SCHOOL MANAGER AND HIGH SCHOOL TEACHERS: THEIR INFLUENCES ON SCHOOL PERFORMANCE

GESTOR ESCOLAR E O PROFESSOR DO ENSINO MÉDIO: SUAS INFLUÊNCIAS NO DESEMPENHO ESCOLAR

DIRECTOR ESCOLAR Y DOCENTE DE SECUNDARIO: SUS INFLUENCIAS EN EL RENDIMIENTO ESCOLAR

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ABSTRACT: High school students are in a period of significant turbulence, where the empathy and motivation of their teachers make a significant difference in their learning process. Conversely, teachers warrant a discerning look. To effectively navigate this intricate environment, the school administrator is indispensable. The overarching objective of this research was to ascertain the direct relationship between the leadership of the school administrator, teacher motivation, and the academic performance of these students through a systematic review. The findings are as follows: the school administrator requires specific training; for an efficient school, selecting teachers must be meticulous; teachers are regarded as substantial influencers in students' academic success. There are no "superheroes"; a passion for the profession must be present, as its absence will leave us, as a community as a whole, with nothing but mediocrity.

KEYWORDS: Motivation. Leadership. Management. Private school. Education.

RESUMO: Os alunos do Ensino Médio estão em uma idade de grande turbulência, onde a empatia e a motivação de seus professores fazem grande diferença no seu processo de aprendizagem. Por sua vez, os professores merecem um olhar cuidadoso. Para conduzir de forma harmônica esse ambiente complexo, o gestor escolar é imprescindível. O objetivo geral desta pesquisa foi verificar a relação direta entre a liderança do gestor escolar, a motivação dos professores e o desempenho escolar desses alunos por meio de uma revisão sistemática. Quanto aos resultados encontrados, temos, a saber: o gestor escolar precisa de capacitação específica; para uma escola eficaz, a escolha dos professores deve ser cuidadosa; os professores são considerados grandes influenciadores no bom desempenho dos alunos. Não existem "super-heróis", há de se ter paixão pela profissão, pois em sua ausência, a nós, comunidade como um todo, nos restará apenas a mediocridade.

PALAVRAS-CHAVE: Motivação. Liderança. Gestão. Rede privada. Educação.

RESUMEN: Los estudiantes de secundaria se encuentran en una época de gran turbulencia, donde la empatía y motivación de sus docentes marcan una gran diferencia en su proceso de aprendizaje. A su vez, los docentes merecen una mirada atenta. Para conducir armónicamente este entorno complejo, el director de la escuela es fundamental. Dicho esto, el objetivo general de esta investigación fue verificar la relación directa entre el liderazgo del administrador escolar, la motivación de los docentes y el desempeño escolar de estos estudiantes a través de una revisión sistemática. En cuanto a los resultados encontrados tenemos, a saber: el gestor escolar necesita una formación específica; para una escuela eficaz, la elección de los profesores debe ser cuidadosa; los docentes son considerados grandes influenciadores en el buen desempeño de los estudiantes. No hay "superhéroes", hay que tener pasión por la profesión, porque en su ausencia, nosotros, la comunidad en su conjunto, solo nos quedaremos en la mediocridad.

PALABRAS CLAVE: Motivación. Liderazgo. Gestión. Red privada. Educación.

Introduction

High school students are in a phase of significant turbulence, influenced by boiling hormones, in which the empathy and motivation of their educators can play a pivotal role in their learning process. Adolescents are characterized by immaturity and isolation, embarking on a constant and intense quest to define their identity. In this regard, an appropriate environment, characterized by intimacy, empathy, affection, and efficient communication, is crucial for their healthy development (WINNICOTT, 1983). This environment is not confined solely to the home but also encompasses the school, where adolescents spend a considerable part of their day. It is not uncommon to find young individuals who attend school not only to learn but also in search of a space they can consider a home (CARLOS *et al.*, 2021).

Considering that the content of subjects is increasingly geared towards the world of college entrance exams, becoming more academic and abstract, with fewer opportunities for real-world experimentation, it is understandable that anxiety and frustration are common feelings among these youths (MUZZETI; SANTOS; SUFICIER, 2019). According to the authors, unlike the years before high school, during which the same teachers spent most of their time together, establishing a bond of mutual understanding, in high school, teachers only teach one (or two) classes and then switch classrooms, which can result in a colder involvement on the part of these professionals. Therefore, adopting effective classroom management is necessary to promote an organized and attentive environment, aiming to stimulate the students' emotional and social growth and enhance their academic performance.

Young adolescents require special attention, and teachers, primarily responsible for the well-being, classroom management, and learning of the students, deserve special care. The task of teachers is herculean, their responsibility is significant, and their dedication is nearly infinite. They must anticipate issues and manage them through assertive decision-making, with a supportive and attentive demeanor, within a friendly and cooperative environment (WEINSTEIN; NOVODVORSKY, 2015). A good teacher is fundamental to their student's performance and can positively impact the rest of their lives.

To navigate harmoniously within this complex environment, replete with obligations, conflicts, and emotions, the role of the school administrator becomes indispensable. There are numerous qualities and qualifications required of these professionals for effective management. The administrator must handle administrative, financial, and pedagogical matters, guide teachers towards optimal academic performance, engage all members of the community in decision-making, monitor classroom activities' progress, deeply understand and motivate the

teachers with whom they work on both personal and professional levels, as well as facilitate interaction between parents and the school, among other responsibilities. In the case of private school networks, administrators must pay special attention to transparency to foster a psychologically healthy environment and provide security to educators, who often face high turnover rates across various institutions. Given the preceding, it is evident that these circumstances can generate anxious expectations for professionals regarding renewing their employment contracts at the end of the year.

In this context, this research aims to examine the direct relationship between school leadership, teacher motivation and well-being, and the academic performance of high school students. The specific objectives were to identify, from the literature, the qualities of administrators and teachers, the essential elements for good academic performance, and the particularities of management in private schools.

To this end, this study was grounded in a systematic review. The text presents the materials and methods employed and the preliminary results obtained. Finally, the concluding remarks summarize the findings and offer the author's in-depth analysis of specific topics.

Materials and Methods

This text outlines the methodology of a qualitative research endeavor that adhered to the standards of a systematic review. A literature review was conducted across three Portuguese language databases (SCIELO, DIALNET and REDALYC) and REDALYC) and one English language database (ERIC). The Portuguese language search descriptors employed were: motivação AND (professores de ensino médio OR gestão escolar OR gestor escolar); ensino médio AND (escolas particulares OR rede privada); gestão escolar AND liderança. The English language search descriptors used were: high school AND private schools; leadership quality of the school principal AND (quality of teaching OR high school student performance); motivation AND (high school teachers OR school management OR school principal).

The inclusion criteria adopted for article selection were as follows: (a) being a scientific article; (b) having been published between January 2017 and December 2021; (c) being written in Portuguese or English; and (d) addressing the qualities of the administrator and teacher, the relationship between the quality of school administrator leadership and motivation of high school teachers, the impact of administrators' and teachers' leadership on student performance, and the specificities of private school networks. On the other hand, exclusion criteria were: (a)

monographs, dissertations, or theses; (b) books or book chapters; (c) studies unrelated to the proposed research objects; and (d) duplications within the databases.

For the REDALYC database, articles published between 2017 and 2021 were selected, with additional filters: Portuguese, Education, and Brazil. In the SCIELO database, articles published between 2017 and 2021 were established with the following filters: Brazil, Portuguese, Educational, and Article. These criteria were chosen to narrow the search to articles related to the research topic and the target audience of high school. In the DIALNET database, the lack of specific filters made the precise selection of articles challenging. The author searched using descriptors and then indexed the results by date to apply the established publication period. However, many identified works did not align with the research topic or were written in Spanish, limiting the number of articles used.

