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Junior nutrition enterprises: characteristics, enrollment motivations, and students' experiences

Empresas juniores de nutrição: características, motivação para ingresso e vivência dos estudantes

Abstract

Introduction: The potential of junior companies to fill gaps in professional training is evident; however, there is a low prevalence of junior companies in the healthcare sector and limited demand for this activity among students. The objective of the study was to describe Junior Nutrition Companies in Brazil, the motivations for joining, and the limitations experienced. **Methods:** An analytical, cross-sectional observational study conducted in Junior Nutrition Companies in Brazil, with a representative sample of student members. All active companies and all members who agreed to participate in the study were considered eligible for participation. Information on the registration, organization, size, and services of the companies was collected. The profiles of the students were described in terms of sociodemographic and occupational variables. The motivations for joining and the limitations experienced were investigated and compared between new and veteran students. Pearson's chi-square test or Fisher's exact test were used to determine differences between categorical variables. **Results:** Fifteen federated companies were evaluated, all of them linked to public educational institutions. Most of them had been operating for more than six years, with more than 15 members and annual revenues of up to R\$20,000. A total of 112 students participated in the study, with the majority being women and white. For newcomers, the primary motivation for joining the companies was personal development ($p < 0.001$), while for veterans, it was the application of theoretical knowledge ($p < 0.001$). Among the limitations experienced by the students, the low commitment of the members was evident among veteran students ($p < 0.05$). Almost all students considered participation in the junior companies meaningful for their education (99.1%). **Conclusion:** The primary motivation for new students to participate in the JNEs was personal development, whereas veteran students sought the opportunity to apply their theoretical knowledge.

Keywords: Junior Company. Higher Education. Entrepreneurial Education. Professional Training. Nutrition.

Resumo

Introdução: É evidente o potencial de empresas juniores para preencher lacunas na formação profissional; há, entretanto, baixa prevalência de empresas juniores na área da saúde e reduzida procura pela atividade entre os estudantes. O objetivo do estudo foi descrever as Empresas Juniores de Nutrição do Brasil, as motivações para o ingresso e as limitações vivenciadas.

Métodos: Estudo observacional analítico, transversal, realizado em Empresas Juniores de Nutrição no Brasil, com uma amostra representativa de estudantes membros. Foram considerados elegíveis todas as empresas ativas e todos os membros que aceitaram participar do estudo. Foram coletadas informações de registro, organização, porte e serviços das empresas. O perfil dos estudantes foi descrito por variáveis sociodemográficas e ocupacionais. As motivações para ingresso e as limitações vivenciadas foram investigadas e comparadas entre estudantes novatos e veteranos. Foram utilizados Teste Qui-quadrado de Pearson ou Exato de Fisher para determinar diferenças entre as variáveis categóricas. **Resultados:** Foram avaliadas 15 empresas federadas, todas vinculadas a instituições de ensino públicas. A maioria funcionava há mais de seis anos, com atuação de mais de 15 membros e faturamento anual de até 20 mil reais. Participaram do estudo 112 estudantes, maioria mulheres e brancos. Para novatos, a principal motivação para ingressar nas empresas foi o desenvolvimento pessoal ($p < 0,001$), e para veteranos, a aplicação de conhecimento teórico ($p < 0,001$). Dentre as limitações vivenciadas pelos estudantes, o pouco comprometimento dos membros foi evidenciado pelos alunos veteranos ($p < 0,05$). Quase todos os estudantes consideraram a participação nas empresas juniores importante para sua formação (99,1%). **Conclusão:** A principal motivação de estudantes novatos para participação nas EJNs foi o desenvolvimento pessoal, enquanto estudantes veteranos buscavam oportunidade de aplicar conhecimentos teóricos.

Palavras-chave: Empresa Júnior. Educação Superior. Educação Empreendedora. Formação Profissional. Nutrição.

