

Contributions of the Stricto Sensu Graduate in Administration for Teaching Education

Contribuições da Pós-Graduação Stricto Sensu em Administração para a Formação Docente

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ABSTRACT

Objective: This article investigated how stricto sensu graduate programs in Management (PPGAs) contribute to teacher development in Management in Brazil. **Methodology:** This research was characterized by being primarily qualitative and descriptive-exploratory. It was decided to encompass four parallel and integrated research fronts with specific objectives associated with the general aim in a mixed methods approach. Each investigative front was composed of different actors and collections. It allowed the triangulation of sources to understand better the phenomenon studied. **Theoretical Contributions:** From the findings obtained from the analysis of the empirical material collected, it was noticed that the PPGAs contributed minimally to the didactic-pedagogical development of Management teachers. In addition, the article still advances theoretically when it explains the existence of inhibiting factors to the contribution of PPGAs in the faculty development process, as well as which elements can work as catalysts capable of transforming the worrying scenario of faculty development in Management.

Keywords: Teacher development in Management; Graduate courses in Management; Higher Education in Management.

Submitted: 28/05/2022

Accepted: 30/08/2022

RESUMO

Objetivo: Este artigo investigou como os programas de pós-graduação *stricto sensu* em Administração (PPGAs) contribuem com a formação do professor do ensino superior em Administração no Brasil. **Metodologia:** Esta pesquisa caracterizou-se por ser de natureza, majoritariamente, qualitativa e de caráter descritivo-exploratório. Optou-se por encampar quatro frentes de investigação paralelas e integradas com objetivos específicos os quais estavam associados ao objetivo geral em uma abordagem baseada no uso de métodos mistos. Cada frente investigativa foi composta por atores e coletas distintas. Isso permitiu a triangulação de fontes para melhor compreender o fenômeno estudado. **Contribuições Teóricas:** A partir das

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RESUMO

constatações obtidas da análise do material empírico coletado, percebeu-se que os PPGAs contribuem, minimamente, como a formação didático-pedagógica do professor de Administração. Além disso, o artigo ainda avança teoricamente quando explicita a existência de fatores inibidores à contribuição dos PPGAs no processo de formação docente, bem como quais elementos podem funcionar como catalisadores capazes de transformar o preocupante cenário de formação do professor no ensino superior em Administração.

Palavras-chave: formação do professor de Administração; pós-graduação stricto sensu em administração; ensino superior em administração. **Keywords:** faculty development in Administration; post-graduate courses in Administration; higher education in Administration.

Introduction

Obtaining a higher education degree has been a crucial factor in professional success and social mobility for a large part of the Brazilian population (HERINGER, 2018; MARTINS; SCHERDIEN; ROCHA-DE-OLIVEIRA, 2019; BRÁS *et al.*, 2021).

In Brazil, there is a significant phase of diversification and growth in higher education, predominantly undergraduate education (JOAQUIM; NASCIMENTO; BOAS, 2011; SOUZA-SILVA; PAIXÃO; SILVA; ALVES, 2018). This high growth that reached higher education institutions, mainly in the private sector, is due primarily to the reform of higher education in Brazil from the 1996 Education Guidelines and Bases Law (CHAVES, 2010; BORGES; BORGES, 2021). This legal provision and other decrees, ordinances, and resolutions of the National Education Council have changed the norms of the educational sector since 1995, putting an end to the laws that promoted the single university model (SOUZA-SILVA; PAIXÃO; SILVA; ALVES, 2018; BORGES; BORGES, 2021).

Other elements contributed to explaining the expansion of higher education in Brazil, especially in the private sector. For example, the explosion of secondary education in the country was also caused by government investment policies, which led to a substantial expansion of the system (JOAQUIM; NASCIMENTO; BOAS, 2011), generating a considerable contingent of potential students for higher education (SOUZA-SILVA; PAIXÃO; SILVA; ALVES, 2018).

Given the impossibility of public universities to cover this demand, private institutions represented a feasible option, causing a vertiginous growth of higher education (BALBACHEVSKY; SAMPAIO, 2017; LEVY, 2018).

According to Souza-Silva, Paixão, Silva, and Alves (2018) and other authors (TORDINO, 2008; BOLZAN; ANTUNES, 2015; JUSTEN; GURGEL, 2015), Management programs were one of the most increased in this expansion scenario. The 2019 Higher Education census indicated - only in undergraduate Business Administration - a total of 2,326 courses offered in 1,616 higher education institutions. Of these 2,326 courses, 2,023 were provided by private institutions and only 303 by public ones (INEP, 2021).

Also, in 2019, the Management undergraduate programs had a total of 645,777 students enrolled, representing the third largest course in terms of enrollment in Brazil. Regarding the number of new entrants, in 2019, the Business Administration course represented the second-largest course in the country, with 298,003 students (INEP, 2021).

However, expansion does not necessarily denote educational improvement (SOUZA-SILVA; DAVEL, 2005; FINI *et al.*, 2017; FISCHER; SCHAEFFER; VONORTAS; QUEIROZ, 2018; ALAJOUTSIJÄRVI; KETTUNEN; SOHLO, 2018; LIMA; TORINI; PROLO; SILVA, 2019). This growth did not mean the existence of quality and competence, notably in a scenario marked by low attendance, low assessment of learning, and low quality of teaching, combined with a high dropout rate (evasion) and low remuneration of teachers and specialists (CANOPF; FESTINALLI; ICHIKAWA, 2005; KUHL *et al.*, 2013). It is argued that this growth happened quantitatively, not worrying about the qualitative aspects (KUHL *et al.*, 2013).

The teacher of Management is one of those responsible for the development and training of good managers (MARANHÃO; MARANHÃO; FERREIRA; FERNANDES, 2017; GOUMAA; ANDERSON; ZUNDEL, 2018) who are in tune with the current business environment, possessing the skills and abilities required for the effective compliance with the current demands of the profession (FESTINALLI, 2005; KORIS; ÖRTENBLAD; OJALA, 2017; LIMA; TORINI; PROLO; SILVA, 2019). It is assumed that the success of a higher education system, in the specific case of the Management area, has a strong relationship with the comprehensive and integrated training of its faculty (TORDINO, 2008; NASSIF; HANASHIRO; TORRES, 2010;

BOLZAN; ANTUNES, 2015), which highlights the centrality of *stricto sensu* graduate studies, as it aims to train teachers and researchers. In this sense, the main objective of this article is to investigate the contribution of *stricto sensu* graduate programs in Management (PPGAs) to teacher development for higher Management education in Brazil.

This article sought to bring empirical-methodological and theoretical contributions. From a theoretical point of view, it contributes when it demonstrates how PPGAs contribute, minimally, to the development of teachers in Management nowadays. Based on the findings of the empirical material, the article still advances theoretically when it explains the existence of inhibiting factors to the contribution of PPGAs in the teacher development process, as well as which elements can work as catalysts capable of transforming the worrying scenario. In addition, the *paper* collaborates with expanding knowledge on the subject in question when analyzing the research carried out in the historical period between 2005 and 2022. The intention was to find out if there were changes, advances, or setbacks in teacher development from concrete actions not only from PPGAs, but also from other institutions, such as the Ministry of Education and associations in the area. For this, the theoretical basis was the work of some national authors, namely: Souza-Silva and Davel (2005); Fischer (2006); Joaquim, Nascimento, and Boas (2011); Joaquim and Boas (2011); Patrus and Lima (2014); Maranhão, Maranhão, Ferreira and Fernandes (2017); Narciso and Lourenço (2018); Lima, Torini, Prolo and Silva (2019) among others. It is worth mentioning that the PPGAs make up the sphere of execution of a national policy, according to which the main objective of *stricto sensu* graduate studies is the development of teachers and researchers.

