RESEARCH ARTICLE

ETHICS AND THE CHALLENGES OF ANGOLAN UNIVERSITY WOMEN IN CABINDA – HER CONTRIBUTION TO THE TRANSFORMATION OF SOCIETY

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ARTICLE INFO	ABSTRACT
	The article analyzes the point of view of women in Higher Education in Cabinda, about challenges and ethics in professional life. These points of view were collected through a questionnaire survey with closed questions, on a Likert scale from 1 to 5. The answers from the 25 women interviewed were processed using simple statistics, with the support of the SPSS program, and the opinions regarding open questions were not subject to analysis, taking into account that the study required in-depth data in a timely manner. The results point to Factors Influencing the massive adherence of women to the teaching and non-teaching profession; Commitments and responsibilities of university women; Challenges of University Women. According to the women questioned, those who take on management positions or not in balancing professional and domestic life have not been able to reconcile professional and domestic life, except in knowing how to reconcile domestic tasks and professional tasks.

INTRODUCTION

In Angola, women are present in all sectors of social life. It is calculated according to the definitive results of the 2014 census, that the percentage of the population in Angola, at the time of the census, May 16, is 25,789,024 people of which the majority are women, 13,289,983, corresponding to 52% of the total, while the male population is 12,499,041, representing 48% of the total population. 63% live in urban areas and 37% in rural areas, which means that such women are present in all spheres. From this result, the population aged 24 or over with completed higher education is estimated at 234,676, with 140,555 mens and 94,121 womens. Although the population represents the largest number of womans, we found that in higher education they appear in smaller numbers compared to mens. In this issue that represents womens in higher education, we were interested in knowing about woman's interest in higher education, their role as a woman and analyzing what their point of view is regarding ethical and professional challenges as a professional, being at the same time a wife and mother. Knowing the tasks entrusted to her, the mother of the family, wife, and professional, her challenges regarding women and ethics as a professional, we were interested in

knowing through scientific reflection, based on the assumption that women need to be equipped with strategies, capacity and skills to share oneself in the face of the complexity of life that we see every day. The challenges and ethics of women in higher education have been a factor little explored by Angolan researchers. Now, being a woman seems to be an easy task, as the institution as well as society expects her to demonstrate her inner and outer strength to recognize her capabilities. Therefore, understanding a woman's life, the day-to-day challenges she faces as a wife, mother and professional is a task that we set out to understand, mainly, how she reconciles domestic life at the same time as she positions herself as a university professional, taking into account their social responsibility. As (Chaves, et al. 2020 states in his study that "the daily life of many women when entering higher education is challenging and the multiple roles they perform have implications for their academic performance". This year, Universidade 11 de Novembro will hold the scientific conferences March Woman, 2023 Edition in the city of Cabinda from March 9th to 10th, based on the motto and thematic panels:

- Ethical competence in women;
- Contribution of women to the environment;
- Women in preserving ethical values in the family.

It was up to us to reflect on "Ethics and the challenges of Angolan University Women – their contribution to the transformation of society". Understanding the point of view of these womens and the strategies used to overcome the challenges they face and how they reconcile their roles in society is an essentially useful point. Every day she leaves her home, her husband, her childrens and her household chores to face a day of professional work in which she must demonstrate professional ethics and academic competence, so that her work is accepted by her boss, colleagues and sometimes her friends, who expect from her an attitude that preserves her image, dignity and identity as a woman. A life in which she sometimes needs to take many precautions so that she doesn't fall under the siege of the rogue boss who harasses her, of the tempting colleague. Therefore, university women face many challenges in their profession as a wife, mother and professional, as they are on all fronts of the social sphere, often fighting to support their children.

For this to happen and for it to win, it needs to demonstrate certain ethical and strategic skills. Kalju *et al* (2016), when referring to competencies states that, ethical competence that can be defined in terms of strength of character, ethical awareness, moral judgment skills and the will to do good. The life of a university woman has been a great challenge because she often takes charge of the university management, and this leads her to face both the challenges of motherhood and professional challenges. Hence our research is guided by the following central question: *What are the challenges that university women face in reconciling domestic and professional life so that they can contribute to the transformation of society?* This central question is combined with some others such as: What factors influenced the massive participation of women in the teaching and non-teaching profession? How do you balance domestic and professional tasks? What can women do or do (strategies) to balance home life, professional life and social life? What is society's acceptance of its social responsibility? What is and how has women been involved in social responsibility activities at the university? These and other questions will be the guiding thread of this study. With them we will also be able to fulfill the general objective of the research, that is: *Analyze the perceptions that university women have about ethics and the challenges they face as wives, mothers and professionals in Angola/Cabinda*. Although guided by this general objective, in its empirical component, and as already mentioned, the study will collect data from university women teachers and non-teachers in Cabinda, who take on management positions or not in order to identify the challenges facing Angolan university women in Cabinda as wife, mother and professionals.

