

THE ROLE OF PRINCIPALS AND COORDINATORS IN THE SCHOOL ROUTINE: A STUDY ON MANAGEMENT PRACTICES

O PAPEL DOS DIRETORES E COORDENADORES NA ROTINA ESCOLAR: UM ESTUDO SOBRE PRÁTICAS DE GESTÃO

EL PAPEL DE LOS DIRECTORES Y COORDINADORES EN LA Rutina ESCOLAR: UN ESTUDIO DE LAS PRÁCTICAS DE GESTIÓN



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ABSTRACT: This article empirically examines how the management practices of school principals are related to the practices adopted by educational coordinators. To do this, we used data from the Management Practices, Educational Leadership, and Quality of Education in High Schools in Brazil (PGLEQE) study and carried out aggregation and adaptation of the self-reported responses by these members of the school community on specific school management topics. By estimating simple and partial correlations between the management practices adopted by principals and educational coordinators, we documented a positive association, especially in the areas of pedagogical management and data use and monitoring. These results, although indicative of relevant relationships, should be interpreted with caution, as they do not reveal a cause-and-effect relationship between the practices carried out by these actors in the school community.

KEYWORDS: School management. Pedagogical management. School directors. Pedagogical coordinators.

RESUMO: *Este artigo analisa empiricamente como as práticas de gestão de diretores escolares estão relacionadas às práticas adotadas por coordenadores pedagógicos. Para isso, utilizamos dados da pesquisa Práticas de Gestão, Liderança Educativa e Qualidade da Educação em Escolas de Ensino Médio no Brasil (PGLEQE) e realizamos uma agregação e adaptação das respostas auto reportados por estes membros da comunidade escolar em temas específicos da gestão escolar. Estimando correlações simples e parciais entre as práticas de gestão adotadas por diretores e coordenadores pedagógicos, documentamos uma associação positiva, especialmente nas áreas de gestão pedagógica e uso de dados e monitoramento. Estes resultados, embora indicativos de relações relevantes, devem ser interpretados com cautela, dado que não revelam uma relação de causa e efeito entre as práticas realizadas por estes atores da comunidade escolar.*

PALAVRAS-CHAVE: *Gestão escolar. Gestão pedagógica. Diretores escolares. Coordenadores pedagógicos.*

RESUMEN: *Este artículo analiza empíricamente cómo las prácticas de gestión de directores escolares están relacionadas con las prácticas adoptadas por coordinadores pedagógicos. Para ello, utilizamos datos del estudio Prácticas de Gestión, Liderazgo Educativo y Calidad de la Educación en Escuelas de Enseñanza Media en Brasil (PGLEQE) y realizamos una agregación y adaptación de las respuestas autoinformadas por estos miembros de la comunidad escolar en temas específicos de la gestión escolar. Estimando correlaciones simples y parciales entre las prácticas de gestión adoptadas por directores y coordinadores pedagógicos, documentamos una asociación positiva, especialmente en las áreas de gestión pedagógica y uso de datos y monitoreo. Estos resultados, aunque indicativos de relaciones relevantes, deben ser interpretados con cautela, dado que no revelan una relación de causa y efecto entre las prácticas realizadas por estos actores de la comunidad escolar.*

PALABRAS CLAVE: *Gestión escolar. Gestión pedagógica. Directores escolares. Coordinadores pedagógicos.*

Introduction

The management strategies implemented by leaders in the school community play a fundamental role in students' learning. Various pieces of evidence in the literature document that academic performance is positively associated with management practices and the school environment (Bloom *et al.*, 2015; Fryer, 2014, 2017). In this sense, promoting good management practices emerges as a relevant aspect of the improvement of educational public policies.

The low educational performance in Brazil and the difficulties in converting increases in educational investment into effective student learning highlight a scenario of inefficiency in the use of resources allocated to education (Borges *et al.*, 2023; De Barros *et al.*, 2019). Despite the expansion of access to basic education, the country still presents a low average schooling level (Menezes; Bento; Garcia, 2023). This aspect becomes evident when considering that only 27% of students achieve at least the minimum level of proficiency in mathematics, and about 50% of the population reaches the minimum expected level in reading (National Institute for Educational Studies and Research Anísio Teixeira, 2023).

Data gaps in education at the municipal and school levels make it challenging to recognize the factors and characteristics that explain the low efficiency of national education (Menezes; Bento; Garcia, 2023). Recent studies identify poor governance and inadequate management as possible mechanisms that contribute to the stagnation of student development in the school environment (Borges *et al.*, 2023; Glewwe; Muralidharan, 2016). In the United States, Fryer (2014) documents that improving management practices positively impacts the academic performance of students in public schools in Texas. In particular, the author documents that providing management training for principals contributes to students' performance in mathematics, increasing by 0.15 and 0.18 standard deviations, respectively, in elementary and high school.

