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O desenvolvimento de competências empreendedoras no ensino superior: uma análise comparativa de discentes e docentes

The development of entrepreneurial skills in higher education: a comparative analysis of students and faculty perceptions

El desarrollo de competencias emprendedoras en la educación superior: un análisis comparativo entre estudiantes y profesores

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KEYWORDS

Entrepreneurial Skills.
University.
Development.

Abstract: The development of entrepreneurial skills has become a topic of great discussion, especially within universities, since they play a role in the development and change of their institutions. In this sense, this research aimed to verify the perceptions of professors and students about the development of entrepreneurial skills in students of the Administration course. This is mixed-approach research, using a questionnaire with the students and semi-structured interviews with the professors for data collection. The content analysis technique was used for qualitative data to analyze the data, and the descriptive analysis technique was used to treat the quantitative data. The results indicate a difficulty in keeping the student interested and actively participating in the University. Therefore, it is necessary to have an education focused on the development of knowledge, skills and attitudes through the introduction of innovation within all components, to work teaching, research and extension together, bringing the student to the university experience through the development of entrepreneurial skills, developing teamwork and self-esteem.



PALAVRAS-CHAVE

Competências
Empreendedoras.
Universidade.
Desenvolvimento.

Resumo: O desenvolvimento de competências empreendedoras passa a ser tema de grande discussão principalmente dentro das Universidades, uma vez que as mesmas desempenham papel de desenvolvimento e mudança onde estão inseridas. Nesse sentido, a presente pesquisa objetivou verificar as percepções de docentes e discentes acerca do desenvolvimento das competências empreendedoras dos alunos do curso de Administração. Trata-se de uma pesquisa de abordagem mista, sendo utilizado para a coleta de dados questionário com os acadêmicos e entrevistas semiestruturadas com os docentes. Para a análise dos dados foi utilizada a técnica de análise de conteúdo para os dados qualitativos e para o tratamento dos dados quantitativos foi utilizada a técnica de análise descritiva. Os resultados encontrados apontam uma dificuldade em manter o aluno interessado e participando ativamente da Universidade. Desse modo, faz-se necessário uma educação voltada ao desenvolvimento de conhecimentos, habilidades e atitudes através da introdução da inovação dentro de todos os componentes, de modo a se trabalhar ensino, pesquisa e extensão em conjunto, trazendo o aluno para a vivência universitária através do desenvolvimento de competências empreendedoras, desenvolvendo o trabalho em equipe e a autoestima dos mesmos.

PALABRAS CLAVE

Habilidades
Emprendedoras.
Universidad. Desarrollo.

Resumen: El desarrollo de habilidades emprendedoras se ha convertido en un tema de gran discusión, especialmente dentro de las Universidades, ya que juegan un papel en el desarrollo y cambio del lugar donde se ubican. En este sentido, la presente investigación tuvo como objetivo verificar las percepciones de docentes y estudiantes sobre el desarrollo de habilidades emprendedoras en estudiantes de Administración. Se trata de una investigación de enfoque mixto, utilizando un cuestionario con académicos y entrevistas semiestruturadas con docentes para la recolección de datos. Para el análisis de los datos se utilizó la técnica de análisis de contenido para los datos cualitativos y para el tratamiento de los datos cuantitativos se utilizó la técnica de análisis descriptivo. Los resultados encontrados indican una dificultad para mantener al estudiante interesado y participando activamente en la Universidad. Por lo tanto, es necesario brindar una educación orientada al desarrollo de conocimientos, habilidades y actitudes a través de la introducción de la innovación dentro de todos sus componentes, con el fin de trabajar la docencia, la investigación y la extensión en conjunto, acercando al estudiante a la experiencia universitaria a través del desarrollo de habilidades emprendedoras. , desarrollando el trabajo en equipo y la autoestima.

Introduction

The entrepreneurship movement in Brazil began to take shape in the 1990s, when entities such as Sebrae and Softex were created. Before that there was practically no talk about the creation of small companies or the term entrepreneurship (Dornelas, 2012). But what has changed since then? The effects of globalization and new technologies bring with them a new perception of productivity and the growth of interest in entrepreneurship (Dias, Nardelli & Boas, 2008).

Brazil, according to the Global Entrepreneurship Monitor report (2019), is seen as an entrepreneurial country compared to the 50 participating economies, ranking 16th. However, regardless of the motivation for creating new ventures, to be successful it is necessary to conduct them satisfactorily (Zampier & Takahashi, 2011).

In this sense, entrepreneurial activity generates and suffers impacts on the environment in which the organization operates, as its multiplier effect produces jobs, income, growth and development (Zampier & Takahashi, 2011). In addition, in order to be able to conduct a new venture, entrepreneurs need a wide variety of social skills, which refer to a set of skills that allow individuals to interact with each other (Dias, Nardelli & Boas, 2008).

