



ARTICLE REVIEW



INDIVIDUAL AND ENVIRONMENTAL DIMENSIONS IN ENTREPRENEURIAL INTENTION OF UNIVERSITY STUDENTS

DIMENSÕES INDIVIDUAIS E AMBIENTAIS NA INTENÇÃO EMPREENDEDORA DOS ESTUDANTES UNIVERSITÁRIOS

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ABSTRACT

Purpose: This article proposes to measure the influence of individual and environmental factors on the entrepreneurial intention of university students in the creation of companies.

Methodology/approach: It is a quantitative study. The factorial analysis, using the Varimax rotation method, was used to know the factorial load of 43 variables, including the characterization of the respondents, with a sample of 540 cases, collected through a questionnaire with students of the last year of the course administration in the five most populous capitals of Brazil. Then, logistic regression analysis was used, making it possible to know the significant correlation of independent variables with the dependent variable.

Originality/Relevance: They show a greater influence of the individual factors represented by the entrepreneurial motivation and entrepreneurial self-efficacy in the intention to create companies and presents discussions regarding the individual and environmental factors that determine or guide the entrepreneurial intention of university students.

Key findings: It is possible to consider that although the chosen sample resembles the profile of new entrepreneurs, it cannot be guaranteed that it is the best representation of this category.

Theoretical/methodological contributions: The study opens new discussions regarding the individual and environmental factors that determine or guide the entrepreneurial intention of university students, enabling the organizations that promote the teaching of entrepreneurship to create new teaching methodologies, directed to the formation of potential entrepreneurs.

Keywords: Entrepreneurship. Entrepreneurial intention. Attitudes. Potential entrepreneurs. Business creation.

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RESUMO

Objetivo: Este artigo se propõe a mensurar a influência de fatores individuais e ambientais na intenção empreendedora de estudantes universitários na criação de empresas.

Metodologia/abordagem: Trata-se de um estudo quantitativo. A análise fatorial, utilizando o método de rotação Varimax, foi utilizada para conhecer a carga fatorial de 43 variáveis, incluindo a caracterização dos respondentes, com uma amostra de 540 casos, coletados através de um questionário com alunos do último ano do curso de administração nas cinco capitais mais populosas do Brasil. Em seguida, foi utilizada a análise de regressão logística, possibilitando conhecer a correlação significativa das variáveis independentes com a variável dependente.

Originalidade/Relevância: Mostram uma maior influência dos fatores individuais representados pela motivação empreendedora e autoeficácia empreendedora na intenção de criar empresas e apresenta discussões a respeito dos fatores individuais e ambientais que determinam ou orientam a intenção empreendedora de estudantes universitários.

Principais conclusões: É possível considerar que, embora a amostra escolhida se assemelhe ao perfil dos novos empreendedores, não se pode garantir que ela seja a melhor representação dessa categoria.

Contribuições teóricas/metodológicas: O estudo abre novas discussões a respeito dos fatores individuais e ambientais que determinam ou orientam a intenção empreendedora de estudantes universitários, possibilitando às organizações que promovem o ensino do empreendedorismo a criação de novas metodologias de ensino, voltadas para a formação de potenciais empreendedores.

Palavras-chave: Empreendedorismo. Intenção empreendedora. Atitudes. Potenciais empreendedores. Criação de empresas.

1. INTRODUCTION

The entrepreneur gains prominence in the academic and business scenarios, as a social actor, for fomenting alternatives for economic change, through the creation of new enterprises and the formation of networks and organizational arrangements that promote competitiveness between sectors and the generation of competitive advantage for the economy.

In this sense, Gartner's (1988) studies emphasize that the distinction between an entrepreneurial individual and a non-entrepreneurial individual is that the entrepreneur permanently pursues opportunities available in the environment (Shane, 2000) and, through his attitudes, motivations and intentions, transform them into innovative products, adding economic value (Kirzner, 1973) and generating wealth and social development.

The particularities surrounding the motivations and behaviors outsourced by individuals who idealize their own business have received relevant attention from governments in the allocation of resources for educational and infrastructure investments. In another perspective, they became objects of study for their indefinite regional performances (Goethner, 2012; Hunjra, Ahmad, Safwan et al., 2011; Rasli et al., 2013).

According to Shane (1992), the different situations found between regions indicate that the process of business creation is permeated by a diversity of variables and particularities of each environment. Such statements reveal that the behavioral and economic motivations that influence the individual to enter the entrepreneurial career are still being studied constantly, through the models of entrepreneurial intention of Shapero and Sokol presented in the academy in the decade of 1980; Fishbein and Ajzen; Krueger and Brazeal and Davidsson in the 1990s and the models of Liñan and Chen and Carvalho in the year 2000, which are references in the research on the intention to enter the ambience of corporate entrepreneurship (Fine et al., 2012), social entrepreneurship (Inga & Shamuganathan, 2010), academic entrepreneurship (Goethner et al., 2012) and family entrepreneurship (Zellweger, Sieger & Halter, 2011; Tomy &

Pardede, 2020).

