

ANGOLAN HIGHER EDUCATION WITHOUT QUALITY, TEACHERS, STUDENTS AND THE SYSTEM ITSELF, WHO WILL BE THE MAIN CULPRIT?

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ABSTRACT

The lack of quality of Angolan higher education institutions has been the subject of constant debates, as it is known that teaching presents several weaknesses.

With this work, we seek to analyze the problem of higher education in Angola, but precisely to try to perceive the main culprit, among teachers, students, and the State in general, for the non-quality of HEIs. To this end, we first used a set of bibliographies on the subject. The study is qualitative in nature, in which the focus group and the semi-structured interview were used for teachers and managers. And as a result, it was found that both students and teachers have their share of the blame for the lack of interest and delivery in the teaching process. But, however, the government also has its share of the blame, if not the main one, for not investing properly in education, from adequate infrastructure, library, and internet resources as well as to encouraging teachers.

Keywords: qualified teachers; Angolan education system; higher education students; quality in higher education, higher education in Angola

1.0 INTRODUCTION

Higher education (HE) is considered a critical field of the services sector, as they prepare professionals who will fill various areas of activity in a given country (Ali, Ali & Ahmad, 2019). It is essential to provide direct economic, political, and social benefits to the people and the country in general (Simões, Sambo, Ferreira, & Fresta, 2016). It is educational institutions that have a duty to empower students with new skills that will enable them to face change, develop and use new technologies, manage various organizations, and thrive in this highly interconnected world (OECD, 2018). And today, its mission is indisputable and much more indeterminate and challenging, as the labor market is blocked and rapidly changing, and new professional and scientific areas continue to emerge (Sá & Serpa, 2018).

One of the major challenges of many African countries is the search for quality education (Tessema & Rao, 2018). The quality of HE is achieved by improving the professionalism of academics, administrative staff, and the ability of students to learn (Cheng, 2017). The improvement of teachers and the improvement of working conditions are essential for determining the quality of higher education institutions (HEIs).

In Angola, the HE presents numerous weaknesses, and the search for quality is currently the main objective of HEI and also of government agencies (Gaspar & Soares, 2021). Therefore, this work aims to analyze and verify the share of the blame for the non-quality of education in Angola, which each intervener (teachers, students, and the government) of the education system has.

2.0 REVIEW OF LITERATURE

2.1. The education system in Angola

In Angola, economic, social, political, and cultural transformations are the ones that most affect the country's educational system, especially higher education (Liberato, 2019). Education policies have been constantly reformulated and are incorporated into legislative projects whose main objective is to improve the quality of higher education institutions, scientific research centers, and courses taught by HEIs (Mendes, 2014). The success of these projects related to the successive reforms of the HE subsystem is generally conditioned by the non-participation of teachers, students, civil society, and also of trade unions in the process of formulating them (Liberato, 2019). However, Decree No. 90/09, which establishes the general regulatory standards of the HE subsystem, and advocates the existence of democratic management in the HEI, defines democratic management in the HEI, in Article 9, as the participation of all actors of the HE subsystem, including civil society, in improving the quality, complying with the rules applicable to them. The collaboration and effective participation of all in the decisions of the HEI can be promoted by the election policy of the managers of the HEI (Paiva & Campos, 2018), being the project long designed by the Angolan State, and only now in 2022 began in response to a part of the demand of university professors.

The evaluation of HEIs, besides being a priority, is strategic when the development of the HE and the country itself is concerned, and the lack of a "structuring and organization system" for the evaluation of HEIs is painful for the management of the HE (Mendes, 2014). Evaluation is a process that should be integrated into the management cycle of the HEI, and provides continuous improvement of themselves (Lopes, 2017).

