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Theoretical and practical basis for the preparation of the teacher of the bachelor's degree in business administration

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Abstract---The need to solve the theoretical-methodological deficiencies in the teacher's training in the Bachelor's Degree in Business Administration that limit their professional pedagogical performance constitutes the scientific problem of this research, which aims to develop a strategy to strengthen the teacher's preparation in educational work. The research process has its theoretical-practical basis in the dialectical method as a general method and theoretical, empirical, and statistical-mathematical methods have been applied. The theoretical contribution is a model that reveals the dialectical relationships in the teacher's preparation in a technical and professional training context. The practical contribution is a strategy that orients the actions of the teacher's preparation process in the educational work in the Bachelor's Degree in Business Administration. The scientific novelty of the research is evidenced by the formative-pedagogical implication of the professionals in the process of continuous training of the teacher of the Bachelor's degree in Business Administration that appears in the relations of the model at the Quevedo State Technical University.

Keywords---teacher training, teacher preparation, educational work.

Introduction

The continuous training of teachers in pedagogy occupies a key area since it is an important factor in their professionalization to possess both the ethical qualities necessary to educate by example and deep knowledge of the subjects they teach, as well as a philosophical, pedagogical, psychological, sociological and methodological preparation that allows them to instruct and educate to ensure the formation of the student to which today's society aspires. In this sense, the Bachelor's Degree in Business Administration, having particular characteristics that characterize its teaching activity, requires the training of teachers immersed in profiles belonging to the specialty and having knowledge of the profession. Having the necessary teachers in the Bachelor's Degree in Business Administration to meet the educational requirements is an unsatisfied need. Therefore, alternatives should be sought on a scientific basis in the continuing education of teachers.

The group of teachers in the Business Administration career is formed by a diversity of subjects related to teaching: education graduates with a technical specialty, reoriented technicians, graduates in training, and professionals without a teaching profile. The difference is manifested in the training of teachers, in the context that ensures the socio-pedagogical demand. Although the introduction of transformations in the teacher training models has an impact on the results of the career, as shown by the teaching practice, the training processes are not always sufficient, given the realities of the pedagogical context. In this sense, the results of the factual diagnosis made it possible to determine that:

- Inadequacies in the learning of pedagogical tools have an impact on the teacher's continuous training, allowing for better professional performance.
- Inadequacies in the modeling of the continuous training process, from and for the career, linked to the attention to the diversity of subjects in the differentiation of professional profiles, to solve pedagogical problems in these teachers.
- Low consideration of the pedagogical barriers in the continuing education of the teacher of the Bachelor's Degree in Business Administration, to facilitate the communication processes in the pedagogical-professional context.
- Insufficient systematization of the results of teacher training of the Bachelor's Degree in Business Administration, in a culture that guarantees the relevance of their continuing education.
- Insufficient explanation that supports the relationships established in the interaction of the pedagogical group with the teacher in the educational work, which denotes the integration of technological-pedagogical contents in the continuous training.

Strengthening the topic, authors, among them: García-Peñalvo (2020); Goded (2020); Díez-Gutiérrez (2020); Villegas *et al.* (2017); investigate teacher training. They are general pedagogy speakers, giving theoretical positions on the imperative need to involve teachers in the educational work in their training as professionals for the transmission of information. The results derived from the factual diagnosis and the epistemological approach allowed determining the scientific problem: Theoretical and methodological insufficiencies in the training of teachers of the

Bachelor's Degree in Business Administration that limit their professional pedagogical performance. This problem is expressed in the contradiction between the pedagogical training of teachers in educational work and the demand for a professional pedagogical role in the teaching profession.

Several teachers, in the conception and organization of the professional pedagogical work, carry out educational practices, based on daily life and their own teaching experiences, which correspond to the knowledge of their different professional profiles and not on a pedagogical theory that models the context of their work in reality and incorporates it to their technological-pedagogical knowledge in the performance of their teaching tasks. Other teachers orient the role of the pedagogical professional in the sense of believing that being a teacher in the Bachelor's Degree in Business Administration means having only "specialized technical knowledge", and do not help to build a professional pedagogical knowledge or a professional teaching identity, which reveals a deep and serious confusion that, undoubtedly, affects their professional pedagogical performance.

