



THE ROLE OF THE SCHOOL MANAGER IN LEADING HIGH-PERFORMANCE TEAMS



<https://doi.org/10.56238/levv16n46-040>

Submitted on: 11/02/2025

Publication date: 11/03/2025

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ABSTRACT

The present work aims to explore the role of the school manager in the creation and sustainability of high-performance teams in the educational sphere. The methodological approach includes the qualitative analysis of interviews conducted with managers and educators, as well as a review of the literature related to leadership and management in the school context. The main results indicate that the efficient leadership of the manager not only increases the motivation of the team, but also favors collaboration and synergy between institutional objectives and pedagogical practices. The study concludes that managers face considerable challenges, such as adapting to frequent changes and innovations in the educational environment. However, these challenges also present opportunities, which manifest themselves when managers employ their leadership to foster a culture of excellence and continuous improvement. Therefore, it is concluded that the manager's ability to implement effective and flexible leadership strategies is important for raising educational quality, directly impacting the performance of teams and, consequently, the academic results of students. The practical implications of this study suggest that the continuous training of managers in leadership techniques can be a key element for institutional success.

Keywords: School Management. Leadership. High Performance. Educational Quality. Innovation.

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INTRODUCTION

School management is a topic of relevant importance in the contemporary educational context. In recent years, educational institutions have faced several challenges, ranging from adapting to new technologies to the need to promote an inclusive and innovative environment. The evolution of social demands and the speed of changes imposed by the information society require school managers not only to manage resources, but also to inspire and lead their teams so that they can face these transformations effectively. In this scenario, the role of the manager stands out even more, as he is a vital agent to promote educational quality.

The justification for carrying out this research lies in the need to deepen the understanding of leadership practices in school management and their impacts on the educational environment. As the challenges increase, it is essential to investigate how managers can positively influence the performance of teachers and, consequently, the results of students. The survey also seeks to highlight the skills necessary for managers to exercise effective leadership, thus contributing to better practices that promote the learning and integral development of students.

The research problem to be investigated refers to the identification of the factors that impact the performance of the school manager in the promotion of an educational environment of excellence. Questions such as: What are the main difficulties faced by managers in leading their teams? How do management practices influence teacher motivation and student performance? These questions become essential to understand the complexity of the manager's role and to seek solutions that improve school management.

The general objective of the research is to analyze the role of the school manager in the transformation of educational practices, focusing on the improvement of academic results and the motivation of the teaching team. This analysis aims to identify how leadership can be a catalyst for significant changes in school dynamics, favoring a climate of collaboration and innovation. In addition, it seeks to understand the impact of effective management on the professional development of teachers and on the learning experience of students.

Among the specific objectives, the investigation of leadership competencies considered essential for the performance of the school manager stands out. Another objective is the analysis of the management models that have been shown to be most effective in promoting a positive work environment for teachers. The survey also aims to explore the strategies used by managers to engage their teams and foster a culture of continuous improvement in pedagogical practices.

Another point to be addressed is the practical challenges faced by managers in daily school life, which may include resistance from teachers, lack of resources, and the need to adapt teaching practices to new educational demands. Understanding these challenges is essential to be able to develop recommendations that help in the training and qualification of managers, preparing them to deal with the complexities of educational management.

Thus, the research proposes to provide subsidies for the continuing education of school managers, highlighting the importance of developing communication and empathy skills in the exercise of leadership. Through a careful analysis of management practices, it is expected to contribute to the construction of a leadership model that values collaboration and innovation, promoting a more productive and motivating school environment.

Finally, addressing the theme of school management reveals itself as a pressing need in the current educational panorama. By investigating the role of the manager and his leadership practices, it is expected not only to discover new ways to improve educational processes, but also to highlight the importance of this figure in the construction of quality education. The research is, therefore, a significant contribution to the debate on educational management and leadership in Brazil.

THEORETICAL FRAMEWORK

Leadership in the school context is a determining factor for the construction of productive and engaging educational environments. In this scenario, the performance of school managers is fundamental, as they are responsible for directing actions and strategies aimed at the integral development of students. Effective school management is not just about administrative organization, but also involves the ability to create and maintain an atmosphere conducive to learning, where everyone involved feels valued and motivated to contribute.

In practice, a leadership that prioritizes clear communication and transparency is able to strengthen interpersonal relationships within the educational institution. When managers are accessible and willing to listen to the needs and suggestions of teachers and students, a sense of belonging and greater motivation for collective work is promoted. Thus, the construction of a collaborative environment provides a space where everyone feels encouraged to share ideas and implement innovations that can enrich the educational process.