In Brazil, De Barros *et al.* (2019) document that schools benefiting from the "*Jovem de Futuro*" educational management program, created in 2007 by *Instituto Unibanco* - aimed at raising levels of learning and completion of high school through the optimization of school management in the public network - record increases in their scores in Portuguese and Mathematics, reaching an increase of approximately 4 and 5 points, respectively, on the Basic

Education Assessment System (SAEB)⁴. scale. In a complementary study, Borges *et al* (2023) document that the same program has a positive impact on school management practices. In particular, positive and significant coefficients are verified for external learning assessment practices (0.24 standard deviation from the control group), internal learning indicators (0.28 standard deviation from the control group), and school goals (0.29 standard deviation from the control group). Additionally, correlating management practices and student performance, the results of this study suggest that a 1-point increase in the aggregate measure of management practices is associated with an average increase of 19.9 and 23.7 points, respectively, in standardized results in Portuguese and Mathematics. In this sense, taken together, both pieces of evidence suggest that improvements in educational management practices induced by the "Jovem de Futuro" Program have positive impacts on student learning.

Other evidence on aspects of school management corroborates the importance of understanding the relationship between management measures and student performance. Tavares (2015) finds that management practices, such as performance monitoring, goal setting, and incentive programs, significantly improve mathematics scores (0.14 to 0.22 standard deviation) for 8th-grade students benefiting from the PGER school management program in São Paulo⁵. De Hoyos, Ganimian, and Holland (2020) conducted a randomized experiment in 2015 in Argentina and documented that offering training on the use of student performance data for the development of school improvement plans leads to significant reductions in repetition rates (2.9 to 3 pp. 2 years after intervention and 1.5 to 2.1 pp. 3 years after intervention) and significant increases in student approval rates (2.2 and 2.3 pp. 2 years after intervention and 1.7 pp. 3 years after intervention).

Despite the evidence mentioned above, the literature still lacks evidence on the mechanisms by which management practices affect student outcomes. This study seeks to contribute to recent literature by investigating how school principals' management practice measures affect school functioning. In particular, this article aims to understand how the management practices adopted by principals are associated with practices adopted by other members of the school community. More specifically, we investigate how the practices of principals are correlated with practices adopted by pedagogical coordinators, who play an

⁴ The SAEB scale is a proficiency scale developed by the National Institute of Educational Studies and Research Anísio Teixeira (Inep), which measures the capabilities and skills in mathematics and Portuguese language of students in the 5th and 9th year of Elementary School and 3rd year of High School in Brazil.

⁵ School Management Program for Results in three stages (training, strategic planning and goal management), aimed at principals and pedagogical coordinators.

essential role in monitoring the pedagogical activities carried out by teachers on the teaching, assessment, and planning fronts (Lima; Santos, 2007).

To do this, we use data from the Management Practices, Educational Leadership, and Quality of Education in High Schools in Brazil (PGLEQE) survey, which emphasizes the connection between school management and leadership and educational outcomes, applied in 2022 in a set of 139 schools in the state networks of Espírito Santo and Piauí⁶.

As a first step in our study, we aggregated and adapted the self-reported questionnaires from principals and pedagogical coordinators in this research to the main domains of the Management Practices Instrument developed by Borges *et al.* (2023), which organizes school management practices into five main dimensions of educational management: pedagogical management, data use and monitoring, human resources, identity, and administrative⁷. or PGLEQE research questions that request a self-reported listing of the most common activities in the school routine of pedagogical coordinators and school principals, binary variables were created, receiving a value of 1 if they are among the top two and 0 if not. This adaptation measure may affect the accuracy of self-reported practices, as less frequent activities receive a zero value.

In the second step, simple correlations were estimated between the practices adopted by principals and pedagogical coordinators, as well as partial correlations, considering institutional and regional differences that may influence management practices. In this sense, partial correlations were controlled for regional fixed effects and the management complexity index. It is essential to emphasize that simple and partial correlations do not enable us to identify a cause-and-effect relationship between the implemented practices.

The results of both estimates indicate a positive relationship between practices reported by principals and by pedagogical coordinators related to two dimensions: pedagogical management and data monitoring. In general, these results are aligned with the role of pedagogical coordinators, who usually focus on activities related to monitoring teaching and learning in the school and which include a certain level of involvement in data monitoring such

⁶ For more details on the methodology and context of the research's application, see Oliveira *et al.* (2023).

⁷ In this structure, the pedagogical management dimension covers responsibilities related to the school curriculum, pedagogical and political projects, pedagogical planning, teaching-learning, teaching practices, and internal evaluation. The data use and monitoring dimension includes student flow measures, external evaluation, and goals. In the human resources dimension of the management practices instrument, aspects of leadership, evaluation of professionals, and performance and retention of good professionals are verified. The identity dimension captures characteristics of identity, image, and school climate. In the administrative dimension, aspects related to physical infrastructure and financial aspects are covered.

as dropout rates, attendance, and other metrics that contribute to improving the educational process.

Additionally, we found a smaller linear relationship between practices related to human resources and identities adopted by principals and pedagogical coordinators, which aligns with expectations regarding the role of the pedagogical coordinator, where strong involvement in human resources management activities or in defining the school's identity is not expected. This also aligns with literature indicating that adopting human resources management practices - including hiring, firing, compensation, and promotion policies - tends to be relatively lower compared to adopting practices related to monitoring and defining internal school goals (Bloom *et al.*, 2015).

