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Can Understanding Practices Influence Perceived Sustainable Consumer Behaviour? A Practice-Based Study of Supermarkets in Dar es Salaam, Tanzania

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Abstract

This study examines the influence of understanding practices on perceived sustainable consumer behaviour in supermarkets (SCB) in Dar es Salaam, Tanzania. The study is grounded in Warde's (2005) theory of practice, which conceptualises understanding as comprising knowledge, skills, and practical interpretation. Data were collected from 298 supermarket staff in 72 systematically selected supermarkets. We measured understanding using 13 items: knowledge (3 items), skills (5 items), and practical interpretation (5 items). Perceived sustainable consumer behaviour was measured using 12 items adapted from Quoquab and Mohammad (2019), covering quality of life, care for the environment, and care for future generations. Data were analysed using SPSS Version 28, employing descriptive statistics, Pearson correlation, and multiple regression. The results show that practical interpretation was the only significant predictor of perceived sustainable consumer behaviour ($\beta = 0.135$, $p = 0.009$), while knowledge ($\beta = 0.038$, $p = 0.418$) and skills ($\beta = 0.064$, $p = 0.209$) were not significant. These findings indicate that the ability to interpret sustainability cues in the supermarket environment is more strongly associated with perceived sustainable consumer behaviour than general sustainability knowledge or technical skills. The study challenges information-deficit approaches and suggests that retailers should invest in interpretive infrastructure, including simplified eco-labels, clear signage, and trained staff, rather than relying on awareness campaigns alone.

Keywords: Understanding practices; Sustainable Consumer Behaviour; Theory of Practice; Supermarket.

1. Introduction

The assumption that increasing consumer awareness through the provision of information will automatically lead to sustainable consumption has shaped policy and retail practice for many years. This assumption underpins information-deficit models, which hold that consumers will change their behaviour once they are adequately informed about environmental problems (Korzilius, 2020; Trudel, 2019). However, evidence consistently shows that consumers may be knowledgeable about environmental and sustainability issues without translating that knowledge into sustainable purchasing behaviour (Munro et

al., 2023; Cavalcante-Costa et al., 2024). This disconnect is commonly described as the attitude-behaviour gap or value-action gap (Gonzalez-Arcos et al., 2021; Borges-Tiago et al., 2024).

The persistence of this gap suggests that the problem is not simply a lack of individual knowledge. Rather, it points to the limitations of information-deficit models, which assume that providing more information will change behaviour (Shove, 2010; Slabbinck, 2021). Since knowledge alone does not reliably lead to action, sustainable consumption must be understood by examining how consumers interpret and apply knowledge in actual shopping situations (Warde, 2005; Southerton & Warde, 2023). This requires attention to the retail environment and to the practical competences that consumers use at the point of purchase, rather than to information provision alone.

Traditional models such as the Theory of Planned Behaviour (Ajzen, 1991) focus on attitudes, subjective norms, perceived behavioural control, and intentions. These models treat the consumer as an individual decision-maker who can act on information. However, they often fail to explain why consumers with positive attitudes and sufficient knowledge still do not make sustainable choices in everyday retail settings. This is because they underestimate the role of material and social practices in shaping behaviour (Shove, 2010; Southerton & Warde, 2023). Classical models such as the Theory of Planned Behaviour remain limited in their ability to account for emotional states, situational constraints, and structural conditions that shape behaviour (Gonzalez-Arcos et al., 2021; Slabbinck, 2021). For example, even the most informed and environmentally conscious shopper cannot purchase sustainably if the supermarket does not stock the item or if the shopper cannot locate it quickly because it is not promoted effectively (Borasino & Fuhrmann, 2022; Sattlegger, 2021). This highlights that sustainable consumption is not solely a matter of individual intention but is deeply embedded in the systems that reconfigure and structure practices of provision within which shopping occurs (Warde, 2005; Shove, Pantzar, & Watson, 2012).

Practice theory offers an alternative perspective. Shove, Pantzar and Watson (2012) argue that behaviour is organised through social practices made up of materials, meanings, and competences. Within this framework, understanding is not only propositional knowledge. It is practical competence, the know-how required to perform a practice in specific situations. Warde (2005) applies this idea to consumption and distinguishes three dimensions of understanding: knowledge, skills, and practical interpretation. Knowledge refers to explicit information. Skills refer to technical ability. Practical interpretation refers to the capacity to read and respond to situational cues in the shopping environment. This distinction is central to the present study. It suggests that sustainable consumption does not depend solely on what consumers know. It depends on how consumers interpret sustainability claims in the immediate circumstances of supermarket shopping (Southerton & Warde, 2023).

Understanding practices matter to supermarkets and sustainability because they shape how consumers process and act on sustainability information at the point of purchase. Knowledge provides the background awareness that consumers need to recognise sustainability issues. Skills provide the technical ability to assess products, such as reading labels or comparing packaging. Practical interpretation enables consumers to use knowledge and skills in real time. In the supermarket environment, consumers face multiple signals, limited time, and complex product information.

This focus on understanding practices is particularly relevant to Tanzania. Dar es Salaam is experiencing rapid growth in formal retail (Rusobya et al., 2024). At the same time, urban environmental pressures are rising, with a significant proportion 56% of urban pollution in East Africa linked to consumption-related waste (Amani, 2024). Despite these changes, limited research has examined understanding practices in relation to consumer sustainability in Tanzanian supermarkets.

Existing studies have examined consumer attitudes toward green packaging (Amani, 2024), awareness of organic food labels (Rusobya et al., 2024), and general green purchase intentions (Chao & Uhagile, 2022). However, these studies have not systematically separated knowledge, skills, and practical interpretation as distinct dimensions of understanding. Methodologically, much of the existing research has been qualitative, producing rich but not generalisable findings (Gurova, 2024; Mceachern et al., 2020). Theoretically, many studies combine different aspects of understanding into a single construct, making it difficult to determine which dimension most strongly influences behaviour (Cavalcante-Costa et al., 2024). Contextually, research in sub-Saharan Africa has focused heavily on attitudes and intentions rather than the practical skills consumers need to navigate sustainability claims in retail settings (Traore, Belinga, & Lescuyer, 2023).

