

Limited Expansion of Marketing in the Student Market - A study on students' choices for undergraduate courses at a Teaching Institution in the city of São Paulo

Expansão limitada do Marketing no mercado estudantil - Um estudo sobre as escolhas dos alunos por cursos de Graduação em uma Instituição de Ensino na cidade de São Paulo

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ABSTRACT

Undergraduate courses specializing in Marketing do not have the same demand as related areas dealing with the relationship between companies and consumers, such as Administration and Advertising and Propaganda courses. The objective of this article was to investigate the reasons why, as well as the relevance of the Marketing area, both in the business and academic context, as it is not among the first options for students who wish to enter higher education. We sought to examine the training of marketing professionals working within the national market, to understand the process of choosing degree courses in a high school in the city of São Paulo, and to understand the motivators of choosing courses. These objectives highlighted factors that indicate the limited expansion of Marketing courses in national territory. To understand the phenomenon presented, a survey was dispersed among high school students in a teaching institution in the city of São Paulo. The results indicate that of the total sample, 94% said they knew of marketing, 23% had a profile similar to that found in professionals in the field, and only 3% of the 265 students surveyed had an interest in the course.

KEYWORDS: Marketing; Integrated Model; Study; Student Media; University graduate.

RESUMO

Os cursos de Graduação especializados em Marketing não têm a mesma procura que outras áreas que tratam do relacionamento entre empresas e consumidores como os cursos de Administração e Publicidade e Propaganda. Diante desta constatação, o objetivo deste artigo consistiu em investigar os motivos pelos quais, mesmo com a relevância da área de Marketing, tanto no contexto empresarial como acadêmico, o mesmo não se encontra entre as primeiras opções por alunos que pretendem ingressar no ensino superior. Para isso, buscou-se nesta pesquisa, examinar a formação dos profissionais de Marketing que atuam em mercado nacional, compreender o processo de escolha de cursos de Bacharelado em uma escola de segundo grau na cidade de São Paulo, e entender os motivadores de escolha de cursos de Bacharelado. Tais objetivos permitiram evidenciar alguns fatores que implicam na expansão limitada dos cursos de Marketing em território nacional. Para a compreensão do fenômeno apresentado, desenvolveu-se um *survey* entre estudantes do segundo grau em uma Instituição de Ensino na cidade de São Paulo. Os principais resultados indicaram que, do total da amostra, 94 % diz conhecer Marketing, 23% possuem perfil semelhante ao que é encontrado em profissionais da área e, no entanto, apenas 3% dos 265 alunos pesquisados possuem interesse no curso.

PALAVRAS-CHAVES: Marketing; Modelo Integrado; Estudo; Meio Estudantil; Graduação.

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1 INTRODUCTION

The first studies in Marketing began systematically with research groups created to discuss distribution problems (object of study of the first researchers of the time), and institutions of teaching disseminating their findings and offering courses, between the years 1900 and 1905 in North American universities. In this paper, we present an analysis of the results obtained in the literature about the subject (Ajzentel, 2008; Arantes, 1975; Bartels, 1951; 1976; Diniz et al., 2016; C. C. H. Grisi, J. R. M. Grisi, & Santos, 1983; Lazer, 1966; Maynard, 1941; Oliveira, 2005; 2009; Pereira, G. L. Toledo, & L. A. Toledo, 2009; Sandhussen, 2003; Surface & Alderson, 1940; Vargo & Lusch, 2004; Wilkie & Moore, 2003).

From its inception, Marketing has undergone transformations to be an independent field of study and developed a better relationship with the market and involves a focus on its consumer (Bartels, 1951; Bartels, 1976; Oliveira, 2009). In order to understand these transformations, Figure 1 shows the Schools of Marketing Thinking that illustrates how the area developed over the last century, both in conceptual terms and in its relationship with the market.

| Decade | School | Characteristics | Thinkers |
|--------|-------------------------|--|---|
| 1900 | Commodity | First School of Marketing Thought. Study focus on transactions and sales of objects. | Copeland (1923) and Aspinwall (1958). |
| 1900 | Functional | Studies on the activities necessary to execute the Marketing transactions and the methods used in these transactions | Shaw (1912), Weld (1917), Ryan (1935), Vanderblue (1921) and McGarry (1950). |
| 1910 | Institutional | Concentration in the marketing function by the intermediaries | Weld (1916), Butler (1923), Breyer (1934), Alderson (1954), McCammon (1963), Balderston (1964), Bucklin (1965) and Mallen (1973). |
| 1930 | Regional | Focus on transactions between sellers and consumers in a given region. Main areas studied were wholesale and retail. | Revzan (1961). |
| 1930 | Funcionalist | Understanding Marketing as a system of interrelated and interdependent structures of relationship dynamics. | Alderson (1945). |
| 1940 | Administrative | Based on the determination of the needs of the consumers, in the Marketing Mix, the market segmentation and the myopia of Marketing. | Borden (1950), Smith (1956), McCarthy (1950) and Levitt (1960). |
| 1950 | Consumer Behavior | Concentration of studies on consumer markets, demographic information on how many and who these consumers are. | Katona (1953), Lazarsfeld (1955) and Festinger (1957). |
| 1950 | Organizational Dinamics | Ensure the well-being of consumers and the needs of the members of the distribution channels. | Ridgeway (1957), Mallen (1963) and Stern (1969). |
| 1960 | Macromarketing | Taking as its central axis the activities of Marketing and social institutions. | Holloway & Hancock (1964), Hunt & Burnett (1982), Shaws and Nickles (1979) and Fisk (1967). |
| 1960 | Systemic | Focused on the responses to environmental changes. | Boulding (1956), Forrester (1958), Kuhn (1963), Bertalanffy (1968) and Howard (1983). |
| 1960 | Social Exchanges | In essence it deals with exchanges between sellers and consumers and interactive perspective with respect to Marketing transactions. | MacInnes (1964), Alderson and Martin (1965), Kotler (1972), Bagozzi (1974), Houston and Gassenheimer (1987). |
| 1970 | Activist | Study of the imbalance of the force between consumers and sellers, in the inadequate use of Marketing, and in matters of well-being and consumer satisfaction. | Beem (1973), Gardner (1976), Russo (1976), Jacoby and Small (1975) and Peterson (1976). |
| 1980 | Relationship Marketing | Focused on loyalty and customer satisfaction and retention. | Berry (1983), Jackson (1985) and Spekman & Johnston (1986) |

| | | | |
|------|------------------------|---|---|
| 1990 | Cybermarketing | Emphasis on mass customization and interactivity with customers. | Rowsom (1998), Rosebloom (1999), Poel & Leunis (1999), Graham (2000) and McCune (2000). |
| 2000 | Experiencial Marketing | Focus on the feeling that products can offer to customers and not merely on the needs of customers. | Schmitt (1999). |

Figure 1 – School of Thoughts of Marketing

Source: Adapted from Ajzentel, 2008; Miranda and Arruda, 2004; Sheth, Gardner, and Garrett, 1988.

