


**PEDAGOGICAL COMPETENCIES IN TEACHING GEOGRAPHY IN THE 6TH GRADE AT  
PRIMARY SCHOOL NO. 348 LUÍS GOMES SAMBO IN BENGUELA**

**COMPETÊNCIAS PEDAGÓGICAS NO ENSINO DA GEOGRAFIA DA 6ª CLASSE DA  
ESCOLA PRIMÁRIA Nº348 LUÍS GOMES SAMBO DE BENGUELA**

**COMPETENCIAS PEDAGÓGICAS EN LA ENSEÑANZA DE LA GEOGRAFÍA EN LA 6ª  
CLASE DE LA ESCUELA PRIMARIA Nº 348 LUÍS GOMES SAMBO DE BENGUELA**

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**ABSTRACT**

The purpose of this research was to analyze the development of pedagogical competencies in the teaching-learning process in the subject of Geography in the 6th grade at Primary School No. 348 Luís Gomes Sambo, in the Municipality of Benguela. The research is characterized as a descriptive study with a qualitative approach. The study population consisted of teachers who teach the 6th grade under a single-teacher system, and one member of the school administration—the pedagogical vice principal—representing the school principal. The sample comprised the total population. As data collection techniques, questionnaires with closed-ended questions were administered to 6th-grade teachers, a structured interview was conducted with the member of the administration, and classroom observations of the selected teachers were carried out. It was found that teachers do not fully possess the pedagogical competencies required in the teaching-learning process in the Geography subject. The main results indicate that, although all teachers plan their lessons, not all have mastery of the content; most respondents have never used teaching aids to illustrate the content; there are weaknesses in handling teaching resources; and they have direct access to the subject curriculum. Therefore, the study concludes by highlighting the need for teachers to deepen both pedagogical knowledge and subject-specific knowledge, and for the school administration to implement the development of a political-pedagogical project, considering its importance.

**Keywords:** Pedagogical Competence. Geography. Teaching-Learning Process.

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## RESUMO

O propósito desta pesquisa foi analisar o desenvolvimento das Competências Pedagógicas. Processo docente educativo na disciplina de Geografia da 6ª classe da escola Primária nº348 Luís Gomes Sambo no Município de Benguela. A pesquisa é caracterizada como um estudo de tipo descritivo e abordagem, qualitativo. A população da pesquisa foi confirmada pelos professores que lecionam 6ª classe num regime mono docente, e um dos membros da Direção da Escola a subdiretora pedagógica em representação da Diretora da Escola. A mostra é constituída pelo número total da população. Como técnicas para a coleta dos dados foram aplicados questionários com questões fechadas aplicados aos professores da 6ª classe, uma entrevista estruturada aplicada ao membro da Direção e a observação das aulas dos professores selecionados. Foi constatado que os docentes não possuem plenamente as Competências Pedagógicas no processo docente educativo na disciplina de Geografia. Como resultados principais têm-se que, mesmo que todos os professores tem planificado as sua aulas, nem todos têm domínio do conteúdo, a maior parte dos inquiridos nunca usou meios de ensino para ilustrar os conteúdos, existem debilidades no manuseio dos meios de ensino, têm em primeira mão o programa da disciplina. Por tanto, a conclusão do estudo destaca a necessidade dos professores aprofundarem os conhecimentos Pedagógicos e específicos da disciplina, e a Direção da Escola implementar a construção do projeto político pedagógico, tendo em conta a sua importância.