In the next section, we describe the data from the survey used in this study. Then, the methodology and the main results found will be presented in Sections 3 and 4, respectively. Finally, in the last section, a brief discussion will be made about our study and its potential extensions.

Data

For the construction of the sample in this study, data from the "Management Practices, Educational Leadership, and Education Quality in High Schools in Brazil" survey applied⁸ in 2022 in the states of Espírito Santo and Piauí⁹, were collected, covering schools from different regions and educational profiles.

The questionnaire was administered for approximately 20 days in 70 schools comprising the sample from the state network of Espírito Santo, with responses from 70 principals, 76 pedagogical coordinators, and 682 teachers. The table below illustrates the composition of the sample in the state networks of Espírito Santo and Piauí as previously presented:

⁸ Field research was conducted in collaboration with applicators from Oppen Social, a company that specializes in supporting research in the social area.

⁹ The research sample designed for application in 6 state networks was reduced to application in two states due to the logistical impossibility of putting the field into practice - post-COVID context, state elections, and others.

Table 1 – PGLEQE Survey Sample

	Espírito Santo	Piauí
Teachers	682	619
Coordinators	76	76
Principals	70	70
Schools	70	69

Source: Oliveira *et al.* (2023).

Methodology

The main objective of this article is to understand how the management practices adopted by school principals are associated with the practices adopted by pedagogical coordinators within the school environment using data from the PGLEQE survey. Given the size of the questionnaire, firstly, an aggregation of the questionnaire items into different themes was carried out to reduce its dimensionality. Next, correlations between the practices adopted by principals and coordinators were estimated. It is important to note that this second step does not allow us to recover a causal relationship of how practices adopted by the school principal influence the practices adopted by pedagogical coordinators. On the contrary, this exercise only allows us to estimate a correlation between the measures of principals and pedagogical coordinators based on a self-reported instrument.

The aggregation of items from the PGLEQE questionnaire was done using the conceptual organization of the management practices instrument developed by Borges *et al.* (2023) into five main dimensions of educational management: pedagogical management, data use and monitoring, human resources, identity, and administrative.

In this instrument, the pedagogical management dimension seeks to assess aspects of the administration of the pedagogical project within the school and decision-making processes related to planning, teaching-learning policies, teaching practices, and internal evaluation. Meanwhile, the data use and monitoring dimension evaluates the school's approach to student attendance, repetition, and dropout rates, as well as the actions taken in response to this data. Within this dimension, initiatives of community leaders, involving parents and teachers, to prevent repetition and dropout rates are analyzed, along with measures for external evaluation and setting school goals.

Within the human resources dimension, aspects of leadership, methods of conducting professional performance evaluations, and measures taken to retain good professionals within the school are examined. The identity dimension seeks to capture practices adopted to enhance the school's identity, actions implemented to disseminate the school's values, its image within the community, and measures related to the school climate. Lastly, the administrative dimension encompasses financial aspects and the physical infrastructure of the school.

This aggregation required a preliminary adaptation of certain aspects of the PGLEQE questionnaire, as some survey questions request pedagogical coordinators and principals to list the activities they perform most frequently in their daily school routines. Thus, binary variables were constructed for each of the listed activities, taking a value of 1 if they are listed among the two most frequent activities and 0 otherwise. This adaptation introduces noise into our self-reported practices measure since a value of zero is assigned to practices listed less frequently.

After these adaptations, the PGLEQE survey questions were aggregated into the five main domains of Borges *et al.* (2023) Management Practices Instrument mentioned above. In the pedagogical domain, the largest number of survey questions was used, 31 and 44, respectively, in the questionnaires directed at school principals and pedagogical coordinators. Within the identity dimension, 10 questions from school principals and 9 from pedagogical coordinators were used. For human resources, 6 questions from principals and 15 from coordinators were utilized. Regarding data use and monitoring, 11 questions from principals and 8 from coordinators were included. Finally, 9 questions were directed at principals and only 2 at pedagogical coordinators in the administrative domain. Since it was identified that administrative practices are mainly carried out by the school principal, this dimension was excluded from the results presented in this study.

Another relevant point to mention is that the practices adopted by school principals and pedagogical coordinators are influenced by a series of institutional factors that define the possible practices that can be adopted by principals and coordinators, such as hiring/firing policies, compensation, etc. Additionally, within the same network, issues such as infrastructure, characteristics of the teaching staff, school size, and number of existing shifts, among other characteristics, can also influence the practices adopted by principals and coordinators.

Therefore, when investigating the relationship between the practices adopted by coordinators and principals, it is essential to also examine to what extent other factors influence the practices that are adopted. In addition to presenting simple correlations between the

practices reported by principals and coordinators, we will also report partial correlations, which take into account institutional differences that may affect management practices. In particular, we report correlations controlling for fixed effects of regionality in order to control for specific aspects of different teaching regions, such as resource availability, local educational policies, and other characteristics and/or educational interventions that may influence the practices adopted by principals and coordinators. Additionally, we also control for the Management Complexity Index, developed by the Ministry of Education based on information about school size, number of shifts in operation, diversity of educational levels offered by the school, and variety of stages/modalities offered¹⁰.

