



Students' Perceptions and Expectations of Higher Education in Burundi: The Case of the University of Burundi

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Abstract

Performance in higher education is one of the key expectations of the beneficiaries of training at the University of Burundi. With this in mind, the present study was conducted among 384 students, selected using Cochran's formula (1977), with the aim of shedding light on students' perceptions of the training provided by this public institution. The study focused primarily on the organization of academic programs, students' living and working conditions, the use of ICTs for research and innovation, as well as on the professionalization and internationalization of higher education. The questionnaire, designed in KoboCollect format, was administered to students currently enrolled at the University of Burundi. The overall findings of this research indicate that the University of Burundi has not yet succeeded in effectively meeting students' expectations regarding training—particularly with respect to living and working conditions, the use of ICTs for research and innovation, and the professionalization and internationalization of higher education.

Subject Areas

Education Administration, Sociology

Keywords

Skills, Achievement, Cooperation, Performance, Internationalization, Research,

1. Introduction

In a constantly changing world, higher education faces major challenges, both structurally and in its mission to meet the expectations of contemporary societies. Globally, one of the most recurrent criticisms concerns the mismatch between university education and real socio-economic needs, particularly in developing countries where constraints are more pronounced. As Paquelin *et al.* (2021) [1] denoted it, the goal of higher education should no longer be to train an elite group of “knowledgeable” individuals, but rather to equip students with the skills they need to adapt to an increasingly complex and rapidly changing world.

This problem is exacerbated by persistent shortcomings in the structure of training programs, the weakness of applied research, the precariousness of educational infrastructure, and the shortage of qualified teachers. The World Health Organization, cited by Chastonay *et al.* (2016) [2], emphasizes the lack of skilled personnel as one of the major obstacles to sustainable development, and this tension is also found in the field of education. Indeed, teachers, forced to deliver poorly adapted content, struggle to meet the expectations of their students in an institutional context that is often disconnected from economic and social realities (El Archi & Benbba, 2022) [3].

In response to these challenges, large-scale initiatives have emerged. The Consortium for Advanced Research Training in Africa (CARTA), for example, represents a promising dynamic of South-South and South-North cooperation, aimed at strengthening research capacities in African universities and promoting doctoral programs contextualized to public health needs (Chastonay *et al.*, 2016) [2]. In sub-Saharan Africa, although some countries such as Ghana and Rwanda have undertaken ambitious reforms in university governance and curriculum professionalization, many gaps remain: lack of investment in research, overcrowding, and above all, a disconnect between universities and professional circles (Buhendwa *et al.*, 2023; Ndayisenga *et al.*, 2025; Sindayigaya, 2025) [4]-[6].

For Li (2020) [7], cooperation between universities and businesses is seen as a strategic lever. It promotes innovation, employability, and the co-construction of skills. They point out that this synergy allows knowledge to flow in both directions and creates internship and mobility programs, as well as pathways to employment.

In Burundi, higher education was institutionalized in the 1960s, in a post-independence context. It is currently undergoing a phase of reform marked by the enactment of Law No. 1/20 of October 29, 2024, replacing that of 2011. This reform aims to align the education system with the current requirements of national development. However, many obstacles remain: outdated infrastructure, a lack of teacher training, training programs that are disconnected from labor market

needs, and poorly structured research (Nduwimana & Sindayigaya, 2023b, 2023a; Sindayigaya, 2023) [8]-[10].

These limitations run counter to the ambitions of the 2018-2027 National Development Plan (PND) and the National Employment Policy (PNE), which call for high-performing and internationalized higher education. To achieve these objectives, the social responsibility of universities is a *sine qua non*. As Bokoko (2023) [11] points out, higher education institutions must honor a genuine “social contract” based on training, scientific production, and service to society. In this regard, Tchamba (2024) deplors the fact that universities’ community engagement is too often neglected, even though it is a fundamental pillar of their mission. There are three concrete ways in which this commitment can be fulfilled: the integration of community activities into curricula, internal university projects, and collaborations with external actors (Ndayisenga & Sindayigaya, 2024b, 2024a; Ndericimpaye & Sindayigaya, 2023) [12]-[14].

However, it is precisely the direct beneficiaries of the system students and alumni, who are increasingly expressing dissatisfaction with the education they have received. According to El Archi & Benbba (2022) [3], curricula are considered rigid, overly theoretical, and out of step with the personal and professional aspirations of young people, contributing to an educational and social crisis.

