

The School-Family Interface and Its Sociopedagogical Implications: The Case of Public Primary School of Soavinandriana-Itasy

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Abstract

This inquiry, conducted within a Public Primary School (PPS) of Soavinandriana, investigates the multifaceted dynamics of the school-family relationship and its consequential influence on student learning and development. Examining parental perspectives, school expectations, communication strategies, and the overarching impact of school climate across preschool and elementary settings reveals a complex interplay of historical experiences, evolving societal contexts, and individual perceptions. The establishment of robust educator-family connections, facilitated by transparent communication and collaborative initiatives, emerges as a cornerstone of effective partnerships. Parental expectations, primarily centered on academic progress and child well-being, underscore the shared objectives of home and school in Soavinandriana. The study highlights the critical role of trust, cultivated through mutual respect and consistent dialogue, in fostering meaningful parental engagement within the PPS. Furthermore, it underscores the cyclical nature of positive involvement, wherein effective communication and school-initiated integration efforts lead to increased parental participation and enhanced student outcomes specific to this Malagasy school. Conversely, ambiguities in communication and differing parental representations of schooling can present challenges to this vital partnership within the Soavinandriana context. Ultimately, optimizing student learning and fostering holistic development within this PPS necessitates a concerted effort to cultivate a synergistic home-school ecosystem. This involves proactively addressing parental expectations, promoting clear and consistent communication, and nurturing a positive and inclusive school climate that values the diverse experiences and perspectives of both families and educators in Soavinandriana. Recognizing the reciprocal influences within this relationship is paramount for creating a supportive and cohesive educational environment within this particular Malagasy primary school.

Keywords

School, family, relationship, student, learning, Public Primary School, Soavinandriana



I. Introduction

Drawing upon the foundational principles enshrined in Madagascar's Law No. 2004-004, the nation's educational framework is legally mandated to foster the comprehensive development of each individual, encompassing intellectual, physical, moral, civic, and artistic dimensions. This legislative cornerstone underscores the State's commitment to preparing citizens for an active and integrated life within the socio-economic and cultural fabric of the country. To achieve this holistic development, the educational system is tasked with cultivating individual and community initiative, nurturing creativity, instilling a dedication to effort, fostering entrepreneurial and collaborative mindsets, promoting efficiency and communication skills, and striving for academic excellence (Javaherpour, 2022) the overarching educational objective centers on cultivating well-informed citizens equipped to sustainably utilize national resources for communal progress, while respecting cultural heritage. This national imperative resonates with a psycho-pedagogical viewpoint that underscores the necessity of engaging the complete human being in the educational process (Liew & McTigue, 2010). Such a perspective posits that genuine education encompasses the physical, cognitive, emotional, practical, social, and spiritual dimensions, acknowledging the individual as an integrated biological, intellectual, and spiritual entity.

Globally, UNESCO, the specialized education agency of the United Nations, plays a pivotal role in advancing educational opportunities and quality worldwide. Operating through a substantial international network, UNESCO coordinates and monitors the Education 2030 Global Agenda, guided by the Sustainable Development Goal 4, which champions inclusive and equitable quality education and lifelong learning for all. Leveraging its close partnerships with Ministries of Education and diverse stakeholders across numerous countries, UNESCO acts as a strategic catalyst for educational reform and progress. Recognizing education as a fundamental human right and a transformative force for peace, poverty eradication, and sustainable development, UNESCO champions its accessibility and quality throughout the lifespan. (United Nations Educational, Scientific and Cultural Organization, 2016 ; United Nations Educational, Scientific and Cultural Organization, n.d.a ; United Nations Educational, Scientific and Cultural Organization, n.d.b)

In Madagascar, the educational landscape comprises a network of both public and private institutions dedicated to the provision and advancement of learning across the nation. The predominantly public and secular Malagasy school system mandates education for children aged 6 to 16, while also incorporating tuition fees. Within this structure, the formal education sector provides a sequential pathway from early childhood education through to university. Crucially, the establishment of a Parents' Association (FRAM), an acronym signifying the "Association of Parents of Students," is a standard practice upon the opening of any school. This association, deeply embedded in both urban and rural educational settings, plays a vital role in supporting the school's operational needs, notably through the remuneration of locally recruited teachers. Functioning in close collaboration with school administrations, FRAM underscores the critical tripartite relationship between parents, children, and teachers as the bedrock of successful education. Recognizing the profound significance of education, FRAM serves as a platform for collective parental engagement in matters concerning the students' intellectual, moral, and material well-being, fostering communication and shared responsibility within the educational community, often necessitated by limitations in state funding for public institutions.

II. Research Methods

2.1 Materials

The central objective of this study is to delineate the influence of the school-family relationship, parental perceptions, and their engagement on children's learning trajectories (Hattie, 2023 ;Epstein, & Sheldon, 2006). This inquiry aims to illuminate not only the inherent limitations faced by the teaching profession within this crucial dynamic but also the specific instances wherein educators seek external support and their rationale for perceiving such collaboration as beneficial for both the student and their own professional practice. (Lasky, 2000 ; Hargreaves, 1994)

The introduction of a third-party intervention in addressing certain educational or developmental challenges is subject to varied interpretations among educators. Some may perceive such external assistance as a welcome alleviation of responsibilities deemed beyond their primary professional remit (Bronstein, 2003 ; Christenson & Sheridan, 2001). Conversely, other educators may exhibit a reluctance to relinquish direct management of their students' situations, expressing confidence in their own capacity to effectively address these issues. A further perspective may hold that the school's purview should not extend into the private lives of families, leading to a non-interventionist stance regarding certain familial challenges that may impact a student's learning and well-being.

