

Research Article

Family Participation in the Teaching and Learning Process of Children in the School Context

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Abstract

The family is important in the education process, as its presence helps to clarify, modify and study the process of social and cultural adaptation. However, it appears that the school community, in general, aims to take into account the students' learning process for their full educational and social development. This research had the general objective of understanding family participation in the child's Teaching and Learning Process in the school context. Therefore, this study had a qualitative and exploratory method, involving a non-probabilistic sample of 15 participants. Where 5 are teachers and 10 guardians, who responded to the semi-structured interview. The treatment and analysis of the results corresponded to the following categories: pre-analysis which was based on the reflection of data collected in the field, Exploration of the material which focused on the exploration of articles, monographs, dissertations and theses for the theoretical support of the study and Analysis of the results where it was based on the treatments of data collected in the study. The research results highlighted the challenges that families face in educating children in the school context, such as: the non-participation of some families in periodic school meetings; weak effort in educating children generates unsatisfactory results, and Lack of interest on the part of the family in monitoring their children's education. These factors condition the school's poor engagement with society, contributing to students' academic failure. Therefore, this study is expected to highlight the importance of the relationship between family and school to develop children's learning.

Keywords

Child, Family, Education, School, Teaching Learning Process

1. Introduction

This study focuses on the theme of Family Participation in the Teaching-Learning Process of Children in the School Context. The study focuses on understanding family participation in the Teaching-Learning Process of children in the school context.

It is in the family that children first find role models. To achieve this, their commitment and responsibility are necessary, given their importance. It is essential for families to be

aware of the value of being present at all moments in their children's lives. This implies involvement, commitment, collaboration, and being attentive to any difficulties that arise, both cognitive and behavioral, intervening whenever necessary, even if this requires imposing limits [10].

A well-structured family unit can have a strong influence on a child's development, whether in their personal, professional, or academic life. At school, the family is important in

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the educational process; its presence helps to clarify, modify, and study the process of social and cultural adaptation. It's important to emphasize that until recently, family members were excluded from the process. Currently, families are being valued at school, as schools are becoming increasingly interactive environments. It's essential that there be a connection between school, family, and student, emphasizing that school is not an isolated institution [22].

In this context, it's clear that the school community, in general, aims to consider students' learning processes for their full educational and social development. This means that families and schools must be in sync, ensuring that the teaching-learning process yields satisfactory results for all involved. Considering families as role models for their children, it's important to be mindful of teaching and learning, consider each child's individual aspects, and understand that each child brings a unique cultural background to school, which will depend on the context in which they are inserted. Teachers must understand and respect each child's world.

Problematization in the Context of the Teaching Learning Process

Learning occurs from the outside in; there are internal and external factors that are determined to develop learning. The internal factors are motivation, maturity, and heredity. The external factors include culture, among others.

In this context, research has focused on the importance of family involvement in the school environment. However, the study by [14], reports the following problems regarding family challenges in children's education: neglect of both the school and family environment in adequately monitoring the child's education; lack of family interaction in monitoring children's cognitive development, revealing the importance of the school-family relationship; and family absences during children's school learning develop feelings of emotional deprivation, which leads to insecurity, lack of productivity, and often disinterest. Thus, it is clear that family involvement generates positive influences on children's development. Furthermore, according to the study developed by [6], schools complain about the family's lack of monitoring of children's academic performance, the parents' lack of commitment to setting limits for their children, and the difficulty many children encounter instilling ethical and moral values that are crucial for social coexistence. On the other hand, families complain about the school's excessive pressure on parents to take greater responsibility for their children's learning, the lack of a curriculum focused on instilling values, and preparing students for the non-academic challenges of society and the world of work.

In Mozambique, the quality and right to education are for everyone. According to Law No. 18/2018 of December 28, Article 6 (Basic Education), parents, guardians, families, economic and social institutions, and local authorities contribute to the success of basic education by promoting the enrollment of school-age children, supporting their studies, and preventing absenteeism and dropouts. Given the factors

highlighted above, regarding family participation in the teaching-learning process of children, there is a lack of participation by parents and guardians in contributing to supporting the development of their children's education. Parents and guardians have not participated effectively or collaboratively in educational support activities as a school community, which has led to the implementation of parent-teacher networks within the class or school. Based on the aforementioned assumptions, this study is guided by the following initial question: How does the family participate in the teaching-learning process of children in the school context?

