

**DYNAMICS OF FAMILY PARTICIPATION AND SCHOOL LEARNING:
QUALITATIVE ANALYSIS OF TEACHING PERCEPTIONS IN THE STATE
PUBLIC NETWORK OF AMAZONAS**

**DINÂMICAS DE PARTICIPAÇÃO FAMILIAR E APRENDIZAGEM ESCOLAR:
ANÁLISE QUALITATIVA DAS PERCEPÇÕES DOCENTES NA REDE PÚBLICA
ESTADUAL DO AMAZONAS**

**DINÁMICA DE LA PARTICIPACIÓN FAMILIAR Y EL APRENDIZAJE ESCOLAR:
UN ANÁLISIS CUALITATIVO DE LAS PERCEPCIONES DE LOS DOCENTES
EN EL SISTEMA DE ESCUELAS PÚBLICAS DEL ESTADO DE AMAZONAS**



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ABSTRACT

This article analyzes teachers' perceptions regarding the Family-school relationship within the context of public schooling, considering the normative, structural, and symbolic dimensions that permeate this interface. It is grounded in the recognition that family participation is widely advocated in educational policies; however, its implementation in everyday school life reveals challenges associated with social inequalities and institutional mediations. The objective is to understand how teachers interpret family participation in the teaching-learning process, seeking to identify the limits and possibilities of this articulation. A qualitative approach of a descriptive-analytical nature was adopted, using a questionnaire composed of open-ended questions and documentary analysis of institutional records. The data were examined through content analysis, enabling the construction of interpretative categories related to teachers' understandings of participation, inequality, and pedagogical practices. The results indicate that, although teachers acknowledge the importance of family presence for students' academic development, participation is still frequently associated with formal practices, such as attending meetings and monitoring academic performance. Socioeconomic factors that condition family involvement are also evident, as well as symbolic tensions that influence teachers representations. It is concluded that strengthening the family-school relationship requires dialogical and contextualized pedagogical strategies capable of moving beyond a merely normative perspective and promoting effective collaboration within the school environment.

Keywords: Family-School Relationship. Pedagogical Practice. Teachers' Perceptions. Family Participation. School Learning.

RESUMO

Este artigo analisa as percepções docentes acerca da relação família-escola no contexto da escola pública, considerando as dimensões normativa, estrutural e simbólica que

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atravessam essa interface. Parte-se do reconhecimento de que a participação familiar é amplamente defendida nas políticas educacionais, mas sua efetivação no cotidiano escolar revela desafios associados às desigualdades sociais e às mediações institucionais. O objetivo consiste em compreender como professores interpretam a participação das famílias no processo de ensino-aprendizagem, buscando identificar limites e possibilidades dessa articulação. Adota-se abordagem qualitativa, de natureza descritivo-analítica, com aplicação de questionário composto por questões abertas e análise documental de registros institucionais. Os dados foram examinados por meio da análise de conteúdo, permitindo a construção de categorias interpretativas relacionadas à compreensão docente sobre participação, desigualdade e práticas pedagógicas. Os resultados indicam que, embora os professores reconheçam a importância da presença familiar para o desenvolvimento acadêmico dos estudantes, a participação ainda é frequentemente associada a práticas formais, como comparecimento a reuniões e acompanhamento do rendimento escolar. Evidenciam-se também fatores socioeconômicos que condicionam o envolvimento das famílias, bem como tensões simbólicas que influenciam as representações docentes. Conclui-se que o fortalecimento da relação família-escola demanda estratégias pedagógicas dialógicas e contextualizadas, capazes de superar a perspectiva meramente normativa e promover efetiva colaboração no ambiente escolar.

Palavras-chave: Relação Família-Escola. Prática Pedagógica. Percepções Docentes. Participação Familiar. Aprendizagem Escolar.

