

THE CURRICULAR AND EXTRACURRICULAR ACTIONS OF ENTREPRENEURIAL EDUCATION IN THE DEVELOPMENT OF ENTREPRENEURIAL SKILLS

AS AÇÕES CURRICULARES E EXTRACURRICULARES DE EDUCAÇÃO EMPREENDEDORA NO DESENVOLVIMENTO DE COMPETÊNCIAS EMPREENDEDORAS

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A B S T R A C T

Entrepreneurial education is based on the connection between theoretical aspects and the practical demands of society, aiming to develop students to be able to conduct their enterprises. Therefore, the study questions what is the impact of entrepreneurial education actions developed at the Federal University of Fronteira Sul on Business Administration students. To this end, the objective is to identify the entrepreneurial education actions, curricular and extracurricular, developed at the Federal University of Fronteira Sul, to then verify the impact of the entrepreneurial education actions developed in the students of the Business Administration course. Thus, the data collection instrument was sent by email to all academics of the Business Administration Course at the Federal University of Fronteira Sul Campus Chapecó via coordination and academic secretariat to carry out a census for the research. The study demonstrated that the development of entrepreneurial skills is incorporated both in the formal mechanisms of education and in extracurricular activities, with extracurricular activities being highlighted in enabling the practice of concepts learned in the classroom. On the other hand, the research did not delve into developing entrepreneurial skills focused on extracurricular activities. Therefore, it is suggested that it be deepened how junior companies, athletics, academic centers, and other extracurricular activities can contribute to the development of future entrepreneurs.

K E Y W O R D S

Entrepreneurial skills, University, Development.

R E S U M O

A educação empreendedora é baseada na conexão entre os aspectos teóricos e as demandas práticas da sociedade, visando desenvolver o aluno para que seja capaz de conduzir seus próprios empreendimentos. Dessa forma, o estudo questiona qual o impacto das ações de educação empreendedoras desenvolvidas na Universidade Federal da Fronteira Sul nos alunos do curso de Administração? Para tal, define-se como objetivo identificar as ações de educação empreendedoras, curriculares e extracurriculares, desenvolvidas na Universidade Federal da Fronteira Sul, para então averiguar o impacto das ações de educação empreendedoras desenvolvidas nos alunos do curso de Administração. Assim, o instrumento de coleta de dados foi enviado por email a todos os acadêmicos do curso de Administração da Universidade Federal da Fronteira Sul campus Chapéu via coordenação e secretaria acadêmica, buscando realizar um censo para a pesquisa. O estudo demonstrou que o desenvolvimento das competências empreendedoras estão incorporadas tanto nos mecanismos formais de educação quanto nas atividades extracurriculares, sendo que as atividades extracurriculares são destaque ao possibilitar a prática dos conceitos aprendidos em sala de aula. Por outro lado, a pesquisa não aprofundou-se no desenvolvimento das competências empreendedoras voltadas às ações extracurriculares. Portanto, sugere-se que seja aprofundado como as empresas juniores, atléticas, centro acadêmicos e demais atividades extracurriculares podem contribuir com o desenvolvimento de futuros empreendedores.

P A L A V R A S - C H A V E

Competências empreendedoras, Universidade, Desenvolvimento.

INTRODUCTION

Brazil has been regarded as a leading nation in the field of entrepreneurship since its initial participation in the *Global Entrepreneurship Monitor* in the 2000s, and it continues to hold this position, even amid the pandemic scenario (Dornelas, 2012; GEM, 2022). However, the significance of entrepreneurial education gained prominence following the creation and presentation of the Entrepreneurship Policy, along with the framework application guide, at the United Nations Conference on Trade and Development (UNCTAD, 2012).

This shift in perception towards entrepreneurship was a result of its evolving understanding as a learning process, where "success is the outcome of various internal and external factors, the entrepreneur's profile, and how they navigate the challenges encountered daily" (Dornelas, 2012, p. 20).