It turns out to be a causal assessment of the origin of the scientific problem:

- Radical changes and transformations in teacher training for the Bachelor's Degree in Business Administration.
- The generalization of training models for professionals, without taking into account the particularities of the Bachelor's Degree in Business Administration.
- Fragmentation of the formative actions between the university and the diversity training of the teacher of the Bachelor's Degree in Business Administration.
- Lack of knowledge of the context in the Bachelor's Degree in Business Administration is an emblematic scenario of continuous teacher training.

Castillo (2017) proposes a pedagogical conception for professional training, in which a formative dimension is revealed, highlighting the necessary relationships in training as a unique process in the career. However, it is necessary to pay attention to the diversity of teachers who interact in the entrepreneurial career and are accepted as teachers of different training models. It proposes a new look at the professionalization of the teacher in the educational work and that in turn is part of the formative reality to be transformed. Following the above, the following is expressed as the object of research: the process of continuous preparation of the teacher in the Bachelor's Degree in Business Administration.

The need to contribute to the process of continuous teacher training in the Bachelor's Degree in Business Administration, which focuses on relationships and promotes the preparation of professionals with a technical profile in educational activities in a conscious, organized and comprehensive manner allows the definition of the objective of the research: the development of a strategy that, based on a pedagogical model, mobilizes the preparation of teachers in educational work, to promote the solution of theoretical methodological deficiencies that limit their professional academic success.

The suggestions for solutions related to the object of research have boosted the progress of the training of teachers of the Bachelor's degree in Business Administration, but in terms of modeling, it is still necessary to respond from the theory of teaching. This continuous training process clearly shows the necessary relevance. Teacher preparation for the diversity of disciplines is different from the professional profile in the framework of the current Bachelor's degree in Business Administration, which constitutes a theoretical insufficiency.

It is necessary to carry out theoretical research on the preparation of the teaching staff of the Bachelor's Degree in Business Administration, which is part of the continuous training process of the technical and professional education teaching staff, which in turn brings together various teachers or actors, and comprises their technological and pedagogical panorama within the school. It can be designated as a field of action: the preparation of the teacher in the educational work.

In this sense, it can be maintained as a research hypothesis: If a strategy based on a pedagogical model of teacher preparation in the educational work of the Bachelor's Degree in Business Administration is implemented, it can minimize the differences in the professional profiles. The contradiction between the diversity of disciplines and the formative unit. It points out the connection between teaching and technology, which has a beneficial effect on the professional performance of teachers.

To carry out the scientific research, the following tasks must be completed:

1. To characterize the process of continuous teacher training, with emphasis on pedagogical preparation for the educational work of the Bachelor's Degree in Business Administration, from the epistemological point of view.
2. To characterize the historical evolution of the process of continuous teacher training with emphasis on pedagogical preparation for the educational work of the Bachelor's Degree in Business Administration.
3. To characterize the current state of the teacher's continuing education and the pedagogical preparation of the teacher in the educational work of the Bachelor's Degree in Business Administration.
4. To elaborate a pedagogical model for the preparation of the teacher in the educational work in the Bachelor's Degree in Business Administration.
5. To elaborate a pedagogical strategy for the preparation of the teacher in the educational work of the Bachelor's Degree in Business Administration.
6. To carry out the scientific evaluation of the pedagogical model and the strategy for the preparation of the teacher in the educational work of the Bachelor's degree in Business Administration, as the main results of the research.

The first three of these are related to the theoretical and practical foundations that will make it possible to argue the need for a new theoretical proposal. For the fulfillment of these tasks, theoretical, empirical, and statistical mathematical methods were selected and applied, based on the materialist dialectic as a general method. For the specific case of the tasks approached, the theoretical methods, particularly the historical-logical, the analysis and critique of sources, the

dialectical hermeneutic, and the documentary analysis, are specified. The empirical methods include observation, surveys, and interviews with teachers and managers. Statistical methods are also included to process and present data. This study considered 42 business administration teachers and four managers. Of this population, 38 teachers and two managers with the Bachelor's degrees in Business Administration were identified as sample objects for the study.