RESUMEN

Este artículo analiza las percepciones del profesorado sobre la relación familia-escuela en el contexto de las escuelas públicas, considerando las dimensiones normativas, estructurales y simbólicas que permean esta interfaz. Se parte del reconocimiento de que la participación familiar es ampliamente defendida en las políticas educativas, pero su implementación en la vida escolar cotidiana revela desafíos asociados a las desigualdades sociales y las mediaciones institucionales. El objetivo es comprender cómo el profesorado interpreta la participación familiar en el proceso de enseñanza-aprendizaje, buscando identificar los límites y las posibilidades de esta articulación. Se adopta un enfoque cualitativo, descriptivo-analítico, mediante un cuestionario compuesto por preguntas abiertas y análisis documental de registros institucionales. Los datos se examinaron mediante análisis de contenido, lo que permitió la construcción de categorías interpretativas relacionadas con la comprensión del profesorado sobre la participación, la desigualdad y las prácticas pedagógicas. Los resultados indican que, si bien el profesorado reconoce la importancia de la presencia familiar para el desarrollo académico de los estudiantes, la participación aún se asocia frecuentemente con prácticas formales, como la asistencia a reuniones y el seguimiento del rendimiento académico. También se evidencian factores socioeconómicos que condicionan la participación familiar, así como tensiones simbólicas que influyen en las representaciones del profesorado. Se concluye que fortalecer la relación familia-escuela exige estrategias pedagógicas dialógicas y contextualizadas, capaces de superar una perspectiva meramente normativa y promover una colaboración eficaz en el entorno escolar.

Palabras clave: Relación Familia-Escuela. Práctica Pedagógica. Percepciones Docentes. Participación Familiar. Aprendizaje Escolar.

1 INTRODUCTION

The relationship between family and school has occupied a central position in the contemporary educational debate, especially in the context of public policies aimed at democratic management and the improvement of the quality of education. Although the normative documents recognize the importance of family participation, its effectiveness in the school routine still reveals significant challenges. In this context, understanding how this interface is configured in practice becomes a relevant issue for educational research.

In the scenario of the Brazilian public school, marked by persistent social inequalities, the articulation between these two formative spaces takes on complex contours. Family participation is not homogeneous, being influenced by cultural, economic and institutional factors that impact school dynamics. Thus, discussing this relationship implies recognizing that it goes beyond the formal dimension and is inserted in a relational field crossed by tensions and mutual expectations.

In addition, valuing the family as a partner in the educational process demands a critical analysis of the concrete conditions that sustain this partnership. Between the democratic ideal provided for in educational policies and the practices effectively developed in schools, there is a space for mediation that deserves systematic investigation. It is in this interval between normativity and lived experience that the scientific relevance of this study is inscribed.

Although the participation of the family is widely defended in the pedagogical discourse and supported by legal provisions, it is observed that its materialization in the school daily life occurs unevenly and sometimes limited to formal practices. Such a scenario raises questions about how this relationship is perceived by teachers, subjects who mediate, within the school, interactions with families. Thus, the need emerges to problematize not only the existence of participation, but the meanings attributed to it in the institutional context.

In this sense, the gap that guides this study lies in the understanding of teachers' perceptions about the family-school interface in a specific reality of public schools. Investigating such perceptions allows us to analyze how normativity, social inequalities and professional experiences are intertwined in the construction of this relationship. By shifting the focus from the legal prescription to the interpretation of the subjects, the article contributes to deepening the academic debate on democratic management and educational policies.

Thus, this study aims to analyze teachers' perceptions about the family-school relationship in the context of public schools, in the light of the normative, structural and symbolic dimensions that cross this interface. To this end, it adopts a qualitative approach, with the application of a questionnaire and document analysis, interpreted through content

analysis. By articulating theoretical framework, empirical data and critical reflection, the article seeks to contribute to the deepening of the debate on family participation and democratic management, highlighting possibilities and limits of this relationship in the educational scenario investigated.

2 THE FAMILY-SCHOOL INTERFACE AS A STRUCTURING DIMENSION OF THE EDUCATIONAL PROCESS

Historically, the family and the school are configured as central instances in the process of socialization and formation of the subjects. While the family occupies the primary space for the construction of values, norms and symbolic references, the school assumes the function of systematizing knowledge and promoting the insertion of the individual in broader social structures. This complementarity, however, is not established automatically or harmoniously, as both institutions are crossed by social, economic and cultural transformations that continuously redefine their roles and responsibilities in the educational field.

