

COMPREHENSION OF SOCIAL ENVIRONMENTAL MARKETING AND CONSCIOUS CONSUMPTION: A Study with Young People in Brazil

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ABSTRACT

This article aims at the analysis of young people comprehension about the meaning of the following expressions: Social and Environmental Responsibility, Social Environmental Marketing Communication, Sustainable Development and Conscious Consumption (Webb & Morh, 1998, Till & Nowak, 2000, Pereira & Cabral, 2011). For that, secondary goals have been organized: (1) to check the young people self-assessment on their knowledge about the issues and (2) to assess the young people concepts about the issue. The sample consisted of 230 young people from Cuiabá, State of Mato Grosso (MT), Brazil. As a result, it has been identified the assessment level that the research participants have from their grade self-attribution, facing the analysis of the concepts overview contents, observing a significant correlation as for the concept of Conscious Consumption when compared to the others. Regarding the concepts characteristics described by the interviewees, the most acceding issues with theoretical concepts were Social and Environmental Responsibility, Sustainable Development and Conscious Consumption.

Keywords: Social Environmental Marketing Communication; Conscious Consumption; Social Environmental Responsibility

1 INTRODUCTION

The Sustainable Development concept, grounded on the triangle – Economy, Society and Environment – (WCED, 1987), means to enable the resources to meet the needs of the current population, without compromising the future generations' needs. Researches and studies about sustainability such as Sachy (2004) consider that a capitalist society can as well establish an inclusive and sustainable development. The increase of starvation, natural resources waste, disrespect of peoples and minorities culture took actors, governments, civil society organizations, private companies and universities to discuss, perform surveys and develop some actions which can solve such problems. As this context has at least 30 years of existence, the current generation at the ages between 18 and 29, has experienced this process of changes, whether through the media, school, university, lectures, conventions or conferences.

Before this, at the Business Administration area, issues such as Social Responsibility and Environmental Management are growing in importance, emerging courses like social marketing – which goal is to change individual behavior regarding several matters, among them consumption (Wymer, 2010; Dann, 2010; Carrigan, Moraes & Leek, 2011; Lindridge, MacAskill, Gnich, Eadie & Holme, 2013 and Gordon, 2013) and environmental marketing – which aims to develop and promote products and services with the lowest environmental impact as possible (Enoki, Adum, Ferreira, Aureliano & Valdevino, 2008, Moreno, 2010; Rodrigues, Gonçalves, Costa, Nora & Rezende, 2011, Prado, 2011, Rocha, 2011, Barbosa, Rodrigues, Oliveira, Moreira & Aguiar, 2013). Basically, both aim the search for behavior changes.

Once these studies and approaches about marketing regarding social environment have been highlighted, an initial problem to the market studies at social and environment areas is presented which is the comprehension of young people between 18 and 29 years old about the meaning of the following issues: Social and Environmental Responsibility, Social Environmental Marketing Communication, Sustainable Development and Conscious Consumption (Webb & Morh, 1998, Till & Nowak, 2000, Pereira & Cabral, 2011), either supported by a new conscious behavior by consumers or not (Dann, 2010, Prado, Silva, Junqueira & Almeida, 2011). For that, secondary goals have been organized: (1) to check the young people self-assessment on their knowledge about the issues and (2) to assess the young people concepts about the issue.

The relevance of this study is justified due to the inspection about the comprehension level of a certain niche of the population, here represented by young people between 18 and 29 years old, regarding the approached issues, in order to understand the reflex on the social context. In addition, the study relevance includes the analysis of social and environmental marketing communication strategies, providing a diagnosis for encouragement of public actions aiming to increase the understanding as well as provide indicators of complexity around which the marketing communication shall be constructed when directed to that target audience.

2 THEORETICAL FOUNDATIONS

2.1 Social Environmental Marketing Communication

In Brazil, social marketing has been driven in 1993 by the campaign promoted by the sociologist Herbert de Souza (Betinho) and by the National Movement of Corporate Bases in the fight for human misery and for life (Freitas & Rezende, 2010). Social marketing has, thereby, its activities and strategies toward social causes by means of ideas, products, programs which attend the society expectations; meanwhile the environmental marketing presents itself as an ecological drawback, which, however, is based, consequently, on social. Hence the prerogative of uniting both concepts in this study.