Thus, this study addresses these gaps by quantitatively examining the relationship between three dimensions of understanding practices and perceived sustainable consumer behaviour in Dar es Salaam supermarkets. The study uses supermarket staff as the unit of analysis because staff observe consumer behaviour and contribute to the interpretive environment of the store. Staff are directly involved in presenting sustainability information, arranging products, and assisting consumers, and are therefore well positioned to report on the understanding practices that are most strongly associated with sustainable behaviour. Moreover, the study hypothesises that the three dimensions of understanding practices have a positive influence on perceived sustainable consumer behaviour.

2. Literature Review

2.1 Theoretical Framework

This study is primarily grounded in Warde's (2005) theory of practice. Practice theory has its roots in the work of early scholars such as Bourdieu (1977) and Giddens (1984). Bourdieu introduced the concept of habitus to explain how social structures become internalised as durable dispositions. Giddens developed structuration theory to show how social structures and human agency are mutually constitutive. These early contributions established the idea that human action is shaped by social structures and routines, not only by individual intentions.

Building on this tradition, Schatzki (1996) and Reckwitz (2002) clarified the concept of social practice. Reckwitz (2002) defined a practice as a routinised type of behaviour made up of interconnected elements, including bodily activities, mental activities, objects, and forms of understanding. Schatzki (1996) emphasised that practices are organised by practical understanding, rules, and teleoaffective structures. Furthermore, scholars such as Shove, Pantzar and Watson (2012) simplified these ideas into a model of practice consisting of three elements: materials, meanings, and competences. Materials include objects, tools, and infrastructures. Meanings include norms, values, and symbolic understandings. Competences include skills, knowledge, and practical know-how.

Warde (2005) applied this framework to consumption studies. He argued that consumption is not a separate act but is embedded in everyday practices. Within this framework, understanding is a form of competence. Warde distinguished three forms of understanding relevant to consumption as knowledge, skills, and practical interpretation. Knowledge is explicit, declarative information about sustainability. Skills are the technical ability to perform sustainability-related tasks. Practical interpretation is the ability to read and respond to specific cues in the shopping environment.

These three dimensions relate to sustainable consumer behaviour in different ways. Knowledge provides background information that consumers need to recognise sustainability issues. However, knowledge

alone does not tell consumers how to apply that information in a busy supermarket. Skills provide consumers with the technical ability to assess products, such as reading labels or comparing packaging. However, skills may remain unused if consumers cannot connect them to the immediate shopping context. Practical interpretation enables consumers to use knowledge and skills in real time. It involves understanding what a label means on a particular product, recognising which signs are credible, and knowing how to respond to sustainability cues at the point of purchase. Practice theory suggests that practical interpretation is the dimension most directly linked to sustainable consumer behaviour because it operates at the point where consumption practices are performed. This is especially important in supermarkets, where consumers make rapid decisions in complex environments.

The use of Warde's (2005) framework is particularly appropriate for this study because most previous practice-based research has focused on household or domestic settings. Warde's focus on consumption as a practice allows the study to extend practice theory into the supermarket context. By applying Warde's three-dimensional conception of understanding, the study examines which form of understanding is most strongly associated with perceived sustainable consumer behaviour in a retail environment. This also extends the theoretical scope of practice theory by moving it from the household to the commercial retail setting, where understanding is enacted under different conditions of time pressure, product complexity, and commercial influence.

3. Methodology

3.1 Research Design

A quantitative cross-sectional survey design was used. This design was appropriate because the study examined associations between understanding dimensions and perceived sustainable consumer behaviour at a single point in time. Cross-sectional designs are commonly used in retail and sustainability research when the aim is to identify relationships rather than changes over time (Hair et al., 2019).

3.2 Study Area

The study was conducted in Dar es Salaam, Tanzania. Dar es Salaam is the largest city and commercial capital of Tanzania, and it is experiencing rapid urbanisation and growth in formal retail (Rusobya et al., 2024). The city has a high concentration of supermarkets and is a key setting for understanding consumer behaviour in the Tanzanian retail sector. Dar es Salaam also faces significant environmental challenges related to consumption, including food and packaging waste, which make it a relevant location for studying sustainable consumer behaviour (Amani, 2024).

3.3 Unit of Analysis

The unit of analysis was the individual supermarket staff member. Staff were selected because they interact with consumers daily and observe how consumers respond to sustainability practices and product displays. Staff are directly involved in arranging products, presenting labels, and assisting consumers, which places them in a strong position to report on consumer behaviour and understanding practices within the supermarket. Staff are therefore credible informants on the practices they observe in the retail environment (Bryman & Bell, 2015; Winkler et al., 2023).

3.4 Sampling of Supermarkets and Staff

Supermarkets were selected using systematic random sampling. From a sampling frame of 145 registered supermarkets, 72 were selected. This represented approximately half of the population, which is appropriate in small finite populations because a high sampling fraction improves representativeness and reduces sampling error (Cochran, 1977; Lohr, 2021). Within each selected supermarket, up to five staff

members with at least six months of experience were randomly selected. This small number per organisation helped spread the sample across many retail settings and avoided over-representation of any single supermarket (Bryman & Bell, 2015). This two-stage sampling approach yielded an initial target sample of 360 respondents. After data cleaning, the final sample comprised 298 staff, representing a response rate of approximately 83%.

3.5 Methods of Data Collection

Data collection utilised a standardised questionnaire adapted from validated scales and improved through a pilot test with a purposive sample of 15 supermarket staff. The pilot test was important for checking clarity, relevance, and cultural appropriateness of the items before full data collection (Hill, 1998; Isaac & Michael, 1995). Understanding practices were measured using 13 items. Knowledge was measured through three items that assessed consumers' awareness of environmental issues and sustainable product benefits. Skills were measured through five items that assessed the ability of consumers to identify sustainable products, distinguish them from conventional products, and use available information. Practical interpretation was measured through five items that assessed the ability to understand labels, certifications, and in-store information. These items were adapted from McEachern et al. (2020) and Risner et al. (2022).

Perceived sustainable consumer behaviour was measured using 12 items adapted from Quoquab and Mohammad (2019), covering quality of life, care for the environment, and care for future generations. All items used a five-point Likert scale from 1 (very unlikely) to 5 (very likely), a format commonly used to measure perceptions and behavioural likelihood (Hair et al., 2019). The questionnaire was translated into Swahili and pilot-tested with 15 supermarket staff to check clarity and cultural relevance. The instrument was administered via a two-mode strategy combining physical drop-and-collect methods with online Google Forms to minimise non-response bias and accommodate varying levels of digital competence. Mixed-mode administration is supported as a practical way to improve coverage and accessibility across different respondent groups (Bryman & Bell, 2015).

