

# The teaching practice of the bachelor of business administration in Brazil

## A prática docente do bacharel em administração no Brasil

Adriana Oliveira da SILVA <sup>1</sup>

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#### ABSTRACT:

Focusing on the quality of the pedagogical practices of the bachelors teacher in Administration, this article presents a reflection on the preparation for the teaching activity without the awakening of the skills for this purpose. The literature review described herein addresses the formation of university teachers, also the teacher and bachelor of Business Administration, and the quality in higher education in these programs. The performance of the bachelors in administration as a teacher is still lacking in training in their pedagogical practices to make it effective in learning.

**Keywords:** Formation of the teacher of Business Administration, Quality of degree programs, pedagogical practices.

#### RESUMO:

Com foco na qualidade das práticas pedagógicas do professor bacharel em Administração, este artigo traz uma reflexão sobre a preparação da atividade docente sem o despertar das habilidades para este fim. A revisão bibliográfica descrita aborda a formação do professor universitário, a formação docente do bacharel em administração e a qualidade no ensino superior dos cursos de Administração. A atuação do bacharel em administração como docente ainda é carente de capacitação em suas práticas pedagógicas para torna-la eficaz no aprendizado.

**Palavras chave:** formação de professor de administração, qualidade dos cursos superiores em administração, práticas pedagógicas.

## 1. Introduction

Teacher training is a current issue and should be in permanent discussion. It is very important to address the problem of teacher training because it is one of the factors responsible for problems in higher education and also in universities. Teaching consists in licensed professionals and bachelors, and overall difficulties of those who have teaching as their primary education have been perceived, which ultimately results in poor quality of the work performed by them at universities.

Some Bachelor who end up being teachers do not have methods and content targeted to the activities of teaching and learning in their formation and do not have continuing formation policies for their category, which consequently makes them perform poorly as a

teacher. It is essential to know and master the content and methodologies to be developed in the teaching activities.

Tavares (2001) says that teaching in higher education has suffered in relation to quality, especially with regard to work in specific areas of knowledge that requires a minimum of skill or commitment to learning and its standard in those courses. For the author, the level in education will reflect in the quality of the professional who is the outcome of such education and will compose the society which is configured with its economic, social and educational failures.

Torres (2006) prioritizes a balanced knowledge of the subject in line with its methodology and its method of approach when it comes to teaching and learning.

... in the context of higher education the professional quality comes before content/technical way, as it is understood as an educational tool and as guide and producer of meanings and social, political and cultural meanings (Torres, 2006, p.32).

For Freire (1996), training is like a permanent task that is constantly remade in action. In fact, teacher training does not happen by the accumulation of knowledge, it is made with the help of books, teachers, classes, exchange of ideas between teachers and, currently, the Internet, and other training tools.

Nóvoa (1992), however, reports that there is no quality education or educational reform or educational innovation, without proper teacher training. We no longer live in the time when teachers are mere transmitters of knowledge, but rather the time that teachers should prioritize the investment in the quality of their training. Keeping themselves up to date, these professionals will expand their ability to guide and direct learning that includes specific knowledge and perception of the world, i.e., the total education of the student.

Educating is an action that always requires new strategies and, in order to do so, the educator must accompany the educational development scenario and carry out the project to calculate future needs. The educational activity and the role of the teacher should be directed to a range that is imposed on them. It is not a simple or easy activity, but it is possible to do it.

Taking into account the thoughts and fundamentals expressed above, the objective of this study, based on a bibliographic review, was to investigate the pedagogical practice of the teaching activity of the professional degree in Business Administration in higher education institutions.

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## **2. Methodology**

The literature consulted described herein addresses the formation of university teachers, the formation of the teacher and bachelor of Business Administration, and the quality in higher education of Business Administration degree programs

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## **3. Results**

### **3.1. Teacher training for higher education**

The poor preparation of the Brazilian higher education teacher is a reality. Many still think that it is enough to master the content of the field to teach any subject, ignoring the need for a systematic process of pedagogical training.

For Gil (2005), much of the Brazilian teachers who teach in higher education institutions have not undergone any systematic method of teacher training. However, this situation is gradually changing, either as an initiative of the institutions or teachers themselves.

According to Pimenta (2002), it is essential to consider that the professional activity of the teacher performs a pedagogical nature, i.e., it is linked to the educational scope of human formation, and to the methodological and organizational means of construction and adaptation of knowledge and action modes.

It is important that higher education teachers understand the magnitude of the field in which

they work, moving the focus away from the professionalization of students, and concern to transcend this field in order to form not only professionals but critical and conscious citizens.