In Brazil, the term ‘Marketing’ first appeared in academic terms in 1954 as a subject in an Administration course at the Faculty Getúlio Vargas, as well as in the book, *Brazilian Marketing Text: "Marketing Administration: Principles and Methods"* (Cobra, 2002; Falcão, 2014, Oliveira, 2004; Santos, Lima, Brunetta, Fabris, & Seleme, 2009). These courses were taught by US academics at Michigan State University, with the objective of training local Brazilian marketing professors in order to Brazil to adopt this concept that was already practiced in the United States of America.

Between the 1950s and 1990s, the unstable Brazilian market underwent several scenarios, such as an underdeveloped industrial sector, high inflation, consolidation of democracy, privatization, and corporate mergers. These innumerable changes brought about the need to develop the Marketing concept so that companies could increase their sales, obtain different consumers through good communication, and offer appropriate and quality products to consumers who became increasingly demanding. It is interesting to highlight how new market demands or changes in the context in which the companies were inserted, were responsible for the increase in the demand for knowledge of Marketing precepts in the Brazilian market, as Oliveira (2009) points out. In the US market, the first research within the area emerged as a response by companies to changes in the business context, fruits of the technological advances provided by the 2nd Industrial Revolution.

The expansion of Marketing, as a practice, enabled the emergence of a new market formed by the specialized agencies of Advertising and Publicity, and Communication and Research, that is, service providers for the integrated use of Marketing tools. This new market had as a common objective the elaboration of strategies on the relationship with the consumer, through promotional actions that increasingly required the improvement of the area (Oliveira, 2004).

With the transformations occurring both in the academic and business sense, and considering the growth of works and published articles and the increase in the number of companies looking for professionals to perform Marketing functions companies of all sizes, it is pertinent to note that a bachelor degree in Marketing is not highly sought after by those attending universities. Due to this, the question that guided this research is: Despite the importance of the Marketing area, both in the business and academic context, why is it not among the first options for students wishing to enter higher education?

In order to fill a gap observed in the publication on this topic, and to answer the guiding question of the study, the general objective of this article is to understand the limited expansion of Marketing in the student market, particularly in the region of São Paulo. As secondary objectives, the following are presented: a) to examine the training of marketing professionals who work in the national market; b) understand the process of choosing bachelor courses in a high school in the city of São Paulo; c) understand the motivators of choosing bachelor degree courses; and d) evidence the factors that determine the choice of bachelor courses by high school students.

The article is structured by a theoretical framework based on articles, books and websites, in order to understand the deficiency of Marketing in Brazil. It is presumed that there is a shortage of qualified professionals that dominate its functionalities, since in many cases, there are related areas that seek to meet the demand of these market professionals.

2 CONCEPT OF MARKETING

Currently, Marketing can be understood as the discipline or area of knowledge, which has as its

business philosophy the study of relationships between companies and consumers with the objective of understanding, mapping, and satisfying the needs of a target market. One of the most common concepts in both academic and business environments is delivering value to consumers, and along with that is the search for companies to meet the needs and desires of consumers and their stakeholders (Kotler & Keller, 2012; Cobra, 1992; Oliveira, 2007; Pereira et al., 2009).

When it comes to the process of delivering value to a particular market segment, one reference is the study of Vargo and Lusch (2004), in which they highlight that Marketing has evolved from a strict focus on the product, to the intangible aspects of the exchange process, aiming at providing greater interactivity between companies and consumers, and for what is known as "co-creation." Thus, the focus would be on the processes that are created between the parties involved and on the experience provided to customers when it comes to relating to companies. To expand on the concept of Marketing, we can allude to the AMA (2016):

Marketing is the activity, a set of institutions and processes of creation, communication, delivery and exchange of offers that have value for customers, partners and for society in general.

For development of the line of reasoning, it is presumed that it is necessary to understand the concept of three-dimensional Marketing proposed by Pereira, G. L. Toledo, & L. A. Toledo, (2009), which is composed of the Philosophical, Functional and Managerial dimensions.

The first dimension, Philosophical, defines the orientation that the organization will follow in order to build its strategic planning. Thus, crucial aspects such as the mission, vision, values, and positioning of the organization are defined in this step. It is inferred that it is the moment in which the company defines its purpose, more precisely, its reason of existence in the market so that it can lead all the employees to the attainment of the organizational objectives.

The second dimension, Functional, is to understand and analyze the needs of consumers according to the definitions of the philosophical dimension. There is a need to make the function of Marketing operational and its subordination to a given orientation. In other words, it is necessary to convert on the basis of an administrative action (Pereira et al., 2009, p. 533).

The objective of the third dimension, Managerial, is to promote and stimulate the exchange of values according to the orientation of the organization. It is what can be understood as, in the view of Kotler and Keller (2012), the act of creating, developing and delivering value to its target consumers.

It is possible to use the dimensions of the concept of Pereira et al. (2009), in a way integrated with the tools of the proposed McCarthy Marketing Compound in the 1960s (Oliveira, 2007), which was later clarified by Kotler and Keller (2012). Selecting the tools Marketing uses for its practice, complemented with the 4 Cs of Lauterborn (1993), that seeks to show for whom, each of the elements of the compound is oriented with the 4 As of Richers (1994), which tries to show the phases of organization of the activities.

Each one of the authors proposed a vector to analyze Marketing that can be integrated. Figure 2 summarizes the authors' proposals with the integration of the proposed models.

