Research Training of University Teachers in the Business Sciences: A Multidimensional Vision from the Hermeneutics

Félix José Colina-Ysea[1], Raúl Vilcarromero-Ruiz[2], Juan Carlos García-Benites[3], Alfredo Alejandro Martinez-Sirit[4], Julio Juvenal Aldana-Zavala[5]

Abstract

The main purpose of this article was to interpret the research training of university teachers in business sciences focused on hermeneutics from a multidimensional viewpoint in a private university in Lima-Peru. The interpretative paradigm was followed, under the critical-reflexive approach, based on the circular dialectical process of three moments: thesis, contradiction and antithesis, considering a flexible, dynamic, dialogic design, typical of qualitative research. The key informants were determined by 12 university professors of the Faculty of Business Sciences, who met the selection criteria. The techniques used in the study were focus groups, content analysis and underlining, and the information matrix was used as an instrument. It is concluded that the researcher's own hermeneutic introspection enables the construction of new styles of epistemic thinking in business sciences, which allow a multidimensional approach to research from different socio-business ecosystems. There is an urgent need to direct the research processes towards flexible, dynamic, systemic, holistic and complementary designs, contributing to the formation of critical-reflexive citizens based on their own socio-entrepreneurial reality.

Keywords: *training, hermeneutics, teacher, researcher, university.*

Introduction

In the current research, hermeneutics is envisioned as a transversal competence in research training from the university teacher of business sciences, supported by the perspective of learning based on research-centered planning (United Nations Educational, Scientific and Cultural Organization (UNESCO 2005; UNESCO 2015) as a curricular model that allows articulating edges for the promotion of research framed in different interactive dialogic contexts (Carr and Kemmis 1986; Stenhouse,1998; Perafán, 2000; Méndez, 2007) that allow understanding the study phenomenon from the multidimensionality of knowledge Brunnquell, et al., (2015). This perspective is configured in the worldview of (Martínez 2006; Martinez 2008; Colina-Ysea, 2021) who states that in the current times full of uncertainty the university teacher must internalize research as strategies Elliot (2000) of training integrated to the different social contexts, generating in this way, a learning for life (Montes and Suárez, 2016; Vargas-Merino et al., 2024).

[1] Universidad Científica del Sur, Lima, Perú. Universidad Tecnológica del Perú, Lima, Perú. Email: fcolina@cientifica.edu.pe; c19271@utp.edu.pe Orcid: https://orcid.org/0000-0002-6651-3509
[2] Universidad San Ignacio de Loyola, Lima, Perú. Universidad Peruana de Ciencias Aplicadas, Lima, Perú Emails: raul.vilcarromero@usil.pe, pccarvil@upc.edu.pe Orcid: https://orcid.org/0000-0001-9428-7599
[3] Universidad San Ignacio de Loyola, Lima, Perú. Email: juan.garciab@usil.pe, Orcid: https://orcid.org/0000-0002-1350-3737
[4] Universidad Nacional Experimental Francisco de Miranda, Falcón, Venezuela. Email: alejsiritmart17@gmail.com, Orcid: https://orcid.org/ 0000-0001-8073-8213
[5] Instituto de Investigación Multidisciplinaria Perspectivas Globales (IIMPG), Portoviejo, Ecuador Email: julioaldana@institutodeinvestigacionperspectivasglobales.org, Orcid: https://orcid.org/ 0000-0002-7934-9103

This implies from the research training of the university teacher in business sciences, to reconcile a global hermeneutic vision of the context where he/she lives Alves et al., (2017), that is, he/she must have the ability to understand the business phenomena or symbols from the parts López-Robles et al., (2020), implying interpreting people and actions as a research entity that produces knowledge (Martínez, 2008; Acevedo et al., 2022), habits, skills, in turn, transmit a message that must be decoded by the researcher to study the socio-business phenomenon present in the concrete reality (Aspeé, et al., 2018; Cuadra-Martínez et al., 2018).

