


PERFIL DE LIDERANÇA DOS GESTORES EM INSTITUIÇÕES PÚBLICAS: ESTUDO DE CASO NA SECRETARIA MUNICIPAL DE EDUCAÇÃO DE EIRUNEPÉ-AM ¹**LEADERSHIP PROFILE OF MANAGERS IN PUBLIC INSTITUTIONS: CASE STUDY IN THE MUNICIPAL DEPARTMENT OF EDUCATION OF EIRUNEPÉ-AM****PERFIL DE LIDERAZGO DE LOS DIRECTIVOS EN INSTITUCIONES PÚBLICAS: ESTUDIO DE CASO EN EL DEPARTAMENTO MUNICIPAL DE EDUCACIÓN DE EIRUNEPÉ-AM**

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RESUMO

Este artigo investiga o perfil de liderança dos gestores escolares da rede municipal de ensino de Eirunepé-AM, com o objetivo de compreender de que forma essas lideranças influenciam o planejamento escolar e a qualidade da educação. A pesquisa possui natureza exploratória, com abordagem bibliográfica e de campo, utilizando como instrumento de coleta de dados a aplicação de um questionário a 14 gestores vinculados à Secretaria Municipal de Educação (SEMEC). O estudo considera que a liderança exercida pelos gestores escolares constitui um fator determinante para uma gestão eficaz, participativa e orientada a resultados pedagógicos positivos. Os dados coletados permitem identificar os estilos de liderança predominantes, bem como os principais desafios

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enfrentados pelos gestores no cotidiano escolar. Os resultados evidenciam a necessidade de investimentos na formação continuada dos líderes educacionais, com ênfase em competências de gestão, planejamento estratégico e tomada de decisão. O estudo contribui para o fortalecimento da gestão escolar e oferece subsídios à formulação de políticas públicas educacionais mais eficazes e alinhadas às demandas locais.

Palavras-chave: Liderança escolar. Gestão pública. Perfil de liderança. Educação municipal. Gestão educacional.

ABSTRACT

This article investigates the leadership profile of school managers in the municipal education network of Eirunepé-AM, aiming to understand how these leaders influence school planning and the quality of education. The research is exploratory in nature, with bibliographic and field approaches, and used a questionnaire applied to 14 managers linked to the Municipal Department of Education (SEMEC) as the data collection instrument. The study considers that the leadership exercised by school managers is a determining factor for effective, participatory management focused on positive pedagogical outcomes. The collected data made it possible to identify the predominant leadership styles, as well as the main challenges faced by managers in their daily school routines. The results highlight the need for continued training of educational leaders, with an emphasis on management skills, strategic planning, and decision-making. The study contributes to the strengthening of school management and provides support for the development of more effective educational public policies aligned with local demands.

Keywords: Educational leadership. Public management. Leadership profile. Municipal education. Educational management.

RESUMEN

Este artículo investiga el perfil de liderazgo de los administradores escolares en la red educativa municipal de Eirunepé-AM, con el objetivo de comprender cómo estos líderes influyen en la planificación escolar y la calidad de la educación. La investigación es exploratoria, con un enfoque bibliográfico y de campo, y utiliza un cuestionario aplicado a 14 administradores vinculados a la Secretaría Municipal de Educación (SEMEC) como instrumento de recolección de datos. El estudio considera que el liderazgo ejercido por los administradores escolares constituye un factor determinante para una gestión eficaz y participativa orientada a resultados pedagógicos positivos. Los datos recopilados permiten identificar los estilos de liderazgo predominantes, así como los principales desafíos que enfrentan los administradores en su día a día escolar. Los resultados destacan la necesidad de invertir en la formación continua de líderes educativos, con énfasis en habilidades de gestión, planificación estratégica y toma de decisiones. El estudio contribuye al fortalecimiento de la gestión escolar y ofrece apoyo para la formulación de políticas educativas públicas más eficaces y alineadas con las demandas locales.

Palabras clave: Liderazgo escolar. Gestión pública. Perfil de liderazgo. Educación municipal. Gestión educativa.

INTRODUCTION

School planning was an essential tool for the organization of pedagogical and administrative activities in educational institutions. Its effectiveness was directly related to the leadership exercised by school managers, whose performance significantly influenced the quality of teaching, community engagement and the achievement of educational objectives.

In the municipality of Eirunepé-AM, it was observed that the appointment of school principals often followed political criteria, to the detriment of technical criteria. This practice resulted in high turnover of managers and the consequent discontinuity of planned actions, compromising the stability of school management and hindering the development of consistent pedagogical practices aligned with local needs.

Leadership in the school context was a topic widely discussed by scholars in the area of organizational behavior, who sought to analyze the role of the leader within the organization, often focusing on the managerial function and less on his relationship with the social environment in which he was inserted. In the educational sphere, leadership and management have been intrinsically linked, with the school manager being responsible for both the administration of the school and the promotion of effective communication within the organization.

The main objective of this study was to better understand the profile of the managers of the municipal schools of Eirunepé-AM, both in relation to the way they manage and the way they led their teams. For this, a questionnaire was applied in order to identify which competencies were considered most relevant for effective management, how these managers exercised leadership in the school daily life and what were their main strengths and challenges faced. Based on this information, we sought to contribute to the Municipal Department of Education, offering subsidies that could assist in the planning and continuing education of professionals in the area.

The research aimed to understand the leadership style adopted by managers from the perception of the members of the school team, in addition to identifying similarities and differences between the leadership styles observed. The investigation was carried out in 12 municipal schools in Eirunepé-AM, among them: Alba Cunha de Oliveira, Professora Elizabeth, Fábio de Lucena, Almeron Caminha, São José, Armando Mendes, Perpétuo Socorro, Francisco da Costa Lima, Maria dos Anjos, Expedito Barroso, Santo Antônio and Maria Delmiro Municipal School.

The analysis of the data collected in these institutions enabled a deeper understanding of the impact of the managers' leadership profile on school planning and on the quality of education offered in the municipality.

In order to comprehensively understand the leadership profile of school managers in municipal schools in Eirunepé-AM, a methodological approach was adopted that integrated qualitative and quantitative elements. This combination allowed not only to quantify relevant data, but also to capture nuances and perceptions that enriched the analysis of the local educational context.