From an empirical-methodological point of view, this *paper* is original insofar as it chooses mixed methods (MORSE, 2003) to address the phenomenon above. Thus, it starts from four different research fronts to triangulate data sources and actors to increase the validity of the results (KERN, 2018).

It is also interesting to emphasize that this article didn't intend to reflect on teacher development in the spectrum of their activity as a researcher. Not that this aspect does not deserve due attention. It is even known that consistent training in scientific research can significantly contribute to excellent teaching. Thus, this work does not intend to belittle the training of the researcher or to build any kind of pola-

rity between training for research and for teaching itself. In this vein, by theoretical-methodological option, the formation of the teacher in this investigation is limited to his work as a teacher, prioritizing the didactic-pedagogical nature.

To carry out the purpose of this investigation, this article has been divided into six parts, the first of which refers to this introduction. The second concerns the guiding theoretical framework of this work. The third explains the research methodology that used mixed methods and was characterized by being primarily qualitative and descriptive-exploratory. The fourth and fifth parts dealt with the presentation and discussion of the results, respectively. Finally, the sixth part took care to present the final considerations of this scientific investigation.

Teacher Development and Learning for Teaching In Management

Initially, it is essential to clarify that, in this work, the construct formation was understood from the conception of process, representing a broader term than the word preparation, which conveys an idea of something more localized, punctual, or specific (PATRUS; LIMA, 2014; LIMA; TORINI; PROLO; SILVA, 2019). In this way, teacher education can be the object of intentional training actions aimed at developing the skills necessary for the act of teaching as support programs for teacher qualification (NASSIF; HANASHIRO, 2002; FISCHER, 2005; DANIELS; ELLIOTT; FINLEY; CHAPMAN, 2019). But on the other hand, teacher training can also take place informally, resulting from the execution of their craft and the daily interactions with their peers and students (SOUZA-SILVA *et al.*, 2018).

From a search using the databases of Scielo (Scientific Electronic Library Online), Spell (Scientific Periodicals Electronic Library), and Redalyc (Network of Scientific Journals of Latin America and the Caribbean, Spain, and Portugal), using the keywords: teacher training, higher education, Administration, and *stricto sensu* graduate studies and restricting the search to articles published in national journals in the last seventeen years (2005-2022), few empirical works deal, essentially, with how *stricto sensu* graduate programs contribute to teacher education in Management higher education.

For example, Joaquim, Nascimento, and Boas (2011) investigate the benefits of faculty internships in teacher development. Patrus and Lima (2014) are concerned with denouncing the pedagogical shortage in faculty development in higher education in Management, arguing that graduate programs form, above all, researchers who are distant from a more consistent pedagogical training.

Maranhão, Maranhão, Ferreira, and Fernandes (2017) carried out a bibliometric study on faculty development in Management with the objective of mapping existing publications on the subject from 2003 to 2017. They found a lack of scientific publications on the subject in line with the almost inexistence of concrete actions for the formation of teachers in Management higher education.

Nogueira, Casa Nova, and Carvalho (2012) discuss the importance of faculty development but focus their work on the attributes and characteristics of an effective teacher for teaching Management.

Souza-Silva and Davel (2005) explored the topic from a more descriptive perspective, pointing out how faculty development in Management takes place from various dimensions, including highlighting this development's main concepts and practices. In this sense, the conception of faculty development in higher education in Management occurs from a mosaic of processes of: a) explicit absorption of technical-professional content, knowledge in didactics, pedagogy, and teaching technologies, and knowledge about the history of Management; b) interaction with students and peers; and c) participation in communities of reflective practice and practical-management learning.

The process of faculty development and learning takes place through sharing two dimensions of knowledge: the explicit and the tacit. Explicit knowledge is the most minor portion of knowledge and is usually understood as knowledge that can be codified through spoken or written language. Tacit knowledge, on the other hand, represents the most significant portion of knowledge and is more difficult to codify, and can only be transmitted and learned through markedly socio-practical and interactional contexts (OLIVEIRA NETO; SOUZA-SILVA, 2017).

The conception of teacher development in Management most observed by Souza-Silva and Davel (2005) was that learning is understood as synonymous with the explicit absorption of knowledge, such as participation in courses, lectures, or workshops on didactics, pedagogy, or technologies education. In addition, when participating in courses that deal with the history and evolution of Management.

The view of faculty development in Management from this first conception is based on a schooling logic, in which the training and learning process is punctual, taking place at specific and special moments, especially in classroom situations, in training, or in standardized exercises (ANTONACOPOLU, 2000; SOUZA-SILVA; DAVEL, 2005).

For Souza-Silva and Davel (2005), with a much smaller emphasis, there is the conception that the higher education teacher in Management can be formed by the interaction with their students and with their fellow professors in their day-to-day activities of higher education (BEDFORD; ROSSOW, 2017; LUO; FREEMAN; STEFANIAK, 2020). The teacher learns with his students through the interaction and relationship with them, in the experimentation of teaching, in the search to bring new activities to his disciples, and in the challenges to deal with different student profiles, among other situations (SOUZA-SILVA; DAVEL, 2005).

Despite being less emphasized as a way of learning and teacher training in higher education in Management, socio-practical and interactional approaches (THOMSON; TRIGWELL, 2018) present themselves as less traditional, functioning as interesting and avant-garde ways to rethink teacher education. In this way, learning and teaching become part of the same dialogical process that feeds each other continuously (SMITH, 2019). It is the institution of the *learning-by-doing approach*, in which the teacher, through experimentation (CLARDY, 2018), gives new meaning to their repertoire of knowledge, not only explicit but tacit teaching.

Furthermore, the conception of development through interaction with peers in communities of reflective practice and practical-management learning can also be seen as an alternative way of faculty development called a socio-practical learning approach (SOUZA-SILVA; DAVEL, 2005), which emphasizes the process of teacher training, occurring from the interactions and social relationships that happen in the daily life of educational organizations. In this sense, learning and faculty development are understood less as an eminently individual-cognitive process and more as a collective process, expanding the possibility of sharing knowledge in its dual nature: explicit and tacit.

The national literature that relates teacher education based on *stricto sensu graduate programs* advocates that, traditionally, this process is weakened (MARANHÃO; MARANHÃO; FERREIRA; FERNANDES, 2017). For example, Lima, Torini,

Prolo, and Silva (2019) point out that, in PPGAs, the training of researchers gains much more emphasis, and this is evidenced by the pressure to publish academic articles (LIMA; TORINI; PROLO; SILVA, 2019). Therefore, PPGAs end up building their curricula, prioritizing subjects related to research competencies. Fischer (2005) points out that, in the PPGAs, the emphasis on the researcher's training is accompanied to the same extent by the slight focus on teacher training, evidenced by the rarity of offering subjects related to the didactic-pedagogical theme.