In pursuit of what has been stated, Tobón et al., (2015), emphasizes that the university must transcend the traditional vision of reproducing professionals, it must manage the understanding of social reality as a whole López-Robles et al., (2019), articulating from the hermeneutic work, a transversal action of research as the center of knowledge and solution to the multiple needs of today's society Osuna-Alarcón and Rodríguez-Hernández (2020), implying giving a role of greater protagonism to the interpretative as the starting point of investigative knowledge in the sciences Huang et al., (2022). Likewise, states that the interpretive perspective arose as a need to understand social phenomena contextualized to each reality, so that its approach should include reflective methods in its study, rejecting "the idea that social science methods should be identical to those of the natural sciences" (Sandín, 2003, p. 56).

The interpretative presupposes working research in an epistemological perspective from the subjective Gadamer (1975), which when worked between the researcher and key informants, constitutes an intersubjective vision of research. The intersubjective presupposes working from the investigative otherness, recognizing that the subjects (researcher - researched) are cognizant in capacity to contribute through language, life history, culture, history, valuable meanings to a certain social phenomenon, building between them a general meaning on such phenomenon that redirects the theoretical worldview on it, being hermeneutics a transversal competence on the part of the researcher, thus, scrutinizing in context the socio-business phenomenon investigated (Caniglia et al., 2018).

From this perspective, in the faculty of Business Sciences of a private university in Lima-Peru, a routine practice of teachers in research activities has been observed, i.e., they establish established models to analyze the socio-business dynamics without considering other tools that allow the approach to understand the phenomenon of study from a multidimensional reality (Becerra-Rodriguez et al., 2013; Briano-Turrent et al., 2023). In this sense, it should be understood that, at present, the study of business sciences implies approaching reality from a subject-subject vision based on the perennial dialogic, on criticism and constant reflection, to unveil the different problematizing situations from the socio-business context, underlying a unique reality (Sanchis et al., 2020).

Likewise, the research processes in this private university in Lima-Peru, specifically in the careers of business sciences, seem to be marked by a single epistemic thought to address the reality of study, an aspect that considerably limits the multiple visions to understand a phenomenon. And, perhaps, this is due to the "methodolitis" vision of teachers in approaching procedures step by step, limiting the students' vision to established steps (Lechuga-Sancho et al., 2023).

In this sense, research activities seem to be submerged to established, routine, static procedures Caniglia et al., (2017); aspects that fractionate the investigative spirit, reducing it to its minimum expression Batlles-de-la-Fuente & Abad-Segura, (2023). Therefore, it is necessary to understand the studies of business sciences from other ontoepistemic and methodological

visions to understand the dynamics of socio-business ecosystems Takahashi et al., (2017), understanding that currently business organizations present new challenges, challenges; phenomena, which merit their intervention from a multidimensionality Simbron-Espejo et al., (2020). Therefore, the central purpose of the research was to interpret the research training of university teachers in business sciences focused on hermeneutics from a multidimensional vision in a private university in Lima-Peru. In this sense, research should be reflected as a transversal axis throughout the educational process, fostering critical-reflective thinking in students and generating new learning styles.

Method

The interpretative paradigm, conceived from the vision of Guardián Fernández, (2007), was the most appropriate for the research aspirations of the researchers, due to the constant interaction with the study phenomenon from the ontological dimension, making it possible to interpret the emerging symbols to generate theory from their analysis and understanding.

Likewise, the approach assumed was the critical reflexive one Bedoya (2000) and Aldana-Zavala (2019), due to the very nature of understanding each of the phenomena involved in the process as a perennial aspect of revision of the same. This process implies understanding the phenomenon of study from the social actors' awareness, leading to interpret reality from the emerging symbols in attention to research training in business sciences from hermeneutics (Ianni-Gómez 2022; Ianni-Gómez 2021).

It is important to emphasize that the reflexive critical approach was based on the dialectical circular process of three moments and moved by contradiction, proposed by Hegel quoted by Alvarez (2001), "from the thesis and its contradiction, the antithesis, arises the solution synthesis that leads to initiate changes and transformations". From this vision, the training of the university teacher in business sciences was problematized, having hermeneutics as the initial axis, generating in the key informants the contrast of their ideology with the teaching praxis, helping in the understanding of the recurrent phenomena implicit with the reality that emerged as a product of the reflexive critical dialogic, unveiling the new findings of that reality.