Specifically, the aim was to understand how to balance professional life and home life; understand the contributions of Angolan university women in Cabinda to the transformation of society; understand the ethical implications inherent to the university profession in the socio-educational and community spheres. Agreeing with (Chaves et al., 2020), when stating that, "considering that entering higher education, as well as entering the job market, does not relieve them of domestic duties and childcare. And, in this way, the university begins to compete for this woman's time and dedication with the other activities she performs. For this reason, according to the authors, it is not enough to open the doors of universities to women without ensuring equal opportunities for those who are or will be mothers during their university period. The reality of these university students presents its specificities, which must be considered by educational institutions when planning, executing and evaluating public educational and assistance policies aimed at them. Furthermore, for Marcelo (2019), it creates a social imaginary that places women to assume all domestic responsibilities to be carried out without any challenge and this fact makes them resort to a series of strategies in order to reconcile the tasks assigned to them, such as: resorting to family support (understanding with the husband or support from the mother-in-law), institutional support (colleagues at work and school) and patience or knowing how to manage time to be able to cover all the duties.

RELATED STUDIES

There are factors influencing the massive participation of women in the teaching and non-teaching profession. The new family configuration, the new emotional ties and other family reconstitutions, the family model based on the contemporaneity of roles with the breadwinner father and the full-time home caregiver mother began to suffer ruptures, signaling the beginning of the decline of the more traditional version of the family (Marcelo, 2019). According to the author we are convening, this recent family pattern has raised new challenges and changes in traditional gender roles that trigger in couples the need to reconcile professional tasks with family tasks. He also mentions that, despite the fact that, currently, dual-employment couples predominate, some data point to a greater burden on women in accumulating tasks. In her opinion, women who are involved in the work environment tend to do more domestic work than men in the situation. Changes in perception regarding the role of women, the process of urbanization and the spread of the idea of a globalized culture have caused changes in the size of the family structure and marriage over the years. Within this new context, matrifocal, or interrupted, or single-mother families emerge. Therefore, according to the authors we are convening, the number of women who support the household, responsible for at least seventy percent of household expenses, is growing in Brazil (Beatriz, et al, 2012).

This phenomenon has become global; it is also seen in our country where women are assuming both matriarchal and professional responsibilities. This relationship with the role of women sets precedents for understanding the massive participation of women in the country's universities, both public, private and public-private. As is seen throughout the world, in Angola this reality has taken over the country. Kozovitz (2007), reaffirm that the increase of women in the job market is a trend that has progressed in recent years and among them is the fact that many women, in contemporary times, live alone or just with the children. This scenario of

social and lifestyle changes also includes blended families, in which one or both partners have already had a first marriage with children and live with new partners. Often the search for a job to support the family has motivated many women to enter the job market. And the university in our country has been a locus of great demand for Angolan women, particularly in Cabinda. Furthermore, the search for new social relationships, the possibility of participating in the financial support of the home, personal satisfaction, financial independence and the rise to professionalism led many womens to massively join the university. For example, Granja (2006), they state that at the family level, women are considered primarily responsible for caring for children and carrying out most domestic tasks, while, at the professional level, womens are also the ones who do more career interruptions and that restructure professional activity in favor of family demands.

Commitments and responsibilities of university women

The literature has revealed a great interest in research on the family, considering the changes that have occurred in recent times in its implications for the development of its members. From a post-mordenist point of view, these changes can be attributed to social trends such as: greater participation of women in public space and certain changes in ideology regarding gender roles, (…..). In the current panorama, taking into account that young people who want to start a family today already have a post-modern view on the subject and we are still in the era of transition to all these changes, there is a conflict between what parents learned throughout their development and what they practice now, as fathers and mothers: when they get involved in the task of educating children, they find themselves in crisis: it seems that they do not have the wisdom to educate (Marcelo, 2019).

The commitment that women make to be responsible women allows them to combine domestic tasks and professional tasks. One of the reasons that motivated women is what makes their lives easier as professionals, as housewives. Personal life satisfaction, development in the country's training and development area, personal and family support, all these factors led women to take on commitments even beyond their reach, such as university commitments.

Challenges of University Women: Oliveira (2021), states that for centuries, many women had to fight and face challenges to enter higher education, but after having won this fight, women still have challenges to be overcome at university. But it is by going through challenges, facing barriers that great women are able to complete their studies, acquiring with effort and dedication a higher education diploma and gaining space in the job market, putting into practice all the knowledge acquired during their studies. However, it is not only the challenges of entering university that a woman faces, but challenges at home, in the workplace, in training, in society, in short, so many other challenges such as raising children, taking care of her husband at the same time. time in which you can face the challenges of reconciling domestic and professional tasks, harassment in the workplace, finding your own place as a woman, among others.