Still, according to Dornelas (2012), until recently it was believed that entrepreneurship was innate, that the entrepreneur was born with certain characteristics and that is why he was successful in his business. However, today it is known that this is not true: the entrepreneurial process can be learned by anyone and that “success is due to a set of internal and external factors, the entrepreneur profile and how he manages the adversities he finds on a daily basis” (Dornelas, 2012, p.23).

Thus, based on the principle that the essential mission of the university is to return to society the knowledge that originates from it, based on the tripod between teaching, research and extension, the university promotes new reflections and actions that contribute to the development of entrepreneurial skills, entrepreneurship and, consequently, for the economic and social

development of society (Ortega, 2021).

Therefore, this study asks: What is the perception of students and teachers of the undergraduate Administration course in relation to the development of entrepreneurial skills in undergraduates?

With the question as a basis, the general objective is to verify the perceptions of teachers and students about the development of entrepreneurial skills of students in the Administration course.

The research will be conducted with students and teachers of the Administration course at the Federal University of the Southern Frontier, Chapecó campus, considering the university's history in entrepreneurship development actions.

In this way, seeking to achieve the general objectives, the specific objectives are to know the perceptions of students of the University's Business Administration course regarding their entrepreneurial skills, and compare it to the perceptions of the teaching staff that structure the course regarding the development of entrepreneurial skills and, finally, to suggest improvement actions for the course.

Theoretical elements of the research

Entrepreneurship gained strength in Brazil after the opening of the economy, in the mid-1990s, and it was during this period that the concept began to be expanded and increasingly intensified. In this way, entrepreneurial activity can be associated with economic advances, which considers entrepreneuring as a generalized process, so that it is possible to start a business in any area of the market, regardless of the chosen branch and that it can contribute significantly to the growth of the economy. (Campelo, Fonseca, Ferreira & Souza, 2019).

In academic literature, De Almeida, Cordeiro and Da Silva (2018) argues that there are three current approaches to entrepreneurship, the first being behavioral, the second managerial and the third economic. From this finding, Reis (2016) states that in the behavioral approach the focus is

on social dimensions such as: training, education and family, since this determines their behavior and the actions that occur in their daily lives. In the managerial approach, “the entrepreneur is seen as the mediator of organizations, that is, he is a kind of intercessor who seeks to relate with other companies in favor of the region's own growth” (Reis, 2016, p. 30).

Finally, in the economic approach, “the entrepreneur is understood as the central figure of capitalism and his actions are related to the creation of new ventures, growth of companies’ profits and diversification of their markets” (Reis, 2016, p. 30), that is, the creation of new businesses is directly linked to the economic impacts that this venture will bring, regardless of what motivated its creation.

Regarding its manifestations, previous studies indicate that entrepreneurship will happen out of necessity or opportunity. Entrepreneurship by opportunity occurs when, in addition to filling a physiological need and supplementing income, there is a meeting with a certain activity, thinking about expanding and consolidating the business. This type of idea is not thought of by entrepreneurs out of necessity, given that they are more concerned with ensuring their basic needs (Campelo et al., 2019).

On the other hand, entrepreneurship by necessity occurs when it is necessary to fill a physiological need, that is, the entrepreneur starts the business due to lack of other work options, even if in the long term this results in personal growth and development of ideas, which initial trigger to start is purely out of necessity (Bizarria, Barbosa & Sousa, 2019).

In this way, either out of necessity or opportunity, entrepreneurs bet on this mechanism as a way of social and professional insertion, in addition to developing their career as an entrepreneur (Bizarria, Barbosa & Sousa, 2019).

Currently, given the economic crisis and the recession period of the economy, the country needs incentives for growth, thus, there has been an increase in the number of unemployed people, which led individuals, until then without income

and stability, to resort to entrepreneurial activities as income generation and the only job option (Vale, Corrêa & Reis, 2014).

In this sense, “when taking into account current difficulties, such as economic, social and environmental crises, entrepreneurship is an alternative for people to enter the world of work and contribute to society” (Paiva, De Lima & Rebouças, 2021, p. 21). Therefore, entrepreneurship should not be seen as plastered behavior, but rather, as something tuned with human behavior, which is open to new experiences and where new processes can be learned (Schaefer & Minello, 2019).

Thus, it is important for entrepreneurs to have a variety of social skills, carrying with them a baggage of entrepreneurial skills, which represents an important link for the development of today's entrepreneurs (Silva, Pereira & Guimarães, 2021).

In this way, Man and Lau (2000) *apud* Campelo et al (2019) divided the competencies and classified them as characteristics, making it possible to understand several possible individual behaviors in six dimensions: Opportunity, Relationship, Conceptual, Administrative, Strategy and Commitment.

