

## **THE EXPRESSION OF LEADERSHIP IN TEACHING PRACTICE: A STUDY OF UNIVERSITY PROFESSORS IN ADMINISTRATION COURSES**

**A EXPRESSÃO DA LIDERANÇA NA PRÁTICA DOCENTE: UM ESTUDO COM PROFESSORES UNIVERSITÁRIOS DE CURSOS DE ADMINISTRAÇÃO**

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## ABSTRACT

The classroom and teaching-learning strategies have been debated in order to explore the importance of the educational processes in the construction of reality. Thus, this article aims to verify the relationship between the perception of teaching practice of professors in Higher Administration courses and the concepts of leadership expressed in the classroom environment. A qualitative approach was used to interview fourteen professors from the Universities of Santa Catarina. The results showed the expression of leadership in each professor's teaching practices, considering the following dimensions: University, Student, Regulation, Professor, and Educational Process. In general, professors believe the University is an ideal place for education, where students need to be subject to the teaching processes and the law has a positive impact on their practices. The professors consider themselves to be transmitters of knowledge and authorities in class; this way, dialogic expository classes are chosen as a strategy. Finally, when teaching practice was related to leadership approaches, it was concluded that, although professors express leadership in their practices, it is not possible to limit their behaviors to this single conception.

**Keywords:** Leadership. Teaching Practice. Teacher Leader.

## RESUMO

A sala de aula e estratégias de ensino-aprendizagem têm sido debatidos como forma de explorar a importância dos processos de educação na construção da realidade. Assim, este artigo objetiva verificar a relação entre a percepção de prática docente de professores de cursos superiores de Administração e as concepções de liderança expressas em sala de aula. Com abordagem qualitativa, entrevistou-se quatorze professores de Universidades de Santa Catarina. Os resultados demonstraram as expressões de liderança nas práticas docentes de cada docente, quando consideradas suas dimensões: universidade, aluno, regulação, professor e processo educativo. Em geral, os professores consideram a universidade local ideal para educação, seus alunos precisam ser sujeitos dos processos de ensino e a lei tem impacto positivo em suas práticas. Os docentes consideram que seus papéis sejam de transmissores dos conteúdos e autoridades em sala; assim escolhem a aula expositiva e dialogada como estratégia. Quando relacionada 'prática docente' com as abordagens da liderança concluiu-se que, embora expressem liderança em suas práticas, não é possível delimitar seus comportamentos a uma única concepção de liderança.

**Palavras-chave:** Liderança. Prática Docente. Professor Líder.

## **1 INTRODUCTION**

The teaching and learning processes, as well as the horizons of acting in the classroom, have been the subject of debates that surround the importance of education in the construction of social reality. From a general point of view, the University, as an institution, has a fundamental role in building society. Among its primary responsibilities are the social functions of training qualified professionals, producing knowledge and investigative potential (D'ANTOLA, 1992).

Within this context, there are the professionals responsible for carrying out the social construction process, the professors. In general, a professor who has specific academic knowledge in an area of expertise must develop these practical skills in the workplace, providing for himself/ herself and others also, those of a cognitive, affective and technical nature (PERRENOUD, 2001). In addition, the professor's role is to contribute so that the higher school can be the appropriate environment for the development of an educational system that is critical, creative, and even challenging reality. The professor, then, has the role of translating his performance into a particular type of "philosophical commitment", where the primordial is centered on the act of teaching and learning (D'ANTOLA, 1992).

In this perspective, the University becomes the space where the teaching practice may produce a change in behavior or conduct, through exercise based on the ability to observe and absorb knowledge (FREIRE, 1992). Núñez (2001) states that the teacher's professional training at a university level, once centered on practice, intends to develop an attitude of reflection and criticism regarding their own performance and ability to communicate in the environment.

The learning environment - in this case, the University - presupposes the combination of internal and external influences inherent to the educational environment, so that the nature of the professor's approach (the practice) and the learning styles chosen characterize the academics' predominant ways of learning. Such a process does not, however, rule out the understanding that the way you learn is closely linked to the way you teach; that is, the understanding that the professor - as a leader in a classroom context - tends to be the strongest interference in the learning process (KOLB; KOLB, 2009).

Casassus (2008) highlights that, through teaching practice, the professional seeks to achieve a balance between the emotional and the rational, favoring the teaching processes and building leadership in the classroom environment. It can be said, then, that the leadership

expressed in the academic environment refers to the set of skills demonstrated by the professors who not only undertake the duties of teaching, but also have their influence perceived beyond the school (DANIELSON, 2006).