3.6 Data Processing and Analysis

Data processing involved rigorous screening for completeness and consistency. Random cross-checking of 10% of the entries against hard copies verified data entry integrity. Frequency distributions revealed missing data points in 15 cases, representing 4.9% of the returned surveys. Little's Missing Completely at Random test yielded a non-significant chi-square value ($p > 0.05$), confirming the absence of systematic bias and justifying the use of mean imputation. Because missingness was below the conventional 5% threshold, mean imputation was considered appropriate to preserve statistical power without distorting variable distributions (Hair et al., 2019). Univariate outliers were identified using standardised Z-scores, resulting in the removal of two cases. Multivariate outliers were evaluated using Mahalanobis distance, which identified one additional case. These procedures reduced the preliminary sample from 301 to a final analytic sample of 298 cases.

The cleaned data were analysed using IBM SPSS Version 28. Descriptive statistics, Pearson correlations, and multiple linear regression were employed to address the research objectives.

4. Results

The results are presented in four parts. The descriptive analysis, regression and hypothesis testing results are reported for each understanding practice.

4.1 Descriptive Findings

The overall descriptive results show that supermarket staff perceived consumers as having a moderate level of understanding practices across all three dimensions. Knowledge recorded a mean of 3.35 (SD = 1.36), skills recorded a mean of 3.36 (SD = 1.35), and practical interpretation recorded a mean of 3.36 (SD = 1.35).

The knowledge dimension was measured using three items, as indicated in Table 1, that assessed consumers' general awareness of environmental issues and sustainable product benefits. Staff rated these items moderately. The item on demonstrations, workshops, and product samples received a moderate rating (M = 3.32, SD = 1.34), indicating that staff perceived these activities as useful but not strongly connected to daily purchasing behaviour. The item on in-store education programmes on waste reduction received the highest rating within the knowledge dimension (M = 3.37, SD = 1.40). Staff perceived that waste reduction education was relevant to consumers because it addressed practical environmental concerns. Moreover, the item on in-store training to locate sustainable products also received a moderate rating (M = 3.36, SD = 1.36), suggesting that staff perceived training as helpful but inconsistently provided. Overall, staff perceived that consumers may have some environmental awareness, but this awareness was general rather than detailed. It may not appear to be strongly associated with sustainable purchasing behaviour in the supermarket.

Table 1: Knowledge-Based Understanding Practices

Knowledge Practice	**Mean**	**S/ D**
Demonstrations, workshops, and samples enable the sharing of positive experiences	3.322	1.3372
In-store education on waste reduction helps consumers minimise environmental impact	3.372	1.3970
Training on sustainable products helps consumers locate eco-friendly options	3.356	1.3562
Aggregated Mean and Standard Deviation	**3.350**	**1.363**

The skills dimension was measured as indicated in Table 2 using five items that assessed the ability of consumers to identify sustainable products, distinguish them from conventional products, and use available information. The item on information campaigns received the lowest rating (M = 3.23, SD = 1.36), indicating that staff perceived passive campaigns as less effective in helping consumers make sustainable choices. The item on in-store training to locate sustainable products received a moderate rating (M = 3.30, SD = 1.34), suggesting that staff perceived training as useful but not always available. Display techniques for distinguishing sustainable products received a higher rating (M = 3.42, SD = 1.34), with staff perceiving that clear displays helped consumers identify sustainable products quickly. The item on using technology to identify misleading claims received a moderate rating (M = 3.33, SD = 1.39), indicating that staff saw technology as helpful but may not be widely used in the store. Online guides for differentiating eco-labels and symbols also received a higher rating (M = 3.42, SD = 1.36), suggesting that staff believed digital tools can supported consumer to make decision on sustainable products. Overall, staff perceived that consumers may have some technical ability, but these skills may not consistently apply in the busy retail environment.

Table 2: Skills-Based Understanding Practices

Skills Practice	Mean	S/ D
Information campaigns enable informed, sustainable choices	3.225	1.358
In-store training helps allocate sustainable products on shelves	3.295	1.341
Display techniques help distinguish sustainable from conventional products	3.423	1.342
Technology use helps identify misleading claims on packaging	3.326	1.394
Online guides help differentiate symbols, eco-labels, and sustainability signs	3.423	1.364
Aggregated Mean and Standard Deviation	**3.338**	**1.360**

The practical interpretation dimension was measured as indicated in Table 3 using five items that assessed the ability of consumers to understand and respond to sustainability cues at the point of purchase. The item on in-store events, such as tasting samples, received a moderate rating (M = 3.35, SD = 1.34), indicating that staff perceived experiential events as helpful for quick decisions. Education on certification and labels received a moderate rating (M = 3.35, SD = 1.33), with staff believing that education on labels and certificates may be important when labels are clear. Training workshops to assess environmental ingredient lists received a moderate rating (M = 3.33, SD = 1.37), suggesting that staff viewed workshops as useful but may not frequently attend them. In-store information that helps consumers make better product choices received the highest rating in this dimension (M = 3.45, SD = 1.33). Staff perceived direct in-store information as the most useful interpretive support because it may be available exactly when consumers needed it. Staff training to recommend sustainable products received a moderate rating (M = 3.34, SD = 1.34), indicating that trained staff may help consumers, but the influence depended on staff availability and confidence. Overall, staff perceived practical interpretation as the understanding practice most closely connected to perceived sustainable consumer behaviour**.**

Table 3: Practical Interpretation Practices

Practical Interpretation Practice	Mean	S/ D
In-store events (e.g., product sampling) enable immediate purchase decisions	3.349	1.338
Education on certification and labels enables the choice of products with credible environmental claims	3.352	1.333
Training workshops enable critical assessment of environmental ingredient lists	3.326	1.372
In-store information helps consumers make better product choices	3.446	1.330
Staff training enables good recommendations of sustainable products	3.336	1.376
Aggregated Mean and Standard Deviation	**3.362**	**1.350**

4.2 Correlation Results of Understanding Practices and Perceived SCB

In assessing the strength and direction of the relationship between perceived sustainable consumer behaviour and understanding practices, namely skills, knowledge, and practical interpretation, a Pearson correlation analysis was conducted. Pearson's correlation coefficient (r) was computed to assess the linear association among the variables. Table 4 presents the correlation coefficients for the understanding-based

practice dimensions: skills, knowledge, and practical interpretation. The findings indicate that all correlation coefficients were positive and statistically significant at the .01 level (two-tailed), confirming strong linear relationships among the variables**.**

