CONDITIONS AFFECTING QUALITY LIVING AND SUCCESSFUL LEARNING IN TERTIARY INSTITUTIONS IN NAMIBIA

Chapter 1: Introduction

1.1 Background to the Study

The Republic of Namibia became an independent state on the 21st of March 1990. Before independence, schooling in Namibia was the privilege of a few. Of those who did go to school, most of them did not go far in their education. Particularly for the black Namibians, education was justified in terms of its vocational utility. Its task was to prepare people for specific jobs, which the colonialists required. With the inception of independence, the onus was on the government of Namibia, as was the case with many other African countries, to consider education as a basic human right, to be available to all people. The government appreciated the fact that to participate effectively in adult life, to be part of a rational community, everyone must be able to understand and communicate with each other. "Basic education like adequate nourishment and health, is to be seen as fundamental to every individual's social well being" (MOEC, 1992). It is in the light of the above that article 20 of the Namibian constitution provides that:

> "*All persons shall have the right of education. Primary education shall be compulsory and the State shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining State schools at which primary education will be provided free of charge.*"

The Ministry of Higher Education, Training, Science and Technology, on its part, has as its goals for higher education equity, quality, democracy and relevance, and goal-oriented management which includes affordability, efficiency and sustainability (Ministry of Higher Education, 1998). In pursuance of this goal, the government, immediately after independence opened the doors of all primary, secondary and the few colleges of education to all Namibians irrespective of race and colour. Many more new schools including the University of Namibia, Polytechnics of Namibia and a number of colleges of education were quickly built. The Institute of Higher Education, a private institution, recognized by the Government of Namibia, which offers professional courses in Business, Accounting, Management and Computer practice, was also established.

The University of Namibia, like its counterparts all over the world, was built to assume responsibility for advanced education and research while the Polytechnic will provide high-level technical and vocational education and training, and sharing some activities and students with the University. The teacher training institutions were expanded to prepare new teachers and to organize the continuing education of teachers already in the service.

The Ministry of Higher Education and the Government of Namibia's vision is for these institutions to provide high quality education to residents in Namibia (MOEC, 1992; Ministry of Higher Education, 1998). The dreams of the Ministry of Higher Education, Training, Science and Technology are (1) That the institutions should maintain recognizable standards in the disciplines and domains of studies that are offered. (2) Lecturers should be of high international standards, with scholarly research publications. (3) The products of Namibia's University and Polytechnic must compare favourably with graduates of other international institutions while ensuring that their trainings are relevant to Namibia's needs.

The institutions were provided boarding facilities, although this may not have been enough to take in all the students who desired them. It is well known that living and learning conditions

in our institutions affect the critical thinking, intellectual development, and aesthetic appreciations of our students (Burnett, 1995; Kuh et al, 1994). Also the environment from which a student comes, the facilities available in the institution (hostel accommodations, classrooms and laboratories, instructors/lecturers, administration, students' affairs, library, transport), and family background, all contribute in shaping the learning experience (University of Namibia, 1998; Mchombu, 1998).

The study, therefore, examined the quality of the living and learning environments, and the utilization of available facilities in the tertiary institutions in Namibia. It specifically isolated those environmental, social and institutional factors that either promote or hinder effective learning and determine the extent to which the factors provide all the students a fair opportunity to complete their courses of study.

This was accomplished by interviewing the students from four tertiary institutions, namely, University of Namibia (UNAM), Polytechnic of Namibia (POLY), Windhoek College of Education (WCE) and the Institute of Higher Education (IHE), on their knowledge of where they live and learn and how relevant they consider their training to Namibia's needs. Quality living was measured by the students perception of suitability of their living rooms for reading (in terms of space, good writing/reading desks and chairs), the lighting conditions, availability of water to drink and shower, cleanliness of rooms (inside and outside), closeness to the campus, availability of transport to school, quietness or otherwise of the environment, sharing of accommodation, security conditions of the environment, quality and quantity of food and the amount of pocket money provided. Successful learning (the outcome of their learning process) was measured by the students' perception of the relevance of the courses they take to their specific needs and the needs of Namibia. This is because outcomes will be different for different students. Although there may be common dimensions but they will be qualitatively different and will involve qualitatively different dimensions for different students (Patton, 1990: 97). The students' year-to-year assessments (results) were also seen to be a suitable indicator of successful learning and were used in the study (Voigts, 1998). Information were obtained from Heads of institutions or Heads of Divisions on the facilities that are available; policies to improve learning environment and relationship between the administration and students.

1.2 Characteristics of the Studied Institutions

1.2.1 University of Namibia:

The University of Namibia Act No. 18, of 1992 established the University in August 1992. Before then, it operated under the Academy, which provided, under one management the University, a Technikon and a College (Republic of Namibia, 1991). The University initially inherited some of the Academy Staff and students. Later, it embarked on Staff Development and Recruitment Programme to upgrade the quality of the staff. Her mission includes the following:

- To serve as a centre of higher learning and research and to train high level specialists in the critical areas necessary for national development;
- To provide facilities which are appropriate to a university characterized by standards of excellence and education which is responsible to the needs of the country, and also which are accessible to all people, regardless of their ethnic background, gender, creed, religion, social status or physical conditions;
- To serve as a repository for the preservation, development and articulation of Namibian values and culture, through the promotion of Namibian history, values and languages;

- To undertake basic and applied research, with a view to contributing to the social, economic, cultural and political development of the people of Namibia;
- To encourage and promote endogenous development of science and technology in the country;
- To serve both rural and urban communities, and provide extension and advisory services to the communities, with a view to uplifting their education and technical know-how;
- To promote national, regional and international unity and understanding;
- To promote and defend democracy, academic freedom, a culture of excellence, debate and constructive criticism, and regular self-evaluation and peer assessment; and
- To safeguard and promote the principle of university autonomy, with a view to providing the appropriate atmosphere and opportunities for scholars to pursue the development of their intellectual potential to the highest level.
  (University of Namibia 5-Year Development Plan, pp.5-6).

The University of Namibia, the only University in the country, has seven faculties and seven centers, namely:

- Faculty of Agriculture and Natural Resources,
- Faculty of Economics and Management Science,
- Faculty of Education,
- Faculty of Humanities and Social Sciences,
- Faculty of Law;
- Faculty of Medical and Health Sciences and
- Faculty of Science
- Centre for External Studies
- Computer Centre
- Henties Bay Marine and Coastal Resources Research Centre
- Language Centre
- Multidisciplinary Research Centre
- University Library and University's Northern Campus

Like most other Universities, a Vice-Chancellor with two Deputy Vice-Chancellors for Academic and Research, and Finance and Administration, head the University of Namibia. The University also has a Registrar.

The University of Namibia has a student population of close to 5000 with campuses at Neudamm and Oshakati. The University enjoins a large foreign student population drawn from the neighbouring SADC countries. Admission is based purely on merit and the number of students to be admitted is determined by the faculties and departments. A student has to score a minimum of 25 points based on subject weighting in five of the subjects passed at the International General Certificate of Secondary Education (IGCSE) or its equivalent, which must include English Languge passed at 'C' grade or better, in order to be offered admission into any programme. There are also Faculty requirements, which has to be met.

There is admission through the Mature Age Entry Scheme. Students admitted through this scheme must be at least 25 years of age on the first day of the academic year in which

admission is sought and should normally have completed junior secondary school education (grade 10) and have a proof of at least five years of relevant work experience which must be related to the proposed study programme. In addition, the applicants must pass the Mature Age Entry test administered by the Institution.

1.2.2 Polytechnic of Namibia:

Both the University and the Polytechnic of Namibia were carved out of what was known as the Technikon, under the apartheid rule. The Polytechnic of Namibia has four schools: School of Business and Management Studies, Legal and Communication and Secretarial Studies, Engineering and Information Technology, and Natural Resources, Hospitality and Tourism. A Rector, Deputy Rector and a Registrar head the institution.

Admission into the institution is also based strictly on merit and subject combinations. A student has to score a minimum of 25 points based on subject weighting in five of the subjects passed at the International General Certificate of Secondary Education (IGCSE). Qualifications of foreign students are evaluated based on the Namibia Qualification Factor (NQF) criteria. There is also admission through the Mature Age Entry programme. Applicants into the Polytechnic through this programme have to be at least 23 years of age with a minimum qualification of Grade 10 and a working experience of at least 3 years. Admission is also purely on merit. The application of these criteria is vigorously guarded to ensure that there are no violations of the principles. There are machineries that have been put in place at various levels to check any such violations.

The Polytechnic of Namibia awards Diploma certificates in the various subject areas although plans are on the ground for the institution to start some degree programmes in specialized areas.

1.2.3 The Windhoek College of Education:

The Windhoek College of Education is one of the four Colleges of Education in Namibia. Charged with producing teachers for the country's pre-primary, primary and junior secondary schools, it awards the Basic Education Teacher Diploma (BETD). The college is headed by a Rector and Vice Rector.

To be admitted into the College of Education, the candidate must be at least 18 years of age; have successfully passed grade 12 examinations with 5 good IGCSE passes including English, or the equivalent; have acceptable passes in appropriate subjects at Grade 12 level for the major and minor areas in which the applicant wishes to specialize; have been interviewed to assess suitability to join the teaching profession.

The admission quota is on the average 150 students every year, which is allocated according to political regions. About 5% of the allocation is distributed using the affirmative action. Preference is given in this regard to the Ovahimba community and the Setswana language groups. Sometimes the entry requirements are lowered for this group. Foreigners within the SADC can be admitted depending on their qualifications.

1.2.4 The Institute of Higher Education

The Institute of Education is an international college of business studies with accreditation from many professional bodies, namely the Association of Business Executive (ABE), United Kingdom, Cyprus Institute of Marketing (CIM) and the Society of Business Practitioners, Lincoln Institute of Technology in Malaysia, amongst others. The Institute was founded in 1993, shortly after Namibia got her independence. It is truly a Namibian indigenous experiment, which is gradually stabilizing. The Institution trains and offers consultancy services in the areas of Business Administration and Management, Sales and Marketing, Banking, Hospitality Studies, Marketing, Computer Studies, Shipping and Insurance. It awards certificates, Diplomas and Postgraduate Diplomas in these subject areas in conjunction with the accrediting bodies. A Director General, who is also the Chief Executive and Chairman of Council, an Academic Advisor and a Registrar, head the Institute.

