

New forms of knowledge: Entrepreneurship and its connection with science and society



<https://doi.org/10.56238/interdiinnovationscresce-055>

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ABSTRACT

Despite the lack of agreement, entrepreneurship has been investigated and its numerous elements in order to disseminate knowledge to all scholars and has also been researched by economists, sociologists, historians, psychologists and specialists in behavioral or management sciences. Thus, it can be shown that entrepreneurship has the status of an object of study in the social sciences due to its dynamic nature. The need to evaluate entrepreneurial research in the light of the theoretical and methodological issues inherent to social investigations arise in this scenario. These concerns address the debate about whether or not social research should be conducted using the same techniques as natural scientific research. The theoretical essay on the study of entrepreneurship in this monographic work discusses topics that show how the epistemological foundation of this phenomenon took place. With this, it is intended to highlight all the different aspects of this occurrence.

Keywords: Epistemology, Entrepreneurship, Science, Society.

1 INTRODUCTION

The need to discover alternatives for the inclusion of entrepreneurial activity, given that working conditions have changed radically in recent decades, is one of the reasons why interest in the topic of entrepreneurship has increased in recent years. Talking about entrepreneurship may seem simple, but when trying to understand it scientifically, the complexity becomes obvious.



In works published since the 1980s, the epistemological limits of the discipline of entrepreneurship studies have been highlighted. This debate came up frequently, but no one could agree on the focus of the study. Davidsson (2005) pointed out that speculating and carrying out research would not be as enjoyable if they were simple activities.

The understanding of the field of studies is often contested among researchers, which presupposes some things such as the non-universality of terms and concepts, various points of view on the characteristics of the entrepreneur and various perceptions about the object of study of the field, to name a few. However, research into entrepreneurship has increased significantly.

The monographic work begins with an approach to the field of entrepreneurship studies, seeking to highlight the different interpretations offered by writers, as well as the challenge of reaching an agreement on the definition. The importance of sociability in the sphere of entrepreneurship is then covered by an approach to an epistemological examination and, finally, the final conclusions of the article are presented.

2 THEORETICAL FRAMEWORKS

2.1 WHY STUDY ENTREPRENEURSHIP

Growing interest has been shown in entrepreneurship. In this context, aspects related to the phenomenon can be seen in the areas of the economy and the job market, in addition to receiving increasing academic attention, offering opportunities for both economic and scientific advancement (BUSENITZ et al., 2014).

As a field of knowledge, entrepreneurship has several significant unique characteristics that have been the focus of research and scientific advancement (BORGES; LIMA; BRITO, 2017). With emphasis on two trends that are being discussed in relation to entrepreneurship: one sees the entrepreneur as someone who invents and develops new businesses of any type, while the other sees the entrepreneur as someone who transforms the economy through innovation. According to Bruyat and Julian (2000).

The creation of businesses with potential for success and market competitiveness based on their research was made possible, referring to a phenomenon that transforms ideas into opportunities, according to the definition of entrepreneurship by (Valenciano and Barboza, 2005).

With the formulation of business strategies, processes aimed at entrepreneurship, expanding and enhancing the opportunities of your planned enterprise each time, but enhancing your results with entrepreneurial actions. Bessant and Tidd (2009) prove that innovation is guided by the relationship between relationships, identifies opportunities and exploits them.

In terms of history, the term entrepreneurship, which comes from the French entrepreneur, or entrepreneur, was first introduced to refer to businesspeople in the 15th century. With authors such



as Cantillon (2003) and Say (1983) who, as a result of the development of capitalist society, related the entrepreneur to the entrepreneur, thus giving a strong guiding thread to the phrase, from other economists, the term became better known. In the 20th century, entrepreneurs became the focus of research in different domains of knowledge, particularly by administrators, psychologists and sociologists, who established a new school of thought on entrepreneurship based on entrepreneurial behavior.

According to Leite (2007), the word entrepreneur can be literally translated as entrepreneur or entrepreneur of something; Here the individual who starts a business with their own finances is responsible for all types of risks of a new business to be developed. It is worth highlighting that this understanding, which is inherent to the entrepreneur and entrepreneur, is always linked to the creation of a business idea.

Furthermore, when it comes to describing and above all raising awareness of the understanding of the word entrepreneurship, it can be said that these concepts have different meanings as a result of their field of knowledge and their performance in their business, in a way that is interconnected with the notions specific to the area in which they operate.