In this context, entrepreneurial education catalyzes the entrepreneur's learning journey, facilitating students interested in establishing their businesses to bridge theoretical knowledge with the practical demands of society (Lopes, 2010; Zahro, 2016).

To achieve this, it is imperative to initiate a discourse encompassing the entire university curriculum and delve deeper into the reconsideration of entrepreneurial education from the

perspectives of teaching, research, and outreach perspectives. This is especially relevant since one of the university's roles is to give back to society the knowledge it generates by fostering contemplation and actions that foster the development of entrepreneurial skills and entrepreneurship (Bager, 2011; Ortega, 2021).

In this way, this study endeavors to explore the impact of entrepreneurial education initiatives implemented at the Federal University of Fronteira Sul on students enrolled in the Business Administration course.

Finally, the objectives of this research are to identify both curricular and extracurricular entrepreneurial education initiatives at the Federal University of Fronteira Sul and assess their influence on students enrolled in the Administration program.

THEORETICAL FRAMEWORK

Competence can be defined as an individual's capacity to apply their skills, knowledge, and attitudes. Despite being a contemporary concept that is widely discussed, it should not be dismissed as a passing trend. Rather, it is continuously evolving and proving to be relevant in addressing our current realities (Dutra, 2004).

Given the digitalized and globalized world we inhabit, there has been an evident surge in the demand for more complex skills in recent years. These skills enable individuals to "navigate the intricacies of the present landscape, which require adaptability not only within organizational contexts but also in individual contexts" (Campelo *et al.*, 2019, p. 134).

In this context, competence denotes the capabilities an individual possesses to excel in specific areas (Fleury, 2010). It is evident through an individual's ability to consistently devise better solutions when confronted with various situations (Zarifian, 2001).

Thus, it is crucial to introduce the concept of entrepreneurial competencies, where these competencies are examined as a fusion of skills, knowledge, and attitudes aimed at entrepreneurship (Campelo *et al.*, 2019).

Moreover, within entrepreneurial discussions, the term is often used to "identify skills required for building successful new ventures" (Ferraz *et al.*, 2018, p. 35). Competencies, in this context, "represent the attributes that an individual possesses, encompassing their knowledge, skills, and attitudes that yield superior outcomes" (Nassif *et al.*, 2012).

With this in mind, entrepreneurial competencies can be delineated as a blend of knowledge (knowing), the ability to apply this knowledge (skill), and the desire to apply what one knows effectively (attitude) (Moretto & Silveira, 2021). This configuration produces professionals with unique qualities and the capacity to adapt and undertake increasingly complex tasks, either within or outside an organization. For Moretto and Silveira, competence is "the practical manifestation of an individual's knowledge" (2021, p. 73).

While entrepreneurship encompasses a broad spectrum of knowledge, skills, and attitudes, consensus on the definition of entrepreneurial competencies remains elusive. Man and Lau (2000) propose six dimensions: Opportunity, Relationship, Conceptual, Administrative, Strategy, and

Commitment. Ferras *et al.* (2017), on the other hand, categorize them into three groups: achievement, planning, and power, translating competencies into entrepreneurial attributes and behaviors.

Among the common characteristics associated with entrepreneurial competencies is the ability to spot opportunities, take calculated risks, display persistence, exhibit self-confidence, possess self-awareness, foster innovation, nurture creativity, engage in critical thinking, and find solutions, alongside social skills such as effective communication and networking (Muñoz, Guerra & Mosey, 2020; Vetrivel & Krishnamoorthy, 2019; Dornelas, 2012; Pandit, Joshi & Tiwari, 2018; Yalcintas, Iyigun & Karabulut, 2021; Bigos & Michalik, 2020; Birdthistle, 2008; Neneh, 2014; Zahro, 2016, Buchnik, Gilad & Maital, 2018; Ferras *et al.*, 2017). Furthermore, skills like planning, control, strategic thinking, and the ability to integrate interdisciplinary knowledge are deemed essential for successful entrepreneurship (Dornelas, 2012; Pandit, Joshi & Tiwari, 2018; Bigos & Michalik, 2020; Birdthistle, 2008).