Burchell, Rettie and Patel (2013) define social marketing as the application of commercial marketing technologies for analysis, planning and assessment of programs conceived to affect the target audience volunteer behavior in order to improve its life and the society well being. For Gordon (2013), social marketing is not only directed to an individual behavior change but also to affect policy makers, regulators and communication means in order to help solving social problems.

However, as Wyner (2010) states, social marketing can be efficient affecting behavior changes in some people for its perpetuity, in other words, assessing and rethinking the activity when this does not enable the continuation of the campaign target person's behavior changing. Essentially, the main goal of social marketing is to favor a bigger change through the adoption of a positive behavior or to reduce the use of a negative behavior (Dann, 2010).

As for the environmental marketing, according to Enoki *et al.* (2008), it has the purpose to promote products which meet the wishes and needs of consumers always aiming to cause the minimum environmental impact as possible, in addition to reach the commercial goals of companies. Rodrigues *et al.* (2011) state that the green

marketing involves changes of products, packaging, manufacturing processes and publicity. Marketing, as organizational function in the environmental context, should develop a leadership (Moreno, 2012) involving all organizational areas in the implementation of strategies related to this factor.

The motives for adoption of environmental marketing in the organizations are several: citizens' pressure and the promotion of the brand good image before their clients (Prado *et al.*, 2011); changes in the legislation and society consciousness (Enoki *et al.*, 2008); the rethinking of manufacturing processes and the way of offering products and services to the consumer, awakening or renewing the interest for organic products (Barbosa *et al.*, 2013; Moreno, 2012); the gain of relevance as a way the companies encourage and affect consumers to buy products produced under the sustainability perspective (Prado *et al.*, 2011, Barbosa *et al.*, 2013) due to the product be more competitive to the eyes of the green consumer (Rocha, 2011) and profitable to the company (Moreno, 2012). And, according to Richers (1993), marketing can also be used in areas not necessarily restrict to private companies performance, adapting its functions to organizations such as Churches, Labor Unions and Hospitals.

Thus, this article aims the marketing communication or promotion which, according to Kotler e Keller (2006, p. 532), "is the mean through which the companies inform, convince and remember the consumers – direct or indirectly – about the products and brands they commercialize". The social marketing campaigns, according to Shing, Basil and Wymer (2010), may be altruistic, derived from a wish of benefitting the society and also, may be selfish, based on the wish of reducing costs on the entrepreneurial sector. Thus, social environmental marketing communication is classified by the message directed to the social and not to encourage sales of a product or to diffuse a commercial brand, intending to change behaviors and attitudes.

In this sense, several elements are used such as advertisements, publicity, public relationships, sales promotions, sponsorships and events, direct marketing and personal sales (Kotler & Keller, 2006, Moreno, 2012). Furthermore, they use media and communication vehicles which, according to Zenone and Buairidi (2005), are a generic name for any communication organization such as publishing companies, broadcasting stations, outdoor exhibitor, etc. The main media channels include television, radio, newspaper, magazine, outdoor, mass mailing, internet and social media.

At social marketing communication, according to Burchell *et al.* (2013), the message may be transmitted through displays, advertisements, radio spots, merchandising, websites and email. On the other hand, Pereira and Cabral (2011) state that social marketing programs and programs related to causes include tools such as sponsorships, public relations, direct marketing and relationship marketing.

According to Prado *et al.* (2011), the new trend in consumers purchasing behavior reveals that people are getting more conscious about their behavior reflections in environmental matters and, therefore, they have responsibilities in searching alternatives in order to minimize the ecological impacts. For Barbosa *et al.* (2013), the green consumption involves daily actions, supported by consciousness and citizenship once natural resources are power sources worldwide and need to be preserved and conserved.

2.3 Responsibility, Sustainable Development and Conscious Consumption

More and more we realize that the current consumption practice can be considered as a barrier for reaching the sustainable development; this occurs due to the consumerism experienced and to the overviews regarding the society consumption to which we are inserted to (Assadourian, 2010).

The conscious consumption appears from the public environmentalism in the decade 1970, the infusion of the environmental worry on the entrepreneurial sector on the 1980 and the population worries with social impact due to the life and consumption style from the 1990 (Portilho, 2005). The environmental movement which began in the 70s marks this beginning, triggering a series of world conferences which discussed the issue towards a definition of topics such as a series of agreements between nations.