Moreover, Ferras, Lenzi, Stefano and Ramos (2018, p. 35) address a model of competencies identified in entrepreneurs, divided into three sets of actions: realization, planning and power, which translate into characteristics, competencies and behaviors manifested by the entrepreneur, they are: “(i) Search for Opportunity and Initiative, (ii) Taking Calculated Risks, (iii) Demand for Quality and Efficiency, (iv) Persistence, (v) Commitment, (vi) Search for Information, (vii) Establishment of Goals, (viii) Systematic Planning and Monitoring, (ix) Persuasion and Networking, (x) Independence and Self-Confidence”.

Still, it is necessary to consider that although entrepreneurial skills can be developed through knowledge and skills, the attitudes are influenced by beliefs and values, factors that cannot be changed, but that can be developed from the individual's willpower (Picchiali & Arnaut, 2016).

In this sense, it is necessary that Universities be prepared to train people “who do not ignore theoretical knowledge and who are capable of critically positioning their ideas and thinking about how their ideas can contribute and impact the social environment in which they are inserted” (Silva, Mancebo & Mariano, 2017).

Thus, it is necessary to recognize the importance of entrepreneurship and entrepreneurial skills for graduation, going beyond concepts and classrooms, and seeking the best way to develop and measure entrepreneurial skills, relating practice and theory with entrepreneur training. (Hashimoto, Cardoso & Krakauer, 2018).

As a result, universities can be great developers of entrepreneurial skills. Therefore, it is necessary to maintain a level of quality in education, providing new methods and practices, in order to make its role more challenging and develop practices that help in understanding and allow living entrepreneurial training, which, in addition to contributing to the existing knowledge, paves the way for the construction of new ways of thinking and acting (Campelo et al., 2019).

Methodological elements of research

This research can be classified as quantitative-qualitative, with a predominant qualitative approach, given that its main objective was to verify the perceptions of teachers and students about the development of entrepreneurial skills of students in the Administration course. This approach is justified because, according to Apolinário (2013), qualitative research does not seek to generalize the results, but to understand a fact in its most intense sense.

Then, to achieve the objective of this research, the methodology proposed by Vergara (1998) was used, which classifies research according to ends and means. Thus, the research was classified according to ends as descriptive, which aims to describe the characteristics of a given population or phenomenon and identify possible relationships between these variables (Gil, 2022). In the case of this study, to present the perception of the

entrepreneurial skills of Administration students at the Federal University of the Southern Frontier, on the Chapecó campus, from the perspective of students and faculty.

On the other hand, regarding the media, it is considered a case study, which aims to deepen and detail the case in its real context (Vergara, 2005; Yin, 2015).

In this sense, the object of study is the Business Administration course at the Federal University of Fronteira Sul, Chapecó campus, by virtue of having in its profile the training of professionals with knowledge, skills and attitudes to manage any type of enterprise and, it aims to “training a professional with analytical and entrepreneurial skills, with a systemic view of organizations” (UFFS, 2022).

In addition, the course today has 378 students with active enrollments, of which 139 with less than 25% of the course completed and 89 with more than 75% of completion, totalizing a population of 228 respondents (UFFS, 2022). This clipping, which was used for data analysis, is necessary since we seek to understand how the development of entrepreneurial skills occurs in students and how the experience gained over the phases contributes to this process.

Data were collected via survey using an instrument developed based on Pavan and Tosta (2021), which was approved by an ethics committee and underwent a testing and validation period with entrepreneurial education professionals.

The questionnaire is divided into five sections, the first two of which refer to the socio-demographic and academic aspects of the students, and the three subsequent sections aim to address entrepreneurial education actions, the perception of entrepreneurial skills, and the intention to undertake. In these sections, a Likert scale was used, ranging from 1 (I completely disagree) to 5 (I completely agree) with the statement.

Non-random convenience sampling was used to conduct the research, where “the field researcher selects speakers from the study

population who are more accessible, collaborative or available to participate in the process” (Freitag, 2018, p. 671).

Thus, after the questionnaire was sent to the students, 132 responses were obtained, of which 79 corresponded to students who were in the initial (25% completion) or final (75% completion) phases of the course. When calculating the sample size considering the population of 228, a sample of 79 respondents and a confidence level of 90%, we obtained a margin of error of 7.47%.

Thus, for the treatment of these data, descriptive analysis was chosen, through analysis of means, variance and standard deviation, using the SPSS Statistics software. In addition, the eight professors who were members of the Structuring Teaching Nucleus of the Business Administration course for the 2019/2022 term were chosen, and this choice is due to the fact that it “consists of a group of professors, with academic attributions aimed at monitoring the design process, consolidation and continuous updating of the Pedagogical Project of the Course” (UFFS, 2022).

