

SECTION: ARTICLES

University as an educational organization in the qualification of professionals and economic growth in Angola¹

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ABSTRACT

This article presents the results of the research carried out at the institutions Universidade Katiavala Buila, Universidade Mandume Ya Ndemfonfayo, Universidade Cuito Cuanavale, Universidade Metodista Unida, Universidade Luenji a Conde, Universidade José Eduardo dos Santos, ISCED/Huíla, ISCED/Luanda, ISP Independente, ISP Sinodal, Instituto Gregório Semedo e no ISP Tundavala. The objective is to understand internal processes and to see ways to promote Angola's economic growth with its own human resources, trained in Angolan higher education. Qualitative and quantitative paradigms were used, with the application of an in-depth interview for managers and two semi-structured questionnaires for students and university professors. Research has shown that since 2012, higher education institutions have been established throughout the country, which has allowed higher number of enrolment for students and also an increase in the number of professors. Most university institutions still need qualified professors, supervision and institutional support, in equipment and resources, to achieve the results required by Angolan legislation.

Keywords: Role of the university. Higher education in Angola. Professional qualification. Economic growth of Angola.

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Universidad como organización educativa en la cualificación de profesionales y crecimiento económico de Angola

RESUMEN

Este artículo presenta los resultados de la investigación realizada en las instituciones Universidad Katiavala Buila, Universidad Mandume Ya Ndemofayo, Universidad Cuito Cuanavale, Universidad Metodista Unida, Universidad Luenji a Conde, Universidad José Eduardo dos Santos, ISCED/Huíla, ISCED/Luanda, ISP Independente, ISP Sinodal, Instituto Gregório Semedo e ISP Tundavala. El objetivo es entender los procesos internos e imaginar formas de promover el crecimiento económico del país con sus propios recursos humanos, formado en Angola. Se utilizaron los paradigmas cualitativos y cuantitativos, con la aplicación de una entrevista en profundidad para directivos y dos cuestionarios semiestructurados, para estudiantes y profesores universitarios. La investigación mostró que desde 2012 ha habido la difusión de instituciones de educación superior en todo el país, lo que permitió una mayor matrícula de estudiantes y también vio un aumento en el número de profesores. La mayoría de las instituciones universitarias necesitan profesores calificados, supervisión y apoyo institucional, en equipos y recursos para lograr los resultados requeridos por la legislación angolense.

Palabras clave: Papel de la universidad. Educación superior en Angola. Cualificación profesional. Crecimiento económico de Angola.

Universidade como organização educativa na qualificação dos profissionais e crescimento económico de Angola

RESUMO

Este artigo apresenta o resultado da pesquisa realizada nas instituições Universidade Katiavala Buila, Universidade Mandume Ya Ndemofayo, Universidade Cuito Cuanavale, Universidade Metodista Unida, Universidade Luenji a Conde, Universidade José Eduardo dos Santos, ISCED/Huíla, ISCED/Luanda, ISP Independente, ISP Sinodal, Instituto Gregório Semedo e no ISP Tundavala. O objetivo é compreender os processos internos e vislumbrar caminhos para a promoção do crescimento económico de Angola com os seus próprios recursos humanos, formados no ensino superior angolano. Foram utilizados os paradigmas qualitativo e quantitativo, com a aplicação de uma entrevista em profundidade para gestores e dois questionários semiestruturados para os estudantes e para professores universitários. A pesquisa mostrou que, desde 2012, houve a disseminação das instituições de ensino superior pelo país, o que permitiu uma quantidade maior de matrículas para os estudantes e também um aumento do número de professores. A maioria das instituições universitárias precisa de professores qualificados, supervisão e apoio institucional, em equipamentos e recursos, para poderem alcançar os resultados exigidos pela legislação angolana.

Palavras-chave: Papel da universidade. Ensino superior em Angola. Qualificação profissional. Crecimiento económico de Angola.

