

The Multiple Roles Assumed and the Stage in the Professional Career of Business Area Professors

Os Múltiplos Papéis Assumidos e o Estágio na Carreira Profissional de Docentes da Área de Negócios

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ABSTRACT

The study analyzed the relationship between the roles assumed and the stage in the professional career of business area professors. To this end, a questionnaire was administered to professors from Business Administration, Public Administration, and Accounting programs at 79 Brazilian universities, with responses analyzed quantitatively. The sample, consisting of 201 faculty members, reported a "high level of dedication" to teaching and research activities, while indicating "lower dedication" or "no involvement" in extension and management activities. Comparative analysis revealed significant differences between: (i) age group and the roles of researcher and manager; (ii) educational level and the roles of researcher, extensionist, and manager; (iii) field of expertise and the role of professor; (iv) type of university and the roles of professor and researcher; (v) work regime and all assumed roles; and (vi) career cycle and the roles of researcher, extensionist, and manager. These findings contribute to a better understanding of the multiple roles undertaken by university faculty and provide insights for the development of institutional strategies and policies aimed at enhancing and strengthening the professional trajectory of professors.

Keywords: University Teaching, Multiple Roles, Faculty Characteristics, Business Area.

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RESUMO

O estudo analisou a relação entre os papéis assumidos e o estágio na carreira profissional de docentes da área de negócios. Para isso, aplicou-se um questionário aos professores dos cursos de Administração de Empresas, Administração Pública e Ciências Contábeis de 79 universidades brasileiras, cuja as respostas foram analisadas quantitativamente. A amostra, composta por 201 docentes, relatou ter "muita dedicação" às atividades de ensino e pesquisa, enquanto indicou

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ter uma "menor dedicação" ou "não atuação" em atividades de extensão e gestão. A análise comparativa revelou diferenças significativas entre: (i) faixa etária e os papéis de pesquisador e gestor; (ii) nível de formação e os papéis de pesquisador, extensionista e gestor; (iii) área de atuação e o papel de professor; (iv) tipo de universidade e os papéis de professor e pesquisador; (v) regime de trabalho e todos os papéis desempenhados; e (vi) ciclo de vida e os papéis de pesquisador, extensionista e gestor. Esses achados contribuem para a compreensão dos múltiplos papéis assumidos pelos docentes universitários e fornecer subsídios para a formulação de estratégias institucionais e políticas de desenvolvimento voltada à valorização e ao aprimoramento da trajetória profissional dos professores.

Palavras-chave: Docência Universitária, Múltiplos papéis, Características dos docentes, Área de Negócios.

Introduction

Since the 1990s, both national and international researchers have been dedicated to understanding the profile of university faculty in non-licensure fields – those where their initial training is directed toward the job market (Postareff et al., 2023; Siddiqui & Ahamed, 2020). Studies have highlighted dimensions such as academic, pedagogical, and professional qualifications as essential for a comprehensive understanding of these faculty members (Nganga et al., 2022; Villar et al., 2019).

However, despite the advancement in the literature, discussions exploring the multiple roles assumed by university faculty remain rare (Lima et al., 2020; Villar et al., 2019), and even fewer studies link these roles to their career stage. A faculty member's career is marked by various challenges, ranging from the demands for continuous education to expectations for academic output and engagement with institutional needs. Yet, these expectations often diverge from the realities faced by these professionals, who must balance teaching, research, and outreach duties with market pressures and internal university needs (Protasio & Tauchen, 2021; Siddiqui & Ahamed, 2020).

According to Siddiqui and Ahamed (2020, p. 283), "professors nowadays are perplexed by so many duties and responsibilities that they often become confused when delineating the areas of their roles". This occurs because being a university professor is no longer limited to the role of educator but entails assuming a range of responsibilities, including those of researcher/advisor, extensionist, and manager

(Protasio & Tauchen, 2021). The researcher role requires faculty to engage in knowledge production, contributing to the advancement of their fields and the formation of new researchers. As extensionists, faculty aim to strengthen the relationship between the university and society by promoting socially impactful actions. Finally, in the managerial role, faculty not only occupy leadership positions at the university but also influence the activities of other staff, managing and providing solutions to meet the academic community's needs (Villar et al., 2019; Mendonça et al., 2012).

According to Role Theory, these roles are not static; throughout their careers, individuals may transition through different stages, assuming new responsibilities or altering their roles as they gain experience and develop professionally (Bolívar & Mula-Falcón, 2022; Guirguis & Chewning, 2005). Especially in the business field, which includes programs in Business Administration and Accounting, Lima et al. (2020, p. 2) emphasize the need for studies that go beyond the traditional view of faculty, focused solely on teaching activities, and consider the other roles these professionals assume throughout their careers. According to the authors, it is important for research to “go beyond the view of faculty centered only on teaching activities”, as “the university’s tripartite mission comprises teaching, research, and extension, and, in practice, faculty also engage in administrative tasks”.

