

## **Networks in Education Business: Examples of Interdependence between Schools and Their Partners in Sports Extracurricular Activities.**

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**ABSTRACT:** *The aim of this work is a description and analysis of situations interdependence between schools and service providers to extracurricular activities in the private education sector in São Paulo. For this study, a non-probabilistic sample of thirty-four private schools was used, and through closed questionnaire results allows important conclusions to this analysis. To draw conclusions of this work, we intend to collaborate for future partnerships in this segment are established, with strong ties and by actors who understand and act in sync with what is expected of interdependence in this market as a growing promising.*

**Keywords:** *network, education business, partners, sports, interdependence.*

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### **I. INTRODUCTION**

#### **Theme**

The high competition among educational institutions in the private sector, made alternative managers and maintainers seek to remedy difficulties and shortcomings with regard to sports extracurricular services, improving its service delivery.

Increasingly schools kindergarten through high school seek partnerships with gyms, sports advisory services for the implementation of sports schools, language schools, finally, alternatives to your brand and services can reach differential.

Add value to a brand today means more competitive, market power and greater customer satisfaction capacity. With these partnerships, organizations found a way to take responsibility related to the provision of more complete and comprehensive services, and at the same time reducing costs not only with employees and taxes, but also in the selection, recruitment and quality control of their services.

This practice has been growing gradually, as was the way found that some schools could focus on their core activities, which are not usually those directed to the organization and structuring of extracurricular activities, and thus did not have to worry about the medium activities.

#### **Justifications**

The number of students in private schools of São Paulo State education grew by 3% in 2012 compared to recent years, says survey of the Association of Establishments of São Paulo State Education (SIEESP). The percentage represents about 54,000 new students entering in the state private school. The survey considers from the nursery until the last year of high school. In addition, the private network reaches, through high school, a total of 1.8 million students, 16% of the school population in the state. He attributes the growth to the new economic condition of the country (VEJA REVIEW, 2015).

Some schools may not have adequate spaces for certain sports practices, requiring adjustments to the development of these and other activities. Thus, the search for partnerships in this segment has become a necessity of the market for the provision of more differentiated services, being built and aligned with the philosophy and the adequacy of the environment where they are going to activities.

These partnerships can help in consultancy physical developments as a better match of spaces for the practice of activities, skilled professionals, providers who can contribute resources, including materials for the implementation of focused work systems to a better quality of life, higher professional productivity and physical and mental well being.

In some schools not always the owner (keeper) is the director of the school (manager) and there may be difficulties in the preparation and organization of these extracurricular activities. Some maintainers are investors, not having experience in the school area, this experience in the activeness area.

The problems may be related from the recruitment of professionals to carry out extracurricular activities in acquiring specific and own materials, fitness environments related to this practice, which at times can not characterize the school activity itself, there the importance in search some specialized partnerships.

### ***Objectives of the paper***

The aim of this work is a description and analysis of situations interdependence between schools and service providers for sports extracurricular activities. In this sense the study will be represented by the following question:

*What are examples of interdependence most valued between schools and their partners in sports extracurricular activities?*

By analyzing how the interdependencies can show how private schools in kindergarten and elementary education can be strengthened, become more competitive, trying to remedy what has not as a resource, relying on search partners capabilities of competitive advantage and a improved organizational image.

## **II. REVIEW OF LITERATURE**

### ***Extracurricular courses***

The highlight of the extracurricular activity has to be in the 1990s due to changes in the economy, society and the world of work. It was when it came to value the learning processes in groups and give it great importance to cultural values that articulate the actions of individuals.

Ferreira (2001) defines extracurricular activities as all organized educational activity, systematic, performed outside the formal framework to provide selected types of learning to particular subgroups of the population. According Gohn (2001), the extracurricular activity in the 1970s was seen as a set of procedures outlined to achieve the participation of individuals and groups in areas called rural extension, community animation, vocational or technical training, basic education, family planning, etc.. The author also claims that extracurricular activity always has a collective character and is experienced concretely in a group, even if the result of what is learned to be absorbed individually.

According to La Belle (cited by Torres, 1992, p.20), is defined extracurricular activity as "all organized educational activity, systematic, performed outside the formal framework to provide selected types of learning to particular subgroups of the population".