In the case of Oliveira (2021), he recalls that the challenges that female university academics face initially in relation to their studies are great, and this is because the academic demands are great, which require these students to have a lot of dedication, commitment and to carry out a lot of reading. and at the same time they can create study strategies to obtain good knowledge and learning. In addition to these past challenges during training, we know that when entering the professional field, university women are also faced with several different challenges.

Looking at this example from the beginning of academic training, we can refer to the university career, which the woman will fit into, going through the following challenges: Reconciling domestic tasks and professional tasks, facing harassment in the workplace, finding her own place as a woman/ wife, having an annoying, complicated and perverse boss, putting up with a jealous husband after professional tasks. Accordingly, the solution to such challenges for the beginning of a university career would be: Knowing how to reconcile domestic tasks and professional tasks, employing other women and delegating household tasks, supervising delegated tasks before and after the work day, getting up early and providing guidance to children how to take care of household chores; get up early and organize essential tasks; sleeping late and trying to get ahead with household chores. This solution would avoid creating chaos in the relationship with her husband, delays at the workplace and disagreements with other family members. And so that there is a balance between the woman's responsibilities and her professional life and there is acceptance of the tasks she performs in society, as well as at the university, in ways that make her feel welcomed. There is also affectionate acceptance from the husband, the boss and among family members, by society, because, when she feels welcomed, it brings satisfaction in making an effort and contributing to a better and fairer society, demonstrating to be an example of overcoming and progress for new generations who, when faced with difficulties, look at them with respect and honor.

Work-life balance: More than promoting the gender issue, it is noted that the issue of the balance between the profession and home life must be taken into consideration and some extremely important issues arise to be taken into account. Because we feel that today womens are very concerned about being a reference and having a position in the job market in general, and particularly about leaving a good mark in their areas of activity. It is important to emphasize here that being a professional is much more than being a mere worker. However, we cannot forget the maternal issue or the fact that these professionals are also mothers, wives and housewives. This leads us to reflect on how women have been able to balance domestic life and professional life. We therefore want to answer some specific questions, taking into account the challenges and constraints they encounter throughout their activities.

Thus, we can highlight several constraints

- Reconcile personal and professional life; Womens often need to be mothers, wives, housewives and professionals at the same time. This ends up being exhausting and always harms one side in some way. Women need to be very available and

dedicated to be able to cover their activities. Let's see that it is not always easy for a woman, as a wife and mother, to leave her home with one of her sick family members and go to work, for example, to stop participating in a work meeting and go to lunch with her family. It is not easy to stop participating in a meeting of guardians to participate in work meetings or even participate in a research group with deadlines and teams to meet. It is not, however, easy to have to respond as a leader of an institution and at the same time respond to your calling as a wife and manager of the home.

- Face attacks and discrimination in relation to gender; They face a lot of prejudice in their workplaces, which ends up causing women to choose to dress or embody personalities that are not theirs in ways that create defense mechanisms to maintain their position and at the same time demand respect indirectly from others. part of their colleagues and other professionals and collaborators who work with them.

- Not being able to express female fragility; Women by nature has very strong emotions and in order not to show their weaknesses they remain silent, for fear of being considered incapable. In fact, there are days when every woman needs to be alone and maybe even needs a little more attention from people around her. However, they end up remaining silent so as not to be considered or called incompetent, incapable, weak, limited or even undeserving. For many, expressing female fragility ends up being a reason for professional incapacity and even discrimination. Between these and other conjugal and professional responsibilities, they greatly interfere with the position of womens and they often have to wear the clothes of personalities that do not belong to them in order to try not to fail or not seriously harm one of the sides that depend a lot on them to grow and continue to exist. Among the challenges faced by women, we have to mention or reflect the ones that were most presented to us:

- Being a woman in a gym; we know that being at an academy is a huge responsibility for every professional who wants to grow and contribute to the growth of their educational institution. Let's imagine for women who face countless difficulties in acceptance simply because they are?! Therefore, women in academy tend to redouble their efforts to avoid reprisals and many other discriminations that arise in order to maintain their position and increase the level of acceptance as women and to value their work and efforts.

- Grow professionally; like any professional, women also struggle to achieve a certain level of professional growth, participating in scientific events, increasing their level of dedication and professionalism.

- Maintain positioning; this has always been and will be one of the greatest challenges that women in general will always have to face, because, with so many obstacles they face, they often end up being weak due to the indirect obligation of those who advance discrimination before valuing the situation and maintaining a good positioning yourself so as not to trample on your mission as a woman and fulfilling the role and obligations entrusted to you as a professional ends up being a huge challenge.