The research was characterized as descriptive and exploratory. The descriptive strand sought to map and analyze the administrative and leadership characteristics of school managers, while the exploratory strand aimed to deepen the understanding of the challenges and opportunities present in the educational management of the municipality. I adopted the case study as the main strategy, focusing on the specific reality of the Municipal Department of Education of Eirunepé-AM. This choice allowed a detailed and contextualized analysis of leadership practices and their influence on school planning.

THEORETICAL FOUNDATION

Leadership in the public sector, especially in the educational context, has had a direct influence on the quality of management, the engagement of school teams, and the effectiveness of public policies. The manager's profile, administrative skills and interpersonal skills impacted not only the organizational climate, but also institutional performance and the achievement of pedagogical goals.

Understanding the different leadership styles and their applications in educational administration proved to be essential to improve the performance of managers and contribute to the strengthening of school management. Although organizational culture has also played a relevant role in the institutional environment, serving as a basis for management practices and adaptation to changes, this study focused on the analysis of the leadership profile of school principals in the municipal public network.

The reality of municipalities such as Eirunepé-AM, where it was still common for managers to be politically appointed without defined technical criteria, made this investigation especially pertinent. Identifying leadership characteristics that favored more effective management represented an important step towards improving the quality of teaching and building more consistent educational public policies.

INTRODUCTION TO PEOPLE MANAGEMENT IN THE PUBLIC SECTOR

People management, in turn, is the set of practices and policies used to manage human capital within an organization. The management of people in the public sector, in turn, is characterized by particularities such as reconciling administrative efficiency with legal restrictions and providing services to society.

People management in the public sector is necessary to ensure that employees are aligned with institutional objectives, knowing a productive and motivating work environment. In addition, it develops skills, ensures continuous training and talent retention, ensuring that the best quality of services is provided to the population.

The public management of the transition should, among others, focus on areas such as selection and recruitment, training, performance and, above all, organizational forms. The latter is crucial for the analysis of the values and practices that institutionalize the relationship of employees. Organizational forms can be useful distinctions to practice and promote the adoption of efficient innovations.

According to Costa e Silva (2023), people management in the public sector should prioritize the creation of an organizational culture that promotes innovation and adaptation to change. The authors point out that, in a context of rapid transformations and growing social demands, organizational culture can be a competitive advantage for public organizations.

For the author, Oliveira et al. (2022), reinforce that organizational culture is one of the main areas of study of public management, as it directly impacts the effectiveness of human resources policies. They argue that without an organizational culture aligned with institutional objectives, modernization initiatives tend to face resistance and difficulties.

Pereira and Martins (2023), on the other hand, highlight that people management in the public sector should consider organizational culture as a strategic element for the continuous improvement of public services.

Introduction to organizational culture

Organizational culture can be defined as the set of values, beliefs, norms, and practices that guide the behavior of individuals within an organization. It reflects the organization's identity and directly influences the way employees interact with each other and with the work environment. Organizational culture is built over time, based on shared experiences, leadership, and institutional practices. It can be made explicit through formal documents, such as missions, visions, and values, but it is also present in informal practices and in the organization's day-to-day activities.

According to Ribeiro and Souza (2023), organizational culture is a determining factor for the success of organizations, as it defines the way employees perceive and respond to the challenges of the work environment. The authors highlight that, in the public sector, organizational culture must be aligned with the values of public administration, such as transparency and efficiency. Gomes et al. (2022) emphasize that organizational culture in the public sector should be seen as a key element for the implementation of changes and innovations. They argue that without a strong organizational culture, modernization initiatives tend to face resistance and difficulties. Alves and Lima (2023) reinforce that organizational culture is a key element for the competitiveness and sustainability of organizations. They point out that, in a context of rapid transformations and growing social demands, organizational culture can be a competitive advantage for public organizations.

The Importance of Leadership Study

The study of leadership is essential to understand how leaders influence individuals and groups in achieving their organizational goals. In a highly competitive and ever-changing landscape, effective leaders have a direct impact on productivity, innovation, and employee well-being.

According to a study published in the Journal of Business Administration (RAE), leadership is not limited to managing teams, but also involves the ability to influence and inspire people to reach their maximum potential. The research reveals that organizations that invest in leadership development programs have higher levels of employee engagement, talent retention, and operational efficiency (SCIELO, 2023).

The study of leadership is also directly linked to change management. In a scenario of digital transformation and accelerated globalization, leaders play a crucial role in adapting companies to new market realities. A report by the Harvard Business Review emphasizes that visionary leaders are those who know how to identify 11 emerging opportunities, develop sustainable strategies, and create a resilient organizational culture (HBR, 2024).

Therefore, understanding and studying leadership is not only a differential, but a necessity for organizations that seek to stand out in an increasingly complex and dynamic world.

Contemporary definitions of leadership

Definitions of leadership have evolved to encompass characteristics such as empathy, collaboration, and innovation. Chiavenato (2023), conceptualizes leadership as

"the process of influencing people to achieve organizational goals, promoting motivation, engagement, and a positive work environment". The author emphasizes that leadership is not only linked to hierarchy, but to the ability to mobilize individuals in favor of a common cause.

Another relevant approach is proposed by Maxwell (2024), who defines leadership as "the art of winning hearts and minds, positively influencing people's behavior and decisions". According to him, a true leader is one who inspires confidence, promotes professional growth and stimulates creativity within organizations.

On the other hand, the definition presented by Kotter (2022) highlights the importance of leadership for change management. The author argues that "leading is anticipating challenges, visualizing solutions, and engaging teams in organizational transformation processes." In this way, leadership becomes an essential element for innovation and business sustainability.

Introduction to the study of types of leadership

Leadership is one of the most investigated phenomena in the field of management and organizational psychology, with several theories seeking to understand how leaders exert influence on individuals and organizations. In recent decades, scholars have improved traditional models and developed new perspectives that take into account the complexity of today's organizational environments.

This chapter aims to present a detailed analysis of the main types of leadership, based on recent authors (post-2022), highlighting their characteristics, applications, and limitations. Understanding these styles is essential for managers, educators, and professionals who want to improve their leadership competencies in different contexts.

Autocratic leadership: centralized control and unilateral decision

Autocratic leadership, one of the most traditional styles, is characterized by the concentration of power and decision-making exclusively by the leader, without significant involvement of subordinates.

