



***THE TEACHING PROFESSIONALISM AND PEDAGOGICAL PRACTICE:
REFLECTIONS ON BUSINESS ADMINISTRATION COURSES IN
PUBLIC UNIVERSITIES***

**A PROFISSIONALIDADE DOCENTE E A PRÁTICA PEDAGÓGICA:
REFLEXÕES SOBRE OS CURSOS DE ADMINISTRAÇÃO DAS
UNIVERSIDADES PÚBLICAS**

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ABSTRACT

To analyze the constitution of the teaching professionalism and the contribution of the teachers' pedagogical practice in the development of competences and abilities of the students of the Administration course of the Public Universities of Piauí. The instrument is a questionnaire developed in the Google Docs platform, with a five-point Likert scale and a semi-structured interview script. Descriptive statistics were used for quantitative data and content analysis for qualitative data. Fifty-one professors from business administration courses at public universities in the state of Piauí participated. The results pointed out that teachers' professionalism is influenced by their established relationships, even before they enter the profession, and carries aspects of their biography, their social and psychological universe. They believe that their professionalism is related to the construction of competencies and the development of skills for their teaching activities, leading to the deduction that, by being aware of their own abilities and competencies, they know of the need to improve and/or develop them. With this, they carry out a more cautious and conscious teaching practice, contributing to an effective training of their students in order to contribute to the development of their skills and abilities.

Keywords: Professionalism; Teacher Education; Competence; Teaching Practice.

RESUMO

Analisar a constituição da profissionalidade docente e a contribuição da prática pedagógica dos professores no desenvolvimento de competências e habilidades dos alunos do curso de Administração das Universidades Públicas do Piauí. Trata-se de uma pesquisa exploratória, descritiva, com abordagens qualitativa e quantitativa. O instrumento é um questionário desenvolvido na plataforma Google Docs, com escala Likert de cinco pontos e um roteiro de entrevista semiestruturada. Para os dados quantitativos utilizou-se a estatística descritiva e nos dados qualitativos a análise de conteúdo. Participaram 51 professores dos cursos de administração das universidades públicas do estado do Piauí. Os resultados apontaram que a profissionalidade docente é



influenciada por suas relações estabelecidas, inclusive, antes mesmo do seu ingresso na profissão, e carrega aspectos da sua biografia, do seu universo social e psicológico. Acreditam que a sua profissionalidade tem relação com a construção de competências e o desenvolvimento de habilidades para a sua atuação docente, fazendo-se deduzir que, por estarem cientes das suas próprias habilidades e competências eles sabem da necessidade destas serem melhoradas e/ou desenvolvidas. Com isso, realizam uma prática docente mais cautelosa e consciente, contribuindo para uma formação eficaz dos seus alunos de modo a contribuir para o desenvolvimento das competências e habilidades destes.

Palavras-chave: Profissionalidade; Formação Docente; Competência; Prática Docente.

1 INTRODUCTION

The teaching professional is surrounded by influences and attributions that are related beyond those cited in art. 13 of LDB No. 9.394/96. In his role, to meet the demands of today, he needs to make the connection between the aspects of his profession, his identity, and the working conditions.

In the context of Higher Education, more specifically on the issue of University Teaching, changes have been occurring, especially after the University Reform of 1968 and the transformations caused by educational policies, the globalization process, and the advances in technology. Scholars such as Kerch (2017), Masetto (2015), Candau (2014) have highlighted the impacts of these aspects for Higher Education in the country and, especially, for university teachers, who face a diverse and challenging scenario for the exercise of their profession. It is possible to observe this complementarity in studies about teaching by the authors Alarcão (2011), Imbernón (2004), Freire (1996) and Nóvoa (1995), who address the aspects of reflection in the profession, highlighting the need for the teacher to be able to reflect on his practice, conducting his actions according to the reality in which he is inserted.

The teacher administrator, in this context, needs to perceive university teaching from the historical and social scenario that surrounds him, as well as the changes that affect his function, so that he can also understand what it is to be a teacher in Higher





Education and be prepared to face the challenges that arise in this profession. Another relevant aspect for the formation of university professors that has been addressed in the studies of Dias and Ramalho (2015), Pimenta and Anastasiou (2014), Vasconcelos (2012), Masetto (2012), Zabalza (2004) and Freire (1996), is specifically regarding the need for this professional to be committed to the teaching-learning process, which involves teacher and student.