Admission into the Institute is based purely on merit, the possession appropriate passes in English and Mathematics and the attainment of a minimum of 24 points obtained by adding the number symbols in the subjects passed at the International General Certificate of Secondary Education (IGCSE) or its equivalent. There is also admission by Mature Age Entry Programme. In all cases applicants are made to sit and pass an aptitude test before being offered a place in the Institute.

Students who are unable to meet the entry requirements for admission are registered into the preliminary year programme and have to perform very well in this year to qualify for admission into their desired professional programmes. There are no preferences in admission based, may be, on geographical location, race or colour.

1.3 Rationale for the Study

As earlier stated, the Government of Namibia, in conjunction with the Ministry of Higher Education, had such wonderful vision and made so much sacrifice in establishing, providing facilities and maintaining the tertiary institutions. How well this vision and sacrifice have been or are being translated into results in Namibia's tertiary educational system, needed to be assessed and formed the focus of this study. For example, the report of the task force on (H)IGCSE 1995 results in secondary schools in Namibia revealed that schools which occupy the top quarter of the ranked list have good library and learning resource centres, whereas schools which occupy the bottom half of the ranked list do not have a proper library and resource centre (MBEC, 1996).

This study has provided data on the students' assessment of the various environments where they live and study, and their suitability for successful learning. In addition, it has provided information on the students' participation in the running of the institutions, the availability and suitability or otherwise of library facilities, classrooms, and laboratories for learning; the quality of the lecturers and the appropriateness of their teaching and assessment methods; involvement of government and institutions and communities including parents and guardians in running the institutions and providing bursaries, scholarships and loans to students; the institution's role in providing facilities for out-of-class activities,

encouragement and reward for high performance in academic and other social activities. It has further highlighted those factors that hinder successful learning in the tertiary institutions in Namibia.

The author hopes that these information will be very useful to the Ministry of Higher Education and Government of Namibia in defining their priority areas in the tertiary institutions' funding when preparing and approving the budgets for these institutions. They will also help the institutions in laying down principles on staff recruitments, planning the budget, expanding facilities, laying down rules on students' accommodation in on-campus and off-campus residences under their control and in involvement of students in the governance of the institutions. Other organisations, NGOs, donor agencies and local communities interested in helping the institutions will find the data useful, as they would be able to determine areas where they can assist the institutions

1.4 Research Questions

The study addressed the following questions:

- Are the campus and off-campus residence of our students suitable for living and learning in terms of security, cleanliness, quietness, academic work after classes?
- Are the library facilities, classrooms/laboratories adequate for learning?
- Does the administration allow student participation in the policy formulation and implementation in the institutions, create opportunities for students' involvement in meaningful out-of-class activities, encourage free practice of student unionism, reward excellence in academic and out-of-class performances?
- Are the teachers using effective teaching approaches and are the contents of what are being taught relevant to the student and Namibia's needs?
- How do students perceive the roles of government and parents/guardians in enhancement of successful learning ?
- Is there any correlation between quality living and successful learning?

1.5 Scope of the Study

The study covered all the tertiary institutions located in the Khomas region of Namibia, namely the University of Namibia, Polytechnic of Namibia, Windhoek College of Education and the privately owned Institute of Higher Education. The choice of this region was necessary (1) Because most of Namibia's tertiary institutions are located in this region and (2) To eliminate institutional differences arising from differences in locations where they are cited. There is no doubt that the findings from the study with respect to the Colleges of Education in Windhoek will be a true reflection of what is applicable in the remaining three Colleges of Education in Ongwendiva, Rundu and Katima Mulilo (the tertiary institutions that were left out of the study), since all of them are under the same management - The Ministry of Basic Education, Youth, Sport and Culture.

1.6 Objectives of the Study

The long-term objective of the study is to obtain information on the living and learning conditions of students prevalent in the tertiary institutions in Namibia and to isolate those factors that hinder successful learning so that priority can be given to them in subsequent policy implementations and actions by government and the tertiary institutions.

The short-term objectives are:

- To collect information on the conditions of the environment where our students live with regards to space, furniture, cleanliness, quietness, security, lighting conditions, distance from institution, mode of transport to school, and suitability for reading.
- To determine the relative importance of facilities that are available to students for their academic work namely, classrooms, laboratories, computers, audio-visual aids, library (space, number of books, journals, Internet facilities, services rendered by staff etc), and the adequacy of these facilities for learning.
- To obtain information on the how the administration encourages excellent learning conditions, for example, policies on recruitment of staff, staff welfare, research and community service, reward for excellent performance, student participation in the policy formulation and implementation, student unionism, out of class activities and admission.
- To determine if the numbers of teachers/lecturers are adequate and whether they use effective teaching and assessment approaches.
- To determine the extent of involvement of Government and parents/guardians in encouraging students towards high academic performance through the award of bursaries, scholarships, loans, and parental care.
- To find the correlation between factors that affects quality living and successful learning and regress the outcomes on these quality living and successful learning variables.

1.7 The Structure of the Report

The report will be done in five chapters. Chapter two will contain the methodology, illustrating the choice of sample size and sampling techniques used in the study. In Chapter three, the findings from the study are developed while the fourth chapter will contains the summary of the findings. Chapter five will embody the policy implications and recommendations based on the findings of the study.

Chapter 2: Methodology

2.1 Sampling Technique and Questionnaire Administration

2.1.1 Target Population: The target populations for this study were students in all the tertiary institutions in Namibia, the heads of the institutions and the librarians. There are altogether six such institutions namely:

- University of Namibia located in Windhoek, with campuses in Oshakati, and Neudamn;
- Polytechnic of Namibia, located in Windhoek;
- Institute of Higher Education located in Windhoek, with campuses in different locations in the country;
- Ongwendiva College of Education;
- Rundu College of Education;
- Katima Mulilo College of Education; and
- Windhoek College of Education.

2.1.2 Sample and Sampling Procedure: The sampling units were the registered students of these institutions, the Heads of the Institutions, Registrars and Librarians. Purposeful sampling was adopted in selecting the only university (University of Namibia), Polytechnic of Namibia, and Institute of Higher Education. These are the degree and diploma awarding institutions in Namibia. From the list of Colleges of Education, the Windhoek College of Education was selected because of its proximity to the other selected institutions and to avoid problems of comparing institutions from different locations where noticeable differences may be due purely to differences in the locations.

The method of proportional allocation was used in assigning the sample sizes of students to be interviewed in each institution. Thus about 10% of the total students' population was selected from each of the sampled institutions. This selection procedure gave 506 for University of Namibia, 302 for Polytechnic of Namibia, 134 for Windhoek College of Education and 62 for the Institute of Higher Education; bringing the total sample size to 1004. These sample sizes are very much greater than those recommended by Krejcie and Morgan (1970) but have been chosen to ensure a wider coverage of the units within the target populations. The sample within each institution was allocated in such a way to ensure proportional representation according to on-campus or off-campus residence and years of study. However, first year students were not included in the sample since the information needed required that the student should have spent at least one year in the institution so as to be able to give a good appraisal of the prevailing conditions.

2.1.3 Research Instruments: Two research instruments were used for the study – questionnaire and Semi-structured and open-ended questions. The questionnaires solicited information on:

- The student's mode and place of living and its suitability for living and learning
- The classroom, laboratory and library facilities and their suitability for learning
- The type of financial assistance the students have, their participation in Students' union, out-door activities and their extent of involvement in the governance of the institutions
- The type of family and the level of commitments of government, parents and the community to student's learning

- The type of reward for excellence given to students as incentive for excellent academic performance and in social activities and the use of effective teaching and assessment approaches by the lecturers; etc.

The outcome and success of the students' learning process were measured by the students' grade averages at the end of each year and their personnel perception of the relevance of the courses they are taking to themselves and to the Namibian nation.

The semi-structured and open-ended questions solicited responses on the institutional policies, such as:

- Admission;
- Staff recruitment;
- Staff welfare;
- Research and publications;
- Student unionism;
- Student participation in the governance of the institution;
- Excellent academic performance;
- Student accommodation;
- Provision of library, classroom and laboratories; and
- Students' out – door activities and security of campus accommodations

A pilot study was conducted on a sample of students at the University of Namibia to test the validity and reliability of the instruments. Necessary corrections were later made on the questionnaires before using them for the main study.

2.1.4 Data Collection

The researcher and trained research assistants were involved in the data collection. The research assistants, who were conversant with the institutions and students, administered questionnaires on the sampled students. The research assistants were closely monitored during the data collection by the researcher. In most cases, the questionnaires were administered during the class periods with the permission of the lecturers in charge of the classes and the completed questionnaires collected back from the students. In other cases, the research assistants and the author administered the questionnaires in the students' hostels and waited on the students to complete them. The method reduced non-responses, which normally occurred when questionnaires are given out and respondents are asked to return them later. The response rate in all the institutions was 100 percent because of the method of data collection employed.

The author, in addition, visited the hostel accommodations and classrooms to ascertain the prevailing conditions of the living and learning environments on the campuses.

Apart from administering questionnaires on students, the researcher conducted in-depth interviews with Heads of Institutions or Registrars and Librarians using semi-structured and open-ended questions (University of Namibia, 1997, pp.18-21). These interviews provided data on the facilities, staff welfare, student accommodations and institutions' policies to enhance learning. This information was necessary to facilitate comparison of observed practices with the students' explanations of their pedagogy.

2.1.5 Data Analysis

The structure of the study necessitated two types of data: qualitative and quantitative. The qualitative data were collected from the institutional administrators and from the students, when they were requested to indicate what they consider the institutions can do to improve their living and learning conditions. However, the bulk of the responses from the students were purely quantitative using some rating scales. The qualitative responses from the administrators and librarians were used in validating or contradicting the students' responses.

