


**MELHORIA CONTÍNUA NA ADMINISTRAÇÃO ESCOLAR: A GESTÃO PARTICIPATIVA COMO CAMINHO PARA A QUALIDADE NA SECRETARIA DE UMA ESCOLA PÚBLICA NO MUNICÍPIO DE EIRUNEPÉ-AM****CONTINUOUS IMPROVEMENT IN SCHOOL ADMINISTRATION: PARTICIPATORY MANAGEMENT AS A PATH TO QUALITY IN THE SECRETARIAT OF A PUBLIC SCHOOL IN THE MUNICIPALITY OF EIRUNEPÉ-AM****MEJORA CONTINUA EN LA ADMINISTRACIÓN ESCOLAR: LA GESTIÓN PARTICIPATIVA COMO CAMINO HACIA LA CALIDAD EN LA SECRETARÍA DE UNA ESCUELA PÚBLICA DEL MUNICIPIO DE EIRUNEPÉ-AM**

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**RESUMO**

Este artigo analisa como a gestão participativa pode contribuir para a melhoria contínua da administração escolar, com foco na secretaria de uma escola pública localizada em Eirunepé- Amazonas. O objetivo principal é compreender os impactos do envolvimento ativo da comunidade escolar nos processos administrativos, buscando identificar obstáculos e propor estratégias para a consolidação de uma gestão mais democrática e eficaz. A pesquisa adota uma abordagem mista, com predominância qualitativa, e utiliza como instrumento principal a aplicação de questionários estruturados a diferentes segmentos da escola como gestores, professores, estudantes, funcionários e responsáveis, permitindo captar percepções e experiências relacionadas à participação nas decisões administrativas. Os resultados indicam que, apesar de limitações como a centralização de decisões e o baixo engajamento familiar, há um potencial significativo para o fortalecimento da cultura participativa, sobretudo quando valorizadas a escuta ativa, o diálogo e a corresponsabilidade. Conclui-se que a gestão participativa, aliada a práticas

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simples, porém intencionais, na secretaria escolar, pode promover um ambiente mais acolhedor, eficiente e conectado às reais necessidades da comunidade educativa, reafirmando o compromisso da escola pública com a qualidade e a cidadania.

**Palavras-chave:** Gestão Participativa; Administração Escolar; Melhoria Contínua; Secretaria Escolar; Educação Pública.

## ABSTRACT

This article analyzes how participatory management can contribute to the continuous improvement of school administration, focusing on the secretariat of a public School located in Eirunepé, Amazonas. The main objective is to understand the impacts of active community involvement in administrative processes, identifying challenges and proposing strategies to strengthen more democratic and effective management practices. The study adopts a mixed- methods approach, with a qualitative emphasis, and employs structured questionnaires as the primary data collection instrument, targeting school stakeholders such as administrators, teachers, students, staff, and parents or guardians. The results reveal that, despite limitations such as centralized decision-making and low family engagement, there is significant potential for strengthening a participatory culture, especially when active listening, dialogue, and shared responsibility are encouraged. The study concludes that participatory management, when combined with simple yet intentional practices within the school secretary's office, can foster a more welcoming, efficient environment that meets the real needs of the educational community, reaffirming the public school's commitment to quality and citizenship.

**Keywords:** Participatory management; School administration; Continuous improvement; School secretary; Public education.

## RESUMEN

Este artículo analiza cómo la gestión participativa puede contribuir a la mejora continua de la administración escolar, centrándose en la secretaría de una Escuela pública ubicada en Eirunepé, Amazonas. El objetivo principal es comprender los impactos de la participación activa de la comunidad en los procesos administrativos, identificando desafíos y proponiendo estrategias para fortalecer prácticas de gestión más democráticas y eficaces. El estudio adopta un enfoque de métodos mixtos, con énfasis cualitativo, y emplea cuestionarios estructurados como principal instrumento de recolección de datos, dirigidos a los actores de la escuela, como administradores, profesores, alumnos, personal y padres o tutores. Los resultados revelan que, a pesar de limitaciones como la toma de decisiones centralizada y el escaso compromiso de las familias, existe un potencial significativo para fortalecer una cultura participativa, especialmente cuando se fomenta la escucha activa, el diálogo y la responsabilidad compartida. El estudio concluye que la gestión participativa, cuando se combina con prácticas sencillas pero intencionadas dentro de la secretaría del centro, puede fomentar un entorno más acogedor y eficiente que responda a las necesidades reales de la comunidad educativa, reafirmando el compromiso de la escuela pública con la calidad y la ciudadanía.