Ideas around entrepreneurship are rooted in both more modern and more traditional economic approaches. According to the economic concept emphasized by traditional thinkers, the concept can then take on a more business-oriented perspective, aligned with the idea of risk and innovation. However, it can also include a behavioral or psychological point of view related to attitudes such as creativity and intuition, as well as an understanding that, in a broader sense, attempts to articulate the notion of entrepreneurship to the various spheres of life that seems to be the one best supported. in educational texts (Coan, 2012).

2.2 THE DIFFICULTY OF DEFINING ENTREPRENEURSHIP

For those who want to study entrepreneurship, the first challenge is to define the topic: what is it and how should we describe entrepreneurship? It has always been difficult to define entrepreneurship because different researchers have used the term to mean different things, as Stewart (1991) notes. Indeed, Bygrave and Hofer (1991) argue that each researcher must clearly define what they mean by the term "entrepreneur" in the absence of a generally accepted definition (Gaspar, 2001).

Table 1-List of authors and definitions of entrepreneurship.

Author	Definition
Knight (1921)	person who makes decisions under conditions of uncertainty.
Schumpeter (1934)	persona who innovates.
Carland, Hoy, Boulton It is carland (1984)	do The distinction in between entrepreneur It is owner in SME, basing at the character innovative of one. The innovative one search O profit, while the innovator two search you your objectives personal.
Stewart (1991)	with base in the perspectives anthropological, economic It is in strategy, O entrepreneurshippe can to be defined as O process in creation in



	income through innovation.
Davidsson (1991)	entrepreneurship It is gradual It is he can manifest in miscellaneous shapes: start-up, growth, innovation, etc.
Brazeal (1994)	Entrepreneur: that one what if see as chasing these opportunities.
Palich and Bagby (1995)	economists tend The to adopt The definition in Schumpeter: "those ones what integrate resources in combinations unique what generate profit". Corporate executives he comes O entrepreneurs "managers in SMEs incapable in drive companies bigger."
Anderson (2000)	qualities of entrepreneur (P. 67): capacity in to see new combinations; willing in Act It is to develop these combinations; The vision in what interest more Act in agreement with Thevision guys of what you calculations rational; The capacity in to convince others.
Dominguez (2002)	for Karl Marx O entrepreneur no exist, only exist O capitalist.
Dominguez (2002)	you economists neoclassical ignore O entrepreneur.
Henderson (2002)	In last analysis entrepreneurship It is discover It is to develop opportunities in to createvalue through from the innovation.

Author: Gaspar, adapted by Fonseca, 2022.

However, a significant part of the literature gives particular emphasis to the entrepreneur as a distinctive feature of the idea of entrepreneurship, seeking to distinguish between these people and those who are considered non-entrepreneurs. The term “entrepreneur” refers to a person with distinct personality traits and abilities, as well as a fixed condition of existence (Gartner, 1989) defined by psychological qualities and a particular activity (Denisi, 2015). It is worth highlighting that entrepreneurs have an accelerated transformation depending on the market in which they operate and above all the great competitiveness of the market, having a characteristic of adaptation and multiplication of activities and segments (Vale, 2014), thus, the entrepreneur is attributed with innovative thinking and attitudes , with its own initiative, taking calculated risks in its enterprise and planning and directing resources that are currently scarce in the market (Gartner, 2001).

It should be noted that the emergence and changes in the definition of entrepreneur mirror, in a certain way, the evolution of society itself, from an agrarian production base (feudalism) to a mercantile economy (mercantilism) and, finally, to an industrial economy than society (capitalism), which preceded the modern world where the entrepreneurial individual rules (Vale, 2014). In this scenario, entrepreneurs carry an air of heroism; this entrepreneur represents a person who, faced with overwhelming chances and probabilities, takes calculated risks in an uncertain environment to seek and obtain financial success and add value to society (Costa; Barros; Martins, 2012).

As a result, there is a broad understanding of the different perspectives that consider the connection between entrepreneurship and the entrepreneurial person as the focus of conceptual conversation on the topic in question. This connection also initiates a debate for the emergence and growth of numerous theoretical currents of thought about entrepreneurship, which problematize the phenomenon from various angles and impact the dissemination of knowledge on the subject.



2.3 CHOICE OF EPISTEMOLOGICAL LINE

On the one hand, the methodology of the School of Content, whose main characteristic is the concentration on the methodical replication of the materials covered, superimposes the transfer of this pre-established content to the development of skills. On the other hand, the Progressive School approach uses an experimental process that the entrepreneur develops to engage in an interactive learning environment where he can begin to understand reality (Ribas, 2011).

