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Entrepreneurial Intention: a Study with Business Administration Students in Vitória da Conquista

Intenção Empreendedora: um Estudo com Estudantes de Administração na Cidade de Vitória da Conquista

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ABSTRACT

Entrepreneurship has contributed to generating wealth and creating innovative products and services that benefit society. Therefore, it is necessary to promote an entrepreneurial culture that enables the development of new businesses. Therefore, this study aimed to understand the

perception of teachers and students about the entrepreneurial intention of students who attend Business courses in Vitória da Conquista, southwestern Bahia. This is a descriptive, exploratory, and empirical research, which applied questionnaires to a sample of 80 students regularly enrolled in the last year of graduation. The SPSS (Statistical Package for the Social Sciences) software was used to verify the frequency of responses and subsequent data analysis. The results showed a lack of adequate actions in the universities in relation to entrepreneurial education and a low number of students intending to have their own businesses.

Keywords: Entrepreneurship; Entrepreneurial Competence; Entrepreneurial Culture; Entrepreneurial Education.

RESUMO

O empreendedorismo tem contribuído na geração de riquezas e criação de produtos e serviços inovadores que beneficiam a sociedade. Portanto, faz-se necessária a promoção de uma cultura empreendedora que possibilite o desenvolvimento de novos negócios. Diante disso, este estudo objetivou conhecer a percepção discente a respeito da intenção empreendedora de estudantes de Instituições de Educação Superior (IES) que oferecem cursos presenciais de Administração em Vitória da Conquista, região sudoeste da Bahia. Trata-se de uma pesquisa do tipo descritivo-exploratória e de natureza empírica, que aplicou questionários a uma amostra de 80 alunos regularmente matriculados no último ano de graduação. Utilizou-se o software SPSS (Statistical Package for the Social Sciences) para verificar a frequência das respostas e posterior análise dos dados, portanto, o tratamento foi quantitativo. Os resultados apontaram ausência de ações adequadas nas IES em relação a educação empreendedora e baixo número de estudantes com intenção de ter o próprio negócio.

Palavras-chave: Empreendedorismo; Competência Empreendedora; Cultura Empreendedora; Educação Empreendedora.

1. INTRODUCTION

The entrepreneurship acquired notoriety in the world thanks to its contribution to the global socioeconomic development. In Brazil, the financial and politic crisis, unemployment and the lack of structuring public policies for the growth of the country are clear. These conditions enable the interest of subjects that seek to act as owners of their own business, for opportunity or necessity.

Entrepreneurial behaviors gain emphasis in function of your social contributions. Beyond the generation of wealth, the entrepreneurial initiative cooperates to the creation of products and services that may bring benefits to society. Thus, it is necessary to discuss ways of advising people that wish to open their own business, in order to create work potential, income and better investments.

The role of Higher Education Institutions (HEI) in this perspective is fundamental, as it helps in the training and incentive of their students for the development of entrepreneurial activities. This contribution puts forward an appropriate environment for innovation and enables the formation of future companies. To Johan, Kruger and Minello (2018), the entrepreneurial education, when broadcasting knowledge, encouraging behaviors and promoting learning, by means of a dynamic project of awareness, association and application, can develop entrepreneurs.

The contemporary world demands those who act as change agents and create improvement opportunities. Thereby, is necessary to discuss entrepreneurship in HEIs with the purpose of collaborating with the learning of entrepreneurship and the shaping of the upcoming professionals. This scene can boost the concern in the intention and decision of engaging and developing entrepreneurship skills. Besides the economic importance, the discussion of entrepreneurship may contribute to the production of scientific knowledge, to its development and to the improving of its practices. The entrepreneurship, in this sense can favor the formation of subjects who are more creative and willing to the development of a more significant existence when solving individual and/or collective problems.

To Raimundo and Maciel (2018), the entrepreneurial demeanor started to be seen as fundamentally important in the formation of students for the facing of today's challenges. Considering the relevancy of the entrepreneurial orientation and the more collaborative practices in Society, the HEIs can help in the formation of an entrepreneur. Thus, it is necessary that the formation of university students about the entrepreneurship be discussed. In this context, the present research aims to understand the perception of college students of

universities that provide in-person Business courses in Vitória da Conquista. Bahia's Southwest, about their entrepreneurial intent. Therefore, the present article is organized in six sections. The first is this introduction. The second discusses the entrepreneurship and development of entrepreneurial skills. The third is about the entrepreneurial intent. The fourth presents the methodological procedures incorporated in the investigation. The fifth analyses the research's data in light of the theoretical reference. The sixth and last expresses the closing remarks of the study.