Development

Commercial Engineering began in 1903 at the Université Libre de Bruxelles. In Latin America, the University of Chile began teaching this course in 1935. Subsequently, it was extended to the following countries/regions of the Latin American continent: Peru, Mexico, Nicaragua, Ecuador, Paraguay, Bolivia, Guatemala, etc. The mission of the University of Ecuador is to change the matrix of knowledge organizations, academic organizations, and learning organizations after the changes introduced by the government in 2008, which lay the foundations of the system of quality and academic excellence. The historical study offers a vision of the organizational, pedagogical, and administrative changes that occurred in the process of continuing education of the Bachelor's Degree in Business Administration, in terms of its conception. In this sense, the period from the year 2000 to the present is taken for the analysis, and within this period three fundamental stages are established:

First stage (2000-2006): Genesis of the Bachelor's degree in Business Administration.

Second stage (2007-2012): Transformations in the process of continuing education of teachers of the Bachelor's Degree in Business Administration.

Third stage (2013-2021): Preparation for the development of educational work in the Bachelor's Degree in Business Administration.

The following indicators were considered in the historical development of the career:

- General characteristics of the Bachelor of Business Administration program
- Characteristics of the continuing education process for teachers of the Bachelor's Degree in Business Administration.
- Characteristics of the preparation of teachers of the Bachelor's Degree in Business Administration for the development of the educational task.

At the State Technical University of Quevedo, its highest collegiate body, in its Eighth Resolution, approved the creation of the Business Administration Engineering program on February 15, 2000. At this stage of genesis and the beginning of the career, the training process is based on a model by subjects or learning units. The mission of Ecuadorian universities is to transform the matrixes of knowledge organization, academic organization, and learning organization, based on changes introduced by the government in 2008, which lay the foundations for a system of quality and academic excellence.

As a result of this change in the educational process in Ecuador, a new beginning in the formation of the Engineer in Business Management at the State Technical

University of Quevedo (UTEQ) occurs in September 2008 with the approval of the Regulations for the academic and methodological work by competencies (Model by Competencies), which constitutes an opening condition for the stimulation of student learning, as it specifies the highest aspiration to be achieved in the mastery of the content of the profession. The Business Management Engineering career begins the implementation of the career project once approved by the Academic Council of the UTEQ on May 26, 2010.

The training areas of the career, are formed by their respective learning units: General Training, Specific Basic Training, Professional Training, Professional Practice Training, and Training for Research. The Professional Practice training is aimed at applying the theoretical and technical-instrumental resources acquired by the future professional by placing him/her in contact with the world of work, by solving real situations in the form of professional problems, which allow the development of general and specific professional competencies of the profession.

On October 21, 2015, the Pedagogical Model and Educational Model of the UTEQ is approved. This educational model of UTEQ should focus on the quality and relevance of the integral formation of human talent, on student-centered education, on the development of their capabilities for the achievement of their learning outcomes, and research and linkage with society. The relevance of the educational model must consider the articulation with the strategic axes of social, cultural, and productive development and knowledge management in national and international networks, which demands teachers be increasingly prepared to face the pedagogical process.

The Academic Regulations of the UTEQ were approved on May 30, 2017. By resolution of the Higher Education Council (CES RPC-SO-30-No. 562-2017), on September 1, 2017, the Redesign Project of the Bachelor's Degree in Business Administration is approved, which contains fundamental changes that require a higher level of preparation for teachers, not only in their professional content but also pedagogically.

The study carried out, based on the declared indicators, reveals the need to improve the process of continuous teacher training and therefore their preparation to face the educational work in relation to: the learning of pedagogical tools that affect the teacher's continuous training in the educational work, allowing a better professional performance; the modeling of the continuous training process, from and for the career, linked to the attention to the diversity of subjects in the differentiation of professional profiles, in order to solve pedagogical problems in teachers; the elimination of pedagogical barriers in the continuity of teacher training in the Bachelor's Degree in Business Administration, to facilitate communication processes in the pedagogical-professional context; the systematization of the results of teacher training in this career, in a culture that guarantees the relevance of their continuing education, as well as the explanation that supports the relationships established in the interaction of the pedagogical group with the teacher in the educational work, which denotes the integration of technological-pedagogical contents in continuing education.

