık rolünün araştırılması amaçlanmıştır. Ayrıca çalışmada öğretmenlerin yeşil tüketim konusunda duyarlı olacakları düşüncesinden hareketle, öğretmenlerin yeşil tüketim algısının sürdürülebilir tüketim üzerindeki etkisinin tespit edilmesi de planlanmıştır. Bu araştırmanın örneklemini Isparta ilinde ikamet eden ve araştırmaya gönüllü olarak katılım gösteren toplam 441 öğretmen oluşturmaktadır. Çalışmada yeşil tüketim algısı ve sürdürülebilir tüketim arasındaki ilişkide sosyal medya pazarlamasının aracı rolü incelenmektedir.*

*Çalışmada frekans analizi, açımlayıcı faktör analizi, güvenilirlik analizi, doğrulayıcı faktör analizi ve yapısal eşitlik modellemesi gerçekleştirilmiştir. Araştırmada, öğretmenlerin yeşil tüketim algılarının sürdürülebilir tüketim olumlu bir etkisinin olduğu görülmüştür. Bunun dışında, öğretmenlerin yeşil tüketim algıları ile sürdürülebilir tüketim davranışları arasındaki ilişkinin güçlendirilmesinde sosyal medyanın aracılık rolü oynadığı belirlenmiştir.*

**Anahtar Kelimeler:** Yeşil Tüketim, Sürdürülebilirlik, Sosyal Medya Pazarlaması, Sürdürülebilir Tüketim, Tüketici Davranışları.

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## 1. Introduction

Undoubtedly, environmental issues and sustainability are among the primary concerns of individuals and institutions in the modern world. The visible effects of climate change, along with the rapid degradation of the environment and the responsible use of natural resources for both current consumers and future generations, have made the global community more aware and conscientious about these universal challenges. In this context, consumers strive to minimize their environmental impact by choosing products and services that align with sustainability principles.

This shift towards sustainability has encouraged businesses to embrace eco-friendly practices and build models that support long-term environmental goals. Social media plays a huge role in this transformation, not just by connecting people but by making green trends and eco-conscious choices more accessible and influential. Through social platforms, ideas about green consumption can quickly expand from a small spark to a powerful movement, reaching people around the world almost instantly. Social media empowers consumers to find information on sustainable products, read genuine reviews from others, and share their own eco-friendly habits, all of which contribute to a culture of sustainability (Ummar et al., 2023; Vilkaite-Vaitone, 2024). The impact of social media campaigns is especially powerful when they're both informative and persuasive. Campaigns designed with these elements can inspire people to adopt more sustainable habits and help make green consumption mainstream. Influencers on these platforms add another layer by promoting eco-friendly products to their followers, leveraging trust to make sustainable choices more appealing (Ummar et al., 2023; Vilkaite-Vaitone, 2024).

Environmental issues and sustainability have recently risen to the top of the agendas of both consumers and businesses. The fast usage of natural resources due to climate change and environmental pollution plays a significant role in shifting consumer preferences. In this context, the attitudes and behaviors that consumers exhibit when choosing eco-friendly products and services can be described as green consumption perception. Sustainable consumption, on the other hand, is defined as the balanced use of natural resources by consumers with a high level of awareness and consciousness, while also considering economic, environmental, and social dimensions (Peattie, 2010). It was beholden that consumers with a high level of awareness about green consumption are similarly sensitive to environmental sustainability and demonstrate positive behaviors toward sustainable consumption (White et al., 2019; Saba, 2019; Phuong et al., 2024).

Social media platforms with a noteworthy role in consumers' information-gathering, evaluation, and purchasing decisions, have become indispensable players in contemporary marketing practices (Kaplan & Haenlein, 2010). These platforms facilitate high interaction among consumers in product and service promotions, help brands' messages reach a vast audience, and possess the potential to shape consumer behavior, making them frequently used by businesses (Mangold & Faulds, 2009). Studies have shown that the efficacy of social media on consumer decision-making processes is increasing, and this influence is said to enhance green consumption perception (Tuten & Solomon, 2017). Similarly, social media has been observed to play a significant role in raising green consumption awareness among young consumers (Gleim et al., 2013).

The essential target of the research is to determine social media marketing's mediating role on the effect of green consumption perception on sustainable consumption. Green consumption perception reflects consumers' tendencies to act with a balanced, sensitive, economic, environmental, and social responsibility mindset. Social media marketing bears a functional mean in shaping this perception and directing consumer tendencies. This study strives to enable a framework for examining the effects of social media on consumer perceptions, and for enhancing and promoting sustainable consumption behaviors. Unlike existing studies, the research seeks to offer a detailed analysis of the link between social media marketing, green consumption perception, and sustainable, balanced, and conscious consumption, addressing all dynamics of the existing relationship. By concentrating on the social media marketing's mediating role, the study aims to contribute to shaping marketing strategies, increasing consumer awareness of green products, and determining the process through which this interest transforms into sustainable, balanced, and conscious consumption behaviors. The study struggles to enable valuable intuitions for both the industry and professionals.

This study is structured into four main sections: introduction, literature review, methodology, and discussion and conclusions. The introduction section provides an overview of the topic, establishing the scope of the study and clarifying its specific objectives. In the literature review, significant and relevant prior research is discussed, with emphasis on studies that have yielded noteworthy findings related to the topic. The methodology section outlines the importance and framework of the research, detailing the sample, scales used, research model and hypotheses, as well as the data analysis methods and results. Finally, in the discussion and conclusions section, the findings are analyzed, highlighting the study's contribution to literature and underscoring its originality. This section also elaborates on how the study differs from existing research, identifying the unique gap it addresses. Additionally, limitations of the research are acknowledged, and recommendations are provided for businesses and future researchers.

## 2. Literature review

This study makes several unique contributions to existing literature. Firstly, while numerous studies have explored the relationship between green consumption perception and consumer behavior (Susuz, 2022; Hangül, 2023; Hermassi, 2024; Erdur, 2024; Ağça, 2024), few have examined the role of social media as a mediator in this context. By addressing this gap, the current study provides insight into how social media marketing can strengthen the link between green consumption perceptions and sustainable behaviors, particularly within the teaching profession group assumed to be environmentally conscious. Additionally, the research expands on previous findings (Leonidou et al., 2013; Joshi & Rahman, 2015) by revealing the nuanced ways social media influences not only awareness but also active engagement in sustainable practices. Through rigorous analytical methods, including structural equation modeling and confirmatory factor analysis, this study offers a robust, data-driven perspective on the evolving role of social media in shaping sustainable consumption patterns. Finally, by focusing on teachers as participants, this study highlights an under-researched demographic in sustainability literature, which broadens the understanding of green consumption across diverse social groups and contributing to discussions on sustainable marketing and educational outreach, accordingly. Although there are many studies in the literature examining the association between green consumption perception and consumer behavior, as well as the impact of green consumption perception on consumer decision-making processes from various perspectives (Altuntaş, 2019; Aşık, 2019; Saba, 2019; Erbaş, 2019; Al-Obaidi, 2019; Tekin, 2020; Susuz, 2022; Uz, 2022; Kaya, 2022; Hangül, 2023; Hermassi, 2024; Erdur, 2024; Ağça, 2024), no studies have specifically addressed the mediating role of social media in these processes (Chen & Chang, 2012).

Regarding studies on green consumption perception and sustainable consumption, research has generally focused on consumer attitudes and behaviors towards eco-friendly products, with only several research examining the impact of social media on these processes. However, significant findings have emerged from these studies (Leonidou et al., 2013; Gleim et al., 2013; Joshi & Rahman, 2015). Social media marketing was found to play a dramatic role in increasing consumer awareness and encouraging sustainable consumption, leading businesses to shape their marketing strategies with this powerful aspect of social media in mind (Joshi & Rahman, 2015).