Over the last decades, it has been observed that a conception that attributed rigidly delimited functions to the family and the school has been overcome, emerging, in its place, the notion of educational co-responsibility. This perspective recognizes that the teaching-learning process is not restricted to the school space, but depends on interactions and mediations that go beyond its institutional walls. In this scenario, understanding how this interface is constructed and perceived by teachers becomes fundamental to analyze the dynamics that influence the pedagogical daily life and the formative experience of students.

The interface between family and school, in addition to constituting a historically constructed social dynamic, finds normative support in Brazilian educational public policies, which recognize family participation as a structuring element of the formative process. The legal provisions and educational guidelines reinforce the idea of democratic management and approximation between school and community, attributing to the family an active role in monitoring the students' school trajectory. However, the materialization of these guidelines occurs in contexts marked by social inequalities, structural limitations, and institutional challenges, which stresses the effectiveness of this participation. In this scenario, the relationship between normativity and practice reveals itself to be a fertile field for analysis, especially when observed from the teachers' perceptions about its materialization in the school routine.

In the contemporary context, the participation of the family in the school space takes on different configurations, which go beyond the mere presence in formal meetings or

institutional events. It can manifest itself through the monitoring of school activities, constant dialogue with teachers and the construction of bonds to support the students' educational path. However, such forms of engagement are crossed by social, economic and cultural constraints that influence the real possibilities of participation, especially in public education networks. Thus, understanding these configurations implies recognizing that the family-school relationship is neither homogeneous nor linear, but marked by inequalities and different expectations regarding the educational task, elements that directly affect the pedagogical routine.

In this context, teachers occupy a strategic position in the mediation between institutional guidelines and the reality experienced in the school, and are also producers of meanings about family participation. Their perceptions are not limited to the verification of the presence or absence of families, but involve interpretations about the commitment, duties and effects of this interaction in the pedagogical routine. By translating policies into concrete practices, teachers build representations that influence both the dialogue with the community and the organization of educational work. Thus, analyzing these perceptions allows us to understand how the family-school interface is signified within the public school and how such meanings have repercussions on the teaching-learning dynamics.

Thus, the interface between family and school, understood in its historical, normative and relational dimensions, reveals itself to be a relevant element for understanding the teaching-learning process in public schools. Teachers' perceptions, situated in this intersection of institutional expectations and concrete social conditions, show that the **sharing of educational responsibilities** is not effective automatically, but depends on continuous and contextualized mediations. Thus, investigating such perceptions allows us to problematize the meanings attributed to family participation and its implications in the pedagogical routine, grounding the empirical analysis that follows.

2.1 THEORETICAL PERSPECTIVES ON THE FAMILY-SCHOOL RELATIONSHIP BEYOND THE NORMATIVE FRAMEWORKS

The educational literature has broadened the debate on the family-school relationship beyond the normative provision contained in official documents, understanding it as a complex and historically situated social phenomenon. For Paro (2000, p. 16), the participation of the family in the school cannot be understood as a mere administrative formality, because "education is a social process that goes beyond the limits of the school institution". This perspective shifts the focus from the legal obligation to the relational and political dimension of the interaction between these formative instances.

From another perspective, Bourdieu (1998, p. 42) argues that school inequalities cannot be dissociated from the social conditions of origin of the students, since the school tends to recognize and value certain cultural capitals to the detriment of others. In this sense, the approximation between family and school is crossed by structural asymmetries that influence both the forms of participation and the expectations built around school performance.

In addition, authors such as Libâneo (2013, p. 84) emphasize that the articulation between school and community is a fundamental dimension of democratic management, but warn that such articulation requires consistent pedagogical and institutional mediations. For the author, "participation is not reduced to physical presence, but implies conscious involvement in educational processes". Thus, the academic discussion shows that the family-school interface demands analysis that considers both the social conditioning factors and the representations constructed within the school itself.

