Theoretical Approach for Family Socio-educational Corresponsibility in the School Formation of Children

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ABSTRACT

Abstract contemporary society faces a real crisis whose gravity is manifested in its global character. In its desire to contribute to the solution of this reality Governments, educational institutions, public and private, have considered education as the way for the construction of a more just and equitable society. However, teachers singly not can carry out this responsibility, the participatory families of learners intervention is needed. These reasons, led to the realization of this project with the purpose of creating a theoretical approach to the joint family responsibility in the education of their children, from the experience in the second stage of basic, Bolivarian school education America, Calabozo, Guárico State. It is a research framed in the qualitative paradigm held in the following theories: the complex thought of Morin (1990), Carl Rogers theory humanistic (1970), theory, Phenomenological theory of Husserl (1901). The method used was the phenomenological, making use of the interview, semi-structured as a technique to collect the information provided by six (06) key informants. The instrument used to collect information was the guide of interview guidelines. The collected data were analyzed through categorization, verification, triangulation, structuring, systematization and theorizing. Results: the school coexists in a lonely struggle to carry to term the planned objectives, seeking to overcome those factors influencing negatively the exercise of his role, mainly low family engagement. which holds four pillars such as: family culture, the philosophy of life of the family, the academic formation of the same and the school context. Take actions aimed at the removal of the old structures that support the unity school, refounding their bases about philosophies that adapt to changes required by today's society.

Key words: Stewardship, Socio-educational, Family