The philosophical, pedagogical, psychological, and sociological characterization of the process of continuous teacher training in the teaching-learning process in the direction of the cognitive activity of students, whose theoretical references are based fundamentally on Marxist-Leninist philosophy, Marxist-oriented psychology, sociology of education, pedagogy, general didactics and didactics of technical branches, which are presented in general terms as follows. From the philosophical point of view, it starts from the consideration of the theory of knowledge provided by dialectical materialism, as well as from the category of activity. In this sense, Lenin (1981) states that knowledge occurs from living contemplation to abstract thought and from this to practice, such as the dialectical path of knowledge of objective reality, which argues the need to structure a teaching-learning process that enables the transit of students through the different stages of knowledge of objects, phenomena and processes of the material and spiritual world, primarily considering the theory-practice link. Thus, it is essential to consider the subject-object relationship in the knowledge process, as it mediates the teaching-learning process.

On this basis, human activity, seen from this position, is manifested in the teaching-learning process in all its forms: practical, cognitive and evaluative activity. Correctly organized, structured and institutionalized cognitive activity constitutes the learning process (Miguel Medina Romero et al, 2021). Human activity is manifested in the processes of communication and socialization, its fundamental internal premise is the need, which is what directs the activity of people in their environment, it is understood then, that the school as a socializing agent contributes to enhancing it and at the same time that students feel satisfaction for what they do, new needs, motives and interests to learn are created in them.

The teaching-learning process constitutes a dialectical unit between instruction and education; it has a multifactorial character; it responds to certain social interests, based on a certain philosophy and sociology of education with specific epistemological conceptions, institutional interests and interests of the participating subjects: students, teachers and society in general, essential aspects in the formation of the Bachelor in Business Administration. This implies the opening of new social spaces inside and outside the classroom, by teachers and people from the community to encourage self-management of their learning. From this point of view, it is assumed that the teaching-learning process in the Bachelor's Degree in Business Administration is based on the Marxist Sociology of Education, which emphasizes the Education-Society relationship and the conception of the educability of human beings, a characteristic inherent to their condition as social beings through activity, whose essence lies in the cooperation between students and teachers (Bermudez and Pérez, 2003).

In the argument of pedagogical sciences, theoretical reflections are made on the continuous training of the teacher with a high degree of actuality in the context of pedagogical preparation, which is related to the treatment of pedagogy in the training of the teacher in the exercise of the profession, coinciding with the environment of problems related to meeting the needs of a society in constant evolution (Miguel Medina Romero, 2020). Humara (2020) and Jiménez-Hernández *et al.* (2018), specifying in their studies of continuing education, address scientific

research as a solution. It is considered appropriate, from this perspective, to explain from the pedagogical theory the training of teachers who work in the Bachelor's Degree in Business Administration and need pedagogy in their professionalization.

Santiago & Pérez (2018) refer to the formation of students from the school; they emphasize the formation of values as a pedagogical problem to be solved; they provide an evaluative intention that supports the formative nature of the subject. This research supports this criterion, which is enriched with the pedagogical features between the relationship comprehension, evaluation, and identification in the face of the generalized formative need, which is manifested in the homogeneity of the new formative context. These studies demonstrate the systematization of continuing education, which favors the search for theoretical proposals for the formation of the teacher of the Bachelor's degree in Business Administration. Although this work provides pedagogical criteria for the investigated problem, the proposed solution is outside the general pedagogy, since it represents theoretical potentialities and limits for the peculiarity of the business management career.