International entities such as the World Bank and Unesco classify sustainable development very positively, where the development should occur as a combination of economic efficiency, social justice and ecological common sense (Fritz & Faria, 2014).

A report by the World Commission on Development and Environment (WCED, 1987) points to the need of streaming the scarce natural resources, satisfying the needs of the current generation without compromising the next generations possibility to satisfy their needs.

Thus, concepts such as environmental and social responsibility mature in this scenario, composing philanthropic activities and other ones which prioritize social and environmental goals such as abandoning profitable product lines which damage the environment and the society; these are values which the stakeholders attribute to the organizations (Vlachos, Theotokis & Panagopoulos, 2014).

This appeal has contributed to the consumption habits changes helped by the circulation of such speech by the media. In this sense, Freitas and Rezende (2010) point to the trap in green consumption regarding manufacturing, distribution and consumption culture, once the adoption of the conscious citizen speech by the government and private organizations have demonstrated transference of responsibility to the citizen.

As De Toni, Mattia, Larentis and Silva (2010) point, the consumption act is individual and collective and is surrounded by a group of social importance and values. And in the environmental context, according to Lenzen, Murray, Sack and Wiedmann (2007), the pattern of consumption of the population of emerging economies becomes one of the major causing factors of environmental problems. In this sense, highlights Michaelis (2003), for an effective change in the development model established in emerging countries, it is necessary to perform a study about sustainable and conscious consumption, in the group of social interactions required in this process. For Jackson (2007), the study about consumption enables the comprehension of the major direct and indirect factors regarding the sustainable development.

The concept of conscious consumption emerges as one of the major means of changing the profile of individual consumption (Seyfang, 2006). Silva, Oliveira and Gómez (2013, p. 175) highlight that “this involves the choice for environmentally correct products with the least damaging impact on the environment after being consumed or for products manufactured by socially fair companies”. Dobson (2003), keeping the same thinking, proposes the development of the concept of ecological citizen as a consumer attentive to the social and environmental responsibility on a planetary scale and not only individual.

The consumption act escorts human beings since its first existence, either directly or indirectly. Such fact ratifies the idea that it is not possible to live without consuming (Silva, 2012). According to Akatu Institute (2001), the consumption act is a process performed automatically and, for several times, impulsively. In this sense, it is understood that it is related to the decision on what, why, how and who consume, beyond the conclusion of the purchase and post-consumption, at the moment that it is necessary to discard what has been used (Silva *et al.*, 2013).

This fact is supported by Fabi, Lourenço and Silva (2010, p. 6) when they point that the conscious consumption may be considered as “the act or decision of purchasing or use of services, industrial or natural goods, practiced by a person taking into account the balance between personal satisfaction, environmental possibilities and the social effects of his decision”, emerging the consumer as a citizen actor in society (Vieira, 2010).

De Toni *et al.* (2010, p. 2) highlight that “to understand the image about conscious consumption is a basic assumption to understand the consumer attitudes regarding the purchasing and socially responsible consumption”. On a different perspective, Freitas and Rezende (2010) highlight that the consciousness of finding a balance between corporate and individual activities, nature preservation and public well-being has become one of the major progresses of 20th Century and integrates challenges in the present.

As it has already been highlighted by Freitas and Rezende (2010), the comprehension of conscious consumers’ decisions demands more sophisticated approaches, from the proposition of a decision making model to the comprehension of the consumer identity formation through the conscious consumption speeches. Thus, the identification of the level of comprehension about the issue responsibility, consumption and social environmental marketing, becomes essential to the development of such strategies.

3 RESEARCH METHOD

The research has been classified as descriptive, blended (Creswell, 2010) and field research (Marconi & Lakatos, 1996). The descriptive research aims to describe the overviews of a certain population or phenomenon, or the establishment of the relationship between these variants (Gil, 1996). Thus, this has been used to describe the young people comprehension about the concepts Social and Environmental Responsibility, Social Environmental Marketing Communication and Conscious Consumption and the data collection took place in Cuiabá, MT, Brazil.

The blended research uses qualitative and quantitative approaches which, according to Creswell (2010) enable a methodology which explores the strong points of each of them, providing well validated and substantiated data,

since both approaches complement each other, enabling the data to be more important in one or the other. The field research, according to Marconi e Lakatos (1996), is the type of research which intends to search for information directly with the surveyed population.