In light of this, it is imperative to reconsider entrepreneurship, recognizing the significance of entrepreneurial education across various educational levels as a fundamental component of preparing future entrepreneurs and fostering innovation and national development (Costa & Silva *et al.*, 2017).

Souza Silva *et al.* (2021) demonstrate that universities play a crucial role in cultivating individuals' skills, offering them the opportunity to reflect on their roles in social, economic, political, and cultural contexts.

Therefore, universities must produce professionals capable of merging theoretical and practical knowledge, engaging in critical thinking about the world, themselves, and their ideas and concepts, to make a positive impact on their surroundings (Costa & Silva *et al.*, 2017). Entrepreneurial education serves as a facilitating tool in this process, employing both theoretical and practical principles to cultivate entrepreneurial skills and train future entrepreneurs (Hashimoto *et al.*, 2018).

Hence, there is a pressing need to uphold the standard of education quality, introduce innovative methodologies, present stimulating activities, and cultivate approaches that facilitate comprehension and implementation of entrepreneurial education. These efforts not only enrich our existing knowledge but also pave the way for novel modes of thinking and action (Campelo *et al.*, 2019).

Ultimately, entrepreneurial skills assume a pivotal role in entrepreneurial education and should be enhanced and applied within the university setting to hold relevance and promote economic and social development in the region. This endeavor establishes a symbiotic relationship between all parties involved, fostering a dynamic exchange.

METHODOLOGY

To outline the methodology of this study, we have adopted a classification proposed by Gil (2018), which employs a mixed approach, combining both quantitative and qualitative research methods to achieve the study's objectives. Furthermore, this research is of an applied nature and serves a descriptive purpose, aiming to portray the characteristics of a specific population or phenomenon and potentially uncover relationships among variables (Gil, 2018).

It can also be categorized as bibliographical and documentary research. Bibliographical research relies on existing literature related to the subject matter, while documentary research involves the analysis of documents stored in public or private organizations or individuals' possession (Vergara, 1998; Gil, 2018). In the context of this study, we conducted bibliographical research by analyzing the Pedagogical Project of the Administration course and the National Curriculum Guidelines through content analysis.

Moreover, this research takes the form of a case study, as defined by Yin (2015, p. 17), which is "an empirical investigation that delves deeply into a contemporary phenomenon (the 'case') within its real-world context, particularly when the boundaries between the phenomenon and the context are not clearly defined." The case under examination revolves around entrepreneurial education initiatives implemented within the Administration Course at the Federal University of Fronteira Sul, specifically on the Chapecó Campus.

For data collection through surveys and field research, the research instrument developed by Pavan and Tosta (2021) was used, created from a bibliographic review of the literature, with seven research instruments. However, the authors opted for development, as "none of the authors aims to relate the three constructs, observing only the connection between the intention to undertake and one of the others" (p. 150). Thus, the instrument is divided into sections encompassing questions on Entrepreneurial Intention, but also on Entrepreneurial Education and Entrepreneurial Skills, making it broader.

To achieve a comprehensive sample, this questionnaire was distributed via email to all students enrolled in the Administration course at UFFS on Chapecó Campus through the academic coordination and secretariat, aiming to conduct a census for the survey. The required number of responses was determined using convenience sampling, with a 90% confidence level and a 5% margin of error, resulting in a target sample size of 167 responses.

Data analysis was conducted utilizing descriptive statistics methods, including the calculation of means, variances, and standard deviations for the responses. This analysis was performed using SPSS Statistics software, recognized as "the world's leading statistical software, developed for addressing business and research challenges. It helps in understanding data, analyzing trends, forecasting, and planning, validating assumptions, and drawing accurate conclusions" (IBM, 2022).