It is in this general context that the present study aims to analyze the perceptions of students at the University of Burundi regarding the relevance of the education they receive in relation to the needs of the community and the labor market. Using a structured questionnaire, three key dimensions were explored: students’ perceptions of the adequacy of training in relation to community needs, the existence and communication to students of satisfaction survey results, and community service practices.

2. Methods and Methodology

2.1. Survey Population

The secondary data collection instruments include a checklist of documents. The target population for this study consists of students enrolled at the University of Burundi at all levels: Bachelor’s, Master’s, and Doctorate. According to data provided by the IT services of the University of Burundi, this population is estimated at 13,066 students. In order to obtain a representative sample, this population was stratified into three subgroups corresponding to the three aforementioned levels of study.

The concept of survey population is well defined in methodological literature. Timothée Mutimanwa (2018) [15] describes the survey population as “the entire group of people concerned by the objectives of the survey, which may be finite or infinite. It is from this universe that the sample will be drawn.”

Given the methodological and practical constraints, we agree with the position of Ndarushimana (2018) [16], Savard, J.-P. (2009) [17], and Scribbr France (2023) [18] that it is unnecessary to survey the entire study population.

2.2. Sampling Technique and Data Analysis Tools

2.2.1. Sampling Technique

Ndabarushimana, (2018) [16] mentions that “sampling is a technique that allows a limited number of individuals, objects, or events to be selected as subjects that represent the target population.” As our population consists of students currently enrolled at the University of Burundi, a representative sample of all categories covered by our study is necessary.

In order to determine a representative sample size for a population of 13,066 students divided into three strata (Bachelor’s, Master’s, and Doctorate), we used Cochran’s formula, which is widely used for probabilistic surveys. This method allows us to calculate an optimal sample size by taking into account the confidence level, the margin of error, and the expected variability in the population. Due to the finite size of the target population, a correction was applied to adjust the initial result, in accordance with recent methodological recommendations.

In a second step, proportional stratification was performed to ensure balanced representativeness across the three levels of education. This approach is consistent with the principles of stratified sampling, which allows for greater statistical precision when the population is heterogeneous.

The final sample size was thus distributed proportionally to the weight of each stratum in the overall population.

The formula used to calculate our sample is as follows:

$$n_0 = \frac{Z^2 \cdot p \cdot (1-p)}{e^2} = ((1.96)(1.96)(0.5)(1-0.5))/((0.05)(0.05))$$

n_0 = sample size

Z = z-value for the confidence level (e.g., 1.96 for 95%)

p = estimated proportion of the population (often 0.5 if unknown)

e = tolerated margin of error (e.g., 0.05)

$$n_0 = Z^2 \cdot p \cdot (1-p) = ((1.96) (1.96) (0.5) (1 - 0.5))/((0.05) (0.05)) = 385$$

In practice, once the population exceeds 10,000 elements, many researchers consider that it can be treated as infinite, as the correction for a finite population becomes negligible. Using this formula, the valid sample size for a population of more than 10,000 elements is 385 individuals.

$$n = ((1.96) (1.96) (0.5) (1 - 0.5))/((0.05) (0.05)) = 385$$

For our finite population (13,066), the sample is calculated using the following formula:

$$n \text{ corrigé} = \frac{n}{1 + \left(\frac{n-1}{N}\right)} = 374$$

So, for each stratum:

This formula gave us the following samples for each stratum

$$\text{Bachelor's degree: } 11,765 \quad n_i = 374 \frac{11765}{13066} = 336.74$$

$$\text{Master's degree: } 841 \quad n_i = 374 \frac{841}{13206} = 24.10$$

$$\text{Doctorate: } 480 \quad n_i = 374 \frac{480}{13066} = 13.16$$

Table 1. Sample size.

Stratum	Total number	Proportion	Sample (n_i)
High school diploma	11,765	90.04	336
Master's	841	6.43	24
Doctorate	460	3.52	13
Total	13,066	100	374

Table 1 shows that respondents are in three categories among which High School diploma makes 90.04% *i.e.* 336 respondents, Masters' degree holders 6.43% *i.e.* 24 respondents and Doctorate 3.52% *i.e.* 13 respondents.