According to Bergamini (2023), this style is often related to rigid hierarchical structures, in which the leader sets the guidelines and expects obedience. While it can be effective in crisis situations or in contexts that require rapid responses, such as military operations or medical emergencies, its rigidity can cause demotivation and limit team creativity.

Recent studies indicate that, in highly bureaucratic environments or in organizations with a low margin for error, autocratic leadership can ensure operational consistency (Chiavenato, 2023). However, its prolonged use tends to increase employee turnover and reduce engagement, especially among younger generations, who value autonomy and participation.

Democratic leadership: participation and collective decision-making

In contrast to the autocratic model, democratic leadership values the collaboration and participation of team members in the decision-making process. According to Robbins and Judge (2023), this style fosters a more inclusive work environment, where employees feel recognized and tend to demonstrate a greater commitment to organizational goals.

The democratic leader allows the group itself to find measures to achieve the objective and delegates the tasks, having the role of assisting and stimulating, and not imposing itself. The work is developed even in the absence of the leader.

According to Chiavenato (2023, p.148):

"Leadership is the ability of some people to get others to spontaneously go beyond what is established and formally. Leadership is a social phenomenon that occurs exclusively in social groups. It can be defined as an interpersonal influence exerted in a given situation and directed by the process of human communication to achieve one or more specific objectives". (CHIAVENATO, 2003, p.148)

Democratic leadership proves to be especially effective in organizations that rely on innovation and creativity, such as technology companies and educational institutions.

However, this model also presents challenges. In contexts that demand agility, the search for consensus can delay decision-making. In addition, in teams with a lower degree of professional maturity, broad openness to participation can result in the dispersion of responsibilities (Northouse, 2022). Still, research shows that, when properly implemented, democratic leadership is associated with greater job satisfaction and superior results in multidisciplinary teams.

Situational Leadership: Flexibility in Different Scenarios

The theory of situational leadership, formulated by Hersey and Blanchard (2023), maintains that there is no single ideal leadership style, but rather strategies that must be adjusted according to the maturity and demands of the team. The model features four styles: manager, guide, supporter, and delegate, each appropriate to different levels of employee skill and engagement. This approach is widely adopted in organizations with heterogeneous teams, where a leader may need to switch between detailed instructions for

beginners and greater autonomy for experienced professionals (Heifetz, 2022). The main advantage of situational leadership is its adaptability, although it requires the leader to have a high capacity for analysis and versatile behavior.

LEADERSHIP IN THE PUBLIC SECTOR - CHARACTERISTICS, ROLE AND DIFFERENCES IN RELATION TO THE PRIVATE SECTOR

Introduction to Public Sector Leadership

Leadership in the public sector is a field of study that has gained prominence both in academia and in practice. Unlike the private sector, which is focused on profit and competitiveness, the public sector operates based on principles such as collective interest, legality, impersonality, morality, publicity, and efficiency (Matias-Pereira, 2023). These differences influence the profile and challenges of public leaders, who need to balance political demands, manage rigid bureaucratic structures, and respond to multiple social expectations (Pereira, 2023).

In addition to traditional managerial skills, the public leader must develop political, ethical, and conflict mediation skills, acting in an environment of high visibility and constant oversight. This chapter explores the main characteristics of public leadership, its differences from the private sector, and the challenges posed by social and technological transformations, based on recent (post-2022) studies.

Essential characteristics of public leadership

Leadership in the public sector has particularities that distinguish it from the private sector. According to Abrucio (2023), three elements are essential: (1) commitment to the public interest above individual objectives, (2) action within a detailed legal framework, and (3) continuous accountability to society. These factors require public leaders to combine technical competence, political sensitivity, and sound ethics.

Unlike the private sector, where decisions are guided by efficiency and profit, the public manager must consider multiple conflicting social interests (Kelman, 2022). This requires negotiation, conflict mediation, and consensus-building skills.

The role of the leader in the public sector

The public leader is a mediator between the State and society, transforming collective demands into efficient public policies and services (Bezerra, 2023). One of the biggest challenges is to innovate in bureaucratic environments, adopting technologies, simplifying processes, and humanizing care (Farah, 2022).

Another key role is the construction of institutional social capital, strengthening partnerships with civil society, the private sector, and other government agencies. This capacity for networking is essential to increase the quality of public services in the twenty-first century (Frey, 2023).

Based on these authors, it is possible to highlight that the role of the leader in the public sector goes beyond bureaucratic management, assuming a strategic position of connection between state and society. In my view, the ability to mediate social demands and translate them into effective public policies requires public leaders to have skills such as communication, systemic vision, and the ability to innovate.

Therefore, the leader in the public sector needs to be an agent of transformation, capable of balancing efficient management with sensitivity to meet social demands, always seeking innovations that improve the quality of services provided to the population.

LEADERSHIP IN PUBLIC ELEMENTARY SCHOOLS

Types and management practices

Leadership in public elementary schools is one of the most important factors to ensure the quality of education offered, directly impacting not only academic performance, but also the organizational climate, teacher motivation, and the involvement of the school community. Unlike other administrative contexts, school management requires a complex balance between pedagogical, administrative, and community aspects, making it a specific field of study that demands its own approaches (Lück, 2023).

Contemporary researchers emphasize that the school manager should not be seen only as a bureaucratic administrator, but as an educational leader, whose role goes beyond merely managerial functions. Libâneo (2023) highlights that effective school leadership presupposes the promotion of a collaborative culture, mediation between public educational policies and the local reality of each school, in addition to the ability to mobilize different agents around a common pedagogical project.

Pedagogical leadership: the focus on learning as a central axis

Among the various leadership models in the school environment, pedagogical leadership stands out as one of the most relevant today, especially because it prioritizes the teaching-learning process. Almeida (2023) points out that principals who adopt this leadership style consistently tend to achieve significant improvements in educational results, especially in public schools located in areas of greater social vulnerability.

The main characteristics of pedagogical leadership include active and qualified supervision of the teaching process, in which the manager goes beyond administrative functions, closely monitoring teachers' practices, offering constructive feedback, and encouraging continuing education. Vieira (2023) emphasizes that this leadership model establishes clear and measurable educational goals for the entire school community, in addition to implementing monitoring systems that allow for continuous adjustments in pedagogical practices.

Another essential aspect of this model is the promotion of a culture of collaboration among teachers, creating regular spaces for the exchange of experiences and reflection on classroom practices. However, recent studies highlight that the effectiveness of pedagogical leadership faces significant challenges, such as the resistance of some teachers to more direct interventions in their work and the difficulty of managers in balancing pedagogical demands with the multiple bureaucratic requirements of the public education system.