It is important to emphasize once again, however, that the use of these controls does not allow us to interpret the estimated correlations as reflecting causal relationships between the practices carried out by principals and coordinators. Such correlations should be interpreted solely as partial correlations, which also take into account the variables mentioned above.

Results

In this section, we present the main findings of this study. Firstly, descriptive statistics within the four aforementioned dimensions of educational management (pedagogical management, data usage and monitoring, human resources, and identity) are presented. Subsequently, a simple and partial correlation analysis between management practices adopted by school principals and those implemented by pedagogical coordinators is provided.

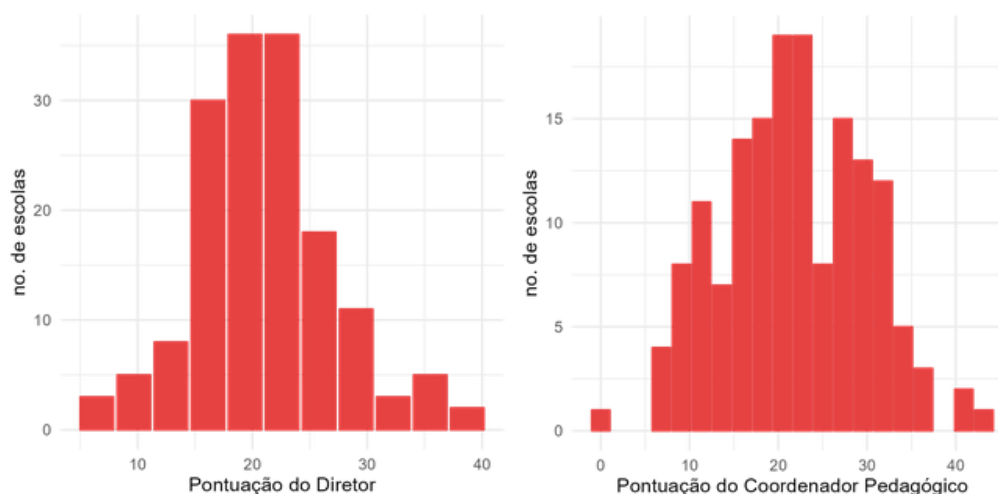
¹⁰ For more information, see Technical Note No. 040/2014 available at: <https://www.gov.br/inep/pt-br/acesso-a-informacao/dados-abertos/indicadores-educacionais/complexidade-de-gestao-da-escola>.

Descriptive Statistics

In this subsection, we explore the data from the PGLQE survey and present some descriptive statistics of the four measures described above. Graphs 1 to 4 below illustrate the distribution of the measures for principals and pedagogical coordinators. The horizontal axis represents the percentage of self-reported practices by members of the school community within that category, while the vertical axis shows the frequency of principals/coordinators.

Regarding the first theme of management practices, namely pedagogical management, principals, on average, perform 21% of practices related to pedagogical management, while pedagogical coordinators perform an average of 21.8% of practices. Additionally, the figure highlights a difference in the distribution of the number of practices associated with pedagogical management. While the vast majority of principals perform 25% or fewer of the 31 practices, the number of pedagogical coordinators performing more than 25.0% of the 44 practices is not negligible—which is consistent considering the role of the pedagogical coordinator in daily pedagogical activities and teaching and learning practices.

Graph 1 – Quantity of pedagogical practices performed by principals and coordinators

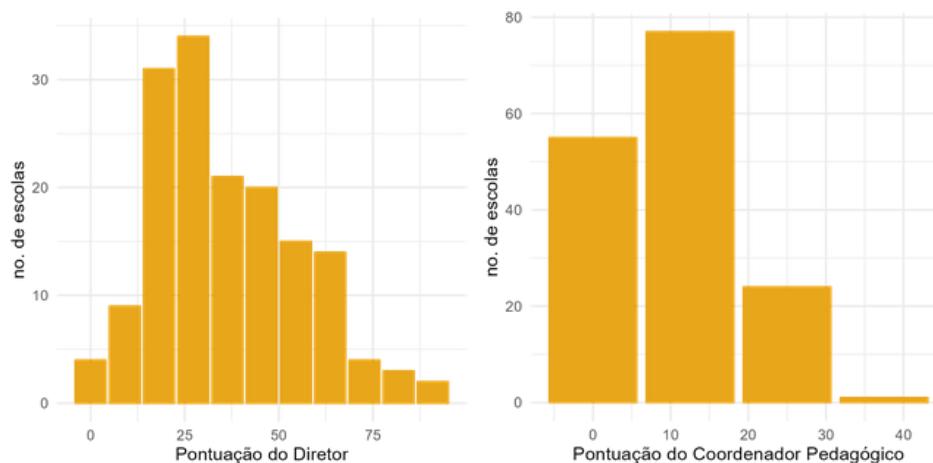


Source: Own elaboration based on data from the PGLQE survey (Oliveira *et al.*, 2023).

Regarding the second theme of practices, data usage, and monitoring, we observed that principals, on average, perform 36% of practices related to data usage and monitoring, while pedagogical coordinators perform an average of only 10.0% of the practices. Graph 2 presents the distribution of the percentage of practices performed in this group for the two actors, allowing us to verify that the majority of principals perform around 40.0% of the 11 practices,

whereas a large portion of pedagogical coordinators perform approximately 20.0% of the 8 practices.