2.2.2. Data Analysis Tools

The tools used for data analysis and processing include STATA and advanced Excel, respectively, for analyzing associations between variables using the CHI2 test, where two variables were 1 compared each time. Data visualization was performed using graphs.

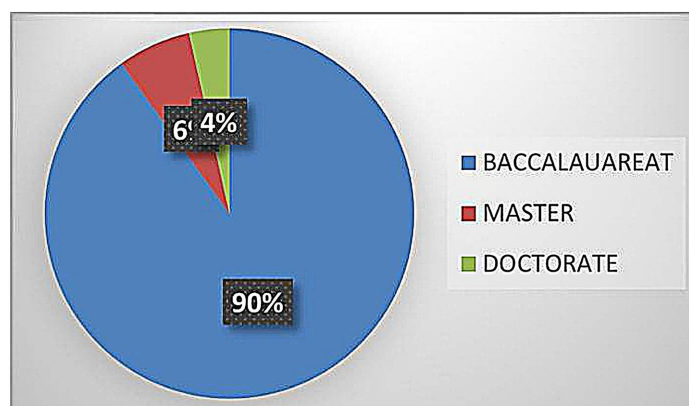
**Figure 1.** Sample size.

Figure 1 here above is a simplified image of what was here above in **Table 1**, indicating percentages of respondents representation of the survey.

3. Results

Respondents' Perceptions of the Adequacy of Training in Relation to Community Needs

This part presents the results of the closed and open-ended questionnaire completed by students at the University of Burundi. For each variable, the results of the Likert scale are presented in histogram form as percentages, and a bivariate

analysis is performed in each case to indicate the trend in perceptions for the groups surveyed.

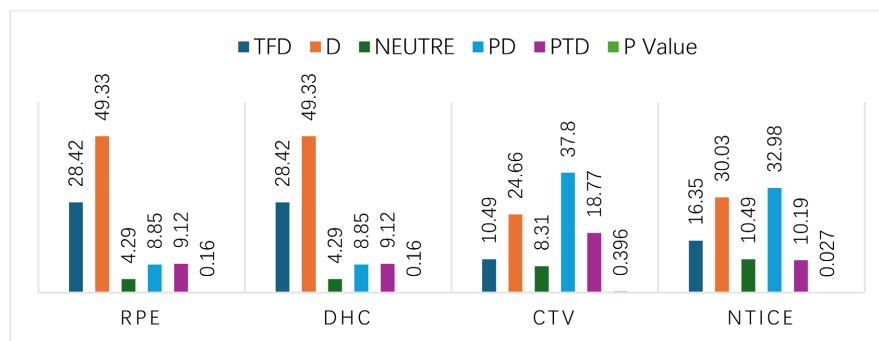


Figure 2. The variables related to the organization of training.

Looking at **Figure 2**, the variables related to the organization of training for which the majority of students have a positive attitude are as follows: Roles of Educational Partners (RPE): 77.75% versus 17.97% and Hours and Schedule (DHC): 77.75% versus 17.97%, while 4.9% neither agree nor disagree with both variables. Despite these positive perceptions, which are above average, the results show that there are also students who are dissatisfied with the way in which the roles and tasks of students and teachers are performed. The same applies to the duration of the training, the academic calendar, and class schedules.

The variables for which students' perceptions are negative are as follows: Living and Working Conditions (LWC): 10.49% strongly agree and 24.66% agree, while 37.8% disagree and 18.77% strongly disagree. For this variable, 8.31% are neutral. Regarding the use of ICT: 16.35% strongly agree and 30.03% agree. On the other hand, 32.98% disagree and 10.19% strongly disagree. For this question, 10.49% of respondents neither agree nor disagree. This situation means that the living conditions of students and the working conditions offered by this institution do not meet student expectations.

In addition, the results of the bivariate analysis are as follows for CVT (0.396) and are therefore not statistically significant at the 5% threshold, we conclude that there is a strong relationship between the responses provided by UB bachelor's, master's, and doctoral candidates on this topic. However, the relationship is significant at the 1% threshold for the variables RPR (0.016), DHC (0.016), and NTICE (0.028), which means that the responses provided depend on the level of education concerned.

Looking at **Figure 3**, the variables determining the professionalization of education for which the majority of students express a favorable attitude are as follows:

Integration and Monitoring of Graduates' Careers (ISPL), for which 22.52% strongly agree and 37.74% agree, compared to 11.26% who disagree and 22.52% who disagree. For this variable, 7.77% are neutral.