INTRODUCTION

The problem of the quality of higher education in Angola is multisectoral, influenced by various obstacles, such as student selection policy, university management, university extension, professor qualification and evaluation, infrastructure, internal and external evaluation of institutions, funding and equipment.

A university as an educational institution sits on the pillars of teaching, research and university extension – also called academic extension – which must be responsible, as a unit, for the education of students. To this end, its social role is to foster educational actions for the construction of a citizenry working for social transformation, securing individual and collective rights (civil, political and social) and which manages to maintain a constant dialogue with society (SANTOS JUNIOR, 2013, p. 299).

The future of the university, its links with work, citizenship and identity, and the responsibility for the qualification of teachers, depends on all its stakeholders, on the sponsors of private institutions, on university governments represented by the boards and deans of the institutes, on supervision, on employers and on society in general. At *the World Conference on Higher Education (2009)*, a need was pointed out to assess four aspects: “Social responsibility; Access, equity and quality; Internationalization and globalization; Teaching, research and innovation, in higher education” (CANHICI; LEITE; FERNANDES, 2019, p. 4). These are some of the characteristics of higher education in the world, where:

[...] the relationships between science, technology, innovation and development are interactive, simultaneous and complex, with people as the main driving force of a virtuous cycle, research as its base, innovation as a vector and development as the consequence (AUDY, 2017, p. 75).

In the process of change in Angolan higher education, there is still resistance with outdated excuses such as:

- Why change? It has worked so well ...
- If change is the end! Culture of fear...
- If I change, I won't be responsible...
- You may try, but I'm warning you, others have tried and it didn't work...
- You can change, as long as you don't change anything we have been doing so well in recent years [...] (AUDY, 2017, p. 78).

Society needs to feel and recognize the existence of universities.

[...] a reflection on the challenges faced by higher education in the consumer society, in which we live, and directly influences teaching by universities and institutions, since they also had to adapt to the contemporary social context

of profound economic, social, cultural and technological changes (WEBER; WERLE, 2017, p. 16).

It is therefore imperative that university extension be associated with innovation, the production of new knowledge, that can be at the service of technology and to serve the fundamental sectors of the economy and social life with scientific authority.

University extension dates back to London's '*settlement houses*', promoted in 1884 by the Toynbee Hall Foundation, [...]. In these '*settlement houses*', employees and students were involved in education, social services, vocational training and promotion of local participation in poorer neighbourhoods (FERNANDES, 2011, p. 20).

At this time, in the 21st century, in the fight against Covid-19, caused by the SARS-COV-2 virus, Angola's universities are almost completely inactive. Many private and public-private universities have suspended professors' contracts, no scientific research is done to find a cure or a vaccine. According to the topic, the researcher seeks to answer the following questions: Is Angola's training policy sufficiently solid for the development of the country? Are Angolan universities taking advantage of the increasing number of professors and students?

These questions required the researcher to meet the following objectives: Understand internal processes and see ways to promote the country's economic growth with its own human resources, trained in Angolan higher education; promote an open discussion on the use of Angolan and foreign human resources that have chosen to live and work in Angola; encourage Angola's economic growth; propose a better distribution of the staff in all sectors, through open tenders for admission to the profession and elections for all positions of leadership in university institutions, without favouritism or corruption.

EDUCATIONAL ORGANIZATION

Organization refers to the objective of preparation, ordering, planning resources, systematization and feedback of the work to be carried out. This dimension involves the theoretical legal base for the education system, planning, monitoring and evaluation of management directed to the achievement of results that promote student learning. The sharing of information is fundamental for the educational process to produce the successes that society expects (BERNAL-GUERRERO; CANGUE, 2018).

