

Ways of Strengthening Educational Partnership in the Physical Education of Primary School Students

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Abstract

Strengthening the educational partnership between school and family is essential for ensuring the correct development of students. Constant communication; parental involvement in school life, so parents could get to know the school environment better and interact with teachers and other parents, counselling and support for parents, volunteering programs, assessment and feedback, mutual respect and trust, physical activity logs are some ways to strengthen this partnership. The school and the family must be based on mutual respect and trust. Teachers must respect parents' experience and values, and parents must trust teachers' skills and experience. Students are more likely to achieve learning success and develop harmoniously through collaboration and cooperation between school and family. At the same time, the school and parents can collaborate in planning the physical education program, considering the needs and preferences of the students. This may include consulting parents to better understand the level of physical activity at home and choosing activities and sports according to children's interests and abilities, to ensure a balanced profile well suited to their needs. Strengthening the school-family partnership in physical education can promote a healthy lifestyle and harmonious development of students. Communication, parent involvement, education and collaboration are essential for achieving this goal.

Keywords: physical education, educational partnership, school–family, small school-age students.

Introduction

Physical education and active lifestyle have become increasingly important in our society, having a significant impact on the formation and development of students' personality. Given that more and more children are facing health problems related to sedentary lifestyles and poor nutrition, the collaboration between these two fundamental entities in children's lives must contribute significantly to the promotion of an active and healthy lifestyle, as well as to the formation of healthy habits among students. Physical education at school is the most important form of organizing the process of physical training and the formation of skills and motor skills, but also of acquiring knowledge about the given process. Thus, the physical education of small school-age students is given the greatest importance, this subsystem being designated as "the core of the physical education activity or the entire activity of practising physical exercises" [1, p.58]. This is because the physical education of children is formed to develop the personality as a whole and the school signifies the main factor of their preparation for life, through its formative value [5, p.54].

One of the problems discussed year by year by teachers is the fact that parents do not get involved either in the educational process at school or in the extracurricular one. Thus, it happens that the parent takes an interest in the child when the problems are bigger when the director or the teacher manages to get in touch with him and only then the parent arrives at school [2, p.17]. If the child's progress is not constantly observed, that child may experience problems in the classroom. Reasons such as "I don't have time" or "I'm tired because of the

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busy schedule" are not valid to justify the carelessness and non-involvement of parents in the child's development and training.

The pedagogical responsibility of physical education teachers in primary education is to inform parents about how they can be actively involved in the development of children's personality. Physical education can improve student achievement and educational strategies only through the active involvement of parents. The family has always had a decisive influence on the child's education, being able to react and contribute to the development of the students' personality, we owe it the virtues of the nation, in the family the relationships between generations are strengthened, which are of particular importance for human society. By systematically observing the child at home or in the school environment, both health problems and problems of behaviour or adaptation to school tasks can be detected early. Knowing these problems can lead to the adoption of an appropriate educational program, as it is easier to prevent than to correct educational problems [4]. Contemporary investigations mention the need to increase the pedagogical culture of parents and the importance of continuous training of the emotional culture of teachers for correct physical education of the child; at the same time, we must mention that the effectiveness of children's physical education from the first years of life depends on the level of pedagogical culture of teachers and parents.

The purpose of the research is to determine ways to strengthen the educational partnership in the physical education of primary school students.

Strengthening the educational partnership in the physical education of primary school students can be achieved in several ways, as shown in *Table 1*. First of all, it is important that the school communicates with parents about the importance of physical education and involves them in the activities and programs carried out in this domain. By organizing periodic meetings with parents and by constantly informing them through diaries or electronic messages, parents can be aware of the progress of students in the discipline of physical education. They can be involved in various sports events or competitions in which their children are involved.

Table 1. Ways of strengthening the school-family partnership in the physical education of primary school students

Constant communication	There must be constant and effective communication between the school and the family. This can be done through regular meetings between teachers and parents or through an electronic communication channel (email, online discussion groups, etc.).
Parents' participation in school activities	The school may organize special activities in which parents are invited to participate, such as open days, conferences, school performances or sports activities. Through these events, parents can get to know the school environment better and interact with teachers and other parents.
Parent education programs	Schools can organize parent education programs to provide information on the importance of physical activity and how it can be supported and promoted in everyday life. These programs may include training sessions on exercise, healthy nutrition and the importance of an active lifestyle.
Volunteer programs	Encouraging parents to get involved in school activities through volunteering can be an effective way to strengthen the partnership. Parents can help organize events, provide support in classes or contribute to the development of school projects.
Physical Activity Logs	Schools can require students to keep logs of their physical activity and work with parents to monitor and record progress. In this way, parents can observe

