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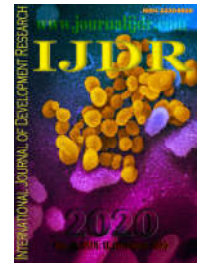
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## PROFESSORS' TEACHING AND RESEARCH SKILLS OF THE BUSINESS ADMINISTRATION COURSE: COMPARATIVE ANALYSIS IN PRIVATE AND FEDERAL INSTITUTIONS IN THE OUTBACK OF PARAÍBA – BRAZIL

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### ABSTRACT

The present work aims to carry out a comparative analysis between private (IP) and federal (IF) institutions, crossing the degree of competence of the professors of the administration course for the development in teaching, research and extension, in understanding the importance of their work the process of training future professionals. It is an original work of an exploratory and descriptive character, an intentional multi case. The collection was carried out in the second half of 2019, with a population of 40 teachers. In view of the identification of continuing education as a necessary tool for the success of higher education, improving knowledge, skills and attitudes. As a result, IP teachers, beginning professionals, who present a teaching methodology with both methods: innovative and traditional, but with little access to financial resources for research and extension activities, in contrast to IF professionals, with a greater focus on the use of more traditional teaching methods, which in their entirety present research and extension projects with the provision of financial resources for the development and encouragement of activities through the job and salary plan, this implies a greater number of existing scientific productions in federal institutions.

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### INTRODUCTION

The teaching profession mobilizes in the individual a portfolio of skills peculiar to the profession, whose main role is to contribute to the construction of the necessary knowledge for the formation of the individual in their habitat in social, political and economic aspects (LAMPERT et al., 2009). Teaching requires commitment, being a simple acquisition of the recognition of the constructed knowledge, which provide human development, started in the early childhood education, spanning the entire context of life and entering the sphere of higher education. And it is in this age-old sphere whose reason for existence is the production, diffusion and use of humanity's most noble product: the dissemination of reflective critical thinking that leads to the construction of knowledge.

Within the scope of higher education courses, teaching and research are the main processes of teacher responsibility, consisting of several different activities involved with them, from then on, they mobilize their competencies portfolio (MELLADO, 2007). According to Perez (2005), the concept of competence is polysemic and, in general, it is associated with different activities such as: knowledge; ability; and the attitude, with the teacher as the main actor responsible for these processes, in which they coexist, and expect efficient production from him. Competence goes beyond mobilizing resources, knowledge, skills and attitudes; has subjective and professional characteristics in the resolution of problems and conflicts pertinent to the profession and which shows in the search for excellence, translated in practice as the main

objective of the adequate exercise of the professional skills of teachers, signaling in the process of building autonomy and knowledge (BRAZIL, 2014). This work aims to carry out a comparative analysis between private and federal institutions in the interior of Paraíba, crossing the level of competences of the professors of the Administration Course in terms of teaching and research, in understanding the importance of their work in the process of training future professionals. The facets of the teachers: teaching and research lead us to different gifts (knowledge, skill and attitudes) and obligations, within the same reality, with some teachers having more skills and satisfaction in building knowledge through teaching, acting as the main actor, mediator, builder of knowledge in the classroom, with complete freedom over the way of conducting his classes; already other teachers with greater skills in adapting more to research and extension, due to the supremacy it offers in reading and writing skills, reaching concrete levels through scientific publications or participation in congresses. However, these facets need to be developed together, regardless of the subjective skills of each one, to foster the competencies of the teaching professional (MOITA E ANDRADE, 2009).

This brings to study the following questioning, approaching a comparative analysis between the private and federal institutions, of the professors of the Administration Course in the Sertão da Paraíba, if they have the knowledge, skills and attitude competences, necessary for professional performance in teaching and research?. The Law of Guidelines and Bases (LDB) Law 9394/96, general and organic of Brazilian education, the guidelines and the bases of the public and private education system in Brazil, initiated in basic education to higher education. In its first article, it presents a broader concept of education, defining that this “[...] education encompasses the formative processes that develop in family life, in human coexistence, at work, in teaching and research institutions, in social movements and civil society organizations and in cultural manifestations” (BRAZIL, 1996). The LDB was designed to allow freedom for institutions, for all education systems, be it municipalities or states, setting general rules, focusing on the training and development of future professionals transporting to the region. Thus, only through knowledge, as a fundamental aspect for regional development, involved in the education process, does it allow professionals to become aware of their rights and duties. In view of this, it is the teachers, with their necessary skills in the exercise of the profession, within the universe of teaching and research, who produce students capable of acting efficiently, with appreciation and excellence in the profession, with the consequence of achieving regional development, national and worldwide (DEUS, MATTOS E FERNANDES, 2019).