2.2 Description of the Environment

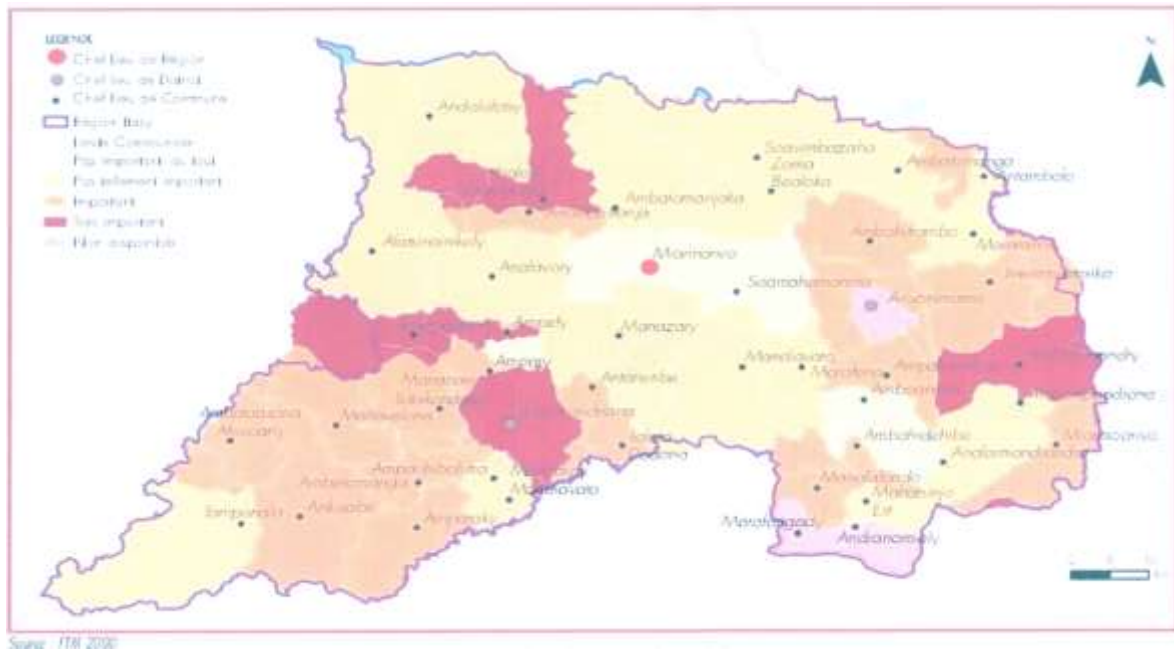
Soavinandriana constitutes a district within Madagascar, situated in the Antananarivo province, specifically within the Itasy region.

Currently, the district of Soavinandriana comprises sixteen communes, with the urban commune of Soavinandriana serving as its administrative center. The remaining communes include Dondona, Antanetibe, Ambohidanerana, Masindray, Amparibohitra, Mananasy, Amberomanga, Ambatoasana center, Ankisabe, Amparaky, Mahavelona, Ankararana, Ampefy, Ampary, and Tamponala.

These communes are further subdivided into one hundred and eleven administrative arrondissements and one hundred and eighteen Fokontany.

The District encompasses a geographical area of one thousand nine hundred and seventy square kilometers, representing twenty-five point seventy-four percent of the Itasy region. In the year two thousand and four, the District's population was estimated to be one hundred and eighty-two thousand six hundred and fifty-three individuals.

By the year two thousand and eighteen, this figure was projected to reach two hundred and forty-seven thousand six hundred, constituting one percent of the total population of Madagascar.



The locus of this investigation was a school situated within the Soavinandriana district, specifically the Public Primary School (PPS) of Soavinandriana.

2.3 Operating Environment

Contemporary advancements in child education, within both familial and scholastic environments, significantly contribute to the formation of responsible citizens. The school serves as a crucial locus for the multifaceted development of the child, encompassing physical, cognitive, and spiritual dimensions (Darling-Hammond, 2010). For a child's educational journey to be efficacious, a reciprocal and collaborative dynamic between home and school is paramount (Epstein, 2009 ; Christenson & Sheridan, 2001). In the interplay between these two spheres, the child encounters distinct forms of knowledge: familial knowledge rooted in lived experience and academic knowledge imparted within the school setting (Bourdieu & Passeron, 1990 ; Vygotsky, 1978). To actualize the aspiration of holistic student success, establishing a synergistic space that bridges these societal contexts within the educational realm is essential (Bronfenbrenner, 1979). Subsequently, the concept of representation warrants consideration, specifically the role of parents in education, the influence of language, and the application of a scientific approach to pedagogical practices (Lareau, 2011 ; Cummins, 2000). Ultimately, an examination of the respective positions of schools and families, with the aim of fulfilling students' aspirations for achievement, necessitates the collaborative identification and implementation of shared solutions. (Bryk *et al.*, 2010)

III. Results and Discussion

3.1. Results

a. Elementary School Survey

Data collection procedures included the conduct of a semi-structured interview with the school teacher. An examination of pertinent segments of the teacher's commentary will illuminate the prevailing state of the school-family relationship within the educational setting. The interview, designed as a semi-directive conversation, aimed to afford the

interviewee an opportunity for candid expression. This spontaneous exchange was guided by a framework of questions informed by field observations and existing research on the dynamics of the school-family relationship.

