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**DEMOCRATIC SCHOOL MANAGEMENT X PARTICIPATION PERSPECTIVE THE PARENTS
AT SCHOOL A THEORETICAL DISCUSSION IN PUBLIC MANAGEMENT**

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DEMOCRATIC SCHOOL MANAGEMENT X PERSPECTIVE OF PARENTS' PARTICIPATION IN SCHOOL X OF ROLIM DE MOURA /RO A THEORETICAL DISCUSSION IN PUBLIC MANAGEMENT

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Summary

The paper analyzes the importance of parental participation in school management, especially in Rolim de Moura/RO, highlighting their responsibilities and the strategies needed to create a healthy and productive school environment. The goal is to promote a collaborative space where everyone involved contributes to the good functioning of the institution, making it a pleasant place to study and work. Parents expect the school to provide a welcoming and quality environment, with a motivating educational team. The research, of a quantitative nature, used questionnaires with parents and interviews with the principal to investigate parental participation in school management. The results show that participation is limited to meetings and events, and many parents are not familiar with the school's pedagogical documents, evidencing that parental inclusion is still a challenge. The research concludes that the lack of parental participation is related to problems of indiscipline and learning difficulties. However, the school demonstrates commitment to promoting open dialogue and a favorable environment, encouraging collaboration between parents, students and administrators to achieve quality education.

Keywords:School Management. Democratic. Parents. Public Management.

Abstract

This work addresses the importance of parental participation in schools, highlighting their roles and the necessary strategies to create a healthy and productive school environment. The goal is to foster a space where all stakeholders contribute to the effective functioning of the institution, making it a pleasant place to study and work. Parents expect the school to provide a welcoming and high-quality environment, with an educational team that motivates their children. Therefore, it is essential for schools to develop strategies that facilitate this participation, allowing parents to engage with their children's school life, which benefits both parties. The research was conducted quantitatively, using questionnaires with parents and interviews with the principal to analyze how parental participation occurs in school management. The results indicate that participation is mainly limited to meetings and events, and many parents are unfamiliar with the documents that guide the school's pedagogical work. This reveals that including parents in school management still represents a challenge. It concludes that the absence of parental participation is correlated with cases of indiscipline and learning difficulties among students. However, the school demonstrates a commitment to promoting open dialogue, creating a favorable environment in which parents, students, and administrators collaborate to achieve quality education.

Keywords: School Management. Family. Education.

1INTRODUCTION

This final course work addresses the topic of school management and parental involvement in school, with the aim of analyzing the importance of this family involvement. The school environment is a social system composed of individuals from different cultures and perspectives, and democratic management is essential in this context. The approach considers the school as an institution where the role of the manager is fundamental, emphasizing participatory management, in which the teaching staff and the external community contribute their skills and experiences. This work aims to investigate the theoretical foundations of school management to qualify the participation of all those involved. Management that incorporates the active participation of all members of the school community, including parents, results in more qualified actions in the construction of knowledge and in internal and external relations. The research highlights the importance of the joint action united and participatory of all involved, aiming at promoting learning. The

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School management is a central element for the effective functioning of educational institutions. In this context, the active participation of parents is crucial. Parents want the school to offer a welcoming and quality environment that motivates their children to learn. Therefore, it is essential that parents establish ties of mutual participation with the school. When the family and the school work together, the student perceives that everyone is committed to their teaching and learning process. For this collaboration to be beneficial, parents must actively engage in school activities, valuing their children's work, motivating them, discussing topics, asking questions, honoring important moments and offering support in various ways. Participating parents generate better academic results. Effective inclusion occurs when the family maintains a constant presence at school, as it is impossible to monitor the student's development without this partnership.