The education from parents in the family, socializing with friends, clubs, theaters, reading newspapers, books and magazines, are considered subjects of informal education. What differentiates informal extracurricular activity is that at first there is the intention to subject data to create or seek certain qualities and / or goals. Informal education stems from spontaneous or natural processes, although it is loaded values or representations, as in the case of family education. As Afonso (2001), informal education occurs in the spaces that generate educational possibilities in the course of people's lives, such as family, and therefore permanent.

For Gohn (2001), one of the basic assumptions of extracurricular activity is that learning occurs through social practice. It is the experience of people in collective work that generates an apprenticeship. The production of knowledge is not the absorption of previously systematized content, in order to be seized, but knowledge is generated through the experience of certain problem situations. Stand out so that the extracurricular activity always has a collective character, it goes through a group action process, is experienced as a concrete practice in a group, even if the result of what is learned to be absorbed individually.

Non-formal education means a process with four fields or dimensions, which correspond to their areas of coverage, "the first involves the political learning of the rights of individuals as citizens, that is, the process that generates the awareness of individuals for understanding their interests and the social environment and the nature that surrounds it, through group activities.

The second, the training of individuals to work through learning skills and / or development potential. Third, learning and exercise practices that empower individuals to organize themselves with community goals, focused on solving everyday collective problems. The room, and not least, is the learning of the formal school education content, forms and different spaces. Here, the act of teaching is made more spontaneously and organized social forces in a community have the power to interfere in the delimitation of the given educational content, as well as establish the purposes for which they are intended those practices "(GOHN, 2001).

### ***Analysis Panel educational branch in the network perspective***

Follows a panel on education work area that investigated the issue from the perspective of networks. One of the groups that most seem to be vulnerable and could benefit from networking is education, because there are interests of various stakeholders, such as students, parents, government, transportation, demanding products and related food services, healthcare, sync with the extra activities, etc. This feature gives rise to an analysis of problematic situations in this business according to the network approach, because with a market trying to meet the demand for skills and solutions to our daily lives, the search for partnerships increasingly becomes more necessary.

For Roche (2002) schools, the shortage of school physical education classes in the curriculum, the need to complement the training of students opened doors to work to establish partnerships.

Knowing that the quality of life is one of the most valuable things these days, the search for extra practice is being very intense in large cities and as the smaller displacement and greater confidence in the space where the activity is proposed greater the possibility of accession a program, and the fact that development happen activities within a school environment, knowledge of parents and students, can mean greater convenience, therefore, greater adherence to these activities, strengthening the school environment where the proposal is inserted .

The search for partnerships in the school area is related to sports school deployment, language schools, and extracurricular courses that complement the training. Multiple experiences that will form a more critical and conscious citizens about their rights and duties, in addition to group living learning, respecting differences (Darido, 2005).

To Giosa (2003), with a commitment to compliance schedules and pedagogical structure, many schools have difficulty organizing extracurricular work. According to Tamayo (2001), a significant increase in violence in our cities, made people increasingly gather in environments that give them security. The creation of extracurricular activities in schools and colleges generated over a work shed. In the quest for better fitness activities, managers and maintainers seek partnership that can develop these activities within the school environment, complementing possible structural deficiencies in the school environment. The comfort of your daily physical activity can make a difference, since the stress away, traffic and violence itself are apart of this group (Santos et al, 2006).

According to Russo (2007) to request these services, organizations found a way to take responsibility related to the provision of more complete and comprehensive services, and at the same time reducing costs not only with employees and taxes, but also in the selection , recruitment and quality control of its services. Although the author argues that this practice has been growing gradually, as was the way found that some organizations can focus on their core activities, which are usually not directed to the organization and structuring of extra activities, and thus had not to worry about the means activities.

Due to income loss of teaching quality of public institutions, private schools were established in the market in order to meet needy demand good services in an attempt to meet the demands of customers looking for a better quality service.

The number of students enrolled in private schools across the country increased by 24% since 2007. The trend is that the Brazilian invest 13.5% more in education in 2012. This is the survey released by Ibope. According to the survey, the total expenditure of households exclusively with schools and universities tuition will reach 49.5 billion reais this year, surpassing the 43.6 billion reais in the previous year. The per capita expenditure will increase from R \$ 267.68 to R \$ 303.92, an increase of 13.53%. Although the site shows that the class A will invest 10.68 billion reais (21.5%); Class B R \$ 28.87 billion (58.26%); and C class will be R \$ 9.25 billion (18.67%) of the total planned. The remaining 750 million reais (1.53%), will have classes D and E. It is observed, according to INEP data, a reduction of approximately 935,000 enrollments in public and an increase of approximately 358,000 enrollments in private schools between 2010 and 2011 (Portal do Professor, 2013).