Ajzen (1991) argues that beliefs influence attitudes that directly stimulate intentions, and that they determine behavior. However, this decision demands from the individual an evaluation of their beliefs and values, because they are aggregated to their cognitive and emotional conditions (Hiselli & Peters, 2004; Martinelli & Fleming, 2010). In this sense, the models of entrepreneurial intention that appear as guiding instruments, with a high capacity to explain the behavior of the individual in relation to his / her entrepreneurial activity appear (Ajzen, 1991; Davidsson, 1995; Krueger & Brazeal 1994; Shapero & Sokol, 1982; Zancanaro, Costa, & Silva, 2021). Therefore, the central question of the study involves knowing: What is the influence of individual and environmental factors on the entrepreneurial intention of university students in the creation of companies?

2. LITERATURE REVIEW

Based on this approach, this study aims to analyze the influence of individual and environmental factors on the entrepreneurial intention of university students in the creation of companies.

2.1 Models Explanatory of Intent Entrepreneurial

The study of entrepreneurship in the perspective of entrepreneurial intention was consecrated in the academic literature by the publication of the seminal works of Shapero and Sokol (1982). Throughout this course, other studies have been presented, increasing its applicability in relation to any motivational aspects that precede human behavior.

Therefore, in the sense that the creation of a company is preceded by an association of components that influence in advance the entrepreneurial intention of the individual and that can be planned or formed from contextual situations, six dimensions were chosen more cited in the literature and that are represented by individual factors such as personal background, entrepreneurial motivation and entrepreneurial self-efficacy; and environmental factors such as economic context, cultural context and institutional incentive - make possible new directions for the formation of the individual.

In this sense, the new models emerged with approaches aimed at understanding the individual in the behavioral and economic perspective, according to the chronological insertion presented in Figure 1.

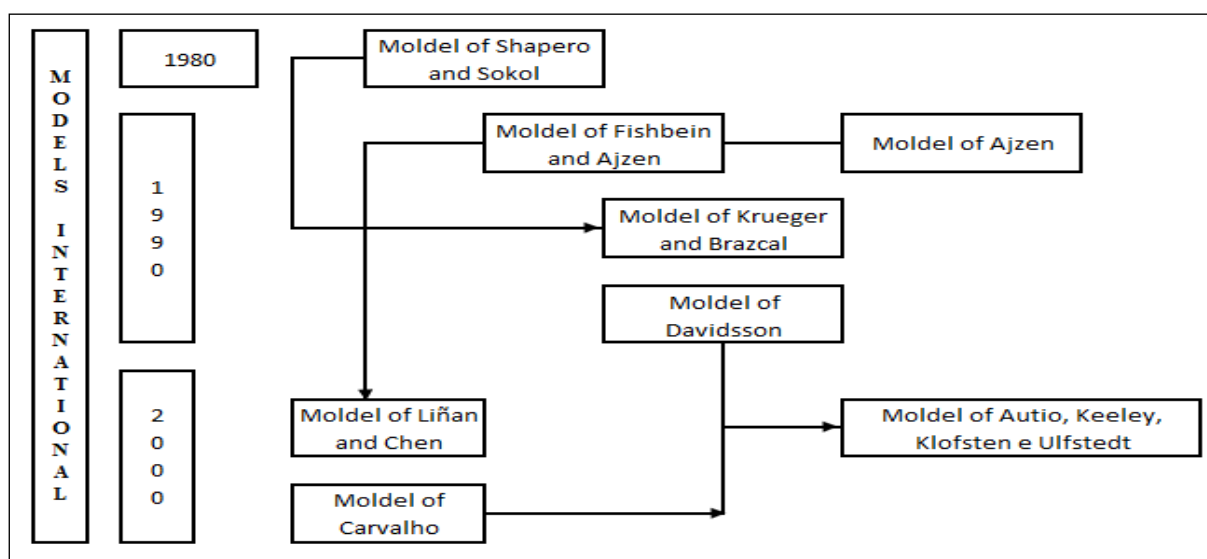


Figure 1. Evolution of entrepreneurial intention models

Source: Prepared by the authors.

Considering the extensive number of variables presented in these models and their respective influences on the entrepreneurial intention of the individual, Table 1 shows the associations and influences of the independent variables

with the dependent variable - entrepreneurial intention presented in each model described in Figure 1.

2.2 Background Personal

Professional choices are based on social, economic and cultural aspects that determine the attitudes of individuals in relation to their work activities. Therefore, the identification or creation of new opportunities in the professional context requires knowledge, skill and experience, which, together with the exogenous factors, form the intention to undertake.