For Leitinho (2008), when referred to the pedagogical training of university teachers, the main goal is to encourage innovation, critical thinking and creativity. On these premises, it must be offered in a diversified manner in many universities, enabling concrete answers to the demands and pedagogical problems of teachers throughout the teaching performance.

Training for performance of teaching, specifically for teaching in higher education, does not have a long history of investment either by professionals or by spaces and training agencies. In Brazil, it was manifested only about two decades ago, due to a self-criticism by different members of higher education, especially teachers, according to Masetto (2003).

Masetto (2003) emphasizes that professional training is a process that requires the teacher a critical perception of their personal concepts, understandings and beliefs about education, and about the educational institution, the social difficulties that arise in higher education, and the ways of teaching and learning. For the author, the teacher must be clever and committed to this reality.

This makes us understand that knowing how to teach the knowledge of the sciences of education has long been considered only as an apparatus to disciplinary knowledge. Consequently, the learning processes and knowledge related to teaching were put in the background, left to the practice context, founded perhaps in the idea of "learning by doing" or in the perception that those who have authority of specific knowledge are the ones who know how to teach.

Education professionals need new skills to motivate themselves into action, so that the purposes of a corporate education are improved across the primary learning to today's professionals (Perrenoud, 1993).

Therefore, it is apparent that the formation and construction of the professional performance of the teacher are either fundamentally reproductive or are sometimes overly critical. On the one hand, the training requires technique and competence from teacher; on the other hand, it requires awareness and criticality. It is hoped, therefore, that the subject may build their identity in the space of these contrasts, as highlighted by Junges (2006).

### **3.2. Teaching training of the bachelor of business administration**

Currently, society has been characterized by the change and transformation of rules that were seen as absolute and true in the past. In order to face these new models, Higher Education Institutions that train professionals need to review their proposals and their attitudes, regulating them in some way to the new social demands. At this juncture, the teacher needs another type of personal, educational (i.e. as a student) and professional training. It is not enough to master the content only; you need to know how to link it to other areas of science, measuring its own concept of education and learning.

It is common knowledge that graduates in all areas are formed directly to the labor market, where they will perform their activities as experts. However, an item in their training has a gap: the training to teaching. Due to that there is interest in understanding and associate the profile of the Business Administration teachers with their educational activities.

According to Chiavenato (2003), Business Administration is seen as a product of the twentieth century and had the help of pioneers such as philosophers, physicists, economists, statesmen and entrepreneurs who have developed and published their works and theories, each one in their area and practices. For the author, such multiplicity turned it into a science with a broad social function across virtually all sectors of the economy, politics and even family.

Currently, Business Administration has the task of analyzing organizations' goals and convert them into organizational action, taking advantage of the planning, organization, direction and control, involving efforts by all areas and all levels of the organization, so that these goals are achieved satisfactorily (Chiavenato, 2001). Does this make us realize that the

concept refers to Business Administration? which is a peculiarity that is experienced within commercial institutions, and what makes us ask ourselves: how a qualified professional to work in the management of companies can you also work as an educator? Do I need to have a training or pedagogical supplement? It is not just practice that makes education; it is fundamental to merge theory and practice, and even the practice must be provided with methodology so that we can have the understanding of the students, as highlighted by Paquay (2001, p.12): *"the professionalism of an teacher is characterized not only by the domain of diverse professional knowledge ... but also by schemes of perception analysis, decision making, planning, evaluation and others, enabling to mobilize their knowledge in a particular situation"*.

Other information of great importance had been contemplating in Chapter IV, Article 43, in the Law of Directives and Bases of National Education (LDB), which states about higher education paragraphs, tells us that higher education aims:

I - to stimulate the cultural creation and development of the scientific spirit and reflective thought;

II - to train graduates in different fields of knowledge, qualified for inclusion in the professional sectors and to participate in the development of Brazilian society, as well as to assist in their training;

III - to encourage research work and scientific research aimed at the development of science and technology and the creation and dissemination of culture, and thus develop the understanding of humanity and the environment that live in;

IV - to promote the dissemination of cultural, scientific and technical knowledge that make up the patrimony of humanity and to communicate knowledge through teaching, publications or other forms of communication;

V - to raise the permanent desire for cultural and professional improvement and enable the corresponding embodiment, integrating the knowledge that is being acquired in a systematizing intellectual framework of the knowledge in each generation;

VI - to encourage knowledge of the present world, particularly national and regional problems, providing specialized services to the community and to establish a reciprocal relationship with them;

VII - to promote the extension, open to the participation of the population in order to disseminate the achievements and benefits of cultural creation and scientific and technological research generated in the institution.