INTRODUCTION

Junior enterprises (JEs) are civil associations with educational and non-profit purposes, composed and managed by undergraduate students under the guidance and supervision of professors.¹ They are extension projects developed in Higher Education Institutions (HEIs), whose focus is on promoting an active learning environment through the application of theoretical knowledge in the sale of products and provision of services to the community.¹ JEs are similar to real companies, with administrative and executive sectors, and comply with specific regulations. They aim, in addition to the personal and professional development of their members, to foster entrepreneurship.²

JEs originated in France in the late 1970s and gained strength with the internationalization process of the movement.³ The first JE outside the European continent was created in Brazil in 1988 by the Franco-Brazilian Chamber of Commerce.³ Currently, the country has the most significant number of JEs in the world, with 1,612 companies federated to the Brazilian Confederation of Junior Enterprises, known as Brasil Júnior (BJ, as in Portuguese).⁴ According to data collected by the support body for JEs in Belo Horizonte and the region, there are 44 in the region, and only four are in the health area (Psychology, Pharmacy, and Nutrition).⁵ It is essential to highlight that more than two-thirds of JEs worldwide are in the areas of administration and economics.⁴ In Brazil, there is still a low prevalence of JEs in Nutrition (n=18).⁶

It is known that the activities carried out enable members to gain practical experience⁷ and develop various professional and personal skills, such as the ability to recognize opportunities and plan and implement actions,² as well as managerial and interpersonal skills.⁸ Such skills are crucial for health professionals who work in complex environments, experience diverse realities, and deal with critical situations and high stress and workload.⁹⁻¹² In addition, the articulation between skills and the scientific knowledge acquired is essential for adequate professional communication.¹³

It is worth highlighting the relevance of the principle of inseparability between teaching, research, and extension, which enables academic training to be linked to essential and timely professional development activities.¹⁴ Higher Education Institutions (HEIs) aim to develop critical thinking, especially given the Brazilian social and economic context, characterized by the deepening of social inequalities. The challenge is to design extension activities from the perspective of the university as a social institution that recognizes the social, political, and economic context in which it operates.¹⁵ Currently, extension activities are part of the curriculum, comprising at least 10% of the total course load for undergraduate courses.¹⁶

Therefore, the potential of JEs to fill gaps in the training of health professionals in the context of Brazilian HEIs can be highlighted. Despite this, there is little demand for extension activities among students in the area,^{9,17} which is justified by the high course load of excessively theoretical courses,¹⁸ and the absence of entrepreneurial education in the pedagogical project.^{3,19}

Given the above, the objectives of this study were to characterize Junior Nutrition Enterprises (JNEs) in Brazil in terms of year of foundation, teaching guidance, services, products, and annual revenue and to describe the profile of students in JNs and their motivations for joining, investigated according to the period of their academic career.

METHODS

It was an analytical, cross-sectional observational study conducted at Junior Nutrition Companies (JNE) in Brazil, with a representative sample of active student members.

JNEs and affiliated students were identified and selected through the BJ website (www.brasiljunior.org.br) in July 2021. The search terms used were "nutrition" and "food". The confirmation of existing JNEs was done through the list of JE in the country, made available by the National Confederation. All JNEs were invited to participate in the study, representing their legal subject (presidency or vice-presidency). To participate in the research, JNEs had to be active and operate in national territory.

Considering all students who were members of the JNEs in Brazil identified in the search, a simple random sampling process was carried out using a 95% confidence level, a 30% response rate, an estimated success rate of 50%, and a 7.5% margin of error. A sample of 108 participants was selected, meeting the following eligibility criteria: being an active member of an JNE in Brazil and agreeing to participate in the study. Students who were away from the JNE for more than a month or on vacation were excluded from the study.

The survey was disseminated through informative text and video sent via email and WhatsApp. The material provided information on the researchers responsible, the research objectives, the data collection methodology, and the importance of participation. Data collection was carried out between August and September 2021. A structured questionnaire was used, administered electronically (Google Forms), and adapted from national^{8,9,20,21} and international studies.²²

The following characteristics of the JNE were described: year of foundation; National Registry of Legal Entities (CNPJ as in Portuguese); administration of the associated HEI (private; public – state, federal or municipal); guidance from a specialized professor; sectors and size of companies (number of members and average annual revenue); and types and minimum and maximum amounts charged for services and products offered.