Universities are organized according to the country's behaviour, knowledge, discipline and laws, as well as its main social agents, which serve as a model for most of the people who interact with these institutions: students, professors, parents and guardians. Leadership needs to take initiative, propose constructivist ideas for balance and innovation and, above all, respect the opinion of its partners and follow the indications of the Basic Law of the Education

System No. 17/16, of October 7, 2016 (ANGOLA, 2016). The consensus considered the key to good progress in the work. In addition, the standardization of disciplinary programs and curricula for similar courses is imperative for students moving from one institution to another. According to Cangue (2020a), planning, distribution of tasks and evaluation of work throughout the academic year are fundamental actions that management in higher education needs to refine and take into account in order to take advantage of the work done by all professors, researchers and promoters of university education.

ANGOLAN HIGHER EDUCATION

Faculty

According to Presidential Decree No 191/18 (ANGOLA, 2018), point f, the Angolan university faculty is defined as:

personnel who carry out activities in the fields of training, scientific research, extension and organization and management in public, public-private or private higher education institutions in the sub-system of higher education (ANGOLA, 2018, p. 4112).

The dimensions of knowledge production and extension must go hand in hand for the enlargement and growth of university education in Angola. This will only be possible with well-prepared academic teaching staff trained in scientific production at specialized universities. The rules for entering university teaching in Angola need improvement. Presidential Decree No 191/18, point e, stipulates that the tender “is intended to fill vacancies with candidates already on the staff of the higher Education institution, or from outside, or with personnel under contract, [...]” (ANGOLA, 2018, p. 4112), in Angola a lot of improvement is still needed. In all the higher institutes visited, vacancies are produced according to the needs of the institution's management team and not because of objective needs.

Corruption, “says Aristotle, is a change that goes from something to the non-existence of this thing, [...]” (ABBAGNANO, 2007, p. 250). And nepotism is the term used to designate the favouring of relatives to the detriment of more qualified persons, especially with regard to the appointment or promotion. Nepotism:

[...] is the granting of privileges or positions in the Public Administration under the exclusive influx of kinship ties. The appointment of a spouse, close relative, distant relative, or in-law, to the third degree, including the appointing or server authority of the same legal person, invested in a position of direction, management or advisor, for the exercise of an office on committee or in trust, or even a paid position in direct or indirect public administration in any power of the State (RODRIGUES, 2012, p. 2).

These acts find place and fragility in the same Presidential Decree No 191/18, point j, on the academic level required for career entry. This point indicates an academic degree as “[...] a one awarded by an institution of higher education, in official recognition for the completion of all the requirements of a study cycle, namely, bachelor's degree, licentiate degree, master's degree or doctorate” (ANGOLA, 2018, p. 4113). Certainly, if even those who have not completed a degree can compete to be a university professor, then there is the reason for the existence of many professors who are underqualified:

[...] we must abandon the current perspective according to which, for example, beginner professors start out in subjects without the proper supervision of an experienced professor, as well as making a teacher training certificate mandatory (SANTANA, 2016. P. 1).

Presidential Decree No 191/18 requires that teaching staff comply with paragraph a on scientific articles, resulting from the “publication of the results of a study on a specific research problem, in a scientific journal recognized at national or international level, with peer review” (ANGOLA, 2018, p. 4112). The Basic Law on Teaching and the Education System indicates that:

university teaching should be carried out by highly qualified professionals, whose process of entry into and access to career must meet the criteria of moral and civic integrity and technical-scientific rigour, which must be set out in a legal instrument, as provided for in Article 95 (ANGOLA, 2016, p. 4111).

In practice, compliance with these guidelines is not enforced.

MISSION OF THE UNIVERSITY

Weber and Werle (2017, p. 10), citing Humboldt (1997), believe in

university as a place of research and reflection, while teaching as a mere transmission of content should be placed in the background, so that research as an organizing factor of the relations between professor and student come to the fore, that is, research should direct and define these relations (WEBER; WERLE, 2017, p. 10 quoting HUMBOLDT, 1997).

