

Formação para Docência na Pós-Graduação em Administração no Brasil: a academia está fazendo seu “dever de casa”?

Teacher Education in Brazilian Business Graduate Programs: Is academia doing its “homework”?

Lisiane Quadrado Closs¹ 

Giovanna Silveira Milani¹ 

Alexandre Dal Molin Wissmann² 

Jhony Pereira Moraes¹ 

¹Universidade Federal do Rio Grande do Sul, Programa de Pós-graduação em Administração/Escola de Administração (PPGA/EA), Porto Alegre, Rio Grande do Sul, Brasil.

²Universidade de Santa Cruz do Sul, Programa de Pós-graduação em Administração (PPGA/UNISC), Santa Cruz do Sul, Rio Grande do Sul, Brasil.



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Resumo

Objetivo: Este estudo teve como objetivo analisar a formação para a docência de mestrados e doutorados acadêmicos de Programas de Pós-Graduação em Administração (PPGAs) no Brasil, considerando o perfil sociodemográfico e econômico dos egressos.

Método/abordagem: O estudo adota um delineamento exploratório-descritivo e uma abordagem quantitativa. O questionário estruturado foi elaborado com base em uma revisão da literatura sobre formação docente. Ele foi composto por 114 perguntas, distribuídas em 12 categorias de análise, e foi respondido por 434 egressos de programas de pós-graduação *stricto sensu*.

Contribuições teóricas/práticas/sociais: A pesquisa contribui para o avanço teórico ao propor um quadro de conhecimentos e práticas relevantes à formação docente nos PPGAs, bem como um questionário para sua avaliação. Também apresenta importantes implicações práticas e sugestões para que os PPGAs aprimorem a formação para o ensino. Em termos de implicações sociais, os resultados evidenciam disparidades raciais e socioeconômicas no acesso aos programas de mestrado e doutorado em Administração no Brasil, que devem ser enfrentadas por meio de políticas públicas.

Originalidade/relevância: Contribui para a reflexão sobre se a academia está, de fato, cumprindo seu papel na formação de futuros docentes, ao evidenciar lacunas nas práticas e técnicas pedagógicas de ensino, bem como na preparação de profissionais capazes de pensar e planejar a formação do administrador do futuro.

Palavras-chave: formação docente; pós-graduação *stricto sensu*; pós-graduação em administração; saberes.

Abstract

Purpose: This study aims to analyze teacher education in graduate programs by surveying graduates from master's and doctorate programs in administration in Brazil, considering the respondents' sociodemographic and economic profiles.

Methodology/approach: The study employs an exploratory-descriptive design and adopts a quantitative approach. The structured questionnaire was informed by literature review on teacher education. It comprises 114 questions distributed across 12 categories of analysis, answered by 434 graduates of *stricto sensu* graduate programs.

Research, Practical & Social implications: The research adds to theory building a framework of knowledge and practice relevant to teacher education in PPGA, as well as a questionnaire to assess it. It also brings important practical implications and suggestions for PPGAs to improve their teaching education. As for its social implications, the results highlight racial and socioeconomic disparities in access to

master's and doctoral programs in administration in Brazil that should be addressed by public policies.

Originality/value: It helps to discuss whether academia is doing its “homework” to prepare future professors, highlighting the gaps in teaching pedagogical practices and techniques, and preparing professionals to think and plan the future administrator's education.

Keywords: teacher education; academic graduate program; graduate program in administration; knowledge.

Introdução

There has been a widespread concern in Brazil about assessing and certifying higher education institutions (HEIs), programs, and courses in Brazil since the 1990s. Also, there has been an encouragement to develop scientific research to the detriment of discussions about education theory and practice (Cunha, Brito, & Cicillini, 2006; Nóvoa, 2019; Wagner & Cunha, 2019). However, the “muddy terrain” of higher education (Wagner & Cunha, 2019, p. 4, our translation) intersperses demands such as preparing for the world of work – with new constructions of theoretical and cultural perspectives to understand and interact in the world – and for citizenship, as well as preparing for other dimensions that demand new ways to promote quality education.

According to Nóvoa (2019), universities need to be updated to promote critical thinking, knowledge, and reason, raising crucial debates, such as the impacts of technological changes – in a context of information overload and disorder – and the defense of human life and the planet. Such challenges require a transformed and prepared faculty that puts students at the center of teaching-learning processes. Therefore, new pedagogical skills and alternatives for the teaching-learning processes are necessary (Lima *et al.*, 2020; Sordi, 2019; Wagner & Cunha, 2019).

Against this backdrop, what is the necessary training to develop the knowledge required from future higher education teachers? Brazilian (Cunha, 2006; Cruz, 2017) and international (Boyer, 1990; Kreber & Cranton, 1997; Zierer, 2015) research point out a multiplicity of knowledge and responsibilities necessary for an excellent professional practice, in addition to different education stages that begin but do not end in graduate programs (PPGs).

The need for knowledge to support teaching practices is crucial in the field of administration, where future professors lack methodological and didactic training. There is no training to combine theory and practice, and professionals end up repeating content, reproducing situations, and failing to encourage students to develop critical and reflexive reasoning considering their context (Maranhão & Paula, 2009). Despite this gap, teacher education in academic master's and doctorate

programs in Brazil, especially in graduate administration programs, is a topic still poorly studied (Bastos, Tourinho, Yamamoto, & Menandro, 2011; Milani & Closs, 2018).

The research contributes to the theory in the field by developing a framework to understand and a questionnaire to assess knowledge and practice relevant to teacher education in PPGAs. It also brings practical implications and suggestions for PPGAs to improve their teaching education. As for its social implications, the results highlight racial and socioeconomic disparities in access to master's and doctoral programs in administration in Brazil that should be addressed by public policies.