The school, in turn, needs information about the student to provide comprehensive and effective monitoring. In the work *“Child Psychology”*, Jean Piaget explores how child development is influenced by the social environment and interactions with adults, including parents and teachers. He argues that these interactions are fundamental to the formation of knowledge and critical reasoning in children. Piaget argues that learning occurs through processes of assimilation and accommodation, where children integrate new experiences with their pre-existing knowledge. The problem involves several questions that must be answered through theoretical investigation, field research and observation of school practice. The central questions include:

- How important is parental involvement in school?
- What is the biggest challenge facing school management?
- What makes it difficult for parents to participate in school?
- What are the consequences of parental participation in the school process?

The research method is qualitative. The field research aims to analyze parental participation in school management by applying questionnaires to parents and interviewing the principal, exploring how this participation occurs and what the administrators' views on this practice are. There is a broad debate about school management and the importance of parental participation, as this collaboration is essential for all segments of the school to work towards common goals. In this context, it is essential to understand how school management can include all stakeholders, identifying the challenges faced by both the school and the parents. The school is made up of people who think and fight for a fairer society, seeking improvements so that their students receive a quality education. The school must integrate all members of the school community, promoting the contribution of ideas, opinions and constructive criticism to improve the teaching and learning process.

2 PUBLIC MANAGEMENT

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Public management plays a fundamental role in implementing and strengthening democratic school management. This relationship manifests itself in several dimensions that promote quality and inclusive education. Here are some important aspects of this interaction. Public management defines the educational guidelines and policies that guide schools. This includes the promotion of democratic management, which values the participation of all stakeholders.



2.1 Transparency

In public management, transparency is essential. Schools must be accountable for their management and use of resources, which implies democratic practices that involve the community in decision-making and monitoring of school management.

2.2 Participation

of the Community

Public management seeks to promote community participation in schools, considering it an essential component for educational success. Democratic management in schools encourages collaboration between parents, students and educators, strengthening this relationship. Public management is responsible for ensuring the ongoing training of managers and educators, promoting practices that favor democratic management. This involves training in leadership, communication and conflict resolution.

2.3. Resource Distribution

Effective public management ensures the equitable distribution of financial and material resources, enabling schools to implement democratic practices. Access to adequate resources is essential for community engagement and activities that encourage parental participation.

2.4. Continuous Assessment and Improvement

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Public administration should implement evaluation systems that consider community participation and the effectiveness of democratic management in schools. This helps to identify areas for improvement and create strategies to strengthen parental participation.

2.5. Innovation and Sustainability

Public administration can encourage innovation in school management practices by promoting solutions that favor the active participation of parents and the community. The sustainability of democratic initiatives is a vital aspect to ensure continued community involvement.

In short, public management plays a crucial role in promoting democratic school management, creating the necessary conditions for all education stakeholders to collaborate effectively in the teaching and learning process.

3 SCHOOL MANAGEMENT

The school manager has the fundamental role of creating a happy and healthy environment for his/her team, aiming to overcome challenges. According to Libâneo et al. (2021, p. 77), organizing is arranging elements—both people and resources—in a way that favors the achievement of clear educational objectives. The organization of the school must be a collective effort, where everyone is aligned with the educational objectives in relation to society and the development of students. The principal coordinates this work so that it is carried out in the best possible way. He/she is responsible for the pedagogical and administrative functioning of the school, therefore, he/she needs knowledge in both areas to manage the institution effectively (Libâneo, 2001, p. 87).

Parental participation in school organization is essential, reflecting new forms of relationship between school, society and work. School cannot be an isolated institution, as each member of the community brings different perspectives on school issues. Luckesi (2007, p. 15) states that “a school is what its managers, educators, parents of students and the community are; the school’s identity is shaped by the joint action of all these elements”. Paulo Freire argued that school management should be democratic, involving all members of the school community in important decisions, thus creating an inclusive and participatory environment. Freire proposes a dialectical approach in which educators and students learn together, establishing a horizontal and dialogical relationship that promotes continuous learning. He emphasizes that dialogical education between students and educators should grow mutually.