Finally, in the ERIC database, the following filters were used: "Since 2018 (last 5 years)", "Private Schools," "Secondary Education," and "Journal Articles." However, few articles specifically addressing high school and private schools/private networks were found. Most of the works discussed the new high school curriculum to be implemented in the country, which was not the focus of this study.

Table 1 summarizes the collected data, with the descriptors used, the applied filters, the number of articles found for each descriptor, and the respective database used.

Table 1 – Number of articles per database and descriptor, with their respective filters

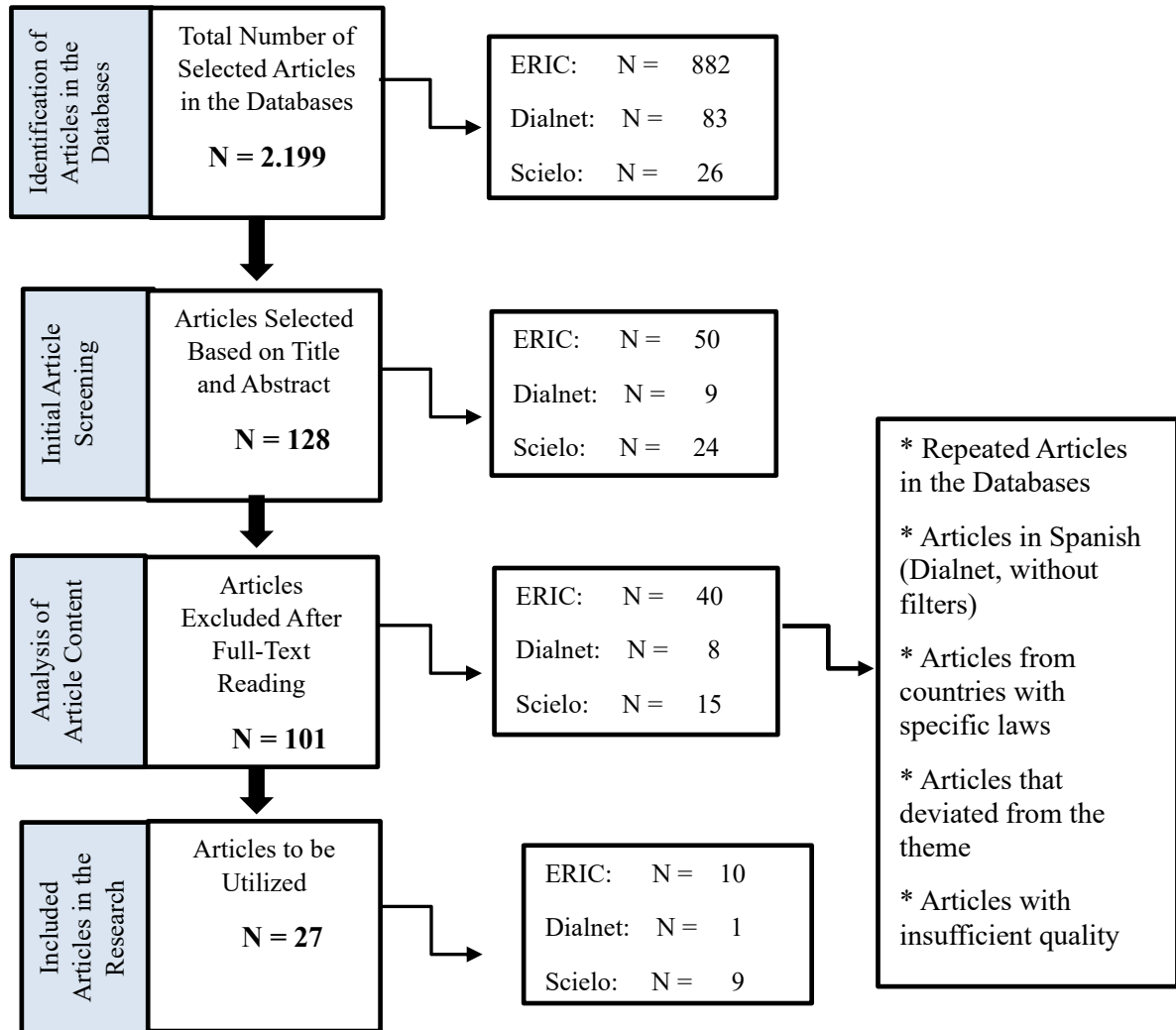| Filters / Descriptors	Name of the databases			
	Scielo	Dialnet	Redalyc	ERIC
Filters	Period from 2017 to 2021; Brazil; Portuguese; Educational; Article	Unable to use filters	Period from 2017 to 2021; Portuguese; Education; Brazil	Since 2018 (last 5 years); Private Schools; Secondary Education Journal Articles
Motivação AND (professores de ensino médio OR gestão escolar OR gestor escolar);	6	46	137	-x-
Ensino Médio AND (escolas particulares OR rede privada)	12	11	234	-x-
Gestão escolar AND liderança	8	26	837	-x-
High school AND private schools	-x-	-x-	-x-	136

Leadership school principal AND (quality of teaching OR high school student performance)	-x-	-x-	-x-	25
Motivation AND (high school teachers OR school management OR school principal)	-x-	-x-	-x-	721
Total articles:	26	83	1208	882

Source: Original research findings

Despite being selected based on titles and abstracts, several studies were discarded after thoroughly reading the full texts, primarily within the ERIC database, due to many articles originating from international sources. Upon analyzing the reports, it became evident that the educational policies of some studied countries (such as Malaysia, Turkey, and Indonesia, among others) differed from Brazilian policies, especially concerning the relationship between school administrators and teachers and the local laws governing schools. Additionally, some located texts featured data analysis and language that were considered insufficient in terms of quality by the author. A significant number of articles from the United States were also disregarded, as the studies indicated that most private schools in that country are religious, falling outside the scope of this work.

Consequently, the present research analyzed 27 articles from the four databases, all read in full and categorized according to the different topics of the descriptors to facilitate discussion and data analysis. Figure 1, presented below, illustrates the results of the systematic review.

Figure 1 - Systematic Review Results

Stage		Details
Identification of Articles in the Databases	Total Number of Selected Articles in the Databases **N = 2.199**	ERIC: N = 882 Dialnet: N = 83 Scielo: N = 26
Initial Article Screening	Articles Selected Based on Title and Abstract **N = 128**	ERIC: N = 50 Dialnet: N = 9 Scielo: N = 24
Analysis of Article Content	Articles Excluded After Full-Text Reading **N = 101**	ERIC: N = 40 Dialnet: N = 8 Scielo: N = 15
Included Articles in the Research	Articles to be Utilized **N = 27**	ERIC: N = 10 Dialnet: N = 1 Scielo: N = 9

* Repeated Articles in the Databases

* Articles in Spanish (Dialnet, without filters)

* Articles from countries with specific laws

* Articles that deviated from the theme

* Articles with insufficient quality

Source: Original research findings.

To better understand the selected articles, Table 2 below provides the list of utilized works, including the author's name, publication year, the database in which they were found, the initial research objective, and critical outcomes.