Therefore, the research design was in accordance with the interpretative paradigm, the reflexive critical approach, under the qualitative methodology, because it allowed to carry out an investigative process in a dynamic, flexible, emergent way, without losing sight of the scientific rigor that an investigative work deserves, in view of that, considers the design of a qualitative research as "emergent, flexible, and non-linear, emphasizing its contextual character and of adaptation to the reality and avatars of the research itself" (Sandín, 2003, p.138).

As key informants, 12 university teachers were selected who met the selection criteria, i.e., active teacher at the university, belonging to the faculty of business sciences, with teaching hours in research courses, with more than 10 years working in university teaching in research courses, with experience in research and scientific production, with at least two published articles, in addition to expressing voluntary participation in the process and willingness to work collaboratively.

The techniques used in the study were focus groups and content analysis. The focus groups allowed to approach the study phenomenon from a critical reflective vision that allowed the key informants to question the reality from their conscience, originating the emergence of

symbols for its comprehension and interpretation. In this interactive dialogue, the recorder was used as a resource to record all the information. Once the information was recorded, we proceeded to transcribe textually all the data, leading to use the techniques of content analysis and underlining, triggered by the constant revision that originated the understanding of the attributes and emerging categories. As an instrument, the information matrix was used, which allowed to organize in an orderly manner each category with its referred attribute for the interpretation of the emerging reality (Ajjawi & Boud 2018).

As for the ethical considerations in the study, the personal integrity of each of the key informants was safeguarded, and the information provided was for academic and research use. The informed consent of the key informants made it possible to make known the need for the research, and they also declared their voluntary participation in the study.

Results

The results of the interactive dialogue generated in the focus groups are presented below. It is worth mentioning that the key informants were twelve university teachers, which were divided into three focus groups of four participants each, generating important information for subsequent analysis. Likewise, during the development of each activity, the key informants were informed about the consent to participate voluntarily in the research. In attention to the constant interactive dialogue that led to reflective criticism in the key informants, the results that emerged from the reality under study are presented:

Table 1: Matrix of the Group Questionnaire / Closing Phase. Element of Reflection Research in Teacher Education.

Systematization Axis	Teacher research training.	
Element of Reflection	Research training.	
Thematic Annotations	The university teacher-researcher towards a new research approach in the business sciences.	
Descriptive Annotations-Emerging Categories		
GF1	**GF2**	**GF3**
DI1 "In order to initiate research processes in the university, education must change". DI2 "Changes must start from the curriculum". DI3 "We need teachers who can generate research interest in students and for that the curriculum must change". DI4 "It is necessary to know how to interpret the socio-business reality we live in today".	DI5 "The faculty of business sciences needs teachers who research and teach by example". DI6 "In these times of change where companies are renewing, it is necessary to train a student who researches from the business reality, but a real, everyday reality, which leads to the development of thinking and to achieve this, the curriculum must be modified". DI7 "We cannot continue to develop research under fixed and static procedural schemes". DI8 "We must understand that the business context deserves research from its own daily reality".	DI12 "Business sciences require change in their training". DI10 "the university must interpret this reality from its curriculum". DI9 "We must understand that we are in a school of business sciences and therefore, we must generate substantial changes from the curriculum itself and all those involved in the educational process". DI11 "Research must be understood as a training strategy in the business sciences".

Table 1. reflects the need to make changes in the universities from the curriculum itself, as a dynamic axis of student training, but a curriculum focused on research, which leads both teachers and students to investigate the business reality of their own context, interpreting from a multidimensional perspective the socio-business phenomena.

Table 2: Matrix of the Group Questionnaire / Closing Phase. Element of Reflection Hermeneutic Competence.

Systematization Axis	Hermeneutics.	
Element of Reflection	Hermeneutic Competences.	
Thematic Annotations	Socio-business phenomena and their relation to the research process.	
Descriptive Annotations-Emerging Categories		
GF1	GF2	GF3
DI1" In business sciences it is necessary to constantly question the changing business reality". DI2 "A company cannot be analyzed from a static approach". DI4 "It has to be approached from a multidimensional reality". DI3 "The dynamics of each company is different and therefore, it is necessary to have an integrative view for its understanding".	DI6 "We need to question theories with the current socio-business reality". DI8 "We cannot continue teaching models that are far from the reality of a company". DI5 "As teachers we must encourage questioning as a strategy for teaching business sciences". DI7 "We must address current socio-business problems".	DI10 "The current business reality requires constant intervention" DI12 "We cannot continue to analyze it under fixed patterns, we must recognize that reality is dynamic". DI11 "We need to have mastery of this questioning between theory and reality". DI9 "We must make a quantum leap in order to read the reality of today's companies".

