126 - COMPARISON OF PHYSICAL EDUCATION TEACHERS' LEADERSHIP PROFILE IN THE PUBLIC AND PRIVATE ELEMENTARY SCHOOL STUDENTS' VIEW IN MONTES CLAROS

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1 INTRODUCTION

The investigations into leadership were developed initially in the context of psychology of organizations, and only afterwards, in the sports context. The first approaches attempted to characterize "who the leader is", and subsequently his/her roles. However, before the inconsistence of data obtained about the leader's characteristics, recent investigations have brought up considerations of leadership as a process that depends on such variables as the leader's characteristics and the demands of the situation (ANTUNES, SERPA; CARITA, 1998, cited by SILVA, 2003). The Physical Education teacher plays the role of the leader in the Teaching-Learning process of sports activities developed during Physical Education classes. In the Teaching-Learning-Training process formed upon the applied methods and didactics together with the use of decision-making, motivational techniques, feedback, among others, the teacher establishes relations with the members of the group (WEINBERG; GOULD, 2001).

Leadership is defined by Noce (2002) as a phenomenon which gains special interest for the professionals who guide social groups in the sense of obtaining the maximum dedication and application in search for a goal, seeking to fulfill each member's needs, since a leader's performance is a crucial factor in order to reach the favorable results for himself/herself as well as for the group. According to Barrow (1977) cited by Weinberg and Gould (2001), leadership may be generically considered as being the behavioral or influential process of individuals and groups toward the established goals. Yet, to Hersey and Blanchard (1986) cited by Noce (2002), leadership is the capacity a person has to influence the other or a group in order to achieve a goal in a given situation.

Addressing leadership in the school context, this may be understood as a form of power exercised by the teacher, in the sense of leading the students to achieve certain goals, in the different realms of cognitive, affective and motor learning.

In the school context, Almeida Júnior (2000) analyzed by means of interviews and observations the teacher's role in the Physical Education teaching at elementary schools. The results showed that those teachers' actions of leadership are restricted to handing over the ball, informing the students about the time left for the classes, or settling any quarrels the students may have. The study by Darido (2001) also showed the Physical Education Professional's situation at elementary schools, where these professionals, in general, have their leadership profile affected by their educational background based on technical-sporting disciplines, leading them to a lack of theoretical base, which would hamper the transformation in those professionals' practice.

Thus, the **purpose** of this work is to identify the style of leadership exercised by Physical Education teachers in the city of Montes Claros, who teach at public and private schools. Public schools are characterized many times as lacking in adequate material and physical space for the Physical Education practice, and that reality might not be present at private schools for they rely on their own resources to cover these necessities. Those would be the influential characteristics in the leadership style at schools. Based on these, we also intended to compare the profile of leadership exercised by the elementary schools Physical Education teachers at public and private educational institutions in the city of Montes Claros.

This work **warrants itself** for the lack of studies on Leadership concerning the school context. The researches on sports Leadership area have their direction toward the coach, whereas in this study the Physical Education teacher is placed in the role of a coach whose behavior will have significant influence on their students' performance and emotional well-being.

The teacher himself/herself, by becoming aware of his/her leadership style through this feedback, will be able to adequate his/her actions to the students' needs in the performance of his/her tasks and in the fulfillment of his/her duties to the Physical Education teaching at schools.

2 METHODOLOGY

A cross-sectional descriptive and comparative analysis was used. The population, consisting of 160 public and private elementary school students of the city of Montes Claros, was selected in a stratified, randomized way, being 80 from public schools (51.67% males and 48.33% females), mean age 13 ± 1.93 years, and 80 from private schools (58.75% males and 41.25% females), mean age 12 ± 1,41 years..

The instrument used to analyze the teachers' leadership profile was the questionnaire (Escala de Liderança no Desporto (ELD) SERPA, et al. (1988), which contains 40 multiple-choice questions. The data were collected at the schools prior to the physical education classes without the teacher's influence. The questionnaire was applied providing all the necessary information for the sample to answer it (ELD) and without time limit. In each item there is the possibility of 5 answers, given in a scale Likert-like, in which 5 corresponds to ALWAYS; 4 FREQUENTLY; 3 OCCASIONALLY; 2 RARELY and 1 NEVER. The items are grouped into in 5 dimensions where they characterize the teacher's predominant leadership style. The dimensions are: Training-Instruction, Social Support, Reinforcement, Democratic and Autocratic.