Family participation in children's education is a topic that has been gaining prominence in research abroad. In Mozambique, it is little researched and is considered a new exploration in the field of psychology research. The researcher chose the topic because it is a problem that has not gained prominence in Mozambique because the majority of the population lives in rural areas and does not perceive the importance of family participation in the EAP. In a study by Sampaio (2012), he argues that the family plays a crucial role, determining children's learning and future decisions from an early age [22]. Observing the relationships between family and school in my work environment, I realized the need to research this topic. The study is justified by academic, professional, and social contexts.

Conceptualization in the Context of the Teaching-Learning Process

According to Papalia (2009), the family, therefore, presents itself as the first socializing institution, organizing the sociability of children and young people as well as the emotional bonds between its members. Its members are united by feelings, customs, and lifestyle [5]. In the same concept, the family is an extremely important pillar for the formation and perpetuation of society, characterized as the place where the individual is most intimately inserted, implanted by birth or through emotional ties, through which they form their personality and character [13].

It is clear that when defining a family, it immediately includes the members of the family group and its structure, the bonds they maintain, and the functions of this institution. Regarding its structure, one generally speaks of the nuclear or conjugal family and the extended family. Having explained the concept of family, we now move on to the concept of education, as defined in Law No. 18/2018 of December 28. Education is a process by which society prepares its members to ensure their continuity and development. It is a dynamic process that continually seeks the best strategies to respond to the new challenges posed by the community and the development of society. However, [16], argues that education is, therefore, a human practice, a social practice, which modifies human beings in their physical, mental, spiritual, and cultural states, shaping our individual and collective human existence.

In this case, education is understood as a process implemented in various social institutions. In this work, I focus specifically on schools, which, like any other institution, are

both a product and producer of a given social reality. Following the presentation of the concepts, Libânio (2001) defines school as a "space of synthesis." It is considered a place where students learn critical reasoning so they can assign meaning to messages and information received from the media and forms of urban educational intervention. Along the same lines, school is a place of countless and diverse practices, which are in constant flux throughout its daily life, whether for success or failure. Within these diverse practices is management, which in the historical context has functioned more to control than to stimulate new knowledge [4].

It follows that school is an institution of collective dominion, of groups, of exchanges, and the family is the domain of the more reserved, the private, and the specific. Both parents and teachers must understand that affection is built from the quality of the relationships a child establishes and is crucial for the development of personality.

The concept of learning is also presented in the presentation of these concepts. According to [2], it is the process of assimilating any form of knowledge, from the simplest, where a child learns to manipulate toys, do math, handle things, swim, ride a bicycle, etc., to more complex processes, where a person learns to choose a profession and interact with others. Thus, people are always learning. Learning can be understood as the process of acquiring knowledge and habits, promoted by external and internal factors through adaptation. In humans, it is much more complex than in animals; the difference is that in humans, it is more flexible, while in animals, it is more rigid (instinctive). Humans experience cognitive learning, habits, and skills [1].

Indicates that learning is a continuous process from the moment a person is born until the end of their life. This occurs consciously or intentionally. This occurs not only at school through the teacher's conscious effort to convey information, but also at home through interactions with parents and others [18]. According to behaviorists, learning is the acquisition of behaviors through relationships between environment and behavior, occurring within a history of contingencies, establishing a functional relationship between environment and behavior [8].

Finally, the concept of the teaching-learning process (TLP) is presented. In [16], thinking, it is a dialectical unity between instruction and education associated with the idea that teaching and learning share the same characteristics. This relationship leads us to the concept that the teaching-learning process has a systemic structure and functioning, that is, it is composed of closely interrelated elements. For [12], it is a dialectical integration between instruction and education, the essential purpose of which is to contribute to the integral development of the student's personality. Instruction is a process of forming capable and intelligent individuals.

2. Methodology of the Study

The methodological implementations of this research are

outlined through scientific procedures. This study is descriptive in nature, exploratory, and qualitative in approach. The data collection technique used was semi-structured interviews with teachers and guardians of students in the school setting.