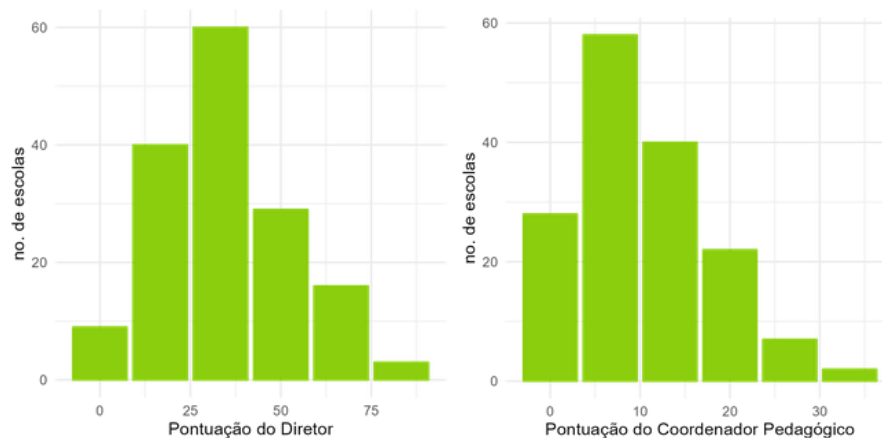
Graph 2 – Quantity of data usage and monitoring practices performed by principals and coordinators



Source: Own elaboration based on data from the PGLEQE survey (Oliveira *et al.*, 2023).

Regarding the third block of human resources practices, we observed in our sample that principals perform, on average, 34% of the 6 practices asked in the questionnaire, while pedagogical coordinators perform an average of 10% of the 15 practices related to this dimension. Graph 3 presents the distribution of this measure for the two distinct groups. In this case, we see that the majority of principals perform around 30% of the 6 practices, while a large portion of pedagogical coordinators perform approximately 15% of the 15 practices.

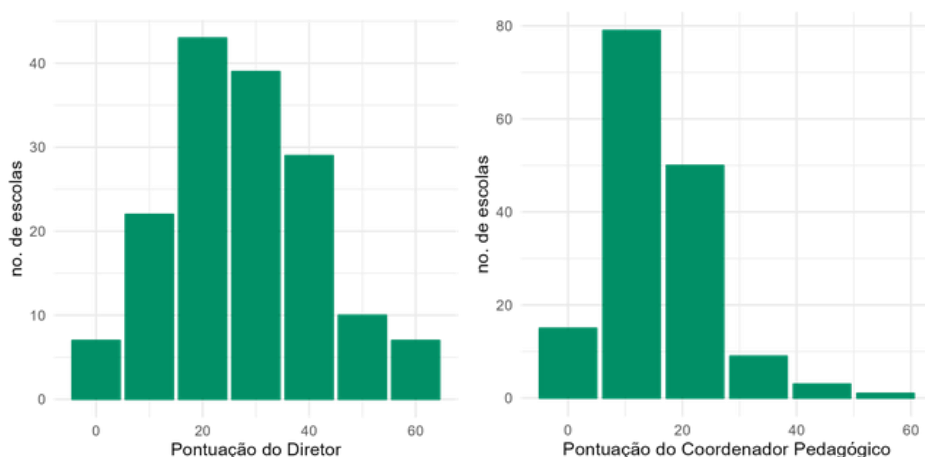
Graph 3 – Quantity of human resources practices performed by principals and coordinators



Source: Own elaboration based on data from the PGLEQE survey (Oliveira *et al.*, 2023).

Finally, concerning practices related to identity, we observed that principals perform, on average, 25% of the practices related to identity, while pedagogical coordinators perform an average of 15% of the practices asked of them in the questionnaire. The distribution of this measure is presented in graph 4, illustrating that the majority of principals perform around 30.0% of the 10 practices, whereas a large portion of pedagogical coordinators perform approximately 25.0% of the 9 practices.

Graph 4 – Number of identity practices performed by principals and pedagogical coordinators



Source: Own elaboration based on data from the PGLQE survey (Oliveira *et al.*, 2023).

In summary, the means and histograms presented in this section show that pedagogical coordinators concentrate their activities mainly on practices related to the pedagogical management of the school. We also observe that principals dedicate a considerable portion of their time to activities that are not related to pedagogical management, which is consistent with evidence documented in other applied education literature in Brazil. Overall, the results of the descriptive statistics and their alignment with previous literature reinforce that the measures constructed in this article have the power to measure practices adopted by principals and pedagogical coordinators in our sample.

Correlation Analysis

Having presented the main descriptive statistics constructed from the Practices of Management and School Leadership questionnaire, we proceed to investigate how the practices adopted by principals and pedagogical coordinators are related. For this purpose, we document correlations, both superficial and partial, between the measures presented earlier.