Table 2 - List of Utilized Articles and their Respective Databases

Author / Year	Site/Database	Central Study Objective	Main Results Found
Alves, M.T.G.; Faria, P.S.P. 2020	UFMG, MG Redalyc (1)	To investigate school characteristics that impact student learning	Educators' performance and dedication to the teaching and learning processes contribute to school effectiveness.
Américo, B. L.; Gobbi, B.C.; Lacruz, A. J.; Zanquetto Filho, H. 2020	UFES, ES Scielo (1)	To evaluate the relationship between School Management and student performance, with a focus on the moderating role of School Management in this relationship	The positive impact of School Management on performance. However, complex School Management hurts performance
Assis, B.; Marconi, N. 2021	FGV, SP Scielo (2)	To assess how the selection of school administrators impacts the teaching staff's perception of leadership and school climate	The local context influences the teaching staff's perception of leadership selection. It is essential to consider the characteristics of each locality for administrators' appointments
Benevides, A. A.; Soares, R. B. 2020	UFC, CE Redalyc (2)	To analyze the school effect on the performance differential between students in military and civilian schools	Family background, academic knowledge, and selection processes can introduce biases in performance. However, the effect of military schools is still significant
Bizzo, N.; Garcia, P.S. 2017	USP, SP Redalyc (3)	To investigate how family, students, teachers, and administrators influence the academic performance of students in schools in Brazil and Italy	Multiple factors explain performance, supporting learning, and academic achievement. Twelve factors in the Brazilian context and eleven in the Italian context
Boyd, W.; Lynch, D.; Peddell, L.; Waters, R.; Willis, R. 2020	SCU, Austrália Eric (1)	To explore the strategies that high-performing school administrators employ to achieve positive educational outcomes	Positive actions, attitudes, and behaviors of administrators affect school quality. Shared vision explains the success of these schools
Boruchovitch, E.; Machado, A. C. T. A. 2021	Unifesp / Unicamp, SP Scielo (3)	To examine teachers' motivation to learn, both as students and educators	Through self-reflective practice, an increase in teachers' self-awareness regarding motivation, learning, and pedagogical practices was observed
Bresolin, A. B.; Lucchesi, A.; Mendes, K. D.; Pereda, P.C. 2019	USP, SP Scielo (4)	To investigate the impact of the school administrator selection process on student performance	Democratic selection of administrators tends to choose professionals with higher managerial and leadership skills
Cansoy, R. 2019	Karabuk University, Turquia Eric (2)	To explore the relationship between school administrators' leadership and teacher satisfaction	School administrators who encourage participation and share leadership with individual guidance enhance teacher satisfaction

Carlos, D.M.; Costa, L. C. R.; Gonçalves, M.; Oliveira, W. A.; Sabino, F. H. O. 2021	UFSCAR, SP Scielo (5)	Investigate the effects of the Covid-19 pandemic and its social isolation measures on adolescents' mental health	Adolescents are prone to psychological distress. Covid-19 can hinder the transition to young adulthood, emphasizing exacerbating the fear of the unknown
Carvalho, C.P.; Oliveira, A.C.P. 2018	PUCRJ / UFRJ, RJ Scielo (6)	Examine the relationship between school administrator leadership (as perceived by teachers), appointment to the administrative role, and students' academic performance	Through the Principal Leadership Index, it was observed that the leadership and administrative appointment policies influence student performance
Daolio, C. C.; Neufeld, C. B. 2017	FFCLRP, SP Redalyc (4)	Report the results of an intervention experience to manage stress and anxiety among students in their college entrance exam year	Promising results were observed, indicating improvement in symptoms for some participants
Davoglio, T. R.; Santos, B. S. 2017	PUCRS, RS Scielo (7)	Analyze the effectiveness of the Teacher Motivation Scale, grounded in the hypotheses of the *Self-Determination Theory*, for teacher motivation	Consistent and valid results suggest that the Teacher Motivation Scale can be used for teacher motivational assessment
Davoglio, T. R.; Santos, B. S.; Spagnolo, C. 2017	PUCRS, RS Scielo (8)	Analyzing the primary factors that drive higher education faculty members to remain in their careers	Teachers most frequently pointed out intrinsic motivational aspects as reasons for their retention in the teaching profession
Eres, F. Yalçin, M. T. 2021	Gazi University, Turquia Eric (3)	Investigating the correlation between instructional capabilities of high schools and student performance gains	The quality of the teacher and students' willingness to learn directly influence student performance
Fatih M. 2020	Harran University, Turquia Eric (4)	Assessing the support provided by school administrators in Turkey for the professional development of their teachers	Teachers require support from administrators. School administrators' opinions regarding professional development influence educators' attitudes

Source: Original results of the survey

Table 3 – List of utilized articles and their respective sources

Author / Year	Database	Central Study Objective	Main Results Found
Freed, D.; Hornberger, R.; Safer, A.; Sims, P.; Tagaris, A. 2021	CUC, Chicago EUA Eric (5)	Exploring the perceptions and experiences of administrators regarding teacher motivation.	Managers play a significant role in teacher motivation, emphasizing autonomy, a sense of competence, and professional and personal support
Hirata, G.; Mereb, T. M.; Oliveira, J. B. A. 2019	IDados, RJ Redalyc (5)	Examining data concerning the profile of Brazilian teachers	Provide recommendations to enhance the efficiency and effectiveness of both public and private educational networks
Horn, A. M.; Patias, N. D.; Silva, K. A. 2020	IMED / UFSM, RS Redalyc (6)	Investigating the relationship between academic performance and parental expectations among adolescents	Parents are categorized as neglectful (majority), authoritative/competent. Substantial disparities in parental styles concerning high and low academic achievement were not identified
McShane, M. Q. 2019	EdChoice IndianápolisEUA Eric (6)	Do educators in private schools require distinct skill sets compared to their counterparts in public schools?	Most responsibilities and abilities are consistent. Educators in private schools need to cultivate expertise in public relations and marketing
Mocarzel, M. S. M. V.; Pimenta, M.F.B.; Rojas, A. A. 2018	Unilasalle-RJ Redalyc (7)	Discuss the challenges for school administrators with the new High School system	High School Reform: not feasible to be implemented by many school administrators due to lack of resources
Pereira, R.S.; Silva, M.A. 2018	UFBA, BA UnB, DF Scielo (9)	Examine the concepts of management held by high school principals and how democratic management is put into practice	Democratic management is the cornerstone of the teaching work in school leadership. Administrators are pulled towards centralizing tasks, yet they seek support from the school and local community due to external pressures
Romeiro, M. C.; Silva, L. L. 2020	USC, SP Dianet (1)	Investigate the influence of school administrators' leadership on academic performance	The multifunctional characteristics of school administrators' leadership positively influence academic performance
Sowell, M. 2018	Texas A&M University EUA Eric (7)	Explore how administrators establish relationships of trust with teachers, impacting their motivation, commitment, and working conditions	Six themes are crucial for motivating teachers from the perspective of administrators: classroom visits, praise, assistance with administrative data, continuous education, collaborative work, and delegation of responsibilities
Salisbury-Glennon, J. D.; Shepherd-Jones, A. R. 2018	Auburn University EUA Eric (8)	Investigate the effects of crucial leadership styles administrators employ that impact teacher motivation	Teachers reported higher autonomy, belonging, and competence levels under democratic leadership management

Wang, L.; Zhao, D. 2020	Beijing Normal University China Eric (9)	Study strategies to enhance the structure of Chinese educational governance and establish a modern school system	China needs to enhance the autonomy of school management, granting greater power and responsibility to school administrators, strengthening democratic governance, and increasing teachers' involvement in school decisions
Yildizli, H. 2019	Univ. de Istambul, Turquia Eric (10)	Examine the relationship between teachers' goals and attitudes using self-efficacy and burnout measures	Teachers who believe in their efficiency are more likely to exert effort, be motivated to teach, and be open to change.

Source: Original research findings

In addition to the articles above, the theoretical foundation for leadership draws on the works of Luck (2014), Senge (2013), Coyle (2019) and Dweck (2006). According to these authors, leadership is not innate, and a leader must continuously learn to exert influence over followers, motivating, guiding, and encouraging them to collaborate in work and learning. Regarding motivation, the author drew upon the results of Csikszentmihalyi (2009), Duffield, Wageman e Hodge (2013) and Duckworth (2016), focusing on teachers' extrinsic motivation. Finally, to better understand the anxieties and concerns affecting young adolescent students, the author employed the studies and theories of Ferenczi (1992) for affectivity and Winnicott (1983) for the Theory of Maturity.

