

CONTINUOUS EDUCATION FOR TEACHERS WITHOUT PEDAGOGICAL EDUCATION: A CASE STUDY WITH PHYSICAL EDUCATION TEACHERS AT PRIMARY SCHOOL N. 74 DANGEREUX, IN THE PROVINCE OF MALANJE-ANGOLA

FORMAÇÃO CONTÍNUA PARA PROFESSORES SEM FORMAÇÃO PEDAGÓGICA: UM ESTUDO DE CASO COM PROFESSORES DE EDUCAÇÃO FÍSICA DA ESCOLA PRIMÁRIA N. 74 DANGEREUX, NA PROVÍNCIA DE MALANJE-ANGOLA

EDUCACIÓN CONTINUA PARA PROFESORES SIN FORMACIÓN PEDAGÓGICA: ESTUDIO DE CASO CON PROFESORES DE EDUCACIÓN FÍSICA DE LA ESCUELA PRIMARIA N.74 DANGEREUX, PROVINCIA DE MALANJE-ANGOLA

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ABSTRACT: Physical Education is a discipline composed of planned and structured physical activities with the purpose of improving physical health and teaching in this area requires professional formation just like in other areas of knowledge. The aim of this article was to analyze the pedagogical skills of Physical Education teachers at a primary school in the municipality of Malanje, Angola. For that, a qualitative-quantitative approach was used through the application of a questionnaire, observation and interviews to eight teachers, 29 students and the school principal. It was found the presence of teachers without specific formation leading Physical Education classes, unmotivated students and a direction committed to strengthening their pedagogical body in view of the potential danger that unprepared professionals can cause both to students and to the School. For these reasons, this article proposed a continuing education program for teachers in order to better prepare them for their positions.

KEYWORDS: Physical education. Teaching methodology. Pedagogical formation. Teachers. School.

RESUMO: *A Educação Física é uma disciplina composta por atividades físicas planejadas e estruturadas com o propósito de melhorar a saúde física, e a docência nesta área requer formação profissional assim como nas demais áreas do conhecimento. O objetivo deste artigo foi analisar as competências pedagógicas dos professores de Educação Física de uma escola primária no município de Malanje, em Angola. Para tanto, utilizou-se uma abordagem quali-*

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quantitativa por meio da aplicação de questionário, observação e entrevista a oito professores, 29 alunos e a diretora da escola. Constatou-se a presença de professores sem formação específica conduzindo as aulas de Educação Física, alunos desmotivados e uma direção empenhada em fortalecer seu corpo pedagógico tendo em vista o perigo em potencial que profissionais despreparados podem causar tanto aos alunos como para a Escola. Por estes motivos, este artigo propôs um programa de formação contínua aos professores a fim de melhor prepará-los para seus cargos.

PALAVRAS-CHAVE: Educação física. Metodologia de ensino. Formação pedagógica. Professores. Escola.

RESUMEN: La Educación Física es una asignatura compuesta por actividades físicas planificadas y estructuradas con el propósito de mejorar la salud física, y la docencia en esta área requiere de una formación profesional así como en otras áreas del conocimiento. El objetivo de este artículo fue analizar las competencias pedagógicas de los profesores de Educación Física de una escuela primaria del municipio de Malanje, Angola. Para ello, se utilizó un enfoque cualitativo-cuantitativo mediante la aplicación de un cuestionario, observación y entrevistas a ocho docentes, 29 alumnos y el director de la escuela. Se constató la presencia de docentes sin formación específica ante las clases de Educación Física, alumnos desmotivados y una dirección comprometida con el fortalecimiento de su cuerpo pedagógico ante el potencial peligro que los profesionales desprevenidos pueden ocasionar tanto a los alumnos como a la Escuela. Por estas razones, este artículo propuso un programa de educación continua para docentes con el fin de prepararlos mejor para sus puestos.

PALABRAS CLAVE: Educación física. Metodología de la enseñanza. Formación pedagógica. Profesores. Colegio.