2.2 OVERCOMING THE NORMATIVE READING OF FAMILY PARTICIPATION

The academic discussion on the family-school relationship, as developed in the dissertation, indicates that family participation cannot be reduced to compliance with legal provisions or occasional presence at school meetings. The text emphasizes that "the role related to education is not limited to participating in class meetings to deliver report cards", showing that the interaction between these instances requires deeper and more continuous involvement. Thus, the literature analyzed shifts the focus from institutional formality to the construction of effective bonds in the educational routine.

In this sense, Sousa (2012, p. 6) states that "the participation of the family in the school environment is fundamental in the teaching-learning process", highlighting that family and school are essential supports for coping with school difficulties. The dissertation reinforces that such participation should not be understood as an isolated act, but as an articulated process that allows the school to know the student's context and plan more consistent pedagogical interventions. It is, therefore, a matter of understanding participation as a structuring element of the educational process.

The analysis also dialogues with Díaz (2011, p. 35), when he argues that learning is consolidated when there is a significant internalization of knowledge, with the family environment being a privileged space for affective and motivational stimulation. By recognizing that the influence of the family enhances student development, the study broadens the debate beyond the normative obligation, emphasizing the formative and emotional dimension of family accompaniment in the school path.

Finally, the dissertation recognizes, based on Caetano (2009, p. 54), that the "relationship between school and family [...] it is complex, asymmetrical and usually permeated by conflicts". This understanding moves away from any idealized or simplistic view of participation and reinforces the need for permanent institutional mediations. Thus, overcoming the exclusively legalistic reading implies recognizing that the family-school articulation is built in the midst of tensions, negotiations and mutual expectations, a central aspect for the analysis of the teachers' perceptions investigated in this study.

2.3 CULTURAL CAPITAL, INEQUALITIES AND IMPLICATIONS FOR THE FAMILY-SCHOOL RELATIONSHIP

The family-school relationship, as discussed in the dissertation, cannot be understood in a decontextualized way, as it is immersed in social conditioning factors that directly influence the possibilities of participation. Sousa (2012) highlights that the family plays a structuring role in educational development, but recognizes that this influence is crossed by socioeconomic variables that impact school monitoring. Thus, family participation must be analyzed in the light of concrete living conditions, under penalty of incurring in normative judgments that ignore historical inequalities.

In this sense, Díaz (2011, p. 35) states that meaningful learning occurs when the subject is able to "internalize knowledge in a comprehensive and reflective dimension". However, this internalization does not depend exclusively on the school, being influenced by the family environment and the cultural opportunities to which the student has access. The dissertation shows that the cultural capital available in families has repercussions on the forms of interaction with the school, interfering both in student performance and in the teacher's perception of parental involvement.

The analysis also dialogues with Pereira and Novo (2015), when they recognize that the approximation between family and school requires recognition of the sociocultural specificities of each community. When the school operates based on homogeneous expectations of participation, it tends to disregard the different family repertoires, producing symbolic distances. In this way, inequality is not only manifested in the economic sphere, but also in the way certain modes of participation are institutionally legitimized.

Caetano (2009, p. 54) reinforces this understanding by stating that the relationship between family and school is "complex, asymmetrical and usually permeated by conflicts". Such conflicts should not be interpreted as individual failures, but as an expression of structural tensions that cross the educational field. The dissertation demonstrates that, in

contexts of social vulnerability, the school needs to adopt mediation strategies that consider the material and symbolic limitations faced by families.

Thus, the theoretical debate shows that family participation is not a uniform or linear phenomenon, but the result of the interaction between cultural capital, socioeconomic conditions and institutional expectations. By broadening the view to these dimensions, the study strengthens the analysis of teachers' perceptions, allowing us to understand that the meanings attributed to the presence – or absence – of families are constructed in a social scenario marked by inequalities. Such an approach gives greater interpretative density to the article and underpins the empirical analysis that follows.

2.4 FACULTY REPRESENTATIONS AND SYMBOLIC CONSTRUCTION OF PARTICIPATION

Recent literature has emphasized that the family-school relationship is mediated by interpretations constructed in the school routine, especially by teachers' perceptions about the role of families in the educational process. For Libâneo (2018), pedagogical practice is permeated by conceptions that guide the way the teacher understands the student's social context, influencing the strategies of approximation with the community. From this perspective, family participation is not configured as objective data, but as a symbolic construction that materializes in institutional interactions.