Lima, Torini, Prolo, and Silva (2019) point out, in the period from 2007 to 2014, a high asymmetry when comparing the number of subjects offered in the PPGAs, related to didactic-pedagogical competencies and those that seek to develop research competencies. While the research courses jumped from 188 to 343, those for teacher training increased from 17 to 35 courses. The picture is more alarming when one analyzes the limited supply of the teaching internship course instituted by CAPES in 1999/2000. For these same authors, the offer of such a course, which aims to complement the didactic-pedagogical training of the master's and doctoral students, practically stagnated when observing the period between 2007 and 2014. The average workload in the research course was 42.9 hours, while the teaching internship reached only 30.2 hours. The problem is aggravated when there is no well-formulated planning for executing the teaching internship. Instead of representing a rich opportunity for teacher mentoring, in which the more experienced professor accompanies, advises, and gives feedback to the master's or doctoral student, the teaching internship often represents a bureaucratic curricular obligation. In many situations, in this activity, the more experienced teacher transfers the responsibility of teaching the class to his disciple (NARCISO; LOURENÇO, 2018; LIMA; TORINI; PROLO; SILVA, 2019). What should constitute a forum par excellence for teacher training through practice translates into the insertion of young people who are still quite unprepared for higher education (JOAQUIM; BOAS, 2011; MARANHÃO; MARANHÃO; FERREIRA; FERNANDES, 2017). A golden opportunity for didactic-pedagogical learning is lost, and the risk of undesired events is raised due to the teaching immaturity of the novice still in training, who assumes the role of guinea pig and will extract lessons through the method of trial and error. Frustrations, psychic dilemmas, and loss of self-confidence are harmful consequences resulting from a thoughtless and irresponsible teaching internship. Added to this

are the issues related to the impoverishment of the quality of education that comes in tow throughout this process.

Narciso and Lourenço (2018) also advocate that PPGAs make a small contribution to teacher training. Teacher formation occurs through formal actions translated into rare offers of subjects with didactic-pedagogical content, and few programs offer such issues. Often, the PPGAs that offer such curricular components do so through the collaboration of programs from other areas of knowledge of the university, not contemplating, therefore, the peculiarities of teacher development in Management. Based on a lack of formal training actions, these authors point out that the graduate program contributes indirectly to teacher training when graduate students - such as master's or doctoral students - use other strategies not covered by the PPGAs to alleviate the shortage of teacher training. They call such attitudes informal actions, such as "exchange of experiences, search for pedagogical content and established relationships" (NARCISO; LOURENÇO; 2018, p.74).

Another point that calls attention is the inexistence of evaluative factors from CAPES that privilege teacher didactic-pedagogical formation. In this sense, the quality of a PPGA has been measured by the "kilos of publication that its faculty produces" (JOAQUIM; BOAS, 2011, p.1169).

Souza-Silva and Davel (2005) also call attention to the role of research and teaching associations in training Management teachers. According to them, ANPAD and ANGRAD contribute to teacher training through annual meetings, fostering a space for discussion and sharing teaching experiences. This practice can promote peer exchange and dialogue. In addition, these authors believed, at that time, that the PDCA (Advanced Teacher Training Program) - which would later give rise to Pró-Administração - represented a source of hope for inter-institutional articulation (ANPAD, ANGRAD, CFA, CAPES, and PPGAs). To encourage reflections and concrete actions for pedagogical training in the area.

From this review of the literature on the process of learning and teacher training in higher education in Management, above all, from the contribution of the PPGAs, some questions arise that are addressed by this article from now on. For example, what is the current situation regarding teacher training in higher education in Management? Have there been changes, advances, or setbacks in the

agenda that deals with teacher training in Management? Concretely, how has it been, nowadays, the performance of the PPGAs in the face of this theme? Additionally, how has the attitude of other actors (government agencies, associations in the area) been configured regarding this issue? In this sense, the four investigative fronts adopted in this study aimed to broaden the understanding of these relevant questions.

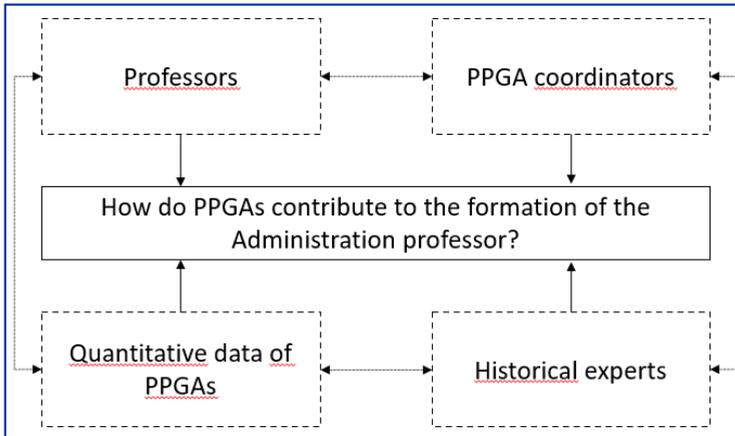
Methodological Procedures

Philips and Hardy (2002, p. 64) advocate that researchers, when planning their research, are constantly faced with the choice of conducting the investigation more theoretically or letting the data drive the study. It is worth noting that, here, we sought to adopt a more receptive and reflective attitude, allowing the data to speak for themselves in a clear option of *data-driven analysis* (PHILIPS; HARDY, 2002).

This research was characterized by the use of mixed methods (MORSE, 2003; KERN, 2018) and mainly qualitative and descriptive-exploratory (MERRIAM; TISDELL, 2015). To achieve the objective of understanding how *stricto sensu* graduate programs contribute to teacher development in higher education in Management in Brazil was decided to encompass four parallel and integrated research fronts. Each had a specific objective, which was associated with the general goal. In addition, each front was composed of different actors and collections, which allowed the triangulation of sources for a better understanding of the investigated phenomenon (KERN, 2018). Using various data sources and actors represented an effort to better understand the scenario through different perspectives and increase the general validity of the results (STOKER, 2011).

Figure 1 helps to understand how each front, with its respective actors or data sources, is individually integrated and associated with the general objective.

Figure 1: Analysis model



Source: Prepared by the authors.

The first research front aimed to investigate the relevance of graduate studies in teacher development in higher management education. Therefore, we initially sought to collect information from teachers who work in educational institutions located within a radius of 100 km from a large capital in the Northeast of Brazil. This sample, composed of 30 respondents, was called local (the interviewees were coded as EL). As a way of increasing the heterogeneity of the sample, the collection was expanded to include teachers from several states in Brazil (São Paulo, Rio de Janeiro, Rio Grande do Sul, Santa Catarina, Minas Gerais, Ceará, Amazonas, and Mato Grosso), this being another sample, composed of 32 respondents, called national (coded as EN). All respondents were undergraduate teachers in Management from public or private higher education institutions. The teachers were asked the following question: How did your training process for teaching in higher education in Management happen/happened? Interviewees responded to an online electronic form. The questionnaire header had information on the purpose of the investigation and its confidential nature (Term of Free and Informed Consent) to make the deponents more comfortable answering the question presented. The questionnaire responses were coded using the *software* MaxQDA.