Table 1 - Variables of influences between entrepreneurial intention models

Model	Year	Variables of influence between the models
Fishbein and Ajzen	1967	Beliefs influence attitudes and norms, forming the individual's entrepreneurial intent.
Shapero and Sokol	1982	The desirability associated with the viability and propensity to act influences the entrepreneurial intention of the individual.
Ajzen	1991	Beliefs influence attitudes, norms and perceived behavioral control, which associates generate the individual's entrepreneurial intent.
Krueger and Brazael	1994	Desirability and perceived viability influence the credibility that, through the interaction of propensity to act stimulates potential and based on anticipated events, forms the individual's entrepreneurial intention.
Davidsson	1995	The general attitudes in congruence with the entrepreneurial attitudes influence the conviction that associated with the situation with respect to the employment, generate the entrepreneurial intention of the individual.
Autio, Keeley, Klofsten and Ulfstedt	1997	Personal antecedents influence the attitudes and image of entrepreneurship that in turn influence the conviction and the variables representative of the social context, aligned with conviction promotes the entrepreneurial intention of the individual.
Liñan and Chen	2009	The assumptions that form human capital and demographic variables influence the personal attitude, subjective norm and the perception of behavior control motivating the individual's entrepreneurial intention.
Carvalho	2006	Personal antecedents, entrepreneurial knowledge, entrepreneurial motivations, entrepreneurial self-efficacy, the institutional environment, and its orientation components influence the entrepreneurial intention of the individual.

Source: Prepared by the authors (2021).

Basu and Virick (2008) conducted a research with students of San Jose State University, whose results pointed out that the behavior of individuals with affective bonds, when transformed into actions, it becomes a reference direction for the individual.

In the same direction, other empirical evidence shows that family experience, aligned with social experiences with personal antecedents, has a considerable impact on the motivational aspects and the desire of the individual to pursue an entrepreneurial career (Carr and Sequeira, 2007; 2004). In Davidsson's (1995) entrepreneurial intent model, entrepreneurs' personal background, such as age, education, work experience, and gender, are aspects that influence the attitudes and image of entrepreneurship.

Rajman (2011) developed a research with Mexican immigrants in the embryonic stage in the creation of their own business; among the specificities found, stand out the resources of the family, in the form of financial investments, as determinants in the motivation and decision to start a new business. Other studies show the scientific area of the course, the year attended, the practical knowledge, the familiar characteristics, the recognition of opportunities, the available financial resources and, in a word, education as sources of impact on the entrepreneurial intention or the propensity to create new businesses (Ahmed, Musarrat and Muhammad, 2012; Carvalho, 2004; Souitaris, Zerbinati and Ai-Laham, 2007).

Entrepreneurial opportunities arise from the socio-cultural heterogeneity of individuals, who, guided by their beliefs and values, exercise a leadership character. And, associated with individual characteristics, they program innovative actions with skill and dynamism, transforming the socioeconomic environment through the generation of employment and income.

2.3 Motivation Entrepreneurial

Human behavior is guided by a multiplicity of aspects that emphasize the individual's need to live driven by internal and external factors that daily stimulate his personal and professional daily life. In this sense, the importance of entrepreneurial motivation in the influence of the individual's intention to open a company is highlighted in McClelland's studies (1961), through behaviors derived from the desire for freedom, independence and need for achievement.

The motivation to undertake differs from the interpretation of the individual factors of each entrepreneur, and there is also the uniqueness between personality traits. However, the theory emphasizes that the variables personal recognition, social approval, financial security and autonomy are considered recurrent to the individual entrepreneur (Davidsson, 1995; Maalu, Nzuve & Magutu, 2010).

Many internal and external factors contribute to the adoption of attitudes that motivate the individual to create his own company. In addition, Dej (2007) asserts that entrepreneurial intentions with a tendency to entrepreneurial success are directly related to the personal characteristics of the entrepreneurs, such as the need for achievement, which indicates the intensity of efforts that the individual is able to spend to achieve success.

In this sense, the data found in a survey carried out with university students in Nairobi showed that the eminent reasons for the creation of new ventures are associated with the entrepreneurial characteristics of individuals who are more prone to internal control, risk tolerance, financial security, autonomy, personal values, innovation, creativity, search for opportunities and quality of life (Maalu, Nzuve & Magutu, 2010).

2.4 Self-Efficacy Entrepreneurial

The studies on entrepreneurial self-efficacy are centered on the cognitive-social aspect defined by Bandura (1997) and complemented by the Theory of Planned Behavior (Ajzen, 1985), which, through beliefs, form the individual's conviction regarding thought patterns and emotional reaction.

The theory of self-efficacy, considered a key factor for the success of behavioral management, being tested and proven in several academic studies (Boyd & Vozikis, 1994; Chen, Krekar & Coric, 2013; Krueger & Brazeal, 1994; Krueger, Reilly & Carsrud, 2000), which evidenced the predictive potential of self-efficacy in relation to the variables motivation, competence and entrepreneurial intention.