To define quality in organizational terms, one takes into account a number of factors that contribute to the functionality of HEI, such as student satisfaction, social expectations, management and administration of educational institutions, human resources, financial resources, and existing infrastructures, among others (Mendes, 2014). This author says that in the case of Angola, the evaluation of the HEIs will be the "pillar, the shield and, at the same time, the promoter of the quality of the HEI". On the other hand, in Angola, the HEIs operate at the service of the political agenda to the detriment of what is their true mission, vision, and value, which has led to facing numerous constraints such as the lack of administrative, disciplinary, pedagogical, scientific, cultural and financial autonomy, the lack of competent staff, social recognition and appreciation of their values, among others (Liberato, 2019), placing quality as a challenge and strategy on the political agenda (Mendes, 2014). That is, although the autonomy of the HEIs is legally recognized, "its effectiveness is far from being achieved" (Katúmua, 2016). This author argues the existence of such a situation because the functions of the leaders of the public HEIs in Angola are conditioned by political power, and there is a hierarchical subordination relationship between him and the

Minister of the HE, as well as a control in all dimensions of action, which reduces him to a position of the mere executor of the state's policies. The policy of electing the managers of the HEI, gives the same autonomy in relation to the activities to be developed, allowing them to indicate their work list, and provides freedom to the HEI itself, allowing them, in some cases, to define their own laws (Paiva & Campos, 2018). This could change the scenario that has been experienced so far, in which the HEIs were in charge of the political agenda, since being elected by the academic population, will be in charge of the population. However, financial dependence is the only one that will tie them to the "political agenda", since HEIs are dependent on the General State Budget.

On the other hand, "the performance of the HEIs is misaligned in relation to expectations and contextual requirements, which has stimulated (re)orientations of educational strategies and policies in the HE" (Mendes, 2014).

2.2. Governance and the system in general

Academic leaders and managers do not have, for the most part, any knowledge in terms of institutional planning management, human resources management, financial management, and also do not account on a regular and periodic time (Simões et al., 2016), which does not allow and manage efficiently and effectively the HEIs of which they are responsible.

HEIs in Angola mostly operate in borrowed buildings and are unsuitable for this purpose. There is a lack, not only of physical facilities but also of equipment and means auxiliary to the teaching-learning process and scientific research (Simões, et al. 2016) It is evident the lack of library and internet resources (Gaspar & Soares, 2021), which hinders the whole process. And the realization of scientific research depends largely on the existence of these conditions. Investment in the education sector is negligible, well below the South Africa Development Countries (SADC) average (Katúmua, 2016). But Angola has maintained good political and democratic relations with other countries, which can facilitate and promote the realization of consortium projects, mobility and exchange of Angolan teachers and students with world-leading institutions, technology transfer, and the development of science, technology, and information (Simões et al., 2016), but, however, remain conditioned by the lack of investment.

The learning process takes place not only within the classroom but also outside it (Querido, Capucha & Nunes, 2020). There are almost no university extension projects with community engagement, which produce additional revenue for the HEIs in Angola (Simões et al., 2016), making them totally dependent on the funds of the General State Budget (OGE). And this makes the "development of projects dependent on the will and interest of actors outside the academic community" (Katúmua, 2016).

The curricula in the HEIs in Angola are not diversified and are unstructured, being misfit with the development plans and needs of the country (Katúmua, 2016). This is undoubtedly the result of the lack of local studies and the disintegration between the HEIs and society. The first evaluation of the HEIs made around 2002, showed constraints ranging from the design of the institutions themselves, the way of managing the He, their financing of them, the structure and composition of the school curricula, and the teaching staff that composed it (Filho & Aleaga, 2021).

Mendes (2014) said that the main factors that prevent the efficient management and quality of He, were summed up in 6 domains:

- Conceptual, whose predominant factors are the misinterpretation of the concept of school and the existence of HEIs without operating conditions.
- Organization and institutional management, in which the problem is related to a subsystem of education in which the structures are not connected, there is no strategic planning, and there is weak professionalization and specialization in terms of management practices.
- Financing, whose problems are based on weaknesses in accountability, lack of transparency, and rigor in the management of institutional funds.
- Curriculum: curricula are extremely costly, extensive, excessively theoretical, decontextualized, structurally disconnected, and without general pedagogical guidelines.
- Teaching staff: besides being insufficient, they do not have the desired quality, they present an inadequate profile for the HEI in which they teach, and there are few teachers who are guided by a quality culture.
- Student body: the profile of students is inadequate in relation to the profile of entry required in the different courses, most are low-income, and the motivation of the same is directed only to obtain the diploma to the detriment of the development of skills.