This study analyzes teacher education in graduate programs by surveying graduates from master's and doctorate programs in administration in Brazil, also considering the respondents' sociodemographic and economic profiles. The article is organized into four sections, in addition to this introduction. The second section presents the study's theoretical framework, followed by a methodology section. The fourth section addresses the results and discussion, while the fifth and last section presents the final considerations.

Theoretical Basis

Teacher Education and Knowledge Needed to Teach in Higher Education Institutions

According to theories addressing the issue of competency-based teacher education to teach in higher education institutions, future professors must demonstrate mastery over topics related to teaching and learning. Thus, success in teaching is determined by defined criteria, such as the measurement of the professor's performance and the effects on student learning.

Boyer's (1990) seminal work goes in this direction, analyzing how professors generate and disseminate new knowledge, culminating in teaching practices. Kreber and Cranton (1997) found support in Boyer's study and classified the knowledge necessary for teaching in three spheres: instructional, pedagogical, and curricular. Instructional knowledge refers to the activities present in day-to-day teaching, considering practical actions such as course planning, teaching strategies, and evaluation of acquired knowledge. Pedagogical knowledge refers to how people learn or how to facilitate learning, including questions about understanding individual learning styles, cognitive processes, and group dynamics. On the other hand, curriculum knowledge seeks to examine why teaching occurs in a certain way, reflecting on the course objectives and how they are linked within the teaching program. Thus, instructional knowledge reflects the content taught, pedagogical

knowledge reflects the teaching process, and curriculum knowledge is about the premises on which this learning occurs (Kreber & Cranton, 1997).

Tardif (2002) highlights five areas of knowledge for professionals dedicated to teaching and their social sources: 1) personal knowledge (acquired in the family, in living environments, and education in the broadest sense); 2) knowledge from previous school training (primary, secondary, non-specialized post-secondary studies); 3) knowledge from professional teaching training (teacher training institutions, internships, refresher courses); 4) knowledge from the programs and textbooks used in teaching (programs, textbooks, exercise books); and 5) knowledge from experience (in the profession, in the classroom, in training – through practice and peer exchange). Therefore, teaching knowledge is multiple, varied, and comes from different sources and contexts, both institutional and professional, with dualities between theory and practice, research and teaching, and explicit and tacit knowledge, among others (Tardif & Gauthier, 1996; Cruz, 2017).

According to the critical reflection perspective, a professor demonstrates expertise when dealing with pedagogical issues, such as the choice of proximity versus distance of students or autonomy versus dependence in executing tasks. Thus, the activity was well performed if it led the individual to critically and reflexively analyze the daily and changing uncertainty where they act (Zierer, 2015).

For De Marchi and Rausch (2016), reflexivity should be seen as a process inherent to research and teaching practice. It should not be seen as an exclusively individual process, as it is linked to social relationships, context, experience, values, interests, and social and political scenarios. In the quest to improve the teaching practice, the authors propose that there is an open dialogue between educators and future professors, making it possible to question and suggest new ways and ideas. In this case, reflecting would not be characterized by returning and thinking about the problems but as a way of evaluating and documenting the action itself, seeking the necessary transformations, because “reflecting on everyday actions and problems is a way of transforming the teacher” (De Marchi & Rausch, 2016, p. 881, our translation).

Investigating how professors teach, their favorite pedagogical content, and their values, Nóvoa (1995) considers teacher education not as an accumulation of competencies and intuitions but as a biographical evolution. The author defends that searching for professional training is crucial when stating that “more important than educating is seeking self-improvement because all knowledge is self-knowledge and all training is self-training” (Nóvoa, 2001, p. 25, our translation). For Nóvoa (2001), it is impossible to dissociate the person from the professional, and the way of teaching is intrinsically linked to who one is as a person and their values.

For Zierer (2015), given the complexity of teaching, future professors can benefit from elements grounded on the notions of competencies and critical reflection. The author proposes an integrative model of educational expertise, understanding

teaching practice as a system involving the intersection of dialogues between professor and content, professor and student, and students and content. The first dialogue (professor and content) refers to content-related competence, and although it receives significant attention, this dialogue alone has little statistical relevance to students' academic performance (Hattie, 2009) and must be combined with other competencies. The second (professor and student) refers to pedagogical competence and involves gaining trust from students and building a safe teaching-learning atmosphere. It has a high statistical result in students' performance. The third is the dialogue between students and content or didactic competence. It addresses the appropriate choice of methods, such as how to work and act, classroom formats, and adjusting content to the student's level.

Education and training are always part of some structure, which involves multiple internal factors – classroom layout or personal circumstances, for example – and external factors – such as social, political, and cultural context (Zierer, 2015). Thus, a fourth systemic competence refers to analyzing and understanding the forces that can influence teaching and learning. They are considered when preparing a class.

In addition, the notions of judgment capacity and individual wills must be considered. In this case, the ability to think critically and reflectively about teaching-learning is integrated, involving self-reflection on being a professor, which results in awareness of what, how, and why one does something. These are crucial aspects to promote the combination of the other competencies mentioned before. (Zierer, 2015).

Studies on teacher education for teaching administration in the Brazilian context

According to Maranhão and Paula (2009), there is no teacher education in the field of administration. There is a semi-training of future professors, given the lack of experience and didactic knowledge in the process. Pereira, Sousa, and Bueno (2015) observe the pedagogical precariousness of teacher education, noting the lack of activities related to preparing professors by offering teaching practices. Corroborating previous research, Joaquim, Boas, and Carrieri (2013) claim that teaching goes far beyond the simple act of teaching classes and is a challenge for administration graduate students. For the authors, teacher education is observed in the combination of knowledge related to the subject and the graduate program, including knowledge related to education and pedagogy. Furthermore, “actually, the professor of administration is responsible for preparing people who will make decisions that have consequences for nature, human beings, and the future of us all” (Aktouf, 2005, p. 158, our translation).