The 4 As become the basis for the strategic construction of Marketing, while the 4 Ps are the tools that Marketing uses based on the objectives represented by the 4 As. Thus, the concept elaborated by Richers (1994), is used for the planning of the methods elaborated by McCarthy (1950), and focuses on the compound of Lauterborn (1993).

The integration of tools as their objectives and organization principles serves as a guide for Marketing managers to integrate their activities into a single model. Summarization of the integration process is shown in Figure 3.

For each dimension of the concept of Pereira et al. (2009), Marketing approaches and tools can be used according to the defined strategy and be the basis for the proper execution of the model. This article considers Marketing as a product, and should be managed and developed, in strategic terms. In this way, it is sought to understand its scarcity in the Brazilian student market.

| Author | Concept | Phases | Description |
|-------------------|---------|---------------|--|
| Raimar Richers | 4 As | Analysis | It consists of analyzing market forces and the organization's interaction with the environment. It also concerns the act of identifying the unsatisfied needs in the market through market research and the Marketing Information System (MIS). |
| | | Adaptation | After analyzing the market and identifying unsatisfied needs, the organization needs to adapt to such requirements. Thus, the organization makes changes in products in relation to design, packaging, brand, price, among others. All information was removed from the market after a survey and worked properly in the organization. |
| | | Ativation | Effecting the changes made by the company such as distribution, logistics, personal selling, that is, placing on the market the changes made by the organization. |
| | | Evaluation | Results control of the activities put into practice. |
| Jerome McCarthy | 4 Ps | Product | Testing and product development, quality, differentiation, packaging, nominal brand, trademark, services, warranty, technical assistance. |
| | | Price | Price policy, discounts, payment terms etc. |
| | | Center | Distribution channels, transport, warehousing, distribution centers. |
| | | Promotion | Advertising, publicity, sales promotion, public relations. |
| Robert Lauterborn | 4 Cs | Client | The company should seek to meet the needs and desires that customers really seek to satisfy |
| | | Cust | It consists of valuing the product, so that the consumer understands that he/she is acquiring a really desired product. |
| | | Convenience | Finding the most convenient location for your consumer to get the products. |
| | | Communication | Communication must use the 3 Cs so it can convey an adequate and effective message. |

Figure 2 - Integration of Marketing tools
Source: Developed and adapted based on Oliveira, 2007.

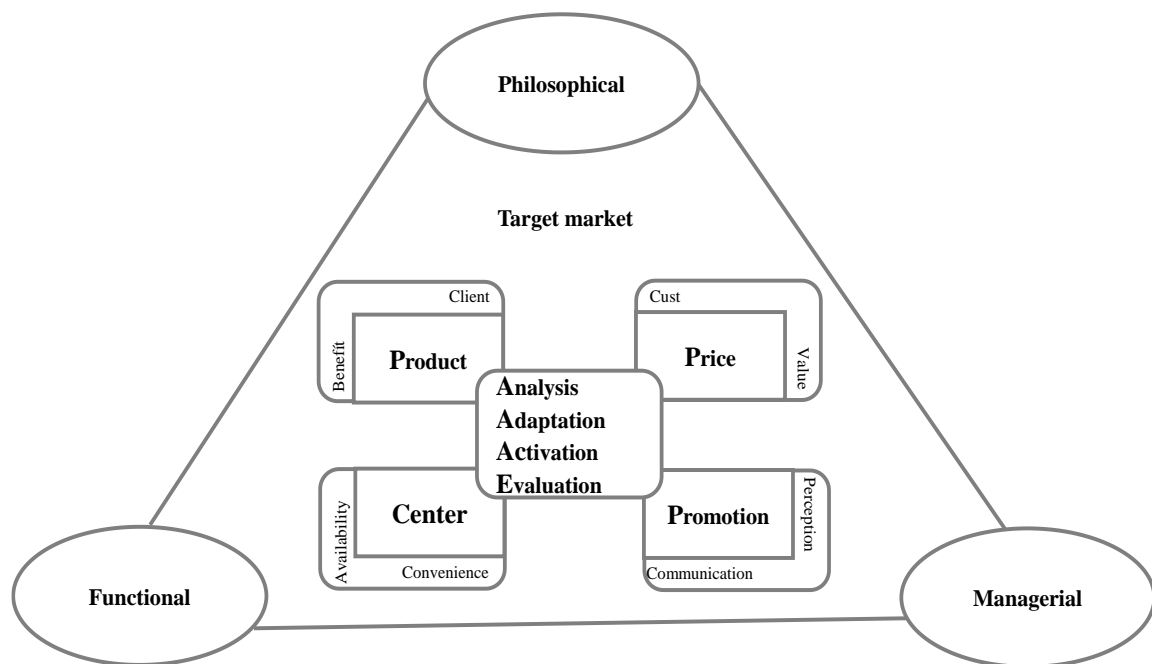


Figure 3 – Integrated use of Marketing tools
Source: The authors.

3 TRAINING OF THE MARKETING PROFESSIONAL IN BRAZIL

Assuming that scarcity of information and specialized professionals with a university education in Marketing is the root of the problem for limiting the expansion of bachelor degree courses in Marketing in the national market, it is necessary to understand the training of professionals in the field in Brazil.

Figure 4 shows that less than 30% of professionals working in the industry are graduates in Marketing, which demonstrates that the knowledge of marketing strategies comes from their practice in the field or was acquired through specialized courses.



Figure 4 – Marketing professional’s profile
 Source: The authors.

Due to the importance of the area in the market, as presented in the theoretical framework, there is demand for "marketologists," however; these professionals have training in other areas of knowledge related to management, sales administration or advertising and propaganda. Despite the training in other management university chairs, these market professionals, return to the academy, in the form of postgraduate courses, to fill the gap in knowledge in Marketing.

To properly understand the context that guides the research, one needs to know that in Brazil there are only twenty Higher Education Institutions (IES) that offer bachelor degrees in Marketing and are recognized by the Ministry of Education and Culture (MEC) but do not have support from an existing syndicate, Sindpromark (2016). Table 1 displays that Marketing courses have a low number of places compared to those most wanted by students in 2016.