In the opinion of some contemporary scholars (FERNANDES, 2011; RODRIGUES, 2012; SANTOS JUNIOR, 2013; WEBER; WERLE, 2017), universities perform multiple functions, such as influencing regional development, promoting the developing the national and international economy through scientific research, boosting markets, training critical social actors in the process of knowledge transfer through research, creating partnerships with businesses and local communities, attracting fundraising, students and qualified professionals, stimulating and qualifying society, and preparing empowered leaders who can influence the population to adopt good attitudes, such as patriotism, protection of the environment and citizenship.

EDUCATION QUALIFICATION

The quality of education cuts across aspects ranging from the question of education itself to the field of school management. However, understanding the concept of quality in education requires a more in-depth study [...], even though the debate on quality in education is not limited to this century, but has already been discussed for some years and is in a prominent position in public policy, even though it is interpreted differently by the social players, who are part of this policy that attribute different meanings to this term, according to their interests, their conceptions of man and society. [...] in this respect, many changes have been implemented over the decades, starting with the change in terminology, because yesterday's director is today's manager, just as the professor is also the manager of his classroom and all the other members who are part of the education process are co-managers and, therefore, responsible for the quality of the teaching that is provided (RIBEIRO, 2009, p. 147).

Thus, to speak about the quality of higher education, in the 21st century and at the time of the Covid-19 pandemic, implies talking about innovation, as derived from scientific knowledge, the fruit of continuous research work, and in the generation of new knowledge that serve it as a driving force (AUDY, 2017). It is a complex and contextual topic, which requires the researcher to have a profound reasoning ability and vision in view of socio-cultural and technological diversity, as well as legal understanding and of the choices of the population or the political vision of national and international authorities.

ANGOLA'S ECONOMIC GROWTH

Universities play a critical role in the generation of knowledge [...]. They contribute to this by carrying out research activities, mobilizing public and private funding, building research capacities in human capital, attracting qualified researchers and establishing partnerships with other entities [...] Universities contribute to the dissemination of knowledge. At this level, the issue of patents or co-modification of knowledge through intellectual property rights is highlighted [...], the active involvement of universities in large and small businesses for the commercialization of knowledge, the relationships of universities with companies or their entrepreneurial attitude. The catalytic role that could be played in this regard by the existence of an innovation system is also highlighted (FERNANDES, 2011, p. 11).

Universities contribute to *empowerment* and skill building in local communities (BUNNELL; LAWSON, 2006 *apud* FERNANDES, 2011, p. 19). Their role is to create the necessary conditions for the transfer of knowledge through the work of projects drawn up and executed by qualified researchers and scientists. These professionals can adapt and innovate, based on universal knowledge, which are the configuration of human capital. Moreover, they

contribute to the entrepreneurship that drives the country toward economic growth, which is the path to economic development.

Universities thus perform multiple functions for local development (AUDY, 2017; CANHICI; LEITE; FERNANDES, 2019; FERNANDES, 2011; RIBEIRO, 2009; WEBER; WERLE, 2017), such as promoting environmental conservation, urban planning and development, mineral exploration, soil studies, real estate development, funding, marketing strategies, acting in public-private partnerships, promoting domestic and international trade, stimulating social, cultural and sports qualifications. In general, public and private universities contribute in multiple ways to the country's growth and development when well targeted.

METHODOLOGY

Qualitative and quantitative research was used in this project. Qualitative research has enabled us to understand “from literary texts, to interviews and speeches” (VILELAS, 2009, p. 331). In observation methods, document analysis were used as well as interviews as instruments for data collection in the online format, taking into account the current Covid-19 pandemic situation. The semi-structured interview contained 15 questions to examine the ideas of university directors and, for triangulation of information, two questionnaires were applied, one for university professors and the other for students.

Interviews are one of the options for collecting qualitative data, with the advantages of providing opportunities to motivate and clarify responses, allowing flexibility in questioning the respondent, in determining the sequence and choosing appropriate wording, to allow greater control of the situation and finally to allow better evaluation of the respondent's non-verbal behaviour (VILELAS, 2009, p. 174).