Interest in the link between green consumption and sustainable practices has been steadily rising, particularly in understanding how social media can influence consumers' choices toward more eco-friendly behaviors. Research increasingly shows that consumer attitudes toward green products and practices are shaped by social media's influence, which often translates into actual behaviors (Gleim et al., 2013). Through platforms like Instagram and Facebook, brands can swiftly spread messages about environmental responsibility, boosting awareness and motivating consumers toward pro-environmental actions (Joshi & Rahman, 2015).

Social media's power to boost environmental awareness is widely recognized. For instance, Leonidou et al. (2013) found that green marketing efforts on social platforms strongly shape consumer attitudes, helping build an eco-conscious identity, especially among young and socially active users. Similarly, Phuong et al. (2024) observed that engagement on social media encourages sustainable behaviors by enabling information sharing and peer influence. This interaction makes eco-friendly actions feel like the norm in certain social circles, which promote sustainable consumption (Chen & Chang, 2012).

Social media influencers are key advocates for sustainable practices, significantly boosting awareness around green consumption and encouraging eco-friendly behaviors (Lou & Yuan, 2019). Studies show that when influencers endorse sustainable products or promote eco-conscious habits, their followers tend to view these actions more favorably and often integrate them into their own lives. This impact strengthens the connection between social media marketing and green consumption (De Veirman et al., 2017).

Moreover, social media has been shown to act as a mediator in the relationship between green consumption perception and sustainable consumption. This mediating role is vital because it amplifies green messages in ways that traditional marketing does not, creating a powerful mechanism for shifting consumer behavior toward sustainability (Kaplan & Haenlein, 2010). Mangold and Faulds (2009) emphasize that social media channels are not merely communication tools; they actively shape consumer perceptions and behaviors, making them indispensable in green marketing strategies.

Green consumption perception and green purchasing behavior influence consumers' purchasing decisions (Tan et al., 2016; Koyuncu, 2020). Consumers' environmental sensitivities and awareness direct them towards green purchasing behavior (Follows & Jobber, 2000; Cleveland et al., 2005; Jackson & Surrey, 2005; Kim & Choi, 2005; Peattie, 2010; Junior et al., 2015; Al-Salman, 2016; Sarıtaş, 2018; Burkert et al., 2023). Additionally, consumers are volunteering to pay more for eco-friendly products (Kassarjian, 1971; Vernekar & Wadhwa, 2011). Similarly, products with recyclable packaging strengthen consumers' intention to repurchase the same product. Recycling enhances consumers' green purchasing behavior (Khare, 2015; Liobikiene et al., 2017). With these explanations, the following hypotheses are proposed:

“H1a: Teachers' green consumption perception affects environmental sensitivity.”

“H1b: Teachers' green consumption perception affects unnecessary purchase.”

“H1c: Teachers' green consumption perception affects saving.”

“H1d: Teachers' green consumption perception affects reusability.”

Consumption behavior significantly impacts the environment. Consumers are seen to pay attention to green consumption behaviors to mitigate the environmental harm caused by consumption, therefore. Green consumption perception is crucial in the relationship model involving perceived benefits, perceived risks, behavioral intention, and actual behavior (Wu, 2016). Recently, there has been a rise in social media influencers who have gained considerable popularity. A notable group among these influencers is “green women,” recognized as main social media influencers due to their general promotion of sustainable consumption models. Particularly, green women show greater power to alter their consumption patterns through digital platforms. Micro-celebrities like green women social media influencers play a significant role in familiarizing sustainable consumption models by sharing primary content on sustainable lifestyles, green food, sustainable fashion, sustainable travel and conscious choices, thereby transforming societal consumption behaviors towards sustainable consumption models (Yıldırım, 2021). According to these explanations, the following hypothesis is formulated:

“H2: Teachers' green consumption perception affects their social media marketing perception.”

Social media undoubtedly plays a prominent role in consumers' purchasing behavior. In particular, social media campaigns and events can have a global impact (Peattie, 2010). Similarly, it was observed that social media posts create a positive perception of green consumption among the younger generation (Ling et al., 2023; Xie & Madni, 2023). Furthermore, there are studies indicating that social media bears a drastic influence on shaping and influencing the green consumption behaviors of young people, resulting in increased sensitivity towards a sustainable environment (Ali et al., 2023). It is due to social media platforms becoming a reliable communication source for consumers and determining their purchasing intentions. In this regard, the impact of social media usage on green product purchase intentions was noted (Jain et al., 2020; Phuong et al., 2024); social media factors affect green preference behavior (Biswas, 2016); social media usage influences green consumption intentions (Wagdi et al., 2022; Wu & Long, 2024); and social media marketing positively affects green consumption perception (Rao, 2022). Additionally, social media advertisements are found to be more effective among

environmentally conscious consumers, and such advertisements encourage green consumption behavior (Schmuck et al., 2018). With the help these explanations, the following hypotheses are presented:

“H3a: Teachers’ social media marketing perception affects environmental sensitivity.”

“H3b: Teachers’ social media marketing perception affects unnecessary purchase.”

“H3c: Teachers’ social media marketing perception affects savings.”

“H3d: Teachers’ social media marketing perception affects reusability.”

Research has shown that motivation mediates the connection between social media and the intention to engage in green consumption, while environmental concern serves as a moderating factor in this relationship (Chi, 2021). Similarly, it was concluded that social media marketing bears a powerful and favorable correlation with the plan to buy eco-friendly on social media. Under the light of this literature review, the following hypotheses are suggested:

“H4a: The perception of social media marketing mediates the effect of teachers’ green consumption perception on environmental sensitivity.”

“H4b: The perception of social media marketing mediates the effect of teachers’ green consumption perception on unnecessary purchase.”

“H4c: The perception of social media marketing mediates the effect of teachers’ green consumption perception on saving.”

“H4d: The perception of social media marketing mediates the effect of teachers’ green consumption perception on reusability.”

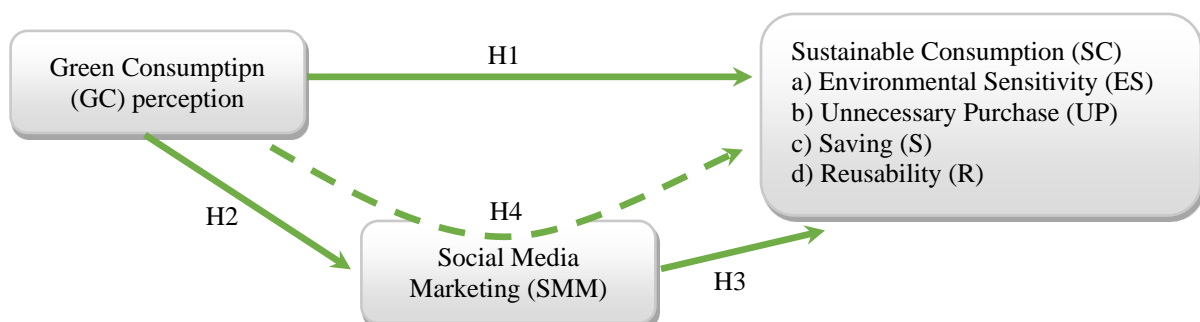
All hypotheses proposed in the research are presented in a way that they appear as hypothesis numbers on the research model.

### 3. Methodology

In the research, the mediating role of social media marketing perception in the effect of teachers’ green consumption perception on sustainable consumption is examined. This section covers the following topics in sequence: the purpose of the study, the methodology, the model and hypotheses, the population and sample, the data collection tools, data analysis, and the findings.