To collect data from the faculty members, semi-structured interviews were chosen via Google Meet, with a script submitted and approved by an ethics committee with the Certificate of Presentation of Ethical Appreciation - CAAE number 48370821.6.0000.5564. The interview script was prepared based on the instrument by Pavan and Tosta (2021) according to questions that identified the characteristics of continuous learning, confidence, social skills, leadership, ability to identify opportunities, planning, problem-solving and resilience in academics.

For the process of analysis and interpretation of data collected through interviews, the technique of content analysis was used based on three stages, organized chronologically (Bardin, 2001), the first being the pre-analysis or the transcription stage of the interviews. Afterwards, the exploration of the material was carried out, later grouping the answers that had similarity to each other and responded to the objectives. Finally, the treatment of the results, the inference and the interpretation were made,

observing similarities and divergences, grouping or opposing the obtained answers, making a parallel with the proposed objectives.

Presentation and discussion of results

Perception of Students

Based on the objectives of this work, it is important to present the profile of the participating students. Thus, to compare the evolution, students from the beginning and end of the course were observed, bringing similarities and differences of this group. In view of this, 85 responses were collected, 53 from students at the beginning of the course (up to 25% of the course completed) and 32 responses from students at the end of the course (above 75% of the course completed).

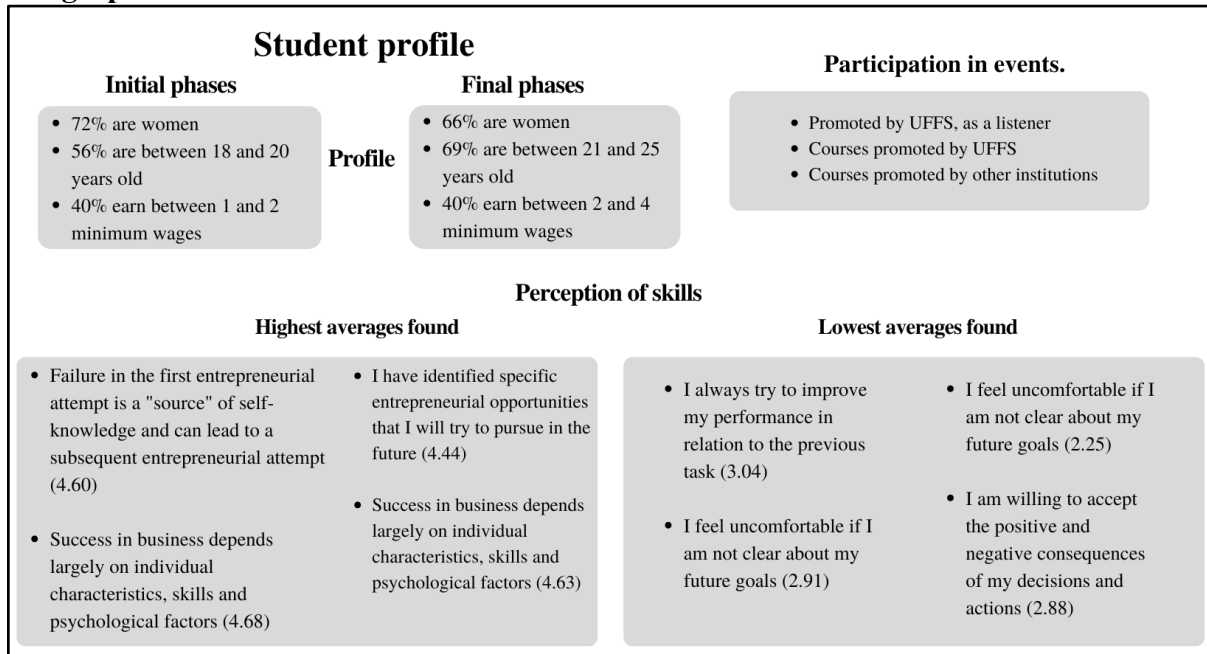
Thus, an infographic was prepared with the main characteristics found in students, as Illustration 1.

In view of the students' responses, it is pertinent to analyze the averages of the responses of the students' statements regarding the perception of entrepreneurial skills, according to the objective of this study. The scale ranges from 1 to 5 and to get an overview, it will focus on items with the highest and lowest average. Still, there is a separation between beginners and seniors, to verify the differences and similarities found, as presented in Appendix A.

Therefore, the lowest average verified in the initial phases is 2.91 with the sentence “I feel uncomfortable if my future goals are not clear”, which is compatible with the phase in which the students are, as they are still in the beginning and have all graduation to get to know each other and discover each other. The second lowest average (3.04) had the sentence “I always seek to improve my performance in relation to the previous task”, which can also be explained since the students are still getting to know each other and discovering their area of interest, and as a consequence, very often they do not have enough control to improve their results.