Empirical evidence shows that self-efficacy represents a high explanatory factor in the individual's entrepreneurial intent and in the likelihood that this intention will be realized through the realization of an entrepreneurial action (Boyd & Vozikis, 1994; Krueger & Brazeal, 1994).

In order to understand the relation between self-efficacy and entrepreneurial intention, an investigation with undergraduate students presented a positive and significant conception, revealing a high correlation of entrepreneurial self-efficacy, marketing, innovation, management, financial control and recognition of opportunities with Entrepreneurial intent (De-Noble, Jung & Ehrlich, 1999).

Hashemi et al. (2012) developed a survey with undergraduate students at the University of Ahvaz, Iran, to investigate the effects of entrepreneurial self-efficacy and university entrepreneurial orientation in the formation of entrepreneurial intent. The findings showed that the correlation between entrepreneurial intent and entrepreneurial self-efficacy proved to be positive and significantly higher than university entrepreneurship orientation.

In this sense, entrepreneurial self-efficacy qualifies the behavior of the individual for the implementation of actions that foster the intention to undertake, and, later, increases the conviction that the entrepreneurial career presents a positive relation with its future ideals.

2.5 Context Economic

Researchers and economists acknowledge that economic changes in small and large centers have been motivated by innovative and creative ideas developed by entrepreneurs who, with their entrepreneurial skills, act as a driving force and vital to economic progress (Acs and Audretsch, 2003; Carree et al., 2002; Kirzner, 1973; Oghojafor et al., 2009; Say, 1971; Schumpeter, 1934).

The studies of Wennekers and Thurik (1999) point to a consonance between entrepreneurship and economic growth, presenting three different levels of their respective functions in the social context: the individual level, represented by entrepreneurs acting alone, in networks or partnerships; the level of companies or industries, defined by the generation of employment, capacity for innovation and technological advances; and the macro level, driven by competitive advantage over market economies.

According to a survey conducted in Nigeria, with undergraduate students in the entrepreneurship course, it was possible to perceive that the United States, Asia, the United Kingdom, Africa, Australia and Latin America have been promoting entrepreneurship as an effective way to stimulate economic growth through the generation of employment and the development of local technology, which generates income source and currency gains (Oghojafor et al., 2009).

The empirical contributions of Mazarrol et al. (1999) argue that demographic variables, such as human capital, ethnic origin, education level, family size, employment situation, experience, age, socioeconomic status, religion and personality traits are important aspects, but with different levels of influence for economic development.

2.6 Context Cultural

The conceptual propositions on culture and its possible influences on entrepreneurial action, emphasized in this study, are based on the theoretical foundations of authors such as Basu and Altinay (2002), Fayolle and Boucharda (2010), Linán and Chen (2009), Mueller and Thomas (2011) and Suddle, Beugelsdijk and Wennekers (2007).

Short et al. (2010) argue that cultural differences have implications for the nature of opportunities. Thus, an individual with entrepreneurial potential perceives the cultural artifacts of a region as a barn identifying and exploring opportunities for new business creation.

A survey conducted by Basu and Altinay (2002) with six different ethnic groups in London, comparing cultural attributes and their influence on entrepreneurial behavior, the results revealed that their predominant culture guides them to enter different business activities. According to the authors, the studies show that the interaction of culture with entrepreneurial activity is more representative in some ethnic groups than in others.

However, cultural patterns are clearly manifested in family traditions for creating and managing business activity. A second cultural influence was perceived in the educational context, in which groups where there is no family control over education, the possibilities of good jobs are notoriously deficient and, as a survival mechanism, they create small businesses (Basu and Altinay, 2002).

According to studies conducted by Linan and Chen (2009) with students from Taiwan and Spain, it was possible to identify that, when comparing entrepreneurial intentions, behavioral factors presented similarities in different cultures. However, national particularities have manifested themselves in the way people perceive reality and transform it on the basis of their perceptions.

2.7 Incentive Institutional

Universities have been playing a key role in the development of entrepreneurial intent by exploring factors influencing student behavior with content diffusion, practice laboratory, and business simulation that stimulate students' entrepreneurial orientation (Autio et al., 1997; Hannon, 2005; Lüthje & Franke, 2003; Reitan, 1997).

Venesaar, Kolbre and Piliste (2006) propose that HEIs should urgently present mechanisms that help direct students' new business. Empirical evidence found in Lima, Santos and Dantas (2006) shows that entrepreneurship education promotes the growth of new businesses and the formation of the entrepreneurial personality (Paço et al., 2010), which directly influences the attitude and aspirations of the individual (Wang & Wong, 2004), establishing a positive relationship with the intention to undertake (Carvalho, 2004).

