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Collaborative Work By Graduate Students: A Comparison Of Modalities

Mary Ann Hollingsworth, PhD
University of West Alabama , United States
Reenay R. H. Rogers, PhD
University of West Alabama , United States

Abstract

Online learning as a choice in higher education has grown exponentially. Research has indicated the importance for instructors to provide opportunity for student collaboration through use of online tools such as wikis, discussion boards, and group projects. A survey methodology was employed to gather higher education students' opinions on both participation in group projects at the post-secondary level and the efficacy of using wikis versus traditional formats such as face-to-face interaction or discussion boards as collaboration tools. Responses were collected from two groups of students taking a graduate level course called Life Span Development; one traditional face-to-face group and one online web-based group, with a total number of 66 participants. The results of this study support the values of integration of student collaboration in group work on course assignments Furthermore, this study provided comparison and contrast between the three collaboration modalities of discussion boards, face to face groups, and wikis. This study provides support for further research to analyze benefits and challenges of these modalities and others on multiple types of assignments.

Keywords: Online learning, Student collaboration, Group tasks

Introduction:

Online learning as a choice in higher education has grown exponentially. Keengwe and Schnellert (2012) noted the exponential growth of distance learning courses and the core role of the distance educator to facilitate learning and enable peer interactions to flourish.   However, Revere and Kovach (2011) concluded that many online learning experiences are still an attempted replication of traditional classroom instruction that focuses on knowledge acquisition from the authority of the instructor instead

of focusing on student engagement. Lou (2004) suggested that a criticism of online courses was the focus on knowledge acquisition versus problem solving, which is a skill critical to meeting real-world challenges. Harastinski (2006) indicated a lack of opportunity for informal and social communication in online education that is naturally present in traditional campus settings for creation of bonds of community and participation in learning communities.

Literature Review:

Keengwe and Schnellert along with Wong (2007) discussed three key interactions in online learning as interactions of student with content, student with classmates, and student with instructor. Cooperative and collaborative learning have been used in postsecondary education to increase student application of course content through social and academic interaction in a small group format. According to Bliss and Lawrence (2009), Cooperative Learning is a task that is split into subtasks performed independently with later assembly into a conjoined project. Collaborative Learning is mutual and shared concept building through socially mediated processes.

Pedagogy has shifted from the more linear process of learning in online education to network learning. Konyu-Fogel, Dubois, and Wallingford (2013) noted that this type of learning includes the key elements of "knowledge navigation with joint construction by faculty and staff, fusion of learning and work, and achievement-based outcomes." (p.70). Cooperative or collaborative learning is done through assignment of students to small groups which then conduct assignments that provide opportunity to work on a relevant issue, case or question demonstrating a concept's usefulness (Michael & Sweet, 2008).

Koh and Hill (2009) further defined online group work as "students working together in a small group through electronic media regardless of geographic location." (p. 70).   Michael and Sweet (2008) indicated that effective group assignments use a common problem for individuals and groups, and require students to use course concepts to resolve the problem. Hamer and O'Keefe (2013) discussed examples of group assignments such as study groups, group research projects, and group presentation of project results. Koh and Hill noted a theme across online courses of participation in discussion boards and common examples of group projects of working together on a course paper or a presentation for the class on a current issue related to course content.

Harastinski (2006) noted that successful learning communities have opportunity for students to exchange information and provide both social support and support for the assigned tasks. Courses that are taught in the traditional modality of a face-to-face meeting of instructor and students

provide opportunity for this through assignment of group work in the class session or with a meeting of group members outside of the scheduled class session. In a study with 28 students, Harastinski found that the opportunity for synchronous collaboration through use of Instant Messaging promoted higher participation in group work than use of asynchronous collaboration alone. Keengwe and Schnellert (2012) shared several suggestions for instructors in development of online group work. As online students generally view interaction as an effective means of learning, they emphasized the importance for instructors to create opportunities for interaction through development of online tools such as wikis to enhance effective online interaction. A review of online courses across multiple universities indicate that discussion boards are a common online course tool to promote student interaction.

Theory

For purposes of this study, the term "Collaborative Learning" will be used to encompass the conceptual constructs of Collaborative Learning, Cooperative Learning, and Team-Based Learning. This pedagogical approach is strongly rooted in developmental theory. Collaborative learning is based in Constructivist learning theory as presented by Vygotsky (Sigelman & Rider, 2014). Vygotsky proposed that learning occurred in a sociocultural context with intelligence held by the group rather than the individual. This theory included several facets that are reflected in collaborative learning. Learning is culturally shaped as knowledgeable guides as instructors, peers, parents, bosses, etc. pass on problem-solving strategies to a person. Another facet of this theory proposed that knowledge is not a fixed state but is within the range of potential for unlimited growth of the mind. Santrock (2014) also noted that Vygotsky's social constructivist approach emphasized the importance of sociocultural influences on development as integral to contextual factors in learning. Santrock suggested that as a pedagogical framework, social constructivism promotes instruction and learning via collaboration, social interaction, and sociocultural activity. A key difference between this theory and other theories is the notion that students need opportunities to learn with others rather than just support for exploration of their world and discovery of knowledge.

According to Keengwe and Schnellert (2012) there are three theoretical constructs with online learning of interactivity, social context, and technology. The researchers described the successful online learning community to be one in which members connect and engage intellectually, mentally, socioculturally, and interactively to achieve common learning goals through electronic technology. Bliss and Lawrence (2009) suggested

that group activities would increase peer interactions and could lead to development of socially constructed knowledge. Wong (2007) indicated a pedagogical advantage of student interaction in collaborative construction of knowledge as learners benefit from social interactions concerning tasks they cannot do alone but can do in collaboration with more knowledgeable or more experience peers, and knowledge is discovered and constructed through collective sense making

Benefits of Collaborative Learning

      Benefits of Collaborative Learning are seen in three areas – academic benefit for students, professional and personal benefit for students, and benefit for the respective institution.

      Academic benefits for students. A common benefit among researchers was student development of higher order and critical thinking skills in problem solving. Bliss and Lawrence (2009) remarked that in group work, the problem solving is beyond the scope of any one individual. Michaelsen and Sweet (2008) and Hamer and O'Keefe (2013) posited that students gain increased mastery of course content, better depth of understanding, and stronger professional networking. Van der Putten & Vichit-Vadakan, 2010; Tirrell & Dewey, 2009 indicated that Collaborative Learning seems to better enable at-risk students with course progress as they received peer support. The researchers also noted that this approach with instruction fostered greater partnership between faculty and students as the focus of process was on learning versus teaching.

      Professional and personal benefit for students. Van der Putten and Vichit-Vadakan (2010) indicated benefits of the Collaborative Learning approach to be promotion of peer interaction and active learning, increase in student active role in learning process, construction of a bridge between theory and practice, and assistance in application of critical thinking to real world challenges. Hamer and O'Keefe (2013) discussed the importance that employers place on group skills. Lou (2004) examined the relationship of student group work to their future real world professions. Problem-solving skills were learned through engagement in solving a variety of real problems and interacting with colleagues who are solving similar problems as students or professionals became members of a community of practice.

      Tirrell and Dewey (2009) discussed skills that students develop through collaborative learning. These skills are "Prioritization and identification of objects, good communication, and ability to assign roles and responsibilities." (p. 152). Tirrell and Dewey also indicated that collaborative learning teaches students essential facets of team work such as goal setting, responsibility assignment, management of schedules, decision making process, and measurement of progress for task accomplishment.

Keengwe and Schneller (2012) suggested benefits of shared knowledge building as students inspire each other and depend on each other. Wong (2007) described student group work as proactive learning which engaged students to higher levels of thinking than reactive types of learning and also kept students accountable for their participation and for building on each other's ideas to negotiate for meaning and to collaboratively construct knowledge.

Hamer and O'Keefe (2013) further noted that group assignments helped students to develop teamwork. Glazer, Beslin, and Wanstreet (2013) pointed out that group work helped learners to develop shared values and norms which helped group members to more readily contribute self-disclosure and meaningful interaction. Strengths were identified by Koh and Hill (2009) to be flexibility, convenience with contact of other group members anywhere, anytime, and the possibility that student idea sharing would trigger deeper processing of content with greater thoughtful and in-depth comments from classmates than with synchronous context. Konyu-Fogel, DuBois and Wallingford, (2013) concluded that this collaborative instructional approach helped students to generate ideas, improve independent thinking and problem-solving skills, and prepare for work setting use of teams for task accomplishment.

Institutional benefits. Several researchers also suggested institutional benefits from collaborative learning. Glazer, et al.(2013) indicated that a sense of community in the online learning environment supports student retention and success at both the course and program levels. Bliss and Lawrence (2009) noted several desirable components of student participation that were greater in online course small group work than with just whole class work. There was greater quantity of student initiated discussion postings and greater quantity of content-related postings per student. Wong (2007) indicated that interactive learning tasks promoted greater equality of participation, more extensive opinion giving and exchanges, empowerment of shy students to participate, and promotion of more student-centered learning.

Challenges of Collaborative Learning

As with other approaches to learning, Collaborative Learning also presents instructional challenges.   While researchers have noted many benefits in use of cooperative/collaborative learning, challenges have been noted as well.   These challenges can be due to factors about the online learning modality or factors about students.

Online learning modality. Traditional expectations of students for online study contributes some challenge to collaborative course work. Glazer, et al. (2013) observed that the natural geographic distance of many

online learners promoted a more central focus on individual needs than a student's need for involvement and interaction with the class Koehler and Mishra (2005) found that traditional student expectations for online study are to work on their own and that an initial phase of team work may show students feeling frustrated that little is actually getting done due to the focus on collaboratively defining goals, setting priorities, and achievement of a project vision.

Koehler and Mishra (2005) found that groups who related well to each other and enjoyed the assignment accomplished more, learned more, and got more out of the class (p.144) This is consistent with the theories of group dynamics (Jacobs, Masson, Harvill, & Schimmel, 2012). Group dynamics theory indicates that groups go through stages in which a primary task of the beginning stage is exploration and planning. The later phases known as the working phase and ending phase involve task accomplishment and completion.

Student factors. Konyu-Faget, et al. (2013) reported that group work can be hindered through cultural differences of members, technical challenges, or lack of participation by group members**.** Hamer and O"Keefe (2013) found student dislike for assignment to group projects due to reports of negative interaction between group members' personalities. Konyu-Fogel, et al. (2013) indicated that success of group work is dependent on development of a sense of trust among group members and immediate feedback from peers and the instructor to promote greater retention of academic content.

Koh and Hill (2009) suggested that group work online may lack social interaction that is present in a face to face setting and there may be delay in group development stages. These researchers additionally revealed student report of lack of sense of community, reduced sense of connection, and difficulty with communication among group members. Students expressed concerns with minimized capacity to interact directly, lack of time, and difficulty with communication due to difference in writing styles and perspectives.

Keengwe and Schnellert (2012) identified the biggest challenge of group work to be communication problems among students with much of this due to student schedules that were difficult, different, and busy. Bliss and Lawrence (2009) shared concerns that could arise from non-participating members, contribution that was unrelated to academic content, conflict with busy schedules, and a student desire for a direct path to learning.

Wikis

A wiki is a web page that features open editing, meaning more than one person can contribute to the page. Wikis are becoming a common tool for collaboration in educational settings. In a study of wiki use in online

graduate level courses by Deters, Cuthrell, and Stapleton (2010), results indicated that even though students were hesitant about learning a new technology, they found the wiki to be a great collaboration tool.

Hughes and Narayan found mixed results in their study on the use of wikis in post-secondary courses (2009). One group of students found the wiki to be useful in supporting collaboration and student learning while the other group did not. These researchers suggested that due to the small sample size and mixed results, further research on the use of wikis in instruction is needed.   In another study by Elgort, Smith, and Toland (2008), results indicated that wikis may not be enough to overcome negative feelings about group work; however, the wiki was seen as a useful for collecting and managing their work. Eighty-eight percent of the participants in the face-to-face course and 94 percent of online students indicated that the group work was beneficial. 77 percent of students in both groups agreed that using wikis encouraged better individual participation in the group project" (p. 205).

Discussion Boards

Discussion boards are a common student interaction activity across online courses. A discussion board is an online forum in which an instructor provides directions and a prompt for student discussion. Students then share individual responses to the prompt and share replies to classmates on their responses to the prompt. Revere and Kovach (2011) noted that these promote student interaction in two ways. First, students can increase knowledge via student driven content. Second, these provide a means of supportive climate with online students for peer review and exchange. Curry and Cook (2014) indicated that as students actively participated in discussion boards, this helped them to gain further context for their own perspective as well as new information per the growth in context of other classmates. Exposure to this diversity of perspectives helped students to expand their contextual worldview.

Revere and Kovach (2011) identified some challenges with discussion boards. They pointed out that the literature does not strongly support skill building for students in analytical and evaluative skill as students tend to remain at a level of shared knowledge versus recognition, understanding, and analysis. Furthermore, delays in student postings can delay instructor feedback or peer reflection that might enhance mastery of concepts. In addition, there can be students who learn from others without making significant contributions themselves.

Group Tasks

Group tasks are assignments given to a group of students to encourage learning through student interaction with peers. These can be

accomplished through online technologies or through small group meetings within a face to face class. Revere and Kovach (2011) indicated that effectively designed student groups encouraged relationship building as well as the opportunity to explore and expand their current knowledge about course content. The added benefit for online students is a bridge between their natural physical separations. Revere and Kovach emphasized the need for instructors to assist groups in working well together and in maintaining equitable workload distribution among group members.

Method

Research indicated that students garner the benefits of deeper understanding of content as well as professional networking skills though collaborative group work (Michaelsen & Sweet, 2008; Hamer & O'Keefe, 2013). Accordingly, this study examined the propensity of group work to facilitate learning in higher education courses through a comparison of student experiences using traditional face-to-face, discussion board, and wiki modalities.

Description of the Research Design

A survey methodology was employed to gather higher education students' opinions on both participation in group projects at the post-secondary level and the efficacy of using wikis versus traditional formats such as face-to-face interaction or discussion boards as collaboration tools. Responses were collected from two groups of students taking a graduate level course called Life Span Development; one traditional face-to-face group and one online web-based group. Statistical analysis using Statistical Package for the Social Sciences (SPSS ®) software included calculation of item response percentages, independent t-tests between online and face-to-face students' responses, and independent t-tests on survey items based on gender.

Participants

The sample consisted of higher education students enrolled in a graduate level Life Span Development course taught either face-to-face (N= 31) or online (N= 35). Of the total 66 participants, 52 were female and 14 were male. Ages of participants ranged from 22 to 50 years old. To prevent technology proficiency from skewing study results, participants were asked to self-report their level of computer skill. Sixty-eight percent of the participants described their computer skills as "good" with no participants indicating "poor" computer skills. Students enrolled in these courses on a first-come first-served basis with no influence of enrollment by the researcher.

Instrumentation

After a review of the literature (Elgort, et. al., 2008, Chang, Morales-Arroyo, Than, Tun, & Wang, 2010, & Witney & Smallbone, 2011), a survey instrument was developed by the researchers to gather data on higher education students' opinions on group work in graduate level courses in general as well as wikis, discussion boards, and face-to-face interaction formats as tools for collaborative group work. The instrument contained 38 total Likert-type items divided into five areas; four items gathered demographic information, 13 items addressed group work in general, while seven items focused on wiki usage, seven items focused on discussion boards, and seven items focused on face-to-face group work. The Likert-type scale used to measure student opinions ranged from strongly agree (1) to strongly disagree (4).

Procedures

Participants were graduate students in two online sections and one campus section of Life Span Development. In each of these sections, students were randomly divided into work groups of five students in each group for the duration of the course. Each section had two study guide assignments; one to be completed by collaborating in a traditional type format either face-to-face for campus students or discussion board for online students, and one to be completed using wiki technology as the format for collaboration.

The first study guide was on Theories of Life Span Development. The two online sections completed this in a discussion board set up for each work group specifically for that assignment. The campus section completed collaboration on this assignment through face to face collaboration time during each class session until the due date for the assignment. In the online sections, students were informed that the group discussion board should be used by group members to collaborate on development of their Study Guide on Theories. With the campus sections, each week, the class had time for group members to collaborate on development of their Study Guide on Theories. Students were free to share information and ask questions of each other.   Students were to each submit their own study guide into the appropriate link in the Blackboard course link to be graded.   The participation portion of the assignment grade was based totally on the interaction in the discussion board for the online students. With the campus class, the participation grade was based on the interaction observed by the instructor in group work each class session.

The second study guide covered eight life span stages studied in the course. Both the two online sections and the campus section were required to work together through a wiki to develop this study guide. The campus

section was not given class group work time with which to work on this assignment. Instructions were given to all three sections to use the Wiki to collaborate on development of their Study Guide on Life-Span stages. As with the first group assignment, students were free to share information and ask questions of each other in the Wiki.   Students also submitted this assignment into the appropriate link in Blackboard. This participation was also worth 30 points of the total grade for the assignment and the participation grade was based totally on the interaction and information in the Wiki.

