


**TEACHER'S INFLUENCE ON IMPROVING THE QUALITY OF TEACHING -
LEARNING FOR PRIMARY SCHOOL STUDENTS - ATTACHED TO THE IFP IN
PEMBA CITY**

**INFLUÊNCIA DO PROFESSOR NA MELHORIA DE QUALIDADE DE ENSINO -
APRENDIZAGEM PARA O ALUNO DA ESCOLA PRIMÁRIA - ANEXA AO IFP
NA CIDADE PEMBA**

**INFLUENCIA DEL DOCENTE EN LA MEJORA DE LA CALIDAD DE LA
ENSEÑANZA Y EL APRENDIZAJE DE LOS ESTUDIANTES DE LA ESCUELA
PRIMARIA - ADSCRITO AL IFP EN LA CIUDAD DE PEMBA**

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ABSTRACT

In Mozambique, education is a right and duty of citizens and aims to provide everyone with equal opportunities to access all levels of education. The teacher's job is to teach children, youth, and adults and ensure the quality of the teaching-learning process, promoting their intellectual and social development. In this context, teachers are called upon to be present throughout the educational process, ensuring quality learning and plausible outcomes. This reflection aims to understand the influence of teachers on the quality of the teaching-learning process, using a qualitative approach. The research found a new positive attitude among students, demonstrating interest in classes and taking good care of their books and teaching materials, under their teachers' guidance. Recently, students have shown greater concern for the teaching-learning process, even without parental guidance to motivate them to participate in learning. Teachers address problems affecting teachers, students, school infrastructure, and the school community through self-assessment to ensure improved performance. Slow-learning children should undergo a qualitative assessment, with the assessment elements including student motivation, attendance, punctuality, and classroom participation.

Keywords: Teacher. Quality. Teaching-Learning. Student.

RESUMO

Em Moçambique a educação é um direito e dever de Cidadãos, e visa oferecer a todos a igualdade de oportunidades de acesso a todos os níveis de ensino. O trabalho de professor é de ensinar crianças, jovens e adultos, e assegurar a qualidade do processo de ensino-aprendizagem, no sentido de promover o desenvolvimento intelectual e social dos mesmos. Para este contexto, os professores são chamados a estar presentes em todos os decursos da educação, para que, a aprendizagem se torne de qualidade e tenha resultados plausíveis. Esta reflexão objectiva compreender a influência de professor na qualidade do processo de ensino-aprendizagem, numa abordagem qualitativa. A pesquisa apurou existência da nova atitude positiva no seio de alunos por mostrarem interesse e aulas e por cuidarem bem dos seus livros e material didáctico, sob orientação de professores. Nos últimos tempos, alunos

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tem tido maior preocupação com o processo de ensino aprendizagem, mesmo sem o acompanhamento dos pais que os possam motivar a participar na aprendizagem. Os problemas do professor, do aluno, de infra-estruturas escolares e da comunidade escolar são resolvidos pelos professores através de autoavaliação para garantir a melhoria do seu desempenho. As crianças com uma aprendizagem lenta deveriam ser submetidos a uma avaliação qualitativa, tendo como elementos da avaliação, a motivação do aluno, assiduidade, pontualidade e a sua participação na sala de aula.

Palavras-chave: Professor. Qualidade. Ensino-Aprendizagem. Aluno.

RESUMEN

En Mozambique, la educación es un derecho y un deber de los ciudadanos y busca brindar a todos las mismas oportunidades de acceso a todos los niveles educativos. La labor del docente es enseñar a niños, jóvenes y adultos, y garantizar la calidad del proceso de enseñanza-aprendizaje, promoviendo su desarrollo intelectual y social. En este contexto, se insta al docente a estar presente en todo el proceso educativo, garantizando un aprendizaje de calidad y resultados plausibles. Esta reflexión busca comprender la influencia del docente en la calidad del proceso de enseñanza-aprendizaje mediante un enfoque cualitativo. La investigación reveló una nueva actitud positiva entre los estudiantes, quienes demuestran interés en las clases y cuidan sus libros y materiales didácticos bajo la guía de sus docentes. Recientemente, los estudiantes han mostrado una mayor preocupación por el proceso de enseñanza-aprendizaje, incluso sin la guía parental para motivarlos a participar. El docente aborda los problemas que afectan a docentes, estudiantes, infraestructura escolar y comunidad escolar mediante la autoevaluación para asegurar un mejor desempeño. Los niños con retraso en el aprendizaje deben someterse a una evaluación cualitativa, cuyos elementos de evaluación incluyen la motivación del estudiante, la asistencia, la puntualidad y la participación en clase.

