

The Relevance of Organizational Culture and Leadership: Analysis of the Perception of Members of the Senior Management of the Federal Institute of Piauí at the Floriano - PI campus

A Relevância da Cultura Organizacional e da Liderança: análise da percepção dos Integrantes da Direção Superior do Instituto Federal do Piauí no campus de Floriano - PI

Relevancia de la Cultura Organizacional y del Liderazgo: Análisis de la Percepción de los Miembros de la Alta Dirección del Instituto Federal de Piauí en el campus Floriano - PI

Alexandre Garcia de Farias ¹
Universidade Paulista

Roberto Bazanini ²
Universidade Paulista

Alberiza Garcia de Farias ³
Universidade Federal do Piauí

Abstract: The main objective of this research is to analyze the perception of managers about organizational culture and leadership in the context of the Federal Institute of Piauí at the Floriano-PI campus. To this end, a descriptive study was carried out using a qualitative research approach. Three directors took part in this research through semi-structured interviews using questionnaires. The results of this research showed that the directors are aware of the elements of the organizational culture of the institute and understand that exercising leadership influences people's work. Therefore, the habits and values of organizational culture and the leadership of people are fundamental for federal institutes to achieve excellent results.

Keywords: Organizational culture; Leadership; Federal Institute.

Resumo: O objetivo central desta pesquisa é analisar a percepção dos(as) diretores(as) sobre cultura organizacional e liderança no contexto do Instituto Federal do Piauí no campus de Floriano-PI. Para tanto, realizou-se um estudo descritivo com abordagem de pesquisa qualitativa. Três diretores(as) participaram desta pesquisa, através de entrevistas semiestruturadas com a utilização de questionários. Através dos resultados desta pesquisa, constatou-se que os (as) diretores(as) conhecem os elementos da cultura organizacional do referido instituto, e entendem que exercer liderança influencia no trabalho das pessoas. Portanto, os hábitos e valores da cultura organizacional, a liderança de pessoas, são fundamentais para os institutos federais obterem excelentes resultados.

Keywords: Cultura Organizacional; Liderança; Instituto Federal.

¹ Doutorando em Administração pela Universidade Paulista (Unip), São Paulo, São Paulo (SP), Brasil. E-mail: alexandre.garcia@ufvjm.edu.br; Lattes: <http://lattes.cnpq.br/4109600158492283>; ORCID: <https://orcid.org/0000-0002-2699-4539>.

² Pós-Doutor em Comunicação e Cultura pela Universidade Paulista (Unip), São Paulo, São Paulo, (SP) Brasil. E-mail: roberto.bazanini@docente.unip.br; Lattes: <http://lattes.cnpq.br/0166946863505823>; ORCID: <https://orcid.org/0000-0002-1575-4791>.

³ Graduada em Pedagogia pela Universidade Federal do Piauí (UFPI), Floriano, Piauí, (PI) Brasil. E-mail: alberizagarcia91@hotmail.com; Lattes: <http://lattes.cnpq.br/2570798742131417>; ORCID: <https://orcid.org/0009-0009-5309-6687>.

Resumen: El objetivo principal de esta investigación es analizar la percepción de los gestores sobre la cultura organizacional y el liderazgo en el contexto del Instituto Federal de Piauí en el campus Floriano-PI. Para ello, se realizó un estudio descriptivo utilizando un enfoque de investigación cualitativa. Tres directores participaron en esta investigación a través de entrevistas semiestructuradas mediante cuestionarios. Los resultados de esta investigación mostraron que los directores son conscientes de los elementos de la cultura organizativa del instituto y entienden que el ejercicio del liderazgo influye en el trabajo de las personas. Por tanto, los hábitos y valores de la cultura organizativa y el liderazgo de las personas son fundamentales para que los institutos federales logren resultados excelentes.

Palabras clave: Cultura organizativa; Liderazgo; Instituto Federal.

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1 Introduction

Organizational culture and leadership are topics that have been emphasized by many researchers and organizational managers in various countries around the world. These two themes are closely associated with organizational behavior and people management in organizations. Over the last three decades, academic research has intensified into understanding the correlation between these two themes. Culture is widely accepted as having a social aspect and can be communicated from generation to generation (Akanji et al, 2020). Organizational culture is understood through patterns of behaviour, beliefs and precepts shared by the members of the organization (Mohelska; Sokolova, 2015).