Table 1 - Number of the most sought Bachelor’s degree in 2016, compared to Marketing

| Bachelor’s Degree | Number of Insitutions | Number of spots | Comparison to Marketing (%) |
|-------------------------|-----------------------|-----------------|-----------------------------|
| Business Administration | 2.506 | 735.449 | 6653% |
| Law School | 1.196 | 227.882 | 1992% |
| Civil Engineering | 908 | 218.404 | 1905% |
| Nursing | 1.031 | 188.689 | 1633% |
| Psychology | 677 | 98.978 | 809% |
| Medicine | 267 | 26.826 | 146% |
| Marketing | 45 | 10.891 | 0% |

Source: Ministério da Educação e Cultura, 2016.

There are indications that one of the problems in the low supply of Marketing courses in the national territory, which indirectly influences the demand by students when choosing their Undergraduate course, is the brief existence of such courses offered within the national territory. According to Falcão (2014), one of the first Postgraduate courses related to Marketing was offered

by EAESP/FGV in 1958. In the 1970s, new Undergraduate courses were offered, with the creation of the Superior School of Advertising and Marketing (ESPM). Therefore, it is evident that undergraduate courses in Marketing are relatively new in Brazil.

Another fact that may have contributed to the low student demand for a Marketing course may be related to the lack of knowledge of the market, both conceptual and its application, since it is common that the area of study is confused with Advertising and Propaganda or Sales Administration. The understanding of these differences may occur only when the professionals are in the market in their daily activities and, when they perceive the difference, seek a postgraduate course focused on Marketing to fill this professional gap.

The low number of vacancies available for a bachelor's degree in Marketing is in contrast to what is offered for *Latu Sensu* courses, which have the second largest number of vacancies offered (Table 2). Of these, six are agreed with Sindpromark (2016). Another indication is the formation of professionals who work in the Marketing field. There have been few Graduates in the field, which is consistent with the initial problem presented in this research and, at the same time, concluded from the data presented. The importance of the area in the market or the demand by companies for professionals with the qualifications and ability that the area develops, can be seen in the numbers presented by the search for graduate courses.

Table 2 - Difference between Bachelor's and *Latu Sensu* courses among the most sought-after courses and the Marketing courses in 2016

| Bachelor's Degree | Number of Insitutions | Number of spots | Comparison to Marketing (%) | Comparison to Bachelor course |
|-------------------------|-----------------------|-----------------|-----------------------------|-------------------------------|
| Law School | 3.203 | 779.202 | 296% | 242% |
| Marketing | 1.015 | 196.640 | 0% | 1706% |
| Nursing | 1446 | 195.390 | -1% | 4% |
| Civil Engineering | 1.262 | 159.080 | -19% | -27% |
| Business Administration | 715 | 129.679 | -34% | -82% |
| Psychology | 795 | 100.559 | -49% | 2% |
| Medicine | 239 | 88.730 | -55% | 231% |

Source: Ministério da Educação e Cultura, 2016.

The shortage of qualified professionals in the market is related to the low number of vacancies in Bachelor of Marketing and that the current reality of Marketing in the student milieu may be the consequence of an inadequate incentive, which generates low demand and limited knowledge of the area by Brazilian high school students. However, as noted in the training of the professional who works in the Marketing area, there is a search for greater knowledge about the area, but as a form of specialization, after its initial formation.

4 METHODOLOGY

The objective of this article is to understand the limited expansion of Marketing in the student market, and in particular, in the region of São Paulo. To further the research, descriptive research of an exploratory nature was conducted, since it was sought to describe phenomena about which little is known (Dencker, 1998). In order to obtain evidence of this fact, a quantitative approach was chosen through empirical research with a sample of middle-level students in the city of São Paulo.

Bibliographic research made it possible to understand that the research instrument should identify, within high school students in Brazil, the motive and the choices of courses, life goals, levels of intuitive, and explicit knowledge of Marketing. This method was chosen based on the concept of "argumentative generalization," as explained by Günther (2006, p 203), "a representative sample ensures the possibility of generalization of results. It relates to this, the emphasis on the inductive process, starting from individual elements to arrive at hypotheses and generalizations."

This instrument had the profile of a survey, a very adequate option for the intended objectives. According to Diehl, Souza and Domingos (2007), the quantitative approach aims to assure a more

numerical assessment, and the use of quantification of results allows for greater security in what is sought to be investigated. In this sense, it also argues Malhotra (2006), for whom the quantification of the data allows a statistical evaluation making them more reliable.

The questionnaire was comprised of 16 multiple choice questions, divided into three blocks: demographic, personal interest/goals and knowledge in Marketing. The sample consisted of 265 high school students from a private college in São Paulo, enrolled in the second and third year of the course, ages 15 to 18 years, belonging to economic classes A, B and C. This sample was chosen due to the fact that the institution in question has a diverse sociocultural profile, which facilitated the argumentative generalization of the research. Another fact that determined the choice of this sample is due to the fact that it is at this moment that students opt for their choice of an Undergraduate course, demonstrating the importance of this group chosen for the presented research.

For the analysis, the data was compiled into an Excel worksheet with the responses in the form of a PivotTable. In order to identify groups and profiles that established consistency in the argumentative generalization, information crossings were made from the answers.

5 ANALYSIS AND DISCUSSION OF RESULTS

To initially identify the level of decision of the interviewees, two course options that are currently offered were presented. It is considered that those who answered the two options with the same or similar course are more likely to have a decision made, while those who had courses of divergent areas were considered undecided. Taking into account this premise, it was verified that 63.4% of the 265 students, are already decided in relation to their choices.

In order to establish a profile of the interviewees, knowledge about Marketing was questioned, which, 93.8% of the total sample, claims to know. In addition, it was asked if the interviewees perceived themselves as having a Marketing profile. It was verified that 77% do not self-identify with this profile.

Among the remaining 23% who admitted to having the profile of the Marketing professional, the dynamic table allowed to identify the level of certainty of the choice of courses of the interviewees. High level of certainly was only 19.7%, while 78.7% did not have confidence in the choice. Consistency and similarity of the first and second options was used as a premise. 78.7% of students selected inconsistent and dissimilar first and second options; 19.7% of students chose consistent and similar first and second options; and, 1.6% of students are not sure of their choices.