Table 2 reports the linear correlation between principals and pedagogical coordinators for each of the four measures of management practices constructed. As can be seen in column 1, there is a positive relationship between the quantity of practices related to pedagogical management reported by school management principals and by pedagogical coordinators. Although this number may seem small - about 5% of the variation in practices reported by coordinators is explained by the variation in practices reported by principals - it is essential to consider that these are self-reported measures and were constructed from adapted questions, as mentioned in the methodology section, which indeed introduces a series of measurement errors and ultimately reduces the estimated correlation between the measures. Column 2 also indicates a positive correlation, although the point estimate is lower, at 0.18, between the number of practices related to data and monitoring by principals and pedagogical coordinators. Overall, these results align with the composition of the routine of pedagogical coordinators, given that activities related to monitoring teaching and learning in the school are expected, and that there is some degree of involvement in monitoring dropout rates, attendance, and other measures aimed at improving the educational process.

Table 2 – Simple Correlations Between Management Practices

Pedagogical Management	Data and Monitoring	Human Resources	Identity
0,23	0,18	0,09	0,08

Source: Own elaboration based on data from the PGLEQE survey (Oliveira *et al.*, 2023).

Columns 3 and 4, finally, report the correlations between practices reported by principals and coordinators related to human resources and school identity. Although the (point) estimate of the correlation is also positive - respectively 0.09 and 0.08 - the values in the table indicate that the (linear) association between practices adopted by principals and pedagogical coordinators in these two themes is lower. Again, this result aligns with the composition of the duties assigned to the pedagogical coordinator, where the development of activities related to human resources management and school identity is not expected a priori.

As mentioned earlier, when investigating the relationship between practices reported by coordinators and principals, it is important to take into account that other factors may influence the adoption of certain practices. Therefore, we repeat the estimates reported in Table 2, controlling for the fixed effect of educational region and the management complexity index, in order to remove variations stemming from these factors, as mentioned in Section 3. The point estimates are very similar to those reported in the previous table, suggesting that both the management complexity index and characteristics of the educational regions have little capacity to explain the relationship between the number of practices adopted by principals and pedagogical coordinators.

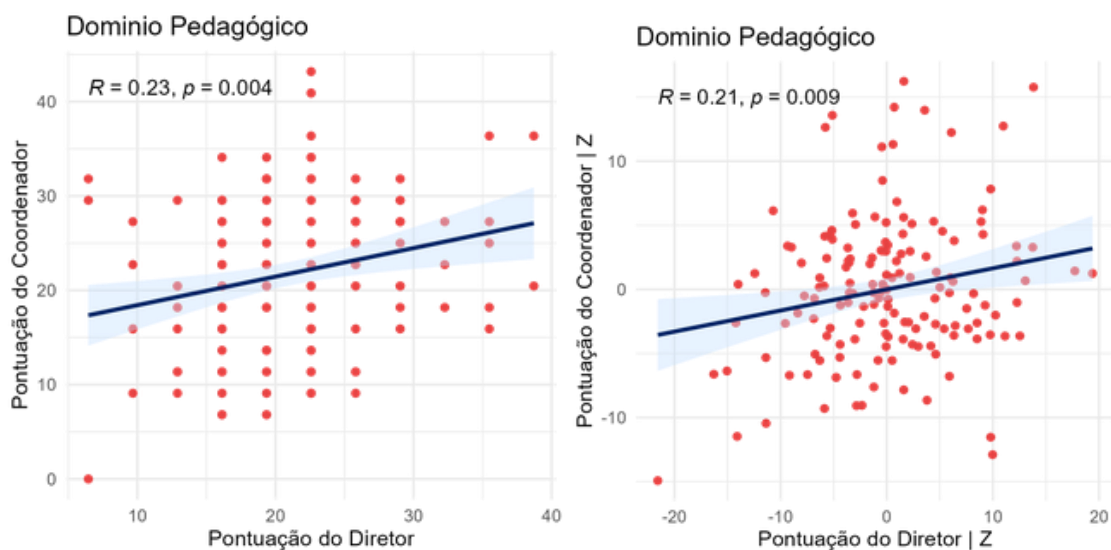
Table 3 – Partial Correlations between Management Practices

Pedagogical Management	Data and Monitoring	Human Resources	Identity
0,21	0,19	0,07	0,04

Source: Own elaboration based on data from the PGLQE survey (Oliveira *et al.*, 2023).