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	children's commitment and involvement in physical activity and will have the opportunity to support and encourage them in achieving their goals.
Feedback and evaluation	Physical education teachers should provide regular feedback to parents regarding student progress in physical skills, behaviour, and overall development. Parents can be involved in the assessment of children by participating in individualized meetings and discussions with physical education teachers.
Collaboration in planning	Schools and parents can collaborate in planning the physical education program, taking into account the needs and preferences of the students. This may include consulting parents to better understand the level of physical activity at home and choosing activities and sports according to children's interests and abilities, to ensure a balanced profile well suited to their needs.
Mutual trust	For the educational partnership to be strengthened, the school and the family must be based on mutual respect and trust. Teachers must respect parents' experience and values, and parents must trust teachers' skills and experience.

At the same time, the school should pay special attention to the training of parents to support their children in physical education activities. Seminars or workshops can be organized for parents, where they can receive information about the importance of physical activity for children's development and about how they can support them at home. Parents can also be trained in warm-up techniques before exercise or how to prepare equipment for sports activities. Thus, parents will be prepared to be actively involved in their children's physical activities and provide them with the necessary support to achieve good results.

Evidence from various studies shows that parental involvement in children's physical education has a positive impact on school performance, as well as their overall health and development. Therefore, the school and the family must work together to join forces in promoting healthy habits and creating an environment suitable for children's physical activity.

Methodology

To investigate and analyze ways to strengthen the educational partnership in the physical education of primary school students, the following research methods were used: the observation method that provided us with information about the degree of involvement and communication between the two entities; questioning and interviewing, through which we investigated the perceptions, attitudes and experiences of the parties involved in the partnership – as a result of statistical processing of anonymous questionnaires and conversations with students, we had the opportunity to determine the attitude of parents and children towards physical education and healthy lifestyle, as well as to identify the main difficulties in the organization and methodology of attracting children and parents in physical education activities; case studies; document review involving the examination of various relevant documents such as school curricula or policies, health certificates lesson plans, school messages to parents or information materials addressed to parents.

Results

According to numerous studies carried out by local researchers Maistrenco G., Cobăleanu Z., Ciobanu S. [3], about 75% of school-aged children have serious health problems. Healthy children in this age group represent 10-12%, about 40% of children suffer from chronic diseases, diseases of the cardiovascular system and the locomotor system, which progress

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rapidly. In this sense, a modern diagnosis is necessary, with the application of some preventive measures.

Thus, we conducted a study in which 265 students at low school age (grades I-III) from four localities of the Strășeni district of the Republic of Moldova and their parents were enrolled. In the study of the students' physical condition, a series of diseases were identified (the health condition is presented in Table 2.). In the first grade, 69% of the boys had health disorders (respiratory system diseases – 23%, intestinal parasites – 18%; endocrine, nutritional and metabolic diseases – 11%; myopia – 5%; neuroses – 7%; platypodia - 5%), in the case of girls this share was 53% (diseases of the respiratory system - 18%; intestinal parasites - 13%; endocrine, nutritional and metabolic diseases - 9%; myopia - 11%; neuroses - 2%).

In the 2nd grade, 47% of the boys had certain diseases: (diseases of the respiratory system - 14%, intestinal parasites - 18%; endocrine, nutritional and metabolic diseases - 11%; myopia - 2%; neuroses - 2 %). Among girls, the number of cases of illness was 48% (respiratory system diseases - 16%, intestinal parasites - 14%; endocrine, nutritional and metabolic diseases - 11%; myopia - 5%; neuroses - 2%).

In the 3rd grade, a high percentage of diseases was identified: in boys - 78% (respiratory system diseases - 27%, intestinal parasites - 16%; endocrine, nutritional and metabolic diseases - 20%; myopia - 11%; neuroses - 2%; platypodia - 2%), in girls - 62% (respiratory system diseases - 18%, intestinal parasites - 16%; endocrine, nutritional and metabolic diseases - 7%; myopia - 9%; neuroses - 5%; platypodia – 7%).

According to our data, on average, among primary school students, illnesses constituted 60%. In the case of students from the third grade, the highest level of illnesses was recorded (70%), compared to those from the first grade (61.5%). It should be noted that there are more boys with conditions (64.6%) than girls (54.3%).