Contemporary studies also point out that teacher representations are strongly influenced by the structural conditions of the public school. Nóvoa (2017) highlights that the teaching work takes place in a scenario of multiple demands and institutional pressures, which impacts the way the teacher interprets parental involvement. In addition, Dourado (2019) argues that democratic management presupposes effective dialogue with families, but this dialogue depends on formative mediations that overcome stigmatized views of the school community.

In the field of educational inequalities, recent research indicates that teachers' expectations can be followed by social markers. Oliveira (2020) argues that perceptions about family participation vary according to the socioeconomic context of the students, influencing the way the school recognizes certain forms of monitoring. In a convergent way, Carvalho (2018) states that family-school interaction needs to be analyzed as a relational process, marked by tensions and symbolic negotiations that reflect broader social dynamics.

In addition, contemporary literature has emphasized the importance of qualified listening to families as a strategy for institutional strengthening. Paro (2016) reaffirms that participation is a democratic principle that requires real openness to collaboration, while Gatti

(2019) highlights that teacher training should include skills for dialogue with different sociocultural realities. These contributions reinforce that teachers' representations are not neutral, but constructed throughout their professional trajectory and experiences at school.

Finally, understanding the symbolic construction of family participation implies recognizing that the meanings attributed to the presence - or absence - of families are produced in a specific historical and social context. Libâneo (2018) and Dourado (2019) converge in stating that the consolidation of a democratic school requires overcoming reductionist views on the role of the family. In this sense, analyzing teachers' perceptions becomes fundamental to understand how the possibilities and limits of the articulation between family and school are structured in school practice, a central aspect for the objectives of this study.

2.5 CONTEMPORARY CHALLENGES AND IMPLICATIONS FOR THE ANALYSIS OF TEACHER PERCEPTIONS

Contemporary literature shows that the consolidation of an effective relationship between family and school remains a challenge in the Brazilian educational scenario. Dourado (2019) argues that democratic management requires more than formal devices, demanding institutional practices that promote qualified dialogue with the community. In this sense, the articulation between these formative spaces needs to overcome bureaucratic logic and assume a pedagogical and relational character.

Paro (2016) reinforces that participation is a political principle of public education, but warns that its effectiveness depends on concrete conditions of listening and sharing decisions. Accordingly, Libâneo (2018) argues that the democratic school is built through collaborative processes that recognize the sociocultural plurality of families. Such contributions reaffirm that the approximation between family and school does not occur spontaneously, requiring consistent institutional mediations.

In the context of social inequalities, Oliveira (2020) highlights that school expectations can be influenced by socially constructed representations about certain family groups. Gatti (2019) complements by stating that teacher training needs to contemplate relational skills that favor intercultural dialogue. Thus, the meanings attributed to family participation are produced in an environment permeated by structural and symbolic constraints.

Thus, understanding the contemporary challenges of the family-school interface implies recognizing that normativity, inequality and representation constitute inseparable dimensions of the phenomenon. By articulating these elements, the present study supports the analysis of teachers' perceptions as an interpretative key to understand the limits and

possibilities of family participation in public schools, contributing to the academic debate on educational policies and democratic practices.

3 METHODOLOGY

The present study is part of the field of qualitative research, as it understands that the analysis of teachers' perceptions about the family-school relationship requires contextualized interpretation of the meanings attributed by the investigated subjects. According to Creswell (2014), qualitative research seeks to explore and understand social phenomena from the perspective of the participants, privileging the construction of meanings in specific contexts. Such an approach is adequate to the objective of this article, which aims to analyze symbolic and institutional dimensions of family participation in public schools.

From the point of view of its nature, the study assumes a descriptive-analytical character, as it is not limited to the exposition of empirical data, but seeks to interpret them in the light of the theoretical framework built throughout the dissertation. Prodanov and Freitas (2013, p. 70) state that descriptive research "aims to describe the characteristics of a given population or phenomenon", and can establish relationships between variables without manipulating them. In this sense, the investigation seeks to understand how teachers perceive family participation, articulating such perceptions with the structural conditioning factors discussed above.