Results

Graduate level students, both online and face-to-face students (N=66) were asked to respond to items eliciting opinions about group work (see Table One) and percentages were calculated using SPSS®. Sixty-three percent of the students surveyed denoted that meeting face-to-face for group work was an unrealistic expectation for graduate level students. Additionally, 78.8 percent of respondents indicated that virtual meetings were better for collaboration on group projects. Although 57.6 percent agreed that they preferred to work alone, 93.9 percent indicated that group projects build collaboration skills with 89.4 percent indicating that the group projects in the Life Span Development course were valuable learning experiences. Seventy-nine percent expressed that they could not have done better on the project working alone. The majority of respondents denoted that both online students (60.0 percent) and face-to-face students (86.2 percent) should have to participate in group work and that technology can be used to facilitate group work in both face-to-face (92.3 percent) and the online (89.1 percent) courses.

Table 1 Total Responses (%) to Technology and Group Work
(N =66)

Item Content	Percent Strongly Agree	Percent Agree	Percent Disagree	Percent Strongly Disagree
Online students should not have to participate in group projects	12.3	27.7	50.8	9.2
Technology can facilitate group projects online	18.8	70.3	9.4	1.6
Campus students should not have to participate in group projects	4.6	9.2	67.7	18.5

Technology can facilitate group projects in campus class	10.8	81.5	7.7	0.0
F2F not realistic for graduate students	16.9	46.2	32.3	4.6
Virtual meetings are better for project collaboration	19.7	59.1	19.7	1.5

Wiki Collaboration

All participants (N= 66), were required to complete a group project using a wiki format. Subsequently, percentages of participant ratings were calculated. Eighty- nine percent of respondents indicated that they were comfortable contributing to the group project through the wiki format and 81.6 percent found it an easy mode of communication. A breakdown of the percentages by online (N= 35) and on campus (N=31) students showed that 97.2 percent of the online students found the wiki to be an easy mode of communication compared to only 87.1 percent of on campus students. Additionally, online and on campus students were similarly comfortable contributing to the wiki for the group project (97.2 percent online and 93.5 percent on campus). Results also showed that 82.9 percent of the online students (N = 35) identified the wiki as a good format for presenting the group project. Only 34.3 percent indicated the project would have been better working through the discussion board and furthermore, a small percent, 17.2 percent specified face-to-face as being a better method. On campus students (N =31) also agreed (87.1 percent) that the wiki was a good format for presenting the group project; however, a higher percentage indicated that the project would have been better working through the discussion board (45.1 percent) and meeting face-to-face (58.1 percent) compared to online students

Discussion Board Collaboration

Although both online and on campus students were required to complete one group project using the wiki format, a second group project was assigned using a more traditional platform. Online students were required to complete a second group project via the discussion board while on campus students were required to complete the project face-to-face. Online study participants were also asked to respond to a set of questions related to using the discussion board for group project collaboration. 91.2 percent considered the discussion board an effective collaboration tool. In comparison, an examination of the responses of the online graduate students

regarding the wiki suggested that only 76.4 percent found the wiki to be a good tool for collaboration. Responses also revealed that 97.2 percent identified both the discussion board and the wikis as good tools for communication. A slightly lower percentage (82.9 percent) suggested the discussion board was a good method for presenting the project, but 97.2 percent were comfortable using the discussion board for the group project. Overall, 90.2 percent of the online graduate students indicated the discussion board was a great method for collaboration on the group project. Only 34.3 percent reported that the wiki would have been a better format and even less (17.2 percent) indicated that face-to-face would have been a better alternative.

Face-to-Face Collaboration

       The on campus students were also required to complete a second group project in class using face-to-face collaboration. Responses to working on the group project face-to-face were favorable; however, not as favorable as the responses to completing the project using the wiki. For example, 74.2 percent of the students considered face-to-face communication easy compared to 87.1 percent of the on campus students who indicated that the wiki was an easy mode of communication. Additionally, 71 percent indicated that face-to-face was a good mode for presenting the group project while 87.1 percent suggested the wiki was a good method of presenting the group project. Overall, 80.6 percent of the campus students supported working face-to-face as a good method for collaboration, yet at least 61.3 percent revealed that using the wiki for group work would have been better and 46.7 percent supported the discussion board as a better method. This suggested that campus students favored use of technology for group work.

       SPSS® was used to compare the mean responses of online and on campus (face-to-face) student responses on group work at the graduate level. An independent t-test was conducted and a statistical difference was found between online and on campus students on two items: "Face-to-face meeting for group work is not a realistic expectation for graduate students"

       ($t_{(59)}$ -2.117, p = .038) and "Online students should not have to participate in group projects"

       ($t_{(63)}$ 4.270, p =.000). Examination of the mean response to the item "Face-to-face meeting for group work is not a realistic expectation for graduate students" revealed a higher mean response for on campus (face-to-face) students (M= 2.4677, SD = .82) compared to the online students (M= 2.0571, SD = .73). Responses were coded as Strongly Agree =1, Agree = 2, Disagree = 3, and Strongly Disagree =4, thus online students were in stronger agreement that meeting face-to-face is not a realistic expectation for graduate students. Additionally, a review of the mean response for the

second item, "Online students should not have to participate in group projects", showed on campus students were in stronger agreement (M=2.1613, SD= .82) than online students (M = 2.9412, SD .65). More on campus students considered group work not conducive to the online environment.

Conclusion:

Previous research had indicated the importance for instructors to provide opportunity for student collaboration through use on online tools such as wikis, discussion boards, and group projects. In this study, these tools were utilized in a graduate course on Lifespan Development and Learning with two online sections and one campus section. Students in all three sections completed two group projects for course assignments. In each section, students were randomly assigned to groups and the same group completed both assignments. The two online sections completed the first assignment in a discussion board format and the campus section completed this in a face to face format. All three sections completed the second assignment through creation of a wiki.

Students interacted with content through work on a graded course assignment. Students interacted with classmates as they collaborated together to complete the assignment. Students interacted with the instructor through email communication for guidance and clarification on the assignments and through instructor feedback per grading.

This study confirmed both benefits and limitations of collaboration modalities for student group work such as wikis, discussion boards, and group tasks.   Benefits were indicated for students as well as institutions and instructors.   This study indicated some additional considerations for educators as they integrate student collaborative work into courses. Information on these benefits and limitations were obtained through student completion of the survey and through student feedback on University end of course evaluations.

This study examined overall receptiveness of students to collaborative work on assignments. The majority of study participants indicated that collaborative group work was a valuable learning experience (89.4 percent), that group work was beneficial for both online and campus students (86.2 percent campus students and 60 percent online students). Additionally, 93.9 percent of participants indicated that group projects do build collaboration skills. Even with noting the benefits of collaborative work on assignments, 57.6 percent of the participants indicated that they would rather work alone than in a group. So, even though the participants recognized the value of collaborative learning, working alone was more appealing. Additional research is needed to investigate this dichotomy.

Both online students and campus students affirmed the benefit of technology use to facilitate group project work (89.1 percent for online groups and 92.3 percent for campus groups). This supports supplemental use of technology tools such as discussion boards and wikis with campus classes along with face to face group work. Technologies can expedite group work by providing a virtual platform for collaboration reducing the time and effort needed for meeting face-to-face in the same location. Other emerging technology platforms should be investigated for their efficacy in facilitating online group work. As online education continues to flourish, technologies with the capacity to build collaborative learning environments will become increasingly important.

Survey questions assessed student comfort with discussion boards, wikis, and face-to-face groups. Comfort was greatest with the discussion board at 97.2 percent compared to comfort with the wiki and face to face - the wiki was 89.3 percent and face to face 87.1 percent. This might be explained to some degree by the greater familiarity that students already had with the common usage of discussion boards in both online courses and as a supplement to campus courses – such as with occasions when class sessions might be cancelled due to weather emergencies or attendance of an instructor at a professional conference. The wiki, although becoming a more commonly used technology tool, was a new tool for most students in this study.

Student responses supported ease of communication for all three modalities. The discussion board was perceived to have the greatest ease of communication with 97.2 percent response, the wiki was next with 81.6 percent, and face to face communication was 74.2 percent. This could be explained through student factors such as cultural differences of members or lack of participation by group members (Kony-Foget, et al. (2013). Participation is more readily visible in view of discussion boards as contributor names are listed and one must click on the name of the contribution in order to view it. Wikis have content contributions in a chronological order as entered. An instructor or other person has to scroll through the wiki content to note who has participated. Face to face communication can be influenced by natural conversational dominance and reticence of group members.

All three modalities were perceived to have efficacy in collaboration and as a way to present completion of an assignment. The wiki was rated as the best way to present information with 86.2 percent, followed by 82.9 percent for the discussion board, and 71 percent for face to face presentation. The discussion board was perceived to offer the best method for collaboration with 91.2 percent, followed by 86.3 percent with the wiki, and 80.9 percent with face to face. In both areas, ratings could be influenced by the structure of the modalities as well as student factors.

The results of this study support both benefits and challenges noted in previous literature on integration of student collaboration in group work on course assignments. Both online and face-to-face students valued the collaborative group project. Technology provides online students equal opportunity for social interaction and enhanced learning experiences that otherwise might elude them. This study further provided comparison and contrast between the three collaboration modalities of discussion boards, face to face groups, and wikis. Additional research is indicated to analyze benefits and challenges of these modalities and others on multiple types of assignments.

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The Development Of Education In Kosovo By The End Of Serbian Dominion And In The Beginnings Of Ottoman Rule

Nikolle Loka
Executive Director of Albanistic Institute "Gjon Gazulli"

Abstract

The condition of education in Albanian territories before and after ottoman invasion of the country reflects the change of existing social structures and the beginning of the process of building new ones. These changes were reflected in education system as well. Due to the contradiction that Papati and catholic powers of Europe made upon Ottoman invasion in Balkan, the High Gate held a hostile attitude towards catholic church, while Patriarchana recognized the Ottoman rule and the rights of the orthodox people to govern a spiritual life for themselves. In the first years of Ottoman rule, the Catholic Church and schools financed from it, survived only in several civic centers and in rural areas where the authority of Ottoman administration was not settled yet. Meanwhile, schools that were kept from orthodox clerics still continued their activities, although they decreased in number, as a result of the dominion. In the meantime, with the beginning of the process of Islamization the first Ottoman schools were born. The presence of Muslim religious schools in Turkish-Arab languages, of catholic ones in Latin and orthodox ones in Slavic, influenced a growth in the educational level of population. But, the presence of Slavic schools in pressure conditions of Islamization made that a part of Albanian community to assimilate in Serbs. In these occurrences, religious education of this period was linked tight with the development of the events in the land and had a distinct political character. In this case it should be emphasized that due to the the specifications of the historical development in Kosovo, islamic education did not follow the natural process of transition to national education. In conclusion, it ought to be noted that, in the brink of the ottoman conquest and in the first years of the Ottoman rule, it continued educational tradition and Albanians had their clerics and their educated men, who performed the function of the teacher and they gave the education in foreign language the features of the environment and of the Albanian tradition.

Introduction

In studies of the history of education, there are papers about the history of education in Kosovo in the period of Ottoman rule. Scholars like Redzepagic, Kaleshi, Mustafa, Pirraku, etc, have brought information of interest about education in the early years of Ottoman rule. But until today, it was not an attempt to see education development process in Kosovo in continuity from Serbian to Ottoman rule.

This is the first study about the education in Kosovo at the time when it was a part of the Serbian kingdom. Education in Turkish-Arab schools of Kosovo, it it was continuity of tradition developed earlier. In that time, it had important urban centers and religious developed life. The presence of many churches and monasteries, it says that Kosovo entered in the Middle Ages with schools that prepared clerics. This tradition continued, despite the changes of religious composition of the population, even in the beginning of the Ottoman invasion.

Since the religion is connected with politics, it would serve the state policy. During Serbian and Ottoman rule of Kosovo, the school was considered important instrument for the achievement of political goals.
With the creation of the national Serbian church, the religious identity won priorities over the ethnic identity and in Kosovo began the phenomeon of the ethnic assimilation of Albanians in Serbians, that continued during Ottoman rule. Serbia saw the orthodox schools school as an instrument of Serbisation, while Ottomans as an instrument of Islamisation and as a mechanism of integration of the local population in state structures. Only the Catholic churches didn't risk the identity of the Albanians in Kosovo and helped in the in educational development that led to the birth of the schools in mother tongue.

The development of education in Kosovo during Serbian and Ottoman rule, it created the conditions for the formation of the local elites, contributing to cultural development inhabitants.

Kosovo in the sphere of Latin, Greek and Slavic influence

Even though politically under Byzantium, Illyrian territories remained dependent from Rome until around the year 732, when Leo Izaurasi passed the Patriarchana of Constantinopole, even though, the influence from the West went on even longer and Albanian territories remained portals that connected East with the West. Apart from Greek and

Latin impact, Bulgarian and Serbian invasions made Slavic impact enter the place also. In 880, Pope John VIII permitted the usage of writing and of Slavic language in religious affairs, therefore, in the IX and X centuries Arber tribes were also using Latin, Greek and Slavic alphabet (Della Roka: 1994: 47). This impact increased or decreased depending on the position that Westerners, Byzantines and Slavs gained or lost.

Kosovo Serb invasion which was followed with an autonomus Serbian church, served as a cause for the Orthodoxism to return into a tool for fulfilling political ambitions of Serbian conquerors and became an important instrument of slavisation as well. Serbs used religion for political interests and in particular periods of time they fluctuated between West and East.1

The process of conversion of Serbs through Latin clerics belongs to the years 642-731. The names of Serbian princes of the X century are rather of Latin than Greek origin: Stephan, Peter, Paul, Zaharia. Remnants of Latin influence may be noticed even after the union with the oriental church.

Christianity first spread to slaves only superficially, as long as Latin prayers and church books were foreign for the country, and it spread more intensively just after slave language was included in religious sermons as well (Jireček 2010: 205). As a western nation, Serbs gravitated towards western tradition of using popular languages in liturgy.2 Since slaves settled initially in the midst of the population that used Greek as liturgy language, it did not seem necessary for them to use their language (Jireček 1914: 206).

New Slavic bishoprics read liturgies in Latin, but the predications and oral instruction of people was made in Slavic from clerics and monks which were Slavic born. The issue was different with autochthonous Albanians which came after a lifelong coexistence with Latin and Byzantines, who possessed a long tradition of the usage of Latin and Greek in liturgy. In order to keep Slaves for herself, Rome did not show any antagonism toward Slave writing and permitted it in catholic churches. In the area of the later catholic archdiocese of Tivar, since the X century

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1 The conversion of the Serbs from the Latin clerics regards to the years 643-731. The names of the Serb princes of the IX century are more Latin than Greek: Stefan, Peter, Paul, Zaharia. The residual Latin impact, can be spotted even after the union with the oriental church. In the XIII century in Rashka, a big monastery of the Saint Peters in Lim, the monastery Saint Peters of Campo (San Pietro de Campo) in Trebinje, the ruins of Petrov of the monastery in Çiçevo, a province Saint Martin (San Martinus) in Canali (nowadays Pridvorje). Also, in the Drenovo village of Ptjepolja in the Lim valley a small church ruin is found with the fragment of a Latin inscription of the centuries IX-X.

2 In the east were a lot of liturgical books in all the national languages: the Greeks, the Copts, the Ethiopians the Abyssinian Semitic, the Syrians, the Christian Arabs, the Armenians, the Georgians, the converted Goths in the Lower Danube, all of them honored the God in their languages.

there are expressively mentioned *''monasteria tam latinorum quam graecorum sive Slavorum''*, which differ from one another mainly from liturgics books (Jireček 1914: 210). In the IX century in Serbia appeared Slavic church books.

Slavic influence upon orthodox church gradually increased. Serbs, on the other hand, being under the influence of Bulgarian church, and of other western churches, were guided towards the process of autocephalousness. But in different periods of time, in order to gain more, they fluctuated between orthodoxy and catholicisem.

Byzantin and Latin influence at Slaves went on for a certain amount of time. The Slaves themselves, despite the establishment of their alphabet, in different correspondences used Greek and Latin alphabet as well.

Serbian princes' stamps also contained Greek inscription, such as that of Pjetri of Dioklea and that of Stephan Nemanja. In these circumstances, Serbs managed to establish large state formations and through them to get factored, and lead forward their great cause. The Great Župan, Stephan, with the aid of Venice, got crowned as a catholic king from The Holy See in 1217, but the fall of Latin Empire soon degraded the relationship with West and he approached to the East (Jireček 1914: 331-334). Serbian nation rose as a Cesaro-papist symbiosis of Nemanja dynasty and of Serbian church apparatus.

In order to gain a particular archdiocese, Stephan Nemjanja the King, in 1219 sent his brother, monk Sava in the distant courtyard of Nikea to the Emperor Teodor Laskaris and the Patriarch of Constantinopole. The rise of a new archdiocese was approved willfully and he was ordained ceremoniously as the 1st Archbishop of Serbia. Byzantin emperor intervened that Serbia to remain in its orthodox camp, despite that the appointment was made in contrary with statutes of Canon law, because Sava had not been bishop before. (Jireček 1914: 335). In that time Serbia was dependent from Archdiocese of Ohrd and the only legal bishop was that of Rasha.

Sava gave incentive to the development of education, therefore Serbian church declared him as saint patron of Serbia,[3] and his days are remembered ever since in all Serbian educational institutions. Until the

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[3] The Serb Orthodoxy reflects in a high weight the philosophy of the huge impact in the lives of the Serbs. Since it won the autocephalousness in the XIII century, the Serb church has been in a close relationship with the state and political structures of the land. The orthodoxy concept like a "holistic of the Serbian identity" which is presented by the reigning of the Nemanjiceve dynasty lasted for more than a century. Johnson, Douglas M, and Eastwood, Jonathon. 2004. *"History Unrequited: Religion as Provocateur and Peacemaker in the Bosnian Conflict."* In *Religion and Peacebuilding*. Edited by Harold Coward and Gordon S. Smith, Albany: State University of New York Press, 2004, f. 224

Kosovo War of 1389, the whole process of serbisianation of catholic church was completed.

