

THE INFLUENCE OF TEACHERS WITH NON-ACADEMIC EXPERIENCE ON ENTREPRENEURIAL INTENT STUDENT ADMINISTRATION

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ABSTRACT

The intention to entrepreneurially of individual can be influenced by several factors, many of them found during the process of teaching and learning. We highlights the role of the teacher who often ends up becoming a performance model for students. Thus, this study aims to examine the influence of teachers - with professional experience outside teaching profession - with on the entrepreneurial intention the students of administration. It was based on a quantitative approach and descriptive on its means. In order to investigate the influence on entrepreneurial intention, 512 questionnaires between Brazilian and Peruvian undergraduated students were applied and the data were compared with the technical analysis of multivariate data: Analysis and Factorial Analysis of Variance. The results obtained in this study show that teachers with professional experience outside university teaching positively influence their students to open their own businesses, it also reveals that there are no differences between male and female students as regards the influence of these teachers to act entrepreneurially. .

Keywords: *Entrepreneurial intention; influence of the teacher; professor nonacademic.*

1 INTRODUCTION

Entrepreneurship has been performing as a socioeconomic alternative promoter of local development, generating jobs and income. Schumpeter (1997) already highlighted the contribution of entrepreneurship to generate wealth in a country. Given the importance of this economic modality, several institutions, whether government, corporate or academic, turned their interests to study and / or practice of entrepreneurship (Alberti et al., 2004).

Academically, beyond this issue currently being discussed with emphasis, considering the amount of related publications (GIMENEZ et al., 2008), the teaching and the study of entrepreneurship have become a strategy of stimulating entrepreneurial intention in the society. Moreover, disseminate information to people who are interested in opening a new business is a way to encourage the practice of entrepreneurship in Brazil, as ratified Scarpin et al. (2011, p.3.), And Peru (WAR, 2012); as in other countries - E. g, Indonesia (Ghina, 2013), Turkey (YILDIRIM; AŞKUN, 2012) and Romania (MARTIN; IUCU, 2014).

With regard to the intention of undertaking this can be influenced by many factors, we can cite as examples Hecke (2011, p 23.) "Personal values, desires, beliefs, habits, needs and opportunities"; Vale, Corrêa and Dos Reis (2014, p. 315) "the need for achievements and accomplishments." McClelland (1987), in turn, contributed to the explanation of entrepreneurial intention, stating that educational experiences, family situations and professional experience are factors that interfere with the entrepreneurial profile. In this sense, Hisrich (2004) mentions that the performance models can be parents, siblings, other relatives, or other entrepreneurs, as well as even teachers.

Important recent studies report that globalization highlights the knowledge concerning entrepreneurial intention of the students and it may vary with the culture of each nation (eg FLOWERS; ROBITSCHEK; Celebi; Andersen and HOANG, 2010; LEONG, 2010). Thus, it should be avoided a prospective common sense of homogeneity about the teaching of entrepreneurial intention and try to understand the differences between cultures.

It is also observed that the teacher with professional non academic experience - by linking with companies - has become even a requirement in Brazil required by Ministry of Education for the full functioning of university teaching courses, according to the National Institute of Studies and Educational Research Anísio Teixeira - INEP (BRAZIL, 2006). While in Peru nonexistent distinction between teachers with exclusive dedication to the university and those who develop business activities, as stated in Law No. 23.733 (Peru, 2013).

Given the above and starting with Bae et al. (2014) and Pekrun (2010), this study asks: What is the influence that teachers, who bring to the classroom their experience of the market, causing the intent to engage students of

management courses in Brazil and Peru? Thus, considering that many studies have examined the influence of entrepreneurship education on entrepreneurial intention of students, aroused the interest of knowing this influence caused by teachers with professional non academic experience, and identify the different perceptions between genders of the students.

The interest in investigating possible motivating factors of entrepreneurial intention of students is relevant, since such actors can be considered potential entrepreneurs, and leading to the success of their companies having skills for entrepreneurship (OAK; GONZALEZ, 2006). And these being entrepreneurs, can also be regarded as agents of development and change (HECKE, 2011), important for business creation, wealth generation, job creation and economic growth (Szirmai et al., 2011).