This interview data complements the information gathered from questionnaires distributed to the teaching staff. Consequently, the quantitative data obtained will be utilized to address the second hypothesis, which posits that sociological, cultural, and geographical contexts exert influence on students' academic success.

The analysis will proceed in a sequential manner: initially, a descriptive overview of the data collected through the questionnaires will be presented, followed by an interpretative analysis of these findings. Subsequently, to facilitate a more in-depth exploration of these results, insights gleaned from the teacher interview will be considered.

This investigation utilized a descriptive analysis methodology to examine data collected via surveys administered to both the teaching personnel and the parents of students. Furthermore, an analysis of the teaching staff demographics and student enrollment figures at the Public Primary School (PPS) of Soavinandriana for the 2022-2023 academic year furnishes essential baseline data for comprehending the specific educational environment under scrutiny. The distribution of educators by gender and their respective years of service provide initial insights into the human capital resources within this educational institution.

Table 1. Teachers at Soavinandriana PPS

Teachers	Numbers
Man	05
Woman	20

The demographic profile of the teaching staff at Soavinandriana PPS reveals a significant gender distribution, with a notable prevalence of female educators. This composition may influence the school's pedagogical approaches and the overall relational dynamics within the learning environment. Consideration of potential impacts on student mentorship and diverse role modeling warrants further reflection.

Table 2. Student numbers for 2022-2023

Students	Boy	Girl	Total
Numbers	132	230	362

The student enrollment data for the 2022-2023 academic year at Soavinandriana PPS reveals a total of 362 students, comprising 132 male and 230 female pupils. This notable gender disparity within the student body necessitates a commitment to equitable pedagogical practices and resource allocation that effectively address the diverse learning needs and developmental trajectories of all students, fostering an inclusive and balanced educational environment.

Table 3. Teachers' working years

Year	Numbers
Less than 5 years	3
Between 5 and 10 years	10
More than 10 years	12
Total	25

The distribution of teaching experience at Soavinandriana PPS, encompassing a range from novice to veteran educators, signifies a valuable blend of fresh perspectives and established pedagogical knowledge. Recognizing and valuing this diversity in experience can foster a culture of mentorship and shared learning, ultimately enriching the educational opportunities and support provided to all students, promoting continuous professional growth within the institution.

Table 1 . School parents

	Strongly Disagree		Desagree		Moderately Agree		Agree		Total
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	
Involved in the school's operational activities	2	7.1	7	14.3	9	64.3	7	14.3	25
Seek information about schooling	3	7.1	5	4.3	15	71.4	2	7.1	25
Consider themselves as partners	3	14.3	9	35.7	13	50	0	0	25
Total	8	9.5	21	21.4	37	61.9	9	7.1	75

Parental engagement data reveals that 9 (64.3%) and 7 (14.3%) parents moderately and strongly agree with active school participation, respectively. Regarding seeking information about schooling, 15 (71.4%) moderately agree. However, only 13 (50%) moderately agree with considering themselves partners, while 3 (14.3%) disagree.

This suggests a potential discrepancy between parents' willingness to be involved and their sense of equitable partnership with the school. Cultivating a stronger sense of shared responsibility and mutual recognition could enhance the overall school-family dynamic and foster a more collaborative educational ecosystem.

Table 5. Evolution of the school-family relationship

	Numbers	%
No evolution	4	24.3
Moderately negative	6	42.9
Moderately positive	20	75.7
Very positive	5	14.1
Total	25	100.0

Perceptions regarding the evolution of the school-family relationship indicate that 24.3% (4) perceive no change. A notable 42.9% (6) view it as moderately negative, while a substantial 75.7% (20) report a moderately positive evolution. A smaller proportion, 14.1% (5), perceive it as very positive. These varied perspectives highlight the diverse experiences within the school community.

Table 2 . School expectations of parents

	Numbers	%
Less than 25% of parents	8	45.7
Between 25% and 50% of parents	10	60.1
Between 50% and 75% of parents	2	14.1
More than 75% of parents	0	0.0
Total	20	

School expectations of parents, as reported by educators, indicate that 45.7% (8) expect fewer than 25% of parents to meet their expectations. A further 60.1% (10) anticipate this from 25-50% of parents, while only 14.1% (2) expect this from 50-75%. Notably, 0% anticipate high parental expectation fulfillment. This suggests a perceived gap between desired and actual parental engagement.

Table 3 . Tools for communicating with parents

	Numbers	%
Phone	8	58.1
Correspondence notebook	20	100.0
Announcement	1	7.1
Display	1	7.1
Total	20	

Communication with parents predominantly relies on correspondence notebooks (100%, 20). Telephone contact is also significant (58.1%, 8). Announcements and displays are utilized less frequently (each 7.1%, 1). This indicates a reliance on written and direct verbal methods, with less emphasis on broader visual communication strategies.