2. OF THE ENTREPRENEUR TO THE DEVELOPMENT OF ENTREPRENEURIAL SKILLS

The term "entrepreneurship" is associated by a large part of the specialized literature as the person that seeks profit and merely economic interests (JOHAN; KRUGER; MINELLO, 2018; RAIMUNDO; MACIEL, 2018; SCHUMPETER, 1982; VERGA; SILVA, 2014). However, Schumpeter (1982), still in the mid of the 19th century, gave projection to the word and considered the entrepreneur not only as someone who sees in profit the determining factor of their initiatives, but also as a creative subject able of transforming the environment in which it lives. Later, other definitions and approaches brought other meanings, as Almeida and Chaves (2015, p. 518), when affirming that

[...] as any other concept, both the genesis and the evolution find themselves permeated by historical specificities of social, economic and politic nature, in addition to being marked by the many perspectives that underlie them.

In view of that various authors proposed distinct definitions to the term in the course of history, the varied ideas are a reflex of the social scenario of each era (JULIEN, 2010; VIEIRA; MELATTI; RIBEIRO, 2011).

According to Verga e Silva (2014, p.6), "[...] the entrepreneurship has been evolving in face of the ideas that dominated that time, what provided a conjuncture about its evolution". They affirm that the word has passed through three different ages of the entrepreneurial thinking: the economic age (1870-1940); the social sciences age (1940-1970) and; the management studies age (1970 until current times). The interest for the entrepreneurship started, then, from the economy, but also was an object of interest for psychology and social sciences. The area of management studies, for Murphy, Liao and Welsch (2006), it's recognized as a multidisciplinary base for the researches that involve opportunities, access networks to information, sociologic factors, among others. According to Verga and Silva (2014), the politic,

economic and technologic changes made the entrepreneurs take up different social spheres and perform increasingly important roles in the economy, and for this, have their function associated with the creation of opportunities.

Today, different notions about the entrepreneurship circulate. According to Lopes and Lima (2019), from authors like Shane and Venkataraman (2000), that relate the term with the generation of new assets, services, raw materials, markets and production and organization methods, when adopting new means, ends, or means ends relations to researchers that see entrepreneurship in a more revolutionary and transformative of the social and institutional spheres way, like Rindova, Barry and Ketchen (2009).

Considering that entrepreneurs can dedicate themselves to activities that interfere in the social and economic scenario and be able to cause transformation, create businesses and detain particularities that qualify them to conduct their enterprises, it becomes necessary to discuss the notion of entrepreneurial competency and how entrepreneurship has been treated in the academic medium.

To Nassif, Andreassi and Simões (2011, p. 38), the notion of competency involves “[...] different personality traits, skills and knowledges, that part from the influences of experiences, trainings, education, family and other demographic variables”. When talking about entrepreneurial proficiency, Schmitz (2012, p.38), defines it as a “behavior, skill and attitude of a person who, when facing critical work situations, gets motivated to search for solutions that will result in institutional benefit and fulfillment of the need of realization of the subject.

Therefore, the behavioral skills developed by the entrepreneur can be a result of their search for realization through a new business. The motivation, persistency and innovation can, thus, result in competencies like the recognition of opportunities and the ability to deal with complex situations.

Zampier, Takahashi and Fernandes (2012) assist the discussion with the retrieval of the work of Leiria (2002) in their studies, that had the purpose of identifying which skills entrepreneurs put in practice to develop their organizations and the factors that determine the success of their businesses:

[...] the competencies that are most used and guarantee the survival of enterprises are concentrated in: preoccupation with technologies turned to innovation, attention to opportunity of new markets, start of the process of exportation, greater attention to the acquisition of new clients and the maintenance and retention of the already existent ones (LEIRIA, 2002, p. 111).

To the entrepreneurs, the personal competencies can reflect in the capacity of taking risk, on the spirit of innovation, in persistency, in leadership and in the change orientation, The technical skills involve the ability to make decisions and the relationship competency, according to Zampier, Takahashi and Fernandes (2012), can contribute in the entrepreneur's relationship network while the social capital can find resources for expansion and institutionalizing of the enterprise.