Palabras clave: Profesor. Calidad. Enseñanza-Aprendizaje. Estudiante.



1 INTRODUCTION

In Mozambique, education is a right and a duty of citizens, and aims to offer everyone equal opportunities of access to all levels of education. The purpose of the teacher's work is to teach children, young people and adults, and to ensure the quality of the teaching-learning process, in order to promote intellectual and social development. In this context, teachers are called upon to be present in all courses of education, so that, in fact, it becomes truly of quality and has plausible results, (Nóvoa, 1999). Society believes in education as a catalyzing instrument for development by enabling people to live a full and harmonious life.

In this case, the study aims to understand the influence of teachers on the quality of the teaching-learning process for primary school students in the City of Pemba.

However, the teacher has been the subject of discussion since the end of the twentieth century and the beginning of the twenty-first century, his responsibility for the learning of students is questionable and the results of the teaching-learning process have regressed the hope of society, the quality of teaching. Society has seen the teacher as a crucial and basic element for the intellectual and social development of the student, that is, he is the only person prepared to deal with the teaching-learning process.

The teacher is more talked about by everyone, at school, on the street, in the media, in villages, towns and cities for his role, making him an unavoidable social reference in the context of school education, in which he is the teacher. The quality of the teaching-learning process is another reality discussed by different circles of society. In Mozambique, primary education exists to promote the socialization of children and to impart knowledge of reading, writing and arithmetic. This research is justified by the low quality of the teaching-learning process in primary schools.

For this context, it was to apply the methodology of bibliographic research for the construction of the theoretical framework that led to the understanding of the influence of teachers on the quality of the teaching-learning process and was based on the qualitative approach to analyze and discuss the data collected from the participants, through the semi-structured interview as the data collection technique.

The problem of this research was characterized by school absenteeism carried out by school managers, teachers and students, by the indifference of school supervisors and incompetence of teacher training institutions. It is for this reason that this question is asked: **what is the influence of teachers on the quality of teaching for primary school students?**



2 THEORETICAL FRAMEWORK

2.1 THE ROLE OF TEACHERS IN SCHOOL

The objective of this topic is to analyze the role of the teacher in the teaching-learning process of students. The current society has demanded that teachers and students can actively participate in educational processes, to bring positive results, quality of teaching. Due to this responsibility that is placed on the school, the teacher has the fundamental role of proficiently leading the teaching-learning process, seeking to respond to the changes forced by society. The development of society depends on the level of schooling of its population (Barbosa, *et. al.*, 2016).

Rego and Lima (2010), over the years, human society has created the school to ensure the values, knowledge, beliefs and traditions of its culture in a systematic way. To achieve this, the teacher was assigned the role of mediator, making a connection between knowledge and students, interpreting the curriculum.

Libâneo (2001, p.8) defines education as a social practice that, through the work of teachers, makes it possible to achieve in human subjects the characteristics of full humanization. It means that the school is the crossroads of the processes of human transformations, where society, culture and knowledge seek to build a free, fair and democratic society, emancipating people in this sense. Thus, the school was established in society, functioning as a place for people's emancipation, forcing everyone to go through a teaching-learning process as a condition for their integration into society and other spheres of human life.

There are several challenges that have put the role of the teacher in his daily professional life to the test, pressuring him to adapt to the current school environments characterized by insufficient school infrastructures, teaching materials and educational practices that are inadequate to the learning needs, which contributes to poor quality of teaching. Minedh (2020) points to school managers, teachers, educational supervisors, trainers of the Teacher Training Institutes (IFPs) and teachers as professionals who have contributed negatively to the quality of teaching, due to incompetence and school absenteeism.