Relationships with Perceived Sustainable Consumer Behaviour

All three understanding dimensions were strongly and positively correlated with perceived sustainable consumer behaviour: practical interpretation ($r = 0.794$, $p < 0.01$), skills ($r = 0.790$, $p < .01$), and knowledge ($r = 0.764$, $p < 0.01$). Among the three dimensions, practical interpretation demonstrated the strongest correlation with perceived sustainable consumer behaviour ($r = .794$, $p < .01$), followed by skills ($r = 0.790$, $p < 0.01$) and knowledge ($r = 0.764$, $p < 0.01$). The strongest association was observed between practical interpretation and sustainable consumer behaviour. This suggests that staff perceived the capacity to interpret labels, certifications, and in-store information can play a critical role in enabling consumers to translate sustainability-related cues into more responsible purchasing decisions. This further indicates that supermarket staff perceived consumers who possess the capacity to evaluate and apply sustainability-related information may demonstrate a greater propensity to make environmentally responsible purchasing choices. Furthermore, the strong positive correlations of both skills and knowledge with perceived sustainable consumer behaviour indicate that staff perceived that when consumers are equipped with higher levels of sustainability-related competence and information, they are more inclined to exhibit sustainable consumption practices.

Taken together, the correlation results indicate that all three understanding practices were strongly related to perceived sustainable consumer behaviour. The results also showed that the three understanding practices were strongly and positively related to each other. Knowledge and skills recorded a strong positive correlation of $r = 0.765$, $p < 0.01$. This indicated that staff perceived consumers who had general environmental knowledge as also likely to have technical skills related to sustainability. In the supermarket environment, knowledge and skills appeared closely connected. Staff observed that consumers who were aware of environmental issues were often also able to recognise eco-labels and identify sustainable products

Interrelationships among Understanding Practices Dimensions

The understanding dimensions were also highly interrelated, with correlations ranging from $r = 0.765$ to $r = 0.803$. The strongest intercorrelation was observed between knowledge and practical interpretation ($r = 0.803$, $p < 0.01$), suggesting that staff perceived sustainability knowledge may support consumers in interpreting environmental claims and product information. Similarly, skills were strongly correlated with both knowledge ($r = 0.765$) and practical interpretation ($r = 0.784$). These intercorrelations confirm that the three dimensions of understanding are conceptually and empirically interrelated, and may be cultivated concurrently as components of a broader understanding-based practice framework

In summary, the correlational findings indicate that understanding practices may play a significant role in shaping perceived sustainable consumer behaviour. The findings further indicate that staff perceived consumers may be better positioned to make sustainable purchasing decisions when they are equipped with the requisite knowledge, skills, and interpretive abilities within the supermarket environment. Moreover, the staff perceived that substantive improvements in understanding practices such as skills, knowledge, and practical interpretation are likely to be associated with perceived sustainable consumer behaviour

From the perspective of supermarket staff, the correlation results suggest that consumers who are knowledgeable, skilled, and able to interpret sustainability cues are perceived as more likely to behave sustainably. However, staff also perceived that these three practices do not operate in isolation. In the supermarket environment, knowledge, skills, and interpretation are interconnected. A consumer who understands sustainability information is likely to have both awareness and technical ability. Yet the strength of the correlation between practical interpretation and perceived sustainable consumer behaviour suggests that interpretation is the practice most directly associated with behaviour at the point of purchase

Table 4: Pearson Correlation Matrix – Understanding Dimensions and Perceived SCB

Variable	SCB	Skills	Knowledge	Practical Interpretation
SCB	1	0.790	0.764	0.794
Skills	0.790	1	0.765	0.784
Knowledge	0.764	0.765	1	0.803
Practical Interpretation	0.794	0.784	0.803	1

Note: Correlation is significant at the 0.01 level (2-tailed). N = 298

4.3 Descriptive Results for Perceived SCB

The descriptive results for perceived sustainable consumer behaviour revealed a moderate overall assessment across all three dimensions. The quality-of-life dimension as presented in Table 5 recorded the highest aggregate mean of 3.41 (SD = 1.35). Within this dimension, staff perceived that consumers are most likely to avoid food and plastic waste (M = 3.49, SD = 1.31) and to purchase sustainable alternatives for basic needs (M = 3.47, SD = 1.35). In contrast, behaviours involving consumer advocacy, such as advising friends and family about sustainability (M = 3.35, SD = 1.38), and cognitive reflection on the environmental consequences of purchases (M = 3.32, SD = 1.35), received lower ratings. This suggests that staff perceived consumers are more inclined to act sustainably when the behaviour is practical and directly related to their own daily needs, rather than when it requires outward advocacy or deep reflection.

Table 5: Quality of Life Indicators in Perceived SCB

Indicator	Mean	SD
Likelihood of purchasing sustainable products to fulfil basic needs	3.466	1.351
Likelihood of avoiding contribution to food and plastic waste	3.493	1.306
Likelihood of advising friends and family about sustainability	3.352	1.383
Likelihood of thinking about the environmental consequences of purchases	3.319	1.352
Aggregated Mean and Standard Deviation	**3.408**	**1.348**

The environmental care dimension, as indicated in Table 6, recorded a moderate mean of 3.33 (SD = 1.37). Staff perceived that consumers are most likely to make purchasing decisions based on information they had acquired (M = 3.44, SD = 1.40). However, behaviours such as reusing shopping bags (M = 3.25, SD = 1.31) and supporting environmental awareness activities (M = 3.25, SD = 1.38) received the lowest ratings. This indicates that staff perceived consumers may be more responsive to information-based decision-making at the point of purchase than to habitual or advocacy-oriented environmental actions.

Table 6: Indicators of Environmental Care in Perceived SCB

Indicator	Mean	SD
Likelihood of consumers reusing their shopping bags	3.248	1.313
The likelihood of consumers making purchase decisions based on acquired information	3.443	1.399
Likelihood of consumers supporting environmental awareness activities	3.248	1.380
Likelihood of consumers using sustainable products	3.362	1.367
Aggregated Mean and Standard Deviation	**3.325**	**1.365**

The care for future generations dimension, as presented in Table 7, recorded a mean of 3.36 (SD = 1.39). Staff perceived that consumers were most likely to participate in sustainability initiatives for future generations (M = 3.40, SD = 1.43). Explicit intergenerational concern received the lowest rating (M = 3.32, SD = 1.38), suggesting that although staff perceived that consumers are likely to engage with sustainability initiatives, this did not always reflect a deeply held or consistently expressed concern for future generations.