The results were analyzed through the program Microsoft® Excel 2000 and the statistical package SPSS™ version 11.0, where the non-parametric test Mann Whiteney was used in order to identify the differences among the leadership styles between the schools.

Results and Discussion

Table 1 Mean frequency of Answers between the schools

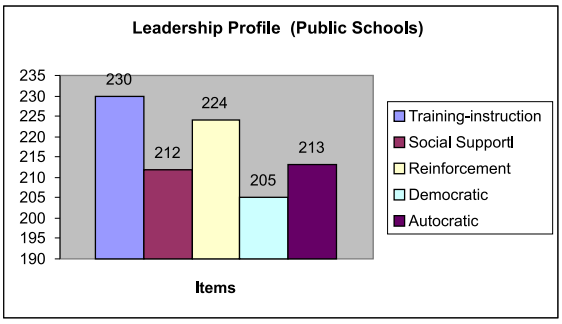
Schools	N	Likert Scale				
		0	1	2	3	4
Private	80	5.04	6.68	8.13	6.27	6.68
Public	80	4.14	6.03	5.57	5.37	10.35

The Leadership presents some problems in relation to the choice of the person who will exercise it and in relation to the most suitable way to lead members who aim at personal goals more than the group's. A well-structured group, however, will be able to solve efficiently their problems of conflict, bad results, adapt better to new circumstances and also employ more appropriate forms for individual and group behavior as a whole (SAMULSKI, 2002).

With respect to the preference for the Physical Education teachers' leadership profile, the public school students presented preference for the leadership profile in the Training-instruction dimension, mean of 230, where this is characterized by the leader/teachers' instructive behavior, by their explanatory form of showing the group the goals to be achieved. In second place of importance was reinforcement, mean of 224, characterized by the support the leader/teacher gives the group in

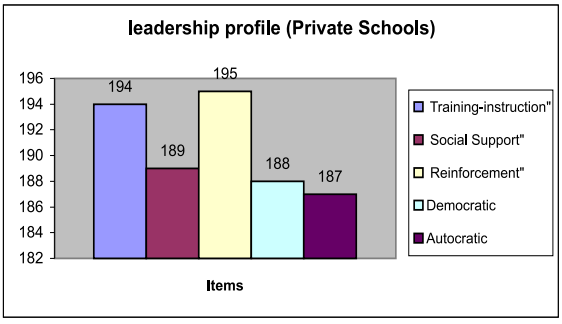
relation to the goals, then comes autocratic, 213, which the leader/teacher observes entirely the initiative of the group, excluding all the other members, and assuming all the responsibility for the decisions made by the group, subsequently social support, 212, which is related to motivational tendencies, and finally democratic as being the one with the least relevance to the relation, mean 205, and this dimension is characterized by the leader/teacher who stimulates the group, puts the problems under discussion, suggests alternatives and offers help. In the research carried out by Oliveira et al (2004) the purpose was to analyze the ideal coach's profile in the preference of soccer and indoor soccer players. The result converges with that found in relation to the Physical Education teacher's leadership style at public schools, with the preference for a coach with a high educational level namely, training-instruction.

Graph 01



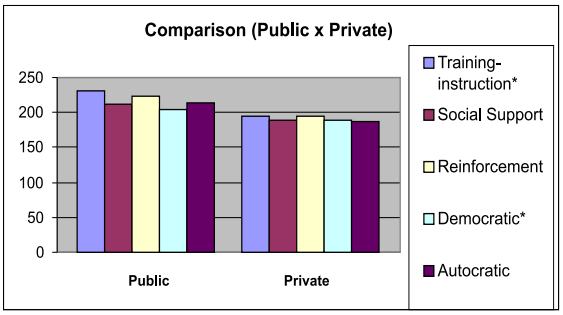
Yet, in relation to private school students' view, the preference for the Physical Education teacher's leadership profile was the reinforcement dimension, mean 195. In second place of importance was training-instruction, 194, then comes social support, 189, subsequently democratic, 188, and finally autocratic as being the one of least relevance in the relation, mean 187. It could be considered that in the students' view the teacher who imposes himself/herself before the group by his/her authority has no influence on them.

Graph 02



In the comparison of the leadership profile dimensions between Public and Private schools in the students' view (graph 03), a statistical difference of (p=0,05) was found between the dimensions Training-instruction Z (-3,591) and Democratic Z (-2,163), being the first relevant only to public school students and the latter with no relevance for either of the groups.