Self-Employment and Professional Success (ACERP): 14.25% strongly agree

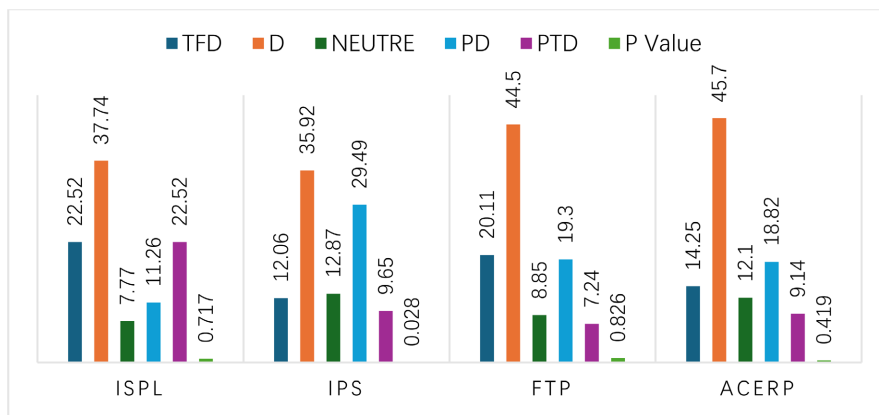


Figure 3. Professionalization of higher education.

and 45.7% agree, while 18.82% disagree and 9.14% strongly disagree, with 12.1% neither agreeing nor disagreeing. The category of students who neither agree nor disagree shows that the degree of information flow within the institution and the relationship between students and graduates (alumni) is weak.

Theoretical and Practical Training (FTP): 20.11% strongly agree, while 44.5% agree, 19.3% disagree, and 7.24% strongly disagree, with 8.85% neither agreeing nor disagreeing. This situation means that some respondents find the practical learning opportunities offered by the institution insufficient.

The variables for which students' perceptions are negative are as follows:

Desired Professional Information (IPS), for which 12.06% strongly agree and 35.92% agree, compared to 29.49% who disagree and 9.65% who strongly disagree. For this question, 12.87% of respondents neither agree nor disagree.

In addition, as the results of the bivariate analysis are as follows for IPS 0.028 and therefore statistically significant at the 5% threshold, we conclude that there is a strong relationship between the responses provided by UB students in relation to this topic. However, the relationship is less significant for the variables ISPL (0.717), ACERP (0.419), and FTP (0.826).

Figure 4 lightens the variables determining internationalization for which

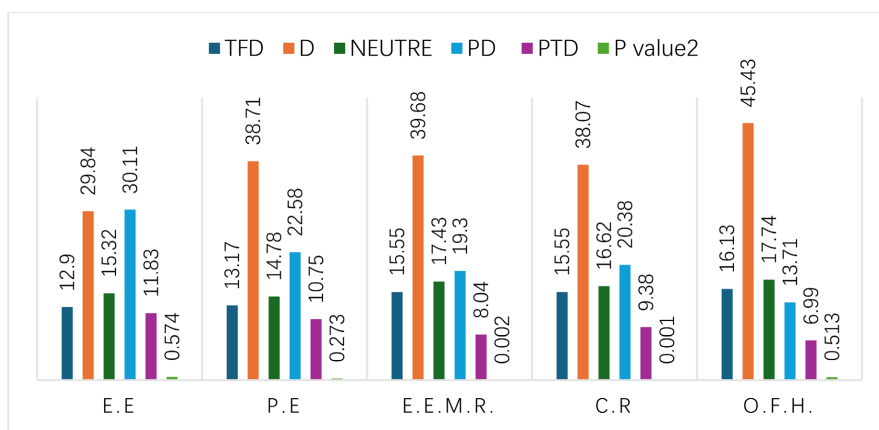


Figure 4. Internationalization of higher education.

the majority of students have positive perceptions are as follows:

Research Experience Exchange (REE): 15.55% strongly agree and 39.68% agree, while 19.43% disagree, 8.04% strongly disagree, and 17.43% are neutral.

Harmonized Training Offer (HTO): For this question, 16.13% strongly agree and 45.43% agree, while 13.71% disagree and 6.99% strongly disagree, with those who are neither for nor against representing 17.74%.