It is through the daily experience of the classroom, the interaction in various academic environments, and the exchange of experiences and knowledge with professional colleagues that this teacher can mitigate the absence of pedagogical knowledge in the development of his or her teaching professionalism. For Sacristán (1999), Dubar (1997), Nóvoa (1995), and Roldão (2005), professionalism is perceived through the formation of four characteristics, namely: specificity of the function, specific knowledge, decision-making power or control over the exercise and autonomy, and a feeling of belonging to a collective body.

Such statements are possible to associate with the studies of Pimenta and Anastasiou (2014); Franco (2013); Behrens (2012); Pimenta and Almeida (2011); Imbernón (2004); Ramalho, Nuñez and Gauthier (2003); Alarcão (2001) and Perrenoud (2000) when defending the need for the preparation and training of teachers as researchers or investigators of their own practice. The teaching practice itself is constituted by political acts. The decisions about the form of teaching, the way to approach certain content, the didactic procedures, the type of relationship with students, all these aspects that involve professionalism and teaching practice are adopted by teachers based on their interests, ideologies, and beliefs.

In view of the aforementioned issues, from a pedagogical perspective, teaching practice should internalize competence, that is, mastery of knowledge in a specific area of knowledge through research, as pointed out by Masetto (2012), Demo (2017), and Cunha (2005). In teaching, teachers continuously update their experiences and professional knowledge. For Le Boterf (2003), Perrenoud (2000), and Zarifian (2008), the professional should not be equipped only with knowledge or skills, but with the ability to





act efficiently and effectively in different situations, although always supported by knowledge. Zarifian (2008) emphasizes that the individual builds his competence through experience, through contact with various sources of knowledge, specialties and experiences, through self-development.

Thus, it is relevant that the teacher administrator understands the aspects that involve his professionalism and his teaching practice so that he can exercise an effective education. It is essential to understand the specificities that make them a teacher, and to understand the practices and values of the teaching function. Still, it is necessary that this teacher administrator be aware of the elementary knowledge of his teaching practice. Based on the above, the present study aimed at analyzing the constitution of teaching professionalism and the contribution of the teachers' pedagogical practice in the development of competences and abilities of students in the Administration course at Public Universities in Piauí. Considering the growth and relevance in the field of emerging themes, the article is divided into four stages: introduction, theoretical support, methodological aspects, analysis of results and final considerations.

2 REVIEW OF THE LITERATURE

2.1 TEACHING PROFESSIONALISM

Being a teacher in higher education requires a comprehensive and continuous training. For such training, it is important to understand the aspects that involve the constitution of teaching professionalism. This theme has been a trend in many studies and research in recent years. From the 1990's on, new terms related to the teaching profession appeared. The term professionalism starts to appear in research related to these professionals, associated with the idea of professionalization. This is a developing concept, used in other areas of knowledge, but that education has been appropriating and, therefore, its understanding is relevant (AMBROSETI; ALMEIDA, 2009).





Roldão (2005) emphasizes that in face of social changes and constant questioning that education has been going through, the theme of professionalism has gained prominence in international education policies and research. The highlight occurs mainly in Higher Education, a level that has been evidenced by the growing complexity of the act of teaching and by the increase in the number of Higher Education Institutions (HEI). In this way, Roldão (2005, p. 108), perceives professionalism as being "a set of attributes, socially constructed, which makes it possible to distinguish one profession from others, equally relevant and valuable.

D'Ávilla (2011) states that professionalism refers to what is specific in each profession and is historically constituted from the skills, abilities, and values that are incorporated and materialized in professional practices. In other words, it distinguishes the professions among themselves and before society. Therefore, each profession has its own particularities and demands from the professional skills, knowledge, and abilities that are inherent to the very precepts of the science that guides each of them, but are also associated with the individual's life experiences, the needs and social changes, among others.