Table 7: Indicators of Consumer Care for the Future Generation in Perceived SCB

Indicator	Mean	SD
The likelihood of remembering that unsustainable products hinder future generations	3.366	1.345
Likelihood of being more concerned about future generations	3.319	1.381
Likelihood of minimising unsustainable behaviour for future generations	3.369	1.390
Likelihood of participating in sustainability initiatives for future generations	3.396	1.432
Aggregated Mean and Standard Deviation	**3.363**	**1.387**

Taken together, these findings indicate that supermarket staff perceived sustainable consumer behaviour as moderate and uneven across different dimensions. Staff observed that consumers were more likely to act in simple, practical, and immediately relevant sustainable behaviours, such as reducing waste and using information to guide product choices. Behaviours requiring personal advocacy, habitual change, or long-term reflection are perceived as less common by the staff. In the retail environment, therefore, staff perceived sustainable consumer behaviour as strongly dependent on immediate situational cues and practical convenience rather than on deep environmental concern or sustained personal commitment.

4.4 Pearson Correlation for Perceived SCB Dimension

The Pearson correlation results presented in Table 8 show that the three dimensions of perceived sustainable consumer behaviour were strongly and positively interrelated. Quality of life was significantly correlated with care for the environment ($r = 0.739$, $p < 0.001$) and care for future generations ($r = 0.765$, $p < 0.001$). Care for the environment was also significantly correlated with care for future generations ($r = 0.744$, $p < 0.001$). These strong positive correlations indicate that, from the perspective of supermarket

staff, the three dimensions of sustainable consumer behaviour do not operate in isolation. Staff perceived that consumers who are likely to engage in one form of sustainable behaviour are also likely to demonstrate other sustainable behaviours.

Each of the three dimensions also showed a very strong correlation with the overall perceived sustainable consumer behaviour construct. Quality of life recorded a correlation of $r = 0.914$, care for the environment recorded $r = 0.907$, and care for future generations recorded $r = 0.917$, all significant at $p < 0.001$. These high coefficients indicate that each dimension contributed substantially to the overall measure of perceived sustainable consumer behaviour.

Taken together, these results suggest that staff perceived sustainable consumer behaviour as a coherent and interconnected pattern of actions within the retail environment. Consumers who may be seen as likely to avoid waste and purchase sustainable products may also be perceived as likely to care for the environment and to consider future generations. From the viewpoint of supermarket staff, therefore, perceived sustainable consumer behaviour is not a fragmented or isolated set of actions. It appears as a unified behavioural orientation in which practical quality-of-life choices, environmental concern, and intergenerational responsibility reinforce one another. This consistency suggests that when supermarkets support one dimension of perceived sustainable behaviour through their practices, they may also be supporting the broader pattern of sustainable consumption as perceived by staff.

Table 8: Pearson Correlation for SCB Dimension

	Quality of life	**Care for the future**	**Care for the environment**	**SCB**
Quality of life	1	0.765**	0.739**	0.914**
Care for the future	0.765**	1	0.744**	0.917**
Care for the environment	0.739**	0.744**	1	0.907**
SCB	0.914**	0.917**	0.907**	1

**. Correlation is significant at the 0.01 level (2-tailed), N = 298

4.5 Multiple Regression Results and Hypothesis Testing

Before interpreting the regression results, the assumptions of multiple linear regression were examined as indicated in Table 9. Linearity was established through significant positive Pearson correlations and scatterplot inspection. Multicollinearity was assessed using Variance Inflation Factor values, which ranged from 3.421 to 3.912 and were below the conservative threshold of 5.0, while tolerance values were above 0.10. Homoscedasticity was confirmed through visual inspection of the standardised residual plot and a non-significant Breusch–Pagan test ($\chi^2 = 1.83$, $p = 0.176$). Normality of residuals was supported by a non-significant normality test ($p = 0.988$) and a histogram that approximated a normal distribution. Independence of errors was verified by a Durbin–Watson value of 1.565, which fell within the acceptable range of 1.5 to 2.5. These results indicated that the data met the assumptions required for multiple regression.

Table 9: Diagnostic Tests for Multiple Linear Regression Assumptions

Regression Assumption	Diagnostic Indicator	Observed Value	Criterion / Benchmark	Assessment
Linearity	Pearson correlation (IVs vs DV)	r = 0.507 – 0.904	p < 0.001; Significant positive correlation	Satisfied
Multicollinearity	Variance Inflation Factor (VIF)	3.794 – 4.672	{VIF} < 5.0 (Conservative)	Satisfied
Homoscedasticity	Scatterplot (ZRESID vs ZPRED) Breusch–Pagan test	Random, cloud-like dispersion χ^2 (1) = 1.83, p = 0.176	No funnel shape p > 0.05	Satisfied
Normality	Significance of Residuals (p)	0.988	p > 0.05 (non-significant)	Satisfied
Independence	Durbin–Watson Statistic	1.565	1.5- 2.5 {DW}	Satisfied
Univariate outliers	Standardised Z-scores	2 cases (Case 045, Case 189) exceeded ±3.29	Absolute Z-score < 3.29	Satisfied
Multivariate outliers	Mahalanobis distance (D^2)	1 case (Case 224) exceeded 29.5	D^2 < 29.59 (df = 10, α = 0.001)	Satisfied

The overall regression model was statistically significant and explained 64.3% of the variance in perceived sustainable consumer behaviour (R^2 = 0.643, F (3, 294) = 176.42, p < 0.001). At the dimensional level, as indicated in Table 10, knowledge was not a significant predictor (β = 0.038, p = 0.418), and skills were also not significant (β = 0.064, p = 0.209). Practical interpretation was the only significant predictor (β = 0.135, p = 0.009). These results indicate that although knowledge and skills are strongly correlated with perceived sustainable behaviour at the bivariate level, they did not retain unique predictive power when practical interpretation was included in the model. The apparent effect of knowledge and skills was largely explained by their connection to practical interpretation.

The hypotheses that knowledge and skills are positively associated with perceived sustainable consumer behaviour were not supported. The hypothesis that practical interpretation is positively associated with perceived sustainable consumer behaviour was supported. From the perspective of supermarket staff, the ability to interpret sustainability cues at the point of purchase is the understanding practice most strongly associated with perceived sustainable consumer behaviour. Knowledge and skills are important background resources, but they appear to influence behaviour mainly through practical interpretation.