Table 2. emphasizes the relationship between business and research in business sciences, from the perennial questioning of reality with theory, generating new ways of learning to learn from real contexts. This implies an approach to this dynamic, changing and interactive reality between students and teachers from a multidimensional vision as a process to reconfigure the socio-business phenomena.

Table 3: Matrix of the Group Questionnaire / Closing Phase. Element of Reflection Investigative Teaching in Business Sciences.

Systematization Axis	Teaching.	
Element of Reflection	Investigative teaching in business sciences.	
Thematic Annotations	Teaching and research as a didactic strategy to obtain new knowledge.	
Descriptive Annotations-Emerging Categories		
GF1	GF2	GF3
DI4" "As teachers who belong to the business sciences we must assume the new research trends in the business context". DI2 "We cannot continue teaching from a static theory that does not give answers to the changing business realities". DI1 "We must teach research by captivating curiosity". DI2 "The business sciences need to be approached from the understanding of their own reality"	DI8 "Business sciences need teachers who captivate research curiosity". DI6 "that generate business innovation from real realities". DI7 "We need to bring students closer to the reality of each company". DI5 "We must study the reality of each company".	DI10 "We need to make quantum leaps in business education". DI12 "We need teachers who invite the promotion of research in every knowledge encounter". DI11 "We need to learn to unlearn". DI9 "We need a new vision of understanding the company from its own reality".

Table 3. reflects the urgent need to generate changes at the mental level of the educational actors involved in the process, since business sciences require that business problems be

approached with a more comprehensive, interpretative and transformative view of the reality to be studied. For this, it is essential that teachers assume change as a didactic and dynamic process in the classroom. It is necessary to transcend magisterial teaching, to begin to investigate the reality of the context and generate new teaching styles.

Discussion

Hermeneutic competence in the training of business science teachers is projected as one of the capabilities of the university researcher to be conceived in the educational model developed from research-centered planning (Tobón et al. 2015; Stenhouse 1998). Hermeneutics not only allows scrutinizing texts, but also the life of human beings, their meanings and roles in their daily activities (Aldana-Zavala 2019).

In this sense, research training in university teaching of business sciences in a private university in Lima-Peru, should be understood from the vision of UNESCO (2005), in transcending the information society to the knowledge society, this involves researching from different multidimensional, holistic approaches, systemic, complex, generating a university praxis according to the new socio-business trends based on the principle of education 2030 raised in the Incheon Declaration by UNESCO (2015) where it is proposed "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

Lifelong learning throughout life is possible when the role of researcher is assumed Simbron-Espejo et al., (2020), for this it is necessary to promote research focused on educational planning which involves researching in the real socio-business environment beyond the classroom with students, that is, building a teacher-student binomial as a research team (Martínez 2006; Martínez 2008).

In this sense, (Stenhouse 1998; Elliot 2000), consider that research activities in the classroom should focus on constant dialogue and questioning of reality with theory, generating space for socialization and interaction leading to reflective, critical and self-critical thinking. The absolutist vision of power, knowledge, of the university teacher is shared together with the students, this implies transcending to the "learning by doing" model, everyone learns from everyone Cuadra-Martínez et al., (2018), in the construction of new knowledge, but above all to be competent for the achievement of a given activity, which involves obtaining meaningful learning throughout life (Batlles- de-la-Fuente & Abad-Segura, 2023).

Competency-based education takes on an important value in this university educational vision from the business sciences, where it is also necessary to reconfigure the planning model towards a more open, flexible, dynamic, holistic, research-centered one.

Also, Martinez (2006), considers that teaching planning from research should be reflected as a branched cycle and flexible loop adapted to each socio-business context. The cyclical process allows to generate praxis in the university researcher teacher, that is to say, to transcend the vision of teaching mediator, where one works cooperatively to educate, to form, with the ethical conviction that education is the means of transcendence of the people, from what has been stated, Méndez (2007) points out that it is fundamental to transcend the transmissionist approach towards an approach that questions the multiple socio-entrepreneurial realities. Working from a "learning by doing" vision, "research-centered planning", is not easy or comfortable for university teachers trained under paradigmatic conceptions different from the one proposed (Brunnquell et al., 2015).