Preliminary Results

This text describes the methodology used to analyze the results of a qualitative study. The analysis was based on Bardin's Content Analysis (1977) and was organized into analysis categories, including qualities of the school administrator, school administrator training, school administrator's relationship with the teaching staff, school administrator and the school community, effective school, teacher qualities, and skills, teacher's influence on student development, teacher role demands, teacher performance, and motivation, teacher education and profile, differences between public and private networks, and school management and student performance. These categories allowed for inference and interpretation of the study object.

On the Qualities of the School Administrator

Although each article analyzed in this systematic review aimed to be original in defining a school administrator's qualities and essential characteristics, all unanimously agreed on their importance for students' academic performance and creating a healthy and harmonious environment in which both teaching and student bodies benefit.

According to Alves and Faria (2020), the school administrator's responsible for handling administrative and pedagogical issues, being dedicated, and managing the teaching staff smoothly to achieve the school's established goals. The administrator's performance, dedication, and approach to managing the teaching staff are fundamental to sound educational development (BIZZO; GARCIA, 2017). To exercise successful leadership, administrators must foster a vital purpose, involve the entire school community in decision-making processes, and exert their professional authority (CARVALHO; OLIVEIRA, 2018). A competent administrator assumes pedagogical leadership by closely monitoring classroom activities and overseeing students' teaching and learning strategies (AMÉRICO *et al.*, 2020).

Supervisors motivate educators by promoting autonomy, developing competencies, and offering personalized support. A genuine understanding of the educators they work with, both personally and professionally, makes them feel valued as professionals and individuals, enhancing their motivation (FREED *et al.*, 2021). In summary, administrators' approach to their teachers' professional development plays a pivotal role and positively influences the attitudes of these professionals (FATIH, 2021).

Figure 2 summarizes the qualities and characteristics extracted from the articles comprising the database of this study.

Figure 2 - Summary of Personal and Professional Qualities Identified as Necessary for an Effective School Administrator
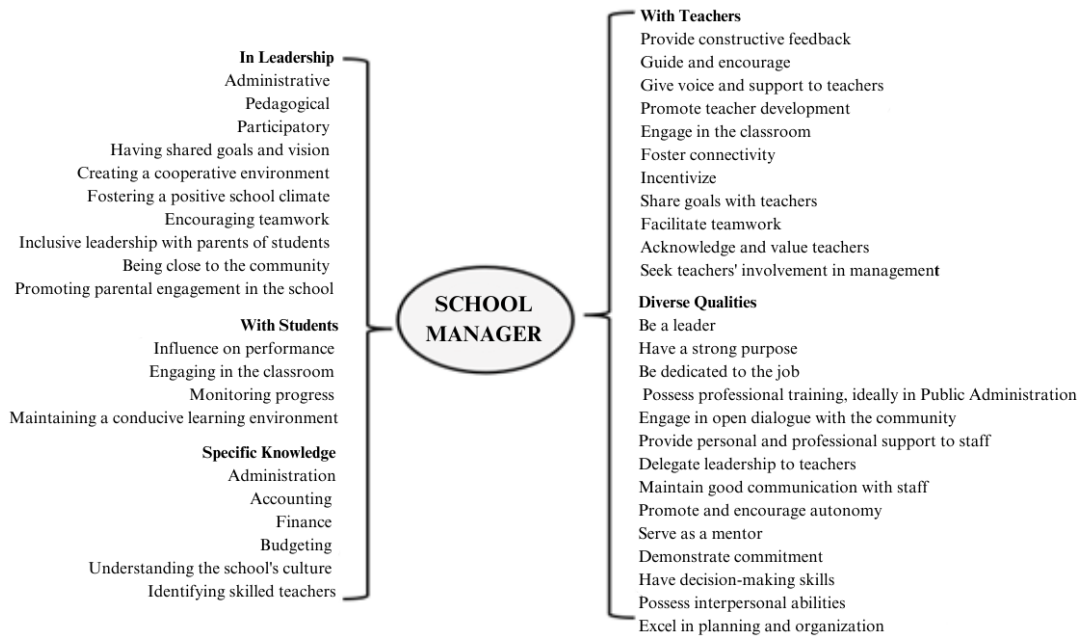
Source: Original research findings

The identified qualities and characteristics have been organized based on the administrator's significance concerning five main aspects: 1) leadership itself; 2) students; 3) teachers; 4) demands specific knowledge to occupy the position; and 5) various personal qualities.

Notably, these qualities extend beyond the standard specifics of the role, such as being a leader, understanding the school's culture, and fostering a positive school atmosphere. They encompass interpersonal skills and technical knowledge, including budgeting and finance. Therefore, practical training is required to contain the necessary qualities comprehensively, as discussed below.

On School Administrator Training

To perform effective management, it is crucial for administrators to have specific training for their role (AMÉRICO *et al.*, 2020). This applies to all professionals occupying leadership positions, as proper qualifications are necessary to lead competently (LUCK, 2014). Professional training can occur before or after the administrator's election/appointment, but it is essential to emphasize that minimum knowledge is required to perform well, whether through inherent attributes or those developed through education and training.

This text presents the research results involving several administrators about the essential qualifications a professional should possess to assume the role of a school administrator competently. The raised points include: 1) the need for a minimum qualification in administrative, financial, and accounting areas; 2) a selection process for administrators with a qualification test; 3) training in public management; 4) possessing communication skills as effective school administration involves a participating and communicative administrator; and 5) caution in appointments, as a good teacher might not necessarily be a good administrator (PEREIRA; SILVA, 2018). According to Bresolin *et al.* (2019) selecting qualified administrators through a rigorous process is essential, emphasizing managerial, financial, communication, and leadership skills as crucial for implementing necessary changes and encouraging teachers' performance.

However, Carvalho and Oliveira (2018), in a survey conducted in the country to identify the methods of appointing school principals in public schools, found that political appointments account for 48.8% of supervisor appointments, regardless of their qualifications. It is important to highlight that the different forms of selecting principals (selection process, election, public competition, appointment) impact the school atmosphere and teachers' perception of the type of leadership they will be under (ASSIS; MARCONI, 2021).

It is crucial to consider the legitimate atmosphere of the school. The appointment might make sense in a military school with a meritocratic hierarchy. On the other hand, other appointment methods might be more effective in a school with a strong presence of parent and teacher associations.

On the School Administrator's Relationship with the Teaching Staff

Effective management should be capable of handling the diverse personalities within the teaching staff. According to school administrators, while having a diverse group where teachers can learn together is beneficial, cultural, educational, attitudinal, and belief differences can lead to difficult-to-resolve conflicts (FREED *et al.*, 2021).

The administrator must be adept at identifying various types of employees, such as the naturally committed and participative (who want and will make things happen), genuinely accepting (who will make things happen but without great passion), formally getting (who will only do what is expected of them); hostilely taking (who do it merely to avoid losing their job); non-accepting (who do not do what is expected of them); and apathetic (disinterested)

employees. Dealing with these differences and effecting the necessary changes to form a cohesive and dedicated group requires the administrator's knowledge and extensive training (SENGE, 2013).

On School Administrator and the School Community

Effective leadership in school administration extends beyond the school environment, encompassing the entire community within and beyond the school walls. A quality school is not merely measured by prestige or its ability to prepare students for exams or life's challenges. The school's effectiveness is also measured by its capacity to instill in students a mindset of continuous learning that will be applied throughout their lives (CSIKSZENTMIHALYI, 2020).

According to Romeiro and Silva (2020), the principal plays a crucial role in an effective school, especially when adopting inclusive leadership toward parents. Family involvement can enrich the school environment; for this to happen, a capable administrator is essential.