**Palabras clave:** Gestión participativa; Administración escolar; Mejora continua; Secretaría escolar; Educación pública.



## INTRODUCTION

The contemporary sociocultural configuration is going through a period in education that has increasingly demanded community participation in the school environment. In view of this, participatory management has been recognized as one of the most promising approaches in the field of school administration, especially in contexts where the search for quality, efficiency and inclusion is a priority. Inserted in this scenario, the present research deals with the continuous improvement in school administration, having as its delimitation the analysis of participatory management in the secretariat of a public school, located in the municipality of Eirunepé, in the interior of Amazonas, a reality marked by logistical, social and educational challenges typical of the Amazon region.

The study is based on the recognition that the school secretariat, often seen only as a technical-administrative space, can and should constitute a strategic place of approximation between management and community. The general objective is to analyze how participatory management contributes to the administrative quality of the school, with special attention to the practices developed in the secretariat sector. The specific objectives aim to identify the main obstacles to the consolidation of participatory management, understand how the presence and engagement of students and guardians influence administrative processes and point out strategies that strengthen the involvement of the school community.

The problem that guides this investigation is: what are the challenges and potentialities of participatory management in the secretariat and how can its practice be improved to promote a more efficient, democratic administration that is sensitive to the needs of the school community?

Based on the hypothesis that participatory management strengthens the bonds between school and community, making processes more transparent, empathetic and resolute, this research seeks to demonstrate that active listening, horizontal dialogue and co-responsibility are fundamental elements to qualify the service provided, institutional organization and democratic experience in the school environment. However, the existence of barriers such as the centralization of decisions, the distancing from families and the lack of effective spaces for participation is recognized.

The research adopted a mixed methodological approach, with a qualitative predominance, using structured questionnaires applied to managers, teachers, students, secretariat employees and parents or guardians as an instrument for data collection. The study is characterized as descriptive and explanatory, based on a case study, carried out from the experiences of the author's supervised internship, which gives the analysis a

practical and sensitive dimension of the school reality investigated. The theoretical framework dialogues with authors who discuss democratic and participatory management in public education, such as Vitor Henrique Paro (1997), Heloísa Lück (2000, 2007, 2011), Dourado and Costa (1998), in addition to the legal provisions that guide the theme, such as the Federal Constitution of 1988 and the Law of Guidelines and Bases of National Education (LDB nº 9.394/1996), which support the defense of an accessible, democratic and social quality public school.

This article is structured in six sections, in addition to this introduction. The first presents the methodology used, highlighting the procedures and criteria adopted in the collection and analysis of data. The second section addresses the theoretical framework that underlies the study. Then, the results and discussions are presented based on the answers obtained through the questionnaires applied. The fourth section brings the final considerations, with emphasis on the learnings, limits and possible developments of the research. In the fifth section, the references used are listed, ensuring the rigor and scientific transparency of the work. Finally, thanks, recognizing all the support I had throughout the process of developing this scientific article.

By validating the protagonism of the school community and recognizing the transformative potential of participatory management, this research seeks not only to understand a reality, but also to inspire more humane, democratic and effective practices in the administration of Brazilian public schools.

## THEORETICAL FOUNDATION

The present study is anchored in a theoretical framework that understands participatory management as an indispensable instrument for the continuous improvement of school administration, especially with regard to the practices developed in the secretariat. The construction of this framework aims to sustain, conceptually and critically, the objectives of the research, dialoguing with renowned authors who deal with the democratic dimensions of educational management, community participation and the principles of quality in public administration.

## PARTICIPATORY MANAGEMENT AS THE BASIS OF SCHOOL DEMOCRACY

Participatory management presupposes a school that is organized based on dialogue, co-responsibility and collective protagonism. Unlike hierarchical and centralizing models, it is based on shared decision-making processes between managers, teachers,



students, employees and families, valuing the plurality of voices present in the school space.

GOLDEN; AMARAL (2011, p. 303) point out that:

Democratic management, understood, therefore, as a space for collective deliberation (students, employees, teachers, parents or guardians), needs to be assumed as a basis for improving the quality of education and improving educational policies, as State policies articulated with national guidelines for all levels and modalities of education/teaching.

