

Pedagogical Strategies Focused on The Active Participation of Parents and Guardians to Strengthen Student Performance

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ABSTRACT

The general objective of this research was to propose pedagogical strategies focused on the active participation of parents and guardians to strengthen the academic performance of third-grade students at the "Carlos Segundo Madera" Elementary School in Calabozo, Guárico State. Theoretically, it was based on Bronfenbrenner's Ecological Systems Theory (1987) and guidelines from the Ministry of Popular Power for Education (MPPE). Methodologically, it was framed within the positivist paradigm, with a quantitative approach, and was a feasible project supported by a descriptive field design, associated with the Education for Community Development line of research. The census population consisted of sixteen (16) adults (one teacher and fifteen parents/guardians), incorporating the performance of nine (9) students through document analysis. Data was collected using a survey with two dichotomous questionnaires (19 items for the teacher and 12 for parents/guardians). Validity was determined by the judgment of three experts, and reliability was established using the Kuder-Richardson (KR20) coefficient. The data were processed using descriptive statistics of absolute and percentage frequencies. The diagnostic results revealed time constraints for families, a lack of innovative technological tools for teachers, and a consequent cognitive lag in reading, writing, and math skills among students. These critical issues justified the design of the pedagogical proposal aimed at consolidating a viable operational model that fosters family integration and educational excellence.

Descriptors: Pedagogical strategies, Active participation, Student performance, Primary education.

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