2.2 QUALITY OF STUDENT TEACHING AND LEARNING

Quality of teaching-learning is the point of discussion in this topic. One of the objectives of the National Education System is to ensure the quality of teaching and learning quality



standards (paragraph a, art.5 of Law 18/2018, of the SNE). It aims to train students capable of actively participating in the construction of society and their engagement in the job market. The same law clarifies that primary education is the initial stage of the child's schooling in the acquisition of knowledge, skills, values and attitudes, for the harmonious development of his personality. Student learning in primary education According to article 12, law No. 18/2018, of the SNE, authorizes the primary school teacher to teach children in monolingual or bilingual, which, therefore, includes the use of a Mozambican language, including Mozambican sign language, to allow children to understand, promoting inclusion. This way, learning for students with a poor command of the Portuguese language, which was once used exclusively as a language of teaching and learning in Mozambique, is facilitated.

The primary education curriculum was built in order to make the teaching-learning process more relevant, the graduate has skills compatible with the country's challenges, to allow young graduates to have the possibility to effectively insert themselves in the community, in the job market and in society, (Inde, 2020).

The same author understands that the teaching-learning process has quality when it manages to promote personal development in the student and is able to cultivate love for life and love for the homeland, promotes sociocultural development, inciting the student to value public and private goods. In a quality education, the child must develop the technical-scientific aspects with a focus on communication and orality, writing, reading and arithmetic. Quality teaching should arouse curiosity in the student, making the student more responsible in learning and practicing citizenship, as sublime values for a full life.

Novoa (1999) states that the quality of teaching is configured by a set of aspects related to values, curricula, methodological practices and evaluation, and for its understanding it depends on the perceptions of social groups and dominant values of each educational system.

For Donaciano (2006, p. 28), the quality of teaching means:

- ✓ Teachers who are friends of reading and prior preparation of classes, creative, promoters of healthy relationships, active participants in school and management activities, concerned with school problems, etc.
- ✓ Dynamic school boards and committed to their mission and promoters of a democratic school where everyone has words, friends of science, teachers, students, administrative staff, parents, guardians and the community in general.
- ✓ Students eager to learn and make learn, research lovers, curious and creative.

- ✓ Parents, guardians, engaged and school collaborators to, together with teachers, value education.
- ✓ A school organized in this way will be disciplined, with good performance and with the desired quality.

The author argues that the quality of students' learning depends on the effort that the teacher must make in the taste for reading, becoming a model to be followed by the students. School boards should always be open to the needs of the public. Students and parents should engage in making learning connected to the interests of the community.

Barbosa et al. (2016) argue that there are several factors that define the quality of teaching, such as the conditions of the school institution, the ongoing educational processes, the expectations of the school community and the learning and training results of students.

Nóvoa (1999) had defined teaching as a social practice that, in addition to being materialized only by the interaction between teachers and students, is also processed by the reflection of these actors on aspects of the culture and society of which they are a part.

António (2024) clarifies that education should be dedicated to the formation of critical, conscious individuals capable of living freely and autonomously. That is to say, today's world wants people to learn for an independent life and recognize the value of collective life and be able to protect and conserve the environment around them.

Rodrigues (2012, p. 223) defends the idea of the union of synergy between the actors in the educational process in the school when he states that,

[...] To improve education, we cannot forget that we are with each other, creating walls, closing ourselves, isolating ourselves from or from some others, is a murderous attitude, which diminishes and kills some of the possibilities of being.

This author defends a fraternal and inclusive educational work that allows the participation of all actors, teachers, students and parents for common results, that there is no protagonist and the culprit.

Barbosa, *et al.* (2016, p.32), in addition to the collective work of the school community, in order to achieve quality education needs a range of resources. Thus, countries that invest less in education have had a weak supply capacity, both in terms of supply and in terms of quality of public education.



In general, learning is an open and interactive process accompanied by human support (will, skills and passion for others) and materials. For this reason, Rodrigues (2012, p. 223) understands as:

[...] School success and ethical achievements cannot be conceived exclusively as resulting from the individual characteristics of the teacher or students, but as resulting from a convergence of factors, in which students, teachers, parents and others are active protagonists.

The authors' interventions appeal for the students' learning process not to be seen and left to the work of teachers and students, but should be a continuous activity and collective participation of a given school community, and the engagement of all in the search for efficient student learning.