Binotto, Büllau and Roese (2004) argue that entrepreneurship is a global phenomenon with cultural specificities, which in the last decades is strongly related to the educational process, for its contribution in the formation of behaviors that stimulate the individual's intention to create companies that generate wealth and strengthen local and regional development.

This perception can be confirmed in the studies of Franke and Lüthje (2004), based on a research carried out with professionals graduated in the area of business management, whose results showed that this training has a significant relation between the entrepreneurial career and the entrepreneurial intention.

3. METHODOLOGY

The methodological design was based on a set of theoretical investigations that allowed to test the influence of individual factors, represented by personal antecedents, entrepreneurial motivation and entrepreneurial self-efficacy, and by environmental factors, including the dimensions of cultural context, economic context and institutional incentive. Components that dimension the students' entrepreneurial intent.

Thus, for a better understanding, the six dimensions of individual and environmental factors, which size the entrepreneurial intention for university students in the scenario of a future choice, are presented in Figure 2.

Once the technical strategies of the research were defined, the following hypotheses were established: personal antecedents, entrepreneurial motivation and entrepreneurial self-efficacy, and environmental factors, including the dimensions of cultural context, economic context and institutional incentive as guiding components for the construction of an explanatory model of entrepreneurial intention.

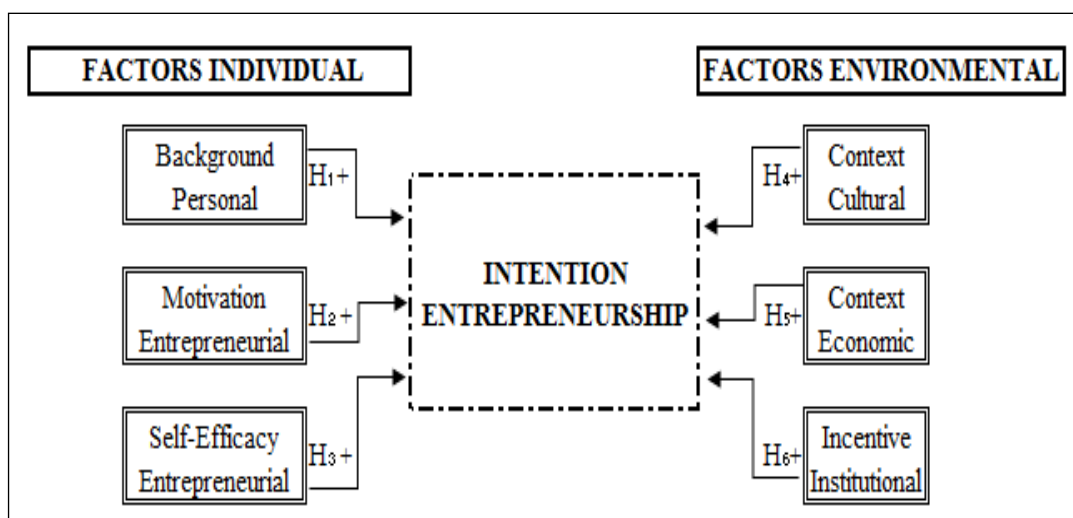


Figure 2. Research Model
Source: Prepared by the authors (2014).

- H1: Is there a positive correlation between a student's personal background and entrepreneurial intent
H2: There is a positive correlation between the student's entrepreneurial motivation and his entrepreneurial intent.
H3: There is a positive correlation between the student's entrepreneurial self-efficacy and his entrepreneurial intent
H4: There is a positive correlation between the student's perception of the economic context and his entrepreneurial intention
H5: There is a positive correlation between the student's perception of the cultural context and his entrepreneurial intention
H6: There is a positive correlation between the student's perception of the institutional incentive and his entrepreneurial intention

Based on this approach, 540 students from Public and Private Higher Education Institutions of the last year of Administration courses with an average above three in the National Student Performance Exam (ENADE) were defined as being one of the qualification procedures of the National System of Evaluation of Higher Education (SINAES). In the sense of geographic representation, the five federal units of Brazil with more inhabitants, represented by São Paulo, Rio de Janeiro, Fortaleza, Salvador and Brasília, were defined as the largest number of HEIs in their respective public and private natures.

The data were collected by applying a questionnaire with a five-point Likert scale ranging from 1 for "totally disagree" and 5 for "totally agree", commonly used to measure attitude, providing a range of responses or associations to a particular question or statement.

To establish the relationships between the dimensions presented in the framework, we used logistic regression, which, according to Hair et al. (2009), has as main objective to determine the probability of occurrence of certain event, taking into account the dependent variable as a function of the independent variables. These same authors refer to the purpose of logistic regression to predict the occurrence of an event. Thus, if the probability of occurrence of an event is greater than 0.5, then the forecast is confirmed; on the other hand, if the probability of occurrence of an event is less than 0.5, then the forecast is not confirmed.