On Effective Schools

An effective school can achieve the desired results for parents and students while its teaching staff maintains a positive and collaborative approach to teaching quality (AMÉRICO *et al.*, 2020). The study by Carvalho and Oliveira (2018) focused on intra-school factors to explain school effectiveness. The key factors identified are professional leadership, high expectations, organization, and a learning-focused environment.
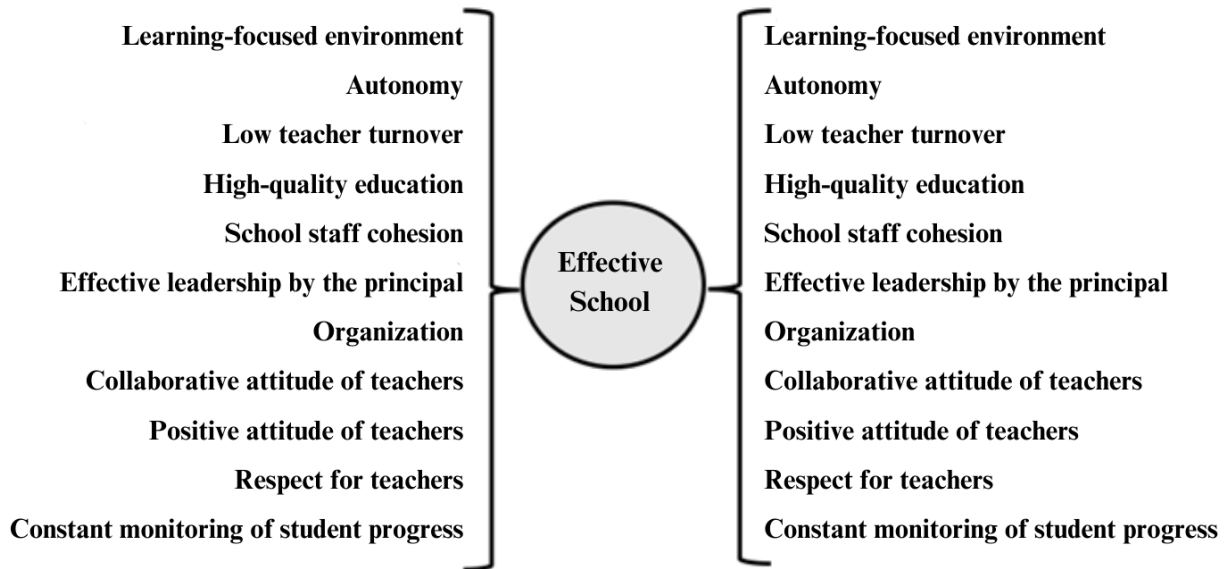
Efficient administration by the school administrator and the promotion of a favorable school climate is intrinsically linked to teacher satisfaction and the efficient functioning of the school (ALVES; FARIA, 2020; ROMEIRO; SILVA, 2020). The study by Barber and Mourshed (2007), which analyzed 25 educational systems worldwide, including 10 with exemplary performance, concluded that hiring the right people as teachers, equipping them for leadership roles, and ensuring the education of all students within the institution are fundamental to the success of an effective school. Selective criteria and quality training programs are necessary to attract qualified teachers, along with attractive initial salaries.

The right people in the correct positions are undeniably a school's greatest asset. Therefore, it is crucial to always start with the "who" and then move on to the "what" (COLLINS, 2013), prioritizing personnel over tasks (FREITAS *et al.*, 2020). Studies emphasize

that there is no one-size-fits-all formula for competent management, but a more humanized approach is vital, extending beyond mere efficiency (WEINSTEIN; NOVODVORSKY, 2015).

Figure 3 below summarizes the characteristics that constitute an effective school based on the data collected from the articles in the databases.

Figure 3 – Summary of characteristics that constitute an effective school

Learning-focused environment		**Learning-focused environment**
Autonomy		**Autonomy**
Low teacher turnover		**Low teacher turnover**
High-quality education		**High-quality education**
School staff cohesion	**Effective**	**School staff cohesion**
Effective leadership by the principal	**School**	**Effective leadership by the principal**
Organization		**Organization**
Collaborative attitude of teachers		**Collaborative attitude of teachers**
Positive attitude of teachers		**Positive attitude of teachers**
Respect for teachers		**Respect for teachers**
Constant monitoring of student progress		**Constant monitoring of student progress**

Source: Original research findings.

The attributes assigned by the authors to an efficient school are pretty comprehensive. Autonomy, organization, respect, order, and adequate compensation constitute the elements considered essential by them.

The teacher's attitude, characterized by a collaborative and positive approach reflected in high-quality teaching, is also mentioned as a critical aspect. An analysis of the results obtained regarding the qualities and skills of educators will be conducted.

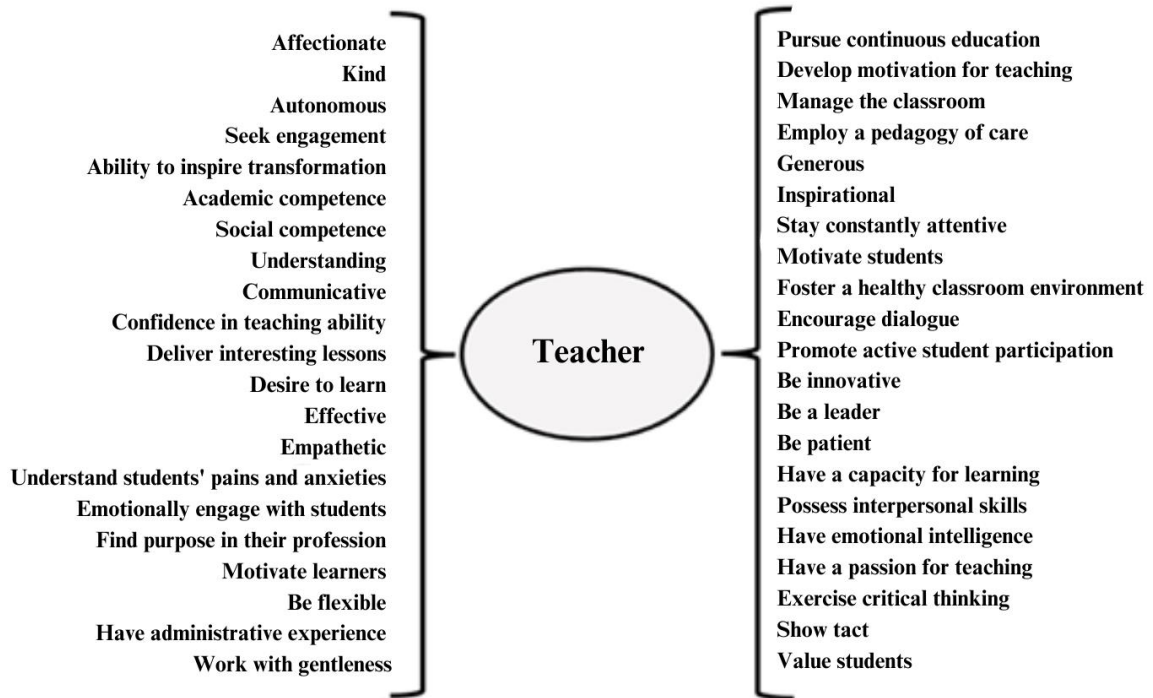## On the Qualities and Skills of Teachers

The qualities and skills attributed to

teachers in the studies covered by this systematic review are numerous. Among them, the need to possess administrative, financial, and academic knowledge stands out, as well as being understanding, communicative, autonomous, a leader, having interpersonal skills, continuous learning ability, a passion for teaching, and critical thinking, to name just a few.

Furthermore, the required qualities extend beyond the academic and social realm, as educators are expected to care about students' relational and emotional aspects. They must

demonstrate active listening and be sensitive to the challenges faced by young individuals, being available for their concerns (ALMEIDA; NAFFAH NETO, 2019).