Like organizational culture, leadership has become a relevant topic for academics and professionals interested in this subject over the last fifty years (Akanji et al, 2020). Leadership is seen above all through influence, that is, leaders can be responsible for determining the way the organization will act, and offering guidance to followers to proceed in the way that is desired (Walk, 2023).

Leadership is an important element in directing people to achieve organizational goals. In addition, organizational culture is essential for the organization to remain convinced of its purpose. Both private and public sector organizations can focus their objectives in accordance with their organizational culture and leadership practices.

As far as the public sector is concerned, the federal institutes are part of it, and they have directors to ensure their efficient operation and development. The focus of federal institutes is professional and technological education, and they are responsible for offering technical and technological courses.

In addition, federal institutes offer higher education courses, and their management is implemented following various university management strategies and guidelines. For Cunha *et al* (2020, p. 2) “University management takes place through administrative actions and interactions for the functioning of the institution, carried out, for the most part, by university teachers, even if they do not have the appropriate training for this purpose.”

According to Mikušová; Klabusayová and Meier (2023), organizational culture exists in all organizations, and not only in profit-oriented organizations, but also in institutions that are not profit-oriented. This is the case with educational institutions, such as universities and federal educational institutes. The exercise of leadership helps the organization to achieve exceptional results, and consequently impacts on organizational performance (Darvishmotevali; Altinay, 2022).

The main objective of this research is to analyze the perception of directors about organizational culture and leadership at the Federal Institute of Piauú in the city of Floriano. In view of this, the aim is to answer the following research question: how do the directors of the Federal Institute of Piauú at the Floriano campus understand the relevance of organizational culture and leadership? In order to answer this question, we opted for a descriptive study with a qualitative research approach. Data was collected through semi-structured interviews and open-ended questionnaires.

This study is organized into five stages, in addition to this introduction. The second stage includes the theoretical framework on the subject. This is followed by the methodological approach of this research. The fourth stage presents the analysis and discussion of the results. Finally, conclusions are drawn.

2 Organizational Culture and Leadership in Organizations and Educational Institutions

Since the 1980s, the concept of organizational culture has been highlighted in organizational theory studies (Cheung; Wong; Wu, 2011). Organizational culture can take on different interpretations, as it is perceived in different ways. It is understood through basic assumptions and convictions, values, prevailing norms, behavioral patterns, habits, rituals, symbols, artifacts, among others (Iivari; Iivari, 2011).

It is not a simple task to define an organization's culture, as most of its aspects are intangible. It is holistic, difficult to change, historically grounded and socially constituted (Schraeder; Tears Jordan, 2005). There are various definitions of organizational culture. Its concepts are understood in different ways.

According to Pawirosumarto; Sarjana and Gunawan (2017, p. 1340) “organizational culture are values and symbols that are understood and adhered to together by all members of the organization.” Parallel to this understanding, Robbins; Judge; Sobral (2010, p. 501), clarify that “[a]n organizational culture refers to a system of values shared by the members of an organization that differentiates it from others.” According to Edgar Schein (2017), culture is analyzed through levels. These levels are: artifacts: which represent the organizational processes and structures; beliefs and values: represent the philosophies and what the organization believes; and basic assumptions: are the perceptions assumed to be true in the organizational context.

Each level of culture represents its layers. The respective model shows different levels of cultural evidence (Baumgartner; Zielowski, 2007). An organizational culture that is considered strong has a high impact on the attitudes and behaviour of the members of an organization. A recognizably strong culture is one in which employees respond to stimuli because their alignment remains in line with the values represented by the organization (Jain, 2015).

Organizational culture and leadership are closely linked in the organizational context, since both influence each other. In other words, it is a reciprocal process between leadership and organizational culture. The leader shapes the culture but is also shaped by it (Giritli; et al, 2013).

Leadership encompasses interactions between people and social influence. Previous studies have shown that its field of study is fertile and that it can be found in various areas, such as anthropology, sociology, economics, psychology, political science and administration. There is in fact a large body of knowledge that deals with and clarifies leadership (Banks, 2023).