Rodrigues (2012, p.223), on school failure, states that,

[...] Any measure or intervention to be taken in the field of school failure, in all its dimensions, that conceals its relational character and that focuses only on one of its components, is doomed to failure. Because the problems that teachers struggle with in the classroom cannot be seen as problems that concern only students or exclusively them.

MINEDH (2022), for the quality of learning in schools, it is essential that there is an efficient and participatory management of the educational system through the increasing involvement of school councils in this process. So, it is already known that the school council is a body of consultation and supervision of the school's actions that brings together all active elements of the school community. Thus, it is necessary for the school to contemplate CE in plans that contribute to student learning. Niquice (20006) clarifies that the integration of all in the pursuit of educational objectives constitutes a form and a level of participation, as this integration is not passive. It means that each member has a role to play in the school.

Rodrigues (2012, p.224) shares the same idea as the authors who preceded him when he states that,

[...] School must continue to be a space where teachers and students, men and women, living, dialoguing and learning together, through common exploration of difficulties and original ideas, in an atmosphere of freedom, can grow not only in knowledge, but also in being a person. The educational system refers us to interrelationship and not isolation. We have to abandon it to isolated, fragmented



performances piece by piece, where the idea of system, motivation and dialogue is absent.

In this sense, teacher training is crucial for the social construction of trained individuals. That is, it must prepare teachers, in addition to teaching students in the classroom, also transmit to them the most consistent rules of life in society, sharing experiences and making the school a true nursery of continuous multiplication of human culture. Trained teachers must make learning a continuous and dynamic process, implying the improvement of the teacher's professional life and preparation of students for future jobs.

The research was explanatory with a qualitative approach. The research used bibliographic research to explore the knowledge about the subject in allusion with various bibliographic materials such as books and published articles. The research interviewed 3 teachers from the Primary School Attached to the IFP Alberto Joaquim Chipande, which allowed the collection of data.

Rego and Lima (2010, p.8), "education must constantly accompany the transformations of society, while recognizing the acquisitions and knowledge built by humanity, the result of human experience contributing to the construction of citizenship".

In this perspective, the teacher becomes an actor of social mobilization for his participation in the construction of values that enable the citizen to actively participate in the teaching-learning process, preparing the future for himself and for other generations.

3 RESEARCH METHODOLOGY

The methodology for the approach was qualitative research and as for the objectives, the research is explanatory which intended to explain the reality of the phenomenon studied from results (Gerhardt & Silveira, 2009). The research data collection techniques were the interview and bibliographic research, which allowed the understanding of the object of the research. The interview involved 3 experienced teachers as participants. For analysis and discussion of results, the content analysis technique was used, according to which we seek to describe a fact or phenomenon studied from texts or narratives.

4 ANALYSIS AND DISCUSSION OF RESULTS

In the discussion of results, there was a confrontation of the answers of the interviewees with some authors who spoke or published articles with similar content dealt with in this study.

The data collected were grouped into subcategories/topics to facilitate their analysis and discussion as developed below.

4.1 TEACHER'S DUTIES IN THE SCHOOL

In the first question of the research, I wanted to know what role the teacher plays in his day at school, and from the perceptions of the interviewees we realized that the teacher at school plays a prominent role, namely:

... "Show the way, create methodologies and teaching techniques";

... "Educates society and student";

..."It organizes and facilitates education in school, mobilizes society and students to adhere to teaching".

According to the interviewees, the teacher plays the role of teaching and educating society, creating the conditions for their insertion in society. According to Barbosa et al. (2017, p.58), "the teacher has sworn on the day of his graduation, to dedicate his entire life to the function of teaching and educating". In this part, we understand that the teacher contributes greatly to the construction of a more creative, innovative society that is aware of the challenges of life, awakening people to the work of transforming culture and nature with a view to perpetuating human existence and making social, economic and political contexts more participatory.

In the same perspective, there are people who also agree with us, in the case of Libâneo (2006, p.16-17) clarifies that,

[...] The teacher is a part of the broader educational process where the members of society are prepared for their active participation in social life and also looks at education as a universal social phenomenon that ensures the existence and functioning of societies.