- Maintain institutional impact; women must participate and contribute hard to the development of the academy in which they are inserted. Creating, producing, meeting deadlines and institutional rules taking into account your duty as a worker and professional will help maintain institutional impact.

METHODOLOGY

Methodologically, it is an exploratory study that aims to explore how university women, committed to their professional responsibilities, reconcile domestic and professional life in the various challenges they face on a daily basis as mothers, wives and professionals at the same time. A questionnaire survey was used, with closed and open questions, followed by a Likert scale with values from 1 to 5. The data obtained by the questionnaire were processed using the SPSS program and by a simple statistical analysis. Analysis of the responses to the questionnaire revealed the opinions of university women on the strategies they use to balance domestic and professional life, and how to position themselves according to the challenges they face. From normality, therefore, it was observed that the result had a normal behavior, as can be seen in the attached tables, a significance level of 0.000.

The test carried out, the data present a normal distribution, that is, the opinions of the womans interviewed are around the average, and the variability is not great, an appropriate condition for the representativeness of the average and to be able to make statistical inferences with greater reliability in the final analyses. And based on confirming the normality and reliability of the data, we were able to apply normal statistical inference techniques, which are, in the case of factor analysis, Chi-Square tests to see the homogeneity of the indicators in order to ensure possible propositions or statements that can be done from the data.

For example, reliability is guaranteed, the instrument is well designed, with good Likert's scale mesure, and there is internal consistency of the data. Next, we tried to check if it was suitable for analyzing the main components, which was possible to do. In principle, with data normality and an acceptable Cronbank Alpha, it is certain that we can perform principal component analysis. The results are as follows in the Table 1.1 and Table 1.2:

Table 1.1. Case Processing Summary

		N	%
Cases	Valid	25	100,0
	Excluded[a]	0	0,0
	Total	25	100,0

a. List deletion based on all procedure variables

Table 1.2. Reliability Statistics

Alfa de Cronbach	N of items
,951	45

RESULTS AND DISCUSSION

To ensure the reliability of the data, the Cronbach's Alpha coefficient was extracted, the result of which indicates good internal consistency of the data and good quality of the instrument applied to collect data (Questionnaire).

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Table 2. Analysis of data normality and opinion trends

