

HIGH SCHOOL STUDENTS' PERCEPTIONS OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION'S (ASCA) ACADEMIC DOMAIN MODEL IN A "SCHOOL COUNSELING SERVICES" SETTING IN ALBANIA

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Abstract

This study analyzed students' perceptions of school counseling service in private schools in Albania. Students' perceptions were measured with regard to academic achievement which is one of the three ASCA domains (academic, career, and personal/social). The school counselor does not exist in the Albanian schools. The school counseling is not directly performed. The school counseling is performed by a structure called in this study as "school counseling services". The school counseling services includes class teacher, vice principal/principal, school disciplinary committee, school psychologist and activities done under legislations of Albanian Ministry of Education and Sports. These elements are common in all schools of Albania as well as private schools. An 18 item questionnaire was administered to 300 students (150 male and 150 female) at five private high schools. After analyzing the data, it was revealed that male of female students' perceptions did not differ as far as academic domain was considered. There were no significant correlation in terms of income and parents' education level with items of ASCA academic development questionnaire. 68.3 % of the students were satisfied of school counseling services' monitoring in terms of academic elements and providing this to the teachers and parents. 75.0 % of the students believed that school counseling services were very keen regarding to the attendance recording and reporting this to the parents. 77.4 % of the students believed that school counseling service coordinates different types test to prepare them for central exam like Matura, SAT, TOEFL and IELTS. 76.0% of students believed that the school counseling services were organized parents' meeting regularly. 72.3% of the students believed that school counseling services were deal with problems of learning. The school counseling service in the academic development was very successful. However, the other two domains; career and personal/social development were not analyzed in this study. Therefore, more research needs to be conducted in schools to determine if "school counseling services" can replace 'school counselor' and this model is practical and feasible.

Keywords: school counseling service, students' perception, counseling, ASCA.