Table 8. Factors affecting the school's relationship with families

	Disagree		Somewhat agree		Absolutely agree		Total	
	Numbers	%	Numbers	%	Numbers	%		
Parents' history of schooling	0	0	10	45.1	15	61.1	25	100
The evolving relationship with the school	4	28.3	13	72.9	8		25	
Understanding of the school's expectations	4	28.3	10	62.1	11	52.9	25	
The socio-cultural context	0	0	6	41.4	19	76.6	25	100

The perceived impact of various factors on the school-family relationship reveals that the parents' own school experiences are seen as influential by a majority (45.1% somewhat agree, 61.1% strongly agree). The evolution of the school itself is also considered a significant factor (72.9% somewhat agree, 32% strongly agree). Parents' comprehension of school expectations is viewed as important (62.1% somewhat agree, 52.9% strongly agree), while the socio-cultural context is strongly considered impactful (41.4% somewhat agree, 76.6% strongly agree). These perspectives underscore the multifaceted nature of this crucial dynamic.

Table 9. Impact of the COVID 19 health crisis on the school-family relationship

	Numbers	%
Strongly disagree	0	0
Rather disagree	20	14.3
Rather agree	15	75.5
Strongly agree	8	41.1
Total	25	100 .0

The perceived impact of the COVID-19 health crisis on the school-family relationship reveals that a substantial majority either somewhat (75.5%, 15) or strongly (41.1%, 8) agree on its impact. A smaller proportion somewhat disagree (14.3%, 2), with none disagreeing entirely. This indicates a significant perceived influence of the pandemic on this crucial dynamic.

Table 10. Influence of the quality of the relationship between school and families

	Rahter disagree		Rather agree		Strongly agree		Total	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
On student learning	0	0	10	60.1	15	75.3	25	100
The development of psychological competence	1	54	11	45.3	13	57.4	25	100
Student well-being	0	0	12	49.8	13	57.4	25	100
Total	1	2.4	33	44.2	41	54.3	75	100

The perceived influence of a positive school-family relationship is substantial across various domains. A significant majority believe it positively impacts student learning (60.1% somewhat agree, 75.3% strongly agree) and psychological development (45.3% somewhat agree, 57.4% strongly agree). Similarly, student well-being is largely seen as positively influenced (49.8% somewhat agree, 57.4% strongly agree). These strong endorsements highlight the recognized interconnectedness between home-school dynamics and student outcomes.

Table 11. School-parent relations, the parents' mission

	Numbers	%
Strongly disagree	1	71.0
Rather disagree	2	24.2
Rahter agree	13	59.0

Strogly agree	5	38.6
Total	25	100.0

The data regarding school-parent relations and the perceived parental mission reveals a nuanced understanding among educators. A notable proportion (71.0%, 1) strongly disagree and a further 24.2% (2) somewhat disagree with the current state. Conversely, a substantial segment somewhat agrees (59.0%, 13), with a smaller group strongly agreeing (38.6%, 5). This distribution suggests varied perspectives on the alignment between the school's expectations of parents and the actual parental engagement observed.

Table 12. Teachers' views on training and support in teaching

	Numbers	%
Strongly disagree	7	36.6
Rather disagree	9	45.7
Rahter agree	5	32.4
Strogly agree	4	24.1
Total	25	100.0

Educator perspectives on teaching training and support reveal significant levels of disagreement. A notable 36.6% (7) strongly disagree and 45.7% (9) somewhat disagree. Conversely, 32.4% (5) somewhat agree, and 24.1% (4) strongly agree. This distribution underscores a perceived need for enhanced training and support mechanisms for teaching professionals.

b. Inquiries at the Preschool Level

1. Quantitative inquiries via questionnaire

Inquiries were conducted at nursery schools targeting parents of children enrolled in Petite Section (PS, for children around 3 years old) and Grande Section (GS, for children around 5 years old) classes.

The methodological approach involved quantitative data collection via direct questionnaires. Data analysis proceeded through a two-stage process: initially, a horizontal treatment was applied, wherein each question was analyzed collectively across all responses. Subsequently, a vertical treatment was undertaken, whereby specific questions were aggregated into overarching thematic categories based upon the patterns observed in the responses.

To address the research problem and hypothesis, the focus was directed toward parents of Petite Section students. This selection was informed by the initial emphasis articulated in the nursery school programs outlined in Official Bulletin n° 02 of March 26, 2015: "A school that welcomes children and their parents." The transition to formal schooling necessitates the establishment of a regular and constructive dialogue between educators and parents, predicated on trust and reciprocal information sharing.

To this end, the educational team delineates the modalities of interaction with parents, prioritizing the well-being and successful initial schooling experiences of children, while remaining attentive to the diversity of family structures. These interactions aim to facilitate parental understanding of kindergarten operations and its distinctive characteristics, such as the central role of language, the pedagogical value of play, and the significance of physical and artistic activities.

The experience of separation between the child and the family necessitates the collective commitment of the entire educational team, particularly during the initial year of schooling. It is within the Petite Section that the foundational elements of the school-family relationship are established. This class marks a transitional period for children entering the school environment for the first time. For children without prior experience in daycare or preschool settings, this transition also introduces the experience of separation from primary caregivers.