From the epistemological perspective, the methodological option is based on the understanding that educational phenomena are socially constructed and must be analyzed in their complexity. Minayo (2014) argues that qualitative research works with the universe of meanings, values and attitudes, dimensions that cannot be reduced to quantitative indicators. This understanding converges with the purpose of this study, since teachers' representations about the family-school relationship are symbolic processes that demand in-depth interpretation.

In addition, the investigation is aligned with contemporary discussions on methodological rigor in education research. Gatti (2019) highlights that scientific consistency does not result only from the choice of method, but from the coherence between the problem, objectives, and procedures adopted. Thus, by opting for a qualitative approach, the study reaffirms its commitment to the contextualized analysis of teachers' perceptions, ensuring theoretical foundation, epistemological clarity and alignment between the methodological path and the issues that guide the research.

The delimitation of the empirical context is a fundamental stage in qualitative research, since educational phenomena are inseparable from the historical and institutional conditions

in which they are produced. Minayo (2014) states that the field is not a neutral scenario, but a living space of meanings. Coincidentally, André (2013) highlights that understanding the school reality requires attention to institutional particularities and the dynamics that structure the pedagogical routine. Thus, the choice of the public school investigated was based on its relevance for the analysis of teachers' perceptions about the family-school relationship.

With regard to the participants, the research adopted intentional sampling, a strategy widely recommended in qualitative studies. Creswell (2014) observes that the careful selection of subjects allows for a deeper understanding of the phenomenon investigated. Bogdan and Biklen (2013) complement by stating that, in this type of investigation, participants are chosen for their ability to offer significant information, and not for statistical representativeness. In this sense, teachers with direct experience in interacting with families in the school context were included.

The characterization of the investigated group considered professional aspects and trajectories of action, recognizing that such elements influence the interpretations constructed about family participation. Flick (2013) points out that the detailed description of the context and the subjects strengthens the credibility of qualitative research, allowing greater analytical transparency. Yin (2015), when dealing with the case study in the social sciences, also emphasizes that the rigorous contextualization of the empirical field is a condition for consistent interpretations.

On the ethical level, the investigation observed the principles that govern research with human beings, ensuring free and informed consent, confidentiality and anonymization of identities. Gatti (2019) emphasizes that scientific rigor is intrinsically linked to the ethical responsibility of the researcher. Thus, by delimiting the context and the participants with methodological clarity and ethical care, the study reaffirms its scientific consistency and establishes solid bases for the interpretative analysis of teachers' perceptions.

The production of empirical data was based on the application of a questionnaire with open questions to the teachers and on the documentary analysis of institutional records, strategies consistent with the qualitative approach adopted. For Creswell and Poth (2018), qualitative instruments should enable the in-depth exploration of the participants' experiences and interpretations, favoring the construction of situated meanings. From this perspective, the questionnaire was structured in such a way as to allow reflective responses, contemplating subjective dimensions of the family-school relationship and aligning with the objective of understanding teachers' perceptions in their context of action.

The use of open questions is supported by Bogdan and Biklen (2013), who defend the centrality of narrative as a way to access social representations, and by Denzin and Lincoln

(2018), for whom qualitative research is characterized by the interpretation of lived experiences. By privileging discursive responses, the instrument allowed capturing not only opinions, but meanings attributed to institutional practices. Such methodological choice reinforces the study's commitment to the interpretative understanding of the phenomenon, avoiding quantitative reductionism that could limit the complexity of the analysis.

In addition, documentary analysis was incorporated as a triangulation strategy, strengthening the interpretative consistency of the research. According to Cellard (2014), the documents express conceptions, norms and guidelines that structure institutional life, constituting a relevant source for understanding the school context. Flick (2013) points out that triangulation increases scientific credibility by confronting different sources of evidence. Thus, the articulation between the questionnaire and institutional documents ensured greater analytical depth, contributing to the methodological robustness of this study.