The exploratory objective was chosen because it allows the researcher to deeply analyze the data collected in the research field and reformulate the questions in the interview guide administered to the participants. This approach also allows for accurate interpretation of the study phenomenon and in-depth evaluation of participants' testimonies during the data collection process. The research population consisted of 15 participants, including ten guardians of both genders from different school communities, one school principal, and four teachers from the same school. The objective was to obtain an assessment of guardians' involvement in the education of their students. The interview phases, which are the data collection technique, consisted of recording information, which will be illustrated in the chapter on presentation, analysis, and discussion of results. The procedures and data analysis techniques are classified into three categories: pre-analysis, material exploration, and presentation, analysis, and discussion of results.

Pre-analysis focused on describing the information provided by participants and analyzing whether it aligned with the research questions. Material exploration sought to consult research already conducted on this issue to provide scientific support for the literature review and discussion of results.

This research was preceded by its official accreditation, which occurred through the author's presentation to the school administration, bearing a credential. This is an official document issued by the Academic Records Department, in this case, from the School of Education and Psychology at Save University, to prevent hindrances to students, faculty, and researchers in fieldwork and data collection. Other ethical precautions were met: free participation in the research, guaranteed anonymity and confidentiality of the information collected. Participants are identified throughout the text using letter codes, such as E followed by an Arabic numeral, corresponding to the sequence of their participation in the research (E1 = Interview and in Arabic, 1). To differentiate the statements of teachers and guardians, the words EP1 = Interview with Teacher-1 and E. Enc1 = Interview with Guardian-1 are added. Finally, a copy of the research report will be made available at the school under investigation.

3. Presentation, Analysis, and Discussion of Results

The results obtained in the fieldwork highlight the family's involvement in the teaching-learning process in primary education. The objective of presenting the data collected in the fieldwork through semi-structured interviews is to present these data in the form of testimonials provided by the interviewees. First, the profiles of the participants are presented, followed by the results regarding the teachers in the school

context, and finally, the data from the guardians, to explore their perception of family involvement in the Child's Teaching-Learning Process, where they present their ideas and convictions.

4. Participant Profile

The table below presents the systematization of the par-

ticipant profiles according to the sample size of the research. In this case, there are fifteen (15) participants. However, they are presented in the following units: Teachers and Guardians, however, they are characterized by teacher code (E1-P-E5-P), age, field of study, and year of service. and for guardians, it presents the following code (E6-Enc.1 - E6-Enc.15), age, profession, number of children, and marital status.

Table 1. Sociodemographic profile of participants.

TEACHERS				
Participants	Age	Education	Years of Career	
E1-P	37 yes	Bachelor's degree in Geography Teaching	15 yes	
E2-P	35 yes	Bachelor's Degree in Educational Psychology	13 yes	
E3-P	50 yes	Bachelor's Degree in Educational Psychology	8 yes	
E4-P	42 yes	Bachelor's Degree in History Teaching	9 yes	
E5-P	37 yes	Bachelor's degree in Geography Teaching	13 yes	

CHARGES				
Participants	Age	Profession	No of children	Marital status
E6-Enc.1	31 yes	Peasant	3 children	With husband
E7-Enc.2	28 yes	Estudante	2 children	With husband
E8-Enc.3	34 yes	Planning technician	2 children	With husband
E9-Enc.4	55 yes	Accounting technician	3 children	No wife
E10-Enc5	36 yes	Unemployed	7 children	With husband
E11-Enc6	47 yes	Peasant	3 children	With husband
E12-Enc7	50 yes	Teacher	4 children	With husband
E13-Enc8	28 yes	Unemployed	2 children	With husband
E14-Enc9	30 yes	Unemployed	1 filho	No wife
E15-Enc10	55 yes	Shoemaker	6 children	With husband

Source: Research data (2025).

4.1. Teachers' Perceptions of Family Involvement in Children with ASD in the School Context

Do families participate in ASD? Regarding teachers' perceptions of the family's role in the development of ASD in children, it is clear that teachers view it as a fundamental element in the construction of knowledge and the occurrence

of a harmonious education in children. Parental involvement in children's schooling is a basic tool for the development of education during the early stages of human development. However, teachers view this involvement as a cornerstone of human development and as a key to integrating children into various social interactions as well as the school environment. This is supported by the testimonies provided by teachers. The following testimony from E1-P1 and E2-P2:

The family participates in the development of their children's teaching and learning process by helping them with

homework and encouraging them to read. However, some families do not participate in their children's school life for various reasons, including a lack of interest and the belief that education is the school's responsibility (E1-P1, personal interview, September 14, 2023).