According to anthropology, thinking comes before doing, as it "appears as an experience of subjectivity, an autonomous exercise in the face of practical life" (Severino, 2002, p. 7). For a human being to think, he must have knowledge. According to the author, knowledge is man's attempt to understand the world around him, in this way, in the ideal case, information should come before thought and, consequently, action.

When man becomes aware of his existence, he impacts the natural world, and the result is expressed (and accumulated) by symbolizing activity, which, from another angle, corresponds to the "dynamic process by which these elements are produced and appropriated by the subjects through different forms of intercommunication, among which civility stands out" (SEVERINO, 2002, p.61).

An interplay between past and present is seen to compile and replicate results. The information that was acquired to explain the historical growth of society and to integrate the individual into his sociocultural environment is what matters in this situation. A conceptual and shared vision is necessary to reproduce cultural identity, and this vision must be provided by the integration, centralization and universalization of knowledge.

As the result of this action depends on this involvement, the time horizon to act and produce new results for the future. This view holds that the entrepreneur must be raised in a dynamic environment that takes into account future uncertainty, allowing him to adapt to changes in his environment. (Ribas, 2011).

Thus, the content school has its epistemological process of construction and its purpose is to strengthen knowledge, in order to conceive the entrepreneur for his social integration, allowing its applicability in learning to be. The progressive school, in turn, is the epistemological process with the intention of directing the human being towards the construction of their history in order to carry out future actions, preparing for a professional integration that allows a learning practice of learning by doing, in order to develop and growth.

Given the characteristics of the development of entrepreneurial competence, there is no doubt that the objective of training entrepreneurs is based on a dynamic, progressive process, with flexible and interactive content, directed and focused on the development of their own skills, knowledge, professional inclusion and learning to do.



The reflective school, in its epistemological assumption, has professional experience and the construction of knowledge having a connection, as both result from "knowledge in action" and "reflection in action". Using entrepreneurial education as a reference, the entrepreneur's learning and interest are related, allowing them to develop their knowledge as they complete their life projects.

Additionally, with its relationship to the bases of knowledge and positivist pistemology requires examining patterns and establishing causal connections, we can explain and anticipate social occurrences. Knowledge expands through a primarily cumulative process in which new knowledge is contributed to the current body of knowledge and erroneous assumptions are discarded. Although anti-positivist epistemology, on the contrary, maintains that social reality is fundamentally relativistic and can only be understood from the perspective of those who directly participate in the researched activities (Macedo and Boava, 2008).

2.4 PERSPECTIVES OF ECONOMISTS AND BEHAVIORISTS

For economists, the evolution of the theoretical corpus of economic research includes the idea of entrepreneurship, although generally not directly stated (Brollo, 2006). The growth of economic science and the advancement of its research techniques are consistent with classical economic philosophy. Economic theory maintains that the study of the process of production, distribution, circulation and consumption of products and services is economics. They argue that labor is the true source of value and that free market competition should prevail in an economy without government intervention. This idea prevailed until the end of the 19th century.

Smith (1776-1985), who is credited with developing the theory of economics, sees the entrepreneur as someone who seeks to obtain a surplus of value over the cost of production in this liberal environment. The entrepreneur would then be a capitalist. According to economist Mill (1848-1986), entrepreneurship requires a unique set of traits from the person who practices it.

While entrepreneurship divided society between capitalists and workers, Smith (1776/1985) and Mill (1848/1986) emphasized explaining economic progress more than entrepreneurship. In fact, the classics of British economics briefly examined the topic of entrepreneurship without making any distinction between the tasks performed by capitalists, managers and entrepreneurs.

A more complete description of entrepreneurship is provided by the classical French economist Say (1803-2002), who differentiates the functions of capitalist and entrepreneurship by assigning it a specific role. Furthermore, it gives credence to the idea that new entrepreneurs are what stimulate economic growth.

For behaviorists, they believe that the axis of social and economic development is a system of values, with the entrepreneur being the main actor in this process. Thus, in an effort to discover the



driving force behind entrepreneurship, they research the entrepreneur's character attributes and outlook.

By approaching the entrepreneur in this way, David McClelland (1961) provides behavioral evidence of his psychological traits, which can create a profile of the entrepreneur by studying these characteristics. A person who fits this profile is independent and has initiative. In this way, by constantly engaging with new things, a person develops through a process of trial and error, improving based on the discoveries they make throughout their attempts. According to McClelland (1961), motivation serves as the primary fuel of the engine, which entrepreneurship is based on three fundamental human needs: the desire for success, belonging and power.