RESULTS AND DISCUSSION

The data collection yielded 130 responses from students in the Business Administration Course. These responses were subjected to analysis, commencing with an examination of the respondent profile. There is a predominance of female students (70%), with the most common age range being between 18 and 25 years (80%).

Furthermore, the income distribution observed in the respondent profile aligns with the census data from the Brazilian Institute of Geography and Statistics - IBGE (2019). This data indicated a higher concentration of income in the range of 2 to 4 minimum wages (35%), followed by the range of up to 2 minimum wages (33%), as illustrated in Table 1.

Table I - Distribution of Respondents by Gender, Age Group, and Income Bracket

Variable	Attribute	Frequency	Percentage
Gender	Female	91	70.00%
	Male	39	30.00%
Age group	Under 18	4	3.08%
	18 to 20 years	41	31.54%
	21 to 25 years	64	49.23%
	26 to 30 years	11	8.46%
	31 to 35 years	5	3.85%
	36 to 40 years	2	1.54%
	Over 40 years old	3	2.31%
Income bracket	1 to 2 minimum wages (R\$1,100.00 to R\$2,200.00)	43	33.08%
	2 to 4 minimum wages (R\$2,201.00 to R\$4,400.00)	45	34.62%
	4 to 6 minimum wages (R\$4,401.00 to R\$6,600.00)	29	22.31%
	More than 6 minimum wages (R\$6,601,00)	13	10.00%

SOURCE: PREPARED BY THE AUTHORS (2023)

ENTREPRENEURIAL EDUCATION IN THE CURRICULUM

The undergraduate Business Administration program at UFFS is distinguished by its focus on preparing students for roles in diverse organizations, with a particular emphasis on small businesses and cooperatives. This approach equips graduates with a critical understanding of the socio-economic and environmental contexts in which they operate, contributing to the sustainable development of the region (UFFS, 2017). It underscores the significance of cultivating entrepreneurial skills to align with its objectives.

In light of this, a set of competencies that graduates should possess has been outlined according to the PCC and, despite all these competencies align with both the professional administrator and the entrepreneur, we sought to define in Table I the relationship between the profile of the graduate, cited in the PPC, with the entrepreneurial competence that can be observed in the profile described and the theoretical basis of the framework that comprises competence as an entrepreneur. The skills described were also considered for data collection from academics based on the application of the research instrument.

Chart 2: Entrepreneurial Competences in the Graduate Profile of the Business Administration Course at UFFS

Graduate Profile (PPC)	Entrepreneurial Competence	Theoretical Basis
A. Recognizing and defining problems, finding solutions, thinking strategically, introducing changes to the production process, acting preventively, transferring and generalizing knowledge, and exercising the decision-making process to varying degrees of complexity;	Solution-oriented; Strategic Thinking	Muñoz, Guerra & Mosey, 2020; Vetrivel & Krishnamoorthy, 2019. Dornelas, 2012; Pandit, Joshi & Tiwari, 2018.
B. Developing expression and communication compatible with professional practice, including negotiation processes and interpersonal or intergroup communications;	Social Skills	Yalcintas, Iyigun & Karabulut, 2021; Bigos; & Michalik, 2020; Birdthistle, 2008.
C. Reflecting and acting critically within the sphere of production, comprehending one's position and role in the productive structure under their control and management;	Critical Thinking	Vetrivel & Krishnamoorthy, 2019; Pandit, Joshi & Tiwari, 2018.
D. Developing logical, critical, and analytical reasoning to engage with values and mathematical formulations within formal and causal relationships among productive, administrative, and control phenomena, while expressing oneself critically and creatively in various organizational and social contexts;	Critical Thinking	Vetrivel & Krishnamoorthy, 2019; Pandit, Joshi & Tiwari, 2018.
E. Demonstrate initiative, creativity, determination, political and administrative will, a willingness to learn, openness to change, and an awareness of the quality and ethical implications of their professional practice;	Creativity and Innovation; Proactivity	Muñoz, Guerra & Mosey, 2020; Neneh, 2014; Birdthistle, 2008.; Yalcintas, Iyigun & Karabulut, 2021; Zahro, 2016.
F. Develop the ability to transfer knowledge from everyday life and experiences to the work environment and the field of professional activity, across different organizational models, showcasing adaptability as a professional.	Self-knowledge	Bigos & Michalik, 2020, 2020; Buchnik, Gilad & Maital, 2018.
G. Develop the ability to design, implement, and consolidate projects within organizations;	Planning and Control	Dornelas (2012); Bigos & Michalik, 2020; Birdthistle, 2008.