According to Navarro (2006), several factors are associated with the management of a school. A well-managed school unit, with good performance rates, requires conditions such as pedagogical support, financial resources, school transportation, family support, adequate nutrition and collaboration among the team. Libâneo (2007) refers to the term school management in the context of collective decision-making, allowing all members of the group to participate in discussions and deliberations. The quality of the school is related to both the characteristics of the school and the

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ethics of its organization and operation regarding the level of excellence achieved, reflecting about the means by which education can be of quality and capable of promoting changes in society.

4 PARENTAL PARTICIPATION IN PUBLIC SCHOOL MANAGEMENT

Parental participation in public school management is essential for building a democratic and inclusive educational environment. This collaboration not only strengthens the relationship between family and school, but also promotes more transparent and participatory management, reflecting the needs and expectations of the community.

Democratic management in schools involves the active participation of different segments of the school community, including parents. According to the Law of Guidelines and Bases of National Education (LDB) No. 9,394/1996, education must be promoted in a way that favors the participation of all those involved. The presence of parents on school boards and management committees contributes to more representative and democratic decision-making (BRASIL, 1996). Democratic management in schools implies the inclusion of all actors involved in the educational process—managers, teachers, students, and parents—in decision-making.

According to the Law of Guidelines and Bases of National Education (LDB), education should be promoted in a way that favors community participation (BRASIL, 1996). The presence of parents on school boards and in meetings contributes to more participatory management, reflecting the needs and expectations of the community. Studies show that parental participation positively impacts students' academic performance and behavior.

According to Dias and Rocha (2021), the inclusion of parents in school decisions is associated with an increase in student motivation and a reduction in school dropout. Furthermore, active parental participation in school meetings and activities strengthens the community and creates a sense of belonging.

School Councils: Where parents can give their opinions and decide on important issues regarding school management (FREITAS, 2018). **Meetings and Assemblies:** Opportunities to discuss relevant issues and propose improvements. **Collaborative Projects:** Activities that involve parents, students and teachers, promoting the creation of solutions to school challenges.

Family participation in school is essential and non-transferable in relation to their children's studies, complementing the work of educators. Both in theory and in practice, studies show that the greater the involvement and participation of parents, the better the student's development and learning. Parents begin to get involved in this process even before the child enters school (SILVA, 2020, p. 45).

The environment in which children live directly influences their learning, as they observe their parents' actions. "Moments such as reading aloud, teaching motor skills, such as picking up a pencil to draw, are fundamental for child development. When these interactions occur in a happy and enjoyable way, they bring countless advantages to the child" (ALMEIDA, 2019, p. 102).

On the other hand, when family life lacks this involvement, the child may face significant difficulties in learning. Interviews conducted with teachers reveal that,

Parents often only attend school when report cards are being handed out.

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However, it is the responsibility of both the family and the school institution to perform their functions in an integrated manner, avoiding gaps and promoting quality education (COSTA, 2021, p. 88).

Although schools have a duty to teach reading and writing, the help that parents can provide is essential. When children observe their parents using writing in various daily activities—such as writing down recipes, recording the expiration date of products, or writing song lyrics—this generates a significant incentive for the practice of writing (FREIRE, 2020,



p. 65). This observation creates an active learning environment where the child feels motivated. In order to practice and explore new skills, Freire advocated the creation of parent-teacher circles for teachers to promote constant and constructive dialogue between the family and the school. He saw these circles as spaces to discuss and resolve educational issues collectively. For Freire, parental participation was essential for education to be a practice of freedom. He saw collaboration between parents and the school as a way to understand critical and conscious education.

These principles show how Freire valued the integration and active participation of parents in the educational process, aiming for a more fair and equitable education. He believed that education should not be an isolated process, but rather a collaboration between the school, family and community.

4.1 Parent and school challenges

Despite the benefits, parental participation faces barriers, such as lack of time, disinterest or lack of information about how the school operates. Santos (2020) highlights that it is essential that schools develop strategies to overcome these obstacles, such as offering listening spaces and promoting training so that parents better understand their role in school management.

Parental participation in public school management is a fundamental pillar for building a democratic education. Encouraging this participation contributes to the creation of a fairer, more inclusive educational environment that meets the needs of the entire community. Democratic management, by valuing the voice of parents, promotes not only family engagement, but also the formation of more aware and active citizens.