VIII - to act in favor of the universalization and improvement of basic education through training and professional qualification, conducting educational research and the development of outreach activities that bring the two school levels **(Included by Law 13.174, 2015)**

We observe that both theory and practice are addressed by the legislator in the legal instrument; however, what will characterize the profile of graduates from our professional courses is how such professional of education will promote the exchange. Still focusing in LDB, we find a concern of the legislature on the formation of these professionals in Article 65: Teacher training, except for higher education include teaching practice of at least three hundred hours." (Brazil, 1996). This should solve in part the lack of pedagogical preparation of university bachelor(s) and teacher(s) working in vocational education.

University teachers, in general, do not start the job knowing the discussions on pedagogical proposals, curriculum, assessments, among other components that are present in issues of teaching and learning.

In the case of graduates who work as teachers in universities, it is essential to question if the initial training in bachelor's degree programs, complemented by post-graduate courses, is enough for their work in teaching in higher education.

In teaching performance in higher education, a gap is common: the teachers are characterized as experts in their field of expertise, which ends up being the criteria for their selection and hiring. However, this teacher not necessarily dominates the pedagogical area in a broader, more philosophical or in a more mediate, technological point of view. (Abreu

and Masetto, 1982). It is extremely important that the university teacher have the same concern in developing both around the specific knowledge and skills of their formation, as well as in teaching, knowledge and skills that make up teaching as a profession.

Imbernon (2004) defines teacher professional development as a set of factors that enable or hinder teachers' progress in their professional life. The author highlights that the improvements in training, the levels of participation in the work environment, better wages and labor legislation are important. Ramalho, Nuñez and Gauthier (2003), however, conceptualize the same theme as: "The ability of shared professional autonomy and educational management of teachers in the context of changes, based on reflection, research, and criticism within professional working groups." The authors consider the development as an obscure system that integrates individual and collective skills and also as an ascension category processes in political, ethical and economic, and social status spheres.

Teaching in higher education can be defined as a complex activity and can be determined by different factors, either internal, which manifest our desires, intentions, perspectives, values, among others, or even in the external environment, where they expose institutional discourses, social ideals, the political and economic world, national, and local powers, among many others that constitute the reality in which people live today.

### **3.3. Quality in degree programs of business administration**

Lima (2005) emphasizes that the concern with quality in higher education focuses on two main approaches. The first one determines that quality is associated with competitiveness, since the visions of knowledge are understood as a decisive instrument of the innovation process, and since innovation is substantial for an organization to compete in the market, we see deep relations between competitiveness on education. The second one deals with the concept of quality related to the commitment of teaching to cooperate in the training of citizens.

With the growth of competitiveness that affects the educational sphere, and which results from the rapid increase in higher education institutions throughout the country, qualified managers in the area indicated as the organization's strategic characteristics the student's ability to measure the service, to suggest possible improvements and above all to contribute as a promoter, recommending the institution to others. According to Mello, Dutra and Oliveira (2001), more and more educational institutions are realizing the importance of giving value to the opinion of the students about the quality of the service, especially when it refers to the characteristics and teaching practices of the teacher and the structure of the higher education institution.

The Commission of Specialists in Education in Business Administration - CEEAD (2002) also sought to define the essential elements that should be prioritized by higher education institutions in relation to the profile of teachers based on teaching practices. This allows to guarantee the quality of the teaching standards in the Business Administration programs, based on: I) values of social responsibility, justice and professional ethics; II) Humanistic training and global vision. III) Technical and scientific training; IV) entrepreneurship; V) interdisciplinary approach; and VI) continuous professional development. Hocayen-da-Silva, de Castro, de Oliveira Maciel.

Although the search for quality of education has achieved a prominent place among private higher education institutions, an assessment of the current situation reveals that there is a long way to be followed by the managers of such institutions to give the market a formation in Business Administration able to make individuals aware of their role in society. This gap between discourse and practice in relation to quality aspects, as shown by the bibliographical review, may be justified by the ineffectiveness of academic practices that can hardly provide students appropriate conditions for the learning process (Paula, 2001).

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## **4. Conclusions**

Based on the literature review developed here, we found out that it is important that the

professional of education be formed to such a function. Therefore, in view of the difference of the teacher graduated in teaching degrees and the title in Business Administration, an investment in their training for teaching can be recommended, adding pedagogical and teaching skills. In addition to all the tools that are established in Brazilian technical education, which focuses on the economic and social development of work, without the care of adding perspectives in the training given to alternative professionals to think about being a sower of their learning.

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1. Faculdade Mauricio de Nassau. Bacharel em Administração com habilitação em Marketing. [dricaelita@hotmail.com](mailto:dricaelita@hotmail.com)

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