Graduate Profile (PPC)	Entrepreneurial Competence	Theoretical Basis
I. Engage in joint ventures with other administrators and/or local entrepreneurs;	Social Skills	Yalcintas, Iyigun & Karabulut, 2021; Bigos & Michalik, 2020; Birdthistle, 2008.
J. Contribute to the development of regional projects, embracing values of social responsibility, justice, and professional ethics,	Creativity, and Innovation	Muñoz, Guerra & Mosey, 2020; Neneh, 2014; Birdthistle, 2008.
K. Possess the ability to work in an interdisciplinary manner.	Interdisciplinarity	Dornelas (2012).

SOURCE: ADAPTED FROM UFFS, 2017.

Therefore, to attain this desired profile, the university organizes the academic journey by connecting three domains of training: common, related, and specific, along with elements necessary for administrator training, including complementary activities and optional components (UFFS, 2017).

In this context, administration is deemed a "multidisciplinary science, requiring learning and knowledge of various fields of science" (UFFS, 2017, p. 44). Consequently, these attributes enable students to progress from basic to professional training, fostering interdisciplinarity through both compulsory and optional components, as well as extracurricular activities (UFFS, 2017).

Building on this foundation, the current curriculum, effective since 2017, distributes the curricular components of nine semesters across common, related, and specific domains. Although the UFFS program places a particular emphasis on small businesses, and the Administration course naturally aligns with entrepreneurship (Lopes, 2010), it is evident that three curricular components are directly linked to entrepreneurship: Entrepreneurship and Business Creation, Innovation Management, and to a lesser extent, Small Business Management.

However, studies by Pavan (2021, p. 64) emphasize that "mere exposure to entrepreneurial techniques, without the utilization of entrepreneurial education methodologies, will not stimulate interest in entrepreneurship among students." Therefore, the development of entrepreneurial skills should be integrated throughout the curriculum.

Furthermore, recognizing that today's learning is not confined to the classroom and that teachers are not the sole custodians of knowledge, students increasingly understand that the best way to learn is by doing, experimenting, making mistakes, and finding solutions. Throughout this process, they can acquire the essential skills for continuous learning, fostering entrepreneurial and resilient behaviors (CNE, 2020).

In this evolving landscape, a modern management course must excel in providing content that aligns with the reality of businesses operating in a rapidly changing, interconnected market where technology plays a pivotal role in preparing individuals to navigate challenges (CNE, 2020).

Consequently, entrepreneurial skills can be categorized into three areas: technical, managerial, and personal attributes. The technical domain encompasses skills like effective communication, information acquisition, organizational prowess, teamwork, and technical expertise in one's field.

Managerial skills encompass areas such as development and management, marketing, administration, finance, production, negotiation, and more. Finally, personal characteristics include traits such as discipline, risk-taking, innovation, and visionary leadership.

This amalgamation of skills, trends, objectives, and the desired profile should serve as the foundation for constructing a multidisciplinary entrepreneurship curriculum. Such a curriculum should encompass not only entrepreneurial skills but also personal attributes like resilience, leadership, and the capacity to learn and collaborate effectively within a team.

EXTRACURRICULAR ENTREPRENEURIAL EDUCATION

The Pedagogical Project of the Business Administration course recognizes and promotes extracurricular initiatives aimed at cultivating entrepreneurship skills.