Using the SPSS 10.0 computer programme, the data were cross-tabulated; Data were analysed using percentages, regression analyses, mean, median, mode, and t-tests.

2.2 Limitations of the Study

It is worthwhile commending the high level of cooperation received from administration, staff and students of the all the studied institutions, namely, University of Namibia, Polytechnic of Namibia, Windhoek College of Education and Institute of Higher Education.

The study was limited to the Khomas region where most of the tertiary institutions are located to make comparisons of existing conditions possible. However, findings can be easily generalized since the other institutions are either campus of those in Khomas region or under the same management as is the case with the Colleges of Education.

In drawing conclusions, the study relied on responses from the Administration and Students of the sampled institutions. I acknowledge that some of this information had no way of being verified. In other cases, however, statistical tests were carried out to enable the researcher reach definite conclusions.

Chapter 3: Findings

The information obtained from study have been analysed and displayed in cross tabulations, along institutional or gender lines, in order to highlight those areas of weakness or advancement of the institutions, as perceived by the students and administrators of sampled institutions. In the tables, the cell entries represent the total and percentages within the gender groupings while the last column gives the overall total and percentages for each variable classification.

3.1 Personal Characteristics

The Table 1 showed the outcome of the interview conducted on 506 students from the University of Namibia (50.4% of the total sample under study), 302 from the Polytechnic of Namibia (30.1%), 134 from Windhoek College of Education (13.3%) and 62 from the Institute of Higher Education (6.2%). Apart from the nine respondents who did not indicate their sex, the Table further showed that 50.6 percent of the respondents were males while 48.5 percent were females.

Table 1: Classification of Student Respondents by Name of Institution and Sex

	Sex of Respondent			Total
Name of Institution	Male	Female	Not Stated	
UNAM	272	233	1	506
	27.10%	23.20%	0.10%	50.40%
POLY	136	160	6	302
	13.50%	15.90%	0.60%	30.10%
WCE	74	58	2	134
	7.40%	5.80%	0.20%	13.30%
IHE	26	36	0	62
	2.60%	3.60%	0.00%	6.20%
Total	508	487	9	1004
	50.60%	48.50%	0.90%	100.00%

A little over fifty percent of the respondents (50.9%) were aged 21-25 years while 39.4 percent were between 15 and 20 years and only 1.4 percent were above 35years (Table 2).

Table 2: Classification of Student Respondents by Age and Sex (All Institutions)

	Sex of Respondent			Total
Age of Respondent	Male	Female	Not Stated	
15-20	180	216	0	396
	35.40%	44.40%	0.00%	39.40%
21-25	280	229	2	511
	55.10%	47.00%	22.20%	50.90%
26-30	32	26	0	58
	6.30%	5.30%	0.00%	5.80%

31-35	9 1.80%	9 1.80%	0 0.00%	18 1.80%
Above 35	7 1.40%	7 1.40%	0 0.00%	14 1.40%
Not Stated	0 0.00%	0.00% 0.00%	7 77.80%	7 0.70%
Total	508 100.00%	487 100.00%	9 100.00%	1004 100.00%

The respondents were requested to indicate their average grade (in percentage) in their various examinations at the end of each year in the institution. These criteria were used as measures of the success of their learning. The information given in Table 3 showed the average academic performances over the students' period of stay in the institution. From the table, it can be seen that 65.4 percent of the students had grades between 60 and 79, 17 percent between 40 and 59, 5.6 percent between 80 and 99 and 1.4 percent scored between 20 and 39. However, 10.6 percent of the respondents refused to divulge information on how they had performed. While 66.5 percent of the males scored between 60 and 79, the equivalent percentage for the females was 64.3.

Table 3: Classification of Student Respondents by Average Score and Sex (All Institutions)

	Sex of Respondent			Total
Average score	Male	Female	Not Stated	
20-39	6 1.20%	8 1.60%	0 0.00%	14 1.40%
40-59	92 18.10%	78 16.00%	1 11.10%	171 17.00%
60-79	338 66.50%	313 64.30%	6 66.70%	657 65.40%
80-99	26 5.10%	30 6.20%	0 0.00%	56 5.60%
Not Stated	46 9.10%	58 11.90%	2 22.20%	106 10.60%
Total	508 100.00%	487 100.00%	9 100.00%	1004 100.00%

The student respondents were requested to indicate the type of family background where they grew up, type of place where they live now and from where they attended lectures, and the location of the place. These factors indirectly affect the learning process. The responses, which are shown in Tables 4-6, revealed that majority of the students (58.3%) grew up under both parents (Table 4).

Table 4: Classification of Student Respondents by Type of Family Background Where Raised and Sex (All Institutions)

Type of family background where raised	Sex of Respondent			Total
	Male	Female	Not Stated	
Under both parents	293	288	4	585
	57.70%	59.10%	44.40%	58.30%
Under my father only	34	19	1	54
	6.70%	3.90%	11.10%	5.40%
Under my mother only	113	104	2	219
	22.20%	21.40%	22.20%	21.80%
Under my step mother	16	12	1	29
	3.10%	2.50%	11.10%	2.90%
Under my Grandmother	48	59	1	108
	9.40%	12.10%	11.10%	10.80%
Not Stated	4	5	0	9
	0.80%	1.00%	0.00%	0.90%
Total	508	487	9	1004
	100.00%	100.00%	100.00%	100.00%

A good percentage of the students (46.4%) lived in the Institutions' campus hostels while 2.8 percent lived in Institutions' rented off-campus hostels. Thus,

	0.20%	0.00%	0.00%	0.10%
Total	508	487	9	1004
	100.00%	100.00%	100.00%	100.00%

Overall, a little over fifty percent (50.8%) of the students lived outside Institutions' managed residence. This is supported by the views shared by the institutions when they emphasized that accommodation is usually given on 'First come, first served basis'. The only exceptions are the senior and foreign students, who are given preferential treatments in the allocation of places.

Close to 80 percent (79.4%) of the students lived and attended classes from an urban environment while 16.8 percent and 3.0 percent lived in semi-urban and rural environment, respectively (Table 6). This high percentage may not be unexpected since the Institutions are located in an urban area.

Table 6: Classification of Student Respondents by Location of Living Environment and Sex (All Institutions)

	Sex of Respondent			Total
Location of living environment	Male	Female	Not Stated	
Urban	418	372	7	797
	82.30%	76.40%	77.80%	79.40%
Semi-urban	75	93	1	169
	14.80%	19.10%	11.10%	16.80%
Rural	11	18	1	30
	2.20%	3.70%	11.10%	3.00%
Not Stated	4	4	0	8
	0.80%	0.80%	0.00%	0.80%
Total	508	487	9	1004
	100.00%	100.00%	100.00%	100.00%

Parents/ Guardians were mostly responsible (56.4%) in paying for the accommodation of the students although many students (37.7%) paid for themselves either from their scholarship or bursary. Employers paid for the accommodation of only 3.5 percent of the respondents. However, in the Windhoek College of Education, accommodation (86.6%) was paid from the bursary/loan/scholarship, which the students got from the government.

About forty-eight percent (48.3%) of the sampled students lived in shared rooms (Table 7). The reasons the respondents gave for sharing rooms included:

- High rent (12.5%);
- Desire to help other students (8.0%);
- Fear of living alone in a room (3.3%).

Almost twenty nine percent of the respondents (28.6%) did not say why they were sharing rooms (Table not shown).

Table 7: Classification of Student Respondents by Whether or Not They Are Sharing Accommodation and Sex (All Institutions)

Table 18: Cross tabulation of Whether Accommodation is Clean With Name of Institution

My accommodation is always clean	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	122	38	27	7	194
	24.10%	12.60%	20.10%	11.30%	19.30%
Don't Know	82	31	18	10	141
	16.20%	10.30%	13.40%	16.10%	14.00%
Agree	300	233	89	45	667
	59.30%	77.20%	66.40%	72.60%	66.40%
Not Stated	2	0	0	0	2
	0.40%	0.00%	0.00%	0.00%	0.20%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

Table 19: Good Water Is Always Available With Name of Institution

Good water is always available	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	81	26	38	4	149
	16.00%	8.60%	28.40%	6.50%	14.80%
Don't know	59	18	14	3	94
	11.70%	6.00%	10.40%	4.80%	9.40%
Agree	365	258	82	52	757
	72.10%	85.40%	61.20%	83.90%	75.40%
Not Stated	1	0	0	3	4
	0.20%	0.00%	0.00%	4.80%	0.40%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

The response to the adequacy of food provided in quantity and quality showed 45.4 percent were of the view that food provided were adequate while 37.4percent disagreed with this view. However, there were marked disparities in the views shared at the individual institutions. For example, while there was a ratio of 1:1 in the opinion of those who felt that the food was adequate and those who felt that the food was inadequate at the University of Namibia, at the Polytechnic of Namibia, Institute of Higher Education and Windhoek College of Education, 57.9, 62.9 and 27.6 percent, respectively, agreed that the food was adequate (Table 20).

Table 20: Food Provided Is Adequate In Quality and Quantity With Name of Institution

Food Provided Is Adequate in Quality and Quantity	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	205	81	78	11	375
	40.50%	26.80%	58.20%	17.70%	37.40%
Don't know	96	46	19	10	171
	19.00%	15.20%	14.20%	16.10%	17.00%
Agree	205	175	37	39	456
	40.50%	57.90%	27.60%	62.90%	45.40%
Not Stated	0	0	0	2	2
	0.00%	0.00%	0.00%	3.20%	0.20%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

The majority view of the students on the high quality of food served at the Student Cafeteria is also shared by the administration that believes that the food is of high quality and reasonably cheaper. Students, however, are not constrained to buy food from the student cafeteria.

A living and learning environment need to be quiet and security of lives need to be guaranteed for maximum productivity. The responses of the students on the quietness of their environments indicated that the environments are generally noisy (46.9%, share this view) while 37.6 percent agreed that their environments were quiet. The internal distribution of these views showed that at the University of Namibia of Namibia, Polytechnic of Namibia, Windhoek College of Education and Institute of Higher Education, 54.3, 41.4, 42.5, and 22.6 percents disagreed that the environment were quiet. The corresponding percentages of agreement that the environments were quiet were 31.0, 44.7, 35.8 and 61.3 (Table 21).