## MATERIALS AND METHODS

Methodology is understood as the study of methods to reach certain knowledge. This being an original work, which brings scientific contribution to the academy, in order to enhance the scientific bibliographic collection of the necessary skills of the teacher for the construction of a critical reflexive identity in the training of the student professional, immersed in the teaching and research process. The choice of methodology considered the hermeneutic perspective (GADAMER, 1999), which contributed to the construction of the many levels of the meaning of teaching for higher education teachers.

This research has an exploratory, descriptive character, using a multi-case study with a qualitative approach, with a sample chosen on a purposeful basis, with the readability criterion of higher education institutions that have the Business Administration course in the semi-presential modality. or face-to-face, in the Sertão da Paraíba - Brazil, thereby adding values to universities and colleges in the region, contributing to the quality of teaching and learning in the training of future administrators and generating considerable results for teachers who had their participation motivated by agreement and accessibility to the research objectives and free and spontaneous will. The collection was carried out in the second semester of 2019, a comparative analysis was carried out between two private institutions (IP) and a federal one (IF), analyzing the data, characteristics and performances of the professors in relation to teaching and research in the SertãoParaibano, this that is, it was worked with a total population of 40 (forty) professors, including institutions that have a bachelor's degree in administration, that is, 02 (two) private institutions with 32 (thirty-two) teachers and 01 (one) of federal public order with 18 (eighteen) students, according to Table 01.

**Table 01. Number of teachers in the Administration course in person and in person in the SertãoParaibano– Brazil**

INSTITUTIONS	QUANTITIES OF TEACHERS	STUDENT QUANTITIES
IP I	10	100
IP II	22	60
IF	18	190

According to Gil (2008), an intellectual work that seeks to reach knowledge to satisfy the desire to acquire knowledge, of a practical basis to meet the demands of contemporary life, in the solution of concrete and innovative problems. Data collection takes place through the application of a semi-structured questionnaire. This type of questionnaire consists of a balance between objective and subjective questions, it comprises two stages: the first stage of the socio-demographic aspects, with 08 (eight) objective questions; and the second stage of the aspects related to the theme composed of 15 (fifteen) semi-structured questions, in which a more accurate and precise survey of the answers that will answer the problem of the exposed theme was made, using the text editor Word 2010, as explanation tool most suitable for better understanding and visualization of graphs, questionnaires and tables.

## RESULTS AND DISCUSSION

This session will consist of the subtopics: socio-demographic aspect and aspects related to the study theme.

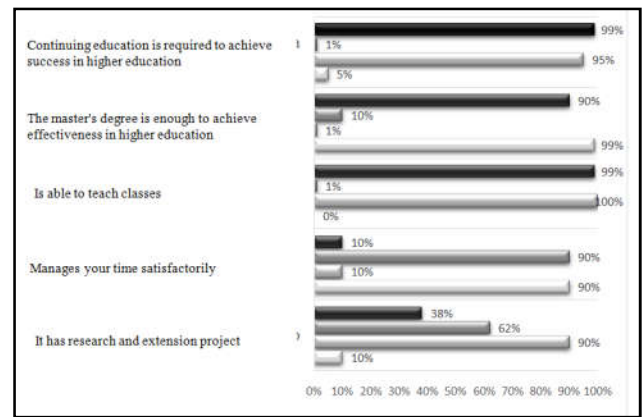
**Socio-demographic aspect of teachers:** Three higher education institutions participated in the research, two private (IPI and IPII) and one federal (IF); IPI has been in the market for seventeen years and ten years in the business administration course and IPII has been in the market for sixteen years and nine years in the business administration course, IF has been in existence for ten years, the same time the existence of the administration; the three institutions are new companies on the market (SEBRAE, 2013) and located in the Sertão da Paraíba. The instruments for data collection were answered by the teachers with their ignition and authorization