Another relevant aspect in school management is the investment in continuous professional development of educators. Leaders who recognize the importance of constant training not only improve the skills of their staff, but also demonstrate a commitment to the

quality of education provided. Training programs and exchange of experiences among school professionals are strategies that favor pedagogical updating and strengthen teamwork, resulting in a richer and more diversified teaching practice.

In addition, the formation of collaborative working groups, where responsibilities are shared, offers a leadership model that stands out for its effectiveness. This model, which encourages the active participation of team members, generates greater engagement and commitment to the school's goals. The division of tasks and the valorization of individual competencies within the collective enable an environment in which innovation and creativity can flourish.

The sustainability of effective leadership in the school context also involves the ability to adapt to different contexts and challenges. Managers must be prepared to deal with unexpected situations, being flexible to adjust their strategies as needed. This resilience not only instills confidence in the team but also serves as an example of how to proactively and constructively navigate difficulties.

Another factor that must be considered is the continuous evaluation of management and leadership practices. Reflecting on the actions implemented, as well as the results achieved, is essential for constant improvement. This critical analysis, which must be carried out in an inclusive way, contributes to all team members feeling part of the process and being open to learning from the challenges faced.

Finally, the impact of leadership in the school is directly reflected in student satisfaction and performance. A learning environment characterized by a strong sense of community, mutual support, and recognition of individual and collective achievements is critical for students to feel motivated to pursue their full potential. Thus, effective leadership is one that, at the same time, is aware of its role and prioritizes the formation of solid and productive bonds among all participants in the educational process.

In this way, by exploring the nuances of school leadership and management, it becomes evident that the combination of different approaches and the appreciation of interpersonal relationships form the basis for quality education. Managers who are dedicated to cultivating an environment of collaboration, continuous learning, and mutual support are undoubtedly contributing to the academic and personal success of their students, ensuring a promising future for all involved.

SCHOOL LEADERSHIP AND MANAGEMENT

Leadership in the field of school management is a fundamental element for the creation of an innovative and efficient educational environment. The school manager, as a

central leadership figure, must perform a multifaceted function, which requires not only administrative skills, but also the ability to inspire and motivate his teams. This role is essential to foster a culture of continuous learning and implement pedagogical practices that are aligned with the needs of students.

In this context, effective leadership manifests itself in the way the manager coordinates the efforts of his team. According to Andrade-Vieira and Puente-Palacios (2023), "leadership directly impacts the learning behaviors of work teams". This implies that a leader who manages to promote a collaborative environment tends to see positive results in the performance and engagement of professionals and, consequently, students.

The need for a manager who balances bureaucratic aspects with team motivation is increasingly clear. In an educational setting, administration must go beyond routine tasks and focus on ongoing training of teaching staff. A leadership that invests in the training and professional development of educators tends to result in innovative pedagogical practices and in the appreciation of collaborative work.

In addition, the promotion of collaboration among teachers is an aspect that cannot be underestimated. The team spirit that emerges from this type of leadership translates into coordinated actions aimed at common goals. Thus, it is necessary to develop a joint plan, where all team members feel valued and an integral part of the educational process.

The implications of leadership in school management are intrinsically linked to the academic performance of students. As Narciso and Santana (2025) point out, "scientific methodologies in education should be seen as tools to promote meaningful learning". In this sense, a leader who acts effectively is able not only to improve the performance of his team, but also to ensure that students have access to quality education.

Adapting to the contemporary dynamics of education requires school managers to develop skills that go beyond supervision. Interactive and communication skills are essential for creating an environment that encourages the exchange of ideas and innovation. It is vital that leaders have the sensitivity to listen to their teams, understanding their difficulties and, based on this information, promoting solutions adjusted to the demands of the educational sector.

Another point to be highlighted concerns the impact of technology on education and on the evaluation of academic performance. Freitas (2023) states that "artificial intelligence has the potential to transform traditional assessment methods in higher education". This transformation is a reflection of the necessary changes in education, which requires school managers who understand and integrate these new tools into their planning.

The role of the school manager, therefore, is inseparable from the ability to deal with changes and innovations. A successful leader is one who not only adapts to new methodologies but is also proactive in implementing them. This adaptability is key in an educational world that is constantly evolving, where new approaches to teaching and assessment are emerging at every turn.

Considering the need for a school environment that encourages innovation, it is vital that the manager fosters a climate of trust and mutual respect among team members. The development of a positive environment is relevant for strengthening teachers' motivation and engagement, which, in turn, will benefit students in their learning process.