Most African governments, in an attempt to preserve their governance plans, feared that investing significantly in He, would foster social criticism and political instability, focusing on the individual benefits of HE and forgetting the positive structural effects (Katúmua, 2016). This actor says that the quality of the courses that are taught in the HEIs in Angola, is not a priority, because some positions of the government do not necessarily reflect the interest of the academic community, but the interest of specific groups that from the HEIs seek to extend their influence and control for purposes foreign to the organization.

2.3. Teachers

Most teachers are pointed out as few and without the desired quality to teach in the HE. Most of them have only a bachelor's degree, they are not offered adequate working conditions, and there are no incentives for teaching and research (Simões et al., 2016).

In Angola, post-graduation at the doctoral and postdoctoral level is practically non-existent, and investment in research and innovation in the "so-called priority" areas is practically "null", leading the HEI not to have great research and innovation capacities (Simões et al., 2016). In addition to the lack of investments, there are no incentives for research, nor are the results of the few investigations made taken into account.

Despite the existence of a National Research Center (CNI), in charge of developing research activities since 1980 (Katúmua, 2016), there is no research in the country, because not Scientific Journal has the same. It was the punishment in June 2021, by Order no. 106/2021 of the Office of the Minister of the Ministry of Higher Education, Science, Technology, and Innovation, that a technical group was created "in charge of boosting and implementing the actions inherent to the first phase of the initiative to create the Network of Scientific Journals

and Promotion of Open Access to Scientific Information in national territory". All the activities developed by this group will be under the methodological guidance of UNESCO and Redalyc – AmeliCA (Network of Scientific Journals of Latin America and the Caribbean, Spain, and Portugal). The few investigations, even counting those that are recognized abroad, are not properly valued in Angola. The poor scientific production by the teachers of the HEI was justified by the fact that these are protected by the Statute of the University Teaching Career that had a preference for seniority (Katúmua, 2016), which is not the case today, because research is one of the main requirements for progression in the teaching career (Presidential Decree No. 191/18)¹.

The pandemic caused many teachers to relearn how to teach online, acquiring skills to deal with technological resources (Ribeiro, Cunha, Silva, Carvalho, & Vital, 2021). And once again, the Angolan state's little investment in the HE was reflected, because neither institutions nor teachers, let alone students have the financial capacities to deal with online education.

2.4. Students

Training/education is responsible for providing skills to students (Sá & Serpa, 2018). To evaluate the performance of students, it is also important to consider the quality and quantity of school supplies (Katúmua, 2016). And it is clear the lack of teaching and learning conditions in the HEIs in Angola, namely librarian and computer resources.

Academic fraud committed by students affects the credibility of their learning assessments, reaching the image of the institution concerned, but, nevertheless, they are in many cases motivated by the assessment methods, which requires the adoption of teaching-learning methodologies that develop other skills in students beyond the memorization of content, allowing to create an environment conducive to learning (Ramos, Gonçalves, & Gonçalves, 2020). Katúmua (2016) says that Angolan students do not have reading habits, being an important factor in their learning gap.

For students, one of the main difficulties they had to deal with the pandemic and the new form of education, online education, was the lack of access to technology and the internet (Ribeiro, Cunha, Silva, Carvalho, & Vital, 2021), especially for students with more financial needs.

2.5. Who will be the main responsible?

Mendes (2014), referred to the lack of specialized services in inspection, supervision, and approval of HE and HEI, as well as the lack of information and the quality of services provided, in relation to the achievement of the foreseen objectives, the scientific contents used, the teaching and learning methods, and the systems and procedures for assessing such learning. In Angola, education quality assurance institutions and mechanisms (INAAREES –

¹ ¹ To remember that Angola has won several innovation awards in competitions held in Germany, in which "Baba electronic", whose tutor professor of inventor students, wept in full interview given to The Public Television of Angola (TPA) in February 2018, of it and other inventions are stored and dusty, in a room at the HEI where he taught, without any use, even though they have received international awards with them.

National Institute of Evaluation, Accreditation, and Recognition of Higher Education Studies) do not function properly (Simões et al., 2016). They are institutions whose objective is the creation of quality assurance policies and mechanisms that allow them and facilitate the evaluation of HEIs and the teaching process as a whole. And the State is the main responsible for the establishment of a national evaluation system of the HE, which is usually in terms of evaluation of the educational system and evaluation of the functioning of HEIs, that is, internal evaluation and external evaluation" (Mendes, 2014). In this case, it can be stated that there is a higher-level failure in relation to the management and control of HEIs policies, assuming that they were, a priori, "well" defined.