from the coordinators of the respective courses. Several differences were observed in several aspects analyzed, as for the age group, the institutions IP I and II, 90% of the teachers are between 30 and 45 years old, in the IF, 90% are between 45 and 65 years old; this implies that the private education network absorbs part of the generation of teaching professionals at the beginning of their careers. According to Chiavenato (2005) there are pros and cons in this paradox, in which early career professionals come with a head full of creativity and innovations, but without the proper maturity contained in professional experience. Analyzing the income received for the assignment, 100% of IP teachers (I and II) stated that they receive two to three salaries for part-time work and four to five salaries for exclusive dedication, varying according to the level of education: specialist without increase, master with an increase of 5% and doctors of 7%; IF 100%, on the other hand, claimed to receive between six and nine minimum wages, and in the partial regime the wage value is between six and seven wages and for the exclusive dedication of eight to nine wages, adding the values to the education levels of master and doctors, according to the promulgation of Law 12.772, of December 28, 2012, more specifically in article 18. According to Moriconi (2007), this differentiation of the level of salary of the private institution with the federal institutions of higher education, is due to the fact that there is little valorization of the professional in the private education network, making many professionals from the private sector, aim to enter the federal network in higher education.

Relating to age and the aforementioned income, directly linking to the level of education, it was observed that 85% of the teachers of IP I and II are masters, 10% specialists and 5% doctors, associating again there are professionals in early career correlated the age; in the IF, 90% are doctors, with only 10% master, no percentage was found for specialist, correlating with age and degree of professional experience. The initial presentation of the teachers with their differences and similarities between the PI (I and II) and IF, the importance in the descriptions for the socio-demographic aspects is perceived.

**Aspects related to the study theme:** The interpretation of the data shows positive indicators for education, as teachers are aware of their role in teaching and research and feel empowered for the job that the profession assigns, according to graph 01. According to the answers compiled both in the IP (I and II) and in the IF is perceived by teachers to the importance of continuing education for success in higher education, passing through master's and doctoral degrees, a table of 90% in IP was presented, the master's degree is sufficient for professional performance in higher education; in the IF 99%, on the other hand, stated that the master's degree does not make a professional qualified to fully exercise the teaching profession.

Approximately 90% of those surveyed in the PIs (I and II) and IF had difficulties in managing their time, given the numerous teaching and research activities attributed to the profession. The discrepancy in the data was due to the existence of research and extension projects, at IF 90% of the professors have research and extension projects in their activities; in IP (I and II), this percentage drops to 38%, this implies the quantity of scientific productions existing in the contemplated institutions (AL-SHALAWY et al., 2015).

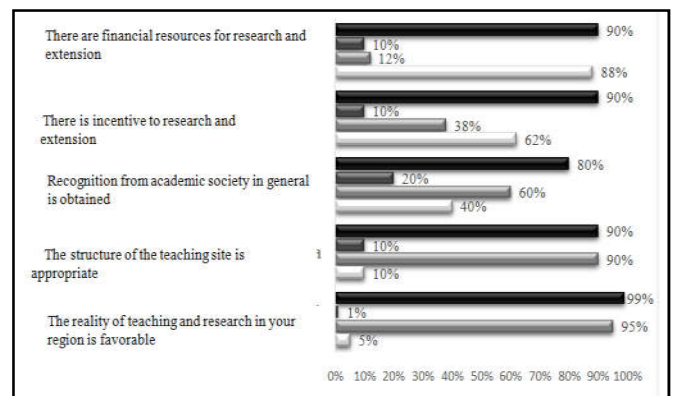


Source: Research data (2019).

**Graph 01. Knowledge, skill and attitude for the exercise of teaching activity**

Addressing the scenario of teachers in relation to the reality of teaching and research in the institutions and region, the following statements were observed:

According to graph 02, it is noted that the conditions of the physical space for professional performance, both for IP (I and II) and for FI present a good structure for the development of the teaching variant in classrooms. In view of the countless needs that exist in the region, research and extension are favorable, due to the lack of local development. However, the research and extension do not have the same perspective, since research and extension involve financial resources for the good development of the activity; thus, in IP (I and II) 88% of respondents stated that there are no financial resources directed to such activity, in IF the scenario is the opposite, 90% of professionals have resources for research and extension; this has an impact on teaching and learning mainly in the development of the student as a researcher, in stimulating the critical reflexive sense and autonomous thinking that facilitates the dynamics of self-formation of this professional future and the collection of publications existing in the institutions (ALCOFORADO, 2008). This reality also permeates the horizon of incentives, the IF 90% of its professionals are stimulated through the job and salary plan to develop research, in recognition of 80% of the academic society in the relevance of research, contrasting in PI (I and II), only 38% of teaching professionals pointed out the existence of incentives for research and extension and 60% said they had recognition in the academic society, as shown in Graph 02.