The research universe was young people resident of Cuiabá-MT, at the ages between 18 and 29 years old. The sample had 230 young people, selected non-probabilistic based, by judgment and accessibility; they have been selected according to their facility of access, through one of the researchers relationship network, indication of other interviewees and, in some cases, at random on the research places. These places were several neighborhoods of the city, including downtown, concentrated mainly in schools of middle education, universities, shopping centers, street stores and street markets. Levine (2008) states that on non-probabilistic samples items or people are selected without knowing their respective probabilities of selection. The non-probabilistic sampling by accessibility may occur, according to Costa Neto (1977), when, although the possibility of reaching the entire population exists, the sample is taken from the part which is most promptly accessible.

As a data collection instrument a quiz has been used, divided in two blocs. The first one, directed to the social economic and demographic profile; the second one, asked the interviewees to assess their own comprehension about the issues presented, assigning themselves a grade on a scale from 1 to 10; then it asked the interviewees to make a concept about the studied issues. The approach has been a personal interview from June, 10th to 30th of 2014.

For data processing and analysis, it has been used the program SPSS (*Statistical Package for Social Science*), version 18. The analysis of the concepts has been classified following the Content analysis precepts described by Bardin (1977). The assessment of the concepts issued by the interviewees consisted in four analysis categories: fully meet the concept comprehension; fairly meet the concept comprehension; does not meet the concept comprehension; and statement that he does not know. The analysis aims to organize and summarize all data in a way that enables the supplying of answers to the proposed problem for investigation (Gil, 1996). The descriptive statistic has been used – distribution of frequency, average, pattern deviation, variation coefficient, in addition to the Kendall's ranks. In the qualitative analysis, the content analysis has been used for classification of answers.

4 DISCUSSION AND RESULTS

4.1 Demographic Analysis of the Participants

From the proposal, first we shall present the social economic and demographic data of the Cuiabá young people who participated on the research, which are presented on Table 1.

Data show that the sample is uniform regarding gender, most of them is single (82,2%) and alone (83,5%), scholarship is at incomplete higher education level, at minimum, (81,7%), most of them work (58.3%), among the young people, the majority is at the range of 18 and 24 years old (65,7%), the majority is at the income range of up to BRL 2,220.00 (73%).

Four people have not been considered for income statistics for having the income level far above average and they have been excluded from the statement for exercising big influence on the central trend measures, as described on Table 2.

Regarding the central trend measures, the average and median age of the participants is 23 years old; the pattern deviation for most of the participants at the age of 19 years old (mode) is not considered high – varies in 3.14 years. Regarding the number of people who live in the interviewee residence, the average is 3.4 people, the medium point is 3 (median), most of the interviewees live with 4 people and the pattern deviation is 1.34. Regarding income, the average is BRL 1,461.02, the median is BRL 1,200.00, the pattern deviation is BRL 1,020.39, considered high, once the values of this variable are between BRL 200.00 and BRL 4,500.00, excluding the *outliers*.

The next stage of the research consists on the analysis of data referring to the comprehension of the interviewees about the research issues.

4.2 Assessment of the Self Attributions of Grades for the Concepts

It has been required to the interviewees to assign a grade between 1 and 10 points to their comprehension about each concept of the research issue: Social Environmental Responsibility (SER), Social Environmental

Marketing Communication (SEMC), Sustainable Development (SD) and Conscious Consumption (CC), according to Table 3.

Among the 230 interviewees, the concepts they consider having higher comprehension are the ones which refer to SER, SD and CC; most of them assigned grade 8. The SEMC concept had mode 1. Regarding the averages, the results are close to rages; however SEMC average and median consist in grade 5 or close to 5 on the average. This fact is explained for this variable has the highest pattern deviation among the variables (2.923), presenting higher dispersion of data regarding the average.

Analyzing the concepts issued by the interviewed, one of the stages of this research is to check the pertinence of their adjustment with the theoretical concepts approached in the theoretical foundation section. For that, the theoretical concepts have been compared to the issued ones and were classified in four categories demonstrated on Board 1.

The statistics assessments are available in Table 4.

As observed in Table 4, the issue with higher level of similarity with the theoretical concepts was Conscious Consumption with 22%. In general, those who did not know had very close evaluation, varying from 9,6% to 26,5%. Those who declared not knowing about the issue were in a small number, highlighting the Social Environmental Marketing Communication concept when 61 (26,5%) interviewees declared not knowing about it.