Albanian orthodox must choose between serbisianation through orthodoxy or the abandonment of this faith in favor of catholicism that had penetrated from Raguza and which developed in some important civic centers of Kosova.

That phenomenon of conversion from orthodoxy in catholicism was hugely widespread, is proved in the evidences with contents of articles in the Code of Stephan Dushan, according to which: '' Catholicism is a Latin heresy'' and that catholics are ''half believing people''. None of the Slavic orthodox people dare not pass in ''azim'', whereas if he does, he should go back again into ''christianity'', otherwise it will be punished (Taranovski 1995: 178). Those who performed Latin rite were punished to work in mines, while those who promote it were condemned to death (Ristelhueber 1971: 36). The Latin priest would be punished if he converted any orthodox into catholic religion. Mixed marriages between orthodox and catholics ought to perish if the husband would not pass into the Slavic orthodox rite (Sovoljev 1980: 174 - 178).

Monasteries were the only educational and cultural centers (Čepić &Grbac 2007: 30) which were primarily in Latin language, Greek and Slavic afterwards. Serbian conquerors repaired them and alienated into Serbian, putting them in service of their politic, because the church and the state consisted of a sole governing organism (Čepić &Grbac 2007: 29) During Serbian dominion of Kosova, churches, monasteries and schools nearby them were inspected as instruments of serbisianation, therefore provided royal favors (Ristelhueber 1971: 36) and orthodoxy became state religion guaranteed by law (Tërnava 1995: 178). Since the very first days of occupation (1189), Serbs devoted primary attention on the returning of the orthodox churches into Slavic orthodox ones (Berisha 2015: 408-409).

Serbian Kings rebuilt Serbian churches into the foundations of the Albanian orthodox ones, in some countries through the change of liturgy from Greek into Slave, while on the other sides through reconstruction and alienation of the devastated churches. In the third decade of the XIII century Saint Church of the Apostles was built in Peć, upon the foundations of another older church. In 1307, Milutin had rebuilt Saint Paraskevi Church in Prizren, whose name was changed, dedicated as ''The rise of the Lady in Heaven''. Likewise, the monastery of Saint Stephen or Banjska near Mitrovica was rebuilt on the foundations of an old church by King Milutin about the years 1312 and 1317 (Gjini 1992: 415).

The first bishops, almost all of them lived in monasteries, which does not coincide at all with the rules of western churches, according to which only a monk could become a bishop (Jireček 1914: 36). High clerics came

mainly from ruling families. (Sterk 2004: 232) When the independent Serbian Archdiocese was formed, the archbishop who was at the same time the most remarkable monk, Sava, established seven dioceses, whose residences were in the monasteries. The monks translated texts from Greek, wrote history, copied religious handwritings and scientific literature of that time also. Despite the difficult conditions in the aftermath, monasteries remained centers of spiritual life, literature and art (Radiĉ: 199) Beside them, there were also religious schools, where pupils except religious subjects also learned to read and write (Dragnich 1978: 3; Koliqi 2002: 93).

Saint Sava stimulated the development of education, which evolved much during Dushan's rule. One of the biggest educational centers mentioned in Medieval Serbia were orthodox monasteries in Sopocani, Studenica and Patriarchana of Peč (Maletić 1968: 16).

After the passage of Serbian church in Patriarchate in 1346, (Avramović, Rakitić, Menković , Vasić, Fulgosi & Jokić 2010: 16) it residency was settled in Peč, turning this city into an important center of Serbian church and a tool for the slavisation of Albanian territories. In this city, in the first half of the XIV century appears in documents a school in Slavic language (Koliqi 2002: 49-50).

There are also evidences of educational activity in orthodox monasteries in Prizren, Decan, Gracanice etc, but basic knowledge about writing and reading are given in the churches. The planes and programs of these schools were not unique, but they were depended from school and teacher's ability. Only boys were taught lessons in these schools (Koliqi 2002: 50). Pupils learned Slavic, arithmetic, reading of the church and classic literature.

There were cases when Albanians were part of the various state functions, and were were forced to use the Serbian language, which was official, but as catholics and orthodox also had Albanian as a mother tongue (Tërnava 1995: 216) and in in daily use was Albanian. Obviously, Latin language in Albanian catholics, by all means, had the same role as Slavic church language did on the orthodox population of that territory.

Albanian orthodox people who continued their orthodox schools in Serbian language and followed church career, were subject of the process of slavisation, (Koliqi 2002: 50) and created a social stratum that was losing so much the more, its cultural identity (Bozbora 2002: 31).

Along with serbisianation of the orthodox church, prevailed the violent conversions in orthodox, who ensured forced conversion and ethnic assimilation. In this case, there occurred abandonment of the first name and the taking of a new one from Slavic onomastics (Xhufi 2006: 277).

The spreading of catholicism among Albanian population in Kosovo was made as a response to attempts of Serbian rulers and the Serbian church for forced slavicization. Passing into catholicism, Albanians maintained

better their ethnic identity, but surely there arose also problems such as in ''Albanian division'', not only because of the Serbian mentality, according to which, ''a catholic only can be identified as an Albanian'', (Богдановиц 1990: 72-73) but also because of the Albanian mentality of that time, since religion had an important role in medieval period.

In the pre Ottoman period in Kosovo the Albanian catholic churches emerged. In the XI – XV centuries in mining and commercial areas, there are churches mentioned in Pllane, Bellasice, Berevnik, Trepca, Novoberda and Janieva (Berisha 2015: 444) As it seems, they were formed primarily for the miners and foreign traders who worked in them, but who also served for Albanians who converted in Catholics. Announcements for the presence of catholic churches are given in the letter from Pope Benedict XI (written in Lateran, in November 18th 1303) where catholic churches were mentioned in Beskove, Rudnik,   Rognjoze near Banjska, Trepča and Gračanica.

Whereas in the two letters of Popa Clement VI addressed to Stephan Dushan, on 6 and 7 of January 1346, among the churches under the jurisdiction of the Kotorri diocese are mentioned the church of Prizren, Novoberda, Trepča, Janjeva (Berisha 2015: 444)
and that of Pristina. In certain periods of time, catholic dioceses are mentioned in Prizren and Scopje (Berisha 2015: 444 - 478).
which means that catholic people in Kosova had increased and the number of catholic churches was greater than those that are now mentioned in the documents.

It says that clerics of these churches were Albanians or Kotorri people, (Jireček 1914: 49), which indicates the presence of the schools that prepared clerics, to serve at least for primary education, nearby catholic churches in the Kosovo of that time. Further education was done in schools near benedictine monasteries, which were in other Albanian territories.

Albanian catholic clerics served in many important cities, where foreign people worked, without leaving aside churches in Albanian villages, where the need for Albanian clerics was certainly huge. There were two churches in Novoberde, that of Saint Nikolla and of Saint Maria. There are also known the names of some priests, one of them from the years 1421-1422, it is surely known that he was Sas *''domus Parcus quondam Pauli Theutonicus''*.

Afterwards, there comes a Novoberdian, Nikashin, the brother of Martin Verla. Then come to a row of Albanian catholic priests, presbiteri Ginus, filius Georgii de Nouaberda; dominus Marc caput Apis; dom Gjoni; domnus Mëhill Martini de San Paolo de Pollato; dom Gjergj Gega and dom Nicola Progonoich, and dom Nicola de Tanus de Nouamonte (Berisha 2015: 457).

The presence of the large catholic population and of catholic clerics in Kosovo, immediately after the Ottoman conquest shows that Catholicism and religious catholic schools were present even during Serbian occupation. Catholic churches and schools were the sole instrument that Albanians possessed in that time, to oppose the serbianisation of Albanians.

Education in the first years of Ottoman invasion

In the first years of Ottoman conquest and thereafter, Turkish-Arabic language schools rose and there came transformations toward Ottoman model of society. As agents of change were first military forces, then employees of administration and clerics, and then immediately behind them, teachers who were in charge of the education of believers into devoted muslims.

The penetration of Islam in the Balkan begins with the battle of Maritsa in 1371 and continues on with the battle of Kosova in 1389, where the ottomans penetrated   in   most   of   the   peninsula. During this period, they submitted local rulers but did not intervene directly in governance.

After the battle of Kosovo, intervention became even more direct, thus, in 1392 the Turkish military garrison was settled in Skopje and in 1399 in Zvecan fortress, in north of Kosovo, where there are evidences that Turkish conqueror named Feriz as governor (Malkolm 2001: 86). Also, from 1410 there were official Turks, who worked together with Serbians in Trepča   (Jireček   1914:   9-10)   the   city   of   miners. By the end of this process, garrisons settled in the main towns, and the ottoman administration that dealt with governance was created. In this period, an ottoman court was formed in Pristina, and there are evidences upon the activity of Turkish custom officers between the road Pristina-Novipazar (Jireček 1914: 8).

The occupation took a full view from 1439 to 1444 when Turkish rule was set upon the territories of Serbia (Malkolm 2001: 94). With the conquest of Constantinople, Sulltan Mehmet II did not destroy the center of orthodoxism, on the contrary, for their own interests, selected Patriarch Georges Scholarius naming Gennadius II, who promised that he would serve according to the interests of Ottoman state. Ever since, Patriarkana was settled in the place called Fanar and was in fostering of the Ottoman Sultans (Koliqi 2002: 69). With the destruction of the Medieval Serbian state, only clerics of Serbian orthodox church were recognized from ottoman authorities (Milosavljević 2008: 100). They were permitted to continue governance of their own believers, who took the status of a second hand population, but regardless of this, violent crossings in Islamic religion were rare (Malkolm 2001: 97).

The elimination of Christian nobility brought the impoverishment of monasteries, even though Turkish did not destroy them physically. During Ottoman conquest, monasteries were the only places left as educational centers, where ''learning was cultivated in the old Slavonic''(Sedlar 1994: 474). Even under the Ottoman conquest, when Serbian Patriarchate was taken off, orthodox christianity kept its national identity of Serbians as their prime characteristic (Casiday 2012: 134). In 1459, Turkish omitted Serbian Orthodox Patriarchate in Peć , and settled the Serbian church under the administration of Ohrid Archbishopric, (Phillips 2004: 19) considering it as a simple bishopric (Bogdani 1993: 59).

Since ottomans controlled initially cities only, islamization began from them as well. Cities started functioning as more economical and cultural administrative centers of a new political system. In them, the majority of administrative and military force were concentrated, adjoined from muslim clerics together with religious institutions which were being multiplied rapidly (Anamali, Korkuti, Prendi & Islami 2002: 589). Among Kosova cities which were being converted in Islam faster were mentioned: Vuciterna, Pristina and Prizren, (Norris 1993: 49) following the other cities afterwards. Pristina, being a simple village, 47 years before the First Battle of Kosova of 1389, had started to become a muslim city in the XV century. Suchlike, islamization progressed in other cities too. Peć in 1845 had 33 muslim homes and 104 christian ones; Scopje 623 muslim homes and 263 christian ones. Prizren, on the other hand, had four large muslim quarters and nine little christian ones (Norris 1993: 49).

`In the very beginning, due to the needs of soldiers and of administration, religious objects were raised in the city castles, while in the second   phase,   in   public   environments   of   the   cities. After the Qarshia mosque, was built immediately after First Kosova battle of 1389, other mosques were built as well: Sulltan Murad's mosque in Scopje in 1436; Isak Beu's mosque in Scopje in 1438; Sultan Mehmet Fatih's mosque in Pristina in 1461(Koliqi 2002: 72); Bajraklia mosque in Peć , built in   1471,   all   of   them   financed   from   Ottoman   emperors.

The Gazi Ali Beg's mosque in Vuciterne, and Haxhi Hasan Beu's mosque built from 1462 to1485 in Peć , all founded from Ottoman governors. Whereas Llapi mosque was built in Pristina in 1470. It has been financed from a devoted muslim inhabitant of that place (Riedlmayer).

The education and the spreading of Islamic culture recognizes two phases of organization. In the first phase, mosque was the first school taken as a place where all scientific knowledge was taught (Mustafa 1997: 50). There the early converters took the first lessons about islam. Of course, the lessons in mosque were of a distinct religious character, and aimed at bestowing the elementary knowledge about islamic religion. The passage of

mosques in public environments in the cities marks a new phase in the process of islamisation of the mass, since they served the new converters from the Albanians. In this case also, the mosque, it has educational functions.

The ottoman authority were interested in education since they were seeking for translators and there was a need for involving the native into state administration, as an efficient mechanism for the integration of Albanians. Around the Albanian territories ottomans founded also some other educational institutions, from the simplest to those of a higher level. The institution which gave the elementary religious lesson was *kuttab,* where pupils were taught to recite verses from Quran, without memorizing them. This lesson was considered to be the first grade in the forming of a child (Hefner: 5). There is a possibility that in the beginning, kuttabs have been created in particular location, inside the mosque, freeing the mosque itself from educational function. Due to the nature of this formation, these schools must have been massive and have been used mainly for the young ages.

Nearly in the same period with kuttabs*, mejteps* are also created, which were active a bit after the foundation of the mosques. Through them, Albanians took knowledge of the Turkish-Arab languages, and learned about elements of Turkish-Arab culture that were necessary for their integration in society. Mejteps have existed in every important muslim locality, where mosques were found. In these mejteps, the lesson was organized from the imams of the mosques themselves, which in the beginning were imam-mualims , while the population called them ''ixhazetli'' or imams Istanbul (Mustafa 2013). Mejteps were named after imams, who served as teachers of those, and had opened them.

As it is known, wherever Ottoman Empire was spread, education was in the language of the Empire, and the imams, who practiced the profession of the muslims, in the beginning, undoubtedly, came from the Empire areas (Mustafa 2013). In mejteps, the lessons was given to children of different ages. The turn of work was suchlike: in the beginning children were taught *Elifbaja* (Arabic primer), then following to *Jasine* (sura from Quran which were taught by heart). In higher grades ,mathematics, Turkish calligraphy, Arabic, cosmography, etc.., were taught as well. Mejteps were usually built from any humanitarian or Vakufi local was used. The teacher's wages came from tax and endowment funds. In countries where not mosques or mejteps, constantly go mualims (teachers) to teach children (Shllaku 2002: 35-36).

The education of women and men in islamic schools was done separately, but despite particular mejteps for girls and boys, some other mixed mejteps were opened (Shllaku 2002: 36), which indicates the right conception of the position of girls in islamic society of that time.

Also, there existed other schools as well *(Dar al hadith and Dar al-qurra)* in which a subject was taught only: Tradition and proper reading of Quran learned by heart(Ramadani 1998: 104).   Since the Middle Ages, around the years 1000-1500, the institution most directly involved in the transmission of Islamic knowledge is the madrasa, a kind of seminary for Islamic sciences. Now, in the language of the Arabs of the Middle East, the term "madrasa" refers to a general or religious school, while earlier by this name was called an institution that gives lessons to intermediate and advance levels in Islamic sciences. Learning in madrasas included recitation of verses from the Quran, interpretation of the Quran, Arabic grammar, Islamic jurisprudence, sources of law and didactic theology. In some environments, medieval madrasas taught secular subjects as well that included arithmetic, astronomy,   medicine,   philosophy   and   poetry   (Hefner: 5)
        First madrasas in Albanian territories date from the XV century, primarily in Skopje with the madrasa named Isak Bej in 1445, and then following with Isa Bej madrasa in 1469, and in Prizren also in XV century… (Redzepagiç 1988: 52-56; Ahmeti 1997: 80-85).
Even madrasa funds came from donations of local notables, who left vakuf property(Hefner: 5). Madrasas did not prepare islamic believers, but clerics and civil administrators, therefore the rise of madrasas should be seen as an indicator of integration in Ottoman society of the time.
        There is a difference in time between the beginning of the process of islamization and the rise of madrasas, which in the aforementioned cities it goes up to fifty years, long enough to change the character and for conversion of the cities in Ottoman. It is understood that the main direction of these schools was to prepare the teachers of islamic worship (imams, vaize, muezzins) but also judges and civil servants. After finishing high school, students received a diploma, and the right to exercise the aforementioned professions, which was recognized (Telegrafi 2006). In these madrasas these subjects were taught:Interpretation of The Quran *(Tafsir)*, the science on Islamic tradition *(ilm al-hadith),* Dogmatic *(aqaid);* Right under Sharia *(fiqh),* sources of Sharia *(Usul al-fiqh)*, the right of inheritance under sharia *(faraid).*An important part was the Arabic language, its grammar and syntax and lexicography, rhetoric and metrics were taught as well. Schools of higher rank were themanije madrassas, in which one of these three groups of sciences were objects of study: Legal sciences of Islam, the Quran or interpretation of scholastic theology and rhetoric with other related sciences (Ramadani 1998: 104). The lessons were taught from muderriz , who were highly educated people, most of whom were educated in various islamic educational and cultural centers. Some of them taught only one subject, while others taught many (Kaleshi 1962: 94).   Confirmation   of vassalage to a noble range of Albanians against Ottoman sultans, and the

beginning of acceptance of islam by them and their subordinates, had paved the way for more rapid integration into the social life of the Empire. The so called *''gulam-i mir ''* system, allowed boys of Albanian nobility, distinguished as social stratum and formed ever since in the preottoman period, to get educated in the most important institution of *''Enderun-i Humajun''*, where the staff was prepared for the highest administrative functions of the state (Catalogue of the Arabic 1963; Norris 1993: 57); Kaleshi 1962: 94) & Krasniqi 2009). A part of those who have continued that school, before have completed basic education at home, in Kosovo.