Table 2. Physical health status of primary school students during the whole school year (%)

Nr.	INDICATORS	Young schoolchildren from Rădeni, Romanești, Micăuți, Codreanca					
		Girls (n=133) X ± m			Boys (n=132) X ± m		
		I grade	II grade	III grade	I grade	II grade	III grade
1	Respiratory diseases	18	16	18	23	14	27
2	Intestinal parasitosis	13	14	16	18	18	16
3	Endocrine, nutritional and metabolic diseases	9	11	7	11	11	20
4	Myopia	11	5	9	5	2	11
5	Neuroses	2	2	5	7	2	2
6	Platipodia	-	-	7	5	-	2
	Total diseases (%)	53	48	62	69	47	78

In this respect, all primary school age students were divided into five health groups as follows in Table 3.

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Table 3. Distribution of primary school age students according to health groups

health group	Young schoolchildren					
	I grade		II grade		III grade	
	Nr. students	%	Nr. students	%	Nr. students	%
I group – healthy children	80	90	79	90	77	87
II group – healthy children, with morphofunctional deviations and low resistance	5	6	7	8	6	7
III group – sick children during the compensation period	4	4	2	2	5	6
IV group – patients in the period of undercompensation	-	-	-	-	-	-
V group – patients in the decompensation period	-	-	-	-	-	-
Total	89	100	88	100	88	100

In conclusion, we can affirm that the morphofunctional and general motor condition of young school-aged students can be significantly improved by applying the methodology and special techniques of physical education, by involving teachers and parents in physical education activities both at school and within the family.

It is important to mention that parents play the main role in the education of children of young school age, namely they must be the ones who cultivate children's love for physical activities and sports. The survey conducted among parents showed the following: approximately 12.83% of respondents could not assess their child's health, almost the same number (12.83%) assess the child's health as good, and 70.19% are not satisfied with the health of their children.

Parents are an indisputable authority for children, therefore, if they do not practice physical exercises independently (more than half – 54.47%) and do not have a healthy way of life (84.53%), then this cannot be asked even from the children.

Also, about 46.79% of the people surveyed are convinced that the main factor influencing the physical education of school-age students is common physical exercises, 18.87% believe that their example is needed and 34.34% of parents spoke in favour of participating in sports events (Fig. 1.).

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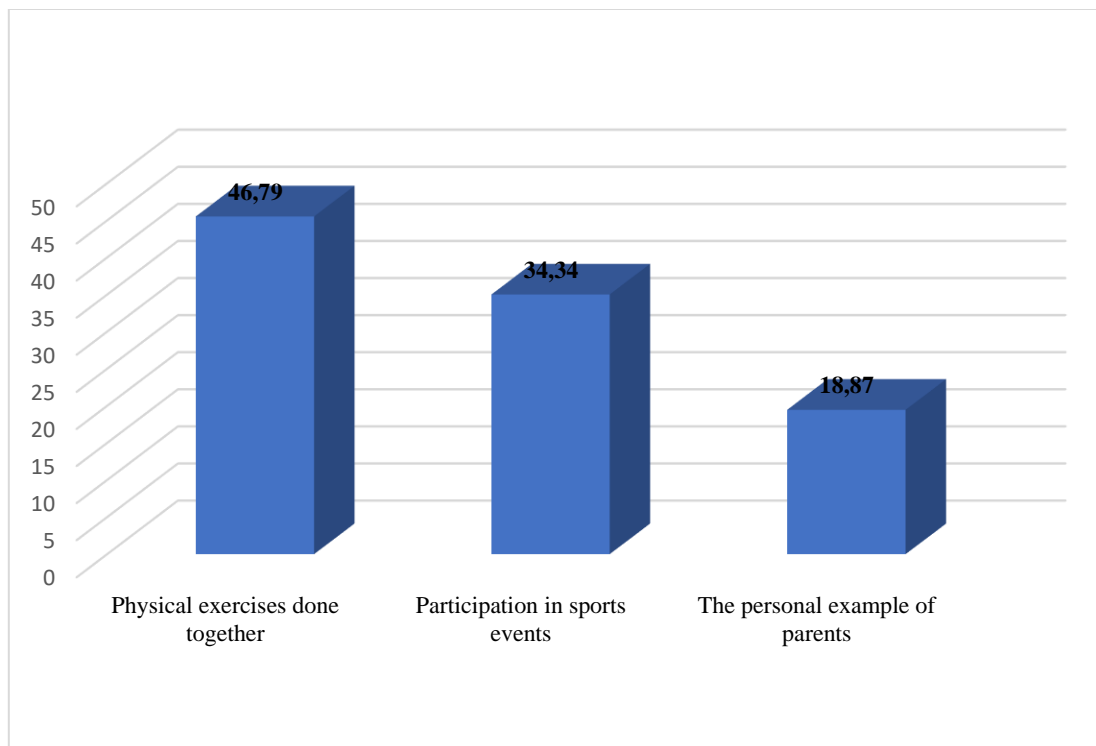