Introduction

The Republic of Angola is a coastal country located in southern Africa, between Namibia, Zambia and the Democratic Republic of Congo, with an estimated population of 24 million inhabitants (2014 census). The capital is located in Luanda and the country follows a political-administrative division into 18 provinces (Bengo, Benguela, Bié, Cabinda, Cuando-Cubango, Cunene, Huambo, Huila, Kwanza Sul, Kwanza Norte, Luanda, Lunda Norte, Lunda South, Malanje, Moxico, Namibe, Uíge, Zaire), 163 municipalities and 475 communes (ANGOLA, 2014).

From 1975 to 2002, Angola faced an armed conflict between national liberation movements (which sought independence from Portugal). Having lasted about 30 years, when the country's recovery and reconstruction process began, efforts were also needed to rebuild school infrastructure (DW, 2021).

In this sense, despite institutional efforts to regulate and standardize the Angolan education system and with the implementation of the Educational Reform in the country in 2004, the number of teachers was still insufficient to teach the large number of students who attended the schools. Therefore, in view of this need to increase the number of teachers, the Ministry of Education of Angola started to allocate teachers with and without pedagogical formation, formed in general education courses (II Cycle) and teaching degrees, to fill the available positions in a general way. Considering that primary education in Angola follows the mono-teaching model, in which a teacher teaches all subjects, including Physical Education, the teaching of this subject has passed into the hands of professionals without specific formation in the area (CARDOSO; FLORES, 2009).

Considering that, in 1977, Angola had about 25 thousand teachers teaching in primary education (ANGOLA, 1978), in 2019 it was estimated that there were 200 thousand teachers to teach more than two million children of school age (TCHALYONGO, 2019).

The greatest tangible impact of the New Education System was reflected in the large influx of the population to schools, since, if, in 1974, around half a million Angolans studied, in 1980, this number exceeded 1.8 million. It was not possible to maintain these indicators, as the country, despite the achievement of independence, continued at war, with harmful consequences [...] that were reflected in school infrastructure as countless schools were destroyed (CARDOSO; FLORES, 2009, p. 657, our translation).

The teacher is the main actor in the process of transmitting knowledge, he is the motivating and captivating individual who leverages the teaching-learning process, awakening in students the democratic spirit and curiosity in wanting to know more about the things that surround him.

For Ott *et al.* (2011, p. 338, our translation):

The teacher is a key player in the teaching-learning process, and in the development of any academic program, he has a great responsibility in his work: to develop knowledge, skills and attitudes, and to provide the student with competence aimed at their academic performance.

According to Roldão (2007, p. 94, our translation), "the role of the teacher is characterized by the action of teaching, and the concept of teaching is not defined in a simple and easy way, as there is a difference between a teacher knowing how to make others learn something thing".

In this author's view, the teacher is the individual capable of mediating the knowledge or content to be taught to students, that is, being a teacher is having the ability to transform,

teach, instruct, educate, monitor and even develop in the individual the ability to reflect, analyze and criticize certain behaviors or adverse social situations.

This happens in the same with all areas of knowledge, and in Physical Education it should not be different, since, for Zunino (2008, p. 9, our translation), Physical Education:

It is one of the most efficient ways in which the individual can interact and it is also a relevant tool for the acquisition and improvement of new motor and psychomotor skills, as it is a pedagogical practice capable not only of promoting physical skill but also the acquisition of awareness and understanding of reality in a democratic, humanized and diversified way, because at this educational stage, physical education should be seen as a means of information and formation for all generations.

However, physical education is a discipline that aims to encourage in its practitioners good physical posture, muscle relaxation and socialization among practitioners. However, for Neira (2003), the subject of physical education, within the school context, has been the target of criticism and disbelief in recent years regarding the contents it teaches and its relevance in the formation of students. Physical education has been losing ground and becoming an unnecessary and unimportant subject for many students, teachers and school leaders.

According to Barbosa (2001, p. 185, our translation) “many teachers and students are not interested in the real purpose of the physical education discipline, they see it only as a recreation class”. Thus, the absence of properly formed professionals to teach Physical Education classes in schools in the province of Malanje, motivated the approach of the subject in this study, which needs an urgent solution.