Table 10: Multiple Regression at Dimension Level

Predictor	Beta (β)	t	sig	VIF	Tolerance
Skills	0.064	1.260	0.209	4.402	0.227
Knowledge	0.038	0.812	0.418	3.794	0.264
Practical interpretation	0.135	2.629	0.009	4.505	0.222

5. Discussion and Interpretation of Results

The findings of this study provide important insights into how understanding practices are associated with perceived sustainable consumer behaviour in supermarkets. The interpretation is structured around the descriptive results, the correlation results, and the multiple regression results.

The descriptive results showed that supermarket staff perceived a moderate level of understanding practices across all three dimensions. Knowledge, skills, and practical interpretation recorded similar moderate mean scores. This suggests that staff may not have perceived large differences in the overall levels of these understanding practices among consumers. However, the similarity in mean scores concealed important differences in how each dimension related to perceived sustainable consumer behaviour.

The descriptive findings indicate that staff perceived general environmental knowledge as present but not deeply developed. Consumers may be seen as aware of environmental problems, but this awareness may not appear to guide specific purchasing decisions. This is consistent with the broader literature on the attitude-behaviour gap, which shows that knowledge alone does not reliably lead to action (Munro et al., 2023). In the supermarket environment, staff perceived that consumers may know that plastic harms the environment or that organic products are better, but this knowledge may remain general and may not necessarily be applied when choosing products.

Skills were also rated moderately. Staff perceived that consumers have some technical ability to identify sustainable products and to compare them with conventional options. However, these skills may not be consistently applied in the busy retail environment. This finding relates to previous research showing that competence is important, but it also suggests that skills alone are insufficient when consumers are under time pressure and faced with complex product information (Risner et al., 2022; Winkler et al., 2023). From the staff perspective, having a skill was not the same as using it effectively in the supermarket.

Practical interpretation was perceived as the understanding practice most closely connected to actual purchasing behaviour. The highest-rated item within this dimension was in-store information that helps consumers make better product choices. Staff believed that consumers responded well when information was provided directly at the point of purchase. This supports the practice-theoretical view that understanding is most effective when it is embedded in the immediate environment of action or everyday routine (Warde, 2005).

The correlation results showed that all three understanding practices were significantly and positively related to perceived sustainable consumer behaviour. Knowledge, skills, and practical interpretation all recorded strong positive correlations with the dependent variable. This indicates that, from the perspective of staff, consumers with greater understanding are generally perceived as more likely to engage in perceived sustainable behaviour.

The regression results provided a clearer picture. When all three understanding practices were included in the model, practical interpretation was the only significant predictor of perceived sustainable consumer

behaviour. Knowledge was not significant, and skills were also not significant. This means that the apparent effect of knowledge and skills, observed in the correlation results, was largely explained by their connection to practical interpretation. In other words, knowledge and skills mattered mainly because they supported interpretation.

The non-significance of knowledge is an important finding. It challenges the information-deficit model, which assumes that providing more environmental knowledge will lead to behaviour change. The finding implies that, from the perspective of supermarket staff, general awareness of environmental issues does not uniquely predict sustainable behaviour when interpretation is considered. This is consistent with studies that report a weak link between knowledge and actual behaviour (Munro et al., 2023; Rusobya et al., 2024). It also supports the argument that knowledge is a necessary but not sufficient condition for sustainable consumption (Warde, 2005).

The non-significance of skills also has important implications. It suggests that technical ability, such as knowing how to read labels or compare packaging, does not independently drive perceived sustainable behaviour in the supermarket. This finding relates to research showing that skills enhance confidence and participation, but their effect depends on the context in which they are used (Risner et al., 2022). Staff perceived that consumers might possess relevant skills, but these skills may not always be applied effectively during shopping. Therefore, skills alone are not enough.

The significance of practical interpretation is the central finding of this study. It indicates that, from the staff perspective, the ability to interpret sustainability cues at the point of purchase is the understanding practice most strongly associated with perceived sustainable consumer behaviour. This supports practice theory, which emphasises practical intelligibility rather than abstract knowledge (Schatzki, 1996; Warde, 2005). It also aligns with studies that highlight the importance of interpretive cues in retail environments (Amani, 2024; Winkler et al., 2023).

The study relates closely to Rusobya et al. (2024), who found that Tanzanian consumers had moderate awareness of organic labels but low understanding of label meanings. The present study confirms that this interpretive gap is important. It also extends previous work by showing that interpretation is more strongly associated with behaviour than knowledge or skills.

In comparison with Gurova (2024), who emphasised the importance of knowledge and skills in recognising greenwashing, the present study shows that interpretation is the key factor in a real retail setting. This difference may reflect the fact that Gurova's study was conducted in schools, where the environment is structured differently. In supermarkets, consumers must act quickly, and interpretation becomes more important.

The study also differs from research that treats knowledge as the main driver of behaviour. Chao and Uhagile (2022) found that individual factors influenced green purchases in Tanzania. The present study does not reject individual factors, but it shows that practical interpretation is more important than general knowledge. This suggests that the attitude-behaviour gap may partly reflect a gap between knowing and interpreting, rather than only a gap between knowing and doing.

From a theoretical perspective, the findings support the practice-theoretical position that consumption is embedded in routines and shaped by the material and social environment. Understanding practices should therefore be treated as practical competence, not only as information. This has implications for how researchers conceptualise consumer education and for how supermarkets design their sustainability communication.

In summary, the descriptive results show moderate levels of understanding, the correlation results show strong relationships among the understanding practices and perceived sustainable behaviour, and the regression results show that practical interpretation is the only unique predictor. Together, these findings indicate that supermarket staff perceive interpretation as the key understanding practice that connects consumers to sustainable purchasing. Knowledge and skills are important background resources, but they operate through interpretation. These results challenge information-deficit approaches and support the practice-theoretical framework used in this study.

The findings of this study indicate that practical interpretation is the only significant predictor of perceived sustainable consumer behaviour, while knowledge and skills are not significant when considered together. This result supports the practice-theoretical argument that understanding is not simply about possessing information but about being able to use that information in real situations. The findings are consistent with Warde (2005), who conceptualises understanding as practical competence rather than propositional knowledge, and with Schatzki (1996), who emphasises that practices are organised through practical intelligibility.