Thus, investigating the changes in faculty roles throughout their careers makes it possible to understand how these professionals adapt to the demands of the academic environment and the market, identifying how experience influences their roles and how they face challenges and opportunities over time (Siddiqui & Ahamed, 2020). This also allows for a broader analysis of teaching, research, and management practices, considering both the roles faculty members assume and the interrelationship of these roles with their professional development stage.

In this regard, the research question guiding this study is: **what is the relationship between the roles assumed and the career stage of business faculty?** The roles considered include educator, researcher, extensionist, and manager, while the career stage was analyzed through the faculty career life cycle and characteristics (age, education level, field of expertise, type of institution, and employment regime).

This research contributes to advancing scientific knowledge by exploring the roles assumed by university faculty, providing a more comprehensive and detailed view of their functions within the educational context. Furthermore, by investigating

to what extent the roles assumed throughout the career interconnect with the faculty member's professional stage, it is possible to gain a better understanding of how different phases of their trajectory influence their roles and responsibilities within the university. Thus, the results of this study are expected to provide insights for the formulation of more effective educational policies, such as the creation of professional development programs, incentive policies, and guidelines for faculty training in the competencies required.

Literature Review

Upon entering the career of university professor, individuals assume various roles (educator, researcher, extensionist and manager). In the Brazilian educational context, especially in public institutions, the performance in these roles is regulated by Law nº 12.772/2012, which defines faculty activities as “those related to teaching, research, and outreach, as well as those inherent to positions of direction, advising, leadership, coordination, and assistance within the institution, in addition to those provided by specific legislation” (article 2).

According to Role Theory, each of these roles involves a set of activities and expectations that require professionals to develop specific competencies (Protasio & Tauchen, 2021; Siddiqui & Ahamed, 2020; Villar et al., 2019). In the educator role, it is necessary for the professional to develop cognitive competencies (related to theoretical knowledge and intellectual qualifications) and functional competencies (practical knowledge essential for task execution) to provide quality teaching that not only conveys content but also fosters students' critical thinking (Villar et al., 2019; Mendonça et al., 2012).

In the researcher role, in addition to cognitive and functional competencies, behavioral (related to personal knowledge and interpersonal skills) and ethical (related to the individual's axiological values) competencies are also required. Behavioral competencies refer to personal abilities and the capacity to interact in conducting research and mentoring new researchers, as research work often involves collaboration and guiding students or colleagues. Ethical competencies concern the predominant values in society and, specifically in the research field, scientific values,

which include respect for truth, honesty in data collection and analysis, transparency in reporting results, and a commitment to academic integrity (Protasio & Tauchen, 2021; Nóbrega, 2018; Mendonça et al., 2012).

In the extensionist role, the professor must develop functional, behavioral, and ethical competencies to integrate the higher education institution (HEI) with society. University outreach applies academic knowledge to benefit the community and promote local development (Miranda et al., 2024). The professor needs to be able to plan, execute, and evaluate outreach projects that address social needs, as well as possess interpersonal skills such as empathy and communication to work effectively with the community. Ethical competencies involve a commitment to social values, respect for the rights of those involved, and responsibility in managing resources, ensuring fair and sustainable actions.

Finally, in the managerial role, the professor must develop cognitive, behavioral, ethical, and political competencies. Political competencies are related to the manager's role within the university, which includes the ability to meet the needs of various stakeholders, engage in institutional growth, manage resources, and resolve conflicts (Protasio & Tauchen, 2021; Silva & Mirailh, 2020).

These roles may be related to the stage of the faculty member's career, as expectations regarding their duties expand as they progress in their academic trajectory. According to Role Theory, the roles individuals assume within organizations are defined by a set of expectations and responsibilities (Guirguis & Chewning, 2005). As individuals occupy a position, they become part of a system of social interactions that shapes and influences their behavior and the development of their competencies (Bolívar & Mula-Falcón, 2022).

In this regard, we can argue that at the beginning of their career, faculty members are more focused on the educator role, concentrating primarily on the cognitive and functional competencies necessary for knowledge transmission and interaction with students. However, as faculty gain experience and advance in their careers, the need to integrate the other roles, such as researcher, extensionist, and manager, becomes increasingly evident. Huberman (2000) "Teacher Career Life Cycle" theoretical model helps explain these changes, as it proposes that a teacher's professional trajectory follows a cycle with different stages, each presenting distinct challenges, priorities, and expectations (Figure 1).

Figure 1. Teacher Career Life Cycle.