Graph 03



* Level of Significance (p< 0,05)

Conclusion

After the analysis of data we can conclude that the Physical Education teacher's leadership profile in the public and private school students' view was traced with higher quantity at public schools by the items belonging to the Training-instruction dimension and at private schools in the Reinforcement dimension. Thus, differences in the Physical Education teachers' behavior before their students in their classes at public and private schools are perceived as different.

However, other studies should be carried out in order to find the characteristics which determine the differences in the Physical Education teacher's behavior at distinct institutions.

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ABSTRACT

COMPARISON OF PHYSICAL EDUCATION TEACHERS' LEADERSHIP PROFILE IN THE PUBLIC AND PRIVATE ELEMENTARY SCHOOL STUDENTS' VIEW IN MONTES CLAROS

The present study aims at identifying and comparing the Physical Education teacher's leadership profile before his/her students at public and private elementary schools in the city of Montes Claros (MOC). The leader must integrate well with the other members of the group aware that those being led choose their leader for seeing in him/her the possibility of having their needs fulfilled. The efficacy of a leader's actions depends on such elements as personal relations, task structure and the leader's power. In this research 160 students, being 80 from public schools (51.67% males and 48.33% females, mean age 13± 1.93 years) and 80 from private schools (58.75% males and 41.25% females, mean age 12± 1.41 years), randomly chosen, answered the questionnaire about the leadership profile. The instrument consists of 40 objective items related to the ideal sports teacher/coach's behavior, which uses Likert scale of 0 to 4 points. At public schools, training-instruction dimension mean was 230, social support 212, reinforcement 224, democratic 205 and autocratic 213, whereas at private schools, training-instruction dimension mean was 194, social support 189, reinforcement 195, democratic 188 and autocratic 187. In the comparison among the 5 leadership dimensions between public and private schools, there were statistically significant differences only in the training-instruction and democratic dimensions (p=0.05), being the Physical Education teacher's leadership profile in the public school students' view dominantly characterized in the training-instruction dimension, mean 230 and at private schools in the reinforcement dimension, mean 195.

Key words: Leadership, schools, Physical Education

RESUMÉ

COMPARAISON DU PROFIL DE LEADERSHIP DES PROFESSEURS D'EDUCATION PHYSIQUE DANS LA VISION DES ÉLÈVES DES ÉCOLES PUBLIQUES ET PRIVÉES DE L'ENSEIGNEMENT FONDAMENTAL DE MONTES CLAROS

Cette étude a pour but identifier et comparer le portrait de leadership du professeur d'Éducation Physique (EP) devant ses élèves des écoles publiques et privées de l'enseignement fondamental de la ville de Montes Claros (MOC). Le leader doit bien s'intégrer avec les autres participants du groupe, sachant que les commandés choisissent leur leader quand ils apperçoivent en lui la possibilité de satisfaire leurs besoins. L'éfficacité de l'action d'un leader dépend des élements comme les rapports personnels, la structure de la tâche et le pouvoir du leader. Dans cet apport 160 élèves, dont 80 des écoles publiques (51,67% du genre masculin et 48,33 % du genre féminin, âge moyen de 13 1,93 ans) et 80 élèves des écoles privées (58,75 % du genre masculin et 41,25 % du genre féminin, âge moyen de 12 1,4) choisis aléatoirement, ont répondu le questionnaire sur le profil de leadership. L'instrument est composé de 40 questions objetives et relatives à la performance ideale du professeur/entraîneur sportif, et utilise l'échelle de Likert de 0 à 4 points. Dans les écoles publiques, la moyenne de la dimension entraînement-instruction a été 230, support social 212, raffermissement 224, démocratique 205 et autocratique 213. Dans les écoles privées, la moyenne de la dimension entraînement-instruction a été 194, support social 189, raffermissement 195, démocratique 188 et autocratique 187. Pour la comparaison parmi les 5 dimensions de leadership entre les écoles publiques et privées, il y a eu des différences statistiquement significatives seulement dans les dimensions entraînement-instruction et démocratique (p 0,05). Donc, le profil de leadership du professeur d'éducation physique dans la perspective des élèves des écoles publiques est caracterisé dans la dimension entraînement-instruction, ayant la moyenne de 230, et dans les écoles privées, dans la dimension raffermissement, avec la moyenne de 195.

Mots clés : Leadership, Écoles. Éducation Physique.