Part of the ottoman educational system were libraries also, called *''kutubhane''*. Ottoman libraries settled in Albanian territories, begin with the oldest public library, that of Ishak's Beu madrassa in Scopje, build around 1411, following afterwards with many other libraries in various centers, which have obviously influenced the development of culture and the rising of the education in the Muslim population of these areas (Mehmeti). But alongside with these large public libraries have existed even smaller, ranging in mosque libraries. The creation of the libraries from imams at that time, is a testimony to their commitment in the education of the population. Also, every mejtep and madrassa had its own library (kutubhane) with books and manuscripts. Besides the books closely with religious thematic, which accounted for the majority of them, in old libraries existed books in the field of logic, linguistics, rhetoric, astronomy, mathematics, medicine, and so on.

For the islamic education and culture, of a great importance were tekkes, which began to establish in Albanian territories since the XVI century. They had their their own schools where teaching was developed, enriched libraries with Arabian and Persian literature, and also dormitories for the housing of the students (Koliqi 2002: 76). Education through masjids brought in Albanian environment rich Persian culture, which influenced the cultural developments in Kosovo and other Albanian regions.

Islamic education in Albanian lands during the early years of Ottoman rule began the integration of Albanians in Islamic and oriental culture, since the learning of the three important languages of that time: Ottoman language as the language of administration, Persian as the language of literature and Arabic as the language of religion. The first Islamic intellectuals among Albanians have completed their studies in the main centers of the Empire, however, there is a possibility that at least some of them, to have received initial training education at home. So at the end of the XV century and early XVI century, the poet Suzi from Prizren has been known, who with his   ''Gazavetname''(Book of occupations), which

remained an example in this kind of literature.4 (Levend 1956). Suzi's contemporary, Messiah from Pristina (1470-1513) is undoubtedly one of Turkey's most original poets. Gib rightly stresses that he has brought something new in Turkish poetry, what should thanks his Albanian origin (Gibb 1902: 16). He has created a new gender of poetry called Şehrengiz, which after him will be spread widely. His song Râiye-of bahariye, best known as Bahariye is too early translated into Latin, and then in English, German, Italian and in Serbo-Croatian. It is the only Turkish poem, which has entered in World Lyrical Anthology. Shortly after him, in the glorious period of the Magnificent Sulejman, Jahja bej from Dugagjini lived and created, whose poems are considered to have derived from Dugagjini's nobility (Gibb 1902: 116 - 133). In his poetry he will remain the classic poet. Even today, no anthology of Turkish poetry can be imagined without his poems.

Some of the first Islamic intellectuals came back in Albania and despite their other duties that they performed, they also played a role in opening of the ottoman schools.

In the new conditions, after Ottoman occupation, orthodox schools among Albanians from Kosovo, were at the least not to be mentioned. With the approach towards religion of the former Serbian invader, who thanks to the political strategies had usurped the orthodoxy, Albanian orthodox from Kosova had not much to do. A part of them passed in muslims and catholics, remaining Albanians, while the others, in order to remain orthodox, were assimilated in Serbians, as their names indicate so. It show their surnames of holding today, despite gaining Slavic suffix. The complete unification of orthodoxy with serbianisation which occurred after the recognition of Sultan to Peć Patriarchate, made

Albanians from Kosovo to abandon orthodoxy and now, with remorse, we are talking about the loss of Albanian orthodox tradition which is in the foundation of our authochthony in Kosovo.

After the ottoman invasion, Catholic Church was confronted with problems of survival. Catholicism survived even longer in some important economical centers, and in rural areas that were far from administrative centers. During this time, in Kosovo came Franciscans missionaries,who later built their centers. The presence of Albanian catholic clerics from Kosovo in the XIV – XV century in the important urban centers, it shows that here had education institutions, at least clerics had taken their primary education in the schools nearby their parishes.

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4 In Prizren it's found all literature dedicated to Suzi. The Suzi tomb and his mosque still exist there.

Even educational developments in the upcoming centuries bear witness that beside catholic churches, primary education has been given to children who would become clerics. Islamic and catholic religious schools in the wake of the Ottoman occupation and later contributed to the spread of education among Albanians.

Conclusion

Islamic schools, as more massive in that period, influenced the creation of the reading culture, since Islam as a religion of the book ought to be learned through reading of the Quran. In these schools a new Albanian elite was formed, which was integrated in the ottoman system of the state. Especially the elite of the local levels was linked to the fate of its, regardless of the political usage of Islam from ottoman authorities, its ethnic awareness somehow weakened, that somehow weakened their ethnic consciousness, a phenomenon that had repercussions later in the period of the birth of nationalism and the formation of national states. Muslim religious schools played a positive role in the creating of Albanian intellectuals of the time. Regardless of the usage of Arabian alphabet, lessons surely must have been explained in Albanian, for the fact that pupils did not understand Arabian or Turkish. Teachers talked Albanian language and educated the pupils with love for own country. Islamic schools served for the creation of the Albanian muslim clerics, which generally remained tied to the fortunes of his people. Those schools created a stratum of people who took in charge to finish administrative duties, or who continued on their studies, thus, becoming known throughout the Empire.

In conclusion, it ought to be noted that, the first years after the Ottoman invasion were accompanied with fundamental changes in the social organisation. These changes were reflected even in the education. Because of the opposition that the Papacy and the European catholic powers made to the Ottoman invasion in Balkan, The High Gate held hostile to the **catholic** schools. Even though the Patriarchate recognised the Ottoman invasion and was recognised the right of the management of the spiritual life of the orthodoxes, the schools that the orthodox cleric kept were reduced in number. Meanwhile, with the transition of a portion of the population in Islam, the first Ottoman schools were opened. In these conditions, for only the features of our country, like nowhere else in Balkan, in the first years of the Ottoman invasion we have a variety of religious schools: catholic schools, orthodox schools and muslim schools.

In this case it should be emphasized that due to the the specifications of the historical development in Kosovo, islamic education did not follow the natural process of transition to national education. This delay, of course, influenced our national destiny as well. In this period in Europe in

schools were brought the popular languages. Different from the western countries, because of the invasion circumstances, this process in the Albanian regions was developed with delay.

However, the presence of the muslim schools in the Turkish-Arab language, the catholic schools in the Latin language and the orthodox schools in the Greek and Slavic languages influenced the increase of the educational level of the population. It continued educational tradition and Albanians had their clerics and their educated men, who performed the function of the teacher and they gave the education in foreign language the features of the environment and of the Albanian tradition.

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Stakeholders' Perspectives on School Counselling Programme in Namibia

Anna Hako. Lecturer
Hifikepunye Pohamba Campus, University of Namibia

Abstract

        The study investigated the Namibian School Counselling Programme from the perspectives of selected stakeholders in terms of objectives of the Namibian School Counselling Programme, the services they considered to be characteristics of the programme, the resources available in the schools for the implementation of the programme, the beneficiaries and effectiveness of the school counselling programme and the programme services recipients' satisfaction. The study employed mixed methods approach hence both qualitative and quantitative data were collected. The population of the study consisted of two hundred and eighty eight (288) learners, one hundred and forty two (142) principals, sixty eight (68) teacher-counsellors and five (5) parents from schools in Ohangwena region. Questionnaire and interviews (in-depth individual one-on-one semi-structured interview and focus groups discussions) were used to gather data. Quantitative data were analyzed by using Statistical Package for Social Sciences (SPSS), while qualitative data were analyzed by the use of themes and coding. The study found out that teacher-counsellors had no counselling rooms to conduct individual counselling, no separate budget for school counselling programme and that file cabinet and display boards were only available in very few school, inadequate school-counsellor and lack of information on school counselling activities.

Therefore, it is recommended that the government allocate separate or special budget to school counselling programme; post, teacher-counsellors to those schools where vacant posts are not yet filled and awareness raising activities on school counselling programme services be held regularly.

Introduction

Namibia society is faced with a lot of socio-economic problems such as health problem (due to the ravaging of HIV and AIDS), poverty, unemployment, teenage pregnancies, and substance abuse (Education Management Information System, 2009; New Era, 2010; Sun, 2011). There is also history of inequality brought by apartheid system where education was fragmented along racial and ethnic lines. The nation's education is expected to respond to all these problems by the introduction of new curriculum to ensure effective teaching and learning. The implementation of school counselling programme is expected to address all learning barriers and make provisions for meeting the basic needs and fundamental rights of the Namibian children (Ministry of Education, 2008). School counselling programme is saddled with enormous tasks of providing essential educational and non-educational support services to assist in the overall development of the learners. By virtue of these enormous tasks some people are of the opinion that the programme is unlikely to be capable of meeting its objectives while some other people are of the opinion that school counselling programme has tremendous support from government to achieve enviable objectives (NESE report, 2008).

The restructuring in education after independence not only addressed the unmet needs created by apartheid education system, but also the socio-economic difficulties faced by the newly independent state. For instance, one of the problems which the new education was to address is the health problem created by the high rate of HIV infection which has left the country with 70.000 orphans and 99, 459 affected children (Report on the Global HIV and AIDS Epidemic 1995). HIV prevalence rate among the population aged 15-19 years doubled, between 1994 and 2000, from 6% to 12% infection rate respectively (MDG Report, 2010). Also among the socio-economic problems of Namibia is, according to the Ministry of Education (2008) records, the 35% of the population living on less than one US dollar (US$ 1) a day; with unemployment rate standing at 37% and the hardest hit being the youths with an unemployment rate of almost 65% (Ministry of Education, 2008).

Still records from the Ministry of Education (2008) further revealed that 50% of Namibia Children cannot have their basic materials needs met; 22% of Namibian Children, under the age of five, are underweight and 35% of less than 18 years old female victims of rape and or attempted rape (about 12% of who are younger than10 years old). Records from the Ministry of Education (2008) also reveal that 60-70% of children between the ages of 10 and 18 had been exposed to alcohol and drug abuses, 20% of school children are grade repeaters in any given year and about 65% of all learners drop out of school completely before reaching the final grade 12.

In order for Namibian education to respond to these various socio-economic and cultural conditions School Counselling Programme was introduced in 1996. To further strengthen the capacity of the school counselling programme at meeting these needs the government of Namibia, in 1996, directed that the regional offices of the Ministry of Education appoint Regional School Counsellors and other specialist education support personnel to coordinate the school counselling activities and other support services to the schools of each region (Ministry of Education, 1996).

Due to the nature of the problems confronting school learners for which counselling programme is being implemented, Namibian Ministry of Education is fully aware that the programme has to be long-term since the socio-economic conditions of people are diverse and complex and the problems created by these conditions cannot be solved overnight. Thus, the conception of school counselling programme by the Namibian Education ministry is a programme with long-term perspective and made up of activities and or services that help to equip learners with knowledge, skills, attitude and values for making decisions, critical thinking ability to solve problems and personal independent values and attitudes for promoting positive self-concepts, intrinsic interest in learning, healthy living and proper adjustment to life (Ministry of Education, 2008).

The overall goal of the Namibian School Counselling Programme is the total or overall development of learners. To achieve this goal the school counselling programme feature activities directed to training in skills and abilities for social, educational, vocational, moral and psychological development of learners. The approach to school counselling is as an educational process meant for the development of learners so that they can adjust appropriately well to life, especially in adulthood and during the working stage of their lives. Thus, school counselling as conceived by Namibia is, therefore, not an impromptu service or service that needs to occur once. Rather school counselling is designed to be progressive in order to address the complexity of human growth process in an ever changing Namibian society. This conception of school counselling is consistent with that of Bojuwoye (1992) who asserts that a school counselling is an educational process which is long-term or progresses over a long period rather than one that takes place over a short period of time.

As an educational process, school counselling is designed to promote the psychological maturity or total development of a healthy personality in every learner. By this conception, Bojuwoye (1992) further asserts that school counselling is not just therapy or curative service but that it involves activities and or services for prevention of problems and for building up capacities for preparing learners for future job roles as workers and good citizens. With this conception and in order to respond to the changing needs

of individuals and the society, one of the major approaches to the Namibian school counselling is through the curriculum as a learning area or school subject, referred to as "Life Skills". Life Skills, taught as a subject in the school curriculum, is a model of education primarily concerned with prevention and not just with cure of problems as well as for developing the capacities of learners for responding appropriately to life situations. This manner of thinking is for conceiving school counselling as meant for the development of the "whole person" in learners and not just for seeing the school just for intellectual development alone (Ministry of Education, 1996).

The educational activities involved in Life Skills are clustered into three main areas including daily living skills, personal/ social skills and career opportunities. Life Skills subject teaches learners about health care (including HIV and AIDS), society and family life, self-awareness, personal responsibilities, problem-solving, decision making, positive attitudes, personal values, assertive behaviors, motivation strategies, study skills, examination preparation, time management, and steps in career planning, that subsequently enhances the attaining of the education goals (Ministry of Education and Culture, National Institute for Educational Development,1996).

Apart from approaching school counselling through the school curriculum and to further strengthen efforts of the school counselling program meat developing a "whole person" in every learner, various support services for learners are also provided. Examples of such support services introduced by the Ministry of Education are the "Window of Hope" programme (2004) and "My Future is My Choice" (1995). The detailed information about "Window of Hope" and "My Future is My Choice" programmes can be found in the "Definition of Terms" section of the thesis report where they are described in full details.

Therefore, the intention of this study was to investigate, from the perspectives of selected stakeholders, the Namibian School Counselling Programme in terms of its objectives, characteristic activities of the programme, resources available in schools to implement the programme and whether or not the recipients (especially learners) are satisfied with the programme services.

2. LITERATURE REVIEW
2.1. Objectives of school counselling programme

The first set of previous studies presented below focused on investigations of the objectives of the school counselling prammmes. In general, many of the findings of the studies revealed that school counselling programme helps learners to resolve emotional, social, and behavioral problems as well as assist learners to develop clear focus and a sense of

direction in life (Imonikhe et al., 2011; Lunenburg, 2010; Gysbers & Henderson 2001).

Rowley, Stroh and Sink (2005) evaluated the comprehensive guidance and counselling programme of one hundred and fifty (150) schools from across Washington State using questionnaire to assess the views of school counsellors and representative of school districts. The study findings revealed that school counselling is used to address developmental domains of learners which include development of skills, attitudes, and knowledge that assist learners to understand and respect others, acquire additional effective interpersonal skills, understand and have safety and survival skills and, in general, develop learners into contributing members of their societies (Henderson, 2001; Rowley, Stroh & Sink, 2005).

Bardhoshi and Duncan (2009) whose study involved use of an online questionnaire to collect data from many stakeholders found that the school counselling programme emphasized personal social development of learners in its objectives. Other objectives of the programme identified by the study include academic and career development.

Van Schalkwyk and Sit (2013) gathered qualitative data to evaluate school-based psychological and counselling services in Macao in order to gain an understanding of the current situation and the gaps in providing mental health services to children and their families. Participants were selected through a non-probability purposive sampling strategy. The researchers explored and shared the meaning in the verbal (interview) and non-verbal (written) accounts of three teachers and seven school counsellors in Macao. The study findings revealed that school counselling helps learners and youth to succeed academically, socially and behaviorally. A study by Carey and Harrington (2010) of the Utah school counselling programme also revealed the objectives of the programme to include the development of learners in academic, personal/social and career areas of development. The study further revealed that counselling added value to the education of learners and enhances their engagement and performance. Counselling was also found to increase reading proficiency levels, to lower suspension and disciplinary rates, but increased attendance rates, higher graduation and programme completion rates.

Thus, in terms of objectives, the contention of various studies is that school counselling programme should strive to promote optimal, holistic development of all learners; promote learner's career, educational and personal-social development; develop decision-making, problem solving, resistance and coping and assertive skills; foster personal and social and behavior adjustments and develop interpersonal, friendship, communication skills and self-awareness (Lunenburg, 2010; Myrick, 2003). A number of meta-analysis studies found school counselling programme services to have

more impact on the career decision-making skills, career knowledge or career-related self-concept development, aggressive behaviors related to feelings of safety and success, drop-out prevention and significantly helped at–risk learners in improving achievement, self-esteem, and classroom behaviors (Myrick, 2003; Lunenburg, 2010; Oliver & Spokane, 1988; Wilson, Lipsey & Derzon, 2003).

2.2. Services or activities of the School Counselling Programme

The general consensus among professionals (Borders & Drury, 1992; Gibson & Mitchell, 1995; Lapan, Gysbers & Sun, 1997; Gysbers & Henderson, 2000; Myrick, 2003; Gysbers, Lapan & Petroski, 2001; Schmidt, 2003; ASCA, 2003; Chata, 2005) is that both indirect and direct services are characteristic of the school counselling programme and these are frequently categorized as counselling and classroom guidance (direct services), consultation and coordination (indirect services). These services are endorsed by practicing counsellors, their learners, teachers, principals and parents, according to results of various studies (Gibson & Mitchell, 1995; Lapan, Gysbers, & Sun, 1997; Gysbers & Henderson, 2000; Myrick, 2003; Gysbers, Lapan & Petroski, 2001; Schmidt, 2003).