Life Cycle Phases	Experience Time	Main Characteristics
Entry	0 to 3 years	Dimensions: Survival – “reality shock”, i.e., the disparity between ideals and the realities in the classroom. Challenges such as: fragmentation of work and the simultaneous management of the pedagogical relationship and knowledge transmission. Discovery: reflects initial enthusiasm, experimentation, and excitement about assuming responsibilities.
Stabilization	4 to 6 years	Definitive commitment, transition to stability, professional identity choice, pedagogical meaning, and belonging to a professional community.
Diversification/ Questioning	7 to 25 years	Expanded classroom involvement, pedagogical experimentation, active participation in pedagogical teams or school reform committees. Mid-career questioning influenced by social, institutional, political, economic, and gender factors.
Serenity/ Conservatism	25 to 35 years	Reduced emotional investment, more tolerant and predictable classroom behavior, criticism of the evolution of education and student behavior. Personal satisfaction and conviction of adequate performance, related to a certain “conservatism”.
Disinvestment	35 to 40 years	Retreat and inwardness at the end of the career, gradual disengagement from work, dedication to external interests, and a more reflective social life.

Source: Adapted from Huberman, 2000.

In the first phase, teachers face an internal struggle between the desire to establish themselves in the profession and the temptation to abandon it, due to the intimidation caused by a lack of preparation for teaching, adverse working condi-

tions, and uncertainty about how to effectively perform the role of a professor – all stemming from inexperience (Nagib et al., 2020; Ferreira, 2016). In the stabilization and diversification phases, teachers seek to expand their classroom involvement and, consequently, tend to take on more responsibilities (Wyse et al., 2024).

In the serenity phase, on the other hand, teachers carefully select their activities, demonstrating a gradual distancing from teaching and students, as well as a reduction in ambition and career investment, while the sense of confidence and serenity increases (Ferreira, 2016; Huberman, 2000). Finally, disenchantment with the career can mark the end of this professional cycle at a certain time and institutional context (Alvarenga & Tauchen, 2018; Araújo et al., 2014), leading teachers to gradually disengage from work and redirect their focus to personal interests and external pursuits outside the academic sphere.

It is important to note that these characteristics are intrinsically linked to the professional trajectory built by the teacher, which can influence their willingness to perform various roles within institutions (Protasio & Tauchen, 2021; Siddiqui & Ahamed, 2020). For instance, a more experienced teacher with more career years might feel more comfortable assuming roles such as researcher or extensionist due to their greater familiarity with institutional demands and activities beyond the classroom. On the other hand, a teacher in the “questioning” or “disenchantment” phase might avoid taking on as many roles, believing their career trajectory may be nearing its end.

Moreover, considering other aspects such as the teacher’s level of education, area of expertise, type of higher education institution (HEI), and work regime can also be relevant factors in understanding the roles assumed. Teachers with higher academic qualifications (such as master’s, doctorate, or post-doctorate degrees), for example, typically have a greater predisposition to engage in research and extension activities, as these require specialized skills and knowledge acquired through graduate programs (Nganga et al., 2022; Nagib et al., 2020).

The area of expertise (Business Administration, Public Administration, and Accounting), being in the field of business, may be associated with assuming management roles, as this area demands competencies in administration, strategic decision-making, and organizational leadership (Silva & Mirailh, 2020; Mendonça et al., 2012). Teachers with this profile may have a greater predisposition to engage

in activities involving the planning and direction of academic programs, as well as administrative positions within the institution (Aras et al., 2020).

The type of HEI also plays a crucial role in shaping the roles teachers take on. Public institutions, for example, tend to place greater value on academic production and research activities, due to their mission focused on the development of knowledge and training qualified professionals for society (Farias, 2020). On the other hand, private institutions may place more emphasis on quality teaching and the preparation of professionals for the job market, which can impact the focus of teachers' activities, prioritizing pedagogical methods and the practical application of content.

Additionally, the work regime adopted also directly influences the amount of time available for teachers to dedicate to their multiple roles. Teachers on exclusive dedication regimes, for example, are legally required to develop research, perform extension activities, and focus on teaching (Brazil, 2012; Brazil, 1996) in order to progress in their careers. On the other hand, teachers on part-time regimes may face more difficulties in balancing these roles, as their time within the institution is more limited, often being contracted primarily to focus on teaching.

Thus, this study proposes the following research hypotheses (Figure 2):

Figura 2. Hipóteses do estudo.

H1	<i>The roles of educator, researcher, extensionist, and manager differ across the professional life cycle of teachers..</i>
H2	<i>The roles of educator, researcher, extensionist, and manager differ according to the various age groups of teachers.</i>
H3	<i>The roles of educator, researcher, extensionist, and manager differ across the academic qualifications of teachers.</i>
H4	<i>The roles of educator, researcher, extensionist, and manager differ based on the teacher's area of expertise.</i>
H5	<i>The roles of educator, researcher, extensionist, and manager differ according to the type of HEI in which the teacher works.</i>
H6	<i>The roles of educator, researcher, extensionist, and manager differ across the different work regimes adopted by teachers.</i>

Source: Research data.