Table 3 shows the first course options of the students in order of priority: 38.1% opted for other courses; 16.2% - Engineering; 12.8% - I do not know; 10.9% - Medicine; 6.0% - Law; 6.0% - Advertising and Propaganda; 5.3% - Psychology; 3.8% - Administration; 3.4% - Journalism; 1.5% - Public Relations; 1.1% - Marketing; 0.8% - Physical therapy; 0.8% - Pedagogy; 0.4% - Accounting Sciences; 0.4% - Nursing; 0.4% - Nutrition. It should be noted that the second options had a similar distribution.

Table 3 - First choice courses

| Courses | % |
|---------------------------|------|
| Others | 38.1 |
| Engineering | 16.2 |
| I do not know | 12.8 |
| Medicine | 10.9 |
| Law School | 6.0 |
| Advertising and Publicity | 6.0 |
| Psychology | 5.3 |
| Business Administration | 3.8 |
| Journalism | 3.4 |
| Public Relations | 1.5 |
| Marketing | 1.1 |
| Physiotherapy | 0.8 |
| Pedagogy | 0.8 |

| | |
|------------|-----|
| Accounting | 0.4 |
| Nursing | 0.4 |
| Nutrition | 0.4 |

Source: Research data.

It was asked what made the students choose these courses, in order to better understand this process of choice of profession. The main decision factors for the career choice were identified: 44.3% - parents/family; 40.9% - internet; 36.0% - others; 32.2% - relatives or friends; 14.4% - social networks; 13.3% - teachers; 9.5% - universities (site or presence); 3.4% - Student Fair; 1.5% lectures from colleges (Figure 5).

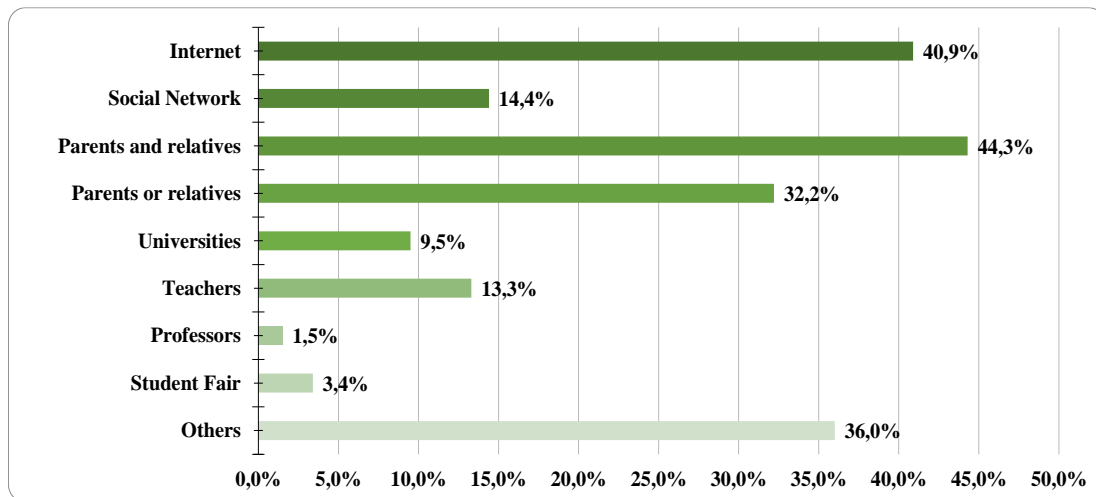


Figure 5 - Courses choice factors

Source: Research data.

In order to understand the influence of Marketing on the interviewed students, crosses were performed that showed that only 3% or 8 respondents, out of a total of 265 students in the second and third year of high school, are interested in attending Marketing, as a first and second option.

Figure 6 shows the number of students that opted for Marketing or related courses (Administration, Advertising and Propaganda, Public Relations and Journalism) in comparison to the total of the sample. Of those interviewed, 69% opted for other courses; 16% for courses related to Marketing, and 15% for Marketing. This shows that although students have an interest in the area, many end up opting for other areas that are linked indirectly to Marketing.

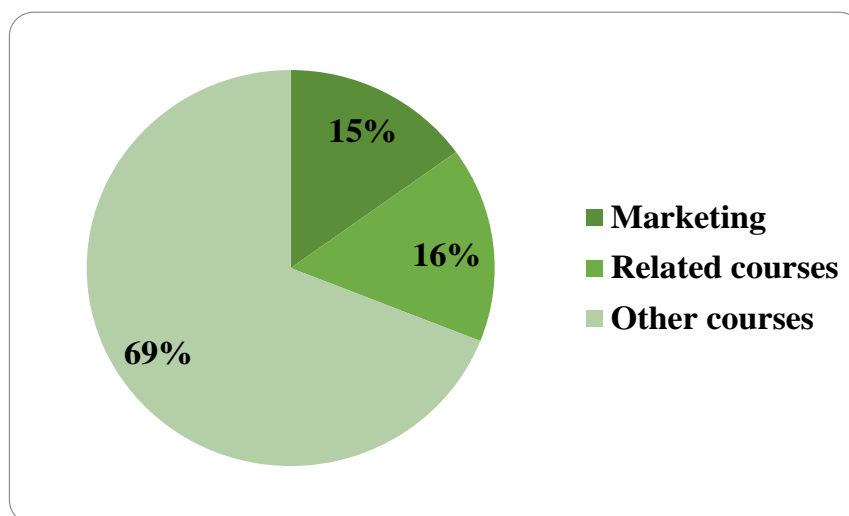


Figure 6 - First option courses for students with a Marketing profile

Source: Research data.

The authors wanted to identify if there is a relationship between knowledge in Marketing of the students who chose the course as the first and second option and the graduation field of the parents, because as previously observed, the parents have a strong influence on the students' choice. The following results were obtained: 0.00% - Both parents' graduation field is related; 25.0% - graduation field of the mother is related; 37.5% - students who opted for Marketing and really know it (Figure 7).