Ceni, Gandhi, Fernandes, and Miliorini (2019) problematize teaching training for administration students and point out the need for more effective actions as it is likely that graduates work as undergraduate professors in private educational

institutions, who tend to value classroom performance over research. Baeta and Lima (2007) also argue that, in the field of administration, the teaching challenge is considerable since elements, practices, and everyday actions need to be included based on already established scientific theories and principles. However, the authors argue that some objectives must remain, such as “training critical citizens and professionals capable of responding to the demands of their area” (Baeta & Lima 2007, p. 41, our translation).

In the texts that deal with educational practices for teacher education in administration, research on supervised teaching internships predominates. Based on the professor-student relationship, studies discuss the perceptions of the pedagogical techniques used, the effects of this process, and the influences on qualifying students (Pereira & Oliveira, 2013; Rocha-de-Oliveira & DeLuca, 2017).

Joaquim *et al.* (2013) emphasize that the teaching experience allows direct contact with students and a way to be secure with them in the classroom. Pereira and Oliveira (2013) analyze the influences of epistemological conceptions on teaching methodologies used in undergraduate classes by intern-professors and the relationship between interns and professors in charge of the subjects taught. Ribeiro and Rodrigues da Silva (2023) also emphasize the central role of the supervisor in the intern's training process, by providing opportunities to experience the specificities of teaching in higher education and making the internship a formative (by offering support to fill previous gaps) and reflective process (by allowing, with responsibility and commitment, for mistakes, reformulation, and dialogue). Barbosa, Alves, and Nour (2015) and Oliveira *et al.* (2009) point out the relevance of this introductory experience and the knowledge acquired in this initial training.

According to Ceni, Bezerra-de-Souza, Fernandes, and Seefeld (2022), professor training develops relevant skills in teaching performance, allowing them to feel more confident in their teaching practice; the combination of professor training and learning based on practice promotes better resourcefulness in the classroom. Despite that, learning from peers was the most often used strategy to resolve issues in the classroom.

The studies still underscore the significance of teacher education courses within graduate programs, particularly regarding their contribution to the didactic and pedagogical preparation for teaching in higher education (Reinaldi, Giordani, & Coelho Neto, 2018). Furthermore, they reveal meaningful differences in teaching readiness between students who have taken such courses and those who have not (Milani & Closs, 2018; Ceni *et al.*, 2019).

Veludo de Oliveira (2013) suggests the adoption of the microteaching technique to improve the ability to choose appropriate methods, as well as ways of working and acting, adjusting content at the beginning of classes to the students' level, and adapting to different classroom formats, which favored the experimentation of teaching practices among doctoral students.

Finally, in an integrative proposal, Vieira, Viana, and Zabalza (2016) suggested the following improvements for teacher education in graduate programs leading students to academic careers in administration: didactic-pedagogical training activities; teaching internship; research on teaching and teaching in administration; competency-based education; and credit transfer system.

Methodology

This research is exploratory-descriptive and adopts a quantitative approach. Data were collected via a survey (Hair Jr. *et al.*, 2003), using a structured questionnaire (Fink, 2003).

The first stage to draw the questionnaire consisted of identifying concepts and issues related to teacher education in the literature, elaborating semi-structured questions that guided interviews with five specialists in teacher education in Brazil from different universities, and recognized for their studies on this theme. Also, twelve graduates who obtained their degrees from a Brazilian federal higher education institution, selected based on their proximity to the researchers, were interviewed. The analysis of the interviews' content (Bardin, 2016) (subsidized the elaboration of thematic categories and questions that informed the questionnaire. The instrument was designed to collect data on graduates' sociodemographic and economic profiles and analyze teacher education in Brazilian master's and doctorate programs in administration, focusing on programs leading students to academic careers¹ (PPGAs).

Finally, the instrument was submitted for thematic validation. Members of the research group conducting the study responded to the first version of the questionnaire, and it was also sent to the five specialists previously interviewed for validation. The suggestions received during this process guided a revision of the instrument, resulting in its final version, which comprised 114 questions distributed across 12 categories of analysis: knowledge related to content; pedagogical knowledge; didactic and/or instructional knowledge; knowledge about the education system; personal interest in teaching; exchange with professors; supervised teaching internship; interaction with colleagues; teaching experience before graduate studies (not related to teacher training in the graduate programs); other experiences during the graduate program; institutional support; and sociodemographic and economic characteristics.

Except for the sociodemographic and economic characteristics category, all items addressed teaching knowledge and were formulated as statements to be rated on a 5-point Likert scale (1 = totally disagree to 5 = totally agree). Table 1 summarizes

¹ TN: In Brazil, graduate programs leading students to academic careers (academic master's and doctorate programs) are called *strict sensu*. Graduate programs designed to develop non-academic professional/personal skills are called *lato sensu*.

the categories of analysis, the content addressed, and the number of items in each category.