In the literature on pedagogical training, when exploring the theory of the problem in research, the authors Jiménez-Hernández, González-Ortiz & Tornel-Abellán (2020), present a model that refers to the necessary observation of the teacher's pedagogical training and its guideline. This model does not go beyond the didactic-methodological limits, since it deals with pedagogical-professional concepts that need to be updated, given the transformations that are being manifested in today's academia. Sanchez (2021) theoretically supports the pedagogical training of university teachers. He leaves an opening for the achievement of new scientific criteria of relationship that indicate the educational work of technical science professionals who need continuous training, contextualized by the technical-educational renewal, although his study focuses on teacher training, and supporting professional training.

Blanco *et al.* (2018) coincide in their study on the dynamics of the training process of the professional; although they are messages in different contexts, these theoretical reflections are elements of contact points with the new research, referring to professionals who perform pedagogical work with strengths in technology and deficiencies in the pedagogical field, referring to teachers; however, theoretical-practical relationships are established due to the peculiarities of teaching. On the other hand, Cuevas (2018) presents a theoretical proposal for the training of teachers in educational work, he refers to the failures in technological preparation that assume the source of training of the teacher of the Bachelor of Business Administration degree program. Regarding the importance of teacher preparation, the researchers Cáceres *et al.* (2003), state that:

The improvement of the quality of the teaching-learning process necessarily involves the transformation of the thinking and feelings of teachers, for which Higher Education needs the quality of the teaching staff, the programs and students, the infrastructures, and the university environment. For the University to fulfill its academic, labor, and research tasks, it requires prepared teachers,

who not only know the scientific content but also know how to teach what society needs, hence the need for the university to teach teachers to educate, so that students learn how to learn. In this study, when considering the preparations related to the knowledge, skills, and values of the research subjects who know and know how to do and the possibility of specialization, it is assumed that the standards of the authors cited in the previous paragraph are consistent, so they constitute part of the process of continuous training. Other researchers that argue the importance of the teacher's preparation are the professors López *et al.* (2014): It is imperative to address the strengths offered by the methodological work in the search for better ways for the development of teachers, which should be done continuously to allow the formation of a dynamic, evolving, and trendy criterion about the performance of each student; all this provides feedback and enables the proper management of the teaching-learning process.

The current characterization of the teacher's continuing education process in the Bachelor's Degree in Business Administration is to characterize the current state of the continuing education process, with emphasis on the pedagogical preparation of the teacher in the educational work in the Bachelor's Degree in Business Administration. It is a sample that represents, in the object of research, experiences in the teaching work, with profile teachers in different concrete historical moments of the transformations in the teacher's training and its incidence in the Bachelor's degree in Business Administration.

The results of the methodological teaching work, the enrollment projection in technical and trade specialties, as well as the characteristics of the labor entity and the community where the technological-pedagogical work is inserted are considered. It also takes into account the criteria exposed by teachers in the educational work, students and graduates, company tutors, and other professionals linked to the Bachelor's Degree in Business Administration, as well as managers: dean, deputy dean, and career coordinator. An analysis was also made of regulatory documents for the course, reports, guidelines, and ministerial resolutions. The results are specified with 14 teachers in the educational work, as well as 24 teachers aligned with the required relevance and 2 directors of the Bachelor's Degree in Business Administration.

To this end, the indicators that guide the diagnostic process are as follows:

- The character of the teachers' preparation activities conceived in the pedagogical process from and for the Bachelor's Degree in Business Administration.
- Identification with the pedagogical profession of teachers in the educational work in the Bachelor's Degree in Business Administration.
- Integration of pedagogical knowledge in the preparation process for the Bachelor's degree in Business Administration.
- Correspondence with the training strategies designed and their contextualization according to the preparation for the exercise of the professional activity.

Insufficiencies are perceived in the arguments in the face of professional problems of the educational practice, which limit the possibility of progress to achieve the

desired transformation. In addition, there is a lack of depth in pedagogical and psychological knowledge, the lack of differentiated attention from the pedagogical contents in correspondence with the profile of origin, as well as in the establishment of links between philosophical, sociological, psychological, and pedagogical contents. Concerning their expectations and identification with the pedagogical profession, the formal nature of the tasks is reflected, which does not favor the acquisition of new experiences or significant experiences, limiting the possibility of a formative contextualization of pedagogical treatment.