In addition, the university has a prominent role in the formation of entrepreneurs, Hecke (2011, p. 13th), for instance, states that "institutions of higher education have been the appropriate place to awaken, develop or encourage entrepreneurs." Furthermore, studies such as the Wedge (2007), Araújo et al. (2012) show that, through attention given to entrepreneurship, universities are contributing to the training of administration and better able to better adapt to market conditions.

To discuss the proposed study, this article is organized into four distinct sections besides this introduction, namely: theoretical framework covering the topics of entrepreneurship education and entrepreneurial intent, methodology, analysis of results composed of factor analysis' topics and ANOVA, beyond the final considerations.

2 Theoretical Framework

As Dornelas (2001), the word entrepreneurship is derived from the French word entrepreneur which consists of who takes risks and start something new. However, for the term entrepreneur, there are many definitions, mainly because they are proposed by researchers from different fields of knowledge. There are two chains that try to define this term, economists, associating entrepreneurship with innovation (MACÊDO; BOAVA and Silva, 2009) and the behaviorists, that emphasize attitudinal aspects such as creativity and intuition (Dolabella, 2008; WAR; Grazziotin, 2010).

Recent studies indicate the motivations that push the individual to entrepreneurial go far beyond than just economic or behavioral aspects since the intention of undertaking "suggests the presence of multiple motivations" (VALE; CORRÊA; DOS REIS, 2014, p 323.). However, the two dominant aspects that awaken the entrepreneurial intention in individuals are the opportunity (MACÊDO; BOAVA and Silva, 2009) and the need, the last characterizes much of the entrepreneurial activity in Brazil (Barros; PEREIRA, 2008).

Generator of jobs, entrepreneurship is considered a significant factor in the development of human capital (ZAHRA; DESS, 2001). Countries like Germany, United States, Denmark, Sweden and Japan, reached a rapid pace of development after implantation of public policy faced to the promotion of entrepreneurship (CASSIOLATO; LASTRES, 2005). In the UK, instruments aimed at encouragement of relationships between companies and universities as the RDAs (Regional Development Agencies), are key pieces of innovation policies and entrepreneurial activities in order to address regional needs through regional solutions (SALVADOR, 2008).

In Latin America, institutional policies, governmental, and entrepreneurial practices still need to be enlarged in order to develop innovations and entrepreneurial culture, as it still prevails the entrepreneurship by necessity (ROCHA, 2012). Develop research and business partnerships between universities and companies is probably the key to this enterprise (olavarrieta; VILLENA, 2014). In this sense, studies indicate national culture is a variable able to influence individual values and beliefs motivations, and through them the potential entrepreneur (Brancu; MUNTEANU; Gligor, 2012).

It is also worth emphasize that entrepreneurship stimulates the opening of new businesses, generate employment and income, and this chain fuels the economy (scarpin et al., 2011). Due to its importance, the topic under study becomes the target of research in the interest of knowing and mapping constructs that influence its dynamics and interaction. One of these constructs is the entrepreneurial intention as well as this characteristic relates to entrepreneurship education practiced within universities (Ghina, 2013; YILDIRIM; AŞKUN, 2012;. Scarpin et al, 2011).

2.1 The teaching of entrepreneurship

Entrepreneurship has become in recent years the object of studies in several areas and the interest in entrepreneurship occurred in a period of global transition in which is found structural changes in cultural, educational, technological, economic and political sectors. In Brazil, the entrepreneur movement started only in

the 90s, despite being regarded as the "engine of development" and being studied for several decades in other countries (Araújo et al., 2012).

Nowadays it is lived the era of the entrepreneur, with entrepreneurship being stimulated by educational institutions, governmental units, corporations and society. Entrepreneurial education has never been more important in terms of courses and research. The number of universities and colleges that offer at least one course in entrepreneurship has grown significantly in recent years (Hisrich, Peters, 2004).

Faced with economic and social changes, people have sought to better prepare and develop new skills and competencies. As a result, educational institutions, especially higher education now have active function in the creation of new ventures, particularly through the activities developed within universities and applied by teachers in the teaching-learning process. These activities range from lectures, recommended reading, case studies, company visits, brainstorming, simulations and projects developed in groups (HENRY; Cunha, 2008).