For LUCK (1996), it is essential to include the entire community in the relevant decision-making in the school unit with this view of those who are directly impacted in some way from the decisions made only by the high command and understand that management, when seen in a broader way, goes beyond the simple execution of administrative tasks. More than coordinating resources, managing means mobilizing people around a project that makes sense for everyone involved.

According to Paro (1997), a democratic school requires not only the distribution of decision-making power, but, above all, the creation of mechanisms that guarantee the effective participation of the subjects involved. For the author, the real challenge is not in the formulation of principles, but in their implementation in the school routine, which requires sensitivity, listening and commitment to social justice.

It is notorious and evident that school management is not limited to administrative actions, but comprises a collective process of construction of the school's educational project. In this sense, the involvement of the different segments of the school community is not only desirable, it is a primordial condition for the success of any educational institutions.

Luck (2011, p. 35) goes further in his understanding when he agrees that:

Participation has been exercised in countless forms and nuances in the school context, from participation as a manifestation of individualistic wills, sometimes camouflaged, to the effective expression of social and organizational commitment, translated into concrete and objective actions, aimed at the joint achievement of objectives.

Therefore, it is not a mistake to argue that the practice of participation occurs in any and all human actions, no matter how limited their scope. However, the actions cannot be blocked by those who support the idea of a democratic community open to dialogue.

## THE STRATEGIC ROLE OF THE SCHOOL SECRETARIAT IN DEMOCRATIC MANAGEMENT

The school secretariat, often relegated to operational functions, is revealed, in this study, as a strategic point of articulation between school and community. When organized



based on participatory principles, it ceases to be just a bureaucratic sector and starts to act as a space for welcoming, listening and qualifying the public educational service.

Lück (2007) reinforces this perspective by highlighting that school management is not limited to administrative actions, but comprises a collective process of construction of the school's educational project. In this sense, the involvement of the different segments of the school community is not only desirable, it is a fundamental condition for institutional success.

The valorization of the secretariat as an integrating nucleus of management is also evident in the statement of Paro (1997), when he recognizes that the democratization of the school permeates not only the curriculum or the classroom, but also the administrative services. For the author, a truly democratic school management needs to consider all institutional spaces as scenarios for learning, participation and citizenship.

## THE PARTICIPATION OF THE SCHOOL COMMUNITY IN ADMINISTRATIVE PROCESSES

The active presence of students, parents and guardians in the school's administrative processes still faces challenges, especially in socially vulnerable contexts. The scarcity of time, the lack of knowledge of communication channels and the historical devaluation of popular participation limit community involvement.

Dourado and Costa (1998) point out that the construction of participatory spaces requires structural investments, but also cultural ones. It is necessary to break with the logic that only specialists can decide on the direction of the school. On the contrary, it is in the diversity of experiences and knowledge that the power of democratic management resides.

The creation of spaces for discussion of greater autonomy, in theory, is conferred, above all, to the processes in which the school community participates more directly. Issues such as decentralization, autonomy and participation seem to be elements of struggles to be undertaken in the midst of the modalities of choice in order to improve them (DOURADO, COSTA, 1998, p.12).

Therefore, it is essential to build a collective process, in which people come together to understand scenarios, make decisions, and act in an articulated manner. Organizational success, in this context, does not result only from the technical capacity of isolated individuals, but from mutual engagement, continuous exchange and convergence of purposes. It is a dynamic sustained by dialogue, co-responsibility and a common intention that guides joint actions.

In this context, the research seeks to understand how the different actors perceive their possibility of participation, what are the obstacles faced and what can be done to





strengthen the links between community and school management. As Minayo (2018) points out, listening to the subjects in their singularities is a methodological and ethical way to make sense of investigative practices.

## CONTINUOUS IMPROVEMENT AND QUALITY IN PUBLIC EDUCATION

The notion of continuous improvement, arising from quality management, gains relevance when applied to school management. Unlike an unattainable ideal of perfection, it represents the constant commitment to the improvement of processes, based on listening, reflective evaluation and openness to change.

According to Demo (2021), quality is not just a goal to be achieved, but a collectively built process, based on evidence, dialogue, and ethics. At school, this is expressed in the review of administrative practices, in the innovation of procedures and in the strengthening of the institutional culture aimed at the common good.

The convergence between participatory management and continuous improvement occurs, therefore, in the search for a more effective and humanized school. The school secretariat, by modernizing its processes and involving users in its dynamics, becomes a mirror of the desired quality: the one that combines technical efficiency with social sensitivity.