The second front consisted of a quantitative survey of the supply of courses or activities (compulsory or optional) related to didactics or teacher training, in all

stricto sensu graduate programs in Management or Public Administration (PPGAs) in Brazil (Accounting and Tourism were not included in the survey). Access was initially made through the Sucupira Platform. One hundred thirty-nine programs were identified, 77 of which were academic and 62 were professionals. Some programs had only master's degrees, and others had master's and doctoral degrees. Subsequently, a visit to each PPGA website was carried out, where the offer of courses or activities with a clear connection with teacher training was verified. The objective of this front was to identify, quantitatively and descriptively, the offer of curricular components aimed at didactic-pedagogical training.

In the third research front, five coordinators or vice coordinators of five PPGAs in Brazil were interviewed (coded as EC). This investigation aimed to determine how the PPGAs contribute to the process of teacher pedagogical training in Management higher education. The programs were chosen based on the number of students who graduated in recent years, representing the national scene. Geographically, these PPGAs are found in the Southeast (three), the Northeast (one), and the South (one) of the country. Four are linked to public universities (three federal and one state), and one is connected to a private university. The semi-structured interviews were conducted using the Google *Meet platform* and lasted, on average, 50 minutes each. The empirical material collected was transcribed using the *Transkriptor program*, and the authors reviewed each interview. The revised interviews were coded and analyzed in the *software* MaxQDA.

fourth front involved interviewing two professors (one connected to a private institution and the other to a federal public university). These professors were called national specialists because they have historical knowledge on the subject of pedagogical training of Management teachers recognized by the academic community. In addition, both specialists have made scientific contributions related to teacher development in Management and have worked in relevant associations and editorials of journals in the area. The speech of national experts was coded as EE. The purpose of this front was to investigate how, historically, the PPGAs and, additionally, the associations (ANPAD and ANGRAD) and CAPES/MEC contributed to the process of training the Management teacher. Sixty minutes was the approximate time for each interview. The recordings were transcribed using the *Transkriptor software*, reviewed by the authors, and coded and analyzed using the MaxQDA program. Table 1 summarizes the research fronts.

Table 1 Summary of research fronts

Target/Object	Sample	No	Guiding Question
Local and National Teachers	Quiz	30 and 32	How did/does the process of teacher development in higher education in Management happen?
PPGAs	Quantitative survey	139	What is the offer of curricular components related to teacher training in PPGAs?
PPGA Coordinators	Semi-structured interview	5	stricto sensu graduate program contributes to the process of teacher development in Management higher education?
National Experts	Semi-structured interview	two	stricto sensu graduate studies contributed to the teacher's development in Management higher education?

Source: Prepared by the authors.

Except for the quantitative survey, all other fronts were studied following the guidelines of Bardin (2011) for content analysis. It was decided to conduct them based on the registration of categories and verification of co-occurrences, and the inferences were based on the frequencies of appearance of the themes. Therefore, a pre-analysis was carried out for each of them, followed by the exploration of the material and, finally, the treatment of the results, interpretation, and inferences. This process was composed of non-linear comings and goings. The pre-analysis involved skimming conducted by all authors, defining the guiding question for each investigation front, checking valid answers, and preparing the material. In exploring the material, the coding of the speeches was carried out, which co-occurred with the categorization process. The results were presented descriptively, and later, the interpretations and inferences were built by integrating the different research fronts, precisely due to the complexity and multifaceted character of the understanding of teacher development.

Results Presentation

Initially, it was decided to present the results of each research front separately and descriptively. Then, the results were integrated based on the triangulation of the collection sources.

THE VIEW OF LOCAL AND NATIONAL INTERVIEWEES

From the speeches of teachers in the local and national samples, it was identified that teacher development for higher education in Management could be grouped into seven factors: a) explicit absorption of management content; b) explicit absorption of mixed content; c) explicit absorption of didactic-pedagogical content; d) reflexive interaction; e) practical-management learning communities; f) reflexive action; and g) modeling.

Table 2 Frequency of codes for local and national respondents

Teacher Training from:	Categories	Local Frequency	%	National Frequency	%
Explicit Absorption of Management Content	Extension Courses, Improvement, Congresses, Seminars, and Lectures in Management	18	50%	18	50%
	Specialization Courses in Management	15	68%	7	32%
	Readings in Management	12	57%	9	43%
	Scientific Research in Management	10	59%	7	41%
	Undergraduate Course in Management	5	45%	6	55%
	Videos/Documentaries in Management	2	100%	0	0%
		62	56%	47	44%
Explicit Absorption of Mixed Content	Post-Stricto Sensu (Master and Doctorate)	17	45%	21	55%
		17	15%	21	19%

Explicit Absorption of Didactic-Pedagogical Content	Improvement Course in Teaching in Higher Education	5	33%	10	67%
	Specialization Course in Didactics and Pedagogy	3	50%	3	50%
	Reading in Didactics and Pedagogy	4	67%	2	33%
		12	11%	15	14%
Reflective Interaction	Pedagogical Meetings with other teachers and Coordination	5	100%	0	0%
	Informal Interaction with Peers	4	57%	3	43%
		9	8%	3	3%
Practical-Management Learning Communities	Professional Performance in Management	3	27%	8	73%
	Acting as a Business Consultant	1	33%	2	67%
	Academic Management	1	100%	0	0%
Reflective Action		5	5%	10	9%
	Activity in Teaching	3	23%	10	77%
		3	3%	10	9%
Modeling	Experience with Former Teachers	2	50%	2	50%
		2	2%	2	2%
TOTAL		110	100%	108	100%

Source: Prepared by the authors.

In the factor called explicit absorption of management content, respondents indicate that teacher training takes place from extension courses, improvement, seminars, and lectures in Management, as well as in specialization courses, readings in the area, scientific research in Management, in the undergraduate course itself and videos/documentaries on Management. This first category accounts for 56% of the coding of local respondents and 44% of national interviews.

For example, EL10 says that he prepared himself for teaching in higher education “[...] by participating in seminars, lectures, and courses aimed at management”. Training through specialization was highlighted as an option to become a university professor: “[...] as I had the dream of being a university professor, I did a specialization in Business Management at university x, because the faculties required, at least, specialization” (EL9). The EL20 emphasizes:

I needed to do three specializations. I didn't want to do a specialization and go for a master's degree. Although in the Management area, the range of knowledge is immense, I needed to polarize my knowledge. So, I needed three graduate courses to make my knowledge multifunctional [...].

Speeches related to preparation through readings were evidenced, such as: “I prepare myself through readings about the topics of the classes I teach. Thus, I keep myself informed about what is happening in the world and the impacts on the area in which I teach” (EN30).

The second category of teacher training takes place through the explicit absorption of mixed content. For the interviewees, the *stricto sensu graduate program* privileges specific management content but also those related to didactic-pedagogical knowledge. The local sample accounted for 15% of the codings for this category, while the national sample accounted for 19%. In this regard, EN3 points out:

I did my master's degree because we know the requirements of the MEC and the institutions, so we are also prepared, right? We need to have a background and have more excellent knowledge even to transmit it in the classroom.

Although the interviewees recognize the importance of stricto sensu graduate studies as a relevant way of teacher training, they nevertheless emphasize that training for teaching itself is lacking. For example, the EL21 points out: “despite recognizing that there is a formal process of teacher preparation in graduate studies, the offer of only two courses of teacher training does not manage to provide all the necessary preparation for acting in teaching.”