Democratic and participatory leadership: building a citizen school

Democratic leadership has stood out in Brazilian educational policies, especially in public schools that seek to adopt shared and participatory management. According to Paro (2023), this leadership model involves the active inclusion of all segments of the school community teachers, employees, students, and families in decisions, which strengthens belonging and co-responsibility for the educational project.

Democratic leadership is characterized by collective decision-making through mechanisms such as school councils and periodic assemblies, in which the school's priorities are debated and defined. As Gomes (2023) points out, this approach requires total transparency in the management of resources and in the implementation of pedagogical projects, creating effective channels of accountability to the school community.

METHODOLOGY

This research was characterized as **bibliographic and field**, as it was based on a theoretical review of renowned authors in the areas of school management, leadership, and educational planning, such as Chiavenato (2023), Bergamini (2023), Luck (2023), and Maximiano (2010). This theoretical basis served as a foundation for the elaboration of the questionnaire applied to the managers of elementary schools in the municipal network of Eirunepé-AM. This is an **exploratory** research, as it seeks to understand, from the local reality, the administrative and leadership profiles of school managers. The approach

adopted was **quantitative**, with the objective of surveying indicators and drawing a numerical overview of the main characteristics observed among the participants.

The research followed the **deductive method**, starting from widely consolidated theories on school leadership and management to analyze how these concepts are manifested in the practice of municipal schools in Eirunepé-AM. The **research population** was composed of 14 school managers, 2 of whom did not answer the questionnaire, being from the municipal basic education network, indicated by the Municipal Department of Education (SEMEC). The **questionnaire** was applied in May 2025, after validation of the instrument by SEMEC.

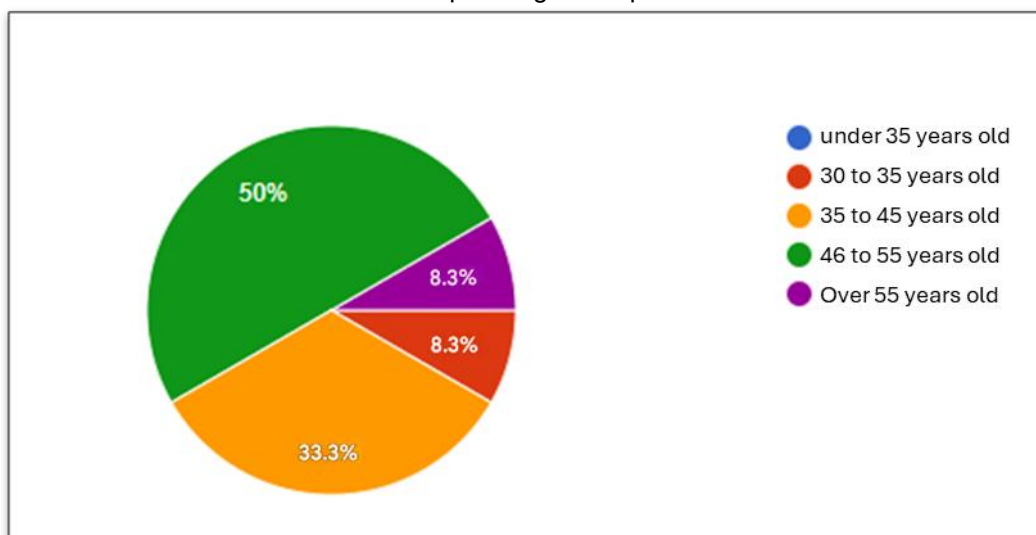
The **data collection instrument** used was a structured questionnaire, consisting of 12 closed, multiple-choice questions (see Annex I) applied by the [gooogleformeshttps://docs.google.com/forms/d/e/1FAIpQLScSMi7QNrobEdIBtO5ERgBpbpiPxKBZ8Qrtdolu1wwks-QboA/viewform](https://docs.google.com/forms/d/e/1FAIpQLScSMi7QNrobEdIBtO5ERgBpbpiPxKBZ8Qrtdolu1wwks-QboA/viewform), on 05/01/2025 distributed in three thematic axes: **Administrative competencies**: related to planning, organization of resources, and decision-making; **Personal and relational profile**: focused on the analysis of skills such as communication, resilience and mediation capacity and **Leadership**: focused on understanding the manager's impact on team motivation, community engagement and the promotion of an inclusive school environment.

RESULTS AND DISCUSSION

For the development of the research in question, a questionnaire was applied that aimed to observe the pattern of leadership style of school managers in the municipality of Eirunepé-AM, as described in the research objectives, as demonstrated in the methodology of the work, a survey was applied that reached 85% of the current managers, which makes the questionnaire valid for the methodologies studied.

The analysis of the managers' age group reveals a predominantly experienced profile: half of the interviewees are between 46 and 55 years old (see GRAPH I). This age group suggests a significant professional background, which can be a positive factor when dealing with the challenges of daily school life. On the other hand, the presence of only 8.3% of managers under 35 years of age indicates a low renewal of young leaders in the municipality. This distribution may reflect nomination criteria that prioritize experience, but it may also point to a need for policies that encourage the formation of new educational leaders.

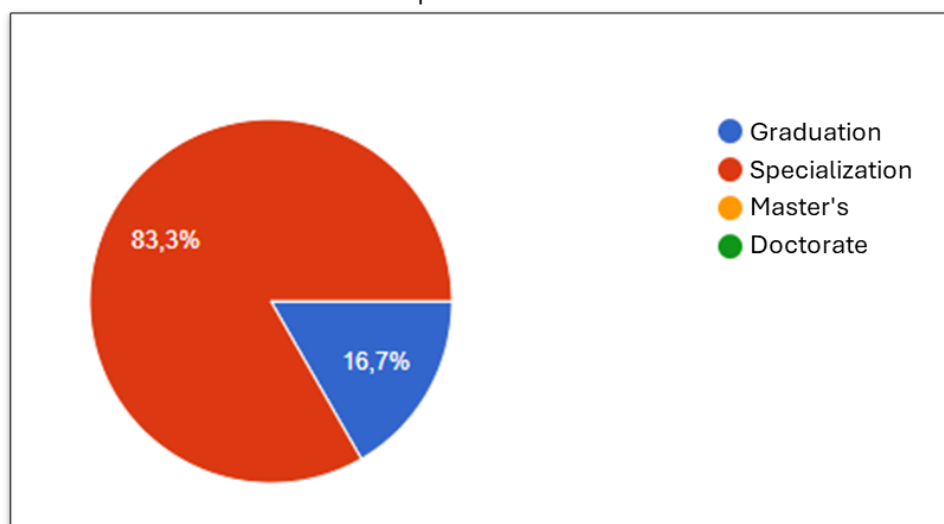
Graph I - Age Group



Source: Prepared by the Author

When looking at the level of education of managers, there is a strong commitment to academic training. Most have a postgraduate degree, which reveals a concern with updating and seeking qualification to better perform the function. This data is important, as it shows that, even in a context of political appointments, professionals have sought to prepare themselves technically.

