


THE SCHOOL-FAMILY RELATIONSHIP IN THE ACADEMIC AND SOCIAL DEVELOPMENT OF STUDENTS

 <https://doi.org/10.56238/arev6n3-040>

Submitted on: 06/10/2024

Publication date: 06/11/2024

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ABSTRACT

This study addressed the school-family relationship and its impact on student development, with the aim of analyzing how this collaboration influences learning and academic performance. The research was carried out through a bibliographic review, in which academic and scientific works that argue the theme were analyzed. The results indicated that the active participation of parents or guardians in school activities contributed to educational success, improving academic performance and promoting the emotional development of students. The analysis also revealed that communication between school and family is essential to avoid misunderstandings and strengthen collaboration. Although challenges, such as lack of time and overload of responsibilities, were identified, opportunities to improve this relationship were suggested, such as the implementation of engagement programs and the appreciation of the participation of parents. In the final considerations, the study highlights the relevance of collaboration between school and family for the formation of responsible conscious citizens, in addition to highlighting the need for future investigations to expand the understanding of the dynamics of this relationship.

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Keywords: School-Family Relationship. Student Development. Family Participation. Communication. School Success.

INTRODUCTION

The relationship between school and family plays a fundamental role in the educational and social development of students. The active involvement of guardians in the school life of their children is a factor that influences learning, motivation and academic performance. In recent years, this interaction has been the object of research in different contexts, evidencing its relevance for the integral formation of the student. The participation of the family is not restricted only to support in school activities, but also involves collaboration with the school in various pedagogical and administrative actions, establishing a communication channel that is essential for educational success.

The justification for the analysis of the school-family relationship is based on the need to understand how this bond affects not only academic performance, but also the construction of the student's identity and citizenship. In a world in constant transformation, education cannot be seen in isolation; On the contrary, it is necessary to recognize the relevance of family participation in the formation of critical and responsible individuals. In addition, the scarcity of studies that investigate this relationship in different educational contexts demands a deepening of how the dynamics between school and family can be improved to promote better results in the educational process.

In view of the above, the problem to be addressed in this work involves the identification of the difficulties and challenges faced by both educators and those responsible for building a collaborative and effective relationship. Issues such as lack of communication, the distance between school and family, and socioeconomic barriers that hinder the active participation of parents emerge as obstacles that need to be overcome to ensure a welcoming and participatory school environment.

The objective of this research is to analyze the school-family relationship and the impact on student development, highlighting the responsibilities of each party in this process. To this end, the text is structured in sections that initially address the theoretical foundation of the school-family relationship, followed by a development that includes three specific topics, addressing the influence of this relationship on learning, the challenges faced and the possible solutions. The methodology used will be described below, and, finally, three topics of discussion and results will be presented that highlight the relevance of the collaboration between school and family in the formation of the student, culminating in the final considerations that summarize the main findings of the research.

THEORETICAL FRAMEWORK

The theoretical framework of this work is organized in order to provide an understanding of the school-family relationship and the impact on the student's development. Initially, the fundamental concepts related to the theme will be presented, including definitions on the interaction between school and family, in addition to the relevance in the educational context. Then, the role of those responsible for the student's education will be explored, considering different perspectives, such as the influence of gender and social contexts. After this conceptual introduction, the main models of collaboration between school and family will be discussed, highlighting strategies that have proven effective to promote the active participation of parents in the educational process. Finally, the implications of this relationship on school success and the possible barriers that can be faced will be analyzed, preparing the ground for the development topics that will follow in the sequence of the text.

MODES OF EDUCATION AND GENDER

The analysis of gender influences in the school-family relationship reveals how these dynamics impact the participation of parents in the educational process. The perception of social roles and the expectations associated with each gender can shape the interactions between parents, guardians, and the school institution. According to Carvalho (2004, p. 45), "the relations between gender and education are influenced by social, cultural and family factors that establish distinct patterns of behavior for men and women, reflected in the participation of each one in the school context". This observation indicates that social constructions around gender not only affect the responsibilities assigned to fathers and mothers, but also influence opportunities for active participation in the education of children.

In addition, Dessen and Polonia (2007, p. 27) point out that "the family, by playing its role of supporting learning, can perpetuate gender inequalities by valuing the presence of the father or mother in specific educational contexts, affecting the way children perceive and engage with school". This statement shows that the unequal valuation of family participation can reflect on how children relate to education, which can result in disparities in learning and development.