The concept of leadership dates back to human antiquity and can be seen in the creation of groups and the management of people to implement certain goals activities. However, it was only since the industrial revolution that there were changes in the way things were done, people influencing others through skills and power, thus culminating in a new way of theorizing leadership (Asrar-Ul-Haq; Anwar, 2018).

Early studies on leadership were influenced by management theories. Classical theory considered the organization in a comprehensive way and scientific management theory emphasized the systematic management of the tasks carried out by the members of the organization in order to achieve previously defined objectives. The authors Maslow, Herzberg and McGregor were concerned with the analysis of the work situation, which would have an impact on leaders and followers, as well as the study of human needs, motivation and productivity. From this, the first models and theories of leadership emerged (Asrar-Ul-Haq; Anwar, 2018).

The great man theory was the first attempt to study the concept of leadership in the 19th century. This theory defends the idea that leaders are born leaders and have personal characteristics in their life history that demonstrate leadership. The leader's attributes can be exemplified through influence and wisdom (Kumar; Khiljee, 2016). People would only recognize a man as a great leader because he has intrinsic qualities that demonstrate leadership. Great leaders appear in the face of challenges and confrontational situations (Sackey, 2021).

Still at the beginning of the 20th century, studies on leadership advanced, and from this emerged the theory of personality traits, which has affinities and conformities with the great man theory (Kumar; Khiljee, 2016). In this theory, certain personality characteristics differentiate leaders from non-leaders, such as intelligence, the ability to socialize and reliability. Thus, those with these criteria could be among the people who exercise leadership. This theory received a lot of criticism in the first half of the 20th century, because it was not proven that traits alone make leadership. A person's characteristics can be important for exercising leadership, but that's not all. In addition to traits, behaviors and cognitions can determine the effectiveness of leadership. As a result, the field of leadership study gained a new focus, emphasizing behavior (Hernández et al, 2011).

Behavioral theories of leadership diverge from trait theory. After the Second World War, American analysts made it clear that there was a way to predict human behavior based on scientific studies. The initial study is attributed to psychologist Kurt Lewin and his team, who intensified their research at the University of Iowa. The behavioral approach to leadership presents the idea of what the style of leadership would be leadership styles. For Lewin and his team, the leadership styles are: autocratic, democratic and laissez-faire (Rafiq; Mahmood, 2010).

The autocratic leader is the one who commands his subordinates, makes decisions based solely on his will, without any participation from his team. Through this type of leadership, the followers experience tensions, the leader uses his imposition and dictates how the activities will be carried out, and the team accepts what is being ordered. The democratic leader, on the other hand, listens to the opinion of his followers in order to make decisions. In democratic leadership, there is reciprocity between the leader and his team, and everyone's participation is relevant to achieving the objectives. The democratic leader collaboratively allows everyone to carry out their activities freely and takes responsibility for achieving success. The laissez-faire leader, on the other hand, is hardly involved in the activities of his followers. In this type of leadership, the leader's participation is too short to guide the team, there is a low level of supervision and control, resulting in a team that hardly shows any motivation (Rafiq; Mahmood, 2010).

The focus of the behavioral study of leadership achieved notoriety, however, the situational context had not yet been explored. Between 1960 and 1970, leadership researchers focused on the study of contingency theories, the idea being that situational factors can limit or enable the leader's actions (Hernández et al, 2011). The leader acted according to the type of situation. The will of the leader and an appropriate leadership style for each situation prevailed (Jogulu; Wood, 2006).

Like any other model, contingency theories have been criticized and questioned (Hernández et al, 2011). As a result, new studies are being conducted in the field of leadership. New leadership models are gaining relevance, such as the transformational leadership model and the transactional leadership model, both of which are considered contemporary approaches to leadership (Jogulu; Wood, 2006).

Author James MacGregor Burns was a pioneer in identifying transformational and transactional leadership. Transactional leadership is a process of exchange between leaders and those they lead. In this way, the leader can receive retribution or rewards for complying with the leader's wishes (Rafferty; Griffin, 2004). In other words, it would be the same as the leader giving something rewarding to their followers in order for them to fulfill their wishes.