Methodological Procedures

The research is classified as descriptive, survey-based, and quantitative in approach (Marconi & Lakatos, 2019). It is descriptive because it sought to analyze the relationship between the roles assumed and the stage in the professional career of business faculty. It is survey-based, as an online questionnaire was administered in September 2022 to all university professors in the undergraduate and graduate programs (both *lato sensu* and *stricto sensu*) in Business Administration, Public Administration, and Accounting from 79 universities. The selection of these universities followed the criterion that the higher education institution (HEI) should offer both undergraduate and graduate programs in business areas accredited by the Coordination for the Improvement of Higher Education Personnel (CAPES).

The data collection instrument was based on the Multiple Roles Scale of Miranda (2022), which includes questions on: (i) the level of involvement in the roles of educator, researcher, extensionist, and manager, and (ii) the participants' characteristics such as gender, age, education, field of study, type of university, work regime, years of experience, and organizational context. The level of involvement was measured using a 7-point intensity scale, where 1 indicates "little involvement/does not perform" and 7 indicates "high dedication". The participants' characteristics were collected through both open and closed-ended questions. It is also important to note that the Multiple Roles Scale was chosen because it is based on Brazilian laws and regulations that define the activities within each faculty role and demonstrated good internal consistency among the factors (Cronbach's Alpha = 0.88).

Finally, the study adopted a quantitative approach, using descriptive methods, group difference tests (Kruskal-Wallis), and the Dunn-Bonferroni post hoc test, with a significance level of 0.05 — indicating a 5% probability of rejecting a true null hypothesis. In this sense, if the p-value obtained in the tests is less than 0.05, it means that the observed difference between groups is statistically significant. To compare the variables, the participant's responses were analyzed based on their relative frequency. This methodology involves dividing each participant's score by the maximum score for each role, according to the pre-determined scale (with a maximum of seven points for each statement). The research also underwent an ethics committee review and received approval.

Presentation and Discussion of Results

ROLES ASSUMED BY BUSINESS FACULTY

To understand the roles assumed by business faculty, participants were asked about their level of dedication in teaching, research, extension, and management activities. Overall, it was evident that participants were “highly dedicated” to teaching and research activities, but in extension and management activities, they reported “not participating” or being “minimally dedicated”. In order to understand the context behind these results, faculty were asked (Figure 3):

Figure 3. Questions About the Context of the Level of Dedication in the roles.

Role	Quantity of...
Teaching	Courses taught per semester in 2022. Supervised internship students in 2022. Undergraduate thesis students in 2022.
Research	Examination committees (including undergraduate, master’s, and doctoral theses) in 2022. Master’s and doctoral thesis students in 2022. Articles published in 2022.
Extension	Extension programs and/or projects participated in 2022. Junior companies assisted in 2022. Consultancies (affiliated with the university) carried out in 2022.
Management	Examination committees for entrance exams and selection processes participated in 2022. Administrative activities or processes currently undertaken within the university in 2022. Administrative committees and boards participated in 2022.

Source: Research data.

In the subjects taught, it was found that most participants (134 professors) teach one to three subjects, while 58 professors teach four to six subjects, and 9 teach seven to ten subjects. Based on this data, a complementary investigation was carried out involving the “intensity of dedication” with the “number of subjects”, and

it was observed that most of the professors who reported teaching one to three subjects per semester also indicated having a high level of dedication to this work. On the other hand, those who reported having “little dedication/no involvement” mentioned teaching four to six subjects per semester. This finding suggests that as the number of subjects increases, the intensity of the professor’s dedication decreases, which aligns with similar studies (Siddiqui & Ahamed, 2024; Silva & Mirailh, 2020).

For the items “number of interns” and “number of undergraduate thesis students”, the same distribution was found. Most participants (86 professors) do not carry out these activities, 75 professors have between one and five interns/undergraduate thesis students, 23 have between six and ten, and 17 have more than ten students. These results may explain the low intensity of dedication to these activities, as the majority of the participants do not supervise interns or have undergraduate thesis students.

When asked about the number of examination committees (considering undergraduate, master’s, and doctoral theses) they participated in, it was found that 12 professors did not participate in any committees in 2022, 136 participated in one to ten committees, 32 in eleven to twenty committees, and 21 in more than twenty committees. When correlating these data with the intensity of dedication, it was noted that both the professors who marked “high dedication” and those who marked “low dedication” participated in one to ten committees in 2022. This somewhat peculiar result might indicate that the number of examination committees does not significantly influence these professors’ perception of their dedication.

In terms of the number of master’s and doctoral thesis students supervised, most participants indicated having between one and five students (83 professors). Following this, 51 professors reported supervising between six and ten students, and 67 professors indicated that they had no students at this level. When analyzing these data with the professors’ levels of dedication, it was found that most participants who marked “low dedication” were those who had no students to supervise, while those who marked “high dedication” typically had between one and five students, with a few also having between six and ten.