The profile of students affiliated with JNEs was described in terms of sociodemographic variables (gender, age, and race) and occupational variables (number of positions, positions held, length of participation, and weekly workload). The length of the student's involvement in the company was categorized as up to six months and greater than six months, representing the standard frequency of new member selection and management changes at JE.^{6,23} The weekly workload practiced by the student was categorized as less than 10 hours and 10 hours or more, as this is the expected time of voluntary work in extension projects in HEIs.²⁴

Regarding the motivations for joining JNEs, respondents were asked to select one of the following response options: to improve training, to apply theoretical knowledge, to learn about fields of activity, for personal development, to receive encouragement from colleagues or professors, or to form a network of contacts.²⁵ Regarding the students' experience in the JNE, participants responded to questions about their satisfaction with the work, whether they considered their work necessary for their education in Nutrition, whether the activities developed in the JE facilitated their understanding of related disciplines, and indicated the five main limitations they experienced. Both the motivations for enrollment and the variables related to the student's experience in the JNEs were compared between students who entered in the initial periods (1-3 periods), referred to in this study as "new students," and those who entered in the other periods of the course (4-9 periods), referred to as "veteran students." Considering the role of the JEs in fostering entrepreneurship, the study also investigated the prevalence of entrepreneurship courses and the intention to undertake them among students who were members of the JNE. The intention to undertake was compared between students who received entrepreneurial education and those who did not. Statistical analyses were performed using Stata software, version 14.2. The variables investigated were described using both absolute and relative frequencies. Pearson's Chi-square and Fisher's exact tests were used to determine differences between categorical variables. The significance level adopted was 5% ($p < 0.05$). The Research Ethics Committee approved the study.

RESULTS

A total of 18 JNEs were identified in Brazil, two of which were inactive, and one did not respond to the questionnaire. Therefore, 15 active and federated companies were investigated. The characteristics of the JNEs are detailed in Table 1. The first JNE was established in 1995, and most companies (53.3%) were founded between 2015 and 2020. Of the JNEs included in the study, 14 (93.3%) had a CNPJ, and one was in the process of obtaining one. It is worth noting that all the JNEs had a supervising professor and were part of Public Higher Education Institutions (HEIs), the majority (73.3%) of which were under the federal administration. Regarding average annual revenue, most companies (40.0%) had revenues between R\$10,000 and R\$20,000, while only two (13.3%) had revenues between R\$21,000 and R\$40,000. Notably, 53.3% of them had more than 15 members.

Table 1. Characterization of Junior Nutrition Companies in Brazil, 2022.

Junior Nutrition Enterprises	Absolute Frequency (n)	Relative Frequency (%)
<i>Foundation Year</i>		
1995-1999	1	6,7
2000-2004	2	13,3
2005-2009	2	13,3
2010-2014	2	13,3
2015-2020	8	53,4
<i>Has a CNPJ</i>	14	93,3
<i>Linked to a public HEI¹</i>	15	100,0
<i>HEI¹ Administration</i>	11	73,3
Federal	3	20,0
State	1	6,7
Municipal	15	100,0
<i>Professor-supervised</i>		
<i>Sectors</i>		
Presidency	15	100,0
Vice-presidency	12	80,0
Projects	15	100,0
Commercial	12	80,0
Marketing	13	86,7
Administrative Financial	12	80,0
Human Resources	13	86,7
<i>Number of student members</i>		
Up to 15	7	46,7
More than 15	8	53,3
<i>Average annual revenue</i>		
Up to 10 thousand reais	5	33,3
10-20 thousand reais	6	40,0
21-40 thousand reais	2	13,3

¹ Higher Education Institution.

Source: the authors.