#### 3.1. Research Model

The research model is constructed based on the interplay of three key variables. In the model derived from the literature, Green Consumption Perception (GCP) is considered the independent variable, while Sustainable Consumption (SC) is the dependent variable. Social Media Marketing (SMM) is included as the mediating variable. In the model, abbreviations for each variable are defined in parentheses for use in analyses and subsequent tables. Hypotheses represented by solid arrows (H1, H2, H3) indicate direct effects, whereas the hypothesis represented by the dashed arrow (H4) measures the indirect effect of mediation. The research model is illustrated in Figure 1.



**Figure 1. Research Model**

### 3.2. Sample and Procedure

In the research, three scales (green consumption perception, sustainable consumption, and social media marketing) obtained from the literature were used to gather data. In addition, questions were posed so as to evaluate the general demographics of the participants. All items on the scales utilized in the study were rated with help of a 5-point Likert scale, where 1 is “Strongly Disagree” and 5 is “Strongly Agree.” The specifics of the scales employed in the research are as follows:

*Green Consumption Perception Scale:* The scale consists of a single dimension and six statements. It was developed by Kalsi & Singh (2019). Academic studies using this scale include Saba (2019) and Koyuncu (2020).

*Sustainable Consumption Scale:* This scale includes four dimensions and sixteen statements. It was developed by Doğan et al. (2015). Academic studies using this scale include Bulut et al. (2017) and Karaca (2018).

*Social Media Marketing Scale:* The scale has a single dimension and eleven statements. It was developed by Kim & Ko (2012). Academic studies using this scale include Grari (2022), Uz (2022), and Şenel (2023).

The research also included questions to determine the participants’ characteristics. These questions covered the participants’ gender, age, marital status, education, income, and professional experience. Additionally, participants were questioned if they use any social media applications, which ones they use if they do, and how much time they spend on social media each day.

The population of the study comprises teachers working in educational institutions under the Ministry of National Education in Isparta. According to the current situation analysis in the Isparta Provincial Directorate of National Education’s 2024-2028 Strategic Plan, there are 6,256 teachers providing educational services across Isparta (URL1). Consequently, the population for this study includes these 6,256 teachers. Due to time and cost constraints making it impractical to reach the entire population, data were collected using a sampling method (Zikmund, 1997, p. 428).

To determine the necessary sample size, the formulas  $[(t^*S)/(d)]^2$  and  $n=[no/(1+(no/N))]$  were used (Büyükoztürk et al., 2016, p. 95). According to these formulas, it was determined that a minimum of 384 teachers’ data was required. To account for the possibility of incomplete or erroneous surveys, data collection continued using a simple random sampling method until 450 responses were obtained. However, after a preliminary review of the surveys, 9 responses were excluded from the dataset now that they replied “No” to the question “Do you use any social media applications?” which was directly related to the study’s aim. Thus, a final dataset of 441 respondents was used for analysis, aligning with the research objectives.

Quantitative methods were employed in the study. The data collection process began with the approval of the Isparta University of Applied Sciences Ethics Committee, under permit number 194/02 dated May 22, 2024. Following the acquisition of necessary permissions, the scales obtained from the literature were converted into an online survey form. Using the online survey, data were collected from 450 teachers working in educational services under the Isparta Provincial Directorate of National Education between June 16, 2024, and July 1, 2024. After preliminary examination of the collected data, surveys from 9 individuals who reported not using any social media were excluded, as their responses were deemed likely to negatively impact the results. Analysis proceeded with the remaining 441 surveys from social media users.

### 3.3. Findings

In the analysis of the data set obtained from the study, frequency tables, exploratory factor analysis, and reliability analyses were conducted using the SPSS software package. The measurement model was developed, structural equation modeling was tested, fit indices were determined, regression coefficients were analyzed, confirmatory factor analysis was performed to identify factor loadings, and direct/indirect/total effects were measured using the AMOS software package.

In the study, frequency analysis was initially performed to figure out the characteristics of the participants. The findings derived from the frequency analysis are demonstrated in Table 1.

**Table 1. Demographics of the Participants**

<b>Gender</b>	<b>f</b>	<b>%</b>	<b>Gelir Durumu</b>	<b>f</b>	<b>%</b>
Female	290	65,8	17.000 TL and below	23	5,2
Male	151	34,2	17.001 TL – 30.000 TL	55	12,5
<b>Marital Status</b>	<b>f</b>	<b>%</b>	30.001 TL – 45.000 TL	107	24,3
Single	139	31,5	45.001 TL – 60.000 TL	110	24,9
Married	302	68,5	60.001 TL and above	146	33,1
<b>Education</b>	<b>f</b>	<b>%</b>	<b>Professional Experience</b>	<b>f</b>	<b>%</b>
Bachelor's degree	308	69,8	Less than 3 years	60	13,6
Postgraduate	133	30,2	3-6 years	41	9,3
<b>Age</b>	<b>f</b>	<b>%</b>	6- 9 years	53	12,0
18-27	62	14,1	9-12 years	52	11,8
28-35	118	26,8	12-15 years	52	11,8
36-43	109	24,7	15 years and more	183	41,5
44-51	86	19,5			
52 and older	66	15,0			

When examining the demographics of the participants, it is observed that 65.8% are female and 34.2% are male. Additionally, it is found that 31.5% of the participants are single, while 68.5% are married. Given that teachers are at least bachelor's degree holders, the educational status of the participants shows that 69.8% hold a bachelor's degree, and 30.2% have a postgraduate degree. In terms of age distribution, 14.1% are between 18-27 years old, 26.8% are between 28-35 years old, 24.7% are between 36-43 years old, 19.5% are between 44-51 years old, and 15% are 52 years old and above. Regarding the income distribution of the participants at the time of the study, it is observed that 5.2% earn 17,000 TL or less, 12.5% earn between 17,001 TL and 30,000 TL, 24.3% earn between 30,001 TL and 45,000 TL, 24.3% earn between 45,001 TL and 60,000 TL, and 33.1% earn more than 60,001 TL. When evaluated in point of professional experience, 13.6% have less than 3 years, 9.3% have between 3-6 years, 12% have between 6-9 years, 11.8% have between 9-12 years, 11.8% have between 12-15 years, and 41.5% have 15 years or more of professional experience. Additionally, findings related to social media from questions directed at the participants concerning the purpose of the research are shown in Table 2.

**Table 2. Findings Related to Social Media**

<b>Social Media Channel</b>	<b>f</b>	<b>%</b>	<b>Time Spent on Social Media</b>	<b>f</b>	<b>%</b>
Instagram	404	91,61	Less than 1 hour.	51	11,6
Facebook	272	61,68	1-2 hours	169	38,3
YouTube	345	78,23	2-3 hours	129	29,3
Twitter (X)	229	51,93	3-4 hours	74	16,8
LinkedIn	49	11,11	5 hours and above.	18	4,1
Pinterest	132	29,93			
Snapchat	37	8,39			
TikTok	38	8,62			
Other	34	7,71			

In the study, a question was asked allowing multiple choices to determine which social media platform was used the most. According to the responses shown in Table 2, the majority of participants reported using Instagram (f=404; 91.61%), YouTube (f=345; 78.23%), Facebook (f=272; 61.68%), and Twitter-X (f=229; 51.93%). Additionally, when asked about the time spent on social media, the table indicates that 38.3% of participants spend 1-2 hours daily, and 29.3% spend 2-3 hours daily on social media

To assess the reliability of the scales utilized in the study, Cronbach's Alpha coefficients were employed. Table 3 presents the findings from the reliability analysis conducted within this framework.