"The regulation of the HE has been affected by the proliferation of HEIs, since, in many cases, they escape the view of the guardianship regarding compliance with the requirements established for its creation" (Mendes, 2014). Who's responsible? The evaluation of HEIs is considered a fundamental mechanism to measure the degree of performance of the educational system, to achieve improvement of the quality of HEIs, through the improvement of its processes and results, and promotion of educational reforms (Mendes, 2014; Lopes, 2017), and therefore the guardianship body is responsible for the application of this evaluation. However, the expansion of the HE, which was not properly accompanied by its quality, led to an imbalance between teachers, pedagogical materials, infrastructure, and financial resources, resulting simultaneously in functional imbalances (Mendes, 2014).

It is real that many teachers settle in the positions in which they are, in terms of career, leading the HEIs to focus only on teaching (Mendes, 2014). Why does this happen? In many cases, teachers are appointed as not having the desired quality to teaching, and students show no interest in the development of their skills, in addition to obtaining a title. However, situations related to the lack of adequate infrastructure for the teaching-learning process, appropriate equipment, technical means of teaching and research, as well as the lack of qualified teachers, prevail to this day. On the other hand, the management model of HEIs, in which they have administrative and financial autonomy, but nevertheless, the State is responsible for the main decisions and control of the academic process (Gaspar & Soares, 2021), with the intention of full control of the management of the HEI (Katúmua, 2016), limits the room for maneuver of the HEI in the face of some specific situations, as well as the limitation of their actions in terms of scientific research. In a way, this type of management ends up creating problems with the functioning of the HEI, with regard to their autonomy and freedom (Katúmua, 2016).

Simon et al (2016) argue that educational institutions should generate their own revenues as a result of their activities (fees and fees, sale of short courses in response to market needs, participation in national or international projects, etc.) and should directly manage those same revenues for the sake of academic interest in a transparent manner, with regular and periodic accountability. They can also analyze their own performance and know their level of quality in relation to the services provided through institutional evaluation and can make available to other stakeholders all information about the work they develop, and thus gain more individual and institutional autonomy (Lopes, 2017). It is from this information that one can verify how efficient the HEI has been and, establish strategies to improve its performance. And, therefore, the Angolan HEIs have failed in this respect, since no periodic evaluations are made. The few HEIs that try to make the assessment do not do so rigorously (Lopes, 2017).

3.0 METHODOLOGY

The study is qualitative since the primacy given was due to the understanding of aspects related to the quality of teaching in Angola. That is, we tried to understand the quality of teaching in Angola from the interpretation of the different points of view of students and teachers (Renda, Ribeiro & Baleiro, 2017).

3.1. Population and sample

The study was aimed at some students and university professors in the city of Lubango, as well as the managers of the HEI. However, the population consists of all teachers, students, and managers of the HEIs in Lubango's city. Of the 8 HEIs, 5 were selected for their easy access.

The students were organized into groups (a total of 5 groups with 6 students each), and a moderator was distributing questions that were debated among them. That is, the focus group technique was used, whose objective is to meet a group of people who discuss a particular subject, and is widely used for its low cost and speed in the collection of information. As for teachers, they answered the questions individually, given the difficulty in meeting them.

All questions for both students and teachers and managers were elaborated according to the literature review presented, always with the objective of obtaining a sincere answer from the respondents.

4.0 RESULTS AND DISCUSSION

The answers were grouped: students and teachers.

4.1 Students

Regarding the first question asked to students about the fact that they are more interested in the diploma and not exactly in obtaining knowledge, the majority agree, arguing that it is a consequence of the education system itself and also of the reality they find in the labor market. The few students who say they do not agree that they seek only the diploma, argue that many teachers do not give freedom to students to express their opinions, forcing them to serve as mere breeding machines, and also, be the student-workers who only need diplomas for recognition in their workplace, especially those of the civil service.