Therefore, eliciting the initial perspectives of parents registering their children for this inaugural school year was deemed pertinent. The inquiry sought to understand parental experiences with their own schooling, their perceptions of their children's educational journey, their expectations of the school, their preferred modes of communication with educators, their preparation for their children's early learning experiences (including the role of language), and their willingness to participate in subsequent guided interviews, for which contact information was collected at the end of the questionnaire. The questionnaire comprised seven open-ended and two closed-ended questions. The table below shows the participation rate of the parent population surveyed

Table 13. Participation rate among parents surveyed

	Registered number		Percentage (%)
Parents who received questionnaires	112		100.00
Questionnaires returned with answers	48		42.86
	Yes	19	39.60
	No	29	60.40

The participation rate in the parental survey indicates that of the 112 questionnaires distributed, representing the entirety of the targeted population (100.00%), 48 were completed and returned, yielding a response rate of 42.86%. Within the respondent group, a further breakdown reveals that 19 participants (39.60% of respondents) indicated an affirmative response to a specific query, while 29 participants (60.40% of respondents) indicated a negative response. This response rate, while providing valuable data, suggests that over half (57.14%) of the parents did not participate, potentially introducing a bias in the collected information. Consideration of factors influencing non-participation may be pertinent for future research endeavors seeking comprehensive parental perspectives.

Table 14. Parents' expectations of the school

Expectations of the 48 parents who responded to the questionnaires	Learning	Socialization	Disciplines	Partnership	Security	Any	Other
Pourcentage (%)	54.20	16.30	8.30	4.20	6.30	4.70	6.0

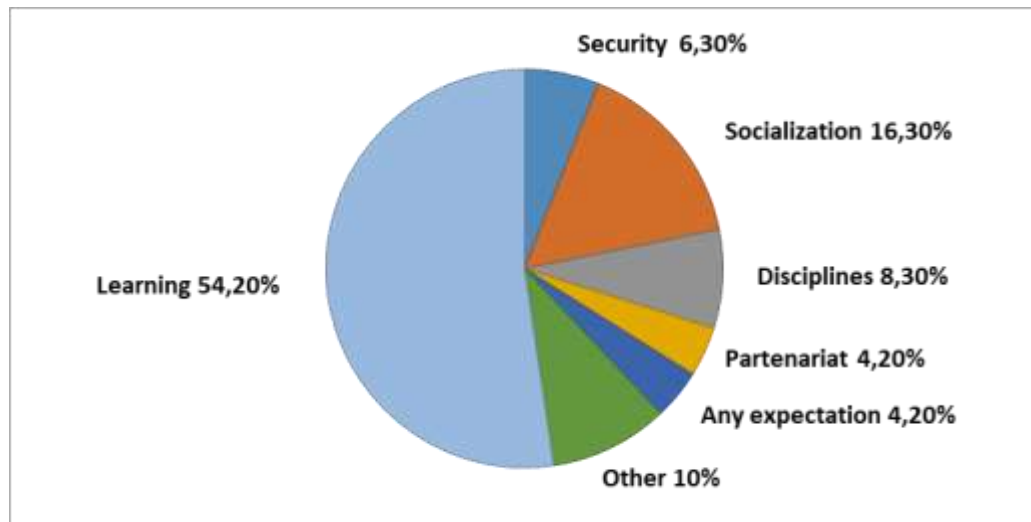


Figure 2. *Les attentes des parents vis-à-vis de l'école*

An analysis of the expectations articulated by the 48 parental respondents reveals a prioritization of academic learning, cited by 54.20% of the participants. Socialization emerged as the second most prominent expectation, identified by 16.30% of parents. Matters of discipline were noted by 8.30% of the respondents, while the desire for partnership with the school was expressed by 4.20%. Concerns regarding the child's security within the school environment were indicated by 6.30% of the parents. A category of "Any" expectation was noted by 4.70%, suggesting a general positive disposition towards the school's role. Finally, 6.0% of respondents specified expectations categorized as "Other," warranting further qualitative exploration to ascertain the specific nature of these parental aspirations. This quantitative overview underscores the primary importance parents place on the school's contribution to their children's academic progress, alongside a recognition of the significance of social development and a safe learning environment. The relatively lower emphasis on partnership and discipline, as explicitly stated, may warrant further investigation into the implicit understandings and expectations held by parents in these domains.

1) Juxtaposing parental schooling narratives and emotional engagement with children's educational journeys

Table 15. How parents feel about schooling

Parents' feelings	Difficult life	Same experience as the child	Good experience	No memory	Other
Percentage (%)	10.7	21.0	41.7	6.3	39.4

