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DIFFICULTIES IN THE MANAGEMENT OF EDUCATIONAL QUALITY IN PUBLIC SCHOOLS OF THE FINAL YEARS IN THE MUNICIPALITY OF LAPÃO- BAHIA, 2025

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Abstract: This article analyzes the main difficulties affecting educational quality in Brazilian municipal education, focusing on Lapão (BA). The aim is to identify the variables that impact educational management and contribute to the formulation of public policies that improve the quality of teaching. The methodology involves a quantitative and qualitative study, with questionnaires administered to 78 teachers, 9 pedagogical coordinators, 16 principals and vice-principals, and 10 technicians from the Department of Education. The data was analyzed using statistical techniques and content analysis. The results indicate that the school infrastructure needs to be adapted for the development of pedagogical activities, as evidenced by the lack of adequate spaces, materials and equipment. Teacher training and appreciation proved to be insufficient, resulting in high turnover and demotivation among professionals. In addition, school management issues, such as administrative limitations and the lack of strategic planning, were identified as obstacles to implementing improvements. Students' socio-economic conditions, such as social vulnerability and high dropout and repetition rates, also have a negative impact on school performance. The final considerations highlight the need for integrated public policies that address the difficulties identified, promoting teacher appreciation, improvements in infrastructure and better economic conditions for students. The active participation of educators in the search for alternatives and strategies is fundamental to overcoming these challenges and promoting quality education.

Keywords: Educational Quality, Management Difficulties, Teacher Training, School Management

INTRODUCTION

The management of educational quality in public schools is a topic of growing relevance in the Brazilian educational scenario, especially in the current context, in which the quality of education is one of the main indicators of a country's development. Indeed, the formation of critical citizens capable of contributing to socio-economic development is fundamental, and in order for educational objectives to be achieved, educational management must be carried out efficiently and effectively. However, various difficulties have been reported in implementing management practices that promote this quality, making it necessary to take a close look at the obstacles faced.

With this in mind, the general aim of this study is to investigate the difficulties in managing educational quality in public schools in the final years of schooling in the municipality of Lapão, Bahia. In order to achieve this objective, the following specific objectives were established: firstly, to review the background to research into educational quality, providing an overview of the research carried out in the area; secondly, to present the theoretical bases that underpin the understanding of educational quality; and finally, to identify, among the studies of the theoretical bases, the main difficulties that impact on student performance. The question guiding the research is: What are the main challenges to managing educational quality in Lapão's public schools, and how do these challenges impact on student performance?

The municipality of Lapão, located in the state of Bahia - one of the largest territorial units in the country in terms of population and diversity - presents challenging educational realities, strongly marked by precarious socio-economic conditions that negatively impact the quality of local education. Despite the investments made by the government in infrastructure, teacher training and school management, problems such as school dro-

pout, repetition and low academic performance persist, especially visible when comparing Lapão's Basic Education Development Index (IDEB) with other regions.

The municipality achieved an IDEB score of 3.9 in the final years of elementary school, below the expected average, demonstrating the need for strategies and actions aimed at improving the educational quality offered by its institutions.

The universe of this study comprises the municipal public schools in the final years of elementary school in Lapão. Specifically, the population investigated is made up of 8 municipal public schools in the final years of primary education, totaling 208 participants, covering different segments of school management and operation.

The methodology adopted for this investigation will be a literature review, which will allow a critical analysis of previous research on the subject. This approach is fundamental to understanding the dynamics of educational management and the difficulties that permeate the implementation of quality practices in schools. The literature review will be carried out by identifying and analyzing relevant studies, making it possible to extract information that will contribute to building more robust knowledge about the difficulties faced in public schools.

The importance of this work lies in the need to adopt actions aimed at improving educational management, not only in the municipality of Lapão, but also in similar educational contexts. By exploring the difficulties and taking a critical look at management practices, the expectation is that the results of this research will provide input for the formulation of public policies that promote more effective and inclusive educational management, thus contributing to the promotion of educational quality in public schools.

BACKGROUND TO RESEARCH INTO EDUCATIONAL QUALITY

Research into the difficulties in managing educational quality in municipalities in the interior of Brazil, such as Lapão (BA), is part of a debate that already has a consolidated base in the scientific literature. In this sense, an in-depth study by the researchers that preceded this investigation highlights the historical and structural difficulties faced by Brazilian municipal education systems, especially in contexts of socio-economic vulnerability. This study highlights that several authors have discussed factors such as poor infrastructure, insufficient teacher training, managerial shortcomings and the impact of public policies on the quality of education.