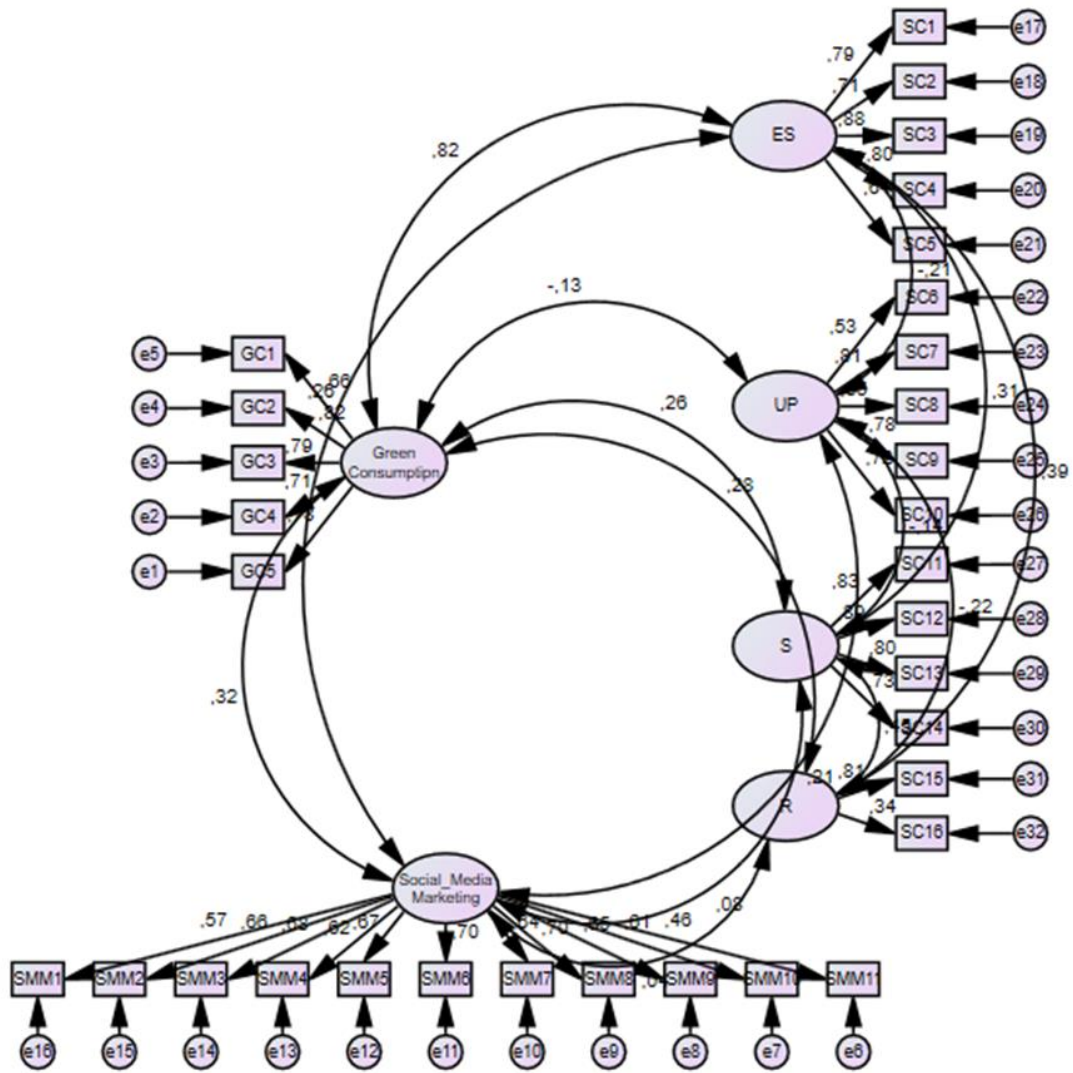
**Table 3. Reliability and Validity Values of the Scales**

Scale/Dimension		Item	Cronbach Alfa	KMO Test	Barlett's Test
Green Consumption (GC) Scale		5	,861	,850	1005,631
Social Media Marketing (SMM) Scale		11	,876	,858	2044,406
Sustainable Consumption (SC) Scale	a) Environmental Sensitivity (ES)	5	,871	,854	1104,964
	b) Unnecessary Purchase (UP)	5	,855	,822	1028,715
	c) Saving (S)	4	,885	,820	985,704
	d) Reusability (R)	2	,731	,800	735,151

When examining the Cronbach Alpha coefficients of the scales used in the study, it is observed that all reliability values are above 0.70. Based on these values, it can be said that the scales used in the research are of reliable quality (Nunnally, 1978).

To test the validity of the scales, exploratory factor analysis was carried out. The appropriateness of the data for factor analysis and the adequacy of the sample are demanded to apply EFA to the dataset. The suitability of the Bartlett's Test of Sphericity and the KMO (Kaiser-Meyer-Olkin) sampling adequacy test were evaluated in the implementation (Karaman, 2015: 31). For the KMO value to be considered acceptable, it needs to be greater than 0.50 (Kaiser, 1974: 35). Examining Table 3 reveals that all KMO values are above the acceptable threshold. Additionally, to test whether the dataset follows a normal distribution, skewness and kurtosis values were examined. Since all values in the scales fall between -1.5 and +1.5, it can be said that the dataset shows a normal distribution.

Confirmatory factor analysis (CFA) was performed to evaluate the adequacy of the relationship between the scales and to determine whether the scales sufficiently explain the model (Bayram, 2010). The outcomes of this analysis are illustrated in Figure 2.



**Figure 2. Confirmatory Factor Analysis Model**

The goodness-of-fit indices obtained through the Confirmatory Factor Analysis, the research model, and the acceptable values are presented in Table 4. The values proposed by Bentler and Bonett (1980) were considered to test the acceptable thresholds of the goodness-of-fit indices.

**Table 4. Examining the Fit Between the Model and the Data**

Abbreviations	Fit Indices	Accepted Thresholds	Research Model (N=441)
CMIN	X <sup>2</sup> value	,000	1427,087
DF	Degrees of Freedom (df)	0	449
P	P	<,005	,000
CMIN/DF	X <sup>2</sup> /df	<5	3,178
NFI	Normed Fit Index (NFI)	,90≤NFI≤,95	,903
IFI	Incremental Fit Index (IFI)	,90≤IFI≤,95	,914
CFI	Comparative Fit Index (CFI)	,90≤CFI≤,95	,919
RMSEA	Root Mean Square Error of Approximation (RMSEA)	,05≤RMSEA≤,08	,079

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CMIN	X <sup>2</sup> value	,000	1427,087
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CFI	Comparative Fit Index (CFI)	,90≤CFI≤,95	,919
RMSEA	Root Mean Square Error of Approximation (RMSEA)	,05≤RMSEA≤,08	,079

The chi-square statistics are used to assess the fit between the dataset and the model (Bayram, 2010). The analysis of the measurement results in this study reveals that the chi-square statistic yields significant results ( $p=0.000$ ). The standardized chi-square value, which is the ratio of the chi-square value to the degrees of freedom, was calculated as 3.178. A value below 5 is considered to indicate an acceptable fit (Chen & Tsai, 2007). Based on the goodness-of-fit indices and the acceptable values shown in the table, it can be inferred that the dataset is well-aligned with the model. The confirmatory factor analysis results indicate that the regression coefficients of the variables in the model are significant, with standardized regression weights exceeding 0.600.

Table 5 shows the relationships between the variables considered in the study.