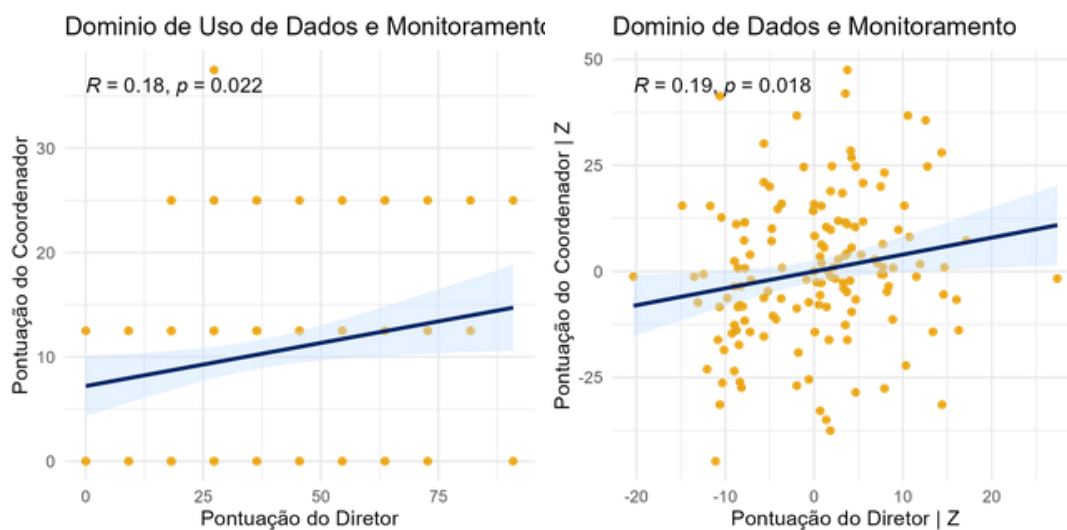
Finally, Figures 5 to 8 illustrate our linear correlation estimates within each of the four dimensions. The charts on the left report the simple correlations between management practices reported by principals and pedagogical coordinators, while the charts on the right present the partial linear correlation, i.e., controlling for fixed effects of region and the management complexity index. Tables 4 and 5, available in Appendix A, present in matrix format the correlations - simple and partial - between all measures presented in this study.

Graph 5 – Correlations between Pedagogical Practices



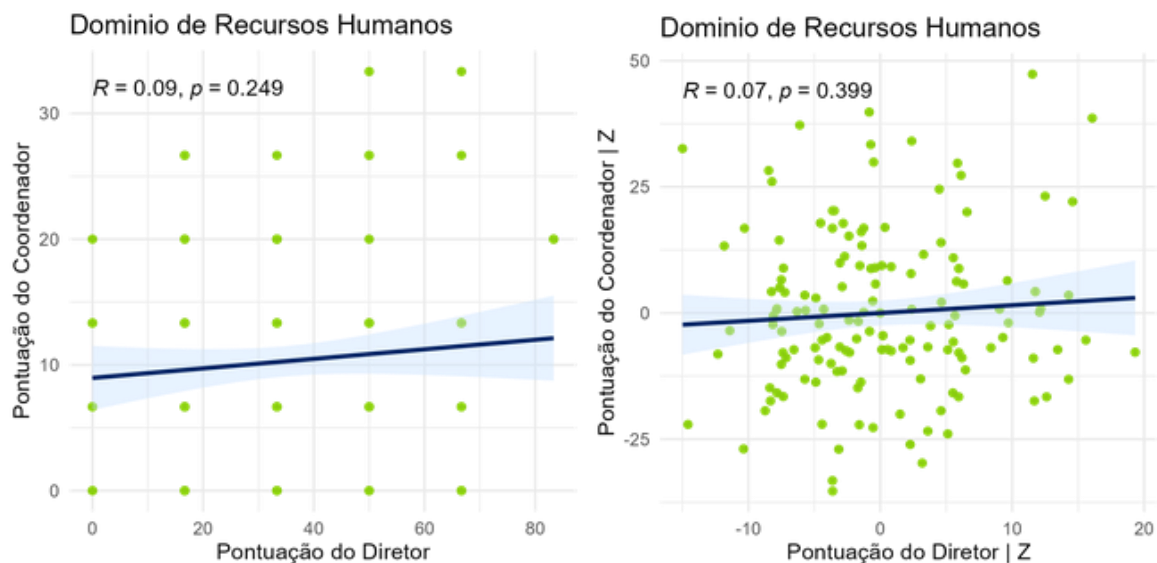
Source: Own elaboration based on data from the PGLEQE survey (Oliveira *et al.*, 2023).

Graph 6 – Correlations between Data Usage and Monitoring Practices



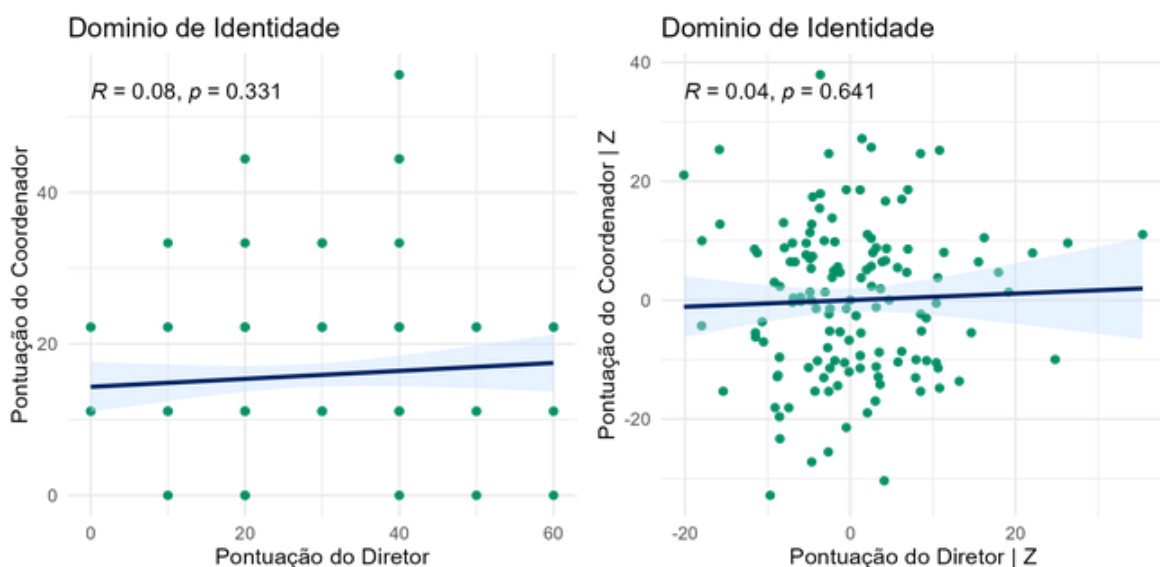
Source: Own elaboration based on data from the PGLEQE survey (Oliveira *et al.*, 2023).