The teacher has attributions conferred on him by the school and society in teaching and educating people as a way to save them from the multiform suffering they are subjected to. Education and teaching are means of survival for humanity that from school people are organized and reoriented to take a path of sustainable development. In this way, the teacher, as mentioned in the interview, opens the way to life, organizes and facilitates the educational process, raises and creates conditions for the participation of society in the processes of human development in all its dimensions of economic, cultural and political life.

4.2 TEACHER-STUDENT RELATIONSHIP

Libâneo (2006, p.251) says that "in the classroom the teacher relates to the group of students. Even if the teacher needs to attend to a special student or the students working individually, the interaction should be focused on the activities of all students around the objectives and contents of the class".

The survey interviewed teachers to find out how they relate to each other in the classroom. Thus, the question was posed: how does the teacher relate to the students in the classroom?

In this case, the interviewees reported that in the classroom the teacher should cultivate an accepted relationship and avoid acts that promote discrimination and establish communication so that everyone is connected to the teaching and learning process without losing focus as you can see in this discourse below:

[...] "Healthy relationship, behaving like a child, having the level of a child without losing focus, a child looking at the teacher as a friend" (E1);

[...] "Non-discrimination in the classroom, good communication, attending to and solving student problems" (E2);

[...] "Respect, listening to the student, accepting the student's condition, creating a good relationship" (E3).

The author understands the classroom as a place where the permanent dialogue between teacher and student, between the school and the guardian, is built, that is, it is the appropriate space for the socialization of individuals and the construction of a new, more inclusive society. Niquice (2006, p.46) says that "valuing what is different is possible in the environment where dialogue is established". For this to happen, the school must create equal learning opportunities for all, its members. In this aspect, the figure of the teacher is seen as an inseparable element to the cognitive and social development of the child, because it mediates the teaching-learning process (EAP) with itself and with the educational preferences of society.

When we speak of the teacher as an intermediary in the teaching-learning process between himself and society's educational preferences, it means that this educator must ensure the pursuit of centrally defined educational objectives and it is up to him to explain to society about the subject to learn and how to learn, allowing the construction of knowledge, culture and values for well-being to be perpetuated.

Niquice (2006, p.26), the teacher must ensure the work with the students to guarantee their training. Society must continue to cultivate these values such as respect, dialogue, acceptance of difference (tolerance) and good relationships that must be replicated through educational institutions to ensure the integrated development of the student (E1, E2, E3).

In the opinion of the teachers interviewed, the teaching profession is different from other professions because it is quite complex and allows them to work with pedagogical and social contrasts. For the interviewee, E1 understands that the teaching profession, in order to achieve its objectives, needs the teacher to create a healthy environment and become child-friendly, but without losing focus. For interviewee E2 mentioned that the classroom is not a place where there is no discrimination between its occupants (students and teachers), but rather allows for well-prepared communication and good understanding, and the student's problem solving. The last interviewee E3 appealed to the need to improve mutual respect between teacher and student and appeals to teachers to accept the student's condition and to know how to listen to him and not only, to create a friendly relationship for both to actively participate in the teaching-learning process.

Libâneo (2006) states that teachers play an important role in the teaching-learning process, as they establish social and pedagogical objectives, select and organize contents, choose methods and organize the class. Thus, when the relationship between teacher and student goes unnoticed, there is no respect, the student does not learn, the teacher does not teach, and society is stagnant in time and space. However, the education given by the teacher in school is focused on the development of man and his culture.

4.3 QUALITY OF TEACHING

This topic aimed to analyze the current situation of the quality of the teaching-teaching process in primary school. To this end, the question was formulated, what would be the quality of teaching in the school? The survey participants answered as follows:

- [...] "Teaching objectives are not achieved with classroom overcrowding, slow monitoring by students' parents, so the quality of teaching is not appreciable" (E1).
- [...] "There is a gradual change of the student in the PEA, greater interest in studying, good care of the material" (E2);
- [...] "There is a slow quality of teaching" (E3).



According to the answers of the teachers interviewed, the quality of teaching is not only summarized in the results of the teaching-learning process, obtained in the students' evaluations. Thus, while teachers (E1, E2) attribute low quality to a certain learning environment and educational adversity, MINEDH (2020) points to teachers and school managers and trainers and school supervisors as responsible for this harsh reality. (p.69).