The figures also show that also increase enrollment of federal network is wreaking the state system and the expansion of the remuneration of the class C allowed the families to invest in private education, confirming the 4.7% increase in enrollment this network in 2010 and 24% since 2007.

More than half of these schools do not have adequate spaces for certain extracurricular practices, requiring adjustments. Thus, the search for partnerships in the school branch can be a resource for the provision of more differentiated services, being built and aligned with the philosophy and the adequacy of the environment where they are going to activities.

Melo de Carvalho (1985), says the case is a complex network of intersections that open in front of us and where each one will find in the form chosen what, at the moment, more interested and suited to your personality, then wanting to join activity.

Although the author suggests that it is not mere alternation between moments when students do what they want and times when they do what the teacher tells, but the allocation of responsibilities that can be performed productively in each context and situation teaching and learning. This location assignments include, among others, questions about the organization of space and work time, goals and ways of learning, and the joints between the interests and the real possibilities of development.

Matias (2010) as the most reliable in the space where the activity is proposed, the greater the possibility of joining a program. The fact that the development of happen activities at school, place this knowledge of students, parents and guardians may mean greater convenience and safety, therefore, a greater adherence to these activities, strengthening the school environment, working in particular interest stakeholders.

The search for the provision of higher quality services ends up involving professionals or specialized companies, not only for the implementation of activities, but for the management as a whole, can be a facilitator to improve the development of these activities.

To Russo (2007), the organization of these partnerships become a major generator of jobs and professional opportunities, and improve organizational image. Although the author says that add value to a brand in education, nowadays, it means greater trade competitiveness, market power and greater customer satisfaction capacity.

By analyzing the private school sector, it is clear that there are assumptions that integrate all processes within this same area, indicating a possible management from the perspective of networks, such as information sharing, bonds of trust that are necessary to carry out the activities and social and economic interests.

Partnerships that are consolidated in the school area are related to meet a need that each actor has not individually, but they can dispose of them in the group of partners, which enable the delivery of better quality services to stakeholders.

Evident signs of confidence in the construction of these environments, because besides the link with the institution, there are links with different actors interested in these partnerships, we see them satisfactory results for those involved (Rusbult; Van Lange, 2003).

In search of a solution to a possible structural gap, more and more private schools in kindergarten through elementary school seeking partnerships with gyms, sports advisory services for the implementation of sports schools, language schools, finally, alternatives to your brand and provision of services may become increasingly strong (Tamayo et al, 2001). In the next section we present a panel of Brazilian studies on the application of network theory in the educational field to check the trend, the convergences and points that remain open. Thus, it becomes important to discuss the concept of network.

### ***The concept of network***

The scenario that is drawn at the beginning of XXI century points to an organizational change in the sense that organizations are operating increasingly in the form of dynamic and open networks. The networks are made possible by the complementary multiple activities and the shared values and principles.

As a whole are real ecosystems where its members are aware of their interdependence, also invest significantly in the quality of their relationships (Barros Neto, 2001).

interdependencies are very related to affection, harmony of thoughts, affinities established by personal and professional interests. This process, combined with the possibilities that the development of information and communication technologies, allows us to glimpse a new era for organizations. These become agents of development of individuals and society as a truly sustainable basis while considering the economic, social, technological and environmental. It can give actors a better complement their deficiencies within a process or in the preparation of a product or service, may be evident strong levels of business networks, through the interdependence of processes (Rusbult; Van Lange, 2003).

Castells (1999) mentions that the question of acting in networks raises important questions, mentioning that certain behaviors and attitudes are practiced forms of actions, which are often influenced by the position of each player on the network in which it is inserted. the author also defines networks as the integration of various actors, which are connected by ties. All companies, in some way, are organized in networks, however, some structures are more clearly defined than others.