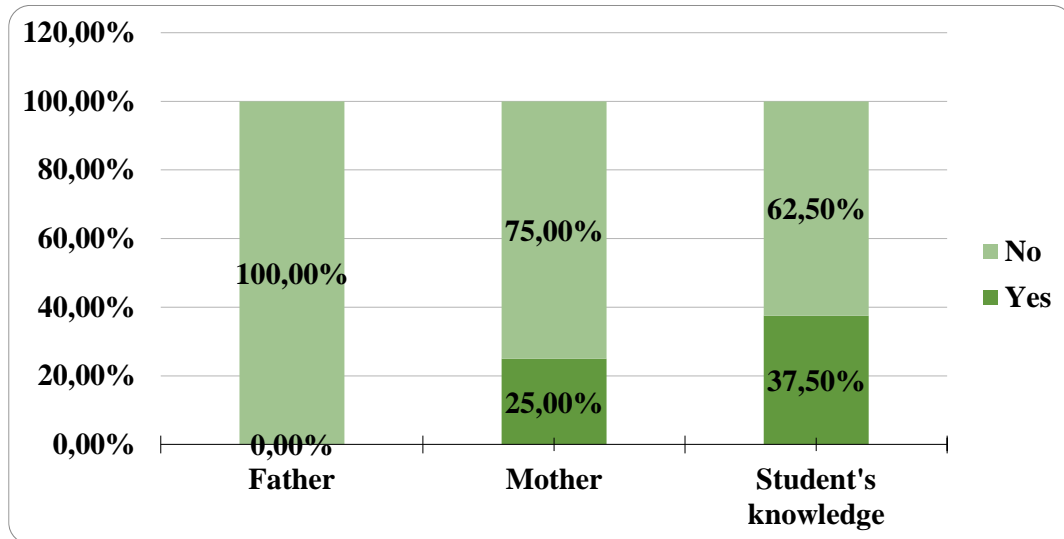


Figure 7 - Marketing Knowledge of students who opted for a course versus parents' graduation
Source: Research data.

The same was evaluated of courses related to Marketing. 18.7% - graduation field of the father has a relation; 20.3% - graduation field of the mother is related; 28.1% - students who have opted for Marketing and really know it (Figure 8).

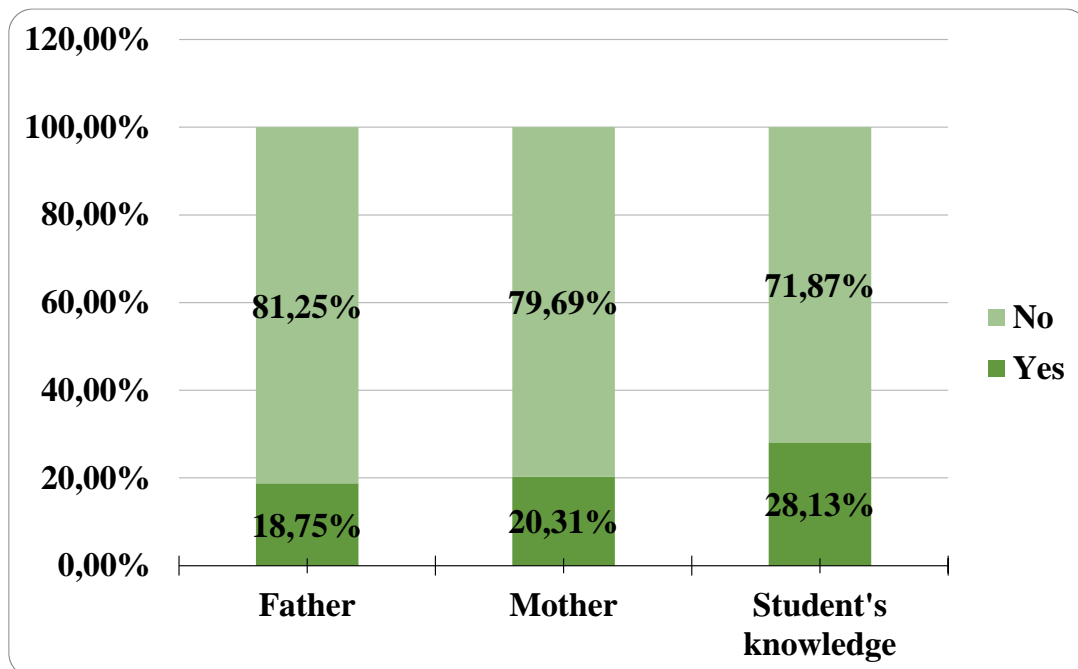


Figure 8 - Marketing Knowledge from students who opted for related courses versus Parent graduation
Source: Research data.

The crossroads of the professional profile of Marketing in students, with the level of knowledge of those who chose the course as the first and second option, showed that 37.5% - have knowledge in Marketing; and 12.5% - have a Marketing profile (Figure 9).

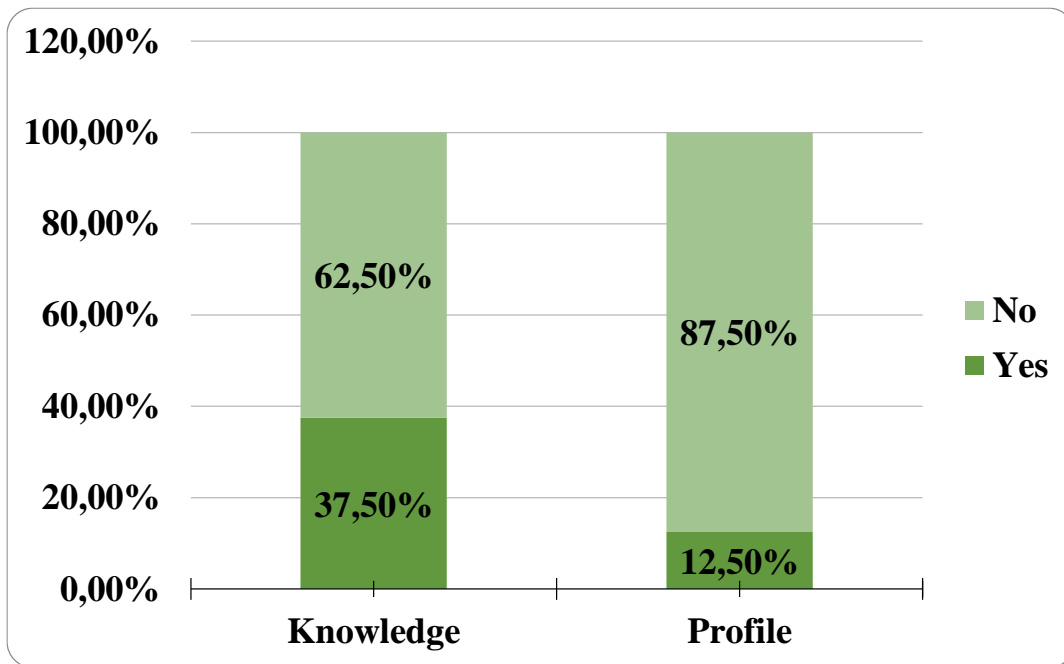


Figure 9 - Marketing Knowledge from students who opted for the course versus marketing profile
Source: Research data.