Graph 7 – Correlations between Human Resources Practices



Source: Own elaboration based on data from the PGLEQE survey (Oliveira *et al.*, 2023).

Graph 8 – Correlations between Identity Practices



Source: Own elaboration based on data from the PGLEQE survey (Oliveira *et al.*, 2023).

Final considerations

In this study, we investigated how management practices adopted by school principals relate to the practices of other members of the school community, focusing particularly on pedagogical coordinators. Using data from the PGLQE survey, we aggregated self-reported questionnaires from principals and pedagogical coordinators according to the five dimensions of the Management Practices Instrument: pedagogical management, data usage and monitoring, human resources, identity, and administrative, developed by Borges *et al.* (2023). Additionally, we created binary variables to adapt questions from this survey that request a listing of activities most common in the professional routine of both these school community actors. Finally, we estimated simple and partial correlations between management practices adopted by school principals and practices implemented by pedagogical coordinators.

The results presented in the previous section indicate that there is a positive association between management practices reported by principals and pedagogical coordinators in the studied sample. This association is stronger for pedagogical practices, which aligns with the role of the pedagogical coordinator in the school routine, and for data usage and monitoring. The association in this latter dimension is somewhat less expected and may suggest that the pedagogical coordinator sometimes ends up performing tasks that are not related to their main responsibilities.

Ultimately, although the results indicate interesting patterns and make sense when considering the school routine and the role of different figures in the school community, the results should be interpreted with caution as they do not indicate a causal relationship between the practices carried out by school principals and pedagogical coordinators.

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Appendix A - Tables 4 and 5, presented below, illustrate, respectively, the simple and partial correlations in matrix format for all measures addressed in this study.

Table 4 - Simple Correlations between Management Practices adopted by Principals with Practices implemented by Pedagogical Coordinators within each of the dimensions

	dir_Pedagogico	dir_DadoseMonit	dir_RH	dir_Identidade	coor_Pedagogico	coor_DadoseMonit	coor_RH	coor_Identidade
dir_Pedagogico	1,00	0,00	-0,03	-0,21	0,23	0,10	-0,10	-0,01
dir_DadoseMonit	0,00	1,00	-0,24	-0,03	-0,08	0,18	0,04	0,09
dir_RH	-0,03	-0,24	1,00	-0,34	0,04	-0,06	0,09	-0,11
dir_Identidade	-0,21	-0,03	-0,34	1,00	-0,03	0,00	-0,05	0,08
coor_Pedagogico	0,23	-0,08	0,04	-0,03	1,00	-0,10	-0,15	-0,02
coor_DadoseMonit	0,10	0,18	-0,06	0,00	-0,10	1,00	-0,07	-0,28
coor_RH	-0,10	0,04	0,09	-0,05	-0,15	-0,07	1,00	-0,11
coor_Identidade	-0,01	0,09	-0,11	0,08	-0,02	-0,28	-0,11	1,00

Source: Own elaboration based on data from the PGLEQE survey (Oliveira *et al.*, 2023).

Table 5 - Partial Correlations between Management Practices adopted by Principals with Practices implemented by Pedagogical Coordinators within each of the dimensions

	dir_Pedagogico	dir_DadoseMonit	dir_RH	dir_Identidade	coor_Pedagogico	coor_DadoseMonit	coor_RH	coor_Identidade
dir_Pedagogico	1,00	0,01	-0,07	-0,18	0,21	0,10	-0,11	-0,05
dir_DadoseMonit	0,01	1,00	-0,39	0,05	0,00	0,19	0,03	0,16
dir_RH	-0,07	-0,39	1,00	-0,37	0,06	-0,03	0,07	-0,13
dir_Identidade	-0,18	0,05	-0,37	1,00	-0,08	0,04	-0,14	0,04
coor_Pedagogico	0,21	0,00	0,06	-0,08	1,00	-0,18	-0,11	-0,07
coor_DadoseMonit	0,10	0,19	-0,03	0,04	-0,18	1,00	-0,05	-0,24
coor_RH	-0,11	0,03	0,07	-0,14	-0,11	-0,05	1,00	-0,08
coor_Identidade	-0,05	0,16	-0,13	0,04	-0,07	-0,24	-0,08	1,00

Source: Own elaboration based on data from the PGLEQE survey (Oliveira *et al.*, 2023).