It is teaching that characterizes being a teacher, that is, making others learn; this assignment distinguishes the teacher from other professions. For Roldão (2005, p. 11), the teaching function "requires a wide range of scientific knowledge in the field of education, and is far from being spontaneous or resulting automatically from a mastery of the content to be taught and its exposition. It depends on the way the teacher uses this knowledge, the content, so that the students appropriate it and learn. With the purpose of identifying the teacher, from the crossing of the research of several researchers, among them: Sacristán (1999), Dubar (1997) and Nóvoa (1995), Roldão (2005) identified the four characterizers of professionalism: specificity of the function, specific knowledge, decision-making power or control of the exercise and autonomy and sense of belonging to a collective body, which will be described below.





In agreement with the first characterizer, Tardif (2002) considers that teaching is a craft in which only the teacher, called by him a social agent, has the conditions to exercise, through specific knowledge. Even if with the excessive advance of technology, where information and content are available in milliseconds, the figure of the teacher is essential and indispensable.

The second feature of professionalism, specific knowledge or educational knowledge, is considered by Roldão (2005) as indispensable for the development of teaching activity and its nature. In Higher Education, the focus is still too much on the content of the knowledge taught, when there should be more emphasis on educational knowledge. In agreement, Saviani (2009) argues that for the teaching profession, which requires knowledge of the content and of the form of teaching, it is essential to master a body of specific knowledge, knowledge of the domain restricted to this category of professionals. In the case of teachers, this knowledge centers on pedagogical (methodological, didactic), curricular, disciplinary, and experiential knowledge.

It is necessary for the teacher to master the specific contents of the several areas, but to appropriate the scientific knowledge that guides the teaching practice, such as teaching methodologies, didactics, and the teaching-learning process, among others, is essential for the teacher to be able to teach with professionalism and in a way that allows students to learn new knowledge. A teaching practice permeated by content and educational knowledge, associated with work and teaching experiences, results in effective teaching.

Alves and André (2013) reinforce that for the full exercise of the specific knowledge of teaching, it is necessary the acquisition and mastery by these professionals of a certain power of decision as to how to conduct their work. They add that teachers need to have, even if relative, autonomy in relation to decisions about what they work with and how they conduct their work, even when they work in the public sphere, which is marked by bureaucratic, political, and social control.





In this way, for an effective teaching professionalism, it is necessary and relevant that teachers exercise the power of decision and autonomy in their teaching activities, even though they are aware that this power and autonomy are limited. When teachers, in their teaching practice, leave their individuality and expand their actions beyond the classroom, sharing their professional knowledge and building new knowledge with other teachers, they are contributing to the social recognition of their function and are also helping to strengthen their professional category, which is currently weakened.

The teaching professionalism is built from influences generated by the social, cultural, political, and economic environment in which the individual was and is part of, and is characterized as a constant process that is molded to the conditions and needs of each place and time, and is therefore successive and changeable. The authors Gaeta and Masetto (2013); Contreras (2012); Roldão (2005); Ramalho, Nuñez and Gauthier (2003); Nóvoa (1999) and Sacristán (1999) argue that professionalism involves a set of professional requirements and specific characteristics that constitute being a teacher.

For Gaeta and Masetto (2013, p. 302), the term professionalism has been used in discussions about professions, associated with the skills, knowledge, and experiences socially assigned to the exercise of a given function, i.e., professionalism is "the way a person exercises a profession, what he or she needs to master to face daily work situations.

2.2 TEACHING COMPETENCE AND PRACTICE

The teacher as a training agent needs to engage both with the search for understanding social transformations and demands, as well as with the implications of these occurrences on their teaching role in the university setting. Santos (2015, p. 48) points out that the teacher trainer needs to "think from new references, from new bases, it involves a profound change of mentality, which is not an easy task". The author stresses that this teacher, who proposes to change and seek new approaches and knowledge based on innovative paradigms, needs "time for himself, time for the assimilation and accommodation of new pedagogical practices in his mental structures".





As far as the teacher administrator is concerned, who has not had pedagogical training, this demand requires an even greater and challenging time for himself and to adjust the various pedagogical practices in his teaching action, or often even to get to know certain practices and only then be able to develop them in his daily life. He needs to be aware and seek to know and/or improve the aspects that involve his professionalism, to abandon the traditional practice of merely transmitting information and be able to train professionals in tune with society.