The study by Schimmel (2008) to determine whether West Virginia school counsellors were engaging in the tasks associated with the implementation of the National model of comprehensive school counselling programme as outlined by the American School Counselling Association, ASCA, involved 753 public teacher-counsellors as participants. The School Counsellor Professional Development Survey (questionnaire) was used to collect data and was electronically mailed to respondents. The results of the analysis of the data collected revealed that teacher-counsellors were engaged in tasks related to the foundation, management and delivery of accountability aspects of the comprehensive school counselling programme as outlined in the America School Counsellor Association, ASCA, (2003). Majority of school counsellors involved in the study felt strongly that they were engaged in two main tasks related to the main components of the comprehensive programme including that school counsellors regularly consult with parents, teachers and principals, and that teacher-counsellors counsel learners individually about personal-social issues.

The survey by Bardhoshi and Duncan (2009) involved the entire population of school principals in rural Midwestern state, of U.S.A, using an online questionnaire to collect data on the activities and or services characteristic of school counselling programme. The results revealed items falling under the Responsive Services category rated as most or of highest importance, especially items related to Guidance Curriculum, System Support and Individual Student Planning. Items within the responsive

services rated also include crisis intervention, small group counselling, individual counselling and referrals from school support to community resources. Items related to School Guidance Curriculum category rated were academic support, organizational, study and test taking skills, peer relationships, coping strategies and effective social skills. In the System Support category of services all respondents rated consultation, collaboration and teaming, and school counselling programme management and operation. The least rated service was professional development. In the Individual Student Planning category all respondents rated education on understanding of self, including understanding the individual personal strengths and weaknesses, and academic planning as important or very important.

In terms of investigating school counselling services from the perspective of the roles and functions or the responsibilities of the teacher-counsellor, a study by Frank (1986) revealed that elementary teacher-counsellors seemed to stress direct work with learners, teachers, and parents to enhance the best atmosphere for learning in the classroom, while secondary teacher-counsellors seemed to stress direct contact with learners, often on a one-to-one basis, to ease structured interventions, educational advisement, scheduling and placement, career guidance, and orientation and registration. Frank's (1986) study also revealed that secondary school counsellors reported giving less attention to working with teachers or parents in reaching counseling goals while elementary school counsellors appeared to emphasize closer working relationship with primary associational groups (parents, teachers) of learners.

Gysbers and Hughley (1993) evaluated the comprehensive school guidance programme by assessing the perceptions of learners, parents and teachers through a statewide survey in the state of Missouri. A sample size of 280 high school learners, 150 teachers and 125 parents took part in the study. This study followed a cross-sectional design as the researchers were given short time to complete the study which made use of a questionnaire as data collection tool. The findings revealed that learners reported having career planning and exploration and counselling services offered at their schools.

Kuhn (2004) investigated high school learners' perceptions of five counsellors' roles and the key functions related to these roles. The findings of the study revealed the following counsellors' tasks rated as most important: providing a safe setting for learners to talk; communicating empathy, helping teachers to respond to crisis, and helping learners with transition. The five non-counselling tasks rated least important duties of the teacher- counsellors include registration, testing, record keeping, discipline, special education assistance. Kuhn's (2004) study findings are consistent with those of Pérusse, Goodnough, Donegan and Jones (2004) who found that elementary school principals rated administering cognitive, aptitude,

and achievement tests, maintaining learners, records, and registration and scheduling of new learners as appropriate counselling activities. More than 80% of the secondary school principals studied rated registration and scheduling of new learners, administering cognitive, aptitude and achievement tests, and maintaining learner records as appropriate school counsellors' activities in that descending order of importance.

A comparative study of pre-professional counsellors and principals, by Ross and Herrington (2006) regarding their perceptions of the role of the counsellors in public schools, using questionnaire (The Public School Counsellor Role Ambiguity questionnaire (PSCRAQ) scale) to gather data, from 534 participants, revealed that the two listed services that guidance counsellors spent most of their time on were the choice and scheduling of high school courses, and post-secondary education admission and selections. The other activities which counsellors were engaged in include learner attendance, discipline, academic testing, occupational choices, career planning and other school and personal problems. A major finding of the study, however, was that counsellors held a more grounded view of the counsellor's professional roles and responsibilities whereas the principals were of the views that a counsellor should be viewed as administrative staff with assigned duties at the pleasure of the school principal. The study findings revealed greater variation in the perspectives of the counsellor participants than the perspectives of their principal counterparts and this is interpreted to mean that, within both disciplines, there remains a need to educate more fully all candidates regarding the importance of preserving counsellor integrity. These findings concurred with Zalaquett's (2005) study findings that revealed that counsellors argued repeatedly that non counselling activities have detrimental effect on their capability to offer relevant services to their learners and have criticized principals for assigning them non-counselling administrative tasks.

2.3. The resources for the implementation of the School Counselling Programme

Resources may be described as simply means, supplies, sources of aid, help, support or something that can be used for doing something; Three main categories of resources identified by Gysbers and Henderson (2000) as very crucial for any programme to yield desired goals are human, financial and political resources. In terms of types of resources, adequacy and sufficiency of resources, that have major effects on the implementation of the school counselling programme, human resources are particularly singled out. According to Gysbers and Henderson (2000) and Gysbers and Henderson (2001), human resources for the school counselling programme include teacher-counsellors, teachers (or educators), and school principals as well as

counselling para-professionals and community volunteers. Community volunteers may include business community representatives (for assisting in career development of learners), parents or community members of Parents the Teacher Association (PTA) (often volunteer as co-leaders of parents' involvement efforts or as clerical support) and representatives of other community agencies, especially non-governmental organizations, (NGOs) for supply of various material and financial resources and services).

In terms of non-human resources, finance and materials are essential for the successfully implementation of school counselling programme. According to Gysbers and Henderson (2000), financial resources include budget, materials, equipment and facilities. For guidance and counselling programme to be effective, it should have a special budget, adequate materials such as books, videos, record folders, cabinet files, counselling manuals, career flyers and pamphlets, pens, pencils and many others; and facilities like counselling room, classroom for developmental guidance or a guidance information or career center. Schmidt (1993) indicates that the school counselling services centers should not be near administration offices, thus, the center should however be located in such a way that accessibility and privacy are maintained.

Chireshe (2006) notes that severe economic constraints have serious impact on school counseling programme leading to the marginalization and or demoralization of school counselling services. In Britain, for example, pressures on school budgets have resulted in the marginalization of guidance services. However, Gysbers and Henderson's (2001) recommendation is that there should be adequate financial support for the service to provide for materials and equipment.

Material resources are in terms of information materials like books, stationeries, etc and infrastructural facilities including equipment and space as identified by Chireshe (2006). It is considered absolutely important that there should be appropriate space within the school for confidential counselling and consulting services for learners, teachers and parents. Chireshe (2006) asserts that each school in America has a counselling center with a reception area, private office and conference rooms for group sessions. Counselling centers usually store and display information materials on career and education are accessible to learners. Other materials or equipment for information identified by Chireshe (2006) include computers for computer-related or assisted career guidance, career choice exploration, self-development resources, college catalogues, information materials on tests and information materials (books, leaflets or fliers) that help learners address developmental needs such as adjusting to the physical changes, handling peer pressure and preventing substance abuse, newsletters, brochures and pamphlets. Borders and Drury (1992) also state that school

counselling programme should have handbooks to familiarize learners, parents and the community with the school, its organization, physical facilities, management, curricular and extra- curricular opportunities. Thompson, Loesch and Seraphine (2003) emphasize the important of resources like psychometric assessment tools absence of which they argue can impede assessment of learners' needs. Lonborg and Bowen (2004) also point to the need for referral resources while Lainio and Nissila (2002) indicate counselling resources as crucial in schools.

Gysbers and Henderson (2000) also indicate the importance of political resources for effective implementation of the school counselling programme. Political resources include policy statements, management and administrative staff support. The mobilization of political resources is thus a key to success. School counselling programme must receive support and endorsements from influential people in the leadership roles, region administration and the school board (Gysbers & Henderson, 2000). Such pronouncement may be in the form of legislation, policy decision, political party's pronouncement or newspapers' and editorial statements about expectations of school counselling programme.

In terms of the importance of resources for effective implementation of school counselling programme, study by Andronic, Andronic, Lepadatu and Tatu (2013) revealed that, in the main, what learners perceived as major obstacles to the school counsellors' activities are related to limited material resources and lack of current specialized publications. For instance, a study by Safta, Stan, Suditu and Iurea (2011) on the situation of counselling services in Romania revealed no strict regulations regarding the theme of counselling training courses. The results further revealed a shortage of teacher-counsellors and lack of access to counselling services for all learners since there were no counselling rooms. Lack of resources which led to the restriction of access to counselling services was due to financial constraints.

2.4. Effectiveness of the School Counselling Programme

School counsellors, like all other educational professionals, are increasingly being required to demonstrate evidence of effective practice (Whiston, Sexton & Lasoff, 1998). They are called to show that they contribute to learners' academic achievement. In the literature that was reviewed, Brigman and Campbell (2003) studied the effects of school counselling programme on academic achievement and school success behaviour. The study used a quasi-experimental pre-and post-test design involving 185 learner-participants randomly selected from schools that implemented the counsellor-led interventions and another 185 randomly selected learners from schools that did not implement the interventions. The state's norm-referenced achievement test was used to measure learners'

outcomes. The analysis of Covariance detected highly significant difference between the treatment and control groups on both reading ($p<$ .003) and math (p<.0001). The results indicated that school counselling interventions had resulted in sizable gains in learner's academic achievement. A study by Brigman, Webb and Campbell (2007) confirmed similar results that learners who received counselling interventions scored significantly higher in math achievement and showed substantial improvement in behaviour. A study by Lapan, Gysbers, and Sun (1997) also found that in schools where comprehensive guidance and counselling programmes existed, several positive relationships between counselling programmes and learners existed. Those positive impacts included: (a) higher self-reported grades, (b) learner perceptions that they were being better prepared for their futures, (c) learner perceptions that their schools were doing a better job providing information on post-secondary opportunities, and (d) learner perceptions that school climate was better. Other impacts of school counselling services include positive effects on learners' grades, reducing classroom disruptions, and addressing learners' mental health needs.

2.5. Beneficiaries of the school counselling programme

In terms of beneficiaries of the school counselling programme, the literature points to learners as direct primary beneficiaries. Apart from the learners other beneficiaries identified by (UNESCO (2009), Keys and Bemak (1997) and Castelli and Pepe (2008) are teachers, parents, principals, counsellors and other community members. According to UNESCO (2009), a developmental and comprehensive school guidance and counselling programme not only benefits the learners, but also the parents, teachers, administrators and the business community. The school counselling programme benefit learners by helping them to increase their self-knowledge and to relate effectively to others; broaden their knowledge about the changing environment, help them to reach their fullest academic potential, provide opportunities for career exploration, planning and decision-making, provide an opportunity for networking with services and thus establishes an effective support system, and teach them responsible behaviours (UNESCO, 2009; Griffin & Steen, 2010. The school counselling programme provides parents with support for their child's educational and personal development; increases opportunities for parental involvement in the education of the child and equips parents with skills necessary to support their children at home (Castelli & Pepe, 2008; Christenson & Reschly, 2009; Hernandez & Seen, 2004). Furthermore, the programme helps principals enhance the image of the school in the community, reduces strikes, and improves the general appearance of the school; allows for systematic evaluation, and provides a structure which can be monitored easily. Likewise, business, industry, and

the labour market benefit as the school counselling programme provides the potential for a well-informed workforce, with positive attitudes and the necessary skills, and provides an opportunity for collaboration with teachers in preparing students for the world of work, through participation in career fairs, and other career guidance activities (Keys & Bemak 1997; Castelli & Pepe, 2008).

Erford (2011) also stresses that school counselling programme not only benefit learners but also other stakeholders such as parents, teachers, and school principals. For example, the school counselling programme provides parents with an opportunity to share concerns about learners academic, behaviour or social development with teacher-counsellors. Teachers 'benefits include a chance to discuss learners' programmes or curriculum planning, academic and behavioral interventions or working with difficult learners in class. In addition, principals also benefit from school counselling programme through the professional teacher-counsellors' expertise for solving problems involving individual learners, as well as problems that affect larger groups of learners, family members and staff.

Gibson and Mitchell (1995), Miller et al., (1978) and Bergin (2006) add that by offering a variety of services to learners, parents and other members of the community, each group is given a better understanding of the purpose of the school and builds a closer working relationship between school and community. At the same time, the whole school community will be better informed about the activities of their children and school. Furthermore, as parents and other community members are informed, they become more interested in education, have greater grasp of educational issues and can make better recommendations to the school principals and the school governing bodies (Clark, 2009; Bergin, 2006). Together with school principals, parents can also respond more actively to issues such as ill-discipline and misbehavior to make education and school more manageable. Kuhn (2004) reported that learners are the primary stakeholders that teacher-counsellors can serve. Similarly, van Schalkwyk and Sit (2013) study revealed that teacher-counsellors collaborate with educators, parents and other professionals to support learning and strengthen connections between home and school, and the community for all learners.

2.6. Beneficiaries' satisfactions with school couselling services

The various studies that were conducted (Remly & Albright, 1988; Gysbers & Hughes, 1993; Scruggs, 1999; Beesley & Frey, 2006; Zalaquett, 2005; Clark & Amatea, 2005; Gallant & Zhao, 2010) revealed conflicting views regarding the satisfaction of the beneficiaries regarding the school counselling services provided to them. Although many participants have indicated being satisfied, some, however, felt that teacher-counsellors should

do more than what they are currently doing especially in terms of educating parents, consultation with other stakeholders and being advocates for the needs of all learners (Scruggs, 1999).

A study by Remley and Albright (1988) to determine expectations of school counsellors by learners, teachers, principals and parents revealed that school counsellors were reported not to be dedicated, not strict enough in teaching children self-responsibility and that they were only interested in helping learners who were higher achievers. In addition, parent participants of the study had conflicting views regarding school counsellor helping learners with personal problems. While some parents saw school counsellors helping learners with personal problems, as an appropriate use of the counsellor's time, others thought it was inappropriate. Parents mentioned other school personnel and family members as more suitable people to assist a child with his or her personal problems. In the same vein, about 7 of 11 parents interviewed thought it was appropriate for middle teacher-counsellors to help learners with personal problems. In addition, of the 11 principals interviewed in Remley and Albright (1988) study, all made positive comments regarding middle school counsellors meeting their expectations. On the other hand, only 2 of 11 teachers interviewed in this latter study had generally positive remarks regarding middle school counsellors fulfilling teachers' expectations. In relation to obtaining in-depth views on beneficiaries' satisfaction of the Namibian school counselling programme the current study employed qualitative data gathering in order to obtain rich meaningful data.

Gysbers and Hughley (1993) sought the opinions of learners, parents and teachers regarding their satisfaction with the school counselling programme in the schools of the state of Missouri. The cross-sectional study made use of a questionnaire as a data collection tool. The findings of the study revealed that learners believed that counselling programme adds something of value to their schools. Learners reported that they have benefitted from the counselling activities in various ways. Parents reported that counsellors helped their children with course selection, career opportunities, test results and college scholarships. They felt that counsellors were supportive of learners.

Therefore, they strongly felt that learners benefitted from the counselling program and the work of the school counsellor. Moreover, parents reported that counsellors were supportive of learners and that learners trusted counsellors. Overall, it was found that participants in the study were satisfied with their school counselling services and reported strengths in several areas. The only drawback of this study is that principals and teacher counsellors were not studied in order to get a broader picture of the usefulness of the programme. Perhaps also is the fact that interview and focus groups could

have yielded better data than just the questionnaires used in this study. Therefore, the current study included principals and teacher-counsellors to get a whole picture of the phenomenon. Furthermore, Gysbers and Hughes study was conducted in 1993, and it is more than a decade and changes have taken place since.

Scruggs (1999) studied counselling programme in the Houston, Texas Schools to find out which parts of the programme were working well and to determine the areas that needed improvement. The results indicated that all participants in the study (parents, learners, teachers, and principals) were of the view that additional staff member to the counselling department would help improve the counselling services at their respective schools. Particularly staff members from schools with only one part-time counsellor strongly expressed a need for increased counsellor services. This was clearly shown in the participants' responses; for example, 91% of staff members, 69% of parents, 73% of secondary learners, and 78% of elementary learners indicated that there were not enough counsellors at their schools and this inadequacy of human resources for the programme was unsatisfactory to the participants.

With regards to appropriate and effectiveness of the roles of the teacher-counsellors, education stakeholders indicated they were happy with counsellors' role as 52% of parents, 76% of staff members, 68% of secondary learners, and 76% of elementary learners felt that counsellors were doing the work that they should be doing. However, they expressed concerns that teacher-counsellors' time was sometimes spent on non-counselling duties like scheduling and administering achievement tests. Consequently, the results of the focus groups of both parents and learners suggested that counsellors should focus more on learners rather than on non-counselling duties. Moreover, elementary learners highly expressed the willingness to have more time with counsellors either on individual or group counselling basis. With regards to appropriate services, participants reported being satisfied with the school counselling services, yet parents and learners commented that they wanted to know more about them. Learners gave positive feedback about counselling services especially about the group counselling sessions that addressed divorce, peer pressure, drugs and alcohol problems. In the similar vein, 86% of staff members, 39% of parents, 57% of secondary learners and 72% of elementary learners reported being aware of such groups conducted in the schools (Scruggs, 1999). On the other hand, participants, however, indicated that the school counsellors' efforts at career, work and college preparation could be strengthened and improved on. In agreement, secondary learners strongly recommended that career activities should be part of the school counselling programme.