The complexity of the challenges faced in school management is widely recognized. According to Lück (2009), school management in Brazil faces significant obstacles related to the scarcity of resources, the lack of strategic planning and the low involvement of school agents in decision-making. The author emphasizes the importance of active pedagogical leadership as essential for improving educational results. The lack of effective coordination and inefficiency in the allocation of resources hampers not only management, but also the teaching-learning process, directly reflecting on academic results.

Libâneo (2012) complements this discussion by stating that the quality of education is influenced by both intra-school and extra-school factors. The author points out that small municipalities, such as Lapão, have aggravating factors that hinder the management of educational quality, such as the difficulty in retaining qualified professionals and budget limitations that prevent necessary investments in infrastructure and teacher training. The scarcity of financial resources is a critical factor that jeopardizes the implementation of effective education policies.

The challenges are further exacerbated by the public policies of decentralization and municipalization of education in Brazil, discussed by Oliveira and Araújo (2005). These authors argue that such decentralization, although intended to democratize educational management, ends up reinforcing regional inequalities, making it difficult to implement minimum quality standards. The lack of uniformity in educational policies between the different regions of the country becomes a significant obstacle for municipalities like Lapão, which often struggle to meet the specific demands of their community.

The evaluation of educational quality, through national indicators such as the Basic Education Development Index (IDEB), is addressed by Broietti and Machado (2013), who emphasize its role in identifying systemic failures and guiding strategies for raising school performance. Analyzing these indicators is crucial to understanding the gaps in the education system and developing interventions based on concrete data, especially in contexts with low performance rates, such as those found in Lapão.

Finally, teacher training and valuing teachers are central themes discussed by Nóvoa (2009). The author points out that continuing teacher training and professional recognition are essential elements for overcoming obstacles to educational quality. The training and motivation of educators are fundamental to the implementation of innovative and effective pedagogical practices, which can contribute significantly to improving the quality of teaching in the region's schools.

In summary, the study of the background to research into educational quality management in Lapão (BA) reveals a complex panorama, where the intersection of economic, social and political factors creates significant challenges. The existing literature provides a solid theoretical basis that can guide the iden-

tification of the specific difficulties faced by schools in the municipality, as well as the search for practical solutions that can be implemented in educational institutions. This understanding is essential for the development of public policies and educational practices aimed at improving the quality of education and strengthening the educational system in similar contexts.

THEORETICAL BASES FOR UNDERSTANDING EDUCATIONAL QUALITY

According to Lück (2019), educational quality is intrinsically linked to the ability to guarantee the full development of students through contextualized, coherent and efficient pedagogical practices. In this sense, quality is seen as the result of coordinating multiple factors that meet the expectations of teaching efficiency and effectiveness. However, this process often faces significant barriers, such as lack of resources, inadequate infrastructure, absence of well-structured public policies and lack of strategic planning.

School management is considered a fundamental factor in educational quality. Lück (2009) points out that the scarcity of resources and the lack of strategic planning are obstacles that compromise the administrative and pedagogical efficiency of educational institutions. Pedagogical leadership is identified as an essential component, capable of positively influencing educational results. The presence of committed and well-prepared leaders is therefore a determinant of teaching quality, since they are responsible for promoting an environment conducive to learning.

Public policies also play a significant role in managing educational quality. Oliveira and Araújo (2005) discuss the implications of the decentralization and municipalization of education, which, although aimed at democratizing management, can reinforce regional

inequalities. The fragility of educational policies in contexts of vulnerability can result in the inconsistent implementation of minimum quality standards, compromising the right to quality education.

Broiatti and Machado (2013) emphasize the importance of quality indicators, such as the Basic Education Development Index (IDEB), for identifying flaws in the education system. The analysis of these indicators is considered vital for drawing up strategies aimed at improving school performance, especially in regions with low quality indices. The use of quantitative and qualitative data allows for a more in-depth understanding of educational dynamics, guiding more effective interventions.

Finally, teacher training is seen as a central element in improving educational quality. As Nóvoa (2009) points out, valuing teachers and continuing training are fundamental to overcoming the challenges faced in schools. Support for the professional training of educators is considered crucial for the implementation of innovative pedagogical practices, promoting a more inclusive and effective school environment.