Interdependencies are related to information sharing among stakeholders, highlighting the need and commitment between them in performing certain task. Still in his work, trust bonds are established from the sharing of ideas, resources, enabling partners to support third-party resources, thus developing new skills for their establishment. Realize that the network can be found even in the environment where the company operates, a network where you are organizations scenario where this may include distributors, suppliers and competitors (Grandori; Soda, 1995).

interdependencies may show how that private preschools and primary education can be strengthened through trying to remedy what has not as a resource, relying on partner resources.

For Nohria and Eccles (1992), the networks are not limited to structures and over time they may be increased by incorporating the structure and new ties, however, this will only occur if there is an exchange of information between these actors, such so that together they use, forms of communication for interacting changeable. Although the author cites some reasons contribute to that companies start to operate in the network format, and these main reasons, can be characterized by changing the business environment and also because smaller companies ally themselves with others, because of its limitations among other factors. Nohria and Eccles (1992) also recognize that the model in which companies are currently engaged, is the model of networks, format in which there are links between all stakeholders.

Based on the concepts of networks provided, it is understood objectively what it is a network of companies, how they are configured, what the make-up and what its main features. Peci (1999) states that the competitive

landscape changes constantly. The hierarchical organizational model of the Fordism era became static and stale, which does not match with the current business environment, which goes through latent changes, due to the current technological advancement. New models of organizational arrangements are emerging in various segments, these models can be characterized by so-called networks.

### **III. RESEARCH METHODOLOGY**

The population used in this study included thirty-four private schools, located in São Paulo, which have outsourcing extracurricular sports activities. It was initially performed a quantitative study of exploratory nature, to analyze the studied phenomenon.

Through these strategies, we intend to identify which factors in the interdependence of this segment partnerships are crucial to the establishment of such partnerships, characterizing a business network, assessing that the situation of these schools before and after the establishment of these partnerships. For this, schools answered the following question: Which of these interdependencies school admitted to be more important in your organization, in establishing partnerships? The options were:

- Trust;
- Cooperation;
- Commitment;
- Communication;
- and
- Information Sharing.

According to Piovesan et. al (1995), the exploratory research is often applied in a preliminary study research problem to be developed, contributing to the sequential scans can be performed with greater precision details. Still Piovesan (1995), the exploratory research can be designed in various ways, which in some cases, a small sample offers the researcher the possibility to find your research problem and create their chances, helping him define the issues who need to be investigated.

Clement (2007) goes further and says that research becomes exploratory when it involves literature, interviews with participants who are in contact with certain phenomenon or practices that are the sources that generated the research problem. Exploratory research aims to provide a general overview of a particular fact event.

The use of interviews identifies the different ways of perceiving and describing the phenomena. The interview is present in internal communication research and organizational behavior (Curvello, 2000), historical and biographical surveys (Marques de Melo; Duarte, 2001), journalistic processes (Pereira Jr., 2000) and various types other study, used as a base or combined with different techniques such as observation, group discussion and document analysis.

Richardson (1999) closed the interview is conducted from structured questionnaires, with the same questions to all respondents, so that it is possible to establish uniformity and compare answers. Require interviewer's detachment, which fulfills the function of answers to the questions proposed without discussion of them.

### **IV. THE EXAMPLES THAT SUPPORT THE ASSERTION**

A study by the National Institute of Educational Studies Teixeira (INEP / MEC) in 2004, from the intersection of the results of the National Survey of the 2003 Secondary Education (Enem) and the responses of the participants socioeconomic questionnaire survey. It shows how these activities are important. According to him, access to extracurricular activities may represent a positive difference in school performance. He pointed out that the average in the objective of ENEM of students who attended foreign language courses, computer and pre-university, for example, was up to 17 points above the achieved by students who have had little or no opportunity to do these courses. On the scale used from zero to one hundred, the average score for the first situation was 62 and in the second, 45.

In the educational sector, extracurricular activities become increasingly evident. Due to shortage of time by parents and guardians, with the routines mainly transit of big cities, many schools are investing in extracurricular activities such as Sports School, theatrical activities, languages, trying to contribute to the development of their students.

The search for the provision of higher quality services ends up involving professionals or specialized companies, not only for the implementation of activities, but for the management as a whole, can be a facilitator to improve the development of these activities. The media is present in the daily lives of students, transmitting information, feeding an imaginary and building a world of understanding.

This finding that the removal takes place exclusively in the school leads us to believe that there is no correlation with the lack of interest of students for extracurricular activities, but a gap between what they seek and what the school offers (Arroyo, 2001).