Categories of analysis	Content	Number of statements
Knowledge related to content	Teacher education regarding the content in the administration field, including statements about the areas and specialties of administration, the main currents of thought, content for teaching specific topics, and research for updated content to prepare lessons.	5
Pedagogical knowledge	Teacher education concerning how people learn or facilitate learning. Includes statements about understanding individual learning styles, ability to deal with different social groups, class time, conflict resolution, mentoring and feedback activities, collaboration among students, and preparation of a physical environment linked to the learning objectives.	22
Didactic and/or instructional knowledge	Teacher training to conduct daily teaching activities. Includes statements on the development of teaching and lesson plans, preparation of lectures, development of teaching materials, construction of instruments to assess student learning, a proper organization to present content in class, and assessment of different teaching techniques.	11
Knowledge about the education system	Training regarding the context of teaching and learning in administration, including statements about teaching roles at the undergraduate level, knowledge of the administration program's curriculum guidelines, and ability to explain how a course is related to the program's curriculum.	4
Personal interest in teaching	Teaching training through self-teaching and acquiring different didactic strategies. The category includes statements about readings on teaching and learning, and participation in training courses, workshops, and volunteer activities.	6

Exchange with professors	Training through interaction with professors. Includes statements regarding support throughout teacher education, opportunity to help professors supervise final theses/papers, advisors and professors of the PPGA stimulated the improvement of teaching skills, opportunity to learn to teach through observation, and the opportunity to reflect on issues related to teaching in research groups.	9
Supervised teaching internship	Teacher preparation through teaching internship. The category includes statements about the opportunity to discuss the intern's performance with the professor in charge, moments to ask questions and clarify the expectations during the internship, perception of the development of teaching capacity, and perception of having support from the professor in charge.	11
Interaction with colleagues	Teacher education through interaction with colleagues. The category includes statements about exchanging information to prepare future professors, gathering contributions through suggestions and criticism, and reproducing practices learned from colleagues.	2
Teaching experience before graduate studies (not related to teacher training in the graduate programs)	Training considering experiences before graduate studies, including statements about the perception of learning through observation of professors during undergraduate studies and previous experiences as a professor in different activities, such as tutoring, private lessons, teaching catechesis, and language classes.	3
Other experiences during the graduate program	Preparation considering other experiences during graduate studies. Includes statements about the orientation of seminars, use of the microteaching technique, participation in events, and mandatory teaching without the support of an advisor.	4

Institutional support	Teacher education through a program designed to train professors. The category includes statements about the perception of a culture of valuing teaching in the program, the existence of spaces for dialogue about pedagogical training/performance, the possibility of taking courses in the area of education or focused on teaching and learning in administration, participation in teaching laboratories, raising awareness of professors regarding their role in teacher education, raising awareness of values and attitudes in teaching and existence of a line of research in teaching and learning in administration.	11
Sociodemographic and economic characteristics	Gender, age, race/ethnicity, marital status, current level of education, type of institution (public or private) where the respondent attended primary, secondary, and higher education, occupational activity, company's size and segment, type of employment relationship, individual income, parents' education and profession.	16

Table 1. Organization of the questionnaire.

Source: Created by the authors.

The questionnaire was developed in response to the absence of a validated instrument specifically designed to assess the teaching preparedness of students who have completed *stricto sensu* postgraduate programs. This gap was identified through a bibliographic review of the CAPES theses and dissertations database, as well as other national and international databases.

Subsequently, the quantitative phase of the study was conducted. A total of 434 PPGA graduates from different Brazilian states participated in the study, which offered a confidence level of 95% and a sampling error of 5%. Data was collected between 2018 and 2020, and the survey was applied through the Google Forms platform. Participants were reached through email communication with graduate programs, dissemination in social media groups, and the authors' professional and academic networks.

Data were processed – factor analysis and variance calculation – using SPSS statistical software. The mean and standard deviation were calculated for each question. The results, submitted to Cronbach's Alpha reliability test (Malhotra, 2011), confirmed the study's statistical relevance, presenting acceptable values for this type of analysis (Hair Jr. *et al.*, 2005). Descriptive statistical methods were employed to analyze the data, which are presented and discussed in the following sections.

Results

The data on sociodemographic and economic profiles about **gender** showed a sample consisting of 55.35% male and 44.65% female respondents. As for **age**, respondents between 30 and 39 years old (39.91%) were the majority, followed by those between 40 and 49 years old (28.64%), 20 and 29 (13.38%), 50 and 59 (12.91%); and those aged 60 years or older (4.46%).

The respondents' information about **race/ethnicity** (self-declaration) demonstrated that 81.95%, were white, 12.28% were Brazilian pardos, 5.01% black, 0.5% Asian, and 0.25% indigenous. The vast majority of white people graduating from higher education programs in administration in Brazil indicates a gap in the relationship between the country's racial diversity and the racial profile of graduates. Regarding **marital status**, 51.40% were married, 38.14% single, 9.53% divorced, and 0.93% widowed.

Regarding the participants' **level of education**, 46.99% had a doctoral degree, 45.14% had a master's degree, and 7.87% completed a post-doctoral program. Regarding the **type of institution**, the respondents attended: (i) elementary school, 45.22% studied in private schools, 43.58% in public schools, and 11.18% attended both private and public schools; (ii) high school, 52.68% studied in private schools, 41.49% in public schools, and 5.82% attended both private and public schools; and (iii) higher education, 61.5% studied in public institutions, 31.8% in private institutions, and 6.7% studied in both public and private institutions.

Most of the graduates studied in private schools, and the National Household Sample Survey of 2019 indicates that more than 80% of elementary and high school students in the country study in the public system (IBGE, 2020). In higher education, most respondents attended public institutions, which are among the best evaluated in the country in national and international rankings (Times Higher Education, MEC), they are free, and admission is highly competitive. Such data suggest inequalities in access to PPGs in the country since private elementary education (paid) provides better access conditions for public higher education (free and of quality), which is responsible for training more than 61.5% of the graduates surveyed in this study.