All JNEs had a "Service Charter" to present the services and products offered. The services and products, along with the minimum and maximum amounts charged, are outlined in Table 2.

Table 2. Services and products offered by Junior Nutrition Companies in Brazil, 2022.

Variables	Absolute Frequency (n)	Relative Frequency (%)
<i>Services and products</i>		
Meal production analysis	3	20,0
<i>Coffee Break</i>	9	60,0
Product Development	6	40,0
Food and nutritional education	8	53,3
Menu preparation	9	60,0
Preparation Technical Sheet	14	93,3
Good Practices Manual	11	73,3
Nutritional marketing	9	60,0
Culinary workshops	0	0,0
Physical-functional planning of	2	13,3
<i>FNU¹</i>		
Operational Procedure	7	46,7
<i>Standard</i>		
Food labeling	15	100,0
Handler training	7	46,7
<i>Minimum amount charged per project</i>		
Up to 100 reais	10	66,7
Up to 200 reais	5	33,3
<i>Maximum amount charged per project</i>		
Up to 1000 reais	2	14,3
Up to 1500 reais	4	28,6
> 1500 reais	8	57,1

¹ Food and nutrition unit.

Source: the authors Regarding the student members of the JNE, 112 active members participated in the study, with the majority being female (89.3%), aged between 21 and 24 years old (52.7%), and self-declared as white (64.6%). Regarding occupational factors, more than half of the students had been working at the JNEs for over six months (60.7%), dedicated less than 10 hours per week to the company's activities (56.1%), and held only one position (87.0%).

The positions in the JNE organizational chart were identified as: trainee, advisor, consultant, manager, director, president, and advisor. In addition, students could occupy federation positions, which follow the same organizational chart as JE but which, because they are less prevalent, were grouped into a single category. Federation positions are held in higher-level organizations responsible for regulating companies at the state or national level. The most pervasive positions were manager (28.6%) and director (23.2%) (Table 3).

Table 3. Sociodemographic and occupational characteristics of students affiliated with Junior Nutrition Enterprises in Brazil, 2022.

Variable	Absolute Frequency (n)	Relative Frequency (%)
Sociodemographic		
<i>Gender</i>		
Female	100	89,3
Male	12	10,7
<i>Age</i>		
17-20 years old	49	43,8
21-24 years old	59	52,7
25-28 years old	4	3,6
<i>Skin Color</i>		
White	71	64,6
Black	28	25,4
Brown-skinned	11	10,0
Occupational		
<i>Number of current positions</i>		
Only 1	94	87,0
> 1	14	13,0
<i>Participation time</i>		
≤ 6 months	44	39,3
> 6 months	68	60,7
<i>Weekly workload</i>		
<10 hours	60	56,1
≥ 10 hours	47	43,9
<i>Positions</i>		
Trainee	4	3,6
Adviser	15	13,4
Consultant	18	16,1
Manager	32	28,6
Director	26	23,2
President	12	10,7
Advisor	6	5,4
Federation	3	2,7

Source: the authors.

The primary motivation for joining JNEs was personal development (52.8%). It is worth noting that “encouragement from teachers,” “encouragement from colleagues,” and “forming a network of contacts” were not mentioned by any of the students. The prevalence of motivations for joining JNEs varied between new and veteran students. “Personal development” was the primary motivation for new students (63.4% vs. 27.5%; $p < 0.000$), while “application of theoretical knowledge” was the primary motivation for veteran students (40.0% vs. 11.3%; $p < 0.000$) (Table 4).

The five main limitations experienced by students in JNEs are described in Table 4. When comparing the limitations reported by veteran and new students, the low commitment of members was perceived to a greater extent by veteran students (24.6% vs. 43.6%; $p = 0.044$) (Table 4). The prevalence of satisfaction with the work and the perception of the work's contributions to training were similar between new and veteran students. Notably, more than half of the students (61.5%) were satisfied with the work. The vast majority reported ease in understanding the content of disciplines related to the activities developed (79.2%) and considered their participation in the JEs necessary for their education in Nutrition (99.1%) (Table 4).