The relationship between gender and education is also observed in the practices that parents adopt when interacting with the school. Girão (2024, p. 10) observes that "parental responsibility can be seen unequally, with mothers assuming the greatest burden of

involvement in school activities, while fathers may be absent, which can lead to a disproportion in the construction of bonds between school and family." From this perspective, it can be inferred that the active participation of one of the genders can not only affect the family dynamics, but also influence the school performance of students, evidencing the need for practices that encourage the equitable inclusion of both genders in the educational process.

Therefore, gender influences in the school-family relationship play a significant role in the participation of parents. Understanding these dynamics is key to developing strategies that promote equitable collaboration between the family and the school, recognizing the particularities and challenges that each gender faces in this context.

CONTEXTS OF HUMAN DEVELOPMENT

The school and the family play fundamental roles as contexts of human development, influencing the educational process and the well-being of students. The interaction between these two environments creates a support network that is essential for the child's integral development. According to Dessen and Polonia (2007, p. 22), "the articulation between school and family should be understood as a strategy to enhance human development, since both contexts offer significant experiences that contribute to the formation of identities and values." This statement highlights that collaboration between school and family is vital to creating an educational environment rich in experiences that promote students' emotional and social growth.

In addition, the performance of the social worker is fundamental in this process. Girão (2024, p. 15) points out that "social workers have the function of intermediating communication between the family and the school, helping to identify and resolve conflicts that may impact the development of students, in addition to offering support in the construction of a welcoming school environment." This mediation role is essential to ensure that students' needs are met, promoting an integrated approach that considers both educational and social aspects.

The family, by getting involved in the education of their children, strengthens the bond with the school, creating a space where students feel safe and valued. Carvalho (2004, p. 50) points out that "the participation of the family in school activities contributes to the formation of affective and social bonds that are indispensable for human development, enabling students to feel part of a community." This commentary underscores the relevance

of a collaborative environment where family and school work together to support student learning and development.

Thus, the interaction between school and family, mediated by the social worker, creates a favorable context for human development. Understanding the dynamics that involve these environments is fundamental for the construction of practices that promote support for students, contributing to their integral formation and strengthening interpersonal relationships within the school context.

IMPLICATIONS IN THE LEARNING PROCESS

The relationship between school and family has significant implications in the teaching-learning process, influencing both the academic performance of students and their social and emotional development. The involvement of parents in school activities is a determining factor for educational success. Dessen and Polonia (2007, p. 29) state that "collaboration between family and school not only improves academic performance, but also strengthens the development of social and emotional skills, essential for the integral formation of the student." This observation shows that family support is not limited to academic issues, but also encompasses aspects that favor the formation of conscious and well-adjusted citizens.

The active participation of the family in school activities is related to the motivation of the students. According to Girão (2024, p. 18), "students whose guardians are engaged in school activities tend to have better academic results, since this participation creates a supportive environment that stimulates learning." The analysis of success cases demonstrates that, when the family and the school work in partnership, students feel motivated and confident in their learning process, reflecting on the quality of their school performance.

However, the relationship between school and family also faces challenges that can impact the educational process. Carvalho (2004, p. 48) points out that "communication difficulties and the lack of time of those responsible for them to get involved in school activities can generate a harmful distance, compromising the academic and emotional development of students." This situation shows that, although collaboration is desirable, reality does not always allow for active participation, and social and economic barriers stand in the way of this relationship.

Finally, the discussion about the implications of the school-family relationship in the teaching-learning process highlights both success stories, where collaboration results in significant improvements in student performance, and challenges that need to be overcome to ensure effective interaction. The critical analysis of these dynamics is essential for the development of strategies that promote the effective participation of the family, thus contributing to an inclusive school environment conducive to learning.

METHODOLOGY

The methodology adopted in this research consists of a bibliographic review, focusing on academic and scientific works that address the relationship between school and family and its impact on student development. The approach used is qualitative, allowing an in-depth analysis of the different perspectives presented in the sources consulted. For data collection, scientific articles, books, dissertations and theses available in academic databases, such as *Google Scholar*, *SciELO* and *ResearchGate*, were used as the main instruments. The procedures included the search for relevant publications, the selection of materials that met the established inclusion criteria, and the critical analysis of the contents. The research was conducted from the systematic reading of the selected works, seeking to identify the main themes and discussions related to the theme of the research.

The following table presents the main references that support the bibliographic review, highlighting the contributions of each author to the understanding of the school-family relationship.