To analyze each of the dimensions of the model, an exploratory factorial analysis (aided by SPSS 20 software) was used with the aim of reducing the large number of variables into factors (Hair et al., 2009). Thus, at this stage, some of the questionnaire items were excluded based on their respective factor loadings. The number of factors to be extracted per dimension followed the criteria of the sedimentation diagram (Scree Plot) and factors with eigenvalues greater than 1. After this step, the factors extracted from each dimension of the model proposed by Krueger et al. (2000), the means of each factor and the respective standard deviations were analyzed in four groups - public and private university students; and - the course phase (freshmen - those at the beginning) and (seniors - those near the end of the course).

For this study, the logistic regression test depends on the entrepreneurial intention, measured by the variables "I have plans to create my company" and "I will make every effort to create and maintain my own business". For the purpose of analysis, an artificial variable representing the entrepreneurial intention was generated. The artificial variable results from dividing the sum of the intention-measuring variables by the number of variables that make up this dimension, ie: (I have plans to create my company + I will make every effort to create and maintain my own business) / 2. This variable was generated through the tool SPSS - "Transform Compute variable", with the purpose of transforming the entrepreneurial intention into a dummy dependent variable.

To make this process effective, the following equation was used: (mean plus standard deviation) divided by 2 = high entrepreneurial intention. To obtain such results, the data was posted in the Excel spreadsheet. Subsequently, the Statistic Package for Social Sciences (SPSS®), version 26 was used.

4. RESEARCH RESULTS

4.1 Analysis Factorial

This step consisted in applying the test to verify the reliability of the constructs. For that, we used Cronbach's. For authors such as Hair et al. (2009), values lower than 0.60 are considered as questionable. The reliability of the dimensions of the research model, using Cronbach's alpha coefficient, was evaluated and accepted because they presented an alpha greater than 0.7%, following the statistical guidelines of Hair et al. (2009), who consider as a standard of reliability an alpha equal to or higher than 0.7% (Table 2).

Table 2 - Cronbach's Alpha Coefficient

Factor	Dimension	Alfa de Cronbach
1	Background Personal	0,85
2	Motivation Entrepreneurial	0,75
3	Self-Efficacy Entrepreneurial	0,71
4	Context Cultural	0,77
5	Context Economic	0,84
6	Incentive Institutional	0,81

Source: Prepared by the authors (2014).

The arrangement of the Varimax rotation matrix data in Table 2 follows the theoretical coherence of Corrar, Paulo and Dias Filho et al. (2012), considering factorial loads as being greater than or equal to 0.6, since they represent the minimum real impact of the variables. Using the Principal Components method, Table 3 shows the variables that make up each factor, with their respective loads.

Table 3 - Matrix of Factor rotation

Variable	Statement	Dimensions of Analysis					
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
V1	My family's business tradition influences the decision to start my own business	<u>0,775</u>					
V2	My professional experience allows me to create my own company	0,401					
V3	The social recognition of my family influences my decision to start a business	<u>0,726</u>					
V4	My family's assets influence the decision to start my own business	<u>0,778</u>					
V5	The heritage created by my family with entrepreneurial activity influences the decision to create my own company	<u>0,804</u>					
V6	My age influences the decision to start my own business	0,337					
V7	I intend to open my company to carry out a social mission		<u>0,707</u>				
V8	I want to open my company because I want to follow examples of successful people that I admire		<u>0,760</u>				
V9	I want to open my business because I want more security in the future.		<u>0,694</u>				
V10	I want to open my company because I want to build something that can be socially recognized		<u>0,663</u>				
V11	I want to open my company to put my own ideas into practice.		0,408				
V12	If I created my company, I would have a high probability of success			0,548			

Variable	Statement	Dimensions of Analysis					
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
V13	I know the technical details needed to start a business			<u>0,812</u>			
V14	I have enough knowledge to start a business with high viability			<u>0,782</u>			
V15	I consider the career of entrepreneur suitable for my personality			0,405			
V16	Family culture influences my decision to start a business				0,346		
V17	Religiousness influences my decision to start a business.				<u>0,679</u>		
V18	The cultural diversity of the region influences my decision to start a business				<u>0,772</u>		
V19	The cultural manifestations (Carnival, festas Juninas) influence my decision to create a company				<u>0,645</u>		
V20	A social (entrepreneur) reference influences my decision to start a business				0,377		
V21	Incentives offered by the government influence my decision to start a business					<u>0,638</u>	
V22	Local development influences my decision to start a business					<u>0,722</u>	
V23	The diversity of the region's productive chain influences my decision to start a business					<u>0,708</u>	
V24	Currency stability influences my decision to start a business					<u>0,696</u>	
V25	Regional infrastructure influences my decision to start a business					<u>0,737</u>	
V26	Access to new technologies influences my decision to start a business					0,554	
V27	Some courses in my course offer enough knowledge to start a business						<u>0,599</u>
V28	My educational institution prepares me to pursue an entrepreneurial career.						<u>0,744</u>
V29	The practical activities developed in my course allow me opportunities to be an entrepreneur						<u>0,693</u>
V30	The course gives me incentives to create my own company						<u>0,77</u>
V31	The educational institution supports the creation of companies by the students						<u>0,624</u>
V32	The partnerships of my educational institution with institutions representing the business class and small and medium-sized enterprises strengthen the students' decision to create their own companies						<u>0,599</u>

Source: Prepared by the authors (2014).

