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Praxeological Worldview of Management for Socio-Educational Transformation in Primary Education.

ABSTRACT

The study "Praxeological Worldview of Management for Socio-Educational Transformation in Primary Education" aimed to analyze how a management approach based on a praxeological perspective can foster structural and inclusive changes in primary education, emphasizing ethical values, critical reflection, and transformative action. This research adopted a qualitative approach using a documentary-bibliographic design. Relevant sources from authors such as Freire, Morín, and Habermas were collected, focusing on theories of praxis, educational leadership, and socio-educational transformation. Information was organized and analyzed through documentary records to ensure a robust conceptual framework. Results: Praxeological management stood out for integrating theory and practice to improve educational quality, encouraging active participation of teachers, students, and communities. Key strategies identified included continuous training, value-centered projects, and community involvement. However, challenges such as resistance to change, insufficient resources, and limited preparation of educational managers were also highlighted. Discussion: The study underscores the need for management leadership grounded in critical dialogue and inclusive strategies, emphasizing its potential to align educational policies with local needs. Praxeological management is presented as a tool to transform socio-educational realities, though it faces contextual and institutional challenges. Conclusions: The research concludes that educational management, when integrating reflective praxis, ethical leadership, and adaptive strategies, can enhance equity and quality in primary education. Nonetheless, its success depends on coherent policies, adequate resources, and visionary leadership that inspires and facilitates sustainable change.

Descriptors: Worldview, Praxeological, Management, Transformation, Socio-Educational, Education, Primary.

Biographical Review: Professor in Rural Education from UPEL-El Mácaro. Specialist in Primary Education (UNESR) and in Educational Direction and Supervision (UNEMSM). Master's degrees in Educational Research (UNERG) and Primary Education (UNEMSR). Experienced classroom teacher, Pedagogical Coordinator, Coordinator of Permanent Training, and Deputy Director at E.P.B Santa Rufina. Supervisor in the Biruaca School District. Currently, University Professor in Primary Education, Direction, and Supervision at UNEMSR, and Coordinator of Permanent Training and Educational Quality at CDCE Municipio San Fernando.