Transformational leadership, on the other hand, is understood by James MacGregor Burns as a relationship and interaction between the leader and their subordinates, in which there is deep motivation on both sides, thus making a combination of values between them. Burns' understanding was later expanded by Bernard M. Bass, who recognized that a consistent vision and personality are the common premises of those who exercise transformational leadership. In addition, transformational leaders inspire their subordinates to focus their efforts on carrying out activities towards the achievement of objectives intended by all (Xu, 2017). There are several other leadership theories, but this study focused on the main theories.

From the theories of leadership, it is possible to understand their definitions and concepts. Salehzadeh (2017, p. 865) understands leadership “[...] as the process of influencing followers to obtain certain types of desired results”. In line with this understanding, Mwesigwa; Tusiime and Ssekiziyivu (2020) understand leadership as an act of influencing people in order to obtain desired results.

Leadership is all about influence and people. The leader is responsible for influencing their followers to achieve the pre-established goals. For Cong and Thu (2021, p. 302), “[...] a leader is a person capable of creating a vision for an organization or group and exercising their power to influence those who follow that vision.” The leader goes beyond giving orders, he influences people to achieve the organizational purpose.

It can be seen that leadership and the culture of the organization significantly boost the performance of the organization's members (Ferine et al, 2021). Leadership is relevant to achieving success in all types of organizations, including educational institutions. In the scientific literature, some studies suggest that the leadership of educational organizations is similar to the leadership practices of corporate organizations. However, several studies argue that leadership practices in educational institutions are different from leadership practices in business organizations, due to their peculiarities.

The successful behaviors of a leader in a higher education institution include direction and communication with team members, a vision of the future, a favorable organizational climate, treating people with integrity, taking into account opinions on relevant decisions and giving feedback on the performance of those led (Alonderiene; Majauskaite, 2016).

Leaders can both influence the organizational culture of an educational institution and be influenced by it. For Trivellas and Dargenidou (2009), university organizational culture is understood as the collective identity of a university, college or other organization. This understanding represents the reality of federal institutes, which are responsible for basic and higher professional, technical and technological education. In this respect, technical education institutions need to develop a culture that focuses on stakeholder satisfaction through continuous improvement and educational restructuring (Nanjundeswaraswamy; Swamy, 2021).

3 Methodological Procedures

This is a descriptive study with a qualitative research approach. According to Sampieri, Collado and Lucio (2013, p. 102), “descriptive studies are useful for accurately showing the angles or dimensions of a phenomenon, event, community, context or situation.” Qualitative research, in turn, is carried out according to Creswell (2014, p. 52), “[...] because we want to understand the contexts or environments in which the participants in a study approach a problem or question.” In this respect, this study analyzes the context of directors' perceptions of organizational culture and leadership in the management of a federal institute located in the city of Floriano-PI. As far as the population is concerned, three directors took part in this research: the general director of the IFPI Floriano campus, the teaching director and the administration and planning director of the same campus. They were selected because the directors are primarily responsible for running the campus and are the ones who can exercise leadership throughout the campus. In addition, as the departments and units of the campus need to

report to the top management, the directors have a lot of information about each unit of the campus and about the values and norms that are being followed in the institution. As such, the directors as respondents can share a lot of information about the campus units. In the case of this study, the focus is on institutional management, which is made up of three directors of the campus. They are responsible for the upper management of the campus. In this sense, this research analyzes the total population, since the Federal Institute of Piauí's Floriano campus is made up of three directors. Data was collected in July 2023 through semi-structured interviews using questionnaires.

According to Sampieri, Collado and Lucio (2013, p. 426), “[...] semi-structured interviews are based on a script of subjects or questions and the interviewer is free to ask other questions [...].” In this sense, the directors answered open-ended questions drawn up in a questionnaire that addressed issues of organizational culture and leadership. Before the interviews began, each of the three directors interviewed was given a Free and Informed Consent Form (IFPI) to read and sign. With regard to analyzing the data collected in the interviews, the content analysis technique was applied. According to Bardin (2011, p. 50) “[...] content analysis is a search for other realities through messages.” This study was based on the content analysis exemplified in the work of Bardin (2016), which is carried out in three stages: pre-analysis, exploration of the material and treatment of the results obtained, and interpretation. In this research, we used the categories of analysis based on the directors' perception of organizational culture and leadership at the federal institute of Piauí on the Floriano campus.