This position of Minedh (2020) contradicts the perceptions of teachers, who justify the low quality of teaching by the overcrowding of classes and lack of adequate monitoring by parents of their children. On the other hand, we noticed that while the teacher and parents or guardians are indifferent to the educational processes of their children, the students themselves dedicate themselves to the school.

The quality of teaching in primary schools, although it is not plausible, there is a new positive attitude manifested by the students, a change in behavior. Thus, the research revealed that in recent times there are students who are more concerned about their education, and without having the accompaniment of their parents, are motivated by their learning (E1, E2).

4.4 THE CONDITIONS OF TEACHING AND LEARNING

In relation to this topic, the research aimed to understand with the interviewees under what conditions they were working in the context of teaching and learning. Thus, this question was asked: what learning conditions does the school have?

According to the information provided by the interviewees, we realized that the school has classrooms with poor conditions and members of the board do not make an effort to improve them (E1) and teachers do not have gowns (E3). But not everything is wrong at school, there is the availability of teaching material and the teachers are committed to lesson planning (E2, E3).

In this context, we understand that for the complete functioning it depends on the management team to create conditions for the functioning of the institution and for this, it requires school managers to organize the necessary resources and be available to all, in order to ensure the achievement of educational objectives. The role of the school manager is fundamental for the functioning of the school organization, according to the interviewee, "classrooms are terrible and there is an absence of the manager's will" (E1). Which means that, for the school institution to function well, there must be the availability of the manager.

Simbine (2014) understands that "to direct is always to be first, it is to show how this and that should be done, and to be followed [...]". (p.9)

From this perspective, we understand that primary schools lose quality due to the lack of classrooms, even if there is an initiative to get more desks, there is nowhere to store them, school principals are less creative and cannot motivate teachers even if there are conditions for a good work environment. For example, the teacher works in the school without a gown, one of his main teaching work equipment.

However, we understand that the indifference of school managers to the problems of the teacher, in particular, and of the school in general, may be a more than sufficient reason to slow down the pace of work. The adherence of professionals to work depends on motivation (Barbosa et al., 2017, p.65).

Minedh (2020) understands that the ineffectiveness of managers is influenced by the limitations of school councils, with regard to school management (p. 69). So, the problem of low quality of the teaching-learning process is the responsibility of all members of the school.

4.5 LEARNING PROBLEMS IN THE CLASSROOM

The research intended with this topic, to understand the interviewees' learning situation in the classroom, since with each passing time society is becoming more complex, the quality is questioned for not responding to social perspectives and challenges (Simbine, 2014).

Interviewees E1, E2 and E3, in their testimonies, confirmed that teaching has currently become a very thorny task because students do not actively participate in their learning because they have a poor command of the Portuguese language. Low-income students do not have didactic material and consequently are weak in reading, writing and arithmetic, in the subject of mathematics and Portuguese language, respectively. Learning difficulties are also influenced by poor textbook replacement and poor school and curriculum management (Minedh, 2020, p. 69).

The teachers interviewed highlight as major learning problems the lack of motivation of students, insufficiency of didactic material, little mastery of the Portuguese language, poor mastery of writing, reading and arithmetic, and lack of parental accompaniment of their children in school educational activities (E1, E2, E3). Therefore, we think that the school can create communication strategies with the community to support children without teaching materials through partnerships with the private sector. As these problems cause the poor



mastery of reading, writing and calculations, teachers can establish extracurricular moments to recover students with these situations and mobilize the parents of students to participate in educational actions together with the teachers, through the intercession of the school community.

4.6 TEACHER ASSIGNMENTS IN THE CLASSROOM

The interviewees understand that in the current moments that education is reinventing itself, the teacher must also take new attitudes towards teaching in order to make it more relevant and more fruitful. Here, teachers E1 and E2 said that, for the educational process to be more pleasurable, the teacher should be flexible and dynamic using the most participatory methods and appropriate to the social and pedagogical needs of the classes, ideas refuted by the interviewee (E3) states that, in the time of covid-19, the use of active techniques was not a priority, but there was progression of students.

For Cabrito (2009), it does not align with the opinion of the interviewees when they stated that the teacher's performance did not depend solely on his flexibility, creativity or the motivation to be given to the student, but rather depends on many other factors, especially the socioeconomic conditions and other personal situations of the student (p.185). In this case, the teacher is called upon to combine efforts in order to fully understand the specificities of his profession in order to make him more professional and respond in a didactic way to the learning situations in the classroom.