For the number of articles published, 53 professors reported having no publications in 2022, 124 professors reported publishing between one and five articles, 13 published between five and ten articles, and 11 professors published more than

ten articles. Analyzing the intensity of dedication with these data, it was observed that most professors who marked “low dedication/no involvement” reported having no publications in 2022. On the other hand, the participants who marked higher dedication levels reported publishing one to five articles. This result may reflect the growing search for publications in journals with higher impact factors, which require more effort from researchers.

Regarding participation in extension programs and/or projects, it was highlighted that most professors (123) participated in one to five programs during 2022. On the other hand, 64 mentioned not participating, 12 participated in six to ten programs, and 2 participated in more than ten programs. When examining the dedication levels, it was found that the professors who marked “low dedication” or “no involvement” were, in most cases, the same ones who had not participated in these projects in 2022.

As for the number of junior companies assisted by the professors in 2022, it was noted that 137 did not engage in this activity, 63 assisted one to five companies, and 1 assisted six to ten. Correlating these data with the dedication levels, it was observed that most participants who marked “low dedication” were the same ones who had not assisted any junior companies. Regarding consultancy, it was found that 142 professors did not engage in this activity in 2022, 50 assisted one to five times, 6 assisted six to ten times, and 3 assisted more than ten times. The relationship between this information and the intensity of involvement indicated the same pattern as the previous activities: the professors who marked “low dedication/no involvement” were the same ones who did not provide consultancy services.

For the number of participation in examination committees for entrance exams and selection processes, it was found that most professors did not participate in any committees in 2022 (95 participants). In contrast, 92 professors participated in one to five committees, 9 participated in six to ten committees, and 5 participated in more than ten. When these data were correlated with the dedication levels, it was found that the professors who indicated “low dedication/no involvement” in this activity were the same ones who did not participate in these committees during the period. It was also noted that most professors who indicated participating in “one to five” committees also marked low levels of dedication. This indicates that, although professors engage in these management activities, they consider them as tasks carried out with “low dedication”.

Finally, regarding administrative activities, processes, and committees, it was reported that 99 professors were involved in one to five administrative processes, 24 in six to ten processes, 10 in more than ten processes, 59 were not involved in any, and 9 did not know how to quantify. When analyzing these data with the intensity of dedication, it was observed that the professors who marked “high dedication” were involved in one to five administrative processes, while those who marked “low dedication” or “no involvement” were the same ones who had no administrative activities or processes. With that said, the next section will focus on the participants’ profiles and the roles they assumed.

PROFESSIONAL CAREER STAGE OF BUSINESS FACULTY MEMBERS

The study received 201 valid responses, of which 116 (58% of the sample) were male, 83 (41%) were female, and 2 opted not to specify (1%). These results align with previous studies that point to the prevalence of the male gender in the business field and, consequently, in the teaching profession (Silva, 2019; Barbosa et al., 2018; Araújo et al., 2015). Regarding age range, it was found that: 7 faculty members (3.5% of the sample) are between 20 and 30 years old; 49 (24.4%) are between 31 and 40 years old; 67 (33.3%) are between 41 and 50 years old; 54 (26.9%) are between 51 and 70 years old, and 1 (0.5%) is over 70 years old. Regarding academic qualifications, 18 faculty members have a “master’s degree” (9% of the sample), 139 have a “doctoral degree” (69.2% of the sample), and 44 have a “postdoctoral degree” (21.8% of the sample). These data are in line with the requirements of the LDB and the findings of Farias (2020), which emphasize the need for faculty members in non-licensure areas to have a master’s and doctoral degree in order to teach in the classroom.

In the scope of the research, an effort was also made to understand the areas of expertise of the participants. It was identified that 78 faculty members are linked to the area of Business Administration (39% of the sample), 59 to the area of Accounting (29%), and 7 to the area of Public Administration (3%). Additionally, 23 faculty members work in both Business Administration and Accounting (11%), 20 in both Business Administration and Public Administration (10%), 4 in both Public Administration and Accounting (2%), and 10 faculty members work in all three courses analyzed (5%). The predominance of faculty in Business Administration can be ex-

plained by the fact that all the universities surveyed offer courses in this area, unlike the other fields (Accounting and Public Administration).

Regarding the institutions, it is noteworthy that most of the participants reported working in institutions classified as “public” (165 universities), primarily located in the Southern region of Brazil (79). However, the study also included faculty members from mixed (22) and private (14) universities, covering all regions of the country (44 - Southeast, 39 - Central-West, 33 - Northeast, and 6 - North), which provided significant diversification in the sample.