Regarding **occupational activity**, 86.68% of respondents were working at the time of the survey, and 13.32% were not. Regarding the **size of the organizations**, 71.76% worked in large organizations (500 employees or more), 9.12% in micro-organizations (up to 19 employees), 12.65% in medium organizations (100 to 500 employees), and 6.47% in small organizations (with 20 to 99 employees). Regarding the **type of organization**, 61.43% worked in public organizations, 37.43% in private companies, and 1.14% in non-governmental organizations.

As for the organization's **segment**, 70.74% worked in the education sector, 17.82% in the services sector, 7.98% in other segments, 2.13% in the industrial sector, and 1.33% in commerce. Regarding the **type of employment relationship** with the organization, 49.60% of the respondents were civil servants, 28.91% were employees

of private companies with a formal contract, and 13.79% had other types of links (scholarship holder and self-employed without registration, for example), 3.18% were employees of private companies without a formal contract, 3.18% had their own company or worked in a family business, 0.8% were interns, and 0.53% worked as volunteers.

The most frequent **monthly gross individual income** observed among respondents who declared to have an income was BRL 10,000 and BRL 15,999, representing 37.27% of the sample, followed by 17.96% who make between BRL 6,000 and BRL 9,999; 15.55% had an income above BRL 16,000; 14.48% had an income between BRL 2,000 and BRL 3,999; 9.65% between BRL 4,000 and BRL 5,999; and 5.09% had an income of up to BRL 1,999.

As for the **education of the graduates' parents**, 23.76% of the fathers and 21.67% of the mothers had an undergraduate degree; 20.51% of mothers and 19.67% of fathers had completed high school; 19.05% of fathers and 17.24% of mothers had incomplete elementary education; and 17.24% of the mothers and 16.47% of the fathers had a graduate degree. With less representation (below 9%) were, in descending order, fathers and mothers with incomplete higher education, complete elementary school, incomplete high school, and others. It is noted that education for both mothers and fathers did not show significant discrepancies.

As for the **occupation of the respondents' parents**, the activities of mothers were: 46.39% retired; 18.99% worked in other activities (housewife, domestic worker, farmer); 16.34% civil servants; 12.01% self-employed professionals; and 6.25% worked in private companies. As for the fathers: 46.22% were retired, 23.34% were self-employed, 11.32% were civil servants, 11.32% worked in other activities (farmer, merchant), and 7.78% in private companies. There is a greater representation of domestic and subsistence work among women, possibly linked to the country's patriarchal culture.

The results discussed below refer to the respondents' answers regarding teaching knowledge. The main contribution of Brazilian PPGAs to teacher education refers to the category of **knowledge related to content** (Figure 1), involving the mastery of knowledge in the theoretical field that makes it possible to prepare and conduct classes. It relates to instructional knowledge (Kreber & Cranton, 1997).

This category, with five statements, was the only one that obtained values above 4 on the Likert scale in all of them, demonstrating high agreement among respondents. The question "I learned the main currents of thought for the themes in my specific area" obtained the highest average in this survey (4.38). However, Gentili, and Alencar (2001) warned that future professors were being prepared to repeat content, and in the field of administration, they need to combine theory with practice and promote critical-reflective reasoning about the students' context (Maranhão & Paula, 2009). The

present challenges still require other pedagogical skills and alternatives for the teaching and learning processes (Lima *et al.* 2020; Sordi 2019; Wagner & Cunha 2019).

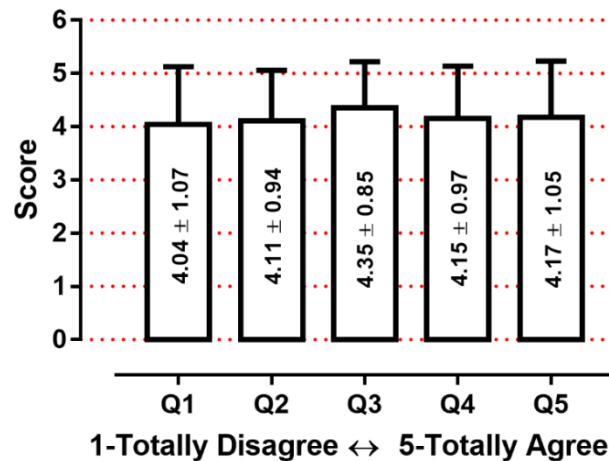


Figure 1. Knowledge related to content.

Source: Created by the authors.

The concern about a gap in **pedagogical knowledge** (Figure 2) pointed out in the literature (Narciso & Lourenço, 2018; Vieira *et al.*, 2016; Lima *et al.*, 2020) was confirmed in the study. Such knowledge presented the second-lowest average among the categories surveyed, with an agreement rate of only 2.92. The statements with the lowest rate of agreement in this category were related to preparation for: “helping students to overcome learning difficulties” (average of 2.37); “identifying class profiles to adapt teaching techniques to each class” (2.46); and “dealing with conflicts resulting from different social groups of students in the classroom” (2.49).

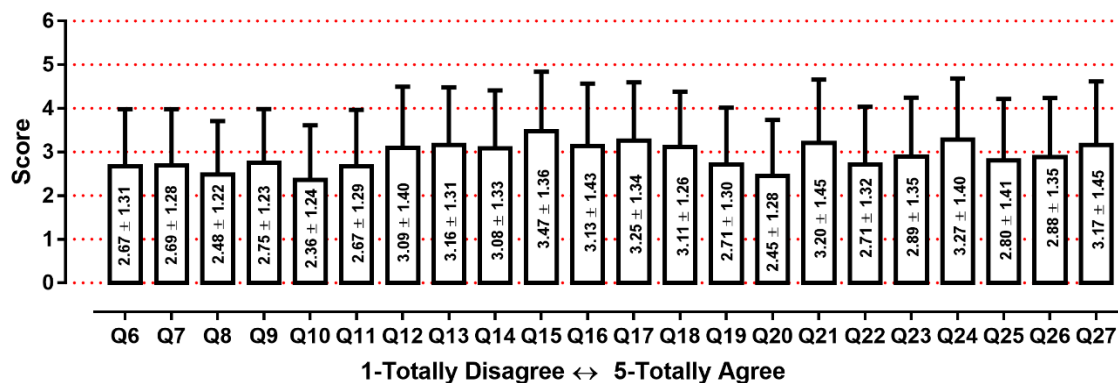


Figure 2. Pedagogical knowledge.