Thereby, it's understood that the entrepreneur has specific particularities, as the success of the business may be due to capacities acquired over time, of which can stand out capabilities turned to innovation, attention and development of opportunity and maintenance of the relationship network with clients and collaborators. The last is built based on relational competency (CAMPOS; LIMA, 2019).

To Zampie and Takahash (2011), there is no growth without learning, thus constituting a process necessary to the acquisition of competencies. The competencies, therefore, are built through training, practice, mistakes, reflection, information and experiences in different environments. It's possible, then, to confirm the significance of the entrepreneurial competencies. In this regard, the academic environment presents itself as a potential construct of the topic.

The emergence of entrepreneurial teaching occurred in the United States, in 1947, when it was ministered by *Harvard Business School* with the aim of qualifying ex-combatants of World War II to self-employment, as well the creation of work opportunities. This way, the incentive of entrepreneurial practice came as an answer to the economical and market changes with the intent of softening unemployment, generate income and qualifying the individual in the identification and utilization of opportunities (OLIVEIRA; MELO; MUYLDER, 2015)

To Johan, Krüger and Minello (2018, p. 128), entrepreneurial education involves “[...] a dynamic process attached to the most diverse conjectures, being able to be considered a strategic way of contributing to the economic and social growth of a country, organization or specific market. Thus, entrepreneurship gained strength and many HEIs adopted it as a form of transforming the knowledge produced in education and in the researches about economic and social value.

According to Oliveira, Melo and Muylder (2015), in Brazil, the teaching of entrepreneurship occurred since the 70's, when such components start to constitute in the curriculum of universities in the Business courses, initially, in the School of Management of

Companies of Getulio Vargas Foundation, in Sao Paulo. Over the years, the teaching of entrepreneurship was inserted in the Business Management courses in many universities like a subarea, and posteriorly, studied by academics as a specific field. Although still in a formation and consolidation phase, it already presents a considerable growth and establishment in its main segments.

In a study made in 2019, by the *Global Entrepreneurship Monitor (GEM)*, Brazil has about 53,4 million entrepreneurs in adult age. The total average of entrepreneurship, in Brazil, was of 38,7%, that is, the 2nd largest of the historical research's series. The most active in the involvement with entrepreneurial activities were those that completed higher education (27,6%), also, in those who had high school or university completed, 12% were established entrepreneurs (GEM, 2020).

Despite the importance of entrepreneurship in society, there is a small number of individuals with a completed higher education engaging in said activity, even with its growth in the last years. The HEIs have a significant role in this scenario, for being responsible for the creation and diffusion of knowledge through teaching. However, the training of entrepreneurship in brazilian HEIs presents some challenges, once they have an education system configured to the instruction of analytical questions, what creates gaps in the incentive of the entrepreneurial thematic.

In accordance with Oliveira (2012), one of the aggravating factors to the teaching of entrepreneurship it's the cultural concern. In Brazil, an education that incentives the youth to seek for a stable job prevails. Furthermore, there is a made-up thought that the entrepreneurial career is destined to people who don't enjoy studying. Likewise, the idea that entrepreneurship can't be learned in courses exists as a result of great names of successful entrepreneurs that gained a spotlight in the media, as several left traditional school to learn. Moreover, the qualification of the faculty is precarious and/or recent.

In addition, offers are still few in terms of discipline numbers, that in many cases are optative. To Oliveira (2012, p. 11), it is necessary to: “[...] experiment other techniques of experiential education, through group dynamics, competitions, challenges, contact with entrepreneurs, experimentation laboratories, coexistence clubs and networking”.

With this in mind, the academic environment can introduce itself as an appropriate space to promote entrepreneurship and contribute to the development of necessary skills that allow students to build new opportunities. Gomes and Silva (2018, p. 123) consider that

[...] there is an agreement in the understanding that the most adequate way of teaching entrepreneurship is through educational reality, in other words, using an entrepreneurial education that relates theoretical and practical content based on real examples of the world of work.

The HEIs, thus, have the task of collaborating effectively in the learning and development of the entrepreneurial intention between students.