Law No. 11.892, of December 29, 2008, ratifies the creation of federal education institutes. Federal institutes offer higher, basic and professional education (Brasil, 2008). The unit of analysis in this study is the Federal Institute of Piauí Floriano campus. The Federal Institute of Piauí is made up of several units located in the following cities: Angical; Cocal; Teresina Dirceu Arcoverde; José de Freitas; Parnaíba; Pedro II; Pio IX; São João; Teresina Central; Uruçuí; Campo Maior; Corrente; Floriano; Oeiras; Paulistana; Picos; Piripiri; São Raimundo Nonato and Teresina Zona Sul (IFPI, 2023).

The administrative units of the IFPI in Floriano are made up of managers, coordinators and heads of departments. These units and sub-units are General Directorate of the Floriano Campus; Office of the General Directorate; Teaching Directorate of the Floriano Campus; Administration and Planning Directorate of the Floriano Campus; Teaching Support Department; Higher Education Department; Technical Education Department; Logistics, Maintenance and Purchasing Department; Accounting and Assets Department; Extension Coordination; Research, Postgraduate

and Innovation Coordination; Systems Analysis and Development Course Coordination; Biological Sciences Degree Course Coordination; Mathematics Degree Course Coordination; Coordination of the Technical Course in the Environment; Coordination of the Technical Course in Informatics; Coordination of the Technical Course in Electromechanics; Coordination of the Technical Course in Buildings; Coordination of the Professional Master's Course in Mathematics in the National Network; Coordination of the Areas of Nature, Humanities and Letters; Discipline Coordination; Library Coordination; Academic Control Coordination; Purchasing and Bidding Coordination; Bidding Assistant; Patrimony and Warehouse Coordination and Coordination of the Center for Assistance to People with Specific Needs (IFPI, 2023). Each of the respective administrative and academic units and sub-units represent the organizational structure of the IFPI in Floriano-PI. Each of them is managed by teachers and administrative technicians in education. The focus of the research is on the campus directors and their perceptions of organizational culture and leadership, as described in the next step.

4 Analysis and Discussion of Results

This section presents the analysis of the data obtained in the survey, taking into account the methodology described above. To this end, the analysis focused on the perception of IFPI directors regarding organizational culture and leadership.

Regarding the profile of the three directors of the IFPI Floriano campus, the director-general of the Federal Institute of Piauí Floriano campus has a master's degree in Science and Mathematics Teaching and has held the position of director-general for 1 year and 11 months. The director of education has a master's degree in Mathematical and Computational Modeling and has been in the position of director of education for 1 year and 10 months. The director of campus administration has a specialization in Higher Education Methodology and has only been in the position of director of administration for a few days. These two directors give more visibility to the female leadership development initiatives that are becoming more prominent in the context of IFPI management.

4. 1 Organizational Culture and Management of the IFPI Floriano Campus

The guiding question explained in this study sought to assess the perception of the directors about organizational culture and leadership in the context of the Federal Institute of Piauí Floriano campus. The general director of the Federal Institute of the Floriano campus

is interviewee 1. The director of education is interviewee 2. The director of administration and planning is interviewee 3. These are the respondents in this survey.

Asked about the habits, beliefs, rituals and behaviors that make up the organizational culture of the IFPI Floriano campus, and how this influences management, the three directors interviewed responded as follows:

The habit of having a routine influences management (Interviewee 1)

I'd be a bit suspicious to talk about the campus because I've been here since I was a student, I did my secondary education here at IFPI, I also did my higher education, so we always try to be guided by people we have as examples, and to give you an idea, the director general of the campus today was my teacher, today I'm the director of education. So, we have an alignment, we try to follow the behavior of this type of person, who we have as influential people, people who always try to walk the path of good and based on the rules of the institution as well, we have a specific rule, a resolution, a document that guides our actions as a whole, both for teachers, managers and students, it's a general regiment that we call didactic organization. But that's the idea, this issue that we've absorbed over the years, of a lifetime, based on issues of beliefs and rituals, even family habits that we have as the most correct path to follow, and also based on the behavior of people we admire (Interviewee 2).

I think it's people's behavior manifested in everyday life through their beliefs, work rituals, and respect for norms. The legal and social norms that influence the management process directly influence the organization of IFPI (Interviewee 3).