Nowadays, teaching actions determine peculiar competencies that encompass not only training and professional experience, but also specific competencies (MASETTO, 2012; DEMO, 2017). To this end, their pedagogical actions should lead the student to mobilize specific knowledge, skills, languages, cultural values, and emotional aspects. Moreto (2001), in his speech says that the formation of an administrator supposes the development of the broader vision of the human being, analyzing him as a bio-psycho-socio-historical-political being.

Perrenoud (2000) conceptualizes competence considering cognitive resources, for him it is "the ability to mobilize a set of cognitive resources (knowledge, skills, information, etc.) to solve a series of situations pertinently and effectively. That is, when faced with specific situations, the individual needs to have the ability to mobilize certain cognitive resources in a resolute manner, characterizing the competent being. The author emphasizes that the individual competence comprises the "ability to act effectively in a given type of situation, supported by knowledge, but not limited to them" (PERRENOUD, 2000, p. 7).

In Panizzi's (2006) view, the development of competencies, so important in educational training, besides providing learning to the student, involves knowledge, attitudes, and behaviors required in society. The author emphasizes that it is relevant to include these aspects in the pedagogical work at the University, understanding what she defines as pedagogy of competencies, as being "the ability of a professional to make decisions based on the knowledge, skills and attitudes associated with the profession, to solve complex problems that present themselves in the field of their activity" (PANIZZI, 2006, p. 38).

Zarifian (2008, p. 67) considers that competence is individual and only "[...] manifests itself in the practical activity, it is from this activity that the evaluation of the competencies used in it may derive". According to the author, the individual builds his/her competence through experience, contact with various sources of knowledge, specialties and experiences, through his/her self-development.

Given the aforementioned conceptions regarding competence, we also have, from a pedagogical perspective, that the teaching practice should internalize competence, i.e.,





knowledge mastery in a specific area of knowledge through research, as indicated by studies by Masetto (2012), Demo (2017) and Cunha (2005). In teaching, teachers continuously update their professional experiences and knowledge. In this sense, in the Administration course, the professor administrator, in his teaching practice, can seek alternatives that simulate situations that are as close as possible to those experienced in the organizational environment, thus facilitating the student's development of competencies. He must insert differentiated methodologies and/or strategies and also contribute with his experience, which becomes a more meticulous task due to the absence of pedagogical training.

3 METHODOLOGICAL ASPECTS

This study aims at analyzing the constitution of teaching professionalism and the contribution of teachers' pedagogical practice in the development of competences and abilities of students from the Administration course at Public Universities in Piauí. Regarding the approach, the qualitative and quantitative methods were used. For Flick (2009), the use of qualitative and quantitative methods offers legitimacy to the results, enabling a perception of the totality and not of reductionism of the reality. Creswell (2007) calls this approach the combined or mixed method and says that it offers greater integration of data and information, allowing the investigated element to be viewed in its entirety.

As for the nature, this study is characterized as exploratory, because it proposes to know more deeply about a subject not much explored, professionalism and pedagogical practice of the teacher administrator. The study is also descriptive in nature, survey type. It is characterized as descriptive because it seeks to specify properties, characteristics and features of a population or group in order to identify certain relationships between variables or phenomena (VERGARA, 2016).

The research was conducted in four campuses of the Federal University of Piauí -





UFPI, in the municipalities of Teresina, Parnaíba, Picos and Floriano and in three campuses of the State University of Piauí - UESPI, located in the municipalities of Teresina, Picos and Floriano. The research universe consisted of 56 effective professors, resulting in a sample of 51 professors who teach Administration courses at Public Universities in the State of Piauí, 36 from the Federal University of Piauí (UFPI) and 20 from the State University of Piauí (UESPI) and who, necessarily, have an initial degree in Administration.

For data collection a questionnaire was used as a research instrument to approach the variables involving teaching professionalism, arranged on a Likert scale of five points, which according to Cooper and Schindler (2003) is the most widely used, as it consists of statements that express favorable or unfavorable attitudes towards the object of interest. In the open question, the competencies and skills category was studied from the pedagogical practice.