**Palavras-chave:** Competência Pedagógica. Geografia. Processo Docente Educativo.

## RESUMEN

El propósito de esta investigación fue analizar el desarrollo de las competencias pedagógicas en el proceso de enseñanza-aprendizaje en la asignatura de Geografía de la 6ª clase en la Escuela Primaria nº 348 Luís Gomes Sambo, en el Municipio de Benguela. La investigación se caracteriza como un estudio de tipo descriptivo con enfoque cualitativo. La población del estudio estuvo conformada por los docentes que imparten la 6ª clase en régimen monodocente, y un miembro de la dirección de la escuela—la subdirectora pedagógica—en representación de la directora. La muestra estuvo constituida por el total de la población. Como técnicas de recolección de datos se aplicaron cuestionarios con preguntas cerradas a los docentes de la 6ª clase, una entrevista estructurada al miembro de la dirección y la observación de las clases de los docentes seleccionados. Se constató que los docentes no poseen plenamente las competencias pedagógicas en el proceso de enseñanza-aprendizaje de la asignatura de Geografía. Como principales resultados, se encontró que, aunque todos los docentes planifican sus clases, no todos dominan el contenido; la mayoría de los encuestados nunca ha utilizado medios de enseñanza para ilustrar los contenidos; existen debilidades en el manejo de los recursos didácticos; y disponen directamente del programa de la asignatura. Por lo tanto, la conclusión del estudio destaca la necesidad de que los docentes profundicen en los conocimientos pedagógicos y específicos de la asignatura, así como que la dirección de la escuela implemente la construcción del proyecto político-pedagógico, considerando su importancia.

**Palabras clave:** Competencia Pedagógica. Geografía. Proceso de Enseñanza-Aprendizaje.

## 1 INTRODUCTION

The objective of this work is to analyze the development of Pedagogical Skills in the educational teaching process in the discipline of Geography of the 6th grade of the Primary School nº 348 Luís Gomes Sambo in the Municipality of Benguela. The problem of this study comprises the difficulties that exist today for the development of Pedagogical Competencies in the Educational Teaching Process (PDE) in the discipline of Geography of the 6th grade of Primary School, considering that they are not developed efficiently and effectively. Students at this level of education do not have knowledge about maps and globes, they have difficulties in language, reading, locating their street of residence, their school, understanding and interpreting the contents of the subject.

The research is characterized as a case study, in the 6th grade of the Primary School nº348 Luís Gomes Sambo in the Municipality of Benguela. The school bears the name of "Luís Gomes Sambo", in honor of a remarkable man from Angola who contributed significantly to the development of that country, passionate about science and music. The school was founded in 1968, it was one of the primary teacher training schools. From 1975 onwards it became a school of the first level and, from the educational reform of 2011, it became a primary school

The focus of this research is qualitative, the research model is non-experimental because in this research the researcher did not deliberately handle the variables, only the analysis of the phenomenon in its natural environment was made. It is a descriptive study that, in the view of Hernández, Collado and Lucio (2006, p. 100), seeks to specify important properties and characteristics of any phenomenon that is analyzed. To summarize what was researched, the following general question was raised: How to analyze the development of pedagogical skills in the educational teaching process in the geography discipline of the 6th grade of primary school nº348 Luís Gomes Sambo in the municipality of Benguela?

### 1.1 RATIONALE FOR THE RESEARCH

The purpose of this research is to analyze the development of pedagogical skills in the educational teaching process in the discipline of Geography of the 6th grade Primary School nº 348 Luís Gomes Sambo in the Municipality of Benguela in Angola.

Considering that pedagogical skills must be part of the teacher's personality so that he can carry out his activity efficiently and effectively, that is, they encompass the knowledge,

know-how and know-how of the education professional, for the development of the cognitive and affective spheres of the new generations.

Thus, in order to develop skills, it is necessary, first of all, to work through problems and projects, to propose complex tasks and challenges that encourage students to mobilize their knowledge and, to a certain extent, complete it. This presupposes an active, cooperative pedagogy, open to the city or to the neighborhood, whether in the urban or rural area. Teachers should stop thinking that teaching the course is at the heart of the profession. Teaching today should consist of conceiving, fitting and regulating learning situations, following the active constructivist pedagogical principles.