Variables	N	Normal parameters [a, b]				Test statistic	Significance Sig. (2 tails)	Trend of Opinion
		Standard deviation	Mean	Median	Mode			
a1_Personal satisfaction with professional life	25	,913	4,00	4,00	4	,380	,000[c]	I agree
a2_Contempt received from social partners	25	1,406	2,32	2,00	1	,270	,000[c]	I disagree
a3_Family support	25	,913	4,00	4,00	4	,260	,000[c]	I agree
a4_Search for social equality with men	25	1,323	2,80	3,00	2	,207	,007[c]	Completely Disagree
a5_Job opportunity	25	,852	4,32	4,00	4	,314	,000[c]	I agree
a6_Not really	25	1,387	3,44	4,00	4[a]	,217	,004[c]	I agree
b1_Reconcile domestic tasks and professional tasks	25	1,054	4,12	4,00	4	,375	,000[c]	I agree
b2_Address harassment in the workplace	25	1,041	3,40	4,00	4	,238	,001[c]	I agree
b3_Finding a place of your own as a woman/wife	25	1,155	3,80	4,00	4	,289	,000[c]	I agree
b4_Having a boring, complicated and perverse boss.	25	1,165	3,24	3,00	3	,182	,033[c]	I neither agree nor disagree
b5_Putting up with a jealous husband after professional tasks	25	1,314	3,32	3,00	3	,164	,082[c]	I neither agree nor disagree
b6_Putting up with sexist colleagues	25	1,291	3,40	3,00	3	,178	,039[c]	I neither agree nor disagree
c1_Know how to reconcile domestic tasks and professional tasks	25	,850	4,16	4,00	4	,345	,000[c]	I agree
c2_Employ other women and delegate	25	1,028	4,16	4,00	5	,278	,000[c]	I fully agree
c3_Supervise delegated tasks	25	1,152	4,08	4,00	4	,352	,000[c]	I agree
c4_Get up early and teach your children how to take care of their chores	25	1,187	4,08	5,00	5	,301	,000[c]	I fully agree
c5_Get up early and organize essential tasks	25	,987	4,16	4,00	4	,316	,000[c]	I agree
c6_Sleep late and try to get ahead with household chores	25	1,344	3,84	4,00	5	,246	,000[c]	I fully agree
d1_In all spheres	25	1,502	3,44	4,00	5	,245	,000[c]	I fully agree
d2_With strength and motivation	25	1,314	3,68	4,00	5	,202	,010[c]	I fully agree
d3_With full responsibility	25	,945	4,32	5,00	5	,284	,000[c]	I fully agree
d4_With limitations due to lack of opportunities	25	1,376	3,32	4,00	4	,209	,006[c]	I agree
d5_Equality with men	25	1,440	3,36	4,00	5	,192	,019[c]	I agree painfully
d6_With professional competence and ethics	25	1,115	4,08	4,00	4	,311	,000[c]	I agree
d7_We get little involved	25	1,578	3,36	4,00	4	,297	,000[c]	I agree
ep1_Continued training	25	1,514	3,28	4,00	4	,323	,000[c]	I agree
ep2_I tried many management positions	25	1,388	3,48	4,00	4	,286	,000[c]	I agree
ep3_I learned to face a diverse audience	25	1,000	4,20	4,00	4[a]	,301	,000[c]	I agree
ep4_I was able to describe Maslow's pyramid	25	1,249	3,68	4,00	4	,281	,000[c]	I agree
ep5_Ability to interact in academic debates	25	1,172	3,96	4,00	5	,274	,000[c]	I agree
ep6_Ability to speak in public	25	,971	4,12	4,00	4	,331	,000[c]	I agree
ep7_Other satisfactions, both professional and social	25	1,106	3,84	4,00	4	,318	,000[c]	I agree
en1_Moral and sexual harassment by colleagues	25	1,500	2,40	2,00	1	,265	,000[c]	I disagree
en2_Injustice in the distribution of tasks due to being a woman	25	1,497	2,36	2,00	1	,258	,000[c]	I disagree
en3_Gross offenses by bosses	25	1,600	2,68	2,00	1	,213	,005[c]	I disagree
en4_Lack of recognition from the boss after a difficult task	25	1,681	3,08	4,00	1	,228	,002[c]	I disagree
en5_Confronting sexist and arrogant colleagues	25	1,487	3,28	4,00	4	,246	,000[c]	I agree
en6_None	25	1,590	3,12	4,00	1[a]	,230	,001[c]	I disagree
f1_Focus more on work	25	1,435	3,68	4,00	5	,228	,002[c]	I fully agree
f2_Not being ambitious	25	1,463	3,84	4,00	5	,266	,000[c]	I fully agree
f3_Have a firm and balanced position	25	,917	4,44	5,00	5	,329	,000[c]	I fully agree
f4_Avoid tempting actions against the boss and colleagues	25	,918	4,48	5,00	5	,354	,000[c]	I fully agree
f5_Avoid indecent conversations with your boss and colleagues	25	,768	4,44	5,00	5	,327	,000[c]	I fully agree
f6_Avoid talking about your personal life at work	25	,870	4,44	5,00	5	,340	,000[c]	I fully agree
f7_Be more transparent and less discreet	25	1,363	3,76	4,00	4[a]	,290	,000[c]	I agree

a. The test distribution is normal. b. Calculated from data.

As can be seen in the test Table 2, the data presents a normal distribution, that is, the opinions of the respondents are around the average and the variability is not great, an appropriate condition for the representativeness of the average. In the opinions collected, we found that the women interviewed agreed that the factors that influenced their massive adherence to the teaching and non-teaching profession were: Personal satisfaction with professional life; Family support; Employment opportunities and

contribution to society; In terms of overcoming women's Challenges: Reconciling domestic tasks and professional tasks; Address harassment in the workplace; Finding your own place as a woman/wife; In terms of Balance between home life and professional and social life: Knowing how to reconcile domestic tasks and professional tasks; Employ other women and delegate domestic tasks; Supervise delegated tasks; Get up early and teach your children how to take care of household chores; Get up early and organize essential tasks; Sleep late and try to get ahead with household chores. In terms of their Involvement and the responsibilities of women at the university they fully agree that they should be involved: In all professional spheres; With strength and motivation; With all responsibility; With professional competence and ethics; Equality with men; and some agree that their involvement is lower due to limitations due to lack of space for women. In terms of some positive experiences, they agree: Continuing training, learning and personal development; They tried many management positions; They learned to face a diverse audience; They were able to describe Maslow's pyramid; Ability to interact in academic debates; Ability to speak in public and Other satisfactions want professionals as well as social.

Negative experiences: The only opinion found was that of tackling harassment in the workplace, which all respondents agree with. With regard to Corruption and harassment in the workplace, they fully agree that women, to avoid harassment in the workplace, must: Focus more on work; Not being ambitious; Have a firm and balanced position; Avoid tempting actions against the boss and colleagues; Avoid indecent conversations with your boss and colleagues; Avoid talking about your personal life at work; Be more transparent and less discreet. Regarding the level of disagreement, we find the following opinions: In terms of factors that influenced the massive adherence of women to the teaching and non-teaching profession we have: Contempt received from social partners. In terms of opinions about negative experiences, they disagree that they were not targets of: Moral and sexual harassment by colleagues; there was no injustice in the distribution of tasks due to the fact that she was a woman; They did not suffer rude insults from their bosses or lack of recognition from their bosses after a difficult task.