It was also verified whether there is a correlation between what the interviewees assess about their comprehension from their self-assessment and the theoretical concepts. Thus, the test of Correlation by Kendall Ranks, which requires ordinal scale at minimum, has been applied (Siegel & Castellan Jr., 2006).

In order to meet this assumption, the categories “does not meet” and “does not know” were put together aiming to generate an order at the scale, so the correlation presented on Table 5 could be performed.

As presented on Table 5, the correlation between the self-assignment and the classification of the concepts did not get statistical significance to level 5% for the Social and Environmental Responsibility concept; the others obtained significant results just to enable the correlation.

The correlations regarding the concepts Social Environmental Marketing Communication (-0,396) and Sustainable Development (-0,322), although significant, are low when compared to the concept conscious consumption. On these last ones, an inverse correlation occur, which is: the higher the grade self assigned is, the lower is the approximation of the theoretical concept to the issued concept. Differently from these, the concept Conscious Consumption presents high and positive correlation (97,5%), demonstrating that the issued concepts are very close to the theoretical concepts.

These results demonstrate that the young people from Cuiabá are able to better conceptualize about the Conscious Consumption when compared to concepts Social Environmental Marketing Communication and Sustainable Development which demonstrates difficulty in preparing these concepts in order to meet the overviews of theoretical concepts.

By presenting the self-assigned grades assessment regarding the studied concepts, the assessment of the content expressed in the description of each concept shall be performed.

4.3 Assessment of the Contents in the Description of the Concepts

According to Bardin (1977) the analysis of content uses systematically and objectively proceedings to describe the content of communications. Thus, allowing the analysis of the content of the conceptualizations issued by the research interviewees, generating categories for each concept.

The first concept analyzed was Social and Environmental Responsibility which descriptions have been classified and demonstrated on Board 2.

The analysis of the concept Social and Environmental Responsibility is demonstrated on Table 6.

According to Table 6, the most representative categories were Duties/responsibilities with society/environment (44,3%) and Activities for social/environmental reality (24,8%), supporting Vlachos, Theotokis and

Panagopoulos (2014) theoretical conceptualization, which represent the organizations activities and postures in benefit of society such as philanthropy, donations and others which prioritize social goals.

Regarding the references pointed on the concepts, they have been divided in four categories described on Board 3.

The classifications for this level are available on Table 7.

Regarding the references presented in the conceptualizations of the Social and Environmental Responsibility issue, most of them have conceptualized as Both/undefined (49.6%), followed by organizations (24.8%) and people (16.1%).

As for the Social Environmental Marketing Communication concept, the categories are described on Board 4.

The Social Environmental Marketing Communication issue was classified on the categories showed on Table 8.

Observing Table 8, the most mentioned categories, representing more than half of the quotes (56,1%), were: Environment (content), Company image (content), Does not know. However, it has been noted that the interviewees who could not answer and the ones who presented answers without any connection with the Social Environmental Marketing Communication issue represent together 33,9% of the answers, demonstrating a sizeable ignorance regarding the issue, considering the public participant which belongs to a generation where the studies and conventions about the matter became recurring, 80s and 90s.

Considering that the majority of the used categories refer to communications processes to promote the company image, product and releasing of products, added to the categories does not know, superficial and obvious answer, without any connection with the Social Environmental Marketing Communication issue, we have considered that the answers do not refer to the Social Environmental Marketing Communication issue under Kotler & Keller (2006) conceptual terms, combined with Moreno (2012) and Shang, Basil and Wymer (2010), as for social environmental marketing communication involves a social message aiming behavior and attitudes changes instead of developing a communication directed to a product sales or promotion of a certain brand.

This analysis supports the results of the previous subsection where it has been noted a higher negative correlation (39,6%), among all the investigated issues, between the self-assigned grade about the issue and the classification of meeting the theoretical concept.

The next analysis refers to the concept Sustainable Development which parameter for analysis was the conceptualization expressed on the WCED (1987) report, where an economic, social and environmental development is sought enabling resources to meet the needs of the current population without compromising the future generations' needs.

Before this, the categories have been created from the descriptions issued by the interviewees, demonstrated on Board 5.

Classifications and quantities of the related concepts are available on Table 9.