In addition to the curricular components outlined in the PPC, the Business Administration course offers extension projects with an entrepreneurial focus. Notably, these include the Junior Company, Sem Fronteiras Consultoria Júnior, and the Business Incubator (INNE), which have been active since 2013 and 2017, respectively. Furthermore, in the realm of research, there is a strong emphasis on entrepreneurship and innovation, with the objective of nurturing entrepreneurship within the university (UFFS, 2020).

Chart 3, adapted and updated from Würzius's study (2019), provides an overview of the primary entrepreneurial education initiatives available to Business Administration students. These initiatives may stem from course projects or be accessible to all university students within the institution.

Chart 3: Entrepreneurial Initiatives Available to Business Administration Students

ACTION/PROJECT	MODALITY	DESCRIPTION
Sem Fronteiras Junior Consultancy	Junior Company	A non-profit association aimed at facilitating practical learning through administrative consultancy and advisory services.
UFFS Administration Academic Athletic Association	Athletics	A student organization whose goal is to promote sports and foster integration among students.
Entrepreneurial University: Promoting Entrepreneurship and Innovation in the Desbravalley Region	Research Project	A research initiative aimed at mapping universities fostering entrepreneurship and innovation in the western region of Santa Catarina.
Empreende UFFS	Extension and Research Project	An overarching project dedicated to showcasing the outcomes of entrepreneurial activities to all participants in the entrepreneurial movement at UFFS. This project encompasses research, training, events, and courses.

ACTION/PROJECT	MODALITY	DESCRIPTION
INNE - Business Incubator	Incubator	A laboratory designed to establish and nurture small businesses or micro-enterprises, providing support during their initial phases in traditional, social, cooperative, and technological sectors.
Course Academic Center	Course Academic Center	A student organization representing the students of a higher education course. Its mission includes promoting education, organizing debates, facilitating joint meetings with instructors, and establishing external partnerships.

SOURCE: ADAPTED FROM WÜRZIUS (2019).

It's important to highlight the active involvement of students in the aforementioned activities and other extracurricular pursuits. Table 3 provides an overview of these activities reported by students, along with the number of participants in each activity. Students have the opportunity to engage in various extracurricular activities.

In this regard, events organized by UFFS comprised the majority of responses, with 95 students indicating their participation as attendees, closely followed by university-sponsored courses.

Actions that require more active student participation, on the other hand, rank in 5th place, with the Junior Company garnering attention from 26 participating students. This aligns with the findings of the study by Almeida, Daniel and Figueiredo (2021, p. 08), which concluded that "the integration of Entrepreneurial Education and this type of extracurricular activity (junior companies) will have a greater impact on students' inclination towards entrepreneurship."

Table 3: Participation in Extracurricular Activities

Ranking	Extracurricular Activity	No. of Participants
1°	Events promoted by UFFS, as a listener	95
2°	Courses promoted by UFFS	56
3°	Events promoted by other institutions, as a listener	55
4°	Courses organized by other institutions	54
5°	Junior company	26
6°	Research Project	17
7°	Course Board	10
	Events promoted by UFFS, as an exhibitor	10
	Course Academic Center	7
8°	Business Incubator	7
9°	Course athletics	6
10°	Events promoted by other institutions, as an exhibitor	2

SOURCE: PREPARED BY THE AUTHORS (2023).

It's noteworthy that among the respondents, 28 students have either owned their own businesses in the past or currently own businesses. This finding may be indicative of their entrepreneurial potential.

IMPACT OF ENTREPRENEURIAL EDUCATION ACTIONS

To analyze the responses from students in the Business Administration course at the Federal University of the Southern Border, they were categorized based on the sections of the questionnaire: Entrepreneurial Education, Entrepreneurial Skills, and Intention to Undertake. The averages of the responses on the Likert scale, ranging from 1 (totally disagree) to 5 (totally agree), were examined.

In this context, let's begin with the responses to the Entrepreneurial Education statements. The average of the responses to all questions was 3. Therefore, we will focus on the items with the highest and lowest averages, as presented in Chart 4.