## LEGAL BASIS OF DEMOCRATIC MANAGEMENT IN PUBLIC SCHOOLS

The normative basis that sustains the proposal for democratic management is expressed in the Federal Constitution of 1988 and in the Law of Guidelines and Bases of National Education (Law No. 9,394/1996). In its article 206, the LDB establishes as one of the principles of education the "democratic management of public education, in the form of the law", guiding schools to build political-pedagogical projects with effective participation of the community.

Let us actually see what the LDB (Law n. 9394, 1996) establishes:

Teaching will be delivered based on the following principles:

- I – equal conditions for access and permanence in school;
- II – freedom to learn, teach, research and disseminate thought, art and knowledge;
- III – pluralism of ideas and pedagogical conceptions, and coexistence of public and private educational institutions;
- IV – free public education in official establishments;
- V – valuing teaching professionals, ensuring, in accordance with the law, career plans for public teaching, with a professional salary floor and entry, exclusively, through public examination of tests and titles, ensuring a single legal regime for all institutions maintained by the Union;
- SAW – democratic management of public education in accordance with the law;
- VII – guarantee of quality standards (LDB, Law n. 9.394, 1996).



Therefore, it is through these principles that a school is able to dialogue with its members and consequently reinforce the commitment of the Brazilian State to an education of social quality, in which all subjects are recognized as co-creators of the school environment. In this way, participation is no longer a favor or a concession and becomes a right guaranteed by current law.

## METHODOLOGY

This study was developed based on a case study carried out in the secretariat of a public school, located in the municipality of Eirunepé – AM, during the Supervised Internship II of the Administration course. The choice of this approach is justified by the possibility of understanding a specific reality in depth, considering its singularities, dynamics and social context. The methodology adopted is aligned with the objective of investigating how participatory management contributes to continuous improvement in school administration, focusing on the quality of services provided to the educational community.

The nature of the research is applied, as it aims to offer practical and concrete solutions to challenges identified in the school's administrative routine, contributing both to institutional improvement and to the critical training of the future professional. At the same time, it has a descriptive and explanatory character: descriptive in that it records the practices and perceptions of the subjects involved in the management of the school; explanatory because it seeks to understand the factors that favor or hinder the participation of the school community in administrative processes.

The approach adopted is mixed, integrating qualitative and quantitative elements to ensure a broad and sensitive reading of the reality investigated. The qualitative method predominated in the analysis of the perceptions, meanings and experiences lived by the subjects; The quantitative method, complementary, allowed the systematization of objective data through the application of structured questionnaires, offering a measurable overview of the degree of participation and satisfaction of the school community.

The methodological procedures involved bibliographic research, field research, survey and participant observation. The bibliographic research provided the theoretical foundation that supports the analysis, based on authors such as Paro (1997), Lück (2007), Dourado and Costa (1998), in addition to the legal norms of the Federal Constitution of 1988 and LDB No. 9.394/1996. The field research was conducted in the school environment during the supervised internship, which enabled direct contact with the administrative processes and with the various subjects of the school community.



Data collection was carried out through structured questionnaires, applied to five segments: managers, teachers, students, administrative employees and parents or guardians. The questionnaires contained closed questions and Likert-type scales, which allowed measuring levels of perception, engagement and evaluation of participatory management in the school. The exclusive choice for the use of questionnaires and not interviews aimed to respect the objectivity of the collection and the practicality in the school context, optimizing the participants' time and promoting a greater range of responses.

The universe of the research comprised the institution's school community: regularly enrolled students, active parents or guardians, teachers with a minimum of one year's work, managers, pedagogical coordinators and administrative staff. The sample was selected non-probabilistic by convenience, respecting criteria of accessibility, availability and effective link with the school. Approximately 1 manager, 10 teachers, 3 employees, 15 students and 15 guardians participated.

For data analysis, methodological triangulation was adopted, combining descriptive statistical techniques for the quantitative data obtained by the questionnaires and content analysis for the open answers, when present, and observations recorded during the internship. This integration allowed us to interpret the data with depth, sensitivity and fidelity to the reality experienced.

The stages of the research followed a logical and planned sequence: (1) literature review for theoretical basis; (2) delimitation of the field and subjects of the research; (3) preparation and application of questionnaires; (4) organization and analysis of the data collected; (5) preparation of the scientific report with the results and considerations. The entire process was conducted based on ethical principles, ensuring anonymity, free and informed consent of the participants and respect for the dignity of all involved.