The findings also align with previous studies that highlight the importance of interpretation in sustainable consumption. Rusobya et al. (2024) found that Tanzanian consumers had moderate awareness of organic food labels but low understanding of label meanings. The present study extends this finding by showing that this interpretive gap is directly associated with perceived sustainable consumer behaviour. Similarly, Amani (2024) found that packaging knowledge influenced consumer choices in Tanzania. The present study suggests that packaging is effective because it serves as an interpretive cue, not simply because consumers possess knowledge about packaging.

In comparison with Gurova (2024), who found that young consumers needed knowledge and skills to recognise greenwashing, the present study supports the importance of skills but shows that skills are not sufficient on their own. Gurova's study was conducted in schools, whereas the present study was conducted in supermarkets. This contextual difference may explain why practical interpretation emerged as the key factor in the retail environment but was not highlighted in the school setting.

The findings also relate to Cavalcante-Costa et al. (2024), who suggested that practice theory supports behaviour change through interpretation. Their qualitative work proposed that interpretation is important, and the present quantitative study provides empirical support for that proposition. This strengthens the argument that interpretation should be treated as a distinct dimension of understanding rather than being combined with knowledge and skills.

The study differs from research that treats knowledge as the main driver of behaviour. Chao and Uhagile (2022) applied the Theory of Planned Behaviour in Tanzania and found that individual factors such as health concerns influenced green purchases. The present study does not reject individual factors, but it shows that practical interpretation has a stronger association with sustainable behaviour than general knowledge. This suggests that the attitude-behaviour gap may partly reflect a gap between knowing and interpreting rather than simply a gap between knowing and doing.

The findings also differ from studies conducted in developed countries where knowledge and skills often have direct effects on behaviour. For example, Mceachern et al. (2020) found that experiential learning and know-how encouraged sustainable behaviour in the UK. In that context, consumers may already have access to standardised eco-labels and interpretive support. In Tanzania, where labelling is less standardised and retail infrastructure is still developing, interpretation becomes more important. This contextual

difference may explain why knowledge and skills did not emerge as significant predictors in the present study.

The study also relates to Winkler et al. (2023), who found that product visibility and experiences in supermarkets increased consumer interest in sustainable products. The present study supports this by showing that in-store information and the ability to interpret sustainability cues are strongly associated with perceived sustainable behaviour. It further suggests that supermarkets should focus on building interpretive infrastructure rather than relying on awareness campaigns.

In comparison with Naidoo and Gasparatos (2023), who found that consumers support environmental initiatives in South African supermarkets, the present study goes further by examining which specific understanding practices are most strongly associated with perceived sustainable consumer behaviour. This provides a clearer direction for retail managers and policymakers.

Overall, the study aligns with practice theory and with research that highlights the importance of interpretation. It relates to African retail studies that report low interpretive ability among consumers. It differs from individualistic models and from studies in developed countries where knowledge and skills may have direct effects. These comparisons strengthen the contribution of the study and show the importance of context in understanding sustainable consumer behaviour.

6. Contribution of the Study

This study makes several contributions to theory, methodology, context, and practice.

Theoretically, the study extends Warde's (2005) theory of practice into the supermarket context. Most practice-based research has focused on household practices such as energy use, water consumption, and waste management. This study applies practice theory to the retail environment, where understanding is enacted in a structured and commercial setting. This extends the scope of practice theory and demonstrates its usefulness beyond the domestic sphere. The study shows that understanding practices are not only relevant at home but also in formal retail spaces where consumers make rapid and routine decisions.

The study also contributes by distinguishing clearly between knowledge, skills, and practical interpretation. Many previous studies combine these dimensions into a single measure of understanding. This study measures them separately and shows that they have different relationships with perceived sustainable consumer behaviour. This is an important theoretical contribution because it clarifies which dimension of understanding is most important in the retail context. The findings demonstrate that practical interpretation is the key dimension, while knowledge and skills are secondary. This challenges the assumption that increasing knowledge or technical ability is enough to change behaviour.

The study further contributes by providing empirical evidence that supports the practice-theoretical argument about practical intelligibility. Schatzki (1996) and Warde (2005) argue that practices are organised through practical understanding rather than abstract information. The findings of this study confirm that, from the perspective of supermarket staff, consumers who can interpret sustainability cues are perceived as more likely to act sustainably. This supports the theoretical position that competence is about knowing how, not only knowing what.

Methodologically, the study provides quantitative evidence in a field that has been dominated by qualitative research. Previous studies have used interviews, focus groups, and case studies. This study uses a structured survey and multiple regression to provide statistical evidence on the relationship between understanding practices and perceived sustainable consumer behaviour. This improves the generalisability

of the findings. The study also shows that understanding practices can be measured in a consistent and reliable way, using items adapted from validated scales and tested in the Tanzanian context.

The study also contributes methodologically by using supermarket staff as the unit of analysis. This is different from most studies that use consumers as respondents. Staff provide a unique perspective because they observe consumer behaviour and participate in the enactment of supermarket practices. This methodological choice offers a new way of understanding how retail environments shape sustainable behaviour. It shows that staff can be credible informants on consumer practices, especially where direct consumer observation is difficult.

Contextually, the study contributes by providing evidence from Tanzania, a context that has received limited research attention. Most studies on sustainable consumption have been conducted in developed countries. This study provides evidence from a developing country where formal retail is growing rapidly and where sustainability challenges are acute. The findings show that in such contexts, interpretation is more important than general knowledge or skills. This contributes to a more balanced understanding of sustainable consumption in the Global South.

The study also contributes by relating its findings to existing empirical work. It confirms and extends the findings of Rusobya et al. (2024), who reported low interpretive ability among Tanzanian consumers. It also builds on Amani (2024), who showed that packaging acts as an interpretive cue. By measuring interpretation as a distinct variable, the study provides stronger evidence for the role of interpretation than previous work.

Practically, the study contributes by identifying where supermarkets should focus their efforts. The finding that practical interpretation is the only significant predictor suggests that interpretive infrastructure is more important than awareness campaigns. This directs attention to clear labels, simple signs, helpful staff, and point-of-sale information. These practical implications are directly informed by the empirical results.

Finally, the study contributes to the ongoing debate on the attitude-behaviour gap. It suggests that the gap may partly reflect a lack of interpretive competence rather than a lack of knowledge or motivation. This is an important shift because it moves responsibility away from the individual consumer and toward the retail environment. Supermarkets, by improving the interpretive clarity of their stores, may help close the gap between what consumers know and what they actually do.