The participation of universities can be materialized, since the supply of isolated disciplines of business plans, entrepreneurship, incubators, or even formalizing entrepreneurship education (Dolabella, 2008). The participation of the teacher is through the development of content and activities inside and outside the classroom through educational processes that encourage the development of entrepreneurial intention.

This process is interesting that the teacher brings to the classroom his professional experiences outside of university teaching, because according to Ferreira; Freitas, 2013 "There is a need for a teaching for practice through the inclusion of real cases, interaction and group reflection, leaving the typical teaching for one-way conversation - the speech of the teacher to the student." This fact is reinforced, second (INEP, 2010), since this requirement is present in the process of evaluation of higher education courses.

In the recent literature it is perceived greater concern in education for teaching entrepreneurship with the aim of forming active entrepreneurs, going beyond the theoretical knowledge of the subject (Elmuti; KHOURY; OMRAN, 2012). The arguments developed by educational institutions are based on entrepreneurship education sensitizing undecided students about which career to pursue or who had not started their own businesses before coursing the discipline of entrepreneurship (BAE et al., 2014).

Therefore, according to a recent study (BAE et al., 2014) entrepreneurship education is positively related to the development of entrepreneurial intentions among students because it leads individuals to acquire skills and knowledge, in addition to increasing the belief in the ability of these students to perform successfully the various roles and tasks required by entrepreneurial activity.

2.2 Entrepreneurial Intention

According to Ajzen (1991), intentions understand the motivational factors that influence behavior, and indicators of how strong the desire to try, of how much effort the individual wants to exercise to manifest behavior. According to Almeida (2013, p.120), "the intentions are the best predictors of planned behavior, especially when this behavior is rare, hard to observe and occurs in a space of time called continuous." Among the factors potentially influencers in the intention to entrepreneurially include: personal values, desires, beliefs, habits, needs and opportunities (HECKE, 2011).

The influences of motivational antecedents eventually induce to increased entrepreneurial intention. Besides these, one can also point out some situational factors as influential in this intention "time constraints, difficulty in performing the activity, influence of others, the current employment situation, the propensity to change, competitiveness, orientation to money, achievement and autonomy "(HECKER, 2011, p. 23).

In social psychology, the intention is identified as the most immediate and important antecedent behavior Drennan second; Kennedy; Renfrow (apud Couto et al, 2010) and according to studies by Ajzen (1991), the intention can be influenced by three variables:

a) Attitude toward behavior: refers to the degree of favorable evaluation or not the person has in relation to the behavior in question; b) Subjective standard: refers to the perceived social pressure for performance or non-specific behavior; c) Perceived behavioral control: refers to the individual's perception about themselves on the ease or difficulty of manifest behavior.

As greater the attitudes are, subjective norms and perceived behavioral control, as greater the intentions of individuals to manifest such behavior. Entrepreneurship, the intention to entrepreneurially the individual, which

can be influenced by such factors, is characterized by the desire to open or start your own business (BAE et al, 2014).

It is noteworthy that studies show that men have higher entrepreneurial intentions than women (Chen et al, 1998.; SCHERER; Brodzinski; WIEBE, 1990, Zhao et al, 2005.); however, the impact of entrepreneurship education in the entrepreneurial intentions may not be as effective for men and women (BAE et al., 2014).

Carvalho and Gonzalez (2006), based on studies of models of Spencer and Spencer (1993), Ajzen (1991), Davidsson (1995) developed an explanatory model for entrepreneurial intention that consists of five dimensions: personal, business knowledge, entrepreneurial motivation, entrepreneurial self-efficacy, institutional environment.

Dimensions of the entrepreneurial intention model:

- a) Personal history: This dimension encompasses the academic elements, demographic factors and family and social environment.
- b) Business Knowledge: treat fundamentally about needed skills for performance of the exercise of business activity, taking into account different areas of knowledge related to the management of companies. Mainly it distinguishes in the entrepreneur the ability to identify opportunities and take full advantage of business that arise over time.
- c) Entrepreneurial Motivations: These skills relate to the motivations for creating your own business, taking into account four motivational factors: the need for independence, the need for personal development, the perceived instrumentality of wealth and the need for approval.
- d) Auto entrepreneurial effectiveness: explains the degree to which a person believes in their abilities to perform a given task.
- e) Institutional environment: the individual's perception of the influence of environment, related to the institution of higher education and how it can influence the entrepreneurial aspirations of students.