In addition, the speeches also indicate that the teacher is formed through the explicit absorption of didactic-pedagogical content, more specifically through courses of improvement in teaching in higher education, specialization in didactics/

pedagogy, as well as readings on the same theme. The local sample reached 11% of the codings for this category, and the national sample reached 14%. To illustrate this type of training, EN5 points out:

I took dozens of courses and workshops for pedagogical training, teacher development in methodologies, skills, and competencies required for the new profile of today's teacher". EL1, in turn, adds: "I have a specialization in the area of Education because I have always enjoyed teaching. So, I said, hey, I'm going to improve my teaching practice, I'm going to take an Education course [...] the course was focused on curriculum (Didactics in Assessment). So, I said, this is what I'm going to do.

In these three initial categories, the conception of learning is based on the schooling logic, essentially having the classroom as a context. The transmission of knowledge occurs from a process of information transfer, with the teacher on one side and the students on the other, through expositions disconnected from the context in which the knowledge is applicable. In these situations, explicit knowledge is privileged over tacit knowledge (ANTONACOPOLU, 2000; SOUZA-SILVA; DAVEL, 2005).

On the other hand, it was found, in a much smaller proportion of speeches, that the formation of Management teachers also takes place through reflexive interaction (pedagogical meetings with teachers and coordination and informal interaction with peers), as well as in practical-management learning communities, when teacher work professionally in the field of Management of public or private organizations or as business consultants, in addition to academic Management (when they assume the coordination of the course) in educational organizations. In the reflexive interaction factor, the local sample totaled 8% of the codifications and the national sample 3%. Regarding the Practical-Management Learning Communities factor, the local sample reached 5% of the codifications, and the national sample reached 9%.

Finally, the last two categories that emerged as responsible for teacher learning were reflective action through the teaching practice (the local sample with 3% and the national sample with 9% of the interviewees' coding) and modeling when remembering the experience obtained with former teachers and seeks to inspire positive methods and practices, moving away from inappropriate teaching behavior (local and national sample with 2% of respondents' coding).

There is a high similarity between the findings of this research and the results of Souza-Silva and Davel (2005) concerning teacher training in Management teaching. Three categories are similar when comparing the two surveys. First, for this investigation and Souza-Silva and Davel (2005), teacher education occurs through explicit content absorption. For the latter, such contents are technical-professional; on didactics, pedagogy, and teaching technologies; and the history of Management. For this research, the explicit absorption is of Management, mixed and didactic-pedagogical contents. The second similar category between the two works is training through interactions based on pedagogical meetings with peers (for this research) and with students and peers for Souza-Silva and Davel (2005). Finally, participation in practical-management learning communities is the third category highlighted by Souza-Silva and Davel (2005) and in this investigation. The categories that emerge from this work and, in a way, complement the work of the two authors, as mentioned earlier, is the reflexive action in the teaching activity itself and the modeling based on the experience obtained with former teachers.

THE OFFER OF COURSES RELATED TO DIDACTICS AND TEACHER TRAINING BY PPGAS

Regarding the offer of subjects related to teaching, didactics, or pedagogy, which specifically seek to contribute to the formation of Management teachers, it was observed, initially, that about 67% of the PPGAs do not offer any curriculum component. Only 16.5% offer a single component; approximately 13% offer two, and only five programs offer three or more. In general, it can be seen that the curricula of the PPGAs courses have few components that contribute to teacher training.

The segregation between academic and professional programs naturally shows that professional PPGAs offer comparatively fewer components than academic ones. This is to be expected, given that most professional programs consist of only a master's degree, without a doctorate, and focus on management training. Data show that about 87% of professional PPGAs do not offer any course related to teacher training. In academic programs, there is a greater supply of such courses, but even so, approximately 51% of them do not offer any component, and 23% only offer one. Table 3 illustrates the data presented.

Table 3 Survey of the supply of curricular components linked to teacher training

	Academic		Professional		Total	
	n	%	n	%	n	%
Number of Programs	77	100,0	62	100,0	139	100,0
PPGAs with no components	39	50,6	54	87,1	93	66,9
PPGAs with one component	18	23,4	5	8,1	23	16,5
PPGAs with two components	15	19,5	3	4,8	18	12,9
PPGAs with ≥ 3 components	5	6,5	0	0,0	5	3,6

Source: Prepared by the authors.

In the survey, only the components whose name refers to the didactic-pedagogical training of the teacher were considered. It is essential to point out that there is a possibility that the programs may have the didactics/pedagogy contents included in other curricular components of different terminology, not considered here. However, even if this possibility exists, it does not seem very plausible that it will be able to significantly change the general scenario, which is scarcity in the supply of curricular components linked to teacher training.

THE VISION OF THE COORDINATORS OR VICE-COORDINATORS OF PPGAS

The speeches of the coordinators or vice-coordinators revealed that the PPGAs contribute to the training of teachers, at least from the offer of course or activity on didactics in higher education. Respondents reported that programs usually offer a single-teacher training course. Only a few offer a course plus an activity, usually called teaching internship. EC1 summarizes the argument by saying:

We have a course called Didactics of Higher Education that is specific for this purpose, and then we have a Teaching Internship program. The teaching internship is a more practical activity. In contrast, the Didactics of Higher Education subject has a more theoretical character. The teaching internship is a more practical activity in which our students do an internship together with a teacher in an undergraduate class for a semester.

According to the interviewees, however, the reality recommended by EC1 is not the perceived practice. For EC5, very few institutions offer a single curricu-

lar component for teacher training. The same interviewee illustrates the problem well, noting:

When we have some course-specific initiatives (on teacher training), in general, they are due to individual initiatives by teachers who have training in pedagogy, for example, or who research teaching. And then these subjects are taught by the decision of these teachers [...] So I think it is more complicated than we have because, in fact, as a program, we are induced to tread another path, and I understand that several programs follow a little this structure, this model.

This first finding revealed that few PPGAs specifically contribute to teacher training in higher management education. Therefore, we sought to investigate the existence of limits or inhibitors to the contribution of programs in teacher training. The interviewees' discourse revealed the existence of three inhibitors: a) focus on researcher training; b) absence of public policies of the evaluation agencies concerning teacher training in Management (MEC and CAPES); and c) limited articulating actions of research and teaching associations in the area of Management (ANPAD and ANGRAD) to promote the process of teacher training.

The first inhibitor is the emphasis on PPGAs in research. For the interviewees, the PPGAs give much more relevance to research than to teacher training itself, even when both training objectives - teacher and researcher - meet in pedagogical projects. However, the speeches of the interviewees are not intended to belittle the relevance of research training. Instead, they reveal the unevenness in formative emphasis. The asymmetry is significant when comparing the stress that PPGAs give to training in scientific research and training for teaching. On this, EC1 argues:

I think we have, traditionally and historically, so to speak, a much more research orientation. I even believe that the programs, including ours and almost all the ones I know, have a part of the concern, perhaps, with training for teaching, but primarily with research training.

EC2 goes further, noting that the focus is much more on publishing than on research. In other words, the focus is not on training in the broadest sense but on the quantitative result of publishing more articles. He says:

It's not even research. It's the publication. Our core is publishing. It is neither the conduct of research nor the orientation of students. It's the publication! [...] This ends up leading

us to directly disregard or try to reduce the importance of our activity in the classroom, in teaching [...]; what matters to us is publication. It is because the publication gives us status... the classroom does not!