Zalaquett (2005) studied elementary schools principals' satisfactions with the counsellors' performance in working with learners, teachers and parents in the state of Florida. The results revealed that 92% of the elementary school principals reported being very satisfied or somewhat satisfied with the school counselling services. Only 7.7% reported being very dissatisfied or somewhat dissatisfied with the school counselling services offered by school counsellors. Generally, principals held a very positive perception of their school counselling services. Furthermore, these principals believed that school counselling services exert a positive influence on both the behaviors and mental health of learners. For example, 70% of the principals strongly agreed that school counselling made a significance difference in the academic performance; while 89.9% of the principals also agreed that school counselling made a significant difference in mental health of learners. They indicated that school counsellors effectively help the majority of the learners and families they work with; support principals and teachers; and contribute to the maintenance of a positive school environment. These results suggest that the contributions of school counselling go well beyond their impact on individual learners but that the impacts are also felt by the school administration and parents.

Many studies discussed above, either use one or two data collection instruments or either quantitative of qualitative approach, but the current study employed mixed methods approach and various perspectives from different population groups were sought and the uses of three different data gathering methods permitted the triangulation of data. Furthermore, to fill the gaps in the previous studies, the current study made use of three different data gathering instruments including questionnaires, focus group interview and individual interview protocols. This explains the rationale behind the current study's use of many data gathering instruments in order to give opportunity for the triangulation of data and for increasing the credibility and validity of the research data. A study relying on multiple sources of data like the current study has high potential for providing comprehensive information on various aspects of the school counselling programme and therefore, likely to be more credible.

Again, most of the studies were conducted in developed countries such as in the United States of America; however, the current study was conducted in a developing country (Namibia) to get the data from the African State context.

3. Research Studies on School Counselling Programmes on the African continent

A few studies have been reported on availability of resources for school counselling programmes, but there is limited information on the

services or activities that characterize the school counselling programmes in schools of Africa. There is also relatively limited information on the extent of satisfaction of the recipients of the school counselling programme services.

There are some studies on the objectives of the school psychological or counselling programmes. For instance, Imonikhe et al., (2011) reported on the study of about 128 school counsellors drawn from 82 secondary schools in Midwestern Nigeria. The study made use of a questionnaire to seek the opinions of participants on the objectives and activities of the school counselling programmes. The results of the study revealed that the school counsellors had very high level of awareness of the objectives of their school counselling programmes. The objectives the participants indicated as representing those of their school counselling programmes include: to promote optimal, holistic development of all learners; to promote learners' career, educational and personal/social development; to develop decision-making, problem-solving and coping skills; to foster behavior adjustment and develop interpersonal, friendship and communication skills.

Another study was carried out in Zambia by Talimenthi and Mbewa (2012) to investigate the perceptions of school guidance and counselling programmes of Petauke district schools of eastern province of Zambia. The learner-participants of the study indicated that their school guidance and counselling services assisted them to know their personal strengths and weaknesses, provided them information on career and educational opportunities in their environment, assisted them in the college admission as well as assisted them to respond to challenges in life. The results further revealed that counselling services were provided to individual learners based on their needs and understanding of their immediate environment factors.

Oye, Joshua and Esuong (2012) assessed the attitude of secondary school learners towards school guidance and counselling services in Cross River State of Nigeria. The study adopted a survey questionnaire and involved 400 secondary school learners from 10 schools. The findings revealed that schools counselling programme services were geared towards assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise decisions and choices. It was also found out that school counselling programme enabled learners to derive optimal educational benefits so as to actualize his or her potentialities.

The objectives of the African school counselling programmes as revealed by the studies reviewed above are consistent with those of the UNESCO (2008) stated objectives of school counselling programme. The UNESCO's objectives include: to help learners develop into full human

beings capable of maximizing their potential in all personal/social, educational and career respects. In the same way, counselling programmes foster effective human development and mental health; stimulate and facilitate the total development of individuals in all areas of human functioning develop learners' self-esteem, self-knowledge and character formation. These objectives are consistent with what Chireshe (2006) indicated as those of the Zimbabwean school counselling programme objectives which are to help learners develop positive self-concept, understand their roles in school and society and acquire useful social and communication skills. Chireshe (2006) also notes that the Zimbabwean school counselling programme sensitizes learners to the danger of sexual misconduct, alcohol and drug abuse. That through personal/social domain learners is assisted to establish a positive self-concept and a sound identity. Maluwa-Banda (1998) also indicated that Malawian school counselling programme services help learners to understand their own interests, abilities and potentialities and develop to the fullest.

In terms of the services or activities of school counselling programme, the study by Imonikhe et al., (2011) revealed that school counselling programme emphasizes services related to guidance curriculum, individual learner planning, responsive counselling services and system support. Oye et al., (2012) also reported that school counselling programme services in the Nigerian schools comprise counselling, orientation, information, appraisal, placement, referral, follow-up, and evaluation services.

Chireshe's (2006) study on the resources available to guidance and counselling programme services in Zimbabwean secondary schools revealed that there were very few human resources for the school counselling programme in Zimbabwe and that teacher-counsellors were not well trained to be able to provide effective counselling services. Mapfumo's (2001) study also reported serious shortage of human resources for the school guidance and counselling programme in Zimbabwe. The study by Chireshe (2006) also revealed that the school guidance and counselling programme services in Zimbabwe had little funding, lacked information materials like career books and guidance counselling pamphlets, no adequate space for confidential personal counselling. Inadequate budget and physical facilities were found to have negatively affected the effective implementation of school guidance and counselling services in Zimbabwe. The general contention by Bojuwoye (1992) is that , three major factors seem to inhibit the growth of school counselling programmes in many African countries and these are finance, attitudes and the fact that school counselling programme is not given a proper place in the school curriculum. This contention is confirmed by Shumba et al., (2011) study of school guidance and

counselling programme in Botswana. Although the UNESCO (2002) study of Botswana revealed that country's schools had adequate human resources, counselling rooms and resource rooms as well as materials and equipment. Shumba et al.,'s (2011) study revealed lack of funding, shortage of counselling rooms and basic furniture such as bulletin boards or notice boards, bookshelves, a suggestion box, special cabinets, computers and equipment as key factors that hinder the proper implementation of guidance and counselling services in schools.

Egbochuku (2008) study of guidance and counselling programme in Nigeria also revealed poor funding, poor supply of facilities and lack of essential materials such tables with drawers, cupboard for storing records, counselling resource materials, pamphlets, and psychological test materials. In terms of satisfaction by beneficiaries of the school counselling programme Kenyan study by Kaburu (2006) revealed that learners had favourable attitudes towards the programme and acknowledged that their school guidance and counselling programme had greatly improved discipline in schools. Cherishe's (2011) study also revealed that school counselling services improve learners positive attitude, improve study habits, positive image, reduced anxiety and promote efficient use of time.

A study by Talimenthi and Mbewa (2012) that investigated the perceptions of guidance and counselling to the grade IX and XII learners in Petauke district schools of eastern province of Zambia revealed that the **participants expressed satisfaction** with the services their school counsellors were providing to them and their families.

They reported that school counsellors helped teachers handled some problems that teachers could not handle. Furthermore, participants indicated that school counsellors contributed to the development of mental health services in school through the workshops they presented and counselling they provided to individual learners.

4. Research Methodology
4.1. Research design

This study employed mixed-methods approach and made use of both qualitative and quantitative research strategies. Johnson and Onwuegbuzie (2004) described mixed-methods approach as an approach that tries to consider multiple viewpoints, perspectives, positions, and standpoints. (always including the stand points of qualitative and quantitative research). According to Aloka (2012), mixed methods approach addresses the concern of both quantitative and qualitative researchers since all human inquiry involves imagination and interpretation, intentions and values, and therefore, must necessarily be grounded in empirically embodied experience.

4.2. Population

The population comprised of stakeholders including school principals, teacher-counsellors, parents and learners all from Ohangwena Directorate of Education of Ohangwena region in Namibia. Ohangwena Education Directorate was stratified random sampled for this study not only because this region is known as a poor performing region, compared to other regions in the country, but also because it has a large population of learners characterized by poverty (Ministry of Education, 2006; Census, 2011). The target population of the study was all learners, school principals, Teacher-counsellors and parents in Ohangwena region.

4. 3. Sample and sampling methods
4.3.1. Quantitative sampling

This study involved a sample size of 600 participants; thus, three hundred and eighty two learners (382), one hundred and forty eight school principals (148) and seventy teacher-counsellors (70), were stratified sampled and given questionnaire to respond to but only two hundred and eighty eight (288) learners, sixty eight (68) teacher-counsellors and one hundred and forty two (142) principals returned useable questionnaires. Sekaran and Bougie (2010) contend that stratified random sampling method is appropriate when there is need to ensure representation of each segment of the population and to also ensure that valuable and differentiated information of each group is obtained.

4.3.2. Qualitative sampling

This study also employed qualitative sampling where 3 school principals and 5 parents were purposively sampled for individual one-on-one in-depth interviews and 12 teacher-counsellors and 15 learners were selected for focus group interviews using the purposive sample technique. Purposive sampling, according to Merriam (1998), is based on the premise that the researcher wants to discern, understand and gain insight on a phenomena under investigation; therefore, must select a sample from which the most can be learned and obtained participants with unique expertise. The main reason behind purposive sampling is to select information-rich participants who have firsthand experience in the field under investigation. This sampling enables the researcher to obtain in-depth and rich information for the study. The sample size of 35 participants for individual and focus group interviews were considered more than enough for the study because for the phenomenological studies, sample size recommendations range from 6 to 10 for qualitative research (Mason, 2010; Aloka, 2012).

4.4. Research Instruments

Instruments for gathering data included individual, focus groups interviews and questionnaires.

Different techniques were used to ascertain validity and reliability of the instruments and or data for this study including the use of triangulation (the use of multiple data collection methods), and use of external checks (experts to assess instrument for appropriateness, to track down errors and discrepancies Thus, internal reliability co-efficient estimate obtained for the principal questionnaire was 0.949, for teacher-counsellors was 0.964 and for learners was 0.962 while the overall co-efficient for all 3 groups instruments was 0.823 which was considered to be adequate as it is above the minimum value.

4.4. Procedures for data collection

Before collecting data, the researcher sought permission from Senate Research Ethics Committee of the University of the Western Cape and obtained an ethical clearance certificate with a registration number 11/9/32. Further, the researcher wrote a letter to the Permanent Secretary in the Ministry of Education, Namibia, to obtain permission to conduct a research in the schools under the jurisdiction of the Ministry of Education. Permission to conduct the study in the selected schools in Ohangwena region was also sought from the Director of Ohangwena Directorate of Education. In each school involved in the study and with the assistance of the school principal, participants were informed of the purpose of the study and the conditions for participation both orally and in writing in groups within the school premises.

Therefore, as stated above, all participants in this study were informed about the benefits from their participation, individual anonymity, voluntary participation nature, and assured that they could decline participation or discontinue participation at any time during the study process. In addition, informed consent was solicited from all the participants by signing a consent form before they participated in the study and with regard to minors; permission was sought from parents and or legal guardians. To further protect confidentiality, each participant of the focus group and individual interview was given a number that was used during interview and with transcription.

RESULTS OF QUANTITATIVE DATA ANALYSIS
Table 5.1: Participants' mean response scores on the objectives of the Namibian School Ccounselling Programme

Sections on the questionnaire	Scale Mean Response Scores and standard deviation and standard deviations		
Part B. Objectives of a School Counselling Programme	Learners	Teacher - Counsellors	Principals
Academic/ educational development objective Personal/social development objective	3.64(0.75)	3.63 (0.78)	4.03(0.74)
Career development objective	3.99(0.65)	3.47 (0.62)	3.94(0.63)
Total mean score	3.49(0.73)	3.56 (0.70)	4.08(0.60)
	3.70(0.66)	**3.55(0.70)**	**4.01(0.65)**

Table5.1: above presents information regarding the objectives of the Namibian school counselling programme as represented by the mean response scores of the participants to the suggested objectives of the school counselling programme as presented to them on the questionnaire.

With regards to objectives associated with learners' academic or educational development, learner-participants' scale mean response score is 3.64, teacher-counsellors' scale mean response score is 3.63, while principals' scale mean response score is 4.03. Since these scale mean response scores range above the scale mean of 3 the indication, therefore, is that all the three population groups agreed that academic or educational development objective represents that of the Namibian School Counselling Programme. Principal participants agreement seems much stronger than the learners' and the teacher-counsellors' agreements.

In terms of the personal and social development objective, learners' scale mean response score is 3.90, teacher-counsellors', 3.47, and principals', 3.94. These results indicate that all the three population groups agreed that the suggested personal and social development objective presented on the questionnaire represented that of the objective of Namibian School Counselling Programme. The learners and the principals appear to be closer in their agreement, while the teacher-counsellors agreement with this suggested objective seems to be less strong in comparison with the other two population groups.

With regard to the career development objective, learners' scale mean response score is 3.49, teacher-counsellors', 3.56, and the principals', 4.08. All the three population groups agreed that career development objective represents the objective of the Namibian School Counselling Programme with the agreement by the principal participants much stronger than those of the learners and the teacher-counsellors whose agreement are just above the scale average.

Population group comparisons of responses can be made in terms of ranking of each population scale mean response scores. Thus learner-participants' scale mean response scores ranked Personal and social development, academic or educational development and career development objectives in that descending order. This ranking of learners' scale mean response scores indicates that the learner-participants of this study ranked or prioritized as most important the personal and social development objective of the Namibian school counselling programme.

The teacher-counsellors' scale mean response scores to the objectives of the school counselling programme can be ranked as academic or educational development, career development and personal and social development objectives in that descending order. Therefore, to the teacher-counsellors who participated in this study, academic or educational development objective is the most important Namibian school counselling programme objective.

The principals' scale mean response scores ranked career development, academic or educational and personal and social development objectives in that descending order. That is, the principals who participated in this study prioritized or ranked career development as the most important objective of the Namibian school counselling programme.

Therefore, in general, the three population groups placed different priorities or importance on each of the three categories of suggested objectives presented to them on the questionnaire.There seems to be common agreement by the teacher-counsellors and principals' population groups regarding personal and social development objective as the least important of the three categories of suggested objectives presented on the questionnaire.

Table 5.2: Participants' mean response scores on the activities or services of the Namibia School Counselling Programme.

Sections on the questionnaire	Response Scores of groups of participants in mean and standard deviation		
Activities or services of Namibian School Counselling Programme	**Learners**	**Teacher-Counsellors**	**Principals**
1. Counselling Services	3.90(1.28)	4.26(0.86)	4.32(0.87)
2.Career Planning Services	3.46(1.22)	3.94(0.88)	4.17(0.84)
3.Educational Services(Information - based services)	3.48(1.34) 4.10(1.09)	4.11(0.98) 3.90(0.83)	4.18(0.79) 4.09(0.89)
4.Academic development Services	4.13(1.12)	3.69(0.91)	3.98(0.89)
5.Consultation Services	4.08(0.94)	3.87(0.83)	4.18(0.77)
6. Referral Services			
Total mean score	**3.85(1.16)**	**3.96(0.88)**	**4.15(0.84)**

From the information displayed in Table 5.2, above, and with regard to the category of services described as "counselling services" learner-participants' scale mean response score is 3.90, teacher-counsellors', 4.26, and principals' 4.32.

In terms of rank order of priorities or the importance by which these services were considered by the participants, learners' priorities for /or the importance of the services they agreed to as characteristic of the Namibian school counselling programme, in descending order, are: consultation, academic development, referral, counselling, educational services and career planning services. On the other hand, teacher-counsellors' priorities for/ or importance of the services that they agreed characterized the Namibian school counselling programme, in descending order, are counselling services, education services, career planning services, academic development services, referral services, and consultation services. In the case of principals, their priorities for services they agreed characterized the Namibian school counselling programme, in descending order, are counselling services, educational services, referrals, career planning services, academic development services and consultation services.

These results indicate that all the three population groups agreed that counselling services characterized the Namibian School Counselling Programme, although the principals and the teacher-counsellors were stronger in their agreement than the learners. . Academic development service prioritized by learners as second most important was prioritized by teacher-counsellors and principals as fourth and fifth most important respectively. Counselling services, career planning services, and academic development services all received high priorities but differently by the learners, principals and teacher-counsellors.