7. Practical Application of the Study

The findings have practical implications for supermarket managers, staff, and policymakers.

First, supermarkets should invest in interpretive infrastructure. The finding that practical interpretation is the only significant predictor suggests that consumers need help to understand sustainability information at the point of purchase. This means that supermarkets should provide clear labels, simple signs, and easy-to-understand product information. Instead of relying on general awareness campaigns, supermarkets should focus on making sustainability information visible and understandable in the store.

Second, staff training should be strengthened. Staff are the main point of contact between the supermarket and consumers. They can help consumers interpret sustainability labels and make informed choices. Staff should be trained to explain sustainability claims in simple language and to guide consumers toward sustainable products.

Third, store layout should support interpretation. Products should be arranged so that sustainable options are easy to find and compare. Eye-level placement, clear signage, and dedicated sustainability sections can help consumers make sustainable choices without requiring deep knowledge or technical skills.

Fourth, policymakers should support standardised eco-labelling. The findings suggest that interpretation is difficult when labels are inconsistent or unclear. Standardised labelling would reduce the interpretive burden on consumers and make sustainable choices easier across all supermarkets.

Fifth, public awareness campaigns should be redesigned. Instead of focusing only on increasing knowledge, campaigns should focus on helping consumers interpret sustainability information. This could include simple visual symbols, practical demonstrations, and community education programmes.

Finally, the study suggests that sustainability should be embedded in the daily operations of the supermarket. This means integrating sustainability into product placement, staff behaviour, and store policies. When sustainability is part of the normal retail environment, consumers are more likely to adopt it as part of their routine behaviour.

8. Limitations of the Study

This study has several limitations that should be considered when interpreting the findings.

First, the study relied on supermarket staff as the unit of analysis. The dependent variable is perceived sustainable consumer behaviour, not actual consumer behaviour. Staff perceptions may differ from what consumers actually do. This limits the direct measurement of behaviour.

Second, the study used a cross-sectional design. Data were collected at a single point in time, which means the findings reflect associations rather than causal relationships. It is not possible to determine whether understanding practices lead to sustainable behaviour or whether other factors are involved.

Third, both the independent and dependent variables were measured using the same questionnaire and from the same respondents. This creates the possibility of common method variance, which may inflate the observed relationships.

Fourth, the regression model explained 64.3% of the variance in perceived sustainable consumer behaviour. While this is substantial, the remaining variance may be explained by other factors not included in the model, such as engagement practices, procedural practices, price, or cultural factors.

Fifth, the study was conducted in urban Dar es Salaam. The findings may not apply to other regions in Tanzania or to different retail contexts, especially where supermarket density is lower and informal retail is more common.

Sixth, the study focused only on understanding practices. Other practice elements, such as engagement and procedures, were not included. Sustainable consumer behaviour is likely shaped by multiple elements together, and the absence of these other dimensions limits the completeness of the model.

Seventh, the study relied on self-report data from staff. This introduces the possibility of social desirability bias, as staff may have reported practices and behaviours they perceived as expected rather than those that occur most frequently.

Lastly, the high R^2 value of 0.643 should be interpreted with caution. It may partly reflect common method variance and the fact that both predictors and outcomes **were reported by the same respondents.**

9. Suggestions for Future Research

Future research should address the limitations identified above.

First, future studies should combine staff perceptions with consumer self-reports or observational data. This would provide a more complete picture of whether staff perceptions match actual consumer behaviour.

Second, future research should adopt longitudinal designs to examine how understanding practices and sustainable behaviour change over time. This would allow stronger conclusions about causality.
Third, future studies should include all three practice elements, engagement, understanding, and procedures, in a single model. This would show how the elements interact and which combinations are most strongly associated with sustainable behaviour.
Fourth, the measurement model should be tested in other geographical contexts, including rural areas and other East African countries. This would help establish whether the findings are generalisable beyond Dar es Salaam.
Fifth, future research should examine the effect of specific interpretive interventions, such as new labelling systems, simplified signage, or staff training programmes. Experimental or quasi-experimental designs would provide more direct evidence on which practices are most effective.
Sixth, future studies should apply statistical remedies for common method variance, such as separating the measurement of predictors and outcomes or using marker variables.
Seventh, research could explore how understanding practices influence different consumer segments, product categories, and shopping contexts. This would help tailor sustainability strategies to specific retail environments and consumer needs.
Lastly, future research could compare staff perceptions with consumer self-reports to determine whether staff are reliable informants on consumer behaviour. This would strengthen the methodological basis for using staff as respondents in retail research.

9. Conclusion

This study examined the influence of understanding practices on perceived sustainable consumer behaviour in supermarkets in Dar es Salaam, Tanzania. Grounded in Warde's (2005) theory of practice, the study treated understanding as a practical competence comprising knowledge, skills, and practical interpretation. The findings show that practical interpretation was the only significant predictor of perceived sustainable consumer behaviour, while knowledge and skills were not significant when considered together. This indicates that perceived sustainable consumer behaviour is not simply a matter of what consumers know or what they are able to do in principle. It is more strongly associated with their ability to interpret sustainability cues at the point of purchase.
From the perspective of supermarket staff, consumers who can read labels, understand certification marks, and use in-store information are perceived as more likely to engage in sustainable purchasing. Knowledge and skills remain important background resources, but they appear to influence behaviour mainly through practical interpretation. These findings challenge the information-deficit approach, which assumes that providing more knowledge will automatically lead to behaviour change. Instead, the study supports the practice-theoretical argument that consumption is embedded in routines and shaped by the immediate retail practices.
The study contributes to theory by extending practice theory into the supermarket context and by showing that understanding practices should be treated as distinct dimensions rather than as a single construct. It also provides empirical evidence from a developing country context that has received limited research attention. Practically, the findings suggest that supermarkets should invest in interpretive infrastructure, including clear labelling, simple signage, well-designed product displays, and staff training. Policymakers should support standardised eco-labelling and consumer education that focuses on practical interpretation rather than awareness alone.

Thus, perceived sustainable consumer behaviour in supermarkets is better supported by helping consumers interpret sustainability information in real time than by simply increasing their general knowledge or technical skills. Supermarkets that design their environments to make sustainable choices visible, understandable, and easy to act upon are more likely to promote sustainable consumption. This study therefore affirms that understanding practices, particularly practical interpretation, are central to the transition toward more sustainable retail environments.

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