The data analysis was conducted in the light of Content Analysis, as systematized by Bardin (2016), as it is understood that this technique makes it possible to interpret discourses in an organized and rigorous way. According to the author, content analysis constitutes "a set of communication analysis techniques" aimed at producing reasoned inferences (BARDIN, 2016, p. 37). Thus, the teachers' answers and institutional documents were examined through stages of pre-analysis, categorization and interpretation, ensuring coherence between empirical data and theoretical framework.

The analytical process sought to identify emerging categories related to teachers' perceptions of the family-school relationship, articulating them with the normative, structural and symbolic dimensions discussed in the framework. According to Flick (2013), qualitative interpretation requires constant dialogue between theory and empirical material, avoiding impressionistic readings. Thus, the analysis was guided by criteria of systematicity, reflexivity and scientific rigor, consolidating the methodology as the structuring foundation of the conclusions presented in this article.

4 ANALYSIS AND RESULTS

The analysis of teachers' perceptions revealed that the family-school relationship is predominantly understood as a fundamental element for the development of the teaching-learning process, although permeated by structural and institutional tensions. The discourses show recognition of the importance of family participation, especially in the monitoring of school activities and in the support of pedagogical routines. However, such recognition does not translate, in a homogeneous way, into effective practices of approximation, indicating a distance between the normative ideal and everyday reality.

It was observed that teachers tend to associate family participation with attendance at meetings and monitoring of academic performance, which signals the permanence of an understanding that is still strongly linked to formal dimensions of participation. This data dialogues with the theoretical framework by showing that, although the legal frameworks defend democratic management, institutional practice still operates under traditional parameters of parental involvement. The documentary analysis reinforced this finding by indicating that institutional instruments value participation, but do not make systematic mediation strategies explicit.

Another recurring aspect in the discourses refers to socioeconomic inequalities as a conditioning factor for participation. The teachers recognize that certain families face limitations related to working hours, schooling and material conditions, which impacts attendance and the form of involvement with the school. This finding confirms the theoretical discussion about the influence of cultural capital and social asymmetries in the configuration of the family-school interface, showing that the absence cannot be interpreted in a simplistic or decontextualized way.

In addition, perceptions emerged that reveal symbolic tensions in the relationship with families, especially when institutional expectations do not correspond to the concrete possibilities of accompaniment. Some teachers show frustration with the low participation, while others recognize the need for more dialogical and inclusive strategies. This ambivalence reinforces the understanding that teacher representations constitute a central dimension for the construction - or limitation - of collaborative practices.

In general, the results indicate that the family-school relationship is recognized as necessary, but still marked by structural, cultural and institutional challenges. The analysis shows that the consolidation of effective participation depends not only on normative devices, but on pedagogical mediations, teacher training and contextualized institutional strategies. Thus, teachers' perceptions reveal themselves to be an interpretative key to understand the limits and possibilities of the articulation between family and school in the investigated reality, contributing to the advancement of the academic debate on public policies and democratic management of education.

5 FINAL CONSIDERATIONS

The present investigation allowed us to understand that the relationship between family and school, although widely recognized as fundamental in the pedagogical discourse and educational policies, still faces significant challenges in the context of public schools. The teachers' perceptions analyzed show that family participation is considered a strategic

element for strengthening the teaching-learning process, but its effectiveness remains conditioned by structural, institutional and symbolic factors that go beyond the normative forecast.

The results indicate that socioeconomic inequalities directly influence the possibilities of family involvement, requiring the school to have a more sensitive and contextualized posture. At the same time, they reveal that teacher representations play a central role in the mediation of this interface, and can both expand and restrict collaborative practices. Thus, the consolidation of a more dialogical relationship demands not only legal provisions, but investment in training, qualified listening and institutional strategies that recognize the plurality of family realities.

It is concluded, therefore, that the articulation between family and school should be understood as a relational process in constant construction, crossed by tensions and possibilities. By highlighting teachers' perceptions as a central analytical dimension, this study contributes to the academic debate on democratic management and educational public policies, reaffirming the need for practices that promote effective approximation between these two formative spaces.

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