The form was developed in the Google Docs platform. Initially, a pre-test was carried out with 3 professors administrators from different Federal Public Universities, two PhDs and one MA, in order to check the clarity of the questions and if there were any doubts by the respondents. Regarding data analysis, for the quantitative data presented in the questionnaire through the statements related to the professionalism category on a Likert scale, descriptive statistics was used, with the measures of centrality (mode, mean, median, percentiles) and dispersion (variance, standard deviation, coefficient of variation), through the SPSS software (version 21.0). For the analysis and discussion of the competencies and skills category from the pedagogical practice, we chose to use the content analysis proposed by Bardin (2016), which involves the three phases: pre-analysis, exploration of the material and treatment of the (BARDIN, 2016).

4 ANALYSIS OF RESULTS

To understand the results found from the objective of the study, initially the descriptive analyses of the sociodemographic variables will be presented.





In reference to the gender of the participants, an almost equal distribution of men and women was observed. From the total of 51 participants, 27 are male (52.9%) and 24 are female (47.1%). These data are relatively equal to the distribution of male and female faculty members at the Public Universities in the State of Piauí, which are a total of 1,510 (48.76%) men to 1,587 (51.24%) women, according to data from INEP, in 2018. About the age range, it is possible to verify that of the 51 surveyed, 19 are between 40 and 49 years old (37.3%), 15 are between 50 and 59 years old (29.4%), 11 are between 30 and 39 years old (21.6%), 5 are between 60 and 69 years old (9.8%), and only 1 was between 70 and 79 years old (2.0%).

The data show a group of teachers with a good amount of life experience, which for Tardif (2014) may reflect in a teacher who had more opportunity to know and develop knowledge, because the teaching knowledge is plural and temporal, "is acquired in the context of a life story and a professional career" (Tardif, 2014). About the area of expertise as a teacher, 24 participants (47.1%) work only in undergraduate courses, 23 participants (45.1%) work both in undergraduate and graduate courses, 2 participants (3.9%) work in undergraduate and master's degrees, one participant (2%) works in undergraduate, graduate course and master's degree and another participant (2%) works in undergraduate, graduate course, master's and doctorate.

According to the Sense of Higher Education in Brazil, conducted by INEP in 2018, there are 42 Administration courses in the State of Piauí, therefore, a much larger number than the number of stricto sensu graduate courses (INEP, 2018). About the year of graduation completion, Most participants (28) completed their graduation between the years 2000 and 2009 (54.9%), 9 between the years 1990 and 1999 (17.6%), 7 between the years 1980 and 1989 (13.6%), 4 between the years 2010 and 2019 (7.8%), and 3 between the years 1970 and 1979 (5.9%). As for teaching time, it was observed that most teachers have between 5 and 20 years of classroom experience. This experience favors the development and maturation of the knowledge of pedagogical practice (CUNHA, 2005; PIMENTA; ANASTASIOU, 2014). The experienced teacher is "[...] a bit like a craftsman, faced with various concrete problems, he has an effective repertoire of



solutions acquired during a long practice of the craft" (TARDIFF; LESSARD, 2008, p.51).

For the category of teaching professionalism studied, the first subcategory is related to teaching professionalism as a process of constitution of the specific characteristics of the teaching profession. The field findings indicate that most participants (82.4%) agree at some level (partially or totally) about teaching professionalism being a process constituted of the specific characteristics of the teaching profession. For André and Almeida (2017), professionalism refers to the "knowledge specific to the teaching profession, encompassing disciplinary knowledge and pedagogical knowledge." Thus, teaching professionalism is made up of particularities inherent to teaching. Professional teachers develop their pedagogical practices taking into account their own teaching knowledge. They are able to produce, mobilize, and conduct their own knowledge peculiar to their profession.

André and Placco (2007, p. 341) are very emphatic about the relationship of professionalism with the specific characteristics of the profession when they mention that "Thinking about professionalism means looking for what is specific to the profession, that is, knowledge, behaviors, skills, attitudes, and values that define the teacher (...)". They make it clear that professionalism is linked to the teacher's own specific characteristics. Recognizing that professionalism is a process consisting of characteristics specific to the teaching profession shows that this professional is aware of the existence of knowledge, skills, and attitudes that are specific to teaching. For Veiga (2006) and Masetto (2015), this means that they recognize themselves as teaching professionals.