The same was applied to the related courses, in which the data show that 31.2% - have knowledge in Marketing; and 34.3% - have a Marketing profile (Figure 10).

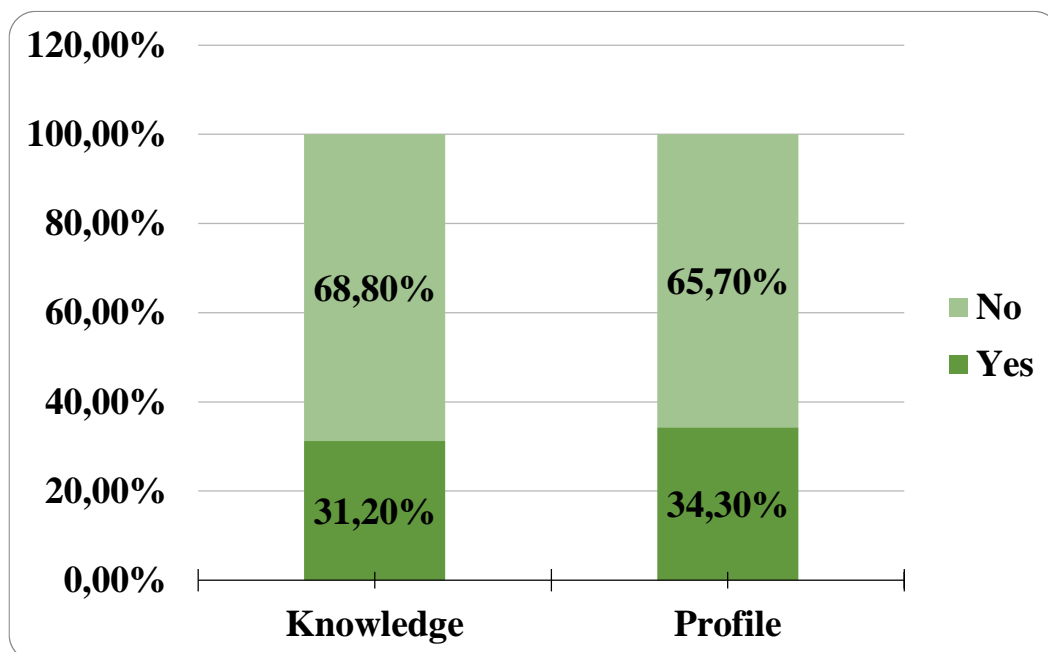


Figure 10 - Marketing Knowledge from students who opted for related courses versus marketing profile
Source: Research data.

In the related courses, knowledge of Marketing with the choice of students' courses was researched. The results obtained were the following: 21.3% - students who have the profile opted for

related courses; and 30.7% - students who have the profile, opted for related courses and know Marketing (Figure 11).

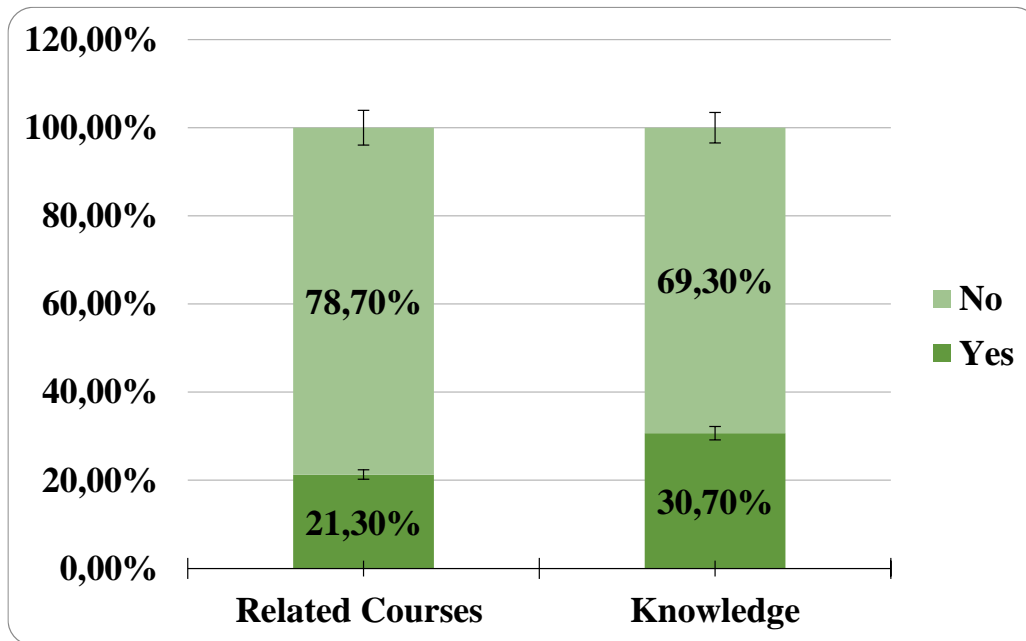


Figure 11 – Crossing for students who have the profile and opted for related courses in relation to knowledge in Marketing
Source: Research data.

Based on the interviewees who have the Marketing profile, it was possible to draw a comparison between those who chose the course as the first and second option, with related courses and the level of knowledge of the field. Thus, it is presented that, 3.7% - students of the students who have the profile opted for the Marketing course; 37.0% - students who have the profile, opted for the Marketing course and know the subject (Figure 12).