The data presented on Table 9 indicate a predominance on the descriptions regarding the category Growth without harming the environment totalizing 30,9%; in second place comes the category Does not know, which is very representative in this analysis totalizing 21,3% of the descriptions in this category. The category Conscious Consumption has appeared in 10,4% of the cases, which is synonym of Sustainable Development for those people. Before this and considering the WCED (1987) theoretical concept, there is a proximity of the emerging categories regarding the theoretical concept; however the key category which is Preserve for the future/future generations is found in only 8,7% of the interviewees descriptions.

Regarding the concept Conscious Consumption, the categories extracted from the descriptions are available on Board 6.

The analysis of the concepts is available on Table 10.

Observing Table 10, regarding the concept Conscious Consumption, most of the descriptions (63,5%) have been classified into two categories: Consume without wastage/excess and Consume products which do not harm the

environment and the society, both being gripped to the theoretical concept proposed by Barbosa *et al.* (2013) and Moreno (2012) where consumption is anchored in the consciousness and citizenship matters, having natural resources as power sources worldwide and need to be kept for the future.

The results of content analysis enabled a more systematic view of the phenomenon where the adhesion of the description performed by the interviewees to the theoretical conceptualization of the researched issues can be checked, demonstrating that the issues Social Responsibility, Sustainable Development and Conscious Consumption presented categories with significant amounts of quotes with adhesion to the theoretical concepts; on the other hand, the Social Environmental Marketing Communication issue did not obtain the same results, where the most significant categories did not present proximity to the theoretical concept.

5 FINAL CONSIDERATIONS

Based on the facts found, we assume to have reached the research goals, identifying the assessment level the participants have demonstrated from the grades self-assignment, confronting the analysis of content of the concepts descriptions, where a positive significant correlation regarding the concept Conscious Consumption is observed, on other words, the grade assigned to the concept corresponds to what they have defined about the issue. The issues Sustainable Development and Social Environmental Marketing Communication got low and negative correlation. Indicating that they assign a high grade when, in reality, they do not know how to conceptualize. Finally, Social and Environmental Responsibility did not have significance in the correlation, indicating that there is a high dispersion between the assigned grade and the concept itself.

Regarding the characteristics of the concepts described by the interviewees, the issues with higher adhesion with the theoretical concepts were Social and Environmental Responsibility, Sustainable Development and Conscious Consumption, highlighting the last one. The Social Environmental Marketing Communication issue presents the most distorted meaning before the young person, connecting it, above all, to the image of the organization instead of behavior and attitude changes.

In general, the young people of Cuiabá tend not to completely comprehend the significance of the major issues connected to the social and environmental contexts, although they belong to a generation who was born at the years between 1985 and 1996, period when discussions, studies, conferences, campaigns have already started and have intensified on the following years.

These results demonstrate that at the initial phase for development of social environmental marketing communication directed to the young public, the messages should have an educational character in the sense of transmitting knowledge and explanations especially about the issues Social and Environmental Responsibility and Social Environmental Marketing Communication.

Thus, it is suggested the performance of new researches with the same public, with probabilistic sampling, as well as extend to other areas. It is also suggested the checking on other different age ranges in order to compare the results.

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Table 1: Sample demographic data (nominal)

Category	Groups	Frequency	Percent
Gender	Male	117	50.9
	Female	113	49.1
	Total	230	100.0
Marital Status	Single	189	82.2
	Married	30	13.0
	Divorced	3	1.3
	Other	8	3.5
	Total	230	100.0
Marital Relationship	Alone	192	83.5
	Accompanied	38	16.5
	Total	230	100.0
Educational Level	Secondary school complete	42	18.3
	From incomplete secondary school	188	81.7
	Total	230	100.0
Work Activity	With work activity	134	58.3
	Without work activity	96	41.7
	Total	230	100.0
Age Range	18 to 24 years	151	65.7
	25 to 29 years	79	34.3
	Total	230	100.0
Income Bracket	Up to 2,220 BRL	168	73.0
	Superior to 2,200 BRL	58	25.2
	Total	226	98.3
	<i>Outliers</i>	4	1.7
	Total	230	100.0

Source: Field collection

Table 2: Sample demographic data (interval and ratio)

Statistics	No. of People		
	Age	in the Residence	Income (BRL)
Average	23	3.40	1,461.02
Median	23	3.00	1,200.00
Mode	19	4	0
Standard Deviation	3.14	1.34	1,029.39
Non considered <i>Outliers</i>	0	6	10
Total of Cases	230	224	220

Source: Field collection

Table 3: Central trend statistics of concepts self-assessment.