**Table 5. Correlation Values Between Variables**

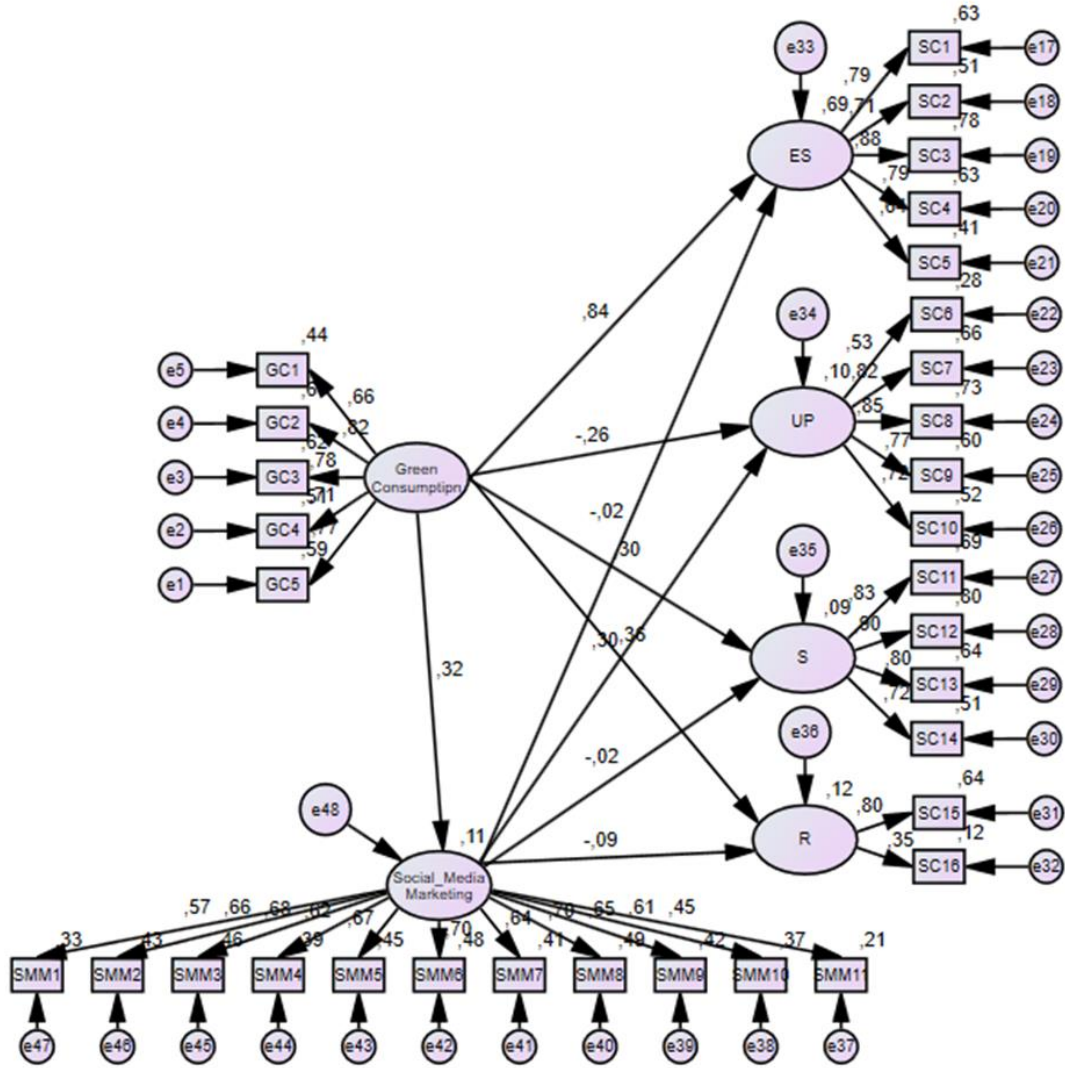
	CR	AVE	MSV	MaxR(H)	SMM	SC_ES	SC_UP	SC_S	SC_R
GC	0,835	0,750	0,671	0,872	,292**	,731**	-,108*	,240**	,175**
SMM	0,887	0,843	0,649	0,861	1	,220**	,193**	,072	,037
SC_ES	0,901	0,867	0,664	0,847		1	-,176**	,293**	,262**
SC_UP	0,869	0,836	0,642	0,821			1	-,154**	-,129**
SC_S	0,847	0,819	0,683	0,819				1	,315**
SC_R	0,906	0,843	0,661	0,825					1

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

According to the table, the highest significant correlation is between GC and SC\_ES ( $r=,731$ ;  $p<0,01$ ). In addition, no significant relationship was found between SMP and ST\_S and ST\_R. According to the table, it meets the conditions predicted by Hu and Bentler (1999). Accordingly, the scales have convergent and discriminant validity.

Following the testing of the proposed model, the Structural Equation Model is illustrated in Figure 3.



**Figure 3. Structural Equation Model**

The goodness-of-fit indices and accepted values derived from the testing of the proposed model with the Structural Equation Model are presented in Table 6.

**Table 6. Goodness-of-Fit Indices Obtained from Testing the Structural Equation Model**

Abbreviations	Fit Indices	Accepted Thresholds	Research Model (N=441)
CMIN	X <sup>2</sup> value	,000	1496,433
DF	Degrees of Freedom	0	455
P	P	<,005	,000
CMIN/DF	X <sup>2</sup> /df	<5	3,289
GFI	Goodness-of-Fit Index (GFI)	,90≤GFI≤,95	,922
AGFI	Adjusted Goodness-of-Fit Index (AGFI)	,85≤AGFI≤,90	,893
NFI	Normed Fit Index (NFI)	,90≤NFI≤,95	,905
IFI	Incremental Fit Index (IFI)	,90≤IFI≤,95	,924
CFI	Comparative Fit Index (CFI)	,90≤CFI≤,95	,923
RMSEA	Root Mean Square Error of Approximation (RMSEA)	,05≤RMSEA≤,08	,072

The study found that all fit indices were within the accepted ranges. Upon examining the model's goodness-of-fit indices, it was inferred that the values are in the accepted limits, confirming the model's validity. After reviewing these fit indices, it is also essential to evaluate the regression coefficients within the structural equation model. The results detailing the direct and indirect effects of green consumption perception on the dependent variables, in relation to the research hypotheses, are presented in Table 7.

**Table 7. Direct and Indirect Effects of Green Consumption Perception on Dependent Variables**

	Variables									
	Social Media Marketing (SMM)		Environmental Sensitivity (ES)		Unnecessary Purchase (UP)		Saving (S)		Reusability	
			$\beta$	SH	$\beta$	SH	$\beta$	SH	$\beta$	SH
Green Consumption			,947*	,066	-,162*	,055	,311*	,056	,409*	,076
R <sup>2</sup>			,827		-,161		,295		,335	
Green Consumption	,250*	,048								
R <sup>2</sup>	,105									
Green Consumption			,955*	,068	-,258*	,060	,320*	,060	,344*	,081
Social Media Marketing			-,029	,059	,388	,088	-,029	,075	-,137	0,103
R <sup>2</sup>			,120		,089		,104		,689	
Indirect effect			-,028* (- ,090<DE<0,19)		-,007* (- ,049<DE<,029)		,096* (,045<DE<,164)		-,006* (- ,042<DE<,023)	

\*Significant at the  $p < 0.001$

Examination of Table 7 reveals that all hypothesis results are significant ( $p < 0.05$ ). The hypothesis proposed in the study, "H1a: Teachers' green consumption perception affects environmental sensitivity" ( $\beta = 0.947$ ;  $R^2 = 0.827$ ;  $p < 0.05$ ), "H1c: Teachers' green consumption perception affects saving" ( $\beta = 0.311$ ;  $R^2 = 0.295$ ;  $p < 0.05$ ), and "H1d: Teachers' green consumption perception affects reusability" ( $\beta = 0.409$ ;  $R^2 = 0.335$ ;  $p < 0.05$ ) are supported with positive effects. However, the hypothesis "H1b: Teachers' green consumption perception affects unnecessary purchase" yielded significant results but exhibited a negative effect ( $\beta = -0.162$ ;  $R^2 = -0.161$ ;  $p < 0.05$ ). So, it can be concluded that teachers' green perceptions influence their environmental sensitivity, their saving, their perception of reusability.