It is worth noting here, according to Almeida (2013), the entrepreneurial intention precedes entrepreneurial attitude, that when the entrepreneur decides to open her own business, on several occasions he thought, planned and finally executed.

3 METHODOLOGY

This research is characterized as descriptive and quantitative character, because according to Hair et al. (2005) descriptive research describes a situation through the measurement of an event or activity. It was used the survey method, which is presented by these authors as suitable procedure for primary data collection from individuals.

The questionnaire was divided into three sections; the first covers the variables of demographics, and the sex variable is dichotomous and will be used in the analysis of the hypothesis H0 - Men are more sensitive to the influence of teachers to entrepreneurial than women. In the second section, are grouped variables (Var5, Var 6 and Var7) are analyzed with the objective of forming the Entrepreneurial Intention factor. These variables were excluded from the study Davidsson (1995) and are all dichotomous (yes or no).

In the third and final section, variables that assist in the acceptance tests of hypotheses were clustered H1 - Non-academic teachers influence on entrepreneurial intention of students and nonacademic H2- The teachers do not influence the entrepreneurial intention of students. Thus, under this section uses a metric Likert scale with five points for the measurement of the influence of non-academic teacher in the entrepreneurial intention of students: totally disagree, strongly disagree, neither agree nor disagree, strongly agree and totally agree.

All variables used in this study are detailed in Table 1 - Variables of the Questionnaire below.

| | | |
|-----------------------------------|---|-----------------------|
| Demographic Data | Sex Age Semester | Var1 Var2 Var3 |
| Entrepreneurial Intention | Have you ever thought about creating your own business? Do you believe that within a year will create your own company? Do you believe that within five years will create your own company? | Var5 Var6 Var7 |
| Influence of non-academic teacher | Do you think that ever had or has non-academic teachers? When my teachers cite their professional experiences in the market I feel stimulated (to open my own business)? When my teachers only use theories in the classroom I feel encouraged to open my own business? | Var 4 Var8 Var9 |

| | | |
|--|--|-------|
| | Do cases of successful enterprises experienced by my teachers encourage me to start my own business? | Var10 |
| | Do I think that the advice of my teacher are important to open my own business because he has experience in the market? | Var11 |
| | Do I trust in the success of my business because I was well prepared through professional advice and experiences for my teacher? | Var12 |

Source: The authors

This research is a cross-sectional study which was extracted a sample of individuals - students of management courses - which represents the snapshot time of collection (Malhotra, 2006). Two hundred and fifty questionnaires at three public universities in northeastern Brazil and two hundred twenty-four questionnaires were collected at three private universities in Peru's capital, all answered in June 2014.

First of all, the questionnaire was pre-tested in a group of fifteen students in order to identify possible problems formatting and / or understanding of the issues included in the questionnaire. As there was no need to change, we continued with the same questionnaire.

Then it was found with a statistical calculation software Factorial Analysis of the correlation matrix between variables var8, var9, var10, var11 and var12 with the intention to examine the creation of a single factor: the influence of non-academic teacher, appointing is PromEmp. The procedure should be repeated in case of fragility in the results.

In the last step, it was executed on the same software analysis of variance-ANOVA to test the hypotheses. Therefore, it was created a variable called PromEmp with its value obtained through the average of the variables that compose the factor influence of the non-academic professor. . The PromEmp generated variable was analyzed with the gender variable and each of the variables of entrepreneurial intent section. The Levine, Welch and Brown-Forsythe tests were calculated to determine the robustness of the model, but the title of analysis of the results will be considered only the Brown-Forsythe.

4 ANALYSIS OF RESULTS

Regarding the characterization of the sample, among the 512 surveyed users, 63.09% were male, 36.91% female, with 290 Brazilian students and 222 Peruvian students. The data in TAB. 1 suggest that the student population is relatively young, with a prevalence that goes up to 26 years, representing 87.3% of the total.