Graph II- Education

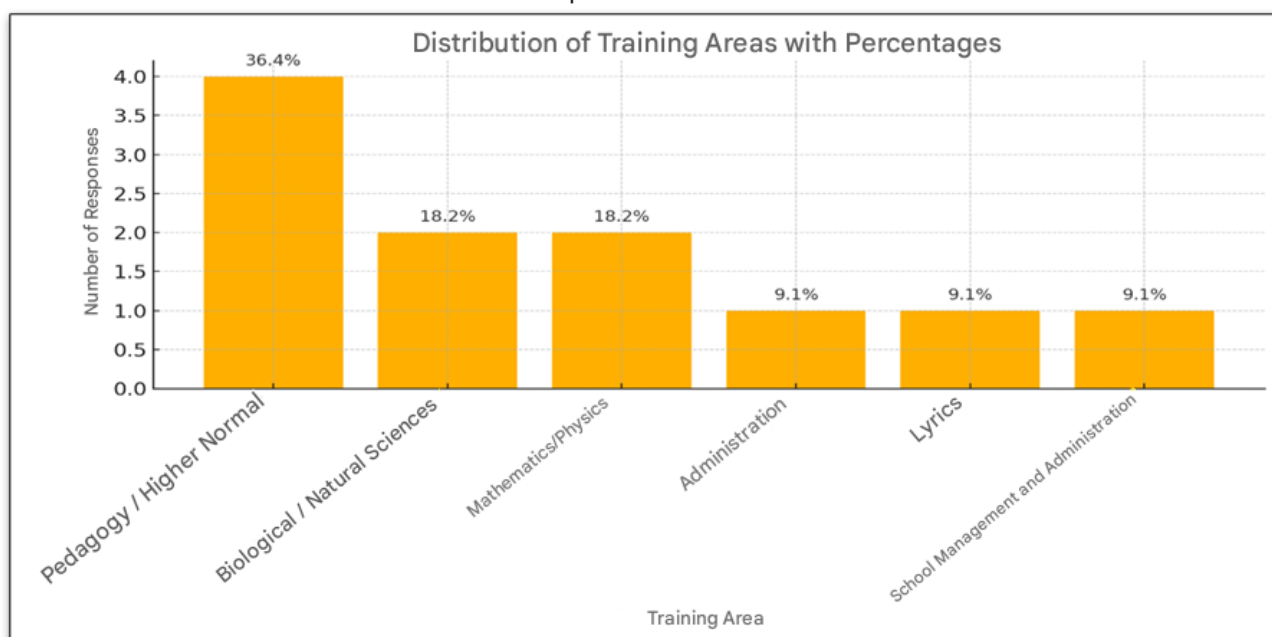


Source: Prepared by the Author.

The areas of training of managers are diverse, but most school managers have training focused on the educational area, with emphasis on Pedagogy or Higher Normal (see graph III). Other recurring courses include Biological/Natural Sciences and Mathematics/Physics, as well as training in Administration, Languages and School Management. This predominance of education-related training reinforces the connection

between pedagogical knowledge and management practice, favoring a performance more aligned with the challenges of the school environment.

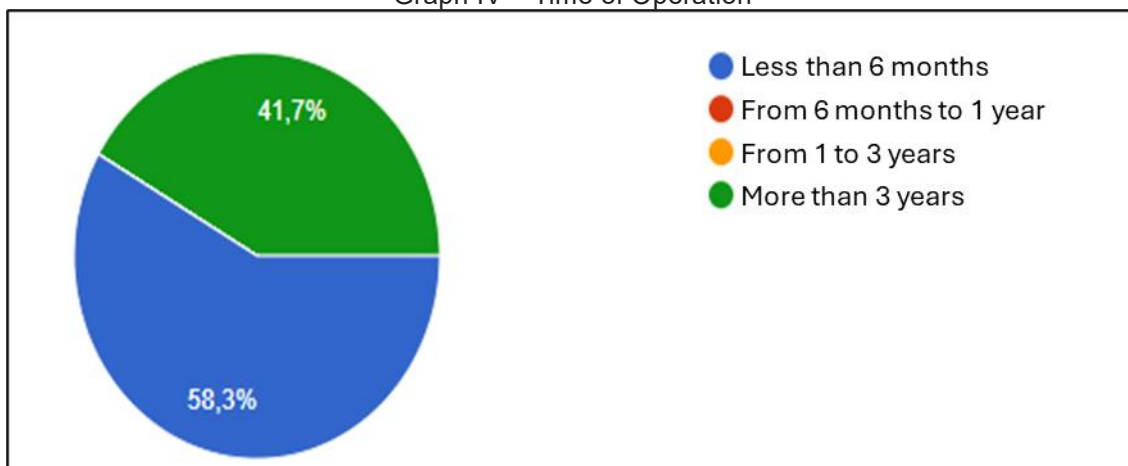
Graph III- Education



Source: Prepared by the author.

The data reveal that most managers have been working in the function for less than six months, indicating a predominantly beginner profile in the exercise of school management (see graph IV). On the other hand, the participants have more than three years of experience in the area, also demonstrating the presence of professionals with more time in the area. This distribution shows a mixed composition between new managers and more experienced professionals. The significant presence of beginners can pose challenges regarding the adaptation and application of administrative practices, while the accumulated experience of part of the group can contribute to the sharing of knowledge and strengthening of leadership practices in the educational context.