The family does participate, but not as much as expected, as they have only come when requested (E1-P1, personal interview, September 12, 2023).

Scientific literature supports that every educational institution aims at student learning, as it is within the student's home that school practices are implemented, whether positively or negatively. Therefore, the family also plays an important role, and may or may not contribute to their children's learning. Both the family and school contexts play a role in developing sociability, affectivity, and physical well-being. (Libâneo, 2000).

Piaget states that development results from combinations between what the organism brings and the circumstances offered by the environment, and that assimilation schemes progressively change, considering stages of development. Therefore, it is correct to state that the school environment, in terms of physical space, is indeed related to learning (Kramer, 2000).

In this case, it is clear that in the school environment, students spend part of their lives not only receiving theoretical knowledge but also socializing with others present in that environment. Therefore, the school space must be organized to meet all of the student's needs, whether social, cognitive, or motor.

According to Chinoy (2008), for there to be effective coordination between family and school, it is first necessary to understand parents' views on their role in their children's schooling and to raise their awareness of their importance in the learning process [7]. This participation can help teachers' pedagogical practices, and together, family and school will be responsible for integrating children into society, fostering autonomy and critical thinking within their context. As evidenced by the following statement, E1-P3:

The family participates in the ASD program, as it is the fundamental foundation for their student's learning. However, there is a percentage that does not participate in the educational process, and this will affect their student's progress and performance (E1-P3, personal interview, September 13, 2023).

The family participates in the development of ASD through school-community cooperation (E1-P4, personal interview, September 12, 2023). The family participates by coming to school when requested (E1-P5, personal interview, September 12, 2023).

Further analysis of the above statements reveals that the families that make up the school community are constituted and exist in different matriarchal and patriarchal ways. Therefore, to consider the relationship between family and school, it is also necessary to delve deeper into the functions and stages or cycles of families. On the other hand, it is clear

that the patriarchal family model, with the father in charge of the household's finances, defining and directing the individual's future, is no longer predominant. There are many families where the woman often assumes both paternal and maternal roles, yet still places great emphasis on the ASD in her child.

Discuss the following with the research results:

Family and school constitute two of the main environments for human development in today's society. According to Bronfenbrenner, communication between these environments—family and school—is essential to child development. The potential development of participation in multiple environments varies directly with the ease and extent of two-way communication between these environments [3].

Just as the school microsystem can present potential risk or protection in children's lives, the family can also pose a risk factor to healthy child development. When positive, this relationship is associated with improved academic performance, reduced behavioral problems, and the development of social skills [3].

Does the school facilitate family participation in the school environment? According to the interviewees' testimonies, the school's ease as an educational entity is based on family engagement in the school to seek input on supporting children's education. These foundations are evidenced by the testimonies below, E1-P1 to E5-P5:

This school facilitates family participation in the school environment, creating projects that foster bonds between them. Meetings are held with parents and guardians where the school's pedagogical project is presented. The school council has contributed positively to this interaction, as it understands the fundamental and important role of creating bonds between school and family so that together they can develop individuals more committed to the common good and prepared to live in society. (E1-P1, personal interview, September 12, 2024).

The school has encouraged families to visit whenever necessary, not just upon request. (E1-P2, personal interview, September 12, 2024)

Yes, the school facilitates family participation because it allows them to monitor their children's teaching and learning process, working collaboratively with teachers. (E1-P3, personal interview, September 12, 2024)

Communication is the backbone for participation and experiences in school activities. (E1-P4, personal interview, September 13, 2024)

The school facilitates family participation in the school environment through its events. (E1-P5, personal interview, September 12, 2024).

School and family play a fundamental role in child development, providing irreplaceable and complementary socializing activities. During the internship, I was able to participate in several school events aimed at encouraging parents to participate. I attended a family party, where I interacted with parents, teachers, and children, and gained insight into their relationships [9].

"It is worth emphasizing here that the family/school relationship should not be based solely on participation in parties, but rather that they serve as a way to bring parents closer to the school and invite them to continue participating" [7].

