

The Picture of Teaching Physical Education and Sports in Primary School in Burundi Country

Japhet Ndayisenga
Master Program in Sports Sciences
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia
ndayisengajaphet@gmail.com

Wara Kushartanti
Faculty of Sports Sciences
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia
wkushartanti@gmail.com

Abstract—physical Education and Sports is one of the subjects taught in schools. The discipline relies on sports and artistic physical activities for support. It is essential in such areas as health, cognitive, intellectual, social, physiological and psychological. The purpose of this study was to show the current status of teaching the discipline in primary schools in Burundi. The population for the study include teachers and directors of schools. The total random sample consisted of 26601 primary teachers and 1660 directors. This was a descriptive research with mixed method, qualitative and quantitative. The investigation of the two categories was done and questionnaires distributed to both teachers and directors. The results of the research show that the discipline was inefficiently taught due to lack of qualified teachers, teaching aids, and sports facilities and equipment. The variables were verified more than 75%. The study establish that pupils in Burundi do not fully benefit from physical Education and sports. The results can represent other parts of the world.

Keywords—*physical education, sports, teaching*

I. INTRODUCTION

Physical education and sport is a fundamental right for all. Every human being has a right to access physical education and sport which are very essential for the development of personality. The right to develop physical aptitudes, intellectual and moral skills through physical education and sports must be guaranteed both within the educational system and in other aspects of social life [1]. The discipline takes care of the children in totality, giving them physical and psychical well-being for total blooming. It also influences the development of physical qualities and intellectual, moral and social formation of the child [2]. Furthermore, it has the potential to make impact young peoples' development in each of these domains: physical, social, affective and cognitive [3]. The goal of physical education and sports in Burundi curriculum is to help children grow up healthy and prepare them for labor market so that they fulfill their responsibilities as citizens. Knowing the significance of teaching physical education and sports to a child, it is up to us to draw a comparison with the current situation in Burundi and make relevant adjustments.

The present social context makes individuals perceive teaching, learning and lifelong education as something not obvious [4]. A research related to teaching of physical education and sports in primary schools has not been conducted before in Burundi. It concerns stakeholders that the

talents of children are lost at an early age. Sadly, the current methods of teaching this lesson is still unknown in Burundi. Physical education and sport is important instrument for transition of young people to adults [5]. Therefore, we need to question the manner in which teaching is carried out in school. To that end, the hypothesis the study is: The irregularity in handling physical education and sports is caused by inadequacy of qualified teachers, shortage of teaching materials, and lack of training.

This research is very important study that will bring to attention current state in school with regards to the subject in question. The results of the study will show us the obstacles that the discipline face. The findings bring material information to the Ministry of higher education and scientific research of Burundi, which be used in policy making and implementation. Unfortunately, the problems encountered are not only noticeable in Burundi but also in other countries worldwide. The research is categorized into five subsections: introduction, literature review, methodology, result and interpretation, conclusion and suggestion.

II. LITERATURE REVIEW

This section will define the concepts of us education, physical education and sports.

A. Education

Education is the deliberate and systematic influence, exerted by the mature person upon the immature through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human being, according to individual and social need and directed towards the union of educant with his creator as the final end [6]. Basic education must reach the full development of the human person. She develops the capacity of understanding, critical thinking, and instilling respect for human rights and values such as solidarity, tolerance, democratic citizenship, and sense of justice and equity [7].

B. Physical education and sports

Physical education and sports are parts of general education that use physical exercise. It is a set of methodical and regular practices designed to develop, improve or maintain the physical, intellectual and moral qualities that enable a child to fit in both physical and social environment, intellectual develop, and strengthen health health status [8].

III. METHODOLOGY

It is based essentially on the mixed method, both qualitative and quantitative approach. The data were collected using two techniques, literature review and the field survey. The latter involved the administration of questionnaires while the former involved only a part of population [9]. Specifically, the sample population included a total of 28261 people. For the purpose of the survey the researchers developed and distributed two types of questionnaires to the 26601 teachers and to 1660 directors. To obtain permission we contacted the inspectors of primary schools in each province of Burundi who gave us the go ahead letters. This correspondence allowed us access to the different institutions. These directors sent back the filled questionnaires through the teachers. This made it easy to retrieve all the questionnaires. The field survey took place from February 10 to June 30, 2015. It first involved a series of discussions with the directors, followed by administration of questionnaires in the month of June 2015. All the respondents were able to complete the questionnaires in time. The main problem faced was financial constraint. The distance between schools also posed challenges, especially with regards to time and travelling expenses.