Illustration 1

Infographic of academic characteristics



Font: Prepared by the authors (2022)

In contrast, the values of the highest averages relate to the statement "Success in business depends, to a large extent, on individual characteristics, skills and psychological factors." (4.68), followed by "Failure in the first entrepreneurial attempt is a "source" of self-knowledge and can lead to a subsequent entrepreneurial attempt." (4.60), thus, even in the initial stages of the course, students already understand some concepts that will be learned during the course.

In comparison, when analyzing the perception of the graduates, we also found the lowest average (2.25) with the sentence "I feel uncomfortable if my future goals are not clear", which lights up a warning signal, since throughout the course the students should have the opportunity "of a teaching process that associates theory with practice, which contributes to improving the training of future professionals" (Silva et al, 2021, p.89).

However, the second lowest average (2.88), belongs to the sentence "I am willing to accept the positive and negative consequences of my decisions and actions", which demonstrates that students expect good results, not necessarily that

they make an effort or are willing to face challenges.

In contrast, the highest averages concern the statements: "Success in business largely depends on individual characteristics, skills and psychological factors" (4.63) and "I have identified specific entrepreneurial opportunities that I will try to pursue in the future" (4.44).

In this way, the development of a strong entrepreneurial education is of great importance, in line with what Campelo et al (2019) states that entrepreneurial education that better prepares students for the job market reaps good results with the intention of creating future undertakings, thus contributing to the socioeconomic strengthening of the country.

Comparison of Student versus Professor Perceptions

Regarding the research instrument collected from students, it is important to highlight that it only addresses their perception, that is, whether students claim to have/not have certain skills. In this sense, it is worth noting the similarities and

differences found in the professors' perception, comparing them with the students.

On the one hand, students, both at the beginning and at the end of the course, have positive perceptions regarding the issue of success in an entrepreneurial career. This is confirmed by observing averages above 4.0 in the sentences "Failure in the first entrepreneurial attempt is a "source" of self-knowledge and can lead to a subsequent entrepreneurial attempt", "Success in business depends, to a large extent, on individual characteristics, skills and psychological factors" and "I enjoy responding to challenges, so competition makes me work harder". Thus, it is of paramount importance that these students develop social skills that help in relationships with other people.

On the other hand, there is a growing tendency towards individualism and the difficulty of working in groups, as observed by the professors' perception:

P2: The students send emails: can I do it myself? I don't want to do it with anyone, my partner is not good, I had a problem with my partner, so I asked how he got around it and they said: I did it for him, I took the name off, I think it's a bit problematic and the pandemic got worse.

P3: At first they accept it well, but more because of an imposition of discipline, I couldn't tell you, maybe if it were their own choice, they would choose to do it alone [...] another effect that I see very strongly, externally, is the culture of individualism, this is increasingly stronger, and it is natural for students, not only in business administration.

P5: There is always someone who wants to do it alone, so we need to explain the reason for group work and explain that the University is a space, a laboratory, a learning space, which, in the same way that it is difficult to work here, will have difficulty in companies, that many times we don't choose the partner and sometimes you can't say that you're going to take the person's name, it's not that simple, sometimes the person has a relationship of leadership and power.

The panorama presented by the professors can

be observed in the sentences "I believe that to be successful in business it is important to work with other people" and "When dealing with a task, I rarely need or want help" were the ones that presented the lowest average, demonstrating that even if the average of the sentence "I prefer working with people to working alone" is high, they still prefer results from their own efforts. This can be stated by the sentence "I don't like results, however favorable they may be, if they do not come from my own efforts" with averages above 4.0.

In addition, another entrepreneurial competence that the literature brings as of paramount importance is the planning and monitoring capacity (Ferrás et al, 2017), which lights up an alert when analyzing the sentence "I deal with problems as they arise", which has an average above 4.0.

Moreover, this aspect is evidenced in the professors' accounts, where they demonstrate that there is no resistance in doing, but there is a do anyway, a waiting for the professor to bring the solution or seeking help when the situation is already out of control:

P2: They focus more on the problems, they expect a lot, I give them the exercise list, and they wait for my feedback, they are still very dependent, they are more passive than active agents, [...] they are more complaining and waiting for the teacher to solve

P3: There are no criticisms, but there is nothing to do or to do anyway. So there are the activities and there is no questioning at first [...] now this is not a condition that it will be done or even that it will be done correctly, because there are some students who simply do not do it.

Still, professor P5 relates that students do not say or do not confront about the activity, this feedback is not enough for the faculty members:

P5: For us this will not be enough[...] so they may not even want to do it but they won't talk, they'll lower their heads and they'll do it, it's also difficult for everything to make sense to everyone, there's a guy who loves finance and finance makes sense to him and people

management may not make sense to him.