In this way, the methodology of this study not only scientifically supports the investigation, but also values reflective practice, the dialogue between theory and reality and the commitment to the construction of useful, sensitive and transformative knowledge as expected from a serious research in the area of school administration.

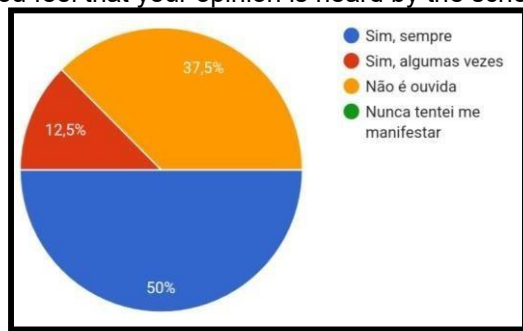
## **RESULTS AND DISCUSSION**

The analysis of the collected data was carried out based on descriptive statistics procedures and complemented by an interpretative approach, inspired by content analysis. The objective was to understand not only the numbers, but the meanings attributed by the school community to participatory management in the school secretariat. The results show

diverse perceptions, reflecting both advances and challenges to be faced for the consolidation of a more democratic and efficient school administration.

This analysis interprets the data collected through a questionnaire applied to the school community with the objective of evaluating the quality of participatory management, the performance of the secretariat and the levels of welcoming, transparency and institutional engagement. As we will see below:

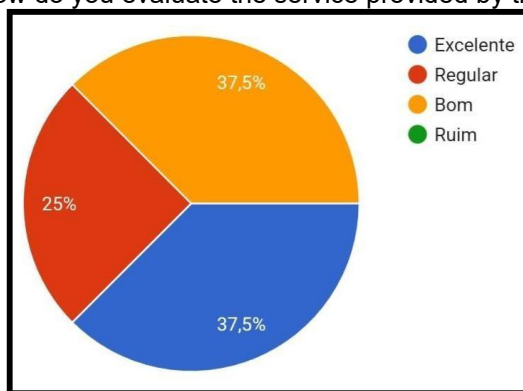
Figure 1 – Do you feel that your opinion is heard by the school management?



Source: Field research data (2025)

According to figure 1 above, the survey shows that 50% of the participants say that their opinion is always heard by the school management, while 37.5% declare that they are not heard and 12.5% point out that they are heard only sometimes. This analysis reveals a scenario of duality: although half of the respondents perceive openness to dialogue, there is a significant portion (almost 40%) that feels excluded or ignored, which may indicate failures in the channels of active listening or in the feedback of management to the demands of the community.

Figure 2 – How do you evaluate the service provided by the secretariat?

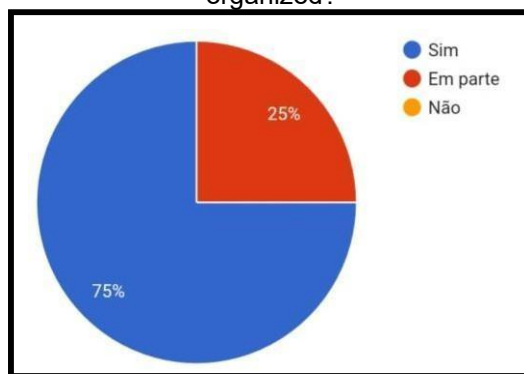


Source: Field research data (2025)

In question 2, the evaluation of the secretariat was divided between "excellent" and "good" (both with 37.5%), while 25% considered the service to be regular. There were no responses indicating poor service. This denotes a positive general perception of the quality

of the service, although the percentage of regular evaluations suggests that there is room for evolution in welcoming, agility or cordiality in the service.

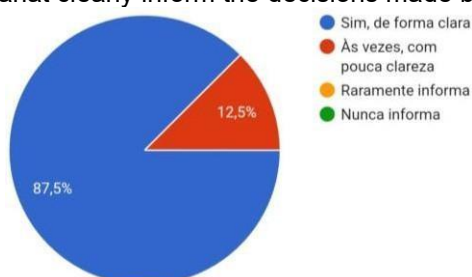
Figure 3 – Are the administrative processes (enrollment, issuance of documents and information) well organized?