It is important to highlight the position of interviewees 1 and 2 when they refer to habit. As well as being an essential component of organizational culture, habits can have a direct impact on the effectiveness of people's actions. In this way, we agree with Maréchal (2010), who explains that the development of habits has to do with the inclination of behavior to reinforce an action well done in a given situation. In this sense, people with excellent work habits can be role models for other members of the organization, as well as having a positive impact on the organizational environment.

The position of interviewee 3 and interviewee 2 when referring to standards shows how important they are for the institution. Standards guide people's conduct, meaning that members of an organization will behave in a certain way in a certain situation (Weerts; Vermeulen; Witjes, 2018).

Asked about the values of the organizational culture of the IFPI Floriano campus, the interviewees' points of view were:

IFPI's internal regulations define the institution's mission, vision and values (Interviewee 1).

The IFPI as a whole has an institutional mission, and that mission is to promote an education of excellence geared towards social demands. This is the mission that we are seeking here as managers at the moment, to try to put into practice and to try to achieve the education of excellence that the municipality of Floriano and the surrounding municipalities have been receiving. Lately we've had a lot of students from abroad, with the excellence of our courses, we've been attracting them and it's been working, in our assessment we've been fulfilling this institutional mission (Interviewee 2).

As an educational institution, IFPI's basic value is the education of individuals as an organization in itself. From my point of view, it carries values, or develops values of cooperation, respect, inclusion (Interviewee 3).

For interviewee 1, the internal regulations state the IFPI's values, while interviewee 2 did not comment on the IFPI's values, but emphasized the importance of the institutional mission. Interviewee 3 believes that the institute develops her values and she exemplified this. This understanding is in line with what Wiewiora et al (2013) say, values are represented by the organization's norms, principles, conceptions, rules, regulations and its philosophy.

4.2 Leadership and Management at the IFPI Floriano Campus

The IFPI directors at the Floriano campus were also asked what leadership is for them, and they answered as follows:

Leadership is about balancing, organizing teams, delegating tasks and coordinating actions (Interviewee 1).

I think leadership would be the ability to motivate, to inspire people in a positive way, in this case, here as a manager, to try to motivate these people in order to fulfill our objectives, our institutional mission (Interviewee 2).

In my view, leadership is the ability that a human being has or develops in order to coordinate other people effectively to seek a common good for an organization. In a nutshell, I see leadership as the ability to coordinate, guide and direct (Interviewee 3).

These understandings reinforce the understanding of leadership. According to Maamari and Majdalani (2017), leadership is a person's ability to encourage and influence

others to achieve success and meet the organization's goals. Leadership is directing people to fulfill a certain purpose.

When asked what qualities a leader needs to have in order to positively influence the work of other civil servants, the interviewees replied:

Specific knowledge, a vision of collective work and commitment to the institution (Interviewee 1).

I think that among these characteristics, qualities of a leader, in order for them to be able to motivate this team, they have to be proactive, have the aptitude to engage this team, creativity would also be one of these qualities, knowing how to talk, having good communication, knowing how to listen, having the ability to listen to another person, the ability to solve problems, I think these are good qualities (Interviewee 2).

It's knowing how to listen, being proactive, promoting changes that improve the work environment, knowing how to direct your team in search of a healthy environment to better serve the organization (Interviewee 3).

É It can be seen that the interviewees are aware of some leadership qualities. This reflects the understanding of Cooper (2012), who defends the idea that a successful leader is positive, energetic, focused on organizational benefits, intellectual and analytical, a planner, a communicator, ethical, with integrity and knows how to use a sense of humour appropriately. Furthermore, the attributes of a leader are a must for exercising leadership.

The directors interviewed were asked how they exercise leadership to influence people to act in pursuit of a certain goal, and they responded as follows:

Demonstrating the importance of the objective to be achieved and the positive impacts for everyone (Interviewee 1).

Although I don't consider myself a leader, I don't think I have these qualities, but what I try to do in this matter of trying to achieve this common goal for us here, is very much the question of knowing how to listen, this question of communication. So, if I have one of these leadership qualities, I think I have one that would fit in, the question of knowing how to listen first so that we can then make a decision together (Interviewee 2).

Trying to develop joint activities, identifying where the team best fits to carry out certain services, and of course listening to the team, it's always good for a leader to be open to listening to their team (Interviewee 3).