In this sense, the professor's role is doubled inside and outside the classroom, as they observe a high dropout rate, both in the course in general and in isolated disciplines. This aspect contradicts what the students evaluate, in the sentence "If a way to solve a problem does not work, I will look for another approach" where there is an average greater than 3.5. For the professors interviewed, this is attributed to the lack of persistence and resilience on the part of students.

P3: Sometimes there is a lack of persistence, which directly affects the skills of the entrepreneur, or sometimes it's demotivation, because you don't know it very well, then you get to know it and start to lose interest.

P7: I realize that students have had greater difficulty focusing on more complex content, so there is a greater tendency to drop out, for example: I attended two statistics classes it is very difficult, I am going to give up, I attended an accounting class and I did not I went with the teacher's face, then I'll do it. There's not that resilience, persistence thing, I find that very worrying.

However, in an interview with P7, the professor's role in the development of entrepreneurial skills is highlighted.

P7: On the other hand, I think we can also try to make the course and subjects more attractive. It is obvious that everything has a limit, because we will never be the influencer on Instagram because it is selling easily, [...] whereas we sell difficult and we don't have to sell easily. I think it's our responsibility to be real about the subjects, science is complex, it requires resilience, but we can also help the student to understand this [...] we have to have this spirit of making it attractive, interesting, to that the student is able to have this motivation in deepening, it is not a simple task, I think it demands a lot from us too [...] but I think we have the conditions. We clearly see in the components where there is an effort on the part of the professor, of course it has to be reciprocal, but the professors who are more involved with research, with extension, have a broader toolbox to offer and the disciplines end up being more attractive, even if they are more difficult, sometimes

students say: I failed but I learned.

In this way, the role of the professor in being an agent of change is discussed, especially in the digital age in which we live, it is necessary to try the new and have students engaged and committed to this new dynamic.

Improvement Actions

Based on the analyses, the study seeks to make suggestions for improvement actions (Illustration 2). Initially, it proposes to reduce the number of semesters for the course to be carried out within a maximum of four years, in line with what is proposed by the new national curricular guidelines that "the duration of a course directly impacts the celerity/speed with the which the student will obtain the diploma, as well as the amount he will invest in the course" (CNE, 2020, p. 12).

Thus, the student invests less time in graduation and is able to more easily endure the double journey that is the reality of many students in the course, thus, it is possible to maintain the interest of this academic, as stated by P2 "he starts to lose interest, but that calls me attention, because it is a public university, it has classes of 50 students and less than half graduate".

Currently, being a free university is no longer a differential, since there are teaching centers that deliver a diploma in a shorter period, causing many students to opt for this alternative because it is faster and more practical, it should be noted that what is discussed is not the quality of teaching, but the differential of getting the degree quickly.

Furthermore, an education focused on the development of knowledge, skills and attitudes is proposed, as assessing the acquisition of entrepreneurial skills by students is one of the main ways of measuring learning.

In this sense, it is necessary to think about an education that aims at developing competences, through knowledge, skills and attitudes, in addition to using active methodologies that stimulate action and creation, that is, that students

know how to put knowledge into practice (Cualheta, Abbad, Faiad & Borges Junior, 2020). Thus, although the professors understand that the student's profile is a double shift, alternatives must be sought that encourage the permanence and interest of the students during the course, since there is no great difference in the average of continuous learning and capacity for improvement of the beginning of the course with its end.