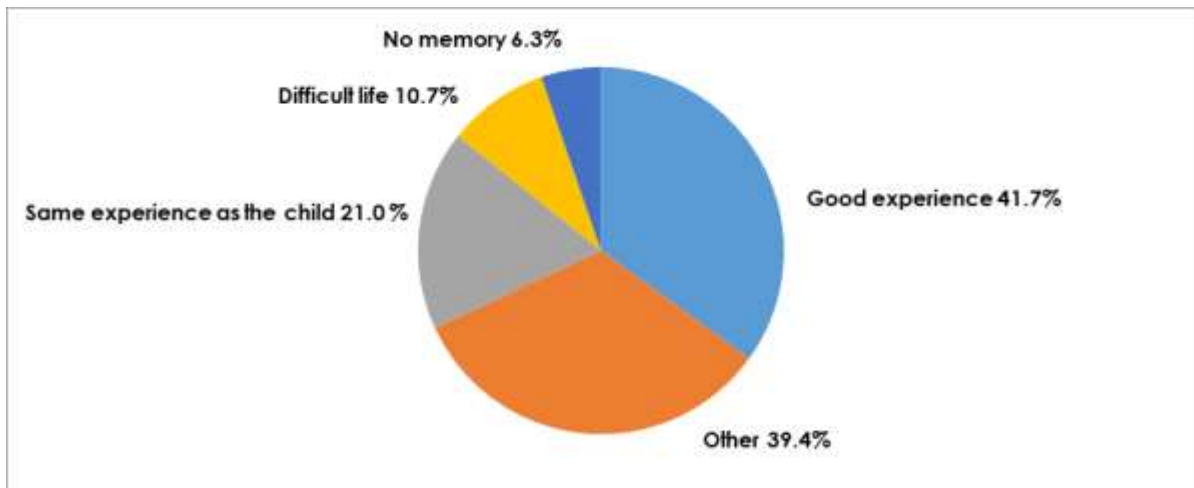


Figure 3. How parents feel about schooling

Parental recollections of their own schooling experiences reveal a diverse spectrum of affective responses, influencing their current perspectives on education and engagement with the school. A significant proportion (41.7%) report positive memories, fostering a potentially favorable disposition towards the educational institution. A substantial segment (21.0%) expresses empathetic alignment with their child's present schooling, indicating a vicarious involvement in the child's learning journey. Conversely, a smaller group (10.7%) associates their school years with challenging life events, potentially shaping their current views on education. Interestingly, a small fraction (6.3%) reports a lack of specific memories from their schooling.

A notable portion (39.4%) provided open-ended responses, highlighting the heterogeneity of parental feelings and necessitating further qualitative exploration. While positive recollections and empathetic alignment suggest a foundation for school-family partnerships, negative associations and memory gaps underscore the varied backgrounds influencing parental engagement.

Analysis of perceived changes in schooling reveals that a majority (65.9%) of parents note differences compared to their own experiences. Reasons cited echo concerns regarding resources, class size, and disciplinary approaches previously associated with differing educational sectors. The recent health crisis, specifically COVID-19, is also identified as a factor impacting school conviviality and communication. Despite these perceived challenges, parents acknowledge positive evolutions, noting increased personal involvement in their children's education compared to their own parents and recognizing the potential for more holistic child development in contemporary schools. This suggests a complex interplay of past experiences, present circumstances, and evolving perceptions shaping the school-family dynamic.

2) Embarking on the educational journey: Preparing for the inaugural school day and early learning experiences

Parental preparation for their child's initial school day prominently features reassurance as a central theme, encompassing 70.2% of responses. This emphasis underscores a significant characteristic of contemporary parents: a marked concern for their child's well-being during this transition. Practical considerations regarding school equipment were noted by a smaller segment, representing 8.5% of parental responses. This contrasts with historical data from other educational contexts where material provisions

constituted a primary concern hindering school enrollment, suggesting an evolving landscape of parental anxieties, albeit with material aspects still holding some relevance.

In exploring parental priorities for at-home preparation preceding the first school year, expectations regarding language development accounted for 12.5% of responses, a figure lower than initially anticipated. Interestingly, a significant portion of responses focused on school-related knowledge (35.4%) and school property, alongside politeness and cleanliness. Upon further reflection, it becomes apparent that these latter themes inherently involve language in its broader communicative sense, encompassing verbal expression, non-verbal cues, and the acquisition of symbolic systems necessary for academic learning. The emphasis on school knowledge aligns with parental expectations of the school primarily as a site for learning, suggesting an anticipation of continuity between knowledge acquisition at home and formal instruction. This perceived continuity offers a foundation for enhanced school-family partnerships and co-educational endeavors.

However, it is important to acknowledge that these evolving dynamics may also present challenges for parents, and tensions regarding the clarity and efficacy of communication modalities between home and school may persist. Further investigation into these areas of potential friction is warranted to foster more effective and mutually supportive school-family relationships.

2. Main Outcomes of the Inquiry at the Preschool Level

The study of Petite Section parents reveals a school-family dynamic marked by both robust connections and persistent ambiguities. Strong educator-family ties are fostered through proactive communication strategies, including digital platforms effectively utilized during periods of restricted physical interaction.¹ Initiatives such as open days and comprehensive reporting aim to enhance parental understanding of the child's schooling. Parental expectations prioritize academic learning, with an implicit recognition of the foundational role of language development in the early years. Collaborative projects further encourage parental engagement and value diverse contributions to the school community.

However, areas for improvement remain. Communication clarity requires further attention, as some parents express difficulty navigating the evolving educational landscape. Enhanced dissemination of information regarding the school context is also indicated, with a significant proportion of respondents reporting a lack of awareness. The findings collectively support the hypothesis that the evolution of the school and parents' prior educational experiences significantly influence the nature of the school-family relationship. Addressing the identified ambiguities in communication and information sharing is crucial for strengthening this vital partnership.

3.2 Cross-level insights: a general discussion of survey outcomes from elementary and preschool settings

The increasing emphasis on school-family relationships is evident in legislative and pedagogical frameworks promoting partnership and co-education. However, persistent challenges hinder the establishment of genuine collaboration, often stemming from mutual misunderstandings and preconceptions between educators and parents.¹ This investigation sought to understand the origins of these relational complexities, positing that parents' prior schooling experiences and their evolving interactions with the educational institution influence both student outcomes and the dynamics of school-family communication.