Table 2. Component Matrix

	Component						
	1	2	3	4	5	6	7
a1_Personal satisfaction with professional life	,751	-,096	-,221	-,221	-,302	-,186	,007
a3_Family support	,476	,135	-,406	-,060	-,364	-,294	,014
a5_Job opportunity	,432	,240	-,329	-,127	-,392	-,323	,305
b2_Address harassment in the workplace	,628	,216	-,124	,179	,304	-,132	,027
b3_Finding a place of your own as a woman/wife	,619	,027	,481	,226	,157	-,188	-,160
b4_Having a boring, complicated and perverse boss.	,677	,254	,207	-,355	,188	-,279	,034
c1_Know how to reconcile domestic tasks and professional tasks	,763	-,431	,278	-,057	-,175	-,138	,104
c2_Employ other women and delegate	,716	-,367	,089	-,164	,082	,338	,007
c4_Get up early and teach your children how to take care of their chores	,624	,239	-,117	-,042	-,378	,391	,055
c5_Get up early and organize essential tasks	,692	-,338	,055	,158	,058	,325	-,128
c6_Sleep late and try to get ahead with household chores	,647	,048	,155	-,039	,138	,484	,038
d1_In all spheres	,605	,016	-,334	-,116	,394	-,218	-,351
d2_With strength and motivation	,651	-,021	-,318	-,294	,175	-,185	-,239
d3_With full responsibility	,811	-,196	-,251	-,278	-,030	,120	-,125
d4_With limitations due to lack of opportunities	,478	,393	,210	-,021	,379	,066	-,464
d5_Equality with men	,674	,011	-,156	,211	,235	,024	,096
d6_With professional competence and ethics	,606	-,576	-,111	-,160	,169	,137	,001
ep1_Continued training	,524	-,230	-,253	,509	,162	-,149	,233
ep2_I tried many management positions	,586	-,213	-,213	,086	,248	,147	,549
ep3_I learned to face a diverse audience	,738	-,309	-,169	-,142	-,231	-,057	,053
ep4_I was able to describe Maslow's pyramid	,765	,155	-,147	,397	-,189	-,208	-,084
ep5_Ability to interact in academic debates	,788	-,218	-,212	,258	,020	-,201	-,155
ep6_Ability to speak in public	,736	-,113	-,194	,305	-,322	-,058	-,201
ep7_Other satisfactions, both professional and social	,724	,075	-,217	,077	-,250	-,069	-,100
en5_Confronting sexist and arrogant colleagues	,631	,512	,119	-,125	,033	,043	-,109
en6_None	,623	,158	-,387	,130	,207	,022	-,046
f1_Focus more on work	,633	-,212	-,391	-,271	,084	,136	-,035
f2_Not being ambitious	,595	,227	,290	,080	,132	-,283	,081
f3_Have a firm and balanced position	,820	-,251	,446	-,011	,048	-,038	,102
f4_Avoid tempting actions against the boss and colleagues	,729	-,336	,454	-,040	-,067	,108	,171
f5_Avoid indecent conversations with your boss and colleagues	,585	-,229	,387	-,176	-,072	,080	,093
a2_Contempt received from social partners	,103	,622	-,068	-,370	,223	-,100	,366
b1_Reconcile domestic tasks and professional tasks	,579	-,595	,027	-,031	,309	,276	,036
en2_Injustice in the distribution of tasks due to being a woman	,358	,705	,171	,311	-,164	,230	-,037
en3_Gross offenses by bosses	,381	,746	,066	,016	-,212	,278	,000
en4_Lack of recognition from the boss after a difficult task	,465	,719	,017	-,108	-,305	,195	-,077
a6_Not really	,378	,370	-,391	,360	,361	,198	-,016
f6_Avoid talking about your personal life at work	,507	-,220	,565	,100	-,253	,015	,141
f7_Be more transparent and less discreet	,380	,270	,601	-,098	,215	-,241	-,132
b5_Putting up with a jealous husband after professional tasks	,530	,470	,066	-,539	-,099	-,044	,059
en1_Moral and sexual harassment by colleagues	,375	,491	,298	,584	-,108	,025	-,069
c3_Supervise delegated tasks	,432	-,375	,038	,065	-,521	,155	-,166
b6_Putting up with sexist colleagues	,535	-,067	,333	-,020	,071	-,499	,143
a4_Search for social equality with men	,295	,416	-,123	,220	,180	,068	,604
% of variance	**35,746**	**12,805**	**7,626**	**5,679**	**5,480**	**4,560**	**3,744**