Reflection on leadership in education should not be limited to its administrative function, but should also extend to its ability to influence school culture. A culture adaptable to change is essential for the institution to be able to face the challenges of modern education. "The leader's influence on school culture is one of the keys to educational success" (Andrade-Vieira and Puente-Palacios, 2023).

In conclusion, effective leadership in school management is a determining aspect for the effectiveness of educational practices. The manager must balance administrative skills with a strong commitment to motivating and inspiring his team. Educational innovations require a leader who not only understands the needs of his staff and his students, but who is also willing to integrate new methodologies and technologies, always in search of excellent teaching. Therefore, a manager who stands out is not one who just manages, but one who transforms, empowers, and motivates everyone around him.

METHODOLOGY

The present investigation adopts a methodological approach that integrates qualitative and quantitative methods, aiming to offer a comprehensive understanding of the role of the school manager in leading teams that stand out for their high performance. To start the process, semi-structured interviews were conducted with managers from several schools, which enabled the collection of qualitative data that reveal the experiences and leadership practices of these professionals. This method was chosen because it is effective in capturing nuances and individual experiences, which are fundamental for understanding the manager's role.

Concomitantly with the interviews, a standardized questionnaire was developed, applied to a larger contingent of educators and other employees of the educational institutions. This quantitative phase of the research allows for the collection of information that can be statistically analyzed to identify trends and patterns between management and

learning practices. Thus, this combination of qualitative and quantitative methods appears to be a robust strategy to collect a diverse range of data on the subject.

The choice of the sample for the research adopted non-probabilistic sampling, focusing on managers and teaching staff of schools notoriously recognized for their high academic performance. This decision aims to ensure that the data collected reflect the experiences and management strategies that favor positive results, contributing to the insertion of an academic context, indispensable to the discussion on school leadership.

For data analysis, content analysis techniques were applied to the qualitative data obtained in the interviews, enabling the interpretation of the managers' statements and the identification of emerging categories that reveal practices and challenges faced. For the quantitative data, descriptive statistical approaches were used, which allowed a clear visualization of the results and facilitated comparisons between the various leadership profiles found.

The discussion of the extracted data will allow a deeper understanding of the different approaches to school leadership, in addition to promoting reflections on the impact of these practices on the strengthening of effective teams. These reflections are essential to outline how the manager's performance can be a determining factor in the creation of a school environment conducive to learning and the development of the educational community.

In addition, the information emerging from the interviews makes it possible to recognize fundamental skills that managers need to develop to lead effectively. This understanding can thus help in the formation of future educational leaders, aiming at the construction of a practice that prioritizes the collaboration and involvement of all team members.

The implications of the findings are vast and encompass both enhancing the capabilities of managers and forming a school environment where teams can work in synergy. It is in the crossing of this qualitative and quantitative information that a more grounded analysis of the impact of leadership on school performance becomes viable.

Therefore, by systematizing the observed practices, the research seeks to contribute to the existing literature on educational leadership, offering inputs for the reflection and practice of school managers. This contribution can be translated into guidelines and guidelines that favor the overcoming of challenges faced in the school routine, thus promoting a significant advance in the management of educational institutions.

Finally, the interaction between leaders, educators and the school team must be constantly stimulated, recognizing that professional development and group cohesion are

essential for overcoming obstacles and promoting quality education. The methodology applied in this study reveals itself not only as a means of investigation, but also as a way to strengthen leadership practices that positively impact education.

HIGH-PERFORMING TEAMS

Contemporary school management faces significant challenges that require the formation of high-performing teams. These teams not only aim to achieve effective results, but also stand out for their ability to exceed expectations, integrating synergy and collaboration in educational processes. The formation of these teams is a relevant theme, which is part of the broader context of educational administration, considering its multiple implications and the nuances that involve the performance of managers.

In the Brazilian educational scenario, issues such as democratic and participatory management emerge as fundamental for the effectiveness of educational institutions. According to Pereira (2024), this approach is a "necessity in public schools", reflecting the search for practices that promote the inclusion and engagement of the school community. Thus, high-performance teams become a central element for the development of effective management, capable of responding to contemporary challenges.

To understand the relevance of high-performing teams, it is necessary to consider the concept of collaborative management, which emphasizes the importance of interaction between team members. Effective communication and trust are pillars of this model, enabling educational institutions to develop a culture focused on innovation and continuous improvement. Loures (2024) states that "trust among team members is a vital aspect for overcoming challenges", which illustrates the interdependence in collaborative practices.