Table 21:Crosstabulation of Whether The Neighbourhood is Quiet With Name of Institution

The neighbourhood is quiet (noise-free)	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	275	125	57	14	471
	54.30%	41.40%	42.50%	22.60%	46.90%
Don't Know	72	42	29	10	153
	14.20%	13.90%	21.60%	16.10%	15.20%
Agree	157	135	48	38	378
	31.00%	44.70%	35.80%	61.30%	37.60%
Not Stated	2	0	0	0	2
	0.40%	0.00%	0.00%	0.00%	0.20%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

On the security situation of the environments where the students lived, 43percent of the respondents believed that their environments were secured while 32.9 percent felt that they were in secured. There is a majority view within the institutions that the environments were quite secured, except at the Windhoek College of Education (34.3%), (Table 22). The high response rate (23.9%) of 'Don't Know' is worthy of note. It is rather disheartening that very many students had no ideas or feigned ignorant about the security situation in their environment.

Table 22: Cross tabulation of Whether There Is Insecurity Within The Environment With Name of Institution

There is insecurity within the environment I live	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	211 41.70%	149 49.30%	46 34.30%	26 41.90%	432 43.00%
Don't Know	142 28.10%	54 17.90%	29 21.60%	15 24.20%	240 23.90%
Agree	153 30.20%	99 32.80%	59 44.00%	19 30.60%	330 32.90%
Not Stated	0	0	0	2	2

Table 23: The Government/Institution/Employer Should Pay My Transport To Classes With Name of Institution

The government/institution/employer should pay my transport to classes	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	95	85	63	22	265
	18.80%	28.10%	47.00%	35.50%	26.40%
Don't know	120	50	20	16	206
	23.70%	16.60%	14.90%	25.80%	20.50%
Agree	275	167	51	24	517
	54.30%	55.30%	38.10%	38.70%	51.50%
Not Stated	16	0	0	0	16
	3.20%	0.00%	0.00%	0.00%	1.60%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

4.2 Moral Support to Students by Parents/Guardians

Apart from financial support given to students by parents/guardians, the level of moral support given can contribute to a large extent in the successes attained at the tertiary and other levels of educational pursuit. The respondents were requested to indicate whether their parents or guardians were showing any interests in their studies, trying to find out what difficulties they were encountering in doing their assignments and passing their examinations. The responses shown in Tables 24 and 25 revealed that parents or guardians to 83.7 percent of the students showed a lot of interest in their studies, while 68.2 percent indicated that their parents or guardians were constantly trying to find out what difficulties they were encountering in their day to day exercises and in passing their examinations (Table 24).

Table 24: My Parents/Guardian Show/(s) A Lot of Interest In My Studies With Name of Institution

My parents/guardian show/(s) a lot of interest in my studies	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	40	20	10	3	73
	7.90%	6.60%	7.50%	4.80%	7.30%
Don't know	45	25	13	8	91
	8.90%	8.30%	9.70%	12.90%	9.10%
Agree	421	257	111	51	840
	83.20%	85.10%	82.80%	82.30%	83.70%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

Table 25: They Always Try To Find Out If I Have Difficulties In Doing My Assignments and In Passing My Examinations With Name of Institution

They always try to find out if I have difficulties in doing my assignments and in passing my examinations	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	87	58	25	12	182
	17.20%	19.20%	18.70%	19.40%	18.10%
Don't know	71	36	20	8	135
	14.00%	11.90%	14.90%	12.90%	13.40%
Agree	347	208	89	41	685
	68.60%	68.90%	66.40%	66.10%	68.20%
Not Stated	1	0	0	1	2
	0.20%	0.00%	0.00%	1.60%	0.20%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

The amount of pocket money given to the students was also not enough. This was the view expressed by majority of students (53.6%), while 32.4 percent consented that what they were given was enough.

Judging from the high cost of books at the tertiary level of education, the study was interested in finding out from the students who bears the cost of their books; whether their tuition fees covered the cost of their books; if they had bursaries or scholarships; and whether they would have liked their bursaries/scholarships to cover the cost of their books. The opinions showed that majority of students (59.4%) agreed that their tuition fees did not cover the cost of their books. The Windhoek College of Education differed in this view in that 54.5 percent of the respondents agreed that their tuition fees actually covered the cost of books (Table 26).

Most of the students (56.1%), had the cost of their books borne by either their parents, guardians or friends while 35.9 percent had their books paid from other sources (Table 27). There was also an overwhelming consensus (82.8%) that all scholarships and bursaries should cover the cost of books in the tertiary institutions (Table not shown). To minimize the burden on purchase of books, which costs exorbitantly, lecturers in each institution had been advised to write course manuals on the courses they teach, which will be more assessable to the students.

Table 26: The Tuition Fees Cover The Cost of My Books With Name of Institution

The tuition fees cover the cost of my books	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	315	180	53	48	596
	62.30%	59.60%	39.60%	77.40%	59.40%
Don't know	46	32	8	0	86
	9.10%	10.60%	6.00%	0.00%	8.60%
Agree	142	90	73	11	316
	28.10%	29.80%	54.50%	17.70%	31.50%
Not Stated	3	0	0	3	6
	0.60%	0.00%	0.00%	4.80%	0.60%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

Table 27: The Cost of My Books Are Paid By My Parents /Guardian /Friends With Name of Institution

The cost of my books are paid by my parents /guardian /friends	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	174	71	105	10	360
	34.40%	23.50%	78.40%	16.10%	35.90%
Don't know	39	23	13	0	75
	7.70%	7.60%	9.70%	0.00%	7.50%
Agree	290	208	16	49	563
	57.30%	68.90%	11.90%	79.00%	56.10%
Not Stated	3	0	0	3	6
	0.60%	0.00%	0.00%	4.80%	0.60%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

4.3 Student Unionism and Participation in the Governance of the Institution

The attitudes of the Institutions' Administration towards the students were also investigated to determine their encouragement of student unionism, reward for good leadership, student participation at the various levels of decision-making in the institution, encouragement of students to participate in out-of -class activities and reward for excellent academic performance. These opinions were summarized below. It is worth remarking at this stage that there is a general lack of knowledge by very many students in the institutions, particularly on the activities of the Student Representative Council (SRC) and their relationship with the administration. This was reflected by the high percentages of the 'Don't Know' responses in all the institutions. For example, 33.6 percent of the students agreed that the Institutional

Administration encouraged student unionism; 25.1 percent disagreed with this view while 40.9 percent said they did not know what the situation was (Table 28).

Table 28: The Institutional Administration Encourages Student Unionism With Name of Institution

The institutional administration encourages student unionism	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	130	78	32	12	252
	25.70%	25.80%	23.90%	19.40%	25.10%
Don't know	221	126	39	25	411
	43.70%	41.70%	29.10%	40.30%	40.90%
Agree	153	98	63	23	337
	30.20%	32.50%	47.00%	37.10%	33.60%
Not Stated	2	0	0	2	4
	0.40%	0.00%	0.00%	3.20%	0.40%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

Table 29: Students Are Not Victimized For Participating In Student Unionism With Name of Institution

No student is victimized for participating in student unionism	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Disagree	75	50	24	6	155
	14.80%	16.60%	17.90%	9.70%	15.40%
Don't know	191	125	42	21	379
	37.70%	41.40%	31.30%	33.90%	37.70%
Agree	239	127	68	35	469
	47.20%	42.10%	50.70%	56.50%	46.70%
Not Stated	1	0	0	0	1
	0.20%	0.00%	0.00%	0.00%	0.10%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

On whether membership to the Student Union was compulsory for all, 33.7 percent agreed that it was compulsory; 35.7 percent disagreed and 30.2 percent claimed no knowledge. Majority of the respondents (46.7%) agreed that the administration did not victimize anyone for participating in student unionism while 15.4 percent disagreed. The highest percentages in support were from the Institute of Higher Education (56.5%) and Windhoek College of Education (50.7%)(Table 29).

The different Institutional Administrations expressed implicit confidence in the Student Representative Councils of their institutions. Their role in handling issues between

management and the students were appreciable. They expressed their support to students in belonging to their union and other meaningful social clubs on the campus. The various Institutional Administrations are known to reward good leadership ofEt leavport tudents in

Not Stated	2	0	0	2	4
	0.40%	0.00%	0.00%	3.20%	0.40%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

Good lighting in the rooms was also seen as very important (73.8%) and important (14.3%). The percentages that considered good drinking water and shower as being very important and important to academic performance were 72.4 and 13.7, respectively. In all the institutions, these percentages were quite high (between 67.2 and 75.5; 9.7 and 19.4, respectively)(Table 44).

Table 44: Availability of Good Drinking Water and Shower With Name of Institution
Cross tabulation

Availability of Good Drinking Water and Shower	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Not Important	34	27	13	1	75
	6.70%	8.90%	9.70%	1.60%	7.50%
Less Important	25	22	8	4	59
	4.90%	7.30%	6.00%	6.50%	5.90%
Important	63	50	13	12	138
	12.50%	16.60%	9.70%	19.40%	13.70%
Very Important	382	203	100	42	727
	75.50%	67.20%	74.60%	67.70%	72.40%
Not Stated	2	0	0	3	5
	0.40%	0.00%	0.00%	4.80%	0.50%
Total	506	302	134	62	1004
	100.00%	100.00%	100.00%	100.00%	100.00%

Closeness to the campus was also viewed as a very important factor by 62.5 percent of the respondents and 19.7 percent, as important. Availability of transport to campus becomes an important factor when people live, particularly, very far away from the campus. In the view of the respondents, 69.3 percent considered it as very important and 15.9 percent, as important. Almost 70 percent (69.8%) of the respondents rated clean environment as very important and 16.9 percent rated it as important. The quality of food served was also highly rated as of relevance to academic performance. The percentages were 72.4 for very important and 12.1, for important (Table 45).