4.2. School Challenges in Family Involvement in Children with ASD in the School Context

What challenges has the school faced in involving families in the development of the child's teaching and learning process at school? In this case, it appears that the teacher's objective is to identify students' difficulties or challenges and thus implement interventions. For parents, these represent another way of building bonds, a way to monitor their children's academic development (what they are learning). Similarly, teachers must identify challenges, such as the lack of participation of some families in regular school meetings; raise awareness among families that joint efforts in children's education yields better results; lack of interest on the part of families in monitoring their children's education; and lack of input from parents and guardians in the rules that govern the school's operation and thus seek guidance from teachers. As evidenced by the statements below from E1-P1 to E5-P5:

The challenges the school has faced in involving families in the development of their child's ASD at school include the lack of participation of some families in regular school meetings (E1-P1, personal interview, September 12, 2024).

The biggest challenge is raising family awareness that uniting efforts in children's education yields better results than assigning responsibilities solely to the school. (E1-P2, personal interview, September 12, 2024).

Lack of interest on the part of families in monitoring their children's education, and less availability when asked by the school to report on their students' performance in various behavioral aspects, such as presentation, punctuality, and attendance (E1-P3, personal interview, September 12, 2023). Monitoring and compliance with children's learning (E1-P4, personal interview, September 13, 2024).

There is a lack of input from parents and guardians regarding the rules that govern the school's operation, a complete lack of knowledge of the regulations, and a lack of communication between parents and guardians (E1-P5, personal interview, September 12, 2024).

Discusses the following with the results of the study in question:

It highlights the views of educators/schools on the family, and the family on the school. Schools, in general, always adopt a prejudiced discourse when they fail to gain parental buy-in to their educational system, or they try to explain children's academic failure with terms such as: dysfunctional, disinterested, needy families [25]. Finally, we know the relevance of parental participation in the teaching and learning process, and not only that, but that this integration should be expanded to democratic spaces for citizenship education, for bringing together knowledge in the construction of human

beings endowed with intelligence and values [25].

Impact of Family Involvement in the Teaching-Learning Process in the School Context

How important is family involvement in the development of ASD? From this perspective, the statements of the interviewees reveal that the importance of the relationship between family and the child's learning process in the school context contributes immeasurably to the development of children's learning. However, and especially in today's world, this relationship faces numerous challenges, including: "completion of homework and discipline (behavior) of students; the limited involvement of parents in supporting their children at school; and in resolving conflicts involving them." In this case, this analysis is supported by the following statements below, E1-P1 to E5-P5:

The family is the first social agent with whom children have contact and is primarily responsible for their children's education, both at school and as a family member. When children perceive their parents' presence and interest in their activities, they feel more secure and responsible, resulting in good academic performance. (E1-P1, personal interview, September 12, 2024)

Join forces to stimulate the child's potential as well as correct and improve any learning difficulties they may have. (E1-P2, personal interview, September 12, 2024)

It allows for harmony between family and school, as the first moral developments that will be consolidated at school are formed within the family. Furthermore, family participation can contribute to the quality and development of students. (E1-P3, personal interview, September 12, 2024)

It facilitates monitoring of the development of competence in the child's educational activities. (E1-P4, personal interview, September 13, 2024)

It allows them to monitor their student. The child leaves the family, and the school, in turn, needs the family to improve its functionality, considering that the school is the student's second family, but this second family needs family support to ensure their integration into the school. (E1-P5, personal interview, September 12, 2025)

He states that:

"The school needs to welcome families so that they become partners in the same goals; that the communication channel is not only from the school to the parents, but from the parents to the school; that working together with a focus on the students reflects opportunities for everyone to learn and do their best to make this happen; that everyone is treated equally; that the school opens up its spaces for discussion and decision-making, and that it is less centralized; Finally, the community must integrate with the school to create equal learning opportunities for all children [15].

"It is the role of everyone in the school to involve these families and encourage them to fully participate in their children's school lives. But for this to happen, teachers, principals, and staff must understand the community in which the school operates, understand the history of its students and their fam-

ilies, and their cultures, to foster a better relationship between the school and the family [24].

4.3. Strategies Used in Schools for Family Involvement in Children with ASD in the School Context

In the question, what proposals does the school have to increase family involvement in the development of children with ASD? In this case, it appears that the pedagogical proposal, the school council, and parent-teacher meetings are democratic tools and instruments of participation and decision-making, in which the family needs to be a part and participate. The following proposals are promoted: "Promote school events and listen to the family; hold meetings involving the surrounding communities; increase family participation in the ASD; the school proposes greater family involvement in pedagogical programs; promote educational campaigns; and monitor the activities carried out by the student and even verify what the student writes." As advocated in the statements below, E1-P1 to E5-P5:

Promote school events and listen to the family (E1-P1, personal interview, September 14, 2024).