The finding is that for the variable Cooperation for Research (CR), 15.55% of respondents strongly agree and 38.07% agree. However, 20.38% disagree and 9.38% strongly disagree, while 16.62% neither agree nor disagree. This situation shows that most respondents do not view the level of cooperation for research at the University of Burundi positively.

For the other variables in this theme, the finding is that negative perceptions are at an all-time high:

For the attraction of foreign students (EE): 12.9% of respondents strongly agree and 29.84% agree, compared to 30.11% who disagree and 11.83% who strongly disagree, while 15.32% are neutral.

Attracting foreign professors (FP): For this variable, 13.17% strongly agree and 38.71% agree, compared to 22.58% who disagree and 10.75% who strongly disagree, while 14.78% are neutral.

This situation means that the level of internationalization of teaching at UB deserves special attention in order to meet students' expectations.

In addition, as the results of the bivariate analysis are as follows for CR (0.001) and EEMR (0.002) and are therefore statistically significant at the 1% threshold, we conclude that there is a strong relationship between the levels of study and the responses provided by UB students in relation to this topic. However, the relationship is less significant for the variables OFH (0.513), PE (0.273), and EE (0.574).

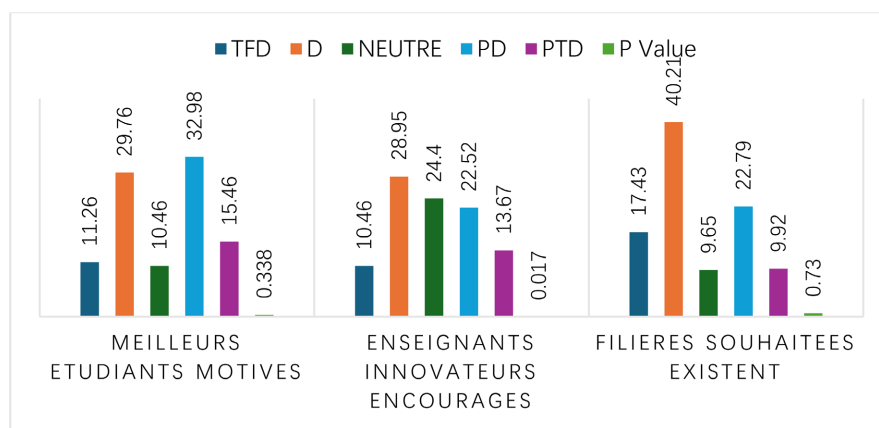


Figure 5. Motivation of innovative students and teachers.

In light of these results (See **Figure 5**), all variables related to student orientation received favorable responses:

Best motivated students: 11.26% of respondents strongly agree and 29.76%

agree, while 32.98% disagree and 15.46% strongly disagree. For this topic, 10.46% of respondents are neutral.

Encouraging innovative teachers: 11.26% of respondents strongly agree and 28.95% agree, while 22.52% disagree and 13.67% strongly disagree. For this theme, 10.46% are neutral.

Desired and promising courses (FSP): 17.43% of respondents strongly agree and 40.21% agree, while 22.79% disagree and 9.92% strongly disagree. For this topic, 9.65% are neutral.

In addition, the results of the bivariate analysis are as follows for the variables “Orientation at UB” (OUB with p : 0.38) and “Orientation elsewhere” (OA with p : 0.19), “Best students encouraged” (with P : 0.338), “Desired and promising fields of study” (FSP with p : 0.73) and therefore not statistically significant, we observe a relationship or convergence between the responses provided by UB bachelor’s, master’s, and doctoral candidates in relation to this topic. However, the relationship is statistically significant for the variable “Best teachers are encouraged” (with P : 0.017).

4. Discussion of the Results

This study focused on the perceptions of students at the University of Burundi (UB) regarding the organization of academic training. The survey targeted key aspects such as the structure of the academic day, the academic calendar, the duration of training, the role of teachers and students, living conditions, as well as the dimensions of professionalization, innovation, internationalization, and the use of ICT.

4.1. Organization of Education

The survey results reveal significant shortcomings in the organization of academic training at the University of Burundi. Participants particularly criticize the overly busy schedule, which considerably reduces the time devoted to personal research activities. They recommend offering greater flexibility through online courses, flexible study programs, and strict adherence to the academic calendar. For some of the authors interviewed, this disorganization, often linked to the unavailability of teachers, hinders regular learning and compromises the development of student autonomy, a skill that is essential to their success (Paivandi, 2015) [19].