The second inhibitor that illustrates the lack of teacher training is the absence of government incentive policies. For the interviewees, MEC and CAPES, more specifically, do not have clear guidelines regarding the training of Management teachers. For the interviewees, as there are almost no evaluative metrics that stimulate teacher training practices, the programs end up omitting themselves in this regard. In other words, they end up prioritizing the fronts that are counted in the metrics. EC3 comments on the matter, saying:

[...] the emphasis is very much on research. The very indicators that are used to evaluate programs are very research-focused. Concerning Capes, there are a few indicators related to teaching.

EC5 clarifies: “I think that a good part of our programs somewhat emulate the direction that these bodies end up giving. They are the policy directors of graduate programs”. Finally, EC4 deepens the reflection by stating that:

The financing of these programs [...] is being conditioned to absolutely technical aspects. So, whoever can fulfill the technician receives resources, even if it is a project without a soul [...]. All this quantitative logic, metric and all, is part of a mediocre conception [...]. We are forming poorly because we are not talking about education, we are talking about training, and I would even say more, dressage in most cases.

Concerning the third inhibitor, the interviewees cite the limited articulating actions of the main research and teaching associations in the Management area. Although there have been some movements, for example, on the part of ANPAD related to the creation of the Teaching and Research area (in EnANPAD) and the Meeting of Teaching and Research in Management and Accounting (EnEPQ), for the respondents, the entities are still fragile in articulating more transformative and institutional actions capable of boosting, in a more forceful way, the process of teacher training in the area. EC4 points out:

ANPAD, historically, was oblivious to this type of question because, despite being a graduate association, it only focused on the research question and was not very attentive to other things that happened.

EC3 adds: “ANPAD places much more emphasis on research than teaching. I don’t see, very explicitly, policies related to improving teaching or anything like that. It’s more research.” EC2 agrees to say:

I will be honest. I don’t see either of them giving the slightest importance to teacher training. If you look at ANPAD, for example, they have a line of case studies in teaching mixed there with research in Management, and that’s it. ANGRAD even less.

THE HISTORICAL PERSPECTIVE OF NATIONAL EXPERTS

On this research front, the inhibitors identified in the coordinators’ speeches appeared again in the specialists’ speeches: emphasis on research training; absence of public policies (by Capes/MEC) that induce teacher training; and the inexistence of articulating actions by the main associations in the area.

However, other relevant findings emerged from the experts’ discourse. The first one refers to the deleterious consequences of a context lack of teacher education. The second deals with the possibilities of solving the problem.

The interviewees point out that the degree in Management continues to be in high demand, but, unfortunately, the course has presented, over the years, a significant impoverishment in its quality, in general. And this happened, above all, because of poorly trained teachers. EE1 reflects on this:

Management oscillates among the most sought-after courses in undergraduate courses. We are there between the first and the second. The number of teachers needed to meet this demand is enormous [...], and we notice that the course quality continues to show worrying signs [...]. Why? In large part because we have fragile teachers. Fragile in their training and fragile in didactic terms, in terms of pedagogical maturity. So, for me, the relevance of this agenda remains to be seen.

Regarding the possibilities of resolving this worrying situation, the interviewees highlighted three elements as being essential: a) adoption of public policies that promote teacher training, for example, adjustments in CAPES evaluation metrics, seeking to address concerns with training teachers; b) more actions similar to the program called *Pró-Administração*; and c) the creation of training itineraries for Management higher education teachers by the PPGAs.

Concerning the first, the interviewees highlight the role of CAPES evaluation metrics. According to them, such metrics work as inducers of PPGAs priorities. The

programs, therefore, end up doing what will raise the score in the evaluation process. In this regard, EE1 points out:

[...] there is still no expectation within the master's and doctoral assessment instruments (from CAPES) that there is any metric for teacher education. [...] the focus of the curriculum is to train researchers [...], the concern of the programs is to develop research competencies. And I would say, above all, publishing.

In this sense, adopting evaluative elements by CAPES that are concerned with the agenda of teacher training can be a significant driver to resolve or at least alleviate the worrying situation presented. Finally, EE1 summarizes that the light at the end of the tunnel can only occur through “[...] a training policy from government agencies”.

The second element that emerged from the speeches of the specialists was the possibility of editing programs similar to Pró-Administração. The Support Program for Teaching and Scientific and Technological Research in Management, Pró-Administração, aimed to stimulate research and support for higher education teacher training in Management from CAPES public notice 09/2008 and had Dra. Tânia Fischer as the intellectual mentor, linked to the Management Graduate Center at the Federal University of Bahia. For EE1, historically, Pró-Administração represented the most forceful and well-articulated initiative that allowed reflection on the issue of teacher education in Management, catalyzing important actions in teacher training in the field. Signals the EE1 about the Pró-Administração:

For me, the landmark that led to some change in this agenda was the Pró-Administração. Indeed, I recognize that it was a moment when Tânia Fischer managed to catalyze the attention of many graduate programs in Management coordinators to the importance of this agenda [...]. Then, of course, there was an adhesion reaction. I think there were good legacies of this program [...]; for example, there was a broad agenda that dealt with topics related to teaching. There were courses aimed at training teachers to work in Management programs. There was the development of theses that deal with this subject [...] and publications that derive from these theses. So, from scientific initiation to dissertation development, you have this concern to take care of an agenda with great care, in a multiplier effect.

In this sense, the interviewees see the light at the end of the tunnel. According to them, the resumption of Pró-Administração or the emergence of another program with similar objectives could represent an exciting alternative. For EE1:

[...] it is necessary to have a movement that could be stronger, denser, more integrated, and more in a collaborative network but is still very isolated. Why? Because there was an interruption of the Pró-Administração program [...], a program like this could be a huge catalyst for this agenda for teacher development in higher education in Management [...] if we had progressed in this direction, the stage of maturity that we would be in today, the relevance of this agenda would be another.

Finally, the third element that emerged from the discourse of historical specialists is the creation by PPGAs of teacher training itineraries. For them, PPGAs need to take responsibility. If the PPGAs do not take a reforming stance in this context, they sin through complete omission. In this regard, EE2 points out:

The PPGAs, depending on the criteria and conditions of CAPES evaluation, favored research. There is no awareness that we should train teachers. I have an unequivocal position: institutions had to create, within their curricula, a training itinerary to develop Management teachers. I think the time is right to invest in teacher training. I believe we need to think about how institutions can do this individually or in a concatenated way.

Discussion of Results

Some implications emerge from the triangulation of findings from the four different fronts of this investigation.

It is observed that the interviewees from the local and national samples attribute significant importance to *stricto sensu graduate studies* in the training process for higher education in Management, both concerning the absorption of specific management content and for didactic-pedagogical training. However, there is already a finding by the interviewees that this last contribution is minimal and pale. And this is confirmed on other research fronts. For example, in the quantitative sample, it was seen that almost 70% of PPGAs in Brazil do not offer any curricular component and only 16.5% offer a single component. The investigation front with the program coordinators also confirms these data and the interviews with the historical specialists. The first implication is that the contribution of PPGAs to teacher training is poor, fragile, and lacking.