Statistics	Social and Environmental Responsibility	Social Environmental Marketing Communication	Sustainable Development	Conscious Consumption
Average	7.01	4.97	6.71	7.44
Median	7	5	7	8
Mode	8	1	8	8
Standard Deviation	2.164	2.923	2.608	2.271

Source: Field collection

Board: Category of adequacy of concepts issued in connection with the theoretical concepts

Concept	Overview
1 – Fully meet	Issued concepts which are equal or very close to the theoretical concept.
2 – Fairly meet	Concepts which have some partial elements which compose the theoretical concepts.
3 – Do not meet	Issued concepts which have no elements component to the theoretical concept.
4 – Do not know:	When declared by the interviewee that he does not comprehend the issue.

Source: prepared by the authors

Table 4: Assessment of the concepts issued by the interviewees.

Subtitle: SER = Social Environmental Responsibility; SEMC = Social Environmental Marketing Communication; SD = Sustainable Development; CC = Conscious Consumption; Freq. = Frequency; and % = Values given in percentage

Assessment	SER		SEMC		SD		CC		TOTAL
	Freq,	%	Freq,	%	Freq,	%	Freq,	%	%
Fully meet	18	7.8	18	7.8	28	12.2	51	22.2	11.39
Fairly meet	127	55.2	115	50.0	113	49.1	111	48.3	55.73
Do not meet	63	27.4	36	15.7	49	21.3	51	22.2	19.22
Did not know	22	9.6	61	26.5	39	17.0	17	7.4	13.57
Total	230	100	230	100	229	99.6	230	100	100
<i>Outliers</i> not used					1	0.4			
Total	230	100	230	100	230	100	230	100	100

Source: Field collection

Table 5: Table correlating the grade self attributed about the knowledge and the classification of the concepts by attendance of the theoretical concept.

Subtitles: CC = Correlation Coefficient by Kendall Rank; Sig. = Test significance

Concepts	CC	Sig,
Social Environmental Responsibility	-0.084	13,2%
Social Environmental Marketing Communication	-0.396*	0,00%
Sustainable Development	-0.322*	0,00%
Conscious Consumption	0.975*	0,00%

*Significant correlations to level 5%.

Source: Field collection

Board 2: Category of concepts about Social and Environmental Responsibility

Concept	Overview
Care/responsibility with society/environment	People’s duties and/or responsibilities and/or organizations with well being and/or social and/or environment.
Activity for social/environmental reality	Performance of any kind of activity for benefit of close or general society and/or environment.
Do not harm society or environment	Overviews that emphasize organizations or people’s lack of activities or actions which do not harm a close community or society in general.
Knowledge about social reality/concepts	Concepts which quote the need for knowledge about social responsibility concept or the need for understanding or knowledge about a specific society.
Product impact	Overviews which mention the negative impact of a certain organization product on a society or environment.
Mistrustful posture	Overview about the use of social and environmental responsibility activities in benefit of an organization without effective effect in social and environmental benefit.
Superficial and obvious answer	Answers which use the words which form the concept (for instance: ”it is the responsibility with society). It is the kind of answer that does not allow us to know if the interviewee knows the concept or if he answered by deduction from the question enunciate.
Does not know	Statement that he does not know the issue presented.

Source: prepared by the authors

Table 6: Category of concepts about Social and Environmental Responsibility

Categories	Frequency	Percent
Duties/responsibilities with society/environment	102	44.3
Activity for social/environmental reality	57	24.8
Superficial and obvious answer	25	10.9
Does not know	22	9.6
Do not harm society	10	4.3
Knowledge about social reality/concepts	9	3.9
Product impact	4	1.7
Mistrustful posture	1	0.4
Total	230	100.0

Source: Field collection

Board 3: Category of concept references about Social and Environmental Responsibility

Concept	Overview
Organizations	Concepts which refer to one organization in particular or organizations in general.
Person	Concepts which refer to the activity or posture of human being or a specific person.
Both/undefined	When the overview of the concept does not refer to a person or organization in particular or when it refers to both of them.
Does not know	When the interviewee does not present an overview about the concept because he does not know the issue.