This study has theoretical and practical importance. Theoretical importance because it allows to provide educators with theoretical knowledge and also a well-founded conceptual basis on the role of the skills they can exercise in relation to the teaching-learning process. Practical importance because, it is intended that teachers effectively pass on the suggestions that aim to strengthen the bond between them, in the educational guidance required for students to receive support in the execution of their tasks, both in the classroom (and at home), with a view to promoting desire, and success in their learning. The importance of developing teachers' problem-solving skills, for the diversity of roles and responsibilities that society demands of them.

It is necessary to provide teachers with a set of procedures that will be useful to them throughout their lives, especially in their profession, which is an activity that they will exercise.

## **2 PROBLEM**

Are the pedagogical skills in the educational teaching process (PDE) in the subject of Geography of the 6th grade of the Primary School nº 348- Luís Gomes Sambo in the municipality of Benguela developed efficiently and effectively?

### **2.1 GENERAL OBJECTIVE**

To analyze the development of pedagogical skills in the educational teaching process (PDE) in the subject of Geography of the 6th grade of the primary school nº348 Luís Gomes Sambo in the municipality of Benguela.

## 2.2 SPECIFIC OBJECTIVES

Describe the importance of the pedagogical proposals of the Primary School nº 348 Luís Gomes Sambo in the municipality of Benguela.

To identify the pedagogical skills in the educational teaching process in the geography discipline of the 6th grade of the primary school nº348 Luís Gomes Sambo in the municipality of Benguela.

To identify how geography teachers develop their skills in teaching the 6th grade of primary school nº348 Luís Gomes Sambo in the municipality of Benguela.

## 3 THEORETICAL FRAMEWORK

### 3.1 BRIEF HISTORY OF PEDAGOGICAL SKILLS

The term competence, etymologically, comes from Latin, means aptitude, suitability, Perrnoud (2001, p.17) "this term is used in the legal aspect as the legal quality to judge a claim or an issue and, even more, as the capacity to appreciate or resolve any matter".

According to Perrenoude (2001, p. 25) "in the education system, the notion of competence derives from common sense. When the school is concerned with training skills, in general, it gives priority to resources".

In any case, the school is more concerned with the ingredients of certain skills, and much less with putting them in synergy in complex situations.

### 3.2 DIVISION OF PEDAGOGICAL COMPETENCES

Pedagogical skills, as already mentioned, are still the teacher's knowledge supported by scientific bases; it is to know general culture, specialty studies, psychological and pedagogical preparation.

Perrenoud (2001, p.14) proposes the following division of pedagogical competences:

- a) Organize and stimulate learning situations;
- b) Generate the progression of learning;
- c) To design and evolve differentiation devices;
- d) Involving students in their learning and work;
- e) Work as a team;
- f) Participate in the management of the school;
- g) Inform and involve parents;
- h) Use new technologies;

- i) To face the duties and ethical dilemmas of the profession;
- j) Generate their own continuous training;

### 3.3 COMPETENCIES

According to the Encyclopedic Dictionary Larousse apud Zabala and Arnau (2010, p. 29) "defines competence as follows: a set of knowledge, qualities, capacities and aptitudes that allow discussing, consulting and deciding on what concerns work".

### 3.4 TEACHER'S COMPETENCE

Simões (2000 p. 38), competencies refer to the specific crises that teachers know, do and believe.

### 3.5 EFFICIENCY

The word efficiency originates from the Latin term *efficientia* and refers to the ability to dispose of someone or something to achieve a certain effect. The concept is also usually equated with that of action, force or production.

**Efficient** is to do a task with the highest possible quality, with precise and detailed planning and execution.

### 3.6 TEACHER TRAINING

For Diégues, apud García (1995, p. 22) "teacher training is vocational education for teaching. In this way, it represents only another dimension of teaching as an intentional activity, which is developed to contribute to the professionalization of the subjects in charge of educating the new generations".

### 3.7 THE GEOGRAPHY

"It is science that has space as its object of study. It is also conceived as the study of the earth's surface, of the special distribution and reciprocal relations of the physical, biological and social phenomena that are manifested on it" (Wooldridge and Gordon apud Turella et al. 2010, p 32. ).