Figure 1. Distribution of the answers given by the parents regarding the factors that influence the child's physical education

Analyzing the answers to the question: "What are the ways and means of optimizing physical education that interest you?" (Fig. 2.), we notice that parents want to know more about physical education activities in the family, about methods of tempering the human body, running and walking techniques, and the other ways of optimization are less significant for them.

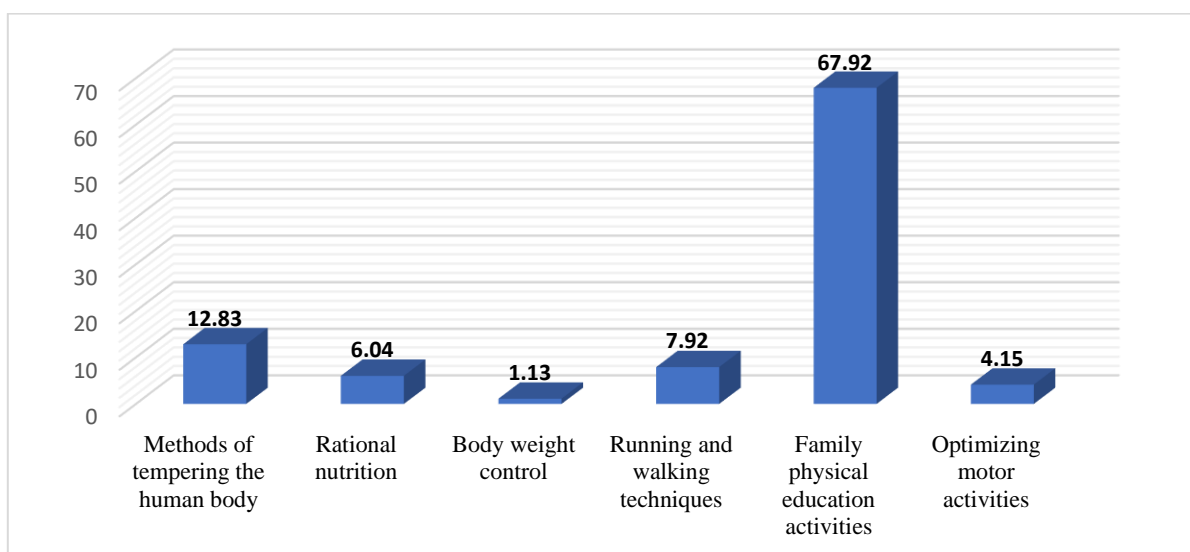


Figure 2. The opinions of parents regarding ways and means of optimization

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of physical education

Analyzing the answers to the question: "Do you ask for the help of the physical education teacher in the physical training of your children?", the following was found: 51.70% do not ask for the teacher's help, 37.36% do so occasionally, and 10.94% of respondents turn to the physical education teacher for help in the physical training of children.

To the question: "In your opinion, what are the reasons why children do not participate in sports activities?", from the answers analyzed by us and presented in Fig. 3, we can note that 41.13% of parents indicated that one of the reasons is the excessive volume of educational activities at school, which is true because the school curriculum is overloaded, thus leaving little time for physical activities. A significant part, 48.31% of the surveyed parents, stated that there are no impediments to their children's participation in cultural and sports activities, and 10.56% of the respondents reported that their children do not participate in the above-mentioned activities due to the lack of sports equipment, of the favourite sports sections, of the desire to practice a sports test, but also of the necessary knowledge about its benefits.