Furthermore, the study explored the impact of sociolinguistic, cultural, and geographical contexts on students' academic trajectories and, consequently, on the nature

of the school-family relationship. The findings across elementary and preschool settings underscore the intricate interplay of individual histories, societal factors, and institutional practices in shaping the crucial partnership between home and school. Addressing the root causes of misunderstandings and fostering a climate of mutual trust and understanding remains paramount for optimizing the educational experience for all students.

a. Evaluating the first hypothesis: validation or refutation

The study's findings corroborate the first hypothesis, establishing a link between the evolution of the school, parents' prior educational experiences, and their current relationship with the institution. Parental recollections of their own schooling significantly correlate with their engagement and communication patterns. Positive past experiences appear to foster greater openness towards the school, while negative experiences may engender distance. The reliance on children and teachers as primary sources of information about the school day, alongside the expressed frustration regarding limited physical interaction due to recent circumstances, further underscores this connection.

Parental expectations predominantly center on academic learning, aligning with the school's primary mission. However, considerations regarding the child's well-being and safety are also prominent. Addressing these parental expectations proactively may enhance the quality of the school-family partnership. A notable finding is the limited parental understanding of the school's social and geographical context, suggesting a potential area for improved communication and information sharing. Enhancing parental awareness in this domain could foster greater collaboration and ultimately benefit student learning and the overall school-family dynamic.

b. Evaluating the second hypothesis: validation or refutation

The discussion of findings aims to assess the hypothesis that sociological, cultural, and geographical contexts influence students' academic success. Teacher perspectives indicate that school evolution is a significant factor impacting the school-family relationship, highlighting the need for clarity regarding pedagogical approaches to alleviate parental anxieties. While a majority of teachers do not believe the immediate social and cultural context significantly affects this relationship, observations suggest limited engagement with literacy practices within families, potentially impacting reading acquisition. Initiatives like "silence, on lit" aim to address this by promoting book access within the school.

Correlating parental cultural practices with student academic outcomes, particularly in literacy, appears plausible based on teacher testimony. However, the study lacks sufficient data to definitively validate the impact of sociolinguistic and geographical contexts on student learning. Preliminary data regarding the socio-professional background of families suggests a significant proportion from disadvantaged categories, aligning with research emphasizing the importance of integrating underprivileged families into the school community to foster trust and enhance student social and academic integration. Further research is needed to establish a more conclusive understanding of these complex contextual influences.

3.3 Data Analysis

a. Conflict and Aggression

Initial analysis suggests a limited correlation between individual characteristics and the domain of school-family relations, in contrast to the significant influence of school-level attributes and perceptions of parents (Bronfenbrenner, 1979). The interconnectedness

with the school's structural elements and its socio-geographical milieu is evident, yet its impact appears less immediate than that of more emotionally charged factors. (Bryk & Schneider, 2002)

A comprehensive understanding of this complex interplay necessitates considering it as the culmination of a multifaceted process, frequently originating concurrently within several interconnected registers: the impact of local and national urban and social policies (including the reduction or disappearance of social support networks and cultural-economic decline); the erosion of the school's exclusive authority over knowledge and its moral standing; the potential for insular and defensive behaviors among educators; the development of a consumer-oriented stance among parents; and a deficit in mutual recognition and constructive dialogue between teachers and parents (Lasky, 2000 ; Bourdieu & Passeron, 1990). Under certain conditions, this confluence of factors can unfortunately culminate in acts of aggression or violence directed towards school leaders and educators.

b. Policy framework for parent relations: integrating individual and school characteristics

Cross-referencing reveals a greater number of significant variables within this domain. The involvement of school leaders and their commitment to developing collaborative tools appear central to the analysis (Bryk & Schneider, 2002). These factors correlate with the extent of administrative support provided and the principal's age and experience. This observation underscores the necessity of addressing working conditions and professional development for principals, and by extension, for teachers. (Hargreaves, 1994)

Given the multifaceted responsibilities of principals in pedagogy, social education, administration, and often direct teaching, the time demands of fostering effective parent partnerships warrant consideration. A clearer definition of the principal's role, explicitly acknowledging the relational dimension, could alleviate this concern. (Lasky, 2000)

The comparatively lower engagement of newer principals in partnership building appears linked to reduced administrative support, more frequent parental disputes, and, critically, a potential lack of initial training emphasizing the impact of collaboration on student outcomes and effective partnership development strategies. (Epstein *et al.*, 2018)

Finally, the utilization of external mediation and the prioritization of school-parent relationships within the school project are notably favored by principals in priority education areas. This preference likely stems from the persistent need to engage parents as co-educators in addressing academic challenges and student complementarity issues more prevalent in these contexts, thereby legitimizing and institutionalizing this cooperation within the school's operational framework. (Moll *et al.*, 1992)

c. School director's views regarding parents

Initial observations indicate a correlation between principals' perceptions of parents' responsibility for strained school-family relations and the frequency of parental criticism regarding curriculum or homework. This tendency to attribute blame to parents is more pronounced in certain school contexts, potentially linked to parents' limited availability and a greater divergence from school culture. (Lasky, 2000)

Conversely, the finding that a higher proportion of parents with school-aged children attribute blame to the school (Epstein, 2009) resonates with the observation that parents from socioeconomically disadvantaged backgrounds may be less inclined to instill the values of the national education system (Bourdieu & Passeron, 1990). Key explanatory

factors for this include a potential unfamiliarity with the educational system's codes and terminology, as well as differing conceptualizations of education and familial responsibilities that may not align with the school's objectives.