Figure 4 summarizes the ideal personal and professional qualities of teachers extracted from the articles included in the database of this research.

Figure 4 – Summary of ideal personal and professional qualities attributed to an Effective Teacher

Affectionate
Kind
Autonomous
Seek engagement
Ability to inspire transformation
Academic competence
Social competence
Understanding
Communicative
Confidence in teaching ability
Deliver interesting lessons
Desire to learn
Effective
Empathetic
Understand students' pains and anxieties
Emotionally engage with students
Find purpose in their profession
Motivate learners
Be flexible
Have administrative experience
Work with gentleness

Teacher

Pursue continuous education
Develop motivation for teaching
Manage the classroom
Employ a pedagogy of care
Generous
Inspirational
Stay constantly attentive
Motivate students
Foster a healthy classroom environment
Encourage dialogue
Promote active student participation
Be innovative
Be a leader
Be patient
Have a capacity for learning
Possess interpersonal skills
Have emotional intelligence
Have a passion for teaching
Exercise critical thinking
Show tact
Value students

Source: Original research findings

As can be observed, the texts' emphasized personal and professional characteristics are numerous and diversified. There is a growing demand for professional skills, such as administrative management experience, and unique qualities like warmth, kindness, empathy, and generosity. Educators increasingly require these skills, aiming for effective classroom management and competent teaching.

It is essential to highlight that, for a teacher, academic competence doesn't necessarily guarantee success in student development, as will be discussed further.

On the Influence of Teachers on Student Development

The articles included in this systematic review strongly emphasize the crucial importance of teachers throughout young students learning and development, encompassing the academic, emotional, and social aspects. Teachers' knowledge, attitude, and skills are at the core of excellent education, with teacher competence directly influencing the quality of teaching, the school environment, and students' success or failure in terms of academic performance and, often, personal growth. It's worth noting that the impact of good teachers can endure for years and even influence the future of young individuals (ALVES; FARIA, 2020; BIZZO; GARCIA, 2017; BOYD *et al.*, 2020; BORUCHOVITCH; MACHADO, 2021; CANSOY, 2019; DAOLIO; NEUFELD, 2017; DAVOGLIO; SANTOS; SPAGNOLO, 2017; ERES; YALÇIN, 2021; HIRATA; MEREB; OLIVEIRA, 2019; MCSHANE, 2019; SALISBURY-GLENNON; SHEPHERD-JONES, 2018; YILDIZLI, 2019).

According to the study conducted by Bizzo and Garcia (2017) involving teachers, administrators, students, and families, it became evident that educators are the individuals who make a difference in students' academic performance. Teachers' proactive attitudes and behavior were identified as decisive characteristics for the achieved outcomes. McShane (2019 also highlights that teacher quality is the most significant factor to account for students' good performance, even surpassing curriculum and school infrastructure.

In agreement with the ideas of the physician and psychoanalyst Sándor Ferenczi, who discussed the significance of affection in the relationships between professionals and patients, Almeida and Naffah Neto (2019) introduce the concept of "care pedagogy" to explain the essential qualities of teachers who strive to establish good relationships and enhance student performance. According to the authors, educators should avoid mechanical behaviors both in classes and in interactions with students; instead, they should practice gentleness, empathy, active listening, sensitivity in engaging with each student, and genuinely understanding their suffering and difficulties.

On the Demands of the Teaching Profession

Teachers face various demands in their profession, and "academic productivity" describes the increasing and diversified tasks imposed on and expected from these professionals. This creates tension between what they would like to do and what they can achieve, impacting their motivation and the quality of their work (DAVOGLIO; SANTOS; SPAGNOLO, 2017). In the context of private schools, McShane (2019) highlights an additional complicating factor for this crisis: higher insecurity among professionals due to high turnover rates, meaning they have no guarantee of contract renewal at the end of each cycle. Additionally, depending on the school's profile, educators in private networks might feel pressured by the students' purchasing power (CARLOS *et al.*, 2021).

Despite all difficulties, teachers persist in their careers. When asked about their reasons for staying in the profession, good relationships with students stand out and are placed first, as they promote personal and professional satisfaction among teachers, creating a sense of belonging and being in the right place doing the right thing. Other aspects that bring joy to educators include an interest in the content they plan to develop with students, the ability to relate what is taught in the classroom to the real world, promoting constant dialogue, encouraging active participation from everyone, and seeking innovation (DAVOGLIO; SANTOS; SPAGNOLO, 2017).

On Teachers' Performance and Motivation

It is of utmost importance that managers know their subordinates well. To assist them in this task, Yildizli (2019) presents different types of orientation towards teachers' performance, classified into three groups: those with an ability approach orientation who constantly seek praise, both from students and colleagues, and tend to prioritize high-performing students; teachers with high self-efficacy exposure, who are fully aware of the importance of their work for students, use good teaching strategies and practices, are dedicated, organized, and focused on students' learning, recognizing that their high expectations motivate students to excel; and finally, educators with low self-efficacy orientation, who never attribute teaching failures to themselves, constantly feeling demotivated in the classroom, and not making efforts to improve the quality of teaching or practice new techniques.

Davoglio, Santos and Spagnolo (2017) contribute to this discussion by seeking answers about what motivates teachers to remain in their profession. Their study classifies teachers'

motivation into three configurations, which can lead to both frustration and satisfaction: 1) survival motivation, when the relationship with teaching and learning is problematic and may have encountered failures in the past; 2) discovery motivation, when the relationship with teaching and learning is successful and satisfying; and 3) indifference motivation, when the choice of the profession happened by chance, not by vocation.

Supervisors must continually invest in teachers' motivation, as they play a pivotal role in engaging students in learning. When teachers know the motivational tools, they employ for learning and teaching, they can inspire students and enhance the quality of their classes, making them dynamic, participatory, challenging, and promoting autonomy (BORUCHOVITCH; MACHADO, 2021).

On teacher training and profile

To mitigate potential deficiencies in teacher training, it is essential to invest in the development and recognition of these professionals consistently. Intending to gain a better understanding of the profile and education of Brazilian educators, the study conducted by Hirata, Mereb and Oliveira (2019) yielded the following results: students' performance is not directly related to teachers' salaries, but instead to the time they spend in the classroom; full-time dedication among high school teachers in private networks is 91.2%, compared to 62.2% in public networks; there is a salary gap of up to 10% in high school, being more prominent in private networks; the hourly wage of teachers, when compared to other professionals with a higher education degree, is significantly lower (R\$21.26 and R\$32.60, respectively, based on 2018 data); the Pedagogy and Teaching degree courses show the weakest percentages of candidates scoring above 600 points in the National High School Exam (ENEM), as depicted in Figure 5 below, suggesting that these courses attract students with lower performance in higher education.