The actions deployed, therefore, hinder the reflective, critical and creative exercise and the integration of their personal and professional resources to propose alternative solutions in the pedagogical professional differentiation. They do not always receive from their pedagogical collective, models of action in correspondence with the didactic and methodological procedures from a pedagogical basis, in the use of a pedagogical dialogue. For this reason, it is considered that practice activities rarely become a source for the formative systematization of the pedagogical professional theory offered from the preparation in the university context.

Concerning the training of the teachers under study and the nature of the relationships between subjects in the training contexts, limitations are observed in the communication established with students and other teachers of the career where they practice their profession, since they do not reach the required level of professionalism. It is noted that they express a responsible attitude in their continuing education. The pedagogical dialogue shows deficiencies in the professional aspect. Regarding the evaluation of the formative strategies designed by the Bachelor's Degree in Business Administration, it is possible to assert that they do not reveal, with sufficient clarity, the actions of pedagogical professional differentiation and there are limitations in the personalized attention of the teacher in the educational work, according to the results of the diagnosis. The harmonization of the few actions designed to dynamize the preparation process is insufficient; there is a lack of attention to the understanding of the context and the acquisition of tools in the pedagogical practice (Kustina et al., 2019).

There are also insufficiencies in the coordination of the continuous training actions developed in the different contexts of the process. In correspondence with the above, the teachers of the group recognize the need to achieve greater integration with the teachers in the educational work of the Bachelor's degree course in Business Administration where they receive preparation and these provide mastery of the specialty, which condition the more comprehensive preparation of the university's pedagogical group, so that they can offer an adequate pedagogical professional integration to face the educational situations present in the formative contexts of the Bachelor's degree course in Business Administration, based on the complexity of the professional processes, with emphasis on the technological-pedagogical integration.

The interpretation of the results reveals a generality that:

- There are theoretical and methodological inadequacies in the teacher's preparation processes, which are poorly systematized in the continuous

training, which limits the improvement of the professional performance of the teachers of the Bachelor's Degree in Business Administration.

- Teachers in the educational work of the Bachelor's Degree in Business Administration present deficiencies in their preparation, expressed through failures in the apprehension of pedagogical tools; weaknesses in the attention to the diversity of subjects; in the differentiation of professional profiles when modeling a process of continuous training from and for the career.
- The insufficient systematization of actions leads to a weak consideration of pedagogical, psychological, and sociological barriers in the training process with an emphasis on preparation.
- In addition to the insufficiencies detected, these teachers have potentialities that will be formed according to the technical specialties and trades. They consider that they can influence the improvement of the future professional performance in training, and they are motivated by the knowledge of the social and productive function of the graduate.

These results corroborate the need to model the process of preparation of teachers in educational work in the context of the Bachelor's Degree in Business Administration at the Quevedo State Technical University.

Conclusions

The historical characterization of the object and field allowed the establishment of the stages related to this process in the Bachelor's degree in Business Administration; it revealed insufficiencies in the training procedures used with the teacher, when relating it from the pedagogy with the preparation of teachers of different technical profiles and educational level, since a training practice is developed that does not give attention from the training context of the career.

The theoretical references of the continuing education process of the professional in the Bachelor's Degree in Business Administration reveal that there persists as a limitation, the insufficient theoretical systematization about the teacher's training in the educational work, which makes possible attention to the differentiation of professional profiles from the diversity of subjects that intervene in this process. Therefore, it is necessary to propose other relationships with dialectic character in the continuous training from the polytechnic school and in line with the technological-pedagogical integration, as a foundation that generates access to the formative possibility from and for the Bachelor's degree in Business Administration.

The analyses of the theoretical, empirical, and tendential data contribute to revealing the insufficiencies, which have existed and persist in the pedagogical process sustained in the epistemological, methodological and praxeological, to guarantee the pedagogical professional performance. The epistemological and praxiological characterization of the object and the field of action point to the need for the elaboration of a model of pedagogical preparation of the teacher in educational work, which allows for overcoming the insufficiencies present in this process.

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