Table 5.3: Participants' mean response scores on the availability of resources for the Namibian School Counselling Programme

Resources available for the implementation of school counselling programme	Learners	Teacher Counsellors	Principals
Human Resources			
Teacher-counsellors	2.21(0.94)	2.80(0.55)	2.85(0.51)
Teachers	2.07(0.79)	2.54(0.71)	2.53(0.76)
School social Workers	1.94(0.90)	1.71(0.77)	1.85(0.86)
School Nurses	1.46(0.70)	1.45(0.76)	1.61(0.88)
Financial resources			
Special budget	1.35(0.52)	1.43(0.69)	1.27(0.630
Financial support	1.48(0.62)	1.67(0.81)	1.83(0.92)
Counselling Materials	2.04(0.81)	2.70(0.64)	2.81(0.54)
Career information handbook	1.97(0.81)	2.06(0.77)	2.44(0.74)
Career/job brochures	1.78(0.69)	2.39(0.76)	2.65(0.67)
Counselling manuals	1.98(0.74)	2.86(0.460	2.92(0.35)

University and Polytechnic brochures/Flyers	1.67(0.77)	2.01(0.89)	2.42(0.85)
Life skills textbooks	2.79(0.62)	2.83(0.48	2.91(0.41)
Facilities			
Counselling room	1.57(0.80)	2.01(0.97)	1.60(0.89)
Lockable cabinet file	1.77(0.80)	1.49(0.77)	1.54(0.85)
Career room/library	2.45(0.83)	2.00(0.93)	1.75(0.90)
Display board for educational/career information	1.93(0.85)	1.65(0.87)	1.58(0.88)
Political resources	1.78(0.66)	2.41(0.80)	2.63(0.69)
Government circulars or policies	1.67(0.70)	1.90(0.87)	1.9290.87)
Newspaper articles	1.71(0.70)	2.06(0.83)	1.84(0.88)
Materials or conference papers	1.71(0.71)	1.63(0.74)	1.71(0.84)
Materials or documents related to Parliament Acts	1.92 (0.55)	2.13(0.47)	2.2.(0.51)
Total mean score			

With regard to teachers as important human resources for the Namibian school counselling programme, learners mean response score is 2.07, teacher-counsellors', 2.54, and principals', 2.53 to indicate that all the three population groups considered teachers to be another type of human resources available for the implementation of the Namibian school counselling programme.

For the social workers as human resources available for the effective implementation of Namibian school counselling programme, learners' mean response score is 1.94, teacher-counsellors', 1.71; and principals' 1.85 to indicate that all the three population groups did not seem to be aware of Social Workers as human resource available for the implementation of the Namibian School Counselling Programme.

Concerning School Nurse, learners' mean response score is 1.46, teacher-counsellors', 1.45, and principals', 1.61. These results indicate that all the three population groups seemed not to be aware of the availability of School Nurses for the implementation of Namibian School Counselling Programme.

Regarding **financial resources,** that is, in terms of whether or not Namibian school counselling programme gets a budget or receives special fund, learners' mean response score is 1.35, teacher-counsellors'1.43, and principals' 1.27 to indicate that all the three population groups were not aware of any budget or special monetary allocation for the Namibian School Counselling programme. On financial support from non-governmental organizations, learners' mean response score is 1.48, teacher-counsellors', 1.67, and principals', 1.83, also indication that the participants were generally not aware that Namibian school counselling programme received financial support from any source although the principals' scores may be suggesting some awareness by the principals of some sources of funding for

the school counselling programme although this may not be significant enough.

In terms of **political resources,** with regard to participants' awareness of government's policies, pronouncements, or circular letters on the Namibian school counselling programme learners' mean response score is 1.78, teacher- counsellors' mean score is 2.41and principals' mean score is 2.63to   mean that learners were not aware of any political resource for Namibian school counselling programme. Concerning legislations or Act of Parliament   regarding school counselling programme learners' mean response score is 1.71, teacher-counsellors', 1.63, and principals', 1.71 and all these three population groups' mean response scores indicate that materials or documents related to Acts of Parliament on school counselling programme were not available in schools.

School counselling programme learners' mean response score of 3.05, teacher-counsellors', 3.52 and principals', 3.89 for counselling service are indications that the three population groups agreed that counselling services were fairly effectively being implemented by the Namibian School Counselling Programme. Learners' mean response score of 3.05 which is just on the mid-point (3) may be an indication that the learners considered the effectiveness of the counselling service as barely satisfactory or not sufficiently satisfactory to them.

Concerning career planning services, learners' mean response score is 3.25, teacher-counsellors', 3.71 and principals', 3.99. These results could mean that the three population groups agreed that career planning services were fairly or moderately effectively being implemented by the Namibian School Counselling Programme

In terms of groups' comparisons teacher-counsellors and principals' orders of effectiveness of the school counselling programme activities or services are similar while learners' order is different with academic development services being considered as the most effective service being implemented by the Namibian school counselling programme.

Table 5.4: Participants' mean response scores on the effective implementation of activities /services characterised the Namibian School Counselling Programme

Sections on the questionnaire	Response Scores of groups of participants in means and standard deviations		
Effectiveness of the services of the Namibian school counselling programme	Learners	Teacher-counsellors	Principals
1.Counselling Services	3.05(1.40)	3.52(1.15)	3.89(0.87)
2. Career planning services	3.25(1.16)	3.71(1.00)	3.99(0.82)
3.Education/ information based services	3.48(1.30)	4.11(0.98)	4.18(0.79)
	3.80(1.31)	3.68(1.01)	3.96(0.80)
4. Academic development services	3.47(1.34)	3.21(0.98)	3.49(0.93)

5.Consultation Services	3.45(1.80)	3.44(0.93)	3.80(0.88)
6.Referrals services	3.85(1.16)	3.96(0.88)	4.15(0.84)
Total mean score			

Regarding the participants' opinions as to the effectiveness of the services of the Namibian school counselling programme learners' mean response score of 3.05, teacher-counsellors', 3.52 and principals', 3.89 for counselling service are indications that the three population groups agreed that counselling services were fairly effectively being implemented by the Namibian School Counselling Programme. Learners' mean response score of 3.05 which is just on the mid-point (3) may be an indication that the learners considered the effectiveness of the counselling service as barely satisfactory or not sufficiently satisfactory to them.

Concerning career planning services, learners' mean response score is 3.25, teacher-counsellors', 3.71 and principals', 3.99. These results could mean that the three population groups agreed that career planning services were fairly or moderately effectively being implemented by the Namibian School Counselling Programme. Educational services or information dissemination service received mean response scores of 3.48 (learners), 4.11 (teacher-counsellors) and 4.18 (principals). This could be an indication that all the three population groups agreed that Educational services are being very effectively implemented by the Namibian school counselling programme. In respect of academic development services, learners' mean response score is 3.80, teacher-counsellors', 3.68, and principals, 3.96 indicate that all three population groups agreed that career development services are being fairly moderately effectively implemented by the Namibian school counselling programme. Consultation services with learners' mean response score of 3.47, teacher-counsellors', 3.21, and principals', 3.49 indicate that all three population groups agreed that consultation services are fairly effectively implemented by the Namibian school counselling programme. Referrals services received learners' mean response score of 3.45, teacher-counsellors', 3.44 and principals', 3.80, again indicating that referral services are also only fairly effectively being implemented by the Namibian school counselling programme.

Comparing population groups' responses, the results revealed that learners were of the view that academic services, education or information services, consultation, referrals, career planning services, and counselling services, in that descending order of effectiveness, were being implemented by the Namibian school counselling programme. Teacher- counsellors considered education or information services, career planning services, /academic or educational development services, counselling services, referral

services, and consultation services, in that descending order of effectiveness, as being implemented by the Namibian school counselling programme.

Principals' mean response scores revealed that education or information services, career planning services, academic development services, counselling services, referral services, and consultation, in that descending order of effectiveness, as being implemented in the Namibian school counselling programme. In terms of groups' comparisons teacher-counsellors and principals' orders of effectiveness of the school counselling programme activities or services are similar while learners' order is different with academic development services being considered as the most effective service being implemented by the Namibian school counselling programme.

Table 5.5: Participants' response scores on the beneficiaries of the Namibian School Counselling Programme

Beneficiaries of school counselling programme	Learners	Teacher Counsellors	Principals
Learners			
Parents	3.60(1.39)	4.51(0.81)	4.67(0.83)
School Management	3.05(1.46)	3.66(1.04)	4.23(1.00)
Teachers	3.76(1.19)	3.73(1.06)	3.97(0.93)
Social Workers	3.73(1.30)	3.97(1.00)	4.07(0.79)
Total mean score	3.24(1.41)	2.90(1.25)	3.24(1.19)
	2.04(0.42)	**2.47(0.40)**	**2.69(0.39)**

Participants' responses regarding learners as beneficiaries of Namibian school counselling programme revealed learner participants' mean response score to be 3.60, teacher-counsellors' 4.51, principals' as 4.67. This is an indication that learners considered themselves to benefit only moderately while the two other population groups (teacher-counsellors and principals) considered that learners benefitted the most or maximally from the Namibian school counselling programme.

Responses in terms of parents as beneficiaries of Namibian School Counselling Programme revealed, learners' mean response score of 3.05, teacher-counsellors', 3.66, and principals', is 4.23. This is an indication that both learners and teacher-counsellors considered that parents benefitted moderately whereas the principals considered that parents benefitted maximally from the Namibian School Counseling Programme.

Regarding School Management, learners' mean response score is 3.76, teacher-counsellors', 3.73, principals', is 3.97, and these results imply that all the three population groups agreed that School Management staff benefitted moderately from the Namibian School Counselling Programme. In the case of teachers as beneficiaries of Namibian School Counselling Programme, learners' mean response score is 3.73, teacher-counsellors', is 3.97, and principals', is 4.07. These results indicate that all the three population groups were unanimous in their opinions that teachers benefitted

only moderately from the Namibian School Counselling Programme. In terms of Social Workers, as beneficiaries of Namibian School Counselling Programme, learners' mean response score is 3.24, teacher-counsellors' mean response score is 2.90, and principals' mean response score is 3.24, and this means that teacher-counsellors indicated that Social Workers benefit very little while learners and principals indicated that Social Workers benefit moderately from the Namibian School.

Table 5.6: Participants mean scores on satisfaction of stakeholders with the Namibian School Counselling Programme Services

Sections on the questionnaire	Response Scores of groups of participants in means and standard deviations		
Satisfaction of stakeholders with Services of the Namibian School Counselling Programme	**Learners**	**Teacher-Counsellors**	**Principals**
1. Counselling Services	3.90(1.28)	4.26(0.86)	4.32(0.87)
2.Career Planning Services	3.10(0.61)	3.08(0.57)	3.28(0.55)
3.Educational Services (Information -based services)	3.48(1.34)	4.11(0.98)	4.18(0.79)
4.Academic development Services	4.13(1.12)	2.91(0.59)	3.18(0.58)
5.Consultation Services	4.08(0.94)	3.69(0.91)	3.98(0.89)
6. Referral Services	3.14(0.51)	2.94(0.54)	3.10(0.49)
Total mean score	**3.63(0.96)**	**3.49(0.74)**	**3.67(0.69)**

Participants' responses regarding their satisfaction with implementation of counselling services of the Namibian School Programme revealed mean response scores of 3.90 for learners, 4.26 for teacher-counsellors and 4.32 for principals. These results indicate that the three population groups expressed satisfaction with counselling service as being implemented by the Namibian School Counselling Programme. While the learners expressed fairly moderate satisfaction the teacher-counsellors and the principals were very satisfied with the counselling services as being implemented by the Namibian School Counselling Programme.

With regards to career planning services, learners' mean response score is 3.10, teacher-counsellors' mean score is 3.08, and principals' mean score is 3.28, These results indicate that the participants were only moderately satisfied with the implementation of the career planning services of the Namibian School Counselling Programme.

Educational or Information dissemination services of the Namibian School Counselling Programme received mean satisfaction response scores of 3.48 for learners, 4.11 for teacher-counsellors and 4.18 for the principals. The results indicate that while learners were only moderately satisfied teacher-counsellors and principals were very satisfied or expressed very strong satisfaction with education or information dissemination services of the Namibian School Counselling Programme. In terms of academic

development services, learners' mean response score is 3.26, teacher-counsellors' mean score is 2.91, and principals mean score is 3.18. By these results the teacher-counsellors seemed not to be satisfied while the learners and the principals were moderately satisfied with academic development services of the Namibian School Counselling Programme. On Consultation services, learners' mean response score is 4.08, teacher-counsellors', 3.69, and principals', 3.98 to indicate that while learners were very satisfied with the consultation services, the teacher-counsellors and the principals were only moderately satisfied. Referral services received mean satisfaction response scores of 3.14 (learners), 2.94 (teacher-counsellors) and 3.10 (principals). This means that while learners and principals were moderately satisfied with the referral services; teacher-counsellors, however, were dissatisfied with the referral services offered by the Namibian School Counselling Programme.

QUALITATIVE DATA FINDINGS AND DISCUSSIONS

The study found that the Namibian school counselling programme has three main sets of objectives that of academic or educational, career and personal social development of learners.

Academic/educational development objective

The participants reported that a major or very important role they considered the Namibian school counselling programme to be performing is that of helping learners in their study and to perform well academically by supporting them to develop good and healthy attitudes toward their school work. Participants reported various descriptions of the academic or educational development objective of the Namibian school counselling programme and these include assisting learners to learn to study privately, develop study habits, develop skills in listening attentively while in class, develop skills in note-taking, to be capable of forming study groups to help one another, to develop skills in time management, skills in preparing for examination and in ability for reducing examination anxiety, good communication skills and assertive skills to enable them request for assistance or seek clarification from their teachers when in difficult situations as well as to learn to spend leisure time appropriately, spend time to exercise and to relax as good strategies for effective studying.

Excerpts from individual interview and focus group interview transcriptions regarding participants' descriptions of the academic and or educational development objective of the Namibian school counselling programme are as follows:

Participants described the **academic/educational development objective** of the Namibian school counselling programme as follows:

 " *school counselling programme services help us[learners] to succeed to pass very well in schools…"[learner 5]*
 "…… ………"if a child has problems..[she/he]…. will not study hard, but if she/he gets help will be able to perform well in school"[Teacher-counsellor 8].
"to assist children who have got physical problem, or psychological problem or perhaps any other problem……. that may constitute barriers to learning'[principal 1]
"….. to counsel children so that they can achieve the educational goals"[parent1]

Personal/social development objective

In terms of personal and social development objective of the Namibian school counselling programme, the participants reported that they considered this to be: to help learners become aware of themselves, particularly with regard to knowing their personality characteristics including their abilities, skills, interests, drive, motivation, their assets and liabilities or what is going right and what is going wrong in their lives. Participants also reported that they considered the Namibian school counselling programme to help learners develop disciplined rule-guided behaviors, attitudes and values, to respect themselves and others as well as to have ability to lead healthy lifestyles. Development of good communication skills and interpersonal relationship including friendship skills also feature in the responses of participants regarding personal and social development objective of the Namibian school counselling programme.

Excerpts from individual interview and focus group discussion transcriptions regarding participants' reports on the personal-social development objective of Namibian school counselling programme are as follow:
Participants described the personal/social3- development objective of the Namibian school counselling programme as follows:
" the programme promotes good social conduct among us[learner 1]
"the school counselling programme gives assistance to learners on how to help themselves"[TC7]
"to counsel learners as they experience emotional problems and challenges that they have experienced in life"[principal 2]
"if your heart is not having peace, if you encounter problems in your life, if there is something that prevent you from listening like in a case of learners.[counselling can help you to succeed] *[parent 3]*

Career development objective

The participants described the career development objective of the Namibian school counselling programme variously including that the school counselling programme assisted learners in planning and preparation for future careers, and in knowing what subjects contribute to which careers so that they can select appropriate subjects to study for their matric in preparation for future careers. Participants also reported that the Namibian school counselling programme aimed at helping learners in making appropriate transition from school to work or to further education, taught learners to recognize their career interests and skills for different jobs and assisted learners to search for job information, write curriculum vitae and attend interviews.

Excerpts from individual interview and focus group discussion transcriptions regarding the responses of participants on career development objective of the Namibian school counselling programme are:
Participants described career development objective of the Namibian school counselling programme as follows:
"*to help direct learners to find the right career after completing their education . … [learner 3]*
" *……attend career fairs as learners are taken to places such as Multi-Purpose Youth Center (MPYC) where they are able to learn different careers"[TC6]*
"*…to help learners develop an understanding of the importance of school subjects for career choices"[principal 2]*
"*develop skills to achieve career goals"[parent5]*

Activities/services of school counselling programme

The activities and or services participants reported to be carried out by the Namibian school counselling programme in order to achieve the objectives of the programme are: counselling service, information dissemination and or education services, consultation (with teachers and parents), career development services, curriculum support and academic skills development services, orientation, referral and a number of other non-educational services.

Counselling service

Participants reported that teacher-counsellors in Namibian schools often engage with learners, parents and teachers either on individual one-on-one basis, as in personal counselling, or on small group bases (family group) in an attempt to address various problem situations. For instance, it was reported that teacher-counsellors were known to meet with learners to hold one-on-one private conversation in the teacher-counsellors' offices where

they would talk about learners' pressing personal problems or concerns and sometime to provide learners with information on educational or career opportunities

Participants' reports on Namibian school counselling services were, however, not only on individual one-on-one counselling. Most school counselling activities were said to be education or information-based which were delivered through knowledge and or skilled-based experiential programmes as in workshops, talk shows, or seminars conducted by teachers, school nurse, teacher-counsellors and some community-based agencies. Reported under the auspices of counselling service are school-based but community-based agencies assisted programmes like "Window of Hope" and "My Future is My Choice" programmes. Such programmes include those for providing learners with education or information, for example, on HIV and AIDS or health education, drugs or substance abuse or on general advice about how to maintain good behaviors or disciplined rules-guided behaviors and to develop healthy lifestyles.