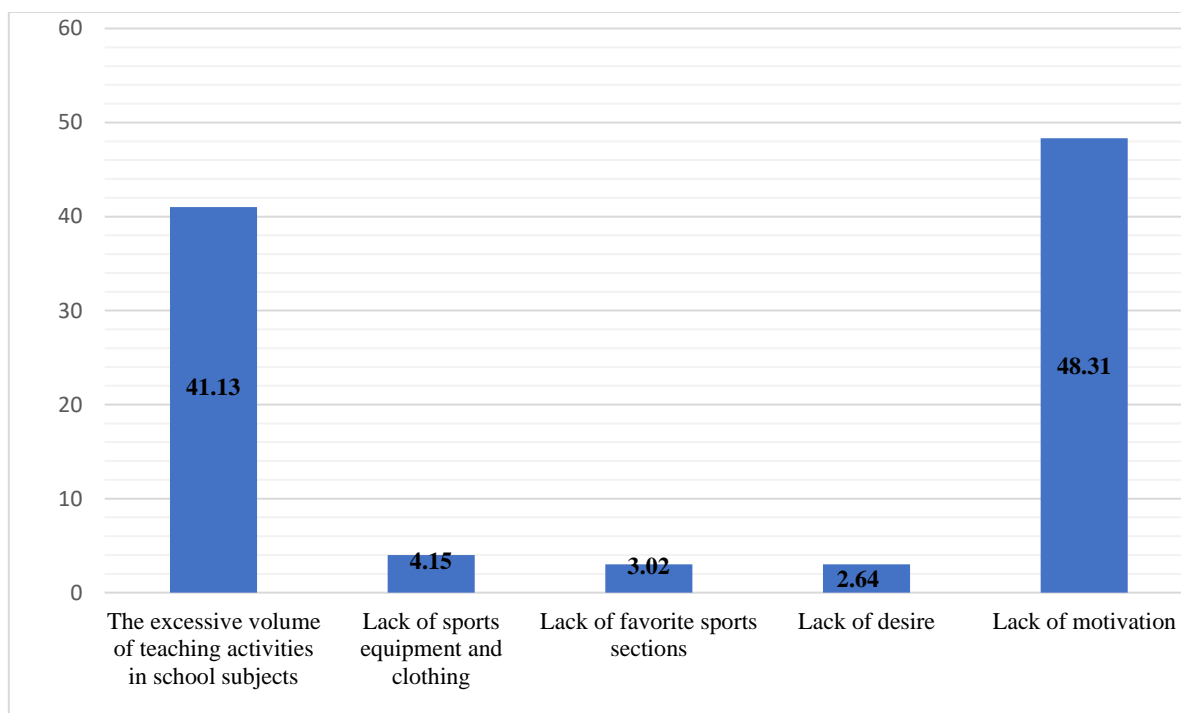


Figure 3. Respondents' opinions regarding the reasons why children do not participate in sports activities

Following the application of the questionnaire on the impact of physical education activities in the families of small school-age students, we separated the problems that parents and students face in physical education. Thus, we found that joint family and school activities remain the main reserve in strengthening children's health and forming a healthy lifestyle with the help of physical education.

From the recorded results, parents consider physical education a necessary element of the individual's general education. They are interested in ways and means of optimizing

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physical education, they give preference to those forms of physical activity, which involve joint activities of parents, teachers and children. But at the same time, a small percentage of parents have an indifferent or even negative attitude towards physical education and sports, a fact explained by the low level of knowledge in the field of physical education - this is an important pedagogical problem that requires an urgent scientific and practical solution.

Conclusions

Taking into account the aspects reflected in the preliminary study, which allowed us to identify that many parents and students need support, advice, help, etc., we concluded that an experimental approach is necessary, leading to the improvement of the school partnership – family in the physical education of the school-age student.

Currently, many parents admit that it is difficult to exercise the role of parent, especially from a financial point of view; they also admit that they hardly manage to cope with the child's needs, but also from the point of view of the time allocated for the instructional process. We live in a century of speed, with an exhausting rhythm of life; what they receive, according to their parents, is the provision of what is necessary for living: food and clothing. The lack of time also derives from the fact that parents often try to work extra to obtain additional sources of money in the family budget. From the point of view of educational support, parents cannot always help their children to learn the material and complete their homework, because the programs are very complicated.

Other problems noticed in the research, although they are not the subject of it, were the following: the quality of teaching, learning, evaluation decreased; children from rural areas, with special skills for sports, music or other fields, especially those from families with a poor material situation, have no possibility of being discovered and promoted.

Thus, strengthening the educational partnership in the physical education of primary school students is essential for promoting an active and healthy lifestyle. Communication, involvement and collaboration between school and family are the keys to success in this area. By organizing joint activities and preparing parents to support their children in physical education, a favourable framework can be created for the harmonious and healthy development of students.

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