Quantitative studies in this project have served to “translate opinions and information into numbers so that they can then be classified and analysed” (VILELAS, 2009, p. 103). The first questionnaire contained 20 items for professors, and the second 14 items for students (from closed answers and classified into: *very bad*, 0; *bad*, 1 to 4; *mediocre*, 5 to 9; *sufficient*, 10 to 14; *good*, 14 to 17 and *very good*, 18 to 20), divided into three blocks: a) participants' data; b) university characterization; (c) a diagnosis of the effectiveness and quality of knowledge among staff trained in the institutions of higher education in Angola, as well as scientific production at Angolan universities.

The methods and techniques were applied using individual interviews and questionnaires. The dialogue and notes were recorded in the *Messenger chat* on a mobile phone, which served as a field diary. The data correlation instruments also used forms graduated into *yes*, *no*, *explain*, *comments*. The consultation references used were recent international scientific articles,

current Angolan legislation, international Journal documentaries and reports from members of the university community.

Twelve universities were visited, namely: Universidade Katiavala Buila, Universidade Mandume ya Ndemofayo, Universidade Metodista Unida, Universidade Luenji a Conde, Universidade José Eduardo dos Santos, Universidade Cuito Cuanavale do Cuando Cubango, Instituto Superior de Ciências da Educação da Huíla (ISCED/Huila), Instituto Superior de Ciências da Educação de Luanda (ISCED/Luanda), Instituto Superior Politécnico Independente do Cristo Rei do Lubango (ISP Independente), Instituto Superior Politécnico Sinodal da Huíla (ISP Sinodal), Instituto Gregório Semedo do Lubango, and Instituto Superior Politécnico da Tundavala do Lubango (ISP Tundavala). From the target population, a sample was extracted consisting of 10 university directors, 90 university professors and 1.100 students from higher education, paired by age, program and profession.

The project used a mixed research approach, defined as "a global phenomenological, inductive, structuralist, objective, process-oriented conception appropriate for Social Sciences" (SARRAMONA, 1995, p. 287 *apud* PIGATTO, 2008). Mixed research is participatory research which aims to understand the social reality to contribute significantly to its modification. "The search for self-awareness by the social groups themselves about their reality was made, as a preliminary step towards organizing and modifying it" (SARRAMONA, 1995, p. 294 *apud* PIGATTO, 2008). Thus, researchers seek scientific truth, even if only temporary. As is well known, in action research the goals are elaborated throughout the action with the intervention of all participants, which are not fixed, but modified by the objectives as a consequence of the action-reflection process.

This study applied the methodology of theoretical research and critical-constructivist practice. According to Pigatto (2008), for Bataille, qualitative research presents itself as decentralized, innovative, close to practice, corporate and therefore, more ethical. The descriptive methodology used "seeks to specify properties, characteristics and important layers of any phenomenon that is analysed" (SAMPIERI; COLLADO; LUCIO, 2006, p. 103).

The mixed study allowed the researchers to apply exploratory, descriptive and dialectical level investigation. The phenomenological method was also used in research:

[...] part of the maturing of a theory, but of the known world, from which it does a descriptive analysis based on shared experiences. From the known world and from the inter-subjective experiences we obtain the life experiences, the signs, the indications to interpret the diversity of symbols (VILELAS, 2009, p. 52).

For this reason, he provided a description of the context situations and of the social and technical manifestations of the object of study.

RESULTS AND DISCUSSION

The interview was processed through content analysis. It was of the semi-structured type, so it allowed the researcher to ask questions during the conversation that were not foreseen in the script and thus elucidate some of the interviewees' answers (MARQUES, 2011). Due to the current situation of the Covid-19 pandemic, use was made of ICTs (Information and Communication Technologies) for data collection. The interview was saved in digital media using *Messenger* and *Gtalk*, using a *SAMSUNG S6 EDGE+* mobile phone, which has a feature that allowed the researcher to save the content in Word format, in the *PC MacBook Pro CE chat*, and then copy/paste and proper data handling were performed.

