

FUCAPE PESQUISA E ENSINO S/A – FUCAPE ES

SILVANIA FERREIRA DE ALMEIDA

**EFEITOS DA LIDERANÇA ESPIRITUAL NA EDUCAÇÃO BÁSICA PÚBLICA E O
PAPEL MODERADOR DE VIVER UM CHAMADO**

**VITÓRIA
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Dissertação apresentada ao Programa de Pós-Graduação em Ciências Contábeis e Administração, da Fucape Pesquisa e Ensino S/A, como requisito parcial para obtenção do título de Mestre em Ciências Contábeis e Administração – Nível profissionalizante.

Orientadora: Prof^a. Dra. Rozélia Laurett.

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RESUMO

A abordagem da liderança espiritual abrange aspectos emocionais, espirituais, morais e intelectuais necessários para enfrentar os atuais desafios do mundo do trabalho. Assim, este estudo tem o objetivo de verificar os efeitos da liderança espiritual no comportamento dos professores da educação básica brasileira (comportamento inovador, desempenho, ostracismo e presenteísmo) e o papel moderador de viver o chamado nessas relações. Para tanto, foi realizado um estudo empírico, quantitativo e descritivo a partir de dados primários e corte transversal. Tendo como público alvo 350 professores de escolas públicas de educação básica brasileiras. A análise dos dados, coletados via questionário estruturado com 57 questões, foi realizada a partir do uso da Modelagem de Equações Estruturais (MEE). Os resultados do estudo indicaram que a liderança espiritual exerce uma influência positiva no comportamento inovador e no presenteísmo, bem como, uma influência negativa no ostracismo dos professores da educação básica brasileira. No entanto, não foi observada uma relação positiva entre a liderança espiritual e o desempenho no trabalho. Verificou-se também que a moderação do construto viver o chamado não foi confirmada, tanto para as relações positivas (liderança espiritual e comportamento inovador e liderança espiritual e desempenho no trabalho) quanto para as relações negativas (entre liderança espiritual e ostracismo e entre liderança espiritual e presenteísmo). Quanto à originalidade, a pesquisa apresentou contribuições práticas e teóricas. No campo teórico trouxe o construto viver o chamado como moderador da relação entre liderança espiritual e os consequentes comportamento inovador, desempenho, ostracismo e presenteísmo. Além do mais, ampliou a literatura ao investigar os consequentes da liderança espiritual em escolas de educação básica públicas brasileiras. No campo prático, os resultados oferecem subsídios para que gestores e secretarias de educação compreendam os impactos da liderança espiritual sobre os aspectos comportamentais dos professores, bem como, abre possibilidades de intervenções que impactem positivamente tais comportamentos.

Palavras-chave: liderança espiritual; viver o chamado; professores da educação básica.

ABSTRACT

The approach of spiritual leadership encompasses the emotional, spiritual, moral, and intellectual aspects necessary to face the current challenges of the world of work. Thus, this study aims to examine the direct relationship between the construct of spiritual leadership and its consequences (innovative behavior, job performance, ostracism, and presenteeism), as well as the moderating role of living a calling in the relationships between spiritual leadership and its consequences in Brazilian public basic education schools. To this end, an empirical, quantitative, and descriptive study was conducted using primary data and a cross-sectional design. The target audience consisted of 350 teachers from Brazilian public basic education schools. Data analysis, based on responses collected through a structured questionnaire with 57 questions, was carried out using Structural Equation Modeling (SEM). The results of the study indicated that spiritual leadership has a positive influence on innovative behavior and presenteeism, as well as a negative influence on ostracism among Brazilian basic education teachers. However, no positive relationship was observed between spiritual leadership and job performance. Additionally, it was found that the moderating effect of the construct *living a calling* was not confirmed, either for positive relationships (spiritual leadership and innovative behavior, and spiritual leadership and job performance) or for negative relationships (between spiritual leadership and ostracism, and between spiritual leadership and presenteeism). Regarding originality, the research provided both practical and theoretical contributions. Theoretically, it introduced the construct *living a calling* as a moderator of the relationship between spiritual leadership and its consequences—innovative behavior, job performance, ostracism, and presenteeism. Furthermore, it expanded the literature by investigating the consequences of spiritual leadership in Brazilian public basic education schools. Practically, the results offer insights for administrators and education departments to understand the impact of spiritual leadership on teachers' behavioral aspects, as well as open possibilities for interventions that positively influence such behaviors.

Keywords: spiritual leadership; living a calling; basic education teachers.

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