Figure 5 – ENEM Scores by Course
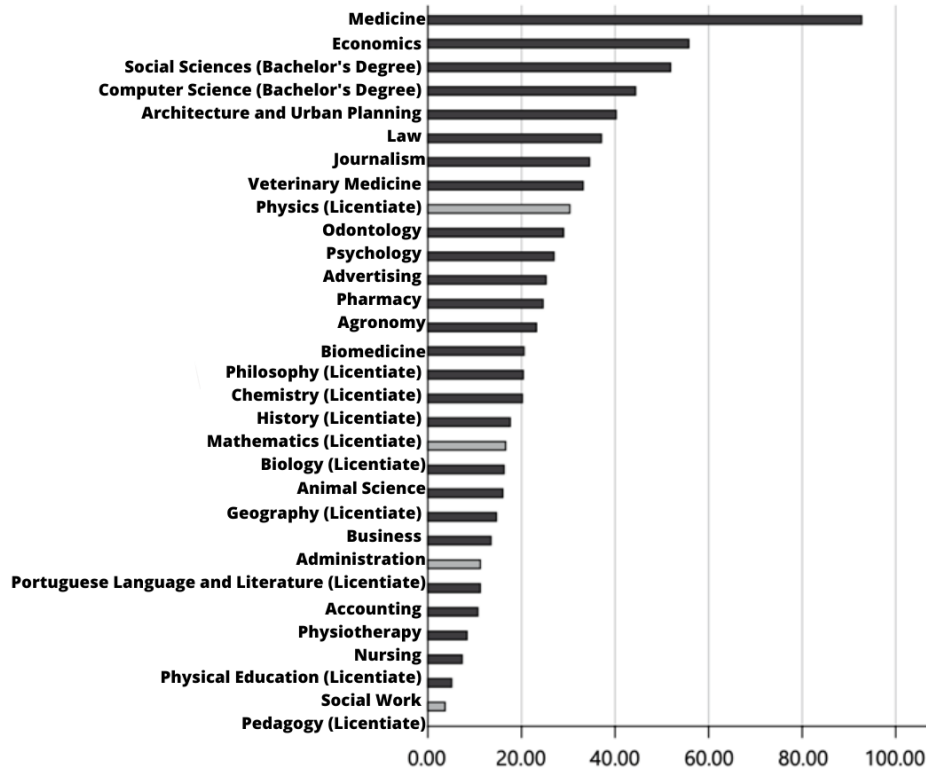
Source: Hirata, Mereb, and Oliveira (2019)

Unlike Brazil, the composition of the teaching staff in countries with education systems deemed high-performing, showcasing robust results in international proficiency exams, is quite distinctive and selective. For instance, in South Korea, only the top 5% of graduates are hired as teachers, meaning the recent graduates stand among the most successful in their class. In Finland, the selection is made from the top 10%, and in Singapore/Hong Kong, from the top 30% (BARBER; MOURSHED, 2007).

The literature is extensive regarding the benefits of high-quality professional training. Nevertheless, it is common to hear complaints from pedagogical coordinators and managers that teachers cannot apply what they learn in the classroom in ongoing training courses. For authentic educator engagement and practical outcomes in teaching practices, they must participate in deciding what to study. Otherwise, imposed development can have detrimental effects (DUFFIELD; WAGEMAN; HODGE, 2013). Furthermore, while developing a teacher is labor-intensive, retaining a talented professional is not easy, as many change jobs/schools when they do not feel valued. A study by Salisbury-Glennon and Shepherd-Jones (2018) concluded that 52% of teachers who changed schools complained about the lack of autonomy and influence in school policies.

On differences between public and private networks

To investigate whether educators in private schools were required to possess distinct skills compared to public schools, McShane (2019) conducted a study with 447 participants, including teachers and administrators. Of these, 51% had worked in both spheres, meaning both public and private networks. The study's results revealed that the vast majority of competencies required for educators are shared across both networks. However, due to the autonomy and independence of private educational institutions, administrators highlighted the importance of specific training in areas such as compliance, accounting, and finance.

Given the competitive nature of this context, training in public relations and marketing strategies also emerged as essential elements.

When asked about the skills they considered crucial for success in a private school environment, teachers listed: 1) a passion for teaching; 2) effective classroom management; 3) fostering a harmonious learning environment; and 4) proficiency in communication. In turn, administrators responded with: 1) communication competence; 2) interpersonal skills; 3) leadership abilities; 4) establishing a strategic vision and setting clear academic goals; and 5) proficiency in planning and organization.

On School Management and Student Performance

As previously discussed, teachers' quality and influence constitute paramount factors for solid student achievement. Another agent of significant relevance is the school administrator. According to Assis and Marconi (2021), an effective practice of school management by administrators, encompassing administrative aspects – including financial management – pedagogical elements – involving the encouragement of teacher training, support for projects – and participatory components – concerning meetings and shared decision-making – will create a conducive school environment, resulting in improved student performance.

From the perspective of Romeiro and Silva (2020), the correlation between student performance and robust school administration is undeniable. The administrator, by fostering the enhancement of skills and competencies among educators and across the entire staff, influencing subordinates, establishing connections with the community, and implementing a shared management vision, significantly contributes to academic excellence. Several authors

support that providing teacher training leads to more effective teaching practices and, consequently, better student performance (SOWELL, 2018; FATIH, 2021).

Carvalho and Oliveira (2018) concur that effective leadership from the administration directly impacts academic achievement. The authors assert that when administrators ensure the effective utilization of school resources, both financial and pedagogical, in the learning processes, there is a substantial increase in student performance. Additional strategies for successful management are mentioned, including maintaining a learning-centered school environment, sharing objectives with the school community to nurture a sense of belonging, and emphasizing transformative leadership that engages and encourages teacher participation in all aspects. According to Américo *et al.* (2020), a favorable school climate and effective leadership contribute positively to the academic success of the student body. Through statistical analyses, they concluded that efficient school administration correlated with a 30% increase in academic achievement.

Furthermore, the autonomy granted to administrators and teachers is another driving factor for student success. This was confirmed by a comparative study between Chinese schools and globally top-performing institutions in the 2015 Programme for International Student Assessment (PISA) examination, highlighting notable discrepancies in decision-making and administrators' autonomy. On average, Chinese schools exhibited a degree of independence of 48.8%, while other schools reached 68.5%. Through analyzing assessments and results from participating institutions, Wang and Zhao (2020) concluded that higher autonomy leads to more extraordinary academic achievement among students.

External factors also hold considerable influence over academic performance. Horn, Patias and Silva (2020) studied the correlation between academic achievement and parental expectations concerning adolescents. As outlined by the authors, four parental profiles can be identified: authoritarian (high demand, low responsiveness); permissive (low demand, high responsiveness); authoritative/competent (high demand, high responsiveness); and neglectful (low demand, low responsiveness). Parenting styles that combine rule imposition with affection and the promotion of autonomy favor educational success in children. The conclusions suggest that the authoritative/competent style positively influences young people's performance. However, the research found that the significant majority of parents analyzed were categorized as neglectful.

Lastly, yet equally relevant, the scholastic phenomenon (the impact of various actions and factors within a school on students) is also mentioned as a protagonist in the trajectory of

academic success. A comparative study of academic performance among students in civilian (public and private) and military institutions conducted by Benevides and Soares (2020) shows that students in military schools remarkably outperform their peers in national assessments when compared to those in public schools and, in many cases, even private institutions. The authors identify some specificities of military schools, such as the diversified student selection process and the fact that their administrators are appointed, enjoying greater administrative autonomy than those in civilian public schools (applicable to private institutions, which also want greater independence and have appointed administrators). Although military schools tend to have a larger student-to-classroom ratio compared to civilian institutions (31.5 in military schools, 20.3 in public schools, and 16.4 in private schools), teacher authority and student commitment are pointed out as factors of substantial importance for the remarkable academic performance of these institutions, with a significant portion of success derived from student discipline in the classroom environment.

Through a comprehensive survey involving over 400 young students enrolled in preparatory courses for the vestibular exams of the Military Institute of Engineering (IME) and the Aeronautics Institute of Technology (ITA), distributed across educational institutions in Ceará, São Paulo, and Rio de Janeiro, Paganini (2020) analyzed the significance of commitment in achieving remarkable performance. To outline the profile of these young individuals who aspired to be accepted into the most challenging university entrance exams in the country, their educational journeys were sought to be understood. Among the respondents, 75% shared the perception of being among the top 10 students in their respective classes from the outset, with 32.4% claiming the first position. Additionally, 52% stated that they dedicated more time to studying compared to their classmates, while 42% claimed to invest the same amount of effort, and only 8% admitted to devoting less time to studying than their peers. It is essential to highlight that only 11.2% came from military schools, while an overwhelming majority of 88.9% attended regular educational institutions. When asked about the motivation underlying their dedication and devotion to studies, 60.8% responded that they felt compelled to challenge themselves.