University Managers

Interview item number for university managers	Item content
5	Do you have another job, in addition to university management?
7	Do you have teacher training for higher education? At which institution did you this training?
15	What is your assessment of Angolan students' performance, at state universities and higher education institutions, in the country?
16	What is your assessment of Angolan students' performance at universities and private education institutions?
17	In your opinion, what is most students' motivation for enrolling in higher education in Angola?
18	What motivates students to enrol in higher education institutions?

Table 1 – List of items selected for Table 1
Source: prepared by the author, 2020.

About item 5 (TABLE 1), Manager A stated that he is:

"[...] a professional journalist, university management helps him simply diversify his income, not least because he reaffirmed that he does not enjoy being a professor. But his salary as a journalist is not enough to support his family, so the University is simply another source of income. On item 15 (Chart 1), he replied his assessment is "bad". In item 17 (Table 1) it was indicated that 90% of students do not show willingness to study to learn, but only want to be promoted at work. Most students only want to complete their licentiate or master's degree to qualify for a raise in salary" (Manager A).

Manager B stated that he is in the legal profession, without teacher training, he works as a lawyer, and is a managing associate at the institution (item 5) (TABLE 1). On item 15 (TABLE 1), he gave the assessment of *mediocre*. According to him:

“Students don’t work hard (Item 5, Chart 1), few students attend classes, claiming they are busy at work and with family issues. About 85% only show up for tests and exams. They are all unconcerned about meaningful learning, so they cheat on tests and make use of other techniques, such as memorizing the material, which is not very good (items 15, 16 and 17, Chart 1). In his opinion, many students only enrol in university because of the laxness of the rules on the entrance examination, others can enter Private Education because it is like any business: all the student needs to do is pay the fee, they can study and, at the end of 4 years, get a diploma even without knowledge (items 17 and 18, Chart 1)” (Manager B).

Manager C replied by saying:

“[...] I have a master's and a doctorate in biology, I have been a university manager for eight years and I like the prestige of the work I do [Item 5, Chart 1]. I would really like to work as a biology researcher. Because I was not trained to work in management nor in the classroom [Item 7, Chart 1]. Because I studied at a research institution and not a teacher training institution here in our country, we are still obliged to do everything. As soon as you have a doctorate, we think that we can do everything, even educational policy. On the quality of students’ learning, it is regrettable, few work hard and we also have professors without the qualification to teach at the university level (items 15 and 16, Chart 1)” (Manager C).

Professions of university managers in Angola

The sample clearly indicates that 75% of university professors and teaching managers depend on this job for their livelihood and business. Of the total sample, 75% are in university management part-time, they are not full-time professors in higher education, especially in private and public-private higher education.

In the country we need to separate areas. Separate politics, administration and the scientific research, for the good of the nation, for quality teaching and successful management.

University Professors in Angola

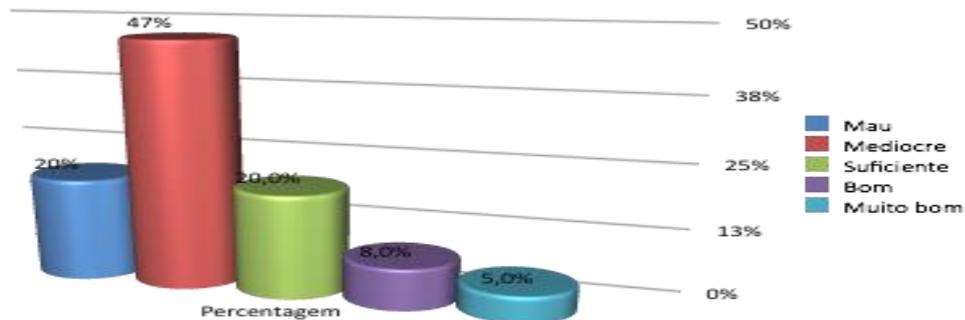
Item number on the questionnaire for professors	Item content
4	What is your profession?
5	Do you have another job besides university teaching?
7	Do you have teacher training for higher education?
8	Which institution did you do the training at?
9	How long was the program?
12	After completing your training as a trainer, did you have other on-the-job training to improve your research skills?
13	Have you published any work of your own or on scientific research teams?
14	What are the titles of your publications and in which journals were they published?
15	What is your assessment of Angolan students' performance at state and private universities and higher education institutions?
16	In your opinion, what is students' main motivation in enrolling at higher education institutions in Angola?
17	Is the training and management policy for Angolan staff outside and within the country as good as it could be?

