

Editorial – RAEP 3rd Edition 2025

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Dear readers,

The 3rd edition of 2025 reaffirms RAEP's commitment to connecting teaching, research, and professional practice by bringing together works that critically and appliedly discuss management education, the role of higher education institutions, student and faculty experiences, and the challenges of dropout in real contexts. This issue features five scientific articles and a teaching case that, together, address topics such as expectations and reality in graduate programs, institutional conditions for academic performance, effects of students' psychological capital, factors influencing university dropout intentions, and identity and work passion in teaching.

The first article, "Expectation and Reality: The Postgraduate Experience in Business Administration in Brazil," by Rafael Toassi Crispim, Diogo Barbosa Leite, Adriano Olivier de Freitas e Silva, and Kadigia Faccin, reflects on the differences between what graduate students in Business Administration expect from their programs and what is actually offered by the graduate programs, in light of CAPES evaluations. The authors question whether students, programs, and CAPES truly share the same educational and professional goals, arguing that there is misalignment between expectations and reality. Based on this analysis, the essay proposes paths to reduce this apparent discrepancy, contributing to discussions about the meaning of graduate education in Business Administration in Brazil and how to better align the interests of the different parties involved.

The second article, "The Role of Higher Education Institutions in the Academic Performance of Business Administration Students," by Edilania Miranda Conrado, Caroline Xavier Valdivino, Felipe Gerhard Paula Sousa, and Felipe Roberto da Silva, investigates institutional factors that contribute to educational and professional excellence in Business Administration courses, based on ENADE data. Through a descriptive and quantitative study using simple and multiple linear regression, the authors identify that physical infrastructure, faculty qualifications, and opportunities

for complementary training have a positive impact on academic performance, while the didactic-pedagogical organization and faculty workload show no clear correlation with results. They also highlight that students from public institutions tend to perform better than those from private institutions, reinforcing the centrality of institutional quality for academic success.

In the third article, “Effects of Psychological Capital on Learning Motivation and Study Engagement,” Larissa dos Santos Pontes and Vinícius Costa da Silva Zonatto analyze, based on a survey with 190 students, the relationships between psychological capital, motivation for learning, and engagement in studies. Using structural equation modeling, the study demonstrates a positive and significant relationship between psychological capital and motivation and engagement, while also showing that motivation for learning enhances the effect of psychological capital on student engagement. The results have important implications for the design of pedagogical and student support practices, highlighting the importance of promoting positive psychological factors in pursuit of satisfactory academic outcomes and effective learning.

The fourth article, “Factors Influencing University Dropout Intentions: What Does the Literature Teach Us?” by Rafael Pereira Faustino and Thiago Bruno de Jesus Silva, conducts a systematic review of recent national and international literature on the factors and variables that influence dropout intentions in higher education. Based on the ProKnow-C method and a portfolio of 127 articles, the authors identify a higher incidence of predictors associated with psychological factors and institutional, academic, and social integration, while pre-entry attributes and financial factors appear less frequently. The study offers guidelines for higher education institutions to focus their efforts on the most recurrent factors found in the literature and proposes mitigation strategies, while also outlining limitations and directions for future research on university dropout.

The fifth article, “Work Passion and Identity in Teaching in Higher Education in Business Administration in Brazil,” by Mariane Lemos Lourenço and Mara Rosalia Ribeiro Silva, discusses university professors’ identification with teaching and its relationship with work passion in an adverse scenario for Brazilian higher education. Based on a qualitative study combining interviews and secondary data, the article describes a context marked by budget cuts, precarious infrastructure, low remuneration,

neration, political tensions, scientific denialism, productivity pressures, and attacks on academic freedom. The results show that, despite these difficulties, professors maintain and even strengthen their teaching identity, supported by their passion for work. The study also underscores the need for public and institutional policies that ensure adequate conditions for teaching, reducing dependence on individual effort to remain in the career.

Presenting the teaching case, this edition features “Entrepreneurial Sales: Challenges of an Entrepreneur Who Wanted to Save Lives,” by Renato Fernandes, which explores the challenges faced by Dr. Paulino Souza Neto—vascular surgeon, radiologist, and inventor of health technologies focused on patient safety—in leading an early-stage venture. The case emphasizes the importance of the founder’s sales skills, often underestimated in entrepreneurship discussions, and is based on interviews with the protagonist. Recommended for Entrepreneurship and Small Business Management courses at undergraduate and graduate levels, the case allows students to act as decision-makers in a context of limited resources, applying concepts of customer selection and the design and execution of effective sales plans in real environments.

The quality and relevance of a journal result from the joint effort of authors, reviewers, editors, and the technical team, and this 3rd edition of 2025 is yet another example of this collective work. We thank the authors for choosing RAEP as a venue to share their research and teaching cases, and we hope readers find in these texts valuable insights for their academic and teaching activities, contributing to the strengthening of the Administration field.