Source: Created by the authors.

The development of pedagogical knowledge – related to how people learn, how this learning can be facilitated, and understanding the individuals' learning styles, cognitive processes, and group dynamics (Kreber & Cranton, 1997) – requires greater attention in teacher education in the PPGAs. Observing traits that differentiate students (class profiles and social groups) is part of the teaching function, which links theoretical-scientific, scientific-didactic, and pedagogical knowledge and the professor's understanding of their practices while teaching and acting on unforeseen situations (Cruz, 2017).

Another category that needs improvement regarding teacher education is **didactic and/or instructional knowledge** (Figure 3). Aimed at evaluating practices such as course planning, teaching strategies, and assessment of acquired knowledge, this category obtained an overall average of 2.87. Observing the 11 statements in this category, except for "I learned to prepare a lecture" (3.35) and "I learned to moderate a discussion among students in the classroom" (3.14), all the others presented averages below 3. This result demonstrates weaknesses in graduates' learning regarding the elaboration of a lesson plan, elaboration of a teaching plan, knowledge of different instructional methods, preparation of instruments to evaluate student learning, and the quality of different teaching techniques. In this sense, Brazilian authors (Milani & Closs, 2018; Narciso & Lourenço, 2018; Ceni *et al.*, 2019) highlight the importance of disciplines focused on didactic-pedagogical training for teaching in PPGAs given by graduates, although these are scarce in most doctorate programs in the country (Silva *et al.*, 2015; Reinaldi, Giordani, & Coelho Neto, 2018).

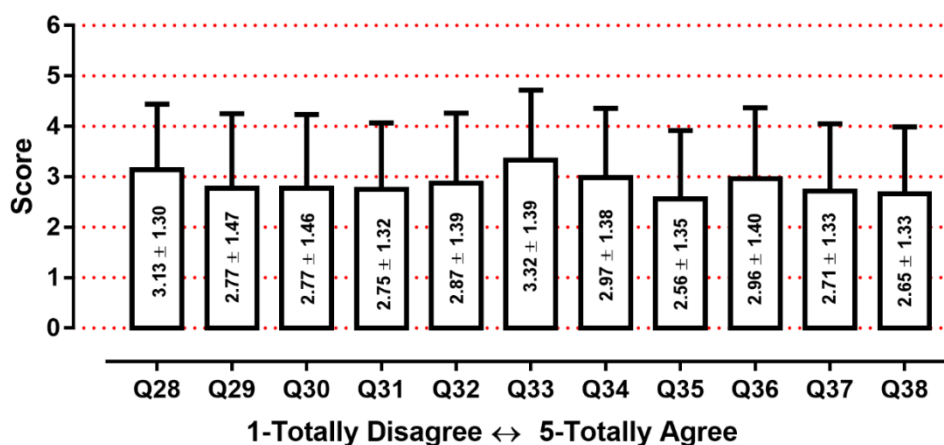


Figure 3. Didactic and/or instructional knowledge.

Source: Created by the authors.

The category **knowledge about the education system** (Figure 4) presented an overall average of 3.56. The answers to the statements, which involved knowledge about the teaching context in the field of administration, such as the functions of a

professor, relations between discipline and curriculum, and curricular guidelines, showed a profile of graduates partially aware of the activities involved in the education system. Such knowledge is related to systemic competence (Zierer, 2015), involving analyzing and understanding internal and external forces that can influence teaching activity, which has not been explored in the Brazilian literature

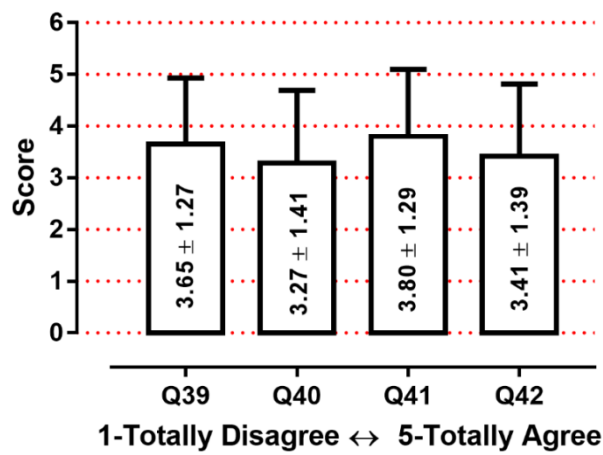


Figure 4. Knowledge about the education system.

Source: Created by the authors.

The category of **personal interest in teaching** had the second-highest overall average (4.03). The data pointed to the graduates' interest in searching for knowledge that contributes to improving their qualifications. The statements with higher averages refer to learning different didactic strategies on their own (self-teaching) (4.34), the search for constant improvement in their work as a professor (4.26), and the search for readings that would help to improve teaching performance (4.20), demonstrating the high presence of personal initiative at training. This result can be associated with the weakness observed in the category of pedagogical knowledge, corroborating the pedagogical precariousness of teacher education in Brazil (Pereira *et al.*, 2015; Maranhão & Paula, 2009). Thus, it is not surprising that self-teaching (Nóvoa, 2001) has such relevance among the participants.