Source: Field research data (2025)

According to item 3 of the investigation, the data show that 75% consider the administrative processes to be well organized, while 25% perceive them as partially organized. None of the respondents checked the "no" option. This data is positive, pointing to efficient operational management, especially with regard to enrollment, issuance of documents and information. However, the existence of a quarter of respondents who see bias in the organization requires attention to the standardization and clarity of internal procedures.

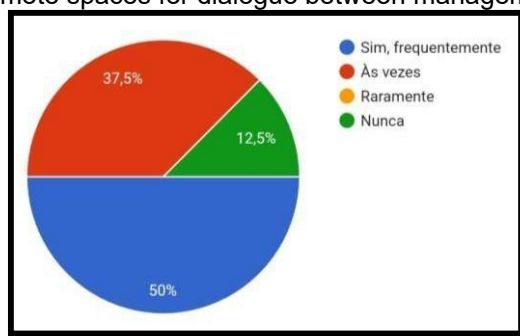
Figure 4 – Does the secretariat clearly inform the decisions made by the school management?



Source: Field research data (2025)

The question in figure 4 indicates that 87.5% recognize that the secretariat clearly communicates the decisions of the school management, and only 12.5% say that this happens with little clarity. This is an indication of satisfactory institutional transparency, with good dissemination of information, possibly made possible by effective administrative practices. Even so, the residual data should serve as a warning for continuous improvement in the language and accessibility of the information shared.

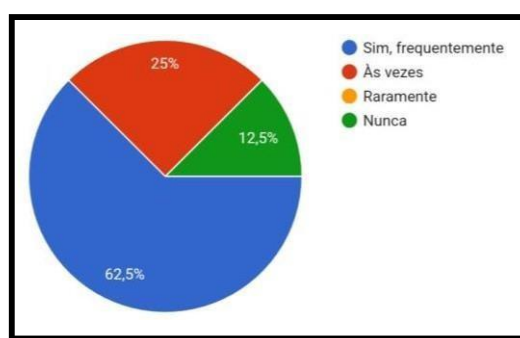
Figure 5 – Does the school promote spaces for dialogue between management and the school community?



Source: Field research data (2025)

According to the graph in question 5, only 50% believe that the school frequently promotes spaces for dialogue with the school community, while the other 50% are divided between "sometimes" (37.5%) and "never" (12.5%). This balance between positive and negative perception requires attention: despite the management's effort to foster dialogue, the constancy and effectiveness of these spaces are still perceived as limited by those involved. This can compromise the feeling of belonging and co-responsibility.

Figure 6 – Do you feel invited or encouraged by the school to actively participate in administrative decisions and processes?

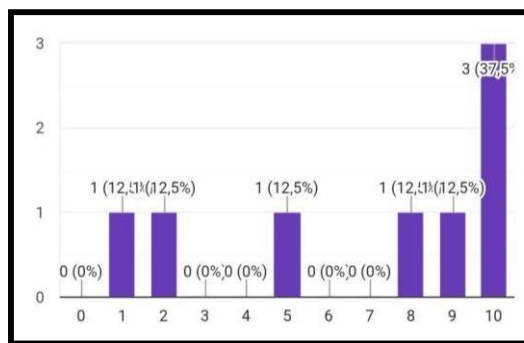


Source: Field research data (2025)

Question 6 brings a relevant fact: 62.5% feel frequently invited to participate in administrative decisions and processes, and 25% indicate that this occurs only sometimes. However, 12.5% report never feeling stimulated. Although most perceive openness to participation, there is still a group that does not recognize itself as an active part in school

decisions, which reinforces the need for more inclusive actions, especially with less engaged audiences or with less institutional literacy.

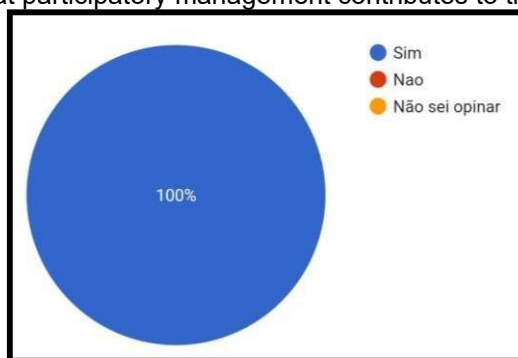
Figure 7 – On a scale of 0 to 10, how much would you recommend this school as a participatory, welcoming and well-managed space?