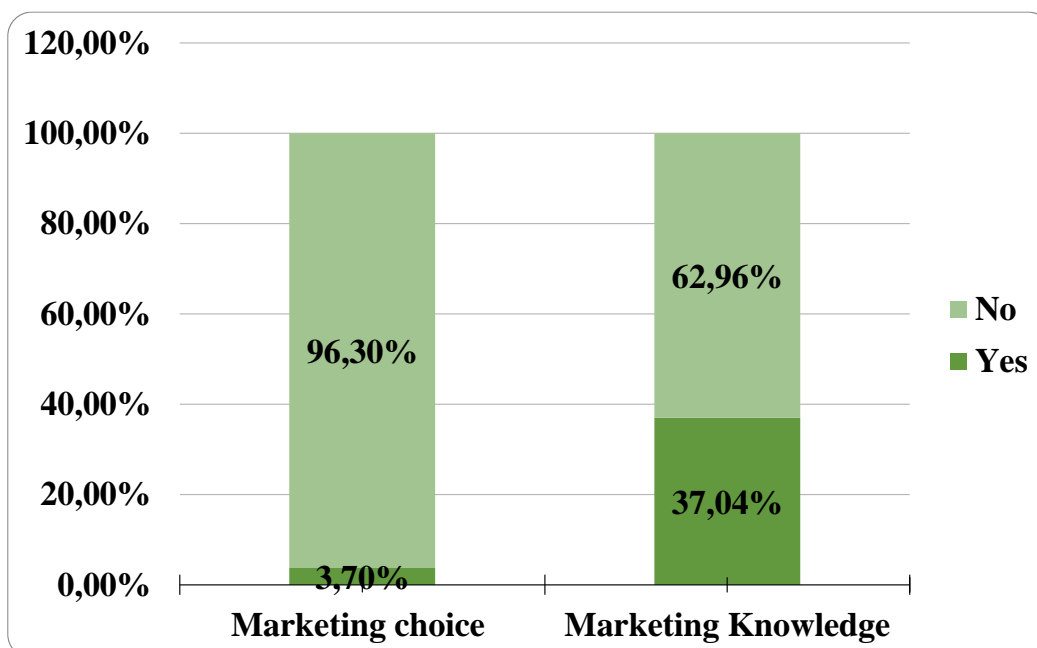


Figure 12 – Crossing students who have the profile and opted for Marketing in relation to the knowledge in the subject
Source: Research data.

After crossing the data obtained, it is possible to observe that while 94% of the total claim they know Marketing, that claim is plausible in only 22%. 23% have a similar profile to what is found in Marketing professionals, that is, an aspirational profile of leadership that seeks to be relevant in different circumstances; aims to always stock up on knowledge to achieve stability and financial and professional health.

However, of the students who opted for Marketing, only 50% actually know the course and 12.5% have the profile described. This leads to the assumption that, despite the will, the lack of consistent information about the subject in the Brazilian student market is the possible cause of the low completion of graduation and adherence to the course.

21.3% of the students who have a profile in the courses related to Marketing, chose one of the courses as their first option, and of these, only 30.7% understand that the development of strategies so that companies can identify the needs of the market, in order to win and keep consumers, are exercises that are directly related to the concept of Marketing.

It is verified that 23% of the participants' parents are trained in courses that resemble Marketing. Therefore, it is possible to admit that even if parents are the main source of information for students, they are not a reference for their children, nor do they have the skills and market practice to understand the profile and guide them to a possible choice of Marketing.

However, this course is the second most sought after in the Graduate Program, as shown in Table 2, representing 11.9% of the available positions. This fact seems to indicate that the professionals that work in the Marketing area and do not have this specific graduation, possibly were students who had the profile and intuitive knowledge, but did not opt for the course due to the lack of incentive and consistent information on the part of the Universities in the high school student market. Universities appear to not access students to inform them about the Marketing career. 63.3% of the students are sure of their choices and only 9% of the total students had contact and assistance with the universities.

One important point is the Internet as the second medium, with 40.9% of the students utilizing the Internet for information and help in their future decisions. There is minimal content directed related to Marketing on the pages of Universities and university guides, since most of them, focus on related courses. The Ministry of Education and Culture's website unifies the courses of Administration and Marketing, Communication and Marketing, Marketing, Propaganda and Marketing, and Advertising and Propaganda.

This scenario leads to the shortage of qualified professionals and Graduates in Marketing. In order for an area of knowledge to be established it's essential to have a solid base in its concepts and applicability. Without an active body of professionals to discuss the course of action, whether market professionals or academia, this context may present some difficulty in establishing the area in the Brazilian market. Due to this context, there is a large number of professionals in the market who still confuse Marketing with Advertising and Propaganda.

6 FINAL CONSIDERATIONS

In order to contribute with new researches and debates regarding the low demand for high school students for undergraduate courses in Marketing, the objective of this article was to understand the limited expansion of Marketing in the student market, having as a sample high school students in the region of São Paulo. The discussion proposed by this article emerged from the premise of the low participation of professional graduates in Marketing who work in the business market.

Objectives of this article were: a) to examine the training of marketing professionals who work in the national market; b) understand the process of choosing bachelor courses in a high school in the city of São Paulo; c) understand the motivators of choosing bachelor degree courses; and d) evidence the factors that determine the choice of bachelor courses by high school students.

The authors analyzed the concept and history of Marketing, as well as its dissemination in the Brazilian student market. The interpretation of the concept of Marketing resulted in a proposal of integration.

An analysis was carried out on the number of institutions and vacancies offered for the bachelor

degree in Marketing, understanding that, in relation to the other courses, the relevance of this graduation is small, due to the low number of courses offered. However, it was observed that post-graduation in Marketing has an adverse scenario, in which it is the second course with the largest number of vacancies. The shortage of professionals in the market is concluded to be directly related to the low supply of vacancies in the undergraduate courses in Marketing, which is due to the lack of incentive of the market and higher education institutions for Brazilian high school students.

It was identified in the research conducted, that approximately 20% of the sample has the Marketing profile, knows the Marketing field and, around 3% intend to enter the course as the first or second option. Universities should be the main channel of quality information and direction for students, however, it was detected that less than 2% of respondents were approached by them. Parents, being the primary influencer, have the opportunity to guide and encourage students who display the Marketing profile, however, the incentive, for the most part, is non-existent.

The main strengths of this article are the efforts to contribute to academic studies that fill a gap in the reasons for the low demand for Marketing courses, encouraging the discussion to identify the main weaknesses of the field in the Brazilian student environment, and to understand the reflexes that the lack of incentive of the profession through the unions, universities, schools, companies and professionals of the field. The weak points can be credited to the small sample that does not allow to universalize the data, however the results seem to indicate an interesting research vector that can additionally be useful for the managerial field.

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