For example, there is a group (group 2) of students who said that "in Angola, particularly in Huíla, there are many students who are interested in their training and make the most of it. But during their training, they find teachers who discourage them. Moreover, the disinterest of many is more of working students who, for the most part, are those who are there to obtain a degree with the aim of increasing their monthly income. So, they have little interest in training, it's more about the diploma."

"Many students think that the diploma is a passport to enter the labor market, but they forget that there is nothing worth a diploma without intellectual skills" (Group 1).

Some students argued that "the lack of interest on the part of students in the development of their intellectual skills is often due to the lack of quality of the HEIs." The lack of interest is also "the result of the little interest that institutions give to the additional content that students take to the tests because they prefer a copy and paste of the basic material of the subject taught" (Group 4)

On the other hand, some students disagree, arguing that "there are many students who seek excellence because today there is a certain competitiveness on their part". And it should be taken into account that many students "are unmotivated by the way teachers treat them." Not to mention that "the institutions themselves oblige (OECD, 2018), since we do not have our own opinion" (Group 3).

Table 1 summarizes the various reasons pointed out by the students why they do not seek intellectual development during their education, as well as the reasons that make them disagree with the fact that they seek only a diploma.

Table 1:

Students seek only for a diploma and not for intellectual development	
Yes	<ul style="list-style-type: none"> • Today's youth is very immediate. • Many do not take the course they would like, seeking to adapt to the reality of the country. • The teaching dynamics of the HEI do not motivate or motivate the student to develop their intellectual skills. • The formatting of the Angolan education system so obliges him. • Angolan society values diplomas more in relation to the knowledge and development of students. • One must put pressure on parents to choose the profession. • The country's educational system leads teachers not to encourage the same. • Most students study only to approve class. • The education system values the diploma more than skills or know-how. • The main objective of the student is to obtain the diploma to launch himself into the labor market. • The country charges more of a diploma than intellectual skills.
No	<ul style="list-style-type: none"> • Disinterest of some is due to the obligation they have in decorating the matter. • The diplomas themselves are not enough to have or create jobs. • Students are not uninterested in their intellectual development, but rather the society and market that are most interested in quantitative aspects (diploma note).

Regarding the reason for them practicing academic fraud, most of the answers point to the method of teaching and evaluating teachers as the main cause for the use of academic fraud, arguing that the teachers of the Angolan HEI, mostly, require the reproduction of knowledge, making fraud is the most viable option.

Group 1 says that this happens "because there are teachers who do not form, they dump the subject without, however, on the day of the exams take a questionnaire about the key material

to help students. In some countries in Europe and America teachers do this. In Angola, students are obliged to study without topics, so many practices of fraud on their part, and on the other hand, teachers want everything to the letter, a copy-paste, forcing students to work as a machine. That is, they force students to decorate".

"Many teachers do not push for the development of students, and the academic system is somewhat addicted to the reproduction of what is taxing in teaching materials, not boosting development" (Group 3).

Some people think that academic fraud is associated with the lack of reading of students (they are lazy) and also their character, because "there are students with little interest in study and academic honesty, that in addition to lack of interest in classes, there is a lack of dialogue with teachers", and also "the pressure to be successful and the rule of good grades" (Group 1). In addition to this pressure, it should be taken into account that in many cases "the contents are extensive and the rigor of the teachers, as well as the degree of difficulty of the tests and the demand for the highest average, lead many students to choose this path" (Group 4).

"The notes of certificates and diplomas speak louder than the intellectual skills of the students. We are judged by the results of the evidence."

The weak internal control system was also pointed out as one of the reasons, as well as the fact that teachers constantly repeat the exams they give to students.

Regarding the students' opinion on the curricula presented by the HEI they attend, they argued, for the most part, that they should undergo adjustments, because they lack improvement, in order to opt for more practical and laboratory disciplines than theoretical ones, and also be properly framed in the reality of the labor market.

We also asked the students to comment on the fact that they do not have reading habits, which has been, in part, a determining factor for their learning gap. And in response, some students argued that the lack of the habit of reading is due in part to the difficult access they have to obtain books, because, in addition to libraries being distant from their homes, they do not have updated books, and the few that have do not portray the context, the reality of the society in which they are, creating demotivation. Others went further, stating that: "it is a great truth to say that Angolan students do not have the habit of reading, and this is a basic problem. Even if parents at home do not encourage their children from a young school to cultivate reading habits, it is the parents themselves who never get to buy children's books for their children, and that, leads them to grow up like this. And at some point, you can't have that habit. This and other factors not mentioned are that lead Angolan student not to have a reading habit." Another group added that "primary schools do not instill the habit of reading, and consequently secondary schools, making us lazy."