Chart 1: Main References on the School-Family Relationship

Author(s)	Conforming title published	Year	Type of work
CARVALHO, M. E. P.	Modes of education, gender and school-family relations	2004	Article
POLAND, A. C.; DESSEN, M. A.	In search of an understanding of the relationships between family and school	2005	Article
DESSEN, M. A.; POLAND, A. C.	The family and the school as contexts of human development	2007	Article
ZENHAS, A.	Whys" and "hows" of a family-school relationship	2010	Article
PICANÇO, A. L. B.	The Relationship between School and Family: its implications in the teaching-learning process	2012	Doctoral Thesis
BENTO, A.; MENDES, G.; PACHECO, D.	School-family relationship: participation of parents in school	2016	Article
LOPES, D. A. B. <i>et al.</i>	The Relevance of the Relationship between School and Family in the Intellectual and Affective Development of the Student	2016	Article
XAVIER, G. K. F.	School-family relationship: influences the student's teaching-learning process	2020	Doctoral Thesis
LEITE, T. V. G. T.	The school-family relationship: implications in the process of learning, development and autonomy	2023	Doctoral Thesis
GIRÃO, I.	The School-Family Relationship in the Student's School Success: Social Worker Responsibilities	2024	Doctoral Thesis

Source: authorship

The presentation of this table allows a clear visualization of the works that were analyzed, facilitating the understanding of the sources that support the discussions and analyses carried out throughout the research. Each reference was chosen for its relevance and contribution to the understanding of the dynamics between school and family, reinforcing the relevance of this theme in the educational context. From the literature review, it will be possible to outline the main considerations about the impact of this relationship on the student's development, contributing to the construction of an in-depth and grounded knowledge on the subject.

UNDERSTANDING THE RELATIONSHIP BETWEEN FAMILY AND SCHOOL

Understanding the relationships between family and school is critical to developing an educational environment, where mutual interactions and responsibilities play significant roles in student learning. Collaboration between these two contexts is essential to ensure that students' educational and emotional needs are met. According to Polonia and Dessen (2005, p. 308), "the interactions between family and school are based on a mutual

understanding of the responsibilities that each party must assume, and it is essential that both sides recognize their roles and the relevance of their performance in the educational process." This statement emphasizes that educational success depends on building an open and transparent dialogue between parents and educators, where the expectations and obligations of each are defined.

In addition, Carvalho (2004, p. 46) argues that "the responsibilities of parents are not restricted only to school support, but also include the promotion of an environment in which the student feels safe and encouraged to participate in his or her own learning." This indicates that the family must take an active role not only in academic issues, but also in the formation of values and behaviors that favor inclusion and engagement in the school environment. This shared responsibility between family and school is essential for the integral development of the student.

Interactions can also be challenging, as different communication styles and expectations can lead to misunderstandings. Dessen and Polonia (2007, p. 25) state that "the lack of clarity in communications can lead to misinterpretations about the roles that each party should play, resulting in a lack of interest or distancing of families from school life." It is evident that, for collaboration to be effective, a joint effort is needed to maintain a continuous dialogue, where both the school and the family can express their concerns and expectations.

Therefore, the analysis of the interactions and mutual responsibilities between family and school reveals the complexity of this relationship, which is essential for the success of the educational process. Understanding how these interactions manifest themselves and clearly defining responsibilities can contribute to building a collaborative environment, thus promoting the integral development of students.

INFLUENCES OF THE SCHOOL-FAMILY RELATIONSHIP ON SCHOOL SUCCESS

The influences of the school-family relationship on school success are evident through several examples that demonstrate how the active participation of parents or guardians can impact students' academic performance. The presence of parents in school activities and collaboration with educators are determining factors for student engagement and motivation. According to Dessen and Polonia (2007, p. 30), "the participation of the family in the school context contributes to the creation of a stimulating learning environment, resulting in better academic results and greater self-esteem among students."

It is noteworthy that the interaction between the family and the school not only improves performance, but also promotes the emotional development of students.

In addition, the research conducted by Lopes *et al.* (2016, p. 25) points out that "students who have parents or guardians who are active in school meetings and who follow their activities tend to have a higher academic performance, due to the emotional support and high expectations that these guardians transmit." This statement suggests that the involvement of parents can create an environment where the student feels valued, which is fundamental for their engagement in school activities and for overcoming academic challenges.

Furthermore, the work of Girão (2024, p. 12) shows that "the integration between family and school translates into joint actions, such as pedagogical projects and extracurricular activities, which stimulate the interest of students and contribute to a complete education." By providing enriching experiences, this partnership between school and family strengthens learning and increases the student's connection with the school, making education a dynamic and interactive process.