The process of knowledge construction and formulation infers a bond and subjection to the teacher's pedagogical practice, specifically the choice of tools used to promote an active learning environment for the student. Tardif (2002) proposes that the teacher's practice intends to stimulate human interaction, highlighting the need for pedagogical practices that significantly foster the subjects' autonomy. Thus, Thoonen et al (2011) states that leadership, in its broad sense, has a significant role in educational change, relegating this process to the relationship built between the parties (teachers and students). In other words, it is assumed that the teacher is only considered a “good teacher” if evidencing practice based on the need to be a leader inside and outside the classroom, and not only being a leader because of the institutional position. (BÜHLER, 2010).

Danielson (2006) argues, in this regard, that the leadership expressed by the teachers can be directly related to the skills that facilitate students' learning process and influence professional practices beyond the classroom. This perspective of analyzing leadership in teaching practice, especially in the context of higher education, still seems to be little worked out in the area of Administration.

In view of the above, this article aims to verify the relationship between the teaching practice perception of professors in Higher Administration courses in Grande Florianópolis and the concepts of leadership expressed in the classroom environment. It is organized into six (6) sessions: Introduction, Theoretical Reference, Methodological Procedures, Research Results, Final Considerations and References.

## **2 THEORETICAL REFERENCE**

### **2.1 TEACHING PRACTICE**

“Education can be considered a process of humanization” (PIMENTA; ANASTASIOU, 2014, p. 97) or, in an equally allusive manner, the process by which individuals in a social organization historically aspire an insertion in the widely accepted and widespread social model. The teaching practice can be understood as a concept of maximum generality, whereby it is understood that it is possible to cover a wide area of activities and features, especially when analyzing teaching in higher education (AQUINO, PUENTES,

2011). Pérez Gómez (1998) states that teacher development presents three perspectives: academic, technical and practical, that is, in other words, as a researcher and producer of knowledge, the teacher would have the ability to develop an effective practice in order to know and intervene in reality through the participation of his students, transforming them into protagonists of the teaching process.

Contemporary education has its origins at the dawn of humanity, with the tradition of knowledge transmitted orally from one generation to another, and can then be classified as a process of humanization (PIMENTA; ANASTASIOU, 2014). In other words, education is considered the process by which the individual has the possibility to insert himself into human society.

On the other hand, structurally regulated education has its starting point in the emergence of private land ownership and the landowners' need for formal education (SPIDER, 2000). The task of education is to ensure that society can appropriate scientific, technical, technological, thinking, political, social and economic instruments of cultural development so that they are able to think and manage solutions (PIMENTA; ANASTASIOU, 2014).

With the advent of structurally regulated education, teaching processes have been studied over time, from different angles, analyzing the approaches of the teaching process, or educational concepts, based on its principles, from the necessary components to the educational phenomenon and its effects on society and the individual, once education, formal or informal, has always been one of society's main concerns, especially when viewed as an instrument of socialization (SANTOS, 2005).

Based on the assumption that the teacher's action (the practice) takes place in planned teaching-learning situations, different personal positions should mean different ways of seeing the world, and the situations underlying the way and how the teacher recognizes his surroundings ( student, content, institution), and the way he/ she perceives himself/ herself as a teacher (MIZUKAMI, 1986).

The educational concepts used by Mizukami (1986) to analyze the teachers' position in the classroom environment, in an attempt to explain the way they perceive the classroom, are divided into five approaches. For Mizukami (1986), the different approaches to education (traditional, behavioral, humanistic, cognitive and sociocultural) are demonstrated through four categories of analysis, namely: the school, the student, the teacher and the teaching

process and learning. It is worth noting, however, that in Brazil, the legislation regarding higher education courses does not actively discuss the role of the teachers, and it is only expected that they have a preparation compatible with the challenge of training future professionals and managers. (PLUTARCH; GRADVOHL, 2010).

In this context, it is relevant to reflect upon the practice of the university professor, not only to fulfill legal and institutional requirements present in official documents (Institutional Development Plan, Institutional Educational Project and National Curriculum Framework), their educational conceptions and the possible teaching strategies used, but the way in which the teacher sees the teaching process in a comprehensive manner, and how he/ she positions himself/ herself in front of the diverse and interdisciplinary challenges through actions.