3. ENTREPRENEURIAL INTENTION

The debate around entrepreneurial intention involves the identification of the constructs that most influence it (KASSICIEH et al., 1997; KENNEDY et al., 2003; YUKONGDI; LOPA, 2017). To Camozzato *et al.* (2018, p. 111), “[...] the degree of intensity of the entrepreneurial intention in individuals can vary reasonably from person to person in different points in time, depending on the circumstances lived by such”. Therefore, the environment presents itself in a relevant way to promote the development of proactive individuals to the entrepreneurial initiative.

According to Souza, Silveira and Nascimento (2018, p. 76): “the entrepreneurial intention is about the study of prediction and propension of the individual to become an entrepreneur and is based on, mainly, the Theory of Planned Behavior (TCP), from Aizen (1991)”.

This is the most used model in academic literature to examine the background of entrepreneurial intention (BIGNETTI, 2018).

In such context, it becomes important to understand the individual behavior and the influence of the environment in the intention and decision of entrepreneurial activities. Bignetti (2018) explains that Aizen (1991)’s model contemplates three antecedents in the intention of embarking on entrepreneurship: personal attitude relating to results; perception of social norms; and perceived behavioral control, that refers to the perception of the conduct the individual can control. The first relates to their favorable, or not, perception to perform the desired behavior. The second refers to the social pressure perceived to execute or not such behavior. At last, the third antecedent describes the ease of difficulty perceived by the individual in performing the behavior and assumes to reflect on past experiences, on the hindrance and obstacles previously perceived.

This model can explain the individual intentionality and was made possible thanks to the analysis of the entrepreneurial intention of an individual when predicting if they are creating a business in the future (SOUZA; SILVEIRA; NASCIMENTO, 2018). Besides, the personal characteristics that interfere in the entrepreneurial intention can be stimulated and developed with the perception of a safe choice. For this, the contextual barriers must be overcome with the institutional support in the learning behavior. Ferreira's discussion converges with such debate when affirming that "the model conceives that attitude, beyond the subjective norms (colleague's influence, family, university) and the perception of control of the behavior (self-efficacy) would work as strong antecedents of the behavioral intention".

Thereby, the precedents and mediators of the entrepreneurial intention occur in the individual and contextual levels. The individual level encompasses "personality factors (conscientiousness, kindness, openness to experience, extroversion and emotional stability), and the psychologic factors, like propension to risk, control locus, self-efficacy, motivation and attitude (FERREIRA, 2017, p. 41).

That way, it's possible to verify that creative individuals, with propension to risk, open to experiences and owners of a realization and independence are more inclined to the entrepreneurial intention. Regarding the contextual level, the entrepreneurial influence would be related to the family's and the entrepreneurial education's role as models in the capacity of perceiving opportunities and development attributes and entrepreneurial behaviors.

Vale, Corrêa and Reis (2014) identified a greater weight of contextual factors than motivational factors in entrepreneurship. Continuing or enlarging the family's businesses, being fired and owning capital but finding themselves unsatisfied with their job are some of those aspects. Thus, individuals motivated by the environment and/or contact with successful entrepreneurs can acquire the entrepreneurial behavior awakening the desire of creating a business. According to Loiola *et al.* (2015, p. 24), the academic environment also appears providing favorable conditions to entrepreneurship. Kacperczyk (2013) stresses that, more than the offer of subjects related to the theme, the academic environment presents contributions to entrepreneurship by the strengthening of relations between ex-colleagues of the academic course that started their businesses and, when successful, started to serve as positive examples.

In accordance with Araújo (2014), between the various factors that present a distinct significance relevance in the antecedents of the entrepreneurial intention of an individual, there are the professional experience and previous education, as the attitude, subjective norms and

perception of control are tied proportionally to the intention of the individual in pursuing such behavior. In this context, the process of engaging in entrepreneurship can be explained, mainly, by the intentions of the entrepreneur, moreover, the entrepreneurial education is a tool for the development of skills and competencies that contribute to the success of the business.

Therefore, it's of great importance to comprehend the precedents and consequences of the entrepreneurial intention. In the academic context, university students can develop entrepreneurial aptitude as long as the universities enable an adequate environment since, the social relations and environmental situations stimulate the entrepreneurial action. Thus, the more universities promote the thematic and development of entrepreneurial competencies, the more students will feel fit to conduct future businesses and explore opportunities.