It can be seen that all three interviewees gave examples of leadership influence. As they reported, communication, knowing how to listen and making decisions with people's participation will facilitate the leader's process of influence. This report confirms Mullins' (2008) understanding that exercising leadership is a dynamic process, in which the leader influences not only people's attitudes, but also their actions; both motivation and communication are part of the exercise of leading.

Asked how important leadership was to their management, the interviewees said:

Leading the team in search of better results (Interviewee 1).

The importance of leadership is this question of inspiration, many people see the leader as someone to be inspired by, especially when it comes to solving problems, trying to develop solutions that are more effective, more efficient (Interviewee 2).

Leadership is paramount, without it, there is no way to achieve the desired results in the organization, in the institution (Interviewee 3).

It can be seen that the directors interviewed recognize the importance of leadership for management. It is in this sense that Sharma; Agrawal and Khandelwal (2019) state that the leader is responsible for inspiring people, improving the organization's performance, seeking organizational commitment, positively influencing the organizational climate and valuing the efforts of the organization's members.

It was found that the directors-general are aware of the values of the organizational culture and know that leadership behaviors result in advantages in the context of institutional management. As previously pointed out by the authors Alonderiene and Majauskaitė (2016), academic leaders are faced with challenges in which academic leadership requires specific competencies that direct people towards fulfilling institutional requirements.

From the interviews with the only three senior managers at the Federal Institute of Piauí campus in the city of Floriano, we discovered that knowing the organizational culture is relevant, as it shows that the institution's rules, a resolution, a document and the general regulations can guide the actions of each manager. It is therefore important that each of the elements of the organizational culture is understood and adopted jointly by the directors and all the members of the organization (Pawirosumarto; Sarjana; Gunawan, 2017).

The values that guide the conduct of managers are fundamental to institutional development. Organizational culture can even direct the way people act, think and experience work. Furthermore, successful cultures are the result of leadership and management that have achieved their goals (Warrick, 2017).

This highlights the importance of having an organizational culture that is internalized and understood by the members of educational institutions, as it “[...] can be considered as the attitudes, experiences, norms, beliefs and values” (Summerill; Pollard; Smith, 2010, p. 4319) that represent an academic institution. This shows that organizational culture is the very essence of how people should act in an academic institution. Therefore, knowing the organizational culture and following its standards is what gives meaning to institutional actions.

In the context of an educational institution, organizational culture and leadership must remain aligned, because one exerts influence on the other and this will impact on institutional results. “Leadership can influence the establishment of good collaboration and partnerships, the initiation of new projects, programs and courses, influence organizational culture, staff development and research.” (Virkus; Salman, 2021, p. 420). Therefore, leadership development and training can have a positive impact on the attitudes and results of managers.

5 Conclusions

This research sought to highlight the importance of organizational culture and leadership in the management of a federal institute. As noted in the theoretical basis of this work, the authors Ivari and Ivari (2011) pointed out that basic beliefs, values, prevailing norms, patterns of behaviour, habits, rituals, symbols and artefacts represent organizational culture.

This theoretical approach makes it possible to understand that the organizational culture of each institution is unique; it is a personality unique to each organization. Given the above, it is possible to deduce that leadership influences and directs people and, consequently, reflects on the success of the organization. This understanding is in line with what was argued by Mwesigwa; Tusiime and Ssekiziyivu (2020), in which leadership is an act of influencing people's perceptions in order to achieve results.

Therefore, developing leadership and knowing how to lead people to achieve organizational goals is fundamental for federal institutes to obtain excellent results, because everything that is done in an educational institution depends essentially on people. This study has limitations, since this research was carried out on a federal institute campus, which has its own specificities, the results presented above will not be generalized. In other words, the reality of federal institutes may not be the same as that of a company, bank or industry.

However, this study can contribute to the continuity of future research, so it is recommended that similar research be carried out looking at the directors' reflections on organizational culture and leadership in the context of other federal institutes of education, as well as an analysis of public universities.

It is recommended that the directors of the federal institutes, and specifically of the Floriano campus, implement the activities always observing the organizational cultural values, norms, conduct guidelines and developing leadership, seeking to train themselves to manage people, because it is through human capital that the institution achieves its organizational purpose.

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