Source: Field research data (2025)

On a scale of 0 to 10 in question 7, the scores assigned vary between 1 and 10, with the highest concentration in high scores such as 10 (37.5%) and 9 (12.5%). Even so, there were more critical evaluations, such as grades 1, 2, 3, 4 and 5, all with 12.5% each. This result indicates a significant heterogeneity in the community's perception, reflecting both recognition for good practices and indications of occasional dissatisfaction, possibly linked to communication, service or listening.

Figure 8 – Do you believe that participatory management contributes to the improvement of the school?



Source: Field research data (2025)

Figure 8 shows an extraordinary consensus, where 100% of the participants say that they believe that participatory management contributes to the improvement of the school. These opinions strengthen the validity and relevance of the participatory approach as a



strategic management tool, and show that the community recognizes the positive impacts of co-responsibility, even if implementation still needs to be adjusted and deepened.

The analysis of the data reveals strong indications of appreciation of participatory management, recognized as an essential element for the improvement of the school. However, gaps persist in aspects such as active listening, promotion of continuous dialogue and encouragement of participation, which should be seen as opportunities for improvement.

Some recommendations are essential to contribute to the participatory process of the community, such as:

Intensify the permanent channels of listening and feedback (such as ombudsman offices, assemblies, interactive bulletin boards);

Strengthen transparent communication, especially with accessible and contextualized language;

Invest in internal training on humanized service and citizen participation for all members of the school team;

Develop clear policies to encourage the participation of the school community, especially the less engaged segments;

Promote the systematization and continuous evaluation of the secretariat's administrative processes, with a focus on efficiency and welcoming;

These actions not only improve democratic management, but also reinforce the school as a space for belonging, inclusion and social co-responsibility.

## **5 FINAL CONSIDERATIONS**

Throughout this study, it was possible to understand in depth how participatory management presents itself as a viable and necessary path for continuous improvement in school administration, especially in the context of the public school secretariat in the interior of Amazonas. The investigation allowed not only to identify existing practices, but also to shed light on the challenges faced and the possibilities for institutional transformation based on the effective involvement of the school community.

The data collected revealed that, although there is a relatively positive perception of participation in school decisions, there is still a distance between the principles of democratic management and their daily implementation. This gap is manifested, above all, in the lack of structured mechanisms of participation, in the still unilateral communication in many administrative processes and in the feeling of exclusion experienced by students and families.





On the other hand, it was observed that small actions, such as humanized service, the organization of the school environment and the willingness to listen with empathy, already configure seeds of a more welcoming, efficient and coherent management with the values of quality public education. Such initiatives, when strengthened and systematized, can transform the school secretariat into a true pole of approximation between management and community.

The study also confirmed the hypothesis that school management based on participation, dialogue and co-responsibility has the potential to qualify administrative processes, increase institutional trust and promote a fairer and more collaborative environment. However, this construction depends on collective commitment, investment in the training of professionals and recognition of the importance of all actors involved in the daily life of the school.

Among the limitations of this research, the local focus and the restricted time for data collection stand out, which prevented the deepening of some dimensions of school management, such as the articulation between the secretariat, pedagogical coordination and management. Even so, the results obtained offer significant subsidies for broader reflections and can serve as a basis for other investigations in similar contexts.

It is recommended, for future studies, to deepen the analysis of continuing education strategies in participatory management, as well as the creation of indicators that allow the systematic evaluation of the impact of community participation on the quality of school services. In addition, it would be relevant to investigate how students, especially those in high school, can be more integrated into administrative processes, not only as observers, but as active subjects of transformation.

Finally, this work reaffirms that continuous improvement in school administration is not a mechanical or merely technical process, but rather a human, ethical and collective movement. Participatory management, in this scenario, should not be seen as an additional challenge, but as a concrete opportunity to make public schools a truly democratic space, where every voice matters, every gesture counts and each person has the power to contribute to a fairer, more accessible and transformative educational future.

## THANKS

To God, source of all strength, wisdom and hope, my first and eternal thanks. In each silence of discouragement, it was faith that sustained me and reminded me that there is a greater purpose in every step taken.



To my mother, who is no longer on this plane, but who remains alive in me. Your courage, your unconditional love and your tireless fight for a better life and for a dignified education for me are what move me every day. This work is also yours, mother. It's the materialization of what you've always dreamed of for me. May my trajectory honor his memory.

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