Finally, it is intended to present the dimensions considered fundamental for the delimitation of the teaching practice concept presented in this work. In Brazil, specifically, the university professor's teaching practice is not only determined under the formality and rules of the HEI, manifesting them in concrete, explicit and observable action in the classroom (MIZUKAMI, 1986). In this perspective, figure 1 presents the dimensions considered determinants of teaching practice and which served as a reference to analyze the empirical evidence and to achieve the purpose of the present study.

Therefore, this table expresses the dimensions on the basis for this work, systematizing the teaching practice as a combination of concepts, determinants for practice delimitation. The first dimension (University) explains the professor's understanding of the work environment. The second dimension (Student) concerns the professor's perception of the "environment" or meaning attributed to the student in the educational process. The third dimension (Regulation) shows the intention of verifying whether the teacher perceives that the State's regulation on higher education has impacts or reflexes on daily activities. The fourth dimension (Teacher) aims to verify how the teacher is situated in the teaching process and the teacher-student and student-teacher relationship. Finally, the fifth and last dimension (Educational process) analyzes how the educational process happens, that is, how the teaching action is expressed through the teaching strategies and the predominant form of evaluation chosen by the professor.

**Figure 1** Dimensions of Teaching Practice

DIMENSIONS APPROACHES	1 <sup>ST</sup> DIMENSION: UNIVERSITY	2 <sup>ND</sup> DIMENSION: STUDENT	3 <sup>RD</sup> DIMENSION: REGULATION	4 <sup>TH</sup> DIMENSION: PROFESSOR	5 <sup>TH</sup> DIMENSION: EDUCATIONAL PROCESS
<b>TRADITIONAL</b>	Ideal place for education Strict disciplinary rules. It prepares individuals for society	“Passive” being who must assimilate the contents transmitted by the teacher. Must master the universal culture content transmitted by the school.	IDP IEP NCF PCP	Transmitter of the content to the students. Predominates as authority.	The educational objectives follow content logical sequencing. Contents are based on legal documents selected from cumulative universal culture. Expository classes prevail, with exercises of fixation, reading and copying.
<b>BEHAVIOURAL</b>	Educational agency. Business model applied to the school. Division between School planning (who plans) and execution (who performs). Ultimately, society could exist without school. Use of tele-education. Distance learning.	Element for whom the material is prepared. The efficient and productive student is the one who deals "scientifically" with the problems of reality.	IDP IEP NCF PCP	Educator who selects, organizes and applies a set of means that guarantee the efficiency and effectiveness of teaching.	The educational objectives are operationalized and categorized based on classifications: general (educational) and specific (instructional). Emphasis on the media: audiovisual resources, programmed instruction, teaching technologies, individualized teaching (instructional modules), "teaching machines", computers, hardware, software. The desired behaviours will be installed and maintained in the students by conditions and reinforcers.
<b>HUMANISTIC</b>	School for all. "Democratic". Loosening of disciplinary rules. It must offer conditions for the student's development and autonomy.	“Active” being. Center of the teaching and learning process. Creative student, who has “learned to learn”. Participative student.	IDP IEP NCF PCP	Learning facilitator.	The educational objectives conform to the psychological development of the student. The syllabus contents are selected based on the students' interests. "Non-directivity". The assessment values affective aspects (attitudes) with an emphasis on self-evaluation.
<b>COGNITIVE</b>	It must provide conditions for self-directed learning. It must offer freedom of real and material action. The school must recognize the psychological priority of intelligence over learning. It should promote a challenging environment for the student.	Essentially “active” role of observing, experimenting, comparing, relating, analyzing, juxtaposing, composing, fitting, raising hypotheses, arguing, etc.	IDP IEP NCF PCP	Must create challenging and unbalanced situations through guidance. Must establish conditions of reciprocity and cooperation that are both moral and rational.	It must develop intelligence, considering the subject within a social situation. Intelligence is built from the exchange of the body and the environment through the actions of the individual. Based on trial and error, research, investigation, problem solving, facilitating “learning to think”. Emphasis on teamwork and games.
<b>SOCIOCULTURAL</b>	It must be organized and functioning well to provide the means for education to take place in its multiple aspects.	A concrete, objective person, who determines and is determined by the social, political, economic, individual (through history). Must be able to operate consciously changes in reality.	IDP IEP NCF PCP	Educator who directs and conducts the teaching and learning process. The relationship between teacher and student must be horizontal.	Educational objectives are defined based on the concrete needs of the historical-social context in which the subjects are found. The search for critical consciousness. Dialogue and discussion groups are essential for learning. The "generating themes" for teaching must be extracted from the students' life practice.

Source: Authors' own elaboration.