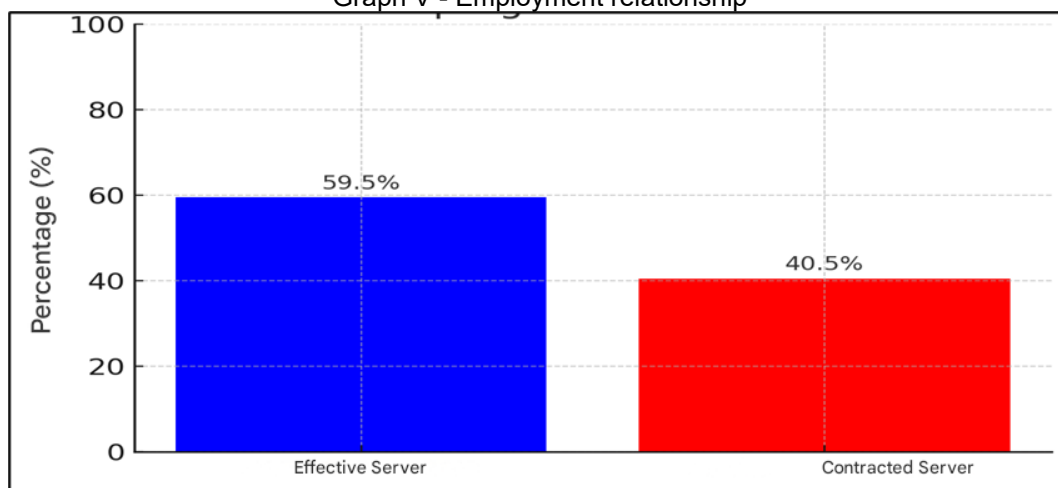
Graph IV – Time of Operation



Source: Prepared by the author.

The analysis of the data shows that most of the school managers in the municipality have an effective link with the city hall, while the other part are hired. (See graph V). This data reveals a significant presence of professionals with stability in the position, which can favor the continuity of actions and the implementation of management projects in the medium and long term. On the other hand, the expressive participation of hired managers indicates a more recent dynamic in part of the teams, which can influence aspects such as turnover and adaptation to administrative practices. Even so, the combination of these two profiles can be seen as positive, as it enables the exchange of experiences between more stable professionals and those who bring new perspectives to school management.

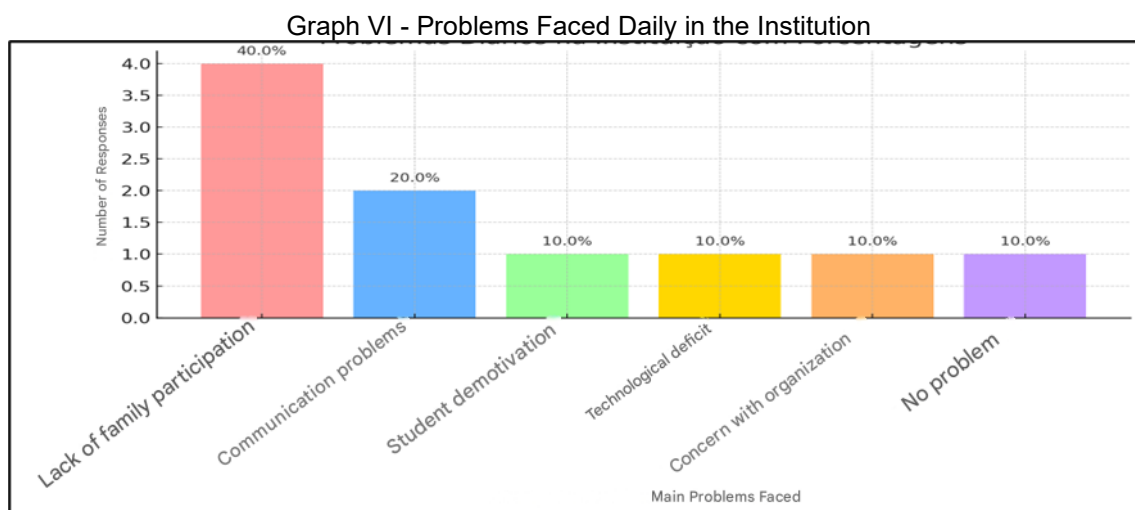
Graph V - Employment relationship



Source: Prepared by the author.

Regarding the management style with which managers most identify, the data indicate unanimity in the choice of the democratic and participatory model. This result is highly significant, as it reveals a leadership posture focused on active listening, valuing teamwork and stimulating dialogue. All managers reported that they believe in the

importance of leading by listening and building together with the team. This leadership style seeks to involve team members in decisions, promoting the exchange of ideas, encouraging active participation, and strengthening the sense of organizational belonging. The unanimity in this position points to an organizational culture guided by collaboration, shared responsibility, and the search for consensus, fundamental elements for a more cohesive, efficient, and motivating work environment. The greatest difficulty faced daily in the institution is related to the Little participation of families, pointed out by 40% of the respondents (See Graph VI). This data reveals a recurrent feeling among professionals: the absence of family support ends up interfering in the development of students and in school dynamics. Arise Communication problems, showing that there are still barriers in the way information circulates among the institution's members. Other challenges were also mentioned, such as the demotivation of students the Lack of technological resources the concern with the organization of routines and, curiously, a small portion of the participants stated Not identifying any problems. This shows that, although there are difficulties, not everyone perceives them in the same way. These perceptions help to better understand the daily life of the institution, highlighting areas that deserve more attention and care, especially with regard to building bonds with families and strengthening internal communication.

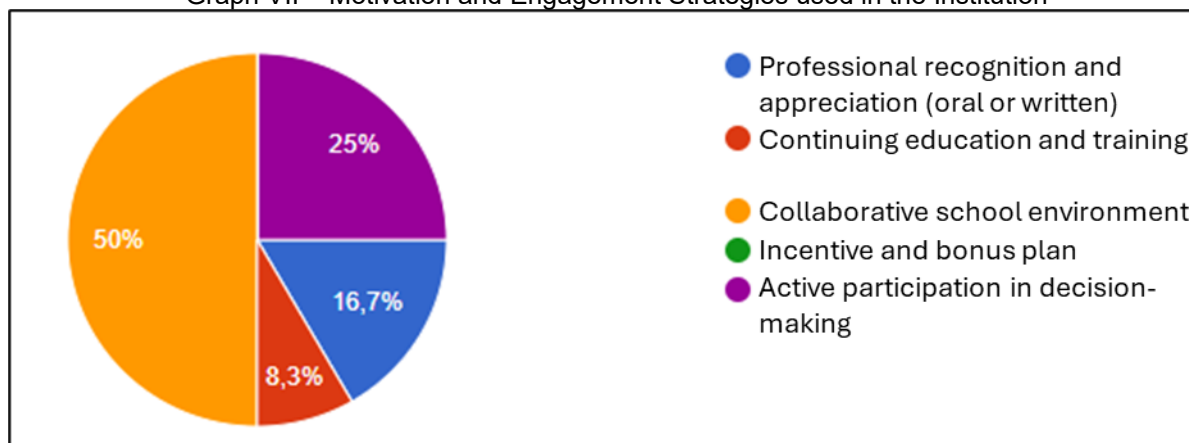


Source: Prepared by the author.