RESUMEN

LA COMPARACIÓN DEL PERFIL DE LIDERATO DE LOS PROFESORES DE EDUCACIÓN FÍSICOS EN LA VISIÓN DE LOS ALUMNOS DE LAS ESCUELAS PÚBLICAS Y PRIVADAS ELEMENTALES DE MONTES CLAROS

El estudio presente apunta a identificar y comparar el perfil de liderato del profesor de Educación Físico ante sus alumnos de las escuelas públicas y privadas elementales en la ciudad de Montes Claros (MOC). El líder debe integrarse bien con los otros miembros del grupo, consciente que estos escogen a su líder por ver en él la posibilidad de realizar sus necesidades. La eficacia de las acciones de un líder depende de los tales elementos, como las relaciones pesonales, estructura de la tarea y el poder del líder. En esta investigación, 160 alumnos, siendo 80 de las escuelas públicas (51.67% varones y 48.33% hembras, la edad mala 13 1.93 años) y 80 de las escuelas privadas (58.75% y 41.25% hembras, la edad mala 12 1.41 años), al azar escogidos, contestó la encuesta sobre el perfil de liderato. El instrumento consiste en 40 artículos objetivos relacionados al ideal de la conducta del profesor/entrenador, y utiliza la escala Likert de 0 a 4 puntos. En las escuelas públicas, la media de dimensión de entrenamiento-instrucción estaba 230, apoyo social 212, refuerzo 224, democrático 205 y autocrático 213, considerando que en las escuelas privadas, la media de dimensión de entrenamiento-instrucción estaba 194, apoyo social 189, refuerzo 195, democrático 188 y autocrático 187. En la comparación entre las 5 dimensiones de liderato entre las escuelas públicas y las escuelas privadas, había estadísticamente sólo diferencias significantes en el entrenamiento-instrucción y las dimensiones democráticas (p0,05), siendo dominantemente el perfil de liderato del profesor de Educación Físico en la visión de los alumnos de las escuelas públicas caracterizado por la dimensión del entrenamiento-instrucción con media 230, y en las escuelas privadas en la dimensión del refuerzo, con media de 195.

Palabras llaves: Liderato, Escuelas, Educación Físico.

RESUMO

COMPARAÇAO DO PERFIL DE LIDERANÇA DOS PROFESSORES DE EDUCAÇÃO FÍSICA NA VISÃO DOS ALUNOS DAS ESCOLAS PÚBLICAS E PARTICULARES DO ENSINO FUNDAMENTAL DE MONTES CLAROS

O presente estudo visa identificar e comparar o perfil de liderança do professor de Educação Física (EF) perante os alunos das escolas públicas e particulares do ensino fundamental da cidade de Montes Claros (MOC). O líder tem que se integrar bem com os demais membros do grupo, sabendo que os liderados escolhem seu líder em função de perceberem no mesmo a possibilidade de satisfazer suas necessidades. Importante destacar que a eficácia da ação de um líder depende de elementos como as relações pessoais, a estrutura da tarefa e o poder do líder. Neste aporte 160 alunos, sendo 80 de escolas públicas (51,67% do gênero masculino e 48,33% gênero feminino com médias de idades de 13 ± 1,93 anos) e 80 de escolas particulares (58,75% do gênero masculino e 41,25% gênero feminino com médias de idades de 12 ± 1,41 anos) escolhidos aleatoriamente, responderam o questionário de liderança (Serpa, 1989). Este instrumento é composto por 40 itens objetivos e relativos ao comportamento do professor/ treinador esportivo ideal, o qual utiliza a escala de Likert de 0 a 4 pontos. Os dados foram analisados através do pacote estatístico SPSS™ versão 11.0. De acordo com os resultados estatísticos, nas escolas publicas a media da dimensão treino-instrucao foi 2,30, suporte social 2,12, reforço 2,24, democrático 2,05 e autocrática 2,13. Já nas escolas particulares a media da dimensão treino-instrucao foi 1,94, suporte social 1,89, reforço 1,95, democrática 1,88 e autocrática 1,87. Na comparação entre as 5 dimensões de liderança nas escolas publicas e particulares, houveram diferenças estatisticamente significativas somente nas dimensões treino-instrucao e democrático (p=0,05). Sendo o perfil de liderança do professor de educação física na visão dos alunos das escolas publicas caracterizado dominantemente na dimensão treino instrução, com media de 2,30 e nas escolas particulares na dimensão reforço, com media de 1,95.