Table 4. Motivations for joining and working in Junior Nutrition Enterprises in Brazil, according to the period in progress at Higher Education Institutions. 2022.

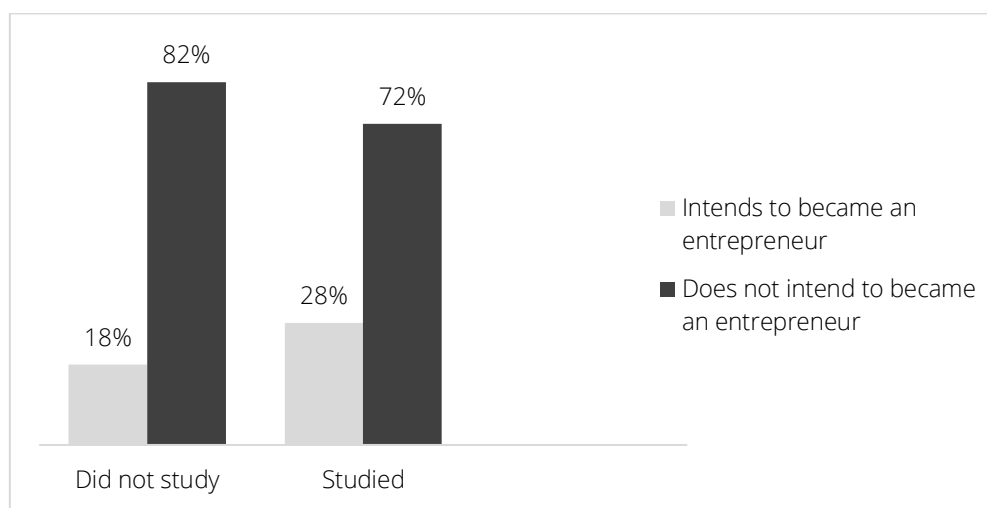
Variables	All members	New students	Veteran students	χ^2
	%	%	%	p Value
<i>Motivation for admission</i>				
Improve training	8,3	7,0	10,0	0,720
Apply theoretical knowledge	22,2	11,3	40,0	0,000
Learn about the field of activity	16,7	16,9	15,0	0,794
Personal development	52,8	63,4	27,5	0,000
<i>Main limitations</i>				
Communication problems	30,0	32,3	25,5	0,472
Low commitment	31,0	24,6	43,6	0,044
Lack of credibility	38,0	38,5	38,5	1,000
Unpaid	41,0	47,7	30,8	0,090
Low motivation	55,0	50,8	64,1	0,185
<i>Job satisfaction</i>	61,5	61,8	62,5	0,939
<i>Understanding of related subjects</i>	79,2	84,4	72,2	0,145
<i>Importance for training</i>	99,1	100%	97,5	0,181

Values $p < 0,05$ are in bold.

Source: the authors.

Finally, a low percentage of student members of JNEs who become entrepreneurs after graduation was identified (20.5%; $n = 23$). However, when comparing the intention to become entrepreneurs among students who took courses on entrepreneurship (25.9%; $n=29$) and those who did not (74.1%; $n=83$), it was observed that such intention was greater among students who received entrepreneurial education, although the difference was not statistically significant (28% vs 18%; $p=0.293$) (Graph 1).

Figure 1: Intention to become an entrepreneur among members of Junior Nutrition Enterprises who did or did not take courses on entrepreneurship. Brazil. 2022.