As a school, hold meetings involving the surrounding communities where the focus will be on raising awareness about taking responsibility for the child's education and instruction. (E1-P2, personal interview, September 12, 2024)

To increase family participation in the PEA, the school proposes greater family involvement in educational programs, given that families have a history of the child's development since their early years. (E1-P3, personal interview, September 12, 2024)

Promote educational campaigns. (E1-P4, personal interview, September 13, 2024)

Parents accompany students at the beginning of the school year to meet their child's teacher, monitor the student's activities, and even check their writing. Parents and guardians participate in quarterly pedagogical progress meetings, and interact with teachers and guardians. (E1-P5, personal interview, September 12, 2024).

"The school's role in building this partnership is fundamental. It should consider the family's needs, leading them to experience situations that allow them to feel like active participants in this partnership. It is also worth emphasizing that school and family need to unite and together seek to understand what family is, what school is, how these were viewed previously and how they are viewed today, and also what human development and learning are, and how children learn." Learners help each other learn, exchanging knowledge, experiences, meanings, and cultures [23].

Once the family feels valued and part of that space, participation will gradually increase, but this is work that must be carried out by everyone at the school. This way, families will recognize their importance in participation, making the family-school relationship increasingly better [25].

Parents' Perceptions of Family Participation in Children's ASD in Primary and Secondary Education

Do you think families should be involved in children's ASD?

It is noted that the school welcomes families so they become partners in the same goals; that the communication channel is not only from the school to the parents, but from the parents to the school; that working together with a focus on students reflects opportunities for everyone to learn and do their best to make this happen; that everyone is treated equally; and that the school opens up more spaces for discussion and decision-making. As the statements below support, E1-Enc1 to E3-Enc3:

Parent participation is essential for the child's performance in terms of learning and interaction with other members of the school community (E1-Enc1: personal interview, September 18, 2024).

Yes, families can participate in the children's ASD. Response from caregiver (E1-Enc1: personal interview, September 13, 2024)

Families should participate in the children's ASD. (E1-Enc1: personal interview, September 14, 2024).

It is clear that some parents truly see school as a second family, where their children are handed over at the beginning of the school year and expect to receive them literate and educated at the end. There are parents like this who spend years and years simply enrolling their children, not attending meetings, and having no contact with the school, even during periods of conflict involving their children [20].

He emphasizes that the most important aspects of the environment in the course of psychological growth are, overwhelmingly, those that have meaning for the person in a given situation. Therefore, contexts such as school and family can influence development in different ways (p. 55).

How often do you visit your child's school, and why? The family is also responsible for a child's learning, as parents are the first teachers, and their attitudes toward emergencies, if repeated consistently, will determine their children's learning style. These pathways are established by guardians creating a culture of visiting their students as a way of carefully monitoring their education. In this case, the testimonies of E1-Enc1, E6-Enc6, E7-Enc7, E8-Enc8, E8-Enc8, E9-Enc9, and E10-Enc10 testify:

Several times, because I want to control the boy's intelligence; other times because my son is undisciplined, I'll solve problems; other times I'll coordinate with the teacher because the boy is lazy in learning, I'm talking about reading and writing. (E1-Enc1: personal interview, September 13, 2024)

Mainly twice in various ways, participating in school meetings, encouraging a love of learning, and discussing what happened at school and what they learned. (E6-Enc6: personal interview, September 18, 2024)

I visit my children's school four times a year and whenever the schools request it. The four times I visit my children's school, I care about their academic performance each quarter. (E7-Enc7: personal interview, September 14, 2024)

I visit my son's school three times a year when I'm asked to provide the quarterly report. (E8-Enc8: personal interview, September 14, 2024)

Once a month, because I want to learn about school rules or my son's situation. (E8-Enc8: personal interview, September 30, 2024)

Three times to better understand how the children study and other situations from the first to third trimester. (E9-Enc9: personal interview, September 12, 2024)

I visit my children's school once a month, whenever necessary, when requested. I do this to monitor my children's teaching and learning, check their behavior, and check their test results, if applicable. (E10-Enc10: personal interview, September 14, 2024)

As can be seen from the Legislative Decree on Education, Law No. 18/2018 of December 28 aims to eradicate illiteracy in order to provide every Mozambican with access to scientific and technological knowledge, as well as the full development of their capabilities and their participation in various areas of the country's life.