4. METHODOLOGICAL PROCEDURE

The present research is of empirical nature. About its purpose, the research is classified as exploratory and descriptive, when understanding the student perception concerning the entrepreneurial intention of members of HEIs that offer in-person courses in Business Administration. In this regard, the research adopted the survey form when involving the direct interrogation of people whose behavior is desired to be met through the questionnaire (PRODANOV; FREITAS, 2013).

Having in mind that Vitória da Conquista it's considered the pole city to Bahia's southwest region, attending to a surrounding population of more than 2 million people, although according to the Brazilian Institute of Geography and Statistics its population is of about 340.000 people, HEIs that offered in-person Business Administration courses were delimited. Thus, the population of this research was represented by Business Administration college students that attended the last year of graduation and were regularly registered in February 2020. The choice for students of such class was due to the understanding that this course has the larger number of subjects turned to entrepreneurship when compared to others. In addition, the choice of students in their last year considered that they had opportunities of developing the entrepreneurial intention from their academic experiences over time.

To represent the research's universe, were used probabilistic samples that, according to Prodanov and Freitas (2013), are originated from a statistical generalization by supporting a statistical calculation. In accordance with the course collegiates of the three studied HEIs, the population of students attending the last year in Business Administration, in the year of 2020,

was of 88 people. Thereby, adopting a margin of error of 4% and a confidence level of 95%, the sample was of 80 students.

To better comprehend the studied phenomenon, the application of a structured questionnaire was utilized. Said questionnaire was organized in five blocks and its purpose was to know the student perception of the raised points. Therefore, the first block traced the profile of the informants, the second intended to verify if the academic environment encouraged the students to explore business opportunities, the third planned to identify the entrepreneurial competencies encountered in the students, the fourth investigated the main motivations that would make students to engage in entrepreneurship and the fifth raised the challenges of the HEIs researched about entrepreneurial practices. The survey directed to the students had 15 objective and multiple-choice questions. The collection instrument was elaborated by the tool Google Forms and applied in-person, having in mind that the collection preceded the Covid-19 pandemic, after previous contact and authorization of the researched institutions.

The collected data received quantitative treatment, once numerically tabulated in the software SPSS (Statistical Package for the Social Sciences) to verify the frequency of the answers and later data analysis.

5. DATA ANALYSIS AND DISCUSSION

Participated in the survey 80 students that were registered in the last year of Business Administration courses in three HEIs, situated in Vitoria da Conquista. It's worth noting that in the city four HEIs offer in-person Business Administration courses, however, one of them didn't allow for the application of questionnaires in the envisaged schedule. According to the study carried out, 38,8% are male and 61,3% female. In terms of age group, 83,8% are 20 to 29 years old. This data reveals that the sample belongs to a predominantly female and young profile. About their marital status, a majority of singles (82,5%) was registered.

A prevalence of students that get paid in low wages was identified. Such result can be related with the age of participants that are starting their professional careers. It was found that 30% were paid less than R\$1.045 and half of the sample (50%) receives between R\$1.045, 01 and R\$2.090, 10% receive between R2.095,01 and R\$3.135, 5% earn between R\$3.135,01 and R\$4.180 and 5% earn proceeds above R\$4.180. In addition, it was discovered that the researched students got diverse professional activities, as 16 different occupations were

identified. The administrative assistant role stood out with 21,3%, and interns with 17,5%, given that 26,3% do not perform any professional activity.

5.1. The academic environment's role in the development of entrepreneurs

The goal was to verify if the academic environment was able to encourage students to explore business opportunities and, consequently, stimulate entrepreneurial practices. To achieve such intent, the students were asked if they agree or disagree with some statements seen in Chart 1.

Chart 1

Conditions to the teaching of entrepreneurship in HEIs, according to the students

Statement	Agreement Degree (%)					
	DT*	DP	I	CP	CT	Total
Existence of an appropriate support infrastructure to the start of new businesses	42,5	37,5	16,3	3,8	0,0	100
Entrepreneurial subjects properly prepare people to engage in entrepreneurship	27,5	42,5	21,3	8,8	0,0	100
Development of a capacity to open and/or continue personal businesses	5,0	16,3	32,5	40,0	6,3	100
Existence of sufficient knowledge to start and/or manage a business acquired during college	10,0	31,3	17,5	37,5	3,8	100
The study of entrepreneurship in the Business Administration course was able to demonstrate the creation of a personal business as a career option	12,5	20,0	12,5	40,0	15,0	100
Capacity of the entrepreneurial component to enable the identification of business opportunities	15,0	11,3	26,3	36,3	11,3	100

Source: Research's data.