Thus, an entrepreneur who bases his decisions on the search for human fulfillment, has passion in what he does, has defined objectives and a vision of entrepreneurship in order to emphasize and promote the traits and activities of the entrepreneur in his daily life.

However, behaviorists gain agreement by attributing to entrepreneurs the qualities of inventiveness, tenacity, boldness to take risks and leadership. Economists tend to agree that entrepreneurs are related to innovation and are considered drivers of progress.

With the analysis of the primary approaches to entrepreneurship, there does not seem to be a direct conceptual opposition between them; rather, the distinction depends on the importance of the issues addressed (Braga, 2003).

3 THE SOCIABILITY OF THE COUNTRYSIDE

Almost all management and human sciences have had significant development since the 1980s, identified by (Welsch, 1992) as: entrepreneurial education, entrepreneurial processes, business development, growth strategies, economic and geographic characteristics, behavioral, risk capital and financing, family businesses, entrepreneurial culture, women, minorities, ethnic groups and entrepreneurship, among others.

With the observation of (Paiva Jr and Cordeiro, 2002) he noted that many empirical studies, that is, those in which a certain scenario must be observed to collect data in the field or the experimental verification of something is necessary, with a strong intervention of contingency theory, from an organicist knowledge point of view with regard to its theoretical approach with empirical analysis and exploratory themes (Guimarães, 2015).

Numerous fields of knowledge compete for the topic of studying entrepreneurship, according to (Donjou, 2002). However, some areas prefer only one of the next three strategies: a) the entrepreneurial context: the results or circumstances of the entrepreneurial activity. The books used in this strategy are mainly from the field of economics, but also from sociology and anthropology in an effort to examine or better understand the effects of entrepreneurial activity on the economic landscape;



b) the entrepreneurial actor: to examine the traits of the psychology of entrepreneurs, the first study on this technique focused on the creative actor; c) entrepreneurial action: management or the process of entrepreneurship, studies under this technique are approached in a more specific way in order to report what the entrepreneur does and in a more normative way they are focused on: does the entrepreneur need to do to be successful? Thus, most work is done from the perspectives of theories, especially organizational and strategic theories such as those of (Chandler,1962) and (Porter,1980).

Thus, entrepreneurship, in the opinion of (Danjou, 2002), consists mainly of people acting in constant creation. Separating the entrepreneurial process from the individual makes the journey of the individual and the group abstract. Furthermore, highlighting a person apart from their action is reducing them to their potential and running the risk of locking themselves into determining explanatory models, thus establishing very close causal links between a person's psychological traits and their entrepreneurial action. For (Verstraete, 1999) these factors influencing the system, whether economic, social, cultural or even psychological, cannot be ignored as they play a major role in the daily life of an entrepreneur.

According to what has been said, the study of entrepreneurship can be characterized as a field that investigates the practices, traits, social and economic effects and means of support used to stimulate entrepreneurial activity. (Filion 1990; 2000) and fundamental is the development of a new science that he calls “entreprenology” entrepreneurship, with the requirement of a technical body with the premise of scholars in “entreprenologist” entrepreneurs in the field of interdisciplinary disciplines in the field of entrepreneurship.

4 CONCLUSIONS

Highlighting the epistemology of the theme of entrepreneurship was the objective of this monographic work, with a variety of perspectives on entrepreneurship and the entrepreneur can be seen from what was revealed, that some people believe that the entrepreneur is a unique person with unique psychological traits, while others consider him a brilliant administrator with the innate ability to take on, plan and build something new.

It can be observed that the literary studies examined in relation to the different currents of thought revealed the influence of different epistemological paradigms that can be cited, including an almost total predominance of rationalist, functionalist and positive thoughts, especially at the beginning of the studies, it is worth highlighting a presence significant number of works that follow dialectical, cybernetic and complexity currents.

Therefore, this study brought a conversation about the topic and added to the epistemology of entrepreneurship, in a transdisciplinary and multidisciplinary way, with the idea of entrepreneurship as a universally collaborative phenomenon that takes into account the cooperation and commitment



demonstrated with other agents during a process of social reconstruction. A different relational logic states that the idea of a collective based on an idea of reciprocal assistance and solidarity points to direct interaction between the members of the collective, highlighting the identification with the values of a collectivity, and highlighting the meaning of cooperative action.



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