Another relevant aspect for outlining the faculty profile was the workload in which these professionals work at the universities. In the sample, most faculty members had a weekly workload of 40 hours, adopting the exclusive dedication regime (148 participants), which implies “the prohibition of exercising any other paid activity, public or private” (Brazil, 2012, art. 20, § 2). In other words, faculty members working under this regime are exclusively dedicated to the university and its associated activities. This finding is significant because it suggests that faculty members who dedicate more time to the institution may assume a greater variety of roles. The study also included faculty members working in a full-time regime of 40 hours without exclusive dedication (38 participants), part-time with 20 hours (8), and other forms of employment (7).

Next, the study sought to understand at which stage of their career the faculty members were (Table 1), using the “career lifecycle model” proposed by Huberman (2000) as a reference.

Table 1. Career time of faculty members.

Life Cycle	Phase	Participants	(%)
0 to 3 years	Entry	4	2%
4 to 6 years	Stabilization	9	4.5%
7 to 25 years	Diversification	146	72.6%
25 to 35 years	Serenity	38	18.9%
35 to 40 years	Disinvestment	4	2%
Total		201	100%

Source: Research data.

According to Table 1, most of the participants (146) are in the diversification phase, corresponding to about 72.6% of the sample. According to Huberman (2000), in this phase, faculty members tend to diversify their professional activities, demonstrating greater dynamism, effort, and a search for new challenges in the university context. Therefore, it is plausible to believe that the faculty members in the sample may be more likely to assume additional roles, as they have surpassed the stabilization phase and are seeking change. However, it is important to note that the professional trajectory and these phases depend on a variety of events, and such moments can differ from one faculty member to another (Alvarenga & Tauchen, 2018).

Thus, it can be stated that the predominant faculty member in the study possesses the following characteristics: male gender, aged between 41 and 50 years, holds a doctoral degree, teaches in the Business Administration course at a public university located in the Southern region of Brazil. This professional is hired under the 40-hour weekly regime in the exclusive dedication modality, and is in the diversification phase of their career (7 to 25 years). Based on these characteristics, the next section will address the relationship between the performance of these faculty members and their profile.

ROLES ASSUMED VERSUS CAREER STAGE

To analyze the relationship between the roles assumed and the career stage of faculty members in the business field, Kruskal-Wallis tests were conducted (Table 2).

Tabela 2 . Mean test between faculty profiles and assumed roles.

Teste	Rela-	Roles assumed			
Kruskal-Wallis	tionships	Professor	Researcher	Extensionist	Manager
<i>Qui-quadrado</i>	Life cycle	1,052	12,013	12,013	13,377
<i>Sig</i>		0,902	0,017*	0,017*	0,01*
<i>Qui-quadrado</i>	Age	5,381	9,613	9,613	14,617
<i>Sig</i>		0,25	0,047*	0,047*	0,006*
<i>Qui-quadrado</i>	Education	3,863	38,691	38,691	18,848
<i>Sig</i>		0,145	0,000*	0,000*	0,000*

<i>Qui-quadrado</i>	Field of	15,84	9,959	9,959	4,517
<i>Sig</i>	activity	0,015*	0,126	0,126	0,607
<i>Qui-quadrado</i>	Type of	14,51	7,207	7,207	3,603
<i>Sig</i>	university	0,001*	0,027*	0,027*	0,165
<i>Qui-quadrado</i>	Work	9,348	7,874	7,874	20,713
<i>Sig</i>	regime	0,009*	0,02*	0,02*	0,00*

Note: * indicates a statistical difference (Sig < 0,05).

Source: Research data.

According to the data in Table 2, the comparison between the roles and the “life cycle” of faculty members showed that the roles of researcher, extensionist, and manager are statistically significant (Sig = 0.017, 0.044, and 0.01, respectively). This finding indicates that different stages in the professional life cycle of faculty members impact how they perform these specific roles, leading to the acceptance of H1. For a deeper analysis, the Dunn-Bonferroni post hoc test was applied to identify which stages in the life cycle of faculty members exhibited these differences. This test compares each pair of groups and checks, through the adjusted p-value (Sig Aj.), which pairs show statistically significant differences.

When comparing the pairs, it was observed that the roles of researcher and extensionist did not show differences between the cycles (Sig Aj. < 0.05). However, the role of manager revealed differences between the “entry” and “diversification” phases (Sig Aj. = 0.037). Therefore, although the roles of researcher and extensionist did not show significant differences between the life cycle stages, the role of manager is sensitive to changes in the “entry” and “diversification” phases. It is important to emphasize that in the entry phase, the faculty member is discovering the profession, which translates into initial enthusiasm and a willingness to experiment and take on responsibilities within the institution (Nagib et al., 2020; Ferreira, 2016). Moreover, one way to advance in the academic career, especially in public HEIs, is to engage in management activities, as this enhances the faculty member’s evaluation and promotes career progression (Brasil, 2012). Therefore, it is plausible to state that faculty members in the diversification phase seek to assume the managerial role in order to advance professionally and pursue new challenges and professional stimulation.