IV. RESULTS

In this part we will have to make up the results from the research and a kind of discussion.

IV.1 Result

Counting was done by gathering the identical answers. The results obtained were calculated as a percentage of the totals from the questionnaire. Histograms were used for interpretation of results. The following are the results from all the respondents.

A. Questions addressed to directors

1) Are there qualified teachers in the field to handle physical education and sports?

On this question the result showed that nearly all the directors do not have qualified teachers.

2) Are physical education and sports concerns addressed during executive sessions or meetings?

More than 80% of the respondents stated that physical education and sports issues are not addressed, proving the neglect of the discipline.

3) Is physical education and sports listed in primary school curriculum?

100% of the respondents were of the opinion that physical education and sports is included in the list of educational programs. This implies that the discipline is not regularly taught not because it does not exist but due to lack of knowledge and the ignorance.

4) Why is physical education and sports was not taught?

At this level the answers collected from the directors were included the absence of necessary equipment, lack of training.

5) Are physical education and sports sessions observed during class visits?

100% of the respondents stated that the physical education and sports is not observed during the class visits.

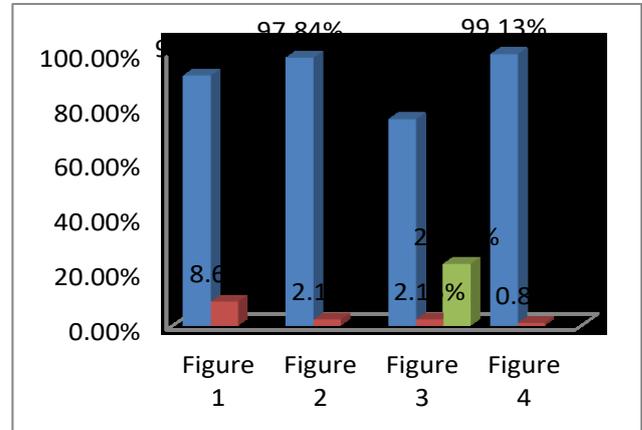


Fig. 1. Figure of question1, 2, 3 and 4.

B. Questions addressed to the teachers

1) Do you have training on physical education and sports

Fig 1: Of the 26601 surveyed, 231 teachers or 8.68% had two week training course on the teaching physical education and sports; this training was organized by the ccommute of sport without borders in collaboration with the right to play. The result established that there is a lack of training teachers

2) Do you have pedagogical support on physical education and sports?

Fig2: of 26601 surveyed showed that 26027 or 97.84% of respondents have no educational support.. Only 2.16% of the teachers have some old material and they were not able to interpret correctly because of insufficient knowledge.

3) Is the time allocated to the physical education and sports respected?

Fig3: only 574 respondents or 2.15% respect the teaching of PES in primary school. 75.34% of respondents do not focus on time allocated to the teaching of physical education. Only 22.45% use this time for other activities such as teaching languages or sciences.

4) Do teachers prepare their lessons in physical education and sports?

The result showed that 26370 respondents (99.13%) do not prepare for the lesson. Only 231 teachers make a daily preparation. This show the extent to which teachers neglect the discipline.

5) Do you have infrastructure and sports equipment?

The 26601 respondents (100%) did not have necessary infrastructures. On the equipment, only 2098 respondents had at least one ball and some few old books. The result

showed there was lack of infrastructure and sports equipment.

6) *What do you suggest?*

Teachers were of the opinion that even if there is a lack of qualified teachers in the field, the upgrading of physical education and sports education by treating it in the same way as other courses, creation of structures for continuous training and a pedagogical monitoring unit, the creation of sports infrastructure in schools, and regular organization of inter-school sports competitions can positively influence the effectiveness of the discipline.