4.2 Regression Logistic

With the obtained data, the construction of the logistic regression models was developed, using the statistical software SPSS. Several simulations of stochastic models were tested. In each simulation the Hosmer and Lemeshow fit quality test was performed, which indicated the possibility of carrying out the logistic regression in each of them.

The application of the statistical technique of logistic regression, with the purpose of analyzing the existence of a relationship between the determinants of the presented model and its intention to create a company, allowed to confirm only some of the hypotheses formulated. Factor 1, Entrepreneurial Motivation (Factor 2), Entrepreneurial Self-efficacy (Factor 3), Cultural Context (Factor 1), Factor 2 4), Economic Context (Factor 5) and Institutional Incentive (Factor 6).

Table 4 - Presentation of the logistic regression model

Dimensions	Beta	Default Error	Sig.	Exp (Beta)
Background Personal	,061	,130	,639	1,063
Motivation Entrepreneurial	,856	,144	,000	2,353
Self-Efficacy Entrepreneurial	,977	,159	,000	2,657
Context Cultural	-,174	,150	,244	,840
Context Economic	,175	,147	,232	1,192
Incentive Institutional	-,224	,145	,121	,799

Source: Prepared by the authors (2014).

Note: * Nagelkerke R Square = 0.318; (sample adequacy) HosmerandLemeshow p = 0.065

Regarding the level of significance of the variables according to the β , the dimensions with high impact in the model were represented by the entrepreneurial motivation presented a significance of 0.856, and the entrepreneurial self-efficacy was 0.977, while the others did not present representative significance, reason why only the individual aspects presented themselves with more impact on the students' entrepreneurial intent.

A value of the odds ratio is calculated for each explanatory variable of the logistic model, which demonstrates the value of its variation as the value of the explanatory variable is increased by one unit. Thus, a positive variation of one unit in the variables Factor: 2 (Entrepreneurial Motivation) and Factor 3: (Entrepreneurial Self efficacy) presents a high positive impact on the probability of a student having an entrepreneurial intention, that is, the greater the value of these variables, the greater the probability of the student having an entrepreneurial intention, and the less likely it is to have it.

These findings are in line with the results of the research conducted by Hunjra, Ahmad and Safwan et al. (2011) with students at different universities in Islamabad and Rawalpindi, Pakistan, revealing that the main factors that direct the individual to the creation of a company are directly linked to the motivational aspects, economic factors, self-independence and security.

The results show that students have cognitive beliefs about their choices and successfully perform certain behavior in order to achieve the expected performance. For Krueger, Reilly and Carsrud et al. (2000), the motivation to act occurs as the individual perceives himself psychologically prepared for the role. Thus, the greater the degree of competence recognized by the individual, the greater the probability of growth of his entrepreneurial self-efficacy (Sahoo and Panda, 2019).

For Leite (2011), the greater the self-efficacy beliefs of an individual, the greater his entrepreneurial intent. In this sense, Boyd and Vozikis (1994: 73) state: "people who have strong beliefs about their abilities will be more persistent in their efforts and will perform better to master a challenge.

Regarding the cultural context, the results show that students have a limited perception of the effects on the influence of the variables family culture, religiosity, cultural diversity, cultural manifestations and social reference as guiding elements for their entrepreneurial intention.

In this sense, there is a convergence between the study of Krueger, Reilly and Carsrud (2000) in that the decision to become entrepreneur can be attributed to voluntary, conscious and intentional behaviors. In addition, Basu and Altinay (2002) developed a survey of immigrant entrepreneurs from London, India, Pakistan, Bangladesh, Turkey and South Africa, whose results pointed to family values, religion and historical memories as aspects of culture interaction with entrepreneurship. However, what was possible to measure in the study is that even in the face of diversified cultural artifacts, the students did not express relevance of the cultural context as a mechanism of entrepreneurial orientation.

The economic context factor also showed a low influence with the entrepreneurial intention. Therefore, the variables formed by government incentives, local development, production chain diversity, currency stability, regional infrastructure and access to new technologies did not present a guiding effect capable of positively orienting the entrepreneurial intention of the students surveyed.