Regarding age, the results indicated that age is a statistically significant factor for the roles of researcher and manager (Sig = 0.047 and 0.006, respectively), suggesting that age may influence the involvement in research and management activities, leading to the acceptance of H2. When analyzing the pairs of age ranges, the test did not reveal significant differences (Sig Aj. < 0.05). This result suggests that, although age may impact faculty members' participation in research and management activities in general, no relevant disparities were identified when age ranges were directly compared with each other.

Regarding the level of education, a statistically significant difference was observed in the roles of researcher, extensionist, and manager (Sig < 0.05). This indicates that the level of education affects the involvement of faculty members in these roles within the university context, leading to the acceptance of hypothesis H3. The comparison of pairs in the researcher role identified differences from the lower to higher levels of education, namely: Master's to Doctorate (Sig Aj. = 0.000), Master's to Post-doctorate (Sig Aj. = 0.000), and Doctorate to Post-doctorate (Sig Aj. = 0.005). These results suggest that as faculty members advance in their levels of education, they tend to engage more in research activities. It is emphasized that these findings may indicate a trend where faculty members with higher levels of education are more inclined to dedicate themselves to research initiatives (Nganga et al., 2022; Farias, 2020).

On the other hand, when examining the roles of extensionist and manager, statistically significant differences were found from Master's to Doctorate (Sig Aj. = 0.024 and 0.000, respectively) and from Master's to Post-doctorate (Sig Aj. = 0.007 and 0.000). These results indicate that as faculty members advance to higher levels of education, their likelihood of becoming involved in extension and management activities increases – situations that have been observed by Barbosa and Mendonça (2015) and Villar et al. (2019).

When investigating the relationship with the area of expertise, it was observed that the areas of Business Administration, Public Administration, and Accounting showed a significant difference in the role of teacher (Sig = 0.015), suggesting that the field of knowledge influences the involvement of faculty members (thus confirming H4), in line with previous studies (Arias et al., 2020; Silva & Mirailh, 2020). However, the Dunn-Bonferroni test did not indicate significant differences between

the fields, suggesting that the difference observed in the global test does not reflect direct comparisons between them.

Next, an analysis was made to verify whether the performance in multiple roles differs across the type of university in which the faculty member works (considering the most time dedicated). The data in Table 2 shows $\text{Sig} < 0.05$ for the roles of teacher and researcher, indicating a difference and the acceptance of H5. When comparing the pairs with the post hoc test, it was observed that in the role of teacher, private HEIs showed differences when compared with public HEIs ($\text{Sig Aj.} = 0.006$) and mixed or community HEIs with public ones ($\text{Sig Aj.} = 0.039$).

These findings suggest that faculty members working in private and mixed institutions tend to dedicate themselves more to teaching activities than those in public HEIs. This reality may have indications related to the specificities of the contexts in which faculty members work. In public institutions, these professionals have provisions established by law and are subject to legal, statutory, and political factors, which may limit flexibility in defining individual work hours and responsibilities (Brasil, 2012), which generally does not occur in the private sector (Carmo et al., 2015).

On the other hand, in the role of researcher, the test showed differences between public HEIs and private institutions ($\text{Sig} = 0.026$), suggesting that the type of university is also associated with variations in the professional characteristics of faculty members in the researcher role. This data can be explained by the number of graduate programs in the field of business that predominantly exist in public educational institutions in Brazil, as these are the main places for scientific development and research in the country.

After this observation, differences between the roles assumed and the work regimes (H6) were investigated, and a statistically significant difference was observed in all the roles analyzed ($\text{Sig} < 0.05$). In the pair comparison, the role of teacher showed differences between the regimes of 40 hours without dedication and with dedication ($\text{Sig Aj.} = 0.010$). In the roles of researcher, extensionist, and manager, significant differences were identified between “other types of contracts” and the regime of 40 hours with exclusive dedication ($\text{Sig Aj.} = 0.034, 0.030, \text{ and } 0.003$, respectively).

Moreover, in the researcher role, statistically significant differences occurred between the “other types of contracts” pair and the “40-hour regime without

exclusive dedication” pair (Sig Aj. = 0.017), and in the manager role, between the “40-hour regime without exclusive dedication” and “40-hour regime with exclusive dedication” pairs (Sig Aj. = 0.001). These results indicate that different aspects of the work regime may have distinct impacts on faculty members’ performance in their various roles (Brasil, 2012). Therefore, faculty members with longer work hours and exclusive dedication tend to engage more in research and management roles due to the greater time available to dedicate to these activities. Exclusive dedication may also facilitate participation in extension projects, allowing for greater involvement with the community and the practical application of academic knowledge (Brasil, 2012).