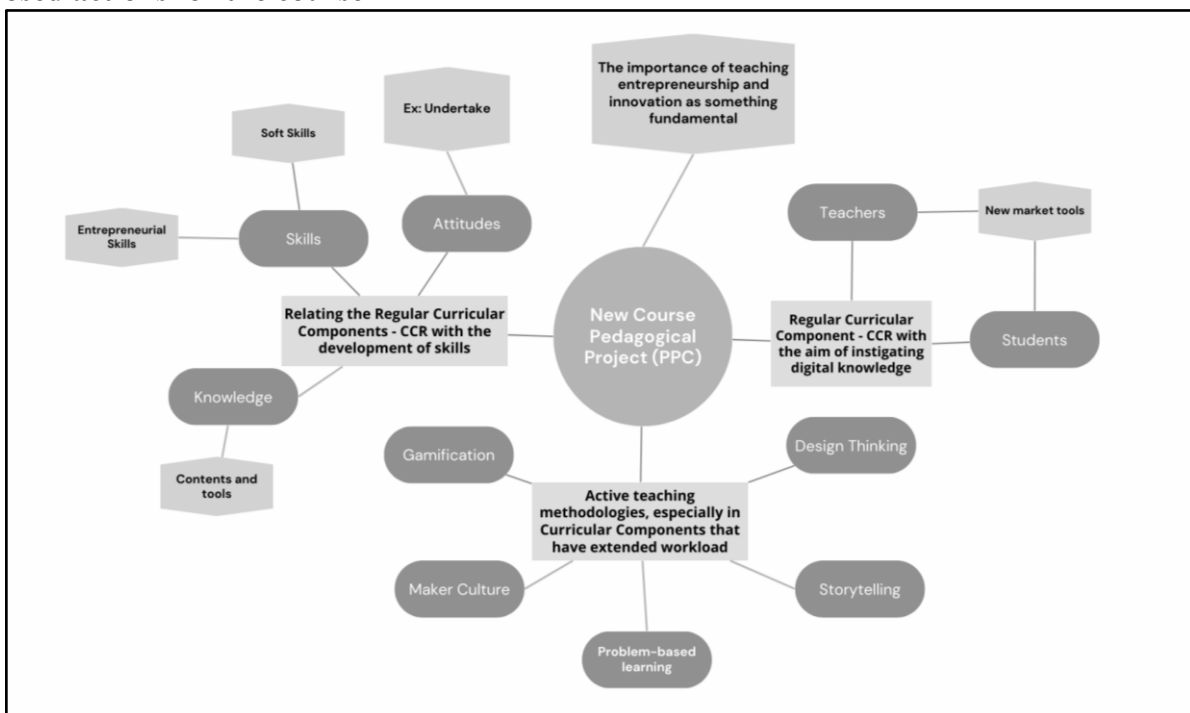
Besides that, it is important that professors use interactive classes, bringing experiences and concepts from real life. For this, it is necessary that the entire teaching staff is engaged, always seeking to bring innovation within the component, not just those with the syllabus already focused on this, but in all disciplines. Thus, the circularization of

extension shows itself as an opportunity to unite teaching, research and extension in the search for an assertive education (CNE, 2018).

As highlighted, professors have been feeling the challenges of working as a team and the students' perceptions contribute to this scenario, thus, it is suggested to work on entrepreneurial skills, especially the soft skills of students in order to develop leadership skills, social skills and relationships with other people (CNE, 2020). In addition, it is possible to work on students' self-esteem, contributing to continuous learning, the ability to improve knowledge and confidence, in order to train students to be more engaged and involved with the University as a whole.

Illustration 2

Proposed actions for the course



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Furthermore, one of the skills that demonstrates the need for development is the students' self-confidence, since the sentence "Success in business depends, to a large extent, on individual characteristics, skills and psychological factors" brings high averages. Thus, it is worth working on this tendency in the student, as there is

an average drop in the sentence "I believe that everyone can succeed in an entrepreneurial career, including me" comparing initial periods with the final ones, demonstrating that students enter more willingly and curious, losing these characteristics over the course of the course, corroborated by the average drop in the sentence "Failure in the first

entrepreneurial attempt is a "source" of self-knowledge and can lead to a subsequent entrepreneurial attempt".

Thus, it is necessary to consider that entrepreneurial skills "are related to mental models, since there is the possibility of developing knowledge and skills, but attitudes are influenced by beliefs, values and psychic energy, factors that cannot be changed" (Picchiai & Arnaut, 2016, p.21).

Still, it is suggested to work on the importance of teaching entrepreneurship and innovation as something fundamental in the new PPC, in particular in subjects that have a workload of extension, because "there is a need to rethink the educational paradigm for this education, so that schools and universities align their pedagogical plans in a convergent way to open environments for teaching entrepreneurship" (Silva et al, 2017, p.198).

Entrepreneurial education will only be able to conquer its space of academic, social and economic relevance from the affirmation that this must be understood as a method and not just as a process, bringing the vision of the entrepreneurial subject as being the subject of action (Silva et al, 2017).

Bearing in mind that "the acceleration of changes in technologies, companies and market structures can be seen" (CNE, 2020, p. 6), a new look at the methodologies proposed in the classroom is suggested. In this way, it is valid to use active teaching methodologies when rethinking the Pedagogical Project of the Course, because, "the student will learn to interpret situations, compare them and will be encouraged to make a critical analysis" (CNE, 2020, p. 11) and, consequently, will be better prepared to face professional challenges in the future, as the market requires people capable of solving problems (CNE, 2020).

Finally, there is no doubt that for entrepreneurial skills to be developed, it is necessary for the student to be aware of his role as a student, as well as for the professor to apply methods and techniques that allow the reflection and critical sense of students, both for interpersonal

and intrapersonal aspects (Hashimoto et. al., 2018). Thus, the teaching-learning process continues to be a two-way street, where both professors and students play a fundamental role in the search for results.

Final Considerations

Considering that the more educated, the more likely the entrepreneur performs a plan and undertakes by opportunity, it is expected that this data will reflect greater success in business. However, the reality in Brazil remains that of undertaking out of necessity, since in 2021 it reached the rate of 49.8% of new ventures, pointing to this factor as a motivator (SEBRAE, 2022). The University has been developing these competences in its students, as objectified in this research.