The second subcategory, about the extent to which teaching professionalism is closely linked to professional identity. The data show that most of the respondents, 45 out of 51, agree to some degree that there is a close connection between professional identity and professionalism. This infers that these teachers feel a sense of belonging to the teaching profession, recognize themselves in it, and assume their professionalism. To the extent that teachers know and recognize themselves before society, as professionals, according to Silva (2017, p. 41) they are "able to better understand and reflect on their teaching action". The high degree of agreement for this statement demonstrates that





although the participants have an initial training distinct from education, this did not prevent them from being able to recognize themselves as teaching professionals, whose professionalism is an aspect closely linked to their identity. Inferring that these professionals are aware of their professional teaching practice and identify themselves as teachers. Thus, as the teacher identifies and deals with the specificities of teaching, he/she becomes a teacher, expanding his/her professionalism and consequently building his/her practice and teaching identity. Nóvoa (1995, p. 9) states that "it is not possible to separate the personal self from the professional self, especially in a profession strongly impregnated with values and ideals, and very demanding from the point of view of commitment and relationship", thus evidencing the existence of the link between identity and teaching professionalism.

In the third subcategory on whether teaching professionalism is affected by the work context. The overall mean of the responses of 4.2 (min. 1; max. 5; SD 0.92) evidenced that most of the teacher administrators realize the importance of considering the multiple contextual dimensions, which surround teaching practices, which in Tardif's (2014) view, are essential to the teaching professional practice.

Thus, most of the teachers surveyed certainly develop their professionalism based on a pedagogical practice consistent with the context in which teaching is inserted, providing the opportunity to offer a more concrete education to the student. With this view, Luiz Cunha (2007, p. 16) corroborates by stating that the teacher's performance is "a bridge between systematized knowledge, the knowledge of social practice and the culture where the educational act takes place, including the student's sociocognitive cultures. Teaching cannot be isolated from the time and space where it takes place, it needs to be contextualized, because it is closely linked to the determinations that revolve around it. Any information and/or knowledge approached by the teacher needs to be in accordance with a social and cultural reality, because the individuals involved in the teaching-learning process (teacher and student) are affected by this reality, which is constantly changing and modifying them.

As for the fourth subcategory, whether teaching professionalism is influenced by





the relationships established, the biographical meaning, and the teacher's social and psychological universe. Most of the teachers (45) are aware that their professionalism begins even before they start teaching, and that it is strongly influenced by their life trajectory and the individuals who are part of their relationship cycle, as well as the social and psychological aspects that surround them. Teachers already constitute their professionalism even before entering the profession; it begins during their personal and school trajectory, based on their conceptions and representations of teaching, built in a period before their first contact with the profession (AMBROSETTI; ALMEIDA, 2009). This implies that the relationships established during school life influence the constitution of teaching professionalism.

In this way, teaching professionalism is rooted by influences brought from relationships experienced by teachers even before they are constituted in the profession. The process of teacher constitution begins long before he or she becomes a professional and lasts throughout his or her career, it doesn't end. Teachers are social agents who carry in their teaching actions traces of their past and present life situations and relationships, of their psychological, social, and cultural conditions. It is precisely because professionalism is related to ideological, sociological, and psychological aspects, among others, that the teaching professional is in constant transformation during his or her career (SACRISTÁN, 1999). There is no such thing as a teacher who is separate from the individual he or she has become.

Regarding the fifth subcategory about how teaching professionalism is related to building competencies and developing skills for teaching. Most (94.2%) of the surveyed teachers agree that professionalism is related to the construction and development of teaching skills and competencies. It is inferred that these professionals are even aware of these teaching skills and competencies, which makes them aware of their own skills and competencies to be developed and/or improved. Therefore, they are able to contribute to a more effective education for their students and to carry out a more cautious and conscious teaching practice.