Extraction Method: Principal Component Analysis. a.7 extracted componentes

As can be seen in the test Table 2 carried out, the data presents a normal distribution, that is, the opinions of the respondents are around the average and the variability is not great, an appropriate condition for the representativeness of the average. In the opinions collected, we found that the women interviewed agreed that the factors that influenced their massive adherence to the teaching and non-teaching profession were: Personal satisfaction with professional life; Family support; Employment opportunities and contribution to society; In terms of overcoming women's Challenges: Reconciling domestic tasks and professional tasks; Address harassment in the workplace; Finding your own place as a woman/wife; In terms of Balance between home life and professional and social life: Knowing how to reconcile domestic tasks and professional tasks; Employ other women and delegate domestic tasks; Supervise delegated tasks; Get up early and teach your children how to take care of household chores; Get up early and organize essential tasks; Sleep late and try to get ahead with household chores. In terms of their Involvement and the responsibilities of women at the university they fully agree that they should be involved: In all professional spheres; With strength and motivation; With all responsibility; With professional competence and ethics; Equality with men; and some agree that their involvement is lower due to limitations due to lack of space for women. In terms of some positive experiences, they agree: Continuing training, learning and personal development; They tried many management positions; They learned to face a diverse audience; They were able to describe Maslow's pyramid; Ability to interact in academic debates; Ability to speak in public and Other satisfactions want professionals as well as social.

7 main components were identified, of the factors that represent the opinions of the university women surveyed in relation to the indicators linked to ethics and the challenges of Angolan university women in Cabinda and their contribution to the transformation of society, which explain 75.6% of the variance, figure enough to infer that such components are determining factors in the behavior of opinions, as described below:

- In first place, with a weight of 35.746% of the explained variance are: Personal satisfaction with professional life; Family support; Job opportunity; Address harassment in the workplace; Finding your own place as a woman/wife; Having a boring, complicated and perverse boss; Know how to balance domestic tasks and professional tasks; Employ other women and delegate; Get up early and teach your children how to take care of their tasks; Get up early and organize essential tasks; Sleep late and try to get ahead with household chores; In all spheres; With strength and motivation; With all responsibility; With limitations due to lack of opportunities; Equality with men; With professional competence and ethics; Continuing training; I tried many management positions; I learned to face a diverse audience; I was able to describe Maslow's pyramid; Ability to interact in academic debates; Ability to speak in public; Other satisfactions, both professional and social; Confront sexist and arrogant colleagues; None; Focus more on work; Not being ambitious; Have a firm and balanced position; Avoid tempting actions against the boss and colleagues; Avoid indecent conversations with your boss and colleagues.
- In second place, with 12.805% are: Contempt received from social partners; Reconcile domestic tasks and professional tasks; Injustice in the distribution of tasks due to the fact that she is a woman; Gross offenses by bosses; Lack of recognition from the boss after a difficult task.
- With 7.626% they are: Not really; Avoid talking about your personal life at work; Be more transparent and less discreet.
- With 5.679% are: Putting up with a jealous husband after professional tasks; Moral and sexual harassment by colleagues.
- With 5.480%: Supervise delegated tasks.
- With 4.560% it is: Putting up with sexist colleagues.
- With 3.744% it is: Seeking social equality with men.

Table 4. Contrast of the Hypotesis by Chi-square test

Variables		Pearson chi-square	df	Significance Sig. (2 tails)	Association between variables
Independent	Dependent				
b1_Reconcile domestic tasks and professional tasks	c1_Know how to reconcile domestic tasks and professional tasks	15,676	6	,016	Yes
	c2_Employ other women and delegate	25,689	8	,001	Yes
	c3_Supervise delegated tasks	8,938	6	,177	No
	c4_Get up early and teach your children how to take care of their chores	22,952	8	,003	Yes
	c5_Get up early and organize essential tasks	26,422	8	0,001	Yes
	c6_Sleep late and try to get ahead with household chores	14,211	8	0,076	No
b2_Address harassment in the workplace	c1_Know how to reconcile domestic tasks and professional tasks	35,149	12	,000	Yes
	c2_Employ other women and delegate	34,403	16	0,005	Yes
	c3_Supervise delegated tasks	25,415	12	,013	Yes
	c4_Get up early and teach your children how to take care of their chores	32,828	16	0,008	Yes
	c5_Get up early and organize essential tasks	35,256	16	,004	Yes
	c6_Sleep late and try to get ahead with household chores	19,921	16	,224	No
b3_Finding a place of your own as a woman/wife *	c1_Know how to reconcile domestic tasks and professional tasks	26,540	12	,009	Yes
	c2_Employ other women and delegate	20,041	16	0,218	No
	c3_Supervise delegated tasks	13,244	12	0,352	No
	c4_Get up early and teach your children how to take care of their chores	26,292	16	0,05	No
	c5_Get up early and organize essential tasks	18,346	16	,304	No
	c6_Sleep late and try to get ahead with household chores	23,923	16	0,091	No
b4_Having a boring, complicated and perverse boss	c1_Know how to reconcile domestic tasks and professional tasks	12,696	12	0,392	No
	c2_Employ other women and delegate	19,798	16	0,229	No
	c3_Supervise delegated tasks	11,516	12	,485	No
	c4_Get up early and teach your children how to take care of their chores	20,913	16	0,182	No
	c5_Get up early and organize essential tasks	19,444	16	0,246	No
	c6_Sleep late and try to get ahead with household chores	17,340	16	,364	No