"Motivation is intrinsic when it involves internal objectives, such as the satisfaction of organic or social needs, curiosity, and the aspiration for knowledge. It is extrinsic when the child's actions are stimulated from the outside, such as the demands of school, the expectation of social benefits that study can bring, or the encouragement of family, teachers, or peers." [17]

Impact of Family Involvement on the Teaching-Learning Process in the School Context

What has improved in the student since their involvement/participation in school has been established? It is understood that every child or adolescent has the right to be raised and educated within the family and, exceptionally, in a foster family, ensuring family and community coexistence, in an environment free from the presence of people dependent on narcotic substances. As the following statements support, E1-Enc1, E3-Enc4, E5-Enc5, E7-Enc7, and E10-Enc10:

The student has improved because he can now read and write. (E1-Enc1: personal interview, September 13, 2024)

My children's social skills have improved (E3-Enc4: personal interview, September 18, 2024)

Since my participation in my children's teaching and learning process, I have been able to see from the teacher that my children have improved their performance, as he made it clear which subjects each of them needed more attention in terms of explanations or help in solving the content. (E5-Enc5: personal interview, September 14, 2024)

He does his homework, and his indiscipline decreases. (E7-Enc7: personal interview, September 14, 2024)

Many things have improved; he can now read and write and do his homework alone without a supervisor. (E9-Enc9: personal interview, September 12, 2024)

With my participation in my children's school, I feel that they are committed to their studies, and their discipline with their classmates and teachers is felt both at school and at home.

(E10-Enc10: personal interview, September 14, 2024).

The author also defines family involvement in school, and vice versa, as supplementary bonds. That is, people who live in different environments (microsystems) are led to interact because of the individual who moves between these two environments, where the individual would be the child moving between the contexts of family and school. For the theorist, school meetings are one way to strengthen bonds between institutions, which is beneficial to child development [22].

How do you think families can contribute to their children's teaching and learning process? In line with this question, it becomes clear that respecting the opinions of children/students often resolves unnecessary punishments. Questioning why they are acting that way, suggesting that other approaches can be taken to solve their problems—physical force isn't the solution. People can and should talk about their anxieties and afflictions. This is what children need to understand. Of course, there are parents who disagree with what is being proposed. Each parent must evaluate what is best for their children. However, it is important to explain and make clear to the child the reasons for their punishments, so they know their mistakes and don't repeat them. As the following statements support:

Families can contribute by participating in meetings, visiting the school, and better educating their students (E2-Enc2: personal interview, September 14, 2024).

It is important for families to participate in their children's teaching and learning because it makes them feel supported and loved, with parents and teachers providing close collaboration. Visits also help children gain a great deal of respect by studying in this way in spirit and in truth (E3-Enc3: personal interview, September 14, 2024).

Parents should have closer contact with teachers, not only at meetings and special occasions, but also at other times when they can actively participate, contributing to the school's child's learning process. (E5-Enc5: personal interview, September 18, 2024).

The family can contribute to the child's teaching and learning process at this school in different ways, including by finding out which subjects the child has the most trouble understanding and helping to resolve them, reminding the child to complete homework at home, giving the child time to complete homework, and participating in class or school meetings. (E7-Enc7: personal interview, September 14, 2024).

The way the family can contribute to the child's teaching and learning at this school is by helping with homework and reviewing all the exercises practiced at school daily. (E9-Enc9: personal interview, September 12, 2024).

Considering this, dialogue can solve problems that punishment often cannot. Families, instead of imposing rules, should set aside some time to talk with their children, a pleasant conversation in which everyone has space to exchange ideas, this being a good strategy to show children the attitudes that are expected of them and what they should try to

avoid [25].

School Challenges in Family Involvement with Children's ASD in the School Context

What difficulties do you face when playing the role of the family in the development of ASD in your student at this school? This question highlights the fact that many parents feel powerless regarding their children's problems at school. Therefore, it is essential that teachers have a frank conversation with their children. This can happen in simple meetings or even during a visit to the school. Parents are allowed to speak and share their opinions on all matters with teachers and school administration. They are clear about the learning expectations and activities included in the treatment proposals to consider with their students. This helps parents better understand their children's daily school life and help them address potential learning difficulties. In this context, the following testimonies demonstrate: E1-Enc1, E2-Enc2, E3-Enc3, E8-Enc8, and E9-Enc9:

The difficulties I face when playing the role of family in the ASD program are the work on the farm, which is very far away, and I spend a week away from home (E1-Enc1: personal interview, September 12, 2024).

