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Theory of Active Participation of Socio-educational Actors in the Teaching-Learning Process on School Performance

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ABSTRACT

This research was based on generating a theory of active participation of socio-educational actors in the teaching-learning process on school performance in primary education in light of ethnography. The research was qualitative and was based on the ethnographic method because it allowed the Researcher carry out a deep description process of the subject matter under study. The theories on which this research was based were: Cerpe Community School Integration (2007) and Lev Vigotsky's Social Constructivism Theory. The line of research used was education for sustainable human development, through education in values. The setting was in the Hipolita Black Educational Unit, of Vicar III, Calabozo in the Guárico State, Venezuela. In the case of this study, the key informants were two (02) teachers, two (02) representatives and one (01) member of the community. The technique for collecting the information was a structured interview. The findings highlighted the low responsibility of socio-educational actors in the teaching-learning process for improving school performance. The theory generated revealed the application of innovative strategies that the teacher must carry out to achieve a greater integration of all socio-educational actors (family, school and community) to improve school performance and achieve the formation of an integral human being.

Descriptors: active participation, socio-educational actors, teaching-learning, school performance.

Biographical Review: Research professor, I was born in Cazorla Guárico State, Venezuela, in 1979, I started my undergraduate career at UNERG, where I obtained the title of Bachelor of Integral Education and some years later I obtained the title of Magister Scientiarum in Education Mention Educational investigation.