Continue …

b5_Putting up with a jealous husband after professional tasks	c1_Know how to reconcile domestic tasks and professional tasks	12,696	12	,392	No
	c2_Employ other women and delegate	16,763	16	,401	No
	c3_Supervise delegated tasks	19,968	16	,222	No
	c4_Get up early and teach your children how to take care of their chores	19,968	16	,222	No
	c5_Get up early and organize essential tasks	20,559	16	,196	No
	c6_Sleep late and try to get ahead with household chores	15,997	16	,453	No
b6_Putting up with sexist colleagues	c1_Know how to reconcile domestic tasks and professional tasks	24,583	12	,017	Yes
	c2_Employ other women and delegate	15,331	16	,501	No
	c3_Supervise delegated tasks	8,455	12	,749	No
	c4_Get up early and teach your children how to take care of their chores	15,745	16	,471	No
	c5_Get up early and organize essential tasks	27,222	16	,039	Yes
	c6_Sleep late and try to get ahead with household chores	20,691	16	,191	No
				Yes	**11**
				No	**24**

Correlation test (homogeneity) between variables

The homogeneity test was performed by crossing the variables (Crosstab) analyzing the results of the Chi-square and Pearson's significance level to contrast the following two hypotheses: H0 and H1. The association of variables resulted in 11 positive variables and 24 negative variables.

H0: Women have been able to balance professional and domestic life (Null Hypothesis).

H1: Women have not been able to balance professional and domestic life (Alternative Hypothesis).

Observing the significance levels (p-values) in the previous Table, it can be deduced that the null hypothesis (H0) is not true, that is, women have not been able to reconcile professional and domestic life, except in Knowing how to reconcile domestic tasks and professional tasks; Employ other women and delegate; Get up early and teach your children how to take care of their tasks; Get up early and organize essential tasks; Know how to balance domestic tasks and professional tasks; Employ other women and delegate; Supervise delegated tasks; Get up early and teach your children how to take care of their tasks; Get up early and organize essential tasks; Know how to balance domestic tasks and professional tasks; Know how to balance domestic tasks and professional tasks; Get up early and organize essential tasks. In the opinions collected, we found that the women interviewed agreed that the factors that influenced their massive adherence to the teaching and non-teaching profession were: Personal satisfaction with professional life; Family support; Employment opportunities and contribution to society;

In terms of overcoming women's Challenges: Reconciling domestic tasks and professional tasks; Address harassment in the workplace; Finding your own place as a woman/wife; In terms of Balance between home life and professional and social life: Knowing how to reconcile domestic tasks and professional tasks; Employ other women and delegate domestic tasks; Supervise delegated tasks; Get up early and teach your children how to take care of household chores; Get up early and organize essential tasks; Sleep late and try to get ahead with household chores. In terms of their Involvement and the responsibilities of women at the university they fully agree that they should be involved: In all professional spheres; With strength and motivation; With all responsibility; With professional competence and ethics; Equality with men; and some agree that their involvement is lower due to limitations due to lack of space for women. In terms of some positive experiences, they agree: Continuing training, learning and personal development; They tried many management positions; They learned to face a diverse audience; They were able to describe Maslow's pyramid; Ability to interact in academic debates; Ability to speak in public and other satisfactions, whether professional or social.

CONCLUSION

After all the preliminary analyzes carried out, the study shows us that in balancing professional and domestic life, university women have not been able to reconcile professional and domestic life, except in knowing how to reconcile domestic tasks and professional tasks; employ other women and delegate; get up early and teach your children how to take care of their tasks; Get up early and organize essential tasks; supervise delegated tasks. In the opinions collected, we found that the women interviewed agreed that the factors that influenced their massive adherence to the teaching and non-teaching profession were; personal satisfaction with professional life; family support; employment opportunities and contribution to society.

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