Source: prepared by the authors

Table 7: Categories of the concepts issued about Social and Environmental Responsibility by reference

Categories	Frequency	Percent
Both/undefined	114	49.6
Organization	57	24.8
Person	37	16.1
Does not know	22	9.6
Total	230	100.0

Source: Field collection

Board 4: Category of references of concepts about Social Environmental Marketing Communication

Concept	Overview
Issue environment (content)	Overviews which communication content refers to the issue environment in general
Organization image (content)	Refer to the communication with issue related to disclosure of an organization image.
Product (content)	Overviews related to the disclosure of a product.
Characteristics of the advertisement	Overviews aiming to describe the advertisement characteristics.
Society (image)	Overviews which refer to communication processes which involve the image of a certain society.
Does not know	Identical to board 3.
Superficial and obvious answer	Identical to board 3.
Without any connection with the issue.	Overviews performed which do not classify communication processes.

Source: prepared by the authors

Table 8: Categories of concepts issued about Social Environmental Marketing Communication

Categories	Frequency	Percent
Issue environment (content)	77	33.5
Does not know	61	26.5
Organization image (content)	27	11.7
Superficial and obvious answer	25	10.9
Without any connection with the Social Environmental Marketing Communication issue	17	7.4
Product (content)	14	6.1
Characteristics of the advertisement	8	3.5
Society (image)	1	0.4
Total	230	100.0

Source: prepared by the authors

Board 5: Category of references of concepts about Sustainable Development

Concept	Overview
Growth without harming the environment	Growth degrades the environment without considering the worry with resources maintenance to future generations.
Conscious consumption	Overviews which approach the conscious consumption issue, meaning to consume only the necessary with worry about preservation and maintenance of the environment and natural resources.
Preserve for the future/future generations	Preserve the environment and natural resources aiming to avoid shortage of those resources to the next generations.
Manufacturing without harming the environment	Overviews which involve manufacturing processes which do not harm the environment.
Reutilization of natural resources	Overviews which dictate the reutilization of natural resources such as recycling processes, reutilization, etc.
Organizations activities	Overview of sustainable development as a function of the organizations.
Do not harm the environment	Activities other than the productive ones which aim or care about not harming the environment.
Mistrustful posture	Overview about the use of the concept in benefit of an organization or person in particular but without effective effect in environmental benefit.
Educational program about environment	Overview of sustainable development with an educational activity.
Superficial and obvious answer	Identical to board 4.
Does not know:	Identical to board 4.

Source: prepared by the authors

Table 9: Categories of concepts issued about Sustainable Development

Categories	Frequency	Percent
Growth without harming the environment	71	30.9
Does not know	49	21.3
Conscious consumption	24	10.4
Superficial and obvious answer	22	9.6
Preserve for the future/future generations	20	8.7
Manufacturing without harming the environment	18	7.8
Reutilization of natural resources	15	6.5
Organizations activities	6	2.6
Do not harm the environment	2	0.9
Mistrustful posture	2	0.9
Educational program about environment	1	0.4
Total	230	100.0

Source: Field collection

Board 6: Category of the references of concepts regarding the Conscious Consumption

Concept	Overview
Consume without wastage/excess	To consume products at the minimum necessary amount, avoiding wastage or excess consumption.
Consume products which do not harm the environment and the society	Consume specifically products which do not cause any kind of damage, degradation or assault to the environment and to the society.
Plan expenditure/consumption	Overviews regarding the planning of personal expenditures or consumption.
Visit manufacturing processes	Concepts regarding the consumers cognitive processes regarding the organizations manufacturing processes.
Consume consciously thinking about the future	Consume without exceeding, keeping the natural resources to be used by the next generations.
Consume products with a positive image.	Acquire and consume products from organizations with positive image regarding social environmental aspects.
Without connection with Conscious Consumption	Performed overviews which do not classify in any aspect the issue Conscious Consumption.
Superficial and obvious answer	Identical to board 5.
Does not know	Identical to board 5.

Source: prepared by the authors

Table 10: Categories of concepts issued about Conscious Consumption

Categories	Frequency	Percent
Consume without wastage/excess	81	35.2
Consume products which do not harm the environment and the society	65	28.3
Superficial and obvious answer	51	22.2
Does not know	17	7.4
Plan expenditure/consumption	9	3.9
Visit manufacturing processes	3	1.3
Without connection with Conscious Consumption	2	0.9
Consume consciously thinking about the future	1	0.4
Consume products with a positive image,	1	0.4
Total	230	100.0

Source: Field collection