Therefore, this article aims to reflect on the professional profile of Physical Education teachers in primary school at school n. 74 from Dangereux, in the province of Malanje, in Angola. The specific objectives include: (a) discussing the professional competences of Physical Education teachers; (b) analyze the level of professional competences of Physical Education teachers from school n. 74 of Dangereux; (c) address the different forms of teachers without specific formation who teach Physical Education; and, (d) suggest a continuing education program for teachers without specific formation who teach Physical Education in primary school n. 74.

As for the methodological procedures, it is a quali-quantitative research with a mixed approach through the use of a questionnaire, interviews and observation guide. The results of this study can help physical education teachers in primary schools in Malanje, and other regions of the world, to maintain their qualifications with a view to the content and quality of the classes they teach.

Pedagogical Skills

In recent years, the word competence has entered academic or educational discussions, associated with different instances of understanding: at the level of the person (the competence of the individual), organizations (*the core competences*) and countries (educational systems and formation of competences).

Regarding teaching, they refer to pedagogical skills in a specific area, which comprise the mastery of basic knowledge, as well as the presence of professional field and political experience, since both teacher and student are citizens who carry with them their visions of the person, the world, society, culture and education (MASETTO, 2012).

According to Masetto (2012, p. 32, our translation), the:

Competence in the pedagogical area is the most lacking point of teachers when it comes to professionalism in teaching and covers the domain of the concept of teaching-learning process, curriculum design and management, interconnection of subjects as curricular components, understanding of the teacher-student and student-student relationship, educational theory and practice, conception of the evaluation process and its techniques for reciprocity and planning as an educational activity.

Sacristán (1995, p. 63, our translation) stated that “it is also consensual the idea that the skills acquired in initial teacher education end up being insufficient and the constant practical component in initial teacher education is very limited, not responding to the real needs of future teachers”. In other words, “it is the capabilities that qualify individuals to perform certain functions” (PAQUAY *et al.*, 2006, p. 21, our translation).

The next section specifically discusses the role of the Physical Education teacher who, when acting within their initial formation, contributes to the physical, mental and psychomotor health of students in the context in which they are inserted.

The Physical Education Teacher

Considering that Physical Education is a discipline composed of planned and structured physical activities with the purpose of improving or maintaining physical conditioning and health, considered an area of human knowledge linked to health and mental and bodily development, teaching in this area it requires professional formation, as well as in other areas of knowledge that demand knowledge, skills and abilities specific to their profession.

Therefore, it is important for the Physical Education professional to have mastery of the theoretical-practical contents taught and know how to apply them according to the environment and the type of students present, according to the personal characteristics of each one.

Slomski (2008, p. 8, our translation) clarified that:

One of the roles of the teacher is to improve their profession by mastering knowledge, acquiring skills and improving skills to act individually and collectively in the exercise of the same, with professional skills that stand out in corporate environments, including communication, leadership and planning.

However, in addition to Physical Education being a subject in the curriculum, it also includes another transversal importance when dealing with the child's mental, physical and psychomotor health. When you do not have a professional teacher, competent in the field of physical education, you will notice adversity in students' practices, such as in the physical and psychomotor development of students, because the good teachings of teachers, in many cases, are reflected in the good practices of students (KÜHL, 2013).

Some cultural and bodily gains were incorporated, over the years, by Physical Education in its contents, such as: sports, games, dance, gymnastics and wrestling. These have in common the corporal representation, with playful characteristics of diverse human cultures.

Goodwin and Watkinson (2000, p. 144, our translation) emphasized that:

School physical education classes help with independence, self-confidence, improve the physical posture of practicing students, improve the students' sense, improve the self-confidence of inhibited students, improve the sense to socialize and work in groups and make friends, classmates more easily.

The role of the Physical Education teacher is not, therefore, to deal only with the pedagogical aspects of cultural and curricular contents related to bodily practices, which may influence student learning. It is also required a competent professional, who has both knowledge of the scientific area and the context in which he works. In this way, the need to rebuild and update the teachers' perspective on professional competences in order to be able to respond to the new challenges in the area becomes evident.

Methodology

This research followed a mixed quali-quantitative approach with the use of an observation guide of the practices of teachers and students, a questionnaire and an interview script in primary school n. 74 Dangereux, in the province of Malanje-Angola.