The second implication ends up being the result of this first one. Since the PPGAs lack specific training for teaching, their students seek such programs primarily

for two complementary reasons. The first is a means of a more significant theoretical basis in management content, as highlighted by EN3. In this sense, for them, greater depth in content would be associated with better teacher development. The second is that the *stricto sensu* graduate program is a passport that accredits graduate students to enter higher education. In other words, higher education institutions must have a percentage of masters and doctors on their staff. A master's and doctoral degree have become, at least in the last two decades, a credential for access to the teaching job market in higher education.

The third implication observed is that PPGAs place much more emphasis on researcher training in their curricular matrices. And this was evidenced both in the speeches of course coordinators and historical specialists. The speeches of the interviewees were revealing insofar as they show that the PPGAs prioritize research training and preclude teachers. This materializes, for example, when PPGAs do not hire or maintain on their staff, teachers with formal education/didactic training for higher education in Management or who have the *expertise* to teach specific courses of teacher training. As a result, PPGA graduates develop more effective training in research than didactic-pedagogical skills.

The fourth implication is that the emphasis on researcher training and the lack of teacher training are consequences of the absence of public policies that foster concerns and concrete actions for teacher training. For example, CAPES evaluative metrics punctuate publications coming from the programs and give little value to teacher training initiatives. Thus, such metrics work as inducing elements for a training agenda for research, not catalyzing an agenda for teacher training itself. It is strongly emphasized in the speeches of the course coordinators and the historical specialists.

The fifth implication is that the teaching and research associations in Management in Brazil (ANPAD/ANGRAD) assume a very timid role, even historically, in articulating or putting pressure on government agencies to transform this context of almost non-existence of continued public policies of teacher training in Management. As they act little, institutionally or as a group, changing this agenda becomes practically impossible, according to the respondents' speech, especially coordinators and historical specialists in this theme.

The sixth implication emerges as a result of all the others. It can be seen, in comparison with the literature related to this theme (SOUZA-SILVA; DAVEL, 2005;

JOAQUIM; NASCIMENTO; BOAS, 2011; JOAQUIM; BOAS, 2011; PATRUS; LIMA, 2014; MARANHÃO; MARANHÃO; FERREIRA; FERNANDES, 2017; NARCISO; LOURENÇO, 2018; LIMA; TORINI; PROLO; SILVA, 2019), that the scenario of teacher training in higher management education has been minimally transformed over the last 17 years (2005-2022).

As seen in the literature review, Souza-Silva and Davel (2005a, p. 128) already denounced that the Brazilian Ministry of Education and, more specifically, CAPES emphasized, at the time, much more training for researchers than for teachers, demonstrating that the agency was more inducing training for research than for teaching. If we take as a basis the law of no. 5,540/68 in paragraph 2, paragraph b, of article 32, which said: “University degrees and the scientific content of the candidate’s work will be considered, in a preferential way, for admission and promotion in the teaching career of the higher education professions”, it appears that the whole scenario of negligence in teacher training is in line with this law, which does not make any reference to teacher training, but emphasizes a concern with the training of the researcher. Concerning PPGAs, the literature also advocated the almost non-existence of formalized teacher training practices.

Souza-Silva and Davel (2005) already advocated that the source of hope to change that situation represented, at the time, programs similar to the PCDA (Advanced Teacher Training Program) that emerged, in that historical moment, in an embryonic way, in the Graduate School in Business Administration from the Federal University of Bahia (NPGA/UFBA). For them, programs such as the PCDA, at the national level, could be an interesting way to change the arid terrain of teacher development in the teaching of Management in Brazil. In this sense, the only new event with transformative repercussions that emerged and that had the PCDA as its inspiration was the Pró-Administração. Although it lasted a short time, this program brought fruit to rethink the teacher’s education agenda. In other words, according to the respondents’ speech, it represented the only effective and concrete action in almost two decades to transform the agenda related to the training of teachers in Business Administration in Brazil.

It can be seen that CAPES, in the case of Pró-Administração, worked as an effective inducer of concrete action for the formation of Management teachers. In addition, a new culture began to be created to contemplate the teacher training pro-

cess. If this program were continued, further actions could take place more effectively concerning the evaluation metrics of this agency, bringing permanent changes.

Thus, the seventh and final implication of this research emerges. That works as an inhibitor to the process of teacher training in the teaching of Management can work as a catalyst. In this way, when specific public policies arise that address concerns with teacher training, programs similar to Pró-Administração emerge, and PPGAs do not focus only on training the researcher but also the teacher; the scenario can change.

Table 4 below summarizes the empirical findings and implications from the four research fronts.

Table 4 Inhibitors and catalysts to teacher education in Management

Past and Current Situations (2005 - 2022)	Inhibitors to Teacher Training in Higher Management Education	Catalysts for Teacher Training in Higher Management Education	Ideal Conjunction
	<ul style="list-style-type: none"> • PPGAs focus on researcher training; • Absence of public policies of the evaluation agencies concerning teacher training in Management (MEC and CAPES); • Absence of articulating actions by research and teaching associations in the area of Management (ANPAD and ANGRAD) that seek to promote the process of teacher training in the field. 	<ul style="list-style-type: none"> • Creation of training itineraries for higher education teachers in Management by the PPGAs. • Specific public policies that encourage concrete actions for teacher training itself. • More actions similar to the program called Pró-Administração. 	

Source: Prepared by the authors.

Finals Considerations

This article aimed to investigate how *stricto sensu graduate programs* contribute to the process of teacher education in higher education in Management in Brazil. In addition, this research collaborated with expanding knowledge on the subject under discussion when it analyzed the scientific work carried out in the historical period between 2005 and 2022. The purpose was to determine whether there were changes, progress, or setbacks in teacher training based on concrete actions not only of the PPGAs but also of other institutions such as the Ministry of Education and associations in the area. The research of some authors was taken as a comparative basis, namely: Souza-Silva and Davel (2005); Fischer (2006); Joaquim, Nascimento, and Boas (2011); Joaquim and Boas (2011); Patrus and Lima (2014); Maranhão, Maranhão, Ferreira and Fernandes (2017); Narciso and Lourenço, (2018); Lima, Torini, Prolo and Silva (2019), among others.

To fulfill the objective of this study, four parallel and integrated research fronts were carried out. Each of them with a specific purpose that was linked to the central objective. Each investigative front was composed of different collections of empirical material and had different respondents. This allowed the triangulation of sources to understand the phenomenon in question fully. In most investigative fronts, a qualitative and exploratory-descriptive approach was adopted, with content analysis as a methodological strategy. The first front aimed to explore the importance of graduate studies in teacher education in higher Management education. The second consisted of a quantitative survey of the offer of mandatory or optional courses or activities concerning the didactic-pedagogical training of teachers in *stricto sensu* graduate programs in Management or Public Administration in Brazil (Accounting and Tourism were not included in this study). On the third front, five coordinators or vice-coordinators of PPGAs in Management in Brazil were interviewed to examine how PPGAs contribute to the process of didactic-pedagogical teacher training in higher education in Management. Finally, the fourth front interviewed two specialist professors who have historical knowledge about the phenomenon studied and are recognized and respected by the national academic community.