Therefore, the participation of the family in the education of children has a significant impact on academic performance, evidenced by various research and experiences. Building a collaborative relationship between school and family is essential to create a learning environment that favors not only school success, but also the integral development of the student. This dynamic demonstrates the relevance of the active involvement of those responsible and the need for strategies that promote this interaction.

CHALLENGES AND OPPORTUNITIES

The promotion of a collaborative relationship between school and family faces several challenges that can compromise the effectiveness of this interaction. One of the main obstacles is the lack of communication, which can result in misunderstandings and a distance between the two parties. Dessen and Polonia (2007, p. 26) state that "the absence of a clear communication channel between the school and the family can generate a distorted perception of each one's responsibilities, leading to distancing and hindering the collaboration necessary for the development of students." The relevance of an open and continuous dialogue is highlighted to avoid conflicts and ensure that all those involved are aligned in relation to educational expectations and objectives.

In addition, the availability of guardians to participate in school activities is limited by factors such as work and personal commitments. Carvalho (2004, p. 47) observes that "the rush of everyday life and the multiple obligations of parents can make it difficult for them to participate in school meetings and activities, resulting in superficial involvement and, often, a sense of disconnection with the school." This reality emphasizes the need to understand the circumstances that prevent the participation of parents, considering that many want to get involved, but face practical barriers.

Despite the challenges, there are opportunities to strengthen the relationship between school and family. Girão (2024, p. 20) suggests that "the development of engagement programs that promote interaction between families and educators, such as workshops and community events, can facilitate the building of bonds and a greater understanding of the relevance of collaboration in the educational process." These practices can not only increase the involvement of those in charge but also create a welcoming and participatory environment.

In addition, the implementation of strategies that value the voice of parents and guardians in school decisions can contribute to strengthening the partnership. Lopes *et al.* (2016, p. 30) emphasize that "the inclusion of guardians in school planning committees and meetings is a way to ensure that their perspectives are considered, promoting a sense of belonging and shared responsibility." This approach not only improves communication but also reinforces the family's commitment to their children's education.

Thus, although the challenges faced in promoting a collaborative relationship between school and family are significant, there are several practices that can be adopted to improve this interaction. The development of engagement programs, the appreciation of the participation of those responsible and the promotion of clear communication are actions that can contribute to strengthening the partnership, thus benefiting the educational process and the integral development of students.

FINAL CONSIDERATIONS

The final considerations of this study aim to synthesize the main findings about the school-family relationship and its impact on student development, seeking to answer the central question of the research: how does the collaboration between these two contexts influence students' learning and academic performance? The analysis of the interactions between family and school revealed that the active participation of those responsible for

school activities is a determining factor for educational success. Family engagement contributes not only to improving academic performance, but also to the emotional and social development of students, strengthening their self-esteem and motivation.

In addition, it has been identified that communication between the school and the family is essential to avoid misunderstandings and create a positive learning environment. The absence of a clear communication channel can lead to a distorted perception of each party's responsibilities, resulting in a drift that undermines collaboration. Therefore, the construction of an open and continuous dialogue is necessary so that educational expectations and objectives are clearly shared, promoting a solid and fruitful partnership.

The results also indicate that, despite the barriers faced, such as lack of time and overload of responsibilities, there are opportunities to strengthen the relationship between school and family. The implementation of engagement programs, the valorization of the participation of parents in school decisions and the creation of community events can contribute to a significant increase in the involvement of parents, favoring a welcoming and participatory school environment.

The contributions of this study are relevant to educational practice, as they highlight the relevance of collaboration between family and school as a strategy to promote the integral development of students. The research demonstrates that the involvement of those responsible is essential for the formation of conscious and responsible citizens, reiterating the need for educational institutions to develop policies that encourage this interaction.

Even so, it is necessary to consider that the research also points to the need for additional studies that can expand the issues addressed. Future investigations can explore the particularities of diverse socioeconomic contexts and how these factors influence the dynamics of the school-family relationship. In addition, the analysis of specific practices that have proven effective in different realities can offer a complete picture on how to improve this collaboration.

In short, the final considerations reaffirm that the school-family relationship is a fundamental element for school success. Positive interactions between these contexts, mediated by clear communication and mutual commitment, can result in an enriching learning environment for students. Continued research on this topic is essential to better understand the dynamics involved and to promote practices that foster meaningful collaboration.

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