Despite these statements, there are students who say that they should seek to be versed and dynamic, as there are courses that require many hours of reading. And therefore, there is a need to create more resources, because "the greatest difficulty is in accessing books, not to mention that they are very expensive and we do not even have enough libraries".

4.2. Teachers

The first question was related to the fact that some teachers are accommodated in the positions in which they are. In response, most of the teachers questioned said that the same is true because there are no incentives.

"Many teachers are accommodated because there are no incentives from the Ministry of Guardianship with regard to research and publication grants. On the other hand, the accommodation by some teachers also has to do with the poor quality of many students."

Regarding the opinion of teachers regarding the fact that students are more interested in diplomas than in the development of their intellectual abilities, like some students, they say they are relative. For them, some students are committed to learning, just as there is a group of students who seek only a diploma, which is a problem caused by the Angolan labor market, especially the public sector that tends to value the diploma more than professional skills.

Regarding academic fraud, most agree with students who have argued that it is a consequence of the fact that many teachers force students to memorize the contents taught, stressing that "this factor should not be justified for academic fraud."

One of the biggest problems with education in the country is that it is associated with political issues: every leader is affiliated with the ruling party. Teachers believe that "if the election system is not broken and there is academic and scientific freedom in HE, there will be positive changes."

Regarding quality, teachers find it "unfair to attribute the lack of quality of HEIs only to teachers. We believe that there are many actors in this process: the government that does not invest seriously in terms of scholarships for teachers, research investment, infrastructure, and maladjustment of the curriculum plan.

The teachers argue that the lack of necessary conditions for the teaching process, ranging from the lack of own buildings with essential characteristics of a true educational institution, the lack of librarians and computer resources, have exerted a great influence on the quality of teaching, as well as on the teaching-learning process on the part of teachers and students.

Teachers say that the investment directed to teaching is negligible. And there is a need to adapt curriculum plans to the new times since there are disciplines that have no reason to exist.

Finally, they say that the little research done by teachers is due to "accommodation, lack of financial support for projects, lack of scientific journals in the HEI". In addition, some professors question "how can there be research if the salary of university professors is not enough to pay for a publication in a scientific journal? Imagine that today, considering the current exchange rate, the teacher's salary is equivalent to 500 euros, and there are magazines that charge up to 500 euros or more for a publication. The question we ask is: are we going to publish with this salary or see our basic needs that are still not enough?"

The teachers, most of them argue, that the main responsible for the non-quality of teaching is the government itself, because "there is no investment and a lack of willingness to improve on their part. The lack of consideration they have for the class of teachers, both university and teachers of basic education, is not justified, which is the pillar of the whole process. It can even be said that they do not want the population to awaken, since if it is instructed; a lot of things will have to change...

5.0 CONCLUSION, LIMITATIONS, AND SUGGESTIONS

Educational systems today should focus on building values, self-awareness, and sensitivity, as well as providing a better understanding of the need to build a more humane world (OECD, 2018). The study had as its main objective to evaluate the share of the blame for the non-quality of the teaching attributed to each of the actors in this process, but precisely, the teachers, students, and the government in general. The answers obtained lead us to conclude that the three main elements of this process have their share of the blame, risking us raising it to the government as being the main responsible for the institution of quality education in the country. The lack of goodwill of teachers and the lack of interest of students may be the result of the government's lack of concern to invest seriously in education, as the lack of adequate infrastructure for teaching remains visible, for example. Katúmua (2016) said that the lack of structural or institutional reasons (networks of researchers, funding, and other support), and the way the HE is perceived, is considered one of the causes of the lack of scientific research. This was visible in the answers presented by the teachers. This leads us to agree, in part with Filho and Aleaga (2021) that Angolan HEIs are still very limited in terms of research, extension, and management.