It is through professionalism that the teacher builds the competencies, skills, and





knowledge proper to the profession, and in their practice they will constitute themselves as professionals (SACRISTÁN, 1999; NUÑEZ; RAMALHO, 2008; ANDRÉ; PLACCO, 2007). Libâneo (2015) considers the relationship of teaching professionalism with the construction of competencies and development of skills for teaching, because he believes that this professionalism is characterized by knowledge, skills and attitudes fundamental to the teaching-learning process, which guides the teaching work. Professionalism occurs progressively and continuously, based on the development of competencies, which is a process that enables teachers to learn about the practices, cultures and values of the profession (TARDIF; FAUCHER, 2010). Thus, for the teacher administrator, it is during the development of professionalism, when engaging with the teaching-learning process and in the exercise of pedagogical practices rooted in the principles of teaching, that the teacher has the opportunity and the possibility to build his or her competencies and skills to act as a teacher.

Regarding pedagogical practice for the development of competencies and abilities, for this category it was found that the relationship between theory and practice is a prominent aspect in the teaching of the professor administrator, since it is part of his ideas about teaching in higher education, as a pedagogical practice used in his daily routine in the classroom, to develop abilities and competencies in his students. In the speech of a teacher it is possible to verify this understanding: "Besides the theoretical aspects, I take into consideration the need for reflection and critical sense of the student through texts and articles discussed and reviewed, application of case studies, technical visits, among other methods". From this perspective, Zarifian (2008) considers that competence manifests itself in the practical activity, and it is from this activity that the assessment of the competences used in it may derive. In a complementary way, another teacher reports: "I act independently, trying to contextualize the administration theories with the opportunities and threats of the market in which the students are inserted". Zarifian (2008) states that the individual builds his or her competence through experience, through contact with varied sources of knowledge, specialties and experiences, through self-development.





In the statement of another teacher, it is also verified that his pedagogical practices expand beyond knowledge: "I try to work the practices and develop the possible existing abilities according to the class profile by providing educational practices inducing the students to a reflexive, critical and integration process, with the application of case studies, extension and research projects applied locally, cases, technical visits and chats with professionals in the area. A congruent thought with the ideas on competencies defended by Perrenoud (2000) when he states that competence is related to "the ability to act effectively in a type of situation, supported by knowledge, but not limited to it".

It is very clear to teacher administrators the importance of contextualization in their work. By making a correlation between previous reports, it is possible to observe the implementation of pedagogical practices in a contextualized manner, for the development of skills and competencies in their students, each one from different approaches, but that allow the student to get closer to the reality that surrounds him/her. One of the respondent's states: "adopt educational practices that induce students to a reflective, critical and integration process, with the application of case studies, extension and research projects applied locally, cases, technical visits and conversations with professionals in the area. For Libâneo (2003, p. 09) "a professional who has knowledge of the professional practice related to the course, that is, has mastery of the knowledge of professional practice. A teacher is also required to master an area of specific knowledge through research (MASETTO, 2015, p. 31).

It is understood that administration students may be better prepared to act professionally in organizational environments, in a more critical and aware way of the social, political, economic, cultural, and other realities. For it can be seen that the teacher administrator is concerned with offering an education with emphasis on the student, according to one of the statements obtained: "I act in a more inclusive way, I try to involve students in real stories, making them think and reflect about their student and professional practice. I am a teacher of practice based on theories. It is important to update pedagogical practices. The teacher must adapt his practices to the new demands of society, for this he needs, "at least a broader general culture, the ability to learn how to





learn, communication skills, mastery of informational language, knowing how to use media and articulate the lessons with the media and multimedia" (LIBÂNEO, 2010, p. 10).

By seeking to develop skills and competencies in a student-centered way, these teachers certainly consider the specificities of each student, showing themselves to be teachers responsible for what this student needs to learn. This is evidenced in the teachers' arguments: "I use teaching strategies that promote the learning of updated and quality content"; "I use technological tools, scenario analysis, providing tools for the growth and inclusion of the egress in the labor market" and "I try to work the practices and develop the existing possible skills according to the class profile".