The seven implications that emerged from the triangulation of the four investigative fronts summarize the theoretical contributions of this research. First, it

was shown that the contribution of the PPGAs concerning the didactic-pedagogical formation of the teacher in the higher education of Management is poor, fragile, and lacking. In other words, the truth is that PPGAs contribute very timidly to the didactic-pedagogical training of teachers for higher education in Management. In practice, master's and doctoral students end up looking for PPGAs as a way to expand their theoretical knowledge in Management and as a passport to accredit them concerning the MEC's prerequisites for teaching in higher education in Management. Thus, it is observed that, in the last 17 years (2015-2022), very few changes have taken place when comparing the literature on the subject with the findings of this investigation. The mistaken and outdated conception of those who theoretically master a subject or are competent in their professional practice has not yet been broken and, consequently, will know how to teach. It is a trap that in no way contributes to developing a higher education context in the Management of excellence. Teaching - with a minimum of *expertise* - requires didactic-pedagogical skills and competencies that need to be learned and exercised.

In addition, the other implications explain the other theoretical contributions that refer to the inhibitor/catalyst factors to the contribution of PPGAs in teacher training. And what are these inhibitors? As seen in the discussion of the results, the inhibitors are 1) the PPGAs give more emphasis to the training of the researcher and relegate the didactic-pedagogical training of their graduate students who will be future teachers to the background; 2) The absence of public policies of the evaluation agencies concerning teacher training in Management (MEC and CAPES); 3) Absence of articulating actions by research and teaching associations in the Management area (ANPAD and ANGRAD) that seek to promote the process of teacher training in the field.

Table 5 summarizes these arguments that present some theoretical contributions of this work.

Table 5 Integrated synthesis of research fronts

Current research finding	What did the literature say?	What has changed?
PPGAs are poor, fragile, and lacking concerning the didactic-pedagogical formation of the Management higher education teacher.	PPGAs contribute minimally to the didactic-pedagogical training of the teacher (FISCHER, 2005; NARCISO; LOURENÇO, 2018).	The current situation is similar to what was observed 17 years ago.
2) PPGAs prioritize the training of the researcher and preclude didactic-pedagogical training. In other words, the PPGAs emphasize the training of researchers for their master's and doctoral students and relegate teacher training to the background.	The literature has already addressed that PPGAs are fragile in didactic-pedagogical training in teacher training. They primarily form researchers (PATRUS; LIMA, 2014; MARANHÃO; MARANHÃO; FERREIRA; FERNANDES, 2017; LIMA; TORINI; PROLO; SILVA, 2019).	The current scenario is very similar to that of 17 years ago. Unfortunately, nothing has changed in this regard.
3) CAPES evaluative metrics work as inducers for an emphasis on the formation of the researcher and not as catalysts of the didactic-pedagogical formation of teachers.	There is almost a lack of evaluative factors coming from CAPES/MEC that privilege the didactic-pedagogical formation of teachers (JOAQUIM, BOAS, 2011).	There are no public policies that encourage concrete actions to train teachers in Management. For example, CAPES metrics still do not catalyze teacher training itself. On the contrary, it ends up inducing more the formation of the researcher. The scenario is very similar to that of 2005.
4) ANPAD and ANGRAD, although they contribute with some movements to promote reflection on teacher training in the teaching of Management, even today, they assume a very timid role in articulating with PPGAs or pressuring government agencies to transform the scenario of lack of teacher training for higher education in Management.	ANPAD and ANGRAD contribute to teacher training at their annual events through discussions and exchanges of experiences in the thematic area of teaching Management. In addition, they represent a source of hope in the sense of becoming articulators in inter-institutional actions that promote teacher training in higher education in Management (SOUZA-SILVA; DAVEL, 2005).	Despite continuing with their thematic areas that discuss the phenomenon of teacher training, these associations nowadays fail to articulate concrete inter-institutional actions for teacher training. In addition, they put slight pressure on MEC/CAPES to rethink new metrics or public policies that induce teacher training. So, there was more than stagnation. There was a setback.

Source: Prepared by the authors.

The interviewees' speech, especially that of the coordinators and national experts, points to the other theoretical contribution of this work, which refers to the catalytic elements capable of transforming the worrying situation related to teacher training in higher education in Management. In this way, what works as an inhibitor to the teacher's training process can represent a light at the end of the tunnel. Therefore, three factors catalyze the contribution of PPGAs in the process of teacher training, namely: The first one refers to the installation of programs similar to the Pró-Administração. Such programs must be born from inter-institutional partnerships that can pressure government agencies to adopt new evaluation metrics capable of inducing concrete actions to train the Management teacher. Therefore, this represents the second catalyst element.

Nevertheless, the findings of this research show that these two elements are not enough. PPGAs, too, need to do their part. From this perspective, they must reform their curricular matrices to contemplate the training itineraries of teachers for higher education in Management. It represents the third catalyst element. Thus, PPGAs should not sit back in the face of the lack of teacher training. If they do not assume the responsibility that also belongs to them, they will be sinning by omission and not contributing to the transformation of this very worrying scenario. After all, urgently, something needs to be done to change this critical framework installed, which has deleterious consequences for the quality of higher education in Business Administration in Brazil.

Regarding the limitations of this work, the impossibility of generalizing the conclusions inherent to the methodological approach used is highlighted. In other words, the research fronts with 62 teachers, five coordinators, and two national experts do not allow to give external validity to this work. However, using mixed methods has helped minimize this issue and brought important theoretical-empirical reflections and contributions and internal validity. Another limitation of this research lies in the second investigation front. It was considered for the quantitative survey of the offer of courses or activities, mandatory or optional, the curricular components whose name referred to the didactic-pedagogical training. It is worth noting, however, that there may be courses that do not have any reference to didactic-pedagogical training in their title, but that discuss - even if tangentially - the theme in question.

This research paves the way for future investigations. One suggestion is to study how the teacher's formation and development take place in other spaces (different from the PPGAs) and other historical moments of their academic life. For example, it would be interesting to investigate the different modalities of teacher's training/development at the beginning of their career, in their maturity, and near retirement. Research such as this would bring important theoretical advances in promoting reflections on alternative and more effective ways of training teachers in Management at different moments of the teaching career. Another thought-provoking research would be to carry out a multiple case study of those PPGAs with inspiring teacher training programs, seeking to deepen the understanding of the fundamental components for the teacher training process to take place concrete and exemplary way. It would also be encouraging to seek to take on other investigative fronts to discover why government agencies assume an almost silent posture in the formulation of evaluative metrics that enable concrete actions in the training of teachers in Management, among other studies. Finally, another research could be carried out, aiming to understand which strategies PPGA graduates adopt to fill the gaps in their teaching training not filled at the time of the master's/doctoral and the repercussions of such holes for them the quality of higher education in Business Administration.

In conclusion, it is noted that this article aimed to investigate how PPGAs contribute to the training of higher education teachers in Management as it analyzed whether there were changes, advances, or setbacks in teacher training based on concrete actions of PPGAs and, additionally, from other institutions. For this, it confronts the results of the empirical material with the literature on the subject, taking a historical cut from 2005 to 2022. In addition, they also lead to reflections on the inhibiting factors to the contribution of PPGAs in teacher training and the catalyst components for a possible transformation of the current situation. From an empirical-methodological point of view, this research is originally distinguished from the others by using mixed methods.

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