Grades: *DT – Totally disagree; DP – Partially disagree; I – Indifferent; CP – Partially agree; CT – Totally agree.

As verified, only 3,8% of the students partially agree and none totally agrees that there is an appropriate infrastructure in HEIs to support the start of new businesses. Correia, Aragão and Silva (2019) reaffirm that a great percentage of graduated bachelors do not find occupations in the job market. Thus, entrepreneurship can present itself as an alternative of occupation. However, its autonomy can be compromised when lacking an appropriate infrastructure to promote the entrepreneurial practice

According to Chart 1, Only 8,8% of the students partially agree and none totally agrees that entrepreneurial subjects offered by HEIs properly prepare students to engage in entrepreneurship, contradicting Oliveira, Melo and Muylder (2015)'s proposal, that defend the need of taking students to think and evaluate alternatives possibilities to the various segments of the Business field.

Besides the lack of encouragement of new ideas, 40% of the students partially agree and only 6,3% totally agree that they are capable of opening and/or continuing a business (according to Chart 1), contradicting Gomes and Silva (2018)'s proposal, that argue that a competent entrepreneurial education can favor the formation of entrepreneurs, once the most adequate and efficient way of teaching entrepreneurship is through educational reality. Moreover, 37,5% partially agree and 3,8% totally agree that the college course provided enough knowledge to start and/or manage a business.

The low incentive of the entrepreneurial practice compromises the development of professionals that wish to own a business. In accordance with Chart 1, 40% of the students partially agree and 15% totally agree that the curricular component of entrepreneurship or related, offered in the Business Administration course, encouraged the entrepreneurship as a career option. When asked if the entrepreneurial study in the such course enabled them to identify business opportunities, 36,3% partially agreed and only 11,3% totally agreed.

The analysis of the courses' curriculum revealed the small offer of subjects linked to the entrepreneurial formation, demonstrating, thus, that the entrepreneurial theme isn't priority in courses. In the three HEIs, only one mandatory subject with such thematic is offered.

Inadequate teaching techniques can explain the low capacity of the course in encouraging the entrepreneurship, since when asked about the practices adopted during the studied subject, 76,3% informed they elaborated business plans, only 58,8% had expository lectures, 31,3% experimented dynamics, 8,8% participated in challenges and 1,3% got involved in competitions. It's up to the university and its faculty to diffuse the circulation of knowledge through theory and practice developing activities that promote a culture of entrepreneurial stimulation. According to Oliveira (2012), experimenting other experiential education techniques is fundamental to the entrepreneurial formation, moreover, the case study presents itself as a key instrument for the teaching of entrepreneurship and it wasn't nominated by the students.

5.2. Entrepreneurial competencies between students

The aim was to identify the entrepreneurial competencies found in the researched students. Therefore, based on the area's literature, some competencies indicated in the collection tool were raised, and it was demanded that the interviewed marked those they thought to own, as observed in Chart 2.

Chart 2

Entrepreneurial competencies identified by the students

Competencies	Frequency	Percentage (%)
Commitment	63	78,8
Demand of quality and efficiency	55	68,8
Persistency	53	66,3
Search of information	46	57,5
Need for self realization	40	50,0
Leadership	38	47,5
Personal motivation	38	47,5
Search for opportunity and initiative	35	43,8
Innovation spirit	33	41,3
Establishment of goals	32	40,0
Capacity of taking risks	29	36,3
Maintenance of the relationship network	28	35,0
Independence and self-confidence	26	32,5
Planning and systematic monitoring	22	27,5

Source: Research's data.

It was found that the most recognized competencies were: commitment (78,8%), demand for quality and efficiency (68,8%), persistency (66,3%), search for information (57,5%) and need for self-realization (50%). It was noted that the students barely identified with the proposed skills. Such result can be justified by the little incentive in the researched environment. To Rodrigues *et al.* (2019), the entrepreneur is a person who is capable of establishing goals and achieve them. However, only 40% of the sample affirms to be able to establish such goals.