Table 2 – List of items selected for Table 2
Source: prepared by the author, 2020.

Most (97%) university professors have a licentiate degree, 2% have a master's and 1% a doctorate. This proportion makes institutions very weak in terms of promoting scientific research. At the 12 institutions visited, 20% of professors are lawyers by profession, 15% economists, 10% journalists, 25% computer engineers, 5% agronomists, 10% sociologists, all without teacher training, and 15% have a degree from the two Institutos Superior de Ciências da Educação (ISCED), Universidade de Madrid, Universidade Nova de Lisboa, Instituto Superior de Pedagogia (ISP) “Carlos Manuel de Céspedes” da Ilha da Juventude de Cuba or the Russian State Pedagogic University (items 5, 7 and 8) (TABLE 2).

On item 15 (TABLE 2), 85% of professors answered that most students do not seek knowledge, and are only motivated to get a university degree that can provide them with professional promotions and the best pay, since most of them are also employees. Therefore, they do not commit themselves as students, they constantly seek different forms, such as the cheating on tests, memorization, corruption, to pass at the end of each school year and at the end of the program and to get their diploma, which is not actually accompanied by the knowledge of the level attended.

On item 16 (TABLE 2), 40% of professors said students are motivated to enrol at university to have some chance in the state's public tenders, which is Angola's largest employer. Another group of 20%, states that students choose to go to university, 20% point out that they go to university because their parents and/or relatives tell them to and 20% say they go because of peer pressure or because classmates from high school are going.



Graph 1 – Angolan university students' performance
Source: prepared by the author, 2020.

On item 17 (TABLE 2), 20% of professors stated that students' performance is *poor*, many do not show up at the institution, nor are they interested in studying, but they are enrolled and included in the institutions' statistics. Another group (47%) say that students attend classes and do some assignments, but their academic performance is *mediocre*. Students' performance was said to be *sufficient* by 20% of the professors, while 8% said students' performance is *good*. Only 5% of respondents qualified the students as committed and participative, with *very good* performance.

It is possible that university professors without post-graduate training and without the teacher training at the university level will not contribute to students' scientific growth.

Professors' scientific output

Law No 32/20, amending the Basic Law of the Education System No 17/16 (ANGOLA, 2016), states:

[...] University teaching is dedicated to sound scientific training, with a view to carrying out fundamental scientific research, applied and experimental development activities, aimed at ensuring scientific-technical training that enables graduates for the exercise of professional and cultural activities, participating in the resolution of the various problems in society (ANGOLA, 2020, p. 4427).

In practice the situation of scientific research in Angola is serious and needs a rapid solution. This response requires that the university recruit qualified teaching staff, which can be financed by the State or private and public-private universities, to resolve the scientific research situation, which is not part of the Angolan university faculty culture (items 13 and 14) (TABLE 2). Only 0,5% of university professors in the sample stated that they have published any article in Qualis Capes A1, A2 and B1 to B4 in the last 10 years, which is quite worrying.

Seventy percent of the teaching staff is not satisfied with the policy for recruiting/filling teaching positions in higher education in Angola, because it is still corrupt and not strict, allowing even a student of the 4th or 5th year student to become a university lecturer. This policy favours age so much that doctoral students over the age of 35 cannot get a job, which further weakens public higher education.