Still the author quotes that are currently numerous extracurricular activities such as dance, soccer, tennis, swimming, guitar, music, judo, karate, English, Spanish, computing, among others. These activities are essential for children to acquire good habits, learn to work in teams and are the basis for learning. Even the experts point out that these activities encourage children to discover new skills and competencies.

This can design better services for students and parents, and sustainable partnerships between the actors, showing high degrees of interdependence, with the need to share their experiences, information and search for structures of excellence in service delivery, and with this, develop a consolidated organizational image generating competitive advantage for school.

## V. ANALYSIS AND COMMENTS FROM SURVEY DATA

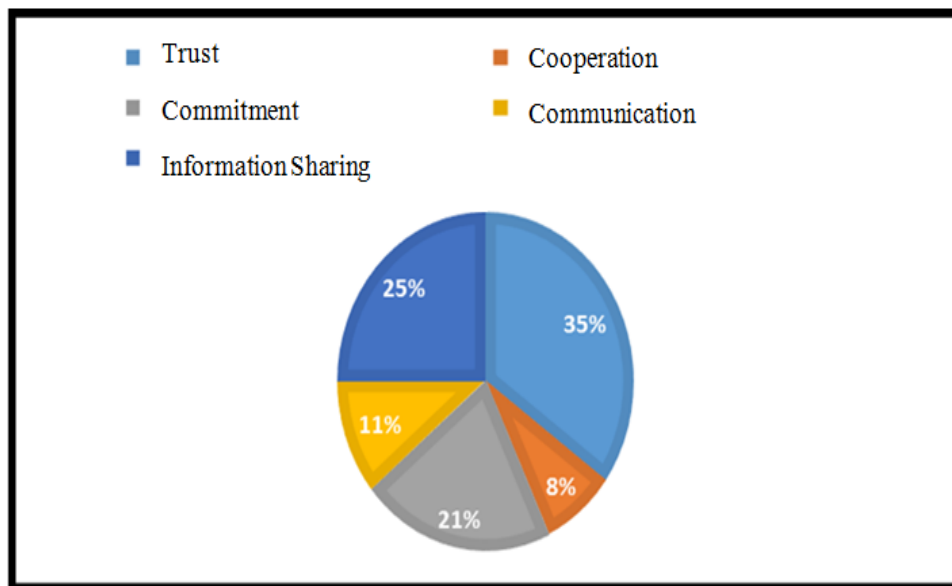
The survey was conducted in 34 (thirty four) private schools, located in the Greater São Paulo, through a questionnaire answered by their managers. Grouped all the data, it was possible to measure five (5) important factors presented by the literature review conducted in this work based on the following question:

*"Which of these interdependencies school admitted to be more important in your organization, in establishing partnerships?"*

As a result of the question, we obtained the following answers: 12 (twelve) Trust, 3 (three) Trust, 7 (seven) Commitment, 4 (four) Communication and 8 (eight) Information Sharing, specified in table 1.

Based on the results, we found that all the variables is important for schools, but it is significant to trust variable with 35% (thirty five percent), validated by the need to **TRUST** who you are providing your customers (students) and opening the doors of your company to a third party will develop technical activities, using your space and your brand. Interesting variable in 2nd. place, the **INFORMATION SHARING** 25% (twenty five percent), demonstrating maturity and partnership between schools and their partners the provision and exchange of information as a means of greater chance of success in the working model together.

**Table 1** Interdependence Relations



Source: Prepared by the researchers.

And 3. Place we see the **COMMITMENT** to 21% (twenty one percent), which was explained by the need of the parties to honor the commitments made in a matter of technical quality, transparency in processes and search the desired outcome for both parties.

Thus, we find that the five variables studied, the data point to a need for trust between these partnerships. The other variables presented themselves as important factors was the confidence with 35 (thirty five percent) that had to be the great desire of the 34 (thirty-four) companies research is validating the words of Grandori (1995), of which is trust the most dominant variable.

## VI. CONCLUSIONS

This article took as objective, evaluating the degree of interdependence in partnerships between private schools in São Paulo and extracurricular activities by external companies. To this end, this analysis was based on a set of variables that include the concept of business networks, directing the study to the importance of words and short relevance in establishing such partnerships.

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