Muraro *et al.* (2018) state that autonomy and self-confidence, search for opportunities and vision, ability to take moderated risks, capacity to innovate, leadership and need for power and systematic planning stand out in the entrepreneurial profile. In the researched sample, 32,5% feel independent and self-confident, 43,8% feel capable of seeking opportunities, 36,3% find themselves able to taking risks, 41,3% believe they have an innovation spirit, 47,5%

believe they have a leadership profile and only 27,5% consider themselves fit to planning and systematic monitoring.

Besides, Zampier, Takahashi and Fernandes (2012) reveal the significance of the relationship network, as the social capital enables the search of resources for expansion and institutionalization of enterprises. However, according to Chart 2, 35% of students consider themselves capable of keeping a relationship network. Such results allow to infer that a not entrepreneurial favorable environment collaborates to the little perception of the indicated competencies. This can be observed when students were asked if they developed any of the mentioned competencies during their college courses and only 6,25% of students stated to having acquired such competencies through the whole course and 18,75% frequently.

When intersecting the student's responses about the development of the capacity to open and/or continue a personal business with the development of competencies during the course, at most 5% totally or partially agreed that it's "always" possible to develop such skills during the class, according to Chart 3 .

Chart 3

Agreement degree X Frequency of the development of competencies to open and/or continue a personal business during the college course

		Development of the ability to open and/or continue a personal business					
		*DT	DP	I	CP	CT	Total
Development of competencies during the course	Never		1,3%	1,3%	3,8%		6,3%
	Rarely	2,5%	1,3%	7,5%	10,0%		21,3%
	Sometimes		12,5%	15,0%	17,5%	2,5%	47,5%
	Frequently	1,3%	1,3%	8,8%	6,3%	1,3%	18,8%
	Always	1,3%			2,5%	2,5%	6,3%
Total		5,0%	16,3%	32,5%	40,0%	6,3%	100,0%

Fonte: Dados da pesquisa.

Grades: *DT – Totally disagree; DP – Partially disagree; I – Indifferent; CP – Partially agree; CT – Totally agree.

In the face of the collected data, it's clear that, in the conception of the students that participated in the present research, the course wasn't able to develop entrepreneurial competencies. Thus, it appears that the HEIs haven't been achieving the pretense of forming entrepreneurs or at least prepare them to create and manage their own businesses. Moreover, such results reflect in a reality that contrasts with Johan, Krüger and Minello (2018)'s proposal, when defending that the formation of entrepreneurs is a significant factor in the development

of a region and progress of innovative businesses. To this end, it's necessary that the educational institutions have an efficient entrepreneurial education.

Furthermore, it was asked to the students their pretensions after the conclusion of the course and 45% aimed to join the public sector through contests, 23,8% intend to work as employees in the private sector, 20% would like to create or continue their own businesses, 6,3% have the intention of working in their family's business and 5% wish to follow an academic career. This result points to the elevated number of students that, possibly, will choose a formal job. According to Oliveira (2012), one of the aggravating factors in the teaching of entrepreneurship is the cultural concern, as, in Brazil, an education that encourages the youth to search for a stable job prevails.

It was verified if the students had interactions with entrepreneurs to evaluate if the existence of such relationships was able to incentivize them to awaken the intention of opening a business. Vale, Corrêa and Reis (2014) stress that contextual factors like continuing or expanding family's businesses, having been fired, owning capital and finding themselves and finding themselves unsatisfied with their jobs exert more influence in the decision of engaging in entrepreneurship than motivational aspects. A total of 23,7% claim to have some kinship or "always" coexist with entrepreneurs, 35% "frequently", 22,5% "sometimes", 12,5% rarely and 6,25% "never". This result points out that few participants of the research coexist or maintain contact with entrepreneurs, what prevents the creation of a proper learning environment.

In total, 27,5% state they would follow the entrepreneurial career to increase their income, 26,3% have the purpose of achieving Independence, 16,3% seek self-realization, 8,8% aim to develop management skills, 6,3% started said career in lack of more compelling opportunities, 6,3% would rather be their own boss than to be employed, 3,8% intend to develop a social project, 2,5% intent to follow their family's steps and 2,5% feel frustrated with their respective jobs. To Vale, Corrêa and Reis (2014), the main motives that drives the individual to act are the need of achievements and accomplishments, the search for autonomy and independence and the existence of moderated challenges, being that said reasons were identified between the participants.