## 2.2 LEADERSHIP; MAIN THEORIES AND THEIR CHARACTERISTICS

The theme of leadership has been studied and improved according to the needs and organizational challenges. The topic itself is considered an area of interest among scientists from the most diverse areas of knowledge. Leadership is not an easy-to-define concept, mainly because it is considered a relational process, which involves both leaders and the led, who, organized, tend to seek commonly established goals (BRYMAN, 2004).

Understanding leadership theme expression requires a knowledge of the paths in which the theories of management have passed. Studies in the area of organizational behavior show the effective evolution of the theories of leadership, according to some changes present in related research, predominantly, to sociology, philosophy, administration and psychology. (JACKSON; PARRY, 2010).

Defining leadership means comprehensively admitting that leading is not a process restricted to an individual's characteristics or traits, but a complete and complex event, composed of interactions between leaders and the led (NORTHOUSE, 2004). Still, in a similar way, it is possible to define leadership as a process of influencing the activities of one or more individuals, so that they add up efforts in the establishment and execution of goals, whatever they may be, in order to achieve common objectives (STOGDILL, 1974).

However, it can be seen that the lack of consensus as to the true meaning of leadership (BASS, 2008) does not diminish the importance of the theme. Different currents of opinion relate leadership with the attitude of "doing the right thing", in the sense of directing individuals in the pursuit of achieving the established results (MINTZBERG, 2010).

In general, leadership matters encompass general processes of interaction and searching for one or more shared goals, not explicitly dealing with business goals, although the concept is widely accepted and used in this way. Intangible elements are also used to present the theme in a theoretical way, such as the ability to inspire trust and support among the people involved in a particular endeavor (DUBRIN, 2003).

Studies on leadership developed over time based on five different approaches that prevailed at different times in organizational studies on the subject. According to Stewart (2006), the roles of leaders and the led have become more elaborate and refined as studies and research have expanded.



In this sense, it should be noted that the theoretical perspectives of leadership change due to the complexity of the world and organizations and the transformation of human and social interactions. Over time, the understanding of the topic becomes fluid, dynamic, diffuse, even allowing analysis under different approaches simultaneously.

The first approach to leadership, in the 1940s, is mainly focused on the leader's characteristics, natural qualities and personality traits. In the 1960s, however, the perspective of leadership style started focusing on the individual's behavioral characteristics, on how to act and behave in the business and social context. It is possible to highlight the contingency dimension in the analysis of leadership, considering, for example, situational and contextual factors as a necessary framework to understand the leadership process.

It is from the 1980s the theories of charismatic and transformational leadership emerge as new study approaches on the topic. Such theories come to see the leader as a being who inspires the led through ideas, behaviors and words to encourage them to achieve proposed goals and objectives.

Although a prescribed history about the theme has been built in relation to the evolution of the concept, it is believed that the term "leadership", particularly in the English language, has been used for more than 200 years. Stogdill (1974), for example, believes that the term appeared around 1300 CE.

Similarly, Fiedler (1967) states that the concern with leadership is old, in such a way that, it is possible to verify initial interest on the subject already in Plato's classic work "The Republic", by Plato, mainly regarding education and the training of political leaders, as well as most of the philosophers of the time.

An important fact is that, by carefully observing the evolution of the theme, the different phases of studies on leadership do not make previous studies obsolete. Theories tend to overlap and often complement each other (RÉ, 2011). This is because it is a subjective and procedural phenomenon of a complex character, which changes together with the reality and patterns of relationships between individuals in their different contexts.

Thus, to systematize the evolution of the concepts and approaches to the subject of leadership, Figure 2 seeks to summarize the main theories of leadership, namely: Behavioral Theories; Contingency Theory; Situational Theory and; New Leadership Theories.

**Figura 2** Leadership Theories – characteristics

Leadership Approaches		Characteristics	Authors
Behavioural Theory	Autocratic / Production oriented	The leader is responsible for making decisions without the participation of others.	Lippit; White (1975)
	Democratic/ Employee oriented	Tends to encourage the group to debate and come to a decision.	
	<i>Laissez-faire</i>	Does not interfere, leaving the decision to the group.	
Contingency Theory	Contingency Leadership	The leader is devoted to the tasks or relationships which depend on the actual situation. Admired by the led.	Fiedler (1967)
Situational Theory	Low maturity - determines	Provides detailed task instructions	Hersey; Blanchard (1969)
	Low to moderate maturity - persuades	Explains decisions and is open to questions.	
	Moderate to high maturity - shares	Discusses and exchanges ideas with the led.	
	High maturity - delegates	Assigns decision-making responsibility without supervising.	
New Leadership Theories	Charismatic	Vision and articulation; willing to take risks; perceptive to the environment and the needs of those being led; shows unconventional behaviours	House (1976)
	Transformational	Charismatic; inspiring; promotes intelligence; Gives personalized attention to each individual.	Bass (2008)
	Distributed	Collaborates spontaneously to perform tasks; shares role space; participates in institutionalized practices	Grönn (2002)