From his state of academic comfort, he could question or resist the new conceptions

formulated, since they obey epistemic approaches different from the one, he was trained and has been working with. This makes it imperative the constant training in research (Bedoya, 2000), both epistemologically and methodologically, to progressively generate in the teacher-researcher, the acceptance of new styles of managerial research thinking in pursuit of lifelong learning (Carr and Kemmis 1986).

The curriculum in business sciences needs to be adapted from the planning focused on research as an input that allows working from the learning environment in the construction of knowledge based on research, this is consistent with the idea of reconfiguring the epistemological - methodological vision with which traditionally works in university teaching. In view of this, Perafán (2000), points out that educational research in teacher training cannot be conceived as complementary activities or laboratory practices, but as a transversal strategy that leads educational actors to investigate their own reality.

Research training in the university teacher of business sciences must assume the epistemological conception that underlies the curriculum, i.e., from emerging visions will generate the possibility of transcending to new styles of teaching praxis focused on research, from various epistemic positions. The researching teacher will have the integral perspective to exercise a pedagogical praxis based on the philosophical, investigative, to assume the new educational challenges towards 2030.

The learning generated from the pedagogical conception focused on research in business sciences, allows not only the student, but also the teacher-researcher to be critical, reflective, questioning of the multiple realities in their context, to generate research questions to work cooperatively in the generation of knowledge from research. Consequently, Martínez (2008), argues that it is imperative a new change in the conception of university teacher-researcher, where it is required that the new researcher - mediator. This invites to rediscover the research competences of the university teacher in business sciences in the face of the demands and challenges proposed towards 2030, where a quality, inclusive and lifelong learning is perceived, i.e., learning begins but never ends, which implies to see knowledge beyond formal institutions.

Conclusions

The research training of the university teacher in business sciences focused on hermeneutics from a multidimensional vision in a private university in Lima-Peru, gives the university researcher the possibility of questioning and reflecting on the different socio-business contexts in which he/she develops. In this way, criticality as a researcher permeates as an articulating axis of research processes in line with the new research trends in the business area as a multidimensional factor, towards which the knowledge society revolves through lifelong learning, inclusive and quality.

Research from learning environments in context with the socio-entrepreneurial, is an ally to germinate researchers contextualized to work from the vision of learning throughout life, both teachers and students transcend the transmission model of knowledge towards the generation of knowledge. Hermeneutics is certainly not a novel proposal, but it is scarcely approached by university research professors. This is because research still predominates in following "methodolitis" structures, a culture still dominant in universities. It is not about eradicating the quantitative, but about opening the horizon to new research possibilities, from where phenomena are approached in an integral, holistic way, understanding that they are dynamic in

the social-historical-business evolution.

The hermeneutic researcher, unlike the quantitative researcher, interprets human language in all its expressions as cognitive data from which to build knowledge. It is a way of doing research from the introspection of the information provided by the research subjects, thus constituting an investigative team between teachers and students, with the purpose of rediscovering the reality that surrounds them, through intersubjectivity as a link to the investigative, questioning, reflective dialogue of the common realities. Society, the university, the learning environment, converge to become the laboratory where the researcher scrutinizes the phenomena with the purpose of doing research, agreed upon by the parties that investigate to know, understand, what is investigated from the multiple realities that conform it. Hermeneutics is the way to unravel the written, oral, gestural messages of people to articulate knowledge. A hermeneutic aptitude allows the teacher-researcher not only to do research, but also to coexist with his students in the learning environment as a lifelong learning team.

Hermeneutics, being considered a transversal competence that all university research teachers should operationalize in their research work to generate the reflective depth of questioning the social, theoretical and pragmatic reality in which they operate, should be incorporated into teacher training programs in universities. There is an urgent need to design perennial research training plans in universities, which will allow the potential of competences in research teachers, especially in the novice ones, with the purpose of generating pertinent research with the social realities of the context where they develop as citizens.

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