It is observed that the institution adopts several strategies aimed at motivating and engaging employees. Most respondents highlighted the importance of maintaining a collaborative school environment, showing that healthy interpersonal relationships, cooperation and team spirit are considered fundamental pillars for engagement at work. Another relevant aspect identified was the active participation of employees in decision-making processes, which reinforces the presence of a more democratic and participatory leadership style.

This approach contributed to making professionals feel valued and an integral part of institutional actions. Professional recognition and appreciation, even if carried out in a simple way, whether through oral praise or written records, were pointed out as the third most relevant strategy. On the other hand, practices such as continuing education and training were mentioned less frequently. The incentive and bonus plan was not mentioned, which suggests that the main motivational factors are more related to human appreciation and the collective construction of the work environment than to financial rewards. These data complement the perceptions previously raised and reinforce that effective leadership, especially in public institutions, is directly associated with the ability to promote collaborative environments, encourage active listening, and continuously recognize the work of civil servants (See Graph VII).

Graph VII – Motivation and Engagement Strategies used in the Institution

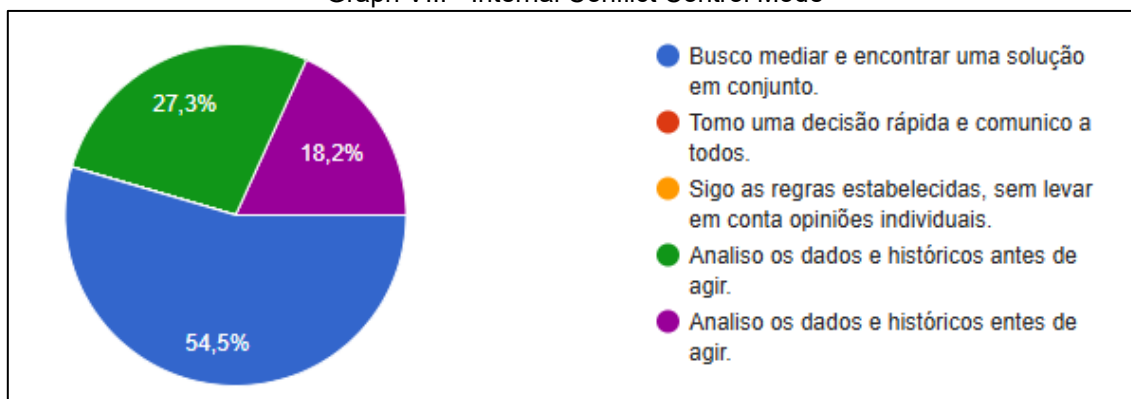


Source: Prepared by the author

The analysis of how the responding managers deal with conflict situations in the school environment, involving employees, teachers and students. The expressive majority stated that they prefer to mediate and seek a solution together (See Graph VIII). This data is quite significant, as it shows a dialogical and collaborative posture, focused on the collective construction of solutions. Such an approach tends to strengthen the organizational climate and promote a healthier and more cooperative work environment. Secondly, the participants stated that they analyze the data and histories before acting. This choice demonstrates a concern with decision-making based on evidence and concrete information, which can contribute to fairer and more well-founded decisions. It is a practice that reflects responsibility and maturity in conflict management. Finally, the respondents also opted for the analysis of data and histories before acting, indicating the existence of another portion that values reflection and context before action, which further reinforces the general tendency of managers for thoughtful and rational approaches.

It is worth noting that none of the responses indicated more authoritarian or hasty attitudes, such as making quick decisions without consultation or following rules without considering individual opinions. This suggests that the managers of the institution analyzed demonstrate sensitivity in dealing with conflicts, prioritizing active listening, dialogue and understanding of the contexts involved. Such a profile is aligned with principles of participatory leadership and management practices that value collective well-being.

Graph VIII - Internal Conflict Control Mode



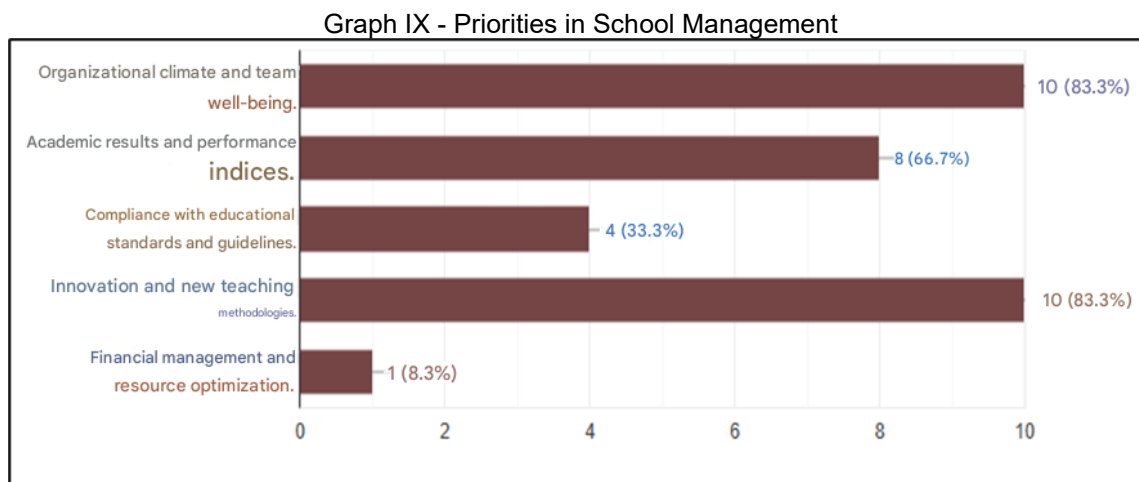
Source: Prepared by the Author.