Table 45: Quality Food Served at the Refectory by Name of Institution Cross Tabulation

Quality Food Served at the Refectory	Name of Institution				Total
	UNAM	POLY	WCE	IHE	
Not Important	42	31	13	5	91
	8.40%	10.30%	9.70%	8.30%	9.10%
Less Important	25	20	9	5	59
	5.00%	6.60%	6.70%	8.30%	5.90%
Important	48	45	13	15	121
	9.60%	14.90%	9.70%	25.00%	12.10%
Very Important	387	206	99	35	727
	77.10%	68.20%	73.90%	58.30%	72.80%
Total	502	302	134	60	998
	100.00%	100.00%	100.00%	100.00%	100.00%

When the 'Important' and 'Very Important' rating scales are grouped together, it can be observed from the student ratings that, except for the factor shared accommodation, over eighty percent saw each of the other environmental variables as being very essential to academic performance.

The mean rating on each variable was calculated based on the number valid responses (that is excluding the 'Not Stated' or 'Not Applicable' responses). This accounted for the responses being less than 1004 in some cases. The means were used to indicate the relative importance of the variables (Figure 1).

Figure 1: The Average Rating Of The Quality Living Variables

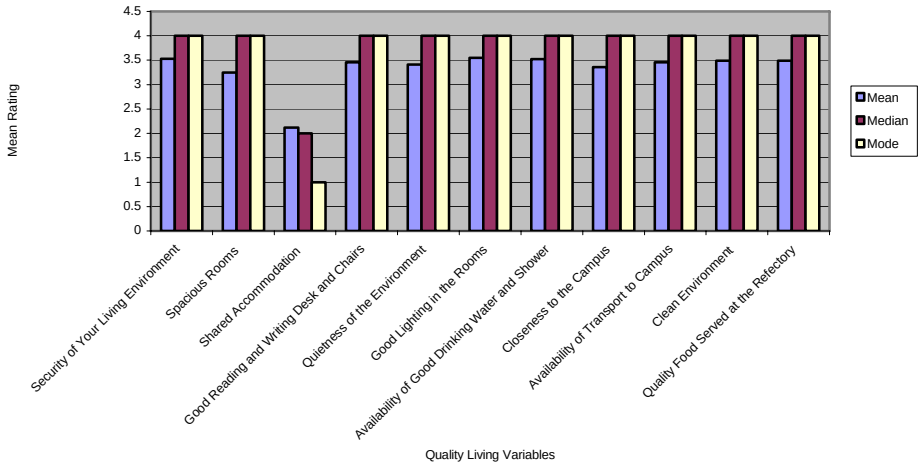


Table 46: Statistics Showing Relative Location of Measures of Central Tendencies

Variables	Statistics			
	N	Mean	Median	Mode
Security of Your Living Environment	1002	3.53	4	4
Spacious Rooms	999	3.25	4	4
Shared Accommodation	1000	2.12	2	1
Good Reading and Writing Desk and Chairs	997	3.46	4	4
Quietness of the Environment	1000	3.41	4	4
Good Lighting in the Rooms	998	3.55	4	4
Availability of Good Drinking Water and Shower	999	3.52	4	4
Closeness to the Campus	999	3.36	4	4
Availability of Transport to Campus	999	3.46	4	4
Clean Environment	1000	3.49	4	4
Quality Food Served at the Refectory	998	3.49	4	4

These means, together with measures of peakedness and spread (Skew ness, Kurtosis and Standard deviation) of the ratings have been displayed in Table 47. The Table 47 showed that good lighting in the rooms was the most highly rated factor in terms of the means (see also Figure 1), followed by security of the environment, availability of good drinking water, clean environment and quality of food served. Availability of transport, good reading and writing desk and chairs, quietness of the environment, closeness to the

Table 47: Ordering of Factors That Affect Quality Living

	N	Mean	Std. Deviation	Skewness		Kurtosis	
Variables	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Shared Accommodation	1000	2.12	1.17	0.523	0.077	-1.25	0.155
Spacious Rooms	999	3.25	0.93	-1.065	0.077	0.144	0.155
Closeness to the Campus	999	3.36	0.97	-1.374	0.077	0.636	0.155
Quietness of the Environment	1000	3.41	0.96	-1.51	0.077	1.033	0.155
Good Reading and Writing Desk and Chairs	997	3.46	0.96	-1.667	0.077	1.442	0.155
Availability of Transport to Campus	999	3.46	0.94	-1.681	0.077	1.544	0.155
Quality Food Served at the Refectory	998	3.49	0.96	-1.73	0.077	1.592	0.155
Clean Environment	1000	3.49	0.91	-1.767	0.077	1.966	0.155
Availability of Good Drinking Water and Shower	999	3.52	0.91	-1.819	0.077	2.07	0.155
Security of Your Living Environment	1002	3.53	0.96	-1.867	0.077	1.968	0.154
Good Lighting in the Rooms	998	3.55	0.88	-1.99	0.077	2.79	0.155

Table 48: One-Sample Test of the Mean Scoring of the Variables That Affect Quality Living

Dependent Variables	Test Value = 2			Mean Difference	95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)		Lower	Upper
Security of Your Living Environment	50.172	1001	0	1.53	1.47	1.59
Spacious Rooms	42.278	998	0	1.25	1.19	1.3
Shared Accommodation	3.186	999	0.001	0.12	0.045	0.19
Good Reading and Writing Desk and Chairs	47.978	996	0	1.46	1.4	1.52
Quietness of the Environment	46.381	999	0	1.41	1.35	1.47
Good Lighting in the Rooms	55.589	997	0	1.55	1.5	1.61
Availability of Good Drinking Water and Shower	53.033	998	0	1.52	1.46	1.57
Closeness to the Campus	44.302	998	0	1.36	1.3	1.42
Availability of Transport to Campus	49.002	998	0	1.46	1.41	1.52
Clean Environment	52.148	999	0	1.49	1.44	1.55
Quality Food Served at the Refectory	49.08	997	0	1.49	1.43	1.55

Table 48 showed the test of significance of the mean ratings. The 2-tailed significance probability of p = 0.000 showed that the means are significantly higher than the test value of two, which in the rating scale stands for 'less important'. This implies that the factors or variables are significantly important or very important in the determination of academic performance.

The correlation between the quality living variables, as a measure of how closely related they are, ranged between moderate (r, between 0.30 and 0.49) and substantial (r, between 0.50 and 0.69) association. However there were negligible (the correlation coefficients, r, lies between 0.01 and 0.09) to low associations (r, lie between 0.10 and 0.29)(Davis, 1971), between the average score, relevance of courses to students' needs, relevance of courses to Namibia's needs and the quality living variables. The predictive model for performance using the quality living variables was tested and shown to be significant at the 5% level of error. However, the model can only explain 2% (R-square = 0.02) of the variation in performance, showing that there are still very many other variables that need to be introduced into the model for better prediction (See ANOVA table below).

ANOVA (Regression of Average Score with Quality Living Variables)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	16983.716	11	1543.974	1.825	0.046
Residual	824028.012	974	846.025		
Total	841011.728	985			

Dependent Variable: Average score

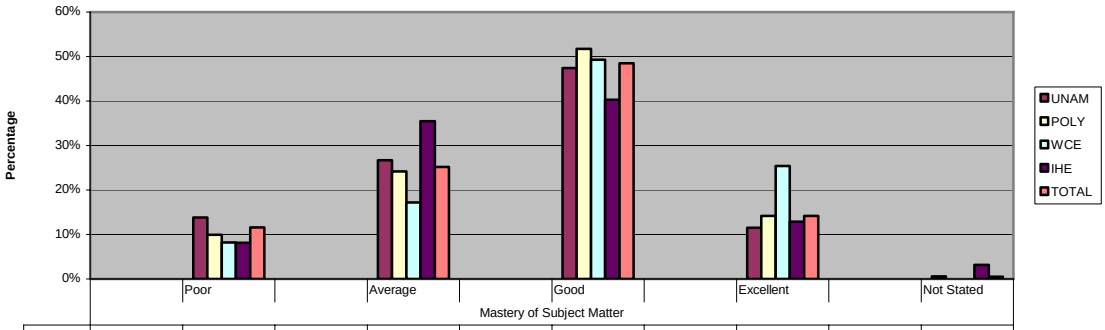
R-square = 0.02
R (Coefficient of Multiple Correlation Coefficient) = 0.142

5.2 Rating of Teacher Quality

The qualities of the teacher/lecturer which were considered in this study were: Mastery of subject matter, Effective of teaching methods, Attendance to classes, Punctuality to classes, Availability for consultation with students, Assessment of class work and examinations. These are some of the variables that are considered in the University of Namibia Teaching Evaluation Form, which the students complete at the end of each course/module. The student respondents were requested to rate their teachers/lecturers on the above teacher quality variables using the six-point scale: 1 = Very Poor; 2 = Poor; 3 = Average; 4 = Good; 5 = Very Good and 6 = Excellent. The ratings have been collapsed to four in the report, namely, Poor, Average, Good and Excellent. A test of significance of the mean ratings and the ordering of these variables to indicate their relative importance in influencing performance of the students were also carried out.

Figure 2 below together with the data table showed that 48.5 percent of the respondents rated the mastery of the subject matters of their teachers as Good, 14.2 percent rated it as Excellent, whereas 25.2% rated it as Average, and 11.6 percent as Poor.