When playing the role of family in the development of my student's ASD at this school, I face the difficulty of not being present at all school meetings due to other professional commitments, particularly those that take place during work hours. (E2-Enc2: personal interview, September 14, 2024)

Misreading errors, syllable and word reading errors, slow reading, and hesitations and repetitions. (E3-Enc3: personal interview, September 18, 2024)

The difficulties I face when playing the role of the family in the PEA are not having studied enough to teach my son, and not being fluent in Portuguese. (E8-Enc8: personal interview, September 14, 2024)

No difficulties, I'm just very grateful to the teacher who is very patient, and my son already has knowledge in his mind and can demonstrate his wisdom. (E9-Enc9: personal interview, September 13, 2024)

He argues that:

"The importance parents place on their children's education, the time spent encouraging them to study, the appreciation of their work, and the family's active participation in school greatly motivate students to improve their academic performance. The literature suggests that children who have good family support—coexistence, relationships, rules, boundaries, among others—perform well, not experiencing difficulties with school norms and routines [19]."

What are the proposals for improving the family's role in the learning process at this school? The analysis takes into account the lifestyle of each parent participating in this study, considering that low-income families are not being excluded because they are unable to provide their opinions on proposals for a satisfactory quality of life for students in their school life. Rather, they can offer and facilitate good coexistence, thus achieving satisfactory results, even if they do not have such

favorable economic conditions. The following statements are supported by E2-Enc 2, E5-Enc 5, E7-Enc 7, and E9-Enc 9:

Take the child to tutoring (E2-Enc 2: personal interview, September 12, 2025).

Build classrooms with quality materials, reduce the number of students in the classroom from 60 to 20, purchase school desks where each student or child can occupy a desk individually, and provide a school corner (E3-Enc 3: personal interview, September 14, 2024).

Advise the child to do all the homework assigned by their teachers and the parent/guardian (E5-Enc 5: personal interview, September 12, 2024).

The proposals to improve the family's role in the learning process at this school are: Opening space for dialogue, focusing on constructive communication, promoting individual meetings. The school must be democratic, and group meetings must be well-rounded. (E7-Enc 7: personal interview, September 18, 2024)

Clearing any doubts the student may have, encouraging students not to miss classes or be late. (E9-Enc 9: personal interview, September 13, 2024).

The cross-referencing and systematization of ideas, data, and information will give the work a scientific character and will also enable students to adopt a critical stance toward the authors they are working with. A good literature review will, above all, enable students to develop critical thinking and autonomy regarding the authors they are discussing [21].

He emphasizes that:

"The influence that family and school contexts have on ensuring conditions for the full and healthy development of children is undeniable. Based on the above, we intend to draw a brief parallel between the family-school relationship and child development, based on the methodological assumption of the Bioecological Theory of Human Development [11]."

5. Conclusion

The objective of this research was to understand family involvement in the teaching-learning process of children in the school setting. Having conducted the entire research process in accordance with the scientific methodological procedures indicated in this study, the following conclusions were reached: the family is the child's first social environment; they think, speak, walk, gesture, and learn habits and customs. In other words, they experience a culture specific to a group, which, as they grow, incorporates others, especially as they enter school, and also experience experiences from various worlds, cultures, and values. It is in this relationship with others that children socially construct their own development.

The study results indicate that schools face the following challenges: some families' failure to participate in regular school meetings; failure to raise awareness among families that uniting their efforts in their children's education yields better results; and a lack of interest on the part of families in monitoring their children's education. there is no contribution

from parents and guardians in the rules that regulate the functioning of the school itself and, therefore, seek guidance from teachers.

Abbreviations

Lic	Bachelor's Degree
E.Alu	Educational Student Interview
E.P	Educational Teacher Interview
ESMQ	Maqueze Secondary School
CCB	Science is Read with Biology
CCD	Science is Read with Drawing
MPT	Mother and Father Class
PONG	Partners of Non-Governmental Organizations

Author Contributions

Isaías Silvestre Siteo is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest.

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