4.7 INCLUSIVE CLASS ASSESSMENT STRATEGY

Inclusive classes are those that admit the joining of students with special educational needs (Mayor, 1994, p.11). For students who were slow in learning, one of the teachers interviewed (E1) said that they should be submitted to a qualitative evaluation that would consist of observation of the student's motivation, attendance, punctuality and their participation in the classroom. For teacher (E2) understands that students with slow learning should be evaluated in a specific way also using different teaching methodologies, meeting the specificities of the students. Teacher (E3) realizes that between regular students and slow learners in learning should work together in the assessment to help each other.

In this perspective, the survey understands that the interviewees support the need for the teacher to use diversified methodologies or those that are within the reach of each student who is in the classroom, providing equal learning opportunities to all.



Maior (1994, p.12), inclusive pedagogy is the best way for teachers to promote the spirit of mutual help of normal students with those who have special educational needs.

The teacher (E1) states that children who are slow in learning should have a qualitative assessment, yes, but taking into account the following elements of the assessment: the student's motivation, attendance, punctuality and their participation in the classroom. But looking at what happens in current primary schools, isn't this form related to automatic passages? It seems not, we understand that it is a matter of adding the value to their real grade for the student to progress and continue learning at school developing their scientific skills and their self-esteem in the same order with intelligent children, because if they fail they may be demotivated and will end up staying at home, giving up the teaching and learning process.

The evaluation of students with special educational needs should be a dynamic process, highlighting the qualitative aspects indicated by the teacher's pedagogical instructions. It means that the teacher always prepares for evaluative readjustments in situations of inclusive classes (Nascimento, et al., 2017).

4.8 TEACHER'S DIFFICULTIES

Today's education faces many problems, from poor school infrastructures, teachers with enormous difficulties in the scientific, pedagogical and didactic domains, overcrowding of classes and the lack of classrooms for all, lack of desks, among others. All these anomalous conditions that today shake education constitute the challenges for the teacher. These challenges that education is subject to have a greater influence on the teaching and learning process. Society understands that the teacher is the only personality who has the solution to all problems that weakens teaching in school because he is permanently responsible for maintaining the teaching and learning process and the entire school fabric.

In this context, we understand that the problems of the teacher, the student, school infrastructures and the school community are solved by the teacher himself through permanent self-evaluation, ensuring the improvement of his performance.

Barbosa *et al.* (2017) understands that, if education is an instrument for the formation and integration of individuals in social life, the one whose mission is to ensure that this happens, the teacher, should deserve a lot of attention. It means the teacher works in the school and it is a common social good, where each member of society must participate and

seek formal education, useful for their participation in the development processes. It is up to society to organize and equip the school to facilitate the teacher's work.

For this context, the research interviewed the group of teachers according to which they left the following statements:

[...] "Certain teachers do not know how to make the lesson plan, they do not master and are not able to adapt the teaching methods with the contents of the class, they are unable to define class objectives" (E1 and E2).

[...] "From the research we also realized that schools do not receive the teacher's book because this type of book has methodological guidelines that can facilitate the teaching work and there is also a late arrival in schools of student manuals of free distribution" (E3).

These aspects may represent factors that may influence the poor quality of education in primary schools and to better understand how this happens, Minedh (2020) argues that,

[...] the poor quality of education in primary education has been caused by the limited scientific and pedagogical skills of teachers, motivated by the low quality of training that they also inherited from the trainers of the Teacher Training Institutes (IFP), who also did not have the necessary scientific and pedagogical skills.

The factors of poor quality in primary schools are recurrent and are always reported by the schools to the authorities of the Ministry of Education and Human Development and to the partners at the end of the year, but the solutions have never been effective to reduce and make the educational process more effective due to the lack of investments to finance various initiatives related to teacher training and equipping schools with a view to improving teaching conditions and apprenticeship.

MINEDH (2020) points out as causes of the low quality of the teaching-learning process, the lack of teacher attendance at school and excessive use of the mother tongue in the classroom by students, especially in rural areas. For this reason, the interviewees ask for the reinforcement of the continuous training of teachers as a way to lead the teacher to fill gaps. (E1).