Figure 2: Students' Ratings of Lecturers' Mastery of Subject Matter

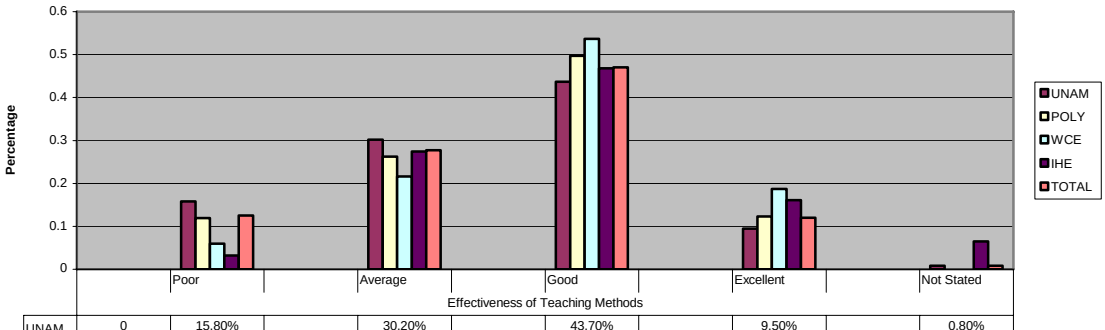


		Poor		Average		Good		Excellent		Not Stated
				Mastery of Subject Matter						
UNAM	0	13.80%		26.70%		47.40%		11.50%		0.60%
POLY	0	9.90%		24.20%		51.70%		14.20%		0%
WCE	0	8.20%		17.20%		49.30%		25.40%		0%
IHE	0	8.10%		35.50%		40.30%		12.90%		3.20%
TOTAL		11.60%		25.20%		48.50%		14.20%		0.50%

Rating

On the teachers' use of effective teaching methods, 47 percent rated the teachers as Good, 12 percent as Excellent and 12.5 percent rated them as Poor and 27.7 percent as Average (Figure 3 and Data Table).

FIgure 3: Rating of Lecturer's Effectiveness of Teaching Methods



		Poor		Average		Good		Excellent		Not Stated
				Effectiveness of Teaching Methods						
UNAM	0	15.80%		30.20%		43.70%		9.50%		0.80%
POLY	0	11.90%		26.20%		49.70%		12.30%		
WCE	0	6.00%		21.60%		53.70%		18.70%		
IHE	0	3.20%		27.40%		46.80%		16.10%		6.50%
TOTAL		12.50%		27.70%		47.00%		12.00%		0.80%

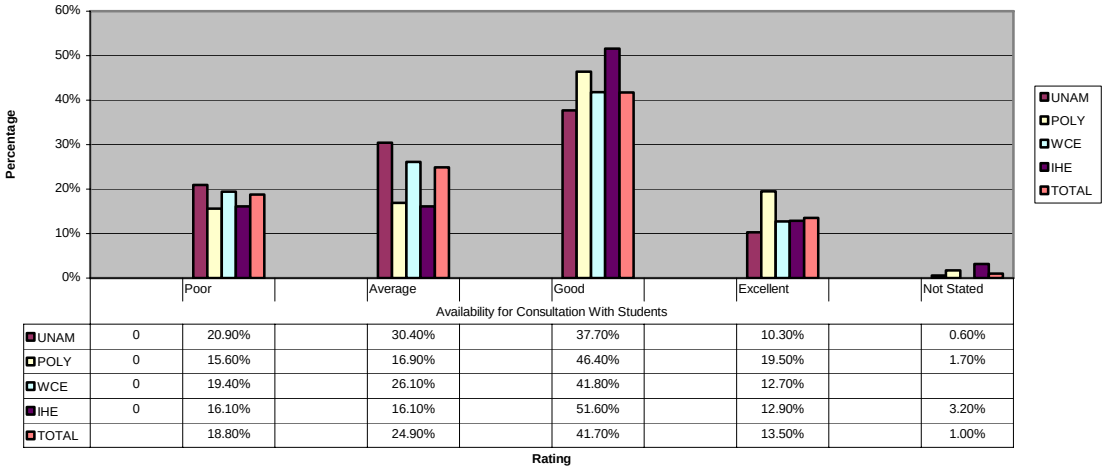
Rating

Over 75 percent (76.5%) rated their teachers' attendance to classes as Good (47.7%) or Excellent (28.8%). A good number of students rated this variable as Excellent at the Polytechnic of Namibia (33.8%), Windhoek College of Education (32.8%) and Institute of Higher Education (40.3%), while only 23.3 percent rated it as Excellent at the University of Namibia. The percentage rating (70.4%) of the teachers' punctuality to classes was also high. About forty eight percent (48.2%) rated this variable as Good and 22.2 percent, Excellent.

Teacher's availability for consultation with students is one other area in which the lecturers get to know the students problems and become more acquainted with students' difficulties. When this variable was rated by the students, it was observed that 41.7 percent of the

students rated the lecturers as Good, 13.5 percent rated them as Excellent; 18.8 percent rated it as Poor while 24.9 percent rated them as Average (Figure 4 and Data Table).

Figure 4: Students Rating of Lecturers' Availability for Consultation



		Poor		Average		Good		Excellent		Not Stated
UNAM	0	20.90%		30.40%		37.70%		10.30%		0.60%
POLY	0	15.60%		16.90%		46.40%		19.50%		1.70%
WCE	0	19.40%		26.10%		41.80%		12.70%		
IHE	0	16.10%		16.10%		51.60%		12.90%		3.20%
TOTAL		18.80%		24.90%		41.70%		13.50%		1.00%

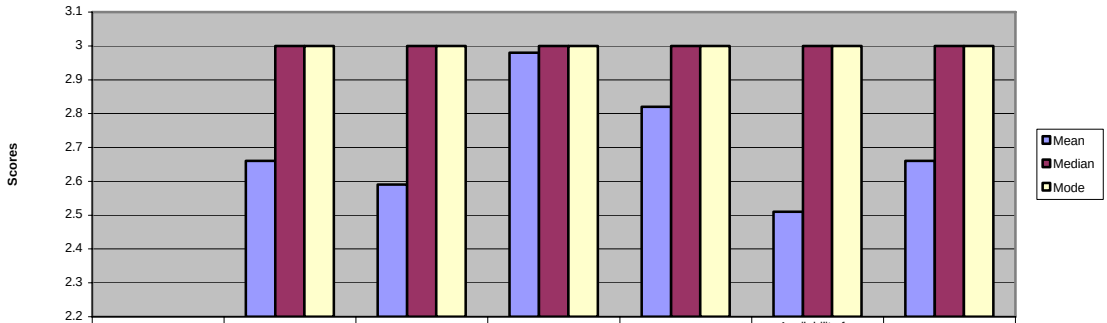
The percentage of students who were satisfied with the assessment of their class/examinations was 63.4 percent. This was made up of: Good (48.9%) and Excellent (14.5%). A little over 20 percent of the respondents at the Polytechnic of Namibia rated this variable, Excellent.

Of the attributes, which the teachers or lecturers in the tertiary institutions in Namibia possessed, the highest mean rating was on the attendance to class. This was followed by punctuality to class, mastery of subject matter, assessment of class work and examinations, effectiveness of teaching methods, and availability of teachers for consultation with students, in that order. The distributions of the ratings were negatively skewed showing that there are more observations to the right of the means (Tables 49,50 and Figure 5).

Table 49: Ordering of Factors That Affect Teacher Quality
Using Their Means

	N	Mean	Std. Deviation	
Variables	Statistic	Statistic	Statistic	
Availability for Consultation With Students	994	2.51	0.95	
Effectiveness of Teaching Methods	996			
Assessment of Class Work/Examinations	991		2.66	0.89
Mastery of Subject Matter	999		2.66	0.86
Punctuality to Classes	1000		2.82	0.91
Attendance to Classes	997		2.98	0.88

Figure 5: The Mean, Median amd Modal Rating of the Teacher Quality Variables



	Mastery of Subject Matter	Effectiveness of Teaching Methods	Attendance to Classes	Punctuality to Classes	Availability for Consultation With Students	Assessment of Class Work/Examinations
Mean	2.66	2.59	2.98	2.82	2.51	2.66
Median	3	3	3	3	3	3
Mode	3	3	3	3	3	3

Teacher Quality Variables

Tests of the significance of the difference of the means from a test-value of 3('Average' code) gave significant two-tailed probabilities, **p = 0.000.** This showed that the mean ratings were significantly greater than two, which in the scale of rating represents average, at the 5% level of error. Thus, the teachers' possession of the studied attributes could be said to be Good or Excellent (Tables 50 and 51). This result is very much in tune with the assertion of the Administration in each institution. In all cases they indicated that although the number of staff were far from sufficient in number but they ensured that only quality staff were recruited to teach in the institutions.

Table 50: T-test of Mean Score Ratings on Teacher Quality

	Test Value = 2	Mean	95% Confidence Interval

Intensity of Usage of Internet Facilities	-5.036	998	0	-0.16	-0.23	-0.099
Information Skills Instruction by Library Staff	1.222	997	0.222	0.036	-0.022	0.094
Level of Services Rendered by Library Staff	7.528	999	0	0.22	0.16	0.28
Usefulness of Library for Undergraduate and Postgraduate Work	11.424	998	0	0.34	0.28	0.4
Length of Hours That the Library is Open	19.029	998	0	0.64	0.57	0.71
Length of Time it Takes You to Get Served by the Library Staff at the Service Desk	11.701	998	0	0.37	0.31	0.43

Table 54: Statistics Showing the Relative Location of Measures of Central Tendency and Peakedness

Variables	N	Mean	Median	Mode	Skewness	Std. Error	Kurtosis	Std. Error
Availability of Library Space for Reading	996	2.5	3	3	-0.124	0.077	-1.335	0.155
Reading Facilities in the Library (Desks/Tables, Chairs)	1000	2.55	3	3	-0.181	0.077	-1.303	0.155
Library Location on Campus (Distance from Classrooms/Laboratories)	998	2.61	3	3	-0.249	0.077	-1.12	0.155
Suitability of the Library Environment for Academic Work (e.g Devoid of Noise from Within and Outside)	999	2.62	3	3	-0.29	0.077	-1.106	0.155
Available Relevant Books for Reference in Your Subject Area	1001	2.2	2	1	0.215	0.077	-1.196	0.154
Available Journals in Your Subject Area	998	2.15	2	1	0.276	0.077	-1.074	0.155
Available Micro Computers	1001	1.77	1	1	0.859	0.077	-0.591	0.154
Availability of Internet Facilities	998	1.74	1	1	0.978	0.077	-0.318	0.155
Intensity of Usage of Internet Facilities	999	1.84	1	1	0.843	0.077	-0.613	0.155
Information Skills Instruction by Library Staff	998	2.04	2	1	0.33	0.077	-1.045	0.155
Level of Services Rendered by Library Staff	1000	2.22	2	3	0.072	0.077	-1.066	0.155
Usefulness of Library for Undergraduate and Postgraduate Work	999	2.34	2	3	-0.021	0.077	-0.98	0.155
Length of Hours That the Library is Open	999	2.64	3	3	-0.35	0.077	-1.111	0.155
Length of Time it Takes You to Get Served by the Library Staff at the Service Desk	999	2.37	3	3	-0.053	0.077	-1.149	0.155

5.4 Factors That Affect Successful Learning

It is worth remarking at this point that it is almost impossible to exhaust the factors that affect successful learning because these factors range from those that are physical and easy to study to those that are psychological, which require special techniques (beyond the scope of this study) to be able to reach any understandable conclusions (Patton, 1990: 97).