The population analyzed included the following classes of primary education: 4th, 5th and 6th grades. In this research, the sample consisted of 38 subjects, among the governing body, teachers and students, which corresponds to 26% of the population of the researched school.

Table 1 – Population and sample analyzed

Participants	Population	Sample	Percentage
Board of Directors	1	1	100%
Teachers	10	10	100%
Students	135	29	21,5%
TOTAL	146	38	26%

Source: Devised by the authors

The teaching observation technique was based on collecting information about Physical Education classes and all the elements involved. As the teacher was teaching, direct observation and notes in a guide about what happened was carried out. This technique was applied to teachers and students, inside and outside the classroom, as a means of verifying the practices of both during classes.

The questionnaire was used to obtain information on the topic under study, considering the contributions and opinions of students in relation to the professional competences of Physical Education teachers, and of the teachers themselves about their performance. This technique was used to collect quantitative data (statistical results) in view of the need for anonymous expression, on the part of students and teachers, of feelings, thoughts, desires, motivations about the subject of physical education. Although the questionnaire is a data collection instrument widely used in qualitative research, multiple choice questions were asked, that is, closed ones, allowing respondents to feel free to express their opinions.

The interview allowed obtaining information about the school's policies in relation to obtaining competent teachers in Physical Education, the interaction and socialization of students in Physical Education classes and its importance in the students' lives. This technique was applied only to the principal of the school in question as it is a way of collecting

information in a direct and reliable way, thus providing greater credibility and reliability to the information collected.

The next section presents the analysis and interpretation of the results of this study at school n. 74 Dangereux, in the province of Malanje-Angola.

Presentation, analysis and interpretation of results

Malanje is one of the provinces of Angola located in the northern region of the country, has an estimated population of 1,108,264 inhabitants and a land area of 98,320 km², made up of 14 municipalities and has five Courses for teacher formation, namely: Cdte Care (public), Jérónimo Neto (public), ADPP) Development Aid from People to People (public), S. João Paulo II (funded) and S. José de Cluny (funded) of which only one has specific formation for Physical Education professionals, called *Escola Magistério Jerónimo Neto*, which recently opened its doors in 2016 in Ngolo, Cahala district.

The representative member of the School Board is female and aged between 35-50 years. Of the ten participating teachers, four are female and six male, aged between 20-50 years, seven with a degree in General Education (no formation in teaching methodology, nor in Physical Education), one with a Degree in Psychology from the Higher Polytechnic School of Malanje (ESPM) and two with formation at high school level, from the Comandante Care teacher formation school, in the Geography and History courses. Of the students, 103 were male and 27 were female, aged between 8-11 years.

The subsystem of General Education is constituted by: primary education of six classes (compulsory base, that is, from 1st to 6th classes) and by secondary education, which integrates two cycles, with duration of three years each (described as follows: I Cycle, 7th to 9th Grades and II General Cycle, 10th to 12th Grades). The Teacher Formation subsystem is structured into the following levels, with a duration of four to six years, respectively: Normal High School (10th to 13th grades) and Higher Pedagogical (from 1st to 4th year "initial formation". It also comprises actions that fit into permanent education: pedagogical aggregation, improvement and formation for "continuous education" (CARDOSO; FLORES, 2009).

The observations were carried out in 4th grade classes according to parameters related to teacher and student motivation, and psychological aspects, in addition to the practices of class development and completion, as shown in Table 1.