These observations are corroborated by the results of the bivariate analysis. Indeed, the variables “Roles of Educational Partners” (RPE with p : 0.16%) and “Hours and Calendar (DHC with p : 0.16%) and “New Information and Communication Technologies for Education” (NTICE with p : 0.027%) have significance values indicating statistically significant relationships at the 1% threshold. This means that perceptions vary according to the level of training in relation to these two themes.

On the other hand, the variable “Living and Working Conditions” (CVT with p : 0.396%) does not show a statistically significant link in terms of working con-

ditions and training organization. This means that respondents' perceptions do not vary according to the level of training.

Overall, the results call for a reform of academic organization, incorporating digital tools and more rigorous planning, with a view to improving the quality of training and better meeting students' expectations.

-Some respondents perceive the respective roles of teachers and students as poorly defined and suggest "supporting students in their research work... supporting student innovation." This view of the respondents is in line with the results of previous studies. Duguet (2015) [20] indicates that the role of the teacher is too often limited to lecturing, providing course materials, and final assessment, without any pedagogical support or supervision. However, authors such as Danner (1999) [21] emphasizes the importance of tutoring and pedagogical innovations, while Duguet (2015) [19], insists on pedagogy as a fundamental lever for success. Ramsden (1988) [22] and Wolfs (2007) [23] also note that teachers' practices directly influence the learning style adopted by students.

In relation to university pedagogy, respondents criticize the lack of self-assessment and regular monitoring mechanisms, which are essential tools for adjusting teaching strategies. Some of them propose "regular student feedback" as a solution: Establish regular feedback mechanisms, such as surveys and forums, to allow students to express their concerns and suggestions, and ensure that their voices are heard in institutional decisions." Roby (2011) [24] thus recommends a review of teaching practices to bring them into line with contemporary higher education requirements. Paquelin and Crosse (2021) [1] agree with this perspective, proposing an experiential approach to learning that focuses on students as active participants in their own education.

-With regard to living and working conditions, students report increasing precariousness. Soaring housing and food prices and transportation difficulties are seriously affecting their daily lives. They propose "improving students' living conditions and connecting students with those elsewhere." These observations and suggestions echo those of Bokobo (2024) [11], who identifies student satisfaction and well-being as determining factors in the social performance of universities. These authors call for an improvement in material conditions to promote the overall development of learners.

In terms of resources for research and innovation, the results highlight a glaring lack of adequate infrastructure and digital connectivity, making research unproductive (Ciza & Sindayigaya, 2023; Mpabansi, 2023; Shabani, 2015) [25]-[27]. Invest in modern infrastructure, such as classrooms equipped with advanced technologies, comfortable study spaces, and relaxation areas to foster a stimulating learning environment. This corroborates the findings of Paquelin and Crosse (2021) [1], who consider digital technology to be a strategic lever for strengthening the competitiveness of universities. In this regard, the example of the Virtual University of Senegal or connected campuses in France illustrates significant progress towards a phygital training experience (Paquelin and Crosse, 2021) [1].

4.2. Professionalization of University Education

Analysis of perceptions regarding the professionalization of university education reveals marked ambivalence. While some programs are perceived as meeting the requirements of the job market, including the regional market, critics point to overly theoretical training that is poorly aligned with professional realities (Ndericimpaye & Sindayigaya, 2023; Nduwimana & Sindayigaya, 2023b, 2023a) [8] [9] [14]. Some respondents lament the lack of equipment and insufficient collaboration with stakeholders in the world of work. In particular, they recommend organizing meetings with professionals, modernizing teaching materials, adapting curricula to the realities of the field, and increasing public investment in education. As Paquelin & Crosse (2021) [18] point out, the almost exclusive use of lectures limits the development of transferable skills, which is exacerbated here by the lack of quality supervision during internships.

These findings are confirmed by the results of the bivariate analysis. The IPS (Desired Professional Integration) variable, with a statistically significant value of $p = 0.028$, shows a strong correlation between the responses provided by respondents and their levels of training in relation to the theme of the degree of professionalization of training. This indicates that, although the issue of professionalization is perceived as central, opinions on certain specific aspects remain more nuanced depending on the profile of the respondents.