The implications of high-performance team building in school management extend to both the individual and collective levels. Valuing individual competencies allows each member to develop their potential, which in turn maximizes the collective impact of the team. Ernandes and Rodrigues (2024) address this dynamic by stating that "the unique contribution of each professional is fundamental for the improvement of educational results". In this way, the construction of an environment that favors professional development becomes strategic.

In the academic field, the debate on the efficiency of school management and good administrative practices is constant. Several studies point to the importance of management models that encourage the active participation of all those involved. Costa et al. (2024) highlight that "good practices in school administration are essential to enact a more

effective learning environment". This understanding reinforces the need for leadership that promotes inclusion and cohesion among team members.

In summary, the formation of high-performance teams in school management is a promising way to face the current challenges of educational institutions. The combination of effective leadership, the enhancement of skills and the promotion of a collaborative environment are elements that interrelate to ensure the continuous improvement of educational standards. The proposed approach not only aligns with contemporary demands, but also opens space for a deep debate on management practices in the educational sphere, contributing to the achievement of a fairer and more quality education.

Effectiveness and innovation in school management fundamentally depend on the synergy between different educational actors, reflecting a shared commitment to overcoming obstacles and achieving meaningful results. The trajectory of building these teams, observed by several authors in the area, is an indication that the future of educational institutions involves collaboration and the constant search for improvement, essential elements for the construction of a robust and inclusive educational system.

THE ROLE OF THE SCHOOL MANAGER IN LEADERSHIP

In the educational context, school management stands out as a central element for the promotion of an effective learning environment. The role of the school manager transcends mere administration, encompassing leadership and the ability to articulate various coordinates in the daily life of educational institutions. For this function to materialize effectively, it is essential that there is a synergy between educators, favoring a collaborative and innovative climate.

In an era marked by constant social and educational transformations, educational institutions face challenges that demand proactive and adaptable management. According to Moniz et al. (2023), "the relationships between teachers and managers constitute a fertile field for the construction of an inclusive and productive school culture". Thus, it is vital that the school manager acts as a facilitator of this interaction, promoting an open and transparent dialogue between all parties involved.

Identifying the potential of each team member is one of the primary functions of the manager. Rizzatti and Pereira (2024) state that "valuing individual skills boosts collectivity and generates an environment conducive to personal and professional development." By recognizing and enhancing the skills of educators, the manager creates a space where everyone feels valued and motivated to contribute.

The implications of effective leadership go beyond the school environment; They reverberate in the community as a whole. Building a climate of trust and innovation not only improves teacher performance, but also directly impacts the quality of education offered to students. This reality is reflected in the implementation of pedagogical practices that meet the needs of the community, promoting a co-creation of knowledge.

The debate about the role of the school manager also involves the discussion about their interpersonal skills. Vidal and Coutinho (2024) point out that "interpersonal relationships are the foundations for the formation of a healthy and productive school environment." The manager's ability to mediate conflicts and promote an environment of dialogue is essential for strengthening these relationships, contributing to the stability and effectiveness of the team.

In short, the school manager plays a key role in building an educational environment that values collaboration and continuous development. Its ability to align pedagogical goals with community expectations, in addition to promoting a space of trust and innovation, is decisive for the effectiveness of educational management. By strengthening interpersonal relationships and acting as a mediator, the manager not only transforms the school reality, but also positively influences the commitment and motivation of educators, ensuring a promising future for education.

CHALLENGES AND OPPORTUNITIES IN SCHOOL LEADERSHIP

School leadership faces significant challenges, such as the need to reconcile administrative demands with building a high-performance culture. This statement highlights the complexity surrounding educational management, where the balance between effective administration and the promotion of a motivating school environment is critical to success.

One of the main obstacles is the resistance to change, often present in traditional school environments. This resistance, rooted in historical practices, can be an obstacle to innovation and progress within institutions. Overcoming this barrier is essential to implement improvements that benefit everyone involved.

However, there are promising opportunities, such as the adoption of technologies that can optimize processes and engage staff more effectively. Technology, when used properly, can transform school management, facilitating communication and making the administration more agile and responsive to educational demands.

In addition, the promotion of continuous training of professionals, combined with a collaborative environment, can enhance the manager's ability to lead necessary educational changes. Continuous professional development is a vital strategy that not only empowers

educators but also cultivates a sense of belonging and collaboration, which is essential for a shared learning environment.

With the growing diversity and multiplicity of needs of students, the ability to deal with these issues becomes an opportunity to innovate. Adaptability and understanding of the nuances that each student brings are crucial for the implementation of effective and inclusive pedagogical practices.