Frame 1 – Results of observations from 4th grade Physical Education classes

Observations
MOTIVATION: <ul style="list-style-type: none">• The teacher did not comply with the initial motivational part, usually consisting of stretching, warming up, or other type of preparation of the body to face practical activities;• Some teachers lacked specific monitoring, advising each student on the equipment to be used and the correct and recommended position to avoid injuries.
PSYCHOLOGICAL: <ul style="list-style-type: none">• The teacher did not maintain a dialogue before starting the class, in order to prepare his students psychologically about the progression of the exercises, guiding and exemplifying the nature of each exercise;• Furthermore, he did not explain to the students the advantages, benefits and importance that physical education classes can bring to their lives.
DEVELOPMENT: <ul style="list-style-type: none">• He noticed that many students practiced physical exercises in a disoriented way, or without their own methodology, as well as organizing the class by age;• Students were unwilling to actively participate in physical education classes;• Lack of time orientation for each exercise;• At no time did the teachers try to interact with students who showed fatigue or premature fatigue to find out the causes, or the real reason for their indispositions;• Some teachers lacked the ability to have emotional control and avoid getting stressed, or acting in an arrogant or nervous way when questioned or suggested by students about the class;• There were no practical activities, only free exercises, such as: running, jumping, turning, bending, sitting, getting up and lowering.
CONSOLIDATION: <ul style="list-style-type: none">• At the end of the practical classes, teachers were not observed guiding their students to do relaxation exercises (which help to relax the veins);• The teacher did not assure himself of the conditions that allow the students to return to calm, taking them out of their high spirits, stress and fatigue.

Source: Devised by the authors

In this sense, since there are no motivational incentives on the part of the teachers that lead children to arouse the will and the interactive spirit, the lack of healthy environments with playful games, which bring group fun to students while at the same time that they coincide with the teaching-learning and a word of comfort are indications of situations that can deform the physical condition of children, causing inconvenience and harmful consequences to life in the future, since the practice of Physical Education should be seen as a catalyst for human health capable of avoid opportunistic diseases.

With regard to the interview carried out with the school principal n. 74 Dangers, in Malanje-Angola province, regarding the importance of physical education in the teaching-learning process, she stated that: “*Physical education for children is important because doing it they will be able to avoid many diseases, and it will also help them in the interaction between peers in the same class. Still, they can acquire skills to develop sports practices*” (our translation).

With regard to the analysis of teachers in relation to students who do not exercise, the principal said *“that it is not good to abstain from physical education practices because they are subject to contracting diseases because of a sedentary lifestyle, such as obesity, diabetes, and others that do not help the child's development or growth”* (our translation).

Still, about reports of teachers who do not teach physical education practical classes, the principal replied that *“some 4th, 5th and 6th grade teachers do not often teach practical exercises because they do not have specific formation in physical education, and this makes the classes largely theoretical and free activities for students, such as: runs, jumps, ducking and spin”* (our translation).

In this sense, as for teachers who do not have specific formation in Physical Education, but who still teach in these classes, the principal stated that:

Many teachers here at the institution do not have pedagogical formation, nor any specific one related to physical education, they have general education as literary qualifications, and this has caused difficulties in the management and quality of the teaching-educational process. These situations can jeopardize the children's future and can cause injuries or sequelae to children, because to work with children you have to be very careful, because they are harmless and fragile beings. First, it is necessary to know the human body and its functioning, so as not to cause serious injuries (our translation).

In addition, regarding students who devalue this discipline, the principal argued: *“we have had a permanent dialogue with teachers and guardians in order to encourage them to participate in all school, school and extra-school activities, because that way they learn in a playful way, and discover their hidden talents to later apply in their lives”* (our translation).

Asked whether the school board has implemented strategies to encourage students who abstain from physical education classes, the principal stated that:

Yes, but we have implemented a series of actions in collaboration with guardians and classroom teachers to explain the benefits of physical education practices in their lives and the contribution in their health. Although they are children, but we always pass on the information to them, that physical education helps them to have good health and to grow properly without constraints (our translation).

The principal's concern with outlining strategies to overcome the difficulties implicit in teachers working without adequate formation in the field of Physical Education and students with no interest in making classes a place for practice and learning became clear. The school must be seen as a place where teachers and students exercise the desire to want to

practice, learn and know about the advantages and importance of Physical Education classes, as well as other subjects.

Considering that the teachers interviewed in this research follow the Angolan mono-teaching model, teaching all subjects, the questionnaire applied raised the reasons for choosing the profession, if the lack of specific formation in Physical Education has brought difficulties, if the students participate in the classes, if they use learning-oriented methods, if they give more practical or theoretical exercises, if they've thought about having specific formation, if they know the importance of classes, for what reasons do students participate in physical education classes and if they've noticed development psychomotor in their students.