The relationship between school and family involves several challenges, many of which are mostly related to the responsibility that each one has in the education of the child, so the institution has to prepare itself to face the challenges, considering that it is necessary for school and family to have a partnership, despite their values and objectives regarding the education of the child, one needs the other to better relate. (EPSTEIN, 2010, p.29)

Without love and respect for this human being, it is impossible for someone to take upon themselves the responsibility of educating with affection and social responsibility. However, love alone is not enough. Many families love their children and pay for the best schools for them, but do not consciously engage in their preparation for life. This authentic participation that moves mothers is lacking, and parents to dedicate time to their child's civic education. (FREIRE, 1996, p.82).

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Thus, one of the school's challenges is to always involve the students' families in school activities, engaging in work carried out by the school such as party projects, awards for outstanding students, among other projects in which the participation of parents is of utmost importance for the student.

According to indicators from the Brazilian test and the Saeb (National Basic Assessment System), obstacles increase as students advance through the stages of education. Thus,



Parents decrease their participation in school meetings the more advanced the students' stage of schooling, and students will always need the support of their parents or guardians. (INEP, 2021, p. 15). The difficulty in awakening the child's interest in studies is also a challenge faced by parents and teachers of students. The lack of interest in studies can be caused by several reasons in general, but they need to be resolved.

For family participation to be more positive at school, a change is needed from everyone, seeking out strategies for rapprochement in which it is necessary to create empathy between family members and school stakeholders, providing training for teachers and families on the subject, and always actively seeking to benefit students.

5 METHODOLOGY

The methodological procedures used to prepare this work were bibliographical research in books, the internet, and field research through questions with school staff and parents for an in-depth understanding. The research obtained an understanding of how the teacher, principal and staff contribute to facilitating school dialogue between parents, students and the management team so that there is good parental participation in the school, in the municipality of Rolim de Moura/RO.

The research involved collecting data on what each person does to have a school environment. participatory home, involving good interaction between everyone involved. The research is considered descriptive, according to Gil/2022, as it aims to describe in detail a precise profile of a situation. To carry out the research, data collected through interviews conducted in person with teachers, principals and school staff and parents in the municipality of Rolim de Moura, RO were used as the main source of information.

5.1 School Type of research

The research was characterized as a qualitative study, using an exploratory approach. This type of research is suitable for understanding the perceptions and experiences of different actors in the school community in relation to democratic management.

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5.2 Ethical considerations of research

Before starting data collection, informed consent will be obtained from all participants. The information collected will be treated confidentially and participants will have the right to withdraw from the research at any time. It was ensured that the data will not be used

5.3 Sample Characterization

The sample will be composed of parents, teachers and administrators of public schools that adopt democratic management practices. The sample is expected to include around 28 participants, with a balanced distribution between the different groups.

5.4 Research Location

The research was conducted in public schools located in the municipality of Rolim de Moura, Rondônia, chosen based on socioeconomic diversity and the implementation of democratic management practices. This allowed for a richer analysis of the dynamics involved.

5.5 Sample Characterization

- Country: Representatives of different age groups and socioeconomic backgrounds.
- Teachers: Educators from different disciplines and experience levels.
- Managers: Directors and pedagogical coordinators who work in school management.

5.6 Research Instruments

The instruments used for data collection will include:

- Semi-structured interviews: To deepen the understanding of participants' experiences and perceptions regarding democratic management.
- Questionnaires: To collect quantitative data on parental participation and community involvement in school management.
- Focus groups: To collectively discuss perceptions about democratic management and its implications for student learning.

5.7 Procedures

The research was conducted in several stages. Initially, a review of the literature on democratic management in education was carried out, identifying gaps and relevant issues. Then,



participating schools will be identified and informed consents will be collected. Data collection will be carried out through interviews and questionnaires, followed by analysis of the collected data. The results will be organized and presented in article format, highlighting the main conclusions and implications for the practice of democratic school management.