Excerpts from individual interview and focus group discussion transcriptions regarding the counselling services of the Namibian school counselling programme as reported by the participants of this study are as follow:
Participants' responses on the counselling services/activities of the Namibian school counselling programme are:
"we come together as a group and teachers or nurses advise us to stay away from alcohol and drugs"[learner3].
"the counsellor put up some clubs where learners can spend more time to discuss issues of concerns"[TC6]
"when a child has a problem he/she goes to this specific life skills teacher and have individual counselling session" [principal 3]
".... girls clubs initiated at school....female learners reported about getting information on reproductive health issues"[parent 4]

Career Planning Services

Participants reported on certain educational services (information and skills-based) of some non-governmental organizations which are coordinated by the Namibian school counselling programme. These educational services are offered in schools and are geared towards assisting learners to gain skills for decisions making, career choices and planning or building for the future. Some of these educational activities and or services include career fair and field trips or career excursions organized to educate or provide information to learners on careers and further education opportunities, and to help learners to develop skills in choosing appropriate school subjects in relation

to careers of their interests, in searching for jobs, writing curriculum vitae and attending job interviews.

Excerpts from individual interview and focus group interview transcriptions relating to career planning services are as follow:

Participants' responses on the career planning services of the Namibian school counselling programme are:

"…*guidance education and career orientation that took place at schools; for instance, Career Fair where we are exposed to various career opportunities"[learner 5]*

"……*Regional School Counsellors visit schools to give talks and to motivate learners to study hard and choose appropriate subjects"[TC 9]*

"organize group meetings for the learners to find and choose subjects relevant to their career interests   or what they like doing most"[principal 1]

"…. arrange field trips to nearby business to help learners…..[get firsthand experience][parent 3]

Education Services (Information-based services)

An important approach to school counselling adopted by the Namibian schools is to offer education or information-based services geared towards development of life skills essentially through the curriculum. Thus, there are specialized school subjects meant to inform on and to assist in acquisition of knowledge, attitudes and values about various environmental opportunities. Such school subjects include Life skills and Health Education. Participants also reported on education and or information-based activities which are conducted in workshops, talks, club meetings and even school assembly which also serve as avenues for information dissemination and teaching of life skills. Some of these services are also reported to be offered in schools by non-government organizations but coordinated by teacher-counsellors or Life-skills teachers.

Excerpts from individual and focus group interview transcriptions related to education or information-based services are:

"*dramas and role plays, taught us prevention against diseases, resist anti-social behaviors and to live healthy life styles"[learner 5].*

"*we used to tell them [learners] and inform them what is right and wrong and also to help them make informed decisions.[TC 4].*

"*I can say is also the services that we render to our learners is we have got this program of MY Future is MY Choice- which is now being incorporated in the life skills program and is also part of the School Counselling Programme."[principal 3].*

"*children said they are taught by teachers in the classrooms on how to behave and how to be in life and give them advice on how to choose relevant careers"[parent 3].*

Academic development services

Participants considered the most important goal of Namibian school counselling programme to be the development of academic skills in the learners. Therefore, as priority, are special services which participants reported that are specifically organized to act as academic support and to help learners develop study skills, make notes, manage their time, prepare for examinations and to develop favourable attitudes and values for regular school attendance and to avoid failure in the school. Some of these activities are offered by community-based   non-governmental organizations but under the auspices of the Namibian school counselling programme and therefore are offered in schools for learners to learn to study together as a team, and to form study groups to help one another. Excerpts from individual interview and focus group interview transcriptions in relation to academic development services of the Namibian school counselling programme are as follow:

"teacher-counsellor organize after school hours meetings for us to discuss problem solving skills" "[learner 6]

" teacher-counsellors organize discussions with learners to teach them how to develop and apply effective study skills"[TC 1]

"…run a counselling group for learners on topics related to academic development and achievement"[principal 1]

 "..Teacher-counsellors educate learners on how to overcome test anxiety by demonstrating relaxation techniques"[parent 1]

Consultation Services

Participants reported that teacher-counsellors consult with other service providers such as nurses, for health related issues and Social Workers, for social welfare related matters (such as grants and financial support for low income families). Participants further reported that due to high prevalence of violence in schools, teacher-counsellors liaise with Police Officers to come to schools to address learners on alcohol and drug abuses. Teacher-counsellors organize parents' meetings to discuss and share information on how best parents could interact more effectively with their children at home. Participants reported that teacher-counsellors also consult with teachers to give them technical assistance on how to improve communication with learners and to develop appropriate interventions and instructional strategies to assist learners. They further revealed that teacher-counsellors consult with community-based organizations, such as the RED CROSS, to help provide schools with the First Aid Kits and to provide information on health-related issues and how to maintain good healthy life styles to learners. Excerpts from individual interview and focus group interview transcriptions in relation to consultation services of the Namibian school counselling programme are as follow:

"consult with nurses and social workers and any other services providers in the community to discuss about danger of drug use"[learner 5]
"organising groups of parents or other family members on how to deal best with learners-' developmental challenges"[TC 3]
"……….[teacher-counsellors] presenting in-service training programme on how to improve the school as an organisation"[principal 1]
"follow-up…with social workers on social grants applications Orphans and Vulnerable Children(OVCs) and investigate why acquiring national documents is a problem to many orphans"[parent 1]

Referral services
        Participants reported their awareness of the use of community resources for the effective implementation of the Namibian school counselling programme. In particular, in cases where teacher-counsellors, or the school as a whole, are limited or are unable to provide certain services needed in schools learners are directed to appropriate community agencies with appropriate expertise or resources. Participants further reported that due to diversity of problems and challenges in the society today, teacher-counsellors cannot handle all the challenges they face; hence they refer counselling cases to community agencies and experts in appropriate areas where help may be needed by the school or the learners.   Participants indicated further that, in order to work with ease, teacher-counsellors make sure they maintain appropriate referral network with personnel such as Social Workers, Nurses and Community Agency personnel to address some learners' issues. Participants revealed that low income families, orphans and vulnerable children often get referred to Social Welfare Institutions for basic non-educational services such as social grant services, financial support and supply of other services to meet basic needs of learners. The reports by the participants also indicate that abused learners are referred to Women and Child Protection Unit in the Ministry of Gender and Child Welfare.
Excerpts from individual interview and focus group interview transcriptions regarding participants' responses on referral services of the Namibian school counselling programme are as follow:
….".teacher-counsellors refers families to outside agencies for special assistance or various forms of support in exceptional cases"[learner 8]
"Women and Child Protection Unity in the Ministry of Gender and Child Welfare deals with all types of abuses, so any one can be referred there"[TC 1]
…"through counselling services, learners are also referred to doctors for medical examination"[principal 2]
" abused learners are referred to Women and Child Protection Unity in the Ministry of Gender and Child Welfare"[parent 1]

Resources available for the implementation of the school counselling programme in schools

The participants were asked to report on their awareness of the resources available for the Namibian school counselling programme by indicating the people who are involved in the implementation of the Namibian school counselling programme, and for who the programme is meant.

Human resources

In terms of human resources participants reported on the people they were aware of as being involved in the school counselling programme. Those identified by participants include teacher-counsellors, life skills teachers and other teachers, as well as the school principals. A school principal was considered the main person to oversee the school counselling programme as the overall head of all the school's programmes. While all teachers are involved, in one way or the other, a teacher-counsellor is particularly designated to run the school counselling programme. Teacher-counsellor conducted individual counselling and assisted in running group education meetings and workshops. Generally the classroom teachers' role in the school counselling programme is largely as referral source or to identify learners with problems and to refer the same for counselling to the teacher-counsellors.

Excerpts from individual interview and focus group interview transcriptions regarding Human resources available to Namibian school counselling programme are as follows:

"*teachers and principals are involved in regular dissemination of information either in the classroom or in the school assembly or club meetings for educating about sexual transmitted infections(HIV) drug education and they can also contribute to the fund" [learner 11]*

"*learners are being involved because they are the ones to be educated about sexual transmitted infections:[TC 6]*
"* there are officials appointed [Regional School Counsellors] who visit schools from time to time and to encourage learners to behave well and" [principal 3]*
"*teachers –counsellors are the ones implementing the programme, yes again the principals and the Heads of Departments assist in the implementation of counselling services help" [parent 4]*

Financial and material resources and infrastructural facilities

Concerning financial resources, participants reported that financial resources play important role in the implementation of the Namibian School

Counselling Programmes. However, they reported that they were not aware of any specific budget or special money allocation to schools for the implementation of school counselling programmes. With no budget allocation for school counselling programme participants were of the opinions that this has negatively impacted on the resources, facilities and materials available in schools. For instance, the participants reported that there were not enough teacher-counsellors and no separate room for individual counselling with learners. Participants further revealed that there was shortage of infrastructure and many schools have overcrowded classrooms. They added that shortage of display boards for careers information resulted in many learners not knowing which careers to follow and lack of lockable cabinet files compromised confidentiality of counselled learners.

Excerpts from individual interview and focus group interview transcriptions regarding financial resources available to Namibian school counselling programme are as follow:

1. Budget
"i am not sure of any budget"[learner 6]
Ministry introduces Universal Primary Education" [free primary education introduced][TC 6]
"no budget, but we can solicit funds from outside sources Red Cross to help out needy children"[principal 3]
"...the Ministry of Education pay for school feeding scheme food for learners"[parent 1]

2. Materials
"career manuals, posters and pamphlets are not enough for all of us"[learner 9]
*Ministry introduces Universal Primary Education" [*free primary education introduced*][TC 6]*
"resource includes counselling pamphlets"[principal 3]
"learners do not have adequate materials to use I school"[parent 4]

3. Infrastructure
"overcrowded classrooms and no rooms for private discussion with the teacher-counsellor"[learner 5]
"…..no counselling room available"[TC 2]
…"shortage of rooms is a big problem"[principal 1]
"buildings are lapidated"[parent 5]

Political resources

Participants reported that the political resources play an important role in the effective implementation of the Namibian School Counselling Programme. They indicated that political leaders profess interests and support for the implementation of School Counselling Programme by endorsing legislations and Acts, the School Counselling Programme achieve its intended goals. They further reported that the Ministry of Education has introduced Education Act (Act 16 of 2001), Orphans and Vulnerable Children, Life skills and Learner Pregnancy policies to assist in the implementation of school counselling programme by providing services to meet basic needs of learners which indirectly make school environment conducive and motivate learners towards improved performance. Moreover, some participants indicated that little information is received by schools for example circulars and some other legislation information.

Excerpts from individual interview and focus group interview transcriptions regarding political resources available to Namibian school counselling programme are as follow:

"school principals inform us about the policies and school rules during the assembly time"[learner 6]

"we have circular on Life Skills and Legal documents like Education Act (Act 16 of 2001) and Public Service Act (Act 13 of 1995"[TC 12].

", we got circulars, Acts and Legislations that we need at school timely"[principal 2]

…"Teenage pregnancy policy is controversial"[parent 2]

Beneficiaries of school counselling programme services

School Counselling Programmes are implemented with the intention to benefit people who are receiving them. Thus, participants were asked to report on people who they considered were benefiting from the Namibian School Counselling Programme. They reported that while learners were regarded as the primary beneficiaries of the School Counselling Programme, other stakeholders like teachers, parents, and other educational officials were also reported to be benefiting from the Namibian School Counselling Programme. Participants reported that parents and guardians do benefit especially when they had to be called in and talk with the school teacher-counsellors in cases where their wards are experiencing problem situations, Participants also reported that in such cases parents are guided on how to improve communication with their children at home and also provided with proper behavior management strategies. Teachers benefited in the assistance they receive for developing appropriate instructional strategies and better ways to address problematic learners in class (classroom behavior management strategies). They further reported that principal's benefit from

the skills development that lead to improvement of a school. Finally, they indicated that the primary beneficiaries, the learners, learn to become better citizens and contribute to the country economic development.

Excerpts from individual and focus group interviews regarding participants' views on the beneficiaries of the Namibian school counselling programme are as follow:

"beneficiaries are both learners and teachers"[learner 7]

...teachers benefit appropriate instructional strategies and better ways to deal with problematic learners in class"[TC 8]

, …. teachers and parents and other teaching staff also benefit"[principal1]

"even teachers are benefitting because if they can get counselling from the teacher- counsellor at school" [parent3]"[parent 2]

Satisfaction of stakeholders with the services of the Namibian school counselling programme

The participants reported that they were generally satisfied with the school counselling programme. They indicated that they were satisfied with personal/social development as this service helped learners to better address their emotions and feelings. They mentioned that learners were able to express their emotions in a more appropriate and acceptable manner. Learners benefited as they were assisted to develop disciplined behaviors and maintain better healthy interpersonal relationships and relate well to other learners of opposite sex. Participants further reported that learners after being counselled, they change their behaviors and schools become better places for both teachers and learners. Most of the learners behave well in class and acquired relevant skills to approach examinations. Participants reported that learners were exposed to career information and they were well prepared to make sound informed decisions. They also reported that orientation of learners to various career options enabled learners to have information on different careers available in the labour market. Participants further reported that learners developed listening skills that help them concentrate in class and resulted in better performance. They also learned better approaches to examinations and tests. They were also satisfied that the curriculum is responsive to social evils prevailing in the Namibian society. The learners were performing well academically in schools. In addition, participants indicated that they wanted counselling to be implemented in all the schools in Namibia. They also indicated that they wanted to see more teacher-counsellors appointed in schools as well as more counselling centers in different constituencies to enhance more access to counselling. Participants, particularly parents wanted to be more involved in the programme and educated on the value of school counselling programme.

Excerpts from individual interview and focus group interview transcriptions regarding participants' satisfaction with the Namibian school counselling programme are as follow:

"On my side, I am also satisfied in the role the school counselling programme is playing in fulfilling the country's educational objectives [learner 4]

" i am satisfied in the fact that these services help learners to be career oriented"[TC 11]

"misbehaving learners when counseled they changed and become better learners ,so, I am happy that school counselling services effect change in learners' behaviors"[principal 3]

*"..... I am happy and thankful for it [*school counselling programme*][parent1]*

Challenges experienced by the beneficiaries of school counselling programme services

An important challenge reported is the shortage of teacher-counsellors in schools to implement the programme. With few teacher-counsellors there were more learners to a teacher-counsellor. The teacher-counsellors found it difficult if not impossible to cope with the services in as efficient and effective ways as possible. Participants further reported that limited information/education materials in schools, shortages of infrastructures and lack of financial support affected the effective implementation of the Namibian School Counseling Programme. Participants, particularly parents, reported that they did not yet fully understand services that the Namibian School Counselling provide; therefore, they requested for educational and awareness programmes campaigns to share valuable information.

Excerpts from individual interview and focus group interview transcriptions regarding participants' views on the challenges affecting the implementation of the Namibian school counselling programme are as follow:

...there are more beneficiaries than the services can cope with. Therefore services not very efficient and effective" [principal 3]

"shortages of infrastructures"[TC 4]

"financial limitation [TC10]

"parents yet to fully understand services school counselling programme provide '[parent 1]

Concluding Remarks

The study investigated selected stakeholders' perspectives on the Namibian School Counselling Programme in terms of the objectives of the programme, the services that characterized the programme, the resources available for the implementation of the programme and the beneficiaries of the programme. In developing countries like Namibia, lack of resources serves as the major setback to effective implementation of school counselling programme services. Shortage of resources, specifically financial resources is the dominant hindrance of the proper implementation of school counselling programme as all participants unanimously agreed that lack of budget to fund school counselling programme services impeded the effective implementation of counselling services in Namibian schools. Therefore, it is recommended that the government should allocate separate or special budget to school counselling programme. The findings of this study revealed that the teacher-counsellors, who are the main human resources for the implementation of the Namibian school counselling programme, are seriously in short supply. The shortage of teacher-counsellors is not only the problem plaguing the Namibian school counselling programme, but they are also not well trained for their job roles. The study also revealed that there were more beneficiaries than the services could cope with due to the shortage of teacher-counsellors. Thus, the recommendation is that more teacher-counsellors should be appointed and trained if they are to meet the demands of the counselling services' beneficiaries. Without meeting the high demands of the beneficiaries, school counselling programme provision in school will remain insufficient and ineffective. Therefore, it is recommended that the number of learners per school be used as the determining factor for allocating teacher-counsellors to schools, teacher-counsellors should be posted to those schools where vacant posts are not yet filled and awareness raising activities such as information sharing sessions and education campaigns on school counselling programme services be held regularly to educate parents and school community about the functions and importance of school counselling programme services. During these meetings or campaigns teacher-counsellors should be prepared to impress on the general public that their services are essential. They should be ready to sell their services to all stakeholders and parents most of who are yet to fully grasp the value and type of services school counselling programme can provide to them. In developing countries like Namibia, lack of resources serves as the major setback to effective implementation of school counselling programme services. Shortage of resources, specifically financial resources is the dominant hindrance of the proper implementation of school counselling programme as all participants unanimously agreed that lack of budget to fund school counselling programme services impeded the effective

implementation of counselling services in Namibian schools. Therefore, it is recommended that the government should allocate separate or special budget to school counselling programme.

One limitation of the study was that while it might be taken that every region of the country share similar characteristics, the uniqueness of each region cannot be ruled out. This uniqueness of Ohangwena region might have played significant influence on the respondents. It would therefore not be entirely appropriate to generalize the results of this study across Namibia. One recommendation for future research is that, there is a need to investigate the perceptions of students attending tertiary institutions to establish the impacts of school counselling programme on their education or choices of their tertiary institution academic programmes and hence the career choices they are currently pursuing at higher institutions of learning.

Acknowledgement

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