Table 1 – Age Group

| | Frequency | | % | | % Acum. |
|-----------------------|-----------|------|--------|-------|--------------|
| | Brasil | Peru | Brasil | Peru | |
| Over 26 years | 246 | 201 | 84,8% | 90,5% | 87,3% |
| Under 26 years | 44 | 21 | 15,2% | 9,5% | 12,7% |
| Total | 290 | 222 | 100,0% | | - |

Source: The authors

By data from TAB. 2, 51.8% of Brazilian students interviewed are in the last year of the administration, while the Peruvian students surveyed, 55.9% are less than a year to complete the course, representing a balance between students interviewed of each country in relation to the time remaining to complete his graduation.

Table 2 - Years to complete the course of Administration.

| | Frequency | | % | | % Acum. |
|---------------------------------------|-----------|------|--------|-------|---------|
| | Brasil | Peru | Brasil | Peru | |
| Less than one year to graduate | 149 | 124 | 51,8% | 55,9% | 53,3% |
| More than 1 years to graduate | 141 | 98 | 48,2% | 44,1% | 46,7% |
| Total | 290 | 222 | 100,0% | | - |

Source: The authors

4.1 Factor Analysis

In a first analysis, it was found that the var9 -When my teachers only use theories in the classroom feel encouraged to open my own business?- obtained correlation among the indicators below or approximated of 0.40, and the significance is greater than zero – for both Brazilian and Peruvian data analysis. This result can be seen in Tables 3 and 4 below.

Table 3 - Correlation matrix and significance of the first data analysis -Brazil.

| | | Var8 | Var10 | Var11 | Var12 |
|-------------|--------------|-------------|--------------|--------------|--------------|
| Var9 | Correlation | 0,166 | 0,164 | 0,175 | 0,239 |
| | Significance | 0,002 | 0,003 | 0,001 | 0,000 |

Source: The authors

Table 4 – Correlation matrix and significance of the first data analysis - Peru.

| | | Var8 | Var10 | Var11 | Var12 |
|-------------|--------------|-------------|--------------|--------------|--------------|
| Var9 | Correlation | 0,110 | 0,071 | 0,277 | 0,215 |
| | Significance | 0,052 | 0,148 | 0,000 | 0,001 |

Source: The authors.

Other indicator that proves the weakness of the model with five variables is the commonality, the value found for the var9 observed in Tables 5 and 6. This variable was not significant in relation to the other variables, so it was excluded from the analysis. The value of the correlation found in the anti-image matrix is within the range considered normal for analysis.

Table 5 – Anti-image Commonality and Correlation of the first data analysis - Brazil.

| | Var8 | Var9 | Var10 | Var11 | Var12 |
|--------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Commonality | 0,647 | 0,121 | 0,614 | 0,707 | 0,635 |
| Anti-imagem Correlation | 0,816 ^a | 0,852 ^a | 0,817 ^a | 0,755 ^a | 0,796 ^a |

Source: The authors

Tabela 6 – Anti-image Commonality and Correlation of the first data analysis - Peru.

| | Var8 | Var9 | Var10 | Var11 | Var12 |
|--------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Commonality | 0,737 | 0,071 | 0,809 | 0,883 | 0,795 |
| Anti-imagem Correlation | 0,869 ^a | 0,520 ^a | 0,816 ^a | 0,761 ^a | 0,826 ^a |

Source: The authors.

In the second analysis of the data, since no variable 9, the results obtained for the correlation between variables were better than the results of the first analysis and the significance was found for all results value zero as shown in Tables 7 and 8 below.

Table 7 - Matrix of correlation and significance of the second data analysis - Brazil.

| | | Var8 | Var10 | Var11 | Var12 |
|--------------|--------------------|-------------|--------------|--------------|--------------|
| Var8 | Correlation | 1,000 | 0,566 | 0,571 | 0,509 |
| Var10 | | 0,566 | 1,000 | 0,599 | 0,463 |
| Var11 | | 0,571 | 0,559 | 1,000 | 0,617 |
| Var12 | | 0,509 | 0,463 | 0,617 | 1,000 |

Source: The authors.