4.9 CONDITIONS FOR IMPROVING THE QUALITY OF TEACHING IN SCHOOLS

This topic intended to hear from the interviewees about some viable proposals for improving the quality of teaching and learning in primary schools. To this end, the question was asked, what can be done to improve the quality of teaching in school? The testimonies of teachers interviewed were:

[...] "Children should enter school at the age of 7, teacher responsibility, rigor in the selection of candidates for teacher training" (E1).

[...] "Good teacher training, teacher training, lesson planning, professional development, collaboration between the teacher and the community" (E2).

[...] "Revision of the curriculum to adapt to the reality of the school" E3.

We understand that the current age of 6 years for entry into primary education does not allow the child to achieve reading and writing and calculation skills required in the 1st grade, for this, the ideal age would be 7 years old because all children at this age learn easily and have not presented major learning difficulties. For the education sector to improve the quality of teaching, it was also observed that serious measures need to be taken to hold teachers accountable for who produce low results in school, as we realize that most teachers have not taken the educational process seriously, due to the impunity they enjoy when they are not assiduous and do not plan properly in school. (E1)

Throughout the research we also realized that the admission and selection processes of candidates for teacher training courses are not strictly observed the established criteria, that is, young people who mostly do not meet the required scientific skills (E1).

In another context, we understand that good initial and continuous training of teachers, lesson planning and effective collaboration of the teacher with the community are relevant aspects for responsible teaching practices that can help children to improve their school performance and consequently, contribute to the improvement of the quality of the teaching-learning process. (E2, E3).

Therefore, there are several important opinions made by society that should be framed in public educational policies to improve the quality of education. The Mozambican education system has its investment very low and far from achieving the quality of teaching and learning (Minedh, 2020, p. 26).

In order to build an educational process that is more in line with the social reality of the communities, it necessarily involves an inclusive public consultation, that is, a public consultation, both in rural communities and in urban areas, because education is a common social good. Thus, for teaching to be of quality, for teaching quality there needs to be a reduction in the teacher/student ratio, improvement in initial and continuous teacher training, an increase in classrooms and an increase in the provision of books and teaching material in the country's schools (Minedh, 2020, p. 26).

5 FINAL CONSIDERATIONS

The teaching-learning process is permanently related to the teaching profession, although different teaching strategies are used, some far from direct contact with the teacher, all aim to assist the teaching work at the various levels of education, enabling the learning and training of students. The aim of this study was to understand the influence of teachers on the quality of teaching of primary school students in the city of Pemba. According to the problem exposed by the research, we were throughout the work having answers like these:

The improvement of the quality of the teaching-learning process can be achieved if there is the possibility of teacher empowerment, good training of primary teachers, rigor in the selection of candidates for teacher training, good lesson planning, professional development of the teacher, collaboration between teacher and the community.

The quality of the teaching-learning process for teachers consists of taking a positive attitude and taking good care of school books or teaching material carried by primary school students.

The research considers that, in recent times, there have been students in the city's primary schools who are more concerned with improving their participation in learning, even without the accompaniment of their parents and always motivated.

Most of the problems of the teaching-learning process consist of the lack of motivation of some students, the existence of students without didactic material, little command of the Portuguese language, poor mastery of writing, reading and arithmetic, and poor monitoring of parents to their children in school educational actions. Another problem pointed out was the poor capacity of primary school teachers to plan lessons. Schools are called upon to create efficient communication strategies with the community in order to support children without teaching materials through partnerships with the private sector.

To get out of problems of poor mastery of reading, writing and calculations in students, he suggests that teachers occupy students in extracurricular moments, in order to improve their learning and recover them from the negative situations in which they find themselves. Teachers are responsible for mobilizing the parents of students, through the intercession of the school community, to strengthen the mechanisms to support the learning of their children.

Children with slow learning should be submitted to a qualitative assessment having as elements of the assessment, the student's motivation, attendance, punctuality and their participation in the classroom. The influence of the teacher on the results of the teaching-learning process remains inexhaustible, although there is the use of various technologies in

the learning and training of students. The study shows how important the continuous teaching function is in the processes of acquisition and development of learning, even with the emergence of new sources of knowledge.

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