Source: Research data (2019).

**Graph 02. Universe of teachers in the reality of teaching and research.**

In both cases, the professors of the IF and IP (I and II) 96% stated that the development of teaching competence occurs through specializations in the area of expertise; however, 60% of IP professionals (I and II) put the need for the institution to develop an efficient training plan, containing qualification courses, that is, continuing education, already shown in graph 01, in which it was pointed out as a priority, returning to be punctuated in an expressive way in the life of the university teaching professional in the PIs. Still through the data compiled with the questionnaire's research instrument, IP teachers (I and II), 85% use active methodologies combined with traditional teaching to favor learning, leading the student to be autonomous and participative in the process; the importance of didactic-pedagogical, technical-scientific, assistance, management aspects and active teaching-learning methodologies with a focus on the student is highlighted, as well as a vision of inter-relationship between areas (LAMPERT et al., 2009) ; in the IF, 60% of teachers have in the traditional model the only efficient way of building education. This reality found comes in perfect gear with the data presented above in the socio-demographic profile in which the majority of IP teachers (I and II) are early career professionals, formed by innovative teaching methods, symbiotically integrated, already connected in a physical and digital world, an extended space, an expanded classroom, which is constantly intertwining and hybridizing (FREITAS, 2005).

Following the speech of Freitas (2005), the teaching professional inserted in the university educational scenario has a challenge in the construction of his identity, as well as in maintaining psychological health, in view of being a job more mentioned in the social requirements, in the search for opportunities that take it to rise professionally, personally and cognitively in an innovative and changing scenario. In addition, the professional needs to encourage students to always seek new knowledge, to be flexible to changes, to be up-to-date, to feel motivated, that is, if it is necessary to be empowered in the profession, to be responsible for training students with the ability to enter the field. labor market, being the knowledge provider, that is, competence is not only limited to the adjectives added above, it is much more than that, it is at ease, the desire to do something well done, plus all the knowledge acquired throughout life through continuous training, but aware of being inserted in a troubled scenario, full of challenges and dynamism.

### Final Considerations

The development of the present study allows an analysis of the competences (knowledge, skill and attitudes) of the teachers in the Administration course of the Sertão Paraibano and its importance in relation to teaching, research and extension in view of the student formation process, in addition, demonstrated with field research, more consistent data about this reality. Thus, when identifying the skills present in the teachers of the Administration course in the Sertão Paraibano, the importance attributed by teachers to continuing education was seen as an important tool for obtaining knowledge for success in higher education. The profile of IP teachers (I and II) is below the age of IF, that is, they are early career professionals, with training in innovative teaching methods that use active methodologies, combined with traditional teaching (professional who is the holder of knowledge and the recipient student) to favor learning, leading the student to be

autonomous and participative in the process, differently from the teachers of the FI who have a higher age range with the use of the more traditional teaching methodology. The biggest discrepancy occurred when approached about the understanding of the universe of teachers and the reality for teaching and research, in which the teachers of PIs (I and II) indicated that they did not have access to financial resources for research and extension activities and the lack of incentive to develop them, in contrast to the IF where unanimously the teachers reported having financial resources for their projects, with the encouragement to develop activities through the job and salary plan, however in both situations, there is recognition of the academic community for such activities. With the constant changes undergone by society, we have a quantity of information that is made available daily with speed in propagation. With this, we experience moments when information and knowledge are indispensable requirements for the professional of the teacher, in all all teachers participating in the research have great difficulties in managing their time, uniting the attributions of teaching, research and extension, intertwining in the same reality. The research attests to the efficiency of the teachers in terms of their ability to act in the academic environment, in the spheres of competence, involved in knowledge, skill and attitude, due to the countless difficulties, in accordance with the National Guidelines Laws of higher education, which attests highly trained professionals, responsible for the training of students and aware of their role in society, critical and reflective in the role as administrator and responsible for social and human development.

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