6 RESULTS AND DISCUSSIONS OR DATA ANALYSIS

To analyze school management and family participation in the teaching and learning process of students. The questions in the questionnaire sought to identify perceptions and challenges faced in democratic management.

1. How important is parental involvement at school?

The responses in this study, which were based on questionnaires addressed to parents and principals, indicated that most parents recognize the importance of their involvement in school. Many stated that the active presence of parents contributes significantly to students' academic performance. This perception is supported by research that shows that the greater the family involvement, the better the academic performance of students. Therefore, the goals and purposes of education necessarily involve collaboration between school and family.

2. What is the biggest problem facing school management?

The principals highlighted several challenges faced in school management. The need to effectively manage the educational aspect, while also seeking to involve the family and school staff, was a recurring concern. One fact that caught their attention was that the parents who most need to be present to understand their children's difficulties are often the ones who show up the least at school. This highlights a disconnect between the school and the family that must be addressed.

Luck (2009) discusses shared management and the importance of collaboration in different contexts of school organization. Democratic management requires that all those involved play their roles with commitment and responsibility. An effective manager creates a work environment positive, promoting staff engagement, which in turn can encourage greater parental participation.

3. What makes it difficult for parents to participate in school?

When analyzing the responses, several factors were identified as barriers to parental participation. Among the main obstacles mentioned were:

- **Lack of Time:** Many parents reported the difficulty of reconciling participation in school with their professional and personal responsibilities.
- **Disinformation:** Some parents expressed not knowing how or when they could participate, which suggests a lack of effective communication on the part of the school.
- **Disinterest or Demotivation:** Other parents indicated that in some situations they felt their presence would not make a difference, resulting in a lack of interest in school activities.

These factors highlight the need for more effective strategies on the part of school management to involve parents and overcome existing barriers.

8 FINAL CONSIDERATIONS

Democratic school management is a fundamental concept for building inclusive and quality education. In the context of public management, parental participation in schools is an essential element for strengthening this model. By promoting democratic management, schools not only become a space for learning, but also an environment where everyone involved—managers, teachers, students, and parents—can actively contribute to the education and development of students.

Parental involvement in school management is more than a legal requirement; it is a critical component that directly impacts students' academic performance and emotional well-being. Evidence shows that active parental involvement in their children's school lives is correlated with better academic results, social behavior, and self-esteem. Therefore, developing strategies that promote parental involvement is vital.

However, reality shows that this participation does not always occur effectively. Barriers such as lack of time, misinformation and even lack of motivation on the part of parents can limit their engagement in school activities. To address these challenges, schools need to adopt a proactive approach, promoting clear and effective communication and creating opportunities that encourage parents to get involved in school life.

Furthermore, it is essential that school management develops a welcoming and respectful environment where everyone feels valued and heard. The formation of school councils and holding regular meetings can be effective strategies for strengthening this relationship. Democratic management should be seen as an ongoing process that involves active listening and valuing
tion of contributions from all involved.

In short, the interaction between democratic school management and parental involvement is crucial to the success of public education. By cultivating this relationship, schools can not only improve student performance, but also build more cohesive and engaged communities. This synergy is key to transforming education into a truly collective project, where the formation of tomorrow's citizens is a shared responsibility for all.



In this study, we identified both the positive aspects of school management and the challenges faced in the area of education. We emphasize that the role of the school manager is extremely important, as he or she is the one who leads the teaching and learning process, promoting a space that favors the participation of all those involved. The effectiveness of democratic management depends on collaboration between the school and families, and it is essential that parents engage in school activities.

We also observed a lack of parental involvement in the students' school routine, which can significantly harm their development. However, it is encouraging to see the school's commitment to developing strategies to overcome these obstacles, including parents and the community in the educational process.

Building a truly democratic management requires everyone's involvement, and only then will it be possible to guarantee a quality education that benefits not only students, but society as a whole. In short, building an effective and democratic education involves valuing the partnership between families and schools, as this collaboration is essential for the success of students and the formation of critical and conscious citizens.

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