Source: Author's own elaboration (2018)

### 3 METHODOLOGICAL PROCEDURES

In view of the identified matter, the research was guided under a qualitative approach. According to Bryman (2004), the qualitative research tends to focus on individuals and their interactions, allowing the methodological process to occur in a flexible way and the results achieved to reflect what the participants consider relevant in the phenomenon studied. The qualitative research, especially in leadership, makes the phenomenon visible in two biases (leaders and the led), which can provide a condition to visualize the theme and reach the largest number of meanings on the subject. This study sought to determine the leadership expressed by professors of Higher Administration courses, considering that they can be leaders.

When it comes to the the research design, the case study was chosen, since it was intended to deepen the knowledge about the phenomenon studied - leadership - in a given context: the context of the teaching practice of university professors in a determined area, in

this specific case, the subjects of the research were professors of the center disciplines of Higher Administration courses of universities established in the mesoregion of Grande Florianópolis, in the State of Santa Catarina (FECAM, 2017). The choice of universities, as the focus of the study, occurred exclusively due to the presence of activities considered pillars of higher education, namely: 1) teaching, 2) research, and; 3) extension; requirements of the Ministry of Education for the HEI so it can be effectively named University (MEC, 2006).

Altogether, there are four Universities established in the mesoregion which offer higher education courses in Administration, which is also part of the setting for this research. However, it is worth noting that the universities with distance education hubs only were not accounted since the intention is to establish a connection between the leadership expressed in teaching practice, that is, in the classroom environment.

Regarding the choice of professors to participate, or sample selection, it occurred, at random first, taking into account their performance in the professional areas and the disciplines of the course. In a second step, the professors were identified and defined by convenience, according to their availability to participate in the research (YIN, 2016). Moreover, the fourteen (14) teachers interviewed have been working in Higher Administration courses for at least five (5) years, in core disciplines of the course curriculum. The higher education degree of the respondents is diverse: Administration, Accounting, Engineering and Psychology. Nonetheless, it is important to mention they all have Postgraduate courses (*lato and stricto sensu*); from the fourteen (14) interviewed, only four (4) still do not have a PhD.

The collection of research data used a semi-structured script to avoid choosing participants from their experiences, which tends to reflect the phenomenon studied (COOPER; SCHINDLER, 2016), and the possibility of exploring motivations and dilemmas in the positioning of those involved, as well as allowing interviewees to freely discuss the topic in question (MINAYO, 2009).

In order to make it possible to identify the teachers' perception of teaching practice and relate it to the concepts of leadership expressed by the research subjects, it was necessary to identify the teaching practice based on the model of Mizukami (1986), dividing the teaching practice into five dimensions that seek to identify the teacher's view. The first dimension [the University] corresponds to the interviewee's view of the university model adopted in Brazil

and it was worked on in the interview through three open questions. To address the second dimension, [the Student], two open questions were presented to identify the interviewee's perception of the student's role in the context related to the educational process. The third dimension to know the teaching practice, [the Regulation], two open questions were presented in the interview, aiming to verify, according to the description of the teaching activities, the relationship the professor makes between his/ her practice and the regulations imposed on Brazilian higher education. In the fourth dimension, [the Professor], two (2) open questions cover the interviewee's perception of how the teacher should be perceived in the classroom and his/ her role in the educational process. Finally, the fifth dimension, [EDUCATIONAL PROCESS], composed of two (2) open questions, intended to verify the teacher's opinion related to how he/ she perceives the students' receptivity to the choices for the educational process.

Given the intention to systematize the reports obtained in the interviews, they were recorded and, later, transcribed entirely in a word processor (Microsoft Word®). The participants were previously informed that the interview would be recorded, and the identification of the educational institution and the interviewees preserved - characterized by Professor 01, Professor 02, following this sequence - in order to safeguard their identity, a predominant factor for the teachers' acceptance to participate. The data analysis occurred from the description and interpretation of the contents of the semi-structured interviews conducted with the professors, starting from the pre-established analysis categories, namely, teaching practice (figure 1) and leadership (figure 2). The process of data interpretation consists of making sense of the data, involving continuous reflection on them (CRESWELL, 2010).