The hypothesis proposed in the study, "H2: Teachers' green consumption perception affects social media marketing perception" ( $\beta = 0.250$ ;  $R^2 = 0.105$ ;  $p < 0.05$ ), shows a positive and significant result and is supported. The hypotheses "H3a: Teachers' social media marketing perception affects environmental sensitivity" ( $\beta = -0.029$ ;  $R^2 = 0.120$ ;  $p < 0.05$ ), "H3c: Teachers' social media marketing perception affects saving" ( $\beta = -0.029$ ;  $R^2 = 0.104$ ;  $p < 0.05$ ), and "H3d: Teachers' social media marketing perception affects reusability" ( $\beta = -0.137$ ;  $R^2 = 0.689$ ;  $p < 0.05$ ) are supported with negative effects. However, the hypothesis "H3b: Teachers' social media marketing perception affects unnecessary purchase" yielded significant results with a positive effect ( $\beta = 0.388$ ;  $R^2 = 0.089$ ;  $p < 0.05$ ). In this regard, it can be inferred that teachers' green consumption perceptions impacts their social media marketing. Likewise, teachers' social media perceptions impact their environmental sensitivity, their saving and their perception of reusability.

The hypotheses tested with mediator variables in the study indicate that these mediators mostly result in negative effects. Accordingly, the hypotheses proposed in the study, “H4a: The perception of social media marketing mediates the effect of teachers’ green consumption perception on environmental sensitivity,” “H4b: The perception of social media marketing mediates the effect of teachers’ green consumption perception on unnecessary purchase,” and “H4d: The perception of social media marketing mediates the effect of teachers’ green consumption perception on reusability, all show significant results but with negative effects. Only the hypothesis “H4c: The perception of social media marketing mediates the effect of teachers’ green consumption perception on saving’ was supported, showing a positive effect. As a result, it can be understood that teachers’ green consumption on saving is affected by their social media marketing perceptions.

The results regarding the hypotheses created within the framework of the purpose of the study are shown in Table 8.

**Table 8: Research Hypotheses and Results**

Hypotheses	Result
H1a: Teachers’ green consumption perception affects environmental sensitivity.	Accepted
H1b: Teachers’ green consumption perception affects unnecessary purchase.	Accepted
H1c: Teachers’ green consumption perception affects saving.	Accepted
H1d: Teachers’ green consumption perception affects reusability.	Accepted
H2: Teachers’ green consumption perception affects their social media marketing perception.	Accepted
H3a: Teachers’ social media marketing perception affects environmental sensitivity.	Accepted
H3b: Teachers’ social media marketing perception affects unnecessary purchase.	Accepted
H3c: Teachers’ social media marketing perception affects savings.	Accepted
H3d: Teachers’ social media marketing perception affects reusability.	Accepted
H4a: The perception of social media marketing mediates the effect of teachers’ green consumption perception on environmental sensitivity.	Accepted
H4b: The perception of social media marketing mediates the effect of teachers’ green consumption perception on unnecessary purchase.	Accepted
H4c: The perception of social media marketing mediates the effect of teachers’ green consumption perception on saving.	Accepted
H4d: The perception of social media marketing mediates the effect of teachers’ green consumption perception on reusability.	Accepted

The research strives to analyse the mediating role of social media marketing perceptions in the effect of teachers’ green consumption perception on sustainable consumption. Additionally, another cause of the study is to specify the impact of teachers’ green consumption perception on sustainable consumption, assuming that teachers will be sensitive to green consumption. In the research, the mediating role of social media marketing perception in the effect of teachers’ green consumption perception on sustainable consumption is examined through SEM. The results regarding the hypotheses created within the framework of the purpose of the study are shown in Table 8. All the hypotheses suggested in the research were accepted accordingly.

#### 4. Discussion and Conclusion

This study was conducted to identify teachers’ green consumption perceptions, reveal the impact of these perceptions on sustainable consumption, and determine how social media’s mediating effect shapes this impact. The research found that teachers’ green consumption perceptions have a positive effect on sustainable consumption. This suggests that teachers adopt a positive attitude toward

environmentally friendly products and services and have high environmental awareness. Furthermore, it was determined that social media plays a mediating role in strengthening the relationship between teachers' green consumption perceptions and sustainable consumption behaviors. This finding aligns with studies that have identified motivation as a mediator and environmental concern as a moderator in the relationship between social media and green consumption intention (Chi, 2021). This result demonstrates the power and potential of social media in guiding consumer behavior, promoting and developing green consumption behaviors, and fostering green purchasing intentions by enhancing green consumption perceptions. The obtained results are consistent with the related literature (Biswas, 2016; Schmuck et al., 2018; Jain et al., 2020; Rao, 2022; Wagdi et al., 2022; Ling et al., 2023; Xie & Madni, 2023; Ali et al., 2023; Phuong et al., 2024; Wu & Long, 2024).

Contrary findings also arise regarding the permanence of social media's impact on sustainable behavior. Research has shown that the motivational effect of social media on green purchasing is often transient and subject to social desirability bias (Junior et al., 2015; Phuong et al., 2024). In this study, however, the mediation analysis indicates a lasting behavioral impact, possibly due to teachers' role as social influencers within their communities, further reinforcing their sustainable actions (Kassarjian, 1971; Rao, 2022). While studies have documented similar effects among highly environmentally conscious groups (Jain et al., 2020; Xie & Madni, 2023), the long-term sustainability of such behaviors outside the study's geographical and professional scope warrants further investigation. Additionally, it was also highlighted in the study that a context-dependent effect, suggesting that professionals like teachers, who inherently value educational content, may engage more deeply with environmental topics on social platforms compared to other groups (Shang et al., 2024).

Literature indicates that green consumption perception and green purchasing behavior influence consumers' purchasing decisions (Tan et al., 2016; Koyuncu, 2020). Consumers' environmental sensitivities and awareness direct them towards green purchasing behavior, as observed in various studies (Follows & Jobber, 2000; Cleveland et al., 2005; Jackson & Surrey, 2005; Kim & Choi, 2005; Peattie, 2010; Junior et al., 2015; Al-Salman, 2016; Sarıtaş, 2018; Burkert et al., 2023). Similarly, studies have highlighted that consumers are willing to pay more as long as their environmental concerns are addressed. This finding was also reached in this study, and it demonstrates that the results of this study align with the existing related literature (Kassarjian, 1971; Vernekar & Wadhwa, 2011).

The study has identified that social media bears a dramatic act in publicizing environmentally friendly goods and services. Likewise, social media greatly contributes to the rapid and efficient dissemination of information about products and services to various segments of society, thus fostering conscious consumption behaviors. Overall, the widespread use of social media platforms plays a critical role in promoting eco-friendly products and enhancing consumers' awareness of sustainability (White et al., 2019). This situation directs businesses to guide consumers toward sustainable consumption. Therefore, it is crucial to develop social media strategies to reinforce consumers' green consumption perceptions. Furthermore, social media has the potential to positively or negatively influence and transform consumer behavior, in addition to information sharing and product promotion. Additionally, it is noted that consumers who experience environmentally friendly products and services strengthen the link between green consumption and sustainable consumption by mutual exchange of experiences on platforms of social media.

In conclusion, the results confirm that social media marketing helps to the relationship between green consumption perception and sustainable consumption. In this regard, social media emerges as a robust mean in enhancing consumers' environmental sensitivity and encouraging the adoption of sustainable consumption behaviors. It is crucial for businesses to shape their marketing strategies by leveraging social media activities to elevate consumers' environmental awareness and promote green consumption. This approach can lead to both increased consumer awareness and the development of sustainable business models. Such strategies are of significant importance for businesses aiming to achieve environmental, economic, and social sustainability.