Regarding the reasons that led them to choose this subject, five professors were peremptory in answering that it was because of their passion for teaching, one stated that other job choices were lacking and the fact that they saw that the subject is easy to manipulate, and two assumed that they chose the teaching profession in the struggle for survival. The unevenness of the answers presented is worrisome anyway.

Among the ten teachers questioned, three answered yes in relation to the difficulties of teaching classes being related to the lack of specific formation in Physical Education, three answered no, two answered "sometimes" and two "not so much". Seven teachers responded that students value and participate in Physical Education classes, while three teachers responded that only a few participate. In the view of the teachers, three answered yes in relation to the application of effective methods aimed at the learning of students in Physical Education classes, two teachers did not apply such methods, while two considered that not always and three answered that only sometimes.

When asked about carrying out a specific formation in Physical Education, six teachers replied that they had already thought about the subject, while only two said they were not interested. These data demonstrate that teachers are aware of the importance of having, or in the case, of obtaining specific formation in the area in order to add more value to the classes they teach. In this sense, five teachers answered that both teachers and students know the importance of Physical Education classes for their lives, while three responded "not so much". Despite this, only two teachers said they had observed some psychomotor development in their students as a result of physical education classes, on the other hand, six responded that they had not observed such a difference.

Regarding the reasons that lead students to participate in physical education classes, four teachers answered that it is for health, three for getting grades, and one for pleasure.

4th grade students (20 in total) were asked whether they liked the classes: 18 said yes, one said no and one said he likes it a little. In addition, all students responded that they are well guided by the teacher regarding the performance of the exercises.

Regarding health benefits, 18 students answered yes, physical education brings benefits, while two answered no. About the proper use of equipment in physical education classes, 17 students answered that the teacher have used, while three said no.

The triangulation of the results obtained through the application of questionnaires to students and teachers, from the interview with the principal of school n. 74 Dangereux, in Malanje-Angola province, and the observation of classes showed the influence, advantages and importance of physical education classes for the participants in this research.

The quantitative data, collected in the questionnaires, partially contradict the qualitative data obtained by the class observation guide, as it showed an inefficient way for teachers to guide, motivate, develop adequate exercise techniques and end the classes with relaxation and centering of students, as well as from students, who dispersed or performed the proposed activities just to comply with the mandatory presence in the discipline.

It was verified the existence of a desire to teach and learn, although not in all teachers and students, nor through techniques, methods and forms suitable for students of different ages and adapted to the needs of each one.

In the interview with the school board, the objective was to raise the conditions for the application of physical education classes, the formation of teachers and the availability of students to attend classes. It was found that the school management has created mechanisms that aim to provide solutions and overcome the adversities that the school has been facing, assuming the need for partnerships and exchanges with the “Jerónimo Neto” School of Formation of Education Teachers in Malanje (EFPEFM)”, in order to obtain some teachers formed in physical education to improve the teaching-learning system and encourage students to actively participate in classes and with greater adherence.

In this sense, it was demonstrated the need to implement a model of continuous training for Physical Education teachers at school n. 74 so that they can be formed, keep content updated and become more competent and qualified professionals to carry out their teaching activities.

Final considerations

According to the purpose of this article to survey and analyze the *pedagogical skills of Physical Education teachers at Primary School n. 74 Dangereux*, in the province of Malanje-Angola, there was a need for greater appreciation of this discipline, both by teachers and students who were part of the analyzed sample. Taking its due credit, Physical Education, as well as other subjects that are part of the curriculum of schools, has visible benefits both in the physical health of students, as well as mental and emotional.

This practice, when well oriented and carried out, tends to avoid postural diseases, such as kyphosis, back pain, knee problems, among others, in addition to fighting sedentary lifestyles by taking its practitioners to a path of theoretical-practical realization that contribute to the socialization of students with themselves (knowing and feeling better about their bodies and their physical, mental and emotional limits), with colleagues (by participating in sports and collective and group exercises) and with the teacher (learning to respect their elders, like this how to contribute when possible with the suggested activities).

It was also found that the presence of teachers without specific formation in the field of Physical Education is a potential danger for both students and the School as a whole, since only qualified professionals with formation in the area have the necessary knowledge to carry out an attentive and zealous work with the students in order to avoid injuries and not further increase the students' lack of motivation in relation to the practice of physical activities, or even the discipline itself during the school period.