### 3.8 TEACHER

For Chauí, apud Rio (2011, p.106) "is the mediator and advisor of student learning".

### 3.9 TEACHING-LEARNING PROCESS (EAP)

For Libâneo (1994, p. 63) "teaching and learning are two facets of the same process, and they are carried out around the teaching subjects. Under the direction of the teacher".

### 3.10 STUDENT

Chaui (2011, p.107) "is the center of the process, diminishing the meaning of the teacher".

## 4 METHODOLOGY

### 4.1 PLACE AND TIME OF RESEARCH

This research was carried out in the Municipality of Benguela, specifically in the Primary School nº348 Luís Gomes Sambo.

### 4.2 POPULATION

The population consisted of 8 teachers, of which 2 (two) were male and 6 (six) were female, who teach the 6th grade in a single-teacher regime, and one (1) of the female members of the school board.

The size of the exhibition is the same number as the population.

### 4.3 DATA COLLECTION TECHNIQUE AND INSTRUMENTS

A questionnaire with closed questions applied to the teachers, an interview guide applied to the school's sub-principal and an observation of the classes of the selected teachers were elaborated.

The instruments were reviewed by two PhDs who are experts in the area, who confirmed their reliability after they were applied by 10 professors from another school, the results of which allowed us to validate the visa, that there was homogeneity, so they are valid and reliable instruments.

### 4.4 DATA PROCESSING

The data processing followed the following spaces: 1- the choice of the theme, delimitation of the problem, and selection of the bibliography; 2- construction of new knowledge with the choice of authors used in the theoretical foundation of the research; 3-

Research plan characterized by the elaboration of the guiding question of the objectives, justification, methodology, data analysis, conclusions.

#### 4.5 DATA ANALYSIS TECHNIQUE

Analysis and interpretation of qualitative data obtained were carried out by applying statistical resources by computer means. As it is a descriptive research, the following methods were used: deductive, analytical and observational

#### 4.6 RESEARCH DENSITY

The **focus** of this research **is qualitative**. In the view of Hernandez, Collado and Lucio (2006, p. 5) " a **qualitative** approach uses data collection without memory measurement to discover or improve research questions and may or may not prove hypothesis in its interpretation process".

The **research model** is non-experimental because the researcher did not deliberately handle the variables. Only the analysis of the phenomenon in its natural environment was carried out.

A type of **descriptive study** that, in the view of Hernandez, Collado and Lucio (2006), seeks to specify important properties and characteristics of any phenomenon that is analyzed.

### 5 RESULTS

Regarding the mastery of the content of the subject, 8 teachers surveyed; 1 said they always mastered them, 4 said they almost mastered the content and 3 said sometimes.

Regarding the planning of classes; The data in the question show that all the elements of the investigated follow-up, which totals 8 teachers, stated that they have planned their classes.

Regarding the use of teaching means such as maps, globes and others; Of the 8 teachers surveyed, 5 said they had never used it, 2 stated it few times and 1 answered sometimes.

Regarding skill in handling the means of teaching; Of the 8 teachers surveyed, 4 stated that they always had mastery of them, 3 said almost always, and 1 answered sometimes.

## 6 CONCLUSIONS

After a bibliographic study, and having applied the questionnaires to the teachers, the observation in class, as well as the interview with the member of the school board, it is concluded that not all teachers have mastery of the contents. These results are not very satisfactory, since the mastery of content is one of the great indicators of the competence of the professional.

It was noticed that all teachers have planned their classes. This data is very interesting as planning is a fundamental part of achieving the planned objectives.

It was found that most of the respondents never used teaching means to illustrate the contents and make the classes more attractive, a situation that in the researcher's opinion is worrying.

There are weaknesses in the handling of teaching resources by some teachers, because of their poor use, which represents a certain weakness in the professional skills of teachers and in turn reflected in the poor academic performance of students.

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