3.4 Beyond discipline: exploring the relationship between a holistic school climate, parental engagement, and principal perceptions

Analysis of the data reveals significant correlations between school climate variables and both parental involvement in school life and principals' perspectives on parents (Bryk & Schneider, 2002). While the existence of such links aligns with prior research on elementary school climate, the present findings underscore the strength and affective dimensions of these relationships. The concept of school climate, extending beyond mere disciplinary measures, encompasses the interpersonal dynamics within the educational community and the subjective experiences and values of its members

The degree of positive school climate and the level of parental engagement in the school's broader activities, particularly concerning conflict resolution and the educational project, emerge as salient explanatory factors (Christenson & Sheridan, 2001). Certain identified elements appear particularly amenable to targeted interventions. Furthermore, the integration of family knowledge within the school framework serves to foster co-education, recognized as a crucial component of a healthy school climate (Moll et al., 1992). These interconnected factors highlight the importance of cultivating a positive school environment that actively involves parents and values their contributions.

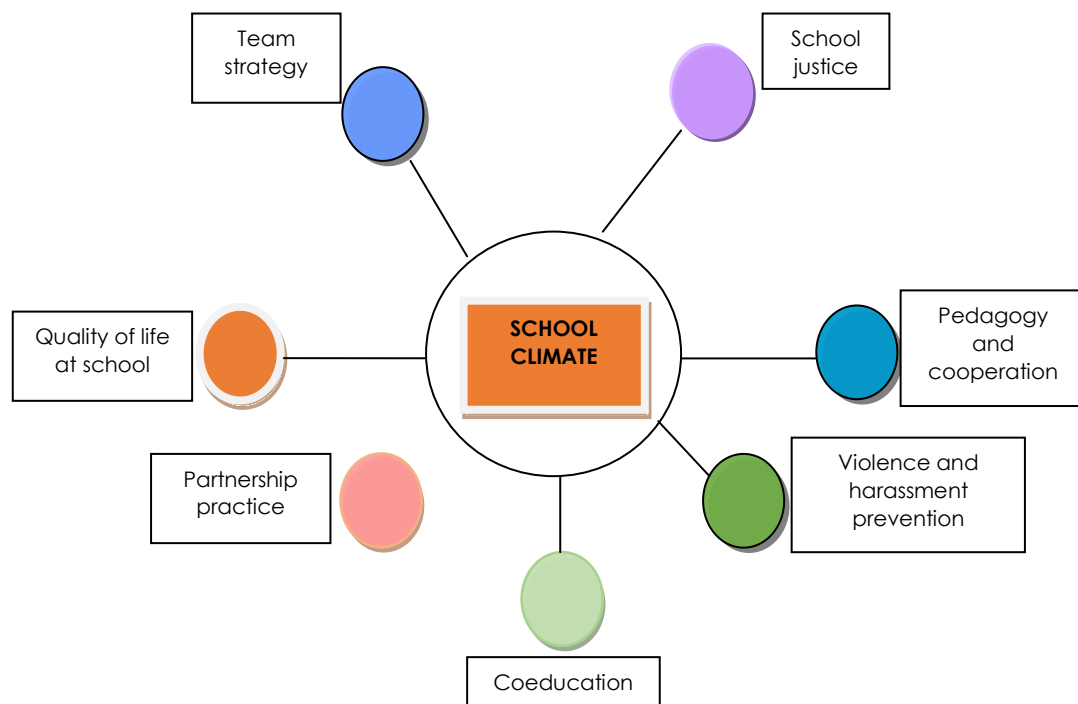


Figure 3. Diagrams of the seven factors needed to influence school climates

The cultivation of a positive school climate demonstrably yields multifaceted benefits extending beyond mere academic achievement. Such an environment fosters enhanced well-being for both students and staff, contributing to a more supportive and conducive learning atmosphere. Furthermore, a focus on school climate serves as a crucial mechanism for mitigating educational inequities, thereby promoting a more just and

inclusive school community. Concomitantly, improvements in school climate are associated with a reduction in negative indicators such as absenteeism, violence, and harassment, fostering a safer and more engaging educational experience for all stakeholders. (Jiang & Liu, 2024 ; Bradshaw et al., 2014)

IV. Conclusion

The preceding analysis underscores the intricate and reciprocal influences within the school-family relationship, ultimately impacting student learning. Parental representations, shaped by their own schooling experiences and evolving perceptions of the educational institution, form a foundational layer influencing the quality of this partnership. Active parental involvement, encompassing collaboration, monitoring, and support, emerges as a crucial mediating factor in the child's academic journey. Trust, built upon consistent and transparent communication, mutual recognition, and respect between home and school, lies at the heart of a thriving relationship. This trust fosters a sense of belonging and parental competence within the educational community.

Furthermore, the study highlights the cyclical nature of positive engagement. Effective communication and clearly articulated expectations pave the way for school-initiated measures aimed at integrating parents more fully into the school's life and educational endeavors. This integration, in turn, cultivates trust and a sense of shared responsibility, leading to increased parental involvement in their children's schooling. Consequently, students who perceive consistent support and coherence between home and school environments tend to experience more positive academic outcomes. Addressing potential discrepancies in representations, fostering open communication, and actively cultivating parental involvement are therefore paramount for creating a synergistic home-school ecosystem that optimizes student learning and well-being.

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