#### **4 RESULTS**

The objective here is to understand the teaching practice of the professors of Higher Administration courses based on the dimensions University, Teacher, Student and Educational Process (MIZUKAMI, 1986), and the respective elements described in figure 1. It is known that the characterization of the professors' teaching practice can, preliminarily, be aligned with the education approaches (educational conceptions) to, in the second moment, be associated with the expressions of leadership, research focus evidenced at the heart of this practice.

In this context, it was gathered in figure 3, all the evidence found about the perception of teaching practice and its dimensions in the reports of each professor surveyed, integrating the data and relating them to the educational approaches that guide, albeit in a subliminal way, classroom activities.

**Figure 3** The relationship between teaching practice and the educational approaches that guide the surveyed teachers

TEACHING PRACTICE APPROACHES	UNIVERSITY DIMENSION	STUDENT DIMENSION	PROFESSOR DIMENSION	EDUCATIONAL PROCESS DIMENSION
<b>Traditional</b>	Professor 1 Professor 5 Professor 6 Professor 7 Professor 10 Professor 13	-	Professor 2 Professor 3 Professor 8	Professor 1 Professor 2 Professor 3 Professor 5 Professor 6 Professor 7 Professor 10 Professor 13 Professor 14
<b>Behavioural</b>	Professor 9 Professor 11	-	Professor 9 Professor 10 Professor 11 Professor 12	-
<b>Humanistic</b>	Professor 3	Professor 1 Professor 3 Professor 5 Professor 10	Professor 4 Professor 5 Professor 6 Professor 7 Professor 13 Professor 14	-
<b>Cognitive</b>	Professor 2 Professor 8 Professor 12 Professor 14	Professor 2 Professor 4 Professor 6 Professor 7 Professor 8 Professor 8 Professor 9 Professor 11 Professor 13 Professor 14	Professor 9 Professor 10 Professor 11	Professor 1 Professor 4 Professor 7 Professor 8 Professor 9 Professor 11 Professor 12 Professor 14
<b>Sociocultural</b>	Professor 4	Professor 12	Professor 1	-

Source: research data.

When observing the relationship between the perceptions about teaching practice and the education approaches explained by each professor, it is possible to identify that, when only in the first dimension - the University - professors are predominantly aligned with the traditional approach to education. Therefore, this finding reveals that most professors believe that the university is an ideal place for education since it still has the vital function of

preparing individuals for society (MIZUKAMI, 1986). As for the second dimension, the Student, professors are predominantly in the cognitive approach of education, considering that the academic needs to have a nearly active role of observing, experimenting, comparing, relating, analyzing, juxtaposing, composing, fitting, raising the hypotheses, arguing, about the knowledge obtained in higher education and overcome the barriers of the classroom (MIZUKAMI, 1986).

In the same sense, when observing the third dimension of teaching practice, the Regulation, it can be seen that most professors understand the need for regulation in Brazilian higher education and feel positively the impacts of it on their teaching practice, while guiding the formation of the graduate profile of the course in question.

When observing the fourth dimension of the teaching practice, the Professor, it is possible to say professors believe their role is to facilitate knowledge, characteristic of the humanist conception of education. With regard to the expressed evidence of teaching practice in its fifth dimension, the Educational Process, finally, there is again the predominance of an action guided by traditional educational bases, justified in the choice of teaching strategies as the expository dialogic class and the assessment through specific knowledge tests. The diversity found in the references that guide teaching practices perceptions of the research subjects, specifically in what was revealed in the five dimensions considered for the analysis of these practices that demonstrates the complexity of "labeling" or adapting the professor's performance in a single educational conception. The data reveal multidimensionality associated with the view the professor adopts in the teaching practice, and it can be said, based on the data, that multiple approaches guide performance.

In this perspective, the professors' expressions of teaching practice was made clear in each of the dimensions analyzed, based on Mizukami's work (1986), revealing individualities certainly expressed in their day to day in the classroom. The teaching practice, therefore, proved to be individualized in the perceptions and actions described by the professors surveyed, which reveal values and beliefs aligned with how they perceive the world; thus, they can be understood as complex individuals, revealing diverse teaching practices, but under educational paradigms that interpose or complement each other. Figure 4 intends to relate each professor's expression of teaching practice and leadership.