Pessoni and Souza (2011, p. 3) when referring to the Administration teacher say that "it is a technician preparing another technician without the teaching and learning methodologies that ensure the assimilation of the planned content and more than that, without paying attention to the aspects of training". However, the following statements show that the researched administration professor develops his pedagogical practice beyond the transmission of content: "Throughout my teaching, I seek to know the appropriate methodologies and didactics that facilitate the learning process of my students, through training and specialization in education"; "I adopt educational practices inducing students to a reflective, critical, and integration process, with the application of case studies, extension and research projects applied locally, cases, technical visits, and conversations with professionals in the area. In convergence, Zabalza (2004) argues that the act of teaching goes beyond the conduction of content through demonstration, explanation and argumentation; and that when talking about teaching it is necessary to refer to the learning process, because "teaching is managing the complete teaching-learning process that takes place in a given context, about certain specific content, with a group of students with particular characteristics" (ZABALZA, 2004, p.123).

The surveyed teachers diversify their teaching practices in order to develop their students' skills and competences, some of which are: case studies; technical visits; university research and extension; discussion of texts and articles; debate with professionals from the area and interdisciplinarity. Although they do not have initial





training in pedagogy, in their daily routine in the classroom they propose to exercise a teaching professionalism considering the various methods, strategies, and techniques of teaching, as stated in the following reports: "I do interdisciplinarity with colleagues, I promote debates with market professionals, I present market situations, I conduct technical visits with students"; "Besides following the discipline plan, obeying the programmatic content, I act in a constructive way, in the sense of creating in the student a posture of the Administration professional, based on ethics and mediation of the interests of those who make organization.

For the administrator's education, Aktouf (2005, p. 156) emphasizes that "the formation in humanities and the development of a general culture also contribute to the activation of the students' sensibility, which seems to me at least as important as the acquisition of formal knowledge". In other words, the teacher administrator needs to be aware of the aspects of humanities and culture in teaching.

It is understood, therefore, that these teachers are developing these practices, based on their life experiences, as students and professionals, on research and reflections about their work, and on the learning derived from their relationships with other colleagues and/or from continuing education.

CONCLUSIONS

Reaffirming the objective of analyzing the constitution of teaching professionalism and the contribution of pedagogical practice in the development of students' competences and abilities, according to the point of view of professors of the Administration course at public universities in Piauí. The results indicated that the teacher administrators consider very important the aspects of the two categories, teaching professionalism and pedagogical practice for the development of students' competencies and abilities.

As far as professionalism is concerned, it was evident that the teachers surveyed recognize themselves as professional teachers, and believe that their profession is made up of characteristics specific to teaching. A fact that reinforces this recognition in the





teaching profession is that they admit that professionalism is closely linked to the teaching identity. It is inferred that, during the teaching career, through the professional experiences lived and shared, the knowledge discovered and developed, and the knowledge of teaching culture and values, teachers became aware of the specific characteristics of the teaching profession, and in the development of their teaching, they built their professional identity.

It was found that teacher administrators are aware that their teaching professionalism is influenced by their established relationships, even before they enter the profession, and carries aspects of their biography, their social and psychological universe. Another finding is that the surveyed teachers believe that their professionalism is related to the construction of competencies and the development of skills for their teaching activities, suggesting that, because they are aware of their own abilities and competencies that need to be improved and/or developed, they carry out a more cautious and conscious teaching practice, contributing to a more effective education for their students.

The results pointed out that the teacher administrator assumes the duty of reflecting on theoretical and practical issues of the teaching content, making him/her a professional aware of his/her own knowledge, whether theoretical or practical. Thus, he/she learns from his/her own practice, acquires new knowledge, and also facilitates the learning of his/her students, who have a great need to understand the use of theoretical content in the practice of administration.

The teacher administrator is aware that his student should be prepared in a professional manner, but the humanities aspects need to be treated in the classroom as well, concluding the overcoming of the technical rationality that is still so present in the applied social sciences, such as Administration. In view of the above, the professor of administration conceives teaching in higher education from a pedagogical practice very centered on the student, which is positive, as it demonstrates his commitment to teaching.



However, the figure of the teacher is indispensable and an important two-way street in education, which is the teaching-learning process.

A suggestion for further studies is to conduct research with business administration students to find out how they perceive teaching and the development of competencies and skills in the interdisciplinary course of their education. To understand if students are acquiring and developing knowledge of their professional practice and building their professionalism based on their daily experiences in the classroom in the teacher-student relationship.

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