Chart 4: Highest and Lowest Averages for Each Construct

Statement Entrepreneurial Education	Average
EE_A successful business venture depends on the entrepreneur's flexibility and adaptation to rapid market changes.	4.60
EE_When I meet successful entrepreneurs, I feel inspired to start a business.	3.72
EE_I like to take part in the entrepreneurship activities offered by the university.	3.71
EE_In general, I am very satisfied with the way entrepreneurship activities are taking place at my university.	3.57
EE_I have studied entrepreneurship through other training institutions.	3.09
EE_I believe that 'entrepreneurs are born, not developed'.	2.12
Statements Entrepreneurial Intention	Average
IE_I find it difficult to raise the financial resources needed to start a business in Brazil.	3.75
IE_People I care about approve of my intentions to become an entrepreneur.	3.65
IE_I have access to capital to start being an entrepreneur.	2.44
Statements Entrepreneurial Competencies	Average
CE_If one way of solving a problem doesn't work, I'll look for another approach.	4.66
CE_I always try to improve my performance compared to the previous task.	4.45
CE_When faced with a problem, I put all my effort into solving it.	4.44
CE_When dealing with a task, I rarely need or want help.	3.09
CE_I don't like results, however favorable they may be if they don't come from my own efforts.	2.42

SOURCE: PREPARED BY THE AUTHORS (2023).

The lowest average score (2.12) in our findings pertains to the belief that entrepreneurship is an innate trait, suggesting that business students tend to perceive entrepreneurship as a skill that can be nurtured and developed, in line with the assertions made by Lopes (2010). This observation underscores the notion that the entrepreneurial education initiatives at UFFS have effectively inculcated the idea that entrepreneurship is a learnable competence.

However, the second lowest average (3.09) corresponds to the statement "I have studied entrepreneurship through other training institutions." This result underscores the significance of the university's role in fomenting entrepreneurial pursuits, as the majority of students primarily encounter entrepreneurship within the purview of UFFS. This aligns with the findings of Bazkiaei *et al.*, (2020), who emphasize the pivotal role of the academic environment in nurturing future entrepreneurs and fostering entrepreneurial careers.

Furthermore, this underscores the necessity of cultivating students' interest in entrepreneurship beyond the confines of the university. Failure to do so might result in the waning of their entrepreneurial ambitions in the medium term, as highlighted by Alaref, Brodmann and Premand (2020).

Conversely, the statements "I enjoy taking part in the entrepreneurship activities offered by the university" and "Overall, I am very satisfied with the way entrepreneurship activities are taking place at my university" both yield relatively higher average scores of 3.71 and 3.57, respectively. These results paint a positive picture of the existing entrepreneurial initiatives, while also signaling the opportunity for enhancing student engagement through a recalibration of these activities.

The highest average score pertains to the belief that success in entrepreneurship hinges on flexibility and adaptability in response to market dynamics (average score of 4.60). Additionally, the statement regarding the inspiration drawn from encounters with successful entrepreneurs garners the second-highest average (3.72).

These findings underscore the potential avenue for augmenting student engagement, as emphasized by Boldureanu *et al.* (2020) and Mosey, Noke and Binks (2012, P. 906). "Establishing strong ties with experienced entrepreneurs and hosting events featuring regional entrepreneurs, such as panel discussions and lectures, could serve as catalysts to heighten student interest in entrepreneurship, as well as foster entrepreneurial intentions."

Consequently, organizing panels and lectures featuring local entrepreneurs and actively encouraging students to participate in hands-on events like Startup Summits can serve as effective strategies to stimulate greater interest in entrepreneurship.

Turning to the aspect of entrepreneurial intention, it is notable that both the highest and lowest averages are associated with questions concerning the requisite resources for entrepreneurial endeavors, as delineated in Chart 4. The lowest average (2.44) pertains to the assertion that students possess access to capital for initiating entrepreneurial ventures, while the highest average (3.75) corresponds to the perception of the formidable challenge in procuring financial resources to embark on entrepreneurial pursuits in the Brazilian context.

