

Abstract

This research aims to understand the relative contribution of leadership styles and teacher-student and student-student pedagogical interaction concerning learning performance and academic achievement in Physical Education. A quantitative methodology was implemented, comprising a sample of 447 students attending a school grouping located in the coastal region of central Portugal. In order to verify the nature, the strength and the direction of the relations among the variables, correlation and multiple regression analyses were used. For this, scales already validated and used in other researches were applied. The results show that the learning performance and the academic achievement are significantly associated with teacher leadership styles and teacher-student and student-student pedagogical interaction. A stronger association was obtained with leadership styles, especially the democratic one. It should be mentioned that these factors provide a higher relative contribution to the learning performance than to the academic achievement. The analysis conducted highlights the importance of the democratic teacher leadership style and of the pedagogical interaction established within the classroom towards the improvement of students' ability to understand the gains and the effort made in learning.

Keywords: Pedagogical leadership; pedagogical interaction; learning performance; academic achievement; Physical Education