In this sense, given the specific objectives of this study, with regard to the analysis of the level of professional competences of Physical Education teachers at the analyzed school, and given the fact that the questioned teachers do not use pedagogically required and teaching-oriented methodologies and methods of the discipline although the school is making an effort to overcome this deficit situation, it is suggested the application of a model of continuous formation for professionals, based on the results of the doctoral thesis presented to the Department of Theory and History of Education and Social Pedagogy of the University of Sevilla, as highlighted below:

- 1- The direction of the School n. 74, in Malanje, look for partnerships with the Malanje Physical Education Teacher Formation School (EFPEFM);
- 2- Schools start to hire teachers formed in Physical Education to teach the subject without the need for adaptations, striving for the level of professional competences of the teachers;

- 3- Schools create moments of dialogue between teachers and students in order to make themselves clear about the importance of Physical Education classes;
- 4- Teachers go through the continuing education process in Physical Education; and,
- 5- Schools provide an opportunity for continuing education to their teachers, according to the subject they teach, respecting the specific formation of each professional in their area, including in the area of Physical Education.

The complete proposal for continuous education for Physical Education teachers without a specific component is described in Frame 2, below.

Frame 2 – Proposed continuing education for Physical Education teachers without specific formation

Curriculum	Target Audience	Objectives	Period (12 months)
General pedagogy	Teachers from The Schools of Magistério Comandante Cuidado, São José de Cluny, of Physical Education and of the Malanje Sports Association and teachers of the School n.74, II Ciclo Nicolau Gomes Spencer, II Ciclo Nossa Senhora de Fátima, Amílcar Cabral, Rainha Njinga a Mbandi, Revº Francisco Armando, S. Pedro da IEPA e Elimabe I.	<ul style="list-style-type: none"> - Formation of teachers without specific training in Physical Education; - Adapt the professional profile of teachers; - Guide teachers to better results based on meaningful learning; - Improve the image of schools selected for formation; - Avoid physical and mental disorders that compromise students' health. 	<p>1st Stage:</p> <ul style="list-style-type: none"> - Formation of Physical Education teachers (6 months, 3 times a week for 3 hours of classes); <p>2nd stage:</p> <ul style="list-style-type: none"> - Pedagogical practices and workshops in Physical Education (3 months, 3 times a week, 3 hours of classes); <p>3rd stage:</p> <ul style="list-style-type: none"> - Practices, seminar and pedagogical internship in Physical Education in Primary Education, I Cycle, II General Cycle and teacher formation schools (3 months) - Presentation of the internship and training completion report.
Didactics			
Physical Education Methodology			
Sport method, games and playful activities			
Expressions and other sports			
Developmental and Educational Psychology			
Hygiene and Health			
Learning assessment system			
Sports ethics			
Personal, social and deontological formation			
Sociological analysis of education, management and school administration			
Pedagogical practices and workshops			
Physical Education practices, seminar and pedagogical internship			
End of course ceremony and certification of teachers by the formation schools, the Municipal Board and the Provincial Education Office.			

Source: Devised by the authors

As a limitation of this research, the selection of the sample that analyzed only 4th grade students from School n. 74 when it could have been extended to other classes. Thus, it is suggested that future studies include other classes in order to compare the opinions of older and younger students in relation to the didactics of the teachers in question. Likewise, it is suggested that this type of observational study and survey of the practices of teachers without

specific training be carried out with teachers from other areas of knowledge in order to verify to what extent the same types of behavior and thoughts of teachers are repeated.

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How to reference this article

CABAMBA, J. I.; YANES-CABRERA, C.; BALLESTEROS MOSCOSIO, M. Á. Continuous education for teachers without pedagogical education: a case study with Physical Education teachers at Primary School n. 74 Dangereux, in the province of Malanje-Angola. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 16, n. 4, p. 2278-2293, Oct./Dec. 2021. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v16i4.15518>

Submitted: 17/07/2021

Required revisions: 15/08/2021

Approved: 20/09/2021

Published: 21/10/2021