In summary, the theoretical bases that underpin the understanding of educational quality are supported by various academic contributions that address the challenges and potential of the educational system. The integrated analysis of managerial, social and political aspects provides a more comprehensive and grounded vision of how the quality of education can be promoted, especially in vulnerable contexts.

DIFFICULTIES INFLUENCING EDUCATIONAL QUALITY

In the context of Brazilian municipal education, especially in realities such as Lapão (BA), various difficulties have been identified that impact on the management of educational quality. These difficulties are discussed

systematically in the introduction, as well as in the empirical background and theoretical basis of the study, highlighting the influence of interdependent and structural variables.

The lack of adequate physical school spaces is often reported as a limiting factor to the proper development of teaching activities. Situations of insufficient physical space, teaching materials and equipment have compromised the teaching environment, restricting the possibilities for methodological innovation and adaptation to the demands of the 21st century (Lück, 2009; Libâneo, 2012).

Teacher training and appreciation are considered central variables related to difficulties in managing educational quality. The lack of structured continuing education programs and low pay have led to high turnover and demotivation among professionals, making it difficult to consolidate consistent teaching practices (Nóvoa, 2009; Oliveira and Araújo, 2005). The shortage of qualified teachers, evidenced by the universe of 78 teachers investigated, is even more pronounced in small municipalities, where retaining these professionals becomes challenging.

In addition, school management issues, such as limited administrative capacity, the absence of participatory strategic planning and the weakness of pedagogical leadership processes, were pointed out as obstacles to the implementation of policies aimed at improving educational quality. The decentralization of the system and the scarcity of administrative resources also had an impact on the work of the 9 pedagogical coordinators, 18 principals and vice-principals and 15 technicians from the Department of Education who took part in the study.

The socio-economic conditions of the public served, as well as out-of-school factors such as social vulnerability, truancy and repetition, are highlighted as variables that aggravate the difficulties of school management,

directly impacting student performance in official indicators, such as the Basic Education Development Index (IDEB), which showed unsatisfactory rates in Lapão (Broietti and Machado, 2013).

Finally, the capacity for monitoring and evaluation, as well as the strategic use of performance indicators, proved to be limited, making it difficult to identify priorities and redirect pedagogical and administrative actions.

It can therefore be concluded that the main difficulties in managing educational quality in Lapão and similar contexts are produced and reproduced by interconnected variables: precarious infrastructure, insufficient teacher training and appreciation, managerial/administrative incapacity, the socio-economic difficulties of students and limitations in evaluation and monitoring processes. Overcoming these difficulties requires integrated policies, participatory planning and effective appreciation of education professionals.

FINAL CONSIDERATIONS

Analyzing the difficulties that impact educational quality, especially in contexts such as the municipality of Lapão (BA), reveals the complexity of the variables that influence educational management. Therein lies the importance of studies and research into educational quality.

Certainly, the main difficulties, such as the adequacy of school infrastructure spaces, insufficient teacher training and appreciation, limited management capacity and adverse socio-economic conditions, have been identified as significant barriers to improving educational quality. Thus, the interaction between these variables can be seen as a microcosm of the difficulties faced in a broader context.

The identification of these difficulties points to the urgent need for integrated public policies that holistically address the multiple facets of education. Educators and education professionals are called upon to actively parti-

cipate in the analysis and development of alternatives and strategies aimed not only at overcoming the challenges, but also at promoting a safer and more effective educational environment. In this direction, continuing training for teachers and valuing their skills are fundamental aspects that should be prioritized.

In addition, promoting participatory strategic planning can facilitate the administrative management of schools and contribute to creating more favorable conditions for teaching and learning. The implementation of policies that address the improvement of students' socio-economic conditions, alongside teacher training and development programs, is vital to ensure that all students have access to a quality education.

For all the above reasons, the aim of this article is considered to have been achieved, considering that it investigates the difficulties in managing educational quality in public schools in the final years of schooling in the municipality of Lapão, Bahia, based on the study of the previous researchers of this research on educational quality, and also presented the theoretical bases that support the understanding of educational quality.

In view of the above, overcoming the difficulties identified requires a joint commitment from all those involved in the educational process, from managers to educators and the community. Formulating strategies based on the realities observed will not only improve educational quality, but will also provide the confidence needed for the long-term sustainability of the education system.

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