The literature includes numerous independent studies on social media marketing (Mangold & Faulds, 2009; Kaplan & Haenlein, 2010; Joshi & Rahman, 2015; Schmuck, 2018; Chi, 2021), green consumption (Wu, 2016; Susuz, 2022; Uz, 2022; Kaya, 2022; Tekin, 2020), green consumer behavior

(Hermassi, 2024; Erdur, 2024; Ağca, 2024; Hangül, 2023), green purchase intention (Bedard & Tolmie, 2018), and sustainable consumption (Bulut et al., 2017; Karaca, 2018). Similarly, there are studies on the role of social media in green consumption (Tuten & Solomon, 2017; Gleim et al., 2013), sustainable consumption (Leonidou et al., 2013; Yıldırım, 2021), and the relationship between green consumption and sustainability (White et al., 2019; Saba, 2019; Phuong et al., 2024). However, there appears a hollow space in the literature concerning the mediating role of social media in the association between green consumption perception and sustainable consumption. This highlights the originality of this study.

Businesses can use teachers' positions as community leaders by creating tailored social media campaigns that align with their values of environmental responsibility. Since teachers actively engage with such content, campaigns should emphasize eco-friendly product benefits, both for personal and educational purposes, to enhance community-level influence. Besides, education ministries and environmental organizations can collaborate to design green education initiatives on social media platforms, promoting hands-on environmental practices. Integrating such programs within school curricula could indirectly extend the reach to students and their families, amplifying the impact.

This study has several limitations. Firstly, the research employed a convenience sampling method and included only teachers working in Isparta. The focus on a specific time frame and solely on teachers, the lack of geographic diversity, the limited scope of the survey, and the potential impact of the online survey method on data quality are factors that restrict the generalizability of the study's results. Additionally, cultural differences and the focus on a specific sector also pose constraints on generalizability. The study's scope and boundaries could be expanded by incorporating other relevant variables into the model. Extending the research to include a broader participant group, such as academics, doctors, engineers, healthcare professionals, and politicians as well as varying educational levels and diverse geographic regions, could enhance the generalizability of the findings. Investigating how cultural differences affect the relationship between green consumption perceptions, social media engagement, and sustainable behavior would yield insights into the universality or variability of these findings. Comparative studies across urban and rural populations could further elucidate geographical influences on sustainable practices. Further research could focus on which types of social media content (e.g., video vs. infographic) most effectively drive sustainable behavior. Given the diversity in digital engagement preferences, understanding which formats best enhance environmental awareness and action could refine strategic communication efforts. The boundaries of this study also enable insights into forthcoming work in this area. Future research may yield similar or divergent findings if these variables are examined qualitatively or through experimental designs. By exploring these variables through alternative methodologies, such studies could provide additional insights that either corroborate or challenge the findings presented here.

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**Research Article**

**The Mediating Role of Social Media Marketing on the Effect of Green Consumption Perception on Sustainable Consumption**

*Yeşil Tüketim Algısının Sürdürülebilir Tüketime Etkisinde Sosyal Medya Pazarlamasının Aracılık Rolü*

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**Genişletilmiş Özet**

Modern dünyada, bireylerin ve kurumların öncelikli gündemleri arasında şüphesiz çevre sorunları ve sürdürülebilirlik yer almaktadır. İklim değişikliğinin gözle görünür etkileriyle birlikte çevrenin de hızla kirlenmesi ve doğal kaynakların hem mevcut tüketicilerin tüketimi hem de gelecek nesillere bilinçli ve dengeli bir şekilde aktarımı gibi evrensel meseleler, küresel dünyanın bahsi geçen sorunlara karşı daha duyarlı ve bilinçli olmasına neden olmuştur. Bu bağlamda, tüketiciler sürdürülebilirlik ilkelerine uygun ürün ve hizmetleri tercih ederek çevresel etkileri en aza indirme gayreti içerisinde girmektedir. Bu durum işletmeleri çevre dostu uygulamaları benimsemeye ve sürdürülebilir iş modelleri geliştirmeye yönlendirmiştir. Tüketici davranışlarının dönüşümünde şüphesiz çok önemli bir rolü olan sosyal medya, yeşil tüketim trendlerinin, dengeli ve bilinçli tüketim alışkanlıklarının, çevre hassasiyeti yüksek iş modellerinin geniş kitlelere çok hızlı ve verimli bir şekilde ulaştırılmasında son derece etkilidir. Çünkü sosyal medya kar topundan çıg oluşturma potansiyeline sahiptir. Benzer şekilde sosyal medya, tüketicilerin çevre dostu ürünlerle ilgili bilgi aldıkları, bu ürünleri deneyimleyen diğer kullanıcıların objektif ve samimi yorumlarını okudukları, akabinde kendi yeşil tüketim alışkanlıklarını da paylaşarak sürdürülebilirlik kültürüne destek oldukları güçlü, hızlı, çoğu zaman ücretsiz platformlara ev sahipliği yapmaktadır.

Sosyal medya pazarlamasının yeşil tüketim algısının sürdürülebilir tüketim üzerindeki etkisinin belirlenmesi bu araştırmanın temel amacını oluşturmaktadır. Yeşil tüketim algısı, tüketicilerin dengeli, duyarlı, ekonomik, çevresel ve sosyal sorumluluk bilinci ile hareket etme eğilimini yansıtan bir kavramdır. Sosyal medya pazarlaması bahsi geçen algıyı şekillendirmede ve tüketici eğilimine yön vermede de önemli bir araçtır. Bu çalışmada, sosyal medyanın tüketici algıları üzerindeki etkisinin araştırılması, sürdürülebilir tüketim davranışlarının geliştirilmesi ve yayılmasının sağlanması için yapılabilecekler konusunda bir çerçeve sunulması amaçlanmaktadır. Çalışma mevcut çalışmalardan farklı olarak sosyal medya pazarlamasının yeşil tüketim algısı ile sürdürülebilir, dengeli ve bilinçli tüketim arasındaki ilişkiyi daha derinlemesine inceleyip, mevcut ilişkinin bütün dinamiklerini ele alarak nitelikli bir analiz sunmayı hedeflemektedir. Sosyal medya pazarlamasının aracılık rolünü temel alan bu çalışma ile pazarlama stratejilerinin şekillendirilmesiyle birlikte tüketicilerin farkındalık düzeylerinin artırılarak yeşil ürünlere olan ilgilerinin yükseltilmesi ve bu ilginin sürdürülebilir, dengeli ve bilinçli tüketim davranışına dönüşme sürecinin belirlenmesi bu çalışmada öne çıkan amaçlar arasında yer almaktadır. Böylelikle hem sektöre hem de pazarlama ve tüketici davranışları profesyonelleri için değerli bilgiler sunulması planlanmıştır.

Yeşil tüketim konusundaki duyarlılık; daha çok bilinçli tüketici gruplarının, gelecek kaygısı yaşayan insanların, çocuklarına yaşanabilir bir çevre bırakmak isteyen kişilerin odağındaki bakış açısı ile açıklanabilir. Bu bakış açısı beraberinde sürdürülebilir bir tüketim anlayışını ortaya çıkarmanın ötesinde

tüketim alışkanlıklarının bu çerçevede şekillenmesine neden olmaktadır. Ancak günümüzde her alanda olduğu gibi sürdürülebilir tüketim alışkanlıklarının geliştirilmesinde ve benimsetilmesinde de sosyal medya platformlarının önemli bir etkisinin olduğu görülmektedir. Burada işletmeler, tüketicilerin vazgeçilmezi olarak kabul edilebilecek sosyal medya platformlarını bir pazarlama aracı olarak kullanması nedeniyle tüketicilerin alışkanlıklarını etkileyebilmektedirler. Bu açıklamalar çerçevesinde bu araştırmada öğretmenlerin yeşil tüketim konusunda duyarlı olacakları düşüncesinden hareketle, öğretmenlerin yeşil tüketim algısının sürdürülebilir tüketim üzerindeki etkisinde sosyal medya pazarlamasına yönelik algılarının aracılık rolünün araştırılması amaçlanmıştır. Ayrıca öğretmenlerin yeşil tüketim algısının sürdürülebilir tüketim üzerindeki etkisinin tespit edilmesi araştırmada bir başka amaç olarak ele alınmıştır.