Table 8 – Matrix of correlation and significance of the second data analysis - Peru.

| | | Var8 | Var10 | Var11 | Var12 |
|--------------|--------------------|-------------|--------------|--------------|--------------|
| Var8 | Correlation | 1,000 | 0,763 | 0,725 | 0,644 |
| Var10 | | 0,763 | 1,000 | 0,794 | 0,722 |
| Var11 | | 0,725 | 0,794 | 1,000 | 0,837 |
| Var12 | | 0,644 | 0,722 | 0,837 | 1,000 |

Source: The authors.

The degree of explanation of the data from the factors found in the factor analysis using the Kaiser-Meyer-Olkin test was 0.795 for the Brazilian analysis and 0,819 for the Peruvian analysis - therefore greater than 0.50 - which means that they can satisfactorily describe variations of the original data (HAIR *et al.*, 2005). Other important indicator that proves the formation of factor is the sphericity of Bartlett's test. Wich presents a chi-square, Brazil and Peru respectively of: 419,040 and 697,886 with a significance of zero, therefore, within the limit of 0.05 which indicates that there is a great correlation among variables (HAIR *et al.*, 2005).

Table 9 – Anti-image Commonality and Correlation of the second model - Brazil

| | Var8 | Var10 | Var11 | Var12 |
|--------------------------------|--------------------|--------------------|--------------------|--------------------|
| Commonality | 0,663 | 0,628 | 0,723 | 0,631 |
| Anti-imagem Correlation | 0,810 ^a | 0,812 ^a | 0,767 ^a | 0,796 ^a |

Source: The authors

Table 10 – Anti-image Commonality and Correlation of the second model - Peru.

| | Var8 | Var10 | Var11 | Var12 |
|--------------------------------|--------------------|--------------------|--------------------|--------------------|
| Commonality | 0,663 | 0,628 | 0,723 | 0,631 |
| Anti-imagem Correlation | 0,810 ^a | 0,812 ^a | 0,767 ^a | 0,796 ^a |

Source: The authors

To conclude, two indicators are presented to corroborate with the formation of a factor: the degree of the total explained variance reached 66.11% for the Brazilian data analysis and 81.12% for the Peruvian data. The Cronbach's alpha obtained an index of 0.827 for Brazil and of 0.921 for Peru. As this is an exploratory factor analysis, the index is above the minimum value, and there is internal consistency among variables (HAIR *et al.*, 2005). The model formed a single factor which will be called: the influence of the teacher of market.

Then, with the responses obtained in the section - Influence of the professor of market, was executed - with a statistical calculation software - a factor analysis with the purpose of identify the creation of a factor. Results indicated the need for exclusion of the variable var9, as I said before, because it did not provide good enough indicators to compose the model. Subsequently, new tests were performed, obtaining as a result a single factor, termed: influence of the teacher. Based on the arithmetic average of the variables that formed the factor it was created a new variable called PropEmp in order to represent the factor in the application of analysis of variance (ANOVA).

4.2 ANOVA

Both the demographic variable gender, and the variables of the 2nd section of the questionnaire had dichotomous options (male or female, and yes or no, respectively) and were tested individually with ProEmp variable, which brings the value the arithmetic average of the factor influence of teacher of market for calculating ANOVA. The aim is to test the hypotheses of the study. As the sample showed no normal data, we considered the robustness of the Brown-Forsythe test.

Table 12: Results Analysis of Variance - Brazil.

| Variáveis | ANOVA Test | | Robustness Test | |
|---|-------------------|-------------|------------------------|-------------|
| | F | Sig. | Statistic | Sig. |
| Var1- Gender | 0,860 | 0,354 | 0,896 | 0,345 |
| Var5- Do you ever thought in creating your own business? | 27,789 | 0,000 | 28,302 | 0,000 |
| Var6- Do you consider that within one year you will create your own company? | 20,248 | 0,000 | 22,502 | 0,000 |
| Var7- Do you consider that within five years you will create your own company? | 18,769 | 0,000 | 18,348 | 0,000 |

Source: The authors

Table 13: Results Analysis of Variance - Peru.

| Variáveis | Teste ANOVA | | Teste de Robustez | |
|---|--------------------|-------------|--------------------------|-------------|
| | F | Sig. | Statistic | Sig. |
| Var1- Gender | 0,246 | 0,620 | 0,264 | 0,608 |
| Var5- Do you ever thought in creating your own business? | 71,014 | 0,000 | 63,012 | 0,000 |
| Var6- Do you consider that within one year you will create your own company? | 12,388 | 0,001 | 12,598 | 0,000 |
| Var7- Do you consider that within five years you will create your own company? | 42,816 | 0,000 | 114,080 | 0,000 |

Source: The authors

The tests with the variables Var5, Var6 and var7 aimed to distort the hypotheses H0- Teachers of market influence in the entrepreneurial intention of students and H1-the teacher of market does not influence the entrepreneurial intention of students. As the hypotheses are mutually excludents, only one of the hypotheses indicated could be confirmed.