There could be significant changes in the management of HEIs with the new process of elections for management positions in the HEI, provided that managers were not tied to the party to power. But practice shows the other way around. Although some students are more concerned about the diploma, being pointed out as a consequence of the very economic and social situation that lives in the country. Sofroniou, Premnath, and Poutos (2020) said that regardless of the university, higher education students want a good education and a good organization of the program. This was also pointed out by some students and teachers, indicating the need for more attention on this point.

The main limitation of the present study is associated with the fact that we cannot obtain a response from managers, due to an alleged lack of time.

Scientific research is fundamental for the training of students because it allows the construction of both academic and professional competencies, and for teachers, allows renewing the teaching activity. So, we suggest the directions of the HEIs and the guardianship body, greater investment in this area, and a strong incentive for scientific research.

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Appendix

Questions asked to students:

1. Students are singled out, mostly as uninterested in the development of their intellectual skills, but as a special interest only in obtaining the diploma.
2. Academic fraud. Many students practice it. Why does it happen?
3. What do you have to say about the curricula presented by the HEI you attend?
4. Katúmua (2016), said that Angolan students do not have reading habits, being an important factor for their learning gap. Comment.

For teachers:

1. According to some authors, many teachers settle in the positions in which they are. Why does it happen?
2. Students are mostly appointed as disinterested in the development of their intellectual skills, but with special interest only in obtaining the diploma.
3. Academic fraud. In some studies, students point to the teacher evaluation method as one of the main reasons that leads them to commit academic fraud.
4. The quality of the courses is not a priority, and some government positions do not reflect the interest of the academic community, but the interest of specific groups that from educational institutions seek to broaden their influence and control for purposes foreign to the organization (Katúmua, 2016). What do you have to say about that as a teacher? Will there be any change with the election system?
5. The election of the managers of the HEIs gives autonomy and freedom to them in relation to the activities they develop, allowing them to define their own policies. Can you believe that? Is there any expectation regarding the elections that are observed and the future of education in Angola?

- a. Do you believe that there may be a relationship of less hierarchical subordination, greater administrative autonomy, disciplines, scientific, cultural, pedagogical and financial of the HEI?
6. Why are teachers always blamed for non-quality? (We can come to this conclusion when we say: "teaching has no quality, teachers are not qualified, or have no quality and many do not guide a culture of quality").
7. Will the lack of the necessary conditions for the teaching process, which ranges from the lack of own buildings with essential characteristics of a true educational institution, lack of library and computer resources, have any influence on the quality of teaching of our institutions? Will they have any influence on the teaching-learning process on the part of teachers and students?
8. What about the investment directed to teaching?
9. The curricula are considered costly, extensive, excessively theoretical, decontextualized, structurally disconnected and without general pedagogical guidelines. What do you have to say about that?
10. What will be the main reason for the lack of research done by teachers?
11. In your view, who is responsible for the non-quality of education in the country?

For Managers:

1. "The quality of the courses is not a priority, and some government positions do not reflect the interest of the academic community, but the interest of specific groups that from higher institutions seek to broaden their influence and control them for purposes foreign to the organization" (Katúmua, 2016). What do you have to say about this as a teacher/manager? Will there be any change with the election system?
2. "The election of the managers of the HEI gives autonomy and freedom to them in relation to the activities they develop, allowing them to define their own policies." Can you believe that? Is there any expectation regarding the elections that are observed and the future of education in Angola?
 - a. Do you believe that there may be a relationship of less hierarchical subordination, greater administrative, disciplinary, scientific, cultural, pedagogical and financial autonomy of the HEI?
3. Simões et al (2016) said that academic leaders and managers do not have, for the most part, any knowledge in terms of institutional planning management, human resources management, financial management, in addition, they do not account regularly and periodically. To what extent can one agree or disagree with the information? Will this have any influence on the lack of quality of our HEIs and teaching in general?
4. Will the lack of the necessary conditions for the teaching process, which ranges from the lack of own buildings with essential characteristics of a true educational institution, lack of library and computer resources, have any influence on the quality of teaching of our institutions? Will they have any influence on the teaching-learning process by teachers and students?
5. What about targeted education investment?
6. The curricula are considered costly, extensive, excessively theoretical, decontextualized, structurally disconnected and without general pedagogical guidelines. What do you have to say about that?
7. In your view, who is responsible for the non-quality of education in the country?