Therefore, this research sought the concepts of entrepreneurial skills and entrepreneurship, justifying the relevance of this work by seeking ways to take advantage of education for the development of skills and promotion of entrepreneurship, visualizing perceptions of faculty members and students, making a comparison between views.

In this way, the research objectives were contemplated, firstly, when dealing with the perception of the students, the proposed objective was fulfilled since it is possible to visualize the profile of the sample and the perceptions of the participants regarding their entrepreneurial skills. Furthermore, it was possible to verify the perceptions of the professors, in order to meet the objective of comparing their perceptions, being possible to meet the last proposed objective by bringing suggestions for improvement for the course based on the found results.

Thus, the findings show a difficulty in maintaining continuous learning and the student's interest in actively participating in the University. Therefore, students' preferences for shorter courses are also evident, since they are completed faster and the student manages to remain more willing on his double journey.

Thus, it was also noticed a difficulty for them to work as a team, in view of this, the University as a whole must be aligned to offer the development of entrepreneurial skills within all components, uniting research, teaching and extension in an attempt to maintain the academic interest and develop it. Still, it is necessary to work on the student's self-esteem, as some sentences related to confidence demonstrate a higher average in the initial phases compared to the final phases.

Regarding the limitations of the research, professors reported difficulty in perceiving these actions during the pandemic and the remote teaching that the University had to adopt, so some professors made a cut and did not even consider this period, given the difficulty in observing several factors. As a result, some students may have failed to develop their skills during this period, which is reflected in the perceptions found in the responses.

As suggestions for future studies, we suggest replicating the research with new classes of the course, since the University has this cyclical characteristic, the results found may be different due to changes in profile and actions found, so that the effectiveness of the actions developed, as well as the educational profile of the course, can be validated.

In addition, it is recommended to broaden the scope of the analysis, exploring Administration courses in different educational institutions, in addition to considering other courses related to the business area, such as Accounting Sciences and Economics, considering the different realities that permeate the regions of Brazil and the approaches in different courses.

Finally, the study sheds light on the current dilemma of education, which extends to entrepreneurial education, on the new student profile that is entering universities and on the role of the teacher as a mediator of knowledge, this being a relevant field of interdisciplinary study.

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APPENDIX A - AVERAGE RESPONDENTS' ENTREPRENEURIAL SKILLS

Sentences	Early Stages Average	Final Stages Average
CE_33_ I always try to improve my performance in relation to the previous task.	3,04	3,16
CE_34_ If one way to solve a problem doesn't work, I'll look for another approach.	3,89	3,78
CE_35_ When faced with a problem, I put all my effort and dedication into solving it.	3,77	3,50
CE_36_ I believe that the success of my business depends mainly on my will and, therefore, it would certainly be a success.	3,60	3,50
CE_37_ For me, self-confidence is a "bad advisor" for dealing with risks and uncertainties.	3,77	3,78
CE_38_ I believe that everyone can be successful in an entrepreneurial career, including me.	3,70	3,56
CE_39_ Failure in the first entrepreneurial attempt is a "source" of self-knowledge and can lead to a subsequent entrepreneurial attempt.	4,60	4,22
CE_40_ Success in business depends largely on individual characteristics, skills and psychological factors.	4,68	4,63
CE_41_ I enjoy responding to challenges, so competition makes me work harder.	4,43	4,28
CE_42_ When dealing with a task, I rarely need or want help.	4,02	3,16
CE_43_ I believe that to be successful in business it is important to work with other people.	3,19	3,03
CE_44_ I can persuade people to change their minds through discussion.	4,21	3,88
CE_45_ I do not like results, however favorable, if they do not come from my own efforts.	4,36	4,41
CE_46_ I prefer working with people to working alone.	4,09	3,78
CE_47_ I have leadership qualities and skills that are necessary to be an entrepreneur.	4,02	3,88
CE_48_ I am willing to accept the positive and negative consequences of my decisions and actions.	3,17	2,88

CE_49_I have identified specific entrepreneurial opportunities that I will try to pursue in the future.	4,13	4,44
CE_50_I follow new ideas and trends in the entrepreneurial environment.	3,42	3,06
CE_51_I feel uncomfortable if I am not clear about my future goals.	2,91	2,25
CE_52_I try to take into account all the problems that may arise.	3,38	3,66
CE_53_I get upset when activities don't go the way I previously planned.	3,64	3,69
CE_54_I deal with problems as they arise.	4,49	4,38
CE_55_I like challenges that stretch my skills, rather than things I can do easily.	3,91	3,47
CE_56_When faced with a challenge, I think more about the results of success than the consequences of failure.	3,51	3,19

Font: Prepared by the authors (2022)