**Figure 4** Leadership conceptions expressed in the surveyed professors' teaching practice

	EXPRESSION OF TEACHING PRACTICE	EXPRESSION OF LEADERSHIP		EXPRESSION OF TEACHING PRACTICE	EXPRESSION OF LEADERSHIP
<b>Professor 1</b>	Stimulates dialogue; shares roles, instructs, explains, discusses and holds responsibility;	Democratic Situational Charismatic.	<b>Professor 8</b>	Promotes intelligence; authority; collaborates to perform tasks;	Autocratic Transformational Distributed
<b>Professor 2</b>	In charge of the "transmission" of knowledge; authoritarian; explains and is open to questions	Autocratic Situational	<b>Professor 9</b>	Promotes intelligence; collaborates to perform tasks;	Transformational Distributed
<b>Professor 3</b>	In charge of the "transmission" of knowledge; authoritarian; Instructs, explains, discusses and holds responsibility;	Autocratic Situational Distributed	<b>Professor 10</b>	In charge of the "transmission" of knowledge; collaborates to perform tasks;	Democratic Distributed
<b>Professor 4</b>	Promotes intelligence; collaborates to perform tasks; In charge of the "transmission" of knowledge;	Transformational Distributed	<b>Professor 11</b>	Promotes intelligence; collaborates to perform tasks;	Transformational Distributed
<b>Professor 5</b>	Promotes intelligence; collaborates to perform tasks; In charge of the "transmission" of knowledge;	Democratic Distributed	<b>Professor 12</b>	Promotes intelligence; collaborates to perform tasks;	Transformational Distributed
<b>Professor 6</b>	In charge of the "transmission" of knowledge; collaborates to perform tasks;	Democratic Distributed	<b>Professor 13</b>	In charge of the "transmission" of knowledge; collaborates to perform tasks;	Democratic Distributed
<b>Professor 7</b>	In charge of the "transmission" of knowledge; collaborates to perform tasks;	Democratic Distributed	<b>Professor 14</b>	Promotes intelligence; collaborates to perform tasks;	Transformational Distributed

Source: primary data.

Once explained, the predominant education approaches in the group of professors surveyed through the analysis of the category listed in this work as "teaching practice", and its five dimensions, the positions of each professor will be pointed out, relating their practice with expressive characteristics of leadership based on the concepts synthesized in figure 2 (FIEDLER, 1967; HERSEY; BLANCHARD, 1969 LIPPIT; WHITE, 1975; HOUSE, 1976; GRÖNN 2002; BASS, 2008). This analytical procedure has the purpose of answering the objective of this research, which sought to verify the relationship between the teaching practice of professors in higher education in the area of Administration and the concepts of leadership expressed in the context of the classroom.

Observing the analyzed data, it is possible, through the description of the activities and the professors' perceptions regarding the teaching practice and its dimensions, to verify

characteristics of the leadership underlying their performance in the classroom, revealing profiles and processes associated from the leadership to the teaching practice.

When the two categories of analysis used to achieve this research's objectives are approached, it could be noted complementary aspects. Both, the approaches to education used to build "teaching practice" and the theories of leadership are subject to evolution and different interpretations.

It was possible to identify that the professors interviewed, when crossing the categories, show leader behaviors that can be listed in several leadership approaches, demonstrating that the leadership expressed in the teaching practice tends to manifest itself in different ways in each of the disciplines taught by the teacher, and even at the university, as the practice tends to be institutionalized.

Such facts associated determine teaching practice to be sustained in approaches to education, specific regulations of higher education, teaching-learning tools chosen by the professor, and how this is perceived in the classroom context, allowing a multifaceted analysis of their behaviors and conceptions given the complex activity to be categorized. That is, to analyze the positions of each of the professors in view of the five dimensions that make up the practice. In such wise, it was possible to delineate somehow the respondent sees the world; how he/ she thinks the student should position himself/ herself in the face of professional training; how he/ she, as an individual, relates to the students within an organized structure; fundamental elements of choice on how to conduct the educational process.

This is how the teacher is commonly challenged; the interaction with the environment (university, students, etc.) is limited only by the ability to "do the right thing", to direct the students in the pursuit of their goals, acting as leaders, as they lead the teaching processes inside and beyond the classroom, in the constant construction of their student's professional profile.

However, when observing the dimensions of teaching practice - namely, the University, the Student, the Regulation, the Professor and the Educational Processes - leadership is only explicitly observed in only the last two dimensions: the Professor and the Educational Process, where a worldview abstraction tends to appear. In other words, based on how the professor perceives himself/ herself in front of the student and the tools chosen for guidance towards the real objective.