Despite faculty members with exclusive dedication having a greater possibility of assuming a wider range of roles in the institution, most of their activities are concentrated in teaching and research (Protasio & Tauchen, 2021; Carmo et al., 2015). The lack of involvement in diverse activities may be attributed to individual choices that prioritize focusing on specific areas such as teaching or research, or a lack of preparation in other areas such as academic management and development of extension projects. Additionally, the analysis suggests that less intensive work regimes or those with less dedication may limit faculty members’ capacity to fully engage in activities beyond teaching, such as research and extension. This may lead to an unequal distribution of academic and administrative responsibilities, indicating the need for more structured support and incentives for faculty members to diversify their roles.

Thus, it is evident that faculty performance in roles is directly related to their stage in the professional career, as characteristics such as life cycle, age, academic background, area of expertise, type of university, and work regimes influence how faculty members perform their roles as educators, researchers, extensionists, and managers. These results corroborate the Organizational Role Theory (Guirguis & Chewning, 2005), demonstrating that faculty members transition through different functions throughout their academic careers, assuming various responsibilities as they progress. Even though university teaching requires a balance between teaching, research, and extension, this distribution varies significantly depending on the characteristics of the faculty member and the institutional environment (Protasio & Tauchen, 2021; Siddiqui & Ahamed, 2020).

Final Considerations

This study aimed to analyze the relationship between the roles assumed and the stage in the professional career of faculty members in the business field. To this end, a questionnaire was applied to 201 faculty members, allowing for the collection of relevant quantitative data on their involvement in teaching, research, extension, and management activities. The results indicated that the majority of participants are highly dedicated to teaching and research activities, while showing less involvement (little dedication/no involvement) in extension and management activities.

The comparative analysis revealed that involvement in roles is directly related to the faculty member's stage in their professional career. In the analysis of the life cycle, the managerial role was found to be sensitive to the "entry" and "diversification" phases. Age had an impact on the roles of researcher and manager, although no significant differences were found between specific age pairs. Regarding academic background, higher levels of education were associated with a greater propensity for research activities. Additionally, the area of expertise influenced the teaching role, while the type of university reflected differences between teaching and research activities. On the other hand, the work regime showed an influence on all roles, indicating that different work regimes and workloads can change faculty members' perception of their performance.

By highlighting the various roles assumed by university faculty, we must reflect on the value placed on these professionals and how this impacts their motivation and performance. In our view, valuing faculty should manifest through multiple avenues, including financial recognition, institutional support, professional development opportunities, and appropriate working conditions. We also believe it is essential to create a work environment that promotes faculty well-being and satisfaction, offering psychological support, fostering a healthy work-life balance, and cultivating an institutional culture that values diversity and inclusion. In this way, it will be possible not only to attract and retain talent but also to ensure that faculty members can fully perform their multiple roles, contributing to excellence and the advancement of knowledge.

Furthermore, our data empirically show that the pressure to meet teaching responsibilities, coupled with institutional culture and workload, may limit the time

and willingness to embrace new roles. Thus, we believe that the relationship between available time and role diversification reflects not only an institutional capacity to offer more opportunities but also the challenges faced by faculty in their daily professional lives, a situation that extends beyond the Brazilian context and reaches other countries.

It is also believed that this study contributes to the advancement of literature by expanding the research of Lima et al. (2020) and Villar et al. (2019) to the business field, providing an updated overview of faculty roles and their relationships with career stages. Beyond academic relevance, the findings have practical implications for training institutions, regulatory bodies, and universities, highlighting the need for educational policies that support faculty development, taking into account their individual characteristics. This involves not only offering continuous training programs that address pedagogical and management aspects but also promoting an inclusive institutional environment and mutual support among the academic community members.

Regarding the limitations of the research, in addition to the limited literature, it should be noted that the results cannot be generalized to other fields of study or regions of Brazil, given the specific representativeness of the sample within the studied universe. Data collection was based on self-reported responses from the participants through questionnaires, which means the responses may be subject to subjective interpretation by the participants. Furthermore, the study focused exclusively on the roles of teacher, researcher, extensionist, and manager, not considering other aspects or roles that faculty members may undertake. Therefore, for a more comprehensive interpretation, the context of the research, the nature of the variables studied, and the specific characteristics of the groups in question should be considered.

Thus, as a suggestion for future research, it is recommended to deepen the studies by expanding the sample and complementing the quantitative approach with qualitative methods, such as interviews or case studies, to understand the motivations and challenges faced by faculty members in different roles. Professionals may have a personal profile, interests, or motivations that lead them to assume specific roles, regardless of their area of expertise. Another suggestion is to extend the research beyond national borders, comparing the profile and roles of faculty members in

different cultural and educational contexts. Additionally, it is important to investigate other characteristics, especially those related to pedagogical aspects and diversity factors in the roles performed by faculty, considering how these aspects influence their experiences and opportunities.

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