The four variables listed indicates that teachers of market influence in the entrepreneurial intention of Brazilian and Peruvian students. This proposition can be confirmed in a robustness test, Brown-Forsythe that showed less than 0.05. Thus, it is accepted the hypothesis H0 while it is rejected the H1.

It is also observed that the hypothesis which states that men are more sensitive to the influence of the teacher than women does not hold, since its significance in the ANOVA test showed poor results 0,345 for Brazil and 0,608 for Peru, so most the minimum allowable 0.05. Therefore, the H2 hypothesis that men are more sensitive to the influence of teachers to entrepreneurial the women received no confirmation.

5 FINAL CONSIDERATIONS

Entrepreneurship can be considered, among other things, as an opportunity to open new businesses, promotion of self-employment and new jobs, generate income, which consequently contributes to the leveraging of a country's economy. Thus, stimulation of entrepreneurial intentions among students is important for the stimulation of this productive chain.

This formation may contain from offering isolated disciplines of business plans, entrepreneurship, incubators, such as the inclusion of real cases, interaction and group reflection (DOLABELLA, 2008; FERREIRA; FREITAS, 2013). For the development of all these activities is predominant participation of the teacher who can act developing content and activities inside and outside the classroom through educational processes that encourage the development of entrepreneurial intention.

The development of such activities to awaken the entrepreneurial intention of students requires teaching for practice, so that the role of the teachers in the classroom, to disclose their market experience could bring to students, not only an approximation between the typical academic environment and the reality of the business environment, but the awakening of the business environment.

Therefore, this article evaluated influence that teachers, who bring to the classroom their experience of the market, cause in the intent to engage the students of management courses in Brazil and Peru. In fact, the results obtained in this study show that teachers with professional experience in the market positively influence their students - for Brazilian and Peruvian students - to open their own businesses, supporting the hypothesis H1 and denying the H2 hypothesis. Carvalho and Gonzalez (2006) based on studies Autio, Keeley, & Klofsten Ulfstedt (1997) already presupposed that the individual perception of the influence of the surrounding-related institution of higher education, in which the teacher is inserted, can influence the entrepreneurial aspirations of the students.

The H0 hypothesis - What men are more sensitive to the influence of teachers to entrepreneurial than women is not confirmed in in both samples. Therefore, there are no differences between men and women regarding the perception of the influence of teachers in the intention of entrepreneurial. Being rejected the H0 hypothesis, it can be observed an indicative of a behavioral change among Brazilian and Peruvian students analyzed, men and women, based on the paradigm shift in the emphasis on entrepreneurial intention is promoted with more importance to man than the woman CAMPO, 2011).

Based on these results, it is suggested that Higher Education Institutions, Technological and Technician of the two countries, whose mission has the purpose to awaken students to the practice of entrepreneurship have on their faculty, teachers with professional experience in the market, given that they influence positively on the entrepreneurial intention the students, as demonstrated in this study.

It was also noted that the survey was conducted only with students of Administration, this suggests that other studies may investigate whether the hypothesis studied here will corroborate in other samples, such as students from other higher education institutions, technological or technician in other areas of teaching, since the enterprise spans more than just the area of administration, it is a multi-disciplinary subject.

The understanding of the entrepreneurial intention tends to generate debate about the benefits of its application in education. By understanding the importance of this issue, it is essential the search for information unrelated to bias so you can choose the best way to treat this matter with the students. Among the contributions of this study, it has been a useful tool for educators in the field of Administration who look for the development of the curricula

for students who will assume associated with management and creation of their future business, in addition to stimulating publications that may arise after the research undertaken here.

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