Final considerations

The literature covered in this systematic review has affirmed the initial hypothesis that there exists a correlation between school management and the role of the teacher concerning student academic success. The outlined panorama was imbued with a diverse range of qualities and competencies deemed essential for both managers and educators: management skills, leadership, communication, motivation, influence, administration, guidance, connectivity; abilities in praising, valuing, decision-making, delegation, transformation, and stimulation; affective, kind, autonomous, leadership, patience, generosity, empathy, and effectiveness traits, among others. In addition to the competencies intrinsic to the roles of manager and teacher, private educational institutions, due to their competitive context, impose on these professionals the necessity of familiarity with marketing concepts and financial knowledge.

In school management, the demand for specialized training is pressing, whether before or immediately after assuming the position. In the case of public schools, the preference for selection through merit-based processes is crucial, as political appointments (which affect almost 50% of public schools in Brazil) can result in the selection of professionals lacking proper preparation. This training is an assurance mechanism for a minimum base of required competencies. It is worth noting that individuals with innate leadership predispositions can do excellent work even without formal training.

The ability to manage a heterogeneous group of teachers is emphasized regarding the interaction between the manager and their teaching staff. The competence to deal with unmotivated educators and those who excel in the classroom due to their empathy and skill is as crucial as being careful not to let the most prominent teachers - the so-called "stars" - overshadow equally competent colleagues who may lack communication abilities. The school environment should not be a constraint for a skillful manager, who should involve parents in their children's educational progress, providing a learning experience that endures throughout the youths' lives without, however, relinquishing their authority and hierarchy.

From the perspective that a school achieves effectiveness and produces the results society desires, selecting teachers must be meticulous. In this context, private institutions hold an advantage not only because they can attract the best educators through academic and financial incentives (undoubtedly responsible for the quality of education) but also because they have the possibility of direct participation in the selection process of their staff. In public schools, professionals are selected through public competitions, where the manager cannot express preference or selection. On the other hand, in private schools, the emotional stability of

teachers is emphasized. The fear of failure and insecurity about knowledge and competencies can generate fear of dismissal in some teachers. In private institutions where managers effectively engage with students' parents, these teachers may feel increased pressure, as they are more demanding and, in some cases, feel constrained due to the purchasing power of students and their parents.

Regarding teachers, in all articles submitted for analysis, a virtually undisputed consensus emerged that when considering solely the factors intrinsic to the school and its participants (excluding intrinsic motivation, values, and cultural baggage from the family environment, which are not the focus of this study), these professionals are the most influential determinants of good student performance. School managers, infrastructure, and curriculum follow in order of influence. Among the teacher skills mentioned above, social skills such as empathy, welcoming, and a sense of belonging stood out in the literature analyses.

Given the context of adolescence, high school students present unique demands inherent to the characteristics of their age. To some extent, some teachers - those who perform their duties masterfully - understand the intrinsic turbulence of this phase, marked by assertion, rebellion, and, at the same time, the support search. They establish authentic communication with their students and offer support during their anxieties and challenges. However, teachers must exercise caution when entering personal relationships outside the school environment with their students to avoid depleting the precious time reserved for the educational process.

Despite the substantially higher salaries received by high school teachers in private institutions than those in the public sector, this disparity often doesn't translate into superior student performance. The latter is directly correlated to the teacher's competence and the amount of time they spend teaching. The mentioned quality depends not only on the internal motivation of the professional but also on practical educational training. In nations like South Korea, Singapore, and Finland, which lead global school performance rankings, only the most exceptional students from their pedagogy and licensure courses are selected to become teachers.

In the Brazilian context, the lack of rigor in the admission criteria for these courses attracts students with lower academic performance (compared to other fields) and produces professionals with lower levels of qualification. Additionally, while the recurring discourse about teachers' low salaries persists, an idealized, almost quixotic conception of this professional as a "special" figure also prevails. Thus, promoting a more realistic awareness of this profession and investing in continuous education is essential, as these are necessary conditions for both professional satisfaction and learning processes to succeed.

Regarding academic performance, the effective utilization of pedagogical and financial resources and competent leadership by managers based on teachers' autonomy are critical factors for achieving educational success, potentially resulting in up to a 30% increase in student performance. The concept of the "school effect" exerts its influence, manifested through variations in the disciplinary demand imposed on students. In schools with a military bias, where parallel discussions in the classroom are rarely tolerated, resulting in fewer disruptions, students demonstrate superior performance compared to public educational institutions and, in some cases, even private schools. It is crucial to emphasize that, in this context, the discipline referred to is not associated with military occupation but rather the disciplined attitude that pervades both moral spheres and the familial and educational environments.

Addressing the influence of external factors, parents' attitudes toward their children also reflect in educational performance. Parents who emphasize adherence to norms while promoting dialogue and affection contribute positively to their children's development.

When it comes to the challenging task of instilling genuine commitment from the entire school community (managers, teachers, staff, parents, and students) to create an educational environment conducive to learning, it's common to observe a passive acceptance of the *status quo*, with managers submerged in chaotic routines and isolated in their offices, and teachers lacking motivation, merely fulfilling their hourly duties. Promoting open dialogues, where everyone is willing to receive professional criticisms devoid of personal connotations, and creating an environment that fosters mutual collaboration and a sense of being part of something larger are strategies capable of boosting the efficiency and enthusiasm of all involved.

All actors engaged in learning must internalize that no superheroes exist. Many of the analyzed texts, rich in adjectives and theories, explore the ideal scenario for such professionals, managers, and teachers but neglect discussing tangible strategies or concrete facts to achieve these objectives without assessing the feasibility of implementation. In the current era of post-modernist cultural acceleration, characterized by new demands and values permeating social and familial spheres, the quest for immediate answers and the pressure to multitask in an increasingly fast-paced and competitive environment can generate traumas and anxieties in professionals and students.

Thus, we must start with the basics, adopting a step-by-step approach grounded in studies and practices in constructing new foundations. It's essential to embrace this task with humility, empathy, and adherence to a pedagogy based on inclusion, always keeping authority and respect in focus. Honesty, above all with oneself, must be cultivated. A leading manager

must not restrict questions or shy away from uncomfortable inquiries, and teachers must view feedback as a gift, not personal criticism. Ultimately, we must never forget that none of this will be feasible without the right people in the appropriate positions.

In light of the results presented above, it becomes relevant for managers to adopt four fundamental competencies as the cornerstone of effective administration: content mastery (broad knowledge of the scope of their responsibilities), ethical principles (clearly expressing their values, demonstrating transparency in their actions); empathy (being open to dissenting opinions); and authority (serving as a role model for their subordinates). Regarding continuous education through the courses offered by the educational institution, it is vital that, while the teacher must participate in choosing what to study, there is also a need to outline who should have a voice in defining this process. A council composed of renowned teachers for their classroom practices can significantly contribute to selecting the courses to be made available, especially if the manager of the educational institution lacks an in-depth understanding of classroom dynamics.

With this in mind, exercising moderation in granting autonomy and promoting democratic management is essential. Despite the significant emphasis on cultivating independence in students, they still require appropriate and continuous guidance in the classroom to develop this skill. The same premise applies to teachers, who also need practical advice from their managers. Concerning democratic management, a topic of intense discussion in recent academic studies, it's essential to consider the existing disparities among education professionals and ensure the equitable participation of all, weighing their competencies and knowledge. The omission of these considerations can lead to severe errors when making decisions, whether in the pedagogical or strategic realm.

Lastly, but by no means less critical: nurturing a passion for the profession is vital. Educators deal with individuals and can exert influence on them throughout their lives. In this occupation, there is no room for those who work merely for a salary. Only mediocrity will be left in our community without a passion for what we do

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CRediT Author Statement

Processing and editing: Editora Ibero-Americana de Educação.
Proofreading, formatting, normalization and translation.