The category **exchange with professors**, which involves teacher education through interaction with professors, obtained an overall average of 3.34. Among the statements, (the lack of) encouragement by the advisor and the PPGAs' professors for the improvement of teaching skills (2.86) stood out, which may be a symptom of the exacerbated appreciation for scientific research to the detriment of teaching (Wagner & Cunha, 2019; Nóvoa, 2019). Ribeiro and Rodrigues da Silva (2023) highlight the central role of the supervisor in the intern's training process by providing opportunities to experience the specificities of teaching in higher education and

making the internship formative and reflective. The opportunity to learn how to teach by observing professors had an average of 4.06, demonstrating its importance in teacher education. However, this tacit knowledge from experience (Tardif, 2002) should not be limited to the repetition of practices but should involve the exercise of reflexivity – as a process inherent to research and teaching practice – which can be improved through open dialogue between professors and future professors, involving questions and suggestions for new ideas (De Marchi & Rausch, 2016).

The category **teaching experience before graduate studies** (Figure 5) proved to be relevant for teacher education, obtaining an average of 3.92. The category had three statements and highlighted contributions from students' previous teaching experiences and learnings from teaching observation during undergraduate students (4.05), similar to what was pointed out in the previous category.

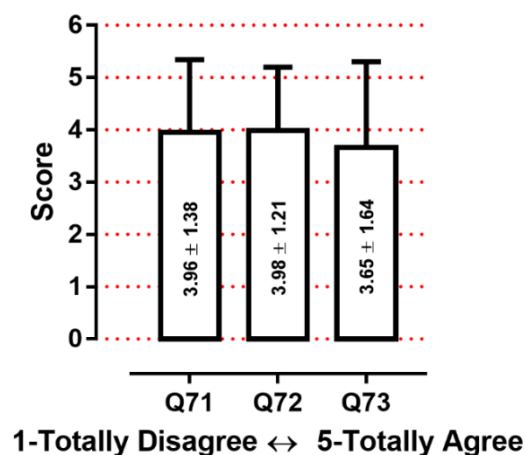


Figure 5. Teaching experience prior to graduate studies.

Source: Created by the authors.

Although studies point to the importance of the teaching internship as a first training – allowing students to acquire confidence in the classroom (Oliveira *et al.*, 2009; Barbosa *et al.*, 2015), for example – the general average in the category of supervised teaching internship in the study reached 3.23, representing a low agreement with the statement. As for **interaction with colleagues**, a category aimed at evaluating the exchange of information among students while they are preparing to become professors, the average observed was 3.72. Thus, sharing experiences with colleagues proved to be more important for teacher education than the teaching internship supervised by professors. This may indicate gaps in pedagogical and instructional knowledge (Narciso & Lourenço, 2018) among PPGA professors.

The category of **other experiences during the graduate program** (Figure 6) aimed to assess the different experiences of students. Figure 6 shows the results of this category of analysis.

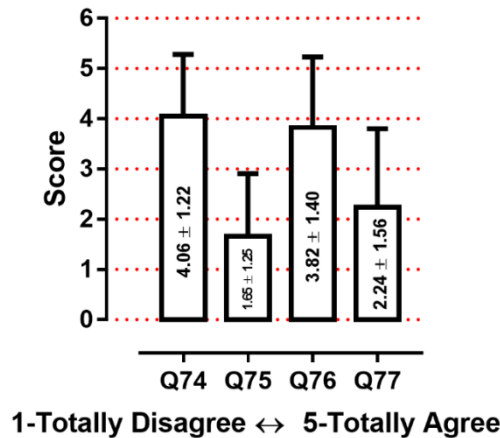


Figure 6. Other experiences during the graduate program.

Source: Created by the authors.

In this category, the statement “teaching/conducting seminars during the courses in my PPGA contributed to my training to become a professor” had the highest agreement rate, 4.13. However, it is questionable whether such experiences contribute to promoting pedagogical skills required to develop analytical and interpersonal skills, complex ways of thinking and doing (OECD, 2019), and critical thinking, raising crucial debates for the future of the planet (Nóvoa, 2019). On the other hand, the statement that investigated whether students had the opportunity to use the microteaching technique (Veludo-de-Oliveira, 2013), where small classes are recorded and then analyzed by the professor and colleagues to assess points for improvement, obtained a low level of agreement (1.68), and could represent an opportunity for programs to build actions aimed at educating students.

The **institutional support** category, composed of 11 statements and focused on the PPGA’s attention to teacher education, was the lowest average among all categories, with an index of 2.54. The result points to a lack of institutional actions that support students’ training to become professors. The items that contributed most significantly to this result were: the existence of spaces for professors to talk about training and pedagogical performance in the PPGA (2.33), the existence of a line of research focused on teaching and learning administration in the PPGA (2.11), the opportunity to participate in teaching laboratories at the PPGA (1.94), and finally, workshops or seminars focused on teaching in administration (2.42). Lima and Riegel (2011) point out the need for institutional support for teacher training, involving students and professors in the process, while Vieira *et al.* (2016) suggest to the directors of the PPGAs in administration didactic-pedagogical training activities; teaching internships; research on teaching and teaching in administration; among other initiatives. It is noteworthy that institutional support for teacher education is essential

for future professors to develop the set of skills, knowledge, will, and judgment that teaching requires, a mind frame that makes them aware of what and how they teach and why they engage in such a practice (Zierer, 2015).