These findings suggest two plausible scenarios. Firstly, it may indeed be challenging to initiate a business in Brazil due to limited government incentives, as corroborated by the Global Entrepreneurship Monitor's economic profile, which underscores critical impediments within

public policies governing entrepreneurship, such as support, relevance, taxation, bureaucratic hurdles, and financial incentive programs (GEM, 2022).

Secondly, this could stem from students' unfamiliarity with government-backed avenues and resources for entrepreneurship, underlining the need for educational interventions that bridge theoretical knowledge with practical understanding (Zahro, 2016).

It may also be related to the low demand from students to study the subject in other training institutions, i.e. if the Federal University of Fronteira Sul does not present the ways of raising financial resources for entrepreneurship, students do not seek this information in other ways.

Within the construct of Entrepreneurial Intention, the statement "People I care about approve of my intentions to become an entrepreneur" yields the third highest average (3.65). This underscores the pivotal role of familial support in students' entrepreneurial ambitions, as highlighted by Akter and Iqbal (2022).

Lastly, in the context of the Entrepreneurial Skills instrument, students' self-assessment of their skills reveals an upward trend in the average values, with 37% of the statements garnering scores exceeding 4, as depicted in Chart 4.

The highest average scores (4.66 and 4.44) pertain to questions addressing problem-solving abilities. These statements, "If one way of solving a problem doesn't work, I'll look for another approach" and "When faced with a problem, I put all my effort into solving it," illustrate that the entrepreneurial education initiatives at UFFS have played a pivotal role in nurturing problem-solving competencies among students. This aligns with item A of the Graduate Profile outlined in the Pedagogical Project of the Course.

Furthermore, the statement "I always try to improve my performance about the previous task," which boasts an average score of 4.45, serves as evidence of students' commitment to self-improvement. This inclination towards continuous learning aligns with item E of the Graduate Profile, wherein the desire for ongoing education is articulated as a commendable attribute for students in the Administration Course.

Conversely, the lowest average scores are attributed to statements that underscore individualistic tendencies and a reluctance to collaborate in team settings. Specifically, the statements "I don't like results, no matter how favorable they are, if they don't come from my efforts" and "When dealing with a task, I rarely need or want help" yield average scores of 2.49 and 3.09, respectively.

Thus, by having the lowest averages, it can be seen that the students see the importance of teamwork, as well as developing social skills, which is also desirable for the graduate profile.

CONCLUSION

This study aimed to identify the entrepreneurial education initiatives, both within the curriculum and through extracurricular activities, at the Federal University of Fronteira Sul (UFFS) and assess their impact on students enrolled in the Business Administration Course.

The findings of this study suggest that the development of entrepreneurial skills is integrated into both formal and informal education channels. The Pedagogical Project of the Business

Administration Course incorporates elements designed to nurture entrepreneurial competencies. The results from student responses indicate that some of these competencies have been cultivated, including problem-solving abilities, a commitment to continuous learning, teamwork, and interpersonal skills.

However, it is important to recognize that the development of administration students cannot be solely attributed to the formal curriculum. Extracurricular activities play a crucial role, particularly in projects where students gain practical experience in management and, at times, entrepreneurship. Examples of such projects include junior companies, academic centers, and athletic organizations.

Therefore, this research underscores the necessity, as highlighted in previous studies, of entrepreneurial education that goes beyond theoretical instruction and extends into practical application outside the classroom. Moreover, it sheds light on the challenges faced by students, particularly regarding the bureaucratic aspects of launching a business. These challenges can serve as valuable insights for the development of complementary entrepreneurial education initiatives.

However, it is important to note that this study did not delve deeply into the development of entrepreneurial skills within extracurricular activities. Future research endeavors should explore how junior companies, athletic organizations, academic centers, and other extracurricular pursuits contribute to the growth and preparation of future entrepreneurs.

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