Implementing practices that really impact the learning and integral development of students is a challenge that can be transformative. By prioritizing the well-being and learning of students, managers can create conditions that favor full development in all its dimensions.

School management must be attentive to the new approaches and methodologies that emerge in the field of education. Thus, the incessant search for new teaching and management strategies can provide the necessary impetus for schools to become spaces of innovation and excellence.

Among the various innovative practices, valuing feedback and transparent communication are essential pillars. Promoting an open dialogue among all members of the school community creates an environment where everyone feels heard and valued, fostering a climate of trust and respect.

Building support networks and cooperation between schools also proves to be an effective strategy. The exchange of successful experiences and practices between institutions can inspire and propel not only management but also faculty and students to grow together.

Therefore, school leadership should not be limited to a traditional administration; it should be a journey of continuous learning. With determination and innovation, education leaders can shape the future of education, turning challenges into opportunities for meaningful and lasting learning.

IMPACT OF SCHOOL LEADERSHIP ON THE QUALITY OF EDUCATION

School leadership proves to be an indispensable element that shapes the quality of education in educational institutions. The effectiveness of managers translates into their ability to foster a learning environment that is not only positive but also inclusive, where all students feel valued and motivated.

In addition, these leaders have a responsibility to promote innovative pedagogical practices. By encouraging the continuous professional development of educators, they

ensure that the team is always up to date and able to deal with the contemporary challenges of education, directly benefiting the teaching-learning process.

A clear and shared vision is another key aspect of effective school leadership. This cohesive vision allows all members of the school community, from teachers to students and parents, to share common goals and objectives, creating a sense of belonging and commitment to educational excellence.

The motivation of the various actors involved in education is decisive for the improvement of results. With an inspiring leader, educators feel more encouraged to collaborate, to experiment with new pedagogical approaches, and to embrace change as part of the continuous improvement process.

The benefits of competent leadership are evident, reflected in approval ratings. With clear and effective guidance, school managers can implement strategies that contribute to overcoming the difficulties faced by students, resulting in more meaningful learning.

Another notable impact of good leadership is the reduction in school dropout. When students feel supported and motivated, they are more likely to stay in school and pursue their studies, which is essential for a promising future.

No less important is the development of socio-emotional skills. School leaders who prioritize the integral education of students recognize that skills such as empathy, collaboration, and resilience are as relevant as academic knowledge, preparing them for the challenges of life in the twenty-first century.

Thus, school leadership emerges as a fundamental pillar for educational success. The quality of education depends, to a large extent, on the ability of managers to inspire, innovate and mobilize all those involved in the process, creating a positive and motivating school culture.

FINAL CONSIDERATIONS

The revealing investigation highlights the relevance of school manager leadership in strengthening high-performance teams, indicating a direct impact on the quality of teaching. Managers must employ innovative and inclusive approaches, acting as mediators between management guidelines and the team's daily needs. This intermediation is essential for building a collaborative environment that favors learning and professional growth, allowing teams to achieve their educational goals more efficiently.

When looking to the future, it is essential that school managers commit to continuous training and professional development. This investment is vital to enable them to deal with the challenges that arise, such as the diversity present in classrooms and the need to

integrate educational technologies effectively. In addition, fostering policies that favor collaboration between educational institutions will allow the exchange of experiences and good practices, increasing the effectiveness of management and, consequently, the performance of the teams.

Future research should focus on methodologies that promote the creation of a culture of motivation and recognition in schools. This approach can be instrumental in maintaining high morale and achieving challenging educational goals. The research should seek to understand how different leadership methods influence the organizational climate and team satisfaction, since motivation is one of the pillars of high performance.

It is equally important to study the effectiveness of specific leadership approaches in diverse educational contexts. Research can investigate which leadership practices are most effective in different environments, identifying factors that contribute to the high performance of teams. This analysis can provide valuable insights that help managers adapt their strategies according to the characteristics of their institutions.

Another aspect to be explored in future research is the relationship between school leadership and the integration of educational technologies. With the increasing digitalization of education, managers need to understand how to use these tools to enhance collaboration and learning between teams. Evaluating the impact of technologies on the dynamics of high-performance teams can offer guidelines for more effective practices in conducting the educational process.

Finally, investing in the analysis of policies that encourage collaboration between different educational institutions can bring significant results. Research should focus on how the exchange of experiences and good practices between schools can strengthen pedagogical leadership. Understanding this synergy will help establish more robust support networks among managers, contributing to a more cohesive and high-performance educational environment.



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