The study, therefore, requested the student respondents to give their average grade (or score) in the courses they took in each completed year of their study at the institution. These were used as indicators of how successful their learning had been over the period. In addition, they were requested to rate some perceived factors that could influence their academic performance in their order of importance using a four-point scale: 1 = Not Important; 2 = Less Important; 3 = Important and 4 = Very Important. The factors considered were:

- Qualified, experienced and dedicated lecturers;
- Availability of relevant textbooks in the library;
- Availability of relevant textbooks in the institution's bookshop;
- Well-equipped laboratories for practical work;
- Relevance of course to the student's needs;
- Relevance of course to Namibia's needs;
- Availability of materials and chemicals for practical work;
- Quiet library environment;
- Spacious classrooms with good writing desks and seats;
- Attendance to classes (for the student);
- Punctuality to classes (for the student and lecturer);
- Availability of library space for reading;
- Scholarships, bursaries and loans;
- Availability of Internet and E-mail services;
- Peaceful academic year;
- Reward for excellent academic performance;
- Well-defined mode of class assessment; and
- Closeness to the library.

The students' responses have been displayed in Table 55 below while Tables 56 and 57 showed the ordering of the factors using the mean rating of the students and the measures of central tendencies.

Table 55, which showed the students' expressions of the relative importance of the factors that affect their successful learning, revealed that having qualified, experienced and dedicated lecturers was rated highest as a very important factor to their learning. This was followed by availability of relevant textbooks in the library (75.4%), availability of relevant textbooks in the institution's bookshops (73.5%), well-equipped laboratories for practical work (72.3%). Closeness of the library to the classroom was the least rated as a very important factor (52.8%).

The relevance of the course one is doing in the institution to one's needs and to the nation's needs could influence directly or indirectly the level of commitment and the effort one puts in to improve one's performance. The respondents were requested to rate how they perceive

these factors in influencing their academic performance, 70.8 and 69 percent of the respondents, respectively, rated the relevance of the course to one's needs and the relevance of the course to Namibia's needs as very important.

Table 55: Percentage Rating of Factors That Affect Successful Learning

Variables	Not Important	Less Important	Important	Very Important	Not Stated
Qualified, Experienced and Dedicated Lecturers	4.4	4.6	10.2	**80.4**	0.5
Availability of Relevant Textbooks in Library	5.0	5.5	13.5	**75.4**	0.6
Availability of Relevant Textbooks in Bookshops	5.7	5.3	14.4	**73.5**	1.1
Well-equipped Laboratories for Practical Work	5.0	7.3	14.5	**72.3**	0.9
Relevance of Course to Student Needs	5.2	6.0	17.4	**70.8**	0.6
Relevance of Course to Namibia's Needs	6.1	7.1	17.1	69.0	0.7
Availability of Materials and Chemicals for Practical	5.4	6.5	16.4	**70.7**	1.0
Quiet Library Environment	4.3	6.1	20.5	68.1	1.0
Spacious Classrooms with Good Writing Desks/Seats	5.6	6.7	15.8	**71.4**	0.5
Attendance to Classes	4.6	5.1	22.5	66.9	0.9
Punctuality to Classes	4.3	6.4	24.0	64.5	0.8
Availability of Library Space for Reading	4.8	7.2	22.8	64.5	0.7
Scholarships, Bursaries and Loans	6.7	8.0	15.9	68.7	0.7
Availability of Internet and E-mail Facilities	5.6	8.1	19.2	66.5	0.6
Peaceful Academic Year	4.2	8.2	23.5	63.3	0.8
Reward for Excellent Academic Performance	4.9	7.8	24.8	62.0	0.6
Well-defined Mode of Class Assessment	4.5	6.5	28.6	59.6	0.9
Closeness of Library to the Classroom	7.6	12.1	26.8	52.8	0.8

The same deductions as derived from the table above could also be reached using the mean rating as shown in Table 56 below.

Table 56: Ordering of the Factors That Affect Successful Learning
Using the Mean Rating

Variables	N	Mean	Std. Dev.	Skewness	Std. Error	Kurtosis	Std. Error

Table 57: One-Sample t- Test for Means of Factors Affecting Successful Learning

Dependent variables	Test Value = 2					
	t	df N	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Spacious Classrooms with Good Writing Desks and Seats	57.321	998	0	1.54	1.49	1.59
Well-equipped Laboratories for Practical Work	58.831	994	0	1.56	1.5	1.61
Availability of Materials and Chemicals for Practical Work.	57.8	993	0	1.54	1.49	1.59
Qualified, Experienced and Dedicated Lecturers.	69.655	998	0	1.67	1.63	1.72
Scholarships, Bursaries and Loans	51.706	996	0	1.48	1.42	1.53
Peaceful Academic Year	56.854	995	0	1.47	1.42	1.52
Reward for Excellent Academic Performance	54.68	997	0	1.45	1.39	1.5
Well-defined Mode of Class Assessment.	56.559	994	0	1.45	1.4	1.5
Punctuality to Classes	59.258	995	0	1.5	1.45	1.55
Attendance to Classes	60.893	994	0	1.53	1.48	1.58
Availability of Library Space for Reading	56.574	996	0	1.48	1.43	1.53
Closeness of the Library to the Classrooms	42.011	995	0	1.26	1.2	1.32
Quiet Library Environment	61.117	993	0	1.54	1.49	1.59
Availability of Relevant Textbooks in the Library.	62.78	997	0	1.6	1.55	1.65
Availability of Relevant Textbooks in the Institution's Bookshop.	59.482	992	0	1.58	1.52	1.63
Availability of Internet and E-mail Facilities.	53.87	997	0	1.48	1.42	1.53
Relevance of Your Courses to Your Needs.	59.254	997	0	1.55	1.5	1.6
Relevance of Your Course to Namibia's Needs	54.373	996	0	1.5	1.45	1.56

It is worth noting that the percentages of the respondents who rated each of these factors as not important and less important were less than 20 percent. Thus 80 percent or over rated each of the factors as important and very important.

The median and modal ratings (not shown) were the same and equal to 4 for each of the variables. The mean rating for each variable was less than either the mode or the median.

This is an indication that the distribution of the rating was negatively skewed, and supports our earlier statement that majority of the respondents (80% or over) rated the factors as important and very important. In fact, the majority rating of the factors is 'Very Important', which is the modal score.

In order to investigate how well these variables can predict performance a multiple linear regression analysis was done with average score as the response variable and the successful learning variables as predictors. The model fit was not good, p = 0.215 and the predictor variables explained only 2.3% (R-square = 0.023) of the variation in the response variable (See the ANOVA Table below).

ANOVA (Regression of Average Score on Successful Learning Variables)

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	19294.599	18	1071.922	1.248	0.215
	Residual	820468.321	955	859.129		
	Total	839762.92	973			

Dependent Variable: Average score
R-square = 0.023
R = 0.152

A correlation between the two sets of variables (quality living and successful learning) was found to determine if there is any multicollinearity between the variables. The correlation coefficients indicated very low association between the variables (r lies between 0 and 0.29 in almost all cases) showing that the variables are not linearly related and can, therefore, be used in the regression model.

A regression model was fitted with average grades as the dependent variable and the quality living and successful learning variables as the independent or predictor variables. The Analysis of variance showed that the model is good although the predictor variables accounted for only 5.2 percent of the variation in the average grades. The implication of the result is that there could still be more variables that are making contributions in the predictions of the average grades that have not been considered in the study.

Analysis of Variance Table: Average Performance Versus Quality
Living and Successful Learning Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	12.915	29	0.445	1.592	0.025
	Residual	234.462	838	0.28		
	Total	247.377	867			

The test of individual partial regression coefficients indicated that the variables shared accommodation, quietness of the environment, availability of Internet and E-mail facilities and relevance of your course to Namibia's needs are significantly contributing to the prediction of the average grades. A well-equipped laboratory for practical work is also marginally significant (Table 58).