In the face of internal problems in the school, I found that the performance of the management tends to be guided by a collaborative and strategic posture. The data in the graph reveal that most respondents adopt as their first action the holding of meetings with the pedagogical and administrative team, collectively seeking to identify the causes of the problem and build solutions together. This practice reinforces a participatory approach to leadership, valuing dialogue and co-responsibility in the resolution of conflicts and institutional challenges. In addition, it was possible to identify that many managers also show concern in consulting data, legislation and technical standards before making decisions, which shows a commitment to legality and to the foundation of school actions. This attitude is essential to ensure coherence between institutional practices and the normative frameworks that guide public education. On the other hand, a part of the respondents indicated that they prefer to wait for guidance from the Municipal Department of Education before taking any action. This posture, although more cautious, may indicate a limitation in decision-making autonomy.

Regarding priorities in school management, the survey shows that participants show greater concern with strengthening the organizational climate and with the adoption of innovative practices in the teaching-learning process (See Graph IX). These two aspects stand out as the most chosen among the respondents, suggesting an appreciation of a healthy school environment and the search for methodologies that promote student engagement and development. Next, academic and learning results are also a significant priority, evidencing the attention of managers to the quality of teaching. On the other hand, aspects such as compliance with standards and the financial management of the school were less mentioned, which may indicate a perception of less urgency or a delegation of these responsibilities to specific sectors of school management.

According to Luck (2009), effective management should prioritize actions that promote a collaborative environment and favor the teaching-learning process, since the

quality of education is directly related to the performance of managers in building a positive organizational climate and updated pedagogical practices.

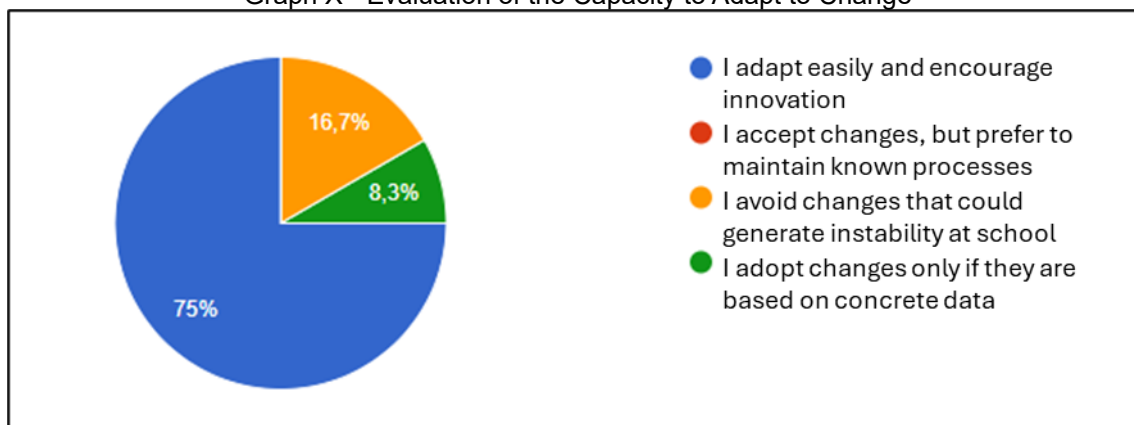


Source: Prepared by the author.

The graph shows that a large majority of participants say they adapt easily to changes and still encourage innovation (see graph X). This result suggests a proactive profile that is open to modernization, which is highly desirable in educational environments, where the constant evolution of pedagogical methods and technologies requires flexibility and willingness to do so. On the other hand, 16.7% of the respondents indicated that they avoid changes that may generate instability in the school. This data may point to concerns about the impacts that abrupt changes can cause in the school routine, reflecting a more cautious posture focused on maintaining institutional order.

Only 8.3% stated that they adopt changes only when they are based on concrete data, demonstrating a more analytical and judicious profile, which prioritizes evidence before implementing novelties. Curiously, none of the respondents indicated the option of accepting changes, but preferred to maintain known processes, which could indicate a more conservative profile, something not identified in the sample.

Graph X - Evaluation of the Capacity to Adapt to Change



Source: Prepared by the author

FINAL CONSIDERATIONS

The present study aimed to understand the leadership profile of school managers in the municipal network of Eirunepé-AM and its influence on educational planning and teaching quality.

From the application of questionnaires and the analysis of the data obtained, it was possible to draw a current panorama of management practices in public schools in the municipality. The results show that many managers adopt a democratic and participatory posture, prioritizing dialogue, active listening and teamwork. This profile has proven to be fundamental for building a more collaborative school environment, where teachers, students, and staff feel part of the process. Solid academic training, added to the ability to adapt to changes, also appeared as a positive point among the survey participants.

On the other hand, significant challenges were identified that still need to be faced, such as the low participation of families in school activities and the presence of beginning managers who, although committed, need more support and training. These aspects highlight the importance of continuously investing in the training and monitoring of educational leaders.

Based on these conclusions, it becomes evident the need to strengthen public policies aimed at school management, promoting actions that encourage autonomy, strategic planning and integration between school and community. In addition, it is essential that appointment criteria for management positions prioritize technical competence, experience, and commitment to education. It is believed that this work can contribute to reflections within the Municipal Department of Education, serving as a starting point for improvements in the school leadership process and for the development of new training strategies. For future research, a more in-depth qualitative approach is suggested, which allows for a greater understanding of the experiences lived by managers in their daily lives.

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APPENDIX A – QUESTIONNAIRE

QUESTIONNAIRE – IDENTIFICATION OF MANAGERS' LEADERSHIP PROFILE

- 1-What is your age group?
- 2-What is your level of education?
- 3-What is your area of training?
- 4-A How long have you been working in school management?
- 5-What is your employment relationship with the City Hall?
- 6-Which of these phrases identifies you the most?
- 7-What are the main problems you face daily at the institution?
- 8-What motivation and engagement strategies do you use for the institution's employees?
- 9-How do you deal with conflicts between employees, teachers and students?
- 10-When there is a problem at school, how do you act?
- 11-What are your priorities in school management Check up to 3 options?
- 12-How Do You Assess Your Ability to Adapt to Change?