Policy on filling university teaching positions

Nowadays, higher education institutions need research professors, whose practice is “of constructing hypotheses about the most appropriate way of getting their students to be interested in the knowledge conveyed by the school and which, once proven, could lead to the construction of a curricular theory” (FAGUNDES, 2016, p. 293). In Angola this direction only appears in the ideally well-prepared guidelines and, in practice, its execution is often contrary to the ideal, which makes good administrative management and classroom management by the professor difficult (CANGUE, 2020a).

All professors, regardless of the area in which they work, need the pedagogical capacity of reflection on teaching activity, seeing the process as dynamic in the relationship with the student, with the material and with parents and guardians. The teaching profession is said to be a hope for the multiplication of knowledge and progress of the Angolan nation, which, in order to be prosperous, must invest in competent teachers, able to facilitate the learning of their students taking into account personal and local limitations. A professor today must be aware of how to train thinking men, critical minds, and autonomous and creative citizens.

The professor in the present millennium is a true manager of knowledge and experience in the classroom and not only that, everything contributes to good professor preparation and good student learning. This implies that the university professor is one of the most important subjects of the university, which, despite advances in science and technology, continues to play a leading role in the effectiveness and efficiency of the quality of education (CANGUE, 2018, 2020b). Professors need to be more creative and be able to make use of the teaching facilities at their disposal. This magic of knowledge makes him/her one of the most influential figures in any professional's life.

University Students

Item number for students' questionnaire	Item content
8	In your opinion, what is the motivation for most students to enrol in higher education?
10	If I had a job with a high salary, would I still make the effort to study at an Angolan university?
13	Do you think that good professional and academic preparation of university professors contributes to the capacity for guiding students' learning?
14	What is the appropriate academic and professional level for a university professor?

Table 3 – List of items selected for Table 3
Source: prepared by the author, 2020.

On item 8 (TABLE 3), 80% stated that the majority enrol in university because of public tenders (job opportunities). Some students say that those who study a lot in Angola do not have economic power. As for item 10 (TABLE 3), 70% of university students stated that if they had a high salary, they would not choose to study at an Angolan university. In response to item 13 (TABLE 3), 99% stated that university professors should at least have a master's degree and should be encouraged to progress in professional and academic careers. This means that university professors should have a doctorate in the area in which they teach and teacher training. They should all produce new knowledge through scientific journals, books and scientific articles reviewed and published in international journals with Qualis Capes A1 and A2 and nations from B1 to B4.

FINAL CONSIDERATIONS

In short, Angola can take advantage of the significant increase in the number of professors and university students to strengthen research confidence in the present Covid-19 period and for the future. This would enable funds to be raised for balanced competition at the level of SADC, *Southern Africa Development Community*, and the global scientific world. This population mass brings security in terms of the generation of qualified human resources, which can strengthen the status of an independent country politically and economically.

Investment in education, particularly in higher education, is a priority for Angola, for strengthening and improving new training capacities that enable technicians to provide increasingly effective responses, as well as exploring and innovating the immense natural resources available to the country.

Investment in university leadership of professionals trained for university management is another priority need to ensure the quality and production of university extension. University professors are trained, as are technicians and graduates in all areas of knowledge, they are not recruited. There will only be the quality teaching, university extension and scientific production when there are competent professors in higher education. It is necessary to improve initial and continuing training programs or on-the-job training for professors and university managers. Program weaknesses, standardization and the distribution of graduates need improvement.

Investment in specialized equipment at institutions is also needed for each program. The State has an irreplaceable role in this task, in collaboration with national and international companies based in the country or by cooperation.

At this time of the Covid-19 pandemic, while the State is focused on the arduous task of mitigating economic impact, it is important not to lose sight of the focus on financing the essential tasks of universities, which are scientific research in the economic area, in solving social problems and technical and technological problems, it must also carefully monitor university extension. Research, invention, innovation, reconstruction and construction are fundamental university tasks in creating a prosperous country.

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