Final Considerations

This study analyzed teacher education in Brazilian academic master's and doctorate programs in administration (PPGAs). Also, the research obtained and analyzed data on the sociodemographic and economic profiles of these programs' graduates. The results demonstrated that graduates are more often employed in large organizations (71.76%) and in the educational sector (70.74%). More than half of the survey respondents received a monthly gross individual income between BRL 6,000.00 and BRL 15,999.00, and 86.68% of the graduates were working. However, data collection was conducted before the COVID-19 pandemic, a phenomenon that may have changed this scenario. More than 50% of the graduates' parents had an undergraduate degree (or started but did not finish an undergraduate program) or a graduate degree, revealing high levels of education. On the other hand, approximately 20% of the respondents' parents did not complete elementary school, although 51.2% of the country's population did not complete early childhood, elementary, or high school, according to the 2019 Continuous National Household Sample Survey (PNAD Continua) (IBGE, 2019). In addition, 81.95% of the graduates are white, 52.68% attended high school in private institutions, and 61.5% studied in public universities (with highly competitive access). Such data indicate racial and socioeconomic inequality in access to PPGAs in Brazil that should be addressed by public policies

Theoretical contributions of this study refer to the building of a framework of knowledge and practices relevant to teacher education in PPGAs in Brazil. The developed questionnaire, based on a literature review and validated through content analysis of interviews with experts on the subject, also allows more researchers and universities to gather further empirical evidence on the subject.

The national panorama on teacher education in the case of graduates of PPGAs shows that programs have focused their contribution on *knowledge related to the content*, developing theoretical knowledge that makes it possible to prepare and conduct classes. The study revealed graduates with a *personal interest in teaching*, professionals who adopt self-teaching to develop knowledge to improve their performance as professors. At the same time, the research showed the importance of *teaching experience before graduate studies* and *other experiences during the graduate program* as significant elements for teacher education.

On the other hand, it was possible to observe weak points in teacher education, which entails reflection and the need for improvement. In this sense, the *institutional*

support category stood out. It obtained the lowest average among the categories, pointing to a lack of institutional actions that help to qualify graduate students to become professors.

Another weakness among the PPGAs refers to the category of *pedagogical knowledge*. Considered central to teacher education, the lack of preparation of graduates regarding pedagogical techniques affects their performance as professors and their students' learning process. There was widespread disagreement regarding knowledge involving conflict resolution in the classroom, promoting a suitable environment for study, and the reception of different student profiles. This knowledge is an element that can be developed and would help graduates in their activities.

This research also has **practical implications**. The first is related to the respondents' sociodemographic and economic profiles, where traits pointed out support discussions not only related to teacher education but also the level of work and important social aspects to be addressed by PPGAs. The research reveals three data that can contribute to (re)thinking actions to increase the presence of minorities in the PPGAs: (i) low ethnic diversity in the programs, which showed a predominance of white graduates; (ii) the large portion of students who attended elementary and high school in private institutions; and (iii) the data obtained on graduates' parents' education, which demonstrate high levels of education and suggests that the majority of graduates come from economically stable families.

Particularly noteworthy is the **predominance of graduates holding master's degrees and doctoral degrees who are professors**, underlining the relevance of discussing teacher education and the type of knowledge graduate students must receive to teach adequately. This study reflects whether Brazilian academia has been doing its "homework" regarding teacher education and managing to prepare future professors. The question raised is: if most graduates holding master's and doctorate degrees are absorbed by the market to work as professors, what new competencies need to be developed during graduate studies?

A practical suggestion for the country's PPGAs is to seek such answers and build institutional actions moving beyond isolated initiatives of professors, connecting efforts at different levels, and creating permanent structures aimed at teacher education. Given the gap in pedagogical knowledge for teaching and its relevance, institutions should (re)think their importance in training students. As Lima and Riegel (2011) point out, there is a need for institutional support for teacher training, involving students and professors in the process.

Other practical opportunities emerged from the results for programs to build actions aimed at masters and doctoral students teaching training, highlight the (i) creation of a research line centered on teaching-learning, (ii) preparing graduate students/future professors to help other students overcome difficulties in the classroom, (iii) teaching students learning techniques considering different social

groups, (iv) providing opportunities for learning from microteaching techniques, (v) participation in teaching laboratories (vi) training in the creation of assessment tools for student learning (vii) preparing supervisors to help teaching intern students' to link theoretical-scientific, scientific-didactic, and pedagogical knowledge, as well as the understanding of their practices while teaching and acting on unforeseen situations.

Some **suggestions for future research** that can contribute to teacher education, fill gaps, and dialogue with the data obtained in this study are (i) a new investigation on the training of graduates to draw a temporal comparison and visualize: the effects caused by the COVID-19 pandemic, especially the digital transformations arising from the emergency remote teaching adopted and possible changes in the respondents' work landscape; (ii) investigate teacher education at institutional, regional, and state levels, aiming to identify traits of training and the sociodemographic and economic profile of graduates from each of these spaces, to propose strategies adapted to the reality of the researched public; and finally, (iii) to assess which teaching knowledge the graduates identify as necessary to work in the post-COVID context.

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Lisiane Quadrado Closs (lisiane.closs@ufrgs.br) trabalhou no planejamento da pesquisa, na orientação, na coleta e análise dos dados, e na escrita do artigo.

Giovanna Silveira Milani (giovanna.milani@gmail.com) trabalhou no planejamento da pesquisa, coleta e análise dos dados, e na escrita do artigo.

Alexandre Dal Molin Wissmann (alexandred@unisc.br) * trabalhou na análise dos dados, na escrita e na edição do artigo.

Jhony Pereira Moraes (jhonymoraes@hotmail.com.br) trabalhou na análise dos dados, na escrita e na edição do artigo.

*Autor-correspondente.

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