V. DISCUSSION

Teachers are the major sources of knowledge and skills to pupils. Students learn the standard curriculum from their textbooks and related materials assigned by their teachers [10]. But in this case the above survey results showed that 97.84% of teachers do not have teaching aids. In addition 100% of the respondents did not have the infrastructure. Furthermore, 2.15% of respondents regularly teach physical education and sports against 75.34% of respondents who do not regularly follow the time allocated to the discipline. Generally, you may be skilled at teaching soccer but not as skilled at tennis or gymnastics [11]. As a result, most of the instructors do not teach physical education and sport due to lack of knowledge. Still, the equipment is insufficient, with only 2098 respondents having at least one football and some old books. The investigations we conducted during the study and the results obtained conform with the research hypothesis: Teaching physical education and sports is related to the lack of qualified teachers, teaching aids, teacher training, and lack of sports facilities and equipment in primary schools. The fall in minimum qualification standards and the shortening of teacher training program decline quality of children's education [12]. If physical education key stakeholders builds a quality program, all children will participate and engage in learning [13]. This worrying situation challenges the relevant authorities and all academic stakeholders to come up with relevant strategies for a revival of the teaching of subject to ensure that the rights of the children to the physical education and sports is respect.

VI. CONCLUSION

The present study on the current situation of the teaching of the physical education and sports in the primary school in Burundi allowed us to acknowledge some problems that block the educational quality of children such as lack of qualified teachers, teaching aids, training, sports facilities and equipment. These factors hinder teaching of the discipline.

They do not allow teachers for the lesson in an effective way. According to the results only 2.15% of respondents regularly teach the discipline school.

The solutions we advocate in response to these difficulties are as follows. Firstly, the education system should do their best to eliminate the obstacles. Secondly, quality teaching at school must allow every child to have a training in fundamental values such as respect for the rules of social life and self-confidence. Regularly practiced of the latter contributes to the acquisition of physical, mental, intellectual, health as well as the acquisition of the essential motor skills for life.

REFERENCES

- [1] G. Droll-Tepper, K. Koenen, and R. Bailey, *Sport, social policy, the state of the social sciences* by Routledge 2017, 2 Park square, Milton park, Abingdon, Oxon ox144RN.
- [2] T. Lynch. *The Future of Health, Wellbeing and Physical Education: Optimising children's health through local and Global Community partnerships*. Hampshire: Palgrave Macmillan, 2016.
- [3] R. Bailey, K. Armour, D. Kirk, M. Jess, I. Pickup, R. Sandford "The Educational Benefits Claimed for Physical Education and School Sport," *An Academic Review, Research Papers in Education*, v 24 n1, 1-27, Mars 2009.
- [4] J. Lyle and C. Cushion. *Sport Coaching: Professionalization and practice journal and multimedia* Elsevier Health and sciences, 2010.
- [5] U. Pühse and M. Gerber, *International comparison of physical Education. Concepts, problems, prospects*, Oxford: Meyer & Meyer Sport (UK) Ltd, 2005
- [6] A. R. Rather. *Theory and principles of education*, New Delhi: Discovery publishing house, 2004.
- [7] D. Vijaya Lakshmi and D. Bhaskara Rao, *Basic Education*, New Delhi: Discovery publishing house, 2004.
- [8] G. Stidder and S. Hayes, *Equity and Inclusion in physical Education and sport*, New York, second edition, Routledge, 2013.
- [9] K. S. Kushwaha, Rajesh Kumar, *The theory of sample surveys and statistics decisions*, New Delhi: New Delhi Publishing Agency, 2009.
- [10] L. Tan Wee Hin and R. Subramaniam, *Handbook of Research on Literacy in Technology at the K-12 Level*, Hershey: Published in the united states of American by idea Group Reference, 2006.
- [11] P. Ward and H. Lehwald, *Effective physical Education: Content and Instruction*. Shape America society of health and physical education, 2005.
- [12] Cathy Gayor: *Decentralization of Education, teacher management*, Washington.D.C: Library of Congress Cataloging-in-publication, volume. 292. 1998.
- [13] Stephan A. Mitchell and Jennifer L. Walton. *Fisette: The essentials of Teaching Physical Education: Curriculum, Instruction and assessment*, Washington, Shape America society of health and physical education, 2016.