DISCUSSION

In Brazil, most JNEs were established in the last seven years, had a CNPJ, and were affiliated with public, federally administered Higher Education Institutions (HEIs). With more than 15 members, the average annual revenue of most companies was up to R\$20,000, and food labeling was the leading service provided. The JNE members were primarily women, self-identified as white, and aged between 21 and 24. They had been working for more than six months and dedicated less than ten hours per week to the activities. New students stated personal development as their primary motivation for participating in the JE; veteran students, on the other hand, sought the opportunity to apply theoretical knowledge. Most students were satisfied with their work and considered it essential for their academic training; however, veteran students perceived little commitment from the members. Few JNE members took courses on entrepreneurship and declared their intention to start a business after graduation. The growth in the number of JNEs over the last seven years has been in line with the significant growth and consolidation of JEs worldwide.³ The Global JE Council estimated that by 2022, there would be more than 100,000 student members in Europe and Brazil alone.²⁶ This expansion scenario can be attributed to the growing focus on entrepreneurial education and skills development observed in Higher Education Institutions (HEIs).³ In addition to encouraging the growth of JEs, there has been an investment in the assertiveness of these companies in the safety and quality of the services provided.²⁷ In this context, all JNEs already had a CNPJ registration or were in the process of obtaining one. To obtain a CNPJ, the JNE must have its company bylaws registered and meet the requirements set by the Federal Revenue Service. With an active CNPJ, the JNE can issue invoices and work with financial banks, ensuring safety and regularity in the consultancy services provided.⁶

In addition to CNPJ registration, the study investigated the link between JNEs and HEIs. It was observed that all JNEs were linked to a Public Higher Education Institution (HEI), the majority of which were federally administered. According to a survey by the National Confederation, 63.7% of the JEs in the country are linked to Federal Higher Education Institutions (IFES, as in Portuguese).⁶ In addition, the majority of students who are members of the JNEs were women, white, and aged between 21 and 24 years old, a profile similar to that of undergraduate students at IFES. In these institutions, the average age of students is 24.4 years old, with the majority being female (54.6%). Notably, the prevalence of women in health sciences is twice that of men.²⁸ Additionally, according to the Federal Nutrition Council, 94.1% of nutritionists are women, and 68.6% are white, which is also consistent with the sociodemographic data of the JNE members.²⁹

Among the services offered by the JNE, nutritional labeling and preparation of technical preparation sheets were the most prevalent. According to specific legislation, the services provided by JEs must be attributed to the professional category equivalent to the higher education of the associated students or be related to the programmatic content of the undergraduate course to which they are linked.¹ When comparing the size of the JNE, it was observed that the average annual revenue of most of them, less than 20 thousand reais, was well below the national average of approximately 36 thousand reais.²⁷ It is necessary to consider that the present research was conducted during the health and economic crisis resulting from the COVID-19 pandemic. The comparison of the services provided and other specific characteristics of the JNE, such as the price charged for projects, was not possible, as the present study is the first to investigate the characteristics of JE in Nutrition courses, thus filling this gap. Regarding the motivations for joining JNEs, data from the National Census and Identity Report, which aims to outline the profile of JEs and their members,²⁵ corroborate the findings of this study and highlight that the main factors that motivated students to join JEs were curiosity, the search for practical experiences and personal development; and that students remain in the companies for the opportunity to learn and experience.²⁵ New students joined JNEs in search of personal development; in fact, experiencing practical experiences from the initial periods contributes to the personal development of these students, making them more contextualized.^{10,30} It was also observed that veteran students joined JNEs, seeking the possibility of applying theoretical knowledge. Notably, most participants considered that

the activities developed in the JNE space facilitated the understanding of related content, in addition to contributing to their academic training. In practice, nutritionist training still faces difficulties in articulating the theoretical content and developing practical skills.¹⁷ The findings of this research evidence the role of JNEs in filling this gap. Other studies have already found that the experience in JE provides its members with more autonomy in their learning and a better understanding and applicability of the course subjects.³¹

In general, the National Curricular Guidelines (NCG) for the Nutrition Course emphasize the importance of completing complementary activities, such as internships, courses, tutoring, and extension projects.¹⁸ On the other hand, studies highlight the lack of support from institutions and professors for JE activities.²¹ Often, university extension is little recognized by professors in the academic environment.¹⁵ The findings of this research reinforce such discussions, as no student stated that professors encouraged them to join JNEs. Professors' support for JEs has the potential to confer greater quality and, consequently, credibility to the services provided.²¹ The lack of professors' support is therefore related to the limitations experienced by students in JNEs, with emphasis on the lack of credibility perceived by both new and veteran students.