Whether the teacher sees himself/ herself as a figure worthy of respect and admiration, as a facilitator of the teaching process, or even as someone who needs to create challenging situations for the students, the operationalization of his educational concepts, converted into choices, will demonstrate the expression of leadership to the student. And this will only happen during the academic semester, since leadership itself can be considered a relational process, capable of involving leaders and the led in search of commonly established objectives (BRYMAN, 2004).

## **5 FINAL CONSIDERATIONS**

The purpose of this article is to address the theme of leadership in order to gauge its expressions in the teaching practice of professors in Higher Administration courses in Grande Florianópolis mesoregion. It started from the understanding that leadership can be considered a relational process, involving the leaders and the led, with a commonly established purpose. Thus, this research aims to verify the relationship between the perception of teaching practice of professors in Higher Administration courses and the concepts of leadership expressed in the classroom environment.

The context of the study were professors from Higher Administration courses based at four universities in Grande Florianópolis, in the State of Santa Catarina. The institutions' choice followed the classification of the Brazilian Ministry of Education, which sorts, by university, a higher education institution that works with teaching, research and extension.

As a result of the research, it was possible to describe the professors' perceptions of teaching practice from educational concepts, regulatory aspects and educational processes that guide their performance, and, through it, identify the expression of leadership concepts in the context of the professors' teaching practices and relate them.

In order to achieve the proposed objectives, the theoretical-empirical foundations around the main research themes and their conceptual developments were presented. Initially, the category was entitled "teaching practice". When observing the approaches to education presented by Mizukami (1986), however, it was possible to establish five categories that delimit the way teachers position themselves: how the professor perceives the university environment, the student, the impacts of regulation on daily life, and how to make choices related to teaching-learning strategies.

Likewise, when observing the theoretical perspectives of leadership and its approaches, we sought to privilege the classic concepts of leadership, as well as the theories of the new approach to leadership, contemplating the theories of charismatic, transformational and distributed leadership.

Regarding the delimitation of the surveyed professors' perception of teaching practice, it was found through the interviews that they have different views of the teaching practice dimensions. This way, it is not possible to affiliate a teacher to a particular approach to education. These findings highlight the possibility that a teacher may have different but complementary views on teaching practice dimensions.

When asked about the first dimension of teaching practice, the University, professors fall predominantly in the traditional approach to education, making it clear that the majority still believe that the university is an ideal place for education. When questioned about how they wish their students to position themselves towards the teaching process, the predominant response was that the students must present an active role, predominantly as subjects of their education. In relation to the impact of higher education legislation in practical activity, most teachers believe that the regulations imposed tend to impact their classes positively.

In the same sense, when asked about the Professor Dimension, most professors believe that their role is transmitting content to students and, consequently, being an authority in the classroom. Moreover, when asked about the fifth dimension of teaching practice, the Educational Process, most professors stated that they chose the expository dialogic class as a teaching-learning strategy.

Finally, through the answers and the outline of each professor's expressions of teaching practice, it was possible to identify expressions of leadership individually. When verifying the relations in an aggregated way, it can be concluded that it is not possible to associate teaching practice exclusively with a single leadership approach since individuals are generally multifaceted and tend to present complex, sometimes diffuse and paradoxical behaviors. In this sense, the evidence showed that professors from higher in Mesoregion of Grande Florianópolis, present expressions of leadership in the teaching practice. Such expressions are multiple and expressed, mainly, by the way that this professor constructs his professional performance, being explicit, predominantly, in the way he puts himself in front of the

educational process, through the choice of his teaching-learning strategies and the way he/ she sees his/ her role, as transmitter of contents or facilitator of the learning process.

According to the results, the researcher concluded that, despite the interviewees presenting themselves as leaders in their classrooms, their expressions of leadership are sometimes not passed on to students due to their attitude towards the educational reality found. As a professor working in Higher Administration courses at one of the universities in the region covered, the researcher can also identify the leadership characteristics expressed in his teaching practice. The difficulty is on the impossibility of choosing teaching-learning strategies more consistent with the institution's reality, an aspect that was the point of agreement of some teachers addressed in the study.

Finally, at the end of the present study, it can be said that this research is a contribution to the studies of leadership, especially its relationship with the approaches in education and its teaching practices. In this sense, new research possibilities can be thought of, such as the analysis of teaching leadership under the complex leadership approach, considering the multidimensionality perceived in the conclusions of the analysis; as well as the search for the identification of leadership expressions in teaching practice from the students' perceptions.

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