In this sense, the perception of Brazilian students converges with the positioning of the Naudé (2009) studies carried out in developing countries that believe in the implementation of entrepreneurial actions as a recovery mechanism for the backwardness that afflicts the growth and socioeconomic development of these countries.

In addition, Oghojafor et al. (2009) advocate that across the world, from the US to Asia, from the UK to Africa and from Australia to Latin America, entrepreneurship has been promoted as an effective means of stimulating economic growth by generating more opportunities employment, development of the local technological base and foreign exchange gain.

Regarding the institutional incentive, the results of the research demonstrated not to infer the entrepreneurial intention of the students. Therefore, this hypothesis was refuted because it presents a low correlation with the entrepreneurial intention of the researched students (Ciotti, Machado, Machado, & Teston, 2023). In this sense, the variables, knowledge acquired in the disciplines, practical activities, technical preparation, business partnerships, incentive and support of the institution showed low representativeness in the entrepreneurial intention, implying that these variables do not stimulate the students for the entrepreneurial intention (Barral, Ribeiro, & Canever, 2018; Rodrigues Pinto, Dai Prá Martens, kniess, & Godinho de Oliveira Filho, 2023).

The results differ from those of Sivarajah and Achchuthan (2013), who emphasized that students, when involved in an incentive environment, develop entrepreneurial skills and competences, making it possible to identify opportunities and determine the level of viability.

In the same direction, Olufunso (2010) reveals that the results found in a research with students in South Africa showed that the orientation and the encouragement in the development of entrepreneurial actions allow a promising business management.

However, this was not the perception of the researched students in relation to the entrepreneurial actions that have been developed in the environment of the researched educational institutions (Lopes et al., 2020).

5. CONCLUSION AND RECOMMENDATIONS

Entrepreneurial intent is a rising area of research within the field of entrepreneurship, and in Brazil it is still an area with little visibility in relation to empirical results, which has had a strong impact in relation to the comparison of this study with other national results.

The relationship of these two themes has been presented as a promising field of theoretical and empirical discussion in the context of the Administration, by providing significant contributions to the knowledge in the area of

creation of new businesses, which consequently generates employment income and improvement in the quality of life of the more diverse regions of the most different and one country.

The set of hypotheses resulted in the proposition of a framework with the independent variables formed by the individual factors, represented by personal antecedents, entrepreneurial motivation, entrepreneurial self-efficacy, and by environmental factors that bring together the cultural context, economic context and institutional incentive, and the dependent variable entrepreneurial intention.

As already presented, the results of this study allow us to confirm that only the dimensions of entrepreneurship and entrepreneurial self-efficacy of the individual factors presented relevant intention prediction, with a high positive correlation, confirming that students have control over their will to perform the behavior and they also consider themselves capable of performing certain behavior if they so wish.

The other dimensions present medium and low correlation, analyzed separately, when evaluated in the set where it is verified that the association between all dimensions does not impact the dependent variable.

As far as the cultural dimension is concerned, it is possible to observe the existence of a gap in relation to the students' perceptions regarding the entrepreneurial opportunities offered by the cultural artifacts present in their regions, the potentialities and strategies of the market and family values for to undertake.

Regarding the economic context dimension, it can be said that even in the face of various information mechanisms of public power in concomitance with the results of the investments presented through the region's economic growth and development, they still show incipience in relation to the essential indicators capable of influencing in the entrepreneurial intention of the researched students.

As for the institutional incentive dimension, the results indicate that, in general, students engage in practical activities, but do not present a positive attitude towards the pedagogical mechanisms of learning and didactic resources developed by educational institutions as guiding elements of practice entrepreneur.

In this sense, this study confirms its relevance as a guiding instrument for the research on the intention and behaviors of individuals who are interested in the entrepreneurial career. The results of this study do not confirm previous studies (Perim, 2012; Silva & Teixeira, 2013; Barral, Ribeiro, & Canever, 2018), that have argued that private university is a better place for entrepreneurship. As already said the environments influenced the individuals in a similar way. In this study, developed through a robust methodological approach, the net effect of university environments on entrepreneurial intention and its preceding factors was demonstrated.

It is possible to observe that, although studies consolidate the higher education environment as a space that promotes practical actions that show the behavior of students in relation to entrepreneurship education, the results point to a low implication in the influence of the researched students to become entrepreneur. However, the results show that the individual factors represented by entrepreneurial motivation and entrepreneurial self-efficacy amplify the relevance of cognitive aspects in the formation of entrepreneurial behaviors.

In relation to other studies, it is suggested the inclusion of a construct related to innovation and technology, as well as the implementation of research that relates students from other areas of knowledge in other regions of the country. It is also recommended the development of other comparative studies between Brazil and other emerging countries.

Therefore, studies are suggested to replicate the model proposed by this study, taking into account the social aspects of the smaller regions of the country, as well as the verification of their applicability in other institutional contexts.

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