Other limitations highlighted by students included communication problems, a lack of commitment from members, and inadequate remuneration. Many of these limitations are circumstantial difficulties in the institutionalization process of JEs in Brazil, and overcoming these obstacles depends on a series of measures, such as expanding training activities for members and enhancing JEs' presence in the job market.²¹ Research on the subject has demonstrated limitations experienced in JEs that are related to those found in this study, such as the lack of maturity of members, prejudice from the market and the university community regarding the quality of services, lack of appreciation and investment,²¹ lack of guidance from professors, lack of resources,³² as well as the lack of time for students to dedicate themselves to JE activities, given the challenge of reconciling them with other classes and academic activities.^{9,21}

The extensive regular workload would be a possible explanation for the reduced weekly workload dedicated by students to JNEs detected in this study, which was less than the expected time for volunteer work in extension projects at HEIs.²⁴ As occurs in most courses in the health area, the high demand for mandatory workload hardly allows for the creation of an environment favorable to the execution of other activities.^{9,21} Therefore, it is worth asking whether the curriculum is not too theoretical, rigid, and inflexible and ends up disregarding the need for active learning.¹⁷

In addition, professional health education in Brazil often neglects the importance of management knowledge and the development of specific personal skills essential for competent performance.⁹ JEs in the health area have the potential to facilitate the members of this community's access to management knowledge⁹ and promote the development of entrepreneurial skills.³ Entrepreneurial skills are highly valued in professional training across a wide range of areas. Leadership, creativity, recognizing opportunities, proactivity, and coping with uncertainty are some of the skills that relate to an individual with entrepreneurial skills.^{22,33}

Considering the role of JEs in fostering entrepreneurship, it is worth highlighting that extracurricular activities should not replace entrepreneurial education but only complement it.³⁴ In this research, the intention to undertake after training was greater among JNE members who took courses on entrepreneurship. Although the difference in entrepreneurial intention between the groups was not significant in this study, similar research has demonstrated that students who are members of JE and receive theoretical training in entrepreneurship report significantly greater entrepreneurial intention ($p < 0.05$).² Thus, the premise that entrepreneurial education contributes substantially to the construction of models that stimulate entrepreneurial intention in students is reinforced.³³

The limitations of the study include the remote application of the questionnaire (online) and the use of self-assessment indicators. On the other hand, traditional data collection approaches often fail to produce results within affordable deadlines and costs and are out of step with the dynamics of current technologies.³⁵ Thus, it is proven that the Internet resource favors improvement and speed in the data collection phase for research.³⁶

It is believed that this research can contribute to the promotion of scientific data on entrepreneurship and JEs in Brazil, particularly in the health sector, as it helps to understand the characteristics of JEs better, clarifying the motivations for entering and the limitations experienced within the health sector. Furthermore, the relevance of the extension of activities to older ages in the professional training of students enrolled in Brazilian Higher Education Institutions (HEIs), with a focus on the particularities of training professionals in the health area.

CONCLUSION

Most JNEs had been established for up to six years and were formalized, linked to federal public educational institutions, and supervised by a professor. The leading service provided was nutritional labeling, and annual revenue reached R\$20,000. The students were primarily women, white, and between the ages of 21 and 24. They had been working at the JNEs for more than six months and dedicated less than ten hours per week to the activities. The primary motivation for new students to participate in the JNEs was personal development, while veteran students sought the opportunity to apply theoretical knowledge.

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Contributors

Paiva GG participated in the analysis and interpretation of data, writing, and final review of the manuscript; Bastos MD participated in data collection, analysis, and interpretation of data and writing of the manuscript; Costa BVL participated in the conception and design of the study, interpretation of data, writing and final review of the manuscript.

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