To Johan, Krüger and Minello (2018), the main appropriate methods for the teaching of the entrepreneurial education consist in preparing the students with knowledges, skills and competencies to face the challenges of creation, conduction and expansion of businesses. In addition, there is an agreement about the importance of breaking away from the traditional

teaching method in the development of such skills, owing to the entrepreneurial education to combine theoretical and practical activities.

Chart 4

Entrepreneurial capacities developed during the course

The entrepreneurship handled in the course was able to	Frequency	Percentage (%)
Extend my comprehension of entrepreneurs' attitudes, values and motivations	49	61,3
Develop skills to identify and explore business opportunities	28	35,0
Develop the entrepreneurial spirit	17	21,3
Stimulate the students to follow an entrepreneurial career	16	20,0
Capacitate me to administrate my own business	12	15,0
Train me to open a business	9	11,3

Source: Research's data.

Chart 4 presents the student perception about the capacities developed during the course when it comes to entrepreneurship. The results demonstrate that the students understand it's necessary to diversify and expand the strategies on promoting the development of an entrepreneurial education in the university environment. To Correira, Aragão and Silva (2019), adding the teaching of entrepreneurship along with the appropriate didactic-pedagogical practices to the curriculum in general could contribute to the formation of more prepared and skilled graduated professionals when it comes to business management and opening of new enterprises. To achieve said proportion, institutions must assess encouragement policies and utilize appropriate training so that the students can develop competencies to open their own businesses.

It is Worth mentioning that there were no significant differences between the studied HEIs. Among the hardships faced, it's the still shy offer of components that dwell on the topic. Thereby, it's up to the university to develop teaching plans, instrumentalize courses, qualifying teachers, diversifying their methodologies, ultimately, promoting a favorable environment to the shaping of entrepreneurs.

6. FINAL CONSIDERATIONS

The entrepreneurship expressively assists the socioeconomic development of a region through wealth generation, work and income to the population. Thus, advising individuals that wish to open their own business and awake the interest on the creations of new ones it's an action that must be promoted in graduation courses. In this perspective, HEIs can facilitate the appearance of appropriate environments, contribute to the capacitation and enable the creation of an entrepreneurial culture.

According to student perception, there is a lack of appropriate infrastructure in HEIs to support the beginning of new businesses, indicating that the entrepreneurial subjects do not properly prepare students. This contributes to the low number of students that claim to have business opportunities identification skills and afford entrepreneurship as a career option.

About the identification of entrepreneurial competencies in students, it was noted that they barely identified themselves with entrepreneurial activities related to leadership, personal motivation, search of opportunities and initiatives, innovation spirit, goal establishment, capacity to take risks, maintenance of the relationship network, independence and self-confidence and systematic planning and monitoring. The interviewed also stated to having not developed such skills in the entrepreneurial curricular components and/or during their courses. The main reasons for students to engage in entrepreneurship are the intent of increasing their income and the search for independence and self-realization. Furthermore, an elevated number of students that claim to be interested in opening a business was found.

Concerning the challenges of the researched HEIs about the entrepreneurial practices, stood out the lack of encouragement to join the entrepreneurial career and develop entrepreneurial competencies. One of the difficulties faced was the low offer of entrepreneurship related subjects and the insufficient application of theoretical and practical content, in addition to the non-use of attractive methodologies and dynamics, capable of promoting the learning and development of the skills.

The success in the entrepreneurial education depends on the integration of HEIs with society. Therefore, it's up to universities to provide an appropriate infrastructure to the realization of practical activities, constant formation of faculty and offering of learning and entrepreneurial development activities.

This work presents limitations, having in mind that it wasn't possible to research Every HEI that offer in-person Business Administration courses in Vitoria da Conquista, despite the numerous contact attempts. In summary, the main contribution of this investigation is in the strengthening of studies about the teaching of entrepreneurship in Brazil and adoption of new proposals and/or teaching-learning practices to construct an entrepreneurial culture in Brazilian HEIs. Furthermore, this research is expected to serve as reference to future theoretical-empirical studies regarding the topic. As a suggestion to future work, the replication of this study with other graduations linked to business fields, like Accounting and Economy, it's pointed out. Moreover, it's expected that this study has been able to provoke thought regarding the effectiveness of didactic-pedagogical practices used in the teaching of entrepreneurship and the significance of the promotion of the development of an appropriate environment to the conception of the entrepreneurial intention in higher education.

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