Table 58: Estimated Partial Regression Coefficients and Partial Correlation Coefficients

Model		Unstandardized Coefficients B	Std. Error	t	Sig.	Correlations Partial
	(Constant)	2.795	0.129	21.696	0**	
	Security of Your Living Environment	-7.06E-04	0.028	-0.025	0.98	-0.001
	Spacious Rooms	-4.65E-02	0.025	-1.844	0.066	-0.064
	Shared Accommodation	-4.07E-02	0.016	-2.499	0.013*	-0.086
	Good Reading and Writing Desk and Chairs	8.23E-03	0.028	0.294	0.769	0.01
	Quietness of the Environment	7.06E-02	0.03	2.378	0.018*	0.082
	Good Lighting in the Rooms	2.19E-02	0.041	0.529	0.597	0.018
	Availability of Good Drinking Water and Shower	4.87E-02	0.037	1.319	0.188	0.046
	Closeness to the Campus	4.94E-03	0.026	0.193	0.847	0.007
	Availability of Transport to Campus	2.05E-03	0.03	0.069	0.945	0.002
	Clean Environment	-3.95E-02	0.038	-1.046	0.296	-0.036
	Quality Food Served at the Refectory	-6.48E-02	0.036	-1.806	0.071	-0.062
	Spacious Classrooms with Good Writing Desks and Seats	8.24E-03	0.034	0.242	0.809	0.008
	Well-equipped Laboratories for Practical Work	-9.24E-02	0.047	-1.949	0.052	-0.067
	Availability of Materials and Chemicals for Practical Work.	3.19E-02	0.044	0.725	0.469	0.025
	Qualified, Experienced and Dedicated Lecturers	-2.55E-02	0.041	-0.624	0.533	-0.022
	Scholarships, Bursaries and Loans	1.16E-02	0.032	0.364	0.716	0.013
	Peaceful Academic Year	2.46E-02	0.037	0.672	0.502	0.023
	Reward for Excellent Academic Performance	4.99E-03	0.033	0.152	0.879	0.005
	Well-defined Mode of Class Assessment.	-1.77E-02	0.035	-0.498	0.618	-0.017
	Punctuality to Classes	3.35E-02	0.043	0.769	0.442	0.027
	Attendance to Classes	1.35E-02	0.045	0.299	0.765	0.01
	Availability of Library Space for Reading	-3.39E-02	0.035	-0.966	0.334	-0.033
	Closeness of the Library to the Classrooms.	-2.78E-02	0.025	-1.12	0.263	-0.039
	Quiet Library Environment	4.42E-02	0.04	1.093	0.275	0.038

Availability of Relevant Textbooks in the Library.	-1.31E-02	0.045	-0.292	0.77	-0.01
Availability of Relevant Textbooks in the Institution's Bookshop.	-9.36E-03	0.041	-0.228	0.82	-0.008
Availability of Internet and E-mail Facilities.	7.83E-02	0.033	2.368	0.018*	0.082
Relevance of Your Courses to Your Needs.	7.01E-02	0.039	1.816	0.07	0.063
Relevance of Your Course to Namibia's Needs	-7.06E-02	0.031	-2.267	0.024*	-0.078

5.5 Institutional Attainment of Quality Living and Successful Learning Conditions

Each respondent was asked to summarize in his or her views what the institution could do to attain quality living and successful learning conditions for the students. The majority views of the respondents are summarized below for each of the studied tertiary institutions.

University of Namibia:

- Employ more qualified lecturers and tutors;
- Make accommodation affordable;
- Expand the institution's infrastructure;
- Purchase more computers and Internet services;
- Employ competent administrative staff;
- Assist Students financially;
- Tighten up security around the campus;
- Provide sufficient books in both the library and bookshops; and
- The institution should consult with students when taking decisions.

Polytechnic of Namibia:

- Employ more qualified lecturers;
- Ensure a clean environment;
- Provide relevant and cheap textbooks;
- Build more spacious lecture halls;
- Reduce the tuition fees to an affordable one;
- Build a big library and cafeteria;
- Provide enough computers with Internet services in the library;
- Reward students who have excelled in academic and social activities;

Windhoek College of Education:

- Employ more qualified lecturers;
- Provide a bigger library and cafeteria;

- Provide extra courses in the curriculum;
- Provide many computers with Internet services;
- Always dialogue and consult students and staff when taking decisions; and
- Create a calm and secure environment on the campus.

Institute of Higher Education:

- Employ more qualified lecturers;
- Expand the Institution's infrastructure;
- Provide more computers with Internet facilities;
- Assist students financially;
- Provide sufficient books in the library;
- Ensure that students give priority to their studies;
- Consult with students when taking decisions; and
- Provide transport for the students.

The acquisition of qualified and experienced lecturers, expansion of institution's infrastructure, provision of sufficient books, Internet and E-mail facilities seem to stand out prominently as demands in all the institutions.

Chapter 6: Summary and Conclusions

It is to be observed that this study was purely exploratory and has sought to obtain the views of both the students in the tertiary institutions in Namibia and the administrative heads or their subordinates and librarians on the prevailing living and learning conditions of the students. The study, in reaching conclusions, relied mainly on the information as provided by these participants, most of which the author had no way of verifying.

One of the constraints that the Chief Executives of the institutions indicated as an obstacle to expansion of the physical and human facilities in their institutions was fund. For example, the library facilities at the Institute of Higher Education and the Polytechnic of Namibia require some funding to bring them up to an appreciable standard and to be of real service to the students who are studying there. The same can be said of the Windhoek College of Education library. Expansions of classroom and laboratory facilities, hostels blocks, and recruitment of qualified, experienced and dedicated staff in these institutions, have all been hampered by insufficient funding.

The students, most of who live in the University/ Institution's campus hostels, performed quite well in their academic work, maintaining a score average of between 60 and 79 percent. The difference in performance between the males and females is not significant. Parents/guardians are the major source of financial support to the students. Only a small proportion of them have bursaries/scholarship. However, at the College of Education, most students study with Government loans. They are meant to pay back the loans as soon as they have finished their studies and are employed.

The percentage of students in shared accommodations in all the institutions were quite high: 91.8 percent in Windhoek College of Education; 57.9 percent at Polytechnic of Namibia and 66.1 percent at the Institute of Higher Education. The University of Namibia had the least, 28.9 percent. This adversely affected the academic performance of the students as indicated by 52.5, 64.7, 52.3 and 59.7 percent of respondents from University of Namibia, Polytechnic of Namibia, Windhoek College of Education and Institute of Higher Education, respectively. Majority of the respondents also agreed that they had good lighting in their rooms; the rooms were spacious; environments were very clean; they had good water supply and food were adequate in quality and quantity. The environments in which the students lived were generally noisy, and security in some institutions, for example, the University of Namibia and Windhoek College of Education were poor.

There was an overwhelming consensus by the students that parents and guardians showed interest in their academic work and tried to find out what difficulties they had with their studies and in passing their examinations and tests. They provided the students with books even though the students would have preferred that their tuition fees, scholarships and bursaries covered the cost of their books (particularly, those who had these sponsorships).

They appeared to be, generally, a lot of information gap between the students, the Student Representative Council (SRC) and the Institutions' Administrations. Many students did not seem to be aware of the role of the Student Representative Council in the institutions; their relationship with the administration; the rights and privileges of members of the SRC; student

representation at the various policy making arms of the institutions by the SRC. These lack of information were reflected in the high percentage of 'Don't Know' responses to many of the questions.

The respondents indicated that classrooms were quite adequate for lectures and tutorials at the Windhoek College of Education and Institute of Higher Education but the reverse was the case at the University of Namibia. In all the institutions, the students agreed that the method of assessment of their class work and examinations was quite adequate. The Polytechnic of Namibia and Windhoek College of Education had up-to-date, suitable and sufficient equipments for their practical work. Materials to conduct practical were also enough.

Overwhelmingly, the students agreed that their learning at the tertiary institutions was

- Providing them the highest possible mastery of concepts and skills;
- Providing them the greatest possible development;
- Providing them the best preparation for life outside the institution;
- In line with Namibia's needs; and
- Providing them the most satisfactory adjustment to social and cultural conditions.

The most highly rated quality living variable was security of the living environment. Good lighting in the rooms, quality and quantity of food, good drinking water, clean environment, availability of good reading and writing desks followed this and chairs, transport to classes, etc and in that order were the other variables. On the quality of libraries, majority of the respondents acknowledged that while space, facilities, location, suitability of library for academic work in terms of being noise-free, the opening hours and service times at the desks were either good or excellent, the libraries were either poor or average in the quantity of relevant books they possessed, availability of journals, microcomputers, internet facilities and their usage, information skills instruction and the services rendered to library users.

The lecturers'/teachers' mastery of the subject matter, use of effective teaching methods, attendance to classes, punctuality to classes, availability for consultation and assessment of class work and examinations were highly rated as being good. Among the factors affecting successful learning, the students identified having qualified, experienced and dedicated lecturers as the most important. This was followed by availability of relevant textbooks in the library and bookshop, well-equipped laboratories for practical work and the relevance of one's course to one's needs.

There was moderate association between parents' incomes and the amount of pocket money the students received and a handsome percentage of students depended on charity for their day-to-day survival in the schools.

Although some institutions have seen the need for an increasing development of staff through research and in-service training, the financial supports are not usually there. There are also not enough budget allocations for staff developments in the institutions.

Chapter 7: Recommendations

Based on the findings from this study, it is recommended as follows:

- There is need for an increased funding by the Government of Namibia to the tertiary institutions to facilitate the improvement of the infrastructures and manpower development of the institutions. Having just emerged from the destructive influences of colonization, a lot need to be done to develop its own manpower base through the education of its citizens and production of high-level manpower. Scholarships, bursaries and loans should be made available to all Namibian students in tertiary institutions. Each institution should have a clearly defined staff development programme and budget for its implementation provided. Infrastructurally, more hostels, classrooms should be built in those institutions where there is lack of these. Each tertiary institution should have a library that is equipped to cater for the needs of the staff and students. In-house training for library staff should be very liberal.

- One way an institution can develop is through research and publications of research results by its staff and students. Adequate fund need to be allocated to research and publications by each tertiary institution.

- Information as a tool for development should not be suppressed. The Student Representative Council, being an umbrella that represents the students' interests within the four walls of the Institutions should let the students know how they operate, and their rights and privileges. They should liaise with the Administration to educate the students on how the Institution functions. Heads of Institutions and their subordinates should be easily accessible to the students. By so doing, areas of conflicts could be addressed and delimited.

- The security situation in the tertiary institutions needs to be seriously addressed. This variable was rated as the most important quality living variable by the respondents showing that in essence, the institutions should do all within them to ensure that students are secure in and around their rooms. People should be able to move round the campuses without fear of molestation.

- Parents, Guardians and Community Leaders should be involved in the running of the tertiary Institutions. By so doing their awareness of the problems confronting their children in the schools will become more glaring to them. Solutions to the students' problems, most of which are rooted from the home, can then be easily found.

- The students, as would be expected, identified having qualified, experienced and dedicated academic staff as very important to their academic development. The institutions should strive to hire high caliber staff members who could facilitate

the production of dedicated and knowledgeable human labour force for the Namibia people.

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