Conversely, the variables “Integration and professional follow-up of graduates” (ISPL with $P: 0.717$), “Self-employment and professional success” (ACERP with $p: 0.419$), and “Theoretical and practical training” (FTP with $p: 0.826$) do not show statistically significant relationships.

These results confirm the urgent need to refocus university education on practical skills, through greater openness to socio-professional realities, in line with the thinking of Bandura (1997) [28] and Viau (1998), Paquelin and Crosse (2021) [1], and Ryan and Deci (2017) [29], who advocate for autonomous, contextualized, and motivating learning.

4.3. The Internationalization of Higher Education

The internationalization of higher education at the University of Burundi appears to be a strategic area that is still underdeveloped. The results reveal that the institution is not very attractive to foreign students and teachers, which is confirmed by the fact that 47.26% and 48.12% of respondents respectively give a negative assessment of the current policy in this area. This situation reflects an insufficient openness to internationalization, limiting the competitiveness of the UB and its ability to meet global standards.

For students, internationalization is perceived as an essential lever for quality, promoting the recognition of training programs and alignment with international standards.

With regard to research and training provision, respondents propose strengthening inter-university cooperation, both nationally and internationally, particularly

in the areas of research, joint curriculum development, and academic mobility with a view to pooling skills. These suggestions are in line with the objectives of the African Union's Agenda 2063, which promotes a knowledge society based on dynamic academic institutions, and coincide with the conclusions of authors such as Bokobo, (2024) [11], who highlight the importance of regional initiatives such as ARUA, which strengthen synergies in research and sustainable development. Respondents suggest supporting innovation and entrepreneurship to address existing problems in research and innovation (Ndayisenga *et al.*, 2025; Ndayisenga & Sindayigaya, 2024a) [5] [12]. We note that the solutions proposed by respondents are consistent with the findings of other authors such as Paquelin and Crosse (2021) [1], for whom all innovation involves technical, organizational, and social dimensions. The expected changes therefore require a systemic transformation of practices, going well beyond individual actions. Higher education cannot remain competitive without a profound evolution of its structures and organizational culture (Ndayisenga & Sindayigaya, 2024b; Nduwimana & Sindayigaya, 2023b, 2023a) [8] [9] [13].

The results of the bivariate analysis confirm the importance of these issues. The variables Exchange of Research Experience (ERE with a p-value of 0.002), "Cooperation for Research" (CR with p: 0.001) are all statistically significant at the 1% threshold, revealing a strong relationship between respondents' profiles and their perceptions of internationalization. On the other hand, the variables "Attraction of Foreign Students" (EE with p: 0.574), "Attraction of Foreign Professors" (APE with p: 0.273) and "Harmonized Training Offer" (OFH with p: 0.513) do not show a significant relationship, which means that perceptions do not vary according to the level of education

4.4. Motivation of Innovative Students and Teachers

The connection between the training offered desired by students and teacher motivation is one of the major factors promoting the performance of both students and teachers. This is also the view of Duguet (2015) [20], according to whom the "motivational profile" of students is linked to their study practices, with the most motivated opting for study practices that require the greatest investment on their part.

Applying a skills-based approach includes personalized teaching, practical training, and a focus on real-world applications (Ndayisenga & Sindayigaya, 2024a; Sindayigaya, 2024) [12] [30]. For this author, the advantages of this approach are numerous and include, among others, better preparation for employment, higher levels of engagement and motivation, and a better alignment between training and learning strategies and the needs of the labor market.

With regard to teacher motivation, Morlaix, S. (2025) [31] notes the following: "The teaching profession is facing a growing loss of attractiveness, visible both in France and internationally through increasing recruitment difficulties and a sense of declining status. Teachers face societal changes that are transforming how

teaching and learning take place, while also having to meet a growing range of expectations”.

The teaching profession is facing a growing loss of attractiveness, visible both in France and internationally, which is reflected in increased recruitment difficulties and a sense of declining status. Teachers are confronted with societal changes that are transforming how teaching and learning take place, while also having to meet a growing range of expectations (Mperejimana & Sindayigaya, 2023; Ndericimpaye & Sindayigaya, 2023; Sindayigaya, 2025) [6] [14] [32]. This researcher’s findings are consistent with the results mentioned above, as students’ perceptions of student and teacher motivation are more negative than positive.