Bu araştırmada en az 384 öğretmenden veri toplanması gerekliliği ortaya çıkmıştır. Hatalı veya eksik anket olabilme ihtimaline karşılık 450 kişiye ulaşıncaya kadar basit tesadüfi örnekleme yöntemiyle veri toplanmıştır. Ancak anketler üzerinde yapılan önincelemede araştırmanın amacıyla doğrudan örtüşen “Herhangi bir sosyal medya uygulaması kullanıyor musunuz?” sorusuna “Hayır” cevabını veren 9 kişinin anketinin veri setinden çıkarılmasıyla 441 kişiden oluşan bir veri seti elde edilmiştir. Analizler araştırma amacı çerçevesinde 441 kişiden elde edilen veri setiyle yapılmıştır.

Veri seti ile model arasında uyum olup olmadığını açıklayabilmek için ki-kare istatistiğinden yararlanılmaktadır (Bayram, 2010). Araştırmada elde edilen ölçüm sonuçları değerlendirildiğinde ki-kare istatistiğinin anlamlı sonuç verdiği görülmektedir ( $p=0,000$ ). Standart ki-kare değeri ise ki-kare değerinin serbestlik derecesine oranını ifade etmektedir. Standart ki-kare değerinin 3,178 olarak ölçülmüştür. Bu değer 5’in altında bir değer olması, kabul edilebilir bir değer olduğunu göstermektedir (Chen ve Tsai, 2007). Tabloda yer alan uyum iyiliği değerleri ve kabul edilebilir değerler incelendiğinde, veri setinin modelle uyumlu bir veri grubu olduğu söylenebilir. Doğrulayıcı faktör analizi sonucu modelde yer alan değişkenlerin regresyon katsayıları anlamlı sonuç vermiş ve standardize edilmiş regresyon ağırlıkları ,600 üzerinde değer almışlardır.

Araştırmada tüm uyum indekslerinin kabul edilen değerler arasında olduğu görülmektedir. Modelin uyum iyiliği değerleri incelendiğinde, bütün değerlerin kabul edilebilir sınırlar içerisinde yer aldığı ve modelin geçerli bir model olduğu sonucuna ulaşılmaktadır. Uyum değerlerinin incelenmesinin ardından, yapısal eşitlik modelinde yer alan regresyon katsayılarının da değerlendirilmesi gerekmektedir. Araştırma hipotezlerinin test edilmesine yönelik yeşil tüketim algısının bağımlı değişkenler üzerindeki doğrudan ve dolaylı etkilerini gösteren sonuç değişkenleri Tablo 6.’da gösterilmiştir. Araştırmada önerilen hipotezlerin tamamı anlamlı sonuç vermiş ve kabul edilmiştir. Bazı anlamlı sonuçlarda negatif etkinin varlığı görülmüştür.

Bu çalışma, öğretmenlerin yeşil tüketim algılarının belirlenmesi, bu algıların sürdürülebilir tüketim üzerindeki etkisinin ortaya çıkartılması ve sosyal medyanın aracılık etkisinin bu etki tarafından nasıl şekillendirildiğinin tespit etmesi amacıyla yapılmıştır. Araştırmada, öğretmenlerin yeşil tüketim algılarının sürdürülebilir tüketime olumlu bir etkisinin olduğu görülmüştür. Bu durum, öğretmenlerin çevre dostu ürün ve hizmetlere dönük pozitif bir tutum benimsediklerini ve çevresel farkındalıklarının yüksek olduğuna işaret etmektedir. Bunun dışında, öğretmenlerin yeşil tüketim algıları ile sürdürülebilir tüketim davranışları arasındaki ilişkinin güçlendirilmesinde sosyal medyanın aracılık rolü oynadığı belirlenmiştir. Bu durum sosyal medya ile yeşil tüketim niyeti arasındaki ilişkide motivasyonun aracılık ettiği, çevre kaygısının ise düzenleyici rol oynadığı tespit edilen çalışmalarla örtüşmektedir (Chi, 2021). Bu bulgu, tüketici davranışlarının yönlendirilmesinde, yeşil tüketim davranışlarının teşvik edilerek geliştirilmesinde, yeşil tüketim algısının geliştirilerek yeşil satın alma niyetinin benimsetilmesinde sosyal medyanın gücünü ve potansiyelini göstermektedir. Elde edilen bu sonuç literatürle örtüşmektedir (Biswass, 2016; Schmuck vd., 2018; Jain vd., 2020; Rao, 2022; Wagdi vd., 2022; Ling vd., 2023; Xie & Madni, 2023; Ali vd., 2023; Phuong vd., 2024; Wu & Long, 2024).

Çalışmada sosyal medyanın çevre dostu ürün ve hizmetlerin tanıtılmasında önemli rol oynadığı belirlenmiştir. Ürün ve hizmetlerle ilgili bilgilerin toplumun farklı kesimlerine çok hızlı ve verimli bir şekilde ulaştırılmasında, böylelikle bilinçli tüketim davranışlarının benimsetilmesinde sosyal medyanın büyük katkı sağladığı görülmektedir. Genel olarak ele alındığında sosyal medya platformlarının yaygın kullanımı, çevre dostu ürünlerin tanıtımı ve tüketicilerin sürdürülebilirlik konusundaki

farkındalıklarının artırılmasında kritik bir rol oynamaktadır (White et al., 2019). Bu durum, işletmelerin tüketicileri sürdürülebilir tüketime yönlendirmektedir. Bu bakımdan tüketicilerin yeşil tüketim algılarının pekiştirilmesi için sosyal medya stratejilerinin geliştirmesi önem arz etmektedir. Kaldı ki, sosyal medya bilgi paylaşımı, ürün ve hizmet tanıtımının yanında, tüketici davranışlarını olumlu /olumsuz etkileme ve dönüştürme potansiyeli taşımaktadır. Bunun yanında, çevre dostu ürün ve hizmetleri deneyimleyen tüketicilerin deneyimlerini sosyal medya platformlarında paylaşarak yeşil tüketim ve sürdürülebilir tüketim arasındaki bağı kuvvetlendirdiği belirtilmektedir.

Literatürde sosyal medya pazarlaması (Mangold & Faulds, 2009; Kaplan & Haenlein, 2010; Joshi & Rahman, 2015; Schmuck, 2018; Chi, 2021); yeşil tüketim (Wu, 2016; Susuz, 2022; Uz, 2022; Kaya, 2022; Tekin, 2020), yeşil tüketici davranışları (Hermassi, 2024; Erdur, 2024; Ağça, 2024; Hangül, 2023), yeşil satın alma niyeti (Bedard & Tolmie: 2018) ve sürdürülebilir tüketim ile ilgili çok sayıda bağımsız çalışma (Bulut vd., 2017; Karaca, 2018) bulunmaktadır. Benzer şekilde sosyal medyanın yeşil tüketimle (Tuten & Solomon, 2017; Gleim et al., 2013; sosyal medyanın sürdürülebilir tüketimle (Leonidou vd., 2013; Yıldırım, 2021); yeşil tüketimin sürdürülebilirlik ile ilişkisini ele alan çalışmalar (White vd., 2019; Saba, 2019; Phuong vd., 2024) da literatürde karşımıza çıkmaktadır. Fakat yeşil tüketim algısının sürdürülebilir tüketimle ilişkisinde sosyal medyanın aracılık rolünü ele alan çalışma literatürde bulunamamıştır. Bu durum bu çalışmanın orijinalliği olarak öne çıkmaktadır.