On the topic of “the best students are encouraged,” 11.26% of respondents strongly agree and 29.76% agree, while 32.98% disagree and 15.46% strongly disagree. On the topic of “the best teachers are encouraged,” 10.46% of respondents strongly agree and 28.95% agree, while 22.52% disagree and 13.67% strongly disagree.

For the variable “Desired and Promising Fields of Study” (FSP): 17.43% of respondents strongly agree and 40.21% agree, while 22.79% disagree and 9.92% strongly disagree.

For these three themes, neutral responses represent 10.46%, 24.4%, and 9.12% of respondents, respectively, indicating that a large proportion of respondents are not familiar with the university’s practices for encouraging the best students and innovative teachers. This implies that there is poor communication in this area and reflects a low level of investment in this motivational aspect, which is nevertheless the driving force behind the teaching and learning process.

In addition, as the results of the bivariate analysis are as follows for the variable “Best teachers encouraged” (with $P: 0.017$), we conclude that there is a statistically significant relationship at the 1% threshold, while for the variables “Best students encouraged” (with $P: 0.338$) “Desired and promising fields of study” (FSP with $p: 0.73$), the relationship is not statistically significant. For students, motivation is perceived as an essential lever for performance, promoting stakeholder commitment to the pursuit and achievement of academic and institutional goals. These considerations are not far removed from the conclusions of Mezri and Soudani (2024) [33], for whom: “The problem of teachers” motivation to participate in their CPD cannot logically be explained by the constraint or freedom to do so. Indeed, based on our own experience as teachers, teachers are demotivated by the transmissive nature of CPD (Ntwari & Bécu-Robinault, 2021) [34], where the teacher is merely a “consumer” (Ntwari, 2024) [35].

Once again, this observation echoes the CNESCO report, corroborated by the report Mucchielli, A. (1991) [36], which updates the observation that CPD in France is seen by teachers more as a time for information and rarely as a time for training targeted at their difficulties (Munyerere, 2015) [37]. Teachers are neither consulted on the training offered nor asked about their satisfaction afterwards. However, it is crucial that their motivation is aligned with their needs or that they perceive a benefit for their daily work or their career. Although the University of

Burundi fulfills certain fundamental missions, it still faces significant limitations in its ability to meet the needs of its students and align itself with international standards (Birantamije, 2020) [38]. In short, students' perceptions reveal a significant gap between expectations and current reality. The challenges identified are organizational, pedagogical, socioeconomic, and structural. These results call for a more ambitious strategy of international openness and partnerships, which is essential to improving the quality and visibility of higher education.

5. Conclusion

5.1. Limitations of Our Study

Although fruitful, our study nevertheless has limitations, notably its scope, which is restricted to a single public institution, whereas the Burundian higher education landscape comprises some 50 institutions. Due to time constraints and limited financial resources, our study was also unable to compare the training provided under the old system with that provided under the new system. Graduates of the University of Burundi were not involved in this research, which could have enriched our analysis.

5.2. Conclusion

In conclusion, this study highlights the main challenges facing higher education in Burundi and proposes avenues for reflection with a view to improving the organization of training, strengthening pedagogical innovation, optimizing student living conditions, enhancing the integration of information and communication technologies for education (ICT4E), and intensifying internationalization efforts. It also highlights the need for further in-depth research on practices and policies that could transform Burundian higher education institutions into real drivers of sustainable development through more professional and competitive education at the regional and international levels.

5.3. Recommendations

The following recommendations are made to the University of Burundi:

- Strengthen the institutional communication system in order to increase the visibility of the University's academic, scientific, and community activities;
- Improve students' living and working conditions in order to promote their well-being and academic success;
- Effectively integrate time dedicated to Student Independent Work (SIW) into the planning and organization of educational programs;
- Redefine the role and involvement of educational partners in the implementation of university programs and projects;
- Optimize the use of New Information and Communication Technologies for Education (NTICE) in teaching and learning practices;
- Strengthen national, regional, and international cooperation in research in order to stimulate scientific production and innovation;

- Increase the involvement of professionals from the socio-economic world in the design, implementation, and evaluation of training programs;
- Establish mechanisms to motivate and reward the most deserving students and teachers who develop innovative teaching initiatives;
- Promote the internationalization of education through academic partnerships, mobility, and university exchanges.

Conflicts of Interest

The authors declare no conflicts of interest.

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